

Programs, Policies and Procedures Manual

The mission of The William Glasser Institute is to teach all people Choice Theory® and to use it as the basis for training in reality therapy, quality school education and lead-management.

The members of The William Glasser Institute believe that choice theory, reality therapy and lead-management are to be taught with integrity by adhering to fundamental concepts and incorporating currently available knowledge. These concepts guide relationships and are reflected in the way The Institute does business. The beliefs comprise a living document that can be adjusted over the course of time as the reality therapy community grows and changes.



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INTRODUCTION

■ COMMENTS FROM DR. GLASSER

For many years, I used the term Control Theory for what I am now calling Choice Theory. Even though I had always believed that we are intrinsically motivated, I learned from an exponent, William Powers, a theoretician, that there was an actual theory congruent with what I believed. In order for Control Theory to work for me as a practicing psychiatrist, psychotherapist and educator, I made changes in what Powers taught me. These changes are explained below.

First, I figured out what I believe is the fundamental human motivation: The basic needs. Then, to help counselors avoid focusing on what clients cannot directly change, which is how they feel, I created the useful concept of Total Behavior. This concept explains that all we choose are our actions and thoughts.

Feelings and physiology are always a result of our actions and thoughts. To bring Choice Theory more in line with W. Edwards Deming, I then added the much more specific concept of the Quality World to replace Powers' less specific Internal World. Very early, I deleted what, from Powers' standpoint, was his major contribution, the levels of perception. Instead, I replaced them with the much more usable perceptual filters—the Total Knowledge Filter and the Valuing Filter. From what passes through these filters I created a new version of the Perceived World that puts a value on all that we perceive. I replaced perceptual error with frustration, in an effort to make that concept coincide with everyday usage. Finally, I replaced the concept of reorganization with creativity, because reorganization implies changing around what is already there. Creativity often means changing what is there to something totally new and more effective; for example, that the earth is round, not flat.

Considering that I have always taught that we choose all we do, I decided in the spring of 1996 to call what I teach, Choice Theory. I changed the name because of my significant alterations to the original Control Theory. In my view, people often misinterpreted the concept of control.

■ CHOICE THEORY

Choice theory is the basis for all programs taught by The Institute. It states that *all we do is behave*, that *almost all behavior is chosen*, and that we are driven by our genes to satisfy five basic needs: **survival, love and belonging, power, freedom and fun**. In practice, the most important need is love and belonging, as closeness and connectedness with the people we care about is a requisite for satisfying all of our needs. Choice theory is offered to replace external control psychology, the present psychology of almost all the people in the world. This forcing, punishing psychology is destructive to relationships and when used will destroy the ability of one or both to find satisfaction in that relationship.

■ REALITY THERAPY

Reality therapy is the method of counseling that Dr. Glasser has taught since 1965. It is now firmly based on choice theory and its successful application is dependent on the counselor's familiarity with, and knowledge of, that theory. In fact, teaching choice theory to counselees (whether clients or students) is now part of reality therapy.

Since unsatisfactory or non-existent connections with people we need are the source of almost all human problems, the goal of reality therapy is to help people reconnect.

To create the relationship vital to reality therapy, the counselor:

- Focuses on the present and avoids discussing the past ;
- Avoids discussing symptoms and complaints as much as possible;
- Understands the concept of total behavior, and therefore focuses on what counselees can do directly—act and think;
- Avoids criticizing, blaming and/or complaining and helps counselees to do the same;
- Remains non-judgmental and non-coercive, but encourages people to judge all they are doing by the choice theory axiom: *“Is what I am doing getting me closer to the people I need?”*;
- Teaches counselees that legitimate or not, “excusing” stands directly in the way of making needed connections;
- Helps them make specific, workable plans to reconnect with the people they need, and then follows through on what was planned by helping them evaluate their progress; and
- Is patient and supportive and keeps focusing on the source of the problem - disconnectedness.

■ LEAD-MANAGEMENT

Lead-management is based on choice theory. It is a philosophy and method used by persons in authority. In making decisions, lead-managers are democratic listeners and they consider the viewpoints of others including those impacted by the decisions.

The Institute works with organizations, such as schools, to replace external control psychology with choice theory as the psychology that drives the system. In practice, this means moving from boss-managing to lead-managing.

Organizations have a specific purpose and a system to achieve it. However, in some organizations such as schools, many students neither accept the purpose or the system to achieve it. And, if students do not do this, the school has little chance of achieving its purpose. This is because, accustomed to boss-managing, many of the staff tend to focus on the students who are not learning instead of on what is really wrong: a frustrating system that students are rebelling against. Therefore, lead-managers continually work on the system, not on the individuals who work in the system.

■ DEFINING MENTAL HEALTH AS A PUBLIC HEALTH ISSUE

At present, few mental health professionals deliver mental health as an entity completely separate from what is called mental illness by the psychiatric establishment. What Dr. Glasser proposes is that using choice theory, we can teach mental health directly to clients without reference to mental illness. A booklet, *Defining Mental Health as a Public Health Issue*, describes this in more detail and is available from The Institute.

INSTITUTE STRUCTURE

■ WILLIAM GLASSER, M.D



Dr. Glasser, a board-certified psychiatrist, received his medical degree from Case Western Reserve University in Cleveland, Ohio in 1953. His medical internship was completed at UCLA in 1957, followed by a psychiatric residency at the Veterans' Hospital in West Los Angeles.

Besides private practice, he has worked in rehabilitation, juvenile corrections and, since 1963, extensively in public schools. In 1990, the University of San Francisco awarded him the Degree of Doctor of Humane Letters, Honoris Causa, and in 2003 he was presented with the ACA Professional Development Award recognizing his significant contributions to the field of counseling.

Dr. Glasser has written over 20 books and is best known for, *Reality Therapy*, originally published in 1965. He is semi-retired now, but with his wife Carleen Glasser, speaks to groups of people about how they can use choice theory and reality therapy to make meaningful changes in their personal lives, institutions, and communities.

Dr. Glasser is both president and chairman of the Legal Board and the Advisory Board of Directors. He participates in some Institute functions such as NA certification weeks and international conferences.

■ LINDA HARSHMAN, M.S.W.



As Executive Director of The William Glasser Institute, Linda frequently consults with Dr. Glasser, Institute Advisory Board members, the Director of Training, faculty members, the general membership, as well as the various branches of The Institute in countries outside of North America. Linda is also a member of The Institute's Legal Board of Directors. Linda has a Bachelor of Arts Degree, a Bachelor of Education and a Master's Degree in Social Work from the University of Toronto. Prior to being employed by The Institute in 1983, she worked in corrections and mental health. Since 1987, Linda has been responsible for the overall administration of The Institute.

■ THE INSTITUTE OFFICE

The national office of The William Glasser Institute is located in a building of its own in Chatsworth, California, where it has been since 1994.

The major activity of The Institute is to coordinate and monitor the training leading to Reality Therapy Certification and faculty status. Computer records are maintained of over 75,000 individuals who have taken at least a Basic Intensive Week of training somewhere in the world.

Most of The Institute's communications with the membership is by phone, fax, email and/or regular mail. No training is actually conducted on-site. The Institute does sponsor and orchestrate specific functions such as certification weeks, faculty programs and faculty retreats, which are held in various locations.

The Institute office is staffed by a team of professionals under the direction and guidance of Linda Harshman, Executive Director. Each staff member has specific responsibilities. The shipping department handles book and material orders and is responsible for account receivables. The Intensive Week Coordinator handles the scheduling and coordination of intensive weeks. Other key responsibilities include certification weeks, faculty programs, and faculty retreats, along with maintaining The Institute's website, creating the newsletter, and facilitating Dr. Glasser's speaking engagements.

The Institute does not provide clinical referrals but upon request, will offer the names of Reality Therapy Certified individuals in a particular area who may then be able to refer the individual to a licensed therapist.

■ ROBERT E. WUBBOLDING, ED.D.



Robert E. Wubbolding has been the Director of Training and Chair of the Professional Development Committee since 1987. He is a psychologist and professional clinical counselor. He is also professor emeritus of counseling at Xavier University and the Director for the Center for Reality Therapy in Cincinnati, Ohio. Together with the Executive Director, he is responsible for developing, monitoring, supervising and evaluating all North American training programs under the auspices of The Institute.

Dr. Wubbolding is the author of several books, including: *Using Reality Therapy*, *Understanding Reality Therapy*, *Reality Therapy with Children*, *Employee Motivation*, *Reality Therapy for the 21st Century* and *Counseling with Reality Therapy*. In addition, he has more than 135 publications on Reality Therapy and related topics. Bob is a regular presenter at the American Psychological Association and at various other national and state organizations.

■ PUBLICATIONS AND MATERIALS

The Institute office maintains a stock of Dr. Glasser's books as well as materials produced by The Institute.

Newsletter: The Newsletter is published three times per year: spring, summer and winter. It is provided online to all current dues-paying members of The Institute. It is the official publication of The Institute and contains up-to-date information about programs, as well as any new policies and procedures discussed by the Advisory Board of Directors and endorsed by The Legal Board. Announcements regarding conferences, new programs, and schedules of upcoming events such as certification weeks, faculty programs, intensive weeks and Dr. Glasser's speaking engagements are also included, as are reports from Dr. Glasser, The Institute Executive Director, the Director of Training, and the Chair of the Advisory Board of Directors. Articles from the membership on the application of reality therapy and choice theory are also included.

Directory: The Institute publishes a directory of everyone who is Reality Therapy Certified and for whom there is a current mailing address. This directory is updated and compiled once a year and is then available online to current full dues-paying members of The Institute. It is password protected (with a new password provided each year) and is not made available to advertisers, professional societies or any other third parties.

Policies and Procedures: This Manual is updated on a regular basis and is available online to Full dues-paying members of The Institute.

www.wglasser.com: The Institute publishes a web site that contains up-to-date information relative to the Intensive Weeks of Training (open to the public), Faculty Programs, information on key personnel, books and materials, schedule of upcoming events, Dr. and Mrs. Glasser's speaking engagements, articles and more.

