FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

GRADUATE PROGRAM: CHANGE or DELETE

Contact Name: Susan J. Simonian
Email: simionian@cofc.edu
Phone: (843) 953-8271

Department and School Name: Child Life/Psychology
Name and Acronym of Graduate Program: MSCL

Date (Semester/Year) changed/deleted program will take effect: Fall 2016

I. CATEGORY OF REVIEW (Check all that apply)

☐ Change Request (attach details):
  ☐ Add existing course or courses to requirements or electives
  X☐ Add new course(s) to requirements or electives (complete and attach GRADUATE COURSE form for each) New Course Proposal for CHLI 602 Filed Previously
  X☐ Delete courses from requirements or electives
  ☐ Add new emphasis (check one): ☐ concentration ☐ track Total # of hours:
  (note: any emphasis involving more than 18 credit hours will also require CHE approval)

☐ Terminate Program (check one): ☐ Degree ☐ Certificate ☐ Emphasis (concentration/track)
(if checked, skip section II, IV, V, and VII below)

Are students currently enrolled in the program? X☐ Yes ☐ No
If yes, what semester will students complete the program? Spring 2016 and Spring 2017
If the program termination includes deleting courses from the inventory, a GRADUATE COURSE form must be included with this form for each course deletion.

☐ Interdisciplinary (attach evidence of acknowledgement from relevant departments)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes below; if a new emphasis—please provide the details below. Attach a printout of the respective program(s) degree requirements from the current graduate catalog and mark up proposed changes with red ink.

CHLI 602, Therapeutic Play for Child Life, will replace the special section of EDEE 655 taught by faculty in the MSCL program (versus EHHP) in the MSCL curriculum

CHLI 607, Advanced Child Development will replace EDFS 654 in the MSCL curriculum

CHLI 608, Research Methods will replace EDFS 635 or COMM 501/502 in the MSCL curriculum

CHLI 610, Infant Development will replace COMM 521, EDFS 670, MTLA 605, EDEE 620 and EDEE 655 as elective choices for the MSCL curriculum

September 2014
III. RATIONALE or JUSTIFICATION
For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

Currently, the mandatory therapeutic play class for the MS in Child Life program is being taught as a special section of EDEE 655 (Creativity and the Fine Arts). A specific Child Life course in therapeutic play course is essential to forthcoming accreditation by the national Child Life Council. The Early Childhood Education faculty has graciously allowed us to teach a special section of EDEE 655 restricted to the MS in Child Life students focused on play including visual and creative arts. However, since it is necessary for the program to have this centrally important course in the curriculum as a CHLI core course, CHLI 602 Therapeutic Play for Child Life has been proposed for inclusion in the MSCL curriculum to replace the special section of EDEE 655.

The CHLI 602 course will be a core course in the MSCL program. It is critical for students to master techniques for effective intervention and play within a medical setting and within specialty medical environments within a family-centered care model. A specific therapeutic play class centered on child life is required by the national Child Life Council and is essential for the program’s upcoming accreditation review.

IV. CURRICULUM
Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog.

The MSCL program is a cohort model. All students progress through the same courses as a cohort and take the same courses during the same semester. Hence, only one section of each first year student and each second year student course is taught each year.

Fall One (First Year)
CHLI 601 Introduction to Child Life
CHLI 607 Child and Adolescent Development for Child Life (proposed course)
CHLI 605 Psychosocial Aspects of Illness, Trauma, and Hospitalization

Spring One (First Year)
CHLI 602 Therapeutic Play for Child Life (proposed course)
CHLI 603 Death and Dying
CHLI 608 Research Methods in Child Life (proposed course)
Summer One

CHLI 604 Program Development and Practicum in Child Life
COMM 580 Seminar in Communication

Fall Two (Second Year)

CHLI 606 Family Issues
CHLI 611 Working with Children with Special Needs/Developmental Disabilities
CHLI 610 Elective Course (Infant Development [proposed course] ENGL 552 and MTLA 605)

Spring Two (Second Year)

CHLI 701 Child Life Internship

Attach the completed GRADUATE COURSE form and a sample syllabus for each new course.

Is a syllabus for each new course attached?  □ Yes  □ No

CHLI 607 and CHLI 608 syllabi attached
CHLI 602 and CHLI 610 syllabi previously forwarded

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the program/emphasis? Attach Curriculum Map.</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>
<tr>
<td>I. Student understands and applies a developmental perspective to program planning and child life activities, including verbal interactions with children</td>
<td>Develops and explains a child life intervention for children and families</td>
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<td></td>
<td>Development and execution of child and family play activity in the pediatric hospital setting.</td>
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<tr>
<td></td>
<td>Develop and explain a child life intervention for children and families based on child life, developmental, and play theory. Baseline established Fall 2014; assessed from data each fall. Criteria 80% or above. All students assessed.</td>
</tr>
<tr>
<td>2. Student understands, develops and assists with program planning an implementation that is consistent with the appropriate developmental stages of children and includes content, strategies, materials, and resources that are appropriate for family-centered-care needs</td>
<td>Complete a cumulative, comprehensive intervention plan based on child life and play theories for children with a specific pediatric chronic illness. Student completes a comprehensive class lecture on a specific pediatric medical condition in CHLI 605. Score based on independently developing and executing a comprehensive class lecture on a pediatric illness, providing evidence-based readings to the class, and leading a class discussion on the topic. Baseline established Fall 2014; assessed from data each fall. Criteria 80% or above. All students assessed. For all students. Develop and execute child and family play activity in the pediatric hospital setting with passing rating from Certified Child Life Specialists and professor supervising program practicum in CHLI 504. Baseline established summer 2015; assessed from data each summer. All students assessed. Criteria 80% of students will achieve 85% or above.</td>
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<tr>
<td>3. Student uses appropriate child life intervention strategies that are multi-sensory and multi-modal</td>
<td>Develop therapeutic, medical, and non-directive play activity that includes multi-sensory activities using at least two sensory modalities. Baseline to be established from data Spring 2016 semester, and assessed each spring. All students assessed. Criteria 80% of students will achieve 85% or above for all students.</td>
</tr>
<tr>
<td>4. Student understands and applies an advance appropriate knowledge of scientific design and basic research approaches used within pediatric settings</td>
<td>Student completes a comprehensive pediatric research proposal including evidence-based establishment of centrality of potential outcomes for child life. Baseline to be established from data Spring 2017, and assessed each spring. All students assessed. Criteria 80% of students will achieve 85% or above based on comprehensive grading rubric.</td>
</tr>
</tbody>
</table>

**Additional Outcomes or Comments:**

5. Students will be able to explain the incidence, prevalence, etiology, symptoms, and treatments for major pediatric illnesses and injuries.

Develop and execute a comprehensive class lecture on a specific pediatric medical condition in CHLI 605, providing evidence-based readings to the class, and leading a class discussion on the topic. Baseline established from Fall 2015 data; assessed from data each fall. Criteria 80% of students will achieve a score of 85% or above.

6. Students will be able to accurately explain key symptoms and treatments for common pediatric...
medical conditions.

Comprehensive exam questions directly assessing knowledge of common pediatric medical conditions. Baseline established from data from Fall 2015 semester; assessed each fall. 80% of students will score at 80% or higher. All students assessed.

VI. IMPACT ON EXISTING PROGRAMS, COURSES and STUDENTS Please briefly document the impact of this changed/deleted program or new emphasis on other programs, courses and students; if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

The proposed changes do not impact other programs or courses. The courses removed from the MSCL curriculum will continue to be taught by EEHP and COMM as part of their graduate programs. The MSCL students will benefit from the addition of the proposed CHLI courses in terms of Child Life Council course review for internship eligibility. In addition, the MSCL program will be enhanced by including these courses specific to child life, especially in terms of the impending Child Life Council program accreditation.

