Children and Families in the Medical Setting

Child and Family Studies CHF 4450

Weber State University

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Office Hours: by appointment

**Required Texts**:

Rollins, J. A. (2005). *Meeting Children’s Psychosocial Needs Across the Health‐Care Continuum.* Austin, TX: PRO‐ED, Inc. ISBN 978-0890799925

Kuttner, L. (2010). *A Child in Pain.* Crown House Publishing Limited. ISBN 978-184590436-4

Thompson, R.H. (2009). *The Handbook of Child Life.* Thomas Books. ISBN 978-0-398-07832-4

**Course Description and Learning Objectives**:

The purpose of this course is to aid students in exploring or pursuing studies of children in the medical setting. This course provides basic background and knowledge of Child Life practices. The content of this course is designed to create a foundation of knowledge, both academically and practically, in the required core competencies of the nationally recognized Child Life certification, which are:

1. The ability to assess and meaningfully interact with infants, children, youth and families.
2. The ability to provide a safe, therapeutic and healing environment for infants, children, youth and families.
3. The ability to assist infants, children, youth, and families in coping with potentially stressful events.
4. The ability to provide teaching, specific to the population served, including psychological preparation for potentially stressful experiences, with infants, children, youth, and families.
5. The ability to continuously engage in self-reflective professional child life practice.
6. The ability to function as a member of the services team.
7. The ability to represent and communicate child life practice and psychosocial issues of infants, children, youth, and families to others.
8. The ability to supervise child life students and volunteers.
9. The ability to develop and evaluate child life services.
10. The ability to implement child life services within the structure and culture of the work environment.
11. Learn and understand the Official Documents of the Child Life Council (CLC) including the Code of Ethical Responsibility, Child Life Competencies, and Standards of Clinical Practice, the Child Life Mission, Values and Vision Statements, and the Code of Professional Practice.
12. Gain an understanding both of the role of a Child Life Specialist, and the spectrum/scope of Child Life practice in direct and non-direct services in pediatric health care.
13. Receive a historical context of the profession and its development in the evolution of children’s healthcare.
14. Understand and explore the impact of illness, injury, and health care on patients and families (including siblings).
15. Understand and relate developmental milestones and theory to Child Life practices.
16. Learn and understand the key principles of patient and family-centered care, including principles of respect and dignity, information sharing, supporting participation in care, and collaboration in relationship to child life practice.
17. Examine the language of the medical field, and its impact on children.
18. Have opportunities to examine play in all its forms. Including the elements and benefits of it, as well as various therapeutic play modalities for the clinical setting.
19. Learn and understand various techniques and methods of Preparation in child life practice.

This course is set up to prepare persons who plan to complete a 480 hour cooperative work experience in the field of Child Life, and is required to complete PRIOR TO entering into an internship, and taking the National Child Life Certification Examination.

**NOTE**: If you plan on obtaining the National Child Life Certification, you will be required to keep all of your classwork with relation to this course until after certification, and upon completion will receive a course verification form which you MUST KEEP, and PROVIDE TO THE NATIONAL CHILD LIFE COUNCIL when applying to take the certification examination. There are no exceptions to this. YOU MUST HAVE A COURSE VERIFICATION FORM in order to be eligible to sit for the exam.

**Academic Honesty**: Cheating is defined as taking credit or presenting work as your own that is not your own original work. You are encouraged to meet together and discuss course material, but all examinations must be completed individually and without any notes. The paper assignments must be original projects prepared for this class. Plagiarism is not acceptable and proper citation of sources is required on all assignments using APA style (6th Ed.). Additional information regarding student rights and responsibilities can be found in the Student’s Code: http://documents.weber.edu/ppm/6-22.htm

**ADA**: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. For additional information, go to the following URL: <http://departments.weber.edu/ssd/>

**Exam Policy:** Exams will be open in the testing centers on the scheduled dates only. Exams will not be offered at any other times (No Exceptions). Be sure to plan all vacations and other activities accordingly. Failure to take the exam during the scheduled time will result in a zero score for that exam and no make up’s will be allowed.

