



Montréal

CANADA

ACBS Annual

World Conference 16

July 24-29, 2018



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Welcome from the ACBS President



It is my sincere pleasure and honor to welcome you to the 16th Annual World Conference of the Association for Contextual Behavioral Science (ACBS). I'm confident that you will find this the right place to learn, share, and thrive. The theme of this year is THRIVING. It is a word I fell in love with because there is no simple and direct translation in Italian. Instead, it is connected to a network of relations. So to me, and I hope to you, it is a word "full of meanings".

THRIVING is about variation, selection, and promoting diversity as a source of growth and integration. Diversity can be expressed through integrating people and opinions with respectful listening and exchanging ideas. Diversity is evident in the way Contextual Behavioral Science is developed for the alleviation of human suffering and advancement of human well-being. There are many ways to experience thriving as a personal moment of growth and I hope you will find yours here. You will have the chance to attend a variety of topics to enrich your intellectual and daily work. There are also amazing plenary speakers you don't want to miss.

THRIVING has a fundamental self-generated component, and it can be helped by strolling mindfully on less travelled paths: you might want to talk to someone you don't know, lunch with colleagues from other corners of the world, explore topics you have judged peripheral to your work, or deepen your understanding by attending a basic research symposium. Research is essential to the growth of a CBS perspective. We have gathered the best researchers to share their vision and knowledge, helping innovate the way we apply our science in our everyday intervention domain.

I want to publicly acknowledge the Executive Director, Emily Rodrigues, and her wonderful team who have worked tirelessly on every detail to make this conference run smoothly. I would like to take the chance to thank the Program Chairs, Aisling Leonard-Curtin and Frédérick Dionne, Ruth Anne Rehfeldt as the RFT Track Advisor, and the fifty-nine members of the Program Committee.

I would also like to use this opportunity to thank the Conference Strategy Committee, chaired by Robyn Walser and Louise Hayes, and the chairs and members of all the Committees that support and help ACBS thrive through their work behind-the-scenes. I kindly ask you to look for them and thank them personally. It is due to their commitment that we can offer such a meaningful event and continuously feed the growing community with inspiration and science. I hope you have a wonderful conference. Thank you for coming to Montréal and being a part of ACBS.

Sincerely, Giovambattista "Nanni" Presti, M.D., Ph.D - ACBS President

ACBS Board

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Kore, Enna, Italy

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Cancer Research Center & University of
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Emily N. Rodrigues, ACBS

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University, USA

*ACBS is dedicated to the alleviation of
human suffering and the advancement of
human well-being through research and
practice grounded in contextual behavioral
science.*

CEs, Certificates, Evaluations

CE Credits & Certificates (with hours)

Please remember to **scan in and out** at the beginning and end of each session using our scanner system. If there is a problem and the scanners are not working, please make sure to sign in and out on the paper check-in sheet provided. We cannot give CE credit if you do not scan/sign in and out.

Please DO NOT SCAN in and out for coffee/tea breaks. CE credits are NOT available for IGNITE sessions, Chapter/SIG/Committee meetings, or other lunch time sessions.

BCBA, NBCC, and OPQ credits may not be available for all sessions. Check here for a list of additionally excluded sessions. https://contextualscience.org/wc16_ce_credits

You will need to complete an evaluation for each session you attend in order to earn CEs (of any type offered). The evaluations all need to be completed **online**. You can complete your evaluations at <http://contextualscience.org/evals> or follow the QR code below. These online evaluations must be completed by August 15, 2018. We will email you a printable copy of your certificate by September 14, 2018. If you do not receive it, please email support@contextualscience.org.

Association for Contextual Behavioral Science (ACBS) is approved by the American Psychological Association to sponsor continuing education for psychologists. ACBS maintains responsibility for this program and its content. ACBS will issue certificates of completion. CE rules require that we only issue credits to those who attend the entire workshop. Those arriving more than 15 minutes late or leaving before the entire workshop is completed will not receive CE credits.

In order to earn CEs for WC16, evaluations are required to be completed by August 15, 2018.

Refunds & Grievance Policies: Participants may direct any questions or complaints to ACBS Executive Director, Emily Rodrigues, acbs@contextualscience.org

- If you only need a **general certificate of attendance with hours** attended, **please scan in and out** for each session you attend. We will email you a certificate with the number of hours attended by September 14, 2018. (Fee required). No evaluations required.
- **General certificates of attendance** (without hours) will be emailed to all registered attendees by August 3, 2018.



To all CE & General Evaluations

Evaluations

- The General Conference Evaluations can be completed at <http://contextualscience.org/evals> or by following the QR code on this page. We appreciate your help in evaluating the conference & contributing to the improvement of future conferences.

Bookstore

The bookstore at World Conference 16 is located in the Rue McGill room on the Convention Floor (2nd Floor), near the elevators. We're offering New Harbinger Publications and Context Press titles at 30 percent off the cover price. The bookstore accepts all major credit cards and cash (CAD). Save your printed or emailed receipts; we'll need these for any returns and exchanges. Shop early for the best selection. Bookstore hours are:

Tuesday, July 24	10:00am – 7:00pm
Wednesday, July 25	10:00am – 7:00pm
Thursday, July 26	10:00am – 7:00pm
Friday, July 27	10:00am – 7:00pm
Saturday, July 28	10:00am – 7:00pm
Sunday, July 29	10:00am-2:00pm

Awards

Developing Nations Scholars

ACBS is an international society, but in many corners of the world it is difficult for professionals to attend ACBS conferences and trainings due simply to cost. The Developing Nations Fund helps disseminate CBS in the developing world and provides scholarships for attendees and presenters from developing nations to attend the world conference. We know that our members from diverse backgrounds contribute depth and richness to the organization and this program will lead to a better ACBS for all of us. The Fund is created by voluntary donations by ACBS. Even if you only can contribute \$5, every little bit helps.

http://contextualscience.org/developing_nations_fund

This year's Scholars are:

Iqbalzada Abdul Hadi, Afghanistan

Fresia Hernandez, Mexico

Kizito Wamala, Uganda

Diversity World Conference Scholarships

The Diversity Committee is aiming to bring increased diversity to our annual conferences by providing funds for individuals who come from diverse backgrounds and who would not be able to attend an ACBS conference without this added financial support. Both trainees and professionals were eligible for this competitive award. The Fund is created by voluntary donations by ACBS members. Please consider contributing today, every little bit helps. http://contextualscience.org/diversity_committee_scholarship_fund

This year's Scholars are:

Gillian Grannum, Ephrata, PA

Emily Munoz, Corpus Christi, TX

Margaret McLauchlan, Blenheim, ON, Canada

Paola Ricardo, Parlin, NJ

Early Career Research Paper Award

This year, ACBS is piloting the Early Career Research Paper Award program to recognize a rising star researcher presenting a study at the conference that we think will make an important impact both within our ACBS community and well beyond. This year's winner is Dr. Yuen-yu Chong. Dr. Chong is a newly minted Ph.D. in nursing from Hong Kong Polytechnic University. For her doctoral dissertation, she conducted an elegant randomized controlled trial to test the efficacy of an ACT program (as compared to an education program) to help parents of young children with asthma respond more effectively to their children's asthma behaviors. This study of 168 parents, with a 96% follow-up, showed that a mere four sessions of ACT for parents lowered the risk of their child's hospital emergency room visits by 80%. That's a big deal. Hear about it in session #132 at the conference. She is also presenting a separate paper (session #151) showing that parental psychological flexibility was a key process underlying the effect of the intervention. Her papers are very positive news for ACT research and for clinical practice. Let's all come together to hear her exciting study.

Early Career Award Committee: Jonathan Bricker, Brandon Gaudiano, and Kevin Vowles

Student World Conference Scholarships

The mission of the ACBS Student SIG is to work to support students of contextual behavioral science by advocating for their professional and personal development and facilitating their contribution to ACBS and the larger community. One step in moving towards this mission has been to create a Student World Conference Scholarship that will help subsidize the costs of attending the annual ACBS World Conference.

Zülal ÇELİK, Bakirkoy Research & Training
Hospital for Psychiatry, Neurology and
Neurosurgery

Benjamin Ramos, University of Edinburgh

Karoly Schlosser, Institute of Management
Studies, Goldsmiths, University of London

Michael McGlenn, Alliant International
University, California School of Professional
Psychology

Merve Terzioglu, Bakirkoy Research & Training
Hospital for Psychiatry, Neurology and
Neurosurgery

Michael J. Asher Student Dissertation Awards

These awards include a monetary reward to be used in support of research (e.g., to pay participants, to purchase testing equipment) and/or to facilitate travel to the ACBS annual conference. It was named for Michael J. Asher, Ph.D., ABPP, who passed away in 2016. He was a clinical psychologist at Behavior Therapy Associates, P.A. since 1988. He served as Coordinator of Consultation Services and was Board Certified in Cognitive and Behavioral Psychology by the American Board of Professional Psychology. Dr. Asher was an Adjunct Associate Professor with the Department of Psychiatry, Rutgers Medical School where he supervised Psychiatric Fellows and taught Child Cognitive Behavior Therapy, and he was a field supervisor for the Graduate School of Applied and Professional Psychology at Rutgers University. Dr. Asher co-authored several books on the topic of behavior disorders and children. He was passionate about his work, loved psychology, cognitive behavior therapy, and especially enjoyed learning about and practicing Acceptance and Commitment Therapy (ACT). Dr. Asher greatly impacted the lives of many and his contribution to the field of psychology and education was significant.

