

**Spotlight on Skills: Academic Integrity**

Throughout your coursework you will be asked to review the work of others, make critiques, and provide your own solutions to issues and problems related to the field. During this process you must be scrupulous in distinguishing between your work and the work of others. One way of doing this is through integrity in writing. Northcentral University considers it a violation of Academic Integrity to knowingly submit another person's work and present it as that of the Student's, without properly citing the source of the work.

- Carefully note that Northcentral University's Academic Integrity code requires not only that the Student abstain from presenting the work of another as his or her own work, but also that the Student properly cite the source of the work.
- Northcentral University considers it the responsibility of the Student to become familiar with how to properly cite sources. Faculty are required to provide a sample of each Student's work to the turnitin service, which checks each paper for similarity to original works and papers turned in by students in hundreds of other universities.
- The Student is responsible for understanding and adhering to the Academic Integrity Policy and for avoiding all instances of plagiarism in writing. Violations of the Northcentral University Integrity Code are reported by the Faculty to the School and a series of consequences follow, ranging from being required to revise the paper within 3 days (first violation only) to grade penalties, course failures, and dismissal from the university.

**Spotlight on Skills: Avoiding Plagiarism**

Most academic integrity violations at NCU are related to incorrect citations rather than a deliberate act of taking credit for another's work. Each assignment in the program relies on substantial support from others' research. Therefore, properly giving credit where credit is due is a skill in which students must become proficient. The Academic Success Center (ASC) at NCU provides a link to a comprehensive website that addresses academic integrity. You are encouraged to review and consult it as needed: <https://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing>.

Remember:

- You are responsible for understanding and adhering to NCU's Academic Integrity Policy and for avoiding all instances of plagiarism in writing.
- Instructors in every course are required to provide a sample of each student's work to the Turnitin service, which checks each paper for

similarity to original works and papers submitted by students in hundreds of other universities.

Academic integrity violations are reported by the instructor to the dean and the Academic Integrity Committee, and a series of consequences follow, ranging from being required to revise the paper to grade penalties, course failures, and dismissal from NCU.

**Spotlight on Skills: APA Form and Style**

Throughout Your coursework at Northcentral University, you are required to follow APA form and style when preparing assignments. Please visit [Academic Writer](#), which is accessible through the Academic Success Center.

**Spotlight on Skills: Develop Your Writing Skills**

Throughout your coursework at Northcentral University, you will be called upon to present your ideas in a clear, concise, and scholarly (well-supported) manner. This is an iterative, time-consuming process that cannot be avoided. Review the Writing Tips list found in the main Books and Resources tab under Supplemental Resources to learn more about how to develop strong scholarly work. There is also a Writing Checklist and a Document Formatting Guide provided to guide your work.

**Spotlight on Skills: Develop Your Logical Thinking and Argumentative Skills**

In this assignment, and in many others here at Northcentral University, you will be called upon to present your ideas, make arguments, and defend a point of view. Develop your logical-thinking skills through first considering the developmental stages of your own thinking. Read [Developing as Rational Persons: Viewing our development in stages](#). All of this calls for research based evidence as well as logical thinking skills that provide the framework for presenting an argument. Review the [Jones, R. \(2010\)](#) article to learn more about what constitutes a good argument.

**Spotlight on Skills: Develop your Critical Thinking Skills**

Throughout this course, you will be asked to examine research and thinking about issues related to substance abuse, to analyze and synthesize information, and to draw conclusions from what you've read. All of this requires critical thinking skills. Thinking critically takes self-examination, self-awareness, and deliberate practice. Review this article, located under your weekly resources, to determine how you can develop your critical thinking skills: The Critical Mind is A Questioning Mind.

**Spotlight on Skills: Information Literacy**

In this and other courses here at Northcentral University, you will need to access scholarly sources to inform your thinking and support your assignments. Review the [Northcentral Information Literacy Tutorial](#) to be sure your information literacy skills are up to date.

