

HDFS 4213.001: Child Life Seminar

Fall 2026

Instructor Information

Name: Cassandra C. James, MS, CCLS

Pronouns: she/her

Email Address: Cassandra.James@unt.edu

Office Hours: By Appointment Only

Course Meets: Tuesdays from 5:30-8:20 PM on **8/18; 9/1; 9/15; 10/6; 10/20; 11/10; and 12/1**

Class Meeting Place: LANG 113 (Language Building)

Course Description, Structure, and Objectives

Course Description: Provides historical and theoretical perspectives on the development of the child life field and information on fundamental skills required to help children and families cope with the stress of the healthcare experience.

Course Prerequisite: Junior or senior standing, or consent of department.

Course Structure: Hybrid Course Format

This course will be delivered in a hybrid-asynchronous format. Part of it will be delivered online (through Canvas), and the other part will be conducted in the classroom during class meetings on selected Tuesdays from 5:30-8:20 PM. **You must consistently attend class to be successful in this course; if you are unable to attend and participate in class on our scheduled days and times, you should not take this course.** The hybrid component of this course is meant to provide students with some flexibility in their learning.

Class time is for:

- Explaining and practicing difficult concepts
- Expanding on assigned readings to include newer and more advanced information
- Getting an overview of major concepts, minor points, and how they fit together
- Asking and answering questions
- Guest speakers
- In-class presentations of group and individual projects

Online activities are for:

- Pre-lecture reading quizzes, so the instructor knows which topics are most difficult
- Reflective discussion boards
- Additional content such as readings and videos to supplement learning and reinforce key concepts

You will do your best and get the most from this course if you prepare well and read the assigned materials before class. You are responsible for working independently online to complete all assigned activities and discussions in Canvas by the due dates (as applicable). Pay close attention to the order of activities and read the chapters in the order specified in the schedule.

Students should not consider the online weeks as being “off,” but rather to switch into a different style of self-learning, reviewing, practicing, and checking in on discussions during the week. Try to manage your schedule and time on the computer at home to complete online activities or assessments by the due dates.

Course Objectives:

Upon successful completion of this course, the learner will be able to...

1. Understand the purpose and content of the official documents of ACLP including the Code of Ethical Responsibility, Child Life Competencies, Standards of Clinical Practice, and the Child Life Mission, Values, and Vision Statements.
2. Describe the scope of practice of child life in direct and non-direct services in pediatric health care.
3. Explain the physical, mental, emotional, and social impacts of childhood illness and treatment on the health care experiences of children and their families within the context of developmental theory.
4. Apply the principles of Family-Centered Care to the practice of child life.
5. Explain the elements and benefits of play in therapeutic settings.
6. Describe perspectives on the developmental rationale for and techniques/outcomes of preparation for healthcare experiences.

To become a certified child life specialist, you must have completed an approved internship supervised by a certified child life specialist. The University of North Texas cannot guarantee you will obtain an internship as it is a competitive process based on GPA, experience with both normally developing children and hospitalized children, quality of practicum experience, knowledge of child development and child life along with interviewing skills. In addition, you must pass a national certification exam. This exam is given three times a year at selected sites around the country. Almost all hospitals require their child life staff to have certification.

How to Succeed in this Course

Communication Expectations:

- Check Canvas for announcements often.
- Contact your instructor (by email at cassandra.james@unt.edu or via message on Canvas) for questions about the course that cannot be answered by reading the syllabus or Canvas (i.e., requirements, assignments, exams, or grades).
- During the week you will receive a response to questions within 24-48 hours. On the weekends, expect to wait 48-72 hours for a response.

Suggested Child Life Resources:

- **Volunteering!** Consider volunteering in a Child Life Department. Child Life departments at hospitals always need good, reliable volunteers to help with activities in the playroom and bedside, to clean toys and to help with other events and projects. Volunteering is a great way to show your commitment to the field, and to give Child Life a trial run to see if this is the right career path for you.
- **ACLP Membership.** If you aren't a member of the Association of Child Life Professionals, I highly recommend that you join this professional organization. Not only is the student membership more economical than many organizations, it is also a great tool and resource. It will be helpful for many of your assignments and activities.

All of the above will make your resume much more competitive when you start talking and interviewing with hospitals for practicum and internships!!!

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please contact me and let me know. We are all learning together.

Required Course Materials

Rollins, J. A., Bolig, R., & Mahan, C. C. (2018). *Meeting children's psychosocial needs across the health-care continuum* (2nd ed.). PRO-ED.

