Statewide Healthcare Curriculum:

Technology Awareness and Skills Module

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*Supplemental materials can be located in flash drive file labeled: HC Tech Resource File

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FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for healthcare professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and healthcare professionals, engage in collaborative and individual projects involving authentic materials and resources, visit healthcare and academic facilities, and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with program coordinator as well as academic and employment professionals.
- ✓ Site visits to healthcare and learning facilities, guest speakers, and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules may adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's own target population and adult learners of lower and higher academic levels.
- ✓ Referenced resources, relevant internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.

Statewide Healthcare Curriculum: Technology Awareness and Skills Module

- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

Rationale: As adult education students consistently enter courses with a wide range of computer literacy and knowledge of technology, student needs may best be served by individualizing learning activities in order for each to make more efficient progress. An adult learner may enter a course with advanced skills in the use of technological devices (cell phone, ipod, blackberry, etc), yet may not have acquired the basic computer skills necessary for a successful transition into post-secondary education programs and/or the workplace.

Module Description: The Technology Module offers the adult learner the opportunity to gain knowledge and proficiency in the use of technology for the purposes of a) communication, b) academic studies, c) research, d) employability, and e) self-advocacy. This module is designed to introduce the student to basic computer skills using individualized and group instruction. The course is divided into two units of study, each of which is designed to be repeated for continued practice and progress, or to achieve new project goals. **Unit I: Introduction to Technology** is designed to help students develop and/or improve basic computer skills. **Unit II: Computer Applications for Transitioning Students** is designed to provide students with continued contextualized instruction in the application and use of technology in the workplace and academic environment. With facilitation and guidance from the instructor, students will create and complete a research project relevant to his/her career path.

i-Pathways Alignment with the Statewide Healthcare Curriculum: The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the Statewide Healthcare Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

Statewide Healthcare Curriculum: Technology Awareness and Skills Module

Module Objectives

Students will:

- Demonstrate proficiency in basic computer skills.
- Utilize technological applications to process ideas, communicate results, and enhance learning and performance.
- Utilize technology to access research and information for problem-solving and self-advocacy.
- Select appropriate technology and adopt use of software and technology to new situations.
- Demonstrate knowledge and proficiency in use of internet and appropriate programs in the job search process.
- Demonstrate and practice knowledge of privacy issues and ethics in internet communication.
- Learn the benefits and process of online courses and distance learning.
- Communicate appropriately and effectively with employers and colleagues in the workplace via email.
- Access resources in academia (via familiarity with college website) to advocate for self and communicate with instructors and support staff.

Learning Outcomes for Unit I

Students will:

- Acquire or improve keyboarding skills
- Execute basic desktop operations
- Execute file management operations
- Execute email operations
- Utilize word processing skills using Word
- Utilize Internet search skills and strategies
- Utilize spreadsheet skills using Excel
- Utilize presentation skills using PowerPoint
- Utilize all learned skills in employment applications

Statewide Healthcare Curriculum: Technology Awareness and Skills Module

Learning Outcomes for Unit II

Students will:

- Design and execute an individual research project
- Demonstrate proficiency in the use of the Internet, Word and PowerPoint
- Propose a question or topic of inquiry
- Construct a project schedule
- Determine and list project elements and products
- Conduct research and inquiry
- Communicate progress with the instructor
- Submit and present research project
- Listen, read, view classmates' research presentation
- Complete self-assessment and confer with instructor in evaluation
- Set future short-term goals in career path plan

Methods of Instruction

- Lecture
- Teacher demonstration/modeling
- Guided and independent practice
- Hands-on activities
- Online activities

Methods for Evaluating Student Performance

- Student demonstration
- Teacher designed checklists
- Research project
- Presentation
- Written self-assessments

Statewide Healthcare Curriculum: Technology Awareness and Skills Module

Module Overview

Unit One: Introduction to Technology

    A. Assessment of Skills: Pre-test
    B. Learning Basic Skills: Mouse, Keyboard, Windows
    C. Passwords and Privacy
    D. Navigating the Internet
    E. Using E-mail
    F. Using MS® Office: Word, Excel, and PowerPoint
    G. Completing Electronic Forms
    H. Accessing Moodle and Blackboard
    I.   Exploring Healthcare Occupations
    J. Determining Special Learning Needs

