



**University of La Verne
Child Life Assessment, Preparation & Medical
Terminology Course/
The Effects of Disease and Injury on the Hospitalized
Child**

Education 530I & 530 H



Collected from Google.com

We worry about what a child will become tomorrow, yet we forget that he is someone today. ~Stacia Tauscher

Course Syllabus

Child Life Course Education 530 H & 530 I are designed, implemented and evaluated according to the specific clinical and academic standards set forth by the National Child Life Council. Please refer to the Child Life Council website www.childlife.org for further information.

Instructor:

Michelle Parker CCLS
Personal E-mail: shelli1028@yahoo.com
Work E-mail: mparker@llu.edu

Cell phone: (909) 553-2452 (I request that you use the cell phone contact information *only* under emergency circumstances such as; death in the family, illness that will cause you to miss more than one class, or other personal emergency that will affect your attendance of class. Please note...an emergency is *not* needing information on assignments or needing other clarification on class work, etc. That correspondence needs to be done via email.

Modification of this syllabus may be made at any time at the instructors' discretion.

Course Description 530 I:

1. Candidates will review, participate, practice, learn and demonstrate knowledge of the clinical, psycho-educational, psychosocial and developmental issues and aspects of disease and injury on the child/teen dealing with medical issues that may occur with the child, teen and family in regards to hospitalization and alternative settings. Each Candidate shall also demonstrate knowledge of clinical procedures and educational and therapeutic media interventions through the use of interpersonal skills and education. Different varieties of documentation, preparation of the child/teen, family centered care, assessment of the family as a whole, as well as medical terminology will also be introduced in this class.

Objectives:

By the completion of this course, candidates will be able to:

1. Understand the clinical aspects of the child/teen dealing with medical conditions
2. Demonstrate knowledge and implement procedure/treatment teachings that are developmentally appropriate for children and teens. The candidates will have a strong skill set on developmentally appropriate, creative, original, relevant techniques to utilize with hospitalized children/teens.
3. Recognize and describe medical and clinical equipment used in the hospital.
4. Demonstrate an ability to document child life interventions
5. Develop interpersonal skills necessary for interacting with children, teens and their families in the hospital and alternative settings
6. Recognize patient and families coping skills, anxiety, stress, etc... From these observations, be able to follow through with appropriate child life services
7. Understand common medical procedures/medical tests that occur on a variety of pediatric units *and* will be able to demonstrate how to educate, support and document each step within this process professionally.
8. Gain awareness of the different needs of children/teens and their families within different units and with different diagnoses. Also, will demonstrate knowledge and skills on how to provide appropriate family centered care.
9. Demonstrate general knowledge of medical terminology and how to appropriately use it within different types of documentation.
10. Gain awareness of how culture will affect the child/teen and family during any hospitalization.

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Required Textbooks: 530 I

- ❖ Rollins, J Bolig, R& Mahan, C. 2005. “Meeting Children’s Psychosocial Needs”
 - ISBN 089079-992-X
- ❖ Linton, C MD, (2006) “**The Quick Study Medical Terminology**”
 - ISBN# 13 9781423202608 (might be easier to order on line)
- ❖ Publication Manual of the American Psychological Association (APA) 6th Ed, (2010) ISBN 10: 1-4338-0561-8

Activities of Participants

1. Presentations and lectures by instructors, guest speakers & candidates
2. Meaningful & active class participation, questions discussion, scenarios, role playing, etc.
3. Observing, learning and practicing the skills with regards to the educational aspects of Child Life
4. Observation and participation in developing communication skills by interaction with children and teens within the classroom setting
5. In – Class and Take Home Assignments and medical terminology quizzes
6. Videos, readings, notes, paper, special 4-part project, written case study and medical terminology assignments, documentation, oral and written examinations
7. Written information, class discussion and instructor discussion on understanding illness/injury/disease and how CLS fits into that process within the hospital setting
8. Final competency will include (but will not be limited to); creation of an original documentation form, presentation to instructor who is acting as a psycho social team on a specific patient (assigned by instructor) and an interaction with a “mock” patient who will play out before mentioned medial scenario with candidate.

