

# REACT

Rural eHealth Facilitators



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Parcours  
Santé  
Systémique



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# Module 1

## Healthy and Active Ageing





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## Healthy and Active Ageing

Healthy Ageing is about maximizing opportunities for physical, social, and mental health, so that everyone – young and old – can actively participate in society, with control over their own life and a good quality of life.

**Benefits** of staying active and healthy as you age:

- ❖ Greater well-being and participation
- ❖ Faster recovery after illness
- ❖ Lower risk of chronic diseases
- ❖ Fall prevention



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# Healthy Ageing for Older Adults

For older adults, Healthy Ageing is mostly about making conscious choices.

- ❖ Staying active and involved
- ❖ Retaining autonomy
- ❖ More than just preventing or postponing illness and death
- ❖ Maximizing health opportunities
- ❖ Promoting self-management
- ❖ Accessing high-quality healthcare
- ❖ Maintaining a high quality of life

*More info in the handout*





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*“Health is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.” (WHO, 1948)*

*“Health is the ability to adapt and self-manage in the face of social, physical, and emotional challenges” (Machteld Huber, 2012)*



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# Positive Health, a Broader Perspective

People are more than their illness or condition. Yet that is usually what we focus on.

Positive Health takes a different perspective: the focus is not on the disease but on the person, their resilience and what makes their life meaningful.

What do people themselves consider important to feel healthy?  
→ What do they need to achieve this?

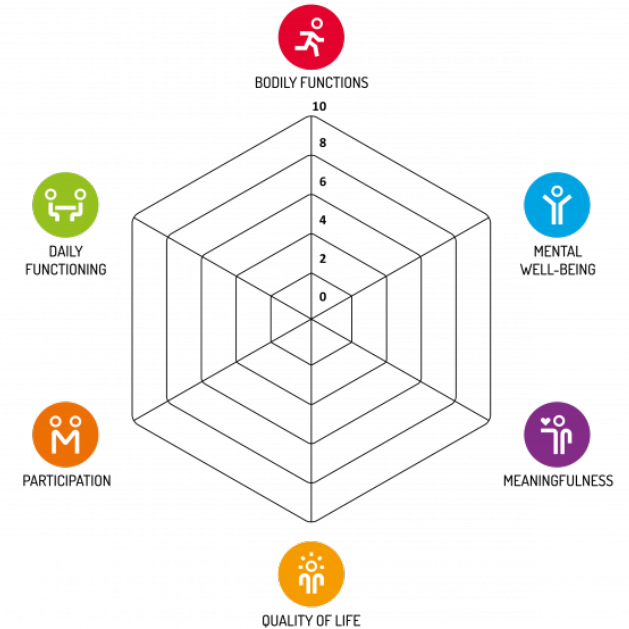




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This broad interpretation of health encompasses six dimensions:

1. Physical functions
2. Mental well-being
3. Sense of purpose and meaning in life
4. Quality of life
5. Participation
6. Everyday functioning



→ These elements emerged from research into people's own understanding of health. People not only value physical health, but also, for example, meaning in life, participation and quality of life.

## Getting Started with Your Positive Health

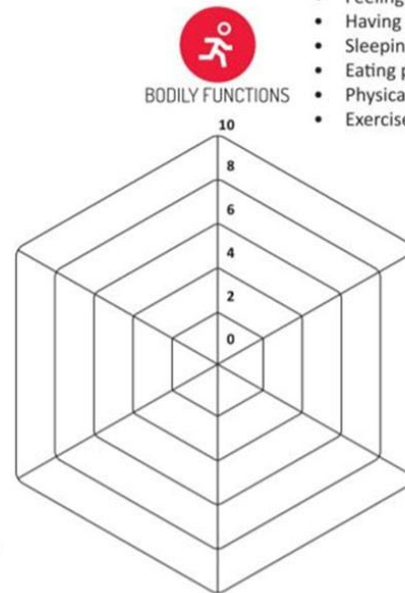


### MY POSITIVE HEALTH

- Looking after yourself
- Knowing your limitations
- Knowledge of health
- Managing time
- Managing money
- Being able to work
- Asking for help



- Social contacts
- Being taken seriously
- Doing fun things together
- Having the support of others
- Belonging
- Doing meaningful things
- Being interested in society



- Feeling healthy
- Feeling fit
- Having complaints and/or pain
- Sleeping pattern
- Eating pattern
- Physical condition
- Exercise



- Enjoyment
- Being happy
- Feeling good
- Feeling well-balanced
- Feeling safe
- Living conditions
- Having enough money

- Being able to remember things
- Being able to concentrate
- Being able to communicate
- Being cheerful
- Accepting yourself
- Being able to handle changes
- Having control

- Having a meaningful life
- Being high-spirited
- Wanting to achieve ideals
- Feeling confident about
- Accepting life
- Being grateful
- Continue learning



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## What stands out to you?

**What would you like to work on?**

**What will you do differently starting tomorrow?**

**Do you need anything to help you do it?**

**Small action → Big success**



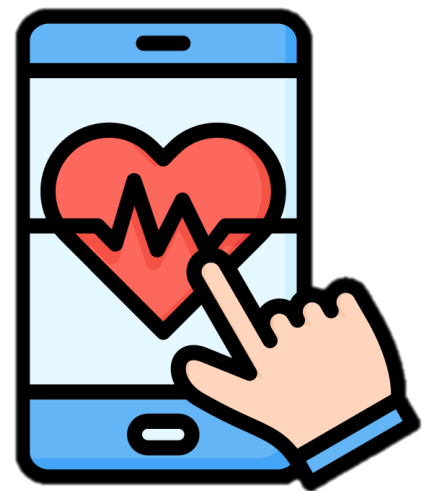
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# Module 2

Introduction to eHealth and  
Its Benefits





- 1.** Definition of eHealth
- 2.** Benefits and goals of eHealth
- 3.** Key considerations



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## eHealth

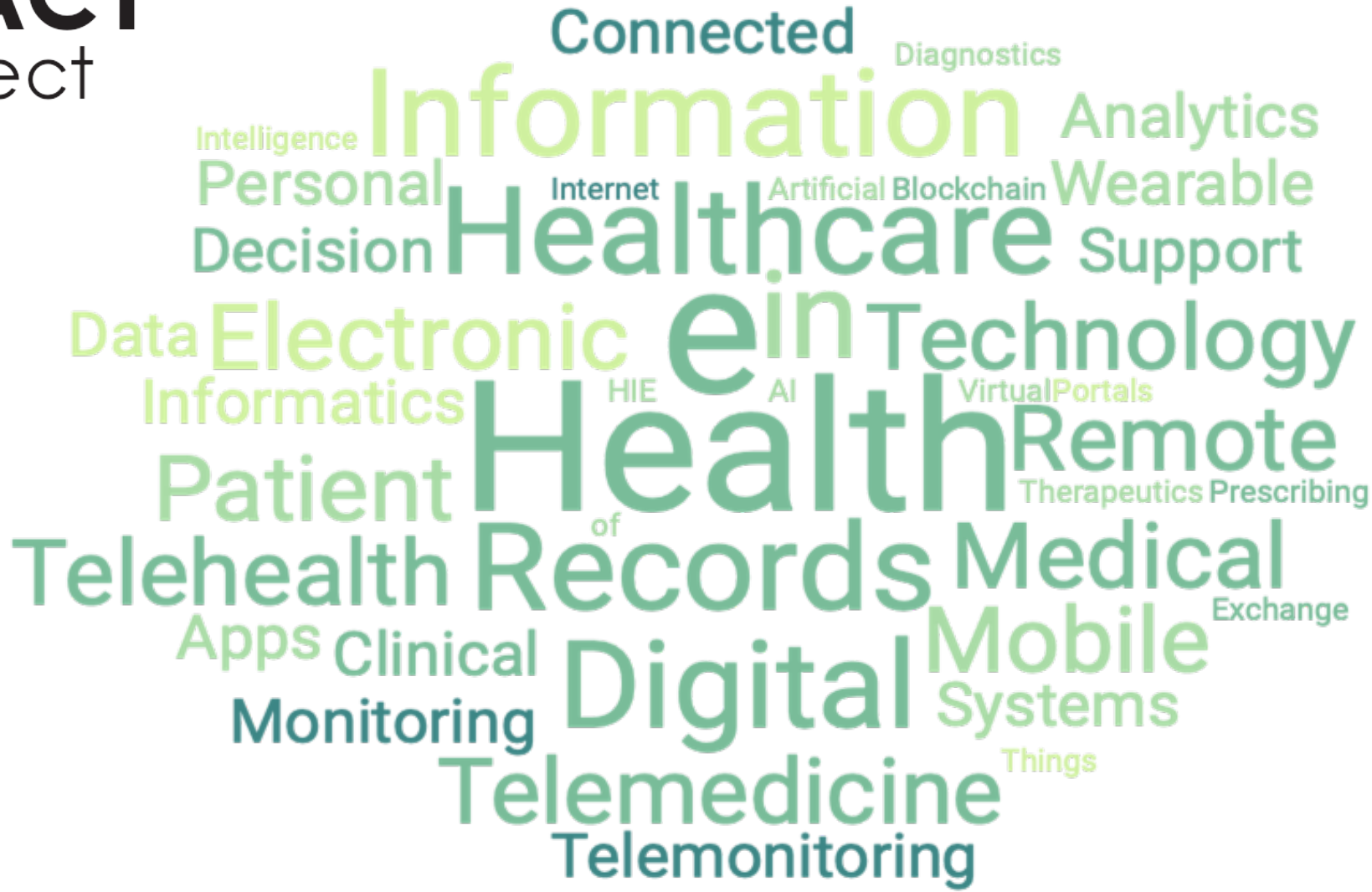
“eHealth, telehealth, or telemedicine refers to the use of information and communication technology in healthcare. It includes techniques, services, and systems that operate remotely — initially via telephone, now increasingly via the internet.”

