TRAINING CURRICULUM: DIGITAL SKILLS FOR CARE WORKERS

SELF-LEARNING CONTENT FOR CARE WORKERS

ÖJAB and DiMiCare Consortium

September 2024

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Introduction

The demand for long-term care services is growing rapidly, driven by an ageing population and longer life expectancy. These demographic changes have put significant pressure on health and long-term care systems worldwide, making it essential to optimise the skills of the entire care workforce.At a time when digital technology is playing an increasingly important role in healthcare, it is imperative that all members of the care workforce have the necessary digital skills to provide the best possible care to patients in need of support. However, the digital divide remains a significant challenge, particularly for those with limited prior exposure to technology.

To address these challenges and improve the quality and effectiveness of care for older people, the DiMiCare training course and associated curriculum, developed as part of the Erasmus+ DiMiCare project, aims to equip care workers with the digital skills needed to fully harness the potential of technology in the care sector.

The Dimicare training course, freely accessible on the project website, aims to enhance the foundational and care-related digital skills of care workers (levels 1 and 2) while introducing them to current digital trends and technologies in the care sector.

Based on extensive research conducted in previous phases of the DiMiCare project (see the e-book available on the project website), the key issues and priorities of the relevant target groups were identified and elaborated. This enabled the creation of this curriculum, tailored to their specific needs.

The present document is designed for VET-trainers and adult educators in the care sector who want to guide their students - in particular home helpers and care assistants - in improving their digital literacy.

It contains a comprehensive curriculum that provides a flowchart of **five modules**, each accompanied by detailed descriptions of the structure and methodology for online self-study. The corresponding online course is available on the DiMiCare website. **All modules are available for download as PPTs on the project website and can be modified based on the particular needs of the learning group.**

In addition to the self-learning content, comprehensive workshop guidelines for trainers to conduct live sessions on the main topics are provided in a separate document available on the website (Training Guidelines. Digital Skills for Care Workers).

The Dimicare training modules outlined in this curriculum are categorised as it follows:

1. **Basic digital competences**
2. **Care-specific technology**
3. **Application of digital tools**
4. **Supporting clients in digital tool use**
5. **Data protection**

The topics within these 5 modules are then further subdivided in several units . In each module you will find an overview of the essential topic of the module, the learning objectives and the division of the module into units.

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Target Group(s) of the DiMiCare Training Course

The DiMiCare training course addresses the digital training needs of care workers and home helpers (EQF level 1 and 2) working in adult social care and long-term care institutions.

The online training course provides self-learning resources for home carers and care workers, allowing them to independently develop their digital skills and care technology expertise. Through access to a wide range of information and practical knowledge, they can enhance their daily caregiving tasks with a better understanding of digital technologies.

Objectives

The training content aims to strengthen the following competencies among care workers:

- **Basic Digital Competence:** Proficiency in using electronic systems for managing patient records and information.
- **Care-Specific Technology:** Understanding and use of technology tailored for healthcare tasks, like clinical decision support systems and telehealth platforms.
- **Application of Digital Tools:** skills in applying digital tools for tasks such as data analytics, patient engagement, and population health management.
- **Supporting Clients in Technology Use:** Ability to assist and guide patients in using health-related technologies, including mobile apps and telemedicine.
- **Data Protection:** Adherence to data protection regulations to ensure the security and privacy of patient information.

Learning Outcomes

Upon completion of the full training, the learner will be able to

- identify the main characteristics of computers, mobile devices, hardware, software and operating systems (Module 1)
- connect to the Internet and navigate confidently in the digital world for personal and professional purposes (Module 1)
- use a variety of communication channels including email, instant messaging, video calls, newsletters and web forums; share information effectively both online and offline (Module 1)
- create basic digital content using Microsoft Word and Excel (Module 1)
- identify and troubleshoot hardware and software problems at a basic level, using digital problem solving methods and seeking support (Module 1)
- match common smart home devices and assistive technologies with the needs of their clients (Module 2)

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- demonstrate to their clients how they can improve their well-being and independence through the use of digital tools and Apps (Module 3)
- use robotics in home healthcare settings (Module 3)
- assist elderly clients in choosing and using digital tools that improve their independence and quality of life. (Module 4)
- understand the concept of data protection and GDPR, and its application in elderly care (Module 5)
- ethically promote and handle technology and data in elderly care (Module 5)

Self-Learning Content For Care Workers

This chapter offers a detailed overview of the five modules, explaining their content and expected outcomes. Its goal is to help VET-trainers understand the topics covered in each module and the benefits care workers can gain from completing the training. The modules are designed for self-paced, easily accessible online learning. By the end of the chapter, you'll see how care workers can use this resource to improve their digital skills and knowledge.

