EDEE 655 Materials and Creative Arts/Therapeutic Play for Child Life  
Spring 2015

Professor: Dr. Susan Simonian  
Office: 55 Coming, Room 102

Phone: 953-8271  
E-mail address: simonians@cofc.edu  
Office Hours: T 11 am -12:30 pm

M  
9:25-10:40

Tu  
9:25-10:40

W  
11 am – 12:30 pm

Th  
Or drop in as needed

F

Required Textbooks:


Course Overview:
This course represents a comprehensive overview of pediatric chronic illness and trauma, and the impact of illness on the child and family. Coverage will emphasize the multidimensional, interdisciplinary nature of children, adolescents, and families interacting with the healthcare system using a developmental framework Cross cultural and diversity issues and the interaction with parenting, conceptualization of illness, and the healthcare system will be highlighted. Topical coverage will include major pediatric illnesses, pediatric trauma, treatment of illness and trauma, and the short and long-term effects of medical interventions on children and families. Issues of illness management and adherence also will be addressed.

Objective: Students will be expected to: 1) understand the nature of pediatric medical conditions and the impact of these conditions on development, family, and school performance, 2) demonstrate an understanding of effective methods to use in consulting with medical and educational personnel when designing interventions with children who are presenting with one or more medical conditions, 3) effectively design and implement one presentation on a pediatric medical condition or related topic, 4) critically examine the empirical literature in the fields of child life, pediatric psychology, school psychology, special education, and other related fields, 5) demonstrate an understanding and knowledge base regarding working with children from culturally and economically diverse backgrounds who have or are at-risk for health related and developmental challenges and, 6) demonstrate a respect for diversity in working with children, families, and health care professionals.

The course is designed to meet the following Child Life learning outcomes:
1. Knowledge of Development - Students will understand a developmental perspective to program planning and child life activities for chronically ill children.
2. Critical Research Understanding - Students will understand and apply an appropriate knowledge of scientific literature as it relates to the pediatric setting.
3. Program Planning and Implementation - Students will understand and exhibit a clear understanding of medical procedures associated with common pediatric chronic and acute illnesses and provide a sound explanation of factors that must be taken into consideration in balancing child life interventions and child and family needs, abilities, and developmental levels.
4. Personal Development - Students will develop insight into their own and others’
behavior and identify and respect issues of diversity.

Assignments:

1. **Practicum Hours in Hospital Based Play** - Students will work 6 hours per week in the Department of Child Life at the Medical University of South Carolina. Students practicum hours will be supervised by a MUSC Certified Child Life Specialist (CCLS). Students will coordinate play activities for pediatric patients and their siblings in the “Atrium” play room and patient rooms. Students will shadow a CCLS and gain observational experience in common procedural areas (e.g. operating room, emergency room, etc.). Students will choose two, three-hour shifts, one in the morning and one in the afternoon, and maintain this shift commitment throughout the semester. Students will earn a total of 60 supervised practicum hours supervised by a CCLS at the completion of the semester.
   a. During the practicum students are expected to complete: 1) a midterm self-evaluation (practicum week five); 2) a weekly developmental assessment discussing and integrating knowledge of development across all major domains; 3) design and conduct one group activity in the Atrium play room.

2. **Practicum Journal** - Students will submit a weekly journal regarding their child life practicum experiences. This journal should detail individual experiences, observations, self-reflection and critique of contacts with patients, families, and health professionals. Journals are due each Monday following the week of practicum for the 10-week practicum period.

3. **Play Therapy Research Article and Presentation** - Students will complete a 2-3-page critique of a journal article relevant to the topic of play. Students will lead a 15 minute class presentation/discussion on the article. The paper should be written according to the American Psychological Association 6th Edition Style Guidelines. Articles must be from an empirically based peer-reviewed journal in the areas of child life, psychology, education, medicine, or school health. The presentation should focus on discussion questions posted for the class at least one class period before the student’s presentation. 50 points critique; 50 points presentation.

