Course Inventory Change Request

New Course Proposal

Date Submitted: 10/30/14 3:14 pm

Viewing: HDFS 4503 : Hospitalized Child and Their Families

Last edit: 12/03/14 4:43 pm

Changes proposed by: NBS0010

Submitter:     User ID: NBS0010     Phone: 4-3231

Proposing College/School: College of Human Sciences

Department: Human Dev & Family Studies

Effective Term: Fall 2015

Subject Code: Human Dev & Family Studies (HDFS)

Course Number: 4503

The Child Life Council requires that students sitting for the certification exam in or after the year 2012 must take one course taught by a masters level certified child life specialist. Many child life specialists around the country are finding that courses taught by masters level certified child life specialists are not offered at their institutions. Auburn University has a unique opportunity to serve this population by offering this distance learning course.

Course Title: Hospitalized Child and Their Families

Abbreviated Title: Hospitalized Child

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
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<tbody>
<tr>
<td>Distance</td>
<td>3</td>
<td>Weekly</td>
<td>3</td>
<td>25</td>
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In Workflow

1. HDFS Editor
2. HDFS Chair
3. HS Undergraduate Curriculum Committee Chair
4. HS Editor
5. HS Associate Dean
6. DistanceEducation1
7. DistanceEducation2
8. Coordinator Curriculum Management
9. University Curriculum Committee Chair
10. Coordinator Curriculum Management

Approval Path

1. 10/30/14 3:20 pm
   ARM0047: Approved for HDFS Editor
2. 10/30/14 4:03 pm
   PITTMJF: Approved for HDFS Chair
3. 12/03/14 1:40 pm
   SMITHT8: Approved for HS Undergraduate Curriculum Committee Chair
4. 12/03/14 2:01 pm
   LACKEKM: Approved for HS Editor
5. 12/03/14 2:10 pm
   HUBBASG: Approved for HS Associate Dean
6. 12/03/14 4:43 pm
   SZC0024: Approved for DistanceEducation1
7. 12/03/14 6:37 pm
   ALIASIM: Approved for DistanceEducation2

Course Credit: Distance 3 Weekly 3 25
**Schedule Type**: Learning  
**Contact/Group Hours**: Weekly or Per Term?  
**Credit Hours**: Anticipated Enrollment  

<table>
<thead>
<tr>
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<tr>
<td>Learning</td>
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<tr>
<th>Can the course be repeated?</th>
<th>Total Credit Hours: 3</th>
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**Grading Type**: Standard Grades  

**Prerequisites**: Child Development in the Family, HDFS 3010  

**Prerequisite Courses**: HDFS 3010 - Child Development in the Family  

**Corequisites**:  

**Restrictions**:  

**Admin Restrictions**:  

**Course Description**: Theories, research, and application regarding hospitalized children and their families from a child life prospective.  

**May Count Either**: HDFS 4500 - Hospitalized Children and Their Families  

**Affected Program(s)**:  

<table>
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<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
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<tr>
<td>Major</td>
<td>Human Development and Family Studies-Child Life</td>
<td>Requirement</td>
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</table>

**Overlapping or Duplication of Other Units' Offerings**: No  

**Resources**: No additional resources necessary.  

**Course Objectives/Outcomes**: Students who complete HDFS 4503 will understand theories on child development and be able to apply them to hospitalized children. This outcome will be graded by written assignment and short answer test questions which will be asked in a situational style. For example: "Cindy is a 3-year-old who is a chronic patient in the hematology unit due to her sickle cell anemia. What stage of development is Cindy in according to Piaget and Erikson? In what ways does Cindy’s stage of development affect her stress and coping in the hospital?"Students will be tested on their ability to prepare children for...
medical procedures using video uploads. Students will be assigned a situation and then will record themselves mock-preparing another person for that procedure.

Students will be cognizant of the burnout rate of child life specialists and will be tested on their ability to identify boundary violations with patients and families, methods of dealing with grief, and self-care exercises.

Students will be tested on their ability to identify patients who do not meet Piaget and Erikson's proposed developmental levels. They will then brainstorm interventions to foster healthy development.

Is this course considered University Core?

No

Course Content Outline

• Week 1
  Syllabus review
  Introduction to the field of Child Life

• Week 2
  Hospital as an institution; children in the hospital
  Readings Due:
  o Thompson, Ch. 1 and pages 42-45 (Children's reactions to hospitalization)
  o Rollins, Ch. 1

• Week 3
  Theorists in child life: attachment theory, play theory, cognitive theories, psychosocial theories, systems theories
  Concepts of Illness
  Readings Due
  o Review developmental stages according to Piaget and Erikson
  o Bibace and Walsh (article on Canvas)
  o Thompson, Ch. 2
  Assignment due
  o Discussion #1: "Based on the developmental theories of Piaget, Erikson, and Bibace & Walsh, discuss the probable differences in coping needs of hospitalized toddlers, school age children and teenagers."

• Week 4
  Therapeutics in the hospital/guided imagery
  Art therapy
  Readings Due
  o Thompson, Ch. 4
  o Pain and Guided Imagery article on Canvas
  o Rollins, Ch. 4
Assignments Due
  o Discussion #2:
    "How do institutional aspects of the hospital (as discussed in class and in your text) affect the behavior of hospitalized children and their families?"

