

Pediatric Learning Solutions

A clinical education program exclusively for pediatric professionals

The following Pediatric Learning Solutions courses align to focus areas of the Certified Child Life Specialist (CCLS®) exam content outline. These courses support candidates by delivering foundational content and are an additional respected preparatory resource for candidates to consider prior to their CCLS exam. Go to the [Association of Child Life Professionals](#) site for more information on the CCLS exam.

Pediatric Learning Solutions' course alignment with Association of Child Life Professionals CCLP® Exam Content Outline. (Note: PLS Courses are in *italics* under topic area)

Professional Responsibility – Domain I

1. Practice within scope of professional knowledge and clinical expertise
 - a. Professional boundaries
 - Therapeutic Relationships and Professional Behavior*
 - Building Effective Teams*
 - Introduction to Ethics*
 - Introduction to Research Ethics*
 - Empowering Teams*
 - Giving and Receiving Feedback*
 - Clinical Delegation*
 - Coaching*
 - Therapeutic Relationships and Professional Behavior*
 - b. Confidentiality and privacy laws
 - HIPAA Overview*
 - Corporate Compliance*
 - c. Ethical responsibilities
 - Introduction to Ethics*
 - Introduction to Research Ethics*
 - Therapeutic Relationships and Professional Behavior*
 - Empowering Teams*
 - Giving and Receiving Feedback*
 - Clinical Delegation*
 - Coaching*
 - d. Protection, safety and rights of child and family
 - Child Abuse and Neglect*
 - Intimate Partner Violence*
 - Introduction to Workplace Diversity*
 - Trauma-Informed Practice: Concepts, Goals and Key Principles*
 - Trauma- and Stressor-related Disorders*
 - Therapeutic Relationships and Professional Behavior*
 - e. Cultural fluency, individualized and equitable care
 - Child Abuse and Neglect*
 - Intimate Partner Violence*
 - Promoting Patient Safety*
2. Engage continuously in child life practice
 - Vicarious Trauma and Self-Care*
 - Promoting Patient Safety*
 - Introduction to Research Ethics*
 - Coaching*
 - Giving and Receiving Feedback*
 - Clinical Delegation*
 - Empowering Teams*



3. Practice withing scope of professional knowledge and clinical expertise

PLS Courses – Pediatric Assessment:

The Cardiovascular System

The Gastrointestinal System

The Genitourinary System

The Integumentary System

The Musculoskeletal System

The Neurological System

The Respiratory System

Comprehensive Assessment of the Neonate

Assessment of the Critically Ill Child

Maternal Factors Affecting the Newborn

PLS Courses – Age-Specific Care

Age-Specific Care for Adolescents

Age-Specific Care for Adults

Age-Specific Care for Infants Toddlers

Age-Specific Care for Newborns

Age-Specific Care for Preschoolers

Age-Specific Care for School-Age Children

a. Education using child development and family systems theories

Family-Centered Care in the ICU

Developmental Care of the Newborn

Family-Centered Care in the NICU

Caring for the Behaviorally Challenged Patient

b. Strengths of interdisciplinary team

Coaching

Giving and Receiving Feedback

Clinical Delegation

Empowering Teams

Assessment – Domain II

1. Pediatric Assessment

PLS Courses – Pediatric Assessment:

The Cardiovascular System

The Gastrointestinal System

The Genitourinary System

The Integumentary System

The Musculoskeletal System

The Neurological System

The Respiratory System

Comprehensive Assessment of the Neonate

Assessment of the Critically Ill Child

Maternal Factors Affecting the Newborn



2. Developmental frameworks for assessment
 - PLS Courses – Age-Specific Care*
 - Age-Specific Care for Adolescents*
 - Age-Specific Care for Adults*
 - Age-Specific Care for Infants Toddlers*
 - Age-Specific Care for Newborns*
 - Age-Specific Care for Preschoolers*
 - Age-Specific Care for School-Age Children*
 - Developmental Care of the Newborn*
3. Family systems to development assessment
 - Family-Centered Care in the ICU*
 - Developmental Care of the Newborn*
 - Caring for the Behaviorally Challenged Patient*
4. Cultural and contextual factors
 - Child Abuse and Neglect*
 - Intimate Partner Violence*
 - Caring for the Behaviorally Challenged Patient*
 - Caring for the Complex Patient*
 - Care of the Pediatric Patient with Suicidal Ideation*

Interventions – Domain III

1. Play theories and application
 - Age-Specific Care for Adolescents*
 - Age-Specific Care for Adults*
 - Age-Specific Care for Infants Toddlers*
 - Age-Specific Care for Newborns*
 - Age-Specific Care for Preschoolers*
 - Age-Specific Care for School-Age Children*
2. Education to children and families – illness, injury and healthcare experiences
 - PLS Assessment Courses:*
 - The Cardiovascular System*
 - The Gastrointestinal System*
 - The Genitourinary System*
 - The Integumentary System*
 - The Musculoskeletal System*
 - The Neurological System*
 - The Respiratory System*

 - Comprehensive Assessment of the Neonate*
 - Assessment of the Critically Ill Child*
 - Maternal Factors Affecting the Newborn*
 - Caring for the Behaviorally Challenged Patient*
 - Caring for the Complex Patient*
 - Pain Management: Pharmacological Management of Pediatric Pain*
 - Pain Management: Assessment of Pain*
 - Pain Management: Non-Pharmacological Therapies in the Management of Pediatric Pain*



Pain Management: Pain Pathophysiology
Pain Technologies: PCA & Epidural Analgesia
Trauma-Informed Practice: Concepts, Goals and Principles
Implementing Trauma-Informed Sensitive Practice

3. Coping support for those experiencing loss and/or grief

PLS Courses – Care of the Dying Child:

Care Issues

Grief

The Dying Process

Organ and Tissue Donation: The Gift of Life

Health Care Advance Directives: Communicating Wishes

Introduction to Ethics

4. Life skills to support diverse populations

Anxiety and Obsessive-Compulsive Disorders (OCD)

Attention-Deficit/Hyperactivity Disorder (ADHD)

Autism Spectrum Disorder (ASD)

Care of the Pediatric Patient with Suicidal Ideation

Caring for the Behaviorally Challenged Patient

Crisis Prevention Through Verbal and Non-Verbal De-escalation Strategies

Eating Disorders

Effective Use of Psychotropic Medications in the Prevention and Management of Disruptive Behaviors

Implementing Trauma-Informed Sensitive Practice

Oppositional Defiant Disorder (ODD)

Pediatric Mood Disorders

Pediatric Restraints and Seclusion

Psychotic Disorders

Trauma-Informed Practice: Concepts, Goals and Key Principles

Trauma- and Stressor-related Disorders

5. Emotional support for child and family systems

Family-Centered Care in the ICU

Developmental Care of the Newborn

Child Abuse and Neglect

Intimate Partner Violence

Caring for the Complex Patient

Age-Specific Care for Adolescents

Age-Specific Care for Adults

Age-Specific Care for Infants Toddlers

Age-Specific Care for Newborns

Age-Specific Care for Preschoolers

Age-Specific Care for School-Age Children

6. Communication skills to develop trusting relationships

Trauma-Informed Practice: Concepts, Goals and Principles

Implementing Trauma-Informed Sensitive Practice



*Crisis Prevention Through Verbal and Non-Verbal De-escalation Strategies
Giving and Receiving Feedback
Therapeutic Relationships and Professional Behavior*

