

E-HEALth Literacy

Training Schedule

A Training to Qualify E-Health Guides

Summer 2022

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E-HEALTH Literacy – Training Schedule

About the training schedule

This schedule accompanies the five modules of the HEAL training kit. It presents a possible approach on how to schedule the modules as a course.

The modules can be found in English, German, Lithuanian, French, Slovenian and Greek here: <https://heal-digital.org/resources/>

The goal of the training is to educate and empower multipliers in digital health competences as well as pedagogical competences. After taking the modules, the multipliers will be able to advise, train and support people in questions of e-health.

Target group

The target group of this training schedule are multipliers who want to become e-health guides. 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. E-health guides educate and inform people about e-health services and thus about their use of data. This knowledge gives patients the sovereignty over their data, which is important for informed and responsible citizens. The beneficiaries are people who can most benefit from using digital health services.

The multipliers should have digital competences at a level 3 of the DigComp in most categories.

Definition of E-Health Literacy

Digital health literacy is (a) the ability to seek, find, understand, and appraise health information from digital sources and (b) being able to identify the data generated from our digital activities, with the underlying citizen rights and obligations, while applying the knowledge gained to addressing a health issue.

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Module 1 - Skills and competences to facilitate the usage of e-health

Learning Goals: The learner will be able to design and include a variety of learning methods to be implemented before, during and after the training, and to assess written curriculum resources, and understands how increase awareness, change attitudes, challenge misconceptions and facilitate learning and mastering of knowledge and skills, using appropriate teaching methods and strategies.

Time	Topic	Learning objectives	Content / Method	Material	Comments
10 Min.	Opening and information about the Curriculum and specific about the Module 1.	TN understand what to expect and pass the Module 1.	<ul style="list-style-type: none"> • Introduction of the facilitator • Introduction of the learners • Introduction of the Module 1 and Curriculum (learning goals, agenda) 	PPT, Multimedia	
10 Min.	Activity 1: Icebreaker – Me! Who is next to me? Who else is around?	Raising group dynamics.	<ul style="list-style-type: none"> • Non-formal educational exercise that increases group dynamics by developing relations of trust and comfort in each other's presence. 	2x A2 paper sheet, marker	
35 Min.	Lecture 1: A glimpse into adult learning	TN knows how to deliver training on the core principles of adult learning and how to implement them throughout the entire course.	Introduction and presentation of the: <ul style="list-style-type: none"> • theories of adult learning • key aspects of adult education (pedagogical and andragogical) • core principles and characteristics of adult learning • specific elements of adult learning (adult learning styles; auditory, visual, kinaesthetic) • organization of the educational process for a group of adult learners and individual adult learner • creation of the conducive atmosphere and a comfortable learning environment (live, online, one-to-one) 	PPT, Multimedia	

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10 Min.	Activity 2: Group discussion	TN knows how to deliver training on the core principles of adult learning and how to implement them throughout the entire course.	<ul style="list-style-type: none"> The facilitator poses the first question to provoke discussion on the topics covered in a Lecture 1 in order to encourage lively debate among the group and clear up any misconceptions, while at the same time stimulating creative and critical thinking on the topics among the learners 	Flipchart (if needed)	
5 Min.	Break				
30 Min.	Activity 3: Create a learning scenario	Encourage group work	<ul style="list-style-type: none"> Group work of 3-4 participants Every group is asked to prepare a draft of short adult learning scenario, which will be implemented during the course accordingly to the chosen profiles of learners (older learners, still in work etc.) 	PPT, Multimedia	
15 Min.	Presentation of the learning scenario	Learners acquire understanding of how various methods and strategies achieve the same goal.	<ul style="list-style-type: none"> Brief presentations of the made by every group 	PPT, Multimedia	
5 Min.	Break				
40 Min.	Lecture 2: Introduction to E-health	Define and understand the concept and the unique features of e-health learning and apply adult	<ul style="list-style-type: none"> Definition and terms Areas Facilitator assists learners in interacting with their prior experiences in e-health and introduce 	PPT, Multimedia	

