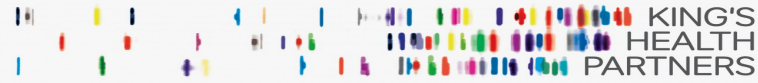




Maudsley Charity
Health in Mind



ACT for Psychosis Recovery

How to train and supervise practitioners & peer supporters to be mindful, valuing and effective facilitators

Eric Morris, PhD

Louise Johns, DPhil



LA TROBE
UNIVERSITY



UNIVERSITY OF
OXFORD



Oxford Health
NHS Foundation Trust

Educational Objectives

Participants will be able to:

1. Understand the adaptations of ACT for people recovering from psychosis
2. Describe a training model to support practitioners and peers to facilitate ACT groups
3. Describe ways to use supervision to support competent delivery of groups

Research Team



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Group Facilitators

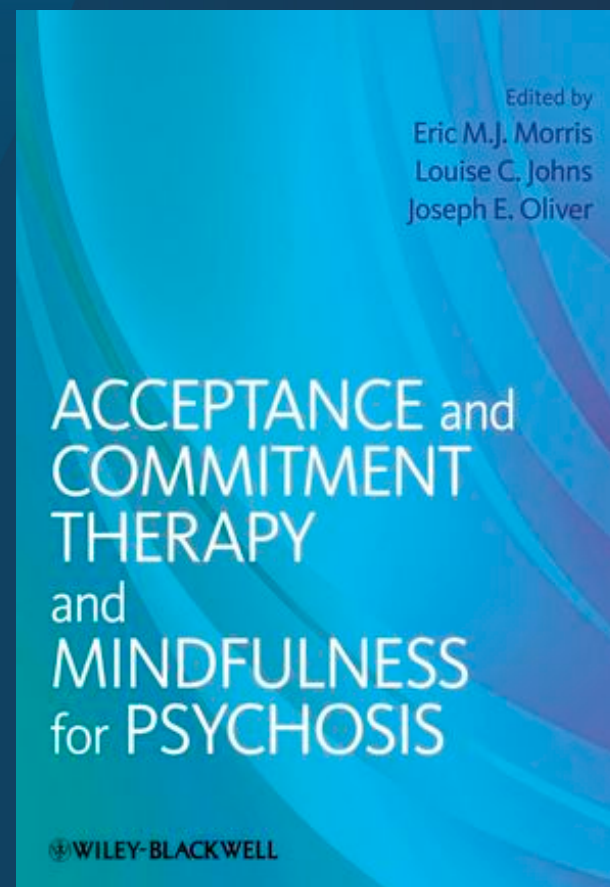


“Those experiencing psychotic disorders are amongst the most stigmatised people on the planet. They are frequently objectified and dehumanised by society. Their unusual experiences and actions are often objects of ridicule or fear.”

(Steven Hayes, 2013)

ACT for psychosis (ACTp)

ACTp aims to encourage more flexible (**accepting, mindful**) responding to symptoms of psychosis and associated emotions/thoughts **to increase values-based behaviour**
(Morris, Johns & Oliver, 2013)



ACT for Psychosis Studies

- Six Randomized Controlled Trials (RCTs) evaluating the efficacy of ACT with people experiencing psychosis:
 - Bach & Hayes, 2002
 - Gaudiano & Herbert, 2006
 - Shawyer, Farhall, Mackinnon, Trauer, Sims, Ratcliff, Larner, Thomas, Castle, Mullen & Copolov, 2012
 - Shawyer, Farhall, Thomas, Hayes, Gallop, Copolov & Castle, 2017
 - Tyrberg, Carlbring and Lundgren, 2016
- Recent systematic reviews of these approaches for psychosis
 - Khoury et al., 2013
 - Cramer, Lauche, Haller, Langhorst, & Dobos, 2016
 - Louise, Fitzpatrick, Strauss, Rossell and Thomas, 2017

ACT for Psychosis Studies

- ACTp interventions are acceptable to this patient group.
- Participants able to respond in a psychologically flexible way to their unusual experiences.
- ACT approaches can help to *reduce the impact of psychotic symptoms*, particularly in terms of *believability*, *emotional impact* and disruption to functioning.
- Reduce inpatient readmission rates
- **Mediation analyses:**
- Positive effects of ACTp result from changing the targeted processes of psychological flexibility.

Group ACT for psychosis

Advertised to the community as workshops to support personal recovery.

Designed to reach those people who would not engage in individual psychological therapy.

Co-led with peer facilitators (ACT for Recovery)

ACT: a good fit for people from minority backgrounds.



