



D.2.2. COURSE DESIGN

R2 DEVELOPING, TESTING AND ASSESSING A SET OF DIGITAL TRAINING CONTENT MODULES
AND SESSIONS FOR INFORMAL CAREGIVERS

| | |
|--------------------|------------|
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TARTALOM

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INTRODUCTION

The modular digital skills training course has been developed in the framework of Digitalis - *Empowering Informal Carers in Their Daily Usage of Digital Healthcare Services* project (2021-1-IT02-KA220-ADU-000033535) and by the partnership designed by and for the female informal caregivers in the 3 participating countries (Greece, Hungary, Italy) according to their national healthcare environment and context through national co-creation workshops. The course will be implemented as part of the Digitalis - *Empowering Informal Carers in Their Daily Usage of Digital Healthcare Services* project in R2, *Developing a set of digital training content modules and sessions*. This project result will provide a set digital training modules and face to face learning sessions for informal caregivers which will help them to utilize new technologies in their daily work.

Course development was preceded by a thorough survey among informal caregivers in the 3 countries the results and conclusions of which are the base of the curriculum.

AIM OF THE COURSE

The aim of the course is to provide informal female caregivers with the essential digital skills and knowledge to fully exploit the potential of digital healthcare services and technologies to improve their own professional status as well as the quality of life and safety of their care recipients they provide care for.

TARGET GROUP

Women above 18 providing care voluntarily for their neighbours, family members or strangers individually or within an organization of volunteers who typically haven't received any organized upskilling training to prepare them for the caring job and have different education level and diverse digital skills.

METHODOLOGY OF THE COURSE

The course is based on learning by doing and be delivered in **blended** form:

- online via Moodle (LMS)
- face to face workshops, practical sessions, consultations

Preferred methods:

- Problem-based learning
- Practice-based learning
- learning by doing
- Flipped Classroom method

MODULES

- **Module 1. Basic digital skills and competences for caring for older adults** (using the DigComp framework). 15% elective module
- **Module 2. Assistive technologies and health related information services.** 25%
- **Module 3. Self-monitoring and disease management by using ICT.** 20%
- **Module 4. Digital adherence technologies** (smartphone-based technologies, digital pillboxes, etc.) 20%
- **Module 5. Social networks, online communities for active and healthy ageing.** 20%

ASSESSMENT METHODS AND CRITERIA

- Quizzes at the end of each module (80%)
- Activity in the online collaboration in the forums of the LMS (10%)
- 2 Case studies submitted (10%) (in Module 2)

DURATION OF THE COURSE

The training course involves 5 modules, each weighted differently compared to the whole.

Module 1: Basic digital skills and competences for caring for older adults (using the DigComp framework). **15% elective module**

Module 2: Assistive technologies and health related information services. **25%**

Module 3: Self-monitoring and disease management by using ICT. **20%**

Module 4: Digital adherence technologies (smartphone-based technologies, digital pillboxes, etc.) **20%**

Module 5: Social networks, online communities for active and healthy ageing. **20%**

The total duration of the course is 18 hours completed with face to face practical work.

LEARNING MATERIAL

Types of the learning material used:

- online textbook with links
- video tutorials
- interactive presentations

COURSE INFORMATION

The training course is piloted in 2 of the partner countries: Greece and Hungary in the national languages. The content is prepared in English and translated to Greek and Hungarian.

At some topics the different language versions may vary as some tools, applications and the national e-health systems exist only in the national language of the partner organization.

LMS USED FOR ONLINE LEARNING

[Moodle](#)

A Moodle training course customized for the course with visual appearance and graphics in accordance with the design elements of the project and a forum function to enable collaborative learning and knowledge sharing. The Quiz activity module allows the teacher to design and build quizzes consisting of a large variety of question types. Images, infographics, videos, etc. can be embedded to serve 21st Century teaching.

A detailed user guide will be provided for the participants.

URL of the course: <https://course.digitalis.prompt.hu/>

MODULE 1. BASIC DIGITAL SKILLS AND COMPETENCES FOR CARING FOR OLDER ADULTS

AIM OF THE MODULE:

The module prepares the caregivers to search and select digital information and tools (devices and apps) which could help the person being cared for improve his/her quality of life, well-being and safety living and maintain health. They will be able to develop their own personal digital strategy, including applying digital tools for their work, keep contact and communicate with the care recipients, the families and other caregivers and will be able to apply and suggest practical digital tools and applications and teach the recipients to use them in order to stay mentally and physically healthy. In this module, the importance of privacy, personal data, GDPR and internet safety are focused on in each of the subtopics. At the end of the module, the levels of knowledge, skill and attitudes of the participants will reach at least “Intermediate 4” level according to the European framework of DigComp 2.2

LEARNING OBJECTIVES

In this module, learners will obtain all the knowledge and skills that are involved in the criteria to fulfill the level Intermediate 4 of DigComp 2.2.

LEARNING OUTCOMES

By the end of the training participants will be able to:

Knowledge understand the importance of digital safety and to recognize reliable and false information and data on the internet. They will be able to download, save and edit content and share it with others and to create their own digital content.

Skills find and manage predictable information on the Internet. They will be able to communicate and collaborate with others online. They will be able to manage their and the recipient’s personal data and privacy safely. **Responsibility/Autonomy:** realize the proper manner of communication on the Internet

and the importance of being safe online. They will be able to decide themselves if they need more help e.g. consultancy while delivering the module.

DURATION

3 hours online course.

UNITS

- **Introduction**
- **Information and data literacy**

Browsing, searching, evaluating and managing data, information and digital content, managing digital identity. Building and customizing digital environments on different devices and identifying basic technical problems while working with them.

- **Communication and collaboration**

Interacting with others, sharing information and collaborating by using a wide variety of digital technologies and practising proper behaviour on the Internet.

- **Digital content creation and problem solving**

Developing digital content in order to boost up their communication on the Internet and customize their accounts, collaborative content creation

- **Digital safety issues**

Recognizing and identifying the risks and threats of the online environments, and knowing methods to avoid them, and protecting personal data and privacy.

- **Summary/Conclusion**
-

ASSESSMENT

Self-assessment quiz measuring their level of digital skills against the criteria set in DigComp 2.2.

(See ANNEX 2)

MODULE 2 ASSISTIVE TECHNOLOGIES AND HEALTH RELATED INFORMATION SERVICES.

AIM OF THE MODULE

In this module, participants will be introduced to some of the most practically usable digital health tools and applications for their home caring job. They will acknowledge what are the benefits of these devices, platforms and apps and learn how to use them and how to put them into operation in order

to monitor, diagnose or maintain the physical state and their mental health of the recipients. They will be able to use these DHLs to solve emergency cases and to gain information on the recipients' physical and mental condition, e.g. monitor their activity, heart rate, blood pressure and level of glucose in their blood and offer them applications for learning and brain-training.

LEARNING OBJECTIVES

Learners will come across with applications and digital tools that assist homecare, communication between the recipient and the caregiver, the family and other caregivers. They will also be introduced to emergency alerting and life-saving tools used in case of a medical crisis. As mental health being as important as physical health, they will learn about applications that help maintain the mental conditions of the recipients.

LEARNING OUTCOMES

By the end of the training participants will be able to:

Knowledge: evaluate and offer digital tools and apps that are developed to assist homecare. They will be able to find such and understand the basic steps to get them into operation. They will be able to recognize how to manage these in accordance with the recipient's needs.

Skills use the most suitable tools and devices that each of their care recipient's physical and mental health requires. They will be able to teach the recipients how to use these on their part.

Responsibility/Autonomy identify the most suitable digital tools and apps for the given recipient's needs. They will be able to offer such to other caregivers. They will be able to collaborate with other caregivers while using these and ask for professional help if necessary.

DURATION

4 hours online +2 hours f2f (group work workshops + 2 hours individual work)

UNITS

- **Introduction**
 - **Emergency alerts and life-saving apps**
 - **Communication and home safety**
 - **Physical and mental health preservation**
 - **Summary**
-

ASSESSMENT, CRITERIA

Quiz with 4 multichoice, closed questions – 8 points

2 case studies (own and recipient experience) at least 1500 chr. 2 points

Min. passing criteria: 5 points

MODULE 3 SELF-MONITORING AND DISEASE MANAGEMENT BY USING ICT.

AIMS OF THE MODULE

The module aims to provide essential knowledge for learners regarding the smart use of the medical devices used to self-monitor the patients and to give more information about the management of the diseases in order to improve the clinical outcomes.

LEARNING OBJECTIVES

Analyzing how the learners use the self-monitoring medical devices in their daily routine and give to the learners the information needed to manage everyday needs of patients with co-morbidities and long-term care needs. It will analyse how the learners use the self-monitoring medical devices in their daily routine. It will give to the learners the information needed to manage everyday needs of patients with co-morbidities and long-term care needs.

