

The Impact of the Glasser Scholars Project on Participants' Teaching and Research Initiatives: Part II

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ABSTRACT

The William Glasser Institute provided choice theory/reality therapy certification scholarships to 13 individuals working in post-secondary education in order to ensure that teaching of choice theory and reality therapy is accurate and up to date, and to increase the growing body of research on reality therapy and choice theory that addresses the efficacy of both the theory and the practice. This is the second of two articles to examine the actual impact of this program on participants' teaching practices and scholarship activities, especially manuscripts submitted to professional journals that examine the efficacy of choice theory and reality therapy.

In the fall of 2007, the Board of Directors of the William Glasser Institute established the Glasser Scholars Project to (1) help ensure that instruction in choice theory and reality therapy is accurate and up-to-date; (2) to provide training to university faculty as a means to facilitate purpose number one; and (3) to increase the growing body of research on reality therapy and choice theory that addresses the efficacy of both the theory and the practice (Glasser Scholar Project, n.d.).

Thirteen university faculty members involved in teaching, training, and conducting research in the Education, Counseling Social Work, Counseling Psychology, Rehabilitation and related disciplines were accepted as Glasser Scholars. The progress of the Glasser Scholars on these objectives through their Advanced Intensive Week was reported in the Spring 2009 issue of this journal (Burdenski et al., 2009). This article will demonstrate the further progress this group has made with expanding the body of research on choice theory/reality therapy and disseminating choice theory and reality therapy principles in their teaching roles. The 13 faculty members were identified in Part 1 of this article and represent the authors listed above.

To assess the impact of the intensive training on the Glasser Scholars' teaching, supervision, and research activities, the participants were asked to respond to three questions within one week of completing the Certification Week. What follows are excerpts from participants' written responses presented in alphabetical order:

1. How did training in reality therapy (RT) and choice theory (CT) in the Advanced Intensive Week (AIW), Advanced Practicum (AP), and Certification Week (CW) further improve your ability to teach reality therapy principles in your counseling theories or other didactic counseling courses?

Mark J. Britzman

Counselor education is an exciting endeavor, yet it can become an overwhelming experience for both students and faculty. Students often appear very distressed trying to understand, retain, and then master a myriad of information with the desired outcome to help others. My training as a Glasser Scholar allowed me to better synthesize much of the information students are taught throughout a 48-hour Master's Degree program by incorporating a conceptual framework that is not only retained more easily, but is effective in helping clients move closer to their vision of a better life.

Specifically, introducing the WDEP process empowered students to become more confident and competent. This framework helps the students determine what their clients truly want, whether the clients' choices are taking them in a direction that gets them closer to their perception of a quality life, better evaluate choices, and develop and take ownership of a more effective plan.

Becoming an ethical and competent counselor does not necessitate exposing students to over 400 different counseling approaches. Paradoxically, choosing to make the learning process more complex appears to stymie students' natural helping skills and pre-developed intuition. Choice theory and reality therapy are very pragmatic and effective. Counseling students can quickly incorporate the theory to help diverse clientele and then become more artful using this approach as they gain additional experience.

Thomas K. Burdenski, Jr

I teach a course on brief therapy at my institution every fall semester. The intense use of role plays to learn and refine the skills of choice theory/reality therapy at every phase of my certification process has convinced me that this is a very powerful teaching and learning tool. I have been incorporating role plays more into that course

and every course I teach because I feel so much more competent at helping students grow and learn this way.

Prior to becoming a Glasser Scholar, I did not consider CT/RT to be a brief therapy because the academic literature is dominated right now by references to solution-focused, narrative, and cognitive-behavioral therapies. Perhaps CT/RT has been taken for granted by some since it has been around since the 1960's. I now dedicate half of my class in brief therapy to CT/RT and I find that it is not only a brief therapy, but that it is ideally suited for use in schools because the emphasis is on internal control and taking responsibility for one's choices—very critical ideas that nearly all educators can support.

Moreover, since this theory emphasizes actions and thinking, not feelings and physiology, and the present and future instead of the past, it is perceived as less threatening than counseling theories that promote detailed client/student histories or exploration of feelings. Moreover, choice theory is not merely a counseling theory, it is a philosophy of living and teachers and administrators can easily embrace these principles without having to wear the "counselor" hat. As evidenced by quality schools, entire *institutions* can adopt CT/RT principles.

Willa J. Casstevens

I have experienced personal and professional growth during the Glasser Scholar process. Throughout the Advanced Intensive and Certification weeks, structured role plays that included clinical feedback were particularly helpful to me, and I can now guide students in CT/RT role play exercises and provide them with appropriate and supportive feedback. Further, the clinical feedback/supervision provided during our training weeks modeled choice theory's lead management approach to supervision and classroom management, an approach I've embraced in teaching at the university level.

