



Clinical Internship Accreditation Application

Internship Accreditation Oversight Committee

Approved by the Association of Child Life Professionals
(formerly Child Life Council) Board of Directors May 2014

Clinical Internship Accreditation Application

The Association of Child Life Professionals defines the accreditation of clinical internships in child life as an assurance that a program meets the minimum standards and requirements set forth in the Standards for Academic and Clinical Preparation Programs in Child Life as found in the most current *Official Documents of the Child Life Council* as well as the Essential Curriculum Topics for Child Life Clinical Internships. Accreditation is a voluntary two-step process of self-study and external review intended to evaluate, enhance, and publicly recognize quality child life clinical internship programs. This process is intended to evaluate the extent to which a program meets the competencies defined by the essential internship curriculum topics and the practice analysis, and to promote the interests of students through continuous quality improvement of learning and professional practice.

Please use the following definitions to prepare this application:

Clinical Internship: An experience for interns in the field of child life that leads to demonstrated competence in all domains. This experience should include training and education in a manner that results in entry-level professional competence of the intern. An internship experience can be offered at one site or as a consortium.

Clinical Internship Coordinator: Individual person who assumes responsibility for developing and implementing the clinical internship.

- Maintains professional child life certification throughout the clinical internship
- Has a minimum of 8,000 hours paid child life clinical experience as a Certified Child Life Specialist (CCLS) prior to taking on the supervisory role
- Has provided successful clinical rotation supervision of at least 3 child life interns
- Is responsible for the educational development and guidance of the intern in the clinical setting, including:
 - Demonstrating, modeling & teaching professional behaviors and skills
 - Defining action steps to achieve competence relative to Association of Child Life Professionals' (ACLP) Standards of Clinical Practice and Competencies (see Official Documents of the Child Life Council)
 - Setting learning goals/objectives
 - Creating and maintaining an effective learning environment
 - Providing opportunities for exploring ethical issues
 - Providing feedback regarding professional boundaries
 - Facilitating the individual's application of theory to practice
 - Orienting the individual to the placement site and policies
 - Monitoring performance by observing the individual's progress and providing opportunities for discussion, feedback and growth
- Works with the clinical rotation supervisors throughout the internship to educate, evaluate, mentor and coach interns who wish to pursue a career in child life.
- Ensures that the internship curriculum is consistent with the ACLP Child Life Clinical Internship Curriculum.

- Ensures educational opportunities for interns are available to help them gain knowledge and experience in relation to the child life competencies.
- Serves as a liaison between the child life department and academic institutions.
- Provides oversight and support in providing accurate and consistent evaluation of all interns enrolled in the clinical internship.
- Attests that all conditions and requirements set forth on both pages of the verification form have been met.
- Has weekly meetings with the interns

Clinical Rotation Supervisor: Person who assumes responsibility of intern during his/her rotation and provides direct and formal supervision.

- Maintains professional child life certification throughout the clinical internship
- Has at least 4,000 hours paid child life clinical experience prior to taking on the supervisory role
- Is responsible for the educational development and guidance of the intern in the clinical setting to include:
 - Demonstrating, modeling & teaching professional behaviors and skills
 - Defining action steps to achieve competence relative to ACLP's Standards of Clinical Practice and Competencies (see Official Documents of the Child Life Council)
 - Setting learning goals/objectives
 - Creating and maintaining an effective learning environment
 - Providing opportunities for exploring ethical issues
 - Providing feedback regarding professional boundaries
 - Facilitating the individual's application of theory to practice
 - Orienting the individual to the placement site and policies
 - Monitoring performance by observing the individual's progress and providing opportunities for discussion, feedback and growth

It is important for clinical rotation supervisors to:

- Have daily contact with the individual, working at least 80% of the same hours
- Schedule private, weekly, formal, uninterrupted supervision meetings with the intern
- Have no dual relationships with the intern (family member, spouse, friend, etc.)
- Arrange for alternate supervision of the intern by another CCLS in his/her absence
- Monitor the fulfillment of required hours
- Directly observe the intern in order to monitor and evaluate performance
- Model for and then observe the intern demonstrating a minimum, entry-level professional competence

Accreditation: The process whereby the ACLP Internship Accreditation Oversight Committee (IAOC) grants public recognition to a clinical internship (independent and/or consortium) that meets the established eligibility expectations. The accreditation process provides professional

judgment as to the quality of the clinical internship and encourages continued improvement; thereby protecting patients and families by ensuring competent child life professionals.

