

**Anita H. Pumphrey
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College of Applied and Natural Sciences**

Courses Taught, Course Enrollments, and Retention Rates												
Year	Fall Quarter				Winter Quarter			Spring Quarter			Summer Quarter	
2001-2002								FCS 280	FCS 432	Practica		Practica
Enrolled								43	28	28		52
Retained								95.3%	92.9%	100.0%		96.2%
2002-2003	FCS 201	FCS 451		Practica	FCS 291	FCS 380	Practica	FCS 280	FCS 432	Practica	FCS 201	Practica
Enrolled	76	24		13	25	30	11	45	50	27	22	61
Retained	97.4%	95.8%		92.3%	96.0%	90.0%	100.0%	93.3	100.0%	88.9%	100.0%	98.4%
2003-2004		FCS 451		Practica	FCS 291	FCS 380	Practica	FCS 280	FCS 432	Practica		Practica
Enrolled		28		23	18	23	23	36	26	21		55
Retained		96.4%		95.7%	83.3%	100%	100%	94.4%	92.3%	100%		98.2%
2004-2005	FCS 201	FCS 451	FCS 380	Practica	FCS 291	FCS 201	Practica	FCS 280	FCS 432	Practica		Practica
Enrolled	66	28	26	19	28	80	21	40	29	22		35
Retained	100.0%	96.4%	84.6%	100%	100.0%	97.5%	95.2%	90.0%	96.6%	95.5%		91.4%
2005-2006		FCS 451	FCS 380	Practica	FCS 291	FCS 201	Practica	FCS 280	FCS 432	Practica	FCS 490	Practica
Enrolled		32	32	19	31	82	22	39	30	27	13	45
Retained		100%	100%	100%	96.8%	97.6%	100%	97.4%	100.0%	96.3%	100.0%	97.8%
2006-2007		FCS 451	FCS 380	Practica	FCS 291	FCS 201	Practica	FCS 280	FCS 432	Practica		Practica
Enrolled		32	36	24	32	82	31	42	38	35		63
Retained		93.8%	97.2%	100%	100.0%	92.7%	96.8%	100.0%	100.0%	100%		98.4%
2007-2008		FCS 451	FCS 380	Practica	FCS 225	FCS 201	FCS 110	Practica				
Enrolled		21	33	32	31	81	48	22				
Retained		100.0%	100.0%	100.0%	96.8%	98.8%	97.9%	95.5%				

Note: Listed under “Practica” is the total number of students enrolled in experiential education experience each quarter. Students, depending on the number of credit hours and level of supervision may be enrolled in HEC 267A, HEC 267B, HEC 267C, HEC 267F, HEC 477A, HEC 477B, HEC 477C, or HEC 477F.

**Student Evaluation Summary
2007-2008**

FCS 451	FCS 380	FCS 225	FCS 201	FCS 110
4.0	4.0	3.8	3.9	4.0

**Statement of Beliefs Concerns the Significance of Undergraduate Teaching
Within the Overall Mission of the Institution**

“Louisiana Tech maintains as its highest priority the education and development of its students in a challenging, yet safe and supportive, community of learners.” This quote from the mission statement shows Louisiana Tech’s strong commitment to teaching and reflects my personal commitment to educating and developing students to become Certified Child Life Specialists.

The roles and responsibilities of faculty members are many, but the ones I consider to be the most important are teacher, advisor, and mentor. I teach theory and “what’s in the book”, but using my experience as a Child Life Specialist, I try to bring this information to life. Through small group interactions and assignments, I give real life examples and challenge them to think about how to apply that knowledge when working with children, families, and medical staff in the hospital. Teaching techniques are utilized so that students can receive the information through their own individual learning modalities – hearing, seeing, writing, and manipulating objects. It takes both knowledge and the ability to apply that knowledge for students to pass the Child Life Professional Certifying Examination and become effective Certified Child Life Specialists. I am committed to doing what I can to facilitate that process for students.

As they become upperclassmen, I encourage students to attend workshops and conferences at regional, state, and national levels. I am thrilled to be taking seven students to the Child Life Council’s annual conference in San Diego, California in May. This participation increases their knowledge base and also facilitates relationships between students and practicing professionals. My colleagues from other universities are always amazed that I can get students to spend their own money to attend national conferences. When asked how I get that level of participation, I say, “Because I tell them it’s important!”

During their junior and senior years, students complete experiential educational experiences in local and regional hospitals and in family and child service agencies. Through these experiences, students are provided with opportunities to interact and learn from professionals in the community. As Practica Coordinator, I supervise all of these experiences for Family and Child Studies students, as well as Merchandising and Consumer Studies students. It is very rewarding to watch students find their niche, to fall in love with their profession, and to build their confidence as they will soon transition from being a student to a becoming a professional.

