

OFFICIAL GRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CYC 761		Number of Credits: 3 Course credit policy (105)																	
Course Full Title: Child Life and Community Health																			
Course Short Title (if title exceeds 30 characters): Child Life & Community Health																			
Faculty: Professional Studies		Department/School (or program if no department): CYFS																	
Calendar Description: <p>This course explores theoretical perspectives for working with children and families in health care environments. Topics include impact of illness, injury and health care on patients and families, therapeutic play, preparation, family centered care, scope of practice and professionalism.</p> <p>Note: This course is dual-listed with CYC 461. Students with credit for CYC 461 cannot take this course for further credit.</p>																			
Prerequisites (or NONE):		Admission to the Graduate certificate in Child Life and Community Health.																	
Corequisites (if applicable, or NONE):																			
Pre/corequisites (if applicable, or NONE):																			
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Dual-listed with: CYC 461 Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>																			
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>39</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>6</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>45</td> </tr> </table>		Lecture hours	39	Seminars/tutorials/workshops	6	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Seminars/tutorials/workshops	6																		
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Field experience hours																			
Experiential (practicum, internship, etc.)																			
Online learning activities																			
Other contact hours:																			
Total	45																		
		Maximum enrolment (for information only): 12 Expected frequency of course offerings (every semester, annually, every other year, etc.): bi-annually																	
Graduate Program Committee:		Date approved:																	
Campus-Wide Consultation (CWC)		Date of posting:																	
Faculty Council approval		Date approved:																	
Dean(s): Jacqueline Nolte		Date approved:																	
Associate VP Graduate Studies: Adrienne Chan		Date approved:																	
Senate Graduate Studies Committee		Date of meeting: November 16, 2017																	

Course Objective

The overall purpose/rationale for this course is to familiarize students with the history and context of child life practice; provide a requirement for certification as a Child Life Specialist.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Appraise information from the Association of Child Life Professionals, including the Official Documents in practice in North America.
2. Specify the scope of professional practice of child life in healthcare environments.
3. Articulate the impact of illness, injury and health care on children, youth and families in the context of developmental theory.
4. Integrate the key principles of family centered care in child life practice.
5. Synthesize the rationale for, and techniques and outcomes of, the utilization of therapeutic play and preparation for children, youth and families in health care.

Prior Learning Assessment and Recognition (PLAR) ☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lectures, experiential learning activities, case-based learning, and student-led seminars

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Thompson, R.H.	The Handbook of Child Life: A Guide for Pediatric Psychosocial Care	1st	Charles C. Thomas	2009
2. Gaynard, et al	Psychosocial Care of Children in Hospitals: A Clinical Practice Manual from the ACCH Child Life Research Project	1st	Child Life Council, Inc.	1990
	Child Life Council Code of Ethical Responsibility (updated to the Code of Professional Practice) https://www.childlife.org/The%20Child%20Life%20Profession/CodeofEthicalResponsibility.cfm			
	Child Life Council Competencies https://www.childlife.org/files/ChildLifeCompetenciesUPDATED.pdf			
3. ACLP	Child Life Council Standards of Clinical Practice https://www.childlife.org/files/StandardsOfClinicalPractice.pdf	<input type="checkbox"/>		
	Evidenced Based Practice Statements – Assessment, Preparation, Play https://www.childlife.org/Resource%20Library/EBPStatements.cfm			
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Additional readings and resources will be made available to students for supplementary reading.

Pediatric Health Care Play Kits

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	70%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Grad seminar:	30%	Other:	%	Other:	%	Total:	100 %

Details (if necessary): Assignments needed to meet the competencies of Child Life Practitioners, as designed and required by ACLP will be done. The Seminar will include facilitating professional topical discussions.

Typical Course Content and Topics

Reactions of children and adolescents to hospitalization
Play programs for hospitalized children
Preparing children for medical encounters
Advocacy
Working as part of a health care team
Volunteer supervision
Transitions: Community, school, hospice care, loss
Addressing Separation
Bereavement follow-up
Community Health
Relationships, families and boundary issues
Cultural competence/cultural safety
Review of CLC site
CLC Official documents
Communicating with children using age-appropriate language
Supportive interactions in hospital
Preparation for Interventions
Theoretical orientations/Research review
Pediatric diagnosis & development
Pain management
Applications of Assessment & Planning
Case Study practice
Interdisciplinary practice
Documentation practices
Structure & organization of child life programs
Evidence-based Clinical Practice
Review of CLC site
CLC Official documents
Child life internship & certification standards
Ongoing professional development