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		learning theory to e-health learning.	fresh knowledge, new information and skills (enrichment of e-health experience)		
10 Min.	Activity 4: Group discussion Methods for e-health services	Stimulating creative and critical thinking.	<ul style="list-style-type: none"> Learners discuss what kind methods will work for different kind of e-health services (e. g. how to teach about apps etc.) 		
5 Min.	Quiz	Self-learning	<ul style="list-style-type: none"> TN invites learners to perform online quiz by using one of the digital tools for summarizing the learning module 		
5 Min.	Wrap-up session		<ul style="list-style-type: none"> The facilitator introduces the homework for learners Last questions 		
120 Min.	Self-learning (Task)	Encourage independent work of the learners	<ul style="list-style-type: none"> Upgrade “your own” session upon a learning resources on the topic of e-health and adult learning 	PPT, Multimedia	
60 Min.	Group sessions	Additional support for learners	<ul style="list-style-type: none"> The facilitator and learners discuss on potential issues regarding the educational topics of the Module 1. 	Online	

Module 2 – Data privacy and digital health records

Learning Goals: After completing this module, the learner will be able to define personal and personal health data within their related context. S/he will have the possibility to describe the different “moments” (institutions, platforms, apps) of data collection, as well as, the level of data privacy and the rules of data sharing linked to them.

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Time	Topic	Learning objectives	Content / Method	Material	Comments
15 Min.	Welcome and Introduction to the module	TN know what to expect and how to pass the course.	<ul style="list-style-type: none"> Welcome Introduction of the trainer Dates Structure Learning goals Requirements Short round of introductions with the question 	Zoom Whiteboard	
30 Min.	Lecture 1:	Introduction to Data Privacy and GDPR. Socioeconomic figures related to e-health data	<ul style="list-style-type: none"> Introduction to data protection at individual and collective level (legal and societal conditions). Socioeconomic figures and trends related to e-health data in EU and nationally (“Data is the new oil” but then what data privacy is?) 	Projector PowerPoint Presentation Collaborative note-taking	Source: Proposal for a Regulation on the European Health Data Space: https://edpb.europa.eu/system/files/2022-07/edpb_edps_jointopinion_202203_europeanhealthdataspace_en.pdf Example: Overview and Strategic awareness (in Geneva and international) _ Digital health: Technology applications, and policy implications https://dig.watch/trends/digital-health#view-15653-1
45 Min.	Lecture 2: + Activity 1: Group Discussion (Co-creation)	Understand how participants interact with data and how they organise health practices	<ul style="list-style-type: none"> Mapping e-health related, personal data What is and where is your (health) data? <p>Doctor (health professionals), Social care (informal or formal), Hospitals, Friends, Google, Apps, Other?</p> <ul style="list-style-type: none"> What type of data have you shared? Illness, Habits, Usage habits and patterns, other? When I am searching for data info or health on my data, I turn to : Myself, My close friends, My doctor, My “trainer” - informal care, My community (physical community), Google search, Apps? 	Projector PowerPoint Presentation A4 papers Markers	

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45 Min.	Lecture 3 + Activity :2 Sharing health personal data through a (national) registry	e-Health personal data register. My health data platforms.	<ul style="list-style-type: none"> • Create a personal health data record • What are my options to do this at a national level? Who has access to my data? How can they be used? • What are the alternatives? • Is privacy by design respected? • Proposals for improvements 	National platform	EU Health: European Health Data Space (EHDS): https://ec.europa.eu/commission/presscorner/detail/en/qanda_22_2712
30 min.	Activity 3: privacy tracking (optional)	Track or block the data trackers	<ul style="list-style-type: none"> • Install an extension tracking cookies and ads • What is my closest hospital - clinic doing with my data? • Track, report and discuss 	Browser extension	
5 Min.	Quick evaluation of session	Gather feedback from the session in order to prepare the next session	<ul style="list-style-type: none"> • Non formal education exercise to evaluate the session: describe with three keywords your experience 	Collective keyword map	
1h	Homework		<ul style="list-style-type: none"> • Ask your personal (health) data from a platform. Tell us what happened? • Provide a specific letter – template for asking your data in a specific platform • Create a log with the steps and results to present for the project 	Collaborative log (Padlet)	REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on the European Health Data Space: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52022PC0197&from=EN
Follow up session					

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15 Min.	Welcome and Introduction to the module	What to expect from this session	<ul style="list-style-type: none"> Welcome Introduction of the session Agenda of the session Practical questions related to the training methodology or structure 		
30 Min.	Debriefing from homework		<ul style="list-style-type: none"> Participants explain how they have worked on during the self-learning time and what happened when they asked a company for their personal (Health) data Discussion about the findings 	Collaborative log (padlet)	
30 Min.	Activity 1: My phone, my data? (optional)	Understand what data and where exactly your data is going	<ul style="list-style-type: none"> Open one app in your phone (preferably Health related) and look at the data privacy terms 	Mobile App review	
30 Min.	Activity 2: eHealth and citizen data (optional)	Citizen driven data	<ul style="list-style-type: none"> Open data for whom, for what ? Use and contribute citizen data to : https://world.openfoodfacts.org/terms-of-use Scan, locate and edit some personal food source 	Mobile App use	

Module 3 – Searching and selecting information

Learning Goals: After completing this module, the learners will be able to list the skills and knowledge needed for effective search and selection of information online as well as enable learners to receive credible health information.

