

2013-2014 LONG SIGNATURE SHEET



Proposal Number: CHFD 11-24-13

Course **UNC CHARLOTTE**

Proposal Title: ~~CHFD 11-24-13~~ *Establishing a Topics Course as an Elective in the CHFS Graduate Curriculum*

Originating Department: Special Education & Child Development

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE _____ UNDERGRADUATE & GRADUATE X
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
12-5-13	12-6-13	12-6-13	Approved	<u>DEPARTMENT CHAIR</u> <i>Lee Sherry</i> Lee Sherry
12-15-13	1-20-14	1-22-14	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>Kelly Anderson</i> Kelly Anderson
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:]
1/27/14	1/27/14	1/27/14	Approved	<u>COLLEGE DEAN</u> <i>Ellen McIntyre</i> Ellen McIntyre
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
1-28-14	3-11-14	4-18-14	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) <i>Alan R. Freitag</i> ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Graduate Council

From: Child & Family Development (JaneDiane Smith)

Date: 12/5/13

Re: Establishing a Topics Course as an Elective in the Child and Family Studies Graduate Curriculum

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

University of North Carolina at Charlotte

New Graduate Course

Child & Family Development Program (CHFD)

TITLE. *Establishing a Topics Course as an Elective in the Child and Family Studies Graduate Curriculum*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** The CHFD program proposes to add a new elective course to the graduate curriculum (CHFD 5200).

B. JUSTIFICATION.

1. This course is currently offered as a topics course (CHFD 6000: Topics in CHFD: Introduction to Child Life) in the Child and Family Studies graduate programs. Due to increased demand for the course, the CHFD program is proposing to add the course as an elective offering in the graduate curriculum.
2. There are no specific prerequisites/co-requisites for this course at the graduate level. The course would be open to CHFD majors and minors as well as undergraduate students from other academic programs throughout the university. The course is designated at a 5000 level in order to cross list the course with the undergraduate section. This course would be open to graduate students in the Child and Family Studies graduate programs (i.e., graduate certificate, M.A.T., M.Ed.), students interested in the course as an elective from other graduate programs at UNC Charlotte as well as post-baccalaureate non-degree seeking students. This course will meet the requirements of the Child Life Council for students who are interested in obtaining certification as a Child Life Specialist.
3. The course is numbered as CHFD 5200 at the graduate level so that it can be cross listed with an upper division undergraduate course (CHFD 4200).
4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The needs of hospitalized children and their families require specific training in regard to their individualized needs and developmental level. Students who are prepared for the Child Life field need in depth knowledge of the effects of hospitalization, and the interventions they can facilitate to aid in coping, and education. This course examines current research on this subject and also includes tours of local Child Life departments with many hands-on opportunities to expand knowledge of the hospitalized child. In addition, the Child Life Council now requires that any student applying for an internship or sitting for the Child Life examination take a specific Child Life Class. This course will meet that requirement.

5. Enrollment numbers are reported from Fall (12) – present.

Semester (Year)	CHFD 4000	CHFD 6000
Fall (13)	11	10
Spring (13)	29	3
Fall (12)	19	3

- C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. This course fulfills a requirement of the Child Life Council for certification, therefore, anyone interested in pursuing certification as a Child Life Specialist will be able to enroll in this course. At the graduate level, students enrolled in the Child and Family Studies graduate programs (i.e., graduate certificate, M.A.T., M.Ed.) as well as students interested in the course as an elective from other graduate programs will be eligible to take this course. Post-baccalaureate non-degree seeking students may also enroll in this course. This primary impact of this course is that it will serve as an elective in the CHFS graduate curriculum and count as three of the nine credits towards the individually planned option of thematic electives in the M. Ed. Program. For the students in the MAT program and graduate certificate program, this course would serve as an elective in addition to program specific required coursework so the impact on existing courses and curricula for those programs is minimal, if any.
2. What effect will this proposal have on existing courses and curricula?
 - a. The course will be in the fall and spring semesters.
 - b. This course is an elective and should not impact the offering of other courses.