Samuel Faulkner, East Carolina University, *Targeting Psychological Flexibility in Youth to Enhance Health-Related Behaviors* (First Prize)

Yuen-yu Chong, School of Nursing, The Hong Kong Polytechnic University, *Effects of a Parental Training Program using Group-based Acceptance and Commitment Therapy for Managing Children with Asthma: A Randomized Control Trial* (Second Prize)

ACBS Fellows

ACBS Fellowship is the highest honor provided to scholars, clinicians, researchers, and advocates who uphold and model the values of ACBS. This year, ACBS would like to honor significant contributions to ACBS and the field of Contextual Behavioral Science by bestowing ACBS Fellowship on the following people. Please join us in providing congratulations to this esteemed group of individuals who comprise the 2018 ACBS Fellows:

Paul Atkins, Ph.D.

Graciela Rovner, Ph.D.

Andrew Gloster, Ph.D.

Ross White, Ph.D.

Eric Morris, Ph.D.

M. Joann Wright, Ph.D.

Peer Reviewed ACT Trainer Information

In this program, Peer Reviewed ACT Trainers who are presenting a workshop at WC16 are denoted with an asterisk immediately following their last name.

Peer Reviewed ACT Trainers have committed to help others learn ACT with high fidelity and to work from a shared set of values. They are viewed as able to train ACT accurately, fully conveying the model both didactically and experientially. In the past this was evaluated by a committee of developers of ACT/RFT and now is evaluated by rigorous peer-review based on defined criteria.

Trainers pay no fees to anyone in order to be placed on our list of trainers on the ACBS website. This list is not meant to be de facto certification: there are other trainers equally qualified who simply choose not to be on such a list (because, for example, they would rarely be available; they are primarily researchers or academics; they are still students; etc.). To learn more about the Peer Review process, please go here: http://contextualscience.org/training_standards

Legal Disclaimer: The indication of any party as a "peer reviewed ACT Trainer" is based on independent review by a third party. ACBS makes no express or implied warranty as to any matter including, without limitation, the fitness of any particular trainer and the merchantability or fitness for any particular purpose. We are not responsible for any reliance on any indicator of certification, special credentials or other specialized knowledge.

Antitrust Policy (legal stuff)

ACBS has a policy of strict compliance with US federal and state antitrust laws. ACBS members cannot come to understandings, make agreements, or otherwise concur on positions or activities that in any way tend to raise, lower or stabilize prices or fees. Members can discuss pricing models, methods, systems, and applications, as well as certain cost matters that do not lead to an agreement or consensus on prices or fees to be charged. However, there can be no discussion as to what constitutes a reasonable, fair or appropriate price or fee to charge for any service or product. Information may be presented with regard to historical pricing activities so long as such information is general in nature and does not include data on current prices or fees being charged in any trade area. Any discussion of current or future prices, fees, discounting, and other terms and conditions of sale, which may lead to an agreement or consensus on prices or fees to be charged, is strictly prohibited. A price-fixing violation may be inferred from price-related discussions followed by parallel decisions on pricing by association members — even in the absence of an oral or written agreement.

Message from our WC16 Program Chairs Aisling Leonard-Curtin and Frédérick Dionne

Dear Colleagues,

It is our pleasure to welcome you to the ACBS World Conference in the beautiful city of Montréal in the province of Québec in Canada. As co-chairs, we have been working closely with the Program Committee to offer you the best conference experience to date!

We are enthused to offer plenary presentations by master clinicians and scientists such as Sue Johnson, Peter Turchin, Lisa Coyne, Robert Whelan, and Nanni Presti. Top researchers such as Iore Dickey, Sarah Cassidy, Jonathan Tarbox, and Louis Lefebvre will share their latest research and contribute to our community with their insights and wisdom. You will also get the chance to learn from one of the behavioral activation co-founders and invitee, Christopher Martell.



Our Relational Frame Theory (RFT) track will present the latest research and findings in this growing field with opportunities to attend symposia, panels, and workshops. In addition, there will be a track with workshops, symposia, and panel discussions delivered in French.

This conference is an opportunity to connect with other professionals. If it is your first ACBS conference, we aim to greet you as an open and compassionate community (and encourage you to check out the Rookies Retreat on Wednesday night). Do not miss the Chapter & SIG evening on Wednesday and the Follies on Saturday!

We believe the program is honoring this year's conference theme "Thriving" by reflecting the diversity, growth, vitality, openness to ideas, and commitment to science that defines ACBS.

Now, a little bit about us and our passion for this conference.

I, Aisling, attended my first ACBS World Conference at LaSalle University, Philadelphia, in 2005 when the conferences were far smaller and called Summer Institutes. The week I spent in Philadelphia had a lasting impact on both my personal and professional development. I started the conference feeling out of my depth and as though I was so much less than the other attendees. During the conference, I was inspired and heartened by others' honesty and authenticity. I learned that the vast majority of us have vulnerabilities and insecurities and that when we can embrace and channel these same vulnerabilities and insecurities in valued directions, massive changes can, and do, occur. I have been an ACT and CBS addict ever since. When I was asked to co-chair this conference there was a massive surge of enthusiasm accompanied by vulnerabilities and insecurities. I felt pressure to make this conference the massive catalyst for others that I experienced in 2005. I sincerely hope that each and every one of you attending leave this conference feeling enriched on multiple levels.

I, Frédérick, experienced my first ACBS World Conference at the Summer Institute IV in Chicago in 2008. One of the reinforcing factors that instilled my interest in ACT was Steve answering my first email about the third wave, even though I was "just a student" and checking if I could attend. I discovered a beautiful and unique community as well as a theory and practice that really works. I needed to share this approach and my passion for ACT with my colleagues as I later contributed to its dissemination within the French community and the Province of Québec. When I was asked to be co-chair of this conference, I was pleased and honoured. It was when I checked what co-chair really means on Google translation ("co-président") that I realized how big of a challenge it was and it has been. Bringing a familiar feeling of being a fraud with me, I realized what a privilege and learning experience I had working with high quality people like Robyn, Louise, Manuela, Emily, and Nanni and I can assure you they put a lot of heart into this conference.

We hope you will enjoy the beautiful city of Montréal and most importantly, we hope your investment of time, energy, and resources here will be returned a thousand-fold.

Aisling Leonard-Curtin, C. Psychol., Ps.S.I.

Frédérick Dionne, Ph.D.

Co-chairs, ACBS World Conference 16 - Montréal, Québec

Special Thank You from ACBS to our WC16 Program Committee

Lauren Acrement Burns
Jacqueline A-Tjak
Mary Bell
Alison Kiawenniserathe Benedict
John Blackledge
Marie-Claude Blais
Marie-France Bolduc
Matt Boone
Elizabeth Burnside
Rachel Collis
Chad Drake
Varsha Eswara-Murty
Wyatt Evans
Ellen Excelmans
Nuno Ferreira
Kenneth Fung
Joel Gagnon
David Gillanders
Tim Gordon
Jennifer Gregg
Simon Grégoire

Lauren Grousd
Margherita Gurrieri
Lee Hulbert-Williams
Maria Karekla
Valerie Kiel
Andreas Larsson
Trish Leonard-Curtin
Michael Levin
Jim Lucas
Daniel Maitland
Marie-Eve Martel
Richard May
Louise McHugh
Jean-Louis Monestès
Catherine Moore
Orla Moran
Eric Morris
Amy Murrell
Manuela O'Connell
Joe Oliver
Ingrid Ord

Ray Owen
Lauren Porosoff
RuthAnne Rehfeldt, *RFT Track Advisor*
Miguel Rodriguez Valverde
Graciela Rovner
Francisco Ruiz
Emily Sandoz
Benjamin Schoendorff
Laura Silberstein-Tirch
Mike Sinclair
Matthew Skinta
Wanda Smith
Ralf Steinkopff
Ian Stewart
Sabin Svitak
Dennis Tirch
Sheri Turrell
Ian Tyndall
Chad Wetterneck

Message from the Conference Strategy Committee

The ACBS Conference Strategy Committee (CSC) is highly committed to making every conference inclusive of and welcoming to diverse people and subject matter each year. When we evaluate the conference program, plenaries, invited speakers, and pre-conference workshop selections, we aim to provide enrichment and balance across important contextual dimensions (including but not limited to) gender, race, national or ethnic origin, language, religion, sexual diversity, age, profession, and/or disability status. The CSC believes that this approach improves the reach, scope, and depth of meaningful, empirically-based education at the ACBS World Conference. We have more work to do to best meet our goals for diversity and inclusiveness, but we want to assure members that it is a high priority in planning every conference. Diversity is considered and discussed for each of the events.

In inviting abstracts and selecting pre-conference workshops, the CSC works to balance diversity, intended expertise level, different models, client groups, and financial viability, among other things, in order to create a well-rounded complement of selections. We have limited space, but are working each year to meet diversity goals. When evaluating the pre-conference selections, we review balance in - (1) diversity, (2) training level from basic to advanced to cutting edge, (3) variety of models - ACT, RFT, CFT, FAP, DBT, etc., (4) client groups - adults, children, adolescents, organisations, health, etc., (5) organisational strategy and support for CBS vision, (6) mentoring new people, (7) past opportunities and (8) quality level.

ACBS World Conference 2019 & 2020!

