

## DEFINITION

*These are the minimum requirements for approval. Individual undergraduate certificates may have additional requirements.*

An undergraduate certificate is a programmatic or linked series of courses from a single field or one that crosses disciplinary boundaries and may be free-standing or affiliated with a degree program. The certificate provides a structured and focused set of courses that can be used to enhance a student's baccalaureate experience or professional development. There will be a Mandatory Review of all certificates every five years.

An undergraduate certificate program:

- Requires a minimum of 15 semester hours of which at least 12 semester hours must be upper division
- Requires a minimum grade of "C" or better for all upper division courses
- *Consists of courses that must directly relate in whole or large part to the purpose of the certificate. Example: Geographic area certificates must include only courses specific to the title of the certificate, other than a non-English language*
- Is cross disciplinary; or,
  - Certified by a professional or accredited organization/governmental agency; or,
  - Clearly leads to advanced specialization in a field; or,
  - Is granted to a program that does not currently have a major

## PROPOSAL PROCEDURES CHECKLIST

Before academic units can advertise undergraduate certificates or include them in their offerings as described in the university catalogs, they must be recommended for approval by the Curriculum and Academic Programs Committee and Academic Senate, and approved by the appropriate Vice Provost.

A complete proposal should include:

1. Justification for the request for Certificate approval. Why should this be a certificate rather than a concentration or a minor, since certificates, by definition, are interdisciplinary, they could not be minors or concentrations, which are housed in disciplines. This proposed certificate (check one):
- Is cross disciplinary; or,
  - Is certified by a professional or accredited organization/governmental agency; or,
  - Clearly leads to advanced specialization in a field; or,
  - Is granted to a program that does not currently have a major.

Justification: Child Life Specialists are experts in child development who promote effective coping among children who face challenges related to healthcare and hospitalization. In addition, Child Life Specialists play a role in educating caregivers about the needs of children under stress, thereby providing guidance for parents as their children confront health issues. Child Life Specialist can be considered a career choice; employment opportunities for Child Life Specialists exist both locally and nationally at hospitals and related health facilities. Not surprisingly, undergraduate students frequently express an interest in pursuing Child Life as a career. Requests for training in this area often originate from students majoring in Family & Human Development, students taking courses to fulfill the concentration in Recreational Therapy, and students interested in healthcare professions that serve children.

In spite of the employment opportunities and strong student interest, training in Child Life does not exist in Arizona. It is our belief that a unique combination of undergraduate coursework in Child Development (offered by the School of Social & Family Dynamics) and Recreational Therapy (offered by the School of Community Resources & Development) can be used to create a certificate that will allow students to pursue careers in this field. Specifically, the certificate we propose is designed to (a) help students

prepare for the national qualifying Child Life exam, (b) provide them with a supervised practicum that will increase their competitiveness for post-Bachelor Child Life internships, and (c) give them guidance and direction toward future employment as a Child Life Specialist. This certificate will assist students in meeting a portion of the national certification exam eligibility requirements outlined by the Child Life Council. **Obtaining the ASU certificate alone does NOT qualify one to practice as a Child Life Specialist.**

- 2. A supporting letter from the chair of each of the academic units verifying that:
  - A. The proposed certificate has been reviewed and has received faculty approval through appropriate governance procedures in the units concerned.
  - B. The units have the resources to support the certificate as presented in the proposal, without impacting core course resources.
- 3. A supporting letter from the *sponsoring departments and supervising dean(s)* verifying that the certificate has been reviewed and has received approval through appropriate governance procedures in the college(s).
- 4. If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.
- 5. A statement concerning the need or demand for the program (student/community/market).
- 6. A description of each units' strengths in relation to the proposed certificate.
  - Who are the primary faculty participants? *Include full name, title/rank (faculty, lecturer, etc.)*
  - How does the certificate fit with their areas?
  - Who are the supporting faculty?
- 7. Procedures and qualifications for admissions to the certificate program.
- 8. A minimum residency requirement: How many hours of the certificate must be ASU credit?
- 9. A description of the requirements for this certificate illustrated with one or more model programs of study. Be specific in listing required courses as well as electives and specify the total minimum number of hours required for the certificate.
- 10. A description of advising procedures as well as measures for verification of completion of the certificate.
- 11. A description of the administration of the new certificate.
  - How many students will be admitted?
  - Are any new courses required? If so, provide course syllabi and Proposal for Curriculum Action forms.
  - How will the certificate program be governed/administered?
  - What are the budgetary implications, e.g., will library and other forms of academic support resources, equipment, space and personnel services be needed? Specify the source for any additional resources.
  - How will student recruiting be funded and staffed?
  - Provide a procedure to check student transcripts and notify the registrar's Graduation Office so that the certificate appears on the transcript including the correct title.

OFFICE OF THE EXECUTIVE VICE  
PRESIDENT AND PROVOST OF  
THE UNIVERSITY

- 12. A completed Appendix document. This information is to be used during the implementation phase to ensure this program appears correctly and completely on Degree Search.
- 13. Attach other information that will be useful to the review committees and the Office of the Provost.

**APPENDIX - PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE CERTIFICATE**

(This information is used to populate the [Degree Search](#)/catalog website.  
Please consider the student audience in creating your text.)

**1. Program Description (150 words maximum)**

The Child Life Certificate is designed to: (a) Help students prepare for the national qualifying Child Life exam; (b) Provide students with a supervised practicum that will increase their competitiveness for post-Bachelor Child Life internships; and (c) Give students guidance and direction toward future employment as a Child Life Specialist. Students will take coursework in both the School of Social and Family Dynamics and the School of Community Resources and Development. This certificate will assist students in meeting a portion of the national certification exam eligibility requirements outlined by the Child Life Council. Obtaining the ASU Child Life Certificate alone does not, however, qualify one to practice as a Child Life Specialist.

**2. Contact and Support Information**

Office Location (Building & Room): F. Scott Christopher; Cowden 120B

Campus Telephone Number: (480) 965-0354

Program email address: [Scott.Christopher@asu.edu](mailto:Scott.Christopher@asu.edu) until the program is approved – we would develop a separate email address at that time.

Program website address: [ssfd.asu.edu](http://ssfd.asu.edu) – This will contains links to a separate website that will be developed once the certificate is approved.

**3. Program Requirements:** Provide applicable information regarding the degree such as curricular restrictions or requirements, specific course lists, or academic retention requirements.