■ MEMBERSHIP

The Institute maintains two separate types of memberships: Associate and Full. These memberships are effective January 1st through December 31st of each year and are available to individuals, not organizations.

Associate membership is open to anyone who has completed an approved Basic Intensive Week, but who is not yet Reality Therapy Certified. Associate members receive three issues of the WGI Newsletter, two issues of *The International Journal of Reality Therapy* and reduced prices for select Institute produced materials.

Full membership is available to any individual who has successfully completed The Institute's certification program and is required of all practicum supervisors and intensive week instructors. In countries outside North America, only Basic Week Instructors need to have national Institute membership. However, in most countries, one must also have membership in that country's organization.

Full members have access to the Directory of all Reality Therapy Certified individuals, in addition to the benefits described under Associate Membership.

■ THE INTERNATIONAL JOURNAL OF REALITY THERAPY



Dr. Larry Litwack is the founder and editor of *The International Journal of Reality Therapy*. The Journal is a semi-annual peer-reviewed publication and is the principal medium for the promotion and dissemination of articles dealing with research and the theory and practice of reality therapy and choice theory. Articles are welcome with a particular emphasis on research data, theory, development, or special descriptions of the successful applications of internal control systems, especially as exemplified in the writings promulgated by William Glasser.

This Journal is published twice a year and is sent to all current dues-paying members of The Institute. Subscriptions are also available to Individuals and institutions. Information on subscriptions and back issues can be obtained by contacting Dr. Litwack at journalofrealitytherapy.com.

In addition, The Resource Guide which contains abstracts of all articles in the Journal's 27 years plus a listing of dissertations done on reality therapy and choice theory can be ordered for a fee.

■ THE ADVISORY BOARD OF DIRECTORS

To assist in the management and growth of The Institute, an Advisory Board of Directors was established in 1981. This board consists of nine elected regional representatives.

The Advisory Board reviews and recommends to Dr. Glasser (or in his absence, Linda Harshman) policies and procedures that are designed to improve the smooth functioning and growth of The Institute. The Board seeks to improve the consistency and credibility of all of the training programs. It also has the responsibility of developing other avenues for continuing involvement with The Institute after completion of the certification program. To assist in this task, The Professional Development Committee was created. This Committee reports directly to The Institute Advisory Board, and to facilitate this, the Committee Chair, i.e., the Director of Training, holds a non-voting position on the board. Regional board members may also serve on various ad hoc subcommittees of The Institute Advisory Board of Directors.

■ PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development Committee is a standing sub-committee of The William Glasser Institute Advisory Board. Its mission is to monitor and improve the various programs in the certification process, including intensive weeks, certification weeks, and faculty programs. After collecting and collating data, it presents its recommendations to the Advisory Board. The committee is comprised of the Director of Training (who is the permanent chair), The Institute Executive Director, the Chair of the Advisory Board, and at least two other members of the Advisory Board.

■ REGIONS OF THE INSTITUTE

The nine regions established by The Institute are defined geographically. The regions and their respective geographic areas are listed in the table on the following page. There are no restrictions in attending meetings or programs in any of the other regions.

ELECTION PROCESS

To encourage rotation on the Advisory Board, each year, three of the nine regional positions become open for election. The Institute office handles all elections. A Call for Nominations is announced to the membership in the winter edition of the WGI Newsletter. All board member nominees must be Reality Therapy Certified for at least two years, and be current dues-paying members of The Institute. If he/she is faculty, they must have signed the yearly Faculty Agreement. Following the nomination process, candidates submit answers to standard questions relating to their involvement with choice theory, reality therapy, lead-management and The Institute.

These answers are listed on the election ballots, which are then sent to all Reality Therapy Certified people residing in the region. The elections are held in the spring, and there must be a majority vote for a single candidate to be elected. If no one candidate receives a majority of the vote, a runoff election is held between the two top candidates receiving the most votes. The term of office for new board members starts immediately following the International Conference in July, and continues for a period of three years. The term of office for the Board Chair also starts after the Conference; however, this position is a one-year term.

Board members are only eligible for election for two successive terms of office, i.e., six years. The Advisory Board of Directors meets three times per year. Service on the Board is voluntary and unpaid, although The Institute does provide reimbursement for travel and a per diem for meals and lodging for attendance at meetings. For those board members who are also instructors, special consideration may be given for teaching assignments at certification weeks and faculty programs.

BOARD MEMBER RESPONSIBILITIES

Each regional board member is responsible for organizing regional meetings that take place at least once a year in each region. These meetings are primarily designed to encourage continued learning and fellowship with all people from the region who have an interest in Dr. Glasser's ideas. Regions are responsible for the effective operation of their own regional organizations, including publications such as newsletters and maintenance of their website. Regions are financially self-sufficient and many charge a nominal membership fee.

■ GEOGRAPHIC REGIONS

- **Canada Region** - All Provinces of Canada
- **Mid-America Region** - Arkansas, Iowa, Kansas, Missouri, Nebraska
- **Midwest Region** - Illinois, Indiana, Kentucky, Michigan, Minnesota, Ohio, Wisconsin
- **Mountain States Region** - Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
- **Northeast Region** - Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont

- **Northwest Region** - Alaska, Idaho, Oregon, Washington
- **Southeast Region** - Alabama, District of Columbia, Florida, Georgia, North Carolina, South Carolina, Virginia, West Virginia, Tennessee, Puerto Rico, West Indies
- **Sunbelt Region** - Louisiana, Mississippi, Oklahoma, Texas
- **West Region** - Arizona, California, Hawaii, Nevada, New Mexico

Regional board members have the responsibility of coordinating the schedule of intensive weeks within their respective regions. They initially receive all applications for screening and then refer these to The Institute's Intensive Week Coordinator for final screening, administrator approval, and data entry on the computer. Upon completion of a week, they assist The Institute in securing paperwork, funds, and/or unused materials within a reasonable time period. Rebates are issued twice a year to regions for intensive weeks held, and these rebates cannot be issued until funds and paperwork from the held weeks have been submitted to The Institute. Regional board members are also responsible for the administration of the Glasser Fund Scholarships.

■ THE INTERNATIONAL COMMUNITY

Countries outside of North America are not represented on The Institute Advisory Board by any regional member. Rather, programs in these countries are registered and coordinated through The Institute office in consultation with Linda Harshman and Dr. Glasser. Choice theory, reality therapy and lead-management concepts are taught in South America, Asia, Europe, the Pacific Rim and the Middle East. The long-term goal is that Dr. Glasser's teachings be adapted to varying cultures and be taught by indigenous faculty.

To accomplish this, Dr. Glasser and Linda Harshman appoint liaison persons from North America to assist the local organizers. This assistance consists of initially teaching intensive weeks and providing consulting services for the formation and development of the local organization. As each country develops supervisors and instructors, the certification process becomes more locally administrated and taught.

In the beginning of this process, adaptations of North American policies and procedures are necessary. As the local organization develops, the structure and requirements become more congruent with those in North America. Nevertheless, the programs reflect each country's own uniqueness, based on cultural values and beliefs.

Each country's organization also maintains an ongoing relationship with The Institute office for logging intensive weeks and receiving the most up-to-date materials and communications about important national organizational changes. In determining fees for training that will be payable to The Institute, many factors are considered and the amount is negotiated with the Executive Director on a country-by-country basis.

To stay informed of decisions made by The Institute, all intensive week instructors in the international community need to be current dues-paying members who have signed the yearly Faculty Agreement. Practicum supervisors are given the option of taking out yearly membership, but are still required to sign the yearly agreement.

In some countries where the organizations are highly developed, conferences are held yearly, and the countries have their own newsletters. Several of Dr. Glasser's books have also been translated into other languages.

■ SCHOLARSHIPS

The Glasser Fund: In 1986, the Glasser Fund was established with a large, initial donation from Bill and Naomi Glasser. The purpose of the fund is to establish scholarships for people studying choice theory, reality therapy and lead-management in the certification program of The Institute. Scholarships are awarded based both on need and on how the training will be used professionally.

Scholarships in the United States and Canada are awarded regionally. Each of the eight regions in the United States awards two scholarships each year and Canada awards three. Scholarships can be disbursed in partial or full awards to applicants and the names of those receiving the awards are kept confidential. Each year the Regional Director forwards a report to The Institute on how the scholarships money were used in that year. He/she then requests scholarships money for the upcoming year.

The Glasser Fund is pleased to accept tax-deductible donations in honor or memory of people or events. All donations are appropriately acknowledged.

Larry Litwack Scholarship: In 1990, the Dr. Larry Litwack Scholarship was established for a student in a country outside North America. The Glasser Fund's administrator (Carleen Glasser), in consultation with Linda Harshman, awards one country a scholarship on a rotating basis.

Carl McDaniel Scholarship Fund: In 1991, the Carl McDaniel Scholarship fund was established for professionals working in the field of corrections. It is available to anyone in any country and requests for applications may be made to The Institute. Each year, in consultation with the Executive Director, a partial scholarship is awarded for training purposes.

REALITY THERAPY CERTIFICATION

■ THE CERTIFICATION PROCESS

The Institute offers a five-part sequential course of study leading to Reality Therapy Certification:

- 1) Basic Intensive Week
- 2) Basic Practicum
- 3) Advanced Intensive Week
- 4) Advanced Practicum
- 5) Certification Week

There are no educational prerequisites for attendance at a Basic Intensive Week, or for pursuing the course of study leading to Reality Therapy Certification. Participants may proceed through these steps at their own pace.

■ LENGTH OF TIME

A minimum time period of at least 18 months is usually required between a basic week and attendance at a certification week. (The month of the basic week counts as the first month and the month of the certification week counts as the eighteenth month.) However, to accommodate the diverse needs of certification week participants, The Institute generally approves, without condition, applicants who only have 16 months between the basic week and the proposed certification week. For those candidates who have only a 15-month separation, The Institute requires that an extra number of practicum hours be completed and attested to by the Advanced Practicum Supervisor. Finally, any requests for unusual exceptions beyond what is stated above need to be put in writing and directed to Linda Harshman, Executive Director.

