UNV-508 | Introduction to Graduate Studies in Counseling

Syllabus

COURSE DESCRIPTION

This course is designed as an orientation for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in counseling. Emphasis is placed on utilizing the tools for graduate success.

CREDITS

2

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

About Microsoft Word

Microsoft Word is a word-processing program designed by Microsoft and released originally in 1983. Word is a component of Microsoft Office, which also includes other software programs such as PowerPoint and Excel.

Microsoft Word is a valuable tool for students at GCU. To further assist you in using Word, visit the links below:

Microsoft Word Tutorials for Beginners:

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/new-student/8 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/new-student/8)

For Training in Microsoft Office:

https://support.microsoft.com/en-us/training (https://support.microsoft.com/en-us/training)

Academic Writing Guidelines

Use this resource to assist you when completing any writing assignments throughout your coursework.

Additional Course Information and Requirements

The information below is applicable to all students enrolled in any counseling program at Grand Canyon University.

Required Program Material: DSM

***Diagnostic and Statistical Manual of Mental Disorders (DSM*)**

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease* (*ICD*) reference.

https://www.apa.org/ (https://www.apa.org/)

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6)

CACREP Standards Mapping of Learning Outcomes

The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the “UNV-508 CACREP" Standards Mapping" document to see which specific CACREP standards are mapped to the course.

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of this program, you will be required to submit an e-Portfolio. The e-Portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

CMHC and SC Counselor in Training Handbook

The "CMHC and SC Counselor in Training Handbook" is located on the Student Success Center website.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

Counselor and Counseling Resource List

Please refer to the “Counselor and Counseling Resource List” document to become familiar with a variety of resources available to you as a counselor in training.

https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/cmhc-and-sc-counselor-and-counseling-resource-list.pdf (https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/cmhc-and-sc-counselor-and-counseling-resource-list.pdf)

Developing Academic Skills Guide

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the "Student Disability Services" section of the *University Policy Handbook*, located on the GCU website for specific information regarding the policy and procedures.

GCU Counselor Dispositions

Students in the Clinical Mental Health Counseling program should refer to the GCU "Counselor Dispositions" document, located in the Student Success Center.

https://ssc.gcu.edu/#/page/chss/1576 (https://ssc.gcu.edu/#/page/chss/1576)

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

https://libguides.gcu.edu/writing/WritingTutorials (https://libguides.gcu.edu/writing/WritingTutorials)

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

GCU Zoom Resources: Counseling and Social Work

Please refer to the "GCU Zoom Resources: Counseling and Social Work" document to assist you with using a licensed Zoom account for your counseling or social work courses while you are a GCU student.

https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf (https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/gcu-zoom-resources-counseling-and-social-work.pdf)

Introduction to the DSM

Review "Introduction to the *DSM*" located on the Student Success Center's CHSS site under the Additional Resources tab.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/colleges/CHSS/325 (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/colleges/CHSS/325)

LopesWrite

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite (https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite)

Mastering Graduate Studies

DiVincenzo, A. (Ed.). (2022). *Mastering graduate studies* (2nd ed.). Grand Canyon University. ISBN: gcu_0000000000088

Methods of Instruction

The methods of instruction for this course may include but are not limited to: lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the University Policy Handbook, located on the University and Academic Policies (https://www.gcu.edu/academics/academic-policies.php) section of GCU.edu under Helpful Academic Links on the right side of the page.

The Big Test: Preparing for the National Counseling Licensure Exam

Review "The Big Test: Preparing for the National Counseling Licensure Exam" presentation for information about the National Counseling Licensure Exam.

Zoom Access

Sometime after Day 1, you will receive a Zoom setup email to your GCU student account. Please check your email and follow the instructions to activate your Zoom account using your GCU email. This needs to be done to complete the recorded video assignment in Topic 3. Once the account has been activated, Zoom can be accessed by clicking on the link below.

https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php (https://www.gcumedia.com/digital-resources/zoom/2019/zoom-site-license_1e.php)

INSTRUCTOR ONLY MATERIALS

UNV-508 Course Guide

UNV-508 Course Revision History

UNV-508 Topic 1 Quiz: Instructor Key

Instructors: Please review the attached document which addresses the questions that will be asked in the Topic 1 Quiz.

UNV-508 Topic 3 Quiz: Instructor Key

Instructors: Please review the attached document which addresses the questions that will be asked in the Topic 3 Quiz.

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: Being a Graduate Student at GCU

Objectives:

1.1: Locate components of the online learning environment.

1.2: Differentiate between the graduate and undergraduate academic experience.

1.3: Discuss the value of building community through collaboration.

1.4: Analyze how Title IX impacts university students.

Topic Materials

Textbooks

Electronic Resources

Academic Writer Tutorial: Basics of Seventh Edition APA Style

Read “Reference List Entries” from Academic Writer (2020).

https://extras.apa.org/apastyle/basics-7e/?_ga=2.150340214.1904978605.1600098935-5179108.1596039733#/ (https://extras.apa.org/apastyle/basics-7e/?

