DiMiCare

Digital Mindset for Carers

TRAINING GUIDELINES: DIGITAL SKILLS FOR CARE WORKERS

ÖJAB and DiMiCare Consortium

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Project Information

Project title	Digital Mindset for Carers
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Introduction

The demand for long-term care services is rapidly increasing due to an ageing population and longer life expectancy, which puts considerable strain on health and care systems. To address this, enhancing the digital skills of care workers has become critical to ensuring they can effectively use technology to provide high-quality care to elderly patients. However, many care workers still face a significant digital divide, especially those with limited previous exposure to technology.

The **DiMiCare project,** part of the **Erasmus+ initiative**, aims to bridge this gap by providing a comprehensive training curriculum focused on improving both foundational and care-related digital skills (levels 1 and 2). This curriculum introduces care workers to essential digital trends and technologies in the care sector. Extensive research was conducted within the project to identify the specific needs and challenges of the target groups (see the e-book available on the project website). These findings have informed the design of this guideline, ensuring it is tailored to the real-world requirements of care workers.

This guideline offers step-by-step guidelines for vocational education and training (VET) trainers to deliver both live and online training sessions. The training is divided into **five modules**, each addressing a critical aspect of digital competence in elderly care:

1. **Basic Digital Competences**
2. **Care-Specific Technology**
3. **Application of Digital Tools**
4. **Supporting Clients in Digital Tool Use**
5. **Data Protection**

Each module includes an overview of the essential topics, learning objectives, and detailed units. **These modules are accessible as downloadable and adaptable PowerPoint presentations on the** DiMiCare website.

In addition, the project offers a separate **self-learning curriculum and micro-learning units**, also available online, to support flexible learning.

By combining live training with these self-learning resources, the DiMiCare curriculum provides a blended-learning approach. This allows care workers to gain digital competencies at their own pace while integrating these skills into their daily care practices. This comprehensive training will not only contribute to the professional development of care workers but also enhance the overall quality of care provided to elderly individuals.

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 training guidelines provide trainers with the resources needed to effectively guide home carers and care workers in developing their digital skills and care technology expertise. By utilising a wide range of information and practical knowledge, trainers can help participants enhance their daily caregiving tasks through a deeper 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)
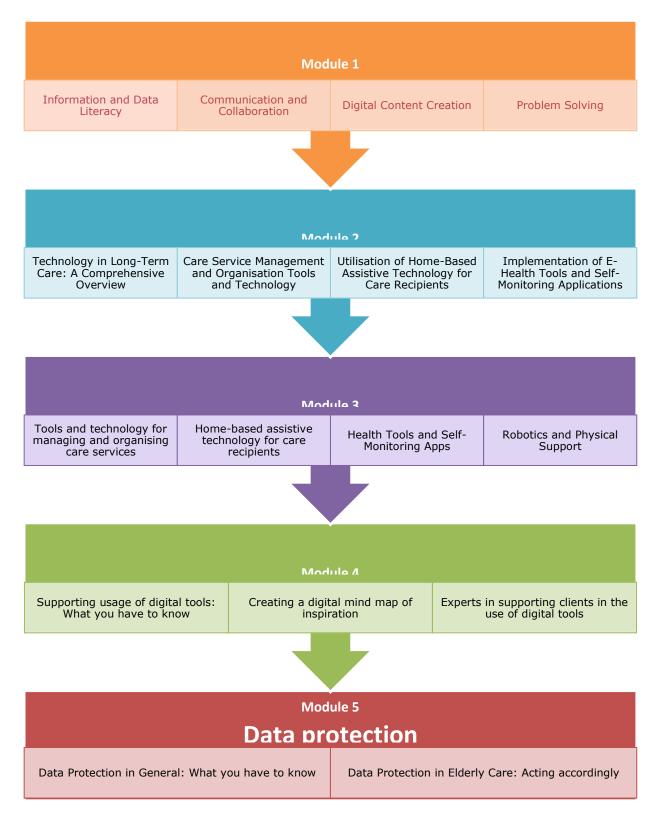
- match common smart home devices and assistive technologies with the needs of their clients (Module 2)

- assist elderly clients in choosing and using digital tools that improve their independence and quality of life. (Module 4)

- 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)

- 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)

Flowchart

Module 1

| Information and Data Literacy | Communication and Collaboration | Digital Content Creation | Problem Solving |

Module 2

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

Module 3

| Tools and technology for managing and organising care services | Home-based assistive technology for care recipients | Health Tools and Self-Monitoring Apps | Robotics and Physical Support |

Module 4

| Supporting usage of digital tools: What you have to know | Creating a digital mind map of inspiration | Experts in supporting clients in the use of digital tools |

Module 5

Data protection

| Data Protection in General: What you have to know | Data Protection in Elderly Care: Acting accordingly |

Module 1 - Basic Digital Competence

Participants: Care workers in elderly care (level 1 and level 2)/ from 6 participants

Duration: 6 hours

 Objectives:

- Familiarise participants with concepts of digital communication and data sharing.
- Deepen various communication channels and methods for sharing data online and offline.
- Provide an opportunity for care assistants to explore the integration of digital competence into their daily work.
- Facilitate sharing of valuable insights and experiences among participants.
- Deepen understanding of digital problem-solving in healthcare.
- Explore effective strategies for identifying and addressing hardware and software issues.
- Delve into available support and resources for digital competence enhancement.
- Enhance participants' digital literacy and proficiency.
- Foster skills in navigating the complexities of digital healthcare environments through group reflection activities.

