

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**School of Education
HDFS401
Child Life Theory and Practice
Credit Hours: 3
Length of Course: 8 weeks**

Course Description (Catalog)

Child Life Theory and Practice will support students in the application of knowledge of child development to educate, prepare, and support children and their families through the processes of hospitalization and changes in family dynamics related to illness. Child Life Theory and Practice is taught by a Certified Child Life Specialist and will meet one of the requirements of the Child Life Council to become a Certified Child Life Specialist. Pursuit of Child Life certification upon completion of this course is not required but is encouraged.

Course Scope

Students will gain knowledge of assessment of developmental and psychosocial needs of children and their families in hospitalized settings, play and its role in successful coping for children experiencing grief and loss, and Child Life theoretical foundations. The student will also be exposed to professional components of the Child Life Specialist including the development of therapeutic relationships, documentation of clients' plans of care, and evaluation of his or her role within an interdisciplinary client care team.

Child Life Competencies

Child Life competencies are covered in this course as listed below. *(Revised and Approved November 2010)*

I. Care of Infants, Children, Youth and Families

- A. Competency-The ability to assess and meaningfully interact with infants, children, youth and families.
- B. Competency-The ability to provide a safe, therapeutic and healing environment for infants, children, youth and families.
- C. Competency-The ability to assist infants, children, youth and families in coping with potentially stressful events.
- D. Competency-The ability to provide teaching, specific to the population served, including psychological preparation for potentially stressful experiences, with infants, children, youth and families.
- E. Competency-The ability to continuously engage in self-reflective professional child life practice.
- F. Competency-The ability to function as a member of the services team.

II. Education and Supervision

- A. Competency-The ability to represent and communicate child life practice and psychosocial issues of infants, children, youth and families to others.

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B. Competency-The ability to supervise child life students and volunteers.

III. Administration

A. Competency-The ability to develop and evaluate child life services.

B. Competency-The ability to implement child life services within the structure and culture of the work environment.

Course Objectives

After successful completion of HDFS401 students will be able to:

1. Explain the role of a Child Life Specialist in various healthcare settings. (CLC1a; CLC1b; CLC1c; CLC1d; CLC1e; CLC1f; CLC2a; CLC2b; CLC3a; CLC3b)
2. Apply Child Life theory and research through direct service to children and their families coping with medical needs. (CLC1a; CLC1b)
3. Develop a Child Life Specialist plan of care for a specific child population. (CLC1a; CLC1b; CLC1c; CLC1d; CLC1e; CLC1f; CLC2a; CLC2b; CLC3a; CLC3b)
4. Analyze current research as it relates to Child Life practice. (CLC1a; CLC1b; CLC1e)
5. Analyze concepts of professionalism related to the Child Life Specialist. (CLC1e; CLC1f; CLC2a; CLC2b; CLC3a; CLC3b)
6. Assess theoretical foundations of Child Life. (CLC1a; CLC1b)

Course Materials

Child Life Council. (2002). *Official documents of the Child Life Council*. Rockville, MD: Child Life Council, Inc.

Thompson, R. H. (2009). *The handbook of child life: A guide for pediatric psychosocial care* [e-book].

Evaluations

Forum

Please join the forums each week. Students must post a reply to each weekly forum and reply to at least 2 other students for each Forum. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

1. Post the initial response to each forum by 11:55pm, ET, Wednesday.
2. Initial responses should be no less than 200 words.
3. Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
4. Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
5. Replies to classmates should be no less than 150 words.

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6. Responses to classmates are significant to advance the forum.
7. All forums can be accessed in the Forums section of the course.

Assignments

Week 1: My Education and Certification Plan

The purpose of this assignment is to describe how personal challenges and learning needs in knowledge and practice skills may impact service delivery; to summarize resources and opportunities for professional development; and, to clarify the mission and goals of the work environment. (CLC1e; CLC3b)

Week 2: Evidence Based Practice in the News

The purpose of this assignment is for you to assess meaningful data for effective evaluation of child life services, and to demonstrate the process for engaging in evidence-based practice. (CLC3a; CLC2a)

Week 3: My Child Life Tool Bag

The purpose of this assignment is to begin to collect "tools" you can use with children to help them cope, learn, and experience new opportunities in the hospital setting, and to describe the developmental and psychosocial goals of using each "tool," activity, or interaction. (CLC1b)

Week 4: Case Study

The purpose of this assignment is to apply basic terminology and processes, and expected course of care associated with the circumstances of a designated patient population by demonstrating the cyclical process of assessment, plan, intervention, and evaluation of child life services. (CLC1d; CLC1a)

