CG 551
Personality and Mental Health Issues in Counseling

Location
Day and Time
Semester & Year

Course Credit Hours: 3 Semester Hours

I. COURSE DESCRIPTION:

CG 551 - Personality and Mental Health Issues in Counseling 3 cr hrs
An overview of the personality theories with application to counseling and education. Adjustment issues and various perspectives of mental health with application to education and counseling settings.

II. COURSE OBJECTIVES/INSTITUTIONAL STANDARDS/COUNSELING PROGRAM STANDARDS:

Course Objectives or Purposes

A. Through readings, lecture, discussion, and small group work, students will be acquainted with the concepts of psychology relevant to wellness and adjustment in a contemporary context.

B. To integrate the theory, research, and application of these concepts so that the student may relate, apply, and/or use conceptual tools effectively.

C. To provide opportunities for the student’s personal growth by suggesting/providing for structured and independent activities toward increasing self-awareness.

D. To allow for experiences for student’s personal growth by suggesting/providing for structured and independent activities toward providing tools for better understanding of
self and others.

E. To provide opportunities for the student’s personal growth by suggesting/providing for structured and independent activities toward designing opportunities for independent self-evaluation.

F. To provide opportunities for the student’s personal growth by suggesting/providing for structured and independent activities toward providing application activities for evaluating congruence and effectiveness of your (and others) behavior.

G. To provide a lifespan perspective, emphasizing developmental and ecological variables, toward student’s greater understanding of personal growth/maturity.

H. To provide opportunities for exposure, increased understanding, acceptance, and/or tolerance of others behaviors, values, cultures, personal styles, and social context, especially for social and interpersonal interactions and for mental health services delivery.

Carter and Moyers School of Education - Institutional Proficiencies

#7 Demonstrate growth and improvement in personal Social Intelligence

State of Tennessee PreK – 12 Professional Counseling Standards

NA

CACREP 2009 Standards

Clinical Mental Health Counseling. Foundations – A. Knowledge

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

III. Texts/Materials for the Course:

Additional Readings/Knowledge Base


IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

A. **Homework Assignments** (25 points). These are to be turned in the specified class period (be prepared to discuss the information from these assignments). These should be done *in essay format* or in bulleted lists or extremely short answers. All assignments should be *typed and double-spaced* using APA *(5th edition)* style. (NOTE: see attached list of possible homework assignments).

B. **Key Assignment #1 – Research Paper** *(submitted to Turnitin.com and to Livetext - 50 points)*. You are to develop and write a summary your own theory of personality.
development. Detailed instructions for this project may be found in the appendix. In completing this project, the candidate will have an opportunity to demonstrate mastery of the following CACREP standard:

CACREP-2009.6.A.5
Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

C. Key Assignment #2 – Case Study (50 points).
You are to summarize the development of your personality, using as a framework your own theory of personality development outlined in Key Assignment 1. Detailed instructions for this project may be found in the appendix. In completing this project, the candidate will have an opportunity to demonstrate mastery of the following CACREP standard:

CACREP-2009.6.A.5
Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

D. Research Article Critique/s (25 points). These are not just opinion pieces or summaries of other research from peer-reviewed (refereed) journals. Ideally, you will use these articles as part of your research paper. The reference for each article should be in APA format at the beginning of your analysis. Please include a printout of the article itself with each of your analyses (I'll give them back). Specific format for your article critique will be discussed.

E. Final Examination (open-book, essay, conceptual in emphasis – 50 points)

Course Evaluation/Assessment

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95</td>
<td>A</td>
</tr>
<tr>
<td>94-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-75</td>
<td>C</td>
</tr>
<tr>
<td>74-70</td>
<td>C-</td>
</tr>
</tbody>
</table>

V. METHODS OF INSTRUCTION:

Lecture
Class discussion/student sharing of experience
Audiotaped counseling sessions (actual or role plays)
Projects/papers
Student presentations
VI. **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES**

**Technology**
Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

**Turn-it-in**
Portions of certain graduate classes will be required to be submitted to Turn-It-In, the computer program designed for checking literature duplication. Submitting additional course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

**LiveText**
Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at [http://college.livetext.com](http://college.livetext.com) or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

**Unit Commitment to Diversity**
The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

**Library Resources**
The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **Professional Collection**, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology;” and **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. **UNIVERSITY POLICIES:**

**STUDENTS WITH DISABILITIES POLICY:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the instructor and the LMU ADA Compliance Officer, Donna Treece, with regard to required documentation and in order to make
appropriate arrangements. Contact information: donna.treece@lmunet.edu and/or 423-869-6251 (800-325-0900 ext. 6251). Office is located on the third floor of the Student Center, room 319.

**DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES** can be found in the student handbook: [http://www.lmunet.edu/campuslife/sthandbook/handbook.pdf](http://www.lmunet.edu/campuslife/sthandbook/handbook.pdf)

**LMU’S INCLEMENT WEATHER POLICY:** [http://www.lmunet.edu/curstudents/weather.shtml](http://www.lmunet.edu/curstudents/weather.shtml).

VIII. **MISSION STATEMENTS:**

**University Mission and Purpose Statement**

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

*Approved by the Board of Trustees May 5, 2006*

**School of Education – Unit Mission Statement**

The School of Education is dedicated to preparing professional educators of distinction who embody the three core ideas of Lincoln Memorial University. We accomplish our mission through instilling the core ideals of **Values**, **Education** and **Service** in candidates who:

- demonstrate the disposition of the education profession – **Values**
- articulate and live by the knowledge base and understands of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society – **Values**
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and internship placements in partner P-12 schools – **Education**
- promote lifelong learning through continued professional development and scholarship – **Education**
- assist in meeting the educational needs of an ever-increasing global society, especially the underserved – **Service**
- articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations – **Service**
Counseling Program Mission Statement

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

<table>
<thead>
<tr>
<th>Class No.</th>
<th>Class Topic</th>
</tr>
</thead>
</table>
| 1         | Class Orientation: Review of Syllabus and requirements  
Chapter 1-Psychological Adjustment |
| 2         | Chapter 2-Personality Theories  
CACREP-2009.6.A.5  
Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision |
| 3         | Supplemental Material – Theories of Counseling Supervision  
CACREP-2009.6.A.5  
Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision |
| 4         | Chapter 3-Effects of Stress; Chapter 4-Coping Processes |
| 5         | Chapter 5-Self Esteem and Self Concept |
| 6         | Chapter 6-Social Influence and Social Cognition |
| 7         | Chapter 7-Interpersonal Communication |
| 8         | Chapter 8-Friendship and Love |
| 9         | Chapter 9-Marriage and Intimate Relationships |
| 10        | Chapter 10-Gender Roles and Behavior |
| 11        | Chapter 11-Development in Adolescence & Adulthood |
| 12        | Chapter 12-Careers & Work |
| 13        | Chapter 13-Development and Expression of Sexuality |
| 14        | Chapter 14-Psychology and Physical Health |
| 15        | Chapter 15-Psychological Disorders |
| 16        | Chapter 16-Psychotherapy |

X. PROGRAM DISPOSITIONS (AVAILABLE ONLINE AT SHAREPOINT.LMUNET.EDU/GRADUATE_STUDIES)

Program Dispositions can be found at sharepoint.lmunet.edu/graduate_studies. Program dispositions include the Carter and Moyers School of Education Institutional Proficiencies, State of Tennessee PreK – 12 Professional Counseling Standards, and the Council for Accreditation of Counseling Related Educational Programs (CACREP) 2009 Standards.
XI. **PLAGIARISM/CERTIFICATION OF AUTHORSHIP**

**Plagiarism**
Plagiarism is the presentation of someone else’s words or ideas as one’s own (See *APA Manual*). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program.

To avoid plagiarism:
- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the *APA Manual (6th Edition)*.

