

SERIOUS GAMES

Serious Games & Emotional Competence
in Higher Education



EVENT HOST



Universidade do Minho

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finish the VR. To reduce anxiety, they used some strategies (4), such as: focus on the goal or puzzles, or talking to people outside the VR. Some difficulties were encountered (5): taking objects, walking in the space, identifying what to do, and affected by some symptoms as headache, nausea, and dizziness. In some cases, the symptoms caused a pause from VR.

Conclusions: VR could prepare students to face emotions which they can feel in hospitals.

Palavras chave: NURSING STUDENTS, VIRTUAL REALITY GAME, QUALITATIVE STUDY

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Relationship Between The Dimensions Of The Emotional Competence Profile And Emotional Competence

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Abstract:

Aim: Recognize the relationships between Emotional Competence (EC) Profile and dimensions of the construct.

Methods: A correlational study of the Emotional Competence Veiga Scale (ECVS) data, from a 103 nursing students sample, the majority single (93.2%) and a small part married (2.9%), in a north-east of Portugal institution. The CE 5 dimensions of the construct, are operationalized along 112 items: each one operationalized through a Likert Scale with 7 cells, from 1 (never) to 7 (always), with the cutoff point at 4. The statistical analysis of data in SPSS allowing the EC global profile, to be drawn up using the five dimensions of the construct. and each dimension profile too.

Results: The correlational analysis[®] between the dimensions of EC and overall EC in the sample was determined the following: Firstly: Global EC shows a high and statistically significant correlation with Self-Awareness (SW) ($r=0.755$; $p=0.000$), emotion management (EM) ($r=0.835$; $p=0.000$), Self-Motivation (SM) ($r=0.714$; $p=0.000$), Empathy (E) ($r=0.709$; $p=0.000$) and Group Emotion Management (GEM) ($r=0.725$; $p=0.000$).

Secondarily: SW shows a significant correlation with EM ($r=0.586$; $p=0.000$), SM ($r=0.589$; $p=0.000$) and GEM ($r=0.325$; $p=0.001$). EM shows a statistically significant moderate relationship with SM ($r=0.579$; $p=0.000$), Empathy ($r=0.492$; $p=0.000$) and GEM ($r=0.492$; $p=0.000$). SM is only significantly related to Empathy ($r=0.277$; $p=0.005$). Finally, Empathy correlates significantly with MEG ($r=0.739$; $p=0.000$), and this relationship is the strongest of all the correlations between the dimensions.

Conclusions: All the dimensions correlate statistically with overall CE, but not all the dimensions correlate significantly with each other.

Palavras chave: Emotional Competence Profile; Emotional Competence Dimensions; Statistical Relationship.