Week 5: Non-pharmacological and Psychological Pain Management Brochure

The purpose of this assignment is to evaluate effective non-pharmacological and psychological pain management techniques and to discuss factors that may impact vulnerability to stress. (CLC1c)

Week 6: Prep Book

The purpose of this assignment is to use the fundamentals of psychological preparation found in child life literature to make a preparation book for one of the patients listed on tomorrow's OR Schedule. See VCUG Preparation Book and MIBG Preparation Book for examples you may wish to follow. (CLC1d)

Week 7: Column for the Towne Journal

The purpose of this assignment is to analyze child and family's concept of death and dying. (CLC1a)

Week 8: Resume' and Cover Letter

The purpose of this assignment is for you to prepare of your upcoming practice as a CCLS.

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Grade Instruments	% of Final Grade
Forum	30%
My Education and Certification Plan	5%
Evidence Based Practice in the News	10%
My Child Life Tool Bag	10%
Case Study	10%
Non-pharmacological and Psychological Pain Management Brochure	10%
Prep Book	10%
Column for the Towne Journal	10%
Resume' and Cover Letter	5%
Total	100%

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

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- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](https://www.tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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8 – Week Course Outline

<u>Weeks</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
Week 1: INTRODUCTION TO CHILD LIFE: THEORY AND PRACTICE	Child Life Settings and Special Topics Child Life Tools	Describe how personal challenges and learning needs in knowledge and practice skills may impact service delivery. (CLC1e) Summarize resources and opportunities for professional development. (CLC1e) Clarify the mission and goals of the work environment.(CLC3b)	The Handbook of Child Life - Chapter 1, 13, and 14 Official Documents of the Child Life Council - Chapters 1-2 & 6	Assignment: <ul style="list-style-type: none">• My Education and Certification Plan• Address for Certification Forum: <ul style="list-style-type: none">• Introductions• Forum 1: Becoming a Child Life Specialist
<u>Weeks</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
Week 2: CHILD DEVELOPMENT THEORY AND RESEARCH	Developmental theory	Evaluate theories of human growth and development, play, and family systems. (CLC1a) Describe coping behaviors specific to various age groups and populations. (CLC1c) Describe common fears, misconceptions and concerns of individuals in each developmental stage. (CLC1d)	The Handbook of Child Life - Chapter 2 Official Documents of the Child Life Council - Chapter 3-4 American Association of Pediatrics - Pediatrics On-line Child Life Council Evidence Based Practice Statements	Assignment: Evidence Based Practice in the News Forum: Forum 2: Developmental Theory
<u>Weeks</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
Week 3: THE IMPORTANCE OF PLAY	Developmental and psychosocial goals of play The role of play in Child Life	Analyze the central role of play in child life services. (CLC1b) Explain theories of play that best support child life practice. (CLC1b) Describe the developmental and psychosocial goals of each activity and interaction. (CLC1b) Identify methods for obtaining	The Handbook of Child Life - Chapter 8 Child Life in Hospitals - pages 63-64	Assignment: My Child Life Tool Bag Forum: Forum 3: The Importance of Play

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Weeks	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
Week 4: THE CARING PROCESS OF THE CHILD LIFE SPECIALIST	Therapeutic relationships Family-centered care Caring Process of the Child Life Specialist	and managing needed resources. (CLC3b) Apply basic terminology and processes, and expected course of care associated with the circumstances of the population served.(CLC1d) Describe the essential elements of the therapeutic relationship. (CLC1b) Demonstrate the cyclical process of assessment, plan, intervention, and evaluation of child life services. (CLC1a)	The Handbook of Child Life - Chapter 4, 6, and 7 CLC Evidence-Based Practice Statement on Child Life Assessments: Variables Associated with a Child’s Ability to Cope with Hospitalization	Assignment: Case Study Forum: Forum 4: The Therapeutic Relationship
Weeks	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
Week 5: PROCEDURE SUPPORT AND DISTRACTION IN CHILD LIFE	Procedure support and distraction Coping Non-pharmacological and psychological pain management	Describe stress-coping theory. (CLC1c) Discuss factors that may impact vulnerability to stress. (CLC1c) Evaluate effective pain management techniques including non-pharmacological and psychological. (CLC1c) Interpret a definition of advocacy. (CLC2a)	The Handbook of Child Life - Chapter 9 American Academy of Pediatrics. (n.d.). Promoting adjustment and helping children cope. Bernard, R. S., Cohen, L. L., McClellan, C. B., & MacLaren, J. E. (2000). Pediatric procedural approach-avoidance coping and distress: A multitrait-multimethod analysis. Journal of Pediatric Psychology, 29(2), 131-141. doi:10.1093/jpepsy/jsh016 Child Life Council. (2004). Comfort tips: Techniques for keeping children’s hospital experiences positive.	Assignment: Non-pharmacological and Psychological Pain Management Brochure Forum: Forum 5: Advocacy