The Child Life Council, a national organization, establishes the requirements for national certification of Child Life Specialists (requires a minimum of a Bachelors degree and completion of a supervised post-Bachelors Child Life Internship). We have identified specific courses in both disciplines which allowed students to be trained in the curricular areas covered by the exam (see attached). The Child Life Certificate program at ASU, therefore, will significantly assist students in meeting the eligibility requirements required by the Child Life Council. To this end, students enrolled in the certificate will be required to complete the following existing courses. All of courses required by the certificate (existing and new) must be completed at ASU although transfer courses can meet the proposed prerequisites.

- 3 Credits – CDE 337 Early Childhood Intervention
- 3 Credits – PRM 364 Foundation in Therapeutic Recreation
- 3 Credits – PRM 460 Assessment and Documentation
- 3 Credits – PRM 406 Program Design and Evaluation

In addition, we identified 3 new courses that will be developed. One of these will be offered by SSFD while two of these will be offered by SCFD

- 3 Credits – CDE 450 – Child Dysfunction in the Family
- 3 Credits – PRM 384 – Play in Child Life
- 3 Credits – PRM 450 – Child Life Practicum

**4. Additional Admission Requirements** If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

Students who are interested in the Child Life Certificate must complete two prerequisites before applying for the program. First, we propose that CDE 232 – Human Development (or its equivalent) serve as a prerequisite for the certificate and students will be required to have completed this course with a final grade of a B (3.00) or higher. Our reasoning is twofold. First, we hold that it is important that students be exposed to the concepts of human development prior to investing their time and money in the certificate program. Second, a grade of a B or higher will serve as one indicant of academic ability of the students.

For the second prerequisite, we expect applicants to have extensive firsthand experience working with children. Students who lack this experience will be required to take CDE 338 – Child Development Practicum which will allow students to work with children in SSFD’s Child Development Lab. We offer that it is best that students have direct experience working with children before entering into a certificate program where they will be required to be a contributing member of an intervention team with variety of children suffering from a range of health problems. To this end, students will be asked to detail their previous experience with children on their applications to the certificate program.

In addition, students applying for the program would be required to have a minimum GPA of 3.00 for students applying for the certificate. We realize that this is higher than most certificate programs. However, we believe a higher standard is called for given (a) the rigor and knowledge required for graduates taking the national certification of Child Life Specialists examination, and (b) the expectations for professionals working in the medical field.

## **Proposal for Certificate in Child Life**

### **Proposal Committee**

#### **School of Social & Family Dynamics**

F. Scott Christopher, Ph.D.  
Professor, Director of Undergraduate Studies

Alyson Shapiro, Ph.D.  
Assistant Professor

#### **School of Community Resources & Development**

Kathleen Andereck, Ph.D.  
Professor and Director of SCRD

Kelly Ramella, M.A.  
Assistant Instructional Professional

### **Justification/Need**

Child Life Specialists are experts in child development who promote effective coping among children who face challenges related to healthcare and hospitalization. In addition, Child Life Specialists play a role in educating caregivers about the needs of children under stress, thereby providing guidance for parents as their children confront health issues. Child Life Specialist can be considered a career choice; employment opportunities for Child Life Specialists exist both locally and nationally at hospitals and related health facilities. Not surprisingly, undergraduate students frequently express an interest in pursuing Child Life as a career. Requests for training in this area often originate from students majoring in Family & Human Development, students taking courses to fulfill the concentration in Recreational Therapy, and students interested in healthcare professions that serve children.

In spite of the employment opportunities and strong student interest, training in Child Life does not exist in Arizona. It is our belief that a unique combination of undergraduate coursework in Child Development (offered by the School of Social & Family Dynamics) and Recreational Therapy (offered by the School of Community Resources & Development) can be used to create a certificate that will allow students to pursue careers in this field. Specifically, the certificate we propose is designed to (a) help students prepare for the national qualifying Child Life exam, (b) provide them with a supervised practicum that will increase their competitiveness for post-Bachelor Child Life internships, and (c) give them guidance and direction toward future employment as a Child Life Specialist. This certificate will assist students in meeting a portion of the national certification exam eligibility requirements outlined by the Child Life Council.

**Obtaining the ASU certificate alone does NOT qualify one to practice as a Child Life Specialist.**

### **Complementing Degree Programs**

Students majoring in Human Development & the Family receive a solid foundation in child development and family life. They do not, however, receive training in intervention as part of their major. Alternatively, students pursuing a concentration in Recreational Therapy receive training in intervention, but lack in-depth training in child and family development. Students from both academic disciplines, therefore, will benefit from enrolling in this certificate as the coursework required by the certificate will capitalize on the strengths of both programs. This cross-disciplinary approach will result in students receiving training from both disciplines, and will allow them to pursue a career in Child Life.

### **Number of Students**

We anticipate initial enrollment of 15 students a year across the two majors given the interest expressed by students enrolled in both discipline areas.

### **Administration/Governance**

Two faculty will coordinate the program with one faculty member overseeing students in their respective major. Dr. Alyson Shapiro (Assistant Professor – SSFD) will serve this in this capacity in SSFD and Ms. Kelly Ramella (Assistant Instructional Professional) will serve in this capacity in the School of Community Resources and Development. These two faculty are natural choices to serve in this capacity. Alyson Shapiro's training is in Developmental Psychology with an emphasis in Child Clinical Psychology, while Kelly Ramella's training is in Recreational Therapy. Both faculty members currently supervise student internships in their respective area. Thus, they are familiar with the community agencies that can serve as possible practicum sites for the students enrolled in the certificate.

In addition, advisors in both majors will play a strong role in guiding students into the certificate program as they explore career choices with students, and will ensure that students choose appropriate courses.

Finally, a community-based Advisory Board will be utilized as consultants to the certificate program. An Advisory Committee of six currently practicing Child Life Specialists was formed to help develop this proposal. It is expected that these individuals will become members of the Advisory Board once the certificate program is approved. The Child Life Specialists presently serving in this capacity represent Cordon Children's Hospital, Children's Rehabilitation Services, Phoenix Children's Hospital, Scottsdale Healthcare Shea, and Ryan House.

### **Student Recruitment**

A multidimensional approach will be taken to recruit students to the Child Life Certificate program that will include the following steps.

- An electronic announcement will be sent to all SSFD and SCRD majors once the certificate is approved.
- The SSFD and the SCRD websites will add links to web pages that will describe the certificate to interested students.
- Students will be informed of the certificate when they initially declare a major in either SSFD or SCRD.
- SSFD and SCRD advisors will make students aware of the certificate when they explore possible careers with students.

Given that all of these utilize existing resources, funding will not be needed to aid recruitment for the certificate.