Child Life Clinical Internship Program Consortium: Two or more independent institutions or organizations that combine to provide a clinical internship. The consortium must consider itself one clinical internship. A formal agreement must exist between the two or more organizations that jointly sponsor this experience. One individual must serve as the consortium clinical internship coordinator and have primary responsibility for the program and communications with the ACLP staff and/or IAOC. Each member organization in the consortium site must designate a clinical rotation supervisor for the program within that organization who is employed by the organization and meets all ACLP clinical supervision criteria.

Competency: Set of specific knowledge, ability, capability, skills, judgment, attitudes and values that every entry-level professional child life specialist is expected to know and perform for employment in child life.

Curriculum: Established learning experiences presenting the knowledge, principles, values and competencies that are intended outcomes of the clinical internship.

Eligibility Expectations: Specific fundamentals for clinical child life internship experiences seeking accreditation from the ACLP.

Entry-Level Professional: Term used to specify performance expected of the child life professional at the beginning of his/her professional career. Entry-level child life specialists are expected to have demonstrated competence in the domains defined by the ACLP, inclusive of self-reflection, critical thinking skills, and the ability to apply theory to practice.

Exposure: Experiences in which the child life intern has the opportunity to learn, gain knowledge of, observe or partner in relation to specific competencies, however may not yet have the opportunity to practice independently.

Meaningful Feedback: Response provided to applicants, whether granted accreditation or not, that is intended to promote continuous quality improvement of the internship experience.

Narrative: Written explanations and interpretations provided to offer clarity and descriptors to verify the clinical internship's eligibility for accreditation; inclusive of specific examples that address the expectation. Supporting documents will demonstrate the information provided in the narrative.

Opportunity: Planned learning experiences in which knowledge, understanding and theory are applied to real-life situations; may be augmented by role-playing, simulation, case studies, and/or other experiences in which interns actually perform tasks which contribute to acquisition of the competencies.

Recognition: Public acknowledgements via the ACLP, whereas accredited clinical internships are denoted.

Reviewer: Individuals who applied and were selected to objectively review clinical internships for eligibility of accreditation.

- a. Chief Reviewer: Member of the IAOC who will review Sub-section A.
- b. Content Reviewer: Two blind reviewers assigned to Sub-sections B and C.

Rotation: Defined block of time, equivalent to or greater than 6 weeks or 240 hours, with one consistent clinical rotation supervisor. Rotation must consist of focused, supervised learning experiences planned to develop competence.

Supporting Documents: Files, sample assignments, policies, in-service outlines or other documents used by the clinical internship that demonstrate how the clinical internship meets the eligibility expectations for accreditation and supports the narrative descriptions.

APPLICATION SECTIONS

Section 1: *Application Cover Page*

- The first page of the application should be a completed contact page and signed “Statement of Understanding.” This should be completed by the clinical internship coordinator.

Section 2: *Individual exemplars*

- Each item on the application should be filled out with a narrative of no more than 500 words and a list of supporting documents that demonstrate how the clinical internship meets the expectations for accreditation.
- Within the individual exemplars section, there are 3 sub-sections:
 - A. **Clinical Supervision:** This is **mandatory** for accreditation. If the clinical internship is unable to meet **all** expectations included, accreditation will **not** be granted.
 - B. **Internship Requirements and Structure:** This is **mandatory** for accreditation. If the clinical internship is unable to meet all expectations included, accreditation will **not** be granted.
 - C. **Clinical Competencies:** this section is divided into 3 domains. Each item will be scored against a weighted scoring grid. It is understood that a clinical internship may not meet every expectation in this section; a clinical internship that does not meet every expectation in each of the identified domains but still meets the pre-determined overall threshold score may obtain accreditation:
 - Professional Responsibility
 - Assessment
 - Clinical Intervention

Section 3: *Attachments*

- There will be opportunities to attach Supporting Documents within each section.
- Use clear and descriptive file names for supporting documents
- In the narrative, include references to the specific pages or sections applicable to the standard

Each section must be completed in its entirety for accreditation to be considered.