Unit 1 /Theoretical part) - Information and data literacy
(120 min)

Method/What happens	Description	Materials	Offline/Online Setting
Arrival, introduction and welcome *15-30 minutes*	Introduction to the Digital Competence Introduction of participants and trainers Introduction of the project Round of introductions	- Name badges - Pens - Flipchart with the main topic	This activity is designed to be carried out in person, but, if necessary, it can be carried out online via any video

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	Presentation of the main topic and of the purpose of the discussion: to explore how digital competence can be integrated into their daily work as care assistants.	● Participants list ● PPT slides 5 - 15	call platform without the use of the offline equipment.z
Focus group 60 minutes	Discussion Questions: ● How can you integrate the key components of digital competence outlined in the DigComp framework into your daily work as a care assistant? ● Think about a specific situation where data literacy would be crucial in your role. How can you use data literacy skills to improve the quality of care you provide? ● How can you use your understanding of computers, mobile devices, hardware, and software in your daily care tasks and to improve communication with patients and colleagues? ● Think about a scenario where a computer needs to be set up. How can you do this effectively, or assist a patient in this process, given your digital literacy skills? ● Consider a situation where a patient needs help to connect to the internet. How can you effectively guide him/her through the process? ● How can your knowledge of browsing, searching, and filtering information on the Internet help you and the client find relevant information? Facilitate an open discussion where participants can share their experiences, challenges, and ideas related to each question.		
Brainstorming 10 minutes	Encourage participants to brainstorm practical solutions and strategies for incorporating digital competence into their daily tasks.		
Reflection 10 minutes	Conclude the focus group by reflecting on key insights gained and discussing potential next steps for further development of digital competence in their roles.		

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Feedback and conclusion	Invite participants to provide feedback on the focus group format and suggest any additional topics they would like to explore in future discussions.		
10 minutes	Acknowledgements and greetings.		

Unit 2 (theoretical part) - Communication and collaboration
(90 min)

Method/What happens	Description	Materials	Offline/Online Setting
Introduction *5 minutes*	• Welcome participants and introduce the topic of digital communication and data sharing..	• Whiteboard or flipchart • Markers • Handouts with key points • Laptop or projector for presentations (optional)	This activity is designed to be carried out in person, but, if necessary, it can be carried out online via any video call platform without the use of the offline equipment.
Overview of Digital Communication *10 minutes*	Define digital communication and its benefits (slides 5-7). Present the different types of communication channels (slides 9-20).		
Types of Communication Channels *15 minutes*	Divide participants into small groups. Assign each group one type of communication channel (Email, Instant Messaging Apps, Video Call Apps, Newsletter, Internet Forum). Each group will research and prepare a brief presentation on their assigned communication channel, covering its features, advantages, and examples of popular platforms/apps.		
Sharing and Discussion	Reconvene all participants in the plenary. Discuss the experience.		

10 minutes			
Presentation and Discussion	Explain what data sharing is and its importance (slides 9-20). Discuss the benefits of data sharing in healthcare as an example.		
15 minutes Methods for Sharing Data	Explain how to share data with and without an internet connection (slides 24-33).		
15 minutes			
Sharing and Discussion 10 minutes	Divide participants into pairs. Assign each pair one method for sharing data: sharing data with an internet connection and sharing data without an internet connection. Each pair will brainstorm and discuss various methods and tools for sharing data using their assigned method.		
Conclusion 5 minutes	Each pair shares their ideas with the rest of the class. Encourage discussion on the challenges and advantages of each method.		

Unit 3 - Digital Content Creation
(60 min)

Method/What happens	Description	Materials	Offline/Online Setting
Introduction 5 minutes	Welcome the care professionals and introduce the purpose of the session: to explore digital content creation tools and reflect on how they can be used in their caregiving roles. Briefly explain the agenda and encourage active participation throughout the session.	● Whiteboard or flipchart ● Markers ● Laptop/projector for presentation (optional)	This activity is designed to be carried out in person, but, if necessary, it can be carried out online via any video call platform without the use of the offline equipment.
Group Discussion on Digital Content Creation	Facilitate a discussion on the concept of digital content (slides 5-11).		

15 minutes	Prompt questions such as: What does digital content mean to you? How do you use digital content creation in your daily professional practice? What challenges do you face in creating and managing digital content?	• Handouts summarising the key points.	
Presentation on Microsoft Word Basics *10 minutes*	Use a laptop/projector to guide the group through the basics of Microsoft Word (slides 12-30). Emphasise creating documents, editing text, inserting tables and pictures, and saving/printing documents. Relate these functionalities to the documentation needs in their caregiving roles.		
Reflection and Wrap-up *10 minutes*	Lead a final discussion reflecting on the session. Ask participants to share any new insights or skills they gained regarding digital content creation and the use of Microsoft Office tools. Summarise key takeaways and encourage participants to apply what they've learned in their everyday practice. Provide resources or additional support for further learning if needed.		
Presentation on Microsoft Excel Basics *15 minutes*	Use a laptop/projector to guide the group through the basics of Microsoft Excel (slides 31-47). Highlight key points such as entering data, using formulas, creating named ranges, sorting/filtering data, creating tables, and printing documents. Provide real-life examples or scenarios where Excel can be beneficial in organising data or tracking information related to caregiving.		
Reflection Activity - "Excel in Action"	Divide participants into small groups. Distribute handouts with a simple caregiving scenario or dataset.		

