

Senior Faculty Application and Review Process

- I. **Complete the Application and make payment in the amount of \$600.00 to William Glasser International.**

- II. **Answer the following questions in an audio recording (approximately 40-60 minutes) and have it reviewed by a current dues-paying and active senior WGI faculty member (Your Faculty Program Consultant/FPC) who is teaching Advanced Trainings in your country. When you and your FPC are in agreement that your answers are ready for external review, submit them to Patricia Robey, 23738 S. Ashland Ave., Crete, IL 60417 USA or patrobey@gmail.com**
or: Write a paper in which you address the following questions and have it reviewed by a current dues-paying and active senior WGI faculty member (Your Faculty Program Consultant/FPC) who is teaching Advanced Trainings in your country. When you and your FPC are in agreement that your answers are ready for external review, submit them to: Patricia Robey, 23738 S. Ashland Ave., Crete, IL 60417 USA or patrobey@gmail.com

1. How is Reality Therapy different from other counseling approaches?
2. What does counseling with Choice Theory mean to you?
3. How do you manage and encourage people who are reluctant to role-play during 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 WGI training? Give specific examples.
6. List two or three ways you have improved your training as a result of feedback received from participants in WGI training.
7. How will your advanced intensive training be different from your basic intensive training?
8. What would you like to see as the future of WGI and its member organizations?
8. As a senior faculty member, what do you see as your contribution to WGI and to your specific member organization?
9. What else would you like to add?

III. Senior Faculty Video Review Process

Video record two role-play sessions with two different clients. One session should be with a voluntary client. The other should demonstrate lead management with an involuntary client.

Video Evaluation Part I: 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 counseling environment and the counseling 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?
- 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 counseling skills were demonstrated? Where was most of the role playing time spent? (perceived world - quality world - needs - comparing place - behavioral 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/QS concepts could be taught from this role play?

Video Evaluation Part II: 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 behavior, facilitating self-evaluation, total behavior, 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 your video I asked the client what she hoped to get from counseling. 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 behavior 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 III: Imagine you are using your videos for training purposes. What would you teach from them? Provide options for counselors, managers, and school personnel.

Developed by Patricia Robey, Senior Faculty, WGI