I. Course

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

B. 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)

III. 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.

IV. Textbooks
Required: These books have been placed on reserve at the main library.
   Book website: [http://lyceumbooks.com/ChildSexualAbuse.htm](http://lyceumbooks.com/ChildSexualAbuse.htm)

Recommended Books:

Other articles are or will be posted on Blackboard Learn.
V. Course Requirements

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 reduced from your final grade. Make-up assignments to get up to 1.5 point back may be 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. If you miss any assignment, you cannot pass this course and must re-take it when this course is offered again. Since this class is a part of your professional preparation, the same level of professionalism is expected of all students. Do not use your phone or other electronic devices in class except for viewing course materials for the lecture. As a responsible professional, you must observe self-discipline in class. Any assignment submitted late will result in a 5% penalty per day from the assignment grade.

A. Class Participation (10 points).
Students must complete all required readings, engage in practice activities, and actively participate in class discussions.
Grading Rubrics:
Attendance, participation, and preparation

B. Case Presentation (35 points)
Form a group of three to present a chapter from Webb’s book (from Chapter 4 to 15 except Ch7) and complete the following tasks:
   1. Case Intake and Treatment Plan (10 points)
      Write a professional case summary with intake information and treatment plan information based on the client presented in the assigned chapter.
   2. Therapeutic Exercise Design and Counseling Session (25 Points)
      Create a therapeutic exercise (use the same format as in “Cheung14” textbook PLUS at least three therapeutic questions placed under “Application”). Must be designed for treatment of the key child/adolescent client as presented in the selected chapter. This task includes a presentation in class and a therapeutic exercise handout prepared for person in this class. Schedule to be determined.
Grading Rubrics:
Well-written case materials with proper format; Therapeutic usefulness with specific questions; Original ideas; Creative use of materials; Dynamic presentation with clearly stated procedures; Group efforts, Application to work with children, adolescents, and their families.

C. Being a Co-Therapist (10 points)
Each student will be randomly assigned to be a co-therapist of a case presented by another group of students. You are responsible for preparing Webb’s chapter prior to class in order to effectively engage in the case and ask the client at least two therapeutic questions following the assigned case presentation.
Grading Rubrics:
Appropriate use of at least two therapeutic questions; logical flow based on the case presentation and case reading; professional role with the client.
D. CSA Project (35 points):
A case will be assigned for your group project. Choose one of the following options (C1 or C2) on the first day of class:

Option C1: CSA Videotape.
After the videotaping process, 1) as a group, submit a videotaped interview on a CD (or Youtube or web link) with all members' names on it, and 2) each student will prepare an individual reflection paper that includes the practice learning in class, your emotional response to child sexual abuse, and current literature related to trauma-based interventions.

Option C2: Mock Court.
Work with the planning team led by Ann Webb, JD, LMSW, to prepare a mock court on a child sexual abuse case (to be determined). After the court proceedings, each student in this team will prepare an individual reflection paper that includes your practice learning, your emotional response to child sexual abuse, and current literature related to court-related work by social workers.

Grading Rubrics:
Video (20 points—group grade): Demonstration of the expected outcomes using the interview protocol; clarity (e.g. use of subtitles and credit lines to include all participants in the video); skills used (e.g. questioning techniques specified)
OR: Mock Court (20 points—individual grade): Participation in mock court planning; proper use of techniques in role play; participation in debriefing
Reflection Paper (15 points individual grade): Well-written skill analyses; Use evidence-based literature to support discussions; content about 8-10 pages double spacing including APA style references.

E. Testifying in Court (10 points)
Prepare a summary of your (as a social worker) credentials to be presented in court for testifying in a case involved a child/adolescent after you have received your MSW and LMSW.

Grading Rubrics:
Include major credentials to support your social worker role in court; provide answers to possible questions that may challenge a witness (or expert witness) in court hearings. (Dr. Cheung will prepare potential questions from attorneys to be posted on Blackboard)

VI. Evaluation and Grading
The following standard grading scale has been adopted for all courses taught in the college.

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%

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VII. Policy on grades of I (Incomplete):
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 completed in the course. The grade of "I" may not be changed to a grade of W.

VIII. 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 presentations, 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. It also includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.
IX. Course Schedule and Reading Assignments

Subject to change based on progress and evaluation. Readings are to be referred to during class time. Also, "Homework" must be prepared before the next meeting. Please note that instructor’s ppt file and additional readings for each class period will be posted on Blackboard two days prior to class time.

1/20 Meeting 1: COURSE OVERVIEW AND CHILD DEVELOPMENT THEORIES
An Exploration of the Personal World of Children
Theories of Child Development
Children’s Developmental Tasks (in-class group activity)
Videos: Developmental stages
Read: H&T, Ch1; Cheung06, Introduction
Developmental Tasks (Handout in class and adolescent stage: http://www.childdevelopmentinfo.com/development/teens_stages.shtml)

Homework before Meeting2: “Interview”: Interview a young child (age 2-9) and an older child (age 10-17), and ask a question: “What do you think about adults?” to compare their responses. Report their responses with gender/age (no name please). If you must use other questions to get the children’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, you must summarize at least one research-based article with methods and findings that focus on children’s perception of adults. Present your findings for class.

1/27 Meeting 2: CLINICAL PRACTICE WITH CHILDREN AND ADOLESCENTS
Youth’s Responses to Adults (Present your “Interview” findings)
Intake and Consent Forms for Practice
Clinical Practice Process
Therapeutic Questions
Cultural Considerations
Crisis planning particularly with Clients with Suicidal Thoughts
Read: Cheung14, A2, A10; Webb, Ch1 and Ch2; H&T, Ch3
Practice: Present your findings on your “Interview” (Bring in your typed responses for this discussion.)

Homework before Meeting3: For in-class practice next week, bring two items that represent your childhood memories for practice use. List the two items on the table provided on Bb, along with the brief meaning(s) and a therapeutic question for each item. Prepare to ask your classmates therapeutic questions about their items.

2/3 Meeting 3: EVIDENCE-BASED PRACTICE & PLAY THERAPY
Research-based Practice
Evaluation of Practice
Play Therapy
Video: Play Therapy Techniques (in-class)
Read: Cheung14 (Introduction, A25, B24, B35; p.405); Webb, Ch3
Practice: Bring in your two childhood items for practice. Write down a brief
meaning of each item with at least one therapeutic question for class discussion.

2/10  Meetings 4-5:  **ASSESSMENT: Child Sexual Abuse**

2/17  Dynamics of Child Sexual Abuse

4 steps in a forensic interview

| Video: A Forensic Interview with a Child Sexual Abuse Victim |
| Read: Cheung12, Chs. 2-4, DVD; Blackboard readings |
| Practice: Child Sexual Abuse Forensic Interview |

2/24  Meeting 6: **PRACTICE CONSIDERATIONS**

Legal, Value, Ethical and Other Professional Considerations

Confidentiality and Duty to Warn Issues (presented by Ann Webb, JD, LMSW)

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

| Read: Cheung12, pp.262-265 (crisis plan) |
| Duty to Warn article (Bb) |
| NASW Standards for Cultural Competence in Social Work Practice: |

3/2  Meeting 7: **CONSULTATION** (A required group meeting; Please schedule your date/time before Meeting2 and meet with the instructor before or on 3/2 in her office)

| Read: Webb’s selected chapters; Cheung14; Play Therapy Examples |
| (see, for example, Childwork/Childsplay website: |
| http://www.childwork.com for some ideas before finalizing your own design) |

| Due: Group case presentation: Bring your draft **case intake and treatment plan** for consultation; submit your final version by 11:59pm, 3/18 |

3/9  Meeting 8: **CASE PRESENTATIONS**

Each case will be presented in class. Co-therapists for each case will be randomly assigned; **time is to be determined by random numbers**

| Due: Group case presentation: Bring sufficient copies of your exercise handout. If you would need help with copying, please email Dr. Cheung a week in advance. Submit your **case materials and therapeutic handout** by 11:59pm, 3/18 |

| Due: Being a co-therapist: Prepare at least two therapeutic questions based on another assigned case for class practice. Submit these questions via Blackboard after practice. Due by 11:59pm, 3/10 |

Midterm Course Evaluation

3/16  Spring Break

3/23  Meeting 9: **NEUROTHERAPY**

Guest Lecture: Steven Cochran, LCSW, BCN, President/CEO, Neurotherapy Center of Houston; scochran@nchouston.org
Read: Cheung14, B16, B31, B36
Blackboard reading (to be determined)

**Homework before Meeting5:** Look for and bring in a suitable storybook for next week. Prepare the following for practice: book title, author(s), practice theme, three therapeutic questions. Also, bring a hand puppet to class.

3/30 **Meeting 10:** WORKING WITH ADOLESCENTS
**Practice the social work process and apply solution-focused questions**
Read: Cheung14, B13, & pp.387-404
Blackboard reading (to be determined)

4/6 **Meeting 11:** Action in Court
**Mock Court** (to be held at the UH Legal Clinic; details to be announced)
Read: Cheung12, Ch5; Webb, Ch17
**Practice:** Testifying in Court
Due: Court testimonial by 11:59pm, 4/6

4/13 **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
Cheung14 (A1, B29)
**Practice:** Strategies with difficulty children (read cases on Bb)

4/20 **Meeting 13:** ASSESSMENT & INTERVENTION: Children with Depression
Read: http://www.nimh.nih.gov/health/publications/depression/complete-index.shtml
Cheung14 (A15, A21, B15)
Video: Counseling Gay and Lesbian Youth (may need to be watched prior to class; please wait for instructions):
http://search.alexanderstreet.com.ezproxy.lib.uh.edu/ctiv/view/work/1778777
**Practice:** Depression and other neuropsychological disorders

**Due (4/22, 11:59pm):** Child Sexual Abuse Project Video (or submit a Youtube or web link to mcheung@uh.edu)
**Due (5/1, 11:59pm) Reflection Paper**

4/27 **Meeting 14:** BIO-PSYCHO-SOCIAL APPROACHES
Techniques used in assessment and treatment: Watch video cases in class and discuss the psychosocial assessment approach for children and adolescents.
Read: DSM-5 (Anxiety Disorder, Schizophrenia)
Bb Reading
**Discuss:** Any unique finding on therapeutic process; self-disclosure; strengths and weaknesses of the techniques demonstrated
Practice: See Blackboard for instructions (You must attend this class to pass this course)

Course Evaluation (online). Please go to Access.uh.edu to fill out your course evaluation after the last day of class. See Bb for course bibliography.

X. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.