*1999: the term eHealth first appeared  
in the scientific literature by WHO and others*





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## The Benefits of eHealth

- ❖ Strengthening of communication and information exchange among healthcare providers and between patients and healthcare providers.
- ❖ Improvement of equal access to care for patients in remote areas.
- ❖ Empowerment of individuals and encouragement to positive change in health behaviors.
- ❖ Reduction of diagnosis time and improvement of health care providers' efficiency.

*(Strand Bergmo, 2015 ; Hallberg, Salimi, 2020 ; Kampmeijer et al. 2016)*



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## Critical issues surrounding eHealth

- ❖ Healthcare professionals face a lack of reliable guidelines for evaluating eHealth smartphone apps.
- ❖ Star ratings and written reviews in App/Android store: this information is often subjective. Comes from unverified sources and does not provide insight into the quality of an eHealth app.
- ❖ Guidelines for quality are needed, based on standardized methods to allow professionals to recommend reliable apps to their patients.

*(Ribaut et al., 2024)*



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## Reliability eHealth, examples

### YouTube psoriasis-related videos (UK, 2017)

- ❖ Only **20% of videos** used evidence-based information
- ❖ **52% of videos** were classified as misleading and 11% as dangerous

*(Mueller et al., 2019)*

### Health-promoting apps (diets, exercise)

- ❖ Only **55%** of included studies described a theoretical basis for app development

*(Schoeppe et al., 2016)*



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## Module 3

### Using eHealth Apps





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## Which app do I want to install?

- ❖ If you want to introduce someone to an app and show them its added value, it is important to choose an app that suits them.
- ❖ If the app matches their needs and interests, it will boost their motivation.
- ❖ For example: an app which recognizes bird sounds or gives gardening tips.



## Een applicatie (app) installeren op iPhone

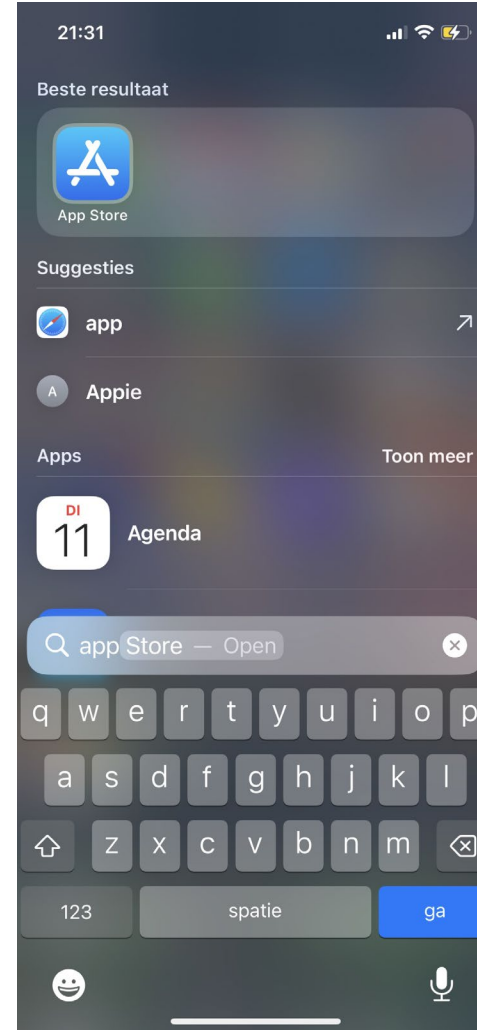
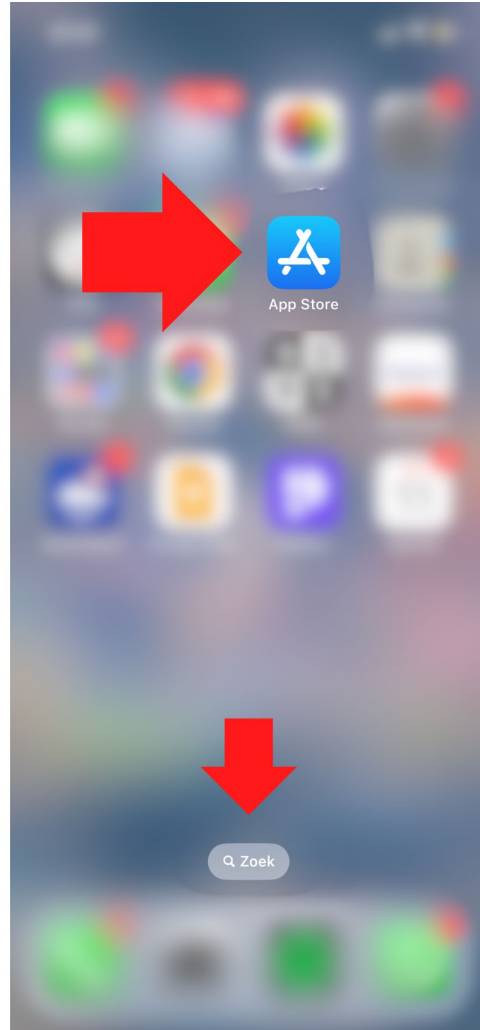
- ❖ Stap 1: Ga naar de App store
- ❖ Om apps te kunnen installeren heb je een zogenaamd 'Apple ID' nodig.





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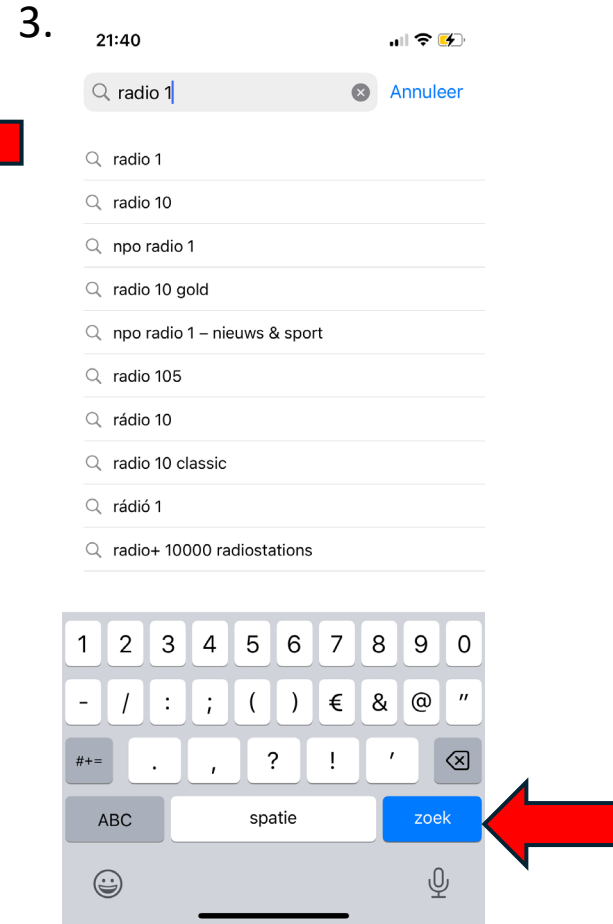
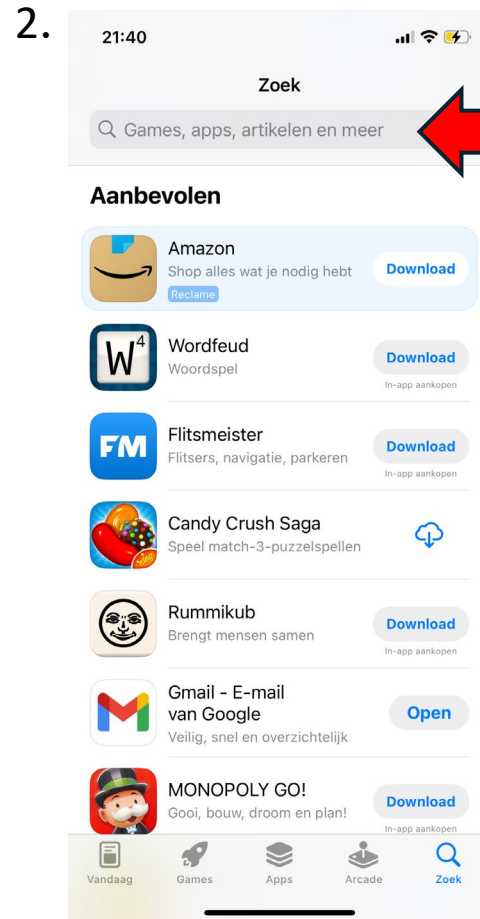
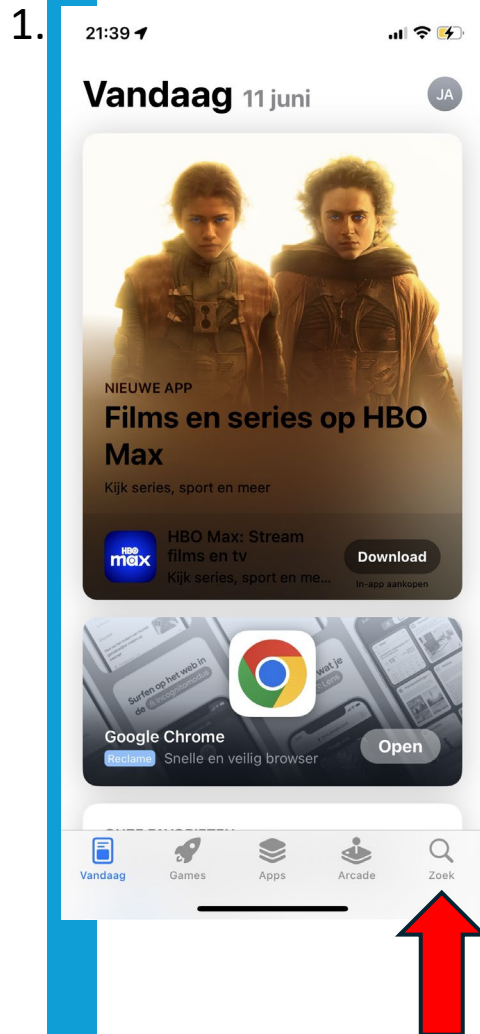
## Een applicatie installeren op iPhone





