



PhD in Counselor Education and Supervision Practicum and Internship Handbook

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Counseling Intern Agreement

Before the start of your first counseling practicum and internship semester and before your first on-site appointment, make sure to have read the current Ph.D. Practicum and Internship Handbook. Complete the attestation agreement (link: <https://goo.gl/forms/ABxq9WuBhyMq83qv1>), which reads

By marking "yes" below, I am attesting to having received access to the most current version of NOBTS Ph.D. Practicum and Internship Handbook. I declare that I have read this handbook in its entirety, and have been granted opportunities to clarify its contents. I am confirming my understanding of counseling practicum and internship expectations, policies, and procedures outlined in the manual. I agree to adhere to the policies and procedures within

this current version of the Ph.D. Practicum and Internship Handbook. I also attest that I understand the expectations of the counseling practicum and internship, and the potential outcomes if I do not meet or exceed those expectations based on ACA ethics, CACREP Standards, and the NOBTS standards outlined in each of these referenced texts.

Introduction

This handbook is a guide to planning your practicum and internship experience. The handbook reviews basic information about:

Goals of the Practicum/Internships

Procedures for Internship Site selection and information about Supervisor (NOBTS and/or State Board Approved Supervisor)

Application for Internship, Registration and Preparation to Start Internship

Program Expectations and CACREP Standards

Internship Completion Policies

All forms needed for the internship experience for doctoral counseling programs are included in the appendices. Feedback on internship procedures and practices is welcome. The counseling faculty wants your internship to be an outstanding learning experience.

You are responsible for seeking an internship placement. Internship students are encouraged to select a site carefully, based on professional goals, interests, abilities, and skills. The type of clientele served in the setting, types of services provided in the setting and the staffing needs of the site are also important. You must be approved for internship by the program faculty. Please note that, although you are responsible for site selection, your advisor/chairperson must approve the final selection. This manual does not replace consultation with your advisor/chairperson. **Please consult with your advisor/chairperson throughout the application and internship process.**

Goals of the Practicum/Internships

The internship program at NOBTS is a distinctly defined experience intended to enable students to refine and enhance counseling, pedagogical, supervision, and professional development skills, and integrate professional knowledge and skills appropriate to emerging counselor educators and clinical supervisors.

The timing, nature, and placement of the internship are determined by the doctoral internship basic requirements and student's career goals. Because of the diversity of career goals, student characteristics, and the learning experiences of each student, internship experiences are individually developed. It is your responsibility to do this in cooperation with your advising chair, the internship coordinator, and relevant site supervisors. Placement sites must be able to provide the diverse and comprehensive experience needed for successful internship experiences.

General Information for the Doctoral Practicum (COUN9380).

The purpose of the doctoral practicum is for doctoral students to grow in their counseling skills. A total of 100 hours of supervised work is required, of which 40 hours must be in direct service with actual clients, and work that contributes to the development of counseling skills. The term of the doctoral practicum extends through the entire 15 week semester and in the summer can be no less than 10 weeks in duration. (See below for required forms for the Doctoral Practicum.)

Supervision: During the practicum, students receive one hour of individual and/or triadic supervision by a program faculty member, or an individual with a graduate degree (preferably a Ph.D.) in counseling or a related mental health profession with specialized expertise to advance the student's knowledge and skills.

Qualifications of the Supervisor: The Supervisor must have (1) relevant certifications and/or licenses, (2) knowledge of the program's expectations, requirements, and evaluation procedures for students, and (3) training in counseling supervision.

In addition, doctoral practicum students receive 1 ½ hour of group supervision provided on a regular schedule throughout the practicum by a program faculty member.

Video Recordings: Doctoral practicum students are required to provide appropriate video recordings for the supervisor, or make available live observation of their interactions with clients.

Evaluations of the counseling performance of students are completed by the approved supervisor and the group supervisor by the use of a formal evaluation of targeted skills at the beginning or mid-term of the practicum, and the end of the practicum. The NOBTS Individual Supervisor (if different) should receive the reports from the Approved Supervisor.

General Information for the Doctoral Internships (COUN9390 and COUN9391—more information below in this Handbook)

(A Diagram showing the Step-by-Step process is on the next page of this Handbook)

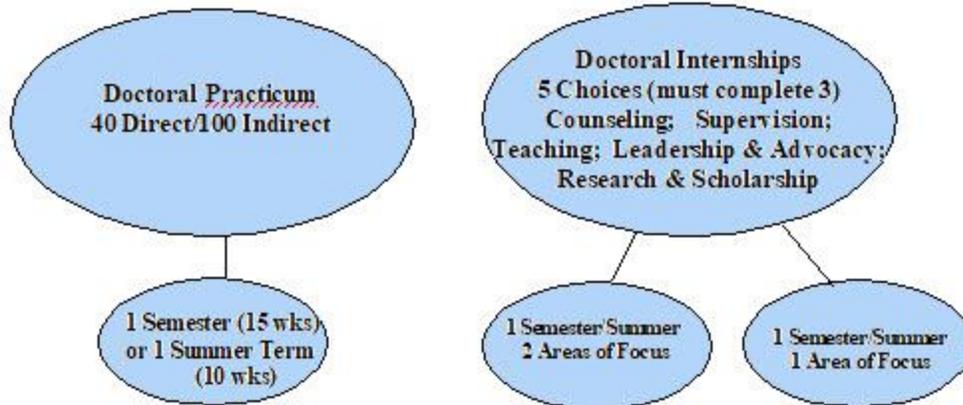
Doctoral Internship Objectives

- Experience the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral students.
- Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.
- Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
- Participate in appropriate professional counseling organizations.
- Contribute to and promote scholarly counseling research.

These objectives will be completed through the five domains that make up the NOBTS doctoral counseling internship: (a) counseling, (b) teaching, (c) supervision, (d) advocacy & leadership, (e) research & scholarship.

A plan to meet these objectives will be developed jointly with you, your site supervisor, and your faculty advisor/chairperson. (Internship Planning forms follow in this Handbook).

A total of 600 hours of supervised work is required for the doctoral-level internship. The doctoral internship is divided into **two semesters**, with the student logging a minimum of 300 hours in each semester. In unusual circumstances, students may complete all of the 600 hours of internship in one semester over 15 weeks (fall or spring semesters only).



During each semester in which the student is enrolled in internship, they receive one hour of individual and/or triadic supervision, usually performed by a teaching mentor, or faculty supervisor. In addition, doctoral internship students receive an average of 1 ½ hours of group supervision provided on a regular schedule during the semester, provided by a program faculty member.

