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/or practice activities. Assignments are designed for class discussion and practice integration. Students are required to actively and fully participate in class and all practice activities.

V. Textbooks
Required:

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:

Full Text Article via UH library:

Other articles will be posted on Blackboard Learn.
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 (30 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 (20 points)

Attendance Policy: You must attend the first meeting for your continuous enrolment in this course. If you miss a class or more than one hour of a class, regardless of reasons, two points (-2) will be further 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 Exercises (30 Points)
Create a therapeutic game with at least three therapeutic questions placed under “Application” (use format in “Cheung” textbook). Must be designed for treatment of a specific child/adolescent client population (e.g. children of divorce, ADHD, etc.). Consult with Dr. Cheung about your target population.

1) Presentation & Handout (20 points): Demonstrate how to apply this game or exercise in class 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.

2) Final Handout (10 points): Submit the finalized game handout via Bb on or before 4/16/2014.
Grading Rubrics:
Well-prepared and well-written materials; Usefulness with therapeutic questions; Original ideas; Creative use of materials; Dynamic presentation with clearly stated procedures; Full class involvement; Application to work with specific clientele.

C. Practice (30 points): Please sign up one choice (group or individual) no later than Meeting#3.
Option C1: Case Practice (group project)
Sign up to join a group of 2 or 3 students; practice in class a brief portion (15 mins) of a session with a child or adolescent in one of the assigned problem areas
(assuming this interview to be in the middle of a session). Turn in a complete report (including the intake, assessment and treatment plan, along with the case practice dialogues) (5-10 pages, single spacing) (final due date of the report is 5/7/2014). See syllabus topics for the case practice schedule between Meeting 12 to 14. Your participation in the design and presentation process is required since the students in the same group will receive the same grade for the case practice and report.

Grading Rubrics:
Well-prepared and well-written materials; Creative use of materials; Natural use of self in presentation; Learning reflection for practice with specific clientele.

**Option C2: Hearing from Children/Adolescents (individual project)**
Consult with Dr. Cheung about creating a media file to address a practice concern when working with children, adolescents, and their parents. Content and subject areas are to be determined. Submit the media file along with a report reflecting your learning in this project (5 pages, double-spacing). Due 5/7/2014

Grading Rubrics:
Well-prepared and well-written materials; Creative use of materials; Learning reflection for practice with specific clientele.

**D. 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 or a medium tool 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 tool list (including ten items each with a therapeutic question) on Bb by 5pm, 4/23/2014.

Grading Rubrics:
Creativity; tool box design, size, and item selections; uniqueness; therapeutic purposes; presentation

**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
- A- = 92-95.9%
- A++ = 88-91.9%
- B+ = 84-87.9%
- B = 80-83.9%
- B- = 76-79.9%
- C+ = 76-79.9%
- C = 72-75.9%
- C- = 68-71.9%
- D = 64-67.9%
- 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 “Homework” before the next meeting. “Practice” assignment(s) will be done in class and its required report must be submitted within a week after class. Blackboard for ppt and additional readings.

1/15 Meeting 1: COURSE OVERVIEW AND CHILD DEVELOPMENT THEORIES
An Exploration of the Personal World of Children (and Ourselves)
Theories of Child Development
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: “Interview”: Interview a child or an adolescent (age range: 2-18), ask a question: “What do you think about adults?” to summarize two responses from one child/adolescent (or one response from each of two children/adolescents). Report the child’s response(s) with gender/age (no name please). If you must use other questions to get the child’s response, make sure to include the prompting question(s) that helped you obtain the response(s). Present your findings in class next week.
Alternative: If you do not have any children you can call or interview by the due date, you must summarize two research-based articles with methods and findings that focus on children’s perception of adults. Present your findings in class. Use APA style to cite the references.

1/22 Meeting 2: PRACTICE CONSIDERATIONS
Cultural, Legal, Value, Ethical and Other Professional Considerations
Crisis planning
Clients with Suicidal Thoughts
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/envrmnt/css/cs3lk1.htm

*Practice#1: Presenting your findings on your “Interview” (Bring in your typed responses for this discussion; written report due by 5pm via Bb)
Read: Cheung, A33, B22, B29; Cheung2012, pp.262-265 (crisis plan);

Homework for next week: Look for two childhood items and a hand puppet. List each item, its brief meaning(s) and a therapeutic question (A chart is posted on Bb for your reference).

