

MODULES

PRE-INTERNSHIP

The Pre-Internship Learning Modules can be used by Pre-Internship learners as well as supervisors in healthcare and other community-based settings in which psychosocial support is provided to children and families in stressful situations.

Executive Summary

These pre-internship learning modules were created by the Association of Child Life Professionals (ACLP) Practicum Task Force from 2018-2020 and revised by the ACLP Pre-internship Working Group in 2022. The module topics are professional development; observation; theory of practice; diversity, equity, and inclusion; and power of play.

These Modules Support...

- Supervisors who are seeking to offer meaningful pre-internship experiences to learners interested in child life
- Learners who are interested in child life and must complete a pre-internship experience as part of their academic requirements
- Learners who wish to connect experiential opportunities to ACLP's pre-internship knowledge, skills, and abilities (KSAs)

These Modules Can Be Used By...

The modules can be used by pre-internship learners and supervisors in healthcare and other community-based settings in which psychosocial support is provided to children and families in stressful situations. Modules are not meant to be utilized consecutively or in a particular amount of time but can be interwoven throughout the pre-internship experience. Sections within the modules can be used as a whole or in separate parts. Adaptations can and should be made by individual learners and supervisors to suit their needs.

The pre-internship modules are designed with the recognition that supportive environments must respect variations in culture, age, gender, race, ethnicity, physical ability, sexual orientation, gender identity/expression, religious affiliation, veteran status, and socioeconomic status. Learners and supervisors are encouraged to review ACLP's Inclusivity Goals and consider incorporating these goals throughout the pre-internship experience.

ACLP recognizes that practicums have become a barrier within the pathway to the child life profession. Pre-internship experiences are not required by the Child Life Certification Commission, and ACLP does not endorse practicums or other pre-internship programs. These modules are designed for sites and learners who may find them supportive.



Navigating the Modules

Each module consists of the following sections:

Clinical Learning Goals

Positive statements of knowledge or skills that learners are expected to gain by applying the module content to their pre-internship experience

Knowledge, Skills, and Abilities (KSAs)

A list of which internship readiness KSAs are connected to the module content. This list is NOT meant to imply that learners will necessarily demonstrate proficiency with each KSA after completing the module. Instead, the list is intended to help learners and supervisors identify how the module content can support learners in working toward proficiency with the KSAs.

Objectives:

Positive statements describing specific tasks or activities in which the pre-internship learner can engage

Recommended Activities:

Activities that can engage the learner in active, behavioral, and reflective learning about the module topic(s). Learners and supervisors are encouraged to work together to adapt the activities to a learner's preferred style. (For example, learning may occur through spoken discussion, writing, a visual presentation, etc.)

Foundational Resources:

Readings and videos that provide key information about the module topic(s). Resources were selected for their anticipated value for pre-internship learners at all stages of academic preparation. Since the modules are intended for use with experiential learning opportunities rather than academic courses, the resources are concise rather than comprehensive.

Supplemental Resources:

Additional resources that may enhance the learner's knowledge base and skills, particularly if the learner desires further depth of exploration.

Optional Activities for Additional Skill Enhancement:

Activities that may serve to enhance the growth of learners who desire more in-depth exploration of the topic.

Next Steps for Further Learning:

Related domains and tasks from the Child Life Certification Exam Content Outline, provided to support learners in reflecting on additional ways that the module topic(s) are applicable to the work of Certified Child Life Specialists (CCLS). Learners who are considering careers as CCLS may find it helpful to begin building familiarity with the exam content outline. However, pre-internship learners are NOT expected to demonstrate proficiency with the tasks listed in the exam content outline.



Module 1: Professional Development

Clinical Learning Goals

The child life pre-internship learner will begin to develop an awareness of professional skills and responsibilities needed to transition from learner to emerging professional. Through observation, the learner will be exposed to professional skills and responsibilities including therapeutic relationships, self-care, professional boundaries, communication, and ethics. In addition, the pre-internship learner will initiate reflective practices that support growth and self-awareness, including the completion of daily journals related to their observations.

Knowledge, Skills, and Abilities (KSAs)

- 1.01 Awareness of/growth mindset relating to DEI and cultural humility
- 1.02 Awareness of the Child Life Code of Ethics
- 2.02 Recognize the value of therapeutic relationships with children and families
- 3.03 Ability to build rapport and employ effective communication
- 3.04 Ability to self-reflect on one's learning, goals, openness to feedback, self-care, and professional boundaries and their implications for practice
- 3.05 Demonstrate flexibility and time management skills to adapt to changing situations

Objectives:

In the process of completing this module, the pre-internship learner will:

- Begin to integrate self-reflective skills into daily practice (e.g., awareness of biases, projection, transference, etc.) through exercises such as verbal debriefing with the supervisor and daily journals.
- Develop professional awareness of the role of child life amongst the members of the interprofessional team.
- Gain an understanding of ethical responsibility and how this impacts child life practice.
- Identify and integrate strategies for self-care while gaining awareness of the signs and symptoms of burnout.
- Recognize the influence of personal views and beliefs on child life services provided to children and families.
- Assess personal readiness for obtaining a child life internship experience.



Module 1: Professional Development

Recommended Activities:

The pre-internship learner will:

- Complete daily reflective journals related to their observations.
- Observe an interprofessional team member and discuss observations with team member and/or supervisor, reflecting on how bias and diversity may have come into play during observed encounters. The learner may also choose to interview the interprofessional team member about how their awareness of bias and diversity impacts their work.
- Complete a written assignment describing the ways you have observed child life practice contribute to children's and families' experiences within your pre-internship. Include personal philosophy of child life and how you plan to practice.
- Identify a situation where a child life specialist would apply the Code of Ethics to their practice. How did this change your perspective on ethical practice in child life?

