

Project E-Health Literacy
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**UNLOCKING THE POWER OF MULTIPLIERS:
A GUIDE FOR TRANSFERRING KNOWLEDGE
ON E-HEALTH**



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WHAT IS THIS GUIDE ABOUT?

The guide brings together useful information on how to activate and support lecturers, trainers and other professionals who are interested in promoting digital health to people in their local communities. The guide also aims to:

- share experiences, lessons learned and stories from the HEAL project's pilot of the Digital Health Training Kit (further - the Training Kit);
- provide recommendations on how the Training Kit can be adapted in different learning scenarios and settings.

The E-HEALTH Literacy (HEAL) project is funded by the European Commission's Erasmus+ Strategic partnership programme for adults. This project is being implemented in Germany, Lithuania, Switzerland, Slovenia and Greece.

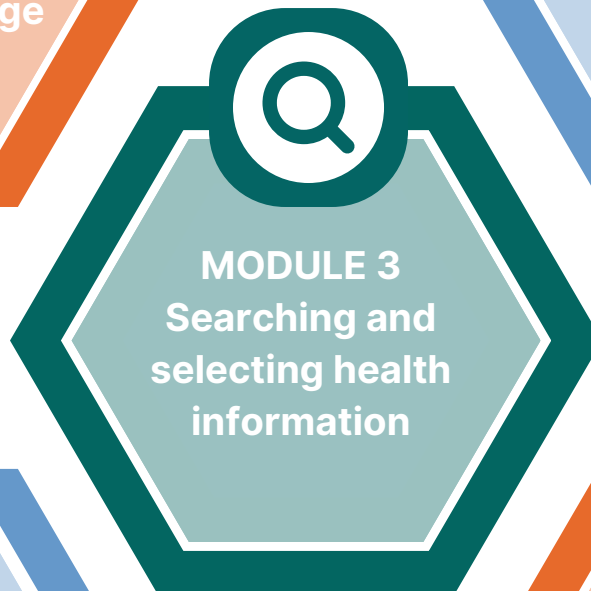
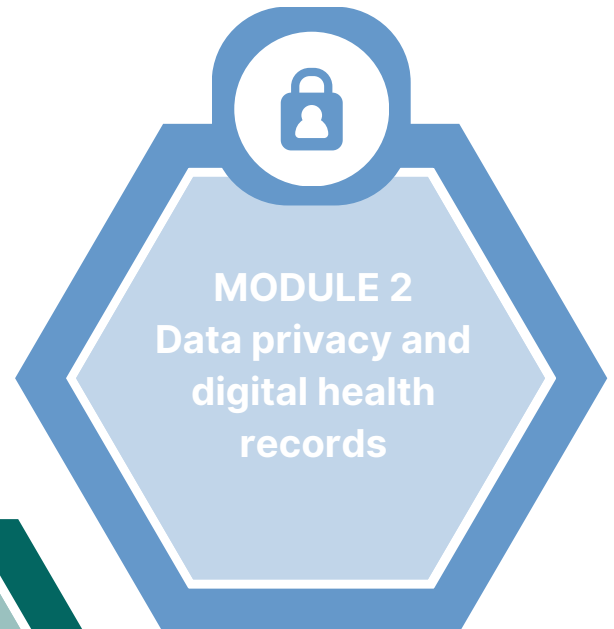
WHO IS THIS GUIDE FOR?

This guide supports multipliers (the project understands multipliers as (1) people working / volunteering in the field of non-formal adult education and (2) health professionals in contact with patients) to find effective ways to use the Training Kit and contribute to improving the digital health literacy of their community members.

DESCRIPTION OF THE TRAINING KIT

The Training Kit is one of the key activities of the HEAL project. Its primary goal is to improve digital health literacy, providing learners more confidence in managing their own health and making the most of the online health services.