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## Een applicatie installeren op iPhone





## Een applicatie (app) installeren op Android

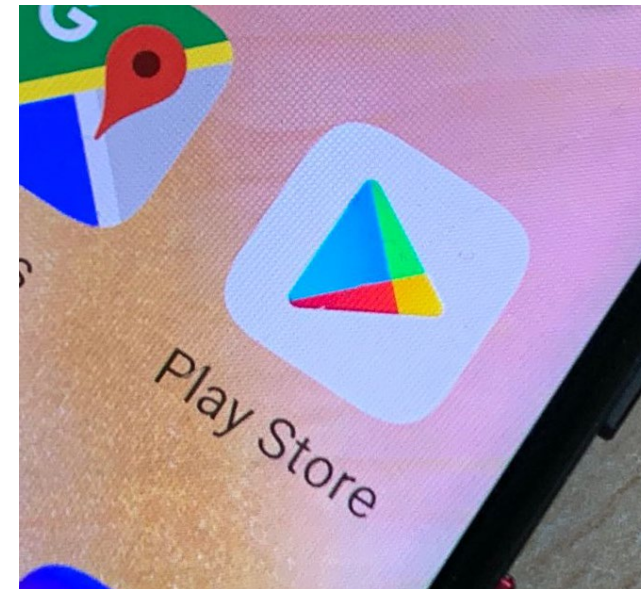
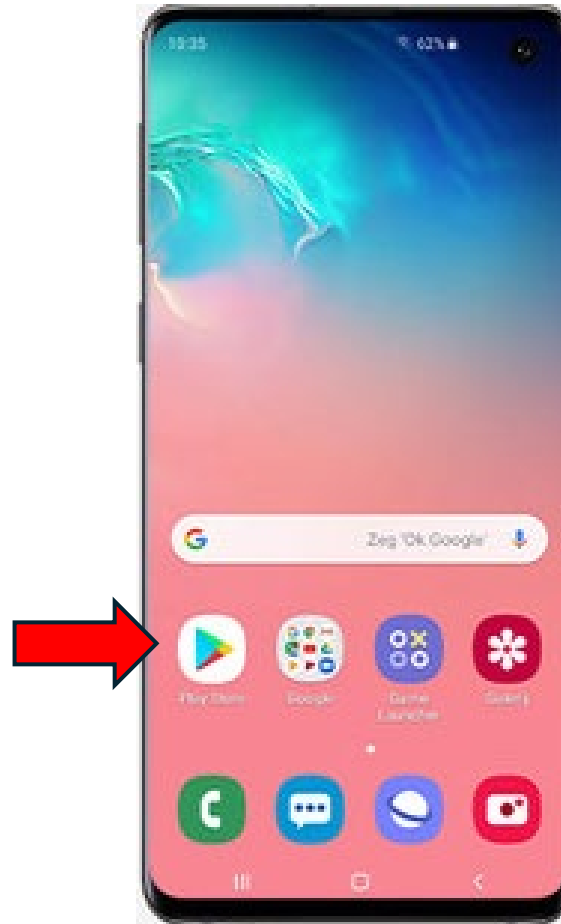
- ❖ Stap 1: Ga naar de 'Google' Play Store
- ❖ Om apps te kunnen installeren heb je een Google Account nodig.





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# Een applicatie installeren op Android

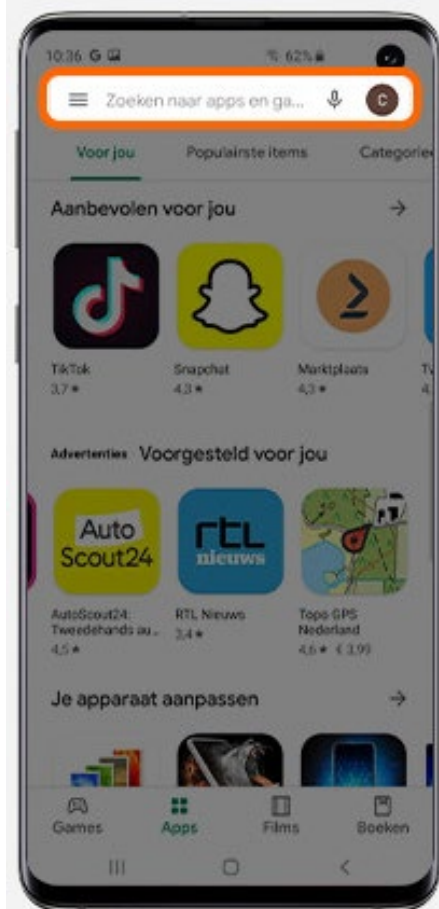




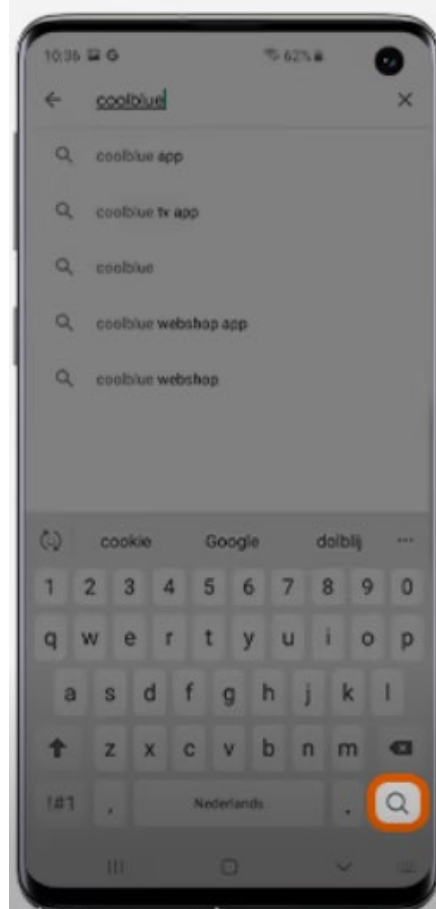
# REACT project

## Een applicatie installeren op Android

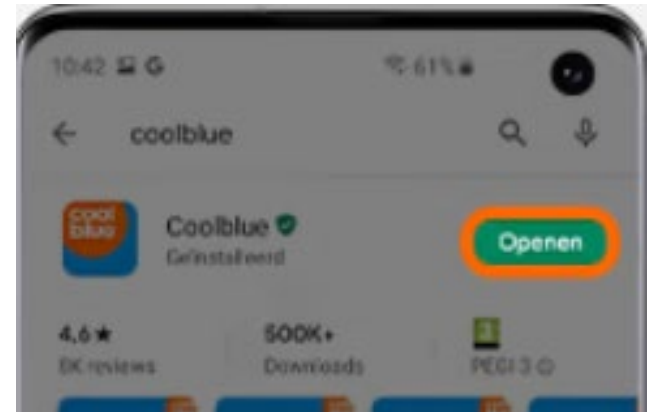
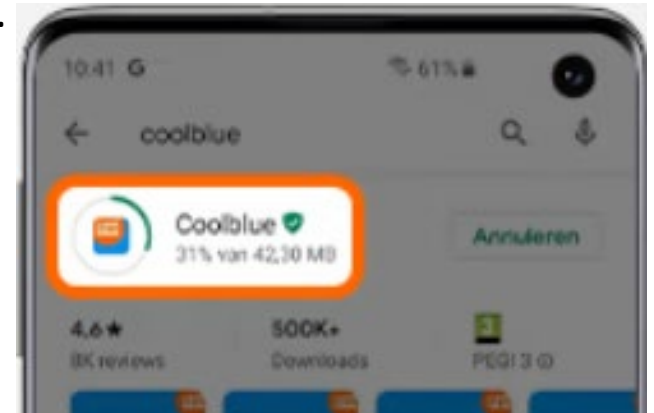
1.



