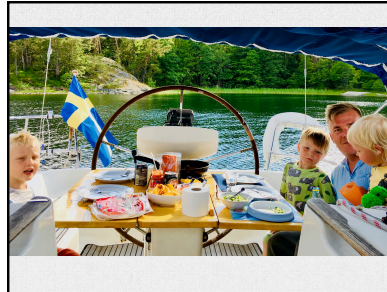


**Delivering ACT in Group Format**  
 - Learning how to promote mental health, resilience, and productivity using ACT  
 (Acceptance and Commitment Therapy/Training, ACT)


**Fredrik Livheim**  
 Licensed psychologist, PhD, Peer Reviewed ACT Trainer,  
 Centre for Social Sustainability Department of clinical Neuroscience,  
 Karolinska Institutet, Research- and content strategist 29k





**Need CE credit for this session?**

Please remember to scan in to have your attendance tracked.




LIFECOMPASS [www.actorganisation.com](http://www.actorganisation.com)


**Disclosure:**

*Relevant Financial Relationships:*

- Employed in Private Company for training in ACT
- Receives royalties from New Harbinger publications for the books:



"The Mindfulness and Acceptance Workbook for Stress Reduction" with Livheim, Bond, Ek and Hedsensjö



"The Mindful and Effective Employee" with Flaxman, Livheim and Bond


LIFECOMPASS [www.actorganisation.com](http://www.actorganisation.com)

**Practicalities**

- All slides from this workshop hand-outs available at [www.contextualscience.com](http://www.contextualscience.com)
- More information about this group, research and 29k: [www.29k.org](http://www.29k.org) & [www.actorganisation.com](http://www.actorganisation.com)
- My contact info can be found at the end of the hand-outs ([livheim@gmail.com](mailto:livheim@gmail.com))
- If you are interested in working with this format or want to learn more about 29k, please grab me after this session or at the conference.

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**I promise...**




- ...to do everything I can to make this into a worthwhile workshop! You are important!
- ...that my professional aim is to help as many as I can, as effectively as possible. This can only be done by us together as a collaborative effort.


LIFECOMPASS [www.actorganisation.com](http://www.actorganisation.com)

**To help many simultaneously – 3 approaches**


**Training facilitators to deliver ACT-groups**



**Digital, free, self-help via app**



**Self-help via books**



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**Aims with this workshop**

- Examples of how to apply an ACT-consistent group approach to stress and mental health problems.
- Understand how to use the "life-compass" as a tool for values clarification.
- Learn exercises and metaphors that are easy for you too use in your own clinical work, either individually or in group settings.

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**Informed consent**

- Is it okay that we do experience-based exercises?**  
 The exercises can arouse strong feelings, and all feelings can fit in this room, crying or tears are perfectly OK.
- Everything we do is completely voluntary**  
 and you may discontinue exercises at any time without explanation.

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**Workshop overview** (15.10 - 16.40)

1. Why this intervention? Are we as humans facing new kind of challenges living in an information dense society?
2. A brief walk through empirical support for ACT and the studies we have made on ACT in group format
3. How we train new group-leaders in a large scale
4. Examples of the content of this ACT group intervention
5. Short about the future, 29k, a global initiative

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**Acceptance**  
**A practical exercise used in our ACT-group-interventions**

"It wasn't until we could opt out of it, that the pain became unbearable."

- Karin Johansson

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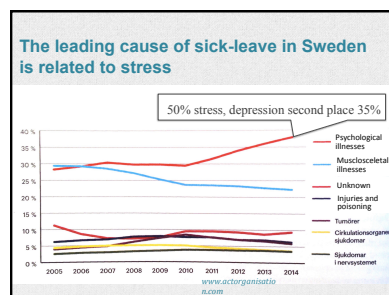
**Global burden of disease attributable to mental and substance use disorders** (Lancet)

- Study in 187 countries period 1980-2010. Published in the medical journal "The Lancet" (Whiteford et al)
- The overall disease burden in the world of mental illness and substance abuse... are heavier than the global burden of:
  - HIV / AIDS,
  - tuberculosis,
  - diabetes and
  - traffic accidents
 .... taken together

**Global burden of disease attributable to mental and substance use disorders** (Lancet)

- Mental illness and addiction are by far the heaviest disease burden in the world.
- Mental illness has increased 38% between 1990-2010. More research on effective interventions are needed.

(Whiteford et al (2013). Global burden of disease attributable to mental and substance use disorders: findings from the Global Burden of Disease Study 2010)



**What are the causes of those increases?**

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**Why this intervention?**

**SvD**

**Young, healthy and depressed - a Swedish mystery**

... att friska fyra ungdomar i Högskolan ...  
 ... att friska fyra ungdomar i Högskolan ...  
 ... att friska fyra ungdomar i Högskolan ...

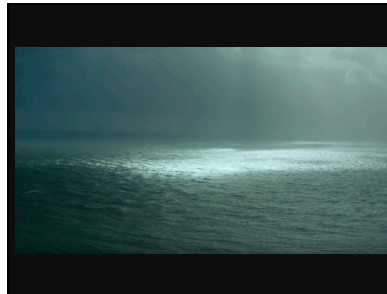
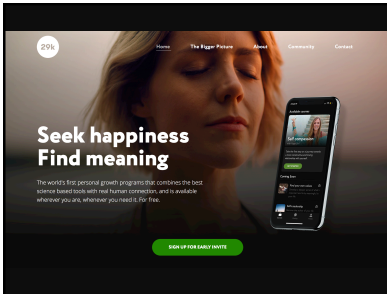
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**Why this intervention?**

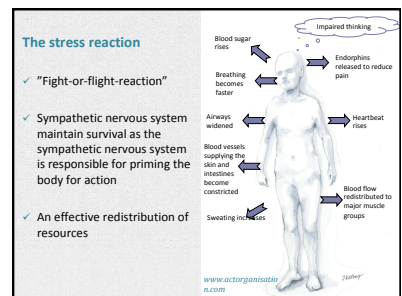
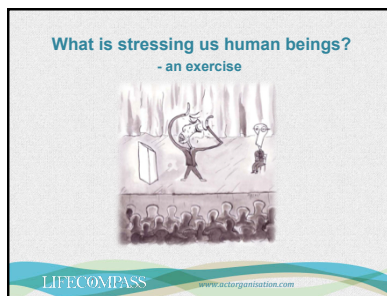
**SvD**

**Zero tolerance towards suffering has its price**

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- The increase are mainly due to 10 causes:**
1. Increased unemployment
  2. "Individualization"
    - Loneliness and disconnect from self and others
    - More choices (build you as a brand)
    - Less acceptance for psychological suffering
  3. More alcohol and drugs
  4. Less sleep
  5. Increased socioeconomic gaps (income, socially, ginicoefficient)
  6. Youth are not trained to deal with challenges (gives up easily, Pisa)
  7. Stress from IT
  8. Unrealistic ideals of body
  9. Young adults are not trained for challenges
  10. We are spending more time in the language stew?