**Absence from Class Policy**: If you miss class for any reason (e.g., illness, work, weddings, sleeping in, etc.), it is the students responsibility to get information presented in class from other students. No make-up work will be offered for absences.

**Late Work Policy:** All work turned in late will lose 10% of the possible points for each day late. For example, an assignment worth 100 points due on a Monday, but is turned in on Thursday will lose 30 points automatically. Please plan ahead and get all work turned in on time.

**Extra Credit Policy:** As a general rule, extra credit will not be offered in this course. The instructor, however, may allow extra credit opportunities at her discretion.

**Redo of assignments**: There will no opportunities to redo assignments after the due date. If you are uncertain of the specific requirements for any assignment, it is the student’s responsibility to clarify with the instructor prior to the due date and submission of the assignment.

**Closure of Campus Policy:** In the event of disease, natural disaster, or some other reason and the main campus is closed, this course will resume online through the WSU Online system. Please login into this course via the WSU Online System to receive further instructions: http://online.weber.edu/webct/entryPageIns.dowebct

**Online Submissions:** It is the student’s responsibility to make sure that all assignment files are successfully uploaded into the appropriate submission folder. This means checking (and double-checking) to ensure that the file you upload is not blank or “corrupt.” Any blank or corrupt documents will be considered a failure to submit the assignment.

**Class Rules of Conduct:** In an effort to maintain an atmosphere that is conducive towards learning, please observe the following class rules:

1. Please have all cell phones and other electronic devices set to a silent or vibrate ring tone. **Please, no texting during class!** If I can do it, you can do it. ☺
2. Please arrive to class on time. If you do arrive late, come in as quickly and quietly as possible, and sit where you can still participate effectively.
3. No food in the classroom.
4. Participation is important for your learning in this class. I expect you to come prepared to think critically, and participate when asked upon.
5. Do not leave class early unless you have made prior arrangements with the professor.
6. Be courteous and respectful to others in the class. No disruptive behaviors.

**Course Requirements**:

1. **Professionalism**: Attendance, Preparation, Participation, Respect (for other students and professor), Responsibility, and Hard Work. More information about professionalism will be shared throughout the class, but it entails the expectation of professional conduct.
2. All students must complete **reading assignments** in accordance with the class schedule.
3. All students are required to take 2 exams. Exams will cover both reading assignments and any information presented in class. A schedule is included in the course calendar.

**Assignments:**

**Weekly reading post assignments:**

See schedule below for weekly reading assignment and discussion topics. There will be ten reading assignments for ten points each. All posts for the current weeks reading assignment will be due by 11:59pm on the Monday before the next class. In order for you to receive points, you MUST PARTICIPATE thoughtfully and intelligently! ☺ This will be for your benefit in the long run! I promise!!!

**Related learning objectives (see above): 1-19**

***Grading Rubric for Weekly Reading Post Assignments:***

10 points \_\_\_\_ Thoughtful consideration and discussion of the weekly reading material

**Child Life Research assignment**: Visit and research the website: childlife.org and write a **1-2 page** overview of the path and requirements it takes to become nationally certified as a child life specialist.

**Related course and learning objectives: 11, 12**

***Grading Rubric for Child Life Research Assignment***

25 points \_\_\_ Grammar, Punctuation, Quality of writing

25 points \_\_\_ Accuracy in description of Child Life requirements

**Internship Research assignment:**

Track down ten child life internship or cooperative work experience opportunities, and take **1-2 pages** to tell me about them: Where they are located, what’s so neat about their facility, how many students do they take per year, how many child life specialists do they currently employ, and any other juicy details you can come up with! Finally, report on which of these ten are you leaning towards most and why. **Related learning objectives: 12**

***Grading Rubric for Child Life Research Assignment***

10 points \_\_\_ Grammar, Punctuation

40 points \_\_\_ Details of ten internships (4 points per internship)

**Presentation-Personalize the hospital experience:**

Find someone in your life that experienced a hospitalization or medical procedure (other than just a regular visit to their Doctor,) as a child and interview them about their experience. Was it positive or negative? Why? How old were they at the time? How long was their stay? What could have made it better in their eyes? Who was with them while they were there? Were there any experiences within their experience that stood out the most? Why? Are they afraid of the hospital today?

