George Mason University
College of Education and Human Development
College of Humanities and Social Sciences
Human Development and Family Science

HDFS 301 (DL1) - The Hospitalized Child and Family
3 Credits, Fall 2017
Fully Online

Faculty
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Prerequisites/Corequisites
HDFS 200 or permission from course instructor.

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.

Course Overview
Not applicable.

Course Delivery Method
This course will be delivered online (76% or more) using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 8/31/16.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader: https://get.adobe.com/reader/]
  - [Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/]
  - [Apple Quick Time Player: www.apple.com/quicktime/download/]

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and*

diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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
(Child Life Council**)**

Upon completion of this course, students will have met the following 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
Thompson, R. (2009). *The handbook of child life: A guide for pediatric psychosocial care.*
   Springfield, IL, Charles C. Thomas.

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.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

● **Assignments and Examinations**

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 projects.

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

There will be one introduction post and 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, use of references, and contribution to the learning community**, and **3) quantity of posts**. Each post is worth 6 points, and the introduction post is worth 2 points.
● 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.** *(2 points)*
● 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:

INTRODUCTION POST: Welcome students!
Please introduce your class and share the following information:
- Your name
- Where you are from
- Why you decided to take this course
- What (if any) first-hand experience you have with the child life profession
- What you are hoping to get out of this course
- Something interesting about yourself that you'd like your classmates to know

POST 1: Research and Child Life
Think about the current state of child life research. Where are the research gaps? Why is it important to bridge these gaps? When thinking about these questions, think about the current state of health care - what drives health care practice? What outcomes are essential for health care facilities to meet? Overall, WHY do we need to continue to pursue research in child life?

You must RESPOND to at least ONE post to gain full credit.

POST 2: Preparation
Certified Child Life Specialists (CCLS) use procedure preparation as a key intervention strategy. However, we often face roadblocks from parents or staff, who think that procedure preparation is not in the best interest of the child. Imagine that you are a CCLS, meeting a 9 year old boy and his family. The boy is having surgery in the morning, but his parents have not told him about it. When you introduce yourself to them (in the hall, when the boy is not present), they tell you that they don't want anyone to tell him about the surgery.
- Why do you think that the parents do not want to tell the boy anything?

- How would you go about explaining the risks of not preparing the child for his surgery?
- How would you go about explaining the benefits of preparation to them?
- You now want to explain to the parents some strategies you have for making this preparation a success. Please list at least 2 strategies that you would describe to the parents, to help them understand how this could be successful.

You must RESPOND to at least ONE post to gain full credit.

POST 3: Play Modalities and You: Then and Now
We learned about the various roles that play can have in a child's life. Think about what you have learned this week about the purpose and value of play and share with the group:
- Did your perspective on children and play change at all after learning about these modalities?
- Can you remember a time during your childhood that a play modality was used to help you through something? If now, can you think of a time when it would have been helpful to employ some of these play modalities? Share as few or as many details as you would like.
- Think about "The Flow," as described in the Thompson text. This can be applied to people of all ages, not just children. As an adult, what gets you into "the flow" to help you through stressful situations? For example, if I am consumed with stressful thoughts, I know that I can read a book and give my mind a bit of an escape. Also, if someone gently rubs the spot between my eyebrows, I will be able to feel my body physically relax. What gets you into the flow to help you through stressful situations?

You must RESPOND to at least ONE post to gain full credit.

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

There will be two 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).

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 to 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, etcc.)
   ● 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 are their policies on medical staff being in 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 (20 points):** 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.

Other Requirements

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 at http://infoguides.gmu.edu/content.php?pid=39979. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

● **Course Performance Evaluation Weighting**

Assignments	Due Dates	Points
Dialogic Posts on BB	Intro:8/31 Post 1: 9/14; Response: 9/17 Post 2: 10/5; Response: 10/8 Post 3: 10/19; Response: 10/2	20
Quizzes (10 points each)	Quiz 1: 10/1 by 11:59pm Quiz 2: 11/12 by 11:59pm	20
Homework Assignments (2 assignments @20 points each)	HW 1: 11/4 HW 2: 12/9	40
Final Exam	Week of 12/11	20
TOTAL		100

● **Grading Policies**

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-				

All CEHD 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. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/. For the College of Humanities and Social Sciences, please visit the website https://chss.gmu.edu/.

Class Schedule

Week/Date	Topic	Readings and Assignments DUE
Module 1: Course Overview, Self-Reflection, and Foundations of Child Life		
1: 8/29	Course Overview Child Life: History and Definition of scope of practice Perceptions of Child Life	Ch 1, Thompson **BB: Introduce yourself to the class**
2: 9/5	Theoretical Foundations of Child Life	Ch 2, Thompson
3: 9/12	Research in Child Life	Ch 3, Thompson www.childlife.org **BB: POST 1 and Response**
4: 9/19	Developmental Issues: Infants, Toddlers and Preschoolers, School Age, Tweens and Adolescents	Refer to Ch 2, Thompson
5: 9/26	**Quiz #1**	**QUIZ 1**
Module 2: Child Life Interventions		
6: 10/3	Procedure Preparation	Ch 9, p 161-186, Thompson **BB: POST 2 and Response**
7: 10/10	Procedure Support	Ch 9, p 186 – 194, Thompson
8: 10/17	Therapeutic Play Medical Play Normalization	Ch 8, Thompson **BB: POST 3 and Response**
9: 10/24	Pain Management	Articles: TBD
10: 10/31	Sibling Support	Ch 12, Thompson

	Death, Dying and Bereavement	**Homework Assignment #1 (11/12)**
11: 11/7	**Quiz #2**	**QUIZ 2**
Module 3: Successful Application of Child Life Services		
12: 11/14	Patient & Family Centered Care	Ch 6, Thompson
13: 11/21	Communicating with the Multidisciplinary Team Documentation Processes	Ch 7, Thompson *****SKYPE check in with Instructor*****
14: 11/28	Ethical Guidelines in Child Life Stress/Burnout in Child Life	Ch 4, Thompson www.childlife.org
15: 12/5	Non-inpatient Child Life Setting Settings	Ch 14, Thompson **Homework Assignment #2 (12/11)**
16: 12/12	**Final Exam**	**FINAL EXAM 12/14**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)
 Not applicable.