

ACLP 35TH ANNUAL CONFERENCE

MAY 25-28, 2017 · PARIS LAS VEGAS HOTEL · LAS VEGAS, NEVADA

EMBRACE

Quality Evidence

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CELEBRATE THE MAGIC OF
CHILD LIFE

ASSOCIATION OF
Child Life
Professionals



FORMERLY CHILD LIFE COUNCIL

The All Access Pass is back!

EXCLUSIVE OPPORTUNITY

Full-Conference registrants for the 2017 ACLP 35th Annual Conference have the opportunity to purchase the **All Access Pass** for only

\$49



Offer only available to **FULL-CONFERENCE ATTENDEES** until **May 28, 2017!**

Don't miss this exclusive limited-time opportunity!

WITH THE ALL ACCESS PASS, YOU WILL BE ABLE TO:

- ★ View authorized recorded content of the 2017 Annual Conference workshops at your convenience
- ★ Earn PDUs by taking a quiz after viewing each recorded workshop
- ★ Access conference content for one year
- ★ Download speaker handout materials/slides (when available)

ASSOCIATION OF
Child Life Professionals



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 - Pre-Conference Intensives
 - First-Timer/New Member Orientation Meeting
 - Academic Professionals Meeting
 - Welcome to Las Vegas Reception in the Exhibit Hall
- Schedule of Events, Friday, May 26.....15**
 - Opening General Session with Emma Plank
Keynote Address & Award Presentation
 - Professional Development Workshops (1–6)
 - Lunch in Exhibit Hall
 - Professional Development Workshops (7–12)
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 - Research Discussion & Awards Presentation
- Schedule of Events, Saturday, May 27.....20**
 - Breakfast in Exhibit Hall
 - Plenary Sessions
 - Staffed Poster Presentations
 - Professional Development Workshops (20–26)
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“There were many opportunities for networking. I felt this conference had an uplifting sense of excitement throughout.”

— 2016 CONFERENCE ATTENDEE

The Association of Child Life Professionals 35th Annual Conference

The Association of Child Life Professionals (ACLP) serves the community of Certified Child Life Specialists, faculty, child life assistants and students by supporting the advancement of research, education, training and networking opportunities.

ACLP advances the field of child life by establishing and maintaining professional standards, enhancing the professional growth and development of members, and advancing the credibility of the child life profession by fostering research and promoting the standards of child life practice on a national and international level.

This year, more than a thousand child life professionals, educators, and students from across the globe will come together in Las Vegas for the ACLP 35th Annual Conference. Last year, conference attendees came from twenty countries. Don't miss out on the chance to make new connections, expand your professional knowledge, and gain fresh perspective. Register now!

NEW IN 2017!

- The organization's first conference as the Association of Child Life Professionals (formerly Child Life Council)
- Extended hours in the Exhibit Hall to 2½ days
- Added breakfast in the Exhibit Hall in addition to lunch and Welcome Reception

98%

OF ATTENDEES

would recommend the conference as a quality educational experience to other child life specialists*

92%

OF ATTENDEES

said the conference met or exceeded their expectations*

92%

OF ATTENDEES

rated the overall conference experience Good to Very Good*

83%

OF ATTENDEES

rated overall networking opportunities Good to Very Good*

* Source: 2016 annual conference attendee survey

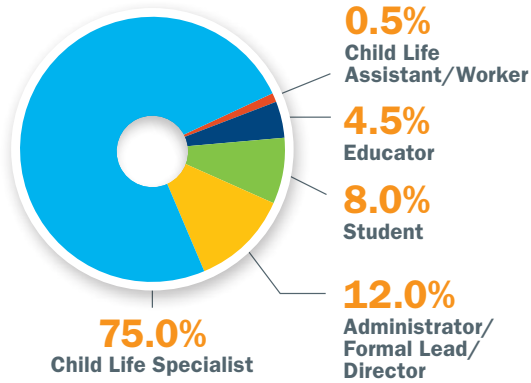
As of January 18, 2017
Program information is subject to change.

DEMOGRAPHICS

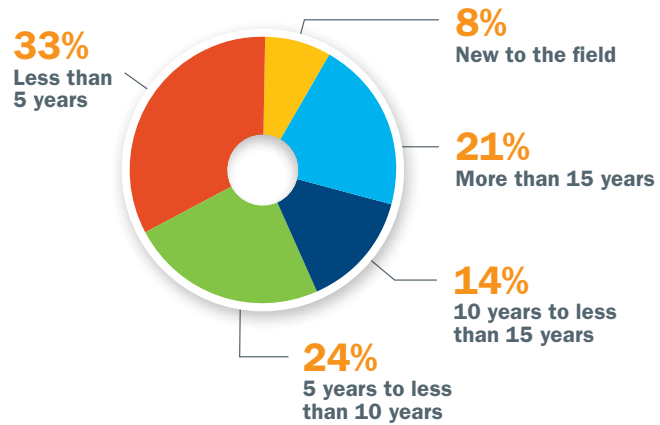


GENERAL INFO

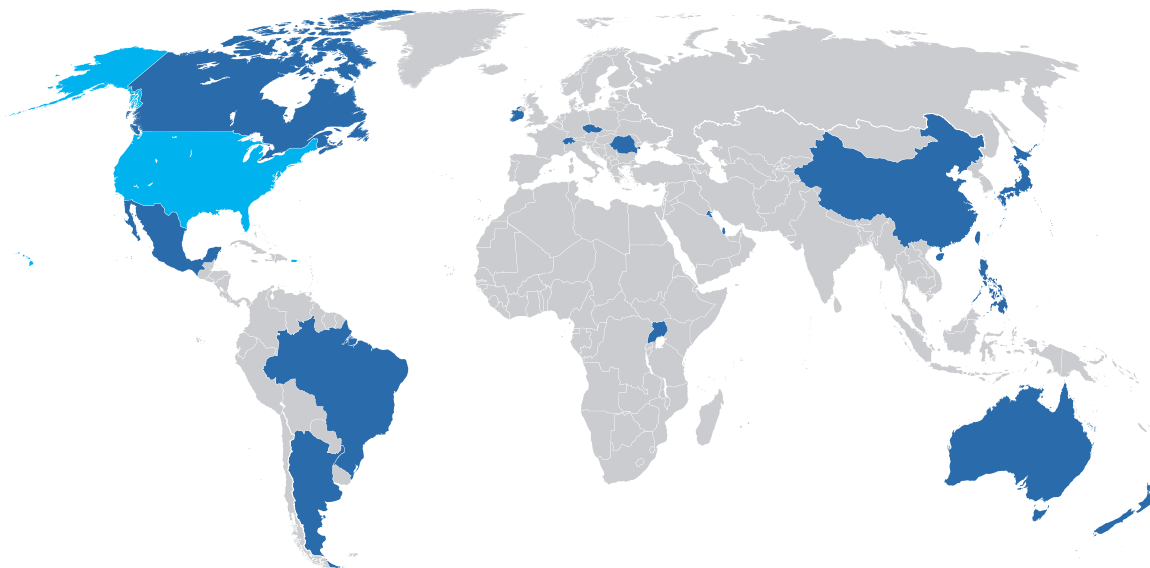
ATTENDEE PROFILE



ATTENDEES' YEARS OF EXPERIENCE IN CHILD LIFE



ATTENDEES REPRESENT NUMEROUS COUNTRIES*



- Argentina
- Australia
- Brazil
- Canada
- China
- Czech Republic
- Hong Kong
- Ireland
- Japan
- Kuwait
- Mexico
- New Zealand
- Philippines
- Qatar
- Romania
- Singapore
- Switzerland
- Taiwan
- Uganda
- USA

* Source: 2016 annual conference attendee survey

As of January 18, 2017
Program information is subject to change.

CONFERENCE COMMITTEES

GENERAL
INFO



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Quality Evidence

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2017 Conference Program Committee



2017 COMMITTEE CHAIR

Jodi Bauers, MM, CCLS
CHILD LIFE SPECIALIST
Riley Hospital for Children
Indianapolis, IN



CHAIR ELECT

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



ACLP BOARD LIAISON

Sara Barnett, MBA, CCLS
MANAGER, CHILD LIFE AND
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Riley Hospital for Children
Indianapolis, IN

Committee Members

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CERTIFIED CHILD LIFE SPECIALIST
Children's National Health System
Washington, DC

As of January 18, 2017
Program information is subject to change.

LETTER FROM THE PRESIDENT



Dear Child Life Colleagues:

This year, more than a thousand child life professionals, educators, and students from around the world will come together in Las Vegas for the **ACLP 35th Annual Conference**. Last year, conference attendees hailed from Argentina, Australia, Brazil, Canada, China, Czech Republic, Hong Kong, Ireland, Japan, Kuwait, Mexico, New Zealand, Philippines, Qatar, Romania, Singapore, Switzerland, Taiwan, Uganda, and the USA. **I invite you to join the largest annual gathering of child life specialists in the world as we “Embrace Quality Evidence, Nurture Creative Leaders, and Engage Collaborative Partners.”**

Don't miss the chance to advance your professional knowledge at this year's annual conference. You'll have the opportunity to tailor your conference experience to choose from an impressive selection of engaging workshops, full- and half- day intensives, plenaries, and poster presentations on the most recent research and innovations in child life. No matter your position or level of experience, with such a wide variety of topics and events to choose from, you'll be sure to leave the conference with an expanded skill set and fresh excitement for the important work of child life.

Here are just a few of the exciting opportunities at this year's conference:

- ★ **Participate in Pre-conference activities:**
Attend a full- or half-day intensive;
- ★ **Network with your colleagues** at the Welcome to Las Vegas Reception in the Exhibit Hall;
- ★ **Learn from Kevin Spencer**, the founder of the Healing of Magic and Hocus Pocus programs, delivering the Emma Plank Opening Keynote address. A world-renowned illusionist as well as a teaching artist, speaker and researcher, Spencer is widely considered the leading authority on the therapeutic use of magic tricks. Kevin believes strongly in the power of the arts to impact the quality of people's lives.
- ★ **Attend the poster presentations** and vote for your favorite poster. The winning poster will be awarded the Blue Ribbon.
- ★ **Attend a panel presentation** brought to you by the Scientific Advancement Professional Practice Committee.
- ★ **Be inspired by Shola Richards**, the founder of The Positivity Solution, at the closing General session. Shola is a corporate trainer, incurable optimist, and writer who is committed to changing the world by helping as many people as possible to live and work more positively.
- ★ **Visit the Exhibit Hall** and see the impressive array of services and products displayed by our exhibitors.
- ★ Extend your conference experience by purchasing the **All Access Pass for \$49** when you register for the Full Conference and gain access to workshops that will be recorded at conference and made available after the event.
- ★ During your free time, take advantage of all that Las Vegas has to offer.

We look forward to seeing you in May!

Kristin Maier
ACLP President, 2016–2017



**Kristin Maier,
MS, CCLS**
DIRECTOR, CHILD LIFE,
MUSIC THERAPY AND
PATIENT ACADEMICS
All Children's Hospital
Saint Petersburg, FL

GENERAL INFORMATION

Registration Information

Register for the conference online by the early registration deadline of March 31, 2017 for the best rates.

2017 ACLP Conference Attendee	Early Registration January–March 31	Standard Registration April 1–May 1	Full-Day Intensives	Half-Day Intensives	All Access Pass Recorded Sessions Package
Non-Member*	\$550	\$750	\$175	\$120	\$49 Only available at this price to Full-Conference Attendees
ACLP Professional/ Associate Member	\$425	\$625	\$160	\$110	
ACLP Student Member	\$355	\$555	\$150	\$100	

*When you join the Association of Child Life Professionals, you receive the benefit of paying member prices for conference registration, intensives, and discounts on books and merchandise in the ACLP store.

ACLP Membership	Dues
Professional	\$125
Associate	\$96
Student	\$72
Special-Retired	\$72

Poster Presentations

Always a popular feature at the conference, the posters will be presented on Saturday, May 27, from 7:30 a.m. to 8:30 a.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. Please note that only those participants who include the Poster Presentations in their conference registration will be eligible to take the quiz.

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 35th Annual Conference includes opportunities to earn up to 15.5 PDUs. An additional 9 PDUs may be earned by attending intensives on Thursday and Sunday. For more information on how PDUs are calculated, visit the Certification section of the ACLP 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, ACLP staff will be available to assist you at the Conference Registration Desk.

Conference Registration Desk Hours:

Thursday, May 25 . 7:00 a.m.–6:00 p.m.
 Friday, May 26 . . . 7:00 a.m.–6:00 p.m.
 Saturday, May 27 . . 7:00 a.m.–6:00 p.m.

Registration Cancellation/Refund Policy

Refund requests for the Association of Child Life Professionals (ACLP) basic conference registration, minus a \$50 service fee, will be honored if received in writing by ACLP no later than Friday, April 28, 2017. No refunds will be given after that date. All cancellations must be requested in writing and sent via email to conference@childlife.org.

Refunds will be given for basic registration only. Refunds are **not available** for the intensives, All Access Pass, special events, exhibit hall, or guest passes. Refunds may take up to 21 days to process.

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 Association of Child Life Professionals itself as the Association of Child Life Professionals sees fit.

Content Disclaimer

The 35th Annual Conference on Professional Issues is sponsored by the Association of Child Life Professionals (ACLP) 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 ACLP for reliance on information presented during these educational activities. ACLP does not guarantee, warrant or endorse any commercial products or services.

SCHEDULE AT A GLANCE



THURSDAY, MAY 25, 2017

PRE-CONFERENCE EVENTS

7:00 a.m.–6:00 p.m.	ACLP Registration Desk Open (BADGE AND TOTE BAG PICK-UP)
8:00 a.m.–2:30 p.m.	Pre-Conference Full-Day Intensives (6 PDUs)
8:00 a.m.–11:00 a.m.	Pre-Conference Half-Day Intensives (3 PDUs)
8:30 a.m.–11:30 a.m.	Board of Directors Meeting (CLOSED MEETING)
11:30 a.m.–2:30 p.m.	Pre-Conference Half-Day Intensives (3 PDUs)
11:30 a.m.–2:30 p.m.	Committee Chairs Orientation & Leadership Development Session (INVITATION ONLY)
1:00 p.m.–4:00 p.m.	Exhibitor Set-up
3:00 p.m.–4:00 p.m.	First Timer/New Member Orientation
3:00 p.m.–5:00 p.m.	Student Event
4:30 p.m.–5:30 p.m.	Academic Professionals Meeting
5:00 p.m.–7:00 p.m.	Welcome to Las Vegas Reception in the Exhibit Hall

FRIDAY, MAY 26, 2017

CONFERENCE EVENTS

7:00 a.m.–7:00 p.m.	ACLP Registration Desk Open
7:00 a.m.–9:00 a.m.	Breakfast in the Exhibit Hall
9:15 a.m.–11:15 a.m.	Opening General Session with Emma Plank Keynote Address and Mary Barkey Award Presentation (2 PDUs)
11:30 a.m.–12:30 p.m.	One-Hour Professional Development Workshops (1 PDU)
12:30 p.m.–2:00 p.m.	Exhibit Hall Open with Lunch
12:45 p.m.–2:00 p.m.	Committee Meetings–Track A
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)
5:45 p.m.–6:45 p.m.	Research Discussion and Awards Presentation

SATURDAY, MAY 27, 2017

7:00 a.m.–7:00 p.m.	ACLP Registration Desk Open
7:00 a.m.–9:00 a.m.	Breakfast in the Exhibit Hall
7:30 a.m.–8:30 a.m.	Staffed Poster Presentations (1 PDU)
9:00 a.m.–10:30 a.m.	Plenaries (1.5 PDUs)
10:45 a.m.–11:45 a.m.	One-Hour Professional Development Workshops (1 PDU)
11:45 a.m.–1:15 p.m.	Lunch in the Exhibit Hall
12:00 p.m.–1:15 p.m.	Committee Meetings–Track B
1:30 p.m.–3:00 p.m.	Professional Development Workshops (1.5 PDUs)
3:15 p.m.–4:15 p.m.	One-Hour Professional Development Workshops (1 PDU)
4:30 p.m.–5:30 p.m.	Town Hall
6:00 p.m.–8:00 p.m.	Leadership Awards Reception (INVITATION ONLY)

SUNDAY, MAY 28, 2017

8:00 a.m.–9:00 a.m.	One-Hour Professional Development Workshops (1 PDU)
9:15 a.m.–10:15 a.m.	One-Hour Professional Development Workshops (1 PDU)
10:30 a.m.–11:30 a.m.	One-Hour Professional Development Workshops (1 PDU)
11:30 a.m.–1:00 p.m.	Closing General Session and Distinguished Service Award Presentation (1.5 PDUs)

PROFESSIONAL DEVELOPMENT WORKSHOPS

FRIDAY, MAY 26

11:30 A.M.–12:30 P.M.

