

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6805.01 Group Counseling & Therapy
Fall 2026
Location: Garland

PROFESSOR INFORMATION:

Professor: Iman J. Ross, PhD, LPC-S, LSOTP
Amberton Extension: 972-279-6511 ext. 237
Faculty Fax #: 972-686-5890
Office Location: Garland Room #SC (Student Center)
Office Hours: 6:00pm-6:30pm
Amberton Email : IRoss@Amberton.edu

COURSE INFORMATION:

CSL6805.01 Group Counseling & Therapy
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026
The first class meeting is **Wednesday, September 16, 2026** in **Room #SC (Garland)**

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:

CSL6782

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Theory & Practice of Group Counseling
Author: Gerald Corey
Publisher: Cengage Publishing Company
Year Published: 2023
Edition: 10th
ISBN: 13: 9780357622957
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
[CMHC Handbook](#)

MA in Marriage and Family Therapy
[MFT Handbook](#)

MA in School Counseling
[SC Handbook](#)

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 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:

Make-Up Exam Policy:

Make-up exams for the midterm exam will be given by appointment only. Please notify instructor (via course email, Moodle, or in person) if you are unable to be present for the midterm exam. Make-up exams for the final exam will **only be given in extreme situations**. Make-up exams for the final exam must be approved by the instructor. Students not taking the final exam will be given a grade of "F" for the course. Upon completion of the exam and all required coursework, a grade will be submitted to the Academic Services Office.

Late Assignment Policy:

All assignments will be printed and submitted at the beginning of class. 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.

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.

NOTE: This is a graduate level course. Learners will be expected to fully participate in the classroom discussion, experiential activities, and complete assignments and exams as scheduled. There will be weekly group role play and an end of session personal philosophy report due week 8. There will also be a midterm and final exam. There are rare times when this lecture course may need to be attended virtually (e.g., illness or travel). Please check the announcement section for the Zoom link and password. ***THIS PRIVILEGE MUST BE APPROVED AHEAD OF TIME BY THE PROFESSOR***

COURSE OUTLINE AND CALENDAR:

Key Dates to Consider:

- Assignment #1 Group Creation Process – Week 3 (03/30/26) – 15% of final grade

- Midterm Exam – Week 5 (04/13/26) – 20% of final grade
- Assignment #2 Counseling/Self-Help Group Report – Week 6 (04/20/26) – 15% of final grade
- Assignment #3 Personal Philosophy Report – Week 8 (05/04/26) – 20% of final grade
- In-Class Group Presentations (Weeks 4-9) – 10% of final grade (More details first class)
- Final Exam – Week 10 (05/18/26) – 20% of final grade

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1: 09/16/26	Chapter 1: Introduction & Overview; Chapter 2: Group Leadership			
Week 2: 09/23/26	Chapter 3: Ethical and Professional Issues in Group Practice; Chapter 4: Early Stages of Group Development; Chapter 5: Later Stages of Group Development	Dr. Ross will assign groups for in-class presentations		09/23/26
Week 3: 09/30/26	Chapter 6: Psychoanalytic Approach to Groups; Chapter 7: Adlerian Approach to Groups	Group Creation Process		09/30/26
Week 4: 10/07/26	Chapter 8: Psychodrama in Groups; Chapter 9: Existential Approach to Groups	Psychoanalytic & Adlerian Group Presentations		10/07/26
Week 5: 10/14/26		Midterm Exam (Chapters 1-9)		10/14/26
Week 6: 10/21/26	Chapter 10: Person-Centered Approach to Groups; Chapter 11: Gestalt Approach to Groups	Psychodrama & Existential Group Presentations; Counseling/Self-Help Report Due		10/21/26
Week 7: 10/28/26	Chapter 13: Cognitive-Behavioral Approach to Groups	Person-Centered & Gestalt Group Presentations		10/28/26
Week 8: 11/04/26	Chapter 14: Rational Emotive Behavior Therapy Approach to Groups; Chapter 15: Reality Therapy in Groups	CBT & REBT Group Presentations; Personal Philosophy Report Due		11/04/26
Week 9: 11/11/26	Chapter 16: Purposeful Brief Therapy in Groups	Reality & SFBT Group Presentations		11/11/26

Week 10: 11/18/26		Final Exam (Chapters 10-16)		11/18/26
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GRADING CRITERIA:

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.