



## Practicum Supervisor Program Syllabus

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Upon successful completion of the revised Practicum Supervisor Program, the candidate will be able to supervise Basic and Advanced Practica. The program consists of four phases:

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

Both Training and Endorsement Phases are four days in length. The Endorsement Phase of the program is organized by the region and held (if attendance warrants it) in conjunction with Certification or the International Conference.

This enhanced training in the field 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 who works on skills and meets certain criteria in his/her field experiences prior to being recommended by the FPC to attend the Training or Endorsement Phase.

### Preparation Phase I (Field)

**PREREQUISITES:** The candidate is Choice Theory/Reality Therapy Certified and prior to the Training Phase, he/she has completed at least 24 hours of preparation with their FPC.

In this Preparation Phase the candidate chooses an Institute approved Faculty Program Consultant and signs a contract with them. That contract spells out the conditions of their working together, i.e. fees, time requirements, number of mentoring hours and joint responsibilities. Following that, the individual submits a Letter of Intention to the Regional Director/Organizer of the scheduled four day Training Session. The letter should be submitted at least six months before the Training Session, indicating a desire to attend that session and asking for a Registration Form, which will then be returned with a deposit.

The focus in this phase is on presentation skills, development of training materials, and role-play competencies. The following curriculum is addressed:

#### I. CURRICULUM

Understanding Choice Theory, Reality Therapy and Lead Management

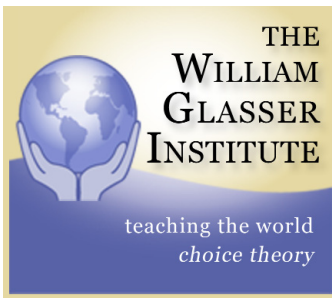
- Teach entire chart with examples
- Discuss and recommend CT/RT/LM books
- Know Certification competencies

Role-Play/Skill Development

- Set up a role-play
- Understand the interrelationship of RT and CT
- Demonstrate own role-play competence and repertoire of questions

Lecture/Activity/Questions and Answers

- Know when and why lectures and activities are effective
- Know how to process activities



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### II. OUTLINE OF PRACTICUM

- Review differences in expectations between Basic and Advanced Practicum
- Develop outlines for each
- Assist with Certification presentation
- Address those not ready for Certification
- Develop strategies for handling difficult situations
- Create own materials

### III. PROFESSIONALISM

#### Policies and Procedures

- Understand the Certification Process
- Remain a current member
- Sign the Faculty Agreement
- Know ethics and liability issues

#### Business Management

- Know marketing, fees and recruitment issues
- Understand the logistics of Practica
- Explore options for further involvement

### Training Phase (Region Organized)

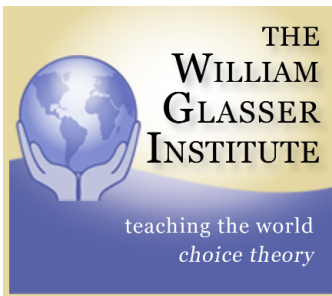
**PREREQUISITES:** Prior to registering for this phase, the candidate and the FPC complete the Checklist of Competencies. It is signed by both as a verification of the trainee's skills acquired during the Preparation Phase. This document also confirms that the candidate has completed at least twenty-four hours of preparation with their FPC. Twelve hours of the twenty-four would be spent actively observing practicum with the FPC and the other twelve hours spent in direct contact consultation (telephone and face-to-face sessions). A copy of the Checklist of Competencies is sent to the organizer of the Regional Training Phase.

The Training Phase focuses on increasing the knowledge and refining the skills which the candidate has acquired in the field experience. The curriculum is as follows:

### I. CURRICULUM

#### Role-Play

- Act as clients appropriate for skill level of the students in practicum
- Define the elements of a quality role-play
- Apply techniques to intervene and teach with role-plays, e.g. paradoxical, metaphorical
- Guide participant to improve role-play skills
- Recover and teach from a less than effective role-play
- Involve all participants in learning during a role-play
- Demonstrate counseling and managing skills
- Demonstrate role-plays from a variety of settings and with many different degrees of difficulty
- Teach from a role-play



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### Self-Evaluation and Feedback

- Define self-evaluation
- Assist others to self-evaluate
- Model self-evaluation
- Provide feedback during and at the end of a role-play
- Give feedback that is non-critical and useful
- Elicit feedback in CT/RT terms
- Demonstrate alternate ways of approaching role-play
- Teach standards and expectations of The William Glasser Institute
- Deal with participants whose self-evaluation differs from your evaluation of their performance
- Deal with participants who are not yet ready for Certification

### II. INSTRUCTIONAL SKILLS

#### Teaching

- Gain and hold attention of a group
- Check for understanding
- Apply concepts to life
- Use a variety of teaching methods to accommodate various learning styles
- Use teachable moments
- Provide questions and answers to create learning
- Develop the skill of listening

#### Communicating

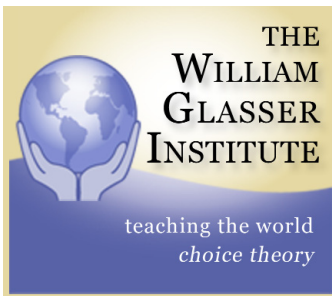
- Relate content to the wants of participants
- Ask participants open-ended questions
- Disclose self in a responsible way
- Use humor that is appropriate
- Communicate without criticizing
- Assist participants in taking responsibility for their own learning
- Assist participants' evaluation of usefulness of activities
- Help participants to connect and learn from one another
- Challenge participants' current knowledge and skill
- Help participants to stay with the Reality Therapy process
- Deal with participants who have a different level of knowledge and skill

#### Self-Managing

- Discuss the level of integration of CT/RT and LM in professional and personal life
- Meet needs effectively as a supervisor
- Evaluate the implications of the supervisor's behavior for the group
- Know areas of strength and areas of improvement
- Develop effective self-evaluation skills

#### Development of Materials

- Check for clarity and accuracy
- Select appropriate materials
- Upgrade materials to stay current



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### Professionalism

- Play clients not self
- Work with others in region
- Gain more comprehensive knowledge of ethical issues
- Work effectively with colleagues
- Present yourself professionally

### Preparation Phase II (Field)

PREREQUISITES: It is expected that during Preparation Phase II (preparation for Endorsement), the candidate co-leads 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 a student not being ready for Certification. In order to be eligible for Endorsement, the candidate and the FPC complete the Checklist of Competencies and both sign verifying the candidate's knowledge and skill.

### Endorsement Phase (Region Organized)

The purpose of the Endorsement Phase is for the candidate to 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. In this process, the candidate has many opportunities to demonstrate their knowledge of Reality Therapy, Choice Theory and their skills in leadership.

Specifically, the candidate demonstrates competencies by:

- Simulates a practicum group by stepping into the role of Practicum Supervisor
- Role-plays as both counselor and process observer
- Sets up role-plays and delineates roles in a clear and precise manner
- Debriefs the role-play
- Teaches from a role-play
- Demonstrates a teachable moment to highlight a specific concept or skill
- Models how to handle a participant the candidate believes is not ready to advance toward Certification
- Receives and gives feedback in effective ways
- Demonstrates ability to develop their own professional, effective materials
- Deals with participants whose self-evaluation differs from the candidate's evaluation
- Shares a sample of personal materials which reflect the work done with FPC in the field
- Participates in an exit interview with instructors to develop a plan for ongoing learning