LEARNING OUTCOMES

By the end of this Module participants will be able to:

Knowledge understand the fundamentals of health knowledge (focus on chronic disease) e.g. different adverse effects related to the most important chronic diseases or threats, the most important and critical side effects of a chronic disease. Understand the importance of using self-monitoring medical devices and apps.

Skills increase their confidence and the motivation in order to receive a prompt support, use self-monitoring medical devices and apps. Use, manage and read data obtained. Better communicate/improve the communication with the healthcare professionals.

Responsibility/Autonomy increase self-confidence reducing fears and misunderstandings.

DURATION

4 hours online

UNITS

- **Understanding the fundamentals of the health knowledge (focus on chronic disease)**

Example of Chronic Diseases

Symptoms

Importance to promptly understand possible alarms' signals

- **Understanding the importance of using self-monitoring medical devices and apps.**

Explanation about the different models of self-monitoring medical devices and mobile apps

Link between the self-monitoring medical devices and mobile apps and diseases/chronic diseases

Benefits of using self-monitoring medical devices and mobile apps and tips

- **Understanding how to use, how to manage and how to read the data obtained during the self-management**

Importance of the right management of self-monitoring medical devices and mobile apps;

Importance of the right management and understanding of the obtained data

Tips on how to avoid mistake and data misunderstanding

- **Understanding how to better communicate/improve the communication with the healthcare professionals.**

Tips on how to improve the communication and the interaction with the healthcare professionals

ASSESSMENT, CRITERIA

Quiz with 4 multichoice answers

MODULE 4 DIGITAL ADHERENCE TECHNOLOGIES

AIMS OF THE MODULE

To provide essential knowledge on digital health interventions to learners in order to efficacy improve disease and patient management, physical health and patient adherence to medications.

LEARNING OBJECTIVES

Demonstration of the effectiveness of digital tools developed to measure medication adherence. Making understand the importance of continuous information, medical adherence and treatments. Presenting how to improve communication with healthcare professionals and national eHealth systems.

LEARNING OUTCOMES

By the end of this Module participants will be able to:

Knowledge understand the effectiveness of the digital tools developed to measure medication adherence, the importance and the benefits of using digital health tools. Understand the importance of receiving real-time information about the medical adherence and treatments

Skills use the digital medical tools in a smart way and avoid mistakes during the daily use of these kind of tools.

To improve medication adherence in several therapeutic areas including different type of chronic diseases.

Understand how to better communicate /improve the communication with the healthcare professionals and National E-Health Systems.

Responsibility/Autonomy improve the interaction with healthcare professionals, increase the self-confidence, reduce fears and misunderstandings

DURATION

3 hours online

UNITS

- **Introduction**
- **Understanding the effectiveness of the digital tools developed to measure medication adherence**

Definition of a medical adherence

Description of the characteristics of the different medical digital tools (digital smart pill organizer, mobile app, pills embedded with specific sensors, ...) compared to the medical non-digital tools (diary, non-digital pill organizer)

Examples of how to use a medical digital tool

Tips on how to better use the medical digital tools

Cost / benefit

- **Understanding the importance to receive in real time information about the medical adherence and treatments**

Importance of receiving real time data in order to monitor the patients' health situation

Understanding how to connect the data obtained to the patients' health situation Tips on how to avoid mistakes and misunderstandings

- **Understanding how to better communicate /improve the communication with the healthcare professionals and National E-Health Systems.**

Introduction of National E-Health website and app

Learning how to use National E-Health website and app, how to record medical certificates and to manage the documents

Tips on how to improve the communication, the interaction with the healthcare professional and the correct use of the National E-health website and app

ASSESSMENT, CRITERIA

Quiz with 4 multichoice answers

MODULE 5 SOCIAL NETWORKS, ONLINE COMMUNITIES FOR ACTIVE AND HEALTHY AGEING

AIMS OF THE MODULE

The module aims to provide learners with the essential knowledge on social networks and online communities for active and healthy aging and their use to all aspects of caring work. This module will cover the followings:

LEARNING OBJECTIVES

Learners will understand the fundamentals of social networks and online communities, the benefits and drawbacks of using social networks and online communities for active and healthy ageing. They will understand the importance of online safety and privacy for older adults. They will learn about different platforms and tools that can be used for social connections and engagement.

LEARNING OUTCOMES

By the end of this Module participants will be able to:

Knowledge. understand the fundamentals of social networks and online communities. The learner will be able to understand what social networks and online communities are and how they work, the key features and functions of social networks, how social networks and online communities can be used for personal and professional networking. They will be able to understand the benefits and drawbacks of using social networks and online communities for active and healthy ageing, know the benefits of using social networks for staying connected with friends and family, discovering new interests, and staying active and engaged, the potential drawbacks of using social networks, the importance of critically evaluating information and sources on social networks, strategies for staying safe and healthy while using social networks and the role of online communities in providing support, resources, and a sense of belonging for older adults. They will be able to recognize the strengths and limitations of each platform and tool, and how they can be used to stay connected with friends, family, and communities

Skills become aware of popular social networking platforms, video conferencing tools, instant messaging apps, online forums and discussion boards and virtual reality platforms that allow users to engage in immersive online experiences. Understand the importance of online safety and privacy for older adults.

Responsibility, autonomy. know how risks associated with activities in social media, e.g. bullying, and protect against such.

DURATION

4 hours online + 2 hours F&F

UNITS

- **Fundamentals of Social Networks and online communities**

Definition of a social network

User Profiles

Interactions

Content

Examples of how to use a social medium (making a profile, connecting with friends etc.)

- **Understanding the benefits and drawbacks of using social networks and online communities for active and healthy ageing.**

Benefits of using social networks and online communities for active and healthy ageing.

Drawbacks of using social networks and online communities for active and healthy ageing.

Tips on how to mitigate the risks of using social networks.

- **Understanding the importance of online safety and privacy for older adults.**

Definition of online privacy and security

Importance of privacy and security online

Tips on how to maintain privacy and security online

- **Learning about different platforms and tools that can be used for social connections and engagement.**

Understanding the role of social networks and online communities in reducing isolation and loneliness among older adults.

Discovering resources and initiatives for promoting physical activity and healthy lifestyles for older adults online.

ASSESSMENT, CRITERIA

Quiz with 4 multichoice questions



ANNEXES

ANNEX 1

The following definitions have been referred to by the present curriculum:

‘learning outcomes’ means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy;

‘knowledge’ means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual;

‘skills’ means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

‘responsibility and autonomy’ means the ability of the learner to apply knowledge and skills autonomously and with responsibility;

(Source: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32017H0615\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32017H0615(01)) Last visited on 20 February 2023

ANNEX 2

DigComp 2.2 (Digital Competence Framework for Citizens)

Source: <https://digital-skills-jobs.europa.eu/en/inspiration/research/digcomp-22-update-digital-competence-framework-citizens>

Published on 17th March 2022. Last visited 20 February 2023.

Proficiency level Intermediate 4

| COMPETENCE AREA | COMPETENCE | PROFICIENCY LEVEL 4 (TARGETED WITH THE COURSE) |
|------------------------------------|---|---|
| 1. INFORMATION AND DATA LITERACY | 1.1 BROWSING, SEARCHING AND FILTERING DATA, INFORMATION AND DIGITAL CONTENT | <ul style="list-style-type: none"> • Illustrate information needs, • organize the searches of data, information and content in digital environments, • describe how to access these data, information and content, and navigate between them, • organize personal search strategies |
| | 1.2 EVALUATING DATA, INFORMATION AND DIGITAL CONTENT | <ul style="list-style-type: none"> • perform the analysis, comparison and evaluation of sources of data, information and digital content. • perform the analysis, interpretation and evaluation of data, information and digital content |
| | 1.3 MANAGING DATA, INFORMATION AND DIGITAL CONTENT | <ul style="list-style-type: none"> • organize information, data and content to be easily stored and retrieved. • organize information, data and content in a structured environment. |
| 2. COMMUNICATION AND COLLABORATION | 2.1 INTERACTING THROUGH DIGITAL TECHNOLOGIES | <ul style="list-style-type: none"> • select a variety of digital technologies to interact, and • select a variety of appropriate digital communication means for a given context |
| | 2.2 SHARING THROUGH DIGITAL TECHNOLOGIES | <ul style="list-style-type: none"> • manipulate appropriate digital technologies to share data, information and digital content. • explain how to act as an intermediary for sharing information • and content through digital technologies, • illustrate referencing and attribution practices |
| | 2.3 ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES | <ul style="list-style-type: none"> • select digital services in order to participate in society. • discuss appropriate digital technologies to empower myself and to participate in society as a citizen. |
| | 2.4 COLLABORATING THROUGH DIGITAL TECHNOLOGIES | <ul style="list-style-type: none"> • select digital tools and technologies for collaborative processes |
| | 2.5 NETIQUETTE | <ul style="list-style-type: none"> • discuss behavioural norms and know-how while using digital |