PROFESSIONAL DEVELOPMENT— ONE-HOUR WORKSHOPS (1 PDU)

- ★ Connecting the Pieces: A Program for Children with Autism Spectrum Disorder and Their Families in an Outpatient Surgery Setting
- ★ Kaizen: No, It's Not a New Toy but a Tool for Driving Meaningful Change
- ★ The Punitive Nature of Rewards: A Controversial Assessment of Popular Behavior Modification
- ★ Online Patient Communities for Youth with Chronic Illness: A Systematic Review
- ★ Part of Play is Putting Away: Overview of "Test of Change" Initiative Utilized to Promote Playroom Safety & Security
- ★ Retreat of Renewal: Collaborating to Support Bereaved Families in a Camp Setting

2:15 P.M.–3:45 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDUs)

- ★ Do Interdisciplinary Pre-operative Education Classes for Patients and Families Positively Impact the Postoperative Period?
- ★ Implementing Multiple Mini Interviews
- ★ Introducing Quality Improvement into Child Life Practice
- ★ A New Training and Education Method and How It Was Used in Initiating a Standard of Care in the Emergency Department
- ★ "Not Your Typical Death Talk": Beyond Textbook Death Disclosure
- ★ What's your LGBTQ IQ?

4:00 P.M.–5:30 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDUs)

- ★ Creating an Autism Friendly Emergency Department: A Program to Manage Patients with Autism Spectrum Disorder and Similar Conditions
- ★ Examining the Effectiveness of Tablet Distraction in Pediatric Burn Patients Undergoing Hydrotherapy: A Collaborative Approach to Research
- ★ Preparation, Integration and Instrumentation: Child Life and Music Therapy Research in the Pediatric Emergency Department
- ★ Supervision Tool for the Child Life Specialist
- ★ Synergy and Success: A Collaborative Partnership with Pediatric Nursing and the Elevation of Pediatric Nursing Orientation
- ★ "You Want Me to Use a Comfort Position? Yes!": Educating Others about Implementing a Comfort Position Mindset
- ★ You're Stressing Me Out! Applying the Family Systems Theory, Family Stress Theory, and ABC-X Model to Daily Child Life Practice

SATURDAY, MAY 27

10:45 A.M.–11:45 A.M.

PROFESSIONAL DEVELOPMENT — ONE-HOUR WORKSHOPS (1 PDU)

- ★ The Anatomy of a Teddy Bear: A Complete Guide to Teddy Bear Clinics
- ★ Children's Use of Transitional Objects in Pediatric Healthcare Settings: Policies and Practices
- ★ From the Classroom to the Community: An Academic/Community Hospital Partnership for Program Development
- ★ Perceptions of Children with Chronic Illnesses Regarding 'Play in Hospital': Research Findings
- ★ Preparing for the Future: A Practicum Program for Students and Supervisors
- ★ Utilizing Digital Art for Therapeutic Interventions and Legacy Building
- ★ Working Smarter, Not Harder: Perspectives on Implementing a New Staffing Model within a Child Life Program

1:30 P.M.–3:00 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDUs)

- ★ Community Assistantships: Enhancing Student Experience and Child Life Programming
- ★ Eat, PLAY, Love: Navigating Eating Disorders as an Interdisciplinary Support Team
- ★ Outcomes, Opportunities, and Benefits: Child Life Involvement in Research
- ★ Partnering for Play: How to Promote, Navigate, and Build Relationships with Community Partners to Elevate Play in Hospitals
- ★ The Power of Two: From a One-Person Program to a Child Life Team
- ★ The Practice of Adult Learning: Applying Principles and Conditions of Adult Learning in Child Life Education
- ★ Working with an Interpreter: Enhancing Communication with Limited English Proficient Patients and Families



SATURDAY, MAY 27

Continued

3:15 P.M.–4:15 P.M.

PROFESSIONAL DEVELOPMENT — ONE-HOUR WORKSHOPS (1 PDU)

- ★ **JOINT SESSION:**
3:15 P.M.–3:45 P.M.
Child and Family-Directed Programming through Collaboration with Community Partners
and
3:45 P.M.–4:15 P.M.
The Art of Wrap Up: Preparing Today's Student's for Tomorrow's Careers
- ★ Creative Writing for Emerging Adults in the Cancer Care Setting
- ★ Just Long Enough: Adapting Child Life Services on a General Pediatric Unit for the Short Stay Observation Population
- ★ More Than Paper and Crayons: Child Life Involvement with Behavioral Health Patients in Non-Psychiatric Healthcare Settings
- ★ Sensory Play in the Medical Setting: A Messy Necessity
- ★ Two Departments, One Brain: Partnering with Foundation to Grow Child Life Services Without Increasing Staffing Budget
- ★ 'You Mean This is Forever?': A Specialized Program Supporting and Empowering Families Impacted by a Chronic Illness

SUNDAY, MAY 28

8:00 A.M.–9:00 A.M.

PROFESSIONAL DEVELOPMENT — ONE-HOUR WORKSHOPS (1 PDU)

- ★ Back to the Basics...Examining the Modern Child Life Toolbox
- ★ Nobody Puts Baby in the Corner: A Guide to Infant Stimulation and Programming
- ★ Propofol 'Sting': Reducing Pain During IV Propofol Inductions
- ★ When Coping Styles Clash: A Pathway to Support Competing Coping Efforts

9:15 A.M.–10:15 A.M.

PROFESSIONAL DEVELOPMENT — ONE-HOUR WORKSHOPS (1 PDU)

- ★ A Chance to Thrive, Not Just Survive—Reclaiming Play in the Face of Ebola: A Model for Psychosocial Support Programming in Emergencies
- ★ Constructing the Play Lady: Child Life and the Female Human Identity
- ★ Is Versed Used Too Much Before Surgery? Implications for the Preoperative Use of Distraction
- ★ Mental Health: Expanding the Child Life Scope
- ★ A Psychosocial Intervention for Children with Autism Spectrum Disorder in the Outpatient Surgery Unit

10:30 A.M.–11:30 A.M.

PROFESSIONAL DEVELOPMENT — ONE-HOUR WORKSHOPS (1 PDU)

- ★ Breathing Better: Peter's Trip to the Hospital. Creating Developmentally Appropriate Literature for Children with Cystic Fibrosis
- ★ Factors Affecting Family Presence and Satisfaction During Fracture Reduction in the Pediatric Emergency Department
- ★ Let Them Be Little: Collaboration between Nursing and Child Life in the NICU
- ★ Perceptions of Parents in Perceived Poverty and the Role of Child Life
- ★ Two Brothers, One Heart: Bridging Home and Hospital through a Community of Care



“Being the lead CCLS of a small program located hours away from the next Child Life department, I often feel isolated from the Child Life community. Conference allows me the opportunity to connect with CCLSs from all over the country, to discuss challenges and brainstorm solutions. It means so much to me to feel the support of other people in our profession.”

—2016 CONFERENCE ATTENDEE

PRE-CONFERENCE 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 25, 2017

8:00 A.M.–2:30 P.M.

Pre-Conference

Full-Day Intensives (6 PDUs)

\$175 – Non-Members,

\$160 – Professional/Associate Members,

\$150 – Student Members

Registration fee includes lunch

Ch- Ch- Ch- Changes: Powerful Tools for Inciting Positive Departmental Culture Change

- Lindsay Beckstrom, CCLS, CTRS, CIMI, Primary Children's Hospital, Salt Lake City, Utah
- Joy Singh, MBA/HCM, CCLS, CIMI, Primary Children's Hospital, Salt Lake City, Utah
- Kara Curnen, MSN, RN, CPN, Primary Children's Hospital, Salt Lake City, Utah
- Robin Johnson, Honor Health, Phoenix, Arizona

Health care workers typically go into their fields to help others heal emotionally and physically. However, 94% of healthcare workers report difficulties in working in health care teams. Literature suggests that 78% of health care workers who have been exposed to negative work environments expressed a decline in morale and organizational commitment. Leaders have the ability to positively influence departmental culture through the use of powerful tools that will be discussed and practiced in this presentation.

LEARNING OBJECTIVES:

- ★ Describe aspects of departmental culture change and the components of typical departmental cultures in healthcare
- ★ Recognize, define and implement key elements in change management
- ★ Utilize effective change management tools to incite organizational culture change
- ★ Create a motto and vision for individual departments and discuss how to implement changes
- ★ Demonstrate tools for immediate implementation to take back to individual healthcare settings

DOMAIN: Professional Responsibility (Task 1–5)

Creating a Proactive Support Program and Implementing Individualized Care for Patients with Special Needs in the Healthcare Setting

- Kerri Birkett, CCLS, CIMI, Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio
- Annette Bonjour, CCLS, Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio
- Emily Jones, MS, MEd, CCLS, Cincinnati Children's Hospital, Cincinnati, Ohio

Do you often think, "if only I had this information sooner" when working with patients with special needs? Proactive child life interventions, tailored to the unique needs of patients with developmental delays and challenging behaviors, can be utilized to overcome barriers to successful health care encounters. Learn to develop individualized health care plans and communicate the adaptations to the interdisciplinary team to create safer, more positive experiences for patients at your institution.

LEARNING OBJECTIVES:

- ★ Verbalize current evidence-based need for individualizing healthcare for patients with developmental delays, as well as challenging and aggressive behaviors
- ★ Recognize how pre-visit planning and interdisciplinary collaboration - when combined with supportive interventions - leads to increased positive outcomes for patients, families, and the healthcare team
- ★ Learn how child life techniques can be adapted for use with children with special needs and challenging and aggressive behaviors in the healthcare setting to minimize distress and maximize coping
- ★ Learn how to develop individualized healthcare plans and communicate the adaptations to the interdisciplinary team to create a safer and more positive experience
- ★ Enhance participant confidence and competence when providing services for patients with developmental delays and challenging and aggressive behaviors

DOMAIN: Intervention (Task 1–7)

How Did We Do That: A Hands on Creation of Your Advanced iBook

- Luis Borges, Kravis Children's Hospital at Mount Sinai, Brooklyn New York
- Tori Zucker, CCLS, Kravis Children's Hospital at Mount Sinai, Brooklyn New York

With technology constantly introducing new innovative ideas, it is important that our field remain up to date on the newest ways to connect with our patient populations. Specialists have the opportunity to create a product that reaches children and adolescents on a new level and integrate modalities that are familiar to this age group in a clinical and meaningful way.

LEARNING OBJECTIVES:

- ★ Participants will recognize their ability to immediately utilize technology to invigorate and modernize their interventions
- ★ Participants will gain a working knowledge of technology tools (digital avatar, iBooks Author, animation, stop motion) and be a part of the live creation of an advanced iBook
- ★ Participants will understand how a CLS in a project leadership position can richly impact the quality and effectiveness of a therapeutic tool

DOMAIN: Intervention (Task 1–7)

Integrating Child Life, Yoga and Synergetic Play Therapy: A New Mindfulness Based Play Framework for Nurturing Resiliency in the Hospitalized Children

- Cara Smith, MA, CCLS, RYT, Missouri State University, Springfield, Missouri
- Lauren Pech, MA, LPC, RYT, Lionhearted Kids, Cape Town, South Africa

Recent developments in neurobiology, neuroscience and mindfulness are providing fascinating glimpses into the developing brain of children. Synergetic Play Therapy and yoga are two interdisciplinary mindfulness practices adaptable to a number of therapeutic modalities. Applying the principles of Synergetic Play Therapy and yoga to the field of child life allows the child life specialist to deepen the therapeutic relationship



with the child to help build new neuro-pathways of resiliency. Please wear comfortable clothing for gentle yoga exercises planned.

LEARNING OBJECTIVES:

- ★ Gain an understanding of the history of Synergetic Play Therapy (SPT) including theory, practice and how SPT differentiates from traditional play therapy
- ★ Become familiar with research in neurobiology, neuroscience, and mindfulness as it relates to the developing brain
- ★ Describe how the values of Synergetic Play Therapy and child life intersect and can be adapted for clinical practice
- ★ Demonstrate the role of the child life specialist in building resiliency in the hospitalized child
- ★ Recognize the role of mindfulness based yoga for both the child life specialist and patient in nurturing resiliency

DOMAIN: Intervention (Task 1-7)

A Live Clinical Supervision Group and Facilitation Intensive for Child Life Professionals: A Full Day Pre-conference Intensive Promoting Support and Education through Clinical Supervision

- Gloria Mattera, M.Ed., CCLS, LMHC, Bellevue Hospital Center, New York, New York
- Diane Rode, MPS, CCLS, LCAT, Mount Sinai Kravis Children's Hospital, New York, New York

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:

- ★ The participants will gain skills in self-expression & analysis of their clinical work with children, families & staff by directly participating & being coached in model clinical supervision groups
- ★ The participants will gain the skills of clinical supervision group facilitation through an innovative coaching method while conducting a model clinical supervision group
- ★ The participants will be able to develop a strategic plan to initiate or further develop a clinical supervision program in their department

DOMAIN: Professional Responsibility (Task 1-5)

8:00 A.M.–11:00 A.M.

Pre-Conference Half Day Intensives (3 PDUs)

**\$120 – Non-Members,
\$110 – Professional/Associate Members,
\$100 – Student Members**

Registration fee includes refreshments

Innovative Leadership Strategies: Using Leadership Models and Creativity to Transform a Department

- Jennifer Staab, CCLS, MS, Children's Hospital Colorado, Aurora, Colorado
- Carla Oliver, MSW, CCLS, Children's Hospital Colorado, Aurora, Colorado
- Jenaya Gordon, CCLS, Children's Hospital Colorado, Aurora, Colorado

As health care climate continues to change, leaders face new and different challenges that require innovative ideas, behaviors, and actions. Strong leadership has never been more important for child life professionals. Adopting two theories of leadership behavior, Empowerment Theory and High-Impact Leadership can help child life leadership adapt and grow in this turbulent climate. Attendees will gain insight into using data, creativity and leadership models to help departments thrive.

