



Catalogue of learning and training material for the European platform

September 2025



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Executive summary

With this, we introduce our catalogue of courses developed under the EUVECA project, aimed at transforming healthcare education and vocational excellence across Europe. The transformation process involves establishing Regional Vocational Excellence Hubs (RVEH) in seven European regions, collaborating through a European Platform for Vocational Excellence in Health Care (EPVE) called edu4health.eu. This initiative addresses the evolving needs of the healthcare sector by integrating future-oriented skills and interdisciplinary approaches into vocational education and training (VET). Key steps include needs analysis, stakeholder engagement, development of governance models, creation and testing of innovative curricula, and fostering inter-regional collaboration and mobility. The focus is on enhancing digital skills, interdisciplinary collaboration, and lifelong learning to ensure the sustainability and innovation of the healthcare sector. The project also emphasizes continuous feedback, quality assurance, and the development of sustainable business models to support ongoing improvement and scalability.

Our catalogue features a diverse range of courses designed to facilitate blended mobility activities, innovative curriculum development, and skills enhancement. These offerings are meticulously crafted based on findings from our needs assessments and stakeholder engagements, providing healthcare professionals and students with cutting-edge knowledge and practical experience. The document outlines a range of learning and training activities developed for healthcare professionals and students, addressing contemporary challenges such as chronic disease management, the ageing population, personalized care, digital health literacy, the information revolution, and the climate challenge. Key activities include decentralized simulation training, integrated chronic disease management, AI in healthcare courses, digital health literacy for vulnerable groups and migrants, innovation challenges, and planetary health awareness courses. These initiatives aim to enhance critical 21st-century skills such as critical thinking, problem-solving, communication, collaboration, leadership, and social and cross-cultural skills. Each course is tailored to specific needs and incorporates methodologies like online learning, simulation training, and interactive tools to ensure practical and theoretical competence in modern healthcare settings.

This catalogue contains all activities developed until September 2025. We continue developing new learning and training activities and will update this catalogue accordingly.

2. The growing importance of chronic disease and co-morbidity

2.1 V-model: Technological competences for healthcare and welfare professionals

MEGATREND	Chronic diseases (and aging population)
NAME OF THE ACTIVITY	V-model: Technological competences for healthcare and social work professionals
LINK TO THE ACTIVITY	Edu4Health
OVERALL OBJECTIVE	To help healthcare and social work professionals to acquire technological competencies.
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> - Mastering the five basic technological competencies: change, find, confidence, skilled use and explain. - Acquiring the overarching competency of ethical reflection. - Developing the ability to critically assess the use of technology in healthcare and social work. - Applying the V-model to best-practice scenarios, such as diabetes management.
WHO THE COURSE IS TARGETED AT	<p>Primarily: teachers and practical trainers These learning activities are primarily aimed at teachers and practical trainers who aim to equip students and employees with essential technological skills relevant to the healthcare and social work sectors.</p> <p>Secondary: students and healthcare & social work professionals</p>
DURATION	<p>Duration of the activities varies.</p> <p>Most V-model learning activities are short (e.g. introduction video 10 minutes, exercise 30 minutes up to 2 hours), as they are designed as independent, self-directed tasks that can be integrated into student lessons or professional meetings and workshops.</p>
METHODOLOGY	Toolbox with independent, self-directed tasks.
EVALUATION FORM	Survey
UNTIL WHEN WILL IT BE AVAILABLE?	
IS IT VALIDATED BY USERS?	Part of the exercises are pre-tested and evaluated.
COURSE STRUCTURE (Index of the modules)	<p>Four learning activities</p> <ol style="list-style-type: none"> 1. Introduction workshop on the V-model. 2. Six self-guided competency-focused training sessions. 3. Instructions for linking technology competencies to educational profiles / learning outcomes. 4. Best practice where V-model is applied on Diabetes. <p><i>The structure and instructions for this 10-week training are available in English / further Learning materials like powerpoints are available in Dutch.</i></p>
CONTENTS	See above
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	<p>“Several definitions have been suggested for comorbidity based on different conceptualizations of a single core concept: the presence of more than 1 distinct condition in an individual” National Library of Medicine.</p> <p>Chronic diseases and comorbidity pose significant global health risks. Comorbidities further complicate treatment and the trend of growing importance of chronic diseases and comorbidity affects the skill development of healthcare professionals in several ways. This means</p>

	that technological skills and life-long learning in skills improvement becomes a significant way of meeting people with comorbidity conditions.
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input checked="" type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	Yes, it could be applicable to other megatrends. In this course the best-practice of diabetes is embedded.
POSSIBILITY FOR MOBILITY? YES/NO	No



Figure 1. V-model for technology competences (Den Ouden et al., 2023)

2.2 Decentralized simulation training for health care professionals and students in a mobil unit

MEGATREND	Chronic diseases
NAME OF THE ACTIVITY	Decentralized simulation training for health care professionals and students in a mobil unit
LINK TO THE ACTIVITY	
OVERALL OBJECTIVE	To gain clinical observational competencies and interprofessional training
SPECIFIC OBJECTIVES	To practice observational skills related to national early warning score systems (NEWS), ABCDE and team communication
WHO THE COURSE IS TARGETED AT	ISCED 3 upper secondary education, decentralized nursing students and health care professionals from nursing home
DURATION	3 hours – 6 groups (5 participants in each group)
METHODOLOGY	Simulation training in a mobil unit
EVALUATION FORM	Survey and focus group interview
UNTIL WHEN WILL IT BE AVAILABLE?	
IS IT VALIDATED BY USERS?	Pilot-tested and evaluated by users in May 2024
COURSE STRUCTURE (Index of the modules)	Preparations: Videos on NEWS/ABCDE/ISBAR and skills training in VR Simulation: Briefing, simulation and debrief. The simulation is run twice, with small adjustments if necessary
CONTENTS	ABCDE, NEWS, ISBAR
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	Chronic diseases like diabetes, lasting over a year, pose significant global health risks. Comorbidities further complicate treatment. Training in conditions like diabetes using simulation enhances practical skills, benefiting both professionals and patients. In essence, simulation training in diabetes is instrumental in creating a dynamic learning

	<p>environment that bridges the gap between theory and real-world application. It cultivates essential skills, fosters a deeper understanding of the complexities of diabetes management, and ultimately contributes to improved outcomes for both healthcare professionals and individuals living with diabetes.</p> <p>The course is made to upskill health care workers clinical observational skill competencies, team communication and interprofessional training. The course is made as a response to skill needs identified in the regional in-depth analysis.</p>
<p>21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE</p>	<p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways;</p> <p><input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts;</p> <p><input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement).</p> <p><input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.</p> <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
<p>IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS</p>	<p>Simulation training will be relevant for all of the megatrends in the EUVECA project.</p> <p>Simulation is already prepared for the aging population, and the two will be closely linked.</p>
<p>POSSIBILITY FOR MOBILITY? YES/NO</p>	<p>Yes?</p>





2.3 Integrated chronic disease management (external)

MEGATREND	Chronic diseases and comorbidity
NAME OF THE ACTIVITY	Integrated chronic disease management (for the EUVECA platform)
LINK TO THE ACTIVITY	Dementia Simulation Toolkit – Experience Dementia
OVERALL OBJECTIVE	Make evident the need of an integrated approach to deal with chronic diseases management
SPECIFIC OBJECTIVES	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the concept of chronic diseases and their impact on individuals and society. • Identify common chronic diseases and their characteristics. • Identify the key factors contributing to the burden of chronic diseases and its management • Explore strategies for reducing the risk factors associated with chronic diseases. • Propose innovative approaches to personalized healthcare services for chronic disease management. • Examine the role of telemedicine and e-health in supporting chronic disease care. • Understand the principles of primary and secondary prevention in chronic disease management. • Discuss the importance of interdisciplinary collaboration in providing comprehensive care for individuals with chronic diseases. • Analyze the role of information systems and telemedicine in improving chronic disease management. • Evaluate the ethical and legal considerations related to personalized healthcare services for chronic disease management.

WHO THE COURSE IS TARGETED AT	Clinical staff
DURATION	5 weeks
METHODOLOGY	Online course provided with pre readings, and online lectures every week that will be also recorded.
EVALUATION FORM	Assessment: <ul style="list-style-type: none"> • Participation in discussions and activities (20%) • Quizzes (30%) • Proposal of a approach for integrated care of a specific disease (50%)
UNTIL WHEN WILL IT BE AVAILABLE?	No restriction. It can be launched once per year.
IS IT VALIDATED BY USERS?	By university students, not the specific target group
COURSE STRUCTURE (Index of the modules)	<p>Week 1: Introduction to Chronic Diseases</p> <p>Week 2: Burden of Chronic Diseases and risk associated factors</p> <p>Week 3: Healthcare Challenges in Chronic Disease Management and pandemic effects</p> <p>Week 4: Innovative Approaches to Personalized Healthcare Services</p> <p>Week 5: Primary and Secondary Prevention in Chronic Disease Management. Ethical aspects. Case studies and Lessons learnt</p>
CONTENTS	<p>Week 1: Introduction to Chronic Diseases</p> <ul style="list-style-type: none"> • Definition and characteristics of chronic diseases • Impact of chronic diseases on individuals and society • Overview of common chronic diseases and their features • Comorbidity and its implications <p>Week 2: Burden of Chronic Diseases and risk associated factors</p> <ul style="list-style-type: none"> • Factors contributing to the burden of chronic diseases • Social, economic, and public health implications • Analysis of modifiable risk factors associated with chronic diseases • Strategies for promoting healthy behaviors and reducing risk factors <p>Week 3: Healthcare Challenges in Chronic Disease Management and pandemic effects</p> <ul style="list-style-type: none"> • Limitations of traditional healthcare systems in managing chronic diseases • Role of primary care and its current challenges • Issues and shortcomings in the pre-pandemic approach • Examination of the effects of the pandemic on individuals with chronic conditions • Challenges faced by healthcare providers and patients during the pandemic <p>Week 4: Innovative Approaches to Personalized Healthcare Services</p> <ul style="list-style-type: none"> • Introduction to personalized healthcare services for chronic disease management • Technological advancements and their role in improving care delivery

	<ul style="list-style-type: none"> • Role of information systems and technology in improving chronic disease care • Overview of telemedicine and e-health applications in chronic disease management • Data management, remote monitoring, and decision support systems • Benefits and limitations of remote healthcare services <p>Week 5: Primary and Secondary Prevention in Chronic Disease Management. Ethical aspects. Case studies and Lessons learnt</p> <ul style="list-style-type: none"> • Principles and strategies for primary and secondary prevention of chronic diseases • Ethical principles and legal considerations in providing personalized healthcare services • Importance of early detection and intervention • Hospital La Fe Case Study • Lessons learnt and recommendations
<p>SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)</p>	<p>Chronic disease and comorbidity: Nowadays, more and more people are affected by chronic diseases (such as diabetes or cardiovascular diseases). The ageing population and lifestyle are known factors related to this. This means that people need care for a large part of their lives. Patients need to be actively engaged, take responsibility, self-monitor and continuously communicate with healthcare professionals.</p> <p>“Chronic diseases are defined broadly as conditions that last 1 year or more and require ongoing medical attention or limit activities of daily living or both. Chronic diseases such as heart disease, cancer and diabetes are the leading causes of death in many countries today”</p> <p>Centers for disease control and prevention, 2022</p>
<p>21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others

	<p>to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	
POSSIBILITY FOR MOBILITY? YES/NO	

2.4 Patient Empowerment Using Social Media

MEGATREND	Chronic diseases and comorbidity (for the EUVECA platform)
NAME OF THE ACTIVITY	Patient Empowerment Using Social Media
LINK TO THE ACTIVITY	Edu4Health
OVERALL OBJECTIVE	Empower the patient suffering chronic diseases using social media
SPECIFIC OBJECTIVES	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the concept of patient empowerment • Analyze the impact of social media on healthcare communication and patient-provider relationships. • Evaluate different social media platforms and their suitability for patient engagement and empowerment. • Identify strategies for leveraging social media to access health information, share experiences, and build supportive communities, especially around chronic diseases • Develop skills in creating and curating content for social media platforms to support patient empowerment. • Demonstrate effective communication and advocacy techniques for engaging with diverse patient populations through social media. • Design a social media campaign aimed at promoting health awareness, patient education, or advocacy initiatives.
WHO THE COURSE IS TARGETED AT	Patients and relatives
DURATION	5 weeks
METHODOLOGY	Online course provided with pre readings, and online lectures every week that will be also recorded.
EVALUATION FORM	<p>Assessment:</p> <ul style="list-style-type: none"> • Participation in discussions and activities (20%) • Quizzes (30%) • Designing a social media campaign (50%)
UNTIL WHEN WILL IT BE AVAILABLE?	No restriction. It can be launched once per year.