■ INTENSIVE WEEK STRUCTURE

Intensive weeks are designated as either open or closed. Open intensive weeks are those open to the public. They are publicly advertised and may be attended by any interested persons over the age of 21. Closed intensive weeks are not advertised and are attended by people who are staff members of the sponsoring organization.

All Intensive weeks, whether Basic or Advanced consist of 27 contact hours. Effective **February 1, 2009**, the following formats apply to **Basic Weeks** only:

Open Basic Week

- a) Four sequential days;
- b) Two days followed by two days over two weekends;
- c) Evening sessions over a two month period, with organized learning experiences between sessions; and,
- d) Four one day a week sessions over a one month period with learning experiences between sessions.

Closed Basic Week

- a) Four consecutive days;
- b) Four days over one month;
- c) Two days followed by two days over two different weekends;
- d) Four Professional Development Days over a “school” year.

If Professional Development Days are used over a Sept. – June “school” year, Institute fees would be due after the 1st PDD. Organized learning experiences would also be required between sessions.

If the Week is Advanced, the following format would still apply whether the Week was Open or Closed:

- a) four consecutive days; and
- b) two days followed by two days over 2 weekends.

If the week is closed, training could occur on four different days as long as it is completed within a month.

INSTRUCTORS

To ensure that all trainees receive a variety of training experiences, The Institute requires that trainees have a different instructor for each of their training weeks. The Institute believes that by exposing trainees to at least three different instructors, they will be best able to develop their own styles.

NUMBERS

The maximum number of participants for an open week is 16, and the minimum is 5. The maximum number for a closed week is 16 with one instructor and up to 20 participants if the instructor has an approved Practicum supervisor working with him/her for the entire time. However, the first day of the week (whether open or closed) and scheduled over four consecutive days, can be open to the public or to support staff in a given organization.

If a basic and an advanced week are being given at the same time and in the same place, the participants of each intensive week must be taught separately for all major role-play practice or other small group work. It may be appropriate for the two groups to be together for the major lecture presentations. In such cases, the instructor of record (listed on the Participant Data Form) should be the one who conducts the small group work. Any requests for an exception to the required structure should be submitted in writing to the Executive Director, Linda Harshman, prior to the initiation of the training.

■ FEES

The standardized fee for open intensive weeks and certification weeks in North America is \$500 per participant. Because The Institute recognizes all intensive weeks as applicable to certification, a per participant fee is sent to The Institute. The fees for closed intensive weeks are negotiated between the agency and the instructor, but again, a portion of these fees are sent to The Institute. The Institute can accept payment of the total fee by Visa or MasterCard.

Fees should not be established as a guarantee for a participant's readiness to be recommended to an advanced week or a certification week. If the agreed-upon time of supervision has expired and the participant is not yet ready for a recommendation to attend, a further negotiation might take place for additional supervision.

SCHEDULING AND COORDINATING INTENSIVE WEEKS

In North America, when individuals, groups or agencies wish to sponsor an open or closed intensive week, they can contact their regional board member for an Intensive Week Approval Application (IW-1). This form can also be obtained online in the password protected area. The sponsor of the intensive week negotiates with an approved instructor to teach the week. It should be noted that regional board members do not approve applications unless the instructors are current dues-paying members of The Institute who have signed the yearly Faculty Agreement. The sponsor makes all arrangements for facilities, instructor(s), and other administrative details. Please refer to Figure 1, Guidelines for Sponsors of Intensive Weeks, for a detailed checklist.

After the application is filled out, all copies are returned to the regional board member in whose region the proposed week takes place. If a Basic and an Advanced Intensive Week are held at the same site, with the same Sponsor, only one application should be completed. The regional board member should receive the application at least 60 days before the start of the proposed intensive week, whether open or closed. Once received, the regional board member ensures that an open, proposed week does not directly conflict (i.e., same dates and locations) with other weeks already scheduled in that region, and that the week meets the required format (content, required contact hours, etc.).

After the application is approved and signed by the regional board member it is forwarded to The Institute for final approval, processing and database entry. A copy of the application is returned to the sponsor and to the regional board member. If the week is scheduled to take place in 45 days or less, all necessary forms are sent to the sponsor with the approval letter. If the week is not scheduled for some time, just an approval letter is sent to the sponsor. Approximately two weeks before the scheduled week a phone call is made to verify that the week is still scheduled, and if so, a second letter is sent, which includes the necessary forms for the week. If for some reason, the forms and materials are not received in time for the week, everything except the certificates can be obtained online from the password protected area.

After the week has taken place, the sponsor verifies that all forms are completed and returned with the fees (in one check) to The Institute. If a delay of more than 30 days is anticipated, the office should be notified as to when forms and payment can be expected. Outstanding balances on weeks could impact the approval process for future weeks as well as the timing of when participants would be given credit for training and Institute membership.

A new computer printout of all open intensive weeks is made available from The Institute approximately every two weeks and is also published on The Institute's web site. This list contains the start date of the week, names of the contact persons and their telephone numbers.

CANCELLING AN INTENSIVE WEEK

If an intensive week is cancelled, it is the sponsor's responsibility to notify The Institute and the regional board member immediately so that The Institute's cost for sending materials can be avoided. The revision/cancellation notice can be sent to The Institute office for documentation. If the cancellation occurs after the week has been approved and forms have been sent to the sponsor, all unused forms and materials should then be returned to The Institute office.

■ BASIC INTENSIVE WEEK TRAINING

CONTENT

There are no educational prerequisites for attendance at a Basic Intensive Week. The week is designed to provide participants with a basic understanding of choice theory, reality therapy and lead-management practices. The instructor is expected to establish an environment that is conducive to learning and practicing new skills. The training is conducted using lead-management principles so that a participant not only gains

a theoretical understanding of these concepts and skills, but also experiences these applications in practice. This involves teaching the value of the questioning technique. During the week, there will be a combination of lectures, demonstration role-plays, practice, experiential exercises, and discussions on the historical development of Dr. Glasser's ideas.

The instructors expose participants to Dr. Glasser's Basic Concepts Chart, *The International Journal of Reality Therapy*, and WGI Newsletters. It is suggested that instructors also have some copies of Dr. Glasser's books available for review.

Approximately 40% of the week's focus needs to be on choice theory, with major emphasis on the following concepts as noted on Dr. Glasser's Basic Concepts Chart:

- The Basic Needs
- Quality World
- Perceived World
- Comparing Place
- Total Behavior
- Total Knowledge and Valuing Filters
- Understanding the difference between Situation A and Situation B

However, it is important that participants have some exposure to other concepts on the chart. The degree to which these will be covered will depend on the nature of the group.

Approximately 40% of the time should be spent on reality therapy with major emphasis on the following concepts:

- the environment
- the procedures that lead to change
- practicing the reality therapy process in a variety of settings, with opportunity to role-play as both the helper and helpee
- self-evaluating and processing role-play practice sessions

Participants should not be encouraged or permitted to play themselves in role-plays in which they discuss their own personal or family issues, since our training mandate is educational, not therapeutic or real counseling. Approximately 20% of the time should be spent on lead-management concepts. It is important that participants be exposed to the conditions of quality, the work of Dr. Deming, Dr. Glasser's position on discipline programs and the need for systemic change. Participants should develop a basic understanding of when lead-management is used and when reality therapy is utilized.

Along with the concepts of choice theory, reality therapy and lead-management, part of the time during the week should focus on professionalism, i.e., the administrative aspects of The Institute, such as:

- demonstrating proper completion of required forms
- awarding certificates
- providing information on college credits and CEU's
- discussing Institute membership and related publications
(WGI Newsletter, *The International Journal of Reality Therapy*)
- covering regional information, i.e., meetings and networking opportunities
- distributing an updated list of approved practicum supervisors from that region
- explaining the certification process
- providing information about the International Conference.

If the week is for schools, approximately 40% of the week's training should focus on using lead-management to deal with systemic problems and 20% (reality therapy) on dealing with problems that are essentially non-systemic in nature. This emphasis should be reflected in the role-play practice as well as in discussions.

■ ADVANCED INTENSIVE WEEK TRAINING

REGISTRATION/APPLICATION PROCESS

Upon registering the week with The Institute, the sponsor receives and distributes to candidates an application to attend an Advanced Intensive Week. This form requires self-evaluation by the candidate, co-verification from his/her Basic Practicum Supervisor, and is to be completed and submitted to the sponsor prior to the start of the Advanced Intensive Week. This ensures that participants are ready to attend the week, and that they are placed with a different instructor than the one with whom they took their Basic Intensive Week. At the completion of the week, the pink copy of this form is returned to The Institute, along with the other paperwork and participant fees.

CONTENT

The Advanced Intensive Week is primarily designed to afford the participant an opportunity to study Dr. Glasser's concepts in much greater depth. During this week, the participant is expected to participate more actively than during the Basic Intensive Week. There is more time allotted to role-playing and processing of the role-plays. During this week, participants increase their knowledge of the interrelationship of the various components of the process, as well as their understanding of Dr. Glasser's books. The professional issues outlined in the Basic Intensive Week content will be reviewed further.

Participants are expected to participate fully in role-playing as both the helper and the helpee and explore the utilization of reality therapy concepts with a wide variety of client populations. Instructors place more emphasis on the need to understand the behaviors of both the questioner and self-evaluator from the perspective of choice theory.

■ ATTENDING ADDITIONAL INTENSIVE WEEKS

Those who are not yet Reality Therapy Certified may not attend any intensive week without paying full tuition. The only exception to this rule is if an Advanced Week Instructor is presenting a week and a non-certified person wishes to attend a specific lecture in order to benefit from the instructor's expertise. Approval from the sponsor or instructor is still required. It is expected that the instructor of the week will exercise good judgment in deciding if more than one non-certified person should attend. Attendance at intensive weeks is also a requirement for instructors-in-training.

Those who have been Reality Therapy Certified may attend any intensive week without paying a further tuition fee, but they must first secure the approval of the intensive week organizer and instructor(s). Certified people should not drift in and out of the weeks but should establish their visiting schedule in advance and have it approved by both the instructor(s) and the organizer. When doing this, the certified person should know that no food or accommodation is included.

