

Cím ***Human-Centered Health: Exploring Design, Disability & Technology***

Classroom ☐  
 Studio or workshop ☐  
 External venues ☐  
 Online ☐

Kódok M-KF-E-301-FS-252601-13

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Hirdető **MOME Future School**

	Type	ECTS	Contact hours	Student work	Course type	Semester	Unit?
Basic info	Practice	5	weekly4	weekly 2	KFI	2025/2026/ 1	Future Care Lab

Recommendation

Short description

In today's world, complex health challenges increasingly demand multidisciplinary responses, therefore design and design research plays an important role in creating human-centered and inclusive solutions that address the complexity of the healthcare system. Russel Ackoff in 2004 stated the following: „We have a self-maintaining sickness- and disability care system, not a health care system” Throughout this course we aim to offer an interdisciplinary perspective on how to grasp the complexity formed of the individual, care taker or the caring community and the institutional and business level of these issues by looking through the lens of the concept of technology and disability.

Teachers

This thematic course introduces master's level design students to the multi-layered relationships between health and design, offering insights into key terms, critical perspectives in engaging technology and understanding the relationship of disability, design and research and brings a sneak-peak also into research-oriented approaches. The teachers of the class would present case studies from MOME and beyond as well as professionals from health care will also give guest talks. This interdisciplinary aspect is given through presenting the topic from three angles: disability and design, health and technology and related research methods.

Ackoff, R. (2004, May). Transforming the systems movement. Keynote speech at the Third International Conference on Systems Thinking in Management, Philadelphia.

Name	Contact	BIO	Opening hours
Ágnes Karolina Bakk	bakk@mome.hu		Based on request.
Sam Chovanec	chovanec.sam@mome.hu		Based on request
Renáta Dezső	dezso.renata@mome.hu		Based on request
Beáta Pintérné Sosity	beatasosity@mome.hu		Based on request
Pál Tamás Szabó	szabo.pal@mome.hu		Based on request

Semester  
schedule

Course scheduling	Weekly class appointments
Every Friday	

Occasion	Date	Weekly educational content
1	5 September 2025	Introduction: course overview, glossary discussion: key terms: aging, health, disability, design, research, interdisciplinarity. Intro to the 3 blocks
2	12 September	Innovation. Health and Technology I. Positive Technology, and how it can be used in healthcare context. (Ágnes Karolina Bakk)
3	19 September	Robotics in healthcare (Renáta Dezső, Kálmán Tarr) + Gábor Fazekas (OORI)
4	26 September	VR in healthcare (Patricia Lajkó invited guest), immersive tools in healthcare. + Designing VR for elderly adults (Sam Chovanec – TBD)

5	3 October	The Human Concept of Disability Studies. Introduction to Critical Access Studies (Beáta Sosity) + Anna Gyimesi: Mental health history and current overviews
6	10 October	Case studies (Renáta Dezső: doctoral research in disability and design and Pál Tamás Szabó on validation of speech therapist )
7	31 October	On-site visit (Bethesda Hospital)
8	7 November	Adaptation and validation of medical tools (Pál Tamás Szabó) + Consultation
9	14 November	Case studies: Zenctuary VR (Agnes Karolina Bakk) + Gábor Kókai presentation of hard of hearing assistive technology device (with translation from Hungarian to English) + (Consultation)
10	21 November	Systematic literature review methods (Sam Chovanec), Ethical perspectives in designing for health (speaker TBA) + Consultation
11	28 November	Self and peer evaluation
12		
13		
14		
15		

Requirements	Assignments	Evaluation criteria	Deadline	% in evaluation
	active class participation (participating in games and debates)	Max 3 absence	Nov 28	20%
	keeping an individual research diary (without formal restrictions, but in a way appropriate to the field of study, e.g. a design theory student may keep a text diary, a design student may take photos/sketches and notes)	Active presence: 20% Development: 30% Quantity: 30% Quality: 20%	Nov 28	30%
	End-of-term test	Research topic proposal max 1 page (emphasis on RQ, Topic, Area, Interdisciplinarity)	Nov 28	40%
	Occasional assessment	exit miro board card, diary writing, transversal competences assessment at the end of the weekly thematic block	12thweek	10%