The five training modules outlined are available as free accessible content on the project website.

Additionally, the developed DimiCare micro-learning units, also freely available on the site, provide concise information on these topics, serving as a perfect complement to the full training course.

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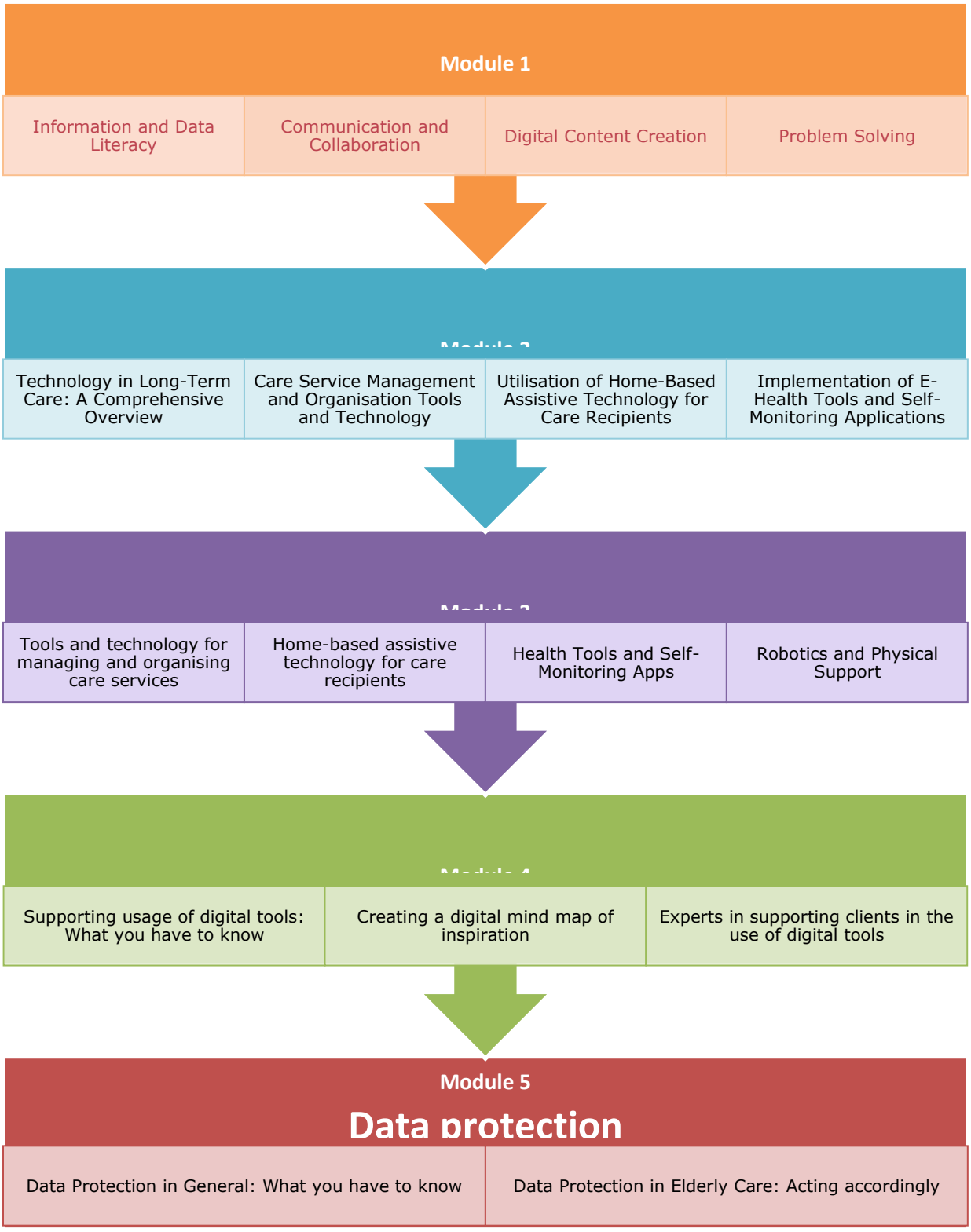
Flowchart



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Module 1 - Basic Digital Competence

This learning module on Basic Digital Competences is tailored to the needs of care professionals, providing essential skills for navigating the digital landscape. The module comprises three core units:

- **Unit 1 - Information and Data Literacy**
- **Unit 2 - Communication and Collaboration**
- **Unit 3 - Digital Content Creation**
- **Unit 4 - Problem Solving**

These skills are vital for care workers, enabling them to access and manage information, collaborate effectively, and create digital content within the long-term care sector.