IS IT VALIDATED BY USERS?	By university students, not the specific target group
COURSE STRUCTURE (Index of the modules)	<p>Week 1: Introduction to Patient Empowerment and Social Media</p> <p>Week 2: Ethical Considerations and Privacy Issues</p> <p>Week 3: Social Media Platforms for Patient Engagement</p> <p>Week 4: Effective Communication and Advocacy</p> <p>Week 5: Designing a Social Media Campaign</p>
CONTENTS	<p>Week 1: Introduction to Patient Empowerment and Social Media</p> <ul style="list-style-type: none"> • Definition of patient empowerment • Evolution of healthcare communication • Role of social media in patient empowerment • The need <p>Week 2: Ethical Considerations and Privacy Issues</p> <ul style="list-style-type: none"> • Patient privacy and confidentiality • Informed consent in online communities • Regulatory considerations and guidelines <p>Week 3: Social Media Platforms for Patient Engagement</p> <ul style="list-style-type: none"> • Overview of popular social media platforms • Strengths and limitations for healthcare engagement • Case studies of successful patient communities • Case studies with healthcare professionals and patient communities <p>Week 4: Effective Communication and Advocacy</p> <ul style="list-style-type: none"> • Strategies for effective communication on social media • Advocacy for healthcare rights and policy change • Amplifying patient voices through social media <p>Week 5: Designing a Social Media Campaign</p> <ul style="list-style-type: none"> • Identifying campaign objectives and target audience • Developing a content strategy and messaging • Measurement and evaluation of campaign success
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	<p>Patient empowerment is especially critical for individuals suffering from chronic diseases that require lifelong management. Chronic conditions like diabetes, heart disease, and asthma cannot simply be treated but must be actively managed on a daily basis. This long-term management can often feel overwhelming and frustrating for patients. Empowerment strategies help chronic patients feel more in control of their condition. They provide education so patients understand the nature of their disease and how to monitor symptoms. Empowered chronic patients are more motivated and adherent to recommended treatment plans over the long-run. This results in better health outcomes and prevents acute episodes that may lead to hospitalization or other health complications. Overall, empowering chronic patients to actively self-manage boosts their quality of life while also decreasing healthcare costs.</p>
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<p><input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways;</p> <p><input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts;</p>

	<p><input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement).</p> <p><input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.</p> <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
<p>IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS</p>	
<p>POSSIBILITY FOR MOBILITY? YES/NO</p>	

3. The ageing population

3.1 Introduction to Psychogeriatrics

MEGATREND	Aging population
NAME OF THE ACTIVITY	Introduction to Psychogeriatrics
LINK TO THE ACTIVITY	Edu4Health
OVERALL OBJECTIVE	Introduction to Psychogeriatrics The course is well structured in 3 selected episodes from the course Introduction to Psychogeriatrics ; including epidemiology and the problem faced by the care-giver.
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • The five C's of Psychogeriatrics: Comorbidity, Complexity, Chronicity, Continuity, Context • Cognitive functions • Family caregivers of people living with dementia
WHO THE COURSE IS TARGETED AT	Healthcare professionals and students
DURATION	Half hour episodes for each thematic
METHODOLOGY	Videos / webinars (master class with a University professor specialised in the topic)
EVALUATION FORM	N/A
UNTIL WHEN WILL IT BE AVAILABLE?	It will be made/adapted for EUVECA and if possible available for the Province of Trento – no deadline
IS IT VALIDATED BY USERS?	It was validated with ECM credits at the provincial level
COURSE STRUCTURE (Index of the modules)	<ul style="list-style-type: none"> • The five C's of Psychogeriatrics: Comorbidity, Complexity, Chronicity, Continuity, Context • Cognitive functions • Family caregivers of people living with dementia
CONTENTS	See PPT presentations
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	An aging population in healthcare refers to the increasing proportion of elderly individuals within a society, typically those aged 65 and older. This demographic shift poses significant challenges for healthcare systems, as older adults generally have higher health and social care needs. They often require more frequent medical care, management of chronic diseases, long-term care services, and support for age-related conditions such as dementia and mobility issues. Addressing the needs of an aging population involves educating of healthcare workers in 21st-century skills, including the use of advanced technology, effective communication and collaboration skills, and similar for improving care quality and ensuring that elderly patients feel respected and understood
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.

	<p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	Chronic diseases
POSSIBILITY FOR MOBILITY? YES/NO	No

3.2 Explainer video – Training program with simulation guidelines (protocol) as the part of series of materials preparing attendant to be able to conduct training with simulation.

MEGATREND	Ageing population
NAME OF THE ACTIVITY	Explainer video – Training program with simulation guidelines (protocol) as the part of series of materials preparing attendant to be able to conduct training with simulation.
LINK TO THE ACTIVITY	Edu4Health
OVERALL OBJECTIVE	<ul style="list-style-type: none"> • uniform guidelines for worldwide that apply to simulation education explained in a simple and clear way
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • useful as a simple tool for planning educations • experiential learning • with this, it is achieved that we hand over to all users the correct protocol that must be followed in this type of education
WHO THE COURSE IS TARGETED AT	Educators who will include simulations in their courses, students or healthcare workers interested in this way of learning. In this way, the spread of the learning method with simulations throughout Europe will be achieved both for students and health professionals already working in a clinical environment.
DURATION	1 minute

METHODOLOGY	online
EVALUATION FORM	none
UNTIL WHEN WILL IT BE AVAILABLE?	For the duration of the active platform or the relevance of the content.
IS IT VALIDATED BY USERS?	No
COURSE STRUCTURE (Index of the modules)	<ul style="list-style-type: none"> • Simulation protocol - Explainer video • Scenario template • Scenario for Demencia • Theory - doctor, nurse, social worker – each to prepare attenders for simulation – video • Skills needed for Demencia scenario – videos • Simulation – video
CONTENTS	Attached
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	<p>“An aging population in healthcare refers to the increasing proportion of elderly individuals within a society, typically those aged 65 and older. This demographic shift poses significant challenges for healthcare systems, as older adults generally have higher health and social care needs. They often require more frequent medical care, management of chronic diseases, long-term care services, and support for age-related conditions such as dementia and mobility issues. Addressing the needs of an aging population involves educating of healthcare workers in 21st-century skills, including the use of advanced technology, effective communication and collaboration skills, and similar for improving care quality and ensuring that elderly patients feel respected and understood”.</p>
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways;</p> <p><input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts;</p> <p><input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement).</p> <p><input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.</p> <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input checked="" type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p>

	<input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input checked="" type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	
POSSIBILITY FOR MOBILITY? YES/NO	

3.3 Simulation course videos

MEGATREND	Ageing population
NAME OF THE ACTIVITY	Simulation course videos – as the part of series of materials preparing attendant to be able to conduct training with simulation.
LINK TO THE ACTIVITY	Edu4Health
OVERALL OBJECTIVE	<ul style="list-style-type: none"> to explain theory and skills to prepare for simulations show an example of performing a simulation and debriefing
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> with this, it is achieved that we hand over to all users the complete learning materials
WHO THE COURSE IS TARGETED AT	Educators who will include simulations in their courses, students or healthcare workers interested in this way of learning. In this way, the spread of the learning method with simulations throughout Europe will be achieved both for students and health professionals already working in a clinical environment.
DURATION	1 x 30min theory lecture video, 10 x short 1min videos for skills, 2 x 5min videos of simulation and debriefing
METHODOLOGY	online
EVALUATION FORM	
UNTIL WHEN WILL IT BE AVAILABLE?	For the duration of the active platform or the relevance of the content.
IS IT VALIDATED BY USERS?	No
COURSE STRUCTURE (Index of the modules)	<ul style="list-style-type: none"> Simulation protocol - Explainer video Scenario template Scenario for Demencia Theory video – instructor for simulations (registered nurse) Skills needed for Demencia scenario – videos Simulation – video Debriefing - video
ATTACHMENTS	The costing of videos production.
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	An aging population in healthcare refers to the increasing proportion of elderly individuals within a society, typically those aged 65 and older. This demographic shift poses significant challenges for healthcare systems, as older adults generally have higher health and social care needs. They often require more frequent medical care, management of chronic diseases, long-term care services, and support for age-related

	conditions such as dementia and mobility issues. Addressing the needs of an aging population involves educating of healthcare workers in 21st-century skills, including the use of advanced technology, effective communication and collaboration skills, and similar for improving care quality and ensuring that elderly patients feel respected and understood.
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input checked="" type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input checked="" type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	Chronic diseases
POSSIBILITY FOR MOBILITY? YES/NO	

3.4 Common language

MEGATREND	Ageing population
NAME OF THE ACTIVITY	“A common language: communicating with the elderly and people with dementia”

	Online course about communication skills for health care professionals.
LINK TO THE ACTIVITY	Not available yet. The training course is now under development, and it will be uploaded to the EUVECA platform
OVERALL OBJECTIVE	Promoting communication skills in members of multidisciplinary teams working with older people with and without dementia.
SPECIFIC OBJECTIVES	<ol style="list-style-type: none"> 1. Knowledge of the natural ageing process. 2. Optimize diagnostic tools and ways of transmitting information. 3. Acquiring guidelines for communicating with the elderly person with and without dementia. 4. Awareness of different musical strategies to promote communication.
WHO THE COURSE IS TARGETED AT	Students or healthcare professionals interested in the topic of communication skills with elderly who want to acquire knowledge but also practical skills.
DURATION	<p>The training content will consist of:</p> <ul style="list-style-type: none"> • x1 introductory video explaining the training course and its methodology. • x6 Interactive PPTs corresponding to the 6 training modules • Self-assessment questions and case studies after each training module. <p>The duration of the training will depend on each student since it is an asynchronous e-learning.</p>
METHODOLOGY	Asynchronous e-learning. Theoretical content will be available to students in interactive slides. There will also be self-assessment questions after each module and some case studies.
EVALUATION FORM	Evaluation of the training will be carried out by self-assessment questions and case studies ad hoc designed. Students will automatically receive the feedback.
UNTIL WHEN WILL IT BE AVAILABLE?	The course will be available as long as the EUVECA platform is active. The course could also be hosted on the Polibienestar-UVEG website (https://www.polibienestar.org/).
IS IT VALIDATED BY USERS?	No.
COURSE STRUCTURE (Index of the modules)	<p>Module 1: Ageing</p> <ul style="list-style-type: none"> • Normal aging vs. pathological aging • Emotions and thoughts associated with aging