15 minutes	Instruct each group to brainstorm and discuss how they could use Microsoft Excel to manage, analyse, or visualise the provided information. Encourage creativity and collaboration within the groups. After discussion, invite each group to share their ideas and insights with the larger group.		
Conclusion *5 minutes*	Summarise the key points covered during the exercise. Invite any final questions or comments from the participants.		

Unit 4 (theoretical part) - Problem Solving
(90 min)

Method/What happens	Description	Materials	Offline/Online Setting
Introduction *10 minutes*	Briefly review the key concepts of problem-solving in digital healthcare (slides 5-10) Set the tone for an open and collaborative discussion where participants feel comfortable sharing their experiences and insights.	• Whiteboard or flipchart • Markers • Laptop/projector for presentation (optional) • Handouts summarising the key points	This activity is designed to be carried out in person, but, if necessary, it can be carried out online via any video call platform without the use of the offline equipment.
Problem Identification *20 minutes*	Divide participants into small groups (3-5 members per group). Provide each group with scenarios or case studies related to hardware and software issues in healthcare settings. Instruct groups to identify the specific problems presented in each scenario, distinguishing between hardware and software issues.		

	Encourage groups to brainstorm a comprehensive list of potential problems that can affect both hardware and software in healthcare environments.		
Digital Problem-Solving Strategies *25 minutes*	Reconvene as a whole group and discuss the problem-solving strategies employed by each group. Facilitate a conversation on effective techniques for identifying and addressing hardware and software issues, including the use of diagnostic tools, troubleshooting methodologies, and the importance of thorough problem analysis (slides 12-23). Emphasise the role of critical thinking and adaptability in navigating digital challenges in healthcare.		
Support and Resources Exploration *20 minutes*	Introduce various support and resource options available for healthcare professionals when encountering digital issues. Provide examples of reputable internet research sources, professional forums, and online communities where professionals can seek assistance and share knowledge (slides 12-23). Discuss strategies for accessing professional assistance for devices, including contacting IT support teams, utilising vendor support services, and leveraging peer networks.		
Group Reflection and Application *15 minutes*	Lead a reflective discussion on the key insights gained from the activity. Encourage participants to share personal experiences or challenges they've faced in digital problem-solving within healthcare contexts. Facilitate a brainstorming session to generate practical strategies for enhancing digital problem-solving skills in participants' professional practice.		

Module 2 – Care-specific technology

Participants: Care assistants in elderly care (level 1 and 2)/ from 6 participants

Duration: 4,5 hours

Objectives:

- **Becoming aware of the current technology usage in their workplace and in the clients' homes**
- **Developing a broader understanding of the benefits of technology in care and discussing the challenges**

Unit 1 (theoretical part) - What is technology in long-term care? (60 min)			
Method/ What happens	**Description**	**Materials**	**Offline/Online Setting**
Preparation *5 minutes*	The facilitator prepares a board where he/she pins 2 cards with the following topics: • Managing and implementing care services • Clients at home/Care residence	PPT-slides: Role of technology in long-term care Cards and Markers Board or Pinwall Flipchart	F2F/Online
Introduction *10 minutes*	The facilitator introduces the topic of technology in long-term care using the PPT slides of Module 2 Unit 1 and then distributes several cards and markers to the participants.		
Description of the Activity *30 minutes*	Participants are encouraged to provide answers to the following questions:		

	1) When thinking about their job, what tools and devices do they already use for managing and implementing care services? 2) What tools do their clients use at home or in their care residence? Each participant should use a separate card for each technology, device, or tool they can think of and write it down. Once they have finished, they should pin their cards on the board under the respective category. This creates a visual representation of the technology landscape currently in use among the carers and their clients. The facilitator summarises the information gathered on the board and categorises them where possible. As a next step, the facilitator encourages participants to think on how these tools impact their work and what kind of benefits they see: 1) For their daily work processes and quality of care 2) For the life of the care-dependent person. This time, the facilitator collects the answers on a flipchart.
Debrief *10 minutes*	The facilitator summarises the participants' contributions related to the integration of technology in the care sector and its potential positive impacts. He/She points out the degree of technological adoption in care practices and its potential to enhance the quality of care for both caregivers and clients.
Closing remarks	The facilitator should also be prepared for a more critical discussion on the impact of technology given that the participants also share their negative experiences with tools or fears towards technology. In that case, it is important to listen and acknowledge the fears of the

	participant and try to understand their mindset. There will be more opportunities to address these issues throughout the training.		

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

Method/ What happens	Description	Materials	Offline/Online Setting
	The learning activities in this unit are intended for self-study and practice, so the unit does not include a group activity. However, carrying out the self-study activities with the help of a trainer will provide an opportunity for feedback and questions.		

Unit 3 (theoretical part) - Assistive and Smart Home Technologies
(90 min)

Method/ What happens	Description	Materials	Offline/Online Setting
Introduction 20 minutes	• The facilitator initiates a discussion on home-based assistive technologies by introducing the topic to the participants and sharing the brief video clip on slides 9. • Optional: Following this, participants are encouraged to engage in group discussion by addressing the questions outlined on the slides. •	• PPT-slides 1 - 11 • Flipchart or whiteboard • Handout of Personas	F2F/Online
Preparation 5 minutes	The facilitator then asks the participants to divide into small groups (3-4 members per group) and distributes the "Persona" handouts and a flipchart.		

