



**COURSE TITLE/SECTION: SOCW 7397/ Section 21194 (Spring 2011)
TRANSTHEORETICAL SOCIAL WORK PRACTICE**

TIME: Thursday, 1:30-4:30p

FACULTY:

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OFFICE HOURS:

Wednesday 12-1:00 & 5-6pm

Thursdays 12-1:00 & 5-6pm

Other days by appointment only

I. Course

1. Catalog Description

Critically analyzes and applies a transtheoretical framework with multiple practice theories that contribute to client change.

2. Purpose

The transtheoretical framework focuses upon helping people change and emphasizes an empirical and integrative approach toward three core dimensions of change: processes, stages, and levels. Students are expected to demonstrate flexibility and creativity as they use multiple perspectives to guide their practice to assess, select and evaluate intervention modalities across diverse client systems.

II. Course Objectives

Upon completion of this course, students will be able to:

1. Explain and apply the transtheoretical framework in practice. (Critical Thinking; Practice; HBSE/Theory)
2. Analyze clinical practice theories from an integrative approach toward three core dimensions of change: processes, stages, and levels. (Practice; Critical Thinking; HBSE/Theory)
3. Integrate multiple assessment and intervention theories to design measures of client change. (Research; Practice; HBSE/Theory)
4. Analyze the effectiveness of intervention modalities, the influence of client and helper variables, and outcome research for both short-term and long-term interventions. (Critical Thinking; Research; Practice)
5. Evaluate the utility of a wide range of intervention modalities that will work effectively and flexibly with clients in diverse practice settings. (Research; Practice; Professional Context)
6. Critically analyze the selection and appropriate application of interventions in working with persons and families from varying cultural heritages and with sensitivity to people of color, women, GLBT persons, and those who are economically disadvantaged. (Critical Thinking; Diversity; Practice; Values/Ethics)

III. Course Content

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This course will include the following topical (content) areas: Theories for clinical practice, integrating assessment to intervention, utilization of transtheoretical approaches in multicultural situations, processes of change, four-way clinical learning.

IV. Course Structure

Classes will be a combination of lecture, discussion, role play, case interviews and audiovisual media. Lecture content will serve primarily to clarify questions or issues from assigned readings and assignments. Students are expected to integrate theories into practice through role play, live interviews, exercises, and practice evaluation. Quizzes are posted on Blackboard (BB) to encourage reading preparation prior to class.

V. Textbook and Required Readings

(May order texts through UH Bookstore: <http://uh.bncollege.com>)

Required Texts:

Cheung, M., & Leung, P. (2008). *Multicultural practice and evaluation: A case approach to evidence-based practice*. Denver, CO: Love Publishing Co.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and Intervention*. New York, NY: W.W. Norton & Company. (ISBN 0-393-70509-9)

Prochaska, J.O., & Norcross, J.C. (2010). *Systems of psychotherapy: A transtheoretical analysis*. Pacific Grove, CA: Brooks/Cole. Reviewed at http://www.wadsworth.com/search/totalsearchresults.do?keyfor=allsite&keyitem=all&page2=discipline&resultfor=higheredu&resulttype=instructor&keyword_all=9780495601876&catalog=US+Higher+Education+Catalog&image.x=17&image.y=13

Required Readings on Transtheoretical Concepts:

Cancer Prevention Research Center. (2007). Summary overview of the transtheoretical model. (Also click at the detailed overview for more information) <http://www.uri.edu/research/cprc/transtheoretical.htm>

Change Assessment Measure. (2007). University of Rhode Island Change Assessment. <http://www.uri.edu/research/cprc/Measures/urica.htm>

Recommended Text:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorder: DSM-IV-TR*. Washington, DC: Author. [Reference Desk] (RC455.2.C4 D536 2000)

Cheung, M. (2006). *Therapeutic games and guided imagery: Tools for mental health and school professionals working with children, adolescents, and families*. Chicago, IL: Lyceum Books. (0-925065-94-3)

VI. Course Requirements

A. Reading Assignments and Participation (10 points)

Purpose: To encourage students to prepare challenging and productive discussions.