Unit 1 - Information and data literacy (120 min)

Objectives	Content	Outcomes	Methodology/ Media
Improve participants' digital skills by introducing them to the concept of digital literacy. Provide basic knowledge in areas such as computers, mobile devices, hardware, software and operating systems. Enable participants to connect to the Internet and navigate confidently in the digital world in personal and professional settings.	• Introduction to the Digital Competence Framework for Citizens (DigComp) and key components of digital literacy. • The role of digital competence for care professionals. • Definition and components of computers and mobile devices, including hardware and software. • Basic setup of Windows and Mac computers, and installing/uninstalling applications. • Understanding the Internet: definition, functions, connecting, and basics of browsing, searching, and filtering. information on the Internet.	• Recognise and explain key parts of digital skills from the DigComp framework. • Understand the basics of computers, mobile devices, hardware, software, and apps. • Set up and configure basic settings on Windows and MacOS computers. • Install and remove applications. • Connect to the internet and use basic functions like browsing and searching for information.	PPT Video Self-reflection exercise Quiz

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Unit 2 - Communication and collaboration
(90 min)

Objectives	Content	Outcomes	Methodology/Media
Develop knowledge and skills in digital communication, including the use of different communication channels such as email, instant messaging, video calls, newsletters and web forums. Develop the ability to share data with and without an internet connection.	• Definition and importance of digital communication, and its benefits in different contexts. • Types of communication channels: email, instant messaging, video calling, newsletters, and internet forums. • The concept and benefits of data sharing in healthcare. • Methods of sharing data with and without an internet connection.	• Recognise why data sharing is important and helpful in healthcare. • Use different digital communication tools like email, messaging apps, video calls, newsletters, and forums. Understand how digital communication can be useful in various situations. • Share data using internet-connected methods. • Share data using methods that do not require the internet.	PPT Video Self-reflection exercise Quiz

Unit 3 - Digital Content Creation
(120 min)

Objectives	Content	Outcomes	Methodology/Media
Develop essential proficiency in basic digital content creation using Microsoft Word and Excel.	• Definition of digital content. • Overview of Microsoft Word: creating, editing, adding tables and pictures, saving, and printing documents. • Introduction to Microsoft Excel: data entry, basic formulas, named ranges, layout manipulation (inserting/deleting rows and columns), sorting/filtering data, and creating/formatting tables.Print Excel documents.	• Use digital tools to create and manage content. • Enter and work with data in Microsoft Excel. • Use basic formulas for data analysis. • Organise and reference data efficiently using named ranges in Excel. • Add or remove rows and columns in spreadsheets. • Sort and filter data to analyse and understand it. • Create and format tables to present data clearly.	PPT Video Exercise Self-reflection exercise Quiz

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		• Print Excel documents with the right settings. • Create, edit, and format documents in Microsoft Word. Add tables and images to Word documents easily. • Save and print Word documents with proper formatting.	

Unit 4 - Problem Solving
(30 min)

Objectives	Content	Outcomes	Methodology/Media
Develop problem-solving skills, including identifying and addressing hardware and software issues. Acquire the ability to utilise digital problem-solving methods, and access support and resources.	• Problem Solving Fundamentals • Digital Problem Solving • Troubleshooting • Hardware problems Identification • Software problems Identification • Accessing Assistance	• Diagnose and fix basic digital problems using problem-solving skills, especially in healthcare settings. • Identify hardware and software issues by using clear methods and recognizing different types of problems. • Use internet research to find help and support for solving device problems.	PPT Video Self-reflection exercise Quiz

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Module 2 – Care-specific technology

Care-Specific Technology Learning Module has been structured into four essential units:

- **Unit 1 - Technology in Long-Term Care: A Comprehensive Overview**
- **Unit 2 - Care Service Management and Organisation Tools and Technology**
- **Unit 3 - Utilisation of Home-Based Assistive Technology for Care Recipients**
- **Unit 4 - Implementation of E-Health Tools and Self-Monitoring Applications**

Throughout this module, the application of technology to enhance care services, streamline organisational processes, and empower care recipients with home-based assistive and self-monitoring solutions will be thoroughly examined.