- c. This course will be cross listed with CHFD 4200. Anticipated total enrollment of 20 – 25 students per semester is as follows:
CHFD 4200: 10-15 students
CHFD 5200: 5-10 students
- d. Enrollment in other courses has not been affected since Fall (12) semester and we do not anticipate any changes.
- e. This course will be offered as an elective and will not impact other areas of the catalog copy.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

- A. **PERSONNEL.** Amy Warren, M.Ed., CCLS
- B. **PHYSICAL FACILITY.** Adequate space is already available for this course.
- C. **EQUIPMENT AND SUPPLIES:** None needed.
- D. **COMPUTER.** No additional need.
- E. **AUDIO-VISUAL.** None needed.
- F. **OTHER RESOURCES.** None needed.
- G. **SOURCE OF FUNDING.** None needed.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of **Consultation on Library Holdings**).
-See Attached
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).
-Not Applicable

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** The proposal was unanimously approved by the CHFD program on 11/25/13. The proposal was unanimously approved by the Department of Special Education & Child Development on 11/26/13.

B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

Course Credit: This *three-credit* course requires three hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

C. ATTACHMENTS.

1. CONSULTATION: Library consultation is attached.
2. COURSE OUTLINE/SYLLABUS: See attached.
3. PROPOSED CATALOG COPY: See attached.

CHFD 5200: Child Life: Supporting Children & Families. (3) This course is designed to provide an overview of the Child Life field. It will introduce and examine concepts, principles and applications for the Child Life profession. Students will be introduced to the role of the Child Life Specialist in supporting ill children and their families to promote optimal coping and development. Includes site visits. (Fall, Spring)

a. For a new course or revisions to an existing course, check all the statements that apply:

- This course will be cross listed with another course.
 There are prerequisites for this course.
 There are corequisites for this course.
 This course is repeatable for credit.
 This course will increase/decrease the number of credits hours currently offered by its program.
 This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

Yes. If yes, please provide updated Academic Plan of Study in template format.

X No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.

X No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

X Yes. Briefly explain below.

All efforts will be made to reduce textbook costs.

No. Briefly explain below.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.



COURSE NUMBER CHFD 5200 **CREDIT HOURS** 3

COURSE TITLE Child Life: Supporting Children & Families

CATALOG DESCRIPTION

CHFD 5200: Child Life: Supporting Children & Families. (3) This course is designed to provide an overview of the child life field. It will introduce and examine concepts, principles and applications for the child life profession. Students will be introduced to the role of the child life specialist in supporting ill children and their families to promote optimal coping and development. Includes site visits. (Fall, Spring)

COURSE PREREQUISITES N/A

COURSE COREQUISITES N/A

COURSE RATIONALE

The needs of hospitalized children and their families require specific training in regards to their individualized needs and developmental level. Students who are prepared for the Child Life field need in depth knowledge of the effects of hospitalization, and the interventions they can facilitate to aid in coping, and education. This course examines current research on this subject and also includes tours of local Child Life departments with many hands-on opportunities to expand knowledge of the hospitalized child. In addition, the Child Life Council now requires that any student applying for an internship or sitting for the Child Life examination take a specific Child Life Class. This course will meet that requirement. This course relates to the College of Education *conceptual framework* by providing in-depth knowledge, skills, and research that will enable students to apply recommended practices to meet the diverse needs of hospitalized children and their families.

(Knowledge, Commitment, Effective).

At the **graduate level**, this course can fulfill a requirement for the individually planned option in the CHFS master's program (M.Ed.); students in the graduate certificate program or the MAT program can take this course as an elective. Content of the course addresses the College of Education Conceptual Framework, Child Life Council (CLC) Standards of Clinical Practice, Birth-Kindergarten Teacher Education Specialty Area Standards (BK), National Association for the Education of Young Children (NAEYC) Initial Licensure Standards, and the Council for

Exceptional Children's (CEC) and Division for Early Childhood Early Childhood Special Education/Early Intervention (birth to age 8) Initial Preparation Standards.

Course Credit: This *three- credit* course requires three hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

College of Education Conceptual Framework: Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors.

The following professional and/or licensure standards are addressed in this course:

Child Life Council Standards of Clinical Practice (CLC)

- I. Plan for Child Life Services
Standard: Individuals or organizations that provide child life care will have a written plan for providing services.