LEARNING OBJECTIVES:

- ★ Identify the effects structural change has on a department and the strategies to smooth the transition
- ★ Incorporate Work Empowerment Theory and High-Impact Leadership Behavior to decrease work burn out and increase work engagement
- ★ Discuss the responsibilities and accomplishments of new leadership roles
- ★ List strategies for leveraging data to grow your department

DOMAIN: Professional Responsibility (Task 1-5)

Living Your True Colors: Unlocking the Keys to Effective Interpersonal Communication, Motivation and Collaboration

- Chris Brown, MS, CCLS, Hassenfeld Children's Hospital of New York at NYU Langone, New York, New York

Would you describe yourself as highly sensitive? Spontaneous? Reliable? We all have a blend of characteristics that make up our personality and our style of interacting with others. True Colors

is a fun and interactive assessment that can be used to improve communication and interpersonal relationships in both your personal and work life. Participants will gain insight into ways to collaborate effectively with others, including supervisor/supervisee relationships, and as a member of various teams.

LEARNING OBJECTIVES:

- ★ Understand the history and purpose of standardized personality inventory methodology
- ★ Conduct a self-assessment using the "True Colors" personality style inventory
- ★ Understand the core needs, values, and attributes of each color/type
- ★ Understand what strengths, motivators and stressors are associated with each color/type, from personal experience
- ★ Apply knowledge about own and others' color/type to everyday relationships and interactions

DOMAIN: Professional Responsibility (Task 1-5)

Power, Persuasion and Influence: The Art of Growing Leaders From Within

- Kellye Carroll, MS, CCLS, Mattel Children's Hospital, UCLA, Los Angeles, California
- Adina Bodolay, MS, CCLS, Mattel Children's Hospital UCLA, Los Angeles, California

This session will inspire attendees to examine how they can leverage creative leadership skills in any position within a child life team. Through case examples, media and group activities, participants will have the opportunity to examine what leadership power looks like, discover how persuasion is communicated, and explore the notion that influence does not automatically come with a manager or director title.

LEARNING OBJECTIVES:

- ★ Attendees will discover what it means to have power as a leader and will be given the opportunity to explore the difference between power and empowerment.
- ★ Attendees will explore what it means to have vision, why it affects leadership ability.
- ★ Attendees will learn strategies for "managing up" and how this helps identify and strengthen their current circle of influence.
- ★ Attendees will expand their knowledge of how influence and persuasion relate to leadership skills through case examples, discussion and hands on activities.

DOMAIN: Professional Responsibility (Task 1-5)

PRE-CONFERENCE INTENSIVES — Thursday (CONTINUED)

Using Structured Reflective Writing for Professional Growth and Development in the Field of Child Life

- Jenni Davis, MA, CCLS, LRT/CTRS, Sidra Medical and Research Center, Doha, Qatar
- Calvin Chou, MD, PhD, University of California and VA Medical Center, San Francisco, California

Metacognitive competency leads to lifelong learning. Clinical reflection improves learning and performance in other essential competencies such as professionalism and clinical reasoning. However, it can be difficult to teach, evaluate, or give feedback on clinical reflection skills. This session will introduce tools for each step of this process along with substantiating research to support the use of these tools in the health care setting.

LEARNING OBJECTIVES:

- ★ Summarize research on positive outcomes of including structured reflective writing.
- ★ Write a “blinded name of tool” reflective practice note
- ★ Objectively score reflective writing for level of reflection using validated rubric
- ★ Describe and practice an effective feedback method to facilitate deepening reflective writing skills
- ★ List strategies to incorporate reflective writing to improve learning and performance for trainees, staff, and self.

DOMAIN: Professional Responsibility (Task 1–5)

11:30 A.M.–2:30 P.M.

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

\$120 – Non-Members

\$110 – Professional/Associate Members

\$100 – Student Members

Registration fee includes refreshments

Ambition, Creativity, and the Career Jungle Gym: A Leadership Discussion for Experienced Clinicians

- Hilary Woodward, MS, CCLS, New York-Presbyterian/Morgan Stanley Children's Hospital, New York, New York
- Kelli Ferguson, CCLS, New York-Presbyterian/Morgan Stanley Children's Hospital, New York, New York

This interactive workshop will explore strategies for experienced child life specialists seeking to

build leadership skills in clinical and alternative settings. Participants will discuss leadership challenges faced by child life specialists and identify creative approaches, including influence strategies, to address these obstacles. Leadership ideas from researcher and storyteller Brené Brown, Facebook Chief Operating Officer Sheryl Sandberg, and composer Jeanine Tesori will be used as catalysts to drive dialogue, self-assessment, and goal-setting.

LEARNING OBJECTIVES:

- ★ Self-assess current leadership strengths and challenges
- ★ Explain the role of ambition in career advancement
- ★ Describe approaches to address internal and external barriers to leadership
- ★ Collaborate with colleagues to prepare goals for personal growth

DOMAIN: Professional Responsibility (Task 1–5)

Between Passive and Pushy: Mastering Assertiveness in Child Life Practice

- Catherine Leung, CLSt. Dipl, CCLS, BC Children's Hospital, Vancouver, British Columbia
- Jon Luongo, MS, CCLS, Maimonides Infants and Children's Hospital of Brooklyn, Brooklyn, New York
- Johannah Orman, MEd, MA, CCLS, Essentia Health, Duluth, Minnesota

Assertiveness is a highly valued characteristic in leaders at all levels. In a traditional health care hierarchy, being assertive is a particular challenge for child life professionals. This workshop focuses on how we engage with assertiveness, how it is critical to our work, and how we can achieve it. Special attention will be given to practicing assertiveness skills in a safe, interactive setting.

LEARNING OBJECTIVES:

- ★ Identify the hallmarks of assertiveness and link each facet to advocacy in the healthcare setting
- ★ Classify the challenges to assertiveness as they appear in literature, and how they impact the participant personally and professionally
- ★ Access practical skills and resources in assertiveness to enhance confidence in navigating challenging situations
- ★ Be empowered as a resource to support self-advocacy among patients and families
- ★ “Try on” assertiveness in a safe, interactive setting, using role-play through practical case studies

DOMAIN: Professional Responsibility (Task 1–5)

Reading Research: Discovering Research Literacy and Developing Research Capacity

- Jessika Boles, PhD, CCLS, Monroe Carell Jr. Children's Hospital at Vanderbilt, Nashville, Tennessee
- Cara Sisk, PhD, CCLS, Tennessee Technological University, Cookeville, Tennessee
- Kathryn Cantrell, MA, CCLS, Tufts University, Medford, Massachusetts

Research literacy is “the ability to access, interpret, and critically evaluate” research literature (Senders, Erlandsen, & Zwickey, 2014), which is essential for providing evidence-based child life services for patients and families. In this session, attendees will use self-evaluation, problem solving, critical analysis, and text mapping to develop and strengthen research literacy. Through demonstration and group activities, participants will gain concrete strategies for interpreting and implementing research evidence into daily practice.

LEARNING OBJECTIVES:

- ★ Explore the concept of research literacy and implications for child life practice
- ★ Describe text mapping as a process for systematically evaluating current evidence related to child life practice
- ★ Identify quality indicators when critically analyzing research articles
- ★ Self-evaluate their research capacity and explore ways to promote more confident engagement in research activities

DOMAIN: Professional Responsibility (Task 1–5)



“It is such a great way to meet and interact with other child life professionals. So many diverse opportunities for education.”
—2016 CONFERENCE ATTENDEE



“I appreciated most the presentations that left you with a clear take-away and something you could take back and implement in your own Child Life program.”

—2016 CONFERENCE ATTENDEE

“Our team members are *very* pleased to have the Memories Kits available. They are easy to use in our difficult environment and the results are so much better than what we were using before. We’re pleased to have something substantial to offer parents in this most trying of times.”

*-Elana Brewer, MS, CCLS
Children’s Hospital of Philadelphia*



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CONFERENCE SCHEDULE OF EVENTS THURSDAY, MAY 25, 2017

8:00 A.M.–2:30 P.M.

PRE-CONFERENCE FULL-DAY INTENSIVES

(6 PDUs)

\$175 – Non-Members

\$160 – Professional/Associate Members

\$150 – Student Members

Registration fee includes lunch

8:00 A.M.–11:00 A.M.

PRE-CONFERENCE HALF-DAY INTENSIVES

(3 PDUs)

\$120 – Non-Members

\$110 – Professional/Associate Members

\$100 – Student Members

Registration fee includes refreshments

11:30 A.M.–2:30 P.M.

Committee Chairs Orientation & Leadership Development Session

INVITATION ONLY

11:30 A.M.–2:30 P.M.

PRE-CONFERENCE HALF-DAY INTENSIVES

(3 PDUs)

\$120 – Non-Members

\$110 – Professional/Associate Members

\$100 – Student Members

Registration fee includes refreshments

“The Welcome Reception in the exhibit hall was very nice and made it easier to see exhibits!”

—2016 CONFERENCE ATTENDEE



3:00 P.M.–4:00 P.M.

First Timer/New Member Orientation

The **New Member/First Timer Orientation** is a great opportunity to join veteran ACLP members and staff for an informative overview of ACLP 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 Association of Child Life Professionals. This event will set the stage for a successful conference.

3:00 P.M.–5:00 P.M.

Student Event

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. All students are encouraged to attend.

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.

5:00 P.M.–7:00 P.M.

Welcome to Las Vegas Reception

Due to 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.



THURSDAY
MAY 19



7:00 A.M.–9:00 A.M.
Breakfast in the Exhibit Hall

9:15 A.M.–11:15 A.M.

OPENING GENERAL SESSION & EMMA PLANK KEYNOTE ADDRESS

(2 PDUs)

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Mary Barkey Clinical Excellence Award Presentation

Each year, the ACLP 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 2017 Mary Barkey Clinical Excellence Award will be presented at the Opening General Session to **Qi Cheng, MS, CCLS**, Child Life Manager, Beijing United Family Hospital, Beijing, China. Qi's contributions and accomplishments will be highlighted in a feature article scheduled to appear in the Summer 2017 edition of the *ACLP Bulletin*.



Kevin Spencer

Founder of the Healing of Magic and Hocus Pocus Programs

A world-renowned illusionist as well as a teaching artist, speaker and researcher, **Kevin Spencer** is widely considered the leading authority on the therapeutic use of magic tricks. Kevin believes the arts have the power to impact every sphere of our lives—whether it be where we work, learn, or heal. Kevin advocates for art across the lifespan because he believes it plays a vital role in both the development and quality of life.



11:30 A.M.–12:30 P.M.

ONE-HOUR PROFESSIONAL DEVELOPMENT WORKSHOPS (1 PDU)

Connecting the Pieces: A Program for Children with Autism Spectrum Disorder and Their Families in an Outpatient Surgery Setting

- Elizabeth Anderson, CCLS, Children's National Health System, Washington, D.C.
- Lourdes Rocha, MA, CCLS, CEIM, Children's Hospital Los Angeles, Los Angeles, California
- Evonne Greenidge, MD, Children's National Health System, Washington, D.C.

Children with autism spectrum disorder (ASD) visit healthcare providers more frequently than typically developing children. The process of having surgery can be chaotic, confusing, loud, and full of transitions, which are all potential stress triggers for children with ASD. A program designed to fit the unique needs of these patients can help increase patients' understanding of hospitalization, decrease stress, encourage positive coping techniques, and create a more family-centered care environment.

LEARNING OBJECTIVES:

- ★ Describe basic characteristics of autism spectrum disorder
- ★ Assess an outpatient setting for implementation of a family-centered support program
- ★ Create a more positive environment for patients with special needs
- ★ Gather relevant data to create a comprehensive behavioral assessment
- ★ Assess areas of strength and opportunities for growth of a new program

DOMAIN: Intervention (Task 1-7)

FRIDAY
MAY 26



“This conference had a wide range of topics that really met my learning needs. It was in a beautiful setting, with great speakers, and I really felt like I left uplifted and motivated when returning to work. I would highly recommend it!”

—2016 CONFERENCE ATTENDEE



Kaizen: No, It's Not a New Toy but a Tool for Driving Meaningful Change

- **Debby Domingo**, *Seattle Children's Hospital, Seattle, Washington*
- **Marcy Kloster**, *CCLS, Seattle Children's Hospital, Seattle, Washington*
- **Tricia Bertsch**, *MA, CCLS, Seattle Children's Hospital, Seattle, Washington*

Child life plays an important role in patient and family experiences. Quantifying the importance of child life is difficult and can be overlooked as impactful on cost of care. Kaizen provides a proven tool to quantify its impact on the patient and family experience and overall cost of care. This tool also provides credibility to child life services and helps drive meaningful change.

LEARNING OBJECTIVES:

- ★ Describe Kaizen, a toolset that fosters continuous process improvement
- ★ Discuss examples of how Kaizen can be implemented by Child Life in the workplace
- ★ Be empowered to implement Kaizen in their respective workplace

DOMAIN: Professional Responsibility (Task 1-5)

The Punitive Nature of Rewards: A Controversial Assessment of Popular Behavior Modification

- **Cathrine Reed**, *CCLS, CFLE-P, Golisano Children's Hospital of Southwest Florida, Fort Myers, Florida*

Research shows that extrinsic rewards in behavior modification reduce intrinsic motivation to accomplish tasks. Children are manipulated by reward systems into behaving desirably without addressing the reason for the desired behavior or giving opportunities for autonomy. Developing lasting value-building skills can motivate patients without being undermined by rewards.

LEARNING OBJECTIVES:

- ★ Recognize the prevalence and underlying dependence upon reward-based behavior modification in today's society, as well as in Child Life practice
- ★ Analyze the reasons supported by research that reward systems do not always prove to be the most successful or even the most ethical methods of behavior modification
- ★ Discuss behavior modification strategies that inspire patients to build long-term values and coping skills, while maintaining relationships and providing developmentally appropriate growth opportunities

DOMAIN: Professional Responsibility (Task 1-5)

Online Patient Communities for Youth with Chronic Illness: A Systematic Review

- **Kathryn Cantrell**, *MA, CCLS, Tufts University, Medford, Massachusetts*

Online patient communities for youth with chronic illnesses are a fast growing option for accessing social support and health information easily. Research suggests that participation in an online patient communities can have both psychosocial and physical health benefits. A review of the most recent trends in the literature chronicling pediatric online patient communities provides skills in evaluating and curating based on patient needs.

LEARNING OBJECTIVES:

- ★ Attendees will describe the various structures, affordances, and impact of online patient communities for youth with chronic illnesses
- ★ Attendees will identify the emerging trends in research describing online patient communities
- ★ Attendees will describe the need for innovative implementation and evaluation methods for online patient communities
- ★ Attendees will self-evaluate their capacity for curating and recommending therapeutically informed online communities

DOMAIN: Intervention (Task 1-7)

Part of Play is Putting Away: Overview of "Test of Change" Initiative Utilized to Promote Playroom Safety & Security

- **Danielle Rhodes**, *MS, CCLS, Children's Hospital of Philadelphia, Philadelphia, Pennsylvania*

Playrooms that are open/accessible 24 hours a day cannot always be supervised after child life staff leave the unit. Without consistent supervision, the playroom has the potential to become an unsafe environment for patients and families. Data gathered through the development and implementation of this test of change, will show how to improve program safety and security while increasing operational efficiency of child life staff.