| COMPETENCE AREA | COMPETENCE | PROFICIENCY LEVEL 4 (TARGETED WITH THE COURSE) |
|-----------------------------|--|--|
| | | <ul style="list-style-type: none"> technologies and interacting in digital environments. discuss communication strategies adapted to an audience and discuss cultural and generational diversity aspects to consider in digital environments. |
| | 2.6 MANAGING DIGITAL IDENTITY | <ul style="list-style-type: none"> display a variety of specific digital identities, discuss specific ways to protect my reputation online, manipulate data I produce through digital tools, environments or service |
| 3. DIGITAL CONTENT CREATION | 3.1 DEVELOPING DIGITAL CONTENT | <ul style="list-style-type: none"> indicate ways to create and edit content in different formats, express myself through the creation of digital means |
| | 3.2 INTEGRATING AND RE-ELABORATING DIGITAL CONTENT | <ul style="list-style-type: none"> discuss ways to modify, refine, improve and integrate new content and information to create new and original ones |
| | 3.3 COPYRIGHT AND LICENCES | <ul style="list-style-type: none"> discuss rules of copyright and licenses that apply to digital information and content |
| | 3.4 PROGRAMMING | <ul style="list-style-type: none"> list instructions for a computing system to solve a given problem or perform a specific task. |
| 4. SAFETY | 4.1 PROTECTING DEVICES | <ul style="list-style-type: none"> organise ways to protect my devices and digital content, and differentiate risks and threats in digital environments. select safety and security measures. explain ways to have due regard to reliability and privacy |
| | 4.2 PROTECTING PERSONAL DATA AND PRIVACY | <ul style="list-style-type: none"> discuss ways to protect my personal data and privacy in digital environments, and discuss ways to use and share personally identifiable information while protecting myself and others from damages. indicate privacy policy statements of how personal data is used in digital services. |
| | 4.3 PROTECTING HEALTH AND WELL-BEING | <ul style="list-style-type: none"> explain ways to how to avoid threats to my physical and psychological health related with the use of technology. select ways to protect self and others from dangers in digital environments. discuss on digital technologies for social well-being and inclusion |
| | 4.4 PROTECTING THE ENVIRONMENT | <ul style="list-style-type: none"> discuss ways to protect the environment from the impact of digital technologies and their use |
| 5. PROBLEM SOLVING | 5.1 SOLVING TECHNICAL PROBLEMS | <ul style="list-style-type: none"> differentiate technical problems when operating devices and using digital environments. select solutions to them |
| | 5.2 IDENTIFYING NEEDS AND | <ul style="list-style-type: none"> explain needs, and |

| COMPETENCE AREA | COMPETENCE | PROFICIENCY LEVEL 4 (TARGETED WITH THE COURSE) |
|-----------------|---|--|
| | TECHNOLOGICAL RESPONSES | <ul style="list-style-type: none"> select digital tools and possible technological responses to solve those needs. select ways to adjust and customise digital environments to personal needs. |
| | 5.3 CREATIVELY USING DIGITAL TECHNOLOGY | <ul style="list-style-type: none"> differentiate digital tools and technologies that can be used to create knowledge and to innovate processes and products. engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments |
| | 5.4 IDENTIFYING DIGITAL COMPETENCE GAPS | <ul style="list-style-type: none"> discuss on where my digital competence needs to be improved or updated, indicate how to support others to develop their digital competence. indicate where to seek opportunities for self-developments and to keep up-to-date with the digital evolution |



D.2.2 MODULE 1 SYLLABUS

PROPOSAL: to be filled in by ALL by 31/01/2023

| MODULES | PARTNER |
|--|-----------|
| Module 1: Basic digital skills and competences for caring for older adults (using the DigComp framework). 15% elective module | PROMPT |
| Module 2: Assistive technologies and health related information services. 25% | PROMPT |
| Module 3: Self-monitoring and disease management by using ICT. 20% | DCS |
| Module 4: Digital adherence technologies (smartphone-based technologies, digital pillboxes, etc.) 20% | DCS |
| Module 5: Social networks, online communities for active and healthy ageing. 20% | PROLEPSIS |

Partners are requested to bear in mind the results of the survey analysis to adjust the modules as much as possible to the needs reported by the target population.



PROPOSED TEMPLATE

| | |
|--|---|
| MODULE 1 | MODULE TITLE: BASIC DIGITAL SKILLS AND COMPETENCES FOR CARING FOR OLDER ADULTS |
| Objectives (max. 100 words) | <p>The module prepares the caregivers to search and select digital information and tools (apps) which could help the person being cared for improve his/her quality of life, well-being and safety living and maintain health. They will be able to develop their own personal digital strategy, including applying digital tools for their work, keep contact and communicate with the care recipients, and will be able to apply and suggest practical digital tools and applications and teach the recipients to use them.. In this module, the importance of privacy, personal data, GDPR and internet safety are focused on in each subtopic. At the end of the module, the levels of knowledge, skill and attitudes of the participants will reach at least "Intermediate 4" level according to the European framework of DigComp 2.2 .</p> |
| Contents (Short description of the Module contents) (max. 100 words) | <ul style="list-style-type: none"> ● Browsing, searching, evaluating and managing data, information and digital content. ● Interact with others, sharing information and collaborating by using a wide variety of digital technologies and managing digital identity. ● Developing digital content in order to boost up their communication on the Internet ● Recognizing and identifying the risks and threats of the online environments, and knowing methods to avoid them, and protecting personal data and privacy. ● Building and customising digital environments on different devices and identifying basic technical problems while working with them. |
| Units (please limit the number of units between 3 and 6 per module) (max. 100 words) | <ol style="list-style-type: none"> 1.1 .Introduction 1.2 Information and data literacy 1.3 Communication and collaboration 1.4 Digital content creation and problem solving 1.5 Digital safety issues 1.6 Summary... |
| Duration (total duration of each module = approx. 10 hours) (max. 50 words) | <p>6 hours online plus possibility for online consultation. The module is optional, so f2f sessions are not planned.</p> |
| Learning outcomes (for the whole module) (max. 200 words) | <p>By the end of the training participants will be able to:</p> <p>Knowledge Participants will understand how to find reliable information and data on the internet. They will learn how to edit and share data with others and how to create their own digital content.</p> <p>Skills They will be able to find and manage predictable information on the Internet. They will be able to communicate and collaborate with others online. They will be able to manage their and the recipient's personal data and privacy safely.</p> <p>Responsibility/Autonomy: They will be aware of the proper communication on the Internet and the importance of being safe online. They will decide themselves if they need more help e.g. consultancy while delivering the module.</p> |



| | |
|---|--|
| Training methodology (max. 50 words) | <i>Practice-based learning, Video tutorials.collaborative and group work</i> |
| Training tools (for innovative training delivery) (max. 100 words) | <i>Moodle, Canva, Biteable, Genially</i> |
| Learning materials (list of resources needed to implement the training activities) (max. 50 words) | <i>Online textbook, links, quizzes, videos etc.</i> |
| Assessment methodology (max. 100 words) | <i>questionnaire with multiple choice answers, self-assessment before and after the module by using DigComp 2.2 self-evaluation tool</i> |

Basic digital skills and competences for caring for older adults

D.2.2 Module 1 SYLLABUS.



Co-funded by the
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AIMS of the Module

- **The basis is DigComp2.2 framework**

(learners will obtain all the knowledge and skills that are involved in the criteria to fulfill the level Intermediate 4 of DigComp 2.2)



Skills to be developed:

- Finding information on the web (browsing)
- Evaluate information found
- Storing/downloading information
- Sharing information
- Creation of own digital content

- **Digital Safety**



- Data and device protection
- Identifying threats (spam, phishing, etc.)
- Copyright

Module 1 : Basic digital skills and competences for caring for older adults

| | Units |
|---------------|----------------------------------|
| Unit 1 | Introduction |
| Unit 2 | Information and Data Literacy |
| Unit 3 | Communication and Collaboration |
| Unit 4 | Content Creation and Copyright |
| Unit 5 | Digital Safety |
| Unit 6 | Conclusion and Assessment (Quiz) |

Learning Objectives



To develop learners' skills to create their own personal digital strategy, including finding credible information on the Internet and applying and customizing the most common digital tools and applications for communication, collaboration and information sharing.



To enable learners to preserve their and their care recipients' personal data and privacy and be aware of the most common safety issues and know how to avoid those.



To prepare learners to create and share their own digital content and understand copyright regulations.

To provide learners with the knowledge and skills required to fulfill level Intermediate 4 of DigComp 2.2

TOPICS

Tools and Apps.