Unit Two: Computer Applications for Transitioning Students

    A. Introduction
    B. Selecting a Research Topic
    C. Constructing a Project Plan and Schedule
    D. Determining Project Elements and Products
    E. Conducting Research
    F. Communicating Project Progress
    G. Presenting Research Project
    H. Completing Self-Assessment
    I.   Setting/Revising Short-term Career Path Goals

Statewide Healthcare Curriculum: Technology Awareness and Skills Module

Module Outline

Unit I: Introduction to Technology

1. Use a mouse
   a. Right click/Left click
   b. Scroll button
   c. Click and drag
   d. Learn to use a mouse
      www.instruction.greenriver.edu/avery/activities/mouse/MouseSkills.htm
   e. Click and learn
      www.clicknlearn.net

2. Locate and use keyboard keys
   a. Control key
   b. Alt key
   c. Backspace key
   d. Delete key
   e. Page Up
   f. Page Dn
   g. Caps Lock
   h. Tab
   i. Insert key
   j. Number pad

3. Use a keyboard
   a. Finger placement on keyboard
   b. Online instruction
      i. http://sense-lang.org/typing/
   c. Typing games
      i. http://freetypinggame.net/play.asp
   d. Typing instruction software

4. Use Windows
   a. Open a program
      i. Start button
      ii. Use Windows key
      iii. Shortcut icon
   b. Multi-task in Windows
   c. Move between Windows
      i. Mouse
      ii. Tab key
   d. Create folders

Statewide Healthcare Curriculum:
Technology Awareness and Skills Module

5. Create passwords, understand privacy and virus protection
    a. Create a password
    b. Basic computer privacy
        i. Phishing
        ii. Pop ups
        iii. Virus protector, Malware

6. Navigate the Internet
    a. URL address bar
    b. Use search engines: Google, Yahoo, etc
    c. Search limiters: quotes, and/or, etc

7. Use e-mail
    a. Create e-mail
    b. Send and receive e-mail
        i. TO:
        ii. Subject line
        iii. Send button
        iv. Reply, Reply All
        v. Forward
    c. Add an attachment to e-mail
    d. Use browse to find attachment
    e. Download attachment from e-mail
    f. Save attachment in appropriate folder

8. Use MS® Word
    a. Create a file
    b. Open, edit
    c. Cut and paste
    d. Save a document
    e. Print document

9. Use MS® Excel
    a. Enter information into a spreadsheet
    b. Format a spreadsheet
    c. Write a simple formula
    d. Print a spreadsheet

10. Use MS® PowerPoint
    a. Show a PowerPoint presentation
    b. Create a PowerPoint

Statewide Healthcare Curriculum: Technology Awareness and Skills Module

11. Enter data on electronic forms
    a. Use Tab key
    b. Scroll bar
    c. Cut and paste from another program to form
    d. Practice online applications

12. Explore Moodle
    a. Define Moodle
    b. Discuss usage

13. Explore Blackboard
    a. Define Blackboard
    b. Discuss usage

14. Discover healthcare occupations
    a. Use the internet to locate information on healthcare occupations
    b. View healthcare occupations videos on You Tube

15. Determine special learning needs of student (Optional)
    a. Use Ease of Access in Windows
    b. Set up computer for learner's needs

Unit II: Applications for Transitioning Students

1. Introduction to individual research projects
   a. Discuss Course Objectives
   b. Discuss benefits and challenges

2. Propose a research question
   a. Brainstorm research topics
   b. Discuss possible career related topics

3. Construct a project plan and schedule
   a. Discuss evaluative criteria
   b. Establish timeline for product completions
   c. Schedule future meeting dates

4. List project elements and products
   a. Discuss project elements and products
   b. Discuss Internet research

Statewide Healthcare Curriculum: Technology Awareness and Skills Module

5. Conduct research
    a. Student works independently on project

6. Communicate project progress
    a. Class and individual meetings
    b. Submission of progress reports
    c. Submission of project products

7. Submit and present research project
    a. Individual presentations
    b. Class discussion and peer feedback

8. Complete self-assessment
    a. Discussion of evaluation and self-assessment

9. Set or revise short-term career path goals
    a. Discuss career path goals
    b. Discuss future enrollment in bridge program