



DHELIDA



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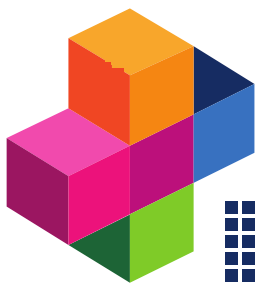
# Toolkit for Trainers

**General Digital Health Competences**

*Domain A*



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## What is the training toolkit?

The toolkit developed for your DHeLiDA is a comprehensive resource consisting of 11 modules focused on digital health literacy. It provides trainers and participants with a valuable collection of information, materials, and activities to enhance their understanding and skills in the field of digital health.

Each module in the toolkit addresses specific aspects of digital health literacy and offers in-depth information along with practical guidance. Participants have the opportunity to expand their knowledge of digital technologies in healthcare, learn how to capture and interpret their own health data, and gain insights into the use of health apps and wearables to promote a healthy lifestyle.

Additionally, the toolkit provides ideas and methods for effectively imparting digital health literacy in training sessions. It includes training materials such as presentations, manuals, and exercises specifically designed to strengthen participants' understanding and proficiency in handling digital health technologies. Trainers can utilize the toolkit as a guide to structure their trainings in a structured and interactive manner.

The toolkit not only enhances knowledge and skills in digital health literacy but also raises awareness about the significance of digital technologies in healthcare. It empowers participants to make informed decisions regarding their own health and enables them to actively engage in their healthcare.

Overall, the toolkit is a valuable instrument that assists both trainers and participants in developing digital health literacy and harnessing the full potential of digital technologies in healthcare. It provides a structured and comprehensive guide to enhance competence in handling digital health technologies, contributing to improved healthcare outcomes.



## **Projekt DHeLiDA**

### **Pedagogical framework for the trainers**

The main objective is to sensitize all trainers to the methodology promoted by the project and to enable them to independently use the guides, tools and training materials provided in the toolkit. In addition, participants will be prepared to conduct awareness-raising and training activities in the field of digital health literacy among vulnerable and low digitally literate adults.

#### **Characteristics of the target group**

Target group:	Disadvantaged adults
Group size:	15 people
Age:	20 years and older
Language level:	Use easy and accessible language
Possible days of the week:	To be adapted to the target group
Possible times:	During the week for working people 5-8 p.m. or on weekend dates. During the week for non-professionals 9-11 am / 1-4 pm
Duration:	A total of 40 hours of module training is given.
Note:	Childcare may be required to enable women to participate.
Duration:	4 hours (including 1-hour break).  Full-day weekend dates may be an option. Depends on the target group.





Didactic methods:

Use of training methods in individual or group work to deepen knowledge of the topic. Keeping a balance between theory and practice. Obtain feedback from the participants and make any necessary adjustments.

### **Module sequence**

Training content based on the learning content available on the platform. In addition to the learning content, care should be taken to create a suitable learning environment adapted to the target group in order to facilitate access to the topic. The needs of the learning group should be known or identified.

### **Competence Domain A**

Module 1: Browsing, searching & filtering health information

Module 2: Expressing health needs in a search request

Module 3: Ability to understand, evaluate and priorities health information

Module 4: Health Netiquette

Module 5: Ability to ask for help and give feedback

Module 6: Privacy & Data Acknowledgement in consideration of health information

### **Competence Domain B**

Module 1: Encouragement & confidence building

Module 2: Empowering to access health information & eHealth services

Module 3: Identification of digital & health related needs



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Module 4: Awareness of personal disadvantages in the field of digital health literacy

Module 5: Cultural awareness related to health topics

**Gender guide as a recommendation:**

The project wants to address all people and at the same time present a uniform image to the public. Therefore, the texts should be formulated in such a way that all genders feel addressed (e.g. employees). If such a comprehensive formulation is not possible, the pair formulation is used (e.g. residents). This guideline applies to all correspondence in the training.

As a general rule, it should be noted:

In principle, gender-neutral wording is used in all correspondence.

Do not use the general clause "that for reasons of readability only the masculine form is used and all other genders are included".



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# DHeLiDA-Digital Health Literacy for Disadvantaged Adults

2021-1-DE02-KA220-ADU-000033418



**Content Management System Manual on the use  
of the DHeLiDA platform**

Welcome to the Content Management System manual for the DHeLiDA platform!

---

With the DHeLiDA platform, users can effortlessly engage in meaningful conversations with health experts, share knowledge, and stay up to date with the latest news on Health Literacy and related topics of interest.

The DHeLiDA platform is the collaborative online environment where experts, educators, and adult users will interact to share and create collective awareness on digital health. The Platform is targeted at trainers, adults, and other communities as a peer-learning environment where Information is generated for and by the user.

The platform also serves as:

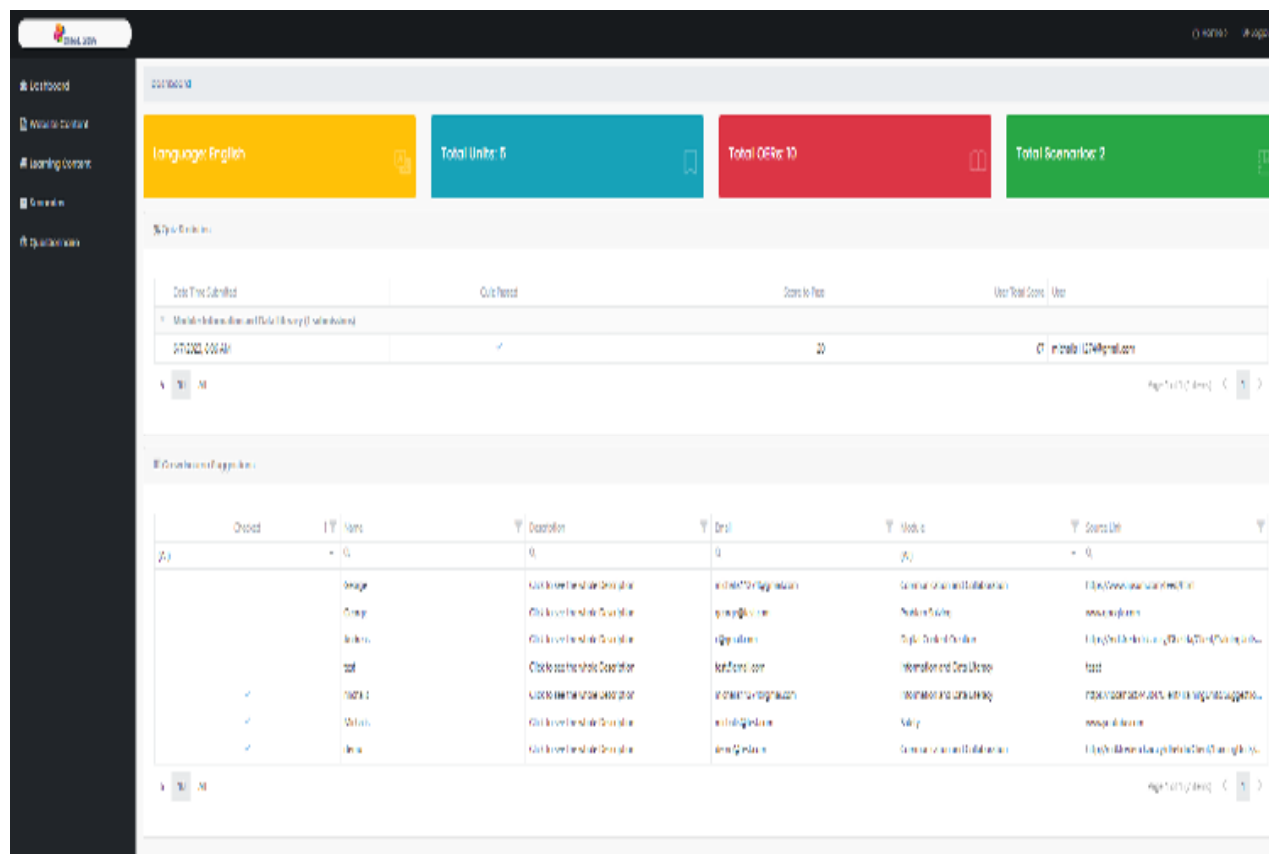
- Multilingual online repository and annotated catalogue of OERs (Online Educational Resources) on digital health,
- Interactive database for users who have questions on digital health topics,
- Online community of practice on digital health literacy,
- Online learning environment for the use of the DHeLiDA training toolkit

The Content of the DHeLiDA Platform is managed through the Content Management System (CMS), this document explains how the CMS works. This comprehensive guide will walk you through the key features and functionalities of the DHeLiDA platform, enabling you to adjustments to the CMS.



A content management system (CMS) is a software application that enables users to create, manage, and modify digital content on a website without requiring advanced technical knowledge. It provides a user-friendly interface that allows individuals or teams to publish, edit, and organize various types of content, such as text, images, videos, documents, and more.

The primary purpose of a CMS is to simplify the process of content creation and management, allowing users to focus on the actual content rather than the technical aspects of website development. Here are some key features and components found in the DHeLiDA content management system.



The dashboard shows the following statistics:

- Language: English
- Total Units: 6
- Total OERS: 10
- Total Scenarios: 2

**Quiz Results:**

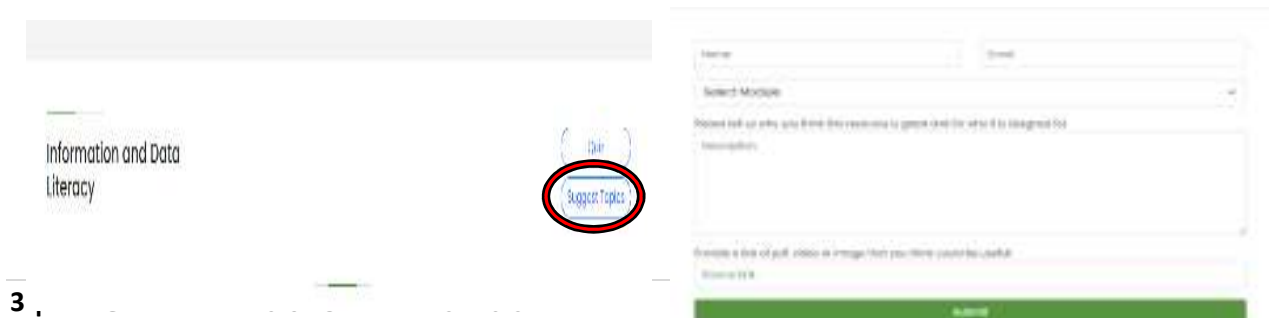
Date Time Submitted	Quiz Passed	Scores to Pass	User Total Score	User
Module Information and Data Literacy (1 submitted)				
2023-03-03 AM	✓	20	0	emir@127.0.0.1

**Information and Data Literacy:**

Created	Unit Name	Description	Unit	Module	Score Date
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM
✓	Image	Click on the module description	module127.0.0.1	General Information and Data Literacy	1/10/2023-03-03 AM

On the top of the dashboard, the users can view the language they are currently using and also view some statistics of the DHeLiDA platform such as the total units, the total OERS and the total scenarios, and a table with user statistics of the quizzes.

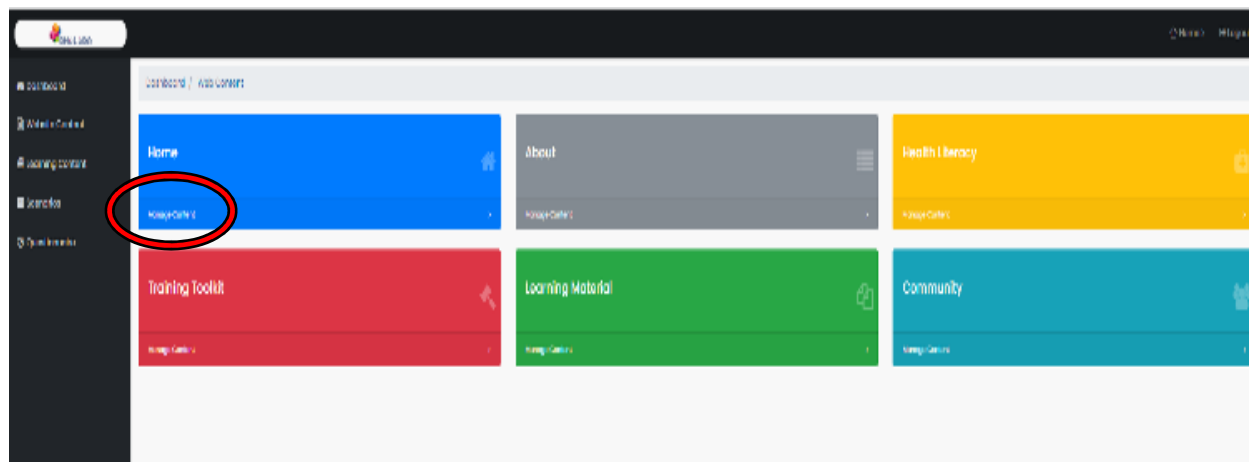
Finally, at the bottom at the page there is a table with crowdsource suggestions. Crowdsource suggestion refers to recommendations about the Modules from the users of the DHeLiDA Toolkit. The user can suggest topics through the following form as the image below shows)



The form is titled "Information and Data Literacy" and "Suggest Topics". It includes a "Name" field, a "Search Modules" dropdown, and a "Submit" button. The form also contains a "Suggest Topics" button and a "Submit" button.

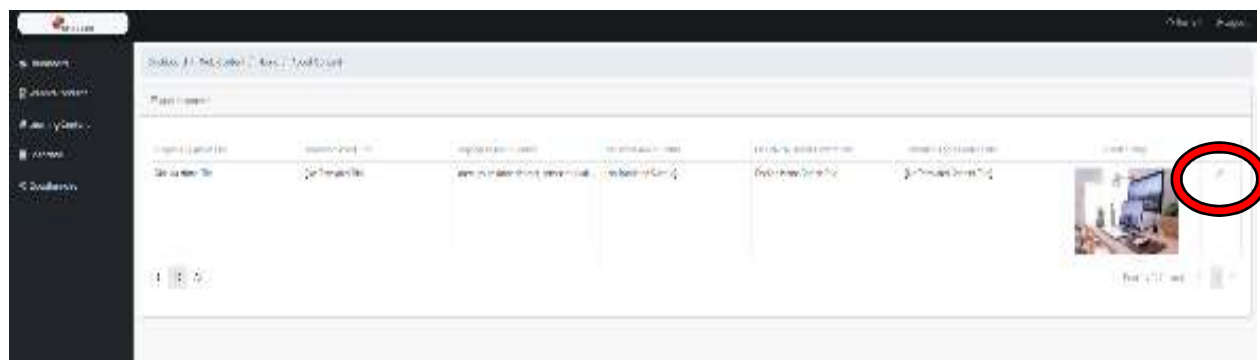


Regarding the website content which is the second option on the left bar, the user of the CMS can view all the different options in the DHeLiDA platform.



In the Home section, the user can make changes by choosing the manage content option as it can be seen above.

Then he will view the following options:

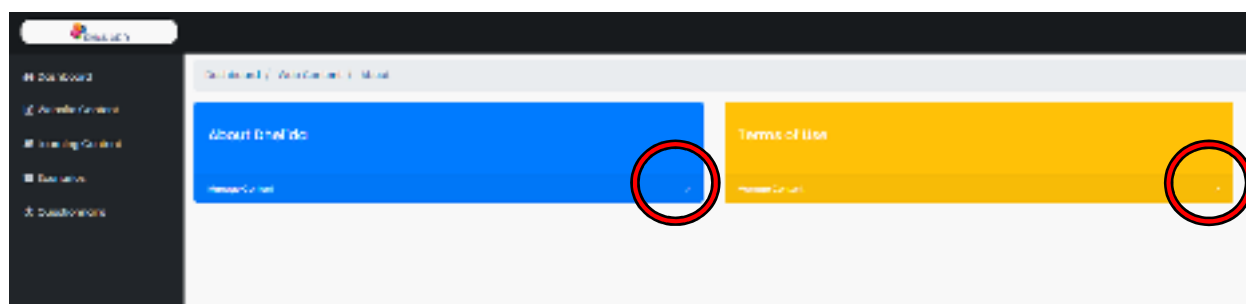


The user can make changes in the content by choosing the edit option which is illustrated as a pencil in the CMS. The edit option (pencil) is always on the top right. Once the user opts for the edit option he/she views the following tab.

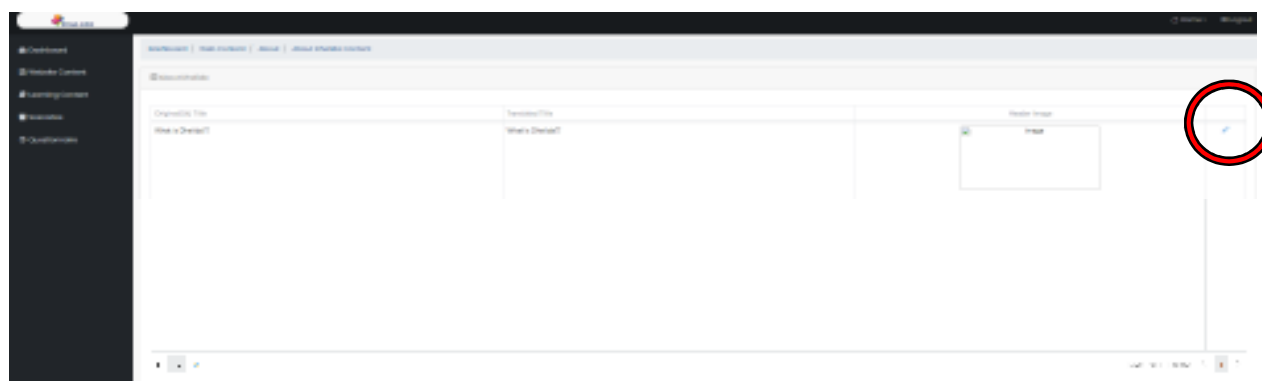


Then the user should choose the Save button if he wants to save the changes he made or cancel if he is unsure about them. The same procedure applies to the rest of the sections of the DHeLiDA website.

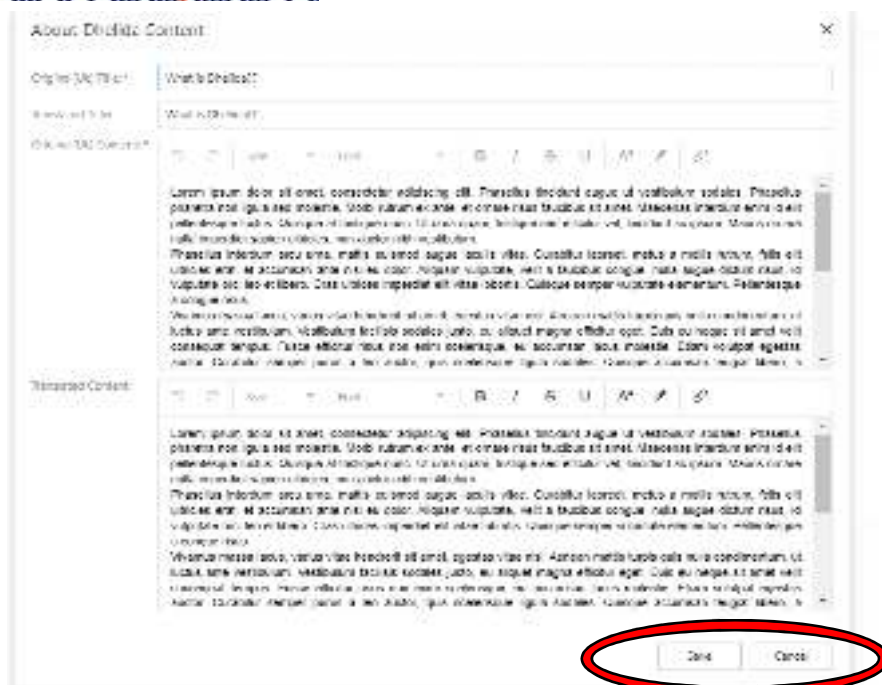
The About Dhelida section and the terms of use are the second options in the CMS. The user can dive into these subcategories with the arrow on the right.



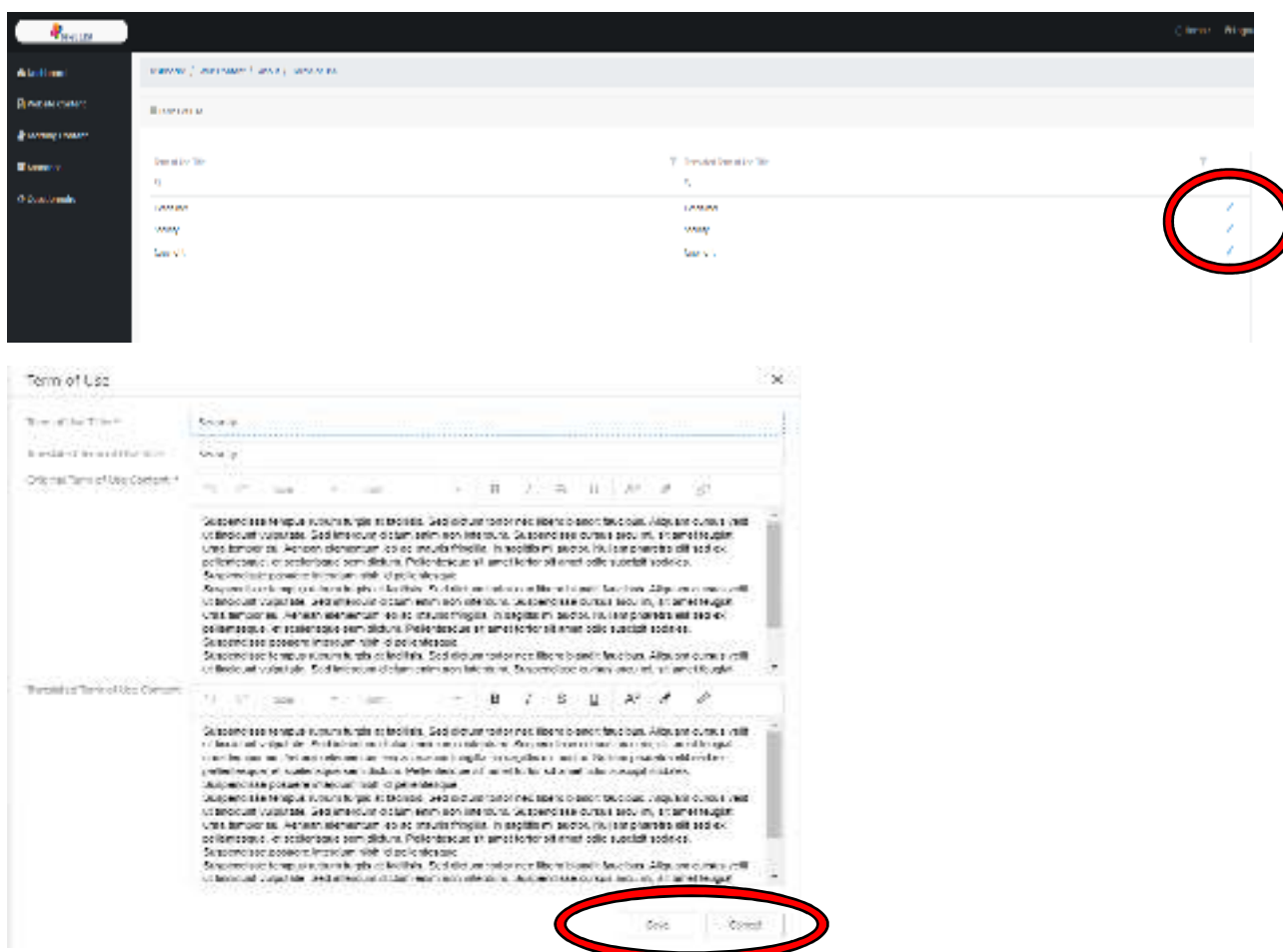
The user can make changes in the content with the edit option.



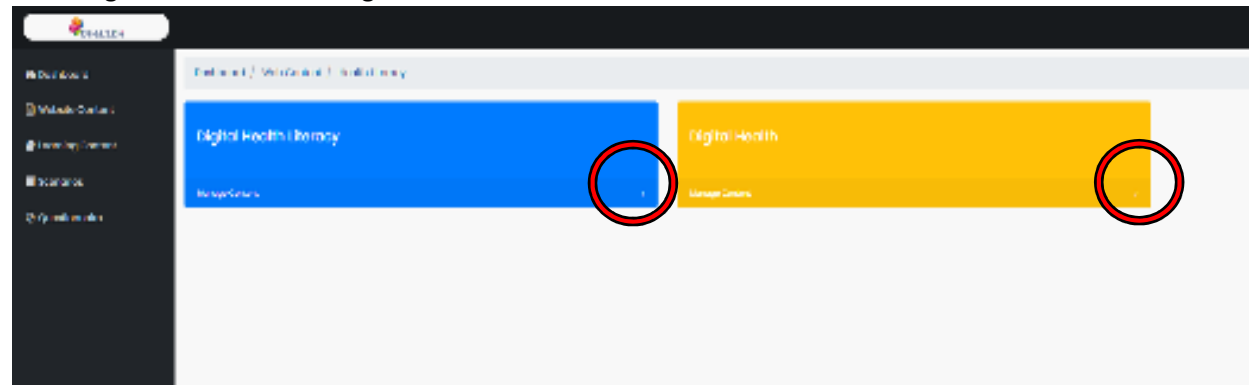
The user should then save or discard the changes he/she made.



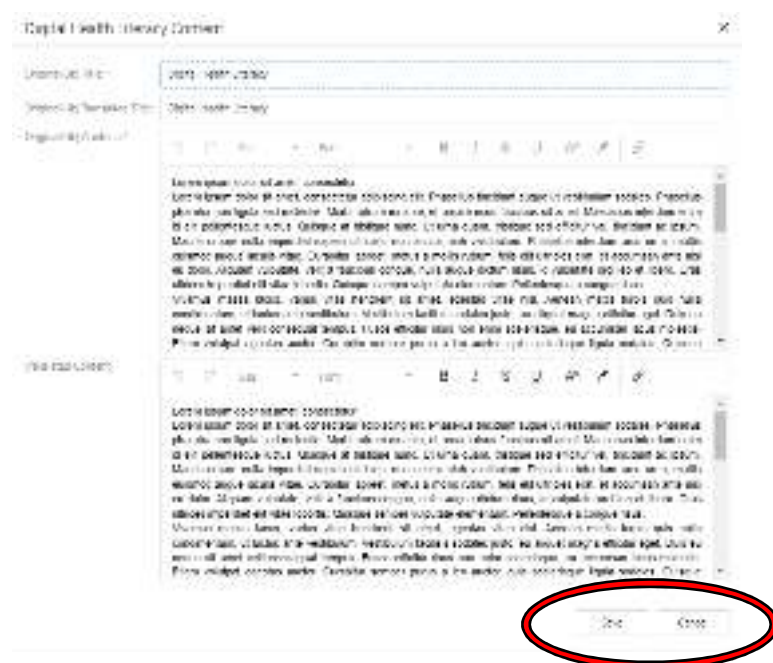
The same applies for the Terms of Use.



