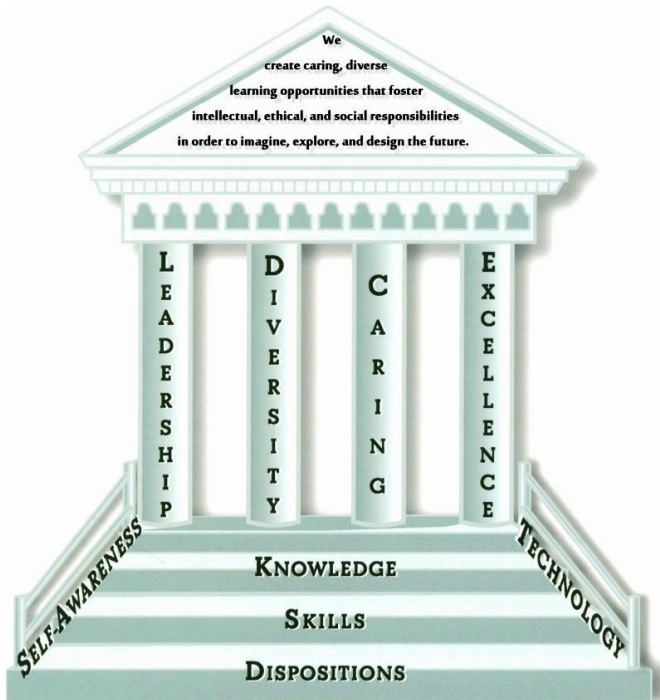




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Education 553. P – Masters Child Life Internship II

COURSE SYLLABUS

Child Life Course Education 553.P is designed, implemented and evaluated according to the specific clinical and academic standards set forth by the National Child Life Council with regard to the Child Life Internship clinical requirements. Please refer to the Child Life Council website www.childlife.org for further information.

*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. The candidate will start to develop his/her 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

- Thompson, R " The Handbook of Child Life" ISBN 978-0-398-0832-4
 - **The student must order the book from Child Life Council**

Activities of Participants

1. Presentations and lectures by instructor, site supervisors & candidates
2. Meaningful and active class participation and discussion
3. Observation and participation in developing communication skills by interaction with hospitalized child/family
4. Group discussion and role playing - Presentations
5. Internship course work

Assessment Plan/Grading System

All the expectations of the different aspects of the intern's duties, requirements, focuses and goals and objectives will be discussed with the CLI, site - supervisors and University of La Verne Internship Instructor, at the beginning, middle and end of the candidate's internship – A continual interactive relationship.

The Child Life intern will follow the either the Child Life Program's and ULV'S Constructive feedback and evaluation process throughout the semester and will provide the ULV internship instructor with the appropriate evaluations.

GRADING SYSTEM

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 and 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.

Grading Scale:

- 500 points internship, (graded by the Child Life Program)
- 250 points coursework (subject to change) The intern's course work will be graded both by the site supervisor (Child Life Program) and the university internship instructor.
- 50 points instructor's grade: Includes communication, checking in, following the requirement of emailing or calling when absence, late etc. There will be an exit
- **Total Points 800**

The candidate's grade will be lowered one full lettered grade for late course work unless discussed with instructor.

A 800 – 766 Points	A- 765 – 731 Points	B+ 730 – 696 Points
B 695 - 661 Points	B- 660 – 626 Points	C+ 625 – 591 Points
C 590 - 556 Points	556 = 69.5% of the Grade	

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 POLICY AND CLASS POLICIES

1. **ATTENDANCE IS MANDATORY: Attendance is discussed in the Child Life Internship candidate Agreement.** Refer to ULV catalog on attendance (*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 – 9 hours of missed class time = 20%).
2. **Being on time and candidate responsibility is addressed in the candidate agreement form.**
3. **Assignment Due Dates: Please see intern candidate agreement form.**
4. **It is preferred for the student to turn in course work through email.** Except the special project.
5. **Internship Framework** – Respect, kindness and tolerance of each individual in the class: including the intern, instructor and site supervisor etc. 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.
6. **Pagers and Cellular Phones-** Cell phones and headphones are to be turned off before the intern enters the hospital and remain off until the intern has completed the day. As a courtesy to everyone, cellular phones and pagers must be turned off during class time.
9. **When the need arises to communicate** with the instructor 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.
10. **When needing to communicate** verbally please use the instructor's cell phone. 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 intern either through email, phone message etc.
12. **Academic Honesty:** Each intern is responsible for performing academic tasks in such a way that honesty is not in question (Review ULV Catalog). The intern will fail the class if academic dishonesty including plagiarism has been proved per the ULV Academic Honesty Policy (updated catalog version). This includes proper citations, copyright issues and giving credit to the appropriate people, research and websites etc.
13. **ACADEMIC HONESTY:** University policy is as follows:
 - ❖ All tests, papers, oral and written assignments, and recitations 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.
 - ❖ Anyone deliberately supplying material to a student for purposes of plagiarism is also culpable.

- ❖ 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.

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

- ❖ Values Orientation (a philosophy of life which actively supports the health of the planet and its people. 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).
- ❖ Lifelong Learning (learn, think critically, do responsible research, and access and integrate information toward career flexibility and continued professional growth).
- ❖ Community Service (service as a primary goal of the educated person; experience the responsibilities and rewards of serving the human and ecological community).

15. The ethical standard for the Child Life Program and classes includes the acceptance of original work only for all assignments. Duplication of course work and information, articles and research (remember appropriate citations) used in other classes will not be accepted and will result in a zero for that specific assignment. This includes appropriate research citations on all internship course assignments remember copyright issues.

16. Course outline, assignments and schedule (etc) is subject to change through out the internship.

17. Please refrain from chewing gum at all times during your hospital hours.

19. Suggestion, to all La Verne Child Life Masters' Candidates, please read your La Verne catalog, schedule and "Pocket Guide to APA 2nd Ed." 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.

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)

