



Human Development and Family Science Program

A joint program of the College of Education and Human Development and the College of Humanities and Social Sciences
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HDFS 301.001 The Hospitalized Child and Family (3:3:0) Fall 2015 ONLINE

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COURSE DESCRIPTION

A. Prerequisites

HDFS 200 or permission from instructor

B. University Catalog Course Description

Examines the philosophy, purposes, and concepts of Child Life Specialists. Explores developmental and psychological needs of hospitalized children, their families, and those who provide services to children. Examines the impact of illness and illness-related stressors on the dynamics of the family and strategies for coping.

NATURE OF COURSE DELIVERY

This course utilizes a Blackboard online learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, collaborative student work in small groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

LEARNER OUTCOMES

Upon successful completion of this course, each student will demonstrate understanding of:

1. Typical infant, child and adolescent responses to illness, injury and health care
2. Family Centered Care
3. Common sibling and parent responses to illness, injury or death of a child in a family
4. Therapeutic interventions in a healthcare environment
5. The impact of pain, suffering, coping and resilience
6. The role of a child life specialist as an integral member of the healthcare team

PROFESSIONAL STANDARDS

This course is aligned with the standards established by the Child Life Council, focusing specifically on “the ability to represent and communicate child life practice and psychosocial issues of infants, children, youth and families to others.”

REQUIRED TEXTS AND OTHER READINGS

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

See the course outline in the syllabus for other class reading materials, online interactive tools, lectures, and handouts.

Recommended Readings

Rollins, J., Bolig, R., & Mahan, C. (2005). *Meeting children’s psychosocial needs across the healthcare continuum*. Austin, TX, Pro-Ed.

Thompson, R. H., & Stanford, G. (1997). *Child life in hospitals: Theory and practice*. Springfield, IL, Charles C. Thomas Publisher.

McKenry, P. C., & Price, S. J. and Price, C. A. (2010). *Families & change: Coping with stressful events and transitions. (4th edition)*. London: Sage

Cook, P. (1999). *Supporting sick children and their families*, ISBN # 978-0-7020-2207-4

Gaynard, L., Wolfer, J., Goldberger, J., Thompson, R., Redburn, L., & Lidley, L. (1990). *Psychosocial care of children in hospitals: A clinical practice manual from ACCH child life research project*. Rockville, MD: Child Life Council, Inc.

GEORGE MASON UNIVERSITY POLICIES AND RESOURCES FOR STUDENTS

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of

the semester <http://ods.gmu.edu/>].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times and to contribute to a community of learning.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should

be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
93-96	A	83-86	B	73-76	C				
90-92	A-	80-82	B-	70-72	C-				

Grading Policy

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>

Specific Course Assignments

Assignments	Due Dates	Points
Dialogic Posts on BB	Ongoing	20
Quizzes (10 points each)	9/28 11/9	20
Homework Assignments (2 assignments @20 points each)	11/12 12/11	40
Final Exam	12/14	20
TOTAL		100

CONTENT MODULES – 3 MODULES TOTAL

This course will utilize 3 content modules. Within these modules, all the relevant course material will be available in the format of course notes, power point presentations, and additional readings. This content will be incorporated into all online discussions, quizzes, and projects. It is critical for students to review all content on each module in a timely manner. Following a traditional classroom model, each module contains several “in class” lectures that are based on your readings and also include information gleaned from other sources. It is imperative that you view each module to prepare for discussions, quizzes and the genogram project.

I. **Dialogic Posts** (20 points)

There will be three dialogic posts to a series of discussion questions. You are asked to participate in these “class discussions” by addressing the question and expanding upon a classmate’s posting.

Requirements of Posts: To earn full credit, you will need to answer each question posted by the instructor for each discussion session as well as post at least one additional response to a classmate’s post. This means that you must complete at least 2 posts (within the one-week period allotted for posts and responses.) **Each post** should include references to your readings when appropriate and other sources to enrich the discussion.