Browsers and apps for communication, sharing information and collaboration:

- Google Apps., GoogleMeet, Forms, Gmail, Drive, Calendar, Play, Youtube,
- Microsoft Apps., Edge, MSTEam, Skype,
- Specific Learning and Content creation Apps. Canva, Blogger, Moodle

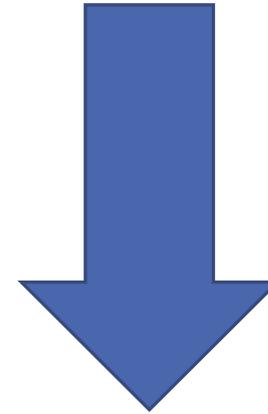
Activities:

secure websites, personal data protection, GDPR
creating an e-mail account, registering for certain webpages,
creating passwords and profiles
device security, online security: spam, phishing, fraud, harassment, copyrights

Learning Methods, Tools



Practice-based learning
Collaborative and group-work



Moodle, Canva, Biteable, Genially,
Bandicam to create learning
materials (videos, interactive
presentations, online texts with links
to further information and video
tutorials

Duration, specifications

The weight of Module 1 is 15% comparing to the whole training course.

Duration of Module 1 is 3 hours online with a possibility for online consultation.

The module is **optional, so f2f sessions are not planned.**

Final Assessment

Questionnaire (quizz) inbuilt in Moodle

DigComp test to measure own digital skills:

<https://digital-skills-jobs.europa.eu/en/actions/european-initiatives/digital-competence-framework-digcomp>

The screenshot displays the website for the Digital Skills & Jobs Platform. The header includes the platform's logo, a navigation menu with options like Home, Actions, Opportunities, Inspiration, Latest, Community, and About, and a search icon. A prominent orange banner reads "European Initiatives" with a breadcrumb trail: Home > Actions > European Initiatives > The Digital Competence Framework (DigComp). The main content area features a section titled "The Digital Competence Framework (DigComp)" created by Galina Valentinova Moheva on April 21, 2021. It describes DigComp as a framework for self-evaluating skills and identifies five key areas: Information and data literacy, Digital media literacy, Communication and collaboration, Problem solving, and Self-learning. To the right, a "Related Content" section lists "ESCO (European Skills, Competences, ...)", "Partnership for Advanced Computing ...", and "REFRAME". A sidebar on the right promotes "Pledges for Digital Skills" and includes a "Become a pledger!" button. A cookie consent banner is visible at the bottom.

- *All audio-visual material used for the module can be accessed freely from free online stock image platforms and/or YouTube and apply fair use laws without intention to breach any copyrights.*
- *When communicating any content authored, we act according to the rules of citation, taking copyrights into account.*



PROMPT



D.2.2 MODULE 2 SYLLABUS

| MODULES | PARTNER |
|---|-----------|
| Module 1: Basic digital skills and competences for caring for older adults (using the DigComp framework). 15% elective module | PROMPT |
| Module 2: Assistive technologies and health related information services. 25% | PROMPT |
| Module 3: Self-monitoring and disease management by using ICT. 20% | DCS |
| Module 4: Digital adherence technologies (smartphone-based technologies, digital pillboxes, etc.) 20% | DCS |
| Module 5: Social networks, online communities for active and healthy ageing. 20% | PROLEPSIS |

Partners are requested to bear in mind the results of the survey analysis to adjust the modules as much as possible to the needs reported by the target population.



PROPOSED TEMPLATE

| | |
|--|---|
| MODULE 2° | MODULE TITLE: ASSISTIVE TECHNOLOGIES AND HEALTH RELATED INFORMATION SERVICES |
| Objectives (max. 100 words) | <i>In this module, participants will be introduced to some of the most practically usable digital general health devices and applications for their caring job. They will acknowledge what are the benefits of these tools and apps and learn how to use them and how to put them into operation in order to monitor, safeguard or maintain the physical status of the recipients and preserve their mental health. They will be able to use these DHLs to gain information on the recipients' general physical and mental condition, monitor their activity, heart rate, blood pressure.</i> |
| Contents (Short description of the Module contents) (max. 100 words) | <i>Applications and digital tools that assist homecare and communication between the recipient and the caregiver, the family and other caregivers. Applications/tools that enable home safety, and monitor different life functions. We also plan to introduce the learners to emergency alerting and assisting/life-saving tools in case of a medical crisis. As mental health is as important as physical health, they will learn about applications that help maintain the mental conditions of the recipients.</i> |
| Units (please limit the number of units between 3 and 6 per module) (max. 100 words) | <ul style="list-style-type: none"> 1.1 Introduction 1.2 Emergency alerts and life-saving apps 1.3 Communication and home safety 1.4 Physical and mental health preservation 1.5 Summary |
| Duration (total duration of each module = approx. 10 hours) (max. 50 words) | <i>4 hours online +4 hours f2f (group work workshops + 2 hours individual work</i> |
| Learning outcomes (for the whole module) (max. 200 words) | <p><i>By the end of the training participants will be able to:</i></p> <p>Knowledge: <i>They will be introduced to digital tools and apps that are developed to assist homecare. They will learn how to find such and will understand the basic steps to get them into operation. They will recognize how to manage these in accordance with the recipient's needs.</i></p> <p>Skills <i>They will be able to select the most usable tools and apps that each of their care recipient's physical and mental health requires. They will be able to teach the recipients how to use these on their part.</i></p> <p>Responsibility/Autonomy <i>They will be able to identify the most suitable digital tools and apps for the given recipient's needs. They will be able to offer such to other caregivers. They will be able to communicate and collaborate with other caregivers and ask for professional help if necessary.</i></p> |
| Training methodology (max. 50 words) | <i>Brainstorming, Problem-based learning, Interactive ppt; video tutorials, group work, role play</i> |
| Training tools (for innovative training delivery) (max. 100 words) | <i>eg. Mentimeter / Padlet for the online part screen recorders; (Bandicam) Canva; Genially, Anchor, Quizlet</i> |
| Learning materials (list of resources needed to implement the training activities) | <i>presentations, videos, podcasts, word documents with links to tutorials and further information on the topic, quizzes</i> |



| | |
|--|---|
| <i>(max. 50 words)</i> | |
| Assessment methodology <i>(max. 100 words)</i> | <i>Quiz and case studies/true life stories on the application of one of the digital tools/apps selected by them. The case studies must be created to meet the criteria set.</i> |

Assistive Technologies and Health Related Information Services

D.2.2 Module 2 SYLLABUS



Co-funded by the
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Module 2 : Assistive technologies and health related information services.

| | Units |
|--------|---|
| Unit 1 | Introduction |
| Unit 2 | Emergency alerts and life-saving apps |
| Unit 3 | Communication and home safety |
| Unit 4 | Physical and mental health preservation |
| Unit 5 | Summary |

Learning Objectives



To introduce learners to some of the most practically usable digital home safety devices and applications usable for their caring job, with regard to emergency alerts and life-saving apps.



To make learners recognize the benefits of such tools and apps and teach how to use them and how to put them into operation in order to monitor or maintain the physical status of the recipients and preserve their mental health.



To introduce learners to DHLs to gain information on the recipients' physical and mental condition, monitor their activity, heart rate, blood pressure and level of glucose in their blood.

Topics

Emergency

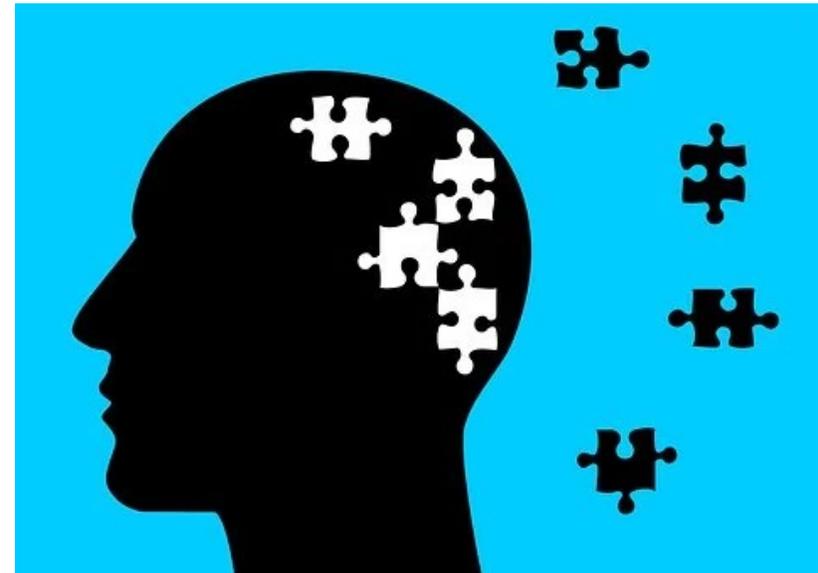
- alerts
- life savers

Preservation

- physical health
- mental health

Home safety

- communication
- motion detectors
- sleep monitor



Tools and Apps.

