



EIRT BOOK OF REGULATIONS FOR TRAINING STANDARDS AND CONDITIONS FOR OBTAINING THE TITLE OF REALITY THERAPY COUNSELLOR Consolidated text

- EIRT Book of Regulations is approved by the Decision of Institute Council of 18 February 2009
- EIRT Book of Regulations is amended by the decision of Expert Council of 19 February 2018, 13 November 2018, and 19 October 2020

1. INTRODUCTION

1.1

EIRT Book of Regulations for Training Standards and Conditions for Obtaining the Title of Reality Therapy Counsellor is based on article 5 of the Statute of the European Institute for Reality Therapy (EIRT Statute) and the Book of Regulations for Reality Therapy Psychotherapy Training of the European Association for Reality Therapy. This document defines training standards, conditions and ways of obtaining the title of Reality Therapy Counsellor (RTP).

1.2

This Book of Regulations upholds the mission of the William Glasser International (WGI), the European Association for Reality Therapy (EART) and the European Institute for Reality Therapy (EIRT). It provides training standards, conditions and ways of obtaining the title of RT Counsellor (RTC) in accordance with the standards and criteria of European Institute for Reality Therapy (EIRT).

1.3

The training for a Reality Therapy Counsellor lasts for a minimum of 4 years. It is divided into two phases: Phase One consists of 2 years and Phase Two of 2 years of training. The whole programme includes a minimum of 1325 hours of training.

1.4.

Supervisors included in the list of accredited EIRT supervisors are participating in the programme of training for obtaining the title of RTC. The supervisors are trained in accordance with the Book of Regulations for Training Standards and Criteria for Obtaining the Title of Reality Therapy Supervisor.

2. ENTRY PRECONDITIONS

The entry preconditions are listed as follows:

2.1 Completed 1st phase of Bologna academic education or university degree education in human or social sciences or equivalent

2.2. Initial consultation

2.3 Acceptance of training conditions and ethical standards

2.4 Ensured supervised clinical practice

2.1 Completed 1st phase of Bologna academic education or university degree education in human or social sciences or equivalent.

If any content areas necessary for a foundation in the study to become a counsellor are missing, they will be identified and EIRT will help the candidate to find a way to cover the missing content during Phase Two of the training.

An undergraduate trainee can only exceptionally become a candidate for RTC if s/he graduates before entering Phase Two of the training.

2.2. Initial consultation

Initial consultation is conducted in the group-setting and is divided in two parts. The first part is conducted at the end of the Basic Intensive Training and again at the end of the first Seminar of the third-year of training; the latter is based on a written self-evaluation a candidate has sent to the Institute. In the written self-evaluation the candidate explains his/her motivation and personal potentials to continue the counsellor training.

Along with self-evaluations, the candidate provides a written statement from an appropriate institution ensuring him/her clinical practice including regular supervision.

The supervisor at the Basic Intensive Training provides the first part of the initial consultation and the initial consultation conducted at the end of the first Seminar in the third-year is provided by the two supervisors involved in the Phase Two of the training. The objective of the Initial consultation is for the candidates to be acquainted with the requirements of the training and through cooperative self-evaluation assess how his/her motivation and personal potentials fit the psychotherapy training requirements. After Initial consultation, candidates continue their psychotherapy training based on the recommendation.

2.3. Acceptance of Training Conditions and Ethical Standards

The candidate signs the agreement (appendix 1: EIRT form 4) where s/he accepts both the conditions of the training programme and the ethical standards. Before the candidate signs the agreement s/he needs to be acquainted with the content of EIRT Book of Regulations for Training Standards and Conditions for Obtaining the Title of Reality Therapy Counsellor, EIRT Code of Ethics and the Complaints and Appeals Procedures for educants; all are accessible on the EIRT website. By signing the EIRT form, a candidate acknowledges that s/he has read and accepted the standards and procedures contained within the aforementioned documents.

When entering both Phase One and Phase Two of the training, the candidate signs an agreement with the EIRT where legal relationship, mutual rights and obligations are defined.

2.4. Ensured clinical practice

Clinical practice is a mandatory part of the training for obtaining the title of counsellor and supervision is a mandatory part of clinical practice. Before entering Phase Two of the training for obtaining the title of a counsellor the candidate is required to find clinical practice placement that also offers supervision.

