

**CHFD 4810 HOSPITALIZED CHILD AND THE FAMILY
FALL 2007**

Texts and Readings

- Thompson, R. H., & Sanford, G. (1981). *Child life in hospitals: Theory and practice*. Springfield, IL: Thomas.
- Reading Packet at Bel-Jean
- Handouts distributed in class/or on file in Joanne Allen's office in Family Science Center II, House D
- Articles at UGA Main Library
- Supplementary Reading
Rollins, J.A., Bolig, R., & Mahan, C.C. (2005). *Meeting children's psychosocial needs across the health-care continuum*. Austin, TX: Pro-Ed.

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Class Time: Tuesdays and Thursdays 8:00 - 9:15 a.m.

COURSE OBJECTIVES

1. Demonstrates understanding of philosophy, purposes, and structural concepts of Child Life Programs.
2. Demonstrates understanding of developmental and psychological needs of hospitalized children, their families and hospital volunteers who provide services to children.
3. Demonstrates understanding of the impact of illness and illness-related stresses on the dynamics of the family.
4. Demonstrates understanding of normalizing experiences for hospitalized children and their families and how to provide these experiences.
5. Demonstrates understanding of need for and ways to prepare children and families for the child's hospital confinement and medical procedures.
6. Demonstrates familiarity with research literature concerning children and families in health care settings.

7. Demonstrates knowledge of the effects of stress and trauma on children=s behavior and development, and of the basic therapeutic techniques for dealing with these behaviors.
8. Demonstrates knowledge of the needs of children with chronic illness and/or special needs in a health care setting.
9. Demonstrates familiarity with literature concerning how to provide an appropriate educational, recreational, and therapeutic environment for individuals and groups (ages 0-21).
10. Demonstrates knowledge of how to modify or adapt activities, equipment, and/or facilities to meet specific individual and/or group needs.

Requirements:

- A. Class meetings each week.
- B. Exams/Quizzes
- C. Class participation and attendance.
- D. Health Experience assignment (due August 28, 2007)
- E. Insurance assignment (due September 27, 2007).
- F. Paper on Childhood Illness (due October 16, 2007).
- G. Current events/article assignment (due at assigned times during the semester.)
- H. Field trip
- I. Readings. (Please note additional readings and handouts may be distributed.)

Grading: *This breakdown is approximate. Please note the list of requirements provide a general plan for the course and deviations maybe necessary.

Points breakdown

Test I and Quizzes	100 points
Test II and Quizzes	100 points
Test III and Quizzes	100 points
Health Experience Assignment	15 points
Health Insurance Assignment	30 points
Illness Paper and Presentation	55 points
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Total points =	400

Grading Requirements:

A	376-400 points
A-	360-375 points
B+	348-359 points
B	336-347 points
B-	320-335 points
C+	308-319 points

C	296-307 points
C-	280-295 points
D	240-279 points
F	239 points or less

Attendance Policy:

Class roll will be taken daily. Each student will be allowed 2 absences, excused or unexcused. If your attendance includes 2 or fewer absences, you will be given **5 bonus points** to add to your final grade at the end of the semester. Any absence beyond the second absence that you believe should be excused will require written documentation from a professional (e.g. physician or faculty member) with an explanation given regarding why you had to miss class.

FERPA

Protection of Private Information: If you have requested a restriction of your personal information, please contact the instructor as soon as possible. An alternative method of taking role and distributing tests and assignments will be determined by the professor and student. For the UGA FERPA Policy Statement see www.reg.uga.edu/or.nsf/html/ferpa

Accessing Online Library Articles

1. go to www.libs.uga.edu
2. select "GIL catalog" then select "search course reserves"
3. select "FULL TEXT ONLINE"
4. choose the article you need and open the document
5. enter in the password: "hospital"
6. print the article for later reference (note: this may be helpful to study for test questions)

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at <http://www.uga.edu/~ovpi/honesty/ah.pdf>

"Academic Honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge."

"Academic Dishonesty means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty."

"Academic Work" means any act performed in connection with work required to be submitted, being prepared to be submitted, or actually submitted for academic advancement in connection with courses and programs offered by the University. Academic work includes, but is not limited to, dissertations, theses, examinations, exercises, quizzes, term papers, reports, performances, presentations, artwork, laboratory work, and scientific experiments. Academic work can take any form including, but not

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limited to, written, oral, magnetic or electronic form. Academic work includes, but is not limited to, work in connection with regular University courses (whether conducted at the Athens campus or other UGA location), independent study courses at any location, courses offered through the University's Continuing Education and Distance Learning Program at any location, or study abroad courses offered by the University.

The above definitions were obtained from "*A Culture of Honesty, Policy On Academic Honesty, The University of Georgia*" at the above website on June 25, 2007.

Late Additions

Late additions to enrollment in this course will not be permitted unless exceptional circumstances can be shown. Approval by the Instructor and Department Head are required.