Unit 1 - What is technology in long-term care? (90 min)

Objectives	Content	Outcomes	Methodology/ Media
Overview and introduction to existing (medical) tools/technology used in **elderly care**	• Benefits of electronic care documentation • Care documentation softwares • Digital Route Planning (Apps and Features) • Digital Communication and Collaboration tools • Telehealth	• Explain how digital transformation affects the care sector. • Define care-related technology and explain it to others. • List the benefits of care technology for efficiency, safety, and quality of care. • Name different types of care-related technologies. • Identify barriers to adopting care technologies.	PPT Short video clip Self-study material (Article) Self-Reflection Exercise

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Unit 2 - Tools and technology for Managing and Organising Care Services (60 min)

Objectives	Content	Outcomes	Methodology/ Media
Introducing digital solutions that help to improve safety and efficiency of care management	• Overview of tools for Managing Care Services • Electronic medical records (EMR) • Electronic care planning • Electronic monitoring/ Telecare/ Telehealth • Communication Systems • Medication Management Systems	• Name the current tools and systems used in managing care services. • Identify the benefits of electronic care planning. List the key features of route planning tools. Differentiate between different route planning tools. • Name digital collaboration tools. • Describe the basic concept of telehealth. • Identify the most useful tools for your work.	PPT Exercise Self-Reflection Exercise

Unit 3 - Assistive and Smart Home Technologies (120 min)

Objectives	Content	Outcomes	Methodology/ Media
Focus on the realm of home-based assistive technologies and their role in improving the quality of life of care recipients and the overall quality of care	• What are home-based assistive technologies? (Target group and benefits) • Devices for Security and Safer Walking (Personal Alarms, Emergency Call Aids, Tracking Devices, Home Sensors) • Memory Aids and Reminders (Medication Management, Digital Reminder) • Smart Home Devices (Controlling devices, examples)	• Describe the potential of assistive technologies for care recipients. • Identify the benefits of certain assistive technologies for people who need care. • Describe how assistive tools help people with dementia. • Differentiate between different uses of assistive devices and smart systems. • Describe how smart home devices work. • Explain how smart systems help clients manage daily activities and live more independently.	PPT Exercise Video-Clips Case Studies Self-Reflection Exercise

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Unit 4 - Health and Self-Management Apps
(60 min)

Objectives	Content	Outcomes	Methodology/ Media
Empowering health and well-being through Digital Self-Monitoring and different health apps	● Definition of Health Apps ● Types of Health Apps ● Benefits of Health Apps ● Examples of Health Apps	● Define Health Apps and wearable technology. ● Differentiate between types of Health Apps. ● Explain how Health Apps benefit the well-being of older people. ● List the key features of different Apps. Evaluate Health Apps based on specific care needs.	PPT Online-Activity Video clips Self-reflection exercise

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Module 3 – Application of digital tools

Application of Digital Tools Learning Module has been structured into four essential units:

- **Unit 1 - Tools and technology for managing and organising care services**
- **Unit 2 - Home-based assistive technology for care recipients**
- **Unit 3 - Health Tools and Self-Monitoring Apps**
- **Unit 4 - Robotics and Physical Support**

Throughout this module, the application of technology to enhance care services, streamline organisational processes, and empower care recipients with home-based assistive and self-monitoring solutions will be thoroughly examined

.

Unit 1: Tools and technology for Managing and Organising Care Services (90 min)

Objectives	Content	Outcomes	Methodology/ Media
Exploring the basic features and functionality of apps and tools that assist care activities	• Applications and tools for work, including usage restrictions. • Exploring and downloading apps. • AI and its applications in the workplace	• Communicate safely with colleagues. • List types of digital tools used in the workplace. • Use basic features of AI for care documentation. • Download and install apps on devices.	PPT Online-Activity Self-reflection exercise

Unit 2 - Home-based assistive technology for care recipients (60 min)

Objectives	Content	Outcomes	Methodology/ Media
Explore the functionality of home-based assistive technology such as automatic light systems, medication reminders and medical alert devices.	• How to use different types of digital technology in a client's personal life. • Possibilities of using VR as a caretaker in healthcare.	• Use different home-based tools and apps. • Understand the basics of VR and AI. • Explain how AI can improve communication with clients and coworkers.	PPT Online-Activity Video clips Self-reflection exercise

