



INNOVATION • IMAGINATION • INSPIRATION



NEW FROM CLC!

Extend Your Conference Experience with CLC's new

“All Access Pass”

For the first time, CLC will be recording up to 70 selected workshops presented at the Annual Conference and making them available after the event to full conference attendees for ONLY \$25. Continue your education after the conference with this invaluable new resource. Access recorded sessions whenever and wherever you want. Enhance your skills and earn additional PDUs.



BENEFITS OF THE “ALL ACCESS PASS” INCLUDE:

- View authorized recorded content of workshops presented at the 2016 Annual Conference;
- Earn PDUs by taking a quiz after viewing each recorded workshop;
- Download speaker handout materials/slides (when available)

“All Access Pass” is only

\$25

when you Register for the
**Child Life Council 34th Annual
Conference on Professional Issues.**

**Exclusive offer ONLY available to
Full Conference Attendees until May 22, 2016!**





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GENERAL
INFO

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 - First-Timer/ New Member Orientation Meeting
 - Welcome to Orlando Reception in the Exhibit Hall
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 - Opening General Session with Emma Plank Keynote Address & Award Presentation
 - Professional Development Workshops and Research & Scholarship Committee Presentation
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 - Half-Day Intensives
 - **HOSPITAL TOURS:** Arnold Palmer Hospital for Children, Nemours Children’s Hospital, Florida Hospital for Children
 - Research Discussion
 - Academic Professionals Meeting

- Schedule of Events, Sunday, May 22.....27**
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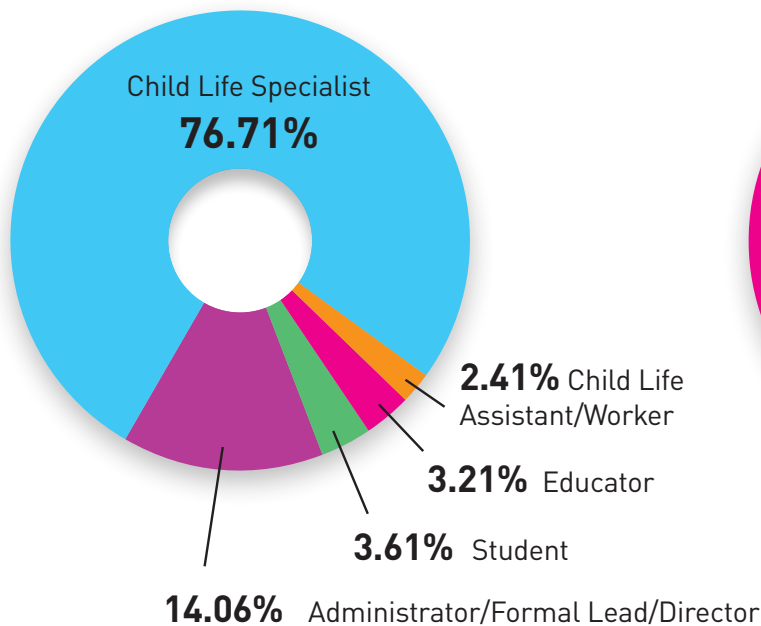
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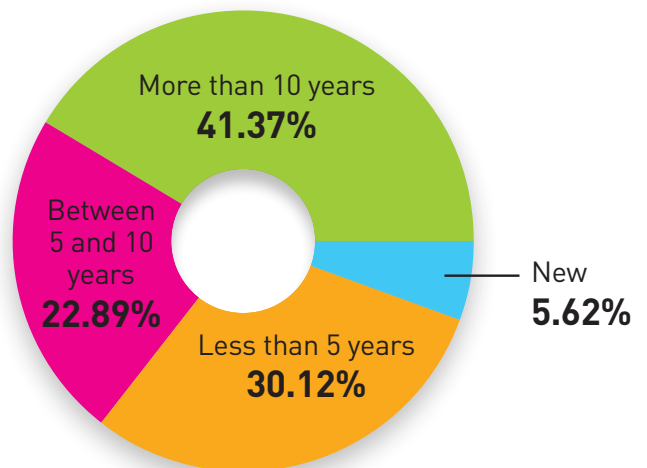
Connect with More Than 1,000 Child Life Colleagues in Orlando!

This year, we are expecting more than 1,000 child life specialists, educators and students from around the globe to gather in Orlando, Florida for CLC's 34th Annual Conference on Professional Issues. In 2015, conference attendees came from the United States, Canada, Chile, Georgia, Japan, Kenya, Kuwait, Qatar, Romania, and the United Kingdom. Attendee satisfaction with the conference is exceptionally high. Don't miss the largest annual conference focused on child life. Register Now!

**ATTENDEE
PROFILE**



**ATTENDEES' YEARS OF
EXPERIENCE IN CHILD LIFE**



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85%

OF ATTENDEES
rated exhibitors
Good to Excellent

94%

OF ATTENDEES
said the conference
met or exceeded
their expectations

97%

OF ATTENDEES
rated the overall
conference
experience
Good to Excellent

98%

OF ATTENDEES
would recommend
the conference
to other child life
professionals

SOURCE: 2015 post-conference survey

NEW IN 2016!

All Access Pass

CLC will be recording up to 70 selected workshops and making them available to full conference attendees for **ONLY \$25**. ([Click for details.](#))

PDU's

Earn up to 17 PDUs with full conference registration. (two more than last year). Earn up to an additional 9 PDUs by attending Intensives on Thursday and Saturday.

ePoster gallery

Access the conference posters on your computer, smart phone or tablet prior to coming to conference.

Sponsored by

 **NewYork-Presbyterian**
Morgan Stanley Children's Hospital

AMAZING
THINGS
ARE
HAPPENING
HERE **FOR KIDS**

“Innovation, Imagination, Inspiration” Talk

Stir your imagination and be inspired. Come listen and learn during these three, 30-minute presentations, with Q & A immediately following.

See details page 25.

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CONFERENCE COMMITTEES

2016 Conference Program Committee



2016 COMMITTEE CHAIR
Victoria Vaden, MA, CCLS
Winter Park, FL



CHAIR ELECT
Jodi Bauers, MM, CCLS
CHILD LIFE SPECIALIST
Cincinnati Children's
Hospital Medical Center
Cincinnati, OH



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Carla Oliver, MSW, CCLS
CHILD LIFE
DEPARTMENT MANAGER
The Children's Hospital
Aurora, CO

Adjunct Reviewers

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CHILD LIFE SPECIALIST
Children's Health Dallas
Dallas, TX

Emily Beauchemin, CCLS
Child Life Specialist
JEFF GORDON CHILDREN'S HOSPITAL
Charlotte, NC

Brittany Blake, MS, CCLS
CHILD LIFE SPECIALIST
Medical City Children's Hospital
Dallas, TX

Paige Fennessey, CCLS
CHILD LIFE SPECIALIST
Arnold Palmer Hospital for Children
Orlando, FL

Stephanie Hopkinson, MA, CCLS
CHILD LIFE EDUCATOR, ALLIED HEALTH
Sidra Research and Medical Center
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MANAGER, CHILD LIFE SERVICES
Le Bonheur Children's Hospital
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CHILD LIFE SPECIALIST II
Children's Mercy Hospital
Kansas City, MO

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CHILD LIFE MANAGER
Children's Hospital Cleveland Clinic
North Ridgeville, OH

Carolyn Schneiders Fung, CCLS
CHILD LIFE SPECIALIST
Children's National Health System
Washington, DC

Committee Members

Stephanie Dill, CCLS, FCS
CHILD LIFE SPECIALIST
Children's Healthcare of Atlanta
Atlanta, GA

Susan Gorry, MA, CCLS
CHILD LIFE SPECIALIST LEAD
Children's Hospital Los Angeles
Los Angeles, CA

**Catherine Leung,
CLSt. Dipl., CCLS**
CHILD LIFE SPECIALIST
BC Children's Hospital
Vancouver, BC, Canada

Lauren Shinn, MS, CCLS
CHILD LIFE SPECIALIST
MD Anderson Cancer Center
Houston, TX

Elizabeth Ayoub, CCLS
CHILD LIFE SPECIALIST
Helen DeVos Children's Hospital
Grand Rapids, MI

Florida Association of Child Life Professionals and 2016 Conference Host Committee

Kimberly Burbage, CCLS
CHILD LIFE SPECIALIST
Arnold Palmer Hospital for Children
Orlando, FL

Samantha Garrett, MS, CCLS
SENIOR CHILD LIFE SPECIALIST
Nemours Children's Hospital
Orlando, FL

Erin Heffelfinger, CCLS
CHILD LIFE SPECIALIST
Arnold Palmer Hospital for Children
Orlando, FL

James Lullen, CCLS, GC-C
CHILD LIFE SPECIALIST
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Shannon McQuown, CCLS
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St. Joseph's Children's Hospital
Tampa, FL

Renee Savic, CCLS
CHILD LIFE SPECIALIST
All Children's Hospital
Saint Petersburg, FL

Kathryn Tarulli, MS, CCLS
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Arnold Palmer Hospital for Children
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Melody Wallace, CCLS
CHILD LIFE SPECIALIST
Nemours Children's Hospital
Orlando, FL

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LETTER FROM THE PRESIDENT



Sheri A. Mosely, MS, CCLS
MANAGER, CHILD LIFE,
MUSIC THERAPY &
VOLUNTEER SERVICES
Arnold Palmer
Medical Center
Orlando, Florida

Dear Child Life Colleagues:

This May, we are expecting more than 1,000 child life professionals, educators and students from around the globe to gather in Orlando, Florida for CLC’s 34th Annual Conference on Professional Issues. In 2015 conference attendees came from the United States, Canada, Chile, Georgia, Japan, Kenya, Kuwait, Qatar, Romania, and the United Kingdom. **I invite you to join the largest annual gathering of child life specialists in the world as we celebrate the innovation, imagination, and inspiration of child life.**

The Conference Program Committee has selected a dynamic collection of professional development workshops, poster presentations, plenary sessions, full- and half-day intensives encompassing the latest research and topics of interest in child life—affording attendees ample opportunity to expand their professional knowledge. Use the conference app to customize your conference experience by selecting the educational sessions most relevant to your position and leave the event with enhanced knowledge, broadened skills and a fresh perspective!

Exciting opportunities you can look forward to experiencing include:

- **Participate in Pre-conference activities:**
Attend a full- or half-day intensive;
- **Network with your colleagues** at the Welcome to Orlando Reception in the Exhibit Hall;
- Be inspired by **Colleen Sweeney, RN, BS**, Founder and Owner of Sweeney Healthcare Enterprises delivering the Emma Plank Opening Keynote address. On a mission to transform healthcare, she will share her experiences and results of a three-year research study she conducted called the *Patient Empathy ProjectSM*.
- **Attend the poster presentations** and vote for your favorite poster. The winning poster will be awarded the Blue Ribbon.
- **Choose from three hospital tours:**
Arnold Palmer Hospital for Children, Nemours Children’s Hospital and Florida Hospital for Children. Tours tend to fill up quickly, so register early!
- **Attend a panel presentation** brought to you by the Research and Scholarship Committee.
- **Attend the closing general session** on Sunday featuring **Bob Kodzis**, President and Chief Creative Catalyst, Flight of Ideas, Inc. presenting *Ready for Anything*—an insightful and funny look at what it takes to be ready for whatever the world throws our way.
- **Visit the Exhibit Hall**, chatting with exhibitors, and seeing the exciting array of services and products available to child life programs.
- Extend your conference experience by purchasing the **NEW “All Access Pass”** for \$25 when you register and gaining access to up to 70 workshops that will be recorded at conference and made available after the event.
- During your free time, take advantage of all that Orlando has to offer.

We look forward to seeing you in May!

Sheri Mosely, MS, CCLS
CLC President, 2015–2016

As of February 25, 2016
Program information is subject to change.

GENERAL INFORMATION

Registration Information

Register for the conference online by the early registration deadline of March 31, 2016 for the best rates.

| REGISTRATION | Early Registration (February–March 31, 2016) | Standard Registration (April 1, 2016–May 21, 2016) |
|--|---|---|
| Non Member | \$515 | \$715 |
| CLC Professional or Associate Member | \$415 | \$615 |
| CLC Student Member | \$350 | \$550 |
| INTENSIVES | | |
| Full-Day Intensives (6 PDUs) INCLUDES LUNCH | \$150 ALL ATTENDEES | |
| Half-Day Intensives (3 PDUs) INCLUDES REFRESHMENTS | \$100 ALL ATTENDEES | |
| TOURS | | |
| Hospital Tours (DOES <u>NOT</u> INCLUDE LUNCH) | \$25 REGISTERED CONFERENCE ATTENDEE | |
| Special Tour: Give Kids the World Villages | \$25 REGISTERED CONFERENCE ATTENDEE | |
| NEW—ALL ACCESS PASS (Recorded Workshops) | | |
| Up to 70 recorded workshops available for purchase to full conference attendees (CLICK FOR DETAILS.) | \$25 | |

Poster Presentations

Always a popular feature at the conference, the posters will be presented on Friday, May 20, from 6:00 p.m. to 7:00 p.m. If you wish to earn 1 PDU for participating in the poster presentations, you must successfully complete an electronic quiz, which will be sent via email shortly after the presentation.

Professional Development Units (PDUs)

Conference attendees receive Professional Development Units (PDUs) necessary for recertification for the Certified Child Life Specialist (CCLS) designation. Basic registration for the 34th Annual Conference includes opportunities for up to 17 PDUs. Up to 6 additional PDUs are available to those attending conference intensives. For more information on how PDUs are calculated, visit the [Certification](#) section of the CLC website.

Conference Registration Desk (Bag & Tote Bag Pick-up)

Upon arrival at the conference, please check in at the Conference Registration Desk to collect your conference materials. If you missed the pre-registration deadline and need to register on-site for the conference, CLC staff will be available to assist you at the Conference Registration Desk.

Conference Registration Desk Hours:

Thursday, May 19 8:00 a.m.–6:00 p.m.

Friday, May 20 7:30 a.m.–7:00 p.m.

Saturday, May 21 8:00 a.m.–5:00 p.m.

IMPORTANT!

Conference Registration and Receipt

When you register online, you will receive an automatic registration confirmation and receipt via email. Please bring this with you to the conference. On-site registrants may request a receipt at the time of registration.

MEDIA DISCLAIMER

By registering for the conference, you understand and agree that any photograph, video/audio recording or written feedback of/from you may be used to further promote the annual conference, educational opportunities or the Child Life Council itself as the Child Life Council sees fit.

CONTENT DISCLAIMER

The 34th Annual Conference on Professional Issues is sponsored by the Child Life Council (CLC) for educational purposes only. This professional education program provides a forum for presentation authors to present their experiences and opinions, which may be helpful to other professionals. The material presented is not intended to represent the only or best approaches to the topics being discussed. Attendees participating in the Annual Conference do so with full knowledge that they waive any claim they may have against CLC for reliance on information presented during these educational activities. CLC does not guarantee, warrant or endorse any commercial products or services.