- III. Child Life Services
Standard: Child life services will include direct care, consultation, supervision, education advocacy, and environmental planning.

- IV. Education of Child Life Students
Standard: Child life students will be supervised by a child life specialist who provides a clinical placement experience that meets the guidelines as set out in the *Official Documents of the Child Life Council 2002*.

- V. Staffing
Standard: Child life staff will be available to assess, plan, evaluate and safely provide comprehensive child life services for infants, children, youth and family members.

- VI. Professional Preparation and Development
Standard: Child life personnel will be prepared through education, supervision and evaluation as recommended in the *Official Document of the Child Life Council 2002*. Ongoing professional development is recommended for all staff, and required for the certified child life specialist.

- VII. Collaborative Approach to Services
Standard: Child life professionals will participate in a collaborative approach to services

- VIII. Documentation
Standard: Child life interventions will be documented in the records of infants, children, youth and families. Confidentiality, security and integrity of data and information will be maintained according to the policies of the organization, regulatory agencies and the Child Life Code of Ethical Responsibility.

Birth-Kindergarten Teacher Education Specialty Area Standards (BK):

Standard 1: BK teacher candidates have comprehensive knowledge of typical as well as atypical patterns of child development

- 1.1. Understand interrelated domains: approaches to learning, emotional and social development, health and physical development, language development and communication, cognitive development
- 1.2. Demonstrate awareness of categories and characteristics of disabilities in young children

Standard 2: BK teacher candidates foster relationships with families that support children's development and learning

- 2.1. Acknowledge families as the first and most important teachers and key decision makers for their children
- 2.4. Demonstrate skills in partnering with families to promote the child's development and learning by exchanging information, making collaborative decisions, and cooperatively implementing and evaluating program plans for the child
- 2.5. Demonstrate knowledge of issues relating to families who have children with disabilities

Standard 3: BK teacher candidates build community partnerships in support of children and families

- 3.2. Are aware of resources, range of services, and program and transition options available to children and families
- 3.4. Support families in becoming advocates for their children
- 3.5. Collaborate with related service professionals within a variety of settings (e.g., classroom, home, agencies)

Standard 4: BK teacher candidates use authentic, ongoing assessment of children's abilities to plan, implement, and evaluate programs that build upon each child's unique strengths

- 4.1. Implement a child- and family-centered, team-based evaluation process
- 4.2. Address each child's unique strengths and needs through authentic, developmentally appropriate, culturally and linguistically responsive, multidimensional assessment methods.
- 4.3. Reflect upon results of assessment to determine program planning and implementation

The following professional standards are addressed in this course:

National Association for the Education of Young Children (NAEYC) Initial Licensure Standards:

Standard 1: Promoting Child Development and Learning

- 1a. Knowing and understanding young children's characteristics and needs
- 1b. Knowing and understanding the multiple influences on development and learning

Standard 2: Building Family and Community Relationships.

- 2a. Knowing about and understanding family and community characteristics
- 2b. Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in their children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child
- 3d. Knowing about assessment partnerships with families and with professional colleagues

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families.

- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches
- 4d. Reflecting on their own practice to promote positive outcomes for each child

Standard 6: Becoming a Professional.

- 6b. Knowing about and upholding ethical standards and other professional guidelines
- 6c. Engaging in continuous, collaborative learning to inform practice
- 6e. Engaging in informed advocacy for children and the profession

Council for Exceptional Children's (CEC) and Division for Early Childhood Early Childhood Special Education/Early Intervention (birth to age 8) Initial Preparation Standards:

Standard 1: Learner Development and Individual Learning Differences

- ISCI 1 K1. Typical and atypical human growth and development
- ISCI 1 K4. Family systems and the role of families in supporting development
- ECSE1 K1. Theories of typical and atypical early childhood development
- ECSE1 K4. Impact of medical conditions and related care on development and learning
- ECSE1K5. Impact of medical conditions on family concerns, resources, and priorities
- ECSE1 S1. Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families
- ECSE1 S2. Develop and match learning experiences and strategies to characteristics of infants and young children

