

**AMBERTON UNIVERSITY**  
**e-COURSE SYLLABUS**

**CSL6805.E1 Group Counseling & Therapy**  
**FALL 2026**

**PROFESSOR INFORMATION:**

Professor: La'Boris Cole, PhD, LPC, NCC  
Amberton Extension: 972-279-6511 ext. 220  
Amberton Email: **LCole@amberton.edu**

**COURSE INFORMATION:**

CSL6805.E2 Group Counseling & Therapy  
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**

Zoom sessions are not mandatory but are highly encouraged, Zoom sessions dates are posted on Moodle

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: Theory & Practice of Group Counseling  
Author: Gerald Corey  
Publisher: Cengage Learning Publishing Company  
Year Published: 2023  
Edition: 10th  
ISBN: 13: 9780357622957  
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 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.

### **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 examines the theory, practice, and functioning of group processes. Different types of small groups are studied, including self-help groups. Leadership, meta-communications, group counseling degree and group counseling degree programs, methods, dynamics, and facilitative skills are presented. Small group participation is included.

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

1. Defining the origins of group guidance, group counseling, and group psychotherapy, including the leaders and time frames.
2. Applying specific theories of practice to group counseling and group psychotherapy.
3. Applying group dynamics and processes.
4. Evaluating ethical and professional guidelines for professional group leaders.
5. Interpreting the progression of group stages and the relationships among the stages.
6. Selecting appropriate group interventions for members who present common patterns such as fear, anger,
7. and/or violence.
8. Selecting therapeutic responses when working with cultural diversity among group members.
9. Managing assessments of group members for use in selection of members for planning specific
10. strategies and techniques.
11. Applying appropriate clinical interventions with selected clinical, educational, business, and/or
12. community populations.
13. Demonstrating leadership skills in both group maintenance and group facilitation.
14. Modeling effective group techniques for use in schools, community, or organizational settings.
15. Illustrating proper administrative procedures for group counselors or therapists including effective
16. documentation.

17. Discerning when group counseling is appropriate or is preferred as a treatment modality.
18. Providing and synthesizing the exchange of feedback between self and other leaders and group
19. members.
20. Highlighting key concepts, group stage development, and treatment techniques specific to the therapeutic orientation being presented
21. Applying selected models of consultation to help groups or organizations to change.
22. Reviewing the nature and scope of research about group counseling and therapy.
23. Understanding the use of Artificial Intelligence (AI) to research the efficacy of group counseling with general and targeted population demographics.
24. Examining the ethical use of Artificial Intelligence (AI) to avoid plagiarism while writing clinical reports, notes, or preparing papers for publication.

### **ACQUIRED SKILLS**

1. Practice Theories Application
2. Effective Leadership Modeling
3. Key Therapy Concepts Roleplay

### **COURSE POLICIES:**

- Late Assignment Policy:

**All assignments will be submitted on the due date that is noted on the syllabus unless otherwise notified. All assignments are to be submitted via Moodle using PDF format.**

Any assignment submitted at the end of class or after the due date will automatically lose a letter grade. All assignments submitted after the second week will automatically receive a failing grade. )

### **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:**

This course is offered as an Online course for this semester. Please review Moodle for course assignments and submissions. All assignments should be written in APA and submitted with PDF format excluding the modality powerpoint.

| Week   | Topic                                                                                                                                                    | Assignment                  | Competencies Covered                                  | Due Date   |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------|------------|
| Week 1 | Chapter 1: Introduction & Overview; Chapter 2: Group Leadership                                                                                          | SEE MOODLE                  | 1, 2, 8, 10                                           | SEE MOODLE |
| Week 2 | Chapter 3: Ethical and Professional Issues in Group Practice; Chapter 4: Early Stages of Group Development; Chapter 5: Later Stages of Group Development | SEE MOODLE                  | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 | SEE MOODLE |
| Week 3 | Chapter 6: Psychoanalytic Approach to Groups; Chapter 7: Adlerian Approach to Groups                                                                     | SEE MOODLE                  | 2, 3, 9, 13                                           | SEE MOODLE |
| Week 4 | Chapter 8: Psychodrama in Groups; Chapter 9: Existential Approach to Groups                                                                              | SEE MOODLE                  | 2, 3, 9, 13                                           | SEE MOODLE |
| Week 5 |                                                                                                                                                          | Midterm Exam:<br>SEE MOODLE |                                                       | SEE MOODLE |
| Week 6 | Chapter 10: Person-Centered Approach to Groups; Chapter 11: Gestalt Approach to Groups                                                                   | SEE MOODLE                  | 2, 3, 9, 13                                           | SEE MOODLE |
| Week 7 | Chapter 13: Cognitive-Behavioral Approach to Groups                                                                                                      | SEE MOODLE                  | 2, 3, 9, 13                                           | SEE MOODLE |
| Week 8 | Chapter 14: Rational Emotive Behavior Therapy Approach to Groups; Chapter 15: Reality Therapy in Groups                                                  | SEE MOODLE                  | 2, 3, 9, 13                                           | SEE MOODLE |

|          |                                                      |                                                            |             |               |
|----------|------------------------------------------------------|------------------------------------------------------------|-------------|---------------|
| Week 9   | Chapter 16:<br>Purposeful Brief<br>Therapy in Groups | SEE MOODLE                                                 | 2, 3, 9, 13 | SEE<br>MOODLE |
| Week 10: |                                                      | Review of the<br>Semester<br><br>Final Exam: SEE<br>MOODLE |             | SEE<br>MOODLE |

### GRADING CRITERIA:

Final grades will be based on the midterm and final exams, group assignments, and written reports.

| <b>Assignments</b>                                                                                                                                                                       | <b>Points</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Assignment #1:</b> Group creation process paper (topic development, screening interview, pre-group meeting, and leadership skills).                                                   | 20            |
| <b>Assignment #2:</b> Attend counseling or self-help group and write a paper about the experience.                                                                                       | 20            |
| <b>Assignment #3:</b> Personal philosophy report with a detailed description of your theoretical approach to group counseling and why. Details will be given in our first-class session. | 20            |
| <b>Assignment #4 - Modality Group Powerpoint:</b> Create modality overview for each counseling theory. Details will be given in our first-class session.                                 | 20            |
| <b>Midterm Exam:</b> Chapters 1-9                                                                                                                                                        | 10            |
| <b>Final Exam:</b> Chapters 10-16                                                                                                                                                        | 10            |
| <b>Total Possible</b>                                                                                                                                                                    | <b>100</b>    |

### 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](mailto: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](mailto: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.