**Certification of Authorship.** I certify that I am the author of this paper titled ______________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

  Student’s Signature ____________________  Date ______________

(This statement must be included with all written assignments)

XII. The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or by email of any such revisions, alterations, and/or amendments.
APPENDIX 1 – Completion Guides for Key Assignments

Key Assignment #1: Research Paper Completion Guide

PERSONALITY AND MENTAL HEALTH ISSUES RESEARCH PAPER

For this assignment, students will complete a research paper on a major topic related to personality and mental health issues. Current research (i.e. less than ten years old), from at least 10 peer reviewed journals or research-based sources, should provide evidence and support the research findings. The length of the paper should be 8 – 12 pages double-spaced and formatted according to APA style. Title page, Abstract, and References pages, although required, are not included in page count of the paper. In addition to submitting the final draft of the research paper to LiveText, students will also submit their papers to www.turnitin.com for originality check, which is an institution-wide policy and not just specific to this course.

This research paper provides an excellent opportunity to research a specific topic related to personality development, such as: 1) normalcy; 2) abnormal thoughts, behavior or actions; 3) diagnosis; 4) prognosis; 5) current treatment models; and 6) standards and course of treatment. Additional topics include mental health issues, including: 1) availability of treatment for underserved populations; 2) implications of Americans With Disabilities Act; 3) job security for people with mental health issues; 4) comorbidity of alcohol and drug use by those with mental health issues; 5) societal views and stigmatization of those with mental health issues; and 6) victimization or abuse of those with mental health issues. All topics must be submitted to instructor via LMU Webmail or Edvance360, and must be approved in writing prior to beginning the research project.

The paper should contain the following four topical areas with a separate sub-header for each:

Introduction to Personality or Mental Health Issue

This section should introduce the reader to the specific topic chosen. A few guiding questions might include: 1) “How do family of origin, trauma, neglect and abuse issues effect one’s personality?”; and 2) “What are the current (DSM-IV-TR or latest version) diagnostic criteria for this particular personality or mental health issue?” This section will be assessed using the first part of CACREP 2009 Standard CMHC. A.5: The student “…understands a variety of models and theories related to clinical mental health counseling…..”

Models and Theories of Personality Related to Topic

In this section, students will delve further into the selected personality or mental health issue by discussing selected therapy models recommended for treating this issue, such as individual psychotherapy, group therapy, in vivo therapy, electric shock therapy, and medication therapy. Some guiding questions for this section of the paper include: 1) “What are current personality theories for this particular population?”; 2) “What therapies work best with patients with this
personality or mental health issue?”; and 3) “What treatments are not recommended for this population?” This section will be assessed using the first part of CACREP 2009 Standard CMHC. A.5: The student “…understands a variety of models and theories related to clinical mental health counseling....”

**Current Standards of Treatment**

Students will discuss current standards of care for the selected population. The discussion will include course of treatment and expected outcomes. Questions to consider for this section include: 1) “What are current treatment modalities, and standards of care for this population?”; 2) “What previous treatment procedures (such as medications) are no longer recommended or indicated for this population?”; and 3) “What is the recommended course of treatment and expected outcomes for this population?” This section will be assessed using the first part of CACREP 2009 Standard CMHC. A.5: The student “…understands a variety of models and theories related to clinical mental health counseling....”

**Recommended Supervision and Peer-To-Peer Interventions**

For this section, students are to present current models of supervision along with the pros and cons for working with this particular population. Guiding questions for this section might include: 1) “What are current models of supervision that might be applicable for clinicians serving this population?”; 2) “If you were a supervisor of a clinician working with this population, what key facets would you want your supervisee to know, and what techniques would you use to inculcate this knowledge of understanding?” and 3) “Give specific examples of effective as well as ineffective peer-to-peer interventions for this particular population.” This section will be assessed using the second part of CACREP 2009 Standard CMHC. A.5: The student “…understands... the methods, models, and principles of clinical supervision.”
Below is Content Analysis Rubric that Appears in Livetext

