

Start Assignment

**Due** Sunday by 10:59pm    **Points** 50    **Submitting** a text entry box or a file upload    **Attempts** 0  
**Allowed Attempts** 2

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(<https://waldenu.instructure.com/courses/67060/modules/items/1946510>)

## CASE STUDY: MODELS OF ADDICTION, TREATMENT, AND CASE MANAGEMENT

([!\[\]\(d66ff64371a51729ac8c1cdaa685ba6f\_img.jpg\)A square icon with a double border. Inside, a laptop is shown with a document icon on its screen. Below the laptop, the word "ASSIGNMENT" is written in a bold, sans-serif font.](https://cdn-</a></p></div><div data-bbox=)

[media.waldenu.edu/2dett4d/Walden/Canvas/Classroom/graphics/Assignment.png](https://cdn-media.waldenu.edu/2dett4d/Walden/Canvas/Classroom/graphics/Assignment.png))

In addition to the well-known Minnesota Model approach to treatment, other approaches include those based on accepted practices such as cognitive-behavioral therapy; evidence-based programs; individual, group, and family modalities; holistic therapies; acupuncture; and pharmacological approaches.

Case management is the coordination of treatment services across disciplines and settings and includes other services, such as mental health, social services, health care, employment, and housing (Alexander, Pollack, Nahra, Wells, & Lemak, 2007). The case management approach is collaborative, both with the individual receiving the services and between service providers. It recognizes an individual's strengths and needs, gives them an opportunity to be an active part of the treatment team, and allows them to make decisions on their own treatment instead of prescribing treatment to them as passive participants.

This collaborative case management approach has been used in the mental health field since the 1970s for the treatment of individuals with chronic mental illnesses, but it is relatively new to the treatment of addictive disorders. There are different models of case management that vary in their intensity, comprehensiveness, duration, and approach. Four models have been identified as being most useful in addiction treatment (Vanderplasschen, Wolf, Rapp, & Broekaert, 2007). Since case management is now coming of age in the field of addiction counseling, you should be familiar with these four models and be prepared to work within their frameworks.





In this Assignment, you apply models of assessment, treatment, and case management to The Case of Marge.

# RESOURCES




Be sure to review the Learning Resources before completing this activity.  
Click the weekly resources link to access the resources.

## Readings

- Capuzzi, D. T., & Stauffer, M. D. (2020). *Foundations of addictions counseling* (4th ed). Pearson.
  - Chapter 4, “Professional Issues in Addictions Counseling” (pp. 74–75)  
Review the “Knowledge of Theory, Treatment, and Recovery Models” section on this page.
  - Chapter 7, “Motivational Interviewing” (pp. 137–157)
  - Chapter 8, “Psychotherapeutic approaches” (pp. 158–184)
  - Chapter 11, “Addiction Pharmacotherapy” (pp. 231–251)
- Hazelden Betty Ford Foundation. (2016, July 24). ***The Minnesota Model: Creating a humane, therapeutic community for alcoholics and addicts.***   
(<https://www.hazeldenbettyford.org/articles/the-minnesota-model>)  
<https://www.hazeldenbettyford.org/articles/the-minnesota-model>
- Substance Abuse and Mental Health Services Administration. (2020). ***Substance use disorder treatment and family therapy: Treatment improvement protocol (TIP) 39.***   
([https://store.samhsa.gov/sites/default/files/SAMHSA\\_Digital\\_Download/PEP20-02-02-012-508%20PDF.pdf](https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-02-02-012-508%20PDF.pdf)) [https://store.samhsa.gov/sites/default/files/SAMHSA\\_Digital\\_Download/PEP20-02-02-012-508%20PDF.pdf](https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-02-02-012-508%20PDF.pdf)
- Substance Abuse and Mental Health Services Administration. (2015). ***Comprehensive case management for substance abuse treatment: Treatment improvement protocol (TIP) 27***   
(<https://store.samhsa.gov/sites/default/files/d7/priv/sma15-4215.pdf>). HHS Publication No. (SMA) 15-4215. <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-4215.pdf>
  - Chapter 1, “Substance Abuse and Case Management: An Introduction” (pp. 1–12)
  - Chapter 2, “Applying Case Management to Substance Abuse Treatment” (pp. 13–28)
- **Document: Case Study: Models of Addiction, Treatment, and Case Management Template**  
(<https://waldenu.instructure.com/courses/67060/files/4115349?wrap=1>)   
([https://waldenu.instructure.com/courses/67060/files/4115349/download?download\\_frd=1](https://waldenu.instructure.com/courses/67060/files/4115349/download?download_frd=1)) (Word document)

## Media

Walden University, LLC. (2012–2023). *The case study of Marge: Session 1* [Interactive media]. Walden University Canvas. <https://class.waldenu.edu>

- **The Case Study of Marge: Session 1 Transcript**  
(<https://waldenu.instructure.com/courses/67060/files/4115395?wrap=1>) 

([https://waldenu.instructure.com/courses/67060/files/4115395/download?download\\_frd=1](https://waldenu.instructure.com/courses/67060/files/4115395/download?download_frd=1)) (PDF)