Educants of EIRT perform supervised practice in the institutions (government, non-government or private) that offer support to those exhibiting psychic, psychosocial and/or psychosomatic issues or mental health issues. Educant should ensure s/he has regular supervision of the clinical practice either in the institution of the practice placement and/or at EIRT, which provides regular group and/or individual supervision to the educant.

The role of clinical practice during 3rd and 4th year of training for obtaining the title of counsellor is to acquire practical training with the emphasis on the integration of theory with practice with the help of a supervisor. In the 4th year counselling is included in the clinical practice.

(See Appendix A)

3. CURRICULUM

3.1 COMPONENTS OF THE CURRICULUM

Training for RTC is balanced between theory, practice and personal experience. These three components of the programme are:

3.1.1 Theoretical study

- Choice Theory, Reality Therapy and conventional psychopathology
- Reality Therapy and other approaches: different epistemologies, different understanding of life, personality and behaviour
- RT and theories of change
- Assessment and intervention in RT
- Multicultural dimensions of RT and understanding of social and cultural issues in relation to psychotherapy
- Multiple applications of Choice Theory

3.1.2 Reality Therapy practice

- Practical work during in-training practicum
- Clinical practice under supervision within institutions that offer professional assistance to people exhibiting psychic, psychosocial and/or psychosomatic issues or mental health issues

3.1.3 Personal experience

- Conscious self-evaluation of personal beliefs and behaviour during the training
- Becoming aware of own strategies of conduct, confronting educational process within the group and in relation to supervisors
- Experience of and reflection on the relationships with learning group members and with supervisors
- Personal development through a process of making and implementing plans for improving the quality of life, journaling, peer group experiences, portfolios, etc.
- Personal psychotherapy

3.2 METHODS

The teaching is based on experiential learning. During the training educants are continuously encouraged to make conscious self-evaluation of the application of Choice Theory concepts in their own lives. The core principle is that a RTC candidate internalises the CT concepts in order to utilise them ethically or effectively in practice of counselling.

3.2.1 Learning the theory

- Lectures
- Video content (lectures, RT demonstrations of counselling)
- Candidates' presentations combined with group discussions
- Film analysis
- Essays on suggested psychotherapy literature
- Discussions
- Participation in professional meetings and conferences
- Reviewing suggested and relevant literature
- Manifesting Choice Theory beliefs through behaving

3.2.2 Counselling skills training

- Role playing
- Authentic client method
- Self-evaluation
- Feedback from other educants and supervisors
- RT demonstration and analysis of the demonstrations
- Case studies
- Individual supervision
- Group supervision
- Intervention (peer group work)
- Practicing RT counselling in their own clinical practice

3.2.3 Fostering personal development

- Connecting with educants on individual and group level
- Creating conditions for educants to connect in a group
- Sharing personal experiences
- Fostering understanding of educants own life through CT concepts
- Fostering the integration and deepening of CT beliefs
- Fostering the quality of personal life improvement
- Providing feedback
- Encouraging writing (self-evaluation, journal, portfolio, literature reviews)
- Enabling cooperative self-evaluation with the supervisor and other educants
- Fostering client experience during role-play
- Supporting other roles in role-play (feedbacker, therapist)
- Encouraging personal therapy experience

3.3 STRUCTURE OF TRAINING

Phase One (RTC)

Organized training

Basic Intensive Training (BIT)	4 days	30 hours	}	Phase I.
Basic practicum (BP)	10 practicums	75 hours		
Advanced Intensive Training (AIT)	4 days	30 hours	}	240 hours
Advanced practicum (AP)	10 practicums	75 hours		
Certification Process (RTC)	4 days	30 hours		

Phase Two

Organized training

3rd year

Workshop: CT/RT and psychological disorders I.	4 days	30 hours	}	Phase II
Practicum I.	4 practicums	30 hours		
Workshop: CT/RT and psychological disorders II.	4 days	30 hours	}	270 hours
Practicum II.	6 practicums	45 hours		