**Spotlight on Skills: Selecting a Topic (1)** Selecting a topic can sometimes be the most difficult part of any research process. For information on selecting a workable topic (whether you are writing a topic paper or finalizing your dissertation topic), visit the *Finding a Research Topic* pages in the Library:

<http://ncu.libguides.com/researchprocess/researchtopic>

**Spotlight on Skills: Selecting a Topic (2)** Once you have identified potential research topics, revisit some of the ebook and journal resources you used to identify those topics. Can you find enough information about your topic(s) in scholarly sources? If you are only finding information about your topic(s) in current event sources (newspapers, magazines, etc.), then the topic might be too new to have a large body of published scholarly information. If so, you may want to reconsider this topic choice.

**Spotlight on Skills: Selecting a Topic (3)** Are you able to turn your topic idea into a general research question? This can help you to determine if your topic is too broad or too narrow. See the *Preparing to Search* page for more information: <http://ncu.libguides.com/researchprocess/preparingtosearch>

**Spotlight on Skills: Information Literacy: Finding Scholarly Resources in the Library** In this and other courses, you must find information—usually scholarly articles from the library—to support your assignments. Review the Northcentral *Search Like an Expert* tutorial to learn how to search like an expert and find what you need efficiently in the vast holdings of the Northcentral Library. It's well worth your time!

<https://www.youtube.com/watch?v=oZeI42BYEW0>

### **Spotlight on Skills: Annotated Bibliography**

- Find the resources on annotated bibliographies in the Academic Success Center. The ASC offers a wealth of resources for dealing with every academic writing need (e.g., formulating a topic for a paper, preparing an outline, developing an argument, and preparing a reference list).
- Visit the ASC and explore the links under the topic headings Conducting Research and Forms of Writing that explain the annotated bibliography, which synthesizes and presents research in a concise manner. You will use this information to create an annotated bibliography for this week's assignment.

- Review the Instructions on How to Construct an Annotated Bibliography Entry.
- You will see that in addition to the publication information (author, title, etc.), there are four main sections in an annotated bibliography entry. Each section effectively summarizes a key section of a journal article and is essential to the overall format.

### **Library Spotlight on Skills: Background Knowledge and Information Requirements**

Do you know the difference between a scholarly journal article and a popular journal article? Do you know when you should use one or the other?

Thinking about the information type that will best suit your need will help you choose a database that contains the relevant resources. Learn the definitions and identifying characteristics of various resource types by visiting the Determining Information Needs pages in the Library:

<https://ncu.libguides.com/researchprocess/determininginfoneeds>

### **Library Spotlight on Skills: Identifying Information**

As you read through the information you find in your research, remember to also carefully evaluate it to ensure the resources are appropriate, accurate, and unbiased. For more information about what a scholarly/peer reviewed research article is, and how to determine whether you have located one or not, please see this page in the Library Research Process area, Scholarly, and Peer-Reviewed Journals:

<https://ncu.libguides.com/researchprocess/scholarlyjournals>

### **Spotlight on Skills: Literature Review**

For information on literature reviews, visit the Forms of Writing section in the Academic Success Center (click the Resources for Writers link on the left side navigation area of the Academic Success Center screen).

<https://ncu.libguides.com/academicsuccesscenter>

### **Library Spotlight on Skills: Organizing and Locating Information**

How are you organizing the information you find? Consider using a citation management tool like RefWorks (provided by the Library to organize citation information). For more information about RefWorks, check out the hour long RefWorks Orientation Workshop video on the Library Workshop Videos page:

<https://ncu.libguides.com/c.php?g=717116&p=7168207>

### **Library Spotlight on Skills: Web of Knowledge Database**

The Web of Knowledge database allows you to complete citation analysis, a valuable tool for locating the most cited and referenced scholarly journal articles. Seeing how often an article has been cited by others in the field lets you know the importance of the article.