Standard 2: Learning Environments

- ECSE2 K1. Impact of social and physical environments on development and learning
- ECSE2 S7. Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services

Standard 4: Assessment

- ISCI 4 K1. Basic terminology used in assessment
- ECSE4K1. Role of the family in the assessment process
- ISCI 4 S1. Gather relevant background information
- ISCI 4 S5. Interpret information from formal and informal assessments
- ISCI 4 S9. Create and maintain records

Standard 5: Instructional Planning & Strategies

- ECSE5 S7. Develop, implement, and evaluate individualized plans, with family members and other professionals, as a member of a team
- ECSE5 S8. Design intervention strategies incorporating information from multiple disciplines
- ECSE5 S13. Make adaptations for the unique developmental and learning needs of children, including those from diverse backgrounds

Standard 6: Professional Learning & Ethical Practice

- ISCI 6 K13. Continuum of lifelong professional development
- ECSE 6 K2. Trends and issues in early childhood education, early childhood special education, and early intervention
- ECSE 6 K3. Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families
- ISCI 6 S2. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
- ISCI 6 S3. Act ethically in advocating for appropriate services
- ISCI 6 S6. Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals
- ISCI 6 S7. Practice within one's skill limits and obtain assistance as needed
- ISCI 6 S8. Use verbal, nonverbal, and written language effectively
- ECSE 6 S1. Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures
- ECSE 6 S2. Integrate family systems theories and principles into professional practice
- ECSE 6 S3. Respect family choices and goals
- ECSE 6 S6. Advocate on behalf of infants and young children and their families

Standard 7: Collaboration

- ISCI 7 S3. Foster respectful and beneficial relationships between families and professionals
- ECSE7 S2. Collaborate with caregivers, professionals, and agencies to support children's development and learning
- ECSE7 S3. Support families' choices and priorities in the development of goals and intervention strategies
- ECSE7 S4. Implement family-oriented services based on the family's identified resources, priorities, and concerns
- ECSE7 S7. Participate as a team member to identify and enhance team roles, communication, and problem-solving

COURSE OBJECTIVES

Upon completion of the course, the candidate will be able to:

- Identify the role of Child Life programs and child life specialists in reducing the stress of illness and hospitalization for children of all ages and their families.
Conceptual Framework: Knowledge, Effective, Commitment
CLC Standards of Clinical Practice: I, III, IV, V, VI, VII, VII
BK: 1.1, 1.2
NAEYC: 1a, 1b, 4a, 4d
CEC/DEC: ISCI 1 K1, ECSE 1 K1, ECSE 1 S1, ECSE 2 K1, ECSE 1 S7, ISCI 6 S6, ECSE 6 S1, ECSE 6 S3, ECSE 7 S3, ECSE 7 S4,
- Identify the child life specialist's role in working with other health care professionals.
Conceptual Framework: Commitment
CLC Standards of Clinical Practice: III, IV, V, VI, VII
BK: 3.2, 3.5
NAEYC: 2a, 3d, 4d
CEC/DEC: ECSE2 S7; ISCI 4 K1; ISCI4 S1, ISCI 4 S9, ECSE1 S18, ISCI 7 S3, ECSE 7 S2, ECSE 7 S7
- To discuss Child Life services and techniques for enhancing children's psychological preparation for medical procedures.
Conceptual Framework: Knowledge, Effective, Commitment
CLC Standards of Clinical Practice: I, III, V, VII, VIII
BK: 4.1, 4.2, 4.3
NAEYC: 2a, 2b, 2c, 3b, 3c, 3d, 4c, 4d
CEC/DEC; ISCI 1 K1, ECSE1 K4, ECSE1 S2, ECSE1 S13,
- Obtain information about the historical background and current trends in child life.
Conceptual Framework: Knowledge, Effective, Commitment
CLC Standards of Clinical Practice: III, V, VI, VII
BK: 3.2,
NAEYC: 4a, 4c, 4d
CEC/DEC: ISCI 1 K4, ECSE4 K1, ISCI4 S1, ECSE 6 K2, ECSE 6 K3,
- Identify children's coping strategies and reactions to hospitalization.
Conceptual Framework: Knowledge, Effective
CLC Standards of Clinical Practice: I, III, V, VI, VII, VIII
BK: 2.1, 2.4, 2.5, 3.4, 4.1, 4.2, 4.3
NAEYC: 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4c, 4d
CEC/DEC: ISCI 1 K1, ISCI 1 K4, ECSE1 K4, ECSE1 K5, ECSE1 S2, ECSE1 S13, ECSE 6 S2,

- Identify certification requirements for child life specialists and evaluate career opportunity for a Child Life professional.