LEARNING OBJECTIVES:

- ★ Gain an understanding about how to structure a successful 'test of change' pilot program in their respective healthcare settings
- ★ Be able to describe how to develop tracking tools, data collection methods, and feedback forms in order to assess outcomes of a 'test of change' pilot program
- ★ Learn how to utilize thorough 'test of change' data to advocate for similar modifications to child life playroom procedures among management staff from various disciplines

DOMAIN: Professional Responsibility (Task 1-5)

Retreat of Renewal: Collaborating to Support Bereaved Families in a Camp Setting

- **Alyssa DeMoss**, *CCLS, Texas Children's Hospital/ Legacy of Love, Houston, Texas*
- **Nicolle Bengtson**, *CCLS, Texas Children's Hospital, Houston, Texas*

A small weekend camp for families who recently lost a child due to a cancer diagnosis includes traditional camp activities as well as therapeutic elements. An interdisciplinary team collaborates to develop intentional programming to guide individualized efforts in supporting these grieving families.

LEARNING OBJECTIVES:

- ★ Describe the value of an interdisciplinary approach to meet the complex needs of grieving families and collaboration to meet the versatile goals
- ★ Discuss the reasoning behind programmatic scheduling choices and planning intentional details to create a healing environment for bereaved families
- ★ Utilize program design and goals as a template in development of an individualized program to meet the complex needs of bereaved families

DOMAIN: Intervention (Task 1-7)

12:30 P.M.-2:00 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.





12:45 P.M.–2:00 P.M.

ACLP Committee Meetings—Track A

INVITATION ONLY

2:15 P.M.–3:45 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDU)

Do Interdisciplinary Pre-operative Education Classes for Patients and Families Positively Impact the Postoperative Period?

- Natalie Kinsky, CCLS, *Gillette Children's Specialty Healthcare, St. Paul, Minnesota*
- Katie Engel, DPT, *Gillette Children's Specialty Healthcare, St. Paul, Minnesota*
- Gail Busch, RN, BAN, MSN, CPN, *Gillette Children's Specialty Healthcare, St. Paul, Minnesota*
- Amy Peffer, MSW, LICSW, *Gillette Children's Specialty Healthcare, St. Paul, Minnesota*

While pre-operative classes for adults undergoing surgery is becoming a widespread norm in the healthcare setting, this is not necessarily the case for the pediatric patient population. Research design and implementation of an interdisciplinary staff-led approach to pre-operative education, includes literature review, IRB application, consent process, survey design, staff involvement, current class model, class impact, and future growth/research.

LEARNING OBJECTIVES:

- ★ Learn how to identify appropriate patients and families for pre-operative education and appropriate advertising
- ★ Review pre-operative class content and staff involved
- ★ Learn how to put together a successful research proposal
- ★ Review IRB process and consent guidelines
- ★ Learn research data collection, analysis, article publication process, and future research goals

DOMAIN: Intervention (Task 1–7)

Implementing Multiple Mini Interviews

- Susan, Gorry, MA, CCLS, *Children's Hospital Los Angeles, Los Angeles, California*
- Cristie Suzukawa Clancy, MS, CCLS, *Children's Hospital Los Angeles, Los Angeles, California*

For anyone conducting interviews, Multiple Mini Interviews (MMI) provide opportunities to observe specific traits and require candidates to “think on their feet” during the process. Strategically designed scenarios are created with desired job related attributes in mind and organized to reduce time spent interviewing. Through the MMI, interviewers make unbiased assessments while experiencing a true snapshot of the candidates’ job related skills and behaviors.

LEARNING OBJECTIVES:

- ★ Describe a Multiple Mini Interview
- ★ Integrate desired characteristics of candidates with creation of scenarios
- ★ Explore benefits of MMI to department, staff, and applicants

DOMAIN: Professional Responsibility (Task 1–5)

Introducing Quality Improvement into Child Life Practice

- Emily Jones, MS, MEd, CCLS, *Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio*
- Annette Bonjour, CCLS, *Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio*

We have all faced hurdles in our practice when advocating for what we know is best for the patients and families we serve. What is the best way to bring about change so that it is realistic, achievable, and long-lasting? Learn how to use current evidence and basic quality improvement (QI) techniques to make impactful and sustainable changes in your institution.

LEARNING OBJECTIVES:

- ★ Learn evidence-based practice (EBP) and quality improvement (QI) techniques which can be implemented by child life specialists
- ★ Learn the basics of QI processes and experience the steps through relevant child life projects
- ★ Feel empowered to begin QI by identifying a problem and creating a plan for improvement
- ★ Enhance participant confidence and competence with navigating a practice change

DOMAIN: Professional Responsibility (Task 1–5)

A New Training and Education Method and How It Was Used in Initiating a Standard of Care in the Emergency Department

- Stephanie Colabardino, CCLS, CIMI, *Children's Hospital of Pittsburgh of UPMC, Pittsburgh, Pennsylvania*
- Colleen O'Connor, CCLS, *Children's Hospital of Pittsburgh of UPMC, Pittsburgh, Pennsylvania*
- Maren Lunoe, *Children's Hospital of Pittsburgh of UPMC, Pittsburgh, Pennsylvania*
- Cassandra, Rennick, *Children's Hospital of Pittsburgh of UPMC, Pittsburgh, Pennsylvania*

This multidisciplinary emergency department panel will discuss the implementation of the cognitive social process, communal sharing, and how it was used to initiate comfort positioning as a standard of care. Members of an emergency department team will discuss what made this approach work and why they plan on continuing to use it.

LEARNING OBJECTIVES:

- ★ Apply communal sharing to their own training and education programs
- ★ Assess this training and education approach through its application to the presented initiation of a standard of care

DOMAIN: Professional Responsibility (Task 1–5)

“Not Your Typical Death Talk”: Beyond Textbook Death Disclosure

- Elizabeth Peterson, MS, CCLS, *Children's Health, Children's Medical Center Dallas, Dallas, Texas*
- Annie Jones, CCLS, *Children's Health, Children's Medical Center Dallas, Dallas, Texas*

Children impacted by death will likely experience intense grief and mourning. Child life specialists are able to assist children, families, and the community throughout the bereavement process. A review of death disclosure strategies, and tools to extend child life services in bereavement support in the pediatric hospital, adult hospital, and the school setting.

LEARNING OBJECTIVES:

- ★ Articulate the need and benefits of providing developmentally appropriate death disclosure to siblings, families, and communities
- ★ Understand death disclosure basics, including developmental and assessment tools used to formulate disclosures
- ★ Utilize child life interventions adapted for each unique setting
- ★ Recognize ethical considerations to contemplate when providing support during a death in three unique bereavement settings
- ★ Develop tools and techniques to provide comprehensive child life services to families and communities when death has occurred in varying settings

DOMAIN: Intervention (Task 1–7)

FRIDAY
MAY 26

What's Your LGBTQ IQ?

- **Brittany Smith, MA, CCLS**, *Lurie Children's Hospital, Chicago, Illinois*
- **Megan O'Connell, MS, CCLS, CEIM**, *Lurie Children's Hospital, Chicago, Illinois*

The role of child life specialists requires current information about the lesbian, gay, bisexual, transgender and queer (LGBTQ) patient population and their families. Reflection on personal and institutional practices will help create action steps through hands-on activities, small groups, and large group discussions.

LEARNING OBJECTIVES:

- ★ Describe the terms commonly used to describe members of the LGBTQ community
- ★ Recognize the common social and institutional barriers to appropriately responding to the needs of LGBTQ patients and families
- ★ Explain the importance of advocacy for LGBTQ patients and families by child life specialists in healthcare settings
- ★ Assess the current practices in your institution
- ★ Prepare the next steps for your department, institution and/or personal practice

DOMAIN: Professional Responsibility (Task 1-5)

4:00 P.M.–5:30 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDU)

Creating an Autism Friendly Emergency Department: A Program to Manage Patients with Autism Spectrum Disorder and Similar Conditions

- **Emily Bradley, MA, CCLS**, *Nemours Children's Hospital, Orlando, Florida*
- **Cara Harwell, ARNP, CPNP, PMHS**, *Nemours Children's Hospital, Orlando, Florida*

The prevalence of Autism Spectrum Disorder (ASD) is on the rise. Consequently Emergency Departments (ED) are treating more patients with ASD. These patients are especially vulnerable to the overwhelming stress associated with an ED visit. The current standard of care is not adequate for these patients, resulting in unwanted outcomes. A patient care program has been created to better serve patients with ASD or similar conditions in a pediatric ED.

LEARNING OBJECTIVES:

- ★ Identify aspects of an Emergency Department (ED) setting that are over stimulating to patients with Autism Spectrum Disorder (ASD), Sensory Processing Disorder, or similar conditions
- ★ Utilize behavioral approaches to promote best practices for patient care
- ★ Make environmental adaptations to avoid over stimulation or agitation in patients with ASD
- ★ Coordinate with the multidisciplinary team to plan and create an autism friendly medical environment that is individualized to each patient

DOMAIN: Intervention (Task 1-7)

Examining the Effectiveness of Tablet Distraction in Pediatric Burn Patients Undergoing Hydrotherapy: A Collaborative Approach to Research

- **Sherwood Burns-Nader, Ph.D, CCLS**, *University of Alabama, Tuscaloosa, Alabama*
- **Lindsay Joe, MS, CCLS**, *Children's of Alabama, Birmingham, Alabama*
- **Kelly Pinion, MSN, RN, CPN**, *Children's of Alabama, Birmingham, Alabama*
- **Amanda Petryszak, CCLS**, *Children's of Alabama, Birmingham, Alabama*

A study demonstrating the effectiveness of tablet distraction provided by a child life specialist on pain and distress in pediatric burn patients undergoing hydrotherapy will be presented. The study was a product of a collaboration between child life specialists, a nurse, and a professor. Attendees will gain insight into the design, implementation, and implications of this study and collaboration.

LEARNING OBJECTIVES:

- ★ Demonstrate a collaborative approach to research utilizing child life specialists, a nurse, and a professor
- ★ Describe the development of a study examining the effectiveness of tablet distraction provided by a child life specialist in pediatric patients undergoing hydrotherapy
- ★ Explain the outcomes of tablet distraction provided by a child life specialist on the pain and distress of pediatric burn patients undergoing hydrotherapy
- ★ Utilize findings to support child life led tablet distraction in the burn unit
- ★ Summarize the potential outcomes of a collaborative approach to research

DOMAIN: Intervention (Task 1-7)

Preparation, Integration and Instrumentation: Child Life and Music Therapy Research in the Pediatric Emergency Department

- **Jessa Carey, CCLS**, *NYU Langone Medical Center, New York, New York*
- **Gabriela Ortiz, MS, LCAT, MT-BC**, *Kravis Children's Hospital at Mount Sinai, New York, New York*

This presentation explores innovative work in child life practice involving collaboration with music therapy to minimize distress and promote empowerment in the emergency department setting. Attendees will gain insight into a research study investigating the efficacy of a co-treatment preparation and procedural support model that addressed pain and anxiety in school-age patients receiving intravenous (IV) placement.

LEARNING OBJECTIVES:

- ★ Analyze the process of developing and implementing a quantitative research study involving pediatric patients and families
- ★ Reflect on the unique successes and challenges associated with implementing a co-treatment procedural support model as part of research protocol
- ★ Explore implications for child life and music therapy clinical practice gained from the study's outcomes

DOMAIN: Intervention (Task 1-7)

Supervision Tool for the Child Life Specialist

- **Alisha Saavedra, MA, CCLS**, *Loma Linda University, Loma Linda, California*
- **Bryan Cafferky, PhD, MDiv, CFLE**, *Loma Linda University, Loma Linda, California*
- **Michelle Minyard-Widmann, MS, CCLS**, *Loma Linda University, Loma Linda, California*

Clinical supervision is a professional relationship and a working alliance where a student's work is reviewed and reflected upon to ensure that the quality of services and care provided to children and their families are being met. A supervision tool would document the student's progression and help them develop a greater sense of self-awareness in a clinical setting as well as enhance the supervisor's skills and professional development.

LEARNING OBJECTIVES:

- ★ Describe professional practices and standards of quality supervision
- ★ Demonstrate a clinical supervision tool used in a practicum and/or internship experience
- ★ Enhance supervision skills, competence and confidence in clinical supervision

DOMAIN: Professional Responsibility (Task 1-5)



You're Stressing Me Out! Applying the Family Systems Theory, Family Stress Theory, and ABC-X Model to Daily Child Life Practice

- Shawn Brasher, MS, CCLS, *St. Jude Children's Research Hospital, Memphis, Tennessee*
- Brittany O'Shea, CCLS, *St. Jude Children's Research Hospital, Memphis, Tennessee*

The hospital experience is often times stress provoking for children and their families. In this presentation, the family systems and stress theories as well as the ABC-X stress management model will be explored. Through discussion and case studies participants will work through examples of how to incorporate these theories and model into their daily practice.

LEARNING OBJECTIVES:

- ★ Review and apply the family systems theory, family stress theory, and the ABC-X model to their work as a child life specialist
- ★ Identify interventions to support the patient, family, and child life specialist with a stressful event before it leads to a crisis
- ★ Engage in discussion to analyze real life cases after viewing video examples

DOMAIN: Assessment (Task 1-3)

5:45 P.M.–6:45 P.M.

Research Discussion and Awards Presentation

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.

Synergy and Success: A Collaborative Partnership with Pediatric Nursing and the Elevation of Pediatric Nursing Orientation

- Teresa Schoell MA, CCLS, *Rochester Regional Health, Rochester, New York*
- Margaret Armstrong, CCLS, *Rochester Regional Health, Rochester, New York*
- Julie Gottfried, DNP, RN, CNS, CCRN, CPNP-PC, *Rochester Regional Health, Rochester, New York*

Through an engaging collaboration, child life and pediatric nursing partnered to create an interactive orientation program for nurses throughout a five-hospital healthcare system. Rich in developmental theory and skills training, the orientation program embraces research and supports translation of that knowledge into daily practice. In-depth training in child development, procedural support, and medication administration nurtures nurses' skills in developmentally-supportive care, and positions them to serve as leaders in pediatric healthcare.

LEARNING OBJECTIVES:

- ★ Describe the process for collaborating with pediatric nursing to create classes for new nursing hires based on critical needs of children in the hospital setting (including child development, pediatric procedural support, and pediatric medication administration)
- ★ Review the process for collaborating with pediatric nursing to implement classes for new nursing hires based on critical needs of children who are in the hospital setting
- ★ Discuss the clinical impact of collaborative education for new nursing hires that are working in the hospital setting on patient outcomes
- ★ Verbalize questions and share comments with the presenters

DOMAIN: Professional Responsibility (Task 1-5)

"You Want Me to Use a Comfort Position? Yes!": Educating Others about Implementing a Comfort Position Mindset

- Jennifer Rodemeyer, MA, CCLS, *Mayo Clinic Children's Center, Rochester, Minnesota*
- Johannah Orman, MEd, MA, CCLS, *Essentia Health, Duluth, Minnesota*

Comfort positions are recognized by child life professionals as an effective, low cost, and quick intervention for reducing stress during medical interventions for children and teens (Stephen, 1999). Despite research demonstrating these benefits, comfort positions can be misunderstood and underutilized by the medical community. Attendees will gain insight into how to implement comfort positioning into various medical settings.