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Week 6: CHILD LIFE PREPARATION	<p>Emotional safety hazards</p> <p>Environmental safety hazards</p> <p>Fundamentals of psychological preparation</p>	<p>Examine emotional safety hazards and corresponding preventive and protective measures. (CLC1b)</p> <p>Examine environmental safety hazards and corresponding preventive and protective measures. (CLC1b)</p> <p>Use fundamentals of psychological preparation found in child life literature. (CLC1d)</p>	<p>Distraction for Child Life</p> <p>The Handbook of Child Life - Chapter 9</p> <p>Official Documents of the Child Life Council - Chapter 5</p> <p>Producing Your Own Child Life Prep Book</p> <p>Child Life Council - Eligibility Requirements</p> <p>Burke, S. O., Handley-Derry, M. H., & Costello, E. A.(1998). Stress point interventions for parents of children in hospital with chronic conditions reduced stress and improved child and family functioning. Evidence-Based Nursing, 1, 79. doi: 10.1136/ebn.1.3.79</p>	<p>Assignment: Prep Book</p> <p>Forum: Forum 6: Psychological Preparation</p>
Weeks	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
Week 7: DEATH AND DYING: END OF LIFE CARE IN THE PEDIATRIC SETTING	<p>Illness</p> <p>Death and dying</p> <p>Culture, values, beliefs, and behaviors</p>	<p>Evaluate child and family’s concept of illness. (CLC1a)</p> <p>Evaluate child and family’s concept of death and dying. (CLC1a)</p> <p>Attribute the impact of one’s own culture, values, beliefs, and behaviors on interactions with diverse populations. (CLC1e)</p>	<p>The Handbook of Child Life - Chapters 11-12</p> <p>Wolfram, W., Bradlaw, J. E., Balentine, J., Francisco, T., Harwood, R., Halamka, J., ... Brenner, B. E. (2013). Coping with the death of a child in the ED [online article]. Medscape.</p> <p>National Association of School Psychologists. (2010). Death and grief: Supporting children and youth.</p>	<p>Assignment: Column for the Towne Journal</p> <p>Forum: Forum 7: Interactions with Diverse Populations</p>

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Weeks	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
<p>Week 8: WORKING AS PART OF AN INTERDISCIPLINARY TEAM</p>	<p>Coordination Communication Individual responsibility</p>	<p>Describe services and resources of other professionals and identify their roles and functions. (CLC1f)</p>	<p>The Handbook of Child Life - Chapter 5 and 7</p> <p>Hasenfuss, E., & Franceschi, A. (2003). Evidence-based practice in action: Collaboration of nursing and child life: A palette of professional practice. Journal of Pediatric Nursing, 18(5), 359-365. doi:10.1053/S0882-5963(03)00158-1</p> <p>Wagers - Successful Charting for Child Life Interns</p>	<p>Assignment: Resume'</p> <p>Forum 8: People at the Hospital - A CLS Jam Session</p>

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Selected Bibliography

Academy for Guided Imagery

<http://www.academyforguidedimagery.com/index.html>

American Art Therapy Association

<http://www.arttherapy.org>

American Dance Therapy Association

<http://www.adta.org>

American Music Therapy Association

<http://www.musictherapy.org>

American Therapeutic Recreation Association

<http://www.atra-online.com>

Art With Heart

<http://artwithheart.org>

Association for Play Therapy

<http://www.a4pt.org>

Attachment Parenting

<http://www.attachmentparenting.org>

Bare Heart Buddy

<http://www.bareheartbuddy.com>

Beads of Courage Clinician Program

<http://www.beadsofcourage.org/pages/clinicians.htm>

Beads of Courage

<http://www.beadsofcourage.net>

Body Part Chart

<http://www.bodypartchart.com>

Bronfenbrenner's Bio-Ecological Perspective

<http://people.usd.edu/~mremund/bronffamily.pdf>

Boston Children's Hospital: Conditions and Treatments Search

<http://childrenshospital.org/conditions-treatments.html>

Camp Good Grief

<http://omalindahealth.org/childrens-hospital/our-services/outreach-services/camp-good-grief.page>

