



Course Syllabus

SOSC 3003

Topics in Case Management

Course Description

This course reviews the basics of case management in human services delivery and explores advanced topics in the field.

This course has three primary foci. The first focus is on understanding the process and structure of empowerment based case management in the human services; case management plays a key role in human services practice. The second focus is on the development of professional skills in the human services (e.g., case report writing, assessment, and diagnosis of clients). The third focus is continued development of a professional identity as a human services professional, including an awareness of personal values, biases, strengths, and weaknesses as a human services professional.

Course Prerequisites

There are no prerequisites for this course

Required Materials

Summers, N. (2016). *Fundamentals of Case Management Practice: Skills for the Human Services, 5th Edition*. Boston, MA.: Brooks Cole/ Cengage Learning. **ISBN 13** - 978-1305094765

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Course Learning Outcomes

Students will understand that

- the demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.
- a major component of the provision of services to the community involves the assessment of the needs of special populations and the planning of programs and interventions which must be evaluated at regular intervals and adjusted as necessary. The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.
- there are values and ethics intrinsic to the human services profession. They are equally applicable to all levels.

- human services professionals use their experience and personality for understanding and helping clients. This requires awareness of their values, cultural bias, philosophies, personality and style. It also requires an understanding of how these personal characteristics affect clients.

Students will know

- The process and structure of case management.
- The ethical issues associated with current regulations and legislation, and implications on the delivery of service in the human services field.
- The appropriate techniques for listening and responding during the clinical interviewing process
- Service delivery methods in the human services.
- The structure of the DSM and Mental Status exam as it pertains to serving in Human Services

Students will be able to

- Conduct, in an ethical manner and at a basic level, the appropriate biopsychosocial assessment and diagnostic procedures for clients.
- Produce a written client assessment from a verbal client interview.
- Develop and maintain case records.
- Discuss and summarize a personal self-awareness pertaining to ethical issues and values relating to case management.

Course Learning Assignments and Assessments

Grading

Name of Assessment (Evidence of Learning)	Points ea. assignment	Points	Due Dates
Six Weekly Quizzes	10 points each	60	Sessions 1, 3,5, 6, 8 & 10
Fourteen Discussion Thoughts	15 points each	210	Sessions 1-14
Fourteen Weekly Chapter Reviews	20 points each	280	Sessions 1-14
Fourteen Client Case Hypotheticals	10 points each	140	Sessions 1-14
One "My Client" Summation	20 ea.	20	Session 2
Three Case Studies	20 points each	60	Sessions 3,6 & 9
One Intake Interview Video Assignment	20 ea.	20	Session 7
Client Case PowerPoint	40 ea.	40	Session 13
Client Case Management Portfolio	60 ea.	60	Session 14
Total		890 points	

Ungraded Ancillary Assignments to complete at the Beginning of the Course

- **“Contact Information” Assignment**

Students are asked to submit for the contact information assignment, you a MS Word document containing the following information:

~Your name

~Your preferred name (what you prefer to be called)

~Your preferred contact phone number & email address

- **Syllabus Acknowledgment Quiz**

Students are encouraged to complete the 5 question untimed syllabus acknowledgement quiz. The purpose of this brief quiz is to confirm the students understanding of the expectations of the Case Management course. **This quiz can be located on canvas- under the “quizzes” tab- where you will see “surveys”**

- **“Getting to Know Each Other” Post**

Students are encouraged to take a few moments to share with their peers a few things about themselves. Students are encouraged to respond to at least **ONE** peer. **This discussion can be located on canvas- under the “discussion” tab**

Six Weekly Quizzes – 6 quizzes @ 10 points each

There will be online quizzes from the text~ **Fundamentals of Case Management Practice** due during certain sessions. The online quiz questions may be comprised of true/false, multiple choice, short answer, and matching questions. If a student has studied all of the required chapters, he/she should do well on the quizzes. Quizzes are open book, which means that students may refer to the text to complete a quiz. All quizzes will be available and must be completed online within the course site. Quizzes not submitted in this manner will not receive credit. In order to receive credit, quizzes must be completed by designated due dates/times. **Due Sessions 1, 3, 5, 6, 8 & 10**

NOTE: Please understand that missed quizzes CANNOT be re-opened. Therefore you are encouraged to pay close attention to quiz due dates on the syllabus.