Another important aspect of child life education is to get students into hospitals early to observe the work of Child Life Specialists and to hear them talk about their work. Students in FCS 225 visit Shriner’s Hospitals for Children, LSU Children’s Hospital, and Sutton Children’s Medical Center in Shreveport during their sophomore year to gain a basic understanding of what is involved in the work of a Child Life Specialist. Then in FCS 325, they visit larger Child Life programs in hospitals that offer internship programs. One year we visit three hospitals in the Dallas/Fort Worth area, the next year we visit four to five hospitals in the Houston/Galveston area, and the next year we visit four programs on a trip to Little Rock, Memphis, and

Jackson. Students are able to see how different programs are in philosophy and in size so that they can determine where they want to apply for internships.

Child Life students are required to complete an internship before they qualify to sit for the Child Life Professional Certifying Examination. I have always encouraged students not to settle for average programs, but to seek internships in the most reputable programs in the country. Our students have been accepted into some of the most competitive internship programs in the country including The John Hopkins Children's Center, Vanderbilt Children's Hospital, Children's Medical Center Dallas, Yale-New Haven Children's Hospital, and Kravis Children's Hospital Mount Sinai Medical Center. I continually hear comments about how well prepared our students are from Child Life directors who have supervised these internships for our students.

As Child Life Student Association faculty advisor, I encourage and provide opportunities for members to be involved in service projects that benefit the community. I want students to understand that doing a job and earning a paycheck is one thing, but developing a commitment to making a difference in the lives of children and families means a lifetime of continual learning, advocating, and volunteering to make the world a better place.

Over the last several years, I have become very involved in the leadership of Child Life Council, our national professional organization. For the past two years, I have served as Chair of the Education Committee. In that position, I have begun discussions about the importance of accrediting or certifying academic programs. I have also served on the Exam Assembly Committee, which is responsible for assembling the Child Life Professional Certifying Examination. While I cannot share the content of the exam with students, I am quite confident that our students have the knowledge and skill necessary to pass the exam following the completion of their internship. I trust that through my involvement in the Child Life Council, I am also modeling for students the importance of developing leadership skills and the importance of giving back to your profession.

Description of an Important Innovation the Teacher Has Made in Undergraduate Teaching

One of the roles of a Child Life Specialist is to provide psychological preparation for children and their families prior to medical and surgical procedures. They use a medical dolls, medical puppets, preparation books, and miniature hospital equipment to provide children with the information they need.

In the Fall of 2004, the College of Applied and Natural Sciences Mini-Grant program funded the purchase of one medical demonstration doll, which was used in FCS 280. The doll proved to be very useful in demonstrating a limited number of procedures. It was quickly realized how the purchase of several more dolls (with a variety of medical conditions) and the appropriate compatible equipment would be beneficial in giving students not only a demonstration, but also hands-on experiences in small groups to learn about many different procedures.

In the Fall of 2005, I wrote a proposal and submitted it through the Student Technology Fee Program to purchase 6 demonstration puppets, 6 table top sets of hospital equipment, 1 child-size puppet hospital (miniature models of a CT/MRI scanner, hospital bed, stool, IV pole, and examination table that fit the demonstration puppets), and a digital camera. The project was funded for a total of \$19,330.

These medical demonstration dolls and equipment are currently being used by Child Life Specialists in hospitals around the world to help children understand what will be happening to them when

medical tests, procedures, and surgeries are required. The technology used is considered to be state-of-the-art for preparation materials currently on the market. Each puppet is customized with specific adaptations that are miniature versions of such things as EBI Fixators, Ilizarov Devices, and metal spines with bracing. Pumping hearts and inflatable lungs simulate what happens inside the body. The MRI/CT scanners come with CDs that provide recordings of the sounds the MRI makes in order to better prepare children for the entire experience.

The dolls and equipment are used in several classes. As students move from FCS 225 (Orientation to Child Life Programs) into FCS 280 (Hospitalized Children and Youth), the focus moves toward skill development. For their quarter project, students work in pairs to build teamwork skills and select one medical procedure to research. Once they complete their research, they write a script that describes the procedure to children using appropriate language and sensory information. Then they use the digital camera to take a series of photographs, using the puppets as child models, to depict each step of the procedure. Real medical supplies and equipment are also used in the procedures and photographed. Finally, they use the computer to bring together their text and pictures to create a preparation book.

