

«[Back to Week at a Glance \(https://waldenu.instructure.com/courses/80222/modules/items/2568805\)](https://waldenu.instructure.com/courses/80222/modules/items/2568805)

## CASE STUDY ASSIGNMENT

For this

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



Assignment, you synthesize the various elements you've worked with separately each into one new case study. Then, you take the next steps by developing a diagnostic impression of the client using the *DSM-5-TR* and identifying level of care using ASAM guidelines.

## 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 5, "Introduction to Assessment" (pp. 95–98)
  - Chapter 6, "Assessment and Diagnosis of Substance-Related and Addictive Disorders" (pp. 122–126)

Focus on these pages that cover assessment tools.

- Chapter 20, "Inpatient and Outpatient Addiction Treatment" (pp. 443–452)
- American Society of Addiction Medicine. (n.d.). ***About the ASAM criteria.***  (<https://www.asam.org/asam-criteria/about-the-asam-criteria>)  
<https://www.asam.org/asam-criteria/about-the-asam-criteria>
- Sperry, J., & Sperry, L. (2020, December 7). **Case conceptualization: Key to highly effective counseling.**  (<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=eue&AN=147508887&site=eds-live&scope=site&custid=s6527200>)  
*Counseling Today*. <https://ct.counseling.org/2020/12/case-conceptualization-key-to-highly-effective-counseling/>
- American Psychiatric Association. (2022). **Substance-related and addictive disorders.**  ([https://go.openathens.net/redirector/waldenu.edu?url=https://doi.org/10.1176/appi.books.9780890425787.x16\\_Substance\\_Related\\_Disorders](https://go.openathens.net/redirector/waldenu.edu?url=https://doi.org/10.1176/appi.books.9780890425787.x16_Substance_Related_Disorders))  
In *Diagnostic and statistical manual of mental disorders (DSM-5-TR)* (5th ed., text rev., pp. 543–666).  
[https://doi.org/10.1176/appi.books.9780890425787.x16\\_Substance\\_Related\\_Disorders](https://doi.org/10.1176/appi.books.9780890425787.x16_Substance_Related_Disorders)

Focus first on the introduction to this section. Then, be prepared to use this chapter as your reference for the case study, working through the symptoms presented by the client to develop a preliminary diagnosis.

- Document: Week 7 Case Study** (<https://waldenu.instructure.com/courses/80222/files/5239354?wrap=1>).    
([https://waldenu.instructure.com/courses/80222/files/5239354/download?download\\_frd=1](https://waldenu.instructure.com/courses/80222/files/5239354/download?download_frd=1)) (PDF )

- Document: [Week 7 Assignment Template \(https://waldenu.instructure.com/courses/80222/files/5239368?wrap=1\)](https://waldenu.instructure.com/courses/80222/files/5239368?wrap=1).   
([https://waldenu.instructure.com/courses/80222/files/5239368/download?download\\_frd=1](https://waldenu.instructure.com/courses/80222/files/5239368/download?download_frd=1)) (Word document)

## Media

- Walden University, LLC. (2023). *Assessment results* [Video]. Walden University Canvas. <https://waldenu.instructure.com>

### To prepare:

- Recall the aspects of the assessment process you have examined so far. (Tip: The prompts in the Assignment requirements, below, indicate in which week you first encountered that topic.)
- Review the case study, and then consider how to apply aspects of the assessment process you have examined so far to the new client.
- Review the Learning Resources, and then consider how to apply them to the case study.
- Use the *DSM-5-TR* chapter, listed in the Learning Resources, to research and develop a tentative diagnosis.

## BY DAY 7

**Submit** a 3- to 4-page paper using the Week 7 Assignment template, found in the Learning Resources, in which you:

- Identify the client's Stage of Change and indicators. (Week 2)
- Briefly describe how you would use MI principles and skills to build rapport. (Week 3)
- Briefly describe social determinants of health, multicultural considerations, and key ethical concerns. (Week 3)
- Identify what screening or assessment measure is appropriate and justify your choice. (Weeks 4 & 5)
- Complete a brief bio-psycho-social-spiritual assessment based on the case study information (noting when information is absent with n/a). (Week 6).
- Identify any collateral interviews you'd like to conduct and justify your choice. (Week 6)
- Identify a tentative diagnosis using *DSM-5-TR* criteria.
- Identify level of care using ASAM criteria.

## 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 **WK7Assgn\_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.

COUN\_6204\_Week7\_Assignment\_Rubric

Criteria	Ratings				Pts
<p>Element (1): Assignment Expectations</p> <p>By Day 7</p> <p>Submit a 3- to 4-page paper, using the Week 7 Assignment template document found in the Learning Resources, in which you:</p> <ul style="list-style-type: none"> <li>• Identify the client's Stage of Change and indicators. (Week 2)</li> <li>• Describe how you would use MI principles to build rapport. (Week 3)</li> <li>• Briefly describe social determinants of health, multicultural considerations, and key ethical concerns. (Week 3)</li> <li>• Identify and justify what screening/assessment is appropriate. (Weeks 4 &amp; 5)</li> <li>• Complete a brief bio-psycho-social-spiritual assessment based on the case study. (Week 6)</li> <li>• Identify and justify any collateral interviews you'd like to conduct. (Week 6)</li> <li>• Identify a tentative DSM-5-TR diagnosis.</li> <li>• Identify level of care using ASAM criteria.</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; 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><b>18 to &gt;16.0 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; and 2.) Addresses each point of the assignment.</p>	<p><b>16 to &gt;14.0 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>14 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 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><b>25 to &gt;22.5 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., 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 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</p>	<p><b>22.5 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 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><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 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><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 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

Criteria	Ratings				Pts
	application of knowledge and skills or strategies presented in the course.				
<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 sub-headers clearly distinguishing the two components: Part I &amp; Part II.</p>	<p><b>5 to &gt;4.5 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; and 5.) Provides information about a source when citing or paraphrasing it.</p>	<p><b>4.5 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; and 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 a source when citing or paraphrasing it.</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; and/or 5.) Lacks information about a source when citing or paraphrasing it.</p>	5 pts
<b>Total Points: 50</b>					