Join us in 2019:

ACBS World Conference 17
Dublin, Ireland
25-30 June, 2019
(pre-conference workshops 25-26 June)

Join us in 2020:

ACBS World Conference 18
North America
July 14-19, 2020
(pre-conference workshops July 14-15)



Transportation

Metro (note, the Metro does not extend to the airport)

Montreal has a convenient and reasonably priced Metro subway system. The most convenient stop to the Fairmont is the *Bonaventure* stop off of Rue de la Cathédrale in the block southeast of the Cathedral (near the Marriott). <http://www.stm.info/en>

Taxi Options (to/from Airport \$40-42 each way, confirm when entering taxi)

Taxelco - 514-273-6331; 1 800-716-6727

Atlas Taxi – 514-485-4888

Taxi Champlain – 514-273-2435

Airport Transfer

Montreal offers a public shuttle bus (*747 Aéroport P.-E.-Trudeau/Centre-ville*) with 11 stops in the city. To return to the airport, you can wait at the stop across from the south entrance of the hotel, in front of the Cathedral. To purchase your ticket on the bus **you must have \$10 CAD IN COINS**. The bus can not accept credit cards, paper money, or make change. ACBS will do our best to make change for you (exchanging CAD cash for coins only) on Saturday & Sunday, if you need it. This trip is 30-60 minutes, depending on traffic.

Luggage

You may leave your luggage with the hotel, next to hotel registration (fees apply). Alternatively, ACBS will be providing an unattended luggage room (Rue Sherbrooke, next to the conference bookstore) for your use Sunday, July 29. You may leave your luggage there between 8:30am-1:00pm. ACBS is not responsible for lost or stolen luggage. Luggage remaining after 1:00pm will be removed at the hotel's discretion. You may bring your luggage with you to the sessions you are attending, if that is more convenient for you.

Internet

Complimentary internet is available in your hotel rooms and on the ground floor to all Fairmont Hotel guests who have booked in the ACBS room block. Please use your login information provided by the hotel at guest room check in.

Lunch

Lunch for conference registrants can be found on the Convention Floor (2nd) at the Fairmont.

Non-vegetarian meals will be located in Square Dorchester

Vegetarian, Vegan, and Gluten Free meals will be located in Square Victoria.

Desserts will also be served in these locations for these meal preferences during the afternoon coffee/tea break.

Feel free to take your plate to the Place du Canada room to eat your lunch on Thursday, Friday, and Saturday.

Conference App

Instructions for installing the Conference App:

- 1) Go to your phone's app store. Search for **Yapp**. Install Yapp on your phone.
- 2) Open Yapp
- 3) Click on "**Add an Existing Yapp**"
- 4) Type **ACBS** in the box that says Enter Yapp Id and click "Go" or "Enter"
- 5) The ACBS World Conference logo will appear on your screen. Click on the logo and the app will open.



Early AM Movement Events

1. Mindful Yoga-Based ACT: Incorporating yoga into therapy

Workshop (7:00-8:00am, Thursday, Friday, Saturday)

For complete information please look at Thursday Morning, Sessions #1, Friday Morning, Session # 47, and Saturday Morning, Session #92 in your program.

2. Energizing ACT – Qi Gong Wake-Up

Workshop (7:00-8:00am, Friday)

For complete information please look at Friday Morning, Session #48 in your program.

Handouts

Any handouts your presenters have will be available in your session rooms. Any powerpoints (or handouts received after the printing deadline) will be posted here before during and after the conference.
https://contextualscience.org/wc16_powerpoints_handouts

Questions / Help

If you have any questions or need any help after the conference, please reach out to ACBS staff:
 Courtney – staff@contextualscience.org
 Abbie – support@contextualscience.org

Tuesday- Wednesday • July 24 & 25 • Pre-Conference Workshops

July 24-25 Pre- Conference		9:00- 10:30am	Break	10:45am- 12:00pm	LUNCH 12:00pm- 1:15pm	1:15pm- 3:30pm	Break	3:45- 5:15pm
<u>ROOM</u>								
Av. Laurier	Convention Floor (2nd)	Understanding ACT Assessment and Treatment: Not Just for Beginners - Kelly G. Wilson, Ph.D.						
Av. Duluth		Functional Analytic Psychotherapy (FAP): Deepening and Generalizing Your Clinical Skills of Awareness, Courage and Therapeutic Love - Mavis Tsai, Ph.D., Robert J. Kohlenberg, Ph.D.						
Van Horne		Doing Experiential Therapy - Matthieu Villatte, Ph.D., Robyn D. Walsler, Ph.D.						
Rue Sainte-Catherine		Focused Acceptance and Commitment Therapy: ACT as a Brief Intervention - Patricia Robinson, Ph.D., Marcia Sasano, M.Sc.						
Rue Notre-Dame / Rue Saint Denis		Exploring a Process-Focused Approach to Understanding and Practicing Compassion Focused Therapy - Dennis Tirch, Ph.D. & Laura Silberstein, Psy.D., Russell Kolts, Ph.D.						
Rue Crescent		Débuter et approfondir sa pratique de la thérapie d'acceptation et d'engagement (ACT): un atelier de mise en pratique - Frédéric Dionne, Ph.D., Jana Grand, M.A., Jean-Christophe Seznec, M.D.						
Rue Mansfield / Rue Sherbrooke		Developmental interventions on the self and social behaviour of adolescents - Using DNA-v to develop flexibility, mindfulness and compassion - Louise Hayes, Ph.D.						
Rue Saint-Paul		Using metaphor in training psychological flexibility - Niklas Törneke, M.D., Carmen Luciano, Ph.D., Kelly Koerner, Ph.D.						
Dièse	3rd Floor	Couples Therapy in the 21st Century - Sue Johnson, Ed.D.						
Exclamation		ACT therapists' use of self: Working with self; working with stuckness - Helen Bolderston, Ph.D., David Gillanders, Psy.D.						
Multiplication		Connecting across Cultural Differences in Moments that Matter: A CBS Skills Based Approach - Jonathan W. Kanter, Ph.D., Daniel C. Rosen, Ph.D., Mary Plummer Loudon, Ph.D.						
Arobase		A Functional Contextualist Approach to Early Language Training: Using Relational Frame Theory to Promote Linguistic Generativity - Siri Ming, Ph.D., BCBA-D, Ian Stewart, Ph.D., John McElwee, M.S., BCBA, Diana Ferroni-Bast, Ph.D.						

ACBS Pre-Conference experiential workshops require a separate registration. See our website for details:
<https://contextualscience.org/wc16>

Rookies Retreat: First ACBS Conference

7:00 - 7:45pm

Rue Sainte-Catherine

Jessica Borushok, Ph.D., Your Psychology, Private Practice

Join your ACBS community to welcome and orient you to your first (or one of your first) ACBS World Conferences. We'll give you a little info about the conference, and do some icebreakers... because the networking starts now!

Opening Chapter & SIG Social

7:30 - 9:30pm

Place du Canada Room

Say hello to your old friends and make some new ones!

Get connected with some of the Chapters & SIGs in your geographic area or area(s) of interest.

Conference Attendees, Pre-Conference Attendees, and their guests welcome. Cash bar available.

Registration

7:30 - 9:00pm

Mezzanine

Conference Registration available from 7:30pm-9:00pm... if you're around earlier in the day, registration is also available from 1:30pm-4:30pm on Wednesday. Come say hello and pick up your conference materials!

Poster Sessions #1 & #2

7:30 - 9:30pm

Place du Canada Room

Open to conference attendees and guests. Cash bar available.

Videotaping & Audio recording

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Poster Award Recipients

Place du Canada Ballroom

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Poster Session #1, 7:30-8:30pm

Assessment

**1. Investigation of the Relationship between
the Cognition of the Concepts of "Engage"
and "Escape" to the Evaluation of Work**

Subtopic: IRAP

Daiki Furuya, M.A., Graduate school of humanities, Meisei
University
Fumiki Haneda, Vocational Counselor, Startline Co. Ltd
Koji Takeuchi, Department of psychology, School of
humanities, Meisei university

**2. Psyflex: Validation of a new psychological
flexibility measure in a Greek-Cypriot
sample**

Subtopic: Psychological Flexibility

Michaela Paraskeva-Siamata, M.Sc., University of Cyprus
Georgia Spyridou, B.Sc., University of Cyprus
Andrew Gloster, Ph.D., University of Basel
Maria Karekla, Ph.D., University of Cyprus

Behavioral Medicine

**3. Assessing Heart Rate Variability,
Acceptance, and Mindfulness in Healthy
Young Adults as Predictors of Anxiety**

Subtopic: Anxiety Assessment

Sarah-Nicole Bostan, M.A., Alliant International University,
San Diego
Natasha Nemanim, B.A., Alliant International University,
San Diego
Richard Gevirtz, BCB, Ph.D., Alliant International
University, San Diego

4. ACT with Chronic Illnesses

Subtopic: HIV, Cystic Fibrosis, Pancreatic Cancer

C. Virginia F. O'Hayer, Ph.D, Drexel University College of
Medicine
Caitlin O'Loughlin, BA, Drexel University College of
Medicine
Reina Aikens, BA, Drexel University College of Medicine
David Bennett, Ph.D., Drexel University College of Medicine

**5. Engagement in Acceptance and Commitment
Training Predicts Outcomes in Individuals
with Neurofibromatosis 1 (NF1), Plexiform
Neurofibroma tumors (PNs), and Chronic
Pain: Pain SIG Sponsored**

Subtopic: Chronic Pain

Mary Anne Toledo-Tamula, M.A., Clinical Research
Directorate/Clinical Monitoring Research Program,
Leidos Biomedical Research, Inc.,