▶ 🔊 0:00 / 3:05

1x ↗ Walden University

Walden University, LLC. (2012–2023). *The case study of Marge: Session 2* [Interactive media]. Walden University Canvas. <https://class.waldenu.edu>

- **[The Case Study of Marge: Session 2 Transcript](#)**

(<https://waldenu.instructure.com/courses/67060/files/4115386?wrap=1>) ↓

([https://waldenu.instructure.com/courses/67060/files/4115386/download?download\\_frd=1](https://waldenu.instructure.com/courses/67060/files/4115386/download?download_frd=1)) (PDF)







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## Optional Resources

- Kolind, T., Vanderplasschen, W., & De Maeyer, J. (2009). Dilemmas when working with substance abusers with multiple and complex problems: The case manager's perspective. *International Journal of Social Welfare*, 18(3), 270–280. <https://doi.org/10.1111/j.1468-2397.2008.00608.x>
- Guyer, J., Traube, A., & Deshchenko, O. (2021, November 9). **Speaking the same language: A toolkit for strengthening patient-centered addiction care in the United States.**  [https://www.asam.org/docs/default-source/quality-science/final---asam-toolkit-speaking-same-language.pdf?sfvrsn=728c5fc2\\_2](https://www.asam.org/docs/default-source/quality-science/final---asam-toolkit-speaking-same-language.pdf?sfvrsn=728c5fc2_2). *American Society of Addiction Medicine*. [https://www.asam.org/docs/default-source/quality-science/final---asam-toolkit-speaking-same-language.pdf?sfvrsn=728c5fc2\\_2](https://www.asam.org/docs/default-source/quality-science/final---asam-toolkit-speaking-same-language.pdf?sfvrsn=728c5fc2_2)
- U.S. Department of Health & Human Services. (n.d.). Prevention programs and policies. **Surgeongeneral.gov.**  <https://addiction.surgeongeneral.gov/executive-summary/report/prevention-programs-and-policies>
- Substance Abuse and Mental Health Services Administration. (2021). **Use of medication-assisted treatment in emergency departments.**  [https://store.samhsa.gov/sites/default/files/SAMHSA\\_Digital\\_Download/pep21-pl-guide-5.pdf](https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/pep21-pl-guide-5.pdf). *Evidence-based resource guide series*. [https://store.samhsa.gov/sites/default/files/SAMHSA\\_Digital\\_Download/pep21-pl-guide-5.pdf](https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/pep21-pl-guide-5.pdf)
- Substance Abuse and Mental Health Services Administration. (2015). **Medication for the treatment of alcohol use disorder: A brief guide.**  <https://store.samhsa.gov/sites/default/files/d7/priv/sma15->

### To prepare:

- Review the Learning Resources.
- Download the Case Study: Models of Addiction, Treatment, and Case Management Template, which you will use for your paper.
- Review The Case Study of Marge: Sessions 1 and 2 interactive media.
- Consider the complexities of Marge's situation and the approach that you think would best support her.

## BY DAY 7

**Write** a 5-page, APA-formatted paper using the Case Study: Models of Addiction, Treatment, and Case Management template, which addresses the following prompts. Be sure to use the template, which also contains directions to support your work, provide an introduction and conclusion, and follow APA requirements.

- Introduce the models of addiction, treatment, and case management.
- Identify and discuss the model(s) of addiction used to plan a treatment approach for working with Marge.
  - Include a rationale for use and discuss strengths and limitations of chosen model(s).
- Identify and discuss model(s) of treatment used.
  - Include a rationale for use and discuss strengths and limitations of chosen model(s).
- In this section, identify and discuss model(s) of case management used.
  - Include a rationale for use and discuss strengths and limitations of chosen model(s).

## SUBMISSION INFORMATION

Before submitting your final assignment, you can check your draft for authenticity. To check your draft, access the **Turnitin Drafts** from the **Start Here** area.

1. To submit your completed assignment, save your Assignment as **WK4Assgn\_LastName\_Firstinitial**
2. Then, click on **Start Assignment** near the top of the page.
3. Next, click on **Upload File** and select **Submit Assignment** for review.