In learning their story, pay particular attention to the stress-potential model. Create a five-minute presentation to share with the class about their experience, and what you learned about the effects of the medical setting on children.

**Related learning objectives: 1, 5, 14, 17**

***Grading Rubric for Presentation Personalize the hospital experience***

25 points \_\_\_ Quality and creativity of presentation

25 points \_\_\_ Details of child interview shared

25 points \_\_\_ Stress potential model incorporated

25 points \_\_\_ Effects of medical setting on children learned

**Presentation-Therapeutic Intervention:**

Of all the therapeutic interventions we have learned about so far, choose one of them, and find a child to practice on. This needn’t be a child who is currently in a medical setting, but if you know of one who will be going in a medical setting in the near future, you may want to consider doing it with them! Prepare a 7-10 minute presentation about your experience (i.e. what was your chosen intervention? Was the child receptive? What barriers did you face? What would you do differently if you had a do-over?)

**Related learning objectives: 1, 2, 3, 4, 5, 15, 17, 18, 19**

***Grading Rubric for Presentation Personalize the hospital experience***

25 points \_\_\_ Quality and creativity of presentation

25 points \_\_\_ Details of intervention shared (incl. development, background, etc.)

25 points \_\_\_ Assessment of child prior to and during intervention (why did you choose this particular intervention for this child?)

25 points \_\_\_ Evaluation of the intervention (how did it go? barriers/etc.)

**All other assignments:** will be completed in class. There are 150 (10 points/class) points possible for participation in these assignments, so attendance is important. Each week at the beginning of class you will have a new intervention to experience. Your participation in these interventions is mandatory to obtain your attendance points for the day.

**Related learning objectives: 1-19** (see Weekly Course Schedule RLO’s)

***Grading Rubric for All other assignments:***

10 points/ class period\_\_\_\_\_ Attendance and participation in class

**Individual Case study:**

Case studies will be given out in class, and you will have the opportunity to choose one of three. **See course outline below for the date you will receive your case studies.** It’s time to put your money where your mouth is! Act as if you’re already a child life specialist, and this is your patient, arriving on your unit. What will you do? I want all the details on what you’ve learned so far, using the APIE model learned in this course. **5-7 pages in length**, using APA format, and don’t forget to site your sources to back up the choices you have made. **Related learning objectives: 1-6, 12, 14-19**

***Grading Rubric for Case Study***

30 points\_\_\_\_\_ APA style, Grammar, Punctuation, Accurate Citation of References, Quality of writing

30 points \_\_\_\_\_ Quality of assessment

30 points \_\_\_\_\_ Quality of plan for patient

30 points \_\_\_\_\_ Quality of intervention(s)

30 points \_\_\_\_\_ Quality of evaluating assessment

**BE CAREFUL TO AVOID PLAGIARISM!**

If you are not familiar with APA style, please refer to the APA style guide (6th edition). I strongly recommend that you take advantage of the writing centers on campus for feedback on your paper and APA style. You may also find the following websites useful for a description of APA style and writing research papers:

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html>

<http://departments.weber.edu/chfam/APA_FORMAT/APAmenu.html>

<http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796>

Specific Requirements of the Case Study Paper:

* Must be written according to APA Style Guidelines (6th Ed.). For every assessment or intervention you use during the patient’s stay, you must site your source for obtaining that idea.
* Must complete process from arrival on your unit, to discharge of the patient (length of stay will be provided in the case study).
* Must be organized using the APIE assessment format learned in class.
* This must be your own original work produced for this class.

***Final Grade Criteria***

The number of points you earn throughout the semester will determine final grades in the class. You will earn points on each exam and assignment.