I have made additions to the social work program graduate curriculum at my university as a result of this training and exposure to CT/RT: the foundation curriculum now incorporates a group work text that includes CT/RT, and the advanced graduate curriculum incorporates one of Dr. Glasser's books on counseling. I anticipate that my use of CT/RT material in the classroom will increase over time.

Gloria S. Cisse

In retrospect, it is a journey. I have been moving closer and closer towards becoming a person who can effectively practice principles associated with CT/RT. During Certification Week our group facilitator read "Oh the Places You Will Go" by Dr. Seuss. It was an accurate description of my personal experience through this process. I have brains in my head and feet in my shoes and I am capable of assisting my students, clients, children, etc.

in making more effective choices. What this means is that there are more tools in my tool belt. Tools that guide the exploration of a client's quality world, walking a client through the CT chart, using the resources in the environment in assisting clients to include me in their quality world, allowing clients/students/etc. to know they can and do choose their total behavior.

Jeri L. Crowell

Through the Basic and Advanced Intensive Weeks and Practica, I was academically and clinically prepared for certification. Basic training in the concepts and application of choice theory/reality therapy had enabled me to discuss theoretical principles when teaching my courses, but it was the complete process that has assisted me to fully integrate practical underpinnings in my work as a university professor and as a clinician.

Taking part in role plays, readings, and discussions reinforced what I was learning and enabled me to integrate this knowledge into my teaching in more meaningful ways and enhanced my motivation and preparedness. Even though role plays are supposed to be practice, I think we all find that there is something real about our work in those situations, both as client and counselor or educator. This particular aspect of our training has validated the use of role plays in my teaching, as one goal of the Glasser Scholars project is to ensure that the theoretical and counseling concepts are being taught correctly.

Much of the discussion at the conference in Edinburgh centered around maintaining the William Glasser Institute in the next generation and beyond. One part that we as Glasser Scholars play is in the assurance of correct and appropriate teaching and practice of choice theory, reality therapy, and lead management. Our European colleagues taught me about relationships that cross cultural boundaries, and how this theory impacts academic and clinical work around the globe.

Jill D. Duba

The modeling of the instructors was the most beneficial. They consistently used lead management skills to supervise, instruct, and mentor. This provided the foundation for how healthy relationships are defined by Glasser. I will use this in my own teaching and advising. For example, I have decided to become flexible with assignment due dates in one of my upcoming courses this fall as a "trial run."

Michael Dyson

I work in the field of teacher education and as such prepare teachers to teach in local, national and international communities. As a result of my own learning in choice theory (CT), reality therapy (RT) and lead management (LM), I now view my role as a teacher educator, and as a Glasser Scholar, through a totally new lens. I now

recognize how important it is, for the future of humanity that the principles incorporated in CT, RT and LM are thoroughly embedded within all teacher education programs. Humanity is at a crossroad and schools as we know them in the Western world are struggling with enormous social and relational problems.

I recognize that one way to overcome these problems is to use the positive connecting habits to replace the deadly habits and to replace external control psychology with the positive principles embedded in choice theory. Teachers are seeking support and are increasingly acknowledging that the techniques associated with the assertive control of other humans are no longer applicable in this world of rapid change. A workable solution for all teachers is to learn the principles of choice theory and incorporate the techniques of lead management and reality therapy within their practice.

Brenda Faulkner

The continual exposure to the principles and procedures of CT/RT and lead management through the AIW, AP and CW has heightened my awareness of the simplicity and relevance of this theory. Certification Week illustrated the enormous versatility in application of the CT/RT and lead management and it was enriching to be a part of the process.

Sylinda B. Gilchrist

The Glasser Scholars program has been one of the most valuable training opportunities that I have experienced in my career. The knowledge and training I received from participating in this program has enhanced my teaching and counseling skills. In addition to learning the theoretical concepts thoroughly, the opportunity to apply the concepts in role plays made me a practitioner of CT/RT in my professional and personal life. As I completed the certification process, I realized that my knowledge of CT/RT has increased significantly, which caused me to expand my study of other theories so I can comprehensively train my students to use CT/RT and other counseling theories. The Glasser Scholars program has made me a more effective professor and counselor.

Mary A. Graham

The experience I had in the AIW, AP and Certification Week provided a depth of knowledge regarding reality therapy and choice theory that I had not previously had. This training experience assisted me in continuing to develop a deep level of theoretical understanding of the principles of CT/RT as applicable to my teaching and practice with clients.

