HDFS501

Course Summary

Course : HDFS501 **Title :** Advanced Child Life Theory and Practice
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

Advanced Child Life Theory and Practice provides students with the knowledge and tools to educate, prepare and support children and their families who are experiencing acute or chronic illness or trauma. This course covers scope of practice, impact of illness, family centered care, therapeutic play, preparation and official documents of the Association of Child Life Professionals. Note: This course is taught by a Certified Child life specialist and meets one of the academic requirements of the Association of Child Life Professionals (ACLP) to become a Certified Child Life Specialist.

Course Scope:

This is a foundational course for those seeking to become a Certified Child Life Specialist. Students will develop skills in assessment of children and their families in clinical setting. Students will also gain an understanding of the role of play for children as well as other coping strategies during time of acute or chronic illness, grief or trauma. The role of the child life specialist as part of a multidisciplinary team will also be explored.

Objectives

CO1: Examine the role of the child life specialist in clinical settings.
CO2: Assess developmental and psychosocial needs of children and their families in clinical settings.
CO3: Evaluate current research as it relates to child life practice.
CO4: Create child life specialist plans of care for multiple child life populations.
CO5: Apply theoretical foundations of child life to various clinical settings.

Outline

Week 1:

Learning Outcomes

LO1: Describe how personal challenges and learning needs in knowledge and practice skills may impact service delivery.

LO2: Summarize opportunities for professional development and program development.

LO3: Examine the mission, vision, and goals of the work environment.

Required Readings

Please read the Week 1 Readings and Resources found in the eReserves in the APUS Library.

Assignments

Week 1 Discussion - participation in this discussion is a required and must be completed by 11:59 PM ET, Sunday in order to remain enrolled in the course.

Assignment: My Education and Certification Plan

Week 2:

Learning Outcomes

LO1: Evaluate theories of human growth and development, play, and family systems.

LO2: Describe coping behaviors specific to various age groups and populations.

LO3: Describe common fears, misconceptions and concerns of individuals in each developmental stage.

LO4: Explore knowledge of developmental theory to guide child life intervention planning.

Required Readings

Please read the Week 2 Readings and Resources found in the eReserves in the APUS Library.

Assignments

Week 2 Discussion

Assignment: Evidence Based Practice in the News

Week 3:

Learning Outcomes

LO1: Analyze the central role of play in child life services.

LO2: Explain theories of play that best support child life practice.

LO3: Identify methods for obtaining and managing needed resources.

LO4: Explore knowledge of developmental theory to guide child life intervention planning.

Required Readings

Please read the Week 3 Readings and Resources found in the eReserves in the APUS Library.

Assignments

Week 3 Discussion

Assignment: My child Life Tool Bag

Week 4:

Learning Outcomes

LO1: Apply basic terminology and processes, and expected course of care associated with the circumstances of the population served.

LO2: Describe the essential elements of the therapeutic relationship.

LO3: Demonstrate the cyclical process of assessment, plan, intervention, and evaluation of child life services.

LO4: Explore knowledge of developmental theory to guide child life intervention planning.

Required Readings

Please read the Week 4 Readings and Resources found in the eReserves in the APUS Library.

Assignments

Week 4 Discussion

Assignment: Case Study

Week 5:

Learning Outcomes

LO1: Describe stress-coping theory.

LO2: Discuss factors that may impact and minimize vulnerability to stress.

LO3: Evaluate effective pain management techniques including non-pharmacological and psychological.

LO4: Interpret a definition of advocacy, and an opportunity to put that definition into practice.

LO5: Explore knowledge of developmental theory to guide child life intervention planning.

Required Readings

Please read the Week 5 Readings and Resources found in the eReserves in the APUS Library.

Assignments

Week 5 Discussion

Assignment: Pain Management Brochure

Week 6:

Learning Outcomes

LO1: Examine emotional safety hazards and corresponding preventive and protective measures.

LO2: Use fundamentals of psychological preparation found in child life literature.

LO3: Explore knowledge of developmental theory to guide child life intervention planning.

Required Readings

Please read the Week 6 Readings and Resources found in the eReserves in the APUS Library.

Assignments

Week 6 Discussion

Assignment: Prep Book

Week 7:

Learning Outcomes

LO1: Evaluate child and family's concept of illness.

LO2: Evaluate child and family's concept of death and dying.

LO3: Point out the impact of one's own culture, values, beliefs, and behaviors on interactions with diverse populations.

LO4: Explore knowledge of developmental theory to guide child life intervention planning.

Required Readings

Please read the Week 7 Readings and Resources found in the eReserves in the APUS Library.

Assignments

Week 7 Discussion

Assignment: Column for Town Journal

Week 8:

Learning Outcomes

LO1: Describe services and resources of other professionals on the interdisciplinary team.

LO2: Identify the roles and functions of other professionals on the interdisciplinary team.

Required Readings

Please read the Week 8 Readings and Resources found in the eReserves in the APUS Library.

Assignments

Week 8 Discussion

Assignment: Resume and Cover Letter

Evaluation

Grade Item	Percentage
Discussions	30%
Education & Certification Plan	5%

Grade Item	Percentage
Evidence Based Practice in the News	10%
Child Life Tool Bag	10%
Case Study	10%
Pain Management Brochure	10%
Prep Book	10%
Column for Town Journal	10%
Resume and Cover Letter	5%

Grading:

Name	Grade %

Materials

Book Title: ACLP Official Documents - available online, link provided inside the classroom

Author: ACLP

Publication Info: ACLP

ISBN: NTMO-HDFS401

Book Title: The Handbook of Child Life: A Guide for Pediatric Psychosocial Care, 2nd ed. - e-book available in the APUS Online Library

Author: Thompson, Richard

Publication Info: Charles C Thomas Pub Lib

ISBN: 9780398092122

Course Guidelines

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
Attention Please: 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.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in theDiscussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate –both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Discussion of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers:

APUS 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 can get expert tutoring whenever you need help and work one-to-one with your tutor on your specific problem.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.

- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

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.