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eLILY

# STUDENT TOOLKIT



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## TABLE OF CONTENTS

|   |            |
|---|------------|
| <b>MODULE 1 HEALTH LITERACY &amp; COMMUNICATION SKILLS .....</b>  | <b>2</b>   |
| <b>UNIT 1 DIMENSIONS OF HEALTH LITERACY .....</b>   | <b>2</b>   |
| <b>UNIT 2 IDENTIFY &amp; DESCRIBE A HEALTH PROBLEM .....</b>  | <b>7</b>   |
| <b>UNIT 3 NECESSARY INFORMATION TO A MEDICAL VISIT .....</b>  | <b>9</b>   |
| <b>UNIT 4 COMMUNICATION SKILLS .....</b>  | <b>12</b>  |
| <b>UNIT 5 CARER'S &amp; PATIENT'S NEEDS .....</b>   | <b>19</b>  |
| <b>UNIT 6 IDENTIFY &amp; DEAL WITH AN EMERGENCY .....</b>   | <b>24</b>  |
| <b>MODULE 1 GLOSSARY OF TERMS .....</b>   | <b>27</b>  |
| <b>MODULE 2 DIGITAL LITERACY .....</b>  | <b>29</b>  |
| <b>UNIT 1 WHEN ARE MOBILE DEVICES HELPFUL? .....</b>  | <b>29</b>  |
| <b>UNIT 2 BASIC FUNCTIONS OF MOBILE DEVICES .....</b>   | <b>32</b>  |
| <b>UNIT 3 MOBILE APPS &amp; INTERACTING WITH THEM .....</b>   | <b>36</b>  |
| <b>UNIT 4 BROWSING THE INTERNET .....</b>   | <b>42</b>  |
| <b>UNIT 5 SAFETY &amp; PRIVACY .....</b>  | <b>45</b>  |
| <b>UNIT 6 WEBSITES &amp; VIDEOS .....</b>   | <b>53</b>  |
| <b>MODULE 2 GLOSSARY OF TERMS .....</b>   | <b>58</b>  |
| <b>MODULE 3 MEDIA LITERACY &amp; LEARN TO SEARCH: FIND &amp; EVALUATE INFORMATION OF HEALTH WEBSITES, APPLICATIONS &amp; VIDEOS .....</b> | <b>62</b>  |
| <b>UNIT 1 LEARN WHAT EHEALTH LITERACY IS .....</b>  | <b>62</b>  |
| <b>UNIT 2 CHOOSE THE RIGHT KEY WORDS ABOUT HEALTH .....</b>   | <b>69</b>  |
| <b>UNIT 3 EVALUATION OF THE RESOURCES WE FIND ONLINE .....</b>  | <b>73</b>  |
| <b>KEY TO EXERCISES OF MODULE 3 .....</b>   | <b>78</b>  |
| <b>MODULE 4 HEALTH LITERACY &amp; USE OF INTERACTIVE SERVICES: THE SOCIAL MEDIA .....</b>   | <b>81</b>  |
| <b>UNIT 1 INTRODUCTION TO THE INTERACTIVE SERVICES .....</b>  | <b>82</b>  |
| <b>UNIT 2 INSTALL &amp; MANAGING FACEBOOK APP .....</b>   | <b>89</b>  |
| <b>UNIT 3 INSTALL &amp; MANAGING SKYPE .....</b>  | <b>95</b>  |
| <b>UNIT 4 INSTALL &amp; MANAGING WHATSAPP/VIBER &amp; MESSENGER .....</b>   | <b>100</b> |
| <b>UNIT 5 FINDING &amp; USING ONLINE FORUMS FOR CARERS AS MUTUAL HELP TOOLS ..</b>  | <b>106</b> |
| <b>KEY TO EXERCISES OF MODULE 4 .....</b>   | <b>110</b> |

## MODULE 1

### HEALTH LITERACY & COMMUNICATION SKILLS

#### MODULE OVERVIEW:

The general aim of the module is to understand a health problem and to be able to learn how to express health worries and problems to the health professionals.

By the end of the module, participants will be able to:

- *Understand the dimensions of health literacy and to be able to search and apply health information accurately*
- *Identify a health problem and describe it accurately (assess, appraise and implement dementia specific information when describing symptoms)*
- *Awareness of information that needs to be provided to health care professionals and ability to process accurately their response*
- *Communicate successfully with the Health Care Professional and the patient*
- *Distinguish between carers' and patients' needs (Burden of care)*
- *Identify and deal with an emergency*

### MODULE 1 – UNIT 1

#### DIMENSIONS OF HEALTH LITERACY

Health literacy has always been a concept, part of our everyday lives, although we do not usually realize its impact in our health-related behavior. Such occasions are **when**:

- we visit the doctor and we need to clarify the diagnosis, treatment and be informed on our condition or the condition of our relative,
- we are trying to find out and decide the screening exams we need to take every year
- we are following doctor's prescription,
- we read a medical information leaflet,
- we ask for medical advice(our relatives, neighbors and pharmacists),
- we read the ingredients on food labels and try to understand if that food is good for our health,

- we watch health information series on TV or read health articles in newspaper and on internet,
- we get informed of new policy rules of health ministry

And in many more occasions that we cannot easily connect them with health literacy. In all these cases, we need knowledge, motivation and skills to find, assess and implement the knowledge we receive.

During the years, many different definitions have been developed in an effort to better understand the dimensions of health literacy. The most recent definition of Health Literacy adopted by the WHO, has been developed by the HLS-EU team in 2012<sup>1</sup> and describes Health literacy as a term which “*entails people’s knowledge, motivation and competences to access, understand, appraise, and apply health information in order to make judgments and take decisions in everyday life concerning healthcare, disease prevention and health promotion to maintain or improve quality of life during the life course*” ([http://www.euro.who.int/\\_data/assets/pdf\\_file/0008/190655/e96854.pdf](http://www.euro.who.int/_data/assets/pdf_file/0008/190655/e96854.pdf) )

The HLS-EU survey interviewed 8000 participants in 8 countries: Austria, Bulgaria, Greece, Netherlands, Ireland, Germany, Poland and Spain. According to Soerensen et al.<sup>1</sup> and the HLS-EU framework, health literacy has 4 core dimensions, including competences: 1)access 2) understand 3) appraise and 4) apply health information in the case of healthcare, disease prevention and health promotion. Results showed that we may identify 4 levels of health literacy: inadequate, problematic, sufficient and exceptional. A considerable number of citizens have limited health literacy and this may be associated with problematic health behaviors and excessive use of health services. Moreover, people self-perception of health is related with the levels of Health literacy. Bad self-perceived health is connected with low health literacy levels. Of the total number of participants, 40% reported inadequate and problematic health literacy in the domain of health care (e.g. understand what the doctor says, follow doctors instructions etc.), 42% have difficulties in the decisions related with disease prevention (e.g. understand what screening to undertake etc.) and 49% has difficulties in the health promotion (e.g. related with the information on food packaging, or health related information in policy level)<sup>2</sup>

Health literacy is influenced by age and education among older adults according to relevant research. Older people with low educational level report often low levels of health literacy<sup>3</sup>. In recent years, there is an overall movement to understand how health literacy levels can be improved, by developing disease-specific training programs for carers, patients and general public.

### **EXERCISES OF UNIT 1**

Below we present a scenario related to health literacy to better understand the term. Try to select the most appropriate reaction that is related to your usual behavior and justify your choice and what factors may play role in your decision:

A) Imagine that you are visiting the doctor for your regular checkup and prescribes you a type of herbal medicine that may make you feel “stronger” as s/he suggests and informs you that s/he sees some indicators in your blood tests and you should receive the prescription and repeat the blood exams after 6 months. How would you react? Provide a shortly justification of your reaction.

a. You take the prescription without asking any further questions and you try to find out information about the medicine through Google search and your pharmacist

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b. You ask the doctor, what s/he means by “some indicators”, what is her/is hypothesis and what s/he expects to find in 6 months period after you will take the medicine

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c. You don't follow your doctor's instructions and you decide by yourself to repeat exams to another doctor for a second opinion in 1 month period

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d. You agree with the doctor, but you leave and never follow her/his instructions or do anything to confirm or reject this

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B) Now imagine that you are visiting your doctor, who monitors the progress of the person you care for, for more than 5 years, for your 6 months checkup. Nothing unusual has happened during these months or you have not noticed any behavior that troubles you. All exams are stable as were last time. After the regular examination, the doctor invites you both to update you and inform you that s/he will increase the dosage of the medicine your relative receives. How would you react? Please justify your behavior:

a. You ask without second thought why s/he increases the dosage and if has noticed anything that you have not, since all other indicators are stable

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b. You accept the decision and you follow the doctor's directions without second thought since s/he is your doctor for so long time

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c. You follow your doctor’s instructions, but your relative’s situation become worse after a while and you decide to return to your initial dosage without calling the doctor for advice

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d. You follow your doctor’s instructions, but your relative’s situation become worse. You feel stressed and you call a friend for advice. You decide to take a second opinion, without firstly discussing this with the first doctor.

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## **MODULE 1 – UNIT 2**

### **IDENTIFY AND DESCRIBE A HEALTH PROBLEM**

Looking after someone with a chronic disease (such as dementia for example) can be a very stressful, demanding and challenging job. Sometimes, people with chronic diseases are not able to express accurately how they feel, so it's not easy to understand if they feel pain, inconvenience or something annoying. How can we understand what is going wrong with the person in our care?

First of all, it is very useful to notice the specific time when the pain or the irritation occurs, e.g. he gets upset when he eats something specific. In this case, it's also useful to notice if this pain or irritation happens along with or after something else and if there is a change in his personality lately, like being more irritated than usual or more aggressive than normal.

Another important thing to notice is when a symptom appeared and how often is happening since then. For example, the person with dementia could express irritation every time he listens to loud sounds for the last three months. It is also important to see how long this symptom lasts and how intense it is. If something is happening for the first time it is crucial to wait and see if it will happen again or if it is a single incident. Also, it is very good to know how someone expresses a symptom and then how he calms down. For example, for some people is very important to reassure them by making them feel safe and not alone in order to help them manage a difficult or confusing situation. In other cases, medical treatment is necessary in order to manage a new symptom, such as wandering.

When you will visit the doctor it is essential to mention if there is a recent change in the medical prescription of the person in your care (e.g. addition of an antidepressant) or if he has any other health problems which might affect him this period (e.g. he got high fever a month before the symptom starts). Very important also is to describe if he has any disorders in other daily routine, such as food, sleep etc.

At last but not least, it is very important to observe your reaction to this new condition. Are you getting aggressive too when he gets aggressive or are you trying to pass by this



behavior? Your persons' behavior is really a problem or are you having problem to deal with it? Many times, a symptom lasts more because of the way we front not only the symptom but also the person. So you can understand the importance of being patient, reassuring and with understanding in front of this new condition you have to manage. In conclusion, there are many ways for someone to express that something is going wrong, especially when he is not able to say it with words. Writing down all the above information could be a very helpful tool for you and also your doctor in order to make the right diagnosis and have the best treatment in every specific case.

### **EXERCISES OF UNIT 2**

1. Your person gets irritated and nervous the last week, from the time he wakes up until noon. At the same time, in your neighborhood they are doing some constructions to the pavements and it is very noisy. Using the information were given above, write down all the things you think that would be useful to mention to the doctor when you visit him.

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2. Your person is very negative to have his bath the last month. Every time you mention that you are going to give him a bath he starts yelling and refuses to follow you. Using the information above, write down all the things you think that would describe best this inconvenient situation and would help the doctor to make a diagnosis.

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## MODULE 1 – UNIT 3

### NECESSARY INFORMATION TO A MEDICAL VISIT

A medical visit is important in order to follow the medical situation of the person in care and to evaluate the effectiveness of the medical treatment during the last period. In order to be successful, the carer needs to provide and discuss with the doctor a number of issues and provide a number of documents, examinations etc. For this reason, it is essential for the carer to make lists and keep notes in order to remember all necessary information or questions for the doctor. We provide the important information of that list:

1. **Medical history** → in a few lines the carer needs to include the medical history of the person in care. For example, date of the first visit-diagnosis of the problem, dates of important medical issues before or after the diagnosis, other medical conditions (such as diabetes, cholesterol, other chronic issues, strokes, hospitalizations etc.). Also note if there is any hereditary medical issues or any operations. Do not forget to inform the doctor if there are any allergies or intolerance that the person suffers from.
2. **Current medication** → Note the name, the dosage and the time of the day that the person under care takes his treatment. For example, if it is at noon, does the person take the medication before or after eating? Are you sure that the person takes his medication regularly and as prescript? Do you give the medication or the person in care takes it by himself? What is the new medication (after the last medical visit) and is there any difference?
3. **Symptoms of current condition** → Are there any issues that the carer has noticed and may be related to the health problem of the patient? These issues could be related to cognition (memory, attention, language or problem-solving issues), to emotion (looking sad, crying, expressing black thoughts) or to personality (are there any fundamental changes in personality, such as irritation, impoliteness, irritation or loss of control). Also, mention any changes in food

preference, loss or abnormal appetite, any motor problems (instability, shakiness, and frailty).

As you can see, there is a lot of information which needs to be transferred to the doctor. This is the reason why, it is highly recommended to keep a diary which could be updated at least every 3 to 4 days in order not to forget or pass important information.

Finally, in order to have an informative and useful medical appointment, there are some rules to be respected:

1. Be honest with the doctor. There is no point to lie or hide information from the doctor. The doctor cannot guess or imagine a situation if you do not explicitly name the symptoms. Even if you are feeling uncomfortable with some symptoms (for example if the person in care has illusions), this information is essential to the doctor in order not to prescribe medication that could make things worse.
2. Pose all your questions. It is important to leave from the doctor with all your questions answered. Remember there is no such thing as a “stupid” question.
3. If you do not understand the doctor ask him to simplify his sayings. There is no point in visiting the doctor if you don’t understand what he says. Doctors might get carried away and speak with medical terms which are not understandable. Stop them and ask them to rephrase.
4. Do not hesitate to pose your hesitations if something is bothering you. Let’s say for example that the doctor decides to give a drug to the patient which in the past had created problems. Do not hesitate to tell him your fears.
5. Ask from your doctor hours during which he accepts communication if there is a problem. Also, ask him what to do in case of an emergency.
6. Finally, keep in mind that the appointment has a time limit. Show respect not only to the doctor’s hour but especially to the patients waiting in waiting

room. This is why it is essential to have organized your appointment and have all your notes with you in order to make the best of your time with the doctor.

### **EXERCISES OF UNIT 3**

1. Imagine you have an appointment with the doctor
  - a. Write down a brief but clear medical history record of your person in care.
  - b. Make a list with the symptoms of the current condition you need to communicate to him. Start with the most important issues. Try to limit your list in 7 issues.
  
2. During your appointment with the doctor, he starts saying things you cannot understand or follow. Try to put in words the reaction in such a situation and ask him politely to rephrase his sayings.

## MODULE 1 – UNIT 4 COMMUNICATION SKILLS

### FORMS OF COMMUNICATION

There are several different forms of communication used in a health and social care environment. This unit looks at verbal and non-verbal communication methods that will be useful for carers, in a health care visit. You will gain an understanding of the communication cycle, looking at how to make sure that communication is effective and that needs are met. You will also learn to recognize a range of factors which may create barriers to communication. You will then consider ways in which these barriers may be overcome, including the use of alternative forms of communication.

#### a) Verbal Communication:

Verbal communication uses words to present ideas, thoughts and feelings. Effective verbal communication is the ability to both explain and present your ideas clearly through the spoken word, and to listen carefully to other people. This will involve using a variety of approaches and styles appropriate to the audience you are addressing. It is important to remember *HOW* one expresses his thoughts and feelings through verbal communication. There are three styles of communication that should be explored when it comes to health care visits:

In aggressive communication we tend to:

- try to dominate others
- use humiliation to control others
- criticize, blame, or attack others
- be very impulsive
- have low frustration tolerance
- speak in a loud, demanding, and overbearing voice
- act threateningly and rudely
- not listen well
- interrupt frequently

In Passive- aggressive communication we tend to:

- mutter ourselves rather than confront the person or issue
- have difficulty acknowledging our anger
- use facial expressions that don't match how we feel - i.e., smiling when angry
- use sarcasm
- deny there is a problem
- appear cooperative while purposely doing things to annoy and disrupt
- use subtle sabotage to get even

In Assertive communication we tend to:

- state needs and wants clearly, appropriately, and respectfully
- express feelings clearly, appropriately, and respectfully
- use “I” statements
- communicate respect for others
- listen well without interrupting
- feel in control of self
- have good eye contact
- speak in a calm and clear tone of voice
- have a relaxed body posture
- feel connected to others
- feel competent and in control
- not allow others to abuse

b) Non- Verbal Communication:

- Eye contact
- Proximity
- Facial expression
- Hand & head movement
- Posture

- Appearance

*In a health care visit it is crucial to use assertive communication skills to express one's needs effectively and the person's with dementia. In terms of non-verbal communication, one should always maintain good eye contact, a positive body posture and a well kempt appearance while regulating facial expressions and body movements.*

## **EFFECTIVE COMMUNICATION SKILLS WITH HEALTH CARE PROFESSIONALS AND PEOPLE WITH DEMENTIA**

### *a) Communicating with health care professionals:*

The relationship with a doctor is a very personal relationship built on communication and trust. In choosing a doctor, the "chemistry" between the two of you must work. You must be able to trust, confide in and tell your doctor about your health worries with regards to the person with dementia you are caring for. Your doctor, in turn should listen to you give you options and feedback and have your best interest in mind.