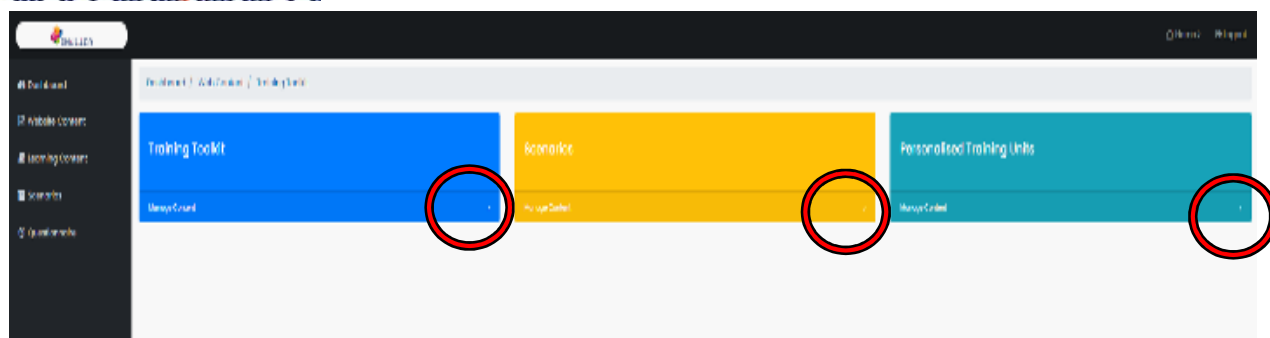
When the user wants to alter the text, video, or image in the Health Literacy section he/she can do it by choosing the arrows on the right.



Then, the DHeLiDA Health Literacy Content and the Digital Health Content can be alternated in the same way.



When it comes to changes in the Training Toolkit, the user can make changes as it can be seen below.

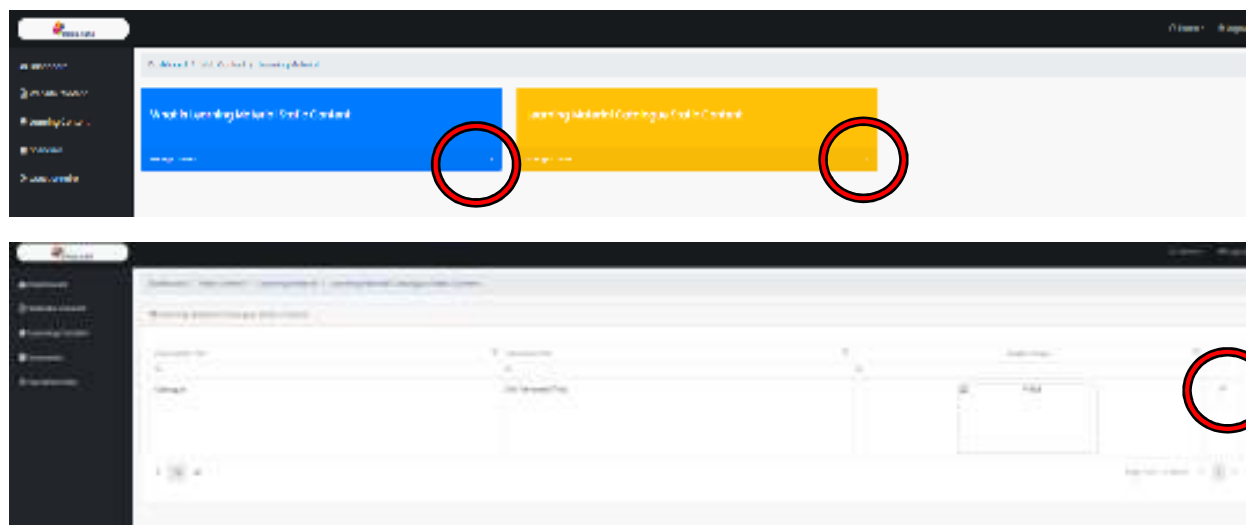


The context of the modules of the Training Toolkit can change with the edit option (pencil). Then in the next tab the user can save or discard the changes he made.

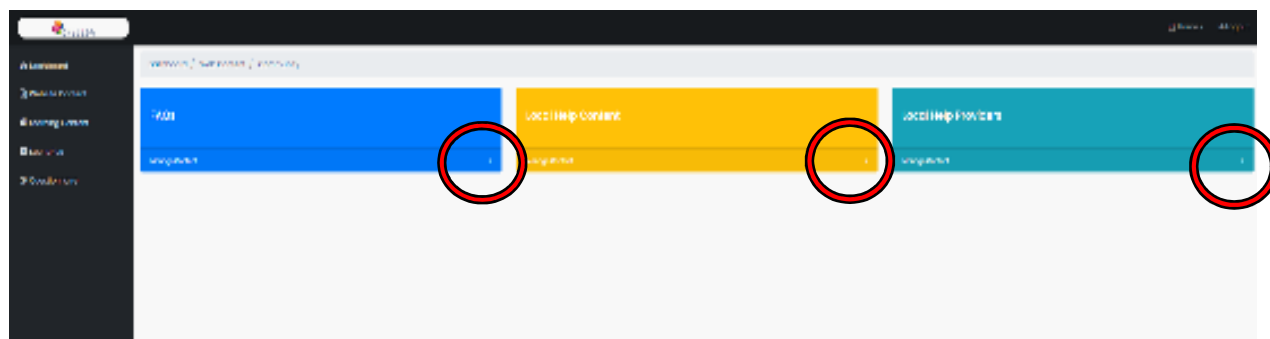


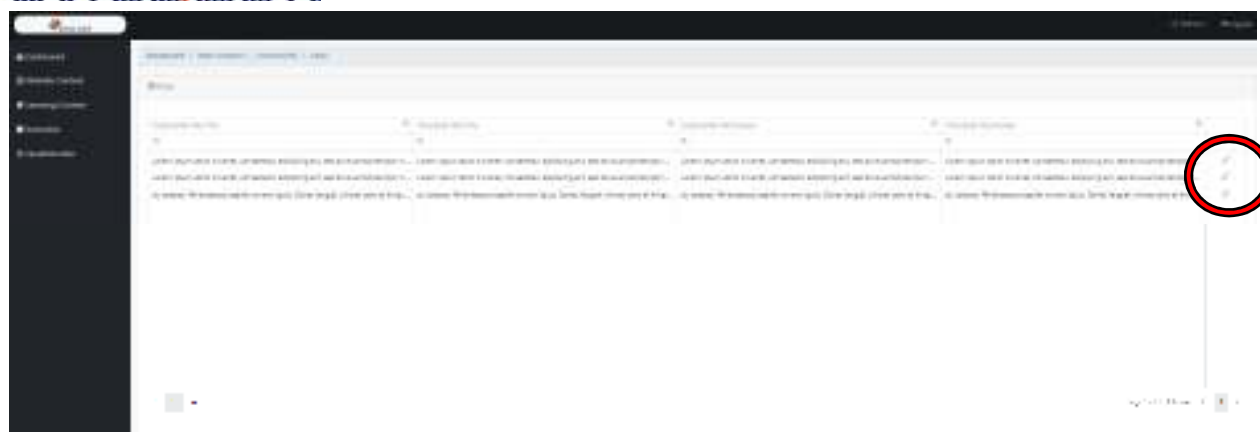
Regarding the Learning Material, the procedure is the same. There are two subsections in this tab which is the “What is Learning Material Static Content” and “Learning Material Catalogue Static Content” both

sections can be edited with the edit option. Both the OER static content and the catalogue can change like the rest of the sections.



In terms of the community the three options, as also shown in the DeHliDA platform is the FAQ's, the local help content and the local help providers. All three can be altered with the edit option again.





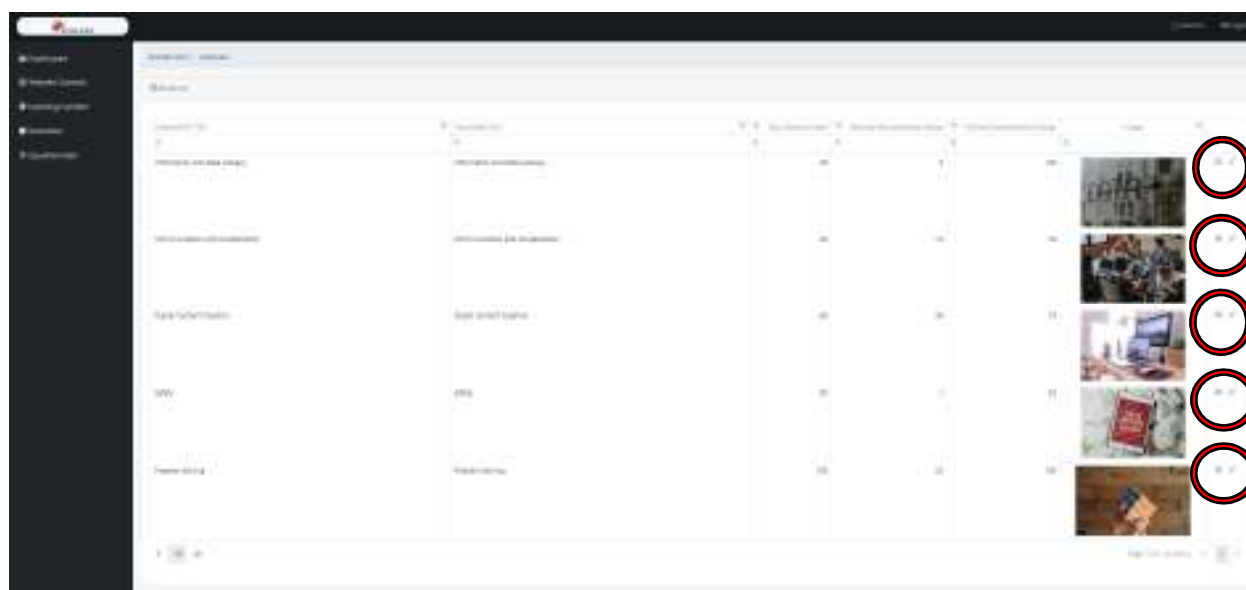
The user can edit and save the changes.



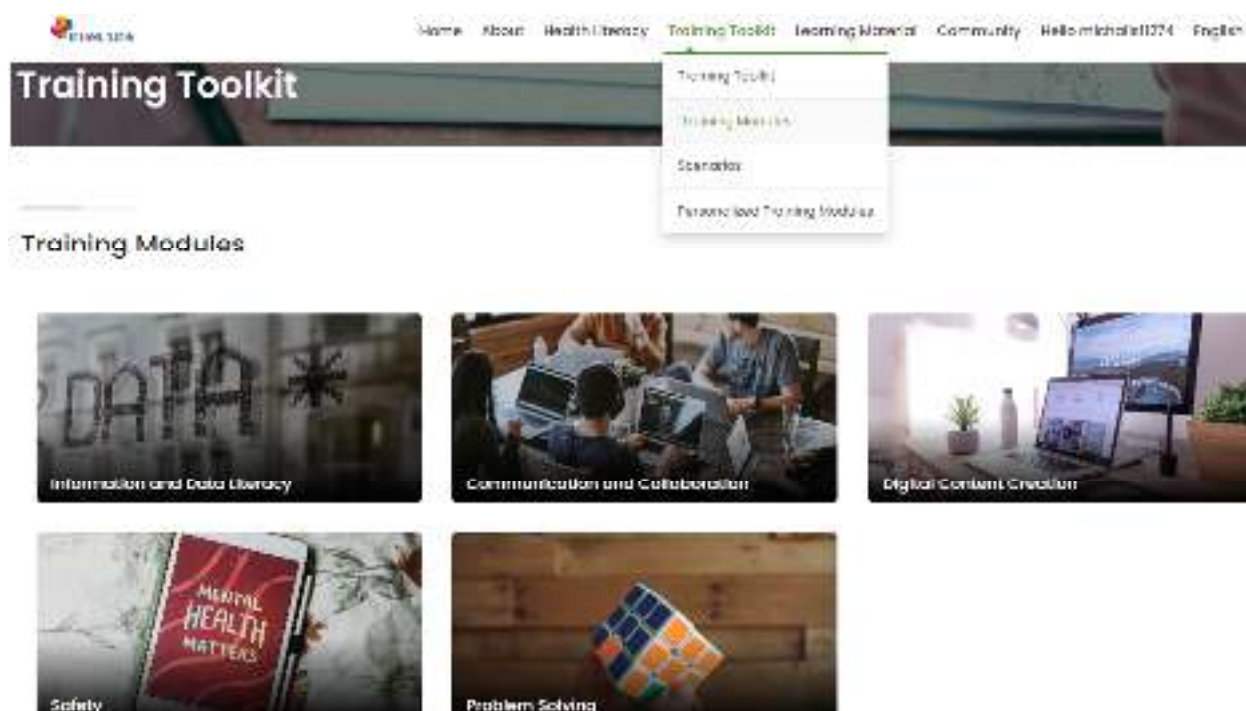
The third option in the left bar is the Learning Content. The content of each module can be adapted easily with the edit option on the top right.



The Learning Content section consists of the material for the Training Toolkit



This is the front page where the above materials are displayed.



The user can edit the information of the module by using the edit button (Image below)



Units ✕

Original(JK) Title \*

Information and Data Library

Translated Title

Information and Data Library

Original(JK) Description \*

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed vitae pullo tortor luctus dictum. Suspendisse elementum ipsum id congue interdum. Nunc at erat et arcu tristique vestibulum. In consectetur neque. Curabitur nec dignissim elit. Quisque malesuada, nunc et convelis semper, dui lectus moribus mi, eu convelis ante est et mi. Aliquam ullamcorper metus facilis, ut lamenorper justo at, varius augue. Suspendisse elementum ex a odio condimentum malesuada. Integer efficitur scelerisque ipsum ut, commodo.

Translated Description

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed vitae pullo tortor luctus dictum. Suspendisse elementum ipsum id congue interdum. Nunc at erat et arcu tristique vestibulum. In consectetur neque. Curabitur nec dignissim elit. Quisque malesuada, nunc et convelis semper, dui lectus moribus mi, eu convelis ante est et mi. Aliquam ullamcorper metus facilis, ut lamenorper justo at, varius augue. Suspendisse elementum ex a odio condimentum malesuada. Integer efficitur scelerisque ipsum ut, commodo.

Save

Cancel

Each module can be managed with the gear button. ⚙️ and then it displays the following page




Dashboard / Modules / Manage Module

Manage Module

Topic

Competence

Quiz Question

Original(JK) Title	Translated Title	
1.1	1.1	
1.1 Browsing searching and filtering data, information and digital content	1.1 Browsing searching and filtering data, information and digital content	
1.2 Browsing data, information and digital content	1.2 Browsing data, information and digital content	
1.3 Managing data, information and digital content	1.3 Managing data, information and digital content	

Page 1 of 13 items

The User can manage the Topics, Competences and the Quiz Questions by navigating between the 3 tabs.

Manage Module

Topic

Competence

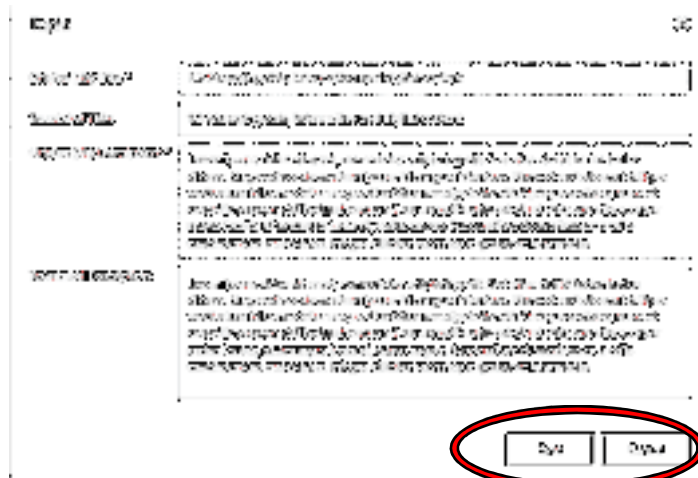
Quiz Question

Original(JK) Title

1.1

1.1 Browsing searching and filtering data, information and digital content

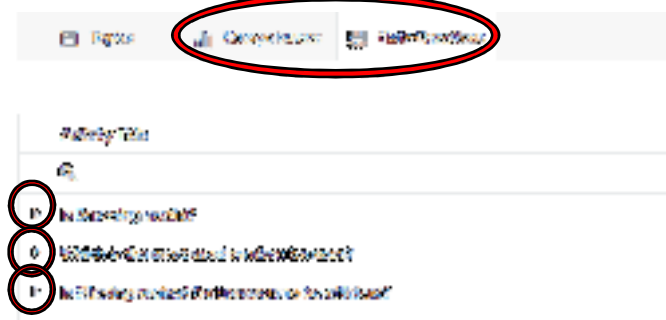
The Title, Description of Topic and Translations can be inserted like the following image.



By pressing and expanding the arrow icon at the left of the topic title the user can manage the Free Texts, Articles, Videos, Tools, and Images of each Topic by navigating at their tabs.



There is a similar procedure to manage the other 2 tabs.



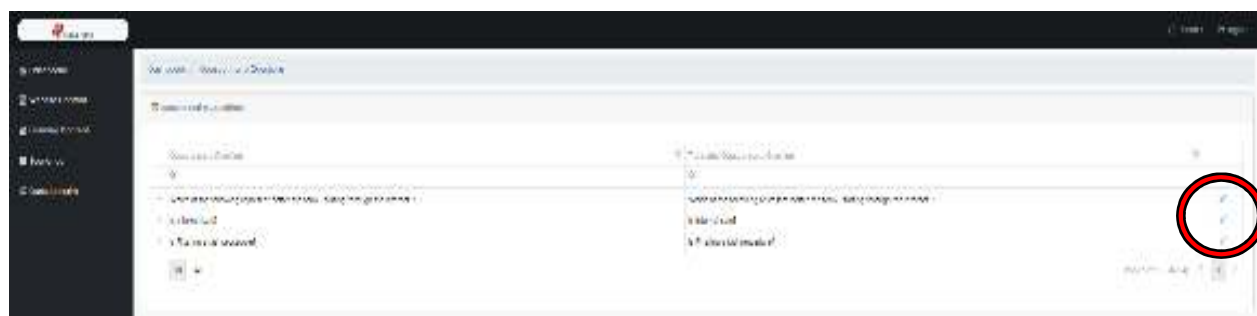
The scenarios, which in the DHeLiDA case can be from videos to pdfs, can be uploaded along with a topic, title and text through the scenarios tab on the left bar.



The translations can be uploaded here:



Last but not least in the DHeLiDA dashboard is the Questionnaire.



The questions can be translated in the partner's languages through the edit button.



The possible answers for the question can be uploaded by expanding the question with the arrow at the left of the title of the question <sup>1</sup>.



*Good Luck Exploring the DHeLiDA Content Management System*



# DHeLiDA-Digital Health Literacy for Disadvantaged Adults

2021-1-DE02-KA220-ADU-000033418



**Manual for the trainers  
of the DHeLiDA platform**

*Welcome to the user manual for our innovative platform!*

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This comprehensive guide will walk you through the key features and functionalities of the DHeLiDA platform, enabling you to make the most of your experience. Whether you're a novice or an experienced user, this manual will provide you with step-by-step instructions and useful tips to ensure a smooth and enjoyable journey.

From account creation and profile setup to navigating the various sections and utilizing the powerful tools at your disposal, we've got you covered. Explore the intuitive interface, discover personalized recommendations, and connect with a vibrant community of like-minded individuals. With the DHeLiDA platform, users can effortlessly engage in meaningful conversations with health experts, share knowledge, and stay up to date with the latest news on Health Literacy and related topics of interest.

The DHeLiDA platform is a collaborative online environment where experts, educators and adult users can interact to share and create collective awareness of digital health. The Platform is targeted at trainers, adults, and other communities as a peer-learning environment where Information is generated for and by the user.

The platform also serves as:

- Multilingual online repository and annotated catalogue of OERs (Online Educational Resources) on digital health,
- Interactive database for users who have questions on digital health topics,
- Online community of practice on digital health literacy,
- Online learning environment for the use of the DHeLiDA training toolkit







DHeLiDA



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This is the DHeLiDA homepage, when someone visits the platform he is viewing this intro-page.

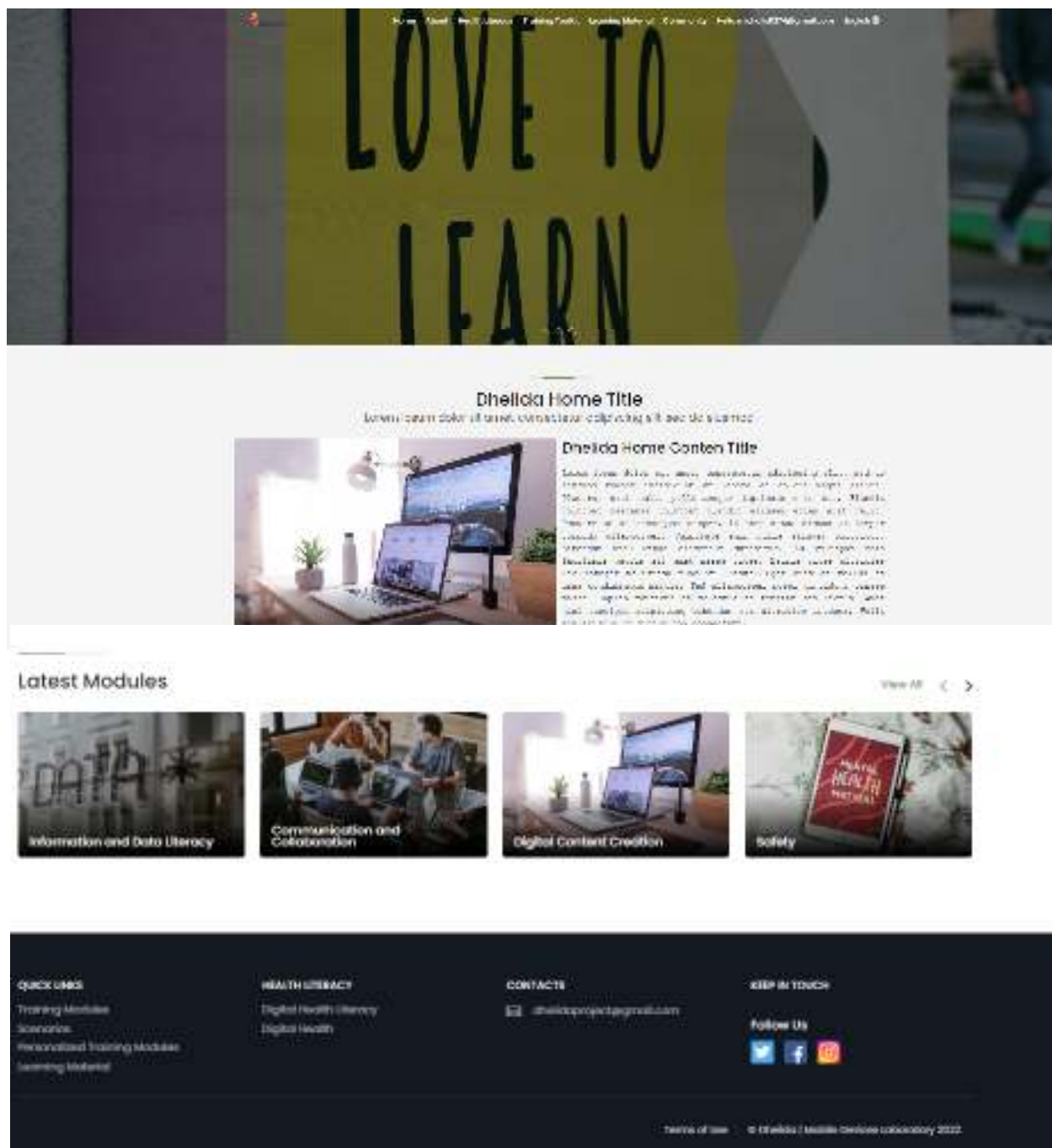


Figure 1 Dhelida Homepage

When the user hovers above the About section he/she sees four options as it can be seen below.



Figure 2 About options

The first about option has some basic info about the project.



Figure 3 About DHeLiDA project



When the user wants to view the project's website he can do it easily by pressing the " Our Website " option, which directly takes him to the project's website as it can be seen below.



Figure 4 DHeLiDA website

In the Contact Us section, the user can easily keep in touch with the DHeLiDA project Help Center and communicate with the Consortium to solve any issues that may arise. The partners will reply to the inquiry form as soon as possible.

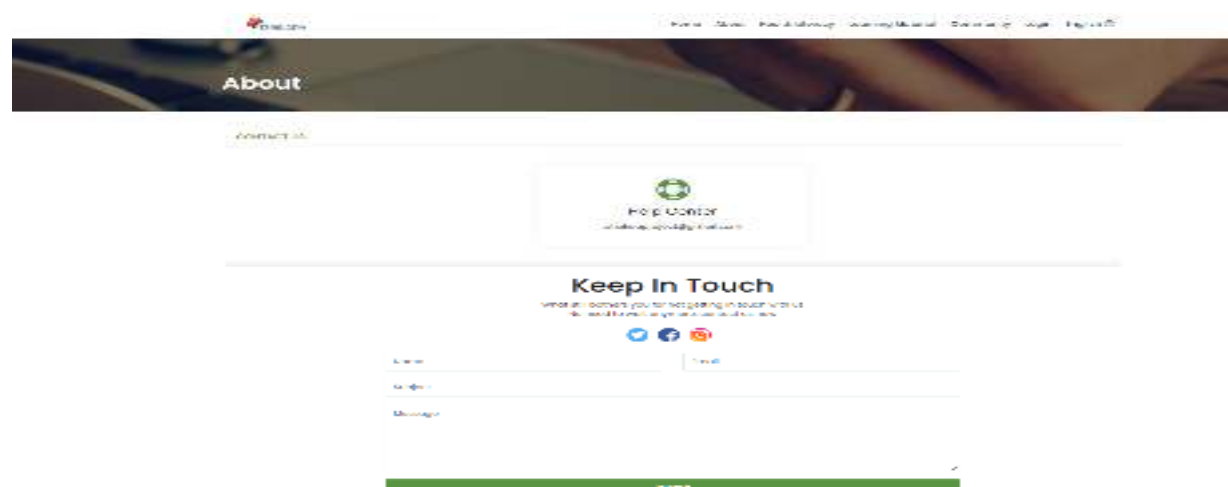


Figure 5 Contact Us

The Terms of Use of the project and the Disclaimers can also be found on this page so the user can know beforehand the terms.

