



COURSE TITLE/SECTION: SOCW 7340 (17864)
Clinical Practice with Children & Adolescents

TIME: Wednesday 1-4pm (Classroom SW-229)

FACULTY:

Dr. Monit Cheung, Ph.D., LCSW

Dr. Cheung's Office SW-424

E-mail: mcheung@uh.edu

OFFICE HOURS:

Tuesday & Wednesday 12-1pm, 4-6pm

Other days by appointment only

Phone: 713-743-8107

FAX: 713-743-8149

I. Course

1. Catalog Description

Clinical intervention strategies for practice with children and adolescents; explorations of strengths and challenges common to these client groups.

2. Purpose

This course will teach multiple approaches to clinical assessment and intervention with children and adolescents. It will address intervention issues for children from infancy through adolescence, and developmental and contextual strategies that influence changes in the intervention process.

II. Course Objectives

Upon completion of the course, students will be able to:

1. Demonstrate understanding of various child and adolescent psychosocial issues; (HBSE; Professional Context)
2. Apply concepts and theories from child development research to intervention methods with children and adolescents; (Critical Thinking; Practice)
3. Apply multiple approaches to child and adolescent assessment and intervention, including related work with families, communities and collaterals; (Practice)
4. Apply clinical social work intervention skills in working with children and adolescents; (Practice)
5. Demonstrate clinical practice skills applicable to working with children and adolescents of diverse backgrounds, taking into consideration ethnic/racial and gender differences, sexual orientation, the economically-disadvantaged, and other issues of social class; (Diversity; Values/Ethics)
6. Demonstrate an ability to evaluate clinical interventions with children and adolescents. (Research)

IV. Course Structure

This course is a three-hour seminar that focuses on application of clinical skills with children and adolescents. Lectures and guest lectures will serve primarily to clarify questions or issues from assigned readings and practice activities. Assignments are designed for class discussion and practice integration. Students are required to actively participate in class and all practice activities.

V. Textbooks

Required:

1. Cheung, M. (2006). *Therapeutic games and guided imagery: Tools for mental health and school professionals working with children, adolescents, and families*. Chicago, IL: Lyceum Books.
<http://www.lyceumbooks.com/TherapeuticGames.htm>
2. Cheung, M. (2012). *Child sexual abuse: Best practices for Interviewing and treatment*. Chicago, IL: Lyceum Books. (with a DVD of two cases)
<http://lyceumbooks.com/ChildSexualAbuse.htm>

May order textbooks through UH Bookstore: <http://uh.bncollege.com>; choose SOCW 7340 or order these books through other sources. A copy of each required book will be placed on reserve in the main library.

Other Books on Reserve:

1. American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorder: DSM-IV-TR*. Washington, DC: Author.
2. Henderson, D. A., & Thompson, C.L. (2011). *Counseling children* (8th ed.). Pacific Grove, CA: Brooks/Cole. Chapter 1 is available at:
http://www.cengagebrain.com/shop/content/henderson03388_0495903388_02.01_chapter01.pdf
3. LeCroy, C.W., & Daley, J.M. (2005). *Case studies in child, adolescent, and family treatment*. Belmont, CA: Thomson Brooks/Cole.
4. Orton, G.L. (1997). *Strategies for counseling with children and their parents*. Pacific Grove, CA: Brooks/Cole.
5. Vernon, A. (2009). *Counseling children & adolescents* (4th ed.). Denver, CO: Love Publishing.
6. Webb, N.B. (1999). *Play therapy with children in crisis* (2nd ed.). New York, NY: The Guilford Press.
7. Webb, N.B. (2001). *Culturally diverse parent-child and family relationships*. New York, NY: Columbia University Press.

Articles on Blackboard (Bb):

1. Cheung, M., & Boutté-Queen, N. (2010). Assessing the relative importance of the child sexual abuse interview protocol items to assist child victims in abuse disclosure. *Journal of Family Violence*, 25(1), 11-22.
doi:10.1007/s10896-009-9265-0
2. Cheung, M. (2008). Promoting effective interviewing of sexual abused children: A pilot study. *Research on Social Work Practice*, 18(2), 137-143.
doi:10.1177/1049731507304359
3. Beveridge, K., & Cheung, M. (2004). A spiritual framework in incest survivors

treatment. *Journal of Child Sexual Abuse*, 13(2), 105-120.
doi:10.1300/J070v13n02_06

4. Cheung, M. (2003). Utilization of questioning techniques in forensic child sexual abuse interviews. *Journal of Brief Therapy*, 3(1), 45-57.
5. Cheung, M., & Boutté-Queen, N.M. (2000). Emotional responses to child sexual abuse: A comparison between police and social workers in Hong Kong. *Child Abuse & Neglect: The International Journal*, 24(12), 1613-1621.
6. Cheung, K.M. (1999). Children's language of sexuality in child sexual abuse investigations. *Journal of Child Sexual Abuse*, 8(3), 65-83.
7. Cheung, K.M. (1997). Developing the interview protocol for video-recorded child sexual abuse investigations: A training experience with police officers, social workers and clinical psychologists in Hong Kong. *Child Abuse & Neglect: The International Journal*, 21(3), 273-284.