4th year

Workshop: CT/RT and working with groups I.	4 days	30 hours	}	270 hours
Practicum I.	4 practicums	30 hours		
Workshop: CT/RT and group psychotherapy II.	4 days	30 hours	}	
Practicum II.	6 practicums	45 hours		

Additional activities outside of the organized trainings – both phases

Written examples – 6 during basic practicums (3 hours per one example)	18 hours	}	Phase I. & II. 493 hours
Written examples – 6 during advanced practicums (5 hours per one example)	30 hours		
Supervised case studies – 6 during 3 rd year (10 hours per one case study)	60 hours		
Supervised case studies – 6 during 4 th year (10 hours per one case study)	60 hours		
Studying literature and preparation of the presentations	150 hours		
Intervision – peer group work (4 years – 16 hours annually)	64 hours		
Individual supervisions with a supervisor (4 years – 9 hours annually)	36 hours		
Personal therapy (in the 5 th year)	25 hours		
Other personal experience (portfolio, journal, plan for personal change)	50 hours		

Clinical practice 300 hours

Demonstration of counsellor competency 20 hours

Summary

Theory and training counselling skills	585 hours
Supervision	156 hours
Personal counselling experience	262 hours
Clinical practice	300 hours
Demonstration of psychotherapeutic competency	20 hours
Total	1324 hours

3.4 TRAINING CONTENT

3.4.1 Phase one

FIRST YEAR

Module I

Module I is designed to familiarise educants with the basic concepts of Choice Theory (CT) and Reality Therapy (RT). During this Module, there is a combination of lectures, demonstration role-plays, practice, experiential exercises, and discussions.

BASIC INTENSIVE TRAINING

- a) About the author dr. William Glasser
- b) History and development of Reality Therapy (RT) and Choice Theory (CT)
- c) Understanding human behaviour: linear and circular causality
- d) Choice Theory – understanding human behaviour through circular causality
- e) Science and philosophy supporting CT (James, Lorenz, Powers, Lipton, Maturana, Varela, Marken, Kant, Aristotle)
- f) Basic concepts of CT (total behaviour, needs, quality world)
- g) Organism as a closed system
- h) Motivation
- i) Perception
- j) Frustration
- k) Importance of choice in CT (conscious choice and creativity)
- l) Basic beliefs about human behaviour (external control psychology – Choice Theory)
- m) Understanding the concept of relationship in Choice Theory
- n) CT axioms
- o) Understanding the concept of personality in CT
- p) CT compared to other psychological theories
- q) RT and how we practice it
- r) CT as theoretical foundation for psychotherapy, counselling, wellbeing and mental health, lead management and quality school
- s) Introducing WGI, EART, EIRT, national RT organisation and EAP
- t) Practical training: exercises, role-play, demonstrations conducted by supervisors, discussions
- u) Entry discussion
- v) Literature suggestions
- w) Education overview and organisational questions

The training is conducted using Lead-management and Quality School principles.

Module II

BASIC PRACTICUMS (10)

The purpose of the ten basic practicums is to assist the educant to test out his/her knowledge and understanding of CT and internalise the principles of Choice Theory, Reality Therapy and Lead-management. The emphasis is placed on educant's personal experience. The practicums are organised and carried out as a CT focus-groups.

REQUIRED ADDITIONAL ACTIVITIES (See Appendix A)

- a) Written examples
- b) Individual work with the supervisor
- c) Intersession (peer group work)
- d) Other personal experiences
- e) Studying literature

SECOND YEAR

Module III

ADVANCED INTENSIVE TRAINING

The Advanced Intensive Training programme is designed primarily to afford the educant an opportunity to study Dr. Glasser's concepts on socio/psychological problems in much greater depth and to develop professional skills for psychotherapy. There is more time allotted to personal experience in role-playing and conscious self-evaluation. During this training, educants deepen their understanding and CT beliefs in function of the psychotherapeutic process.