_ga=2.150340214.1904978605.1600098935-5179108.1596039733#/)

Client's Preferences Regarding Prayer During Counseling

Read "Clients' Preferences Regarding Prayer During Counseling," by Saenz & Waldo, from *Psychology of Religion and Spirituality* (2013).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=pdh&AN=2013-27984-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=pdh&AN=2013-27984-001&site=ehost-live&scope=site)

Communication Tips

Among the many resources that you will have available to you on your path toward university success are your fellow students. Despite the differences in your personal and/or professional goals, you and your classmates can take advantage of the opportunity to give and receive encouragement through the community-building exercises that will permeate future courses at GCU. Moreover, you can build skills and resources that can aid you throughout your university career.

This information will assist you in learning how to effectively communicate as a student at GCU. Throughout your academic career at GCU, you will communicate in various ways; from e-mail, to phone calls, or Discussion Forum posts.

Effective communication is the way a person is able to express ideas, share solutions, and build trust among a diverse group in order to create change and produce positive results.

Here are some examples of effective communication in the Discussion Forum:

Discussion Forum Question:

- Think about your classmates and the diversity of online students. Explain how seeking common ground among other cultures can help you in your professional and personal life.

Poor Discussion Forum Post:

“OMG! There are so many students in this forum! It is hard to keep track of who is who. But I think it is cool how different we all are. I look forward to meeting all of uyou. Forgive all my spelling errors! LOL!”

Quality Discussion Forum Post:

"Seeking common ground is very important in both the professional and personal settings. Where I work as a preschool teacher, I come in contact with many children who are from other cultures. I find it helpful to try and find some common ground between us, such as holidays we celebrate or foods we like to eat. This helps us get to know one another, and I enjoy it also!"

Notice in the above examples that texting language is not appropriate in the academic setting. Even though posts in the Discussion Forum may ask you to respond to personal questions asking you to reflect on a topic, as a graduate student, you should answer in an effective way that will motivate your classmates to respond.

Agree to Disagree

Sometimes you will read a post in the Discussion Forum that you may not agree with and that is fine. Learning how to suspend judgment before responding to a post is an important part of communication. Sometimes a post will cause resistance, but you must learn to respond respectfully and without resistance in order to communicate.

Effective communication is a skill that is learned over time. Sometimes you will fail to communicate what you were meaning, but that is part of learning. Learning from our mistakes is a big step in the right direction.

E-mail Etiquette

Sometimes you will need to e-mail your academic counselor, instructor, or classmate throughout your academic career at GCU. Using proper tone is an important part of effective communication.

Poor E-mail Correspondence:

Hey Joanne,

I wanted to ask you about my course. The instructor is awful! He gave me an "F" on my assignment. Can you believe it? He is such a jerk. Where are you? You said you would be able to help me with stuff like this. I need help. Call me soon.

Frank

Quality E-mail Correspondence:

Hello Joanne,

I wanted to contact you about my current course. So far, I am struggling. I cannot seem to pass the quizzes and am getting no feedback from my instructor. I will call you today to see if we can discuss this further. I really am frustrated and need your help.

Thanks,

Frank

As you can see, sometimes your correspondence might be about difficult issues, but GCU students should always strive to communicate with proper tone and use proper language in order to obtain results. Being specific about certain issues always provides clarity when e-mailing someone. Notice how the first e-mail lacked specific details.

Wrap-up

It takes deliberate effort to communicate effectively. Remember, effective communication is the way a person is able to express ideas, share solutions, and build trust among a diverse group in order to create change and produce positive results.

Critical Skills: Paraphrasing

Read “Critical Skills: Paraphrasing,” by ky, from *Salem Press Encyclopedia* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=125600344&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=125600344&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Emotional Presence in Building an Online Learning Community Among Non-traditional Graduate Students

Read "Emotional Presence in Building an Online Learning Community Among Non-traditional Graduate Students," by Jiang, from Online Learning (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=148030994&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=148030994&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

First Third Person

Review the First Third Person section in the Student Success Center (2021).

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/9ADCF8C8-9B46-E911-B488-005056A0B3BE (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/media-element/CHSS/9ADCF8C8-9B46-E911-B488-005056A0B3BE)

Getting Started Understanding Plagiarism: What is Plagiarism?

Read "Getting Started Understanding Plagiarism: What is Plagiarism?" from Grand Canyon University.

https://libguides.gcu.edu/APA/Plagiarism (https://libguides.gcu.edu/APA/Plagiarism)

Getting Started with References

Read “Getting Started with References,” from Grand Canyon University.

https://libguides.gcu.edu/APA/ReferenceExamples (https://libguides.gcu.edu/APA/ReferenceExamples)

Interdependence of roles, role rotation, and sense of community in an online course

Read "Interdependence of roles, role rotation, and sense of community in an online course," by Jiang, from Distance Education (2017).

https://doi-org.lopes.idm.oclc.org/10.1080/01587919.2017.1299564 (https://doi-org.lopes.idm.oclc.org/10.1080/01587919.2017.1299564)

Learning Management System Video Series

Review the following video series to learn about navigating the digital classroom.

https://www.youtube.com/playlist?list=PLIP5_iaUyziWSVtqW24nLte2zvyzK6H98 (https://www.youtube.com/playlist?list=PLIP5_iaUyziWSVtqW24nLte2zvyzK6H98)

Mastering Graduate Studies

Read Chapters 1-4 in *Mastering Graduate Studies*.

Plagiarism 2.0: Information Ethics in the Digital Age

Watch "Plagiarism 2.0: Information Ethics in the Digital Age," from *Films on Demand* (2011).

https://lopes.idm.oclc.org/login?url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=43790 (https://lopes.idm.oclc.org/login?

url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=43790)

Plagiarism Resource

Please read the “Plagiarism Resource”

The Christian Worldview

Read "The Christian Worldview" document as a resource for this topic.