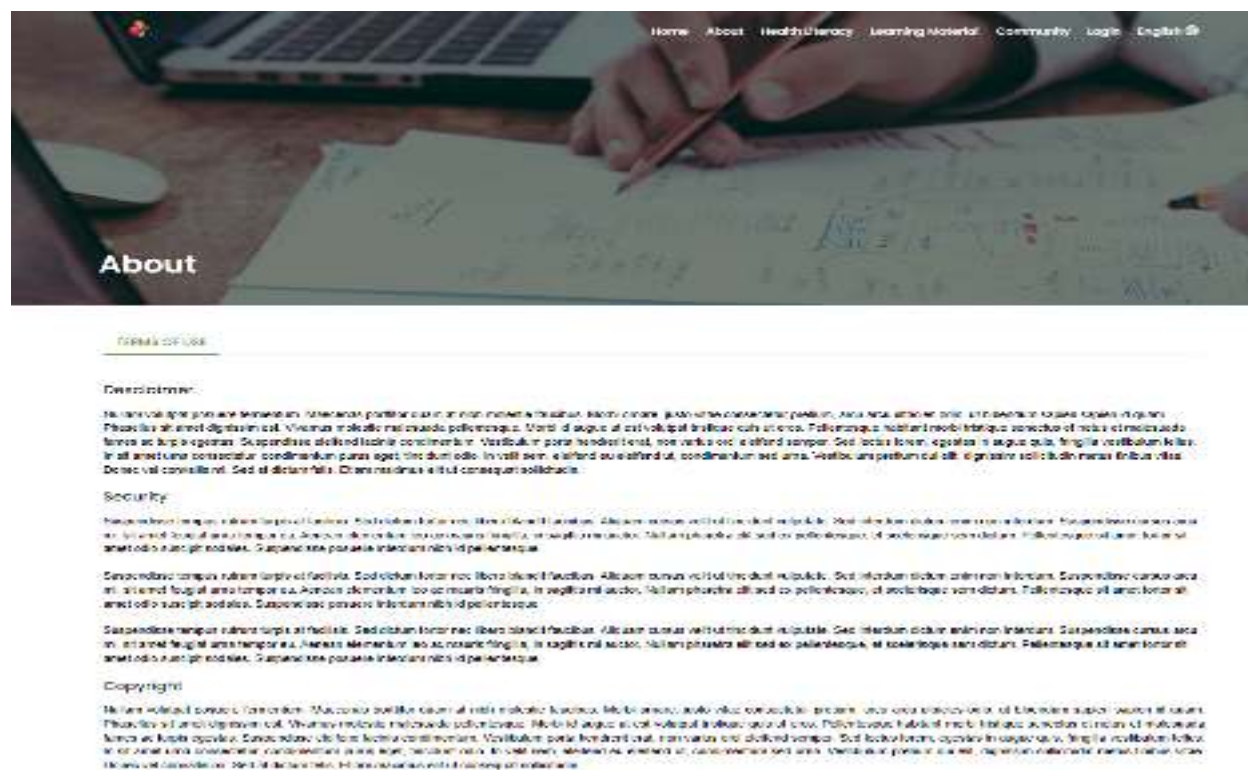


Figure 6 Terms of Use

In the Health Literacy section, the user can find definitions and important information about Digital Health Literacy and Digital Health accordingly.



Figure 7 Health Literacy Section



Figure 8 Digital Health

Moving on, there is the Learning Material, in which the user can find various Open Educational Resources (OER). OER's are learning, teaching and research materials in any format that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others. In this case the OER's are: free text, articles, videos, tools, images, etc.



**Figure 9 Learning Material Options**

A brief description of OERS can be found below.



**Figure 10 Learning Material**





**DHeLiDA**

The catalogue contains all the OER's



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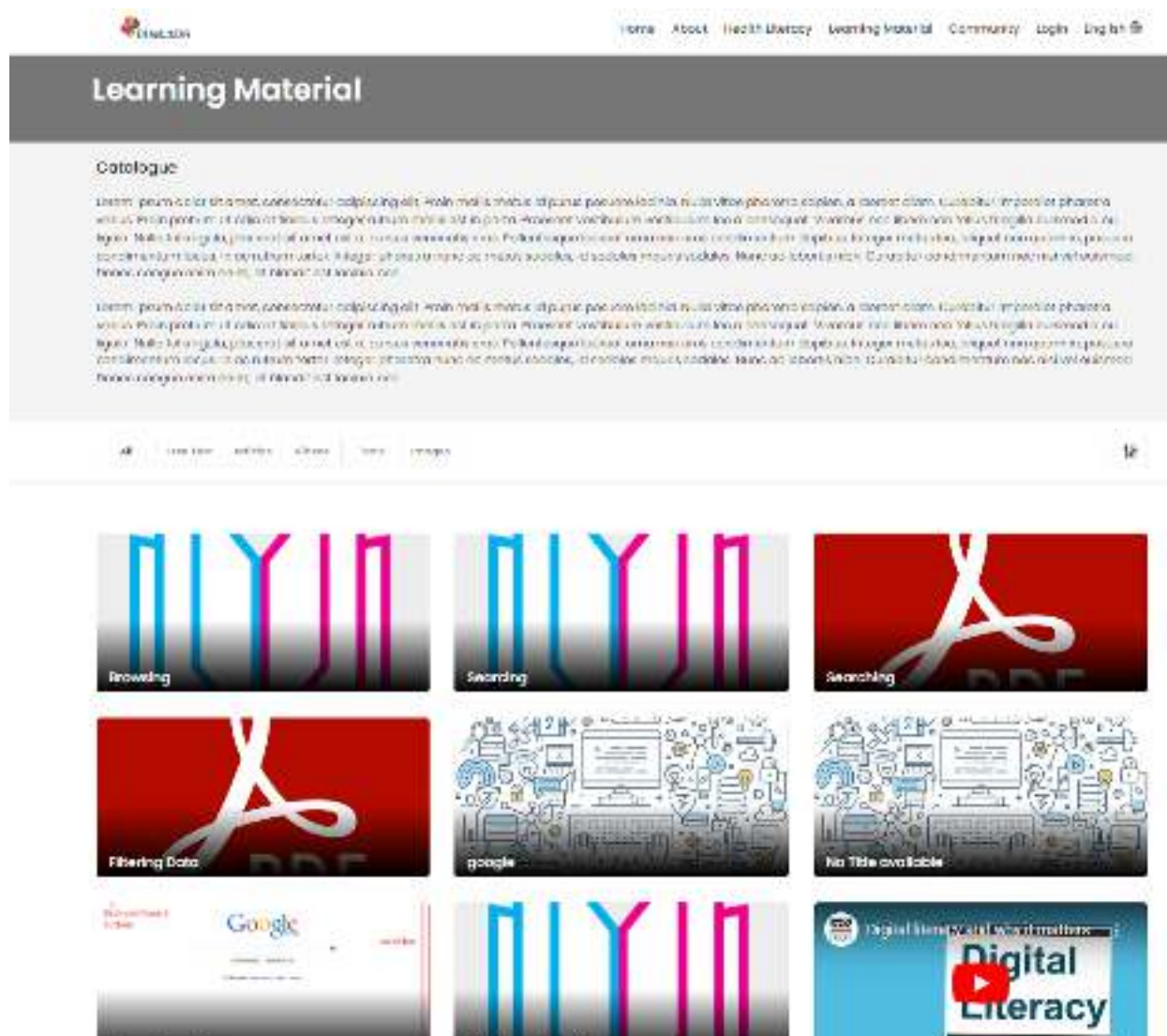


Figure 11 Learning Materials Catalogue

The users can easily filter the OER content using the options provided below

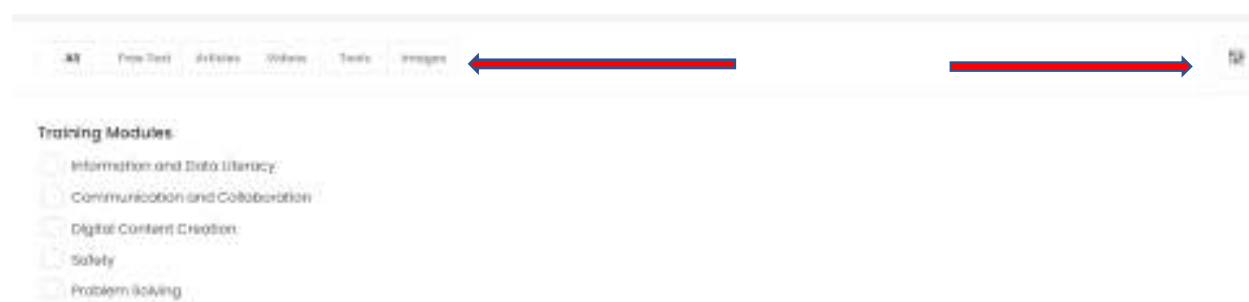


Figure 12 OER filter options



In the Community Section, the user can find three options.

- 1) Frequently Asked Questions, a list of questions and answers relating to a particular subject, especially one giving basic information for users of the platform. (figure 13)
- 2) Ask Expert Opinion, experts answer the questions of the users depending on the modules (figure 14)
- 3) Local Help, users can find there help providers in their own countries (figure 15)



Figure 13 Frequently Asked Questions

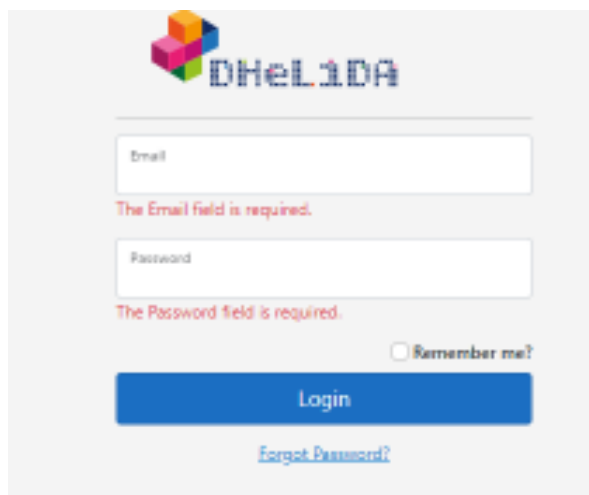


Figure 14 Ask Expert Opinion

<https://www.gutenberg.org/>



The trainer can log in in the DHeLiDA platform to unlock features that are not visible to the users. He/she can do so by clicking at the Login option on the top right of the platform.



The login form for DHeLiDA. It features the DHeLiDA logo at the top. Below it are two input fields: 'Email' and 'Password'. Both fields have a red error message below them: 'The Email field is required.' and 'The Password field is required.' respectively. To the right of the password field is a checkbox labeled 'Remember me?'. Below these fields is a blue 'Login' button. At the bottom, there is a blue link that says 'Forgot Password?'.

Figure 16 Log in

Once the trainer is successfully logged in to the platform can start exploring his/her options. He/she is now able to view the Training Toolkit section with all the training materials included.

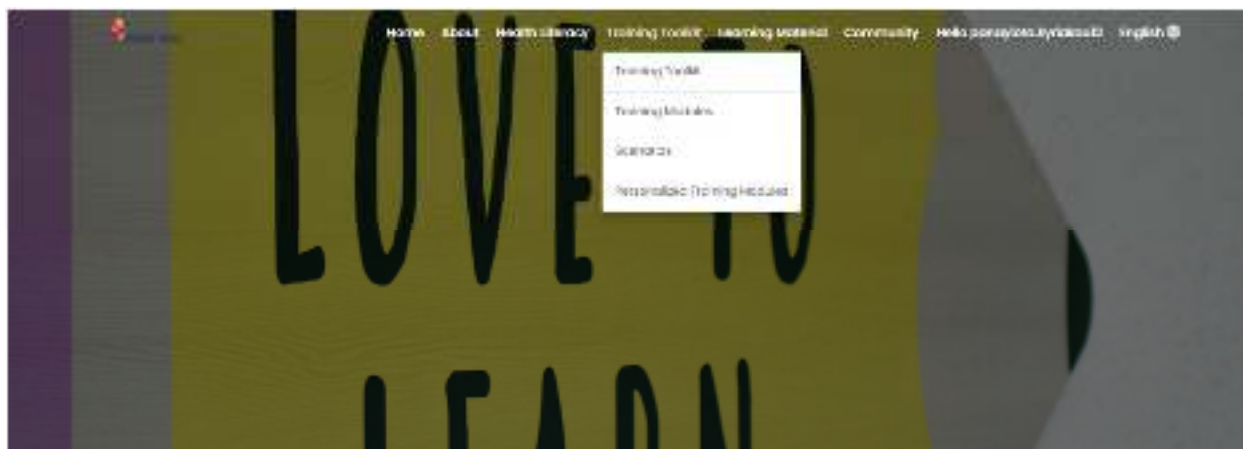


Figure 17 Training Toolkit options

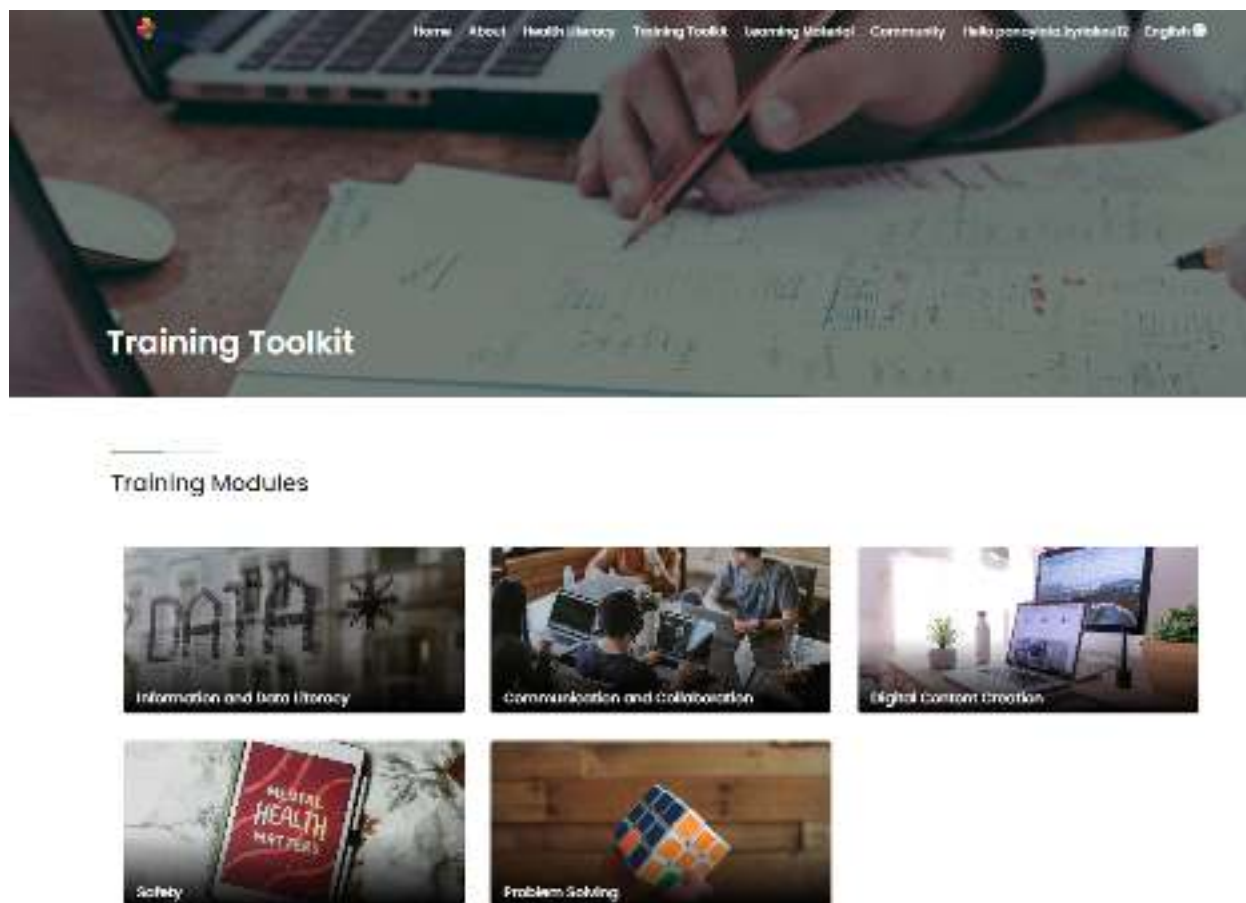


Training Toolkit description is available with all the basic information.



Figure 18 Training Toolkit

All the training modules can be found under the training toolkit section.



**Figure 19 Training Modules**

The Toolkit includes modules and the modules are divided into topics and units. The user can start learning by exploring the modules. Then he can take the quiz in order to evaluate what he/she has learned from that specific module and the trainer can suggest topics for further reading.

Home / About / Health Literacy / Training Toolkit / Learning Material / Community / Help page/privacy policy / English

## Information and Data Literacy

About this Module

When you use the services of research, working with data needs to be done in a way that is both ethical and secure. This module covers the principles of data literacy, which is the ability to understand, interpret, and use data in a way that is both ethical and secure. This module covers the principles of data literacy, which is the ability to understand, interpret, and use data in a way that is both ethical and secure.

### What you will learn

- ✓ Data Literacy
- ✓ Finding
- ✓ Managing Data

## Information and Data Literacy

1.1 Browsing, searching and filtering data, information and digital content

When you use the services of research, working with data needs to be done in a way that is both ethical and secure. This module covers the principles of data literacy, which is the ability to understand, interpret, and use data in a way that is both ethical and secure.

[Go to](#)

[Suggest Topic](#)

Figure 20 Training Module

In the suggest topics the trainer can explain to which user this resource could be of great importance and why he thinks it could be useful.

Home / About / Health Literacy / Training Toolkit / Learning Material / Community / Help page/privacy policy / English

## Training Modules

### SUGGEST TOPICS

What is the most important topic for you? Please select the most important topic for you. The most important topic for you is the most important topic for you. The most important topic for you is the most important topic for you.

Select module

How useful is this resource to you and for who it is designed for?

Description

Provide a link of any video or image that you think could be useful

Submit

Figure 21 Suggest Topics

There are also scenarios available for the trainer included in the training toolkit. The scenarios are videos or articles (pdfs) that are uploaded in the platform and the trainer can read the concept of the scenario by choosing the view scenario option.

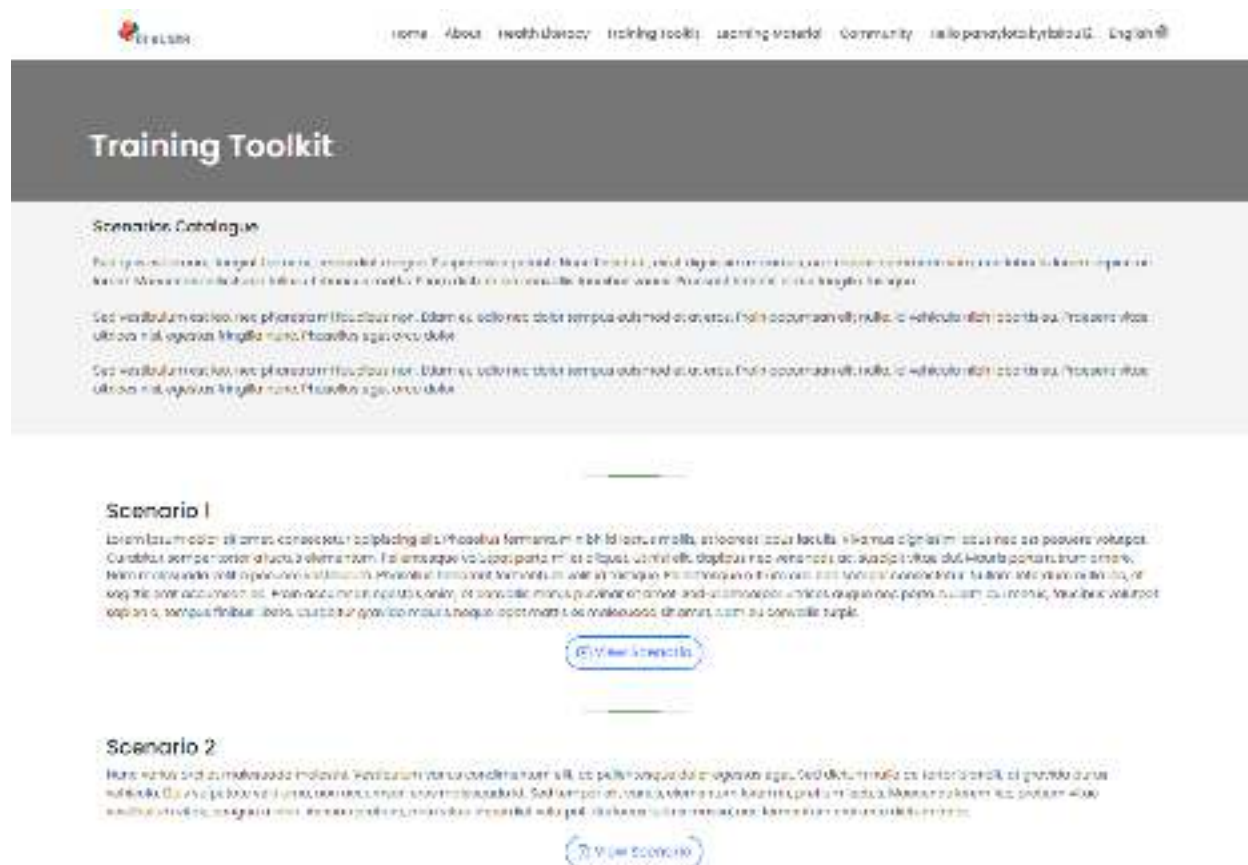


Figure 22 Scenarios

One exciting feature of the Training Toolkit is the Personalized Training Modules. The personalized training module option gives to the user the option to follow the modules that are ideal for him/her according to his knowledge on the topics.



Figure 23 Personalized Units



The user can undertake the questionnaire and based on the success rate of his/her answers the platform suggests which modules he/her should follow.

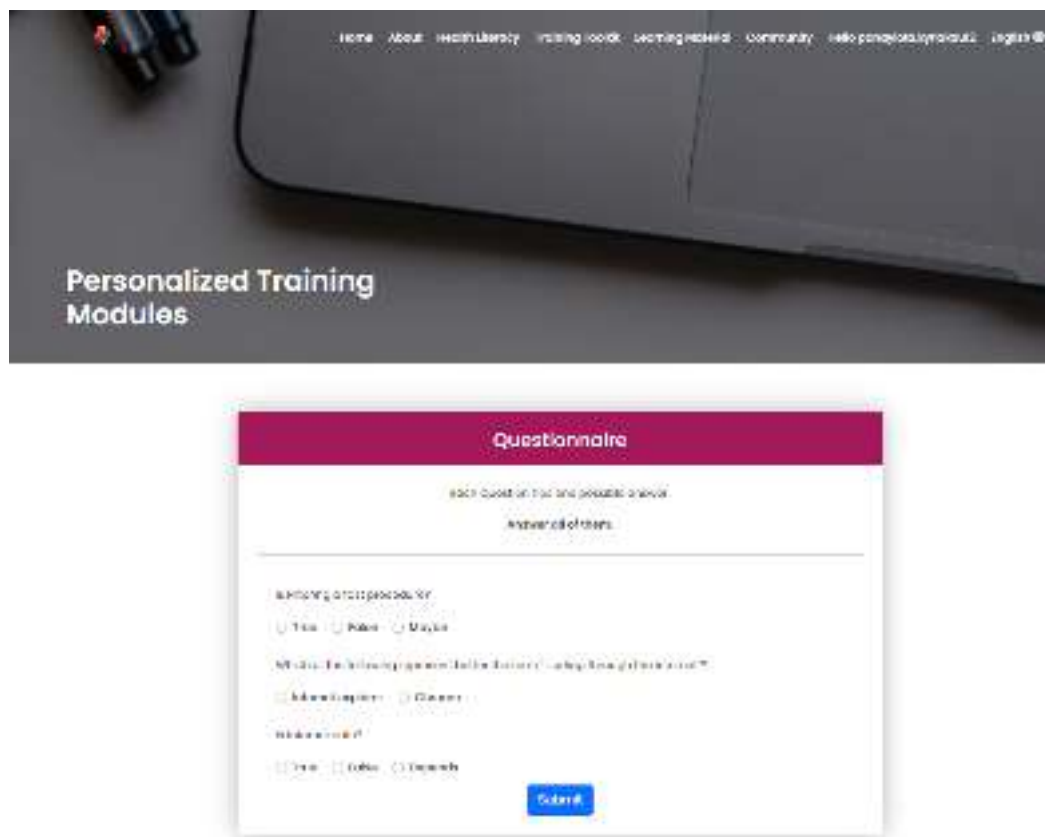


Figure 24 Personalized Questionnaire

The DHeLiDA project is available in six languages, English, Dutch, German, Greek, Italian and Arabic. The user can choose for the language of his preference as it can be seen below.



Figure 25 Languages



*So, let's dive in and unlock the full potential of this platform together.*

# DHeLiDA-Digital Health Literacy for Disadvantaged Adults

2021-1-DE02-KA220-ADU-000033418



**Manual for the users  
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*Welcome to the user manual for our innovative platform!*

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This comprehensive guide will walk you through the key features and functionalities of the DHeLiDA platform, enabling you to make the most of your experience. Whether you're a novice or an experienced user, this manual will provide you with step-by-step instructions and useful tips to ensure a smooth and enjoyable journey.

Explore the intuitive interface, discover personalized recommendations, and connect with a vibrant community of like-minded individuals. With the DHeLiDA platform, users can effortlessly engage in meaningful conversations with health experts, share knowledge, and stay up to date with the latest news on Health Literacy and related topics of interest.

The DHeLiDA platform is a collaborative online environment where experts, educators, and adult users interact to share and create collective awareness of digital health. The Platform is targeted at trainers, adults, and other communities as a peer-learning environment where Information is generated for and by the user.

The platform also serves as:

- Multilingual online repository and annotated catalogue of OERs (Online Educational Resources) on digital health,
- Interactive database for users who have questions on digital health topics,
- Online community of practice on digital health literacy,
- Online learning environment for the use of the DHeLiDA training toolkit





This is the DHeLiDA home page, when someone visits the platform he is viewing this into-page.

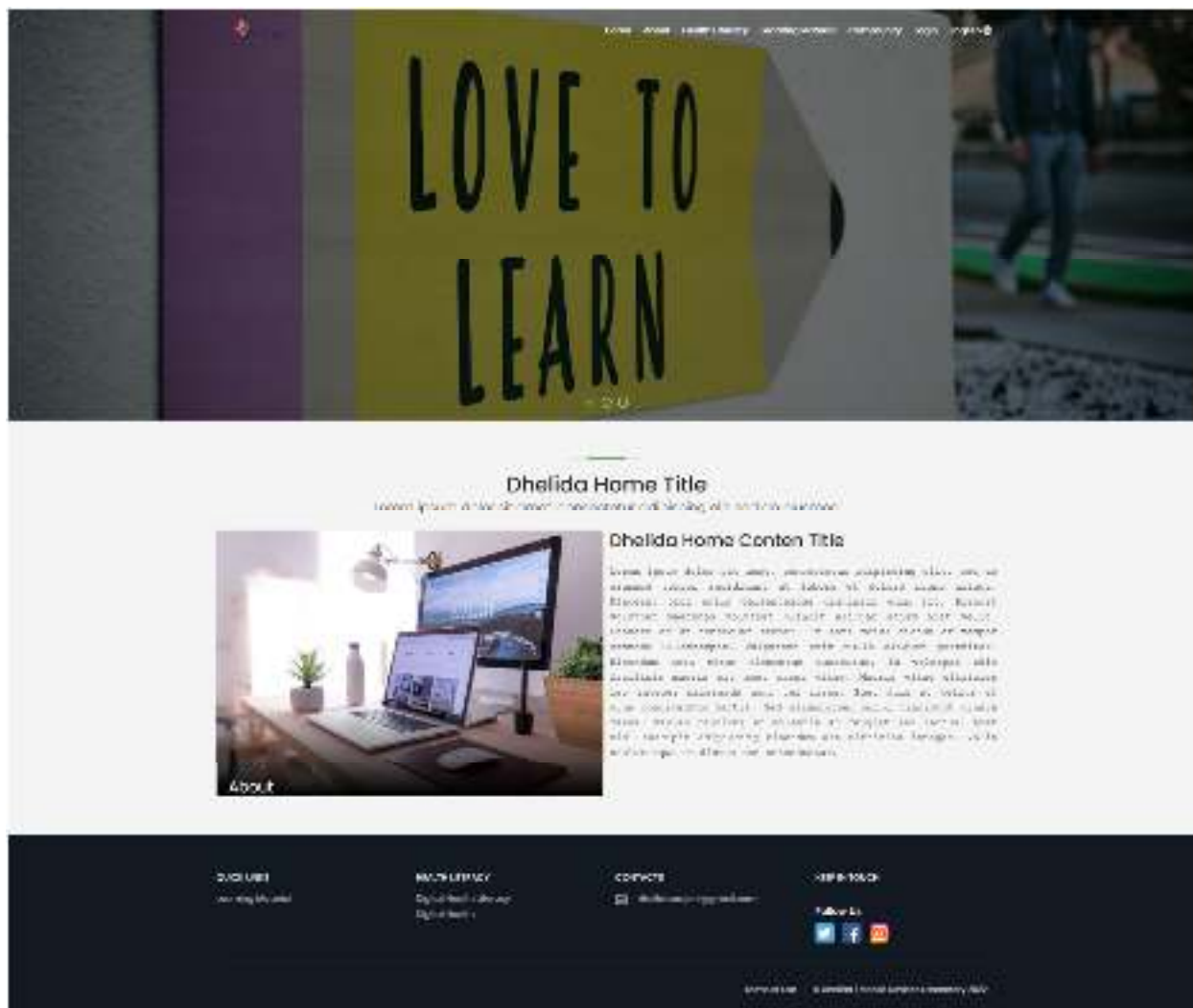


Figure 1 Dhelida Homepage

When the user hovers above the About section he/she sees four options as it can be seen below.