4. **Association for Play Therapy Exploration** - Visit the association’s website, [www.a4pt.org](http://www.a4pt.org). Explore the website and the various links, paying attention to the Education and Training, E Learning Center Research and Practice Links. Please write a one-page summary focusing on at least three issues you learned via the website regarding
play therapy that you did not know prior to visiting the website.

5. **Camp Rise Above At the Hospital Play Activity Development** - Camp Rise Above is a non-profit organization with a mission of providing enjoyable, developmentally appropriate play activities to children with serious illnesses and life challenges. In addition to running a series of Summer Day Camps for Children with Chronic Illnesses, this organization sponsors a full day play program in the MUSC Atrium (sessions 10-12 and 2-4 pm). The MSCL program has the unique opportunity to design various play activities, arts and crafts, and organized games for children attending this event.

6. Shannon’s Hope Training and Participation

6. **Child Life Month Activity**

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**EXAMINATIONS:**
- 2 examinations
  - Cover both reading and lecture material
  - Each worth 100 points.
- Final Examination – Scheduled per University of Charleston South Carolina and College of Charleston final examination calendar-150 points

**EXAM POLICIES:**
No make-up examinations without a documented medical excuse and permission of the instructor given prior to exam. Please see attached for all excuse requirements:

**CRIMINAL BACKGROUND CHECK AND OFFICE OF INSPECTOR GENERAL US DEPARTMENT OF HEALTH AND HUMAN SERVICES CLEARANCE:**

1. Complete a Nationwide Criminal Check and provide your confidential report to me no later than February 3, 2015. You can completed this check online through [Intelius](http://www.intelius.com). This check should cost $39.95.
2. Complete and print verification from the Office of Inspector General, U.S. Department of Health and Human Services ([www.exclusions.oig.hhs.gov](http://www.exclusions.oig.hhs.gov)) to verify that you are not prohibited from participating in Federal healthcare programs as identified by the Office of Inspector General (free).
3. Complete all OS

**PARTICIPATION:**
Graduate coursework involves active participation and exchange of ideas. This participation reflects not only an understanding of the course material, but also critical thinking and problem solving which are essential skills in your future career as a Certified Child Life Specialist. As such, I encourage and expect full active participation in weekly class seminar discussions.
Participation points are assigned using the following rubric (50 points):

<table>
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<tr>
<th>ATTENDANCE, PARTICIPATION, AND ENGAGEMENT</th>
<th>2 POINTS Engaged/On Point</th>
<th>1 POINT Acceptable</th>
<th>0 POINTS Unacceptable</th>
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<td>Actively supports, engages &amp; listens to peers; fully prepared; plays active role in discussion; ongoing role in discussions; group dynamic &amp; level of discussion consistently better because of student’s perspective; actively seeks input of others</td>
<td>Actively supports, engages &amp; listens to peers; fully prepared; plays an active role in discussion; comments in discussions; group dynamic &amp; level of discussion often better because of student’s input; seeks input of others</td>
<td>Makes little effort to interact with peers; not prepared; rarely participates constructively in discussion; occasionally makes relevant comments; rarely seeks input from others or not present</td>
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Assigned on a per class basis-25 classes-2 points possible-total possible= 50 points

ATTENDANCE:
- Please try to arrive on time
  - I allow no more than 2 absences for any reason-no documentation needed.
  - If you miss class, it is YOUR responsibility to get notes from a classmate

ACADEMIC CONDUCT: Students are expected to be fully aware of all regulations concerning academic conduct as described in the college’s student handbook, including those related to in class behavior, respect of other students and faculty, cheating, and academic integrity and honesty including rules pertaining to plagiarism. All regulations governing student conduct will be enforced.

GRADES: Your final grade will be based on the total number of points you earn

- 650 - 604 points = A
- 603 – 585 points = A-
- 584 - 566 points = B+
- 565 - 540 points = B
- 539 –520 points = B-
- 519 –500 points = C+
- 499 – 475 points = C
- 474– 455 points = C-
- 454– 436 points = D+
- 435 - 409 points = D
- 408 – 390 points = D-
- <390 points = F
NOTE ON READING ASSIGNMENTS: You are entirely responsible for all assigned materials. In addition to assigned chapters in your text, you are responsible for reading and mastering materials to be given in the form of handouts or placed on electronic reserve. Please note that you need to be independent in your reading as lectures only partially overlap with assigned text reading.

