

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6796(.01 Adult & Geriatric Psychopathology & Treatment
Fall 2025
Location: Garland Campus

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6796.01 Adult & Geriatric Psychopathology & Treatment
Level: Graduate
Beginning Date of Session , 2025 turday, September 13th, 2025
Ending Date of Session: Thursday, November 20th, 2025
The first class meeting is **Wednesday 09/17/2025 in Room 16 at the Garland Campus**

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.

COURSE PREREQUISITES:

CSL6801

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: DSM-5-TRt
Author: APA
Publisher: APA
Year Published: 2022
Edition: 5th Edition Text Revision
ISBN: 13: 9780890425763
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

LINKS TO COUNSELING HANDBOOKS

MA in Clinical Mental Health Counseling

https://amberton.edu/wp-content/uploads/2023/12/LPC_Handbook_2023_2024.pdf

MA in Marriage and Family Therapy

https://amberton.edu/wp-content/uploads/2023/06/MFT_Handbook_2023_2024.pdf

MA in School Counseling

https://amberton.edu/wp-content/uploads/2024/10/School_Counseling_Handbook_2425.pdf

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

This course presents the cognitive, affective, biological, and systemic bases of psychopathology and abnormal behavior in adults and older adults as specifically defined by the Diagnostic and Statistical Manual of Mental Disorders 5th Edition – Text Revision (DSM-5-TR). Students develop skills for psychiatric diagnostic interviewing, appropriate use of psychodiagnostic tests and assessments, conducting mental status exams, developing theoretically congruent treatment plans, and providing evidenced bases psychotherapy for adults and older adults.

The course will also examine the common medical etiologies of psychopathology, normal versus abnormal aging as it relates to emotional/behavioral and personality functioning, neurocognitive decline, and the unique ethical and clinical considerations for diagnosing and treating mental illness in adults from diverse cultural backgrounds. Practical fundamentals of clinical psychopharmacology for professional counselors, and the role of professional counselors as clinical collaborators with prescribers of psychotropic medication will also be presented.

Additionally, students will gain foundational knowledge in emerging technologies and artificial intelligence applications in adult and geriatric counseling. The course examines technology-enhanced differential diagnosis of mental disorders and therapeutic interventions while maintaining ethical practice standards in the treatment of aging populations. Students will explore AI-assisted assessment techniques and evidence-based treatment planning, with special emphasis on aging and end of life issues certification requirements in the context of contemporary professional counseling.

This course in adult and geriatric psychopathology will satisfy the Texas State Board of Professional Counselors board rule §681.83 (c) (3). It is both ethically and clinically essential that students at Amberton University, who are pursuing a master's degree in professional counseling, and who wish to obtain licensure as an LPC in the state of Texas, possess knowledge and skills in the assessment, diagnosis, and treatment of adult and geriatric clients suffering from mental illnesses.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Understanding the role of systematic scientific, clinical experience, and consultative input in making treatment decisions.
2. Understanding the importance of self-examination and critiquing self as an effective change agent in counseling relationships.
3. Understanding basic psychopharmacological intervention with regard to the treatment of mental disorders in adult and geriatric clients.
4. Understanding fundamental normal and abnormal central nervous system function and brain neuroanatomy, neurophysiology, and development in adults and older adults.
5. Evidencing practical skills and integration of evidence-based research in psychiatric diagnostics and treatment in adults and older adults within forensic and other non-clinical settings.
6. Demonstrating proficiency in utilizing the DSM-5-TR to apply accurate diagnostic labels to mental disorders.

7. Performing a differential diagnosis while integrating an advanced understanding for psychopathology in adulthood as it relates to potential medical etiologies vs. psychiatric illness, and commonly encountered general medical, psychiatric, and neurological comorbidities.
8. Conceptualizing adult psychopathology using both DSM-5-TR diagnostic criteria and counseling theory(ies) to formulate evidenced-based treatment plans.
9. Understanding the ethical, legal, and clinical application of various psychological assessment instruments available for both diagnostic and treatment outcome measurement purposes.
10. Understanding ethical, legal, and cultural factors related to psychiatric diagnostics, use of evidenced-based therapeutic interventions, and treatment outcomes.
11. Comprehending and examining the role of physical aging in adulthood as it pertains to general physical, neurological, and neuropsychological factors associated with the clinical presentation and treatment of mental illness in adults and older adults.
12. Integrating and conceptualizing the psychosocial and physical effects of end-of-life issues in adults and older adults suffering from mental illness.
13. Developing agility in the clinical application of evidence-based assessment and treatment modalities of psychiatric disorders in adults and older adults within the context of rapidly evolving and devolving micro- and macro-systems, cultural norms, laws, and access to information, technologies, and mental health treatment.
14. Understanding and ethically implementing AI-assisted assessment tools and therapeutic interventions in adult and geriatric counseling while maintaining appropriate clinical boundaries and professional judgment in technology-enhanced differential diagnoses for mental disorders, treatment planning and delivery, with particular attention to age-related considerations and limitations.