Here are some things you can do to help build an effective partnership:

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### **BE ORGANIZED**

Doctors are busy, so you need to know how to get the most from their limited time with you. This means that you must be organized and focused on the issues you want to address.

Think in advance about the questions you want answered. Write down and prioritize those questions, highlighting the main three or four you want to discuss.

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### **KEEP GOOD RECORDS**

Provide your doctor with good, accurate information about your patient's symptoms and medications so he/she has the necessary tools to accurately diagnose your condition and prescribe appropriate treatment. A list of medications and supplements he/she is taking, recent symptoms and the dates at which they occurred, any recent tests and



names of other doctors you are seeing can be useful information to share with your doctor.

The better you are able to communicate your needs and concerns, the better your doctor can respond.

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### BE UNDERSTANDING

Balance assertiveness with respect and understanding. Although it's important to let your doctor know your needs or if you are dissatisfied, it's equally important to voice appreciation for positive aspects of your communication and treatment.

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### KNOW HOW TO KEEP IN TOUCH

Before you leave, find out the best way to keep in touch between office visits, whether through the nurse, via email or by leaving phone messages.

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### HOW CAN I MAKE MY VISIT TO THE DOCTOR AS PRODUCTIVE AS POSSIBLE?

- Bring a pencil and notebook to take notes.
- Keep your discussion focused, making sure to cover your main questions and concerns, symptoms and worries.
- Ask for clarification if you don't understand what you have been told or if you still have questions.
- Ask for explanations of treatment goals and side effects.
- Let your doctor know if you are seeing other doctors or health care professionals.
- Share information about any recent medical tests.
- Stand up for yourself or have a friend or family member advocate for you if your concerns are not addressed.
- Balance assertiveness with friendliness and understanding.

*b) Communicating with people with dementia:*

Try to start conversations with the person you're looking after, especially if you notice that they're starting fewer conversations themselves. It can help to:

- speak clearly and slowly, using short sentences
- make eye contact with the person when they're talking or asking questions
- give them time to respond, because they may feel pressured if you try to speed up their answers
- encourage them to join in conversations with others, where possible
- let them speak for themselves during discussions about their welfare or health issues
- try not to patronise them, or ridicule what they say
- acknowledge what they have said, even if they don't answer your question, or what they say seems out of context – show that you've heard them and encourage them to say more about their answer
- give them simple choices – avoid creating complicated choices or options for them
- use other ways to communicate – such as rephrasing questions because they can't answer in the way they used to

**Communication isn't just talking. Gestures, movement and facial expressions can all convey meaning or help you get a message across. Body language and physical contact become significant when speech is difficult for a person with dementia.**

When someone has difficulty speaking or understanding, try to:

- be patient and remain calm, which can help the person communicate more easily
- keep your tone of voice positive and friendly, where possible
- talk to them at a respectful distance to avoid intimidating them – being at the same level or lower than they are (for example, if they are sitting) can also help

- pat or hold the person's hand while talking to them to help reassure them and make you feel closer – watch their body language and listen to what they say to see whether they're comfortable with you doing this

**It's important that you encourage the person to communicate what they want, however they can. Remember, we all find it frustrating when we can't communicate effectively, or are misunderstood. Communication is a two-way process. As a carer of someone with dementia, you will probably have to learn to "listen" more carefully. You may need to be more aware of non-verbal messages, such as facial expressions and body language. You may have to use more physical contact, such as reassuring pats on the arm, or smile as well as speaking.**

Active listening can help:

- use eye contact to look at the person, and encourage them to look at you when either of you are talking
- try not to interrupt them, even if you think you know what they're saying
- stop what you're doing so you can give the person your full attention while they speak
- minimise distractions that may get in the way of communication, such as the television or the radio playing too loudly, but always check if it's OK to do so
- repeat what you heard back to the person and ask if it's accurate, or ask them to repeat what they said
- "listen" in a different way – shaking your head, turning away or murmuring are alternative ways of saying no or expressing disapproval

## EXERCISES OF UNIT 4

1. Role-play with a friend a visit to a health care professional who is not willing to cooperate and consider your needs as a carer of a person with dementia. Please consider the following suggestions:
  - Communication style (aggressive, passive-aggressive, assertive communication)
  - Prioritizing what is important to be discussed
  - Organizational skills (pen & paper, focused conversation etc.)
2. As a carer, please list the most common techniques that you consider important when it comes to communicating with a person with dementia.
3. What is «active listening» and why is it a major component of communication with people with dementia but also with Health Care Professionals?

## **MODULE 1 – UNIT 5**

### **CARER’S AND PATIENT’S NEEDS**

#### Introducing Caregiving to caregivers

Carers or Caregivers are all persons who support and help a person in need of care. Carers can be informal and formal. Informal carers are the family members, friends, neighbors and acquaintances. Professionals who provide care and assistance are considered formal carers. Caregiving at home is based in a main caregiver or is shared among family members, often assisted by a formal carer. Recent studies report that women of working age reflect the image of the average carer of frail older people and people with dementia. Caring of frail older people and people with dementia is an intensive and demanding task. Carers should keep in mind to not only provide the quality care their loved ones deserve, but also to help reduce their risk for fatigue and exhaustion.

#### Distinguishing carer’s and patient’s needs

Sometimes it is difficult for frail older people and people with dementia to recognize and express their needs. This can be confusing, overwhelming and exhausting for a carer, as it is up to him to understand, decode and cope with the condition of their person. As carers are not trained to cope with the challenges of care they often leave their needs aside in order to assist their people more effectively. Their attempt to offer the best possible care combined with the neglect of their own needs has exactly the opposite effect, to make them feel exhausted and insufficient. It has been proven that carers who do not recognize their own needs and perceive caregiving only as a negative experience are more likely to be affected by the burden of care.

#### The Burden of care

***Burden of care*** is the physical, emotional, social, and financial strain that can be experienced by family carers. Among the risks stress, depression, cognitive decline and risk of sustainability threaten the physical, emotional and mental health of caregivers, affecting their own functionality and quality of life. The way caregivers individually appraise and experience their personal care situation is described with the term ***subjective burden***. Recognizing what triggers the burden of care can help carers to cope with their difficulties and maintain their mental and physical health of both the caregiver and patient. Burden of care can be triggered by the following factors:

- costs of care
- lack of time
- challenging behaviors of care recipient
- anxiety
- depression
- lack of personal interests
- limitation of social activities
- sadness over the fate of the supported person
- dysfunctional attitudes towards self and care recipient
- dysfunctional coping strategies
- stigma
- lack of training

### Reducing burden of care

To reduce your strain and maintain your health and well-being you should take action. These are some tips that can help you to cope better when you feel stressed and overwhelmed.

- *Learning and understanding* about the need or the disease of the person you care for, it can help you to adapt to the changes that are about to come and *adjust your expectations*.
- Help yourself by being *realistic* about how much you can do and what really matters most to you and try to meet all your feelings with a friendly stance of *acceptance*.
- It's normal to be afraid or angry. *Recognize* that you are doing the best you can for now and *reward yourself* for your efforts.
- Try to recognize the *funny* aspect of the situation you are involved. Humor helps you to be positive and that feels much better.
- Speak to your family and friends and share information and feelings with others.
- Take care of yourself and your health and nutrition. Try to exercise often.
- Plan for the future. Preparing yourself is a way of self-protection.
- Get help

### The needs of Carers

Recent studies have recorded the expressed needs of carers of older people and people with dementia. Carers primary needs are psychological and financial support, communication, training and information. More specific, carers need:

- to raise their knowledge regarding caring of frail older people and people with dementia
- to know more about the existing disease, e.g. dementia
- to understand better the needs of the person they take care (medical, cognitive, behavioral)
- to communicate better with their person in need
- to manage an emerged problem
- to regulate their emotions
- to manage their stress



- to trust their own abilities to cope with their situation
- to be surrounded by people and networks that understand their needs
- better services
- to be financially supported

### Finding Help

- To better address the needs and challenges of care, recognize your own needs and reduce the risk of the burden, it is helpful to appeal to the services that are available in your country or community. You can address to: your family doctor or other health professionals, the public hospital of your area, community organizations and associations and public services that focus on older people and people with dementia. These sources could provide you training, professional support e.g. caregiver counseling psycho-educational training, self-help groups, nursing services and information about currently existing public services and financial support or benefits. You may also find helpful the use of social media and the participation in self-help groups and forums. Finally, family and friends or acquaintances could be suitable in order to get help, support and relief.

## EXERCISES OF UNIT 5

1. Let's recognize your condition of burden. Answer with Yes or No to the following questions :

- a. Sometimes I say that my person will get better even though I know that his/her condition will not change.
- b. I get mad with some attitudes of the person I take care and I yell to him/her
- c. I often get angry with myself and suffer from guilt
- d. I don't care about being with my friends anymore
- e. I didn't participate in any activity that I enjoy recently
- f. I often feel hopeless when I think of what the future holds
- g. I feel more emotional recently
- h. I feel without energy most of the time
- i. I get sick more often than I used to
- j. Mostly I don't sleep enough
- k. It seems like I have a permanent feeling of sadness

(the more the yes the more the burden score is)

2. Let's try to make your personal list of your needs as a carer! Try to focus first on your needs regarding the person you assist and then focus on your needs as a person. Make a list of ten.

## MODULE 1 – UNIT 6

### IDENTIFY AND DEAL WITH AN EMERGENCY

An emergency can be defined as a serious, unexpected and often life threatening situation which requires an immediate action. When you give care to people with medical problems, emergencies could occur and this is the reason why carers should be trained to identify and deal efficiently with them.

Let's begin with what should be considered as an emergency. This is not easy to define when you are dealing with people that cannot express clearly their situation. An emergency situation is unexpected and often life threatening. This means that we could define the following emergency situations:

- **Bleeding** → a bleeding could be after an injury (for example after a fall) or even a bleeding in urines that the carer has noticed. The problem with bleeding is that it alerts you that there might be a more serious situation happening internally.
- **Heart attack** → a heart attack often comes with chest pains and the feeling that pain is travelling to the whole body. Also breathing difficulties and a shortness of breath could indicate a heart attack. A feeling of a generalized anxiety (like a panic attack) combined with sweating could also be signs.
- **Stroke** → provokes often problems in speech and in movement, so it is essential to examine if the person can talk properly and if they can move their arms up and keep them there.
- **Breathing difficulties** → as mentioned before, difficulties in breathing could indicate a heart attack but also other emergencies, such as an allergic reaction or a poisoning.
- **Epileptic seizures** → easy to identify as the person is losing consciousness, falls down and starts convulsing.
- **Severe pain** → a sudden and severe pain could indicate an emergency situation.

If the person under your care experience one of the previous situations, you should call for professional help right away and stay with him until help is there. This might sound obvious now but when dealing with an unexpected and stressful situation often the panic takes over and it is difficult to provide help.

### **Dealing with an emergency**

After defining what an emergency is, it is essential to know what you should do in case of an emergency, as it is a stressful situation which could create panic and panic is not a good advisor.

#### **1<sup>st</sup> STEP: Be prepared**

Better safe than sorry! Start by placing the emergency phone numbers close to the phone and by gathering all necessary medical documents in a drawer near the door so you can have a quick access when this is necessary. Also, another idea is to have a small bag always prepared in a closet in which you will have the necessary clothes and necessary things for a hospitalization including all medical documents. Maybe it is also a good idea to write down even your address and your phone number as in times of great stress, people tend to block.

#### **2<sup>nd</sup> STEP: Stay calm**

The only person who can take action is you! This is why, it is important to take care of your well-being and to stay calm in emergency situations. Take deep breaths with your eyes closed, count to 10 and keep telling to yourself that you can handle the situation. Breathe deeply before you take action. Give yourself time to think before taking any action.

#### **3<sup>rd</sup> STEP: Call emergency help**

Describe accurately and calmly the situation to the emergency service. Describe symptoms, if there is any pulse, if the person is conscious, if there is any bleeding and how long is in this situation. Give your name and full address (don't forget name of doorbell and floor). Once you hang up the phone, stay close to the person in need and try to reassure him by saying that everything will be ok and help is on the way.

#### **4<sup>th</sup> STEP: Try to look the situation as a whole**

If the person has fallen down, it is not a good idea to move him as you do not know if there is a spinal problem or something broken. It is better to wait for medical help, as the health care providers know exactly how to move a person without provoking a greater problem. Stay with the person in need and talk to him gently in order to reassure him. If the person is conscious, you could ask him questions as “What is your name?” in order to understand his mental state. You should also try and maintain the person conscious as long as possible by rubbing gently their chest or pinching their earlobe or by touching their eyelids to see if they will open.

In any case, help is on its way and you have done the best you could! Try to stay positive and do not surrender to panic even if the situation changes rapidly. Soon a health care provider will be with you and will take over the situation professionally.

### **EXERCISES OF UNIT 6**

1. Make a list of all the things you need to organize at home in order to be fully prepared for an emergency. Be sure that you have included everything!
2. Close your eyes and try to breathe correctly and deeply about 10 times. Focus on your respiration and try to clear your mind from all negative thoughts. Count to 10 and open your eyes. Try to do this exercise at least once every day.

## MODULE 1

### GLOSSARY OF TERMS

**Abuse:** To treat someone with cruelty or violence, especially regularly or repeatedly.

**Aggressive communication:** Is the method of expressing needs and desires that does not take into account the welfare of others.

**Assertive communication:** Being able to stand up for your own or other people's rights in a calm and positive way without being either aggressive or passively accepting what you don't agree with.

**Burden of care:** is a concept that describes the physical, emotional, social, and financial problems that can be experienced by family caregivers.

**Carer:** A person that is in charge of someone's physical health and mental state. This person is usually responsible for a person's everyday needs like nutrition, showering, medical care etc.

**Family carer:** is a member of the family that takes after and supports another family member

**Formal carer** or **Professional carer:** is a term that refers to people that typically are paid to provide care.

**Health literacy:** Health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.

**HLS-EU:** The HLS-EU project is the first study to provide population data on health literacy at the EU level and to enable a comparison of health literacy levels between selected member states

**Informal carers:** are the people who give care to family or friends usually without payment. A family carer is an informal carer.

**Intimidating:** Frighten or threaten someone in order to make them do what one wants them to do.

**Low frustration tolerance:** Is a concept utilized to describe the inability to tolerate unpleasant feelings or stressful situations. It stems from the feeling that reality should be as wished and that any frustration should be resolved quickly and easily.

**Mutter:** To utter words indistinctly or in a low tone, often as if talking to oneself.

**Non- verbal communication:** Is the nonlinguistic transmission of information through visual, auditory, tactile and kinesthetic channels.

**Patronizing:** To treat someone in a way that shows prejudice with regards to the person's behavior, emotions or ethnical background.

**Posture:** 1. the position in which someone holds their body when standing or sitting /  
2. a particular approach or attitude.

**Proximity:** Refers to closeness, physical and metaphorical.

**Role-play:** A learning activity where two individuals pretend they are someone else for the sake of applying something new they have learned. It is considered an important practicing tool.

**Sarcasm:** The use of irony to mock or convey contempt.

**Passive-aggressive communication:** Is the concept of non direct expression of anger through behaviors like procrastination, expression of sullenness or withdrawal.



## **MODULE 2 DIGITAL LITERACY**

### MODULE OVERVIEW:

The general aim of the module is to introduce participants to the proper way of using tablets in their day-to-day needs as health professionals so that they feel comfortable enough with the technology using it as a source of information and mean of communication.

By the end of the module, participants will be able to:

- *Operate with Android OS on tablets or smartphones with ease;*
- *Search, install and manage apps as a routine task that anyone could do without any difficulties.*
- *Connect to the Internet through Wi-Fi or mobile broadband.*
- *Stay safe on the Internet and avoid dangers like viruses, phishing and scams.*
- *Search in YouTube, finding useful resources that would support their work.*
- *Use a web browser for visiting and bookmarking websites.*

## **MODULE 2 – UNIT 1 WHEN ARE MOBILE DEVICES HELPFUL**

Mobile devices have become a vital part of our day-to-day life and even more so in some people's careers. It shouldn't be surprising when so many useful features are cramped up in a handheld widget that people could carry around almost anywhere.