	<p>Module 2: Relationship and communication guidelines with older people without cognitive impairment</p> <ul style="list-style-type: none"> • Guidelines after admission • Guidelines in case of depression or bereavement <p>Module 3: Diagnosis of dementia</p> <ul style="list-style-type: none"> • Clinical assessment • Diagnosis <p>Module 4: How to communicate the diagnosis of dementia</p> <ul style="list-style-type: none"> • Communication with patients • Communication among professionals • Communication with families <p>Module 5: Guidelines for communication with the older person with dementia</p> <ul style="list-style-type: none"> • Effective communication • Simple guidelines for communication and relationship <p>Module 6: Musical expression as a means of communication</p> <ul style="list-style-type: none"> • Musical expression in people with dementia • Types of communication within the musical context • Singing as an emotional experience to open communication channels • Active listening and reminiscence to help work on episodic memory, identity and self-esteem improvement • Examples of musical dynamics that promote communicative and emotional expression
CONTENTS	
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	<p>Ageing population is a global phenomenon that poses significant challenges to healthcare systems, particularly in the context of caring for older people, both with and without dementia. As the population ages, the need for appropriate health care increases, which should focus not only on medical intervention but also on effective communication. Communication skills are essential for healthcare professionals, enabling them to build trusting relationships with patients, understand their needs and concerns, and provide more person-centred care.</p> <p>For older people with dementia, communication becomes an even greater challenge as they may have difficulty expressing their thoughts and feelings. Therefore, promoting communication skills training for healthcare professionals not only improves the quality of care, but also promotes the emotional well-being and dignity of older people.</p>

21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	This training course is directly related to “communication skills” (e.g. articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts).
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	It could be relevant for «the growing importance of chronic disease and co-morbidity among patients» due to both conditions are present in the erderly population.
POSSIBILITY FOR MOBILITY? YES/NO	No

3.5 Dementia Simulation Toolkit (Erasmus+ INTenSE project) (external)

MEGATREND	Ageing population; Chronic diseases & comorbidities
NAME OF THE ACTIVITY	Dementia Simulation Toolkit (Erasmus+ INTenSE project: https://www.intenseprojectdementia.eu/)
LINK TO THE ACTIVITY	https://www.experiencedementia.eu/dementiasimulationtoolkit/
OVERALL OBJECTIVE	Creating awareness on dementia and improving empathy and real understanding to change dementia care practice and improve quality of care.
SPECIFIC OBJECTIVES	Provide health care professionals and other dementia care partners with tools and scenarios to employ the self-experience method in dementia care. The Dementia Simulation Toolkit helps users to experience what it’s like to have dementia through the use of state-of-the-art self-experience practices, such as virtual tours, role-playing games, and theatre laboratories. These tools (and the associated training provided) allow professionals and other dementia care partners to walk in the shoes of a person living with dementia, change dementia care practice and improve quality of care by enhancing empathy and understanding. Training scenarios are developed around different symptoms related to dementia, namely: Vision Loss, Hearing Impairment, Motor Function, Perception, Memory, Emotions, Communication
WHO THE COURSE IS TARGETED AT	Health and social care professionals and other dementia care partners
DURATION	Depends on the amount and which training scenarios chosen
METHODOLOGY	Methodology differs per training scenario (i.e. presentation, scenario-training, role play, virtual tours, theater laboratories), however all are based on self-experience methods.
EVALUATION FORM	Different evaluation forms are provided as a resources: https://www.experiencedementia.eu/resources/
UNTIL WHEN WILL IT BE AVAILABLE?	Unlimited
IS IT VALIDATED BY USERS?	Yes

<p>COURSE STRUCTURE (Index of the modules)</p>	<ul style="list-style-type: none"> • Vision Loss • Hearing Impairment • Motor Function • Perception • Memory • Emotions • Communications
<p>CONTENTS</p>	<ul style="list-style-type: none"> • <u>Vision Loss</u> Visual impairment has been reported as more common in people with dementia compared to the general population. It is likely that having both dementia and vision loss together can impact coping, cognitive function, and activities of daily living. Scenarios: <ul style="list-style-type: none"> • Finding your things (presentation, scenario, bell-ringtone, white-noise) • Getting around (presentation, scenario, healthcare-background-noise) • Losing your things (presentation, scenario, bell-ringtone) • Meal time: plates (presentation, scenario, supporting material) • Vision and hearing simulator (presentation, scenario) • Personal care (presentation, scenario, role play) • Meal times: food (presentation, scenario) • <u>Hearing Impairment</u> Older people are likely to experience hearing loss alongside other conditions, like dementia. It is more than just difficulty in hearing quiet noises & cannot be addressed by simply increasing volume. Scenarios: <ul style="list-style-type: none"> • Cognitive assessment (presentation, scenario, role descriptions, white-noise, ACE-FullVersion, ACE-Exercise, ACE-Guidilines and scoring) • Communication in care (presentation, scenario, white-noise, role play) • Getting around (presentation, scenario, healthcare-background-noise) • Vision and hearing simulator (presentation, scenario) • Social interaction (presentation, scenario, role-play, small cafe noise) • The way to examine (presentation, scenario, role play, healthcare-background-noise) • <u>Motor Function</u> Motor symptoms are common across different types of dementia. Evidence tells us that decreased hand motor function due to ageing is related to a reduced ability to perform daily activities and increased functional dependency. It is important to understand how these potentially disabling symptoms may impact people with dementia. Scenarios: <ul style="list-style-type: none"> • Meal times: cutlery and containers (presentation, scenario) • Personal care (presentation, scenario, role play) • <u>Perception</u>

	<p>Perception is related to our senses as it helps us to have a conscious understanding of our world and our experiences. How a person with dementia perceives things often changes as their dementia progresses - this can happen because of physical changes to the brain or the sensory organs, e.g., our eyes and ears.</p> <p>Scenarios:</p> <ul style="list-style-type: none"> • Antonio and Lisa (presentation, scenario, script) • Gianni's adventures (presentation, scenario, role play) • A walk through dementia (presentation, scenario) • Barbara's story (presentation, scenario, training) • Cognitive assessment (presentation, scenario, role descriptions, white-noise, ACE-FullVersion, ACE-Exercise, ACE-Guidilines and scoring) • Memory <p>Memory loss can be frustrating and difficult to cope with. Our memory is a complex system and we make use of different types of memory when we do different things. Different types of memory problems may be more common in some types of dementia than others. Changes to any of these memory systems can result in different types of symptoms.</p> <p>Scenarios:</p> <ul style="list-style-type: none"> • Finding your things (presentation, scenario, bell-ringtone, white-noise) • Losing your things (presentation, scenario, bell-ringtone) • Social interaction (presentation, scenario, role-play, small cafe noise) • Emotions <p>Behavioural and psychological symptoms of dementia are a major part of living with dementia, regardless of the type of dementia. This set of symptoms are just as important as cognitive ones; they are also related to functional and cognitive impairment.</p> <p>Scenarios:</p> <ul style="list-style-type: none"> • Antonio and Lisa (presentation, scenario, script) • Gianni's adventures (presentation, scenario, role play) • A walk through dementia (presentation, scenario) • Barbara's story (presentation, scenario, training) • Personal care (presentation, scenario, role play) • The way to examine (presentation, scenario, role play, healthcare-background-noise) • Communications <p>Losing the ability to communicate can be one of the most frustrating and difficult problems for people with dementia, their families and their carers. People with dementia may experience a gradual lessening of their ability to communicate, both in language and speech.</p> <p>Scenarios:</p> <ul style="list-style-type: none"> • Personal care (presentation, scenario, role play) • The way to examine (presentation, scenario, role play, healthcare-background-noise) • Social interaction (presentation, scenario, role-play, small cafe noise) • Origami task (presentation, scenario, instructions)
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	<ul style="list-style-type: none"> • Meal times: food (presentation, scenario) • Cognitive assessment (presentation, scenario, role descriptions, white-noise, ACE-FullVersion, ACE-Exercise, ACE-Guidilines and scoring) • Communication in care (presentation, scenario, white-noise, role play)
<p>SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)</p>	<p>An aging population in healthcare refers to the increasing proportion of elderly individuals within a society, typically those aged 65 and older. This demographic shift poses significant challenges for healthcare systems, as older adults generally have higher health and social care needs. They often require more frequent medical care, management of chronic diseases, long-term care services, and support for age-related conditions such as dementia and mobility issues. Addressing the needs of an aging population involves educating of healthcare workers in 21st-century skills, including the use of advanced technology, effective communication and collaboration skills, and similar for improving care quality and ensuring that elderly patients feel respected and understood.</p>
<p>21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society

IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	
POSSIBILITY FOR MOBILITY? YES/NO	

3.6 Foundations in Dementia (course associated with the VOICE study)(external)

MEGATREND	Ageing population
NAME OF THE ACTIVITY	<p>Foundations in Dementia (course associated with the VOICE study and it was developed by the University of Nottingham):</p> <ul style="list-style-type: none"> • https://www.nottingham.ac.uk/research/groups/ncare/current-research/the-voice-study.aspx • https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0198567
LINK TO THE ACTIVITY	https://www.futurelearn.com/courses/dementia-awareness-training/1
OVERALL OBJECTIVE	Gain expert knowledge and skills to care for individuals living with dementia
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Identify how lifestyle changes may reduce the risk of dementia • Assess the signs and symptoms that may indicate dementia and describe the pathway to diagnosis and treatment • Identify communication approaches which can support the person with dementia to communicate their needs • Debate ethical aspects of decision-making in the light of English laws and guidelines (Mental Capacity Act 2005, Care Act 2014 etc) • Describe the impact of caring on family supporters • Explore the meaning of person-centred care in view of the diversity of people with dementia and their supporters, while reflecting on the influence of one's own culture, beliefs and values at all stages of dementia • Demonstrate awareness of what it means to live well with dementia and the contribution of assistive technology in everyday care • Assess strategies for pain management in palliative care and discuss how Advanced Decisions/Directives may be used in practice • Apply evidence from research to support effective care for people with dementia • Compare the impact of different interventions including medication and psychosocial approaches
WHO THE COURSE IS TARGETED AT	Health and social care professionals (e.g. nurses, doctors, therapists and social workers). It will also interest students, carers of people with dementia, individuals with a recent diagnosis, volunteers, and dementia researchers.
DURATION	6 weeks (weekly study: 3 hours)
METHODOLOGY	<p>Mixed methodology including teaching videos, discussions (forum), articles, and polls. The course can be done through the future learn website for free along 6 weeks. Each week a new learning module is available. The learner only has one opportunity to take the course free of charge. After these 6 weeks, the learner can no longer access the course again. He/she has to pay for unlocking the full access to the training.</p> <p>If the learner wants to do the course at their own rhythm, then the course can be paid 34,99 month (subscription to the website) or €119/one-off payment for the course including:</p> <ul style="list-style-type: none"> • Unlimited access to this course • Certificate of Achievement to prove your success when you're eligible • Download and print your Certificate of Achievement anytime