Full Text Article via UH library:

Tussing, H.L., & Valentine, D.P. (2001). Helping adolescents cope with the mental illness of a parent through bibliotherapy. *Child & Adolescent Social Work Journal*, 18(6), 455-469.

VI. Course Requirements

You must pass all parts of the following requirements with at least 80% of the total grade in order to pass this course.

A. Class Participation and In-Class Exercises (20 points)

Full attendance is required. Active participation in class based on reading, in-class assignments and critical thinking is an integral part of learning. The purpose of this grading criterion is to encourage you to share challenging and productive discussions on clinical applications so that your clinical tool can be revised based on class feedback.

Grading Criteria:

1. Full participation (10 points)
2. In-class exercises (marked with an asterisk) demonstrated in class and submitted to Bb (10 points)

Attendance Policy: You must attend the first class for your continuous enrolment in this course. If you miss more than one hour of a class, **regardless of reasons**, two points will be reduced from this participation score. Make-up assignments to get a maximum of 1.5 points back are available if you schedule a meeting with the instructor within 2 weeks of the absence. Students who are absent for 10 hours, regardless of reasons, must withdraw from the course or receive an automatic F grade. To show your full participation and respect others, please observe this rule: absolutely no browsing through the internet (except for viewing course materials to follow the lecture), and do not use the cell phone or text-messaging in class. As a responsible professional, you must observe **self discipline in class**.

B. Therapeutic Tools (60 points)

Each student will create a therapeutic game and a guided imagery exercise (use format in "Cheung" textbook) for a specific child/adolescent client population (e.g. children of divorce, ADHD, etc.).

- 1) **Therapeutic Game:** Prepare and demonstrate a game/activity for use in therapy with a specific client population
 - a. **Consultation** (5 points): Schedule one or two individual meetings **between Meeting5 and Meeting8** with the instructor to discuss your design. After your individual consultation, prepare a handout (using the format of the book) and obtain additional input from the instructor.
 - b. **Presentation & Handout** (10 points): Demonstrate how to apply this game or exercise in class (see class schedule) with all your classmates who assume the role of a child or group of children and/or adolescents with a specific problem or diagnosis. You must **actively involve the entire class** as your clients (i.e., treat each classmate as an individual client, or as small groups, not as GCSW students). Give each class member a copy of your handout to keep.
 - c. **Summary & Final Handout** (15 points): Test this game/activity with an actual audience and write a summary (about 3-5 pages, double spacing) of this experience that includes the details of the audience's gender and age (and other characteristics), testing procedures, responses from the audience, and learning reflections. Submit this summary and the finalized handout via Bb before **4/24/2013**.

Grading Rubrics:

Preparation with instructor's input; Well-prepared and well-written materials; Therapeutic usefulness; Original ideas; Creative use of materials; Dynamic presentation with clearly stated procedures; Full class involvement; Evidence-based testing results; Application to work with specific clientele

- 2) **Guided Imagery:** Prepare and demonstrate a guided imagery exercise for use in therapy with a specific client population
 - a. **Consultation:** Meet with the instructor individually to discuss your guided imagery exercise that focuses on a specific clientele.
 - b. **Handout** (10 points): Prepare a guided imagery handout with an introduction, script, and suggested application with at least three therapeutic questions.
 - c. **Media File** (mp3 or wma format) (10 points): With appropriate music or sound track in the background, prepare your media file **for class demonstration prior to 4/3/2013 for a competition**. The first selected tape may be played in class as early as 3/27. After your recording is played in class to get feedback, you may resubmit a revised version for grading. Submit both the final handout (1-2 single spacing pages) and the audio file (~10 mins) via Bb before **Meeting12** for a grade.

Grading Rubrics:

Professionally-prepared handout; Therapeutic usefulness; Creativity and adoptability; Originality and uniqueness; Suitable music/sound background; Sound quality; Application to work with specific clientele

- 3) **Portable Tool Box and Applications** (10 points): Collect miniatures in a portable play therapy box/container for play therapy use. Items must fit in a small tool box (approximately the size of a large shoe box) that can be conveniently stored and carried for travel and home visits. At least 10 items are required, each serving at least one unique therapeutic purpose. In class, bring

your box and demonstrate how to use one item from your box with one therapeutic question or technique. Present on the **last day of class** and post the list on Bb by 5pm, **5/1/2013**.