Taryn Allen, Ph.D., 1Clinical Research
Directorate/Clinical Monitoring Research
Program, Leidos Biomedical Research, Inc.
Kari Struempfl, Ph.D., National Cancer Institute
Pamela Wolters, Ph.D., National Cancer Institute
Staci Martin, Ph.D., National Cancer Institute

**6. Is Emotion Regulation Associated
with Cancer-Related Psychological
symptoms?**

Subtopic: Health psychology (cancer)

Anne-Josée Guimond, M.A., École de
Psychologie, Université Laval
Hans Ivers, Ph.D., École de Psychologie,
Université Laval
Josée Savard, Ph.D., École de Psychologie,
Université Laval



**7. Predicting Child and
Adolescent Functioning One
Year after Major Orthopedic**

Surgery

*Subtopic: Children/ Adolescents, Pain,
Surgery*

Brittany Rosenbloom, M.Sc., M.A., York
University
Melanie Noel, Ph.D., University of Calgary
Gabrielle Page, Ph.D., Université de Montreal
Lisa Isaac, The Hospital for Sick Children
Fiona Campbell, The Hospital for Sick Children
Jennifer Stinson, The Hospital for Sick Children
Joel Katz, York University

Clinical Interventions and Interests

**8. Novel Use of ACT Techniques in a
Home Physical Activity
Intervention for Cognitive Late
Effects in Children Treated with
Radiation for Brain Tumors:
Descriptive Feasibility Data from a
Pilot Randomized Controlled Trial
(RCT)**

Subtopic: Children

Pamela L. Wolters, Ph.D., National Cancer
Institute
Staci Martin, Ph.D., National Cancer Institute
Mary Anne Tamula, M.A., Clinical Research
Directorate/Clinical Monitoring Research
Program, Leidos Biomedical Research, Inc.,
Frederick, Maryland
Cristina Abel, National Cancer Institute
Marie Claire Roderick, National Cancer Institute

**9. Acceptance and commitment
therapy for psychosis and trauma:
Improvement in psychiatric symptoms,
emotion regulation, and treatment
compliance following a brief group
intervention**

Subtopic: Trauma; Psychosis

Alicia Spidel, Université of Montreal
Taj Dhanoa, UBC
Geoff Michell, Fraser Health

Tania Lecomte, Universite of Montreal

10. Self-as-Context Scale reliability, factor structure, and convergent and divergent validity

Subtopic: Psychometric, quantitative measurement

Geoffrey S. Gold, M.A., Hofstra University
Charles A. Dill, Ph.D., Hofstra University

11. An Examination Between Family Stress and Psychological Flexibility

Subtopic: Family Stress

Michael Thorn, University of Mississippi
Gina Q. Boullion, University of Mississippi
Emmie R. Hebert, University of Mississippi
Karen Kate Kellum, University of Mississippi
Kelly G. Wilson, University of Mississippi

12. Development of a Transdiagnostic Group Intervention for Pediatric Autonomic Dysfunction

Subtopic: Health Psychology

Clio E. Pitula, Ph.D., University of Colorado School of Medicine
Jessica Malmberg, Ph.D., University of Colorado School of Medicine
Sally Tarbell, Northwestern Feinberg School of Medicine/Ann & Robert H. Lurie Children's Hospital

13. Quality and Avoidance of Social Interactions and their Relation to Values in Depression, Social Phobia, and Controls: Preliminary Results

Subtopic: Social Interactions, Values

Jeanette Villanueva, University of Basel
Andrea H. Meyer, University of Basel
Marcel Miché, University of Basel
Hanna Wersbe, University of Basel
Thorsten Mikoteit, University of Basel, Psychiatric Hospital
Jürgen Hoyer, Technische Universität, Dresden
Christian Imboden, Psychiatric Services Solothurn and University of Basel, Switzerland;
Private Clinic Wyss, Muenchenbuchsee, Switzerland
Klaus Bader, University of Basel, Psychiatric Hospital
Martin Hatzinger, Psychiatric Services Solothurn and University of Basel
Roselind Lieb, University of Basel
Andrew T. Gloster, University of Basel

14. Can the ability to flexibly regulate emotions buffer against the effect of anticipated stress on sleep? – Preliminary results from an ESM Study

Subtopic: Sleep, Emotion Regulation

Victoria J. Firsching, M.Sc., University of Basel, Department for Clinical Psychology and Intervention Science
Andrea Meyer, Dr., Universität Basel, Department for Clinical Psychology and Intervention Science
Thorsten Mikoteit, University Psychiatric Clinic, Basel
Jürgen Hoyer, Dresden University of Technology
Christian Imboden, Privat Psychiatric Klinik Wyss
Klaus Bader, University Psychiatric Clinics Basel

Andrew T. Gloster, University of Basel
Martin Hatzinger, State Psychiatric Care Solothurn and State Psychiatric Care Basel-Stadt

15. Experiential Avoidance and Attachment Anxiety: A Transdiagnostic Model of Social Problem Solving Skills

Subtopic: Social problem solving

Dana Goetz, M.A., Western Michigan University
Amy Naugle, Ph.D., Western Michigan University
Caitlin Rae Turgeon, Western Michigan University
Jessica Good, Western Michigan University
Lilly Mazzone, Western Michigan University

16. Psychometric Properties of the Cognitive Fusion Questionnaire (CFQ) in a Greek-Cypriot Sample of University Students: Greek & Cypriot Chapter Sponsored

Subtopic: Cognitive Fusion

Marianna Zacharia, M.Sc., ACThealthy laboratory, University of Cyprus, Nicosia, Cyprus
Artemis Theofanous, B.A., ACThealthy laboratory, University of Cyprus, Nicosia, Cyprus
Maria Karekla, Ph.D., ACThealthy laboratory, University of Cyprus, Nicosia, Cyprus

17. Psychometric Properties of the Child and Adolescent Mindfulness Measure (CAMM) in a Sample of Greek-Cypriot Youth: Greek & Cypriot Chapter Sponsored

Subtopic: Mindfulness

Artemis Theofanous, B.A., ACThealthy laboratory, University of Cyprus, Nicosia, Cyprus
Marianna Zacharia, M.Sc., ACThealthy laboratory, University of Cyprus, Nicosia, Cyprus
Maria Karekla, Ph.D., ACThealthy laboratory, University of Cyprus, Nicosia, Cyprus

18. Parameters of psychological trauma and their distinct and concurrent relationships to the development of adolescent resilience: Greek & Cypriot Chapter Sponsored

Subtopic: PTSD

Elena Frixou, University of Cyprus
Myria Ioannou, University of Cyprus
Stelios N. Georgiou, University of Cyprus
Panayiotis Stavrinides, University of Cyprus

19. Investigating the role of family resilience in the relationship between psychological trauma and individual resilience in adolescents: Greek & Cypriot Chapter Sponsored

Subtopic: PTSD

Styliani Stavrou, University of Cyprus
Myria Ioannou, University of Cyprus
Stelios N. Georgiou, University of Cyprus
Panayiotis Stavrinides, University of Cyprus

20. A Single Case Study Investigating the Efficacy of an Acceptance and Commitment Therapy Intervention to Promote Well-Being and Mitigate the Deleterious Effects

of Shame and Self-Stigma in Adults Experiencing Homelessness

Subtopic: Homelessness

Varsha Eswara Murthy, B.A., MPsychSc, University College Dublin

Louise McHugh; M.A., Ph.D, University College Dublin

21. Five Case Studies Using ACT for College Students with Perfectionism: Pennsylvania Chapter Sponsored

Subtopic: Perfectionism, College Students, Anxiety

Steven Bisgaier, M.A., BCB, Widener University Institute for Graduate Clinical Psychology

Frank Masterpasqua, Ph.D., Widener University Institute for Graduate Clinical Psychology

22. Pilot evaluation of an ACT group intervention for adolescents implemented in integrated primary care

Subtopic: Children and Adolescents

Sean M. O'Dell, Ph.D., Geisinger

Shelley Hosterman, Ph.D., Geisinger

Carrie E. Massura, Ph.D., Geisinger

Monica R. Whitehead, Ph.D., Geisinger

Rachel A. Petts, Ph.D., Geisinger

23. Chinese International Students Unique Stressors Scale

Subtopic: mindfulness, diversity

Huanzhen Xu, Bowling Green State University

William O'Brien, Ph.D., Bowling Green State university

Yiwei Chen, Ph.D., Bowling Green State University

24. Predicting life satisfaction and functioning: Examining the role of experiential avoidance with neuroticism and affect

Subtopic: Experiential Avoidance, Personality, Life Satisfaction, Life Functioning, ACT

Catherine Rochefort, M.S., Southern Methodist University

Michael Chmielewski, Ph.D., Southern Methodist University

25. Disney Princess' Influence on Dating

Subtopic: Healthy Relationships

Lauralee Davis, University of Mississippi

Gina Q. Boullion, University of Mississippi

Emily Jacobson, University of Mississippi

Karen Kate Kellum, University of Mississippi



26. Developing an ACT-based mobile app intervention for adults with a visible difference affected by appearance anxiety

Subtopic: Body image

Fabio Zucchelli, M.Sc., University of the West of England, Bristol

Heidi Williamson, Prof Doc (Health Psych), University of the West of England, Bristol

Olivia Donnelly, ClinPsy.D., North Bristol NHS Trust

The VTCT Foundation Research Team at the Centre for Appearance Research, UWE Bristol, University of the West of England, Bristol

