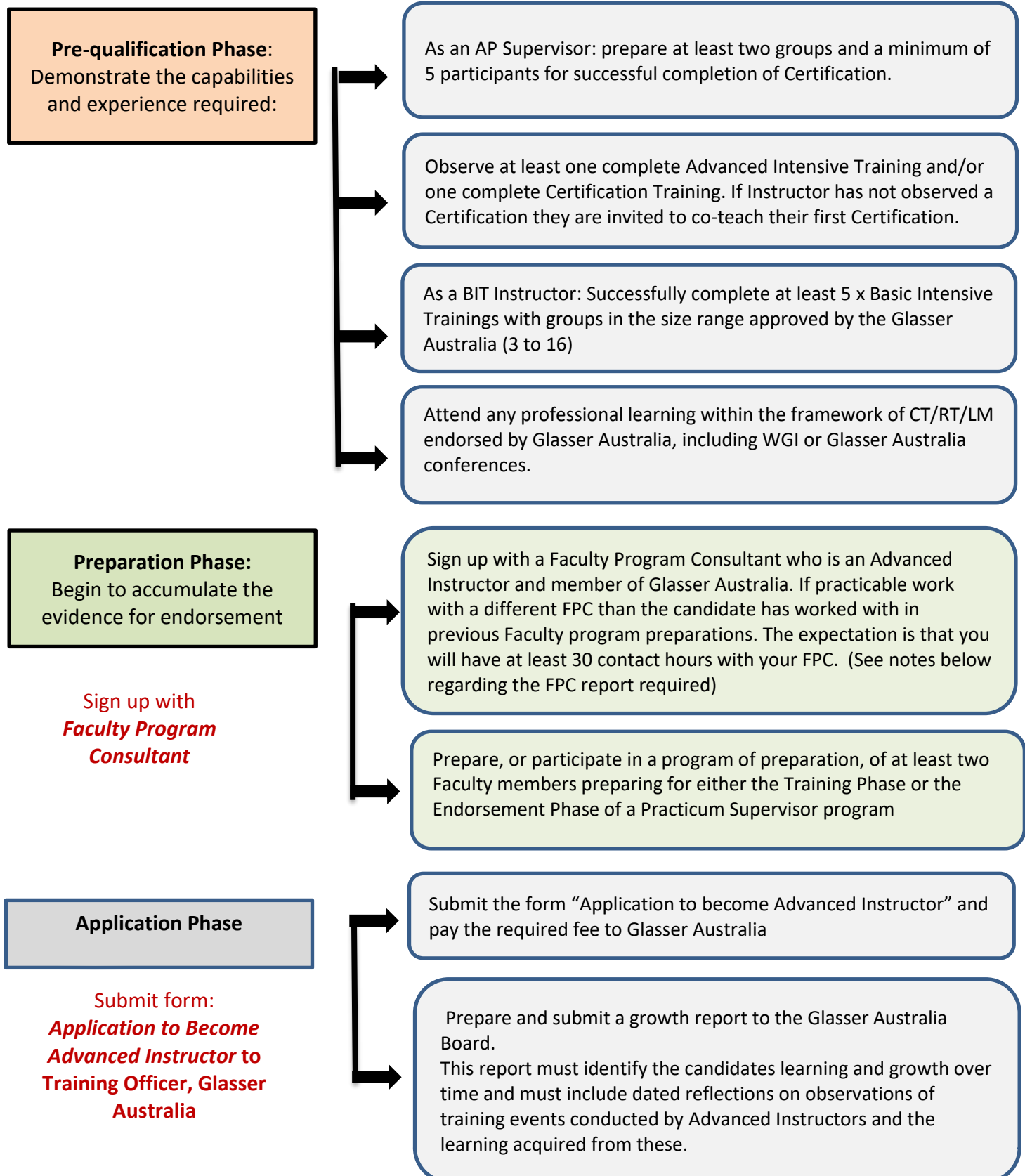




PROCESS FOR ENDORSEMENT AS ADVANCED INSTRUCTOR

Candidates prepare a timeline for the completion of the following criteria for endorsement:



Endorsement Phase

OVERVIEW:

During the Endorsement Phase, the candidate must demonstrate deep knowledge and embodying of CTRTLM, and the ability to teach this material to a standard required of an Advanced Instructor.