Evaluations of the performance of the student are completed throughout the internship experience, and a formal evaluation is completed by each of the student’s supervisors (individual or triadic; group; and site) at the end of the internship experience.

If doctoral students plan to use the hours they accumulate in their doctoral practicum and internship for applying to become Licensed Professional Counselors or Licensed Marriage and Family Therapists, they must receive individual supervision from a LPC Board approved supervisor and must log their hours according to rules of the LPC Board in the state where they are seeking licensure.

Applying for Practicum and Internship

Students should enroll in COUN9380 PhD Practicum, or COUN9390, or COUN9301 in the normal PhD enrollment process. Once enrolled, students should select the site and supervisor for Practicum and go over plans with their PhD Advisor. If enrolled in an internship, the student should select which focus area(s) they will work on, and meet with their PhD Advisor to plan the internship process. All plans should be signed and submitted on Tevera no later than 2 weeks before the term begins.

A paper copy of the information needed on the plans are below for your convenience, but the forms should be completed on Tevera in the PhD Practicum and Internship class for that term.

Practicum: Student and Supervisor with NOBTS and/or Individual Supervisor will complete Doctoral Practicum Agreement

Internships: Students in Internships with the following focus will meet with the **indicated supervisors** to complete the Doctoral Internship Agreement.

Counseling: Board Approved Supervisor and NOBTS Professor assigned to Individual Supervision course.

Supervision: Professor assigned to Individual Supervision course and Site Director or Supervisor.

Teaching: Co-Teaching: Professor serving as a Co-Teacher, with approval from NOBTS Professor assigned to Individual Supervision course. Teaching (solo): NOBTS Professor assigned to Individual Supervision course.

Leadership & Advocacy: Ph.D. Student's Advisor/Chairperson and NOBTS Professor assigned to Individual Supervision course.

Research & Scholarship: Ph.D. Student's Advisor/Chairperson and NOBTS Professor assigned to Individual Supervision course.

Complete the Internship Plan agreement with your Advisor/Chair or other indicated Supervisor before your internship begins each semester. You should meet with your Advisor/Chair and/or the site supervisor or teaching mentor to develop your plan. This plan should be as specific as possible, including time you will spend at on-site, various activities in which you intend to participate, outside events that you plan on attending, plans to complete required internship experiences, and other goals and objectives.

Doctoral interns track all NOBTS internship experiences in their Doctoral Internship Portfolio via Tevera. All logs should be complete (with required hours logged) no later than the last day of exams for each academic term.

Doctoral interns are permitted to complete up to three different internship experiences each semester. Internship responsibilities and goals should be clearly differentiated in the plan and all internship hours accrued in one semester are tracked in the same internship hour's log.

Professional Liability Insurance

You are required to have professional liability insurance prior to participation in counseling and supervision internship experiences. Students must have a policy that provides a minimum liability of \$1 million per incident and \$1 million per annual aggregate. Professional liability insurance is offered to student members of many professional organizations such as ACA, AAMFT, and AACC. You may not start collecting internship hours until proof of insurance has been verified by the internship coordinator. The proof of Insurance must be loaded to the student's Practicum or Internship Class in Tevera before work at the Practicum or Internship begins.

Tevera

All PhD Students are required to purchase a subscription to the Tevera. This is a one time purchase, and the student will have access to his or her account for lifetime. The cost for the Tevera is \$200, and will allow for the tracking of all hours in the Practicum and Internships, as well as tracking the overall program tasks, and serve as a repository for all evaluations and as a portfolio the student.

Evaluations

At the conclusion of each academic term, students must request that each of their supervisors (individual, site, and group) complete all evaluation forms required in this manual and provide it to the student electronically. Students should electronically submit all evaluations of their performance to their Tevera class for the term no later than the last day of exams for the academic term in which they are enrolled. Group and Individual supervisors should confer with the Coordinator of Practicum and Internship regarding the student's grade for the academic term. The Coordinator of Practicum and Internship will submit the student's grade to the Registrar by the grade submission deadline each academic term.

Supervisor Responsibilities

Individual/Triadic supervisors at NOBTS are responsible for the following:

If the student is working at NOBTS, the supervisor meets weekly for one hour with the student individually or with one other student (triadic).

If the student is working at an external site, the supervisor consults with the student's site supervisor monthly during the academic term regarding the student's experiences at the site.

The Supervisor completes the evaluation form at the end of the academic term, reviews the evaluation with the student, and sends a copy (electronically) to the student who will submit the form to their Tevera class for the semester.

The Supervisor will confer with the Coordinator of Practicum and Internship regarding the student's grade for the academic term.

Group Supervisors at NOBTS are responsible for the following:

Meet regularly for 1 ½ hours for group supervision with students in their doctoral practicum or internships.

Complete the evaluation form at the end of the academic term, review the content of the evaluation with the student, and electronically send a copy of the evaluation to the student who will upload a copy to the student's Tevera class for the term.

The Group Supervisor should confer with the Coordinator of Practicum and Internship regarding the student's grade for the academic term.

External Site Supervisors are responsible for the following:

Meet with the doctoral student before the beginning of the term and agree to supervise the student.

Respond to the email from the NOBTS Practicum and Internship Coordinator agreeing to these responsibilities.

Meet with the student for one hour (individually or with one other professional) on a weekly basis for supervision.

Contact the NOBTS Practicum and Internship Coordinator if any problems arise with the performance of the student.

The On-Site Supervisor should complete the required evaluation form(s) during and at the end of the academic term, review the content of the evaluation with the student, and electronically send a copy of the evaluation to the Professor assigned to the Individual Supervision course, and the student, who will upload a copy to their Tevera class for the term.

Arrange a suitable work environment for the practicum or internship student

Provide an orientation at the site.

Include the student in staff meetings to the extent possible.

Ensure the student is treated as employed counselors are treated at the site.

Provide information on how the student should handle crisis situations at the site.

Inform the student about services provided at the site outside the normal counseling duties.

Provide the student with opportunities to engage in professional activities appropriate for counselors during the academic term.

Consult with the student's individual/triadic supervisor at NOBTS during the academic term regarding the student's experiences at the site.

Ensure the student has the opportunity to accumulate the agreed upon number of direct service hours and indirect hours.

If possible, at the site, assists the student in videotaping some counseling sessions during the term for the NOBTS individual/triadic or group supervisor to review.

