

### **RUBRIC FOR SINGLE-SUBJECT CASE**

**Purpose:** Assess student's level of competence with regard to his/her ability to collect, organize and interpret client data/interventions; select appropriate intervention strategies; implement interventions that enhance client capacities; critically analyze, monitor and evaluate interventions; and summarize knowledge/information gained and identify possible implications for future practice. **Note: ANY MISSING INFORMATION WILL CONSTITUTE A ZERO (0).**

Criteria	Advance Competence 5pts	Competent 4pts	Emerging Competence 2-3pts	Lack Competence 0-1pts	TOTAL
<u><b>Case Scenario</b></u> Presenting Problem History of Problem PIE Perspective  <b>Frequency = F</b> <b>Duration = D</b> <b>Intensity = I</b> <b>*Latency = L</b>	Strong, clear & concise identification of setting & cl unit; living status; occupation; demographic variable; social & psychological strengths; and deficits; cl level of motivation; how cl referred; Prioritize needs & problems. Strong description of current behavior & suggested replacement behavior. (Document FDIL)	Clear & concise identification of setting & cl unit; living status; occupation; demographic variables; social & psych strengths; deficits; cl motivation; referral method; needs prioritized. Clear description of current behavior & suggested replacement behavior. (Document FDIL)	Notation of setting & cl unit; living status; occupation; demographic variables; social & psych strengths; deficits; cl motivation; referral method; needs prioritized. Vague description of current behavior & suggested replacement behavior. (Document FDIL)	Information missing; nondescript information provided. Documentation notes carelessness, lack of attention to detail, and very generalized. Description of current behavior & suggested replacement behavior incomprehensible and not clear. (Document FDIL)	
<u><b>Policy</b></u>					

<b><u>Criteria</u></b>	<b>Advance Competence 10-8pts</b>	<b>Competent 7 – 5pts</b>	<b>Emerging Competence 4-2pts</b>	<b>Lack Competence 1 &amp; belowpts</b>	<b>Total</b>
<b>Method of Intervention</b>	Definitively identify methodology & tool(s) used to assess targeted need, behavior for change. Address meanings of ratings; how tool is used; author, and what is being measured. CI level of participation in developing intervention; intervention to be used; relevance to issue; logical development. <b>(Specific behavior intervention goal).</b>	Clear identification of methodology & tool(s) used to assess targeted need, behavior for change. Meanings of ratings; how tool used; what is being measured. CI level of participation in plan development; Intervention; all parties understand. <b>(Specific behavior intervention goal).</b>	Demonstrate some ability in identifying methodology & tools, what it measures and meaning of ratings. May lack clarity in ci's participation and all parties understanding of the plan. <b>(Specific behavior intervention goal).</b>	Vague and/or unclear description of methodology & tool(s) used to assess targeted need for change. Missing information regarding instrument, ci and need to be measured. <b>(Specific behavior intervention goal).</b>	
<b>Implementation of Intervention</b>	Thorough documentation of the implementation of intervention w/in NASW standards; barriers & method to overcome barriers; need to modify intervention identified; level of progress achieving	Substantial demonstration of implementation of intervention w/in NASW standards; barriers & how ci can overcome; need to modify intervention identified; level of progress; method of monitoring.	Evidence of intervention w/in NASW standards; barriers and how they were overcome; need to modify intervene. Identified; level of progress; method of monitoring.	Vague or lack Implementation of intervention w/in NASW standards; barriers and how they were overcome unclear or not noted; missing information.	

	objectives; method of monitoring.				
<b><u>Assessment</u></b>	Genogram is detailed, concise; shows a minimum of 3 generations, includes DOB's; deaths; causes of death; relationships clearly marked. MH, physical & substance abuse issues included, eco-map identifies individualized boundaries. All stressors and supports clearly marked and shown. Justifiable analysis. Utilizes color to identify illnesses, MH, SA, etc. inclusive of legend.	Explanation is clear, genogram shows 3 generations, DOB; deaths; 1 or 2 relationships not clearly marked. Physical illnesses are marked. Eco-map identifies generic boundaries for each family member and family, generic support structures. Analysis utilizes color to identify illnesses, MH etc.	Explanation is a little difficult to understand or follow, shows 3 generations, DOB's; deaths majority relationships defined; physical illness, M.H., S.A. etc. identified. Eco-map identifies generic boundaries for each client/family; generic support structures. Absence of color.	Product is difficult to understand and confusing; shows 2-3 generations; DOB's missing, dates/deaths missing; few if any relationships defined; relational lines not clearly marked. Eco-map lacks identification o supports &/or stressors. Minimal or no analysis. Does not clearly identify M.H., P.I.; S.A. etc.	
<b>FORMATTING</b>	Complete APA compliance & copy of instrument attached in appendix. No grammatical errors.	2-3 errors in grammar & APA compliance & copy of instrument attached in appendix. Minimal grammatical errors.	4-6 errors in grammar & APA compliance; & copy of instrument attached. Frequent grammatical errors.	7 or more errors in grammar & APA compliance; & copy of instrument attached in appendix. Excessive grammatical errors.	
<b>TOTAL</b>					

**Comments:**

<b>Final Grade</b>	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
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	Fail	Below Average	Average	Above Average	Excellent
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<b>Grading Criteria</b>	<b>Excellent</b>	<b>Average</b>	<b>Below Average</b>	<b>Fail</b>
<b>Cover Letter</b> Describes research in detail. Includes background on research investigators	5pts	3pts	5pts	1pt
<b>Cover Letter</b> Request for publication consideration is made clear and succinct	5pts	3pts	2pts	1pt
<b>Grammar</b> Follows all APA formatting guidelines (Paper is without spelling or grammatical errors)	5	3	1	0
<b>Total</b>				<b>Total</b>

**Comments:**

<b>Final Grade</b>	<b>F Fail</b>	<b>D Below Average</b>	<b>C Average</b>	<b>B Above Average</b>	<b>A Excellent</b>
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