A second very enriching experience I was afforded was the opportunity to work with an expert in the field of CT/RT, John Brickell. John served as my Advanced

Practicum supervisor and I appreciated the opportunity to work with an individual with such deep knowledge, commitment and compassion toward the field of counseling. John was an excellent role model in the process of working with students in a supervisory capacity. He lent his expertise and enthusiasm to my growth as an educator and counselor. These are processes I will emulate with my students in supervision and teaching at the university level.

Based on my experience in the AIW, AP and Certification Week, I not only feel extremely comfortable teaching and supervising emerging school and community counseling students in the theoretical constructs and principles of CT/RT, I do it with a recognizable enthusiasm. This enthusiasm, as noted by my students, has encouraged them to learn more about the theory and practices related to CT/RT.

Neresa B. Minatrea

After attending this series of CT/RT trainings, I have provided numerous short trainings for local community agencies, undergraduate and graduate level courses. All of the graduate level courses, which I teach include CT/RT (e.g., Counseling Theories, Group Counseling, Counseling Social and Cultural Diversity, Techniques, Substance Abuse Counseling, Mental Health Practicum and Internship). The trainings and practicum experience provided me the knowledge and skills to not only teach the principles, it also supplied me the proficiency level to conduct role plays and supervise graduate students using the philosophy of CT and techniques found in RT.

The training enhanced my abilities to work with practicum and internship students in two ways. Initially, the training increased my ability to synthesize and convey the CT/RT beliefs and principles in a manner increasing students' capacity to comprehend the philosophy and techniques. This was accomplished through conversation, diagrams, and role-plays. Frequently, even though students read CT and RT textbooks, they were unable to generalize to their work with clients and their own life.

Next, I had a new way of managing students. The principles in CT and RT were applied during supervision when discussing their cases and practicum/internship experiences. The principles of WDEP were used when exploring student counselors and client relationships, clients' impasse, and clients' progress. When discussing cases with student counselors, exploring their total behavior proved most helpful in increasing self-awareness. Lastly, these principles were applied in classroom management and afforded a new way of providing a template for discussing conflicts, assignments, and course content. This style enhances choices and students' ownership of their learning.

Cynthia Palmer Mason

The training I received in reality therapy (RT) and choice theory (CT) during Advanced Intensive Week,

Advanced Practicum, and Certification Week has improved my teaching effectiveness in my Counseling Theories course and also my School Practicum course. The teaching, assigned reading, role-play activities, and group discussions have enhanced my knowledge and skills with CT/RT. This more in-depth understanding allows me to teach the basic principles of choice theory, basic needs, the quality world, and lead management in a more meaningful way as I stress the importance of the personal characteristics that pave the way for developing positive therapeutic relationships with students.

Because of this training, I have changed the format for my classes; I now use more group discussions and role-plays. My students appreciate the experience they gain from role plays and this has been reflected in my site evaluations which have gone from good to excellent. General comments from students in my counseling theories course usually mention my knowledge, skill, and enthusiasm for teaching the course, whereas specific comments from students in my school practicum course indicate that they feel more confident in actual counseling interviews with students during their practicum experience because of the role plays and discussions they were able to participate in during the class.

Tammy F. Shaffer

My knowledge of CT/RT has greatly increased, and the advanced training enabled me to add to my awareness of the more subtle dynamics of CT/RT. I have also garnered new skills and abilities in my ability to actually employ this knowledge with my internship students who are using CT/RT. I am better able to teach my students beyond the realm of mere techniques and lead them into more awareness of the philosophy of the theory, and how the practice evolves from this philosophy.

An important area of growth was in my ability to employ role plays much more effectively with my students, in terms of using CT/RT principles and techniques, but also in simple mechanics of staging the role plays and structuring them, such as using the "Round Robin" and setting brief time limits.

In the Certification Week, I became much more aware of how meaningful and impacting lead management can be, and made the connection on how it can be used within the graduate courses I teach. I plan to implement several lead management strategies beginning in the fall 2009 semester, and look forward to evaluating the outcomes.

2. How did training in reality therapy (RT) and choice theory (CT) in the Advanced Intensive Week, Advanced Practicum, and Certification Week help you establish or build your research/publication agenda? How about research plans or proposals targeted at reality therapy (RT) and choice theory (CT) specifically?

Mark J. Britzman

The Glasser Scholar process helped me become more accountable for my continuing education. After reading numerous books and research articles related to choice theory and reality therapy, I was able to incorporate the framework successfully in my own counseling practice. Furthermore, submitting counseling tapes and internalizing the helpful feedback from Certified Reality Therapists (e.g., faculty members) was also extremely helpful concurrently with incorporating the theory into each class that I teach. This learning process generated new ideas and ways to help others.