This is also a great way to identify research trends and potentially timely topics (how many articles on a particular subject were published in a given year), and research an author (what other publications has this author written?). For more information about this database, watch the Web of Knowledge tutorial video:

<https://ncu.libguides.com/researchprocess/webofknowledge>

### **Spotlight on Skills: Use the Library Guide**

A Library Guide has been prepared for many of the courses you will complete at Northcentral University. This guide contains specific articles, websites, and/or peer reviewed journals that can help you in preparing your assignments or add to your overall knowledge of the topic. Access the Library Guide for this course.

### **Spotlight on Skills: Database Searching Skills**

There are several basic skills that help you find the most relevant information within the Library's databases. To learn about these skills, visit the Preparing to Search section of the Research Process area. This can be a real timesaver!

### **Spotlight on Skills: Document Formatting**

There are formatting tools and practices required for all scholarly papers, but often students overlook them or they are unfamiliar with them. Instructions for the four most common formatting blunders are found in the Document Formatting Guide. These tools will not only benefit you in this program by ensuring high quality, properly formatted submissions, but they are tools readily applicable to the workplace. The Document Formatting Guide provides instructions on the following:

- Double-spacing to remove any gaps between sections and paragraphs
- Ensuring consistent spacing throughout a paper
- Creating hanging indents for references
- Inserting page breaks to ensure certain sections are anchored to their respective pages

This guide is located in the main Books and Resources tab under Supplemental Resources.

### **Spotlight on Skills: How to Prepare a Pamphlet**

Your assignment asks you to prepare a tri-fold pamphlet. A pamphlet is a format that presents select and concise information to improve knowledge levels, to change attitudes toward a subject, to use in conjunction with other interventions designed to educate patients, their families, and professionals, and to target specific populations. Writing an effective pamphlet is challenging due to a limited amount of space provided. Therefore, it is important to organize your pamphlet content before writing the content.

## **1. Organizing your Pamphlet Content**

- Determine the key concepts. Your assignment will outline several points that must be covered. Be sure your content is current, relevant, and succinct.
- Use headings or subtitles to address those key concepts.
- Put the key point first in the explanation for each section.
- Cite your supporting resources properly (just as you would do with a traditional paper). Note: To improve the appearance and readability of your pamphlet information, check with your Mentor to determine if footnotes, rather than a reference section, are acceptable to include in your pamphlet.
- Ensure graphics, photographs, charts, and illustrations are suitable for the topic and audience.

## **2. Creating a Pamphlet**

There are several software programs, including Microsoft Publisher that are designed to create a variety of different written materials. But, you can easily create your own using Microsoft Word.

Depending on the version of Word that you may have, you can open a template and simply cut and paste your information into the template. As an option, you can search the Internet for a free template. In addition, you can also create a simple pamphlet in Word by following these steps:

- Open a new file in Word, name it, and save it as you would any other assignment.
- Go to PAGE LAYOUT>MARGINS>NARROW (1/2 inch).
- Write your content and insert graphics.
- Go to PAGE LAYOUT>ORIENTATION>LANDSCAPE. Change to landscape: 11 x 8 ½
- Highlight content.
- With content highlighted, go to PAGE LAYOUT>COLUMNS>THREE. Click and save.

Now, your file is a draft pamphlet that you can now review and revise before you submit it to your Mentor for feedback.

## **3. Simple Tips**

Effective pamphlets present information that is organized, supported with valid research, and easy to understand. Use short words and sentences. Keep your audience in mind. Use quotes sparingly. Generally, quotes have value for emphasis if you cannot rephrase the information any better by using your own words.

Use the active voice. "Families can provide support to children struggling with homework by"..., rather than "Support can be provided by the family to children struggling with homework by..."

Be positive. "Families should" rather than "Families should not."

## **Presentation Tips**

- Use a simple font: no less than 12 point (footnotes should be no smaller than 9 point).
- Use the same font throughout your pamphlet.
- Use color, underlining, and italics sparingly and for emphasis only.
- Use white space effectively. If text is squeezed together, it is difficult to read. Take time to edit your information to ensure key concepts are clearly and simply presented.