Camp HOPE

<http://www.camphopeforkids.org/>

Ceiling Scenes

<http://www.ceilingscenes.com/>

Child Life Connection

<http://www.childlifeconnection.com/>

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Child Life Council/Activity Recipe Book

http://ams.childlife.org/members_online/members/viewitem.asp?item=ARB&catalog=BOOK&pn=1&af=CLC

Child Life Council/Annotated Bibliographies

<http://www.childlife.org/Resource%20Library/AnnotatedBibliography.cfm>

Child Life Council 26th Annual Conference on Professional Issues: When the Fun and Games Are Over: Managing Personal Stress and Grief in Child Life Practice

Child Life Council/Forum

<http://www.childlife.org/Forum%20Listserve/>

Child Life Council/Grief & Mourning Bibliography

<http://www.childlife.org/files/GriefBibliography.pdf>

Child Life Council/Internship Candidate Guidelines

<http://www.childlife.org/StudentsInternsEducators/InternshipCandidates/index.cfm>

Child Life Council/Resource Library

<http://www.childlife.org/Resource%20Library/>

Child Life Council

<http://www.childlife.org>

Child Life Resources

<http://www.childlife.org/Resource%20Library/ResourcesforCaregivers.cfm>

Child's Play Charity

<http://www.childsplaycharity.org>

Children's Grief Education Association

<http://childgrief.org/childgrief.htm>

Children's Hospice & Palliative Care Coalition

<http://www.chpcc.org/>

Children's Wish International

<http://www.childrenswish.org>

Comfort Zone Camp

<http://www.comfortzonecamp.org/>

Coping Skills

Court Appointed Special Advocate (National CASA)

<http://www.casaforchildren.org/>

Diversion Therapy Technologies

<http://www.dtt.net.au/>

Electric Owl Studios

<http://www.electricowlstudios.com>

Erik Erikson

<http://www.simplypsychology.org/Erik-Erikson.html>

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Evidence Based Assessment of Coping & Stress
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2639500/>

Family Stress & Coping
<http://www.livestrong.com/article/271331-theory-of-family-stress-adaptation/>

Get Well Gamers
<http://www.getwellgamers.org>

Guidepost's Comfort Kits
<http://www.guidepostsfoundation.org/comfort-kit>

Information Processing Theory
<http://voices.yahoo.com/the-information-processing-theory-its-effect-on-633559.html>

Jared Box Project
<http://www.thejaredbox.com>

KidFlicks
<http://www.kidflicks.org>

Kidzpace
<http://www.kidzpace.com>

Legacy Teaching Aids
<http://www.legacyproductsinc.com>

Light Spinner Quarterly
<http://lightspinnerquarterly.org/>

Loving Touch (infant massage)
<http://www.lovingtouch.com>

Make-A-Wish Foundation
<http://www.wish.org/>

Memories Unlimited, Inc
<http://www.memoriesunlimited.com>

Monkey In My Chair
<http://www.monkeyinmychair.org/>

My Hospital Scrapbook
<http://www.myhospitalscrapbook.com/childlife/copingstickers.html>

National Hospice & Palliative Care: Pediatric
<http://www.nhpco.org/resources/pediatric-hospice-and-palliative-care>

Oscar Litwak Foundation
<http://www.oscarlitwakfoundation.org>

Patient Puppets
<http://www.patientpuppets.mb.ca/adaptations>

Pet Partners
<http://www.petpartners.org>

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Playworks

<http://www.playworks.net/distraction-toys.html>

Project Sunshine

<http://www.projectsunshine.org>

Ronald McDonald House

<http://www.rmhc.com/what-we-do/ronald-mcdonald-house/>

PubMed

<http://www.ncbi.nlm.nih.gov/pubmed/>

Splashes of Hope

<http://splashesofhope.org>

Starlight Children's Foundation

<http://www.starlight.org/>

Starlight Great Escapes

<http://www.starlight.org/greatescapes/>

Team Building

<http://www.professionalteambuilding.com/>

Temperament Theory

http://www.interstrength.com/content/temperament_theory

Therapy Dogs International

<http://www.tdi-dog.org/>

Zone of Proximal Development / Vygotsky

<http://www.simplypsychology.org/Zone-of-Proximal-Development.html>

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