Following is a list of some of the most common usages that make mobiles among the must-have items in modern people's every-day carry bags:

- **Telephony** is the obvious one here, that doesn't even need discussions.
- **Connection to the Internet** through Wi-Fi or mobile broadband is a key selling point, as the benefits from having access to the global network are countless;
- Keeping in touch with others through a myriad of **online text messaging, voice and video-sharing** applications. These tools in mobile devices have made it a lot easier for whole economy sectors to outsource their work and allow for remote work of some employees. There are even whole events that get organized and take place online, called **webinars**.
- Consuming educational or entertaining audio productions through **podcasts**. The same goes for **video** materials online.
- **Ecommerce** has grown a lot bigger since the user base of mobile devices. Nowadays it's not just possible but also rather easy to buy and pay almost anything without too much hustle. Strict consumer protection laws in Europe are supporting this trend even further, making it even safer for end users when purchasing goods from online shops (not to be messed with marketplaces and second-hand sales, which are generally riskier).
- Finding **addresses and locations, browsing maps**, getting directions and generation of travel routes by getting information straight from **GPS** satellites and processing it has never been easier.
- Shooting **photos** and making **videos** with very high resolution and quality eases people in saving their precious moments, advance in their hobbies or even work, when creativity and visual arts are involved.
- **Reading and editing documents**, despite being difficult on a smaller screen and a virtual keyboard, has further evolved and is a function dynamic people use when they can't be on a computer all the time.
- The storage that most mobile devices provide can easily be used as a back-up vault for important files, and a lot of applications on Android are designed for migrating or copying such files on protected servers for being accessed from different places even if the mobile device gets stolen or lost.

## EXERCISES OF UNIT 1

Below we present scenarios for situations when you might have use of a mobile device.

Try to give a detailed answer to the question “How would you use it in this case?”

- a. You meet a really experienced health professional from whom you can gain a lot of knowledge for your work and you exchange contacts. What would you use for following this person online in order to keep in touch without being too obtrusive?

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- b. You realize you have lost the leaflet instructions for dosing a medicine you are giving the patient you are taking care of. How do get information about the dosing, without having to buy another box or directly consulting a pharmacist?

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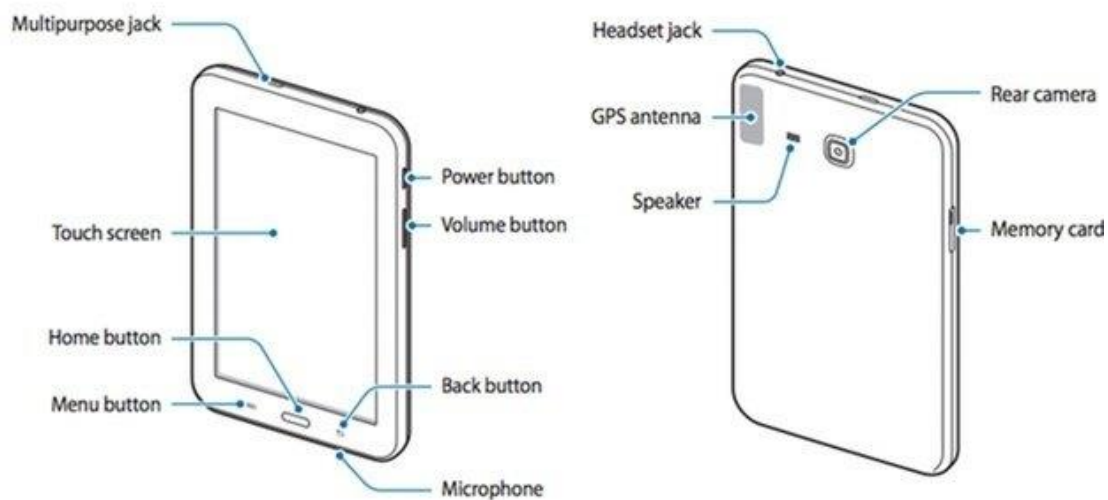
- c. You need to visit a new clinic for a meeting with a doctor. How do you find the location, if you know nothing more than the name of the clinic and the doctor?

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## MODULE 2 – UNIT 2

### BASIC FUNCTIONS OF THE MOBILE DEVICES

Most mobile devices are developed and designed with usability in mind, which is why an average person shouldn't have much difficulties with operating with one if they have accustomed to using a laptop or a desktop computers.



Source: Samsung Galaxy Tab 3 Lite manual

Common hardware interfaces for every mobile device are the following:

- Power button for **starting, restarting and shutting down** the operating system, but also used for **locking** the screen when the device is on. The button is usually located at the top or on the side of the body, almost no producers put it at the bottom.
- **Volume control** buttons on the side of the phone, usually located on the left, but sometimes on the right. Volume is controlled when the phone is unlocked or when media is playing even in locked mode. Different types of volume settings are available, including volume level of ringtone, notifications and

media. When ringtone level is at the minimum, calls and notifications are switched to vibration mode.

- **Menu, Home and Back** buttons are always located at the bottom of the screen, on some devices being physical buttons and sometimes – LED-lit virtual buttons on the screen.
  - Menu button, depending on the operating system and additional software, installed by the producer, could either toggle the apps switching menu or launch a context menu for the currently running app.
  - Home button, always being the middle one, switches to the main phone screen, leaving the app running in the background.
  - Back button is used in the context of the current app for going one step back or for exiting the application.
  
- **Audio jack** is available on the top of the phone for plugging in headphones or speakers.
- Most modern smartphones and tablets have two or more **cameras**, one – facing the user and the rest (one or more) at the back. The front camera is used for video calls, auto-portrait photos (a.k.a. “selfies”) and also used when a mirror is not available for the user. Back cameras usually have superior optical technology and shoot higher resolution pictures.
- **Micro USB port** for charging the device or transferring data on and from the device. Usually located at the bottom.
- **SIM card slot**, or even two of them, for using the device for connecting to the cellular network of a given mobile carrier. Slots can be normal, micro or nano, depending on the size of the SIM card that could fit in them.
- **Memory card slot**, although not that present in every device, allow for extending the storage space even further by giving the freedom of the user to insert external memory cards.

- **GPS antennae** – usually invisible from the exterior of the device, it collects present location satellites data for calculating the current location of the device. This location is used by various maps and routing applications for providing additional functionality for the users.
- **Touchscreen** back in the day allowed users to have a more rich experience while interacting with the various application interfaces, which was the main difference the old generation of smartphones that had Internet access but hardware keyboards and smaller screens, and the new generation where wide touchscreens are the “common denominator”.
- **Batteries**, while in the past were easily removable and replaceable, nowadays are build-in and hard to change so doing this might involve seeking technical help from an authorized service.

## EXERCISES OF UNIT 2

1. Following are simple actions for gaining more experience and understanding of how to handle and use the mobile device in hand:
  - a. **Shut down**, then **start** the device, using the power button. Observe its behavior and the images that are displayed during the process. After the operating system has fully loaded, **restart** the device, again using the power button when the screen is unlocked.

Did you notice any difference in the speed of starting up when you did a restart?
  - b. Turn on the camera and record a short video. Take a few photos, trying to set the focus to a selected item by tapping on the screen at the item.
  - c. Find the video and photos you took in b. by accessing the file browser (usually found in Settings → System → Storage → Explore, although you might have a separate icon on your screen).
  - d. Find your photos through the native gallery app. Zoom in and zoom to inspect details in the images.

- e. Edit one of the photos with the native image editing application. See if you can get the hang of cropping and flipping the picture, adjusting the brightness, contrast and saturation too.  
Note: It's not that important to become a great photo editor, but rather get used to some of the common ways application interfaces are used.
  - f. Play the video you recorder in b. and change its volume through the hardware buttons on the side of your device.
  - g. Getting back on the main screen of the device, switch to silent mode and then back to loud by using the volume control buttons. Then do the same from the menu that pops from the top of the screen when you swipe your finger from the top of the screen down.
  - h. Change the screen brightness through the said menu from g.
2. In order to get better with using the virtual keyboard you need to practice. In order to get it going, start by sending messages to a few friends or relatives, letting them know that you have taken part in a training course and will start being more active in online communication. Make use of the social networks and chat applications, as they are the may reason youngsters get fast with typing early on in life.



## MODULE 2 – UNIT 3

### MOBILE APPS AND INTERACTING WITH THEM

**Apps**, short for **mobile applications**, are independent pieces of software that are being installed on mobile devices in order to extend their functionality and provide new features, employing the device peripherals (back and front camera, microphone, Bluetooth, etc.) or external services, accessible through the Internet (YouTube, Facebook, Amazon, etc.).

Apps to smartphones and tablets are what programs are for desktop computers.

#### **Connecting to the Internet**

When in need of a new app, a user needs to be connected to the Internet through a Wi-Fi or mobile broadband network in order to search in the official application store and then download the app(s) for installation.

Wi-Fi connection is available when an access point, such as switch or a router are connected to the Internet through a cable or an optical fiber and broadcast wireless signal for any nearby device with an enabled Wi-Fi module on it. Most, if not all, mobile handheld devices have this module, so it's a matter of following these steps:

1. Swiping from the top of the screen, when unlocked, and tapping the Wi-Fi icon.
2. Select the network from the list of available networks when it pops up.  
Note: If no list appears, you should see a notification for your device being connected to a network it already has the settings for.
3. Tap on the network from the list, for which you have access password, or connect to an unprotected one.
4. If the network was protected, enter the password and a notification should pop up for the successful connection.

Alternatively, instead of using Wi-Fi, one could use the mobile broadband connection, that does not depend on private devices being available in close proximity and the knowledge of their passwords. The source for mobile data are the mobile network cell towers, so you will have data connectivity as long as you have mobile connectivity.

As the button for enabling mobile data greatly varies depending on the make of the mobile device and version of Android, best approach is to know these steps, being similar for most:

1. Tap the Gear icon from the menu that expands when swiping from the top of the screen. These would open the device settings menu.
2. Go to Connections section.
3. In mobile networks open Mobile data.
4. There you should see a mobile data checkbox for enabling the mobile broadband connection.

Note: It's important to have in mind that mobile data might not be available or it could be limited in Megabytes/Gigabytes or speed, so make sure you don't exhaust it all by downloading too big applications, if you have the chance to use Wi-Fi.

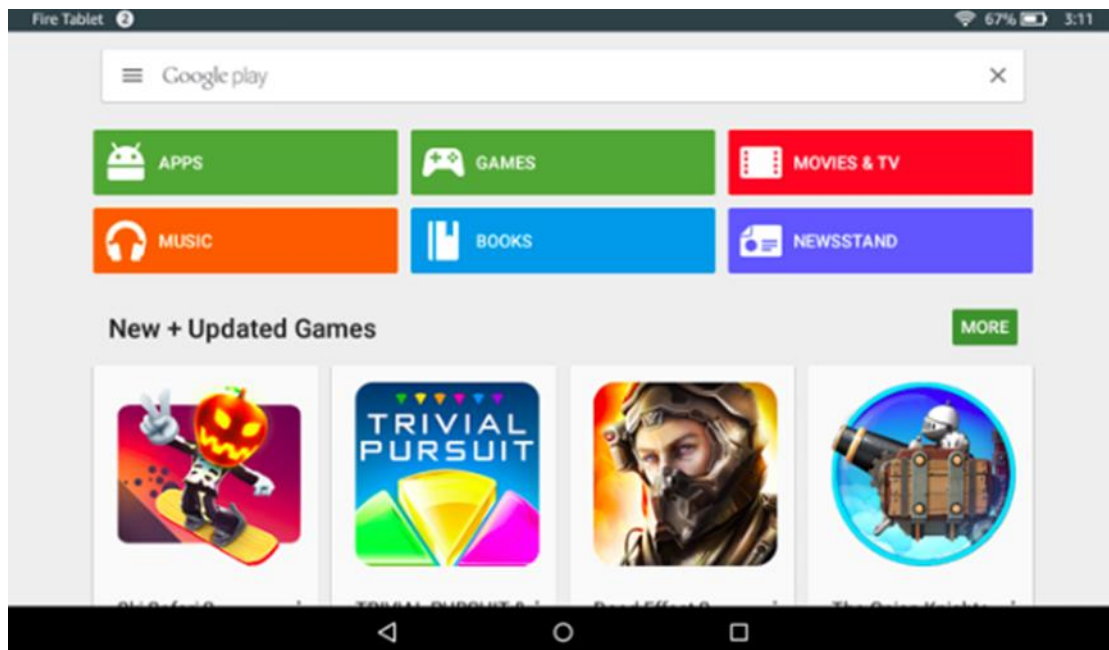
### **Applications marketplace**

The official place for buying or downloading free applications for the Android OS is called Google Play. As it might be obvious from the name, it's operated by Google, thus the applications are safe from any malware or viruses, becoming the go-to place for getting new apps, despite the rest of Android OS app markets that are available.

Here are some key features of Google Play:

- Dangerous apps are not allowed or removed when reported to the store moderators;
- Apps are arranged in categories and are easy to be browsed and installed. Google Play gives suggestions, based on your currently installed applications and the ones you have browsed.
- Search field allows for even faster navigation, as it's rather smart in searching algorithms;
- Star rating system, reviews and usage statistics give additional information for whether an app is what one would need;
- From a computer the marketplace could be accessed by visiting

<https://play.google.com/store/apps> and applications can be scheduled for installation on the mobile device whenever it's connected to Wi-Fi.



Google Play as seen from a tablet

### Picking the right app

Finding the application which fits perfectly your needs could be a daunting task when looking at the infinite amount of apps that are given to almost any search in Google Play. Here are a few questions you should consider before installing an app:

- Does it have a rating 4.0 out of 5 stars or above with more than a few hundred users? The star rating system is not flawless and when an app is not too popular, it won't be that useful, but is still a starting point for searching.
- Are there many people using the app? Always look at the most popular apps first, as the less popular usually have a reason for not being widely used, and more often than not it's not the date of the initial launch.
- Are the negative reviews (if any) from latest months, or possibly addressing an older version of the app? Here you could find some really valuable information, as there aren't many people spending time in leaving feedback, so almost always

the negative feedback is something worth considering.

- Do the screenshots of the app show it as being appropriate for your goals? If you don't make too much of these images, there is a good chance that the application will later confuse you when using it, instead of serve you well.
- Does the description include features that you need? Does it miss any important ones? Sometimes combining several different applications could compensate for the lack of a specific feature, but sometimes this makes the whole "setup" not worth the efforts.
- Are there contacts of the author of the app included? If no contacts are available, don't give too high hopes to the app, as it doesn't speak well for the author to spare users this basic information.
- If there's a website available, does it seem like a company website or one of a hobbyist? There is no wrong answer to this question, but it's still a good idea to consider whether the application you are looking for is developed by a company, that is focused in that specific field of services, or is just a freelancer who launched a project just to enrich their portfolio.

### EXERCISES OF UNIT 3

1. Ask yourself the question what mobile applications you would need in your day-to-day usage of the smartphone or tabled. Remember what apps were mentioned during the training and decide if you'd like to have any of these on your device.
  - a. Install **Viber, WhatsApp, Signal, Telegram, Wire** and/or other similar online messaging app and see if you have any contacts available there.
  - b. Other applications that you might make use of, are those for different **social networks**. Any network that is popular enough, has not only a web application, but a mobile application to it too, so give it a go and see if it works well for you.

- c. If you are eager to experiment with amazing applications here are a few that will surely surprise you:
  - i. **TextGrabber** – allows you to “digitalize” text from images, creating an editable text file as a result! Bear in mind that this app has some limitations for languages and fonts that it could detect.
  - ii. **FlightRadar24** – displaying live data for different flights, their exact location, and allowing you to even point your phone to a plane in the sky and receive information about that given flight!
  - iii. **Live Transcribe** – the technology that Google uses in YouTube for auto-generating subtitles and in Android for voice commands is now available for free to use for any other purpose! Try it with your language and you might be surprised by the precision of the transcription.
2. Basic operations with apps:
  - a. Start two or more apps and practice switching from one to the other without stopping them.
  - b. Stop an app from running.
  - c. Practice deleting apps that you don’t need. If you need all of the apps that you have installed, install a random one just to make yourself familiar to the process of uninstalling them.
3. Now that you have some more mobile applications installed on your device and you know how to run, switch and stop them, it’s a good idea to put them in some order, avoiding creating a mess on your screen.