Activity in small groups *40 minutes*	In a first step, participants are asked to create a Persona of a care-dependent person and describe the personal characteristics, health situation and living situation of that person. They should also think of the needs, challenges and preferences of that person. Next, they are invited to brainstorm on home-based smart solutions that could meet the needs of the person, e.g. fall detection, drinking reminder, voice assistant, etc. and design the best digital solutions for the person. They can use ideas from the presented example, come up with other digital solutions or even create new innovative solutions. After the design phase, each group is asked to present their solutions to the larger group. They should first introduce the Persona and then explain the purpose, features and benefits of their smart solution.		
Discussion *20 minutes*	Engage in a group discussion to contemplate on the different solutions presented by the groups regarding enhancing the quality of life of the care-dependent person and improving the quality of care for the caregiver. What changes or improvements could you anticipate for both? What would be the challenges?		
Debrief *5 minutes*	The facilitator summarises the key points of the discussion related to the potential impact of home-based assistive technologies on care recipients' and caregivers' quality of life.		

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

Method/ What happens	Description	Materials	Offline/Online Setting
Introduction *10 minutes*	The facilitator explains the basic idea and benefits of Health Apps and Wearables referring to the PPT slides of M2 Unit 4 (slide 1 - 10).	• PPT-slides 1 - 10 • Flipchart or whiteboard • List of Health-Apps	F2F/Online
Activity in small groups *20 minutes*	The facilitator divides participants into small groups and provides each group with a list of HealthApps and their basic features. Each group is instructed to review the list of Health Apps and discuss among themselves the following points: • The main purpose of the app. • Potential benefits for care-dependent people • User interface and ease of use. • Potential drawbacks • Personal experiences with using similar apps.		
Reflection and Discussion *15 minutes*	After allowing sufficient time for group discussion, the facilitator gathers everyone back together and invites each group to share their findings. Each group presents a brief summary of their discussion, highlighting the most notable points about the Health Apps they reviewed. Encourage participants to share their thoughts, experiences, and any concerns regarding the use of eHealth tools and health apps in their work.		

	Discuss potential challenges and strategies for overcoming them.		
Conclusion *5 minutes*	The facilitator summarises the key points discussed during the activity		

Module 3 – Application of digital tools

Participants: Care assistants in elderly care (level 1 and 2)/ from 6 participants

Duration: 4, 5 hours

Objectives:
- **Becoming aware of apps and tools used for their work and what restrictions there are for using these professionals.**
- **Becoming aware of the use of AI in healthCare.**

Unit 1: Tools and technology for Managing and Organising Care Services (90 min)			
Method/ What happens	**Description**	**Materials**	**Offline/Online Setting**
Preparation 10 min	• After a brief overview of historical methods of communication up to the present day, a short video is available for learners to see the evolution first hand. The second video looks at the use of mobile phones in the 1990s and asks viewers to consider the importance of owning a mobile phone at that time and whether they could imagine life without one. This sets the scene for a thoughtful discussion about the role of mobile phones in today's society.	• Youtube • You-Tube Video: https://youtu.be/Qk4c-XkDINw?si=wZlrAvumvXGTfg4g	F2F/ Offline
Discusssion in Pairs	After watching the two videos, participants are divided into pairs to discuss the following questions	• Dutch:	

15min	• What is the most popular way to communicate? • How do you communicate? • Is it a safe way to communicate? • How do you communicate at work? • How safe is it? • Can you imagine that communication in health care needs to be safe and why? After discussing how to communicate well and safely, you can show them a funny video about communication.	• https://youtu.be/TNwhIHqM60g?si=pWzAX5PnV ___e PiiSbg
Discussion in the group 10 min	The participants meet again in the group and are asked to share some of their thoughts and exchange different perspectives on communication in their healthcare work environment and safety issues.	
Preparation 10 min	After a brief overview of historical methods of communication up to the present day, a short video is available for learners to see the evolution first hand. The second video looks at the use of mobile phones in the 1990s and asks viewers to consider the importance of owning a mobile phone at that time and whether they could imagine life without one. This sets the scene for a thoughtful discussion about the role of mobile phones in today's society.	
Discussion and presentation in couples 15 min	Participants will then work in pairs to share insights about the communication systems used in their respective work environments. They will discuss the strengths and weaknesses of the system, considering factors such as ease of use, digital	

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Method/ What happens	Description	Materials	Offline/Online Setting
	skills required, effectiveness in facilitating communication and any other relevant aspects. This activity encourages participants to reflect on their experiences and engage in constructive dialogue about the different communication tools and processes they encounter in their professional environment.		
Debriefing 10 minutes	Summarise the main findings and takeaways from the discussion. Highlight the main points and concerns raised during the activity. If it was not raised during the discussion, emphasise the importance of using good communication in healthcare and safety issues.		