Foundational Resources:

Child Life Certification Commission (2020). Child life code of ethics.

https://www.childlife.org/docs/default-source/aclp-official-documents/child-life-code-of-ethics4232ee9c90156ede9dafff00004f030f.pdf?sfvrsn=5327804d_2

Child Life Council (2011). Codes and guidelines for professional conduct. In *The Official Documents of the Child Life Council* (2nd ed., revised), pp. 3-6.

https://www.childlife.org/docs/default-source/about-aclp/official-documents.pdf?sfvrsn=e9d4a04d_2

Krog, K. (2016). You can't pour from an empty bucket: Stress and self-care in the child life profession. *Child Life Focus*, 34(4), 15-21. https://www.childlife.org/docs/default-source/Publications/Bulletin/vol-34-number-4-fall-2016.pdf?sfvrsn=1ab1be4d_4

SkillsTeamHullUniv. (2014, March 3). Reflective writing [Video]. YouTube.

<https://youtu.be/QoI67VeE3ds>

Supplemental Resources:

Fisackerly, B. (2017). Continuing the discussion on therapeutic relationships, professional boundaries, and self-care practices in child life. *ACLP Bulletin*, 35(3), 24-31.



Module 1: Professional Development

Optional Activities for Additional Skill Enhancement:

- Complete journal prompts related to Professional Development (see Appendix A).
- Complete and reflect on the Professional Quality of Life Scale - ProQOL (see Appendix A).
- Engage in a mock child life internship interview with pre-internship supervisor. The supervisor may choose to utilize resources and sample questions available through ACLP (see Appendix A).
- Complete and reflect on the Self-Care Assessment Worksheet (see Appendix A).

Next Steps to Further Learning:

As next steps for further learning beyond the pre-internship experience, learners may consider how Certified Child Life Specialists apply professional development topics in their work, as guided by the Child Life Certification Exam Content Outline:

Domain I: Professional Responsibility

Task 1. Practice within the scope of professional knowledge and clinical expertise.

Task 2. Engage continuously in self-reflective and evaluative professional child life practice.



Module 2: Observation

Clinical Learning Goals

The child life pre-internship learner will observe developmentally appropriate services provided to children and families. Pre-internship learners will learn through observation and assessment to identify the knowledge, skills, and abilities required of a child life specialist to meet the developmental and support needs of children and families.

Knowledge, Skills, and Abilities (KSAs)

- 1.03 Understand how theory and evidence guide child life practice
- 1.04 Awareness of child life specialist's role in providing coping support to families experiencing grief and/or loss
- 2.01 Knowledge of the scope of child life practice
- 2.02 Recognize the value of therapeutic relationships with children and families 2.04 Knowledge of child development and how each developmental stage is impacted by illness, stress, and hospitalization
- 2.05 Familiarity working in a healthcare setting
- 3.02 Ability to engage children of all ages and abilities in developmentally appropriate normative play
- 3.03 Ability to build rapport and employ effective communication

Objectives:

In the process of completing this module, the pre-internship learner will:

- Build upon observation, assessment, and reflection skills.
- Grow a stronger understanding of applying theories of human growth and development, play, and family systems to work with children and families.
- Begin to develop a working knowledge of stressful events and their impact on the emotional, developmental, and psychosocial needs of the child and family.
- Begin to develop an understanding of the role of communication and the importance of active listening and empathic responding when talking with children, families, and other professionals.

Module 2: Observation

Recommended Activities:

The pre-internship learner will:

1. Include observations of the supervisor's work with children and families in journal entries and connect relevant theory to observations. Learners may choose to use one or both of the following prompts:
 - Discuss an intervention that you observed this week. Include your assessment of the child's developmental level and coping. What did you observe the supervisor do and say, and what was your observation of the child's response? What did you learn from your observations?
 - What examples of nonverbal communication did you observe between your supervisor and children and families? How did your supervisor adapt their voice and/or language to effectively communicate?
2. Observe how the supervisor utilizes assessment and incorporates it into daily activities/interactions formally and informally with children and families.
 - Observe verbal and non-verbal techniques when actively listening and supporting children and families.
 - Observe children and families in stressful situations.

Foundational Resources:

Boston University (n.d.) Active listening. <https://www.bumc.bu.edu/facdev-medicine/files/2016/10/Active-Listening-Handout.pdf>

Litmos Heroes. (2014, December 19). How to improve your listening skills [Video]. YouTube. <https://www.youtube.com/watch?v=D6-MleRr1e8>

Supplemental Resources:

Justus, R., Wilson, J., Walther, V., Wyles, D., Rode, D., & Lim-Sulit, N. (2006). Preparing children and families for surgery: Mount Sinai's multidisciplinary perspective. *Pediatric Nursing*, 32(1), 35-43.

Kaddoura, M., Cormier, L., Leduc, J. (2013). Resource collaboration: The benefits of utilizing child life specialists when dealing with pediatric stress. *Education Research Quarterly*, 32(2), 3-21.

Sarnat, H., Arad, P., Hanauer, D., & Shohami, E. (2000). Communication strategies used during pediatric dental treatment: A pilot study. *Pediatric Dentistry*, 23(3), 337-342.