How it Started for us

ACT for Life Study (Johns et al., 2015)

- Examined the feasibility and acceptability of delivering a Group ACTp intervention in routine community psychosis services (At Risk, EI & Established Psychosis).
- Four-week G-ACTp intervention
- Pre-post assessments showed:
 - Small improvements in mood and functioning.
 - Changes in psychological flexibility processes consistent with the ACT model.

J. Behav. Ther. & Exp. Psychiatr. 50 (2016) 257-263

Then Moved on to..

ACT for Recovery Study (Jolley, Johns et al)

- Recruited clients with established psychosis and carers of people with psychosis.
- Separate groups were run for carers, based on the same protocol.
- Pilot RCT - clients and caregivers received G-ACTp immediately or after a 12-week wait.
- Preliminary findings suggest that G-ACTp improves self-reported overall wellbeing.
- Due to report shortly.

ACT in practice paper

Journal of Contextual Behavioral Science 5 (2016) 33–38



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Journal of Contextual Behavioral Science

journal homepage: www.elsevier.com/locate/jcbs

In practice

Running acceptance and commitment therapy groups for psychosis in community settings

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Group Protocol:

drericmorris.com/resources

ACT for
PSYCHOSIS RECOVERY

ACT for Psychosis Recovery

- **2-hour weekly sessions**
- 4-8 participants in each group, 2-3 facilitators
- Session content based around one metaphor (**Passengers on the Bus**)
- **Use of actor-video** to allow participants to approach content at their own pace
- **Small group work** within each session
- Main components include:
 - ❑ Values clarification
 - ❑ Mindfulness / noticing exercises
 - ❑ Willingness
 - ❑ Defusion
 - ❑ Committed action – out of session planning

ACT *for* PSYCHOSIS RECOVERY

A Practical Manual for
Group-Based Interventions Using
Acceptance & Commitment Therapy

This evidence-based guide will help you:

- ▶ Run effective groups for people struggling with psychosis
- ▶ Support loved ones caring for the person with psychosis
 - ▶ Promote well-being and quality of life

Emma K. O'Donoghue, DCLinPsy | Eric M.J. Morris, PhD

Joseph E. Oliver, PhD | Louise C. Johns, DPhil

Foreword by Steven C. Hayes, PhD

ACT *for*
PSYCHOSIS RECOVERY

Overview at drericmorris.com/resources/

Free resources at actforpsychosis.com

Key Messages

- ***Open***: Willingness, making space/being with
- ***Aware***: Mindful awareness/present-moment focus
- ***Active***: Taking steps toward values/doing what matters

What are the Important things in your Life?



Examples of Values

- Relationships (e.g. to be more loving to your partner)
- Personal growth and health (e.g. maintaining good physical health)
- Work and education (e.g. doing a job that gives one a sense of satisfaction)
- Leisure (e.g. engaging in family activities one enjoys)

Identifying values

- Be prepared for participants not to know or struggle with identifying values
 - “If this workshop could be about something important just for you”
 - “If this group could really be about doing something important, if magic could happen, and you leave the group and just do this thing... what would it be?”
 - “Think of times when you felt open, vital or engaged”
- Acknowledge distress associated with contacting values

Qualities of Action: Heroes



Values Worksheet

Meaningful Activity

(work, education, career, skills development)



Leisure & Fun

(Playing, relaxing, having fun)

Relationship

(friends, partner, family, co-workers)

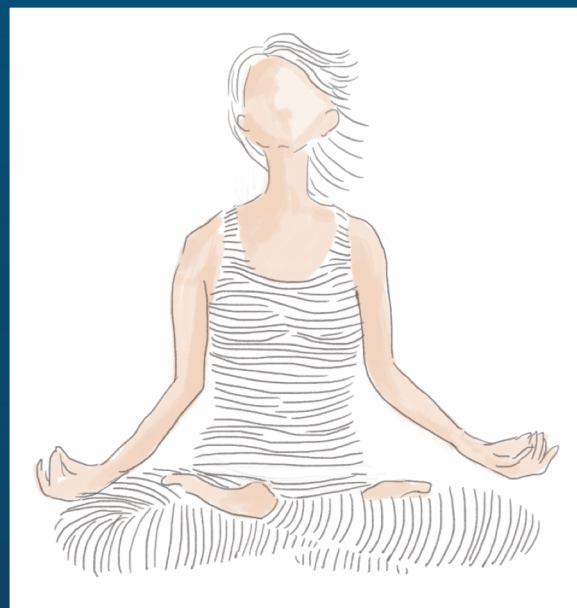
Others?