27. Applying ACT to a Functional Restoration Program for Veterans with Chronic Pain

Subtopic: Chronic Pain

Lauren Hollrah, Psy.D., Puget Sound Veterans Affairs Health Care System

Jonathon Moore, Ph.D., Puget Sound VAMC

Bernard Canlas, MD, Puget Sound VAMC

28. An experimental comparison of ACT Values Exercises to increase values-oriented behavior

Subtopic: Values

Jessica L. Engle, Ph.D., University of Nevada, Reno and William S. Middleton Memorial Veterans Hospital

Victoria M. Follette, Ph.D., Florida Institute of Technology

29. Flexibly And/Or Inflexibly Embracing Life: Identifying Fundamental Approaches to Life Within the Hexaflex Model

Subtopic: Flexibility in Non-Clinical Populations, flexibility across time

Oliver Stabbe, University of Rochester

Jaci Rolffs, M.A., University of Rochester

Ronald D Rogge, Ph.D., University of Rochester

30. The nomological network of cognitive fusion among people living with HIV

Subtopic: Human immunodeficiency virus (HIV)

Caitlin O'Loughlin, B. A., Drexel University

C. Virginia O'Hayer, Drexel University

David Bennett, Ph.D., Drexel University

31. MAC: a mindfulness, acceptance and commitment based short intervention for patients with depression

Subtopic: Depression

Peter Tonn, M.D., Neuropsychiatric Center Hamburg

Silja C. Reuter, M.D., Neuropsychiatric Center Hamburg

Nina Schulze, Dipl.-Psych., Neuropsychiatric Center Hamburg

32. The incremental validity of the Cognitive Fusion Questionnaire (CFQ) over a measure of automatic negative thoughts

Subtopic: Measurement

Jennifer Krafft, Utah State University

Michael E. Levin, Ph.D., Utah State University

33. Turkish Version of Voices Acceptance and Action Questionnaire (VAAS): Preliminary Analysis of Reliability and Validity

Subtopic: Psychosis

Merve Terzioğlu, Bakirkoy Research & Training Hospital for Psychiatry, Neurology and Neurosurgery

Kaasim Fatih Yavuz, Bakirkoy Research & Training Hospital for Psychiatry, Neurology and Neurosurgery

34. Demonization, desecration, and the 2016 U.S. presidential election: The role of negative spiritual appraisals on post-election psychological adjustment

Subtopic: Spirituality and Religion

Serena Wong, M.A., M.E., Bowling Green State University
 Tabitha Waite, M.A., Bowling Green State University
 Rachel Wasson, B.A., Bowling Green State University
 Augustus Artschwager, B.A., Bowling Green State University
 Kenneth I. Pargament, Ph.D., Bowling Green State University
 William H. O'Brien, Ph.D., Bowling Green State University

35. A Preliminary look at the Efficacy of Acceptance and Commitment Therapy (ACT) in a Transdiagnostic Group of Adolescents in Singapore

Subtopic: Adolescents, Anxiety, Depression, Transdiagnostic

Leong Yeok JANG, Institute of Mental Health, Singapore
 LIEW Wei Lun Kenny, Institute of Mental Health, Singapore

36. Evaluation of the effectiveness of a brief intervention based on Acceptance and Commitment Therapy for Irritable Bowel Syndrome non-patients: Japan Chapter Sponsored

Subtopic: ACT, irritable bowel syndrome, brief intervention

Masataka Ito, M.A., Graduate school of psychology, Doshisha University
 Takashi Muto, Ph.D., Doshisha University

37. Brief Group-Based Acceptance and Commitment Therapy: A Pilot Study on Singaporean Adolescents

Subtopic: Adolescents

Amerie Baeg, MClInPsy, KK Women's and Children's Hospital (Singapore)
 Siobhan Kelly, DClInPsy/M.Sc., KK Women's and Children's Hospital (Singapore)

38. Acceptance and Commitment Therapy (ACT) for Addiction: A Systematic Review of Randomized Controlled Trials

Subtopic: Addiction

Euihyeon Na, M.D., Addiction Treatment Center, Maeumsarang Hospital, Republic of Korea
 Cheol rae Jo, M.D., Maumgonggam Psychiatric clinic, Republic of Korea
 Woon Jin Jeong, M.D., Department of Psychiatry, Maeumsarang Hospital, Republic of Korea

39. Grieving with Love and Compassion: Promoting Acceptance in Grief Workshops: Social Work and ACT SIG Sponsored

Subtopic: Grief

Sarah Cheney, Columbia University

40. Experiential Approach as a moderator to Film Induction

Subtopic: Experiential Control

Jeffrey Swails, M.A., Wichita State University
 Robert Zettle, Ph.D., Wichita State University
 Thiên Vū, Wichita State University
 Aja Molinar, Wichita State University

41. A Pilot Study of TiES: Teaching Interventions to Empower and Strengthen Families

Subtopic: Childhood Behavioral Problems

Brandon Hollie, M.A., Syracuse University
 Jacob Christenson, Ph.D., LMFT, Mount Mercy University
 Molly Lamb, Southern Illinois University

42. The Role of Common Physical Properties and Augmental Functions in Metaphor Effect: A Replication Study

Subtopic: Metaphor

Beatriz Galli, Mackenzie Presbyterian University
 Cassia Roberta da Cunha Thomaz, Mackenzie Presbyterian University

43. To blend or not to blend? Can an app enhance the efficiency and the efficacy of an ACT treatment?

Subtopic: Technologie

Ellen Excelmans, De Braam private practice

Educational Settings

44. Palestinian parents' attitudes towards sex education program: a cultural perspective

Subtopic: Cultural assessment

Ahlam Rahal, McGill University
 Khawal Abu Baker, Prof., Al-Qasimi Academic College of Education

Prevention and Community-Based Interventions

45. Developing a brief Acceptance and Commitment Therapy skills group in secondary schools

Subtopic: Children and young people

Emma Harris (Trainee Clinical Psychologist, M.Sc., BSc), Cardiff University
 Dr. Victoria Samuel, Cardiff University
 Dr. Chloe Constable, Children and Young People Service, 2GETHER NHS Foundation Trust

Poster Session #2, 8:30-9:30pm

Clinical Interventions and Interests

1. Measuring Psychological Flexibility in a Context Sensitive Manner: Development and Preliminary Psychometric Properties of a Short and Accessible Questionnaire

Subtopic: Clinical Measure Validation

Victoria J. Firsching, M.Sc., University of Basel, Department for Clinical Psychology and Intervention Science
 Jeanette Villanueva, M.Sc., Universität Basel, Department for Clinical Psychology and Intervention Science
 Marcia Rinner, M.Sc., University of Basel, Department for Clinical Psychology and Intervention Science
 Charles Benoy, University Psychiatric Clinics Basel
 Veronika Kuhweide, University Psychiatric Clinics Basel
 Sandra Brogli, University Psychiatric Clinics Basel
 Andrew T. Gloster, Prof. Dr., University of Basel, Department for Clinical Psychology and Intervention Science
 Mark Walter, University Psychiatric Clinics Basel
 Klaus Bader, University of Basel, Psychiatric Hospital

2. A Self-help Intervention to Reduce the Risk of Depression in Healthy People: Japan Chapter Sponsored

Subtopic: Depression, Productivity, Anxiety, ACT, mindfulness

Ryosuke ISHII, Graduate School of System Design and Management, Keio University, Japan Institute of Cognitive Science
 Shogo Shimura, Medical School, Keio University
 Hiroaki Kumano, M.D., Waseda University
 Takashi Maeno, Ph.D, Graduate School of System Design and Management, Keio University

3. An Evaluation of Psychometric Properties of the Weight Concerns Scale in a Greek-Cypriot Sample: Greek & Cypriot Chapter Sponsored

Subtopic: Eating Concerns

Danae Papageorgiou, M.Sc., University of Cyprus
 Marianna Zacharia, M.Sc., University of Cyprus
 Maria Karekla, Ph.D., University of Cyprus

4. Psychometric properties of the Self-Compassion Scale (SCS) in a sample of Greek-Cypriot Youth: Greek & Cypriot Chapter Sponsored

Subtopic: Mindfulness

Despoina Iosif, ACThealthy laboratory, University of Cyprus
 Myria Ioannou, University of Cyprus
 Artemis Theofanous, ACThealthy laboratory, University of Cyprus
 Patrisia Nikolaou, ACThealthy laboratory, University of Cyprus
 Maria Karekla, ACThealthy laboratory, University of Cyprus

5. Thriving in Pediatric Inflammatory Bowel Disease: Preliminary Health Care Provider Perspectives

Subtopic: Children, resilience, chronic disease

Sara Ahola Kohut, Ph.D., CPsych, Hospital for Sick Children
 Natalie Weiser, MA, Hospital for Sick Children
 Paula Forgeron, RN, Ph.D., University of Ottawa
 C. Meghan McMurtry, Ph.D., CPsych, University of Guelph
 Jennifer Stinson, RN, Ph.D., Hospital for Sick Children

6. Understanding Change in Therapy with the MPFI: A Hexaflex Measure of Psychological Flexibility

Subtopic: Flexibility

Ronald D. Rogge, Ph.D., University of Rochester
 Brooke Dubler, M.A., University of Rochester

Jaci L. Rolffs, M.A., University of Rochester
 Oliver K. Stabbe, University of Rochester

