



Training Committee

Request for Peer Review

This form initiates the peer-review process to become a member of the ACBS training community and be listed as an ACT Trainer on the ACBS website. We also hope that this voluntary process of self-assessment and peer-review will help you strengthen and refine your competencies and fidelity as an ACT trainer.

Being listed as a trainer on the ACBS site is meant as a pragmatic way to help learners find high quality ACT training. The ACT Trainers in this community are committed to training with high fidelity to the model and work from explicit, agreed-upon values as they train others in ACT.

Six criteria must be met to join this training community and be listed as an ACT trainer. You must:

- (1) Agree to the list of values and principles for ACT trainers;
 - (2) Have a terminal degree in a behavioral health field;
 - (3) Be known to be of good character;
 - (4) Be highly effective in the core skills and competencies of an ACT therapist;
- and
- (5) Be highly effective in training others in ACT.
 - (6) Have a good working knowledge of the basic science and philosophy that underpin ACT vis-a-vis- behavior analysis, relational frame theory, and functional contextualism

Please use this form to provide information that will allow peer reviewers, who may not know you, to accurately see and evaluate your qualifications and competency as an ACT trainer.

[NOTE: Below, each of the six criteria is listed along with guidelines about materials you should or could submit to provide enough detail for peer reviewers to evaluate your qualifications. Please ask those who write you letters of recommendation to comment specifically about your character, service to ACT/RFT community and competency as an ACT therapist and trainer. If you have any questions about this application or the application process more generally, please contact the administrative support for the training review process. If needed, your question will be forwarded to the Committee Chair, Darrah Westrup.]

Darrah Westrup, darrah.westrup@gmail.com Phone: (970) 317-5731

ACBS Administrative Assistant, support@contextualscience.org

CONTACT INFO

Name:

Occupation/Position:

Full Mailing Address:

Phone Number:

Work:

Home:

Mobile:

Email Address:

CRITERION 1: Applicant agrees to the list of VALUES AND PRINCIPLES for ACT trainers.

In order to be listed on the ACBS website as an ACT trainer, you must agree to the “Values & Principles for ACT Trainers.” The primary purpose of a stated set of values and principles is to foster a culture of doing and developing ACT that is empirically-based, principles-focused, and non-proprietary. The secondary purpose is to help define the ACT training community based on its shared values and purposes, rather than on commitment to training in a technological package that exists at a given moment in time.

1a) “Values & Principles for ACT Trainers” is included at the end of this application form. Please sign and include it when you submit your application

CRITERION 2 - Applicant has a terminal degree in a behavioral health field

2a) Please attach a photocopy of your diploma from a recognized institute of higher education that establishes you as holding the minimal terminal degree to practice in your field.

2b) My degree is in:

CRITERION 3 - Applicant is known to be of good character.

3a) To establish your good character and provide information about your record of service in the ACT/RFT community please submit either letters of recommendation from people who know your work well or a list of references that peer reviewers may contact. [NOTE: You may additionally submit a letter on your own behalf describing your service to the ACT/RFT community. Please indicate the ones you have chosen to submit.]

Up to three (3) letters of recommendation from people who know your work well.

A list of references that the reviewers can contact.

(OPTIONAL) A letter on your own behalf discussing your record of service in the ACT/RFT community.

CRITERION 4 - Applicant has shown that he or she is highly effective in the core skills and competencies of an ACT therapist.

To be listed as an ACT trainer you must be an experienced ACT therapist. [NOTE: Please use this section to convey to peer reviewers your education and experience relevant to ACT and any evidence about your current level of skill. (A copy of the therapist competency list can be found on the ACBS website.)]

4a) How long have you been in clinical practice since you received your highest degree?

4b) Please provide an estimate how many hours you have used ACT with clients:

4c) Please list the forms and amount of training in ACT that you have received (workshops, attendance of summer institutes or world conferences, supervision, graduate training, research therapist). For any intensive training experiences (e.g., weekend experiential workshops, individual supervision) describe who offered these services to you.

4d) Please include letter(s) of recommendation from clinical supervisors knowledgeable in ACT that specifically describe(s) your competencies as an ACT therapist. (Include at least one letter; you may include up to three.)

4e) (OPTIONAL) You may additionally submit any of these further forms of supporting documentation to fully convey to peer reviewers your level of skill (check any you have included):

- Copies of published ACT case presentations
- A compilation of your clinically relevant postings on the ACT/RFT listserv
- ACT treatment manuals or protocols that you have written
- A letter on your own behalf discussing ACT-relevant clinical experience.
- Other forms of supporting documentation.** (CVs or resumes are always helpful.

Please feel free to include them with your application materials.) **Please describe here:**

CRITERION 5 - The applicant has shown that he or she is highly effective in training others in ACT.

