

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6830.E1 Counseling Skills & Techniques
Fall 2026

PROFESSOR INFORMATION:

Professor: Dennis Clotworthy
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Amberton Email: **DClotworthy@amberton.edu**

COURSE INFORMATION:

CSL6830.E1 Counseling Skills & Techniques
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026

Student access available to the Student Portal: Saturday, September 12, 2026.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

PREREQUISITES:

CSL6782

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: The Elements of Counseling
Author: Scott T. Meir and Susan R. Davis
Publisher: Waveland Press, Inc.
Year Published: 2026
Edition: 9th
ISBN: 13: 9781478656906
Price: Available at <http://amberton.ecampus.com>

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. 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.

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 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.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE

Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Arts School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

COURSE COMPETENCIES:

The course presents complex, multi-faceted interventions for individuals, families, groups, and organizations. Emphasis is given to conceptualization of cases with effective interventions. Students are expected to integrate learning from CSL6782 Theories/Methods of Counseling and demonstrate the ability to utilize basic counseling skills from a selected theoretical perspective in a mock counseling session. Applications for clinical and school settings are examined.

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

1. Evaluating and demonstrating the appropriate use of techniques associated with major counseling theories.
2. Evaluating and demonstrating the appropriate use of techniques associated with selected alternative and emerging therapies.
3. Demonstrating skills of referral, advocacy, and triage in crisis intervention cases.
4. Identifying and understanding culture specific issues, including gender, race, ethnicity, socioeconomic, and physically challenged individuals in schools and mental health settings.
6. Defining the roles and functions of counselors in schools and mental health settings and identifying common referral resources available to school and mental health counselors.
7. Describing and analyzing the ethical, professional, and legal issues in the counseling and guidance profession.
8. Demonstrating both basic and advanced helping skills.
9. Demonstrating skill in the management of clinical and administrative documentation.
10. Assessing for difficulties in the areas of addictive behavior, depression, suicidality and/or homicidality, and violent behavior.
11. Demonstrating the ability to establish collaborative and appropriate therapeutic goals with clients.
13. Effectively communicating and applying one's evidence-based personal counseling philosophy.
14. Understanding advanced evaluation and ethical application of the various technologies associated with and emerging modalities for the provision of counseling services via tele-counseling.
15. Demonstrating the ability to create SMART goals to assist clients of all ages in developing healthy lifestyles and overcoming negative coping skills & habits.
16. Understanding of uses for AI in virtual counseling settings including schools and mental health centers.

ACQUIRED SKILLS

1. SMART Goals Construction
2. Brief Client Conceptualization
3. Motivational Interviewing skills
4. Client History-Taking
5. Therapeutic Lifestyle Change Assessment
6. Suicide Risk Screening
7. Virtual Counseling Skills Practice Sessions & Evaluation

COURSE POLICIES:

This course is fully online and may be completed asynchronously. Optional live Zoom meetings are scheduled for Weeks 1, 3, 5, 7, and 9. Although attendance is optional, active participation is strongly encouraged, as these sessions provide valuable opportunities to develop, practice, and refine the counseling skills introduced throughout the course.

Zoom meetings will combine didactic instruction with experiential learning activities to reinforce course concepts, promote professional growth, and prepare students for skills-based assignments and assessments.

Students will practice foundational counseling skills, including rapport-building, attending skills, active listening, and basic counseling interventions, through structured role-play activities in which they alternate between counselor and client roles. This approach enables each participant to develop essential counseling skills while receiving constructive feedback from peers and, when appropriate, from the instructor.

While students can learn counseling concepts from the course materials, live Zoom sessions provide opportunities to practice counseling skills, receive feedback, and learn by observing their peers in ways that cannot be replicated through self-directed learning alone. Students are expected to approach these experiential activities with professionalism, respect, openness to feedback, and a willingness to practice new counseling skills in a supportive learning environment.

Grading Expectations

This course includes four written assignments and two quizzes. The quizzes are intended to be learning opportunities that reinforce key counseling concepts, promote long-term retention of course material, and help prepare students for future professional certification, credentialing, and licensure examinations. The written assignments are designed to assess students' understanding of course concepts through thoughtful reflection, critical analysis, and the integration of counseling theory and practice. Graduate-level writing, critical thinking, and professional application are expected on all assignments. Strong submissions will demonstrate depth of reflection, clear analysis, effective integration of course concepts, and the ability to apply counseling theory to practice. Grades will be based on the quality, depth, organization, and application of the course material.

APA Format

Unless otherwise indicated, all written assignments must adhere to the guidelines of the Publication Manual of the American Psychological Association (7th ed.). Students are encouraged to contact the instructor with any questions about APA style or assignment formatting before submitting their work.

Assignment Deadlines

Unless otherwise indicated, assignments are due by 11:59 p.m. Central Time on the published due date.

Late Assignments

Assignments submitted after the due date may incur a 5% deduction for each day they are late or may not be accepted, depending on the circumstances. Students who anticipate difficulty meeting a deadline should contact the instructor as early as possible to discuss their situation.

STUDENTS' 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 OUTLINE AND CALENDAR:

Optional five (5) Zoom lectures on the following days and times:

- Monday 09/14/2026 7:30 p.m.
- Monday 09/28/2026 7:30 p.m.
- Monday 10/12/2026 7:30 p.m.

- Monday 10/26/2026 7:30 p.m.
- Monday 11/09/2026 7:30 p.m.

The course outline is the critical component of the course. It is in the outline that topics and learning resources are brought together. Aside from a personal lecture (not available to e-Course students) the course outline should sufficiently inform the student of all the information (type, source, and important due dates) that will be learned during the course. Do not include the actual assignments and exercises within the syllabus, but do include important due dates, activities scheduled, as well as examination dates.)

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1 Optional Zoom Meeting Monday, at 7:30 p.m. (Zoom link In Moodle)	Introduction and Overview of CSL6830.E1	Begin reading Chapter 1	3, 7, and 8	
Week 2	Working on class assignment 1	No Zoom Meeting	N/A	9/27/2026
Week 3 Optional Zoom Meeting Monday, at 7:30 p.m.	The Working Alliance and Client expectations	Read Chapters 2 and 3	3, 9, and 13	
Week 4	Working on class assignment 2	No Zoom Meeting	N/A	10/11/2026
Week 5 Optional Zoom Meeting Monday, at 7:30 p.m.	Distress Reduction and Remoralization	Read Chapter 4 Complete Quiz 1	3, 6, 9, and 14	10/18/2026
Week 6	Working on class assignment 3	No Zoom Meeting	N/A	10/25/2026
Week 7 Optional Zoom Meeting Monday, at 7:30 p.m.	Processes of Change: Therapeutic uses of Language and professional Issues	Read Chapters 5 and 6	3, 4, 5, 7, and 12	
Week 8	Working on class assignment 4	No Zoom Meeting	N/A	11/08/2026
Week 9 Optional Zoom Meeting Monday, at 7:30 p.m.	Introduction to Specific factor Interventions	Read Chapter 7	1, 2, 3, 8, and 13	
Week 10	Self-directed Learning	No Zoom Meeting Complete Quiz 2	N/A	11/16/2026

GRADING CRITERIA:

CSL6830.E1:

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|-------------------------------------|-------------|
| • Quizzes (1-2, 10% ea.) | 20% |
| • Class Assignments (1-4, 20% each) | 80% |
| TOTAL: | 100% |

Graduate

92 – 100	A
82 – 91	B
72 – 81	C

62 – 71 D
Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. 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 university 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 granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

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" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY:

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

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

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

EMAIL COMMUNICATION:

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.