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Time	Topic	Learning objectives	Content / Method	Material	Comments
5 Min.	Welcome and introduction to the module 3	TN knows what to expect and how to pass the module 3.	<ul style="list-style-type: none"> Welcoming participants, introducing learning goals, structure, duration and requirements. 	Zoom Whiteboard, stationary, multimedia	
10 Min.	Activity 1. Icebreaker	TN creates relaxing work environment.	<ul style="list-style-type: none"> By using digital tools as Slido or Mentimeter TN asks learners to evaluate their mood and feelings by participating in Mood barometer. This exercise will energize and set relaxing environment for the group members. 	Multimedia, smartphones or tablets, computer.	
15 Min.	Activity 2. Search and find information: Audience feedback	TN knows how to begin and make introduction to the lecture 1.	<ul style="list-style-type: none"> TN organizes discussion with participants of what kind of health information they are interested in. How they search and find health information on the Internet. 	Multimedia, smartphones or tablets, computer	
20 Min.	Lecturer 1. Advanced search of health-related information with Google	TN knows how to assist learners in identifying ways to search for information about e-health.	<ul style="list-style-type: none"> TN provides ways how to make advanced search health-related information by using Google services & products. 	Multimedia, smartphones or tablets, computer.	
15 Min.	Activity 2. Search and find information. Advanced Google search	TN knows how to assist learners in finding information.	<ul style="list-style-type: none"> After TN finishes presentation about advanced search of health-related information with Google he/she invites learners to perform an exercise. TN provides description of situations and invites participants to find a solution to presented problem by using Google search techniques. 	Multimedia, smartphones or tablets, computer.	

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5 Min.	Activity 3. Ways to distinguish safe and reliable health information on the Internet: Audience feedback	TN knows how to begin and make introduction to the lecture 2.	<ul style="list-style-type: none"> Before starting, a lecture on Ways to distinguish safe and reliable health information on the Internet TN invites learners for a quick exercise and asks to respond few questions by using the same interactive tools: Slido or Mentimeter. Question(s) are created in advance by the TN by using Slido or Mentimeter. 	Multimedia, smartphones or tablets, computer.	
20 Min	Lecture 2. 5 W's: Ways to distinguish safe and reliable health information on the Internet	TN knows how to show learners ways to distinguish safe/trustworthy websites and conduct advanced searches on health-related information.	<ul style="list-style-type: none"> The 5 W's (Who, What, Where, When, Why). Trainer demonstrates concrete samples of different health information web-sites and explains rules how to search and find good quality of health related-websites. By showing samples trainer explains who runs the web-site, what does the site say, where did the information come from? When the information was posted, etc. 	Multimedia, smartphones or tablets, computer.	
20 Min.	Activity 3. 5W's. Ways to distinguish safe and reliable health information on the Internet: Distinguish safe and reliable health	TN knows how to show learners ways to distinguish safe/trustworthy websites and conduct advanced searches on	<ul style="list-style-type: none"> Task for the learners. Trainer gives a number of web-sites and asks learners to distinguish safe and trustworthy websites. Discussion. 	Multimedia, smartphones or tablets, computer.	

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	information online	health-related information.			
20 Min.	Lecture 3. Social media - a new big frontier for healthcare	TN shows the ways social media supports searching and selecting of health information online.	<ul style="list-style-type: none"> • TN presents different social media platforms • Introduces benefits and risks of social media)fake news, social bots, deepfake, Clickbait) 	Multimedia, smartphones or tablets, computer.	
25 Min.	Activity 4. How social media supports searching and selecting of health information online: Deepfake apps and Clickbait	TN shows the ways social media supports searching and selecting of health information online.	<ul style="list-style-type: none"> • Task for the learners. TN organizes discussion to think about benefits and harms of social media in health context. What is my perception of my learning conditions in social media. From whom do I learn? Whose opinions, proposals or activities are more influencing me? 	Multimedia, smartphones or tablets, computer.	
15 Min.	Wrap-up session		<ul style="list-style-type: none"> • Summary and Q/A • Saying good bye to the learners. 	Multimedia, smartphones or tablets, computer.	
10 Min.	Quiz		<ul style="list-style-type: none"> • Learners undergo an informal assessment by performing online quizzes 	Multimedia, smartphones or computers	

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Module 4 – Interaction with and usage of services

Learning Goals: After completing this module, the learner will be able to introduce e-health services that can be used to improve the daily life of people. They are able to present the benefits as well as the risks and build confidence in those services. The learner will be able to use and choose among the services as well as present them in an experiential way to the beneficiaries.