EVALUATION FORM	Quizzes
UNTIL WHEN WILL IT BE AVAILABLE?	According to the course educators, “the FutureLearn course is open ended at the moment with no end date, and we have no plans to change that - though as a FutureLearn course, it depends on what FutureLearn choose to do in the future what happens with it”.
IS IT VALIDATED BY USERS?	Not officially but now the course has 15.679 people enrolled it has 261 learner reviews
COURSE STRUCTURE (Index of the modules)	See table below
CONTENTS	Contents available here under subscription
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	An aging population in healthcare refers to the increasing proportion of elderly individuals within a society, typically those aged 65 and older. This demographic shift poses significant challenges for healthcare systems, as older adults generally have higher health and social care needs. They often require more frequent medical care, management of chronic diseases, long-term care services, and support for age-related conditions such as dementia and mobility issues. Addressing the needs of an aging population involves educating of healthcare workers in 21st-century skills, including the use of advanced technology, effective communication and collaboration skills, and similar for improving care quality and ensuring that elderly patients feel respected and understood.
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR	

OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	
POSSIBILITY FOR MOBILITY? YES/NO	

	Modules	Topics	Subtopics
Week 1	Causes and prevention of dementia	Welcome to the course	1. Welcome to the course – what you will be learning 2. Introductions 3. Introduction to dementia
		How the brain works	4. How the brain works 5. How the brain affected by different types of dementia 6. The brain and behaviour
		Cognition and dementia	7. How dementia affects the brain 8. Cognitive impairments and care 9. How dementia progresses
		Risk factors for dementia	1.10. Who gets dementia? 1.11. Risk factors for dementia 1.12. Personal reflection 1.13. Lifestyle change
		Important note on Coronavirus	1.14. Dementia and coronavirus
		Review, conclusion and research briefing	1.15. Review your learning 1.16. Summary of week 1.17. Research briefing: genetics and genomics
Week 2	Identification, diagnosis and treatment	Introduction to identification, diagnosis and treatment	2.1 Introduction to Identification, Diagnosis and Treatment 2.2 Noticing things that may indicate dementia: stories 2.3 Early signs - a family member's perspective 2.4 Delirium, dementia and depression
		Seeking help	2.5 Seeking help

			2.6 Specialist assessment of dementia: beyond the GP 2.7 Anti-dementia medication 2.8 Summary of NICE guidelines 2018
		Non-medical interventions	2.9 Introduction to non-medical interventions 2.10 What is a psychosocial intervention? 2.11 Keeping active and interested 2.12 Quality of life in dementia: what helps?
		Review, conclusions and research briefing	2.13 Let's recap on the learning so far 2.14 Go-to websites 2.15 Summary of week 2 2.16 Research briefing: Cognitive Stimulation Therapy (CST)
Week 3	Legal and ethical issues	Introduction to the UK legal context	3.1. Introduction 3.2. Law and ethics 3.3. The Mental Capacity Act 3.4. Assessing capacity 3.5. Answer to assessing capacity scenario
		Using the Mental Capacity Act	3.6 Using the Mental Capacity Act 3.7 Distress behaviour 3.8 Safeguarding 3.9 Quiz on the law related to dementia
		Human rights	3.10 Human rights legislation 3.11 Peer review Assignment 3.12 Assignment Review 3.13 Assignment Reflection
		Review, conclusion and research briefing	3.14 Learning review 3.15 Summary of Week 3 3.16 Research briefing: Cathy Brewin on the deprivation of liberty
Week 4	Communication skills	The challenge of effective communication	4.1. Introduction to communication skills 4.2. Thinking about what you want to learn 4.3. Talking to people with dementia: challenges and facilitators

			4.4. How do you adapt your communication style when talking to people with dementia?
		Person centred care (PCC) and communication	4.5. Person-centred care 4.6. Unmet needs 4.7. Communication and dementia 4.8. Identifying person centred practice
		Review, summary and research briefing	4.9. Review topic: any questions? 4.10. Summary of week 4 4.11. Research briefing: VOICE study
Week 5	Family and friends supporting people living with dementia	Care given by family and friends	5.1. Introduction to caring by family and friends 5.2. What do carers need? 5.3. Becoming a carer 5.4. Becoming a carer - from a carer's perspective
		Understanding skills needed by carers	5.5. What skills do carers need? 5.6. Would you feel able to take on the role of carer for a parent or partner? 5.7. Peter Riley reflects on caring for his wife
		Rewards, problems and satisfactions of caring	5.8. Caregiving 5.9. Anyone can be a carer 5.10. What problems do carers face? 5.11. Receiving care from a specialist dementia service
		Review, conclusion and research briefing: The AQUEDUCT Study	5.12. Review task 5.13. Summary of week 5 5.14. Aqueduct research: the University of Nottingham
Week 6	Living well with dementia and	What do we mean by "quality of life"	6.1. Introduction to living well with dementia and end of life 6.2. The wheel of life 6.3. Blue Skies Singing Group 6.4. The rights of people with dementia 6.5. Dementia: a disability?
		Keeping well and planning for the future	6.6. Use it or lose it? 6.7. Assistive Technology 6.8. Eating well with dementia

		6.9. How do dementia experts plan ahead? 6.10. Advance care planning
	End of life care	6.11. Person-centred palliative care 6.12. Pain assessment 6.13. Dying with dementia
	Review, research briefing and more	6.14. Review of week 6 6.15. Research briefing: keeping mobile and falls prevention 6.16. Congratulations and closing words from the course makers 6.17. Keep up to date with dementia research
	Acknowledgements	6.18. A Team Product

3.7 Online video on healthy ageing (external)

MEGATREND	Ageing populatipn
NAME OF THE ACTIVITY	Online video on healthy ageing – as the part of two videos enhancing health care professionals’ knowledge on promoting healthy againg among ageing populations in different cultural and national contexts.
LINK TO THE ACTIVITY	Will be produced and uploaded to the EUVECA platform
OVERALL OBJECTIVE	Introduce perspectives on healthy ageing that will be relevant for ageing populations in different cultural and national contexts
SPECIFIC OBJECTIVES	with this, it is achieved that we hand over to all users the complete learning materials
WHO THE COURSE IS TARGETED AT	Educators, students or healthcare professionals interested in the topic of health promotion for ageing populations. Having a cultural and national sensitivity is important as the conditions for ageing differ across national contexts and hence the subjective experiences of getting old.
DURATION	1x30 min video on the promotion of healthy ageing 1x30 min video with on older migrants/refugees and ‘ageing at place’/migrant health
METHODOLOGY	online
EVALUATION FORM	
UNTIL WHEN WILL IT BE AVAILABLE?	For the duration of the active platform or the relevance of the content.
IS IT VALIDATED BY USERS?	Yes
COURSE STRUCTURE (Index of the modules)	<p>Course 1: Perspectives on healthy ageing</p> <ul style="list-style-type: none"> • What is healthy ageing and why it is important • What factors contribute to healthy ageing • The importance of place: ageing ‘at place’ (geography, climate, welfare state, healthcare services for older people) • The importance of connectedness - family and social ties

	<ul style="list-style-type: none"> • How can healthcare professionals promote and contribute to healthy ageing <p>Course 2: Older persons with migrant or refugee backgrounds aging at place rather than they places of origin</p> <ul style="list-style-type: none"> • War, natural and humanitarian catastrophes, climate change displace millions of people today • Aging at new places • The trauma of displacement (the trauma of war, etc.) • How to promote healthy ageing in the context of displacement •
CONTENTS	
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	<p>Video 1: Perspectives on healthy ageing</p> <p>Every person – in every country in the world – should have the opportunity to live a long and healthy life. Yet, the environments in which we live can favour health or be harmful to it. Environments are highly influential on our behaviour, our exposure to health risks (for example, air pollution or violence), our access to quality health and social care and the opportunities that ageing brings. Healthy ageing is about creating the environments and opportunities that enable people to be and do what they value throughout their lives. Everybody can experience healthy ageing. Being free of disease or infirmity is not a requirement for healthy ageing, as many older adults have one or more health conditions that, when well controlled, have little influence on their wellbeing.</p> <p>Video 2: War, natural disasters and unemployment are important reasons why people flee their homelands. Getting a better understanding of what it is like to age at a place different at one’s own place of origin and how war and natural disasters can impact a person’s life course, will enable healthcare professionals to promote healthy ageing also for persons who have difficult or traumatic experiences.</p>
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information

	<p><input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input checked="" type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	
POSSIBILITY FOR MOBILITY? YES/NO	

4. Personalised Care and Prevention

4.1 Podcast

MEGATREND	Personalised Care and Prevention
NAME OF THE ACTIVITY	Tailored by DNA: The Future of Personalized Medicine
LINK TO THE ACTIVITY	www.edu4health.eu
OVERALL OBJECTIVE	Better implementation of PM
SPECIFIC OBJECTIVES	Showing the importance of professional competence, cultural sensitivity, and the patient's own perspective in the implementation and evolution of PM
WHO THE COURSE IS TARGETED AT	Health care students
DURATION	15 – 20 minutes
METHODOLOGY	Informative and informal discussion
EVALUATION FORM	
UNTIL WHEN WILL IT BE AVAILABLE?	No limit
IS IT VALIDATED BY USERS?	Not yet
COURSE STRUCTURE (Index of the modules)	<p>Through 6 concrete podcast sessions, the entire series introduces different important aspects of PM. The 6 sessions are the following;</p> <ol style="list-style-type: none"> 1. Beyond One-Size-Fits-All: The Era of Personalised Drug Development 2. Women's Health and Breast Cancer 3. Personalised Treatments in Oncology: Educational Strategies for Health Professionals 4. Centre for Myeloid Blood Cancer 5. Personalised Medicine and Data 6. Personalised Medicine: A Patient's Perspective
CONTENTS	

SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways;</p> <p><input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts;</p> <p><input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement).</p> <p><input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.</p> <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	
POSSIBILITY FOR MOBILITY? YES/NO	No

4.2 Technology for Women’s Health in a Life Span Minor (NL) (external)

MEGATREND	Personalised Care and prevention
NAME OF THE ACTIVITY	Technology for Womens Health in a Life Span Minor

LINK TO THE ACTIVITY	https://www.utwente.nl/en/techmed/research/research-programmes/key-enabling-technologies-personalized-medicine/womens-health/
OVERALL OBJECTIVE	<ul style="list-style-type: none"> • Approach to health and care from both a women’s perspective and a healthcare perspective
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Design and development of new data strategies and technologies for and with women • Responsible use data & AI, combined with patient perspectives to personalize health and care pathway prevention, diagnosis, treatment and follow-up <ul style="list-style-type: none"> • Increasing participation of women with and without female related health conditions and voicing of unique experiences in health care and research • Optimizing (self-)care and quality of life for women from a holistic point of view (mental, physical and social wellbeing)
WHO THE COURSE IS TARGETED AT	Students
LANGUAGES	English
DURATION	Quartile
METHODOLOGY	Classical education and project work
EVALUATION FORM	Project grading
UNTIL WHEN WILL IT BE AVAILABLE?	Starting next year, just for UT students. Hopefully soon it will expand.
IS IT VALIDATED BY USERS?	
COURSE STRUCTURE (Index of the modules)	
CONTENTS	
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions

	<input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	
POSSIBILITY FOR MOBILITY? YES/NO	No

