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ASSESSMENT

As a student (<https://cdn-media.waldenu.edu/2dett4d/Walden/Canvas/Classroom/graphics/Assignment.png>) in the School of



Counseling, you are often assigned papers requiring academic writing and adherence to APA style. As a counselor, you will be expected to master clinical writing in your case conceptualizations and other documentation. Clinical writing may be less academic, but it is still professional writing where clarity, precision, thoroughness, and the ability to be objective are important. Many audiences—psychiatrists, case managers, probation officers, other counselors—may read your report and make critical decisions based on what you have communicated. And remember to ask yourself if your client would be comfortable reading your report. Would they feel respected and advocated for?

In this Assignment, you bring together key learning throughout the course by completing a case assessment write-up. The skills you practice in this assignment will be important as you move into field experience and beyond.

RESOURCES



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

Readings

- Varvayan, A. (2017, March 6). [A quick guide to clinical writing for psychologists](https://blog.time2track.com/a-quick-guide-to-clinical-writing-for-psychologists). *Time2Track*. <https://blog.time2track.com/a-quick-guide-to-clinical-writing-for-psychologists>
- Document: [Addiction Case Conceptualization Template \(https://waldenu.instructure.com/courses/80222/files/5239370?wrap=1\)](https://waldenu.instructure.com/courses/80222/files/5239370?wrap=1). [Download \(https://waldenu.instructure.com/courses/80222/files/5239370/download?download_frd=1\)](https://waldenu.instructure.com/courses/80222/files/5239370/download?download_frd=1) (Word document)

To prepare:

- Recall or review the recording of your live simulation experience from Week 8.
- Review the bio-psycho-social-spiritual assessment from Week 6.

BY DAY 7

Based on the simulation experience, complete the Addiction Case Conceptualization Template document found in the Learning Resources. Within the template, you will address the following for your client:

- Presenting concern
- Case conceptualization
 - Substances and processes—amount and frequency of use
 - Demographic Information (age, marital status, race, employment status)
 - Biological factors (e.g., health concerns, genetic conditions)
 - Psychological factors (e.g., previous mental health diagnoses)
 - Social factors (e.g., friendships, family status, cultural factors)
 - Spiritual factors (e.g., religious affiliation, sense of meaning and purpose).
 - Impact of use or addiction on major life areas
- Assessment
- Diagnostic impressions
- Rationale for diagnostic impressions
- Treatment goals
- Explain results using MI and TTM concepts
- Identify ASAM level of criteria and diagnosis

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 **WK9Assgn_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>Complete the Addiction Case Conceptualization Template document based on the simulation experience, found in the Learning Resources. Address the following for your client:</p> <ul style="list-style-type: none"> • Presenting concern • Case conceptualization • Assessment • Diagnostic impressions • Rationale for diagnostic impressions • Treatment goals • Explain results using MI and TTM concepts • Identify ASAM level of criteria and diagnosis 	<p>20 to >18.0 pts A (100%–90%)</p> <p>Responsive to and exceeds the requirements given in the instructions. It: 1.) Responds to assigned or selected topic; and 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, etc.).</p>	<p>18 to >16.0 pts B (89%–80%)</p> <p>Responsive to and meets the requirements given in the instructions. It: 1.) Responds to the assigned or selected topic; and 2.) Addresses each point of the assignment.</p>	<p>16 to >14.0 pts C (79%–70%)</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>14 to >0 pts F (69%–0%)</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 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>25 to >22.5 pts A (100%–90%)</p> <p>Demonstrates/provides: 1.) In-depth understanding and application of concepts and issues presented in the course (e.g., 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>22.5 to >20.0 pts B (89%–80%)</p> <p>Demonstrates/provides: 1.) Understanding and application of the concepts and issues presented in the course demonstrating that the 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>20 to >17.5 pts C (79%–70%)</p> <p>Demonstrates/provides: 1.) Minimal understanding of concepts and issues presented in the course, and, although 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; and/or 5.) Little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.</p>	<p>17.5 to >0 pts F (69%–0%)</p> <p>Demonstrates/provides: 1.) A lack of understanding of the concepts and issues presented in the course and/or application is 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>	25 pts
<p>Element (3): Quality of Writing</p>	<p>5 to >4.5 pts A (100%–90%)</p>	<p>4.5 to >4.0 pts B (89%–80%)</p>	<p>4 to >3.5 pts C (79%–70%)</p>	<p>3.5 to >0 pts F (69%–0%)</p>	5 pts

Criteria	Ratings				Pts
<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 sub-headers clearly distinguishing the two components: Part I & Part II.</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; and 5.) Provides information about a source when citing or paraphrasing it.</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; and 5.) Provides information about a source when citing or paraphrasing it.</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 a source when citing or paraphrasing it.</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; and/or 5.) Lacks information about a source when citing or paraphrasing it.</p>	
Total Points: 50					