

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/1946535>



FAMILY ROLES IN ADDICTIONS COUNSELING

<https://cdn->



media.waldenu.edu/2dett4d/Walden/Canvas/Classroom/graphics/Assignment.png

When it comes to addiction, family members are sometimes part of the solution, but sometimes, they are part of the problem. Understanding the roles that family members play and how their behaviors may result in complexities in relationships can help the counselor working with people with addictions develop an appropriate addiction treatment plan that addresses these issues. This week, you will use The Case Study of Marge to discuss family roles.

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 14, "Substance Addiction and Families" (pp. 296–318)
- Partnership to End Addiction. (2021). [Creating a plan](https://drugfree.org/treatment-and-recovery/?gclid=Cj0KCQjwr4eYBhDrARIsANPywCgFv5lx86iRZiS-mxhuDcMBEutU2GcQFSBwu4NYk_61mnQtmNH_F9oaAndbEALw_wcB). [https://drugfree.org/treatment-and-](https://drugfree.org/treatment-and-recovery/?gclid=Cj0KCQjwr4eYBhDrARIsANPywCgFv5lx86iRZiS-mxhuDcMBEutU2GcQFSBwu4NYk_61mnQtmNH_F9oaAndbEALw_wcB)

recovery/?gclid=Cj0KCQjwr4eYBhDrARIsANPywCgFv5lx86iRZiS-mxhuDcMBEutU2GcQFSBwu4NYk_61mnQtmNH_F9oaAndbEALw_wcB

- Partnership to End Addiction. (2022, July). ***Catching it early***  (<https://drugfree.org/prevention-and-taking-action-early/>). <https://drugfree.org/prevention-and-taking-action-early/>
- U.S. Department of Health & Human Services. (n.d.). ***Prevention programs and policies***.  (<https://addiction.surgeongeneral.gov/executive-summary/report/prevention-programs-and-policies>) *Surgeongeneral.gov*. <https://addiction.surgeongeneral.gov/executive-summary/report/prevention-programs-and-policies>
- Document: **Family Roles Template** (<https://waldenu.instructure.com/courses/67060/files/4115382?wrap=1>)  (https://waldenu.instructure.com/courses/67060/files/4115382/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) (PDF)

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) (PDF)

Walden University, LLC. (2012–2023). *The case study of Marge: Session 3* [Interactive media]. Walden University Canvas. <https://waldenu.instructure.com>

- [The Case Study of Marge: Session 3 Transcript](https://waldenu.instructure.com/courses/67060/files/4115373?wrap=1)
(<https://waldenu.instructure.com/courses/67060/files/4115373?wrap=1>) 
(https://waldenu.instructure.com/courses/67060/files/4115373/download?download_frd=1) (PDF)

Optional Resources

- Cadence Online. (n.d.). [Parent craft](https://www.cadenceonline.com/).  (<https://www.cadenceonline.com/>)
<https://www.cadenceonline.com/>

This website contains information about family treatment that may prove valuable in your future practice. Resources on this site require purchase. **Note: You are not required to purchase any resources from this site for this course. This is for information only.**

- Beattie, M. (1986). *Codependent no more: How to stop controlling others and start caring for yourself*. Hazelden Foundation.
- Black, C. (1981). *"It will never happen to me!" Children of alcoholics: As youngsters-adolescents-adults*. Ballantine Books.
- Rudin, S. (Producer), & Parker, A. (Director). (1999). *Angela's ashes* [Motion picture]. Universal Studios.

To prepare:

- Review this week's Learning Resources.
- Review the Case Study of Marge.
- Download the Family Roles Template, which you will use for your paper.

BY DAY 7

Write a 3- to 5-page APA-formatted paper based on the Case Study of Marge and using the Family Roles template, which addresses the following prompts. Be sure to use the template, which also contains direction to support your work, provide an introduction and conclusion, and follow APA requirements.

- Describe the role of family in addictions treatment and intervention.
- Describe benefits and challenges associated with family interventions.
- Explain the role of family when working with youth who are experiencing addictions and describe strategies useful for families when supporting youth.
- Describe an intervention and treatment approach that you think would be useful when working with Marge to support her recovery.
- Describe any unhealthy family roles exhibited by Marge's husband in the case study.
- Explain what roles her children have assumed when dealing with Marge's addiction.
- Explain how some of these roles could impact Marge, her family, and her recovery.
- As Marge's counselor, explain how you might address these unhealthy family roles. Identify two resources or supports that would be useful to help support Marge and her family.

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 **WK6Assgn_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
Element (1): Assignment Expectations By Day 7, submit a 3- to 5-page paper based on the Case Study of Marge and using the Family Roles template, provide an introduction and conclusion, and follow APA requirements. •Describe the role of family in addictions treatment/intervention. •Describe benefits/challenges associated with family interventions. •Explain the role of family and interventions when working with youth experiencing addictions. •Describe an intervention/treatment approach useful with Marge. •Describe unhealthy family roles exhibited by Marge's husband. •Explain roles her children have assumed. •Explain how these roles could impact Marge, her family, and her recovery. •Explain how you might address these family roles. Identify two resources that would be useful.	20 to >18.0 pts A (100%–90%) 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).	18 to >15.73 pts B (89%–80%) 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.	15.73 to >13.98 pts C (79%–70%) 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.	13.98 to >0 pts F (69%–0%) 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.	20 pts
Element (2): Content Knowledge The extent to which the content in the paper or writing assignment demonstrates an	25 to >22.4 pts A (100%–90%) Demonstrates/provides: 1.) In-depth understanding and application of concepts and issues presented	22.4 to >20.0 pts B (89%–80%) Demonstrates/provides: 1.) Understanding and application of the concepts and issues presented in the course	20 to >17.5 pts C (79%–70%) Demonstrates/provides: 1.) Minimal understanding of concepts and issues presented in the	17.5 to >0 pts F (69%–0%) Demonstrates/provides: 1.) A lack of understanding of the concepts and issues presented in the course	25 pts

Criteria	Ratings				Pts
understanding of the important knowledge the paper/assignment is intended to demonstrate. Critical Thinking, Analysis, and Synthesis: Is the student able to make meaning of the information?	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.	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.	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.	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.	
Element (3): Quality of Writing Does the student meet graduate-level writing expectations? APA Style writing is required, including a cover sheet, citations, and references. The assignment should have subheaders clearly distinguishing the two components: Part I & Part II.	5 to >4.49 pts A (100%–90%) 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.	4.49 to >4.0 pts B (89%–80%) 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.	4 to >3.5 pts C (79%–70%) 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	3.5 to >0 pts F (69%–0%) 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	5 pts

Criteria	Ratings				Pts
			a source when citing or paraphrasing it.	information about a source when citing or paraphrasing it.	
					Total Points: 50