Title IX Curriculum Module

Read "Title IX Curriculum Module" to prepare for one of the topic DQs.

What is Christian Counseling Anyway?

Read "Just What Is Christian Counseling Anyway?" by McMinn, Staley, Webb, & Seegobin, from *Professional Psychology: Research and Practice* (2010).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=pdh&AN=2010-18478-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com.lopes.idm.oclc.org/login.aspx?direct=true&db=pdh&AN=2010-18478-001&site=ehost-live&scope=site)

Writing Resources-ThinkingStorm

Read "ThinkingStorm," for information regarding how to access and use the ThinkingStorm online tutoring service.

https://support.gcu.edu/hc/en-us/articles/204396434-ThinkingStorm (https://support.gcu.edu/hc/en-us/articles/204396434-ThinkingStorm)

Zoom FAQ

Refer to the Zoom FAQ article in the GCU Technical Support site for common questions regarding Zoom.

https://support.gcu.edu/hc/en-us/articles/360052151393-Zoom-FAQ (https://support.gcu.edu/hc/en-us/articles/360052151393-Zoom-FAQ)

Assignments:

Being a Graduate Student

Respond to each of the following questions. Each response should be 75-100 words.

- How do you think your graduate educational experience will be different from your undergraduate experience? Explain your response and provide examples.
- How would you describe a graduate learning community? What would be the key components of a graduate learning community, and how might they be different from key components of an undergraduate learning community? Explain your response and provide examples.
- Are communication and collaboration expectations the same in a graduate learning community? Explain your response and provide examples.

While APA format is not required for the body of this assignment, solid academic writing is expected, and documentation of any sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are not required to submit this assignment to LopesWrite.

Time Monitoring Worksheet

In this assignment, there are two parts in the attached worksheet to complete. The first is a time log in which you will monitor and write down all that you do within a 3-day period. In the second part of the worksheet, you will reflect on your completed time log from Part 1 and write a short 250-500-word summary of your experience. The assignment should be uploaded as ONE document that includes both parts.

Part 1: Monitor your time in hourly increments.

1. Use the time monitoring log provided in the worksheet to write down what you did each hour of the day, starting at 5 a.m. and ending at 10 p.m. Even if you do not get up until 10 a.m., you still need to record 5-9 a.m. as "sleep."
2. Do not overdo the recording; record the primary activity for the hour. At most, record two activities per hour.

Part 2: Reflection

On Day 4, review your completed time monitoring log from Part 1 of the worksheet in order to take a serious look at how you use your time each day. Use the questions in the instructions for Part 2 to guide your writing.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

Note: Please do not submit assignment as PDF files.

Discussion Questions:

Topic 1 DQ 2

After learning more about what GCU is all about by reading the GCU Doctrinal Statement and Christian Identity and Heritage, how do you think GCU's Christian heritage makes the GCU academic experience different than at a non-faith-based university? What value will this difference add to your educational experience?

Your response must be 150-200 words.

https://www.gcu.edu/why-gcu/christian-identity-and-mission#h-doctrinal-statement (https://www.gcu.edu/why-gcu/christian-identity-and-mission#h-doctrinal-statement)

Topic 1 DQ 3

Review "Title IX Curriculum Module" in the Topic 1 Resources and respond to the following: What is Title IX and how does it impact you as a student?

Topic 1 DQ 1

Navigate to the Learning Management System Video Series resource in the Topic 1 Resources to complete this DQ. Choose one video tutorial to summarize and post your summary as a response here in the discussion forum. In your summary, share one thing that you found helpful from the video. How might you utilize that information? What is a scenario in which you may need to refer back to the video for guidance or support?

The goal of this discussion question is to provide summaries for all of the help tutorials, so try to summarize one of the tutorials that has not already been summarized by another student. If all videos have already been summarized, your summary should include new or additional information/examples not already shared by another student.

Your DQ response must be 150-200 words.

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Principles of Academic Research

Objectives:

2.1: Apply effective strategies for graduate-level research.

2.2: Use various methods of citing information.

2.3: Explain the concept of academic integrity.

2.4: Identify characteristics of scholarly resources.

2.5: Analyze sources for credibility, reliability, and relevance.

2.6: Interpret feedback from LopesWrite software.

Topic Materials

Textbooks

Electronic Resources

Academic Integrity

Read the information on GCU's "Academic Integrity" webpage.

https://students.gcu.edu/academics/academic-integrity.php (https://students.gcu.edu/academics/academic-integrity.php)

Effective Internet Search: Basic Tools and Advanced Strategies

Watch "Effective Internet Search: Basic Tools and Advanced Strategies," by Cambridge Educational, from *Films on Demand* (2011).

https://lopes.idm.oclc.org/login?url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=43788 (https://lopes.idm.oclc.org/login?url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=43788)

Evaluating Online Resources: The Complete Beginner’s Guide

Read “Evaluating Online Resources: The Complete Beginner’s Guide,” from WebsiteSetup (2021).

https://hostingfacts.com/evaluating-online-resources/ (https://hostingfacts.com/evaluating-online-resources/)

General Research Guide

Read "General Research Guide" from the GCU Library.