Evaluation of Discussion Posts: I consider three categories that are important for building a learning community through group discussions: **1) promptness and initiative, 2) quality of posting in terms of relevance and contribution to the learning community, and 3) quantity of posts.**

- Promptness and initiative: Student responds in a timely manner to the discussion questions posted, leaving adequate time for fellow students to reply and engage in a meaningful dialogue about the questions and responses. **Please be kind to your group-mates and do not wait until the last minute to participate in the discussions. (1 point)**
- Quality of posting: Responses to the instructors question should be **at least 3 paragraphs in length** (remember a **paragraph must be no less than 3 sentences long**) **and must directly reference either module notes or readings in the formulation of your response.** Skimpy responses or responses that do not cite course resources will not receive full credit. I will give you feedback early on so you understand the depth and breadth or expected responses. **(3 points)**
- Quantity of postings: Students engaged in discussions will likely **post multiple times** throughout the open discussion as they dialogue with group-mates to delve deeply into course materials and explore relevant course constructs and research findings. Quantity of postings is considered in relation to quality of postings. In other words, all postings should be meaningful and thoughtful. **(1 point)**

Discussions are asynchronous, which means that you will have time to read and respond at any time during the 1-week window that the discussions are available. You do not have to respond at the same exact time as everyone else in class. **Discussion windows will close at**

the end of the 1-week period on Sunday evening at 11:00pm. Refer to the course calendar for “due by” dates. You will NOT be able to make up any missed discussion post except under extraordinary circumstances (as previously defined in this syllabus).

HERE ARE THE POST TOPICS AND QUESTIONS:

Family “Health Estate” Posts– Student will describe his/her health conceptions, understandings, values and behaviors based on early experiences from childhood, family of origin, school and in other life situations.

Each of us brings to class a collection of images and preconceptions about hospitals, the health care world, and the people who work in them. These images are based on past experiences (or lack thereof) and on the perspectives of those who have been influential in our lives. The purpose of this paper is to help you self-reflect and clarify the thoughts, attitudes, memories and feelings that you bring with you to this class.

Please respond to the following questions as fully as possible, to the degree you are comfortable:

POST 1: “My Health Care and Hospital Experiences”

1. Describe your earliest memory about receiving health care. How old were you? What do you remember about being in that setting? As you think about this experience, do you have sensorial memories about it (sights, sounds, smells, feelings, etc). Was there anything that made this experience particularly positive or negative?
2. Do you have any other memories of being in the hospital as a child, as a patient or visitor? Or do you have memories of your thoughts, as a child, about what hospitals might be like? Please describe.

POST 2: “My Family’s Hospital Experiences”

3. How did your parents and others in your family adapt, respond to and approach your regular childhood visits to the doctor and/or emergency visits? What did family members say to you? What was helpful, what was not?
4. How did other family members act about their own health care needs?
5. How do you feel now, as an adult, about hospitals and other healthcare settings and your own health care experiences?
6. How do you think your family would respond emotionally and physically to a family member being hospitalized suddenly? If someone had a long-term hospitalization? Is there a family member that comes to mind that would be a ‘natural fit’ for taking charge of interfacing with multiple health care providers and making decisions about health care needs during this time of crisis? In your opinion, is there anything that you “should” or “should not” do based on your family history and expectations of what you know about health care today?

POST 3: “Child and Adult Hospital Experiences”

7. What do you think makes a child’s hospitalization different from an adult’s hospitalization?
8. What do you think are some typical expectations of parents who have a child in the hospital and how does that differ from an adult’s expectations for their own hospitalization?
9. How does your personal experience affect your desire to provide services to children and families in medical environments? Does it dissuade or persuade you and why?

II. Exams (Each exam worth 10 points; Total: 20 points)

There will be two in-class exams that will cover class lectures, discussions, readings, etc. The exams will not be cumulative (i.e., the second exam will cover material after the first exam only). Exams will be closed book.

III. Homework Assignments (20 points each = 40 points)

There will be two homework assignments due during the semester. Students are on their honor

to complete their homework assignments using their own words and ideas. Students must cite any and all sources used to write and construct their ideas for their papers. A word to the wise: “When in doubt, cite it!” If you have any questions about how to cite your sources, please ask your instructor prior to passing in your paper. Homework assignments should be written and formatted according to American Psychological Association (APA), 6th Edition, style rules (i.e., papers should be typed using 12-pt. font with 1-inch margins; however, in the interest of conserving paper, no need for a cover page, double space, and cite your sources following your sentence of text).

