

# Introduction to Foundations of Child Life Practice

## FCS 5310-001

### **Objectives:**

This course is intended as an introductory course to the profession of Child Life and the core philosophies of specialists in this profession. It explores how hospitalization and healthcare obstruct normal development in children from infants to late adolescents.

The intervention skills and strategies utilized by Child Life Specialists will be covered. These include assessment, play techniques, soft language, procedural preparations, listening with empathy, family centered care, diversity in healthcare, creating healing environments, establishing and maintaining supportive relationships, guided imagery and relaxation techniques.

### **Class Structure:**

Students will be taught through traditional lectures, video presentations, group activities and discussions, hands-on work with healthy children in various developmental stages, readings and assignments.

**Attendance for this course is not optional.** Students are expected to attend class for the full day, each day. If you arrive late, leave early, miss a day etc., you will lose significant points at the instructor's discretion. Unfortunately, this is not flexible.

There will be two 15 minute breaks (10 am, and 2:30 pm) and a 60 minute lunch break at noon each day. Please return from these breaks on time.

### **Assignments and Grades:**

On the first day of class, students will be divided up into small groups to plan a fun, interactive, developmentally appropriate activity for a target age group. On the final day of class, each group will have the opportunity to interact with children and try out their activity. This assignment is worth **200 points**.

Two written assignments will be required.

The first will be a research paper on a particular developmental age and a pediatric diagnosis. Your assignment is to research a pediatric diagnosis, and explore how the implications of that diagnosis (both explicit and implicit) might interfere with or hinder normal development for a particular developmental level (infant/toddler, preschooler, school age, teenager). A well-written paper will incorporate material and information from the class with the research, creating a well organized, articulate and thoughtfully written presentation. This assignment is worth **100 points** and is due by midnight on July 2. **Late papers will not be accepted.**

The second assignment will be a **group** analysis of the group activity described above. The intent of this assignment is for the **group** to explain the process of deciding on the activity they chose and discussing why it was appropriate for the developmental age group they

targeted. Include specific information from at least 2 developmental theorists. Please cite your references in APA format. Also include an overview of how the children reacted and participated during the activity fair to your particular activity. This assignment is worth **100 points** and is also due by midnight on July 1. **Late papers will not be accepted.**

There is no final exam or midterm. Grades are based on:

Class attendance	(400 points),
Participation	(200 points), and
Performance on assignments and group work as explained above	<b><u>(400 points).</u></b>

There are a total of **1,000** points possible.

\*Written assignments can either be emailed or mailed to:

Tony Smith  
Child Life Department – PCMC  
100 North Medical Drive  
Salt Lake City, Utah 84113

**Late papers will not be accepted.**

### **First Friday**

- 8:00 Introduction – (Instructor & Students) Overview of Syllabus
- 9:00 Split into Groups – Video “Child’s Play”
- 10:00 Carnival Expectations – Age group assignments
- 11:00 History of Child Life
- 12:00 Lunch
- 1:00 Infants and Toddlers
- 2:00 Preschoolers
- 3:00 Video “Time Together: Learning to play with young children”
- 4:00 Group discussion – Activity Fair

### **First Saturday**

- 8:00 School age
- 9:00 Paint Activity

- 11:00 Adolescence
- 12:00 Lunch
- 1:00 Video – Chopped Liver – Discussion
- 2:00 Supportive Relationships
- 3:00 Listening/Empathy
- 4:00 Bias/Stereotypes

### **Second Friday**

- 8:00 Assessment/Soft Language/Procedural Preps
- 10:00 Play
- 11:00 Family Centered Care
- 12:00 Lunch
- 1:00 Diversity
- 2:00 Healing Environments – Video on healing spaces
- 3:00 Guided Imagery
- 4:00 Carnival Prep

### **Second Saturday**

- 8:00 Go over Assignments/Papers
- 9:00 Grief & Loss
- 10:00 Set up for Carnival - Lunch
- 12:00 Carnival
- 2:00 Class discussion on Carnival observations
- 3:00 Group prep time for papers