

# FSHD 156: CHILD LIFE AND FAMILY-CENTERED CARE

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## In Workflow

1. FACS Committee Chair (shiltsm@csus.edu)
2. FACS Chair (wbuchan@csus.edu)
3. SSIS College Committee Chair (tristan.josephson@csus.edu)
4. SSIS Dean (mendriga@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (torsetj@csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Wed, 15 Sep 2021 23:05:51 GMT  
Mical Shilts (shiltsm): Approved for FACS Committee Chair
2. Fri, 17 Sep 2021 18:22:00 GMT  
Lynn Hanna (lhanna): Approved for FACS Chair
3. Wed, 20 Oct 2021 00:19:19 GMT  
Tristan Josephson (tristan.josephson): Rollback to Initiator
4. Wed, 20 Oct 2021 16:42:05 GMT  
Mical Shilts (shiltsm): Approved for FACS Committee Chair
5. Wed, 20 Oct 2021 17:46:11 GMT  
Wendy Buchan (wbuchan): Approved for FACS Chair
6. Mon, 25 Oct 2021 15:04:13 GMT  
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
7. Mon, 25 Oct 2021 16:05:40 GMT  
Marya Endriga (mendriga): Approved for SSIS Dean

## History

1. Oct 31, 2018 by 212408496
2. May 5, 2021 by Janett Torset (torsetj)

Date Submitted: Wed, 20 Oct 2021 06:58:24 GMT

**Viewing: FSHD 156 : Child Life and Family-Centered Care**

**Formerly known as: FACS 156**

**Last approved: Wed, 05 May 2021 22:52:46 GMT**

**Last edit: Mon, 25 Oct 2021 14:59:43 GMT**

Changes proposed by: Henry Gonzalez (220284962)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Lynn Hanna	lhanna@csus.edu	916-278-6420

### Catalog Title:

Child Life and Family-Centered Care

### Class Schedule Title:

Child Life/Family CenteredCare

### Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

### Academic Organization: (Department)

Family and Consumer Sciences

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Spring 2022 (2022/2023 Catalog)

**Subject Area: (prefix)**

FSHD - Family Studies and Human Development

**Catalog Number: (course number)**

156

**Course ID: (For administrative use only.)**

202561

**Units:**

3

**Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?**

No

**In what term(s) will this course typically be offered?**

Summer Only

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

We are seeking to change the course subject code from FACS to FSHD. This course is part of the curricular electives for the BS Family Studies and Human Development (FSHD). As such we want the course subject code to align with the major. When FSHD became a stand alone degree in fall 2020 and course subject codes were changed for many courses, FACS 156 was overlooked on the list due to it's typically being offered in summer rather than the academic year. No other changes are being suggested for the course.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Overview of the Child Life profession and child life practices. Focus on family-centered care for children in the healthcare environment and their families. Major course topics include: scope of practice in child life; ethical and professional practice; impact of illness, injury and health on patients and family; techniques and outcomes of preparation; therapeutic play; grief and bereavement.

**Are one or more field trips required with this course?**

Yes

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)**

This course is designed to meet the specifications set forth by the Association of Child Life Professionals (ACLP) for the child life course required for certification as a Certified Child Life Specialist (CCLS)

**Does this course have prerequisites?**

Yes

**Prerequisite:**

FACS 52 or CHDV 30 or CHDV 35 or a course in child development/human development, covering at least birth through adolescence with instructor permission.

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

Through active participation in this course, the student will be able to:

1. Describe the history and scope of the Child Life Profession
2. Demonstrate knowledge and understanding of various Child Life documents – code of ethical practice, code of professional practice, CL competencies, CL mission statement, etc.
3. Demonstrate a thorough understanding of the key principles of patient- and family-centered care
4. Describe historical and current perspectives on the rationale for preparation in the healthcare setting, and techniques and outcomes of preparation
5. Demonstrate profession-accepted preparation methods for health-care encounters and life-changing events
6. Demonstrate a thorough understanding of the therapeutic role of play in the clinical setting
7. Demonstrate emerging skills in various therapeutic play modalities
8. Explain developmental theories, systems theories, and attachment theories in relation to psychosocial treatment issues for children and families and the impact of illness, injury and health care on patients and families.
9. Explain family stress management theories in relation to issues of stress and coping for individuals and families in relation to health issues, death and dying, bereavement, and grief.
10. Demonstrate awareness of related professions and resources: social work, art therapy, music therapy, physical therapy, occupational therapy, etc.

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

1. Class participation: You are expected to attend all classes, to complete assigned readings prior to class, and to participate in class discussions and activities, including discussion board participation, kahoots and class surveys completed. 20 points [ELOs 1 – 10]
2. Written Reflections: Being reflective is a key skill for those working in the child life profession. Students will be expected to be reflective in their approach to readings, class presentations, and other assignments and to demonstrate this in written reflections. 30 points [ELOs 1 – 10]
3. Quizzes: Assessments will cover a combination of assigned readings and class presentations. Assessments are typically take-home and are announced in advance. No make-ups. 60 points [ELOs 1 – 10]

4. Journals: Students will have two off-campus field trips. Each field trip will be the basis for a two to three page journal entry. Journals may require additional reading or research on specific topics. 50 points each. 100 Points. [ELOs 3 – 10]
5. Final Quiz: Child Life professionals will work with the instructor to create authentic assessments for the final. These may take the form of oral responses to scenarios, written responses to case studies, written responses to readings, as well as more typical exam-type questions. 100 points [ELOs 1 – 10]

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

### **Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Integrative learning  
Personal and social responsibility  
Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

No

**Please attach any additional files not requested above:**

FACS 156 Syllabus - Oct 21.docx

### **Reviewer Comments:**

**Tristan Josephson (tristan.josephson) (Wed, 20 Oct 2021 00:19:19 GMT):** Rollback: Please see email dated 10/9/21 for requested changes.

**Marya Endriga (mendriga) (Mon, 25 Oct 2021 16:05:11 GMT):** This approval missed the 10/22 deadline for Subcommittee due to college level administrative error. We ask that it be included for review for the catalog. Thank you very much.

Key: 2199