CLASS SCHEDULE

- Aug. 16 Overview
- Overview of class content
 - Syllabus
- Aug. 21 Overview of Child Life
- Thompson & Stanford, Chpt. 1, What is a Child Life Program? (3-14)
 - Child Life Position Statement (4-5)**
 - The Unique Role of the Child Life Worker in Health Care Settings (6-9)
 - Healthcare Professionals Perception of Child Life Specialists (Library)
- Aug. 23 Overview of Child Life (cont.)
- Millions Scour the Web to Find Medical Information (10-11)
 - Infant Mortality Rate Rises in US (12)
 - A Network of Support (13-14)
 - Child Life Programs for Hospitalized Children (15-18)
- Aug. 28 Reactions of Children to Hospitalization
- Thompson & Stanford, Chpt. 2, Reactions of Children to Hospitalization (15-36)
 - Growing Up in the Hospital: Part I, Let's Focus on the Child (Library)
 - ☑ **HEALTH EXPERIENCE ASSIGNMENT DUE**
- Aug. 30 Reactions of Families
- Thompson & Stanford, Chpt 3, Working with Parents and Families (37-59)
 - Siblings of Hospitalized and Ill Children: The Teacher's Role in Helping These Forgotten Family Members (19-24)
 - Stress in Families with Chronically Ill Children (25-30)
 - Understanding Sibling Adaptation to Childhood Cancer (Library)
 - Children's Hospitalization and Other Health Encounters (Library)
- Sept. 4 Understanding the Family Connection
- The Neonatal Intensive Care Experience (Library)
 - Home Care for Medically Fragile Children: Impact on Family Health and Well Being (31-38)
 - Collaborative Treatment in a Tertiary Care Setting (39-44)
 - Family Systems Approach to Pediatric Bone Marrow transplantation (Library)
- Sept. 6 Field Trip to Athens Regional Medical Center - What Hospitals do for Families? Outreach Services - Meet at South Tower Lobby
- ARMC Articles (45-51)

*** Throughout the assigned readings, page numbers in parentheses pertain to the*

Bel-Jean Packet, unless otherwise indicated.

- Sept. 11 Alternative Settings for Working with Chronically Ill Children and Their Families
- Sept. 13 Lab Session (may be used for projects or guest speakers if needed)
- Sept. 18 **EXAM 1** (To cover lecture, readings, and field trip from Aug. 17 - Sept. 14)
- Sept. 20 Importance of Play for the Hospitalized Child
- Thompson & Stanford, Chpt. 4, The Importance of Play to the Hospitalized Child (60-85)
 - The Doctors Wear Pajamas (52-58)
 - Medical Play for Young Children (59-62)
- Sept. 25 Continuation of Importance of Play for the Hospitalized Child and Medical Play
- Thompson & Stanford, Chpt. 5, Implementing a Play Program (86-110)
 - When a Child faces Hospitalization (63-66)
 - The Hospitalized Child (67-68)
- Sept. 27 Therapeutic Interventions with Hospitalized Children, Infants, Adolescents
 HEALTH INSURANCE ASSIGNMENT DUE
- Oct. 2 Preparing Children for Hospitalization and Health Care Procedures
- Thompson & Stanford, Chpt. 6, Preparing Children for Medical Encounters (111-135)
 - Comfort Measures During Invasive Procedures: The Role of the Child Life Specialist (69-72)
- Oct. 4 Lab Session (may be used for projects, guest speakers, or exam if needed)
- Oct. 9 Continuation of Preparing Children for Hospitalization and Health Care Procedures
- Helping Children Cope with Health Care Procedures (73-86)
 - Coping Kits and Distraction Techniques (87-90)
 - Preparing Children for Health Care Encounters (Library)
- Oct. 11 Children with Chronic Illness/Disabilities and Legislation
- Involving Fathers in Early Intervention and Family Support Programs: Issues and Strategies Library)
- Oct. 16 Environment
- Thompson & Stanford, Chpt. 7, Advocacy and Concern for the Environment (136-162)
- ILLNESS PAPER DUE**
- Oct. 18 *Lab Session/Possible Field Trip*

Oct. 23 **EXAM II** (To cover lecture, readings, and field trip from Sept. 21- Oct. 19)

Oct. 25-26 FALL BREAK

Oct. 30 Hospital Administration and Costs of Health Care (cont.)

- Thompson & Stanford, Chpt. 8, Relations with Other Professionals (163-193)
- Health & Money (91-95)

Nov. 1 Health Care Issues and Ethics

- Growing Challenge for Teachers - Providing Medical Procedures for Students (96-98)
- Don't Add Medical Procedures to Teachers responsibilities (99)

Nov. 6 Health Insurance Issues

- Obesity Fight Hits Taxpayers (100)
- PeachCare for Kids (Hand-outs)

PRESENTATIONS BEGIN

Nov. 8 Hospital Administration and Cost of Health Care

- Critical Condition (101-110)
- Why Do Drugs Cost so Much (111-114)
- Canadian Drug Connection: Impasse over Rx (115-117)

Nov. 13 Children and Death/ Hospice Programs

- Caring for the Family Left Behind (118-120)
- Families Fight Doctors Over Living Wills (121-123)
- The Child Who is Dying (Library)

Nov. 15 Children and Death/ Hospice Programs (cont.)

- The Role of Child Life in Pediatric End of Life Care (124-126)
- How to Help a Grieving Child (127-128)

Nov. 20 Pain and Pain Management

- Stress Immunization: Techniques to Promote Behavioral and Cognitive Control in Hospitalized Children (129-134)

Nov. 21-23 THANKSGIVING BREAK

Nov. 27 Review of Family Centered Care and Other Health Care Issues

- A Parent=s Perspective: Family Centered Care (library)
- School Support Programs for Chronically Ill Children: Evaluations, Adjustment of Children with Cancer at School (library)
- Second-Class Care (135-137)

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Nov. 29 Sensitivity in Terminology and Culture
▪ Handouts

Dec. 6 Presentations and Selected Topics

Dec. 11 **Final EXAM 8:00-11:00 am**

**THE COURSE SYLLABUS PROVIDES A GENERAL PLAN FOR THE COURSE;
DEVIATIONS ANNOUNCED TO THE CLASS BY THE INSTRUCTOR MAY BE NECESSARY**