■ PRACTICA SCHEDULING AND STRUCTURE

The names of approved, current dues-paying Basic and Advanced Practicum Supervisors are made available to participants at intensive weeks. This list can also be requested from The Institute office. In those rare instances when an approved practicum supervisor is not readily available, an individual should be encouraged to contact their regional board member or Linda Harshman at The Institute office. Effective **February 1, 2009**, a list of approved faculty offering practica online can be obtained from The Institute.

The fees for Basic and Advanced Practica are negotiated between the supervisors and trainees; however, The Institute Advisory Board recommends a \$300-minimum, \$500-maximum for participant fees. Participants need to arrange their practicum with an Institute-approved practicum supervisor who is a current dues-paying member and one who has signed the yearly Faculty Agreement. It is the responsibility of the practicum supervisor to verify that the participant attended an Institute-approved Basic or Advanced Intensive Week prior to beginning the practicum. In terms of the Basic Practicum, there can be no more than eight participants to one practicum supervisor. Also, there needs to be a minimum of six months between attendance at a basic and an advanced week, during which time the practicum must consist of a minimum of 30 hours. At least 12 of these hours are to be face-to-face. Once the 12 face-to-face contact hours have been met, the ratio of eight participants to one practicum supervisor can be increased. Any exceptions to the above require prior approval from the Executive Director.

All of these time requirements are stated as minimums. It is the responsibility of the Basic Practicum Supervisor to determine, based upon demonstrated knowledge and skills, the actual time requirements for each participant.

The Advanced Practicum is scheduled in the same manner and with the same time, numbers and financial requirements as the Basic Practicum. When possible, a student should work with a different practicum supervisor during the Advanced Practicum than was utilized during the Basic Practicum. There are some

specific instances when it would be beneficial for a participant to continue working with the same practicum supervisor. The decision to use a different supervisor for the Advanced Practicum is made on an individual basis, depending upon the specific circumstances involved.

PRACTICA ONLINE

As stated above, both Basic and Advanced Practica can be offered online and The Institute can provide a list of Approved Faculty. The minimum tools necessary to participate would be a computer with internet access, audio/video recording and playing equipment, as well as books and videos by Dr. Glasser and other faculty. Among other technological tools to enhance practica are: Webcam, video-conferencing, Skype, etc.

CONTENT

The basic requirements of the online practica are the same as the current practica outlined in this manual. This applies to numbers, suggested fees (with the exception of any added technology costs), face-to-face contact (i.e. at least 12 hours in DIRECT communication and 18 in indirect communication) etc.

BUSINESS AND ETHICAL CONSIDERATIONS

Each supervisor will clarify the expectations prior to beginning the online practica. There should be a contract or agreement for participants to sign relating to confidentiality and ethics. Such models can be found on several sites including the following: <http://www.netmanners.com/email-etiquette/category/email-etiquette101/>. It is important to note that no one can fully guarantee security on the net so participants need to be made aware of this before signing on. This type of agreement also contains some rules to insure safety insofar as technology allows.

BASIC PRACTICUM CONTENT

The purpose of the Basic Practicum is to assist the participant in becoming more familiar and comfortable with choice theory, reality therapy and lead-management. Emphasis is placed on role-plays and casework so that the participant gains sufficient experience and feedback in preparation for their attendance at the Advanced Intensive Week. The value of journaling and other self-evaluation tools is stressed.

The participant is expected to read more of the works of Dr. William Glasser, particularly the book, *Counseling with Choice Theory: The New Reality Therapy*, and submit case reports that demonstrate his/her utilization of these ideas in his/her work and everyday life situations. During this stage, the participant strengthens his/her awareness of the relationship between choice theory, reality therapy and lead-management.

ADVANCED PRACTICUM CONTENT

During the Advanced Practicum, preparation begins for attendance at Certification Week. The participant is expected to read more of the works of Dr. William Glasser and continue the process of integration.

Participants concentrate on more intensive practice as helpee and helper. In addition, they focus on learning more about how to give constructive feedback to other participants. Each participant develops and practices

his/her own 15-minute presentation, which teaches some aspect of Dr. Glasser's concepts, with his/her Advanced Practicum Supervisor and group. This presentation is then made to the small Certification Week group, and is one of the requirements at Certification Week.

After the successful completion of the Advanced Practicum, the participant may be recommended to attend a Certification Week.

■ CERTIFICATION WEEK

REGISTRATION PROCESS

The Institute offers at least two Certification Weeks per year, and usually schedules them in areas where a high volume of Intensive Week training is occurring. Every two years, if the numbers warrant it, a Certification Week is scheduled in Canada.

Only those who have been recommended for attendance by their Advanced Practicum Supervisor are eligible to attend. As previously stated, there needs to be a minimum of 18 months between attendance at a basic week and attendance at a certification week (with the exceptions noted earlier). The dates and locations are published in the WGI Newsletter and on the website.

The registration form for applying to Certification Week is available from The Institute office or website. This form is the first step in the application process, along with payment of a non-refundable, non-transferable \$100.00 deposit to The Institute. The registration form and deposit can be processed over the phone using a Visa or MasterCard. Fees for Certification Weeks held in North America require payment in U.S. dollars, in the form of a U.S. Money Order or U.S. Bank Draft. U.S. funds drawn on non-U.S. banks are not accepted.

Upon receipt of the registration form and deposit to The Institute office, an information packet and an Application is sent to the candidate. It is the responsibility of the candidate to see that his/her Advanced Practicum Supervisor completes the designated portion of the form. The candidate then returns the entire application and balance of \$400.00 to The Institute office by the required deadline.

CERTIFICATION WEEK STRUCTURE

Participants at Certification Week are divided into small working groups, with a maximum of ten or eleven participants per instructor. During Certification Week, participants have a different instructor than they had previously. Certification Week is scheduled over 4½ consecutive days and consists of a minimum of 30 contact hours.

Dr. Glasser may attend and participate in some Institute Certification Weeks in the United States but is not involved in the actual administration or evaluation process.

Another highlight at Certification Week is the opportunity for each small group to meet with Dr. Wubbolding, the Director of Training. Participants may present difficult clients and Dr. Wubbolding will demonstrate, through role-play, a creative way to counsel them.

CERTIFICATION WEEK CONTENT

Certification Week is an opportunity to demonstrate knowledge and to expand one's learning. During the course of the week, each participant is involved in demonstration, self-evaluation, and feedback from his/her peers and instructor. Each participant is expected to demonstrate his/her skill in using reality therapy to deal with familiar and unfamiliar clients. Each participant is also expected to role-play as both helper and helpee.

Dr. Glasser's books, *Choice Theory: A New Psychology of Personal Freedom* and *Counseling with Choice Theory: The New Reality Therapy* are required reading prior to attendance at Certification Week, although familiarity with all of his books is encouraged. Of key importance is his newest booklet, *Defining Mental Health as a Public Health Issue*. One of the requirements for completing Certification Week is a short 15-minute presentation to the small group of certification candidates. The purpose is to demonstrate the ability to teach, through involvement, an aspect of choice theory, reality therapy and lead-management to a group of interested listeners. This presentation could reflect how the participant has used the principles in his/her work situation, how the principles have been implemented in his/her own personal life, or how he/she expects to teach the ideas to others.

Effective presentations in the past have included innovations or ideas for colleagues' shared use, new applications, and reformulation of the principles. Commonalties of successful previous presentations are: involvement of group members; relevant, thought-provoking and well-timed ideas; accuracy in concepts; use of humor; and the use audio-visual aids such as posters and charts.

Personal testimonials are acceptable; however, the presentation itself should not be a "therapeutic event" for the presenter. The main goal of the presenter is to demonstrate knowledge of choice theory, reality therapy and lead-management in an interesting manner.

The use of notes is acceptable, but the presentation should not be read verbatim. Accommodations can be made for persons needing visual, hearing, translation or other adaptive devices. Presenters are encouraged, but not required, to write their presentation in a scholarly form for submission to *The International Journal of Reality Therapy*. Most candidates bring additional copies of their presentations for each member of their working group.

As mentioned previously, to prepare for a successful presentation, candidates should practice and refine their presentations in consultation with their Advanced Practicum Supervisor. Participants are required to be in attendance during the entire week, and certification is completed at the conclusion of Dr. Glasser's address and the graduation ceremony.

Reality Therapy Certification is the recognition by The Institute that a person has completed the certification process and demonstrated knowledge and skill in choice theory, reality therapy, and lead-management. Those completing the certification process are entitled to use the designation of "Reality Therapy Certified" or "RTC."

The use of the designation, "Certified Reality Therapist" is only appropriate where the individual is entitled, under the licensing laws of the jurisdiction in which he/she resides, to use the term "therapist." The Institute does not confer this title upon anyone.

Certification is not a license to practice counseling or psychotherapy. Again, these practices are governed by the appropriate licensing authorities in the various legal jurisdictions in North America and in other countries. For the appropriate practice of counseling/psychotherapy, members of The Institute should refer to the "Codes of Ethics" of the various professional organizations to which they belong and the licensing laws pertaining to such practice. While RTC individuals are encouraged to utilize and share choice theory concepts with others, the certification is not an endorsement to teach as a representative of The William Glasser Institute.

The Institute is committed to the ongoing standardization and improvement of the certification program. Although it is essential that intensive week instructors and practicum supervisors maintain their own individuality in teaching methods and approaches, it is necessary to have consistency in content in order to establish and maintain a high level of credibility. There are some basic requirements that apply to all participants in the certification program.

ATTENDING ADDITIONAL CERTIFICATION WEEKS

Those who are already RTC may attend a Certification Week but must first obtain approval from the Executive Director and the instructor of choice. There can only be one observer per group. Visitors are advised that when making a request to attend as an observer that they commit to being with the certification group the entire 30 contact hours. They are also asked to remember that the week is being conducted primarily for the benefit of the trainees. Observers are responsible for their own meals and accommodations.

"In order to create a Quality School, we must focus on changing the system, not the student."

GLASSER QUALITY SCHOOLS

■ HISTORY AND STRUCTURE

In his book, *The Quality School: Managing Students Without Coercion*, Dr. Glasser explains how schools using lead-management rather than boss-management principles could create Quality Schools. He describes four phases that a school goes through to become a Quality School—the first phase being the most crucial one.