The Training Kit consists of five different modules covering following topics:



Each presented module consists of a theoretical and practical part. The theoretical part includes number of lectures with integrated practical exercises. The total duration of the Training Kit is 30 hours. However, the Training Kit was developed in a way that can be adapted easily in different learning scenarios and settings. The five modules are not interdependent. Therefore, the lecturer can choose any module out of sequence and create his own training activity. The trainer can also use only the necessary parts of the training materials of each module, depending on the audience, level of learners' digital skills, needs or expectations. The Training Kit is freely available online in six languages (Lithuanian, German, Greek, Slovenian, French and English) via this link:

<https://heal-digital.org/resources/>

MODULE 1: SKILLS AND COMPETENCES TO FACILITATE THE USAGE OF E-HEALTH

Module 1 is about getting acquainted with the HEAL project, the Training Kit and the concept of e-health in general. It also includes the main theories and core principles of adult learning and how to be able to present the acquired knowledge to the beneficiaries. By studying the prepared materials the multiplier can get an overview of what is the Training Kit about, what the learning outcomes are and how to prepare for their own training activity.

MODULE 2: DATAFICATION, DATA PRIVACY AND DIGITAL HEALTH RECORDS

Module 2 covers the most relevant topics related to data security and privacy. It teaches individuals to understand how their health and personal data is used, how they interact with data and what GDPR means in the context of health. It also introduces national health record platforms where both citizens and healthcare professionals can access to medical records in one place.

MODULE 3 - SEARCHING AND SELECTING HEALTH INFORMATION

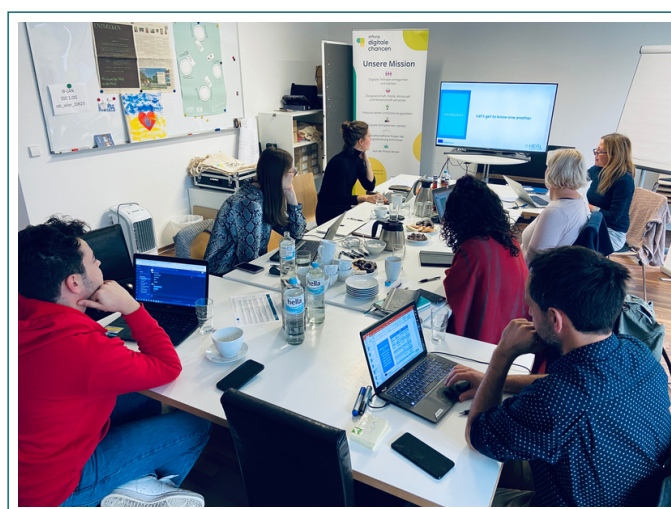
Module 3 is about learning how to conduct advanced search for health-related information by using Google services and products such as Lens, Search, etc. The materials also include simple ways and practices of how to distinguish safe and reliable health information on the Internet. Finally, the module highlights a big new frontier for healthcare - social media and provides information about the benefits and risks associated with social media platforms.

MODULE 4: INTRODUCTION TO E-HEALTH APPS AND SERVICES

Module 4 is about health and lifestyle apps and wearables. The content includes examples of different health-related mobile apps and wearables, explaining how they work, what their benefits are, how data is collected by commercial providers through apps and how to use them safely. This module also introduces different online pharmacy websites and lists the benefits for the patient.

MODULE 5: COMMUNICATION AND CONNECTION WITH A HEALTH PROFESSIONAL

Module 5 provides information about Telemedicine and how it is playing an increasingly important role in healthcare. This module also includes topics such as the possibilities of making appointments online as well as the function and use of chatbots, electronic cross-border online health services, significance of technologies in everyday healthcare practice.



DESCRIPTION OF TESTING THE TRAINING KIT

A testing of the Training Kit with targeted audience was very important process within the HEAL project because it evaluated if created content in all five Modules was appropriate and relevant for the different target groups and satisfied the learning objectives. The pilot of the Training Kit followed a process of: i) evaluating who are the multipliers for the project in each partner country and inviting them to the training; ii) identifying how they will learn and how all five modules will be trained; iii) designing and adapting materials based on learners needs, level of digital skills, etc.; v) choosing the format of the training (face-to-face, online or blended) and delivering training; vi) supporting trained multipliers to prepare their training materials for beneficiaries; v) collecting feedback and measuring the success of the training.

