

RECONCILING WORK AND FAMILY IN HEALTH AND SOCIAL CARE EDUCATION

9-11 April 2014

Hanze University of Applied Sciences invites you to participate and contribute to the upcoming Coehre Conference. The organization of the conference is up and running. The conference-title is '**Reconciling work and family in health and social care education**'. It is linked to that of the European theme of 2014; '**The European Year for Reconciling Work and Family Life**'.

Balance between work and family has emerged as a core concern of EU policy and national governments. Reconciliation of work and family life has become increasingly important in recent years due to changes in the pattern and demands of work and due to changes in family structure. Changes influenced by globalisation of the economy, the financial crisis, the fast pace of technological development and an increasingly ageing population. This necessitates organisational changes and higher flexibility in health and social care services, and in the education of its professionals, fulfilling the needs of employer and employees simultaneously.

In accordance with the conference title '**Reconciling work and family in health and social care education**' we will address four sub-themes in this conference;

1. Families under pressure

The current economic crisis in Europe results in income loss, unstable work, raise in unemployment and economic adjustments. Emotional distress and financial hardship, arising from job loss, affect both the job loser and other family members. Families may have to loan, cut back on long-planned activities or purchases, delay medical care. At the same time family life keeps changing, parents are under pressure to combine work with care for their children and with care for their elders. Question we will explore during the conference are;

- What are the social implications and psychological effects of unemployment? What impact does this have on family relationships? How do families adjust, bring back desires in line with constraints?
- What effect does it have on higher education and what are the consequences?
- Are health and social care-givers well enough prepared to cope with the increasing number of families under pressure?

2. Self-management in work and family life

The term 'self-management' implies a shift of responsibility from the health and social care professionals towards the individual for the day-to-day management of their condition and their problems. Self-management programs provide individuals the opportunity to improve the quality of their lives and encourage them to take charge of their health and life by educating and monitoring themselves about their specific conditions, get access to information about (treatment) options. Individuals cooperate with their care-givers in tracking the progression of their disease and or their problems. It may encourage individuals to be proactive about their condition by informing colleagues, friends and family members of the illness, and by enlisting help from colleagues, families and friends in managing the illness, try to live independent for longer and maintaining quality of life as they get older. Teaching people specific self-management skills in nutrition, exercise, in dealing with stress and medication, may minimize poor health outcomes and may help to avoid unnecessary costs and ensure the best possible outcomes. This is extremely important as we face a massive increase in the elderly population in the coming years. Good self-management will be key in helping tomorrow's older adults stay healthy. We will try to look for answers on;

- How (cost) effective are self-management programs? Are health care costs really reduced? Do they improve the outcome?
- How can self-management programs be implemented in day-to-day work and family life?
- Are health and social caregivers ready for this transition?

- Care might need to be organized differently, but how?
- What are the consequences for education in health and social care?

Experts in the field from Hanze University of Applied Science and University Medical Centre Groningen will lead and develop our thinking in this area. [Copyright](#) © 2009 Association of Schools of Public Health

3. Health and welfare professions in transition

Massive changes brought about by the altering population build up and growth, technology, and globalization, has its consequences for health and social care services. To keep care payable it might need to be organized differently, and, with the use of new media and technology, brought closer to the individual. This may demand other types of health and social care professionals, with other competences and knowledge. It will require caregivers that have an integrated view on health care and social services, focusing on self-management and empowerment of the patient, being able to look beyond the limits of their own profession and to think outside the box. Most curricula in health and social care education provide a common, homogenous, and standardized educational experience, focusing on a specific type of health or social care profession. Traditional schooling often still aims to prepare craftsmen, whereas our students need to develop the skills to be globally minded, creative and entrepreneurial. This sub theme will offer an opportunity to reflect on the new role of health or social care practitioners, to consider how we can engender these new insight within the education process and the design of education programmes.

