

Syllabus

Course Overview

This course will provide you with a comprehensive overview of the major theories and methods used in the field of child and adolescent counseling. You will consider major concepts in the child development arena: developmental domains, developmental stages, and developmental milestones. You will have the opportunity to analyze how individual, family, community, societal, and cultural factors contribute to developmental, social, or behavioral problems and diagnoses in children and adolescents. You will develop theory-based client treatment plans for both children and adolescents, which will include diagnoses, goals, and interventions, including play therapy, all of which will be supported by recent, relevant academic research. You will also identify the legal and ethical considerations that must be considered in working with children and adolescents.

Assignments

Week 3: Complete sections of a case study treatment plan, which will form the foundation of your Week 9 assignment.

Week 5: Develop appropriate *DSM-5* diagnoses, as well as long- and short-term goals for both a child and an adolescent client. Also, identify legal and ethical considerations related to each case.

Week 7: Identify two theories that resonate with your personal values and beliefs and develop interventions for the two case study clients you worked with in the Week 5 assignment.

Week 9: Complete the case study treatment plan. Develop a diagnosis, establish a therapeutic orientation, and identify therapeutically oriented treatment goals and interventions supported by a comprehensive list of academic resources.

Discussions

During the weeks when there are no assignments, you will discuss the application of the content you have studied.

Week 1: Participate in a discussion that provides you with the opportunity to practice applying the six human development theories you have been studying to case studies of children and adolescents.

Week 2: Discussing the Adverse Child Experiences (ACE) study.

Week 4: Develop and present a case conceptualization of the client you developed in your Week 3 assignment.

Week 6: Identify two counseling theories that resonate with your personal values and beliefs and apply them to two case studies by identify three interventions, one of which is a play therapy intervention, to each case.

Week 8: Conduct an audit of the resources available in your home community. Share your audit with your class, and then discuss how developing treatment plans can be impacted by your geographical location.

Week 10: Reflect upon what you have learned throughout this course

Quizzes

- Week 10

Accreditation Standards

Accreditation Standards Chart

CACREP 2016 Clinical Mental Health Counseling Standards	COUN5254 Course Competencies
MHC.2g. Impact of biological and neurological mechanisms on mental health. 2.F2d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. 2.F3e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior. 2.F3g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	1. Analyze the individual, family, community, cultural, and societal factors that contribute to

CACREP 2016 Clinical Mental Health Counseling Standards	COUN5254 Course Competencies
	the development of disorders in children and adolescents.
<p>MHC.1b. Theories and models related to clinical mental health counseling.</p> <p>2.F3b. Theories of learning.</p> <p>2.F3c. Theories of normal and abnormal personality development.</p> <p>2.F3d. Theories and etiology of addictions and addictive behaviors.</p> <p>2.F3h. A general framework for understanding differing abilities and strategies for differentiated interventions.</p>	2. Employ traditional or systems theories to explain the relationships between community systems, family systems, and school systems that influence children and adolescents.
<p>MHC.3b. Techniques and interventions for prevention and treatment of a broad range of mental health issues.</p> <p>2.F2c. Multicultural counseling competencies.</p> <p>2.F5g. Essential interviewing, counseling, and case conceptualization skills.</p> <p>2.F5j. Evidence-based counseling strategies and techniques for prevention and intervention.</p> <p>2.F5n. Processes for aiding students in developing a personal model of counseling.</p> <p>2.F6f. Types of groups and other considerations that affect conducting groups in varied settings.</p>	3. Assess for legal responsibilities and applicable ethical standards when planning counseling for children and adolescents.
<p>MHC.2d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD).</p> <p>2.F5c: Knows theories, models, and strategies for understanding and practicing consultation.</p> <p>2.F5h. Developmentally relevant counseling treatment or intervention plans.</p>	4. Analyze major theories of counseling children and adolescents in order to select the best counseling approach for a child's diagnostic needs.
<p>2.F1i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p>	5. Analyze counseling techniques used with children and adolescents in individual, family, or group therapy contexts.
<p>2.F3f. Systemic and environmental factors that affect human development, functioning, and behavior.</p>	

CACREP 2016 Clinical Mental Health Counseling Standards	COUN5254 Course Competencies
2.F5b. A systems approach to conceptualizing clients.	6. Develop diagnoses and treatment plans for child and adolescent mental and emotional disorders.
	7. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the counseling professions.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the individual, family, community, cultural, and societal factors that contribute to the development of disorders in children and adolescents.
- 2 Employ traditional or systems theories to explain the relationships between community systems, family systems, and school systems that influence children and adolescents.
- 3 Assess for legal responsibilities and applicable ethical standards when planning counseling for children and adolescents.
- 4 Analyze major theories of counseling children and adolescents in order to select the best counseling approach for a child's diagnostic needs.
- 5 Analyze counseling techniques used with children and adolescents in individual, family, or group therapy contexts.
- 6 Develop diagnoses and treatment plans for child and adolescent mental and emotional disorders.
- 7 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the counseling professions.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Kress, V. E., Paylo, M. J., & Stargell, N. (2019). *Counseling children and adolescents*. New York, NY: Pearson Education. ISBN: 9780134745138.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- McEwen, C. A., & Gregerson, S. F. (2019). [A critical assessment of the adverse childhood experiences study at 20 years](#). *American Journal of Preventive Medicine*, 56(6), 790–794. doi:10.1016/j.amepre.2018.10.016
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: Author.
- Dawkins, K. (Producer). (1998). [Essentials of play therapy with abused children \[Video\]](#). New York, NY: Guilford Publications.
- Dawkins, K. (Producer). (1998). [Play therapy for severe psychological trauma \[Video\]](#). New York, NY: Guilford Publications.
- First, M. B. (2014). *DSM-5 handbook of differential diagnosis*. Arlington, VA: American Psychiatric Association Publishing.
- Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). [The adolescent psychotherapy treatment planner \(5th ed.\)](#). Hoboken, NJ: John Wiley & Sons.
- Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). [The child psychotherapy treatment planner \(5th ed.\)](#). Hoboken, NJ: John Wiley & Sons.
- Landreth, G. (Author). (2002). [Understanding play behavior and themes in play therapy \[Video\]](#). Denton, TX: Center for Play Therapy.
- Landreth, G. (Author). (2012). [Child-centered play therapy: A clinical session \[Video\]](#). Denton, TX: Center for Play Therapy.
- Zubernis, L., & Snyder, M. (2016). [Case conceptualization and effective interventions: Assessing and treating mental, emotional, and behavioral disorders](#). Thousand Oaks, CA: Sage.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Counseling Association. (n.d.). [Ethics and professional standards](http://www.counseling.org/knowledge-center/ethics). Retrieved from <http://www.counseling.org/knowledge-center/ethics>
- [Association for Play Therapy](http://www.a4pt.org). (n.d.). Retrieved from <http://www.a4pt.org>
- Centers for Disease Control and Prevention. (n.d.). [Adverse childhood experiences \(ACEs\)](https://www.cdc.gov/violenceprevention/acestudy/index.html). Retrieved from <https://www.cdc.gov/violenceprevention/acestudy/index.html>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Child and Adolescent Human Development