**Spotlight on Skills: Developing a Prezi Presentation**

For this assignment, you will have the option to prepare a Prezi presentation. Setup a basic account for free at <https://prezi.com/signup/basic/>. For help in using this tool, visit Prezi support at <https://support.prezi.com/hc/en-us>.

**Spotlight on Skills: Developing an Animoto Tutorial**

For this assignment, you will have the optional to prepare an Animoto presentation. For help in using this tool, review the [Animoto tutorial](#).

**Spotlight on Skills: Developing a Powtoon Presentation**

For this assignment, you have the option to prepare a Powtoon presentation. For help in using this tool, review this [video on creating Powtoon presentations](#).

**Spotlight on Skills: Creating a Brochure**

The suggested format for this assignment is a brochure. To learn how to make a professional-looking brochure quickly and easily, review the following link.

[How to Create a Brochure in Microsoft Word 2007/2010](#)

**Spotlight on Skills: How to prepare an engaging lecture**

To find out how to polish your lecture skills, look over: Theories and Practical Steps for Delivering Effective Lectures

<https://www.omicsonline.org/theories-and-practical-steps-for-delivering-effective-lectures-2161-0711.1000158.php?aid=7143>

**Spotlight on Skills: How to Read a Scientific Paper**

A scientific or research paper is a special type of document and requires special reading skills. Check out the following resources for some tips on how to read a research paper efficiently to make the most of the material in the least amount of time!

- How to read a scientific paper
- How to read a scientific research paper

**Spotlight on Skills: Conducting an Interview**



For tips to assist you with this assignment, visit [Conducting Informational Interviews](#) and review the sections titled Requesting an Interview and Be Prepared: You are the Interviewer!

### **Library Spotlight on Skills: Developing an Interview Strategy**

This week, you will be conducting an interview. You will need to develop an interview strategy along with questions that you will want addressed during your interview. Refer to the resources below to help prepare you for this assignment:

- Strategies for Qualitative Interviews.  
[http://sociology.fas.harvard.edu/files/sociology/files/interview\\_strategies.pdf](http://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf)
- Creating Good Interview and Survey Questions. (2010). OWL Purdue University Writing Lab.  
<https://owl.english.purdue.edu/owl/resource/559/06/>

### **Spotlight on Skills: Preparing a White Paper**

A white paper is an authoritative, informative guide or report that aims to identify a problem, propose a solution, or assist in decision making. In short, the purpose of a white paper is to inform and persuade. The intended audience of a white paper could be the general public or possibly an organization or groups of organizations looking to address needs or find solutions to problems. The author's main goal again is to be persuasive and to ensure she addresses the needs of her audience. The content of a white paper should include the following basic elements: A compelling introduction - This is where you present the problem and summarize your solution succinctly in a paragraph or two. The problem or description of the opportunity- In this area, offer details to support your description with solid, factual evidence. A baseline solution to the problem - In this section, present your solution as the best possible response. A conclusion - In this area, state the problem and present your approach to understanding or solving the issue. When it comes to formatting a white paper, there is no right or wrong way nor is there any single method or approach. You may want to create an outline before you begin writing to assist in the clear flow of your white paper. A white paper may or may not feature a title page and abstract. You also may wish to include images, charts, graphs and other figures to back up your claims and capture your audience's attention. There is no set page limit for white papers. It depends on how much space you need to convey your compelling message. Just keep your audience in mind when determining length of your white paper. Remember, the overall goal is to be persuasive, informative, and call your audience to action.