Module 2: Observation

Optional Activities for Additional Skill Enhancement:

- Use the Observation Worksheet to reflect on an observation of a child and family (see Appendix B).
- Use the Child and Family Assessment Observation Sheet to reflect on an observation of a child and family (see Appendix B).

Next Steps to Further Learning:

As next steps for further learning beyond the pre-internship experience, learners may consider how Certified Child Life Specialists apply professional development topics in their work, as guided by the Child Life Certification Exam Content Outline:

Domain I: Professional Responsibility

Task 2. Engage continuously in self-reflective and evaluative professional child life practice.

Domain II: Assessment

Task 2. Identify and apply developmental frameworks to develop a comprehensive assessment and plan of care.

Module 3: Theory of Practice

Clinical Learning Goals

The child life pre-internship learner will become familiar with applying developmental theory to work with children and families. Through this application, the learner will begin to identify the factors which influence each child's and family's response to stressful situations.

Knowledge, Skills, and Abilities (KSAs)

- 1.03 Understand how theory and evidence guide child life practice
- 1.05 Familiarity with the concept of health disparities and the child life specialist's role in promoting health equity
- 2.01 Knowledge of the scope of child life practice
- 2.03 Recognize the importance of assessing for child, healthcare, psychosocial, and family variables
- 2.04 Knowledge of child development and how each developmental stage is impacted by illness, stress, and hospitalization

Objectives:

In the process of completing this module, the pre-internship learner will:

- Discuss theories of human growth and development.
- Recognize common fears, misconceptions, and concerns of children in each developmental stage and their families.
- Explore theories of family systems.
- Recognize potential stressors that may impact families' vulnerability to stress.
- Begin to understand the impact of race, identity, and community on children's and families' ability to cope in stressful situations.

Recommended Activities:

The pre-internship learner will:

- Name a developmental, family, or coping theory and write/reflect on how it applies to an observation this week.
- Observe children and adolescents in stressful situations and begin to assess developmental level.
- Observe the supervisor interacting with a child and family and make a list of the child's and family's strengths and potential stressors. Reflect with the supervisor on the impact of race, identity, and community, including potential biases that can arise when focusing solely on stressors (rather than also considering strengths).

Module 3: Theory of Practice

Foundational Resources:

Romito, B., Jewell, J., Jackson, M., AAP Committee on Hospital Care, Association of Child Life Professionals Ernst, K., Hill, V., Hsu, B., Lam, V., Mauro-Small, M., Vinocur, C. (2021). Child Life Services. *Pediatrics*, 147(1), e2020040261. <https://doi.org/10.1542/peds.2020-040261>

Thomas-Adams, H. (2022). Decentering whiteness in child life assessment: Looking beyond traditional developmental theory. *ACLP Bulletin*, 40(1), 8-10. <https://www.childlife.org/membership/aclp-bulletin/decentering-whiteness-in-child-life-assessment-looking-beyond-traditional-developmental-theory>

Supplemental Resources:

Association of Child Life Professionals (n.d.). Child life in action. <https://www.childlife.org/the-child-life-profession/child-life-in-action>

Optional Activities for Additional Skill Enhancement:

- Complete journal prompts related to theory of practice (see Appendix C).
- Complete a brief case study of a child that may include variables such as: diagnosis, healthcare experiences, developmental assessments, child life interventions, and future goals for support of child and family. Present case study to supervisor, team, or pre-internship learner peers.
- Complete a child life care plan for a child and/or family you have observed during your pre-internship (see Appendix C).
- Create a chart with sections for each developmental stage. Include stage theory, common fears/misconceptions, impact of hospitalization on development, and potential child life interventions (see Appendix C).
- Plan a therapeutic intervention for a child and/or family you have observed during your pre-internship (see Appendix C).

Next Steps to Further Learning:

As next steps for further learning beyond the pre-internship experience, learners may consider how Certified Child Life Specialists apply professional development topics in their work, as guided by the Child Life Certification Exam Content Outline:

Domain II: Assessment

Task 2. Identify and apply developmental frameworks to develop a comprehensive assessment and plan of care.

Task 3. Identify and apply knowledge of family systems to develop a comprehensive assessment.

Module 4: Diversity, Equity, and Inclusion

Clinical Learning Goals

The child life pre-internship learner will begin to establish a reflective approach to practice that supports continued growth and self-awareness related to identifying the impact of personal views and beliefs on one's ability to provide supportive services to children and families. In addition, the child life pre-internship learner will begin to develop and implement appropriate play activities and materials that respect variations in race, identity, and community.

Knowledge, Skills, and Abilities (KSAs)

- 1.01 Awareness of/growth mindset relating to DEI and cultural humility
- 1.02 Awareness of the Child Life Code of Ethics
- 1.05 Familiarity with the concept of health disparities and the child life specialist's role in promoting health equity
- 2.03 Recognize the importance of assessing for child, healthcare, psychosocial, and family variables
- 3.03 Ability to build rapport and employ effective communication
- 3.04 Ability to self-reflect on one's learning, goals, openness to feedback, self-care, and professional boundaries and their implications for practice

Objectives:

In the process of completing this module, the pre-internship learner will:

- How diversity, equity, and inclusion impact children's and families' care.
- Appropriate supportive services provided by the pre-internship site to meet children's and families' diverse needs (i.e.: social services, spiritual support, language services, developmental support, etc.).
- Skills and approaches that demonstrate sensitivity to individual developmental, emotional, and cultural needs, as well as respect for the individual child's and family's experience.
- How personal values, beliefs, and biases can affect the development of therapeutic, supportive relationships and appropriate professional boundaries.
- Structural barriers that perpetuate health disparities.