The Counseling site is responsible for providing:

An application and initial interview between the student and the prospective Doctoral Practicum or Internship student before the beginning of the term, and a signed NOBTS Doctoral Practicum/Internship Site Agreement, which includes the following:

- Thorough orientation and training regarding the roles and responsibilities of an intern at the site;
- Information regarding the site’s Policies and Procedures and Mission Statement;
- The appropriate and required forms for record keeping;
- A safe place for filing case records;
- A learning environment, learning experiences, and supervision and instruction to prepare the student for beginning professional employment;
- The opportunity to accumulate the agreed upon number of direct service hours and indirect hours.
- Assistance (if possible) for the student to videotape some counseling sessions during the term for the NOBTS individual or group supervisor to review.
- A joint evaluation of supervisor, and the Director of Clinical Training with any student whose performance is seriously questionable despite supervisor conferences; whose personal characteristics or behaviors seem to prevent appropriate staff or client relationships; or whose health status becomes a detriment to the successful completion of the clinical practice. The Site Director and NOBTS Practicum and Internship Coordinator, with the Individual Supervisor (if different than the latter two) will engage in problem solving and conflict resolution in a professional manner with the student as needed.

Ph.D. Internship Tracks

Please see Tables below for detailed information about the different internship tracks:

<p>CATEGORY I: If you are a licensed mental health professional you have the following option(s) to fulfill your Internship 1 (COUN9390) and Internship 2 (COUN9391) requirements by <u>completing 3</u> (300 clock hours if one Focus area; 150 clock hours if 2 Focus areas) of the 4 focus areas in the Internships (a total of 600 hours). 2 of the focus areas will be completed in one Internship, and 1 in the other Internship.</p>	<p>CATEGORY II: If you are not a licensed mental health professional (this includes being in a residency or intern status of licensure), you have the following options to fulfill your internship requirement by completing 3 of the 5 choices in the Internships (a total of 600 hours). Ph.D. Counselor Education and Supervision students at NOBTS are required to meet licensure requirements for the state they are working in before graduation.</p>
<p>1. Teaching (minimum 150 clock hours) teaching in a post-secondary counseling educational program.</p> <p>2. Supervision (minimum 150 clock hours) providing supervision to counselors-in-training or a post-master’s graduate seeking state licensure.</p> <p>3. Leadership & Advocacy (minimum 150 clock hours) participating in the leadership of a professional organization and in professional activities such as attendance of professional conferences and presenting at professional conferences.</p> <p>Or Providing leadership in organizing and facilitating new counseling student process groups at NOBTS</p>	<p>1. Counseling Up to 50% (300 onsite hours including 120 direct client hours) providing counseling services to clients (a clinical internship)</p> <p>AND 2 of the following:</p> <p>2. Teaching A minimum of 25% (150 clock hours) in a post-secondary counseling or related educational program.</p> <p>3. Supervision: a minimum of 150 clock hours providing supervision to counselors-in-training.</p> <p>4. Leadership & Advocacy A minimum of 150 clock hours participating in leadership in a professional organization and in professional activities such as attendance of</p>

<p>Or</p> <p>Working in an agency for social justice, including completing a program evaluation for the agency.</p> <p>4. Research (minimum 150 clock hours) Submission of a manuscript for publication as lead author in a professional journal and participating in at least 1 research project.</p>	<p>professional conferences and presenting at professional conferences.</p> <p>Or</p> <p>Providing leadership in organizing and Facilitating new student process groups at NOBTS</p> <p>Or</p> <p>Working in an agency for social justice, including completing a program evaluation for the agency.</p> <p>5. Research A minimum of 150 clock hours. Submission of a manuscript for publication as lead author in a professional journal.</p>
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Checklist for Doctoral Practicum and Internship Approval

Please complete this checklist prior to course registration. All documents must be submitted online and prior to approval deadline. Once a student is enrolled with REDOC for COUN9380, COUN9390, or COUN8391, please complete the following requirements no later than two weeks before the semester begins.

- Read entire PhD Practicum and Internship Handbook (on Blackboard: COUN9311KS).
- Application for Practicum or Internship (electronic submission on Blackboard COUN9311KS)
- LMCCC Practicum/Internship Agreement (if serving at LMCCC, p. 19 of this Handbook).
LMCCC Policy & Procedures Manual Acknowledgement (if serving at LMCCC; p. 21 of this Handbook)

OR

- NOBTS Doctoral Practicum/Internship Site Agreement (for external sites)
- Completion of Student and Advisor/Mentor Plan for Practicum or Internship (p.18 or 22).
- Copy of Student Liability Insurance uploaded to Assigned class on Tevera
- Copy of Background Check Receipt from Dean of Student's Office
- Subscription to Tevera--inform the Clinical Director, Dr. Kathy Steele, you need to subscribe. Your subscription will be charged to your NOBTS account. If you have an account with Tevera from your Master's degree, you are not required to subscribe again—just inform Dr. Steele
- Copy of Supervisor License Verification (if not a Supervisor from NOBTS) from State Board, to be uploaded to Tevera. Send Dr. Steele the following information about the Supervisor and External Site: Name of Supervisor, Full Name of Site, Address of Site, Phone number, email address,

Important Approval Information

- Approval documents will only be submitted through electronic submission.
- An approval email will be sent to the student with the date that the student can begin earning hours. The student cannot earn hours prior to this point.
- Students must keep student liability insurance up-to-date for the duration of course enrollment.

The following outlines the basic requirements for each of the five focus areas for the doctoral internships. The student must meet with their PhD Advisor or Committee Chair to develop a specific

plan for accomplishing the goals that are pertinent to their own career goals and paths, keeping within the minimum requirements. (All agreements, worksheet for plans and measuring rubrics are below.

Doctoral Practicum:

<p>A. 40 direct client hours and 100 onsite hours.</p>	<p>A. Log of 40 direct hours and 100 indirect hours--logged on Tevera with approvals by Supervisor</p>
<p>B. Individual or triadic supervision 1 hour per week (Fall/Spring-15 weeks; Summer-10 weeks) Can be completed with Individual supervision with faculty or Board Approved supervisor. Faculty Supervisor may ask to see live sessions or video sessions.</p>	<p>B. Must have approvals on Tevera for individual or triadic Supervision 1 hour per week.(15 weeks for Fall/Spring; 10 weeks for summer term)</p>
<p>C. Group supervision on a regular schedule with other students throughout the Internship, with a faculty member.</p>	<p>C. Approvals on Tevera for Group Supervision according to the regular schedule set by Group Supervisor</p>
<p>D. Demonstrate development of counseling skills and interventions that are targeted to meet client needs.</p>	<p>D. According to the Doctoral Practicum Agreement, the student will submit: a. One written case conceptualizations (redacted) highlighting new skills and/or interventions that meet the client’s needs, CCS 2017 will be completed at beginning and end of Practicum by Supervisor Date Due: Date Due:</p>
<p>E. Increase in ability to assess recorded counseling sessions and prepare a comprehensive case presentation including a written treatment plan. Students must demonstrate through Case conceptualization and Treatment plans: a. effective application of multiple counseling theories b. understanding of case conceptualization, treatment planning, and effective interventions across diverse populations and settings. c. accuracy in diagnosis</p>	<p>E. Growth in treatment planning and Case Conceptualization as measured by the CCS 2017 Part 3 #1: Date Due #2: Date Due</p>
<p>F. Improvement from beginning to final evaluations of competencies (as measured by the CCS 2017) with all scores at or above the “Demonstrates Competencies” level.</p>	<p>F. Demonstration of sustained improvement from midterm to final evaluations of competencies (CCS 2017) with all scores at or above the “Demonstrates Competencies” level. Beginning of Term--date due: At End of Term--date due:</p>



