

University of Houston
Graduate School of Social Work
Child Welfare Education Project

CWEP NewsLine

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CWEP Student Spotlight

This month we are highlighting Anjali Deshpande. Thanks Anjali!

How did you come to social work?

I have been involved with social work for the past 20 years. I completed my MSW in India and was working as a Social Worker in a hospital. My husband decided to come to the US to earn his PhD. When I came to the US I could not work because I was on student's spouse visa, so I volunteered for the Rape Recovery Center for 5 years. I really wanted to start my MSW in Salt Lake City, but my children were very young and were in the process of adjusting to the new environment. So, I decided to be there for them. Today my children are 17 and 21 and I am free to pursue my dreams of doing the MSW program without feeling the guilt of neglecting them.

What are some of your hobbies?

I like skiing, hiking and camping. I also enjoy listening to Indian music and watching Indian movies.

What has been your favorite class?

I have enjoyed all my classes and have gained tremendous knowledge about Social Work in the US. Every class has been a wonderful learning experience. Thus, it's hard for me to say which is my favorite class.

If you work for CPS, how long have you been there and what is your position?

I have been working for CPS for the past 6 years. Currently, I am a Foster Adoption Worker in Fort Bend County.

CWEP Symposium

Mark your calendars for the upcoming Symposium
"Family Conferencing and Kinship Care" September 24, 2004,
1-4pm at CPS Murworth. Remember attendance is mandatory
Please contact LeAnna for further information lmccowan@uh.edu

The SELF Course To Be Offered Spring 2005

Dr. Cheung has developed a self-discovery elective course, which helps students integrate their personal and professional selves. "Integration" leads to improvement of relationship building skills, practice and cultural competencies and reduction of anxiety and burnout. The course focuses on self-care, personal bias, self-disclosure, self-awareness, and family of origin issues. The course is experiential in nature and includes small group and individual sessions with a licensed clinical social worker, videotaping, journaling, role-plays, and reading assignments. Space is limited, so if you are interested in taking this course please send an e-mail to Dr. Taylor at ptaylor2@mail.uh.edu or Dr. Cheung mcheung@uh.edu.

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Check out the updated CWEP Library Catalog on our Website go to
<http://www.uh.edu/ocp/cwep.htm> and click on CWEP Library Catalog.

CWEP students can check books out for 2 weeks.

CWEP FALL 2004 Calendar



- Monday, September 20** Last day to drop a course or withdraw without receiving a grade
- Friday, September 24** CWEP Symposium 1-4 PM at CPS Murworth
- Wednesday, November 3** Last day to drop a course or withdraw
- Wednesday-Friday, November 17-19** Partners in Prevention Conference, Austin, TX
Main Sponsor DFPS
- Wednesday-Saturday, November 24-27** Thanksgiving Holiday

NASW/Texas 28th Annual State Conference
Renaissance Austin Hotel, Austin, Texas
The Meeting of the Profession
The Power of Social Work...*Pass It On*
October 21-23, 2004

Students can volunteer and receive a discount on their registration check the website for details

<http://www.naswtx.org/Conference04/conference.htm>

Students from the Corpus Christi Cohort will be presenting at the conference: Lisa Cortinas, Lois Castillo, Carmela Quinatnilla, Marviel Garza, Tara O'Connell, and Marianne Vogt.

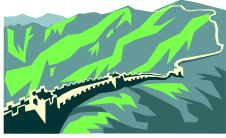
Quick Facts

Signs of Child Psychological Abuse

Psychological abuse of children can be defined in terms of eight types of behaviors exhibited by parents or caretakers.

1. Rejecting—The child is avoided or pushed away, and is made to feel unworthy and unacceptable.
2. Degrading/devaluing—The child is criticized, stigmatized, deprived of dignity, humiliated, and made to feel inferior.
3. Terrorizing—The child is verbally assaulted, frightened and threatened with physical or psychological terms.
4. Isolating—The child is deprived of social contacts beyond the family, not allowed friends, and kept in a limited area for long periods of time without social interactions.
5. Corrupting—The child is taught to behave in an antisocial manner, encouraged to develop socially unacceptable interests and appetites.
6. Exploiting—The child is taken advantage of, used to meet the needs of his or her caretakers.
7. Ignoring—The child is deprived of loving, sensitive caregiving; his or her emotional and intellectual development is stifled; and the child is generally ignored.
8. Unreliable and inconsistent parenting—Contradictory and ambivalent demands are made of the child, parental support of caregiving is inconsistent and unreliable, and familial stability is denied the child.

(Source: State of Kentucky, 1999; Gabarino, J., Guttman, E., & Seeley, J. (1986). The psychologically battered child: Strategies for identification, assessment and intervention. San Francisco: Jossey-Bass Publishers; Hart, S.N., Germain, R., & Brassard, M. R. (1987). To better understand and combat psychological maltreatment of children and youth. In M.R. Brassard, R. Germain, & S. N. Hart (Eds.) Psychological maltreatment of children and youth. New York: Pergamon Press).



China Hong Kong Study Abroad Report By Randy Thomas



In December of 2003, a group of students enrolled in a class of the Graduate School of Social Work entitled Child Welfare Policies and Practices in China and the United States traveled to the Special Administrative Region of Hong Kong and the Peoples Republic of China to study under the direction of Dr. Monit Cheung the child welfare policies and practices carried out in both regions and compare them to those of the United States. The students also examined the welfare systems that cared for the elder population in both regions. A second class followed in May of 2004.

As the landing gear of the Boeing 767 made contact with the runway, we, the students from a foreign and “western” culture thousands of miles away to the east, made first contact with Hong Kong and China and the seemingly ageless culture upon which it was built. This journey was destined to change the way we viewed ourselves as citizens of the United States. This article will not so much discuss the visits to the homes and facilities that we observed on our schedule, but it will describe some of my observations of our journey through this ancient and fascinating land.

During our trip, we visited the Special Administrative Region of Hong Kong, and three cities in China, Shenzhen, Shanghai, and Beijing. Officially, Hong Kong is not a city. It is a Special Administrative Region (SAR) of China in that Great Britain ceded imperial control to China in 1997. China agreed to allow the Special Administrative Region of Hong Kong to remain autonomous for fifty years in all matters except foreign and defense affairs. Hong Kong has its own independent government, laws, police force, and citizenry. The region is nearly the same latitude as Houston and has close to the same climate. We were welcomed everywhere with tea, fruit, and open arms. The residents of the residential facilities we toured treated us like family and invited us to participate with them in their activities, which included dancing in one of the assisted living facilities

Shenzhen is located inside the border of China just northwest from Hong Kong. Although it is a city, it is an economic development zone operated by the Chinese government to determine if a free market economy like the one of Hong Kong can operate in the socialist economy and government of China. Thirty years ago, the Chinese government selected the town of Shenzhen, with a population then of 30,000 people, to be modeled after Hong Kong as close as possible. The government began to relocate people to the city, build factories, ports, high-rise offices and apartments, and locate manufacturers and businesses. Today Shenzhen is two million people and growing.

Shanghai was the largest city we visited with approximately seventeen million people living in 6,200 square kilometers. Since Hong Kong had been under British rule, English is a second language of that region. By the time we made it northeast to Shanghai, fewer people spoke English. From Shanghai, we flew northwest to Beijing, the capitol of China with a population of nearly fifteen million people. Beijing is near the same latitude as Philadelphia. That is to say, it was cold, so cold that some rivers were frozen and lakes could be walked on.

In the three cities in China, we had tour guides, employees of the state who were to show us the highlights of the cities and answer any questions we may have. One question I asked our tour guide in Shanghai was, “Where are the homeless?” She said that Shanghai has no homeless. The government has built free shelters throughout the city for anyone that is without shelter and food. As she was giving me her answer, the bus we were riding in passed an individual rolled up in a blanket next to a building and the stairs to its entry way. It was in the cold evening in downtown Shanghai, seventeen million people living in 6,200 square kilometers.

To me, we saved the best for last, The Great Wall of China. The journey to the wall and anticipating the first glimpse of a wall segment was like waiting for Santa Claus to come. By the way, to explain my excitement about this, I am a history and archaeology buff. And there it was! Like an ancient ribbon laid down two thousand years ago with pieces missing but enough to know where the missing pieces used to go. It was built over every terrain known to China for four thousand miles with human mind and muscle. Its purpose was to keep invaders out, and that it did. But today, China has grown past its wall. It has 1.2 billion people.

News from the Corpus Christi Cohort by Clara Trainer

Debra Arismendez, Libby Bryars, Lois Castillo, Tena Lovell and Sandra Rodriguez are currently working on their last field placement and are expected to finish their MSW degree December 2004. We are all very proud of them.

The reminder of the cohort also sees a light at the end of the tunnel and was very excited when recently notified of a graduation date of May 14, 2005.

Several of our classmates have participated in some interesting activities:

A staff appreciation luncheon was held on September 3rd for CPS Staff. Marivel Garza, Tara O'Connell, Veronica Woods, Debra Arismendez, Adrian Quintanilla, Libby Bryars and Clara Trainer all were chefs for a day and helped serve up a fish fry for all of the Nueces County Staff. Linda Eichberger was the entertainment leader which consisted of many door prizes, Karaoke and chair volleyball. Maryann Vogt was kind enough to provide staff from the outlying counties for assistance covering emergency cases so staff from Nueces County could enjoy the party. It was a wonderful afternoon of fun and relaxation for everyone.

Several classmates assisted in a Rummage Sale to raise funds for the CPS Empowering Parents parenting classes held at the CPS office. Marivel Garza, Debra Arismendez, Adrian Quintanilla, Kathleen Turner and Clara Trainer assisted in various activities including obtaining community donations and several live media spots promoting the Rummage Sale. The project was a huge success with over \$2,000 being raised.

Carmela Quintanilla was presented the "Intern of the Year" award by the Nueces County Juvenile Justice Center at their annual Banquet July 15, 2004. Way to go Carmela!

Several of our classmates have been chosen to present at Conferences this semester.

Tara O'Connell and Linda Eichberger were presenters at the Statewide CASA (Court Appointed Advocates) Conference this month. Their presentation encouraged communication between CASA and CPS staff.

The Texas Chapter of the National Association of Social Workers selected several of our classmates to be presenters. They organized their presentations during the Critical Issues Effecting Family and Children course taught by Sandra Lopez and later submitted their projects to the Texas Chapter of NASW.

Lisa Cortinas, Lois Castillo and Carmela Quintanilla were chosen to present regarding issues involving parental incarceration. Their presentation will explore the issue of parental incarceration and provide an overview that includes current statistics. Their presentation will provide a review of the literature and theoretical issues as it relates to children and families. Their presentation will also examine the vision for enhancing and developing intervention strategies for families. Finally, the implications for social work practice will be discussed. In addition, a four- minute power point presentation, complete with photos and music, will be provided to further enhance and underscore the implications for social work practice. Congratulations Lisa, Lois and Carmela!

Marivel Garza, Tara O'Connell and Marianne Vogt were also selected to present at the upcoming NASW conference. Their presentation will address critical issues effecting Gay, Lesbian and Bi-Sexual Youth. They will also provide statistical information as well as intervention strategies for families.