Because of this growth-enhancing experience, I successfully wrote and published a book entitled *Pursuing the Good Life* (Britzman, 2008) and developed a website with the plan to send out useful blogs on a consistent basis (i.e.,). I also had the opportunity to collaborate with other Glasser Scholars and published two articles in this journal (Duba, Graham, Britzman, & Minatrea, 2009; Burdinski et al., 2009). I am currently developing a relationship assessment that will be used in a variety of contexts including but not limited to couples enrolled in my pre-marital classes.

Thomas K. Burdinski, Jr

The biggest gift to me personally has been the opportunity to build personal relationships with the other scholars, including one from my own institution, who are interested in doing collaborative research. While I like doing research, I don't like doing it as a "lone ranger," the process is much more fun when I get the chance to share the tedium and long delays of gratification inherent in academic research.

For example, I have been involved with research projects in which the manuscript was hung up in the review process for longer than a year. It is hard to stay enthusiastic about research when the process drags on and on like that. It is much more enjoyable to share the triumphs and tragedies with colleagues that I have a personal connection with (better satisfaction of my belonging needs).

I have been involved with two research articles involving the Glasser Scholars project alone (Burdinski et al., 2009) and Brenda Faulkner and I have done a quasi-experimental study on the effects of teaching CT/RT to specially admitted freshmen at Tarleton State University. We hope to show that teaching CT/RT helps college students to better identify and satisfy their basic needs, perform better in the classroom, and improve their chances of staying in school and receiving their degrees. The results look very promising.

I am currently talking with other Glasser Scholars about more CT/RT related research projects, including the topic I presented at Certification Week—using CT/RT with couples and families. While my ideas are still formu-

lating, I have relationships with like-minded people that I know and trust and with whom I want to share the "scholar's journey" with.

Willa J. Casstevens

I have enthusiastically pursued a community based program development project using choice theory and the WDEP model for RT since completing my Basic Week as a Glasser Scholar. The results from my pilot project at a single local agency led me to apply for Extension, Engagement and Economic Development funding from my land-grant university. This grant award provided funds to continue the program development project and expand it to another three local agencies in the state.

The graduate and undergraduate students employed by the grant are engaged in using CT principles to successfully engage clients in their own health and wellness program development at these agencies. I am presenting the project at a national conference this fall, and anticipate documenting and writing about long-term outcomes. In addition to this, the Glasser Scholar experience provided an opportunity to collaborate on writing and research with colleagues who are also interested in these principles.

Gloria S. Cisse

There are research/publication opportunities everywhere! I have thought about conducting research but now there is a definite direction. I am planning to research the effectiveness of CT/ RT with children surviving sexual abuse, adult perpetrators of family violence and sexual abuse. I want to investigate the use of lead management with organizations. Finally, I would like to use CT/RT with families in community and report on the effectiveness on this population. I see some of these opportunities because I work with many of these populations.

Jeri L. Crowell

Training as a Glasser Scholar has been a boon to my research agenda. Previously I found it difficult to focus my scholarly efforts. My Certification research was a culmination of my work with first year students and the theory, utilizing practical aspects of the WDEP in supervision. This training helps to instill theory into counselor training in specific and concrete ways, while also assisting trainees to self-evaluate as they develop professionally. My future research will be with clinical and conceptual applications of all three parts of our training – choice theory, reality therapy and lead management.

My participation in Edinburgh enabled me to interact with international colleagues and to see new perspectives. Infusing discussions about cultural relativity also strengthened my resolve to understand more about the ways in which I could make an impact on all of my students and in

the counseling literature. Receiving invitations from colleagues to collaborate on research also fuels my resolve to validate this theoretical perspective to others in the counseling profession, and to my colleagues in education. People I met from Finland and Australia have already done wonderful work with quality schools, which I believe we can advocate more of in this country.

More evidence on the practice of quality schools may move our American educational system to promote healthier relationships in all domains and improve the morale of all stakeholders, from teachers to the children who need positive role models and increased developmental assets. It is my honor to be a Glasser Scholar and I propose to develop research to further develop and validate the theory and practices.

Jill D. Duba

I had been struggling with a research agenda since the Advanced Intensive Week. It was not until listening to the various presentations during Certification Week that ideas finally began to click. I would like to thank one of my Glasser Scholar colleagues in particular who has really helped me shape the research agenda I will pursue over the course of this upcoming year.