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

Method/ What happens	Description	Materials	Offline/Online Setting
Preparation	• Start by asking participants about their latest home gadgets. Show a video showcasing futuristic homes. Facilitate a discussion about the development of household technology, emphasising its benefits. • Highlight specific advancements in home tech and how they enhance convenience, efficiency, and overall quality of life.	• Youtube You-Tube Video: https://youtu.be/B7kfL0-QhpM?si=3jX4gxh7yWGlwZwb • Dutch:	F2F/Onlinen exercise
Discusssion in Pairs	After watching the video, participants will be paired up to discuss the following questions:		

15min		
	• What are the potential advantages of using home-based assistive technology? • From a caregiver's perspective, how could home-based assistive technology enhance the efficiency of care services? • Do you think the development of home-based assistive technology is progressing too rapidly for some individuals? • Is there a potential role for virtual reality (VR) and artificial intelligence (AI) techniques in home-based assistive technology?	• https://youtu.be/ZSvAD7wUQJ0?si=RBOggFiaybb1kDvy Youtube video: https://youtu.be/_rHFXtU1lEM?si=CcKhpacJzq3xb6Tt
Discussion in the group 15 min	Back in the group, participants watch the video about the latest development in our homes. Participants are asked to share some of their thoughts and exchange different perspectives. The discussion could focus on the advantages and disadvantages of home-based assistive technology. In addition, the group could think of care settings that could significantly benefit from the use of home-based assistive technology.	Youtube video: https://youtu.be/6LELq9ZbS8o?si=mvxuq-YYmE_Mt-gS
Debriefing 10 minutes	Summarise the key insights and takeaways from the discussion. Highlight the main points and concerns raised during the activity. If it was not yet raised in the discussion, emphasise the importance of the use of home-based assistive technology and VR/AI.	

	The video is a funny ending of the discussion and is about the 'dangers' about a home full of home-based assistive technology and VR/AI.		

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

Method/ What happens	Description	Materials	Offline/Online Setting
Preparation 15 min	Gather the group of participants and instruct them to follow you as you guide them through the building. Lead the tour, pointing out various areas of interest or significance. Upon concluding the tour, without providing any additional information, ask the group to estimate the number of steps they believe they've taken during the tour. Emphasize that they should make their estimates without consulting their smartwatches or phones for step counts. Encourage them to rely solely on their own perception and awareness of their movement throughout the tour.	Smartphone or smartwatch youtube video https://youtu.be/ aWKLHM0dzy0?si =Hb11Vp0_- ITpe7F_ Dutch: https://youtu.b e/	F2F/Online
Discusssion in Pairs	After experiencing the tour and using a pedometer, participants are divided into pairs to discuss the following questions:		

15min	
	• What e-health tools and self-monitoring apps do you know about?
	• What e-health tools and self-monitoring apps do you use?
	• From a carer's perspective, how could e-health tools and self-monitoring apps improve the efficiency of care services?
	• Can you imagine using these tools in your own working environment?
Discussion in the group 15 min	The participants meet again in the group and are asked to share some of their thoughts and exchange different perspectives. The discussion may focus on the advantages and disadvantages of E-health tools and self-monitoring apps. Additionally the group could think of care settings that could substantially benefit from E-health tools and self-monitoring apps
Debriefing 10 minutes	Summarise the key insights and takeaways from the discussion. Highlight the main points and concerns raised during the activity. If it was not yet raised in the discussion, emphasise the importance of ethical considerations in implementing E-health tools and self-monitoring apps in healthCare for clients and caretakers.

Unit 4 - Robotics and Physical Support
(60 min)

Method/ What happens	Description	Materials	Offline/Online Setting
Preparation

15 min | After a brief overview of current trends in robotics in care and the use of AI, the facilitator presents 2 short videos. The first video "Can robots take care of the elderly" shows an 83-year-old man who has been living alone for a long time and is facing chronic loneliness. It looks at the role that robots could play in caring for the elderly in the future.

The second video, "Robots Working In Elder Care", explores the increasing role of robots in caring for the elderly. The video shows different robots designed to assist with tasks such as medication reminders, companionship and even basic medical check-ups. It highlights the potential benefits and challenges of integrating robots into elderly care, and highlights the evolving relationship between technology and human caregiving. | PPT slides
Youtube

You-Tube Video:
https://www.youtube.com/watch?v=XuwP5iOB-gs

https://www.youtube.com/watch?v=SZTYyFNSL5o

German:
https://www.youtube.com/watch?v=UMWkSQz3aOo | |
| Discusssion in Pairs

15min | After viewing the two videos, participants will be divided into pairs to discuss the following questions:

● What are the potential advantages of using care robots for elderly individuals?

● From a caregiver's perspective, how could robots like Paro enhance the efficiency of care services? What specific tasks or functions would you like a care robot to be able to perform?

● Reflecting on the last pandemic, do you believe that care robots could have addressed specific challenges or provided assistance? | https://www.youtube.com/watch?v=6ymaQlnnSSY | |

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	- In the context of mobile and stationary care, how do you envision a robot offering support? - Can you identify any potential limitations or drawbacks of relying on care robots in this context?		
Discussion in the group 15 min	The participants meet again in the group and are asked to share some of their thoughts and exchange different perspectives. The discussion may focus on the advantages and disadvantages of care robots. Additionally the group could think of care settings that could substantially benefit from care robots and those where the impact may be more limited.		
Debriefing 10 minutes	Summarise the key insights and takeaways from the discussion. Highlight the main points and concerns raised during the activity. If it was not yet raised in the discussion, emphasise the importance of ethical considerations in implementing care robots (privacy, consent, dignity, and the potential impact on human relationships).		