The principal's role in facilitating the beginning process is a very important one, and he/she continues to play a vital role throughout the various phases of implementation, including intensive week training and teaching students and parents choice theory. During the first phase, the principal reads the books *The Quality School*, *Choice Theory: A New Psychology of Personal Freedom* and *Every Student Can Succeed*. He/she then leads the staff in discussions of the material and its application to their individual school.

In order for any school to become a Glasser Quality School, it is necessary that a core group of staff complete at least an Advanced Week and hopefully an Institute Certification Week. What is considered a “core” group is defined on a school by school basis and in consultation with The Institute instructor.

When a school is ready to declare, the principal sends a letter to Dr. Glasser explaining how the school has fulfilled the criteria for becoming a Glasser Quality School. Whenever possible, Dr. Glasser will arrange to visit the school and participate in the Celebration Ceremony. The Institute office creates a certificate acknowledging the school's achievement.

The process of becoming a Glasser Quality School is not an easy one. It takes time to implement a system that focuses on using Choice Theory in relationships rather than external control. Since 1990, twenty-five schools have achieved the Glasser Quality School designation.

■ CRITERIA FOR A QUALITY SCHOOL

Following are the six minimum criteria for a Quality School:

1. Relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.
2. Total Learning Competency is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling as defined by Dr. William Glasser, has been replaced by useful education.
3. All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade or an "A+".
4. Students and staff are taught to use choice theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.
5. Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasized in the school.
6. Staff, students, parents and administrators view the school as a joyful place.

■ THE WILLIAM GLASSER INSTITUTE DISCIPLINE POLICY

by William Glasser, M.D.

Whether or not we work with schools that are trying to become Quality Schools, the discipline policy of The Institute is based on preventing discipline problems. When schools contact The Institute or any of our instructors, it is our task from the beginning to emphasize the following: If a school wants to reduce discipline problems, it is necessary to learn choice theory and begin to practice lead-management. Once lead-management is firmly established, discipline problems will no longer significantly affect teachers' ability to teach.

Discipline programs, because they are all based on boss-management and external control, do not work because they are not satisfying to students. Large numbers of these dissatisfied students refuse to put

teachers and the schoolwork into their quality worlds and tend to choose anti-educational behaviors that are labeled “discipline problems.” Therefore, the policy of The William Glasser Institute states that we do not teach, endorse, or sponsor any specific or named discipline program. It is understood that all Institute instructors will follow this policy scrupulously.

I believe that the majority of all discipline problems are systemic in the sense that, if we change the system from bossing to leading, most of the problems can be quickly eliminated. It is the task of all William Glasser Institute personnel who work in the schools to explain the difference between choice theory and external control, and then the difference between boss-management and lead-management.

In schools, and all other organizations that may have discipline problems, the teachers have the power to prevent discipline problems by changing the way they teach and manage students. We must work hard to explain to all teachers and administrators who ask for our help that three systemic changes are well within their power: 1) eliminate failure, 2) eliminate threats, and 3) eliminate punishment. It is also important that we teach according to what is suggested in my books on education, including my newest, *Every Student Can Succeed*.

As the school moves to implement choice theory and lead-management, students who present discipline problems should be talked with and treated as individuals, using the lead-management conferencing practices that we teach.

Lead-counselors should explain to students that they will not be threatened or punished. They will be given every chance to express themselves and to work on their assignments until they succeed and to get whatever help they need to do this. It should further be explained that if they do not do this in the classroom and continue to disrupt, they will be removed to a special help room where they can do their work without disturbing others. When they make a commitment to resume working with their class without disrupting and hurting others, they are allowed to return to the classroom. All work done in the special room will receive full credit.

Finally, a systemic use of class meetings described in *Schools Without Failure* will be implemented to deal with potential problems and to give students the social support that is needed if they are to get along well with other students. These meetings are an important part of preventing discipline problems. An audiotape demonstrating class meetings is available from The Institute.

If students have severe personal problems that are making it hard for them to concentrate in school, they should receive counseling from someone who is specially trained in reality therapy. This should only be done with parental consent.

FACULTY OF THE INSTITUTE

■ INTRODUCTION

The faculty consists of practicum supervisors and intensive week instructors who have completed Reality Therapy Certification and Institute Faculty Programs leading to endorsement by The William Glasser Institute.

In October 1996 The Institute asked all faculty members to sign an agreement if they wished to teach, sponsor intensive weeks, do practica, serve on regional or national boards or hold any other official role with The Institute. (Please refer to Figure 2, William Glasser Institute Faculty Agreement, at the end of this manual.) This step was taken to enhance the professionalism of The Institute and to ensure that its philosophy and practices were accurately presented to the public. In order for their participants to receive credit for the training, faculty need to be current dues-paying members of The Institute who annually sign the Agreement.

■ ETHICAL ISSUES AND PROFESSIONAL STANDARDS

Ethical issues and professional standards are relevant to choice theory and reality therapy instruction and to the professional conduct of instructors. The guidelines described in the following sections were developed as a result of faculty discussions conducted at retreats, professional development days and other meetings.

ETHICAL ISSUES

Ethics are standards of conduct relating to moral behavior. They provide standards by which individuals and groups can measure their conduct. The Institute has no formal code of ethics, but it is expected that faculty belong to professional associations that provide them with ethical standards of practice relative to such issues as informed consent, dual relationships and professional disclosure.

Informed consent: When participants enroll in Institute programs, the faculty member or sponsor provides complete information about the purpose of the program as well as the teaching methods to be used. They are informed that the program's training mandate is educational, not therapeutic or counseling real clients. Therefore, participants are neither encouraged nor permitted to play themselves in role-plays in which they discuss their own personal or family issues.

Dual relationships: The faculty is especially cognizant of the dangers of dual or multiple relationships. Such relationships include, but are not limited to: supervising family or close friends, choosing to have close social relationships with supervisees, business relationships with therapy clients, recruiting workshop participants from counseling clients, and/or bartering for services. While not all of these are of the same significance (sexual relationships with supervisees is especially serious), they are all worthy of serious deliberation and consultation with other professional persons.

Professional disclosure: Faculty members inform trainees of their own experience, credentials, and education, as well as what they believe and stand for, along with what they will ask participants to do and not do. Moreover, in advertising their services, faculty members are accurate. They consider not only what is stated, but what can be inferred by the reader.

PROFESSIONAL STANDARDS

Professional standards related to Institute-sponsored programs include adherence to Institute policies such as: accuracy of instruction, keeping to the designated time schedule, appropriate faculty-student ratio, role-playing rather than real counseling, inclusion of ethical discussions in all programs, and a process for dealing with intra-faculty conflict as well as violations. Listed are specific professional topics that instructors are aware of when they promote and conduct training for The Institute. General ethical behavior includes:

- Learning and practicing standards and ethical behaviors;
- Recognizing the distinction between promoting one's business and respecting other faculty members' client systems;
- Promoting own services in standard professional ways that are not detrimental to other faculty members' efforts to do the same;
- Dealing with controversies and disagreements in a consultative, direct and receptive way;
- Striving to demonstrate cooperative and non-contentious total behavior towards colleagues; and
- Supporting the policies of The Institute and stipulations of the Faculty Agreement, especially when dealing with the public.

Contributing to the growth and health of The Institute by:

- Attending events;
- Donating time as well as energy;
- Staying abreast of current trends; and
- Enhancing public credibility.

Dealing with other faculty in a collegial manner by:

- Supporting and promoting the work of other faculty members by publicly recognizing their contributions;
- Recognizing the inherent tensions between legitimate self-interests of other faculty and the general welfare of The Institute as a system characterized by the intricate network of professional and personal relationships;
- Modeling relationships with other faculty that reflect the teaching of The Institute such as the willingness to make appropriate referrals and deal with one another non-critically;
- Striving to address the inevitable tensions and possible conflicts that may result from these interconnections by using the following guidelines:
 - Direct communication between the faculty member who is aware of the potential violation and the member who is not following policy;
 - Referral to the Executive Director if the problem has not been resolved; and,
 - Referral to the Advisory Board if deemed necessary.

Supporting Institute programs: Faculty are also asked to emphasize the value of the certification process and to conduct programs that are clearly in support of the intensive week process. Specifically, this refers to:

- Four-day programs that are not part of the intensive week process that could be misunderstood by potential participants as being equivalent to the training; and
- Training that is not part of the certification process should not be referred to as a Basic Intensive Week, Basic Practicum, Advanced Intensive Week or Advanced Practicum.

■ RELATIONSHIP BETWEEN THE INSTITUTE AND THE FACULTY WHO TEACH

Instructors are not hired by The Institute to conduct intensive weeks but are independent contractors who offer training in conjunction with The Institute. Though referrals to instructors for intensive weeks are made

occasionally through The Institute office, faculty are given no guarantee of work. Instructors wishing to teach intensive weeks are responsible for securing a sponsor or organizing the week themselves. Instructors are expected to know the requirements, to implement them, to inform the participants about the certification process as well as the nature of The Institute, and to teach the most up-to-date concepts. The Institute accredits intensive weeks as applicable to the certification process when they have been properly registered (see section, Intensive Week Structure) and when conducted by qualified, Institute-approved Basic or Advanced Week Instructors.

The Executive Director, in consultation with the Director of Training, selects instructors for Certification Weeks. The following guidelines help determine who is selected to teach: whether individuals are Senior Faculty, Advisory Board Members, or Basic Week Instructors. Cost effectiveness and instructor currency may also be factors in the selection.

Certification Week Instructors are asked to facilitate small groups within The Institute guidelines, in return for an honorarium. Instructors are also expected to attend staff meetings and other Institute functions related to Certification Week.

As official representatives of The William Glasser Institute, faculty is permitted to use The William Glasser Institute logo (as pictured in this manual) in promotional or professional materials. They may not use the logo for the purpose of private business promotion, but they may refer to their status as faculty members of The Institute.