• Week 5
  o Exam 1

• Week 6
  The Importance of Play
  Continuation of play
  Environments and materials for play
  Medical play
    • Readings Due
      o Thompson, Ch. 8
      o EBP Play (Canvas)
      o Rollins, Ch. 3
      o Gaynard, Ch. 7
      o Article on medical play on canvas

• Week 7
  Preparing children for medical encounters
  EBP Preparation (Canvas)
    • Readings Due
      o EPB Preparation Statement
      o Broome (article on Canvas)
      o Ashley, et al. (article on Canvas)
      o Northup (CL Bulletin Winter 2010 on Canvas)
      o Rollins, Ch. 2
      o Gaynard, Ch. 9; page 36-40
      o Thompson, Ch.9
    • Assignments due
      o Discussion #3:
        "The article by Northup provides a definition of fear and a description of things in the medical setting that may be a source of fear for children. Northup also provides a list of concrete actions that can be taken by a child life specialist to help alleviate fear for children in the medical setting. Based on the information provided in this article and previous class discussions, provide 2 additional concrete actions that can be taken by members of the medical staff (not just child life) to help reduce fear for children."

• Week 8
  Procedural support
    • Readings Due
Assignments due

Discussion #4:
"Give two ways that the words spoken to a child/teen during a medical procedure can positively or negatively impact the child/teen's ability to cope. Include at least one reference to your readings on procedural support."

• Week 9
  o Exam 2

• Week 10
  Family centered care
  o Thompson, Ch. 6
  o Gaynard, Ch. 6

• Week 11
  Siblings and Parents of Hospitalized Children
  o Rollins, Ch. 7
  o Broome (article on Canvas)

• Week 12
  Professional Boundaries
  Working with other professionals
  Respect for child life
  o Rollins, Ch. 12
  o Budziszewski (article on Canvas)
  o Article, TBA

Assignments due

Discussion #5:
"Discuss two personal challenges you might face as a healthcare professional in keeping healthy professional boundaries with your patients. For one of those challenges, give one solution that may help you overcome the challenge."

• Week 13
  Death
  Dying
  Bereavement
  o Rollins, Ch. 6
  o Thompson, Ch. 12

• Week 14
  Exam 3
• Week 15
Wellbeing and burnout of child life specialists

Readings Due
  o Factors affecting the wellbeing of child life specialists By Erin K. Munn, Clifton E. Berber & Janet J. Fritz; to be posted on canvas

• Final Exam: TBA

Special Note: All assignments, projects, quizzes, and tests will be delivered and accepted primarily using Canvas and other online methods (e.g. email).

• Exams: Students will have 3 exams and a final, each worth 100 points. Students may choose not to take the final exam if he or she likes his or her grade in the class. The lowest of the 4 exam grades will be dropped. Exams will be a combination of multiple choice and short answer questions. Student will identify appropriate proctors and will schedule test times with him or her. Students will have the entire three hours of class time to complete the exam. Make-up exams will only be provided to students who provide a University-approved excuse. Students have one week from the scheduled exam to take the make-up. 100 points each, 300 points total.

• Quizzes: Five quizzes will be given throughout the semester, via Canvas. Each quiz will be worth 20 points and should be thought of as preparation for the exam which is to follow. Make-up quizzes will be offered according to the same policy for make-up exams. Quiz dates will be posted on course schedule and on Canvas. 100 points total.

• Discussion questions: At five points throughout the semester, students will respond to a discussion question posted on Canvas. Questions will be related to in-class readings and/or additional articles. Students will be graded on their understanding of the reading material, degree of thought put into their response and openness to comments made by other students. No length requirement is made, but make sure to completely answer the question no matter the length of your answer. Because discussion questions require integration of reading material, no adequate response can be formulated before reading and carefully considering the relevant reading material. 50 points.

• Participation: Because this class is the cornerstone of child life education, note that readings assigned are not only required to succeed in this class, but also to succeed in this career. Note that this class meets electronically and requires student participation and attendance. 50 points.

• Video submission: At two points in the semester, students will submit three minute videos of themselves performing tasks such as patient procedure preparation or medical play. These
videos will require students to have an assistant, such as a family member or friend on which to complete each task. 25 points each; 50 points.

- Extra credit: At various points throughout the semester, extra credit assignments will be offered.

- Exams: 300 points.
- Quizzes: 50 points.
- Discussion questions: 50 points.
- Video submission: 50 points.

Grades will be based on the following scale:
89.5-100% (447.5-500 points)=A
79.5-89.4% (397.5-447.4 points)=B
69.5-79.4% (347.5-397.4 points) =C
59.5-69.4% (297.5-347.4 points) =D
<60% (< 297.5 points) =F

Supplemental Information For Addition Of Distance Education Course

Auburn University has a unique opportunity to serve child life specialists around the country by offering this distance learning course because Many are finding that courses taught by masters level certified child life specialists are not offered at their institutions.

Access to Resources

AU Miller Writing Center: http://wp.auburn.edu/writing/
AU Libraries: http://www.lib.auburn.edu/
AU Digital Library: http://diglib.auburn.edu/
AU Online Bookstore: http://www.aubookstore.com/pretextbooks.asp
AU College of Liberal Arts Distance
<table>
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<tr>
<td>All elements of this course will be delivered by utilizing all avenues of Auburn University’s distance learning resources as advised by the Biggio Center design specialist. Through this course, the instructor will make full use of Canvas (modules, quizzes, conference calls, etc.), Panopto, PowerPoint (with video), and other web-based resources.</td>
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<td>All interactions of this course will be delivered by utilizing all avenues of Auburn University’s distance learning resources as advised by the Biggio Center design specialist. Through this course, the instructor will make full use of Canvas (discussion boards, chat options for between students AND for online office hours, speedgrader, Dropbox, and Google drive), email, phone, and other web-based resources.</td>
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<tr>
<td><strong>HDFS 4500 example syllabus.docx</strong></td>
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<td><strong>SZC0024 (12/03/14 4:43 pm)</strong>: Human Sciences should explicitly address whether or not the exams will be proctored, either by a person or via electronic means. It should be made clear whether or not students will be required to physically be present for exams at a testing location.</td>
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