To be listed as an ACT trainer requires that you demonstrate not only knowledge of ACT and the philosophy and science on which it's based (i.e., behavioral principles and RFT, a basic understanding and ability to adopt a contextualistic worldview, commitment to stay abreast of developments), but also can provide evidence that you are highly effective in training others in ACT. Listing on the ACBS website is meant to help learners find trainers who can accurately and skillfully teach the entire ACT model, didactically and experientially.

The working standard at this point in time is for new trainers to either conduct ACT training side-by-side with experienced ACT trainers or to have experienced trainers review samples of your independent work as a trainer to provide feedback on your knowledge and ability to train others accurately in the model. Peer reviewers will have a difficult time evaluating your work without evidence about such experiences. However, if this is a significant barrier for you due to geography or some other factor, please consider how you might submit a work sample or in some other manner arrange for peer reviewers to fully see your qualifications and competency. Please do not hesitate to

contact any member of the ACBS training committee or any listed ACT trainer for help in this regard.

5a) Please summarize the number of workshops you have given on ACT and describe below.

5b) Have you provided any other sort of training in ACT, individual supervision or consultation, etc.? If so, please describe:

5c) Have you co-trained with any experienced ACT trainers? If so, who, when, and how much?

5d) Please describe the training have you had in basic behavioral principles such as operant and respondent conditioning (e.g., coursework, workshops, peer learning groups, self-study).

5e) Please describe the training have you had in Relational Frame Theory (e.g., coursework, workshops, peer learning groups, self-study).

5f) Please describe the training have you had in functional contextualism (e.g., coursework, workshops, peer learning groups, self-study).

5g) Published papers on ACT/RFT/functional contextualism (please attach)

5h) Other forms of supporting documentation. Please describe here:

5i) Work samples

Your application will be strengthened by providing work samples. Some work samples are more helpful than others in evaluating your skill as a trainer. Possible work sample ideas are provided below; describe any you choose to submit.

Documentation from training presentations you have made (PowerPoints, handouts, etc.). Describe:

A video sample of a role play in which you are supervising or training someone. Describe:

Video samples of workshops or trainings you have led (along with supporting documents, such as PowerPoint, handouts, etc). Describe:

The strongest form of evidence would be data that shows increased skill or psychological flexibility in trainees as a result of participating in your trainings. You can provide such data summarized in an attached document. Describe:

5j) Observation by two current members of the ACT training community

In order to become a member of the ACT training community, a sample of your training work must be observed by at least two current members of the ACT Training Community. These individuals will provide input to peer reviewers as to whether you demonstrated the competencies of an ACT trainer during the training event that was observed. Applicants can demonstrate that this has occurred in a number of ways, some of which are outlined below. Please check the box that represents how you will meet this requirement:

- Have two current ACT training community members complete an ACT Training Observation Form based on direct observation of your training. For example, they could complete the form based on past attendance of a training event you led or on having co-led a workshop with you.

- You can request that your training be observed by two trainers at an upcoming World Conference or other training event. If you choose this option, please complete the Observation Request for Trainings form here: http://contextualscience.org/webform/observation_request_form_for_trainings

Although we will do our best to find an ACT Trainer to observe your training, is not guaranteed. If an observer is not found through the Training Committee's efforts, you can use the [list of peer reviewed ACT trainers](#) to find observers in your area.

- Submit a video sample of a training event. The committee will have two current ACT trainers watch the video samples you provide and fill out the ACT Training Observation Form in relation to those samples.

- Other, please describe:

A note on selecting material to be observed. Some training events may be more appropriate for demonstrating competence in training ACT than others. In selecting a training event to be observed, consider whether you will be able to demonstrate most or all of the ACT trainer competencies shown on the ACT Training Observation Form. For example, a purely didactic training would not be a good event to have trainers observe, as you will not be likely to have the opportunity to demonstrate many of the competencies. If you are submitting a video recording of your training, you may want to consider including multiple segments, which demonstrate different trainer competencies. Another recommendation would be to watch your own video recorded training events and evaluate yourself on the observation form to assure yourself that you have covered most of the competencies before you submit a video sample. There is further guidance on this at http://contextualscience.org/training_standards.

CRITERION 6 - Applicant has a good working knowledge of the basic science and philosophy underpinning ACT (RFT, Behaviour analysis and Functional Contextualism).

As part of your application to become a peer reviewed ACT trainer you need to show a good level of knowledge of how ACT and ACT training is underpinned by basic science and philosophy (RFT, Behavior Analysis, & Functional Contextualism). Your essays below will be assessed by the Training Committee and your answer and the Training Committee's response will be forwarded to the reviewers for consideration.

Competence in RFT and BA Essay:

Please select one (1) of the following essay questions and provide your response below (approx. 500-1000 words).

1. Describe a time when you used knowledge of RFT to create an intervention or exercise for a particular situation, whether it was therapy, coaching, training or supervision.
2. In what ways might having knowledge of Relational Frame Theory influence the work of a therapist, whether an ACT practitioner or otherwise?

3. Provide some examples of “transformation of functions” as seen in a client’s behavior in the therapy room.

Understanding of Functional Contextualism Essay:

Please select one (1) of the following essay questions and provide your response below (approx. 500-1000 words).