Introduction

Children and Adolescents Are NOT Miniature Adults!

It is critical that you remember that children and adolescents are not miniature adults. In addition to rapid physical development, they are experiencing emotional and intellectual growth. So, how do you determine where a child or an adolescent is in their growth processes to work with them most effectively?

Until a few hundred years ago, adults saw children as miniature versions of themselves. Doctors treated children as small adults, artists painted them as short adults, and parents dressed them as mini-adults. After the Renaissance in Europe, however, Western societies began to see children as unique and special, with different needs than adults. Pediatrics emerged as a medical specialty. About the same time, Anna Freud, Sigmund Freud's daughter, decided that children's therapy must be different than traditional adult therapy.

Today, there are quite a few perspectives related to human development. During this week, you will become familiar with several prominent human development theorists and have the opportunity to discuss and apply their theories to child and adolescent clients.

To Do List:

- **Discussion:** Practice applying the six human development theories you have been studying to the case studies of children and adolescents from the Discussion Case Studies media.
- **What You Need to Know:** Explore the foundations of counseling children and adolescents, and learn about prominent child and adolescent development theorists.
- **Prepare:** View the Case Study Treatment Plan media and select case study you will use to complete your Week 3 and Week 9 assignments. Begin building your client case.
- **Interactive Learning Module:** Complete the Human Development Theorists Quiz.

Learning Activities

u01s1 - Activity Overviews

Discussion Overview

This week, you will practice applying the six human development theories you have been studying to case studies of children and adolescents.

u01s2 - What You Need to Know

Counseling Youth

In this first unit, you will be studying the foundations of youth counseling. You will learn about the developmental factors that must be taken into consideration when working with child and adolescent clients, and how to determine if their behavior is developmentally appropriate. You will also explore how the various aspects of a children or adolescents' lives impact their mental health and well-being. Counselors must learn to take into consideration factors such as gender, culture, and environment to work effectively with their clients.

Finally, you will read about the qualities and practices used by successful counselors.

Read the following chapters in your *Counseling Children and Adolescents* text:

- Chapter 1, "Developmentally Informed Youth Counseling", pages 1–34.
- Chapter 2, "Systemically Informed Youth Counseling," pages 35–55.
- Chapter 3, "Individual Counseling Foundations," pages 56–93.

Human Development Theorists

There are several prominent human development theories. It is important that you are familiar with these theories and are able to understand how they can guide your work with your clients. During this unit, you will have the opportunity to apply these theories to two case studies: one child and one adolescent.

Complete the following media presentation:

- [Human Development Theorists](#).

u01s3 - Prepare: Creating Your Client Case

In Week 3, you will complete your first assignment by developing a client case of either a child or an adolescent, which will form the basis of your Week 9 assignment, in which you will develop a comprehensive treatment plan for your client.

You will be creating your ideal client, based on one of the four case studies in the [Case Study Treatment Plan](#) media. To have enough time to successfully complete this assignment, you should view this media this week and select the case study that most interests you.

u01d1 - Write Your Discussion Post

Review the case studies in the [Discussion Case Studies](#) media presentation. Select one child and one adolescent case study to address for this discussion. You will utilize the remaining two case studies in your Week 6 discussion.

- Choose three of the six theories of development you reviewed in the [Human Development Theorists](#) media presentation. Introduce and discuss each theory and then demonstrate your understanding by applying each of these theories to the child case study you selected for this discussion.
- Apply the remaining three theories of development you reviewed in the Human Development Theorists media presentation. Introduce and discuss each theory and then demonstrate your understanding by applying each of these theories to the adolescent case study you selected for this discussion.

Response Guidelines

Respond to the posts of at least two of your peers. Choose peers who selected theories that differ from those you chose for each child and adolescent. Compare and contrast your application of the theories to those they applied.

Course Resources

Graduate Discussion Participation Scoring Guide

u01v1 - Interactive Learning Module: Human Development Theorists Quiz

During this week's studies, you learned about some of the prominent human development theorists. To gauge your understanding of the theories they developed, complete the Human Development Theorists Quiz.

Course Resources

[Human Development Theorists Quiz](#) | Transcript

Unit 2 >> Legal and Ethical Considerations

Introduction

Identifying Legal and Ethical Issues

In the community, you will have children and adolescents referred to you for mental health counseling for a variety of mental health diagnoses, symptomology, and challenging life circumstances. Your ability to identify legal and ethical issues is essential to ensure you are providing the strongest counseling services, you are doing no harm to the client, and you are advocating for their safety in the community.

What resources can you use to help you identify and address the legal and ethical issues related to their cases?

This week, you will explore the legal and ethical issues associated with counseling children, adolescents, and their parents or guardians. Counseling children and adolescents involves special consideration of ethical and legal issues. Children are not able to provide informed, legal consent for counseling or psychological treatment. (However, in some states, there are laws that allow adolescents to seek counseling under specific conditions without parental consent, and you should familiarize yourself with applicable laws in your state.) Instead, parents or legal guardians must provide consent. However, professionals need to provide information to children and adolescents about the counseling services they are to receive in ways that they can understand. With underage children, parents or guardians must be involved with the counseling process. However, be aware that parent or guardian participation in the actual counseling sessions is not always necessary or best for the client.