Is this changed/deleted program used by others? □ Yes □ No
If yes, please provide a letter of support in each case.

VII. 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.

A new faculty hire was allotted to the department of psychology to help with coursework in the MSCL program. The faculty member was hired with a start in Fall 2015. Accommodation for first year faculty members includes a reduced teaching load (i.e. two courses). Beginning the second year, the faculty member is assigned 3 courses per semester, and these courses include the MSCL courses. Additional faculty members in psychology have expertise in the areas of proposed coursework and have expressed interest in teaching these courses as well.

CHLI 602 will be taught by a Certified Child Life Specialist who is from the MUSC department of child life (affiliated with the MSCL program). She is currently teaching the course under the EDEE 655 course number.

VIII. APPROVAL and SIGNATURES

Signature of Program Director: __________________________ Date: 3/14/16

Signature of Department Chair: __________________________ Date: 3/16/16

Signature of Additional Chair*: __________________________ Date: __________________________

September 2014
Signature of Schools' Dean: ___________________________ Date: 3/16/16
Signature of Additional Schools' Dean*: ___________________________ Date: 3/17/16
Signature of the Provost: ___________________________ Date: 3/21/16
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: 3/18/16
Signature of Chair of the Graduate Council: ___________________________ Date: 3/28/16
Signature of Faculty Senate Secretary: ___________________________ Date:

Date Approved by Faculty Senate: ___________________________
MSCL Curriculum Change/Addition Faculty Staffing Plan

Existing faculty are already teaching the Therapeutic Play course under EDEE 655. Staffing for this class will not change

CHLI 607, 608, 610.

Psychology department faculty have expertise in this area and would like to teach this course. (Drs. Jen Wright and Amy Kolak).

In addition, in fall 2015, we hired a new faculty member, Dr. Grace Hubel, to support coursework within the MSCL program.

Finally, we coordinate with the MUSC Department of Child Life for the delivery of this program, and as such we have existing CCLs teaching as adjuncts within the program that also can teach these course if necessary during a given semester.
<table>
<thead>
<tr>
<th>Conditions</th>
<th>Students will be able to accurately explain key symptoms of illnesses and injuries.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students will be able to explain the incidence, prevalence, etiology, symptoms, and treatments for major pediatric diseases.</td>
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<tr>
<td></td>
<td>Research approaches used within pediatic settings.</td>
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<tr>
<td>SLO 5</td>
<td>****</td>
</tr>
<tr>
<td></td>
<td>Appropriately knowledge of scientific design and basic concepts.</td>
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<tr>
<td>SLO 4</td>
<td>Student understands and applies in advanced courses.</td>
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<tr>
<td></td>
<td>That are multi-sensory and multi-modal.</td>
</tr>
<tr>
<td>SLO 3</td>
<td>Student uses appropriate child life intervention strategies.</td>
</tr>
<tr>
<td></td>
<td>Appropriately for family-centered care needs.</td>
</tr>
<tr>
<td></td>
<td>Content, strategies, materials, and resources that are appropriate developmentally for children and includes planning and implementation that is consistent with the child's needs.</td>
</tr>
<tr>
<td>SLO 2</td>
<td>Student understands, develops, and assists with program interactions with children.</td>
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<tr>
<td></td>
<td>To program planning and child life activities, including verbal and nonverbal techniques.</td>
</tr>
<tr>
<td>SLO 1</td>
<td>Student understands and applies a developmenta perspective.</td>
</tr>
</tbody>
</table>

CHU 601  CHU 507
Faculty Committee on Graduate Education, Continuing Education and Special Programs

Graduate Course Proposal Form

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

Department Name: Psychology  Graduate Program name: MS in Child Life

Course Prefix, Number, and Title: CHLI 602, Therapeutic Play for Child Life Specialists

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE  [----- (Complete all sections below that apply including those indicated) ------]

☐ X  New Course  (attach syllabus*)
☐ Change Number (IV, VII, VIII, IX)
☐ Delete Course (IV, VII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ 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:

Fall 2016

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

Admission to the MSCL program; successful completion of semester 1 MSCL coursework.

Will this course be added to the Degree Requirements?

a) X [ ] Yes [ ] No

b) If yes, explain

Currently, therapeutic play is being taught as a special section of EDEE 655 (Creativity and the Fine Arts). Susan Simonian and Adjunct Professor and Certified Child Life Specialist, Morgan Ford have taught the course. A dedicated therapeutic play course is essential to forthcoming accreditation by the national Child Life Council. The Early Childhood Education faculty has graciously allowed us to teach a special section restricted to the MS in Child Life students focused on play including visual and creative arts. However, it is necessary for the program to have this centrally important course in the curriculum as a CHLI core course.

II. NUMBER OF CREDITS and CONTACT HOURS per week

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

B. Credit Hours 3

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.

A comprehensive overview of play, theory of play, and technique and practice of play central to the field of child life. Course will emphasize normative, nondirective, medical, and therapeutic play in a child life setting. Techniques for effective intervention and play within a medical setting will be included.
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 a core course in the MSCL program. It is critical for students to master techniques for effective intervention and play within a medical setting and within specialty medical environments within a family-centered care model. A specific therapeutic play class centered on child life specifically is required by the national Child Life Council and is essential for the program’s upcoming accreditation review.

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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</thead>
<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>
<tr>
<td>1. Students will be able to integrate a developmental perspective to therapeutic programming and selection and use of play materials for pediatric patients</td>
<td>Students will complete a playroom assessment and materials proposal with a score of 80% or above</td>
</tr>
<tr>
<td>2. Students will be able to design and facilitate a therapeutic play intervention utilizing both directive and nondirective play techniques</td>
<td>Students will independently design and lead their class peers in a therapeutic play activity with both a professor and self-evaluation at 80% or above</td>
</tr>
<tr>
<td>3. Students will be able to explain an evidence-based approach to research on play, and highlight the strengths and limitations of current research on therapeutic play</td>
<td>Students will complete evidence-based manuscript reviews with a score of 80% or above</td>
</tr>
<tr>
<td>4. Students will be able to apply their understanding of playroom design and therapeutic play to develop play</td>
<td>Students will complete a professional play practice statement to support their design of a portable</td>
</tr>
<tr>
<td>materials consistent with quality service provision in child life</td>
<td>playroom for use in a child life setting</td>
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<td>---------------------------------------------------------------</td>
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</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?

Therapeutic techniques—continuation of skill building, reinforcement of foundation skills, demonstration of mastery of play-related skills within child life

Research theory and understanding—continuation of skill building, reinforcement of foundation skills

Program planning and implementation—introduction of skill, demonstration of programming planning in normative, medical, and therapeutic play in pediatric populations

Personal development—continuation of development of insight into behavior and recognition and respect of diversity issues

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.

No significant impact is expected. This course is already being taught under the EDEE 655 specification by faculty within the MSCL program. It will not impact EHHP to remove this special section of this course; they will continue to teach the traditional education-focused EDEE 655 for their students and with their faculty.
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.

None additional to status quo. We partner with the MUSC Department of Child Life for the delivery of this program and as such we have existing CCLSs teaching as adjuncts within the program.