The students have enjoyed this project, and it provides them with a critical thinking exercise as they determine how to describe medical procedures in a child's words, how to show the procedure step by step in pictures, and how to creatively pull it all together in a book that is appropriate for children. This experience will be valuable when they begin to develop their own books during their internships. Our students have shared their books with practica supervisors and during internship and job interviews and have received very positive feedback.

Statement Describing Role in Mentoring the Undergraduate Student

The dictionary describes a mentor as a guide or trusted counselor. This definition clearly describes my role as a mentor. As a guide, or academic advisor, I spend a great deal of time throughout the quarter helping students select appropriate coursework, planning practica experiences at sites that are appropriate for their career goals, and making sure that their selected major matches well with their career goals. I talk with them about their life goals and what it will take to reach those goals.

I have found that what many students need more than anything else is self-confidence. Many students are intimidated by the thought of having to move to an unfamiliar city by themselves and to successfully complete an internship program. I think one of my strengths is providing encouragement for students and instilling in them the confidence they need to follow through with their plans and to reach their goals.

My office door is always open to students who need a trusted counselor. I have through the years talked with students about a variety of personal and family problems – their parents' divorce, a mother's death from breast cancer, an unexpected pregnancy, a broken engagement, a threatened suicide. It is often amazing to me how students can deal with so many problems and manage to juggle school and work at the same time. I often do not have answers, but I can provide encouragement and understanding through difficult times. Understanding my professional limitations in counseling, I often refer students for assistance through the Counseling Center.

My role as mentor extends beyond my students. Every week I have Child Life Specialists who graduated from our program call and ask for advice about job changes, how to work with difficult patients or staff members, how to go about creating new staff positions, and other professional

challenges. They call to inform me about job openings so I can call other former students that I know are looking for a job change. They also call me to tell me they are getting married or having a baby!

It is often very time consuming to spend time talking to students and alumni when there are so many other things to get done in a day. However, it is a role that I take very seriously, and it is the relationships that I form with my students that make my job so rich and rewarding.

Publications, Papers, and Presentations Related to Undergraduate Teaching

Paper:

Pumphrey, A., White, C., and Moltmann, M. "Learning Our Way: Tracing the Path of Child Life Education", Child Life Council Bulletin, Vol. 25, No. 3, Summer 2007.

Presentation:

"25 Years of Child Life Education: A Look at the Past, the Present, and the Future"; Child Life Council's 25th Annual Conference on Professional Issues; Orlando, Florida, June 10, 2007.

Other Pertinent Information

Professional Development in Teaching:

- EDCI 489A: Assessing Student Learning and Skills Development; Fall Academy for Excellence in Teaching and Learning; Louisiana Tech University; Fall 2007.
- EDCI 489A: Service Learning: An Integral Curricular Component, Fall Academy for Excellence in Teaching and Learning; Louisiana Tech University, Fall 2006.
- EDCI 489A: Improving Instruction and Assessment through Professional Development; Fall Academy on Excellence in Teaching and Learning; Louisiana Tech University, Fall 2003.

Teaching/Advising Awards:

- Outstanding Instructor of Introductory Courses, College of Applied and Natural Sciences, 1999.
- Outstanding Instructor of Upper Level Courses, College of Applied and Natural Sciences, 2001.
- Who's Who Among American Teachers, 2000, 2002, 2004.
- Virgil Orr Undergraduate Junior Faculty Award, Louisiana Tech University, 2002.
- Mary Belle Tuten Award for Outstanding Advisor/Mentor; School of Human Ecology, 2003.
- Outstanding Faculty Advisor; College of Applied and Natural Sciences, 2003.
- Outstanding Instructor of Introductory Courses, College of Applied and Natural Sciences, 2004.

Grants for Instruction:

- "Understanding the Impact of Pediatric Cancer on Children and Their Families"; College of Applied and Natural Sciences; Louisiana Tech University; 2006; \$648.95.
- "Enhancing Child Life Skills Through the Development of Medical Preparation Books"; Student Technology Fee Program; Louisiana Tech University; 2005; \$19,330.
- "Enhancing Therapeutic Skills in the Classroom", College of Applied and Natural Sciences, Louisiana Tech University, Fall 2004, \$1375.
- "Helping Students Understand a Diverse World", (Humphries, Chestnut, and Pumphrey), College of Applied and Natural Sciences, Louisiana Tech University, Fall 2004, \$1562.08.
- "'Make It Stop Hurting'!: Classroom Exercises in Pain Management", College of Applied and Natural Sciences, Louisiana Tech University, Fall 2003, \$333.50.