

Helping Older Adults Search for Health Information Online

A Toolkit for Trainers

from the National Institute on Aging



WELCOME TO MODULE 2: Introduction to NIHSeniorHealth

This Module Includes:

- A lesson plan for the trainer
- Handouts for students:
 - practice activities
 - screen shots
 - illustrated glossary of Internet terms

Other Online Training Tools:

- *Making Your Computer Class Senior Friendly: A Checklist for Trainers*
- Video: *The Toolkit: What Every Trainer Should Know*

Classroom Equipment Needed

- A PC with Internet access for each student
- A computer projector with Internet access for the trainer and a screen

Module Storage for the Trainer

After printing out the materials, use a 3-ring binder to store:

- lesson plans
- copies of the handouts
- *Making Your Computer Class Senior Friendly: A Checklist for Trainers*

Materials Storage for Students

Encourage students to use a 3-ring binder or a folder to store handouts.

Questions or comments about the Toolkit? Contact the National Institute on Aging at (301) 496-1752 or e-mail daileys@nia.nih.gov

Introduction to NIH Senior Health
INTRODUCTION

MODULE 2: Introduction to NIHSeniorHealth



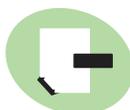
LESSON OVERVIEW



Lesson Goals

In this lesson, students will learn to:

1. Use the NIHSeniorHealth **Home Page**.
2. Use the **Health Topics A-Z** link and page
3. Find a health topic on **NIHSeniorHealth**.
4. Find information in the **Left Menu** of the health topics.
5. Scroll through a page in a health topic.
6. Enlarge, view, and close images.
7. Navigate through several pages of a health topic.



Lesson Materials

In this lesson, students will need:

- **Handout 2A:** *Lesson Goals*
- **Handout 2B:** *Glossary**
- **Handout 2C:** *Lesson Summary with Screen Shots*
- **Pens or pencils**

This glossary only includes Internet terms relevant to this lesson. An alphabetical list of all glossary terms introduced in the nine Toolkit lessons is available online.



Lesson Length

This lesson should last:

Approximately 2 hours, with an optional stopping point at 1 hour and 10 minutes.

MODULE 2: Introduction to NIHSeniorHealth



LESSON PREPARATION



Before the lesson, you should:

- 1._ **Read over the entire lesson plan.** Also look at the *Lesson Review with Screen Shots* handout to get a quick overview of what students will learn.
- 2._ **Store the lesson plan** in a 3-ring binder to use while teaching.
- 3._ **Make copies** of the handouts for students. To avoid distraction, we recommend that you wait to distribute handouts until indicated in the lesson.
- 4._ **Check out the links** that you and your students will be visiting in the lesson.



When you arrive in the classroom, you should:

- 5._ **Write your name** and the title and level of the lesson on the board.
[Searching for Health Information Online – Lesson 2: Introduction to NIHSeniorHealth – Beginning Students]
- 6._ **Make sure** your computer projector and students' computers are working and that there is Internet access.
- 7._ **Set students' screens** to the **NIHSeniorHealth** home page at www.nihseniorhealth.gov.



You should also

- 8._ **Read** *Quick Tips for a Senior Friendly Computer Classroom* at www.nihseniorhealth.gov/toolkit.
- 9._ **Watch the short video** *Introducing the Toolkit* at www.nihseniorhealth.gov/toolkit.

MODULE 2: Introduction to NIHSeniorHealth



LESSON STRUCTURE – Senior Friendly, Trainer Friendly



The senior-friendly lesson structure includes:

- **Set-up activities** to prepare students for learning.
- **Core activities** to teach the website features and how to navigate to them.
- **Practice activities** to let students apply web skills they have learned.
- **Reinforcement activities** to summarize and reiterate the learning.



The trainer-friendly lesson plan features:

- **An easy-to-read layout.**
- **Short, well-defined segments of teaching material per page.**
- **Clearly marked, scripted transition boxes at the top of each page** announcing the next learning point and ensuring a smooth transition between segments.
- **Suggested teaching times for each skill.**
- **Time checks and optional stopping points**, offering flexibility in total class length.
- **Helpful sidebars**, providing teaching and navigation tips and describing the purpose for activities.
- **Meaningful icons.**

Important Note

In the discussions of health issues that may occur during class, refrain from offering medical advice or advocating specific treatments, physicians, hospitals, insurance plans, etc. Also, discourage this type of activity among students. Always emphasize that students should consult their health care providers about any medical information they may hear about in class or find on the Internet.

MODULE 2: Introduction to NIHSeniorHealth



Icons Used in the Lesson Plan



Handout
required



Trainer demonstrates
with computer
projector



Students navigate at
their computers (with
assistance if needed)



Indicates when a
discussion should
take place

REACHING THE OLDER STUDENT



To help your students grasp, apply, and retain the skills and information they are taught, be sure to:

- **Proceed slowly through the lesson.** Some older adults will take longer than younger people to get the knack of using the Internet. If you move too quickly, they may not be able to keep up. They need time to practice and to absorb new information.
- **Circulate to make sure students are following you.** Check students' screens frequently to make sure they are not lost. If possible, arrange to have one or more classroom assistants work with students individually during the lesson.
- **Speak slowly and repeat information as often as necessary.** Don't make assumptions based on students' age. They are learning new skills, and they will probably need to hear the information more than once to retain it.
- **Encourage questions.** Pause frequently to ask if there are questions. After soliciting questions, allow at least 10 seconds for students to formulate them.
- **Create a senior-friendly environment.** It is important to read *Quick Tips for a Senior Friendly Computer Classroom* for help on setting up the classroom to accommodate the needs of older adults.

