



GRADUATE COLLEGE OF SOCIAL WORK

WWW.SW.UH.EDU

COURSE TITLE/SECTION: SOCW 7340 (19631)
Clinical Practice with Children & Adolescents

TIME: Wednesday 1:30-4:15pm

FACULTY:

Dr. Monit Cheung, Ph.D., LCSW
SW 424

E-mail: mcheung@uh.edu

OFFICE HOURS: (by appointment only)

Wednesdays and Thursdays 12-1:30 & 5-6

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 all practice activities.

V. Textbooks

Required:

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. (May order through UH Bookstore:

<http://www.campusstores.com/uh/index.asp>; choose SOCW 7340 or order through other sources such as

<http://www.lyceumbooks.com/TherapeuticGames.htm>)

Bannink, F. (2006). *1001 solution-focused questions*. New York, NY: W.W. Norton.

Other Books on Reserve:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorder: DSM-IV-TR*. Washington, DC: Author.

Bourg, W., et al. (1999). *A child interviewer's guidebook*. Thousand Oaks, CA: Sage.

Carlson, J., & Lewis, J. (2002). *Counseling the adolescent*. Denver, CO: Love Publishing Company.

Fauman, M.A. (2002). *Study guide to DSM-IV*. Washington, DC: American Psychiatric Press.

Orton, G.L. (1997). *Strategies for counseling with children and their parents*. Pacific Grove, CA: Brooks/Cole.

Thompson, C.L., & Henderson, D. A. (2007). *Counseling children* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Webb, N.B. (1999). *Play therapy with children in crisis* (2nd ed.). New York, NY: The Guilford Press.

Webb, N.B. (2001). *Culturally diverse parent-child and family relationships*. New York, NY: Columbia University Press.

Articles on Blackboard (BB):

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

Cheung, K.M. (2001). Critical issues in child sexual abuse allegation investigations. *The Hong Kong Journal of Social Work*, 35(1/2), 13-33.

Cheung, M. (2003). Utilization of questioning techniques in forensic child sexual abuse interviews. *Journal of Brief Therapy*, 3(1), 45-57.

http://www.sw.uh.edu/communityoutreach/cwep_title_IVE.php

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

Cheung, K.M. (1999). Children's language of sexuality in child sexual abuse investigations. *Journal of Child Sexual Abuse*, 8(3), 65-83.

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 grade in order to pass this course.

A. Class Participation and In-Class Exercises (30 points)

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 class members to share challenging and productive discussions on clinical applications.

Grading Criteria:

1. Tool Box and Applications (10 points)
2. Solution-Focused Applications (10 points)
3. Other in-class exercises marked with an asterisk (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**, additional 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), or using the cell phone or text-messaging in class. As a responsible professional, you must observe **self discipline in class**.

B. Therapeutic Tool (25 points)

Each student will create a therapeutic exercise (see format in "Cheung" textbook) for a specific child/adolescent population (e.g. children of divorce, ADHD, etc.), test it with a child/adolescent and demonstrate how to use it in assessment and/or intervention with all your classmates (who assume the role of children and/or adolescents). Prepare all materials and a 1-2 page handout (**single spacing**) for your instructor and classmates.

Note: It is required to meet with the instructor to finalize your tool design before your presentation.

Grading Criteria:

1. Professionally prepared handouts for all class members that can be used as a reference or tool in social work practice (1-2 pages, single spacing) (10 points)
2. Creativity, originality, evidence-based, and a dynamic presentation with procedures to **actively involve the entire class** as your clients (15 points)

C. Technique Analysis (15%)

Complete the analysis of techniques demonstrated by Dr. Malcolm Crowe in the movie "Sixth Sense." You may write a paper or use the chart format provided. (Suggested length: 10 page double-spacing paper or 5 page single-spacing chart)

Grading Criteria: Critical analysis of all practice stages; Specificities (e.g. direct quotes from the movie) that describe and analyze the use of at least five techniques

D. Case Practice (30%)

Sign up to join a group; design a 10-minute session with a child or adolescent in one of the assigned problem areas. Demonstrate techniques of assessment and intervention by assuming this interview to be in the middle of the second or third session. After the interview, turn in a complete report (including the intake, assessment and treatment plan, and the case practice dialogues) (5-10 pages, single spacing) within one week after the case session. See syllabus topics for the case practice schedule. 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 Criteria:

1. Demonstration of interview skills and intervention techniques (15 points)
2. Final report (including intake, assessment and treatment plan) (15 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 at mcheung@uh.edu.

