



GRADUATE COLLEGE OF SOCIAL WORK

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**COURSE TITLE/SECTION:** SOCW 7340 (18745)  
Clinical Practice with Children & Adolescents

**TIME:** Tuesday 1-4pm

**FACULTY:**

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

E-mail: [mcheung@uh.edu](mailto:mcheung@uh.edu)

**OFFICE HOURS:** (by appointment only)

Tuesdays 12-1pm, 4-6pm

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**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:

1. 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.  
<http://www.lyceumbooks.com/TherapeuticGames.htm>
2. Cheung, M. (2012). *Child sexual abuse: Best practices for Interviewing and treatment*. Chicago, IL: Lyceum Books.  
<http://lyceumbooks.com/ChildSexualAbuse.htm> (This book and its DVD won't be available until February, 2012; order it through UH library or the publisher to secure a copy)

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. (2000). *Diagnostic and statistical manual of mental disorder: DSM-IV-TR*. Washington, DC: Author.
2. Bannink, F. (2006). *1001 solution-focused questions*. New York, NY: W.W. Norton.
3. Henderson, D. A., & Thompson, C.L. (2011). *Counseling children* (8th ed.). Pacific Grove, CA: 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* (4<sup>th</sup> ed.). Denver, CO: Love Publishing.
6. Webb, N.B. (1999). *Play therapy with children in crisis* (2<sup>nd</sup> 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.

##### Articles on Blackboard (BB):

1. Cheung, M., & Boutté-Queen, N. (2010). Assessing the relative importance of the child sexual abuse interview protocol items to assist child victims in abuse disclosure. *Journal of Family Violence*, 25(1), 11-22.  
doi:10.1007/s10896-009-9265-0
2. 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

3. 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
4. Cheung, M. (2003). Utilization of questioning techniques in forensic child sexual abuse interviews. *Journal of Brief Therapy, 3*(1), 45-57.
5. Cheung, K.M. (2001). Critical issues in child sexual abuse allegation investigations. *The Hong Kong Journal of Social Work, 35*(1/2), 13-33.
6. Cheung, M., & Boutté-Queen, N.M. (2000). Emotional responses to child sexual abuse: A comparison between police and social workers in Hong Kong. *Child Abuse & Neglect: The International Journal, 24*(12), 1613-1621.
7. Cheung, K.M. (1999). Children's language of sexuality in child sexual abuse investigations. *Journal of Child Sexual Abuse, 8*(3), 65-83.
8. Cheung, K.M. (1997). Developing the interview protocol for video-recorded child sexual abuse investigations: A training experience with police officers, social workers and clinical psychologists in Hong Kong. *Child Abuse & Neglect: The International Journal, 21*(3), 273-284.

#### **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 total 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 students to share challenging and productive discussions on clinical applications so that the 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 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), 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 Tools (60 points)** (See due dates on class schedule)

Each student will create a therapeutic game and a guided imagery exercise (use format in “Cheung” textbook) for a specific child/adolescent population (e.g. children of divorce, ADHD, etc.).

- 1) **Consultation** with the instructor (5 points): Schedule at least one meeting with the instructor to go over your design(s).
- 2) **Therapeutic Game** (30 points): Take a game or exercise from a Teaching Supply store (a guest speaker will visit us to provide resources) and modify the use of it with creative and practical therapeutic ideas. Contact a school, nursery, or social service agency (or your field agency) serving children and/or adolescents and test the use of it with a target audience. Before you present your game/exercise with your actual audience, present it in class that with all your classmates (who assume the role of children and/or adolescents). You must **actively involve the entire class** as your clients. Modify the activity based on this experience and write a 1-2-page summary (single spacing) (must be based on the format in Cheung’s book) to introduce how this exercise can be applied to clinical practice. Apply it to your actual audience and write a summary (about 5 pages, double spacing) of this experience that includes the details of the audience gender and age (and other characteristics), testing procedures and the responses from the audience.
- 3) **Guided Imagery** (15 points): Prepare a prerecorded tape (with appropriate music in the background) for a guided imagery exercise with a specific client population (with a brief introduction). Handout is 1 page (single spacing) and tape is less than 10 minutes. Due dates vary; consult with the instructor.
- 4) **Tool Box and Applications** (10 points): Prepare 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) 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. Show how to use one of these items in your box with at least two therapeutic questions and/or techniques demonstrated. Due last day of class.