MODULE 2: Introduction to NIHSeniorHealth



These training techniques from the lesson can also help you be successful:

- **The use of scripted transition boxes** to announce each new segment helps the class stay focused and on track.
- **Presenting material in small, well-defined steps** makes it easier for students to grasp new skills and information.
- **Frequent summarizing and hands-on practice** helps students retain what they've learned.
- **Handouts and printed screen shots** help students understand and recall what is taught.
- **Group discussions and short dialogues** help put students at ease.

Introduction to NIH Senior Health
LESSON PLAN

OPENING COMMENTS

(5 Minutes)

“Welcome to **Lesson 2: Introduction to NIHSeniorHealth**. (Pronounced N-I-H Senior Health.) My name is _____. (This is our classroom assistant_____.) Before we start the class, I’d like to review a few general points.”

Tell students the following:

1 This Lesson...

- Is intended for beginning students.
- Is the second in a series of nine lessons developed by the National Institute on Aging to help older adults learn to find accurate online health information on their own.

2 The NIHSeniorHealth website they will visit...

- Is sponsored by the National Institute on Aging and the National Library of Medicine, both part of the National Institutes of Health, or NIH.
- NIH is part of the U.S. Government’s Department of Health and Human Services.

3 Please be aware that...

- Online health information is in **no way meant to substitute for medical advice from a doctor**.
- In class discussions, students should **not** attempt to provide medical advice to classmates, however well-intentioned it may be.

4 Housekeeping Issues...

- Class will last about __minutes with stretch break(s) lasting __minutes.
- Bathroom breaks can be taken anytime. Restrooms are located_____.

5 Ask students if they have any questions.

INTRODUCTIONS (3 Minutes)

“Before we get started, let’s introduce ourselves.”

- 1** Introduce yourself, giving your name and your experience teaching computers and the Internet. If you have a classroom assistant or peer coach, introduce that person.
- 2** Ask students to give their names and tell whether they are at a beginning, intermediate, or advanced level with regard to their Internet experience.
- 3** If time permits, ask each student to tell something about his or her background (family, work, travels, education...), why they decided to take this class, and what they hope to learn.

Purpose of Activity

- Introductions help students feel more at ease.
- Sharing computer or Internet experience may help the class be patient with less experienced students who need more time with an activity.

CLASS PROCEDURES

(3 Minutes)

“Let’s talk for a moment about how the class will proceed. You will be learning new ways to use technology, and in order for everyone to be successful, here are some things we need to do.”

Tell students the following:

1 To make sure everyone grasps the information and learns the skills...

- We will proceed in a step-by-step manner and at a slow-to-moderate pace.
- I (or my assistant) will circulate frequently during class to make sure everyone is keeping up with the lesson.
- There will be plenty of hands-on practice activities to let you apply the skills that you learn.
- There will be plenty of handouts to help you learn the skills while in class and to use as a reference once you leave class.

2 As students, you should...

- Feel free to raise your hand and ask a question if you do not understand something.
- Feel free to ask me to repeat anything I’ve said.
- Not worry about hurting the equipment because it is very sturdy.
- Not worry about making mistakes because that is to be expected when learning a new technology.
- Have a binder or folder to store the handouts you will receive.

3 Ask students if they have any questions about class procedures.

Purpose of Activity

To communicate expectations, put students at ease, and facilitate learning.

TAKE-HOME ASSIGNMENT (5 Minutes)

“Before we get started with the new material, let’s go over the take-home assignment from the last class.”

- 1** Restate the take-home assignment from Module 1.
 - Completing the take-home assignment on **Handout 1C**.

- 2** Ask students to share their results with the class.

Class Discussion

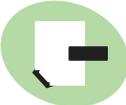
- 3** Ask students to share any problems they had navigating the website of the National Institute on Aging or finding the information they were searching for. Respond to their questions.

Purpose of Activity

- Let’s you see how well students understood the previous lesson.
- Serves as a kind of icebreaker, promoting interactivity and discussion early in the class.
- Let’s you see what you might need to emphasize in the first parts of this lesson.

LESSON GOALS (2 Minutes)

“In this lesson we will learn how to find health topics on the **NIHSeniorHealth** website (pronounced N-I-H Senior Health). Let’s take a look at the specific goals for today’s lesson.”



Pass out **Handout 2A: Lesson Goals**.

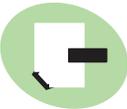
- 1** Go over the handout with students.

Purpose of Activity

- Focuses students on what they will learn.
- Introduces goals that you can return to throughout the lesson.

INTERNET TERMS (5 Minutes)

“Before we actually get into the heart of the lesson, let’s review a few basic Internet terms.”



Pass out **Handout 2B: Glossary***

1 Knowing the meaning of these Internet terms will help students understand the lesson. In addition to reviewing new terms (marked with ***), you may wish to go over the terms from this list that were introduced in the previous lesson to help students recall their meaning.



2 You may want to demonstrate the terms for students from your computer projector.

INTERNET TERMS

- 1 back arrow**
- 2 browse*****
- 3 home page**
- 4 link (or hyperlink)**
- 5 menu*****
- 6 navigate*****
- 7 scroll**
- 8 scroll bar**
- 9 window*****

Tips for Glossary Review

- Refer students to the page and item number of the term.
- Make sure students locate the term.
- Read, or have a student read, the definition aloud. Point out details in the illustration or on your computer screen.
- Tell students they will understand these terms better as they use them in the lesson.