Assessment Plan/Grading System 530 I

1. Grading is not done on the curve system.
2. Grading Rubrics including a class participation rubric will be used. Following the course syllabus is part of the class participation grade.
3. Please review in the La Verne Catalog the Master’s Grading System

The Candidate’s Grade and competence will be determined and demonstrated through activities such as:

- | | |
|---------------------------------------|-----------|
| 1. Class participation and discussion | 20 Points |
| 2. Teaching Tool | 50 Points |
| 3. Story Board Design Assignment | 50 Points |

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4. Informational, bound book	50 points
5. In class Presentation of 4 part Teaching Project	50 Points
6. Non Pharmacological Kit	26 Points
7. Readings & Study Questions/Reflective Questions	20 Points
8. Informational & Practical Guide to Pain Management	40 Points
9. Web site resource	20 Points
10. Assessment and documentation (15 pts ea – total 30 pts)	30 Points
11. Final Exam – Teaching the Teen	44 Points

TOTAL: 400 Points

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The Effects of Disease and Injury on the Hospitalized Child Part A
EDUC 530 H

COURSE DESTINATION

Education

The Effects of Disease and Injury on the Hospitalized Child

Graduate Level

COURSE DESCRIPTION

Candidates will review clinical and psychosocial aspects of disease and injury on the medically fragile and hospitalized child. Each candidate will participate and demonstrate knowledge of clinical procedures through role-playing using interpersonal skills, techniques and teachings. Strategies for clinical teachings, patient and family interactions and direct patient care education will be reviewed. Visits in various departments in the hospital are planned for gaining knowledge about the different hospital environments, medical equipment and the medical staff's focus on each unit.

OBJECTIVES

By the completion of this course, candidates will be able to:

Understand clinical and psychosocial aspects of the hospitalized child.

Demonstrate knowledge and implement procedural/treatment teachings that are developmentally appropriate for children.

Be able to construct Child Life educational interventions which appear to promote enhanced social, emotional, and cognitive development and to promote an understanding of the hospital environment.

Recognize and describe medical and clinical equipment used in the hospital setting

Apply their interpersonal skills in regards to dealing with the hospitalized child/teen and families

Explain the role of Child Life in a clinical setting

Be able to identify and educate the medical staff on the clinical aspects of Child Life

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Educate the hospitalized child/teen on illness and trauma issues and help child teen/family develop coping skills in dealing with illness /treatment and trauma.

COURSE OUTLINE

Pre-Operative Teachings
Procedures and tests – How to educate
Understanding and teaching different illnesses
Role-play interactions and interventions
Lectures from different disciplines within the Hospital
Educating the Child Life Candidate about different Hospital settings
How to be a Clinical Child Life Specialist

ACTIVITIES OF PARTICIPANTS

Presentations and lectures
Class discussions and participation
Small group discussions/role-play
Readings, case study, projects
Quizzes
Medical Scripts
Lecture Worksheets
Resource Binder
Final Exam – Oral Presentation & Final Medical Script

REQUIRED TEXTBOOKS

Wong, Donna L. (1999). Whaley and Wong's Nursing Care of Infants and Children. 6th Ed. St Louis: Mosby.
Publication Manual of the American Psychological Association (APA) 6th Edition, (2010) ISBN 10: 1-4338-0561-8

Assessment Plan/Grading System 530 H

1. Grading is not done on the curve system.
2. Grading Rubrics including a class participation rubric will be used. Following the course syllabus is part of the class participation grade.
3. Please review in the La Verne Catalog the Master's Grading System

The Candidate's Grade and competence will be determined and demonstrated through activities such as:

- | | |
|--|------------|
| 1. Class participation and discussion | 20 Points |
| 2. Written Case Study | 35 Points |
| 3. Medical Scripts (4 @ 30 pts. Each) | 120 Points |
| 4. Lecture Worksheets (optional to be used as a tool) | 0 Points |
| 5. Quizzes (6 quizzes) 27-28 points each | 165 Point |
| 6. Final Exam: Written Psycho Social Notes (30 points) | |

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Fifteen minute oral presentation (30 points)

60 Points

TOTAL:

400 Points

Point System

- A 93% 372 - 400 Points
- A- 90- 92% 360 – 371 Points
- B+ 87 – 89% 348 - 359 Points
- B 83% 332 – 347 Points
- B- 80-82% 320 - 331 Points
- C+ 77-79% 308 - 319 Points
- C 73 % 292 - 307 points

GRADING:

The grading system is adapted from the ULV Catalog and has been expanded upon for clarification.

A: Demonstrates a high level of insightful, in depth and comprehensive mastery of the subject matter and exceptional in depth quality in written and oral communication, discusses many new, original ideas/thoughts, and leaves no room for growth or improvement.

A-: While the student demonstrates exceptional and insightful work there is room for improvement in expanding ideas or growth in developing certain areas.