Homework Assignment 1: Site Visit Paper- Students will conduct a child life program site visit. Students will then process information and observations in a reflective paper. *If students are not physically able to conduct a site visit, please contact the instructor for alternate option.*

Prior to your site visit, please view the hospital’s website. Please familiarize yourself with the following prompts prior to your site visit. As you tour the facility, what do you see, how do you feel in this setting? How do you think a child or family coming to this hospital would feel? Take on a child’s point of view, a parent’s point of view, does that change the experience?

For the written part of this assignment, please respond to the following and comment on the ways you found, or didn’t find, this setting to be focused on decreasing stress and anxiety for children and families. Use specific examples and refer to what we have been discussing about developmental ages and stages when appropriate. Focus and comment on why each of these individual points would be important. Students must have CCLS tour facilitator sign verification form at the time of visit. Verification form must be attached to paper when submitted.

The final grade will be based on the student's ability to meet the writing criteria listed below. Students are required to site resources accordingly. The reflective paper must not exceed a maximum of five (5) pages typed in APA style.

1. **Description:** Begin with the hospital website. Is the site user-friendly? What information is provided? What message does the site convey? What is the mission statement of the hospital? What information/resources (if any) did the site provide to help prepare families for a medical experience there? Describe the "vital statistics of the hospital, including:
 - Freestanding children's hospital or children's hospital within an adult hospital?
 - If hospital within a hospital, which units are pediatric-only (versus combined with adults)
 - Scope of services
 - Type of facility (acute care, rehab, etc.)
 - Total number of beds (adult and pediatric)
 - Nationally rated for any particular service?

2. **The Environment**
 - Were you able to find your way to this setting easily? Was parking convenient? Did you feel welcome upon arrival? Could you easily find your way around? How would a family from a different culture/speaking a different language manage in this setting?
 - Describe ways that the setting may or may not be immediately welcoming to families/children and if warranted offer suggestions for improvement: signage, directions, floor plan, information/communication area, decorations/atmosphere.
 - How did this setting make you feel overall?

3. **The People**
 - How does one distinguish staff from visitors from patients? How does this setting convey a sense of safety and security? Who did you meet? How did they respond to you?
 - What does the hospital do to promote Family-Centered Care?
 - Interview a staff member and inquire about his/her favorite/least favorite aspects of the job, challenges faced, and how s/he approaches those challenges and adapts to changes.

4. **Play Activity Space**
 - Is there a playroom and/or teen lounge?
 - How is it structured to meet various stages of child development?
 - How is it structured to meet the needs of children which may have limited physical ability?
 - Can siblings use the playrooms?
 - Is the playroom staffed? If so, by whom?
 - Are there planned events and activities? If so, who implements them?
 - What is their philosophy on medical staff entering the playroom?

5. **The Patient Rooms**

- What (if anything) makes the room child-friendly?
- What in the physical space supports the families' needs?
- Private or double/shared rooms?
- Is there free Wifi available?
- Is there a communication tool present to support family-to-staff/physician dialogue?
- Are parents and other family members welcome to stay overnight?

6. **The Treatment/Procedure Rooms**

- Is there a designated treatment room?
- Is there anything particularly child focused in the room to help decrease child or parent anxiety?
- Is there a reason that staff would choose NOT to use the treatment room?
- Are parents welcome in the treatment room?

7. **Other physical spaces**

- Is there a designated parent/family lounge?
- Are there designated consult rooms for discussions with the physician?
- Are there rooms nearby designated for parents to sleep overnight, if they can't stay in their child's room?
- Is there anything in the hallways designed specifically to support the needs of children and families?

8. **What was the overall experience like for you?**

- What surprised you during this visit?
- Can you see yourself working in this kind of setting? If so, in what capacity?
- Overall, how successful was this facility in meeting the unique needs of children and families?

Homework Assignment 2: *Healthcare Experience Interview*: Conduct an interview with someone you know who has had experience with an infant, child, or teen in the hospital setting (i.e. Emergency Room, inpatient stay, same day surgery, clinic, specialist appointment, outpatient lab, medical imaging). Possibilities include:

- A sibling of someone who was in the hospital as a child.
- A parent who has taken their child to the hospital.
- The person who was in the hospital as a child or teen, who can recall the experience.