ACQUIRED SKILLS:

1. Proficiency in utilizing AI-enhanced assessment tools for adult and geriatric diagnostic evaluation.
2. Integration of AI-assisted treatment planning while maintaining clinical expertise and ethical boundaries in aging populations.
3. Critical evaluation of AI applications in adult and geriatric counseling contexts with emphasis on age-appropriate interventions.

COURSE POLICIES:

Attendance is required and will be assessed at 5 points per class (8 total classes in person since week 5 and 10 are reserved for students to take their mid-term and final exams at home those weeks). All assignments are due by the due dates outlined in Moodle. Requests for deadline extensions to complete online tests are considered on a case-by-case basis and are not guaranteed. Dr. Armstrong reserves the right to modify any of the course assignments and will provide an updated syllabus if applicable.

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE DELIVERY METHODOLOGY:

This course is offered as a Lecture/Classroom course. This course requires that students meet at a designated time in the classroom.

In-class lectures/presentations, small group discussions, and interactive AI-assisted educational materials and skill building.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
1	<p>Introduction to Psychiatric Diagnostics & Conducting Psychiatric Diagnostic Interviews / Performing Differential Diagnoses</p> <p>Review of Fundamental DSM-5-TR Nosology</p> <p>DSM-5 vs. DSM-5-TR: A Review of What Has Changed</p> <p>Introduction to Fundamental Neuroscience & Neuropsychology of Psychopathology in Adults and Older Adults</p>	<p>Complete Week 1 Quiz</p> <p>Begin Reading DSM-5-TR Introductory Chapters (i.e., all sections prior to Neurodevelopmental Disorders in the DSM)</p>	1, 3, 6, 8, 10	<p>WEEK 1 QUIZ MUST BE COMPLETED BY 09/25/2025 12PM NOON IN ORDER FOR STUDENTS TO BE COUNTED AS PRESENT FOR THE COURSE.</p> <p>ALL OTHER QUIZZES AND EXAMS ARE ADMINISTERED ONLINE IN MOODLE AND DUE NO LATER THAN THE LAST DAY OF CLASS 12PM NOON AS NOTED ON PAGE 1 OF THIS SYLLABUS</p>
2	<p>Contemporary Diagnostics & Treatment of:</p> <p>Intellectual Developmental Disorder (IDD), Autism, & Learning Disabilities in Adults & Older Adults</p>	<p>Complete Week 2 Quiz</p> <p>Read DSM-5-TR Chapter:</p> <p>Neurodevelopmental Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
3	<p>Contemporary Diagnostics & Psychotherapeutic Treatment of:</p> <p>ADHD in Adulthood</p> <p>Fundamentals of Psychopharmacological Theory & Treatment of ADHD in Adults and Older Adults</p>	<p>Complete Week 3 Quiz</p> <p>Finish Reading DSM-5-TR: Neurodevelopmental Disorders</p> <p>Begin Reading DSM-5-TR: Schizophrenia Spectrum and Other Psychotic Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	