Module 4: Diversity, Equity, and Inclusion

Recommended Activities:

The pre-internship learner will:

- Discuss with their supervisor an instance in which a child's or family member's culture impacted interventions.
- Observe the supervisor assess and identify child and family variables as they relate to race, identity, and community.
- Observe the supervisor adjusting their communication approach and pacing when interacting with children and families with different developmental levels, cultural backgrounds, and primary language. Identify resources that supervisor used (or could use) to meet the needs of children and families during those interactions (i.e. interpreter services, disability accommodations, communication supports, etc.).
- Continue to utilize reflective journaling to focus on the pre-internship learner's own experiences and recognize how personal values, beliefs, biases, and challenges may impact service delivery (see appendix D).
- Complete a personal assessment to increase awareness of the pre-internship learner's own biases, and reflect on how this may impact care:
<https://implicit.harvard.edu/implicit/user/agg/blindspot/tablet.htm?fbclid=IwAR3rEAuHSSeNUAd3WFnjx0Pa1w-3xOHn-rM0fs8NPVQlVnh514Q5nXyPxW4>
(also see Appendix D).

Foundational Resources:

Association of Child Life Professionals (2020). ACLP diversity, equity & inclusion (DEI) action plan. <https://www.childlife.org/about-aclp/diversity-equity-inclusion>

Disability:IN. (2018). Accenture LLP – Inclusion starts with I (voiceover) [Video]. <https://www.youtube.com/watch?v=QDna1RV-tYo>

Psych Hub (2020, October 5). What is cultural humility? [Video]. YouTube. https://www.youtube.com/watch?v=c_wOnJJfEfxE

Tenhulzen, K. (2021). Don't follow that gut instinct – debiasing for equitable care in child life. ACLP Bulletin, 39(2),16-20. <https://www.childlife.org/resources/aclp-bulletin/spring-2021-table-of-contents/don't-follow-that-gut-instinct---debiasing-for-equitable-care-in-child-life>

Module 4: Diversity, Equity, and Inclusion

Supplemental Resources:

BBC Bitesize. (2020, August 5). John Amaechi - White Privilege [Video]. Twitter. <https://twitter.com/bbcbitesize/status/1290969898517254145>

Orkoskey, N. (2016). Being LGBT: How sexual orientation and gender identity affect access to health care and employment. *ACLP Bulletin*, 34(3), 10-11, 38. https://www.childlife.org/docs/default-source/publications/bulletin/aclp-bulletin-summer-2016.pdf?sfvrsn=40268f4d_2

Optional Activities for Additional Skill Enhancement:

- Complete journal prompts related to DEI (see Appendix D).
- Research cultural norms and collaborate with a family to understand their specific cultural perspectives and perceived influence on family and child health care coping.
- Make a shopping list of inclusive toys, books and crafts, taking into consideration variations in culture, age, gender, race, ethnicity, physical ability, sexual orientation, gender identity/expression, religious affiliation, veteran status, and socioeconomic status.

Module 4: Diversity, Equity, and Inclusion

Next Steps to Further Learning:

As next steps for further learning beyond the pre-internship experience, learners may consider how CCLSs apply professional development topics in their work, as guided by the Child Life Certification Exam Content Outline:

Domain I: Professional Responsibility

Practice within the scope of professional knowledge and clinical expertise. Employ knowledge of cultural fluency and provide individualized and equitable care.

Engage continuously in self-reflective and evaluative professional child life practice. Integrate self-reflective skills into daily practice (e.g., awareness of biases, projection, transference, etc.)

Domain II: Assessment

Identify and apply cultural and contextual factors to develop a comprehensive assessment. Assess and articulate comprehension of sociocultural needs and learning styles. Consider socioeconomic status, justice, access and equity, etc. when identifying the availability of community resources. Explore cultural and spiritual values, beliefs, and needs.

Domain III: Intervention

Provide coping support for patients and families experiencing loss and/or grief. Understand and recognize cultural and spiritual preferences.

Adapt child life skills to support diverse populations (e.g., gender, sexuality, developmental differences, behavioral health, sensory & processing considerations, etc.)

Module 5: Power of Play

Clinical Learning Goals

The child life pre-internship learner will gain an understanding of the theoretical framework of developmentally appropriate play and its role for children in stressful situations and/or the healthcare environment. Through observation, processing, and interaction, the learner will gain exposure to the skills essential for effective facilitation of children's play in various settings and situations.

Knowledge, Skills, and Abilities (KSAs)

- 2.01 Knowledge of the scope of child life practice
- 2.04 Knowledge of child development and how each developmental stage is impacted by illness, stress, and hospitalization
- 3.01 Experience working with children inside and outside of healthcare settings
- 3.02 Ability to engage children of all ages and abilities in developmentally appropriate normative play

Objectives:

In the process of completing this module, the pre-internship learner will:

- Articulate and integrate theories, definitions, and functions of play for children in stressful situations and/or the healthcare environment.
- Begin to demonstrate the ability to assess individual play needs and identify opportunities to incorporate play into daily practice.
- Identify appropriate toys and activities for children at each developmental level (infant, toddler, preschool, school-age, adolescent) and with respect to variations in race, identity, and community.