- **51** multipliers trained and improved their digital health literacy and facilitation competences through piloting the Training Kit in Lithuania, Germany, Switzerland, Slovenia and Greece.
- **208** beneficiaries were trained by the above multipliers and improved their digital health literacy through piloting the Training Kit in Lithuania, Germany, Switzerland, Slovenia and Greece.



A table below illustrates the different ways and scenarios how the learning materials were used and adapted in a learning process during testing stage of the Training Kit in each partner country.

Partner countries	Who were Multipliers?	Ways of teaching	Who were Beneficiaries	Ways of teaching
Germany	<ul style="list-style-type: none"> Volunteers; Full-time professionals from the field of social work (neighbourhood assistance); Representatives of a municipal seniors' advisory council. 	<p>Face-to-face learning approach.</p> <p>All five modules were delivered in a face-to-face format. After 10 weeks an online meeting organised with multipliers to get their feedback.</p>	<ul style="list-style-type: none"> Local community members; (women, elderly) Full-time social workers. 	<p>Face-to-face learning approach.</p> <p>A different content and topics were chosen from all five modules and beneficiaries were trained individually and in groups.</p>
Lithuania	<ul style="list-style-type: none"> Librarians responsible for digital skills training in public libraries. 	<p>Blended learning approach.</p> <p>Modules 3 and 4 were introduced during face-to-face training. Modules 1,2,5 - during two online training sessions.</p>	<ul style="list-style-type: none"> Local community members (women, elderly). 	<p>Face-to-face learning approach.</p> <p>A different content and topics were chosen from all five modules and beneficiaries were trained individually and in groups by librarians.</p>
Slovenia	<ul style="list-style-type: none"> Employees; Experienced educators/trainers; Volunteers. 	<p>Blended learning approach.</p> <p>A two-day training was organized where all five modules were introduced.</p>	<ul style="list-style-type: none"> General public 	<p>Face-to-face learning approach</p> <p>A different content and topics were chosen from all five modules and beneficiaries were trained individually and in groups.</p>

Partner countries	Who were Multipliers?	Ways of teaching	Who were Beneficiaries	Ways of teaching
Switzerland	<ul style="list-style-type: none"> • Health care professionals; • Students. 	<p>Face-to-face learning approach.</p> <p>Face-to-face session of 3h where all modules were presented. This was followed by an email with the localized version of the curriculum of HEAL project.</p>	<ul style="list-style-type: none"> • General public 	<p>Blended learning approach.</p> <p>The pilot was an hybrid activity. For a period of 3 weeks participants got the modules by email. A final f2f session was planned to wrap up the pilot activity.</p>
Greece	<ul style="list-style-type: none"> • Professionals in the field of health and social work. 	<p>Face-to-face learning approach.</p> <p>Face-to-face training was delivered in two sessions covering all five modules.</p>	<ul style="list-style-type: none"> • Employees from the Day Centres; • Individuals from Thessaloniki who were interested in digital health; • Volunteers, mainly students in social work or psychology. 	<p>Face-to-face learning approach.</p> <p>A different content and topics were chosen from all five modules and beneficiaries were trained individually and in groups by librarians.</p>

STORIES FROM THE FIELD

Several stories were collected in all partner countries after pilot of the Training Kit. The chosen stories demonstrate how training supported people with very different background, age, living place, level of digital skills, etc. It also shows how flexible and adaptable training materials are in different learning scenarios and situations.

AUDRONE STORY

Audrone is 64 and lives in small village in Rokiskis municipality in Lithuania. Previously she used to work as a chief in local cafe and now she is enjoying her retirement. She grows flowers, knits sweaters and tries out new recipes that she finds in her favourite Internet blogs. She also frequently visits a local library. Audrone was invited to take part in a training organized by local librarian to learn more about digital health and how different mobile apps, online programmes can be helpful to stay healthy and informed.