ISBN: 978-1416410805

Thompson, R. H. (Ed.). (2018). *The handbook of child life: A guide to pediatric psychosocial care* (2nd ed.). Charles C Thomas.

ISBN: 978-0398092122

Additional required readings as listed on the course calendar; posted on Canvas.

Recommended Course Materials:

Gaynard, L., Wolfer, J., Goldberger, J., Thompson, R., Redburn, L., & Laidley, L. (1998).

Psychosocial care of children in hospitals: A clinical practice manual from the ACCH Child Life Research Project. Child Life Council, Inc

Klein, D. L. (2021). *Making ethical decisions in child life practice* (2nd ed.). Child Life Council, Inc.

The books are required materials. You will not do well in the class if you do not do the assigned readings. You are expected to read assigned chapters in the weeks they are due. Failure to do so will affect not only your ability to participate in point-assigned discussions but will also affect the quality of the overall class discussion. Students may be called on at random and will be expected to contribute to class discussions.

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere \(https://online.unt.edu/learn\)](https://online.unt.edu/learn).

Course Requirements

1. Module Reading Quizzes (7 x 25 points each; total = 175 points):

Students must complete quizzes on Canvas that assess completion and understanding of the required reading for each Module. Each quiz will be 25 questions, untimed, with one attempt since the examination is an open book (use your time wisely and do not rush through). Reading Quizzes are due before course meetings to ensure that assigned readings have been completed so that our in-class time can be dedicated to apply, elaborate on, and ask questions about class topics. Quizzes will open when the modules open and will close at the due date/time listed on the Course Calendar.

2. Reflective Discussion Boards (10 x 10 points each; total = 100 points):

Students are required to respond to reflective discussion questions on the course discussion boards. These posts should be reflective in nature and discuss your own perspectives, assumptions, prejudices, biases, and expectations regarding the assigned topic and classroom discussion. You will need to post your own response before you can read the responses of others. You are expected to communicate in a scholarly and formal manner. Students must also respond thoughtfully to at least two classmates to receive full credit for each assignment. Topics will mirror weekly course material. See course calendar for due dates.

For all discussion boards, your initial post is due by Thursday at 11:59 PM and your responses to a minimum of two other posts are due by Sunday at 11:59 PM.

3. What is Child Life? (100 points):

You will record three short videos, each demonstrating how you would introduce child life services to a Child/Patient (developmentally appropriate), a Parent/Caregiver, and a Healthcare Colleague (e.g., nurse, physician, allied health professional) You will then participate in anonymous peer review, offering feedback on classmates' communication clarity, tone, and effectiveness. This assignment will help you practice professional communication skills, develop comfort explaining child life services, and give and receive constructive, professional feedback.

4. Developmental Clinical Thinking Guide (100 points) :

Using child development theory and course materials, create a Developmental Clinical Thinking Guide addressing each of the five developmental age groups. You will demonstrate your understanding of child development theories and theorists and apply them to pediatric healthcare contexts. You will focus on developmentally informed clinical thinking, which serves as the foundation for later applied practice. A template for this assignment will be provided to students via Canvas.

5. Therapeutic Game Group Project (100 points):

Identify a diagnosis, hospital stressor, behavior issue, procedure, or life challenge. As a group, you are to make or modify a game to make it appropriate for a chronically ill population, a hospital playroom, or as a tool for medical play.

Identify at least three goals for the game. Explain in writing these goals, how the game is therapeutic, and benefits patients, siblings or families. Presentations of your therapeutic game will take place in class.

6. Developmental Clinical Thinking Guide: Applied Practice (100 points) :

This is an expansion of the Developmental Clinical Thinking Guide in which you developed a foundation in developmentally informed clinical thinking by identifying how children at different ages experience healthcare. In this assignment, you will build on that foundation by demonstrating how developmental understanding informs child life interventions. You will integrate course content related to play, preparation, communication, and coping support while maintaining a strong connection to developmental theory.

7. Diagnosis Project (5 + 75 + 50 + 50 + 25 + 20 points; total = 225 points):

Each student will select and research a common childhood illness and complete this project as though they are working with a patient and a family, considering all relevant factors (e.g., patient age, gender, family dynamics, etc.). **The student must have their topic approved by the instructor prior to working on this project (5 points).** This assignment will be discussed more thoroughly in class. Instructions and rubrics for all assignment parts are available on Canvas.

