



Department of Counseling and Student Affairs

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COURSE

CNS 558 Counseling Theories (Spring, 2024). Philosophic bases of the helping processes; major contemporary counseling theories and their application in individual and group counseling and in family systems counseling.

PURPOSE OF THE COURSE

This course is designed to enable students to understand and use major counseling theories so that they may develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

CACREP

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients

CLINICAL MENTAL HEALTH COUNSELING

C.1. FOUNDATIONS

- C.1.b. theories and models related to clinical mental health counseling*

KY EPSB

1.2 PROFESSIONAL IDENTITY/ RESPONSIBILITY.

- 1.2.a. The objectives reflect current knowledge and skills as provided in Standard
- 1.2.b. The objectives reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating school.
- 1.2.c. The objectives address student learning.
- 1.2.d. The objectives are written so they can be evaluated.
- 1.2.e. School counselors engage in continual professional development and use resources to inform and guide ethical and legal work.

1.3 PROFESSIONAL IDENTITY/ RESPONSIBILITY.

1.3.b. Students participating in seminars, workshops, or other activities that contribute to personal and professional growth.

2.1. PROGRAM EVALUATION

2.1.a. Curriculum reflects evidenced-based theoretical foundation.

2.6. COUNSELING AND HELPING RELATIONS

2.6.a. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of the affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling or their theoretical orientation. *

2.6.b. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

REQUIRED AND RECOMMENDED COURSE READINGS

Required Texts

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Monterey, CA: Brooks/Cole.

Recommended Resources

Becvar, D. S., & Becvar, R. J. (2009). *Family therapy: A systemic integration* (7th ed.). Boston, MA: Allyn & Bacon (Pearson).

Guterman, J. T. (2006). *Mastering the art of solution-focused counseling*. Alexandria, VA: American Counseling Association.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). New York: Norton.

Wubbolding, R. E. (2002). *Reality therapy for the 21st century*. Philadelphia, PA: Taylor & Francis.

Please Note:

- a. Additional assigned and supplemental course readings and resources may be available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.
- b. Students are expected to complete reading assignments for all scheduled class meetings and be prepared to participate appropriately in class learning activities.

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time, they can spend time studying the required

reading and researching additional sources to help improve their knowledge and skill base. This course will use a combination of lecture, Blackboard assignments, class discussions, experiential activities, class presentations, power-point presentations, recorded counseling sessions, skills practice in groups of three or more, exams, and communication between the student and professor through written work prepared outside of class. All information is strictly confidential and is meant for learning purposes only. Under no circumstances should anyone's personal information be shared outside the context of the discussion or the class.

COURSE REQUIREMENTS

Attendance and Participation

Face-to-face and Live Synchronous ZOOM Meetings

Attendance is required during all scheduled class meetings. Participation points are earned only if attending the entire class meeting. The instructor does not provide exceptions for missed meetings. Students are responsible for all information if class is missed. (There is not a ZOOM alternative option when face-to-face meetings are scheduled.) Students may want to check their schedules for any employment or personal conflicts that would prohibit full participation and attendance in this class. Consequences for absences include not receiving attendance and participation points and pending excessive absences (3 or more), receiving an "F" or "Incomplete" in the course.

Attendance and Participation points are earned for attending and participating during the entire class session (free of distractions); adherence to the 10 Academic and Performance criteria noted in the [Student Handbook](#); demonstrating that required reading has been completed; and demonstrating an appropriate development of knowledge, application and thoughtful conceptualization of course content and any required reading (i.e., through class contributions and informal presentations). When attending live synchronous meetings, students are expected to follow the Department's policies on digital delivery and attendance. For example, when attending class virtually, students must have their videos on and have access to a microphone during the entirety of the class. They should secure a setting free of distractions (i.e., busy places or noise, other people or needy pets) and attend in a professional manner (i.e., sitting at a table or desk; not dressed in pajamas or other inappropriate ways). Throughout the class meeting, it should be clear to the instructor that the student is not engaging in (i.e., multitasking, attending to other business or people, web browsing, texting) or with anything other than the class meeting. Expectations for attending live synchronous meetings are as follows: Students must use the video option during the entirety of the class (illustrating that they are not multitasking, texting or attending to other business); be in a stationary and distraction-free environment (i.e., not in transit whether driving or a passenger); arrive on-time; and dress appropriately. Students should attend digital meetings from a desktop computer or laptop. Use of tablets and other smart devices may not provide the support necessary to meet online meeting requirements and so should not be used to attend class.