All applications will receive meaningful feedback regardless of the accreditation decision.

APPLICATION INSTRUCTIONS

For each item on the application, applicants should provide:

- A detailed narrative of how the applying clinical internship meets this expectation. In addition, explain and describe how the supporting documents demonstrate these expectations. 500 word maximum.
- Supporting documents, e.g., intern assignments, policies, and in-service outlines, demonstrating these expectations.

A COMPLETED APPLICATION WILL:

- Identify one contact person who serves as the clinical internship coordinator
- Include detailed narratives of how the clinical internship meets each expectation
- Provide documentation that support each expectation
- Submit application to the ACLP through online program
- Follow all instructions provided in this application packet
- Remove all logos, names, phone-numbers and letter head, except when specifically asked for this information

SUBMISSION INSTRUCTIONS:

- Submit application to ACLP via online program. ACLP staff will grant applicants access to the application portal approximately 1-2 months ahead of their assigned submission a deadline.
- Use clear and descriptive file names for supporting documents, including references to the specific pages or sections applicable in longer documents.
- Applicant is responsible for contacting the ACLP staff representative with any clarifying questions.
- Applicants are responsible for keeping a copy of the completed application for their records. It is highly recommended to download a zip file containing all narratives and supporting documentation from the application portal.
- **Incomplete applications, applications with identifying information in sub-sections B and C, or applications that are unclear will be returned to the originator.**

**The more information provided to accurately demonstrate how the clinical internship is eligible for accreditation ensures that the internship accreditation reviewers will be able to complete the review in a timely manner.*

WHAT HAPPENS NEXT?

- Upon receipt of an application for Clinical Internship Accreditation, the ACLP staff representative will pre-screen the application to ensure all items on the check list are complete.
 - If the application is incomplete, it will be returned to the applicant
- ACLP staff will communicate with applicants regarding which future cycle the application will be reviewed. Applicants will be able to check their application status by returning to the application portal.
- Reviewers, working independently of one another, will carefully review each application in its entirety, score each section and provide meaningful feedback.
- Applications submitted on time will be reviewed **within the quarter (90 days)**. A detailed report with scores, feedback, and recommendations for accreditation decisions will be submitted to the chair of the IAOC.
- It is expected that clinical internship reviewers work in a shared governance model and reach a consensus regarding the status of accreditation. In the event that a consensus cannot be agreed upon, the chief reviewer will provide an additional review to make the final determination.

Accreditation decisions with feedback will be communicated to applicants following the review. All communication with the applying clinical internship will occur via a ACLP staff member.

The applying clinical internship will be assigned one of three possible recommendations:

1. Accreditation
2. Application Extended Pending Edits
3. Accreditation Denied

Accreditation:

The clinical internship will be listed on the ACLP website with recognition of clinical internship accreditation.

Application Extended Pending Edits:

Clinical internships will have one quarter (90 calendar days) to make the suggested changes to the internship and re-submit for accreditation.

Accreditation Denied:

Internship experiences may choose to either:

- Appeal the decision following the appeals process
- Re-apply after a minimum of 12 months from the receipt of decision with recommended changes in place.

CLINICAL INTERNSHIP ACCREDITATION APPLICATION COVER PAGE

Name of Clinical Internship:

Primary Contact Person Name:	Title:
Mailing Address:	Preferred Phone:
	Pager:
	Fax:
	Email address:

Secondary Contact Person Name:	Title:
Mailing Address:	Preferred Phone:
	Pager:
	Fax:
	Email address:

Statement of Understanding

- I attest that the information in this application is true and accurate to the best of my knowledge.
- I have read, understand and agree to abide by the Child Life Code of Ethics for (ACLP) members.
- Upon accreditation, I understand that, if requested from the general public, the ACLP will confirm the following: accreditation status (current, expired, accreditation denied or not applied), and effective/expiration dates.
- I understand the ACLP reserves the right to verify any information I have provided in this application.
- I understand that once clinical internship accreditation has been approved, the application and supporting documents become the property of the ACLP and will not be returned.
- I understand that scores and feedback will be released to the ACLP and the primary contact person.