This assignment has 5 parts:

Part 1: Diagnosis Paper (75 points): This is a research paper that explains the illness, means of diagnosis, typical prognosis, and treatment involved. This paper should include, but is not limited to, psychosocial stresses, information regarding the impact on the patient and family, anticipated social disruptions, and benefits of child life intervention.

Part 2: Monologue and Q&A (50 points): Write a monologue to educate your imagined patient about their diagnosis. Include any questions that may be typical of a patient or family in this situation and answer them accordingly.

Part 3: Visual Support Tool (50 points): Create a visual support tool to benefit this patient/family. This may pertain to the diagnosis itself, or to a medical procedure commonly experienced by a child with this diagnosis. Each student will share their visual support tool with the class. This part will be presented in class and graded at the time of presentation.

Part 4: Therapeutic Activity (25 points): Create a therapeutic activity to utilize with a patient/family living with this diagnosis.

Part 5: Diagnosis Project Presentation (20 points): Present what you have learned about this diagnosis and how to support a patient/family living with his diagnosis to your peers.

8. Philosophy of Practice Paper (100 points):

Each student will write a Philosophy of Practice about child life. In this short paper (no more than 3 pages double-spaced), describe your personal approach as it relates to the profession and field of child life. Include a discussion of theories that influence your work with children and families; research studies that have been meaningful for you; and professional practices that guide your decision-making. Reflect upon how your perspectives on our major course topics have developed throughout the semester. You are encouraged to choose topics based on the setting where you would like to work in the future. More specific guidelines and a rubric for this assignment are available on Canvas.

9. Final Exam (150 points):

There will be a final exam administered on Canvas (online) during the scheduled final exam period. You are expected to take the exam with no outside help other than your texts and accompanying lecture materials. Exam questions are open-ended and require thoughtful application of course concepts, so it is highly recommended that you study and be prepared beforehand. **You may NOT copy any test items or look at any copied test items from this course; doing so is an honor code violation.** The exam must be completed by the due date and time listed on the course calendar. **After the due time, the exam will become unavailable on Canvas and you will be unable to make it up without legitimate documentation (i.e., medical, judicial, or serious personal events).**

****If a student needs clarification on any course assignment, then it is the student's responsibility to request clarification from the instructor. To increase the likelihood of successful performance on any course assignment, the student is strongly encouraged to attend class, take notes, and read assigned materials.****

Summary of Course Requirements:

Module Reading Quizzes	175 points
Reflective Discussion Boards	100 points
What is Child Life	100 points
Developmental Clinical	100 points
Thinking Guide	
Therapeutic Game Project	100 points
Dev. Clinical Thinking Guide:	100 points
Applied Practice	
Diagnosis Project	225 points
Philosophy of Practice Paper	100 points
Final Exam	150 points
Total Points Possible	10 points

Assessing Your Work

Course Grading Scale

The following grading scale will be used:

A = 1030-1150 points

B = 920-1029 points

C = 800-919 points

D = 700-799 points

F = 699 points or below

*****PLEASE NOTE:** Grades are determined by the number of points the student has acquired. Please note the cut-offs and be aware that every point counts.

Assignment/Grading Policy

All assignments will be submitted to Canvas unless completed in-class. Assignments should be submitted prior to the due date to avoid any technical issues that may arise. Employment, time management, and computer problems are examples of excuses that are not valid. Follow instructions on Canvas and/or call the student IT help line if a technical problem arises. A windstorm and lack of electric power is an example of a verifiable excuse for lack of computer access.

All written assignments should be professional in appearance and in APA formatting. Your work is expected to be written at the level of a professional in the field and well-edited. Written work should be spelling, grammar, and typographical error-free. Points will be deducted for any assignment not meeting these expectations. Be sure to follow the formatting guidelines provided for each assignment in this course.

Assignments must be submitted in Word (.doc/.docx) or PDF (.pdf) format, unless specifically otherwise noted in assignment instructions. **Do not submit assignments in Pages (.pages) format. Do not submit assignments by providing a Google Doc or other link.** Assignments submitted in an incorrect file format will be considered late until the proper file type is submitted.

Rubrics will be provided for all discussion boards and assignments in this course. Use these rubrics to understand the criteria the instructor will use to grade your assignments and to evaluate your own work to make sure it meets the assignment requirements before submitting. Instructions for viewing assignment rubrics and discussion board rubrics are available through the Canvas Student Guide.