B+: Has unusually sharp insight into material, initiates thoughtful work, sees many sides of an issue, articulates well and writes logically and clearly, written and oral work is of high quality, but not outstanding.

B: Exhibits professional competence in the subject matter and in all written and oral communication, grasps subject matter at a level considered to be very good.

B-: Continuing to develop competence in written and oral work and in all subject matter, exhibits some competence but leaves room for improvement in written and oral work, thoughts/ideas need development and expansion.

C+: Demonstrates basic comprehension of the subject matter, oral and written work demonstrate more than minimum requirements.

C: Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication.

Incomplete grades (INC) are authorized *only* when it is impossible for the candidate to complete the course because of illness or other justifiable cause, and *only* with

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a formal written petition completed on line and approved by the instructor before the end of the term.

In Progress grades (IP) are reserved for those directed studies, independent studies, field work courses, senior projects, and graduate culminating activities where the contract at the time of registration specifies a date of completion which is beyond the end of the term of registration.

A Withdrawal (W) may only be granted during the first 60% of a term.

A grade change may *only* be granted: (a) within four weeks after the original grade was issued; and (b) if the original grade was posted in error at the time it was issued; and (c) the revised grade is officially reported by the instructor to the Registrar.

DISPOSITIONS:

As candidates and professors in the Masters Child Life Program/CEOL we agree to the following dispositions, and work toward improving and modeling the following characteristics on a daily basis:

Intellectual Commitment (*demonstrates formal thinking capacity, think critically, collect and analyze data, anticipate multiple consequences, make sound decisions, and be open to alternative viewpoints*)

Respectfulness (*respond appropriately to communication from others, including hearing feedback and responding constructively to criticism; be reflective; wrestle with ideas outside of your cognitive framework*)

Emotional Maturity (*demonstrate awareness of personal style, strengths, and opportunities for improvement; monitor personal performance, and plan appropriate self-improvement; have a sense of humor; relate effectively with children, professionals, and others in a flexible and non-defensive manner*)

Empathy (*demonstrates patience, flexibility, and compassion in working with children and their families; be normally relaxed around adults and children*)

Socio-cultural Competence (*give children positive attention and reinforcement; demonstrate good attending behavior; be respectful of differences in values, styles, and cultures*)

Responsibility (*take responsible action when faced with problems and conflicts; communicate directly, and willingly accept responsibility for errors or negative impact on others*)

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Advocacy (*actively advocate for the best interests of all children, professionals, family, and for the Child Life profession*)

Commitment to Professional Development (*enjoy, and be committed to, learning about, with, and from children, peers, and professionals; be open to new ideas and feedback in order to remain current and committed to the profession*)

Ethical Behavior (*maintain the highest level of integrity, honesty, confidentiality, and fairness, both personally and professionally, at all times*)

ATTENDANCE POLICY AND CLASS POLICIES

1. ATTENDANCE IS MANDATORY – ABSENCE POLICY - The first absence will result in a deduction of 15 points, the second absence will result in another 15 point deduction, the second absence will result in lowering the **candidate's** grade by 1/2 a letter point (an "A-" would become a "B+"). **There will be no make up work for missed classes.** Please note that points will be deducted for arriving late, leaving early or absences and will be deducted from the total points earned during the semester. The final grade will be determined by the total points *after* all appropriate point deductions are made.

Refer to the University of La Verne policy on attendance which is, “**Candidates** should refer to the course syllabus of each course registered for the attendance policy of their instructor”. Missing more than 20% of the total class time will result in the **candidate** needing to repeat the course (45 hours of class time and 9 hours of missed class time = 20%.”

2. Leaving class early will be **Seven (7)** points off your total grade/points. If the need arises for the **candidate** to leave early, please be respectful and leave during the break after speaking with the instructor at the appropriate time especially if there is a person(s) speaking.

3. Class Starts on time. Each time a **candidate** is late to class is **Seven (7)** points off your grade. When the student arrives late please be respectful when entering the classroom and be aware that class may have already started. As a **candidate**, please be prepared to begin instruction at 4:00 or 7:00 p.m. respectively. Any personal conversations need to be completed outside of the classroom environment.

4. Due Dates: Class assignments (hard copies) are due at the beginning of the class period and electronically by 12 midnight of the indicated date. **Seven (7)** points off the **candidate's** grade per week for late assignments (starting the day after the assignment due date) until the assignment is turned in to the instructor. **Additionally**, if a hard copy is not turned in at the beginning of class on the indicated due date, the **candidate** will receive a seven (7) point deduction.

