***Introduction to Child Life (HD 490)***

*“Through play a child grows, develops, expresses his emotions, and adjusts to his environment. Play becomes a safety valve for his hidden wishes and fears and a balance for the tensions that are a part of every growing child’s life. Ill or well, the child needs play.” (Richards & Wolff, 1940)*

Instructor: Amy Hagel, M.Ed, CCLS

Phone: (712) 830 1558

Email: [ahagel@uwsp.edu](mailto:ahagel@uwsp.edu)

Course Website: Canvas

***Required Text***

*Meeting Children’s Psychosocial Needs Across the Health-Care Continuum.* Judy A. Rollins, Rosemary Bolig, and Carmel C. Mahan. Pro-Ed, 2005.

*Psychosocial Care of Children in Hospitals: A Clinical Practice Manual from the ACCH Child Life Research Project.* Laura Gaynard, John Wolfer, Joy Goldberger, Richard Thompson, Lisa Redburn, Lesley Laidley. Child Life Council, 1998.

Hannah’s Gift. Maria Housen, Bantam Books, 2002.

Course Objectives and Goals:

* What is Child Life and what are their roles?
* Prepare students to work with children and their families in a variety of healthcare settings.
* Examine psychosocial and developmental issues and how they are impacted by childhood illness and hospitalization.
* Explore how developmental theories guide play and other therapeutic activities with children.
* Address the importance of family-centered care, sibling involvement, peer interactions, and grief/bereavement support.

***Grading Scale***

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| --- | --- | --- |
| *Quiz 1* | *10% -- 30pts* | ***Grading:*** |
| *Midterm* | *25% -- 75pts* | ***A= 100-90%*** |
| *Grant Writing* | *10% -- 30pts* | ***B= 89-80%*** |
| *Quiz 2* | *10% -- 30pts* | ***C= 79-70%*** |
| *Group Presentation* | *10% -- 30pts* | ***D= 69-60%*** |
| *Journals* | *5% -- 15pts* | ***F= < 60%*** |
| *Discussions* | *5% -- 15pts* |
| *Final* | *25% -- 75pts* |
|  | *100% -- 300pts* |

***Course Outline (may be subject to change)***

|  |  |  |
| --- | --- | --- |
| ***Topic*** | ***Dates*** | ***Assignments, Readings, & Due Dates*** |
| **What is Child Life?**  -Course Overview  -Introductions  -ACLP Website: [www.childlife.org](http://www.childlife.org)  **Children and Healthcare Encounters**  -Introduction of hospital setting  -Child Life Process-APIE  -Importance of coping/play | **Day 1** | Readings:  *Gaynard Ch. 1*  *Hannah’s Gift pg. 1-80*  Assignments:  Journal 1 |
| **Developmental Theories**  -Developmental Theories/Theorists | **Day 2** | Readings:  *Rollins Ch. 1*  *Hannah’s Gift pg. 81-end*  Assignments:  Journal 2 |
| **QUIZ-1/6**  **Discussion-Hannah’s Gift** | **Day 3** |  |
| **Psychosocial Care for Children**  -Stress & Coping Theory  -Separation & Attachment  -Types of Healthcare Play  -examples | **Day 4** | Readings:  *Rollins Ch. 3*  *Gaynard Ch. 2 & 7*  Assignments:  Journal 3 |
| **Preparing Children for Healthcare Encounters**  -Communication  -Procedural Support  -Pain Management | **Day 5** | Readings:  *Rollins Ch. 2*  *Gaynard Ch. 6 & 9*  Assignments:  Journal 4 |
| **Healthcare Environment**  -Resources, Budgeting, Design  -Grant Writing | **Day 6** | Readings:  *Gaynard Appendix A & Ch. 3*  Assignments:  Journal 5 |
| **Midterm-1/10** | **Day 7** |  |
| **Families**  -Dynamics  -Support Systems  -Boundaries | **Day 8** | Readings:  *Rollins Ch. 5 & 7* |
| **Families**  -Boundaries | **Day 9** | Readings:  *Rollins Ch. 12*  Assignments:  Journal 6 |
| **Bereavement Care**  -Caring for a child who is dying  -Caring for the family  **Burnout/Self Care** | **Day 10** | Readings:  *Rollins Ch. 6*  Assignments:  Journal 7 |
| **QUIZ-1/16** | **Day 11** |  |
| **Other Disciplines**  -Medical Staff  -Music Therapy  -Art Therapy  **Alternative Settings**  **Final- 1/17** | **Day 12** | Readings:  *Rollins Introduction & Ch. 4*  Assignments:  Journal 8  **Turn in ALL Assignments** |

