**Child Life and Therapeutic Play 455/655**

**Spring 2023**

*“Children need the freedom and time to play.  Play is not a luxury.  Play is a necessity.” –Kay Redfield Jamison*

**Required Text**:

Child Life in Hospitals: Theory and Practice. Richard H. Thompson and Gene Stanford.

Therapeutic Activities for Children and Teens Coping with Health Issues.  Robyn Hart and Judy Rollins.

Required articles and videos can be found on the class website.

**Required Technologies:**

*See the CANVAS homepage for requirements.*

Reliable access to the internet

Microsoft Word, PowerPoint

**Contact Information:**

Instructor Availability: Expect an email reply from me within 48 hours, Monday-Friday. I will **not** consistently check my email over the weekend, so please contact me during the week if possible. If you would like to speak on the phone, email me to set up an appointment.

If you have a question that is not personal or about grades, posting on the Q & A discussion board is a good way to get a quick response as other students may reply and others may have the same question.

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**Learning Outcomes (In accordance with the Association of Child Life Professionals):**

“This course will focus on the therapeutic aspects and/or learning objectives of play in infants, children, youth, and young adults. Curricula will include:

* Discuss classical and contemporary theories or concepts of play
* Explore play as an essential element for children’s growth, development and learning
* Understand the influence of play environments on children’s play
* Examine play as the primary vehicle and indicator of physical, intellectual, social, and emotional development of children
* Structure therapeutic play sessions-considering guidance and creativity
* Identify the importance of art, music, and play for early childhood education
* Address concepts of leisure, play and recreation

**Assignment Descriptions:**

**Discussions- 5 questions at 2pts each. No question for week 3.**

Should show a well thought out connection between personal experiences and readings.  Posts should be at least one paragraph in length. Late posts will be reduced by 50%. Correct grammar, punctuation, and spelling is required. If messages contain significant errors, points may be taken away. See discussion rubric below-

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| --- | --- | --- | --- |
|   | Exemplary | Proficient | Unsatisfactory |
| Initial post critical analysis |  Displays an excellent understanding of the course materials and the underlying concept being discussed. Uses course materials and other information to support important points. |  Displays some understanding of the course materials and the underlying concept being discussed. Limited use of course materials and other information to support points.  |  Displays little understanding of the course materials and the underlying concept being discussed. Use of course materials and other information to support points is incoherent or missing entirely. |

**Project #1: Teach a Chapter**

You will be assigned a partner and a chapter in the *Therapeutic Activities*text.  Together (virtually) form a lesson plan. Must include–

* PowerPoint overview of the assigned chapter
* Video of you and your partner completing a play activity that correlates with your chapter (be creative!)
* Include two research articles
* 655 Grad students must include 3 research articles

\*It is your responsibility to coordinate and find time to meet virtually with your assigned partner. Many students like to divide this project up with their partner. i.e. one does the video, one finds the research articles, both contribute to the Power Point. There is no right or wrong way, but there should be equal work from both.  **Email me your project the Sunday before the week it is due by 11:59pm**

ALL student are expected to review each groups work once it is posted!

**Project #2**-**Structure Three Therapeutic Play Sessions**

Using the activity format found on class website, complete one activity plan **for each**of the following types of play, this will be 3 play sessions total: (**original ideas, not taken from the textbook**)

* Familiarization/Medical Play
* Expressive
* Social

\*Must include pictures of the play activity.  Pictures can be taken offline, you don’t need to physically do the activity itself.