THE HOME PAGE

(10 Minutes)

“Take a look at your computer screens. This is the home page of the **NIHSeniorHealth** website. This website was developed by the National Institutes of Health for adults 60 and older. It contains information on healthy aging and diseases and conditions of particular interest to older adults.”

1 Students’ screens should be set on the **Home Page** of **NIHSeniorHealth** at www.nihseniorhealth.gov.



2 Familiarize students with the main features of the page, WITHOUT clicking on any links.

- The purpose of the site (health and wellness information for adults 60 and older)
- The website’s sponsors (listed at the bottom of the page)
- The most recent update (bottom right hand corner)
- The URL and name of the website in the address box
- The Health Videos, Exercise Stories and Free Healthy Aging Tips

3 Familiarize students with the organization of the site, which is clearly shown on the **Home Page**.

- Point out that they can find health topics by
 1. First alphabetical letter
 2. Categories
- Point out the links at the top of the page where they can get to health topics and health videos
 1. **Health Topics A-Z**
 2. **Videos A-Z**

4 Ask students if they have any questions.

USING THE SPECIAL FEATURES *Optional* (10 Minutes)

“**NIHSeniorHealth** has special features to make the information on the website easier for older adults to grasp. These features let you change the size of the text and change the color contrast of the page. The buttons for these features are found at the top of each page.”



1 Text Size

- Demonstrate as students navigate with you.
- Enlarge the text using the text size button. Let students set the text at the size they prefer. They can switch back to the normal (default) text size if they like.

2 Contrast

- Demonstrate as students navigate with you.
- Change the contrast using the contrast button. Students can switch back to the normal (default) colors if they like.

THE HEALTH TOPICS A-Z PAGE (5 Minutes)

“Let’s look at the **HEALTH TOPICS A-Z** page to see a list of all of the health topics available on **NIHSeniorHealth**.”

1 From the **Home Page**, ask students to go to the top of the page and click on the **Health Topics A-Z** link. This will take them to the **Health Topics A-Z** page.



2 Familiarize students with the main features of the **HEALTH TOPICS A-Z** page, which is organized alphabetically

3 Ask them to scroll down the page and to scan the list of over 60 available health topics.

Purpose of Activity

- Orients students to the page on the website where health topics are located.

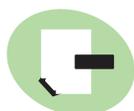
Navigation Tips

- Tell students know that they can always return to the **Health Topics A-Z** page by clicking the button at the top of any page.

SUMMARIZING

(5 Minutes)

“Now let’s take a look at the **Lesson Goals** to see what we’ve covered so far.”



Refer to **Handout 2A: Lesson Goals**.



1 Demonstrate and summarize the following learning objectives from **Goals 1** and **2**:

- Learning to use the **Home Page**
- Learning to use the **Health Topics A-Z page**

2 Ask students if they have any questions.

3 Ask students to check off **Goals 1** and **2** on their handout.

Purpose of Activity

- Lets students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Lets you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

FINDING A HEALTH TOPIC (10 Minutes)

“Let’s find a health topic. How about **Falls and Older Adults?** Locating this topic will show you how to find any topic on the **NIHSeniorHealth** website.”



1 Return students to the **Home Page** by clicking the [Home](#) link at the top of the page.



2 Ask students to click on the letter “**F**.” This will take them to health topics that begin with “**F**” on the **Health Topics A-Z page**.

3 Ask students to click on [Falls and Older Adults](#). This will take them to this health topic.

4 Referring to “**In This Topic:**” on the **Left Menu**, show students the links to the contents of Falls and Older Adults, including:

- [Falls and Older Adults](#)
- [Causes and Risk Factors](#)
- [Making Personal Changes](#)
- [Fall Proofing Your Home](#)
- [Devices To Help Prevent Falls](#)
- [Maintaining Bone Health](#)
- [If You Fall](#)
- [Frequently Asked Questions](#)

5 Make them aware that that the link that remains highlighted, with an arrow, shows what section they are currently in.

Teaching Tips

- Proceed **slowly**.
- Make sure students locate each link on their screens as you point them out.

FINDING 2 MORE HEALTH TOPICS

(10 Minutes)

“Let’s find more health topics using the **Health Topics A-Z page.**”



- 1** Ask students to click on the **Health Topics A-Z** link at the top of the page.
- 2** Ask them to click on the letter “**S**,” locate the [Shingles](#) topic and click on it.
- 3** This will take them to the [Shingles](#) topic.
- 4** Ask students to look under “**In This Topic**” on the **Left Menu** and describe the types of information available in the [Shingles](#) topic.
- 5** To find a third topic, ask students to once again click on the **Health Topics A-Z** link at the top of the page.
- 6** Ask them to click on the letter “**E**,” locate the [Eating Well As You Get Older](#) topic and click on it.
- 7** This will take them to the [Eating Well As You Get Older](#) topic.
- 8** Ask students to look under “**In This Topic**” on the **Left Menu** and describe the types of information available in the [Eating Well As You Get Older](#) topic.

TIME CHECK

1 hour 10 minutes elapsed. About 1 hour left.

THE LEFT MENU

(5 Minutes)

“Let’s look at the **LEFT MENU** to see what other types of information are available in the health topics.”



- 1** In the [Eating Well As You Get Older](#) topic, refer students to the **LEFT MENU** and point out and describe the three blocks of information which can be found in each health topic.
 - “**In This Topic:**” – A table of contents for the health topic
 - “**Learn More**” – Links to videos and quizzes for this health topic. For more in-depth information, there are links to the **MedlinePlus.gov** website and to the website of the **National Institute on Aging**.
 - “**Related Topics**” – Other topics of related interested on NIHSeniorHealth.gov
- 2** Below “**Related Topics**”, point out the link to the website of the National Institute on Aging at the National Institutes of Health (NIH). This section of the web page shows which NIH institute or federal agency developed the health topic.
- 3** Point out the date the topic was last reviewed.