COURSE OUTLINE (Subject to change based on progress and evaluation. Prepare your reading prior to each class meeting and complete homework before next class. You are required to complete all practice exercises in class.)

1/19 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)

Practice#1: Children's Developmental Tasks (in-class)

Read: T&H, Ch1 (any edition); Cheung, Introduction; Part A pp.1-8;

Developmental Tasks (Handout in class);

http://www.childdevelopmentinfo.com/development/teens_stages.shtml (click at "Development" and "Stages of Development")

1/26 Meeting 2

PRACTICE CONSIDERATIONS

Practice Settings

Cultural, Legal, Value and Ethical Considerations

Confidentiality with Children & Adolescents

Designing an Intake Form

Consent Forms for Practice
Evaluation of Practice
Guidelines for Referral

Read: NASW Standards for Cultural Competence in Social Work Practice:
<http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>

Read: 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
- <http://www.aidslaw.org/confident.pdf>

Homework: 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.

2/2 Meeting 3

BEHAVIORAL APPROACHES: MUSIC THERAPY & GUIDED IMAGERY EXERCISES

*Practice#2: Use of song, music and relaxation techniques (Turn in your song lyrics, therapeutic theme and 2 therapeutic questions; 2 points)

Read: Cheung, Part B (pp 141-147), B3 and B4; **T&H, Ch8 & 13**

Homework: For next week practice, look for two childhood items that best represent or symbolize your experience. Email the items and brief meanings to mcheung@uh.edu by Friday midnight. Read for next week.

2/9 Meeting 4

PLAY THERAPY

*Practice#3: Bring two childhood items for practice (see above) (2 points)

Video: Play Therapy Techniques

Read: Cheung, Introduction (pp. xv-xxxviii, A18); **Orton, Ch6**;
Play Therapy Examples (see Childswork/Childsplay website:

<http://www.sunburst-media.com/hminfo.aspx?M=s&index=130&selection=40>)

Homework: For next week, prepare two cans of Playdoh of different colors. Read for next week. Don't forget to bring in the Cheung's textbook for each class. Schedule your consultation meeting with Dr. Cheung regarding your therapeutic tool design.

2/16 Meeting 5

ART THERAPY CLAY AND SANDTRAY THERAPY

*Practice#4: Playdoh exercise (Turn in five therapeutic questions for the Playdoh exercise by midnight: 2 points)

Read: Therapeutic Exercises (Cheung, A6, A20, A37); **Orton, Ch 6, 7; T&H, Ch17 on Sand**

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

2/23 Meeting 6

BIBLIOTHERAPY

*Practice#5: Bring a book and the revised questions from Dr. Cheung to practice bibliotherapy (2 points)

Read: **Orton, Ch 8**

Tussing & Valentine (full text article via UH library)

Homework:

- 1) Test your Play Therapy Exercise with at least one child/adolescent. Be sure to seek feedback from the instructor (via email) prior to making copies of your game presentation handout.
- 2) Watch "Sixth Sense" and complete the table provided before coming to next class.
- 3) Consult with Dr. Cheung (required) regarding your therapeutic exercise design.

3/2 Meeting 7

BIO-PSYCHO-SOCIAL APPROACHES

Discussion of Technique Applications in "Sixth Sense"

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

BB Reading

Practice #6: Bring in your toolbox and prepare to practice with your tools (10 points)

Reminder: You must have completed your individual consultation regarding your therapeutic exercise design by today.

Due this Friday (midnight): Technique Analysis Report

3/9 Meeting 8

Play/Game Presentations (5 mins each, full class participation is required)

Due: Bring sufficient copies of your game handout to class for distribution.

Homework: Read for next class.

