Contact Name: Susan J. Simonian, Ph. D., ABPP  
Email: simonians@cofc.edu  
Phone: 953-8271

Department Name: Psychology  
Graduate Program name: Master of Science in Child Life

Course Prefix, Number, and Title: CHLI 603 Death and Dying

2w2

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>X □ New Course (attach syllabus*)</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td></td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
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<td></td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
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<td></td>
<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
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<tr>
<td></td>
<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
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</tbody>
</table>

□ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Spring 2015 pending program approval.

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

Students enrolled in the program will be full time students, and the students will matriculate through the program in cohorts over the 2 years*1. Typically, all students will take the same course together each semester, including one summer course offered during the regular summer session(s). The courses normally will be offered in the daytime. Students will intern during the spring semester of their second year. Charleston students and the CL Council Report (2010).

*1 In the event of an approved leave of absence, the student will join a new program cohort

Will this course be added to the Degree Requirements?

a) X ☐ Yes ☐ No

b) If yes, explain

The curriculum is modeled to meet the content requirements of the National Child Life Council. Program curriculum entails a combination of theory and application to optimize effective program development and initiation with children and their families. Specifically, students will learn to understand and effectively work with children and families facing end of life and death issues. Unfortunately, death is associated with acute and chronic pediatric illnesses, and the child life specialist is a central member of the interdisciplinary healthcare team in terms of helping children and their families with the stressful experience and the aftermath of the loss.

Upon completion of the program, graduates will have satisfied all course requirements and completed the mandated practicum and formal internship in CL settings (supervised and directed by certified CL specialists) necessary to take the certification examination given by the CL Council (CLC). As the culmination of the program, students will complete a semester-long internship in child life (i.e. required for certification in child life), through the MUSC Children’s Hospital or other hospitals in SC and throughout the U.S.

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>A. Contact Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
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</tbody>
</table>
B. Credit Hours  
3

Is this course repeatable? □ yes  X no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION  
Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

A comprehensive overview of dying, death, and bereavement with emphasis on children and families. Focus includes social meanings of dying and death, developmental perceptions, the impact of culture, religion, and ethnicity, the dying process, and bereavement. Legal issues in the healthcare setting and end of life processes will be explored.

IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course as a core course in the master of science in child life program will help students gain an understanding pediatric illness and end of life issues. Students will gain an understanding of the impact of dying and death on children and families. In addition, students will learn about developmental, cultural, and religious factors impacting the conceptualization of death and dying. The child life specialist’s role in the interdisciplinary care team dealing with end life issues and death of the pediatric patient is emphasized.

This course as a core course in the proposed MSCL program will build on a superior undergraduate curriculum in psychology, education, sociology, and health and human performance. The development of this master degree program meets the needs of the community by training the next generation of professionals to work in family-centered care facilities. MUSC Children’s Hospital is one of the leading children’s hospitals in the country, and their goal of patient and family centered care includes a desire to “create partnerships among health care practitioners, patients, and families that will lead to the best outcomes and enhance the quality and safety of health care”.

In keeping with the strategic plan of the College of Charleston, The MSCL program will complement a number of undergraduate programs at College of Charleston including health, developmental, and clinical psychology, elementary/early childhood education, communication and sociology, as students will take related courses in these existing undergraduate programs to prepare for entry into the MSCL program. This proposed course and the program in overall do not overlap with existing programming at the College of Charleston or Medical University of South Carolina (MUSC). The interdisciplinary nature of the proposed degree highlights the cooperation between the various College of Charleston departments and the two institutions.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT
### Student Learning Outcomes
What will students know and be able to do when they complete the course?

### Assessment Method and Performance Expected
How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Able to relate cognitive stages of development to adjusting to dying and death.</td>
<td>Examinations, book critiques, research paper, and in-class assignments. Students are expected to achieve a “B” or above average in terms of examination and assignment scores.</td>
</tr>
<tr>
<td>2. Able to relate to children/adolescents and caregivers regarding dying and death.</td>
<td>Examinations, book critiques, research paper, and in-class assignments. Students are expected to achieve a “B” or above average in terms of examination and assignment scores.</td>
</tr>
<tr>
<td>3. Understand how different cultural and ethnic groups may react to and cope with death.</td>
<td>Examinations, book critiques, and research paper. Students are expected to achieve a “B” or above average in terms of examination and assignment scores.</td>
</tr>
<tr>
<td>4. Understand the role of the child life specialist in working with families with end of life issues, the loss of a child/sibling, and bereavement.</td>
<td>Examinations, book critiques, and research paper. Students are expected to achieve a “B” or above average in terms of examination and assignment scores.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

As articulated in the course syllabus the course aligns with the following student learning objectives for the program.

1. **Knowledge Base of Child Life** - Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in child life.

2. **Critical Thinking Skills in Child Life** - Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to child development, family systems, pediatric illness, and the broad healthcare system.

3. **Application of Child Life Interventions** - Students will understand and apply psychological, educational, and developmental principles to personal, social, and organizational issues concerning end of life issues and bereavement.

4. **Values in Child Life** - Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of child life as a discipline.

5. **Personal Development** - Students will develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.

The overall curriculum of the program and the courses within the program were designed to support three major
programmatic goals for the MSCL program.

1. To provide a nationally preeminent graduate program that provides students with comprehensive academic and experiential training that prepares them for gainful employment as child life specialists in diverse pediatric and community settings.

2. To provide students with the knowledge, skills, and professional abilities that enhance and enrich the lives of children and families facing medical illness.

3. To design programmatic content and delivery of content that center on effective learning, which is durable and transferrable to a broad array of pediatric, general medical, and community settings.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

The MSCL program will complement a number of undergraduate programs at College of Charleston including health, developmental, and clinical psychology, elementary/early childhood education, communication and sociology, as students will take related courses in these existing undergraduate programs to prepare for entry into the MSCL program. This proposed master degree program does not overlap with existing programming at the College of Charleston or Medical University of South Carolina (MUSC). The interdisciplinary nature of the proposed degree highlights the cooperation between the various College of Charleston departments and the two institutions. Therefore, the program will not overburden any one department, program, or institution. A select number of existing graduate courses currently offered at College of Charleston will be integrated as coursework in the MSCL program and will include specialized readings and assignments specific to child life theory and applications.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

Please see attached budget.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:
________________________________________ Date: ________________

Signature of Department Chair: Communication
________________________________________ Date: ________________

Signature of Additional Chair*: Psychology
________________________________________ Date: ________________

Signature of Department Chair: Sociology
________________________________________ Date: ________________

Signature of Department Chair: Teacher Education
________________________________________ Date: ________________

Signature of Schools’ Dean:
________________________________________ Date: ________________

Signature of Additional Schools’ Dean*:
________________________________________ Date: ________________

Signature of the Provost:
________________________________________ Date: ________________

Signature of Budget Director/Business Affairs Office:
________________________________________ Date: ________________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:
________________________________________ Date: ________________

Signature of Chair of the Graduate Council:
________________________________________ Date: ________________
Signature of Faculty Senate Secretary:

________________________________________ Date: ________________

Date Approved by Faculty Senate: ________________________________