**Food for thought...**

*In our development we are in a head on collision with evolution, with language we can literally stress ourselves to death.*

*We need to learn strategies that are working so we can cope with how we are "linguaging" with ourselves.*

- Fredrik Livheim

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www.actorgamistation.com





**An observation**

"My life has been full of tragedies ...  
... some of them, actually happened"

- Mark Twain

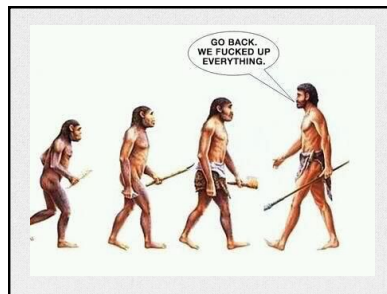
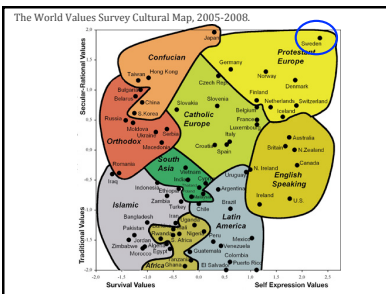
LIFECOMPASS [www.actorgunstation.com](http://www.actorgunstation.com)

**So are we...**

... as humans facing new kind of challenges living in an information dense society?

- ✓ I would say that most of us are, we typically spend more time in our heads, and in the language stew.
- ✓ Hence the increased interest in mindfulness and physical activity?

[www.actorgunstation.com](http://www.actorgunstation.com)



ACT TREATMENT FOR YOUTH  
- A Contextual Behavioral Approach

Frederik Lövheim

Karolinska Institutet

**Statistics**

Total Visits

ACT treatment for youth : a contextual behavioral approach

Views: 2017

Total Visits Per Month

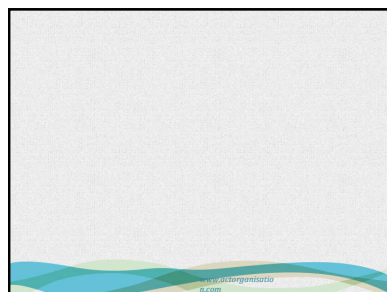
Month	2018	2019	2019	2019	2019	2019	2019
December	0	150	1449	170	115	124	9

ACT treatment for youth : a contextual behavioral approach

File Visits

Thesis\_Fredrik\_Lovheim.pdf

Views: 796

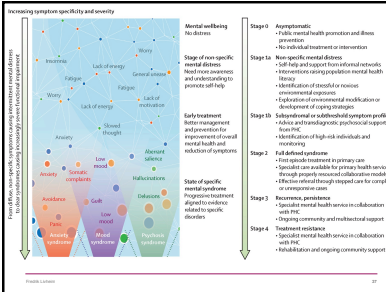


**Has access to help increased?  
Has it helped?**

- 36-50% of people with mental health problems do not get help each year.
- WHO concluded 2004 that we need to close the "treatment gap"
- Data has been analyzed from four high-income countries (England, the United States, Canada, and Australia) between 1990 and 2015. (Jorm et al 2017)
- Yes, large increases in provision of treatment for mental health problems (antidepressants in particular)
- This has not helped, problems have increased in 3 out of 4 countries
- Why? Because besides the "treatment gap" there is also a "prevention gap" and a "quality gap"

Karolinska Institutet





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### Summary on ACT in group-formats similar to our grupformat

- 10 randomized, controlled trials on ACT-groups (mainly by Bond's teams in UK and our studies)
- 2 randomized, controlled trials on ACT over Internet
- 2 randomized, controlled trials on this ACT-material delivered via self-help-book without any therapist contact.

LIFECOMPASS

### ACT on this format (and a similar by Bond et al)

- Published in peer-reviewed journals

- Bond, F. W., & Bunce, D. (2000). Mediators of change in emotion-focused and problem-focused worksite stress management interventions. *J Occup Health Psychol*, 5(1), 156-163.
- Flaxman, P. E., & Bond, F. W. (2010a). A randomized worksite comparison of acceptance and commitment therapy and stress inoculation training. *Behav. Res. Ther*, 48(8), 816-820.
- Flaxman, P. E., & Bond, F. W. (2010b). Worksite Stress Management Training: Moderated Effects and Clinical Significance. *J Occup Health Psychol*, 15(4), 347-358

### ACT on this format (and a similar by Bond et al)

- Published in peer-reviewed journals

- Brinkborg, H., Michanek, J., Hesser, H., & Berglund, G. (2011). ACT for the treatment of stress among social workers: a randomized controlled trial. *Behav Res Ther*, 49(6-7), 389-398.
- Lloyd, J., Bond, F.W., & Flaxman, P.E. (2013). Identifying the psychological mechanisms underpinning a cognitive behavioural intervention for emotional burnout. *Work & Stress*, 27, 181-199.
- Frögéli, E., Djordjevic, A., Rudman, A., Livheim, F. & Gustavsson P. (2015). A randomized controlled pilot trial of ACT for preventing stress-related ill health among future nurses. *Anxiety Stress Coping*, 7:1-17

### ACT on this format (and a similar by Bond et al)

- Published in peer-reviewed journals

- Livheim, F., Hayes, L. S., Hayes, S. C. (2015). The Effectiveness of ACT Therapy for Adolescent Mental Health: Swedish and Australian Pilot Outcomes. *Journal of Child and Family Studies*, 24(4), 1016-1030.
- Bond (in preparation)? ACT for stock brokers
- Livheim et al (in preparation) ACT in youth prisons

**Study on 106 stressed social workers - Brinkborg et al 2011**

Behaviour Research and Therapy 49(11):1-9

Available online at ScienceDirect

Behaviour Research and Therapy

Journal homepage: [www.elsevier.com/locate/brt](http://www.elsevier.com/locate/brt)

Acceptance and commitment therapy for the treatment of stress among social workers: A randomized controlled trial

Hillevi Brinkborg<sup>a</sup>, Josefina Michanek<sup>b</sup>, Hugo Hesser<sup>c</sup>, Gunilla Berglund<sup>d,1\*</sup>

<sup>a</sup>Department of Psychology, Stockholm University, SE-141 86 Stockholm, Sweden

<sup>b</sup>Department of Behavioural Science and Learning, Swinburne Centre for Health Research, Swinburne University of Technology, Victoria, Australia

<sup>c</sup>Department of Psychology, Stockholm University, SE-141 86 Stockholm, Sweden

<sup>d</sup>Department of Behavioural Science and Learning, Swinburne Centre for Health Research, Swinburne University of Technology, Victoria, Australia

ARTICLE INFO ABSTRACT

Keywords: Acceptance and commitment therapy; Social workers; Stress; Burnout; Psychological distress; Well-being; Self-help; Group format

106 social workers in Stockholm

ACT-training in group 70 social workers

Waitlist 36 social workers

Those that got ACT, afterwards reported,

- ✓ Less stress
- ✓ Less burn-out
- ✓ Better general health

(Group leaders only had 4 days training in ACT)

Brinkborg, et al. (2011), ACT for the treatment of stress among social workers: A randomized controlled trial, Behaviour Research and Therapy

### ACT - For preventing stress among future nurses

A new article on 124 student nurses

Anxiety, Stress & Coping: An International Journal

View full text

Download full text

DOI: 10.1080/10615806.2013.1025765

View full text

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**Karolinska institutet**

124 student nurses

ACT-training in groups 69 students

"Professional Development" in groups 44 students

The ACT group had:

- ✓ Less stress (Cohen's d=1.16\*)
- ✓ More psychological flexibility (Cohen's d=1.00\*)
- ✓ Less burnout (Cohen's d=0.73\*)
- ✓ More mindfulness (Cohen's d=0.51\*)
- ✓ Better work engagement (Cohen's d=0.72†)
- ✓ Better Self Rated Health (Cohen's d=0.39†)

Frögéli et al (2015).