4.3 Case Studies in personalized medicine (Norway) (external)

MEGATREND	Personalised Care and prevention
NAME OF THE ACTIVITY	Case Studies in Personalized Medicine
LINK TO THE ACTIVITY	Case Studies in Personalized Medicine Coursera
OVERALL OBJECTIVE	Learn how advances in biomedicine hold the potential to revolutionize drug development, drug treatments, and disease prevention: where are we now, and what does the future hold? This course will present short primers in genetics and mechanisms underlying variability in drug responses. A series of case studies will be used to illustrate principles of how genetics are being brought to bear on refining diagnoses and on personalizing treatment in rare and common diseases. The ethical and operational issues around how to implement large scale genomic sequencing in clinical practice will be addressed.
SPECIFIC OBJECTIVES	After completing this course, learners will understand <ol style="list-style-type: none"> 1. The ways in which genetic variants can contribute to human disease susceptibility 2. How to choose among drug therapies based on genetic factors 3. That the functional consequences of the vast majority of genetic variants discovered by modern sequencing are unknown.
WHO THE COURSE IS TARGETED AT	This course is targeted primarily at physicians 5+ years out of training. Other healthcare providers, medical/health sciences students, and members of the public may also be interested.
LANGUAGES	English
DURATION	18 hours
METHODOLOGY	Online and flexible

EVALUATION FORM	
UNTIL WHEN WILL IT BE AVAILABLE?	
IS IT VALIDATED BY USERS?	Yes
COURSE STRUCTURE (Index of the modules)	<ol style="list-style-type: none"> 1. Introduction to personalizes medicine 2. Studying genetic variation 3. Case studies in personalized medicine, part 1 4. Case studies in personalized medicine, part 2 5. Personalized medicine in a system of care 6. Reflection activity
CONTENTS	
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELAVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	
POSSIBILITY FOR MOBILITY? YES/NO	

4.4 Personalized Medicine from a Nordic Perspective (external)

MEGATREND	Personalised Care and prevention
NAME OF THE ACTIVITY	Personalized Medicine from a Nordic Perspective
LINK TO THE ACTIVITY	Personalised Medicine from a Nordic Perspective Coursera
OVERALL OBJECTIVE	The technical revolution has generated large amounts of data in healthcare and research, and a rapidly increasing knowledge about factors of importance for the individual's health. This holds great potential to support a change from the one-size-fits-all paradigm to personalised or precision medicine, to guide and thereby improve each health decision of expected benefit for the patient.
SPECIFIC OBJECTIVES	<p>The SARS-CoV-2 pandemic has contributed to a great public and political awareness of the importance of personalised medicine, where the influence of host factors like age, sex, obesity, smoking, co-morbidities etc. confer increased risk of serious COVID-19 illness. It is expected that in the near future, a more systematic and data-driven approach for prediction and risk stratification of COVID-19 patients and many other patient groups, will increase and improve due to better understanding of disease pathology, including the influence of genetic variability and biomarkers on disease risk and outcome.</p> <p>The Nordic countries have unique welfare systems with general access to healthcare, and longitudinal nationwide health databases and biobanks. This infrastructure combined with unique person identifiers creates an optimal setting for personalised medicine development, and the Nordic model of research, translation, care and education can serve as a forefront example for the rest of the world.</p> <p>The course in Personalised medicine from a Nordic perspective will introduce, describe, define and discuss the concept of personalised medicine from the aspect of the patient, health-care and the infrastructure available to generate a learning environment that is integrated with everyday care of patients. The course also covers communication of risk and the ethical, legal and social aspects of personalised medicine and presents examples where personalised medicine approach is already used in routine care.</p> <p>The course was initiated by Faculty leaders in the Education Working Group of Nordic Medical Schools and received funding from the Joint Committee of the Nordic Medical Research Councils (NOS-M). Experts from all the Nordic countries participate in the course: Saedis Saevarsdottir, Sisse Ostrowski, Hans Tomas Björnsson, Richard Rosenquist Brandell, Henning Bundgaard, Engilbert Sigurðsson, Aarno Palotie, Ole A Andreassen, Runolfur Palsson, Alma Möller, Søren Brunak, Johan Askling, Carsten Utoft Niemann, Rudi Agius, Sofia Ernestam, Saemundur Oddsson, Henrik Ullum, Kari Stefansson, Patrick Sulem, Simon Rasmussen, Jens Lundgren, Anders Perner, Merete Lund Hetland, Heidi Bentzen, Henning Langberg, Sigurdur Kristinsson, Thor Aspelund, Jeanette Knox, David Arnar, Sigurdur Haraldsdottir, Hakon Heimer, Lone Frank, Mette Nordahl Svendsen, Bjorn Hofmann, and Morten Sjøgaard.</p>

WHO THE KNOWLEDGE HUB IS TARGETED AT	University students and graduates in medicine, molecular biology/biochemistry, data science/bioinformatics, psychology,law, and others interested
DURATION	14 hours
METHODOLOGY	Online and flexible
EVALUATION FORM	
UNTIL WHEN WILL IT BE AVAILABLE?	
IS IT VALIDATED BY USERS?	Yes
COURSE INFORMATION STRUCTURE (Index of the modules)	<ol style="list-style-type: none"> 1. Introduction to personalized medicine 2. Health information used in personalized medicine 3. Biomarkers, genetics and omics 4. Evidence and documentation for clinical efficacy in personalized medicine 5. Communication in personalized medicine 6. Ethical, legal and social aspects of personalized medicine
CONTENTS	
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<p><input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways;</p> <p><input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts;</p> <p><input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement).</p> <p><input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.</p> <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p>

	<input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	
POSSIBILITY FOR MOBILITY? YES/NO	

4.5 Concept for problem-based Learning

MEGATREND	Personalised Care and prevention
NAME OF THE ACTIVITY	Concept for problem-based learning
LINK TO THE ACTIVITY	
OVERALL OBJECTIVE	Introduce lectures and teachers to the concept for problem-based learning
SPECIFIC OBJECTIVES	Ensuring that education and training of health care professionals are close to the real world challenges
WHO THE COURSE IS TARGETED AT	Healthcare lectures and teachers
DURATION	Not applicable
METHODOLOGY	Problem-based learning design
EVALUATION FORM	Not applicable
UNTIL WHEN WILL IT BE AVAILABLE?	Not applicable
IS IT VALIDATED BY USERS?	No
COURSE STRUCTURE (Index of the modules)	
CONTENTS	
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing

	<p>the most appropriate media creation tools, characteristics and conventions</p> <p><input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
<p>IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS</p>	
<p>POSSIBILITY FOR MOBILITY? YES/NO</p>	

TEACHING HEALTHCARE STUDENTS ABOUT PRECISION MEDICINE

Lina Wergeland, Western Norway University of Applied Sciences

Utilizing problem based learning as a tool

It is important that the teacher has an understanding of the concepts of precision medicine or personalized medicine before starting to teach the students about this. There are several online courses available for healthcare professionals to increase their knowledge about the topic. Here are two examples:

An American perspective:



A Nordic perspective:



Divide the students into groups of 4 - 5 students. The task for the students is to use problem based learning to answer the following question:

What role will you have as a future healthcare professional in the field of personalized medicine?

- ### 1 Perception of the situation

This step is about identifying the problem. The main task in this step is to come to a common understanding of the situation or example presented to the group. This step is done without the teachers intervention.


- ### 2 Brainstorming

In this step it is important that all suggestions and ideas are accepted. The group must clarify the issues they see in the situation they are facing. Additionally, they must discuss and evaluate which problem(s) they will continue working on.


- ### 3 Analysis


This is the actual brainstorming phase, where activation of prior knowledge takes center stage. After an open brainstorming session where all inputs are accepted, students must assess and sort the different suggestions that have been brought up.


- ### 4 Systemize

The starting point now is the best-justified and most likely explanations from the previous step. It is important that all students contribute with their knowledge and questions. The goal of this step is to clarify what the students need to know more about in order to solve the problem.


- ### 5 Goals for further learning

Once the group or class has clarified what they need to know more about, they formulate this as learning goals. They can formulate learning contracts or work contracts where they clarify who will investigate which sources at a given time.


- ### 6 Individual studies - new knowledge

In this step, students work individually based on the learning goals from step 5. Students are supposed to acquire new knowledge or understanding, and all students prepare their feedback for the group, which will be carried out in the model's next and final step.


- ### 7 Summarize

In this step, the group takes turns in rounds where students explain what they have discovered. If students are not accustomed to working independently, the teacher can, if necessary, manage the group's activities.



GOOD LUCK!



5. The competent and modern health consumer

5.1 Innovation challenge – knowledge hub (external)

PROJECT	Innovation challenge- knowledge hub
NAME OF THE ACTIVITY	Innovation challenge– knowledge hub
LINK TO THE ACTIVITY	Learning Platform
OVERALL OBJECTIVE	<p>The main goal of this challenge is to stimulate the innovative mindset of health professionals and students. The challenge also stimulates innovation in healthcare through a bottom-up approach.</p> <p>This proposal is meant as a knowledge hub for challenging innovation in their organization.</p>
SPECIFIC OBJECTIVES	The Innovation Challenge will address the 21st-century skill ‘creativity and innovation’. In addition, it will also address ‘critical thinking and problem-solving’ and ‘collaboration’
WHO THE KNOWLEDGE HUB IS TARGETED AT	This innovation challenge knowledge hub is for professionals (policymakers, HC management) who want to increase innovation in their organization.
DURATION	This is a self-supportive package as inspiration for interested organizations. In its current form, the Innovation Challenge will last for 6 months and consists of several activities for which participants will also attend informative meetings and/or workshops
METHODOLOGY	This knowledge is mainly intended to inspire to apply a similar challenge within their organization
EVALUATION FORM	Not applicable
UNTIL WHEN WILL IT BE AVAILABLE?	Continuously (online offer)
IS IT VALIDATED BY USERS?	Initially, the training was based on the ‘Ureka Mega Challenge’, an innovation competition in the UMC Utrecht. ZGT has developed its form, content, and activities for the Innovation Challenge.
COURSE INFORMATION STRUCTURE (Index of the modules)	<ul style="list-style-type: none"> - A project canvas to further develop the ideas (completed by the students and/or healthcare professionals) - Assessment criteria for the jury members - Masterclass video pitch
CONTENTS	Available in English.
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	The emergence of the Modern Health Consumer is a significant and disruptive megatrend in the fastchanging healthcare industry. The transformation in how people interact with and oversee their health is not only restructuring the healthcare industry but also playing a vital part in creating a sustainable and patient-focused system. This change emphasizes the necessity for healthcare professionals to

	develop and enhance their abilities in 21st-century skills to successfully navigate and make valuable contributions to this ever-changing environment.
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <ul style="list-style-type: none"> <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	This activity is relevant to all megatrends because the modern health consumer is present in every megatrend,
POSSIBILITY FOR MOBILITY? YES/NO	No