Grading Criteria:

Preparation (handout, tape, use of instructor’s and class input), therapeutic usefulness, creativity and adaptability, original ideas, dynamic presentation with clearly stated procedures.

**C. Technique Analysis (10%) (Due on Meeting9)**

Complete the analysis of the techniques demonstrated by Dr. Malcolm Crowe in the movie “Sixth Sense.” Fill in the table provided by the instructor to identify and analyze techniques that are applicable to children and adolescents in crisis.

(Suggested length: 5 page single-spacing Table)

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

**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 to [mcheung@uh.edu](mailto: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 or prior to class as indicated in the class schedule.)

1/17 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 group activity);  
Cheung, B1

Read: H&T, Ch1 (any edition); Cheung, Introduction; Part A pp.1-8;  
Developmental Tasks (Handout in class); also review information from  
[http://www.childdevelopmentinfo.com/development/teens\\_stages.shtml](http://www.childdevelopmentinfo.com/development/teens_stages.shtml)

Homework : Practice#2 responses

1/24 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

**USE OF EXISTING GAMES OR ACTIVITIES TO DESIGN THERAPEUTIC EXERCISES**

(2-3pm: Guest Speaker: Ms. Doreen Choi of CRYSTAL Children & Teacher Supply,  
281-491-7323; <http://www.eteachersupply.com>)

\*Practice#2: Your Responses (Bring in your responses for 'Practice#2 cases' for this class for practice; post your final version on BB; due by 5pm Meeting3); Cheung, A33

Read: NASW Standards for Cultural Competence in Social Work Practice:  
<http://www.naswdc.org/pressroom/2001/090601.asp>

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.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=12448958&dopt=Abstract)

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.

1/31 Meeting 3

**BEHAVIORAL APPROACHES: MUSIC THERAPY & GUIDED IMAGERY  
EXERCISES**

\*Practice#3: Use of song (Bring in your song lyrics (typed; see format provided in class) and the CD if available (one song is sufficient) and the chart that includes at least one research article and the chosen therapeutic theme; 2 points) Due Meeting4 by 5pm via BB

Read: Cheung, Part B (pp 141-147), B3 and B4; H&T, 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](mailto:mcheung@uh.edu) by Friday midnight for instructor's feedback (A chart is posted on BB for your reference).

2/7 Meeting 4

**PLAY THERAPY  
BIOFEEDBACK**

\*Practice#4: Bring two childhood items for practice (see above); Submit your final version with at least two therapeutic questions via BB; due 5pm Meeting5 (2 points)

Video: Play Therapy Techniques (in-class)

**Biofeedback Guest Speaker**: (2:45-3:45) Mr. Steven D. Cochran, CEO of Neurotherapy Center of Houston, 713-658-0427 ([www.nchouston.org](http://www.nchouston.org))

Read: Cheung, Introduction (pp. xv-xxxviii, A18); Orton, Ch6; Play Therapy Examples (see Childsworld/Childsplay website: <http://www.childsworld.com/index.html> for some ideas before finalizing your own design

Homework:

- 1) For next week, prepare two cans of Playdoh of different colors.
- 2) Read for next week. Bring in the Cheung's textbook for each class.
- 3) Schedule your required consultation meeting with Dr. Cheung regarding your therapeutic tools.