Module 4 - Supporting clients in the use of digital tools

Participants: Care assistants in elderly care (level 1 and 2)/ from 6 participants

Requirements:

Offline: Projector/smartboard

Online: Using conference/communication platform which enables breakout rooms, participants should have a selected digital device available

Duration: 4-5 hours

Objectives:

- Participants know how to support elderly in the use of digital tools
- Participants are able to self-manage and demonstrate digital tools as a carer
- Participants know how to involve older people in decisions about care technologies
- Participants know how to asses and suggest the right technologies and tools for elderly in need of care
- Participants know how to consider older peoples' learning conditions when organising training in the use of digital tools
- Participants know how to select the digital tools that best meet the older adults' learning needs and improve their quality of life
- Participants know how to create the most suitable learning environment for older adults when training them in the use of digital media
- Participants are able to reflect about the advantages and challenges of digital tools in the lives of the elderly
- Participants are able to assist care recipients in further exploring certain technologies of their interest

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

Method/ What happens	Description	Materials	Offline/Online Setting
Arrival, introduction and welcome *10-15 minutes*	a) Introduction of the objectives of the module b) Round of introductions: name + experience using digital tools c) Presentation of the main topics during the module	● Name badges, ● Pens, ● PPP with the main topic ● Participants list	Offline & Online
"Share the worries and successes of clients" (Breaking the ice & Getting in the topic) *15-20 minutes*	The aim of this Ice Breaker is to "warm up" and slowly get into the topic. Generate exchange of "worries" and "successes" between the participants, asking them to share their worries and success of their clients in the use of digital technologies by providing answers to the questions on post-its. Possible questions: ● What worries your clients the most dealing with digital technologies? ● What has been clients' worst experience in the usage of digital tools? ● Why, in your opinion, did it turn out as a bad experience? ● What are the success stories of your clients in using digital technologies? ● Why, in your opinion, did it turn out as a positive experience?	**Face2face:** Flipchart/ whiteboard – post-its **Online:** Jamboard or Padlet	Offline & Online

	● How could you best support your clients, based on your experiences? ● What do you need to improve the support structures for your clients? This common sharing of experiences will prepare participants' transition to the main topic and to the topic of "Supporting clients in the use of digital tools" *Online Version:* The common sharing can be performed as a Jamboard or Padlet session. Participants share their experiences online and comment on shared experiences.		
Short lecture about: How to support elderly in the use of digital tools *50 - 60 minutes*	**1. Brainstorm:** Facilitator asks the participants first, what they think, how to support clients in digital use. They can discuss it within small groups. Collecting answers on a flipchart, (every answer gets written down). *Online Version:* Brainstorming: could be done via a shared Google Docs Document, a WordCloud e.g. Mentimeter, Google Jamboard or Padlet, in order to have the answers documented. The facilitator can link to e.g. instructional videos/tutorials dealing with how to support digital usage for a senior target group.	**Offline**: Flipchart Laptop Projector PPP **Online**: Google Docs Document, or a WordCloud eg. Mentimeter, Jamboard or Padlet 2ⁿᵈ step: instructional videos/tutorials could serve as guide	Offline & Online

		on techniques and what to consider	
	0. Input via the selected digital media, summarised answers from the groups on: • What worries your clients the most dealing with digital technologies? • What has been clients' worst experience in the usage of digital tools? • Why, in your opinion, did it turn out as a bad experience? • What are the success stories of your clients in using digital technologies? • Why, in your opinion, did it turn out as a positive experience? • How could you best support your clients, based on your experiences? • What do you need to improve the support structures for your clients?		
Open Questions *10 - 15 minutes*	Discussion round		

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

Method/ What happens	Description	Materials	Offline/Online Setting
Exercise: Creating a digital mind map of inspiration Discussion on important factors for supporting digital use of elders *45 minutes*	• • For this exercise, which is intended to be done online, e.g. via Jamboard or Padlet, the facilitator introduces participants to a digital mind map. In the centre of the mind map is the sentence: "What factors do you think are important to support older clients in digital use"? • Each participant is now asked to fill in the mind map with three statements each that they think are important to support their clients in digital use. • This first round serves as inspiration and awareness of various factors that influence the success of supporting clients in digital use • • In the second round, the facilitator asks the participants to discuss in groups whether, based on the factors in the mind map, they feel equipped to support their clients in digital use? •	• *Online variant:* • Facilitator introduces the mind map on a Jamboard or a Padlet	Online
Input: PPP presentation	**Input via PPP (shared online):** Input on how to select the digital tools that best meet the older adults' learning needs and improve their quality of life	Online: PPP	Online

Method/ What happens	Description	Materials	Offline/Online Setting
	Input on how to create the most suitable learning environment for older adults when training them in the use of digital media		
Exercise: How to consider older peoples' learning conditions when organising training in the use of digital tools: Online lecture & Discussion *45 - 50 minutes*	**Brainstorm:** 1. How to select the digital tools that best meet the older adults' learning needs and improve their quality of life 2. How to create the most suitable learning environment for older adults when training them in the use of digital media This exercise is started in groups, where the groups are asked to discuss the two questions. Alternatively, it can also be carried out individually, with thoughts documented in a google docs/Jamboard/Padlet. This is followed by a plenary discussion/presentation where input from the groups/individuals present their thoughts to form the basis for a joint discussion or sharing of thoughts.	**Online**: PPP; shared in communication platform Google Docs Document, Google Jamboard or Padlet.	Online

Unit 3 (practical part) - Experts in supporting older clients in the use of digital tools
(90 - 120 min)

