

Statewide Healthcare Curriculum: Technology Awareness and Skills Module

Unit I: Introduction to Technology

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
1. Use a mouse effectively	Mouse functions	<ul style="list-style-type: none"> • Place mouse websites on computer for students to practice • Learn to use a mouse: Right/Left click, Scroll, Click and drag <i>www.instruction.greenriver.edu/avery/activities/mouse/MouseSkills.htm</i> • Mouse Skills: <i>www.mouseprogram.com/mousepractice/</i> 	<p>Teacher observation</p> <p>Student demonstration</p>
2. Locate and use keyboard keys	Keys and key functions	<ul style="list-style-type: none"> • Find each key on keyboard: Control, Alt, Delete, Backspace, Page Up, Page Dn, Caps Lock, Tab, Insert, and Number pad • Explain each key • Demonstrate each key • Open a file for practice • Student practices each key • Use handout Keyboard Shortcuts and Ribbon 	<p>Student demonstration</p>
3. Use keyboard to develop and/or improve typing skills	<p>QWERTY Keyboard</p> <p>Home row Keyboard Familiarity and safety</p>	<ul style="list-style-type: none"> • Introduce keyboard through demonstration • Show placement of fingers on keyboard • Use online typing instruction programs: Online Instruction <i>www.sense-lang.org/typing/</i> Typing games <i>www.freetypinggame.net/play.asp</i> • Use software for instruction: Mavis Beacon Teaches Typing or Typing Tutor • Stress accuracy rather than speed 	<p>Teacher observation</p> <p>Evaluation from software</p>

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<p>4. Use Windows to open programs, move between programs, and create folders</p>	<p>Open programs Start button Windows key Shortcut icon Folder creation Multi-task in Windows</p>	<ul style="list-style-type: none"> • Introduce two or three ways of opening a program • Explain multi-tasking • Demonstrate moving from program to program • Student opens several programs and moves between them • Use the handout Vista Windows 7 Classroom Exercises • Give students Vista Windows 7 Tips • Student practices information in Vista Windows 7 Tips • Student makes a folder with his/her name on it in <i>Documents</i> 	<p>Teacher Observation</p> <p>Student demonstration</p>
<p>5. Create passwords, define privacy terms and virus protection</p>	<p>Passwords Basic computer privacy: Phishing Pop-ups Virus protectors Malware</p>	<ul style="list-style-type: none"> • Use handout Privacy to Passwords • Explain length of password <ul style="list-style-type: none"> ○ symbols, punctuation usage • Student can use Microsoft's password checker https://www.microsoft.com/security/pc-security/password-checker.aspx to practice creating secure passwords • Show the pop-up blocker in the browser • Show the virus protector on the computer • Explain Malware 	<p>Student demonstration</p> <p>Evaluation from password checker</p>

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<p>6. Navigate the Internet, locate a website and save to the Favorites folder</p>	<p>URL/Address bar Search engines Search limiters</p>	<ul style="list-style-type: none"> • Point out address bar in browser • Demonstrate typing in a URL (Universal Resource Locator) • Student types in the same URL • Explain search engines (Google, Yahoo, etc.) • Show the different types of search engines • Introduce searching limiters such as quotes, and/or, + or – • Demonstrate a search • Student searches for a website and saves to the Favorites folder • Use handout Internet Lessons to discuss Internet use • CARS: <i>Reading</i>—Unit 6: Reading Graphics with Understanding—Lesson 3:Reading Electronic Text 	<p>Teacher observation</p> <p>Student successfully searches for a website and saves to the Favorites folder</p>
<p>7. Create, send, open e-mails, attach files to an e-mail and download, save, and open e-mail attachments</p>	<p>E-mail operations Attachment procedures</p>	<ul style="list-style-type: none"> • If student does not have an e-mail, create one on gmail.com • Explain the TO: and subject line • Demonstrate how to create an e-mail • Use Send button • Demonstrate and explain the difference between Reply, Reply All and Forward • Use the Power Point E-mail PPT • Demonstrate attaching a file by browsing for a file • Demonstrate downloading and saving an attachment in the folder created in the previous lesson • Student practices attaching a file, preferably a resume • Student sends resume to instructor 	<p>Student completion of creating and sending an e-mail with an attachment</p>

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<p>8. Use MS® Word to create, open and edit a file; save and print a document; use cut and paste features</p>	<p>MS® Word applications and tools</p>	<ul style="list-style-type: none"> • Student creates a blank file • Distribute handout Word Processing • Instructor and student create, save, format and print a file from the handout • Demonstrate cut and paste • Student practices cut and paste 	<p>Student completion of creating, formatting and printing a file</p>
<p>9. Use MS® Excel to create, format, and print a spreadsheet, write a simple formula</p>	<p>MS® Excel applications and tools</p>	<ul style="list-style-type: none"> • Introduce Excel • Use handout Microsoft Excel Tutorial to complete specified content 	<p>Successful creation of investment spreadsheet</p>
<p>10. Create a presentation using MS® PowerPoint</p>	<p>MS® PowerPoint applications and tools</p>	<ul style="list-style-type: none"> • Introduce PowerPoint • Show a PowerPoint presentation. Use File: Show How to Run a Presentation • Build a PowerPoint: Use File: PowerPoint Handout 	<p>Successful creation of PowerPoint presentation</p>