Primary Contact Signature: _____

Date: _____

Section 2: Individual Exemplars

Please use the following format to demonstrate how the clinical internship meets each of the expectations identified.

1. **Narrative:** Provide a detailed narrative of how the clinical internship meets this expectation. In addition, explain and describe how the supporting documents demonstrate these expectations. 500 word maximum.
2. **Supporting Documents:** Attach all supporting documents (removing all logos, letter head and identifying marks, unless asked to provide such information), e.g., assignments, policy, and in-service outlines that demonstrate each expectation.

Sub-Section A

Clinical Supervision: **ALL expectations are MANDATORY for accreditation**

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>1. CLINICAL INTERNSHIP COORDINATOR</p> <p>Clinical internship coordinator:</p> <ul style="list-style-type: none">a. Maintains professional certificationb. Has at least 8000 hours of paid experience as a CCLS, prior to coordinating an internship experiencec. Ensures a systematic evaluation process, including criteria for scoring evaluationd. Has weekly meetings with the interne. Ensures a systematic process for dismissalf. Follows the CLC clinical internship offer and acceptance recommended deadlinesg. Provides oversight and guidance to clinical rotation supervisors	
<p>2. CLINICAL ROTATION SUPERVISOR</p> <p>Clinical rotation supervisor:</p> <ul style="list-style-type: none">a. Maintains professional certificationb. Has at least 4000 hours of paid experience as a CCLS, prior to supervising internsc. Assumes responsibility for educational development and guidance of internsd. Supervises a maximum of one intern at a time.e. Has weekly meetings with the internf. Has daily contact with the intern; both supervisor and intern working at least 80% of the same hours	
NARRATIVE: 500 word maximum	

Sub-Section B

Internship Requirements and Structure: **ALL expectations are MANDATORY for accreditation**

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
1. APPLICANT REQUIREMENTS Clinical internship will only accept students who have: <ul style="list-style-type: none">a. 100 hours of experience with well infants, children, youth and/or familiesb. 100 hours of experience with infants, children, youth and/or families in stressful situations, health care settings and/or programs designed for children with special needsc. Successfully completed child life coursework inclusive of the 6 applied areas of study, as required by the ACLPd. Completed the academic course work portion of the ACLP eligibility assessment or are actively enrolled in an ACLP endorsed academic program.	
2. INTERNSHIP STRUCTURE Clinical internship offers: <ul style="list-style-type: none">a. A combined 600 hours of clinical experienceb. Of the 600 hours, a minimum of 2 rotations that are at least 6 weeks (240 hours) in length with one clinical rotation supervisor per rotation; the remaining 3 weeks (120 hours) can be completed in whatever way the clinical internship deems appropriate.	
NARRATIVE: 500 word maximum	