1. Three general areas of competency are addressed:

- Demonstration of Reality Therapy skills – 2 video recordings
- Demonstration of knowledge about Choice Theory – audio recording
- Evidence of competency to teach Choice Theory courses – (face to face demonstration or video recording)

2. Guidelines for Review of Evidence

- The video recordings must be reviewed by an Advanced Instructor. The audio recording must be reviewed by a different Advanced Instructor.
- Both must be Advanced Instructors. At least one of these must be Advanced Instructor with Glasser Australia, one who is a current member and experienced in training at Advanced Intensive Training, Certification and Faculty Program level.
- The other Advanced Instructor can be from a different country and must be approved by Glasser Australia.

3. Ratification by Glasser Australia and William Glasser International:

- On completion of the process, all recordings and written material are to be submitted to the Training Officer and Administration Officer for Glasser Australia for by the endorsement by the Board. A\$550 Application fee is to be paid to Glasser Australia.
- Having been endorsed by the Board, the material is submitted to WGI Training Committee
- After ratification by WGI, payment of \$US100 is to be made on the WGI website, to finalise the awarding of Advanced Instructor status.

EVIDENCE FOR DEMONSTRATION OF COMPETENCY

Knowledge
Demonstration

AUDIO RECORDING / WRITTEN RESPONSE

STEP 1

The following questions are to be addressed in an audio recording (approximately 40-60 minutes) or a detailed written response.

1. How is Reality Therapy different from other counselling approaches?
2. What does 'counselling with Choice Theory' mean to you?
3. How do you manage and encourage people who are reluctant to role-play during Basic Intensive Trainings?
4. How would you approach a school or agency that is mostly concerned with addressing discipline problems?
5. How do you use your strengths to enhance and maximize learning for participants in training? Give specific examples.
6. List two or three ways you have improved your training as a result of feedback received from participants in Basic Intensive Training.
7. How will your Advanced Intensive Training be different from your Basic Intensive Training?
8. In what ways does the practice of lead management reflect the psychological underpinning of Choice Theory?
9. What would you like to see as the future of WGI and its member organizations?
10. As an Advanced Instructor member, what do you see as your contribution to WGI and to your specific member organization?
11. What else would you like to add?

STEP 2

Submit this audio recording or written material to an Advanced Instructor with Glasser Australia for review.

STEP 3

Following successful review via a coverification process, the audio or written material and the Instructor's comments are submitted to the Training Officer and Glasser Australia Administration for review and endorsement by the GA Board and then WGI.

Reality Therapy Skill
Demonstration.

VIDEO RECORDING

STEP 1

Create video recordings of 2 x Role-Play interviews, one with a voluntary client. One must be a Lead Management role play with a resistant client

Criteria:

The RT procedures to be clear enough for an Advanced Intensive Training participant to pick them out. Review what you've recorded and see if it meets **your** standards of "quality."

STEP 2

Provide a **detailed self-evaluation** to encompass CT/RT guidelines for a role play as if it were being done as a demonstration for an Advanced Intensive Training group.

The self-evaluation of each video consists of 3 parts:

Video Evaluation Part 1:

At the end of *each* demonstration, provide a verbal overview of your thoughts regarding the session you have just completed. You might demonstrate what you would discuss if you were using the session in a training.