http://libguides.gcu.edu/GeneralResearch (http://libguides.gcu.edu/GeneralResearch)

Getting Started With Scholarly Sources in Citing Sources in APA 7th Edition

Review "Getting Started With Scholarly Sources" on the GCU Library "Citing Sources in APA 7th Edition" webpage.

https://libguides.gcu.edu/APA/EvaluatingSources (https://libguides.gcu.edu/APA/EvaluatingSources)

Information Literacy: The Perils of Online Research

Watch "Information Literacy: The Perils of Online Research," by Cambridge Educational, from *Films on Demand* (2006).

https://lopes.idm.oclc.org/login?url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=35675 (https://lopes.idm.oclc.org/login?url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=35675)

Initial Course Survey

In an effort for continuous improvement, Grand Canyon University would like students to take this opportunity to provide feedback about their experiences with the university. Student participation is appreciated. Click on the link to begin the survey. Faculty need not respond to this survey.

https://www.surveymonkey.com/r/GCUICS?section_id=[section_id_value]&source_id=[source_id_value] (https://www.surveymonkey.com/r/GCUICS?section_id=[section_id_value]&source_id=[source_id_value])

Internet Waves. "Content Farms," Information Literacy, and You

Read "Internet Waves. "Content Farms," Information Literacy, and You," by Kennedy, from *Information Today* (2010).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=55018738&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=55018738&site=ehost-live&scope=site)

Library Walkthrough Tutorial

Watch the "Library Walkthrough Tutorial."

https://lc.gcumedia.com/mediaElements/library-walk-through-tutorial/v2.1/ (https://lc.gcumedia.com/mediaElements/library-walk-through-tutorial/v2.1/)

Mastering Graduate Studies

Read Chapters 5-7 in *Mastering Graduate Studies*.

Persistent Links

Read the "Persistent Links" page located on the GCU Library site to learn how to locate the persistent link for library articles, videos, etc.

https://libguides.gcu.edu/PersistentLinks (https://libguides.gcu.edu/PersistentLinks)

Plagiarism

Watch the "Plagiarism" tutorial from the GCU Library.

https://libguides.gcu.edu/Tutorials (https://libguides.gcu.edu/Tutorials)

Read-Only Participants: A Case for Student Communication in Online Classes

Read "Read-Only Participants: A Case for Student Communication in Online Classes," by Nagel, Blignaut, &Cronje, from *Interactive Learning Environments* (2009).

https://www-tandfonline-com.lopes.idm.oclc.org/doi/abs/10.1080/10494820701501028 (https://www-tandfonline-com.lopes.idm.oclc.org/doi/abs/10.1080/10494820701501028)

Recognizing Online Propaganda, Bias, and Advertising

Watch "Recognizing Online Propaganda, Bias, and Advertising," by Cambridge Educational, from *Films on Demand* (2011).

https://lopes.idm.oclc.org/login?url=https://digital.films.com/PortalPlaylists.aspx?wID=96349&xtid=43789 (https://lopes.idm.oclc.org/login?url=https://digital.films.com/PortalPlaylists.aspx?wID=96349&xtid=43789)

Researching, Reading, and Writing

Watch "Researching, Reading, and Writing," by Cambridge Educational, from *Films on Demand* (2009).

https://lopes.idm.oclc.org/login?url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=40414 (https://lopes.idm.oclc.org/login?url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=40414)

University Policy Handbook

Read the *University Policy Handbook*, paying close attention to the "Code of Conduct" section.

https://www.gcu.edu/academics/academic-policies.php#h-university-policy-handbook (https://www.gcu.edu/academics/academic-policies.php#h-university-policy-handbook)

UNV-508 Topic 2 Resource

Please read the Topic 2 resource.

Use of Web Resources in the Journal Literature 2001 and 2007: A Cross-Disciplinary Study

Read "Use of web resources in the Journal Literature 2001 and 2007: A Cross-Disciplinary Study," by Zhang, from *College & Research Libraries* (2011).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=59735985&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=59735985&site=ehost-live&scope=site)

Writing Center

Explore the resources available in the "Writing Center," located on the Grand Canyon University website.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

Writing Essentials

Watch "Writing Essentials," by Films for the Humanities & Sciences, from *Films on Demand* (2010).

https://lopes.idm.oclc.org/login?url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=40424 (https://lopes.idm.oclc.org/login?url=http://digital.films.com.lopes.idm.oclc.org/PortalPlaylists.aspx?aid=12129&xtid=40424)

Assignments:

Reference List Assignment

Select a topic to research. For your research, you must use Google Scholar, the GCU Library, or another reputable site. Review the Topic 2 Resource for a description of what is considered a scholarly article. Use APA formatting style for references. Create a title page and a reference list with 10 references from the last 5 years.

While permalinks are not part of an APA citation, they do make the information easier to find in the future. At the end of the document, provide the permalinks for all sources (unless one is unavailable). For more information on how to locate the persistent links, review "Persistent Links" in the topic resources.

You may include one of each of the following types of references:

1. Book
2. Journal articles
3. Website
4. Dissertation/thesis from a database
5. Streaming video
6. Book chapter

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. An abstract is not required.

This assignment uses a scoring guide. Please review the scoring guide prior to beginning the assignment to become familiar with the expectations for successful completion.

Annotated Bibliography Assignment

Select three of the 10 references from your "Reference List Assignment." Create an annotated bibliography for each of the three references.