You will discuss the process of identifying legal and ethical issues, and explore the ACEs study, which was a groundbreaking study that brought to light the prevalence of adverse childhood experiences such as abuse, neglect, domestic violence, et cetera, and the lasting impacts these experiences have on their development as adults.

To Do List:

- **Discussion:** Research and discuss the ACEs study.
- **What You Need to Know:** Review information related to the special legal and ethical considerations involved in counseling children and adolescents. Use the Capella University Library to research the ACEs study. Select one article to share in this week's discussion.
- **Prepare:** Prepare for your Week 3 assignment; begin to research methods for completing a three-generation genogram.

Learning Activities

u02s1 - Activity Overviews

Discussion Overview

This week, you will research and discuss the ACEs study, a groundbreaking study that brought to light the prevalence of adverse childhood experiences such as abuse, neglect, domestic violence, et cetera, and the lasting impacts these experiences have on their development as adults.

u02s2 - What You Need to Know

Legal and Ethical Considerations

When you are working with children and adolescents, it is critical that you are aware of the special legal and ethical considerations involved. You must find a way to communicate with your clients and their families to help them understand these considerations. As you participate in this course, you will be asked to identify legal and ethical considerations in several case studies. The materials in this study will help you to complete these activities.

Use your *Counseling Children and Adolescents* text to read the following:

- Chapter 4, "Ethical and Legal Foundations," pages 94–129.

Use the Internet to review the following:

- American Counseling Association. (n.d.). [Ethics and professional standards](http://www.counseling.org/knowledge-center/ethics). Retrieved from <http://www.counseling.org/knowledge-center/ethics>

Adverse Childhood Experiences

The ACEs study was a groundbreaking study that brought to light the prevalence of adverse childhood experiences such as abuse, neglect, domestic violence, et cetera, and the lasting impacts these experiences have on their development as adults. It is important that you are familiar with this study and its implications as you work with children and adolescents.

Read the following article from the Capella library:

- McEwen, C. A., & Gregerson, S. F. (2019). [A critical assessment of the adverse childhood experiences study at 20 years](#). *American Journal of Preventive Medicine*, 56(6), 790–794.

Peruse the following:

- Centers for Disease Control and Prevention. (n.d.). [Adverse childhood experiences \(ACEs\)](https://www.cdc.gov/violenceprevention/acestudy/index.html). Retrieved from <https://www.cdc.gov/violenceprevention/acestudy/index.html>

Research

Use the Capella library to find an article about the ACEs study that is of interest to you. You will be asked to summarize and discuss the contents of the article in your discussion this week. Use your [Counseling: Masters Research Guide](#) from the Capella library for directions about searching.

The [Searching in the Library](#) page is full of good information.

u02s3 - Prepare: Creating Your Client Case

Last week, you were introduced to the [Case Study Treatment Plan](#) media. By now, you should have selected the case study you are most interested in working on, and be well on the way to creating the information-gathering activities that will form the basis of your Week 3 and Week 9 assignments. Also, review the Capella resource [Annotated Bibliography](#) in preparation for the Week 3 assignment.

u02d1 - Write Your Discussion Post

The ACEs was a groundbreaking study that brought to light the prevalence of adverse childhood experiences such as abuse, neglect, domestic violence, et cetera, and the lasting impacts these experiences have on their development as adults.

For this discussion, use the Capella library to research the ACEs study, and select one article.

- Provide a brief synopsis of the article, and why it is of particular interest to you.
- Include a link to your article.

Response Guidelines

Respond to the posts of at least two of your peers. Read the articles they selected, and compare and contrast the information presented in their articles to the article you chose.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Creating Your Client Case

Introduction

Creating Your Client Case

You are meeting for the first time with a young client who has been referred to you for treatment. What type of information do you need to compile to be able to successfully assess, diagnose, and treat your client?

This week, you will develop the profile of the client you will use to complete your final assignment in Week 9. You will develop biopsychosocial information, a genogram, and an ecomap of your client. This work will be the foundation for your Week 9 assignment.

This is your opportunity to create a well-developed and detailed client case that you would find interesting and challenging to work with.

To Do List:

- **Assignment:** Complete your first course assignment, Creating Your Client Case.
- **What You Need to Know:** Learn about how to develop a case conceptualization.

Learning Activities

u03s1 - Activity Overviews

Assignment Overview

This week, you will complete your first assignment, Creating Your Client Case. You will complete sections of the case study treatment plan, which will form the foundation of your Week 9 assignment.

u03s2 - What You Need to Know

Creating a Client Case

This week, you will submit your first assignment, the client case you developed based on the case study you selected from the Case Study Treatment Plan media. The following content from your textbook will help you develop that client case.

Use your *Counseling Children and Adolescents* textbook to read the following:

- Chapter 9, "Conceptualizing Young Client's Situations and Directing Counseling," pages 253–277.

u03a1 - Creating Your Client Case

Instructions

For this assignment, develop the profile of the client you will use to complete your final assignment in Week 9, where you will develop a treatment plan for your client.

Review the case studies in the [Case Study Treatment Plan](#) media. Select one of these case studies that you will use to create your client case. You will use your selected case study as a basis for creating a detailed client case. This is your opportunity to create a detailed client profile that you will be using as the foundation for your Week 9 assignment.

Once you have selected your client, complete the following tabs in the media presentation:

- Biopsychosocial Information for Case Conceptualization.
- Genogram.
- Ecomap.

Then, using the information you have created, complete the following sections of the treatment plan:

- Legal and Ethical Considerations.
 - Identify a minimum of three current or potential legal issues that may impact the client's mental health.
 - Identify a minimum of three current or potential ethical issues that may impact the client's mental health.
- Annotated Bibliography.
 - Following the guidelines for drafting an [Annotated Bibliography](#), provide a minimum of five recent (5 years or newer) peer-reviewed journal articles to support your work. Use your [Counseling: Masters Research Guide](#) from the Capella library for directions about searching. The [Searching in the Library](#) page is full of good information.