Mid-Course Evaluation

3/16 **Spring Break**

3/23 Meeting 9

ASSESSMENT & INTERVENTION

Sexual Abuse

Practice#7: Conduct an interview with a child (in-class role play in pairs)

Video: A Forensic Interview with a Child Sexual Abuse Victim

Read: See BB posting

Homework: Prepare for your case practice.

3/30 Meeting 10

ASSESSMENT & INTERVENTION

Child Abuse and Neglect

Read: Cheung (A12, A14, A27, A35, B5, B7, B10)

CASE 1: Child Physical Abuse

CASE 2: Child Neglect

CASE 3: Child Sexual Abuse

Homework: Prepare for your case practice.

4/6 Meeting 11

ASSESSMENT & INTERVENTION

Attention Deficit and Hyperactivity Disorder (ADHD)

CASE 4: ADHD

Video: ADHD: What Can We Do?

Read: BB Reading; NIMH website to be assigned

DSM-IV-TR on ADHD

Cheung (A1, B4)

Homework: Prepare for your case practice.

Due: CASE 1-3 reports

4/13 Meeting 12

ASSESSMENT & INTERVENTION

Depression & Other Psychiatric Problems

CASE 5: Depression

CASE 6: Childhood Anxiety

CASE 7: Eating Disorder

Practice#8: Depression Assessment

Read: Assigned Reading

Cheung (A2, A39, B2, B3, B7, B8, B11, B12, B27)

Homework: Prepare for your case practice.

Due: CASE 4 reports

4/20 Meeting 13

ASSESSMENT & INTERVENTION

Divorce

Cultural and Ethnic Diversity

Children's Conflicts with Self and Others

CASE 8: Gay/Lesbian Youth

CASE 9: Divorce

CASE 10: Foster Care Child

Read: Cheung (A10, A24, A25)

Due: CASE 5-7 reports

Homework: Write at least 20 solution-focused questions for children & adolescents in addition to or modified from the 1001 questions from the Bannink textbook. Prepare your practice manual binder (or computer file). Complete all case reports.

4/27 Meeting 14

Solution-Focused Approach to Working with Children & Adolescents
Multicultural Practice with Children and Adolescents: Your Practice Style

Practice #9: Solution-Focused Questions (Turn in your 20 questions for children/adolescents by Friday midnight; 10 points)

*Practice #10: Creating your Practice Manual (Prepare a 2"-3" three-hole binder to hold all your handouts for this course or show your complete manual on your computer. (2 points)

During the semester, organize the materials in these sections: Therapeutic Exercises, Songs, Drawings, Scales, Other Tools, and Reading Materials. The instructor will prepare a table of content for this manual in this particular order.)

Due: CASE 8-10 reports

Read: Bennink (entire book particular on children/adolescents)

Course Evaluation

See BB for bibliography.

Clinical Practice with Children & Adolescents
Grading Rubrics
Case Practice
Dr. Monit Cheung, PhD, LCSW

Grading Criteria (30 total points)	Criteria not demonstrated	Basic Level	Proficient Level	Excellent Level
Skill Demonstration Techniques (15 points max)	5: Have not used the allotted time efficiently; Weak group effort to coordinate the case presentation; Lack of useful techniques that target the nature of the assigned case; Preparation is weak	10: Have used the allotted time to demonstrate but group coordination effort was weak; Weak preparation that integrates learning from the first part of the course	13: Have used the allotted time to effectively and efficiently demonstrate the application of techniques learned to the case; Good preparation with consultation with the instructor; Group effort seems to be appropriate but not balanced	15: Have used the allotted time to effectively and efficiently demonstrate the application of techniques learned in this class to the case; Good preparation with consultation with the instructor; Show group coordination effort in the presentation; Creativity is evident that aims to increase treatment effectiveness with a brief treatment demonstration
Final Report (15 points max)	5: Include a final report with a description of the case but miss many parts (in the intake, assessment and treatment plan with techniques specified)	10: Include a final report with a description of the case but miss some parts (in the intake, assessment and treatment plan with techniques specified)	13: Include a final report with a description of the case but miss a minor part (in the intake, assessment and treatment plan with techniques specified)	15: Effectively integrate techniques to work with the client(s) specified in the case; Include all major parts required for the case report with a systematic organization including intake, assessment summary, treatment plan and scripts used for the demonstration