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5. **Questions and Answer Period** if needed will be either the first or last 15 minutes of class time. Individual questions will be answered only through email.

6. **Candidate** assignments will be returned at the end of the class period and group questions can be taken at that time or individual questions through email.

7. **Candidate** assignments may be returned at the end of the class period.

8. Group questions will be asked and answered at the end of the class period.

9. **Individual questions about the class, assignments, schedule, syllabus, etc. will be answered only through email**

10. The **candidate** will turn in both an electronic copy and one hard copy of each assignment to the instructor by the assigned due dates (unless stated/discussed with the instructor) Remember, a seven (7) point deduction will be taken if a hard copy is not provided in the beginning of class. No binders. Please email assignments to the instructor at BOTH: mparker@llu.edu & shelli1028@yahoo.com

11. After review, assignments and appropriate grading rubrics and comments may be sent back either through email or through a hard copy. All hard copies can be reviewed by the **candidate**, but will remain with the instructor.

12. **Candidates need to be aware that there will be at least a two week minimum before candidates will receive grades, feedback and comments, rubrics and their assignments returned for review. The two week minimum also includes the individual candidate's presentations. Additionally, the instructor will hand back the assignment and rubric to each candidate for their review during class, but both must be returned to the instructor the same day. It is the candidate's responsibility to record each grade if he/she chooses to keep track of grades during the semester.**

13. **Any group class assignments** will be graded on the individual's work within their group. For example, for the chapter questions each candidate will be graded based on the response they give *individually* (how completely they answered, how much insight they give, staying on topic, etc.)

14. **Class Framework** – Respect, kindness and tolerance of each individual in the class: including the **candidates**, instructors and guest speakers. The participants of the class will exhibit a positive, caring, involved, professional attitude through out the semester and nonviolent communication will be used at all times. Be aware of your verbal and non-verbal communication. It is not how we think we come across but how others perceive it. It is critical that the focus of class is maintained at all times. There is a great amount of information to be covered and individual **candidates** are expected to remain on task at all times. Part of the **candidate's** "participation" grade will be based on the

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above mentioned guidelines. All questions and discussions are welcomed and encouraged when the topic of the questions/discussions is relevant to the topic being examined during that class. Remember, individual questions of any kind will be addressed and answered via email.

15. Pagers and Cellular Phones- As a courtesy to everyone, cellular phones and pagers must be turned off or to vibrate during class time and kept in back packs /purses etc. If a call must be answered or you need to check your phone - please be respectful and quietly exit the classroom during the breaks. Wearing blue tooth devices and text messaging during class is unacceptable at any time.

16. When the need arises to communicate with the instructor outside the classroom use email. The use of email is an excellent way of having questions, situations and needs expressed and addressed in an efficient and private manner. When contacting instructor please copy e-mails to the instructor. Most emails will be responded to within **7** days.

17. When needing to communicate verbally please use Michelle's cell phone (909) 553-2452. I ask that you use this form of communication on an emergent basis *only (see before mentioned reasons that would constitute an emergency)*. When leaving a message please state your needs so the instructor is aware of the situation and then can respond in kind by leaving the answer for the **candidate** either through email or phone message.

18. Due dates are final. I will not accept work in progress. Remember, once you turn in your paper, project, assignment, etc. it will be graded on its content/completeness. There is not opportunity for correction and re-grading. However, there can be flexibility in the due dates with the approval of the instructor involving discussion with the entire class if it can be made fair for all involved. There will be no individual exceptions.

19. Academic Honesty: Each **candidate** is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, **candidates** are expected to maintain the following standards of integrity.

ACADEMIC HONESTY: University policy is as follows:

- ❖ All tests, term papers, oral and written assignments, recitations and all other academic efforts are to be the work of the **candidate** presenting the material.
- ❖ Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of exact wording requires a "quotation" format.
- ❖ Deliberately supplying material to a **candidate** for purposes of plagiarism is also culpable.

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When academic honesty is in question, the following may occur:

- ❖ A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to, requiring the **candidate** to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. If the action includes giving a course grade of NCR or F and/or recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Academic Dean.
- ❖ If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Provost.
- ❖ Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether academic honesty has been violated. The provost will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process **candidates** may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing. Or documents deemed appropriate or necessary by the board.
- ❖ Grades of F or NCR received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the office of the Provost by the Department Chair, Academic Dean, or Campus/Program Director. **Candidates** receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Provost noting that a second offense will result in expulsion.
- ❖ In summary - Academic dishonesty will result in appropriate disciplinary action, which may involve additional and/or revised work, refusal of course credit, probation, suspension, or expulsion from the program.
- ❖ Expulsion for academic dishonesty will be noted on the student's transcript by the words "Expelled for Academic Dishonesty"

20. Academic Honesty - Class Education 530. I

- ❖ If academic dishonesty including plagiarism is proved the **candidate** will automatically receive an F in the assignment and/or in the course following the above ULV Academic Honesty Policy and Protocols.

