



Western Technical College

10522110 Supporting Students with Special Healthcare Needs

Course Outcome Summary

Course Information

Description	This course prepares the Instructional Assistant student to work with students in the school setting who have special healthcare needs. Management and care of chronic or acute physical health conditions, as well as students with mental health issues will be examined. Adaptive equipment and assistive technology will be introduced and explored. Laws, policies and the roles of school personnel and health care professionals will be outlined. The role of the Instructional Assistant in the emergency management of students with various health conditions will be explored.
Career Cluster	Education and Training
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Textbooks

No textbook required.

Program Outcomes

1. Adapt instruction to meet the diverse needs of all learners
2. Perform professional responsibilities
3. Incorporate the reflective process to promote professional growth

Course Competencies

1. **Explain the Federal Laws that require public schools to provide medical services necessary for students to receive educational services.**

Assessment Strategies

- 1.1. Oral, Written or Graphic Product

Criteria

You will know you are successful when:

- 1.1. you include a brief summary and key components of IDEA 2004, ADA, Section 504 of the Rehabilitation Act 1973.
- 1.2. you explain how the above stated laws protect the rights of students who require.
- 1.3. you identify special services related to healthcare needs.
- 1.4. you clarify the difference between a Medical Diagnosis and a Disability Category as identified under IDEA.
- 1.5. you summarize student eligibility for Special Education as outlined in IDEA (medical diagnosis. does not guarantee eligibility).

Learning Objectives

- 1.a. Describe federal laws; IDEA 2004, ADA, Section 504.
- 1.b. Define Medical Diagnosis as identified under IDEA.
- 1.c. Define Disability Category as identified under IDEA.
- 1.d. Identify legal issues impacting students with special healthcare needs.

2. Characterize Medically Fragile Students as a category of disabilities outlined in IDEA.

Assessment Strategies

- 2.1. Creating a resource guide for working with students with healthcare needs

Criteria

You will know you are successful when:

- 2.1. you create a resource guide that includes definition of medically fragile and handouts from class lecture/discussion and related Web sites.
- 2.2. you create a resource guide that includes definition, possible causes and physical symptoms of Cerebral Palsy.
- 2.3. you create a resource guide that includes definition, possible causes and physical symptoms of Muscular Dystrophy and includes handouts from class lecture/discussion and related Web sites.
- 2.4. you create a resource guide that includes definition, possible causes and physical symptoms of Epilepsy and includes handouts from class lecture/discussion and related Web sites.
- 2.5. you create a resource guide that includes definition, possible causes and physical symptoms of HIV and includes handouts from class lecture/discussion and related Web sites.
- 2.6. you create a resource guide that includes definition, possible causes and physical symptoms of spinal bifida and includes handouts from class lecture/discussion and related Web sites.
- 2.7. you create a resource guide that includes definition, possible causes and physical symptoms of cystic fibrosis and includes handouts from class lecture/discussion and related Web sites.
- 2.8. you create a resource guide that includes definition, possible causes and physical symptoms of at least 2 other medically fragile conditions and includes handouts from personal research.
- 2.9. you create a resource guide that includes any relevant acronyms or abbreviations that relate to various disorders (such as: ADHD).

Learning Objectives

- 2.a. Define Medically Fragile.
- 2.b. Identify 8 common medically fragile conditions that may require special healthcare needs in the school setting.
- 2.c. Discuss possible causes, symptoms of the identified medically fragile conditions.
- 2.d. Examine issues relating to students with medically fragile conditions.

3. Interpret Medical Terminology used when working with Medically Fragile Students.

Assessment Strategies

- 3.1. Construct a glossary of terms for the resource guide- written product

Criteria

You will know you are successful when:

- 3.1. you create a glossary that includes description/ definition of Enteral Feeding Tube.

- 3.2. you create a glossary that includes a description/definition of Cardiorespiratory Monitoring.
- 3.3. you create a glossary that includes a description/ definition of Ventilator Dependent.
- 3.4. you create a glossary that includes a description/definition of tracheotomy, colostomy.
- 3.5. you create a glossary that includes a description/definition of at least 5 other medical terms related to topic.

Learning Objectives

- 3.a. Define medical terms often used in relation to individuals with special healthcare needs.
- 3.b. Identify terminology and characteristics related to individuals with special healthcare needs.
- 3.c. Describes types of equipment and/or procedures possibly used when working with students with healthcare needs.