### **Admissions**

Applications to the program must be completed in either the fall or spring semesters. Applications will be evaluated by Alyson Shapiro (SSFD) and Kelly Ramella (SCRD) to ensure that applicants meet the minimum prerequisites and qualifications set forth below. These faculty may consult with Scott Christopher (SSFD Director of Undergraduate Studies), Kathleen

Andereck (Director of SCRD), or members of the Advisory Board when making final acceptance decisions.

### **Prerequisites & Qualifications**

Students who are interested in the Child Life Certificate must complete two prerequisites before applying for the program. First, we propose that CDE 232 – Human Development (or its equivalent) serve as a prerequisite for the certificate and students will be required to have completed this course with a final grade of a B (3.00) or higher. Our reasoning is twofold. First, we hold that it is important that students be exposed to the concepts of human development prior to investing their time and money in the certificate program. Second, a grade of a B or higher will serve as one indicant of academic ability of the students.

For the second prerequisite, we expect applicants to have extensive firsthand experience working with children. Students who lack this experience will be required to take CDE 338 – Child Development Practicum which will allow students to work with children in SSFD’s Child Development Lab. We offer that it is best that students have direct experience working with children before entering into a certificate program where they will be required to be a contributing member of an intervention team with variety of children suffering from a range of health problems. To this end, students will be asked to detail their previous experience with children on their applications to the certificate program.

In addition, students applying for the program would be required to have a minimum GPA of 3.00 for students applying for the certificate. We realize that this is higher than most certificate programs. However, we believe a higher standard is called for given (a) the rigor and knowledge required for graduates taking the national certification of Child Life Specialists examination, and (b) the expectations for professionals working in the medical field.

### **Certificate Curriculum**

The Child Life Council, a national organization, establishes the requirements for national certification of Child Life Specialists (requires a minimum of a Bachelors degree and completion of a supervised post-Bachelors Child Life Internship). We have identified specific courses in both disciplines which allowed students to be trained in the curricular areas covered by the exam (see attached). The Child Life Certificate program at ASU, therefore, will significantly assist students in meeting the eligibility requirements required by the Child Life Council. To this end, students enrolled in the certificate will be required to complete the following existing courses. All of courses required by the certificate (existing and new) must be completed at ASU although transfer courses can meet the proposed prerequisites.

3 Credits – CDE 337 Early Childhood Intervention

3 Credits – PRM 364 Foundation in Therapeutic Recreation

3 Credits – PRM 460 Assessment and Documentations

3 Credits – PRM 406 Program Design and Evaluation

In addition, we identified 3 new courses that will be developed. One of these will be offered by SSFD while two of these will be offered by SCFD



3 Credits – CDE 450 – Child Dysfunction in the Family

3 Credits – PRM 384 – Play in Child Life

3 Credits – PRM 450 – Child Life Practicum

21 Credits Total for the Certificate

*Child Dysfunction in the Family* (CDE 450 – syllabus attached) will cover issues related to children’s dysfunction as identified in the current Diagnostic and Statistics Manual (DSM IV) but with a strong emphasis on a family system context. The purpose of this course will be to familiarize students with the nomenclature used in the DSM IV and to help them understand the family dynamics involved with child dysfunction. Although Child Life Specialists do not perform psychiatric diagnostic evaluations, they are required to have a working knowledge of the child and family dysfunction in order to pass the national qualifying exam, to be contributing members of intervention teams, and to help parents understand diagnoses when applicable. This course will be taught by Dr. Rajni Nair (a Lecturer in the School of Letters & Sciences). Dr. Nair has a Masters of Marriage and Family Therapy and a Doctorate in Family & Human Development. Her strong background in child development and family interaction, paired with her clinical experience, makes her qualified on a number of levels to teach this course.

*Play in Child Life* (PRM 384 – syllabus attached) will provide an in depth study of the techniques, principles and theories of play applied in Child Life practice. The course will help students understand how play techniques enhance healing, growth and development with children and families. Students will learn the foundations of Child Life practice, with an emphasis on play methods used to address health and wellness goals identified for infants, children, youth and families will be studied. This course will be taught by Kelly Ramella. Her back ground in Recreational Therapy and her training in Child Life makes her very qualified to teach this course.

We envision that both courses will have attractions to students beyond those enrolled in the certificate. They could be used to help fulfill “elective” requirements for students in either major. Thus we propose that these courses be available to other students, but that a certain number of “seats” be reserved for certificate students.

One of the purposes of the *Child Life Practicum* (PRM 450) is to prepare students for Child Life Internships once they graduate. Child Life Internships are typically competitive and require applicants to have their Bachelors as well as extensive experience working with children in a health care setting. Thus, the practicum will be structured so that students’ potential for successfully competing for these internships will be maximized. Although students’ practicum experiences will vary somewhat across health care settings, students and the Child Life Specialists who will oversee them, will be provided with the following list of recommendations (developed in conjunction with our Advisory Board):

- Students will keep a journal of their experiences throughout the semester.
- Students will complete written observations of (a) the general developmental abilities of a child and (b) a parent-child interaction.

- Students will also develop a Child Life activity plan for a patient (rationale, goals, for a general play session in the playroom), and create a bedside activity plan (rationale, goals, for a general play session in the playroom).
- Students will complete a short paper on a diagnosis/condition related to children.
- Practicum experiences will include critiquing students' resume, developing strategies for searching for an internship, and practicing interviewing for an internship.
- Both the student and the Child Life Specialist supervising the student will complete evaluations of their practicum at the end of the semester.

It is expected that students will take the practicum after completing most of the courses required for the certificate. This course will be taught by Kelly Ramella.

The attached programs of study show how SSFD and SCRD majors would matriculate through their degree while completing the requirements of their degree.

### **Resources/Budget**

We are not requesting new fees for the program. Advisors from both SSFD and SCRD will use checklists to help students identify courses they will need to complete the certificate. Student enrollments in the courses that are regularly offered will see only a minimum increase as majors from both areas already enroll in these when they are offered. In addition, course responsibilities for Kelly Ramella and Rajni Nair will be shifted so that they can develop and teach the new courses.

### **Completion of the Certificate**

Once approved the new certificate will be entered into DARS and this will be used by the Registrar's office to note the completion of the certificate requirements.

# **Child Dysfunction in the Family**

## **Arizona State University**

### **CDE 450**

**Instructor:** Dr. Rajni Nair

E-mail: rajni25@asu.edu

Office hours: To be determined

#### **Course Description**

This course will provide a focused study of the development of dysfunction within the family context. Other contextual influences will also be considered including peers, schools, and culture in which families are embedded. To fulfill this goal, we will discuss what is “normal” versus “abnormal”, and integrate research and theory regarding family dynamics with dysfunction as classified using the diagnostic classification system developed by the American Psychological Association (outlined in the DSM-IV). The course will also provide an introduction to the area of Infant Mental Health, and address issues of early classification of mental difficulties. Issues related to child death and bereavement in the family will also be introduced and discussed. Although this is not a “therapy” course, we will also touch on methods of treating infants, children, and families.