2.



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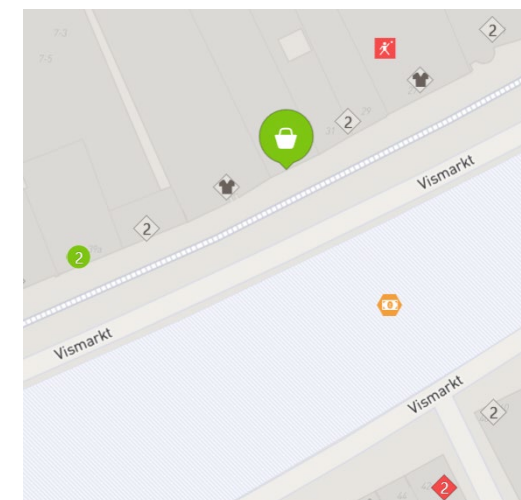
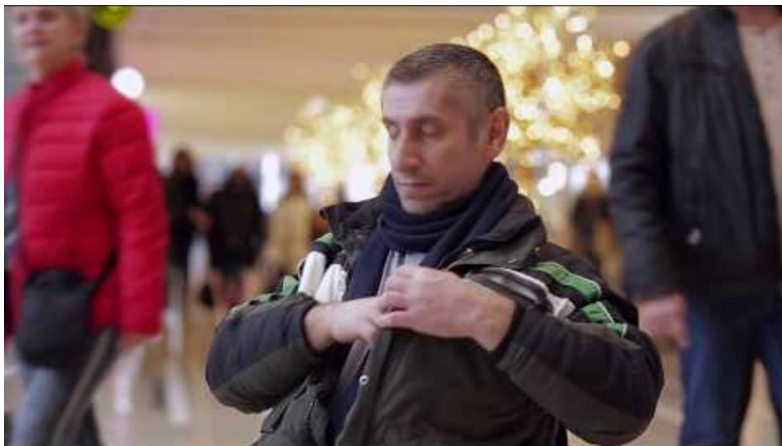




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## Wheelmap (voorbeeld)

- ❖ Zit je in een rolstoel en weet je niet of de plek waar je naartoe wilt gaan toegankelijk is?
- ❖ Wereldwijd zien waar je makkelijk kunt bewegen en waar niet.
- ❖ Groen betekent volledig rolstoeltoegankelijk, geel staat voor deels rolstoeltoegankelijk en rood is niet toegankelijk.





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## Mijn Eetmeter (voorbeeld)

- ❖ Een dagboek waarin je elke dag bijhoudt wat je eet en drinkt. Dit helpt je om gezonder te kunnen eten.
- ❖ Heb je diabetes of IBD? Dan helpt de app jou om te letten op hoeveel koolhydraten, vetten, vitamines en vezels je binnenkrijgt.
- ❖ Advies krijgen over de Schijf van 5. De Schijf van 5 helpt je om gezonder én duurzamer te eten. De app geeft aan of de producten die jij eet en drinkt binnen de Schijf van 5 vallen.



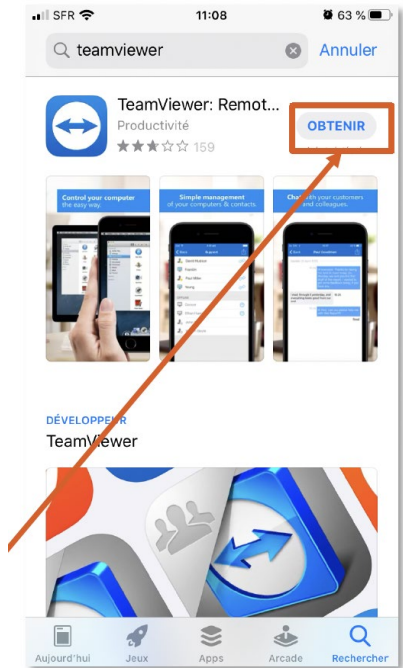
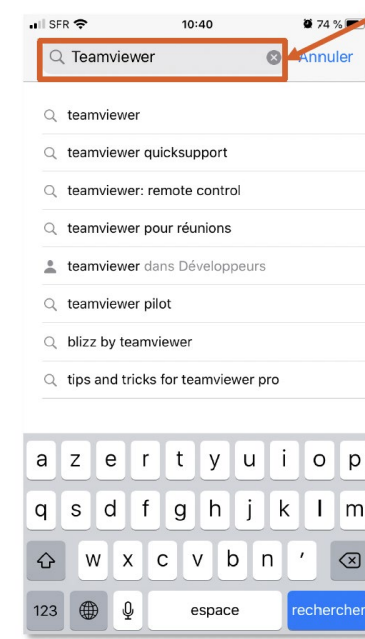
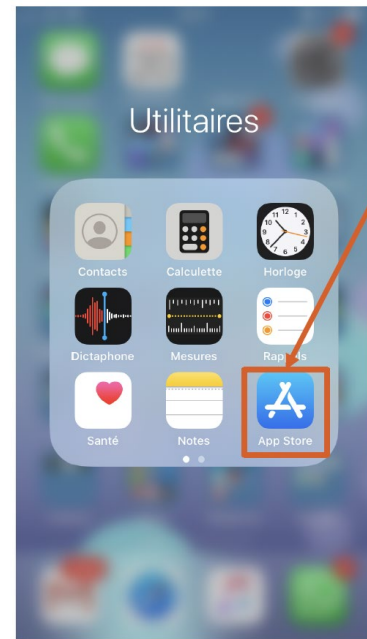
## Installer une application sur i-Phone

1. Ouvrir l'application « App Store »

2. Cliquer sur la loupe « Rechercher »

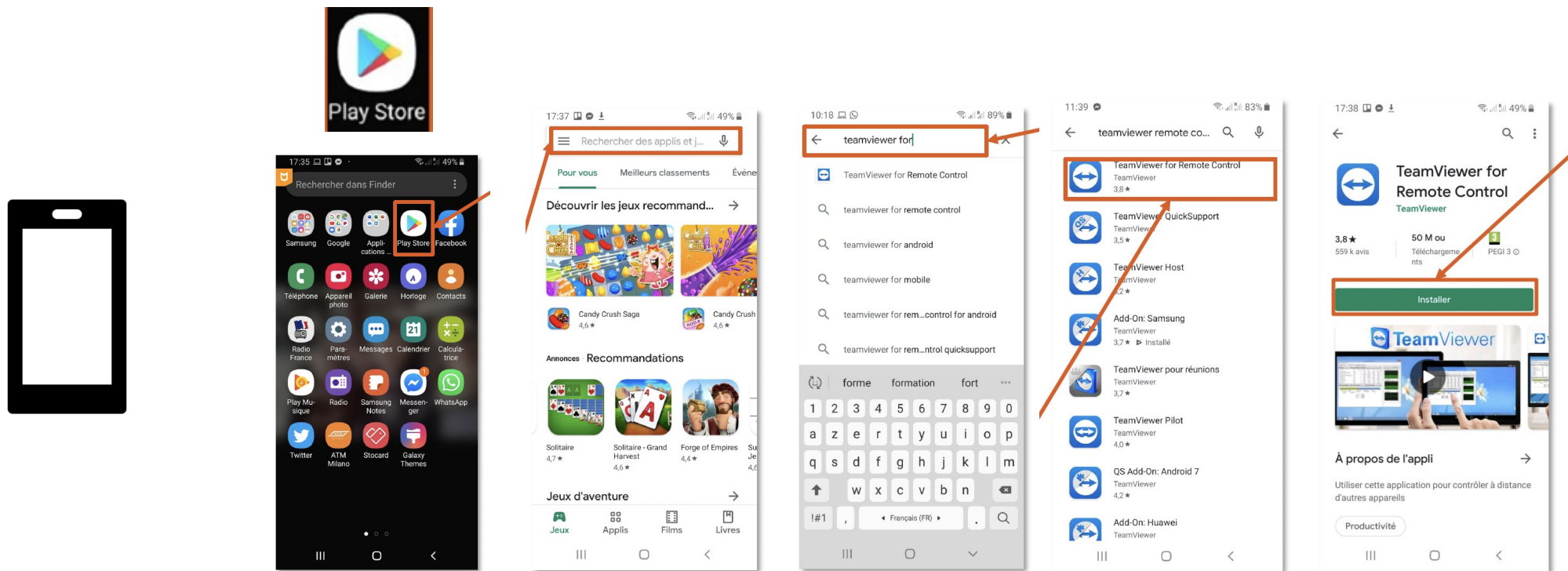
3. Taper le nom de l'application

4. Cliquer sur le bouton « Obtenir »



# Installer une application sur Android

1. Ouvrir l'application « App Store »
2. Cliquer dans la barre de recherche située en haut de l'écran
3. Taper le nom de l'application puis cliquer sur « Entrée »
4. Cliquer sur l'application souhaitée
5. Cliquer sur « Installer » dans la nouvelle fenêtre



The sequence of screenshots shows the following steps:

- Home screen with the Play Store icon highlighted.
- Search bar at the top of the Play Store.
- Search results for 'teamviewer for'.
- Selection of 'TeamViewer for Remote Control'.
- The 'Installer' button highlighted on the app's page.