### **White Paper Examples from NCU Library Databases:**



- Van Velsor, E., & Wright, J. (2012). Expanding the leadership equation: Developing next-generation leaders. Center for Creative Leadership website: <http://files.eric.ed.gov/fulltext/ED543117.pdf>
- Chaudry, A., Henly, J., Meyers, M., & Child, T. (2010). Conceptual frameworks for child care decision-making. Administration for Children & Families website: <http://files.eric.ed.gov/fulltext/ED517547.pdf>
- Bellack, A., Green, M., Cook, J., Fenton, W., Harvey, P., Heaton, R., & ... Wykes, T. (2007). Assessment of community functioning in people with schizophrenia and other severe mental illnesses: a white paper based on an NIMH-sponsored workshop. Schizophrenia Bulletin, 33(3), 805-822.  
<http://schizophreniabulletin.oxfordjournals.org/content/33/3/805.full.pdf+html>
- ALL-SIS Task Force on Library Marketing and Outreach. (2013). Marketing and outreach in law libraries: A white paper. Law Library Journal, 105(4), 525-538.  
<http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=91966149&site=eds-live>

**Additional Resources for Writing White Papers:**

- Purdue Online Writing Lab – White Paper: Purpose and Audience  
[https://owl.purdue.edu/owl/subject\\_specific\\_writing/professional\\_technical\\_writing/white\\_papers/index.html](https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/white_papers/index.html)

**Spotlight on Skills: Finding a Research Problem**

Articulating a research-worthy problem is difficult before you have completed a thorough review of existing literature in your area of study. Hence, doctoral students may have difficulty expressing an appropriate topic and area of inquiry before they have a solid understanding of what has already been written about a given topic. Such understanding comes from reading many articles and identifying patterns, issues, and gaps in the body of knowledge. Not all problems are research-worthy. A proper research problem for a paper or dissertation meets all these criteria:

- It is a real-life problem experienced by a particular group of people or organizations;
- Its existence and magnitude are well documented by recent and credible sources, preferably statistics and research findings from peer-reviewed literature
- It is significant in the sense that it reflects a need for an importance of the study.

A research problem is “a statement about an area of concern, a condition to be improved upon, a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or in practice that points to the need for meaningful understanding and deliberate investigation” (Bryman, 2007,

p. 5). Hence, the reader will know why a particular study is important after reading the problem statement. Note that the lack of research is not an adequate problem. The problem must exist in real life, in some specific context, to be a valid problem for research. Some examples of research-worthy problems are; inequalities/inequities, discrimination, unhealthy conditions, waste of resources, lack of access to education, healthcare, housing, or other basic human needs; or a problematic phenomenon that exists but lacks a theoretical explanation. Examples of non-suitable problems for research might include; lack of research on effective methods, lack of knowledge about financial optimization algorithms, or researcher disagreement over best leadership practices. These types of issues may reflect underlying problems that can be researched. Reference Bryman, A. (2007). The research question in social research: What is its role? *International Journal of social Research Methodology*, 10, 5-20.

**Spotlight on Skills: Preparing an Outline**

Some assignments may require you to prepare an outline, possibly for use in a future assignment. For information on composing an outline, visit this website:

[https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/developing\\_an\\_outline/how\\_to\\_outline.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/how_to_outline.html)

**Spotlight on Skills: Database Searching Skills**

Several basic skills are available to help you find the most relevant information within the Library's databases. To learn about these skills, visit the Preparing to Search section of the Research Process area. This can be a real timesaver!

**Spotlight on Skills: How to Create a Blog Entry**

Blogs are web-based journals that typically present an individual's thoughts and perspective about a particular topic, but they go beyond just an online diary. Many blogs are written to help people who may be experiencing similar situations that the blogger has experienced, or in the case of the helping professions, blogs may assist readers in addressing issues of concern for them. Use the following steps to create a blog entry.

- Organize your information to prepare an effective blog.
- Attract your blog readers by beginning with an attention-grabbing title. Be sure blog content is well-written and relevant.
- Present your main point in the first paragraph.
- Be sure this introductory paragraph explains the problem to your blog readers by providing a bit of history to put it in perspective.
- Use an engaging, conversational tone and words to keep readers' attention.