Method/ What happens	Description	Materials	Offline/Online Setting
Input:	1. **Brainstorm question:**	• Offline: • Flipchart	Online & Offline

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30 - 40 minutes	What comes to your mind, when you think of: • How to involve older people in decisions about care technologies • How to asses and suggest the right technologies and tools for elderly in need of care **0.** **Input via PPP** Participants are presented with pedagogical and didactic considerations on how to best involve older people in the decision to select care technologies and how to assess and recommend the most suitable technologies, reflecting the advantages and challenges of the technologies in terms of matching the needs of the older persons. **Open Question Round**	• Pencils • PPP • Handouts • • Online: • PPP • Documents to share	
Exercise: Experts in supporting clients in the use of digital tools Case study: 40 – 60 minutes *minutes*	The participants are now experts in supporting clients in the use of digital tools. Based on unit 1 and the introduction of unit 2, the participants are now able to reflect about the advantages and challenges of digital tools in the lives of the elderly and how to asses and suggest the right technologies and tools for elderly in need of care. Participants are presented with a case that describes the situation of an elderly client, unfamiliar with digital tools, who needs help choosing a digital tool from a range of options that will make everyday life easier.	Offline: Case study printed on paper Online: Case study presented in a Google Docs	Online & Offline

	In groups, participants are now asked to consider the following: ● How to involve older people in decisions about care technologies ● How to asses and suggest the right technologies and tools for elderly in need of care ● How to consider older peoples' learning conditions when organising training in the use of digital tools ● How to select the digital tools that best meet the older adults' learning needs and improve their quality of life ● How to create the most suitable learning environment for older adults when training them in the use of digital media After 30 minutes, the groups gather in plenum for a common presentation in plenum of group discussions.		
Finish *10-15 minutes*	**1. Feedback round:** . What were three key points or 'take-aways' from today's discussions and workshop? a. Ideas for improvement? *Online Version*: Google Jamboard or Padlet **0. Goodbye Words**	Online: Google Jamboard or Padlet Promotion & Information Material	Online & Offline

Module 5 – Data protection

Participants: Care assistants in elderly care/ from 7 participants

Requirements:

Offline: Projector

Online: Being able to split big group in small groups/ separate chat rooms, participants should have their mobile phones with them

Duration: 4-5 hours
Objectives:

- Participants know what data protection is
- Participants are able to identify personal and sensitive data
- Participants are able to make informed choices on the use of technology
- Participants know which rights individuals have related to their personal data
- Participants know about the EU Regulation regarding Data Protection (EU GDPR)
- Participants know the connection and relevance of Data Protection in their daily work in elderly care
- Participants are able to make informed choices on the use of technology
- Participants know how to handle technology & data ethically within elderly care
- Participants now how to promote, foster & implement informed consent within elderly care
- Know how to handle data protection within elderly care

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

Method/ What happens	Description	Materials	Offline/Online Setting
Arrival, introduction and welcome *10-15 minutes*	.) Introduction of us & the project, (Round of introductions: name + favourite app) .) Presentation of the main topic	- Name badges, - Pens, - Flipchart with the main topic - Participants list	Offline/Online
Barometer (Breaking the ice & Getting in the topic) *10-15 minutes*	The aim of this Ice Breaker is to "warm up" and slowly get into the topic. Generate exchange between the questions and ask the participants, why they are standing where they are standing. Possible questions:	- 2 pieces of paper marking the scale on the floor; "0" (100%) &"10" (0/ absolutely not)	

	- Line up alphabetically (names with "A" are first,…) - How tired are you? (0= fit as a fiddle/not tired at all, 10 = I want to go back to bed) - I work for more than xx years in the field of elderly care. - I use technical devices & apps in my daily work. - I use software/ the computer in my daily work. - I have heard about data protection. - I know about data protection. - I know what we will talk about today. With the last statement, you can transition into the main topic and to the topic of "Data Protection" *Online Version:* The statements can be seen on a Powerpoint. Participants write the numbers between 0 and 10 in the chat.		
Short lecture about: -Data/ Personal Data -Data Protection - EU GDPR -Ethical Aspects/ Human Rights *50 - 60 minutes*	**Brainstorm:** Facilitator asks the participants first, what they think, what data protection is. They can discuss it within small groups. Collecting answers on a flipchart, (every answer gets written down). *Online Version*:	**Offline**: Flipchart Laptop Projector PPP Handouts **Online**:	

	Brainstorming: could be done via a shared Google Docs Document, a WordCloud (e.g. Mentimeter), Google Jamboard. Would be nice to have a collection of the answers documented
	
	0. Input via PPP /Participants get handouts with summaries (maybe in different languages):
	
	● Definition of Data Protection/ What is it?
	
	● What is Personal Data?
	
	● What is personal and sensitive Data (especially with focus on elderly care)?
	
	  ● Guessing game
	
	● Data Protection & Human Rights/ Ethical Use of Technology: Why is Data Protection important?
	
	  ● Brainstorm with group, before the question gets answered within the lecture
	
	● About the EU GDPR
		Online Handouts/Documents Google Docs Document, or a WordCloud (e.g. Mentimeter) or GoogleJamboard.
		