(other things that are important to you)

Personal Growth / Health

(religion, spirituality, growth, health)

Mindfulness / Noticing Exercises



Flexible mindfulness exercises

- Generally keep it simple
- Avoid long eyes-shut exercises initially
- **Creatively use mindfulness**
- Forms of mindfulness: sitting down, moving around, short periods, different senses
 - Mindful eating
 - Mindful walking
 - “B.I.F.” – notice something Beautiful, Interesting, Funny
- Be clear that there is no “right way”
- Reinforce all sorts of “noticing”

Using Open/ Aware/ Active Skills

- Noticing skills are used throughout the group.
- Capitalise on opportunities for modeling:

Part. “I felt really bad during the mindfulness exercise. All the anxieties of the week just flooded me.”

Trainer. “As you say this I notice my tricky mind rushing in, urging me to do something to help with those anxieties. ‘Quickly, get rid of those passengers’.”

Developing Aware Skills: Mindfulness Practice

Mindfulness practice enables you to develop several skills:

- the ability to focus and engage in what you are doing;
- the ability to let thoughts come and go without getting caught up in them;
- the ability to refocus when you realise you're distracted;
- and the ability to let your feelings be as they are without trying to control them.



The noticing exercise that I intend to practice this week is:

You may find it helpful to record what you noticed during the mindfulness practice, and also any benefits you encounter that help you keep on track with getting active:

What I noticed (thoughts, feelings, sensations):

Benefits:

Passengers on the Bus



Paul's Story

- What “passengers” are on Paul’s bus?
- How does he respond to his passengers?
- What do you think is important to Paul?

06:41



Passengers - animation



Hijacked – mindlessly follow what ever comes to mind. Automatic, subtle, habit

Struggle – avoid, change, get rid of
Passengers love to struggle and fight!

Open up

- Noticing passengers, what they say, how they look, when they get rowdy, demanding, commanding
- Noticing workability of struggling with passengers
- “Adding in” alternative ways of being with passengers
 - Making space
 - Inviting along for the ride
 - Noticing without necessarily engaging with
- Noticing opportunities to base actions on values, rather than what passengers want

Acting out “passengers...”



Passengers on My Bus



Role of Service User Co-Facilitators

ACT for Recovery Study (Jolley, Johns et al)

- Assessed the feasibility of training service user co-facilitators to deliver ACT workshops.
- Recovery orientated services emphasize 'expertise by experience' along with evidence based practice.
- We wanted an additional perspective from a peer in the workshops.
- Value in having peers model lived experience of engaging in willingness and mindfulness.
- We wanted to create an atmosphere where people would feel comfortable sharing their experiences.

Feedback from Participants - Quotes

“I think it was useful that a person who has gone through the experience of having a mental illness wants to share their thoughts and feelings.... The comments showed that they had similar experiences which improved their credibility. I felt I could open up more”.

“I found it useful. It gave me hope that people’s lives can be changed... That we were all going through it together”.

Exercise - Discussion

Imagine you are going to co-facilitate a group (as a non-expert therapist)

- what specific issues might you want addressed in training and supervision?

...Now imagine you are peer-support facilitator:

- are there any other concerns (instead of, in addition to) you would want addressed?

Adherence & Competencies

- In training facilitators to run groups it is important to promote *fidelity* (adherence) to the group protocol
- And work on developing their *competencies* (in the components & skills described earlier)
- The ACTs of ACT Fidelity Measure may help (available at actforpsychosis.com)

A16. The ACTs of ACT Fidelity Measure

Workshop session number: _____ Date: _____

For the workshop session, please rate for the presence of each of the components below.

For each component that is *present*, please rate how appropriate it is for this stage of therapy, and then rate group responsiveness to this component.

ACT therapeutic stance	<i>How present in this session?</i>	<i>How appropriate for this session?</i>	<i>Group responsiveness?</i>
	0 = Not at all 1 = Minimal 2 = Satisfactory 3 = High 4 = Very high	0 = Inappropriate 1 = Minimally 2 = Satisfactory 3 = Highly 4 = Very high	0 = Unresponsive 1 = Minimal 2 = Satisfactory 3 = High 4 = Very high
Developing acceptance and willingness/undermining experiential control	<i>How present in this session?</i>	<i>How appropriate for this session?</i>	<i>Group responsiveness?</i>
	0 = Not at all 1 = Minimal 2 = Satisfactory 3 = High 4 = Very high	0 = Inappropriate 1 = Minimally 2 = Satisfactory 3 = Highly 4 = Very high	0 = Unresponsive 1 = Minimal 2 = Satisfactory 3 = High 4 = Very high
Undermining cognitive fusion	<i>How present in this session?</i>	<i>How appropriate for this session?</i>	<i>Group responsiveness?</i>
	0 = Not at all	0 = Inappropriate	0 = Unresponsive