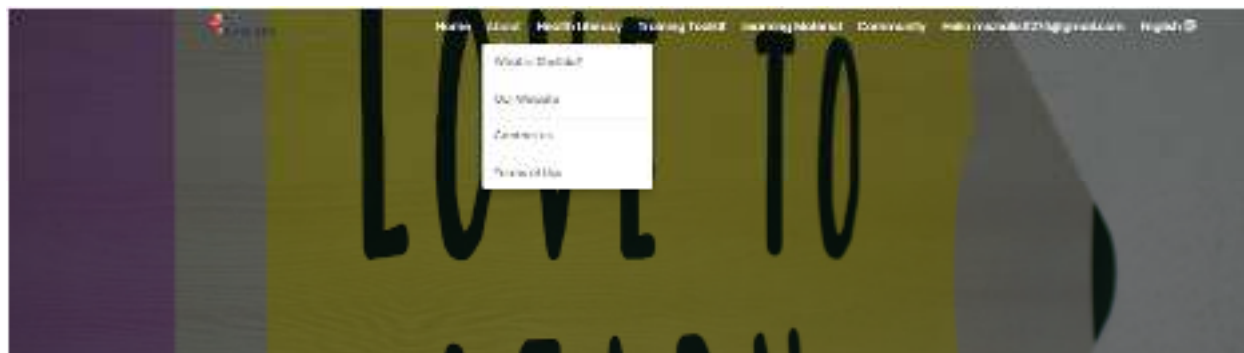


Figure 2 About options

# About

**WHAT IS DENTARY?**

Dentary is a new way of thinking about dentistry. It's a new way of thinking about the world. It's a new way of thinking about the future. It's a new way of thinking about the present. It's a new way of thinking about the past. It's a new way of thinking about the future. It's a new way of thinking about the present. It's a new way of thinking about the past.

Dentary is a new way of thinking about dentistry. It's a new way of thinking about the world. It's a new way of thinking about the future. It's a new way of thinking about the present. It's a new way of thinking about the past. It's a new way of thinking about the future. It's a new way of thinking about the present. It's a new way of thinking about the past.

Dentary is a new way of thinking about dentistry. It's a new way of thinking about the world. It's a new way of thinking about the future. It's a new way of thinking about the present. It's a new way of thinking about the past. It's a new way of thinking about the future. It's a new way of thinking about the present. It's a new way of thinking about the past.

When the user wants to view the project's website he/she can do it easily by pressing the "Our Website" option, which directly takes him to the project's website as it can be seen below.



In the Contact Us section, the user can easily keep in touch with the DHeLiDA project Help Center and communicate with the Consortium to solve any issues that may arise. The partners will reply to the inquiry form as soon as possible.

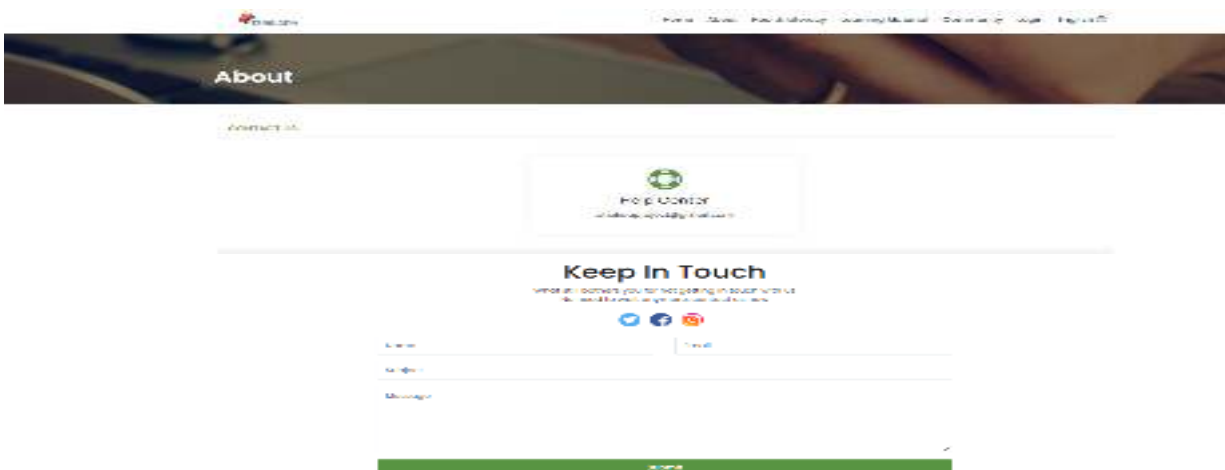


Figure 5 Contact Us

The Terms of Use of the project and the Disclaimers can also be found on this page so the user can know beforehand the terms.

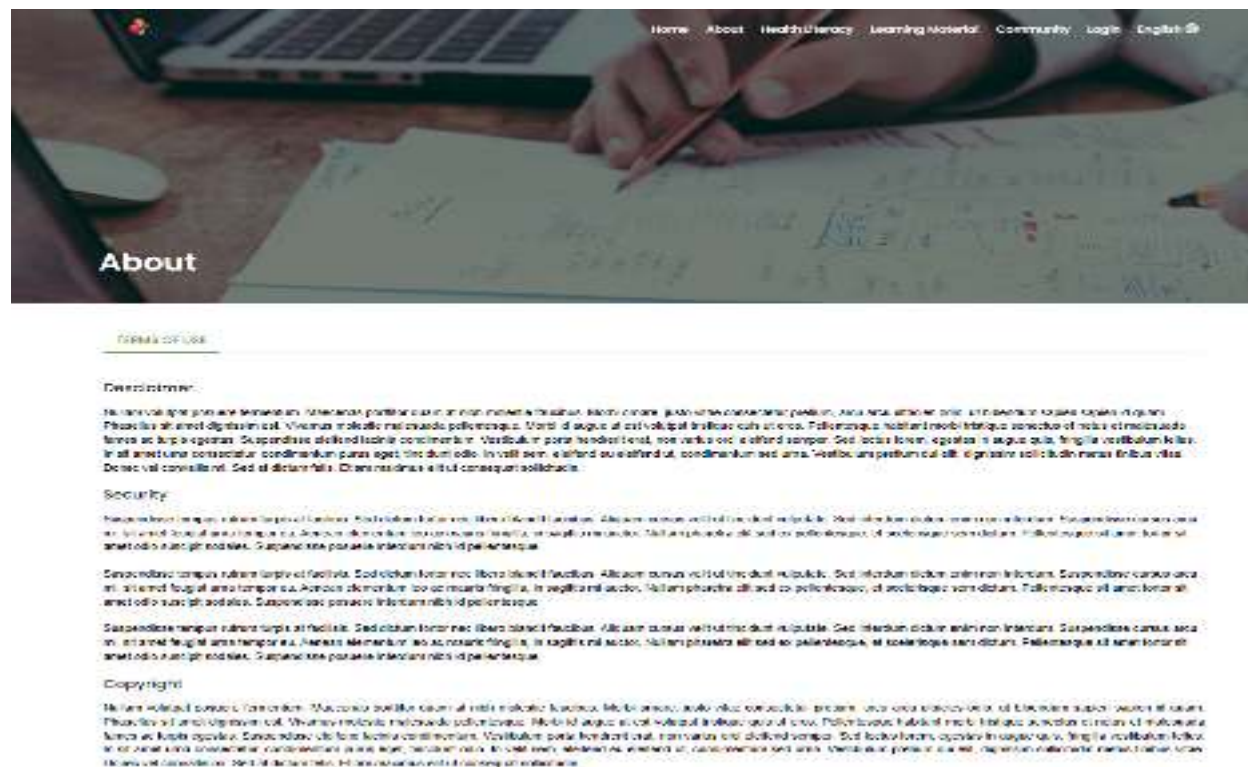


Figure 6 Terms of Use

In the Health Literacy section, the user can find definitions and important information about Digital Health Literacy and Digital Health accordingly.



Figure 7 Health Literacy Section



Figure 8 Digital Health



Moving on, there is the Learning Material, in which the user can find various Open Educational Resources (OER). OER's are learning, teaching and research materials in any format that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others. In this case the OER's are: free text, articles, videos, tools, images, etc.



Figure 9 Learning Material Options



Figure 10 Learning Material



DHeLiDA

The catalogue contains all the OER's



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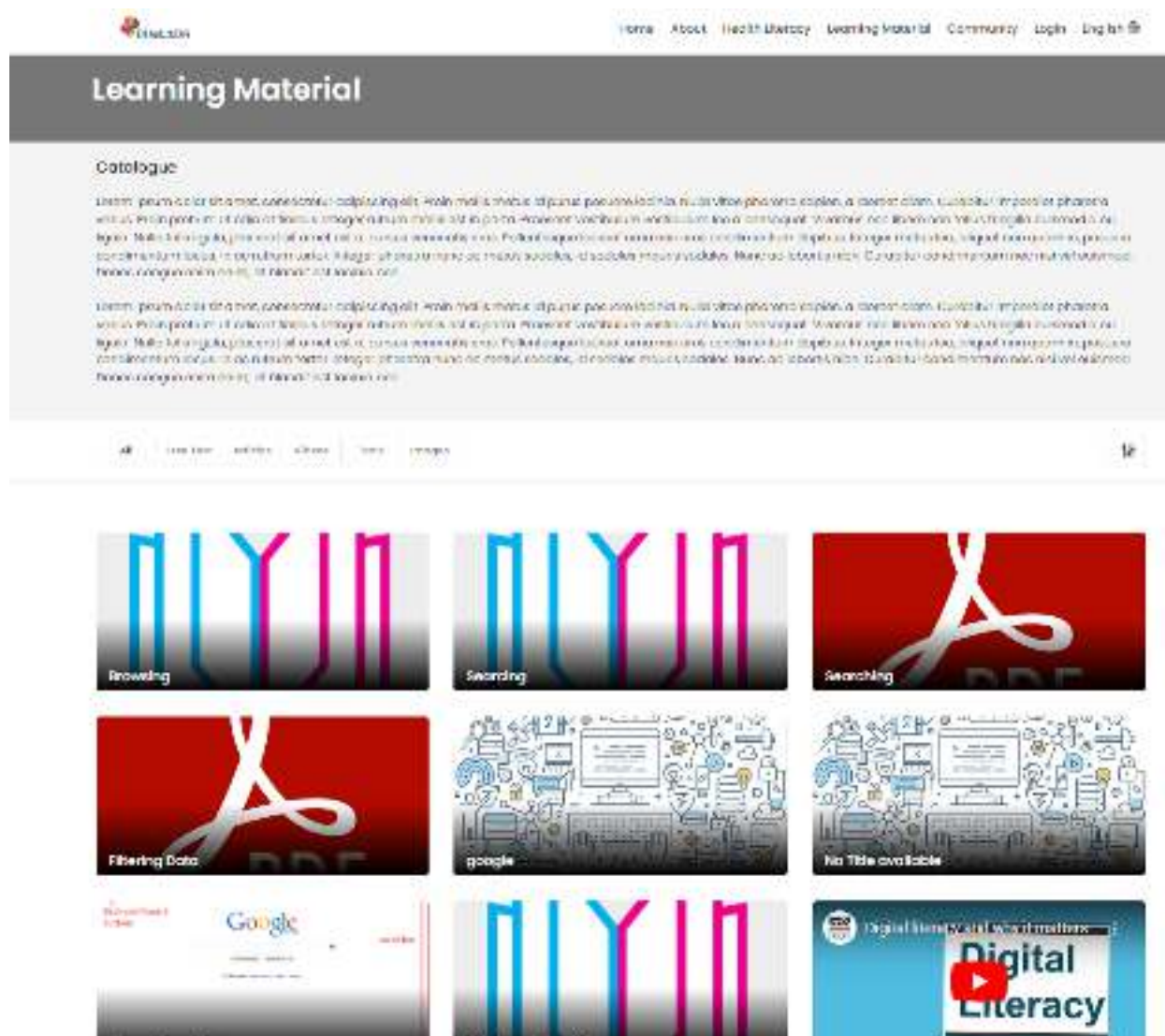


Figure 11 Learning Materials Catalogue

The users can easily filter the OER content using the options provided bellow



Figure 12 OER filter options



In the Community Section, the user can find three options.

- 1) Frequently Asked Questions, a list of questions and answers relating to a particular subject, especially one giving basic information for users of the platform. (figure 13)
- 2) Ask Expert Opinion, experts answer the questions of the users depending on the modules (figure 14)
- 3) Local Help, users can find there help providers in their own countries (figure 15)



Figure 13 Frequently Asked Questions



Figure 14 Ask Expert Opinion







*So, let's dive in and unlock the full potential of this platform together.*



# Module 1

**Browsing, searching & filtering health information**



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## Table of Contents

1. **Browsing, searching & filtering health information**
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  1. How do I articulate personal health information needs
3. **Search for health data and health information and content in digital environments**
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  1. Health data and information
5. **Filter health data, health information, and content**
  1. Evaluating health data and health information
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  1. Maintaining a healthy life
7. **Activities**
  1. Improving search results
  2. Evaluating the quality of the sources (currency and relevance)
  3. Evaluating the quality of the sources (accuracy and authority)
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9. **Sources**



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## Learning Outcomes

1. Articulate personal health information needs
2. Search for health data and health information and content in digital environments
3. Access health data, health information, and content and navigate between them
4. Filter health data, health information, and content
5. Create and update personal search strategies for health data



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# Introduction

## Browsing, searching & filtering health information

**Browsing, searching & filtering health information** is becoming one of the most crucial skills people need to have in order to have a quality life. Especially after the COVID-19 pandemic when almost everything went digital, the ability to browse, search and be able to filter health information on the internet has become basic.



## Definition

### Browsing, searching & filtering health information

According to the DigComp Conceptual reference model ([https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework\\_en](https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en)) Browsing, searching, and filtering data, information, and digital content is about understanding and expressing the need for information, the ability to search for data, information, and content in digital environments, to access information and to navigate between them.

In particular, **Browsing, searching & filtering health information** is about developing skills that allow someone being able to identify own information health needs, find and get access to health data and information, search in digital environments, and identify simple personal search strategies related to health issues.

## Why Browsing searching & filtering health information is needed

### Browsing, searching & filtering health information

Nowadays there is an enormous amount of health information on the Internet. Therefore, it is important for someone to be able to make the most out of this. How can I find health information? Is the health information I find reliable? How can I filter this information? Why do I get so stressed when I read health information on the internet? What kind of data do I need to understand my situation? What keywords should I use in Google Search to get the correct answer to my question?

The above questions can be answered if we know how to browse the internet, how to search for the needed health information, and most importantly how to filter health information.

# How do I articulate personal health information needs

## Articulate personal health information needs

Feeling good about ourselves and taking care of our health are important for our self-esteem and self-image.

Self-awareness of our health condition is extremely useful as it allows us to make informed health decisions. To monitor and promote our health we need to keep track of at least the following actions:

- Limit sugar and unhealthy food
- Eat healthily and stay hydrated with water
- Stay physically active and take breaks when sitting for many hours
- Watch your weight
- Take good sleep

# How do I articulate personal health information needs

## Articulate personal health information needs

Health information available on the Internet can be overwhelming and most of the time can create stress.

Articulating personal health information needs can lead to useful, valid, and informed decisions while relieving us from unnecessary stress. Keep track of your self:

- How do I feel? Is it pain, anxiety, dysfunction, or mental stress? Try to understand what your body is telling you.
- Do I have strange symptoms? What are these symptoms?
- Do the symptoms last long? For how long?
- Summarize your overall condition.

# Hinds and tips for searching

## Search for health data and health information and content in digital environments

1. Search in additional search engines to Google.com. Look for information on Bing.com, Yahoo.com, Wiki.com, Ask.com and others. Not all information is gathered in one search engine.
2. Use an adequate number of keywords.
3. Use a good keyword selection and be as specific as possible.
4. Consider various formats of your search, words, photos, video etc.
5. Use Boolean operators (AND, OR, NOT or AND NOT) between your keywords to refine your search.
6. Most search engines use Basic and Advanced type of search. Depending on your needs you can use the first or the second option. For example, you can use [https://www.google.com/advanced\\_search](https://www.google.com/advanced_search).

AW1





# Health data and information

Access health data, health information, and content and navigate between them

## Health Data vs Health Information

We deal with data all the time: words, labels, numbers, photos, characters, sounds, and even videos, are data. Once we analyze the data statistically or otherwise, what we get is information. Similarly, health data and health information refer to data and information on health topics respectively.

Health information is valuable as it allows people to assess, compare, and evaluate situations. Health information can also improve our lives and our well-being.

## Health data and information

Access health data, health information, and content and navigate between them

For an individual, it is important to have access to their personal health record (PHR). Personal Health Record refers to an individual's medical documentation. Having access to our own PHR allow us to monitor, understand and be aware of our past and current medical condition, Currently, in most EU countries this documentation can be found electronically in the Healthcare System of the respective country. **To get access to your Personal Health Record:**

- Contact your personal General Physician
- Ask for your credentials from them (username and password) ory, available referrals, profile etc)

# Health data and information

Access health data, health information, and content and navigate between them

- Using your credentials login to the Healthcare System portal of your country
- Navigate to get familiar with the various taps (records, diagnosis, medical history, available referrals, profile etc)
- Get back to your doctor if something is not clear to you

# Evaluating health data and health information

## Filter health data, health information, and content

The amount of health information on the internet is enormous. When searching for health information you need to be careful with what you read and consider a reliable source of information. Before you make any decisions or start to feel stressed consult your personal General Physician. In addition, before you embrace everything you read consider the following inputs:

# Evaluating health data and health information

Filter health data, health information, and content

- Where do you get the information from? Check for this information at the top or at the bottom of each page of the website.
- Who is behind the site? Check the address of the site, whether it is an academic institution (ending at .edu or .ac), a governmental website (ending at .gov), or a company (ending at .com etc.) Each organization might have a different perspective, purpose, and different objective regarding the content.

# Evaluating health data and health information

## Filter health data, health information, and content

- How are health information, documentation, and data supported? Health facts and figures should have references (ie articles published in journals). Evidence and conclusion must be supported by research results. The methodology of the study should also be clearly mentioned.
- Is the information I read recently? Check for the date of publication of the article you read. Medical research is fast changing and you need to be sure that what you read is up-to-date
- Evaluating emails and messages. Always check the sender, and discuss anything you are not sure of with your personal General Physician.



## Maintaining a healthy life

### Create and update personal search strategies for health data

To maintain a healthy life, you need to have a personal strategy on how to search for health data and information on the internet. Following these steps will help you create a personal strategy on searching:

- Familiarize yourself and keep track of your medical history. This will make you notice when something is not right.

## Maintaining a healthy life

Create and update personal search strategies for health data

- Organize yourself. When something worries you keep a list of relevant questions to search on the internet.
- Focus on your worries, needs, concerns, and questions by using the correct keywords when searching on the internet.
- Keep a diary of your medication so you can look at them on the internet.

If still you have questions contact your personal general physician.



## Activities

1. Improving search results
2. Evaluating the quality of the sources (currency and relevance)
3. Evaluating the quality of the sources (accuracy and authority)



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# Improving search results

## Activity 1

### Short description:

Give participants a health topic to search on the internet. After they finish ask them to improve their search by: a) Looking for the publication date of the source and the source type (academic article, newspaper, company report, etc.) b) Using advanced search techniques c) Changing databases d) Adding, and/or modifying keywords.

Compare the results before and after the improvement.

Media and material requirements: Smartphones, laptops, desktops

Duration: 35 minutes

## Evaluating the quality of the sources (currency and relevance)

### Activity 2

#### Short description:

Give participants a topic on health to search on the internet and ask them to gather their findings. Then participants need to answer the following questions. If questions are not answered participants need to go back to searching.

- When was this health information of your source published or posted?
- Are there any other health information published that outdates your result?
- Has your information been updated or revised?

## Evaluating the quality of the sources (currency and relevance)

### Activity 2

- How is this health information related to your topic?
- Who needs to read this health information?
- Can everyone understand this health information?

**Media and material requirements:** Smartphones, laptops, desktops

**Duration:** 45 minutes

## Evaluating the quality of the sources (accuracy and authority)

### Activity 3

#### Short description:

Give participants a topic on health to search on the internet and ask them to gather their findings. Then participants need to answer the following questions. If questions are not answered participants need to go back to searching.

- How is the source of information supported?
- Has this source been reviewed or cited?
- Can you verify the information provided by the source from another source?



## Evaluating the quality of the sources (accuracy and authority)

### Activity 3

- Who has published this source of health information?
- On what credentials is the author publishing this source?
- What can you say about the source of health information? (.com .edu .gov .org .ac)

**Media and material requirements:** Smartphones, laptops, desktops

**Duration:** 45 minutes



DH@L1DA

## Final Quiz

1. When you are doing an internet search on health, keep it \_\_\_\_\_ and \_\_\_\_\_.

- a) specific
- b) long
- c) sweet
- d) simple

2. Georgia is getting ready to search for information about Covid-19. Which set of keywords will NOT help Georgia find information about Covid-19?

- a) sick, tired, insomnia
- b) pandemic, asymptotic, isolation
- c) covid-19, headache, symptoms



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DH@LIDA

## Final Quiz

3. Choose ALL of the keywords for: I want to know the recovery period of common flu.

- a) common flu
- b) common
- c) know
- d) want
- e) recovery period

4. What is a keyword search?

- a) Searching the internet by using pictures
- b) Searching the internet using your most important word
- c) Searching Wikipedia
- d) Searching the internet for keys



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DH*M*IDA

## Final Quiz

5. To ensure that you only see appropriate health results, when you search on the internet, what you should have enabled?

- a) Safe Search
- b) A Timer
- c) Search Filters
- d) Private browsing



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## Final Quiz

### Solutions of the Quiz

1 a/d

2 a

3 a/e

4 b

5 c



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DHEDA

## Sources

1. [https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework\\_en](https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en)
2. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3430177/>
3. [https://ods.od.nih.gov/HealthInformation/How To Evaluate Health Information on the Internet Questions and Answers.aspx](https://ods.od.nih.gov/HealthInformation/How_To_Evaluate_Health_Information_on_the_Internet_Questions_and_Answers.aspx)
4. <https://www.foundationforpn.org/living-well/lifestyle/>
5. <https://quizizz.com/admin/quiz/5e2a3f95430498001bafb9dc/internet-search-skills>
6. <https://libguides.exeter.ac.uk/c.php?g=665831&p=4720907>



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**DHeLiDA**

# **Congratulations!**

**You have successfully completed the Module 1 of  
DHeLiDA**



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DH@L1DA

# Toolkit for Trainers

**General Digital Health Competences**

*Domain A*



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# Module 2

Expressing health needs in a search request



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# Learning Outcomes

1. Typical health needs expressed online
2. How to better search for online information for a need
3. What to avoid when searching for online information for specific needs
4. Best tools to use when searching for a health problem



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# Health Needs Online

## Introduction

### Health Needs Online

Health needs can be expressed online in various ways, such as:

- Search engine queries: People often use search engines to find information about their health needs, symptoms, and treatments.
- Online forums and support groups: These platforms allow people to connect with others who have similar health needs and share information, experiences, and emotional support.
- Social media: People may share their health needs and experiences on social media platforms such as Twitter, Facebook, and Instagram. They may also follow healthcare organizations, healthcare professionals, and patient advocates for information and advice.
- Telemedicine: With the rise of telemedicine, people can now express their health needs online through virtual consultations with healthcare professionals.
- Online surveys and questionnaires: Researchers and healthcare organizations may use online surveys and questionnaires to gather information about people's health needs and experiences.

# Health Needs Online

## Introduction

### Health Needs Online

A wide range of health needs can be expressed online, including:

- Information and education: People can use the internet to find information and resources about different health conditions, treatments, and prevention strategies.
- Mental health support: Online platforms can provide access to mental health resources, including chatbots, online therapy, and support groups.
- Chronic disease management: Patients with chronic illnesses can use online platforms to manage their conditions, track symptoms, and communicate with their healthcare providers.
- Access to healthcare services: Patients can use telemedicine platforms to connect with healthcare providers and receive medical advice, diagnosis, and treatment.
- Wellness and lifestyle: The internet offers a wealth of resources and support for people looking to improve their overall health and wellness, including fitness and nutrition programs, online communities, and wellness coaching.

# Online Search Requests

## Introduction

### Online Search Requests

There are many health needs that people search for online. Here are some of the most common:

- Symptoms: People often search for information on their symptoms to help them understand what might be causing them and how to treat them.
- Diseases and conditions: Many people search for information about specific diseases and conditions, such as diabetes, cancer, and heart disease.
- Treatments: People search for information on various treatments, including medications, surgeries, and alternative therapies.
- Nutrition and diet: There is a lot of interest in nutrition and diet, and people often search for information on healthy eating, weight loss, and specific diets, such as vegan or ketogenic.



# Online Search Requests

## Introduction

### Online Search Requests

There are many health needs that people search for online. Here are some of the most common:

- Mental health: There is growing awareness of mental health issues, and people search for information on topics such as depression, anxiety, and stress management.
- Exercise and fitness: People often search for information on exercise and fitness, including workouts, training plans, and tips for staying motivated.
- Women's health: Women have unique health needs, and they often search for information on topics such as pregnancy, menopause, and breast cancer.
- Men's health: Men also have unique health needs, and they often search for information on topics such as prostate health, erectile dysfunction, and hair loss.

