Course Description:

Children undergoing hospitalization and medical treatment have unique developmental, emotional, social and educational needs. This course is designed to help students understand the procedures, illnesses, and stress that are experienced by children and their families during hospitalization. This course will stress both theory and practice in working with children and families for professionals in non-medical areas, and examine how illness can impact children’s development.

Required readings will be posted weekly.

Course Objectives:

Students will:

- Learn about the different non-medical professionals who work with children and their families during a hospitalized stay such as Child Life Specialists, Social Workers, Dietitians, Physical Therapists, Occupational Therapists, etc.
- Gain an understanding the workings of the interdisciplinary team approach in hospitals (Service of Care)
- Gain an understanding how strength-based assessment can help children and families in crisis.
- Examine the unique needs of children in health care settings and discuss how developmental theory informs practice and intervention for these children and their families.
- Learn about the medical problems that impact children who must be hospitalized.
- Demonstrate knowledge of medical terminology used in treating hospitalized children.
- Learn about different therapies used to help children when in stressful situations such as art therapy, play therapy, and music therapy.
- Learn about different medical procedures and design ways to explain these procedures to children.
- Discuss professional issues and standards established by the Child Life Council.
- Present a interdisciplinary presentation about medical condition. Only one graduate student per team. Graduate students will be in charge of their interdisciplinary team

Method of Teaching:

Lecture, discussion, team projects, videos and guest speakers
Grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Two exams/case study (100 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Reflective Comments</td>
<td>100</td>
</tr>
<tr>
<td>Team Project</td>
<td>200</td>
</tr>
<tr>
<td>Book Report</td>
<td>150</td>
</tr>
<tr>
<td>In Class Assignments</td>
<td>100</td>
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<tr>
<td>Doll Assignment</td>
<td>100</td>
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<tr>
<td>Hospital Tour</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td>1000</td>
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</tbody>
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Grading on a 10 point scale

- A = 93-100
- B = 86-83
- C = 78-73
- D = 68-63

- A- = 92-90
- B- = 82-80
- C- = 72-70
- D- = 62-60

- B+= 89-87
- C+= 79-77
- D+= 69-67
- F = Below 60

Requirements:

1. **Attendance:**

   Class meets on Monday, 6:00pm-8:45pm. Class attendance is mandatory and will be taken each week. All students are required to attend class and to be prepared to discuss all reading assignments. One absence is permitted. Beyond one absence, 15 points will be taken from your final grade per absence. Points will also be deducted if you miss half of the class. Two half classes equals one full absence!

2. **Exams:**
   - Exams/Case studies
     - Midterm Exam (see calendar)
     - Final Exam: Last day of class
     *Both exams will be take home exams and will be typed*

   There will be two exams, the dates for which are on the course outline. These will be essay exams and require the integration and synthesis of developmental and theoretical knowledge and application to practice. Students will be given case studies with the exam and scenarios for which intervention plans will be developed and discussed.

   **Exam Policy:** Midterm and final exams may be made up only with an appropriate excuse. Make up exams will be scheduled with the instructor.

3. **Reflective Comments:**

   Following each class and before 6 pm on Friday before the next week's class, the student is to e-mail the professor and possibly the guest speaker about their thoughts concerning the material presented, class discussion, readings, and reflective insight to the material.

   **10 points each!** Only 5 points credit if late.
4. Team Project:

Interdisciplinary Presentation- Students will be assigned to a team at the beginning of the semester. Students will select a medical diagnosis to investigate and present information about the developmental implications of the medical condition to the class, and develop a therapeutic plan that could be implemented. More specific guidelines for this will be discussed in class.

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Demonstration of team work</td>
<td>50</td>
</tr>
<tr>
<td>Information Detail</td>
<td>25</td>
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<tr>
<td>Power Point presentation</td>
<td>50</td>
</tr>
<tr>
<td>Handouts for class</td>
<td>25</td>
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<tr>
<td>Therapeutic play activity</td>
<td>25</td>
</tr>
<tr>
<td>Creativity</td>
<td>25</td>
</tr>
</tbody>
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5. Book Reports:

You are to select a book about hospitals or illness, fiction or nonfiction, to read for enjoyment during the semester. These books must be approved by the instructor by January 28. **Graduate Students should select a book that is challenging and related to your major if possible.** A 10-minute presentation on the book in class. Information for the Book Reports will be posted and provided in class; must be typed.

