

ACT Consult Group Meeting Outline

This is the outline for how we run our peer consult meeting. The first hour is devoted to announcements, business items, and questions. The second hour is experiential and typically involves role-play and/or experiential exercises. The exact structure of the meeting is less important than that there is a structure. Structure keeps the group working together, helps maintain that it is ACT-consistent, and makes it less likely that any one person will dominate.

Roles (Detailed descriptions may be found in the Role Descriptions document)

- Group Leader (Keeps group on schedule. Can use bell to unobtrusively signal transitions)
- Opening Exercise Leader (Begins group)
- Process Monitor (Observes that the group remains ACT-focused, and gently brings to the group's attention when it is not)
- Skills Builder (This individual practices an ACT skill in the second half and receives feedback)
- Assistant to Skills Builder (Available to the Skills Builder if he or she feels stuck)
- Case Presenter (Presents case in service of the Skills Builder's learning)
- Hexaflex Monitor (Notes ACT processes during the Skills builder's experiential work)

I. Introduction and open time

3:30 – 3:40 — Opening Exercise (lead by Opening Exercise leader)

- Opening exercise—at discretion of leader, can be read from a script or improvised
 - **Purpose:** For the leader, to practice guiding these types of exercises. For the participants, to help them center and orient toward their values. Keep to 5 minutes or less.
 - The group leader takes over at 3:40pm. If the Opening Exercise leader would like feedback, it is up to that person to leave enough time.

3:40 – 4:20 – Open Time (Group Leader takes over and will gently interrupt opening exercise if it runs past time)

- *Introductions* (if there are new people in the group--otherwise, skip)
- Review the roles people have signed up for and fill in empty slots.
- Participants assigned to roles relevant to the first half of the meeting describe their role as they are identified.
 - ✓ *Opening Exercise Leader*—leads opening exercise
 - ✓ *Group Leader*—keeps group on schedule
 - ✓ *Process Monitor*—keeps group focused on ACT-relevant discussion. Politely requests that non-ACT comments be translated into ACT-relevant language.
- Ask whether there is any leftover business from the previous meeting.
- Set agenda for meeting (e.g., short consultation questions, announcements, questions, theoretical discussions). .
 - Solicit estimates for the amount of time to devote to each agenda item. Attempt to organize and pace agenda items within the remaining time allotted.

II. Experiential skills building

4:20 – 4:50 – Skills Building Exercise

- Skills building exercise. Roles include:

- ✓ *Skills Builder*—chooses an exercise to learn/practice in front of the group prior to the meeting (e.g., Passengers on the Bus, The Lifeline, particular processes such as values)
- ✓ *Assistant to Skills Builder*—offers help to the Skills Builder if they are stuck or request feedback at during the exercise.
- ✓ *Case Presenter*—person presenting the case. The details of the case unfold only within the context of the skills building exercise.
- ✓ *Hexaflex Monitor*—pays attention to the core ACT processes (and Creative Hopelessness as appropriate) demonstrated during the skills building exercise. [NOTE: A document has been created that can be used to take and organize notes.]
- ✓ The task of the remaining group members is to silently observe ACT processes at work in the exercise. This is a time to put on your “ACT goggles” and leave any other theoretical modalities at home. It may be helpful to make notes of any questions or comments for the technical discussion.

4:50 – 5:00 – **Debriefing** (*The Group Leader signals the end of the experiential component of the skills building exercise.*)

- *Participants debrief:* The Skills Builder and the Case Presenter offer reflections on their experience of the exercise.
- Others in the group may choose to share their appreciation and non-technical/emotional responses to what they witnessed (e.g., “I really appreciate your willingness to...”). This is not a time to make suggestions or discuss processes.

5:00 – 5:05 – **Hexaflex Monitor**

- *The Hexaflex Monitor has 5 minutes to share his or her observations of the ACT processes demonstrated during the skills building exercise and offer any corrective feedback.*

5:05 – 5:25 – **Technical Discussion**

- Focuses on unpacking the exercise from an ACT perspective. What was ACT consistent? What wasn't? The focus is on what occurred in the exercise rather than on providing consultation on the case. Suggestions for expanding any exercises could be shared. The Hexaflex Monitor may receive feedback as well.

5:25 – 5:30 – **Role assignment**

- *Assign roles for the next meeting and wrap-up.*

5:30 – (We go together for happy hour at the end of the meeting.)