



Learning Guide for Faculty Program Candidates

Editor's Note

This learning guide was devised to assist you in your journey towards quality. You may find it helpful to use in your discussions with your Faculty Program Consultant.

Name: _____ **FPC:** _____ **Date:** _____

1. Resources

I) The following is a list of possible resources you may have used. Please identify those resources you have accessed during the practice/preparation period.

THE WORKS OF WILLIAM GLASSER	OTHER RESOURCES/VIDEOS/AUTHORS
The Quality School (1990) The Quality School Teacher (1992) Choice Theory: A New Psychology of Personal Freedom (1998) The Language of Choice Theory (1998) What is this thing called love? (2000) Getting Together & Staying Together (2000) Every Student Can Succeed (2000) Choice Theory in the Classroom (2001) Fibromyalgia: Hope from a Completely New Perspective (2001) Counseling with Choice Theory (2001) For Parents and Teenagers – Dissolving the Barrier Between You and Your Teen (2003) Warning: Psychiatry Can be Hazardous To Your Mental Health (2003) Defining Mental Health as A Public Health Issue (2005) Eight Lessons for a Happier Marriage (2007)	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

II) Please share which books/resources were most helpful to you? How?

2. Choice Theory®

This section is designed to help you reflect on your integration of choice theory. Integration is a journey not a destination and just like quality, takes time to reflect on where you are in the journey.

I) What is **your** definition of choice theory?

II) What have you learned about yourself since being introduced to choice theory?

III) Where do you feel you are on the following continuum in terms of incorporating choice theory language and thinking?

external control language-----choice theory language

external control thinking-----choice theory thinking

IV) What affects your movement towards one end of the continuum or the other?

3. Reality Therapy

I) Define reality therapy.

II) What is the emphasis in the "new" reality therapy?

III) What is the difference between a counseling role-play and a management role-play?

4. Counseling Skill Development

I) The following are a number of descriptors to help assess counseling skill development and your effectiveness in these areas: (You may choose to discuss this section with your Faculty Program Consultant or with your peers who are pursuing faculty status.)

- Builds a need-satisfying environment
- Communicates confidence in being able to help the person
- Focuses the counseling on the relationship problem
- Tailors the use of specific procedures to individual clients' needs
- Discusses the past only when the events can easily be related to the present situation
- Clarifies the clients "wants" effectively
- Addresses "unattainable wants" effectively
- Remains non-judgmental & non-coercive
- Gathers specific information on present behavior
- Uses concept of total behavior in understanding present behavior
- Takes the time to get a thorough, meaningful evaluation
- Helps client plan effectively

II) The following is a list of contexts and types of clients you should be able to handle in a role-play:

A) Assess your competency in each of these areas:

Contexts:

- | | |
|--|--|
| <input type="checkbox"/> Education | <input type="checkbox"/> Corrections |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Social Services |
| <input type="checkbox"/> Business & Management | <input type="checkbox"/> Marriage & Family |
| <input type="checkbox"/> Other | |

B) Assess your competency in handling each of these situations:

Client Types:

- | | |
|---|--|
| <input type="checkbox"/> "I don't have a problem" | <input type="checkbox"/> "It's someone else's fault" |
| <input type="checkbox"/> Unattainable "want" | <input type="checkbox"/> Conflicting "wants" |
| <input type="checkbox"/> Lack of motivation or depressing | <input type="checkbox"/> Physical problem or psychosomatic |

5. Lead-Management

I) How do you define lead-management and how do you use it?

II) Please share your understanding of these four types of relationships:

A) Befriending:

B) Counseling:

C) Teaching:

D) Managing:

III) What are the differences between lead-management and boss-management?

6. Presentation of CT/RT/LM to Others

Being able to effectively present choice theory, reality therapy and lead-management is a very important skill. **The following are a number of descriptors to help assess your presentation skills development:**

- Presents quality materials (transparencies, handouts, displays)
- Presents clearly and precisely
- Gives relevant examples/metaphors, etc.
- Allows time for questions
- Answers questions effectively
- Learns from audience feedback
- Self-evaluates each time

7. Personal Growth

Personal growth is an important aspect of any effective training program. It is particularly important with an understanding of choice theory and our focus on self-evaluation. This section provides an opportunity to reflect on your personal growth and to gain information from others if desired.

The following are a number of descriptors to help you assess personal growth:

- Has a good awareness of self, others and context of teaching
- Focuses on the task at hand
- Has a good sense of personal balance
- Seeks feedback from trusted others
- Self-evaluates often
- Trusts own creative system
- Reframes life in the positive
- Follows through on personal growth plans
- Seeks counseling and consultation from others
- Practices ethical behavior in accordance with professional organizations

8. Knowledge and Application of CT/RT and LM

What have you learned from choice theory, reality therapy and lead-management and how have you implemented what you have learned in your personal and/or professional life?

9. Practice Period Evaluation

In the journey towards quality it is crucial that information is shared about what is effective and what is not. The preparation and practice periods are the key elements in the training process and so feedback is very important.

What did you get from the preparation and practice period that you liked and/or found helpful?

10. Ethical Issues

I) How do you discuss informed consent with trainees?

II) What is the purpose of role-playing?

III) Why does The Institute have a policy that you not play yourself?

IV) How does the ethical principal of dual relationships relate to our training?

V) What are the implications of signing the agreement with The William Glasser Institute?

VI) What can you do if you are doubtful about a particular WGI organizational issue?

VII) How do you plan to inform participants about The William Glasser Institute?

11. Feedback to Faculty Program Consultants

What would you suggest to Faculty Program Consultants that might help them to add quality to future work with others?
