



Livro de
Resumos

Book of
Abstracts

Libro de
Resúmenes

[47] Clinical Presentation Competencies: A Systematic Literature Review — Artemisa Dores (E2S-P.PORTO); Maria João Freitas (LabRP-CIR, E2S-P.PORTO); Eduarda Ramião (E2S-P.PORTO)

Clinical communication skills are essential for building trust between healthcare professionals and patients. Clear and empathetic communication fosters shared decision-making, enhances therapeutic adherence, and improves outcomes. This is particularly significant for professionals such as physicians, nurses, and allied health professionals (e.g., physiotherapists), who work closely with individuals requiring personalized feedback and interaction. This systematic review followed PRISMA guidelines to expand the existing knowledge and aimed to answer the question: What is the importance of clinical communication in healthcare interventions? Academic databases (EBSCO, Scopus, Web of Science, and PubMed) were searched for peer-reviewed articles published within the last decade, examining the role and components of clinical communication in healthcare interventions. Studies included diagnoses, as mental and neurocognitive conditions, and COVID-related care, while excluding those focused on physical illnesses, pharmacology, or interventions targeting only patients' empathy/cognition. Forty-two studies were qualitatively analyzed and grouped by communication strategies, settings, populations, and key competencies. The findings underscore empathy as a core competency, consistently linked to enhanced professional effectiveness and stronger therapeutic relationships. Several studies emphasized how patient-centred communication improved satisfaction, adherence to treatment, and collaboration. Additionally, integrating emerging technologies, such as telehealth platforms and digital communication tools, was identified as a growing area of interest, bringing both new opportunities and challenges to clinical practice. Based on the findings, we recommend that communication training be embedded in healthcare curricula through simulations, reflective practice, and interdisciplinary education. Preparing future professionals in this field is crucial to ensuring quality clinical care.

[83] From Controversy to Competence: Fostering Critical Pedagogical Thinking on Smartphone Use Among Pre-Service Teachers — Maria João Silva (CI&DEI, ESE- Instituto Politécnico de Lisboa)

The use of smartphones in schools is a widely researched and controversial issue in Portugal and across Europe, especially when children are involved. It is crucial to support pre-service teachers in developing collective critical reflection and didactic competences on this topic. Three workshops with pre-service teachers are described and analysed to assess the effectiveness of dynamic and collaborative didactic strategies in promoting common pedagogical perspectives through engaged reflection and embodied argumentative discussion. Data collection was carried out through participant observation and documentary analysis of participants' work. Thematic analysis was used to data treatment. Results showed that participants were aware of the issue but lacked specific prior training. However, they demonstrated the ability to shift from a linear analysis to a more systemic and contextual pedagogical understanding of both risks and opportunities, drawing on curricular and didactic knowledge as well as socioemotional competences. This collective analysis proved essential to that progression.

[71] Training for sustainability in higher education institutions: A study of ISCAP students' perceptions of social entrepreneurship— Cláudia Pinto (ISCAP- P.PORTO); Susana Bernardino (ISCAP - P.PORTO); Deolinda Meira (ISCAP - P.PORTO); Conceição Castro (ISCAP - P.PORTO) Raquel Pereira (ISCAP - P.PORTO); Cláudia Pinto (ISCAP- P.PORTO)

Social entrepreneurship has been recognised as a field of enormous relevance and an important dimension of sustainability. Despite the strong growth seen in recent years, its potential in terms of value creation is recognised, particularly if socially entrepreneurial activity increases among younger audiences, for whom higher education institutions should play an active role in terms of training. This paper aims to understand students' perceptions of the concept of social entrepreneurship. To this end, as part of an international ERASMUS+ research project, a quantitative questionnaire survey was conducted among ISCAP students.

The results indicate some understanding of the concept of social entrepreneurship, particularly in terms of identifying areas of activity, purposes and the role of innovation. There is a certain lack of knowledge about the legal forms compatible with social entrepreneurship, as well as some variation in the responses provided by students.

OBRIGADO THANKS

FICHA TÉCNICA

COMISSÃO ORGANIZADORA

— António Marques - SP - P.PORTO (Vice-Presidente do P.PORTO/Vice-President of P.PORTO)
 — Daniela Mascarenhas - ESE - P.PORTO (Presidente da P.PIC'25 / President of P.PIC'25)
 — Bárbara Veiga - SP - P.PORTO
 — Erika Ribeiro - SP - P.PORTO
 — João Batista - SP - P.PORTO
 — Mário Cruz - ESE - P.PORTO
 — Ricardo Queirós - ESMAD/E2S - P.PORTO
 — Ana Assucena - ESE - P.PORTO
 — Maria Inês Regadas - ESE - P.PORTO

DESIGN

— Diogo Costa

AUDIO VISUAL

— João Batista

MULTIMÉDIA

— Bárbara Veiga

CONCEÇÃO DO PROGRAMA

— Daniela Mascarenhas
 — Erika Ribeiro
 — Mário Cruz
 — Ricardo Queirós

ISBN —

978-972-8969-95-0