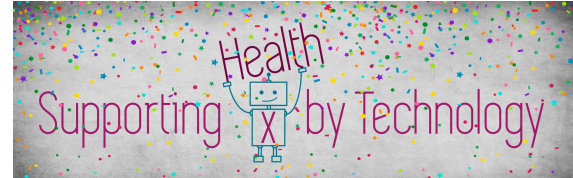


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Title

(Maximum of 15 words)

Innovating care through technology and education. An ethnographic view on care education in transition.

Author(s) details

First name(s) followed by surname(s); organization/affiliation(s); e-mail address; and if possible, Twitter and/or LinkedIn account:

Annemarie van Hout, University of Applied Sciences, Research Group IT innovations in Health,
a.van.hout@windesheim.nl, <https://nl.linkedin.com/in/annemarie-van-hout-03a7b922>

Guus ten Asbroek, Amsterdam health & technology institute (AHTI), g.tenasbroek@ahti.nl,
<https://nl.linkedin.com/in/guus-ten-asbroek-43033710>

Marieke Hettinga, University of Applied Sciences, Research Group IT innovations in Health,
m.hettinga@windesheim.nl, <https://nl.linkedin.com/in/marikehettinga>

Presenting author:

Annemarie van Hout

Abstract

(Maximum of 500 words)

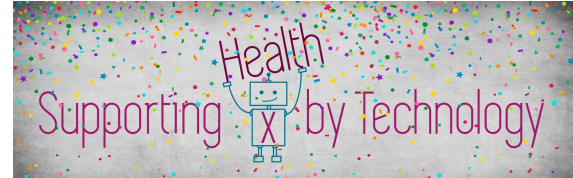
Background:

In the project "Fieldlabs, 21st Century community care", directed by ROC of Amsterdam, 17 partners in care, education, local authorities, technology providers and research institutes collaborate in the Amsterdam region. Fieldlabs aims to innovate education in care, in order to make it '21st century proof'. A major ingredient in this innovation process is care technology. In different subprojects, experiments are undertaken in which for example nursing students are testing different technologies to improve quality of life for residents of in a nursing home. One way to see if the project has the desired effect, is user research. We are therefore aiming to answer these questions: What experiences do the various users of the field labs have and how do these experiences relate to the objectives of the main project?

Methods:

Ethnographic research helped us to map the subprojects and both observe and discuss what participants experience. We carried out participatory observations, interviews with various users and deliberated our

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findings in focus groups. During the project we discussed some of our data with the project leaders, deriving from responsive methods, in order to let them learn from our insights, and us learning from their expert reaction, but also to be able to follow the projects closely. Grounded theory helped us to analyze our material, which we present to the project group in regular interim reports.

Findings:

Themes we have identified are: learning, encounters and organizational issues. The themes show different perspectives on starting problems of innovative processes, but also what works very well in the project. Some of the outcomes show how an innovation can be a success and an issue at the same time. Students for example were very enthusiastic about the opportunity to experiment with technology in order to solve a resident's problem, especially since they were on an internship and therefore exercising this learning in another care organization. For residents concerned and their regular care professionals it was mostly a nice intervention, but there are worries about scaling up: what if this experiment will repeat itself every semester? And who will take care of the follow-up: will the technology be here to stay, who is taking care of fall-outs, etcetera?

Discussion:

In this presentation we will map different users for whom different norms and values are important and potentially can conflict. For caretakers an important value is being able to give care that fits the resident's needs. Often understaffed, projects out of the daily scope can be a challenge. Teachers, one of the other user groups, value innovating education, increasing supervision and using new technologies. We will discuss our observations of their interaction. We will furthermore explore the various values and norms in user research, focusing on innovating care through technology and education and try to answer questions on how to deal with them.

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Join us in our ethnographic view on technology and care in education in transition. *Fieldlabs* (<https://edu.nl/4t9ua>) innovative nursing care & education projects from the user perspective.