# Online Search Requests

## Introduction

### Online Search Requests

There are many health needs that people search for online. Here are some of the most common:

- Medications: People often search for information on prescription and over-the-counter medications, including their uses, side effects, and interactions with other drugs.
- Allergies: Allergies are a common health concern, and people search for information on how to manage allergies to foods, pollen, pets, and other triggers.
- Infections: People search for information on various types of infections, including how to prevent them and how to treat them when they occur.
- Chronic pain: Chronic pain can be a difficult and debilitating condition, and people often search for information on how to manage pain, including alternative therapies and pain medications.

# Online Search Requests

## Introduction

### Online Search Requests

There are many health needs that people search for online. Here are some of the most common:

- Aging and geriatrics: As the population ages, more people are searching for information on how to stay healthy and active as they get older, including information on healthy aging, geriatric care, and senior living options.
- Children's health: Parents often search for information on children's health topics, including common childhood illnesses, immunizations, and nutrition for kids.
- Sexual health: People search for information on various sexual health topics, including birth control, sexually transmitted infections, and sexual dysfunction.
- Addiction: Addiction is a complex and challenging health issue, and people search for information on how to recognize and treat addiction to drugs, alcohol, and other substances.

# Typical health needs expressed online

## Expressing health needs in a search request

### Typical health needs expressed online

- Seeking information about symptoms, diseases, and medical conditions
- Finding healthcare providers
- Accessing mental health support
- Health promotion and wellness
- Accessing healthcare services remotely
- Medication information and safety
- Finding alternative therapies
- Nutrition and diet
- Sexual health
- Access to affordable healthcare

## How to better search for online information for a health need

### Expressing health needs in a search request

#### How to better search for online information for a health need

- Use reputable sources: Look for information from reputable sources such as government health websites, academic institutions, and professional associations
- Use specific search terms: When using search engines, use specific search terms to find information relevant to your health need.
- Check for currency: Look for information that is up-to-date and current.
- Verify information: Verify information by checking multiple sources to ensure accuracy and consistency.
- Consider the source: Consider the credibility of the source of the information. Consult with a healthcare professional.

## What to avoid when searching for online information for specific needs

### Expressing health needs in a search request

## What to avoid when searching for online information for specific needs

- Unreliable sources: Be wary of information from unreliable sources such as personal blogs, forums, and social media. Anyone can post information online, so make sure to verify the source of the information and their qualifications.
- Outdated information: Medical information is constantly evolving, so be cautious of information that is outdated or not current. Look for information from reputable sources that is up-to-date and reflects the latest research and guidelines.
- Miracle cures: Be cautious of information that promotes miracle cures or promises to cure a health condition. There is often no quick fix or cure for many health conditions, so be skeptical of claims that seem too good to be true.

## What to avoid when searching for online information for specific needs

### Expressing health needs in a search request

## What to avoid when searching for online information for specific needs

- Personal bias: Be aware of personal biases and opinions that may influence the information you find online. Look for information that is objective and evidence-based.
- Inaccurate translations: If you're searching for information in a language that is not your first language, be cautious of inaccurate translations. Use reputable translation tools or seek out information from sources that are written in your native language.
- Self-diagnosis: Be cautious of self-diagnosis based on online information. While online information can provide useful information, it is important to consult with a healthcare professional for an accurate diagnosis and treatment plan.



# Tools to use when searching for a health issue

## Expressing health needs in a search request

### Tools to use when searching for a health issue

- Search engines: Search engines such as Google and Bing are useful tools for finding information on a health issue. Use specific search terms to help narrow down your search results.
- Health websites: Government health websites, academic institutions, and professional associations often provide reliable and evidence-based information on a variety of health issues.
- Online health communities: Online health communities such as PatientsLikeMe and HealthUnlocked can be useful for connecting with others who have similar health issues and sharing information and support.
- Symptom checkers: Symptom checkers such as WebMD and Mayo Clinic Symptom Checker can be helpful for identifying possible causes of symptoms and determining when to seek medical attention.
- Social media: Social media platforms such as Facebook and Twitter can be a useful tool for finding information on health issues and connecting with healthcare professionals and patient advocacy groups.
- Telehealth platforms: Telehealth platforms such as Teladoc and Doctor on Demand can be helpful for connecting with healthcare professionals for virtual consultations and appointments.

# Tools to use when searching for a health issue

## Expressing health needs in a search request

### Tools to use when searching for a health issue

- Mobile apps: There are a number of mobile apps available that can provide information on specific health issues, help you track symptoms and medications, and connect you with healthcare professionals.
- Online medical dictionaries: Online medical dictionaries such as MedlinePlus and Merriam-Webster Medical Dictionary can be useful for looking up medical terms and definitions.
- PubMed: PubMed is a database of biomedical literature that includes over 30 million citations. It can be useful for finding research articles and studies related to a specific health issue.
- Health forums and discussion boards: Health forums and discussion boards can be a helpful resource for connecting with others who have similar health issues and sharing information and support.
- Health podcasts: Health podcasts can provide useful information on specific health issues and can be a helpful resource for learning more about a topic.
- Online support groups: Online support groups can be a helpful resource for connecting with others who have similar health issues and finding support.

# Tools to use when searching for a health issue

## Expressing health needs in a search request

### Tools to use when searching for a health issue

- Search engines: Use search engines such as Google or Bing to find information about a specific health issue. Use specific search terms and phrases to get more accurate results.
- Health websites: Visit reputable health websites such as the Centers for Disease Control and Prevention (CDC), World Health Organization (WHO), and Mayo Clinic. These websites provide reliable and accurate information on various health topics.
- Medical journals: Access medical journals such as the New England Journal of Medicine, JAMA, or The Lancet for the latest research and studies related to a specific health issue.
- Health forums and discussion boards: Join online health forums and discussion boards such as PatientsLikeMe or HealthBoards to connect with other patients who have similar health issues and share information and support.
- Symptom checkers: Use online symptom checkers such as WebMD or Mayo Clinic Symptom Checker to identify potential causes of symptoms and determine if you need medical attention.

# Tools to use when searching for a health issue

## Expressing health needs in a search request

### Tools to use when searching for a health issue

- Telehealth platforms: Use telehealth platforms such as Teladoc or Doctor on Demand to consult with healthcare professionals virtually.
- Mobile apps: Download health-related mobile apps such as MyFitnessPal, Headspace, or Medisafe to track your health, get reminders for medication or doctor's appointments, and access health information.
- Social media: Follow reputable health organizations or healthcare professionals on social media platforms such as Twitter, Instagram, or LinkedIn to get the latest news and updates on a health issue.
- Government websites: Check out government websites such as the National Institutes of Health (NIH), Food and Drug Administration (FDA), or the Department of Health and Human Services (HHS) for reliable and authoritative health information.
- Online libraries: Online libraries such as MedlinePlus, PubMed, or Google Scholar can be useful for finding research articles, clinical trials, and other scientific information related to a specific health issue.



# Final Activity

1. Conclude on health needs that would be inappropriate to search online
2. List the steps that should be followed for a valid and secure search for a health need
3. List tools that could facilitate the search of health needs



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## **Conclude on health needs that would be inappropriate to search online**

### **Activity 1**

#### **Short description**

In small groups, the participants should discuss which health needs are inappropriate to search online. A list of these needs should be prepared along with potential threats that may be encountered in different case.

#### **Duration**

20-30 min.

## List the steps that should be followed for a valid and secure search for a health need

### Activity 2

#### Short description

In small groups, the participants will need to list those steps that should be followed for a valid and secure search for a health need. A scenario will be developed of a specific health need and how this can be better searched online.

#### Duration

20-30 min.

### Module 2



## List tools that could facilitate the search of health needs

### Activity 3

#### Short description

In small groups, the participants will need to develop a list of tools that could facilitate the search of health needs. Participants are expected to highlight pros and cons of those identified tools.

#### Duration

20-30 min.



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# Final Quiz

1. Only reputable sources should be used when searching for an information online **T/F**
2. Health needs can be expressed online through printed books **T/F**
3. Sexual health is a typical health search request **T/F**
4. Outdated information is something to avoid when searching for online information **T/F**
5. A typical tool to use when searching for a health issue could be a medical journal **T/F**



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**General Digital Health Competences**

*Domain A*



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# Module 3

**Ability to understand, evaluate and prioritise health information!**



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# Learning Outcomes

1. Learn how to manage health information
2. Learn tools to evaluate health information
3. Learn how to classify health information



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# Management of Health Information

## Introduction

### Management of Health Information

Health literacy is the degree to which an individual can obtain, process, and understand basic health information and services needed to make appropriate health decisions.

*"It is important to know how to reach and how to manage health information online".*

# Management of Health Information

## Introduction

### Access Health Information

- Search engines
- Health websites
- Online health communities
- Medical journals and databases
- Telehealth platforms
- Mobile apps
- Online forums and discussion boards
- Health education programs
- Online health libraries
- Social media

### Management of Health Information

- Use secure and reliable platforms
- Keep your passwords secure
- Keep your information up-to-date
- Backup your information
- Share your information selectively
- Be aware of privacy policies
- Seek professional advice

# Understanding health information

Ability to understand, evaluate and prioritise health information!

Ability to understand, evaluate and prioritise health information

Understanding



Evaluating



Prioritising



Health  
Information  
Management



# Understanding health information

Ability to understand, evaluate and prioritise health information!

## Understanding Health Information

Health information is understood in various ways, depending on several factors, including:

- The person's background
- Education
- Culture
- Health literacy level.

# Introduction

Ability to understand, evaluate and prioritise health information!

## Understanding Health Information

Health information is understood in different ways depending on factors such as:

- Health literacy level
- The format in which it is presented
- Effective communication and
- Personal beliefs and experiences

# Understanding health information

Ability to understand, evaluate and prioritise health information!

## Understanding Health Information

The format in which health information is presented also plays a crucial role in how it is understood. Health information presented in plain language, with simple vocabulary, clear illustrations, and appropriate formatting, is easier to understand and more likely to be remembered.

Effective communication between healthcare providers and patients is also essential for the proper understanding of health information. Clear communication can help patients understand their health issues, treatment options, and potential outcomes.

Finally, personal beliefs, values, and experiences can shape a person's understanding of health information. For example, cultural differences can influence how people perceive and respond to health information, leading to different health behaviors and treatment choices.

# Evaluating health information

Ability to understand, evaluate and prioritise health information!

## Evaluating Health Information

- Consider the source: Check the website or author's credentials to ensure that they are qualified and reputable. Look for information provided by government agencies, academic institutions, and professional organizations.
- Check for bias: Evaluate whether the information presented is objective or whether it seems to have a particular agenda or bias. Be wary of sites that promote a particular product or service.
- Look for evidence: Look for references or citations to support the information provided. Evaluate whether the evidence cited is current, reliable, and relevant.
- Consider the tone and style: Evaluate whether the information presented is clear, understandable, and free from technical jargon. Look for sites that present information in a balanced and unbiased manner.
- Check for dates: Check the date of publication to ensure that the information is current and up-to-date.

# Evaluating health information

Ability to understand, evaluate and prioritise health information!

## Evaluating Health Information

- Cross-check with other sources: Check the information against other sources to verify its accuracy and reliability.
- Consult with a healthcare professional: Consult with a healthcare professional to get accurate information and advice about your specific health concerns.
- Look for a privacy policy: Ensure that the website has a privacy policy that outlines how they collect, use, and protect personal information. Avoid sites that do not have a privacy policy or that collect unnecessary personal information.
- Use fact-checking websites: Use fact-checking websites such as FactCheck.org or Snopes.com to verify the accuracy of information presented.
- Be cautious of personal anecdotes: Be cautious of personal anecdotes or stories that are presented as evidence. While they may be compelling, they do not necessarily represent a scientific or evidence-based approach.
- Be aware of pseudoscience: Be aware of pseudoscientific or alternative health websites that promote unproven or disproven treatments or therapies.



# Evaluating health information

Ability to understand, evaluate and prioritise health information!

## Evaluating Health Information

- Check for conflicts of interest: Look for any conflicts of interest or financial incentives that may be influencing the information presented. Be wary of sites that promote a particular product or service, particularly if they stand to profit from its promotion. Consult with a healthcare professional: Consult with a healthcare professional to get accurate information and advice about your specific health concerns.
- Consider the website design: Evaluate the website design to ensure that it is professional, easy to navigate, and free from distracting advertisements or pop-ups.
- Use your common sense: Use your common sense and trust your instincts. If the information presented seems too good to be true, or if you feel uncomfortable with the information presented, it's probably best to seek out alternative sources.

# Evaluating health information

**Ability to understand, evaluate and prioritise health information!**

## Means to Evaluate Health Information

- Health On the Net Foundation (HONcode) certification: This certification indicates that the website is reliable and trustworthy and meets specific criteria for providing accurate and authoritative health information.
- Trustworthy rating systems: Some search engines and websites use rating systems that evaluate the trustworthiness of websites based on various factors such as the quality and quantity of information, authority of sources, and objectivity.
- Quality criteria: Several organizations have established quality criteria for evaluating health information online, such as the DISCERN tool, which provides a systematic way to evaluate the quality of written health information.
- Online community and forums: Online communities and forums can be a valuable resource for sharing information and experiences, but it is important to be cautious of misinformation or personal anecdotes.
- Fact-checking websites: Fact-checking websites such as FactCheck.org or Snopes.com can be used to verify the accuracy of information presented.
- Consult with a healthcare professional: Consulting with a healthcare professional is always recommended to get accurate information and advice about your specific health concerns.

# Prioritising health information

Ability to understand, evaluate and prioritise health information!

## Prioritising Health Information

- Consider the source: Look for information from reputable sources such as government agencies, academic institutions, or recognized healthcare organizations. Avoid sources that are biased, unsupported, or unreliable.
- Check for references: Look for sources that provide references and citations for their information. This can help you verify the accuracy of the information and ensure that it is based on reliable sources.
- Look for peer-reviewed research: Look for information that is based on peer-reviewed research studies. Peer-reviewed studies have been evaluated and approved by other experts in the field and are more likely to be accurate and reliable.
- Check for the date: Look for information that is up-to-date and based on the most recent research and guidelines. Health information can change quickly, and outdated information may not be relevant or accurate.
- Consider the context: Consider the context of the information and how it applies to your specific health needs. Information that is general or vague may not be as helpful as information that is tailored to your specific health concerns.

# Prioritising health information

Ability to understand, evaluate and prioritise health information!

## Prioritising Health Information

- Consider multiple sources: Look for information from multiple sources to get a well-rounded perspective. Compare the information and identify common themes or areas of agreement.
- Consult with a healthcare professional: Consult with a healthcare professional to get personalized advice and guidance. A healthcare professional can help you prioritize and interpret the information you find online and provide recommendations that are specific to your health needs.
- Check for bias: Look for information that is unbiased and presents both sides of an issue. Be wary of information that is overly promotional or presents a one-sided view.
- Consider the language used: Look for information that is written in clear and understandable language. Avoid information that uses complex medical jargon or language that is difficult to understand.
- Look for information that is actionable: Look for information that provides practical advice or steps that you can take to improve your health. Avoid information that is purely theoretical or doesn't provide practical guidance.

# Prioritising health information

**Ability to understand, evaluate and prioritise health information!**

## Tools to prioritise Health Information

- **Evaluation criteria:** Use evaluation criteria to assess the quality of information you find online. The criteria include factors such as the author's qualifications, the date of publication, the sources cited, and the accuracy of the information. Look for information from reputable sources such as government agencies, academic institutions, and professional organizations.
- **Health literacy tools:** Use health literacy tools such as the Patient Education Materials Assessment Tool (PEMAT) or the Suitability Assessment of Materials (SAM) to evaluate the clarity, relevance, and understandability of health information you find online.
- **Health information portals:** Visit health information portals such as MedlinePlus or Healthfinder.gov to access reliable and authoritative health information from government agencies and professional organizations.
- **Search engine settings:** Adjust your search engine settings to prioritize authoritative sources of information. For example, you can limit your search to government websites or academic institutions.
- **Browser extensions:** Use browser extensions such as Web of Trust or FakeSpot to identify potentially unreliable or misleading websites and sources of information.
- **Trustworthy health apps:** Use health apps that have been reviewed and recommended by trusted sources such as the American Heart Association or the National Institutes of Health.



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# Final Activity

1. Run a scenario where a provided health information needs to be evaluated online
2. Describe a specific health condition and compare among existing symptom checkers the generated diagnosis. Evaluate the discrepancies among different tools.



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## Scenario with provided health information that needs to be evaluated online

### Activity 1

#### Short description

In small groups, the participants will be asked to run a scenario where a provided health information needs to be evaluated online. This scenario should include the evaluation of a specific health condition (e.g. diabetes type II) where participants will have to follow all appropriate steps to check whether information is valid or not.

#### Duration

20-30 min.

### Module 2

## Comparison among existing symptom checkers the generated diagnosis

### Activity 2

#### Short description

In small groups, the participants will be asked to describe a specific health condition and compare among existing symptom checkers the generated diagnosis. In case of any discrepancies among different tools, these should be quantified.

#### Duration

20-30 min.





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# Final Quiz

1. Checking for references is a suggested step when trying to understand a health information. **T/F**
2. When evaluating Health Information, it is suggested to check for privacy policy. **T/F**
3. Understanding Health Information depends on the Health Literacy Level. **T/F**
4. To manage effective health information, you should always keep your passwords secure. **T/F**
5. Considering the source of an information is necessary when evaluating Health Information. **T/F**



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# Module 4

Health Netiquette



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## Guideline

### Font

1. Headline: Arial 26
2. Subtitel: Arial 14
3. For the body text: Arial 12
  1. Highlight something in body text: Arial 14

### Characters:

Per Slide: 1.100

In total: 20.000

### Language:

Please use simple language. Especially the disadvantaged target groups like migrants understand the content better if it is explained in a simple and straightforward way.

### Slides:

Max.: 50 slides

### Activity:

At least 2 + final Quiz



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## Table of Contents

1. **Health Netiquette**
  1. Introduction
  2. Definition
  3. Why netiquette is needed
  4. Emergence of the concept of netiquette
2. **The most important netiquette – rule on the internet**
3. **Observance of the rules on the Internet**
  1. This is what happens when you don't follow netiquette
  2. This is what happens when you follow netiquette
4. **Activities**
  1. The basis of online communication
  2. Advantages & disadvantages of online communication
  3. Creation of netiquette rules
5. **Final Quiz**
6. **Sources**



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## Learning Outcomes

1. Knowledge about the definition, origin and importance of netiquette
2. Awareness regarding netiquette - rules that prevail on the Internet
3. Getting to know the 8 most important rules on the Internet
4. Recommendations on how to behave on the Internet
5. Awareness regarding the challenges and dangers that exist on the Internet



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# Intoduction

## Health Netiquette

Netiquette is the etiquette for the Internet. It sets out rules for communication on the net, for posting in forums and on social networks, which everyone should follow.

- Netiquette describes the rules of conduct for electronic communication. The rules are intended to ensure respectful interaction in virtual communication with mostly unknown people. These rules are not legally binding, but are recommended rules of courtesy.



# Definition

## Health Netiquette

Netiquette is a made-up word composed of the English word "Net" (Internet) and the French "Etiquette" (politeness rule). Netiquette thus refers to rules of politeness that apply on the Internet.

### Recommended rule of politeness:

While netiquette has no immediate legal relevance, it is recognized and taken to heart by many people.

With one exception: if you commit a crime online, for example inciting acts of violence, you must expect to be prosecuted for these crimes - quite independently of the applicable netiquette in an online community.

Internet etiquette varies depending on the communication system and its participants. It is up to the respective operator to specify the type and scope of netiquette, to monitor compliance with it, and to sanction violations negatively by excluding participants.

# Why netiquette is needed

## Health Netiquette

On the Internet, common forms of politeness tend to be neglected. The conversation partner is not visible and often unknown. You can't see the other person's facial expression and body language over the Internet, so misinterpretations can easily occur. This also makes it easier to insult than in face-to-face communication. In addition, nonverbal communication is missing on the net, so misunderstandings arise more easily.

Pictures and videos can be easily sent or posted. But there are rules for good behavior on the web, too. Netiquette should be observed in every form of communication on the Internet: in forums and chats, in e-mail communication, on your own website and in social networks.

# Emergence of the concept of netiquette

## Health Netiquette

In the early years of the Internet, it was mainly computer scientists who were online, exchanging information in forums and via mailing lists. It was clear to them how the Internet worked and what information could be read and by whom.

But after the Internet was used by more and more technology laymen, this knowledge could not be taken for granted. So how do you communicate online, not only technically, but also in terms of content? In order to give laypeople a guide for their behavior, the concept of netiquette emerged. In the early years, netiquette included not only a collection of rules of conduct, but also advice on data security and data protection. One of the older netiquette documents is RFC 1855, which provides guidance not only on the culture of discussion in online forums, but also, for example, on how to deal with copyrighted content and chain e-mails. The concept of netiquette has evolved. Much of the core content from the 1990s still applies today and has been taken up by communities. In recent decades, however, the focus has shifted more toward etiquette in communication.

## Basic principle

### The most important netiquette – rules on the internet

Netiquette - rules are built on a basic principle:

**"Treat other people the way you want to be treated."**

When staring at a screen, it's easy to forget that what is posted online is read by real people with real feelings. Therefore, don't forget that communication is done with people, not machines.

## Politeness & aplomb

### The most important netiquette – rules on the internet

Even if you disagree with a post on the Internet or something offends you, don't lose your temper.

- If you feel the need to respond to something that affects you emotionally, use factual arguments to do so instead of attacking people personally. Therefore, refrain from insults, slurs, provocations, or threats toward others. Remember that insults can be prosecuted under criminal law. Respect the opinions of others and express constructive criticism. If someone is being bullied online, do not join in. Report the post that is offensive.

## Politeness & aplomb

### The most important netiquette – rules on the internet

Trolls and troublemakers can be found in almost every online community. If you are targeted by such a contemporary, try to react confidently and do not engage in rambling and unobjective comment ping-pong. Set boundaries and make your opinion clear.

- Fruitless post fights in front of the entire community, however, are more likely to damage your reputation and have no added value for silent fellow readers. In the case of repeated and/or cross-border statements by other members, report the disputant in a personal message to the moderators of the group so that they can decide on an exclusion.

## Readability & topic of discussion

### The most important netiquette – rules on the internet

Write with correct sentence structure, correct spelling, and use punctuation. Use upper and lower case and refrain from too much color-coding or other formatting. Omit superfluous information.

Make sure you understand the topic of conversation so you can respond properly. Before you post something, check to make sure the same thing hasn't already been said by someone. Keep your posts short and to the point. There is no need to write long posts that go off topic.

# Who am I talking to?

## The most important netiquette – rules on the internet

Consider the background of the person(s) you are communicating with, their age, background, gender, what your common connection is (are you a friend, family member, etc.), how familiar you are with each other.

Avoid making any assumptions about the other person. How well do I know this person/these people? What do I know about this person/these people? - Will what I say offend them?

Also consider this: people are more likely to use "duden" than "gesiezt" on the Internet. Don't get angry if you are called by their first name - even if you call the person you are talking to by their first name. -> applies to the countries in which you are addressed and addressed formally



## Use of the real name

The most important netiquette – rules on the internet

**If possible, use your real name.**

**Anonymity tempts you to make statements that you would rather not make face-to-face.**

## Exclamation marks, abbreviations and emojis

### The most important netiquette – rules on the internet

In online conversations, important indicators are omitted that normally help us to assess the expressions of our counterpart: Facial expressions, gestures, intonation. Emojis can help compensate for this. However, you should adapt to the customs of your online community and moderate their use. Otherwise, it could happen that hardly anyone takes you seriously anymore. Excessive use of exclamation points is aggressive to readers - try to emphasize your arguments with words rather than with an accumulation of punctuation marks. And you should only use chat abbreviations if you can be sure that they are known in the community.

## Observance of the network jargon

### The most important netiquette – rules on the internet

The net community has developed its own language and continues to evolve it. So familiarize yourself with common abbreviations, such as "LOL" (Laughing Out Loud) or "OMG" (Oh my God), and the meaning of certain characters, such as "!!!11elf!!1", which are meant to express irony.

Because net jargon is constantly changing, a uniform definition is difficult. In general, however, net jargon can be understood as any type of jargon that has been popularized or coined through use on the Internet. Terms of net jargon often arise out of the need to minimize keystrokes, meet character limitations, or avoid typical comprehension problems of written language (irony, emotion, etc.).

# Dissemination of photos and videos

## The most important netiquette – rules on the internet

### Respect the right of privacy

Before you post a photo or video on the Internet, you should always consider whether you would be angry if someone else uploaded such a photo or video of you.

In fact, you are legally obligated to ask them if they are okay with it. Uploading embarrassing photos is therefore not only unfair, but also violates personal rights. So: Think carefully before each post and ask!

# Dissemination of photos and videos

## The most important netiquette – rules on the internet

### Respect the copyright

In addition to personal rights, copyright law is also important when posting videos or photos. This law protects, for example, photographers and filmmakers and regulates that their images may not be copied. The same applies to your videos and photos, which others are not allowed to publish under their name or use for other purposes without asking you.

If you want to post photos or videos of friends, ask if they agree. If you don't know the creator of the photo and are unsure if you are allowed to copy it: Better leave it alone!

Respect copyright and the right to your own image - don't use other people's photos without consent. Do not post pictures or videos that depict violence, degrade other people or show them in embarrassing situations.

# Dissemination of photos and videos

## The most important netiquette – rules on the internet

### Quote correctly

Images and quotations are also subject to copyright on the Internet. The fact that in many cases there is no legal prosecution for infringements is irrelevant. It is illegal to disseminate third-party content without labeling it. Apart from that, it is not good style to adorn oneself with someone else's feathers. Since anyone can quickly find out with just a few clicks whether your statements are really attributable to you, don't risk your reputation, but tag directly when you share others' content.

# **This is what happens when you don't follow netiquette**

Observance of the rules on the Internet

- 1. Misunderstandings arise faster and easier**
- 2. Users can feel personally attacked if they misunderstand something**
- 3. One risks to be seen as insensitive towards others**
- 4. You risk destroying friendships and other relationships**

# **This is what happens when you follow netiquette**

**Observance of the rules on the Internet**

- 1. Interaction on the Internet remains friendly and constructive.**
- 2. It helps to keep a positive digital footprint**
- 3. It shows that you respect other people online**
- 4. It helps to convey the right message to the other person**





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## Activities

1. The basis of online communication
2. Advantages & disadvantages of online communication
3. Creation of netiquette rules



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# The basis of online communication

## Activity 1

### Short description:

The participants sit in a circle of chairs, while one participant without a seat stands in the middle. He or she draws one of the cut and folded cards (worksheet 1) and reads the sentence aloud.

All those who feel addressed must exchange places. The participants who has not found a chair, reads out a new card. The game ends when all cards are used up.

### Media and material requirements:

Chairs & Worksheet (cards)

### Duration:

15 minutes

# Advantages & disadvantages of online communication

## Activity 2

### Short description:

In this module, participants check the advantages and disadvantages of online communication. In a further step, they are made aware of problems and risks that arise, for example, in chat rooms or when using instant messengers, and they develop rules for harmonious and respectful interaction on the Internet.

### Media and material requirements:

Whiteboard/computer with beamer and internet access, scissors, optional tablets

### Duration:

45 minutes

## Creation of netiquette rules

### Activity 3

**Short description:**

In small groups, the participants discuss which five rules they consider to be important for respectful interaction when communicating on the Internet, and record them on worksheet 8.