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SCHEDULE AT A GLANCE

AT A GLANCE

THURSDAY, MAY 19, 2016

PRE-CONFERENCE EVENTS

| | |
|----------------------|---|
| 8:00 a.m.–6:00 p.m. | CLC Registration Desk Open (BADGE AND TOTE BAG PICK-UP) |
| 8:30 a.m.–11:30 a.m. | Board of Directors Meeting (CLOSED MEETING) |
| 8:30 a.m.–3:30 p.m. | Pre-Conference Full-Day Intensives (6 PDUs) |
| 12:30 p.m.–3:30 p.m. | Committee Chairs Orientation & Leadership Development Session (INVITATION ONLY) |
| 1:00 p.m.–4:00 p.m. | Exhibitor Set-up |
| 1:00 p.m.–4:00 p.m. | Pre-Conference Half-Day Intensives (3 PDUs) |
| 4:00 p.m.–5:00 p.m. | First Timer/New Member Orientation |
| 5:00 p.m.–7:00 p.m. | Welcome to Orlando Reception in the Exhibit Hall |

FRIDAY, MAY 20, 2016

CONFERENCE EVENTS

| | |
|-----------------------|---|
| 7:30 a.m.–7:00 p.m. | CLC Registration Desk Open |
| 8:30 a.m.–10:30 a.m. | Opening General Session with Emma Plank Keynote Address and Distinguished Service Award Presentation (2 PDUs) |
| 10:45 a.m.–12:15 p.m. | Professional Development Workshops and Research & Scholarship Committee Presentation (1.5 PDUs) |
| 12:15 p.m.–2:15 p.m. | Exhibit Hall Open with Lunch |
| 12:30 p.m.–1:45 p.m. | Committee Meetings: Track A (INVITATION ONLY) |
| 2:15 p.m.–3:45 p.m. | Professional Development Workshops (1.5 PDUs) |
| 4:00 p.m.–5:30 p.m. | Professional Development Workshops (1.5 PDUs) |
| 5:30 p.m.–8:00 p.m. | Opening Night Reception in Exhibit Hall |
| 6:00 p.m.–7:00 p.m. | Staffed Poster Presentations (1 PDU after completing Electronic Quiz) |

SATURDAY, MAY 21, 2016

| | |
|-----------------------|---|
| 8:00 a.m.–5:00 p.m. | CLC Registration Desk Open |
| 8:30 a.m.–10:00 a.m. | Plenaries (1.5 PDUs) |
| 10:15 a.m.–11:15 a.m. | Professional Development Workshops (1 PDU) |
| 11:30 a.m.–12:30 p.m. | Professional Development Workshops (1 PDU) |
| 12:30 p.m.–1:45 p.m. | Committee Meetings: Track B (INVITATION ONLY) |
| 1:30 p.m.–2:30 p.m. | Town Hall |
| 2:00 p.m.–4:00 p.m. | “Innovation, Imagination, Inspiration” presentations (2 PDUs) |
| 2:00 p.m.–5:00 p.m. | Half-Day Intensives (3 PDUs) |
| 2:00 p.m.–5:00 p.m. | HOSPITAL TOURS: Arnold Palmer Hospital for Children, Nemours Children’s Hospital, Florida Hospital for Children |
| 3:00 p.m.–5:00 p.m. | Building Blocks to Student Success (STUDENTS ONLY) |
| 3:00 p.m.–4:00 p.m. | Research Discussion |
| 4:30 p.m.–5:30 p.m. | Academic Professionals Meeting |

SUNDAY, MAY 22, 2016

| | |
|-----------------------|---|
| 8:30 a.m.–10:00 a.m. | Professional Development Workshops (1.5 PDUs) |
| 10:15 a.m.–11:15 a.m. | Professional Development Workshops (1 PDU) |
| 11:30 a.m.–1:00 p.m. | Closing General Session and Mary Barkey Award Presentation (1.5 PDUs) |
| 1:30 p.m.–5:30 p.m. | TOUR: Give Kids the World Village |

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PROFESSIONAL DEVELOPMENT WORKSHOPS

FRIDAY, MAY 20

10:45 A.M.–12:15 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDU_s)

- Using Intensive Preparation Strategies for Patients with Unique Learning Styles and a History of Healthcare-related Trauma
- Helping Children Connect With Their Emotions
- Start the Spark: Learning S'more About In-hospital Camp Programming
- Beyond the Classroom: Programming to Inspire Child Life Student Success
- Where Do We Start?: Developing and Sustaining a Family-Driven Unit-Based Advisory Council
- Specialized Services for Unique Populations in Pediatric Subspecialty Care
- **Research & Scholarship Committee Presentation:** Effective Research Practices in Child Life Programing

2:15 P.M.–3:45 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDU_s)

- Inspiring Ethical Practice in Child Life: Care Principles and Approaches to 21st Century Dilemmas
- Developing A Culture of Servant Leadership in the Field of Child Life
- But When Can I Compete Again?: Psychosocial Issues Concerning Adolescent Athletes Following an Injury or Extended Illness
- Global Collaboration: Teaching and Learning Around the World
- Finding Joy in Child Life Competencies: A Model for Development and Assessment
- Not Can We, but Should We?: Ethical Considerations in Fetal and Perinatal Bereavement Interventions
- Patient Pyramid Workshop: An H-CAHPS Improvement Strategy

4:00 P.M.–5:30 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDU_s)

- “Because She’s My Doctor”: The Ethics of Healthcare Relationships According to Young Children with Cancer
- The First Five Years: Surviving and Thriving as a New Child Life Professional
- In The Footsteps of Goldilocks: Searching For What is ‘Just Right’ in Global Child Life Practice
- Bounce Back Program: Reflective Practice and Healing Through Peer Support
- What’s Your Story?: Narrative Interventions for Teens
- Nitrous Oxide: Taking the Angst Out of the Pediatric VCUG
- Uke Can Do It! Creative Self-care through Group Music Making

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SATURDAY, MAY 21

10:15 A.M.–11:15 A.M.

PROFESSIONAL DEVELOPMENT — ONE-HOUR WORKSHOPS (1 PDU)

- Such a Fine Line: Balancing Therapeutic Relationships and Professional Boundaries
- Let's Talk About SEX Baby: Sexuality and Relationship Teaching for Patients with Brain Injuries
- To Sleep or Not to Sleep? That is the Question: Working with a Pediatric Sedation Team to Successfully Evaluate and Prepare Children to Complete Radiology Imaging Without Sedation
- Taking the Road Less Traveled: Child Life Community-Based Practice
- Re-Imagining Needle Pokes: A Preventative Approach Every Time for Every Child
- "Someone Just For Me": Guiding a Child Through an Abuse Evaluation
- Fit Kit: A Program for Stress Reduction in the Emergency Department

11:30 A.M.–12:30 P.M.

PROFESSIONAL DEVELOPMENT — ONE-HOUR WORKSHOPS (1 PDU)

- Caring Beyond the Clinical Setting: A Pragmatic Approach to Developing & Sustaining Therapeutic Support Groups in Community Child Life Practice
- The Window to the Mind: Using Music for Hospitalized Children with Special Needs
- Fostering Community: Support Group Strategies for Children and Teens Who Have a Parent with Cancer
- A Passage to Nowhere: Guiding a Child Transitioning to Foster Care
- How to Engage Patients and Medical Professionals in a Pre-surgical Preparation Workshop
- Re-imagining the Volunteer Program
- When a Child Doesn't Go Home: A Multidisciplinary Approach

SUNDAY, MAY 22

8:30 A.M.–10:00 A.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDUs)

- Enhancing Child Life Interventions: Promoting Resiliency and Healing through a Facility Dog Program
- Reflecting Each Other's Light: A Shared Commitment to Clinical Growth
- Building up Superheroes: Supporting Pediatric Patients through Radiation Therapy
- Basics and Beyond: Creative Ways to Use Medical Play In and Out of the Hospital
- Building a Non-Sedate MRI Program
- Breaking the Mold: Child Life Specialists Working in Community Based Programs

10:15 A.M.–11:15 A.M.

PROFESSIONAL DEVELOPMENT — ONE-HOUR WORKSHOPS (1 PDU)

- Impact of Integrating Child Life into Interprofessional Simulation Sessions
- Popular Culture as a Tool for Emotional Intervention
- Can I Play Too? Providing an Adaptive Play Experience for the Medically Complex Patient
- Help Me Keep Going: A Study on Resilience and Child Life Specialists

As of February 25, 2016
Program information is subject to change.

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INTENSIVES — Thursday

Earn additional PDUs and enhance your conference experience by attending a Conference Intensive. Explore a single topic in depth for a full day or half-day. Please note there are additional fees for intensives. Lunch is included in full day intensives. Refreshments are included in half-day intensives. See pricing on page 6.

THURSDAY, MAY 19, 2016

8:30 A.M.–3:30 P.M.

Pre-Conference Full-Day Intensives (6 PDUs)

\$150 – All Attendees
(INCLUDES LUNCH)

The Leader as Coach

- **Bernadette Sanchez, CCLS, BC Children's Hospital, Vancouver, BC**
- **Catherine Leung, CCLS, BC Children's Hospital, Vancouver, BC**

All child life specialists are positioned to lead. In this interactive intensive, participants will learn simple yet innovative coaching skills to facilitate goal-setting, resolve conflict, spark innovation, and enhance collaboration. Whether at the bedside or in the boardroom, coaching skills will equip participants to lead with a curious, supportive, action-driven approach.

LEARNING OBJECTIVES:

- Initiate coaching conversations with colleagues, students, patients and families that draw on strengths and facilitate goal-setting.
- Use basic coaching skills to engage others in meaningful, constructive conversations that inspire clarity and spark innovation.
- Discuss powerful coaching questions to effectively manage and resolve conflict.
- Demonstrate confidence and efficacy as an advocate and as a leader in multi-disciplinary initiatives, using the coaching stages.
- Identify personal triggers that impede their ability to be present with others.

DOMAIN: Professional Responsibility (Task 1–5)

A Live Clinical Supervision Group and Facilitation Intensive for Child Life Professionals: Promoting Support and Education through Clinical Supervision

- **Gloria Mattered, MEd, CCLS, Bellevue Hospital Center, New York, NY**
- **Diane Rode, MPS, ATR-BC, CCLS, LCAT, Mount Sinai Kravis Children's Hospital, New York, NY**

This unique, live-supervision opportunity provides an in-depth exploration of the importance and value of clinical supervision in child life practice. Participants will gain skills to begin developing their own supervision groups through the information and experience gathered from this session. Case material from participants will be used in the groups. Strategic planning in relation to the initiation and maintenance of clinical supervision processes in individual departments will be explored.

LEARNING OBJECTIVES:

- Increase their understanding and knowledge of the value of group and individual supervision in child life professional development.
- Gain skills in self-reflection and analysis of their clinical work with children, families, and staff by directly participating and being coached in model clinical supervision groups.
- Gain experience as a clinical supervision group facilitator through an innovative coaching method while conducting a model clinical supervision group.
- Develop a strategic plan to initiate or further develop a Clinical Supervision program in their Department.

DOMAIN: Professional Responsibility (Task 1–5)

From Silo to System: Utilizing Lean Methodologies and Process Improvement Tools to Implement an Innovative Staffing Model and a New Approach for Delivery of Child Life Services

- **Katie Caskey, MA, CCLS, Helen DeVos Children's Hospital, Grand Rapids, MI**
- **Stephanie Jorgensen, Spectrum Health, Grand Rapids, MI**
- **Elizabeth Ayoub, CCLS, CPST, Helen DeVos Children's Hospital, Grand Rapids, MI**
- **Amy Davis, CCLS, CPST, Helen DeVos Children's Hospital, Grand Rapids, MI**
- **Kelly Newman, CCLS, CPST, Helen DeVos Children's Hospital, Grand Rapids, MI**

In the ever changing health care environment, child life leaders are continuously facing the challenge of adequately staffing pediatric service lines and meeting increased patient and family needs with limited resources. This presentation will introduce the innovative strategies of process improvement as a structural guide to implementing service delivery change.

LEARNING OBJECTIVES:

- Identify a strategic plan for change utilizing lean methodologies and process improvement tools.
- Standardize the workflow of a child life team by creating standard work that increases productivity and reduces wasteful activities.
- Develop visual communication tools to manage daily improvement and optimize team accountability.
- Organize statistical data and report outcomes, useful in advocating for best practice, more resources, and administrative support.
- Describe an integrated staffing model that deploys the child life team as universal workers, meeting the psychosocial needs of hospitalized patients and their families through team work and effective prioritization.

DOMAIN: Professional Responsibility (Task 1–5)

1:00 P.M.–4:00 P.M.

Pre-Conference Half-Day Intensives (3 PDU's)

\$100 — All Attendees
(INCLUDES REFRESHMENTS)

Medical Ethics in Today's Pediatric Healthcare

- **Mark Bartel, M.Div, BCC, Chaplain Manager,**
Spiritual Care, Arnold Palmer Medical Center

Mark is a board certified Chaplain who has served on children's hospital ethics committees since 1991. He has completed courses at Stanford University School of Medicine and the Kennedy Institute of Ethics at Georgetown University. He is a founding faculty member of the Pediatric Chaplains Institute, held annually in Washington, D.C. He serves as manager of the Spiritual Care Department at Arnold Palmer Medical Center in Orlando, FL.

LEARNING OBJECTIVES:

This intensive workshop will cover four aspects of pediatric medical ethics:

- A short history of medical ethics and how we arrived at today's dilemmas, from Hippocrates through today;
- Fundamental ways of deciding difficult cases in modern medicine;
- Moral distress in ethical cases, and ways to resolve it;
- Mock Ethics Committee consultation, in which participants deliberate as the committee members.

DOMAIN: Professional Responsibility (Task 1–5)

Celebrating A Life While Saying Goodbye: Child Life in a Perinatal Palliative Care and Bereavement Program

PRESENTER:

- **Elizabeth Shaughnessy, MS, CCLS,**
*The Children's Hospital of Philadelphia,
Philadelphia, PA*

Perinatal palliative care is a developing area for child life services. Families anticipating a neonatal death can benefit from the unique skills of a child life specialist. This intensive will describe how child life programming was developed and implemented in a perinatal palliative care and bereavement team in a maternal-fetal center and delivery unit. Strategies, case examples and implications for practice will be discussed.

LEARNING OBJECTIVES:

- Describe how child life programming was developed as part of a multidisciplinary perinatal palliative care and bereavement team.
- Describe how the skills of a child life specialist can address the needs of families anticipating a neonatal loss.
- List strategies to facilitate a supportive environment for a family to spend time with their child, create memories, and say goodbye.
- Discuss challenges faced, implications for child life practice, and methods for self-care and staff support.

DOMAIN: Intervention (Task 1–7)



**“Pre-conference
intensives [are a great]
way to dig deeper in
a specific content
area...The one-hour
sessions I attended were
excellent—full of content,
yet concise.”**

**—2015 CONFERENCE
ATTENDEE**

INTENSIVES

As of February 25, 2016
Program information is subject to change.

INTENSIVES — Saturday

SATURDAY, MAY 21, 2016

NOTE:

The Saturday intensive sessions will take place from 2:00 p.m. to 5:00 p.m., concurrent with the “Innovation, Imagination, Inspiration” Talks, Academic Professionals Meeting, the Research Discussion, Hospital Tours and Building Blocks to Student Success event.