Web-Enhanced, Blackboard Discussion and Posts

If Blackboard posts are required, they are due prior to the next BBD discussion or class session and must be completed as scheduled. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students. All BBD postings

must be completed within the given discussion period. Late submissions are not accepted under any circumstances.

Main Post. Main posts are new threads that are responses to the instructions for each lesson or topic. Main posts must be submitted with enough time prior to the due date so that others can respond accordingly. Since posts cannot be changed after submitted, it is recommended that all documents are first written and saved into word. Documents can be cut and pasted by opening <HTML> function. Requirements for each Main Post include the following:

- A. At least 250 words in length
- B. Response to prompt; specific answers provided to the prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made at least 2 days after the discussion begins. If the class typically meets face-to-face on Monday; this is considered the first day of a Blackboard activity/discussion.)

Response Post. For any given Blackboard discussion, students may be required to submit at least one Response to another student's main post. To earn credit for the response post, the entire discussion must be read. Requirements of each response post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content; evidence that the entire discussion was read
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- F. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes)

Discussion Post Rubrics for Main and Response Posts are as follows:

Criteria	10 Points	6 Points	3 Points
Critical Thinking/Application	Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content,	Conceptualization of the reading material is somewhat illustrated. Post somewhat adds new insight or contribution to the discussion.	Limited illustration of critical thinking and application. Limited evidence providing support for required reading being completed and

	<p>while including examples and elaboration on prompt. Post makes a contribution to the discussion. Incorporation of references from the topic's associated headings.</p> <p>No mistakes in formatting, grammar. Word count met.</p>	<p>Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not adequately support that student read the entire discussion up until posting.</p> <p>Partially met: No mistakes in formatting, grammar. Word count met.</p>	<p>applied. References are not used, do not apply to the prompt or the post being responded to, or appear haphazardly chosen.</p> <p>Partially or not met: No mistakes in formatting, grammar. Word count met.</p>
Timeliness			<p>Post made on time as noted in the syllabus and/or instructed by the professor; with enough time for students to read and respond.</p>
Response Post	<p>Response post is excellent in the areas (a) critical thinking/application; (b) inclusion of references; (c) formatting, grammar and word count; and (d) timeliness. (5 points)</p>	<p>Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application (limited contribution to the discussion); (b) limited or somewhat appropriate references; (c) formatting, grammar, and word count; and/or (somewhat timely). The response post may rely too heavily on critiquing the other student's main post, rather than adding and contributing to the content. (3 points)</p>	<p>Post hardly meets all the criteria (1 point)</p>

Reaction Paper (Key Assessment KY EPSB 2.6.a.)

The chapter reaction paper is a method of communication between the student and the professor. The length of your paper is not as important as thoughtful comments (although it DOES have a minimum length). The Reaction Paper should focus on one counseling theory noted in the required textbook.

Length: Three to five typed pages, double-spaced.

The format for the chapter reaction paper is as follows:

- (a) Your Name,
- (b) Chapter number and title,
- (c) Specifics about the theory and your reactions to the ideas presented (include Basic Philosophy, Key Concepts, Goals of Therapy, Techniques, Application of Approaches, and the Therapist's function and role),
- (d) Ways you could use some of the ideas and skills in your method of counseling, and
- (e) Finish this sentence, "I learned"

Final Exam (Key Assessment CACREP Standard C.1.b.)

The Final Exam will be a combination of multiple-choice and true/false statements. The exam has 20 items and covers Chapters 1-14 in the text. The exam is on Blackboard – Access through "Tests and Quizzes." (Key Assessment CACREP C.1.b.)

Note: You are taking a major course in your degree program. It is important for you to stay current with your reading and writing assignments.

STUDENT EVALUATION CRITERIA AND PROCEDURES

Rubrics for the assignments are noted at the end of the syllabus. Students should compare their completed assignments with the rubrics before submission. Percentages of total points counting towards the Final Grade are distributed as follows:

Attendance and Class Participation	50 pts.
Reaction Paper	50 pts.
Blackboard Assignments	100 pts.
Mid-Term Exam	100 pts.
Final Exam	100 pts.
Total	400 pts. Possible (Divide by 4 for course grade.)