**Media and material requirements:**

Worksheet 8 - "The Five Golden Rules"

**Duration:**

60 minutes



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## Final Quiz

1. What is netiquette?
  1. It regulates behavior on the internet
  2. It regulates behavior in real life
  3. **It regulates behavior both on the Internet and in real life**
2. The rules of netiquette apply
  1. ... Only to registered users in forums
  2. ... Only for registered users in social media
  3. ... For those who tend to bully others on the Internet
  4. **... For all users of the Internet who communicate and interact with others on the Internet**
3. Which of the following behavior is consistent with the netiquette
  1. Insults and personal attacks
  2. **Respectful tone and polite communication**
  3. The sharing of personal information
4. Netiquette builds on this basic principle
  1. **Treat other people the way you want to be treated**
  2. The apple does not fall far from the tree
  3. What you can do today, don't put off until tomorrow
  4. Thou shalt not praise the day before the evening



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## Final Quiz

1. How should you behave in online chats?
  1. Ignore other participants
  2. Write in short form and without punctuation
  3. **Listen attentively and respond politely**
  
2. Why is it important to respect the privacy of others and not share personal information online?
  1. To make other people curious
  2. To increase your own online presence
  3. **To ensure the safety and privacy of others and prevent abuse**



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## Final Quiz

1. If I do not agree with a contribution of a user, then i react...
  1. ... according to my feelings
  2. **... always politely and respectfully**
  3. ... The same way the user treated me
2. Why is it important to pay attention to netiquette?
  1. To make the Internet boring
  2. **To protect the privacy of others and to be respectful to each other**
  3. Because it is required by law
3. Which behaviors should be avoided to maintain positive netiquette?
  1. **Sharing misinformation and rumors**
  2. Using strong passwords
  3. Posting vacation photos on social media
4. Which following statements is consistent with netiquette regarding email writing?
  1. WRITE EVERYTHING IN CAPITAL LETTERS TO SEEM IMPORTANT
  2. **Pay careful attention to spelling and grammar**
  3. Use as many emojis as possible



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# **Module 5**

**Ability to ask for help and give feedback**



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- 3. Effective questions and effective feedback**
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- 4. Activities**
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  2. Providing positive feedback
  3. Role playing-giving feedback
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- 6. Sources**



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## Learning Outcomes

1. Understand the importance of asking for help
2. Make effective questions to get the right answer
3. Understand the importance of feedback
4. Receive and provide effective feedback



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# Ability to ask for help

## Introduction

It is not easy for everyone to ask for help. The potential of being denied help or the fear of the type of answer we will get, or even not accepting the feedback we get, are some of the barriers that prevent us from asking for help. Some people may even fear that asking for help would make them appear incompetent, weak, or even inferior.

Nowadays there is so much information available on the internet that you can even ask for medical help online (i.e. <https://www.icliniq.com/ask-a-doctor-online>). In order to get the help, you need to ask yourself the correct questions: What is my health inquiry, what specialty do I need, and what are my symptoms? Asking the correct questions is crucial for our health. It takes practice and discipline to learn how to ask the right questions.

# Ability to give feedback

## Introduction

Whether you give feedback to your doctor after a specific treatment, online feedback from a reply you received, a feedback to an employee or colleague, the act of giving feedback provides positive criticism and allows change and improvement of results. The ability to give positive feedback improves communication and builds trust.

# Background

## Introduction

Asking for help is an essential life skill and social competency. Asking for help includes three abilities a) self-awareness of the need for help b) the ability to know where to ask for support and help and c) the ability to know how to ask for help.

According to Oxford Languages, feedback is information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

# Asking for help

## Benefits of asking for help and giving feedback

Asking for help can:

- Improve own health
- Make us feel grateful
- Provide us with personal and professional growth and development
- Give us the opportunity to learn
- Improve own productivity



# Giving feedback

## Benefits of asking for help and giving feedback

Providing feedback to a person or a situation can:

- Build trust and confidence between partners
- Help motivation
- Show people that they are valued
- Create positive habits

# Effective questions

## Effective questions and effective feedback

### I Keep Six Honest Serving Men

I Keep six honest serving-men

(They taught me all I knew);

Their names are What and Why and When

And How and Where and Who.

(by R. Kypling – The elephant's child)

# Effective questions

## Effective questions and effective feedback

Asking effective questions can fulfill your targets faster

**Ask using open questions** to learn more about the situation or understand the conditions of an event better.

These types of questions usually begin with words like: **How/ What/ When/ Why/ Which/ Explain/ Describe**

**Ask using closed questions** can be useful too. Asking closed questions can save you a lot of time and provide you with direct feedback. These types of questions usually include words like: **Are/ Did/ Do/ Should/ Could**

# Effective questions

## Effective questions and effective feedback

**Trigger questions** can extract information from people who may not be sharing everything they know with you.

Some examples of probing questions include:

- "Who exactly did you speak with about this situation?"
- "How did you learn about this?"
- "What exactly do you mean?"

# Effective questions

## Effective questions and effective feedback

**Clarifying questions** can verify that the content is communicated and is understood by everyone.

Some examples of probing questions include:

- “Can I repeat the final decision to be sure that I have it correct?”
- “Can you please confirm that the next meeting is going to take place in June?”

# Effective feedback

## Effective questions and effective feedback

Effective feedback is important and promotes personal and professional development. See next a list of hints and tips on how to give positive feedback:

- Focused on the situation and not the person involved
- Be specific and simple
- Answer on time
- Your feedback needs to help improve the situation
- Always support your feedback with evidence based on the situation



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## Activities

1. Asking the right questions
1. Providing positive feedback
2. Role playing-giving feedback



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## Asking the right questions

### Activity 1

#### Short description:

You ask one of the participants from the group, let's call her Andrea, to leave the room. The rest of the group decides on a secret question to ask her: the goal is for Andrea who left the room to answer that question in the end. Andrea comes back to the room and starts the conversation by making a random statement. Then the discussion starts. Participants can ask any OPEN question to Andrea but in their question, they have to include any of the last words that come out of Andreas' mouth and any subsequent question must include any or all of the last words to come out of her mouth. The game ends when participants get the answer to the secret question.

Media and material requirements: Normal classroom setting

Duration: 15-20 minutes



# Providing positive feedback

## Activity 2

### Short description:

Give the participants the following examples and ask them how they would provide positive feedback (Get additional ideas from <https://www.betterup.com/blog/constructive-feedback-examples>)

- An employee who doesn't speak up or share ideas in team meetings.
- An employee who likes to gatekeep or protect their work, which hurts productivity and teamwork.

# Providing positive feedback

## Activity 2

- A leader who is struggling to engage their remote team.
- A manager who expects the entire team to work on weekends.

### **Media and material requirements:**

Normal classroom setting

### **Duration:**

35 minutes

## Role playing-giving feedback

### Activity 3

#### **Short description:**

Divide the participants to pairs. Then each pair should nominate one person as a speaker and one as a listener (in a second round they can change positions). In this activity the speaker must talk about a particular scenario and the listener will listen to them and give them feedback. The scenario could be any such as bad performance, organisation of a meeting, how to write a report etc.

#### **Media and material requirements:**

Normal classroom setting

#### **Duration:**

40 minutes (2 rounds)



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## Final Quiz

### Ability to ask for help and give feedback

1. What should we include in a feedback message?

- a) Expressing feelings and emotions
- b) General evaluation of a person's behavior
- c) Focus on the mistake that was made
- d) Example of the situation/s on which the feedback is built

2. What type of feedback is most useful?

- a) General
- b) Specific



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## Final Quiz

3. Which of the following is not a benefit of constructive feedback?

- a) Help learners to know their strengths.
- b) Help learners to set targets and be successful.
- c) Demotivates the learner.
- d) Helps learner know their mistakes.

4. What is an Open Question? Select 2 correct answers.

- a) The first question you ask when you start negotiations
- b) A starting point at the beginning of a meeting
- c) A question that asks for a detailed response
- d) One that generates more than a one-word answer



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## Final Quiz

5. Think of follow-up questions to the following dialogue:

A: What's your favorite food?

B: My favorite food is Mexican food.

6. What are the different types of Questions we can use?

- a) Open
- b) Closed
- c) Triggering
- d) Clarification
- e) All of the above



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## Final Quiz

7. Which of the following is **not** an effective question?

What do you think?

- a) Why do you think that?
- b) How do you know this?
- c) Can you tell me more?
- d) Is this correct?

8. What are some elements of a good question? Check all that apply.

- a) Relevant
- b) Clear
- c) Concise
- d) Purposeful
- e) Funny



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## Final Quiz

9. True/False

The best questions invite others to deepen their thinking and challenge their beliefs.

10. True/False

Asking questions not only widens your knowledge but also motivates you to learn more.



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## Final Quiz

### Solutions of the Quiz

1 b

2 b

3 c

4 c, d

6 e

7 e

8 a b c d

9 True

10 True



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## Sources

1. <https://lucidspark.com/blog/5-simple-steps-to-giving-effective-feedback>
2. <https://www.indeed.com/career-advice/career-development/questioning-techniques>
3. <https://www.socialthinking.com/Articles?name=teaching-essential-life-skill-how-to-ask-for-help>
4. <https://www.betterup.com/blog/constructive-feedback-examples>
5. <https://www.risely.me/10-impactful-constructive-feedback-exercises/>



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# Congratulations!

You have successfully completed the Module 5 of DHeLiDA



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# Toolkit for Trainers

**General Digital Health Competences**

*Domain A*



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DHELIDA

# Module 6

**Privacy & Data Acknowledgement in  
consideration of health information**



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# Learning Outcomes

1. Know how to process safely personal health data
2. Be aware of how to protect privacy and personal data when dealing with health matters online
3. Understand the visibility of personal digital footprint
4. Gain skills on how to monitor own digital footprint
5. Comprehend the risks of theft of personal health data
6. Learn about anti-virus systems and applications



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# Introduction

## Privacy & Data Acknowledgement in consideration of health information

Using patient data is necessary to improve healthcare for everyone.

Patient's records are used to understand more about a disease and develop new treatments.

They are also used for health prevention.

In emergency situations it is important for healthcare providers to have access to patient's health data.

Patient data should be kept safe and secure, to protect everyone's privacy.

It is important that it is stored and used responsibly.

If personal health information is not used properly it can have a negative impact on a patient's personal and professional life.



## Definition of patient's health data

Privacy & Data Acknowledgement in consideration of health information

### What are 'patient's health data'?

These are personal data related to the physical or mental health of a person which reveal information about his or her health status.

Patient's health data are considered as a special category of data called 'sensitive data'.

This is because the context of their processing could create significant risks.

## Core principles for protection of personal data\*

Privacy & Data Acknowledgement in consideration of health information

**Processing of personal data should be done according to the following data protection principles:**

- Processing is done fairly, lawfully and in a transparent manner.
- Personal data is obtained only for one or more specified and lawful purposes.
- Personal data is accurate and, where necessary, kept up to date.
- Data can only be stored for a limited period, except for archiving and scientific research purposes.

\*[Charter of Fundamental Rights of the European Union. OJEU 2012, C326:391–407](#)

## In which circumstances can patient's health data be processed?

Privacy & Data Acknowledgement in consideration of health information

**It is forbidden to share patient's health data unless:**

- the patient gives explicit consent to use his/her data
- the patient reveals the data himself/herself
- the processing is in the patient's vital interest
- it is used for healthcare purposes
- it is substantial for public interest

There are some other more specific reasons for processing health data. Whatever the reason processing of health data should always be done keeping strictly to safety rules.

# Rules for consent (1)

## Privacy & Data Acknowledgement in consideration of health information

To give consent means that you agree that your personal health data can be used.

The consent must be explicit and unambiguous. This means that you must clearly understand how and where your personal health data will be used.

You are free to choose whether you give permission for using your health data or not.

You can give consent in a written, electronic or oral form.

## Rules for consent (2)

### Privacy & Data Acknowledgement in consideration of health information

Data controllers – that is to say persons that collect data from people – have to be able to demonstrate that a person has given consent.

## Rules for consent (3)

### Privacy & Data Acknowledgement in consideration of health information

Giving consent must be done in an easy form, using clear and plain language.

When giving consent patients are informed on how they can withdraw it.

For children below 16, it is necessary that the parent/carer decides whether to give consent or not.

# The rights of the patient (1)

## Privacy & Data Acknowledgement in consideration of health information

### Right to access one's own personal data.

- If you request a copy of the personal data that is being processed by a data controller about you, they have to provide it to you.
- Usually you will receive electronic health records.
- The controller has the right to check your identity before providing you with the data.

## The rights of the patient (2)

### Privacy & Data Acknowledgement in consideration of health information

#### **Right to transfer his/her data from one data controller to another.**

- When you have given consent to process your health data, you can request to receive a copy in order to transfer it to another entity or person.
- You can also demand that it is transferred directly for you.



# The rights of the patient (3)

Privacy & Data Acknowledgement in consideration of health information

## Right to rectification of data

- You can ask for the rectification of inaccurate personal data  
(e.g. in your medical record)

## The rights of the patient (4)

### Privacy & Data Acknowledgement in consideration of health information

#### Right to erasure – the so called “right to be forgotten”

- you can have your data erased. This is the so-called “right to be forgotten”.

This is especially the case if:

- you have withdrawn the consent and the data controller has no other grounds for processing your data
- if there is no longer a purpose for processing it
- if the processing is unlawful in the first place

When the controller has made the information public, e.g. online, he has to take action to ensure other controllers also remove links etc. in order to implement your rights.

## The rights of the patient (5)

### Privacy & Data Acknowledgement in consideration of health information

#### Rights in case of breach

It means that if your personal data are improperly assessed or destroyed, the data controller should keep you informed about the breach if it is a threat to your rights or freedoms.

# The rights of the patient (6)

## Privacy & Data Acknowledgement in consideration of health information

### Right to make a complaint

- If you have a breach of your data protection rights you can refer to the authorities and start a complaint procedure.
- If a data controller causes you damage, whether it is material or not, you have a right to be compensated.

## The rights of the patient (7)

### Privacy & Data Acknowledgement in consideration of health information

#### Right to be informed

- In case the data has not been directly provided by you, the data controller needs to give you some information on the purpose for which your personal data will be used.
- They have to provide it in an easily accessible form, using clear and plain language.

# How to protect personal health data (1)

## Privacy & Data Acknowledgement in consideration of health information

### For hospitals and other healthcare organisations

All hospitals and other healthcare organizations must take care of protecting sensitive patient healthcare data.

That includes medical records, financial details, and other personal information.

Healthcare organisations do this by:

- educating their employees
- using smart technologies
- taking care of physical security of the buildings

## How to protect personal health data (2)

### Privacy & Data Acknowledgement in consideration of health information

#### For patients

Here are some tips on how you can protect your personal health data:

- Read the document carefully before giving consent to processing of your personal health data.
- Be sure the access to your data is protected by secure passwords.
- Talk to your healthcare provider about what information they will add or access.
- Check the history of your personal data file regularly to ensure the information is accurate.
- Be aware of your privacy rights.

# Personal digital footprint

Privacy & Data Acknowledgement in consideration of health information

## What is personal digital footprint?

- Your digital footprint consists of personal data traces that you leave behind every time you interact on the internet.
- Having a digital footprint is part of modern life. This, however, doesn't mean that we should leave unnecessary data behind that can expose us to digital risks.



## Tips for keeping a small digital footprint

### Privacy & Data Acknowledgement in consideration of health information

- Delete old accounts, old emails and logins for unnecessary websites, such as online stores.
- Limit social media accounts.
- When you share data on Social media limit it to "friends only".
- Turn off location data collection.
- Create a spam e-mail address specifically for marketing and other promotions such as store discounts, and limit any identifying information you store on that email account.
- Protect your passwords. Create passwords that are difficult to figure out.
- Use an app to save all your passwords on your smartphone.

## Risks of thefts of personal health data

### Privacy & Data Acknowledgement in consideration of health information

- You run the risk of becoming a victim of fraud. For example, criminals call or e-mail you on behalf of an institution that you believe to be credible, such as your bank. They could gain your trust because they mention personal information (such as your social security number or home address). Before you know it, you've made a payment for something, but actually clicked on a phishing link.
- What cybercriminals can do when they steal confidential data is also to force you to pay.
- They also can put patients' life at risk and even steal their identity.

# What should you do if your data is exposed?

Privacy & Data Acknowledgement in consideration of health information

If you find yourself victim of data loss it is recommended to:

- Inform the police about the theft.
- Change the password on your accounts.
- Contact your doctors or insurance company to get copies of your medical records and check if they are accurate.

# What is malware?

## Privacy & Data Acknowledgement in consideration of health information

Malware, short for “malicious software,” is a term that refers to a wide variety of software programs designed to do damage or do other unwanted actions to a computer, server or computer network.

Common examples include viruses, spyware and trojan horses.

Malware can slow down or crash your device or delete files.

Criminals often use malware to send spam, obtain personal and financial information and even steal your identity.

## How can you protect your devices against malware?

Privacy & Data Acknowledgement in consideration of health information

You can protect your computer and devices against malware by installing anti-virus software.

Antivirus is a kind of software used to prevent, scan, detect and delete viruses from a computer.

Once installed, most antivirus software runs automatically in the background to provide real-time protection against virus attacks.



# Activities

1. Importance of processing of personal health data
2. Discussion on the rights of the patient
3. Protecting personal health data



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# Importance of processing of personal health data

## Activity 1

### Short description

In small groups, the participants discuss why it is necessary to give consent for using your personal health data. One of the participants is against it. The other participants try to convince him/her.

### Media and material requirements

Worksheet 01

### Duration

30 min.

# Discussion on the rights of the patient

## Activity 2

### Short description

In small groups, the participants discuss what are the rights of the patient when processing personal data. They write on a whiteboard the rights they consider most important.

### Media and material requirements

Worksheets 8, 9, 10, 11, 12, 13 and 14; whiteboard/computer with beamer.

### Duration

30 min.



# Protecting personal health data

## Activity 3

### Short description

In small groups, the participants discuss what are the risks of stealing personal health data and how you can protect it. They write on a whiteboard the most important tips for protecting personal data.

### Media and material requirements

Worksheets 16, 18 and 19; whiteboard/computer with beamer.

### Duration

30 min.

## Module 6

# Protecting personal health data

## Useful links

Some useful links to regulations/legislations with references for data privacy in the EU:

[Charter of Fundamental Rights of the European Union. OJEU 2012, C326:391–407](#)

[Data protection in the EU](#)

[GDPR, the EU's data protection law](#)



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# Final Quiz

1. To give consent means that you agree that your personal health data can be:

- a. used by healthcare providers for different purposes
- b. sold to anyone that needs it
- c. erased from your medical file

2. You can have your personal health data erased or 'forgotten':

- a. never
- b. only if you give a good reason why you want this
- c. at any time



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# Final Quiz

3. What is personal digital footprint?

- a. the personal data of your bank account
- b. the personal data that you leave behind every time you interact on the internet
- c. the footprints you leave when you walk on the beach

4. Which of the following statements is TRUE?

- a. On Social media everyone can access your personal health data without your permission.
- b. On Social media you can limit sharing data to "friends only".
- c. On your Social media accounts you can never change your passwords.



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# Final Quiz

5. Which of the following statements is NOT TRUE:
- a. You can better create simple passwords so that everyone can remember them.
  - b. You can better create passwords that are difficult to figure out.
  - c. You can use an app to save all your passwords on your smartphone.
6. If you find yourself victim of data loss it is recommended to change your password.
- a. True
  - b. False
7. The patient has the right to access one's own personal data.
- a. True
  - b. False



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# Final Quiz

8. Healthcare organizations are not responsible for protecting sensitive patient healthcare data.

- a. True
- b. False

9. In all cases it is forbidden to share patient's health data.

- a. True
- b. False

10. The patient must clearly understand how and where his/her personal health data will be used.

- a. True
- b. False



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# Solutions Quiz

1 – a

2 – c

3 – b

4 – b

5 – a

6 – a

7 – a

8 – b

9 – b

10 – a



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# **Congratulations!**

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# Toolkit for Trainers

Encouragement and confidence building

*Domain B*



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# Module 1

Encouragement & confidence building



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  - Learning Journey Reflection
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# Learning Outcomes

1. Understand the social, economic, and psychological factors that affect the use of digital health services.
2. Be able to communicate information on digital technology clearly, objectively, and confidently.
3. Mitigate risks and solve problems related to digital health.
4. Address concerns and misconceptions related to digital health.
5. Build confidence and self-esteem in lower-skilled users by providing appropriate and targeted learning strategies.
6. Identify digital and health-related needs of lower-skilled users.
7. Develop cultural awareness related to health topics.
8. Develop an awareness of personal disadvantages in the field of digital health literacy.



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## Comprehend social, economical and psychological factors that impact the use of digital health services

### Encouragement & confidence building

Digital health services offer numerous benefits, but certain social, economic, and psychological factors can hinder access and utilization for lower-skilled users.

#### **Social Factors:**

- Limited social support and lack of awareness about digital health services in their social networks, which can lead to distrust and resistance.
  - Example: Lack of encouragement or guidance from family or friends to explore digital health services.
- Influence of cultural norms and beliefs that may discourage the use of digital technologies for health-related purposes.
  - Example: Cultural beliefs that traditional methods are more effective than digital health interventions.

## **Comprehend social, economical and psychological factors that impact the use of digital health services**

### **Encouragement & confidence building**

Digital health services offer numerous benefits, but certain social, economic, and psychological factors can hinder access and utilization for lower-skilled users.

#### **Economic Factors:**

- Financial restrictions that limit access to necessary devices, internet connectivity, and digital health platforms.
  - Example: Inability to afford smartphones or internet plans needed for accessing digital health services.
- Inequality in access to digital infrastructure and resources, worsening the digital divide.
  - Example: Limited availability of internet service providers or digital health platforms in rural or underserved areas.

## **Comprehend social, economical and psychological factors that impact the use of digital health services**

### **Encouragement & confidence building**

Digital health services offer numerous benefits, but certain social, economic, and psychological factors can hinder access and utilization for lower-skilled users.

#### **Psychological Factors:**

- Lack of digital literacy and confidence in using digital technologies for health purposes.
  - Example: Insecurity about navigating health apps or websites due to lack of prior experience.
- Fear or anxiety about privacy and security risks associated with sharing personal health information online.
  - Example: Concerns about data breaches or unauthorized access to sensitive health information.

## Barriers and Practical Solutions for Lower-Skilled Users

### Encouragement & confidence building

**Barrier:** Limited access to technology and internet connectivity, particularly in underserved communities.

- **Solution:** Collaborate with community organizations and government agencies to provide technology resources, such as public computer centers or mobile clinics equipped with internet connectivity.

**Barrier:** Language and literacy barriers, making it difficult to navigate digital health platforms and understand health information.

- **Solution:** Develop multilingual digital health platforms with clear instructions and user-friendly interfaces. Provide language assistance services or chatbots that can assist users in their preferred language.



## Barriers and Practical Solutions for Lower-Skilled Users

### Encouragement & confidence building

**Barrier:** Lack of awareness and understanding of available digital health services and their potential benefits.

- **Solution:** Conduct community outreach and education programs to raise awareness about digital health services, their advantages, and how to access them. Utilize local media channels, community events, and partnerships with healthcare providers to reach lower-skilled users.

**Barrier:** Complex user interfaces and unfamiliarity with digital tools, hindering effective engagement with e-health services.

- **Solution:** Offer user-friendly training programs or tutorials that focus on basic digital skills and introduce users to the specific features and functions of digital health platforms. Provide step-by-step guidance and ongoing support to ensure users feel confident in navigating the platforms.

## Barriers and Practical Solutions for Lower-Skilled Users

### Encouragement & confidence building

**Barrier:** Unequal distribution of resources and healthcare disparities, which can further marginalize lower-skilled users.

- **Solution:** Advocate for policies and initiatives that aim to bridge the digital divide, ensuring equal access to technology and internet connectivity for all individuals. Collaborate with government agencies, healthcare organizations, and community partners to establish digital inclusion programs and provide subsidies or grants for devices and internet services in underserved areas.

**Barrier:** Limited support and guidance for utilizing digital health platforms, exacerbating feelings of frustration and helplessness.

- **Solution:** Establish dedicated user support channels, such as helplines, online chat services, or email support, to address users' questions and concerns promptly. Provide clear instructions and FAQs on the digital health platforms to guide users in troubleshooting common issues.

## Communicating on digital technology

### Encouragement & confidence building

#### Understanding Low-Skilled Users' Challenges

- Low digital literacy levels among certain user groups due to limited exposure and access to technology.
- Language and terminology barriers that hinder comprehension of technical information.
- Lack of confidence and fear of making mistakes while using digital technology.

#### Communicating with Clarity

- Simplify complex concepts: Break down technical information into easily understandable terms.
- Use visual aids: Graphics, images, and diagrams to enhance clarity and convey information effectively.
- Provide step-by-step instructions: Clear and concise instructions for using digital technology.

## Communicating on digital technology

### Encouragement & confidence building

#### Objectivity in Communication

- Rely on trusted sources: Use reliable references and sources to present information objectively.
- Present evidence-based facts: Share data and research findings to support the information provided.
- Address misconceptions: Identify common misconceptions and provide accurate information to dispel them.

#### • Building Confidence in Users

- Foster a supportive environment: Encourage questions and create a safe space for users to seek clarification.
- Provide user-friendly resources: Develop user guides, tutorials, and FAQs to assist users in their digital journey.
- Offer training and support: Conduct workshops and provide one-on-one assistance to boost users' confidence.

## Mitigating risks and solving problems

### Encouragement & confidence building

#### Risk Awareness and Management: Realistic Approach to Digital Technologies

- Digital technologies offer great potential in ehealth services, but they also come with inherent risks that users need to be aware of.
- Understanding these risks and adopting a realistic approach is crucial to ensure the safety and privacy of users online.

#### Key Risks in Digital Health Technologies

- **Malicious actors:** Users must be aware of the potential for hacking, identity theft, and unauthorized access to personal health information.
- **Data privacy:** Understanding the risks associated with the collection, storage, and sharing of health data is crucial to maintain confidentiality and protect sensitive information.
- **Technical issues:** Digital health technologies can have technical glitches or compatibility issues that may impact the accuracy and reliability of health-related data and services.

## Mitigating risks and solving problems

### Encouragement & confidence building

#### Mitigating Risks: Strategies for Safety and Privacy

- **Regularly update and secure devices:** Keep software and applications up to date to protect against known vulnerabilities. Use strong, unique passwords and enable two-factor authentication when available.
- **Be cautious with sharing personal information:** Only provide necessary and relevant information to trusted healthcare providers and platforms. Avoid sharing sensitive information on unsecured networks or unfamiliar websites.
- **Educate yourself about privacy settings:** Understand the privacy settings of digital health platforms and adjust them according to your comfort level. Limit access to personal information and be mindful of what you share.

## Addressing concerns and misconceptions

### Encouragement & confidence building

### Addressing Prejudices and Misconceptions

- Prejudices and misconceptions surrounding digital health information and services can hinder users' ability to benefit from their potential.
- By reducing biases and promoting unbiased understanding, we can foster informed decision-making and utilization of digital technologies in healthcare.

### Promoting Objective Understanding

- Encourage users to critically evaluate digital health information by considering the credibility and source of the information.
- Provide evidence-based information and resources to promote informed decision-making and accurate understanding of the benefits and risks associated with digital health technologies.

