

Independent Project 3-6

Courtyard Medical Plaza works closely with the Skiing Unlimited winter ski program. For this project, you modify the Skiing Unlimited Training Guide using Track Changes to include footnotes, a table of contents, cover page, and headers and footers. ***This project has been modified for use in SIMnet.***

Skills Covered in This Project

- Review and delete a comment.
- Change the Display for Review view.
- Modify a document using Track Changes.
- Change margins.
- Apply title and heading styles.
- Insert a custom table of contents.
- Insert a page number in the header.
- Insert a document property field into the footer.
- Insert page breaks.
- Insert a cover page.
- Customize cover page content and insert a document property field.
- Review and accept tracked changes.
- Update a table of contents.

Step 1: Download start file

1. Open the ***SkiingUnlimitedTrainingGuide-03.docx*** start file. If the document opens in *Protected View*, click the **Enable Editing** button so you can modify it.
2. The file will be renamed automatically to include your name. Change the *project file name* if directed to do so by your instructor, and **save** it.
3. Review the document displaying the **Simple Markup** Track Changes.
4. Change *Display for Review* view, review and delete a comment, and turn on *Track Changes*.
 - a. Change the *Display for Review* view to **All Markup** and review tracked changes in the document.
 - b. Read the comment on the first page and then **delete** the comment.
 - c. Turn off **Track Changes** and accept all tracked changes in the document.

IMPORTANT: Be sure to complete instruction **4.c.** before you continue. If you do not **Accept All Changes** and turn off **Track Changes**, the *track changes* will remain in the document and your file **WILL NOT** grade correctly.

5. Change the left and right margins to **1"**.
6. Apply styles to the title and headings.
 - a. Apply the **Title** style to the title on the first page.
 - b. Apply the **Heading 1** style to all the bold headings.
 - c. Apply the **Heading 2** style to all the underlined headings.
 - d. Apply the **Heading 3** style to all the italicized headings.
7. Insert and customize footnotes.
 - a. Insert a footnote after the "Skiing Procedures" heading on the first page.
 - b. Type **Skiing procedures vary depending on the clients' needs.** as the footnote text.
 - c. Insert a footnote after the "Guiding Techniques" heading on the second page.
 - d. Type **A minimum of two guides is required for all clients.** as the footnote text.
 - e. Change the footnote *Number format* to **A, B, C** and change *Numbering* to **Continuous**.
8. Insert a custom table of contents.
 - a. Place your insertion point at the beginning of the document and insert a **page break**.
 - b. Type **Table of Contents** on the first line on the new first page and press **Enter**.
 - c. Apply the **Title** style to "Table of Contents" on the new first page.

- d. Place the insertion point on the blank line below the "Table of Contents" heading and before the page break.
 - e. Insert a **Custom Table of Contents**, use **Fancy** format, show 2 levels of headings, show page numbers, right align page numbers, and do not include a tab leader.
9. Insert header and footer.
 - a. On the first page (table of contents), insert the **Bold Numbers 3** built-in page number at the top of the page.
 - b. Remove the extra line in the header.
 - c. In the footer on the same page, insert the **Title** document property field on the left. Use the right arrow key to deselect the document property field.
 - d. Insert the **Company** field on the right. Use tabs to align the field on the right.
 - e. **Bold** the text in the footer and close the footer.
10. Insert page breaks to keep headings with the text below.
 - a. Insert a **page break** before the "Beginning Wedge Christie Turns" heading (page 4).
 - b. Insert a **page break** before the "Introduction to Equipment" heading (page 5).
11. Insert and modify a cover page.
 - a. Insert the **Grid** cover page.
 - b. Delete the **Subtitle** field.
 - c. On the blank line between the *Title* and *Abstract* fields, insert the **Company** document property field.
 - d. Delete the **Abstract** field.
 - e. Select the **Company** document property field, change the font size to **20 pt.**, apply **bold** formatting, and change the text color to **Blue-Gray, Text 2**.
12. Update the entire table of contents.
13. Save and close the document (Figure 3-120).
14. Upload and save your project file.
15. Submit project for grading.