■ PICTURE OF A QUALITY FACULTY MEMBER

The faculty member plays a vital role in an individual's participation in the certification process. The challenges that face the faculty member are numerous and varied. Participants for intensive weeks and practica come from a variety of backgrounds with many different beliefs, learning styles and experiences that all influence their participation and understanding. For these reasons, it is important that the faculty member is skilled in a variety of areas that will promote the successful completion of the program.

The faculty member consistently evaluates his/her behavior using the six conditions of quality, as referenced in *The Quality School Teacher*. The qualities that are important for effective teaching include the following:

- Acting as a “lead-manager” with the group while establishing a learning atmosphere in which members feel safe and valued;
- Being direct and clear in setting expectations and roles, while monitoring time during each meeting;
- Communicating goals while ensuring that the goals of the group are met;
- Giving clear directions and providing structure in a cooperative environment that recognizes and validates a variety of learning styles;
- Monitoring the group process, energy, and group interaction;
- Formulating and asking questions that promote self-evaluation and relating questions to the theory and practice;

- Listening, re-framing, and challenging in a non-judgmental and accepting manner;
- Re-framing mistakes into learning opportunities;
- Encouraging thinking while helping group members who may be struggling with specific concepts;
- Demonstrating honesty, empathy, and support as well as the use of appropriate humor;
- Leading problem-solving sessions as needed for the growth of individuals and the overall group;
- Dealing with responsibilities such as collecting fees;
- Helping participants to understand and appreciate cultures other than their own; and
- Gearing instruction to the various cultures represented in the training programs.

■ PICTURE OF A QUALITY TRAINING EXPERIENCE

In preparing to offer a program, the faculty member realizes that participants enter the program with a variety of skills, competencies and learning styles. All of these must be taken into consideration and honored. The process of guiding each participant as he/she moves through the levels of self-evaluated competence can be both challenging and exciting!

The first and perhaps most important task of the faculty member is to provide a safe and friendly environment that facilitates learning and allows for personal growth. Participants often enter into training situations with apprehension. As the faculty member creates a trusting environment, the comfort level of each trainee increases so that risk taking, self-evaluation, questioning and self-disclosure become part of the process and are seen as thought-provoking.

Opening activities and icebreakers help each student relax and become acquainted and reacquainted with the other members of the training group. Questions such as the following could be asked:

1. What do you hope to learn from this experience?
2. If this is your first exposure to these ideas, what do you know about them?
3. What comes to mind when you hear such phrases as “choice,” “reality” or “lead”?
4. What have you been doing since we last met?
5. Where are you now in your learning process regarding choice theory and reality therapy?
6. How have you been integrating your learning?

These questions can help focus the group members at the beginning of each meeting and encourage their use of the “language” of choice theory and reality therapy.

Self-evaluation is encouraged and demonstrated throughout the entire program. It is an ongoing process that helps one learn. With this awareness of the knowledge base, participants are more effective in achieving their goals or realizing their potential. The faculty member demonstrates the process of self-evaluation and encourages all members of the group to be more adept in its practice. Modeling is an excellent way to encourage participation!

Throughout the training the faculty member plans and looks for teaching opportunities. These may be presentations that have been planned in advance or situations that present themselves spontaneously at any point of the meeting. Essentially, all difficulties can be turned into “teaching moments,” which will benefit the entire group and encourage further thought-provoking discussions.

Role-plays are an excellent tool for promoting learning and integrating new ideas. All students should be involved with each role-play in varying capacities. The tasks of acting as the counselor/teacher or the client and giving feedback provide opportunity for growth. During and following the exercise the faculty member has numerous opportunities for teaching from observations made and to help each of the group members improve their comfort and skill level. The greatest task for the faculty member is to choose the most important teaching points and help participants develop or refine skills by giving simple, specific, helpful feedback and facilitating self-evaluation. Teaming is also a way to encourage practice.

Participants are encouraged to continue their study in choice theory and reality therapy throughout their entire journey. They are asked to provide written feedback in the form of a critique about the articles or books they have read. Journaling is another method of self-evaluating progress.

Participants are asked to develop a plan for identifying and achieving goals and objectives. The purpose of such a plan is to help participants realize what they really want from the training, what personal growth they desire, and how they see themselves obtaining these goals. In addition to the direct work with the group, the faculty member is also responsible for all of the “administrative” elements that go into the successful completion of each phase in the training process. These duties include arranging the location of meetings, coordinating and scheduling dates and times that will best suit the needs of the group, and completing the paperwork that is required by The Institute.

Finally, one of the key elements in learning is FUN. Promoting fun and enjoyment may make the difference in the success of the program and the quality of learning that is achieved.

FACULTY PROGRAMS

■ OVERVIEW AND PURPOSE

The purpose of the programs is to ensure that the faculty who represent The Institute have the appropriate credentials, knowledge and skills. The structure for the faculty programs enriches the certification process, which is the primary work of The Institute. Also, it reflects the expressed wishes of The Institute membership to achieve various levels of faculty credentialing.

■ FACULTY PROGRAM REQUIREMENTS

A basic prerequisite for beginning the process is that candidates are Reality Therapy Certified. Each faculty program consists of preparation, training, preparation, and endorsement. The list of requirements for each phase is intended to provide a structure for student self-evaluation, personal responsibility in learning, and

readiness for the next level of learning. Details of the content of each program and the necessary prerequisites are contained in the program syllabus, available online in the Faculty Programs section of the web. On the home page of the wglasser.com website, click on Training Programs and then on Faculty Training. Only an overview of the program along with a brief summary of each phase will be provided in this Manual.

As a result of the changes made in March, 2006, the role of the Faculty Program Consultant is crucial to the whole process. It is necessary that the FPC is someone who is familiar with the revised programs, is actively involved in the certification process, and has been approved by The Institute. A list of Approved FPC is available on the website.

■ FACULTY PROGRAM CONSULTANT

The Faculty Program Consultant (FPC) is someone with whom a faculty program trainee establishes a mentoring relationship during his/her learning process. This person is someone who will observe their work and help guide them through the self-evaluation process. He/she will also assist in assessing strengths and areas for improvement in:

- Role-plays
- Knowledge of choice theory, reality therapy and lead-management
- Teaching choice theory
- Managing groups
- Handling professional responsibilities
- Dealing with ethical issues
- Providing feedback

Interaction with the FPC needs to include some observation of trainee's participation in practica or intensive weeks. It could also include audiotaping an/or videotaping, phone calls, e-mails and meetings to review and discuss progress. Before attending the training and/or endorsement phase, the trainee and the FPC must complete a Checklist of Competencies. Because of the increased responsibility of the FPC, the recommended fee is \$350.00 to \$500.00 for each Preparation period.

PORTFOLIO

A portfolio contains a brief summary and examples of learning and professional growth in the journey towards becoming faculty. It is not, therefore, a file cabinet containing handouts, although it could include an example of individual creations, portions or all of the Learning Guide and illustrations of journaling. The basis of the portfolio represents the conditions of quality. It answers these basic questions:

1. What have I done?
2. What benefit has it served?
3. What do I still need to learn and what do I need to do?

The purpose of the brief portfolio is primarily for the trainee's own benefit, but should be developed and reviewed with the assistance of his/her Faculty Program Consultant.

EXIT INTERVIEW

The purpose of the exit interview is to assist in planning for the transition to the fieldwork required during the time between phases in the faculty development process. An exit interview is also conducted at the conclusion of the endorsement phase to assist trainees in developing plans for further learning.

■ PRACTICUM SUPERVISOR PROGRAM

There is now one program to become a practicum supervisor. Upon successful completion, the individual will be able to supervise Basic and Advanced practica. The goal of the Practicum Supervisor Program is to provide the highest possible level of skill and knowledge for supervising students' Basic and Advanced Practicum.

SCHEDULE AND ORGANIZATION

The Training portion of the Practicum Supervisor Program is held in the Region. The Application is completed by the Regional Rep and forwarded to The Institute office in Chatsworth for approval. The Application can be found on The Institute's website in the password protected area. Once the program and selection of instructors is approved, the dates are published on The Institute website and in its newsletter. Materials are then prepared by The Institute office and forwarded to the Regional Director. At the completion of the Training, all forms and materials are reviewed by the Regional Director and forwarded with the \$100.00 US flat fee to The Institute office.

CONTENT

The Practicum Supervisor Program consists of four phases: preparation, training, preparation and endorsement. All phases occur in the region except for the Endorsement Phase which is scheduled by the national office in Chatsworth. Each of these four phases is briefly summarized below. The full syllabus can be assessed on The Institute's website, wglasser.com. (To locate, go to the homepage, click on Training Programs and then Faculty Training.)

PREPARATION FOR TRAINING

The purpose of this beginning phase is to prepare students to gain the most value from the training phase that follows. With the FPC, the potential applicant will focus on developing presentation skills and training materials, all of which will be interwoven with the work of addressing role-play competencies.

A crucial part of this phase is that the potential applicant chooses from a list on the website, an Institute Approved FPC. They discuss the conditions of their working together, (fees, time requirements, number of mentoring hours, participation in practica or intensive weeks, etc.) The candidate then sends the Letter of Intent signed by him/herself to the Regional Board Member who then forwards Application material to the Candidate.

In this preparation period, the candidate must have completed at least twenty-four hours of preparation with their FPC. Twelve hours of the 24 are to be spent with actively observing practicum with the FPC and the other spent in direct contact consultation i.e. telephone and face-to-face sessions. Prior to attending the training, the FPC and the applicant complete a Checklist of Competencies which again would be forwarded to the Regional Director.

TRAINING (4 Days, 32 Contact Hrs)

The training will focus on increasing the knowledge and refining the skills which the trainee has acquired in the field experience, with a major emphasis on role-plays.

PREPARATION FOR ENDORSEMENT

In this phase, the applicant continues to work with their FPC on refining presentation and role-play skills. They must co-lead at least one complete practicum, preferably an Advanced one. The purpose is to enhance skills in dealing with issues unique to the Advanced Practicum such as the student not being ready for the Certification Week.

Prior to endorsement, the FPC and the applicant would complete together a Checklist of Competencies which would be part of the Application indicating the applicant's readiness to attend the endorsement.