**Studie I, ACT för stress & depression**

Journal of Child and Family Studies

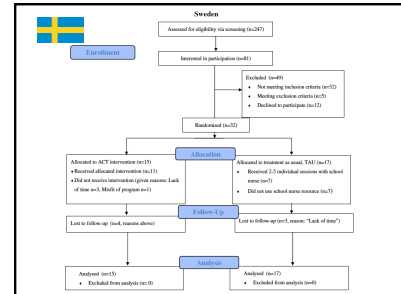
**The Effectiveness of Acceptance and Commitment Therapy for Adolescent Mental Health: Swedish and Australian Pilot Outcomes**

Frédrik Livheim, Louise Hayes, Rita Ghaderi, Thore Magnusdottir, Anna Höglfeldt, Julia Rowse, Bronnie Turner, Brian C. Hayes, Anders Tengström

4 Pages

View Article

Livheim, F., Hayes, L., Ghaderi, A., Magnusdottir, T., Höglfeldt, A., Rowse, J., Turner, S., Hayes, S. C., & Tengström, A. (2015). The effectiveness of acceptance and commitment therapy for adolescent mental health: Swedish and Australian pilot outcomes. *Journal of Child and Family Studies, 24*(4), 1016–1030.



**Resultat stress**

Figure 4. Primary outcome Sweden, Intervention Effects on stress

Stress (PSS)

Adjusted Mean Scores

Pre Post

ACT TAU

**Primary outcome:**  
Results for the Perceived Stress Scale (PSS) showed:  
- Significant treatment effect :  $p = 0.009$   
- Effectsize: Large  $Cohen's d = 1.20$

Intention To Treat (ITT) analysis with Mixed Model Repeated Measures (MMRM)

**Mindfulness-skills**

Mindfulness (MAAS)

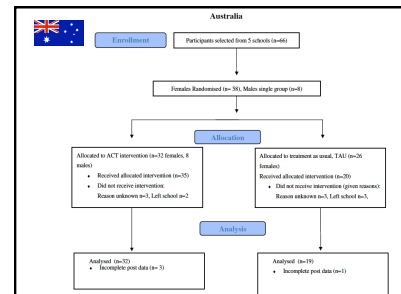
Adjusted Mean Scores

Pre Post

ACT TAU

**Process measure MAAS:**  
- Marginally Significant effect :  $p = 0.067$   
- Effectsize: Medium  $Cohen's d = 0.75$

(this is really cool since we did not do any mindfulness!)



**Resultat depression**

Figure 3. Primary outcome Australia, Intervention Effects on depression

Depressive symptoms (RADS-2)

Adjusted Mean Scores

Pre Post

ACT TAU

**Primary outcome:**  
Reynolds Adolescent Depression Scale-2 (RADS-2) showed:  
- Significant treatment effect :  $p = 0.008$   
- Effectsize: Large  $Cohen's d = 0.86$

Intention To Treat (ITT) analysis with Mixed Model Repeated Measures (MMRM)

ORIGINAL PAPER

**A Quasi-Experimental, Multicenter Study of Acceptance and Commitment Therapy for Antisocial Youth in Residential Care.**

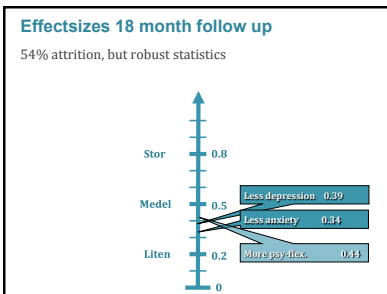
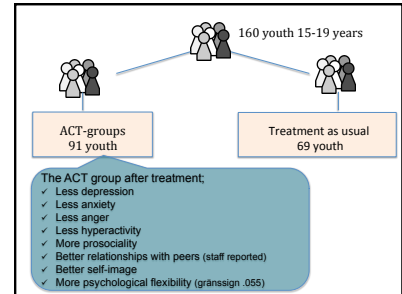
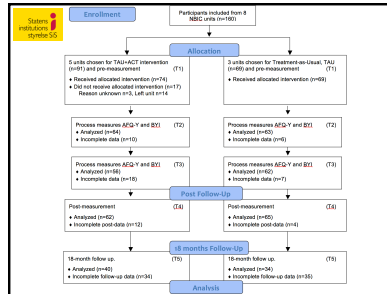
Frédrik Livheim • Anders Tengström • Gerhard Andersson • JoAnne Dahl • Caroline Björck • Ingvar Rosendahl

F. Livheim 52 • A. Tengström • C. Björck • I. Rosendahl  
Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden  
Norra Stationsgatan 69, floor 7, 113 64, Stockholm, Sweden.  
E-mail: livheim@ki.se

Livheim, F., Tengström, A., Andersson, G., Dahl, J., Björck, C., & Rosendahl, I. (Submitted manuscript). A quasi-experimental, multicenter study of acceptance and commitment therapy for antisocial youth in residential care.

**ACT Living life full out**

- ACT in small groups for youth in inpatient care
- 6 sessions à 1-1.5 hours
- Easy on theory, a lot of experiential
- Facilitators: 50 treatment assistants that got 8 days training
- Created by Livheim and colleagues



**What did the youth say?**

- ✓ Youth with long sentences wanted the intervention individually or 2 at the most.
- ✓ A 19-year old girl:  
“- I think a lot about what I have learnt. Thanks ACT!”
- ✓ It's been fairly common that:  
- youth ask for more ACT when they are done  
- youth recommends other youth to go
- ✓ On several occasions youth have been “nagging” to get the full intervention if they moved before the end

Karolinska Institutet LIFECOMPASS

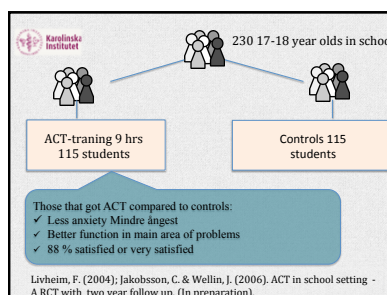
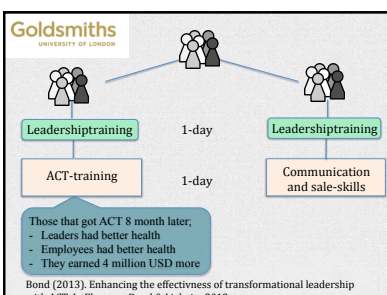
**What happens now?**

Submitted for scientific publication

**We are implementing ACT in youth prisons**

I am currently training psychologist to train this method within SIS.  
I have started to train other professionals.