- **Oscar Senior** (tool to stay in touch with family and friends via video, text and calling)
- **Lotsa Helping Hands** caregiving app that helps families to build a supportive community of care that can surround the family caregiver and their elder loved one.
- **MEDHELP** a unique source of medical, health and wellness information created by users.
- **APKMONK** Simple Social **Canary Care** (wireless sensors monitoring movement, temperature)
- **FallSkip** (a new bio-mechanical application that allows the healthcare professional to obtain - in a simple way and in less than two minutes - an objective assessment of the risk of a fall as consequence to their functional state)
- Medisafe <https://www.medisafe.com/caregiver-support/>
- **Beddit** (sleep monitor)
- **Smart watches** (hybrid smartwatches crafted to track, monitor and improve health.)
- **Lumosity** (free online brain games for seniors)
- **Brain games**

Country specific apps. - Hungary

Webnővér
Mental support for caregivers
available in Hungarian

Életmentő (Lifesaver
Developed by the Hungarian
Ambulance Service)

Gondosóra
Distance signalling alert
centralised in Hungary

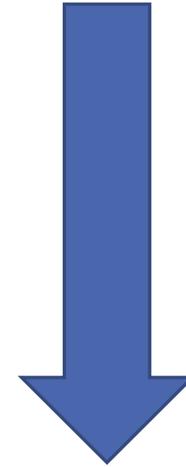
Similar country-specific apps and devices should be involved in the Greek course.

- Read Alert Device
- S.O.S. Calls
- Thallo
- Filia se kathe ilikia

Learning Methods, Tools



- Problem-based learning
- Role play
- Brainstorming
- Group work
- Individual work



Moodle, Mentimeter / Padlet for the online part
screen recorders (Bandicam)
Video makers (Canva)
Presentation tools (Genially),
Podcast making tools (Anchor),
Quizlet

Duration, specifications

The **weight** of Module 2 is 25% comparing to the whole training course.

Duration of Module 2 is 4 hours online with 2 hours practical lessons (f2f) and 2 hours of individual work

.

Assessment

- Quiz – questionnaire inbuilt in Moodle
- 2 case studies/true life stories on the application of one of the digital tools/apps selected by the learner.

1 about own experience and one about the care recipient's experience

The case studies must be created to meet the criteria defined, (min. 1500 char., quotations, specification of the app/device used)



PROMPT



D.2.2 MODULE 3 SYLLABUS

| MODULES | PARTNER |
|---|-----------|
| Module 1: Basic digital skills and competences for caring for older adults (using the DigComp framework). 15% elective module | PROMPT |
| Module 2: Assistive technologies and health related information services. 25% | PROMPT |
| Module 3: Self-monitoring and disease management by using ICT. 20% | DCS |
| Module 4: Digital adherence technologies (smartphone-based technologies, digital pillboxes, etc.) 20% | DCS |
| Module 5: Social networks, online communities for active and healthy ageing. 20% | PROLEPSIS |

Partners are requested to bear in mind the results of the survey analysis to adjust the modules as much as possible to the needs reported by the target population.



PROPOSED TEMPLATE

MODULE 3

SELF-MONITORING AND DISEASE MANAGEMENT BY USING ICT

| | |
|--|--|
| <p>Objectives (max. 100 words)</p> | <p>The module aims to provide essential knowledge to learners regarding the smart use of the medical devices used to self-monitor the patients and to give more information about the management of the diseases in order to improve the clinical outcomes. The aims of this module are to:</p> <ul style="list-style-type: none"> Analyse how the learners use the self-monitoring medical devices in their daily routine; Give to the learners the information needed to manage everyday needs of patients with co-morbidities and long-term care needs. |
| <p>Contents (Short description of the Module contents) (max. 100 words)</p> | <p>This module covers aspects of the self-monitoring medical devices and apps used by the learners in their daily routine and the management of the everyday needs of patients.</p> <ol style="list-style-type: none"> Understanding the fundamentals of the health knowledge (diabetes mellitus type, obesity, ...), in particular all chronic diseases that could affect patients; Understanding the importance of using self-monitoring medical devices (e.g., blood pressure, glucose, personal alarms and fall detectors) and apps; Understanding how to use, manage and to read the data obtained during the self-management; Understanding how to better communicate /improve the communication with the healthcare professional. |
| <p>Units (please limit the number of units between 3 and 6 per module) (max. 100 words)</p> | <p>Unit 1: Understanding the fundamentals of the health knowledge (focus on chronic disease)</p> <p>Topic 1: Introduction</p> <p>Topic 2: Example of Chronic Diseases</p> <p>Topic 3: Symptoms</p> <p>Topic 4: Importance to promptly understand possible alarms' signals</p> <p>Unit 2: Understanding the importance of using self-monitoring medical devices and apps.</p> <p>Topic 1: Introduction</p> <p>Topic 2: Explanation about the different models of self-monitoring medical devices and mobile apps</p> <p>Topic 3: Link between the self-monitoring medical devices and mobile apps and diseases/chronic diseases</p> <p>Topic 3: Benefits of using self-monitoring medical devices and mobile apps and tips</p> <p>Unit 3: Understanding how to use, how to manage and how to read the data obtained during the self-management</p> <p>Topic 1: Introduction</p> |



| | |
|---|---|
| | <p>Topic 2: Importance of the right management of self-monitoring medical devices and mobile apps;</p> <p>Topic 3: Importance of the right management and understanding of the obtained data</p> <p>Topic 4: Tips on how to avoid mistake and data misunderstanding</p> <p>Unit 4: Understanding how to better communicate/improve the communication with the healthcare professionals.</p> <p>Topic 1: Introduction</p> <p>Topic 2: Tips on how to improve the communication and the interaction with the healthcare professionals</p> |
| <p>Duration (total duration of each module = approx. 10 hours) (max. 50 words)</p> | <p>4 hours online</p> |
| <p>Learning outcomes (for the whole module) (max. 200 words)</p> | <p>By the end of this Module participants will be able to:</p> <p>Understanding the fundamentals of the health knowledge (focus on chronic disease)</p> <p>The learner will understand what could be the different adverse effects related to the most important chronic diseases or threats of further harm were less willing to continue with the type of intervention involved. Understanding the most important and critical side effects of a chronic disease could increase the confidence and the motivation to informal caregivers and patients in order to receive a prompt support.</p> <p>Understanding the importance of using self-monitoring medical devices and apps.</p> <p>The learner will know the benefits of using self-monitoring medical devices and apps. The learner will also understand the differences between the technologies (parameters monitored, data, ...) and what kind of technology is better use starting from the disease/chronic disease.</p> <p>Understanding how to use, how to manage and how to read data obtained during the self-management</p> <p>The learner will increase his knowledge achieving a better sense of control of these technologies' use and management. They will also learn practical tips on how to avoid mistakes during the daily use of self-monitoring medical devices and mobile apps in order to reduce as much as possible data misunderstanding.</p> <p>Understanding how to better communicate/improve the communication with the healthcare professionals.</p> <p>The learner will improve the interaction with the healthcare professionals. This will increase the self-confidence of the female informal caregivers, reducing fears and misunderstandings. In fact, a good interaction between healthcare professionals and informal caregivers could reduce the number of emergency department visits and hospital admissions.</p> |
| <p>Training methodology (max. 50 words)</p> | <p>The teaching methods will consist of: practice exercises, presentations, video tutorials and case studies.</p> |



| | |
|--|---|
| Training tools (for innovative training delivery) <i>(max. 100 words)</i> | Personal computers, tablets and smartphones. Internet connection. |
| Learning materials (list of resources needed to implement the training activities) <i>(max. 50 words)</i> | PPT presentation, links, and videos. |
| Assessment methodology <i>(max. 100 words)</i> | The assessment will be achieved with multiple choice answers and true/false answers. The assessment will be completed online. |

SELF-MONITORING AND DISEASE MANAGEMENT BY USING ICT

D.2.2 Module 3 SYLLABUS



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AIM OF THE MODULE

Provide essential knowledge to learners regarding the smart use of the medical devices used to self-monitor patients and to give more information about the management of the diseases in order to improve the clinical outcomes.

Analyse how the learners use the self-monitoring medical devices in their daily routine

Give to the learners the information needed to manage everyday needs of patients with co-morbidities and long-term care needs.

