Start Assignment

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

## «Back to Week at a Glance (https://waldenu.instructure.com/courses/67060/modules/items/1946574)

# FINAL PROJECT-CASE STUDY

(https://cdn-

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

For your final project you will prepare a case study of Marge, the client presented in the interactive media throughout the course. Your case study will consist of two sections: Part 1: Case Conceptualization and Treatment Plan, for which you fill in the sections of the table below by responding to the prompts; and Part 2: Ethical Responsibility and Professional Development, in which you respond to the applicable prompts. In addition, you include in the document a copy of your revised Week 7 Treatment Plan.

## 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. 71–93)

- Chapter 5, “Introduction to Assessment” (pp. 97–102)
  Review the listed pages only.

- Sperry, J., & Sperry, L. (2020, December 7). **Case conceptualization: Key to highly effective counseling. (https://ct.counseling.org/2020/12/case-conceptualization-key-to-highly-effective-counseling/)** *Counseling Today*. https://ct.counseling.org/2020/12/case-conceptualization-key-to-highly-effective-counseling/

- American Counseling Association. (2014). ***2014 ACA code of ethics.*** **(https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf)** https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf

- Substance Abuse and Mental Health Services Administration. (n.d.). ***Practitioner training.*** **(https://www.samhsa.gov/practitioner-training)** https://www.samhsa.gov/practitioner-training

- National Board of Certified Counselors. (n.d.) ***Certification: MAC.*** **(https://www.nbcc.org/certification/mac)** https://www.nbcc.org/certification/mac

- NAADAC: The Association for Addiction Professionals. (2021). ***Introduction to NAADAC/ NCC AP ethical standards.*** **(https://www.naadac.org/code-of-ethics)** https://www.naadac.org/code-of-ethics

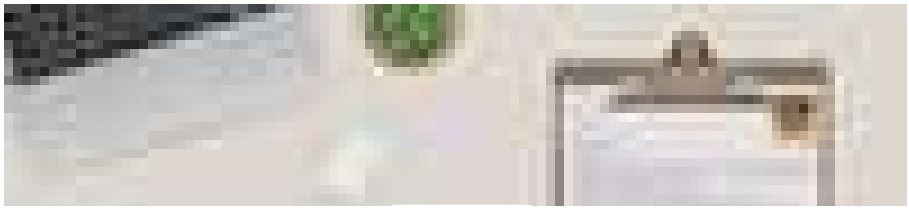
- NAADAC: The Association for Addiction Professionals. (2021). ***NAADAC/NCC AP code of ethics.*** **(https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf)** NAADAC. https://www.naadac.org/assets/2416/naadac_code_of_ethics_112021.pdf

- 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)** *American Society of Addiction Medicine*. https://www.asam.org/docs/default-source/quality-science/final---asam-toolkit-speaking-same-language.pdf?sfvrsn=728c5fc2_2

- **Document: Final Project Addiction Case Conceptualization Template (https://waldenu.instructure.com/courses/67060/files/4115391?wrap=1) (https://waldenu.instructure.com/courses/67060/files/4115391/download?download_frd=1)** (Word document)

## Media

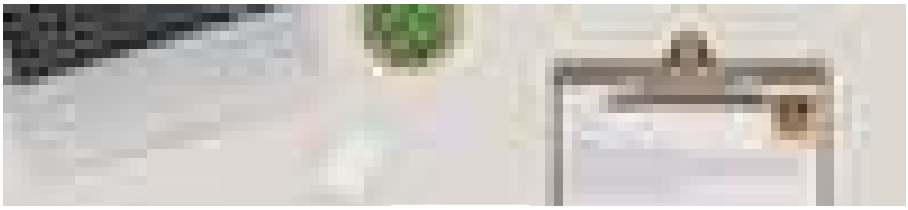
Walden University, LLC. (2012–2023). *The case study of Marge: Session 1* [Interactive media]. Walden University Canvas. https://waldenu.instructure.com



0:00 / 3:05 1x

- **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://waldenu.instructure.com



