

Submission Rubric - Max 25 Points

	1/5	2/5	3/5	4/5	5/5
Creativity & Innovation	<p>No evidence of creative engagement, artistry and/or structure.</p> <p>No evidence of new ideas, connections or innovation to the field of drama therapy.</p>	<p>Minimal elements of creative engagement, artistry and/or structure.</p> <p>Largely repetitive of clearly established ideas and approaches in the field of drama therapy with minimal extension into new or innovative work.</p>	<p>Some creative elements, but lacks full integration or originality.</p> <p>Some new ideas, connections or innovation explored but weakly supported.</p>	<p>Strong creative engagement, artistry and/or structure.</p> <p>Good evidence of advancing the field of drama therapy; approaches build and further extend ideas that already exist in the field.</p>	<p>Fully integrated strong creative engagement, artistry and/or structure.</p> <p>Clearly advances the continuing evolution of drama therapy and the emergence of new and innovative approaches.</p>
Cultural Humility, Equity, Diversity, Inclusion, and Accessibility.	<p>Fails to socially locate presenters, methods, theories, population and setting.</p> <p>Minimal or no integration of diversity, systemic issues, or varied perspectives.</p>	<p>Demonstrates minimal awareness of social location for presenters, methods, theories, population and setting.</p> <p>Acknowledgement of diversity, systemic issues or varied perspectives explored as an afterthought.</p>	<p>Socially locates presenters, methods, theories, population and setting with some missing elements</p> <p>Acknowledgement of diversity, systemic issues or varied perspective but lacks full integration.</p>	<p>Correctly socially locates presenters, methods, theories, population and setting with no missing elements</p> <p>Good inclusion of diversity, systemic issues and varied perspectives.</p>	<p>Thoughtfully and thoroughly socially locates presenters, methods, theories, population and setting.</p> <p>Clearly integrates and demonstrates deep awareness of diversity and systemic issues. Gives voice to marginalized or underserved communities.</p>

<p>Intent, Scope & Clarity</p>	<p>Proposal lacks clarity, focus or coherence in intent and scope.</p> <p>Proposal shows evidence that the presenter misrepresents or misunderstands the topic proposed.</p>	<p>Purpose of presentation is not clearly defined or is overwhelming in scope.</p> <p>Proposal makes significant mistakes in the knowledge and orientation of the proposed topic.</p>	<p>Intent and scope are somewhat clear but could be more focused or structured.</p> <p>Proposal shows evidence of adequate understanding and orientation in the topic proposed.</p>	<p>Clear and focused proposal with good structure and achievable intent.</p> <p>Proposal shows evidence of good understanding and orientation in the topic proposed.</p>	<p>Clearly defined and well-focused scope with a strong, achievable intent.</p> <p>Proposal is well-structured and coherent.</p> <p>Proposal exemplified excellent knowledge and orientation in the topic proposed.</p>
<p>Practice/Theoretical Orientation</p>	<p>Is not grounded in an area of drama therapy knowledge competency.</p> <p>If allied professional theories are used, they are unclear or incorrect.</p>	<p>Theories & practices are not identified or clear.</p> <p>If allied professional theories are used, they are not linked to an area of drama therapy knowledge competency.</p>	<p>Grounded in drama therapy knowledge competency, but reference material is not current or new.</p> <p>If allied professional theories are used, the link to current drama therapy theory and research is not clearly explicit.</p>	<p>Grounded in and clearly identified drama therapy knowledge competency orientation.</p> <p>If allied professional theories are used, they are clearly linked to drama therapy knowledge competency orientation and contribute to drama therapy scholarship.</p>	<p>Grounded in and provides further development upon areas of drama therapy knowledge competency.</p> <p>If allied professionals, the theories and research offer collaborative expansion within drama therapy knowledge competency and scholarship.</p>
<p>Relevance to Community and Theme</p>	<p>No connection to the conference theme.</p> <p>Does not address current needs within the community.</p>	<p>Weak or unclear connection to the conference theme.</p> <p>Unclear connection to theme or community.</p>	<p>Topic is somewhat relevant but lacks depth or explicit integration of community needs or theme.</p>	<p>Proposal connects to the theme of the conference and addresses needs within the community.</p>	<p>Clearly connects to the conference theme in a meaningful and insightful way.</p> <p>Topic is highly relevant and timely, addressing significant current issues within the community.</p>

FOR CEs

Does this workshop qualify for CEs?