		Bipolar and Related Disorders		
		Depressive Disorders		
4	<p>Contemporary Diagnostics and Psychotherapeutic Treatment of:</p> <p>Mood Dysregulation in Adults and Older Adults</p> <p>Fundamentals of Psychopharmacological Theory & Treatment of Mood Dysregulation in Adults and Older Adults</p> <p>The Neurobehavioral Sequelae of Neurocognitive Disorders / Dementia</p>	<p>Complete Week 4 Quiz</p> <p>Finish Reading DSM-5-TR: Schizophrenia Spectrum and Other Psychotic Disorders</p> <p>Bipolar and Related Disorders</p> <p>Depressive Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
5	MID-TERM EXAM	MID-TERM EXAM ADMINISTERED IN MOODLE	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	MID-TERM EXAM IS DUE NO LATER THAN THE LAST DAY OF CLASS 12PM NOON AS NOTED ON PAGE 1 OF THIS SYLLABUS.
6	<p>Contemporary Diagnostics and Psychotherapeutic Treatment of:</p> <p>Anxiety, Trauma, and Compulsive Disorders in Adults and Older Adults</p> <p>Fundamentals of Psychopharmacological Theory & Treatment of Anxiety/Stressor-Based Symptoms in Adults and Older Adults</p> <p>The Neuropathophysiology of Chronic Stress in Adults and Older Adults</p>	<p>Complete Week 6 Quiz</p> <p>READ DSM-5-TR: Anxiety Disorders</p> <p>Obsessive-Compulsive and Related Disorders</p> <p>Trauma- and Stressor-Related Disorders</p> <p>Feeding and Eating Disorders</p> <p>Disruptive, Impulse-Control, and Conduct Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
7	Contemporary Diagnostics and	Complete Week 7 Quiz	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	

	<p>Psychotherapeutic Treatment of:</p> <p>Addiction & Substance-Related Disorders</p> <p>Differential Diagnosis of Substance-Related vs. Primary Etiologies of Mental Disorders in Adults and Older Adults</p> <p>Fundamentals of Psychopharmacological Theory & Treatment of Addiction in Adults and Older Adults</p>	<p>READ DSM-5-TR:</p> <p>Substance-Related Disorders</p>		
8	<p>Contemporary Diagnostics and Psychotherapeutic Treatment of:</p> <p>Dissociative Disorders</p> <p>Somatic Symptom and Related Disorders</p> <p>Sleep-Wake Disorders</p> <p>Fundamentals of Psychopharmacological Theory & Treatment of Sleep/Wake Disorders in Adults and Older Adults</p> <p>The Neurobiological Bases of Dysfunctional Personality Traits in Adults and Older Adults</p>	<p>Complete Week 8 Quiz</p> <p>READ DSM-5-TR:</p> <p>Dissociative Disorders</p> <p>Somatic Symptom Disorders</p> <p>Sleep-Wake Disorders</p> <p>Begin Reading DSM-5-TR:</p> <p>Personality Disorders</p> <p>Neurocognitive Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
9	<p>Contemporary Diagnostics and Psychotherapeutic Treatment of:</p> <p>Personality Disorders</p> <p>Sexual Dysfunctions in Adults and Older Adults</p> <p>Gender Dysphoria in Adults and Older Adults</p> <p>Dementia & Neurocognitive</p>	<p>Complete Week 9 Quiz</p> <p>Read DSM-5-TR:</p> <p>Sexual Dysfunctions</p> <p>Gender Dysphoria</p> <p>Neurocognitive Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	

	Disorders Fundamentals of Psychopharmacological Theory & Treatment of Neurocognitive Decline & Dementia			
10	FINAL EXAM	FINAL EXAM ADMINISTERED IN MOODLE	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	FINAL EXAM DUE BY THE LAST DAY OF CLASS 12PM NOON AS NOTED ON PAGE 1 OF THIS SYLLABUS.

GRADING CRITERIA:

MID-TERM EXAM = 30 POINTS

FINAL EXAM = 30 POINTS

WEEKLY QUIZZES (TOTAL) = 40 POINTS (5 POINTS X 8 WEEKLY QUIZZES)

Graduate

92 – 100 A

82 – 91 B

72 – 81 C

62 – 71 D

Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner, along with appropriate commentary.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How to Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The **Student Portal** is the gateway to email, Remote Research and General Tools. The Student Portal may be accessed through a link on the University's website, <http://www.Amberton.edu>, or at <http://apps.Amberton.edu>.

After selecting the “Student Portal” link, you will be prompted for a Username and Password. Use your assigned **username and password** (AUID) as described below:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University’s records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including online course materials, email access, Remote Research, General Tools, all Syllabi, and Research Tutorials.

Email Communication

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student’s assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google Gmail account, you might be prompted to add this account to your current settings. Click ‘Yes’ and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal Gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

The Amberton University Moodle Website

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Student Portal or by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student’s email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link “*Forgotten your username or password*” available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

Microsoft Office 365 Education:

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work