2:00 P.M.–5:00 P.M.

Half-Day Intensives (3 PDUs)

\$100 — All Attendees
(INCLUDES REFRESHMENTS)

Innovations in Child Life Education: Implementing Problem-Based Learning Methods for Child Life Specialists

PRESENTERS:

- **Amy Caruso Brown, MD, MSc, MSCS,** *SUNY Upstate Medical University, Brooklyn, NY*
- **Civita Brown, MEd, CCLS, Utica College,** *Utica, NY*

Problem-based learning is a method of teaching small groups of students that seeks to promote deeper comprehension and better retention of core concepts, while also developing the lifelong learning skills that are crucial to success in many fields. Now widely adopted in medical and dental schools, it has great promise for child life education, including remediation for struggling learners, as this presentation will explore.

LEARNING OBJECTIVES:

- Articulate the strengths of the PBL method for child life education.
- Design an original PBL case for use in teaching child life students.
- Facilitate a small group of students as they explore a PBL case.
- Evaluate the impact of implementing PBL methods on the development of professional competence among child life students.

DOMAIN: Professional Responsibility (Task 1–5)

An Introduction to Mindfulness-Based Stress Reduction and the Neurobiology of Mindfulness

PRESENTERS:

- **Christine Slavik, MEd, CCLS,** *University of the Fraser Valley, Abbotsford, BC, Canada*

The Mindfulness-Based Stress Reduction (MBSR) program developed at the University of Massachusetts Medical School, by Jon Kabat-Zinn is the foundation for this experiential workshop. Step-by-step guidance is utilized to introduce mindfulness-based practices. Theoretical foundations and benefits of mindfulness are examined, and the relationship to personal and professional practice is explored.

LEARNING OBJECTIVES:

- Describe the theoretical foundations of mindfulness-based practice and stress reduction strategies.
- Describe current research in neurobiology that supports mindfulness-based practices as a health benefit.
- Identify the link between mindfulness-based practices and daily life, and daily life challenges.
- Identify the ways in which mindfulness can be utilized & adapted in professional practice situations.
- Access tools and resources to extend their personal mindfulness-based practice.

DOMAIN: Professional Responsibility (Task 1–5)

The Power of Child-Centered Play: Letting Kids Lead the Way

PRESENTERS:

- **Shani Thornton, MS, CCLS,** *Child Life Mommy, Floral Park, NY*
- **Deborah Vilas, MS, CCLS, LMSW,** *Bank Street College of Education, New York, NY*

Child-centered play is a powerful tool for building relationships and supporting development and healing. Whether participants seek to deepen their work with children, teach these skills to caregivers, or assess and support their interns’ and employees’ play skills, this workshop will teach hands on skills for facilitating child-centered play.

LEARNING OBJECTIVES:

- Apply basic tracking and narrating skills associated with child-centered play.
- Demonstrate empathic responses to children.
- Use the components of ACT 3 Point Limit Setting.
- Explain to caregivers the benefits of child-centered play.
- Critique child-centered play techniques in interns and employees.

DOMAIN: Intervention (Task 1–7)



“As a longtime CCLS, 23 years, I was in need of a boost to my enthusiasm and commitment to the profession that has been my life’s work. This succeeded in that, so well.”

—2015 CONFERENCE ATTENDEE

As of February 25, 2016
Program information is subject to change.

REGISTER HERE



CONFERENCE SCHEDULE OF EVENTS

THURSDAY, MAY 19, 2016

8:30 A.M.–3:30 P.M.

Pre-Conference Full-Day Intensives (6 PDUS)

\$150 – All Attendees
(INCLUDES LUNCH)

[See page 10.](#)

12:30 P.M.–3:30 P.M.

Committee Chairs Orientation & Leadership Development Session

INVITATION ONLY

1:00 P.M.–4:00 P.M.

Pre-Conference Half-Day Intensives (3 PDUS)

\$100 – All Attendees
(INCLUDES REFRESHMENTS)

[See page 11.](#)

4:00 P.M.–5:00 P.M.

First Timer/ New Member Orientation

*Sponsored by Cincinnati Children's
Hospital Medical Center Division of
Child Life and Integrative Care*



The New Member/First Timer Orientation is a great opportunity to join veteran CLC members and staff for an informative overview of CLC and the Annual Conference on Professional Issues. Whether you are a new member, a first-time conference attendee or potential member, this is a great opportunity to learn how to make the most out of networking opportunities and professional development through the Child Life Council. This event will set the stage for a successful conference.

5:00 P.M.–7:00 P.M.

Welcome to Orlando Reception

Back by popular demand, everyone is invited to join us in the Exhibit Hall for a welcome reception on Thursday evening. Come for food and drink, to network and visit with colleagues and exhibitors.

“I liked the addition of the Welcome Reception, especially the chance to connect with colleagues right at the start!”

—2015 CONFERENCE ATTENDEE

THURSDAY
MAY 19



As of February 25, 2016
Program information is subject to change.

[REGISTER HERE](#)

FRIDAY, MAY 20, 2016

8:30 A.M.–10:30 A.M.

OPENING GENERAL SESSION & EMMA PLANK KEYNOTE ADDRESS (2 PDU's)

SPONSORED BY
The Walt Disney Company



Colleen Sweeney, RN, BS, Founder and Owner of Sweeney Healthcare Enterprises

We are proud to bring as our Emma Plank Keynote speaker **Colleen Sweeney, RN, BS**, Founder and Owner of Sweeney Healthcare Enterprises. On a mission to transform healthcare, she will share her experiences and results from a three-year research study she conducted called the Patient Empathy ProjectSM.



Though she holds degrees in nursing, and business, and a masters certificate in project management, she attributes most of her success to an earlier career in improvisational comedy. Her time on stage doing improv taught her to build enthusiasm, think differently about the work she does and pull audiences into the power of possibility within themselves.

Child Life Distinguished Service Award Presentation

The Distinguished Service Award is the highest award presented by the Child Life Council Board of Directors, recognizing exceptional members for outstanding contributions to the field of child life. The **2016 Distinguished Service Award** will be presented at the Opening General Session to **Diane Hart, MA, CCLS, EDAC**, Director of Patient & Family Centered Care at the BC Children's Hospital in Vancouver, British Columbia, Canada. A full feature article detailing Diane's inspiring career will appear in the Spring 2016 edition of the Bulletin.



10:45 A.M.–12:15 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDU's)

Using Intensive Preparation Strategies for Patients with Unique Learning Styles and a History of Healthcare-related Trauma

- **Emily Jones, MS, MEd, CCLS**, *Cincinnati Children's Hospital Medical Center, Cincinnati, OH*
- **Annette Bonjour, CCLS**, *Cincinnati Children's Hospital Medical Center, Cincinnati, OH*
- **Nikki Orkoskey, MA, CCLS**, *Children's Hospital Medical Center, Cincinnati, OH*

Intensive preparation strategies can be utilized to overcome barriers to successful healthcare encounters for patients with unique learning styles and traumatic past healthcare experiences. When traditional preparation strategies aren't enough, tailored preparation can equip patients with the information and coping skills needed to successfully master a challenging healthcare experience.

LEARNING OBJECTIVES:

- Verbalize the target population and benefits of intensive preparation.
- Recognize how intensive preparation strategies lead to increased positive outcomes for patients, families, and the healthcare team.
- Develop an enhanced understanding of the unique psychosocial needs of patients with diverse learning styles and history of healthcare-related trauma in the medical setting.
- Demonstrate a variety of preparation and support strategies leading to successful healthcare encounters for patients with diverse learning styles and history of healthcare-related trauma.

DOMAIN: Intervention (Task 1–7)

Helping Children Connect With Their Emotions

- **Jennifer Smith, MS, CCLS, CIMI**, *St. Jude Children's Research Hospital, Memphis, TN*
- **Amy Scott, CCLS**, *St. Jude Children's Research Hospital, Memphis, TN*

This presentation will explore the value of working with children to assess their emotional development. It will emphasize how one can better support children in identifying and expressing their feelings. Participants will be inspired with research, case studies, and interventions aimed at promoting emotional literacy associated with healthcare experiences.

LEARNING OBJECTIVES:

- Understand the difference between emotions and feelings and how they develop in children.
- Enhance child life interventions to develop children's emotional literacy.
- Acquire resources and activities to help children learn to identify and express their feelings.

DOMAIN: Intervention (Task 1–7)

Start the Spark: Learning S'more About In-hospital Camp Programming

- **Alyssa Geis, CCLS**, *The Children's Hospital at OU Medical Center, Oklahoma City, OK*
- **Lindsey Gallucci, MEd, CCLS, CEIM**, *The Children's Hospital at OU Medical Center, Oklahoma, OK*
- **Abbey Morgan, CCLS**, *The Children's Hospital at OU Medical Center, Oklahoma, OK*

Many camp programs are facilitated in community settings, but we will explore the creative process for developing a camp program within the hospital environment. Activity programming is crucial when helping patients cope with hospitalization and we will provide attendees with the necessary tools to implement camp programming within their own facility.

LEARNING OBJECTIVES:

- Understand this hospital's camp program and the therapeutic benefits for patients and families.
- Utilize tools and techniques to encourage child life and interdisciplinary team participation in camp activities.
- Recognize strategies to involve the community and promote camp programming to hospital administration.
- Engage in hands on activities to learn how to create camp programming designed for the hospital environment.

DOMAIN: Intervention (Task 1–7)

As of February 25, 2016
Program information is subject to change.

[REGISTER HERE](#)



Beyond the Classroom: Programming to Inspire Child Life Student Success

- **Kim Jeske, MA, CCLS**, Cardinal Glennon Children's Medical Center, St. Louis, MO
- **Nicole Saracino, CCLS**, Cardinal Glennon Children's Medical Center, St. Louis, MO

The child life field is rapidly growing with aspiring specialists looking to distinguish themselves from fierce competition and obtain internships and jobs. Learn how one hospital created two programs geared toward providing students with unique experiences and information that simply cannot be learned in the classroom.

LEARNING OBJECTIVES:

- Identify best practices for student education in the health care field.
- Describe how the two featured programs meet the unique needs of students amid a robust growth period for aspiring child life specialists.
- Gain knowledge about how to collect data, evaluate success, and implement quality improvement measures related to the student programs.

DOMAIN: Professional Responsibility (Task 1–5)

Where Do We Start?: Developing and Sustaining a Family-Driven Unit-Based Advisory Council

- **Laura Johnson, MA, CCLS**, Mission Health, Asheville, NC
- **Stephanie Wright, RN**, Mission Health, Asheville, NC
- **Laura Whatley**, Mission Health, Asheville, NC

Family advisory councils effectively bring about positive changes that promote family-centered care within a hospital unit. This presentation will discuss how a family advisory council was established in a Neonatal Intensive Care Unit, including advisor recruitment, project/goal development and generating staff buy-in. The perspective of a current family advisor will also be included.

LEARNING OBJECTIVES:

- Discuss the ways a family advisory council can contribute to family-centered care within a hospital unit.
- List three strategies for recruiting potential family members to participate on a family advisory council.
- Describe three tactics for gaining administrative support and unit staff buy-in.
- Explain the importance of allowing family advisors to guide the council in developing goals and projects.

DOMAIN: Professional Responsibility (Task 1–5)

Specialized Services for Unique Populations in Pediatric Subspecialty Care

- **Peyton Hutchins, MS, CCLS**, Johns Hopkins Children's Center, Baltimore, MD
- **Amanda Moatz, MEd, CCLS**, Baltimore, MD

Patients and families with unique conditions will continue to pursue care at established, geographically-dispersed, centers of excellence. From strategies for collaboration with the medical team to the delivery of therapeutic interventions, child life specialists have many opportunities to provide services that support the distinctive needs of subspecialty populations.

LEARNING OBJECTIVES:

- Define circumstances in the current health care environment that increase the need for child life specialists to develop competence with unique, subspecialty populations.
- Identify the characteristics of unique, subspecialty populations that require specialized interventions.
- Describe strategies for supporting the needs of subspecialty populations in outpatient and inpatient settings.
- Develop specific strategies for enhancing existing services provided to subspecialty populations in their clinical setting.

DOMAIN: Intervention (Task 1–7)

RESEARCH & SCHOLARSHIP COMMITTEE PRESENTATION:

Effective Research Practices in Child Life Programming

- **Farya Phillips PhD, CCLS**, The University of Texas at Austin, Austin, TX
- **Jessika Boles MEd, CCLS**, St. Jude Children's Research Hospital, Memphis, TN

This presentation of current research will be a focus on the process child life specialists take to carry out quality research in our field. Each presenter will engage the audience on their own journey as they research emerging topics in child life. A question and answer session will follow the conclusion of both presenters.

LEARNING OBJECTIVES:

- Describe the process to complete quality research in the field.
- List emerging research topics.
- Explain the steps of an ongoing research.

DOMAIN: Professional Responsibility (Task 1–5)

12:15 P.M.–2:15 P.M.

Lunch in Exhibit Hall

Join your fellow conference attendees and exhibitors for a casual meal and great conversation. Take time to stop by each booth to show your appreciation to our exhibitors, both new and more established, who have taken time to share their products and services with the child life community.

12:30 P.M.–1:45 P.M.

CLC Committee Meetings: Track A

INVITATION ONLY

2:15 P.M.–3:45 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDU's)

Inspiring Ethical Practice in Child Life: Core Principles and Approaches to 21st Century Dilemmas

- **Amy Caruso Brown, MD, MSc, MSCS**, SUNY Upstate Medical University, Brooklyn, NY
- **Civita Brown, MEd, CCLS**, Utica College, Utica, NY

Child life specialists both face unique ethical dilemmas and have an important role in play in the resolution of ethical dilemmas that arise in the care of children and adolescents. This presentation will provide participants with a basic foundation in principles of bioethics, leading into a dynamic discussion of contemporary ethical dilemmas in child life.

LEARNING OBJECTIVES:

- Apply the core principles of bioethics to challenging situations in their own practice.
- Recognize the important role of the child life specialist in resolving some pediatric ethical dilemmas.
- Navigate the ethical challenges inherent in four areas: child life research, end of life decision making, social media, and gender identity.

DOMAIN: Professional Responsibility (Task 1–5)

FRIDAY
MAY 20

Developing A Culture of Servant Leadership in the Field of Child Life

- **Bethany Fisackerly, MS, CCLS**, *Columbia College, Columbia, SC*
- **Joyce Fields, PhD**, *Columbia College, Columbia, SC*

Participants will be introduced to the servant leadership model, instructed on the key characteristics of servant leaders, and learn about how it has been successfully integrated into one academic institution's child life curriculum. Participants will then have opportunity to reflect upon their own servant leadership skills and brainstorm in groups methods of integrating these ethical principles into their own clinical practice.

LEARNING OBJECTIVES:

- Define the term 'servant leader' and identify key characteristics of servant leadership.
- Integrate concepts related to servant leadership with the guiding ethical principles of the child life council.
- Recognize the need for integrating servant leadership principles in child life education and clinical practice.
- Theorize ways to integrate these principles into his or her own professional identity.