Grading Rubrics:

Creativity; item selections; uniqueness; therapeutic purposes; presentation

C. Technique Analysis (10%) (Due on Meeting13)

Complete the analysis of the techniques demonstrated by Dr. Malcolm Crowe in the movie "Sixth Sense." We will watch this movie in class with a different set of expectations than watching a movie. Fill in the Table provided by the instructor (or write a paper) to identify and analyze techniques in the five-stage counseling process that are applicable to children and adolescents in crisis. (Suggested length: 5 page single-spacing Table or 8-10 page paper, including references)

Grading Criteria: Critical analysis of all practice stages; Specificities (e.g. use direct quotes or describe exact procedures done) that describe and analyze the use of at least one technique for each stage in the table.

D. Final Exam (10%) (Posted from Jan 31, 2013; Due by 5/1/2013)

20 multiple choice questions about clinical theories and skills with children and adolescents. Three randomized attempts (2 hours limit each); highest score will be posted. Passing score is 8 out of 10 points.

VII. Evaluation and Grading

Please refer to the Course Requirements for grading criteria of each assignment. Total points will be computed into a letter grade as follows:

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy Addendum:

ADA Policy: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

Policy on grades of I (Incomplete)

Due to the practice nature of this course, an "I" will be assigned if the student misses the case practice as a worker or client.

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses).

The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

IX. Consultation

You are encouraged to discuss your projects with the instructor. Please make an appointment by sending Dr. Cheung an email to mcheung@uh.edu or scheduling with her in person.

COURSE SCHEDULE (Subject to change based on progress and evaluation. Prepare your reading and "Practice" assignment(s) prior to each class meeting, and complete "Homework" before the next class.)

1/16 Meeting 1

INTRODUCTION AND COURSE OVERVIEW

Assessment of Student Needs and Expectations
Competencies for Working with Children & Adolescents

DEVELOPMENTAL NEEDS OF CHILDREN & ADOLESCENTS

An Exploration of the Personal World of Children (and Ourselves)

Children's Developmental Tasks (in-class group activity)

Read: Cheung, A3, B1; H&T, Ch1 (any edition); Cheung, Introduction; Part A pp.1-8; Developmental Tasks (Handout in class); also review information about adolescence stage from

http://www.childdevelopmentinfo.com/development/teens_stages.shtml

Homework for next week: Ethical Responses (see Bb)

1/23 Meeting 2

PRACTICE CONSIDERATIONS

Practice Settings
Cultural, Legal, Value and Ethical Considerations

Confidentiality with Children & Adolescents
Crisis planning (Clients with Suicidal Thoughts)
Designing an Intake Form
Consent Forms for Practice
Evaluation of Practice
Guidelines for Referral

*Practice#1: Ethical Responses (Prepare and bring in your responses for class practice; submit via Bb by Meeting4 5pm for 2 points)

Read: Cheung, A33, B22; Cheung2012, pp.262-265 (crisis plan);
NASW Standards for Cultural Competence in Social Work Practice:
<http://www.naswdc.org/pressroom/2001/090601.asp>

Confidentiality and Duty to Warn Issues:

- Texas Ruling:
<http://www.law.uh.edu/healthlaw/perspectives/Tort/990917Thapar.html>
- Other related reading:
<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/cs3lk1.htm>
- http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=12448958&dopt=Abstract

Homework for next week: Look for two childhood items and a hand puppet.
List each item, its brief meanings and a therapeutic question each to
mcheung@uh.edu by Friday midnight for instructor's feedback (A
chart is posted on Bb for your reference).

1/30 Meeting 3

BEHAVIORAL APPROACHES: PLAY THERAPY

*Practice#2: Bring two childhood items and a hand puppet for practice.
Submit your final version with at least three therapeutic questions via Bb;
due **Meeting5** by 5pm (2 points)

Video: Play Therapy Techniques (in-class)

Read: Cheung, Part B (pp 141-147), A18, A34, B3, B28; H&T, Ch8 & 13;
Cheung2012, pp.252-255 (puppet therapy); pp.256-258
(empty-chair therapy)

Homework for next week: Select a song for therapeutic use, identify the
theme for therapy, and bring the song lyrics to next class for practice.
Read for next week. Email your song title/artist to mcheung@uh.edu
to avoid song duplication by midnight this Friday. Check Bb for a
song list.