Conceptual Framework: Knowledge, Effective, Commitment

CLC Standards of Clinical Practice: I, III, IV, VI, VII, VIII

BK: 2.4,

NAEYC: 4a, 4d, 6b, 6c, 6e,

CEC/DEC: ISCI 6 K13, ISCI 6 S2, ISCI 6 S3, ISCI 6 S7, ISCI 6 S8,

INSTRUCTIONAL METHODS

This course will be taught using a hybrid approach of lecture and on-line instruction. It relies on readings, discussion, small group activities, and performance-based assignments. Tours and observations of Child Life programs will be completed at local hospitals (e.g., Levine Children's Hospital, Jeff Gordon's Children's Hospital, Hemby Children's Hospital). Active participation of all students is required.

MEANS OF STUDENT EVALUATION

CHFD 5200

- Diagnosis Paper (10%) (CHFD 5200 only)
- Therapeutic Activity Plan (5%)
- Therapeutic Activity Presentation (5%)
- Online Activities
 - #1 (5%)
 - #2 (5%)
 - #3 (5%)
 - #4 (5%)
- Child Life Interview (5%)
- Medical Terminology Quiz (5%)
- Hospital Response Paper (10%)
- Professional Portfolio (15%)
- Final Exam (15%)
- Class Participation/Attendance (10%)

SPECIFIC POLICIES THAT APPLY TO THIS COURSE:

- **Academic Integrity:** All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>
- **Attendance Policy:** Students are expected to **attend all class sessions**. One excused absence will be permitted during the semester. If you need to be absent from class for any reason and want to have your absence excused, you need to call my phone number and leave a message before 9:00 am on the day of the missed class. Students are expected to

obtain all missed content and assignments from a classmate. If you have an assignment due on that class date, the assignment is expected to be submitted as soon as possible. In the message regarding the missed class, also leave information as to when I can expect to receive the assignment and if it will be placed in my box or sent by email.

- **Grading Policy:**

CHFD 5200

A	90 - 100%
B	80 - 89%
C	70 - 79%
U	69% or below

- **The College of Education Commitment to Diversity:** The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.
- **College of Education Technology Statement:** Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.
- **Cell Phones, Mobile Communication Devices & Computers:** The use of cell phones, smart phones, or other mobile communication devices is **disruptive**, and is therefore **prohibited** during class. Except in emergencies, those using cell phones or mobile communication devices must leave the classroom for the remainder of the period. Students are permitted to use **computers** during class for **note-taking** and other **class-related work only**. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period. Completing course assignments during a class session is not considered note-taking or class-related work.

- **Incomplete Work:** The grade of “I” is assigned at the discretion of the professor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the required assignments for a course (see UNC Charlotte Undergraduate Catalog). Before an “I” will be assigned, a written agreement must be completed and signed by both the faculty and the student.
- **Policy on Inclement Weather:** Please check the University’s webpage, call the University Inclement Weather Hotline at (704) - 687-2877, or listen to announcements on local radio and television stations to determine if the University is closed.
- **Disability Accommodations:** If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.
- **Religious Obligation Accommodations:** UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student’s religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).
- **Online Student Course Evaluation Process and Confidentiality:** Courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, during the final two week (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

PROBABLE TEXTBOOKS OR RESOURCES

Textbooks:

Thompson, R. (2009). *The handbook of child life: A guide for pediatric psychosocial care*. Charles C. Thomas. Springfield, IL.