Note: The Child Life Council requires certain courses within the program to be taught by Certified Child Life Specialists.
I. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: 2/16/16

Signature of Department Chair: ___________________________ Date: 2/18/16

Signature of Additional Chair*: ___________________________ Date: __________

Signature of Schools' Dean: ___________________________ Date: 2/23/16

Signature of Additional Schools' Dean*: ___________________________ Date: 2/28/16

Signature of the Provost: ___________________________ Date: 3/10/16

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: 3/25/16

Signature of Chair of the Graduate Council: ___________________________ Date: 3/28/16

Signature of Faculty Senate Secretary: ___________________________ Date: __________

Date Approved by Faculty Senate: ___________________________
CHLI 602 Therapeutic Play for Child Life

Instructor: Susan Simonian, Ph.D., ABPP or Morgan Ford, MS, CCLLS
Email: fordcm@cofc.edu
Desk Phone: (843) 792-1201 Office hours:

Day/Time: Location:

Textbooks:


Additional Readings: Journal articles and resources posted on OAKS.

Course Overview:
This course represents a comprehensive integration of lecture and experience focused on play, theory of play, techniques, and practice of play specific and central to the field of child life. Students will learn the various approaches to play, with emphasis on non-directive play used in the child life setting. Techniques for effective intervention and play within a medical setting and within specialty medical environments will be explored. Students will also complete a supervised experiential practicum supervised by a certified child life specialist consistent with the guidelines from the national Child Life Council.

Objective: Students will be expected to: 1) articulate the nature of play and benefits on non-directive play in child life, 2) actively discuss the essential theorists who shaped the theory of play 3) demonstrate a knowledge of the most widely accepted theoretical models of play therapy and formats in which they are delivered, 4) critically examine the empirical literature in the fields of child life and play, 5) demonstrate developmentally appropriate play with children in a child life setting including use of developmentally appropriate materials and development of age and medical status appropriate activities, 6) demonstrate an ability to create a developmentally appropriate play environment for children with respect for diversity and medical and developmental needs.

The course is designed to meet the following Child Life learning outcomes:
1. Therapeutic Techniques - Students will understand a developmental perspective to program planning, selection and use of creative and play materials and therapeutic child life interventions for chronically ill children.
2. Research and Theory Understanding - Students will understand and apply an appropriate knowledge of scientific literature and play theory as it relates to the pediatric setting.
3. Program Planning and Implementation - Students will understand and exhibit an understanding of the psychosocial sequelae related to pediatric illness and hospitalization and develop tools for skilled facilitation of interventions utilizing the art and play mediums.
4. Personal Development - Students will develop insight into their own and others' behavior and identify and respect issues of diversity.
Assignments and Requirements

Practicum Hours in Hospital Based Play- Students will complete 4 hours per week in the Department of Child Life at the Medical University of South Carolina. Student practicum hours will be supervised by a MUSC Certified Child Life Specialist (CCLS). Students will shadow a CCLS and gain observational experience in the inpatient setting and common procedural areas (e.g. operating room, emergency room, etc.). Students will observe and participate in play interventions for hospitalized children. Students will attend all designated shifts and receive evaluations from the child life department at mid and end of term.

- Students will earn a total of 51 supervised practicum hours supervised by a CCLS at the completion of the semester—48 hours direct observation; 3 hours leading a Child Life Month activity in March.
- 120 points—50% attendance, 25% mid-term eval, 25% final eval; Coordinated with practicum site.

Practicum Journal-Students will submit a weekly journal regarding their child life practicum experiences. Journals are due each Tuesday class period following practicum weeks (12 total entries).
- 120 points total—10 points each X 12 entries; Coordinated with practicum site.

- Play Culture Summary- Students will search recent periodicals (reputable newspapers, online forums) and complete a one-page summary on the prevailing themes involving play in current American culture. Detail 3 specific findings and a conclusion which includes your opinion about the state of play. 20 points

- Research Article Review- Students will complete a 2 page critique of an empirical study on play. 20 points

- Playroom Assessment and Materials Proposal-Students will work in groups to complete an assessment/inventory of the MUSC playroom and propose materials for centers. Due at Midterm. 40 points

- Lead the Class/Therapeutic Activity-Students select a chapter from the Therapeutic Activities textbook and facilitate related play activities utilizing both directive and non-directive techniques. Students will complete a critique/self-evaluation of outcomes. Details discussed in class. 100 points

- Final Project: CLC State of Play, Professional Play Practice Statement, and Portable Playroom- Details to be discussed in class. 150 points

- Exams: Midterm and Final to include content from readings, discussion, and activities. 100 points each

- Class Participation-this is a hands-on course and participation in discussion and activities is fully expected. Students will be graded each class period on their knowledge of material and thoughtful contribution to topics.

<table>
<thead>
<tr>
<th>2 POINTS EngagedOn Point</th>
<th>1 POINTS Acceptable</th>
<th>0 POINTS Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Att endance, Participation, and Engagement</td>
<td>Actively supports, engages &amp; listens to peers: fully prepared: plays active role in discussion, ongoing role in discussion; group dynamic &amp; level of discussion consistently better because of student’s perspective: actively seeks input of others</td>
<td>Actively supports, engages, &amp; listens to peers; prepared but may appear less familiar with core concepts: active and comments in discussions; group dynamic &amp; level of discussion often better because of student’s input: seeks input of others</td>
</tr>
</tbody>
</table>

Assigned on a per class basis—15 classes X 2 points possible= 30 points

Grade

Final grades will be based on the total number of points earned during the semester. The scale is based on the grading scale for graduate programs at the College of Charleston.

A= 800 – 720 points  B=719 – 640 points  C= 639 – 560 points  D= <560 points
# 2016 Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>Course Introduction</td>
<td>Essence Intro &amp; 1 (read before 1st class)</td>
</tr>
<tr>
<td></td>
<td>What is Play?</td>
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<td></td>
<td>Practicum Orientation</td>
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<tr>
<td>Jan 19</td>
<td>History and Play Theory</td>
<td>Essence 1 (cont.)</td>
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<tr>
<td></td>
<td>The Meaning of Play</td>
<td>Landreth 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td><strong>Practicum Week 1</strong></td>
<td><strong>Play Culture Due</strong></td>
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<tr>
<td>Jan 26</td>
<td>Play and Child Development</td>
<td>Essence 2</td>
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<tr>
<td></td>
<td>A View of Children</td>
<td>Landreth 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td><strong>Practicum Journal</strong></td>
<td>Practicum Journal</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Playfulness vs Play</td>
<td>Essence 3</td>
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<td></td>
<td>Child-Centered Technique</td>
<td>Landreth 5</td>
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<tr>
<td></td>
<td><strong>Playroom Inventory</strong></td>
<td>Article Review Due</td>
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<td></td>
<td>Practicum Journal</td>
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<tr>
<td>Feb 9</td>
<td>Role of Adults and Play Therapists</td>
<td>Essence 4</td>
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<td>Landreth 6</td>
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<tr>
<td></td>
<td></td>
<td>Therapeutic Activities (TA) 1</td>
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<td>Practicum Journal</td>
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<tr>
<td>Feb 16</td>
<td>Play Environments and Materials</td>
<td>Essence 5</td>
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<td></td>
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<td>Landreth 7</td>
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<td></td>
<td>Practicum Journal</td>
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<tr>
<td>Feb 23</td>
<td>Inclusive Practice Review</td>
<td>Essence 6</td>
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<tr>
<td></td>
<td></td>
<td>Practicum Journal</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Midterm Exam</td>
<td>Materials Proposal Due</td>
</tr>
<tr>
<td>Mar 8</td>
<td></td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>Mar 15</td>
<td>Rapport Building/Therapeutic Relationship</td>
<td>Landreth 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLC Bulletin-OAKS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum Journal</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Observation and Assessment</td>
<td>Essence 7</td>
</tr>
<tr>
<td></td>
<td>Student Led Activities 1 &amp; 2</td>
<td>EBP Statement-OAKS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TA-tbd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum Journal</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Facilitative Responses</td>
<td>Landreth 10</td>
</tr>
<tr>
<td></td>
<td>Student Led Activities 3 &amp; 4</td>
<td>TA-tbd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum Journal</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Limit Setting and Typical Problems</td>
<td>Landreth 11 &amp; 12</td>
</tr>
<tr>
<td></td>
<td>Student Led Activities 5 &amp; 6</td>
<td>TA-tbd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum Journal</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Issues in Professional Practice</td>
<td>Essence 8</td>
</tr>
<tr>
<td></td>
<td>Student Led Activities 7 &amp; 8</td>
<td>Landreth 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TA-tbd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum Journal</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Cases in Play Therapy</td>
<td>Landreth 14 &amp; 15</td>
</tr>
<tr>
<td></td>
<td>Student Led Activities 9, 10 &amp; 11</td>
<td>TA-tbd</td>
</tr>
<tr>
<td></td>
<td>Project Presentations</td>
<td>Final Project Due</td>
</tr>
<tr>
<td></td>
<td>Topical Review</td>
<td>Practicum Journal</td>
</tr>
<tr>
<td>Date TBD</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