Discussion Thoughts – 14 discussions @ 15 points each

The discussion thoughts are an opportunity for students to share candidly about the discussion questions listed. Discussions are also an integral part of this course where much of our class integration will take place. In the discussions, your responses to each other will prove useful to all of us. Each student is required to submit an initial posting (1-2 paragraph in length-please note however that some discussion thoughts may require a longer response than others). Then 1 response (a few sentences to a short paragraph) Please note you are welcome to post and respond to as many peers as you like, but you are only required to respond to at least one peer for credit. As a part of all Discussions, participants are expected to post an original response as well as a response to at least one other contributors. Please avoid responses like, “I agree,” or “This was really good.” Instead, push yourself to engage in a meaningful dialogue with your peers, providing well-thought-out points instead of “shoot from the hip” answers. For example, if you agree, explain why. As a resource, I have provided a grading rubric as well as guidelines for posting in the discussion rubric.

All your online communications should be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. In order to receive full credit, each student is required to submit the initial posting by 11:59pm on Wednesday of that corresponding week of the assignment and a respond to at least **ONE** classmates by 11:59pm on Saturday. Please know that this is your discussion, so I do not normally post on your discussion board~ but rather respond typically to students individually when grading if need be.

Due sessions 1-14. Rubric can be located in Appendix A

Weekly Chapter Reviews- 14 reviews @ 20 points each

Students are required to read the text for each chapter as listed. After reading and reviewing, the student is encouraged to summarize any key points they have learned from the material. Students can complete this using a bulleted outline or as a narrative paper. Students should then complete a word document- The paper should have a title page, it should be at least 2 full and a maximum of 3 full double spaced, type-written pages, 12-point font size. Based on the amount of content in each chapter, students should be able to complete the page requirements noted.

Rubric can be located in Appendix B.

Client Case Hypotheticals – 14 hypotheticals@ 10 points each

The weekly client case hypotheticals will be client cases that will offer the students information about a potential client. This will allow for the student to utilize critical thinking skills where they can evaluate how they would handle the case as a future human service provider. This paper should be completed on a word document, 1-2 pages, 12 font, and times new roman- submitted to canvas. **Due sessions 2,11,12,13 & 14. Rubric can be located in Appendix C.**

“My Client” Summation - 20 points

The “my client” summation should be completed by the student and submitted via canvas by session two. The student should simply list the client that they will be doing their client case portfolio on. They must also include a brief summation indicating why they selected this client, what was it that intrigued the student about the client they selected. Any brief details or a brief description of what they already know about the client. This summation should be ½ to 1 page long, 12 font, times new roman. **Due session 2. Rubric can be located in Appendix B.**

Case Studies - 3 @ 20 points each

A case study is described as “a study of an individual unit, as a person, family, or social group, usually emphasizing developmental issues and relationships with the environment, especially in order to compare a larger group to the individual unit.” (dictionary.com, 2014). In this class, students will therefore work on three comprehensive case studies. These case studies will be comprised of descriptive information about a client/situation where the student will be encouraged to examine and analyze the best way to serve that vulnerable client. **Due sessions 3 & 9**

Rubric can be located in Appendix D

One Intake Interview Video Assignment-20 points

Students will be encouraged to view an actual brief Intake Interview. After viewing the video~ student will complete the designated questions that accompany the video. Therefore, based on discussions and chapter readings, you are encouraged to describe the interview process viewed as you see it when you watched the footage. Take into account any limitations, weaknesses, strength or benefits that you observe in the session. Also, please know it is understood that you are not deemed as a professional counselor as you make your clinical observations. You are encouraged however to utilize critical thinking as you view the video footage and integrate what you have learned in the course from again- discussions and chapter readings. The paper should have a title page, it should be at least 2 full and a maximum of 3 full double spaced, type-written pages, 12-point font size indicating the questions asked. **Due sessions 7**

Rubric can be located in Appendix B

Client Case PowerPoint - 40 points

In addition to your client case management portfolio, you will be expected to complete a PowerPoint based on your client case. Imagine that you are a member of a team of professionals (e.g., social workers, counselors, psychiatrists) reviewing cases for progress, or to determine if further interventions/support may be necessary. Present a description of your client,

give a brief of their intake assessment, their psychosocial status, individualized service or treatment plan, minimum of two progress notes and your final discharge outcome. You are expected to have a minimum of **9 “Content” slides** as listed