Doctoral Practicum/Internship

Agreement

The following is an agreement between _____,
a student in the NOBTS Doctoral Counselor Education and Supervision program, and The Leeke Magee Christian Counseling Center, (LMCCC) to provide *pro bono* services under the auspices of the Center.

LMCCC is responsible for providing:

- Application and initial interview between the Faculty of the Counseling Department of NOBTS and the prospective Doctoral Practicum or Internship student;
- Thorough orientation and training regarding the roles and responsibilities of an intern at LMCCC;
- Information regarding LMCCC's Policies and Procedures and Mission Statement;
- The appropriate and required forms for record keeping;
- A safe place for filing case records
- A learning environment, learning experiences, and supervision and instruction to prepare the student for beginning professional employment;
- Ongoing evaluation of student performance, including complete documentation of performance in a written evaluation at the end of the Practicum, provided by the Supervisor;
- A joint evaluation of supervisor, and the Director of Clinical Training with any student whose performance is seriously questionable despite supervisor conferences; whose personal characteristics or behaviors seem to prevent appropriate staff or client relationships; or whose health status becomes a detriment to the successful completion of the clinical practice. The Supervisor and Director or Associate Director of Clinical Training will engage in problem solving and conflict resolution in a professional manner with the student as needed.

The Doctoral Practicum or Internship student is responsible for the following:

- Abiding by the LMCCC's Mission Statement, Policies and Procedures (including the LMCCC Calendar—time off has to be approved just like vacation time on a job must be approved. Fall and spring break are not holidays), Absentee Policy and Dress Code;
- Performing only those duties for which his/her training and educational background are preparing him/her to do;
- To read and be knowledgeable with the LMCCC Policy and Procedures Manual;
- To provide LMCCC with the following:
 - *Proof of current malpractice liability insurance
 - *Signed acknowledgment that the LMCCC Policy and Procedures Manual has

been read;

*Copy of driver's license;

*Background Check;

- Being in attendance at LMCCC for the number of weekly hours required for the Practicum or Internship, until completing the required number of weeks and Direct Client Hours;
- Attend the weekly mandatory meetings (Group Supervision; Individual Supervision);
- Attending orientation meetings;
- Call clients within 24 hours of receiving a referral;
- Contact supervisor with any crisis situations, such as a suicidal (moderate or severe risk) client, a homicidal client, or an abusive case;
- Bring a minimum of one video of counseling session to supervision per month that has been reviewed according to instructions from supervisor;
- Be an active member of a local Christian church;
- Integrate faith in counseling sessions;
- Follow the AACC/ACA/AAMFT Ethical Codes, and Louisiana Laws/Rules;
- Finish the Practicum without taking long periods of time off;
- Communicate with supervisors and group supervisors about vacations of one week or less;
- Communicate receive approval with Clinical Director if time off is longer than one week;
- Conducting oneself in the highest Christian and professional manner at all times;
- Turning in any collected fees;
- Participating in the conflict resolution process as needed;
- Engaging in problem solving in a mature, respectful manner, utilizing appropriate protocol of the LMCCC; and
- Proper documentation: records, progress notes, charts, and/or reports will be kept up to date and signed at all times. All confidential files are to remain on site and are the property of LMCCC..

Practicum students are expected to (If Doctoral Student is supervising Practicum Students):

- Work at the LMCCC for 6.5 hours a week (4 Direct Client Hours, 1 hour Individual Supervision, 1.5 hours Group Supervision,)
- Have a minimum of 4 cases (allows for 2 DCH average for practicum, includes Group Counseling)
- Work with a Counseling/Psychoeducational group of choice if possible (1 DCH)
- Pursue further study in areas of interest
- Do co-therapy with supervisor if possible.

Director of Clinical Training _____ Date _____

Doctoral Practicum/Internship Counselor _____ Date _____



Policy & Procedures Manual
Acknowledgment Form

The following signature indicates that the signer has:

1. Read the LMCCC Policies and Procedures Manual;
2. Understood the content of the LMCCC Policies and Procedures Manual;
3. Agreed to abide by the information, policies and restrictions expressed in the LMCCC Policies and Procedures Manual;
4. Understood that the LMCCC Policies and Procedures Manual is subject to change and will abide by the changes once they are communicated to the student.

Doctoral Practicum/Internship Counselor's Signature

Date

Evaluation Rating Scale of Supervisor by Supervisee

Date: _____ Supervisee: _____

Supervisor: _____

Methods and techniques used in supervision: Videotape ____ Audiotape ____ Other ____

Direct Observation ____ Case presentation ____ Experiential techniques ____ Written ____

	Not observed	Not effective	Effective	Very effective
Structures supervisory session				
Provides useful feedback				
Encourages active involvement				
Uses variety of methods and techniques				
Maintains focus in supervision session				
Is available and accessible				
Encourages questions				
Acts supportive				

	Not observed	Not effective	Effective	Very effective
Challenges you to grow				
Promotes self-evaluation				
Promotes faith integration				
Focuses on behavior, not person				
Provides helpful suggestions				
Is flexible and open				
Helps you achieve goals for supervision				

Is fair and respectful				
Addresses ethical issues and promotes ethical decision making				
Is multiculturally responsive				

Overall rating of supervisor's competence: Excellent ____ Good ____ Needs improvement ____

Comments: _____

Signature of supervisee

Date

Case Presentation Outline

Case Presentation Outline Guide. Please be sure that any details you are sharing are necessary and will not identify your client to your classmates. If you feel that you are unable to share in a way that protects confidentiality, please discuss the client in individual supervision and choose a more appropriate client to present in group supervision.

