The Department of Psychology and Philosophy Master of Arts with a Concentration in Counseling
Educational Goals and Learning Outcomes

The Department of Psychology and Philosophy adopted relevant educational goals and learning outcomes for the Master of Arts with a Concentration in Counseling program (MCO) from the *Competency Benchmarks for Professional Psychology*. The adopted benchmarks are congruent with recent curriculum and assessment changes made in accordance with Massachusetts licensure requirements.

The MCO educational goals and their related learning outcomes and courses are listed in the table below.

Educational Goals	Learning Outcomes
1)To demonstrate a continually broadening sense of self-awareness and self-monitoring across a spectrum as a means to foster: a. Practice conducted within the boundaries of competencies b. Commitment to lifelong learning	1. Habitually monitors his/her internal states and behavior 2. Demonstrates awareness of individual strengths and areas in need of improvement 3.Articulates multiple individual and cultural identities 4. Describes how others experience him/her and identify roles they might play within a group 5. Demonstrates awareness of the impact behavior has on clients, public, and profession 6. Changes behavior based on self-monitoring 7. Anticipates disruptions in functioning and intervenes at an early stage/with minimal support from supervisors
2) To engage in reflective practice (i.e., reflection on action) and self-assessment as a means to foster: a. Engagement with scholarship, critical thinking b. A commitment to the development of the profession	1. Accurately assesses his/her strengths and weaknesses; seeks to avoid or ameliorate impact on professional functioning (e.g., self-care and identifying areas requiring further professional growth) 2. Consistently recognizes problems and knows how to address them so the problems do not interfere with delivering competent services. 3. Demonstrates frequent congruence between external and internal assessment and seeks to resolve incongruence. 4. Systematically reviews own professional performance via video or audiotape, and/or process recordings, transcripts
3) To demonstrate knowledge of and respect for scientific knowledge of the bases for behavior (biological, cognitive-affective, and lifespan human development) and incorporate this knowledge into professional practice	1. Demonstrates an understanding of psychology as a science including basic knowledge of the breadth of scientific psychology 2. Formulates questions regarding case conceptualization informed by scientific knowledge about behavior and development. 3. Generates clinical hypotheses informed by scientific knowledge about behavior and development.

4) To be familiar with and appreciate research methodology and techniques of data collection and analysis appreciate scientifically derived knowledge	1. Evaluates research methodology and scientific basis of findings 2. Applies Evidenced Based Practice (EBP) concepts in case conceptualization, treatment planning, and interventions 3. Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning.
5) To demonstrate an ability to form and maintain professional, productive and respectful relationships with clients, peers/colleagues, and supervisors	1. Communicates clearly and articulately in verbal, nonverbal, and written modes of expression with an understanding of professional language. 2. Acknowledges multiple points of view and own role in difficult interactions. 3. Listens to and acknowledges feedback from peers, faculty and supervisors and implements supervisory feedback non-defensively 4. Applies verbal and non-verbal communication skills to form effective working alliances with clients, supervisors, and faculty. demonstrates active problem-solving 5. Makes appropriate disclosures regarding problematic interpersonal situations. 6. Solicits and provides feedback to peers regarding clinical work in group supervision and case conferences.
6) To demonstrate awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics	1. Understands and monitors own cultural identities in relation to work with others 2. Applies knowledge of self to monitor effectiveness as a professional 3. Demonstrates ability to address diversity issues across professional settings and activities 4. Demonstrates awareness of effects of oppression and privilege on self and others
7) To apply ethical concepts, codes, laws, rules and regulations to professional activities with individuals, groups, and organizations	1. Identifies ethical elements and implications in case conceptualization, assessment, and intervention 2. Identifies ethical dilemmas and decision making models in supervision, presentations, and internship 3. Articulates knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues 4. Recognizes and discusses limits of own ethical and legal knowledge
8) To articulate an awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems, and identify distinctive roles of related professionals	1. Identifies commonalities and differences among professional roles, values, and standards 2. Communicates effectively with individuals from related professions 3. Consults and cooperates with related disciplines in service of clients

9) To assess and diagnose problems and issues associated with individuals, groups, and/or organizations by utilizing systematic approaches of gathering data to inform clinical decision-making	1. Articulates relevant developmental features and clinical symptoms as applied to presenting problems. 2. Prepares reports that incorporate material from client. 3. Presents cases and reports demonstrating how diagnosis is based on case material. 4. Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams. 5. Interprets assessment results accurately taking into account limitations of the evaluation method(s).
10) To apply and evaluate interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations	1. Presents comprehensive presentation of cases, including video, audio, written documentation (i.e., process recordings and transcripts) of work with clients 2. Engages in ongoing research on and integration of client issues to inform treatment planning and interventions. 3. Writes a statement of one's theoretical perspective consistent with recognized interventions to implement change. 4. Writes understandable case conceptualization reports and collaborative treatment plans incorporating evidence-based practices 5. Applies specific evidence-based interventions, evaluate treatment progress and modifies treatment planning as indicated, utilizing established outcome measures