A	90% - 100% of total points
B	80% - 89% of total points
C	70% - 79% of total points
D	60% - 69% of total points
F	59% and Below

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

PREGNANT AND PARENTING STUDENTS

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

ACADEMIC INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as

any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a

deduction of 10% of the total points possible each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

COURSE SCHEDULE

CNS 558 is a weekend WEB-ENHANCED course. In addition to assignments in class, students are required to complete all assignments on Blackboard. Directions for work on Blackboard are in the areas of "Announcements", "Content", and "Discussions." These areas should be reviewed throughout the course.

Proposed Schedule CNS 558 – Counseling Theories

	TOPICS & REQUIRED READING	ASSIGNMENTS DUE
February 2, 2024 5:00-9:00 GRH 3002 February 3, 2024 8:30-12:30 GRH 3002 Section 500 F2F Section 700 WEB	<p>Introductions – Name/Program/Work Review Syllabus</p> <p>Introduction to Course – Power Point Review of Chapters 1-3/Discussion Questions</p> <p>Chapters 4 & 5 (DVD)</p> <p>Reading Assignment for Forum I</p> <p>Chapter 1 "Introduction and Overview"</p> <p>Chapter 2 "The Counselor: Person and Professional"</p> <p>Chapter 3 "Ethical Issues in Counseling Practice"</p> <p>Chapter 4 "Psychoanalytic Therapy" DVD</p> <p>Chapter 5 "Adlerian Therapy" DVD</p> <p>Discussion Board Questions from Chapters 1-5 (Follow Directions on Discussion Board)</p> <p>Mid-Term Exam (Chapters 1-3)</p>	<p>Main and Response Posts on Discussion Board - complete by Friday, February 23, 2024. (Review Rubric for Main and Response Posts)</p> <p>Mid-Term Exam on Blackboard – 20 items from "Basic Issues in Counseling Practice." Complete February 26, 2024. Access through "Tests and Quizzes".</p>

	(CACREP 5a, 5b, 5.C.1.b.; EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.1.a., 2.6.a., 2.6.b.)	
<p>March 1, 2024 5:00-9:00 GRH 3002</p> <p>March 2, 2024 8:30-12:30 GRH 3002</p> <p>Section 500 F2F</p> <p>Section 700 WEB</p>	<p>Power-Point Presentation Chapter 11, Reality Therapy</p> <p>Quality World Activity</p> <p>Class Discussion – Basic Concepts of Choice Theory</p> <p>DVD (Cory) “Counseling Session with Stan”</p> <p>Class Discussion – WDEP System</p> <p>Role Plays – Small Groups (4-5 students)</p> <p>Role Plays – Class (Therapist, Client, Observers assigned – WDEP System)</p> <p>Distribute observation forms</p> <p>Reading Assignment for Forum II</p> <p>Chapter 6 “Existential Therapy”</p> <p>Chapter 7 “Person-Centered Therapy”</p> <p>Chapter 8 “Gestalt Therapy”</p> <p>Chapter 9 “Behavior Therapy”</p> <p>Chapter 10 “Cognitive Behavior Therapy”</p> <p>Discussion Board Questions from Chapters 6-10 (Follow Directions on Discussion Board)</p> <p>(CACREP CORE 5a, 5b, 5.C.1.b.; EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.1.a., 2.6.a., 2.6.b.)</p>	<p>Main and Response Posts on Discussion Board – Forum II complete by Friday, March 22, 2024. (Review Rubric for Main and Response Posts)</p>
<p>April 12, 2024 5:00-9:00 GRH 3002</p> <p>Section 500 F2F</p> <p>Section 700 WEB</p>	<p>Power-Point Presentation – Chapter 13 – “Solution Focused Brief Therapy”</p> <p>Class Discussion</p> <p>DVD (Cory) Counseling Session with Stan using Solution Focused Brief Therapy.</p> <p>Class Discussion</p> <p>Role Plays – Small Groups (4-5 students)</p> <p>Role Plays – Class</p>	<p>Main and Response Posts on Discussion Board – Forum III complete by April 24, 2024. (Review Rubric for Main and Response Posts)</p> <p>Key Assessments: Counseling Theories</p>