Module 1 : SELF-MONITORING AND DISEASE MANAGEMENT BY USING ICT

| | Units |
|---------------|--|
| Unit 1 | Understanding the fundamentals of the health knowledge (diabetes mellitus type, obesity, ...), in particular all chronic diseases that could affect patients |
| Unit 2 | Understanding the importance of using self-monitoring medical devices (e.g., blood pressure, glucose, personal alarms and fall detectors) and apps |
| Unit 3 | Understanding how to use, manage and to read the data obtained during the self-management |
| Unit 4 | Understanding how to better communicate /improve the communication with the healthcare professional |

Learning Objectives



Analyze how the learners use the self-monitoring medical devices in their daily routine



Give to the learners the information needed to manage everyday needs of patients with co-morbidities and long-term care needs



Give to the learners all the required instruments in order to be able to use the self-monitoring medical devices and to manage the data obtained

Topic 1. Understanding the fundamentals of the health knowledge (focus on chronic disease)

OBJECTIVE: The goal of this module is to better know the fundamentals of the health knowledge (diabetes mellitus type, obesity, ...), in particular all chronic diseases that could affect patients.



| | |
|----------|---|
| 1 | Introduction |
| 2 | Explanation about the most important chronic disease |
| 3 | Symptoms related to the most important chronic disease |
| 4 | How to anticipate the possible signals of the chronic disease and how to mitigate it |

Topic 2. Understanding the importance of using self-monitoring medical devices (e.g., blood pressure, glucose, personal alarms and fall detectors) and apps

OBJECTIVE: The goal of this module is to better understand how it works self-monitoring medical devices (e.g., blood pressure, glucose, personal alarms and fall detectors) and apps



| | |
|----------|--|
| 1 | Introduction |
| 2 | Explanation and examples of the different models of self-monitoring medical devices and mobile apps |
| 3 | Link between the self-monitoring medical devices and mobile apps and diseases/chronic diseases |
| 4 | Benefits of using self-monitoring medical devices and mobile apps and tips |

Topic 2. Example of apps and devices for the self monitoring

| Name | URL |
|--------------------------|---|
| Canary Care | https://www.canarycare.co.uk/support/ |
| FallSkip | http://fallskip.com/en/what-is-fallskip/ |
| EMFIT | https://emfit.com/ |
| Smart watches | https://www.withings.com/hu/en/watches |
| Beddit | https://www.beddit.com/ |
| WIWE | https://www.mywiwe.com/en |
| Freestyle Libre | https://www.freestylelibre.co.uk/libre/ |
| Medistance | https://medistance.com/ |
| Apple Health | https://www.apple.com/ios/health/ |
| Care Predict | https://www.carepredict.com/ |
| Quellrelief | https://www.quellrelief.com/ |
| Tactile Navigation Tools | http://tactilenavigationtools.com/ |
| Care Zone | https://carezone.com/ |
| CaringBridge | https://www.caringbridge.org/ |
| MyMedBook | https://www.mymedbook.eu/app/ |
| Medisafe | https://www.medisafe.com/ |
| Diabetes:M | https://diabetes-m.com/ |
| | https://www.life360.com/intl/ |
| iHealth MyVitals | https://ihealthlabs.eu/en/53-ihealth-myvitals.html |
| SOS calls | https://www.greekapps.info/2013/06/blog-post_7131.html |
| Medicationreminder | http://www.greekapps.info/2016/01/blogpost_20.html |

Topic 3. Understanding how to use, how to manage and how to read the data obtained during the self-management

OBJECTIVE: The goal of this module is to better understand how to use, manage and to read the data obtained during the self-management



| | |
|----------|---|
| 1 | Introduction |
| 2 | Explanation of the importance of the right management of self-monitoring medical devices and mobile apps; |
| 3 | Explanation of the importance of Importance of the right management and understanding of the obtained data |
| 4 | Tips on how to avoid mistake and data misunderstanding |

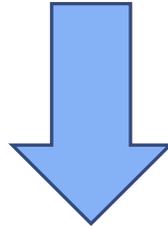
Topic 4. Understanding how to better communicate/improve the communication with the healthcare professionals

OBJECTIVE: The goal of this module is to improve the communication between the female informal caregivers and the healthcare professional



| | |
|----------|---|
| 1 | Introduction |
| 2 | Tips on how to improve the communication and the interaction with the healthcare professionals |

Learning Methods



Problem-based learning

Role play

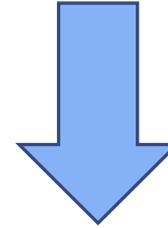
Brainstorming

Frontal lesson

Group work

Individual work

Tools



Video

PPT presentation

Miro (brainstorming)

Duration

The module will take 4 h:

- 2 h of frontal lessons with the personnel involved
- 1 h of team work
- 30 min of debriefing
- 30 min - test multiple choice answers and true/false answers

Training tools

Personal computers, tablets and smartphones. Internet connection.

Results

The major achievement will be:

- Improve the use of the self monitoring medical devices
- Improve the management of the data obtained from the medical devices
- Improve the communication with the healthcare providers



D.2.2 MODULE 4 SYLLABUS

| MODULES | PARTNER |
|--|------------------|
| Module 1: Basic digital skills and competences for caring older adults (using the DigComp framework). 15% elective module | PROMPT |
| Module 2: Assistive technologies and health related information services. 25% | PROMPT |
| Module 3: Self-monitoring and disease management by using ICT. 20% | DCS |
| Module 4: Digital adherence technologies (smartphone-based technologies, digital pillboxes, etc.) 20% | DCS |
| Module 5: Social networks, online communities for active and healthy ageing. 20% | PROLEPSIS |

Partners are requested to bear in mind the results of the survey analysis to adjust the modules as much as possible to the needs reported by the target population.



PROPOSED TEMPLATE

MODULE 4

DIGITAL ADHERENCE TECHNOLOGIES (SMARTPHONE-BASED TECHNOLOGIES, DIGITAL PILLBOXES, ETC)

| | |
|--|---|
| <p>Objectives (max. 100 words)</p> | <p>The module aims to provide essential knowledge on digital health interventions to learners in order to efficacy improve disease and patient management, physical health and patient adherence to medications.</p> |
| <p>Contents (Short description of the Module contents) (max. 100 words)</p> | <ol style="list-style-type: none"> 1. Understanding the effectiveness of the digital tools developed to measure medication adherence 2. Understanding the importance to receive constantly information about the medical adherence and treatments; 3. Understanding how to improve the communication with the healthcare professionals and National E-Health Systems |
| <p>Units (please limit the number of units between 3 and 6 per module) (max. 100 words)</p> | <p>Unit 1: Understanding the effectiveness of the digital tools developed to measure medication adherence</p> <p>Topic 1: Introduction</p> <p>Topic 2: Definition of a medical adherence</p> <p>Topic 3: Description of the characteristics of the different medical digital tools (digital smart pill organizer, mobile app, pills embedded with specific sensors, ...) compared to the medical non-digital tools (diary, non-digital pill organizer)</p> <p>Topic 4: Examples of how to use a medical digital tool</p> <p>Topic 5: Tips on how to better use the medical digital tools</p> <p>Topic 6: Cost / benefit</p> <p>Unit 2: Understanding the importance to receive in real time information about the medical adherence and treatments</p> <p>Topic 1: Introduction</p> <p>Topic 2: Importance of receiving real time data in order to monitor the patients' health situation</p> <p>Topic 3: Understanding how to connect the data obtained to the patients' health situation</p> <p>Topic 4: Tips on how to avoid mistakes and misunderstandings</p> <p>Unit 3: Understanding how to better communicate /improve the communication with the healthcare professionals and National E-Health Systems.</p> <p>Topic 1: Introduction</p> <p>Topic 2: Introduction of National E-Health website and app</p> <p>Topic 3: Learning how to use National E-Health website and app, how to record medical certificates and to manage the documents</p> <p>Topic 2: Tips on how to improve the communication, the interaction with the healthcare professional and the correct use of the National E-health website and app</p> |
| <p>Duration</p> | <p>3 hours online</p> |



(total duration of each module =
approx. 10 hours) (max. 50 words)

Learning outcomes

(for the whole module) (max. 200
words)

By the end of this Module participants will be able to:

- Understanding the effectiveness of the digital tools developed to measure medication adherence

The learner will understand the importance and the benefits of using digital health tools. They have the ability to improve medication adherence in several therapeutic areas including different type of chronic diseases. The introduction of the digital medical tools instead of non-digital medical tools will help the female informal caregivers to track medication adherence of the patient.

- Understanding the importance to receive in real-time information about the medical adherence and treatments

The learner will know how to use in a smart way the digital medical tools. In fact, mobile apps help caregivers with their duties. Some apps remind patients when medication needs to be taken, while others provide external monitoring and send adherence-related data to caregivers. The learner will be also support on how to avoid mistakes during the daily use of these kind of tools.

- Understanding how to better communicate /improve the communication with the healthcare professionals and National E-Health Systems.

The learner will improve the interaction with the healthcare professionals. This will increase the self-confidence of the female informal caregivers, reducing fears and misunderstandings. In fact, a good interaction between healthcare professionals and informal caregivers could reduce the number of emergency department visits and hospital admissions. The learner will be informed also on how to use the app and national e-health website.

Training methodology

(max. 50 words)

The teaching methods will consist of: practice exercises, presentations, video tutorials and case studies.

Training tools

(for innovative training delivery) (max.
100 words)

Personal computers, tablets and smartphones. Internet connection.

Learning materials

(list of resources needed to
implement the training activities)

(max. 50 words)

PPT presentation, links, and videos.

Assessment methodology

(max. 100 words)

The assessment will be achieved with multiple choice answers, true/false answers and a quiz game. The assessment will be completed online.