SUMMARIZING

(5 Minutes)

“Now let’s take a look at the **Lesson Goals** to see what we’ve covered so far.”



Refer to **Handout 2A: Lesson Goals**.



4 Demonstrate and summarize the following learning objectives from **Goals 3 and 4**:

- Learning to find health topics on NIHSeniorHealth.
- Learning to find information in the **Left Menu**.

5 Ask students if they have any questions.

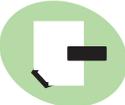
6 Ask students to check off **Goals 3** and **4** on their handout.

Purpose of Activity

- Lets students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Lets you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

SCROLLING THROUGH A HEALTH TOPIC PAGE (10 Minutes)

“Now that we understand how to use the **Home Page** and the **Health Topics A-Z page** to find a topic, let’s find out more about **Falls and Older Adults.**”



1 From the [Eating Well As You Get Older](#) topic, ask students to go to the top of the page and click on the **Health Topics A-Z** link.



2 Have them click on the letter “**F**”, locate the [Falls and Older Adults](#) topic and click on it once again.

3 On the “[About Falls](#)” page, have a student read aloud the information under the first subheading on the page.

4 Tell students that in order to read through all of the information on this page they need to scroll down by using the scroll bar on the right or the Page Down button in their keyboard.

If necessary...

- Show students how to use the Page Down buttons on their keyboards.

5 Point out the photo on the right of the page, but tell students not to click on it yet.

6 Ask students to read or skim the entire page on “[About Falls](#)”.

Purpose of Activity

- Reading the content aloud lets students know if they are at the right place. It also helps keep the class together on the same page.

Teaching Tips

- Walk around to students screens to make sure they are on the right page.

ENLARGE, VIEW, AND CLOSE AN IMAGE (10 Minutes)

“There are many images on the **NIHSeniorHealth** website. They help clarify the written information and add visual variety.”

1 Refer students back to the image on the right side of the “[About Falls](#)” page, near the top.



2 Show students how to enlarge the image (by clicking on it), and then have a student read the caption for the image.



3 Show students how to close the window by clicking on the **X** in the upper right-hand corner of the image or on [Close this Window](#).



4 Ask students what new information they learned about **Falls and Older Adults** from reading the information on this first page.

Class Discussion

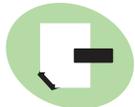
Navigation Tips

- Point out that the enlarged image is an example of a window as seen in the glossary.
- Make sure each student learns how to close the window and can return to the text page.

SUMMARIZING

(10 Minutes)

“Now let’s take a look at the **Lesson Goals** to see what we’ve covered so far.”



Refer to **Handout 2A: Lesson Goals**.



1 Demonstrate and summarize the following learning objectives for **Goals 5** and **6**:

- Scrolling through a page in a health topic
- Enlarging, viewing, or closing an image

2 Ask students if they have any questions.

3 Ask students to check off **Goals 5** and **6** on their handout.

Purpose of Activity

- Let students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Lets you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

NAVIGATING A HEALTH TOPIC

(10 Minutes)

“Let’s find out more about **Falls and Older Adults** by using the menu on the left, which is like a table of contents for this health topic.”



1 From the “[About Falls](#)” page, point students to the **Left Menu**, which has links to other sections in this topic.

2 Have students move their cursors over to “[Causes and Risk Factors](#)” and click on it.

3 Ask students to read the page silently.

4 Ask them to click on at least one of the images and read its caption.



5 Pair students up and ask them to discuss with each other a few new things they learned about **Falls and Older Adults**.

Discussion
in pairs

6 Ask each pair to share with the class one new piece of information they learned.

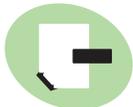
Whole class
discussion

7 If there is time, repeat steps 2 – 6 for “[Making Personal Changes](#),” also located in the **LEFT MENU** of this health topic.

SUMMARIZING

(5 Minutes)

“Now let’s take a look at the **Lesson Goals** to see what we’ve covered so far.”



1 Refer to **Handout 2A: Lesson Goals**.



2 Demonstrate and summarize the following learning objectives for **Goal 7**:

- Navigating through several pages of a health topic

3 Be sure and tell students that they can use the left menu to click on links that will lead to more information about **Falls and Older Adults**.

4 Ask students if they have any questions.

5 Ask students to check off **Goal 7** on their handout.

WRAPPING UP

(5 Minutes)

“You have just succeeded in researching health information online. To accomplish this, you learned to

- 1 Use the **NIHSeniorHealth Home Page**
- 2 Use the **Health Topics A-Z** link and page
- 3 Find health topics
- 4 Find information in the **Left Menu** of health topics
- 5 Scroll through a health topic page
- 6 Enlarge, view, and close images
- 7 Navigate through several pages of a health topic.

Here is a set of screen shots of the web pages we visited in class to help you recall what you learned.”



Pass out **Handout 2C: Lesson Summary with Screen Shots.**

- 1 Read the cover description, **About the Screen Shots**, to students.
- 2 Go over each screen shot, reading the captions to remind students of the navigation steps they learned on each page. (You do **not** need to refer back to the computer screen at this point.)
- 3 Encourage students to use the screen shots handout as a reference when practicing the skills they learned in this lesson. Ask them to jot down on the handout any questions they may have about navigating through the topic and bring those questions to the next class.