Karolinska Institutet LIFECOMPASS



**RCT in school, ages 16-19.**  
(Livheim 2004, Jakobsson & Wellin 2006)

- 230 students in two different secondary schools were randomized to either control- or ACT intervention group.
- 115 students got the ACT-course, 9 hrs (3 hrs x 3)

The aim of the intervention was to increase the student's capability to cope with stress and to prevent psychological and physical illness

www.actforjustice.com

### Did the ACT-intervention work?

- Results two weeks after intervention:  
Significant decrease of anxiety and higher levels of functioning within biggest area of problem in life.
- 88% of the students were satisfied or very satisfied with the course.

www.actorganisation.com

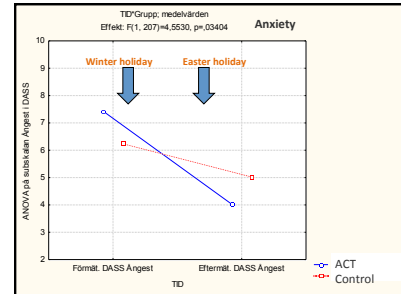
### Comments on post measure

**Boy 17 year Intervention group**  
I really dig the CD hard. Thanks for it, it has helped me tremendously. This course has thanks to the exercises given me more insight about myself, my values. Almost like seeing myself from an another perspective. I have understood the meaning of being depressed, to fall into the vicious circle and how one can get out of it. Clear versus dirty discomfort to understand that has given me greater self control.

**Boy 16 year Intervention group**  
Excellent and extremely interesting course. I wish more of the time in school was used to necessary courses like this. That would make going to school so much more exciting and interesting.

**Boy 16 year Intervention group**  
I opened up in the beginning, did the CD a couple of days, but oh no. I do not notice any results, and believe me, if I answer more positively on this questionnaire it is not due to the course. Constructive critics! Give up, give us pills against the stress!

www.actorganisation.com



### Results one year after intervention

Interaction effects [group] x [time] in favour of the ACT-group. Results are based only on data from one school due to low return rates.

**Significant interaction effects:**

- Better general health**  
Measured by General Health Questionnaire (GHQ). Effect size, 0.14 Cohen's D
- Less stress**  
Measured by Perceived Stress Scale (PSS). Effect size 0.16 Cohen's D

Interaction effect on trend level:

- Improved psychological flexibility**  
Measured by Acceptance and Action Questionnaire (AAQ-B)

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### Comments one year later

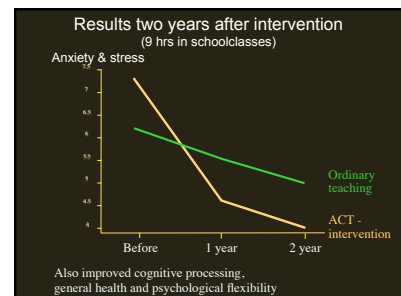
**Boy 19 years Intervention group**  
I have approximately as much to do now as when the course started, yet I feel less stressed now. I do not know if it is because I have taken part in this course or not, I believe mainly it depends on that I have started to accept things I cannot control over much more.

**Girl 17 years Intervention group**  
I have not used the CD, I don't seem to take me that time. But the course has made me realise that the world does not end if something takes too much time or if there is something I do not manage to finish. NO STRESS!

**Boy 18 years Intervention group**  
The CD is very good! I still use it. I have not become a bit better at doing homework, but due to the course I now feel so much better. I do accept that I do not always manage everything, but do what I have time to. One thing at a time.

**Girl 18 years Intervention group**  
It has been a good and interesting experience! Still of immediate importance. I experience an improvement of myself.

www.actorganisation.com



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LIVSKOMPASS  
www.actorganisation.com

### The Mindful and Effective Employee

An Acceptance and Commitment Therapy Training Manual for Improving Well-Being and Performance

By: Paul Flaxman, Frank Bond & Fredrik Livheim  
New Harbinger Publications, Inc.

www.actorganisation.com

### ACT | Promoting Mental Health and Resilience

Session 1 – On Stress and Language  
Fredrik Livheim www.actorganisation.com

LIVSKOMPASS

www.actorganisation.com



**Format of the treatment/course, 1**

**What:**  
Brief ACT treatments for mental health problems, stress and other problems.

**Format:**  
12 hours in total  
(4 sessions, each 3 h, or 6 sessions, each 2 h. Or 7 sessions x 2 h).

**Possible course leaders:**  
Psychologists, medical doctors, stress consultants, school counselors, school nurses, teachers, social workers etc. (1 800 course leaders trained 2007-2019, about 300 000-600 000 persons has gotten the intervention).

LIFE COMPASS [www.actorganisation.com](http://www.actorganisation.com)

... the protocol is translated into English!

LIFE COMPASS [www.actorganisation.com](http://www.actorganisation.com)

**The protocol – New graphic design**

LIFE COMPASS [www.actorganisation.com](http://www.actorganisation.com)

**The protocol – New graphic design**

LIFE COMPASS [www.actorganisation.com](http://www.actorganisation.com)

**A website in English (and other languages)**

LIFE COMPASS [www.actorganisation.com](http://www.actorganisation.com)

**actorganisation.com/ACTonline**  
Here you participants can catch up or repeat the entire course. Also great for group-leaders

LIFE COMPASS [www.actorganisation.com](http://www.actorganisation.com)

**actorganisation.com/ACTonline**  
You can choose to see it all on film or summarized in text

LIFE COMPASS [www.actorganisation.com](http://www.actorganisation.com)

**I-HERE-NOW**

[www.iherenow.net](http://www.iherenow.net)

LIFE COMPASS [www.actorganisation.com](http://www.actorganisation.com)

**Format of the treatment/course, 2**

- Brief intervention in group (4-30 people).
- Using a standardised protocol, with work material and an App to maintain positive effects.
- The format has been designed to promote a warm atmosphere without the participants having to disclose themselves.
- The participants practise between the sessions to increase the effects of the programme. They are given direct feedback on their efforts.

LIFE COMPASS [www.actorganisation.com](http://www.actorganisation.com)

**Thinking big**  
**- Training new group leaders on a large scale**  
**What we have done so far:**  
 ↳ Several randomized, controlled effectiveness trials.  
 ↳ We have trained more than 1000 group leaders since 2007.  
 ↳ Together we have taken approximately 115 000 clients through the ACT intervention. Growing exponentially.  
 "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."  
 - Margaret Mead

LIFECOMPASS [www.actorganisation.com](http://www.actorganisation.com)

**Training new group leaders on a large scale**  
**- Creating a solid base**

- ↳ 1-2 persons that can work in a central position with dissemination are probably needed to "keep the ball rolling".
- ↳ Income from training goes to research and to keeping people working with dissemination.
- ↳ Web page created (info + material).
- ↳ Appear in media (magazines, papers, TV).
- ↳ Attend conferences.

LIFECOMPASS [www.actorganisation.com](http://www.actorganisation.com)

**Training new group leaders on a large scale**  
**- Creating a solid base**

- ↳ We have trained 6 new trainers of group leaders. It's not a good idea to depend on a single person.
- ↳ We have developed a protocol (300 pages) and material (180 ppts + film + CDs) for the intervention.
- ↳ Take regular feedback and be prepared to revise the material several times during the first 2-3 years.
- ↳ We offer training every semester (i.e. twice a year).