Students are required to cite a minimum of four (4) scholarly sources using current scholarly journal articles and course material to support findings. Integration of course material should demonstrate understanding of course concepts as applied to the interview questions. ***The paper must not exceed a maximum of five (5) pages typed using APA format.*** Late papers will not be accepted.

If interviewing the parent or the individual, gather the following information during the interview:

- How long ago did the medical encounter occur?
- Who was the patient during the encounter?
- What was the reason for the encounter?
- How long did the encounter last?
- How much information did they have before the encounter?
- Was this their first time in the medical environment?
- What was their greatest fear during the encounter?
- At what times was the visit most stressful for the parent? For the child?
- How did the family cope with the hospital encounter? What did they do to make it easier?
- Were opportunities available for their child to play while in the hospital?
- How did hospital staff demonstrate their knowledge of the unique needs of children?
- Did they meet a Child Life Specialist? If so, what interventions were provided? How was it helpful?
- Did the healthcare team include them in care plan decisions?
- How easy or difficult was it to communicate with the healthcare team?
- Were they able to be present with their child during procedures?
- How could the visit have been made easier and less stressful?

If interviewing a sibling, gather the following information:

- Basic data about the visit (see bullets 1-3 above)
- Did they visit their sibling in the hospital?
 - If yes-
 - What was it like?
 - Were they given information before the visit? By whom? What information did they find helpful or wish they had been given?
 - Did they have questions or concerns before, during or after the visit? How were those concerns addressed?
 - If no-
 - How did they feel about not visiting?
 - Did they have questions or concerns about their hospitalized sibling? How were their concerns addressed?
- Had they had prior experience with being at the hospital themselves?

The paper should summarize the family's experiences and include the answers to the above questions. Also include how a CCLS supported the child/family, or could have helped the child/family if a CCLS was not involved. Was there anything they shared that surprised you?

IV. **Final Exam:** The final exam is cumulative covering material from the entire semester. The final exam will include a combination of multiple choice and short essay questions.

NOTE: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified of the changes in class or by your university e-mail address.

Course Topics and Schedule

Week/Date	Topic	Readings and Assignments DUE
Module 1: Course Overview, Self-Reflection, and Foundations of Child Life		
1: 8/31	Course Overview	Ch 1, Thompson BB: Introduce yourself to the class
	Child Life: History and Definition of scope of practice	
	Perceptions of Child Life	
2: 9/7	Theoretical Foundations of Child Life	Ch 2, Thompson
3: 9/14	Research in Child Life	Ch 3, Thompson www.childlife.org BB: POST 1 and Response
4: 9/21	Developmental Issues: Infants, Toddlers and Preschoolers, School Age, Tweens and Adolescents	Refer to Ch 2, Thompson
5: 9/28	Quiz #1	QUIZ 1
Module 2: Child Life Interventions		
6: 10/5	Procedure Preparation	Ch 9, p 161-186, Thompson BB: POST 2 and Response
7: 10/6	Procedure Support	Ch 9, p 186 – 194, Thompson
8: 10/7	Therapeutic Play	Ch 8, Thompson BB: POST 3 and Response
	Medical Play	
	Normalization	
9: 10/26	Pain Management	Articles: TBD
10: 11/2	Sibling Support	Ch 12, Thompson Homework Assignment #1 (11/12)

	Death, Dying and Bereavement	
11: 11/9	Quiz #2	QUIZ 2
Module 3: Successful Application of Child Life Services		
12: 11/16	Patient & Family Centered Care	Ch 6, Thompson
13: 11/23	Communicating with the Multidisciplinary Team Documentation Processes	Ch 7, Thompson ***SKYPE check in with Instructor***
14: 11/30	Ethical Guidelines in Child Life Stress/Burnout in Child Life	Ch 4, Thompson www.childlife.org
15: 12/7	Non-inpatient Child Life Setting Settings	Ch 14, Thompson Homework Assignment #2 (12/11)
16: 12/14	Final Exam	FINAL EXAM 12/14

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