

	Clinical Content	Connective Thinking	Creativity / Use of Narrative Craft	Organizational Clarity	Presentation
+	<ul style="list-style-type: none"> -Self-reflexivity -Case study intervention demonstrates skilled traceable scholarship to the extant clinical literature that is relevant to the case -A skillful application of the DSW curriculum content demonstrating ability to do meta-theoretical work 	<ul style="list-style-type: none"> -Draws complex, meaningful connections that take out-of-the-box risks, and cut across disciplines in synthesizing, interpreting, and creating new knowledge -Sophisticated connective use of module material -In-depth close reading and analysis of traceable scholarship, relevant outside literature, etc. -Adds a new and meaningful contribution to the field 	<ul style="list-style-type: none"> -Compelling and uniquely creative narrative hook -Compelling and seamlessly integrated use of storytelling when and where appropriate, as demonstrated through successful implementation of narrative craft elements, with a focus on (though not limited to): Characterization, Setting, Scene, Dialogue, Tone/Mood -Eloquence in prose style, in addition to demonstrated authorial confidence of prose voice -Excellent control of potential reading audiences 	<ul style="list-style-type: none"> -Intuitive organizational logic/clarity -Clear, strong thesis & ideation that consistently strengthens, enhances, and adds complexity to the overall argument -Excellent paragraph construction, control and use of topic ideas -Conclusionary vision 	<ul style="list-style-type: none"> -Meets all formatting requirements (APA citations, general formatting) -Thorough proofreading--no sentence-level errors, repetition, etc.

√+	<ul style="list-style-type: none"> -Self-reflexivity -Case study intervention demonstrates traceable scholarship to the extant clinical literature relevant to the case -An application of the DSW curriculum content demonstrating the recognition of the importance of meta-theoretical work 	<ul style="list-style-type: none"> -Draws meaningful connections that take out-of-the-box risks, and cut across disciplines in synthesizing, interpreting, and creating new knowledge -Complex connective use of module material -Makes valid connections between texts and vignettes -Use of texts support and further thesis -Independent ideas throughout 	<ul style="list-style-type: none"> -Compelling narrative hook -Effective use of storytelling when/where appropriate, as demonstrated through successful implementation of narrative craft elements, with a focus on (though not limited to): Characterization, Setting, Scene, Dialogue, Tone/Mood -Confidence of prose voice -Control of potential reading audiences 	<ul style="list-style-type: none"> -Intuitive organizational logic/clarity -May develop a secondary or emerging thesis which complicates the original argument -Strong paragraph construction, control and use of topic ideas -Conclusionary vision 	<ul style="list-style-type: none"> -Meets all formatting requirements (APA citations, general formatting) -Thorough proofreading--no sentence-level errors, repetition, etc.
Pass	<ul style="list-style-type: none"> -Self-reflexivity -Emerging case study intervention demonstrates traceable scholarship to the extant clinical literature relevant to the case -Emerging application of the DSW curriculum content demonstrating the recognition of the importance of meta-theoretical work 	<ul style="list-style-type: none"> -Thesis may be somewhat limited -Sense that the student is beginning to grasp the complexity of a new position -Makes use of module material -Use of texts supports thesis 	<ul style="list-style-type: none"> -Compelling narrative hook -Use of storytelling when/where appropriate, as demonstrated through successful implementation of narrative craft elements, with a focus on (though not limited to): Characterization, Setting, Scene, Dialogue, Tone/Mood -Displays moments of authorial confidence of prose voice -Shows potential for control of possible reading audiences 	<ul style="list-style-type: none"> -Generally well organized -Has relationships between paragraphs -Transitions and topic sentences exist, but may be emergent, or unsubstantiated 	<ul style="list-style-type: none"> -May have minimal citation, formatting, or mechanical errors that can be addressed through continued revision

<p>Fail</p>	<ul style="list-style-type: none"> -Lack of self-reflexivity -Case study intervention does not demonstrate ability to produce traceable scholarship to the extant clinical literature -Demonstrates no recognition and application of the DSW curriculum content to the case study, thus no meta-theoretical work evident 	<ul style="list-style-type: none"> -Lack of basic reading seminar skills such as use of traceable scholarship, close reading, reading comprehension, and connective thinking -Lack of interdisciplinarity and/or modular content 	<ul style="list-style-type: none"> -Weak or no use of narrative craft elements, as outlined above -Lack of workshop participation -Lack of significant revision after feedback 	<ul style="list-style-type: none"> -Emerging thesis not fleshed out or correctly positioned in argument -Lack of governing structure 	<ul style="list-style-type: none"> -Sentence-level errors impede meaning -Incorrect use of APA citations & formatting -Excessive word repetition, vague and over-generalized ideation
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