



**MHC 8011**

(01/2019)

**COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES  
BASIC COURSE INFORMATION**

**COURSE TITLE:** Advanced Seminar: Counseling Children & Adolescents

**COURSE NUMBER:** MHC 8011

**PREREQUISITES:** *MHC 6401, MHC 6502, MHC 6505*

**COURSE DESCRIPTION:** This course teaches students the basic principles of assessment, conceptualization, and intervention skills with children and adolescents.

**I. MAJOR INSTRUCTIONAL GOALS:**

**GOAL A:**

Demonstrate the ability to appropriately assess, conceptualize, and diagnose the clinical presentation of children and adolescents in a culturally sensitive manner and effectively select appropriate counseling interventions consistent with current professional research and practice. (CACREP STANDARDS F.1.i, F.2.a, F.2.b, F.2.c, F.2.d, F.2.e, F.2.f, F.2.g, F.3.a, F.3.b, F.3.c, F.3.d, F.3.e, F.3.f, F.3.g, F.3.h, F.5.a, F.5.b, F.5.d, F.5.f, F.5.g, F.5.h, F.5.i, F.5.j, F.5.l, F.5.m, F.7.c, F.7.d, F.7.j, F.8.b, F.8.c.; CLINICAL MENTAL HEALTH COUNSELING STANDARDS C.1.b, C.1.c, C.1.d, C.1.e, C.2.b, C.2.d, C.2.e, C.2.f, C.2.g, C.2.j, C.2.l, C.3.a, C.3.b)

**Knowledge Learning Outcomes:** The student will:

- A-1 Understand the differences between normal and abnormal/disrupted developmental sequence in childhood and adolescence in order to identify indicators of childhood dysfunction.** (F.3.h, F.5.b, F.7.d, F.7.j, .C.1.b, C.1.c, C.2.d, C.2.f, C.2.g, C.2.j, C.2.l)

F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions

F.5.b. a systems approach to conceptualizing clients

F.7.d. procedures for identifying trauma and abuse and for reporting abuse

F.7.j. use of environmental assessments and systematic behavioral observations

C.1.b. theories and models related to clinical mental health counseling

C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual*



**A-4 Demonstrate the ability to assess child and adolescent behavioral/emotional/psychiatric dysfunction, formulate treatable problems, provide an accurate diagnosis, and identify individual strengths.** (F.5.b, F.5.f, F.5.g, F.5.h, F.5.j, C.1.b, C.1.c, C.2.b, C.2.d, C.3.a, C.3.b)

F.5.b. a systems approach to conceptualizing clients

F.5.f. counselor characteristics and behaviors that influence the counseling process

F.5.g. essential interviewing, counseling, and case conceptualization skills

F.5.h. developmentally relevant counseling treatment or intervention plans

F.5.j. evidence-based counseling strategies and techniques for prevention and intervention

C.1.b. theories and models related to clinical mental health counseling

C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)

C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

**A-5 Demonstrate competence in developing and writing a treatment plan that matches appropriate intervention strategies to the presenting problems/diagnoses and incorporate individual and family strengths into the plan.** (F.3.h, F.5.b, F.5.g, F.5.h, F.5.j, F.8.b, F.8.c, C.1.c, C.2.b)

F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions

F.5.b. a systems approach to conceptualizing clients

F.5.g. essential interviewing, counseling, and case conceptualization skills

F.5.h. developmentally relevant counseling treatment or intervention plans

F.5.j. evidence-based counseling strategies and techniques for prevention and intervention

F.8.b. identification of evidence-based counseling practices

F.8.c. needs assessments

C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

C.3.a. intake interview, mental status evaluation, biopsychosocial history,



**B-1 Learning Outcome: Understand data driven assessment instruments commonly utilized for the identification of child and adolescent mental health related problems and the appropriate use of those instruments. (F.7.c, F.7.d, F.7.j, F.8.b, F.8.c, C.2.d, C.2.j, C.2.l, C.3.a)**

F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

**GOAL C:**

Become familiar with ethical and legal issues that relate specifically to the practice of counseling children and adolescents. (CACREP STANDARDS F.1.i, F.7.c, F.7.d; CLINICAL MENTAL HEALTH COUNSELING STANDARDS C.2.a, C.2.j, C.2.l)

**Knowledge Learning Outcome:** The student will:

**C-1 Learning Outcome: Demonstrate an understanding of the legal and ethical issues specific to counseling children and adolescents including child abuse reporting laws and the impact on the counseling process.** (F.7.c, F.7.d, C.2.a, C.2.j, C.2.l)

F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

F.7.d. procedures for identifying trauma and abuse and for reporting abuse

C.2.a. roles and settings of clinical mental health counselors

C.2.j. cultural factors relevant to clinical mental health counseling

C.2.l. legal and ethical considerations specific to clinical mental health counseling

**GOAL D:**

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