Counselor Education Program Mission and Objectives

Our Mission
The LSU Counselor Education program prepares students to function as professional counselors in a variety of human service settings such as schools, college counseling centers, mental health treatment facilities, and private practice. Our program prepares students to meet the mental health needs of clients in the state of Louisiana and nationally. Our goal is to prepare students to master the knowledge and skill areas specified by current preparation standards and best practices in the counseling profession. Graduates use their knowledge and skills to help individuals, couples, and families from diverse populations to enhance life adjustment, foster personal growth and wellness, promote social justice and advocacy, and expand competencies in coping with environmental demands across the life span.

Objectives of Program
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.

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

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, including as a member of an emergency management response team
- 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
- Self-care strategies for counselors
- Counseling supervision models, practices, and processes

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
- Maintain personal holistic wellness as it pertains to professional and personal development
Objective #2: Graduates will have knowledge and awareness of social and cultural diversity 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 at all developmental levels and in multicultural contexts.

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 for optimal development and wellness across the lifespan.
- Theories and models of individual, couple, family, cultural, and community resilience.
- A general framework for understanding exceptional abilities and strategies for differentiated interventions.

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
- Interrelationships among and between work, family, and other life roles

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:
- Wellness and prevention as desired counseling goals
- 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
- Crisis intervention and suicide prevention models, including the use of psychological first aid strategies
- 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 in a multicultural society, 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, psycho-educational groups, therapy groups, and other types of group work
• Ethical and legal considerations related to group counseling.
• Participating as a member of a small group for a minimum of 10 clock hours over the course of one semester

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 in a multicultural society 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 non-standardized testing
• Statistical concepts, reliability, and validity
• Social and 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 evidence-based 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
Objectives of the School Counseling Program

Master of Education in Counseling with a Concentration in School Counseling

The LSU School Counseling Program recruits and trains self-motivated counselors who are educational leaders and serve as advocates for all students in elementary, middle, and secondary schools. Through engaging caregivers and community partnerships, students demonstrate how school counselors work to promote academic success for all students, serve as multi-systemic leaders and change agents to improve educational practices, and demonstrate counseling effectiveness in removing barriers to success for all students through ongoing outcome research and program evaluation.

- Facilitate human development and adjustment throughout the lifespan.
- Respect cultural influences on human development and adjustment.
- Develop and maintain a comprehensive, developmental school counseling program which promotes students’ academic, career, and personal-social development.
- Use outcome research to demonstrate the effectiveness of school counseling programs.
- Practice consistent with the ethical and professional standards of the counseling profession.

The LSU School Counseling program is 60 hours and is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meets the standards of the Louisiana Department of Education for certification as a school counselor.
Objectives of the Clinical Mental Health Counseling Program

Master of Education in Counseling with a Concentration in Clinical Mental Health Counseling

The LSU Clinical Mental Health Counseling Program provides professional level training to graduate students interested in working in community agency and mental health settings. The program is designed to prepare students to become Licensed Professional Counselors in the state of Louisiana. Students will receive knowledge, experience, and skills training in order to:

- Facilitate human development and adjustment throughout the life span
- Prevent, diagnose, and treat mental, emotional, or behavioral disorders and associated distresses which interfere with mental health
- Conduct assessments and diagnoses for the purpose of establishing treatment goals and objectives
- Plan, implement, and evaluate treatment plans using counseling treatment interventions and practices consistent with the ethical and professional standards of the counseling profession.

The LSU Clinical Mental Health Counseling program is 60 hours and is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meets the educational requirements to become a Licensed Professional Counselor in the state of Louisiana. *Note: the program is accredited by CACREP as a Community Counseling program but is currently in the process of applying for CACREP accreditation under the Clinical Mental Health Counseling specialization.*