

**AMBERTON UNIVERSITY**  
**SYLLABUS FOR LECTURE/CLASSROOM COURSE**

**CSL6796.01 Adult & Geriatric Psychopathology & Treatment**  
**Summer 2026**  
**Location: Garland Campus**

**PROFESSOR INFORMATION:**

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**COURSE INFORMATION:**

CSL6796.01 Adult & Geriatric Psychopathology & Treatment  
Level: Graduate  
Beginning Date of Session: Saturday, June 13th 2026  
Ending Date of Session: Thursday, August 20th 2026  
The first class meeting is **Wednesday, June 17th**, 2026, at 6:30 p.m. in Room **19** (Garland Campus).

**Holiday Closing:**

**4<sup>th</sup> of July Holiday: There will be no classes held and no assignments due on Saturday, July 4, 2026.**

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.  
All Saturday lecture classes begin promptly at 8:30 a.m.

**COURSE PREREQUISITES:**

CSL6801

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: Diagnostic & Statistical Manual of Mental Disorders – 5th edition – Text Revision  
Author: American Psychiatric Association  
Publisher: American Psychiatric Association  
Year Published: 2022  
Edition: 5th Edition – Text Revision  
ISBN: 13: 9780890425756  
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](http://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/2026/01/CMH-Handbook-1-5-26.pdf>

### **MA in Marriage and Family Therapy**

<https://amberton.edu/wp-content/uploads/2026/01/MFT-Handbook-1-5-26.pdf>

### **MA in School Counseling**

<https://amberton.edu/wp-content/uploads/2025/06/MA-SC-Handbook-June-2025.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 7<sup>th</sup> 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*, (7<sup>th</sup> 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.

**PREREQUISITE:** CSL6801

## **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-bases 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:**

All assignments, quizzes, and examinations are due by the deadlines outlined in Moodle and/or announced in class. Requests for deadline extensions are considered on a case-by-case basis and are not guaranteed. Dr. Armstrong reserves the right to modify course assignments and will provide an updated syllabus if that occurs.

#### ***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.

Please see below for instructions.

**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.

Lecture and in-person class discussions, case conceptualization, review of DSM-5-TR criteria, and applied diagnostic/treatment planning exercises.

**COURSE OUTLINE AND CALENDAR:**

Weekly topics, quizzes, readings, examinations, and due-date expectations are outlined below. Unless otherwise noted, all quizzes and examinations are administered in Moodle.

The class meets Wednesdays at 6:30 p.m. at the Garland Campus, Room 19, beginning June 17th 2026.

Week	Topic	Assignment	Competencies Covered	Due Date
1 06/17	<p>Introduction to Psychiatric Diagnostics &amp; 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 &amp; 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 THURSDAY 06/25 BY 12PM NOON IN ORDER FOR STUDENTS TO BE COUNTED AS PRESENT FOR THE COURSE.</p> <p>ALL OTHER QUIZZES AND EXAMS ARE ADMINISTERED IN MOODLE AND DUE NO LATER THAN THURSDAY 08/20 BY 12PM NOON.</p>
2 06/24	<p>Contemporary Diagnostics &amp; Treatment of:</p> <p>Intellectual Developmental Disorder (IDD), Autism, &amp; Learning Disabilities in Adults &amp; Older Adults</p>	<p>Complete Week 2 Quiz</p> <p>Read DSM-5-TR Chapter: Neurodevelopmental Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>	<b>Competencies Covered</b>	<b>Due Date</b>
3 07/01	<p>Contemporary Diagnostics &amp; Psychotherapeutic Treatment of:</p> <p>ADHD in Adulthood</p> <p>Fundamentals of Psychopharmacological Theory &amp; 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> <p>Bipolar and Related Disorders</p> <p>Depressive Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
4 07/08	<p>Contemporary Diagnostics and Psychotherapeutic Treatment of:</p> <p>Mood Dysregulation in Adults and Older Adults</p> <p>Fundamentals of Psychopharmacological Theory &amp; 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 07/15	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 THURSDAY 08/20 BY 12PM NOON.

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>	<b>Competencies Covered</b>	<b>Due Date</b>
6 07/22	<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 &amp; 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 07/29	<p>Contemporary Diagnostics and Psychotherapeutic Treatment of:</p> <p>Addiction &amp; 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 &amp; Treatment of Addiction in Adults and Older Adults</p>	<p>Complete Week 7 Quiz</p> <p>READ DSM-5-TR: Substance-Related Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
8 08/05	<p>Contemporary Diagnostics and Psychotherapeutic Treatment of:</p> <p>Dissociative Disorders</p>	<p>Complete Week 8 Quiz</p> <p>READ DSM-5-TR: Dissociative Disorders</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	

Week	Topic	Assignment	Competencies Covered	Due Date
	<p>Somatic Symptom and Related Disorders</p> <p>Sleep-Wake Disorders</p> <p>Fundamentals of Psychopharmacological Theory &amp; 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>Somatic Symptom Disorders</p> <p>Sleep-Wake Disorders</p> <p>Begin Reading DSM-5-TR:</p> <p>Personality Disorders</p> <p>Neurocognitive Disorders</p>		
<p>9 08/12</p>	<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 &amp; Neurocognitive Disorders</p> <p>Fundamentals of Psychopharmacological Theory &amp; Treatment of Neurocognitive Decline &amp; Dementia</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>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, &amp; 10</p>	
<p>10 08/19</p>	<p>FINAL EXAM</p>	<p>FINAL EXAM ADMINISTERED IN MOODLE</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, &amp; 10</p>	<p>FINAL EXAM DUE BY THURSDAY 08/20 BY 12PM NOON.</p>

**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.

This lecture course utilizes several technological tools to enhance communication among faculty and students, both during and after the session.