Additional Requirements

As you complete your assignment, be sure to:

- Write coherently to support your work with correct grammar, usage, and mechanics as expected of a counseling professional.
- Correctly apply current APA Style and Format
- Cite only recent (published within the last 5 years), relevant academic literature to support your work.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Analyze the individual, family, community, cultural, and societal factors that contribute to the development of disorders in children and adolescents.
 - Develop biopsychosocial information that represents individual, family, community, cultural, and societal factors contributing to the client's need for mental health counseling services.
 - Develop an ecomap that represents individual, family, community, cultural, and societal factors contributing to the client's need for mental health counseling services.
 - Develop a genogram that represents individual, family, community, cultural, and societal factors contributing to the client's need for mental health counseling services.
- Competency 2: Employ traditional or systems theories to explain the relationships between community systems, family systems, and school systems that influence children and adolescents.
 - Explain the relationships among community systems, family systems, and school systems that could support the client through treatment, counseling and beyond.

- Competency 3: Assess for legal responsibilities and applicable ethical standards when planning counseling for children and adolescents.
 - Identify current or potential legal issues that may impact the client's mental health.
 - Identify current or potential ethical issues that may impact the client's mental health.
- Competency 7: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the counseling professions.
 - Communicate in a manner that is scholarly and professional, adheres to current APA standards, and is consistent with expectations for members of the counseling professions.
 - Support work with recent peer-reviewed journal articles.

Unit 4 >> Developing a Case Conceptualization

Introduction

Case Conceptualization

You have been asked to present a case conceptualization of your new client to the other counselors at your agency during a treatment team meeting. This is the first time you will prepare and deliver this type of information about a client case. What type of information do you need to compile and present to your clinical colleagues?

As Zubernis and Snyder (2016) indicated, "The counselor begins to develop a framework to explain the etiology of the problem" (p. 43). This week, you will develop and present a case conceptualization for the client you created during Week 3 in preparation for diagnosis and treatment planning.

To Do List:

- **Discussion:** Develop and present a case conceptualization of the client case you created for the Week 3 assignment.
- **What You Need to Know:** Continue to study the steps involved in developing a case conceptualization.
- **Prepare:** Begin planning for your Week 5 assignment by reviewing the Assignment Case Studies media and selecting one child and one adolescent case study that will form the basis for your Weeks 5 and 7 assignments.

Reference

Zubernis, L., & Snyder, M. (2016). *Case conceptualization and effective interventions: Assessing and treating mental, emotional, and behavioral disorders*. Thousand Oaks, CA: Sage.

Learning Activities

u04s1 - Activity Overviews

Discussion Overview

For this discussion, you will develop and present a case conceptualization of the client case you created for the Week 3 assignment.

u04s2 - What You Need to Know

Case Conceptualization

This week, you will be presenting a case conceptualization of the client case you created for your Week 3 assignment. The following resources will help guide you as you draft and present your case conceptualization in this week's discussion.

Use your *Counseling Children and Adolescents* to review the following chapter:

- Chapter 9, "Conceptualizing Young Clients' Situations and Directing Counseling," pages 253–277.

Use the Capella library to read the following:

- Zubernis, L., & Snyder, M. (2016). *Case conceptualization and effective interventions: Assessing and treating mental, emotional, and behavioral disorders*. Thousand Oaks, CA: Sage.
 - Chapter 3, "Case Conceptualization That Works," pages 41–62.

u04s3 - Prepare: Diagnosis and Goal Setting

For the Week 5 assignment, you will be developing appropriate *DSM-5* diagnoses for both a child and an adolescent client.

Review the following:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: Author.
- First, M. B. (2014). *DSM-5 handbook of differential diagnosis*. Arlington, VA: American Psychiatric Association Publishing.

Additionally, you will develop long- and short-term goals for each client and identify potential legal and ethical considerations related to each case. Review the [Assignment Case Studies](#) media and select the two (one child and one adolescent) you will work with. Then begin to review literature that can help you form your diagnoses and develop long- and short-term goals.

Use the [Week 5 Assignment Template \[DOCX\]](#) to complete your work.

u04d1 - Write Your Discussion Post

For this discussion, present a case conceptualization of the client case you created for your Week 3 assignment. First, use the [Case Conceptualization Presentation Outline \[DOCX\]](#) to draft your presentation. Then, using Kaltura or similar software, record your presentation, lasting no more than 15 minutes.

Provide a link to the video, and remember that you must complete this video 24 hours prior to sharing it in this discussion to provide close captioning. Upload the link to your presentation.

Refer to [Using Kaltura](#) for more information about this courseroom tool or review the Audio and Video in this Course section on the Tools and Resources page.

Response Guidelines

Respond to the posts of at least two of your peers, providing constructive feedback regarding their presentations. Identify the strengths in each presentation, as well as asking clarifying questions that will help your peers hone the information provided in their case conceptualization development skills. While this is an opportunity to practice your presentation skills, remember that the main purpose is to focus on the clinical information provided in the case conceptualization.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Diagnosis and Goal Setting

Introduction

Goals, Objectives, or Interventions?

You are in the process of developing comprehensive treatment plans for your child and adolescent clients. These plans include diagnoses, long-term goals, short-term goals, objectives, and interventions. How do you differentiate among them, and what purpose do they serve?

Many learners struggle when trying to differentiate among long-term goals, short-term goals, objectives, and interventions. During this week, you will learn about the role each of these plays in the development of a treatment plan, as well as how they support one another.

Finally, you will have the opportunity to develop diagnoses as well as treatment plan goals, objectives, and interventions for two case study clients.

To Do List:

- **Assignment:** Complete your Week 5 assignment, Diagnosis and Goal Setting.
- **What You Need to Know:** Peruse the *DSM-5* and treatment planning resources and determine which content will help you successfully complete your assignment.
- **Interactive Learning Module:** Complete the Differentiating Among Long-Term Goals, Short-Term Goals, and Interventions media.