Each annotation must have 150-200 words, making a total of 450-600 words for the entire assignment. Each annotation should have the following elements:

1. APA style reference of the article being annotated.
2. A paraphrased summary of the article (see note on paraphrasing below).
3. An assessment of why it is a scholarly reference.
4. A reflection on how it is applicable to your research.

Note: Go to the Student Success Center and search key words "Preparing Annotated Bibliographies" for help with this assignment.

Follow these steps for all three references you chose.

Note on Paraphrasing: Paraphrasing the ideas of others is a requirement in academic writing and graduate study. Paraphrasing is using your own words to restate ideas or information from a source material. As you write each annotation use the following paraphrasing guidelines.

There are three main steps to paraphrasing:

1. Identify the original idea(s) in the article.
2. Identify general points regarding the idea(s).
3. Summarize the general points of the article in your own words (paraphrase).

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. An abstract is not required.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Discussion Questions:

Topic 2 DQ 2

Read “What is a Scholarly Resource?”, “Scholarly vs. Popular Sources,” and “The Special Checklist to Evaluate Scholarly vs. Popular Sources” from the "Getting Started With Scholarly Sources" guide in the GCU Library Citing Sources in APA 7th Edition webpage. Why is it important to critically analyze sources? Why are scholarly sources more appropriate for academic research?

The DQ response must be 150-200 words and have at least one citation and one reference in APA format.

Topic 2 DQ 1

Find a scholarly article in the GCU Library. Copy an excerpt from the article. The excerpt should be the length of a paragraph (approximately four to five sentences long). Post the excerpt as your initial paragraph with your paraphrase of this excerpt directly underneath using appropriate APA in-text citation format. Use the Lib Guide resource (https://libguides.gcu.edu/APA)to assist you.

In addition, select at least two posts that your classmates have made and comment on what they did well with their paraphrasing, and what they could have done differently. These posts will count toward participation.

The DQ response must be 150-200 words and have at least one citation and one reference in APA format.

Topic 2 DQ 3

How is conducting graduate-level research different from research you did in your undergraduate program? Provide specific examples.

The DQ response must be 150-200 words and have at least one citation and one reference in APA format.

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Becoming a Professional Counselor

Objectives:

3.1: Identify local behavioral health resources. [CACREP 2.F.1.f]

3.2: Identify national behavioral health resources. [CACREP 1.N(2), 2.F.1.f]

3.3: Analyze the functions of your state's behavioral health authority.

3.4: Analyze your local behavioral health board. [CACREP 1.M]

3.5: Evaluate the requirements to become a licensed counselor. [CACREP 1.M]

3.6: Assess the role of a counselor or counselors in training in a clinical team setting. [CACREP 1.M]

Topic Materials

Textbooks

Electronic Resources

"What Would You Do if You Were Me?" Effects of Counselor Self-Disclosure Versus Non-Disclosure in a Hypothetical Genetic Counseling Session

Read "'What Would You Do if You Were Me?" Effects of Counselor Self-Disclosure Versus Non-Disclosure in a Hypothetical Genetic Counseling Session," by Paine, Veach, MacFarlane, Thomas, Ahrens, & LeRoy, from *Journal of Genetic Counseling* (2010).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2010-23785-005&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2010-23785-005&site=ehost-live&scope=site)

About Social Determinants of Health (SDOH)

Explore the "About Social Determinants of Health (SDOH)" section from the Centers of Disease Control and Prevention website (2020).

https://www.cdc.gov/socialdeterminants/about.html (https://www.cdc.gov/socialdeterminants/about.html)

American Counseling Association (ACA) Code of Ethics

Read the "ACA Code of Ethics" from the American Counseling Association website (2014).

https://www.counseling.org/resources/aca-code-of-ethics.pdf (https://www.counseling.org/resources/aca-code-of-ethics.pdf)

Association of Christian Counselors Code of Ethics

Read the "American Association of Christian Counselors Code of Ethics" on the American Association of Christian Counselors website (2014).

https://www.aacc.net/code-of-ethics-2/ (https://www.aacc.net/code-of-ethics-2/)

College of Doctoral Studies College of Humanities and Social Sciences Graduate Field Experience Manual

Read the "College of Doctoral Studies College of Humanities and Social Sciences Graduate Field Experience Manual" for information regarding your program.

https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/cmhc-ces-medsc-field-experience-manual.pdf (https://www.gcumedia.com/lms-resources/student-success-center-content/documents/chss/cmhc-ces-medsc-field-experience-manual.pdf)

Competencies for Addressing Spiritual and Religious Issues in Counseling

Read "Competencies for Addressing Spiritual and Religious Issues in Counseling," by Cashwell and Watts, from Counseling and Values (2010).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=54617388&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=54617388&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

e-Portfolio

Watch the “e-Portfolio” video to learn about the required e-Portfolio in the Clinical Mental Health program.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=092AB34E-ABC4-EB11-9111-005056BD1429 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=092AB34E-ABC4-EB11-9111-005056BD1429)

Examining Client Spiritual History and the Construction of Meaning: The Use of Spiritual Timelines in Counseling

Read "Examining Client Spiritual History and the Construction of Meaning: The Use of Spiritual Timelines in Counseling," by Curry, from *Journal of Creativity in Mental Health* (2009).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=40933577&site=eds-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=40933577&site=eds-live&scope=site)

GCU Ethical Positions Statement

Read "The GCU Ethical Positions Statement" as a resource for this topic.