The content of the training:

- a) Reality Therapy (RT):
 - RT as a systemic-evolutionary psychotherapeutic approach
 - Understanding the goal of RT
 - Therapist's role in RT
 - Formulation of client's difficulties through CT principles
 - Creative behaviours and RT
 - Importance of equilibrium in RT
 - Client's beliefs in the context of frustration
 - Importance of relationship for client's equilibrium
 - Importance of relationship in the therapeutic process
 - Importance of connectedness and trust between therapist and client
 - Purpose of active listening in RT
 - Directness and confrontation of beliefs in RT
 - Conscious self-evaluation in therapeutic process
 - Metaphors, stories, paradox, humour and the like in RT.
- b) Application of RT in various difficulties
Educants participate in role-playing as the therapist, client or feedbacker and practice RT with clients with various difficulties.
- c) Understanding RT compared to other approaches
Psychodynamic, Humanistic-Existential, and Cognitive-behaviour approach.
- d) Applications of CT in diverse contexts
Therapy, mental health, education, and management.
- e) Guidance in counselling and psychotherapy
Theoretical, practical, and ethical issues.
- f) Multicultural dimensions of CT and RT
- g) Ethics in psychotherapy and counselling
- h) Practical training: exercises, role-plays, demonstrations, discussions

Module IV

ADVANCED PRACTICUMS (10)

Advanced practicums offer educants the opportunity to practice through role-play with clients who have various difficulties. The emphasis is placed on educant's personal experience.

In this Module more time is allotted to role-playing and analysing of the role-plays. The final written assignment is profound self-evaluation of the whole

training in Phase one and includes self-evaluation of changes in important relationships which have been planned by the educant at the beginning of Phase one.

REQUIRED ADDITIONAL ACTIVITIES (See Appendix A)

- a) Written examples and case studies
- b) Individual work with the supervisor
- c) Intervision (peer group work)
- d) Personal psychotherapy
- e) Other personal experiences
- f) Studying literature

Module V

CONCLUSION OF PHASE ONE

After the successful completion of the Advanced practicums, the educant receives a recommendation by the supervisor to attend The Conclusion of Phase one. The recommendation comprises of:

PRESENTATION

The educant demonstrates his/her understanding by making a presentation on an aspect of RT/CT application, and can improve it through feedback from his/her peers and from the supervisor.

DEMONSTRATION OF RT SKILLS

Each educant is involved in role-play so s/he can demonstrate his/her skill in applying CT with diverse clients.

GROUP SUPERVISION – GIVING AND RECEIVING FEEDBACK

Each educant demonstrates his/her CT skills in offering feedback and dealing with feedback from the colleagues and supervisors.

CO-VERIFICATION

The educant participates in co-operative self-evaluation with the supervisor and assesses his/her advancement through training and the areas where s/he has to work on additionally.

The Conclusion of Phase one is the recognition that an educant has acquired basic Choice Theory ideas and is using them in their personal and professional life.

3.4.2 Phase two

THIRD YEAR

Modules VI, VII, VIII, and IX (workshops, practicums and additional activities) are designed to enable advancement of psychotherapeutic skills with diverse clients with different difficulties. Content is designed to facilitate deepening educant's theoretical knowledge, CT and RT and its position among other psychotherapy approaches.

Module VI

PCP I. WORKSHOP: CT/RT AND PSYCHOLOGICAL PROBLEMS I

- a) Reality Therapy as systemic-evolutionary approach
- b) Mental health model in RT compared to the medical model
- c) View of RTP on difficulties listed in the DSM-V
- d) Formulation of client's difficulties as an alternative to psychiatric diagnoses
- e) Understanding the purpose of symptomatic behaviours of the clients
- f) RT with clients referred to the psychotherapist
- g) The role of psychotherapist in RT
- h) Film analysis
- i) RT in comparison with other prominent psychotherapeutic approaches
- j) CT and RT and specific content requested by educants
- k) Ethical questions in RT
- l) Preparation for practical training: role play, demonstrations, analyses, and discussions
- m) Initial consultation about continuing the education

Module VII

PRACTICUMS (4)

The module is designed to give the educants, through exercises, role-plays, demonstrations, analysis, and discussions, the opportunity to experience the psychotherapeutic relationship with clients. In this process, the educants deal with clients with behaviour related to diagnoses in the current issue of the DSM.