## Doctolib: une application pour...



- Trouver un médecin, un spécialiste près de chez vous
- Prendre rendez-vous à n'importe quelle heure
- Prendre rendez-vous depuis chez vous
- Modifier un rendez-vous depuis chez vous
- Consulter sans vous déplacer....



## Comment faire?



- Comment créer un compte ?
- Comment prendre un rendez-vous?
- Comment annuler un rendez-vous avec un médecin?
- Comment déplacer un rendez-vous?
- Comment télécharger l'ordonnance du médecin?
- Comment envoyer une ordonnance à la pharmacie?
- Comment faire une consultation vidéo?
- Vous avez d'autres questions, consulter le centre d'aide de Doctolib



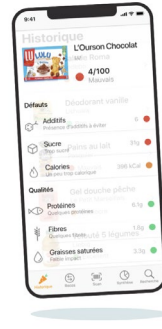
## Yuka: pour choisir des produits "sains"

### Objectifs :

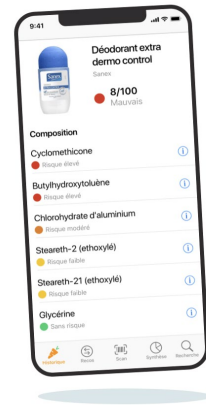
- Aider les consommateurs à **faire de meilleurs choix** pour leur santé
- Conduire les industriels à **proposer de meilleurs produits**.

### Caractéristiques :

- Aucune marque ne peut rémunérer Yuka pour mettre en avant ses produits, ni influencer la notation



Alimentatio



Cosmétique

## Comment faire?

• Comment installer et utiliser Yuka?

• Comment scanner les étiquettes?

• Comment sont notés les produits alimentaires?

• Comment sont évalués les produits cosmétiques?



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## Module 4

Factors which impede  
digital inclusion



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# Identifying potential barriers

What potential barriers are there for digitally vulnerable individuals?

→ Group exercise



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## Group Exercise

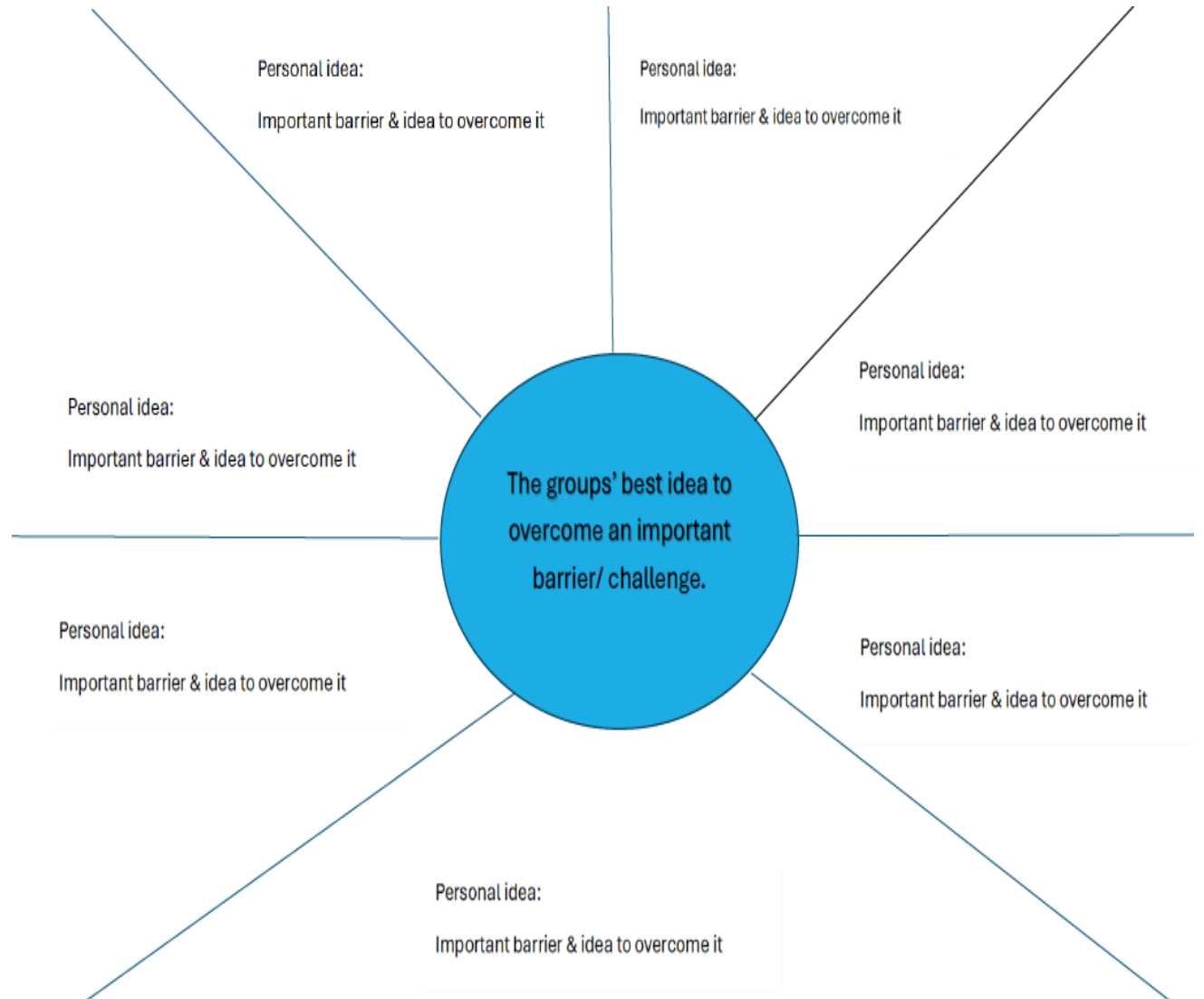
1. Get into groups
2. Individually come up with ideas/challenges + possible solution
3. Pool ideas and discuss





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## Group Exercise



## Handout with possible thresholds

Recent onderzoek in de regio Zuid-Denemarken liet zien dat 11% van de respondenten in de dichtstbevolkte stadsdelen niet voldoende digitale vaardigheden bezitten om actief gebruik te maken van toepassingen op het gebied van digitale gezondheidszorg. Dat bleek het geval voor 28% van de respondenten in de dunbevolkte, meest landelijke gebieden. (Regio Syddanmark: Digitale Sundhedskompetencer | Syddanmark, 2023). Dit is slechts één voorbeeld maar de realiteit in veel landen. Het risico op digitale exclusie is in plattelandsgebieden, waar dan ook, groter.

ONDERZOEK HEEFT DE VOLGENDE REDENEN HIERVOOR GECONSTATEERD

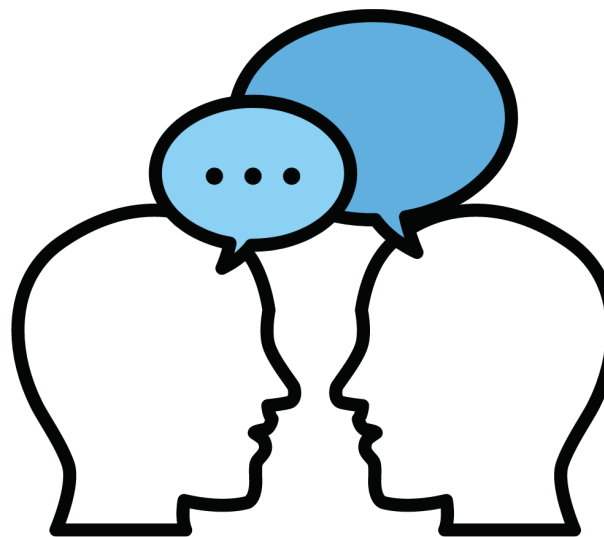
- **Gebrek aan motivatie:** Belangrijke factoren voor digitaal kwetsbare mensen om niet gemotiveerd te zijn om digitale technologie te gebruiken:
  - 1.) Een gebrek aan veiligheid. De digitale technologie voelt niet veilig.
  - 2.) Digitale onzekerheid. Dit uit zich meestal in de vorm van angst, zenuwachtigheid en algemeen ongemak.
- **Gebrek aan vaardigheden:** Het is niet voldoende om digitaal kwetsbare mensen te voorzien van technologie en toegang. Het is ook belangrijk dat ze de juiste vaardigheden opdoen. Dit gaat verder dan alleen technische kennis, maar bevat ook praktische vaardigheden en een gevoel voor technologie.
- **Gebrek aan ervaring:** Een belangrijk inzicht is dat het oefenen van het gebruik van digitale technologie meer vaardigheden, kennis en intuïtie oplevert. Deze zijn vervolgens tot op zekere hoogte overdraagbaar op andere technologieën. Dit betekent dat wanneer een digitaal kwetsbaar persoon een bepaalde app gaat gebruiken, dit kan helpen om ook andere toepassingen te gebruiken.