7. The "Carpet-Matrix": A tool to facilitate therapeutic work with children and adolescents: Italy Chapter Sponsored

Subtopic: Children, ACT, Anxiety disorders, Matrix

Alessandra Chiarelli, Psychologist, IESCUM, ACT Italia, ASCCO (Parma)
 Margherita Gurrieri, Psy.D., IESCUM, ACT Italia
 Giovambattista Presti, Ph.D., KORE University, IESCUM, ACT Italia
 Francesca Pergolizzi, Ph.D., IESCUM, ACT Italia, ASCCO (Parma)
 Paolo Moderato, Ph.D., IESCUM, ACT Italia, ASCCO (Parma)

8. Exploratory Analysis of Baseline Predictors of Engagement with Theory-based Modules of an ACT Smoking Cessation App for People with SMI

Subtopic: Serious mental illness, nicotine addiction, mHealth, process analysis

Paige Palenski, B.A., Duke University
 Javier Rizo, B.A., Duke University
 Matthew Small, B.A., Duke University
 Roger Vilardaga, Ph.D., Duke University

9. Effects of a Mindfulness intervention on the symbolic generalization of aversive function

Subtopic: Mindfulness, Anxiety, Avoidance, Stimulus equivalence

Denise C. P. O. Marcondes, Centro Paradigma
 William Ferreira Perez, Ph.D., Centro Paradigma

10. Psychological flexibility, social connection and an interest in liposuction among women with lipedema

Subtopic: Chronic illness

Joanna Dudek, Ph.D., SWPS University of Social Sciences and Humanities
 Wojciech Białaszek, Ph.D., SWPS University of Social Sciences and Humanities
 Pawel Ostaszewski, Ph.D, SWPS University of Social Sciences and Humanities
 Przemysław Marcowski, M.Sc, SWPS University of Social Sciences and Humanities
 Tilly Smidt

11. The role of self-compassion in women with lipedema

Subtopic: Chronic illness, self-compassion

Joanna Dudek, Ph.D., SWPS University of Social Sciences and Humanities

12. Functional analytic psychotherapy for older adults at risk for suicide: A conceptual rationale

Subtopic: Elderly, suicide, social connectedness, FAP

Ali Molaie, M.A., University of Nevada, Reno

13. Psychological Flexibility and Quality of Life in Inflammatory Bowel Diseases

Subtopic: Gastroenterological disease with somatic/psychological features

Hasan Turan Karatepe, Asist Prof., Medeniyet University Psychiatry Department
Rümeysa Yeni Elbay, Asist Prof, Medeniyet University Psychiatry Department
Celal Ulaşoğlu, Assoc. Prof., Medeniyet University Gastroenterology Department

14. Autism and psychological flexibility: An ACT-based protocol

Subtopic: Autism

Melissa Scagnelli, Ph.D., IESUM, Milan
Arianna Ristallo, Ph.D., IESUM, Milan
Cristina Copelli, Ph.D., IESUM, Milan
Chiara Campo, M.A., IESUM, Milan
Francesca Pergolizzi, Psy.D, IESUM, Milan

15. The role of body image-related cognitive fusion in a pervasive path towards binge eating in two different countries: A path analysis and multigroup invariance study

Subtopic: Binge eating, adults, women, obesity

Paola Lucena-Santos, M.Sc., Ph.D. Student., University of Coimbra - Portugal
José Pinto-Gouveia, M.Sc., Ph.D., University of Coimbra - Portugal
Renata Klein Zancan, M.Sc., Ph.D. Student, Pontifical Catholic University of Rio Grande do Sul - Brazil
Ana Carolina Maciel Cancian, M.Sc., Pontifical Catholic University of Rio Grande do Sul - Brazil
Margareth Silva Oliveira, M.Sc., Ph.D., Pontifical Catholic University of Rio Grande do Sul - Brazil

16. Further investigation on the psychometric properties of the Cognitive Fusion Questionnaire: Measurement Invariance across clinical and non-clinical populations

Subtopic: Psychometrics

Joel Gagnon, Ph.D.(c), Université du Québec à Trois-Rivières
Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières
Josée Rhéaume, Ph.D., Unité de Thérapie Cognitive-Comportementale, Hôtel-Dieu de Lévis
Valérie Tremblay, D.Psy, Unité de Thérapie Cognitive-Comportementale, Hôtel-Dieu de Lévis
Patrick Gosselin, Ph.D., Université de Sherbrooke
Frédéric Langlois, Ph.D., Université du Québec à Trois-Rivières

17. Yoga-based ACT for Anxiety: Development of a 10-week group protocol, and findings from a pilot study

Subtopic: Yoga

Jan Fleming, MD, FRCPC, The Mindfulness Clinic, Toronto
Nancy Kocovski, Ph.D., Wilfrid Laurier University

18. The role of intuitive eating to buffer the negative effects of external shame and body dissatisfaction on binge eating psychopathology: A mediational and transcultural study

Subtopic: Obesity, adults, women, binge eating, intuitive eating, transcultural studies

Paola Lucena-Santos, M.Sc., Ph.D. Student., University of Coimbra - Portugal
Margareth Silva Oliveira, M.Sc., Ph.D., Pontifical Catholic University of Rio Grande do Sul - Brazil
Renata Klein Zancan, M.Sc., Ph.D. Student, Pontifical Catholic University of Rio Grande do Sul - Brazil
Ana Carolina Maciel Cancian, M.Sc., Pontifical Catholic University of Rio Grande do Sul - Brazil
José Pinto-Gouveia, M.Sc., Ph.D., University of Coimbra - Portugal

19. The Effectiveness of a Group Therapy Program for Adolescents

Subtopic: Adolescence

Aja M. Meyer, Ph.D., Johns Hopkins All Children's Hospital
Robert Mason Burdine, M.Ed.

20. Evaluation of a Two-Session ACT Training for Parents of Adolescents and Young Adults with Autism Spectrum Disorder

Subtopic: Acceptance and Commitment Therapy

Molly Lamb, B.A., Southern Illinois University
William B. Root, M.S., Southern Illinois University
Ruth Anne Rehfeldt, Ph.D., Southern Illinois University
India Hertel, B.S., Southern Illinois University

21. Exploring The Relationship Between Psychological Flexibility and Consequences of Substance Use in Juvenile Offenders: The Predictive Validity of Defused Acceptance

Subtopic: Substance Use

Jules C. Martowski, M.S., Baylor University
Samuel Stork, B.A., Baylor University
Jacqueline E. Hapenny, M.S., Baylor University
Brittany Sherrill, B.A., Baylor University
Laurie Russell, M.S., Baylor University
Sara L. Dolan, Ph.D., Baylor University

22. Perspectives on culturally relevant Acceptance and Commitment Therapy-based smoking cessation intervention among Latino smokers with depression or anxiety symptoms

Subtopic: Latino smoking

Virmarie Correa-Fernandez, Ph.D., University of Houston
Amanda Broyles, B.A., University of Houston
Niloofer Tavakoli, B.S., University of Houston
Erica Cantu, MPH, University of Texas
Melanie Gallego, University of Houston

23. Psychometric properties of the Body-Image Acceptance and Action Questionnaire (BI-AAQ) and its relationship with depression symptoms and emotional eating behaviour in a general sample of mexican population

Subtopic: Psychological flexibility

Fresia Paloma Hernandez Moreno, Ph.D., Tecnológico de Monterrey

Andrea Morales Carrillo, Tecnológico de Monterrey
Mariel Gonzalez Knoell, Tecnológico de Monterrey
Gabriela Aurora Martinez Ramirez, Tecnológico de Monterrey

24. FOMO, or fear of missing out, and the use of mindfulness and values-based interventions to mitigate its potentially negative effects in an international population in the United Arab Emirates

Subtopic: FOMO, Mindfulness, Values, Cell Phone Overusage

Chasity O'Connell, American University of Sharjah & Human Relations Institute and Clinics (Dubai)

25. An ACT intensive group therapy for adults who stutter: Results from a pilot study

Subtopic: Stuttering

Frédéric Dionne Ph.D., Université du Québec à Trois-Rivières

Marie-Eve Caty Ph.D., Université du Québec à Trois-Rivières

Nancy Blanchette, CIUSS MCQ

26. Northern Uganda: Trauma History/Clinical Trauma Work Experiences Using Interventions Developed on Principles of Behavioral Science

Subtopic: PTSD, depression, anxiety

Kzito Wamala, Center for Victims of Torture (CVT)

Educational Settings

27. Evaluating the implementation of an intervention based on acceptance and commitment therapy in postsecondary institutions

Subtopic: Implementation

Alexandra Nedelcu, Psy.D., University of Sherbrooke

28. Exploring the relations between discrimination, psychosocial outcomes, and psychological inflexibility among college students

Subtopic: Discrimination, psychological inflexibility, college students, psychological symptoms, social functioning

Woolee An, M.S., Utah State University

Aryn M. Dotterer, Ph.D., Utah State University

Su Jung Park, Utah State University

Michael E. Levin, Ph.D., Utah State University

29. Teaching summarization strategies among fifth graders with learning disabilities: an application of Chinese dialogue-based intelligent tutoring system

Subtopic: Children with learning disabilities

Chen-huei Liao, Professor, National Taichung University of Education

Wan-Shan Tsai, M.S., National Taichung University of Education

Kai-Chih Pai, Ph.D. candidate, National Taichung University of Education

30. Preliminary results of a guided vs. unguided Web-based ACT program on procrastination among university students

Subtopic: ACT

Guillaume Raymond, Ph.D.(c), Université du Québec à Trois-Rivières

Joel Gagnon, Ph.D.(c), Université du Québec à Trois-Rivières

Simon Grégoire, Ph.D., Université du Québec à Montréal

Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières

Functional contextual approaches in related disciplines

31. The impact of intensive intervention in Acceptance and Commitment Therapy and Psychoeducation comparison group in overweight and obese individuals: A Brazilian randomized study