Learning Activities

u05s1 - Activity Overviews

Assignment Overview

This week, you will develop appropriate *DSM-5* diagnoses, as well as long- and short-term goals for both a child and an adolescent client. Additionally, you will identify legal and ethical considerations related to each case.

u05s2 - What You Need to Know

Diagnosis

This week, you will be developing a diagnosis for two case study clients—a child and an adolescent. Use the following resources from the Capella library to help you create appropriate diagnoses for your clients:

- First, M. B. (2014). *DSM-5 handbook of differential diagnosis*. Arlington, VA: American Psychiatric Association Publishing.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: Author.

Goal Setting

You will also develop goals for your child and adolescent clients. The following two resources will help you understand how to set goals for your clients and provide you with valuable information you utilize to help you develop appropriate goals.

- Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The child psychotherapy treatment planner (5th ed.)*. Hoboken, NJ: John Wiley & Sons.
- Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner (5th ed.)*. Hoboken, NJ: John Wiley & Sons.

u05a1 - Diagnosis and Goal Setting

Instructions

For this assignment, review the four case studies provided in the [Assignment Case Studies](#) media and select one child and one adolescent case study to use as the basis for your work. Use the [Week 5 Assignment Template \[DOCX\]](#) to guide and complete your work. For each case study, you will complete the following:

- Determine an appropriate *DSM-5* diagnoses.
- Develop a minimum of appropriate long-term goals.
- Develop a minimum of two short-term goals for each identified long-term goal.
- Identify a minimum of three current or potential legal issues that may impact the client's treatment in counseling.
- Identify a minimum of three current or potential ethical issues that may impact the client's treatment in counseling.

Be sure to support your work with a minimum of four recent peer-reviewed journal articles in addition to other academic resources (*DSM-5*, APA code of ethics, et cetera). Also, communicate in a manner that is scholarly and professional, adheres to current APA standards, and is consistent with expectations for members of the counseling professions.

Additional Requirements

As you complete your assignment, be sure to:

- Write coherently to support your work with correct grammar, usage, and mechanics as expected of a counseling professional.
- Correctly apply current APA Style and Format
- Cite only recent (published within the last 5 years), relevant academic literature to support your work.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 3: Assess for legal responsibilities and applicable ethical standards when planning counseling for children and adolescents.
 - Identify current or potential legal issues that may impact the client's treatment in counseling.
 - Identify current or potential ethical issues that may impact the client's treatment in counseling.
- Competency 6: Develop diagnoses and treatment plans for child and adolescent mental and emotional disorders.
 - Determine correct *DSM-5* diagnoses.
 - Develop appropriate long-term goals for a client.
 - Develop appropriate short-term goals for each identified long-term client goal.

Competency 7: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the counseling professions.

- Communicate in a manner that is scholarly and professional, adheres to current APA standards, and is consistent with expectations for members of the counseling professions.
- Support work with recent peer-reviewed journal articles and other academic resources.

u05v1 - Interactive Learning Module: Differentiating Among Long-Term Goals, Short-Term Goals, and Interventions

Learners oftentimes struggle to differentiate among long-term goals, short-term goals, and interventions. Before beginning work on your next assignment, complete the [Differentiating Among Long-Term Goals, Short-Term Goals, and Interventions](#) media, which is designed to help you differentiate among them.

Course Resources

[Differentiating Among Long-Term Goals, Short-Term Goals, and Interventions](#)

Unit 6 >> Play Therapy and Counseling Theories With Children and Adolescents

Introduction

Let Us Integrate Play Therapy!

You need to develop theory-based play therapy interventions for your child and adolescent clients as part of their treatment plans. How do you identify which play therapy interventions are appropriate for their ages, diagnoses, and your theories of choice?

Knowledge about children's emotional development came into full bloom in the 20th century. Adults began to realize how crucial it was for infants and children to feel emotionally attuned to their caretakers to thrive. Experts realized that the quality of early life was very important for lifetime emotional health. In the 1960s and 70s, Virginia Axline developed non-directive play therapy, based on the person-centered approach of Carl Rogers, as a way to work with very troubled children. Many of her ideas are the basic principles that counselors of children and adolescents use today. Regardless of theoretical orientation, these principles help counselors tune in emotionally with their young clients, while creating a safe environment for self-expression. You will learn about these principles this week.

When providing counseling services to children and adolescents, it is often appropriate and effective to make use of a variety of creative therapy methods. Children, in particular, are often not able to express or describe the inner world of feeling and thought in ways that are more typical of adult-to-adult counseling interactions. For young children and adolescents, therefore, the use of play becomes the vehicle through which expression takes place.

During this week, you will have the opportunity to develop interventions—including play therapy—appropriate for children and adolescents that are supported by the counseling theories that most resonate with you.

To Do List:

- **Discussion:** Complete this week's discussion by developing theory-based interventions, including play therapy interventions.
- **What You Need to Know:** Review prominent counseling theories and how they can be applied to child and adolescent clients. Review the information provided regarding the use of play therapy.
- **Prepare:** Begin preparations for your Week 7 Assignment, Develop Theory-based Interventions.

Learning Activities

u06s1 - Activity Overviews

Discussion Overview

This week, you will identify two counseling theories that resonate with your personal values and beliefs and apply them to two case studies by identifying three interventions, one of which is a play therapy intervention, to each case.

u06s2 - What You Need to Know

Your Theoretical Orientation

As you complete the activities for this week, and your assignments in Weeks 7 and 9, you will be asked to identify which of the counseling theories you are learning about most resonate with you.

Use your *Counseling Children and Adolescents* text to read the following:

- Chapter 5. "Counseling Theories That Focus on Thought and Behavior Change and Action," pages 121–170;
- Chapter 6. "Counseling Theories That Focus on Background Experiences and Relationships," pages 171–208.
- Chapter 7, "Counseling Theories That Focus on Family Change Processes," pages 209–227.