Michael Dyson

Since the Advanced Intensive week in Cincinnati, 2008, I have been committed to developing and extending my research profile as a Glasser scholar. I have written one new paper since the Advanced Intensive and presented it at the European and International conference in Edinburgh in 2009. I now have plans to publish this paper in a peer-reviewed journal. My future research plans, as a Glasser scholar involves extending the current body of knowledge about RT, CT and LM with a focus on providing evidence of success with effective, purposeful and practical research in a number of educational settings. The research question that I will use to guide my endeavors is the following: "What is the observable impact and how are the learning outcomes improved when CT, RT and LM are used with 'difficult' students in primary (elementary) school settings?"

A mixed method approach will be used to follow through with exit graduates from my current university. These graduates will be monitored and provided with ongoing scaffolded support, as they enter their chosen profession. Their ongoing efforts will be documented to record perceived progress using a LM framework, which will be developed as part of the research project.

A second research direction is my desire to become known in both the Glasser and wider academic worlds as a potential supervisor/examiner of higher degrees (Masters and Doctorates) that have a particular focus on the work of William Glasser, the William Glasser Institute, and the Center for Reality Therapy.

Brenda Faulkner

When I returned from Certification Week, I reflected on the insertion of "spirituality" into the discussion of reality therapy/choice theory and its possible relevance. Since the crux of CT/RT and lead management is relationship building, I became curious about the strong correlation between Judeo-Christian principles and CT/RT compelling me to pursue research in this area. I believe that this is an application for CT/RT that could be beneficial to a huge portion of the population that may not have been introduced to CT/RT and lead management.

Sylinda B. Gilchrist

When I began the Glasser Scholars program, my goal was to develop a resource that would teach school counselors how to use CT/RT with students. After training some school counselors on CT/RT concepts, I collaborated with some middle school counselors to examine the use of CT/RT principles with a select group of underachieving students. As a result of this program, I developed a resource guide entitled "Choice Theory: Using Choice Theory and Reality Therapy to Enhance Student Achievement and Responsibility" (Gilchrist, 2009).

The resource guide was published by the American School Counselor Association in June, 2009. This 40 page guide includes a discussion of CT/RT principles, seven lessons that can be used with students during individual and/or group counseling programs, and tips for parents and teachers. My goal is to repeat this study with another middle school in fall 2009.

Mary A. Graham

The choice theory and reality therapy training in the AIW, AP and Certification Week were extremely beneficial in relation to my research agenda and focus. Being a non-tenured faculty who is expected to publish can be a daunting task. Through this experience, I have created professional relationships and access to a strong level of research collegiality and support I would not have otherwise had. To date, these experiences have provided me the opportunity to co-author two articles and develop several new ideas to pursue with colleagues (Duba, Graham, Britzman, & Minatrea, 2009; Burdenski et al., 2009). It is rare in higher education there is an opportunity to sit among colleagues that are like-minded and focused on similar research agendas.

The CT/RT training in the AIW, AP, and Certification Week provided such opportunities. It is difficult to express the gratitude I have in being given the opportunity to participate as a Glasser Scholar. Prior to this experience I felt as if I were on my own in developing and pursuing publications. I now feel I have a group of individuals that are open, willing and excited to co-research and publish on topics related to CT/RT.

Néresa B. Minatrea

This series of trainings and practical experience afforded me knowledge and understanding of CT/RT principles; thus, the courage to write and submit articles and research. I co-authored a research project integrating Animal Assisted Therapy (AAT) and RT measuring treatment outcomes between two groups of individuals addicted to poly-drugs (Minatrea & Wesley, 2008). This research has been accepted in one international journal (Minatrea & Wesley, 2008), and one journal in England (Wesley, Minatrea & Watson, 2009). Also, we have presented at a world, a national, and several state and regional level conferences. Additionally, my co-researcher obtained his doctorate from the study.

Another research project involves using RT in play therapy. The text has been outlined and after my RT practicum experience, I sense a greater competency to complete the project and a higher motivation to contribute to the growing body of material related to RT. Lastly, a research project was developed with three other RT scholars. This project involves the efficacy of RT in a University clinic. This will be an outcome study occurring over the next several years.

Because of collaborating with RT scholars, my most recent research project surfaced. This study measures treatment outcomes in using RT or Solution Focused Therapy in a Family Counseling Clinic sponsored by the University. This undertaking involves training and supervising mental health practicum/internship students, coordinating four faculty, and involving individuals living in the community. Through networking with other RT scholars and my team of four researchers, this research plan has been discussed, enhanced, and formalized to an achievable project. Furthermore, in discussing the project with other scholars, there appears to be increased energy and dedication to completing the research among our team.