6. In Class Assignments:

Throughout the semester, assigned groups will gather and discuss various provided topics. Information gathered will either be turned in through oral presentations or turned in written form.

7. Doll Project:

The class will have a demonstration of how to make the doll for children to have in the hospital. This doll project is one that we do each year to provide dolls for the children at the Watauga Medical Center Emergency Room. The dolls will be due the evening of our final exam, and we will make a group picture of everyone and their doll. If you want to you can make extra dolls for the children for some extra credit. Check with the instructor.

8. Hospital Tour:

The class will tour Watauga Medical Center. Students are asked to dress and act in a professional manner throughout the tour. Attendance is mandatory. Students will need to reflect on hospital environment in the weekly reflections.
Religious observances:
Please check out the following web site for the university policy on religious observances: http://www.academicaffairs.appstate.edu/resources-forms

Academic Integrity:
As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: www.studentconduct.appstate.edu.

Disability Services:
Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Inclement Weather Policy:
Please check this web site for the policy about severe weather:
http://resourcemanual.appstate.edu/wiki/AdministrativePolicyNine

*This syllabus is subject to change at the discretion of the instructors, without notice.*
Outline

Week one
January 14
Introduction, syllabus review, assignment of groups, video
“A 2 Year Old Goes to the Hospital”

Assigned Reading: Meeting Children’s Psychological Needs Across the Health Care
Continuum; Rollins, Bolig & Mahan. 2005 Chapter 12

The Handbook of Child Life: A Guide for Pediatric Psychosocial Care;
Richard Thompson. 2009 Chapter 4

Week two
January 21
no school

Week three
January 28
Children’s understanding of illness and disease; hospitalization and
the impact of a chronic/acute illness on development; separation
Robertson video-

Assigned Reading: The Handbook of Child Life: A Guide for Pediatric Psychosocial Care;
Richard Thompson. 2009 Chapters 1 and 2

Week four
February 4
Play; Medical Play; Therapeutic Play

Assigned Reading: Meeting Children’s Psychological Needs Across the Health Care
Continuum; Rollins, Bolig & Mahan. 2005 Chapter 3

The Handbook of Child Life: A Guide for Pediatric Psychosocial Care;
Richard Thompson. 2009 Chapter 8

Week five
February 11
Stress; Vulnerability; Resiliency; Coping; Ethics
Video – Leora Kutner

Assigned Reading: Meeting Children’s Psychological Needs Across the Health Care
Continuum; Rollins, Bolig & Mahan. 2005 Chapter 1

Psychosocial Care: Gaynard, et. Al. Chapter 4
Week six
February 18
Hospital Tour; Health Care Environments

Assigned Reading: Meeting Children’s Psychological Needs Across the Health Care Continuum; Rollins, Bolig & Mahan. 2005 Chapter 8

Week seven
February 25
Healing Arts: Art Therapy, Music Therapy, Pet Therapy

Assigned Reading: Meeting Children’s Psychological Needs Across the Health Care Continuum; Rollins, Bolig & Mahan. 2005 Chapter 4

Week eight
March 4
mid-term exam/case study

Week nine
March 11
no school

Week 10
March 18
Family Centered Care; Siblings

Assigned Reading: Meeting Children’s Psychological Needs Across the Health Care Continuum; Rollins, Bolig & Mahan. 2005 Chapter 5

The Handbook of Child Life: A Guide for Pediatric Psychosocial Care; Richard Thompson. 2009 Chapter 6

Week 11
March 25
Book Report due and discussions

Week 12
April 1
no school

Week 13
April 8
Cultural and spiritual issues

Assigned Reading: Meeting Children’s Psychological Needs Across the Health Care Continuum; Rollins, Bolig & Mahan. 2005 Chapter 8, 9, 10
Week 14
April 15  Death & Dying, Bereavement Support and Interventions

Assigned Reading: Meeting Children’s Psychological Needs Across the Health Care Continuum; Rollins, Bolig & Mahan. 2005  Chapter 6

Week 15
April 22  45 minute Presentation of Team Projects

Week 16
April 29  45 minute Presentation of Team Projects

Week 17
May 6   Exam week!