Class instruction to include examples and periodic demonstrations on aggressive-release play, sensory play, loose-parts, novel play, expressive play, large-scale therapeutic art, therapeutic use of music, activities for long-term patients, and dramatic play.
Attendance

- Please arrive to class promptly. Tardiness may result in a lowered grade.
- Attendance in all classes is expected. Call/email the instructor if you must miss a class.
- Any absence will result in a lowered grade. Additional documentation is required for more than one absence and must be discussed with the instructor prior to class.
- No make-up exams will be given or missed assignments accepted without a doctor's excuse and prior permission from instructor.

Academic Conduct

Students are expected to be fully aware of all regulations concerning academic conduct as described in the college's student handbook, including those related to in class behavior, respect of other students and faculty, cheating, and academic integrity and honesty including rules pertaining to plagiarism. All regulations governing student conduct will be enforced.

ADA Accommodations

In compliance with the American with Disabilities Act (ADA), all qualified students are entitled to "reasonable accommodations." Please notify the instructor during the first week of class of any accommodations needed.

Reading Requirement

You are entirely responsible for all assigned materials. In addition to assigned chapters in your text, you are responsible for reading and mastering materials to be given in the form of handouts or placed on OAKS. Please note that you need to be independent in your reading as class experiences and topics only partially overlap with assigned text reading.

Note on Electronic Equipment:

Please be courteously aware that use of electronics (laptop, tablet, phone, etc) for any purpose other than note-taking (e.g. surfing the web, Facebook, e-mail, gaming, texting) is strictly prohibited.

ADDITIONAL NOTES:

1. I reserve the right to establish modifications in the testing schedule and topical coverage, including the sequence of material discussed in class.
2. Use of electronic recording of any type is not permitted without written permission.
3. If there is a student in this class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please promptly discuss this with me.
MSCL Curriculum Change/Addition Faculty Staffing Plan

Existing faculty are already teaching the Therapeutic Play course under EDEE 655. Staffing for this class will not change

CHLI 607, 608, 610.

Psychology department faculty have expertise in this area and would like to teach this course. (Ers. Jen Wright and Amy Kolak).

In addition, in fall 2015, we hired a new faculty member, Dr. Grace Hubel, to support coursework within the MSCL program.

Finally, we coordinate with the MUSC Department of Child Life for the delivery of this program, and as such we have existing CCLSs teaching as adjuncts within the program that also can teach these course if necessary during a given semester.
<table>
<thead>
<tr>
<th>Condition</th>
<th>SLO 6</th>
<th>SLO 5</th>
<th>SLO 4</th>
<th>SLO 3</th>
<th>SLO 2</th>
<th>SLO 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illnesses and Injuries.</td>
<td>Students will be able to accurately explain key symptoms and treatments for common pediatric medical conditions.</td>
<td>Students will be able to explain the incidence, prevalence, etiology, symptoms, and treatments for major pediatric illnesses and injuries.</td>
<td>Research approaches used within pediatric settings that are multi-sensory and multi-modal.</td>
<td>Students use appropriate child life intervention strategies.</td>
<td>Students understand and apply the developmental stage of children and includes materials and resources that are appropriate for family-centered care needs.</td>
<td>Students understand child development and assist with program interactions with children. To program planning and child life activities, including verbal and non-verbal.</td>
</tr>
</tbody>
</table>
Contact Name: Susan Simonian, PhD, ABPP    Email: simionians@cofc.edu    Phone: 953-8271

Department Name: Psychology    Graduate Program name: MS in Child Life

Course Prefix, Number, and Title: CHLI 607 Advanced Child Development

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE            CHANGE COURSE            DELETE COURSE

X☐ New Course (attach syllabus*)    ☐ Change Number (IV, VII, VIII, IX)    ☐ Delete Course (IV, VII, IX)

☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ 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:

Fall 2016

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

Admission to the MSCL program.

Will this course be added to the Degree Requirements?

a) X ☐ Yes ☐ No

b) If yes, explain

A specific course in child development (versus lifespan development that includes adulthood and old age) is essential to forthcoming accreditation by the national Child Life Council. All applicants to the MSCL program are required to have completed an undergraduate course in infant, child, and adolescent development. Child development and applied developmental theory is a cornerstone of child life program and intervention development. Graduate coursework in An advanced child development is essential to the education of the MSCL students. With impending accreditation review by the Child Life Council, it is necessary for the program to have this centrally important course in the curriculum.

II. NUMBER OF CREDITS and CONTACT HOURS per week

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

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.

Advanced theoretical and applied coverage of the core processes of growth and development in early childhood through adolescence. Includes a comprehensive examination of developmental theories, issues, and empirical findings related to cognitive, emotional, and social development, including attachment, with emphasis on translation of theory to child life practice.

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.

An advanced knowledge of complex development theory related to physical growth, and cognitive, emotional
and social development is central to the field of child life. This course will replace the EDFS 654 Human Growth and Development course that is not specific to childhood and adolescence and that covers “general principle of lifelong human growth and development” In addition the EDFS 654 course focuses on the relationship of teaching and learning theory” to development, versus the relationship of developmental theory to application in child life. The proposed course will focus on the advanced application of developmental theory to child life practice and provide the advanced theoretical knowledge of neuropsychosocial forces impacting the development of children and adolescents necessary to complete developmental assessments of children in pediatric settings. Advanced coursework in child development is a central competency as defined by the Child Life Council and will be central in the MSCL program’s upcoming accreditation review.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<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>
<tr>
<td>1. Students will be able to integrate an advanced developmental perspective to developmental assessment of children and adolescents.</td>
<td>Students will complete to complete developmental assessments of children in the hospital playroom referencing developmental theory to explain their observations of cognitive, social, and emotional development with a score of 80% or above</td>
</tr>
<tr>
<td>2. Students will be able use developmental theory in the design of child life interventions for hospitalized children.</td>
<td>Students will independently design a child life intervention with modifications for a minimum of two developmental stages with a score of 80% or above</td>
</tr>
<tr>
<td>3. Students will be able to explain an evidence-based approach to research in child and adolescent development, and highlight cultural factors impacting children and families as well as risk and resiliency factors relevant to pediatric illness outcomes.</td>
<td>Students will complete a focus brief including problem scope, state of the evidence, and pediatric health significance aimed at health care or community policy makers with a score of 80% or above</td>
</tr>
<tr>
<td>4. Students will effectively communicate developmental factors impacting child and adolescent health and development to policy makers and the lay public</td>
<td>Students will critique a popular press report regarding child or adolescent development and write a letter to the editor critiquing the article based on an evidence-based developmental approach with a score of 80% or above</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?