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Subsequent academic integrity violations will result in harsher penalties, up to and including automatic failure of the course. Additionally, the incident will be reported to the Dean of Students/Office of Academic Integrity, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage.

The term "plagiarism" includes but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Late Work Policy

Written work should be turned in according to the class schedule. Assignments are due on Canvas or in class (see course requirements for specific information for each assignment) on the day indicated as the deadline. Please fasten multiple pages securely with a staple if you are unable to turn them in via Canvas. No folders or notebooks please. In an age of spelling and grammar-check functions on most word processing programs, excellence in writing is a reasonable expectation. The quality of your expression of ideas is an essential element for all written work. **No late work will be accepted or receive any credit. No exceptions will be made.**

Plan ahead and try to complete assignments well in advance to avoid last-minute problems. Computer difficulties will not be accepted as an excuse for late submission. Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. It is a good idea to allow plenty of time for eleventh-hour adversities. Assignments are due on the announced deadline. **Late assignments will not be accepted.**

Syllabus Change Policy

All dates/assignments are subject to change at discretion of instructor. Changes will be announced in class and on Canvas.

Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/policy/06-039) (<https://policy.unt.edu/policy/06-039>). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

For an absence to be excused for illness, a doctor's note is required.

Three unexcused absences will lower your final grade by one letter grade. There will be no make-up tests given.

Professional Disposition

A respectful atmosphere should be maintained at all times. This includes showing courtesy to class members and instructor by arriving and departing on time, turning cell phones off or putting them on silent mode during class, not bringing children to class unless prearranged with instructor, closing laptops unless they are needed for class discussion, refraining from working on non-course related activities online or on your computer during class time, and showing respect for class members' contributions to class discussions. **Students should not text message or play games on their cell phones during class for any reason. Students should not have laptops open to play games, engage in social networking, conduct email correspondence, or engage in any other non-course related activities.**

Course Calendar

HDFS 4213 – Child Life Seminar – Course Calendar – Fall 2024				
Weeks	Module	Required Reading(s)	Quizzes, Discussions, and Assignments	Class Meeting (5:30-8:20 PM)
1 8/18 IN PERSON	Module 0: Introduction to HDFS 4213	- Course Syllabus - Start Here Module - Introduction to HDFS 4213 Module	Quiz - Syllabus Quiz due 8/24 Discussion - Discussion Board #1: Introduce Yourself – initial post due 8/20 by 11:59 PM; peer responses due 8/23 by 11:59 PM	<u>Topic:</u> Introduction to the course and instructor How to succeed in HDFS 4213
2 8/25	Module 1: The Practice and Profession of Child Life	<i>The Handbook of Child Life</i> Chapters 1 & 4 <i>Meeting Children's Psychosocial Needs</i> Introduction - ACLP Official Documents (on Canvas): <i>Child Life Code of Ethics</i>; <i>ACLP Professional Code of Conduct</i>, <i>ACLP Child Life Competencies</i>, <i>ACLP Standards of Clinical Practice</i>, <i>ACLP Mission, Vision, Core Values, & DEI Statements</i>	Quiz - Module 1 Reading Quiz due 8/31 by 11:59 PM Discussion - Discussion Board #2 – initial post due 8/27 by 11:59 PM; peer responses due 8/30 by 11:59 PM	<u>Topic:</u> - Mission, Vision, and Values of the child life profession and Child Life Council - Code of professional practice - Child life competencies - Scope and standards of clinical practice