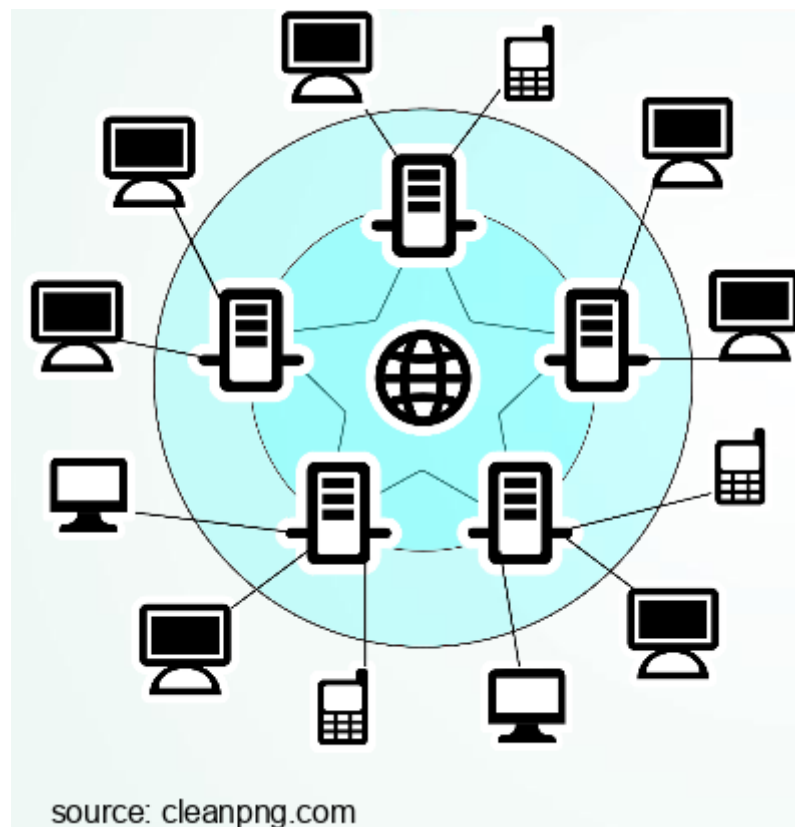
- a. First off, put applications with similar context in groups, using the drag-and-drop technique, putting them one over another. Set labels to these groups as a hint to yourself.
- b. As a second step, you could move some of the apps that are left without a group, or even whole groups, to another screen, again through drag-and-drop, by dragging them to the left or right end of the screen until it switches you to the neighboring one.
- c. A bonus step that would include some researching is adding a few widgets to the mix. Some applications come with useful widgets that provide you with additional functionalities straight on your screen even without launching an application. Such could be a listing of your events from your calendar, quick switches for Wi-Fi, mobile data or economy mode for saving up battery life, audio player controls, etc. Most mobile phone vendors provide slightly different interfaces for interacting with widgets for adding them among the apps on the screen, which is why it's up to you to research the way to do it for your specific brand and model.

## MODULE 2 – UNIT 4 BROWSING THE INTERNET

### How does the Internet work?

First of all it would be useful to have some agreement on what exactly is the Internet. The Internet is a global computer network in which end-user devices, such as laptops, desktop computers, tablets, smartphones and other devices are connected to an infrastructure of data transfer cables and optical fibre that connect them to each other or to servers, being bigger computers, built for providing digital services, such as websites, emails and so on.

Following graphic visualizes this exact infrastructure, together with the end-user devices and the servers in the middle:



The network infrastructure of cables, fibers and the intermediate network nodes are developed, enhanced and maintained by Internet Service Providers and mobile carriers. Sometimes, governmental organizations are also involved in this.

Servers are owned by companies who are making profit from the commercial activities that they perform through the Internet, or non-profit organizations, that find other means of supporting their own place on the Internet.

### **What is a website?**

Generally speaking, a website is digitalized information, collected and organized in (web) pages, hosted on a server, publicly accessible to the Internet and its users.

Site pages are interconnected content through “hyperlinks”, allowing for easier navigation from one page to another throughout the site.

Websites can be something more than just static information – they can represent digital services, such as platforms for booking an appointment to the doctor, ordering food or shopping online. A synonym for this is web application.

Websites are represented by their **domain names**, which make them easy to remember and distinguish from each other. Examples: google.com, facebook.com, elily.eu, etc.

### **Browsers**

Websites are accessed through applications (or programs, when speaking of computers), called browsers. The most popular one at the moment is Google Chrome, but there are more that are widely used too, such as Mozilla Firefox, Microsoft Edge (successor of Internet Explorer) and others. Most Android devices come with Chrome preinstalled.

## **EXERCISES OF UNIT 4**

1. Google.com is inarguably the best search engine there is at the moment. Yet, there might be alternatives worth considering when searching for something tightly specialized data or locally available resources. In Russia, some parts of South America and Asia locally developed search engines are more popular and



provide better results than Google, so there is some chance that in your country there is an option worth considering.

Just like in “offline” life, it’s sometimes a good idea to get a second opinion, so spend some time in researching alternatives and bookmark in your browser any that you find helpful.

Hint: most browsers have a predefined sets of search engines that could be used, so you can start from checking these and visiting each search engine site in order to see what specific features they provide.

2. Create shortcut icons on the screen of your mobile device for some of the most useful sites that you tend to visit regularly.
3. Research what **Web 2.0** means. It will help you understand the state of the Internet nowadays and how it ended up here. Most articles on the web about it might be going down a more technical context, so try to narrow down your search to those, targeted at the general public, that can be better illustrated and easier to grasp without too much “shop talk”.
4. Read the stories of Google and Facebook. These will both be interesting and useful to get to know, as they shed more light on how the Internet operates and evolves.

## MODULE 2 – UNIT 5 SAFETY AND PRIVACY

The more popular Internet becomes, the more attractive it becomes for fraudsters and crooks to lurk upon the unsuspecting users. This is why you should always have your safety in mind and be aware of the risks that surround you online, be it when browsing from your mobile device or from a computer.

Here are some of the most common risks, covered with some advice on how to stay safe:

### Online fraud

While it's a pretty general term, usually it means contacting unsuspecting Internet users through email spam, social networks and “shady” advertisements. The attackers use information that they collect for the victims in order to manipulate them into receiving e-banking credentials, credit card details or other valuable information.

### Staying safe

| DO  | DON'T  |
|---|--|
| <ul style="list-style-type: none"> <li>• Install an ad blocker on all your browsers;</li> <li>• Question advertisements that sound too good to be true;</li> <li>• Use applications or browser extensions such as “Web of Trust” in order to spot dangerous website early on;</li> <li>• Setup a spam filter for your email;</li> </ul> | <ul style="list-style-type: none"> <li>• Shop from online stores that you are not completely sure are safe;</li> <li>• Send passwords, credit card details or other private information by email or messaging apps. Chances of a fraud there are higher than you think.</li> <li>• Accept friendship requests on Facebook or similar social networks from people who you don't recognize.</li> </ul> |

## Viruses (Trojan horses, worms, spyware)

Viruses are all types of malicious software that could steal sensitive data, private information, redirect your browser to dangerous websites or use your devices as a vector for attacking other devices and spreading more viruses. They are usually a lot more common on desktop computers, especially Windows operating system, but the amounts of threats for mobile devices have grown together with the popularity of the handhelds.

Most people assume that even if there are viruses out there infecting someone's system, this would never happen to them, which is exactly the reason why they become more vulnerable.

### Staying safe

| <b>DO</b>  | <b>DON'T</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Install and setup an antivirus application for your mobile devices and an antivirus program for your computer;</li> <li>• Use ad blocking extension for all browsers that you use, as some malicious scripts in the web are directly being blocked by the extensions;</li> <li>• Use site checkers like “Web of Trust” to make sure you don't visit sites that are known for spreading viruses or have been compromised;</li> </ul> | <ul style="list-style-type: none"> <li>• Download and open/execute files from emails or messages by unknown senders;</li> <li>• Visit links that are based on really short domain names, such as <b>bit.ly, is.gd, adf.ly bit.do</b> or any other URL shortened, that would hide the real destination where you will end up.</li> <li>• Download files from friends emailing or messaging you without describing what the link for is and without leaving you any context. These are usually viruses which spread through the contacts of their victims, so most probably your friends have fallen into a trap and don't even know that the message or email is sent to you.</li> </ul> |

## Phishing sites

These are fake websites, imitating login pages of online banking portals or payment gateways like PayPal, trying to trick users into “logging in”, actually giving away their credentials for the attacker to use them. There isn’t anything more to it.

## Staying safe

| DO   | DON'T  |
|--|--|
| <ul style="list-style-type: none"> <li>• Use ad blocker or browser extension like “Web of Trust” in order to have some protection against such sites.</li> <li>• Some antivirus apps and programs can detect phishing website too, so having one could be of use</li> <li>• Use strong passwords and change them on a period of time, so even if you had been fooled into a phishing site, you might change it before your account gets used by someone else;</li> <li>• Activate two-factor (also known as two-step or multi-factor) authentication whenever that’s available for online services.</li> </ul> | <ul style="list-style-type: none"> <li>• Click a link from social networks, email or online messaging application without checking the URL and whether it looks suspicious in any way. Domains such as paypal.com.payment-panel.irrelevantdomain.com/?request_id=34534 are trying to fool you by adding paypal.com at the beginning when it’s just a sub-sub-subdomain of something completely different.</li> <li>• Enter your credentials in sites that are not using https:// in the beginning of the URL, thus their connection is not encrypted.</li> </ul> |

## Misleading and/or outdated information

Information from bad sources or information, which is no longer valid could lead to bad outcomes even when it was provided with good intentions. Imagine reading about the schedule of an international bus from a blog article, posted two years ago.

“Expert” advice from random users in social networks is yet another interpretation of this – the so called “Internet Trolls” enjoy joking with people online.

Third, and rather risky occurrence of misleading information is found in lifestyle websites when promoting certain diets, supplements or regimes. Far too often these are either using a click-bait title to attract attention, when the site is profiting from advertising, or are selling services or goods inside the article, which leads to the information being biased, and sometimes untrue.

## Staying safe

| <b>DO</b>   | <b>DON'T</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Question anything that you read on the Internet and that might have a bad effect on your life if it happens to be false. Just because it's online, it doesn't mean that it's valid.</li> <li>• Check the sources of articles and make sure they are trustable.</li> <li>• Make sure to check the date of a post when it's about a topic that could change in time</li> </ul> | <ul style="list-style-type: none"> <li>• Buy supplements, herbs or “wonder” medicines without consulting a physician or other expert that you know in person and you trust.</li> <li>• Ask for advice strangers in social networks without doubting the validity of the information they provide you.</li> </ul> |

## Identity theft

People on the Internet tend to share too much private information in social networks, leading to the possibility of someone creating fake accounts with their pictures and details in other networks. As a result, someone might contact your relatives, friends or colleagues using the fake account and get sensitive information about you, leading to all kinds of troubles.

## Staying safe

There is no technological way of avoiding this risk, but generally being sensitive and aware of what information you are sharing and who can see that is a good start.

| <b>DO</b>   | <b>DON'T</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Always be mindful about the privacy settings you leave for content you publish online;</li> <li>• Double-check the person who sent you a friend request or contacted you online is the one they represent themselves for, whenever in doubt.</li> <li>• Go through your contacts in the social network you use and check how many of the faces you don't recognize. Should they have access to your photos, videos and posts?</li> </ul> | <ul style="list-style-type: none"> <li>• Fill in all the information that you are requested on just any website form, when you can skip non-mandatory fields;</li> <li>• Provide information publicly online or to a stranger in private messages if you wouldn't share it with a stranger on the street;</li> </ul> |

## Cyber bullying and online harassment

Aggressive behavior online is pretty common in social networks and is not limited to target youngsters only. Anyone could become a victim of posts addressing them with false information, threats, calling them names and exercising other types of psychological pressure.

### Staying safe

| <b>DO</b>   | <b>DON'T</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Avoid arguing online;</li> <li>• Ignore or even block people on social media who seem to be seeking conflicts;</li> <li>• Report bullies whenever you witness dangerous behavior. It's up to you to decide whether it's social network rules that are broken or actual laws and the report should be sent to the appropriate authorities.</li> </ul> | <ul style="list-style-type: none"> <li>• Be hostile or threatening online, rising the chances for an escalation of a situation.</li> <li>• Be a troll, posting sarcastic comments online and making fun of the others.</li> </ul> |

## EXERCISES OF UNIT 5

1. Install an antivirus app on your mobile device. You might have already noticed that in the Videos document there is an instructional video for installing AVG free antivirus app. None of the antivirus applications can be considered the best, so feel free to look for another one that could work better on your device.  
Have in mind that some applications on Google Play are marked as free just because they are installed for free, but in order to perform a scan on your device and protect it, they might require to sign up and login to a remote service that could cost a specific fee.
  
2. **Identify risks for identity theft.** As you already are aware of the basic concept behind the risk of an identity theft, have a look at your online presence. You might have some public profiles in social networks such as Facebook or LinkedIn. A few things to do:
  - a. Check your privacy settings and see who would have access to information about you.
  - b. Look up the term “**catfishing**”, either in Google or in Wikipedia. Search for news articles with stories of people who had been tricked by catfishing. Ask yourself whether your information online could be used by someone to approach a person you know, pretending that they are you.
  - c. Check profiles of your contacts in the selected social network and consider whether their personal information is safe or it might be overexposed.
  - d. Search on the Internet measures you can take for preventing identity theft.

Note: Don't forget that “Public” usually stands for “accessible to anyone



on the Internet”, which in Facebook would mean that even people who don’t know you or are not even logged on Facebook can access posts, photos or videos that you have posted as “Public”.

3. If you are ready with Exercise 2, you have already done some research on a topic, related to **online frauds**. Here you’ll have to broaden up the range of possible scenarios and search for the more general term and see what specific cases of frauds you can find.

Share online the articles of the ones you find to be the most dangerous to you or your relatives, so that you bring some awareness to the issue.

## MODULE 2 – UNIT 6

### WEBSITES AND VIDEOS

As you have already been taught the basics of browsing the Internet, there isn't really much more to be told about websites that you will not learn from the time you spend online. There are a few general rules that website developers follow in order to ensure that there is consistency in the structure of their content and visitors can intuitively reach the information they are looking for. Here are some of them:

- Usually at the top of the page, also known as the “header” you should find:
  - the navigation menu with the most important pages for the site. In mobile devices the navigation menu is hidden behind a button representing three thick horizontal lines, which expands the menu upon tapping.
  - the search field, that allows for searching in the content throughout the whole website (usually located in the right top corner when the device screen is wider);
  - the logo or the name of the website as a clickable image, that would take you to the homepage when being clicked;
  - a login form, a login button or a link to your profile page if you are logged in, whenever the site is related to users registering and logging in a website;
  
- In the bottom of the page, also known as the “footer” you should see:
  - Copyright statement for the rights over the content of the website;
  - a navigation menu with information, related to the authors of the website (company, organization or else), legal statements, terms of use, etc;
  
- A popup or notification usually appears in the visible part of a site you visit for the first time, providing information of the data that the website is collecting

from you and the terms, under which this data is being processed. This has become a requirement for any website serving citizens of the EU since May 2018.

- It's a common practice in news websites, online magazines and blogs the articles to include:
  - information about the author or a link to their profile where you could find more details about them;
  - the date on which the post was published;
  - a category or a set of categories which are considered relevant for the post, and sometimes even tags for setting the context. All of these are usually in a list of links, which, when clicked, would take you to the list of all articles from the selected category or tag.
  
- E-commerce websites have some common standards that they follow too:
  - a shopping cart or a shopping bag icon is usually located in the top right corner of the header of each page and clicking it would take the visitor to the list of item they are about to purchase;
  - whenever the online store has a big list of products, there would be some controls for filtering and sorting the items of interest. These controls are expected to be at the top of the screen.
  - each product page, when available for ordering, contains a field for setting the amount of the items to be purchased, sometimes additional fields for picking the right color, size or other variable characteristic, a tag price that might change upon changing the mentioned attributes and a button for adding that product to the virtual shopping cart, thus listing it for buying.
  - The general workflow of buying a product starts with selecting one or several products, adding them to the shopping cart, reviewing the contents of the cart, heading for the checkout step where addresses for billing and

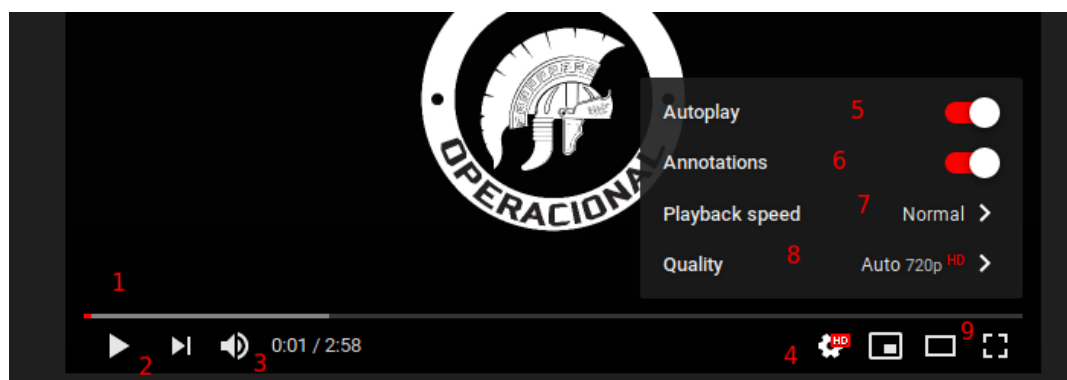
delivery are pointed, contacts for communication with the client, choosing the way of payment, entering a discount code if such is available and finally confirming the order. At this point, if an online payment method is selected, the user usually gets redirected to the payment gateway for entering their credentials or credit card details. After this step, the order should officially be placed, an email with confirmation for the order should be sent to the client.

Bear in mind that most of these rules are considered best practice, but are sometimes not obeyed.

## Videos

The absolute leader in online video content is YouTube, providing free access to a vast platform for both publishing and consuming video content on the Internet. There are quite a few other web applications (such as Vimeo and DailyMotion) that provide more or less the same service, but still #1 remains YouTube, being a service owned by Google.