Introduction to the Christian Counseling Program

Read "Introduction to the Christian Counseling Program" by Hiles & Vargas (2014).

Master of Science in Clinical Mental Health Counseling Program Introduction [CACREP 1.M]

View the “Master of Science in Clinical Mental Health Counseling Program Introduction ” video.

https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=54C9EF1E-1CAC-EB11-9115-005056BDE9D6 (https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=54C9EF1E-1CAC-EB11-9115-005056BDE9D6)

National Board for Certified Counselors (NBCC)

Explore the National Board for Certified Counselors (NBCC) website to learn more about national certification exams.

https://www.nbcc.org/ (https://www.nbcc.org/)

Optional: Practice What We Teach: Promoting Wellness in a Clinical Mental Health Counseling Masters Program

Read "Practice What We Teach: Promoting Wellness in a Clinical Mental Health Counseling Masters Program," by Branco and Patton-Scott, from Journal of Creativity in Mental Health (2020).

https://doi-org.lopes.idm.oclc.org/10.1080/15401383.2019.1696260 (https://doi-org.lopes.idm.oclc.org/10.1080/15401383.2019.1696260)

Perspectives of Taiwanese Pastoral Counselors on the use of Scripture and Prayer in the Counseling Process

Read "Perspectives of Taiwanese Pastoral Counselors on the use of Scripture and Prayer in the Counseling Process," by Jen Der Pan, Deng, Shiou Ling Tsai, and S. S. Jenny from Psychological Reports (2015).

https://journals-sagepub-com.lopes.idm.oclc.org/doi/10.2466/02.PR0.116k23w0 (https://journals-sagepub-com.lopes.idm.oclc.org/doi/10.2466/02.PR0.116k23w0)

Professional counseling from a Christian worldview

Read "**Professional counseling from a Christian worldview," by Evans, Brown and Davis, from Journal of Spirituality in Mental Health (2021).**

https://www-tandfonline-com.lopes.idm.oclc.org/doi/full/10.1080/19349637.2021.1885004 (https://www-tandfonline-com.lopes.idm.oclc.org/doi/full/10.1080/19349637.2021.1885004)

State Telehealth Laws and Reimbursement Policies Report, Fall 2022

Read "State Telehealth Laws and Reimbursement Policies Report, Fall 2022" from *Center for Connected Health Policy* (2022).

https://www.cchpca.org/resources/state-telehealth-laws-and-reimbursement-policies-report-fall-2022/ (https://www.cchpca.org/resources/state-telehealth-laws-and-reimbursement-policies-report-fall-2022/)

Substance Abuse and Mental Health Services Administration

Research community resources on the Substance Abuse and Mental Health Services Administration (SAMHSA) website.

https://www.samhsa.gov/ (https://www.samhsa.gov/)

The Practice of Self-Compassion in Counseling: A Narrative Inquiry

Read "The Practice of Self-Compassion in Counseling: A Narrative Inquiry," by Patsiopoulos & Buchanan, from *Professional Psychology: Research and Practice* (2011).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2011-14554-001&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2011-14554-001&site=ehost-live&scope=site)

University Policy Handbook [CACREP 1.N(1), 1.N(3), 1.N(7)]

Read the following from the *University Policy Handbook*:

1. Mission statement

1. Mission statement
2. Matriculation requirement
3. Policy for student retention, remediation, and dismissal from the program

https://www.gcu.edu/academics/academic-policies.php (https://www.gcu.edu/academics/academic-policies.php)

Wellness in Counseling: An Overview

Read “Wellness in Counseling: An Overview”, by Myers & Sweeney, from *Professional Counseling Digest* (2007).

https://www.counseling.org/resources/library/ACA%20Digests/ACAPCD-09.pdf (https://www.counseling.org/resources/library/ACA%20Digests/ACAPCD-09.pdf)

Assignments:

Counseling Worksheet (Obj. 3.1, 3.3, 3.4, and 3.5)

Complete the "Counseling Worksheet" document. Please refer to the "College of Doctoral Studies College of Humanities and Social Sciences Graduate Field Experience Manual" and the **"Master of Science in Clinical Mental Health Counseling Program Introduction" video** located in the Topic 3 Resources when completing this assignment.

Use APA citations for each part of the assignment as indicated in the worksheet instructions. Include an APA reference page. Solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

This assignment is informed by the following CACREP Standards:

1.M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students’ ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

Counselor Disposition and Unprofessional Conduct Acknowledgement Forms (Obj. 3.5)

Read and review the GCU "Counselor Dispositional Expectations" and the "Unprofessional Conduct Acknowledgement" documents located in the Class Resources.

Discussion Questions:

Topic 3 DQ 1 (Obj. 3.6)

If a counselor is licensed, does this make him/her competent as a counselor? Provide insight from the readings this week as to how a counselor can maintain his/her professional competency.

The DQ response must be 150-200 words and have at least one citation and one reference in APA format.

This discussion question is informed by the following CACREP Standard:

2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

Topic 3 DQ 2 (Obj. 3.2)

Prior to answering this discussion question, please review the codes of ethics from both the American Association of Christian Counselors and the American Counseling Association. These resources are located in your topic Resources for this week.