2/14 Meeting 5

**ART THERAPY  
CLAY AND SANDTRAY THERAPY**

\*Practice#5: Playdoh exercise (Bring in two or more cans of Playdoh for practice; design five therapeutic questions for your Playdoh exercise via BB by 5pm Meeting6: 2 points)

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

Homework:

- 1) Look for and bring in a suitable storybook for next week.
- 2) Email to [mcheung@uh.edu](mailto: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.

2/21 Meeting 6

## **BIBLIOTHERAPY**

\*Practice#6: Bring a book and the revised questions (after obtaining input from Dr. Cheung) to practice bibliotherapy; final questions are due 5pm Meeting7 (2 points)

Read: Orton, Ch 8

Tussing & Valentine (full text article via UH library)

Homework:

Consult with Dr. Cheung (required) regarding your therapeutic exercise design.

**2/28** Meeting 7

### **BIO-PSYCHO-SOCIAL APPROACHES**

Watch "Sixth Sense" in class to address the therapeutic process and technique applications. Bring the chart posted on BB to class to write down any observatory notes. Even if you have watched this movie in the past, our focus is different this time, and we will address your clinical observations. Your report will be due at 5pm Meeting9.

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

BB Reading

Reminder: You must have completed your first individual consultation regarding your therapeutic exercise design by today. You may email Dr. Cheung for comments by 5pm so that you have a good handout for your presentation next week. If you need an extra consultation about this game after the presentation, please feel free to schedule it.

**3/6** Meeting 8

### **Therapeutic Game Presentations (5 mins each, full class participation is required)**

Due: Bring sufficient copies of your game handout to class for distribution. **Submit your finalized handout with your report via BB for a grade before the last day of class.**

Homework: Read for next class.

Mid-Course Evaluation

**3/13** **Spring Break** (Make sure you already have a plan for your Therapeutic Exercise)

**3/20** 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: Cheung2012; See BB posting

Newly created guided imagery may be selected for class practice.

**Due: Technique Analysis (via BB by 5pm today)**



- 3/27 Meeting 10  
Sexual Abuse (practice continued)  
**ASSESSMENT & INTERVENTION**  
**Child Abuse and Neglect**  
Practice#8: Assess child abuse and neglect  
Read: Cheung2012; Cheung, A12, A14, A27, A35, B5, B7, B10  
Newly created guided imagery may be selected for class practice.
- 4/3 Meeting 11  
**ASSESSMENT & INTERVENTION**  
**Attention Deficit and Hyperactivity Disorder (ADHD)**  
Video: ADHD: What Can We Do?  
Practice#9: ADHD Assessment  
Read: BB Reading  
<http://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>  
DSM-IV-TR on ADHD  
Cheung (A1, B4)  
Newly created guided imagery may be selected for class practice.
- 4/10 Meeting 12  
**ASSESSMENT & INTERVENTION**  
**Depression & Other Psychiatric Problems**  
  
Practice#10: Depression Assessment  
Read: <http://www.nimh.nih.gov/health/publications/depression/complete-index.shtml>  
Cheung (A2, A39, B2, B3, B8, B11, B12, B27)  
Homework: Read Strategies handout on BB and prepare your answers for class practice next week.  
Newly created guided imagery may be selected for class practice.
- 4/17 Meeting 13  
**ASSESSMENT & INTERVENTION**  
**Divorce**  
**Cultural and Ethnic Diversity**  
**Children's Conflicts with Self and Others**  
Read: Cheung (A10, A24, A25); Strategies with Difficult Children (BB)  
Practice#11: Interview children/adolescents of diverse cultures  
Newly created guided imagery may be selected for class practice.
- 4/24 Meeting 14  
**Multicultural Practice with Children and Adolescents: Your Practice Style**  
Presentation: Bring in your toolbox. Show how to practice with one of your tools with at least two therapeutic questions. Submit your toolbox list via BB before midnight today.  
For your toolbox, bring in two kinds of fabrics (solid color and patterned; cut into ~3.5" square; 30 each) to share. Due today
- Course Evaluation**  
See BB for bibliography.