Therapeutic techniques – establishment of advance skills and reinforcement of foundation skills

Research theory and understanding - continuation of skill building, reinforcement of foundation skills

Program planning and implementation – introduction of skill, demonstration of application of developmental theory to pediatric populations

September 2011
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.

This course will not impact EHHP because they will continue to teach their graduate courses for their program students whether the child life students are enrolled or not.

This program will positively impact the MSCL program by providing advanced child development coursework central to assessment and intervention in child life.

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.

None additional to status quo. Psychology department faculty have expertise in this area and would like to teach this course. In addition, in fall 2015, we hired a new faculty member to help support coursework within the MSCL program. Finally, we coordinate with the MUSC Department of Child Life for the delivery of this program, and as such we have existing CCLSs teaching as adjuncts within the program that also can teach this course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 
Date: 3/10/16

Signature of Department Chair: 
Date: 3/10/16

Signature of Additional Chair*: 
Date: 3/16/16

Signature of Schools’ Dean: 
Date: 3/17/16

Signature of Additional Schools’ Dean*: 
Date: 

Signature of the Provost: 
Date: 3/21/16

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: 3/25/16

Signature of Chair of the Graduate Council: 
Date: 3/28/16

Signature of Faculty Senate Secretary: 
Date: 

Date Approved by Faculty Senate: 

September 2011
Professor:                   Phone

E-mail address:


Other Required Reading: This is an advanced course in child development, and as such, you will read primary source manuscripts regarding developmental processes and models of child development. A variety of primary and secondary source journal articles and/or book chapters will be accessible through OAKS throughout the semester. Students will use these readings to increase their integration and synthesis of academic content with the applied domain. These readings will also be used in the course assignments.

Course Overview: This course is an advanced theoretical and applied examination and synthesis of the core processes of growth and development in early childhood through adolescence. Includes a comprehensive examination of developmental theories, issues, and empirical findings related to cognitive, emotional, and social development, including attachment, with emphasis on translation of theory to child life practice. Cultural variables as well as risk and resiliency factors impacting child growth and development will be included.

Course Objectives: Students will be expected to: 1) integrate an advanced developmental perspective to developmental assessment of children and adolescents; 2) use developmental theory in the design of child life interventions for hospitalized children; 3) explain an evidence-based approach to research in child
and adolescent development; 4) highlight cultural factors impacting children and families; 5) identify risk and resiliency factors relevant to child development and pediatric illness outcomes; and 6) effectively communicate developmental factors impacting child and adolescent health and development to policy makers and the lay public.

This course is designed to meet the following Child Life learning outcomes:
1. Knowledge of Development - Students will understand advanced developmental perspective to program planning and family centered care child life activities
2. Critical Research Understanding - Students will understand and apply an appropriate knowledge of scientific literature as it relates to developmental theory and theory driven intervention in child life.
3. Program Planning and Implementation - Students will understand and exhibit a clear understanding role physical, cognitive, emotional, and social development of children and adolescents overall and in relation to pediatric illness and adaptation to illness.
4. Personal Development - Students will develop insight into their views on developmental variables in respect issues of diversity.

Assignments:

1. Developmental assessments. Students will observe 3 children of different ages in the MUSC Atrium and provide a 2 page developmental assessment on each child/adolescent based on their observations. The assessment should include stages of cognitive, social, and emotional development. Age cannot be used as the sole indicator of developmental level. Rather, students must site specific behaviors, interactions, and/or verbalizations to support the developmental stage. (50 points each).

2. Developmentally Grounded Child Life Intervention. Students will design a child life intervention based on a pediatric presentation and adapt this intervention based on at least two different developmental ages/stages. Students will be evaluated on their ability to apply developmental theories to adapt the intervention to the specific developmental needs of children/adolescents. (100 points).

3. Focus Brief. Students will write an evidence based brief on a key child developmental issue impacting pediatric health (e.g. risk of lead in drinking water, impact of maternal depression on attachment). Briefs should be between 7-10 pages in length and include a clear presentation of 1) The definition and scope of the issue/challenge including epidemiological data to support the importance of the focus; 2) scientific evidence to document the impact of this problem across dimensions of child/adolescent development; and 3) the potential economic and social impact of this issue if change is not implemented. Only empirical versus popular literature may be included in this focus brief. This paper should be prepared in APA 6th Edition style including title page and reference section. (150 points).
4. Popular Press Critique. Students will critique a popular press report regarding child or adolescent development (e.g. video games to promote learning in young children) and write a letter to the editor critiquing the article based on an evidence-based developmental approach. The letter should be approximately 2 pages in length, well organized, and professional in nature. A list of scientific references used in the development of the letter needs to be included. (100 points)

Exams
There will be two regular examinations during the course of the semester that will cover all reading, lecture, and discussion material. The final examination at the end of the semester will include a cumulative component. (100 points each).

ACADEMIC CONDUCT: Students are expected to be fully aware of all regulations concerning academic conduct as described in the college’s student handbook, including those related to in class behavior, respect of other students and faculty, cheating, and academic integrity and honesty including rules pertaining to plagiarism. All regulations governing student conduct will be enforced.

GRADES: Your final grade will be based on the total number of points you earn
800 – 720 points = A
719 – 640 points = B
639 – 560 points = C
<560 points = F

NOTE ON READING ASSIGNMENTS: You are entirely responsible for all assigned materials. In addition to assigned chapters in your text, you are responsible for reading and mastering materials to be given in the form of handouts or placed on OAKS electronic reserve. Please note that you need to be independent in your reading as lectures only partially overlap with assigned readings.

ADDITIONAL NOTES:
1. I reserve the right to establish modifications in the testing schedule and topical coverage, including the sequence of material discussed in class.
2. Use of electronic recording of any type is not permitted without written permission.
3. If you have documented disability that may have an impact on your work in this class, and for which you may require accommodations, please see me as soon as possible so that we can discuss arrangements.

SCHEDULE

Week 1  The study of child development and a conceptual framework for advanced study of developmental theory
Week 2  Physical growth during childhood and adolescence
Week 3  Neurodevelopment during childhood and adolescence
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Attachment</td>
</tr>
<tr>
<td>5</td>
<td>Temperament</td>
</tr>
<tr>
<td>6</td>
<td>Emotions</td>
</tr>
<tr>
<td>7</td>
<td>Self-Regulation</td>
</tr>
<tr>
<td>8</td>
<td>Cognitive Development</td>
</tr>
<tr>
<td>9</td>
<td>Attention</td>
</tr>
<tr>
<td>10</td>
<td>Language Development</td>
</tr>
<tr>
<td>11</td>
<td>Social Development</td>
</tr>
<tr>
<td>12</td>
<td>Moral Development, Altruism, and Empathy</td>
</tr>
<tr>
<td>13</td>
<td>Cross-Cultural Differences in Child-Rearing and Parenting: Impact on Children and Adolescents</td>
</tr>
<tr>
<td>14</td>
<td>Pediatric Illness: Impact on Development</td>
</tr>
<tr>
<td>15</td>
<td>Effective Early Childhood Interventions to Improve Child Health</td>
</tr>
</tbody>
</table>
MSCL Curriculum Change/Addition Faculty Staffing Plan

Existing faculty are already teaching the Therapeutic Play course under EDEE 655. Staffing for this class will not change CHLI 607, 608, 610.

Psychology department faculty have expertise in this area and would like to teach this course. (Drs. Jen Wright and Amy Kolak).