The ACA Code of Ethics must always be followed by professional counselors. If a counselor decides to specifically become a Christian counselor, must they abide by both sets of codes (American Counseling Association and American Association of Christian Counselors)? What are some considerations for counselors in this scenario? In addition, what is the major role of the counselor when working with other mental health professionals? Please refer to the "College of Doctoral Studies College of Humanities and Social Sciences Graduate Field Experience Manual" when responding.

The DQ response must be 150-200 words and have at least one citation and one reference in APA format.

This discussion question meets the following CACREP Standards:

1.N. The student handbook includes (2) information about professional counseling organizations.

2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

Topic 3 DQ 3 (Obj. 3.2)

Prior to responding to this discussion question, review the National Board for Certified Counselors (NBCC) website (http://nbcc.org/)**.**

What is the difference between state licensure and national certification? Can counselors practice in their state with only a national certification? What is the purpose of a national certification? Please refer to the "College of Doctoral Studies College of Humanities and Social Sciences Graduate Field Experience Manual" when responding.

The DQ response must be 150-200 words and have at least one citation and one reference in APA format.

This discussion question is informed by the following CACREP Standards:

1.N. The student handbook includes (2) information about professional counseling organizations.

2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Planning for Practicum and Internship

Objectives:

4.1: Analyze the professional code of ethics from a professional counseling association. [CACREP 1.M]

4.2: Analyze self-disclosure, self-care, and objectivity.

4.3: Identify the required practicum, internship, and supervision hours required for graduation and licensure.

4.4: Identify potential practicum and internship sites in the local community.

4.5: Assess personal dispositions required to be a professional counselor. [CACREP 1.M]

4.6:

Identify professional counseling organizations, including membership benefits, activities, services to members, and current issues relevant to the counseling profession. [CACREP 1.N(2), 2.F.1.f]

Topic Materials

Textbooks

Electronic Resources

A Preliminary Factor Analytic Investigation of Beginning Counseling Students Worries

Read "A Preliminary Factor Analytic Investigation of Beginning Counseling Students Worries," by Jordan & Kelly, from *Psychology Journal* (2011).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=64290551&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=64290551&site=ehost-live&scope=site)

American Association of Christian Counselors Code of Ethics (AACC)

Read the "American Association of Christian Counselors Code of Ethics," located on the American Association of Christian Counselors website (2014).

https://www.aacc.net/code-of-ethics-2/ (https://www.aacc.net/code-of-ethics-2/)

Clinical Mental Health Counseling Program of Study

Read the attached Clinical Mental Health Counseling Program of Study.

Diagnostic and Statistical Manual of Mental Disorders (DSM)

Students of GCU's counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM).* The manual will be used throughout your program, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Effective Clinical Supervision in Substance Use Disorder Treatment Programs and Counselor Job Performance

Read "Effective Clinical Supervision in Substance Use Disorder Treatment Programs and Counselor Job Performance," by Laschober, de Tormes Eby and Sauer, from Journal of Mental Health Counseling (2013).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=85124483&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=85124483&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Ethical and Professional Standards

Read the "Ethical and Professional Standards" page, located on the American Counseling Association website.

https://www.counseling.org/knowledge-center/ethics (https://www.counseling.org/knowledge-center/ethics)

Ethics Policies and Procedures

Explore the "Ethics Policies and Procedures" page, located on the National Board for Certified Counselors (NBCC) website.

https://nbcc.org/ethics (https://nbcc.org/ethics)

Finding the Shoe That Fits: Experiential Approaches for First Practicum

Read "Finding the Shoe That Fits: Experiential Approaches for First Practicum," by O'Connell & Smith, from *Guidance & Counseling* (2005).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=20403335&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=20403335&site=ehost-live&scope=site)

Improving Awareness of Vulnerabilities to Ethical Challenges: A Family Systems Approach

Read "Improving Awareness of Vulnerabilities to Ethical Challenges: A Family Systems Approach," by Brennan, Eulberg, & Britton, from *Journal of Systemic Therapies* (2011).

https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/908517253?accountid=7374 (https://lopes.idm.oclc.org/login?url=https://search-proquest-com.lopes.idm.oclc.org/docview/908517253?accountid=7374)

Learning to Be a Counselor: A Prepracticum Point of View

Read "Learning to Be a Counselor: A Prepracticum Point of View," by Woodside, Oberman, Cole, & Carruth, from *Counselor Education & Supervision* (2007).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=26613211&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=26613211&site=ehost-live&scope=site)

Novice Counselors' Conceptualizations and Experiences of Therapeutic Relationships

Read "Novice Counselors' Conceptualizations and Experiences of Therapeutic Relationships," by Schwing, Lafollette, Steinfeldt and Wong, from International Journal for the Advancement of Counselling (2011).

https://www-proquest-com.lopes.idm.oclc.org/docview/852324444?accountid=7374 (https://www-proquest-com.lopes.idm.oclc.org/docview/852324444?accountid=7374)

Practitioners' perspectives on how supervision training has impacted their practice

Review "Practitioners' perspectives on how supervision training has impacted their practice," by Ooijen and Spencer, from Counselling and Psychotherapy Research (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=125592320&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=125592320&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

SAMHSA Find Treatment

Explore the "SAMHSA Find Treatment" website.

https://www.samhsa.gov/find-treatment (https://www.samhsa.gov/find-treatment)

Setting, Elaborating, and Reflecting on Personal Goals Improves Academic Performance

