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Child Life Course Education 530 M is 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.

COURSE SYLLABUS
HELPING CHILDREN COPE IN A MEDICAL SETTING

I don't think of all the misery but of the beauty that still remains
- Anne Frank

Focus of the Class

1. Preparation - To prepare Child Life Candidates for the emotional aspects of being a Child Life Specialist.
2. Looking at all aspects of how a Child Life Specialist helps patients and families reduce stress and anxiety and help patients and families to cope by educating them about the child's hospitalization.
3. Child's Stress – Reasons, Awareness and Coping Skills
4. Learning and practicing the roles of a CLS - Clinical Education, interventions and an interaction.
5. Taking Care of the Caregiver –CLS, Candidates (reasons, awareness and coping skills)
6. What Candidates want out of this class – How To!!!!

Goals

1. Start to develop the candidate's own style and approaches in working with all families within a medical setting.
2. Understand the effects of hospitalization on a child's/family social, emotional, cognitive and physical needs.
3. Gain knowledge of intervention strategies and skills appropriate to the patient's comprehensive needs.
4. Be able to develop and use hands-on coping techniques when working with each individual pediatric patient and his/her families.
5. Be able to identify personal stress and develop appropriate coping strategies.
6. Use critical thinking skills to develop their own personal perspectives on educational, philosophical and ethical issues which impact Child Life, children and their families and health care etc.

Required Text

1. *"Helping Children Cope With Stress"* Avis Brenner ISBN 0-7879-3864-5
2. *"Psychosocial Care of Children in Hospitals: A Clinical Practice Manual"* Gaynard, et al. (1990)
3. *"Coping in Young Children"* Shirley Zeitlin & G Williamson ISBN 1-55766-127-8
4. *"If I Get to Five- What Children Can Teach us about courage and Character,"* Fred Epstein. MD and Joshua Horwitz - ISBN 0-8050-7517-0
5. Publication Manual of the American Psychological Association (APA) 6th Ed, (2010) ISBN 10: 1-4338-0561-8
6. *"Anthology of Focus" – Child Life Council*
 - **The Candidate must order the book from Child Life Council**
7. Thompson, R " The Handbook of Child Life" ISBN 978-0-398-0832-4
 - **The Candidate can order the book either from Amazon or from Child Life Council**

Activities of Participants

1. Presentations and facilitations' by instructor, guest speakers & candidates
2. Meaningful and active class participation, involvement and discussion
3. Observation and participation in developing communication skills by interaction with hospitalized child/family
4. Group discussion and role playing – scenarios – Learning through interactions

5. In – Class and Take Home Assignments - Parent Panel – Coping Kits and Resource Binder
6. Films, readings, notes, paper, special project, oral and or written examinations

Assessment Plan/Grading System

1. Grading is not done on the curve system and
2. Grading Rubrics including a class participation rubric will be used.
3. Following the course syllabus is part of the class participation grade
4. 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, role playing, Lab Assignments	20
2. Coping Resource Binder & Coping Prep Kits	100
3. Stressful Situation and Coping Intervention Assignment	30
4. Child Stress/Coping & personal stress/coping interactive Experience	20
5. Special Project	60
6. Child Life Field/ Self- Assessment Paper	28
7. Parent Panel – Written Child Life Consult	42
8. Mid-term Oral Presentation/Project and written information	50
9. Final Oral Presentation/ Project and written information	50

Total 400 points

Point System

- A 93-100% 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, expands on and

discusses many new, original ideas/thoughts and researched information and leaves no room for growth or improvement.

- **A-:** While the candidate demonstrates exceptional quality in written and oral communication and insightful mastery of the subject matter there is room for improvement in expanding of ideas or growth in developing certain areas.
- **B+:** Has 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, with room for improvement.
- **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 a formal written petition completed on line and approved by the instructor before the end of the term.

If the candidate is granted an incomplete grade the candidate has only one semester to complete the course. If the candidate has not completed the course within the approved time of one semester the candidate must petition for an extension before the end of the approved time.

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*)

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 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 third absence will result in lowering the candidate's grade by 1/2 letter grade (i.e. an "A-" would become a "B+"). The points will be deducted from the student's overall grade. **There will be no makeup work for missed classes.**

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 deducted from the candidate's overall grade. 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 **Seven (7)** points will be deducted from the candidate's overall grade. When the candidate arrives late please be respectful when entering the classroom and be aware that class may have already started.

4. As a candidate be prepared to begin instruction promptly at **7 Pm**. Any personal conversations need to be completed outside of the classroom.

5. Due Dates: Class assignments are due at the beginning of the class period and electronically by 12 midnight of the indicated date. **Seven (7)** points will be deducted from the candidate's grade overall grade per week for late assignments (starting the day after the assignment due date) until the assignment is turned in to the instructor.

6. Questions and Answer Period if needed will be the last 15 minutes of class time. Individual questions will be answered after class ends or through email.

7. Candidate assignments will be returned at the end of the class period and questions can be taken at that time or through email. Candidates that live the farthest from campus will have their questions answered first.