Please DO NOT make your slides to “wordy” with too much information on one slide. Therefore, you are encouraged to follow the following **Template** as you are developing your power-point:

- Title Slide: Your Name; Assignment Name i.e. Client Case & Date(1 slide)
- Slide/Slides: Description of your client(1-2 slides)
- Slide/Slides: Brief of their Intake Assessment (2-3 slides)
- Slide/Slides: Information from the Biopsychosocial. (2-3 slides)
- Slide/Slides: Information from individualized service or treatment plan (2-3 slides)
- Slide/Slides: Minimum of two progress notes- one on each slide (2-3 slides)
- Slide/Slides: Information from final discharge plan (1-2 slides)
- Slide/Slides: Reference slide (1-2 slides)
- **Minimum of 12- 18 slides Maximum-** Including Title slide and Reference slide.

Due session 13. Rubric can be located in Appendix E

Client Case Management Portfolio – 60 points

Each student will be responsible for developing and completing a packet of information on a client that will include an Intake Assessment, a Biopsychosocial History, Individualized Service/Treatment Plans, Records of meetings or interactions with clients (i.e., Case Notes, SOAP Notes, or Client Progress Notes- these terms all mean the same thing), Discharge Plans and Discharge Summary. Other material may also be appropriate to include; students may wish to consult with the instructor and to explore the resources that are available online. For example, searching online for “human services intake forms,” “social work case note examples” or “counselor client evaluation (or assessment) forms” will provide a wide variety of forms and ideas that may be used as is, or modified to a more suitable format. Other forms may be located under “**Files**” on canvas.

The Client Case Management Portfolio should have a minimum length of six pages, including ALL forms listed above. All forms should be completed by hand scanned and uploaded to canvas in the appropriate order:

- Intake Assessment
- Biopsychosocial History
- Individualized Service/Treatment Plans
- Case Notes, SOAP Notes, or Client Progress Notes
- Discharge Plans
- Discharge Summary

As students complete these designated forms, there should be no less than four full pages and a maximum page length of 12-15 pages. In addition, the portfolio should have a cover/title page that goes in front of the Intake Assessment and, if appropriate, a references page that will follow the last form-The Discharge Summary. The portfolio will be marked according to the rubric in Appendix F.

The “mock” client for which a case management portfolio is developed will be chosen on an individual basis; this may be done by role playing (i.e. having someone play your client and you ask the questions), by video or movie assignment (e.g., a client from the movie, “Philadelphia,” or from the movie, “The Pursuit of Happiness,” comes in to see the student), by student self-design (i.e., the student may have an idea of a client with whom he/she would work), or by viewing the power point under “files” in canvas entitled~ “How do I find my Client.” The student should keep in mind that the information given for his/her client may not be complete; this may allow you some room for imagination or creativity. However, the student should keep in mind the purpose and size of his/her case management portfolio, which may limit the degree to which he/she covers the material. The actual client case management records for an individual who is schizophrenic, is homeless, and has PTSD and substance abuse diagnoses, will be considerably longer than 12 pages!

The purpose of the portfolio is for students to develop familiarity with the structure and process of case management, and to develop basic skills in initiating and maintaining client case management records. The client case management portfolio is **Due in Session 14. Rubric can be located in Appendix F**

Optional ZOOM Sessions: Saturdays @ 10:00am

Week 1- Introductions; syllabus/ Answer any questions about the syllabus & class expectations.

Week 4-“Reflective Listening”

Week 7-“How to complete a Social History”

Week 10-“How to complete Treatment Plans”

Week 11-“How to complete Progress Notes/ Discharge Summary”

Week 13- Answer any questions about wrapping up the class; assignment questions, etc.