Sub-Section C
Clinical Competencies
Domain 1: Professional Responsibility

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>1. PROFESSIONAL DEVELOPMENT</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Orient to hospital and departmental regulations, policies and procedures, e.g. patient rights and responsibilities, HIPAA regulations, diversity training b. Be exposed to ACLP Child Life Code of Ethics, professional boundaries, Evidence Based Practice (EBP) statements, history of profession and official documents c. Set goals and track progress in collaboration with the clinical rotation supervisor through regular feedback and evaluation. d. Be exposed to medical terminology e. Be educated on ACLP involvement, e.g. the student and professional forums, volunteer opportunities f. Develop self-reflection skills g. Practice professional interviewing skills 	
<p>NARRATIVE: 500 word maximum</p>	
Empty space for narrative	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
2. PROFESSIONAL RELATIONSHIPS	
<p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Foster patient and family centered care b. Enhance communication and collaboration to maximize positive outcomes c. Expand knowledge of multidisciplinary team and/or community resources to learn role delineation d. Demonstrate awareness and understanding of professional boundaries 	
NARRATIVE: 500 word maximum	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
3. DOCUMENTATION	
Provides interns with opportunities to: <ul style="list-style-type: none"> a. Become familiar with various documentation guidelines and formats, e.g. APIE, SOAP b. Complete documentation independently in the medical record 	
NARRATIVE: 500 word maximum	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
4. EDUCATION	
<p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Educate multidisciplinary staff b. Participate in community education related to pediatric health care issues, e.g. community outreach, teddy bear clinics, school re-entry c. Develop communication skills when working with community and special visiting groups d. Develop presentation and public speaking skills, e.g. within child life department, to community groups, medical staff 	
NARRATIVE: 500 word maximum	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
5. ADMINISTRATIVE RESPONSIBILITIES	
Provides interns with opportunities to: <ul style="list-style-type: none"> a. Track internship hours b. Demonstrate ability to meet assignment deadlines c. Accept and acknowledge donations d. Balance clinical and administrative responsibilities e. Observe the child life role in various environments, e.g. site visits, shadowing of other child life staff 	
NARRATIVE: 500 word maximum	
This area is intentionally left blank for the narrative response	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
6. VOLUNTEERS	
Provides interns with opportunities to: <ul style="list-style-type: none"> a. Be exposed to and participate in the volunteer management process, e.g. selecting, orienting, placement and dismissal b. Provide guidance and feedback with volunteers c. Provide recognition with volunteers 	
NARRATIVE: 500 word maximum	

Clinical Competencies
Domain 2: Assessment

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>1. STRESS POTENTIAL</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Elicit relevant information from the child and family, e.g. play, rapport building b. Elicit relevant information from the medical record and the multidisciplinary team c. Interpret health care data, e.g. Illness-specific considerations, anticipated outcomes d. Assess the relevance of observed and learned data e. Prioritize child life services based on patient needs 	
<p>NARRATIVE: 500 word maximum</p>	
This area is intentionally left blank for the narrative response	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
2. DEVELOPMENTAL VARIABLES	
Provides interns with opportunities to: <ul style="list-style-type: none"> a. Perform informal developmental assessments b. Anticipate potential reactions based on theoretical framework c. Identify when a child is at developmental risk 	
NARRATIVE: 500 word maximum	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>3. PSYCHOSOCIAL VARIABLES</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Interpret psychosocial factors, e.g., temperament, anxiety level b. Interpret individual family needs, strengths and goals c. Interpret family norms, practices and preferences, e.g., cultural, spiritual d. Interpret child and family coping style and strategies 	
<p>NARRATIVE: 500 word maximum</p>	
Empty space for narrative	