Weekly required reading assignments are given in the attached outline and

in class. All readings and homework assignments must be completed prior to class meetings.

Grading Criterion: Active participation in class

Attendance Policy: **You must attend the first class meeting** because it lays the foundation for this course; if you miss it, you must withdraw from the course. If you miss more than one hour of a class, **regardless of reasons**, two points will be reduced from this participation score. Make-up assignments to get a maximum of 1.5 points back are available if you schedule a meeting with the instructor within 2 weeks of the absence. Students who are absent for 10 hours, regardless of reasons, must withdraw from the course or receive an automatic F grade. To show your full participation and respect others, please observe this rule: absolutely no browsing through the internet (except for viewing course materials to follow the lecture), or using the cell phone or text-messaging in class. As a responsible professional, you must observe **self discipline in class**.

B. Quizzes (20 points)

Purpose: To prepare content of theories for practice and assess knowledge after class

Some answers may be found in textbooks and course materials (e.g., ppt, videos) shared or highlighted in class.

To ensure proper credit, submit your answers of the assigned quizzes via Blackboard **prior to** the beginning of each class. If you enter your quiz before class, you may reenter your answer after class one more time within one week and the highest score will be counted toward your grade. The quiz content is determined by the content to be prepared for class. If you missed your quiz because of a documented excuse, you must send your excuse note via email to the instructor to open the quiz (for one try only). Answers of the quizzes will not be reviewed in class; if you have any questions about the answers, please consult with the instructor. An optional quiz on clinical practice in the format of licensure examination may be offered for one bonus point; this option will be determined by the instructor.

C. Practice Interviews (50 points)

#1: Case Summary: (10 points)

Purpose: To learn skills in a clinical interview and address how personal issues may impact professional development.

1. Consultation Meeting: The instructor will schedule a consultation meeting with each student individually during the first three weeks. You should bring a professionally prepared **genogram** of your family (3 generations) to your assigned meeting and think about a family/personal issue or two for case determination. Confidentiality is strictly enforced; your genogram is solely used to enhance case determination in this 20-minute meeting and should not be included in your case summary.
2. Case Summary Preparation: After the individual consultation meeting, you will prepare a case summary using the same format as the case example posted on BB (one page single spacing with the same sub-headings). For confidentiality purpose, please use **fictitious names** in your summary. The case should represent your personal issues so

that you will learn how your personal issue (based on your own situation or that of someone close to you) can affect the use of self in clinical practice.

3. Case Summary Feedback: If you want to obtain feedback before your final submission to BB, please submit it to mcheung@uh.edu at least three working days before the due date.
4. Case Summary Submission: Submit your final case summary by the due date through BB to receive proper credit. After grading on your Blackboard version, the instructor will revise the content to protect confidentiality and distribute a copy to the student and to each of the two role-play students.

Grading Criteria: A well-written and professionally prepared case summary (see Rubrics). Graded summary is **due by 5pm, 5th Meeting via BB.**

#2: Practice Dialogues from #a to #e (one to be assigned) (5 points)

Purpose: To practice transtheoretical approaches in class in order to gain insight for planning your own case practice.

You will be assigned to be responsible for one of the five class practices. Based on the assigned schedule, in pairs, prepare additional dialogues on Joe and Mary's case and present your skit in class. Each pair of students will submit a dialogue paper via BB one week after the presentation. Be sure to include both students' names on the paper.

#3: Case Practice Dialogues: (15 points)

Purpose: To apply various approaches and techniques to a clinical case.