Subtopic: Obesity

Ana Carolina Maciel Cancian, M.Sc, Pontifical Catholic University of Rio Grande do Sul

Igor da Rosa Finger, Pontifical Catholic University of Rio Grande do Sul

Patrícia Ariane Guedes, Pontifical Catholic University of Rio Grande do Sul

Renata Klein Zancan, Pontifical Catholic University of Rio Grande do Sul

Margareth da Silva Oliveira, Pontifical Catholic University of Rio Grande do Sul

Organizational behavior management

32. Yes Minister! An exploration of the experience of organisational politics in the UK Senior Civil Service with reference to psychological flexibility

Subtopic: Leadership

Ross McIntosh, City, University of London

Other

33. The Validation Study of a Korean Version of Valuing Questionnaire(K-VQ)

Subtopic: Validation study

Choonja Yoo, Ph.D., Seoul Women's University Graduate School of Professional Therapeutic Technology in Korea

Kyung Park, Ph.D., Seoul Women's University Graduate School of Professional Therapeutic Technology in Korea

Performance-enhancing interventions

34. Stigma toward Drug Users: Strategies of Acceptance and Commitment Training (ACT) for Healthcare Providers

Subtopic: AOD stigma

Joanna Gonçalves de Andrade Tostes, Ph.D.
Student, Federal University of Juiz de Fora
(UFJF), Brazil
Pollyanna Santos da Silveira, Ph.D., Catholic
University of Petrópolis (UCP), Brazil
Telmo Mota Ronzani, Federal University of Juiz
de Fora (UFJF), Brazil

35. The Matrix for Sports Performance

Subtopic: Sports Performance

Sebastian G. Kaplan, Ph.D., Wake Forest
University School of Medicine
Laura Sudano, Ph.D., University of California San
Diego

**36. An Intervention Study of
Mindfulness-Acceptance-Commitment
on Sports Performance and
Psychological Benefits among College
Students**

Subtopic: Performance Enhancement

Shousen Xu, Ph.D., Capital University of Physical
Education and Sports
Jingcheng Li, Ph.D., Capital University of Physical
Education and Sports
Xia Zhao, Baidu Union

Prevention and Community-Based
Interventions

**37. The Relationship Between
Experiencing Parental Psychological
Aggression and Anger Expression
Styles**

Subtopic: Children, Parenting

Leyla Ergüder, M.S., University of North Texas
Zeynep Hatipoğlu Sümer, Ph.D., Middle East
Technical University

**38. Sense of coherence as a protective
factor from PTSD, depression and
anxiety: A Belgian study based on the
terrorist attacks of March 22, 2016**

Subtopic: PTSD

Ilios Kotsou, Ph.D., Chaire Mindfulness, Bien-
Etre au travail et Paix économique, Grenoble

Ecole de Management & Université Libre de Bruxelles
Christophe Leys, Ph.D., Faculty of Psychology, Université
Libre de Bruxelles
Pierre Fossion, Brugmann Hospital, Université Libre de
Bruxelles, Brussels, Belgium

**39. The effect of Acceptance and Commitment
Therapy intervention on implicit and
explicit stigma towards mental illness:
Japan Chapter Sponsored**

Subtopic: Mental illness stigma

Natsumi Tsuda, Doshisha University
Takashi Muto, Doshisha University

**40. Psychological Flexibility in the Family
Context: Evidence From A Sample Of Greek-
Speaking Parents Of Younger Children With
Externalizing Problems**

*Subtopic: Family Context, Parenting, Behavior
Problems, Psychological Flexibility*

Anthi Loutsiou, Psy.D., University of Cyprus
Andri Anastasiou, M.A., University of Cyprus

**41. The use of acceptance and commitment
therapy as a preventive and promotional
program for mental health: A systematic
review**

Subtopic: Depression

Ching Yee Lam, MPhil, MN, The Open University of Hong
Kong, The Hong Kong Polytechnic University
Yim Wah Mak, Ph.D., The Hong Kong Polytechnic University
Sau Fong Leung, Ph.D., The Hong Kong Polytechnic
University

**42. ACTeen: a pilot Acceptance and
Commitment Training for adolescents**

Subtopic: ACT, Adolescents, Mindfulness, Groups

Emanuele Rossi, Psy.D., APC, SPC - AISCC
Natalia Glauser, Psy.D., APC, SPC - AISCC
Antea D'Andrea, Psy.D., APC, SPC - AISCC
Erica Curzi, Psy.D., APC, SPC - AISCC
Elena Cucchiari, Psy.D., APC, SPC - AISCC

43. Psychological First Aid Plus Matrix

Subtopic: Psychological First Aid and Matrix

Naomi Johnstance, PARSA Trainer

Thursday Morning 7:00am

1. Mindful Yoga-Based ACT: Incorporating yoga into therapy

Workshop (7:00-8:00am)

Components: *Original Data, Experiential exercises, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Behavioral medicine, Mindfulness

Target Audience: *Interm., Adv.*

Location: **Parc Mont-Royal Lounge**

Timothy Gordon, M.S.W., The Zen Social Worker, independent practice

Jessica Borushok, Ph.D., Your Psychology, Private Practice

Thursday Topic: Why should you bring yoga into your clinical work?

Yoga is a hot topic these days and many clinicians have begun to question how yoga could be incorporated into their regular individual or group therapy sessions. This is particularly of interest to clinicians who work with populations with either co-morbid mental health and physical health conditions or with serious mental illness who are often largely isolated and inactive or those who have difficulty with traditional forms of mindful, present moment practices.

In each one-hour morning session you will learn how to incorporate more active forms of mindfulness through yoga into the great work you are already doing with ACT. We will show you through experiential exercises how yoga and ACT work together so you not only have an understanding of what that may look like, but also will have the experience to bring these practices home with you to the people you work with. Each session will consist of a didactic concept (20 minutes), a yoga practice focused on simple exercises you could begin using in your practice immediately (30 minutes), and an opportunity for discussion and debriefing (10 minutes). All of the practices can be easily modified to fit any ability level, including seated modifications. These morning sessions assume that attendees are familiar with the six core processes of psychological flexibility.

Bring a yoga mat or towel.

Educational Objectives:

1. Formulate yoga as a method for teaching psychological flexibility with ACT's six core processes.
2. Demonstrate yoga practice as the central discrimination task of ACT in action.
3. Demonstrate simple yoga poses in a group or individual therapy setting as a way to incorporate active mindful exercises into session.

Thursday Morning 8:00am

A. Ambassador & Ambassadee Meet Up
Chapter/SIG Meeting (8:00-8:30am)

Location: **Av. Duluth**

Miranda Morris, Private Practice, Women's SIG

Come connect with your Ambassador or Ambassadee! This morning meeting is an opportunity to meet up early in the conference and make the most of new connections.

Thursday Morning 8:30am

B. Opening ceremony led by Elder, Otsi'tsaken:ra (Speckled Flower, Bear Clan), from the Kanien'keha:ka Community of Kahnawake

(8:30-9:00am)

Location: **Place Du Canada**

The opening ceremony is the Ohen:ton Karihwatehkwen, words before all else. It is an acknowledgement and Thanksgiving Address to Creation. It is also how we close.

Thursday Morning Plenary 9:00am

2. On Fear and Wonder: The Varieties of Psychological Experience

Plenary (9:00-10:15am)

Components: *Conceptual Analysis, Literature review, Original Data, Experiential exercises, Case presentation*

Categories: Theoretical and philosophical foundations, Prevention and Community-Based Interventions, Functional contextual approaches in related disciplines, Anxiety in Children and Adolescents

Target Audience: *Beg., Interm., Adv.*

Location: **Place Du Canada**

Lisa W. Coyne, Ph.D., McLean Hospital / Harvard Medical School

(Introduced by: *Aisling Leonard-Curtin, M.Sc., C. Psychol., Ps.S.I., ACT Now Purposeful Living*)



As noted by Carl Sagan, as well as Albert Einstein before him, a sense of wonder lies at the root of scientific inquiry. However, willingness to experience and learn from fear of the unknown is also a necessary precondition of not only science, but psychological well-being. Fear of uncertainty, of vulnerability, and of the unknown are also utterly human, and form the context in which we conduct and communicate our scientific endeavors. The human species is experiencing perhaps its most profound impasse: how to balance

our technological and social evolution with the fragility of our planet and its resources. In addition, fractures in our culture appear to be widening. How do we learn to talk to each other once again? How do we take in lessons about the impact of our behavior on the world around us, and learn to change? This invited talk will address what we can learn about willingness, curiosity, and discovery from children and adolescents who learn to face their fears daily. It will discuss compassionate skepticism, the relationship of fear and wonder, and the importance of humility and awe.

Educational Objectives:

1. Discuss the nature of wonder as a human emotion and its importance in scientific inquiry and psychological flexibility from a functional contextual perspective.
2. Analyze the functional relationship of fear to discovery and prosocial behavior.
3. Address the relationship of willingness and acceptance to compassionate skepticism and scientific inquiry.

Thursday Morning 10:35am

3. A CBS Approach to Safety Planning and Repertoire Expansion with High Risk Patients

Workshop (10:35am-12:05pm)

Components: *Literature review, Experiential exercises, Didactic presentation*

Categories: Prevention and Community-Based Interventions, Clinical Interventions and Interests, Supervision, Training and Dissemination, RFT, Patients at High Risk for Suicide

Target Audience: Beg.