- Use the body of your blog to explain solutions and strategies that address the problem. The body can be written in paragraphs, using bullets, numbered lists, multiple headings, or a mix of these.
- Conclude your blog post by restating the problem that was addressed and the strategies and solutions involved. Your conclusion may include a call to action for the readers to engage in further research.
- Be sure to use a casual and informal tone to write your blog. However, ensure the tone of your writing respects other cultures and opinions since you are presenting your blog to a worldwide audience through the Internet.
- Provide proper citations and references for any of the source material you use to prepare your blog.
- Consider including appropriate and relevant images, hyperlinks, and other forms of media that would not be appropriate in a traditional scholarly essay.

**Spotlight on Skills: Mindmaps**

Mindmaps are used to represent ideas and concepts in a graphical way and show relationships among those ideas. For this assignment, you will prepare a mindmap. For help in developing a mindmap and various tools for creation, check out this resource: <http://ncu.libanswers.com/faq/168427>

**Spotlight on Skills: Developing an Argument**

In this week's assignment, and many assignments in this course and others, you are thinking critically. One part of critical thinking is making a sound, logical argument, as explained in Jones, R. (2010) located under your weekly resources. Read this article carefully as you will be applying the principles in this article when completing this week's assignment.

**Spotlight on Skills: Thinking About Your Contribution to the Field**

One of the key tasks, you will accomplish early in your career as a doctoral student is identifying a topic area in which you would like to contribute as a scholar practitioner. A doctoral dissertation for a professional degree does not have to be an original contribution to the body of knowledge that influences the theories in the field but is often a response to a practical problem or proposed innovation (Archibald, 2010). There are thousands of practical problems and potential innovations that could be implemented in the MFT field. For example, how the process of referrals from primary care physicians to mental health professionals could be made more efficient for all parties involved. The list is endless. The collective need for a particular improvement will help identify topics. Professors within the school also have expertise in many areas and will be happy to guide you in the process. You have plenty of time to explore topic areas; and while some students may have an idea of what they want to study, others may not. At this stage,

there is no expectation that you arrive with a defined dissertation topic. However, now is the time to begin exploring topics that interest you. The sooner you identify a topic, the more time you will have to read in the area and learn about the issues, debates, unresolved questions, theories, problems, challenges, and even research methods and designs used by researchers in the area.

Remember, your chosen topic will be valuable if it helps to improve the practice of MFT. To be an important contribution to the field, as it exists today, your topic must be based on current relevant literature.

**Spotlight on Skills: Developing an Excel Spreadsheet**

For this assignment, you will develop an Excel spreadsheet. For help in using this tool, review this source: <https://support.microsoft.com/en-us/excel>

**Library Spotlight on Skills: Evaluating Information**

Look back at a research study article that you have previously read. Using the information from the Library Research Process area, Evaluating Information, evaluate the research article. Was the study well designed? Is the analysis of the study results logical?

<https://ncu.libguides.com/researchprocess/evaluatinginfo>

**Spotlight on Skills: How to Write an Online Article**

Online articles provide a great avenue for psychologists to inform the public and other professionals about important issues and developments in the field of psychology. They may be published by professional associations, nonprofit organizations, educational institutions, clinics and private practices, among other groups. The challenge in writing an effective online article is determining what information needs to be presented and presenting it in a way that multiple audiences can understand it. In some cases, in which the audience is known (e.g., a professional association or nonprofit organization), it is much easier to determine the depth of detail needed. Typically, online articles—as opposed to peer-reviewed articles—are shorter in length and the writing is far more concise. Information, whether statistics or research, still needs to be cited and referenced correctly; but unnecessary phrases are eliminated. Online articles are designed to be a quick and informative read on a particular subject or issue.

They begin with an overview of the topic/issue and illustrate key points through examples, scenarios, and bullet points. Summary techniques are generally used when presenting scenarios and examples. Pertinent details about the scenario are offered—the subject's age, basic demographics, etc. Attention is given to addressing concerns that may be voiced about the issue, explaining common approaches or theories often applied to the issue, and concluding with recommendations and strategies that could be considered in dealing with the issue.

