



**Santa Clara
University**

School of Education, Counseling Psychology, and Pastoral Ministries
Department of Education

ED 234- Medical/Health Aspects of Early Intervention (3 U.)

Instructor: Dana Cox, RN, MA

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Office hours: M-W 4:30-5PM, 8-8:30
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Class days and times:

Monday/ Wed 5pm – 8pm

June 23, 2008-July 23, 2008

Classroom: Bannan 333

Course Description

This course will introduce the ECSE to the health, safety and nutritional knowledge important in working with young children with special needs. Course content includes medical and health problems evolving from perinatal developmental risk factors, and/or chronic medical conditions. Introduction to the medical team functions, interpretation of medical histories; specialized medical equipment and feeding procedures; handling young children with physical disabilities; family reactions and coping strategies; and community resources.

Core course. (3 units)

Required Texts/Readings:

- **Children with Disabilities, Sixth Edition**, edited by Mark L. Batshaw, M.D.
- **Healthy Young Children: A Manual for Programs**, 4th Edition. Edited by Susan S. Aronson ** to be distributed by Dr. Cook
- **Reading packet & Instructor Handouts**

Internet resources:

- Course Companion Web Site for **Children with Disabilities, 5th Edition**, edited by Mark L. Batshaw, M.D.
<http://textbooks.brookespublishing.com/batshaw>
- **American Academy of Pediatrics**
<http://www.healthychildcare.org>

- **National Resource Center for Health and Safety in Child Care and Early Education**
<http://nrc.uchsc.edu/#welcome>
- **California Childcare Health Program**
<http://www.ucsfchildcarehealth.org/>
- **Health Safety and Nutrition On-line Companion**
<http://www.fda.gov/oc/opacom/evalhealthinfo.html#checklistn>
<http://www.delmarlearning.com/companions/index.asp?isbn=140183700X>

Course Objectives:

Upon completion of this course, participants will be able to:

1. Compare the interrelated roles of the family/home, school, and medical community in meeting the health, safety, and nutritional needs of the young child with special needs.
2. Recognize the sign and symptoms of common childhood diseases and techniques for preventing disease.
3. Practice and demonstrate first-aid and infant/child CPR skills
5. Describe both typical and specialized feeding techniques, and general nutrition guidelines for children 0-6 years of age.
6. To explore special medical and health problems of childhood that influence development.
7. Identify health practices and adaptations necessary to maintain the child with special needs in a safe and healthy environment. Consider the impact of cultural practices on health care.
7. Explore various internet and community resources including their referral procedures to assist with the health, safety, and nutrition needs of young children with special needs.

Course Requirements:

1. **Regular attendance, assigned readings as required and participation in the class.** Refer to SCU Academic regulations regarding attendance. See course schedule (below) for weekly assigned chapters. Readings assigned each week should be read before class. Students are expected to complete required readings *prior to the class* (**10%** of final course grade).
2. **EXAMS: Take-home midterm and in-class final.** There will be a take home mid-term and in-class final covering course readings and lectures over the course of the semester, dates of which are noted in the semester topics calendar contained within this syllabus. These exams will be given to help measure students' knowledge of course content and competencies. Examinations account for **50%** of your final course grade (**20%** Midterm and **30%** Final)

- 3. Group/Individual Project.** Groups of 1 to 3 students research and present a medical, health, safety, and/or nutrition in-service presentation of approximately 10-15 minutes to class. Topics must be of relevance to early intervention. Groups must utilize at least (4) four sources including *at least* (2) two of the following: an appropriate Internet web site, relevant research article, national/state resources, and/or a community resource. Each group will develop a 1-2 page handout outlining the topic and resources to be provided to all students for their resource file. This is due at least one week prior to their presentation, so that the instructor can copy and distribute the evening of your presentation. The Group Project will account for **30%** of your final course grade.

- 4. Resource file.** This will include a binder of class handouts and other information and resources the student may already have or collect that pertain to medical aspects, health, safety and nutrition. This will account for **10%** of your final grade.

Disability Accommodations

To request academic accommodations for a disability, students must contact Disabilities Resources located on the second floor of Benson. Phone numbers are (408) 554-4111; TTY (408) 554-5445. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations

ACADEMIC HONESTY

Santa Clara University insists on honesty and integrity from all members of its community.

The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data.

A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University.

In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution.

see: <http://www.scu.edu/studentlife/resources/academicintegrity/>

Course schedule:

** The teacher may adjust the below schedule to accommodate guest speakers

#1-June 23: Course Introduction; Introduction to medical terminology, and specialties, use of the internet for health care information; and health/medical resources that serve children with special needs (i.e.: CCS, tertiary care facilities), cultural health care practices and complimentary "alternative" practices.

Readings: CWD (Children with Disabilities): Ch. 42 (Health Care Delivery Systems)
HYC (Healthy Young Children): Ch. 7, 8

#2-June 25: Medical Conditions that Impact Development (Vision, prematurity, and introduction to specialized health care plans)

Readings: CWD: Ch. 4 (First Weeks of Life), 9 (Premature & SFD Infants), 11 (Vision)

#3- June 30: Preventing Infection and Managing Illness; Respiratory and Neurologic Conditions

Readings: CWD: Ch. 26 (Cerebral Palsy), 28 (Neural Tube Defects), 29 (Epilepsy)
HYC: Ch. 2, 10

#4-July 2: Medical Aspects of Developmental Disabilities (Autism; perinatal substance exposure, FAS/FAE; Down syndrome and other genetic conditions)

Readings: CWD: Ch. 5 (Environmental Toxins), 6 (Infections), 18 (Down syndrome), 23 (Autism),

#5-July 7: Nutrition and feeding Issues; GI/GU (gastrointestinal and genitourinary) conditions

Readings: CWD: Ch. 10 (Nutrition), 31 (Feeding)
HYC: Ch. 5

#6-July 9: Safety and Injury Prevention

Readings: HYC: Ch. 3, 4, 9

#7-July 14: Hearing and audiology; oral/dental health; assistive technology/medical equipment; and medications

Readings: CWD: Ch. 12 (Hearing), 32 (Dental), 36 (Technological Assistance)

#8-July 16: Positioning and handling; special issues (abuse and neglect, sleep)

Readings: CWD: Ch. 13 (Brain and Nervous System), 14 (Muscles, Bones & Nerves), 37 (OT/PT)
HYC: Ch. 6, 11

#9- July 21: Environmental Health Issues, Individual/Group Presentations

#10-July 23:Final Exam; Individual/Group Presentations