ADDITIONAL NOTES:
1. I reserve the right to establish modifications in the testing schedule and topical coverage, including the sequence of material discussed in class.
2. Use of electronic recording of any type is not permitted without written permission.
3. If you have documented disability that may have an impact on your work in this class, and for which you may require accommodations, please see me as soon as possible so that we can discuss arrangements.

SCHEDULE

Tuesday 8/19/14
Class Introduction and overview
Pediatric interdisciplinary health care-family centered care
Ethical Responsibility
Essentials-Chapter 1
Code of Ethical Responsibility and Code of Professional Practice-Child Life Council
(Electronic format-CLC website)

Thursday 8/21/14
Ethical and legal issues-cont.
Community-based care
Essentials –Chapter 2

Tuesday 8/26/14
Family influences on healthy promotion
Family centered care
Essentials – Chapter 3 and Chapter 21
Reserve Reading – Family centered care

Thursday 8/28/14
Family centered care during hospitalization – cont.
Tuesday 9/2/14 Diversity Issues in health promotion
Essentials – Chapter 4
Reserve Reading – Diversity
Discussion of Assignment regarding “The Spirit Catches You and You Fall Down”

Thursday 9/4/14 Establishing rapport
Communication with children, families, and the health care team
Essentials – Chapter 6 pages 86-95

Tuesday 9/9/14 Pediatric Pain
Essentials – Chapter 7
Reserve Readings

Thursday 9/11/14 Pediatric Pain – cont.

Tuesday 9/16/14 Guest Speaker

Thursday 9/17/14 Exam 1

Tuesday 9/23/14 Pediatric medical traumatic stress
Reserve Readings

Thursday 9/25/14 Health related Quality of Life (QOL)
Essentials – Chapter 18
Reserve reading

Journal article critique due

Tuesday 9/30/14 Respiratory illness - asthma and cystic fibrosis
Essentials – Chapter 23

Thursday 10/2/14 CF – cont.
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<th>Topic</th>
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| Tuesday 10/7/14 | Student presentation and discussion on Asthma  
Student presentation and discussion on CF |
| Thursday 10/9/14 | gastrointestinal illnesses  
IBS and Inflammatory Bowel Disease |
| Tuesday 10/14/14 | Diabetes |
| Thursday 10/16/14 | Student presentation and discussion on diabetes |
| Tuesday 10/21/14 | Exam 2 |
| Thursday 10/23/14 | Sickle cell disease |
| Tuesday 10/28/14 | Pediatric oncology-leukemia and lymphoma |
| Thursday 10/30/14 | Student presentation and discussion on leukemia  
Brain tumors and osteosarcoma  
Essentials – Chapter 28, pages 946-949  
Essentials – Chapter 31, pages 1081-1084  
Student presentation and discussion on neuroblastoma |
| Tuesday 11/4/14 | FALL BREAK – No Class |
| Thursday 11/6/14 | Cardiovascular disease |
|              | Essentials – Chapter 25 |
The Spirit Catches You Paper Due in Class

Tuesday 11/11/14  Renal disease
Pediatric organ transplantation
Essentials 856-857 and 919-925
Conversations with the Ronald McDonald House – life after transplant

Thursday 11/13/14  Juvenile idiopathic arthritis and lupus
Essentials, Chapter 31, pages 1084-1088
Reserve Reading

Tuesday 11/18/14  Burns
Essentials – Chapter 30, pages 1036 - 1049

Thursday 11/20/14  Central nervous system disorders, focus on epilepsy and spina bifida
Essentials – Chapter 28, pages 956 – 971 and Chapter 32, pages 1098 - 1104

Tuesday 11/25/14  Adherence and the child life specialist
Last Day of Class 😊

Thursday 11/27/14  HAPPY THANKSGIVING

Final Exam – Per college calendar