655 Grad students- must complete 2 of each activity (6 play sessions total)

**Project #3- Design a Hospital Playroom**

Playroom must be appropriate for ages 0-18.  Your room is ¼ the size of a gymnasium.  Must include a picture (drawn or computer generated) showing your design. The following items must be addressed on a typed word document-

* What area of the playroom is set aside for infants? School-age? Teens?
* Space for group activities
* Storage for crafts
* List of items in the playroom that meet the need for
	+ dramatic play
	+ competitive play
	+ physical play
	+ constructive play
	+ symbolic play
	+ medical play
* Accessibility, i.e. make sure a wheelchair can fit, IV poles
* Colors of your playroom and why you chose those colors

**Paper-Personal Play Philosophy**

Reflect on your personal growth throughout this course.  Must answer the following questions-What are your own personal views of play? Did they change since the beginning of the semester? What is therapeutic play?  How has research shown its validity?

\*Three page minimum, include **three**cited references from either texts used during this course.

655 Grad students- 5 page minimum, 5 cited references

**Grading:**                                                                                              **Grading Scale:**

            Project #1 (teach a chapter)-25%                                           A- 100-90%

            Project #2 (therapeutic activities)-20%                                  B-89-80%

            Project #3 (playroom design) -20%                              C-79-70%

Discussions- 10%                                                                      D- 69-60%

            Paper- 25%                                                                  F-<60%

**Attendance and Participation:**In an online course, submitting assignments on time is the primary requirement. Logging in to CANVAS frequently is recommended to read announcements in the News area. Instructors can see when a student logs in to CANVAS and the most successful students log in frequently.

It is important to plan your time to complete assignments. You are encouraged to work ahead and be proactive. If you have any conflicts with due dates, you will be expected to complete assignments ahead of time.

**Course Schedule**

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| --- | --- |
| **Week 1****Therapeutic Play for Learning, Developing and Assessing**·      Review Power Point·      Chapters 1, 2 and 4 of Thompson·      Articles:-“Evaluation of Therapeutic Play: A Challenge for Research”-“Therapeutic Play: Effects on Hospitalized Children” **YouTube Video-: “**Montessori vs. Conventional School” |  |
| **Week 2** **Play for Desensitization of Medical Procedures for a CCLS**·      Review Power Point·      Chapter 6 of Thompson·      Chapter 6 of Hart·      Article:-“Effectiveness and Appropriateness of Therapeutic Play Intervention in Preparing Children for Surgery:  A Randomized Controlled Trial Study”-“Therapeutic Play: Preparing the Child for the Vaccine”**-**“Child Life Council Evidence-Based Practice Statement-Therapeutic Play in Pediatric Health Care: The Essence of Child Life Practice”**YouTube Video:**“Showing a Child How an IV is Inserted using Medical Play” -Centura Health  |   |
| **Week 3****Project #2 Due by 11:59pm: Three Therapeutic Activities****Play for Self-Expression**Group #1 presentsMust incorporate: Chapter 2 of Hart **Play for Self Esteem and Body Image**Group #2 presentsMust incorporate: Chapters 3 & 4 of HartREMEMBER- **ALL student are expected to review each groups work.** |   |
| **Week 4****Play for Group Interaction and Socialization**Group #3 presentsMust incorporate: Chapter 5 of Hart **Play for Tension Release and Humor**Group #4 presentsMust incorporate: Chapters 7 and 8 of Hart**Sensitive Play for Death and Bereavement**Group #5 presentsMust incorporate: Chapter 9 of Hart   |   |
| **Week 5****Project #3 Due by 11:59pm: Design a Hospital Playroom****Play for Isolation and Immobilization**Group #6 presentsMust incorporate: Chapter 11 of Hart **Play to Assist with Separation and Stranger Anxiety**Group #7 presentsMust incorporate: Chapter 1 of Hart and chapter 3 of Thompson**Play to Help with Pain**Group #8 presentsMust incorporate: Chapters 12 and 13 of Hart |  |
|  |   |
| **Week 6****\*Paper Due 11:59pm****Classical and Contemporary Concepts of Play, Leisure and Recreation**-Complete an activity that is therapeutic to you, post to the discussion board what your activity was.**Articles:**“Play Theories: A Contemporary Review”-“On Play and Playing”**YouTube Video:**“Theories of Play, Advantages of Play” |   |