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# Module 5

Social and communication skills  
for effective training





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## Role of eHealth volunteer trainers

The trainers of local eHealth volunteers play an important role in bridging the digital divide.

They ensure that eHealth volunteers are well prepared for their role, so that digitally vulnerable residents can get the most out of digital (health) services → better health and higher quality of life.

Making access to health information easier



Connecting residents with (health) services



Improving residents' health and participation





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## Impact and results of using eHealth volunteers

- ❖ Increased health literacy of residents.
- ❖ Increased digital skills of residents.
- ❖ Better access to health services for residents.
- ❖ More health information and/or know how to find it.
- ❖ More empowered residents → entire community becomes more empowered.
- ❖ Reduction in health disparities.
- ❖ Etc.

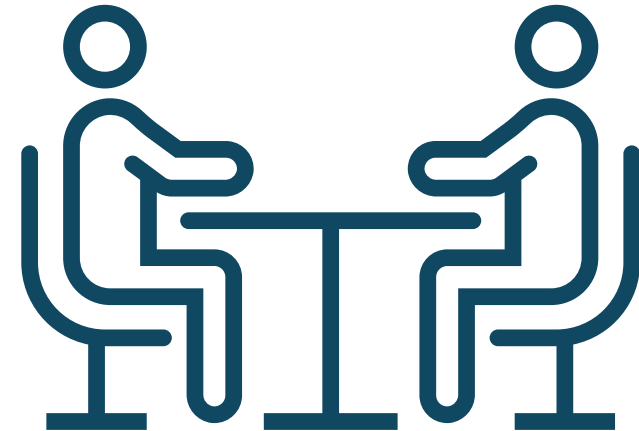




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## Key skills for eHealth volunteers

- ❖ Communication skills
- ❖ Empathy and compassion
- ❖ Cultural awareness
- ❖ Patience and adaptability
- ❖ Motivation



*See more information and explanation on the handout*



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## Handout with skills



#### Communication skills

- Clear and concise verbal communication.
- Active listening.
- Verbal and nonverbal communication skills.
- Ability to adapt to different communication styles.

*"Know what you want to say, keep your language simple, and stick to the key points. Give the speaker your full attention, repeat what you hear in your own words, and ask for clarification. Pay attention to tone and volume, use appropriate body language, and observe reactions. Adapt your style to your audience and be flexible."*



#### Empathy and compassion

- Show genuine interest and understanding.
- Build trust through empathetic communication.
- Support the emotional needs of volunteers.

*"Show genuine interest by listening attentively and asking questions. Build trust by acknowledging and respecting emotions. Provide support by checking in regularly and creating a safe, supportive environment."*



#### Cultural competence

- Respect for cultural backgrounds.
- Adaptability to cultural norms.

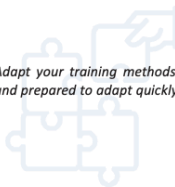
*"Show respect for cultural backgrounds by showing interest in different perspectives and traditions. Adapt by being open to differences and be willing to adjust your behavior and communication style where necessary."*



#### Patience and adaptability

- Remain patient with different learning speeds.
- Adapt training methods to individual needs.
- Deal with unexpected challenges flexibly.

*"Remain patient with different learning speeds and give people time to learn. Adapt your training methods to individual needs, using a variety of learning materials and approaches. Be flexible and prepared to adapt quickly to unexpected challenges."*



#### Problem-solving skills

- Quickly identify and address problems.
- Encourage creative solutions.

*"Identify and address problems quickly by staying alert and taking immediate action. Encourage creative solutions by creating an open environment where ideas are welcome. Encourage creativity by creating an open environment where ideas are welcome."*



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## Active listening



**Active listening** means listening attentively to someone and observing their verbal and nonverbal messages.

It means listening with a genuine desire to understand the perspectives and feelings of the other person, without judging, without reacting.

→ **Is active listening important in communication? Why or why not?**



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## Examples

### Verbal active listening:

- ❖ Use open-ended questions.  
These questions usually begin with *"What...?"*, *"How...?"*, *"Why ...?"*
- ❖ Summarize the main points of the message to show that you have understood what the volunteer has said. *"So what you are saying is ..."*
- ❖ Briefly encourage verbally.  
These statements make the volunteer feel more comfortable and allow the conversation to continue. *"I understand"*, *"Very good"*.

### Nonverbal active listening:

- ❖ Eye contact.
- ❖ Smile.
- ❖ Nod.
- ❖ Posture.

## Handout active listening

Active listening requires listening intently to someone and observing what verbal and nonverbal cues the person is giving off. It means listening with a genuine desire to understand the other person's perspectives and feelings. Without judging, letting the person respond and reflect on what is being said, and saving the information for later use.

### Verbal active listening skills

**1. Ask open-ended questions:** These questions usually begin with "What is the meaning of...?", "What is ...?", "Why ...?".

*Example:* What do you think about the active listening game carried out?; What activities would you like to do with the rural e-health volunteers in the training?

**2. Ask specific probing questions:** Ask direct questions that guide the rural e-health volunteers to provide more details about what they shared.

*Example:* Tell me more about your contact with vulnerable rural people. What was the most difficult situation you encountered?

**3. Paraphrase:** Summarize the main points of the message the volunteer was sharing to show that you understood what he/she said and to give him/her an opportunity to clarify or expand on the information he/she was giving you.

*Example:* So what you are saying is...

**4. Short positive verbal affirmations (Positive Reinforcement):** These statements will help the volunteer feel more comfortable and help you continue the conversation without interrupting the flow.

*Example:* "I understand", "I agree", "Very good"

**5. Empathy and compassion:** Show the volunteer that you are able to understand their emotions and share them with them by showing compassion.

*Example:* I am very sorry for the sadness you are feeling about the way Pedro treated you when you were teaching him how to access the national health system platform.

**6. Share similar experiences:** Sharing comparable situations will show the volunteer that you understand the situation he/she is sharing, which can help to build a more positive and trusting relationship between you.

### Non-verbal active listening skills

**7. Eye contact:** Look directly and naturally at the speaker and avoid getting distracted by looking around or at someone else. You can combine eye contact with small smiles and other nonverbal messages to the speaker. If the speaker is shy, consider how much eye contact is appropriate during the conversation.

**8. Smile:** Small smiles show that you are paying attention, listening carefully, understanding what is being said and can show that you are happy with what the volunteer is saying or that you agree with him/her.

**9. Nods:** Nodding slightly shows that you understand what the volunteer is saying, but does not necessarily communicate that you agree with the volunteer.

**10. Posture:** Some signs of active listening include a slight tilt of the head or supporting the head on one hand or leaning slightly forward or to the side while sitting.

**11. Distractions:** Answering your cell phone, looking at your watch, playing with your hair, sighing loudly, doodling or tapping a pen are all signs of distraction that can make the volunteer feel inattentive and uncomfortable with what you are sharing.

**12. Acting as a mirror:** Automatic facial expressions that reflect what the volunteer is expressing, such as concern, sadness, happiness, among others, can be a sign of attentive listening and help to show sympathy and empathy in more emotional situations.

**13. Voice:** The tone, volume and intonation of the voice convey emotions and attitudes.

**14. Nonverbal cues:** look at the volunteer's body language and pay attention to the gaps in speaking.



## Communication styles

Communication style → the set of expressive qualities displayed by the person sending a message.  
Four styles:

### **Passive communication style**

Difficulty expressing desires and fighting for what one believes in.

### **Aggressive communication style**

Directly, confidently, without embarrassment and with self-confidence dominates the conversation.  
Interrupts the speaker and does not consider others' feelings.

### **Manipulative passive-aggressive style**

Expresses dissatisfaction indirectly. Indifferent to another in disagreement. Expresses criticism behind one's back. Avoids solving problem themselves.

### **Assertive communication style**

Solves problems objectively. Puts forward own point of view while respecting the opinion of others.  
Respectfully refuses to do anything in case of a disagreement.



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## Group Activity → Verbal Communication

Assertive, passive and aggressive responses





# REACT project

## Situation 1

My best friend moved to another city today. I am very sad.

You come over and I tell you what happened.

## Dialogue 1

**You:** I am sorry that you feel so sad. We all liked having Mary close to us. It's sad to see her go to another city.

**Me:** She was my best friend, my confidant and also the person with whom I had fun.

**You:** I know. But if you want, you can keep in touch with her through WhatsApp or send her messages on her phone or social media.

**Me:** Yes, I think so.

**You:** I hope you feel less sad soon. Who knows, maybe we can do something together later? Do you want me to help you with WhatsApp? Or just talk some more?

