

SERIOUS GAMES

Serious Games & Emotional Competence
in Higher Education



EVENT HOST



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Methods: based on an action research with the implementation of a musical experience, an exploratory, phenomenological study was developed, through the qualitative analysis of discursive components, with a sample of 163 elements - patients and family members - in a UCP, in a socio-regional economic context in the North of Portugal.

Results: Emotional responses were obtained, associated with perceptions and physiological responses, such as changes in mood and affection. Of the overall sample, 75.4% (n=92) presented positive emotional expressions, 22.1% (n=27) a neutral attribution, and only three negative ones. Among the emotions identified, 71.4% (n=20) of respondents refer to "Joy", and 17.9% (n=5) refer to "Pleasure", but, interestingly, there are 7.1% (n=2) who referred to "Pain" and 3.6% (n=1) "Sadness".

Conclusions: The results present musical visits as a strategy with a therapeutic effect, in maintaining the well-being of users in UCP, whether in terms of the impact of musical sound on patients and families, or in terms of the relationships it triggers, in addition to the promoting socio-emotional health in general, and the inter-institutional synergies they develop.

Palavras chave: Palliative Care; Musical Visits; Expression of Emotions

SGECHI-70848

Perfil dos Empresários do Distrito de Bragança e Competência Emocional - estudo correlacional

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Abstract:

Objective: understand the relationship between the profile of the entrepreneur and the level of Emotional Competence. Thus, the specific objectives are: (i) to know the sociodemographic characterization of the sample, (ii) to know the Profile of the Entrepreneur of the sample; (iii) know the level of Emotional Competence of entrepreneurs; (iv) analyze the relationship between the level of Emotional Competence and the Profile as an Entrepreneur and; (v) identify the level of influence of each of the five dimensions of Emotional Competence on the profile of entrepreneurs.

Methodology: quantitative and correlational study, developed from the application of a questionnaire composed of three parts: (i) Entrepreneur Profile; (ii) Veiga Emotional Competence Scale - EVCEr33 and; (iii) Information about the Individual. This data collection instrument was applied to a sample of 53 entrepreneurs from the North of mainland Portugal.

Results: of the 53 participants, 22 are female and 31 are male, as well as the fact that the ages predominant were between 31 and 40 years old, between 41 and 50 years old and between 51 and 60 years old. Regarding the Businessman Profile, the Dynamic Profile and the Aggressive Profile are predominant. Regarding the Level of Emotional Competence, it is worth highlighting the Moderate Level and the High Level. Checked that:: (i) Total Emotional Competence presented a positive and significant correlation with the dimensions of self-awareness, emotion management, self-motivation and with empathy; (ii) a positive correlation between the "Dynamic Profile" and the "Moderate Level of Emotional Competence" and between the "Aggressive Profile" and the "High Level of Emotional Competence"; (iii) association between self-awareness, em-

pathy, group emotion management and Total Emotional Competence with the profile of the entrepreneur in the sample.

Conclusion: by recognizing the relationship between Emotional Competence and the typology of business action/investment, the pertinence of training in Emotional Education. However, there is a need for more studies on this topic, with other samples in other geographic areas.

Silva, A., Monte, A. P. & Veiga-Branco, M.A.R. (2023). Perfil dos Empresários do Distrito de Bragança e Competência Emocional - estudo correlacional [Dissertação de Mestrado, Escola Superior de Tecnologia e Gestão de Bragança, Instituto Politécnico de Bragança].

Palavras chave: -

SGECHI-71476

Developing Emotional Competence for Nursing Students through a VR Serious Game

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Abstract:

Emotional Intelligence (EI), is defined as the capacity to discern, comprehend, and regulate one's own as well as others' emotional states. It constitutes a pivotal aptitude for nursing professionals, bearing a profound impact on effective patient care provision and collaborative teamwork. Nevertheless, the conventional paradigms of imparting EI acumen are frequently encumbered by time constraints, resource scarcities, and ethical quandaries that curtail their optimal execution. In response, this study proposes "Serious Games - Developing Emotional Competence for Nursing Students" (SG4NS), an innovative pedagogical approach that harnesses the potential of Virtual Reality (VR) technology and serious gaming methodologies to revolutionise EI education. Within the format of an immersive 'escape room' game, SG4NS orchestrates a virtual environment wherein participants engage with diverse objects to solve puzzles and unravel the narrative mystery they are presented with. Throughout the course of these interactions, the game elicits various responses in the participant, such as repulsion, exasperation, fear, and elation. This provides a platform for the subsequent discussion of diverse emotional states, facilitated by an instructor. Conceived as an integral part of a more comprehensive EI curriculum, 30-minute sessions of SG4NS play-throughs are strategically complemented by didactic expositions and reflective debriefing sessions, forming a multifaceted learning experience. By offering an immersive and emotionally engaging educational experience, SG4NS diversifies the landscape of EI education strategies, and seeks to improve the pedagogical outcomes through increased student engagement. This paper presents the paradigms upon which the game was designed, and addresses strengths and weaknesses of SG4NS as a VR educational game. Recommendations for future initiatives are explored.

Palavras chave: Emotional Intelligence, Nursing Pedagogy, Serious Games, Virtual Reality, Educational Games