We follow the NBCC guidebook for applying CEs to members. Please familiarize yourself with these guidelines when assessing presenters for eligibility for providing CE hours for conference attendees.

https://nbcc.org/assets/ceprovider/nbcc_continuing_education_provider_policy.pdf

For program committee consideration:

Which identity parameters/populations did the workshop focus on, if any? Click all that apply.

- ☐ Age
- ☐ Body politics
- ☐ Class/socio-economic status
- ☐ Dis/ability
- ☐ Gender identity
- ☐ Language
- ☐ Legal status and/or carceral involvement
- ☐ National origin, immigration status, and/or colonization
- ☐ Race, ethnicity, and/or indigeneity
- ☐ Religion
- ☐ Sexual orientation
- ☐ Vulnerable populations
- ☐ None specified

How did this proposal align with NBCC categories? Is it a category three proposal?

1. Category 1 Presenter Qualifications (Licensed mental health professional, RDT, LCAT, or recent graduate in a mental health field).

In order to qualify as a Category 1 Presenter, the individual must:

- (a). Hold a graduate degree in a **mental health field** from an institutionally accredited educational institution; and,
- (b). Be qualified by appropriate education, experience, and/or training to present/author the particular subject matter, or author the publication concerning the subject matter.

2. Category 2 Presenter Qualifications (people with a graduate degree such as professional theater, film, business, etc..)

In order to qualify as a Category 2 Presenter, the individual must:

- (a). Hold a graduate degree from an institutionally accredited educational institution directly related to the subject matter presented; and,
- (b). Be qualified by appropriate education, experience, and/or training to present/author the particular subject matter, or author the publication concerning the subject matter.

3. Category 3 Presenter Qualifications (potentially could be students and presenters with no graduate degree).

In order to qualify as a Category 3 Presenter, the individual must:

- (a). Be qualified by appropriate education, experience, and/or training to present/author the particular subject matter, or author the publication concerning the subject matter.

Human Growth and Development:

- End-of-life issues within the scope of practice of mental health professionals.
- Information related to developmental crises; disabilities; and, situational, transitional, and environmental factors that affect behavior.

Social & Cultural Foundations:

- Societal subgroups.
- Societal changes and trends.
- Mores and interaction patterns.
- Major societal concerns.
- Social justice.
- Cross-cultural effects, such as acculturation, assimilation and multicultural and pluralistic trends.

Career Development and Counseling:

- Career development program planning, resources, and program evaluation.

- Assessment of work place environment for purposes of job placement.
- Trends in job search.
- Career avocational, educational, occupational and labor market information, and resources and career information systems.

Counselor Professional Identity and Practice issues:

- Self-care strategies and burnout prevention appropriate to the counselor role.
- Grant writing for counselors and counseling programs.

Wellness and Prevention:

- Complementary Alternative Medicine (CAM).
- Community-based wellness initiatives.
- Conflict resolution.
- Sex education.
- Sleep hygiene.
- Nutrition.
- Anger management.

4. Additional Presenter Requirements and Restrictions.

(a). Each program presenter must qualify under this Policy to teach the particular subject matter presented by that individual.

(b). Honorary academic degrees must not be used to qualify a presenter to present or author programs offered for NBCC credit.

(c). Individuals who have received academic degrees outside the United States may or may not be qualified to present programs for NBCC credit. Such foreign degreed individuals may be required to submit the results of an international degree equivalency evaluation. NBCC will determine whether the individual qualifies as a presenter under this Policy.