Cynthia Palmer Mason

My training in reality therapy and choice theory in the Advanced Intensive Week, Advanced Practicum, and Certification Week has inspired me and provided a research topic that I enjoy focusing on. Since completing the AIW, I have confined my research efforts to choice theory and reality therapy exclusively because I believe we can use these theoretical concepts and principles to enhance our work with boys and girls in P-12 school counseling programs where the primary goal is to improve academic achievement, personal/social adjustment, and career development for all students.

At this time, my colleague (Dr. Jill Duba) and I have submitted one article that has been accepted for publication in the *International Journal of Reality Therapy* (Mason & Duba, 2009); we have submitted an article (Introducing choice theory Principles and the choice

theory Career Rating Scale for Children and Adolescents) to the Kentucky Counseling Association Journal; and we are doing the final editing on a manuscript (Using Choice Theory Principles and the Choice Theory Career Rating Scale for Children and Adolescents to Enhance Academic Achievement for Minority Youth) we plan to submit to the Multicultural Journal of Counseling and Development.

As a result of our work in this area (CT/RT), we have developed a Choice Theory Career Rating Scale for Children and Adolescents (based on Dr. Glasser's Needs Rating Scale) that we believe will be a tremendous help to P-12 school counselors as they work with boys and girls. This tool can provide meaning and structure to counseling interviews. We have a number of projects we hope to do. Our next goal is to write a proposal for a grant that will provide the resources we need to complete an extensive research project on lead management.

Tammy F. Shaffer

My research agenda is more clearly defined, and I have plans to pursue clinical research on counselor efficacy examining theory/models of counseling utilized by student interns. I also want to examine how music may be used to help clients explore the WDEP throughout the counseling process, as well as after discontinuation of treatment.

3. Please share freely how participating in the Glasser Scholars program, including the basic and advanced intensive weeks, the beginning and advanced practica, completion of Certification Week, collaborating with other scholars, and working with the trainers and staff of the William Glasser Institute and the Center for Reality Therapy has changed you in any way (both personally and/or professionally)

Mark J. Britzman

Participating in the Glasser Scholar process has reenergized my passion for the counseling field. I believe I have improved my own counseling skills and I have more confidence demonstrating these newly acquired competencies to students in class, who seem to appreciate a faculty member who can take the mystery out of the helping process by teaching counseling skills that can be demonstrated and emulated successfully.

The most wonderful aspect of the Glasser Scholar experience, however, has been the life-long relationships I have developed with colleagues in the helping profession from throughout the world. I now have not only colleagues, mentors and resources to ensure choice theory continues to be very relevant, but also friends who can help me move closer to my quality world.

Thomas K. Burdinski, Jr

I have been very moved by how my trainers and supervisors in CT/RT, Dr. Robert Wubbolding, John Brickell, Pat Robey, and Sylvester Baugh live what they teach. There has been a spirit of caring and personal investment in me and my peers since the very start of the Glasser Scholar process. I have also been very impressed by how far positive feedback can go with building confidence toward new skills. In the past, I thought it was my job as a counselor educator to identify students' mistakes and point them out to them. While making corrections may be *part* of my role, I certainly do not need to rely on fault-finding so much to help my students grow and learn.

A third aspect of my journey that stands out for me is the dedication to service to others exhibited by the staff and trainers of the William Glasser Institute and Center for Reality Therapy. When working with nationally known leaders with RT/CT, I thought I might encounter some of the "hero worship" that I have witnessed with other leaders in the counseling profession. Instead, I have experienced an atmosphere of humility by the leaders of the WGI and Center for Reality Therapy. While we are all human and have our faults, it has been an inspiration to be around others who have committed their lives to service and making the world a better place.

Willa J. Casstevens

On a personal note, choice theory has changed my teaching in very positive ways. I enjoy my time in the classroom using choice theory and lead management approaches – this was not true when I took a "boss management" approach to the milieu. After a few "relapses" into the latter approach in the classroom, I coordinated with a colleague specializing in adult education, which has helped me to consistently maintain a CT/RT approach to teaching.