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**Training new group leaders on a large scale**  
**- The actual training**  
 The education is aimed at professionals wanting to hold courses for 15-110-year-olds.  
**Possible group leaders include:**  
 ↳ Behavior analysts  
 ↳ Psychologists  
 ↳ School counselors  
 ↳ School nurses  
 ↳ Teachers  
 ↳ Medical doctors  
 ↳ Social workers

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**Training new group leaders on a large scale**  
**- The actual training**  
**Before the first day of training, group-leaders should:**  
 ↳ Have hooked up with a fellow group leader (preferably from the same workplace). This is strongly encouraged, but not compulsory. Mainly this helps with adherence to the protocol (like not mixing in aura healing :)  
 ↳ Have put together their own group that they can start to train, giving the intervention. (The first group is for training purposes only. It may consist of colleagues, friends or others. It's nice if the group comprises 5-30 persons.)

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**Training new group leaders on a large scale**  
**- The actual training**  
**Day 1 & 2, training:** Trainer gives background on evidence for this model, orientation in ACT (you probably are okay from the books). Trainer model session 1 & 2.  
**Practice:** Group leaders practise session 1 & 2 sometime during the coming two weeks.

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**Workshop overview** (15.10 - 16.40)

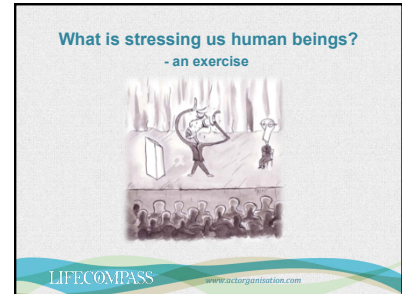
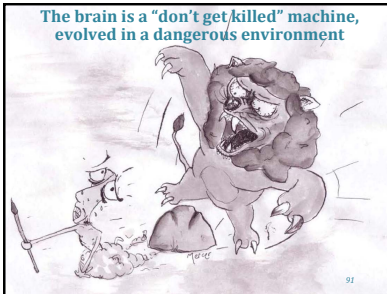
1. Why this intervention? Are we as humans facing new kind of challenges living in an information dense society?
2. A brief walk through empirical support for ACT and the studies we have made on ACT in group format
3. How we train new group-leaders in a large scale
4. Examples of the content of this ACT group intervention
5. Short about the future, 29k, a global initiative

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**ACT** | Promoting Mental Health and Resilience  
 Session 1 – On Stress and Language  
 Fredrik Ljvheim [www.actorganisation.com](http://www.actorganisation.com)

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**The stress reaction**

- ✓ "Fight-or-flight-reaction"
- ✓ Sympathetic nervous system maintain survival as the sympathetic nervous system is responsible for priming the body for action
- ✓ An effective redistribution of resources

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**What happens when we are stressed?**

<b>Acute stress, directly;</b>	<b>Long term stress;</b>
→ Adrenaline is pumped into the blood stream	→ Abdominal fat
→ The immune system goes on alert	→ Cortisol is released
	→ The immune system is compromised

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**Have you been stressed?**

- What happened in the body?
- Thinking?
- Mood?
- Behaviour (things you do)?

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**Signs of stress**

The body, physical signs

- Sleep problems
- Headache
- Stomach pain
- Heart palpitations
- Tension in the body
- Aches and pains
- Dry mouth
- Impotence/lack of sexual desire
- Dizziness, feelings of unreality
- Shaky, clumsy

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**Signs of stress**

Mood

- Anxiety, worry
- Guilt, shame
- Burnout
- Sadness
- Irritability, anger
- Feelings of exhaustion
- Crying spells
- Lack of emotions

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**Signs of stress**

Thinking

- Fuzzy thinking
- Trouble letting go of thoughts (e.g., about work or study)
- Difficulty prioritising
- Difficulty concentrating
- Forgetfulness
- "Tunnel vision", can't see other possibilities

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When we are distressed, we tend to narrow our focus and thus see fewer options. Life is a banquet, but sometimes we only see a single bowl of cold porridge.



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**Signs of stress**

Things you do

- Eating too much or too little
- Eating too fast
- Numbing yourself with alcohol or drugs
- Walking around aimlessly
- Doing things twice
- Controlling, becoming pedantic
- Stop listening
- Arguing, swearing
- Streamlining

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**The problem of stress is not stress it's the lack of recovery and rest**



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**The problem of stress is not stress itself!**

- The problem of stress is the lack of recovery and rest.
- Stress is dangerous only if it goes on for a long time.
- Imagine driving at 110 km/h (65 mph) in 2nd gear for a long time.



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**What charges you? What gives you recovery and rest?**



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**Two ways to cope with stress**

- 1. Change: Eliminate the sources of stress**  
A rule of thumb may be that you can often influence things happening outside your body.
- 2. Acceptance: Change your attitude to stress**  
It is often rather difficult to influence things happening inside your body. However, you can influence the way you relate to the things that stress you.

*"It's not always what happens to you, but how you cope with it that matters."*

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**What is effective against stress?**

- 1. To change** or eliminate the sources of stress
- 2. Acceptance**, to change your attitude to stress
- 3. Recovery**, including sleep
- 4. Exercise**
- 5. Mindfulness**, attitude, living in the present moment, etc.

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**What is effective against stress?**

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**Things we need to practise accepting:**

- The fact that we will all die

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**Things we need to practise accepting:**

- The fact that we will all die
- Our own history, our childhood
- Thoughts and uncertainties of the future
- Our body and its functions
- Pain
- Disease
- Our appearance
- Feelings – both negative and positive

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**Things we need to practise accepting:**

- Other people
- That we have to choose and act
- Crises
- Everyday life
- Tiredness
- Sexual orientation
- That it is sometimes difficult to accept

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**External problems**

If you have a problem in the world outside of you, outside of your body ...

- What can you do to solve the problem?
- Does it work in the short run?
- Does it work in the long run?

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**Guide for efficient problem-solving**

1. What is the problem?
2. How can you solve the problem? - By brainstorming?
3. Analyse - pros and cons of the different solutions?
4. Select the best solution and make an action plan

When to start: \_\_\_\_\_ When to evaluate: \_\_\_\_\_

5. Evaluate the results

**The difference between external and internal problems**

- **External problems**  
*"If there is something you don't like, consider how to get rid of it and get rid of it."*
- **Internal problems**  
*"If you are not willing to have your thoughts and feelings, you are stuck with them."*

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**The brain is a "don't get killed" machine, evolved in a dangerous environment**

**Sometimes our "don't-get-killed machine" is not as useful**

**The difference between external and internal problems**

- **External problems**  
*"If there is something you don't like, consider how to get rid of it and get rid of it."*
- **Internal problems**  
*"If you are not willing to have your thoughts and feelings, you are stuck with them."*

**Why is it so?**

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**The difference between external and internal problems**

- ↔ **External problems**  
*"If there is something you don't like, consider how to get rid of it and get rid of it."*
- ↔ **Internal problems**  
*"If you are not willing to have your thoughts and feelings, you are stuck with them."*

**Why is it so?**

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**Don't think ...**

... about the numbers

**1**  
**4**  
**7**

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**On control**

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**Us humans are the only species on this planet that kills ourselves...**

**Also wonderful experiences may bring pain**

**Natural pain or unnecessary pain?**

**Natural pain, natural discomfort**

- ↔ We will experience pain and discomfort during our lifetime.
- ↔ The pain and discomfort vary in strength.
- ↔ The pain is natural, as life sometimes hurts.