	<p>(Therapist, Client, Observers assigned Focus on Process – distribute forms for observers.)</p> <p>Class Discussions</p> <p>Reading Assignment for Forum III</p> <p>Chapter 12 “Feminist Therapy”</p> <p>Chapter 13 “Postmodern Approaches”</p> <p>Chapter 14 “Family Systems Therapy”</p> <p>Chapter 15 “An Integrative Perspective”</p> <p>Discussion Board Questions from Chapters 12-15 (Follow Directions on Discussion Board)</p> <p>(CACREP CORE 5a, 5b, 5.C.1.b.; EPSB 1.2.a., 1.2.b., 1.2.c., 1.2.d., 1.2.e., 1.3.b., 2.1.a., 2.6.a., 2.6.b.)</p>	<p>Reaction Paper – Due: April 15, 2024</p> <p>Counseling Theories Final Examination Due: April 30, 2024</p>
<p>Key Assessments for Course: Section 500 F2F Section 700 WEB</p>	<p>Key Assessment: Counseling Theory Reaction Paper (KY EPSB Standard: 2.6.a.)</p> <p>Key Assessment: Counseling Theories Final Examination (CACREP Standard: C.1.b.)</p>	<p>Due 04.15.24 at 11:59 pm CST.</p> <p>Due 04.30.24 at 11:59 pm CST.</p>

All work for this course must be completed by the end of the day on Thursday, May 2, 2024. This syllabus and grading requirements may be changed if unforeseen, extenuating circumstances occur.

CNS 558 – Final Examination**Semester: Spring** _____**Name:** _____ **Faculty Name:** _____***Key Assessment CACREP Standard CMHC C.1.b.***CNS 558 - Counseling Theories

Key Assessment: Final Examination. To illustrate their knowledge and understanding of the theoretical approaches presented in this course, their ability to select appropriate counseling interventions, and their ability to apply the theoretical material to case studies; students will achieve an “80” or above grade on the Counseling Theories Final Examination. *CACREP Standard CMHC C.1.B.*)

SCORING RUBRIC

Standard	90% or higher 4	80%-89% 3	70%-79% 2	69% or below 1
CMHC C.1.b. Demonstrates an understanding of a variety of models and theories related to clinical mental health counseling.	All of the required expectations were met as follows: (a) students demonstrated their knowledge and understanding of the theoretical approaches presented in this course; and (b) students demonstrated their ability to apply the theoretical material to case studies.	The majority of the required expectations were met as follows: (a) students demonstrated their knowledge and understanding of the theoretical approaches presented in this course; and (b) students demonstrated their ability to apply the theoretical material to case studies.	The required expectations were somewhat met as follows: (a) students demonstrated their knowledge and understanding of the theoretical approaches presented in this course; and (b) students demonstrated their ability to apply the theoretical material to case studies.	The required expectations were hardly met as follows: (a) students demonstrated their knowledge and understanding of the theoretical approaches presented in this course; and (b) students demonstrated their ability to apply the theoretical material to case studies.

CNS 558 – Reaction Paper
Semester: Spring _____

Name: _____ Faculty Name: _____

Key Assessment KY EPSB Standard 2.6.a.

Course: CNS 558 – Counseling Theories

Key Assessment: Reaction Paper. To illustrate their knowledge and understanding of basic counseling theories, their ability to select appropriate counseling interventions, and their ability to apply the theoretical material to case studies; students will submit a satisfactory reaction paper focusing on one of the therapeutic approaches noted in the required textbook. (KY EPSB Standard 2.6.a.)

CNS 558 REACTION PAPER SCORING RUBRIC

Scoring Rubric: (Four Column Rubric Using Headings)

Standard	4	3	2	1
KY EPSB 2.6.a. Demonstrates a clear understanding of models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling or their theoretical orientation.	Student completed a satisfactory reaction paper illustrating a clear understanding of the theory of focus.	The reaction paper meets the requirements for this standard.	The reaction paper illustrates inaccurate interpretations of the theory of focus.	Reaction paper is incomplete according to directions on the syllabus.
	Reaction paper includes basic philosophy, key concepts, goals of therapy, techniques, application of approaches, and the therapist's function and role.	The reaction paper includes the basic philosophy, key concepts, goals of therapy, techniques, and application of approaches.	The reaction paper does not clearly discuss the basic philosophy, key concepts, goals, techniques, and application of approaches.	
	Ways you could use some of the ideas and skills in your method of			

	counseling and finish this sentence, I learned”			
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