#### **Learning Outcomes**

- Understand basic concepts diagnoses and theories related to normative and non-normative family relationships
- Utilize a systems view to analyze family dynamics and develop intervention strategies for family experiencing dysfunction
- Integrate systemic understanding of family dysfunction with the traditional medical model of psychopathology (i.e. DSM IV)
- Learn to role of culture, ethnicity, and other factors related to diversity in both assessment and intervention in family dysfunction
- Be familiar with the recent research in the area of family dysfunction and intervention
- Develop a thorough understanding of stress and coping in the family context with a focus on child death and bereavement

#### **Textbooks and supplemental readings**

*Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV)*, by the American Psychiatric Association (1994). Washington DC: American Psychological Association.

Families, Children, and the Development of Dysfunction, by Mark R. Dadds. *Developmental Clinical Psychology and Psychiatry, volume 32* (1995). London, United Kingdom: Sage Publications.

Online Readings: There will be additional required and supplemental reading materials throughout the semester which will be available on the Blackboard course website including:

- Recommendations from the American Pediatrics Association on talking with children regarding grief.
- An introduction to Infant Mental Health (clarification of definitions and therapeutic approach).

### **Recommended supplemental readings**

*Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, Revised (DC:0-3R)*, by the Zero to Three Diagnostic Classification Task Force (2005). Zero to Three press.

*How Do We Tell the Children? A step-by-step guide for helping children two to teen cope when someone dies* (3<sup>rd</sup> Ed.) by D. Schaefer and C. Lyons (2001). New York: Newmarket Press.

*Talking with Children about Loss* by M. Trazzi (1999). New York: Penguin Putnam Inc.

### **Course Website**

To access the course website, visit <http://myasucourses.asu.edu/> and login using your ASURITE login and password. Announcements and to course materials will regularly be updated.

### **Course Prerequisite**

You must have taken CDE 232, Psych. 101, SOC 101 or equivalent before you can take this course.

### **Statement of Academic Integrity**

Arizona State University has a strict academic honest policy. Cheating, plagiarism, or any act of dishonesty will not be tolerated. Violating academic integrity is considered a serious offense by the University and is treated accordingly. Students are expected to abide by the ASU Student Code of Conduct. All students should visit the following website to review ASU's Academic Integrity Policy and actions needed to avoid plagiarism <http://provost.asu.edu/academicintegrity>.

### **Confidentiality**

An atmosphere of mutual respect is considered essential for discussion of issues related to child and family dysfunction. Thus, students are expected to be respectful of the contributions to discussions made by their fellow students, and to keep any information disclosed confidential (not to share information that could identify someone with people outside the class). The instructor will also keep information disclosed confidential with the exception of reports of crimes or indications of potential harm to self (such as suicidal intentions) or others (such as child abuse), which the instructor would be obligated to report.

### **Course Requirements**

Students are responsible for attending class and learning the material presented during lectures, class discussion, and in assigned readings. You also are responsible for keeping yourselves informed of any changes that are announced in class and on the Blackboard course website. Reading assignments should be completed before class on the dates indicated on the syllabus.

**Exams:** There will be three exams, each worth **100 points**. Exams will cover topics from lectures, readings, videos and discussions, and will contain questions that require you to integrate material. No make-up exams will be given unless previously arranged with the instructor. In order to take a make-up exam, you must provide written proof of physical illness, injury or hospitalization, or of a family or personal emergency. Students must receive authorization from the instructor to take an exam at an alternate time before the test day and time.

**Written Case Analysis:** The one paper assignment is to write a case analysis of a child with some type of dysfunction. The case analysis should include: a brief description of the child, the nature of the dysfunction that brought him/her in for treatment, a diagnosis (reflecting classifications made or not made on all axes), and a description of the family dynamics that may be related to onset and persistence of the identified dysfunction. The case analysis is worth **80 points** and is due BOTH in class (hard copy) AND on the Blackboard website (electronic copy) to be submitted through Safe Assignment. Late papers will result in dropped grades and will not be accepted more than two days late. Extensions on the assignment due date will only be given in cases of documented illness, injury or other extenuating circumstances. It is strongly recommended that you also keep a copy of the assignment in case of unexpected loss. Detailed information about requirements of this assignment will be posted on the Blackboard course website.

**In-class Assignments:** There will be several assignments to be completed during class related to discussion topics. These assignments are designed such that carrying out instructions will result in full credit. In-class assignments are worth a total of **20 points** towards your total grade. There will be one extra assignment conducted during the semester so that if you miss one you may still earn 20 points.

**Attendance:** While attendance is not mandatory, it will impact your overall performance in the course (i.e., through in-class assignments and material that is only covered in lecture).

**ASU Incomplete policy:** A grade of “I” (incomplete) is given by the instructor only when a student doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control.

**Disability Accommodations:** If you are a disabled student in need of special arrangements for exams and/or homework, we will do all we can to help. However, you will first need to bring a letter from the Disability Resources Center: 480-965-1234 (Voice) 480-965-9000 (TTY).

**Grades:** Based on the above items, students can earn **400 points total**. Grades will be determined according to the grad breakdown in the table below:

%	Grade
98-100	A+
94-97	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
70-79	C
60-69	D

Below 60	E
----------	---

### Course Schedule\*

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings &amp; Due Dates</u>
1		Introduction	Dadds chapter 1
		Family and Psychopathology	Dadds chapter 1
2		Family and Psychopathology (continued)	Dadds chapter 2
		Introduction to DSM and multi-axis classification	DSM-IV use of manual (1 – 11); multi-axial assessment (p. 25-36)
3		Issues related to diagnosis of child psychopathology	Dadds chapter 3
		Risk factors related to the development of dysfunction	Dadds chapter 4
4		<b>Exam 1</b>	
		Mental Retardation	DSM-IV, Disorders usually first diagnosed in Infancy, Childhood or Adolescence (p. 39 – 42)
5		Learning and communication disorders	DSM-IV (p. 46-65)
		Autism spectrum and TIC disorders	DSM-IV (p. 65 – 77; 100-105)
6		ADHD/ADD	DSM-IV (p. 78 - 94)
		Enuresis and other elimination disorders	DSM-IV (p. 106 – 108)
7		Eating disorders (infancy, childhood, & adolescence)	DSM-IV (p. 94 – 98; 539 – 550)
		Depression	DSM-IV Mood Disorders (p. 317 – 375); Dadds chapter 7 (p. 73 – 75)
8		Externalizing problems (conduct disorder & oppositional defiant disorder)	DSM-IV (p. 85 - 94); Dadds chapter 7 (p. 76-78)
		Anxiety disorders	DSM-IV (p. 394 - 444); Dadds chapter 7 (p. 78-80)
9		Somatic problems	DSM-IV (p. 445 - 468); Dadds chapter 7 (p. 80-85)
		Substance use disorders	DSM-IV (p. 175 - 270)
10		<b>Exam 2</b>	
		Personality disorders	DSM-IV (p. 629 - 650)
11		Personality disorders (continued)	DSM-IV (p. 650 - 673)
		Psychotic disorders	DSM-IV (p. 273 - 290)
12		Psychotic disorders (continued)	DSM-IV (p. 290 - 315)
		Infant Mental Health	ONLINE READING: Infant Mental Health

