

Winona State University Counselor Education Department Program Goals and Objectives

The CED engages in the quality preparation of school and clinical mental health counselors through core and track-specific curriculum to help counseling students meet the needs of individuals, groups, and families in agency, school, and community settings within a multicultural and pluralistic society.

To better assure a consistent and quality educational experience for all counseling students, the CED adopted program goals and objectives in accordance with the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards in the following eight common core curricular areas: 1. Professional Orientation and Ethical Practice,

2. Social and Cultural Diversity, 3. Human Growth and Development, 4. Career Development, 5. Helping Relationships, 6. Group Work, 7. Assessment, and 8. Research and Program Evaluation. Many of the same objectives are also implemented in the Human Services Professional program and the as aligned to specific courses.

CED goal statements and program objectives for the eight core curricular areas and Clinical Mental Health and School Counseling Program tracks are detailed below.

1. Professional Orientation and Ethical Practice

The Counselor Education Department will provide curriculum to develop students' understanding of all aspects of professional orientation and functioning including history, roles, self-care, organizational structures, ethics, standards, and credentialing.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. understanding the history and philosophy of the counseling profession;
- b. understanding the professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;

- c. understanding counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event;
- d. participating in professional counselor advocacy efforts related to institutional and social barriers that impede access, equity, and the well-being of clients;
- e. engaging with professional associations in advocacy, awareness of benefits and issues, professional development activities, and services to members and their clients;
- f. understanding professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- g. awareness of current labor market information relevant to opportunities for practice within the counseling profession as well as mental health needs in the greater community;
- h. learning and applying the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling;
- i. recognizing the impact of technology on the profession and using it in a way that supports the community;
- j. applying strategies of personal and professional self-evaluation;
- k. developing self-care strategies appropriate to the counselor role;
- l. learning counseling supervision models, practices, and processes;

Social and Cultural Diversity

The Counselor Education Department will provide curriculum in social and cultural foundations to develop students' understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. recognizing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;

- b. utilizing theories and models of multicultural counseling, cultural identity development;
- c. social justice and advocacy in every day professional practice;
- d. engaging in a life-long determination to develop multicultural counseling competencies;
- e. considering the impact of heritage, attitudes, beliefs, understandings, intersection identities, and acculturative experiences on an individual's views of others;
- f. weighing the effects of power and privilege among counselors and clients;
- g. responding with openness to the help-seeking behaviors of diverse clients;
- h. respecting the impact of spiritual beliefs on clients' and counselors' worldviews;
- i. taking action using strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Human Growth and Development

The Counselor Education Department will provide curriculum to develop students' understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. knowing and appropriately applying theories of individual and family development and transitions across the lifespan;
- b. knowing and appropriately applying theories of learning and personality development, including current understandings about neurobiological behavior and abnormal behavior;
- c. knowing and appropriately applying theories and etiology of addictions and addictive behaviors;
- d. recognizing biological, neurological, and physiological factors that affect human development, functioning and behavior;
- e. considering systemic and environmental factors that affect human development, functioning, and behavior;

- f. understanding the effects of crises, disasters, and other trauma-causing events on persons of all ages;
- g. incorporating a general framework for understanding differing abilities as well as strategies for differentiated interventions;
- h. applying ethical and cultural strategies to promote resilience, optimum development, and wellness across the lifespan.

Career Development

The Counselor Education Department will provide curriculum to develop students' understanding of career development and related life factors across the lifespan.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. knowing and appropriately applying career development theories and decision-making models in counseling;
- b. knowing and appropriately applying interrelationships among and between work, mental well-being, relationships, other life roles and factors;
- c. applying processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology and information systems;
- d. implementing approaches for assessing the effect of the conditions of the work environment on client's life experiences;
- e. using strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development;
- f. knowing and appropriately applying career development program planning, organization, implementation, administration, and evaluation;
- g. engaging in advocacy for diverse clients' career and educational development and employment opportunities in a global economy;
- h. providing strategies for facilitating client skill development for career, educational and life-work planning and management;

- i. maintaining ethically and culturally relevant strategies for the sake of career development in all clients.

Helping Relationships

The Counselor Education Department will provide curriculum to develop students' understanding of counseling and consultation processes in a multicultural society.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. knowing and appropriately applying counseling theories including systemic approaches to conceptualize clients;
- b. implementing theories, models, and strategies for understanding and practicing consultation.
- c. establishing ethically and cultural relevant strategies for establishing and maintaining in-person and technology assisted relationships.
- d. considering the impact of technology on the counseling process and the counseling profession;
- e. knowing and appropriately applying counselor characteristics and behaviors that influence helping processes;
- f. knowing and appropriately applying essential interviewing, counseling skills, and case conceptualization skills;
- g. providing developmentally relevant counseling treatment or intervention plans;
- h. engaging in evidence-based counseling strategies and techniques for the prevention and intervention of all clients;
- i. establishing measurable outcomes for clients;
- j. applying strategies to promote client understanding of and access to a variety of community-based resources;
- k. knowing and appropriately applying crisis and violence prevention and intervention models, including strategies to mitigate suicide such as the use of psychological first aid strategies.

- l. using trauma-informed practices in all counseling contexts.
- m. providing developmentally appropriate opportunities to develop a personal model of counseling.

Group Work

The Counselor Education Department will provide curriculum to develop students' understanding of both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. knowing and appropriately applying theoretical foundations of group counseling and group work;
- b. examining and using principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- c. assessing group effectiveness through the stages of the group process and the emergence of therapeutic factors in context;
- d. knowing and appropriately engaging in characteristics and functions of effective group leaders;
- e. using evidence-based approaches to group formation, recruiting, screening and member selection;
- f. being aware of types of groups and considerations that affect group facilitation in varied settings;
- g. maintaining ethical and culturally relevant strategies for designing and facilitating groups;
- h. obtaining direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Assessment

The Counselor Education Department will provide curriculum to develop students' understanding of individual and group approaches to assessment and evaluation in a multicultural society.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. understanding historical perspectives concerning the nature and meaning of assessment;
- b. implementing methods of effectively preparing for and conducting initial assessment meetings;
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide;
- d. procedures for identifying trauma and abuse and subsequent reporting requirements;
- e. uses of assessments for diagnostic and intervention planning purposes;
- f. identifying basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- g. understanding and applying statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- h. understanding reliability and validity in the use of assessments;
- i. utilization of assessments relevant to academic/educational, career, personal, and social development;
- j. informed use assessment measures such as symptom checklists, personality, and psychological testing;
- k. understanding of assessment results to diagnose developmental, behavioral, and mental disorders;
- l. recognizing the impact of social and cultural factors as related to the assessment and evaluation of individuals, groups, and specific populations; and,
- m. demonstrating ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Research and Program Evaluation

The Counselor Education Department will provide curriculum to develop students' understanding of research methods, statistical analysis, needs assessment, program evaluation, and ethical and legal considerations in research.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. understanding the importance of research in advancing the counseling profession; especially how to critique research to inform counseling practice;
- b. identification and application of evidence-based counseling practices;
- c. development and implementation of needs assessments and outcome measures for counseling and other related programs;
- d. implementing evaluations of counseling interventions and programs;
- e. research methods such as qualitative, quantitative, mixed methods, single-subject design, action research, and outcome-based research;
- f. understanding statistical methods used in conducting research and program evaluation;
- g. analysis and use of data in counseling;
- h. knowing and appropriately applying ethical and culturally relevant strategies conducting, interpreting and reporting the results of research and/or program evaluation.