4. Summarize Other Healthcare Impairments as defined under the IDEA Law

Assessment Strategies

- 4.1. Construct "Other Healthcare Impairments" section to the resource guide

Criteria

You will know you are successful when:

- 4.1. you create a resource guide that includes definition of Other Health Impairments as defined under IDEA.
- 4.2. you create a resource guide that includes definition, possible causes and physical symptoms of asthma and includes handouts from class lecture/discussion and related Web sites.
- 4.3. you create a resource guide that includes definition, possible causes and physical symptoms of Attention Deficit Disorder and includes handouts from class lecture/discussion and related Web sites.
- 4.4. you create a resource guide that includes definition, possible causes and physical symptoms of Attention Deficit and Hyperactivity Disorder and includes handouts from class lecture/discussion and related Web sites.
- 4.5. you create a resource guide includes definition, possible causes and physical symptoms of leukemia and includes handouts from class lecture/discussion and related Web sites.
- 4.6. you create a resource guide that includes definition, possible causes and physical symptoms of juvenile diabetes and includes handouts from class lecture/discussion and related Web sites.
- 4.7. you create a resource guide that includes definition, possible causes and physical symptoms of seizures and includes handouts from class lecture/discussion and related Web sites.
- 4.8. you create a resource guide that identifies 3 types of severe allergies, possible causes, physical symptoms and management of students with severe allergies.

Learning Objectives

- 4.a. Define Other Health Impairments.
- 4.b. Identify 8 common health impairments conditions that may require special healthcare needs in the school setting.
- 4.c. Identify 3 types of severe allergies and implications to health.
- 4.d. Describe the management of students with other health impairments and severe allergies.

5. Investigate Adaptive Equipment commonly used to serve students requiring special healthcare services.

Assessment Strategies

- 5.1. Oral, Written or Graphic Product

Criteria

You will know you are successful when:

- 5.1. you include a definition of Adaptive Equipment.
- 5.2. you include pictures and brief explanation of 3 types of adaptive equipment for mobility.
- 5.3. you include pictures and brief explanation of 3 types of adaptive equipment for seating or positioning.
- 5.4. you include pictures and brief explanation of 3 types of adaptive equipment for Physical or Speech Therapy.
- 5.5. you site three sources of Adaptive Equipment.

Learning Objectives

- 5.a. Define Adaptive Equipment.
- 5.b. Identify 9 types of adaptive equipment and explains the purpose of each piece.
- 5.c. Identify resources to use for project.

6. Explore Assistive Technology commonly used to serve students requiring special healthcare services.

Assessment Strategies

6.1. Oral, written or graphic product

Criteria

You will know you are successful when:

- 6.1. you define Assistive Technology.
- 6.2. you show picture examples of Assistive Technology.
- 6.3. you list several (19) different examples of Assistive Technology.
- 6.4. you list 3 differences and 3 similarities between AT and AE.
- 6.5. you list 3 resources of Assistive Technology.

Learning Objectives

- 6.a. Define Assistive Technology.
- 6.b. Identify types of assistance technology.
- 6.c. Differentiate between adaptive equipment and assistive technology.
- 6.d. Identify resources.

7. Characterize students with mental health conditions (emotional disturbance) as a category of disabilities under IDEA.

Assessment Strategies

7.1. Add section to the resource guide titled; "Working with students with mental health condition (Emotional Disturbance)

Criteria

You will know you are successful when:

- 7.1. you create a resource guide that includes definition of mental health conditions (emotional disturbance) as outlined in IDEA.
- 7.2. you create a resource guide that identifies 2 examples of anxiety disorders and includes definition, possible causes and physical symptoms of anxiety disorders and includes handouts from class lecture/discussion and related Web sites.
- 7.3. you create a resource guide that includes definition, possible causes and physical symptoms or characteristics of bipolar disorder (sometimes called manic-depression) and includes handouts from class lecture/discussion and related Web sites.
- 7.4. you create a resource guide that includes definition, possible causes and physical symptoms or characteristics of conduct disorders and includes handouts from class lecture/discussion and related Web sites.
- 7.5. you create a resource guide that includes definition, possible causes and physical symptoms or characteristics of eating disorders and includes handouts from class lecture/discussion and related Web sites.
- 7.6. you create a resource guide that includes definition, possible causes and physical symptoms or characteristics of obsessive compulsive disorder and includes handouts from class lecture/discussion and related Web sites.
- 7.7. you create a resource guide that includes definition, possible causes and physical symptoms of at least 2 other types of emotional disturbances or mental health disorders and includes handouts from personal research or related Web sites.
- 7.8. you create a resource guide that lists 2 community resources related to each (emotional disturbance) mental health condition.
- 7.9. you create a resource guide that includes common acronyms or abbreviations related to various types of disorders identified.