			concepts <b>Case Analysis writing assignment due</b>
13		Infant Mental Health and early diagnosis	ONLINE READING and Supplemental readings: DC 0-3
		Reactive Attachment Disorder	DSM-IV (p. 110 – 114; 116 - 118)
14		Issues related to child chronic illness, death and dying	ONLINE READING: APA recommendations regarding child bereavement
		Child bereavement and & understanding of death	ONLINE READING: APA recommendations Supplemental readings: Trazzi; Schaefer & Lyons
15		Child bereavement and understanding of death	Supplemental readings: Trazzi; Schaefer & Lyons
		Child Treatment and Family Therapy	Dadds chapter 8
16		Conclusions and Future Directions	Dadds chapter 9
		<b>Exam 3</b>	

\* The instructor reserves the right to make changes to the course schedule as necessary.

## **School of Community Resources and Development**

### **Child Life Practicum – PRM 384**

**Instructor:** Kelly Ramella, MA, CTRS  
E-mail: kelly.ramella@asu.edu  
Office: UCENT 580 G  
Office phone: (602) 496-0158  
Office hours: by appointment

#### **Catalog description:**

The course facilitates a structured clinical experience for students in a practice setting. The practicum consists of 40-50 contact hours (per course credit hour) of clinical experience under the supervision of a Certified Child Life Specialist (CCLS). It combines clinical field exposure with classroom instruction to maximize understanding and skill mastery.

Permission of instructor required.

#### **Course description:**

Practicum provides an opportunity for students to apply concepts and theories learned in classes, and assess employment opportunities in Child Life Therapy. The practicum program is based on the premise that learning occurs through experience as well as from books and in the classroom. The practicum program includes both a work component and an academic component. The work component, including the responsibilities and work hours of the intern, and is to be arranged between the intern and the sponsoring community agency (40-50 hours per credit hour). The academic component of the practicum consists of participation in a seminar and completion of course assignments that are designed to complement the practicum field work experience.

#### **Textbook**

*Meeting Children's Psychosocial Needs across the Health Care Continuum* by Rollins, K.A., Bolig, R. and Mahan, C.C. (2005) Austin, Texas: PRO-ED, Inc.

#### **Learning Outcomes**

- Observe the child/family interactions in order to obtain objective data.
- Identify developmental issues in order to plan appropriate interventions.
- Provide developmentally appropriate support to the child and family during challenging situations in order to promote adjustment and coping.
- Facilitate and play in order to encourage expression, process information, and promote development.
- Provide opportunities for families life experiences in order to promote continuity in the child's environment.
- Learn to advocate to multidisciplinary team members in order to promote collaboration, foster family centered care and maximize positive outcomes.
- Participate in the planning, evaluation, and improvement of programs in order to ensure quality services.



### Online Readings

There will be additional required and supplemental reading materials throughout the semester which will be available on the course Blackboard website.

### Practicum requirements

1. **Initial Paperwork and forms.** A completed and signed copy of the following forms is required: 1) Affiliation Agreement, 2) Practicum Agreement and 3) conduct release forms. These are due by the second seminar of the semester. Students should also complete the ASU academic honesty policy assignment (see below) indicating they have read and agree to the policy.
2. **Work Component.** Students must have satisfactory completion of the required amount of agency service. The requirement is 40-50 hours of work for each unit of credit. Students should be engaging in approximately 3 hours of work a week for each credit hour they are taking. A student enrolled for 3 credit hours should work 8-10 hours per week, for a total minimum of 120 hours during the semester (see detailed break-down below). Final evaluations of students work and verification of hours completed will be submitted by the agency supervisor at the end of the semester.

Credit hours	Weekly placement hours	Total placement hours (min)
3	8-10	120
4	11-13	165
5	14-16	210
6	17-19	255
7	20-22	300
8	23-25	345
9	26-28	390
10	29-31	435

3. **Site Visits.** Each student will meet with his/her agency supervisor and course instructor at their site at least once during the semester for a “site visit” typically scheduled mid-semester. Additionally, students are required to fill out a self evaluation with an update on their practicum experience a week before the actual site visit. Students are strongly encouraged to scheduled extra meetings with the instructor if they are experiencing any difficulties at their practicum site.
4. **Seminar** – attendance and participation. The practicum seminar is scheduled approximately every other week (see schedules below). In class assignments and attendance rosters will be used to measure attendance.
5. **Journal.** Each intern is required to keep a journal in which you record and evaluate your experiences as an intern. Each day, at the end of your practicum activities, take a few minutes to reflect on the significance for yourself of what you did or what you accomplished.

The purpose of the journal is to have you get in touch with, and stay in touch with, yourself during the practicum. Journal entries are made the Blackboard course website.

6. **Evaluations.** Agency supervisors are asked to fill out performance evaluations of each student, and students are asked to complete an evaluation of the practicum placement and related experiences. Evaluation forms are available on Blackboard. Submit through Blackboard.
7. **Written assignments.** Written assignments are due weekly with a total of 10. Assignments are due based on the course schedule. The details of each written assignment is provided on Blackboard. Topics include; observations of developmental abilities of a child, parent-child interaction, activity plans for playroom and bedside, and diagnosis/condition related to children. Assignments require students to reflect on observations made during the practicum experience and share an analysis of the experience in relation to course readings.
8. **Academic Integrity Assignment.** Arizona State University has a strict Academic Integrity policy that prohibits cheating and plagiarism in papers. In the context of this practicum class, students are expected to communicate honestly regarding their practicum placement hours and experience. To ensure that you know what is expected of you in this course, please go to “Assignments” in the Blackboard website for this course and follow the link to read the “**Academic Honest Policy**” and then complete the **Academic Honesty Quiz.**” Refer to the course schedule for due date.