ENDORSEMENT (4 Days, 32 Contact Hrs)

In this phase, participants demonstrate competency to lead a Practicum and effectively represent The Institute in supervising Basic and Advanced Practica. The four days may be viewed as an ongoing practicum with each candidate weaving in and out as supervisor. Specifically, the candidate will demonstrate competencies by:

- Simulating a practicum group and stepping into the role of practicum Supervisor;
- Role-playing as both counselor and process observer;
- Setting up role-plays delineating roles in a clear and precise manner;
- Debriefing the role-play;
- Teaching a piece of theory or teaching from a role-play;
- Demonstrating a teachable moment to highlight a specific concept or skill;
- Modeling how to handle a participant the candidate believes is not ready to advance toward certification;
- Receiving and giving feedback in effective ways;
- Demonstrating ability to develop own materials that reflect quality;
- Dealing with participants whose self-evaluation differs from the candidate's evaluation of their performance;
- Sharing a sample of personal materials which reflect the work done with the FPC;
- Participating in an exit interview with instructors to develop a plan for ongoing learning.

■ BASIC WEEK INSTRUCTOR PROGRAM

The purpose of the Basic Week Instructor Program (BWIP) is to provide the highest possible level of skill and knowledge for teaching a Basic Intensive Week.

In order to be eligible to enroll in the BWIP, candidates would need to be approved Advanced Practicum Supervisors who are current dues-paying members of The Institute.

SCHEDULE AND ORGANIZATION

The BWIP is scheduled and organized by The Institute. The training phase is four days in length, as is the endorsement. The length of time from training to endorsement is a minimum of one year. However, it is

important to note that in order for a phase to occur, there needs to be a certain number of participants so that it is economically feasible for The Institute.

BWIP CONTENT

The BWIP consists of four phases: Preparation Training, Preparation and Endorsement. Each of these four phases is briefly summarized below. The full syllabus is on The Institute website and accessed from the home-page, wglasser.com under Training Programs.

PREPARATION FOR TRAINING

The purpose of this phase of the program is to prepare students to gain the most value from the training session that will follow. A crucial part of this phase is that the potential applicant chooses from a list on the website, an Institute Approved FPC.

Once they have discussed the conditions of their working together, i.e. fees, time requirements, number of mentoring hours, participation in practica or intensive weeks, and overall joint responsibilities the candidate completes a Letter of Intention with the FPC and mails it to The Institute office at least six months prior to the Training.

With the FPC, the applicant will focus on developing presentation skills, training materials, all of which would interweave with the work on role-play competencies. Since role-play is the core of what we teach, approximately 75 percent of the time with the FPC in the field and in The Institute scheduled phases will be devoted to teaching from role-plays, doing a variety of role-plays, etc. Prior to attendance at the training, the candidate must have supervised at least one complete practicum and organized and co-facilitated at least one Basic Week in the period of one year before the training.

Prior to registering for the training phase, the candidate will have completed with his/her Faculty Program Consultant, the Checklist of Competencies which will form part of the Application to attend the training.

BWIP TRAINING (4 Days, 32 Contact Hrs)

Emphasis in this structured four day training would be on role-play competency and ways to enhance role-play skills. Areas for improvement will be communicated to the trainee and a plan made for work with the FPC.

At the beginning of the training, the instructors conduct a discussion to help students begin to conceptualize the differences between the roles of Advanced Practicum Supervisor and Basic Week Instructor. Please refer to Figure 5, Comparison of an Advanced Practicum Supervisor and a Basic Week Instructor, in the back of this manual.

PREPARATION FOR ENDORSEMENT

The purpose of this practice period is to further develop the knowledge and skills gained in the training.

The candidate must co-facilitate a minimum of two intensive weeks, preferably with two different instructors, one of which is their Faculty Program Consultant. With the FPC, the candidate completes the Checklist of Competencies verifying that the individual is ready to attend endorsement.

ENDORSEMENT (4 Days, 32 Contact Hrs)

During this phase, participants have an opportunity to demonstrate competency by stepping into the role of Basic Week Instructor and lead-managing the group as if the other participants were Basic Week participants.

The candidate will demonstrate competencies by:

- demonstrating the set up of role-play;
- demonstrating the well-timed use of a teachable moment throughout a role-play experience;
- drawing role-play situations through the Choice Theory Chart in a clear and concise manner;
- explaining and teaching lead-management through role-play;
- teaching the conditions of quality;
- understanding the four ways of relating through role-play;
- demonstrating the ability in role-playing to have a dual focus, i.e. to stop a role-play and capture a teaching moment and then return to role-play;
- managing questions about other modalities accurately and discussing their effectiveness in Choice Theory terms;
- evaluating personal and professional readiness for endorsement;
- 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;
- having accurate knowledge of the Programs, Policies, and Procedures Manual;
- demonstrate knowledge of ethical issues;
- dealing with the unexpected by managing a disruptive group member i.e. one who questions your competence, credentials or one who has an aversion to role-play, is overly critical or wants to leave early; and using different role-play structures to teach the entire Reality Therapy process.

■ ADVANCED WEEK INSTRUCTOR PROGRAM

To apply, the individual needs to be an approved Basic Week Instructor with a Masters Degree or in the process of completing that program. It is also necessary that he/she has taught at least ten Basic Intensive Weeks. Candidates request an application from The Institute. The Institute provides the Application and a memo outlining the first step of the process, which is a 30 – 45 minute audiotape answering specific questions relative to choice theory, reality therapy, and lead-management. Once one of Dr. Glasser's designated associates approves the content of the audiotape, a DVD will be requested. Following a review and approval of the DVD, a certificate will be sent to the candidate confirming his/her status as senior faculty.

INSTITUTE CONFERENCES AND MEETINGS

■ INTERNATIONAL CONFERENCE

The Institute sponsors a yearly International Conference which is usually hosted by one of the nine regions. Occasionally, it is held in a country outside North America. To assist in the planning of the conference, the Executive Director may use the services of the part-time conference coordinator to consult with a region about such issues as choosing a hotel site, signing the contract, and preparing the final budget.

Registration fees are kept as low as possible and may include some meals, a special evening event, and/or presentation material handouts. Each of the conference sessions is chaired by someone who is RTC. Because of the wide variety of client populations and work settings represented at the conferences, each program offers information and networking possibilities.

In the past, the conference was open to anyone who had taken at least a week of Institute training. However, in recent years registration has been extended to individuals who are familiar with Dr. Glasser's writings.

A "Call for Presentations" is issued in the fall. Each conference committee establishes its own program review procedure. To be eligible to present at the conference, the presenter must be RTC or plan to present with another individual who is RTC. If a Certification Week is scheduled immediately preceding the International Conference, a special reduced registration fee may be offered to Certification Week attendees.

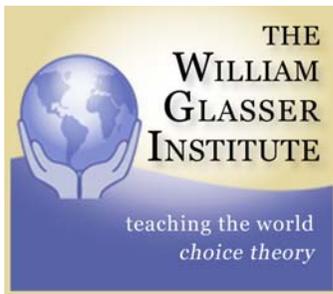
Each conference has a vendor room where Institute-approved educational materials relating specifically to Reality Therapy, choice theory, and Lead-Management are sold. Dr. Glasser's books are always available, as well as many materials produced by other members of the organization. All materials are approved in advance by Linda Harshman. The host region may sell souvenir-type items.

■ FACULTY DEVELOPMENT / PROFESSIONAL DEVELOPMENT DAY

Immediately following the International Conference, a session for practicum supervisors and instructors is devoted to professional development. This is an opportunity for Institute faculty to exchange teaching ideas and information, discuss policy issues, and network.

■ FACULTY RETREAT

Faculty Retreats may be held once every two years. The Retreat provides another forum for faculty to gain knowledge and skills to utilize in practica and intensive weeks. In addition, it is an opportunity for The Institute to share new information and to invite feedback relative to The Institute programs and policies.



PPM - FIGURE 1

Guidelines for Sponsors of Intensive Weeks

Scheduling an Intensive Week

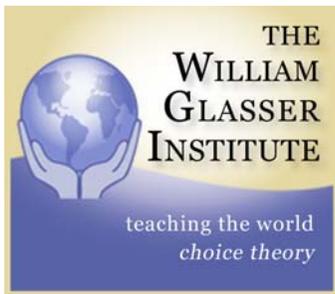
1. Select dates and location of your potential week.
 - a) The Institute requests at least 60 days advance notice for both an open or closed week.
 - b) For open intensive weeks, contact the regional board member to ensure that there are no scheduling conflicts with other weeks (i.e., same location or same date), and to request an application form. You can also obtain one from The Institute.
2. Contact an intensive week instructor and schedule the week with him/her, keeping in mind that planning as far in advance as possible will increase the likelihood of his/her availability.
3. Fill out the Application.
 - a) Note the required time frames, contact hours, and the required number of participants.
 - b) Mail all copies of the form to the regional board member, who will verify the information, sign it, and forward it to The Institute for processing.
4. Acquiring College/Continuing Education Credits
 - a) The Institute is the provider of NBCC credits and also credits through the Board of Behavioral Sciences (California only for MFT's and LCSW's) who take Intensive Week Training.
 - b) Whitworth College and Graceland University provide undergraduate or graduate credit.
5. Brochures (for an open week)
 - a) If you are new to the process of sponsoring an intensive week, we request that you develop a brochure and submit a copy to The Institute for approval before circulation. There is a template available in the password protected website of The Institute.
 - b) Research the intended audience to receive a brochure.
 - c) Reproduce and distribute the brochure to the target market.
 - d) If there is enough time, The Institute will publish upcoming scheduled weeks in The WGI Newsletter.
6. Make room reservations for instructor(s), confirm meeting room reservations, etc., if applicable.

Preparing for the Week

1. Communicate with the instructor(s).
 - a) Keep the instructor(s) informed on the number of participants.
 - b) Determine if any special equipment is needed (projector, overhead, VCR, flip charts, etc.)
2. Verify with the facility coordinators that the location is ready and be sure to convey any special needs such as accessibility for persons with disabilities.
3. The Institute will send the required forms. Review the packets before the week begins.
4. Contact all attendees to confirm receipt of their registration forms, and to welcome them to the week.

