A new challenge: The training of eHealth professionals, innovative actors of eHealth

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Dear Sir

There is a burden of ageing population on health provision in industrialised countries. At the same time, internet, game consoles and all the derived digital tools, have revolutionised our lives. Technological developments used for these everyday tools have been quickly put to use in the field of health provision, explaining the exponential growth of what is called eHealth. In the field of gerontology, successes made possible by these technological advances have become legion, opening a particular field of eHealth allowing, for instance, rehabilitation in virtual spaces or with serious games or development of smart Zimmer frames. A complete field dedicated to monitoring is also emerging: connected pedometers or blood pressure monitors, smart clothes, mobile applications, telemedicine, etc.

The hospital, in the conventional sense of the term, seems to gradually disappear in favour of the development of a hospital 'at-home'. This notion is based on these self-monitoring technologies, but mainly on the development of these communicating tools such as telecare and online support. Indeed, these new technologies challenge the daily medical practice and create new relationships with patients. These changes lead to the emergence of new needs and it is important to clarify the range of competences of the personnel who will receive and analyse these data in order to take medical decisions: this creates innovative actors who will need to be trained.

In the same way, even if a patient's daily life is invaded by these new technologies, other health professionals should not feel helpless in the face of these innovative techniques for practising their profession (Wyatt & Sullivan 2005). Otherwise, we run the risk of disinvestment or withdrawal (Booth 2006). Therefore, it appears essential to provide help and support to staff to introduce these changes. The primordial issue therefore

appears to be the training of these new eHealth professionals in close collaboration with industrialists and providers of new eHealth services. It also requires the presence of teachers and trainers able to meet the challenges they face in ensuring a skilled and educated workforce of new professionals.

In conclusion, we need to be aware of the problem. It is time to move from a system based on individual skills in this innovative field to a formal recognised and effective system. This seems to be the only way to ensure that the adaptation of the area of health provision to these new technologies do not come at the expense of its actors.

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Creation of mHealth content aimed at medical students

Dear Sir

In the recent article 'Health professionals as mobile content creators: Teaching medical students to develop mHealth applications', the author (Masters, 2014) presents his findings from his work encouraging students to create mHealth content aimed at patients. I read this article with great interest as a medical student at The University of Manchester who has recently created an iBook aimed at educating other medical students.

I wanted to supplement and enhance the clinical skills teaching at the Manchester Medical School (MMS) by creating an iBook to give students a definitive guide to performing a Cardiovascular Examination. With a small amount of help from the faculty and no previous experience of content creation I was able to write an iBook using the iBooks Author application available for Apple computers.

I chose the iBooks Author application as all students at MMS are supplied with iPads upon entering their clinical years. Therefore by using the MMS iTunes U course and the Apple iBooks Store it was quick and easy to distribute the iBook to students who wanted the additional help with their learning.

iBooks Author is an intuitive and simple piece of software. It was easy to create an attractive and professional text in a relatively short amount of time. In a four week Personal Excellence Pathway (PEP) I was able to film the critical parts of