References:

- Bolig, R., Yolton K. A., & Nissen H. L. (1991). Medical play and preparation: Questions and issues. *Children's Health Care, 20*(4), 225-229.
- Cohen, L. L. (2008). Behavioral approaches to anxiety and pain management for pediatric venous access. *Pediatrics, 122*(S3), S134-S139.
- Doka, K. J., & Tucci, A. S. (Eds.). (2008). *Living with grief: Children and adolescents*. Washington, DC: Hospice Foundation of America.
- Gaynard, L., Wolfer, J., Goldberger, J., Thompson, R., Redbum, L., & Laidley, L. (1998). *Psychosocial care of children in hospitals*. Rockville, MD: Child Life Council, Inc.
- Gursky, B. (2007). The effect of educational interventions with siblings of hospitalized children. *Journal of Developmental & Behavioral Pediatrics, 28*(5), 392-398.
- Gusella, J., & Ward, A. (1998). The experience of hospitalized adolescents: How well do we meet their developmental needs? *Children's Health Care, 27*(2), 131-145.
- McCue, K. (1988). Medical play: An expanded perspective. *Children's Health Care, 16*(3), 157-161.
- Rollins, J. A., Bolig, R., & Mahan, C. C. (Eds.). (2005). *Meeting children's psychosocial needs across the health-care continuum*. Springfield, IL: Charles C. Thomas.
- Thompson, R. H., & Stanford, G. (1981). *Child life in hospitals: Theory and practice*. Springfield, IL: Charles C. Thomas.

Resources:

Child Life Council <http://www.childlife.org/>

Child Life Certifying Committee. (2012). *Code of professional practice*. Retrieved from www.childlife.org

Child Life Council. (2001). *Standards of clinical practice*. Retrieved from www.childlife.org

Super Sibs. (2011). *Parts 1-9 - Jackie, Brittany & Alex*. Retrieved January 13, 2013, from <http://www.youtube.com/watch?v=RMnoRpQbAZA>

TOPICAL OUTLINE OF COURSE CONTENT

- Child Life Specialist Role and Responsibilities
- Therapeutic Relationships
- Family Centered Care
- Play
- Medical Play
- Effects of Hospitalization on Development
- Medical Terminology
- Communication Strategies
- Death, Trauma, and Grieving Families
- Child Life in Alternate Settings
- Child Life and Education Needs
- Ethics and Professionalism
- Child Life Internship Requirements
- Interviewing for Child Life Internships

ATTACHMENTS

- Illustrative course calendar

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE	
(List the names of the faculty members who have developed this basic course outline.)	
JaneDiane Smith, Ph.D.	
Amy Warren, M.Ed.	
APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:	
Approved by the College of Education <i>Undergraduate</i> Curriculum Committee	
Chair:	Date:
Approved by the College of Education <i>Graduate</i> Curriculum Committee	
Chair:	Date:

CHFD 5200
Introduction to Child Life

Week 1	Introduction to Course, Review of Syllabus, & COED Conceptual Framework
Week 2	Introduction to Child Life
Week 3	Role of Child Life Specialist
Week 4	Theory, Development, & Communication
Week 5	On-line Activity
Week 6	Therapeutic Relationships, Family Centered Care, Play, Listening Skills Activity
Week 7	Medical Play, Preparation & Support
Week 8	Fall Break—No Class
Week 9	Therapeutic Activity Presentations
Week 10	Tour of Levine Children's Hospital
Week 11	Tour of Jeff Gordon's Children's Hospital
Week 12	Tour of Hemby Children's Hospital
Week 13	Death, Trauma, Grieving Families, Child Life Burnout
Week 14	Interviewing, Child Life Internship, Guest Speakers
Week 15	Movie and Preparing for the Child Life Certification Exam



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Jane Smith, Dept. of Special Education and Child Development

From: Judy Walker, Education/ Psychology Librarian

Date: 12/2/13

Subject: CHFD 5200: Introduction to Child Life

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** 12/2/13

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

Students should not have any trouble finding articles for this course since we have a number of databases that will support the course. And for those journals we don't have subscriptions to they will be able to request them through Interlibrary Loan.

I am a little concerned about our book holdings though. What titles we have in this area are dated and not very numerous. I have already ordered several of the titles included in the references but will need to work with the department to update the collection.

Evaluator's Signature

12/2/13
Date