Recommended Activities:

The pre-internship learner will:

- Identify toys and materials that encourage open-ended and expressive play as well as close-ended play and discuss with supervisor the value and purpose of each.
- Observe supervisor facilitating therapeutic play with a child (i.e. medical play, emotionally expressive play). Include observations and assessments about the child's emotional state, understanding, and coping style in a journal entry and discuss with supervisor.
- Plan and engage in a play activity with a child or children. Discuss with supervisor the assessment, plan, and play intervention provided during the interaction. Recognize ways in which activities and materials can be adapted to meet the needs of differing developmental levels and abilities, or to encourage cultural connections.

Module 5: Power of Play

Foundational Resources:

Koller, D. (2008). Therapeutic play in pediatric health care: The essence of child life practice. In Child Life Council (Ed.), *The Official Documents of the Child Life Council* (pp. 54-58). https://www.childlife.org/docs/default-source/about-aclp/official-documents.pdf?sfvrsn=e9d4a04d_2

Iwamoto, Saki (2019). Play and health as everyday experience: Being a child life specialist in the children's museum. *ACLP Bulletin*, 37(2). <https://www.childlife.org/membership/aclp-bulletin/spring-2019-table-of-contents/play-and-health-as-everyday-experience>

Supplemental Resources:

Burns-Nader, S., & Hernandez-Reif, M. (2016). Facilitating play for hospitalized children through child life services. *Children's Health Care*, 45(1), 1-21.

International Play Association (2013). United Nations General Comment No. 17 on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (article 31). <https://www.refworld.org/docid/51ef9bcc4.html>

McGrath, P., & Huff, N. (2001). 'What is it?': Findings on preschoolers' responses to play with medical equipment. *Child: Care, Health, and Development*, 27(5), 451-462.

The Lego Group (2021, October 21). Girls are ready to overcome gender norms but society continues to enforce biases that hamper their creative potential. <https://www.lego.com/en-us/aboutus/news/2021/september/lego-ready-for-girls-campaign>

Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). The power of play: A pediatric role in enhancing development in young children. *Pediatrics*, 142(3). <https://publications.aap.org/pediatrics/article/142/3/e20182058/38649/The-Power-of-Play-A-Pediatric-Role-in-Enhancing>

Module 5: Power of Play

Optional Activities for Additional Skill Enhancement:

- Complete journal prompts related to the power of play (see Appendix E).
- Make a shopping list of inclusive toys, books and crafts, taking into consideration variations in culture, age, gender, race, ethnicity, physical ability, sexual orientation, gender identity/expression, religious affiliation, veteran status, and socioeconomic status.

Next Steps to Further Learning:

As next steps for further learning beyond the pre-internship experience, learners may consider how Certified Child Life Specialists apply professional development topics in their work, as guided by the Child Life Certification Exam Content Outline:

Domain III: Intervention

Task 1. Demonstrate comprehensive knowledge and skills in play theories and application.

A. Facilitate types of play relevant to illness, injury, and healthcare experiences.

- Normalizing play
- Developmental play
- Healthcare play
- Therapeutic play
- Child-directed play

B. Prescribe appropriate play practices to facilitate optimal coping (e.g., relationship building, mastery, assessment, education, normalization, etc.).

Appendix A

Optional Activities for Additional Skill Enhancement: Professional Development

Journal Prompts

- What are your goals during your time in this pre-internship program?
- Do you feel like you made progress on a learning goal this week? Why or why not?
- Did anything you observed this week surprise you?
- What was the most challenging part of your week?
- What was your favorite part of your week?
- How do you feel about the interactions you have observed so far?
- Can you identify a situation in which it was important for your supervisor to maintain boundaries?
- Have you utilized specific self-care strategies that may help you cope as a learner and professional?
- What additional members of the interprofessional team did you observe working with a child and/or family this week? Identify some specific goals of the professional you observed.

Sample Interview Questions for Child Life Internship Applicants

Becoming comfortable answering interview questions can be one of the most stressful parts of applying for an internship. In an effort to streamline the internship selection process for both internship locations and internship applicants, the ACLP Internship Task Force created the list of interview questions below for learners to use in preparation for interviews.

Three types of questions will likely be asked during an interview: open-ended questions, behavioral questions, and/or scenario-based questions. Open-ended questions are questions that are designed to gain insight into your academic and applied experiences as well as your personal perspectives related to professional philosophies and areas of strength. Behavioral and scenario-based questions are questions that ask you about past performances in specific situations or hypothetical situations. For most interview questions, there is no one right answer. It is important to try to give the answer that best fits you and what you would do in a given situation. Do not simply try to say the answer you think your interviewers want to hear.

Below are examples for each of the 3 categories described above. These examples are intended as a reference to help learners feel more prepared. Other interviewing resources may be found online or through your academic institution.



Appendix A

Optional Activities for Additional Skill Enhancement: Professional Development

Examples of Open-Ended Questions:

- There are many careers involving service to and advocacy for children and families. Why have you chosen to pursue child life?
- What qualities and skills do you possess that will help you during your internship and later as a child life specialist?
- Please describe a specific experience you've had with a hospitalized child or family that was significant for you?

Examples of Behavioral Questions:

- Tell us about a time when you may have had difficulty maintaining a professional (versus personal) relationship with a child or family.
- Feedback is an important part of the learning process. Give an example of a time in which you received constructive feedback and tell us what you did with the information.
- Describe a time when you had to advocate for a child.

