Counseling MA/MED
Learning Outcomes

Concentration in Clinical Mental Health Counseling
Students will be able to:

- Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- Identify and apply theories and models of multicultural counseling, identity development, and social justice and advocacy
- Understand individual, biological, neurological, physiological, systemic, spiritual, and environmental factors that affect human development, functioning, and behavior
- Synthesize approaches for conceptualizing the interrelationships among and between work, career, family, and other life roles and factors
- Know theories and models of effective counseling and wellness programs.
- Understand the theories associated with group process and development and identify dynamics associated with group process and development
- Know basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments across multiple domains.
- Understand the importance of research in advancing the counseling profession, including how to apply evidence based practice
- Know the principles of clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, and networks that promote mental health and wellness
- Identify and understand the diagnostic process, including differential diagnosis and the use of diagnostic classification systems such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) and/or the International Classification of Diseases (ICD)
- Know the theories and treatments for individuals with crisis and trauma mental health diagnoses
- Complete a 100-hour practicum experience where students utilize techniques and interventions to address a broad range of mental health issues
- Complete a 600-hour internship experience where students utilize techniques and interventions to address a broad range of mental health issues

Concentration in College Student Development
Students will be able to:

- Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in college student development
- Identify and apply theories and models of multiculturalism, identity development, and social justice and advocacy
- Understand individual, biological, neurological, physiological, systemic, spiritual, and environmental factors that affect college student development,
functioning, and behavior
• Synthesize approaches for conceptualizing the interrelationships among and between work, career, family, and other life roles and factors
• Know theories and models of effective college student development programs.
• Understand the theories associated with group process and development and identify dynamics associated with group process and development
• Know basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments across multiple domains.
• Understand the importance of research in advancing the college student development profession, including how to apply evidence based practice
• Know the principles of college student development, including prevention, intervention, consultation, education, and advocacy.
• Complete a 100-hour practicum experience in a higher education setting.
• Complete a 600-hour internship experience in a higher education setting.

Concentration in School Counseling
Students will be able to:
• Be able to demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
• Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
• Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
• Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
• Understand the learning process and the academic environment and develop programs and interventions that promote achievement of all students.
• Know about the world of work, career theories, and related life processes and develop programs and interventions to promote the career development of all students.
• Understand the developmental needs of the school age population and develop programs and interventions that promote optimum personal and social development.
• Understand instructional planning and design developmental counseling curriculum based upon knowledge of the student, the community, and the overall educational program.
• Understand and implement appropriate responses to crises, and uses a variety of intervention strategies for students, families, and communities facing emergency situations.
• Understand and use a variety of individual counseling strategies and provides appropriate referral services.
• Understand and implement principles of group work in the school setting.
• Understand and use a variety of strategies to encourage students development of academic, personal/social, and career competencies.
• Understand various consultation models and maintain collaborative relationships within and outside the school community.
• Understand the overall educational system, act as a facilitator of change, and engage in planning and management tasks needed to support the comprehensive developmental school counseling program.
• Be able to explore diverse family systems and to demonstrate supportive interventions that promote family-school partnerships for the educational learning process of the students.
• Understand and use organizational and management tools needed to implement an effective developmental program.
• Know and implement prevention education programs.
• Understand basic, concepts, technology, and implications of various assessment and evaluative instruments.
• Understand the statistical and research design tools needed for program evaluation.
• Understand the importance of and engage in program evaluation research.
• Understand the history and current trends and issues of the profession and include this knowledge when establishing comprehensive developmental counseling programs.
• Understand the individual diversity of human growth, development, and learning, and provide experiences that promote the physical, intellectual, social, and emotional development of the student.
• Know the National Standards for School Counseling Programs and the Illinois Best Practices and Procedures for School Counseling and apply these in developing their role and function in establishing school counseling programs.
• Have the knowledge and skills to establish appropriate helping relationships as a professional school counselor in a school setting.
• Learn about and to use technology, as appropriate for the discipline.
• Understand and use technology to enhance student advisement and professional productivity.
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Understand and actively participate within the profession.
• Know current legal issues and the ethical guidelines of the profession and act accordingly.
• Complete a practicum with a school-aged population under qualified supervision and demonstrate basic counseling skills.
• Complete an internship under qualified supervision and perform a variety of counseling activities.