"My children live abroad and often send me food supplements and vitamins. However, I do not understand the foreign language and can not read what is written on the packaging of the vitamins. During a training with librarian I learnt how to do advanced searches for health-related information using Google Search and Google Lens. I learnt an easy way to translate a text in my national language by using Google Lens. It is so simple and so useful feature."

MILENA STORY

Milena is 61 and lives in Ljubljana, Slovenia. She regularly attends various workshops, courses and other programmes within Simbioza and is very motivated to use technologies, but interestingly, she uses very little social media. Milena participated in a workshop where topics and practical examples about searching and selecting health information, including the role of social media were presented.

"I am not familiar enough with how to use social media properly to find relevant information, especially health-related information. There are just too many of them and it is difficult to find credible information, not to mention the potential for abuse and the possibility of other risks. The workshop I attend has shown both the benefits and risks of social media. I will be aware of the dangers of deepfake, social bots, fake accounts that I was not familiar with it until today. "

MARGARET STORY

Margaret (name changed) is from Kiel city in Germany. She is more than 60 years old and has good digital skills acquired through her previous job in business. She was invited to the training as she has recently retired and wanted to volunteer in neighbourhood assistance. At first, she was uncertain whether she would be able to follow the content of the workshops, especially the areas of data protection and GDPR seemed very difficult to her. However, this fear was dispelled during the workshops because the work with personas (fictitious people) took away the abstract superstructure of the topics and connected them to everyday experiences.

Training brought to Margaret a positive personal experience, critical distance and openness to new technologies to the discussions. She tried out different apps and considered the benefits for herself and others. In this way, she benefited personally from the workshops and at the same time became a multiplier who could address individual concerns and prerequisites.

ANGELIC STORY

Angelic is an MSc student and Resident Oncologist from Greece. Whether for academic pursuits, such as researching data for her thesis and courses, communicating through emails, or creating presentations, she navigates digital tools with ease and comfort. Angelic, as a volunteer with the IASIS organization, attended training on E-health literacy.

"I recall a patient who came to a regular medical appointment frightened because, after internet searches, she believed she had a very complex and complicated health issue. Using the knowledge from the training, I explained the 5 W's (Who, What, Where, When, Why) - who runs the website, what the site says, where the information came from, when the information was posted. This way, I taught the patient how to critically check and evaluate the health-related information she finds online".

LESSONS LEARNT FROM PILOTING OF THE TRAINING KIT

In this part key lessons learnt are provided from the pilot of the Training Kit.

- **Adaptation of learning materials to the target audience.** It is crucial to tailor educational materials of the Training Kit to the specific needs, digital skills, and abilities of the target audience. For example, when dealing with learners who have basic skills and are unfamiliar with downloading e-health applications on their smartphones, it is important to provide step-by-step instructions how to download before diving into the app's functions. And on the contrary, when working with a group of individuals with advanced digital skills, it is needed to prepare more complex training activities. For example, to include advanced information searches on platforms like Google Scholar or using tools like Google Lens.
- **Engagement through interactive elements.** To enhance the learning experience, active engagement is essential. The Training Kit and its modules incorporate practical exercises, topics for group discussions, and problem-solving activities. These interactive elements ensure that learners remain actively involved throughout the training, promoting a more dynamic and participatory educational environment.
- **Choosing the appropriate learning format.** The selection of the most suitable learning format—whether face-to-face, online, or blended—depends on various factors. Face-to-face learning offers real-time engagement and personalized attention but may have limitations in terms of flexibility and geographical constraints. On the other hand, online learning overcomes geographical barriers, though learners might face challenges related to equipment or technology. In most of cases during the pilot a blended learning format was chosen as it allowed for the integration of diverse learning experiences by combining traditional and modern teaching methods.

The pilot of the Training Kit has shown that there is a growing demand for digital health literacy training among people (lecturers, beneficiaries, care givers, healthcare professionals, patients and general public). Therefore, it remains important to continue supporting people (including those with low digital skills) across the Europe to navigate health and wellbeing online, including topics such as data privacy and protection, digital health services, GDPR, media literacy, mobile apps, etc.