YouTube, as almost all other online video providers use interactive players in the browser or directly in their own mobile applications, which allow for a few customizations to be made to the user experience:



1. A progress bar, visualizing with a red line how far in the video we have reached, a light gray line for the part of the video which is already buffered in the browser or application and the dark gray line for the whole length of the video;
2. Play/pause button and a button for skipping to the next video;
3. Volume control or disabling the audio coming from the video;
4. Settings button for expanding an additional set of options;
5. A switch for enabling or disabling the automatic loading and playing of the next video once the current one is fully played;
6. Enabling automatically generated subtitles, based on the technology that Google uses for Live Transcribe app and voice commands in Android.
7. Speeding up or down the playback of the video;
8. Control over the quality of the video. Lowering the quality would help with the speed of loading it over slow networks and older phones that otherwise might freeze with High Definition quality.

Note: playing video for a longer period of time over mobile broadband might lead to rather fast exhaustion of the data allowance, and consume a lot of the battery life too.

## **EXERCISES OF UNIT 6**

1. Using the browser on your mobile device, follow the steps below:
  - a. Search for information on the Internet regarding an imaginary or real prescribed medicine for the patient you are taking care of.
  - b. Research on the official information regarding side effects and incompatibilities between that medicine and other medical conditions or medicines that the patient might have or be taking.

- c. Create bookmarks of the most useful links that you have come across and organize them in a bookmark directory, named after the medicine.
  - d. Find pharmaceutical companies that produce the medicine from task 1. Check if these companies are well-known and established on the market, as much as you can tell from news websites, health institutions and/or Wikipedia.
  - e. Identify the closest pharmacy to the training venue or your home, which might sell the selected medicine. Use Google Maps or other application with maps and location in order to help you out.
2. Use YouTube to look for useful video materials by following the steps below:
- a. Search for videos through YouTube app, focused on exercises for elderly people for preserving their health.
  - b. Pick up to 3 videos that have detailed description with information regarding the exercises.
  - c. Research the author of the video, the rest of their videos and make an informed decision whether it's a good source of the sought information.
  - d. Add any useful videos found from a trustable sources in a new YouTube private list.

## MODULE 2

### GLOSSARY OF TERMS

**Antivirus software:** Software, created from security specialists, aiming at detecting and removing (or disabling) malicious software, such as viruses, Trojan horses, computer worms, etc.

**Brainstorming:** a group creativity technique by which efforts are made to find a conclusion for a specific problem or answer to a question by gathering a list of ideas spontaneously contributed by its members. In the initial step of the process, suggestions are given without being discussed or criticized in order to prevent any bias or affecting the flow of thoughts of the participants.

**Computer worm:** It is a type of malicious software program (a virus) whose primary function is to infect other computers or mobile devices while remaining active on infected systems. A computer worm is self-replicating malware that duplicates itself to spread to uninfected computers.

**Emoji:** small images in various genres, including facial expressions, common objects, places and types of weather, and animals, used in electronic messages, now part of the popular digital culture.

**Facebook:** the most popular online social network where users register in order to get in touch with their friends, family and other contacts, interacting with each other through private messages, sharing content publicly, joining interest groups, organizing events and so on.

**Google Play:** the centralized mobile applications marketplace provided and moderated by Google. It's the place where an Android mobile device user can download a free or paid application.

**Google Translate:** the most popular platform for automatic translations for almost any to any other language. It started as a web application and later on had a mobile application developed for using the same database of translations, which keeps updated by user submissions and corrections. Google Translate allows for translating

dynamically whole web pages and the mobile application can translate short texts (like street signs) on the fly through the camera.

**GPS:** abbreviation for Global Positioning System. In mobile devices it's related to the software that allows the device to read signals from GPS satellites in order to detect its current location on a given map. Popular mobile applications with a map that support GPS are Google Maps and Maps.ME.

**Internet:** it is a network of connected governmental, commercial, and private servers that provide access to information and services for end-users, connected to the same infrastructure. The end services include but are not limited to websites only.

**Malware:** see definition of **virus**;

**Mobile application (app):** Software, developed to run on a mobile device. Usually apps are developed for a specific operating system, although some software developers create versions of their applications for both iOS and Android. An app is an independent piece of software that is being installed on mobile devices in order to extend their functionality and provide new features, employing the device peripherals (back and front camera, microphone, Bluetooth, etc.) or external services, accessible through the Internet (YouTube, Facebook, Amazon, etc.).

**Mobile broadband:** this is the marketing term for wireless Internet access, usually gained through a mobile device or a portable modem.

**Mobile data:** see mobile broadband;

**Mobile device:** a smartphone or a tablet;

**Online fraud:** it is usually related to contacting unsuspecting Internet users through spam emails, social networks and "shady" advertisements and so on. The attackers use information that they have gained for the victims in order to manipulate them into providing e-banking credentials, credit card details or other valuable information.

**Operating system:** the software that is used as a basis for mobile applications to interact with the hardware of a smartphone or a tablet. The most popular operating system is Android by Google, followed by iOS, developed by Apple.



**Phishing:** it is a type of online fraud, where a website is faking the login page of another site, such as online banking, PayPal, Facebook, Gmail or other. When the user attempts to log in, they actually provide their real credentials to the owner of the fake site.

**Search engine:** a website (or application) that has complex mechanisms for searching through vast databases of websites publicly available on the Internet for providing the best matches against a provided search keyword or a phrase. The most popular search engine at the moment is google.com.

**Smart phone:** a device, just like any normal mobile phone, but with a fully functional operating system, allowing for installing third party software (apps), connecting to the Internet, performing video calls and other complex operations;

**Social network:** a website, application or both, created to connect people with common interests, growing on the base of user-created content or users interaction.

**Spyware:** a type of malicious software, created to collect and send sensitive user information from a computer or mobile device without the knowledge or consent of their owner. It's a type of a computer virus.

**Star rating system:** a system for evaluating different items of the same type, widely used in the Internet. In the context of this module, mobile applications are being rated by their users by leaving a review with 1 to 5 stars, depending on the satisfaction they have from using the given app. 1 star would mean the user is not happy at all, and 5 stars would mean that the application is exactly what the user needed or it even exceeds the expectations. When the star rating system is in use, usually an average of all ratings is also calculated.

**Touch screen:** visually indistinguishable from normal device screens, touch screens allow interaction with the interfaces, displayed on the screens through touching them with fingers or a special pens, called stylus.

**Trojan horse:** a seemingly harmless software that once installed on user's device starts a malicious behavior, sometimes completely unnoticed by the owner of the device. It's a common type of a virus.

**Virtual keyboard:** as opposed to the hardware keyboard being a separate device or part of a device, the virtual keyboard is displayed on the screen of the device and is

used by touching the virtual buttons. Virtual keyboards are useful only when the touch screen is functioning on the given device, or if there is another device available, which allows for selecting and clicking on the virtual keyboard. Such device could be a mouse or a joystick.

**Virus:** this is the common term for malicious software that is installed on user's operating system without their consent or knowledge.

**Web application:** Server-side software that provides digital services, like a mean for booking an appointment to the doctor, ordering food or buying a ticket for the cinema. Web applications are dynamically generated and have specific features, making them a lot more complex than the websites, which are addressed and accessed the same way in the Internet, but don't have function, different than the one of providing information.

**Web browser (or just browser):** the software on any device, be it a mobile or desktop one, that lets the users visit web sites and browse the Internet.

**Website:** digitalized information, collected and organized in "pages". Site pages are interconnected content through "hyperlinks", allowing for easier navigation from one page to another throughout the site. In essence it's a simpler web application that doesn't have too complex features or functionality but is rather focused on providing information. Often web site and web application are used for one and the same thing.

**Wi-Fi:** the wireless radio technology that provides the opportunity for end users to create local area networks without the need for cables from the access point (called a router or a switch).

**YouTube:** a video-sharing platform that started as a web application but now has a mobile application to it too. YouTube allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users. It offers a wide variety of user-generated and corporate media videos. Available content includes video clips, TV show clips, music videos, short and documentary films, audio recordings, movie trailers, live streams, and other content.

## MODULE 3

## **MEDIA LITERACY & LEARN TO SEARCH, FIND AND EVALUATE INFORMATION OF HEALTH WEBSITES, APPLICATIONS AND VIDEOS**

### MODULE OVERVIEW:

The general aim of this module is to teach carers (whom take care of people with dementia and/or older people) how to search, evaluate and take decision based on specific information/sources online. This will be done by using several health scenarios that could happen in real life.

By the end of the module, you will be able to:

- *Search disease-specific information on websites, videos, applications and forums related with disease-specific issues by setting the appropriate questions in google search*
- *Navigate in specific websites/applications, play useful part of movies and save links of important webpages*
- *Evaluate specific information that their search will generate.*

## **MODULE 3 – UNIT 1 LEARN WHAT EHEALTH LITERACY IS**

In the previous chapter of module 1 we have discussed the importance of health literacy in our everyday lives and how this may affect our health status. Imagine now how the use of internet may affect our health.

Have you ever searched internet for health information? If yes what have you found?

In many cases, we may have worried for several health symptoms and if we use the internet, we may try to find some information before visiting the doctor. How many times have you worried of the results you found?

Health care professionals are also concerned of the information that people bring with them when visiting them for a health problem, in many cases the information people retrieve may be misleading.

Considering that we cannot change the existing information that can be found online in relation to health issues, nevertheless we may be able to improve our skills to find, evaluate and use this information. This is the meaning of the term eHealth literacy.

eHealth literacy involves many different dimensions. A person should be able to find, evaluate and apply health related sources (health literacy), should be able to read and write (traditional literacy), to use the internet, computers and other mobile devices (computer literacy), to understand scientific terminology (scientific literacy), be able to search, evaluate and use general information (information literacy) and information from different resources such as the internet, newspapers, television, radio (media literacy) <sup>1</sup>. All these dimensions are important if we would like to improve our eHealth literacy skills.

The use of the internet among carers of older people and people with dementia seem to be influenced by many factors, for example the age of the carer, education, the kinship with the care-recipient and the years and hours of care <sup>2</sup>.

When you care for another person, may express an interest and search health related information, in order to understand the symptoms, the progress of the disease, to identify available services, to improve our caregiving tasks and in some case to learn about legal and financial matters, you may need to communicate with other people either carers with similar difficulties or health care professionals or even family members that you share responsibilities <sup>3,4</sup>.

Nowadays, internet facilitates our communication with other people. When you care for a beloved person, you may experience loneliness. People that used to visit, now they don't even call. Internet is now a way of interaction. Carers may post online in social media groups and forums, which is an alternative type of communication.

When you access online health information you save time, increase your efficiency as carer and support the carer-recipient better <sup>5</sup>

## EXERCISES OF UNIT 1

### Scenarios

#### Scenario 1

Pavlos, 45 years old, is caring for his mother Aggeliki, 85 years old with dementia the last 7 years. They live in the same household. In the last two years, Pavlos has lost his job due to the financial crisis.

Aggeliki has been diagnosed with middle-stage dementia and recently has become agitated and wandering in the house, following Pavlos wherever he is.

Pavlos has expressed to his close friend Giannis, that he cannot stand this anymore and that he is feeling depressed. His friend noticed that Pavlos doesn't look after himself and that he stays at home most of the day. Giannis advised him to visit a psychiatrist or psychologist.

Pavlos at the same day returns home and searches online to find more about support services for carers and ways to feel better when depressed.

Think as if you were Pavlos and search the internet to find useful information on how to support yourself when depressed and what the available support services for carers in your country are.

You may follow below steps:

**Step 1:** Open one of your browsers (Google Chrome, Mozilla Firefox, Opera).

**Step 2:** Find the search bar and type in the keyword/s that is/are related to the case (for example if you want to search about memory disorders type in the words: dementia, forgetfulness, memory and diseases of third age, services for memory disorders in Greece).

Alternative: You may use the list that the trainer has provided to you with the national specific resources for websites, applications, videos and /or forums.

**Step 3:** Decide which sources are related to the topic of your interest

What are the keywords that you will use?

.....  
 .....  
 .....

a) What information have you found related to techniques to support yourself at home and from which website, videos or fora?

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 .....  
 .....  
 .....

b) What are the available services for carers in the city you are staying?

.....  
 .....  
 .....

c) If you were in Pavlos' position what would you do next?

.....  
 .....  
 .....

**Scenario 2**

Mr. Pantelis is a patient diagnosed with dementia and lives with his daughter Androula, in a rural area in Cyprus. While his disease is progressing, he becomes more difficult for her to handle. One afternoon Mr. Pantelis became worried and started wandering

around the house. Walking around different rooms he finally opened the front door and went out. He started wandering in the streets and while he was trying to cross the road, a car almost ran over him. A little bit earlier Androula realized that her father wasn't anywhere in the house and went outside looking for him, she was 2 blocks away when her father was trying to cross the road and saw the whole scene. Then she approaches him and ...

**Question:** Based on the information you search on the internet what would be the most ideal reaction of Androula towards her father? You have 30 minutes to choose one of the following responses and justify your choice, adding also your source/es or any additional information you found online.

**Step 1:** Open one of your browsers (Google Chrome, Mozilla Firefox, Opera).

**Step 2:** Find the search bar and type in the keyword/s that is/are related to the case (for example if you want to find about malignancies type in the word "cancer").

**Step 3:** Decide which sources are related to the keywords you entered and/or search for more information (for example find out some videos related to your case).

- a) Tells her father that what he did was very dangerous based on his condition and that he shouldn't go outside.

.....  
 .....  
 .....  
 .....

- b) Lectures her father that he shouldn't go out by speaking loudly to highlight the importance of the mistake he did.

.....  
 .....  
 .....

- c) Take her father back home and lock every door so he couldn't escape.

.....  
 .....  
 .....

d) Reassure her father that she is there for him, ask him why he wanted to go out and based on that accommodate his needs.

.....  
 .....  
 .....

### Exercise 3

In Alzheimer's disease, the mental and physical abilities of patients gradually deteriorate. Three stages are distinguished in the course of the disease:

1. Mild stage of dementia is characterized by episodic memory deficits – forgetfulness and executive functioning. The overall functionality is well preserved and the person follows his/her daily routing without major difficulty
2. The medium stage is characterized by deficits in overall cognition and executive functioning, in episodic and semantic memory, attention, speech disorders, confusion, apraxia, agnosia and the loss of critical appraisal. Patients may face denial and anxiety or other behavioral disorders following dementia. Tasks that were easy in the past at this stage of the disease make it difficult for patients.
3. Late stage or end of life stage is characterized by loss of communication ability and mobility. The patient may not speak, stay in bed, refuse all activities, do not control urination and stool,

Based on the above description, what kind of care you think will be the most suitable for the patient at a particular stage of Alzheimer's disease. Check materials about each stage, available on the Internet using key words (Alzheimer stages, Alzheimer's



disorders, etc.). In this case, you will have to visit websites dedicated to carers of people with dementia. Give your suggestions below:

| <b>Alzheimer's disease</b> | <b>Care proposal</b> |
|----------------------------|----------------------|
| Mild stage                 |                      |
| Medium stage               |                      |
| End of Life stage          |                      |

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## MODULE 3 – UNIT 2

### CHOOSE THE RIGHT KEY WORDS ABOUT HEALTH

An important part of our ability to find and use online information is to decide on the most suitable way to search this information.

When we have a topic that we wish to know more about, we browse the internet. Sometimes, we may have something specific to search in mind, but in the end we may realize that this was a more difficult task than expected. Sometimes, what we have in mind might have worked, however there are times that it doesn't. Not finding any related information on the websites, videos or other material could result to us, wandering what went wrong.

Below we present a few steps to guide you on how to search online.

- 1) Define your question. Consider the question that you want to search about and form a sentence.  
e.g. My husband eats many meals per day even if I am not around. How can I manage this behavior?
- 2) Define your population. Consider the specific population and/or the disorder: people with dementia, older people, dementia
- 3) Define your problem. Consider the symptoms and the categories that the symptoms belong to. Having in mind the example above, the specific category is eating disorder and behavioral disorders in dementia
- 4) Define the basic reason for searching: Consider that you wish to search for the management of this behavior.  
In this case note down several words that includes the management of the behavior: e.g. possible solutions, managing at home, cope with, treatment options, carers options.
- 5) As now you have the main topic of your search: eating disorders in dementia, the specific population and the words related to the specific problem (Possible

solutions, managing at home, cope with, treatment options). Try to combine this into the search bar by setting:

Older people +eating disorders+ management

Dementia + Eating disorders +solutions

Dementia + Eating disorder coping

Dementia + Eating disorder + treatment

Dementia + Eating disorder+ carer's option

Taking the above example try to solve below exercises by identifying the correct keywords

## EXERCISES OF UNIT 2

1. Find the keywords following above steps for below statement "My father is always following me in the house. What can I do to cope with that behavior?"

|  |  |
|--|--|
| 1. Population or Disorder                                    |  |
| 2. Problem/ Symptoms   |  |
| 3. Reason for searching (2-3 words per reason)               |  |
| 4. Combine points 1+2+3                                      |  |
| 5. Put the keywords on your search bar. What have you found? |  |

2. Find the keywords following above steps for below statement "My mother insists that she doesn't live in our house. I always answer back that this is her house, but she becomes agitated. What can I do?"

|                           |  |
|---------------------------|--|
| 1. Population or Disorder |  |
| 2. Problem/ Symptoms      |  |

|  |  |
|--|--|
| 3. Reason for searching (2-3 words per reason)               |  |
| 4. Combine points 1+2+3                                      |  |
| 5. Put the keywords on your search bar. What have you found? |  |

3. Find the keywords following above steps for below statement “My wife has mild memory disorder and always search the right word. We have discussed and we decided that she needs to visit a dementia center for neurological assessment and if possible, to attend the programs there”

|  |  |
|--|--|
| 1. Population or Disorder                                    |  |
| 2. Problem/ Symptoms   |  |
| 3. Reason for searching (2-3 words per reason)               |  |
| 4. Combine points 1+2+3                                      |  |
| 5. Put the keywords on your search bar. What have you found? |  |

#### 4. Let’s have fun!

Music is therapeutic. Make a list of songs and melodies that you think that older people with dementia can respond well. Copy links to songs from public music portals (youtube.com) and create your own playlist and share it with your mentees. Take into account:

1. Songs with place names,
2. Songs with street names,
3. Songs for special occasions

4. Songs with names

5. Patriotic songs

6. Religious songs

7. Other

5. We distinguish verbal and non-verbal communication. Even when an older person with dementia is silent, s/he may want to tell us something with non-verbal communication. Enter keywords (verbal communication and non-verbal communication) in the search engine. Move available source materials, and then think about when the person with is silent, and what non-verbal information can s/he convey?