LEARNING OBJECTIVES:

- ★ Explain and demonstrate effective use of comfort positions based on current research
- ★ Understand challenges related to implementing practice change
- ★ Identify strategies to implement a comfort position mindset in medical settings

DOMAIN: Intervention (Task 1-7)

"Having so much access to the exhibitors made me feel as though I had enough time to really interact with each one."



—2016 CONFERENCE ATTENDEE

7:00 A.M.–7:00 P.M.

ACLP Registration Desk Open

7:00 A.M.–9:00 A.M.

Breakfast in the Exhibit Hall

7:30 A.M.–8:30 A.M.

STAFFED POSTER PRESENTATIONS (1 PDU)

Building Bridges Across Child Life Programs: A Concurrent Care Model

- Meghaan Nguyen, MSW, CCLS, Children's Memorial Hermann Hospital, Bellaire, Texas
- Shelia Brown, CCLS, The University of Texas MD Anderson Cancer Center, Houston, Texas

The ever evolving landscape of health care has brought about changes in the delivery of child life services. Historically, families had to choose between binary options: treatment or hospice care. A concurrent care model offers these services simultaneously. This poster presentation demonstrates how child life professionals from the primary medical team and hospice program collaborate to meet the complex needs of these families.

LEARNING OBJECTIVES:

- ★ Define palliative care, concurrent care, and hospice
- ★ Discuss the benefits and challenges of working in the concurrent care model
- ★ Examine the benefits and challenges of professional collaboration
- ★ Describe the need for self-reflection within child life practice

DOMAIN: Professional Responsibility (Task 1–5)

A Culture Change: What's the Reward?

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

This poster presentation will focus on analyzing and reinterpreting the concept of rewards and motivation within the hospital environment. Participants will view motivational lenses to explore the impact on patients. Using case studies and multimedia examples, presenters will highlight the collaboration to shift an organization's reward culture to one of praise.

LEARNING OBJECTIVES:

- ★ Attendees will consider the value of both intrinsic and extrinsic motivation in the hospital environment
- ★ Attendees will be able to identify steps to implement programming changes to encourage long-term patient coping
- ★ Attendees will discuss anticipated challenges implementing institution-wide changes to their rewards systems and will develop solutions that will meet immediate patient and family needs
- ★ Attendees will explore a program model for providing rewards and motivation to children

DOMAIN: Intervention (Task 1–7)

Evaluating Our Efficacy: Child Life Intervention Reduces Distress of Children and Improves Family Satisfaction in Emergency Department

- Jennifer Staab, CCLS, MS, Children's Hospital Colorado, Aurora, Colorado
- Rachel Chatham, CCLS, Children's Hospital Colorado, Aurora, Colorado

Needle-related procedures can be especially stressful for children and are often completed during Emergency Department visits. Child life specialists at one children's hospital initiated a research project as part of a quality improvement initiative to increase child life services. They gathered data on the efficacy of child life intervention versus standard care for PIV insertion. Outcomes promote child life intervention over standard care for patients undergoing PIV insertion.

LEARNING OBJECTIVES:

- ★ Describe the current literature on the efficacy of child life procedural preparation and support and identify the gaps in published research
- ★ Describe the current literature on the efficacy of child life procedural preparation and support and identify the gaps in published research
- ★ Apply research methodology to evaluate the efficacy of child life preparation and support for children undergoing PIV insertion
- ★ Troubleshoot barriers to balancing clinical responsibilities when conducting research
- ★ Use outcome data to advocate for increased child life services for needle-related procedures
- ★ Use outcome data to advocate for increased child life services for needle-related procedures

DOMAIN: Intervention (Task 1–7)

Exploring Diversity: Perspectives of Underrepresented Individuals Practicing Within the Child Life Field

- Cathy Suzuki, MA, CCLS, California Pacific Medical Center Sutter Health/Mills College, San Francisco/Oakland, California

The purpose of this study was to explore the state of racial and ethnic diversity in the field of child life. Results revealed that there is a perceived lack of racial and ethnic diversity in the child life field. This poster presentation will highlight study findings and offer participants ways to integrate findings into clinical practice.

LEARNING OBJECTIVES:

- ★ Describe the basic findings of the state of racial and ethnic diversity in the child life field
- ★ Explain the main results of the underrepresented CLSs' experience in the workplace
- ★ Summarize the barriers that limit the entry of diverse population in the field and recommendations to address the barriers

DOMAIN: Professional Responsibility (Task 1–5)

Helping Kids Discover Their A-PILL-ities

- Amber Tomlinson, CCLS, CTRS, St. Joseph's Children's Hospital, Tampa, Florida

Most children during their lifetime will have difficulty swallowing pills. More often than not, child life is called upon to help these children learn this important skill. Practicing pill swallowing has been proven to increase the likelihood of children being able to swallow pills with significantly less difficulty. This poster will outline the techniques for successful pill swallowing practice sessions along with developmental techniques to use with pediatric patients and their families.

LEARNING OBJECTIVES:

- ★ Explain research behind pill swallowing practice and the need for pediatric patients to learn this skill
- ★ Describe the child life role in pill swallowing practice
- ★ Learn how to implement pill swallowing practice session for pediatric patients
- ★ List the positive outcomes pill swallowing practice sessions can have for patients and families

DOMAIN: Intervention (Task 1–7)



“I Can Do It Awake!” Best Practices For Pediatric Imaging

- **Teresa McGinley, MA, CCLS**, *Yale New Haven Children’s Hospital, New Haven, Connecticut*
- **Kathleen Solernou, MS, CCLS**, *Yale New Haven Children’s Hospital, New Haven, Connecticut*

Pediatric patients are often scheduled for diagnostic imaging exams with the use of sedatives or anesthetics due to age restrictions. Current research demonstrates that preparation and procedural support, provided by a certified child life specialist (CCLS), in conjunction with a multidisciplinary, patient-centered approach, has been shown to improve outcomes and decrease patient anxiety. This in turn, reduces the amount of sedatives or anesthetics required for children undergoing diagnostic imaging exams.

LEARNING OBJECTIVES:

- ★ Discuss the method employed to assemble an effective multi-disciplinary team and the valued role of child life in the diagnostic imaging work flow
- ★ Explain the assessment and intervention strategies utilized to assist children in completing diagnostic imaging exams without sedation or anesthesia
- ★ Describe the outcomes achieved through child life preparation and procedural support on reducing use of sedatives and anesthetics
- ★ Utilize the evidence-based practices presented to advocate for the role of child life within diagnostic imaging departments

DOMAIN: Intervention (Task 1-7)

Increasing Child Life Presence during Procedures, Phlebotomy, and IV Access

- **Erin O’Brien, MS, CCLS**, *Steven and Alexandra Cohen Children’s Medical Center of New York, New Hyde Park, New York*
- **Kristina Howard, MEd, CCLS**, *Steven and Alexandra Cohen Children’s Medical Center of New York, New Hyde Park, New York*
- **Kelly Henry, RN, CPN, CDE**, *Steven and Alexandra Cohen Children’s Medical Center of New York, New Hyde Park, New York*
- **Kristin Heinz Smith**, *Steven and Alexandra Cohen Children’s Medical Center of New York, New Hyde Park, New York*

Data was collected to identify the disciplines and procedures that went without child life accompaniment. The procedure that was missed at the highest percentage was blood draws done by phlebotomy. Child life worked with phlebotomy to initiate a new program where phlebotomy and child life specialists rounded together and

collected data about how caregivers felt the needs of the patient were met.

LEARNING OBJECTIVES:

- ★ Identify key drivers that impact consistent Child Life involvement in procedures
- ★ Create an assessment tool to highlight the difference in caregiver perception of child’s experience during phlebotomy rounds with and without Child Life
- ★ Discuss opportunities to replicate elements of this project

DOMAIN: Professional Responsibility (Task 1-5)

Interdisciplinary Educational Approaches for Preparing Healthcare Teams of the Future

- **Cara Sisk, Ph.D, CCLS**, *School of Human Ecology, Tennessee Technological University, Cookeville, Tennessee*
- **Samantha Hutson, MS, RDN, LDN**, *School of Human Ecology, Tennessee Technological University, Cookeville, Tennessee*
- **Jenny Maffett, MSN, RN, FNP**, *Whitson-Hester School of Nursing, Tennessee Technological University, Cookeville, Tennessee*
- **Susan Piras, MSN, RN**, *Whitson-Hester School of Nursing, Tennessee Technological University, Cookeville, Tennessee*

Students pursuing a career in health care, regardless of discipline, need real-world experiences. It can be challenging to provide these experiences for students before health care clinical experiences and internships. The presenters, clinicians turned academics, are interdisciplinary colleagues dedicated to preparing students to become engaged collaborative partners. Attendees will learn about two creative programs designed to educate and train effective interdisciplinary health care team members of the future.

LEARNING OBJECTIVES:

- ★ Attendees will explain the need for interdisciplinary education of child life students and interns
- ★ Attendees will describe interdisciplinary educational approaches
- ★ Attendees will analyze exemplary interdisciplinary educational experiences
- ★ Attendees will assess their ability to provide creative interdisciplinary education to students and interns
- ★ Attendees will apply their interdisciplinary experiences and partnerships to developing interdisciplinary educational plans for students and interns

DOMAIN: Professional Responsibility (Task 1-5) including Professional Ethics



A Mosaic of Memories: Using an Interdisciplinary Approach to Support Families Experiencing the Loss of a Child

- **Jamie Crosby, MS, CCLS**, *Boston Children’s Hospital, Boston, Massachusetts*
- **Lauren Wilson, CCLS**, *Boston Children’s Hospital, Boston, Massachusetts*
- **Olivia Dole, MSW, LCSW**, *Boston Children’s Hospital, Boston, Massachusetts*

Each person has a unique grieving process. This poster will show how one program implemented and facilitated an annual, daylong, hospital-based bereavement workshop to support the coping of caregivers, surviving siblings, and the family unit following the death of a child.

LEARNING OBJECTIVES:

- ★ Assess their skills and articulate resources needed to implement a family-centered bereavement workshop
- ★ Demonstrate activities and articulate the rationales used to memorialize the deceased patient and support the surviving siblings, caregivers, and the family unit
- ★ Discuss creative approaches for incorporating constructive feedback and considerations into future workshops

DOMAIN: Intervention (Task 1-7)

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

—2016 CONFERENCE ATTENDEE

SATURDAY
MAY 27



Parent Perceived Value of Child Life Services in a Pediatric Emergency Department

- Emily Kittell, MS, CCLS, Children's Hospital of Wisconsin, Milwaukee, Wisconsin
- Kristen Lawrence, MEd., CCLS, Children's Hospital of Wisconsin, Milwaukee, Wisconsin
- Maren Lunoe, MD, Children's Hospital of Pittsburgh of UPMC, Pittsburgh, Pennsylvania

Child life specialists provide support to children and families undergoing medical treatment. For laceration repairs, child life specialists can provide preparation and distraction. Little is known about how parents value the presence of a child life specialist for their child undergoing procedure. The research conducted surveyed parents to determine the perceived value parents have of child life services during laceration repairs for school aged children.

LEARNING OBJECTIVES:

- ★ Summarize Child Life interventions provided for school aged children receiving a laceration repair within a pediatric emergency department

- ★ Recognize perceived value parents place on Child Life Services while their child is receiving a laceration repair at a pediatric emergency department
- ★ Apply research findings in validating Child Life services within their own organizations/ emergency departments

DOMAIN: Intervention (Task 1-7)

Using a Simple Intervention to Help Decrease the Vasovagal Response with IV Insertion in the Pediatric Population

- Laura Woessner, CCLS, Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio

An investigative research project, conducted by a multidisciplinary team, explored the vasovagal response to IV insertion in the pediatric population. Intravenous catheter insertion is a common medical procedure performed in the pediatric health care setting. In some patients, IV insertion can cause vasovagal/syncope symptoms. Participants using a simple technique of leg

crossing-muscle tensing, revealed a significant decrease in vasovagal responses.

LEARNING OBJECTIVES:

- ★ Identify vasovagal symptoms in the pediatric population
- ★ Discuss the steps used in the leg crossing-muscle tensing intervention
- ★ Describe the child life role in teaching and providing procedural support of the defined intervention with patients in the pediatric population

DOMAIN: Intervention (Task 1-7)



"I learned a lot that I will be able to apply in my future practice."

—2016 CONFERENCE ATTENDEE

SATURDAY
MAY 27

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9:00 A.M.–10:30 A.M.

CONCURRENT PLENARY SESSIONS (Choose one)

PLENARY SESSION (1.5 PDUs)

What Do You Stand For? Being an Emerging Leader in Child Life

PRESENTED BY

- Stephanie Hopkinson, MA, CCLS, Senior Child Life Manager, Kuwait Association for the Care of Children in Hospitals, Kuwait



The legacy of child life is experienced in many ways. Being an emerging leader gives you an incredible opportunity to contribute to the history and future of our work. Beginning with a foundation of leadership and understanding the depth and breadth of what it means to lead others is essential to emerging as a leader. This plenary session will give you the opportunity to reflect on what you stand for, why leadership is critical and create a space for thoughtful dialogues to take place with your child life community.

LEARNING OBJECTIVES

- ★ Explore core fundamentals of emerging as a leader
- ★ Discuss characteristics of an emerging leader
- ★ Reflect on your own beliefs of leadership and what you stand for

DOMAIN: Professional Responsibility

PLENARY SESSION (1.5 PDUs)

Everyday Ethics: Identifying the Impact of Ethical Decision-Making on the Delivery of Compassionate Clinical Care

PRESENTED BY

- Ann Hannan, MT-BC, Director, Riley Cheer Guild/Riley Cheer Guild Music Therapy/Riley Hospital for Children at Indiana University Health, Indianapolis, IN



Child Life Specialists promote the holistic health and well-being of children and their families on a daily, hourly, and minute-to-minute basis. This session will focus on exploring how healthcare clinicians utilize the four basic ethical principles to make clinical decisions during each encounter. This seemingly intuitive process is a result of the intersection between a clinician's personal values and subsequent training and experience. By exploring how these decisions are made in the moment, participants will learn ways to increase their awareness of this process and how to incorporate intentional ethical decision-making into their daily work.

LEARNING OBJECTIVES

- ★ Identify the four basic ethical principles for decision-making.
- ★ Identify when and how these principles are utilized during the delivery of clinical interventions.
- ★ Identify methods to transition from intuitive decision-making to intentional decision-making.
- ★ Identify resources for coping with the outcomes of the ethical delivery of clinical interventions related to professional debriefing, self-care, professional collaboration, and personal/professional growth and development.

