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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


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.
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 tomorrows 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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<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Forum</td>
<td>30%</td>
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<tr>
<td>My Education and Certification Plan</td>
<td>5%</td>
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<tr>
<td>Evidence Based Practice in the News</td>
<td>10%</td>
</tr>
<tr>
<td>My Child Life Tool Bag</td>
<td>10%</td>
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<tr>
<td>Case Study</td>
<td>10%</td>
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<tr>
<td>Non-pharmacological and Psychological Pain Management Brochure</td>
<td>10%</td>
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<tr>
<td>Prep Book</td>
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<tr>
<td>Column for the Towne Journal</td>
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<tr>
<td>Resume’ and Cover Letter</td>
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<td><strong>Total</strong></td>
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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 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.
### 8 – Week Course Outline

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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<tr>
<td><strong>INTRODUCTION TO</strong></td>
<td>Child Life Settings and</td>
<td>Describe how personal challenges and learning needs in knowledge and practice skills</td>
<td>The Handbook of Child Life - Chapter 1, 13, and 14</td>
<td>Assignment:</td>
</tr>
<tr>
<td><strong>CHILD LIFE:</strong></td>
<td>Special Topics</td>
<td>and learning needs in knowledge and practice skills may impact service delivery. (CLC1e)</td>
<td></td>
<td>• My Education and Certification Plan</td>
</tr>
<tr>
<td><strong>THEORY AND PRACTICE</strong></td>
<td>Child Life Tools</td>
<td>Summarize resources and opportunities for professional development. (CLC1e)</td>
<td>Official Documents of the Child Life Council - Chapters 1-2 &amp; 6</td>
<td>• Address for Certification</td>
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<tr>
<td><strong>(CLC1e)</strong></td>
<td></td>
<td>Clarify the mission and goals of the work environment. (CLC3b)</td>
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<td><strong>Week 2:</strong></td>
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<td>Forum:</td>
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<tr>
<td><strong>CHILD DEVELOPMENT</strong></td>
<td>Developmental theory</td>
<td>Evaluate theories of human growth and development, play, and family systems. (CLC1a)</td>
<td>The Handbook of Child Life - Chapter 2</td>
<td>• Introductions</td>
</tr>
<tr>
<td><strong>THEORY AND RESEARCH</strong></td>
<td></td>
<td>Describe coping behaviors specific to various age groups and populations. (CLC1c)</td>
<td>Official Documents of the Child Life Council - Chapter 3-4</td>
<td>• Forum 1: Becoming a Child Life Specialist</td>
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<td></td>
<td></td>
<td>Describe common fears, misconceptions and concerns of individuals in each developmental</td>
<td>American Association of Pediatrics - Pediatrics Online</td>
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<td></td>
<td></td>
<td>stage. (CLC1d)</td>
<td>Child Life Council Evidence Based Practice Statements</td>
<td></td>
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<tr>
<td><strong>Week 3:</strong></td>
<td>Developmental and psychosocial</td>
<td>Analyze the central role of play in child life services. (CLC1b)</td>
<td>The Handbook of Child Life - Chapter 8</td>
<td>Assignment:</td>
</tr>
<tr>
<td><strong>goals of play</strong></td>
<td>goals of play</td>
<td>Explain theories of play that best support child life practice. (CLC1b)</td>
<td>Child Life in Hospitals - pages 63-64</td>
<td>Evidence Based Practice in the News</td>
</tr>
<tr>
<td><strong>The role of play</strong></td>
<td>in Child Life</td>
<td>Describe the developmental and psychosocial goals of each activity and interaction. (CLC1b)</td>
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<td>Forum: Forum 2: Developmental Theory</td>
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<td>Identify methods for obtaining</td>
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<thead>
<tr>
<th>Weeks</th>
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<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>Week 4: THE CARING PROCESS OF THE CHILD LIFE SPECIALIST</td>
<td>Therapeutic relationships</td>
<td>Apply basic terminology and processes, and expected course of care associated with the circumstances of the population served. (CLC1d)</td>
<td>The Handbook of Child Life - Chapter 4, 6, and 7</td>
<td>Assignment: Case Study</td>
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<td></td>
<td>Family-centered care</td>
<td>Describe the essential elements of the therapeutic relationship. (CLC1b)</td>
<td>CLC Evidence-Based Practice Statement on Child Life Assessments: Variables Associated with a Child’s Ability to Cope with Hospitalization</td>
<td>Forum: Forum 4: The Therapeutic Relationship</td>
</tr>
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<td></td>
<td>Caring Process of the Child Life Specialist</td>
<td>Demonstrate the cyclical process of assessment, plan, intervention, and evaluation of child life services. (CLC1a)</td>
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<tr>
<td>Weeks</td>
<td>Topic(s)</td>
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<tr>
<td>Week 5: PROCEDURE SUPPORT AND DISTRACTION IN CHILD LIFE</td>
<td>Procedure support and distraction</td>
<td>Describe stress-coping theory. (CLC1c)</td>
<td>The Handbook of Child Life - Chapter 9</td>
<td>Assignment: Non-pharmacological and Psychological Pain Management Brochure</td>
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<tr>
<td>Weeks</td>
<td>Topic(s)</td>
<td>Learning Objective(s)</td>
<td>Reading(s)</td>
<td>Assignment(s)</td>
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<tr>
<td><strong>Week 6: CHILD LIFE PREPARATION</strong></td>
<td>Emotional safety hazards</td>
<td>Examine emotional safety hazards and corresponding preventive and protective measures. (CLC1b)</td>
<td>The Handbook of Child Life - Chapter 9</td>
<td>Assignment: Prep Book</td>
</tr>
<tr>
<td></td>
<td>Environmental safety hazards</td>
<td>Examine environmental safety hazards and corresponding preventive and protective measures. (CLC1b)</td>
<td>Official Documents of the Child Life Council - Chapter 5</td>
<td>Forum: Forum 6: Psychological Preparation</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of psychological preparation</td>
<td>Use fundamentals of psychological preparation found in child life literature. (CLC1d)</td>
<td>Producing Your Own Child Life Prep Book</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Child Life Council - Eligibility Requirements</td>
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</tr>
<tr>
<td><strong>Week 7: DEATH AND DYING: END OF LIFE CARE IN THE PEDIATRIC SETTING</strong></td>
<td>Illness</td>
<td>Evaluate child and family’s concept of illness. (CLC1a)</td>
<td>The Handbook of Child Life - Chapters 11-12</td>
<td><strong>Assignment: Column for the Towne Journal</strong></td>
</tr>
<tr>
<td></td>
<td>Culture, values, beliefs, and behaviors</td>
<td>Attribute the impact of one’s own culture, values, beliefs, and behaviors on interactions with diverse populations. (CLC1e)</td>
<td>National Association of School Psychologists. (2010). Death and grief: Supporting children and youth.</td>
<td></td>
</tr>
</tbody>
</table>
### Week 8: WORKING AS PART OF AN INTERDISCIPLINARY TEAM

**Coordination**
**Communication**
**Individual responsibility**

**Learning Objective(s):** Describe services and resources of other professionals and identify their roles and functions. (CLC1f)

**Reading(s):**
- The Handbook of Child Life - Chapter 5 and 7
- Wagers - Successful Charting for Child Life Interns

**Assignment(s):**
- Assignment: Resume'
- Forum 8: People at the Hospital - A CLS Jam Session
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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://lomalindahealth.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
http://www.childlife.org/Forum%20Listserve/

Child Life Council/Grief & Mourning Bibliography

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

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.kidzspace.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

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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