## Addressing concerns and misconceptions

### Encouragement & confidence building

#### Dispelling Myths and Misconceptions

**Myth:** Digital health services are only for tech-savvy individuals.

**Reality:** Digital health technologies are designed to be user-friendly and accessible to individuals with varying levels of digital skills.

**Myth:** Digital health services lack privacy and security.

**Reality:** Robust privacy and security measures are implemented to safeguard personal health information in digital health platforms.





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# Final Activities

1. **Barrier Identification and Solutions Workshop**
2. **Risk Assessment and Personal Safety Plan**
3. **Learning Journey Reflection**



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## Activity: Barrier Identification and Solutions Workshop

Encouragement & confidence building

### Short description

Work individually or form small groups. Provide scenarios of common barriers faced by lower-skilled users. Identify social, economic, or psychological factors contributing to the barrier and brainstorm solutions.

### Media and material requirements

Device with internet to help producing scenarios, digital or physical writing tools for visualization.

### Duration

20-30 min.

## Activity: Risk Assessment and Personal Safety Plan

### Encouragement & confidence building

#### Short description

Work individually or form small groups. Conduct a risk assessment related to the use of digital health technologies. Discuss common risks, such as data breaches or online scams, and provide strategies to mitigate these risks. Create a personal safety plan outlining steps they will take to protect their privacy and ensure their safety when using digital health services.

#### Media and material requirements

Device with internet for research, digital or physical writing tools for visualization.

#### Duration

20-30 min.

## Activity: Learning Journey Reflection

### Encouragement & confidence building

#### Short description

In small groups or individually, reflect on personal learning journey throughout the course. Produce reflection prompts, such as identifying the digital skills they have acquired and the barriers they have overcome. Share reflections in a supportive environment, fostering self-esteem and motivation for further learning and utilization of ehealth services.

#### Media and material requirements

Digital or physical writing tools for visualization.

#### Duration

10-15 min



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# Final Quiz

1. **What are some social, economic, and psychological factors that can impact lower-skilled users in accessing and utilizing digital health services?**
  - a) Technology compatibility and device availability
  - b) Financial constraints and limited health literacy
  - c) Fear of privacy breaches and lack of social support
  - d) All of the above
2. **True or False: Digital health services are only suitable for individuals with advanced technical skills.**
  - a) True
  - b) False
3. **What is one strategy to address prejudices and misconceptions about digital health information and services?**
  - a) Providing evidence-based information and resources
  - b) Ignoring biases and focusing solely on user needs
  - c) Promoting unverified claims and testimonials
  - d) Encouraging reliance on word-of-mouth recommendations



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# Final Quiz

4. **How can targeted learning strategies contribute to empowering lower-skilled users in utilizing digital health services?**
  - a) By developing self-esteem and motivation
  - b) By excluding users with limited digital skills from ehealth services
  - c) By encouraging dependency on IT support for all digital tasks
  - d) By promoting reliance on traditional healthcare systems
5. **What is one important aspect of being an informed and trustworthy advisor for lower-skilled users?**
  - a) Cultivating empathy and understanding
  - b) Focusing solely on technical expertise
  - c) Avoiding user concerns and worries
  - d) Dismissing the importance of social and economic factors



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# Answers

1. d)
2. b)
3. a)
4. a)
5. a)



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# Congratulations!

You have successfully completed the module 1 of DHeLiDA



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DHELIDA

# Toolkit for Trainers

**Empowering to access health information & eHealth services**

*Domain B*



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**DHELIDA**

# Module 2

**Empowering to access health information & eHealth services**



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# Learning Outcomes

1. Required skills and barriers to reach health information
2. Needed resources to support ehealth services
3. Learn how to access health information
4. Learn how to access eHealth services



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## Introduction

Empowering to access health information & eHealth services

### Health information

- Health information refers to any information related to health, including information about medical conditions, diseases, treatments, medications, lifestyle factors, and wellness practices. Health information can come from a variety of sources, such as healthcare providers, medical literature, government agencies, online resources, and other sources.
- Health information is essential for making informed decisions about one's health and wellbeing. It can help individuals understand the nature of their medical conditions, learn about treatment options, and make lifestyle changes that can improve their overall health. Health information is also important for healthcare providers, who use it to diagnose and treat medical conditions and provide recommendations to their patients.

## Introduction

Empowering to access health information & eHealth services

### Health information



Tip

*It's crucial to use trusted sources and verify the information before making any decisions or taking any actions related to health. Consulting with a healthcare provider is always recommended before making any significant changes to your health routine.*



## Introduction

Empowering to access health information & eHealth services

### eHealth Services

eHealth services refer to the use of electronic communication and information technologies to deliver health-related services and information. These services can be accessed through various digital platforms, such as websites, mobile apps, telemedicine, and other forms of digital communication.



Tip:

***It's important to ensure that eHealth services comply with privacy and security regulations and that they're used in conjunction with in-person care when necessary.***

## Introduction

Empowering to access health information & eHealth services

### Example of eHealth Services

- Telemedicine - the use of video conferencing and other technologies to provide medical consultations, diagnoses, and treatment remotely.
- Electronic health records (EHRs) - digital records that store patients' health information, such as medical history, diagnoses, and treatments.
- Health information websites and apps - digital platforms that provide health-related information, such as symptoms, treatments, and preventative care.
- Wearable health technology - devices such as fitness trackers and smartwatches that monitor and track health data, such as heart rate, sleep patterns, and physical activity.
- Online patient portals - digital platforms that allow patients to access their health records, communicate with healthcare providers, schedule appointments, and refill prescriptions.

## Required skills and barriers to reach health information

### Empowering to access health information & eHealth services

#### Identified barriers to reach health information

- Limited access to technology - not everyone has access to the internet or digital devices, which can limit their ability to access health information online.
- Limited health literacy - some individuals may struggle to understand health-related terminology and concepts, which can make it difficult for them to access and understand health information.
- Language barriers - individuals who don't speak the language in which health information is provided may have difficulty accessing and understanding health information.

## Required skills and barriers to reach health information

### Empowering to access health information & eHealth services

#### Identified barriers to reach health information

- Cost - some health information resources, such as medical journals and databases, may require payment or subscription fees, which can be a barrier for individuals with limited financial resources.
- Lack of trust - some individuals may be hesitant to access health information online due to concerns about the accuracy and reliability of the information.
- Health disparities - individuals from marginalized communities may face systemic barriers, such as discrimination and lack of access to healthcare, that can prevent them from accessing health information.
- Privacy concerns - some individuals may be hesitant to access health information online due to concerns about the privacy and security of their personal health information.

## Required skills and barriers to reach health information

### Empowering to access health information & eHealth services

#### How to overcome identified barriers

- Use reliable sources: Choose credible and reputable sources of health information, such as government websites, professional medical organizations, and peer-reviewed journals. Avoid sources that promote unproven or unsafe treatments.
- Consult with healthcare professionals: Talk to your healthcare provider or a trusted medical professional for reliable and personalized health information. They can provide tailored recommendations based on your individual needs and circumstances.
- Use health information hotlines: Many organizations offer hotlines where individuals can speak to trained professionals and receive accurate and up-to-date health information.
- Use plain language resources: Look for health information that is written in plain language, with simple and clear explanations, to help overcome language and literacy barriers.

## Required skills and barriers to reach health information

### Empowering to access health information & eHealth services

#### How to overcome identified barriers

- Access community resources: Many communities have resources such as local clinics, health fairs, and community centers that provide access to health information and services.
- Use technology: Utilize technology to access health information such as mobile health apps, telemedicine, and online support groups. Public libraries often offer free computer and internet access.
- Advocate for yourself: Be proactive in seeking health information and advocate for yourself by asking questions and seeking clarification from healthcare providers.

## Required skills and barriers to reach health information

### Empowering to access health information & eHealth services

#### Required skills to reach health information

- Use reliable sources: Choose credible and reputable sources of health information, such as government websites, professional medical organizations, and peer-reviewed journals. Avoid sources that promote unproven or unsafe treatments.
- Consult with healthcare professionals: Talk to your healthcare provider or a trusted medical professional for reliable and personalized health information. They can provide tailored recommendations based on your individual needs and circumstances.
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## Required skills and barriers to reach health information

### Empowering to access health information & eHealth services

#### Required skills to reach health information

- Access community resources: Many communities have resources such as local clinics, health fairs, and community centers that provide access to health information and services.
- Use technology: Utilize technology to access health information such as mobile health apps, telemedicine, and online support groups. Public libraries often offer free computer and internet access.
- Advocate for yourself: Be proactive in seeking health information and advocate for yourself by asking questions and seeking clarification from healthcare providers.



## Required skills and barriers to reach health information

### Empowering to access health information & eHealth services

#### How to improve identified skills

- Improve health literacy: Health literacy refers to the ability to access, understand, and use health information effectively. Improving health literacy can help individuals navigate health information more easily. Some ways to improve health literacy include taking health classes, seeking information from reliable sources, and asking healthcare providers questions.
- Improve digital literacy: In today's digital age, digital literacy is essential to access health information. This includes being comfortable using computers, mobile devices, and the internet. Taking courses or tutorials on digital literacy can help improve these skills.
- Develop critical thinking skills: Developing critical thinking skills can help individuals evaluate health information and determine its reliability. This includes being able to assess the credibility of the source, understand potential biases, and evaluate the evidence.

## Required skills and barriers to reach health information

### Empowering to access health information & eHealth services

#### How to improve identified skills

- Learn medical terminology: Learning medical terminology can help individuals understand health information more effectively. Some medical terminology courses are available online, in community colleges, or through adult education programs.
- Join a support group: Joining a support group can help individuals learn from others who have similar health experiences and can provide a forum for discussing health information.
- Seek out health education resources: Many organizations provide free or low-cost health education resources, such as pamphlets, videos, and classes.



## Learn how to access health information

### Empowering to access health information & eHealth services

#### Common Practices

- Mobile apps: Many mobile apps are available that provide health information, such as symptom checkers, medication reminders, and fitness trackers.
- Online patient portals: Online patient portals provide individuals with access to their health records, test results, and other health-related information.
- Social media: Social media platforms like Facebook and Twitter provide access to health-related content, as well as forums for individuals to discuss health topics with others.
- Health hotlines: Many organizations provide health hotlines that individuals can call to speak with trained professionals and receive health information.

## Learn how to access health information

### Empowering to access health information & eHealth services

#### Common Practices

- Internet searches: Many individuals turn to the internet to search for health information. Search engines like Google, Bing, and Yahoo provide access to a wide range of health-related websites, forums, and blogs.
- Healthcare provider: Healthcare providers, such as doctors, nurses, and pharmacists, can provide reliable health information tailored to an individual's specific health needs.
- Government websites: Many government websites, such as the Centers for Disease Control and Prevention (CDC) and National Institutes of Health (NIH), offer reliable and up-to-date health information.
- Non-profit organizations: Non-profit organizations, such as the American Heart Association and the American Cancer Society, offer educational resources and information on specific health topics.

## Learn how to access health information

### Empowering to access health information & eHealth services

#### Steps to follow

- Identify your information needs: Determine what information you need to address your health concerns. Consider what type of information you need, such as symptoms, treatment options, or prevention strategies.
- Identify trusted sources: Look for sources that are reliable, credible, and evidence-based. Some examples of trusted sources include government health agencies, professional medical organizations, and peer-reviewed journals.
- Use online search engines: Use search engines such as Google or Bing to find health information. Use specific and relevant keywords to narrow your search and identify reliable sources.
- Verify the source: Verify the credibility of the source of the information. Check the author's credentials, the date of publication, and whether the source is peer-reviewed.

## Learn how to access health information

### Empowering to access health information & eHealth services

#### Steps to follow

- Assess the quality of the information: Evaluate the accuracy, reliability, and relevance of the information. Check for potential biases and conflicts of interest.
- Read and understand the information: Read the information carefully and take time to understand it. If you have any questions or concerns, consult with a healthcare professional.
- Apply the information: Apply the information to your own health situation and make informed decisions about your health.

## Learn how to access health information

### Empowering to access health information & eHealth services

#### **Dos:**

- Use reputable sources: Choose reputable sources of health information, such as government agencies, professional medical organizations, and peer-reviewed journals.
- Check for accuracy: Check the information you find against other sources to ensure its accuracy and reliability.
- Seek out professional opinions: If you have concerns about a health issue, seek out professional opinions from healthcare providers or medical professionals.
- Understand the limitations of online health information: Online health information can be useful, but it's essential to understand that it may not be comprehensive and may not replace medical advice from a qualified professional.
- Check for privacy and security: Ensure that the health information you access online is protected by privacy and security measures to protect your personal information.

## Learn how to access health information

### Empowering to access health information & eHealth services

#### Don'ts:

- Rely on anecdotal evidence: Avoid relying on anecdotal evidence or personal stories when making healthcare decisions.
- Believe everything you read: Be wary of health information that seems too good to be true or that makes extraordinary claims.
- Use unverified sources: Avoid using unverified sources of health information, such as blogs or social media.
- Self-diagnose: Avoid self-diagnosing, as it can lead to incorrect assumptions and delayed medical treatment.
- Delay seeking medical treatment: Do not delay seeking medical treatment based on online health information, especially if you are experiencing severe symptoms.



## Learn how to use eHealth services

### Empowering to access health information & eHealth services

#### Practices

- Develop and promote eHealth literacy: EHealth literacy refers to the ability to use technology to access and understand health information. Developing and promoting eHealth literacy can help individuals take advantage of eHealth services effectively.
- Invest in digital infrastructure: Developing and investing in digital infrastructure, such as high-speed internet, can ensure that eHealth services are accessible to everyone.
- Provide training and support: Providing training and support to healthcare providers and patients can help ensure that eHealth services are used effectively.
- Ensure data privacy and security: Ensuring data privacy and security is essential when using eHealth services. This includes protecting personal information and using secure technologies to transmit and store data.

## Learn how to use eHealth services

### Empowering to access health information & eHealth services

#### Practices

- Collaborate with stakeholders: Collaborating with stakeholders, such as healthcare providers, patients, and technology companies, can help ensure that eHealth services are tailored to the needs of the users.
- Monitor and evaluate eHealth services: Regularly monitoring and evaluating eHealth services can help identify areas for improvement and ensure that the services are meeting the needs of users.
- Promote accessibility: Ensuring that eHealth services are accessible to everyone, including those with disabilities or limited access to technology, is essential to promote equitable access to healthcare.
- Foster trust and transparency: Fostering trust and transparency in eHealth services is essential to promote their use. This includes ensuring that information is accurate, transparently communicating potential risks and benefits, and providing opportunities for user feedback.

## Learn how to use eHealth services

### Empowering to access health information & eHealth services

#### Steps to follow:

1. Research eHealth services: Research and compare different eHealth services to find one that best meets your needs. Consider factors such as cost, reliability, and the types of services offered.
2. Check the security and privacy policies: Before using an eHealth service, check the security and privacy policies to ensure that your personal information is protected.
3. Create an account: Create an account with the eHealth service provider and provide any necessary information, such as medical history or insurance information.



## Learn how to use eHealth services

Empowering to access health information & eHealth services

### Steps to follow:

1. **Navigate the platform:** Once you have created an account, navigate the platform to access the services you need. This may include scheduling appointments, accessing medical records, or consulting with healthcare professionals.
2. **Communicate effectively:** When communicating with healthcare professionals through eHealth services, ensure that you provide accurate and complete information about your symptoms, medical history, and any medications you are taking.
3. **Follow medical advice:** If you receive medical advice through eHealth services, follow it as you would if you received it in person. This includes taking medication as prescribed and following up with healthcare providers as recommended.

## Learn how to use eHealth services

### Empowering to access health information & eHealth services

#### **Dos:**

- Use reputable eHealth services: Choose reputable eHealth services, such as those offered by healthcare providers or reputable third-party platforms.
- Check for privacy and security measures: Ensure that the eHealth service you are using has appropriate privacy and security measures in place to protect your personal information.
- Understand the limitations of eHealth services: Be aware that eHealth services may not be able to provide a complete diagnosis or treatment plan and that they may not replace medical advice from a qualified professional.
- Follow the instructions carefully: Follow the instructions provided by the eHealth service carefully, and do not hesitate to ask questions if you are unsure.
- Keep your healthcare provider informed: Keep your healthcare provider informed about any eHealth services you are using to ensure that your care is coordinated and effective.

## Learn how to use eHealth services

### Empowering to access health information & eHealth services

#### Don'ts:

- Use unverified eHealth services: Avoid using unverified or untested eHealth services, as they may not be reliable or effective.
- Share personal information on unsecured sites: Do not share personal information, such as your social security number or medical information, on unsecured eHealth sites or platforms.
- Use eHealth services for emergency situations: Do not use eHealth services for emergency situations, such as chest pain or severe bleeding. Call emergency services or go to the nearest emergency room instead.
- Disregard medical advice from a qualified professional: Do not disregard medical advice from a qualified professional in favor of eHealth services.
- Delay seeking medical treatment: Do not delay seeking medical treatment based on eHealth services, especially if you are experiencing severe symptoms.

## Benefits from accessing health information

### Empowering to access health information & eHealth services

#### Benefits

1. **Empowerment:** Access to health information can empower individuals to make informed decisions about their health and well-being. It can help individuals take an active role in managing their health, leading to better health outcomes.
2. **Improved Health:** Access to accurate and reliable health information can help individuals better understand their health conditions, treatments, and medications. This can lead to improved health outcomes, such as better disease management and prevention.
3. **Increased Awareness:** Access to health information can increase awareness of health issues, prevention strategies, and healthy behaviors. This can lead to increased health literacy, which is associated with better health outcomes.
4. **Cost-Effective:** Accessing health information can be cost-effective, as individuals can access information and support without having to visit healthcare providers in person.
5. **Accessibility:** Health information can be accessed anytime, anywhere, making it more accessible to individuals who may not have easy access to healthcare providers or information.
6. **Improved Communication:** Access to health information can improve communication between healthcare providers and patients. It can help individuals ask more informed questions, provide better information about their health, and work more effectively with healthcare providers to develop treatment plans.

## Benefits from accessing eHealth Services

### Empowering to access health information & eHealth services

#### Benefits

1. Convenience: eHealth services can be accessed from anywhere with an internet connection, making them convenient for individuals with busy schedules or limited mobility.
2. Time-Saving: eHealth services can save time for individuals who do not want to travel to healthcare facilities for routine appointments or consultations.
3. Improved Access: eHealth services can improve access to healthcare services for individuals who live in rural or remote areas, have limited transportation options, or have difficulty accessing healthcare services in person.
4. Cost-Effective: eHealth services can be more cost-effective than traditional healthcare services, as they can save on transportation costs and other expenses associated with in-person healthcare visits.
5. Increased Privacy: eHealth services can offer increased privacy, as individuals can access healthcare services from the comfort and privacy of their own homes.
6. Enhanced Communication: eHealth services can improve communication between healthcare providers and patients, as individuals can access healthcare services, information, and support online, and healthcare providers can respond to patient inquiries and concerns in a timely manner.





# Final Activity

1. Search for available treatment options for a specific chronic disease
2. Try to have a teleconsultation over the web
3. Search for an appropriate doctor online for a specific health issue



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## Search for available treatment options for a specific chronic disease

### Activity 1

#### Short description

In small groups, the participants will need to search online information in order to reach to find a treatment plan for a specific disease. Available information should provide basic info of the problem and possible solutions.

#### Duration

20-30 min.

# Try to have a teleconsultation over the web

## Activity 2

### Short description

Participants will undergo a scenario where they need to support a teleconsultation session. The search criteria of the right tool should be thoroughly discussed among participants.

### Media and material requirements

Select and work on a ehealth / telemedicine platform / app.

### Duration

20-30 min.

## Module 2

## Search for an appropriate doctor online for a specific health issue

### Activity 3

#### Short description

Participants will undergo a scenario where they need to search for a doctor online so as to book an appointment. The search criteria of the doctor should be thoroughly discussed among participants.

#### Media and material requirements

Online directories and platforms.

#### Duration

20-30 min.



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# Final Quiz

1. Health information is essential for making informed decisions about one's stock market investments T/F
2. Improved health is one of the benefits of Benefits from accessing health information T/F
3. Check the security and privacy policies is a necessary step to follow when using ehealth services T/F
4. Self-diagnosing is a common activity when accessing health information T/F
5. Learning medical terminology helps to learn how to reach health information T/F



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**DHeLiDA**

# **Congratulations!**

**You have successfully completed the module 2 of  
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# Toolkit for Trainers

**Special acknowledgements & needs of low skilled citizens**

*Domain B*



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# Module 3

Identification of digital & health related needs



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2. Understanding and utilizing digital technologies
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# Learning Outcomes

1. Understand the tools and technologies available to address their specific health needs.
2. Gain knowledge about digital health service offers and how they can be utilized.
3. Identify their personal health needs and interests effectively.
4. Perceive and analyze their own needs to find appropriate digital health solutions.
5. Develop practices and routines to research and address their health-related interests and needs.
6. Demonstrate motivation to take preventive and aftercare measures for personal health.
7. Show interest in personal health and well-being.
8. Commit to exploring different e-health services to find the appropriate ones.
9. Utilize digital solutions where they are effective and efficient.



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# What is Digital Health?

Understanding and utilizing digital technologies

## What is Digital Health?

- Digital health refers to the use of digital technologies, such as mobile apps, wearable devices, and online platforms, to improve health and well-being.
- It encompasses a wide range of applications, including health monitoring, telemedicine, health education, and personalized interventions.

## Potential Benefits for Low-Skilled Citizens

- Increased accessibility to healthcare services, especially for those in remote areas or with limited mobility.
- Empowerment through access to health information and self-management tools.
- Cost-effective alternatives to traditional healthcare services.
- Improved convenience and flexibility in managing health conditions.

# Specific Tools and Applications

## Understanding and utilizing digital technologies

### Specific Tools and Applications

**Mobile health apps:** Apps that provide health information, track symptoms, and support self-care.

**Wearable devices:** Devices like fitness trackers or smartwatches that monitor vital signs, physical activity, and sleep patterns.

**Telemedicine platforms:** Online platforms that enable remote consultations with healthcare professionals.

**Online health communities:** Virtual communities where individuals can seek support and share experiences related to specific health conditions.

## Some platforms for Health Needs

### Understanding and utilizing digital technologies

#### Some platforms for Health Needs

**MyFitnessPal:** A mobile app for tracking nutrition and exercise, supporting weight management and healthy lifestyle choices.

**Livongo:** A platform for managing chronic conditions like diabetes, providing personalized coaching and remote monitoring.

**Amwell:** A telemedicine platform that offers virtual consultations with licensed healthcare providers across various specialties.

**Headspace:** A meditation and mindfulness app for promoting mental well-being and reducing stress.

Participants are encouraged to share examples with others. These can be websites, apps or other platforms focused on offering health services.

# Benefits of E-health Services

## Exploring e-health services

### Benefits of E-health Services

**Increased accessibility to healthcare resources and information:** E-health services provide convenient access to a wealth of medical information, allowing individuals to research symptoms, treatment options, and preventive measures. Websites like WebMD ([www.webmd.com](http://www.webmd.com)) and Mayo Clinic ([www.mayoclinic.org](http://www.mayoclinic.org)) offer reliable medical information.

**Convenient access to medical consultations and remote monitoring:** Telemedicine platforms like Amwell ([www.amwell.com](http://www.amwell.com)) enable individuals to schedule virtual consultations with licensed healthcare professionals from the comfort of their homes, eliminating the need for travel and reducing waiting times. Remote monitoring devices and apps allow individuals to track their health metrics and share the data with healthcare providers for ongoing monitoring and management.

**Personalized health management and self-care support:** E-health services often offer personalized features tailored to individual health needs. Mobile health apps like MyFitnessPal ([www.myfitnesspal.com](http://www.myfitnesspal.com)) provide personalized nutrition plans, exercise routines, and tracking tools to support individuals in achieving their health goals. Digital platforms also offer self-care resources, such as guided meditation apps or mental health support communities.

# Researching E-health Services

## Exploring e-health services

### Researching E-health Services

**Assessing the credibility and reliability of platforms and applications:** Look for reputable sources, check if the service is endorsed by reputable healthcare organizations, and read reviews and testimonials from other users.

**Reading user reviews and ratings:** User reviews can provide insights into the user experience, ease of use, and effectiveness of the e-health service. Platforms like the Apple App Store and Google Play Store provide user ratings and reviews for mobile health apps.

**Exploring features, functionalities, and user interfaces:** Visit the website or app store page of the e-health service to understand its features, functionalities, and user interface. Look for features that align with your personal health needs and preferences.

**Considering compatibility with personal devices and preferences:** Ensure that the e-health service is compatible with your devices (e.g., smartphones, wearables) and operating system. Consider your preferences for privacy settings, data sharing, and customization options.

# Finding the Right E-health Service

## Exploring e-health services

### Finding the Right E-health Service

**Identifying personal health needs and goals:** Reflect on your specific health concerns, whether it's managing a chronic condition, improving fitness, mental well-being, or general health maintenance. Identify the key features and functionalities you require from an e-health service.

**Matching those needs with the features and offerings of different e-health services:** Explore multiple e-health platforms and apps to find ones that align with your identified needs. Consider factors such as available services, user interface, ease of use, cost (if applicable), and user reviews.

**Considering factors such as cost, privacy, and data security:** Evaluate any associated costs or subscription fees of the e-health service. Check their privacy policy and data security measures to ensure your personal health information is protected.

**Seeking recommendations from healthcare professionals or trusted sources:** Consult your healthcare provider or trusted sources like reputable healthcare organizations, online health communities, or friends and family who have used e-health services for recommendations and insights.



# Identifying personal health needs

## Identifying personal health needs

- Recognizing the significance of identifying personal health needs for individuals.
- Personal health needs encompass physical, mental, and emotional aspects that contribute to overall well-being.
- Identifying health concerns, chronic conditions, lifestyle factors, and preventive measures as a starting point for identifying personal health needs.

# Self-Reflection and Assessment

## Identifying personal health needs

### Self-Reflection and Assessment

- Encouraging individuals to engage in self-reflection and assessment of their health status and priorities.
- Considering physical symptoms, mental well-being, lifestyle habits, and potential risk factors.
- Reflecting on personal goals and aspirations related to health and well-being.

### Identifying Areas of Improvement

- Exploring areas where individuals can make improvements to enhance their health and well-being.
- Identifying potential gaps in knowledge, skills, or behaviors that can be addressed through digital health services.
- Recognizing the importance of preventive measures and aftercare in maintaining good health.

# Digital Technology

## Identifying personal health needs

### Inclusion of Digital Technology

- Highlighting the role of digital technology in addressing personal health needs effectively.
- Exploring the diverse range of digital health tools, applications, and platforms available.
- Understanding how digital health services can provide support, information, monitoring, and engagement opportunities.

### User-Driven Approach

- Emphasizing the user-driven approach to identifying personal health needs.
- Encouraging individuals to actively participate in the process, research available digital health services, and make informed decisions.
- Seeking feedback, recommendations, and experiences from peers, healthcare professionals, and trusted sources.

# Observations and Communication

## Identifying personal health needs

### Observations and Communication

- Encouraging open communication between individuals and guides/mentors.
- Sharing observations and insights about the daily life and experiences of individuals to better understand their needs.
- Actively listening to individuals, valuing their input, and incorporating their perspectives in formulating health needs.

### Leveraging Digital solutions

- Demonstrating how digital solutions can address personal health needs effectively and efficiently.
- Showcasing examples of digital health services that cater to a wide range of health concerns and interests.
- Illustrating how digital technology can empower individuals to take charge of their health and well-being.

