

A.A.G. SPONSELEE, C.G. WILLEMS, M.B. MICHEL-VERKERKE, A. SIRKKA, L. SAARNI, M. CASTELLO BRANCO. **Education in care and technology: Development of a professional master.** *Gerontechnology* 2016;15(suppl):139s; doi:10.4017/gt.2016.15.s.005.00

**Purpose** The uptake of technology in care settings is not as efficient as required. One of the reasons is the lack of knowledge on the effects of the implementation and use of technologies in the context of e.g. e-health and telecare. While care professionals have a critical attitude towards the use of technology as part of the care delivery, technology developers deal with a lack of knowledge of care practice<sup>1</sup>. Principles of user centred design and interdisciplinary research are expected to be the key for success. It is necessary to educate people for a new profession, both technology and care oriented, being able to bring this knowledge to whom it may concern<sup>2</sup>. **Method** Six organisations of higher education (Zuyd University of Applied Sciences (UAS); Fontys UAS; Saxion UAS; Tampere UAS; Satakunta UAS; University of Beira Interior) have organized a master course programme to support professionals active in the care or technology domain to get involved in interdisciplinary research and development. The ‘European Master on Care and Technology’ (Official Dutch registration code: CROHO 70189) enables professionals to work in an internationally oriented master course in an interdisciplinary context on practical assignments relevant in their own work place in either the care or technology domain (Figure 1). Students and teachers work together in an online environment (Blackboard ©), using a video-communication tool (Zoem Europe ©) for face-to-face interaction. Each period (10-15 weeks) students and teachers meet during a campus-based week organised by – and at the campus of – one of the participating universities of applied sciences. **Results & Discussion** Nine students have started the master course in September 2015 (3 male; 6 female, age range 27-48). Students are positive about the content and results of the programme. They learn in an international and interdisciplinary context to work on practice oriented issues (2 Finnish, 7 Dutch students; 1 technological oriented, 8 care related occupations). Issues they have been working on are, for example, the use of pill dispensers in home care, the use of post-processing technology to support the radiologist in assessment of right ventricular function based on cardiac Magnetic Resonance Imaging (MRI), and the perceived use of the Electronic Health Record in supporting the care process. The master course is being evaluated and adjusted constantly, in order to improve the programme, with the goal to let students become experts in the field of care and technology, supporting increased application and acceptance of technology in care and welfare by patients, elderly users as well as (elderly) carers.

**References**

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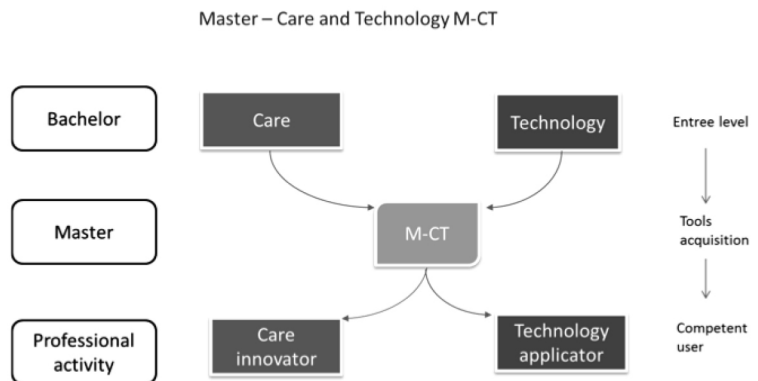


Figure 1. M-CT in perspective of education and professional activities