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Unit 3 - E-Health and self-monitoring tools (90 min)

Objectives	Content	Outcomes	Methodology/ Media
Experience the use of different self-monitoring apps	• Experiencing the use of various self-monitoring apps.	• Use and navigate apps like Pedometer, Water Reminder, and Diabetes Management. • Evaluate how useful these apps are in the workplace. • Understand and explain self-monitoring apps to clients.	PPT Online-Activity Video clips Self-reflection exercise

Unit 4 - Robotics and Physical Support (60 min)

Understand how robotics and physical support can ease care work	• Use of robotics and physical support tools in the lab and practice classrooms. • Robotics applications for caretakers and clients. • Types of robots: physical assistance, social robots, cognitive assistance. • Application of robots in different contexts.	• Distinguish between different uses of robots. • Use basic robotic tools in care settings. • Understand how robotic interaction affects older people.	

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Module 4 - Supporting clients in the use of digital tools

This module places a strong emphasis on equipping carers with the skills to facilitate digital skill acquisition for their clients. The primary objective is to empower carers to guide and support older persons in confidently navigating the digital landscape, both in a personal and a healthcare context.

- **Unit 1 - Supporting usage of digital tools: What you have to know**
- **Unit 2 - Creating a digital mind map of inspiration**
- **Unit 3 - Experts in supporting clients in the use of digital tools**

Module 4 will guide the learner through a step-by-step learning experience on how to support older persons in the use of digital tools and demonstrate tools as a carer. Followed by an awareness raising of older persons' learning conditions when organising training in the use of digital tools. And finally knowing how to involve older persons in decisions about care technologies and being able to reflect on advantages and challenges in their lives when using digital tools.

Unit 1 - Supporting usage of digital tools: What you have to know (120 min)

Objectives	Content	Outcomes	Methodology/ Media
Help the elderly confidently use digital tools on their own. Train caregivers to manage and demonstrate digital tools effectively. Enable caregivers to assist the elderly in exploring technologies of interest.	• Knowledge transfer to clients. • Handling digital tools as carers. • Evaluating the effectiveness and comfort of digital tools.	• Support and guide elderly in using digital tools. • Demonstrate and manage digital tools as a carer. • Help care recipients explore technologies that interest them.	**Online:** PPP + Jamboard or Padlet Online chat/forum Self-reflection exercise

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Unit 2 - Creating a digital mind map + Brainstorm (90 min)

Objectives	Content	Outcomes	Methodology/ Media
Develop the ability to consider the unique learning conditions of older individuals when organising training sessions for the use of digital tools. Acquire the skill to create optimal learning environments specifically designed for older adults during digital media training. Cultivate the capability to choose digital tools that align with the learning needs of older adults, contributing to the enhancement of their quality of life.	• Considerations for teaching older adults to use digital tools. • Learning prerequisites for older adults when planning digital tool training. • Appropriate communication of digital technology to care recipients.	• Consider older adults' learning needs when organising digital tool training. • Select digital tools that best support their learning and improve quality of life.	**Online:** Jamboard or a Padlet PPP; shared in communication platform Self-reflection exercise

Unit 3 - Experts in supporting older clients in the use of digital tools (90 min)

Objectives	Content	Outcomes	Methodology/ Media
Develop the knowledge and skills to involve individuals in decisions regarding care technologies, ensuring active participation in the selection process. Acquire the ability to assess the specific needs of older persons requiring care and suggest appropriate technologies and tools to meet those needs effectively. Cultivate the capacity to reflect on the advantages and challenges introduced into the lives of older individuals by digital tools, fostering a nuanced understanding of their impact.	• Encouragement of clients to use digital tools and addressing mistrust. • Identification of digital tools best suited for older adults • Promoting the benefits of digital tools to clients. • Managing client scepticism.	• Involve older adults in decisions about care technologies. • Assess and recommend the right technologies for elderly care. • Reflect on the benefits and challenges of digital tools in their lives.	**Online:** PPT Video Online: Case study shared/ presented in a Google Docs Online chat/forum Self-reflection questionnaire

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Module 5 – Data protection

The module on data protection has been meticulously designed and structured into two essential units:

- **Unit 1 - Data Protection in General: What you have to know**
- **Unit 2 - Protection in Elderly Care: Acting accordingly**

This module provides a comprehensive and in-depth exploration of the fundamental principles of data protection, with a specific focus on its practical application within the unique context of elderly care. Caregivers will have the opportunity to gain a thorough understanding of the crucial aspects of data security and privacy, including legal and ethical considerations, best practices, and the implementation of safeguards. By the end of this module, participants will be well equipped to ensure the confidentiality and integrity of sensitive information in elderly care settings, promoting the trust and security of both clients and the organisation.