This newfound enjoyment in my role as an educator has contributed to my decision to stay in academe: I am a relatively recent PhD, and prior to my Glasser Scholar experience and exposure to CT/RT, I was seriously considering a return to social work practice. My students have reason to be grateful for this opportunity – as I certainly am! In addition, the opportunity to network and meet like-minded professionals has been invaluable. It has led to friendships and collegial relationships that I very much hope will continue over time

Gloria S. Cisse

As I mentioned earlier, this entire process has been like the beginning of an exciting and challenging journey. Certification week in Scotland was another part of this journey. Meeting CT/RT practitioners from around the world was a phenomenal experience. Being introduced as a "Glasser Scholar" was incredible! It did not dawn on me how important we were until the last night of my trip in

Scotland. Jeri and Michael insisted that I attend the reception. Sandi began my introductions and Bob took over when it was apparent I was drowning. Maggie is an incredible trainer. She offered examples that were usable and transferable. She gave us herself and it was magnificent! They are in my quality world.

We are all internally motivated (Glasser, 1998). On the last day of our week with Adrian, Bob, Sandi, John and the other trainers, I remember thinking "this is how you use lead management, choice theory, reality therapy. You must become the ideals. You have to practice so much that it becomes second nature." What the Glasser Institute had done when they recruited us was put us into the hands of very capable individuals who would be incredible examples of CT/RT who could help us put the concepts, principles, and ideals into our quality worlds.

I remember thinking "how else would I agree to do all this extra work if it were not for believing in these ideals modeled by Bob, John, Sandi, and Adrian?" It may or may not have been intentional, but this is what I believe to have happened. If we are to assist others in changing, we have to become walking, breathing examples of choice theory/reality therapy. Change begins with me!

Jeri L. Crowell

My draw to the Glasser Scholar program was professional development, including interaction with Dr. Robert Wubbolding, who inspired me with his passion for reality therapy. The process of intensive training and subsequent practica emphasize what I perceive to be excellent pedagogy, as well as saturation required for developing confidence in theoretical application. The cohort model for the program reinforces relationships, so central to choice theory and to best practices in counseling. The experience of caring and expert supervision has validated my own orientation to supervision.

However, the most significant experience throughout the process came in the international venue at the conference in Scotland. Counselors from all over the world enhanced my training by sharing service delivery in other systems, choice theory applications in schools, and lead management in a variety of contexts. My intentions about training are expanded through conceptual development of the theory, and research partnerships in the U.S. and South Korea. I also came to appreciate what it meant to be a Glasser Scholar, as professionals from the Glasser and European Institutes honored our contributions thus far.

Besides these professional developments, my personal tool box is fuller and more ecological. I am a better teacher, counselor and supervisor. As a school counseling professor I instill many aspects of choice theory into my work, as it has created a structure of framing critical incidents into realistic, sound and caring opportunities. I am proud to be honored as a Glasser Scholar and look forward to future faculty training.

Jill D. Duba

Again, I want to highlight how incredible the trainers were. They were kind, open, flexible, encouraging, and fabulous coaches! This was an instrumental part of my learning process. In addition, I have found it amazing that a group of people (Glasser Scholars) could unite and connect in the short amount of time that we have. It's as if I am part of a big family. We all have come to know each other's strengths, personality traits, and even quirks; however all of this is known and expressed in very loving and appreciative ways. I am happy to be the "sister," if you will of such an incredible "family."

Michael Dyson

I now place more importance on learning the principles and skills of CT/RT/LM, and applying them in my own life, rather than just focusing on the teaching of the skills and principles. This change in heart has come about as the result of being immersed in the ideas of the William Glasser Institute and the Center for Reality Therapy and practicing them both during the intensives and practica. Meeting people from around the world in the intensives, and establishing warm relationships with these people, has been an awesome experience for me.

Without a doubt, all the people that I have met have been really dedicated people with a sincere commitment to improve the world. For the most part they do this through practicing the principles of choice theory in their own lives and working at reducing their personal use of external control psychology. It is for most of us a constant battle but one which we can, as individuals win, if we continue to reflect on our own lives and take full responsibility for all our total behavior. I am not there yet but I am working towards it thanks to the wonderful opportunities afforded to me by the William Glasser Institute and Center for Reality Therapy and through all the wonderful people that I have met and had the pleasure to work with.

Brenda Faulkner

Truly the only way to describe the Glasser Scholar experience is in one word – honored. The opportunity to work with other counselor educator professionals from across the country and around the globe in such an intense fashion has been a once-in-a-lifetime experience. I feel that the synergy created within the group of scholars has enabled us to accomplish research and pedagogy we could not even imagine a mere two years ago. Personally, the study Tom and I conducted last fall with the at-risk college freshmen stretched me to great limits, but the results were beneficial to the students and to me (and hopefully to Tom as well!)