DOMAIN: Professional Responsibility (Task 1–5)

But When Can I Compete Again?: Psychosocial Issues Concerning Adolescent Athletes Following an Injury or Extended Illness

- **Dagney Willey Adamson, CCLS**, *Children's Hospitals and Clinics of Minnesota, Minneapolis, MN*
- **Sarah Stenson, CCLS**, *Children's Hospitals and Clinics of Minnesota, Minneapolis, MN*

Adolescent athletes have a distinct set of stressors when it comes to injuries, chronic illnesses, and pain perception. Child life specialists team up with patients to aid recovery in the medical setting, utilizing unique skills learned from athletics to drive athletes' optimal coping.

LEARNING OBJECTIVES:

- Understand the mindset and culture of adolescents involved with athletics.
- Gain understanding of adolescent athletes' coping responses to an injury or extended illness.
- Utilize applicable intervention techniques to support adolescent athletes through injuries/illness.

DOMAIN: Intervention (Task 1–7)

Global Collaboration: Teaching and Learning Around the World

- **Deborah Vilas, MS, CCLS, LMSW**, *Bank Street College of Education, New York, NY*
- **Maria Fernanda Busqueta Mendoza, MA, CCLS**, *Hospital Español, Mexico City*
- **Jiri Kralovec, DiS**, *Klicek Foundation*
- **Chika Matsudaira, MSW, HPS**, *Shizuoka Junior College, and Bukkyo University, Kyoto, Japan*

This panel celebrates the innovative work that occurs when colleagues collaborate across cultural and geographic boundaries. Panelists describe pediatric psychosocial care in their countries, and articulate key lessons learned during ongoing collaboration in teaching and learning.

LEARNING OBJECTIVES:

- Describe 3 ways that pediatric psychosocial care is delivered in 3 very different cultures (Mexican, Czech and Japanese).
- Demonstrate 3–5 ways to use social media to move beyond their country's geographic boundaries.
- Define benefits for collaboration between colleagues from different cultures.

DOMAIN: Professional Responsibility (Task 1–5)

Finding Joy in Child Life Competencies: A Model for Development and Assessment

- **Shawna Grissom, MS, CCLS, CEIM**, *St. Jude Children's Research Hospital, Memphis, TN*
- **Amy Kennedy, CCLS**, *St. Jude Children's Research Hospital, Memphis, TN*

This workshop will focus on creating a competency verification process that is program based. Competencies change based on patient population, teams, and management, keeping staff more at ease with the care they provide. It is not what you know, but what you can actually do that is evidence of competency.

LEARNING OBJECTIVES:

- Consider the benefits of establishing a competency verification process for a child life team.
- Explore various competency verification program models.
- Identify steps to create a competency verification process and how to implement changes to their own programs.
- Anticipate challenges in implementing child life competencies and will develop solutions to these challenges that will benefit the team and population they serve.

DOMAIN: Professional Responsibility (Task 1–5)

Not Can We, but Should We?: Ethical Considerations in Fetal and Perinatal Bereavement Interventions

- **Taryn Schuelke, CCLS, CPMT**, *Texas Children's Hospital, Houston, TX*
- **Jill Konieczny, CCLS, CIMI**, *Texas Children's Hospital, Houston, TX*
- **Heather Eppelheimer, CCLS**, *Texas Children's Hospital, Houston, TX*

Dignity and respect are essential to therapeutic bereavement support. Presenters will share a standard of care supporting ethical child life programming in fetal and perinatal loss. Case presentations, group discussion, and lecture will guide participants to understand ethical interventions for grieving families and explore self-care strategies.

LEARNING OBJECTIVES:

- Explain evidence based practice supporting therapeutic interventions within fetal and perinatal loss.
- Apply ethical responsibility to child life assessment when providing keepsakes during fetal and perinatal bereavements.
- Reevaluate current ethical assessments within bereavement practices
- Utilize the Child Life Council's "Code of Ethical Responsibility" when providing therapeutic bereavement interventions for patients and families.
- Gain understanding of and be inspired to practice a variety of self-care strategies.

DOMAIN: Professional Responsibility (Task 1–5)

Patient Pyramid Workshop: An H-CAHPS Improvement Strategy

- **Colleen E. Sweeney, RN, BS**, *Founder and Owner, Sweeney Healthcare Enterprises*

Continue the discussion and learn to use the Patient Empathy Roadmap in a hands-on workshop with our Keynote speaker. This tool helps both clinical and non-clinical healthcare leaders identify the greatest fears or concerns of their customers. Attendees will learn to transform the delivery of care to create ideal patient experiences.

DOMAIN: Professional Responsibility (Task 1–5)



4:00 P.M.–5:30 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDU's)

“Because She’s My Doctor”: The Ethics of Healthcare Relationships According to Young Children with Cancer

- **Jessika Boles, MEd, CCLS, St. Jude Children’s Research Hospital, Memphis, TN**

Ethics, as moral principles that govern individual and group behavior, also guide relationship formation and management across social contexts. This workshop deconstructs the experiences of three children with cancer as they navigated sociocultural, clinical, and familial relationships to form an understanding of their diagnosis and treatment in the hospital setting.

LEARNING OBJECTIVES:

- Deconstruct sociocultural beliefs about childhood/adulthood, health/illness, and life/death as they shape social perceptions of childhood cancer.
- Describe the results of completed case study research highlighting how these sociocultural beliefs function in the pediatric hospital environment.
- Understand the ways in which children with cancer navigate sociocultural, clinical, and familial relationships to construct an understanding of their diagnosis and treatment.

DOMAIN: Professional Responsibility (Task 1–5)

The First Five Years: Surviving and Thriving as a New Child Life Professional

- **Brooke Calfas, CCLS, Monroe Carell Jr. Children’s Hospital at Vanderbilt, Nashville, TN**
- **Robin Davis, CCLS, Texas Children’s Hospital, Houston, TX**
- **Paula Hampel, CCLS, Mayo Clinic, Rochester, MN**

Standardized clinical training is a main focus for child life students, but what happens after an internship? Transitioning from student to professional can be challenging without support and preparation. Three child life specialists share their adventures five years later to offer new professionals guidance in navigating the health care world.

LEARNING OBJECTIVES:

- Identify common challenges experienced by new health care professionals.
- Discover what research has found to be common predictors of compassion fatigue and burnout.
- Learn innovative approaches to cope with the challenges and excitements of being a child life professional.
- Describe opportunities for professional growth offered by institutions, the Child Life Council, and in the community.
- Prepare to enter the workforce as a child life specialist, discussing what to expect, what support is available, and how to be successful.

DOMAIN: Professional Responsibility (Task 1–5)

In The Footsteps of Goldilocks: Searching For What is ‘Just Right’ in Global Child Life Best Practice

- **Jeanine Clapsaddle, MA, LMFT, CCLS, Arnold Palmer Hospital for Children, Orlando FL**
- **Patrice Brylske, CCLS, Johns Hopkins Children’s Center, Baltimore, MD**
- **Angie Sievert-Fernandez, PhD, RP, CCLS, Kythe Foundation, Inc., Quezon City, Philippines**
- **Holly Clark, CCLS, CTRS, Hamad Medical Corporation, Doha, Qatar**

Pioneering child life specialists have been addressing global program development for many years and through a variety of methods. A panel of experienced child life specialists will outline four distinct approaches to global engagement through the lens of cultural impact and sustainability, and facilitate a discussion of best practices for this area of program development.

LEARNING OBJECTIVES:

- Increase awareness of the multiple factors impacting the implementation of child-centered and child life services abroad.
- Identify the current models being utilized to develop child-centered practices for healthcare workers and child life programs abroad.
- Gain an increased understanding of the challenges to building sustainable programs.
- Participate in a discussion addressing the challenges to the ‘one-size-fits-all’ approach to global programming.

DOMAIN: Professional Responsibility (Task 1–5)

Bounce Back Program: Reflective practice and healing through peer support

- **Loren Mirsky-Piatkin, MS, CCLS, CPMT, GC-C, All Children’s Hospital, Saint Petersburg, FL**
- **Sondra Boatman, MSN, RN, CNL, CPN, All Children’s Hospital, Saint Petersburg, FL**

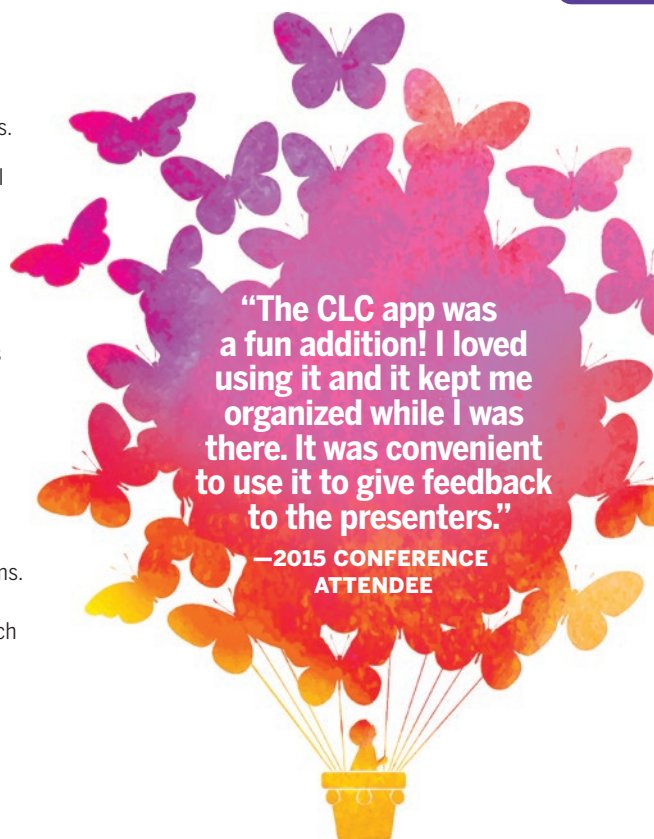
Working in a high acuity health care setting can lead to exhaustion, burn out, and depersonalization. Our Bounce Back Program serves as an open forum allowing for reflection, learning, and growth: empowering clinical staff to begin again. By the end of this session, participants will learn new techniques to promote stress relief, trust, and positive coping skills amongst their peers.

LEARNING OBJECTIVES:

- Discuss techniques to promote stress relief, trust, and positive coping skills amongst their peers.
- Enhance peer-to-peer relationships through understanding and recognizing the emotional stress of working in a high acuity area.
- Explore the emotions of a medical crisis from the family’s perspective.

DOMAIN: Professional Responsibility (Task 1–5)

FRIDAY
MAY 20



“The CLC app was a fun addition! I loved using it and it kept me organized while I was there. It was convenient to use it to give feedback to the presenters.”

—2015 CONFERENCE ATTENDEE

As of February 25, 2016
Program information is subject to change.

What's Your Story?: Narrative Interventions for Teens

- **Melissa Pigden, MS, CCLS**, *Connecticut Children's Medical Center, Hartford, CT*

Child life specialists may be challenged in planning therapeutic interventions to adequately meet the developmental needs of adolescent patients. Adolescent patients have a need for social comparison information and identity formation. This workshop will provide practical ideas for incorporating bibliotherapy and narrative medicine into practice to bridge this gap.

LEARNING OBJECTIVES:

- Describe the process of utilizing bibliotherapy in child life practice with adolescents including potential outcomes.
- Demonstrate insight in choosing appropriate books for bibliotherapy interventions with adolescent patients.
- Explain narrative medicine and how it can be used in creative interventions with adolescent patients.
- Utilize presented examples of narrative based expression interventions in their own practice with adolescents.
- Conduct practice with greater confidence in providing meaningful interventions to adolescent patients.

DOMAIN: Intervention (Task 1-7)

Nitrous Oxide: Taking the Angst Out Of The Pediatric VCUG

- **Sarah Davis, MS, CCLS**, *Children's Hospital of San Antonio, San Antonio, TX*
- **Laura Bredbenner, MEd, CCLS**, *Children's Hospital of San Antonio, San Antonio, TX*
- **Daniel Sedillo, MD, MBA, FAAP, FAWM**, *Baylor College of Medicine, Houston, TX*

The Voiding Cystourethrogram (VCUG) is an invasive and stressful procedure for patients and families. This presentation will highlight techniques utilized when integrating nitrous oxide administration during a VCUG. Two child life specialists and a physician will share how this program decreased anxiety and stress while increasing patient compliance.

LEARNING OBJECTIVES:

- Describe specific developmental and behavioral indicators/counter indicators for sedation.
- Demonstrate specific techniques for supporting patients during nitrous administration.
- Implement behavioral assessment scales to evaluate effectiveness of intervention.

DOMAIN: Intervention (Task 1-7)

Uke Can Do It! Creative Self-care through Group Music Making

- **Amy Smith, MA, CCLS, MT-BC**, *Texas Children's Hospital, Houston, TX*

Promoting self-care in a stressful hospital environment can be a challenge. Burnout and workplace dissatisfaction are high among hospital workers. This presentation describes how applying self-care and group music making theories to a staff ukulele club is having a positive effect on morale.

LEARNING OBJECTIVES:

- Discuss the connection between group music making theories and self-care.
- Identify basic components for creating a successful ukulele club experience.
- Identify self-care domains addressed through music experiences.

DOMAIN: Professional Responsibility (Task 1-5)

5:30 P.M.–8:00 P.M.

Opening Night Reception

Come join your fellow conference attendees for our opening night reception. Take a stroll through the Exhibit Hall, enjoy tasty tidbits, renew old acquaintances and make new ones.



“Presentations this year seem to have raised the bar. I especially enjoyed the several and variety of research based presentations.”

—2015 CONFERENCE ATTENDEE

6:00 P.M.–7:00 P.M.

STAFFED POSTER PRESENTATIONS

(1 PDU with completion of electronic quiz)

Efficacy of Child Life Programming for a Community-Based Bereavement Camp for Children Experiencing Loss Through Death

- **Alexandra DeLone, MA**, *University of Charleston South Carolina*
- **Megan Kam-Johnson**, *University of Charleston South Carolina*
- **Lacey Reeves**, *University of Charleston South Carolina*
- **Danna Stokes, CTRS**, *University of Charleston, South Carolina*
- **Elizabeth Adickes**, *University of Charleston, South Carolina*

A community partnership between a non-profit organization of an overnight grief camp and the local child life graduate program was established to improve programming and assess camp outcomes. A statistically significant increase in parent-child agreement of the child's emotional functioning was found post camp attendance. This research is important for improving child life programming aimed at increasing children's coping skills for grief and adaptive processing of loss.

LEARNING OBJECTIVES:

- Increase knowledge of the role child life can play in bereavement camps.
- Apply an outreach model between child life and community based services coordinated by non-profit organizations.
- Identify the impact of similarities in parent-child perceptions of emotional functioning and the importance of parent-child agreement for family centered care.
- Implement an assessment model for child life programming in community non-profit settings.

DOMAIN: Intervention (Task 1-7)



Public Policy 101: From Problem Identification to Policy Evaluation

- **Jennifer Fieten, MA, CCLS**, *Journey Care for Children/Nova Southeastern University, Dalton, IL*

Child life specialists encounter families impacted by challenging social problems daily and are in positions to advocate for public policy development. This poster presentation will provide a foundation in public policy terminology and processes that will assist child life specialists in navigating policy changes which can affect their patient populations.

