CHILD LIFE SPECIALIST (CHLS)

Courses

CHLS 501. Hospitalized Infant and Toddler Development. 3 Units.
Emphasizes the development of infants and toddlers in the hospital setting. Presents theory and research findings regarding socialization, emotional development, and temperament. Focuses on working with this specific population in the health-care system and exposes students to practical interventions and activities. Discusses bereavement topics, appropriate health, safety, and nutritional practices. Provides tools to develop competencies and skills necessary to effectively work with infants and toddlers.

CHLS 502. Child Life Seminar. 2 Units.
Develops a child life specialist identity through readings, presentations, and discussion of child life history and practice. Reviews child growth and development theories. Encourages application for student membership in professional organizations, such as the Child Life Council. Reviews standards of clinical practice using the clinical documents of the Child Life Council.

CHLS 503. Child Life Seminar. 3 Units.

CHLS 504. Child Life Administration and Program Development. 3 Units.
Introduces students to the history and development of the child life profession. Health-care environment, administrative issues, program development, and outcome assessment process. Develops competencies and skills necessary to effectively administer a child life program.

CHLS 505. Cross-Cultural Perspectives in Health Care. 3 Units.
Introduces students to the diversity of cultures and the powerful impact diversity has on the delivery of health-care services. Explores specific characteristics regarding the composition, cultural aspects, and unique health-care issues faced by African Americans, Asian Americans/Pacific Islanders, Hispanics/Latinos, and American Indians/Alaskan Natives. Enhances students’ understanding of human differences, preferences, biases, and stereotypes; and fosters development of the awareness, sensitivity, knowledge, and competence required to affirm diversity in health-care and practice settings.

CHLS 506. Therapeutic Play for Children Affected by Illness and Injury. 3 Units.
Teaches the developmental aspects of play therapy, in collaboration with the developmental stages of the child/teen and family in the context of a health-care setting. Provides student with an experiential understanding of play therapy, recreation therapy, education, and practice.

CHLS 507A. Aspects of Illness and Disease. 3 Units.
Teaches the child life student about the childhood disease process and describes the pathophysiology, symptoms, diagnostic testing, and treatment of disease. How disease affects the child and family’s behavioral, social, and emotional development and coping strategies. Prerequisite: CHLS 507B.

CHLS 507B. Aspects of Illness and Disease. 3 Units.
Focuses on childhood disease process and describes the pathophysiology, symptoms, diagnostic testing, and treatment of disease. Discusses how disease affects the child and family’s behavioral, social, and emotional development and coping strategies. Prerequisite: CHLS 507A.

CHLS 508. Grief and Loss. 3 Units.
Promotes understanding of various theories, and practices specific interventions that assist hospitalized children/teens or adult family members when they encounter issues of death, loss and/or grief. Students examine how these issues affect them personally and professionally; and describe their own epistemology regarding death, loss and grief. Examines these issues from a family-system’s perspective in a hospital setting.

CHLS 509. Child Life Assessment. 3 Units.
Orients students to child life in hospitals and other health-care environments. Gives attention to stress and coping assessment, along with other interventions used to assist patients and families. Examines additional interventions and significant variables, such as providing emotional support for families and encouraging optimum development of children facing a broad range of challenging experiences. Addresses roles and responsibilities of membership on an interdisciplinary team of health professionals, as well as requirements for professional standards of practice.

CHLS 500. Child Life Theory and Practice. 3 Units.
Examines children and their families in a health care setting from the perspective of a child life specialist. Demonstrates the role of the child life specialist in minimizing the stress and anxiety experienced during hospitalization. Focuses on educational and play components, as well as the general support and scope of practice that are unique to the field of child life.

CHLS 600. Child Life Internship and Supervision I. 3,4 Units.
While accumulating the hours required by the Child Life Council to establish eligibility for the certification examination, students work with children, youth, teens, and their families in a hospital and/or related setting under the supervision of a certified child life specialist. Gives special attention to legal, ethical, moral, educational, cultural, spiritual, and gender issues in the clinical internship. 3 units (250 hours) required for students under pre-2014-2015 catalogs; 4 units (300 hours) required for students beginning with the 2014-2015 catalog. Prerequisite: CHLS 608.

CHLS 605. Child Life Internship and Supervision II. 3,4 Units.
While accumulating the hours required by the Child Life Council to establish eligibility for the certification examination, students work with children, youth, teens, and their families in a hospital and/or related setting under the supervision of a certified child life specialist. Gives special attention to legal, ethical, moral, educational, cultural, spiritual, and gender issues in the clinical internship. 3 units (250 hours) required for students under pre-2014-2015 catalogs; 4 units (300 hours) required for students beginning with the 2014-2015 catalog. Prerequisites: CHLS 608.

CHLS 606. Parenting Medically Fragile Children. 3 Units.
Introduces students to parenting issues related to the medically fragile child. Provides knowledge of theories, techniques, skills, available community resources, and legal and ethical considerations that pertain to this specific group.
CHLS 607. Child Life Professional. 3 Units.
Prepares students for entering the professional field of child life by
demonstrating clinical assessment, documentation, and skills related to
child life practice. Includes application of ethical principles, as well as
issues of professionalism. Requires a 100-hour practicum.

CHLS 608. Child Life Practicum. 1 Unit.
Students carry out assigned playroom duties: supervise activities that
foster creativity, divert patients from stress and worry, and normalize
their environment; and provide opportunities for patients and families
to socialize and engage in developmentally appropriate activities.
Students assist with bedside interaction and interventions and assist
staff with escorting patients to other locations of the hospital for special
programming.

CHLS 609. Global Practice: Child Life Specialist. 2 Units.
Introduces students to child life practice in a global context. Examines
the ethical and practice issues associated with delivery of pediatric
psychosocial services in health-care systems in underdeveloped and
developed environments. Gives critical attention to issues of pediatric
and adolescent growth and development, family-centered care, grief and
loss, and advocacy. Shares models for learning and collaboration within
the context of health-care delivery. Prerequisite: CHLS 502.

CHLS 694. Directed Study: Child Life Specialist. 1-4 Units.
Individual study in areas of special interest concerning the pediatric
patient and family. May be repeated for credit at the discretion of the
faculty.