Time	Topic	Learning objectives	Content / Method	Material	Comments
10 Min.	Welcome: Meeting One		<ul style="list-style-type: none"> Welcome Introduction of the trainer Short round of introductions with the question Introduction of the module (goals, agenda) 	Zoom Whiteboard	
15 Min.	Activity 1: Icebreaker	Consider what health and lifestyle means in this context and how many apps are already known.	<p>Lifestyle! Health! For what do you need apps?</p> <p>In groups of two (5 Min.): What does health and lifestyle mean? What apps do you associate with these pictures? What apps do you have in mind when you think about health and lifestyle -> write your answers on cards</p> <p>Present answers to group and cluster the answers into categories e.g. Tracing Routes, Blood Pressure, Sleep Track, Workouts, Counting Steps, Medication, Motivation, Awareness & Routine, Meditation, Pharmacy etc.</p>	Moderation cards Wall	
15 Min.	Activity 2: Check your own device!	Get to know each other; realizing how close these apps are;	<p>kind of health apps do you have?</p> <p>From the cluster of activity 1: are these apps on the phone of the participants? Do they have others that can be added to the clusters?</p> <p>For participants: go to the apps store and look for health and lifestyle apps! What do you find? Are your clusters complete or should you add more categories?</p>	Smartphones of the participants Slide 6 & 7 & 8	

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15 Min.	Lecture 1: Introduction to different apps and services	Classify different types of e-health services (overview) and know where to find information (K1)	Trainer presents the apps / services according to the prepared presentation <ul style="list-style-type: none"> • Apps “healthy & fitness” • How do e-health apps work? • What are wearables and what are their benefits • Risk and Challenges • Using apps and wearables safely 	PPT Slides: 9-15	
45 Min.	Activity 3: Match the appropriate services to the profiles.	Knowledge of added value of apps; ability to match apps to the needs of people; (PR1 & PR2)	<ol style="list-style-type: none"> 1. Divide the participants into groups 2. Introduction to the whiteboard and the task 3. Group work 4. Sharing and discussion of results 	Conceptboard: https://app.conceptboard.com/board/p3xr-pkh8-onub-4724-yde8 See Activity 1 of Module 4	
5 Min.	Break				
15 Min.	Lecture 2: Introduction to wearables and tracker		<ul style="list-style-type: none"> • How do wearables and tracker work? • What role do sensors play? How does tracking and data analytics work? 	Presentation	
30 Min.	Activity 4 Sensors and Tracking	Understanding the reliability of tracking apps. Understanding that smartphones have different kind of sensors.	Try out the reliability of the smartphone sensors: <ul style="list-style-type: none"> • Tracking steps: participants run fast around the classroom / their room and check the steps • Fall-Apps (apps that recognize if someone falls down and reacts): participants try out the app. <ul style="list-style-type: none"> • The participants feedback and discuss the results. • Phyphox app: what kind of sensors does your smartphone have? What can it measure? • During the activity the participants try out the app and see what kind of sensors the smartphone has. 	See Activity 2 of Module 4	App is available in English and German – please check if a similar app exists in your language.

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			<ul style="list-style-type: none"> Experiment with the sensors: air pressure, height, etc. 		
10 Min.	Lecture 3: Introduction to pharmacy platforms	Being able to show the added benefit of online pharmacies.	<ul style="list-style-type: none"> Short introduction to the platforms that sell pharmaceuticals (e.g. https://pharmica.uk/) Reliability in the respective country: are online pharmacies as reliable as the normal pharmacies? What are the ups and downs? For whom are online pharmacies important? What is the benefit / the selling point for them? 	Presentation	
10 Min	Using e-prescription	Being able to facilitate how e-prescriptions work.	<ul style="list-style-type: none"> Present how it looks and explain what the prescription contains. Present the advantages Describe how it will look and be used in the future. 	Presentation	
5 Min.	Closing Meeting One		<ul style="list-style-type: none"> Explain tasks for the self-learning part - “Homework” <ul style="list-style-type: none"> o Install and try out three apps – what do they do and how do they work? Present them at the next meeting. o Complete the conceptboard: what kind of support / training would you offer to the person of your profile? o Read / watch following resources: ... 		<u>Optional</u> : Do you (or someone in your circle) have a blood pressure monitor device? Check if the results of the device are the same than the smartwatch.
10 Min	Quiz	TN organizes an informal assessment.	<ul style="list-style-type: none"> Learners undergo an informal assessment by performing online quizzes. 	Multimedia: smartphones, quiz app,	