The writing style also is to avoid jargon, abbreviations, and terms that are not known to the audience. Depending on the intended audience, first person also is acceptable. Paragraphs are shorter. Graphs, images, and even links to valid and accurate information often may be included.

### **Spotlight on Skills: Writing an Annotated Outline**

An outline is the scaffold upon which you build your paper. You probably already use a mental outline when you plan a paper, perhaps without even being aware of it. Writing the outline can provide you with a visualization of your plan. An outline provides both focus and direction for the paper, shows where relevant points and arguments need to be made, and identifies areas where more supportive evidence is needed.

What is an annotated outline? As you are writing a research paper, your paper is built around the research findings that you located in your search. When you prepare an annotated outline, you will note the research that supports each

section of the paper. This will help you see any areas that need further research to support them.

The following example may help support the transition of your paper from a collection of research notes to a fully developed paper. Suppose the research topic you chose was the relation of childhood bullying to self-esteem. The title of your paper is: Self-esteem in Childhood Bullying.

When researching the paper, you found conflicting research results. Some research showed that children with low self-esteem tended to bully others, while other research showed that children with extremely high self-esteem were bullies. Looking closer, you began to see that this research could be divided into studies investigating different variables, such as gender, age, and ethnic background. Now, you want to turn this into a research report. An annotated outline might look like this (all citations are fictional): Topic: The relation of childhood bullying to self-esteem: Too much or too little?

A. Overview of childhood bullying

1. Definitions of bullying (Simpson, 2010; O'Connor, 2008)
2. Types of bullying (Yang, 2009; Sinisi, 2011)

B. Self-esteem in childhood

1. Definitions of self-esteem (Whitefield, 2009)
2. Impact of self-esteem on behavior in childhood (Liebermann, 2010)

C. Research on the relation of self-esteem to bullying in childhood

- a) Gender, self-esteem, and childhood bullying
  - i) Self-esteem and same-gender bullying
    - (1) Self-esteem in boys bullying boys (Pryzborski, 2012)
    - (2) Self-esteem in girls bullying girls
  - ii) Self-esteem in opposite-gender or non-gender-specific bullying in childhood (no research found)
- b) Age, self-esteem in childhood bullying

- i) Self-esteem and bullying from 6-9 (Brennan, 2011)
- ii) Self-esteem and bullying from 9-12 (Mendez, 2010; Lee, 2011)
- c) Family structure, self-esteem, and childhood bullying
  - i) Self-esteem and bullying in children in single-parent families (Shams, 2012)
  - ii) Self-esteem and bullying in children in dual-parent families (Mugaddam, 2011)
- d) Ethnicity, self-esteem, and childhood bullying
  - i) Inter-ethnic bullying and self-esteem (Jacinto, 2009; Akbarzadeh, 2010)
  - ii) Intra-ethnic bullying and self-esteem (Lawrence, 2011)
- D. Conclusions
- E. Summary and suggestions for future studies
- F. References

Preparing an annotated outline in this way will give you a way to organize and clarify your plans. Additionally, it gives your professor a chance to provide feedback on the proposed structure of the paper before you begin to write. You can also see which subtopics you need to research further before proceeding with the final draft.

### **Spotlight on Skills: Developing a Table of Influences**

This week, you will prepare a table that identifies five contemporary clinical approaches to the treatment of mental health issues and provides key information about the historical influences on these the key individuals, traditions, treatments, and therapies that comprise their practice today. Because the table will contain a great deal of information, it is important that your document is in the landscape orientation (more width than height), and that you use borders to define the cells. Constructing the table in Excel and copying and pasting it into a Word document may work best. The typeface inside each cell may be as small as 9 point and should be consistent across the table. Citations should be included in each cell of the table or at the end of a section, and a reference list should be included after the table on its own page. It is best to paraphrase the information you will present in a clear and concise way. The table may have one approach per page or a bit more or less depending on the length of your reference list. The content of each column is listed below in the assignment.