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<p>11. Enter data on an electronic employment application form, copy and paste resume into an online application</p>	<p>Online applications Tab key Scroll bar</p>	<ul style="list-style-type: none"> • Explain usage of Tab key and scroll bar in forms • Show how to cut and paste resume into an online application • Practice online applications by using <i>http://www.rileyguide.com/kiosk.html</i> 	<p>Successful completion of online practice application</p>
<p>12. Use Moodle to create a list of classes of interest</p>	<p>Moodle features and usage</p>	<ul style="list-style-type: none"> • Explain Moodle by using website: <i>http://www.moodle.org/about/</i> • Search educational programs in student's area to find Moodle • Discover the type of classes offered in Moodle • Student makes a list of classes of interest found on Moodle • i-Pathways: <i>Orientation</i> 	<p>Student lists classes of interest in Moodle</p>
<p>13. Use Blackboard to create a list of classes of interest</p>	<p>Blackboard features and usage</p>	<ul style="list-style-type: none"> • Explain Blackboard by using website: <i>http://www.blackboard.com/Platforms/Learn/Overview.aspx</i> • Search the educational programs in student's area to find Blackboard • Discover the type of classes offered in Blackboard • Student makes a list of classes of interest found on Blackboard • i-Pathways: <i>Orientation</i> 	<p>Student lists classes of interest in Blackboard</p>

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<p>14. Locate and share a video on healthcare occupations</p>	<p>Healthcare occupations</p>	<ul style="list-style-type: none"> • Use the Internet to view healthcare occupations through YouTube • View a healthcare occupations playlist on YouTube. • Go to <i>www.youtube.com</i> • Students uses search bar in YouTube to look for videos on healthcare occupations • Student shares the videos discovered 	<p>Successful completion of a YouTube search</p>
<p>15. Determine special learning needs</p>	<p>Ease of Access in Windows Computer set-up for learner's needs</p>	<ul style="list-style-type: none"> • Determine learner's needs, e.g., visual, auditory, tactile • Set computer for learner's needs by using handout Accessibility Options • Student and instructor set up necessary options 	<p>Successful set up of Ease of Access options</p>

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Unit II: Computer Applications for Transitioning Students

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Explore benefits and challenges of individual learning projects</p>	<p>Introduction to self-directed learning projects</p>	<ul style="list-style-type: none"> • Discuss course objectives • Discuss individual learning projects <ul style="list-style-type: none"> ○ Benefits: student learning and achievement of individual goals; develop strategies and confidence in problem-solving and self-advocacy ○ Challenges: time management, etc. 	<p>Teacher observation</p>
<p>2. Propose a research question or topic of inquiry related to career interest</p>	<p>Healthcare research topics</p>	<ul style="list-style-type: none"> • Brainstorm research topics and questions • Possible healthcare research topics: <ul style="list-style-type: none"> ○ A specific healthcare job or profession of interest: career outlook, requirements, programs of study, salary, typical work duties, etc. ○ A specific healthcare program of study: entrance requirements, benefits, academic reputation, costs, available scholarships, job placement services, etc. ○ Current healthcare topic: care of the elderly, nursing homes, hospice, home healthcare, HIPAA, experimental research, U.S. healthcare reform ○ Conduct a job search: research employment vacancies, complete online applications, prepare cover letter, resume, etc. 	<p>Student submission of research topic</p>

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Students will:

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3. Construct a project plan and schedule	Research project design	<ul style="list-style-type: none"> • Discuss evaluative criteria and learning objectives • Establish timeline for product completions • Schedule future meeting times 	Student completion of project plan and schedule
4. Determine and list project elements and products	Research project design	<ul style="list-style-type: none"> • Discuss project elements and products: bibliography, formal report, PowerPoint presentation, etc. • Discuss internet research: search engines, websites, social networking 	Teacher observation
5. Utilize internet resources to conduct research	Individual research	<ul style="list-style-type: none"> • Student works independently on project 	Student demonstration

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6. Communicate progress to instructor via e-mail and/or face-to-face meetings	Project work in progress	<ul style="list-style-type: none"> • Class and individual meetings as determined by instructor and students • Submission of project products and progress reports as established in project schedule 	Student meets established project deadlines
7. Submit and present research project	Presentation of research results	<ul style="list-style-type: none"> • Individual research project presentations • Class discussion and peer feedback on presentations 	Student completion of project and presentation
8. Complete self-assessment	Research project evaluation	<ul style="list-style-type: none"> • Discussion of evaluation and self-assessment 	Student completion of self-assessment
Set or revise short-term career path goals	Career path goals	<ul style="list-style-type: none"> • Discussion of career path goals • Discussion of future enrollment in bridge program 	Student demonstration