

Date of request: 20-SEP-2021

Request ID: E-2021-FCS-74

College: E

Department: FCS

Initiator name: Kimberly Doudna

Initiator email: kimberly.doudna@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course FCS 1050

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

FCS 1050

2. Proposed credit hours:

1

3. Proposed course title:

Introduction to Child Life

4. Proposed course prerequisites:

none

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

none

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
none

10. Classification restrictions:
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
none

12. Level restriction:
Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.
Not Applicable

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Introduction to Child Life

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Lecture

20. How many contact hours per week for this course?
1

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.
No

D. Explain briefly and clearly the proposed improvement.

This proposal creates FCS 1050 Introduction to Child Life.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

The aim of this course is to educate students on the role and responsibilities of a certified child life specialist (CCLS) and prepare students for a possible career in child life. The path to become a certified child life specialist is quite different from other child development and family science careers. The process is multi-tiered and takes the student from a volunteer position in a hospital to a practicum and then an internship. Hospitals typically offer practicum and internship positions three times per year, and students must apply approximately four months in advance. As the career is very competitive, many students must apply for a practicum or internship for several semesters before securing a position. WMU has experienced an increase in students who plan to pursue a child life career. However, these students may not understand the lengthy process to become certified. Many students arrive in their senior year believing they can walk into an internship and then become a CCLS upon graduation. By offering this course, we can prepare students in advance for the rigorous training involved in becoming a CCLS, thereby reducing the confusion, dissatisfaction, and disappointment that may otherwise occur.

It is important to note that the Department of Family and Consumer Sciences established a graduate Child Life Track in the MA in Family and Consumer Sciences in 2015. We have 25-30 Child Life graduate students. While we do not offer an undergraduate major in Child Life, we are proposing a 12-hour emphasis area, Child Life Foundations, as a part of the Child Development and Services Concentration in the Family Science and Human Development major (see accompanying program improvement proposals). Eligible students majoring in Family Science and Human Development major will have access to the Accelerated Child Life Track in the MA in Family and Consumer Sciences.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Demonstrate a basic understanding of both child life theory and practice.

Explain the steps necessary to obtain certification as a child life specialist.

Explore Child Life Competencies and their relation to child life clinical practice.

Describe professionalism and other skills necessary for career success.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is prompted by informal assessment activities. Faculty have encountered students who need a foundational understanding of the child life profession in order to confirm their career choice and to pursue the academic, volunteer, practicum, and internship requirements effectively and efficiently. (For details on the process of certification, please see

[https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.childlife.org%2Fcertification%2Fbecoming-certified&data=04%7C01%7Cclaura.ciccantell%40wmich.edu%7Cb09b579644a463dba1d08d9835d97e0%7C257622517aa94c72905f39bf026a8a84%7C0%7C0%7C637685260558273398%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C1000&data=JZRwskBnlwScyJfUUYM57pT9Z2NhLziJ11vWyTKWBBi%3D&reserved=0\).](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.childlife.org%2Fcertification%2Fbecoming-certified&data=04%7C01%7Cclaura.ciccantell%40wmich.edu%7Cb09b579644a463dba1d08d9835d97e0%7C257622517aa94c72905f39bf026a8a84%7C0%7C0%7C637685260558273398%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCi6Mn0%3D%7C1000&data=JZRwskBnlwScyJfUUYM57pT9Z2NhLziJ11vWyTKWBBi%3D&reserved=0).)

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

FCS 1050 is designed for undergraduate students interested in a career as a Child Life Specialist. FCS 1050 may affect other programs, departments, or colleges to the degree that some of their students may wish to enroll in FCS 1050 to learn more about child life.

The Family Science program area is proposing a 12-hour emphasis area in Child Life Foundations as a part of the Child Development and Services Concentration in the Family Science and Human Development major (see accompanying program improvement proposals). The Department of Family and Consumer Sciences offers a graduate track in Child Life in the MA in Family and Consumer Sciences. No other program at WMU prepares students for a career as a child life specialist.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

In accompanying proposals, the Family Science faculty in the Department of FCS are proposing extensive program improvements, including adding a Family Science and Human Development major with three concentration areas. One concentration area, Child Development and Services, offers a 12 hour-emphasis in Child Life Foundations. FCS 1050 Introduction to Child Life is a required course in this emphasis area. Eligible students in the Family Science and Human Development major may apply to the Accelerated Child Life Track in the MA in Family and Consumer Sciences and/or apply to the Dual Enrollment program.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