- Email Access via Single Sign-On (SSO):

You must use your SSO credentials to access your email.

- **Access the SSO Gateway:** The Student Portal can be accessed through a link on the University's website at <http://www.Amberton.edu> or directly at <http://sso.amberton.edu>.
- Moodle Messaging:

For quick, course-specific communication, please utilize the messaging feature available within Moodle. This is often the fastest way to reach your instructor or classmates regarding course topics.

### **Email Communication**

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system ([my.Amberton.edu](mailto: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.

## **SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY**

Amberton University uses a Single Sign-On (SSO) portal to provide secure, one-time access to various systems like Moodle, Amberton Email (Gmail), and Campus Web.

### **Here are the step-by-step instructions for logging into the SSO portal:**

#### **1. Access the SSO Portal**

You have two main ways to reach the login page:

- Direct URL: Open your web browser and go directly to the SSO login page:

<https://sso.amberton.edu>

- Via University Website (Alternative):

1. Go to the Amberton University website: <http://amberton.edu>.
2. Click the menu icon (often represented by 3 horizontal bars typically found on the right side of the screen).
3. Click the SSO Login link.

#### **2. Enter Your Credentials**

When prompted, enter your Amberton University credentials:

- Username: This is the same as your University email account name (the part before @my.Amberton.edu).
  - Format: Your capitalized first name initial + your entire last name + the last three digits of your SSN.
  - Example: If your email is JSmith789@my.Amberton.edu, your Username is JSmith789.
- Password: This is your Amberton University ID # (AUID), and it must include the dashes.
  - Example: 07-999-876

#### **3. Set Up Multi-Factor Authentication (Initial Login Only)**

- First-Time Users: During your initial log-in, the system will prompt you to set up Two-Factor Authentication (2FA) for added security.
- Follow the on-screen steps to establish your preferred authentication method (e.g., text message, or an authenticator application like Google Authenticator).

#### **4. Access Your Applications**

- Once successfully logged into the SSO portal, you will see a dashboard with icons or links for the various applications you can access.
- Click on the application you wish to use (e.g., Moodle, Gmail, or CampusWeb), and you will be taken directly to it without needing to log in again

If you have lost or do not know your University email address or have access issues, please contact the IT Help Desk at:

(972-279-6511 ext. 128  
[e-sysop@amberton.edu](mailto:e-sysop@amberton.edu)

### ***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](mailto: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](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://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](mailto: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](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](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

## Turnitin Draft Coach

Instructions for Accessing Turnitin Draft Coach in Google Docs

Turnitin Draft Coach is typically available as an add-on or extension within Google Docs, allowing you to check for similarity, citations, and grammar *before* final submission.

Important Pre-requisites:

- Institutional Access: Draft Coach must be licensed and enabled by your school or institution's Turnitin and Google Workspace administrators. If you cannot find the extension, contact your instructor or IT support.
- Account: You must be signed into Google Docs using your institutional/school email account, not a personal Gmail account, for the extension to appear and work correctly.
- Document Type: The document must be a native Google Doc (not an uploaded .doc, .docx, or .pdf file opened in Docs). If you have another file type, copy and paste the text into a new, blank Google Doc.

## Step-by-Step Guide

1. Open Google Docs: Sign in to your institutional Google account and navigate to Google Docs.
2. Open Your Document: Open an existing assignment draft or start a new document and paste your writing into it.
3. Access the Extension: In the top menu bar of your Google Doc, click on Extensions.
4. Select Draft Coach: Hover over or click Turnitin Draft Coach, and then select Turnitin Draft Coach again from the submenu.
  - *Note: If the option does not appear immediately, refresh your page and try again.*
5. Draft Coach Panel: The Draft Coach panel should now appear on the right-hand side of your screen.
6. Get Started: The first time you open it, you may need to click a "Get Feedback" or similar button, and you will likely need to read and accept the Terms and Conditions to continue.
7. Run Reports: Once loaded, you can select the tabs or cards in the panel to run different checks:
  - Similarity Check: Checks against Turnitin's database. (*Note: You typically have a limited number of checks for similarity, often three.*)
  - Citations Check: Analyzes your document for correct citation and referencing practices.
  - Grammar Guide: Provides feedback on grammar and mechanics (usually US-English rules).

You are now ready to use Turnitin Draft Coach to review and improve your writing!