In addition, in fall 2015, we hired a new faculty member, Dr. Grace Hubel, to support coursework within the MSCL program.

Finally, we coordinate with the MUSC Department of Child Life for the delivery of this program, and as such we have existing CCLSs teaching as adjuncts within the program that also can teach these course if necessary during a given semester.
<table>
<thead>
<tr>
<th>SLO 4</th>
<th>Student understands and applies in advanced that are multi-sensory and multi-modal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 3</td>
<td>Student uses appropriate child life intervention strategies.</td>
</tr>
<tr>
<td></td>
<td>Appropriate for family-centered care needs.</td>
</tr>
<tr>
<td></td>
<td>Content, strategies, materials, and resources that are appropriate, developmentally.</td>
</tr>
<tr>
<td></td>
<td>Planning and implementation that is consistent with program.</td>
</tr>
<tr>
<td></td>
<td>Interactions with children.</td>
</tr>
<tr>
<td>SLO 2</td>
<td>Program planning and child life activities, including verbal.</td>
</tr>
<tr>
<td>CHU 601, CHU 607</td>
<td>Student understands and applies a developmental perspective.</td>
</tr>
</tbody>
</table>
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Susan Simonian, PhD, ABPP      Email: simionians@cofc.edu      Phone: 953-8271

Department Name: Psychology      Graduate Program name: MS in Child Life

Course Prefix, Number, and Title: CHLI 608 Research Methods

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</td>
<td>☐ Change Number (IV, VII, VIII, IX)</td>
<td>☐ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td>(attach syllabus*)</td>
<td>☐ Change Title (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Prerequisite Change (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
</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:

Fall 2016

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

September 2011
List prerequisites and / or other restrictions below

Admission to the MSCL program. Successful completion of first fall semester coursework.

Will this course be added to the Degree Requirements?

a) X ☐ Yes ☐ No

b) If yes, explain

Graduate coursework in research methods applicable to the health care environment and child life programming is essential to the education of the MSCL students. A specific course in research methods (versus educational research) is essential to forthcoming evaluation for accreditation by the national Child Life Council.

II. NUMBER OF CREDITS and CONTACT HOURS per week

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

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.

A theoretical and applied examination and synthesis of research methods used in health care settings. Content will be applicable to writing research proposals, conducting scientific research, and contributing to child life and interdisciplinary pediatric research efforts.

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.

September 2011
This course will replace the EDFS 635 Educational Research. The EDFS course focuses on educational research and in the “student in the process of educational research design, implementation, reporting, and evaluation”. The field of child life embraces an evidence based approach to child development, child life, and pediatric health research. The proposed course will focus on research beyond the educational setting and will be specific to health care and child life, including interdisciplinary research within the health care setting. An understanding and mastery of research methods is a central to supporting an evidence based child life practice and development of the field of child life. A course focused on research methodology relevant to child life and health care settings will be important in the MSCL program’s upcoming accreditation review.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<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>
<tr>
<td>1. Students will be able to determine the appropriate research methods for finding and formulating research questions central to the field of child life.</td>
<td>Students will complete either a College of Charleston or MUSC IRB proposal form including a sample informed consent form for their proposed research project with a score of 80% or above</td>
</tr>
<tr>
<td>2. Students will be able to formulate and develop a research proposal related to child life and pediatric health of child life interventions for hospitalized children.</td>
<td>Students will independently design and develop with a research project proposal for research in child life. Score of 80% or above</td>
</tr>
<tr>
<td>3. Students will be able to explain when to use key research methods common in health care and child development research.</td>
<td>Students will be able to explain decision-making regarding the research approaches in health care on vignettes-based examination questions with a score of 80% or above.</td>
</tr>
<tr>
<td>4. Students will be able to identify common ethical dilemmas and concerns in research within health care settings and involving children.</td>
<td>Students will complete the online CITI training, passing all components (passing score for CITI modules is 70% or above).</td>
</tr>
<tr>
<td>5. Students will know how to formulate and present research in professional settings.</td>
<td>As part of the research proposal assignment (see above), students will present their research proposal to the class with a presentation score of 80% or above.</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?

Therapeutic techniques - reinforcement of reinforcement of evidence-based skills

Research theory and understanding - development of skill

Program planning and implementation - reinforcement/application of skills

Personal development - reinforcement/continuation of development of insight into behavior and recognition and respect of diversity issues

September 2011
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.

This course will not impact EHHP because they will continue to teach their graduate courses for their program students whether the child life students are enrolled or not.
This program will positively impact the MSCL program by providing research methods coursework central to child life and pediatric research.

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.

None additional to status quo. Psychology department faculty have expertise in this area and would like to teach this course. In addition, in fall 2015, we hired a new faculty member to help support coursework within the MSCL program. Finally, we coordinate with the MUSC Department of Child Life for the delivery of this program, and as such we have existing CCLSs teaching as adjuncts within the program that also can teach this course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ________________________________ Date: 3/13/16

Signature of Department Chair: ________________________________ Date: 3/15/14

Signature of Additional Chair*: ________________________________ Date: 3/16/16

Signature of Schools' Dean: ________________________________ Date: 3/17/16

Signature of Additional Schools' Dean*: ________________________________ Date: 

Signature of the Provost: ________________________________ Date: 3/21/14

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: 3/25/16

Signature of Chair of the Graduate Council: ________________________________ Date: 3/28/14

Signature of Faculty Senate Secretary: ________________________________ Date: 

Date Approved by Faculty Senate: ________________________________

September 2011
MSCL –608 – Research Methods

Professor: Phone

E-mail address:


Other Required Reading: Primary and secondary source journal articles and/or book chapters will be accessible through OAKS throughout the semester. Students will use these readings to increase their integration and synthesis of academic content with the applied domain.

Course Overview: This course is a theoretical and applied examination and synthesis of research methods used in health care settings. Content will be applicable to writing research proposals, conducting scientific research, and contributing to interdisciplinary pediatric research efforts.

Course Objectives: Students will be expected to: 1) think critically about child life and pediatric research questions and methods; 2) develop and formulate pediatric research questions relevant to child life; 3) determine when to use principal research methods common in health sciences including quantitative and qualitative designs; 4) identify common ethical issues in pediatric and health research and complete CITI training; 5) complete an IRB proposal for research; 5) write a research proposal including introduction, methods, results, and discussion sections; and 6) present a research talk

This course is designed to meet the following Child Life learning outcomes:
1. Knowledge of Development - Students will understand research methods to address developmental, child life, and pediatric issues.
2. Critical Research Understanding - Students will understand and apply an appropriate knowledge of research to develop and contribute to research proposals and research programs.
3. Program Planning and Implementation - Students will integrate research into program support and assessment in child life.
4. Personal Development - Students will develop insight into their views on ethical research and the impact of diversity issues in research.
Assignments:

1. CITI Training. All investigators and key personnel who participate in the design, conduct, or reporting of human subjects research are required to be trained in the protection of human subjects. Individuals who wish to be involved in research in medical center settings or within a college/university setting must complete Collaborative Institutional Training Initiative (CITI). CITI training is a web-based human research course that satisfies this requirement for the College of Charleston and MUSC. Students will complete the online CITI training, passing all component modules. (100 points).

2. Research Project Proposal. Students will complete a research project proposal for research in child life. The proposal can involve an interdisciplinary health care team approach, but if it does so, the key subspecialty fields must be clearly identified. The research proposal must include a statement of purpose, a clear research question, hypotheses, specific aims, methods, and plan for data analysis. (200 points).

3. IBB Proposal. Students will complete either the College of Charleston or MUSC IRB proposal for their research proposal including a sample informed consent form for parents and an assent agreement for children and adolescents. (100 points).