1. Introduction

- a. Age (give range to protect privacy)
- b. Gender
- c. Marital Status
- d. Employment (be general to protect privacy)
- e. Relevant info related to cultural issues (Do not be so specific that client will be easily identified)
- f. History

2. Presenting Concern

- a. Presenting problem(s) in client's words
- b. Present signs and symptoms
- c. Onset
- d. Duration
- e. Progression

3. History of Psychiatric Illness

- a. client
- b. Family members

4. Contributing Medical Illnesses

5. Brief Family History

- a. Family structure
- b. Patterns from family of origin
- c. Relationship to current problems

6. DSM5 Diagnosis/ICD-10 and Relevant Assessments

- a. Diagnosis/Diagnoses from DSM-5; give criteria you used to make this Diagnosis
- b. Assessments given; any findings

7. Wellness Focus: (Where is client in these areas? Any issues in these areas? What are you and the client doing to address them?)

- a. Physical
- b. Spiritual
- c. Occupational
- d. Social
- e. Emotional
- f. Intellectual

8. Client strengths/resources (What does the client have going for him or her in the midst of the problem? Examples: Family support, financial stability, resilience)

9. Client challenges/needs

(Does the client have any other challenges that will make treatment more complicated?

Examples: Lack of transportation, caregiver for a family member)

10. Prognosis:

g. Poor, fair or good

h. Support for the prognosis

11. Treatment Goals in Specific and measurable Terms

12. Treatment models you are using

13. Goals met so far and interventions used to get there.

14. Any reactivity experienced by Counselor in relationship to this case

15. Student Counselor's Supervision questions, needs, and wants

Case Presentation (Conceptualization) Rubric					
	Outstanding	At Level	Developing Competence	Deficits	Score
Introduction (10 pts)	<input type="checkbox"/> 10pts <input type="checkbox"/> Detailed yet succinct intro that identifies age, gender, marital status, occupation <input type="checkbox"/> Relevant info related to cultural issues <input type="checkbox"/> History	<input type="checkbox"/> 9 pts <input type="checkbox"/> Basic information related to age, gender, and context.	<input type="checkbox"/> 8 pts <input type="checkbox"/> Missing 1 – 2 identifiers	<input type="checkbox"/> 7 pts <input type="checkbox"/> Missing, incorrect or significant problem with identifiers	
Presenting Concern (10 pts)	<input type="checkbox"/> 10 pts <input type="checkbox"/> Presenting Problem(s) in client's words <input type="checkbox"/> Present signs & symptoms <input type="checkbox"/> Onset <input type="checkbox"/> Duration <input type="checkbox"/> Progression	<input type="checkbox"/> 9 pts <input type="checkbox"/> Includes basic summary of presenting problem	<input type="checkbox"/> 8 pts <input type="checkbox"/> Minor problems with lack of clarity with problem description <input type="checkbox"/> Missing information	<input type="checkbox"/> 7 pts <input type="checkbox"/> Significant problems with descriptions <input type="checkbox"/> Missing key information <input type="checkbox"/> Incorrect characterization	
History of Psychiatric Illness (5 pts)	<input type="checkbox"/> 5 pts <input type="checkbox"/> Thoroughly Assessed and documented	<input type="checkbox"/> 4 pts <input type="checkbox"/> Briefly considered	<input type="checkbox"/> 3 pts <input type="checkbox"/> Missing information	<input type="checkbox"/> 2 pts <input type="checkbox"/> Failure to assess or incorrect assessment made	
Contributing Medical Illness (5 pts)	<input type="checkbox"/> 5 pts <input type="checkbox"/> Thoroughly Assessed and documented	<input type="checkbox"/> 4 pts <input type="checkbox"/> Briefly considered	<input type="checkbox"/> 3 pts <input type="checkbox"/> Missing information	<input type="checkbox"/> 2 pts <input type="checkbox"/> Failure to assess or incorrect assessment made	
Brief Family History (10 pts)	<input type="checkbox"/> 10 pts <input type="checkbox"/> Clear history of family structure, patterns, and clear depiction of how family patterns relate to problem	<input type="checkbox"/> 9 pts <input type="checkbox"/> Identified history, structure, and patterns in family	<input type="checkbox"/> 8 pts <input type="checkbox"/> Misses minor issues related to history, structure, and family patterns	<input type="checkbox"/> 7 pts <input type="checkbox"/> Misses significant issues related to family history, structure, and family patterns	
DSM5 Diagnosis / ICD-10 & Relevant Assessments (10 pts)	<input type="checkbox"/> 10 pts <input type="checkbox"/> Accurate diagnosis made and fully supported; assessments/findings	<input type="checkbox"/> 9 pts <input type="checkbox"/> Accurate diagnosis made and basically supported	<input type="checkbox"/> 8 pts <input type="checkbox"/> Minor issues related to diagnosis or support	<input type="checkbox"/> 7 pts <input type="checkbox"/> Failure to accurately diagnose or support diagnosis	
Wellness Focus (10 pts)	10 pts Components of wellness/ how they are addressed	<input type="checkbox"/> 9 pts <input type="checkbox"/> Most components	<input type="checkbox"/> 8 pts <input type="checkbox"/> Components of wellness	<input type="checkbox"/> 7 pts	

	<input type="checkbox"/> Physical <input type="checkbox"/> Spiritual <input type="checkbox"/> Occupational <input type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Intellectual <input type="checkbox"/> Client Strengths/resources <input type="checkbox"/> Client Challenges/needs	of wellness are addressed	minimally addressed	<input type="checkbox"/> Failed to appropriate assess wellness	
Prognosis (5 pts)	<input type="checkbox"/> 5 pts <input type="checkbox"/> Client prognosis identified and supported as good, fair, or poor	<input type="checkbox"/> 4 pts <input type="checkbox"/> Client prognosis identified and basically supported	<input type="checkbox"/> 3 pts <input type="checkbox"/> Client prognosis missing or laced support	<input type="checkbox"/> 2 pts <input type="checkbox"/> Failure to identify or support prognosis	
Treatment Goals in Specific & Measurable Terms (15 pts)	<input type="checkbox"/> 15 pts <input type="checkbox"/> Identified clear, measurable and attainable goals for treatment <input type="checkbox"/> Treatment model identified	<input type="checkbox"/> 14 pts <input type="checkbox"/> Identified treatment goals that were approaching clear, measurable and attainable	<input type="checkbox"/> 13 pts <input type="checkbox"/> Treatment goals lacked some elements of clarity, ability to measure, or attainability	<input type="checkbox"/> 12 pts <input type="checkbox"/> Treatment goals fail to be clear, measurable, or attainable.	
Student Counselor's Supervision Questions, Need & Wants (10 pts)	<input type="checkbox"/> 10 pts <input type="checkbox"/> Student was well prepared with questions, needs or wants from supervision	<input type="checkbox"/> 9 pts <input type="checkbox"/> Student had a basic idea of questions or wants from supervision	<input type="checkbox"/> 8 pts <input type="checkbox"/> Student was unclear about what he/she needed from supervision	<input type="checkbox"/> 7 pts <input type="checkbox"/> Student was not prepared to benefit from supervision	
Any reactivity experienced by counselor in relationship to this case (10 pts)	<input type="checkbox"/> 10 pts <input type="checkbox"/> Student recognizes and is working on reactivity to this case	<input type="checkbox"/> 9 pts <input type="checkbox"/> Student recognizes reactivity but is not working on it.	<input type="checkbox"/> 8 pts <input type="checkbox"/> Student has reactivity but doesn't want to recognize it.	<input type="checkbox"/> 7 pts <input type="checkbox"/> Student demonstrated a concerning amount of reactivity to this case.	