1. The instructor will assign a case summary to each student who is not the case owner to play the role of the worker. When you receive your assigned case, you will utilize your transtheoretical perspective to prepare your dialogue script (similar to the case demonstrations in the textbook).
2. Modify your dialogues based on your in-class practice and feedback from classmates and integrate some of them as one transtheoretical script that starts the dialogues that occur in the middle of a session to describe your applications (to show how techniques from three to four theories are utilized through a transtheoretical lens).
 - a. In the introduction, you can describe what theories are to be demonstrated with a purpose (e.g. Client-Centered (CC) theory will be used to demonstrate Gestalt (G) will be used to identify...) so that you can simply use the abbreviation in the dialogue and don't have to repeat the theory name. Also, describe briefly what, who, when and the focus of the session (e.g., "This is client X's second individual session. After 20 minutes of describing her feelings, client X started to feel spacious." [next paragraph] Worker: I sense...")
 - b. In the dialogue section, make sure the techniques are clearly labeled (e.g., <CC: Exploration>).
 - c. The conclusion section must briefly address your unique perspective about transtheoretical applications.

Grading Criteria: (See Rubrics)

5-10 double spacing pages; may use textbooks as your major references; if you use practice scripts from other sources, please make sure you quote the original reference with exact page number(s), APA 6th Edition style (see a summary posted at:

http://www.sw.uh.edu/communityoutreach/cwep_students.php).

#4: Transtheoretical Case Interview (20 Points as worker)

Purpose: To practice transtheoretical skills in a spontaneous session and experience a **five-way learning process** to enhance effectiveness in clinical practice (learning as client, worker, observer, case-owner, and MSW student)

1. Each case will be assigned to two students, one as a client and the other as a social worker to practice in an **8-minute session in an assigned interviewing room** so that the case owner and other students can observe directly through the one-way mirror or CCTV in the classroom.
2. You are required to discuss your techniques or rehearse them with only the instructor (can be done before you submitted #2), but not with the assigned “client” so that you can appreciate the use of transtheoretical approaches in a spontaneous clinical session.
3. When acting the role as a worker, start the case interview as if it is in the middle of a session so that skills can be demonstrated within the allotted time.
4. Each of the other observing students in class is expected to play the role of **an observer or supervisor** who watches the interview, through the one-way mirror or CCTV link, and provides brief written feedback to the interviewer with at least one strength and one suggestion. Format of feedback will be provided on BB.
5. For the case owner, this exercise may identify some unresolved issues that require special attention. The instructor may advise the student to seek professional help. However, it is the student’s own responsibility to follow through.
6. **Absolutely do not disclose that you are the case owner to any student in this course within the semester.**

Grading Criteria: Appropriate therapeutic skills (see Rubrics); Three therapeutic techniques from at least two theories are the minimum expectations.

D. “My Transtheoretical Practice Framework” (20 points)

Based on various theories, reflections of ideas and thoughts, and understanding of feelings related to personal/professional issues, you will create a collage (of poster board size **approximately 22”x22”**) in class. Bring magazines from various sources on the **last day** of class and make your collage to demonstrate your framework. Use the collage to verbally present your transtheoretical practice framework (in 1 minute). Your collage must demonstrate how to transtheoretically use concepts and theories, practice ideas and creative thoughts in social work clinical practice. You may pre-cut photos, alphabets and graphics before coming to class. **Do not leave any empty space on your collage without a good reason to**

support it. Don't forget your poster board, magazines, scissors and glue sticks. You may bring these materials to the instructor's office in advance.

Grading Criteria (see Rubrics): Effort (10 pts), Transtheoretical themes for clinical practice (10 pts)

VII. Evaluation and Grading

Because of the practice nature of this course, no incomplete will be given. Late papers will suffer a one-point deduction per day (including weekends and holidays, if any), unless prior approval has been obtained from the instructor. A point system will be used to evaluate your performance. Grading criteria are listed under "VI. Course Requirements."

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy Addendum:

ADA Policy: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

Policy on grades of I (Incomplete)

Due to the practice nature of this course, an "I" will be assigned if the student misses the case practice as a worker or client.