Midterm Exam 100 points

Final Exam 200 points

Discussion Posts 100 points

Participation in Class Assignments 150 points

Case Study 5-7 pages 150 points

Child Life Intervention Assignment 100 points

Research of Internships Assignment 50 points

Research Child Life Path Assignment 50 points

Personalize the Hospital Experience 100 points

## Total 1000 points

***Grade Distribution***

A 93% or greater

A- 90-92%

B+ 87-89%

B 84-86%

B- 80-83%

C+ 77-79%

C 74-76%

C- 70-73%

D+ 67-69%

D 64-66%

D- 60-63%

E 59% or below

Weekly Course Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date of class | **Reading Assignment** | **Discussion Post due:** | **Class Topic: Related Learning Objectives RLO (see above)** | **Assignment/Exam schedule** |
| Tues Aug 27th | **Child life documents (given in class)**  Ch 1 “The Handbook..” | Sept 2 | * Syllabus review * Role of Child Life   **RLO: 12** | Child Life research assignment given: **due Tues Sept 3rd** |
| Tues Sept 3rd | **(Reading assignment given in class)** | Sept 9 | * History of Child Life * Ethics and Standards\   **RLO: 8, 9, 10, 11, 13,** | Internship research assignment given: **due Tues Sept 10th** |
| Tues Sept 10 | Ch 7 “The Handbook..” | Sept 16 | * Child Development * Milestones   **RLO: 1,2, 15** |  |
| Tues Sept 17 | Ch 3 “A child in Pain”  Ch 4 “The Handbook” | Sept 23 | * APIE assessment model * Stress Potential Model   **RLO: 1,2** | Interview presentation assignment given:  **Due Tues Sept 24** |
| Tues Sept 24 | **(assignment given in class)** | Sept 30 | * Medical language   **RLO: 1, 4, 17** | **Interview presentations**  **in class** |
| Tues Oct 1 | Ch 2 “The Handbook...”  Ch 1 “Meeting Children’s..” | Oct 7 | * Developmental theory   (Part 1)  **RLO: 15** |  |
| Tues Oct 8 | Ch 8 “The Handbook...”  Ch 3 “Meeting Children’s..” | Oct 14 | * Developmental theory   (Part 2)  **RLO: 15** | **Midterm Exam**  **RLO: 1,2,4,8, 9, 10, 11, 12, 13, 15,** |
| Tues Oct 15 | Ch 1-2 “A Child in Pain” | Oct 21 | * Play!   **RLO: 5, 8, 18** |  |
| Tues Oct 22 | Ch 6 “The Handbook…”  Ch 7 “Meeting Children’s…” | Oct 28 | * Pain * Coping   **RLO: 3, 12, 14, 17** |  |
| Tues Oct 29 | Ch 5-7 “A Child in Pain”  **Ch 7-8 “Psychosocial care..” (given in class)** | Nov 4 | * Family Centered Care * Siblings!!   **RLO: 6, 16** |  |
| Tues Nov 5 | Ch 5 and 9 “The Handbook..” | Nov 11 | * Therapeutic Play * Therapeutic coping   **RLO: 5, 18** | Therapeutic Intervention assignment given:  **Due Tues Nov 19** |
| Tues Nov 12 | Ch 11-12 “The Handbook..”  Ch 6 “Meeting Children’s..” | Nov 18 | * Preparation   **RLO: 4, 5, 19** |  |
| Tues Nov 19 | Ch 13 “The Handbook…” | Nov 24 | * Grief and Memory Keeping   **RLO: 3, 4, 7, 19** | **Therapeutic Intervention Presentations in class**  Case Study assignment given:  **Due Tues Dec 3rd** |
| Tues Nov 26 | No reading assignment! | - | * Chronic Illness and Developmental Delay   **RLO: 1, 2, 7, 15** |  |
| Tues Dec 3 | No reading assignment | - | * Making a difference * Boundaries   **RLO: 5, 11** |  |
| Dec 9-10 |  |  | **RLO: 1-19** | **Final Exam** |