This is an assertive answer. You help me feel a little better. You also help find solutions to make the problem a little smaller. I appreciate your help and support.



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## Situation 1

My best friend moved to another city today. I am very sad.

You come over and I tell you what happened.

## Dialogue 2

**You:** I heard that your friend moved to another city.

**Me:** She was my best friend, my confidant and also the person I had fun with.

**You:** OK.

This is a passive and less desirable response. You didn't really help me feel better and it seemed like you didn't care about my feelings.





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## Situation 1

My best friend moved to another city today. I am very sad.

You come over and I tell you what happened.

## Dialogue 3

**You:** Oh, cheer up! It's not the end of the world.

**Me:** She was my best friend, my confidant and also the person I had fun with.

**You:** So what? You have more friends to talk to and have fun with.

**Me:** No, not like her.

This is an aggressive reaction. You didn't really help. You've made me feel worse or even mad at you.



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**With each other:**  
**Think of an assertive response for the situations below.**

**Situation 1**

You have noticed that one of the local eHealth volunteers on your team is acting differently from before. You are a little concerned.

**Situation 2**

You are talking to the local eHealth volunteers about an elderly gentleman who fell during an eHealth visit. One of the volunteers present says, "I was really scared when he fell!"

**Who wants to play it out for us?**



## Interpersonal skills

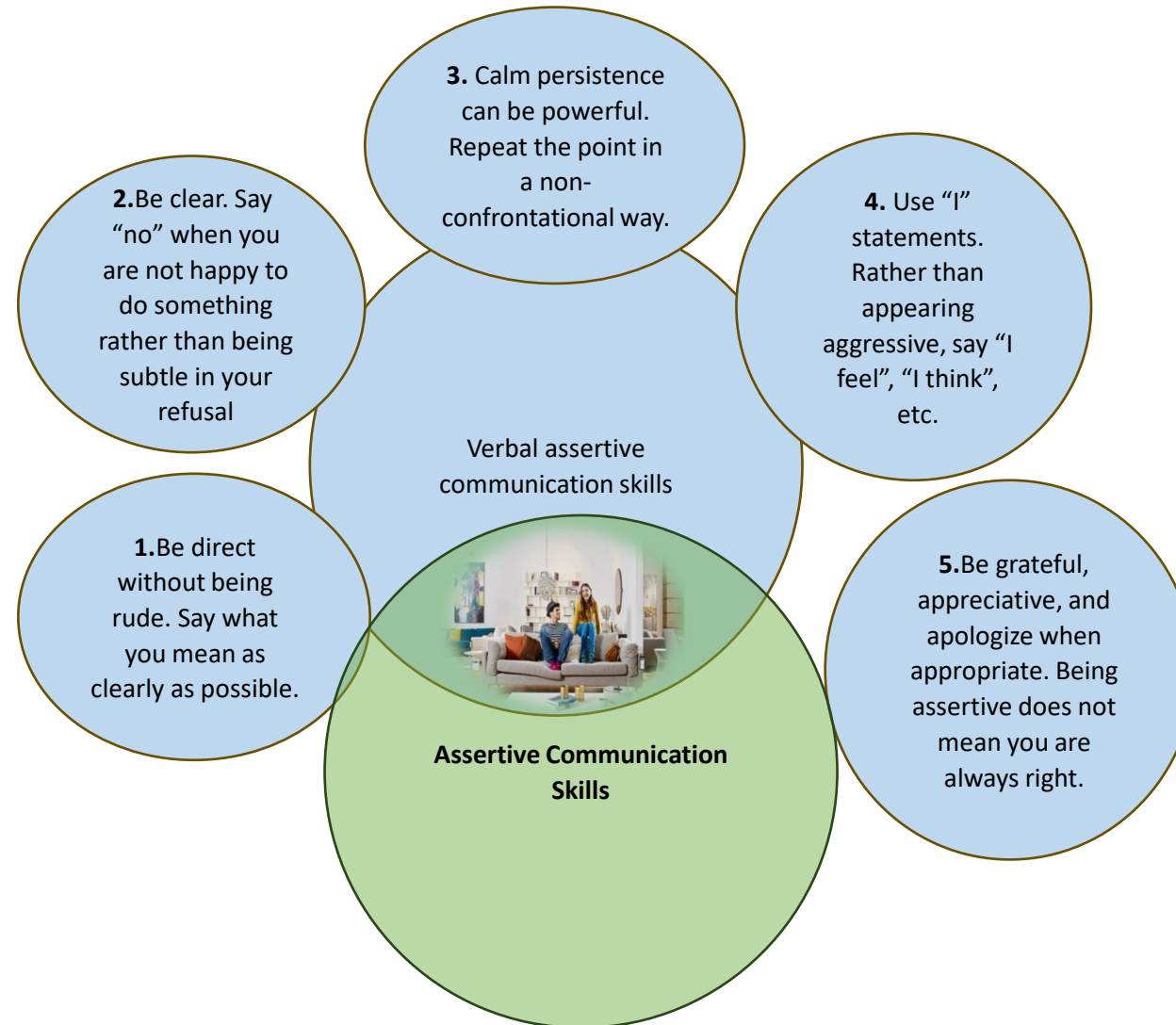
→ Interpersonal communication is **an exchange of information between two or more people**. An interaction, where you learn to understand each other on a personal and professional level.

This can be verbal as well as nonverbal communication.