		Child Life Professional Certification Candidate Manual (PDF)		
3 9/1 IN PERSON	Module 2: The Impact of Illness on Children and their Families	<i>The Handbook of Child Life</i> Chapters 2 & 14 <i>Meeting Children's Psychosocial Needs</i> Chapter 1	Discussion - Discussion Board #3 – initial post due 9/3 by 11:59 PM; peer responses due 9/6 by 11:59 PM Assignments - What is Child Life? due 9/6 by 11:59 PM	Topic: - Exploring the tenets of child life - Considerations for assessment
4 9/8	Module 2: The Impact of Illness on Children and their Families	<i>The Handbook of Child Life</i> Chapters 3, 5, 6, & 15 <i>Meeting Children's Psychosocial Needs</i> Chapter 7 - The Association of Child Life Professionals Position Statement on Evidence-Based Practice (PDF)	Quiz - Module 2 Reading Quiz due 9/14 by 11:59 PM Discussion - Discussion Board #4 – initial post due 9/10 by 11:59 PM; peer responses due 9/13 by 11:59 PM Assignments - Developmental Clinical Thinking Guide due 9/12 by 11:59 PM	Topic: - Exploring the tenets of child life - Considerations for assessment
5 9/15 IN PERSON	Module 3: Patient & Family-Centered Care	<i>The Handbook of Child Life</i> Chapters 3, 5, 6, 15 <i>Meeting Children's Psychosocial Needs</i> Chapter 7 - The ACLP Position Statement on Evidence-Based Practice (PDF)	Quiz - Module 3 Reading Quiz due 9/21 by 11:59 PM Assignments - Diagnosis Project – <i>Topic Approval</i> due 9/16 by 11:59 PM	Topic: - Assign groups for Therapeutic Game Project - Patient-and Family-Centered Care - Research & Evidence Based Practice (EBP)
6 9/22 ONLINE	Module 3: Patient & Family-Centered Care	<i>The Handbook of Child Life</i> Chapters 3, 5, 6, & 15 <i>Meeting Children's Psychosocial Needs</i> Chapter 7 - The Association of Child Life Professionals Position Statement on Evidence-Based Practice (PDF)	Discussion Discussion Board #5 – initial post due 9/24 by 11:59 PM; peer responses due 9/27 by 11:59 PM	Topic: Patient-and Family-Centered Care Research & Evidence Based Practice (EBP)

7 9/29	Module 4: Therapeutic Play in Child Life Settings	• <i>The Handbook of Child Life</i> Chapters 7 & 8 • <i>Meeting Children's Psychosocial Needs</i> Chapters 3, 4, & 8	Quiz • Module 4 Reading Quiz due 10/5 by 11:59 PM	<u>Topic:</u> • Types of health care play • Purpose and value of therapeutic play • Play as an assessment tool •
8 10/6 IN PERSON	Module 4: Therapeutic Play in Child Life Settings	• <i>The Handbook of Child Life</i> Chapters 7 & 8 • <i>Meeting Children's Psychosocial Needs</i> Chapters 3, 4, & 8	Discussion • Discussion Board #6 – initial post due 10/8 by 11:59 PM; peer responses due 10/11 by 11:59 PM Assignments • Diagnosis Project – <i>Therapeutic Activity</i> due 10/12 by 11:59 PM	<u>Topic:</u> • Types of health care play • Importance of integrating the family into play Playroom design and purpose
9 10/13	Module 5: Preparing Children and Families for Healthcare Experiences	• <i>The Handbook of Child Life</i> Chapters 9 & 12 • <i>Meeting Children's Psychosocial Needs</i> Chapters 2 & 6	Quiz • Module 5 Reading Quiz due 10/19 by 11:59 PM Discussion • Discussion Board #7 – initial post due 10/15 by 11:59 PM; peer responses due 10/18 by 11:59 PM	<u>Topic:</u> • Power of preparation • Explore the developmental rationale for providing preparation • Transitions and types of preparation • Coping • Death & Dying • Legacy building
10 10/20 IN PERSON	Module 5: Preparing Children and Families for Healthcare Experiences	• <i>The Handbook of Child Life</i> Chapters 9 & 12 • <i>Meeting Children's Psychosocial Needs</i> Chapters 2 & 6	Discussion • Discussion Board #8 – initial post due 10/22 by 11:59 PM; peer responses due 10/25 by 11:59 PM Assignments • Therapeutic Game Project due 10/20 by 5:30 PM (in-class) • Developmental Clinical Thinking Applied Practice due 10/26 by 11:59 PM	<u>Topic:</u> • Present Therapeutic Game Project in-class • Power of preparation • Explore the developmental rationale for providing preparation • Transitions and types of preparation