# Developing a practice and routines

## Developing a practice and routines

### Establishing Health-Related Practices and Routines

- Understanding the importance of regularity and consistency in utilizing digital health services.
- Developing a practice and routine to research and explore health-related interests and needs.
- Incorporating digital health tools and technologies into daily habits and activities.

### Setting Personal Health Goals

- Encouraging users and mentors to set specific, measurable, achievable, relevant, and time-bound (SMART) health goals.
- Aligning digital health services with personal health goals to create targeted practices and routines.

# Developing a practice and routines

## Developing a practice and routines

### Tracking and Monitoring Progress

- Highlighting the benefits of tracking and monitoring health-related data using digital tools and technologies.
- Exploring features such as activity tracking, food logging, and symptom monitoring to gain insights and assess progress.

### Adapting and Adjusting Practices

- Emphasizing the importance of flexibility and adaptability in health-related practices and routines.
- Encouraging users and mentors to assess the effectiveness of current approaches and adjust as needed.

### Support and Accountability

- Recognizing the role of mentors in providing support and accountability for users.
- Establishing a system for regular check-ins, progress reviews, and encouragement to maintain motivation and adherence to health practices.

# Interest in personal health and well-being

## Interest in personal health and well-being

We will explore the importance of prioritizing our health and how it relates to utilizing digital health services effectively.

### Understanding the Benefits of Personal Health and Well-being

- Investing in personal health and well-being leads to improved physical and mental health, increased energy levels, enhanced productivity, and a better quality of life.
- By focusing on our well-being, we can experience reduced stress, improved self-confidence, better relationships, and an overall sense of fulfillment.

### Finding Your Motivation

- Personal health motivations can come from intrinsic factors like personal goals, desire for improved overall health, or extrinsic factors like family support, social media influence, or inspiring role models.
- What motivates you? Reflect on your own motivations and consider how they can drive your interest in personal health and well-being.

# Interest in personal health and well-being

## Interest in personal health and well-being

### **Cultivating Self-Awareness**

- Developing self-awareness is crucial for understanding our personal health needs and goals.
- Take time to reflect on your current health status, lifestyle habits, strengths, and areas for improvement.
- By becoming aware of ourselves, we can make informed choices and create effective health practices.

### **Exploring Health Interests**

- Explore different aspects of health that align with your interests, such as nutrition, fitness, mental well-being, chronic disease management, or preventive care.
- Your health journey can be more enjoyable when it aligns with your passions and interests.
- Take a moment to think about the health areas that excite you and resonate with your personal values.





# Final Activities

1. Digital Health Service Exploration
2. Personal Health Needs Assessment
3. Health Routine Development



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# Activity: Digital Health Service Exploration

## Identification of digital & health related needs

### Short description

Work individually or form small groups. research and explore different digital health services and platforms relevant to their health needs and interests. Create a list of at least **three** digital health services, describing their features, benefits, and how they can address their specific health concerns. Participants share their findings with the group, discussing the potential advantages and limitations of each service.

### Media and material requirements

Device with internet for research, digital or physical writing tools for visualization and presentation.

### Duration

20-30 min

# Activity: Personal Health Needs Assessment

## Identification of digital & health related needs

### Short description

In pairs, participants produce a questionnaire or template to identify their current health status, areas for improvement, and specific health goals. The pair exchanges questionnaires and conduct a self-assessment of their personal health needs and interests. Participants reflect on their assessment results and discuss them in pairs or small groups, sharing insights and strategies for addressing their identified needs.

### Media and material requirements

Device with internet for research, digital or physical writing tools for visualization.

### Duration

20-30 min

# Activity: Health Routine Development

## Identification of digital & health related needs

### Short description

Participants develop a personalized health routine using digital tools and technologies, the routine could be for them or a fictional profile. They utilize digital apps, trackers, or platforms to set goals, track progress, and schedule health-related activities. Participants present their health routines to the group, explaining how they incorporated digital solutions and how it supports their motivation and commitment to personal health and well-being.

### Media and material requirements

Device with internet for research, digital or physical writing tools for visualization.

### Duration

20-30 min



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# Final Quiz

**1. True or False: Personal health needs and interests can be effectively addressed using digital solutions.**

- a) True
- b) False

**2. What is the purpose of exploring different e-health services?**

- a) To find the most expensive service available
- b) To identify the appropriate service that meets personal needs
- c) To increase dependence on traditional healthcare services
- d) To discourage the use of digital solutions

**3. What does it mean to be committed to personal health and well-being?**

- a) Ignoring preventive and aftercare measures
- b) Having no interest in personal health
- c) Actively seeking and utilizing e-health services
- d) Being indifferent to digital technologies



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# Final Quiz

## 4. What is the first step in identifying personal health needs?

- a) Understanding digital technologies
- b) Researching digital health service offers
- c) Analyzing individual needs and interests
- d) Motivation to take preventive measures

## 5. How can users effectively utilize digital health tools and technologies?

- a) By gaining knowledge about available digital health services
- b) By identifying personal health needs
- c) By developing practices and routines to address health interests
- d) All of the above



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# Final Quiz Answers

1. a)
2. b)
3. c)
4. c)
5. d)



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**Special acknowledgements & needs of low skilled citizens**

*Domain B*



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# Module 4

**Awareness of personal disadvantages in the field  
of digital health literacy**



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# Table of Contents

1. **Disadvantages of low-skilled citizens**
  1. Identify characteristics and causes of disadvantaged
  2. Raise awareness of personal disadvantages in digital health literacy
2. **Strategies to overcome disadvantages**
  1. Overcoming barriers
  2. Support for low-skilled users
  3. Flexibility in finding alternatives to using eHealth services
3. **How to promote health literacy**
  1. Orientation and navigation in the health system
  2. Empowering citizens and patients
  3. Multiplier training
4. **Activities**
  1. Role play: One step forward
  2. ...
5. **Final Quiz**
6. **Sources**



# Learning Outcomes

1. Raise awareness of personal disadvantages
2. Recognizing characteristics and causes of disadvantage
3. Strategies for overcoming disadvantages
4. Promote adaptability by providing alternatives for using eHealth services.



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## Introduction

### Awareness of personal disadvantages in the field of digital health literacy

Raising awareness of personal disadvantages and the potential of health literacy is the aim of this module. With the knowledge and empowerment gained, each individual can improve their treatment in the health system.

The barrier to find, understand, evaluate and apply health information for health-related decisions should be overcome.



## Identify characteristics and causes of disadvantaged

### Disadvantages of low-skilled citizens

#### What are the disadvantages of low-skilled citizens?

Finding health-related information means the active action of searching for it. On the one hand, it must be made available through print media, the internet or service providers such as pharmacies, doctors, physiotherapists, etc., and on the other hand, the seeker must have developed the competence to actively ask for help at the right places. Furthermore, the information received must be intellectually understood.

The presence of health literacy is necessary for each individual to make self-determined health-promoting decisions. Independently, whether in the use of prevention offers or during treatment. The knowledge and use of health literacy influence social and economic developments.



## Identify characteristics and causes of disadvantaged

### Disadvantages of low-skilled citizens

General health literacy is shaped both by the abilities and skills of the individual (personal health literacy) and by the demands and complexity of the system or living environment (systemic and organizational health literacy).

Every person has more or less competence-effective personal and environmental conditions as prerequisites for the development of health literacy. Competence is acquired through health offers at school, health education in the family and health promotion at the workplace. Background information on health and illness, which serves the acquisition of health literacy, should be started in childhood and in the school system. Furthermore, everyone has different ideas of health and deals with it differently.

According to Schaeffer et al (2020), certain socio-demographic characteristics (...) are more often associated with below-average health literacy. These include a low level of education and a low social status, the presence of a migration background, a higher age and the presence of chronic diseases. People find it difficult to find, understand, assess and/or apply health-related information to their own life situation. This makes it difficult for them to make decisions in everyday life that are beneficial to their health.





## **Raise awareness of personal disadvantages in digital health literacy**

### **Disadvantages of low-skilled citizens**

Low health literacy has a direct impact on their assessment of their own health status, their information and health behaviour and their use of the health system. People with low health literacy usually assess their health status worse and behave less health-promoting with regard to nutrition, exercise, energy balancing actions and risky behaviors.

People with low health literacy may have problems understanding the information they receive and classifying it as helpful for them, so that treatment recommendations are not followed or therapies are more likely to be discontinued (also called non-compliance or non-adherence).

If health literacy is limited, new social challenges arise in addition to individual problems, as both interact with each other. People with limited health literacy make more frequent use of the curative health care system, but make less use of preventive services. Lower uptake of prevention and early detection may lead to later diagnosis, which in turn leads to higher treatment and healthcare costs and increases the risk of premature death.



## Overcoming barriers

### Strategies to overcome disadvantages

#### Knowledge transfer at school:

From the age of about 12, children and adolescents are able to perceive possible physical and psychological triggers of diseases. They develop an understanding of health and illness similar to that of adults. Interventions to promote the competent use of health information make sense in this age group, because risky behaviors (e.g. risky sexual behavior or regular tobacco and alcohol consumption) emerge especially in adolescence, the consequences of which can become apparent later in life.

However, an aggravating factor here is that children and adolescents have little interest in health issues, as their high energy level and good compensation mechanisms make them less susceptible and sick for a shorter duration than older people.

#### Interventions at the individual level:

At the individual level, health literacy can be promoted through increased health awareness. Through mindfulness and breathing exercises, active breaks in everyday life, targeted movement as well as improvement of flexibility, a straight and stable posture and meditation, body awareness is sharpened. Signals from the body can thus be perceived more and more and taken seriously. With sufficient sleep, relaxation, but also healthy nutrition and two liters of fluid intake daily, the energy reserves are also replenished.

Mental techniques, self- and priority management as well as resilience strategies and thus improved stress stability are also important. People who are mindful of themselves are more likely to notice any physical and mental imbalances and can accordingly obtain and implement specific information relevant to recovery in a more targeted manner. At the same time, awareness ensures that less health-risky behavior takes place, which in turn protects preventively.



## Support for low-skilled users

### Strategies to overcome disadvantages

#### Create accessibility:

Appropriate strategies and measures to improve personal health literacy or reduce the demands placed on users through appropriate system or organizational development, targeted training and development of health professionals and improvement of information and communication in health and other social settings.

Employers and organizations can promote the health literacy of employees through greater involvement of occupational health management. For example, more health days, training, internal and external offers of free health counselling and health coaching could be offered.



## Flexibility in finding alternatives to using eHealth services

### Strategies to overcome disadvantages

#### Create accessibility

Appropriate strategies and measures to improve personal health literacy or reduce the demands placed on users through appropriate system or organizational development, targeted training and development of health professionals and improvement of information and communication in health and other social settings.

Employers and organizations can promote the health literacy of employees through greater involvement of occupational health management. For example, more health days, training, internal and external offers of free health counselling and health coaching could be offered.

For the promotion of health literacy, a good relationship of trust between the population and, for example, the actors of the health system is indispensable. Patient centred communication or doctor-patient participation is conducive. The extent of health literacy is also significantly dependent on the professional quality, appropriateness, comprehensibility, visibility, availability and mode of delivery of the information provided.



## Orientation and navigation in the health system

### How to promote health literacy

#### Important knowledge that must be present or acquired:

- The legal basis as a patient
- Assessments of the extent to which health insurance companies/health insurers cover the costs of certain services
- What support options are available to help you navigate the health care system
- Knowing how to find the right contact person at a health care facility
- Finding information about the quality of specific health care facilities or health care providers
- Assessing whether a particular health care facility or health care provider meets expectations and desires



## Empowering citizens and patients

### How to promote health literacy

Those who possess health literacy are capable of health autonomy and independent health protection. To understand self-determined ability to act as an essential component of empowerment. These abilities in turn have an influence on all areas of a person's life.

#### Possible approaches (1)

- Implement health literacy promotion as early as possible in the education and training system.
- Integrating health literacy into the care of people with chronic illnesses
- Access and facilitation of health information in the media in order to be able to critically deal with information conveyed by the media over the entire life course.
- Involvement of the target group in the creation of health information material
- Anchoring of health literacy at all levels in the health system

## Empowering citizens and patients

### How to promote health literacy

#### Possible approaches (2):

- The systematic research of health literacy
- Strengthening health literacy in a diverse society with a focus on
  - to reduce social inequalities and to develop target group-oriented strategies.
- Promoting mental health skills, including strengthening children and young people in families with a mentally ill or addicted parent



## Multiplier training

### How to promote health literacy

Multiplier training courses are one-day or multi-day qualification measures for volunteers. The requested measures have the character of a training course. Within a training course, different methods for individual and group work can be used to deepen the subject. So that not only knowledge about health competence is imparted, but also the exchange about it is practiced.

Interested participants act as multipliers for their immediate environment. Thus, learned knowledge can be passed on to hard-to-reach communities and facilities.





## Role play: One step forward

### Activity 1

#### Short description:

For this exercise, it is best if the participants first sit down at a table. Each participant draws a role card with the explanation that they are to imagine their role. It does not matter that they have little information and that their own imagination is important.

Have participants line up next to each other. Have each participant realize that they are playing their role and answer the following statements based on their role. Now read the statements aloud. If a participant can answer a statement in the affirmative, he or she may take one step forward. Pause after each statement so that the participants have time to react and turn around to compare their positions.

#### Media and material requirements:

Chairs & role cards for each participant

#### Duration:

45minutes



## BODY SWAP

### Activity 2

#### Short description:

Participants receive a person card Each individual person card contains different information on the following categories, which can be seen on the person card below. Additional categories can be added to the

Card The participants are given a new identity with the person card. They should ask themselves these questions:

What does my daily routine look like?

What privileges do I have in society with this new identity?

What difficulties/challenges am I now facing?

#### Media and material requirements:

Cards: Name, Age, Gender, Origin, Religion, Skin color, profession

#### Duration:

45minutes

## Module 4



# Final Quiz

1. Why is it important to consider the digital health literacy of disadvantaged individuals?
  - a. **To ensure that all people have access to health information and services**
  - b. To exclude disadvantaged individuals from using digital technologies
  - c. To force disadvantaged individuals to use digital devices
  
2. What challenges can arise in the digital health literacy of disadvantaged individuals?
  - a. **Lack of access to digital devices and internet connections**
  - b. Lack of understanding in using health apps and platforms
  - c. Fear of dealing with digital technologies
  
3. How can healthcare providers improve the digital health literacy of disadvantaged individuals?
  - a. **By providing training and support in using digital technologies**
  - b. By rejecting digital communication and reverting to traditional paper-based communication
  - c. By delivering complex medical information without explanations



# Final Quiz

1. What role do language and cultural diversity play in digital health literacy?
  - a. **An important role, as information should be provided in a language understandable to the target audience**
  - b. An unimportant role, as all people can understand the same information regardless of their culture
  - c. A minor role, as digital technologies can overcome language barriers
2. How can the accessibility of digital health information be improved?
  - a. **By providing accessible digital health information.**
  - b. By restricting access to digital health information
  - c. By using complex technical terms in digital health information.
3. What role do training and education play in improving the digital health literacy of disadvantaged individuals?
  - a. **An important role, as training can enhance knowledge and understanding of digital health.**
  - b. No role, as disadvantaged individuals are not interested in digital health.
  - c. A minor role, as digital health literacy can only be improved through personal experiences.



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# Final Quiz

1. How can disadvantaged individuals gain access to digital health services?
  - a. **By providing affordable or free digital health services.**
  - b. By denying access to digital health services.
  - c. By increasing the costs of digital health services to promote selective usage
2. What ethical considerations should be taken into account when using digital health technologies?
  - a. Acquiring digital skills as a prerequisite for accessing health services.
  - b. **Data privacy, confidentiality, and security of user information**
  - c. Promoting exclusive digital health services for disadvantaged individuals
3. What are some potential strategies to bridge the digital health literacy gap for disadvantaged individuals?
  - a. Providing multilingual support and translated resources for diverse populations.
  - b. Collaborating with community organizations to provide targeted digital health literacy programs
  - c. Implementing user-friendly interfaces and design in digital health platforms
  - d. **All of the above**



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# Final Quiz

1. How can policymakers contribute to improving digital health literacy among disadvantaged populations?
  - a. Allocating resources for digital health literacy initiatives and programs.
  - b. Implementing policies that promote affordable access to digital devices and internet connectivity.
  - c. Supporting research on effective interventions to enhance digital health literacy
  - d. **All of the above**



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# **Module 5**

**Cultural awareness related to health topics**



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# Learning Outcomes

1. Be aware of cultural differences in healthcare
2. Understand European healthcare system especially for non-European lower-skilled use
3. Understand how to deal with health issues based on cultural differences
4. Understand different health needs based on origin
5. Be aware of different culture of communication regarding health matters



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# Introduction

## Cultural awareness related to health topics

Every culture has a different attitude towards life.

Everywhere on earth there are various rituals, also when it comes to cases of illness.

People experience their illness or disability within their own culture.

# Definition

## Cultural awareness related to health topics

Cultural awareness is understanding the similarities and differences that exist between different cultures.

Cultural diversity is not just about the cultural differences between migrants and local people, but also between city and countryside, or religion-related differences. Society is made up of many different groups with different interests, skills, talents and needs which may have influence on the way people want to be treated when it comes to health issues.

Healthcare providers should be aware of different religious beliefs and sexual orientations of their patients and take this into consideration in the process of treatment.

## Cultural Competence in Health Care

### Cultural awareness related to health topics

Cultural differences may have impact on healthcare delivery.

For example, race, socioeconomics, health literacy, and other factors can influence:

- How patients perceive symptoms and health conditions
- When and how patients seek care
- Patients' expectations of care
- Patients' preferences regarding procedures or treatments
- Patients' willingness to follow doctor recommendations or treatment plans

That is why cultural competence in health care is important for delivering of effective, quality care to patients who have diverse beliefs, attitudes, values, and behaviors.

## Dealing with health issues in different cultural aspects

### Cultural awareness related to health topics

Religion and traditions often determine how different people feel about health and diseases.

Patients often turn to their beliefs when difficult healthcare decisions are made. That is why it is vital for healthcare professionals to recognize and accommodate patient religious and spiritual needs.

Health professionals should provide an opportunity for patients to discuss their religious and spiritual beliefs and tailor their evaluation and treatment to meet their specific needs. (Swihart & Martin, 2020)

Religion and spirituality can also impact decisions regarding diet, medicines based on animal products, and the preferred gender of their health providers.

Some religions have strict prayer times and diets that may interfere with medical treatment.



## European health care services

### Cultural awareness related to health topics

Healthcare in Europe is designed with the same goal in mind: to make sure every person has access to basic health services. Each European country has their own way of organizing their insurance companies, doctors and hospitals.

More information on the health care services in partner countries is to be found on the next slide.

[Each partner provides in his/her language version links to official sites in his/her country. At the end all info from partner countries will be put in the English version.]

## Health care services in partner countries

### Cultural awareness related to health topics

The Netherlands: [www.rijksoverheid.nl](http://www.rijksoverheid.nl)

Germany

Italy

Greece

Cyprus: <https://shso.org.cy/> and

[https://www.gesy.org.cy/sites/Sites?d=Desktop&locale=el\\_GR&lookuphost=/el-gr/&lookuppage=home](https://www.gesy.org.cy/sites/Sites?d=Desktop&locale=el_GR&lookuphost=/el-gr/&lookuppage=home)

## Common health needs of refugees and migrants

### Cultural awareness related to health topics

Refugees and migrants often come from communities affected by war, conflict, natural disasters, environmental degradation or economic crisis. They have a variety of health needs, which may differ from those of the host populations. They may arrive in the country of destination with poorly controlled diseases, as they haven't had care on the journey.

Maternity care is usually a first point of contact with health systems for female refugees and migrants. It may differ from the way migrants are used to in the home country.

Refugees and migrants may also be at risk of poor mental health because of traumatic or stressful experiences.

## Culturally specific diseases

### Cultural awareness related health topics

Migrants may suffer from the so-called 'culture-specific syndromes' that involve somatic symptoms (pain or disturbed function of a body part), or they can be purely behavioral.

In medicine a culture-specific syndrome, or folk illness is a combination of psychiatric (brain) and somatic (body) symptoms that are recognizable only within a specific society or culture. Some examples of culture-bound syndromes currently identified in the global community include *Dhat* syndrome, *Zar*, and *Susto*.

**TIP:** It is important for healthcare providers to search via internet for more information about culture-specific syndromes before starting the treatment. On the other hand patients should also be able to search via internet for trustful information on a specific syndrome and provide their healthcare provider with it.

## Tips for healthcare providers on how to deal with cultural diversity

### Cultural awareness related health topics

When a healthcare provider meets a patient with a different cultural background for the first time s/he should do the following:

1. Ask open and neutral questions like:

*Can you tell something about the customs within your religion/culture that are important to you?*

*Do you have support from your faith?*

*What is the daily rhythm you are used to: for example times of prayer, Ramadan etc.*

2. Learn more about his/her cultural background by asking colleagues or searching via internet.

3. Respect and support the cultural needs of the patient.

## Tips for patients on how to prepare for a doctor's visit

### Cultural awareness related health topics

When patients experience language problems and/or have difficulties explaining their situation to a healthcare provider they could write down some questions before their visit to better prepare themselves. If they have low language skills they could use translation apps and websites. Here are some examples of questions:

- What do I suffer from?
- What are possible causes of the illness?
- What (other) possibilities of examination / treatment do I have?
- What are the benefits and risks (interactions and side effects) of the different options?
- What can I do myself?
- What happens if I do nothing?
- Where can I get further help?

## Tips for patients on how to prepare for a doctor's visit

### Cultural awareness related health topics

#### **TIP:**

It is important to prepare yourself and speak openly with your healthcare provider about your cultural habits or religious beliefs regarding health, such as for example special diets, fasting during certain periods of the year, vaccinations, specific views about health and illness, etc.

Search on the internet and share with your healthcare provider information that you consider important for your treatment.



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# Activities

1. **Warming up**
2. **Dealing with diseases in different cultures and religions**
3. **How to deal with cultural differences**



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## Warming-up with the game 'Colombian Hand Hypnosis'

### Activity 1

#### Short description

- The aim of this activity is to break the ice and connect with a sense of fun and playfulness to free up the group and to get the group's bodies moving in the space.

#### How to play:

1. Participants walk randomly around the room always walking towards an empty space.
2. Facilitator says 'stop' and participants pair off with the person nearest them.

## Warming-up with the game 'Colombian Hand Hypnosis'

### Activity 1

3. Facilitator chooses one person to illustrate the exercise with; facilitator places the palm of his/her hand one foot in front of the participant's face. Facilitator explains that the participant is now 'hypnotised' to the facilitator's hand and the distance of one foot must always be maintained between facilitator's hand and participant's face. Facilitator then moves his/her hand back and forwards and participant should move too. Facilitator can walk forwards or backwards, move up or down, etc.
4. Pairs then decide who is A and B. A places his/her hand in front of B's face, with the tops of the fingers level with the hairline and one foot away from the face. A leads B round the room ensuring B's face is one foot from A's hand and avoid others.

## Warming-up with the game 'Colombian Hand Hypnosis'

### Activity 1

5. When A and B have had sufficient time to practice, the roles are reversed so B now leads and A follows.

At the end the facilitator asks some questions: Which part of the exercise did you find easier? Leading or following? Who has the most control or power in this exercise? The leader or follower?

Duration: 15 minutes

## Dealing with diseases in different cultural aspects

### Activity 2

#### Short description

In small groups, the participants discuss different cultural aspects, for example regarding euthanasia.

The participants search on internet information whether it is accepted in the different religions. Each participant writes down on a sheet of paper his/her opinion on euthanasia and later shares it with the group.

#### Media and material requirements

Laptop/smartphone, paper and pen

#### Duration:

30 min.

## How to deal with cultural differences

### Activity 3

#### Short description

It's a role play. The group is divided in pairs. One participant is the patient with a migrant cultural background, the other one is a doctor. They meet for the first time. The patient gets prepared for the visit using the tips in this module. The doctor asks questions about his/her cultural background and the patient answers them.

When the pairs are ready with the role play the group comes together again and the participants share their experiences.

#### Media and material requirements

Slide 13, 14, 15

#### Duration:

45 min.

## Resources

### Cultural awareness related to health topics

Culture Specific Diseases:

[https://www.palomar.edu/anthro/medical/med\\_4.htm#:~:text=There%20are%20some%20diseases%20that,diseases%20or%20culture%20bound%20syndromes](https://www.palomar.edu/anthro/medical/med_4.htm#:~:text=There%20are%20some%20diseases%20that,diseases%20or%20culture%20bound%20syndromes).

Culture bound syndromes: [https://en.wikipedia.org/wiki/Culture-bound\\_syndrome](https://en.wikipedia.org/wiki/Culture-bound_syndrome);  
<https://open.maricopa.edu/culturepsychology/chapter/culture-bound-disorders/>

Cultural differences in healthcare (in Dutch): <https://www.zorgvoorbeter.nl/diversiteit-in-de-zorg/vormen/culturele-verschillen>

Cultural competences in healthcare: <https://publichealth.tulane.edu/blog/cultural-competence-in-health-care/#:~:text=What%20Is%20Cultural%20Competence%20in,to%20cultural%20and%20linguistic%20differences>

Recognising religious beliefs: <https://www.healthstream.com/resource/blog/recognizing-religious-beliefs-in-healthcare>

Preparation for a doctor's visit: <https://www.gesund-informiert.at/sites/default/files/My-Doctors-Consultation-Questions-Answers-Web.pdf>



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# Final Quiz

1. Which of the following might you suspect when a female patient refuses to be examined by a male doctor:

- a. She hates men.
- b. She doesn't like the doctor.
- c. Her reasons are based on religious or cultural beliefs.

2. When examining a patient with migrant background what is the most aspect the healthcare provider should consider:

- a. Cultural beliefs
- b. Hobbies
- c. Income



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# Final Quiz

3. Why might a patient answer 'yes' to all of doctor's questions:

- a. Because he/she is shy.
- b. Because he/she doesn't understand the question.
- c. Because it's a cultural habit.

4. Which of the following statements is TRUE?

- a. People who speak the same language have the same culture.
- b. The people living on the African continent suffer from the same diseases.
- c. Cultural background, diet, religious, and health practices can differ widely within a given country or part of a nation.



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# Final Quiz

5. Which of the following statements is NOT TRUE:

- a. All migrants prefer 'halal' treatment.
- b. Refugees have a variety of health needs, which may differ from those of the host populations.
- c. Some religions have strict prayer times that may interfere with medical treatment.

6. A healthcare provider should never ask open questions.

- a. True
- b. False

7. Should people who experience language problems and/or have difficulties explaining their situation to a healthcare provider prepare themselves before visiting a doctor.

- a. True
- b. False



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# Final Quiz

8. All European countries have the same health care systems.
  - a. True
  - b. False
9. Cultural differences may have influence on the way people want to be treated.
  - a. True
  - b. False
10. Euthanasie is accepted by all religions.
  - a. True
  - b. False



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# Solutions Quiz

- 1 – c
- 2 – a
- 3 – b
- 4 – c
- 5 – a
- 6 – b
- 7 – a
- 8 – b
- 9 – a
- 10 – b



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**DHeLiDA**

# **Congratulations!**

**You have successfully completed the  
module 5 of DHeLiDA**



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