5.2 Course to improve digital health of vulnerable groups (external)

PROJECT	i-HERE-Digital HEalth LiteRacy Education For Vulnerable Groups
NAME OF THE ACTIVITY	i-HERE Learning Platform
LINK TO THE ACTIVITY	https://ihere-digitalhealthed.eu/ Learning Platform
OVERALL OBJECTIVE	Improve the digital health literacy skills of vulnerable groups: older people, migrant/refugee population, low socio-economic population
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Improve digital skills to find information available online. • Improve the ability to understand and evaluate health information available online. • Empower vulnerable populations to apply the knowledge acquired and to adequately address their health problems together with their health professionals.
WHO THE COURSE IS TARGETED AT	<ul style="list-style-type: none"> - Social and health professionals - Students - Health consumers: Disadvantaged and vulnerable social groups. (a)migrants/refugees, (b) older adults and (c) people from low socioeconomic backgrounds, living in poverty and at risk of exclusion.
LANGUAGES	Available in 7 languages. English, Spanish, German, Greece, Italian, French and Netherlands.
DURATION	The duration is not established. As this is an online course that the person can do autonomously by checking their own monitoring on the platform, the duration will depend on the time that each person wishes to dedicate to it.
METHODOLOGY	Online
EVALUATION FORM	Final quiz available on the platform - consists of a final evaluation questionnaire for each of the course modules.
UNTIL WHEN WILL IT BE AVAILABLE?	2026
IS IT VALIDATED BY USERS?	Yes
COURSE STRUCTURE (Index of the modules)	<p>MODULE 1 Module 1 Digital Health Literacy (DHL) Learning objectives Chapter 1: Digital Skills Chapter 2: Using the internet Chapter 3: Digital Health Literacy Further readings Bibliography</p> <p>MODULE 2 Primary Prevention: Nutrition, Mental and Physical Wellbeing Learning objectives Chapter 1: Diet and nutrition Chapter 2: Mental well-being: managing stress Chapter 3: Physical well-being and Exercise Further readings Bibliography</p> <p>MODULE 3 Vaccination, Immunization and other advice Learning objectives Chapter 1: Immunization Chapter 2: Bacteria and viruses</p>

	<p>Chapter 3: Vaccines Chapter 4: COVID 19 and Vaccine Awareness Further readings Bibliography MODULE 4 Basic health education Learning objectives Chapter 1: health issues and vulnerability: an Introductory framework Chapter 2: Immigrants: Basic health issues Chapter 3: Elderly: Basic health issues Chapter 4: Low socio-economic groups: Basic health issues Further readings Bibliography MODULE 5 Mental health Learning objectives Chapter 1: What is mental health? Chapter 2: Diagnoses Chapter 3: Risk factors Chapter 4: Connection to other health issues Chapter 5: Management of mental health disorders Chapter 6: Power of thoughts and emotions Chapter 7: Self care Further readings Bibliography MODULE 6 Gender related health Learning objectives Chapter 1: Women’s health Chapter 2: Men health Chapter 3: Other gender related topics Further readings Bibliography MODULE 7 Family health Learning objectives Chapter 1: Maternal and neonatal health Chapter 2: Child health Chapter 3: Health promotion for older adults through family caregiving Further readings Bibliography</p>
CONTENTS	Available in English and Spanish. Probably we can get it in 3 more languages
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	The emergence of the Modern Health Consumer is a significant and disruptive megatrend in the fastchanging healthcare industry. The transformation in how people interact with and oversee their health is not only restructuring the healthcare industry but also playing a vital part in creating a sustainable and patient-focused system. This change emphasizes the necessity for healthcare professionals to develop and enhance their abilities in 21st-century skills to successfully navigate and make valuable contributions to this ever-changing environment.

<p>21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
<p>IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS</p>	<p>This activity is relevant to all megatrends because the modern health consumer is present in every megatrend,</p>
<p>POSSIBILITY FOR MOBILITY? YES/NO</p>	<p>YES (possible but necessary)</p>

5.4 Crew Resource Management knowledge hub (external)

<p>PROJECT</p>	<p>Crew resource management</p>
<p>NAME OF THE ACTIVITY</p>	<p>CRM – knowledge hub</p>

LINK TO THE ACTIVITY	Learning Platform
OVERALL OBJECTIVE	<p>The main goal of Crew Resource Management (CRM) is to enhance the effectiveness of teamwork in complex and dynamic environments, such as aviation, healthcare, and the maritime sector. CRM focuses on optimizing communication, collaboration, decision-making, and leadership within teams to improve (patient-)safety and (staff-) performance.</p> <p>This proposal is ment as a knowledge hub of CRM for the interested hc professional.</p>
SPECIFIC OBJECTIVES CRM	<ul style="list-style-type: none"> • To improve safety: Better communication and collaboration enable teams to identify and manage risks, thereby increasing operational safety. • To enhance performance: Effective team interactions lead to improved performance, more efficient use of resources, and higher productivity. • To reduce errors: CRM focuses on reducing human errors by promoting situational awareness, the ability to effectively respond to changes, and the prevention of communication problems. • To foster team building: CRM helps in building a strong team culture, where each member feels valued and contributes to the mission and objectives of the team.
WHO THE KNOWLEGDE HUB IS TARGETED AT	<p>Crew Resource Management (CRM) in healthcare is intended for all professionals who are part of a healthcare team.</p> <p>This CRM knowledge hub is for professionals (policy-makers, hc management) who want to implement CRM in their own organization.</p>
DURATION	The duration is not applicable. This is a self-supportive package as inspiration for interested professionals.
METHODOLOGY	Online offer of sharing knowledge and information considering CRM method.
EVALUATION FORM	Not applicable
UNTIL WHEN WILL IT BE AVAILABLE?	Continously (online offer)
IS IT VALIDATED BY USERS?	Crew Resource Management (CRM) is a proven method that has been successfully implemented in various industries, including aviation, healthcare, and the maritime sector. Numerous studies have shown that CRM training leads to improvements in team communication, collaboration, decision-making, and safety. This methodology is based on scientific principles of human behavior, cognitive psychology, and team dynamics, and it has been effective in reducing errors, improving performance, and enhancing safety within teams.
INFORMATION STRUCTURE	<ul style="list-style-type: none"> - Guide with CRM principles (document, prezi, etc.) - Sharing experiences/best practices of trainers and participants (video) - A real life CRM training experience (video) - Recommendations for experts/facilitators of CRM training.
CONTENTS	Available in English.

<p>SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)</p>	
<p>21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. <input type="checkbox"/> Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
<p>IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS</p>	

6. The information revolution and the general digitalization of the society

6.1 AI in Health– Data, Techniques and Ethics

<p>MEGATREND</p>	<p>The information revolution - digitalization</p>
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NAME OF THE ACTIVITY	AI in Health– Data, Techniques and Ethics
LINK TO THE ACTIVITY	EPVE
OVERALL OBJECTIVE	Introducing the concept of AI and the possible use of AI in healthcare
SPECIFIC OBJECTIVES	The lecture aims to give a foundation on the concept of AI and the different forms of artificial intelligence. Examples of possible uses in the health care context are given, what types of data can be collected, how they can be analyzed, and the ethical issues that arise with the use of AI
WHO THE COURSE IS TARGETED AT	Healthcare professionals
DURATION	1 hour
METHODOLOGY	Classic lecture + 3 Actionbound activities, 2 before starting the course and one at the end of the course
EVALUATION FORM	At the end a final Actionbound is required and results are saved
UNTIL WHEN WILL IT BE AVAILABLE?	Always available
IS IT VALIDATED BY USERS?	The lecture content has been tested in previous years in person, validation on the use of the Actionbound parts needs to be carried out
COURSE STRUCTURE (Index of the modules)	<ul style="list-style-type: none"> • Actionbound before starting the course • Actionbound starting the module on AI basics • Lecture (approx.. 50 minutes) • Actionbound at the end of the course
CONTENTS	<ul style="list-style-type: none"> ○ AI basics (definitions) ○ Types of AI (different methodologies and applications) ○ Use cases (focused on healthcare) ○ Ethical issues (different issues and some ideas for consideration) <p>Actionbound links:</p> <p>https://actionbound.com/bound/test-ai</p> <p>https://actionbound.com/bound/ai---content-1</p> <p>https://actionbound.com/bound/ai-final</p>
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	The Information Revolution and the general digitalization of the society also impacts the domains of health care and social work. Professionals play an important role in the use of technology in these domains. The introduction and uptake of health care technologies, and more specifically the use of big data and artificial intelligence has a major impact on the way social workers and nurses work. Data-driven technologies have a particularly strong potential to support professionals in their work. However, their use also introduces potential risks such as decreased patient empowerment, lack of transparency and loss of human contact. In this megatrend several activities are included to help you to prepare you on working together with technology (and when not) in your work in health care and social work.

<p>21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE</p>	<p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways;</p> <p><input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts;</p> <p><input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement).</p> <p><input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.</p> <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
<p>IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS</p>	<p>yes</p>
<p>POSSIBILITY FOR MOBILITY? YES/NO</p>	<p>no</p>

6.2 AI in healthcare

<p>MEGATREND</p>	<p>Information Revolution/ Digitalisation</p>
<p>NAME OF THE ACTIVITY</p>	<p>AI in healthcare</p>

LINK TO THE ACTIVITY	<p>Welcome to this Actionbound about **AI in healthcare**. This is the world wide first game based learning activity of the EUVECA project. Enjoy it!</p> <p>https://de.actionbound.com/bound/ai-in-nursing</p>
OVERALL OBJECTIVE	<p>The objectives we are going to cover in this course are:</p> <ul style="list-style-type: none"> • a better understanding of what AI is and what it isn't, what it can do and what it can't do in healthcare or beyond • to acknowledge the potential of AI use cases in healthcare • to know which precautionary measures to take, while or before using AI • by using this bound, you can enjoy learning through a game based approach
SPECIFIC OBJECTIVES	<p>This learning activity is a “Multiplayer Bound” wrapped in a digital treasure hunt. Best play with 2 people, also possible to play alone E.G. in English, German, Nederlands, Italiano, Dansk. More languages soon coming.</p> <p>The bound is developed as OER (Open educational resources) under the licence CCBY 2.0. You are free to:</p> <ul style="list-style-type: none"> • Share — copy and redistribute the material in any medium or format for any purpose, even commercially • Adapt — remix, transform, and build upon the material for any purpose, even commercially. • The licensor cannot revoke these freedoms as long as you follow the license terms. <p>All sources of the actionbound you find under this link</p> <p>https://cryptpad.fr/sheet/#/2/sheet/view/Ggz8HsLbcGGBLVAh5YPDr7Txb9jxK9OB8RTkRcai1zM/embed/</p>
WHO THE COURSE IS TARGETED AT	Students, Health care professionals and social workers
DURATION	Approx. 30 minutes,
METHODOLOGY	Recommendation to play the bound on a smartphone with the Actionbound App . Download is possible for IOS or Android 4 missions
EVALUATION FORM	At the end of the bound we have an evaluation + we save the whole results of each team.
UNTIL WHEN WILL IT BE AVAILABLE?	Until the end of the project. Maybe longer.
IS IT VALIDATED BY USERS?	Yes, with healthcare and social work students. More test are to be carried out.
COURSE STRUCTURE (Index of the modules)	<p>Structured in 4 sectors und the headlines “Definition of keywords”, “use cases”, “ethical considerations” and lastly “the skills you need” in general and as a healthcare worker to master AI and thereby use it to your advantage.</p> <p>Concrete:</p> <ul style="list-style-type: none"> • 31 information boxes

	<ul style="list-style-type: none"> • 6 tasks to fulfil in your team 9 quizzes 5 Polls to discuss in your team
CONTENTS	<ul style="list-style-type: none"> • Definition of Keywords <ul style="list-style-type: none"> ○ Here we will start by defining some keywords. First, the most important distinction: The difference between AI and algorithms. • Use cases <ul style="list-style-type: none"> ○ In this section, we will explore some of the use cases of AI in healthcare and how they address some of the megatrends and challenges facing the sector. • ethical considerations <ul style="list-style-type: none"> ○ In this section we will talk about the ethical considerations of AI • Do's & Don'ts E.G: <ul style="list-style-type: none"> ○ use it to optimize processes or other tasks, use it to find patterns, ... ○ don't use it for calculations and logic and don't just believe factual statements even if it sounds conclusive
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input checked="" type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via

	<p>example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	Yes! For modern health consumer, and personalised care.
POSSIBILITY FOR MOBILITY? YES/NO	Generally, this course is developed for a mobile device, but not a course which is found in a certain country or university.