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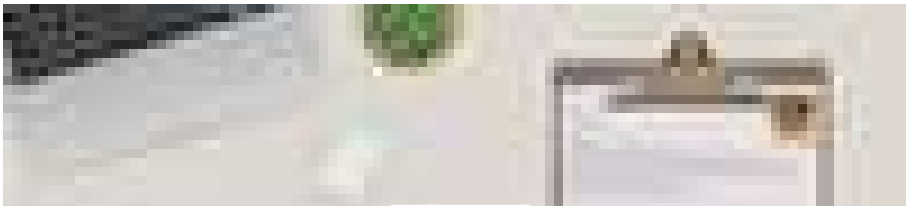
- **The Case Study of Marge: Session 2 Transcript (https://waldenu.instructure.com/courses/67060/files/4115386?wrap=1) (https://waldenu.instructure.com/courses/67060/files/4115386/download?download_frd=1)** (PDF)

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



0:00 / 3:05 1x

- **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/download?download_frd=1)** (PDF)

## Optional

Walden University, LLC. (2012–2023). *Final counseling session* [Interactive media]. Walden University Canvas. https://waldenu.instructure.com

**To prepare:**

- Review The Case Study of Marge: Sessions 1–3 interactive media resource and the other Learning Resources.
- Access your Week 7 Assignment with Instructor feedback. Apply the feedback then be prepared to copy and paste this revised treatment plan to the template where indicated for this Assignment.
- Download the Final Project: Addiction Case Conceptualization Template.

## BY DAY 7

**Submit** both sections of your written paper along with the revised Week 7 Treatment Plan added to the template. Consult the template for more in-depth instruction on how to address the following information.

Section 1: Complete the case study template for Marge based on The Case Study of Marge interactive media resource.

Section 2: Develop a plan for professional development based on your work with Marge and your plan to work with addictions. In your plan address the following prompts, which are under the “Reflection and Professional Development Plan” section of the case study template:

- What are your ethical responsibilities in working with addictions and cultural responsiveness?
  - Support your points with specific ethical standards and a plan for ongoing ethical and cultural responsiveness.
- How will you keep up with trends related to best practices, integrating telehealth counseling, and any changes to laws or ethical standards?
  - Support your points with the course learning resources and a specific plan to address these factors.

- Finally, describe your personal and professional strengths that will support your practices and a plan for ongoing self-care.

Be sure to copy and paste into the template (where indicated) your Treatment Plan from the Week 7 Assignment, applying Instructor feedback as needed.

## 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.

WALDEN UNIVERSITY
SET A COURSE FOR CHANGE

**COUN_6202_Week9_Assignment_Rubric**

| Criteria | Ratings | | | | Pts |
|---|---|---|---|---|---|
| Element (1): Assignment Expectations<br>By Day 7, submit both sections of your written paper along with the revised Week 7 Treatment Plan added to the template.<br><br>Section 1: Complete the case study template for Marge based on The Case Study of Marge interactive media resource.<br><br>Section 2: Develop a plan for professional development based on your work with Marge and your plan to work with addictions. In your plan address the prompts under the "Reflection and Professional Development Plan" section of the case study template. | **20 to >18.0 pts**<br>**A (100%–90%)**<br>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**<br>**B (89%–80%)**<br>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**<br>**C (79%–70%)**<br>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**<br>**F (69%–0%)**<br>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<br>The extent to which the content in the paper or writing assignment demonstrates an understanding of the important | **25 to >22.4 pts**<br>**A (100%–90%)**<br>Demonstrates/provides: 1.) In-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate | **22.4 to >20.0 pts**<br>**B (89%–80%)**<br>Demonstrates/provides: 1.) Understanding and application of the concepts and issues presented in the course demonstrating that the student has absorbed the general principles | **20 to >17.5 pts**<br>**C (79%–70%)**<br>Demonstrates/provides: 1.) Minimal understanding of concepts and issues presented in the course, and, although generally accurate, displays some | **17.5 to >0 pts**<br>**F (69%–0%)**<br>Demonstrates/provides: 1.) A lack of understanding of the concepts and issues presented in the course and/or application is inaccurate and contains many | 25 pts |

| Criteria | Ratings | | | | Pts |
|---|---|---|---|---|---|
| knowledge the paper/assignment is intended to demonstrate.<br><br>Critical Thinking, Analysis, and Synthesis: Is the student able to make meaning of the information? | 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. | 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. | 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. | 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<br>Does the student meet graduate-level writing expectations?<br><br>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**<br>**A (100%–90%)**<br>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**<br>**B (89%–80%)**<br>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**<br>**C (79%–70%)**<br>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. | **3.5 to >0 pts**<br>**F (69%–0%)**<br>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 | 5 pts |

| Criteria | Ratings | | | | Pts |
|---|---|---|---|---|---|
| | | | | source when citing or paraphrasing it. | |
| | | | | | Total Points: 50 |