### **Additional Information**

**Extra credit:** Students can earn up to 12 points through extra credit (6 points per extra credit opportunity). This is roughly equivalent to what one would earn in attendance and participation points for one class. Options for obtaining extra credit include: 1) attending a student sponsored event (related to their practicum) and writing a paragraph on the event, or 2) attending a practicum placement sponsored event (related to their practicum, but not included in hours worked) and writing a paragraph on the event. Submit assignment on Blackboard.

**Pre-requisites:** Students must have completed the majority of courses required for the Child Life certificate program or receive instructor approval.

**Late Policy:** Assignments will be accepted up to one week late in special documented circumstances without penalty (such as an illness documented with a doctor’s note or a family death documented with an obituary). One set of journal entries will be accepted up to one week late without penalty (even without a documented excuse). Outside of these circumstances, assignments will be accepted up to 5 days late, with 20% of the assignment grade being deducted for each day the assignment is late.

**ASU Incomplete policy:** “A grade of “I” (incomplete) is given by the instructor only when a student doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control.

**Student Conduct Statement:** Students are expected to abide by the ASU Student Code. Respectful and individual work is expected at all times. Please refer to the following website to understand your obligations to Academic Integrity and actions needed to avoid plagiarism.

<http://provost.asu.edu/academicintegrity> Additional information and resources to include SCRD Policies and Procedures are available on Blackboard within the link titled course information.

### Grading Criteria

<b>Work Component</b>	<b>Points</b>
Fulfillment of hours (40 – 50 hours/credit hour)*	300
Site visit	50
Paperwork: Practicum agreement, affiliation agreement, conduct release form, acknowledgement of academic integrity policy	100
Student evaluation of agency	50
Agency evaluation of student	100
<b>Academic component</b>	
Attendance/ in class assignments**	50
Participation in seminar	50
Reflective Journal	100
Written Assignments	200
<b>Total</b>	<b>1000</b>

\*Students must complete all practicum hours to pass the course.

\*\*It is possible to make-up two absences with instructor permission. This should enable students to take off religious holidays or recover from illnesses and other personal difficulties.

### Grading Scale

<b>%</b>	<b>Grade</b>
98-100	A+
94-97	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
70-79	C
60-69	D
Below 60	E

### Course Seminar Content

Session	Topic	Readings
1	Introduction to Child Life in the Hospital and Other Health Care Settings -Characteristics of the Children, Practice and Clinical Supervision	Rollins, Bolig, Mahan: Introduction and Chapter 1 (pp xxi – 39) Supplemental Readings
2	Developing Relationships & Effective Communication -interdisciplinary team, patient and families	Rollins, Bolig, Mahan Chapter 12 (pp 493-514)
3	Observation, Assessment and Intervention Techniques	Supplemental Readings
4	Ethics and Standards of Practice	Rollins, Bolig, Mahan Chapter 11 (pp 455-487)
5	Understanding Cultural Differences Develop Cultural Competence	Rollins, Bolig, Mahan Chapter 10 (pp 421-452)
6	Family Centered Care	Rollins, Bolig, Mahan Chapter 7 (pp 277-309)
7	Therapeutic Play/Developmentally-supportive Play	Rollins, Bolig, Mahan Chapter 3 & 4 (pp77 – 168)
8	Preparation and Comfort Techniques	Rollins, Bolig, Mahan Chapter 2 (pp43 – 73) Chapter 9 (pp 351 – 414) Supplemental Readings
9	Bereavement Support and Interventions	Rollins, Bolig, Mahan: Chapter 6 (pp 223-273)
10	Evaluation of Child Life Practice Experience/Professional Development -performance evaluation, resume', internship search, and interviewing	Rollins, Bolig, Mahan Epilogue (pp517 – 530) Supplemental Readings

**Arizona State University**  
**School of Community Resources & Development**  
**Play in Child Life**  
**PRM 450**

**Instructor:**

Office Hours:

Classroom:

Phone Number:

Email:

**Course Description:** In depth study of the techniques, principles and theories of play applied in clinical practice to enhance healing, growth and development with children and families.

**Learning Outcomes:** This course explores the foundations of Child Life practice and provides students with an opportunity to gain an understanding of how play is used in therapy.

- Gain knowledge of the history and theoretical foundations of Child Life practice.
- Understand the definition of play; its paradigms and benefits.
- Develop knowledge of techniques used in developmentally supportive play and social interactions with infants, children, youth and families.
- Develop understanding of methods and interventions used to facilitate play in order to encourage expression, process information and promote development and normalization.
- Understand the value of play as a healing modality to enhance the health and wellness of infants, children, youth and families.
- Develop skills to use developmentally appropriate play as a tool to assess needs and provide therapeutic interventions to address goals identified for infants, children, youth and families.
- Develop skills to advocate for the use of play as a necessary intervention.
- Learn to effectively communicate with multi-disciplinary team members and families regarding the importance of play, the effective use of play and the outcomes of play interactions.

**Required Textbook:**

Thompson, Richard H (2009). *The Handbook of Child Life. A Guide for Pediatric Psychosocial Care.* Charles C Thomas Publisher, LTD.

**Optional Textbook:**

Johnson, James, Christie, James & Wardle, Francis (2004). *Play, Development and Early Education.* Allyn & Bacon Inc.

**General Course Topics:**

1. Foundations of Child Life Therapy
2. Theoretical Foundations of Child Life Practice
3. Principles and Theories of Play
4. Evidence-Based Practice
5. Concepts of Developmentally Supportive Play
6. Hospitalized Children and Play

7. Alternative Child Life Therapy Settings
8. Play Techniques used in Assessment
9. Play Interventions
10. Therapeutic Relationships/Family-Centered Care
11. Communication/Advocacy/Education

**Instructional Rationale:**

Learning requires active involvement of students; students are responsible for their own learning; students share in the responsibilities for instruction. Through focused reading, discussion, writing, and participation in hands-on group exercises students will build complex conceptual frameworks that will expand their understanding of therapeutic play and Child Life practices. As major topics in the course are examined, students will seek to discover connections, relationships, multiple causes and effects within and among topics.

**Course Requirements:**

Students are expected to read all required assignments prior to the class period during which they will be discussed and to actively participate in class discussion of those readings and related issues. Students will be responsible for reading and understanding all materials assigned and provided as part of class.

Regular class attendance and participation is expected. Structured in-class discussions of concepts and their application will require each student's active participation and count towards the course participation grade.