LEARNING OBJECTIVES:

- Define the key terms related to public policy.
- Discuss why the public participates in public policy.
- Describe how the public participates in public policy.
- Understand the main steps in the public policy process.

DOMAIN: Professional Responsibility (Task 1–5)

Camp with a Difference! A Look at an In-Hospital Camp for Adolescents with Autism Spectrum Disorder

- **Katy Knierim, MEd, CCLS**, *Bon Secours St. Mary's Hospital, Richmond, VA*
- **Ilona Scanlon, MS, CCLS**, *Bon Secours St. Mary's Hospital, Richmond, VA*

This child life program developed a weeklong day camp for adolescents with autism spectrum disorder (ASD). This camp introduced teens with ASD to healthcare roles as they prepared to transition out of their specialty school. Additionally, the curriculum encouraged exploration and familiarization with common medical experiences in a healthcare setting. In designing this camp, child life specialists were challenged to think outside of traditional hospital practice as they explored unique considerations of adolescents with ASD.

LEARNING OBJECTIVES:

- Articulate the benefits of exposure to the hospital in a casual camp setting for teens with ASD.
- Identify strategies utilized to reduce anxiety and increase compliance and mastery in future medical encounters.
- Recognize the variety of unique considerations when designing a camp experience for children and teens with ASD.
- Recognize innovation in creating partnerships with community organizations to benefit all involved.

DOMAIN: Professional Responsibility (Task 1–5)

Bead UNIQUE: Tips for Implementing Specialized Bead Programs for Chronic Populations

- **Kim Jeske, MA, CCLS**, *Cardinal Glennon Children's Medical Center, St. Louis, MO*
- **Abbie Hedgpeth, CCLS**, *Cardinal Glennon Children's Medical Center, St. Louis, MO*

Research shows that bead programs help patients with chronic illnesses find meaning in their experience. These programs also increase the use of positive coping strategies and provide children with a way to share their medical narrative. Learn how a hospital utilized family-centered care practices and multidisciplinary collaboration to effectively implement bead programming for cystic fibrosis and cardiac populations.

LEARNING OBJECTIVES:

- Describe research supporting the psychosocial benefits of implementing bead programs.
- Identify principal steps to creating bead programs for children with chronic illness.
- Discuss crucial collaborations between multidisciplinary teams to ensure bead program success.
- Utilize project outcomes to implement similar programs in their respective healthcare settings.

DOMAIN: Intervention (Task 1–7)

The Recognition Task Force: An Interdepartmental 'Pat on the Back'

- **Michele Attorelli, MA, CCLS**, *The Bristol-Myers Squibb Children's Hospital at Robert Wood Johnson University Hospital, New Brunswick, NJ*
- **Emma Neely, CCLS**, *The Bristol-Myers Squibb Children's Hospital at Robert Wood Johnson University Hospital, New Brunswick, NJ*

A large part of loving your job is not only feeling valued by your patients but also being recognized as a valued part of the team in which you work. The Recognition Task Force, a peer led child life committee, was created to increase employee engagement and decrease compassion fatigue through peer appreciation events, stress reducing activities, and team building efforts.

LEARNING OBJECTIVES:

- Understand the potential for compassion fatigue of child life specialists working in a healthcare setting.
- Recognize the importance of peer recognition in preventing compassion fatigue and increasing employee satisfaction.

- Identify recognition tools that can be adapted for use in all settings

DOMAIN: Professional Responsibility (Task 1–5)

The Struggle is Real: Maintaining Consistency in Child Life Patient Satisfaction Scores

- **Michele Attorelli, MA, CCLS**, *The Bristol-Myers Squibb Children's Hospital at Robert Wood Johnson University Hospital, New Brunswick, NJ*
- **Emma Neely, CCLS**, *The Bristol-Myers Squibb Children's Hospital at Robert Wood Johnson University Hospital, New Brunswick, NJ*

Patient satisfaction is currently one of the most important measures of healthcare efficacy. The focus of this presentation is to discuss the inconsistency and the struggle to maintain competitive child life scores and to improve overall ratings. Action plans will be shared for child life specialists to use in a variety of healthcare settings.

LEARNING OBJECTIVES:

- Recognize the importance of patient satisfaction scores with the impending implementation of pediatric HCAHPS.
- Understand the importance and challenges of including a specific child life question on the patient satisfaction survey.
- Identify child life action plans on the unit based level, department level, and hospital wide initiatives.

DOMAIN: Professional Responsibility (Task 1–5)

“Very enjoyable opportunity to network and catch up with old colleagues in a relaxed setting.”

—2015 CONFERENCE ATTENDEE



As of February 25, 2016
Program information is subject to change.

REGISTER HERE

Risks and Benefits of Tablet Use: Are Child Life Specialists Being Replaced by Technology?

- **Nicole Rosburg, MS, CCLS**, *Texas Children's Hospital, Houston, TX*
- **Riley Hammond, MS, CCLS**, *Texas Children's Hospital, Houston, TX*

Child life specialists meet the needs of patients using a variety of skills and tools. One tool that has become popular is the tablet. This poster presents survey results that demonstrate child life specialists' positive and negative perceptions about tablet use, novel ways in which tablets are used for patient care, and ways in which tablet use alters interactions with families.

LEARNING OBJECTIVES:

- Become familiar with current research supporting tablet use in healthcare experiences.
- Understand how child life specialists perceive tablet use within their practice and if these perceptions correlate with years of experience.
- Possess increased awareness of any perceived concerns about tablet use as they relate to family and student interactions or special populations.
- Gain awareness of potential limitations of tablet use by child life specialists.
- Become more intentional about the use of tablets and technology in their own practice.

DOMAIN: Intervention (Task 1–7)

Child Visitation in Adult Intensive Care Units and Child Life's Role: Perceptions and Practices of Adult Critical Care Nurses

- **Samantha Flick, MS, CCLS**, *MUSC Children's Hospital, Charleston, SC*
- **Priti Desai, PhD, MPH, CCLS**, *East Carolina University, Greenville, NC*

Perceptions and practices of 446 adult ICU nurses about child visitation and knowledge regarding child life were explored. School-age or older child age, and patient/family wishes were visitation facilitators. Psychological trauma and infection control concerns were barriers. Nearly 2/3 respondents were unaware of child life. Professional collaboration implications are provided.

LEARNING OBJECTIVES:

- Articulate reasons why children should be facilitated to visit their adult loved ones in adult intensive care units.
- Recognize the perceptions and practices of nurses working in adult critical care settings in the United States regarding child visitation.

- Identify facilitators as well as barriers impacting child visitation on adult intensive care units in the United States.
- Describe the perception and opinions of adult critical care nurses regarding child life role in adult intensive care units.
- Identify and evaluate collaboration, education, and research implications for promoting the scope of child life profession in adult intensive care units.

DOMAIN: Professional Responsibility (Task 1–5)

It Takes Three: Innovation through Collaborative Research with a Child Life Specialist, Nurse, and Assistant Professor

- **Sherwood Burns-Nader, PhD, CCLS**, *University of Alabama, Tuscaloosa, AL*
- **Lindsay Joe, MS, CCLS**, *Children's of Alabama, Birmingham, AL*
- **Kelly Pinion-Smith, MSN, RN, CPN**, *Children's of Alabama/University of Alabama, Birmingham, AL*

This poster presentation discusses a project between a child life specialist, nurse, and academic professional whose goal was to examine the benefits of the collaboration in conducting research related to child life. Steps of the project and benefits of utilizing a collaborative approach to research will be discussed.

LEARNING OBJECTIVES:

- Discuss the benefits of collaborating with someone in the academics in order to address some barriers preventing child life specialists from conducting research.
- Explain the steps to a collaborative research project.
- Describe the child life specialist's role in a collaborative research project.

DOMAIN: Professional Responsibility (Task 1–5)

Cooking with Kids: Stirring Up Some Fun in the Hospital!

- **Leslie Dempsey, CCLS**, *St. Joseph's Children's Hospital, Tampa, FL*

The need for therapeutic activities in a hospital setting is crucial in providing positive outlets and promoting effective coping. This poster presentation will identify and explore the emotional, physical, social, and cognitive benefits cooking can provide for patients and families during their hospital experience. In addition, participants will take away the fundamentals they need to develop their own cooking program as well as learn creative and innovative cooking interventions to take back to their work setting.

LEARNING OBJECTIVES:

- Describe the therapeutic value of cooking with patients in the hospital.
- Learn how to develop a cooking program.
- Learn therapeutic cooking interventions to implement in a hospital or outpatient setting.

DOMAIN: Intervention (Task 1–7)



As of February 25, 2016
Program information is subject to change.

[REGISTER HERE](#)

SATURDAY, MAY 21, 2016

8:00 A.M.–5:00 P.M.

CLC Registration Desk Open

8:30 A.M.–10:00 A.M.

Concurrent Plenary Sessions (CHOOSE ONE)



PLENARY SESSION (1.5 PDU's)

How to Talk So Kids Will Listen

PRESENTED BY

- **Joanna Faber**, Author, Parent Educator and Teacher Trainer

How can you communicate more effectively with the children you work with? What is the attitude and language that reduces stress and promotes healing? This workshop will use lecture, discussion, written exercises and role play to teach communication principles and practical skills that can be put to immediate use. It is an interactive, hands-on experience, based on the best-selling book *"How to Talk So Kids Will Listen and Listen So Kids Will Talk"* by award winning authors Adele Faber and Elaine Mazlish. Everyone will go home with handouts full of useful techniques that can be put into immediate practice. It will be fun for all!

LEARNING OBJECTIVES:

- Help children cope with powerful negative feelings.
- Engage children's cooperation without bribes or threats.
- Use praise effectively to support and empower children.

DOMAIN: Intervention (Task 1–7)

PLENARY SESSION (1.5 PDU's)

Finding Exquisite Moments in the Face of Sadness

PRESENTED BY

- **Sally Karioth, PhD**, Florida State University, Tallahassee, FL

This presentation will explore ways to recapture exquisite moments in everyday life when working with individuals and families suffering profound loss. Finding meaning and recognizing that building a monument of good memories is a goal by all who grieve. Looking at general grief and trauma concepts and connecting normal and expected sadness with coping behaviors will be discussed.

LEARNING OBJECTIVES

Following this presentation the attendee should be able to:

- Describe a process to recapture exquisite moments while grieving.
- Explain normal and expected sadness and the relationship to coping behaviors.
- Describe ways to find meaning and build good memories during times of loss.
- Recall 3 basic principles associated with grief.
- Delineate between grief and trauma with 100% accuracy.

PLENARY SESSION (1.5 PDU's)

Different Perspectives on Ethical Issues

PRESENTED BY

- **Jose Perez, MD**, Medical Director, NICU, Arnold Palmer Hospital for Children Winnie Palmer Hospital for Women and Babies
- **Harriet D. Miller, PhD, ARNP, CPN, CCRP**, Nurse Scientist, Arnold Palmer Hospital for Children
- **Blaine Bradley Pitts, MD**, Palliative & Supportive Care, Arnold Palmer Hospital for Children

A multidisciplinary panel will present case scenarios focusing on ethical dilemmas in health care. Varying perspectives will be identified and discussed. Ethical issues relevant to the child life specialist's role will be examined.

LEARNING OBJECTIVES

- Describe ethical issues in health care scenarios.
- Explain the varying roles of health care professionals when discussing ethical dilemmas.
- Discuss ethics as they relate to child life practice.



"The sessions were excellent and I took away new ideas and confirmed commitment from each one. Lots of great opportunities for networking between sessions and during the Exhibit Hall."

—2015 CONFERENCE ATTENDEE

SATURDAY
MAY 21

10:15 A.M.–11:15 A.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1 PDU)

Such a Fine Line: Balancing Therapeutic Relationships and Professional Boundaries

- **Amanda Brody, MS, CCLS**, *St. Jude Children's Research Hospital, Memphis, TN*
- **Ashley Carr, CCLS**, *St. Jude Children's Research Hospital, Memphis, TN*

There is a fine line when balancing the role of professional boundaries in developing and maintaining therapeutic relationships. Through the use of case examples, staff testimonials and group discussion, participants will have a n opportunity to explore methods to create, maintain and encourage professional boundaries in their daily work and within their institution.

LEARNING OBJECTIVES:

- Explore organizational expectations and boundaries across the healthcare team.
- Identify challenges of maintaining and promoting professional boundaries in the healthcare setting.
- Identify examples of professional boundary challenges and engage in discussion about solutions to these challenges.
- Discuss creating a balance between developing effective relationships while maintaining professional boundaries.

DOMAIN: Professional Responsibility (Task 1–5)

Let's Talk About SEX Baby: Sexuality and Relationship Teaching for Patients with Brain Injuries

- **Breanne Mathers, CCLS, TRS**, *Holland Bloorview Kids Rehabilitation Hospital, Toronto, ON, Canada*
- **Morgan Livingstone, MA, CCLS, CIMI**, *Private Practice, Toronto, ON, Canada*

Youth with Acquired Brain Injuries (ABI) need support and education when discussing healthy sexuality and relationships. A program was developed to meet the specific learning needs of patients with ABI while including current trends in internet and social media for youth.

LEARNING OBJECTIVES:

- Discuss the role child life provides to explore and educate youth with brain injuries about sexuality and relationships.
- Identify the framework/model of a successful sexuality-focused child life program for brain injured youth.
- Discuss the impact of brain injury on a child/youth's sexuality, social interactions and relationships.
- Learn strategies for advocating for the inclusion of similar child life programs for youth with brain injuries in diverse healthcare settings.

DOMAIN: Assessment (Task 1–3)

To Sleep or Not to Sleep? That is the Question: Working with a Pediatric Sedation Team to Successfully Evaluate and Prepare Children to Complete Radiology Imaging without Sedation

- **Kathryn Sullivan, CCLS**, *Greenville Health System, Greenville, SC*
- **Taylor Stathes, CTRS**, *Greenville Health System, Greenville, SC*

It is often thought that many children need to be sedated in order to obtain clear diagnostic images for medical purposes. This presentation will identify strategies on how to provide coping mechanisms to prepare select candidates for long scans without sedation.

LEARNING OBJECTIVES:

- Identify characteristics that lead to a child being able to successfully complete scans in the radiology department without sedation.
- Discuss what unique information should be communicated to children prior to scans.
- Identify the tools to coach children with coping mechanisms that will lead to successful imagesuccessful images.
- Discuss the importance of identifying roles within the interdisciplinary team, building relationships and communicating effectively to support the patient.

DOMAIN: Assessment (Task 1–3)

Taking the Road Less Traveled: Child Life Community-Based Practice

- **Denise Esposto, MS, CCLS**, *University Of Pittsburgh, Pittsburgh, PA*
- **Elizabeth Kennedy, MS, CCLS**, *University of Pittsburgh, Pittsburgh, PA*

The need for alternative and non-traditional placements for child life specialists in the community has increased as the profession of child life has diversified. This session will explore complementary settings for child life work in schools and communities in support of children's psychosocial, physical and behavioral health needs.