21. THE MISSION STATEMENT OF THE UNIVERSITY (paraphrased):

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- ❖ Values Orientation (a philosophy of life which actively supports the health of the planet and its people).
- ❖ Lifelong Learning (learn, think critically, do responsible research, and access and integrate information toward career flexibility and continued professional growth).
- ❖ Community and Diversity (understand and appreciate the diversity of cultures which exist, and appreciate bio-diversity by understanding the impact/dependence of humans on the environment).
- ❖ Community Service (service as a primary goal of the educated person; experience the responsibilities and rewards of serving the human and ecological community).

22. **The ethical standard** for the Child Life Program and classes includes the acceptance of original work only for all assignments. Duplication of course work used in other classes will not be accepted and will result in a zero for that specific assignment. This includes citing appropriately – giving the person or author appropriate credit.

23. **Course syllabus**, assignments, rubric, schedule and structure or daily focus of class period (etc) is subject to change throughout the semester.

24. The on-line evaluation needs to be completed before the last night of the class. By the last night of class the **candidate** must have completed the on- line evaluation with a receipt.

25. **Only registered candidates**, university staff and guests invited by the instructors may attend class sessions. All others will be asked to leave.

26. Individual Printing Needs of the students: Needs of each **candidate** is the STUDENT'S responsibility... *for the* 4 part project written/practical hand out. A copy can be provided to each **candidate** either by means of a hard copy or burned onto a disc. One hard copy **must** be provided to the instructor prior to the presentation. It is the **candidate's** responsibility to make copies for the instructor and each **candidate**. If copies are not provided to the instructor (hard copy) and the **candidate** (either hard copy or disc), there will be a twenty (20) point deduction.

27. When **candidates** need materials for individual and group **candidate** presentations etc it will be the candidate's responsibility to gain Dr. Young's permission and to gather the materials from the Child Life Office ahead of time.

28. **Suggestion, to all** La Verne Child Life Masters' **Candidates**, please read your La Verne catalog and schedule. Especially refer to: Master's grading, Academic Honesty protocol, Appeals Procedures on Academic Matters, **candidate's** responsibilities and rights, applying for graduate standing/graduation etc.

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29. Quizzes (for Educ 530 H) – On dates when quizzes are scheduled, the quiz will be given promptly at 4:00 p.m. Fifteen (15) minutes is allotted for each quiz. If you are late for class during a scheduled quiz, you will have the remaining time (until 4:15 pm) to complete the quiz. If you come after 4:15 pm, you will forfeit the points for that quiz. If you are absent, you will not be able to take the quiz and will consequently forfeit the amount of points allotted for that specific quiz.

30. All candidates *must* use their ULV assigned email address for *all* correspondence!

31. To reiterate; all papers/assignments must be appropriately cited in the text as well as by using a reference page if *any* outside information is utilized in the creation of the assignment. Additionally, *all* class work, projects, papers, etc. are expected to be of Master's level quality and need to have a title page and be stapled or bound. **No** assignments, written, projector other will be accepted unless: 1) there is a cover page with all pertinent information and 2) the paper/assignment is stapled! As part of the 4 part project for EDUC 530I, you are required to provide a informational bound book either burned onto a disc or by hard copy for each **candidate**. It is required to provide the instructor with a hard copy prior to the presentation. This book must be bound, but any type of binding is acceptable. (small folders, etc.)

32. The ethical standard for the Child Life Program and classes includes the acceptance of original work only for all assignments. Duplication and recycled course work used in other classes including internship course work will not be accepted and will result in a zero for the specific assignment. Be certain that you are citing appropriately in all work, including graphic images. This ethical standard includes the graduate seminar creative project where the **candidate** cannot use duplicated or recycled course work form other Child Life courses.

33. The Curriculum Lab in the Barkley Building Annex is available to all University of La Verne College of Education **Candidates** for printing needs and other course assignments/projects at a very reasonable cost to the **candidate**.

34. As part of these courses the individual **candidate** may be required to incur some costs.

Child Life is the Ultimate Adventure!

Children are the living messages we send to a time we will not see. ~Neil Postman, *The Disappearance of Childhood* (introduction), 1982

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