6.4 VR-Skills training Patient room Level 1

MEGATREND	digital literacy, media literacy, critical thinking
NAME OF THE ACTIVITY	„VR-Skills training Patient room“ Level 1
LINK TO THE ACTIVITY	<p>English: https://spaces.senselab.io/uksh/patient-room/</p> <p>German: https://spaces.senselab.io/uksh/patzi/</p> <p>For using the VR Scenario with VR-Glasses, write to onlineakademie@uksh.de and you get access to the “VR-metaverse of learning” if you part of EUVECA Partnership.</p>
OVERALL OBJECTIVE	With the help of state-of-the-art virtual reality technology, trainees are optimally prepared for everyday nursing care - in a safe, digital environment in which they can make mistakes and learn from them.
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • carry out structured observation • raise awareness of hygienic aspects • handle the technology (technical competence) • interact immersive (safety with VR learning scenarios) • reflect critically (own actions, VR in contrast to skills exercises)
WHO THE COURSE IS TARGETED AT	Everyone, who is new in VR and/or in healthcare. Learners in nursing training and further education (vocational school or higher education). Suitable for all educational levels (ISCED 3-8)
DURATION	15 Minutes in the WEBVR Version
METHODOLOGY	Immersive learning, constructivist learning
EVALUATION FORM	The tablet in the VR Setup records the error status and provides up-to-date information on the number of tasks already solved.
UNTIL WHEN WILL IT BE AVAILABLE?	Until the end of Euveca project and possible longer.
IS IT VALIDATED BY USERS?	YES, some trainees and teacher tested it.
COURSE STRUCTURE (Index of the modules)	<p>Overview of tasks to be solved (no ranking!):</p> <p>1 Set presence of the nurse in the room to green</p>

	<p>2 Perform hand disinfection</p> <p>3 Replace hand sanitiser (Filled container is on the care trolley, dispose of empty packaging in the bin (in front of the window or on the care trolley)</p> <p>4 Replace glove box with a filled one (Filled container is on the care trolley, dispose of empty packaging in the bin (in front of the window or on the care trolley)</p> <p>5 Dispose of paper waste from the floor (Dispose of in the bin, in front of the window)</p> <p>6 Close the oxygen wall connection (By turning off the tap)</p> <p>7 Dispose of the oxygen nasal cannula hanging on the O₂ connection (Dispose of in the bin, in front of the window)</p> <p>8 Connect a new O₂ nasal cannula to the oxygen wall connection (A new O₂ nasal cannula is on the care trolley)</p> <p>9 Dispose of the lemonade bottle from the previous patient (Dispose of in the bin, in front of the window)</p> <p>10 Dispose of used disposable gloves on the windowsill Dispose of in the bin (in front of the window)</p> <p>11 Put the chair back in place (Next to the table)</p> <p>12 Plug the patient's call bell back (Into the wall socket (Bed 1))</p>
CONTENTS	<p>The application shows an animated virtual reality 360° environment (VR) with a corridor and a patient room of a hospital. The patient room can be entered and contains tasks that need to be rectified. A patient room in a hospital is recreated. There are 12 mistakes distributed around in the room, that need to be found and solved. The tablet in the corridor in front of patient room 1 must be visited first. Here you can set the game mode. There are two modes. All mode, in which all tasks are available, and Some mode, in which eight randomly assigned errors are to be found in the form of an "error roulette".</p>
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	<p>Learners are able to:</p> <ul style="list-style-type: none"> • to handle the VR-technology (360° View) • interact immersively (Only with VR glasses) • reflect critically on their own actions (Or with the trainers)
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways;</p> <p><input checked="" type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p>
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	<p>Greenskills, because you save resources by using a VR scenario instead of a real one, where you waste a lot health material.</p>
POSSIBILITY FOR MOBILITY? YES/NO	<p>It is possible to use with every device + VR-Glasses of the last generation (e.g. Meta Quest3, ...)</p>

6.5 VR- Simulation training Nursing Assessment 2

MEGATREND	Information Revolution
NAME OF THE ACTIVITY	VR- Simulation training Nursing Assessment 2
LINK TO THE ACTIVITY	Coming soon

OVERALL OBJECTIVE	Admission of patient to hospital: Communication, digital literacy, media literacy, critical thinking, leadership skills
SPECIFIC OBJECTIVES	Nursing assessments, monitoring vitalparameters, Communication with patients
WHO THE COURSE IS TARGETED AT	(Future) Nursing Staff, Learners in Nursing
DURATION	20 min (without preparation)
METHODOLOGY	Simulation training, immersive learning
EVALUATION FORM	available
UNTIL WHEN WILL IT BE AVAILABLE?	September 2025
IS IT VALIDATED BY USERS?	Not yet
COURSE STRUCTURE (Index of the modules)	- VR- Scenario level 2 "Patientroom No. 2" - Teaching concept
CONTENTS	This (educator-led) Simulationtraining ist based on the Skillstraining Patientroom No 1. Innovative VR technology makes it easier for trainees to transfer theory to practice in nursing training. The scenario is the admission of a patient to the hospital ward: <ul style="list-style-type: none"> • - Vital signs (RR, temp, pulse oximetry) •- Bloodsugar Monitoring •- Measuring Bloodpressure •- Measuring Oxigen saturation (Pulse oximeter, finger) •- Temperature (in ear) •- Asks patient about condition and health-history •- Measuring foot-pulse •- Wound-management •- Pain-assessment •- Ask questions about insulin therapy and self-management •- Documentation •- Communication
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	Simulation exercises are an approved teaching method. In the age of digitalization, this simulation training uses a virtual representation of a patient room as a learning environment. This training is educator-led. Please have a look at the "teaching concept".
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input checked="" type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding

	<p>and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	This is an extension of VR scenario Level 1, where participants were introduced to the virtual patient room. Now, specific nursing skills are practiced.
POSSIBILITY FOR MOBILITY? YES/NO	Yes

6.6 Digital Data Divide (external)

MEGATREND	Information Revolution
NAME OF THE ACTIVITY	Digital Data Divide
LINK TO THE ACTIVITY	<p>https://www.thedigitaldatadivide.nl/</p> <p>We developed the Digital Data Divide as an inspiration session to spark the conversation about the consequences of the increasing use of personal data within healthcare and welfare. We focus mainly on the human aspects and less on the technological or legal side. The inspiration session thus forms an ideal start to exchange thoughts with all employees within your organization about the development towards more data-driven working in healthcare and welfare.</p>
OVERALL OBJECTIVE	To increase awareness about the increasing use of personal data within healthcare and social work
SPECIFIC OBJECTIVES	
WHO THE COURSE IS TARGETED AT	<p>Students</p> <p>Health care Professionals and social workers</p>
DURATION	90-120 minutes
METHODOLOGY	Workshop - Action Bound

EVALUATION FORM	We have developed a short questionnaire based on the UTAUT-questionnaire and the personal innovativeness scale.
UNTIL WHEN WILL IT BE AVAILABLE?	n.a. A link to the two films will be shared
IS IT VALIDATED BY USERS?	Yes, in the Netherlands the Digital Data Divide was tested at various festivals, research events, events of health care organizations (both long term care and hospital care) and with students
COURSE STRUCTURE (Index of the modules)	It is one inspiration session; it can be combined with other modules or stand alone
CONTENTS	<ul style="list-style-type: none"> • General introduction • Introduction use of personal data <ul style="list-style-type: none"> ○ Thoughts about the use of personal data in health care and social work, including potential use ○ Your role as (future) professional in relation to the use of personal data. ○ The conditions of your surroundings when you would use personal data. • Scenario based discussion <ul style="list-style-type: none"> ○ Introduction ○ The group will be split in half based on a choice between a “red and blue pill”, i.e. choice between the blue world and red world. Based on the choice one of two films will be showed containing a possible future scenario ○ Scenario based discussions with the entire group regarding first thoughts, insights in health status, privacy, digital inclusion, ownership of personal data, responsibility of (health) professionals and organizations • Closing
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	The Information Revolution and the general digitalization of the society also impacts the domains of health care and social work. Professionals play an important role in the use of technology in these domains. The introduction and uptake of health care technologies, and more specifically the use of big data and artificial intelligence has a major impact on the way social workers and nurses work. Data-driven technologies have a particularly strong potential to support professionals in their work. However, their use also introduces potential risks such as decreased patient empowerment, lack of transparency and loss of human contact. In this megatrend several activities are included to help you to prepare you on working together with technology (and when not) in your work in health care and social work.
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts;

	<p><input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement).</p> <p><input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.</p> <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	Yes , modern health consumer
POSSIBILITY FOR MOBILITY? YES/NO	no

7. Climate challenge

7.1 Awareness Course Planetary Health

MEGATREND	Climate change
NAME OF THE ACTIVITY	Awareness course Planetary Health
LINK TO THE ACTIVITY	Via edu4health.eu
OVERALL OBJECTIVE	To educate (student) healthcare professionals on the impact of climate change on health and how to adapt healthcare practices to mitigate these effects.

SPECIFIC OBJECTIVES	Apply best practices for reducing the climate and environmental impact of clinical practice including prioritizing prevention, advocating for telehealth, reducing low-value, inefficient care and promoting actions to reduce the climate impact of pharmaceuticals
WHO THE COURSE IS TARGETED AT	Healthcare professionals (for instance: nurses, physiotherapists, doctors) and students
DURATION	X
METHODOLOGY	Interactive video-decision tool following a patient journey
EVALUATION FORM	X
UNTIL WHEN WILL IT BE AVAILABLE?	X
IS IT VALIDATED BY USERS?	Not yet
COURSE STRUCTURE (Index of the modules)	The patient's journey follows three contexts: at home, at the hospital and in rehabilitation care.
CONTENTS	Definitive scenario will follow soon
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	A sustainable healthcare sector includes considerations of the environmental footprint of the individual healthcare provider. Everyone involved with the healthcare sector has an important role to play in identifying opportunities to create a healthcare sector that limits the use of energy, water, chemicals, and plastics.
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input checked="" type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

	<input checked="" type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	No, it is about climate change awareness.
POSSIBILITY FOR MOBILITY? YES/NO	Yes, but not necessary.