LEARNING OBJECTIVES:

- Describe current child life services and career opportunities in alternative and non-traditional child life settings and environments.
- Identify marketable education, clinical skills, experience and training to promote child life specialist employment outside of the hospital environment.
- Acquire skills and knowledge to develop a community-based child life alternative internship program.
- Describe the child life specialist's role within the alternative setting with relevance to child life practice.
- Explain the value of providing child life services in community-based practice to meet the future need and direction of the profession.

DOMAIN: Intervention (Task 1–7)

Re-imagining Needle Pokes: A Preventative Approach Every Time for Every Child

- **Melissa Haun, MS, CCLS**, *Children's Hospitals and Clinics of Minnesota, Minneapolis, MN*

This presentation will review how organization-wide change is possible for needle procedures. Discover how one large free-standing children's hospital is reducing needle pain for patients. Participants will explore how to engage staff and apply practical resources to hospitals and programs of all sizes.

LEARNING OBJECTIVES:

- Identify challenges that may exist at your institution to address procedural interventions with needle pain.
- Discuss key strategies in planning for clinical practice change.
- Identify 2 sources that can be used to work within an interdisciplinary team.

DOMAIN: Intervention (Task 1–7)

As of February 25, 2016
Program information is subject to change.

[REGISTER HERE](#)



“Someone Just For Me”: Guiding a Child through an Abuse Evaluation

- **Victoria Isaacson, MA, CCLS, NCC,** *Yale-New Haven Children’s Hospital, New Haven, CT*
- **Paula Schaeffer, MA,** *Yale School of Medicine, New Haven, CT*

This child sexual abuse clinic has enlisted the services of a child life specialist. Child life skills must be adapted to support children during the medical components of a child abuse evaluation and the forensic interview.

LEARNING OBJECTIVES:

- Discuss how this child sexual abuse clinic created a position for a child life specialist and obtained funding to support it.
- Identify child life skills applied to help children cope with child abuse medical evaluations and eventually with forensic interviews.
- Discuss how the child life role has impacted the practice of this child sexual abuse clinic and the efforts of the broader child advocacy center.

DOMAIN: Intervention (Task 1–7)

Fit Kit: A Program for Stress Reduction in the Emergency Department

- **Victoria Hopley, MS, CCLS,** *Emerson Hospital, Concord, MA*
- **Mallory Harrison, MEd, CEIM,** *Emerson Hospital, Concord, MA*

A program was devised to provide children with stress reduction tools for managing the stress of an unplanned emergent situation. Pre-assembled kits, color-coded for age and gender, were created containing therapeutic items for relaxation, distraction, and tools for managing stress.

LEARNING OBJECTIVES:

- Explain three effects of stress on the developing brain.
- Describe 5 components of stress reduction.
- Explain the theoretical rationale for kit contents.
- Identify 3 program funding opportunities through community resources and partnerships.
- Stressors for children are inherent in the medical environment especially in an emergency department.

DOMAIN: Intervention (Task 1–7)

11:30 A.M.–12:30 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1 PDU)

Caring Beyond the Clinical Setting: A Pragmatic Approach to Developing & Sustaining Therapeutic Support Groups in Community Child Life Practice

- **Victoria Hartman, CCLS,** *Hospital for Sick Children, Toronto, ON, Canada*

Expanding child life services beyond clinical environments creates opportunities to enhance collaboration and maximize positive outcomes for children with chronic illnesses. Learn how one child life specialist identified a need in the community, developed and implemented a therapeutic support group for children with cancer, and how you can implement this approach in your community. This session demonstrates steps, skills, and considerations required to expand child life services into the community through program development.

LEARNING OBJECTIVES:

- Identify the knowledge and skills required to effectively conduct the initial needs assessment and identify organizations appropriate for initiating child life services in the community.
- Identify considerations for program proposals, funding applications, recruitment and sustainability processes and protection of intellectual property when developing therapeutic support groups.
- Discuss the successes and challenges of one non-for-profit organization that is collaborating with a child life specialist to orchestrate and sustain therapeutic support groups in the community.
- Identify the benefit to implementing therapeutic support groups in the community from an organizational, familial and child life specialist perspective.

DOMAIN: Professional Responsibility (Task 1–5)

The Window to the Mind: Using Music for Hospitalized Children with Special Needs

- **Jason Keeler, MT-BC,** *Arnold Palmer Medical Center, Orlando, FL*
- **Maxwell Corrigan, MT-BC,** *Arnold Palmer Medical Center, Orlando, FL*

Children with special needs benefit from the creative and family-centered support of child life specialists and music therapists. Learn the most up to date diagnostic information

for those with developmental disabilities and how music can be used to address physical, emotional, and cognitive needs as part of a holistic, family-centered model of care.

LEARNING OBJECTIVES:

- Identify current diagnostic information for children with developmental delays and disorders.
- Identify common needs for hospitalized children with developmental delays and disorders.
- Describe the unique role of music in meeting the needs of children with developmental delays and disorders, and how music can be incorporated into child life practice.
- Identify when collaboration with a music therapist is indicated and how to facilitate best-practice techniques within a collaborative approach.
- Describe current trends in hospitalization for children with special needs, and where music therapy resources can be found for hospitals without music therapy.

DOMAIN: Intervention (Task 1–7)

Fostering Community: Support Group Strategies for Children and Teens Who Have a Parent with Cancer

- **Jean Hartford-Todd, CCLS,** *Duke University Medical Center, Durham, NC*
- **Susan Trout, LCSW, MSPH, CCLS,** *University of North Carolina, Chapel Hill, NC*

Children and teens of a parent diagnosed with cancer often experience confusion, increased anxiety, sadness, and frustration with changes in family routine. Similarly parents must learn to navigate parenting while in the midst of a major medical issue. A monthly support group, created to provide education and a supportive peer group, has proven beneficial with overall coping and family adjustment.

LEARNING OBJECTIVES:

- Describe the impact that a parental cancer diagnosis can have on parents, children, and teens.
- Identify the objectives of a child and teen support group.
- Demonstrate knowledge of several group activities to teach children about cancer treatments, diagnostic procedures, and changes in family life with parent/caregiver with cancer.
- Explain the benefits of a concurrent parenting group to address the unique needs of parenting with cancer.
- Discuss the benefits identified by participants in a support group for families living with parental cancer.

DOMAIN: Intervention (Task 1–7)

SATURDAY
MAY 21

As of February 25, 2016
Program information is subject to change.

A Passage to Nowhere: Guiding a Child Transitioning to Foster Care

- **Julia Goff, MS, CCLS**, *Arnold Palmer Hospital for Children, Orlando, FL*

Children transitioning from the hospital to foster care can be an extremely vulnerable population who experience a variety of difficult emotions. A therapeutic intervention has been created to assist in applying the foundational child life skills to facilitate understanding and positive coping during this traumatic transition.

LEARNING OBJECTIVES:

- Recognize national statistics related to instances of child abuse, maltreatment, and foster care placement.
- Identify current needs in preparation strategies for children transitioning from healthcare settings to foster care.
- Identify fundamental child life principles and skills to children in this transition using a therapeutic workbook as a tool.
- Recognize the unique role as helping adults provide developmentally supportive care to children experiencing complex emotions and change.

DOMAIN: Intervention (Task 1-7)

How to Engage Patients and Medical Professionals in a Pre-surgical Preparation Workshop

- **Laura Takeuchi, CCLS, MPA**, *Barrow Neurological Institute, Phoenix, AZ*
- **Jessica Bryson, CCLS**, *Children's Rehabilitative Services, Phoenix, AZ*

Teens and young adults undergoing complicated surgical procedures often experience anxiety and psychosocial concerns that impact their pre- and post-surgery adjustment. Offering formal education and support to patients and families undergoing procedures often results in an increased ability to cope with the surgical process and improved outcomes. The creation of a multidisciplinary preparation course for teenagers undergoing orthognathic surgery has created positive post-surgical outcomes in the eyes of the teenager, parent and physicians.

LEARNING OBJECTIVES:

- Discuss the benefit of preparing adolescents undergoing complicated surgeries by offering a workshop that incorporates medical professionals and peer mentors.

- Promote long-term coping and adjustment to future health care challenges for patients.
- Participants will be provided documents that provide a framework for the participants to conduct a preparation workshop in their medical setting that can be adapted to a diagnosis that is of their preference.

DOMAIN: Intervention (Task 1-7)

Re-imagining the Volunteer Program

- **Reyna Webb, CCLS**, *BC Children's Hospital, Vancouver, BC, Canada*

This presentation will share one hospital's re-invention of their volunteer program. The change from multiple supervisors to one, adding team building and education opportunities, and regular volunteer-run playground activities were implemented. As a result, the volunteer program is more robust, yielding favorable outcomes for patients, families, staff, and the volunteers themselves.

LEARNING OBJECTIVES:

- Identify current research findings regarding supervisory styles that enhance the retention of volunteers.
- Draw inspiration from one child life department that completed a full-scale overhaul of their volunteer program to address identified needs, improve the quality of their volunteer resources.
- Identify resources to adapt to your volunteer program.

DOMAIN: Professional Responsibility (Task 1-5)

When a Child Doesn't Go Home: A Multidisciplinary Approach

- **Shira Zipursky, V.Hec, CLSt Dipl, CCLS**, *Queen Elizabeth Hospital, Charlottetown, PE, Canada*
- **Kimberley Hagan, Queen Elizabeth Hospital, Charlottetown, PE, Canada**

This presentation will examine a multidisciplinary approach to caring for families being discharged from hospital post stillbirth, miscarriage, infant or child death, apprehension by child protective services, or adoption. Pediatric child life specialist and social worker have developed a new concept in how to collaboratively care for and support these families. This idea and its inception will be explored while also touching on what to be mindful of while working with this patient population.

LEARNING OBJECTIVES:

- Engage more comfortably in difficult conversations with families about leaving the hospital without their infant/child.
- Illustrate how the disciplines of Child Life and Social Work can positively impact patients and families in challenging situations.
- Identify appropriate clinical practice and the collaborative approach within the multidisciplinary team as it relates to bereavement, grief, and loss within a unique clinical setting.
- Demonstrate an understanding of grief and loss, and the related emotions and reactions that families' experience.

DOMAIN: Intervention (Task 1-7)

12:30 P.M.–1:45 P.M.

**Committee Meetings:
Track B** (INVITATION ONLY)

1:30 P.M.–2:30 P.M.

Town Hall



“I like the opportunity to network and socialize with other CCLs, students, and health care professionals. As a student this was very beneficial to me.”

—2015 CONFERENCE ATTENDEE

As of February 25, 2016
Program information is subject to change.

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2:00 P.M.–4:00 P.M.

NEW THIS YEAR!

“Innovation, Imagination, Inspiration” Talks [2 PDUs]

Stir your imagination and be inspired. Come listen and learn during these three, 30-minute presentations, with Q & A immediately following.

Wee Read: A ‘Novel’ Approach to Promoting Bonding and Brain Development in the NICU

- **Diane Dingley**, *Children’s Hospitals and Clinics of Minnesota, Minneapolis, MN*

Wee read is an evidence-based reading program specifically designed for the NICU. This presentation describes the establishment and current functioning of a lending library created to promote positive infant-parent interaction and to enhance cognitive development in at-risk premature and critically-ill babies.

LEARNING OBJECTIVES:

- Identify potential risks to parent-infant interactions posed by the neonatal intensive care experience.
- List the goals of this evidence-based reading program.
- Describe key elements for establishing and maintaining a population-specific developmental care program.

DOMAIN: Intervention (Task 1–7)

Reaching Beyond the Walls of the Hospital: Child Life in Schools

- **Melissa Stover**, *Children’s Mercy Hospital, Kansas City, MO*

For many children, the day to day challenges of bullying, test-anxiety, screen time, junk food and other hurdles can make the average day seem like an uphill battle. Attendees will gain insight into the design and implementation of a school-based program to help children face such challenges and provide the tools to withstand the battle.

LEARNING OBJECTIVES:

- Identify how a corporate sponsorship can provide the resources to create an outreach program that meets the needs of the community.
- Identify and describe classroom interventions that promote resilience in elementary school-age children.
- Utilize tools to measure outcomes of school-based interventions
- Being a kid in the hospital isn’t always easy. Being a kid outside of the hospital isn’t always easy either.

DOMAIN: Intervention (Task 1–7)

Speaking their iLanguage: Creating Innovating and Relevant Diagnostic Teaching Tools that Speak to Today’s Patient

- **Morgan Stojanowski**, *Mount Sinai Hospital, New York, NY*
- **Luis Borges**, *Mount Sinai Hospital, New York, NY*
- **Jamie Siegel, MS, CCLS**, *Mount Saint Medical Center, New York, NY*

Child life specialists have the responsibility to create patient driven, innovative teaching tools that speak to the patient’s imagination, real world interests and learning styles (Child Life Council, 2006). Specialists have the opportunity to produce a product that effectively communicates diagnostic information while promoting their clinical role within the team. When a specialist can integrate technology and leadership into their skill set, the possibility for engagement, education and positive therapeutic outcomes is enormous (Lieberman, 2001).

LEARNING OBJECTIVES:

- Recognize their ability to utilize technology to invigorate and modernize their interventions and promote child life leadership within a medical team.
- Identify technology tools (digital avatars, widgets, stop motion, iBooks Author) used to create these advanced, interactive resources.
- Discuss how effective and powerful the patient’s perspective can be when supporting other patients.

DOMAIN: Intervention (Task 1–7)

SATURDAY
MAY 21

2:00PM–5:00PM

Half-Day Intensives (Saturday) [3 PDUs]

\$100 – All Attendees
(INCLUDES REFRESHMENTS)

[See page 12.](#)

NOTE:

CLC will also be offering intensive sessions on Saturday afternoon during the middle of the conference (additional fees apply).

The Saturday intensive sessions will take place from 2:00 p.m. to 5:00 p.m., concurrent with the “Innovation, Imagination, Inspiration” Talks, Academic Professionals Meeting, the Research Discussion, Hospital Tours and Building Blocks to Student Success event.

As of February 25, 2016
Program information is subject to change.

REGISTER HERE

2:00 P.M.–5:00 P.M.

Hospital Tours [CHOOSE ONE]

Arnold Palmer Hospital for Children



Arnold Palmer Medical Center is comprised of two partner facilities: Arnold Palmer Hospital for Children and Winnie Palmer Hospital for Women & Babies. Both are part of a larger umbrella organization, Orlando Health. Arnold Palmer Hospital, the only hospital in Central Florida to be ranked a “Best Children’s Hospital” by US News and World Report, was ranked in seven categories for 2015-2016. One of only 12 children’s hospitals in the nation, and the only one in the southeast United States, Arnold Palmer Hospital received the 2015 Leapfrog Top Hospital award, which is given to the highest performing hospitals in the areas of safety, quality, and efficiency. Arnold Palmer Hospital is also the only pediatric Level 1 trauma center in central Florida. Winnie Palmer, the largest hospital serving mothers and babies under one roof in the US delivers an average of 40 babies per day making it the second busiest delivering hospital in the country. In the 26 years since opening its doors, Arnold Palmer Medical Center has quickly become one of the nation’s leading children’s hospitals and anchor for pediatric healthcare in Florida.