After the Workshop

1. Consolidate all paperwork, ensuring that the Participant Data Forms are correctly filled out, and then forward to The Institute office, along with the per-participant fees in the form of one check.
2. Help any attendee with obtaining credits (CEU's), if applicable.
3. Pay any expenses related to the sponsorship of the week.



PPM - FIGURE 2

Faculty Agreement

(for RTC achieving faculty status for the first time)

① Contact Information:

Name: _____

Country: _____

Day Phone: _____ Email: _____

② Agreement:

I have read the Programs, Policies, & Procedures Manual of The William Glasser Institute and agree to the following:

- to implement all policies and procedures as outlined in the Manual and in subsequent newsletters;
- to stay abreast of current developments in choice theory, reality therapy and lead-management;
- to maintain current membership in The Institute;
- to teach the ideas of Dr. William Glasser, and those endorsed by him;
- to work with 'approved' faculty of The Institute (i.e not ex-Institute Faculty) and;
- to specifically teach, sponsor, and promote the prevention of discipline problems in schools through the use of choice theory. and lead-management as illustrated, for example, in *Every Student Can Succeed*.

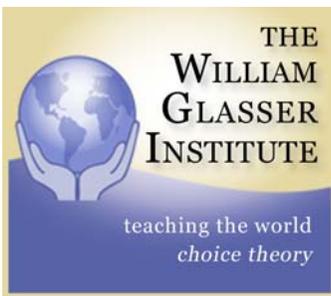
I understand that to maintain my status as approved faculty of The William Glasser Institute each year, I will abide by the policies and procedures outlined above.

Faculty Name (please print)

Signature

Date

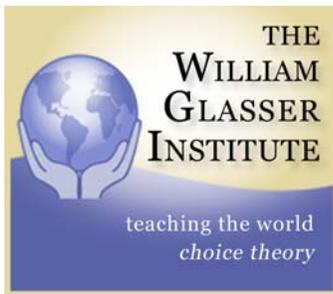
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PPM - FIGURE 3

Comparison of Basic and Advanced Practicum Experiences

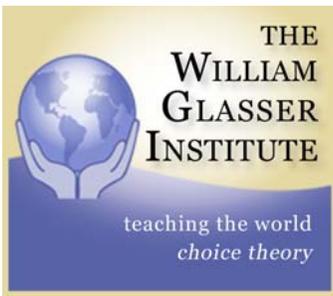
Basic Practicum Experience	Advanced Practicum Experience
Participant Will:	Participant Will:
Prepare for Advanced Week.	Prepare for Certification Week.
Gain initial confidence in using skills.	Gain enough confidence to demonstrate skills for certification.
Begin to use the language of inner control, i.e. choice theory.	Begin to master the language of inner control, i.e. choice theory.
Discuss and begin to interpret experiences in the context of choice theory, reality therapy and lead-management.	Relate their own personal and professional experiences to the chart, choice theory, reality therapy and lead-management.
Discuss cases as described in choice theory and reality therapy books.	Discuss cases as described in choice theory and reality therapy books with increased insight, depth, experience and skill.
Discuss the basic choice theory and reality therapy books.	Discuss most, if not all, choice theory and reality therapy books.
Practice role-play skills primarily with familiar clients/students.	Practice role-play skills with difficult and unfamiliar clients.
Learn to give and receive feedback.	Provide feedback to, and receive feedback from, more highly skilled users of choice theory, reality therapy and lead-management.
Discuss how they could teach choice theory, reality therapy and lead-management to others: staff, students, etc.	Prepare for and practice presentations for Certification Week.
Gain overview of structure of The Institute and its Policies and Procedures.	Learn more specific information to answer questions from people who have had no exposure to the WGI Policies and Procedures.
Gain initial knowledge of professional and ethical issues related to the WGI.	Gain more detailed knowledge of professional and ethical issues related to WGI.



PPM- FIGURE 4

Comparison of Advanced Practicum Supervisor and Basic Week Instructor Roles

Advanced Practicum Supervisor	Basic Week Instructor
Helps participants fine-tune their skills.	Presents a wide range of information.
Deals with smaller groups and issues that they have interpreted in the context of choice theory and reality therapy.	Deals with larger groups and with participants who often interpret behaviors from an external control psychology point of view.
Deals with people who are usually highly motivated to learn choice theory and reality therapy.	Deals with people who are often unconvinced about the value of choice theory and reality therapy. Their questions often challenge the value of the theory itself.
Deals with participants who have considerable exposure to internal control thinking.	Leads participants to think in the context of internal control rather than external coercive control.
Deals with participants who have common language.	Deals with participants who have little common language.
Deals with people who are further along the journey of internalization and usually enthusiastic about the process.	Deals often with people who are less committed and sometimes coerced to attend.
Needs small group processing skills. Supervision time can be more task focused and less process focused.	Needs group processing skills for larger groups for longer time frames. Thus, more group issues are likely to emerge.
Planning time is more focused and manageable because of the small number, clearly defined goals, and common expectations of the participants.	Planning time is often very complex because of the dispositions, knowledge levels and commitments of the participants. Needs skill and wide range of techniques to modify prearranged plans.
Tasks are clearly defined. Learning styles are an issue, but less difficult to deal with.	Is familiar with best teaching practices and variety of teaching techniques appropriate to learning styles.
Verifies participants' readiness to attend Certification Week which implies more private consultation.	Is a visual and public representative of the WGI. Negotiates more extensive contracts with client systems. Advertises training opportunities more publicly.
Deals with delicate issues about individuals who wish to attend Certification Week, including those who believe they are ready but need more work to be successful.	Manages more lengthy programs and thus has more delicate systemic issues to deal with regarding participants' changing expectations and processes.



PPM- FIGURE 5 (page 1 of 2)

Commitment Application To Be An Approved Faculty Program Consultant

① Personal Information:

Name _____

Phone _____ E-Mail _____

Faculty Level _____

② Application:

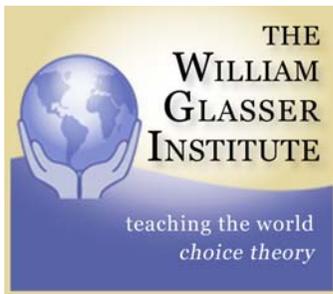
Because of the greater responsibility for supervision of the trainee, it is essential that the Consultant has a thorough understanding of his/her role and responsibilities in the Preparation Phases for Training and Endorsement. Therefore, if you wish to be an approved Faculty Program Consultant for the revised programs, please complete this Application and forward it to The Institute with a \$25.00 fee in US funds by January 1, 2009. Once we receive it we will update our website.

- I have read and am familiar with the new programs as described in the Spring 2006 Newsletter or on The Institute Website, www.wglasser.com
- I have actively participated in the certification process or facilitated faculty programs in the last two years by: Taught at least one practicum (if serving as an FPC for a candidate for the Practicum Supervisor Program) or one Intensive Week or Faculty Program (if serving as an FPC for a candidate for the Basic Week Program). Please list dates, and locations on the lines below.

Date	Location
1.	
2.	
3.	
4.	

I have stayed current by: (please check all that apply and indicate dates and location)

- Attendance at a Glasser Day _____
- Attendance at WGI Conferences _____
- Presenter at WGI Conferences _____
- Regional Meetings _____
- Attended Workshops by other Faculty _____
- Writing books (include subject matter) _____



PPM- FIGURE 5 (page 2 of 2)

Commitment Application To Be An Approved Faculty Program Consultant

- I am a current 2009 dues-paying member of The Institute.
- I expect to charge a fee for my mentoring as a FPC.
- I understand that if I am mentoring someone who is in the revised practicum supervisor program, I need to be an Advanced Practicum Supervisor or higher.
- I understand that if I am mentoring someone who is commencing the Basic Week Instructor Program, I need to be a Basic Week Instructor or Senior Faculty.
- I understand that the major emphasis in the Preparation and Training Phases will be on role-plays.
- I understand that part of my role as a Faculty Program Consultant will be to assist the participant in understanding marketing principles and business practices.
- I am willing to spend the required time in consultation and mentoring.
- I am willing to deal with Institute paperwork promptly.

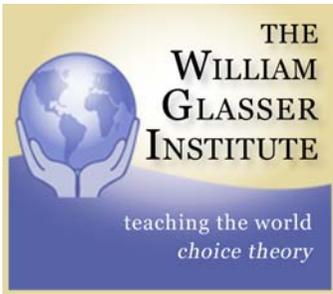
I have read and understood the above and wish to have my name listed with The William Glasser Institute and on their website as an Approved Faculty Program Consultant.

Printed Name

Signature

Faculty Level

Date



PPM- FIGURE 6

Letter of Intention - Commencing the Preparation Phase of the Revised Faculty Programs

In March of 2006, several changes were made to the structure of the Faculty Programs. These changes were noted on our website, www.wglasser.com, and in our Spring Newsletter. In the revised programs, the role of the FPC is crucial because mentoring in the field replaces one or two phases normally done in a structured group training session. Therefore, this form requires the signature of both the Applicant and the Approved FPC to initiate the preparation process.

It is necessary that the FPC selected is one who has paid their yearly dues and has completed the necessary paperwork in order to be listed on The Institute website.

For applicants planning to attend the **Training Phase** of the Practicum Supervisor Program scheduled in North America, please submit this form to your **Regional Director** at least six months before the Training. If you are planning to attend the Endorsement Phase of the Practicum Supervisor Program or the Basic Week Instructor Program, please mail or fax this form to The Institute in Chatsworth. Applicants wishing to attend programs in countries **outside** North America, should mail their Letter of Intention to The Institute in the country where the Programs are being offered.

Name: _____ Status: RTC only or BPS _____

Address: _____

City: _____ State: _____ Postal Code: _____

Phone: _____ Email: _____

The Commitment of the Applicant and the FPC

- 1) We will work together to meet the necessary pre-requisites for attendance at the training and or endorsement.
- 2) We understand that the instructors for training and or endorsement phases will utilize our completed Checklist of Competencies.

Applicant Printed Name

Applicant Signature

Date

FPC Printed Name

FPC Signature

Date