.....

.....

.....

.....

.....

.....

## MODULE 3 – UNIT 3

### EVALUATION OF THE RESOURCES WE FIND ONLINE

In the following section we are discussing the steps for online searching information. What about the evaluation of the information? How do we know that what we have found is of good quality? Are there any specific tips that we could use when we find a source online?

The reliability of a website, video or an application depends upon the actual developer. We may feel safer when we know that the information that we have read online have been developed e.g. by a medical institution (Mayo clinic), a well-known non-profit organization or any other health related trust-worthy public or private organization (e.g. Alzheimer's Association, Association for Cardiovascular diseases and diabetes).

Other important aspects that we need to evaluate when we visit a website, video or application are the usability and accessibility: understandability of the content website (clarity of presentation, consistency of web page design and aesthetics, functionality, search facilities, engagement and legal accessibility requirements (without any restriction) or outdated programming code)<sup>6,7</sup>.

Even though we identify these reliable websites, we would still need to check further on the quality of our writing text. There is a term called readability meaning which is about how easy and enjoyable is a text for the reader.

How we can do that? Some overall points are presented below:

- 1) Check the date that the text has been uploaded online.
  - a. Usually this information is in the end page of the website
  - b. In the end page of an application
  - c. In the information section of a video
  
- 2) Read the text and check if the text<sup>8</sup>

- a. has short and simple sentences and uses familiar words and clear language?
- b. avoids jargon
- c. uses culture and gender-neutral language
- d. avoids grammar, punctuation and spelling errors
- e. avoids repeating the same text (phrases or paragraph) over and over?
- f. is written for general public or for specific audience
- g. uses simple graphics (bullets, numbers etc.)

### EXERCISES OF UNIT 3

1. Based on below information search the internet for a topic that you wish to find information

Your question

.....

.....

.....

Your keywords

|  |  |
|--|--|
| 1. Population or Disorder                      |  |
| 2. Problem/ Symptoms                           |  |
| 3. Reason for searching (2-3 words per reason) |  |
| 4. Combine the points<br>1 +2+3                |  |

Your results after evaluation. Write below your results and justify why you selected specific sources result.

3 websites

.....

.....  
.....

2 videos

.....  
.....

Application (optional)

.....  
.....  
.....

Evaluate your results based on the tips you have read!

**Exercise 2. Use the internet to create a book of life!**

People with Alzheimer's disease are not always able to express themselves with the help of words. Carers as people who influence the quality of life of people with dementia must understand them and be able to communicate with them. To this end, a book of life of the person with dementia is prepared, which is also the basic part of the therapy. It is easier to understand one's behavior, habits and reactions if you know his/her history. While compiling the book of life, we collect information about the patient and observe his reactions and behaviors. Visit an online forum dedicated to carers of the older people and people with dementia, join the forum discussions and try to collect the following information:

\* Examples of helpful questions in a given category



| <b>Category</b>  | <b>Data for book of life</b> |
|--|------------------------------|
| Social relations<br>(Patient's relations with family and friends) *  |                              |
| Social environment<br>(In what environment did s/he grow up? What social roles did s/he have? Which groups and organizations did s/he belong to) *   |                              |
| Sex<br>(Does s/he identify with sex?) *  |                              |
| The relationship between the history of events and the history of life<br>(Impact of economic, social and political situation, generational influences) *  |                              |
| Life situations<br>(How does s/he manage in crisis situations, under time pressure?) *   |                              |
| Place of origin<br>(Where s/he come from, what people are in the place of origin, what distinguishes this place, what celebrations are celebrated, special customs) *  |                              |
| Education<br>(Type of schools completed, did you think about a different field of education?) *  |                              |
| Profession<br>(Where s/he worked, what work s/he did, whether s/he liked his work or wanted to have another one) *   |                              |
| Leisure time<br>(How did s/he spend leisure time, and how did friends and relatives?) *  |                              |
| Religion / belief<br>(What does faith and religion mean? is it an important element of his/her life?) *  |                              |
| Daily rhythm<br>(Did s/he have a routine) *  |                              |
| Eating habits<br>(What does s/he like to eat and drink, does s/he usually eat meals with his/her family, what does not s/he like to eat and drink, does s/he have any associations with food, or cook himself/herself) * |                              |
| Lifestyle before illness<br>(What does a family home mean, do they live with other members or feel lonely) *   |                              |
| Personal belongings, valuable items important to the patient   |                              |

|  |  |
|--|--|
| (Which things have value and why) *  |  |
| Abilities and interests<br>(Hobbies, what does s/he like to do, what s/he want to do<br>and not do, and why) * |  |
| Health / illness<br>(Does s/he feel as sick or healthy and why) *  |  |

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6. Raj S, Sharma VL, Singh AJ, Goel S. Evaluation of Quality and Readability of Health Information Websites Identified through India's Major Search Engines. *Adv Prev Med.* 2016;2016:1-6. doi:10.1155/2016/4815285
7. Stoyanov SR, Hides L, Kavanagh DJ, Zelenko O, Tjondronegoro D, Mani M. Mobile App Rating Scale: A New Tool for Assessing the Quality of Health Mobile Apps. *JMIR mHealth uHealth.* 2015;3(1):e27. doi:10.2196/mhealth.3422
8. DuBay W. The Principles of Readability. *Online Submiss.* 2004.

## KEY TO EXERCISES OF MODULE 3

### EXERCISES OF UNIT 1

#### Scenario 1

**a. What are the keywords that you will use?**

*Dementia, depression, Alzheimer's, support for dementia in Cyprus, depressed carers*

**b. What information have you found related to techniques to support yourself at home and from which website, videos or fora?**

*"The most common treatment for depression in Alzheimer's involves a combination of medicine, counseling, and gradual reconnection to activities and people that bring happiness. Simply telling the person with Alzheimer's to "cheer up," "snap out of it" or "try harder" is seldom helpful. Depressed people with or without Alzheimer's are rarely able to make themselves better by sheer will, or without lots of support, reassurance and professional help"*

<https://www.alz.org/help-support/caregiving/stages-behaviors/depression>

**c. What are the available services for carers in the city you are staying?**

*The Alzheimer's Support Centre Paralimni*

<https://www.facebook.com/Alzheimers-Support-Centre-Paralimni-281180152060885/>

**d. If you were in Pavlos' position what would you do next?**

*The first step should be to recognize the stressful situation, figure out all the mental and physical symptoms that come with it. Talk to other people who are in a similar situation. Turn to the local carers' group. Talk to family and friends and share feelings. Have some breaks during the day and deep breaths to relax, train or use relaxing techniques for the muscles, don't drink or smoke, watch my coffee intake. Be active, start a sport or walking outside.*

<https://www.carersuk.org/help-and-advice/health/looking-after-your-health/stress-and-depression>

## EXERCISES OF UNIT 2

**1. Find the keywords following above steps for below statement “My father is always following me in the house. What can I do to cope with that behavior?”**

|  |   |
|--|---|
| 1. Population or Disorder                                    | Dementia, Alzheimer’s   |
| 2. Problem/ Symptoms   | wandering, being upset, agitated  |
| 3. Reason for searching (2-3 words per reason)               | Calm down, management, coping mechanism   |
| 4. Combine the points 1 +2+3                                 | Management of dementia when wandering around  |
| 5. Put the keywords on your search bar. What have you found? | <a href="https://www.alz.org/help-support/caregiving/stages-behaviors/wandering">https://www.alz.org/help-support/caregiving/stages-behaviors/wandering</a><br>A list to prevent the patient from wandering |

**2. Find the keywords following above steps for below statement “My mother insists that she doesn’t live in our house. I always answer back that this is her house, but she becomes agitated. What can I do?”**

|  |   |
|--|---|
| 1. Population or Disorder                                    | Dementia, Alzheimer’s   |
| 2. Problem/ Symptoms   | Agitation, upset, aggression  |
| 3. Reason for searching (2-3 words per reason)               | Management, coping mechanism,   |
| 4. Combine the points 1 +2+3                                 | What to do when a patient with Alzheimer’s is agitated  |
| 5. Put the keywords on your search bar. What have you found? | <a href="https://www.nia.nih.gov/health/coping-agitation-and-aggression-alzheimers-disease">https://www.nia.nih.gov/health/coping-agitation-and-aggression-alzheimers-disease</a><br>A list of tips for coping with agitation or aggression |

## EXERCISES OF UNIT 3

**1. Based on below information search the internet for a topic that you wish to find information**

Your question *How to manage pressure ulcers?*

### Your keywords

|  |   |
|--|---|
| 1. Population or Disorder                      | Patients with Alzheimer's, dementia                             |
| 2. Problem/ Symptoms                           | Pressure ulcers   |
| 3. Reason for searching (2-3 words per reason) | Managements, stop ulcers, avoid ulcers                          |
| 4. Combine the points<br>1 +2+3                | Management of patients with Alzheimer's with<br>pressure ulcers |

Your results after evaluation. Write below your results and justify why you selected specific sources result.

*3 websites*

<https://www.alzheimers.org.uk/get-support/daily-living/tips-for-preventing-pressure-ulcers#content-start>

[https://www.researchgate.net/publication/42832492\\_Assessment\\_and\\_Management\\_of\\_Pressure\\_Ulcers\\_in\\_the\\_Elderly](https://www.researchgate.net/publication/42832492_Assessment_and_Management_of_Pressure_Ulcers_in_the_Elderly)

<https://www.aafp.org/afp/2008/1115/p1186.html>

*2 videos*

<https://www.youtube.com/watch?v=Eyuguc7KKC4>

<https://www.youtube.com/watch?v=MDtPik1UE6k>

## MODULE 4

### HEALTH LITERACY AND USE OF INTERACTIVE SERVICES: THE SOCIAL MEDIA

#### MODULE OVERVIEW

The general aim of this module is giving informal carers the opportunity to learn:

- how to have access and use interactive services for **bridging the health literacy gap**
- how to find useful resources and services in social media **in order to support informal carers**
- how to use social media **applying critical thinking skills**, for searching health information

By the end of the module, each student will know what interactive services and social media consist of (**Unit 1**), and will be able to manage the main social media through their App (application), on smartphones/tablets with ANDROID/IOS system (i.e. operating system capable of running downloaded apps):

- **FACEBOOK (Unit 2)**: download the Facebook App, sign up, like a page, join a group, search trusted health sources, avoiding untrusted health sources, etc.
- **SKYPE (Unit 3)**: download the Skype App, sign up, search and add a contact, chat, call, video call, use skype as support tool for informal carers, etc.
- **WHATSAPP/VIBER AND MESSENGER (Unit 4)**: download the WhatsApp/Viber and Messenger App, associate the phone number, chat, call, video call, create a group, record a message, use WhatsApp/Viber and Messenger as support tools for informal carers and avoid to share untrusted health sources, etc.
- **ONLINE FORUMS FOR CARERS (Unit 5)**: search for online forums, taking part in them, use them as support tools for informal carers, choose appropriate information to share, etc.

In addition, at the end of the course each student will be able to understand the basic language of most popular interactive services (**KEY WORDS**), and to know what to do and to not do in each interactive service (**GUIDE RULES**).

By the end of the module, students will have strengthened the following digital skills:

- Browsing, searching and filtering data, information and digital contents
- Interacting through digital technologies
- Finding trusted e-health resources

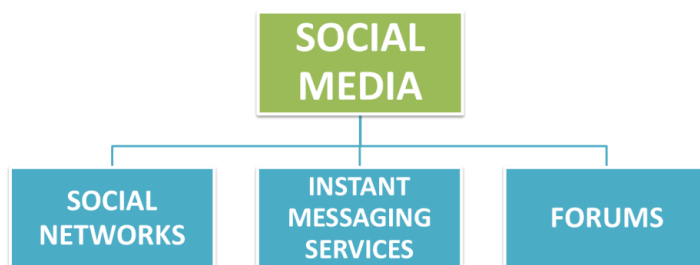
## MODULE 4 - UNIT 1

### INTRODUCTION TO THE INTERACTIVE SERVICES

An **interactive service** is a service offered via Internet and usable through computer, tablet or smartphone. It is generally free and let the user to interact with other people inside of its interactive platform.

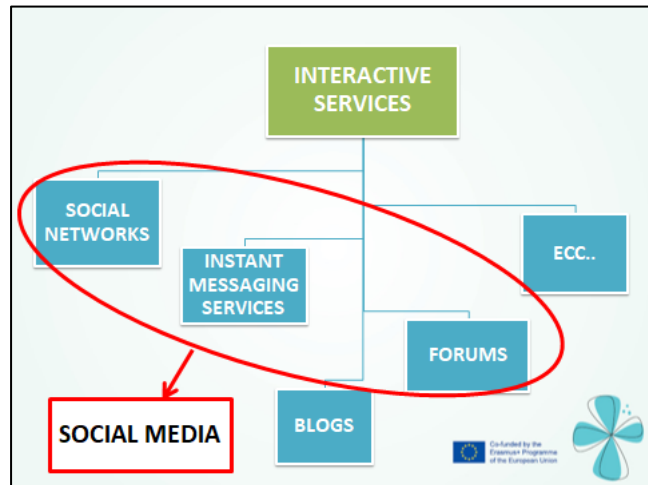
Some examples of interactive actions are the following:

- To add contents: files, photos, video, etc.
- To give feedbacks
- To send text or vocal messages
- To make call or video call
- To organize events
- Etc.



There are different typologies of interactive services: social networks, instant messaging services, forums, blogs are the most popular ones.

Social networks, instant messaging services and forums are also known under the general term “**social media**”.



*“Social media employ mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content” (Kietzmann, Hermkens, McCarthy and Silvestre, 2011)*

### ***Social network***

It is a generally free service offered via Internet. It is usable through computer, tablet or smartphone, by the mean of browser or specific applications. Its aim is facilitating the management of social relations, encouraging communication and sharing, through the exchange of digital contents, such as: written messages, vocal messages, links, music, images, videos, etc.

Each social network has different characteristics, modes of operation, contents and purposes: for example, **LinkedIn** ([www.linkedin.com](http://www.linkedin.com)) is mainly used for managing the professional identity and is addressed to employers posting jobs and job seekers posting their Curriculum Vitae; **Instagram** ([www.instagram.com](http://www.instagram.com)) is used for sharing photos and videos; etc.



### *Instant messaging service*

It is a type of online chat that uses Internet for transmitting a message in real time. The message can contain text, images, photos, files, videos, recordings, clickable hyperlinks, etc. Messages can be transmitted to one or more people. Through instant messaging systems it is also possible to make a call or a video call with one or more people, on the basis of the service used. Usually, instant messaging services tend to facilitate connections between known users. Today, most instant messaging services take place on messaging apps.

### *Online forum*

It is a discussion website where people can take conversations in the form of posted messages. It is usable through computer, tablet or smartphone and is usually free. Forum can contain different sub forums related to specific topics: for example, an online forum for carers can contain a sub forum dedicated to carers of people with Alzheimer's disease. On the basis of the forum's settings, users can be registered or anonymous. Go to the Unit 5 to learn more about the topic.