For example:

- Describe the counselling environment and the counselling relationship.
- What were the goals/your intention for the session?
- What did the client want? What basic need(s) were reflected in the client's want? How do you know this?
- Explain to the audience about a teachable moment that might have arisen from this role play demonstration.
- Did you teach the client any Choice Theory? If so, what did you teach? If not, discuss how you might have incorporated teaching into your demonstration if you were to do it again.
- What Reality Therapy counselling skills were demonstrated? Where was most of the role-playing time spent? (perceived world - quality world - needs - comparing place - behavioural system)
- What effective questions were asked?
- Why were they effective?
- If you could do the role play again, what would you want to do differently?
- If this was a management role play, explain what lead management techniques you used during this role play.
- What CT/RT/LM concepts could be taught from this role play?

Video Evaluation Part 2:

Write an evaluation of each session. Be specific, using the exact time of your intervention in the session so that the person reviewing the video can easily see the intervention you are referring to.

Address the following:

1. From a Choice Theory perspective, how do you understand what is happening with the person with whom you are working?
2. Based on the practice of Choice Theory and Reality Therapy, what techniques/skills did you use when working with this client? Give examples from the video. Use language relevant to Choice Theory/Reality Therapy (e.g. Creating environment, identifying wants, working with total behaviour, facilitating self-evaluation, total behaviour, developing plans)
3. What was your intention behind the use of your skills in your session? What did you do well? What would you like to improve? What feedback, if any, did you get from the client?

Be specific in your commentary.

For example: *At 4:36 in my video I asked the client what she hoped to get from counselling. My intention was to access the client's quality world and to get a sense of what goals the client hoped to address as a result of our time together.*

Provide alternate direction you might have taken.

For example: *At 12:00 the client seemed to be resistant to taking action. I might have asked the client to reflect on her total behaviour and tell me what was getting in the way for her.*

OR

If I could do the session again I would look for opportunities to help the client self-evaluate her thinking. For example, at 9:12, client said she felt like she was a failure and had no friends. I might have asked something like "Let's look at that statement. Tell me about a time in your life when things were going well for you. What was different about that time?"

Video Evaluation Part 3:

Imagine you are using your videos for training purposes.

What would you teach from them? Provide options for counsellors, managers, and school personnel.

STEP 3

Submit both the recordings and the self-evaluation to a GA Advanced Instructor for review.

STEP 4

Following successful review via a coverification process, the video, self-evaluations and Instructor's comments are submitted to the Training Officer and Glasser Australia Administration for review and endorsement by the GA Board and then WGI.

Teaching Competency Demonstration:
(Verification to be contained in FPC report)

The following competencies are to be demonstrated:

- Ability to quickly discern the knowledge and skills of participants and advance these skills to the required standard during a training program.
- Demonstrated ability to teach the difference between a counselling (not a coaching role-play) and lead managing role play with clarity and accuracy.
- High level group facilitation skills that will create relational trust within a training group and will enable the group to work together productively.
- Demonstrated ability to manage a disruptive or demanding participant in a training program.
- Demonstrated ability to complete the clerical and paperwork requirements of a faculty member in a timely manner.
- Preparation of a suitable program outline and handbook for an Advanced Intensive Training program and preparation of an outline of requirements as stated in current GA P&P and 4-day process for a Certification program.
- Demonstrated ability to integrate Choice Theory concepts in Lead Management practices and in explanation and interpretation of dimensions of Reality Therapy.
- Observation, for the purpose of co-verification, of at least one teaching vignette by a Advanced Instructor (who is not the candidates FPC) either face to face or via video recording. The substance of this teaching demonstration will be negotiated between the candidate and Advanced Instructor concerned.

The FPC is required to submit a report stating that Teaching Competencies have been demonstrated and all aspects of the process have been completed. The report is to validate the candidate's claim to have provided all of the evidence and achieved the quality of knowledge, understanding and skill required in each of the criteria above. Co-verification paperwork must be submitted.

(If any of the teaching competencies listed above cannot be observed and co-verified by the candidate's FPC they must be verified by another Advanced Instructor member of Glasser Australia)

Acknowledgement: Adapted from process developed by Patricia Robey, Advanced Instructor, WGI