

Rubrix (New Classroom)

CCMH/551 Analytic Rubric

Course ID: CCMH/551

Course Title: Individual Counseling

Signature Assignment Title: Week 6 Treatment of a Personality Disorder

Total number of points: 20

Signature Assignment Description/Directions:

Imagine you are a well-respected clinician in the counseling community. You are widely known in your area of expertise. You have been asked to compose an evidence-based research article for the American Counseling Association. The American Counseling Association has provided you with author guidelines.

Choose a personality disorder as defined by the DSM-5.

Identify and select at least 10 evidence-based, peer-reviewed articles published within the last 5 years to use as the basis for your article. **(PSLO 8.1).**

Analyze and critique the various counseling treatments, interventions, and strategies for working with individuals with the personality disorder. **(PSLO 8.1).**

Write a 2100 to 3,000-word article on current approaches for treating the disorder you selected. Your article should be broken down into the following sections: **(PSLO 9.1)**

- **Discussion** (700-1,000 words)
 - Discuss the personality disorder by applying the major theories of personality **(PSLO3.2)**
 - Discuss the problems and impact on normal and abnormal development as it relates to personality theories. **(PSLO 3.2)**
- **Literature Review** (700-1,000 words)
 - Analyzing evidence based counseling strategies related to intervention and or prevention efforts for your chosen personality disorder. **(PSLO 5.10).**

- Critique the research reviewed for this paper, what can be learned through research, what should continue to be investigated? Discuss how reading and critiquing research informs and thus advances the counseling profession. **(PSLO 8.1)**
- **Application of Theory in Treatment** (700-1,000 words)
 - Provide a justification for your specific treatment model, according to current research. **(PSLO 5.3)**
 - Describe the interventions associated with your chosen personality theory. **(PSLO 5.3)**
 - Discuss current intervention gaps and possible future areas for research, such as cultural, socioeconomic, gender, age, immigrant status, etc. **(PSLO 8.10)**
- **References**
 - 10 or more peer-reviewed articles published within the last 5 years **(PSLO 9.1)**

Format your paper according to APA guidelines **(PSLO 9.2)**.

Click the Assignment Files tab to submit your assignment.

<i>PSLO:</i>	<i>GE-SLO:</i> ULG:	<i>Dimensions or Assignment Criteria</i> <i>Weight</i>	<i>Does Not Meet Expectations</i> <i>(1.00)</i>	<i>Approaches Expectations</i> <i>(2.00)</i>	<i>Meets Expectations</i> <i>(3.00)</i>	<i>Exceeds Expectations</i> <i>(4.00)</i>
CCMH PSLO 3: Students will demonstrate an understanding of the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts..	GE-SLO: 5 ULG: 1	3.2 working knowledge of major theories of personality including normal and abnormal development. <i>Weight:20%</i>	Does not demonstrate ability to discuss of major theories of personality including normal and abnormal development.	Demonstrates limited working knowledge of major theories of personality including normal and abnormal development.	Demonstrates proficient and expected level working knowledge of major theories of personality including normal and abnormal development.	Demonstrates advanced working knowledge of major theories of personality including normal and abnormal development through a substantive, in-depth, scholarly discussion.

<p>CCMH PSLO 5. Student will demonstrate an understanding of philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; and facilitation of client or consultee change.</p>	<p>GE-SLO: 5 ULG: 2</p>	<p>5.3 theories, models, and strategies for understanding and practicing consultation <i>Weight:15%</i></p>	<p>Does not demonstrate ability to distinguish appropriate theories, models, and strategies for understanding and practicing consultation.</p>	<p>Demonstrates limited ability to distinguish appropriate theories, models, and strategies for understanding and practicing consultation.</p>	<p>Demonstrates proficient ability to distinguish appropriate theories, models, and strategies for understanding and practicing consultation.</p>	<p>Demonstrates advanced ability to distinguish appropriate theories, models, and strategies for understanding and practicing consultation through a substantive, in-depth, scholarly discussion.</p>
<p>CCMH PSLO 5. Student will demonstrate an understanding of philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; and facilitation of client or consultee change.</p>	<p>GE-SLO:5 ULG: 2</p>	<p>5.10 evidence-based counseling strategies and techniques for prevention and intervention <i>Weight:15%</i></p>	<p>Does not demonstrate ability to determine evidence-based counseling strategies and techniques for prevention and intervention.</p>	<p>Demonstrates limited ability to determine evidence-based counseling strategies and techniques for prevention and intervention.</p>	<p>Demonstrates proficient ability to determine evidence-based counseling strategies and techniques for prevention and intervention.</p>	<p>Demonstrates proficient ability to determine evidence-based counseling strategies and techniques for prevention and intervention through a substantive, in-depth, scholarly discussion.</p>
<p>CCMH PSLO 8. Students will demonstrate an understanding of types of research; basic statistics; research-report</p>	<p>GE-SLO:5 ULG: 2</p>	<p>8.1 the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</p>	<p>Does not demonstrate ability to evaluate and explain the importance of research in advancing the counseling profession, including</p>	<p>Demonstrates limited ability to evaluate and explain the importance of research in advancing the counseling profession, including how to critique</p>	<p>Demonstrates proficient ability to evaluate and explain the importance of research in advancing the counseling profession, including how to critique</p>	<p>Demonstrates advanced ability to evaluate and explain the importance of research in advancing the counseling profession, including how to critique</p>

development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.		<i>Weight:20%</i>	how to critique research to inform counseling practice.	research to inform counseling practice.	research to inform counseling practice.	research to inform counseling practice through a substantive, in-depth, scholarly discussion.
CCMH PSLO 8. Students will demonstrate an understanding of types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.	GE-SLO:5 ULG: 1	8.10 ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. <i>Weight:20%</i>	Does not demonstrate ability to discuss current intervention gaps and possible future areas for research.	Demonstrates limited ability to discuss current intervention gaps and possible future areas for research.	Demonstrates proficient ability to discuss current intervention gaps and possible future areas for research.	Demonstrates advanced ability to discuss current intervention gaps and possible future areas for research through a substantive, in-depth, scholarly discussion.
CCMH PSLO:9 Effective communication in classroom and workplace.	GE-SLO: 2 ULG: 3	9.1 Conventions of Language <i>Weight:5%</i>	Does not demonstrate ability of standard writing conventions. (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Frequent, significant errors impede readability.	Demonstrates limited ability of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability.	Demonstrates ability of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and do not impede readability.	Student demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication.
CCMH PSLO:9 Effective communication in classroom and workplace.	GE-SLO: 2 ULG: 3	9.2 Use of form and style with relevant, reliable and current literature. <i>Weight:5%</i>	Errors in use of form and style (e.g. APA) detract substantially from the content of the paper and most literature is not relevant, reliable or current.	Errors in use of form and style (e.g. APA) weaken the content of the paper some literature may not be relevant, reliable or current.	Errors in use of form and style (e.g. APA) are rare and do not detract from the content of the paper and all literature is relevant, reliable and current.	There are no errors in use of form and style (e.g. APA) in the student's paper and all literature is relevant, reliable and current.