Examples of Scenario-Based Questions:

- As an intern, you are just meeting a child and their family for the first time. They are unfamiliar with child life. Please introduce yourself and your role.
- Using what you know about child development, identify what will cause stress for the child or family in the following situations:
 - A 6-month-old child is having an IV placed for the first time. Parents are present and very anxious and worried about how the child will respond.
 - An 8-year-old child is having an IV placed. A previous IV placement took multiple sticks. The child's parents had to go to work, and the child will not have family present for the procedure.
- You are conducting an activity in a crowded playroom. In the corner, there are two parents having an animated conversation. As time passes, their voices increase in volume and you begin to hear foul language being used. What do you do?



Professional Quality of Life Scale (ProQOL)

Compassion Satisfaction and Compassion Fatigue (ProQOL) Version 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1. I am happy.
2. I am preoccupied with more than one person I [help].
3. I get satisfaction from being able to [help] people.
4. I feel connected to others.
5. I jump or am startled by unexpected sounds.
6. I feel invigorated after working with those I [help].
7. I find it difficult to separate my personal life from my life as a [helper].
8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
9. I think that I might have been affected by the traumatic stress of those I [help].
10. I feel trapped by my job as a [helper].
11. Because of my [helping], I have felt "on edge" about various things.
12. I like my work as a [helper].
13. I feel depressed because of the traumatic experiences of the people I [help].
14. I feel as though I am experiencing the trauma of someone I have [helped].
15. I have beliefs that sustain me.
16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
17. I am the person I always wanted to be.
18. My work makes me feel satisfied.
19. I feel worn out because of my work as a [helper].
20. I have happy thoughts and feelings about those I [help] and how I could help them.
21. I feel overwhelmed because my case [work] load seems endless.
22. I believe I can make a difference through my work.
23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].
24. I am proud of what I can do to [help].
25. As a result of my [helping], I have intrusive, frightening thoughts.
26. I feel "bogged down" by the system.
27. I have thoughts that I am a "success" as a [helper].
28. I can't recall important parts of my work with trauma victims.
29. I am a very caring person.
30. I am happy that I chose to do this work.

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Self-Care Assessment Worksheet

This assessment tool provides an overview of effective strategies to maintain self-care. After completing the full assessment, choose one item from each area that you will actively work to improve.

Using the scale below, rate the following areas in terms of frequency:

- 5 = Frequently
- 4 = Occasionally
- 3 = Rarely
- 2 = Never
- 1 = It never occurred to me

Physical Self-Care

- Eat regularly (e.g. breakfast, lunch and dinner)
- Eat healthy
- Exercise
- Get regular medical care for prevention
- Get medical care when needed
- Take time off when needed
- Get massages
- Do some physical activity that is fun
- Take time to be sexual—with yourself, with a partner
- Get enough sleep
- Wear clothes you like
- Take vacations
- Take day trips or mini vacations
- Make time away from telephones
- Other:

Psychological Self-Care

- Make time for self-reflection
- Have your own personal psychotherapy
- Write in a journal
- Read literature that is unrelated to work
- Do something at which you are not expert or in charge
- Decrease stress in your life
- Let others know different aspects of you
- Notice your inner experience
- Engage your intelligence in a new area
- Practice receiving from others
- Be curious
- Say “no” to extra responsibilities sometimes
- Other:



Self-Care Assessment Worksheet

Emotional Self-Care

Spend time with others whose company you enjoy
Stay in contact with important people in your life
Give yourself affirmations, praise yourself
Love yourself
Re-read favorite books, re-view favorite movies
Identify comforting activities, objects, people, relationships, places & seek them out
Allow yourself to cry
Find things that make you laugh
Express your outrage in social action, letters and donations, marches
Play with children
Other:

Spiritual Self-Care

Make time for reflection
Spend time with nature
Find a spiritual connection or community
Be open to inspiration
Cherish your optimism and hope
Be aware of nonmaterial aspects of life
Try at times not to be in charge or the expert
Be open to not knowing
Identify what is meaningful to you and notice its place in your life
Meditate
Pray
Sing
Spend time with children
Have experiences of awe
Contribute to causes in which you believe
Read inspirational literature (talks, music, etc.)
Other:



Self-Care Assessment Worksheet

Workplace or Professional Self-Care

- Take a break during the workday (e.g. lunch)
- Take time to chat with co-workers
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting and rewarding
- Set limits with your clients and colleagues
- Balance your caseload so that no one day or part of a day is “too much”
- Arrange your workspace so it is comfortable and comforting
- Get regular supervision or consultation
- Negotiate for your needs (benefits, pay raise)
- Have a peer support group
- Develop a non-trauma area of professional interest
- Other:

Balance

- Strive for balance within your work-life and workday
- Strive for balance among work, family, relationships, play and rest
- Other:

Appendix B

Optional Activities for Additional Skill Enhancement: Observation

Observation Worksheet

(Adapted from Arnold Palmer Hospital for Children)

Observation of (circle one):

Procedural Preparation

Procedural Support

Diagnosis Education

Other:

Medical Play

Therapeutic Intervention

Bereavement Support

Age:

Diagnosis:

Tools Utilized:

Assessment of child and/or family prior to the intervention:

Goals of the intervention:

Assessment of child and/or family after the intervention:

Future goals for this child and/or family:

Take-aways: What did you learn from observing this intervention?