REQUIRED ADDITIONAL ACTIVITIES (see Appendix A)

- a) Supervised written case studies
- b) Individual work with the supervisor
- c) Intervision (peer group work)
- d) Personal psychotherapy
- e) Other personal experiences
- f) Supervised clinical practice
- g) Studying literature

Module VIII

PCP I. WORKSHOP: CT/RT AND PSYCHOLOGICAL PROBLEMS II

- a) Understanding raising children from CT perspective
- b) RT with clients who seek therapy for difficulties they have with raising children (parents, adolescents etc.)
- c) Counselling - leading and role of the therapist
- d) Partner/spouse relationship from CT perspective
- e) RT and difficulties in partnership and family relations
- f) RT with couples
- g) Therapist role in working with couples
- h) Film analysis
- i) Ethical questions in Reality Therapy
- j) Preparation for practical training: role-plays, demonstrations, analysis, discussions

Module IX

PRACTICUMS (6)

The module is designed to give the educants, through exercises, role-plays, demonstrations, analysis and discussions, the opportunity to experience the relationship between client and counsellor and skills for working with clients coming, or being sent for some reason, to counselling.

REQUIRED ADDITIONAL ACTIVITIES (see Appendix A)

- a) Supervised written case studies
- b) Individual work with the supervisor
- c) Intervision (peer group work)
- d) Personal psychotherapy
- e) Other personal experiences
- f) Supervised clinical practice
- g) Studying literature

FOURTH YEAR

The Fourth Year contains Modules X, XI, XII, XIII (workshops, practicums and additional activities) with the main emphasis being on working with groups. Work is comprised of theory, personal experience of diverse groups, practical group work and skills for leading group therapy.

Educants develop sensitivity for the position of individuals in group setting, group processes and group development. Through that, they gain skills to lead different groups. By role-playing in the groups of clients they gain skills for group counselling.

Module X

PCP II. WORKSHOP: CT/RT AND WORKING WITH GROUPS I

- a) Definitions of the group
- b) General theories on groups
- c) Understanding development and group processes through CT
- d) Different types of groups from CT perspective
- e) The role of the group leader from CT perspective
- f) CT groups as self-help groups
- g) Practicing participation and leadership in "CT groups"
- h) Film analysis
- i) Demonstration of CT group moderation
- j) Ethical questions in working with groups

Module XI

PRACTICUMS (4)

Through demonstrations, exercises, role-plays, feed-back, analysis and discussions the educants get the experience of group participation and skills to lead different types of groups including the 'CT group'. Educants develop sensitivity for group processes and group development. They also sensitise for

the dominant ways in which participants satisfy their basic needs in various stages of group development.

REQUIRED ADDITIONAL ACTIVITIES (see Appendix A)

- a) Supervised reflections and written case studies
- b) Individual work with the supervisor
- c) Intervision (peer group work)
- d) Personal psychotherapy
- e) Other personal experiences
- f) Supervised clinical practice
- g) Studying literature

Module XII

PCP II. WORKSHOP: CT/RT AND WORKING WITH GROUPS II

- a) The purpose of the group RT counselling
- b) Forming a group for counselling
- c) Conventional psychopathology in the light of CT and in the GRT context
- d) Theory of change in RT
- e) The role of a counsellor in group RT counselling
- f) Group counselling compared to individual therapy
- g) Group counselling demonstration
- h) Practicing participation and leadership of a group
- i) Ethical principles and group counselling

Modul XIII

PRACTICUMS (6)

Through demonstrations and personal experience of group counselling, exercises, role-plays, feed-back, conscious self-evaluation and discussions the educants get the experience and skills for group counselling. The educants get the opportunity to experience connecting with every group member, how to support the connectedness among the clients in the group. They also develop skills of confronting with their CT beliefs, which enables group members to change their traditional beliefs with CT beliefs, which is the goal of RT.

REQUIRED ADDITIONAL ACTIVITIES (see Appendix A)

- a) Supervised reflections and written case studies
- b) Individual work with the supervisor
- c) Intervision (peer group work)
- d) Personal psychotherapy
- e) Other personal experiences
- f) Supervised clinical practice
- g) Studying literature

Module XIV

DEMONSTRATION OF COUNSELLING COMPETENCY

To demonstrate the competency to perform counselling educants send the **Application for a demonstration of counselling competences** to the EIRT.

Application for demonstration of counselling competences includes: statement of the educant that s/he has completed all the standards of education for becoming RTC, the name of the chosen mentor for the final thesis, candidate's estimate of the time frame for final thesis and attending the demonstration.