Unit 1 (Theoretical Part) – Data Protection in General: What you have to know (90 min)

Objectives	Content	Outcomes	Methodology/ Media
• Data Recording • Data Protection in General • EU GDPR	• Data Protection in General • Sensitive & Personal Data • Overview of the EU GDPR and its application	Understand data protection and EU GDPR regulations. Identify personal and sensitive data. Know individuals' rights regarding their personal data.	**PPT/Video** Self-reflection Exercise

Unit 2 (Practical Part) – Data Protection in Elderly Care: Acting Accordingly (90 min)

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Objectives	Content	Outcomes	Methodology/ Media
• Data Protection in Elderly Care and its specifics (theoretically and practically) • Human Rights & Ethical use of technology & data in Elderly Care (theoretically and practically)	• Data Protection in Elderly Care and its specifics • Ethical handling of devices and data in daily work in elderly care • How to identify and handle sensitive data • How to deal with challenging (data protection) situations in work • Ethical use of people locator systems • Supporting participants to make informed and reflected choices on the use of digital tools within their daily work routines	• Understand the relevance of data protection in daily elderly care work. • Make informed choices about using technology in elderly care. • Handle data and technology ethically, ensuring data protection. • Promote and implement informed consent in elderly care. • Understand the importance of compliance with regulations.	**PPT/Video** Self-reflection Exercise

Recommendations for Trainers

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Even though this is a self-learning curriculum, it is crucial for trainers themselves to guide, support, and help the learners in developing their digital knowledge. One of the very important ways in which the engaged trainers can provide support for the gap between independent study and practical application is by giving feedback on the material they are presenting.

The recommendations below are aimed at helping trainers who are less experienced in supporting individual online-learning training to maintain a meaningful connection with learners, ensuring they feel supported and encouraged throughout their self-paced journey. This not only strengthens the learning process but also fosters a collaborative and motivating environment for everyone involved.

Recommendations

- **Encourage Reflection and Sharing**
  While learners study on their own, ask them to keep a (digital) journal or notes about what they've learned and how it applies to their work. Create opportunities for them to share these reflections in group discussions or online forums, fostering a connection between learners and trainers.

- **Provide a Support System**
  Although the curriculum is designed for self-learning, trainers can offer valuable support by setting up regular check-ins, offering feedback, or being available for questions. This helps learners feel supported and creates a sense of accountability, even when learning independently.

- **Integrate Practical Exercises**
  Suggest that learners apply the digital skills they are acquiring in their daily tasks and share their experiences. Trainers can collect these experiences, offer insights, and provide feedback to ensure the learning remains practical and connected to real-world applications.

- **Leverage Interactive Resources**
  Encourage learners to explore the variety of multimedia resources available (videos, quizzes, case studies). Trainers can organise occasional review sessions where learners can discuss what they've found most useful, reinforcing the connection between self-study and trainer guidance.

- **Build Confidence Through Feedback**
  As learners navigate the material on their own, trainers can still play a key role by offering positive reinforcement and guidance when needed. Encourage learners to reach out if they're struggling, creating an open channel for communication to ensure no one feels isolated in their learning journey.

- **Stay Engaged with New Developments**
  Trainers should stay updated on the latest healthcare technologies and share these insights with learners. This creates a dynamic learning environment where both trainers and learners contribute to the learning process, bridging the gap between self-study and guided learning.

- **Personalise the Learning Experience**
  While learners work independently, trainers can still offer personalised guidance based on their progress. Trainers can suggest additional resources for learners who may need extra support or challenge more advanced learners with additional exercises.

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- **Encourage** **Consistent** **Progress**
  Remind learners that it's okay to learn at their own pace, but suggest regular, consistent effort. Trainers can track progress and provide encouragement, ensuring learners stay on course and feel connected even as they manage their own learning.

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DiMiCare

Digital Mindset for Carers

SOSU Østjylland

ENAIP veneto
Dal 1951 protagonisti della crescita.

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