---

#### POSITIVE AND NEGATIVE ASPECTS OF SOCIAL MEDIA

Each social media has specific positive and negative aspects that should be taken into consideration. A deeper analysis of each one is included in the following units 3, 4 and 5. Here, you can find a brief description of the main general aspects of social media:

| POSITIVE   | NEGATIVE   |
|--|--|
| <p><b>TO COUNTER ISOLATION AND FIND HELP AND EMOTIONAL SUPPORT:</b> social media offer the opportunity to people to speak with each other. This process can contribute to increase the level of wellbeing.</p> <p><i>However, remember to not compare different people's life based on the information retrieved by their social media's profiles. This can bring negative</i></p> | <p><b>PRIVACY PROBLEMS:</b> Not setting privacy settings properly can have negative consequences. Also, sharing personal information online can be dangerous (e.g. mobbing, stalking, frauds, defamation, damaged reputation, etc.).</p> <p><i>Personal information can include your home and work address, your phone number, your social</i></p> |

|   |  |
|---|--|
| <p><i>feelings such as envy, loneliness and isolation. Remember that what people display on their online profile is always partial. (Webber 2017).</i></p>  | <p><i>security number, your bank account, your health status.</i></p>  |
| <p><b>TO EXPRESS YOURSELF AND SHARE EXPERIENCES:</b> people may find it easier to vent their feelings on social media.</p> <p><i>Reading about someone's experience as a caregiver or as a person with disability/illness can be inspirational and can greatly decrease the sense of isolation in people living a similar situation. Furthermore, you can comment, share content and become part of a supporting community.</i></p> | <p><b>FRAUDS:</b> people can hide their real identity behind a screen and use social media for gaining trust and deceives persons.</p> <p><i>Do not trust contacts who ask for money, or propose to marry you without knowing them, these are very common fraud!</i></p>   |
| <p><b>TO BUILD PRODUCTIVE RELATIONSHIPS:</b> for many people, it is easier to communicate online than to communicate personally.</p> <p><i>Especially if they live in a different city or country (adult children who moved to another city, a nephew studying abroad).</i></p>   | <p><b>MALWARE, PHISHING:</b> IT (Information Technology) tools used for inducing users to release personal information that could be used against them (e.g. passwords, bank details, etc.).</p> <p><i>Remember to keep your passwords in a safe place.</i></p>  |
| <p><b>TO ENHANCE COMMUNICATION SPEED AND ENSURE BETTER ENGAGEMENT ON SPECIFIC PROBLEMS:</b> social media help to boost the participation of the society on certain topics.</p> <p><i>They can bring social change by raising awareness on specific topics (such fundraising for a specific disease; etc.)</i></p>   | <p><b>OFFENCES:</b> related to what people post on social media (e.g. threat, defamation, etc.).</p> <p><i>Remember to express yourself in a respectful way, without offending or threatening someone, no matter how something you read online can make you feel angry or sad.</i></p>   |
| <p><b>TO FIND INFORMATION:</b> related to specific topics or problems, including information from experts.</p> <p><i>On social media you can find official pages of news networks, research institute or even doctor specialized in a specific illness. Through their public profiles you can keep updated about news regarding your areas of interests, useful tools, articles and even related event near you.</i></p>            | <p><b>DISINFORMATION:</b> intentional dissemination of false or incorrect information<br/>&amp;<br/><b>MISINFORMATION:</b> unintentional dissemination of false or incorrect information.</p> <p><i>Remember to check if an information you read comes from a reliable source or not, or if it a subjective opinion/article that express the ideas of someone.</i></p> |

Social media can be extremely useful for supporting informal carers. For example, carers can find or create groups of discussion or online mutual help groups; they can use some typologies of social media for telemedicine (remote medical assistance).

Also, they can search for health-related info pages. However, you always have to keep in mind that there are many risks related to the search of health information on social media: for example, to not be able to distinguish between incorrect health information from scientific and evidence-based information. You will discover in depth how specific social media can be useful or dangerous, in the next units.

## EXERCISE OF UNIT 1

**Column A includes terms used in Unit 1. Column B includes the explanation of each term. Link each term with the correct explanation, numbering the column B:**

|   | COLUMN A                  |     | COLUMN B   |
|---|---------------------------|-----|--|
| 1 | ONLINE FORUM              | ... | It is a false or inaccurate information, that is not deliberate  |
| 2 | INSTANT MESSAGING SERVICE | ... | It is a false information deliberately created in order to harm people, social groups, organizations, countries, etc.  |
| 3 | DISINFORMATION            | ... | It is a website or web page where users can open thread, post comments about a particular issue or topic and reply to other users' postings                                  |
| 4 | FRAUD                     | ... | It is a service offered via Internet, through websites and/or applications, where users can interact adding digital contents, feedbacks, information, etc.                   |
| 5 | SOCIAL MEDIA              | ... | It is a type on online chat that allows users to exchange instant text messages over Internet  |
| 6 | MISINFORMATION            | ... | It is an interactive service (social network, instant messaging service, online forum) that, via websites or applications, enable users to create and share digital contents |
| 7 | INTERACTIVE SERVICE       | ... | It is a wrongful or criminal deception which is intended to result in a financial or personal gain   |


**YOU CAN FIND CORRECT SOLUTIONS AT THE END OF THE MODULE 4,  
IN THE DEDICATED SECTION.**

## REFERENCES

1. Akram, Waseem. (2018). A Study on Positive and Negative Effects of Social Media on Society. *International Journal of Computer Sciences and Engineering*. 5(10), pp. 347-354
2. Kietzmann, J.H., Hermkens, K., McCarthy, I.P. and Silvestre, B.S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), pp. 241-251
3. Webber R. (2017). The Comparison Trap, *Psychology Today*, <https://www.psychologytoday.com/intl/articles/201711/the-comparison-trap>

## MODULE 4 – UNIT 2

### INSTALL AND MANAGING FACEBOOK APP

Facebook  is a popular free social media, and one of the biggest social networking service company, founded by Mark Zuckerberg and others.

It is possible to have access to Facebook from devices with Internet connection (PC, tablets and smartphones). Facebook social network is available:

- via Facebook App (in Android or IOS store)
- via Facebook website ([www.facebook.com](http://www.facebook.com))

Facebook allows registered users to create their personal profile or a public page to manage or a public or private group to manage.

On Facebook, registered users have the possibility to upload photos, documents, news and videos, send messages and keep in touch with friends, family and colleagues, doing networking, publicizing an event, etc.

If you are using a tablet or a smartphone, the easiest choice is downloading the Facebook App from the Google Play Store or the IOS App Store on your tablet/smartphone.

When the App is installed you can proceed to create your personal profile and start to:

- **Show information about yourself**, including your name, your profile picture and your cover picture
- **Share notes, photos, videos, link**, etc., by posting on your Facebook wall, on the Facebook wall of your “Facebook Friends”, in a “Facebook Group” (if you are a member), on a Facebook Page (if the page is open comment).

However, pay attention to the privacy setting: choose private or public status conscientiously. In general, you can decide to share media:

- Only with yourself
- Only with your “Facebook Friend”
- Only with specific Friends
- With all your “Facebook Friends” except some specific persons
- With the general public

- **Send another user a "friend request" or accept the "friend request" from another user:** now you will receive notification from other "friend users" about their activities on Facebook
- **Look for a specific page and click on "like" button** for following the activities of the "Like Page"
- **Look for a specific "Facebook Group" and click on "Join" button:** groups enable people to come together online for sharing information and discussing specific topics. A member must to invite you to join the group. You can also create your own group but pay skills attention to the privacy setting:
  - "Open": group, members and comments are visible to the general public that cannot interact without joining
  - "Closed": group and members are visible to the general public, but comments are not visible until you have joined the group
  - "Secret": nothing can be viewed by the general public.
- **Use the "Like" button ("Like", "Love", "Haha", "Wow", "Sad", or "Angry") or add comments, links and other media,** when you see an interesting activity: this enables you to easily interact with the activities of your "Friend Users", "Like Pages" and "Facebook Groups"
- **Take part to or create an "event":** Facebook events let friends know about upcoming events (private or public) in their community
- **Download Facebook Messenger (Unit 4)** for contacting privately your "friends".

**TAKE A LOOK TO THE ANNEX DOCUMENT "STEP BY STEP GUIDE" AND FOLLOW THE INSTRUCTIONS FOR HAVING ACCESS AND LEARNING TO MANAGE STEP BY STEP FACEBOOK.**

---

## GENERAL POSITIVE AND NEGATIVE ASPECTS OF FACEBOOK

Before using Facebook as a social network, you should pay attention to its positive and negative aspects. Here is a brief list of some examples:

### POSITIVE ↑

On Facebook wall, or in a Facebook Group you can express yourself and share your experiences.

You can share your own pictures, video, etc., or share contents posted by someone else to start a public conversation, or to show that you agree with the ideas express in what you shared.

---

### NEGATIVE ↓

Pay attention to what you decide to share, you do not know where your information will end up: you can't control what you publish online.

### POSITIVE ↑

You can use Facebook wall, Facebook pages and Facebook Groups for discussing, finding and sharing information about specific health-related topics.

You can look for official pages of national association related to health topics that you may find interesting or look for the pages of the nearest local association or organization to stay updated for local events.

---

### NEGATIVE ↓

Pay attention to the reliability of the information: fake news, and false and incorrect information are widespread on Facebook.

### POSITIVE ↑

On Facebook, you can establish new relationships, even with people in a condition similar to yours.

However, when you exchange sensitive or personal information during a conversation remember that it is better to do it through a private message (Facebook Message), in order to preserve the privacy of the conversation.



---

NEGATIVE ↓

Pay attention to fake accounts: you do not really know who the person on the other side of the screen is and what his/her intentions are. If something seems incredible it is probably fake.

POSITIVE ↑

Through Facebook, you can connect with other carers from different generations and backgrounds expanding your views and enriching your network.

You can easily find them in Facebook Groups dedicated to a specific illness, where you can discuss topics or post request for advice, or you can also find them by following the Facebook page of national and local organization active in your area, which deal with a specific issue or illness.

---

NEGATIVE ↓

Sometimes language, slang, and code of conduct on the social media are not always easy to learn and remember. E.g. writing a comment in Caps-lock (capital letters) is equal to yell or shout at someone in real life.

---

## FACEBOOK & HEALTHCARE

On Facebook, you can join several "Groups" related to the most diverse topics: some of them are Mutual Aid Groups (MAGs), dedicated to exchange information, sharing experience as well as receiving and giving support to the members who share a common issue. For example, there are MAGs where you can talk about a specific disease, loss or surviving.

Some MAGs are public (your Friends on FB can see that you joined one of them), others are private (your friends on FB will not be able to see if you are part of those groups).

Usually private groups are preferred when the common topic is a sensitive one, in order to respect the privacy of their members.

Private groups can be:



- "Closed": group and members are visible to the general public, but comments are not visible until you have joined the group

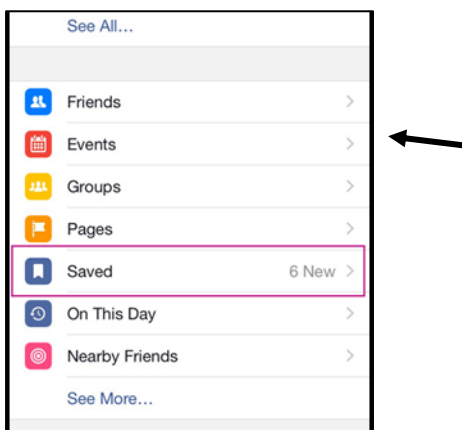
- "Secret": nothing can be viewed by the general public


Open Facebook App on your smartphone/tablet and search for “Caregiver Support Group” in the search bar ([www.facebook.com/groups/103001490399094/](http://www.facebook.com/groups/103001490399094/)): this is an example of private closed group for supporting caregivers.

## EXERCISE OF UNIT 2

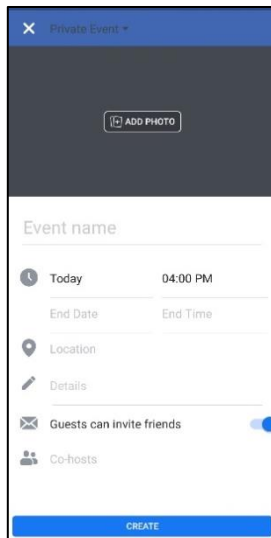
**Follow the instructions below and try to create your own private event on Facebook:**

- 1- Open the menu of your smartphone/tablet and click on the Facebook icon 
- 2- When the homepage will appear, click on the menu icon  on the top of the page (Android)/on the bottom of the page (IOS)
- 3- When the menu will appear, click on “event” section



- 4- When the event page will appear, click on the icon  on the bottom of the page for creating your own event (ANDROID)/click on “create” on the top of the page for creating your own event (IOS).

STEP 1: SELECT “PRIVATE EVENT” (ONLY THE FRIENDS YOU INVITE WILL SEE IT).



(Android image example)


STEP 2: CLICK ON “ADD A PHOTO” ON THE TOP OF THE PAGE, FOR UPLOADING A PICTURE FROM YOUR SMARTPHONE OR TABLET **(ANDROID)** / CLICK ON PHOTO ICON ON THE TOP OF THE PAGE FOR UPLOADING A PICTURE FROM YOUR SMARTPHONE OR TABLET **(IOS)**. THE IMAGE LETS YOUR FRIENDS KNOW WHAT THE EVENT IS ABOUT.

STEP 3: FILL IN ALL THE USEFUL INFORMATION BELOW:

- TITLE
- DAY
- TIME
- LOCATION
- DESCRIPTION OF THE EVENT

STEP 4: ONCE YOU HAVE FILLED IN ALL THE INFORMATION, CLICK ON THE “CREATE” BUTTON.

5- The page of the event will appear and you will be able to “invite friends” to the event.


6- Now click on “edit” icon  and “cancel event”.

## REFERENCES

1. <https://www.facebook.com/>

## MODULE 4 – UNIT 3

### INSTALL AND MANAGING SKYPE

Skype  is a social media that enables communication between two or more PC/tablets/smartphones, via Internet. Skype allows to registered users to make free video and voice one-to-one and group calls, share files and send instant messages to the other people on the platform.

Skype is used for different purposes: job interviews, conference calls for business meetings, to teach classes, therapy sessions with a therapist, telemedicine, etc.

Skype is available

- via Skype App (in Android and IOS store)
- via Skype website ([www.skype.com](http://www.skype.com))

If you are using a tablet or a smartphone, the easiest choice is downloading the Skype App from the Google Play Store or the IOS App Store on your tablet/smartphone.

When the App is installed you can proceed to create your personal profile, with your photo and your name, and:

- **Send another user a "contact request" or accept the "contact request" of another user:** now you can receive call, video call, and messages from other "contact users"
- **Start a call, a videocall or a conference call** (with more than one contact user)
- **Send direct messages** to your contacts

**TAKE A LOOK TO THE ANNEX DOCUMENT "STEP BY STEP GUIDE" AND FOLLOW THE INSTRUCTIONS FOR HAVING ACCESS AND LEARNING TO MANAGE STEP BY STEP SKYPE.**

---

#### GENERAL POSITIVE AND NEGATIVE ASPECTS OF SKYPE

Before using Skype social media, you should pay attention to its positive and negative aspects. Here a brief list of some examples:

**POSITIVE** ↑

Skype can be a very useful tool when you need to make long distance calls, since it is free! Through Skype you can make video calls, having the chance to see the people you are talking to, a great way to break distance barriers!

---

**NEGATIVE** ↓

Sometimes internet services can work at different «speed» in two different locations, causing some delays, noises or disconnections: e.g. webcam can slow the speed of the services. Skype depends on the reliability of the internet connection. For this reason it can be difficult to use it properly in remoted areas or in areas where the internet connection is unstable.

**POSITIVE** ↑

Skype is a useful tool for a working carers. It is great for sharing progress if you can't be in the same place of your colleagues. In fact, if you need to show them what you're working on, you can share your screen during the call. Also, Skype is often used for job interviews.

---

**NEGATIVE** ↓

Showing themselves in video could cause stress and embarrassment to some people.

**POSITIVE** ↑

Skype allows to talk to more than one person at a time, creating group calls, known as “conference calls”. These types of calls are very common in business environment, but they are also widespread among families where some members live far away. Also, they are used by support groups and discussion groups.

---

**NEGATIVE** ↓

Talking to more people at once can be confusing, due to different devices, locations, background noises, etc.

**POSITIVE** ↑

Through Skype you can only connect with your contacts' list. Before someone can contact you, you have to “accept” their request of contacting you, preventing strangers to bother you. Only after this step you will be able to call them.

---

**NEGATIVE** ↓

Skype is not a social media expressly dedicated to meet and connect with new people. If this is your necessity, you need to use another social media.

---

## SKYPE & HEALTHCARE

Skype has been used in healthcare for different purposes. Here some examples:

- **Telemedicine**

According to the WHO, it means “healing at distance”.