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**Natural pain or unnecessary pain?**

**Unnecessary pain, unnecessary discomfort**

- ↔ "Unnecessary pain" is created when we don't want to feel the natural pain.
- ↔ By acting wisely when in "natural pain", we can avoid creating more pain for ourselves, for example by not becoming so stressed about being stressed.
- ↔ Remember the example of the broken arm. The arm is broken (natural pain), but by reacting to this, you may create more (unnecessary) pain.

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**Negative thoughts and feelings are like wasps without stingers. They seem scary, but do we really have to run away from them?**

**An observation**

"My life has been filled with terrible misfortunes ...  
... some of which actually happened."  
*Mark Twain*

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**Acceptance and willingness as an alternative**  
- A practical exercise

**To fall into quicksand**

**The Chinese finger cuffs**

**Why is it so hard to accept?**

- External problems can usually be controlled, and therefore we try to use the same strategy for internal problems
- Control sometimes works in the short run
- Happiness = absence of pain (the medical model)

**Happiness = absence of pain (the medical model)**  
Swedish physicians: A cure for your worries and anxiety. New method this autumn.

**Life is really heavy ... (sometimes)**

**About life**

"There's as much life in a moment of sorrow as in a moment of joy."  
*Steven C. Hayes*

**Psychological flexibility**  
"Be Present and Do What Matters"

**Why mindfulness?**

CD or app with exercises, available in English  
[actorganisation.com](http://actorganisation.com)



### Why learn mindfulness?

At work      After work      With partner

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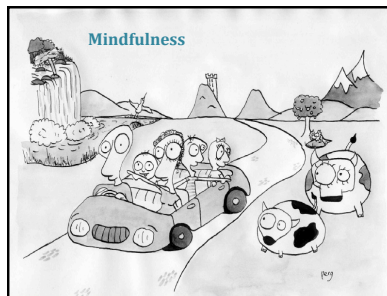
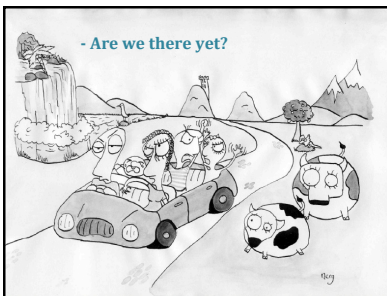


### What is mindfulness?

Mindfulness involves paying attention in a particular way:  
on purpose,  
  
in the present moment,  
  
and notice when we judge.

– JON KABAT-ZINN (revised)

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### According to research, regular mindfulness practice has several positive effects, e.g.;

- Reduces stress
- Can prevent depression and relapse of depression
- Reduces anxiety and stress, improves mental health and thinking skills and promotes psychological flexibility
- Improves the immune system and increases the body's self-healing capacity
- Improves sleep
- You cope better with pain
- You become smarter
- You develop a more helpful attitude towards your thoughts and feelings. You learn to observe them, to experience them and to choose how you respond to them. In this way, you will have more freedom to create the life you choose, the life you want to live.

### "What are we going to do now?"

When we are not in the here and now, in the present moment (mindfully aware), we often miss obvious solutions.

## ACT

Promoting Mental Health and Resilience  
Session 2 – The Life Compass  
Fredrik Lohelm [www.actorganisation.com](http://www.actorganisation.com)

## LIFECOMPASS

Course leader 1 & Course leader 2  
Course leaders

### How much have you practised?

**1. Mindfulness** **Max 8 + 5 points**

a) Exercise 1 or 2 at least four times a week.  
**Max 8 points (4 points a week)**

b) Choose something you do every day and try to be extremely mindful.  
**Max 5 points (if 5 days a week, 4 points if 4 days a week, etc.)**

**2. Acceptance** **Max 4 points**

What happens when you struggle? What happens when you accept?  
**Max 4 points (2 points a week)**

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**How much have you practised?**


**3. Change Max 4 points**  
 Is there something you want to change? Workload? Overview? Relationships?  
**Max 4 points (decide for yourself: 4 = great changes, etc.)**

**4. Exercise Max 4 points**  
 Preferably at least 30 minutes of brisk walking twice a week.  
**Max 4 points (2 points a week)**

**Total max 25 points**

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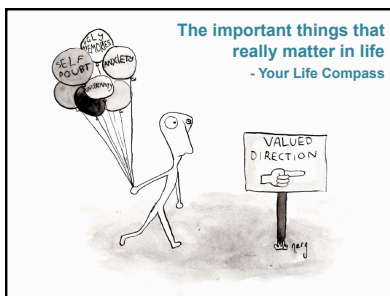
**What thoughts is your "chattering monkey" giving you?**



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**Practised at home**

Name	CD (max 8 p)	Mindfulness (max 5 p)	Acceptance (max 4 p)	Change (max 4 p)	Exercise (max 4 p)	Total (max 25 p)
Participant 1						



**Goal and meaning in our path ...**

BERGLING TIDIG

And how was your weekend?

Well, the same old stuff. I fell asleep in front of the TV Friday evening, on Saturday my neighbour wanted to borrow my trailer and on Sunday I collapsed, because my life is void of goal, meaning and direction.

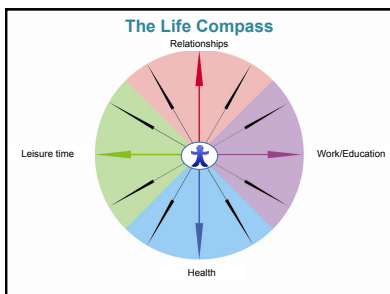
What the ... Why haven't you told me you have a trailer?

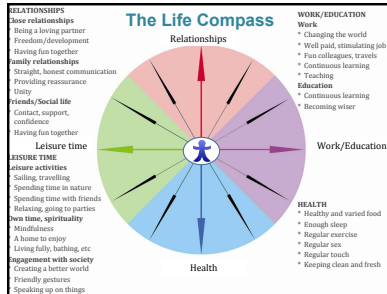
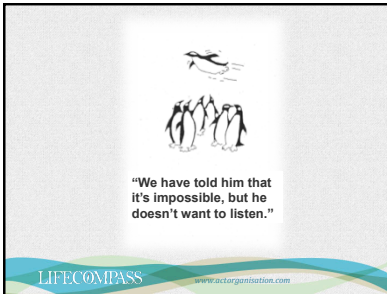
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**Thought for the week**

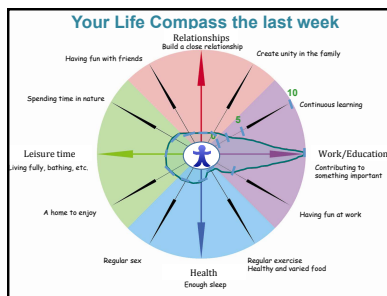
"If you don't care where you're going, then it doesn't matter which way you go."  
 - Alice's Adventures in Wonderland, Lewis Carroll, 1865

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- The five animals – A Qi Gong exercise**  
 Start with your feet together. Move your left foot to the side until you are standing with your feet shoulder width apart.
1. **The deer** – lean forward, look up to the mountains far away.
  2. **The bear** – bend your upper body forward to waist height, let your head hang down.
  3. **The monkey** – cup your hands, bend down and scoop up a handful of energy from the ground behind your feet, raise it close to your body, to your heart, stretch out your hands, as if handing over a gift, then lower your hands.
  4. **The crane** – lift your hands up over your head and stretch up high, stand on your toes.
  5. **The eagle** – arc your raised arms, your wings, out and down, lean backwards, lower your wings behind your back, let them keep on in a circle, raise them in front of you to heart height, fold them by lowering them to your body.  
 Move your left foot until you are standing with your feet together.

