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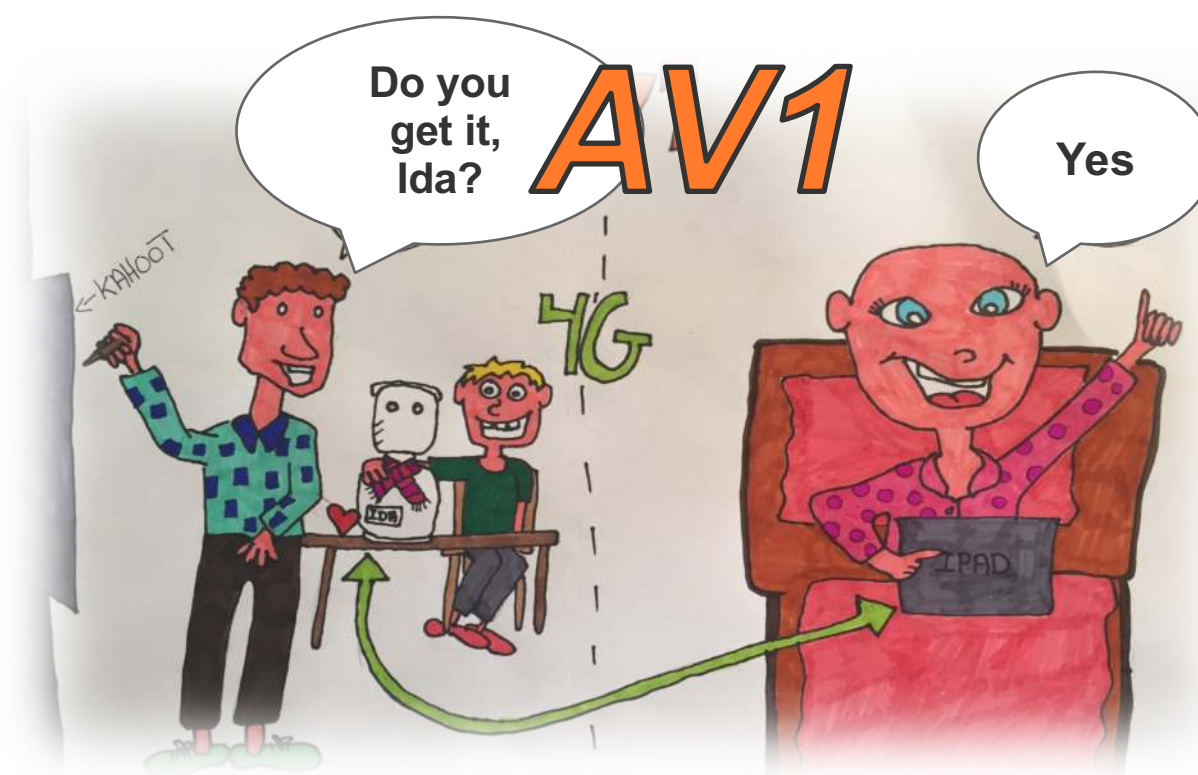
# Back to school with robot technology

An qualitative pilot study about if and how telepresence robots support school-aged adolescents with cancer to maintain socially and academically connected with their school classes during treatment.

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## Introduction

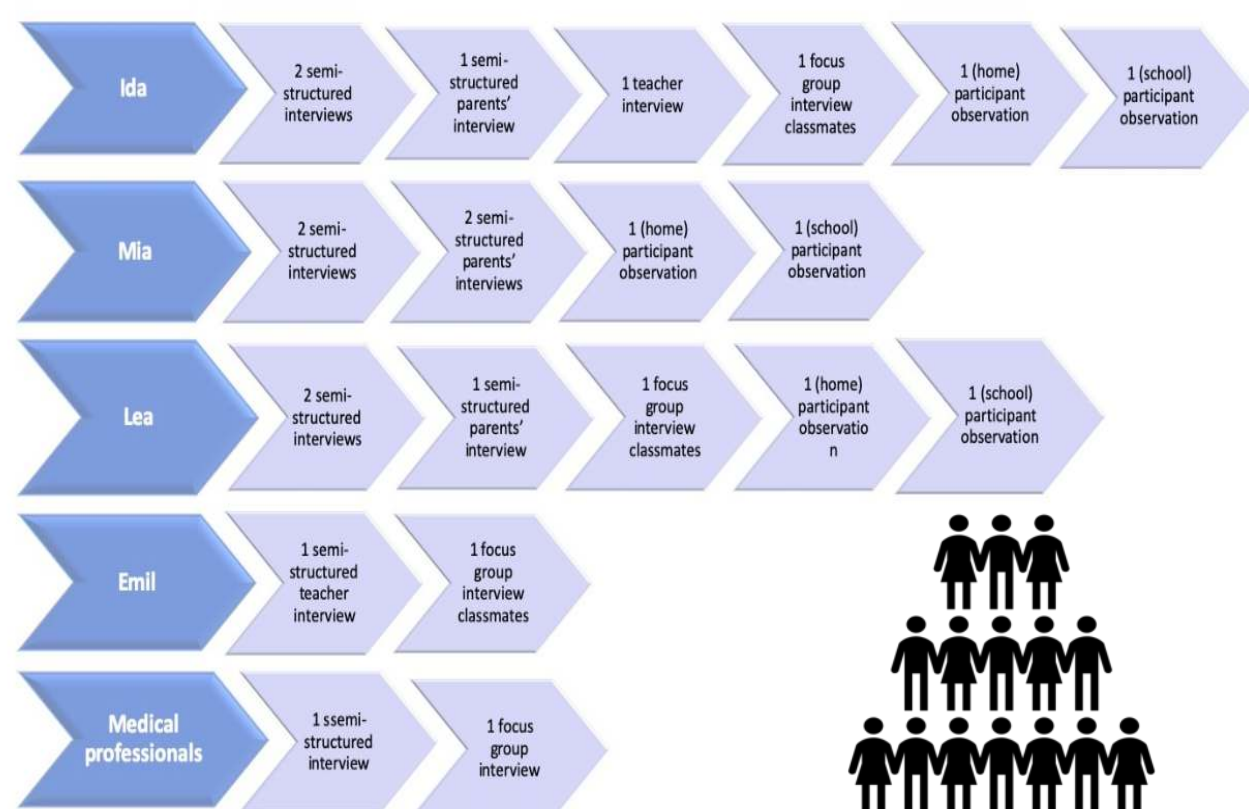
School-aged adolescents diagnosed with cancer are absent from school more than 40 % during the period of treatment. After completed cancer treatment 50 % experience social, psychological or educational problems when they re-enter their education and 20% have to repeat a grade (1,2). Telepresence robots may provide the flexibility that is needed to maintain school education (3).