<table>
<thead>
<tr>
<th>Writing/technical aspects. (10, 10%)</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author, title, source, dates, etc. follows APA style, Excellent grammar, spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. approach correct APA style. Proficient grammar, spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. are flawed but appear to be informed by APA style. Somewhat acceptable grammar spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. are flawed by APA style stands. Below average grammar, spelling and academic voice are used.</td>
<td></td>
</tr>
<tr>
<td>APPLICATION OF PERSONALITY THEORY (30, 30%)</td>
<td>Candidate demonstrates a thorough UNDERSTANDING OF HOW PERSONALITY THEORY links a range of factors and experiences to the development of the individual.</td>
<td>Candidate exhibits a good UNDERSTANDING OF HOW PERSONALITY THEORY links factors and experiences to the development of the individual.</td>
<td>Candidate exhibits a partial UNDERSTANDING OF HOW PERSONALITY THEORY links factors and experiences to the development of the individual.</td>
<td>Candidate exhibits little or now UNDERSTANDING OF HOW PERSONALITY THEORY links factors and experiences to the development of the individual.</td>
</tr>
<tr>
<td>CURRENT STANDARDS OF TREATMENT (30, 30%) TN-LMU-IS.7</td>
<td>Candidate demonstrates a thorough understanding of how CURRENT STANDARDS OF TREATMENT can be used to achieve best client outcomes from a mental health perspective.</td>
<td>Candidate exhibits a good understanding of how CURRENT STANDARDS OF TREATMENT can be used to achieve best client outcomes from a mental health perspective.</td>
<td>Candidate exhibits limited understanding of how CURRENT STANDARDS OF TREATMENT can be used to achieve best client outcomes from a mental health perspective.</td>
<td>Candidate exhibits little or no understanding of how CURRENT STANDARDS OF TREATMENT can be used to achieve best client outcomes from a mental health perspective.</td>
</tr>
<tr>
<td>Highlighting COUNSELING SUPERVISION (30, 30%) CACREP-2009.6.A.5</td>
<td>Candidate demonstrates a thorough understanding of how factors and experiences affecting personality development can FACILITATE EFFECTIVE COUNSELING AND SUPERVISION of counseling candidates.</td>
<td>Candidate demonstrates a good understanding of how factors and experiences affecting personality development can FACILITATE EFFECTIVE COUNSELING AND SUPERVISION of counseling candidates.</td>
<td>Candidate demonstrates limited understanding of how factors and experiences affecting personality development can FACILITATE EFFECTIVE COUNSELING AND SUPERVISION of counseling candidates.</td>
<td>Candidate demonstrates little or no understanding of how factors and experiences affecting personality development can FACILITATE EFFECTIVE COUNSELING AND SUPERVISION of counseling candidates.</td>
</tr>
</tbody>
</table>
Key Assignment #2 Case Study

I. General Guidelines

You are to summarize the development of your personality, using as a framework your own theory of personality development outlined in Key Assignment 1. Write your paper from a mental health perspective, illustrating how different experiences/factors in your own life adversely and positively affected your own personality development. Discuss how the insight developed in this analysis may be used in your future practice as a counselor and a supervisor of other counselors.

II. Organization/Outline of Paper

A. Title. Use your imagination and be creative. For example, your title might be something like: *The Making of Me – Implications for the Application of An Original Theory of Personality Development.*

B. Body of Paper

Part I. Summary of Key Events/Factors in Your Personality Development.

Summarize the factors and events, in chronological order that have impacted the development of your personality. Discuss in some detail how these factors and events have affected your personality development. Initial subheadings could define the development of your personality during different stages of your life, perhaps including the following:

1. Infancy

2. Early Childhood

3. Preadolescence

4. Adolescence

5. Early Adulthood

Part II. Summary.

Summarize the primary factors and experiences that have led to you having the personality you have today as an adult. Describe these outcomes in terms of positive and adverse outcomes. For example, your summary might include such statements as: “Numerous factors during my adolescence and early adulthood have contributed...”
to my introversion and reluctance to make new friendships. The absence of my father and the nature of my Asian culture contributed to…”

### Part III. Conclusions and Implications.

Write this section from the perspective of a mental health, describing interventions that may have improved personality development outcomes at key points in your life as well as today. For example, a statement in this section might include: “Increased involvement in organized peer activities during my adolescence, such as church youth groups or clubs at school could have facilitated the development of more effective socialization skills…Intervention by the guidance counselor to help me resolve conflictual relations with my peers could have…”

Considering these conclusions, how would you use the insights generated from this analysis contribute to your being a more effective counselor? How could they improve your effectiveness as a future supervisor of counselors?