FCS 1050 Introduction to Child Life will be an integral part of the Child Life Foundations focus area in the Child Development and Services Concentration in the proposed Family Science and Human Development major (see the accompanying proposal for the Child Development and Services Concentration). We will begin by offering the course once a year and will offer more as needed. FCS 1050 is not a prerequisite for any class and may be taken at any point in a student's academic journey although students will be advised to take it as soon as they consider Child Life as a possible career.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The Bureau of Labor statistics includes child life specialists in the labor group that includes healthcare social workers in hospitals. The projected employment growth from 2016-2026 for this labor group is 7 percent. (See

https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bls.gov%2Fcareeroutlook%2F2018%2Fyoure-a-what%2Fchild-life-specialist.htm%3Fview_full&data=04%7C01%7Claura.ciccantell%40wmich.edu%7Cbd09b579644a463dba1d08d9835d97e0%7C257622517aa94c72905f39bf026a8a84%7C0%7C0%7C637685260558273398%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6k1haWwiLCJXVCi6

[Mn0%3D%7C1000&data=fsxVxI5RrXDFF7WvvjGT9GPFp%2BqJjdkCWjaocQnZyU%3D&reserved=0\)](#)

Faculty have seen an increase in student interest in Child Life as a career path based on reports from advisors and students' questions about child life practicum, internship, and certification. Initially, we estimate 12-15 students per year to enroll in FCS 1050 Introduction to Child Life. However, we will be able to track the number of undergraduates interested in Child Life with the creation of the Child Life Foundation emphasis area in the Child Development and Services Concentration in the proposed Family Science and Human Development major. We will also track students from other programs, departments, and colleges.

FCS 1050 benefits undergraduate students as they learn: the academic and clinical requirements for Certification as a Child Life Specialist and can plan their academic and experiential paths accordingly, Child Life's scope of practice, key theories, and the role of professionalism. Students will learn the importance of earning a minimum GPA of 3.0 and acquiring substantial experience working with children. Eligible Family Science and Human Development majors may apply to the Accelerated Graduate Degree Program in the MA in Family and Consumer Sciences (Child Life Track).

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The FCS 1050 will be offered once a year and taught by a full-time or part-time faculty member. The library has sufficient resources related to Child Life as we offer a graduate program in this academic area. Advising students to take FCS 1050 will be part of the overall advising of undergraduates in the Family Science and Human Development Major.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

not applicable

O. Current catalog copy:

Not applicable

P. Proposed catalog copy:

This course introduces students to the child life specialist career and examines the multi-faceted process of becoming certified as a child life specialist. Students will explore the psychosocial aspects of pediatric hospitalization and gain an understanding of the developmental framework and skills necessary for success in this career. (Please note: this course does not qualify as the child life course required for certification purposes.)

Department Curriculum Chair approver: Mary Beth Kennedy Janssen

Department Curriculum Chair comment:

Date: 28-SEP-2021

Department approver: Suzan Ayers

Chair comment:

Date: 29-SEP-2021

FCS 1050: Introduction to Child Life
Department of Family and Consumer Sciences
Western Michigan University

Instructor: Karin Rourke
Phone: 269-387-3734
Email: karin.rourke@wmich.edu
Office: Kohrman 3222
Office Hours:

Course description: This course introduces students to the child life specialist career and examines the multi-faceted process of becoming certified as a child life specialist. Students will explore the psychosocial aspects of pediatric hospitalization and gain an understanding of the developmental framework and skills necessary for success in this career. (Please note: this course does not qualify as the child life course required for certification purposes)

Student Learning Outcomes:

1. Demonstrate a basic understanding of both child life theory and practice
2. Explain the steps necessary to obtain certification as a child life specialist
3. Explore Child Life Competencies and their relation to child life clinical practice
4. Describe professionalism and other skills necessary for career success

Required Reading:

The Case for Child Life, American Academy on Pediatrics Statement on Child Life, Evidence-Based Practice Statements on Child Life

<https://www.childlife.org/the-child-life-profession/the-case-for-child-life>

Value Statements

<https://www.childlife.org/the-child-life-profession/values>

Child Life In Action

<https://www.childlife.org/the-child-life-profession/child-life-in-action>

Becoming Certified

<https://www.childlife.org/certification/becoming-certified>

Selected Articles from the *Journal of Child Life*

<https://www.childlife.org/membership/the-journal-of-child-life>

Class Policies:

Please turn off all phones, pagers or similar devices during class time. Laptops may be utilized for applicable work during class time.

All written assignments must be typed in a 12-point font, be double-spaced and written in APA format. Any assignment turned in past the deadline will lose 5% each day it is late. Assignments due on non-class days

must be submitted no later than 10pm EST. Points will be deducted for writing and grammatical errors. If you need assistance with writing, please contact the writing center on campus.

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. To access the Code of Honor and general academic policies on such issues as diversity, religious observance or student disabilities, go to www.wmich.edu/conduct, www.wmich.edu/registrar and www.wmich.edu/disabilityservices.