Supervisor's Comments:

Appendix B

Child and Family Assessment Observation Sheet (Adapted from Children's Memorial Hermann Hospital)

Patient: _____

Age: _____

Child Variables

Developmental Age/chronological age:
Response to previous hospitalization:
Method of communication:
Coping Style:
Cultural Beliefs and values:
Emotional & Behavioral Issues:
Temperament:
Likes/Dislikes:

Health Care Variables (if applicable)

Diagnosis:
Medical History:
Treatment Process:
Procedures:
Medical Equipment:
Length of Stay:
Trauma:

Family Variables:

Family involved (who the child lives with):
Support System:
Culture beliefs:
Current family stressors:

Plan for Child and Family Based on Assessment:

Appendix C

Optional Activities for Additional Skill Enhancement: Theory of Practice

Journal Prompts

- Did you make any connections from your readings to your observations this week?
- Write about an intervention you observed. What were your supervisor's goals for the intervention and why?
- How did your supervisor prioritize their day? How did they determine which children and families to see and what order to see them in?

Appendix C

Child Life Care Plan

(Adapted from UCLA Mattel Children's Hospital)

Pre-Internship Learner:

Date of Intervention:

Supervisor:

This intervention was completed with a:

(Check one) ___ Infant ___ Toddler ___ Pre-School ___ School-Age ___ Teen ___ Adult

(Check one) ___ Patient ___ Sibling ___ Parent/Caregiver

Please create an individualized Plan of Care for a child, teen or parent based on an observation or interaction you have completed with your supervisor. Use the following prompts to ensure that you are addressing the needs of the individual through every domain. Please respond in paragraph form.

Assessment:

Based on your observation (in person, in the medical record, in consultation with other members of the team), what is your assessment from a child life perspective?

- Who is the individual that you are doing this intervention with? (demographic information, family information and brief relevant medical background)
- What is your initial assessment?
 - Cognitive, Physical (Gross and Fine Motor), Emotional (Temperament, Coping Style, etc.), Social Factors
- What are the current stressors (pain, anxiety, illness, medical procedures, psychosocial needs, other)?
- What issues have you identified from a child life perspective? (ex: need for developmental stimulation)
- What have you identified as goals for this individual?

Relevant Developmental Theories:

Please relate your assessment to relevant theories. Remember to address all the relevant domains (Physical, Cognitive, Emotional, Social, Family, etc.)

Goals:

Based on your assessment, how will the individual grow and benefit from child life services? (Hint: Each area of concern should have a goal!)

Plan:

Based on your goals, what hypothetical interventions would you perform to help meet those goals? (Hint: Each goal should have a plan!)

Personal Reflection:

- What do you think would be challenging working with this individual?
- What do you think would be easy?
- What else would you like to know about this patient or situation?
- Any other thoughts, questions or insights?

Appendix C

Developmental Stages Example Chart

Patient age/gender	Observation of Developmental Issue	Stage Theory/ Theorist	Common Fears/ Misconceptions	Impact of Hospitalization	Potential Interventions

Appendix C

Therapeutic Intervention

(Adapted from UCLA Mattel Children's Hospital)

Pre-Internship Learner:

Date of Intervention:

Supervisor:

This intervention was completed with a:

(Check one) ___ Infant ___ Toddler ___ Pre-School ___ School-Age ___ Teen ___ Adult

(Check one) ___ Patient ___ Sibling

Please describe the individual, the intervention and outcomes using APIE format. In the sections below you will find helpful questions to prompt your thinking and writing. Please state your responses in paragraph form under each heading.

Assessment:

- Who is the individual that you are doing this intervention with? (demographic information, family information and brief relevant medical background)
- What is your initial assessment?
 - Cognitive, Physical (Gross and Fine Motor), Emotional (Temperament, Coping Style, etc.), Social Factors
- What are the current stressors (pain, anxiety, illness, medical procedures, other)?
- What issues have you identified from a child life perspective? (ex: need for developmental stimulation)
- What have you identified as goals for this individual?

Plan:

- Based on your goals, what specific interventions will you perform to help meet those goals? (Hint: Each goal should have a plan!)

Intervention:

- Describe the intervention that was used (just the facts)
- Describe materials used, people present, and time spent in intervention

Evaluation:

- How did the individual respond to the intervention?
- Give specific examples of verbal and non-verbal responses.
- How well did the individual engage (or not engage) in a playful manner with the intervention?
- Was this intervention valuable for the individual? How/Why not?
- Were goals met? How/Why not?
- Consider comparing affect/behavior before and after intervention.
- What would you recommend for follow-up with this individual (what would you continue to do, what would you do differently next time)?

Reflection:

- What were your initial feelings upon completing the activity?
- What did you feel you did well as a facilitator? What would you like to improve upon for next time?
- Any other thoughts/insights?

Appendix D

Optional Activities for Additional Skill Enhancement: Diversity, Equity, and Inclusion

Journal Prompts

- Write about a child or family you observed or worked with this week who is different from you in some way (i.e. ethnicity, sexual orientation, religion, etc.). What did you notice about how the multidisciplinary team interacted with the family?
- Take some time to review the toys and activities available for children in the institution you are in. Which ones are inclusive and representative of diversity? What additional toys/activities/art supplies/books would you recommend to increase equity, representation, and cultural connections?
- Take some time to consider your own personal beliefs and values. How would this impact your feelings and behaviors toward children and families who are different from you in some way? What can you do to ensure appropriate boundaries and services to all?
- Journal prompts may include but are not limited to: the need to adapt personal communication approach within an interaction as it relates to DEI, engaging with sensitivity and empathy in a challenging situation, building self-awareness and a skill set of behaviors that influence interactions with children and families of various race, identity, and community and recognize and describe how personal values, beliefs, and biases and challenges may impact service delivery.