7.2 Develop your green skills: Leadership – WOOP (2025)

MEGATREND	Climate change
NAME OF THE ACTIVITY	Develop your green skills: Leadership – WOOP (2025)
LINK TO THE ACTIVITY	
OVERALL OBJECTIVE	This course aims to develop leadership skills for sustainability in healthcare and social work. Using the WOOP methodology (Inner Development Goals), participants will learn to set goals, overcome obstacles, and implement sustainable solutions within their professional environments.
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Understand the role of leadership in sustainable healthcare and social work. • Apply the WOOP (Wish, Outcome, Obstacle, Plan) method to professional settings. • Develop critical thinking, resilience, and problem-solving skills for sustainability challenges.
WHO THE COURSE IS TARGETED AT	Students in healthcare and social work, and professionals who want to improve their knowledge of sustainability.
DURATION	The WOOP duration can be diverse, approximately 15 minutes.
METHODOLOGY	
EVALUATION FORM	x
UNTIL WHEN WILL IT BE AVAILABLE?	x
IS IT VALIDATED BY USERS?	Not yet
COURSE STRUCTURE (Index of the modules)	<ul style="list-style-type: none"> • General Introduction • Inner Development Goals • Exercise (WOOP) • Worksheet
CONTENTS	The course follows a structured leadership framework, based on the Inner Development Goals, using the WOOP method. Participants reflect on their sustainability goals and develop action plans to address challenges in their workplace. They apply the five themes of sustainable care—health promotion, climate impact awareness, CO2 reduction, circular economy principles, and responsible medication use—to real-life professional scenarios.

SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	Sustainability in healthcare and social work is essential for reducing environmental impact while improving health outcomes. Leadership plays a key role in implementing sustainable practices and fostering a culture of responsibility and innovation.
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input checked="" type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	No
POSSIBILITY FOR MOBILITY? YES/NO	No

7.3 Develop your green skills: Guideline for teachers (2025)

MEGATREND	Climate change
NAME OF THE ACTIVITY	Develop your green skills: Guideline for teachers (2025)
LINK TO THE ACTIVITY	

OVERALL OBJECTIVE	The overall objective of this course is to prepare healthcare and social work students and professionals to become leaders in sustainable care. The course aims to raise awareness of the environmental impact of healthcare and equip learners with practical skills to make sustainable choices in various care settings. It encourages critical thinking, teamwork, and responsibility to promote high-quality, patient-centered care while minimizing environmental harm
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • To understand the relationship between healthcare practices, environmental impact, and planetary health. • To develop critical thinking and problem-solving skills to address sustainability challenges in healthcare and social work. • To build leadership skills by applying the WOOP method (Wish, Outcome, Obstacle, Plan) to real-life scenarios. • To increase awareness of climate change and its effects on public health, as emphasized by the WHO (2024) and other frameworks. • To promote interdisciplinary collaboration and communication to implement sustainable healthcare solutions. • To empower students and professionals to take responsibility for reducing CO₂ emissions, material use, and medication waste in healthcare setting
WHO THE COURSE IS TARGETED AT	Teachers within healthcare and social work
DURATION	Becoming familiar with the guideline = 45 minutes Lesson is ideal in 90 minutes
METHODOLOGY	The course follows an e-learning format and uses a scenario-based approach built around the patient journey of Mr. Martin, a 73-year-old man with complex healthcare needs. It focuses on three key contexts: home care, hospital care, and rehabilitation care. Students learn to apply sustainable practices and critically reflect on real-life situations. The course is based on frameworks such as the WHO's toolkit for climate and health communication, the GreenComp framework, and the AMEE consensus on sustainable healthcare education to give you as a teacher basic information.
EVALUATION FORM	x
UNTIL WHEN WILL IT BE AVAILABLE?	x
IS IT VALIDATED BY USERS?	
COURSE STRUCTURE (Index of the modules)	<ol style="list-style-type: none"> 1. Theoretical background 2. Course set-up 3. Preparation 4. Lesson 5. Homework 6. References
CONTENTS	The course helps healthcare and social work teachers with practical tools and a clear framework to integrate sustainability into education. It focuses on developing students' leadership skills to make sustainable choices while maintaining high-quality care. Teachers guide learners through the patient journey of Mr. Martin, exploring sustainability in home care, hospital care, and rehabilitation care. The lesson structure includes an introduction to sustainability, e-learning activities, guided reflection, and group discussions, followed by practical exercises using

	the WOOP method (Wish, Outcome, Obstacle, Plan). This flexible, scenario-based approach helps students develop critical thinking and real-world problem-solving skills
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	Climate change is a significant threat to public health, and healthcare itself is a major contributor to environmental problems. As future healthcare and social work professionals, students must learn to balance quality care with sustainability. This course assists learners with practical skills and leadership abilities to address these challenges. By applying frameworks like GreenComp and core competencies for climate health, teachers assist students by learning how to reduce healthcare's environmental impact while enhancing patient outcomes. Through teamwork and critical reflection, they become agents of change, ready to shape a more sustainable healthcare system
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input checked="" type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input checked="" type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input checked="" type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input checked="" type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	No
POSSIBILITY FOR MOBILITY? YES/NO	No

7.4 The Health Effects of Climate Change (external)

PROJECT	Harvard University MOOC
NAME OF THE ACTIVITY	The Health Effects of Climate Change
LINK TO THE ACTIVITY	HarvardX: The Health Effects of Climate Change edX
OVERALL OBJECTIVE	Learn how global warming impacts human health, and the ways we can diminish those impacts.
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Climate change's impacts on nutrition, migration, and infectious diseases • The research methods used in this field • Strategies to mitigate and adapt to the health impacts of climate change • How changes in Earth's atmosphere affect health outcomes • How to assess the various ways of addressing the health effects of global warming
WHO THE COURSE IS TARGETED AT	The course is designed for all audiences. This online course will be available to anyone in the world.
DURATION	7 weeks
METHODOLOGY	Online
EVALUATION FORM	Access to the course is completely free and requires registration on the EdEx platform. If you choose the certificate payment option, you can progress through the lessons earlier and finish the course sooner. (price 203€). A final assessment is only required if you opt for the certificate option.
UNTIL WHEN WILL IT BE AVAILABLE?	It is a course available on an open platform (EdX).
IS IT VALIDATED BY USERS?	180599 people have already registered. It has a score of 4.6 out of 5
COURSE STRUCTURE (Index of the modules)	<ul style="list-style-type: none"> • Health: The Human Face of Climate Change • Climate Science Mini-course • Heat & Air Quality • Infection • Nutrition • Migration • Research Methods • Solutions • Responses to climate change •

<p>CONTENTS</p>	<p>Available in English. This course includes mainly text and images. There are some videos featuring interviews with experts in the field. Very simple activities are also included.</p>
<p>SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)</p>	<p>A sustainable healthcare sector includes considerations of the environmental footprint of the individual healthcare provider. Everyone involved with the healthcare sector has an important role to play in identifying opportunities to create a healthcare sector that limits the use of energy, water, chemicals, and plastics.</p>
<p>21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power. <input checked="" type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. <input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society

IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	No
POSSIBILITY FOR MOBILITY? YES/NO	

7.5 New e-module about planetary health (external)

MEGATREND	Climate challenge
NAME OF THE ACTIVITY	New e-module about planetary health
LINK TO THE ACTIVITY	https://groenezorgalliantie.com/nieuws/e-module-planetaire-gezondheid/
OVERALL OBJECTIVE	The climate crisis is the biggest threat to public health according to the WHO. But we can do something about it. The new e-module Planetary Health, developed in close collaboration with our board member Juliette Mattijsen, can help you with that.
SPECIFIC OBJECTIVES	<p>The e-module gives meaning to the concept of planetary health in an accessible way and you learn what you can do with it in your work.</p> <ul style="list-style-type: none"> • What is planetary health, and what does it mean for healthcare • Why are equality and justice important for sustainable healthcare? • What can you, as a (future) healthcare professional, do? And what can we achieve together as a healthcare system? • How do you put planetary health into practice?
WHO THE COURSE IS TARGETED AT	The module was developed for (future) healthcare, research, and education professionals at university medical centers. However, it is also suitable for education or professionals in other organizations and is accessible to everyone via the Global Health Knowledge Center
DURATION	60 minutes
METHODOLOGY	Online course
EVALUATION FORM	
UNTIL WHEN WILL IT BE AVAILABLE?	

IS IT VALIDATED BY USERS?	None so far
COURSE STRUCTURE (Index of the modules)	<p>E-learning</p> <p>In 60 minutes you will gain insights and inspiration to take action for a greener and healthier future. With this module we want to emphasize that planetary health is more than working on sustainable care. It is about cultivating a broad perspective and a sense of shared social responsibility to contribute to health and well-being, a sustainable care sector and a healthy living environment.</p>
CONTENTS	
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	<p>A sustainable healthcare sector includes considerations of the environmental footprint of the individual healthcare provider. Everyone involved with the healthcare sector has an important role to play in identifying opportunities to create a healthcare sector that limits the use of energy, water, chemicals, and plastics.</p>
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<ul style="list-style-type: none"> <input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas. Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources. <input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions <input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information <input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their

	<p>very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	no
POSSIBILITY FOR MOBILITY? YES/NO	no

7.6 Planetary Health for nurses (external)

PROJECT	Yale University MOOC
NAME OF THE ACTIVITY	Planetary Health for nurses.
LINK TO THE ACTIVITY	Salud planetaria para enfermeras Coursera
OVERALL OBJECTIVE	?
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Increase nurses' understanding of the links between climate change impacts and acute and chronic threats to human health. • Prepare nurses to respond to current and future climate-related health impacts observed in their practice and educational settings. • Utilise a personal and professional action plan framework, which empowers nurses to build resilience and take proactive action against these climate impacts.
WHO THE COURSE IS TARGETED AT	The course is recommended for nurses. This online course will be available to anyone in the world.
DURATION	9 weeks
METHODOLOGY	Online
EVALUATION FORM	Access to the course is completely free and requires registration on the Coursera platform. If you choose the certificate payment option, the price is only 45€. The final assessment is only required if you opt for the certificate option.
UNTIL WHEN WILL IT BE AVAILABLE?	It is offered by Yale University through the Coursera platform (open platform)
IS IT VALIDATED BY USERS?	1511 people have already registered.
COURSE STRUCTURE (Index of the modules)	<ul style="list-style-type: none"> • Week 1 Welcome • Week 2 Drought: In this module, we will discuss droughts: how they are related to climate change, and how they impact human health and communities.

	<ul style="list-style-type: none"> • Week 3: Flooding: In this module, we will discuss the impact of climate change on flooding, and the impact that flooding has on public health when it occurs. • Week 4: Extreme Heat. In this module, we will discuss the causes and health impacts of extreme heat events. • Week 5: Hurricanes • Week 6: Communicable and Vector-Borne Diseases • Week 7: Wildfire: In this module, we will discuss the impact of wildfire on individuals, communities, and health systems. We will also discuss the ways in which climate change impacts fire danger in areas prone to wildfire. • Week 8: Nurse Actions • Week 9: Final Quiz
CONTENTS	Available in English and 20 more languages. The content is presented in text, in most cases without images or graphics. The videos are in big format and this system is very interesting because you can follow the transcript in several languages. The course includes podcast too with audios made with robotic-sounding voices.
SHORT INTRODUCTION TO THE MEGATREND (MAX. 10 LINES)	
21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE	<p><input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways;</p> <p><input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts;</p> <p><input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement).</p> <p><input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.</p> <p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input checked="" type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental</p>

	requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society
IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS	No
POSSIBILITY FOR MOBILITY? YES/NO	No

8. Document information

Type:	xx/xx/xxxx
Dissemination level:	Public
Contractual delivery date:	31.05.2026
Actual delivery date:	N/A
Contributing WP:	WP4
Document description:	This document contains all learning and training activities EUVECA will present and test on the European Platform edu4health