1/29 Meeting 3: EVIDENCE-BASED PRACTICE & PLAY THERAPY
Research-based Practice
Intake and Consent Forms for Practice, Guidelines for Referral
Evaluation of Practice
Play Therapy

*Practice#2: Bring in two childhood items and a hand puppet for practice. Submit a brief description of the two items with at least one therapeutic question per item; due by 5pm via Bb.
Video: Play Therapy Techniques (in-class)
Read: Cheung, Part B (pp 141-147), A6, A18, A34; H&T, Ch8 & 13; Cheung2012, pp.252-255 (puppet therapy); pp.256-258 (empty-chair therapy); Orton, Ch6

2/5 Meeting 4: NEUROTHERAPY
Guest Lecture: Dr. Ronald J. Swatzyna

Read: Play Therapy Examples (see Childswork/Childsplay website: http://www.childswork.com for some ideas before finalizing your own design)

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

2/12 Meeting 5: ART, CLAY AND SANDTRAY THERAPY
*Practice#3: Playdoh exercise (Bring in two or more cans of Playdoh for practice); in class, practice therapeutic questioning techniques and design three additional questions [due by 5pm on Bb].

Read: Therapeutic Exercises (Cheung, pp. xv-xxxviii, A6, 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.

2/19 Meeting 6: BIBLIOTHERAPY & FAMILY-BASED THERAPY
*Practice#4: 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 by 5pm]

Read: Cheung (A10, A24, A25, A30, B28)
Cheung2012, pp.237-238 & 259-261; Orton, Ch8
Tussing & Valentine (full text article via UH library; also on Bb)

2/26 Meeting 7: GAME CONSULTATION (Date/time can be arranged before this date; please finalize your group formation and set up this consultation meeting with Dr. Cheung ASAP)

3/5 Meeting 8: THERAPEUTIC GAME PRESENTATIONS
Involving the entire class is required; time is to be determined after all groups are signed up
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 4/16/2014

*Note: Since we may not be able to fit all presentations within one class, some presentations may be scheduled on a different date based on the intervention focus or population served.

Midterm Course Evaluation

3/12 Spring Break

3/19 Meeting 9: ASSESSMENT: Child Sexual Abuse
Dynamics of Child Sexual Abuse
4 steps in a forensic interview
Video: A Forensic Interview with a Child Sexual Abuse Victim
Read: Cheung2012, DVD & Chs. 2-4; Bb reading list;  
**Case Practice:** Child Abuse

3/26  
Meeting 10: **INTERVENTION: Child Sexual Abuse**  
**Practice forensic interviews**  
Read: Cheung, A12, A27, A35, B5, B7, B10  
**Case Practice:** Child Sexual Abuse

4/2  
Meeting 11: **BIO-PSYCHO-SOCIAL APPROACHES**  
Techniques used in assessment and treatment: Watch video cases in class and write a psychosocial assessment of the child.  
Read: DSM-5 (Anxiety Disorder, Schizophrenia)  
Bb Reading  
Discuss: Any unique finding on therapeutic process; self-disclosure; strengths and weaknesses of the techniques demonstrated  
**Case Practice:** Children with Specific Mental Health Needs

4/9  
Meeting 12: **ASSESSMENT & INTERVENTION: Children with Special Needs**  
ADHD: What Can We Do?  
ADHD Assessment & Quizzes (see Bb)  
Children with Autism and other special needs  
Read: Strategies with Difficult Children (Bb)  
DSM-5 on ADHD  
Cheung (A1, B4)  
**Case Practice:** ADHD and other childhood disorders

4/16  
Meeting 13: **ASSESSMENT & INTERVENTION: Children with Depression**  
**School Social Work**  
Guest speaker: Rod Martin, FBISD  
Read: http://www.nimh.nih.gov/health/publications/depression/complete-index.shtml  
Cheung (A2, A39, B2, B3, B8, B11, B12, B27)  
**Case Practice:** Depression and other neuropsychological disorders  
**Due:** Final Therapeutic Game Handout

4/23  
Meeting 14: **MULTICULTURAL PRACTICE: Your Practice Style**  
Working with Children and Adolescents from Diverse Cultures  
**Presentation:** Bring in your toolbox. Show how to practice with one of your tools with at least two therapeutic questions that focus on working with culturally diverse populations. Submit your toolbox list via Bb.  
Fabric exchange (optional): Bring two kinds of fabrics (solid color and patterned; cut into ~3.5” square; 30 each) to share. You may choose to bring the cloths in ziploc bags (with your name) before today to store in Dr. Cheung’s office.  
**Due:** Toolbox List with therapeutic questions (via Bb by 5pm)

5/7  
**Due:** Case Practice Report (via Bb by 5pm) (include names of group members on top of first page; one submission per group)

**Course Evaluation (online)**  
See Bb for course bibliography.