2/6 Meeting 4

SONG, MUSIC and BIOFEEDBACK THERAPY: Using Evidence to Support Treatment

*Practice#3: Use of song (Bring in the song lyrics of one song (typed; see
Bb for format) and the chart that includes at least one research article and
the chosen therapeutic theme; 2 points). Due **Meeting6** by 5pm via Bb.

Guest Speaker: (2:45-3:45)

Mr. Steven D. Cochran, CEO of Neurotherapy Center of Houston,
www.nchouston.org 713-914-9944 scochran@nchouston.org

Read: Cheung, Introduction (pp. xv-xxxviii, A6); Orton, Ch6;
Play Therapy Examples (see Childswork/Childsplay website:
<http://www.childswork.com> for some ideas before finalizing your own design)

Homework for next week: Prepare two cans of Playdoh of different colors.

2/13 Meeting 5

ART, CLAY AND SANDTRAY THERAPY

*Practice#4: Playdoh exercise (Bring in two or more cans of Playdoh for practice; design five therapeutic questions for your Playdoh exercise via Bb by 5pm **Meeting7**: 2 points)

Read: Therapeutic Exercises (Cheung, A14, A20, A37, B18); Orton, Ch7;
H&T, Ch17

Homework for next week: Look for and bring in a suitable storybook for next week. To avoid duplicated choices, email the following to mcheung@uh.edu by Friday midnight (see Bb): book title, author(s), practice theme, three therapeutic questions for next week's practice use; Dr. Cheung may revise your questions.

2/20 Meeting 6

BIBLIOTHERAPY

FAMILY-BASED THERAPY

*Practice#5: Bring a book and the revised questions (after obtaining input from Dr. Cheung) to practice bibliotherapy; design your therapeutic method with this book and briefly describe the procedures [due **Meeting8** by 5pm (2 points)]

Read: Cheung (A10, A24, A25)
Cheung2012, pp.237-238 & 259-261; Orton, Ch8
Tussing & Valentine (full text article via UH library)

2/27 Meeting 7

BIO-PSYCHO-SOCIAL APPROACHES

Techniques used in assessment and treatment

Movie: Sixth Sense

Read: DSM-IV-TR (Anxiety Disorder, Schizophrenia)
Bb Reading

Discuss: Any unique finding on therapeutic process; self-disclosure;
strengths and weaknesses of techniques demonstrated

3/6 Meeting 8: Individual Consultations (game and guided imagery)

First consultation may be scheduled between Meeting5 and Meeting8; an additional meeting on guided imagery design may be arranged separately.

Midterm Course Evaluation

3/13 Spring Break

3/20 & 3/27 Meeting 9 & 10

Therapeutic Game Presentations (8 mins each, involving the entire class is required)

Due: Bring sufficient copies of your “game” handout and prepare enough exercise/game items to share.

Submit your finalized handout with your report via Bb for a grade before the last day of class.

4/3 Meeting 11

ASSESSMENT: Forensic Interviews

Video: A Forensic Interview with a Child Sexual Abuse Victim

Read: Cheung2012, DVD & Chs. 2-4; Bb reading list; Cheung, A12, A27, A35, B5, B7, B10

Newly created guided imagery may be selected for class practice.

4/10 Meeting 12

INTERVENTION: Working with Difficult Clients

Video: ADHD: What Can We Do?

ADHD Assessment & Quizzes (see Bb)

Read: Strategies with Difficult Children (Bb)

<http://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>

DSM-IV-TR on ADHD

Cheung (A1, B4)

Newly created guided imagery may be selected for class practice.

Due: Guided Imagery (handout and audio file via Bb) by 5pm

4/17 Meeting 13

ASSESSMENT & INTERVENTION: Treating Clients with Depression

Read: <http://www.nimh.nih.gov/health/publications/depression/complete-index.shtml>

Cheung (A2, A39, B2, B3, B8, B11, B12, B27)

Practice: Solution-focused interventions (bring in your ideas)

Newly created guided imagery may be selected for class practice.

Due: Technique Analysis (Sixth Sense) (posted on Bb by 5pm)

4/24 Meeting 14

MULTICULTURAL PRACTICE: Your Practice Style

Presentation: Bring in your toolbox. Show how to practice with one of your tools with at least two therapeutic questions. Submit your toolbox list via Bb before midnight today.

Fabric exchange (optional): Bring two kinds of fabrics (solid color and patterned; cut into ~3.5” square; 30 each) to share. Due today

Due: Therapeutic Game (Summary of experience and the finalized game handout via Bb by 5pm)

Newly created guided imagery may be selected for class practice.

Final Exam (20 questions, randomized 3 attempts, due 5/1/2013)

Course Evaluation See Bb for course bibliography.