*The Doctoral Internship Focus in Counseling uses the same forms as those above for the Doctoral Practicum.

Counseling: 300 onsite hours, 120 direct client hours (only for students not licensed yet)	
A. 120 direct client hours and 300 onsite hours.	A. Log of 120 direct hours and 300 indirect hours--logged on Tevera with approvals by Supervisor
B. Individual or triadic supervision 1 hour per week (10-15 weeks) Can be completed with Individual supervision with faculty or Board Approved supervisor. Faculty Supervisor may ask to see live sessions or video sessions.	B. Must have approvals on Tevera logs for individual or triadic Supervision 1 hour per week.(15 weeks for Fall/Spring; 10 weeks for summer term)
C. Group supervision on a regular schedule with other students throughout the Internship, with a faculty member.	C. Approvals on Tevera logs for Group Supervision according to the regular schedule set by Group Supervisor
D. Demonstrate development of counseling skills and interventions that are targeted to meet client needs.	D. According to the Doctoral Internship Agreement, the student will submit: a. One written case conceptualizations (redacted) highlighting new skills and/or interventions that meet the client's needs, CCS 2017 Completed by Supervisor at beginning and end of Internship Date Due: Date Due:
E. Increase in ability to assess recorded counseling sessions and prepare a comprehensive case presentation including a written treatment plan. Students must demonstrate through Case conceptualization and Treatment plans: a. effective application of multiple counseling theories b. understanding of case conceptualization, treatment planning, and effective interventions across diverse populations and settings. c. accuracy in diagnosis	E. Growth in treatment planning and Case Conceptualization as measured by the Case Conceptualization Rubric and Part 3: CCS 2017. #1: Date Due #2: Date Due
F. Improvement from beginning to final evaluations of competencies (as measured by the CCS-R) with all scores at or above the "Demonstrates Competencies" level.	F. Demonstration of sustained improvement from midterm to final evaluations of competencies (CCS 2017) with all scores at or above the "Demonstrates Competencies" level. Beginning of Term--date due: At End of Term--date due:

Supervisor

Date

PhD Student

Date

Supervision (Minimum 300 clock hours: 2 Focus Semester-- minimum 150 clock hours)

Requirements:

Evaluations:

<p>Supervise a master-level (or higher) student for one full term (January-May 15; or May 16-August 15; or August 16-December 20, in individual or triadic supervision for one hour a week.</p>	<p>Log all hours related to this work. Before beginning, complete a Self-Evaluation of Supervisor's Skills & Techniques. At the end of the term, complete the Evaluation again. Submit these with your completed assignment packet.</p>
<p>Follow all the guidelines for individual supervision. At your site, maintain all required paperwork, policies, and procedures.</p>	<p>Supervisees must complete a Student Evaluation of Supervisor's Skills & Techniques at end of the term.</p>
<p>Make available video recordings of at least two supervision sessions each term, and evaluate yourself.</p>	<p>The NOBTS PHD Individual Supervisor will observe at least two supervision sessions each term and evaluate. Dates: 1. 2. The Supervisor of the PhD student must complete an Evaluation of the PhD Supervisor</p>
<p>Attend 1 hour individual or triadic supervision a week and group supervision as scheduled.</p>	<p>Must have approvals on Clinical Training Manager for individual or triadic Supervision 1 hour per week.(15 weeks for Fall/Spring; 10 weeks for summer term) and for Group Supervision as scheduled.</p>

Supervisor

Date

PhD Student

Date

Teaching (Minimum 100 clock hours/ Category 2: Minimum 150 clock hours)

Option B: Teach one undergraduate or master’s level counseling course ALONE upon completion of the THM degree, if invited by faculty to teach a course. The Individual Supervisor will evaluate the student’s teaching in vivo or via video observation at least 2 times during the term.

Course Being Taught:

Assist in the development of lesson planning and classroom activities, as instructed by the department.	The Individual Supervisor will evaluate the Ph.D. student’s completion of development of a selection of the lesson plans with PhD Teaching Internship Evaluation Summary (Appendix p.35). Due Date:
Recognize how class objectives align with CACREP requirements.	PhD student will submit summary of strengths and weaknesses of meeting CACREP requirements. Supervisor evaluates in PhD Teaching Internship Evaluation Summary Due Date:
The student may use Powerpoint previously prepared by a previous, but the Ph.D. student will need to review carefully and make the lectures their “own,” consulting with the appropriate instructor regarding any changes.	PhD student will consult with the department, or Individual Supervisor regarding changes to lecture material or exercises in the lecture. The Individual Supervisor will evaluate the Ph.D. student’s presentations with the Evaluation of Class Lectures Rubric Due Date:.
Demonstrate ability to effectively evaluate and provide feedback to students. The Ph.D. student will create a feedback rubric for students to evaluate the quality of the Ph.D. student’s feedback.	The Individual Supervisor will evaluate the PhD student’s provision of feedback to students. Supervisor evaluates in PhD Teaching Internship Evaluation Summary Due Date:
Incorporate technology as a supportive instructional delivery system.	The Individual Supervisor will evaluate the Ph.D. student’s use of technology in the Evaluation of Class Lectures Rubric. Due Date:
Attend 1 hour individual or triadic supervision a week, and group supervision according as scheduled.	Must have approvals on Clinical Training Manager for individual or triadic Supervision 1 hour per week.(15 weeks for Fall/Spring; 10 weeks for summer term) and for Group Supervision as scheduled.
	The Teaching Supervisor will compile the Teaching Internship Evaluation summary and review with the Ph.D. Student before submitting the final grade.

