



Training Committee

ACT Training Observation Form

Trainer Name:

Rater Name:

**Date of
Observation:**

Description of Training Context

Workshop Title:

Purpose /Aims:

Location:

**Length of
observation:**

Purpose of this form

This form is intended to have two purposes. One is to provide feedback to the ACT Training Committee to use in the process of determining whether this person will become a member of the ACT Trainers Community. The second purpose is to provide feedback to the person who is having their training observed, so that they can improve their work. Please consider both of these purposes when completing the form. Your feedback on this form will be shared with the applicant except for anything that you write in the section designated as confidential comments to the training committee.

Directions

Below is a list of trainer behaviors that may occur in the context of training ACT. Please use it as a guide to making observations, not as a list of required characteristics. When this worksheet is used for making improvements to instruction, it is recommended that the instructor highlight the areas to be focused on before the observation takes place. Try to have a discussion with the trainer prior to the event to be observed where you get an overview of what they are planning to do and what sort of feedback they might find helpful. It's also important to meet afterwards if you can. It's a good idea to ask the trainer to explain some elements of their event from a basic science perspective. This will help you evaluate how well informed their work is by functional thinking, behavior analysis and RFT.

Trainer Competencies

The competencies are broadly divided into three overlapping sections: Personal Qualities of the Trainer / Experiential training (The Heart of ACT), ACT Skills Training (The Hands of ACT) and Knowledge & Concepts (The Head of ACT)

For each competency below, rate the applicant on the following scale.

- 0 The competency was not demonstrated
- 1 The competency was demonstrated in a partial or emergent way, but performance was not sufficiently consistent to say the applicant has demonstrated this competency
- 2 The competency was demonstrated relatively consistently, though with some instances of inconsistency
- 3 The competency was demonstrated in a highly reliable and consistent manner with few inconsistent behaviours.
- DK Enter **DK** (don't know) to indicate that you do not have enough evidence to make a valid rating of the person on the competency.

The Personal Qualities of the ACT Trainer / Experiential Practice (The Heart of ACT)

| | | |
|----|--|--|
| 1. | The ACT trainer speaks from an equal, vulnerable, compassionate, genuine, respectful, and sharing point of view. | |
|----|--|--|

| | | |
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| 2. | The trainer models psychological flexibility as appropriate and functional to the training context. (e.g. being present to what is occurring in training, willing to experience difficulty in the service of the trainees' learning, holding challenging thoughts and emotions lightly) | |
| 3. | The trainer is non-defensive in responding to questions/comments/challenges. | |
| 4. | The trainer tracks what is occurring in the training by modelling, instigating, and reinforcing the six ACT processes, as opportunities arise. | |

Developing Willingness/Acceptance

| | | |
|----|---|--|
| 5. | The trainer uses exercises and metaphors to help trainees experience greater willingness in the presence of difficult internal experiences. | |
|----|---|--|

Undermining Cognitive Fusion

| | | |
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| 6. | The trainer uses exercises and metaphors to undermine problematic fusion / unhelpful regulation of behaviour by verbal events. | |
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Getting in Contact with the Present Moment

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|----|---|--|
| 7. | The trainer uses exercises and cues to foster trainee's contact with the present moment when it is useful to do so. | |
|----|---|--|

Distinguishing the Conceptualized Self from Self-as-context

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| 8. | The trainer uses exercises and metaphors to help trainees develop flexible perspective taking, including contacting a sense of self as a perspective from which self-related content can be experienced. | |
|----|--|--|

Defining Valued Directions

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|----|---|--|
| 9. | The trainer uses exercises and metaphors to help trainees contact valued life directions. | |
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Building Patterns of Committed Action

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|-----|---|--|
| 10. | The trainer encourages trainees to make and keep commitments in the presence of perceived barriers. | |
|-----|---|--|

b) Rate your confidence in the accuracy of your rating on this dimension:

| | | | | | | |
|------------|---|---|---|---|---|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| No | | | | | | Very |
| confidence | | | | | | confident |

Please use this space to provide constructive feedback to the trainer:

The training committee would like to keep this process as transparent as possible, but sometimes it can be difficult to provide certain kinds of written feedback to a trainer. If you have any comments that you would like kept confidential, please state these here. These comments will not be shared with the applicant. In addition, please use this space to declare if you think there may be potential conflicts of interest in your providing an observation, for example ongoing financial benefit from the applicant to the rater. The training committee will keep such information confidential but may seek further observations if there is felt to be a conflict of interest.

Thank you for participating in the review process, the Training Community values your commitment.