DIGITAL ADHERENCE TECHNOLOGIES

D.2.2 Module 4 SYLLABUS



Co-funded by the
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of the European Union



AIM OF THE MODULE

Provide essential knowledge on digital health interventions to learners in order to efficacy improve disease and patient management, physical health and patient adherence to medications

Give to the learners the information required to better understand the digital tools' scenario

Give to the learners the instruments to read the data obtained and to improve the communication with the National E-Health Systems.

Module 1 : DIGITAL ADHERENCE TECHNOLOGIES

| | Units |
|---------------|---|
| Unit 1 | Understanding the effectiveness of the digital tools developed to measure medication adherence |
| Unit 2 | Understanding the importance to receive constantly information about the medical adherence and treatments |
| Unit 3 | 3Understanding how to improve the communication with the healthcare professionals and National E-Health Systems |

Learning Objectives



Analyze how the learners are able to use the digital tools and the level of efficacy



Give to the learners the information needed to manage everyday needs of patients for a better adherence to medications and physical health



Give to the learners all the required instruments in order to be able to use the digital tools, to read the data obtained and to communicate with National E Health system

Topic 1. Understanding the effectiveness of the digital tools developed to measure medication adherence

OBJECTIVE: The goal of this module is to understand the importance and the benefits of using digital health tools. The introduction of the digital medical tools instead of non-digital medical tools will help the female informal caregivers to track medication adherence of the patient



| | |
|----------|--|
| 1 | Introduction |
| 2 | Definition of a medical adherence |
| 3 | Description of the characteristics of the different medical digital tools (digital smart pill organizer, mobile app, pills embedded with specific sensors, ...) compared to the medical non-digital tools (diary, non-digital pill organizer) |
| 4 | Examples of how to use a medical digital tool |
| | Tips on how to better use the medical digital tools |
| | Cost / benefit |

Topic 2. Example of digital tools

| | |
|--------------------------------------|--|
| SMARTPHONE BASED TECHNOLOGIES | EX 1 EX 2 EX 3 EX 4 |
| DIGITAL PILLBOXES | EX 1 EX 2 EX 3 EX 4 |

Topic 2. Understanding the importance to receive in real time information about the medical adherence and treatments

OBJECTIVE: The goal of this module is to use in a smart way the digital medical tools. In fact, mobile apps help caregivers with their duties. The learner will be also support on how to avoid mistakes during the daily use of these kind of tools.



| | |
|----------|--|
| 1 | Introduction |
| 2 | Importance of receiving real time data in order to monitor the patients' health situation |
| 3 | Understanding how to connect the data obtained to the patients' health situation |
| 4 | Tips on how to avoid mistakes and misunderstandings |

Topic 3. Understanding how to better communicate /improve the communication with the healthcare professionals and National E-Health Systems.

OBJECTIVE: The goal of this module is to the interaction with the healthcare professionals. This will increase the self-confidence of the female informal caregivers, reducing fears and misunderstandings. In fact, a good interaction between healthcare professionals and informal caregivers could reduce the number of emergency department visits and hospital admissions.

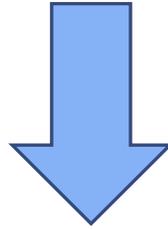


| | |
|----------|--|
| 1 | Introduction |
| 2 | Introduction of National E-Health website and app |
| 3 | Learning how to use National E-Health website and app, how to record medical certificates and to manage the documents |
| 4 | Tips on how to improve the communication, the interaction with the healthcare professional and the correct use of the National E-health website and app |

Topic 3. Example of National E Health Systems

| | |
|---|---|
| <p>HUNGARY https://egeszsegvonal.gov.hu/</p> | <p>The Electronic Healthcare Services Area (EESZT for short) is a communication interface using cloud-based technology that connects healthcare providers (general practitioner care, outpatient and inpatient care), pharmacies and the general public throughout Hungary.</p> |
| <p>GREECE https://www.idika.gr/</p> | <p>The Greek electronic health system is an interface where patients can book their appointments.</p> |
| <p>GREECE https://www.e-prescription.gr/</p> | <p>Intangible Prescription is a system that allows the user to receive their prescription (medication or examinations) by sms or e-mail. By registering to the platform, they can also receive reminders for medical appointments via SMS or email. The intangible prescription system is also used by pharmacists as they can execute prescriptions by using only a barcode.</p> |

Learning Methods



Problem-based learning

Role play

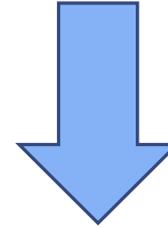
Brainstorming

Frontal lesson

Group work

Individual work

Tools



Video

PPT presentation

Miro (brainstorming)

Tablet

Duration

The module will take 3 h:

- 1.5 h of frontal lessons with the personnel involved
- 30 min of debriefing
- 30 min - test multiple choice answers and true/false answers

Training tools

Personal computers, tablets and smartphones. Internet connection.

Results

The major achievement will be:

- Improve the medication adherence in several therapeutic areas including different type of chronic diseases. The introduction of the digital medical tools instead of non-digital medical tools will help the female informal caregivers to track medication adherence of the patient.
- Improve the awareness of the digital tools and how it use it in order to reduce the possible mistakes
- Improve the interaction with the healthcare professionals: learner will be informed also on how to use the app and national e-health website



D.2.2 MODULE 5 SYLLABUS

| MODULES | PARTNER |
|---|-----------|
| Module 1: Basic digital skills and competences for caring for older adults (using the DigComp framework). 15% elective module | PROMPT |
| Module 2: Assistive technologies and health related information services. 25% | PROMPT |
| Module 3: Self-monitoring and disease management by using ICT. 20% | DCS |
| Module 4: Digital adherence technologies (smartphone-based technologies, digital pillboxes, etc.) 20% | DCS |
| Module 5: Social networks, online communities for active and healthy ageing. 20% | PROLEPSIS |

Partners are requested to bear in mind the results of the survey analysis to adjust the modules as much as possible to the needs reported by the target population.



PROPOSED TEMPLATE

MODULE 5

SOCIAL NETWORKS, ONLINE COMMUNITIES FOR ACTIVE AND HEALTHY AGEING

| | |
|---|---|
| <p>Objectives (<i>max. 100 words</i>)</p> | <p>The module aims to provide learners with the essential knowledge on social networks and online communities for active and healthy aging and their use to all aspects of caring work. This module will cover the following:</p> |
| <p>Contents (Short description of the Module contents) (<i>max. 100 words</i>)</p> | <ol style="list-style-type: none"> 1. Understanding the fundamentals of social networks and online communities. 2. Understanding the benefits and drawbacks of using social networks and online communities for active and healthy ageing. 3. Understanding the importance of online safety and privacy for older adults. 4. Learning about different platforms and tools that can be used for social connections and engagement. |
| <p>Units (please limit the number of units between 3 and 6 per module) (<i>max. 100 words</i>)</p> | <p>Unit 1: Fundamentals of Social Networks and online communities</p> <p>Topic 1: Introduction</p> <p>Topic 2: Definition of a social network</p> <p>Topic 3: User Profiles</p> <p>Topic 4: Interactions</p> <p>Topic 5: Content</p> <p>Topic 6: Examples of how to use a social medium (making a profile, connecting with friends etc.)</p> <p>Unit 2: Understanding the benefits and drawbacks of using social networks and online communities for active and healthy ageing.</p> <p>Topic 1: Introduction</p> <p>Topic 2: Benefits of using social networks and online communities for active and healthy ageing.</p> <p>Topic 3: Drawbacks of using social networks and online communities for active and healthy ageing.</p> <p>Topic 4: Tips on how to mitigate the risks of using social networks.</p> <p>Unit 3: Understanding the importance of online safety and privacy for older adults.</p> <p>Topic 1: Introduction</p> <p>Topic 2: Definition of online privacy and security</p> <p>Topic 3: Importance of privacy and security online</p> <p>Topic 4: Tips on how to maintain privacy and security online</p> <p>Unit 4: Learning about different platforms and tools that can be used for social connections and engagement.</p> <p>Topic 1: Introduction</p> |