Learning Objectives

- 7.a. Define Emotional Disturbance.
- 7.b. Identify different classifications, characteristics, possible causes and symptoms of various emotional disturbances.
- 7.c. Differentiate between different types of disorders such as conduct disorder and oppositional defiant disorder.
- 7.d. Explore social/academic issues related to students with diagnosis of emotional disturbances.

- 7.e. Identify different acronyms related to the different classifications of emotional disturbances.
- 7.f. Explore resources including community resources for various types of emotional disturbances.

8. Distinguish between the roles and responsibilities of Special Education Assistant, Title I Paraeducator and School Nurse.

Assessment Strategies

- 8.1. Creating a brochure or visual chart or graph
- 8.2. Writing a personal reflection

Criteria

You will know you are successful when:

- 8.1. you create a brochure or visual graph/chart that indicates the rights and responsibilities of all school personnel working with students with health care or mental conditions.
- 8.2. you create a brochure or visual chart/graph that includes similarities between the roles and job duties of the specified instructional assistants and the school nurse.
- 8.3. you create a brochure or visual chart or graph that includes the differences between the roles and job duties of the specified instructional assistants and school nurse.
- 8.4. you create a brochure or visual chart/graph that summarizes laws governing administration of medication by school employees.
- 8.5. you create a brochure or visual chart/graph that summarizes laws regarding the delegation of nursing services by non- health-care trained personnel.
- 8.6. you create a brochure or visual chart/graph that summarizes the laws concerning all school personnel in regards to confidentiality and the role of being a mandatory reporter.
- 8.7. you create a written paper that reflects the challenges and/or barriers to working with students with special healthcare needs.
- 8.8. you create a written paper that includes information gained in an objective observation of a special education classroom setting and an interview with a school employee regarding the roles and responsibilities of the instructional assistant and school nurse.
- 8.9. you create a written paper that includes a brief personal reaction to the information regarding the roles and responsibilities of the different types of paraprofessionals and the school nurse.

Learning Objectives

- 8.a. Summarize the roles and responsibilities of the Title I Paraeducator.
- 8.b. Summarize the roles and responsibilities of the Special Education Para.
- 8.c. Summarize the roles and responsibilities of the School Nurse.
- 8.d. Explore the laws protecting students and staff in regards to providing and receiving healthcare services.
- 8.e. Differentiate between the roles and responsibilities of the Special Ed. Para, Title I Para and School Nurse
- 8.f. Explore common issues and/trends as they relate to providing healthcare services to students.

9. Explain school policies/procedures and emergency management of students with special healthcare needs

Assessment Strategies

- 9.1. In a written response to scenarios depicting an emergency situation
- 9.2. Given the district/building policy/procedures for managing students with special healthcare needs you participate in role play scenarios of various emergency procedures this may include but is not limited to: seizures, epi pens, etc.

Criteria

You will know you are successful when:

- 9.1. you develop a written response/role play scenario that summarizes the situation.
- 9.2. you develop a written response/role play scenario that lists steps to follow in an emergency situation, following all regulations and standard precautions including but is not limited to: Evacuation and Lock Down Procedures in regards to this student population.
- 9.3. you develop a written response/role play scenario that describes actions in dealing with students who have allergies to food or insect bites.
- 9.4. you develop a written response/role play scenario that describes actions in dealing with a student who is having a seizure.
- 9.5. you develop a written response/role play scenario that describes actions in dealing with a student who

- requires minor first aid.
- 9.6. you develop a written response/role play scenario that describes actions in dealing with a student who has fainted.
 - 9.7. you develop a written response/role play scenario that describes actions in dealing blood borne pathogens or bodily fluids.
 - 9.8. you develop a written response/role play scenario that summarizes crisis prevention and intervention techniques.
 - 9.9. you develop a written response/role play scenario that summarizes specialized trainings provided by local school district employees such as CPR, First Aid and CPI.
 - 9.10. you develop a written response/role play scenario that takes into consideration ethical responsibilities including the documentation procedures and confidentiality issues that may arise when managing emergency procedures that apply to this students with special healthcare needs .

Learning Objectives

- 9.a. Identify possible emergency scenarios.
- 9.b. Summarize different policies, procedures and trainings for working with students with special healthcare needs.