Nemours Children’s Hospital



Nemours Children’s Hospital in Orlando brings pediatric specialty care never before offered in Central Florida. Our hospital even includes the area’s only 24-hour Emergency Department designed just for kids.

Many of our board-certified specialists have come from top hospitals around the country because they share our desire to create a pediatric health care facility that empowers patients and their caregivers.

At Nemours Children’s Hospital you can expect:

- All levels of care — from minor injuries to the most complex conditions;
- Innovative pediatric medicine with specialized medical and surgical services;
- Patient rooms designed by families, for families;
- Electronic health record technology that’s ranked among the best in the country;
- KidsTRACK care coordination to help manage your family’s health care journey;
- A “hospital in a garden” with green spaces for healing, respite and therapy;
- Onsite amenities such as free valet parking and concierge services;
- Expert care in your community through our specialty and primary care network

Florida Hospital for Children



Supported by the strength, innovations and mission of the Florida Hospital system, Florida Hospital for Children is committed to delivering world class programs, extraordinary patient care and clinical excellence. Our flagship hospital is the heart of a children’s network that includes primary care pediatricians, specialty clinics, emergency departments and Kids Urgent Care.

With the help of Walt Disney Imagineering and input from patients, families and clinicians, Florida Hospital for Children features a seven-story, technologically advanced facility featuring a child-centered healing environment. We are proud to feature a team over 135 highly skilled pediatric specialists who have dedicated their lives to helping children of all ages regain their health and maintain wellness.

Though we are big on fun and games, all in an effort to make every child feel safe and at ease, we have also assembled a world-class team of doctors, specialists, nurses and healthcare professionals who are second to none. At their disposal are some of the most advanced technologies, therapies and treatments available. We lead the way, not only in our approach to healthcare, but in research as well, finding new methods for treating children so we can improve outcomes serving as a global destination for Epilepsy and Cardiology patients.

SUNDAY
MAY 22

3:00 P.M.–5:00 P.M.

Building Blocks to Student Success

(STUDENTS ONLY)

This interactive event will provide students at varying levels of education with a forum to engage with and learn from a variety of experienced child life professionals. During the event, students will rotate through several stations designed to address topics relevant to students, including clinical internships and the certification process. Interactive components will include stations focused on play and procedural preparation. Academic professionals, internship coordinators and experienced certified child life specialists, will be on hand to provide tips and information about the field. All students are encouraged to attend.

3:00 P.M.–4:00 P.M.

Research Discussion

*Sponsored by
St. Jude Children’s Research Hospital*



Interested in research, but not sure where to start or who to ask? This discussion is for researchers of all levels of experiences. From those who have completed a study and published their findings to those just starting to think about what they want to investigate, this is an opportunity for all child life specialists interested in research to network and share resources.

Please also join us for the Research Awards presentation. We will be presenting the Professional Research Recognition Award and the Student Research Recognition Award, which honor significant work and research initiatives that contribute to child life theory and practice.

4:30 P.M.–5:30 P.M.

Academic Professionals Meeting

This informal meeting is an opportunity for academic professionals to gather and discuss current issues in the academic community. All educators are encouraged to attend.

As of February 25, 2016
Program information is subject to change.

[REGISTER HERE](#)



SUNDAY, MAY 22, 2016

8:30 A.M. – 10:00 A.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDUUs)

Enhancing Child Life Interventions: Promoting Resiliency and Healing through a Facility Dog Program

- **Amanda Ammons, MS, CCLS**, *Children's Health: Children's Medical Center Dallas, Dallas, TX*
- **Caitlin Creasey, CCLS**, *Children's Health: Children's Medical Center Dallas, Dallas, TX*
- **Kristen Johnson, MS, CCLS**, *Children's Health: Children's Medical Center Dallas, Dallas, TX*
- **Helen Sterrett, CCLS**, *Children's Health: Children's Medical Center Dallas, Dallas, TX*

Participants will be provided with a comprehensive overview of a Facility Dog Program. Facility dogs work alongside staff and support therapeutic interventions of the healthcare provider. This session will highlight the program growth, successes, challenges, and the unique ways the facility dogs promote resiliency and healing in patients and staff.

LEARNING OBJECTIVES:

- Discuss the definition of Animal-Assisted Therapy (AAT) and a Facility Dog.
- Identify the core work to develop a Facility Dog program within the hospital setting.
- Identify evidence based practice supporting incorporation of AAT into the child life specialist's role.
- Identify the unique role of the child life specialist and potential therapeutic interventions when a facility dog is integrated into his or her daily practice.

DOMAIN: Intervention (Task 1–7)

"I appreciated that many of the sessions I experienced gave some form of encouragement towards advancing research in our field."

—2015 CONFERENCE ATTENDEE

Reflecting Each Other's Light: A Shared Commitment to Clinical Growth

- **Erin Panzella, CCLS, CIMI**, *Arnold Palmer Medical Center, Orlando, FL*
- **Lendy Chapman, MS, CCLS**, *Arnold Palmer Medical Center, Orlando, FL*

Reflective practice facilitates affective processing, promotes understanding of emotional responses, and deepens clinical practice. Follow one department's journey from a supervision group model to a peer reflection model. Theories related to group cohesion and adult development will be discussed. Participants will have the opportunity to engage in a reflective activity.

LEARNING OBJECTIVES:

- Discuss growth opportunities that may develop from a peer facilitated reflection group.
- Discuss how various factors such as adult development stages, attachment theory, coping styles, and generational differences impact group cohesion.
- Share in the experience of a reflective activity.
- Identify tools to begin a peer reflection group within your own department.

DOMAIN: Professional Responsibility (Task 1–5)



Building Up Superheroes: Supporting Pediatric Patients through Radiation Therapy

- **Jackie Geddes, MS, CCLS**, *St. Jude Children's Research Hospital, Memphis, TN*

Radiation therapy can be an overwhelming experience for pediatric patients and families. This presentation will validate child life services in pediatric radiation oncology and will offer valuable tools to support pediatric patients receiving radiation therapy. Case study examples will highlight challenges and successes of children's experiences throughout the treatment process.

LEARNING OBJECTIVES:

- Identify successful child life support in a pediatric radiation oncology setting.
- Identify key factors for assessing the need for child life support in radiation oncology.
- Discuss approaches to assessing and providing effective interventions for children and teens undergoing radiation therapy.
- Describe key strategies for collaborating with a multidisciplinary team providing services for patients receiving radiation therapy.

DOMAIN: Intervention (Task 1–7)

Basics and Beyond: Creative Ways to Use Medical Play In and Out of the Hospital

- **Kelly Blanchette, CCLS**, *The Valerie Fund Children's Center at Goryeb Children's Hospital, Morristown, NJ*

Research shows that children facing medical procedures experience less anxiety and increased cooperation when given the opportunity to participate in medical play. Learn how to share the importance of this task with medical staff, and how the basics of medical play can be expanded upon to bring support to children both in and out of the hospital setting.

LEARNING OBJECTIVES:

- Describe the purpose of medical play in a traditional child life setting.
- Discuss the basics of medical play and how it is commonly used in hospitals and other medical settings, as well as be able to explain the difference between directed medical play and non-directed medical play.
- Demonstrate ways to adapt medical play to fit the needs of each child, and how to expand upon the basics to bring unique medical play experiences to their patients.
- Take medical play out of the hospital and into school visits, community outreach programs, fundraisers, and more.

DOMAIN: Intervention (Task 1–7)

As of February 25, 2016
Program information is subject to change.

Building a Non-Sedate MRI Program

- **Sarah Beth Gray, CCLS**, *Monroe Carell Jr. Children's Hospital at Vanderbilt, Nashville TN*
- **Bekah Gannon, CCLS**, *Monroe Carell Jr. Children's Hospital at Vanderbilt, Nashville, TN*

Child life specialists have the opportunity to be at the forefront of implementing an innovative non-sedate MRI initiative that positively impacts both the patient and medical facility. Attendees will be given the framework and tools to build a successful non-sedate program from the ground up.

LEARNING OBJECTIVES:

- Articulate insight into the framework and benefits of a successful non-sedate program.
- Utilize provided research to advocate for similar child life programming.
- Gain information and electronic resources to build and implement similar child life programming.

DOMAIN: Intervention (Task 1–7)

Breaking the Mold: Child Life Specialists Working in Community Based Programs

- **Shani Thornton, MS, CCLS**, *Child Life Mommy, Floral Park, NY*
- **Kristin Diezel, MS, CCLS**, *Adoption Journeys, Charlton, MA*
- **Mary Welker, CCLS**, *Team IMPACT, Mansfield, MA*

As the child life profession continues to expand, specialists are seeking positions beyond the hospital. The panelists will share their experiences working in an adoption agency, non-profit organization and private practice. Learn how to assess your community's needs, operationalize your role and overcome challenges.

LEARNING OBJECTIVES:

- Discuss the value of child life services in community based programs.
- Assess their skill set and apply it to the community's needs.
- Strategies to communicate effectively with co-workers and program leaders.
- Create a structure for continued professional growth and supervision.

DOMAIN: Professional Responsibility (Task 1–5)

10:15 A.M.–11:15 A.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1 PDU)

Impact of Integrating Child Life into Interprofessional Simulation Sessions

- **Hilary Woodward, MS, CCLS**, *New York–Presbyterian/Morgan Stanley Children's Hospital, New York, NY*

Simulation is increasingly used to train health care providers and enhance quality and safety. Participation in simulation can improve the clinical skills of child life specialists and interns while reinforcing the role of child life and utilization of family-centered practices. Attendees will learn ways to optimize child life involvement in simulation.

LEARNING OBJECTIVES:

- Define simulation.
- Write a human factors objective into a simulation case.
- Identify ways in which simulation can be used to improve the clinical skills of child life specialists and child life interns.
- Describe the potential impact of simulation on increased acceptance and utilization of family-centered practices, including parental presence.

DOMAIN: Professional Responsibility (Task 1–5)

Popular Culture as a Tool for Emotional Intervention

- **Jenna Zayatz, CCLS**, *Cincinnati Children's Hospital Medical Center, Cincinnati, OH*
- **Nicole Tanghe, CCLS**, *Cincinnati Children's Hospital Medical Center, Cincinnati, OH*

Popular culture and media can have a powerful impact on the ways in which child life specialists approach emotional identification and regulation interventions. Child life specialists should be aware of the opportunities that certain media offers for exploring abstract emotions with concrete thinkers.

LEARNING OBJECTIVES:

- Identify the characteristics within popular films and other media that align with child life principles.
- Explain the applications of certain films to child life practice.
- Facilitate interventions related to emotional identification and regulation.
- Identify tools to create your own interventions.

DOMAIN: Intervention (Task 1–7)

Can I Play Too? Providing an Adaptive Play Experience for the Medically Complex Patient

- **Rebecca Sragow, CCLS**, *The Children's Hospital of Philadelphia, Philadelphia, PA*

Providing play-based intervention for the typically developing child is a fundamental role for the inpatient child life specialist. However, what is the play expectation when the child is developmentally disabled? This presentation will explore what adaptive play means and how to appropriately provide it within our scope of practice.

LEARNING OBJECTIVES:

- Define adaptive play.
- Describe ways to integrate adaptive techniques into daily routines for the medically complex patient.
- Identify and use strategies for implementing appropriate adaptive play interventions.

DOMAIN: Intervention (Task 1–7)

Help Me Keep Going: A Study on Resilience and Child Life Specialists

- **Sheila Brown, MPS, CCLS**, *The Children's Cancer Hospital at the University of Texas M D Anderson Cancer Center, Houston, TX*

Child life specialists working with acute and chronically ill children experience long-term stressors that can lead to burnout and compassion fatigue (Martinussen, Adolfsen, Lauritzen & Richardson, 2012). This presentation will discuss the history and current understandings of burnout to resilience and share the results of a study examining resilience strategies.

LEARNING OBJECTIVES:

- Define resilience.
- Recognize historical theories of resilience.
- Summarize current research on building resilience.
- Identify resilience-building skills from the literature.
- Integrate these skills into daily practice.

DOMAIN: Professional Responsibility (Task 1–5) including Professional Ethic

As of February 25, 2016
Program information is subject to change.

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11:30 A.M.–1:00 P.M.

CLOSING GENERAL SESSION

Mary Barkey Clinical Excellence Award Presentation

Each year, the CLC Board of Directors selects from a group of candidates nominated by their peers to honor a single child life specialist who has demonstrated exemplary child life care and a high level of clinical skill. The 2016 Mary Barkey Clinical Excellence Award will be presented at the Closing General Session to **Amy Kennedy, CCLS**, lead child life specialist providing clinical services to patients in Radiation Oncology at St. Jude Children’s Research Hospital. Amy’s contributions and accomplishments will be highlighted in a feature article scheduled to appear in the Summer 2016 edition of the *Bulletin*.



“The food selections were amazing! The conversations and networking were even better!”

—2015 CONFERENCE ATTENDEE

Ready for Anything

Bob Kodzis, President and Chief Creative Catalyst, Flight of Ideas, Inc., Winter Springs, FL

We are living in unprecedented times: politically, economically... even climatically. Now more than ever, people need to be ready for anything. This presentation is an insightful and funny look at what it takes to be ready for whatever the world throws our way.



1:30 P.M.–5:30 P.M.

TOUR: Give Kids The World Villages

All attendees — \$25
(LUNCH NOT INCLUDED)



Give Kids The World Village is a 79-acre, nonprofit “storybook” resort located near Central Florida’s most beloved attractions. Children with life-threatening illnesses and their families are treated to weeklong, cost-free fantasy vacations, complete with accommodations in whimsical villas, transportation, donated attraction tickets, meals and much more. Since 1986, Give Kids The World Village has welcomed more than 143,000 families from all 50 states and 75 countries. For more information, visit www.givekidstheworld.org.



“I found the educational content very useful and beneficial. I also enjoyed the opportunities to get to meet and speak with colleagues from different hospitals.”

—2015 CONFERENCE ATTENDEE

SUNDAY
MAY 22

As of February 25, 2016
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LOCATION INFORMATION: ORLANDO, FLORIDA



Known for its popular theme parks and attractions, Orlando offers much more for conference attendees and their guests, including award-winning restaurants, upscale shopping, and fun activities for all types of interests. Orlando will be the perfect backdrop for the CLC 2016 Annual Conference on Professional Issues.

Hotel Information

The **Walt Disney World Swan and Dolphin Resort** is located just steps away from the Walt Disney World Boardwalk with easy access to shops, restaurants, and other attractions.

Special hotel rates for CLC Conference attendees are:

- **\$149 PER NIGHT** plus tax (currently at 12.5%). There is an additional **\$10 mandatory resort fee** (exclusive of tax) per room per day. The rate quoted is for single/double occupancy. Each additional person is an extra \$25 per night.
- **RESERVE ONLINE:** To make your reservation online, go to the **Annual Conference section of the CLC website** and click on Walt Disney World Swan and Dolphin Resort.
- **BY PHONE:** If you prefer to book your reservation by phone, call **1-800-227-1500**. Be sure to identify yourself as a Child Life Council conference attendee to ensure you receive the discounted group rate.

All conference events will take place in the Dolphin portion of the resort, with the exception of the tours. A complete

list of room assignments for each of the conference sessions will be provided on-site, at the Conference Registration Desk.