Exams
There will be two regular examinations during the course of the semester that will cover all reading, lecture, and discussion material. The final examination at the end of the semester will include a cumulative component. (100 points each).

ACADEMIC CONDUCT: Students are expected to be fully aware of all regulations concerning academic conduct as described in the college's student handbook, including those related to in class behavior, respect of other students and faculty, cheating, and academic integrity and honesty including rules pertaining to plagiarism. All regulations governing student conduct will be enforced.

GRADES: Your final grade will be based on the total number of points you earn

700 - 630 points = A  
629 - 560 points = B  
559 - 490 points = C  
<400 points = F

NOTE ON READING ASSIGNMENTS: You are entirely responsible for all assigned materials. In addition to assigned chapters in your text, you are responsible for reading and mastering materials to be given in the form of handouts or placed on OAKS electronic reserve. Please note that you need to be independent in your reading as lectures only partially overlap with assigned readings.
ADDITIONAL NOTES:
1. I reserve the right to establish modifications in the testing schedule and topical coverage, including the sequence of material discussed in class.
2. Use of electronic recording of any type is not permitted without written permission.
3. If you have documented disability that may have an impact on your work in this class, and for which you may require accommodations, please see me as soon as possible so that we can discuss arrangements.

SCHEDULE

Week 1  Introduction to research in child life and pediatric health
Week 2  Formulating a good research question
Week 3  Ethics in research involving human subjects - Special protections related to children
Week 4  Developing a research proposal
Week 5  Considerations and techniques in measurement
Week 6  Internal validity
Week 7  External validity
Week 8  Research in health care settings
Week 9  Correlational research
Week 10 Use of surveys, standardized measures, and questionnaires
Week 11 Interpreting results: Statistical and clinical significance
Week 12 Scientific writing and critical thinking
Week 13 Preparing research presentations and posters
Week 14 Presenting meaningful research results: Reading, writing, and presenting
Week 15 Project presentations- Carrying research into your child life career
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Susan Simonian, PhD, ABPP
Email: simionians@cofc.edu Phone: 953-8271

Department Name: Psychology
Graduate Program name: MS in Child Life

Course Prefix, Number, and Title: CHLI 608, Infant Development and Child Life

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE

☐ New Course
(attach syllabus*)

CHANGE COURSE
☐ Change Number (IV, VII, VIII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

DELETE COURSE
☐ Delete Course (IV, VII, IX)

☐ 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:

Fall 2016

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

September 2011
List prerequisites and/or other restrictions below

Admission to the MSCL program; successful completion of first year MSCL coursework.

Will this course be added to the Degree Requirements?

a) X ☑ Yes ☐ No

b) If yes, explain

An additional child life specific elective course is essential to forthcoming accreditation by the national Child Life Council. A course in infant development would facilitate education and training in providing child life services to children 0-3 years of age, and allow for student training in the neonatal intensive care, step-down, and normal nursery services. With impending accreditation review, it is necessary for the program to have this centrally important course in the curriculum as a CHLI elective course.

II. NUMBER OF CREDITS and CONTACT HOURS per week

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

B. Credit Hours 3

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.

A comprehensive overview of infant development including research, applications, and policy central to the field of child life. Focus on the hospitalized infant and psychosocial interventions to enhance outcomes is included.
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.

A comprehensive knowledge of infant (ages 0-3) development is essential to the practice of child life. The general child development course includes coverage of motor, cognitive, and social development across birth through young adulthood. However, the area of infant development includes more comprehensive empirical and theoretical content than that which can be included in a general child development course. Infancy is a complex neurological, physiological, and psychological time period, and comprehensive coverage of this developmental period is critical to a child life specialist’s development of programming and interventions to infants and young toddlers. Knowledge of neonatal and pediatric services with this age group and the specialty medical environments in which these children are placed is essential to family-centered care. A specific infant development course was suggested by the national Child Life Council and will bode favorably for the program’s upcoming accreditation review.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<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>
<tr>
<td>1. Students will be able to integrate a developmental perspective to therapeutic programming and selection and use of play materials for pediatric patients 0-3 years of age</td>
<td>Students will complete a program proposal, including interventions and materials for the NICU and/or infant step-down nursery with a score of 80% or above</td>
</tr>
<tr>
<td>2. Students will be able to design and facilitate a therapeutic sensory and play intervention utilizing both directive and nondirective play techniques</td>
<td>Students will independently design and train their class peers in a sensory and therapeutic play activity for infants hospitalized in the NICU or infant step-down nursery with both a professor and self-evaluation at 80% or above</td>
</tr>
</tbody>
</table>

September 2011
3. Students will be able to explain an evidence-based approach to research infant development and the foundations of attachment, and highlight the strengths and limitations of current research on therapeutic play

Students will complete evidence-based manuscript reviews with a score of 80% or above

4. Students will be able to apply their understanding of sensory, cognitive, motor and social development in infants to develop quality service provision in child life

Students will complete a professional family-centered care statement to support their design of a high-risk follow up program for use in the home and early intervention settings.

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?

Therapeutic techniques - continuation of skill building, reinforcement of foundation skills, demonstration of mastery of play related skills within child life

Research theory and understanding - continuation of skill building, reinforcement of foundation skills

Program planning and implementation - introduction of skill, demonstration of programming planning in normative, medical, and therapeutic play in pediatric populations

Personal development - continuation of development of insight into behavior and recognition and respect of diversity issues

**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.

No significant impact is expected as we anticipated adding relevant child life elective courses based on current accreditation standards. This course will not impact EHHP because they will continue to teach their graduate courses for their program students whether the child life students are enrolled or not.
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.

None additional to status quo. We partner with the MUSC Department of Child Life for the delivery of this program and as such we have existing CCLSs teaching as adjuncts within the program as well as other psychology department faculty who would like to teach this course.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: __________________________ Date: 3/1/2016

Signature of Department Chair: __________________________ Date: 3/3/16

Signature of Additional Chair*: __________________________ Date: 3/19/16

Signature of Schools’ Dean: __________________________ Date: __________

Signature of Additional Schools’ Dean*: __________________________ Date: __________

Signature of the Provost: __________________________ Date: 3/10/16

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: 3/25/16

Signature of Chair of the Graduate Council: __________________________ Date: 3/25/16

Signature of Faculty Senate Secretary: __________________________ Date: __________

Date Approved by Faculty Senate: __________
MSCL Curriculum Change/Addition Faculty Staffing Plan

Existing faculty are already teaching the Therapeutic Play course under EDEE 655. Staffing for this class will not change

CHLI 607, 608, 610.

Psychology department faculty have expertise in this area and would like to teach this course. (Drs. Jen Wright and Amy Kolak).

In addition, in fall 2015, we hired a new faculty member, Dr. Grace Hubel, to support coursework within the MSCL program.

