

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 2019
Fully Online

Faculty

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Prerequisites/Corequisites

HDFS 200 or permission from course instructor.

University Catalog Course Description

Examines the philosophy, purposes, concepts, and practices of Certified Child Life Specialists. Explores developmental and psychosocial needs of hospitalized children and 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 Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 27, 2018.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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://support.microsoft.com/en-us/help/14209/get-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 twice 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 understand the following:

1. Association of Child Life Professionals (ACLP) Official Documents
2. Typical infant, child and adolescent responses to illness, injury and health care
3. Family Centered Care
4. Common sibling and parent responses to illness, injury or death of a child in a family
5. Psychosocial interventions in a healthcare environment, including therapeutic play and preparation
6. The impact of illness, pain, suffering, coping and resilience
7. The scope of practice of a child life specialist.
8. ACLP Professional Standards, 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

Gentile, J.E. (2013) *Surviving HIV: Growing Up a Secret and Being Positive* (Reston, VA): Author

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.

Course Performance Evaluation

Assignments	Due Dates (by 11:59pm)	Points
Dialogic Posts on BB	Intro: Wed, 8/28 Post 1: Wed, 9/11; Response: Sat, 9/14 Post 2: Wed, 10/2; Response: Sat, 10/5 Post 3: Wed, 11/24	20
Quizzes (10 points each)	Quiz 1: Sun, 9/29 Quiz 2: Sun, 11/17	20
Homework Assignments (20 points each)	HW 1: Sun, 11/3 HW 2: Sun, 12/8	40
Final Exam	Sun, 12/15 (available on 12/15)	20
TOTAL		100

Students are expected to submit all assignments on time via Blackboard.

Assignments and Quizzes/Exams

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 readings, power point presentations, and additional links. 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” lecture presentations 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 for each discussion, you will need to answer each question posted by the instructor and post at least one additional response to a classmate’s post, with the exception of Post 3 (Reflection on Memoir), in which you are not required to post a response to another student’s post. This means that you must complete at least 2 posts (within the one-week period allotted for posts and responses.) Each original post **should include references** to your readings and other sources to enrich the discussion. You will not receive full credit if your original post does not have references.

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) use of references.** 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. **(3 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, readings, or other research in your response. Inadequate 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)**

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 Saturday evening at 11:59pm.** Refer to the course calendar for “due by” dates. You must receive permission from instructor to submit assignments late.

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

What are the current research gaps in child life and why is it important for us to bridge those gaps? Why is it important for child life specialists to use evidence and research to guide their work?

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 may 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: Reflection on J Gentile's Memoir

Jamie Gentile's memoir, *Surviving HIV: Growing up a secret and being positive*, told the story of your professor's own life as a child in the healthcare system. In this post, your professor, Jamie, welcomes you to comment on the book and/or ask her any questions that you may have about her story. Jamie is –literally – an open book, and hopes that her story sparks discussion and opens minds to what children may go through in the medical world. This post is meant to be open-minded and thought-provoking – please use it as an opportunity to engage your professor in discussion about child life, her personal story, and anything else that you may be wondering in regards to children in healthcare. Ask questions, make comments, and pick your professor's brain! All questions are welcome.

II. Quizzes (Two exams worth 10 points each = 20 points)

There will be two quizzes 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 (Two HW assignments worth 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 utilize the university educational library services. 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, double space, and cite your sources following your sentence of text).

Homework Assignment 1: Your Own Children’s Hospital

Please design your own Ideal Children’s Hospital. The object of this is to take what you have learned in the course and apply it to create your own hospital, as if you were the CEO and in charge of every single detail. Your task is to create the most child-friendly hospital that provides not only the best medical care, but also tends to the psychosocial needs of children and their families. Your paper **MUST** include references from:

- Thompson text
- Course Learning Content
- At least 3 separate hospital websites

Please describe your hospital using the format outlined below. Use specific examples and refer to what we have been discussing about developmental ages and stages when appropriate. You can also get creative and include sketches to illustrate your conceptual ideas.

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. (This does not include any pages of graphics or illustrations).

Your Website

- What are the main sections that you will include?
- What essential information will you provide?
- What interactive components would you include?
- What other tools and resources will you provide?

The Lobby

- How will you make the lobby welcoming?
- How will you make the lobby inviting and not intimidating?
- How will you serve families who do not speak English?

The People

- How will you convey a sense of safety and security?
- Will you have any specific system of uniforms for staff members?
- What training will you require of all staff who work in your hospital?
- What services will you offer your staff to promote job satisfaction?

Play Activity Space

- What rooms will you have available for children and teens?
- How will you design it to serve various stages of child development?

How will you design it to meet the needs of children which may have limited physical ability?

Will you have any special events in these spaces? If so, describe what purpose these will serve.

Will you allow staff and physicians to perform any medical procedures in these spaces? Why or why not?

The Patient Rooms

What will you include in your patient room to support parents?

What will you include in your patient room to support patients?

What will your policy be on parents staying overnight and why?

The Treatment/Procedure Rooms

Will you include designated treatment rooms in your hospital? Why or why not?

What will your policy be on parents being present during procedures and why?

Other

Besides the play/activity spaces, the treatment rooms, and the patient rooms, what specific rooms/spaces would you include in your hospital design to support the family.

Are there any additional features that you would include to make your hospital stand out?

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, unless the student has made arrangements with the instructor.

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.

Grading

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. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Week/Date	Topic	Readings and Assignments DUE
Module 1: Course Overview, Self-Reflection, and Foundations of Child Life		
1: 8/26	Course Overview	Ch 1, Thompson p. 3-16 p. 21-22 p. 25-30 BB: Introduce yourself to the class
	Child Life: History, Evolution and Scope of Practice	
2: 9/2	Theoretical Foundations of Child Life	Ch 2, Thompson, all pgs
3: 9/9	Research in Child Life	Ch 3, Thompson p. 55-60 p. 66-70 www.childlife.org BB: POST 1 and Response
4: 9/16	Developmental Issues: Infants, Toddlers and Preschoolers, School Age, Tweens and Adolescents	Refer to Ch 2, Thompson
5: 9/23	Quiz #1	QUIZ 1
Module 2: Child Life Interventions		

6: 9/30	Assessment Procedure Preparation Procedure Support	Ch 7, Thompson p. 195-210 Ch 9, Thompson, all pgs BB: POST 2 and Response
7: 10/7	Therapeutic Play Medical Play Normalization	Ch 8, Thompson, all pgs
8: 10/14	Fall Break	Make Good Choices
9: 10/21	Pain Management	See Blackboard
10: 10/28	Sibling Support Death, Dying, and Bereavement	Ch 12, Thompson p. 400-416 Ch 13, Thompson, all pgs Homework Assignment #1
11: 11/4	Quiz #2	QUIZ 2
Module 3: Application of Child Life Services		
12: 11/11	Patient & Family Centered Care	Ch 6, Thompson, all pgs
13: 11/18	Communicating with the Multidisciplinary Team & Documentation Processes	Ch 5, Thompson, all pgs Ch 7, Thompson p. 210-216 BB: POST 3
14: 11/25	Thanksgiving Week	Eat all the turkey
15: 12/2	Ethical Guidelines in Child Life Self-Care in Healthcare	Ch 4, Thompson p. 104-125 Homework Assignment #2
16: 12/9	Final Exam	FINAL EXAM

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

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 <https://catalog.gmu.edu/policies/honor-code-system/>).

- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.>

For additional information on the College of Education and Human Development, please visit our website: <https://cehd.gmu.edu/students/>.

For the College of Humanities and Social Sciences, please visit the website <https://chss.gmu.edu/>.