With the application, a candidate submits all required documentation in electronic form:

- a) Folder with the documents of the third year of the training
- b) Folder with the documents of the fourth year of the training
- c) An updated electronic Training Record
- d) Training Record (booklet) provided with signatures of the supervisors

For the demonstration the candidate prepares a **final thesis**, which contains the following elements:

- A. Personal information
- B. Self-evaluation of personal development during the reality therapy training
 - The motivation for choosing the programme to obtain the title RTC*
 - Personal experience during the training*
 - Personal capacities for practicing psychotherapy*
- C. Case Study:
 - Introduction*
 - Description of the work with client*
 - Conclusion*
- D. Literature

The demonstration of competency is public. The candidate presents to the Demonstration Panel:

- a) His/her professional development in the training for obtaining the title of RTC
- b) A Case Study: Complete description and analysis of the work with one client from beginning to end of the counselling process.

4. EVALUATION AND ASSESSMENT

4.1. Competency assessment procedure

Training for obtaining the title of RTC is based on the educant's self-evaluation and verification of competence made by the supervisor and group members. At the end of each year of the training process, the educant harmonises with the supervisor about his/her development, and gets the recommendation to continue the training.

If the supervisor and the candidate assess that he/she is not ready to move to the next stage of training, the supervisor will help him/her to make a plan of work to get ready to continue the training.

The competence verification process is then repeated.

4.2 Phases of competency assessment procedure

In the training for obtaining the title of RTC the verification is carried out at the end of each year, and in particular at the end of Phase one and Phase two.

4.2.1 Phase one

Basic Intensive Training: Self-evaluation, verification of competence, recommendation by supervisor, initial consultation with recommendation.

Advanced Intensive Training: Self-evaluation, verification of competence, recommendation by supervisor.

Certification Process: Demonstration, self-evaluation, verification of competence, recommendation by the teacher.

4.2.2 Phase two

Pre-entry:

- a) Written self-evaluation
- b) Recommendation from Faculty member from Phase one training programme
- c) Initial consultation with recommendation

In-training:

At the completion of each year of training:

- a) Self-evaluation
- b) Verification of competence
- c) Recommendation from the teacher or supervisor to continue to higher level of the training or demonstration of competency

FINAL DEMONSTRATION OF COUNSELLING COMPETENCY:

Following the successful completion of training, the educant chooses a mentor amongst EIRT Faculty to help him/her prepare for the Final Demonstration. Again the process of self-evaluation and verification of competence with the mentor and the Nomination board for obtaining the title of RTC (Nomination board) is repeated. Based on educant's application, the Faculty board leader will appoint the Nomination board for each educant. Nomination board members are appointed among the members of the Faculty board who are involved in the training.

The role and tasks of the Nomination board:

- a) Review of the documents sent by the educant when applying
- b) Review the final thesis of the educant
- c) In collaboration with the mentor the Nomination board gives a feedback on final thesis and a recommendation for the educant to present his/her competency at the demonstration
- d) Based on the Nomination board recommendation the educant receives the invitation for demonstration of competency.

The demonstration of candidate's competency takes place before the Demonstrational Panel, which is appointed by the Director of EIRT and consists of three members chosen amongst EIRT Faculty members that were not a part of the Nomination board.

4.3 Continuing professional development (CPD)

All RTC are required to support their continuing professional development.

The CPD can be taken in the following forms of:

- a) Advanced or additional professional courses
- b) Regular supervision of counselling practice and peer group supervision
- c) Attendance at conferences/symposiums
- d) Professional activities in counselling (e.g. being elected to a board or a committee of professional institutions)
- e) Execution of special programmes aimed at broader population

A minimum 250 hours over a period of the last 5 years is mandatory and shall consist of no more than 75 hours from any one category.

5. REALITY THERAPY COUNSELLOR TRAINING FACULTY

5.1 Teachers have different roles within the RT counsellor training. Training standards for the faculty and criteria for taking on different roles within training process is regulated within the EIRT Book of Regulations for training standards and conditions for obtaining the titles in Reality Therapy training programme.