Hotel Parking

The hotel offers on-site and valet parking. On-site self-parking is \$18.00, and valet parking is \$26.00, per day.

Getting There

There are several options outlined below for getting to and from the Walt Disney World Swan and Dolphin Resort. The hotel does not have a complimentary shuttle.

Taxi or Shuttle

When flying into **ORLANDO INTERNATIONAL AIRPORT (MCO)**, there are a couple of options to transport to the hotel. Taxis and the Shuttle Van are located at the airport on Level 1. Look for the "Ground Transportation" signs for assistance.

- **SHUTTLE VAN: Mears Transportation Group** (407-423-5566). One way fare is about \$22 and is slightly discounted when making reservations online.

- **TAXI:** There are several taxi companies available at the airport and the average one-way fare is approximately \$35.

Driving Directions

Download printer-friendly driving directions from the Annual Conference/ Location & Hotel Information section of the CLC website at www.childlife.org.

Stay at the Hotel with the Conference Discount

By staying at the hotel with the conference discount you help to reduce the overall costs associated with producing the conference. These savings allow CLC to offer reduced registration fees and increased conference savings.

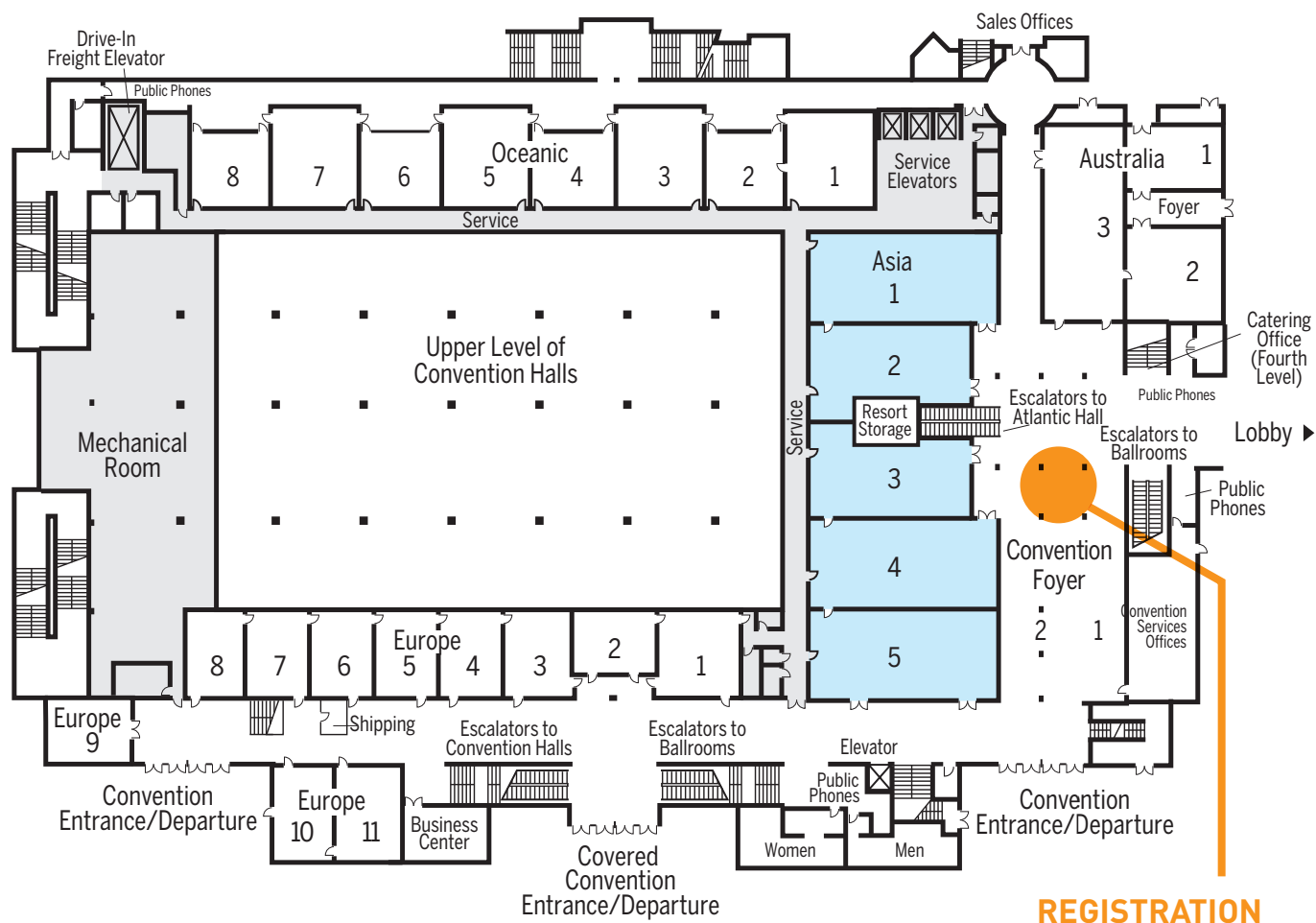
Weather

May weather in Orlando, Florida, typically ranges from average high temperatures in the 80's to low temperatures in the 70's. Don't forget to bring a sweater, as the temperature inside the meeting space can be quite cool.



MAPS

Walt Disney World Dolphin Resort— Lobby/Third Level



REGISTRATION

BREAKOUT SESSIONS

SPECIAL OFFER ON DISNEY PARK TICKETS!

LOCATION INFORMATION

Conference attendees and your friends and family members traveling with you to conference are able to individually purchase specially-priced Disney Park Tickets. This ticket benefit includes your pre- or post-conference stays, too!

These tickets offer **pre-arrival savings of 10%** on the Full-Multi-Day Tickets (2 days or longer) and **include one (1) complimentary admission to an additional Disney Experience** at any one (1) of the following:

- Disney's Typhoon Lagoon Water Park
- Disney's Blizzard Beach Water Park
- ESPN Wide World of Sports Complex

- Disney's Winter Summerland or Disney's Fantasia Gardens Miniature Golf Courses (before 4 p.m.)
- A round of golf at Disney's Oak Trail Golf Course, our 9-hole walking course

Partial-day tickets (After-2 p.m. and After-4 p.m. tickets) are also available and are exclusive to conference attendees and their guests.

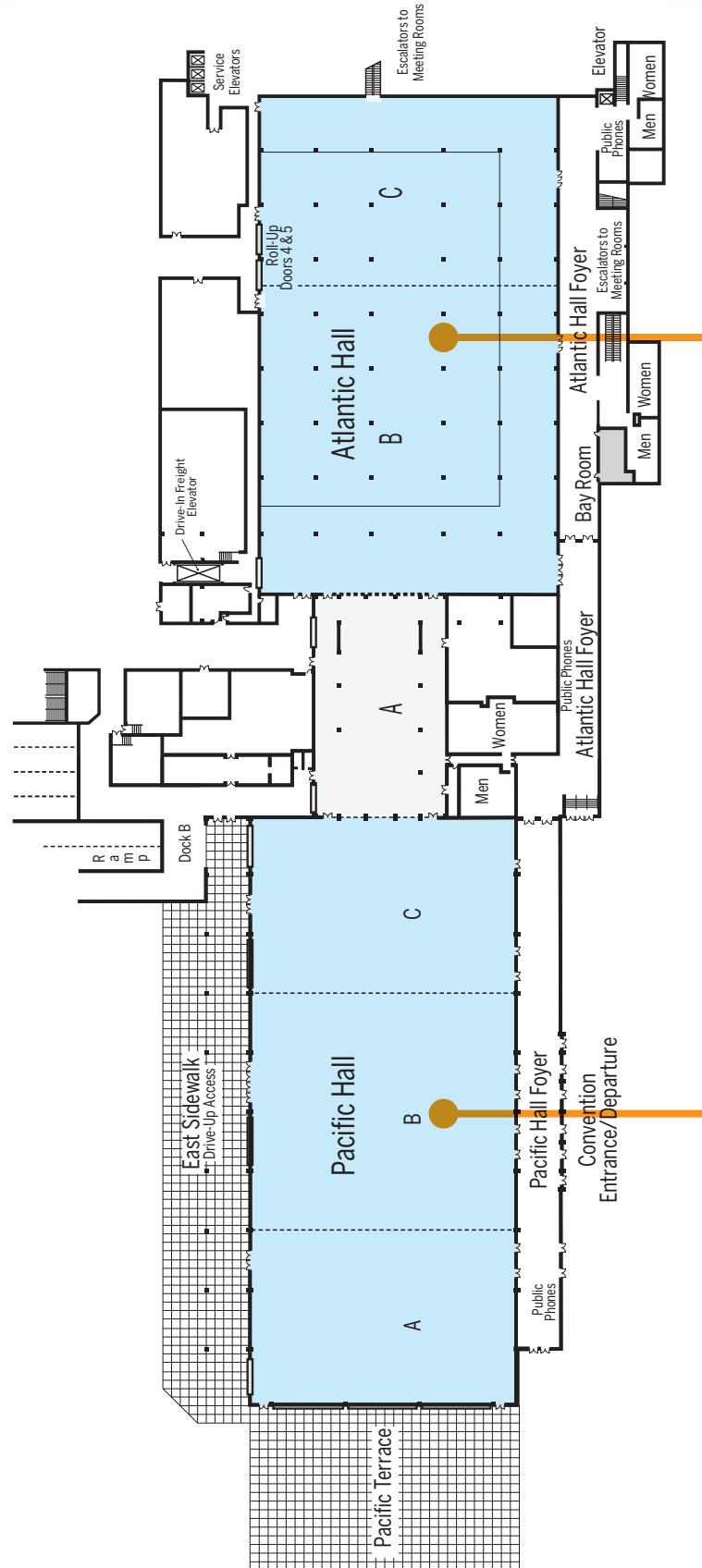
These tickets are only available for purchase until Sunday, May 15, 2016 at 9 p.m. EST and will not be available on-site at conference.

[CLICK HERE TO PURCHASE DISNEY PARK TICKETS.](#)

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MAPS

Walt Disney World Dolphin Resort Convention Halls/First Level



General Sessions, Breakout Sessions, Plenaries and Poster Sessions will be held in Pacific Hall.

Exhibit Hall and Food & Beverage Functions will be held in Atlantic Hall.

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Program information is subject to change.

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EXHIBIT HALL INFORMATION

The Exhibit Hall is consistently rated as one of the most popular features of the conference, and each year attendees look forward to viewing the latest innovative products and services available to support their efforts in helping children and families.



Complimentary Group Meal Events

The following group meal events will be held in the Exhibit Hall, and are included as part of your basic registration fee:

THURSDAY, MAY 19

WELCOME TO ORLANDO EVENING RECEPTION:

Light refreshments and cash bar.

FRIDAY, MAY 20

LUNCH AND OPENING NIGHT RECEPTION:

Buffet lunch, light refreshments and cash bar at reception

Exhibit Hall Guest Passes

If you are interested in bringing a guest to visit the Exhibit Hall, guest passes are available for \$50 for Thursday (includes evening reception) and for \$100 for Friday (includes lunch and reception). All attendees entering the Exhibit Hall area will be required to wear their conference or guest badge in order to be permitted entry. **No exceptions.**

IMPORTANT! Name Badges

Name badges are required for admission to all conference sessions and events. Children (including infants) and non-registered guests are not allowed into the educational presentations.

EXHIBIT HALL HOURS

THURSDAY, MAY 19, 2016

5:00 p.m.–7:00 p.m. Welcome to Orlando Reception

FRIDAY, MAY 20, 2016

12:15 p.m.–2:15 p.m. Exhibit Hall Open with Lunch

5:30 p.m.–8:00 p.m. Opening Reception

Participating Exhibitors

The following is a list of exhibitors scheduled to participate in the Exhibit Hall as of December 2015. For more information on exhibiting, please contact the CLC office at 1-800-252-4515 ext. 4492 or conference@childlife.org.

- Amazing Interactives LTD
- American Childhood Cancer Organization
- Art with Heart
- Comfycozys For Chemo
- Emspiration
- Erikson Institute: Graduate Programs in Child Development, Social Work, and Early Childhood Education
- Fun Express
- Give Kids The World
- GuidePosts Comfort Kits
- Kidzpace Interactive
- Legacy Products
- Make-A-Wish Foundation of America
- Melodic Caring Project
- Memories Unlimited, Inc.
- PlayAbility Toys, LLC
- Playopolistoy
- Project Sunshine
- Regali Fingerprint Charms
- Sara's Smiles Foundation
- SpellBound
- Team IMPACT
- The Pablove Foundation

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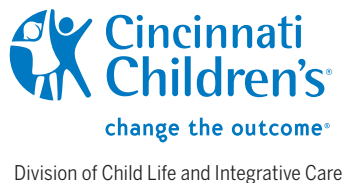
GOLD LEVEL



SILVER LEVEL



BRONZE LEVEL



ANNUAL LEVEL



As of February 25, 2016
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2017 CALL FOR ABSTRACTS

Child Life Council 35th Annual Conference on Professional Issues

MAY 25–28, 2017 • PARIS LAS VEGAS • LAS VEGAS, NEVADA

The 2017 Conference Program Committee is seeking submissions of presentation proposals for the **Child Life Council 35th Annual Conference on Professional Issues in Las Vegas, Nevada, May 25–28, 2017**. The theme of the conference is:

“Embrace Quality Evidence, Nurture Creative Leaders, Engage Collaborative Partners”

The Annual Conference is designed for and attracts representatives at every level of the child life profession in hospital, physician practice, and academic settings. Of the more than 1,000 attendees, 41% have more than 10 years experience in child life, 36% have fewer than 5 years experience, and 23% have 5 to 10 years experience.

The committee is seeking all forms of professional development with an emphasis on interactive, experiential learning:

- Sessions;
- Workshops;
- Full-Day Intensives;
- Half Day Intensives; and
- Poster presentations

The committee is particularly interested in proposals of advanced level workshops developed for attendees with more than 10 years experience in child life.

To assist attendees in meeting their certification requirements we encourage submissions in the domains of **Professional Responsibility, Assessment, and Intervention.**

BENEFITS OF PRESENTING:

- Improve the child life profession
- Share creative ideas and best practices
- Demonstrate your leadership
- Expand your industry recognition
- Network with your peers
- Receive discounted full conference registration
- Earn PDUs

CLC will accept abstract submissions for the 35th Annual Conference through the website July 1–July 15, 2016.



www.childlife.org

Suggested presentation topics for 2017 include innovative ideas and best practices in the following areas:

- Academic & Clinical Preparation
- Age-specific
- Bereavement/Grief
- Community-based child life
- Cultural Competency
- Diversity
- Diagnosis-specific (i.e., Autism, Sickle Cell, etc.)
- Documentation
- Evidence Based Practice
- Ethics
- Families
- Interdisciplinary Collaboration
- Leadership Development
- Management Strategies
- Medical Play
- Palliative Care
- Play
- Preparation
- Program Development
- Research (Completed)
- School Issues
- Self-Care/Personal Development
- Specialty Areas (i.e., Emergency, Oncology, etc.)
- Technology
- Therapeutic Play
- Other

