ACT Trainer Peer Review Process – **Guidance for Applicants**

As you compile your portfolio of work for peer review, consider how you can use the different elements of the portfolio to show that you meet all the criteria. For instance, your work samples may show you demonstrating experiential working very clearly, but less so didactic teaching. You may then wish to include PowerPoint slides of more didactic examples of teaching. You might also use letters of recommendation from others, or your own letter of recommendation to highlight certain specific aspects that aren't easily shown elsewhere. Similarly, any writings or publications may be relevant to this, as may a selection of your postings and comments on the ACT or RFT list serve.

Whilst the revised criteria specifically require you to submit evidence of your basic science and philosophy underpinning, it is also useful to consider how to weave this into your ACT training. Whereas certain training events will allow you to show these elements easily, there are likely to be ways to adapt most types of training events in order to work in elements of how these basic conceptual aspects are related to the work. The training community is committed to the principle of keeping the link between basic and applied aspects of this work, so this is looked for in the peer review process.

Similarly, in your work samples (live or video recorded), consider which competencies each will allow you to demonstrate well. Very specific events may allow you to show a very specific set of competencies well, but may miss out on other more basic pieces. If you wish, you can plan a particular training event in order to demonstrate these competencies. In a small group of supervisees for example, you may be able to show in a few short exercises and debrief, many competencies that it would otherwise take a lot of material to show. In addition if you are being observed live, try to meet the observer before and after the event to brief them about what you are trying to do and also to get feedback on your session.

You should select a variety of pieces of observed material to cover the full range of trainer competencies that are assessed using the ACBS Observation form and plan your portfolio in a way that economically targets each of the domains and criteria. Be focussed and selective in your choice of video recorded work samples and limit the total length of the material to a maximum of 3 hours. It will be useful for you to review the observation form and the peer review form, so you can see how the observers and reviewers will be

assessing your work. You can download both of these forms from the website, at the Trainer peer review page: http://contextualscience.org/training_standards. As of December 2015, we will no longer accept audio recordings: all work samples must be video recordings and show your interactions with trainees, as well as didactic and experiential teaching.

You should compile your portfolio, gathering all your evidence, letters, work samples, observation forms etc. and submit the portfolio when it's ready, rather than send it in stages. In general we prefer the applicant to gather all materials and submit, but if a supporter prefers to send a letter of recommendation directly to the Training Committee, they can do so via support@contextualscience.org.

The process for submission is detailed on the website.

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