6. TRANSITIONAL AND FINAL PROVISIONS

6.1 According to its needs, EIRT reserves the right to change this Book of Regulations at any time.

6.2 This Book of Regulations applies to all educants regardless at what time they have started their training.

6.3 Transition period: All who have completed organised forms of training in any given year of training are considered obliged to continue with the training programme until 31 December 2019. Should they miss this deadline, they can continue their training in accordance with the current Book of Regulations for training standards and conditions for obtaining the title of Reality Therapy counsellor.

6.4. Educants, who received a certificate for completion of the Phase one before the verification of the programme for Reality Therapy counsellor in February 2011, completed the Phase one of the programme that has not yet been harmonised with the verified programme for obtaining the title of Reality Therapy counsellor.

Educants who have completed the Phase one of education before the verification of the programme for Reality Therapy counsellor and did not immediately continue their education at post-certification practicums must re-enter the Phase one of education and complete the first and second year, if they want to continue their education to obtain the title of Reality Therapy psychotherapist. They are not, however, obliged to retake the certificate at the end of Phase one.

In special circumstances and based on a written request of the candidate that wants to continue training programme after completing the educational programme before the verification in February 2011, the Faculty will consider the

request and prepare an individualised differentiated programme that would allow him/her to continue in Phase two.

6.5 Should the educant discontinue the training in the middle of Phase one or Phase two and later wished to continue the training programme, s/he is obliged to continue with a new group at the beginning of the year in which he discontinued the training. This applies only for those that discontinued the training less than two years prior to continuing the training programme.

If more than two years have elapsed since the discontinuing of the training, the educant shall continue his/her training by entering the beginning of the phase in which s/he has discontinued.

In special circumstances and based on a written request, the possibility to continue training programme will be decided by the Faculty on the basis of discretionary assessment.

In both cases, the participation in the training programme is payable according to current EIRT price list. The additional hours of training the educant attended for that reason are added to the total number of hours.

6.6 The Book of Regulations will be published on the EIRT website.

EIRT:
In Kranj, 19 October 2020

President of the EIRT Expert Council
Janez Planinc, m.p.

Appendix A

Short description of required additional activities

Written examples in the Phase one (3 hours per one example) 18 hours

There are 6 written assignments at the first year of training. The first two of these are based on Dr. Glasser's books "Control Theory" and "Choice Theory". Reading both books is one of the conditions that must be met before basic practicums start. Based on what they read the educants write about their understanding of Glasser's ideas, their personal experience of reading the books, the dilemmas and questions regarding the reading material. Three of the written assignments are based on everyday life and frustrations they experience in a relationship that is important to them. They are trying to analyse it by using CT. The final written assignment is a self-evaluation based on the whole year's work in training and is the same time an examination of the plan for personal change which has been set at the beginning of the practicums. Educants send one written assignment to the supervisor before each practicum by e-mail. The supervisor reviews the educant's written assignment and prepares a written answer to it by sharing his/her comments, suggestions, personal experience and ideas and in doing so creates opportunity to improve the relationship with the educant. In addition to the work done during the practicums this offers an additional opportunity to shape CT beliefs.

Written examples and case studies (5 hours per case study) 30 hours

There are 6 written assignments at the second year of training. The first two of them are based on Dr. Glasser's books "Reality Therapy in Action" and "Warning: Psychiatry Can Be Hazardous to Your Mental Health" which should be read before advanced practicum starts.

Based on what they read the educants write about their understanding of Glasser's ideas, their personal experience of reading the books, the dilemmas and questions regarding the reading material.

Three of the assignments are case studies based on work with clients. Case studies include analysis of the client's situation using CT and the description of how they use CT in therapy – the New Reality Therapy. The final written assignment is a self-evaluation based on the whole year's work in training and is the same time an examination of the plan for personal change which has been set at the beginning of the practicums. Educants send one written assignment to the supervisor before each practicum by e-mail. The supervisor reviews the educant's written assignment and prepares a written answer to it by sharing his/her comments, suggestions, personal experience and ideas and in doing so creates opportunity to improve the relationship with the educant. In addition to the work done during the practicums this offers an additional opportunity to shape CT beliefs.

