

BASIC INTENSIVE INSTRUCTOR PROGRAM SYLLABUS

The program consists of four phases:

- Preparation Phase I (Field)
- Training Phase
- Preparation Phase II (Field)
- Endorsement Phase

Both Training and Endorsement Phases are four days in length, organised by Glasser Australia and often, but not necessarily, held in conjunction with the National Conference.

The candidate chooses a Faculty Program Consultant to work with during the Training. The candidate and the Faculty Program Consultant (FPC) jointly take on responsibility for the learning process. The FPC works closely with the candidate to ensure he/she meets certain criteria in his/her field experiences prior to being recommended by the FPC to attend both the Training Phase and the Endorsement Phase. After the Training Phase the Instructors communicate with the FPC the specifics that would need to be worked on in the field and provide a checklist of those areas.

Prerequisites for Entrance:

The candidate has completed Practicum Supervisor Program Endorsement and has completed **at least one practicum** in its entirety.

Preparation Phase I (Field)

In Preparation Phase I (which takes place at **least six months** before the scheduled Training Phase) the candidate chooses a Faculty Program Consultant and signs a contract with them. The contract explains the conditions of their working together i.e. fees, time requirements, number of mentoring hours and joint responsibilities. Following that, the candidate submits a Letter of Intent to Glasser Australia along with a \$25.00 application fee. Once reviewed, a packet of materials is sent to the candidate.

The focus in the field with the FPC is on presentation skills, development of materials and activities all of which interweaves with role-play competencies. Since role-play is the core of what is taught, approximately 75% of the time is devoted to teaching from role-plays.

Presentations / Materials / Activities / Role-Play

- Review the impact of having 75% of the training focused on role-play
- Understand how to create an atmosphere of trust that fosters learning
- Draw role-play situations through the Choice Theory Chart in a clear and concise manner
- Understand and demonstrate the interrelationship between Reality Therapy and Choice Theory
- Develop opening and closing activities
- Develop useful handouts and materials
- Continue to monitor competency levels through self-evaluation and co-verification with FPC
- Manage questions about other modalities accurately and discuss their effectiveness in Choice Theory terms
- Evaluate personal and professional readiness for training
- Offer and receive feedback
- Prepare a Basic Intensive Training outline which shows how to integrate activities and materials
- Schedule continuous concurrent evaluation
- Discuss managing a group
- Prepare a 10 minute presentation on the chart
- Develop a plan for training

Training Phase

Prerequisites:

Prior to the Training Phase, the candidate has organized and **co-facilitated at least one Basic Week** in the period of one year before the training.

Prior to registering for this phase, the candidate and the FPC completes the ***Checklist of Competencies*** which is signed by both as verification of the candidate's skills acquired during Preparation Phase 1. It also confirms that the candidate has completed one complete practicum and has organized and co-facilitated at least one Basic Week in the period of one year before the Training Phase.

Emphasis in this structured, four day training is on role-play competency and ways to enhance role-play skills. Areas for improvement are discussed with the candidate. The candidate, as well as the instructors of this phase, communicates with the FPC about the field plan.

The Training Phase focuses on role-play practice, role-play competencies, questioning techniques and managing skills.

- Work with a variety of clients, including those familiar and unfamiliar to you
- Deal with a situation as a systems problem
- Demonstrate the integration of CT/RT and LM through role-plays and self-evaluation
- Discuss and process role-plays from a CT/RT and LM perspective
- Know and demonstrate the differences on the chart between CT and RT
- Provide feedback through demonstration, which shows alternate ways of providing feedback
- Use different role-play structures to teach the entire RT process
- Demonstrate the ability in role-playing to have a dual focus, i.e. to stop a role-play and capture a teachable moment and then return to role-play
- Develop a learning plan for ongoing work with the FPC
- Manage a disruptive group member
- Evaluate personal and professional readiness for endorsement
- Use a variety of teaching methods to accommodate different learning styles, i.e. auditory, visual and kinesthetic
- Present content of instruction in a useful manner
- Review the business aspects of Intensive Weeks including marketing

Preparation Phase II (Field)

Prerequisites:

In the Preparation Phase II the candidate co-facilitates a minimum of **at least two Intensive Trainings**, preferably with two different instructors.

In order to be eligible for Endorsement, the candidate works with the Faculty Program Consultant to co-verify competencies and skills required for entry into the final phase of the program. It is important that the *Checklist of Competencies* be filled out together and that both the candidate and the FPC sign the document as verification of skills.

Endorsement Phase

The purpose of the Endorsement Phase is for the candidate to demonstrate competency to lead a Basic Intensive Week and effectively represent The Glasser Australia. This final phase will focus on Reality Therapy, Choice Theory, Lead-Management and the blending of skill, theory and practice.

The candidate will:

- Demonstrate how to set up a role-play
- Demonstrate the well-timed use of a teachable moment throughout a role-play experience
- Draw role-play situations through the Choice Theory Chart in a clear and concise manner
- Explain and teach lead-management through role-play
- Teach the conditions of quality
- Understand the four ways of relating through role-play
- Use different role-play structures to teach the entire Reality Therapy process
- Demonstrate the ability in role-play to have a dual focus, i.e. to stop a role-play and capture a teaching moment and then return to role-play
- Manage questions about other modalities accurately and discuss their effectiveness
- in Choice Theory terms
- Evaluate personal and professional readiness for endorsement
- Demonstrate how to offer and receive feedback
- Demonstrate the ability to be flexible and teach from a less than adequate role-play
- Demonstrate the ability to use different role-play structures to teach the entire Reality Therapy process
- Have accurate knowledge of the *Programs, Policies, and Procedures Manual*
- Demonstrate knowledge of ethical issues
- Manage a disruptive group

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