

- F.3.f. systemic and environmental factors that affect human development, functioning, and behavior
- 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.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
- 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.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.2.f. impact of crisis and trauma on individuals with mental health diagnoses
- C.2.g. impact of biological and neurological mechanisms on mental health
- C.2.j. cultural factors relevant to clinical mental health counseling

Gain an understanding of “self as therapist” including personal knowledge, values and biases in the provision of child and adolescent counseling/therapy and begin to develop a personal model of counseling practice with children and adolescents. (CACREP STANDARDS F.5.a, F.5.h, F.5.n; CLINICAL MENTAL HEALTH COUNSELING STANDARDS C.2.j, C.2.1)

D-1 Learning Outcome: a) Ability to articulate the role of self in the provision of family counseling services including a self-identification strengths/weaknesses/biases in relationship to counseling children, adolescents and their families, and b) ability to identify the components of therapeutic self-identified strengths and weaknesses.