DOMAIN: Ethics

PLENARY SESSION (1.5 PDUs)

“PFCC: Back to the Future—Are We There Yet?” Child Life Influencers of Care

PRESENTED BY

- Julie Ginn Moretz, Associate Vice Chancellor, Patient- and Family-Centered Care Center for Patients and Families, University of Arkansas for Medical Sciences, Little Rock, AR



Child life has long been the leader in pioneering patient- and family-centered care (PFCC) practice. At the heart of PFCC, is the belief that staff, patients, and family are partners in care. With this being the expectation of forward-thinking health care systems, have we reached our potential? Are we there yet? In this session, Julie shares her personal journey as a family leader, turning her into a contributing player in health care improvement. She challenges us to stay true to our ongoing PFCC efforts, yet encourages us to accelerate actionable change that can impact the future of health care. Highlighting the thematic film, “Back to the Future,” Julie frames ‘Docs’ infamous words, “Your future hasn’t been written yet. The future is whatever you make it. So make it a good one.” PFCC— are we there yet?

LEARNING OBJECTIVES

- ★ Discuss how personal stories can affect change in hospital policies and practices and lead to improved clinical outcomes.
- ★ Explore examples of excellence and innovation in partnering with children and families to improve the experience of care.
- ★ Inspire child life colleagues to be catalysts of change in support of a patient- and family-centered culture.

DOMAIN: Intervention

10:45 A.M.–11:45 A.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1 PDU)

The Anatomy of a Teddy Bear: A Complete Guide to Teddy Bear Clinics

- Heather Roberts, MSW, CCLS, Tucson Medical Center, Tucson, Arizona
- Amy Fregonese, MA, CCLS, Tucson Medical Center, Tucson, Arizona

In the chaotic world of health care, it is easy for children to build fantasies about what happens behind hospital doors. This presentation will demonstrate how to alleviate these fears on a large-scale community capacity. Participants will be given the tools to assess, create, manage and evaluate a successful teddy bear clinic.

LEARNING OBJECTIVES:

- ★ Describe the benefits of providing familiarization opportunities to children, both within the hospital and in the community
- ★ Apply strategies to implement a teddy bear clinic at any facility
- ★ Summarize the value of hosting a teddy bear clinic for children, teachers, staff and volunteers

DOMAIN: Professional Responsibility (Task 1–5)

Children's Use of Transitional Objects in Pediatric Healthcare Settings: Policies and Practices

Katelyn Leitner, MS, East Carolina University, Greenville, North Carolina

- Sandra Lookabaugh, Ph.D., East Carolina University, Greenville, North Carolina

This research study explored current policies and practices about children's use of transitional objects in healthcare settings. Results provide insight about ways child life specialists are supporting children's use of transitional objects, thereby decreasing anxiety and stress and increasing healthy coping. Recommendations for future policies and practices are offered to support children's use of transitional objects while in isolation.

LEARNING OBJECTIVES:

Describe the purpose of the current research study about children's use of transitional objects in healthcare settings

- ★ Demonstrate an understanding of the importance of transitional objects as healthy coping mechanisms for children during times of stress
- ★ Utilize appropriate methodology to identify current policies and practices in pediatric healthcare settings
- ★ Utilize sound research findings to advocate for hospital policies and practices that enable children to have access to their transitional objects throughout their medical experiences to foster more effective coping during medical procedures and / or hospitalization
- ★ Utilize sound research findings to educate other members of the healthcare team about the importance of transitional objects for decreasing anxiety and stress and increasing healthy coping during medical procedures and / or medical procedures

DOMAIN: Intervention (Task 1–7)

From the Classroom to the Community: An Academic/Community Hospital Partnership for Program Development

- Amanda Moatz, MEd, CCLS, Towson University, Towson, Maryland
- Lisa Martinelli Beasley, MPS, CCLS, ATR-BC, Towson University, Towson, Maryland
- Karen Goldrich Eskow, Ph.D. LCPC, OTR/L, Towson University, Towson, Maryland

An academic child life program seized the opportunity to collaborate with a community hospital to assess the need for child life programming. An experienced child life specialist was hired as a consultant to develop a programming recommendation. Within 18 months the partnership resulted in a funded child life program and hiring of the first Certified Child Life Specialist. This session will highlight the components of this successful pilot project.

LEARNING OBJECTIVES:

- ★ Summarize the utilization of access individuals when planning a collaborative program development project
- ★ Identify the role of a child life consultant in the framework of a university/hospital program collaboration
- ★ Discuss the results of a university/hospital program collaboration and directions for future partnerships
- ★ Apply the described program framework to local academic/clinical settings or as an advanced practice professional in the consultant role

DOMAIN: Professional Responsibility (Task 1–5)

Perceptions of Children with Chronic Illnesses Regarding 'Play in Hospital': Research Findings

- Chantal LeBlanc MHS, CCLS, IWK Health Centre, Halifax, Nova Scotia

Learn how children with chronic illnesses shared their perceptions of 'play in hospital', how they defined play, who and what were important for play, and how their chronic illness has an effect on their play behaviors and their lives. This presentation will also explore the implications of the research findings on child life practice and future research with children.

LEARNING OBJECTIVES:

- ★ Describe the basic research process
- ★ Understand how children with chronic illnesses perceive "Play in Hospital"
- ★ Understand how children define "play in hospital"
- ★ Understand how chronic illness influences play behaviors
- ★ Appreciate how resilient and insightful children with chronic illness can be

DOMAIN: Professional Responsibility (Task 1–5)

Preparing for the Future: A Practicum Program for Students and Supervisors

- Rose Seelenbinder, CCLS, Children's Hospital of Philadelphia, Philadelphia, Pennsylvania

Practicum experiences are valuable for all members involved—the students learning and the staff supervising. One hospital will share their journey in building a practicum program that prepares students in the foundations of child life and for their full-time internship, while also training staff in supervising and mentoring students to reach their potential.

LEARNING OBJECTIVES:

- ★ Articulate the importance of a practicum program and the difference between a practicum, volunteer and internship experience
- ★ Articulate and learn how to create or enhance a practicum program, regardless of facility or program size
- ★ Identify concrete ideas to incorporate in their practicum program
- ★ Learn ideas for preparing their staff to become student supervisors

DOMAIN: Professional Responsibility (Task 1–5)



Utilizing Digital Art for Therapeutic Interventions and Legacy Building

- **Christine Birnbaum, CCLS**, *Phoenix Children's Hospital, Phoenix, Arizona*
- **Gretchen Pace, CCLS**, *Phoenix Children's Hospital, Phoenix, Arizona*

A recent survey of child life specialists revealed that 100 % use tablets in the workplace, yet less than half use them for therapeutic interventions or legacy building. This session will explore the benefits of digital art and will provide attendees the opportunity to practice using applications that can prove beneficial when working with patients and families.

LEARNING OBJECTIVES:

- ★ Understand the benefits of digital art and its use with patients in a hospital setting
- ★ Learn about applications that have therapeutic value and can be effective in rapport and legacy building
- ★ Practice using applications in large and small groups

DOMAIN: Intervention (Task 1-7)

Working Smarter, Not Harder: Perspectives on Implementing a New Staffing Model within a Child Life Program

- **Jennifer Smith, MS, CCLS, CIMI**, *St. Jude Children's Research Hospital, Memphis, Tennessee*
- **Jaime Moran, MS, CCLS**, *St. Jude Children's Research Hospital, Memphis, Tennessee*

It is evident that child life services advance quality and outcomes in health care as well as the patient and family experience. This presentation will explore one hospital's journey to adapt to change by implementing a unique staffing model to best meet the needs of patients and families. The development of a task force, methods utilized to assist with ideas, and processes adapted to support changes will be explored.

LEARNING OBJECTIVES:

- ★ Participants will identify strategies used to research and confirm a new staffing model within a child life program
- ★ Participants will review effective processes utilized to support the implementation of a new staffing model within a child life program
- ★ Participants will reflect on change and how it can positively benefit a child life program and hospital
- ★ Participants will explore resources available to support the transition to a new staffing model within a child life program

DOMAIN: Professional Responsibility (Task 1-5)

11:45 A.M.–1:15 P.M. Lunch in the Exhibit Hall

12:00 P.M.–1:15 P.M. ACLP Committee Meetings—Track B

INVITATION ONLY

1:30 P.M.–3:00 P.M.

PROFESSIONAL DEVELOPMENT WORKSHOPS (1.5 PDU's)

Community Assistantships: Enhancing Student Experience and Child Life Programming

- **Shannon, Sonnhalter, CCLS**, *Cleveland Clinic Children's, Cleveland, Ohio*
- **Rose Resler, MA, CCLS**, *The University of Akron, Akron, Ohio*
- **Samantha Polasky, MA, CCLS**, *Cleveland Clinic Children's, Cleveland, Ohio*

A hospital and university developed an innovative approach to utilize department funding to expand the child life program's resources through community assistantships. The assistantship program provided pre-professional work experience for students, as well as a mentoring and leadership role for a clinical child life specialist. Attendees will identify the development, implementation and evaluation of community assistantships, successes and barriers, benefits to the child life program and students, and cost-saving benefits.

LEARNING OBJECTIVES:

- ★ Attain insight into the benefits of a community assistantship to a child life department and future child life specialists
- ★ Describe the steps used to formalize a community assistantship and to acquire approval from respective administrators
- ★ Identify continuous improvements made to the community assistantship program
- ★ Explain the role of the community assistant as a member of the child life team, and the role of the child life specialist as mentor

DOMAIN: Professional Responsibility (Task 1-5)

Eat, PLAY, Love: Navigating Eating Disorders as an Interdisciplinary Support Team

- **Jacob Wheatley, MS, CCLS, NCC, MT-BC**, *Children's Hospital of Pittsburgh of UPMC, Pittsburgh, Pennsylvania*
- **Alanna Kanawalsky, MS, CCLS**, *Children's Hospital of Pittsburgh of UPMC, Pittsburgh, Pennsylvania*
- **Nicole Steele, MT-BC**, *Children's Hospital of Pittsburgh of UPMC, Pittsburgh, Pennsylvania*
- **Katie O'Connor, MA, CCLS**, *Children's Hospital of Pittsburgh of UPMC, Pittsburgh, Pennsylvania*

When treating eating disorders, a comprehensive interdisciplinary approach is preferred by many venues. Attendees will gain insight into the overall treatment of eating disorders and specifics of a pediatric inpatient re-feeding protocol. In addition, the role child life specialists, music therapists and art therapists can play, in conjunction with the medical staff, for comprehensive care will be explored.

LEARNING OBJECTIVES:

- ★ Demonstrate insight into the program structure of an inpatient refeeding program
- ★ Gain a greater understanding of eating disorders; assessment, diagnosis and interventions with statistical support
- ★ Describe how child life and creative and expressive arts play a role in supporting patients with an eating disorder

DOMAIN: Intervention (Task 1-7)

SCIENTIFIC ADVANCEMENT OF PROFESSIONAL PRACTICE COMMITTEE PRESENTATION: Outcomes, Opportunities, and Benefits: Child Life Involvement in Research

PRESENTED BY

- **Kate Shamszad, MS, MPH, CCLS**, *Chair, Scientific Advancement of Professional Practice Committee*
- **Quinn Franklin, MS, CCLS**, *Chair, Scientific Advancement of Professional Practice Committee*

A panel of child life specialists will present the findings from their research projects. Research topics that will be discussed include comfort positioning, nurse and parent perceptions of a child's pain and distress during IV starts, the relationship between mothers' coping and children's anxiety, and the effects of play and video on procedural behavior. Panelists will offer insight and suggestions on how to successfully complete a research project.

LEARNING OBJECTIVES:

- ★ Attendees will recognize the value of child life specialist's involvement in research
- ★ Attendees will identify methods for successfully completing a research project
- ★ Attendees will learn helpful strategies to overcome barriers to the research process

DOMAIN: Intervention (Task 1-7)

Partnering for Play: How to Promote, Navigate, and Build Relationships with Community Partners to Elevate Play in Hospitals

- **Katie Beard, CCLS**, *Monroe Carell Jr. Children's Hospital at Vanderbilt, Nashville, Tennessee*
- **Bekah Gannon, CCLS**, *Monroe Carell Jr. Children's Hospital at Vanderbilt, Nashville, Tennessee*
- **Mamie Shepherd, Monroe Carell Jr. Children's Hospital at Vanderbilt, Nashville, Tennessee**

Relationships with local and national organizations provide staff with resources and talent to create more engaging opportunities to help patients and families cope with the hospital environment. This presentation demonstrates how community partnerships, in-hospital special events, and radio station programming collaborate to create space for therapeutic play while also promoting staff morale. Attendees will be empowered to build collaborative partnerships in their communities that enhance patients' experiences.

LEARNING OBJECTIVES:

- ★ Identify and engage with appropriate, effective, and innovative community partners
- ★ Integrate child development into community relationships to design and execute engaging, therapeutic special events for hospitalized children of all ages and activity levels
- ★ Create opportunities for interdisciplinary collaboration to maximize therapeutic goals while also promoting staff morale and enhancing the patient experience

DOMAIN: Professional Responsibility (Task 1-5)

The Power of Two: From a One-Person Program to a Child Life Team

- **Teresa Schoell, MA, CCLS**, *Rochester Regional Health, Rochester, New York*
- **Margaret Armstrong, CCLS**, *Rochester, Rochester General Hospital, Rochester, New York*

Insufficient staffing plagues the child life world. Solo programs face particular challenges covering multiple clinical areas, large censuses, and

24 hour patient needs. This presentation shares one program's journey from solo to duo, including foundational components for growth, advocating for the new position, strategies to secure funding, and components for a successful transition to a team of two including recruitment, orientation, reporting structures, scheduling, flexibility, communication, and collegiality.

LEARNING OBJECTIVES:

- ★ Describe the fundamental components of a well-functioning one person child life program as a foundation for staffing growth
- ★ Determine what program indicators merit expansion of child life staffing, and develop strategies to effectively advocate for programmatic and financial support for expansion
- ★ Describe key steps in the successful expansion a one person child life program into a multi-specialist team
- ★ Identify the process for laying the foundation for potential additional staff expansion in the future
- ★ Voice questions, express comments, and share insights at the conclusion of the presentation

DOMAIN: Professional Responsibility (Task 1-5)

The Practice of Adult Learning: Applying Principles and Conditions of Adult Learning in Child Life Education

- **Stephanie Hopkinson, MA, CCLS**, *Kuwait Association for the Care of Children in Hospital, Kuwait*
- **Anita Pumphrey, MS, CCLS**, *Louisiana Tech University, Ruston, Louisiana*

Knowledge, understanding and insight of adult learning can be applied both in clinical and academic settings. Come and explore how the principles and conditions of adult learning can enhance and strengthen your role in teaching, coaching, and guiding students and adults across disciplines.

LEARNING OBJECTIVES:

- ★ Describe the eight principles and conditions of adult learning
- ★ Analyze how the eight principles and conditions of adult learning apply to the education and training in child life and across disciplines
- ★ Select one strategy to use in their settings when designing and implementing educational experiences such as classes, workshops, and/or trainings

DOMAIN: Professional Responsibility (Task 1-5)



Working with an Interpreter: Enhancing Communication with Limited English Proficient Patients and Families

- **Stephanie Lindblom, CCLS**, *St. Jude Children's Research Hospital, Memphis, Tennessee*
- **Jessica Goddard, CCLS**, *St. Jude Children's Research Hospital, Memphis, Tennessee*
- **Marc Friedman, MA, CMI-Spanish, CHI™-Spanish**, *St. Jude Children's Research Hospital, Memphis, Tennessee*

The amount of limited English proficient (LEP) patients and families present in hospitals continues to grow. In this presentation, attendees will learn about the role and characteristics of a medical interpreter. The presentation will focus on the collaboration between child life specialists and medical interpreters and how to enhance meaningful interactions with LEP children and caregivers in the hospital setting.