### **Spotlight on Skills: Creating a Genogram**

To learn more about genograms and how to create them, search the Internet by using the following keywords:

- Genogram template
- Make a genogram

The following links may help you get started: Genogram templates How to create a Genogram

**Spotlight on Skills: Preparing a Chart**

To prepare a chart for use in an assignment is quite easy. A chart is essentially a table in which you have established categories for review. To create a table in Word, you will need to go to Insert>Insert Table, and then select the number of columns and rows you desire.

**Spotlight on Skills: Creating a Brochure**

The suggested format for this week's assignment is a brochure. To learn how to make a brochure quickly and easily, see this tutorial:

<https://bit.ly/3hVKcv7>. Try it; it's easier than you think!

**Spotlight on Skills: Creating a Word Cloud**

A *word cloud* is a visual representation of keywords that are usually related. The goal is to create an image or shape that represents a common theme among the individual words. The first step in creating your Word Cloud is to identify your theme, then brainstorm at least 10 to 12 words that represent that theme. Enter these words into a Word Cloud website tool, which will also provide prompts to explore your creative side. [Wordart](#) and [EdWordle](#) are two commonly used web tools.

**Spotlight on Skills: Creating an Infographic**

An infographic is a visual representation of knowledge or data to present information quickly and clearly. Infographics will help explain your knowledge of complex processes to others in a simple, graphic manner. An infographic is a fairly easy and creative method to explain more complex concepts clearly. Generally, an infographic is a single page in length and consists of graphics and key concepts. While a Venn diagram is a typical form of an infographic (as Venn diagrams show both concepts and the common overlap of concepts), modern technologies are now available to help you be creative! In fact, you will find a simple Internet search may locate more examples than you could possibly think of. Here are just a few options.

Prezi:

- Prezi free basic account - <https://prezi.com/signup/basic/>
- Prezi Support - <https://support.prezi.com/hc/en-us>

Easel.ly:

- Signup with easel.ly - <https://www.easel.ly/auth/register>
- Easel.ly: Infographic Design Tips & Tutorials - <https://www.youtube.com/channel/UC8yC7RIJsYxE0UX32y1X1-w>

Google Charts:



- Interactive charts for browsers and mobile devices - <https://developers.google.com/chart/>
- Using Google Charts - <https://developers.google.com/chart/interactive/docs/>
- Note: Please add an attribution at the end of the page if you are using Google Charts to create your infographic.

Piktochart:

- Piktochart Login - <https://create.piktochart.com/>
- How to Create an Infographic and Other Visual Projects in 5 Minutes [Infographic] - <https://piktochart.com/blog/how-to-create-an-infographic-and-other-visual-projects-in-5-minutes/>

### **Spotlight on Skills: Creating a Podcast/Oral Report**

A Podcast is a media file that is used to share a specific idea with an audience.

- A podcast is a digital media file, in some cases being audio files—which is what you'll be creating.
- Write out your script for the podcast to both time it and to ensure you have included the required content.
- Use your own words rather than reading the words from a source like a direct quotation.
- Speak clearly with appropriate pace, volume, and tone.
- Test your recording before going through the entire presentation in case your recording was not set up properly.
  - Begin your podcast by providing relevant information and establishing a clear purpose that engages the listener.
- Demonstrate thorough knowledge of the topic using relevant, quality details that go beyond the obvious.
- Keep your focus on the topic.
- Along with researched information, you may include details from your experience on the topic.
- Make sure there is a brief conclusion tying together the information in the podcast.

Podcasts are assessed considering the following:

1. How well the introduction sets the scene.
2. Clarity, accuracy, and relevance of content.
3. Whether the conclusion provided a clear summary of the main points.
4. The structure and flow of the podcast.
5. Technical sound quality (volume and clarity).
6. Creativity is also considered.