4. (Use of) quantified self in different health professions

Technology to support self-monitoring is making rapid advances to improve the lives of the individual. The focus of quantified self lies on self-assessment of one's health in relation with growing up healthy and ageing healthy. Health aspects measured can be related to nutrition, movement, sleep, stress and social interaction. A shift from knowledge on groups of patients towards specific knowledge on the individual patient. This result in a paradigm shift in healthcare. Topics presented can be connected to newest developments and availability of self-assessment tools in the field of hardware and or software. Through (inter) active, hands-on, workshops, conference participants can be informed and experience this relatively new approach in health management. Issues on which we will discuss will be;

- Which self-assessment tools are valid and reliable?
- How can these tools be implemented in health and social care services?
- How effective is the use of self-assessment tools for users and or patients?
- In which way can care-givers, education and business work together in the developing and marketing of tools for self assessment?
- How can tools for self-assessment be used in education and conferences?
- How do deal as a teacher and / or health professional with these new techniques?

Experts from the Quantified-self Institute and keynote speakers will share the latest advances in this field with participants.

The conference website will be open from September with advance information and opportunities to submit abstracts for consideration for paper and poster presentations. Soon you will find all essential information concerning the conference, area, accommodation and travel at www.coehre.eu/conferences or <http://www.hanze.nl/coehre>
For more information, please send an email to gezondheidsstudies@org.hanze.nl



**COHEHRE Annual Conference Program 2014 (preliminary proposal for the staff program):
Reconciling work and family in health and social care education**

Wednesday 9th April 2014	Thursday 10th April 2014		Friday 11th April 2014
<p>09.00 Registration begins</p> <p>10.00 – 12.00 Internationalisation</p> <p>12.00 – 15.00 Academy workshop (80p, big tables) Included: Walk ‘n talk lunch</p> <p>15.00 – 15.30 Refreshment</p> <p>15.30 – 16.00 Opening ceremony</p> <p>16.00 – 16.40 <u>Keynote: Health and welfare professions in transition</u></p> <p>16.40 – 17.20 <u>Keynote: Families under pressure</u></p> <p>19.00 Reception hosted at the County Hall</p>	<p>09.00 – 10.00 General Assembly</p> <p>10.00-10.15 Quantified Self explanation</p> <p>10.15- 10.45 <u>Keynote: U-Mapping</u> 30 min</p> <p>10.45 – 11.15 Refreshment and poster viewing</p> <p>11.15 – 12.45 Parallel workshops 1.Families under pressure 2.Self-management 3.Quantified self 4.Transition</p> <p>12.45 – 14.00 Lunch</p> <p>14.00 – 15.30 Parallel workshops 1.Families under pressure 2. Self-management 3.Quantified self 4.Transition</p> <p>15.30 -16.15 Walk, talk and vote-Poster market (including sticker voting system)</p> <p>16.15 – 17.00 QS Energising organised by students (f.ex. meditation, walk, bike, folk dance...)</p> <p>17.30- 19.00 Groninger Museum visit</p>	<p align="center">D E A N S M E E T I N G</p>	<p>09.00- 09.10 Quantified Self</p> <p>09.10- 9.45 <u>Keynote: Self-management in work and family life</u></p> <p>Parallel sessions (council chairs) Session 1 10.00 – 10.20 Session 2 10.20 – 10.40 Session 3 10.40 – 11.00 Session 4 11.00 – 11.20</p> <p>11.20 – 11.45 Refreshment and poster viewing</p> <p>Parallel sessions (council chairs) Session 5 11.45 – 12.05 Session 6 12.05 – 12.25 Session 7 12.25 – 12.45 Session 8 12.45 – 13.05</p> <p>13.05 – 14.00 Lunch</p> <p>14.00 – 15.00 Students presentation</p> <p>15.00 – 15.45 <u>Keynote: (Use of) quantified self in different health professions</u></p> <p>15.45 – 16.15 Closing ceremony</p> <p>19.00 Dinner Dance</p>