		2ⁿᵈ step: YouTube Videos could be added that explain the topics	

Open Questions *10 - 15 minutes*	Discussion round		
BREAK 15 min			
Energiser: Chain of associations		*Online variant:*	

10 minutes	For this game, it is best to stand or sit in a circle. The point is to say what spontaneously comes to mind about the word you heard before. The facilitator starts with the word: "data protection", the next person (person A) says what spontaneously comes to mind (e.g. ethics). Then person B says what comes to mind spontaneously about the word from the previous person (person A), e.g. "complex". Person C says what comes to mind spontaneously about person B's word (e.g. "mathematics"), etc. After one round, the participants try to retrace the word association chain in order (starting with the word of the last person, finishing with the word of the facilitator)	Facilitator says the name of the next person to say the word (person A). Person A then says the name of the next person (person B) to say the word, etc. (the names should be displayed)	
Relevance of Data Protection in Elderly Care: Lecture & Discussion *25 - 35 minutes*	1. **Brainstorm:** . When are you confronted with sensitive and personal data in your work? a. Why is Data Protection important within your work (elderly care)? Depending on the size and dynamics of the group, discussion and brainstorming can be done in the big group or first in small groups and then in the big group.Or participants brainstorm for themselves individually first. Facilitator collects answers on a flipchart.	**Offline**: Flipchart Laptop Projector PPP Handouts **Online**: Online Handouts/Documents Google Docs Document, or a WordCloud (e.g. Mentimeter) or GoogleJamboard.	

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	Online Version: Brainstorming: could be done via a shared Google Docs Document, a WordCloud (e.g. Mentimeter), Google Jamboard. Would be nice to have a collection of the answers documented **0. Input via PPP/ Participants get handouts with a summary:** ● Why is Data Protection/ Ethical Use of Technology important within elderly care? (Risks & Dangers, Ethical Aspects)		
Reflection and Summary & Open question round *20 - 30 minutes*	Participants should summarise and reflect upon what they have remembered and learned. **Offline:** 4 Flipcharts, with following titles: 1. Data Protection 2. Data/ Personal Data 3. EU GDPR 4. Connection/ Relevance in Elderly Care Participants walk around and write on each flipchart, what they have remembered/ learned. At the end, the facilitator summarises the main findings/ points.	Offline: 4 Flipcharts Enough Pencils Nice Background Music Online: Google Jamboard (For this, however, participants need a Google Mail address I think.)	

	Open round of questions. **Online:** Same like offline, but writing down the 4 topics, e.g. within Google Jamboard, where training participants can write down that they have learned/ remembered.		

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

Method/ What happens	Description	Materials	Offline/Online Setting
• • Input: • Data Protection within Elderly Care • Open Question Round • • *30 - 40 minutes*	1. **Brainstorm question:** . What comes to your mind, when you think of Data Protection within your work/ elderly care? a. What technology (devices, apps, etc.) do you use within your work? **Input (participants get handouts)** • Data protection in elderly care (specifics, ethical aspects, challenges, developments) 0. **Open Question Round**	Offline: • Flipchart • Pencils • PPP • Handouts Online: • PPP • Handouts/ Documents to share	Online/Offline
	The participants are now Data Protection Experts.	Offline:	

Exercise: Data Protection Experts: Ethical Handling of Devices and Data in Elderly Care 40 – 60 minutes *minutes*	The participants are divided into small groups (3-4 persons). The groups are given different scenarios (written down) in which care assistants are confronted with data protection situations in their work. The participants should choose one situation and discuss in the small group what they would do in the situation or whether they think that the person in the situation is dealing with it correctly. After about 20 minutes, the small groups come back together in the big group and discuss what would be the "right" way to deal with the situations - and whether this is realistic in everyday work.	Work situations printed on paper Online: Work situations written in the group chat	
Finish *10-15 minutes*	**1. Feedback round:** . What were three key points or 'take-aways' from today's workshop? a. What could we improve? *Online Version*: Mentimeter or Google Jamboard 2. **Goodbye Words**	Online: Mentimeter or Google Jamboard Promotion & Information Material	

Recommendations for Trainers

As you conclude your live or online training sessions, keep in mind that your role as a trainer goes beyond delivering content. Here are some key recommendations to ensure the effectiveness and lasting impact of the training:

- **Encourage Continuous Practice**
  Remind participants to regularly apply the digital skills they've learned in their daily caregiving tasks. Encourage them to stay curious about new tools and technologies that can improve the quality of care they provide.

- **Promote Peer Learning**
  Encourage participants to share their experiences and challenges with one another. Creating a space for open dialogue helps foster a supportive learning community where they can learn from each other's successes and difficulties.

- **Provide Clear and Practical Feedback**
  Offer specific feedback after each session, highlighting areas of improvement and reinforcing strengths. Practical suggestions on how to implement what they've learned will help participants feel more confident in their skills.

- **Stay Accessible**
  Let participants know that they can reach out for further clarification or support. Whether through follow-up sessions, emails, or online discussion forums, maintaining accessibility can help learners feel supported even after the formal training ends.

- **Adapt to Learners' Needs**
  Keep in mind that each learner may have different levels of digital proficiency. Be flexible and ready to adjust your pace and focus based on participants' progress, ensuring that all learners remain engaged and confident.

- **Reinforce the Ethical Use of Technology**
  Emphasise the importance of data privacy, especially in the healthcare context. Ensure participants understand how to use digital tools responsibly, safeguarding both the clients' data and their own.

By incorporating these practices into your training approach, you can create a more engaging, effective, and empowering learning experience for all participants.

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