ACT for Psychosis Recovery

Training Facilitators

Training Program for Facilitators

- Introduce facilitators to the workshops and review session content.
- Introduce noticing
 - Lead mindfulness and/or noticing exercises.
 - Lead mindful inquiry.
 - Use self-disclosure during mindful inquiry.
 - Determine if workshop facilitators need to have a mindfulness- based practice.
 - Encourage the self-practice of noticing exercises.

Training Program for Facilitators

- Introduce ideas about barriers (passengers) and acting on values.
- Link acting on values with noticing and willingness.
- Practice defusion exercises.
- Get in contact with values as directions and commit to action.
- Provide an opportunity to practice exercises and give general guidance.

ACT for Psychosis Recovery

Supervision of Facilitators

Supervision Meetings 1: Practices

- Give clear expectations so that facilitators feel supported in their competency development. This includes discussing how you will offer constructive criticism.
- Review how the group sessions have been, including positive and negative experiences with leading the workshops.

Supervision Meetings 2: Practices

- Have facilitators share their knowledge and understanding of the workshop protocol.
- Practice the exercises to fine-tune delivery.
- Role-play experiential methods to problem solve group challenges.
- Seek feedback from the facilitators about their experience of the meeting.

How to offer supervision to peer-support facilitators

- Essential peer-support facilitators are supported; supervision meetings are a good way
 - Provide a rationale for supervision: supporting them to offer the best experience to participants
 - Creating a safe space to reflect on sessions that don't go well
- Formal weekly meetings, at least 1 hour
- Opportunities to review workshop process, practice skills, prepare for future sessions

Some supervision topics for peer-support facilitators

- Practical issues:
 - Printing (session prompts)
 - Time keeping
- Skills and preparation:
 - Rehearsal to strengthen memory
 - Adherence to the model and ACT consistent responses
- Disclosure of facilitators' lived experience – when, how much, function of this.
- Managing anxiety, low mood, and psychotic symptoms during and between groups

“How am I an Expert?”

- Sometimes peer facilitators can feel fraudulent – personal recovery is hard
- This is useful to reflect on in supervision
- ACT Model: a shared perspective
 - Normality & universality of suffering
 - Psych flex skills apply to all, across a range of situations
 - Valuable in sharing the experiences of being on a journey of personal recovery

www.actforpsychosis.com

ACT for
PSYCHOSIS RECOVERY

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ACT for Psychosis Recovery

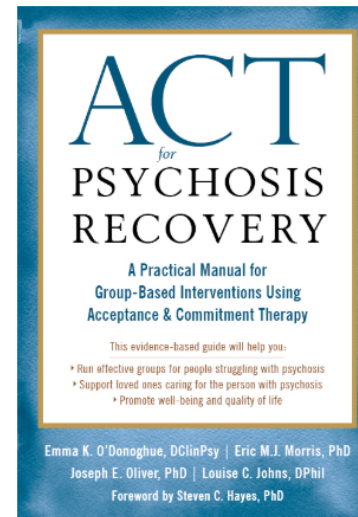
Book Description

ACT for Psychosis Recovery is a comprehensive and unique workbook designed to provide an evidence-based, step-by-step approach to facilitating group work with clients suffering from psychosis.

We have written the book to make it accessible to therapists, carers and peer supporters who would like to facilitate groups in psychosis settings. We hope that readers will gain an understanding of the basic theory behind using an ACT approach for psychosis and be able to incorporate the groups in their settings.

This book will not only teach the reader how to facilitate ACT groups, you will also learn how a client's recovery can be both supported and sustained by promoting acceptance, mindfulness, and values-driven action. The groups focus on a central metaphor (Passengers on the Bus), so that mindfulness and values-based action are introduced in a way that is engaging and memorable.

You will find tips and strategies to help clients identify valued directions, teach clients how to respond flexibly to psychotic symptoms, thoughts, and emotions that have been barriers to living a valued life, and lead workshops that promote compassion and connection among participants. You'll also find tried and tested techniques for engaging people in groups, particularly those traditionally seen as "hard to reach"—people who may be wary of mental health services or experience paranoia.



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