The LSU Counselor Education program objectives reflect current knowledge from lay and professional groups concerning the counseling and human development needs of a pluralistic society. Designed to produce high quality, cutting edge practitioners, program objectives reflect input from program faculty, current and former students, and personnel in cooperating agencies. Objectives are directly related to program activities, and are routinely assessed and updated. The Counselor Education graduate program, with Concentrations in School Counseling and Clinical Mental Health Counseling, is comprised of three years (eight semesters) of graduate level study; 60 semester hours are required of all students.

**Objective #1:** Graduates will develop identities as professional counselors and will recognize the importance of engagement in professional development.

Graduates will have knowledge of:

- History and evolution of the counseling field including critical events
- Professional roles including the themes of advocacy, social justice, and interdisciplinary professional collaboration
- Professional organizations for counselors including national, regional, state, and division
- Ethical and legal standards for counseling practice
- Professional credentialing, such as certification, licensure, and accreditation procedures

Graduates will have the skills to:

- Apply ethical decision making models to counseling practice
- Advocate for clients at multi-systems levels
- Explain requirements for state licensure and national certifications including Continuing Education Units (CEUs)
- Utilize technology competently
- Maintain personal holistic wellness as it pertains to professional and personal development

**Objective #2:** Graduates will have knowledge and awareness of multicultural issues in counseling and be able to implement culturally sensitive counseling interventions.

Graduates will have knowledge of:

- The cultural context of factors such as ethnicity, race, nationality, age gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and the unique characteristics of individuals, couples, families, ethnic groups and communities
- Personal attitudes, values, expectancies, and acculturative experiences as they relate to views of self and other diverse groups
• Individual, group, family and community strategies for working with diverse populations.
• Counselors' roles in social justice, advocacy and conflict resolution as well as the nature of and processes in biases, oppression, discrimination and other culturally supported behaviors that are detrimental to human growth and development.

Graduates will be able to:
• Implement culturally sensitive helping relationships and strategies with diverse populations of individuals, couples, families, and groups.
• Engage in advocacy activities that promote the respect, growth and development of people in a diverse society

**Objective #3:** Graduates will have knowledge of human growth and development, and will be able to apply personality and learning theories to facilitate change and growth in individuals and family systems.

Graduates will have knowledge of:
• Developmental lifespan theories, learning theories, and personality development across the lifespan
• Developmental crises, the impact of trauma, behavioral exceptionalities, addiction, psychopathology, and contextual factors affecting behavior
• Developmentally and therapeutically appropriate prevention and intervention strategies

Graduates will have skills to:
• Apply and articulate indicators of normal and abnormal behavior to case conceptualization, planning, and practice
• Apply principles of major personality and learning theories to facilitate change and growth in individuals and families

**Objective 4:** Graduates will have knowledge of career development theories and methods and be able to apply career counseling skills to facilitate client exploration and problem solving.

Graduates will have knowledge of:
• Career development theories, decision making models, and the interrelationship of work, family and other life roles including the role of diversity and gender in career development
• Educational and occupational information, labor market information, and electronic media that facilitates career decision making
• Methods of career development program planning, administration and evaluation
• Issues and methods in placement, follow-up and evaluation
• Career counseling techniques, including those that apply to specific populations
• Technology based career development strategies including computer assisted career guidance and information systems
• Assessment instruments applicable to career development and career decision making
• Ethical and legal issues relevant to career development

Graduates will have the skills to:
• Utilize career development information systems, technologies, and computer based systems
• Implement career counseling helping skills with clients from diverse backgrounds
• Design, implement and evaluate career development programs
• Appropriately utilize career counseling assessment instruments
• Recognize and resolve ethical and legal dilemmas associated with career counseling

Objective #5: Graduates will have knowledge of helping processes and will have the interviewing and counseling skills to facilitate client engagement in counseling.
Graduates will have knowledge of:
• Counselor characteristics and behaviors that influence helping processes
• Theories to conceptualize client concerns and that provide a model for selecting appropriate interventions
• Models of consultation
• Ethical and legal considerations related to helping relationships, including the importance of counselor self-awareness in developing and maintaining relationships

Graduates will have the interviewing and counseling skills to:
• establish a therapeutic relationship
• establish therapeutic goals
• design effective intervention strategies
• evaluate counseling outcomes
• successfully terminate the counselor-client relationship
• apply consultation skills in a variety of counseling settings

Objective #6: Graduates will have a theoretical and experiential understanding of group purposes, development, dynamics, theories, and methods, and will be able to apply these skills to facilitate group processes.

Graduates will have knowledge of:
• Group dynamics, group processes, and group developmental stages
• Theories of group counseling
• Leadership styles and professional preparation standards for group leadership
• Task groups, psychoeducational groups, therapy groups, and other types of group work
• Ethical and legal considerations related to group counseling.

Graduates will have the skills to:
• Develop an effective group leadership style
• Form a group, including the assessment of client appropriateness for group counseling,
• Select appropriate group interventions
• Conduct a group using effective group leadership skills
• Evaluate group outcomes

Objective #7: Graduates will have knowledge of individual and group approaches for assessment and evaluation and will be able to apply these skills to facilitate the helping process.

Graduates will have knowledge of:
• Historical perspectives on assessment
• Basic concepts of standardized and nonstandardized testing
• Statistical concepts, reliability, and validity
• Cultural factors related to assessment/evaluation
• Disorders and conditions in the current diagnostic and statistical manual of mental disorders, issues in diagnostic assessment and methods of case conceptualization and treatment planning.
• Ethical and legal considerations related to assessment/evaluation

Graduates will have the skills to:
• Select appropriate assessment and evaluation instruments
• Administer appropriate assessment and evaluation instruments
• Interpret assessment & evaluation instruments and communicate results to clients
• Utilize diagnostic information in case conceptualizations and treatment planning
• Write a treatment plan

Objective #8: Graduates will have knowledge of research and program evaluation and will be able to apply basic quantitative and qualitative research skills.

Graduates will have knowledge of:
• Distinctions and similarities of research methods among qualitative and quantitative research designs
• The importance of research for informing counseling practice and evaluating client outcomes
• The use of needs assessment for program design and planning
• The use of applied research to counseling practice for establishing empirically sound interventions
• Ethical and legal limitations for conducting counseling research

Graduates will have skills to:
• Evaluate articles in professional journals
• Apply basic statistics to practical situations
• Explain research methods
• Understand and interpret information processed from data collection
• Evaluate programs and interventions based on data

**Objective #9: Graduates will have knowledge of family systems concepts and their application to the assessment and treatment.**

Graduates will have knowledge of:
• Major theories of family counseling and other related systems theories
• Major models of family intervention
• Strategies to match assessment and interventions modalities to family characteristics (e.g., ethnicity) and problem type
• Ethical and legal issues in couples and family counseling

Graduates will have the skills to:
• Observe and assess family interaction and dynamics
• Conceptualize family interactions in terms of various systems theories
• Implement family assessment and intervention strategies relative to family characteristics and problem type
• Recognize and act on ethical and legal issues in the practice of couples and family counseling