Criteria	Ratings				Pts
<p>Element (1): Assignment Expectations</p> <p>By Day 7, submit a 5- page using the Case Study: Models of Addiction, Treatment, and Case Management template, which include the following:</p> <ul style="list-style-type: none"> <li>•Use the template and introduce the models of addiction, treatment, and case management.</li> <li>•Identify and discuss the model(s) of addiction, treatment, and case management used for working with Marge. Include a rationale for use and discuss strengths and limitations of chosen model(s).</li> <li>•Include a conclusion.</li> </ul>	<p><b>20 to &gt;18.0 pts</b> <b>A (100%–90%)</b></p> <p>Responsive to and exceeds the requirements given in the instructions. It: 1.) Responds to assigned or selected topic; 2.) Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated).</p>	<p><b>18 to &gt;15.73 pts</b> <b>B (89%–80%)</b></p> <p>Responsive to and meets the requirements given in the instructions. It: 1.) Responds to the assigned or selected topic; 2.) Addresses each point of the assignment.</p>	<p><b>15.73 to &gt;13.98 pts</b> <b>C (79%–70%)</b></p> <p>Somewhat responsive to the requirements given in the instructions. It: 1.) Somewhat misses the point of the assigned or selected topic; and/or 2.) Addresses less than all of the points of the assignment but more than half.</p>	<p><b>13.98 to &gt;0 pts</b> <b>F (69%–0%)</b></p> <p>Unresponsive to the requirements given in the instructions. It: 1.) Misses the point of the assigned or selected topic; and/or 2.) Contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or 3.) Addresses less than half of the aspects of the assignment.</p>	20 pts
<p>Element (2): Content Knowledge</p> <p>The extent to which the content in the paper or writing assignment demonstrates an</p>	<p><b>25 to &gt;22.4 pts</b> <b>A (100%–90%)</b></p> <p>Demonstrates/provides: 1.) In-depth understanding and application of concepts and issues presented in the course (e.g.,</p>	<p><b>22.4 to &gt;20.0 pts</b> <b>B (89%–80%)</b></p> <p>Demonstrates/provides: 1.) Understanding and application of the concepts and issues presented in the course demonstrating that the</p>	<p><b>20 to &gt;17.5 pts</b> <b>C (79%–70%)</b></p> <p>Demonstrates/provides: 1.) Minimal understanding of concepts and issues presented in the course, and, although</p>	<p><b>17.5 to &gt;0 pts</b> <b>F (69%–0%)</b></p> <p>Demonstrates/provides: 1.) A lack of understanding of the concepts and issues presented in the course and/or application is</p>	25 pts

Criteria	Ratings				Pts
<p>understanding of the important knowledge the paper/assignment is intended to demonstrate.</p> <p>Critical Thinking, Analysis, and Synthesis: Is the student able to make meaning of the information?</p>	<p>insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; 2.) Rich and relevant examples; 3.) Thought-provoking ideas and interpretations, original thinking, and new perspectives; 4.) Original and critical thinking; and 5.) Mastery and thoughtful/accurate application of knowledge and skills or strategies presented in the course.</p>	<p>student has absorbed the general principles and ideas presented; 2.) Relevant examples; 3.) Thought-provoking ideas and interpretations, some original thinking; and 4.) Critical thinking; and 5.) Mastery and application of knowledge and skills or strategies presented in the course.</p>	<p>generally accurate, displays some omissions and/or errors; and/or 2.) Few and/or irrelevant examples; and/or 3.) Few if any thought-provoking ideas, little original thinking; and/or 4.) "Regurgitated" knowledge rather than critical thinking; 5.) Little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.</p>	<p>inaccurate and contains many omissions and/or errors; and/or 2.) No examples or irrelevant examples; and/or 3.) No thought-provoking ideas or original thinking; and/or 4.) No critical thinking; and/or 5.) Many critical errors when applying knowledge, skills, or strategies presented in the course.</p>	
<p>Element (3): Quality of Writing</p> <p>Does the student meet graduate-level writing expectations?</p> <p>APA Style writing is required, including a cover sheet, citations, and references. The assignment should have subheaders clearly distinguishing the two components: Part I &amp; Part II.</p>	<p><b>5 to &gt;4.49 pts</b> <b>A (100%–90%)</b></p> <p>Writing exceeds graduate-level writing expectations. The paper: 1.) Uses language that is clear, concise, and appropriate; 2.) Has few, if any, errors in spelling, grammar, and syntax; 3.) Is extremely well organized, logical, clear, and never confuses the reader; 4.) Uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; 5.) Provides information about a source when citing or paraphrasing it.</p>	<p><b>4.49 to &gt;4.0 pts</b> <b>B (89%–80%)</b></p> <p>Writing meets graduate-level writing expectations. The paper: 1.) Uses language that is clear; 2.) Has a few errors in spelling, grammar, and syntax; 3.) Is well organized, logical, and clear; 4.) Uses original language and uses direct quotes when necessary and/or appropriate; 5.) Provides information about a source when citing or paraphrasing it.</p>	<p><b>4 to &gt;3.5 pts</b> <b>C (79%–70%)</b></p> <p>Writing is somewhat below graduate-level writing expectations: The paper: 1.) Uses language that is unclear and/or inappropriate; and/or 2.) Has more than occasional errors in spelling, grammar, and syntax; and/or 3.) Is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or 4.) Reflects underuse of original language and overuse of direct quotes and paraphrases; and/or 5.) Sometimes lacks information about</p>	<p><b>3.5 to &gt;0 pts</b> <b>F (69%–0%)</b></p> <p>Writing is well below graduate-level writing expectations: The paper: 1.) Uses unclear and inappropriate language; and/or 2.) Has many errors in spelling, grammar, and syntax; and/or 3.) Lacks organization in a way that creates confusion for the reader; and/or 4.) Contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language;</p>	<p>5 pts</p>

Criteria	Ratings			Pts	
			a source when citing or paraphrasing it.	and/or 5.) Lacks information about a source when citing or paraphrasing it.	
Total Points: 50					