				• Coping • Death & Dying • Legacy building • Developmental considerations
11 10/27 ONLINE	Module 6: Being a Certified Child Life Specialist: Advocacy for Patients, Families, and Self	• <i>The Handbook of Child Life</i> Chapters 13 & 16 • <i>Meeting Children's Psychosocial Needs</i> Chapters 5, 9, 10, & 11 • Utilizing Ethical Tenets and the Child Life Code of Ethics to Navigate Social Networking (PDF)	Quiz • Module 6 Reading Quiz due 11/2 by 11:59 PM Discussion • Discussion Board #9 – initial post due 10/29 by 11:59 PM; peer responses due 11/1 by 11:59 PM Assignment • Diagnosis Project – <i>Monologue and Q&A</i> due 11/3 by 11:59 PM	Topic: • Ethical, moral, & legal issues • Advocacy for patient and family needs • Spirituality • Self-care
12 11/3	Module 6: Being a Certified Child Life Specialist: Advocacy for Patients, Families, and Self	• <i>The Handbook of Child Life</i> Chapters 13 & 16 • <i>Meeting Children's Psychosocial Needs</i> Chapters 5, 9, 10, & 11 • Utilizing Ethical Tenets and the Child Life Code of Ethics to Navigate Social Networking (PDF)	Assignment • Diagnosis Project – <i>Diagnosis Paper</i> due 11/9 by 11:59 PM	Topic: • Ethical, moral, & legal issues • Advocacy for patient and family needs • Spirituality • Self-care
13 11/10 IN PERSON	Module 7: Being a Certified Child Life Specialist: Settings of Practice, Child Life Specialists as Leaders	• <i>The Handbook of Child Life</i> Chapters 10, 11, 17 & 18 • <i>Meeting Children's Psychosocial Needs</i> Chapter 12 • ACLP Standards and Guidelines for Child Life Practice in Community Based & Non-Traditional Settings (PDF)	Quiz • Module 7 Reading Quiz due 11/16 by 11:59 PM Discussion • Discussion Board #10 – initial post due 11/12 by 11:59 PM; peer responses due 11/15 by 11:59 PM	• Work on Diagnosis Project Presentation
14 11/17 ONLINE		Child Life Panel	Assignment Diagnosis Project – <i>Visual Support Tool</i> due 11/16 by 11:59 PM	Work on Diagnosis Project Presentation
15 11/24	No Class – Fall Break			

16 12/1 IN PERSON	Module 8: Diagnosis Project Presentations & Final Exam	Assignment Diagnosis Project Presentations in class on 12/1	Philosophy of Practice Paper due 12/4 by 11:59 PM	<u>Topic:</u> - Diagnosis Project Presentations - Present Visual Support Tool in class
17 12/9	Module 8: Diagnosis Project Presentations & Final Exam	Final Exam (Online) – opens 12/7 at 12:01 AM; due 12/9 by 11:59 PM		

Key Semester Dates:

Last day to drop a course to no longer appear on the official transcript	Aug 28
Drop with a Grade of W begins	Aug 29
Last day to change to pass/no pass grade option	Sept 25
Last day for a student to drop a course or all courses with a grade of W	Nov 6
First day to request a grade of Incomplete	Nov 7
Reading Day – No Classes	Dec 4

UNT Policies

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 14, 15, and 16 [November 18 – December 5, 2024] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Academic Support & Student Services

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable

accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

Course Policy about Artificial Intelligence

Recent advances in artificial intelligence have provided a number of tools that can be used (or misused) for many purposes. However, much of the writing we do in this class requires **personal reflection** – no matter how sophisticated a computer is, **it can't read your mind** to recount your experiences as a developing human, examine your future plans for professional practice, or elaborate on your own convictions on important issues. This class also **prepares you for providing child life services to children and families** – in order to provide competent, ethical, evidence-based, high-quality care, you must have a thorough understanding of our course concepts.

1. **AI-Assisted Original Work:** AI (e.g., ChatGPT) may be helpful for initial research on a topic, understanding elements of the genre in which you will be writing, and grammar/language guidance. However, it is unacceptable to submit an assignment entirely completed with or by AI. **Any work submitted must reflect your own understanding and knowledge. You should not use AI-generated content as your own without appropriate understanding and processing of the information.** This includes AI-created essays, solutions to problems, or any other assignments that are not the result of your own intellectual efforts.
2. **AI and Plagiarism:** Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. That's what this course is about. So, while some assignments may invite the use of online tools, the core expectation for our class is that the work you submit is your own original writing. **Using the work of someone else including AI and without citing it is a form of cheating/plagiarism.** Just as copying information from websites or other resources without giving proper credit is plagiarism, using AI-generated content without due acknowledgement or understanding is also plagiarism. **You should not represent AI-generated content as your own original work.**

Cases involving academic dishonesty, including misuse of AI, may be handled by the instructor or may be referred to the administration. **Consequences may include but are not limited to:** receiving a zero for an assignment where AI has been misused, receiving an alternate assignment that must be handwritten in person, completion of a training on appropriate and inappropriate uses of AI before any more assignments may be attempted, additional monitoring of student work, or automatic failure of the course (please see course Academic Integrity policy [p. 7-8] for additional details).