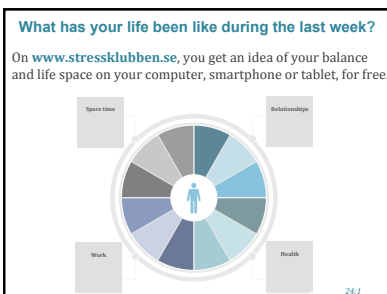


**What has your life been like during the last week?**

Consider both

**Quantity & Quality**  
 (vitality/strength)

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**What is hindering me?**

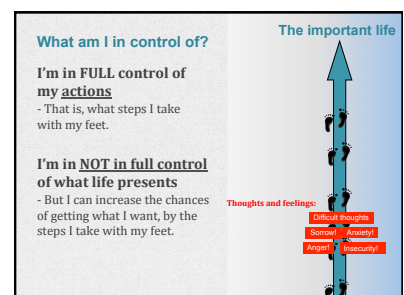
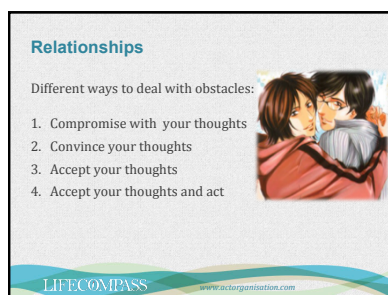
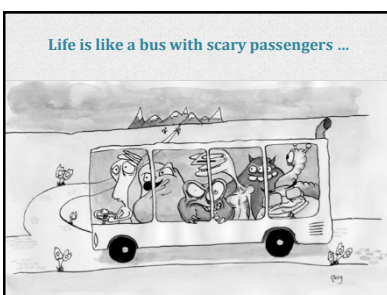
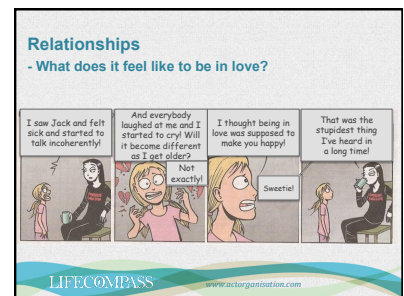
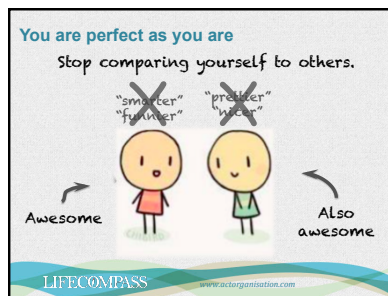
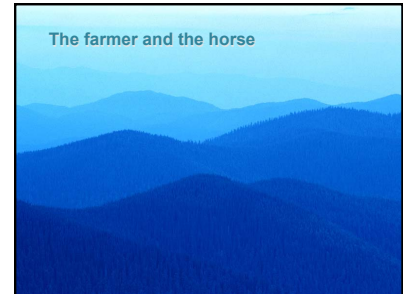
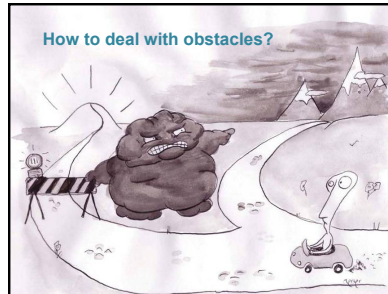
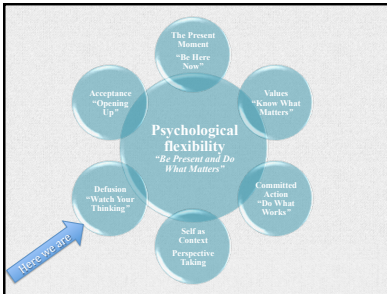
Relationships

Leisure time

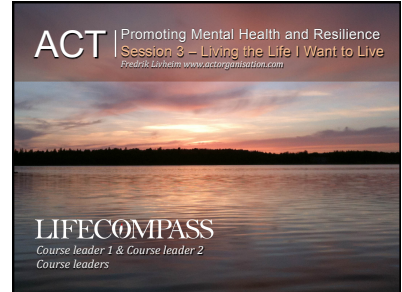
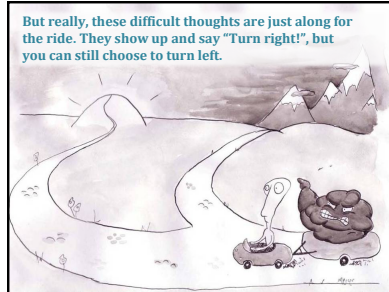
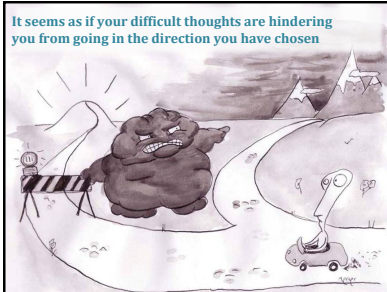
Work/Education

Health

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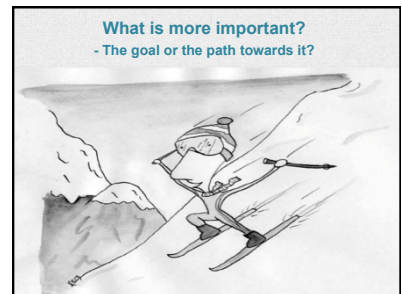


**Thoughts for the week**

"Even those who are afraid of living will die one day."  
 - Thomas D'Leva

"The big question isn't: Is there life after death?;  
 the big question is: Is there life **BEFORE** death?"  
 - Unknown

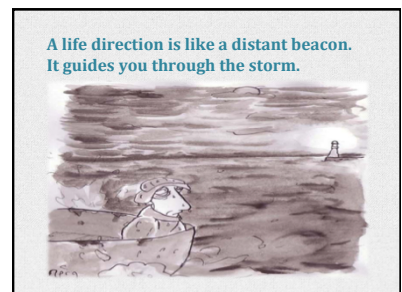
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**Beware of the hoax that might cost you your life!**

-- If I just ... xxx, then I'll ... xxx  
 -- Solution: You are already there! Enjoy yourself, dance and experience ...