### III. Writing Style/Length/References.

**A. Writing Style**

Your paper should follow APA style throughout. Be sure to reread and edit your paper frequently, and have others read your paper for content and style.

**B. Length**

Your paper should be between six and 10 pages in length, not including title page and any references you may have.

**C. References**

As you are essentially using your own theory of personality development as a basis of this analysis, *you may have few or no references to cite*: there is not a minimum number of references required. If you find that you draw in your discussion from specific studies originally cited (or not) in your research paper, cite them as appropriate in your case study and include them in a reference list.

### Standards and Scoring Rubrics for Key Assignment #1

**Standards**

CACREP-2009.6.A.5
Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

TN-LMU-IS.7

The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, school leaders, parents, community leaders, and professional associations in the larger community to support teaching and learning (VALUES & SERVICE).

Rubric for Content Analysis Case Study

<table>
<thead>
<tr>
<th>Element</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/technical aspects. (10, 10%)</td>
<td>Author, title, source, dates, etc. follows APA style. Excellent grammar, spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. approach correct APA style. Proficient grammar, spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. are flawed but appear to be informed by APA style. Somewhat acceptable grammar spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. are flawed by APA style. Below average grammar, spelling and academic voice are used.</td>
</tr>
<tr>
<td>Application of Personality Theory (30, 30%) CACREP-2009.6.A.5</td>
<td>Candidate demonstrates a thorough understanding of how personality theory links a range of factors and experiences to the development of the individual.</td>
<td>Candidate exhibits a good understanding of how personality theory links factors and experiences to the development of the individual.</td>
<td>Candidate exhibits a partial understanding of how personality theory links factors and experiences to the development of the individual.</td>
<td>Candidate exhibits little or no understanding of how personality theory links factors and experiences to the development of the individual.</td>
</tr>
<tr>
<td>Linking Personality and Mental Health (30, 30%) TN-LMU-IS.7</td>
<td>Candidate demonstrates a thorough understanding of how personality theory accounts for the development of positive and adverse outcomes from a mental health perspective.</td>
<td>Candidate exhibits a good understanding of how personality theory accounts for the development of positive and adverse outcomes from a mental health perspective.</td>
<td>Candidate exhibits limited understanding of how personality theory accounts for the development of positive and adverse outcomes from a mental health perspective.</td>
<td>Candidate exhibits little or no understanding of how personality theory accounts for the development of positive and adverse outcomes from a mental health perspective.</td>
</tr>
<tr>
<td>Linking Personality and Counseling/Supervision (30, 30%) CACREP-2009.6.A.5</td>
<td>Candidate demonstrates a thorough understanding of how factors and experiences affecting personality development can facilitate effective counseling and supervision of counseling candidates.</td>
<td>Candidate demonstrates a good understanding of how psychotropics can address symptoms of mental disorders for which the drugs were not developed. Candidate demonstrates some understanding is demonstrated of how symptoms can vary within a population of clients with a common diagnosis.</td>
<td>Candidate demonstrates limited understanding of how psychotropics can address symptoms of mental disorders for which the drugs were not developed. Candidate demonstrates limited understanding of how symptoms can vary within a population of clients with a common diagnosis.</td>
<td>Candidate demonstrates little or no understanding of how psychotropics can address symptoms of mental disorders for which the drugs were not developed. Candidate demonstrates little or no understanding of how symptoms can vary within a population of clients with a common diagnosis.</td>
</tr>
</tbody>
</table>

Appendix 3: Research Article Analysis Rubric
I. Article Selection
The article selected is current (last three years), relevant and from a reputable refereed journal.

II. Abstract
Main ideas from the article (including findings) are presented clearly and concisely. (A few sentences to a paragraph).

III. Analysis of Ideas
Facts of study are summarized in understandable detail, and key ideas and findings are highlighted as they relate to current trends in counseling and the content of this course. (1 to 1 1/2 pages).

IV. Implications
Some answers to the question “So what?” [How do the findings from this study relate to the real world]. (1/2 page).

V. Writing
Summary/analysis is well-written and grammatically correct (including APA style).

APA reference samples below (note particularly the capitalization pattern in article titles):