LEARNING OBJECTIVES:

- ★ Participants will explore the current literature related to the experiences of patients and family members with limited English proficiency in the hospital setting
- ★ Participants will learn about how medical interpreters facilitate communication in a pediatric hospital setting
- ★ Participants will consider opportunities for therapeutic collaboration between child life specialists and medical interpreters when providing services to patients and families with limited English proficiency
- ★ Participants will gain insight into working with patients and families with limited English proficiency

DOMAIN: Intervention (Task 1-7)



3:15 P.M.–4:15 P.M.

ONE-HOUR PROFESSIONAL DEVELOPMENT WORKSHOPS (1 PDU)

JOINT SESSION, PART 1
(3:15 P.M.–3:45 P.M.)

Child and Family-Directed Programming through Collaboration with Community Partners

- **Saghi, Tootoonchinia, MSc, CCLS, Hospital for Sick Children, Toronto, Ontario**

The design of child and family programs offered in paediatric settings are often focused on the child, family and health variables. In one paediatric hospital a steering committee involving patients and families was developed. Their feedback highlighted the need for a wide range of programming not currently available in this setting. This has resulted in community outreach to develop partnerships focusing on enhancing the quality of patient and family experiences.

LEARNING OBJECTIVES:

- ★ Describe how experience-based design (EBD) can be used to engage patients and families as primary stakeholders
- ★ Explain how patient and family-centred care, specifically partnership and collaboration, can lead to effective program design
- ★ Describe the role of community partners and child life in regards to program delivery within the context of addressing patient and family needs
- ★ Identify the various types of programs where community partners can be involved

DOMAIN: Intervention (Task 1–7)

JOINT SESSION, PART 2
(3:45 P.M.–4:15 P.M.)

The Art of Wrap Up: Preparing Today's Student's for Tomorrow's Careers

- **Ashley Anderst, CCLS, St. Jude Children's Research Hospital, Memphis, Tennessee**
- **Clare Gardner, St. Jude Children's Research Hospital, Memphis, Tennessee**

Attendees will explore how weekly wrap up sessions can be facilitated as an opportunity for the intern to gain a greater understanding of self and specific clinical skills. Participants will have the opportunity to examine hands-on multimodal reflective practices used with students to instill professionalism and critical thinking needed for future career success.

LEARNING OBJECTIVES:

- ★ Identify various modes of communication used during separate wrap up sessions with emphasis on the specific roles of the internship coordinator, unit supervisor, and an internship committee
- ★ Examine hands-on reflective practices used with students during wrap up sessions to instill professionalism and build clinical skills
- ★ Gain tools to assess their current wrap up models and develop goals for alternative modalities opportunities
- ★ Network with additional internship training professionals to share insights into various practices including intern goal setting and deepening student self-awareness

DOMAIN: Professional Responsibility

Creative Writing for Emerging Adults in the Cancer Care Setting

- **Elsa, Morse, CCLS, MD Anderson Cancer Center, Houston, Texas**
- **Marcia Chamberlain, Writers in the Schools (WITS), Houston, Texas**

At a comprehensive cancer center, the child life program partners with an education non-profit to provide a writer-in-residence to support the unique needs of emerging adults, ages 18–25 years. Participants will learn about the rationale, development and processes for the program. Diverse, tailored writing experiences and legacy pieces will be presented. The observed benefits to the patient participants and others will be highlighted.

LEARNING OBJECTIVES:

- ★ Articulate rationale for child life and creative writing programming for emerging adults with serious illness
- ★ Identify developmental tasks and characteristics of emerging adults
- ★ Discuss partnership between child life specialist and professional writer—and their respective programs—to deliver tailored creative writing program to emerging adults with cancer
- ★ Describe different types of personalized writing experiences provided
- ★ Detail benefits of program to patients and loved ones, care providers and partnering programs

DOMAIN: Intervention (Task 1–7)

Just Long Enough: Adapting Child Life Services on a General Pediatric Unit for the Short Stay Observation Population

- **Cynthia DeFrancesco, MS, CEIM, CCLS, Inova Children's Hospital, Middletown, Maryland**
- **Emily Steelman, CCLS, Inova Children's Hospital, Middletown, Maryland**

Healthcare is in the midst of a changing climate. This changing climate is resulting in the presence of more short stay units and expedited admissions. This change causes child life specialists to identify and balance new patient and family needs as well as demands from hospital administration. Child life specialists will discuss how to adapt to this new work flow while advocating for the role of child life.

LEARNING OBJECTIVES:

- ★ Understand the changing environment in healthcare & the financial benefit to the development of short stay units
- ★ Explore and identify the unique needs of patient and families admitted to a pediatric short stay/observation unit and how child life clinical practice can be adapted to best meet those needs
- ★ Brainstorm and learn ways to best utilize available resources when child life to patient ratios increase and when balancing patients with varying acuity levels

DOMAIN: Assessment (Task 1–3)

More Than Paper and Crayons: Child Life Involvement with Behavioral Health Patients in Non-Psychiatric Healthcare Settings

- **Alyssa Wojcik, CCLS, Children's Hospitals and Clinics of Minnesota, Minneapolis, Minnesota**
- **Victoria Neis, CCLS, Children's Hospitals and Clinics of Minnesota, St. Paul, Minnesota**

Patients with behavioral health needs are presenting more frequently and spending a greater amount of time within non-psychiatric health care facilities while awaiting appropriate placement or safe discharge. Child life specialists work within safety guidelines established by this hospital and in collaboration with a multidisciplinary team to support these patients' unique needs and promote optimal coping.

LEARNING OBJECTIVES:

- ★ Increase understanding of current behavioral health patient needs
- ★ Explore ways to use child life skills and collaborate with other disciplines to support patients in a non-psychiatric health care facility awaiting appropriate placement or safe discharge
- ★ Learn practical intervention techniques to support behavioral health patients in both emergency department and inpatient settings

DOMAIN: Intervention (Task 1–7)



Sensory Play in the Medical Setting: A Messy Necessity

- Emily Durham, MA, CCLS, *Children's Hospital of Greenville Health System, Greenville, South Carolina*

Children learn through sensory experiences. The medical environment is full of sensory experiences, but most are not pleasant. Child life must provide pleasant sensory experiences for children in the medical setting. The challenge comes in providing sensory experiences while navigating obstacles such as small spaces and sensory overload. This presentation will identify ways sensory play can support a child's learning, ways children seek and process sensory information, and how to incorporate sensory play into interventions.

LEARNING OBJECTIVES:

- ★ Identify 3 ways sensory play can facilitate a child's learning
- ★ Identify 3 ways sensory play can facilitate a child's coping in the medical setting
- ★ Demonstrate at least 2 ways to adapt sensory play for the medical setting

DOMAIN: Intervention (Task 1-7)

Two Departments, One Brain: Partnering with Foundation to Grow Child Life Services Without Increasing Staffing Budget

- Jamie Gentile, MPH, CCLS, *Inova Children's Hospital, Falls Church, Virginia*
- Kirstin McArthur, *Inova Women's and Children's Hospitals, Falls Church, Virginia*

This presentation will describe the successful partnership between Child Life Services and Foundation, that has yielded significant growth in in-kind and cash donations, and a decrease in unwanted donations. Presenters will describe a Community Relations Internship that has removed a significant workload from child life specialists, allowing them to focus attention to their clinical roles, and expand clinical reach. Presenters will describe a philanthropy program that has aligned child life specialists with grateful patient engagement.

LEARNING OBJECTIVES:

- ★ Demonstrate the reasons why this partnership was needed (The WHY) and reflect on their own programs to identify similar needs/challenges
- ★ Describe the infrastructure of this partnership and steps taken for successful implementation (The HOW)
- ★ Utilize data to guide the development of such partnerships at their respective health care settings

DOMAIN: Professional Responsibility (Task 1-5)

'You Mean This is Forever?': A Specialized Program Supporting and Empowering Families Impacted by a Chronic Illness

- Micaela Cotas, MS, CCLS, *Joslin Diabetes Center, Boston, MA*
- Lydia Lorang, MS, CCLS, *Joslin Diabetes Center, Boston, MA*

This presentation will provide insight on how a chronic illness diagnosis impacts the entire family. Attendees will discover how this institution provides a specialized program which follows families through the critical first year of care in and out of the medical setting. Components of this program can be adapted into various child life environments; offering strategies and resources that can assist families in developing their "new normal" way of living

LEARNING OBJECTIVES:

- ★ Attendees will gain insight on how a chronic illness diagnosis impacts the entire family
- ★ Attendees will be able to identify the challenges that arise after a child is diagnosed with a chronic illness and view it from a family's perspective
- ★ Attendees will be able to extract key components of this specialized program and adapt it to their individual child life settings

DOMAIN: Intervention (Task 1-7)

4:30 P.M.–5:30 P.M.

Town Hall

Representatives from the ACLP headquarters and ACLP Board of Directors will be on hand to give updates on activities and strategic plan initiatives.

6:00 P.M.–8:00 P.M.

Leadership Awards Reception

INVITATION ONLY

"Loved this opportunity and that [the Town Hall] provides a place for members to ask the Board questions directly, especially around things like representation and research."

—2016 CONFERENCE ATTENDEE



8:00 A.M.–9:00 A.M.

ONE-HOUR PROFESSIONAL DEVELOPMENT WORKSHOPS (1 PDU)

Back to the Basics...Examining the Modern Child Life Toolbox

- Karyn Positano, MSc, CCLS, *Hospital for Sick Children, Toronto, Ontario*
- Shaindy Alexander, CCLS, *Hospital for Sick Children, Toronto, Ontario*

In one paediatric hospital, a noticeable shift from using mainly technology for distraction support has been established and a combination of technology and back to the basics has occurred. Attendees will therefore, gain insight into the organization's use of technology and the child life toolbox journey, as well as, being introduced to a new playful, innovative distraction technique that is easily adaptable to a variety of ages, stages and settings.

LEARNING OBJECTIVES:

- ★ Describe the historical use of distraction technique/items and the current use of technology
- ★ Utilize best practices when determining distraction usage
- ★ Apply the use of assessment and active engagement with the use of various distraction items/techniques
- ★ Provide a new and playful distraction technique that is easily adapted to a variety of ages, stages and settings

DOMAIN: Intervention (Task 1–7)

Nobody Puts Baby in the Corner: A Guide to Infant Stimulation and Programming

- Michelle Thompson, MS, CCLS, *MUSC Children's Hospital, Charleston, South Carolina*

Due to demands on child life specialists and prioritization of patients, infants' needs on general pediatric units are often overlooked. Attendees will gain insight into how to best meet the needs of infants in the hospital and learn about starting new initiatives in their health care setting to promote development and create a positive environment for healing.

LEARNING OBJECTIVES:

- ★ Discuss research that supports the need to promote infant development as a justification for prioritization
- ★ Create innovative research based interventions to meet the developmental and social needs of hospitalized infants
- ★ Utilize findings to advocate for similar child life initiatives in their respective healthcare settings

DOMAIN: Intervention (Task 1–7)

Propofol 'Sting': Reducing Pain During IV Propofol Inductions

- Amy Wynia, CCLS, *University of Minnesota Masonic Children's Hospital, Minneapolis, Minnesota*

Propofol is a safe and widely used anesthetic. However, pain experienced during injection of propofol is very common with 85% of children reporting the association. This presentation will discuss research processes and results in a pediatric sedation unit as well as coping strategies used during propofol inductions and other invasive procedures.

LEARNING OBJECTIVES:

- ★ Attendees will be able to identify properties and benefits of propofol inductions
- ★ Attendees will be able to indicate key processes in conducting research
- ★ Attendees will be able to apply coping strategies for patients during propofol inductions

DOMAIN: Intervention (Task 1–7)

When Coping Styles Clash: A Pathway to Support Competing Coping Efforts

- Sarah Daniels, CCLS, *St. Jude Children's Research Hospital, Memphis, Tennessee*
- Megan Arleth MA, CCLS, *St. Jude Children's Research Hospital, Memphis, Tennessee*

This presentation discusses strategies for supporting families that utilize competing coping efforts in response to stressors. Whether attempting to cope with new diagnoses or end-of-life, stress is a shared experience. With limited space and time to process at an individual level, patients and families may respond with clashing coping behaviors. This session explores the specialist's role in supporting multiple coping strategies, and provides an effective tool for navigating these experiences.

LEARNING OBJECTIVES:

- ★ Consider current evidence about the needs of patients and families who may utilize conflicting or competing coping styles to respond to a stressful event
- ★ Apply knowledge of stress and coping theory and of systems theories to confront issues in supporting varying coping styles within single interventions
- ★ Explore a model navigating the pathway to promotion of successful coping experiences for the entire family unit

DOMAIN: Intervention (Task 1–7)

9:15 A.M.–10:15 A.M.

ONE-HOUR PROFESSIONAL DEVELOPMENT WORKSHOPS (1 PDU)

A Chance to Thrive, Not Just Survive—Reclaiming Play in the Face of Ebola: A Model for Psychosocial Support Programming in Emergencies

- Catherine Reilly Boland, MS, LMP, CCLS, *Playing to Live!, Asheville, North Carolina*
- Alexis Decosimo, DrPH(c), MA, LPCA, *Playing to Live!, Asheville, North Carolina*

Over 9 million children were affected by the recent Ebola outbreak in West Africa; the consequences of this community-wide trauma are far-reaching and long lasting. Utilizing a trauma-informed approach, this non-profit organization build a community based psychosocial support program to address unmet needs of children in Liberia during and after the outbreak. This presentation explores the provision of culturally appropriate play, art, movement, and child life techniques to encourage expression, promote healing, and build resiliency.

LEARNING OBJECTIVES:

- ★ Demonstrate techniques for identifying key stakeholders, completing outreach, and engaging in successful collaboration both nationally and internationally
- ★ Increased understanding of trauma-informed care and child life practices including techniques for helping children cope with, process, and recover from trauma in alternative settings
- ★ Apply methods to develop and implement culturally appropriate programming in low resource communities
- ★ Identify techniques for program monitoring and evaluating and a collect a toolkit of resources for implementing across various settings
- ★ Highlight key methods of self-care and boundaries when leading programs, particularly when working in an alternative or global setting

DOMAIN: Intervention (Task 1–7)

"It is great to hear what other programs are doing and the research that is being done in the field."

—2016 CONFERENCE ATTENDEE



SUNDAY, MAY 28, 2017

Constructing the Play Lady: Child Life and the Female Human Identity

- Divna Wheelwright, MA, CCLS, *Children's Hospital of Michigan, Detroit, Michigan*

The 'play lady' is both a historical pioneer and a theoretical construction in the field of child life. This presentation will explore the implications of the legacy of the 'play lady' by analyzing modern professional challenges faced by child life specialists through a lens of feminist theory. These empirically-based challenges include maintaining work-life balance, limited opportunity for professional advancement, balancing career and children, and professional insecurity.