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you

must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

IX. Course Schedule (This is a tentative course schedule and is subject to change based on class progress. Students are responsible to check your email and Blackboard account regularly for new reading assignments and review questions. Prepare all your reading assignments prior to each class. **Reading and quiz assignments are due before class on the assigned date.**)

1/20 **Meeting 1: Course Overview, Research Based Practice, and Clinical Effectiveness**

1. Course Expectations
2. Research Based Practice
 - a. Personal and Professional Issues
 - b. Genogram Interviews
3. Clinical Effectiveness
 - a. Assessment Tools
 - b. Practice Effectiveness: Evaluation & Measures

Read: Cheung &Leung, Ch. 3
McGoldrick et al., Ch 1-2

**Reminder: Schedule an individual meeting with the instructor to plan for your practice interview case.

**If you haven't previously constructed a family genogram, please make sure to read the entire McGoldrick's book. If a genogram consultation is needed, please feel free to contact the instructor to schedule an individual meeting.

1/27 **Meeting 2: Transtheoretical Practice Principles**

1. Core Skills in Clinical Practice
2. Clinical Applications within Social Work
3. The Transtheoretical Framework: Focus on Change
4. Using Self-Anchored Scales for Practice Evaluation
5. Choosing Theories for Practice
6. The Case Approach: Stage, Processes and Levels
7. Questions about the Case Practice Project

Read: Cheung &Leung, Ch1, 2, Review ASK on p.75
Prochaska & Norcross, Ch. 1
Prochaska & Norcross, pg. 489-503 (Transtheoretical Model)
Article at <http://www.uri.edu/research/cprc/transtheoretical.htm>
Article at <http://www.uri.edu/research/cprc/Measures/urica.htm>

In-Class: Practice Core Skills with "Mary"

BB: Quiz 1

1/27-2/11 **Meeting 3: Individual meeting** with instructor to talk about your OWN case for the "Practice Interview" assignment. Bring your genogram. This individual meeting

is **REQUIRED**. Read: McGoldrick et al., Ch. 1-9

BB: Quiz 2 (due before meeting 3)

2/3 Meeting 4: Psychoanalytic & Psychodynamic Theory

Read: Cheung & Leung, Ch. 4

Prochaska & Norcross, Ch. 2

Practice (In Class): The Case Approach with Mary and Joe's case

BB: Quiz #3

2/10 Meeting 5: Adlerian Theory & Object Relations

Read: Cheung & Leung, Ch. 5

Prochaska & Norcross, Ch. 3

Practice: The Case Approach: **Interview #a (integrating all theories up to this point)**

Do: Original Family Constellation and Life Script

BB: Quiz #4

Due: Case Summary for "Practice Interview" (by 5pm via Blackboard)

2/17 Meeting 6: Systemic Therapies, Structural & Family Systems

Read: Cheung & Leung, Ch. 6, 7

Prochaska & Norcross, Ch 11

McGoldrick et al., Ch 8

Practice: The Case Approach: **Interview #b** & Family-of-Origin Scale

In-Class Reading: The Changing Family Life Cycle of Sigmund Freud

BB: Quiz #5

2/24 Meeting 7: Client-Centered, Communication and Multicultural Theories

Read: Cheung & Leung, Ch 8

Prochaska & Norcross, Ch 5, 13

Practice: The Case Approach: **Interview #c**

Video: Forgiving Parents

BB: Quiz #6

3/3 Meeting 8: Gestalt & Strategic Theories

Read: Cheung & Leung, Chs 9, 10

Prochaska & Norcross, Ch 6

Practice: The Case Approach: **Interview #d**

Mid-Course Teaching Evaluation

BB: Quiz #7

3/10 Meeting 9: Individual consultation meeting with the instructor regarding your practice interview plan as the worker. This is **REQUIRED**. You may schedule any time before or within this week to discuss your plan, and then after this week to finalize your plan (for at least 30 minutes). No class meeting this week.