Play Therapy

Non-directive play therapy is a method for working with very troubled children and adolescents. Regardless of theoretical orientation, these principles help counselors tune in emotionally with their young clients, while creating a safe environment for self-expression. The following resources will help you as you develop play therapy interventions for your clients:

Use your *Counseling Children and Adolescents* text to read the following:

- Chapter 8, "The Use of Play and Creative Arts in Counseling," pages 228–252.

Use the Capella library to review the following videos related to play therapy:

- Landreth, G. (Author). (2012). *Child-centered play therapy: A clinical session* [Video]. Denton, TX: Center for Play Therapy.
 - In this video, Gary Landreth demonstrates a full child-centered play therapy session and explains what is happening and why.
- Landreth, G. (Author). (2002). *Understanding play behavior and themes in play therapy* [Video]. Denton, TX: Center for Play Therapy.
 - In this video, Gary Landreth discusses play behavior and themes.
- Dawkins, K. (Producer). (1998). *Essentials of play therapy with abused children* [Video]. New York, NY: Guilford Publications.
 - In this video, Eliana Gil discusses and demonstrates how to work with abused children.
- Dawkins, K. (Producer). (1998). *Play therapy for severe psychological trauma* [Video]. New York, NY: Guilford Publications.
 - In this video, Eliana Gil discusses and demonstrates how to work with severely traumatized children.

Use the Internet to peruse the following website related to play therapy:

- [Association for Play Therapy](http://www.a4pt.org). (n.d.). Retrieved from <http://www.a4pt.org>

u06s3 - Prepare: Develop Theory-based Interventions

For the Week 7 assignment, you will develop theory-based interventions for the two clients you worked with in your Week 5 assignment. You will identify two theories of counseling, and then develop individual, family, and group theory-based interventions, as well as play therapy interventions based on those two theories.

This week, you should choose your theories and then begin to research interventions for your two case studies from the [Assignment Case Studies](#) media that are supported by those theories.

Use the [Week 7 Assignment Template \[DOCX\]](#) to complete your work.

u06d1 - Write Your Discussion Post

Identify two counseling theories that resonate with your personal values and beliefs at this point in your professional development. Apply these theories to the two case studies that you chose in your Week 1 discussion by identifying three interventions, one of which is a play therapy intervention. See the [Discussion Case Studies](#) media to review the case studies.

Each intervention is to be supported with recent, relevant peer-reviewed journal articles. Provide the citations for each of these articles.

Response Guidelines

Respond to the posts of at least two of your peers. Respond to peers who chose the same case studies that you did for your post. Compare and contrast the interventions they identified with those you selected for each case study.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Theory-Based Interventions

Introduction

Creating Theory-Based Interventions

You are continuing your work on your clients' treatment plans. Consider the counseling theories that most resonate with you. How will you develop interventions for your child and adolescent clients based on those theories?

This week, you will explore some of the major theories of child and adolescent counseling. Familiarity with several theories will allow you to choose counseling approaches that most closely address the needs of your young clients. Learning the techniques associated with these theories will equip you to foster positive change in both subtle and dramatic ways.

At their core, all these child and adolescent theories rely on understanding what has occurred (or is occurring) in the lives of children, adolescents, and their parents or guardians. The manner in which this understanding is applied, however, is reflected in the specific methods used by counselors working within different theoretical frameworks. As you explore these theories, consider which ones you resonate with and how their methods and techniques can be incorporated into your own repertoire of skills related to working with children and adolescents.

In this week's assignment, you will be challenged to focus on two theories to help you shape interventions for children and adolescents. This is an opportunity to test how these theories fit with your understanding of the change process in children and adolescents and your developing identity as a mental health counselor.

To Do List:

- **Assignment:** Complete this week's assignment, Develop Theory-Based Interventions.
- **What You Need to Know:** Review treatment planning and interventions materials that will help you complete this week's assignment.

Learning Activities

u07s1 - Activity Overviews

Assignment Overview

In this week's assignment, you will identify two theories that resonate with your personal values and beliefs and develop interventions for the two case study clients you worked with in the Week 5 assignment.

u07s2 - What You Need to Know

Developing Theory-Based Interventions

For this week's assignment, you will continue to work with the child and adolescent clients you chose for the Week 5 assignment by developing theory-based interventions for each. The following are some great resources to help you develop interventions for your clients based on the diagnoses and goals you developed in Week 5. Find the chapters that pertain to your clients and read them before developing your interventions.

- Use your *Counseling Children and Adolescents* text to read about developing interventions for the diagnoses and goals identified.
- Use the Capella library to identify and read the chapters in the following e-books to help you develop interventions for the diagnoses and goals you identified.
 - Zubernis, L., & Snyder, M. (2016). *Case conceptualization and effective interventions: Assessing and treating mental, emotional, and behavioral disorders*. Thousand Oaks, CA: Sage.
 - Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner (5th ed.)*. Hoboken, NJ: John Wiley & Sons.
 - Jongsma, A. E., Jr., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The child psychotherapy treatment planner (5th ed.)*. Hoboken, NJ: John Wiley & Sons.

u07a1 - Develop Theory-Based Interventions

Instructions

For this assignment, continue to work with the two clients you selected for your Week 5 assignment (one child and one adolescent). Review the [Assignment Case Studies](#) if you want to look at the case studies.

Using the [Week 7 Assignment Template \[DOCX\]](#), complete the following for each client:

- Choose two counseling theories and compare and contrast the application of these theories to the client's treatment.
- Develop interventions supported by the literature, based on the counseling theories chosen.
 - Develop two individual counseling interventions. A minimum of one of these interventions should be grounded in play therapy.
 - Develop two family counseling interventions. A minimum of one of these interventions should be grounded in play therapy.
 - Develop two group counseling interventions. A minimum of one of these interventions should be grounded in play therapy.

Be sure to support your work with a minimum of four, recent peer-reviewed journal articles for each case study. Use your [Counseling: Masters Research Guide](#) from the Capella library for directions about searching. Also, communicate in a manner that is scholarly and professional, adheres to current APA standards, and is consistent with expectations for members of the counseling professions.

Additional Requirements

As you complete your assignment, be sure to:

- Write coherently to support your work with correct grammar, usage, and mechanics as expected of a counseling professional.
- Correctly apply current APA Style and Format
- Cite only recent (published within the last 5 years), relevant academic literature to support your work.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 4: Analyze major theories of counseling children and adolescents in order to select the best counseling approach for a child's diagnostic need.
 - Compare and contrast the application of counseling theories to clients' treatment plans.
 - Develop theory-based interventions supported by the literature.
- Competency 5: Analyze counseling techniques used with children and adolescents in individual, family, or group therapy contexts.
 - Develop appropriate individual counseling interventions.
 - Develop appropriate family counseling interventions.
 - Develop appropriate group counseling interventions.
 - Develop appropriate play therapy interventions.
- Competency 7: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the counseling professions.
 - Support work with recent peer-reviewed journal articles.
 - Communicate in a manner that is scholarly and professional, adheres to current APA standards, and is consistent with expectations for members of the counseling professions.

Unit 8 >> Identifying Your Community Resources

Introduction

Getting to Know Your Community Resources

How well do you know your community's mental health resources for children and adolescents?? As you draft comprehensive treatment plans for your child and adolescent clients, it is important for you to be aware of the resources available in your community, so that they can be integrated into your plans. What are the local and community resources that could meet your clients' needs?

It is important that counselors of children and adolescents are aware of community mental health resources.

During this week, you will identify and learn more about resources available in your local community for this population. You will integrate these resources into your Week 9 assignment. You will also discuss how the locale in which you live impacts the services available for children and adolescents, and in turn your treatment plan.

To Do List:

- **Discussion:** Complete this week's discussion by posting a list of resources from your community that will assist you in counseling children and adolescents.
- **What You Need to Know:** There are no required readings this week.
- **Prepare:** Research the resources in your community that will assist you in counseling children and adolescents in preparation for this week's discussion.
- **Prepare:** Prepare for your Week 9 assignment by reviewing the client case you developed in Week 3 as well as the Case Study Treatment Plan media to identify what you will need to do to successfully complete the final assignment.

Learning Activities

u08s1 - Activity Overviews

Discussion Overview

For this week's discussion, you will conduct an audit of the resources available in your home community that you can integrate into the treatment plan you will be creating in Week 9. You will share your audit with your class, and then discuss how developing treatment plans can be impacted by your geographical location.

u08s2 - What You Need to Know

There are no required readings this week.

u08s3 - Prepare: Identifying Your Community Research

As a counselor, it is important for you to be aware of the resources that are available to you in your local community, as well as of the local demographics.

Research and document the local demographics and community resources available for you and your child and adolescent clients. Suggestions for compiling this information include using the Internet, the telephone book, and the local newspaper, speaking with counseling professionals in your locale, and using any other source of data or information available to you.

Use the [Community Resources Log \[DOCX\]](#) to record your resources.

u08s4 - Prepare: Comprehensive Treatment Plan

Your final assignment is due next week. Using the [Case Study Treatment Plan](#) media, you will complete the treatment plan for the client you chose for your Week 3 assignment. All of the work you have done throughout the course would have prepared you for this assignment. Review and update your client case based on the feedback you received from your instructor, and begin the process of completing the treatment plan. Refer to the Week 9 assignment description and scoring guide for more detailed instructions.

u08d1 - Write Your Discussion Post

For this discussion, conduct an audit of the resources available for your chosen client if you were going to work with them in your community. You will integrate these resources into the treatment plan you will be creating for the Week 9 assignment.

Use the Internet, the telephone book, and the local newspaper, and speak with counseling professionals in your locale to locate resources. Use the [Community Resources Log \[DOCX\]](#) to record both the details of the resources and the experience of locating them.

Once you have completed your audit, upload the Community Resources Log to this discussion.

For your post, complete the following:

1. Share the demographic information for the community in which you live with your peers. This should include:
 - Population.
 - Ethnic breakdown.
 - Socioeconomic information.
 - Education levels.
 - Primary industries or sources of income.
2. Describe the resources available in your area.
 - How difficult, in general, was it to research and identify these resources?
 - Do you feel they adequately meet the needs of your community? If not, what steps will you need to take to ensure that your clients have the resources they need?

Response Guidelines

Respond to the posts of at least two of your peers. Select peers whose locales differ the most from your own. Compare and contrast available resources and discuss how developing treatment plans can be impacted by your geographical location.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Treatment Planning

Introduction

Developing a Treatment Plan

Throughout the course, you have learned about and completed the steps involved with the development of a comprehensive treatment plan. This week, you will apply all you have learned to develop a treatment plan for the client case you created in Week 3. How will you help your client resolve their issues?

As we have learned throughout the course, counselors apply assessment tools to identify the clients' presenting problem and therapeutic needs. The assessment process provides a stronger foundation to establish clinical goals and a treatment plan, which you have discovered as you developed diagnoses, goals, and interventions for your case study clients in Weeks 5 and 7.

This week, you will complete your final assignment by developing a comprehensive treatment plan for the client case you created for the Week 3 assignment. You will develop a diagnosis, establish a therapeutic orientation, and identify therapeutically oriented treatment goals and interventions, supported by a comprehensive list of academic resources.

To Do List:

- **Assignment:** Complete this week's assignment, Comprehensive Treatment Plan.
- **What You Need to Know:** Review the resources that will help you successfully complete your assignment.

Learning Activities

u09s1 - Activity Overviews

Assignment Overview

For this week's assignment, you will complete the case study treatment plan for the client case you created for your Week 3 assignment.

u09s2 - What You Need to Know

Treatment Planning

As you prepare to complete your case study treatment plan this week, review the following resources to help you complete your work.

Use your *Counseling Children and Adolescents* text to review the following:

- Chapter 9, "Conceptualizing Young Clients' Situations and Directing Counseling," pages 253–277.

Use the Capella library to review the following:

- Zubernis, L., & Snyder, M. (2016). *Case conceptualization and effective interventions: Assessing and treating mental, emotional, and behavioral disorders*. Thousand Oaks, CA: Sage.
 - Chapter 3, "Case Conceptualization That Works," page 41–62.

u09a1 - Comprehensive Treatment Plan

Instructions

For this final assignment, apply what you have learned in this course to complete the Case Study Treatment Plan media presentation, using the client information you developed for your Week 3 assignment. You will complete each section of the treatment plan, following the directions provided for each section.

You will be required to:

- Update the first sections of the treatment plan you completed in the Week 3 assignment, based on your instructor's feedback. They are:
 - Biopsychosocial Information for Case Conceptualization.
 - Genogram.
 - Ecomap.
 - Legal and Ethical Considerations.
 - Annotated Bibliography.
- Determine an appropriate *DSM-5* diagnoses.
- Develop a minimum of three appropriate long-term goals.
- Develop a minimum of two short-term goals for each identified long-term goal (a total of six or more).
- Choose two counseling theories and compare and contrast the application of these theories to the client's treatment.
- Develop interventions supported by the literature based on the counseling theories chosen.
 - Develop two individual counseling interventions. Be sure to ground a minimum of one of these interventions in play therapy.
 - Develop two family counseling interventions. Be sure to ground a minimum of one of these interventions in play therapy.
 - Develop two group counseling interventions. Be sure to ground a minimum of one of these interventions in play therapy.

Be sure to support your work with a minimum of eight recent (5 years or newer) peer-reviewed journal articles in addition to other academic resources (*DSM-5*, APA code of ethics, et cetera). Also, communicate in a manner that is scholarly and professional, adheres to current APA standards, and is consistent with expectations for members of the counseling professions.

Additional Requirements

As you complete your assignment, be sure to:

- Write coherently to support your work with correct grammar, usage, and mechanics as expected of a counseling professional.
- Correctly apply current APA Style and Format
- Cite only recent (published within the last 5 years), relevant academic literature to support your work.

Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Analyze the individual, family, community, cultural, and societal factors that contribute to the development of disorders in children and adolescents.
 - Analyze the individual, family, community, cultural, and societal factors that contribute to the development of disorders in children and adolescence.
- Competency 4: Analyze major theories of counseling children and adolescents in order to select the best counseling approach for a child's diagnostic needs.
 - Develop appropriate, theory-based interventions for a client that are supported by the literature.
- Competency 5: Analyze counseling techniques used with children and adolescents in individual, family, or group therapy contexts.
 - Develop appropriate individual counseling interventions.
 - Develop appropriate family counseling interventions.
 - Develop appropriate group counseling interventions.
 - Develop appropriate play therapy interventions.
- Competency 6: Develop diagnoses and treatment plans for child and adolescent mental and emotional disorders.
 - Determine an appropriate *DSM-5* diagnosis.
 - Develop appropriate long-term goals.
 - Develop appropriate short-term goals for each identified long-term goals in a client's treatment plan.
- Competency 7: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the counseling professions.
 - Support work with recent peer-reviewed journal articles.
 - Communicate in a manner that is scholarly and professional, adheres to current APA standards, and is consistent with expectations for members of the counseling professions.

Unit 10 >> Reflections

Introduction

Reflection

Self-reflection and self-assessment are part of the professional's repertoire of academic and professional skill sets. How has this course contributed to your personal and professional development and your understanding of working with child and adolescent clients?

Reflect on your work in developing and completing theory-based treatment plans for children and adolescents. Ponder the effect this work has had on your personal and professional understanding of providing counseling to children and adolescents. Consider the growth and development that has occurred throughout your work in this course.

To Do List:

- **Discussion:** Complete this week's discussion by reflecting upon what you have learned throughout this course.
- **Quiz:** Complete the Counseling Children and Adolescents Quiz.
- **What You Need to Know:** Peruse the materials and activities you have completed in this course.

Learning Activities

u10s1 - Activity Overviews

Discussion Overview

In this discussion, you will have the opportunity to reflect upon what you have learned throughout this course.

u10s2 - What You Need to Know

There are no new studies for this week. Rather, spend some time perusing the materials and activities you have completed in this course, and reflect upon how your counseling knowledge and skills have been impacted by your work.

u10d1 - Write Your Discussion Post

In this discussion, reflect upon what you have learned throughout this course. Provide detailed answers to the following questions:

- What are your thoughts on creating a treatment plan for the child or adolescent client you created for the Week 9 assignment (and his or her family, if applicable)?
- How would you compare and contrast the theories you selected to address the cases enhanced your knowledge of these theories as they apply to children and adolescents? Explain.
- How will the knowledge and skills you obtained in this course impact your current or future work with children and adolescents?
- What growth and development occurred within the realm of your professional identity?

Response Guidelines

Review the posts of other learners and respond to at least two. Identify and discuss the themes that are evident in the posts of other learners. Your post should also reflect your understanding and analysis of these themes as they relate to your own reflections.

Course Resources

Graduate Discussion Participation Scoring Guide

u10q1 - Counseling Children and Adolescents Quiz

Instructions

This multiple-choice quiz will gauge your understanding of the material presented in the course and is representative of your licensure exams. The quiz will also demonstrate your mastery of following course competencies:

- Competency 1: Analyze the individual, family, community, cultural, and societal factors that contribute to the development of disorders in children and adolescents.
- Competency 2: Employ traditional or systems theories to explain the relationships between community systems, family systems, and school systems that influence children and adolescents.
- Competency 3: Assess for legal responsibilities and applicable ethical standards when planning counseling for children and adolescents.
- Competency 4: Analyze major theories of counseling children and adolescents in order to select the best counseling approach for a child's diagnostic needs.
- Competency 5: Analyze counseling techniques used with children and adolescents in individual, family, or group therapy contexts.
- Competency 6: Develop diagnoses and treatment plans for child and adolescent mental and emotional disorders.

Read the following instructions before taking the quiz:

- There is no time limit for this quiz.
- You must take and submit the quiz in this unit. You will take the quiz once.
- Do not begin the quiz unless you have a minimum of one hour to devote to answering the questions. If you do not complete the quiz in one session, the score for the questions you answered correctly will be recorded as your final score.
- After answering all questions, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth 5 points.
- Click the quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.