Read "Setting, Elaborating, and Reflecting on Personal Goals Improves Academic Performance," by Morisano, Hirsh, Peterson, Pihl, & Shore, from *Journal of Applied Psychology* (2010).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=apl-95-2-255&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=apl-95-2-255&site=ehost-live&scope=site)

The ACA Code of Ethics: Articulating Counseling's Professional Covenant

Read "The ACA Code of Ethics: Articulating Counseling's Professional Covenant," by Ponton & Duba, from *Journal of Counseling & Development* (2009).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2008-19113-015&site=ehost-live&scope=site (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2008-19113-015&site=ehost-live&scope=site)

Unconscious Goals and Motivation

Read "Unconscious Goals and Motivation," by Bongers, & Dijksterhuis, from the *Encyclopedia of Consciousness* (2009).

https://lopes.idm.oclc.org/login?url=https://search.credoreference.com/content/entry/estcon/unconscious_goals_and_motivation/0?institutionId=5865 (https://lopes.idm.oclc.org/login?url=https://search.credoreference.com/content/entry/estcon/unconscious_goals_and_motivation/0?institutionId=5865)

Assignments:

Ethical and Legal Considerations of the Developing Counselor (Obj. 4.1, 4.2, 4.5, and 4.6)

As a future counselor, it is important to have a plan for continued professional growth as well as an understanding of the required counseling dispositions. Additionally, it is considered good practice for professional counselors to join a professional counseling organization. Research a professional organization that you might join, such as the American Counseling Association (ACA), your state's counseling association, or another relevant professional organization.

Write a 1,200-1,750-word paper in the third person about the ethical and legal considerations of the developing counselor to include professional organizations and a plan for continued professional growth. Save this assignment for your e-portfolio that will be submitted later in the program. Include the following in your paper:

Ethical and Legal Viewpoint

- **Volunteerism:** What standards do counselors need to uphold in a voluntary position or providing free/pro bono work?
- **Self-Disclosure:** Should counselors disclose personal information to a client? If so, when and how is it appropriate?

- **Objectivity:** Why is it important for counselors to remain objective with clients?
- **Self-Care:** How can counselors prevent professional burnout?
- **Spirituality:** How can counselors maintain spirituality in and out of practice?
- **Counseling Dispositions:** A review of three counseling dispositions as well as an analysis in regard to personal strengths and challenges in regard to the selected dispositions.

Professional Organization Review

A professional organization overview that includes the following:

- Membership benefits, available activities, and/or services to members.
- Current issues addressed by the organization that is relevant to the counseling profession. Note: These items are usually listed on the association's website, but you may research elsewhere for one or two current issues in the field. Examples of current issues could include lobbying efforts for particular populations or specialties in the field, proposed or changing laws/regulations, high-profile court cases involving ethical violations, or the like.

When writing the paper, consider the following level-one APA headings to help organize the content:

- Ethical and Legal Viewpoint
- Professional Organization Review

A comprehensive reference page that lists the sources used should be included at the end of the document. The paper should be written in the third person.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. An abstract is not required.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit to LopesWrite. Please refer to the directions in the Student Success Center.

This assignment is informed by the following CACREP Standards:

1.M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

1.N. The student handbook includes (2) information about professional counseling organizations.

2.F.1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.

Discussion Questions:

Topic 4 DQ 2 (Obj. 4.4)

Identify if you are taking any specialty track. List two sites that would be an appropriate place to complete your practicum and internship and explain. Why might you be interested in these facilities? What specialized training would these facilities offer to you? Why is this important to you? How does this affect your long-term plan? What are your state's requirements for practicum and internship?

The DQ response must be 150-200 words and have at least one citation and one reference in APA format.

This discussion question is informed by the following CACREP Standard:

1.M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

Topic 4 DQ 3 (Obj. 4.4)

How would you prioritize training, location, and population when selecting practicum and your personal career plan? Why is it important that you consider these things? Cite one example of why this is important.

The DQ response must be 150-200 words and have at least one citation and one reference in APA format.

This discussion question is informed by the following CACREP Standard:

1.M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

Topic 4 DQ 1 (Obj. 4.5)

Select one of the counseling dispositions and identify all relevant ethical codes indicated by the ACA Code of Ethics related to that disposition. Discuss how this would be applied to a professional counseling student in training.

The DQ response must be 150-200 words and have at least one citation and one reference in APA format.

This discussion question is informed by the following CACREP Standard:

1.M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

Participation:

Topic 4 Participation : 20.0 points

Gradebook

Assignment	Topic Due	Non Trad Points
APA and Plagiarism Quiz	Topic 1	90
Being a Graduate Student	Topic 1	70
Time Monitoring Worksheet	Topic 1	80
Reference List Assignment	Topic 2	100
Annotated Bibliography Assignment	Topic 2	130
National Certification and State Licensure Quiz	Topic 3	50
Counseling Worksheet (Obj. 3.1, 3.3, 3.4, and 3.5)	Topic 3	100
Counselor Disposition and Unprofessional Conduct Acknowledgement Forms (Obj. 3.5)	Topic 3	100
Ethical and Legal Considerations of the Developing Counselor (Obj. 4.1, 4.2, 4.5, and 4.6)	Topic 4	140
Discussion Questions	Topics 1-4	60
Participation	Topics 1-4	80

Assignment	Topic Due	Non Trad Points
Total		1000

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