Grading Procedures

Each item of coursework (e.g., integrative papers) will receive a given number of points out of the total possible (e.g., three out of eight points for an integrative paper). A student's grade for the course will be determined by adding together the number of points earned, which will be converted to a letter grade scale using the chart below.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Point Value	Letter Grade	Numeric Value for GPA
96.0-100	A	4.0
92.0-95.9	A-	3.7
88.0-91.9	B+	3.4
84.0-87.9	B	3.0
80.0-83.9	B-	2.7
76.0-79.9	C+	2.4
72.0-75.9	C	2.0
68.0-71.9	C-	1.7
64.0-67.9	D+	1.4
60.0-63.9	D	1.0
0-59.9	F	0.0

Work Expectations

SOSC 3003 is a 3-credit course. In accordance with SACSCOC accreditation standards, a 3-credit hour course reflects 120 semester hours of work over the duration of the course. Approximate time to allot students to complete assignments to meet work expectations for this course, are listed next to weekly assignments.

Activity	Number of activities	Time per activity	Semester hours
Initial Accessing & Reviewing of course material	1 week	Avg. 18 hours during week 1/ 2.5 hours daily for 7 days	18.0 hours
Weekly Reading and Studying of Text & PowerPoints that accompany Text.	14 weeks(1-2 chapters a week~ 2 hour per chapter~ Read & Study Chapters, and Study PowerPoints, Take Notes to prepare for Chapter Reviews	Average of 2 hours a week for each chapter, power point review & note taking	28-32 hours
Fourteen Discussion Thoughts	14 (generally, 1 discussion each week)	1.0 hours/discussion X 14 weeks	14.0 hours
Fourteen Weekly Chapter Reviews	14 reviews during semester. 1-2 chapters each week & Reading chapters	14.0 hours for review completion/2.0 hours each to read 1-2 chapters weekly	28.0 hours
Fourteen Client Case Hypotheticals	14 Case Hypotheticals	1.0 hours for each	14.0 hours
One "My Client" Summation	1 summation	1.0 hours	1.0 hours
Three Case Studies	3 Case Studies & written Paper	1.0 hours for each =3.0 hours	3.0 hours
One Intake Interview Video Assignment	1 Intake Interview video & paper	2.0 hours-1.0 hour to watch and assess video & 1 hour to complete paper assignment with questions	2.0 hours
Client Case PowerPoint	1 comprehensive power point	2.0 hours to compile from research of client and completing power point	2.0 hours
Client Case Management Portfolio	1 Client Case Management Portfolio	6 hours- over the course of semester-	6.0 hours

Total Hours			120 hrs.
-------------	--	--	----------

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Face-to-face sessions are held once a week for three hours, and attendance is mandatory. Classroom attendance will be taken in class by the instructor.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic honesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Academic Coordinator at the learning site where he/she attends classes. The Academic Coordinator will forward the materials to the Student Success Coordinator for Southern Wesleyan University.

Appendix A- Threaded Discussion Participation Standards

All online discussions will adhere to the following guidelines: **Due Dates** - Initial responses due on Wednesdays by 11:59 p.m.; peer responses are due on Saturdays by 11:59 p.m. Peer responses should be substantial responses and/or insightful questions. You must have a minimum of two posts per Discussion: your initial response to the discussion question as well as one response to a peer. Remember you are welcome to respond to other peers as well.... however, your grading is based on your response to the discussion question and your response to one peer. **Grading** - Your discussion postings will be graded according to the quality of your response. In order to earn the full points, your posting should be clear, complete, insightful and original; in addition, you must have high quality responses. Responses that are incomplete, vague, lack detail or repeat previous postings will receive reduced grades. Remember, you should always relate your postings to relevant professional issues. Postings are not simply your opinion; they involve your opinion but include an application to the relevant psychological, legal, and writing principles. Online discussions will be graded according to the following rubric. Failure to submit postings within the relevant time frame will result in the loss of the points for that posting. The rubric is in two parts, the first is for understanding and the second part for evaluating.

Understanding

	Reply construction	Understanding
1	Poor spelling and grammatical errors. Short 1 or 2 sentences. Lacks structure or flow. Written in informal language, abbreviations or txt.	Simple reply or comment which lacks insight, depth or is superficial. The entry is short and frequently irrelevant to the key question, original post or concept. Does not express opinion clearly. Shows little understanding.
2	Some poor spelling and grammatical errors. Has some structure, but the entry does not flow. May contain a link or image. The reply contains several sentences. The text construction is mainly formal containing few abbreviations or txt style language.	Simple reply or comment showing some insight, depth and are connected with original post, question, topic or concept. The replies are short and may contain some irrelevant material. Some personal comments or opinions these may not be on task. Shows some understanding.
3	Few spelling and grammatical errors. Has structure and the entry flows. Contains an appropriate links, uploaded files or images. These are referred to within the text. Refers to other posts. The reply contains sentences or paragraphs.	Replies show insight, depth and are connected with thread, topic or post. Entries may contain some irrelevant material. Personal opinion is expressed in an appropriate style. Shows a good depth of understanding.
4	Spelling and grammatical errors are rare. The reply has structure and is formatted to enhance readability. Contains a appropriate links, uploaded files or images. Sources are acknowledged. Images and links are referred to within the text. Refers to other posts and builds on these.	Replies show insight, depth and understanding. They are connected with thread, topic or post. Entries are relevant with links to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the thread or post. The reply or post shows a high level of understanding, it shows a depth of understanding in matters relating to and surrounding the original post.

Evaluating

	Reference	Clarity	Argument	Critique	Questioning
1	Student does not refer to other posts or the referred posts are irrelevant, inappropriate or unrelated to the thread. The post may be a repeat of prior posts.	The student post shows a lack of clarity on their opinion.	Contains no relevant questions and does not formulate an argument.	Student does not provide any critique of other Posts or comments.	The student does not pose any questions.
2	Student does refer to other posts. The reply post is mainly related to the thread.	The post adds to the discussion in a limited way. The poster expresses their opinion in a limited mode.	The student has developed a limited argument, using appropriate language. The argument is unsupported.	The student provides a simple critique of posts in an appropriate manner.	The student states simple questions which are related to the topic. Student answer some of the questions posted by their peers
3	Student refers to other posts. The reply post is related to the thread.	The post adds to the discussion. The poster expresses their opinion clearly.	The student has developed an argument using appropriate language. The argument is supported by facts, opinions and related materials.	The student is judging other posts on their merits. The student provides a critique of posts in an appropriate manner.	The student structures appropriate questions which are related to the topic and previous posts. The student answers the questions posted by their peers, provides a limited defense of position or stance
4	Student refers to other posts. The reply post is related to the thread.	The post enhances the discussion and is expressed in clear and concise opinion.	The student has developed the argument using appropriate language. This is clearly and appropriately supported by facts, opinions and related materials including links.	The student is judging other posts on their merits. The student provides a detailed critique of posts in an appropriate manner.	The student structures appropriate focusing or challenging questions related to the topic and previous posts. The student answers the questions posted by their peers with depth and shows a high degree of understanding. Can defend his or her position of stance on a topic.

Churches, A. (2007, December) Threaded Discussion Rubric - Bloom's Digital Taxonomy. [Online]. Available from: <http://edorigami.wikispaces.com/file/view/2+threaded+discussion+rubric.pdf>

Appendix B- Grading Rubric for Weekly Chapter Reviews; “My Client” Summation & One Intake Interview Video Assignment

POINTS AWARDED	POINTS	ASSESSMENT ITEMS	COMMENTS
	5 points	<p><i>Overall organization and presentation</i></p> <p>What is the thesis?</p> <p>Does the paper have an introduction, body, and conclusion?</p> <p>Are the topic sentence and paragraph construction good?</p> <p>How well do you use your subheadings to mark subdivisions of the paper?</p>	
	2 points	<p><i>Spelling, grammar, and punctuation</i></p> <p>Do you use good grammar?</p> <p>Are there only a few minor spelling errors?</p> <p>Do you use paragraph breaks well?</p> <p>Did you use an appropriate format, e.g., APA?</p>	
	5 points	<p><i>Development of key ideas</i></p> <p>If you raise a point for discussion, do you discuss it thoroughly in your paper?</p> <p>How strong is your evidence?</p>	
	5 points	<p><i>Critical thinking and evaluation</i></p> <p>How original is your paper topic?</p>	

		Do you compare and contrast explanations or strategies for intervention (assess ways to solve the problem)?	
	3 points	<p><i>Length of paper</i></p> <p>Appropriate number of pages not including title page, abstract, table's graphs, figures, bibliography, and appendices.</p> <p>Appropriate amount of references.</p> <p>Points will be deducted for every page you are short</p>	
	20 points	<i>Total</i>	

Appendix C –Grading Rubric Weekly Client Case Hypothetical

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Identification of the Main Issues/ Problems	Identifies & understands <u>all</u> of the main issues in the case study – thorough description of Issues /Problems	Identifies and understands <u>most</u> of the main issues in the case study – good description of Issues /Problems	Identifies and understands <u>some</u> of the issues in the case study – some description of Issues /Problems	Identifies and understands <u>few</u> of the issues in case study – much of the description of the Issues /Problems is missing.
Identification of Structures Involved in Issues/ Problems	Identifies <u>all</u> structures affected	Identifies <u>most</u> structures affected	Identifies <u>some</u> structures affected	Identifies <u>few</u> structures affected
Description of Physiological Changes due to Pathology/ Issues/ Problems	Describes <u>all</u> functional changes	Describes <u>most</u> functional changes	Describes <u>some</u> functional changes	Describes <u>few</u> functional changes
Analysis of the Issues	Insightful and thorough analysis of the impact of structure on function	Thorough analysis of <u>most</u> of the impact of structure on function	<u>Superficial analysis</u> of <u>some</u> of the impact of structure on function	<u>Incomplete analysis</u> of the impact of structure on function
Writing Skills	Writing is organized and <u>totally</u> free of punctuation and spelling errors; sentences are <u>totally</u> grammatical Report of the episode is very concise; word choice is exceptional	Writing is <u>mostly</u> organized and free of punctuation and spelling errors; sentences are <u>totally</u> grammatical Report could be tightened a little; word choice is acceptable but lacks zing	Writing has <u>some</u> organization but there are more than occasional errors in punctuation and spelling; sentences are <u>mostly</u> grammatical Report could be tightened quite a lot; word choice could be better	Writing lacks organization with frequent errors in punctuation and spelling; sentences are <u>often</u> ungrammatical Report of the episode is extremely long-winded; poor word choice.

Research and Citations	<u>Excellent</u> research into the issues with clearly documented links to class and outside readings; sources selected are solid (primary peer reviewed) and cited in text and in Reference section in APA style	<u>Good</u> research and documented links to the material read; sources selected are <u>mostly</u> solid and citations are cited in text and in Reference section in APA style	<u>Limited</u> research and documented links to any readings; sources lack depth or may be inappropriate; some errors in how citations are cited in text and/or in Reference section but APA style mainly implemented	<u>Incomplete</u> research and links to any readings; sources selected are weak, inappropriate with many errors in how citations are cited in text and/or in Reference section; APA style not followed
-------------------------------	---	--	---	--

Some Sample Rubric Templates (adapted from Stevens and Levi [2005], *Introduction to Rubric* <http://www.introductiontorubrics.com/aboutus.html>)

Appendix D- Case Study Rubric

CRITERION	STRONG	AVERAGE	WEAK
Identification of Main Issues/Problems	Identifies and demonstrates a sophisticated understanding of the main issues/problems in the case study.	Identifies and demonstrates an accomplished understanding of most of the issues/problems.	Identifies and demonstrates acceptable understanding of some of the issues/problems in the case study
Analysis and Evaluation of Issues/Problems	Presents an insightful and thorough analysis of all identified issues/problems; includes all necessary calculations.	Presents a thorough analysis of most of the issues identified; missing some necessary calculations	Presents a superficial or incomplete analysis of some of the identified issues; omits necessary calculations.
Recommendations on Effective Solutions/Strategies	Supports diagnosis and opinions with strong arguments and well-documented evidence; presents a balanced and critical view; interpretation is both reasonable and objective.	Supports diagnosis and opinions with limited reasoning and evidence; presents a somewhat one-sided argument; demonstrates little engagement with ideas presented.	Little or no action suggested and/or inappropriate solutions proposed to the issues in the case study.
Links to Course Readings and Additional Research	Makes appropriate and powerful connections between identified issues/problems and the strategic concepts studied in the course readings and lectures; supplements case study with relevant and thoughtful research and documents all sources of information.	Makes appropriate but somewhat vague connections between identified issues/problems and concepts studied in readings and lectures; demonstrates limited command of the analytical tools studied; supplements case study with limited research.	Makes inappropriate or little connection between issues identified and the concepts studied in the readings; supplements case study, if at all, with incomplete research and documentation.
Writing Mechanics and Formatting Guidelines	Demonstrates clarity, conciseness and correctness; formatting is appropriate and writing is free of grammar and spelling errors.	Occasional grammar or spelling errors, but still a clear presentation of ideas; lacks organization.	Writing is unfocused, rambling, or contains serious errors; poorly organized and does not follow specified guidelines.

Appendix E - Grading Rubric for Client Case PowerPoint

	40	30	20	10	5
Content	Content is accurate and information is Presented in a logical order.	Content is accurate but some information is not presented in a Logical order, but is still generally easy to follow.	Content is accurate but information is not presented in a logical order, Making it difficult to follow.	Content is questionable and information is not presented in a logical order, Making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.
Slide Creation/ Pictures, Clip Art & Background	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides.	Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting	Presentation flows well. Some tools used to show acceptable Understanding. Correct number of slides.	Presentation is unorganized. Tools are not used in a relevant Manner. Lacking in number of slides. <hr/> Images are inappropriate	Presentation has no flow. No tools used. Insufficient number of slides. <hr/> No images.
	Images are appropriate. Layout of images is pleasing to the eye.		Most images are appropriate		
Slide Transitions	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation.	No transitions used.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling errors and/or text is copied.
Technology Connection	Comprehensive use of technology is apparent.	General understanding of technology.	Acceptable understanding of technology.	Little understanding of technology.	No understanding of technology.

Appendix F- Grading Rubric for Client Case Management Portfolio

Item				
Descriptors and Insight	Elements of portfolio (e.g., case notes, summaries) provide excellent and central descriptors of client's behavior. Empathic, respectful insight into client's behavior, free of bias or judgment. A good model for others to follow.	Elements provide good descriptors of client's behavior; some descriptors and assessment not central elements. Some insight into client's behavior, free of bias or judgment.	Elements provide less effective, no central descriptors of client's behavior. No insight into client's behavior. Some bias or judgment of client.	Elements provide weak or no central descriptors of client's behavior. Misleading insights into client's behavior. Serious bias or judgment of client.
3Goals and Themes	Elements of portfolio, especially session/case/SOAP notes, include striking, central, and important parts of sessions. Goals of sessions are described in a concise, superior fashion, and are very appropriate for the relevant sessions. A good model for others to follow.	Elements of portfolio generally include central and important parts of sessions, with some non-essential or non-central elements. Session goals are clearly defined, and are generally relevant to sessions, and to client progress.	Elements of portfolio include some central and important parts of sessions, with numerous nonessential or noncentral elements. Session goals are not always clearly defined, and sometimes no relevant to sessions, and to client progress.	Elements of portfolio contain no central and important parts of sessions, with numerous nonessential or noncentral elements. Session goals are not clearly defined, and not relevant to sessions, and to client progress.
Organization and Structure	Prose that is interesting to read and, at best, might be considered elegant or original. The prose and focus of the writing flow smoothly. The writing contains clear and effective transitional and linking material.	The prose is clear with no awkward or incorrect constructions. There is an orderly and fairly smooth progression of topics and paragraphs, without significant weakness in transitions or inappropriate changes in focus.	The writing is understandable and clear, although with some errors or ambiguities of expression, or awkward phrases which obscure the meaning of the material. There may be occasional inappropriate changes of focus between and within paragraphs.	The writing is garbled and/or awkward to such an extent that it significantly interferes with comprehension of the material. The topic of paragraphs or sections of the writing cannot be clearly established, and there are few or no transitions or links between sections.

Criteria	All of the criteria established in the checklist below are met.	4-5 of the criteria are met.	2-3 of the criteria are met.	0-1 of the criteria are met.
Grammar and mechanics	No errors in grammar, spelling, mechanics.	Minor errors in grammar and mechanics that do not hinder comprehension	Some errors in grammar and mechanics that hinder comprehension	Many errors in grammar and mechanics that seriously hinder comprehension

Checklist for Portfolio

_____ Length (6-12 pages) – minus 2 points if not followed

_____ Word count (1400-2350 words) – minus 2 points if not followed

_____ APA style title page

_____ Appropriate formatting (double spaced, margins)

_____ Appropriate font size

_____ References page in APA format, with appropriate in-text citations, if included

The grade for the final paper may be calculated by adding the grades for all 5 criteria together. (Criteria [5] + descriptors/insight [5] + goals and themes [5] + organization and structure [5] + grammar and mechanics [4] = 24 points)