Appendix D



Personal Behavior Self-Assessment of Anti-Bias Behavior

Directions: Using the rating scale of NEVER to ALWAYS, assess yourself for each item by placing an "X" on the appropriate place along each continuum. When you have completed the checklist, review your responses to identify areas in need of improvement. Create specific goals to address the areas in which you would like to improve.

1	<p>I educate myself about the culture and experiences of other racial, religious, ethnic and socioeconomic groups by reading and attending classes, workshops, cultural events, etc</p> <p>_____</p> <p>Never Always</p>
2	<p>I spend time reflecting on my own upbringing and childhood to better understand my own biases and the ways I may have internalized the prejudicial messages I received.</p> <p>_____</p> <p>Never Always</p>
3	<p>I look at my own attitudes and behaviors as an adult to determine the ways they may be contributing to or combating prejudice in society.</p> <p>_____</p> <p>Never Always</p>
4	<p>I evaluate my use of language to avoid terms or phrases that may be degrading or hurtful to other groups.</p> <p>_____</p> <p>Never Always</p>
5	<p>I avoid stereotyping and generalizing other people based on their group identity</p> <p>_____</p> <p>Never Always</p>

Appendix D



Personal Behavior Self-Assessment of Anti-Bias Behavior

Directions: Using the rating scale of NEVER to ALWAYS, assess yourself for each item by placing an "X" on the appropriate place along each continuum. When you have completed the checklist, review your responses to identify areas in need of improvement. Create specific goals to address the areas in which you would like to improve.

6	<p>I value cultural differences and avoid statements such as "I never think of you as," which discredits differences.</p> <p style="text-align: center;"> <input type="checkbox"/> _____ <input type="checkbox"/> Never Always </p>
7	<p>I am comfortable discussing issues of racism, anti-Semitism and other forms of prejudice with others.</p> <p style="text-align: center;"> <input type="checkbox"/> _____ <input type="checkbox"/> Never Always </p>
8	<p>I am open to other people's feedback about ways in which my behavior may be culturally insensitive or offensive to others.</p> <p style="text-align: center;"> <input type="checkbox"/> _____ <input type="checkbox"/> Never Always </p>
9	<p>I give equal attention to other people regardless of race, religion, gender, socioeconomic class or other difference.</p> <p style="text-align: center;"> <input type="checkbox"/> _____ <input type="checkbox"/> Never Always </p>
10	<p>I am comfortable giving constructive feedback to someone of another race, gender, age or physical ability.</p> <p style="text-align: center;"> <input type="checkbox"/> _____ <input type="checkbox"/> Never Always </p>

Appendix D



Personal Behavior Self-Assessment of Anti-Bias Behavior

Directions: Using the rating scale of NEVER to ALWAYS, assess yourself for each item by placing an "X" on the appropriate place along each continuum. When you have completed the checklist, review your responses to identify areas in need of improvement. Create specific goals to address the areas in which you would like to improve.

11	<p>The value of diversity is reflected in my work, which includes a wide range of racial, religious, ethnic and socioeconomic groups, even when these groups are not personally represented in my community.</p> <p style="text-align: center;"> _____ Never _____ Always </p>
12	<p>I work intentionally to develop inclusive practices, such as considering how the time, location and cost of scheduled meetings and programs might inadvertently exclude certain groups.</p> <p style="text-align: center;"> _____ Never _____ Always </p>
13	<p>I work to increase my awareness of biased content in television programs, newspapers and advertising.</p> <p style="text-align: center;"> _____ Never _____ Always </p>
14	<p>I take time to notice the environment of my home, office, house of worship and children's school, to ensure that visual media represent diverse groups, and I advocate for the addition of such materials if they are lacking.</p> <p style="text-align: center;"> _____ Never _____ Always </p>
15	<p>When other people use biased language and behavior, I feel comfortable speaking up, asking them to refrain and stating my reasons.</p> <p style="text-align: center;"> _____ Never _____ Always </p>

Appendix D



Personal Behavior Self-Assessment of Anti-Bias Behavior

Directions: Using the rating scale of NEVER to ALWAYS, assess yourself for each item by placing an "X" on the appropriate place along each continuum. When you have completed the checklist, review your responses to identify areas in need of improvement. Create specific goals to address the areas in which you would like to improve.

16	<p>I contribute to my organization's achievement of its diversity goals through programming and by advocating for hiring practices that contribute to a diverse workforce.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Never Always</p>
17	<p>I demonstrate my commitment to social justice in my personal life by engaging in activities to achieve equity.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Never Always</p>

Areas of growth:

Goals:

This activity was adapted from "Commitment to Combat Racism" by Dr. Beverly Tatum & Andrea Ayvazian in White Awareness: Handbook for Anti-Racism Training by Judy H. Katz. ©1978 by the University of Oklahoma Press, Norman. Reprinted by permission of the publisher. All rights reserved.

<https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/Personal-Self-Assessment-of-Anti-Bias-Behavior.pdf>

Appendix E

Optional Activities for Additional Skill Enhancement: Power of Play

Journal Prompts

- Write about a play session you provided with a child this week. What were some of the benefits to this child? What future play goals would you set for this child?
- What does play look like for an adolescent or young adult and why is it important? How can you promote play for individuals in these age groups?
- Write about facilitating or observing your supervisor adapting play to meet the needs of a child with physical differences or motor delays. What specific needs of the child were taken into consideration?
- Reflect on your observations of your supervisor using play with a child. How has your understanding of the importance of play changed?



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