Individual Supervisor Professor _____ Date _____

Ph.D. Student _____

Date _____

NOBTS or University Program Director: _____

Evaluation of Class Lectures Rubric (CACREP)

Name: _____ Evaluator _____ Date _____

Presentation	Exemplary-4	Proficient-3	Needs Improvement-2	Unsatisfactory 1
Introduction and Organization of Presentation	Clear summary of goals and excellent organization	Covers the goals, but not clearly articulated with limited organization	A summary or introduction is present but lacking, with incomplete organization	Introduction unclear and presentation is disorganized
Focus on Important Aspects of the Lesson Content	Significant characteristics of the material to be learned are clearly identified and discussed	Limited clarity and/or content in discussion of key characteristics material to be learned	Incomplete study or articulation of aspects of the material to be learned	Discussion on significant characteristics of the material to be learned is missing or inadequately addressed
Creativity of Presentation	Excellent use creative elements in the presentation	Some creative elements in presentation	Limited or incomplete examples of creativity	Lack of creativity in presentation
Tools and Resources	Excellent use of media/technology and study preparation tools such as study guide handouts	Some effective use of media and preparation tools such as study guide handouts	Limited use of media and preparation tools such as study guide handouts	Failed to use effectively media and study preparation tools
Presentation Construction	Best methods are used: simplicity; lack of clutter Clear contrast of background and words; Main idea in short sentence; visual evidence of main idea (4 or 5 achieved)	Some best methods used (3 of 5): simplicity; lack of clutter; Clear contrast of background and words; Main idea in short sentence; visual evidence of main idea	Limited use of best methods: 1 or 2 of 5): simplicity; lack of clutter; Clear contrast of background and words; Main idea in short sentence; visual evidence of main idea	Failed to use best methods: slides cluttered: No clear contrast between background and words; Presenter reads slides No visuals
Effective Use of Time	Excellent use of allotted time	Adequate use of allotted time	Inadequate use of allotted time	Failed to complete or went over time allotted

Ph.D. Teaching Internship Evaluation Summary

Professor's name: _____ Semester/Year: _____

School: _____ Course: _____

Ph.D. Student's Name: _____

Lesson Planning and Classroom Activities

Knows subject matter well	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Good grasp of how adults learn through well-structured exercises and assignments	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Clear understanding shown in summary of strengths and weaknesses of syllabus meeting CACREP requirements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Clearly defined, measurable outcomes	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Feedback to Students	Unsatisfactory	Needs Improvement	Proficient	Exemplary

Evaluation of Class Lecture Rubric

Introduction and Organization of Presentation	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Focus on Important Aspects of the Lesson Content	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Creativity of Presentation	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Tools and Resources	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Media (PowerPoint, Prezi, etc) Construction	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Examination Questions and Assessment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Effective Use of Time	Unsatisfactory	Needs Improvement	Proficient	Exemplary
OVERALL RATING:	Unsatisfactory	Needs Improvement	Proficient	Exemplary

Leadership and Advocacy; Minimum of 150 clock hours

<p>Option 1: Leadership in Professional Organization</p>	<p>A. Volunteer for a position on a professional organization board, or submit name for election, and serve in a position (serve on a task force, a counseling-related committee, or lead as an officer)</p> <p>B. Attend a minimum of 2 professional conferences (Example: NOBTS Christian Counseling Conference (fall) or Ouachita Christian Counseling Conference (spring), plus one state or national professional conference.</p> <p>C. Present or co-present at a professional conference (see examples in B).</p>	<p>A. Submit plan of Activities, (Plan for Leadership & Advocacy) and report activities regularly in Group Supervision, and submit a written report at the end of the semester of activities and personal experience of service. Date Due:</p> <p>B. Submit a Plan for Leadership & Advocacy, and a written report of professional conferences attended, with an evaluation of the program and conference in general along with recommendations of how to improve the conference. Conferences Student will attend: 1. 2. Due Date for Report:</p> <p>C. Submit a Plan for Leadership & Advocacy, and a written report of the experience of presenting at the conference. 1. Conference where student will present or co-present: 2. Written report due:</p>
<p>Option 2: Leadership Facilitating Groups</p>	<p>A. Facilitate two new counseling student process groups for 8 weeks (at NOBTS), maintaining group process notes and providing recommendations to new students and the Clinical Director (at the end of the 8 weeks) concerning the need for personal counseling work to enhance counselor personal development.</p> <p>B. Maintain a here-and-now focus in the group and utilize immediacy.</p> <p>C. Monitor and modify leadership style in response to stages of group development and interpersonal dynamics.</p>	<p>A. Lead counseling students to complete an evaluation of the process groups and the organization of the groups, using the electronic Process Groups evaluation. Write up the evaluation summary to be submitted to Clinical Director.</p> <p>B. Submit a Plan of Leadership & Advocacy, Option 2 section, and a self-evaluation of personal leadership of the groups at the end of the 8 week group experience.</p> <p>C. Submit a Plan of Leadership & Advocacy, Option 2.</p>
<p>Option 3:</p>	<p>A. Provide leadership in a program</p>	<p>A. Submit a Plan of Leadership &</p>

<p>Advocacy for Social Justice Issue</p>	<p>such as the Families of Hope (LMCCC) or in an agency such as the Baptist Friendship House, or other non-profit agency.</p>	<p>Advocacy, Option 3, before beginning the Internship.</p> <p>Log activities and responsibilities related to volunteer or leadership work in the agency. Commitment of _____hours per week.</p> <p>Attend any necessary training for working with this social justice issue. Report training attended.</p>
<p>All options must attend individual and group supervision according to Internship rules.</p>		<p>Must have approvals on Tevera for individual or triadic Supervision 1 hour per week.(15 weeks for Fall/Spring; 10 weeks for summer term) and for Group Supervision as scheduled.</p>

Leadership & Advocacy Planning Worksheet

Student: _____ Term _____

Advisor/Supervisor _____

Activities planned:

Option 1: Leadership in Professional Organization

A. I have (will) volunteer for a position in _____ (a professional organization),

or will be serving as _____ (elected position/task force/counseling related

committee) in _____ (professional organization).

B. I will be attending the following professional conferences:

1.

2.

C. I will be presenting or co-presenting at _____ (professional

conference) on _____ (date).

Option 2: Leadership Facilitating Groups

A. I will be facilitating two new counseling student process groups for 8 weeks at NOBTS, following the guidelines for facilitating these groups.