Step 2
Upload &
Save

Step 3
Grade my
Project

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INTRODUCTION		
<p>Courtyard Medical Plaza works closely with the Society for Handicapped Children and Adults of Sacramento County to run the Skiing Unlimited program for individuals with developmental challenges. The Skiing Unlimited program is solely donor funded and is run by volunteers who give of their time and energy to provide snow skiing opportunities to those who would otherwise not be able to participate in this wonderful sport.</p> <p>This training guide is designed to help volunteers understand the different types of disabilities and the equipment used for the Skiing Unlimited program.</p>		
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DEVELOPMENTALLY DISABLED (DD)		
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Disabilities		
<p>Below is a summary of some of the DD participants we will work with throughout the ski season.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Brain injury (Organic—physical; Isorganic—psychiatric) <input checked="" type="checkbox"/> Autism <input checked="" type="checkbox"/> Cerebral Palsy (Diplegia—All limbs, but legs more severely; Hemiplegia—Limbs on one side, Quadriplegia—All limbs affected) <input checked="" type="checkbox"/> Fetal Alcohol Syndrome (Usually physical and mental impairment) <input checked="" type="checkbox"/> Fragile X Syndrome <input checked="" type="checkbox"/> Downs Syndrome (Always ask if they are C-1 or C-2 instable) 		
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Physical Evaluation		
<p>A physical evaluation should always be performed prior to selecting equipment. Parents are a wonderful source of information during this process.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Determine strength, coordination, balance, range of motion, sensory and motor abilities. <input checked="" type="checkbox"/> Cognitive Assessment: determine the developmental age, learning style, motivation, social skills, and communication abilities of the participant. <input checked="" type="checkbox"/> Always ask if prone to seizures. What medications? 		
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Introduction to Equipment		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Be sure student's boots fit properly with only one pair of socks. <input checked="" type="checkbox"/> Poles may be used, but they may also be inappropriate. <input checked="" type="checkbox"/> Have participant feel equipment to get familiar with it. Be sure to warn student about sharp ski edges and powerful binding springs. <input checked="" type="checkbox"/> Explain the uses of the adaptive equipment that may be used to assist the participant. 		
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Skiing Procedures^A		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow standard ATS progression for skier levels 1 through 9. <input checked="" type="checkbox"/> Establish emergency commands. <input checked="" type="checkbox"/> Establish procedure for student and instructor in case of separation on the hill. <input checked="" type="checkbox"/> Be aware of cognitive and behavioral challenges the student may have. Be in a position to intervene should the student stray from the task at hand physically and/or mentally. 		
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^A Skiing procedures vary depending on the clients' needs.		
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VISUAL IMPAIRED (VI)		
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Disabilities		
<p>Below is a list of common conditions for those who are visually impaired and a brief explanation of each.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Albinism—Oversensitive to light possible poor vision due to imperfect retina <input checked="" type="checkbox"/> Cataracts—Cloudiness similar to looking through a dirty windshield (Worse in sunlight) <input checked="" type="checkbox"/> Color Blindness—Poor color vision <input checked="" type="checkbox"/> Congenital Visual Impairment or Eye trauma—Any degree of visual impairment <input checked="" type="checkbox"/> Diabetic Retinopathy—Patchy vision may change from day to day, Bring Candy <input checked="" type="checkbox"/> Glaucoma—Tunnel vision, Lack of peripheral vision <input checked="" type="checkbox"/> Head injury or cardiovascular accident—Any visual impairment, check for seizures <input checked="" type="checkbox"/> Macular Degeneration—Poor visual acuity lack of detail good peripheral vision <input checked="" type="checkbox"/> Monocular vision—Poor depth perception but generally good acuity <input checked="" type="checkbox"/> Multiple Sclerosis—Blurred or Double vision <input checked="" type="checkbox"/> Nystagmus—Inability to focus causes rapid eye movement <input checked="" type="checkbox"/> Retinitis Pigmentosa—Night Blindness 		
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Physical Evaluation		
<p>A physical evaluation should always be performed prior to selecting equipment. Parents are a wonderful source of information during this process.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Determine strength, coordination, balance, range of motion, sensory and motor abilities. <input checked="" type="checkbox"/> Cognitive Assessment: determine the developmental age, learning style, motivation, social skills, and communication abilities of the participant. <input checked="" type="checkbox"/> Test Vision thoroughly including: visual acuity, range of vision, depth of vision, outdoor vision vs. indoor vision, peripheral vision, and light and color sensitivity. <input checked="" type="checkbox"/> Always ask if prone to seizures. What medications? 		
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Introduction to Equipment		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Be sure student's boots fit snugly with only one pair of socks. <input checked="" type="checkbox"/> Be sure to get poles if student is able to use them. They can be used like a cane for feeling nearby objects and to provide sensory input while skiing. <input checked="" type="checkbox"/> Have student feel equipment to get familiar with it. Be sure to warn student about sharp ski edges and powerful binding springs. <input checked="" type="checkbox"/> Blind Skier and Guide Bibs, Ski tip connector, Reins, Bamboo poles or ski pole, Climbing harness, and Cants and lifts. 		
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Skiing Procedures		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow standard ATS progression for skier levels 1 through 9. <input checked="" type="checkbox"/> Find out from the student which guiding technique they prefer. It is easier for the able bodied instructor to adjust to the students preferred method than it is for the student to adjust to the instructors preferred method. <input checked="" type="checkbox"/> Establish emergency commands. <input checked="" type="checkbox"/> Establish procedure for student and instructor in case of separation on the hill. 		
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Guiding Techniques^B		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guiding from in front, rear, and side <input checked="" type="checkbox"/> Horse and buggy from the front and the rear <input checked="" type="checkbox"/> Bamboo pole 		
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^B A minimum of two guides is required for all clients.		
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