Supervised case studies in Phase two. (10 hours per case study) 120 hours

There are 12 case studies in at Phase two of the training. Educants choose the client for the case study in consultation with the supervisor. A case study at this level is much more profound. It consists of the description of the client's situation, analysis of it using CT and a short review of several sessions so that the progress of the client can be evident. During the preparation of a case study the supervisor offers his/her help and support. After the case study is prepared, the educant discusses it with the supervisor individually.

Practice/counselling practice

450 hours

Practice is intended to assist educants in the process of integrating theory and practical training with the help of a supervisor. It includes self-evaluation of practical experiences in the form practice journal that educant writes consistently. The journal includes supervisory material for further self-evaluation, which is performed by the educant in collaboration with the supervisor as a part of regular individual and/or group supervision. At the end of each training year the educant prepares final report on the practice/counselling practice, which also includes self-evaluation of his/her own progress. The report should also include the institution where the practice was being performed, the content of the practice, and the number of hours of practice. It should also include the number of hours of supervision educant had and the name and surname of the supervisor. A certificate showing the number of hours of counselling practice and a certificate showing the number of hours of supervision should also be attached to the report.

Intervision – peer group work (4 years – 16 hours annually) 64 hours

At the beginning of training, educants are asked to put in some extra effort and meet without the supervisor between practicums and seminars. We call it peer supervision or peer review and it is a form of collaborative learning method that takes place in a small group of colleagues with similar type and level of education, similar work experiences and a status of educant in the training programme to obtain the title of counsellor.

The topics discussed in the peer group work are different problem-based questions and dilemmas that occupy educants in the training and in everyday use of CT in their personal and professional life. Since problem-based questions and dilemmas are addressed through CT principles it is basically an CT focus group that enables participants an important personal experience of satisfying their need through collaborative work and learning. Educants participating in the intervision prepare a record of their work and in it briefly present the addressed topics (problem-based questions, dilemmas, role-play etc.) and key findings. Intervision – peer group work represents an important personal experience.

Analysing literature and preparing for presentations/lectures 150 hours

Beside the books already mentioned, all other publications from the CT and RT field are recommended to be read as well as books and written material regarding specific topics that are a part of the 3rd and 4th year of training (psychosomatics, psychosis, addiction, group work, ethics, review of different psychotherapy approaches, etc.)

Educants usually prepare their presentations for the practicums with the help of CT and RT publications. If they decide to use books from any other field, the presentation should be adjusted and explained through CT.

Individual work with supervisor (4 years – 9 hours annually) 36 hours

Individual work with the supervisor is a part of the training process. Educants have an opportunity to work with the supervisor who is leading the practicum individually based on the written studies they are sending in. For every case study educants have minimum 1.5 hours of individual work with the supervisor. Individual work with the supervisor begins at the beginning of first year of training and lasts until the competition of the fourth year.

Personal psychotherapy**25 hours**

Our training demands profound personal change from the educants. This leads to transformative change in beliefs, which directly influences the educant's mental health and is in a way a process of personal therapy. Nevertheless, we also require our educants to attend personal therapy of 25 hours. Educants choose a therapist who has to be accredited by EIRT as a psychotherapist for personal therapy. An educant may not choose a personal therapist who is his/her teacher or supervisor in any phase of the training.

Other personal experiences: (action plan, journal, personal portfolio) 50 hours

In addition to the personal experiences already mentioned, the educants set out a plan of personal change that focuses on at least two important relationships that they intend to improve by using CT. This plan is done at the beginning of the training programme. By planning and monitoring the realisation of the plan, the educant can follow her/his own personal development. The educant uses the journal to take other relevant notes as well as to collect important documents for a portfolio. All of this is used for the final self-evaluation.



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SLOVENIA

EIRT-1 form

STATEMENT

on accepting the conditions of the training and ethical principles of EIRT

I, the undersigned _____, born _____,
(name and surname) (day, month, year)

residing in/on _____
(street name, house number, postal code, city)

am familiar with the provisions of the following acts:

- EIRT Book of Regulations for Training Standards and Conditions for Obtaining the Title of Reality Therapy Counsellor
- EIRT Code of Ethics
- EIRT Complaints and Appeals Procedures

I hereby declare that I accept the conditions of the training and ethical principles.

Place and date:

Signature: