



COURSE TITLE/SECTION: SOCW 7340/16586 Clinical Practice with Children & Adolescents

TIME: Wednesday 1:00pm-4:00pm Room SW229

FACULTY: Dr. Monit Cheung, Ph. D, LCSW

OFFICE HOURS: Mondays 4-6pm,
Tuesdays 12-2pm, other days by
appointment only Room SW424

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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 this course, students will be able to demonstrate the following objectives:

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: (The first two books are practice books that are highly recommended. If you do not

1. Cheung, M. (Cheung06) (2006). *Therapeutic games and guided imagery (Volume I): Tools for mental health and school professionals working with children, adolescents, and families*. Chicago, IL: Lyceum Books. Volume I's guided imagery: <http://www.lyceumbooks.com/guidedimageryVolumel/>
2. Cheung, M. (Cheung14) (2014). *Therapeutic games and guided imagery (Volume II): Tools for professionals working with children and adolescents with specific needs and in multicultural settings*. Chicago, IL: Lyceum Books. Audio books (Free Access for Dr. Cheung's students): Volume II's guided imagery: <http://www.lyceumbooks.com/guidedimagery>
3. Cheung, M. (Cheung12) (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. (2014). *Diagnostic and statistical manual of mental disorder: DSM-5*. Arlington, VA: Author.
2. Henderson, D. A., & Thompson, C.L. (H&T) (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 or 2014). 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.

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.

Other articles will be posted on Blackboard Learn.

V. Course Requirements

You must attend all required classes and complete all assignments with at least 80% of the total grade in order to pass this course.

A. Class Participation and In-Class Exercises (25 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. **Three in-class exercises** (marked with an asterisk) demonstrated in class and submitted to Bb (15 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 Exercise Design and Implementation (25 Points)

Create a therapeutic exercise (use format in “Cheung14” textbook PLUS at least **three therapeutic questions** placed under “Application”). 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.

Note: If you would like to do a group project for this therapeutic exercise assignment, additional expectations will be required. Please let Dr. Cheung know before Meeting2.

You must complete both B1 and B2 below:

B1. Presentation & Handout (15 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. Schedule to be determined.

B2. Final Handout (10 points): Submit the finalized game handout via Bb on the due date (see class schedule)

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. Child Sexual Abuse Project (30 points):

Sign up to join a group of 3 students. A case will be assigned. Choose one of the following on the first day of class:

Option C1: Videotape a forensic interview. After the videotaping process, 1) as a group, submit the videotaped interview on a CD 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. 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 (15 points—group grade): Demonstration of the entire interview protocol; clarity (e.g. use of subtitles); skills (e.g. questioning techniques)

OR: Mock Court (15 points—individual grade): Participation in mock court planning; role play; participation in debriefing

Reflection Paper (15 points individual grade): Well-prepared and well-written materials; Use of professional and personal self in reflection paper; Use literature to support discussions; content about 8-10 pages double spacing including APA style references.

D. Technique Analysis (10%)

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

E. Final Exam (10 points)

Multiple-choice questions will be posted on Blackboard. You must pass this exam (80%) to pass this course. Three attempts, highest score will be used for grading.

VI. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college. 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%

VII. Policy Addendum

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 completed 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.

Americans with Disabilities Statement

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. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

VIII. 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.

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. "Practice" assignments are the required in-class practice exercises from your homework and the required report can be submitted after class after receiving input through practice in class (see due date on Bb). Additional reading assignments are posted on Blackboard under "Readings".

1/21 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: Cheung06 (A3, Introduction, B1)

Cheung14 (B16)

H&T, Ch1

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 by the due date, you must summarize at least one research-based article with methods and findings that focus on children's perception of adults. Present your findings in class and submit your summary to Dr. Cheung. Use APA style to cite the reference(s).

1/28 Meeting 2: CLINICAL PRACTICE WITH CHILDREN AND ADOLESCENTS

Children's Responses to Adults (Present your "Interview" findings)

Intake and Consent Forms for Practice

Clinical Practice Process

Therapeutic Questions

Read: Cheung06 (B22)
Cheung14 (A10, B21)
H&T, Ch3

*Practice#1: Present your findings on your "Interview" (Bring in your typed responses for this discussion; written responses **due by 1pm today (1/28) via Bb; if needed to mark changes after discussion in class, a second attempt will be offered: due the next day by 5pm**)

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.

2/4 Meeting 3: **EVIDENCE-BASED PRACTICE & PLAY THERAPY**

Research-based Practice

Evaluation of Practice

Play Therapy

Video: Play Therapy Techniques (in-class)

Read: Cheung06 (A6, A18, A20, A34, A37; Part B: pp 141-147)
Cheung14 (Introduction, A25, B24, B35)
Orton, Ch6, Ch7

*Practice#2: Bring in your two childhood items for practice. Submit a brief meaning of each item with at least one therapeutic question; **due by 1pm today (2/4) via Bb (if needed to mark changes after discussion in class, a second attempt will be offered: due the next day by 5pm).**

2/11 Meeting 4: **NEUROTHERAPY**

Guest Lecture: Steven Cochran, LCSW, BCN, President/CEO, Neurotherapy Center of Houston; scochran@nchouston.org

Read: Cheung14 (B26)
H&T, Ch17

2/18 Meeting 5: **THERAPEUTIC EXERCISE CONSULTATION** (A required individualized meeting; Please schedule your date/time between 2/11 and 2/26)
Read: Play Therapy Examples (see, for example, Childsworld/Childsplay website: <http://www.childsworld.com> for some ideas before finalizing your own design)

Homework before Meeting6: 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**.

2/25 Meeting 6: **BIBLIOTHERAPY & FAMILY-BASED THERAPY**

*Practice#3: Bring a book and the revised questions (after obtaining input from Dr. Cheung) to practice bibliotherapy; design three therapeutic questions to be

used with this book [due after practice in class (due by 1pm today; **if needed to mark changes after discussion in class, a second attempt will be offered: due the next day by 5pm**); see format on Blackboard]

Read: Cheung06 (A2, A30)

Cheung14 (A33, A49)

Cheung12 (pp.237-238; pp.259-261 (puppet therapy); pp.256-258 (empty-chair therapy)

Orton, Ch8

Tussing & Valentine (full text article via UH library; also on Bb)

3/4 Meeting 7: THERAPEUTIC EXERCISE PRESENTATIONS

3/11 Meeting 8: THERAPEUTIC EXERCISE PRESENTATIONS

Involving the entire class is required; time is to be determined by random numbers

Due: Bring sufficient copies of your handout and prepare enough exercise/game items to engage the class.

Submit your finalized handout via Bb for a grade by 5pm, 3/18

Midterm Course Evaluation

3/18 Spring Break

3/25 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: Cheung12, Chs. 2-4, DVD; Bb reading list

Practice in Class

4/1 Meeting 10: PRACTICE CONSIDERATIONS

Cultural, Legal, Value, Ethical and Other Professional Considerations

Crisis planning

Clients with Suicidal Thoughts

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/envrnmnt/css/cs3lk1.htm>

Read: Cheung12, pp.262-265 (crisis plan)

Duty to Warn article (Bb)

NASW Standards for Cultural Competence in Social Work Practice:

<http://www.naswdc.org/pressroom/2001/090601.asp>

4/8 Meeting 11: Action in Court

Mock Court (to be held at the UH Legal Clinic; details to be announced)

Read: Cheung12, Ch5

Practice: Testifying in Court

4/15 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)

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

DSM-5 on ADHD

Cheung06 (A1, B4, B8)

Cheung14 (A1, B29)

Practice: Strategies with difficulty children (read cases on Bb)

4/22 Meeting 13: **ASSESSMENT & INTERVENTION: Children with Depression**

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

Cheung06 (A39, B3, B27)

Cheung14 (A15, A21, B15)

Case Practice: Depression and other neuropsychological disorders

Due (5pm, 4/22): Child Sexual Abuse Project

4/29 Meeting 14: **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

Final Practice: To be determined (You must attend this class to pass this course)

Due (5/4): Technique Analysis

5/6 Final Exam

Course Evaluation (online). (Make sure your PeopleSoft email is your active email account to receive the evaluation link)

See Bb for course bibliography.