3/17 Spring Break

3/24 Meeting 10: Behavioral and Cognitive-Behavioral Theories

Read: Cheung & Leung, Chs 11, 12

Prochaska & Norcross, Ch 9-10

Practice: The Case Approach: **Interview #e**
BB: **Quiz #8**

3/31 Meeting 11: Feminist/Empowerment Theory & Solution-Focused Theory

Read: Cheung & Leung, Chs. 13, 14
Prochaska & Norcross, Ch 12, 14

Practice: Bring your **Solution-Focused Advice Cards** (cut and paste each advice on a separate note card) ("Advice Cards" posted on BB)

BB: **Quiz #9**

4/7 Meeting 12: Transtheoretical Use of Techniques

Read: Cheung & Leung, Ch. 15; WebCt
Complete your ASK instrument (C&L, p.75)

Discuss: Strengths & Limitations; Case Variations

Practice: Dream Analysis; Termination; ASK

BB: **Quiz #10 (Integrative)**

Due: **Practice Dialogues for "Case Interview" (via Blackboard)**

4/14 Meeting 13: Transtheoretical Interviews (8 minutes each case)

Do: Each student (except the two role play students for the case) is required to fill out a clinical observation form (**format is posted on BB**) for each case (act as a supervisor). Blank papers will be provided in class for you to write down at least one strength, one specific suggestion and a score from 1-3.

Optional Debriefing Meeting: You are encouraged to schedule an individual meeting with the instructor to discuss your observations of your own case after your case has been demonstrated by your fellow classmate.

4/21 Meeting 14: Transtheoretical Interviews (8 minutes each case)

Do: Clinical observation forms on each case (as a supervisor)

4/28 Meeting 15: My Transtheoretical Framework for Social Work Practice

Collage Making: "My Transtheoretical Practice Framework"

(Sharing time: 1 min) (Don't forget your poster board (~22"x22"), scissors, glue sticks, and a variety of magazines)

Course Evaluation and Wrap Up

**You may schedule an individual meeting with the instructor to debrief your own case (not graded and optional).

X. Bibliography of Transtheoretical Model:

http://www.uri.edu/research/cprc/Publications/Risks/Transtheoretical_Model.htm

Bibliography on theories can be found in C&L and P&C textbooks.

Grading Rubrics: Case Summary
Dr. Monit Cheung, PhD, LCSW

Grading Criteria (10 total points)	Criteria not demonstrated	Basic Level	Proficient Level	Excellent Level
Scholarly writing skills (3 points max)	0: Poorly written; illogical; contain errors that distort the message	1: Organize answers to show minimal understanding of the topic	2: Present content with logic; well-organized writing skills (with APA style when needed); and provide relevant examples	3: Demonstrate skill in scholarly writing; logically organizes content (with APA style when necessary); present responses clearly and concisely; provide supporting evidence
Format (2 points max)	0: Do not meet with the instructor for case selection; No genogram presented at the meeting; do not follow the format given	1: Discuss the case selection with a scratchy family genogram; Follow the one-page format to prepare the case summary provided in the example; but make a few errors	NA	2: Discuss the case selection with a detailed family genogram (that does not need to be included in the case summary); Follow the format completely to prepare the case summary
Comprehensive intake information (5 points max)	2: Do not include a theme; addresses the topic; miss important intake information	3: Include a theme but not focuses on clinical practice; Partially include intake information without getting into the problem	4: Adequately address the clinical practice theme; and include intake information with sufficient information to work with the client	5: Comprehensively address the intake information with at least two questions from the clients; demonstrate an in-depth understanding of the problem by offering a meaningful and systematic description with a direction for the worker to work from

Grading Rubrics: Case Practice Dialogues
Dr. Monit Cheung, PhD, LCSW

Dialogues #a to #e:

Grading Criteria (5 total points)	Criteria not demonstrated	Basic Level	Proficient Level	Excellent Level
Practice-theory integration	0: Do not connect the client-worker dialogues with the assigned theories	1: Demonstrate acceptable skills with dialogues from at least two theories	3: Practice the assigned theory with at least two other theories in a logical manner	5: Prepare the dialogues in writing and practice the integrated techniques with the assigned theory and at least two other theories