Clinical Competencies
Domain 3: Clinical Interventions

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>1. PLAY</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Facilitate play in an effort to encourage expression, build rapport, process information, and promote development and normalization of the healthcare environment b. Demonstrate ability to translate developmental theories of play into practice c. Foster skills in providing different types of play; inclusive of normative, developmental, medical, adaptive and therapeutic play d. Choose and utilize appropriate play materials and techniques e. Demonstrate skill in incorporating play, e.g., issue specific, developmental, expressive, as a part of the child life plan of care 	
<p>NARRATIVE: 500 word maximum</p>	
This area is intentionally left blank for the narrative response	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
2. SUPPORT	
<p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Offer psychosocially and developmentally appropriate support that is responsive to specific needs of children and families b. Demonstrate the ability to translate lifespan development and family system theory into practice c. Assist with transitions in care, e.g. levels of care, school re-entry, between care settings, foster care, adult care and/or home d. Facilitate coping strategies and educate children and families about coping responses, models and styles e. Choose and utilize appropriate distraction and support tools, materials and techniques 	
NARRATIVE: 500 word maximum	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>3. INTEGRATED AND/OR EXPRESSIVE THERAPIES</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Plan, facilitate and evaluate therapeutic interventions b. Identify integrative therapy needs, e.g. guided imagery, massage, yoga, pet therapy c. Learn about the expressive and/or creative arts therapies, e.g. music, art, dance 	
<p>NARRATIVE: 500 word maximum</p>	
Empty space for narrative	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>4. TECHNOLOGY</p> <p>Provides interns with opportunities to utilize and incorporate current technology to:</p> <ul style="list-style-type: none"> a. Create a therapeutic plan of care b. Facilitate communication c. Support specific developmental needs of patients d. Enhance child life programming, e.g., live video production, special visitors 	
<p>NARRATIVE: 500 word maximum</p>	
Empty space for narrative	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>5. PALLIATIVE AND END OF LIFE CARE</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Utilize assessment of patient and family to create meaningful interventions during the palliative care and bereavement experience b. Explore concepts of death and dying and be exposed to or provide grief and loss support for children and families c. Be exposed to or facilitate legacy building and meaningful, memory making d. Demonstrate understanding of the cultural impact during significant illness and the bereavement experience e. Explore personal responses to death through self-reflections 	
<p>NARRATIVE: 500 word maximum</p>	
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ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>6. COPING STRATEGIES</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Translate assessment of patient pain and implement non-pharmacological pain management interventions b. Translate assessment of patient response to hospitalization and/or illness, e.g., anxiety, fear, sadness, separation c. Advocate for the patient’s individual coping needs, e.g., positioning and environment d. Observe, demonstrate and independently facilitate procedural support e. Design therapeutic interventions that support the interdisciplinary plan of care 	
<p>NARRATIVE: 500 word maximum</p>	
Empty space for narrative	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
7. ENVIRONMENT	
<p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Assess and adapt healthcare environment to provide developmentally supportive care b. Create and maintain therapeutic and safe environments for individuals and groups c. Create accessibility to play opportunities within the healthcare environments, e.g., play spaces in isolation, waiting spaces etc. 	
NARRATIVE: 500 word maximum	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
8. SOCIAL INTERACTIONS	
<p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Plan, implement and facilitate group programs; inclusive of special events and group activities b. Connect patients in an effort to facilitate coping c. Connect patients and families with community resources, e.g., Starlight, Caring Bridge, camps, Make a Wish 	
NARRATIVE: 500 word maximum	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>9. ADVOCACY</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Empower families in the care of their child b. Collaborate with patients and families to develop and use advocacy skills c. Be exposed to or advocate for disclosure of information while respecting the family’s wishes d. Support child and family rights and responsibilities e. Practice advocacy skills in multidisciplinary interactions, e.g. family meetings, care conferences, psychosocial rounds, medical team, etc. 	
<p>NARRATIVE: 500 word maximum</p>	
<p></p>	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
10. PATIENT AND FAMILY EDUCATION AND PREPARATION	
<p>Provides interns with opportunities to:</p> <ol style="list-style-type: none"> a. Use developmentally appropriate language b. Choose and utilize developmentally appropriate tools and techniques c. Demonstrate appropriate response to individual patient and family preferences d. Validate patient and family understanding e. Become familiar with educational resources for families 	
NARRATIVE: 500 word maximum	

ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>11. THERAPEUTIC RELATIONSHIPS</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Adapt introduction of child life services and role based on varying circumstances b. Build and maintain therapeutic relationships that are clear, boundaried, and responsive c. Develop self-reflection skills and awareness in the therapeutic relationship process 	
<p>NARRATIVE: 500 word maximum</p>	
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ACCREDITATION ELIGIBILITY EXPECTATIONS	SUPPORTING DOCUMENTS LIST
<p>12. PATIENT AND FAMILY CENTERED CARE</p> <p>Provides interns with opportunities to:</p> <ul style="list-style-type: none"> a. Apply understanding of child, family, and health care variables in development of child life plan of care b. Adapt goals and interventions based on ongoing assessment c. Incorporate siblings and family members in interventions d. Empower families in the care of their child 	
<p>NARRATIVE: 500 word maximum</p>	
<div style="border: 1px solid black; height: 500px;"></div>	