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**Life directions are like a house ...**  
**What kind of house do you want?**

- There are no life directions (values) that are right or wrong.
- It's not about finding "what you really want, deep down inside", it's about choosing freely what you want to strive towards. It's a bit like choosing what you want your own "life direction house" to look like.
- You can always change your mind and choose a completely different "life direction house", or rebuild it, or add new rooms, on the basis of your current needs.

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**Life directions are like a house ...**  
**What kind of house do you choose?**

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**What's the difference between Life Directions & Goals?**

- A life direction (a value) is like a beacon, something you can strive towards, something that cannot be completed.
- A goal is something you can achieve and that you can tick off on a list.
- Now we are going to do a little quiz.

Life Direction	Goal
Go east	✓ Go to London
Be a loving partner	✓ Getting married
Take care of nature	✓ Get your neighbours to recycle
Be a good friend	✓ Have seven friends
Take good care of myself	✓ Go away on Christmas holiday
Challenge myself to grow	✓ Do a parachute jump

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**The smart thing about life directions and actions**

**I'm in FULL control of my actions**  
 - That is, what steps I take with my feet. It's smart to put my energy into changing the things I'm in control of.

**I'm NOT in full control of what life presents**  
 - But I can increase the chances of getting what I want, by the steps I take with my feet.

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**My Life Directions**

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<p><b>Valuing ourselves (grey)</b></p> <ol style="list-style-type: none"> <li>seeing possibilities</li> <li>moving</li> <li>feeling pleasure</li> <li>giving thanks</li> <li>finding peace</li> <li>asking for help</li> <li>understanding</li> <li>accepting yourself</li> </ol>	<p><b>Valuing living (green)</b></p> <ol style="list-style-type: none"> <li>creating</li> <li>delighting with joy</li> <li>achieving</li> <li> daring to dream</li> <li> seeking knowledge</li> <li> seeking freedom</li> <li> embracing the moment</li> <li> imagining</li> </ol>
<p><b>Valuing relationships (white)</b></p> <ol style="list-style-type: none"> <li>being compassionate</li> <li>trusting</li> <li>belonging</li> <li>being truthful</li> <li>loving and being loved</li> <li>connecting</li> <li>admitting</li> <li>appreciating</li> </ol>	<p><b>Valuing in the presence of difficulty (charcoal)</b></p> <ol style="list-style-type: none"> <li>letting it be</li> <li>seeking wisdom</li> <li>staying with uncertainty</li> <li>struggling</li> <li>saying goodbye</li> <li>feeling secure</li> <li>feeling different</li> <li>forgiving</li> </ol>

**RELATIONSHIPS**  
 Life Direction Step I want to take

**WORK/EDUCATION**  
 Life Direction Step I want to take

**LEISURE TIME**  
 Life Direction Step I want to take

**HEALTH**  
 Life Direction Step I want to take

**Selecting cards for Life Directions**

- Choose which area in your Life Compass to start with.
- Select two cards that you like per area. Place them on your Life Compass. You can use a card that you like for more than one area.
- Take a blank Life Direction Card and write something on it yourself. Place a self written card on each of the four areas in your Life Compass.
- When you have finished, there are 3 cards on each of the four areas in your Life Compass.

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### Telling each other about your Life Directions

**Talking**

- Select a card that you like.
- Tell the listener:
  - "This is important to me because ..."
  - Give a specific example of how you have expressed this in your life in the past.
  - Give an example of how you would like to express this concretely in your life in the future.
- Repeat with one card per area. Continue with more cards per area if you have time.


**Listening**

- Maintain eye contact.
- Be mindful, listen with your ears and eyes wide open.
- If the speaker is abstract, ask for concrete examples.
- No further questions or comments.
- Thank the speaker when (s)he has finished talking about a card.

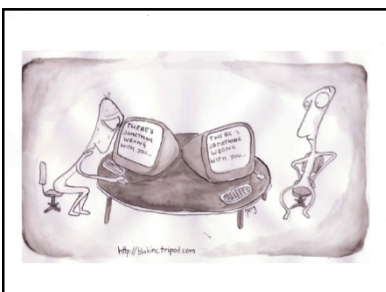
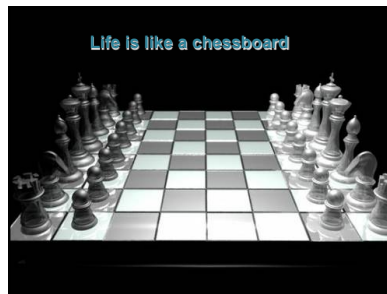
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Card	Example of how I have expressed it	Example of how I'd like to express it
Work/Education 1. 2. 3.		
Health 1. 2. 3.		
Leisure time 1. 2. 3.		
Relationships 1. 2. 3.		

### My Life Direction until the next session



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### The film about me

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### Ah, here comes The story about ...

... again

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**ACT** | Promoting Mental Health and Resilience  
 Session 4 – Moving On  
 Compassion, Communication & Repetition  
 Feedback videos: [www.actorganisation.com](http://www.actorganisation.com)



**LIFECOMPASS**  
 Course leader 1 & Course leader 2  
 Course leaders

**Thought for the week**  
 "Everything is very uncertain  
 and that's exactly what keeps me calm."  
 - Too-Ticky in "Moonland Midwinter", Tove Jansson




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**Session 4 - Overview**

- Going through homework (finished)
- I-messages, saying yes and saying no
- Compassion and relationships (communication)
- Repetition of the course
- Evaluation and conclusions
- Session 5 is life itself ...


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**Standing up for yourself  
 - how to say no**



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**Dare to choose  
 Dare to say no  
 and dare to say yes**



- Make your own choices and follow them through.
- Say yes without hesitation and mean it. It will give you a lot to do and also many different experiences.
- When we often say yes, we usually learn a lot. Check with yourself whether it is a step towards what is important in your life.


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**Compassion and relationships**



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**Why expose yourself to the risk of being hurt?**  
 An important relationship in your life &  
 a wonderful moment.



Something sweet.

**My wonderful moment**


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**An exercise in compassion**



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**He is watching.**



**Give Him  
 a good show.**

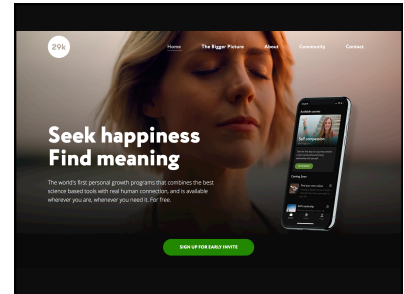
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**Workshop overview** (15.10 - 16.40)

1. Why this intervention? Are we as humans facing new kind of challenges living in an information dense society?
2. A brief walk through empirical support for ACT and the studies we have made on ACT in group format
3. How we train new group-leaders in a large scale
4. Examples of the content of this ACT group intervention
5. Short about the future, 29k, a global initiative

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**Did we succeed? You got an idea about?;**

1. Why this intervention? Are we as humans facing new kind of challenges living in an information dense society?
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**Need credit for this session?**  
Please remember to scan out.

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**Thank you!**

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