Compulsory readings Peter H. Jones, Design for Care. Rosenfeld Media: New York, 2013

Recommended readings Goodley, D., Lawthorn, R., Runswick Cole, K., 2014. Posthuman disability studies. Subjectivity 7, 342–361. <https://doi.org/10.1057/sub.2014.15>

Dezső, Renáta. 2019. “Co-Ability Practices.” *Proceedings of the 2019 8th Biannual Nordic Design Research Society (Nordes) Conference at Aalto University, Finland* (8). <https://archive.nordes.org/index.php/n13/article/view/463>.

Dezso, Renata. 2023. “Prototypes as a Structured Information Source in Theory Nexus.” In *From Abstractness to Concreteness – Experiential Knowledge and the Role of Prototypes in Design Research*, 470–89. Department of Design, Politecnico [https://www.academia.edu/107801309/Prototypes\\_as\\_a\\_Structured\\_Information\\_Source\\_in\\_Theory\\_Nexus](https://www.academia.edu/107801309/Prototypes_as_a_Structured_Information_Source_in_Theory_Nexus).

Gregor, P., Sloan, D., Newell, A.F., 2005. Disability and Technology: Building Barriers or Creating Opportunities?, in: *Advances in Computers*. Elsevier, pp. 283–346. [https://doi.org/10.1016/S0065-2458\(04\)64007-1](https://doi.org/10.1016/S0065-2458(04)64007-1)

Margolin, V., Margolin, S., 2002. A “Social Model” of Design: Issues of Practice and Research. Design Issues 18, 24–30. <https://doi.org/10.1162/074793602320827406>

Buchanan, R., 2007. Strategies of Design Research: Productive Science and Rhetorical Inquiry, in: Michel, R. (Ed.), Design Research Now: Essays and Selected Projects, Board of International Research in Design. Birkhäuser, Basel, pp. 55–66. [https://doi.org/10.1007/978-3-7643-8472-2\\_4](https://doi.org/10.1007/978-3-7643-8472-2_4)

Friedman, K., 2008. Research into, by and for design. Journal of Visual Art Practice 7, 153–160. [https://doi.org/10.1386/jvap.7.2.153\\_1](https://doi.org/10.1386/jvap.7.2.153_1)

Koskinen, I., Zimmerman, J., Binder, T., Redstrom, J., Wensveen, S., 2012. Design Research Through Practice: From the Lab, Field, and Showroom, 1st ed. Morgan Kaufmann Publishers Inc., San Francisco, CA, USA.

Learnings	Knowledge	<ul style="list-style-type: none"> <li>- Key terms of healthcare and design, ethical perspectives, the relationship of disability and design</li> <li>- Complexity of healthcare and the system around it</li> <li>- Design research methods and the importance of multidisciplinary perspective</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>- Understanding of basic research methods tools</li> <li>- Knowledge of ways of ethical use of technology</li> </ul>
	Attitude	<ul style="list-style-type: none"> <li>- sensitivity to issues of accessibility, equity, and inclusion</li> <li>- commitment to human-centered approach</li> <li>- respectful and ethical attitude</li> </ul>
	Responsibility	<ul style="list-style-type: none"> <li>- considering potential risks and unethical approaches</li> <li>- responsibility for the involvement of a wider stakeholder group when scrutinizing complex problems</li> </ul>

Exemption	<input checked="" type="checkbox"/> Exemption from attending and completing the course cannot be granted, <input type="checkbox"/> Exemption may be granted from the acquisition of certain competencies and the fulfilment of tasks <input type="checkbox"/> Some tasks can be replaced by other activities, <input type="checkbox"/> A full exemption can be granted
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Curriculum link	Subject	Related courses (parallels)	Merit rate in the subject
	Title of the course to be covered	[This course]	
		Another course	
		Third course	
Course prerequisites		Is it available as an elective?	Prerequisites in case of elective

TechPark	Requests	Resources	
		HR (professional consultation)	
		Tools	
		Materials	

Other  
information