*“Its purpose is to provide clinical support. It is intended to overcome geographical barriers, connecting users who are not in the same physical location. It involves the use of various types of ICT. Its goal is to improve health outcomes”. (World Health Organization, 2010)*

In this case, skype can be used for consulting with patients who cannot travel to a family doctor. It can be because they cannot leave their house due to their caregiving duties, or because they might live far, in a rural area. Or they might be immobile or cannot travel due to severe weather or other health conditions. Also, it can be used for providing first aid video instructions to injured people

- **Therapy Sessions and Mutual Aid Groups**

Skype can be used in healthcare also for holding one-on-one or group therapy sessions with professionals (e.g. psychologists or facilitators), or for organizing mutual aid groups with peers or people living with the same issues, in order to share experiences and advices

### EXERCISE OF UNIT 3

**True or false sentences: tick the correct answer.**

- 1) Skype is an online forum where users can open thread, post comments about a particular issue or topic and reply to other users' postings.
  - True**
  - False**
  
- 2) Skype is often used for job interviews.
  - True**
  - False**
  
- 3) Skype is a social media expressly dedicated to meet and connect with new people.
  - True**
  - False**
  
- 4) You cannot use skype for sending text messages.
  - True**
  - False**
  
- 5) Telemedicine and Mutual Aid Groups are useful support options for caregiver on Skype.
  - True**
  - False**
  
- 6) Skype not allows registered users to make a conference call.
  - True**
  - False**

**YOU CAN FIND CORRECT SOLUTIONS AT THE END OF THE MODULE 4, IN THE DEDICATED SECTION.**


## REFERENCES

1. Advice Media (2012). The Doctor Will Skype You Now! How Video Chat Services Are Changing Healthcare, <https://advicemedia.com/blog/epatient/the-doctor-will-skype-you-now-how-video-chat-services-are-changing-healthcare/>
2. World Health Organization (2010). Telemedicine: opportunities and developments in Member States: report on the second global survey on eHealth, [https://www.who.int/goe/publications/goe\\_telemedicine\\_2010.pdf](https://www.who.int/goe/publications/goe_telemedicine_2010.pdf)
3. <https://www.skype.com/>



## MODULE 4 – UNIT 4

### INSTALL AND MANAGING WHATSAPP/VIBER AND MESSENGER

Messenger  (also known as Facebook Messenger) is a free instant messaging service (originally developed as Facebook Chat) that is available

- via Messenger App
- via Facebook website ([www.facebook.com](http://www.facebook.com))
- via Messenger website ([www.messenger.com](http://www.messenger.com))

If you are using a tablet or a smartphone, the easiest choice is downloading the Messenger App from the Google Play Store or the IOS App Store on your tablet/smartphone. The Messenger App is separate to Facebook App; however, it can be used to communicate both with Facebook “friends” or phone contacts.


When the Messenger App is installed you have two options:

- To register your account using your email address/phone number and a secret password (follow the platform instructions)
- To access to Messenger through your Facebook profile

Then, you can start to:

- **Send or receive messages, photos, videos, stickers, audio recordings, and also attach files** (e.g. Word document)
- **Make or receive one-to-one voice and video call, or conference call**

Also, the App supports games.

WhatsApp  is a popular free messaging, video and voice platform that allows users to send text messages and voice messages, make audio and video calls, share images, files, user locations, and other media.


WhatsApp is available:

- via smartphone, or tablet with SIM card, through WhatsApp App
- via computer, or tablet without SIM card, through WhatsApp website connected to WhatsApp App ([www.web.whatsapp.com](http://www.web.whatsapp.com))

When the WhatsApp App is installed, in order to work, it requires users to provide the cellular mobile number.

Successively, you can:

- **Start to create your personal profile (photo, name, etc.):** let the App to have access to your phonebook contacts
- **Create or take part to a one-to-one or group chat: send text messages, file, images, videos, links, recording messages, your position, etc.**
- **Make or receive a call or a video call from your list of contacts**

Viber  is a popular free instant messaging, video and voice platform that allows users to send text messages and voice messages, make audio and video calls, share images, files, user locations, and other media.

Viber is available:

- via Viber App on your smartphone, tablet or computer

On Viber App users are registered and identified through their cellular telephone number, although the service is accessible on computer desktop platforms without needing mobile connectivity.

Through Viber you can:

- **Create your personal profile (photo, name, etc.):** let the App to have access to your phonebook contacts
- **Start a chat, send text messages, file, images, videos, links, etc., start a call or a video call with your list of contacts**

Also, Viber social media provides a paid international landline and mobile calling service called Viber Out.

**TAKE A LOOK TO THE ANNEX DOCUMENT “STEP BY STEP GUIDE” AND FOLLOW THE INSTRUCTIONS FOR HAVING ACCESS AND LEARNING TO MANAGE STEP BY STEP MESSENGER AND WHATSAPP/VIBER.**

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## GENERAL POSITIVE AND NEGATIVE ASPECTS OF MESSENGER & WHATSAPP/VIBER

Before using Messenger and WhatsApp/Viber social media, you should pay attention to their positive and negative aspects. Here a list of some examples:

### POSITIVE ↑

Being based on an internet connection, WhatsApp/Viber and Messenger offer unlimited free calls, video calls and messages in every part of the world.

---

### NEGATIVE ↓

WhatsApp/Viber and Messenger work only with an internet connection, and if you do not have a Wi-Fi connection, you pay for your Internet connection. If you use them frequently without Wi-Fi, check your telephone company's plan to find the best solution for your online needs.

### POSITIVE ↑

In addition to instant messaging and calls, WhatsApp/Viber and Messenger can be used for collaboration, because you can share files, like pictures, or also Word and Excel files.

---

### NEGATIVE ↓

The Apps will always work in the background of your device, sending alerts and notification, because of this, it often quickly drains the battery of the device.

### POSITIVE ↑

Messenger is connected to Facebook (FB), making it free and easier to communicate with your FB friends from your device.

Messenger is perfect for exchanging private messages, since only the users involved will read it.

---





### NEGATIVE ↓

FB users have to download Messenger if they want to communicate easier and instantly with FB friends, and the app takes up a lot of space in your device's memory (up to 100+ MB).





## EXERCISES OF UNIT 4

### Exercise 1

**OPTION 1: Follow the instructions below and try to send one of your phone contact a vocal message on WhatsApp:**












- 1- Open the menu of your smartphone/tablet and click on the WhatsApp icon 
- 2- When the homepage will appear
  - **ANDROID:** click on the icon  on the bottom of the page for finding phone contacts that use WhatsApp. Then select the contact.
  - **IOS:** write the name of the phone contact in the search bar on the top of the page, then select the contact.
- 3- When the WhatsApp page of the contact will appear, find the microphone icon on the bottom of the page,  (ANDROID)  (IOS), keep it pressed and start to speak. When you have finished to record the message, take your finger off the screen. The vocal message will be instantly sent.

**OPTION 2: Follow the instructions below and try to send one of your phone contact a vocal message on Viber:**

- 1- Open the menu of your smartphone/tablet and click on the Viber icon 
- 2- When the homepage will appear
  - **ANDROID:** click on the icon  on the bottom of the page for finding phone contacts that use Viber. Then select the contact.
  - **IOS:** click on the icon  on the top of the page, then select the contact.
- 3- When the Viber page of the contact will appear, find the microphone icon  on the bottom of the page, keep it pressed and start to speak. When you have finished to record the message, take your finger off the screen. The vocal message will be instantly sent.

## Exercise 2

To interpret written messages on WhatsApp/Viber/Messenger is difficult. They can appear confused or distorted by writing style and can cause communication problems between people. Using emoticons (facial expressions in the form of icons) could be useful for explaining the tone of your text message and for personalizing the conversation. In this exercise we ask you to link each Messenger emoticon in column A, with the correct description of feelings or mood in column B, numbering the column B:

|    | COLUMN A  |     | COLUMN B   |
|----|---|-----|--|
| 1  |    | ... | This emoticon often conveys enthusiastic feelings of love, infatuation, and adoration  |
| 2  |    | ... | This emoticon is often used to indicate a big outburst of anger, frustration, or rage.   |
| 3  |  | ... | This emoticon may convey various negative emotions, including irritation, anger, and contempt. Two puffs of steam blow out of its nose, as if in a huff or fuming. It may also convey feelings of pride, dominance, and empowerment. |
| 4  |  | ... | This emoticon may represent a kiss goodbye or good night and convey feelings of love and affection more generally.   |
| 5  |  | ... | This emoticon intend to depict nervousness or discomfort.  |
| 6  |  | ... | This emoticon, while intended to represent horror and fright, commonly conveys such feelings as shock, awe, disbelief, and intense excitement (as a screaming fan).  |
| 7  |  | ... | This emoticon often conveys a strong sense of fun, excitement, wackiness, buffoonery, or joking.   |
| 8  |  | ... | This emoticon often conveys general pleasure and good cheer.   |
| 9  |  | ... | This emoticon may indicate drowsiness, tiredness. It may also represent boredom.   |
| 10 |  | ... | This emoticon may convey inconsolable grief but also other intense feelings.   |
| 11 |  | ... | This emoticon may convey a moderate degree of sadness or pain.   |

Exercise adapted from [www.emojipedia.org](http://www.emojipedia.org). Take a look to the website for a complete explanation of all emoticons.

**YOU CAN FIND CORRECT SOLUTIONS AT THE END OF THE MODULE 4, IN THE DEDICATED SECTION.**

## REFERENCES

1. <https://emojipedia.org/>
2. <https://www.messenger.com/>
3. <https://www.viber.com/>
4. <https://www.whatsapp.com/>

## MODULE 4 – UNIT 5

### FINDING AND USING ONLINE FORUMS FOR CARERS AS MUTUAL HELP TOOLS

As previously introduced, an Online Forum is a discussion website where people can take conversations in the form of posted messages. It is usable through computer, tablet or smartphone and is usually free.

Through online forum, users can open thread, post comments about a particular issue or topic and reply to other users' postings.

Forum can contain different sub forums related to specific topics: for example, online forum for carers can contain sub forum dedicated to carers of people with Alzheimer's disease.

Take a look to the following websites that include forums for carers:

- [www.agingcare.com/caregiver-forum](http://www.agingcare.com/caregiver-forum)
- [www.caregiving.com/community/](http://www.caregiving.com/community/)

On the base of the forum's settings, the forum can be:

- **Moderate Forum**

It is a forum where users or employees of the forum are moderators, meaning that they access to all the threads and comments for the purpose of moderating discussion. Usually they have several functions, like keeping forum free from spam, answers users' concerns about rules, dealing with any sort of problem, both technical and in case of conflict between users.

- **Non-moderate Forum**

A non-moderate forum is a forum where users can post, comments or open threads without being moderated by another user. Usually they are public forum.

- **Private Forum**

A private forum in an online forum where users must be registered and approved by the forum administrator in order to read, post or comment in the open threads.

- **Public Forum**

A public forum in an online forum where the content is available for every user, even if not registered. In this case, unregistered users are called “guest” or “visitor”. Usually

public forums have specific sessions of that are for registered users only, after making a request to the administrator (admin) a user may be allowed to participate in the private or restricted session.

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## GENERAL POSITIVE AND NEGATIVE ASPECTS OF ONLINE FORUMS

Before using an Online Forum, you should pay attention to its positive and negative aspects. Here a brief list of some examples:

### POSITIVE

- Online forums can act as communities, as mutual help groups, where users can find support and empathy (Daine et al., 2013)
- The use of online forums can serve as coping mechanism against anxiety and distress
- Users of online forums can feel accepted and understood and can alleviate loneliness and isolation
- Users of online forums can have discussions and comparison moments with people with similar life experiences
- Online forums can facilitate new acquaintances and contacts
- Online forums are useful for exchanging doubts and information on specific topics

---

### NEGATIVE

- Depending on the typology of forums (public, private, moderate, non-moderated) the difficulty of use and the potential disadvantages change
- Communication barriers: it's difficult to interpret written messages. They can appear confused or distorted by writing style and can cause communication problems between people.
- Not immediate communication: if the forum is not active, not managed well and not popular, it becomes a not functional tool, as the response time from other users increases



- Dangers caused by the anonymity: people can lie about who they are and what they want. Be careful about what you decide to reveal and do not share too personal information. Privacy protection is extremely important on online forums.
- Information in forums could be inaccurate or incorrect, as it often comes from people without specific skills.
- Forums are good comparison tools, but unsuitable information tools

### EXERCISE OF UNIT 5

**Fill in the table below with the following sentences concerning Online Forums. Select which sentence goes in column “DOS” (to do), and which one in column “DON'TS” (to not do):**

*1 - Share pictures of real people*

*2 - Share articles, videos, link you find online if the source is secure*

*3 - Use emoticons*

*4 - Express your opinion in a polite and respectful way*

*5 - Use CAPS\_LOCK (all words generated in capital letters)*

*6 – Use a real picture of yourself and your real name*

| DO'S | DONT'S |
|------|--------|
|      |        |
|      |        |
|      |        |
|      |        |

**YOU CAN FIND CORRECT SOLUTIONS AT THE END OF THE MODULE 4, IN THE DEDICATED SECTION.**

## REFERENCES

1. Daine K, Hawton K, Singaravelu V, Stewart A, Simkin S, Montgomery P (2013) The Power of the Web: A Systematic Review of Studies of the Influence of the Internet on Self-Harm and Suicide in Young People. PLoS ONE 8(10), <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0077555>

## KEY TO EXERCISES IN MODULE 4

### EXERCISE OF UNIT 1:



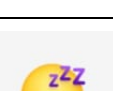

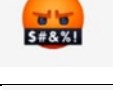
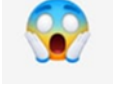
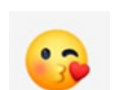
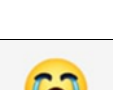
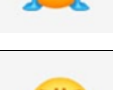
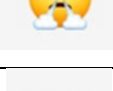
|   | COLUMN A                  |   | COLUMN B   |
|---|---------------------------|---|--|
| 1 | ONLINE FORUM              | 6 | It is a false or inaccurate information, that is not deliberate  |
| 2 | INSTANT MESSAGING SERVICE | 3 | It is a false information deliberately created in order to harm people, social groups, organizations, countries, etc.  |
| 3 | DISINFORMATION            | 1 | It is a website or web page where users can open thread, post comments about a particular issue or topic and reply to other users' postings                                  |
| 4 | FRAUD                     | 7 | It is a service offered via Internet, through websites and/or applications, where users can interact adding digital contents, feedbacks, information, etc.                   |
| 5 | SOCIAL MEDIA              | 2 | It is a type on online chat that allows users to exchange instant text messages over Internet  |
| 6 | MISINFORMATION            | 5 | It is an interactive service (social network, instant messaging service, online forum) that, via websites or applications, enable users to create and share digital contents |
| 7 | INTERACTIVE SERVICE       | 4 | It is a wrongful or criminal deception which is intended to result in a financial or personal gain   |

### EXERCISE OF UNIT 3

- 1) Skype is an online forum where users can open thread, post comments about a particular issue or topic and reply to other users' postings.
  - True
  - False**
  
- 2) Skype is often used for job interviews.
  - True**
  - False
  
- 3) Skype is a social media expressly dedicated to meet and connect with new people.
  - True
  - False**
  
- 4) You cannot use skype for sending text messages.
  - True
  - False**
  
- 5) Telemedicine and Mutual Aid Groups are useful support options for caregiver on Skype.
  - True**
  - False
  
- 6) Skype not allows registered users to make a conference call.
  - True
  - False**

## EXERCISE OF UNIT 4

### Exercise 2

| COLUMN A |   | COLUMN B |  |
|----------|---|----------|--|
| 1        |    | 11       | This emoticon often conveys enthusiastic feelings of love, infatuation, and adoration  |
| 2        |    | 4        | This emoticon is often used to indicate a big outburst of anger, frustration, or rage.   |
| 3        |    | 8        | This emoticon may convey various negative emotions, including irritation, anger, and contempt. Two puffs of steam blow out of its nose, as if in a huff or fuming. It may also convey feelings of pride, dominance, and empowerment. |
| 4        |    | 6        | This emoticon may represent a kiss goodbye or good night and convey feelings of love and affection more generally.   |
| 5        |   | 1        | This emoticon intend to depict nervousness or discomfort.  |
| 6        |  | 5        | This emoticon, while intended to represent horror and fright, commonly conveys such feelings as shock, awe, disbelief, and intense excitement (as a screaming fan).  |
| 7        |  | 9        | This emoticon often conveys a strong sense of fun, excitement, wackiness, buffoonery, or joking.   |
| 8        |  | 2        | This emoticon often conveys general pleasure and good cheer.   |
| 9        |  | 3        | This emoticon may indicate drowsiness, tiredness. It may also represent boredom.   |
| 10       |  | 7        | This emoticon may convey inconsolable grief but also other intense feelings.   |
| 11       |  | 10       | This emoticon may convey a moderate degree of sadness or pain.   |

Exercise adapted from [www.emojipedia.org](http://www.emojipedia.org). Take a look to the website for a complete explanation of all emoticons.

### EXERCISE OF UNIT 5

| DO'S  | DONT'S   |
|---|--|
|   | 1 - Share pictures of real people<br><i>Do not share picture of real people without their consent. The respect of privacy is extremely important. However, remember that you cannot control what you share after you did this!</i> |
| 2 - Share articles, videos, link you find online if the source is secure<br><i>Do not share content without checking the source, or fake news!</i>  |  |
| 3 - Use emoticons<br><i>They are useful for explaining the tone of your text message and for personalizing the conversation!</i>  |  |
| 4 - Express your opinion in a polite and respectful way<br><i>Do not express your opinion in a violent and vulgar way, cursing, or offending other people. Do not perpetrate hate speech, it is a crime!!</i> |  |
|   | 5 - Use CAPS_LOCK (all words generated in capital letters)<br><i>Do not use CAPS_LOCK, it is impolite!</i>   |
|   | 6 – Use a real picture of yourself and your real name<br><i>Remember that you need to protect your privacy!</i>  |

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