The material in this course will be examined by reading, class participation, written assignments, presentations, and community engaged activities. Students are expected to:

- Complete four multiple choice exams
- One group presentation
- One individual activity facilitation
- Two written assignments

**Grading Policy:**

Grade	Scale	Value
A+	98- 100	4.33
A	94-97	4.00
A-	90-93	3.67
B+	88-89	3.33
B	84-87	3.00
B-	80-83	2.67
C+	78-79	2.33
C	70-77	2.00
D	60-69	1.00
E	59-Below	0.00

**Student Conduct Statement:**

Students are expected to abide by the ASU Student Code of Conduct. Respectful and individual work is expected at all times. Please refer to the following website to understand your obligations to Academic Integrity and actions needed to avoid plagiarism.

<http://provost.asu.edu/academicintegrity> Additional information and resources to include SCRD Policies and Procedures are available on Blackboard within the link titled course information.

**Course Schedule**

<b>Week</b>	<b>Learning Content</b>	<b>Required Readings</b>
1	Introduction and Overview	Course Syllabus Supplemental Readings*
2	Foundations of Child Life Therapy	Thompson Chapter 1 (pp 3- 22)
3	Foundations of Child Life Therapy Cont'd	Thompson Chapter 2 (pp 23 – 35)
4	Principles and Theories of Play	Thompson Chapter 8 (pp 136 – 159)
5	Research and Evidence Based Practice	Thompson Chapter 3 (pp 36 – 56)
6	Concepts of Developmentally Supportive Play	Supplemental Readings*
7	Hospitalized Children and Play	Thompson Chapter 11 & 13 (pp 220 – 237 & 257 – 286)
8	Hospitalized Children and Play Cont'd	Thompson Chapter 12 & 14 (pp 238 – 256 & 287 - 309)
9	Alternative Child Life Therapy Settings	Supplemental Readings*
10	Play Techniques used in Assessment	Thompson Chapter 7 (pp 116 – 135)
11	Play Interventions	Supplemental Readings*
12	Play/Therapeutic Interventions	Thompson Chapter 9 (pp160 – 198)
13	Therapeutic Relationships/Family Centered Care	Thompson Chapter 4 & 6 (pp 57 – 77 & 95 – 115)
14	Communication	Thompson Chapter 5 (pp 78 – 94)
15	Education & Advocacy	Thompson 15 & 16 (pp 310 – 352)

\*Supplemental readings may also be assigned.

### Program of Study – FHD Majors

<b>TERM ONE: 0-15 CREDIT HOURS</b>	<b>Hours</b>
ENG 101 and 102: First-Year Composition OR ENG 107 and 108: English for Foreign Students OR ENG 105: Advanced First-Year Composition	3
MAT 142: College Mathematics or higher (MA)	3
Humanities/Fine Arts (HU)	
Natural Science-Quantitative or General (SQ/SG)	4
Academic Success Class or First Year Seminar	1
<b>TERM TWO: 16-30 CREDIT HOURS</b>	
ENG 101 and 102: First-Year Composition OR ENG 107 and 108: English for Foreign Students OR ENG 105: Advanced First-Year Composition	3
<i>CDE 232: Human Development (SB)</i> <i>(Required for Major &amp; a Prerequisite)</i>	3
FAS 101 Growth in Personal Relationships (formerly FAS 330)	3
Natural Science-Quantitative (SQ)	4
Elective or Learning Community	3
<b>TERM THREE: 31-45 CREDIT HOURS</b>	
FAS 331: Marriage and Family Relationships (SB)	3
Computer/Statistics/Quantitative (CS):	3
Elective - <i>CDE 338 – Child Development Practicum</i> <i>(Child Development Lab - if needed as a Prerequisite)</i>	3
Elective	3
Elective	3
<b>TERM FOUR: 46-60 CREDIT HOURS</b>	
FAS 370: Family Ethnic & Cultural Diversity (SB, C) OR FAS 294 Gender and Society	3
FAS/CDE Upper Division Elective	3
Humanities/Fine Arts (HU) with G awareness (recommend REL 100: Religions of the World)	3
Historical Awareness Area (H)	3
Elective – <i>CDE 337 Early Childhood Intervention</i>	3
<b>TERM FIVE: 61-75 CREDIT HOURS</b>	
FAS 361 Research Methods (L or SB)	3
Upper Division PGS or SOC Course	3
Science and Society	3
Elective FAS/CDE Restricted Upper Division Elective	3
Elective – <i>PRM 364 Foundation in Therapeutic Recreation</i>	3
<b>TERM SIX: 76-90 CREDIT HOURS</b>	
Elective (LIA 394: Career Management - CLAS Majors)	3
Science and Society	3
Elective - <i>CDE 450 – Child Dysfunction in a Family System</i>	3



Elective – <i>PRM 406 Program Design and Evaluation</i>	3
Elective – <i>PRM 460 Assessment and Documentation</i>	
<b>TERM SEVEN: 91-105 CREDIT HOURS</b>	
FAS/CDE Upper Division Elective	3
Upper Division Elective	3
Elective- <i>PRM 384 – Play in Child Life</i>	3
Elective– <i>PRM 450 – Child Life Practicum</i>	3
Elective	3
<b>TERM EIGHT: 106-120 CREDIT HOURS</b>	
FAS/CDE Upper Division Elective	3
Upper Division Elective	3
Elective	3
Elective	3

### Program of Study – PRM Majors

<b>TERM ONE: 0-16 CREDIT HOURS</b>	<b>Hours</b>
ENG 101 and 102: First-Year Composition OR ENG 105: Advanced First-Year Composition ENG 107 and 108: English for Foreign Students OR	3
MAT 142: College Mathematics or higher (MA)	3
Humanities/Fine Arts (HU)	3
PRM 120: Leisure and the Quality of Life (SB)	3
Public Programs Interdisciplinary Requirement (select course from list on page 2)	3
Academic Success Class or First Year Seminar	1
<b>TERM TWO: 17-33 CREDIT HOURS</b>	
ENG 101 and 102: First-Year Composition OR ENG 105: Advanced First-Year Composition ENG 107 and 108: English for Foreign Students OR	3
PRM 210: Community Services and Professions	3
Computer/statistics/quantitative applications (CS)	3
Natural Science Quantitative (SQ)	4
Humanities, Fine Arts & Design (HU)	3
<b>TERM THREE: 34-50 CREDIT HOURS</b>	
COM 225: Public Speaking (L)	3
BIO 201: Human Anatomy/Physiology I (SG until fall 2011)	4
Global Awareness (G)	3
Public Programs interdisciplinary requirement	3
<b>CDE 232: Human Development (SB) <i>required and prerequisite</i></b>	<b>3</b>
<b>TERM FOUR: 51-67 CREDIT HOURS</b>	
PRM 302: Inclusive Community Development (C)	3
PRM 301: Sustainable Communities	3
BIO 202: Human Anatomy & Physiology II	4
Elective- <b>CDE 337 <i>Early Childhood Intervention</i></b>	3
Elective - <b>CDE 338 – <i>Child Development Practicum</i></b> <b>(<i>Child Development Lab - if needed as a Prerequisite</i>)</b>	3
<b>TERM FIVE: 68-83 CREDIT HOURS</b>	
PRM 303: Program Planning (L)	3
PRM 304: Recreation Planning and Facility Development	3
<b>PRM 364: <i>Foundations of Therapeutic Recreation (SB)</i></b>	3
PGS 466 Abnormal Psychology or an Abnormal Psych (SB)	3
PRM 400: Process & Techniques in Therapeutic Recreation	3
<b>TERM SIX: 84-99 CREDIT HOURS</b>	
<b>PRM 380: <i>Wilderness &amp; Parks in America (SB, H)</i></b>	3
PRM 401: Management of Parks and Recreation Services	3
<b>PRM 406: <i>Program Design and Evaluation in TR</i></b>	3
<b>PRM 460: <i>Assessment &amp; Documentation in TR</i></b>	3