LEARNING OBJECTIVES:

- ★ Examine the history of child life and the play lady through the lens of feminist theory
- ★ Explore the challenges faced by child life specialists in the workplace as connected to the construction of female identity

- ★ Analyze the relationship between dynamics of power within the hospital setting and patient outcomes
- ★ Discuss the impact of the millennial generation on child life and strategies toward professional empowerment

DOMAIN: Professional Responsibility (Task 1-5)

Is Versed Used Too Much Before Surgery? Implications for the Preoperative Use of Distraction

- Natalie Shanklin, CCLS, *Cook Children's Medical Center, Fort Worth, Texas*
- Barbara Stewart, RN, MSN, CPN, *Cook Children's Medical Center, Fort Worth, Texas*

This presentation will discuss changes in anesthesia practice (use of Versed versus use of interactive games via tablet) preoperatively for pediatric patients, aged 4 to 12 years, admitted for outpatient surgery procedures. This large urban pediatric hospital has routinely administered Versed to all pediatric patients prior to separation from caregivers.

LEARNING OBJECTIVES:

- ★ Describe the current practice of administering Versed preoperatively and its perioperative effects on pediatric patients
- ★ Outline the findings from a nurse-driven research study examining the use of Versed vs. distraction prior to separation from caregivers
- ★ Demonstrate the roles of child life specialists when collaborating with multidisciplinary staff to create individualized patient care

DOMAIN: Assessment (Task 1-3)

"I enjoyed the variety of ethical discussions at this year's conference."

—2016 CONFERENCE ATTENDEE



SUNDAY
MAY 28



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Mental Health: Expanding the Child Life Scope

- Jennifer Berube, CCLS, IWK Health Centre, Halifax, Nova Scotia

Mental health is a growing area for many health care professionals; especially for child life who traditionally has focused primarily on medical experiences and interventions. Implementation of child life programming on a mental health and addictions inpatient unit has resulted in greater independence, reduced stress, increased socialization, and has improved the hospital experience for patients and their families through therapeutic and expressive activities.

LEARNING OBJECTIVES:

- ★ Gain specific knowledge about the similarities and differences in working with adolescents on a mental health and addictions inpatient unit comparison to medical units
- ★ Understand different types of child life interventions on a mental health and addictions inpatient unit
- ★ Be able to describe the therapeutic benefits of having child life presence on a mental health and addictions inpatient unit

DOMAIN: Intervention (Task 1-7)

A Psychosocial Intervention for Children with Autism Spectrum Disorder in the Outpatient Surgery Unit

- Brittany Wittenberg, Ph.D., CCLS, Missouri State University, Springfield, Missouri

The purpose of this study was to test the effectiveness of a psychosocial intervention program, aimed at minimizing the stress experienced by patients with autism spectrum disorder, their parents, and the perioperative nurses who directly care for these patients in the outpatient surgery unit. The intervention program was shown to be effective at lowering the stress levels for patients ages 6-12 years old and parents of patients ages 2-5 years old.

LEARNING OBJECTIVES:

- ★ Demonstrates understanding of the current literature on children with autism spectrum disorder (ASD) in the outpatient surgery unit
- ★ Demonstrates understanding of the study design
- ★ Identifies the statistical analyses utilized in the study
- ★ Demonstrates understanding of the study outcomes
- ★ Synthesizes study outcomes into clinical practice

DOMAIN: Intervention (Task 1-7)

10:30 A.M.-11:30 A.M.

ONE-HOUR PROFESSIONAL DEVELOPMENT WORKSHOPS (1 PDU)

Breathing Better: Peter's Trip to the Hospital. Creating Developmentally Appropriate Literature for Children with Cystic Fibrosis

- Kate Carpenter, M.Ed., CCLS, Children's Hospital of Philadelphia, Philadelphia, Pennsylvania
- Haley Hlela, RN, Children's Hospital of Philadelphia, Philadelphia, Pennsylvania

Clinicians from a children's hospital noticed a gap in developmentally appropriate resources for patients with Cystic Fibrosis (CF). To improve education, clinicians created a story about a cystic fibrosis patient admitted to the hospital. This presentation reviews literature related to diagnosis specific education and bibliotherapy, discusses the publication process, and highlights outcomes, which demonstrate bibliotherapy as an effective method for supporting and educating patients and families with cystic fibrosis.

LEARNING OBJECTIVES:

- ★ Review literature on the topic of bibliotherapy
- ★ Learn how one interdisciplinary team wrote and produced disease specific, developmentally appropriate literature for education purposes
- ★ Focus on evidence based practice and be able to connect preliminary findings to his/her work as a child life specialist
- ★ Discuss future outcomes around how disease specific bibliotherapy is an effective method for supporting and educating patients and families with cystic fibrosis

DOMAIN: Intervention (Task 1-7)

Factors Affecting Family Presence and Satisfaction During Fracture Reduction in the Pediatric Emergency Department

- Regina Yocum, CCLS, American Family Children's Hospital/Edgewood College, Madison, Wisconsin

Details of a completed research study will be shared that investigated the factors related to family members' presence and satisfaction during fracture reductions in a pediatric emergency department. Results, conclusions, and implications for practice will be discussed, including the role of the CCLS in family presence and family-centered care and collaboration with ED providers, ED nurses, and orthopedic residents and providers in creating a culture of family centered care and family presence during procedures.

DOMAIN: Intervention (Task 1-7)

Let Them Be Little: Collaboration between Nursing and Child Life in the NICU

- Carrie Myers, M.Ed, CCLS, CEIM, Penn State Hershey Children's Hospital, Hershey, Pennsylvania

Providing comprehensive care in the NICU is vital to the growth and development of infants. Collaboration between nursing and child life can help improve the care for both the infant and family. At the end of this session, participants can expect to: 1. Describe the role of a child life specialist in the NICU 2. Describe collaboration between medical and psychosocial staff 3. Identify successes, barriers and next steps

LEARNING OBJECTIVES:

- ★ Describe the role of the CCLS in the NICU
- ★ Describe collaboration between the medical and psychosocial staff
- ★ Identify successes, barriers and next steps

DOMAIN: Intervention (Task 1-7)



"The conference has strengthened my love for the Child Life Profession and provided me with the tools and knowledge to succeed. I know, without a doubt, that the conference has given me hope in such a competitive field. I'm definitely going to try and go every year!"

—2016 CONFERENCE ATTENDEE

SUNDAY
MAY 28



Perceptions of Parents in Perceived Poverty and the Role of Child Life

- Samantha Polasky, MA, CCLS, *Cleveland Clinic, Cleveland, Ohio*
- Scott Palasik, PhD, CCC-SLP, *The University of Akron, Akron, Ohio*

This research study described the relationship between poverty and parental perceptions of their children's health care needs being met. Through this exploratory research, a possible gap in care was uncovered, as well as a discrepancy in parental perceptions of child life services. Attendees will attain insight into the factors of poverty, parental perceptions of health care needs being met, and the possible role of child life with this vulnerable population.

LEARNING OBJECTIVES:

- ★ Summarize relevant research in the field of poverty and healthcare needs
- ★ Recognize the relationship between barriers to care and needs being met for families in poverty
- ★ Compare parental perceptions of healthcare needs being met, and of the role/services of child life to previous research and child life council's mission, vision, and values statements
- ★ Utilize past and current research to promote additional child life research and services in low income alternative settings

DOMAIN: Assessment (Task 1-3)

Two Brothers, One Heart: Bridging Home and Hospital through a Community of Care

- Lauren Smith, MPS, LCAT, ATR-BC, CCLS, *Kravis Children's Hospital at Mount Sinai, New York, New York*

How might integrative child life and creative arts therapy practices function within interdisciplinary care communities to best support the psychosocial vulnerability in siblings of patients facing heart transplant or other serious illness, hospitalization and bereavement? This presentation explores the art-and play-based clinical approaches behind "Bridging Interventions" to support family-and-sibling-centered care in pediatric critical care settings.

LEARNING OBJECTIVES:

- ★ Appraise the psychosocial vulnerabilities of families and siblings coping with transplant or other serious illness and/or prolonged hospital admissions in pediatric, neonatal, inpatient and intensive care settings, particularly within the context of acute pediatric cardiac care
- ★ Identify the role and impact of a Child Life and Creative Arts Therapy integrative clinical practice model
- ★ Replicate and utilize "Bridging Interventions" from a patient and family-centered care planning platform in acute medical/surgical and bereavement settings

DOMAIN: Intervention (Task 1-7)

"What I found most useful was learning from those who have experience in the field."

—2016 CONFERENCE ATTENDEE



11:45 A.M.–1:15 P.M.

CLOSING GENERAL SESSION

Child Life Distinguished Service Award Presentation

The **Distinguished Service Award** is the highest award presented by the Association of Child Life Professionals Board of Directors, recognizing exceptional members for outstanding contributions to the field of child life. The 2017 Distinguished Service Award will be presented at the Closing General Session to **Anita Pumphrey, MS, CCLS**, Instructor, Louisiana Tech University in Ruston Louisiana. A full feature article detailing Anita's inspiring career will appear in the Spring 2017 edition of the *ACLP Bulletin*.



Shola Richards

Founder of The Positivity Solution

Shola Richards' life's mission is an ambitious one: *To end generations of professional suffering, simply by changing how we treat each other at work.* Whether it is helping people to deal with soul-destroying bully bosses, passive-aggressive coworkers, or toxic work cultures that value competition and profit more than they value teamwork and their people—Shola is committed to leading the worldwide movement that will change all of it.



LOCATION: LAS VEGAS, NEVADA



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Hotel Information

Paris Las Vegas is located in the heart of the city with easy access to shops, restaurants, and other attractions. Special hotel rates for ACLP Conference attendees are:

- \$149 per night plus tax (currently at 12.5%). There is an additional \$20 mandatory resort fee (exclusive of tax) per room per day. The rate quoted is for single/double occupancy – each additional person is an extra \$30 per night.
- Reserve Online: To make your reservation online, go to the Annual Conference section of the ACLP website and click on Paris Las Vegas.
- By Phone: If you prefer to book your reservation by phone, call 1.877.603.4389. Be sure to identify yourself as a Association of Child Life Professionals conference attendee to ensure you receive the discounted group rate. A complete list of room assignments for each of the conference sessions will be provided on-site, at the Conference Registration Desk. Callers should use the following code to get the group rate: **SPCLC7**

Hotel Parking

The hotel offers on-site and valet parking.

Getting There

There are several options outlined below for getting to and from the Paris Las Vegas. The hotel does not have a complimentary shuttle.

Taxi or Shuttle

If you are flying into the McCarran International Airport (LAS), there are various options to transport to the hotel. Please refer to the McCarran International Airport (LAS) website for more information.

Driving Directions

Download printer-friendly driving directions from the Annual Conference/ Location & Hotel Information section of the ACLP 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 ACLP to offer reduced registration fees and increased conference savings.

Weather

May weather in Las Vegas, Nevada, typically ranges from average high temperatures in the 80's to low temperatures in the 60's. Don't forget to bring a sweater, as the temperature inside the meeting space can be quite cool.



Paris Las Vegas Conference Center



LOCATION INFORMATION

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.

EXHIBIT HALL HOURS with Complimentary Group Meals

THURSDAY, MAY 25, 2017

5:00 P.M.–7:00 P.M.

Welcome to Las Vegas Reception, light refreshments and cash bar

FRIDAY, MAY 26, 2017

7:00 A.M.–9:00 A.M.

Exhibit Hall Open, Complimentary Breakfast served

12:30 P.M.–2:00 P.M.

Exhibit Hall Open, Complimentary Lunch served

SATURDAY, MAY 27, 2017

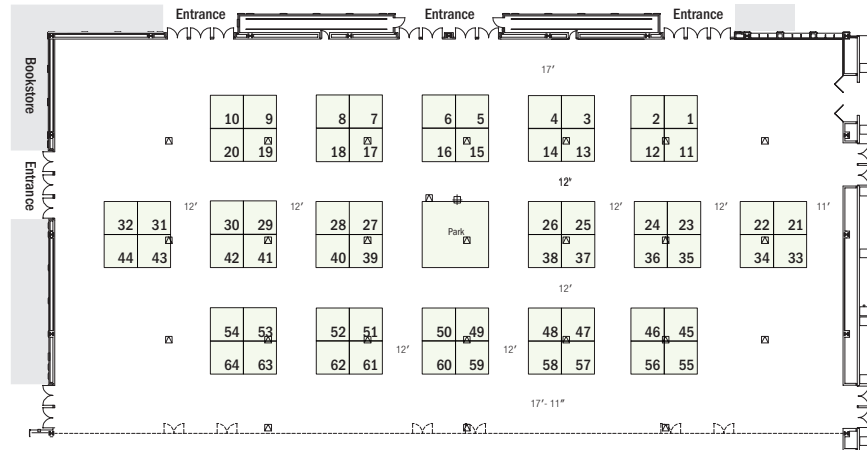
7:00 A.M.–9:00 A.M.

Exhibit Hall Open, Complimentary Breakfast served

11:45 A.M.–1:15 P.M.

Exhibit Hall Open, Complimentary Lunch served

Exhibit Hall Floor Plan



Participating Exhibitors

The following is a list of exhibitors scheduled to participate in the Exhibit Hall as of December 2016. For more information on exhibiting, please contact Bea Wikander at bwikander@childlife.org or 571-483-4493.

- Amazing Interactives, Ltd. (UK)
- Btrflyslc
- Cheeriodicals
- Child Life Graduate Program at Illinois State University
- Child's Play
- Children's Hospital of Philadelphia
- Cinemavision MRI Audio Video – Reduce Sedation
- Comfycozys for Chemo
- Digging Deep
- Dream Think Imagine
- enCourage Kids Foundation
- Erikson Institute: Graduate Programs in Child Development, Social Work, and Early Childhood Education
- Fully Loaded Electronics
- Game Changer
- HAPPY Countdown Cards
- Kids' Health Links Foundation/Upopolis
- Kidzpace Interactive
- Legacy Products
- Luke's FastBreaks
- McMaster University
- Medical Memories
- Melodic Caring Project
- Memories Unlimited, Inc.
- More Than Play by PlayAbility Toys
- Playopolis Toys
- Regali Fingerprint Charms
- Sara's Smiles Foundation
- SOAR Life Products
- Starlight Children's Foundation
- TFH USA Ltd.
- The Crayon Initiative
- The Pablove Foundation
- UnitedHealthcare Children's Foundation
- Youth Rally

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 nonregistered guests are not allowed into the educational presentations.



SPONSORS

ACLP would like to thank our 2017 Conference Sponsors

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EXHIBIT HALL & SPONSORS

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2018 CALL FOR ABSTRACTS

Association of Child Life Professionals (ACLP) 36th Annual Conference

MAY 2-6, 2018 • GAYLORD NATIONAL HARBOR, MARYLAND • WASHINGTON, DC METRO AREA

The 2018 Conference Program Committee is seeking submissions of presentation proposals for the Association of Child Life Professionals (ACLP) 36th Annual Conference at Gaylord National Harbor, Maryland in the Washington, DC Metro Area, May 2-6, 2018.

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 1,100 attendees at the 2016 conference, 35% had 10 or more years of experience in child life, 24% had 5 to less than ten years of experience, 33% had less than 5 years of experience, and 8% were new to the field.

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 of experience in child life—thirty-five percent of the attendees at the 2016 conference.

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 PDU's

ACLP will accept abstract submissions for the 36th Annual Conference through the website July 1-July 15, 2017.



www.childlife.org

FORMERLY CHILD LIFE COUNCIL

Suggested presentation topics for 2018 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