

The new program consists of four phases:

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

Both Training and Endorsement Phases are four days in length, Region sponsored and held (if attendance warrants it) in conjunction with Certification or the International Conference.

However, in keeping with what is taught in the Quality School Program, this format requires that both the candidate and the Faculty Program Consultant (FPC) take on a greater amount of responsibility for the learning process than has previously been the case. The FPC closely supervises the candidate to ensure he/she meets certain criteria in his/her field experiences prior to being recommended by the FPC to attend both the Training Phase and the Endorsement Phase. After the Training Phase the instructors communicate with the FPC the specifics that would need to be worked on in the field and provide a checklist of those areas.

Prerequisites for Entrance: The candidate is an Approved Advanced Practicum Supervisor who has completed at least one practicum in its entirety. Prior to the Training Phase, he/she has organized and co-facilitated at least one Basic Intensive Training one year before the training.

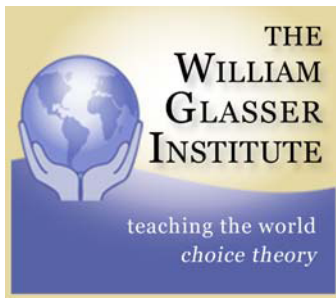
Preparation Phase I (Field)

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

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

Presentations/Materials/Activities/Role-Play

- Review the impact of having 75% of the training focused on role-play
- Understand how to create an atmosphere of trust that fosters learning
- Draw role-play situations through the Choice Theory Chart in a clear and concise manner
- Understand and demonstrate the interrelationship between Reality Therapy and Choice Theory
- Develop opening and closing activities
- Develop useful handouts and materials
- Continue to monitor competency levels through self-evaluation and co-verification with FPC



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- Manage questions about other modalities accurately and discuss their effectiveness in Choice Theory terms
- Evaluate personal and professional readiness for training
- Offer and receive feedback
- Prepare an Intensive Training outline which shows how to integrate activities and materials
- Schedule continuous concurrent evaluation
- Discuss managing a group
- Prepare a 10 minute presentation on the chart
- Develop a plan for training

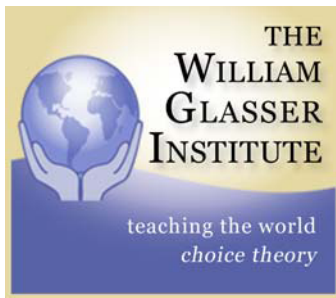
Training Phase

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

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

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

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



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Preparation Phase II (Field)

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

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

Endorsement Phase

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

The candidate will:

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

