

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PSYC 450

CHILDREN IN HEALTHCARE

COURSE DESCRIPTION

This course will provide a foundational knowledge of the impact of medical illness/injury on the developmental and psychosocial wellbeing of children, adolescents, and their families within health care. Students will gain an understanding of therapeutic interventions utilized to help reduce the negative impact of illness and increase the child/family's ability to cope. Core areas discussed include: psycho-education, therapeutic/supportive uses of play and expressive arts, death and dying, the health-care environment, family centered care, developmental stressors, and cultural and spiritual issues.

Successful completion of Children in Healthcare will meet the child life course criteria outlined by the Association of Child Life Professionals. Students interested in pursuing the Child Life Professional Certification Examination are responsible for meeting with the professor after the completion of the course to complete their verification form.

RATIONALE

The Children in Healthcare course will provide further study of human development, family dynamics, and clinical interventions as they relate to pediatric medical illness and injury. This course provides aspiring pediatric healthcare providers foundational tenets to address the psychosocial and developmental needs of children and families.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Identify developmental responses to illness, trauma, and death.
- B. Explain the multidimensional aspect of the healthcare continuum and its impact on patients, families, and healthcare staff.
- C. Describe developmental and psychosocial needs of children and therapeutic/educational interventions that enhance their level of coping.
- D. Explore personal bias and experiences that may impact clinical practice.
- E. Discuss the ethical, moral, and legal issues involved when providing support to families within the healthcare system.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 300 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 75 words. Any citations must be in current APA format.

- D. Site Visit

- 1. Selection and Plan

The student will submit a 1-page plan that includes the location of his/her planned site visit as well as an approach to how he/she will complete the required 15 hours for the site visit. The assignment must be in current APA format.

NOTE: Most healthcare facilities require a background check and other time sensitive requirements before beginning volunteer hours. It is imperative that you identify a site as soon as possible to meet all requirements.

- 2. Journals (3)

The student is required to complete a minimum of 15 observation hours at a pediatric healthcare site with a psychosocial staff member. The student will complete 3 journals describing his/her experience and any clinical implications from course material observed at the site. Each journal must be a minimum of 500 words. An alternative journal assignment will be provided for students who are unable to commit to completing 15 hours. All references must be cited in current APA format.

E. Healthcare Presentation

1. Topic Selection

The student will submit a list of 3 topics, in order of interest, from the provided list of healthcare topics. The instructor will choose and approve a topic from the student's list.

2. References

The student will submit a reference page of at least 6 references in addition to the course textbook and material. Each article must include a paragraph describing the clinical implications related to the topic. The reference page must follow current APA format.

3. Final

The student will create a PowerPoint presentation on a selected topic from a provided list dealing with children in healthcare. The presentation must contain 13–17 slides, not including an updated reference page. A minimum of 6 scholarly references in current APA format, in addition to the course textbook and Bible, must be included.

F. Exams (2)

Each exam will cover the Reading & Study material for the previous and assigned modules/weeks. Each exam will be open-book/open-notes. Each exam will contain 60 multiple-choice and true/false questions and 2 essay questions. The exams have a time limit of 1 hour and 45 minutes. Each essay response should have a minimum of 250 words.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 30 pts ea)	150
Site Visit	
Selection and Plan	25
Journals (3 at 80 pts ea)	240
Healthcare Presentation	
Topic Selection	10
References	25
Final	150
Exams	
Midterm	200
Final	200
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

PSYC 450

Textbooks: Rollins et al. *Meeting Children's Psychosocial Needs Across the Health-Care Continuum*. (2018).

Child Life Council. *The Official Documents of the Child Life Council*. (2011).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Rollins et al.: chs. 1–2 2 presentations 1 website	Course Requirements Checklist Class Introductions DB Forum 1 Site Visit Selection and Plan	10 0 30 25
2	Rollins et al.: chs. 3–4 2 presentations	DB Forum 2	30
3	Rollins et al.: chs. 5–6 3 presentations 1 website	DB Forum 3 Health Care Presentation Topic Selection	30 10
4	Rollins et al.: ch. 7 3 presentations	Site Visit Journal 1 Midterm Exam	80 200
5	Rollins et al.: chs. 8–9 2 presentations 1 website	Site Visit Journal 2 Health Care Presentation References	80 25
6	Rollins et al.: chs. 10–11 2 presentations 1 website	DB Forum 4 Site Visit Journal 3	30 80
7	Rollins et al.: ch. 12 1 presentation	DB Forum 5 Healthcare Presentation Final	30 150
8	Rollins et al.: ch 13 3 presentations 1 website	Final Exam	200
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.