1. In what ways might an understanding of functional contextualism influence your approach to ACT training?

2. Why do the answers to so many questions about ACT begin with, “Well... it depends...?”

3. How does functional contextualism inform your practice of psychotherapy? In your answer please refer to the core features of FC and give examples of their influence in your practice.

Payment Information

As of January 1, 2014, a non-refundable application fee of \$80 USD (or \$10 USD for those in Developing Nations) must accompany this application. If you’d like to make a payment using PayPal, please see instructions here: <http://contextualscience.org/paypal>.

Payment via:

Visa MasterCard American Express

Card #: _____ Exp. Date: _____

CSC (3 digit card security code): _____

Signature: _____

Values and Principles for ACT Trainers

As a condition of being listed as a trainer I agree

1. To seek to keep the worldwide ACT / RFT community synchronized, collegial, open, non-discriminatory, coherent, and effective in producing valued outcomes;
2. To let trainees know what the current consensus is about core ACT skills competencies and to let them know which of these are being addressed in any given training process;
3. To know and be guided by the existing evidence on the outcomes and processes involved in ACT;
4. To foster and have a working knowledge of the basic science upon which ACT depends;
5. To foster the empirical evaluation of ACT and its empirically-driven development;
6. To encourage coherent and effective technological innovation and theoretical development within the ACT training, practice and research communities;

7. To speak for myself rather than for the entire ACT / RFT community in my trainings, particularly when there are a variety of informed views within that community on a specific issue;
8. To attempt to link my work and innovations to basic principles, including RFT, and to support others in building such connections;
9. To commit to open evaluation of ACT training processes whenever possible and to work with others to develop methods to accomplish that goal;
10. To avoid conflicts of interest in my training work or training agreements that might be viewed as compromising the integrity of the training process

[Comment and example: Most of the examples of problems in this area seem a bit strained because they are more a matter of simple ethics than anything related to ACT per se. Example: you are training therapists for an ACT grant for a big fee and you are also scoring adherence tapes for a fee and you agree to score them as adherent because you trained them; you agree to train therapists if the agency hires your unqualified brother; etc. This principle aims to “protect the ethical nature of your training agreements”]

11. Not to set up proprietary recognition for ACT trainers or of other methods in combination with ACT

[Comment and example: If you are on the list you agree not to set up The Acme Institute for ACT Training and offer to certify ACT trainers or ACT practitioners. This applies to combo treatments as well if they contain ACT components, so you agree not to set up The Acme Institute for Mindfulness-Based ACT (MBACT) with such attendant certification processes. You could set up such certification, of course. It is a free world. You just cannot do so and remain on the list.]

12. Not to set up proprietary certification of trainees of ACT or of other methods in combination with ACT [Comment and example: see # 11 above]

13. Not to develop proprietary restrictions such that only I can properly train others in particular methods of ACT or of other methods in combination with ACT;

[Comment and example: This is in essence an extension of #11 above. You’ve agreed not to set up proprietary recognition for ACT trainers. This includes you.

If you claim that you are the only person in the universe who can train in, say, “Touchy Feely ACT,” you are in doing a kind of self-certification process. If you develop a real innovation, get it out so that others can use it and train in it. This does not prevent

you from describing expertise you have – it is the attempt to restrict forms of training just to yourself that is being spoken of here]

14. Not to use listing as an ACT trainer to promote alternative proprietary methods and to keep my work as an ACT trainer separate from any proprietary methods I may also learn and train

[Comment and example: If you are a certified EMDR trainer, you agree not to use your listing on the ACT website as a method of generating EMDR trainings since that is a proprietary method]

15. To emphasize methods of connecting with ACT work and training that are low cost (or where feasible, no cost) so as to keep the focus on benefit to others as distinct from financial gain to me

[Comment and example: This might include referring folks to the free materials available at the ACT website and ACT listserve, providing pro bono training, providing low cost training for students, and so on]

16. To make my protocols, innovations or measures related to ACT or to ACT in combination with other procedures rapidly and readily available, for free where practicably or for a low cost, and without unnecessary restrictions or expectations of personal gain.

[Comment and example: This is another of the “open-coder” items. You agree to minimize the barriers to others using what you learn in the ACT or ACT related areas. Of course it is fair to ask have your work acknowledged by citation but beyond that the goal should be to get innovations into the hands of adopters.

Suppose you downloaded ACT protocols from the website and adapted them. If you believe in this principle, you would be expected to post your adaptations so that others can use them. Restrictions such as “you can use my protocol but only if you employ me on your grant” would be a violation of the spirit of this principle. If you want to keep tight controls like that, you are free to do so. People have different ideas about such things. In that case you should not agree to have your name on this list, however.]

17. To attend periodic meetings of ACT trainers to learn of new methods and basic science innovations, and to share my training ideas and technological innovations in an open and collegial way;

Signature

Date

Printed Name: