

### **Student Learning Outcomes**

#### **A. Students understand their professional identities as counselors, including having a Professional Counseling Orientation and Practicing ethically.**

##### **A student:**

1. Articulates the foundations of the counseling profession, its history, and its philosophical underpinnings (e.g., lifespan development, career, health, wellness, and prevention).
2. Develops an identity as a clinical mental health counselor and understands the licenses and the scopes of practice in the state of California for the LPCC and LMFT.
3. Demonstrates knowledge of the ethical and legal guidelines as designated by the American Counseling Association (ACA) and the California Association of Marriage and Family Therapists (CAMFT).
4. Demonstrates knowledge of ethical issues involved in the use of technology.
5. Demonstrates awareness of self-care strategies and their importance to the ethical treatment of clients.

#### **B. Students are aware of the impact of diversity on the counseling process and are sensitive to differences.**

##### **A student:**

1. Identifies major cultural constructs (e.g., race/ethnicity, social class, sexual/affectual orientation, range of gender identities, religion/spirituality, oppression/privilege, dis/ability, and identity development) and how they intersect with the mental health of clients.
2. Explores and articulates the sources of counselors' own personal value systems (e.g., race/ethnicity, social class, sexual/affectual orientation, range of gender identities, religion/spirituality, oppression/privilege, dis/ability, and identity development) and acknowledges that these values may create biases that affect counseling.

3. Identifies stereotypes, how they derive from the traditional values and norms of various cultural groups, and can result in systemic oppression.
4. Identifies ways in which counselors can promote social justice and advocacy on behalf of clients.

**C. Students demonstrate effective counseling skills with clients.**

**A student:**

1. Demonstrates effective counseling skills with individuals (adults & children), couples, families, and/ or groups.
2. Evaluates clients' progress toward treatment goals during practicum experiences.
3. Displays an awareness of and appreciation for the intersection of sociocultural influences (race/ethnicity, gender, socioeconomic status, sexual orientation, disability status, spiritual/religious affiliation) and individual differences on the counseling process.
4. Recognizes counter-transference that may be interfering with the client's process, minimizes counter-transference through personal work, and understands how counter-transference can be used in therapy.
5. Identifies ethical and legal issues, understands professional ethical codes of conduct, and appropriately applies an ethical decision-making process to clinical cases.

**D. Students can conceptualize cases and write effective treatment plans for clients.**

**A student:**

1. Utilizes knowledge of major counseling theories in the context of individual (adult and child), couple, family, and/or group counseling, to formulate case conceptualizations and treatment plans.
2. Appropriately applies the diagnostic categories of the DSM-5.
3. Recognizes the impact of issues and formulates treatment plans for clients with severe mental illness and/or co-occurring disorders.

4. Recognizes how work/school/occupational statuses intersect with other life roles and mental health; formulates treatment plans that include attention to employment, work/school environment, skills development, and/or life-work planning, as necessary.
5. Utilizes knowledge of how bio/psycho/sociocultural/spiritual factors intersect with and affect human development and functioning across the lifespan; and formulates case conceptualizations and treatment plans accordingly.

**E. Students are able to conduct research and demonstrate the ability to think critically and problem solve.**

**A student:**

1. Collects and integrates multiple aspects of the counseling process (e.g., theoretical knowledge, evidence-based practices, clinical information, and client perspectives), in order to form clinical hypotheses of clients and their issues.
2. Critically analyzes biases in theories, assessment and diagnoses.
3. Utilizes a formal system of inquiry that integrates the work of researchers and counselors, and applies it in a research project.
4. Critically analyzes research methodology and can critique the professional literature.
5. Demonstrates knowledge regarding a specific clinical issue relevant to clinical mental health counseling.

**F. Students are able to write papers well using APA style, proper grammar, and organization.**

**A student:**

1. Demonstrates writing that includes correct grammar, punctuation, and sentence structure.
2. Demonstrates writing that uses non-biased language regarding labeling and dimensions of diversity (e.g., gender, ethnicity, sexual orientation, race, age, disability).

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3. Demonstrates writing that is structurally and mechanically correct according to APA style.
4. Demonstrates original writing that correctly references sources.
5. Demonstrates awareness of the intended audience and purpose for which the writing is done.
6. Demonstrates writing that meets the stated objectives in a concise, organized, and logical manner.
7. Demonstrates writing that is professional, ethical, and respectful with regard to clients.