## Method

Data were collected by semi-structured individual interviews with school-aged adolescents (n=3) diagnosed with cancer or a cancer-related illness, along with their parents (n=3), and teachers (n=2), focus group interviews with classmates (n=15) and healthcare-professionals (n=4).

## Participants and their relationship

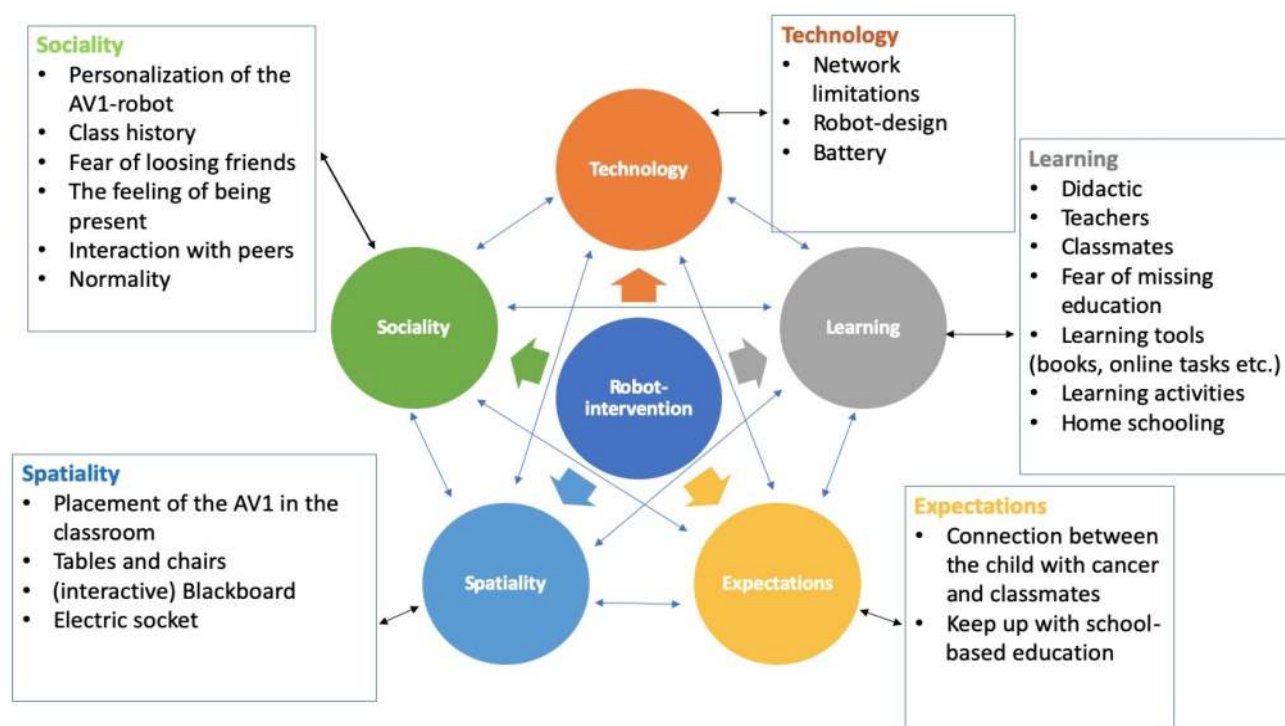


## Results

Telepresence robots can facilitate **social interaction** processes with classmates and inclusion in learning activities, which reduces the sense of loneliness and exclusion.

The AV1-robot has some **network disruptions** in certain areas of the hospital- and school buildings which limits the use of it in practice and creates some **excluding processes** for the adolescents with cancer.

## Themes and subthemes



## Conclusion

Telepresence robots can help school-aged adolescents to maintain socially and academically connected, despite being hospitalized or isolated at home. However, multiple factors determine whether the robot technology is inclusive or exclusive for the adolescent with cancer.

### Reference:

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