<i>Elective - CDE 450 – Child Dysfunction in a Family System</i>	3
<b>TERM SEVEN: 100-115 CREDIT HOURS</b>	
PRM 402: Assessment and Evaluation of Community Services	3
PRM 413: Leadership and Professional Development in TR	3
Public Programs Interdisciplinary Requirement	3
<i>Elective - PRM 450 – Play in Child Life</i>	3
<i>Elective - PRM 384 – Child Life Practicum</i>	3
<b>TERM EIGHT: 116-128 CREDIT HOURS</b>	
PRM 463: Senior Internship	3

## Statement of Support from Nursing

**From:** David Hrabe  
**Sent:** Monday, November 29, 2010 12:18 PM  
**To:** Kathleen Andereck  
**Subject:** RE: curriculum proposal

Hi Kathleen: I have reviewed the proposal and have no objection to the creation of this program.

Wishing you success in your endeavors,

*David P. Hrabe, PhD, RN*  
*Clinical Associate Professor*  
*Associate Dean for Nursing and Healthcare Innovation Programs*  
Arizona State University  
College of Nursing & Health Innovation  
500 N. 3rd Street  
Phoenix, AZ 85004-0698  
Interoffice Mail Code 3020

**From:** Kathleen Andereck  
**Sent:** Monday, November 29, 2010 12:14 PM  
**To:** David Hrabe  
**Subject:** curriculum proposal

Hi Dave,

Attached is the proposal we have been working on with the School of Social and Family Dynamics for a certificate in Child Life. This is the full proposal that I mentioned when we talked about the individual classes you reviewed. Can you please let me know if you are supportive of this proposal and whether you have any objections? As I noted, in conjunction with an alternative major it may be an option for students who are not admitted to Nursing. Thanks.

Kathy

\*\*\*\*\*

Kathleen Andereck, Ph.D.  
Director and Professor  
School of Community Resources and Development  
Arizona State University  
411 North Central Avenue, Suite 550  
Phoenix, AZ 85004  
(602) 496-1056  
Fax (602) 496-0953  
[kandereck@asu.edu](mailto:kandereck@asu.edu)

## Statement of Support from Social Work

**From:** Elizabeth Segal  
**Sent:** Thursday, December 02, 2010 6:54 AM  
**To:** Kathleen Andereck  
**Subject:** RE: curriculum proposal

Hi Kathy,

I am traveling right now, but had time to review the proposal. I think it looks great, and could be something that social work students might be interested in as well. I have no problems with it, and see it as a complement to social work.

I will be back next week and available if you need anything else.

Liz

Elizabeth A. Segal, Ph.D.  
 School of Social Work  
 Arizona State University  
 Mail Code 3920  
 411 N. Central Ave, Ste 800  
 Phoenix, AZ 85004-0689  
 Phone 602-496-0053  
 Fax 602-496-0960

---

**From:** Kathleen Andereck  
**Sent:** Mon 11/29/2010 12:11 PM  
**To:** Elizabeth Segal  
**Subject:** curriculum proposal

Hi Liz,

Attached is a proposal we have been working on with the School of Social and Family Dynamics for a certificate in Child Life. I think I send you syllabi for a couple of the classes to make sure you have no concern. Can you please let me know if you are supportive of this proposal and whether you have any objections? Thanks.

Kathy

\*\*\*\*\*

Kathleen Andereck, Ph.D.  
 Director and Professor  
 School of Community Resources and Development  
 Arizona State University  
 411 North Central Avenue, Suite 550  
 Phoenix, AZ 85004  
 (602) 496-1056  
 Fax (602) 496-0953  
[kandereck@asu.edu](mailto:kandereck@asu.edu)

**Statement of Support from Psychology**

**Subject:RE: REVISED CHILD LIFE CERTIFICATE PROPOSAL**

**Date: Wed, 2 Mar 2011 13:06:59 -0700**

**From: Keith Crnic <[Keith.Crnic@asu.edu](mailto:Keith.Crnic@asu.edu)>**

**To: Richard Fabes <[rfabes@asu.edu](mailto:rfabes@asu.edu)>**

**Hi Rick,**

**Sorry; I passed this off to someone to give our official response, but obviously they didn't get it done. So let me provide our official approval with this note. The Child Life Program should be a great addition to the programs available for ASU students.**

**Keith**

---

**From: Richard Fabes [[rfabes@asu.edu](mailto:rfabes@asu.edu)]**

**Sent: Wednesday, March 02, 2011 12:43 PM**

**To: Keith Crnic**

**Cc: Richard Fabes; F Christopher**

**Subject: REVISED CHILD LIFE CERTIFICATE PROPOSAL**

**Hi Keith,**

**We have been working on a Child Life Certificate proposal and need to get you to complete an impact statement. Can you send me a response? Thanks. The proposal is attached as is the impact form. You can just reply to this email if that is easier.**

**Rick**

3/2/11

To Whom It May Concern:

This letter supports the proposed certificate in Child Life. This proposal has been reviewed by myself and the appropriate faculty within our school and has received our strong approval. In addition, the units involved have the resources to support this without impacting core course offerings and resources.

This is an important certificate that will impact our ability to produce students who will make a difference in children's and families' lives and health. It is a high priority for our school and the other units involved in this interdisciplinary effort.

Sincerely,



Richard Fabes, Ph.D.  
Dee and John Whiteman Distinguished Professor  
Founding Director, School of Social and Family Dynamics