Purpose of Activity

- Summarizes all of the Learning Goals for the lesson.
- Gives students a visual map of the lesson to remind them of the web pages visited and the skills learned.

WRAPPING UP (CONTD.)

(2 Minutes)

“The NIHSeniorHealth website has many more features such as quizzes and videos, which we will explore in a future lesson.

Remember, always check with your doctor about health information you find on the Internet.

Here’s your take-home assignment, which will give you more practice with the skills you’ve learned today.”

- 1** Ask students to tell you the address of the NIHSeniorHealth website:
Answer: www.nihseniorhealth.gov.
- 2** Remind them that the address of the website can be found at the bottom of their handouts.
- 3** As a take-home assignment, ask students to go back to the [Falls and Older Adults](#) topic and find out how to fall proof their homes. This information will be discussed in the next class.

Teaching Tip

- You may wish to write the take-home assignment and URL for **NIHSeniorHealth** on the board.

END OF LESSON 2

**Introduction to NIH Senior Health
HANDOUTS**

HANDOUT 2A: Lesson Goals

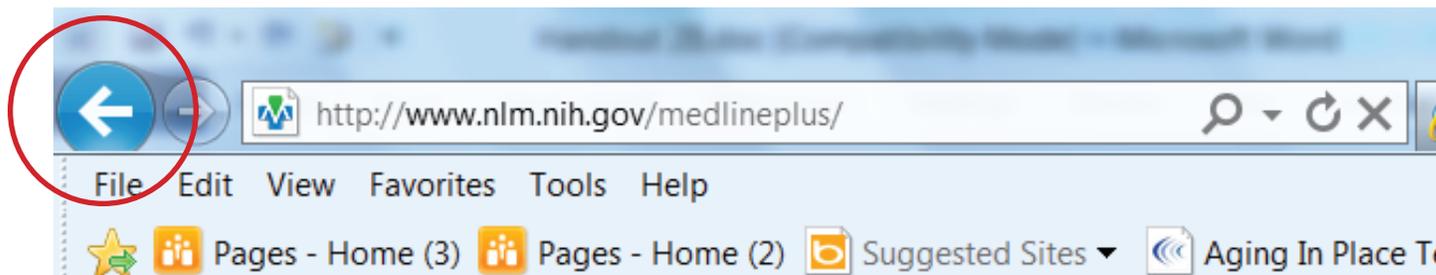
During this lesson, you will learn to:

- _____ ■ Use the NIHSeniorHealth **Home Page**.
- Use the **Health Topics A-Z** link and page.
- Find health topics on the **NIHSeniorHealth** website.
- Find information in the **Left Menu** of health topics.
- Scroll through a page in a health topic.
- Enlarge, view, and close images.
- Navigate through several pages of a health topic.

HANDOUT 2B: Glossary

1 Back Arrow (or button)

This arrow, often green, is found at the top of most browsers. When you click on the back arrow, it takes you back – in order – through all of the web pages you’ve seen. (Sometimes called the back button.)



2 Browse

To explore a website or a number of websites by scanning and reading the information.

3 Home Page

The first thing you see when you come to a website, or the opening page of a website. It provides information about the site and directs you to other pages on the site.



HANDOUT 2B: Glossary

4 Link (or hyperlink)

A highlighted or underlined feature on a web page that, when clicked, will take you to another web page. A link most often appears as underlined words or an image.

One sure way to tell if something is a link or not: Whenever your cursor turns into a pointing hand, the image or word you are pointing to is a link.



5 Menu

A list of options, or topics, on a website that users can choose from.



6 Navigate

To move through a website or through various websites.

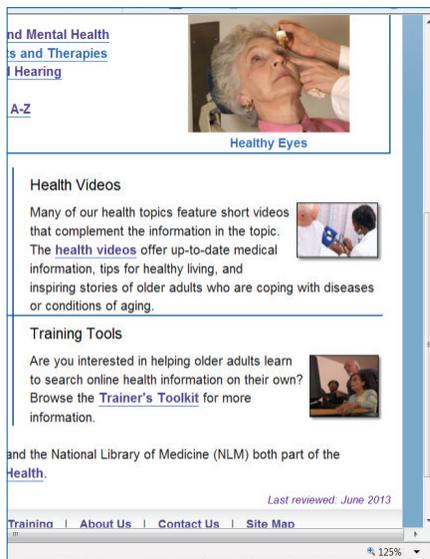
HANDOUT 2B: Glossary

7 Scroll

To move text or other information on a computer screen up, down, or sideways, with new information appearing as the old disappears.

8 Scroll Bar

A narrow, rectangular bar on the right edge and bottom edge of a web page that lets you move the page to see more of the information it contains. The scroll bar on the right moves the web page up and down, and the scroll bar on the bottom moves the web page right and left.