Sylinda B. Gilchrist

The opportunity to be a Glasser Scholar has been an honor and a privilege. As junior faculty, it was difficult for me to find my research passion; however, the Glasser Scholars program has given me a research agenda that I love studying and teaching. CT/RT has become my new passion. The opportunity to be trained by some of the icons of this theory has been a once in a lifetime experience that I will always cherish. I have grown not only from the trainings but also from the interaction of the other scholars. I appreciate the strong sense of collaboration and support that I experienced from my colleagues. We grew as CT/RT scholars and friends. I am grateful that I had the pleasure of being a Glasser Scholar; it has enhanced my life professionally and personally.

Mary A. Graham

Participation in The Glasser Certification week was an enriching personal and professional experience. I had the opportunity to attend the Certification Week in Edinburgh, Scotland prior to the International Conference. This experience lent itself to international collaboration, collegiality, insight, opportunity and friendship. It was inspiring to meet and speak with international colleagues who are adapting and applying the concepts of Choice theory and reality therapy in innovative, creative and culturally sensitive ways. The connections I have made throughout the 18-month reality therapy Certification process have been and are invaluable. I have placed a great deal of value on this experience and have great excitement and enthusiasm for the future of CT/RT.

Neresa B. Minatrea

The journey has been challenging at times and demanding; however, the end is very rewarding. Several points come to mind when evaluating the experience. First, it was rewarding to discuss other scholars' research plans, assist in revisions, and provide encouragement for them. This was a surprising need fulfilling benefit not initially anticipated. Next, the ability to convey CT philosophy and principles has increased and my graduate students are reaping the benefits.

Lastly, this training reminds me to identify my own "wants" in life, to ponder my own "doing" behavior, to "evaluate" what is working and not working in my own life, and to "do something different" when I am unhappy. The staff, practicum supervisors, trainers, and Dr. Wubbolding at the Glasser Institute exhibit compassion for the choice theory philosophy and superior skills in teaching and supervising these reality therapy techniques. I look forward to the day, I too, will be among one of the practicum supervisors and instructors.

Cynthia Palmer Mason

Participating in the Glasser Scholars Program has been an honor and a pleasure for me. In fact, I consider this to be a highlight in my career. I have never been more enthusiastic about any theoretical concept than I am about CT/RT; there are so many possibilities for school counseling programs when the counselors who implement them have had this training.

The Basic and Advanced Intensive Weeks of training, the Initial and Advanced Practica, and the Certification Week were exceptionally well-planned with each focusing on specific concepts, role plays, and group discussions that enhanced learning and experience with CT/RT. Each scholar, each instructor, and each supervisor has left a lasting impression on me. My collaboration and interactions with them have inspired me. As a result of this training, I feel that I will be more effective in my efforts to prepare students for the challenges they will encounter as they begin their work in P-12 school counseling programs.

Tammy F. Shaffer

I have greatly enjoyed meeting and getting to know the staff and faculty of the WGI and the Center for Reality Therapy. I think I am much more proficient in my use of CT/RT, and have embraced it as much more than something I teach. It is something I live. I am using CT/RT to work through some significant life transitions, and have found it as a means to help my 10 year old daughter become more aware of the choices she has, and how she comes to the decisions she makes. I am using it in my role as clinical supervisor of my clinical intern students, as well as in my role of internship instructor. I have even had friends show interest in learning more about CT/RT!

CONCLUSION

Based on the responses of the participants in the Glasser Scholars program, it is clear that there is a great deal of momentum generated by training this group of scholars with the principles of choice theory, reality therapy, and lead management. Many research projects are in various stages of development and several manuscripts featuring the use of choice theory and reality therapy in a variety of settings are in process. The Glasser Scholars themselves seem to have great enthusiasm for spreading these ideas to the students in their classes and to colleagues in the counseling, teacher education, psychology, and social work professions.

Their personal investment in continuing to teach and disseminate Dr. Glasser's ideas is perhaps best illustrated in the number of Glasser Scholars who plan to continue their training as Practicum Supervisors for the William Glasser Institute—12 of the 13 scholars and all of the scholars living in the U.S. are planning to complete their Practicum Supervisor training with Dr. Wubbolding and

John Brickell as a cohort in November or at a later time. The final words of Dr. Robert Wubboldings's (2009) keynote address delivered at the Fourth European Reality Therapy Conference in Edinburgh seem particularly fitting for the Glasser Scholars to take to heart:

How we perceive the age to come and how the WGI is perceived by others depends on the choices we make. If we, as leaders, fulfill our responsibilities and even go beyond them by choosing wisely, our perceptions and the perceptions of others will be the best, the wisest, the most credible, the season of light and the spring of hope. In other words, it is up to us to pass on to future generations an accurate and vital theory and practice thereby fulfilling the vision of the founder of reality therapy, Dr. William Glasser. (2009)

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