B. I will work at improving my skills on a "here-and-now" focus in the group, and on utilizing immediacy by _____

C. I will work on monitoring and modifying my leadership style in response to the stage of group development and interpersonal dynamics by

Option 3: Advocacy for Social Justice Issue

A. I will be providing leadership as _____ (position of leadership) in

_____ (program or agency).

I will be involved in responsibilities related to this leadership work _____ hours per week.

B. I have secured permission from _____, (Administrator or Director

of _____ (Program or Agency) to do do Program Evaluation to enhance the program of the agency.

Advisor/Chairperson: _____

PhD Individual Supervisor _____

Student _____

Research and Scholarship--Minimum 150 clock hours

<p>Submission of a manuscript for publication as the lead author in a professional journal</p>	<p>Evaluation of the manuscript, and submission process, using the Research Article Rubric</p>
<p>Participate in at least one research project affiliated with the counseling program (i.e.collaborating with faculty or peers in consultation with Faculty Advisor/Chairperson Examples include: Action-based Research Program Evaluation Grant Development Needs Assessment Accreditation Evaluation and Coordination</p>	<p>Evaluation of the Research Project, using the appropriate evaluation rubric. Action-based Research Rubric Program Evaluation Rubric Grant Development Rubric Accreditation Evaluation and Coordination Rubric</p>

**Action Research Rubric
PhD Doctoral Internship in Research & Scholarship**

Standards	Not Acceptable	Acceptable	Exemplary
Identify problem/ general idea	Research question is not clearly stated or does not relate to student/program goals	Research question is clearly stated and relates to student/program goals	Research question is acceptable and polished
Clarify the goals of the research project	Goals are not clearly stated or do not relate to student/program goals	Goals are clearly stated and relate to student/program goals. Outcome assessments are adequate	Goals are clearly stated, and are robust in usefulness. Outcome assessments are excellent.
Planning: Design and Projected Outcome	The design is not clear, or may not be replicable and does not provide feedback that informs the student's practice or the program	The design is clear, replicable and provides feedback that will inform the student's practice or the program.	The design is clear, replicable, provides feedback that informs, and informs in areas needing improvement.
Taking initial action: Data collection, analysis and reporting plan	Does not use Triangulation; important descriptive statistics and other analysis are not present in report	Uses triangulation, includes important descriptive statistics, and other analysis that are important.	Uses triangulation, includes important descriptive statistics, and other analysis that are important, and are reported in helpful ways.
Evaluating the outcomes of the action	Insufficient critical evaluation of methods/results.	Sufficient critical evaluation of methods and results.	Exemplary critical evaluation of methods and results
Amending the plan	No clear recommendation to amend the action plan to result in stronger outcomes	Clear recommendation to amend the action plan to result in stronger outcomes	Outstanding recommendation to amend the action plan to result in stronger outcomes
Share the Data	No clear plan to disseminate effective solutions and lessons learned in research	Clear plan to disseminate effective solutions and lessons learned in research	Outstanding plan to disseminate effective solutions and lessons learned in research

Program Evaluation Logic Model Rubric

Expectations	Exceeds-4	Meets-3	Developing-3	Does not meet-2
Description of Program				
Resources and Needs Assessments				
Program Inputs				
Outputs				
Outcomes				
Impact				
Methodology				
Evaluation Report				

Grant Development Rubric

	Below Adequate	Adequate	Exemplary
Project Description	Description is general and reader is not exactly sure of what will be occurring in the agency/program, and asks reader to make assumptions or bridge gaps between what is described and the grantor's theme, the description doesn't completely match the grant focus areas check list.	Description is clear about what will be taking place in the agency/program, and there is no doubt it matches the grantor's theme; contains clear examples of how it matches the checked focus area(s) so the reader doesn't have to bridge gaps between the project description and focus areas check-list	Project serves as a model for the grantor's theme and focus area(s), what is being done is clear to any reader, clear examples demonstrate how the project will meet the checked off goals, rationale is provided detailing the impact/ how it will make a difference for stakeholders, involves more than just a small group of stakeholders, the project is one that others will want to emulate
Plan of Action	The objectives appear to possibly match grantor's theme, but the reader is left to bridge gaps and make assumptions, the objectives are less about thinking and more about base knowledge, facts and recall. Timelines are vague or not reasonable, activities loosely support goals grantor's website, the plan of action asks the reader to bridge gaps and make assumptions, the assessment loosely connects to objectives or is not a realistic measure of the project.	The objectives match objectives as described on the grantor's website, and check-list off on the focus area page, the project clearly results in higher level thinking is taking place, the activities are described in enough detail that the reader clearly understands what will be taking place in the agency/program, timelines are reasonable, the application points out how the activities directly relate to the objectives, the assessment provides feedback consistent with the objectives and is reflective of the activities	Plan of action is clearly on point with focus area(s), creative, and something that will be embraced with enthusiasm by stakeholders/staff, objectives extend the bounds of stakeholders/staff, plan of action, activities are engaging and encourage deep growth by clearly having relevance to the stakeholders and presented in a meaningful manner that generates enthusiasm, assessment is multifaceted, clear, gives clear feedback on whether objectives are met and contributes to improved learning and growth
Budget	Budget is vague, leaves reader to bridge gaps and make assumptions, budget items don't clearly match project description and plan of action, reader doesn't understand what budget items are or how they will be used, errors exist, all budget items don't meet grantor's guidelines listed on application	Budget matches plan of action and objectives, reader is clear about what the items listed are, how they are going to be used, and why they are important for the project, everything adds up correctly and fits within grantor's budget guidelines	It is clear the budget supports the plan and is well thought out so resources are used wisely, everything listed in the budget clearly lines up consistently with all other parts of the application, it is evident why the items listed are necessary for the project to be a success, all resources needed to do an excellent job have been thought out and are listed including sources of other funding

Accreditation Evaluation and/or Coordination Project PhD Internship

Student Name: _____

Area or Part of Accreditation Evaluation Student will work on:

Responsibilities to be completed (with due date for each responsibility)

Advisor/Chairperson _____ Date _____

NOBTS Individual Supervisor _____ Date _____

Accreditation Evaluation and Coordination Rubric

1. The student has a clear understanding of how to evaluate program objectives and key performance indicators with accreditation standards.

Unsatisfactory Needs Improvement Proficient Exemplary

2. The student completed any planned assignments in a timely fashion.

Unsatisfactory Needs Improvement Proficient Exemplary

3. The student is able to pay attention to fine detail of accreditation standards.

Unsatisfactory Needs Improvement Proficient Exemplary