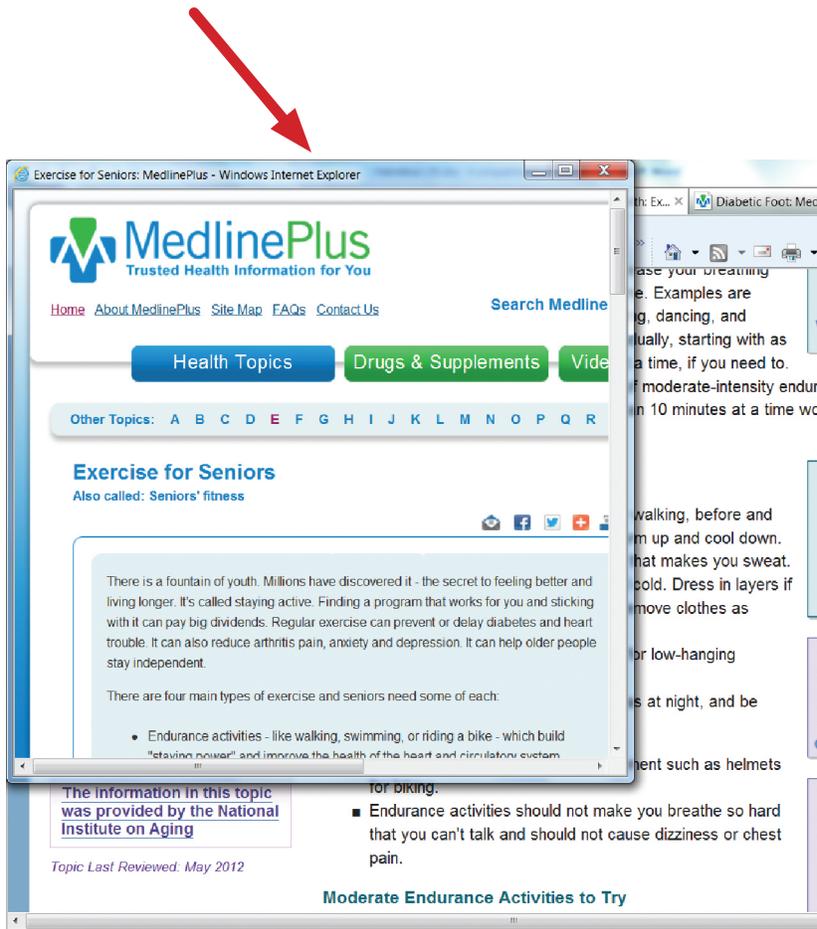
Horizontal and vertical scroll bars



HANDOUT

9 Window

A framed area of a computer screen that appears in front of the web page. Sometimes the appearance of a window means that you have entered another website. At other times, it means you may still be on the same website.



Searching for Health Information Online: An Internet Course for Older Adults
from the National Institute on Aging

Introduction to NIHSeniorHealth

HANDOUT 2C: Screen Shots

How to Use this Handout

- Use this handout to help you review the lesson.
- The screen shots (pictures of web pages) will help you recall the places you visited in class, and the descriptions will remind you of the navigation skills you learned.
- You may wish to refer to this handout when searching the website you visited in class.
- If you have questions about how to navigate any of these pages, write your questions in the spaces provided and bring them to the next class.

HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

Screen Shot 1: Home Page

1 You went to the **NIHSeniorHealth** website at www.nihseniorhealth.gov.

On the **Home Page**, you learned that health topics are organized by:

- **first letter** of the alphabet and
- by **category**

2 You learned about the other features on the **Home Page**, including Health Videos and the Exercise Stories.



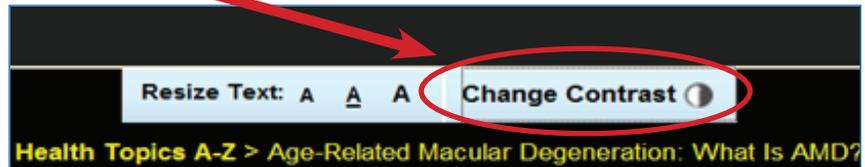
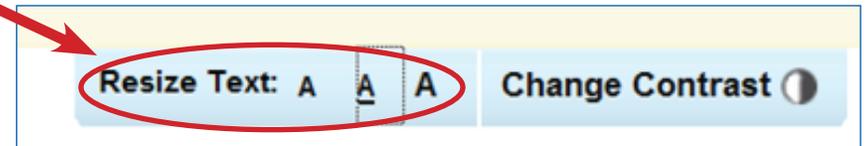
ANY QUESTIONS? LIST THEM HERE

HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

3 You recalled how to use the **Special Features**, located at the top of each page, at www.nihseniorhealth.gov.

- To make the **text larger**, click one of the "A's" on the [Resize Text](#) button.
- To increase the **color contrast**, click on the [Change Contrast](#) button.



ANY QUESTIONS? LIST THEM HERE _____

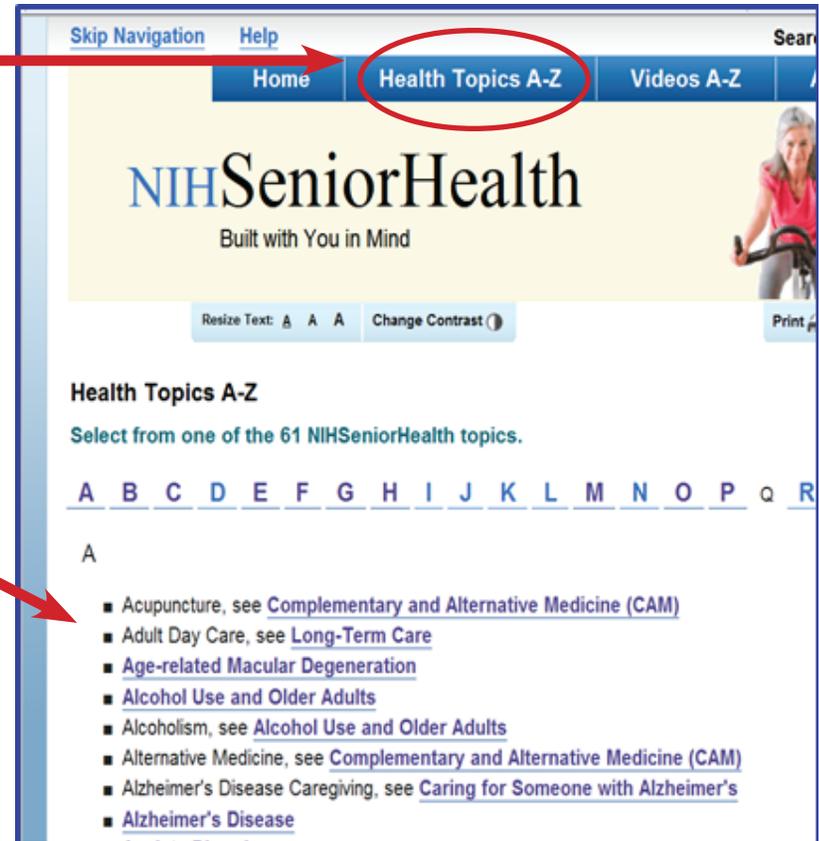
HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