COVID-19 STATEMENT:

Safety requirements are in place to minimize exposure to the Western Michigan University community. These guidelines apply to all in-person and hybrid classes held inside a WMU building to ensure the safety of all students, faculty, and staff during the pandemic. Noncompliance is a violation of the class requirements and the Student Code. <https://wmich.edu/conduct/code>

Facial coverings (masks), **over both the nose and mouth**, are required for all students while in class, no matter the size of the space. Following this recommendation can minimize the transmission of the virus, which is spread between people interacting in close proximity through speaking, coughing, or sneezing. During specified classes in which facial coverings (masks) would prevent required class elements, students may remove facial coverings (masks) with instructor permission, in accordance with the exceptions in the Facial Covering (mask) Policy* ("such as playing an instrument, acting, singing, etc."). <https://wmich.edu/policies/facial-covering-mask>

Facial coverings (masks) must remain in place throughout the class. Any student who removes the mandatory facial covering (mask) during class will be required to leave the classroom immediately.

Students who are unable to wear a facial covering (mask) for medical reasons must contact Disability Services for Students (<https://wmich.edu/disabilityservices>) before they attend class.

Students are required to log into the Sindecuse Health Center patient portal and complete the daily wellness screening each day they attend class or leave their on-campus residence. **Students who upload documentation of full vaccination will no longer have to complete the daily COVID-19 health survey once their vaccination status is verified.** <https://wmich.edu/healthcenter>

Current badges will be checked daily to gain entrance to our classroom. Only those with a green badge will be admitted to the day's learning experience.

Assignments:

Assignment	Possible points
Hospital CL website review	50
Play activity - general	50
Journal article review	50
Play activity – specific	50
CL program brochure	100
Certification timeline	50
Research presentation	150
Total points possible:	500

Points	Percent	Grade
500-470	100%-94%	A
469-445	93%- 89%	BA
444-420	88%-84%	B
419-395	83%-79%	CB
394-370	78%-74%	C
369-345	73%-69%	DC
344-320	68%-64%	D
319-0	63%-0%	E

Assignment Schedule:

Week:	Topic:	Assignments:
One	Course Overview, syllabus review, what is a CCLS?	
Two	Where to find a CCLS; Role of the CCLS – Play	*Hospital CL program website review
Three	Role of the CCLS – Education/Preparation	
Four	Role of the CCLS – Procedural support/Coping	*Play activity for hospitalized children
Five	Role of the CCLS – Bereavement/Advocacy	
Six	Role of the CCLS – Other roles	*Journal article review
Seven	Importance of child life	
Eight	Becoming a CCLS; Preparing for a child life career	*Specific diagnosis play activity
Nine	ACLP Official Documents	
Ten	Helpful resources	*Brochure for a child life program
Eleven	ACLP website scavenger hunt	
Twelve	Professional Behavior	*Timeline for certification
Thirteen	Presentations	*Research presentations
Fourteen	Presentations	
Fifteen	Presentations	

Assignment Information:

Children's Hospital Website Review: Choose an unfamiliar children's hospital and carefully examine their website. What services do they provide? What makes the hospital child friendly? Would you feel comfortable as a patient there or taking a child there? What special features or programming does the hospital offer? Do you have suggestions for improvements to the website? Is the site easy to navigate (can you easily find information)? Is there any information about child life services? Paper should be 2 – 3 pages and include the link to the website.

Play activity for hospitalized child – general: Develop a play activity for a child in the hospital. Include the instructions for the play activity and a picture, if possible. What age is this activity appropriate for? Why do you think a child would enjoy this activity? How might this activity help a child in the hospital? Can you think of any possible drawbacks to facilitating this activity?

Journal article review: Please review a journal article that relates to children and healthcare. Possible sources may include (but are not limited to) Children's Health Care, Pediatric Nursing, Journal of Pediatric Psychology, or Pediatrics. Journal review should include [a](#) brief overview of concept/topic, your personal viewpoint on the topic and implications for your practice with children. Paper should be 2 pages and include a reference for the article you chose.

Play activity for hospitalized child – specific diagnosis: You will be given a specific illness or injury a child in the hospital may have and then develop an activity specifically for that child. Describe the activity and add a photo, if possible. How might play be challenging for this child? How is your activity beneficial to this child? What challenges did you face in developing this activity?

Brochure: Design a brochure for a fictitious child life program. This is a brochure that would be given to parents in a hospital to introduce child life services. Describe the child life program, benefits of child life, and services offered. Be sure the brochure is visually appealing and welcoming to the family.

Timeline: Create a personal timeline for the steps needed to become a child life specialist. Include courses necessary for certification, as well as volunteer, work, practicum, and internship opportunities.

Research Presentations: Research a topic related to children in the hospital and prepare a 10 minute PowerPoint presentation on your research. At least 3 journal articles must be utilized. PowerPoint should be at least 10 slides. Please include a slide with references. Topic choices include, but are not limited to: play in the hospital, bereaved siblings, pet therapy, parents of hospitalized children, alternative therapies (art therapy, music therapy, etc.), children and trauma, diversity in healthcare, or chronic illness in children.

If there are ever questions about the course, please feel free to reach out to me. When emailing, please include the course number in the subject line. I look forward to a great semester together.