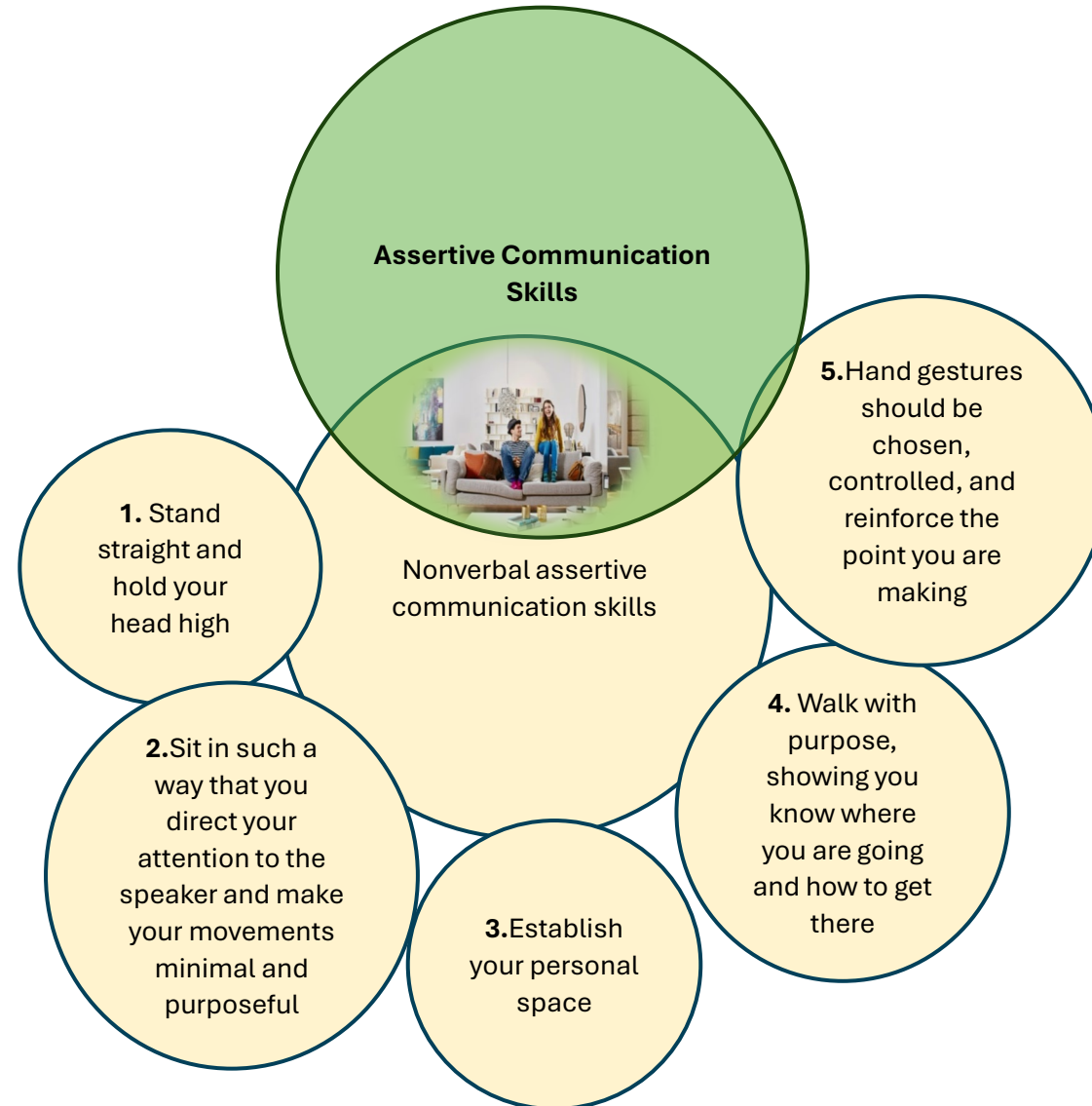


## Interpersonal skills | verbal





## Interpersonal skills | nonverbal



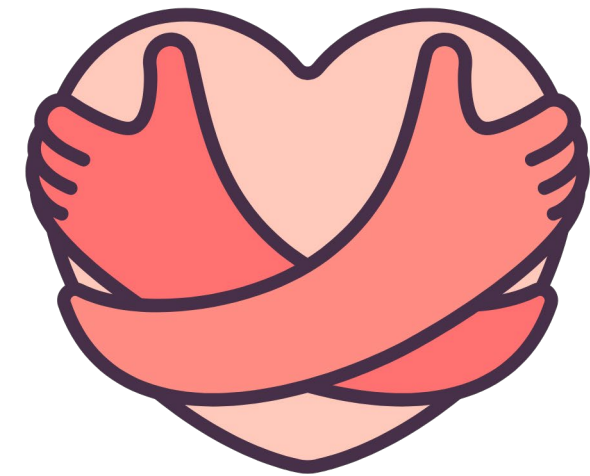
*Zie ook op de handout*



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# Module 6

Taking good care of yourself as a volunteer





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## Volunteering

**Formal volunteering** can be understood as volunteering within an established organization or group.

**Informal volunteering** is more spontaneous and consists of help or time given freely to people in an unstructured way.

Outside the context of formal organizations or groups.

Such help can be given to people within one's own personal network or to strangers.



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## Reasons to volunteer

- ❖ Sense of meaning.
- ❖ Social connection and involvement in a community.
- ❖ Personal growth and development.
- ❖ ... ?



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## Clarifying the role of the eHealth volunteer

- ❖ **Respect:** showing respect for people is essential. Acknowledge their dignity, autonomy, and individual needs and boundaries.
- ❖ **Clarity:** be clear about what the duties and responsibilities are. Be aware of the specific activities expected of you, but also those which are more general.
- ❖ **Boundaries:** communicate well about the boundaries set by the organization or the volunteer program.
- ❖ **Time commitment:** be clear about the time commitment. This helps to combine this role with other daily commitments.
- ❖ **Level of involvement:** how active and involved do you expect a volunteer to be? Think broadly: from participating in trainings to being available in emergency situations.
- ❖ **Approach:** it is important to strike a balance between being professional and compassionate. Offer support and empathy without overstepping boundaries.
- ❖ **Communication:** effective communication is key to establishing healthy relationships → active listening, expressing yourself clearly and understanding the perspective of others.





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## Taking good care of yourself as a volunteer:



- ❖ Deal with family members, friends and acquaintances of the digitally vulnerable person.
- ❖ Address problems by showing compassion and empathy without going too far in doing so.
- ❖ Set personal boundaries and respect others' boundaries.
- ❖ Know when and how to seek help from peers and supervisors if needed.



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## Considerations for a volunteer in a home setting

- ❖ **Empathy:** show empathy and acknowledge concerns and emotions of family/friends.
- ❖ **Clear communication:** be clear about volunteer role to stakeholders → manage expectations and avoid misunderstandings.
- ❖ **Remain professional:** be polite and respectful and avoid sharing personal opinions. Do not get involved in family disputes.
- ❖ **Prioritize citizen:** focus should always be on the wishes and well-being of the person being helped. This takes precedence over ideas of family and friends.
- ❖ **Autonomy:** involve the citizen as much as possible in discussions and decisions about their own care and interaction with loved ones.
- ❖ **Confidentiality:** respect privacy. Do not share personal information with others.
- ❖ **Conflicts:** if conflicts arise, address them respectfully and constructively.
- ❖ **Seek advice:** always seek advice from supervisors or colleagues when in doubt.



### **Self-reflection and self-knowledge**

Allow eHealth volunteers to take time to reflect on what is possible, be honest with themselves about strengths and weaknesses and be aware of personal boundaries.

### **Communication**

Communicate calmly, directly and specifically with the volunteer. Use clear and respectful language.

### **Be consistent**

Emphasize that the eHealth volunteer may say no if something does not feel comfortable or there is no time for it.

### **Don't forget yourself**

Taking care of yourself is not selfish – it is a necessary part of sustaining volunteer work. If you are healthy and well-rested, you can help others better. Make time for activities you enjoy → a healthy lifestyle and a pleasant social circle.



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## Group exercise

- ❖ Think of a moment when you encountered a challenge or problem in your volunteer work. Describe this briefly.
- ❖ How did you deal with the problem? Think about what worked well and what you could have done differently.
- ❖ Share your thoughts with the group. Listen to their experiences and ideas. Do you notice anything?
- ❖ Do you see similarities in these situations? Discuss how you can better prepare for these kinds of challenges in the future.

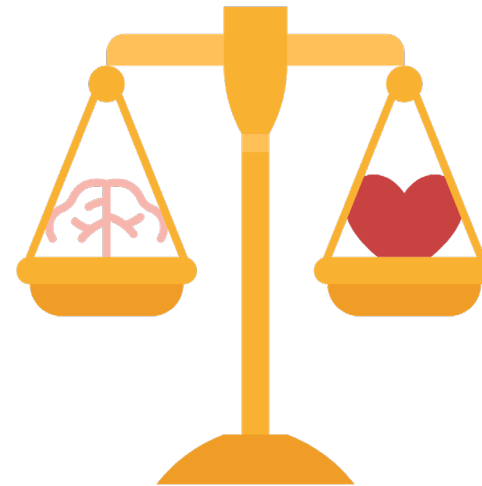




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# Module 7

Ethical issues and safety in  
using eHealth





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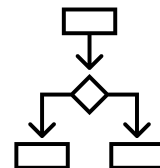
## Ethics | ethical dilemmas

**Ethics** includes everything about standards and values, with an emphasis on moral values. Not killing, not stealing or hurting another = ethical. Do moral values clash? ☐ ethical dilemma.

An **ethical dilemma** is a situation where a person has several choices of action that involve norms and values.

*Norms are unwritten rules about how you are supposed to behave.*

*Values are the underlying ideals that are labeled as valuable; things you think are important, as a person or as a group.*





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## Maintaining professional distance

- ❖ **Understanding your role:** make your role and boundaries as an eHealth volunteer clear. Your main task is to help the other person with eHealth and digital needs.
- ❖ **Clear and professional communication:** be clear in the messages you convey and avoid sharing personal information.
- ❖ **Stay professional:** empathize and show understanding without becoming emotionally involved. Provide practical support. Do not get involved in family situations or conflicts.
- ❖ **Boundaries:** set clear boundaries for your availability and involvement. Let people know when they can contact you and what they can expect.





# REACT project

## Group exercise

An eHealth volunteer works closely with digitally vulnerable people (to help them). This can involve various ethical dilemmas.

- What do you do if a situation arises where your own values and the needs of the person you are helping come into conflict (= ethical dilemma)? Can you think of an example from your own experience or a possible situation?
- How would you deal with this? What kind of solution or approach could you implement ?





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## Privacy in eHealth



What is involved in **privacy**?

- Data sharing
- Ownership
- Data access and security
- Consent (informed consent)



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## How to stay safe online: tips

❖ **Keep your devices up-to-date.**

Devices such as your phone and laptop work best if you update them regularly.

❖ **Choose strong passwords that are not easy to guess.**

A different one for each account is best.

❖ **Two-step verification.**

A fairly recent way to make your accounts extra secure. Used mostly for business accounts.

❖ **Back up your files.**

Store a copy in a safe place. For example, on an external hard drive or in the cloud.

❖ **Be alert online.**

Don't just click on links or attachments in emails or messages.

*See more information and explanation on the handout*



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## Online fraud

We do more and more things online, such as buying groceries, filing our tax return, etc. We no longer sell our used items at a flea market but online through Marketplace or Vinted.

It makes a lot of things easier. But because of this, we are no longer surprised when we receive a message from the bank or the Tax Office via email, text message, WhatsApp or other social media.

Scammers make clever use of this. Therefore, fraud can happen to anyone.



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## Safe banking

Banks do a lot to increase security but unfortunately cannot prevent everything. What can you do yourself to bank safely?

- ❖ Never give out confidential information over the phone.
- ❖ Keep your security codes, PINs and passwords secret.
- ❖ Never install software that takes control of your computer.
- ❖ Never give your debit card to anyone.
- ❖ Check your bank statements regularly.
- ❖ Do not click on links in emails, text messages or WhatsApp.
- ❖ Report incidents to the bank immediately.

A bank never asks you for PIN numbers, account numbers or other personal information. Not by phone, email, WhatsApp or social media!

*See more information and explanation on the handout*



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# Module 8

## Evaluation





## Partners



University of Southern Denmark (Denmark)



Healthy Ageing Netwerk Noord Nederland (HANNN) (Netherlands)



University of Minho (Portugal)

Universidade do Minho  
Instituto de Educação  
Centro de Investigação em Estudos da Criança



University C. Bernard Lyon 1 (France)