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Final Project Guidelines and Rubric



PSY 315 Final Project Guidelines and Rubric

Overview

The final project for this course is the creation of a **therapy plan**. Students will select a case study and design a therapy plan using one of the final product represents an authentic demonstration competency because students will be able to apply their counseling knowledge **two milestones**, which will be submitted at various points throughout the course to scaffold learning and ensure quality final submissions **Three and Five**. The final product will be submitted in **Module Seven**.

Objectives

To successfully complete this project, you will be expected to apply what you have learned in this course and should include several of the

1. Explain the theory, process, and techniques of helping
2. Apply knowledge about the personality theory; the APA ethical code; and social and ethical issues/concerns related to the field of counseling
3. Practice effective attending skills and helping responses
4. Express the core conditions for effective helping: empathy, positive regard, and genuineness
5. Apply theory and learned techniques in role-played helping situations
6. Demonstrate critical, analytical, and self-assessment skills

Main Elements

For this assignment, you will choose **one** of the following theoretical orientations as well as corresponding concepts to treat the case study

- Psychoanalytic Therapy using concepts such as structure of personality, the unconscious, role of anxiety and ego-defense mechanisms; transference and countertransference in the therapy process. Some techniques that can be included are free association, interpretation of resistance and transference.
- Adlerian Therapy using concepts such as social interest, birth order, subjective view of reality, unity of personality. Include the life style constellation and early recollections in a lifestyle assessment. Also, include the four phases of the therapeutic process.
- Existential Therapy using concepts such as self-awareness, freedom and responsibility, intimacy and isolation, meaning in life, death and anxiety.
- Person-Centered Therapy using concepts such as acceptance, self-actualization, openness to experience, clarification, self-trust, and growth-promoting climate, incongruence, actualizing tendency, genuineness, unconditional positive regard, and here-and-now experience.
- Gestalt Therapy using concepts such as here-and-now, awareness, dealing with unfinished business, contact and resistance to contact. In therapy the dialogue experiment, playing the projection, "why" questions, reversal technique, the rehearsal experiment, staying with the feeling, integration of polarities, projection, blocks to energy, catastrophic expectations, impasse or "stuck point," here-and-now experience.

integration of polarities, projection, blocks to energy, catastrophic expectations, impasse or stuck point, here-and-now experience, boundary disturbance, and language that denies power.

- Behavior Therapy using concepts such as systematic desensitization, behavior modification, biofeedback, classical conditioning, operant conditioning, self-management, reinforcement techniques, self-directed behavior, homework, observational learning, behavioral diary, contracting, relaxation training, social reinforcement, social learning, behavior rehearsal, exposure therapy, modeling, assertion training, movement desensitization and stress inoculation reprocessing (EMDR), extinction, functional assessment, positive punishment, and self-reinforcement
- Cognitive Behavior Therapy using concepts such as internal dialogue, irrational beliefs, coping-skills program, cognitions, stress inoculation, self-observation, faulty assumptions, automatic thinking, self-evaluating, self-sustaining, simple preferences, schema restructuring, autosuggestion, schema, self-repetition, "family schemata," blame, arbitrary inferences, anxiety, A-B-C theory, cognitive triad, Socratic questioning, homework, therapeutic collaboration, disputing irrational beliefs, overgeneralization, changing one's language, magnification and minimization, personalization, role playing, labeling and mislabeling, shame-attacking exercises, polarized thinking, alternative interpretations, and

In the paper, you will address all of the following:

- Identify a case study that you would like to design a therapy plan for.
- Discuss how this case study would be addressed in therapy according to your chosen theoretical orientation. Be sure to include specific, broad, general concepts that are not related to a specific theory.
- Identify possible goals and interventions appropriate for the chosen orientation.

Format

Milestone One: Submit Case Study and Theoretical Orientation

In **3-3**, you will submit a general description of patient and their issue, as well as the theoretical orientation chosen to address the issue. This submission should contain only information that is most pertinent to the case. Your description can be informed by one of the case studies in the textbook, and the format should be 1-2 pages and will not be graded separately; use the Final Project Rubric to structure feedback.

Milestone Two: Submit Outline of Final Project

In **5-3**, you will submit an outline for the Final Paper. Your outline should create a framework for your Final Project, and include more specific details about your choice of theoretical orientation than what you included in your general description. Refer to the resource provided in the Module 5 Final Project outline. The format should be 1-2 pages and will not be graded separately; use the Final Project Rubric to structure feedback.

Final Submission: Client History and Therapy Plan

In **7-3**, you will submit the Final Paper: Client History and Therapy Plan. Your Final Paper should be a culmination of the details of your description and the incorporation of feedback gained throughout the course. The paper should be a complete, polished artifact that demonstrates how you would address the case in a manner. **This submission will be graded using the Final Project Rubric (below).**

What to Submit

Written components of projects must follow these formatting guidelines when applicable: double spacing, 12-point Times New Roman font, and appropriate citations.

Final Project Rubric

Criteria	Exemplary (100%)	Proficient (85%)	Needs Improvement (55%)
Main Elements	Includes almost all of the main elements and requirements and cites multiple examples to	Includes most of the main elements and requirements and cites many examples to	Includes some of the main elements and requirements

	illustrate each element	illustrate each element	
Inquiry and Analysis	Explores multiple issues through extensive collection and in-depth analysis of evidence to make informed conclusions	Explores some issues through collection and in-depth analysis of evidence to make informed conclusions	Explores minimal issues through collection and analysis of evidence to make informed conclusions
Integration and Application	All of the course concepts are correctly applied	Most of the course concepts are correctly applied	Some of the course concepts are correctly applied
Critical Thinking	Demonstrates comprehensive exploration of issues and ideas before accepting or forming an opinion or conclusion	Demonstrates moderate exploration of issues and ideas before accepting or forming an opinion or conclusion	Demonstrates minimal exploration of issues and ideas before accepting or forming an opinion or conclusion
Research	Incorporates many scholarly resources effectively that reflect depth and breadth of research	Incorporates some scholarly resources effectively that reflect depth and breadth of research	Incorporates very few scholarly resources that reflect depth and breadth of research
Writing (Mechanics/ Citations)	No errors related to organization, grammar and style, and citations	Minor errors related to organization, grammar and style, and citations	Some errors related to organization, grammar and style, and citations

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