Finally, we coordinate with the MUSC Department of Child Life for the delivery of this program, and as such we have existing CCLs teaching as adjuncts within the program that also can teach these course if necessary during a given semester.
<table>
<thead>
<tr>
<th>SLO 6</th>
<th>Students will be able to accurately explain key symptoms illnesses and injuries. Students will be able to explain the incidence, prevalence, etiology, symptoms, and treatments for major pediatric conditions of newborns, infants, and children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 5</td>
<td>Research approaches used within pediatric settings. Appropriate knowledge of scientific design and basic research.</td>
</tr>
<tr>
<td>SLO 4</td>
<td>Student understands and applies an advanced understanding of that are multi-sensory and multi-modal.</td>
</tr>
<tr>
<td>SLO 3</td>
<td>Student uses appropriate child life intervention strategies. Appropriate for family-centered care, needs that are contended, materials, and resources that are age-appropriate developmental stage of children and includes planning and implementation that is consistent with the child's developmental stage and assists with problem-solving, provides and involves child in life activities, including verbal and non-verbal interactions with children.</td>
</tr>
<tr>
<td>SLO 2</td>
<td>Student understands, develops, and assists with program planning for child life activities, including verbal and non-verbal interactions with children.</td>
</tr>
<tr>
<td>SLO 1</td>
<td>Student understands and applies a developmental perspective.</td>
</tr>
</tbody>
</table>
CHLI 608 Infant Development

Professor: 
Office: 55 Coming, Room 102

Phone: 
E-mail address: 
Office Hours:

Required Textbooks:


Additional Readings: Scientific journal articles posted on OAKS

SOME COURTESY NOTES

Course Overview:
This course represents a comprehensive overview of neurodevelopment during the prenatal and neonatal periods, genetic and environmental influences on development and temperament, sensory development, cognitive development, social-cognitive development, language development, emotion and emotion regulation, social interaction, attachment and outcomes associated with a risk-resilience model. Coverage will emphasize the multidimensional, interdisciplinary nature of infants and families interacting with the healthcare system using a developmental framework. Cross-cultural and diversity issues and the interaction with parenting, and environmental subsystems will be highlighted.

Objective: Students will be expected to: 1) discuss the importance of studying infancy and the continuity and change in behavioral development, 2) Describe the complex interaction of environmental and genetic influences during prenatal and neonatal development, 3) Describe the environmental and biological risks for prematurity and develop child life interventions to address high-risk infant development, 4) describe the synaptic and brain development in infancy and list major milestones and ranges of age
5) present integrative information regarding neonatal imitation, sensory abilities, language, emotional reactivity and regulation, and reflexes, 6) detail variables impacting attachment and identify secure and insecure attachment patterns, 7) identify cultural differences in pregnancy, parenting, and infant development, and 8) demonstrate a respect for diversity in working with infants, families, and health care professionals.

The course is designed to meet the following Child Life learning outcomes:

1. **Knowledge of Development** - Students will understand and apply a developmental perspective to program planning and child life activities for chronically ill children.

2. **Critical Research Understanding** - Students will understand and apply an appropriate knowledge of scientific literature as it relates to infant development and risk especially in the pediatric setting.

3. **Program Planning and Implementation** - Students will understand and exhibit a clear understanding of medical procedures associated with common infant chronic and acute illnesses and provide a sound explanation of factors that must be taken into consideration by a child life specialist in balancing child life interventions and child and family needs, abilities, and developmental levels.

4. **Personal Development** - Students will develop insight into their own and others’ behavior and identify and respect issues of diversity.

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**Assignments:**

1. **Fieldwork Visits** - Students will make a series of four scheduled visits to the NICU, step-down nursery, normal nursery, and a 0-3 year old classroom and submit a fieldwork practicum log that includes: 1) observation notes regarding specific developmental tasks and behaviors, 2) interpretation of observations based on theories of infant development, and 3) reflection regarding the integration of child life intervention in the setting.

2. **Program Proposal** - Students will work in teams of 3 to develop a comprehensive child life program proposal, including interventions and materials for the NICU, the Step-Down Nursery, or the Normal Nursery unit. Students must justify intervention and material components using theories of infant development, child life theory, and play theory.

3. **Sensory and Therapeutic Play Activity Designs** - Students will design both a sensory and a therapeutic play activity for an infant hospitalized in the NICU or Infant Step-Down Nursery. Students will present their activities to the class and train peers to deliver their programs.
4. **Empirical Journal Reviews** – Students will complete four empirical journal reviews of empirical investigations related to infant development, risk and resiliency in infancy, developmental outcomes of infant risk, or attachment.

5. **Empirical Journal Review/Class Discussions** – Students will summarize the central and main points of one of the manuscripts chosen for the journal review assignment (above) and present the central tenets of the study for class discussion. Students will develop a one-page handout that summarizes the manuscript and suggest at least 3 discussion points for class to be distributed no less than 24 hours prior to the class presentation. Students will lead a 15-minute discussion of their chosen empirical article.

**EXAMINATIONS:**
- 2 examinations
  - Cover both reading and lecture material
  - Each worth 100 points.
- Final Examination – Scheduled per University of Charleston South Carolina and College of Charleston final examination calendar-150 points

**EXAM POLICIES:**
No make-up examinations without a documented medical excuse and permission of the instructor given prior to exam. Please see attached for all excuse requirements:

**PARTICIPATION:**
Graduate coursework involves active participation and exchange of ideas. This participation reflects not only an understanding of the course material, but also critical thinking and problem solving which are essential skills in your future career as a Certified Child Life Specialist. As such, I encourage and expect full active participation in weekly class seminar discussions.

<table>
<thead>
<tr>
<th>CLASS PARTICIPATION</th>
<th>Engaged/On Point</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE, PARTICIPATION, AND ENGAGEMENT</td>
<td>Actively supports, engages &amp; listens to peers; fully prepared; plays active role in discussion; ongoing role in discussions; group dynamic &amp; level of discussion consistently better because of student’s perspective; actively seeks input of others</td>
<td>Actively supports, engages, &amp; listens to peers; fully prepared; plays an active role in discussion; comments in discussions; group dynamic &amp; level of discussion often better because of student’s input; seeks input of others</td>
<td>Makes little effort to interact with peers; not prepared; rarely participates constructively in discussion; occasionally makes relevant comments; rarely seeks input from others or not present</td>
</tr>
</tbody>
</table>
ATTENDANCE:
- Please try to arrive on time
  - I allow no more than 2 absences for any reason - no documentation needed.
  - If you miss class, it is YOUR responsibility to get notes from a classmate.

ACADEMIC CONDUCT: Students are expected to be fully aware of all regulations concerning academic conduct as described in the college’s student handbook, including those related to in-class behavior, respect of other students and faculty, cheating, and academic integrity and honesty including rules pertaining to plagiarism. All regulations governing student conduct will be enforced.

GRADES: Your final grade will be based on the total number of points you earn.

A =
B =
C =
F =

NOTE ON READING ASSIGNMENTS: You are entirely responsible for all assigned materials. In addition to assigned chapters in your text, you are responsible for reading and mastering materials to be given in the form of handouts or placed on electronic reserve. Please note that you need to be independent in your reading as lectures only partially overlap with assigned text reading.

ADDITIONAL NOTES:
1. I reserve the right to establish modifications in the testing schedule and topical coverage, including the sequence of material discussed in class.
2. Use of electronic recording of any type is not permitted without written permission.
3. If you have documented disability that may have an impact on your work in this class, and for which you may require accommodations, please see me as soon as possible so that we can discuss arrangements.

SCHEDULE

Week 1 Introduction to infancy

Week 2 Why study infancy? Scientific infancy research-Methods

Week 3 Principles of continuity and change in infant development Environmental and genetic interaction

Week 4 Prenatal development: Nature, nurture, and development
Week 5 Physical development in infancy
Week 6 Nervous system development in infancy
Week 7 Perceptual development in infancy
Week 8 Cognitive development, learning, and intelligence in infancy
Week 9 Language development in infancy
Week 10 Emotions and temperament in infancy
Week 11 Social development in infancy: Attachment and interactions
Week 12 The preterm infant Child life in the NICU setting
Week 13 Early interaction: Process and prediction
Week 14 Early intervention: High-risk infants
Week 15 Child life interventions in NICU, step-down, and normal nurseries

Final Exam – Per college calendar