

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**School of Education
HDFS 497
Internship Experience
Credit Hours: 3
Length of Course: 16 weeks**

Course Description (Catalog)

Child Life Internship is designed to support students who are completing an internship for Child Life Specialist. This experience will expose students to increasing relevant work practices in their area of study. Students will complete their internship experience while participating in online discussions weekly throughout the course. Students will be expected to complete a work journal, keep accurate time records, and evaluate their internship experience. The course will integrate the competencies as outlined by the profession throughout the course and encourage application of skills learned.

Course Objectives

Upon completion of this course, students will be able to:

1. Explore the role of a Child Life Specialist in various professional settings.
2. Apply Child Life theory and research in settings providing direct service to children and their families.
3. Develop ongoing Child Life Specialist plans of care for target group.
4. Analyze concepts of professionalism related to the Child Life Specialist.
5. Analyze theoretical foundations of Child Life as they apply to various scenarios.

Course Scope

Students will put into practice their knowledge and understanding of the scope of service of a Child Life Specialist. Students' internship role is to learn the role of a CCLS in practice, conducting the role by the end of their clinical training. Academic course provides academic support throughout clinical internship.

Course Materials

There are no required textbooks for this class. However, both *The Handbook of Child Life* and the *Official Documents of the Child Life Council* are highly recommended throughout a Child Life Internship, and readings will be included on the Certification Exam through the Association of Child Life Professions.

Child Life Council. (2015). *Official documents of the Child Life Council*. Rockville, MD: Child Life Council, Inc. Official CFC Documents 2015 Password: [Ch!dlif3](#)

(See the Course Materials announcement in the online classroom during the first week for a link to this file.)

Thompson, R. H. (2009). *The handbook of child life: A guide for pediatric psychosocial care* [e-book]. Please visit <http://apus.libguides.com/er.php> and search by the course number (ex: LITR210) to access your required resources.

Evaluations

Forum

Weeks 1-16

Please join the forums each week. Students must post a reply to each weekly forum and reply to at least 2 other students for each Forum. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Assignments

Weeks 1-16: Reflective Journal

The purpose of this assignment is to reflect on experience in the clinical setting. Journal entries should not detail specific procedures, but focus more on the learning taking place, the emotions being experienced, and how you see the experience impacting your role as a future Child Life Specialist. As reflective journals should be kept throughout your clinical practicum, you may scan/submit a copy (weekly) of the reflective journal maintained through your clinical practicum, or submit a new journal entry each week for this class.

Weeks 3 & 6: Research/Journal Review/Implementation

Utilizing a journal article posted in our class site, or finding one on your own, find a topic of interest to you that either is currently implemented in the medical setting of your choice – ideally, the setting you are in for this class, or a population you are serving through your experience (such as existing therapeutic activities – pet, art, music, play, etc) or that they'd be open to trying (new therapeutic or diversion technique (such as guided imagery, music, art, etc).

- Spend time observing a therapy in action, and reflect on the benefits/outcome of seeing it in action. Does the program you observed utilize the therapy in the same way the study did, and if not, which do you feel best provides the needed support in pediatrics?
- If trying a new diversion technique, share the response of the patient, as well as any staff involved in the procedure. Was the technique as effective as you'd hoped? Were the responses ones you'd expected? What if anything would you do differently next time you utilize the technique?

Weeks 9 & 16: Clinical Projects

Choices include, but are not limited to, the following (discuss with your fieldwork/practicum/internship supervisor on what would be most beneficial to the unit/site you're working on)

- Create a preparation book
- Create a diversion bag
- Create inservice posters for procedure rooms or other spaces in-hospital or in-clinic that make sense

- Create a resource library for pediatric patients served at your fieldwork/practicum/internship site and/or for their parents (can be resource list if library isn't realistic)
- Create an eye spy bottle with medical items, or any other educational/coping/support game for pediatric patients
- Create teaching models of medical equipment (can be with legos or any washable material)
- Create something for sibling or school reintegration support
- Create anything else that serves a Child Life or related purpose for patients/families, but make sure any project is approved by your fieldwork/practicum/internship supervisor before starting!

Submit photo and write-up of your project. Be sure to include not only the population and purpose it was intended for, but utilize your project with at least one patient (or staff member if inservice) and reflect on how it was utilized, was it successful in how you intended, what if anything you'd do differently if recreating it, and any other thoughts about the experience.

Week 12: Resume and Cover letter

The purpose of this assignment is for you to prepare for your upcoming practice as a CCLS. Your cover letter should focus on applications for Child Life Internship (addressing why you meet requirements, and how you exceed requirements).

Grade Instruments	% of Final Grade
Weekly Forum	20%
Weekly Reflective Journal	20%
Research/Journal Review/Implementation #1	12%
Research/Journal Review/Implementation #2	12%
Clinical Project #1	12%
Clinical Project #2	12%
Resume and Cover Letter	12%
Total	100%

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Policies

APUS Late Policy

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.