8. There can be flexibility in the due dates with the approval of the instructor involving discussion and fairness for the all the participants in the class.

9. **No course work** (projects, papers, research assignments etc) will be accepted unless: there is a cover page with all the pertinent information and the assignment is stapled. No binders (**except for the “Coping Resource Binder”**) or binding the assignments are necessary.

10. **All written course work** (even if the APA format is not required) must be appropriately cited in the text as well as using a reference page if any outside research information is utilized (this requirement includes graphics).

11. **All written and oral course work** is expected to be of Professional Masters level quality.

12. **The candidates will turn in both an electronic copy** (each candidate has a computer file set up for the class) and one hard copy of each assignment to the instructor by the assigned due dates (unless stated/discussed with the instructor). Please email assignments to the instructor at: Lyoung@laverne.edu If a hard copy of the assignment is not turned in on the assigned due date there will be a 7 point deduction.

13. **Assignments and appropriate grading rubrics** after review, comments and feedback may be sent back either through email or through a hard copy at the end of class time and there will be **at least a two week minimum** before candidate have their grades and assignments returned. This could also include group presentation rubrics.

14. **For the Special Project(s) – Please print** out one copy of the project in color to bring to class and also send the work in the form of a PDF file only through email (**if applicable**). The candidates will receive one bound copy of their work.

15. **Any group class assignments** will be graded on the individual’s work within their group.

16. **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 in both verbal and non-verbal communication throughout the semester at all times. It is not how we think we come across but how others perceive it. 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. **The Participants** in the class will create the class’s agreements and commitments establishing and building a foundation for the class. Also different learning styles, personality and culture and diversity traits will be discussed to work as a team.

17. **Pagers and Cellular Phones** - As a courtesy to everyone, cellular phones and pagers must be turned off 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 a break. **Text messaging and wearing an ear piece during class time is unacceptable.**

18. **When the need arises to communicate** with the instructor outside the perimeters of the classroom use the variety of the below-mentioned modes of communication to contact the instructor. The use of email is an excellent way of having questions, situations and needs expressed and addressed in an efficient and private manner. **Please give the instructor at least 72 hours to respond to the student's emails.**

19. **When needing to communicate** verbally please use the instructor's cell phone. When leaving a message please state your need or your question so the instructor is aware of the situation and then can respond in kind by leaving the answer for the student through either a text or phone message etc. Please give the instructor **at least 72 hours** to respond to the candidate's phone messages.

20. **Returned Work:** If the candidate chooses to revise the assignment (one time per each individual assignment) to make the appropriate corrections then the returned work must be handed back to the instructor by **one week** after the assignment was given back to the candidate. If the candidate does not return the corrected assignment within the **one week** time frame then the **original grade stands**. Assignments that are due at least three weeks before the end of the semester will not be considered for returned work.

21. **Academic Honesty:** Each candidate is responsible for performing academic tasks in such a way that honesty is not in question (ULV Catalog). 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.

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 candidate 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 candidate 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 students 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. Candidate 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 candidate's transcript by the words "Expelled for Academic Dishonesty"

22. Academic Honesty - Class - Education 530. M

- ❖ 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 (ULV Catalog).

23. **THE MISSION STATEMENT OF THE UNIVERSITY** (paraphrased):

- ❖ 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).

24. **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 will not be accepted and will result in a zero for that specific assignment.

- **The ethical standard** also includes citing appropriately – giving the person or author appropriate credit. This includes graphics.
- **For future reference this ethical standard** for the child life program also includes internship course work and the graduate seminar creative project where the candidate cannot use duplication or recycled course work from other Child Life courses.

25. **Course syllabus, outline**, assignments, rubrics and schedule (etc) are subject to change throughout the semester.

26. **Please refrain** from chewing gum during class time.

27. All candidates in class are required to participate in the on-line assessment program called Task Stream. **Please make sure that when the assignment is downloaded please remember to push the submit button and print out a receipt.**

28. **It is important** for each candidate to complete the on-line evaluation for the course before the last night of the class.

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

30. **Individual printing needs is the responsibility** of the individual candidate.

31. 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 candidates.

32. **When Candidates need materials** for the two group candidate presentations it will be the candidates responsibility to gather the materials from the Child Life Office ahead of time etc. This will be discussed during class time etc.

33. As part of this course the individual candidate may be required to incur some costs

34. Blackboard will be used throughout this course.

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

It is important for the instructor to set up a successful, practical and fun learning environment for the candidates. In order to achieve this goal it is important to provide the candidates with an understanding of the frame work of the class in written form.

Have Fun and Enjoy the Journey!!!!!!!!!!!!

WELCOME

Ahlan Wa Sahlan (Arabic) Yokoso (Japanese) Bienvenido (Spanish)

Failte (Scottish Gaelic) Kadu (Ibo, Nigeria)

Baroukh haba (Hebrew) Karibu (Swahili) Bienvenue (French)

Selamat datang (Indonesian) Bari galoust (Armenian)

Va ohtama (Cheyenne) Dobro pojalovat (Russian) Wu (Chinese)