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Module 5 – Communication and connection with a health professional

Learning Goals: After completing this module, the learner will be able to recognize the value of telecommunication technologies and services used to enhance mental and physical health at a distance, support the utilization of those, understand the digital needs of low digital skills adults and assist them to integrate telemedicine practices in their everyday life.

Time	Topic	Learning objectives	Content / Method	Material	Comments
5Min.	Welcome and introduction to the module	Learners understand what to expect and how to pass the course.	<ul style="list-style-type: none"> Welcome Presentation of the training agenda Learning goals and outcomes 	Projector PowerPoint Presentation	
15Min.	Activity 1: Playful experiential energizer “The Eye, the Hand and the Ears”	Understand the importance and value of efficient communication and how minor drawbacks can jeopardize it.	<ul style="list-style-type: none"> Introduce the instructions of the energizer This activity will raise the appropriate energy and give the floor for introducing the topic of telecommunication in healthcare 	A card with the “picture of reference” A4 papers Markers	
35Min.	Lecture: Telemedicine and Telehealth	Learners understand about telemedicine and telehealth	<ul style="list-style-type: none"> Introduction to the concepts Explain the cons and pros of telecommunication technologies in healthcare Give examples and emphasize on the importance of its implications: <ol style="list-style-type: none"> Online health-related services (e-Patient, etc.) Distance healthcare 	Projector PowerPoint Presentation	
30Min.	Activity 2: Group discussion/ mini project	Learners interact with each other and the trainer and reflect on the subject of teaching	<ul style="list-style-type: none"> The trainer initiates group discussions by dividing the learning group into smaller ones and asking them to discuss questions like: <ol style="list-style-type: none"> Do you use health-related telecommunication technologies in your daily lives? Do you think they are useful? Why? 	A4 papers Markers	

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			<p>3. Can you understand these technologies? Is there any specific subject you would like to deepen your knowledge and skills?</p> <ul style="list-style-type: none"> • Ask learners to work in couples (or groups_ and create a plan on how and when they think they can utilize the health-related telecommunication technologies • Once all plans are ready, ask each individual to briefly present their scheme 		
10Min.	Brain Break	Learners shift focus for a while and refocus more energized	<ul style="list-style-type: none"> • Implement the following 2 activities: <ol style="list-style-type: none"> 1. The three-minute “Dance Party” activity 2. And the 7-minute “Do Nothing” activity 	Nothing specific	
60Min.	Activity 3: e-Tools	Learners get in touch with telecommunication tools for healthcare services they need in everyday life	<ul style="list-style-type: none"> • Introduce (through a hands-on approach) health-related telecommunication technologies like: <ol style="list-style-type: none"> 1. Online health-related service systems 2. Using online videoconference sessions 3. Using online management health-related service platforms like “Booking Clinic” 	PC with net access Projector PowerPoint Presentation	Contact providers to get a demonstration. If there is no tele-medicine yet, we talk about it in theory and in the best case, inspire the participants.
20Min.	Lecture 2: Near-future technologies	Learners get introduced to new and future innovative prospects of the e-health	<ul style="list-style-type: none"> • Introduce new technologies and their impact in e-health (VR, AR, etc.) • Create discussion groups and ask learners to think of the implications of these new technologies in the health sector 	PC with net access Projector PowerPoint Presentation	
5 Min.	Debriefing/ Evaluation	Learners participate in debriefing discussion about the training and propose suggestions for improvement	<ul style="list-style-type: none"> • The trainer shall also introduce the homework each individual will be assigned to complete 	Nothing specific	

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1Hour	Homework	Learners get familiar with distance communication systems	<ul style="list-style-type: none"> Identify an online telemedicine/telehealth service or tool and create a short presentation if you would present it to someone else 	PC with internet connection	
30 Min.	Quiz		<ul style="list-style-type: none"> Learners undergo an informal assessment by performing online quizzes 	Multimedia, smartphones or computers	