Contact Name: Susan J. Simonian, Ph.D., ABPP   Email: simonians@cofc.edu   Phone: (843) 953-8271

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

Course Prefix, Number, and Title: CHLI 701, Child Life Internship

I. CATEGORY OF REVIEW (Check all that apply)

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

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

Successful completion of MSCL coursework and permission of the Director of Child Life

Note: Students enrolled in the program will be full time students, and the students will matriculate through the program in cohorts over the 2 years*. Typically, all students will take the same course together each semester, including this 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.

* 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, in addition to an academic component, through this course students will gain the required 480 hours of supervised clinical experience focused on effectively educating children about their illnesses, minimization of stress and anxiety for children and families facing medical illness, prepare children for painful and/or invasive medical procedures, advocate for children and families within the multi-faceted health care delivery system, creation of opportunities for facilitation of developmentally focused self-efficacy, self-esteem, and autonomy, provision of non-pharmacological interventions to comfort children and improve adherence to medical treatment, and provision of developmentally normalized life experiences within health care settings to promote optimal growth and development.

Note: Upon completion of this course graduates will have satisfied all course requirements necessary to take the certification examination given by the CL Council (CLC).

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
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<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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<tr>
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<td></td>
<td></td>
<td>9</td>
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</tbody>
</table>

B. Credit Hours 9

Is this course repeatable? ☐ yes ☐ 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.

Development of clinical competency in child life intervention and programming. Includes field placement and written assignments. Designed, implemented and evaluated according to the clinical and academic standards of the national Child Life Council for internship. Fulfills the requirement for 480 hours of clinical experience through a child life internship program.

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 is designed, implemented and evaluated according to the clinical and academic standards stipulated by the national Child Life Council as they pertain to the child life internship clinical requirements. All students applying for certification as a child life specialist are required to complete 480 hours of clinical experience through a child life internship program. Paid work experience will not be accepted. The internship experience helps students develop clinical competency in child life interventions, programming, family collaboration, evaluation, interdisciplinary health care consultation, and culturally competent care. The course serves as a capstone experience and represents the synthesis and integration of program coursework and applied child life program development, program planning, and service provision.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>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?</td>
</tr>
</tbody>
</table>

1. Exhibit clinical competency in working with the hospitalized child: 1) non–medical preparation for tests, surgeries, and other medical procedures. | Personal goals and objectives, weekly reports, student blog, internship experience summary, and internship site supervisor evaluation. |

2. Exhibit clinical competency in support for the child during medical procedures. | Personal goals and objectives, weekly reports, student blog, internship experience summary, and internship site supervisor evaluation. |

3. Exhibit clinical competency in therapeutic medial play. | Personal goals and objectives, weekly reports, student blog, internship experience summary, and internship site supervisor evaluation. |

4. Exhibit clinical competency in developing activities that facilitate normal growth and development of infants, children, and adolescents in hospital patient rooms and/or activity areas. | Personal goals and objectives, weekly reports, student blog, internship experience summary, and internship site supervisor evaluation. |

5. Exhibit clinical competency in providing family support and support for grief and bereavement issues. | Personal goals and objectives, weekly reports, student blog, internship experience summary, and internship site supervisor evaluation. |

6. Exhibit clinical competency in interventions in the emergency room interventions outpatient settings. | Personal goals and objectives, weekly reports, student blog, internship experience summary, and internship site supervisor evaluation. |

7. Exhibit clinical competency in hospital pre-admission tours, information, and preparation. | Personal goals and objectives, weekly reports, student blog, internship experience summary, and internship site supervisor evaluation. |

8. Exhibit the ability to integrate theoretical knowledge and skills developed across program curriculum to the applied child life setting. | Personal goals and objectives, weekly reports, student blog, internship experience summary, and internship site supervisor evaluation. |

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 and pediatric psychology.

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 and program planning.

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 or coursework 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. Students will work with the Director of the Child Life Program to select pediatric facilities to which to submit an application for internship placement. Although the department of child life at MUSC will encourage and accept a portion of students from the program as interns, students will have the opportunity to apply for internship at a variety of children’s hospitals throughout the country. Therefore, the internship course, although managed through the College, does not overburden the College or the College’s
relationship with MUSC.

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:
_________________________________________ Date: ________________

Signature of Additional Chair*:
_________________________________________ 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: ________________________________