Grading Criteria (15 total points)	Criteria not demonstrated	Basic Level	Proficient Level	Excellent Level
Organization of Materials (5 points max)	0: Do not connect the materials systematically	2: Demonstrate acceptable writing skills with dialogues that lead to the conclusion	4: Organize the materials with specific dialogues that demonstrate techniques clearly with a sound conclusion	5: Organize the materials with uniquely designed dialogues to capture the transtheoretical use of theories with a sound conclusion
Transtheoretical Applications (10 points max)	4: Use the dialogues to demonstrate some techniques from theories but not able to connect the pieces with a transtheoretical framework	6: Use the dialogues to demonstrate at least some level of transtheoretical application but the flow is not logically presented	8: Use the dialogues to demonstrate how a social worker handles issues in a clinical session; Design therapeutic dialogues from two theories with a transtheoretical framework and a logical flow	10: Use the dialogues to demonstrate how a social worker handles issues in a clinical session; Design the therapeutic dialogues from at least three theories with clearly connected techniques that illustrate the use of a transtheoretical practice framework with a logical flow

Grading Rubrics: Transtheoretical Interview
Dr. Monit Cheung, PhD, LCSW

Grading Criteria (20 total points)	Criteria not demonstrated	Basic Level	Proficient Level	Excellent Level
Presentation Style (5 points max)	2: Demonstrate some skills but does not use the allotted time efficiently; Weak posture; Not able to connect with client or supervisors; Not confident	3: Use the allotted time to demonstrate the use of two theories with a good connection with the client; Do not have a good flow between skill applications; Not confident	4: Use the allotted time to demonstrate the use of two or more theories; Connect with client but not confident at times	5: Use the allotted time to demonstrate the use of two or more theories; Apply at least three techniques or skills effectively to assess and provide social work interventions; Connect with client and feels very confident
Assessment from a Professional Standard (3 points max)	0: Have no observable strengths and many weaknesses indicated in the assessment areas	1: Have strength but also many weaknesses indicated in the assessment areas	2: Satisfactorily pass all assessment areas with more strengths than weaknesses	3: Satisfactorily pass all assessment areas with observable and commendable strengths
Integration of skills in practice (12 points max)	6: Demonstrate the case but do not integrate theories, concepts and techniques in practice	10: Use theories, concepts and at least two observable techniques to deal with client's issues; Do not effectively demonstrate integration in practice	11: Appropriately integrate theories, concepts and techniques to work with client	12: Integrate theories, concepts and techniques to effectively work with the client; Demonstrate critical thinking in flexibly and fluidly applying transtheoretical skills in practice

Grading Rubrics: Collage—Practice Framework
Dr. Monit Cheung, PhD, LCSW

Grading Criteria (20 total points)	Criteria not demonstrated	Basic Level	Proficient Level	Excellent Level
Effort: Presentation (3 points max)	0: Do not use the allotted time efficiently; Not able to describe the connection between the collage and the framework; Weak posture; Not able to connect with the audience	1: Use the allotted time to describe at least two theories, concepts and/or techniques but do not show a connection to your framework; Not loud/clear enough to draw the audience's attention; Not confident	2: Use the allotted time to describe the transtheoretical framework with three theories with concepts and/or techniques; Have a theme to connect the collage and the framework	3: Use the allotted time to describe the transtheoretical framework with four or more theories with concepts and/or techniques and a unique theme or connection; Good projection of voice and posture; Connect with the audience with confidence
Effort: Collage (7 points max) 0 if it is not a comprehensive collage	4: Have a collage which does not show much effort; or not clear of what the framework or theme(s) is	5: Have a collage with art compositions but leave too much space without good reasons; Able to connect the art work with the framework	6: Have a collage with some art compositions and leave only a few spaces without reasons; Able to connect the art work with the framework	7: Have a collage with multiple art compositions without leaving any space without a reason; Able to connect the art work with the framework with a centralized theme
Transtheoretical Themes (10 points max)	0: Not able to demonstrate concepts and techniques from theories; Not able to connect the pieces to be your unique framework	6: Demonstrate concepts and techniques from two theories; Able to connect the pieces to be your unique framework	7: Demonstrate concepts and techniques from three theories; Able to connect the pieces to be your unique framework; Reflect ideas, thoughts and understanding of feelings related to personal/professional issues	10: Demonstrate concepts and techniques from at least four theories; Able to connect the pieces to be your unique framework; Reflect ideas, thoughts and understanding of feelings related to personal/professional issues

