

Back to Week at a Glance

FINAL PROJECT PART 1: APPLYING RESEARCH TO A CASE STUDY

As you learned in Week 1, for the Final Project, you will research one counseling intervention in relation to an identified mental health issue and apply your findings to a case study. This week, there are a number of decisions for you to make to solidify your project. You will complete Part I of the Final Project. The first step is to choose the case study that you plan to utilize in your project. You will notice that some case studies include more than one potential client. For example, in the case of Jim, the 14-year-old adolescent, you may opt to focus on the family or the teen. After you identify the case and choose the client, identify one presenting problem or mental health issue for counseling focus.

Now, put your counselor hat on. You have an identified client and a presenting problem. Where do you go from here? As a counselor, you have an ethical responsibility to provide competent practice. There is an expectation that you will utilize interventions that are supported with empirical research. So, your next step is to identify an intervention that you would like to use with your client. For your project, you will investigate current counseling research related to the intervention in order to make an informed decision about evidence-based practice. To launch your research, you will formulate a research question to guide your investigation.

RESOURCES

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

WEEKLY RESOURCES

To Prepare

- Review the Final Project Worksheet Part 1 media program found in the Learning Resources for this week
- Review the Final Project Case Studies found in the Learning Resources for this week and choose one of the four case studies to use for your Final Project. School counselors should choose Case 1 or 2.
- Consider the case study and identify your client and the mental health issue you will focus on
- Choose one intervention that you would like to further investigate for possible use with the client
- Review the Part 1 Final Project found in the Learning Resources and use this template for this Part 1 Assignment.

Rubric

COUN_6626F_Week5_Assignment_Rubric

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Criteria	Ratings			
<p>This criterion is linked to a Learning Outcome</p> <p>Content Knowledge: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>7 to >6.2 pts A (90.00% to 100.00%) The paper demonstrates:... 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, 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>6.2 to >5.5 pts B (80.00% to 89.9%) The paper demonstrates:... 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>5.5 to >4.8 pts C (70.00% to 79.9%) The paper demonstrates:... 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;... 5.) Little mastery of skills and/or numerous errors when using the knowledge, skills or strategies presented in the course.</p>	<p>4.8 to >4.0 pts D (60.00% to 69.9%) The student demonstrates minimal understanding of concepts and issues presented in the course, and, although generally accurate, displays numerous 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>

Final Project Case Studies

Case Study 1 Chloe, an 8-year-old African American female, has been brought to counseling by her foster mother. Chloe was removed from her biological mother's home after reports of physical and sexual abuse were substantiated by an investigation by the Department of Human Services. Law enforcement became involved after reports that Chloe's biological mother was allowing adult men to sexually abuse Chloe for drugs. Initial concerns of this behavior started when Chloe was just 5 years old. It was only recently that these concerns were able to be substantiated, resulting in Chloe's placement into foster care and the parental rights of her biological mother terminated.

Chloe currently lives in foster care and is available for adoption. Her foster mother indicates that she tends to withdraw from interpersonal interaction with adults. Chloe is a highly sensitive child and cries easily. The foster mother, Elaine, has noticed that Chloe is demonstrating distress anytime she is separated from her foster parents.

When Chloe is dropped off at school, daycare, or swimming lessons, she is tearful and chews her fingernails until they bleed. Her teachers indicate that the distress tends to resolve within about 30 minutes, but Chloe often isolates herself and will not participate in any learning or social activities until after this time passes. As a result, Chloe's teachers are concerned because she is falling behind in her schoolwork and she has difficulty socializing with her peers. Her teachers are worried about Chloe's academic achievement as well as her social and emotional development.

School Counselors: Chloe's teachers have reached out to you for interventions to help Chloe become successful in school.

Case Study 2

Jim is a 14-year-old Caucasian male whose parents have requested services. Jim's sister, Helen, died suddenly 5 months ago in a car accident. Since then, Jim's behavior has changed and his parents are worried about him. His parents assumed that he was exhibiting these behaviors as a result of shock and grief. However, Jim's behaviors have escalated and his mother discovered several empty beer bottles and empty compressed air cans hidden in his bedroom. Jim's parents believe he is drinking alcohol and huffing, and this has prompted them to bring Jim to see a counselor.

Jim claims that he has only tried drinking or huffing on a couple of occasions, and that he does not have a problem. Prior to Helen's death, Jim was on the A-B Honor Roll at school. During the past couple of months, his grades have started slipping and his academic achievement is

who has raised her. This has caused conflict in the relationship because Natasha feels that Nicole is being insensitive toward her circumstances. Their communication has deteriorated and Natasha fears “losing everything” including her family, her partner, and her job. Her daily functioning is impacted by her inability to find joy in activities and her sleep and appetite disturbance. She doesn’t know what to do.

Case Study 4

Jared is a 37-year-old African American male who is referred to counseling by his girlfriend, Sheila. Sheila is worried about Jared because he is short-tempered and on edge, shouts at his girlfriend, and loses his cool with his kids, ages 13 and 15. Jared was served with divorce papers upon his return from deployment and now only sees his children every other weekend. Jared reports that he “can’t think straight.” He describes wanting to lock himself away and draw the curtains. Jared cries openly when describing that he served four years in Operation Iraqi Freedom as a marine. He also expresses reluctance to enter into counseling because he fears being labeled.

In the 12 years since returning home from his deployment, Jared has struggled with his divorce and homelessness. He reports believing that people with mental problems are wimps or fakers. Jared also explains that when he was a medic, he coped with the horrors that he had seen in war by having a few beers or smoking marijuana to try and block out the horrific memories. Jared then describes one event that plays over and over in his head. He became emotional when he described the scene of a young child who had been mutilated but left alive. Jared’s daily thoughts are filled with images of homes being burned, or people screaming with bloody injuries, or people in anguish over the dead bodies of their loved ones. These memories have impacted his daily functioning and interpersonal relationships because of the feelings and thoughts that are triggered. Neither his girlfriend nor his kids want to be around him, and he is worried that he is losing his mind.

Final Project Part 1

Student Name

Program Name or Degree Name (e.g., Master of Science in Nursing), Walden University

COURSE XX: Title of Course

Instructor Name

Month XX, 202X

Research questions follow a specific formula. Here is an example of a research question: Is art therapy effective to improve communication in elderly people with dementia?

Do not include more than 1 intervention or more than 1 diagnosis~

The format is as follows: Is (name of intervention) effective for treating (name the population or category of your client) diagnosed with (mental health issue)? Include your research question in this section.

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