Screen Shot 2: **Health Topics A-Z Page**

4 You learned about the **Health Topics A-Z** link located at the top of every page.

5 Clicking on the **Health Topics A-Z** link – available on every page of the website – always leads you to this page, where you can find a list of all of the topics on the website, organized alphabetically.



ANY QUESTIONS? LIST THEM HERE _____

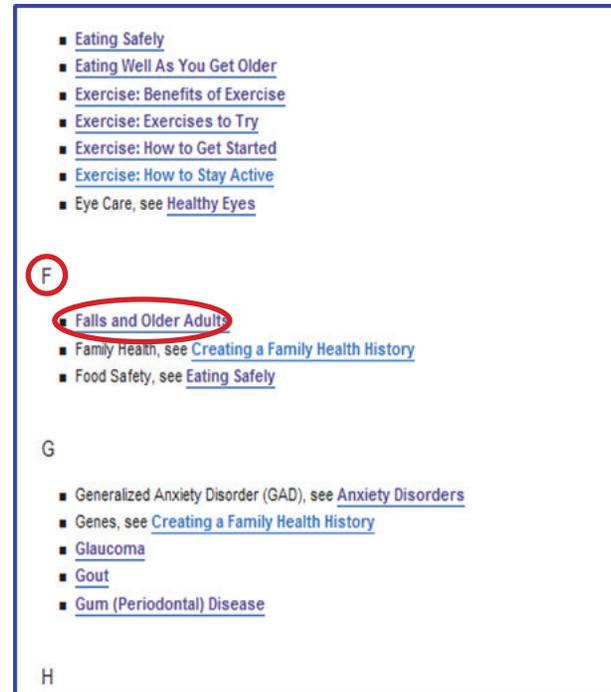
HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

6 You learned how to scroll down the **Health Topics A-Z** page to locate a topic.

7 In class, you scrolled down to “**F**” and located the [Falls and Older Adults](#) topic. You clicked on that link to go to the topic

Screen Shot 3: Health Topics A-Z Page



ANY QUESTIONS? LIST THEM HERE _____

HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

You went to the [Falls and Older Adults](#) topic and scrolled down the page, reading the information in the **“About Falls”** section.

ANY QUESTIONS? LIST THEM HERE

Screen Shot 4: **Falls and Older Adults Topic: “About Falls”**



HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

9 You learned how to find information on the **Left Menu**, available in every health topic. There are 3 blocks of information:

- **In This Topic:** – the table of contents for this health topic.
- **Learn More** – has links to videos and quizzes for this health topic. For more in-depth information, there are links to MedlinePlus.gov and the website of the National Institute on Aging at the National Institutes of Health.
- **Related Topics** – includes other relevant topics on the NIHSeniorHealth website.

Screen Shot 5: **Eating Well As You Get Older Topic: The Left Menu**

Home > Health Topics A-Z > Eating Well As You Get Older: Benefits Of Eating Well

In This Topic

- Benefits Of Eating Well
- Choose Nutrient-Dense Foods
- Know How Much To Eat
- Limit Some Foods
- Enjoy Your Meals
- Be A Smart Shopper
- Eat Well On Your Budget
- Frequently Asked Questions

Learn More

- Eating Well As You Get Older Videos
- Quiz Yourself
- MedlinePlus For More Information
- National Institute On Aging

Related Topics

- Eating Safely

The information in this topic was provided by the National Institute on Aging

Topic Last Reviewed: May 2012

Eating Well

Benefits of Ea

Eating well is vital for an important difference

Eating Well Pro

Eating a well-planned benefits. For instance stroke, type 2 diabetes you already have or and being physically eating may also help cholesterol, and ma

Eating Well Pro

Eating well gives you bones, organs, and These nutrients include and water.

Eating Well Pro

Eating well helps keep calories -- a way to throughout the day, man or woman, you

Food Choices C:

Consuming the right weight, too. Extra weight diseases such as type more calories than:

ANY QUESTIONS? LIST THEM HERE

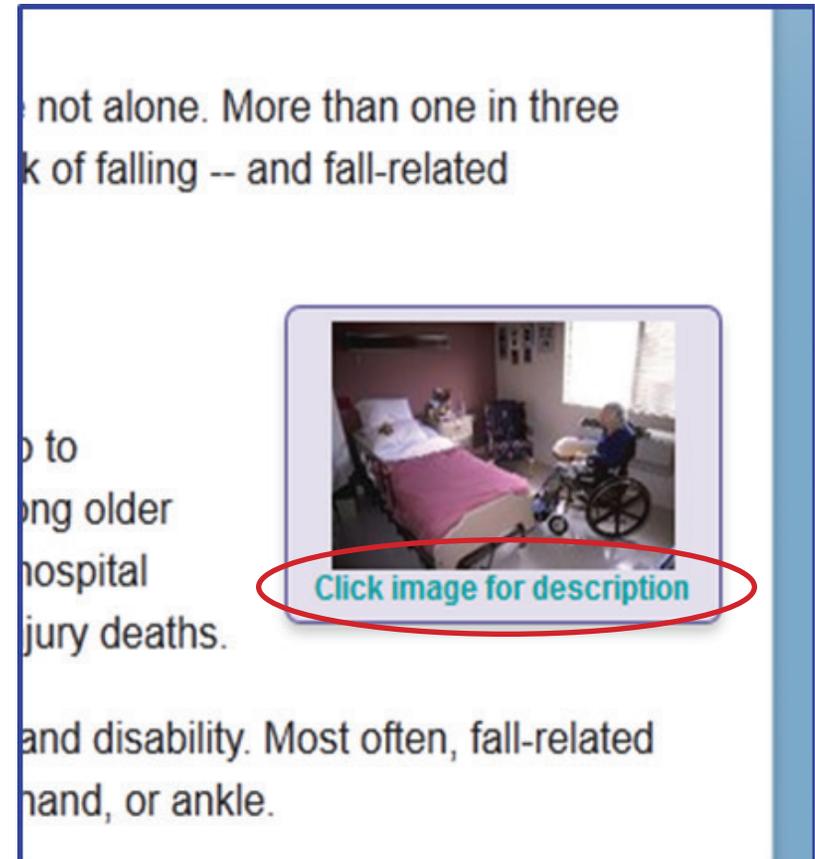
HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

- 10** You learned how to click an image to enlarge it.

ANY QUESTIONS? LIST THEM HERE

Screen Shot 6: **Image**



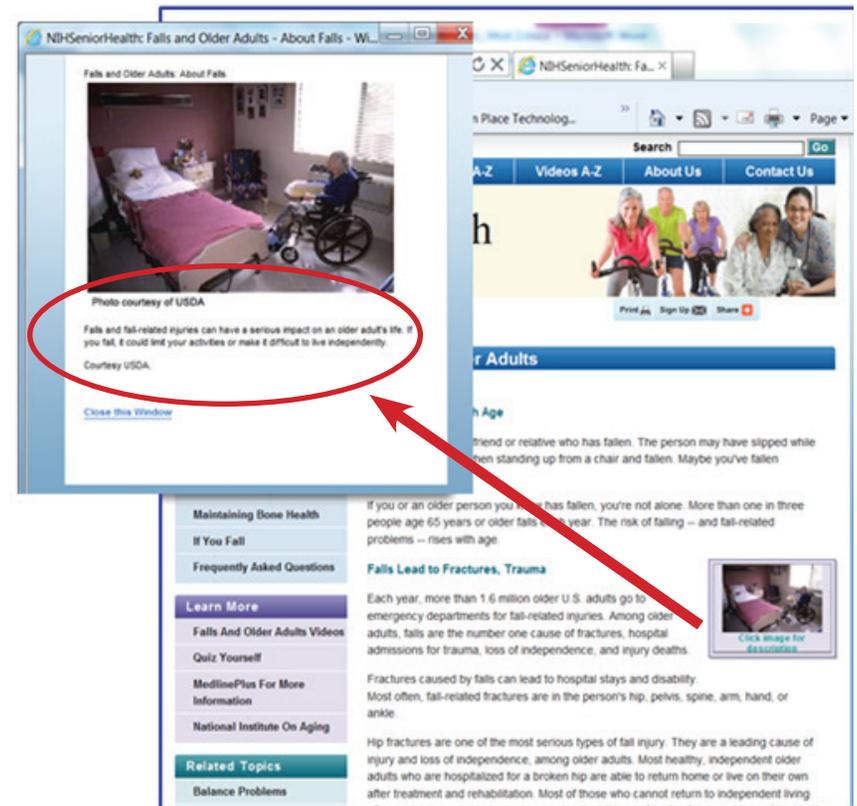
HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

- 11** Once the image was enlarged in a separate window, you were able to read the information in its caption.

ANY QUESTIONS? LIST THEM HERE

Screen Shot 7:
Image Enlarged in Separate Window



HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

12 You learned how to close the enlarged photo by clicking on [Close this Window](#) **OR** on the red **X** in the upper right hand corner of the photo page.

ANY QUESTIONS? LIST THEM HERE

Screen Shot 8: **Enlarged Image**



HANDOUT 2C: Screen Shots

Introduction to NIHSeniorHealth

13 You learned to use the left menu to get to different content within a health topic. You clicked on [Causes and Rick Factors](#) and read the information there.

When you click on a link in the left menu, it is highlighted, indicating the section that you are currently reading.

ANY QUESTIONS? LIST THEM HERE

Screen Shot 9: **Falls and Older Adults:**
[“Causes and Risk Factors”](#)

The screenshot shows the NIH Senior Health website interface. At the top, there is a navigation bar with links for Home, Health Topics A-Z, Videos A-Z, About Us, and Contact Us. Below this is the NIH Senior Health logo and a search bar. The main content area is titled 'Falls and Older Adults' and features a sub-section 'Many Possible Causes'. On the left side, there is a navigation menu with several options, including 'Causes And Risk Factors', which is highlighted with a red circle. The main content area also has 'Causes and Risk Factors' highlighted with a red circle. The page includes text explaining that falls don't just happen and that many falls are linked to a person's physical condition or a medical problem. There is also a section for 'Risk Factors' with a small image of an elderly person.