| | |
|---|---|
| | <p>Topic 2: Understanding the role of social networks and online communities in reducing isolation and loneliness among older adults.</p> <p>Topic 3: Discovering resources and initiatives for promoting physical activity and healthy lifestyles for older adults online.</p> |
| <p>Duration (total duration of each module = approx. 10 hours) (max. 50 words)</p> | 4 hours online |
| <p>Learning outcomes (for the whole module) (max. 200 words)</p> | <p>By the end of this Module participants will be able to:</p> <ul style="list-style-type: none">• Understand the fundamentals of social networks and online communities. <p>The learner will understand what social networks and online communities are and how they work, the key features and functions of social networks, how social networks and online communities can be used for personal and professional networking. The learner will also will receive training on how to make a profile to a social media platform and how to identify an online community with similar interests.</p> <ul style="list-style-type: none">• Understand the benefits and drawbacks of using social networks and online communities for active and healthy ageing. <p>The learner will know the benefits of using social networks for staying connected with friends and family, discovering new interests, and staying active and engaged, the potential drawbacks of using social networks, the importance of critically evaluating information and sources on social networks, strategies for staying safe and healthy while using social networks and the role of online communities in providing support, resources, and a sense of belonging for older adults.</p> <ul style="list-style-type: none">• Understand the importance of online safety and privacy for older adults. <p>The learner will know how risks associated with online activities, strategies for protecting personal information and maintaining privacy online and awareness of social media privacy settings to better control who has access to their information. They will also learn practical tips on how to mitigate the risks of using social networks.</p> <ul style="list-style-type: none">• Learn about different platforms and tools that can be used for social connections and engagement. <p>The learner will become aware of popular social networking platforms, video conferencing tools, instant messaging apps, online forums and discussion boards and virtual reality platforms that allow users to engage in immersive online experiences. The learner will also understand the strengths and limitations of each platform and tool, and how they can be used to stay connected with friends, family, and communities.</p> |
| <p>Training methodology (max. 50 words)</p> | The teaching methods will consist of: practice exercises, presentations, video tutorials and case studies. |
| <p>Training tools (for innovative training delivery) (max. 100 words)</p> | Personal computers, tablets and smartphones. An internet connection. |



Learning materials

(list of resources needed to
implement the training activities)

(max. 50 words)

PPT presentation, links, and videos.

Assessment methodology

(max. 100 words)

The assessment will be achieved with multiple choice answers, true/false answers and a quiz game. The assessment will be completed online.

Module 5: Social Networks, Online Communities for Active and Healthy Ageing

D.2.2 Module 5 SYLLABUS



Co-funded by the
Erasmus+ Programme
of the European Union



Module 5 : Social Networks, Online Communities for Active and Healthy Ageing

| | Units |
|---------------|---|
| Unit 1 | Fundamentals of Social Networks and Online Communities |
| Unit 2 | Understanding the Benefits and Drawbacks of Using Social Networks and Online Communities for Active and Healthy Ageing. |
| Unit 3 | Understanding the Importance of Online Safety and Privacy for Older Adults. |
| Unit 4 | Learning about Different Platforms and Tools that can be Used for Social Connections and Engagement. |

Learning Objectives



Understanding the fundamentals of social networks and online communities.



Understanding the benefits and drawbacks of using social networks and online communities for active and healthy ageing.



Understanding the importance of online safety and privacy for older adults.



Understanding the different platforms and tools that can be used for social connections and engagement.

Unit 1

Fundamentals of Social Networks and Online Communities

Unit 1: Fundamentals of Social Networks and Online Communities

- Definition of a social network
- Network Structure
- Online communities
- User Profiles
- Interactions



Unit 1: Fundamentals of Social Networks and Online Communities

- Definition of content
- Algorithms
- Moderation
- Community Dynamics
- Examples and instructions on how to use a social network (making a profile, connecting with friends etc.)



Unit 2

Understanding the Benefits and Drawbacks of
Using Social Networks and Online Communities
for Active and Healthy Ageing

Unit 2: Understanding the Benefits and Drawbacks of Using Social Networks and Online Communities for Active and Healthy Ageing

Benefits of using social networks and online communities:

1. Increased social connectedness and support, reducing feelings of loneliness and isolation.
2. Access to a wealth of information, resources, and tools for promoting healthy lifestyles and physical activity.
3. Opportunities for virtual social interaction and engagement, regardless of physical location.
4. The ability to connect with others who have similar interests and goals, fostering a sense of community and belonging.



Unit 2: Understanding the Benefits and Drawbacks of Using Social Networks and Online Communities for Active and Healthy Ageing

Drawbacks of using social networks and online communities:

1. Potential exposure to misinformation or harmful content.
2. Increased risk of online scams and fraud, particularly for older adults who may be more vulnerable.
3. Addiction to social media and technology, leading to decreased real-life social interaction and engagement.
4. Difficulty navigating new technology and adapting to changing social media platforms, leading to feelings of frustration and technological stress.
5. Lack of privacy and security, as personal information may be shared online without consent.



Unit 2: Understanding the Benefits and Drawbacks of Using Social Networks and Online Communities for Active and Healthy Ageing

Tips on how to mitigate the risks of using social networks:

- Limit screen time
- Verify information
- Report harmful behaviour
- Connect with trusted sources
- Get help with technology
- Engage with moderation



Unit 3

Understanding the Importance of Online Safety
and Privacy for Older Adults

Unit 3: Understanding the Importance of Online Safety and Privacy for Older Adults

- Definition of online privacy and security
- Importance of privacy and security
- Privacy settings and permissions
- Vulnerability to scams
- Personal information
- Physical safety
- Online exploitation
- Decreased control over personal information

Tips: strong passwords, 2-factor authentication, cautious of suspicious emails & messages, keep software up-to-date, seek out support if help is needed with technology



Unit 4

Learning About Different Platforms and Tools that
can be used for Social Connections and
Engagement

Unit 4: Learning About Different Platforms and Tools that can be used for Social Connections and Engagement

Understanding the role of social networks and online communities in reducing isolation and loneliness among older adults.

- Connection with others
- Interest-based communities
- Access to information and resources
- Bridging geographical distances
- Opportunities for engagement

But! Social networks and online communities alone cannot fully address the complex and multifaceted issue of isolation and loneliness among carers and older adults. In-person social engagement and support networks also play a crucial role in promoting health and well-being.

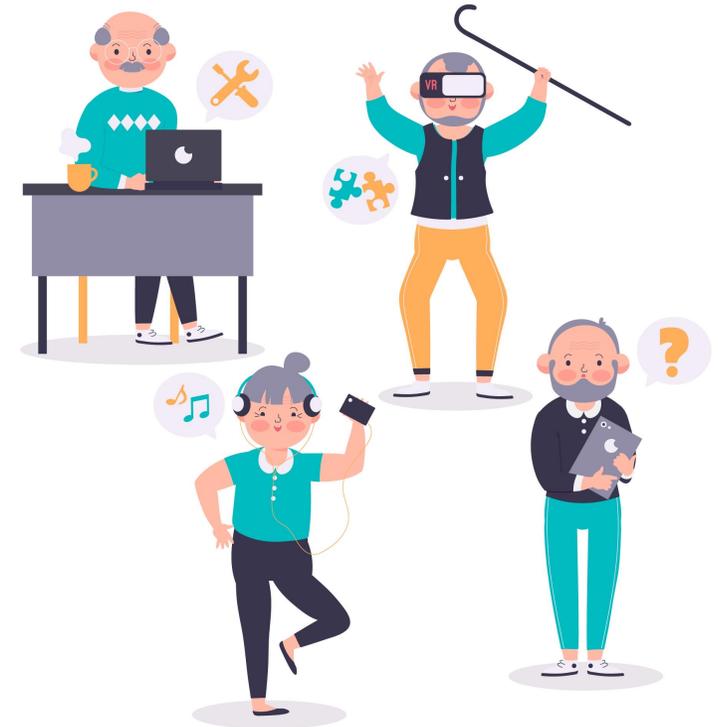


Unit 4: Learning About Different Platforms and Tools that can be used for Social Connections and Engagement

Discovering resources and initiatives for promoting physical activity and healthy lifestyles:

- Government and health organizations
- Online communities
- Health and wellness apps
- Online classes and workshops
- Online resources and videos

But! Always consult with your healthcare provider before beginning any new physical activity program, and ensure that the resources and initiatives are suitable for your individual needs and abilities.





Duration, Mode and Teaching Methodology

Duration, Mode and Teaching Methodology

- 4 hours online
- Mode of teaching: 2 hours of optional face to face teaching
- Training methodology: practice exercises, presentations, video tutorials, group work activities, case studies, simulation scenarios and role play games
- Training tools: Personal computers, tablets and smartphones. An internet connection.
- Learning materials: PPT presentation, links, and videos.





Examples of Assessment Activities

Example Activity 1

Type : Multiple choice

Question: Which of the following is an example of a social network?

B) Reddit. While all of these platforms are websites where people can connect and interact with each other, only Reddit is primarily focused on social networking. Wikipedia is a collaborative online encyclopedia, Amazon is an e-commerce platform, and Netflix is a streaming service for movies and TV shows.

Example Activity 2

Type : True or False

Question : One of the drawbacks of using social networks and online communities for active and healthy ageing is that they can lead to social isolation and a lack of face-to-face interactions.

True

While social networks and online communities can provide numerous benefits for older adults, such as increased social support and opportunities for lifelong learning, there is also a risk that they may become too reliant on digital interactions and neglect face-to-face interactions. This can lead to social isolation and loneliness, which can have negative impacts on physical and mental health.

thank you