***Assignments***

1. Journals: due date-1/17/20
   1. After doing your daily readings and power-points, write a summary. Please include things you learned, provide examples if you have been a part of these experiences, and provide at least two questions you came up with during the readings. These journals will be posted as a discussion.
2. Discussions: due date-1/17/20
   1. Engage in discussion by replying to your fellow students’ posts (journals) answering questions or giving your thoughts and opinions
   2. Must reply to two different students’ posts for each journal
3. Grant Writing Project: due date- 1/17/20
   1. In partners, students will pick a space/object that is needed/wanted for a hospital including the following:
      1. Intro paragraph requesting what is desired
      2. Design
      3. Budget
      4. Benefits/Testimonials
      5. Process
   2. You and your partner will need to provide an explanation
   3. Create a PowerPoint and word document (letter form) to be submitted
   4. Will be graded on the following:
      1. How well you follow the guidelines
      2. Meets the targeted need (based on your assessment of the need)
      3. Justify your project and explanation of the goals and expected outcomes
      4. Professional quality and appearance of your proposal
      5. Creativity
4. Group Presentation: due date- 1/17/20
   1. Groups will be given a case study patient with a chronic medical condition
      1. Collect basic information about the diagnosis
         1. Define terms
         2. State statistics
         3. Prognosis
         4. Common Procedures
      2. Effects of stressors on the child based on developmental age
         1. Cognitive Learning
         2. Social
         3. Emotional
         4. Family Dynamics
      3. Interventions with specific goals to aid in coping
         1. Preparations
         2. Procedural Support
         3. Medical Play
   2. Create a PowerPoint presentation
   3. Will be graded on the following:
      1. How well you follow the guidelines
      2. Meets targeted basic information, effects of stress, and interventions
      3. Professional quality and appearance of presentation
      4. Creativity

Important guidelines for all assignments and class time:

* Must be submitted by due date. 10% will be taken off each day turned in late
* Must be typed
* Examinations are a mix of objective and short answer/essay questions. There are not to be any make-up quizzes or exams, unless it is a documented excused absence. For these excused absences, the arrangements should be made prior to the date of the scheduled test or exam. Student must contact the instructor within 24 hours by phone or email to have a possibility to make up quizzes or exams.

As you can see, all assignments are due on the last day of class. Please plan accordingly and give yourself enough time to accomplish each of these assignments/projects. This is a self-paced course.

The quizzes and midterm/final will be opened at the beginning of the course and must be completed by 1/17/20 11:59pm central standard time.

***Late Policy***

Late assignments are defined as those assignments that are not submitted to the assignment folders by the closing date on Canvas. Any late assignments should be placed in the late folder and will have a certain percentage drop (1 day late-10%, 2 days late-20%, and so on) for every day late. The deadlines for all assignments are clearing labeled throughout the course content.

***Bill of Rights and Responsibilities***

My goal, as the professor for this course, is to establish a culture that is respectful, honest, and inclusive of all students and faculty. In order to create this environment, we must remain open to new ideas and actively listen to others’ thoughts and opinions. We aim to respect all citizens in this class, regardless of race, religion, gender, sexual orientation, or ethnicity. Please remember that professional behavior is expected at all times.

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to:

The rights and responsibilities document also includes the policies regarding academic misconduct. A direct link can be found here:

**American with Disabilities Act**

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here:

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please follow this link:

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.

\*\*\*This syllabus is created by Amy Hagel. Do not distribute without instructor’s permission.\*\*\*