Location: Agora

Jonathan Weinstein, Ph.D., VA Hudson Valley Health Care Service

Contextual Behavior Science can help patients become more aware of their own values and then choose to do what matters—not what’s easiest or what relieves them from unpleasant feelings like anxiousness, embarrassment, shame, frustration, or boredom. Informed by contextual behavioral research and practice, this presentation will help clinicians to reimagine safety planning as a set of opportunities to empower patients. In this experiential workshop, participants will practice doing activities that empower patients to engage in their treatment more meaningfully. We’ll discuss ideas for how to follow up, create variations to match patients’ needs and backgrounds, and address challenges that might arise.

Educational Objectives:

1. Describe how to to safety plan experientially and then be able to repeat safety plans with patients they serve.

2. Practice activities that empower patients to live meaningfully with the assistance of relational stimulus control.
3. Explain deictic framing and demonstrate how you might use these principles flexibility in your own work.

4. Mobilizing Behavioral Science to Address Climate Change: Evolution Science SIG Sponsored

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Literature review, Didactic presentation*

Categories: Prevention and Community-Based Interventions, Climate change

Target Audience: Interm.

Location: Centre-Ville

Anthony Biglan, Ph.D., Oregon Research Institute
Magnus Johansson, Ph.D. candidate, Oslo Metropolitan University

Despite overwhelming evidence of the catastrophic consequences of accelerating climate change, very little effective research is being done on how to bring about widespread changes in people's behavior. The workshop will review the evidence regarding looming climate change. We will identify policies that could significantly contribute to reducing climate change. Then, the principles of interrupted time series experimental designs will be reviewed and we will discuss their relevance for addressing the problem of climate change. In essence, we will propose that a series of multiple baseline designs evaluating community wide strategies for getting communities to adopt effective policies could greatly increase our knowledge about how to bring about policy change in climate relevant behavior. We will attempt to organize those attending the workshop to create a network of behavior analysts from around the world who are experimentally evaluating strategies for affecting climate change.

Educational Objectives:

1. Describe the major threats to human wellbeing that are posed by climate change.
2. List at least five policies that could have benefit in reducing greenhouse gas emissions.
3. Create a plan for conducting experimental evaluations of community intervention strategies to get communities to adopt effective climate change policies.

5. Bringing Values to Life in ACT: Moving from the conceptual to the experiential

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Values

Target Audience: Beg., Interm.

Location: Place Du Canada

Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Jason Luoma, Ph.D., Portland Psychotherapy Clinic,
Research, & Training Center
Tobias Lundgren, Ph.D., Stockholm University & Karolinska
Institutet

It is often the values emphasis in ACT, with its shift away from focusing on symptom-reduction or psychopathology towards creating meaning, purpose, and vitality, that draws both clients and clinicians to ACT. However, clinicians often find it difficult to move beyond simply articulating values in a conceptual way to knowing how to bring values alive for their clients.

This brief workshop is led by presenters who have either written or are currently writing books focused on values in psychotherapy. It is designed to help participants move from a more conceptual understanding toward an understanding of how more experiential and relationally-based values work can supercharge therapy. The workshop will include a general overview of the fundamentals of values work in ACT (i.e. the "what", "why", "when", and "how" of values from an ACT perspective). However, the emphasis in the workshop will be on identifying strategies for bringing the qualities of effective values conversations into the therapy room and observing models of therapists demonstrating these strategies.

Educational Objectives:

1. List in-session markers for when you might target values work.
2. Utilize the therapeutic relationship and relationally-focused strategies to increase the vitality of ACT-based values-work.
3. Demonstrate at least three experiential strategies to facilitate values work with clients.

6. Introducing and Integrating Cognitive Defusion Techniques in Therapy

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Professional Development, Adults, Adolescents

Target Audience: Beg., Interm.

Location: Av. Laurier / Av. Viger

John T. Blackledge, Ph.D., Morehead State University

Practitioners relatively new to ACT (and even with an intermediate amount of experience) can often be confused about the conceptual basis and purpose behind cognitive defusion and how to introduce and consistently use defusion techniques in a way that is not unnecessarily confusing or off-putting to clients. This workshop will involve a succinct discussion of defusion's conceptual basis and purpose with ACT, as well as the modeling and participant role-playing of several useful defusion techniques. The intent behind the workshop is to teach participants how to introduce defusion techniques seamlessly and apply them as necessary.

Educational Objectives:

1. Discuss the conceptual basis behind cognitive defusion.

2. Demonstrate several ways of introducing defusion in ACT in a seamless manner.
3. Demonstrate how to build and maintain a therapeutic 'context of defusion' in ACT therapy.

7. Quickstart into ACT: German Chapter (DGKV) Sponsored

Workshop (10:35am-12:05pm)

Components: *Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, Introduction into ACT

Target Audience: Beg.

Location: Av. Duluth

Valerie Kiel, M.Sc., Premium Health Care Interventions (PHI)

Are you an ACT-newbie and would like to familiarize yourself with the core assumptions and processes that underlie Acceptance and Commitment Therapy before you deep dive into your first World Conference adventure? Do you have already some experience with ACT, but would appreciate a quick refresher into the model? Then this turbo-introduction into ACT might be just the right deal for you.

Aim of this workshop is to provide you with a clear and concise primer of the ACT model, to introduce you to the ACT therapeutic stance and some of the key concepts in ACT. Together, we will explore the Hexaflex in a playful way, making sure you will get a chance to experience all six core processes yourself and - along the way - to learn a few experiential exercises that you could try out with clients or colleagues once you are back home.

Educational Objectives:

1. Name and experientially retrieve the 6 core processes of the Hexaflex.
2. Describe the concept of psychological flexibility and explain why enhancing psychological flexibility - not symptom reduction - is the ultimate goal of ACT.
3. Derive at least 3 consequences for both the therapeutic work and the therapeutic relationship.

8. Women and ACBS: Toward a Future of Parity: Women in ACBS SIG Sponsored

Panel (10:35am-12:05pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Professional Development, Clinical Interventions and Interests, Organizational Equity and Growth, Parity for men, women, binary

Target Audience: Beg., Interm., Adv.

Location: Av. Van Horne

Chair: Robyn D. Walser, Ph.D., TL Consultation Services
Jacqueline Pistorello, Ph.D., University of Nevada, Reno
Louise Hayes, Ph.D., Private Practice

Laura Silberstein, Ph.D., The Center for CFT
 Darrah Westrup, Ph.D., Private Practice,
 Durango, CO
 Charlotte Brill, University of Washington

Katherine Switzer was the first woman to enter the Boston Marathon in 1967. It was thought that women were physiologically incapable of running full marathons, some believing if a woman were to run that distance, her uterus would fall out. Katherine was pushed, jeered, and suffered one of the caretakers of the race trying to force her out of the marathon. The good news, Katherine finished, uterus intact. In an age of #MeToo and efforts to turn the dial on women’s healthcare back to an earlier age, we need to call the spirit of Kathrine forward in a great marathon to parity. Risk factors for mental health issues are interconnected with gender-based life experiences such as violence and income inequality. In any organization that values the rights of those they serve, equality is critical. This panel will explore ways wherein ACBS, as an international society that aspires to lessen all human suffering, can support and catalyze equity and change. The hidden/open forms of discrimination and the unique contributions that ACT/RFT/CBS might make in this area discussed.

Educational Objectives:

1. Describe the different socio-cultural influences that impact women's health.
2. Describe the impact of context on inequity in gender.
3. Describe how ACBS can work to change inequity in its organization and the culture more broadly.

9. Using ACT in the Treatment of More Complex Forms of Depression: Examples in Three Clinical Settings

Symposium (10:35am-12:05pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, Depression

Target Audience: *Beg., Interm., Adv.*

Location: Rue Sainte-Catherine

Chair: Kristy Dalrymple, Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University

Discussant: Robert Zettle, Ph.D., Wichita State University

ACT has demonstrated efficacy for the treatment of depression and is listed as an empirically supported treatment. However, additional research is needed to examine the application of ACT in routine psychiatric settings in which clients present with more severe/complex forms of depression. ACT may be particularly helpful for those who experience more severe and functionally impairing depression, given its emphasis on improving quality of life (e.g., Berk et al., 2012; Bohlmeijer et al., 2011). The first

presentation will review findings from a pilot randomized trial examining ACT for depression with comorbid social anxiety in clients recruited from an outpatient psychiatry practice. The second presentation will discuss outcomes and predictors of outcomes from an ongoing study of ACT for clients with depression at a partial hospital program. The third presentation will describe findings from a randomized controlled trial comparing ACT to CBT for depression in an outpatient practice. Finally, these findings will be reviewed in the context of the existing ACT for depression literature and suggestions will be provided for future research directions.

- Acceptance and Commitment Therapy for Depression with Comorbid Social Anxiety: Results From a Pilot Randomized Trial
 Kristy Dalrymple, Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University
 Emily Walsh, B.A., Columbia University
 Lia Rosenstein, B.A., Pennsylvania State University
 Mark Zimmerman, M.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University
- Treating Complex Presentations of Depression using Acceptance and Commitment Therapy
 Theresa A. Morgan, Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University
 Lauren Harris B.A., Rhode Island Hospital
 Catherine D’Avanzato Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University
 Sarah Zimage M.A., Rhode Island Hospital
 Brian Pilecki Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University
 Rawya Aljabari Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University
 Olga Obratzsova Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University
 Douglas Long Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University
- ACT for Major Depressive Disorder: can it compare to evidence-based treatment and how does it work?
 Jacqueline A-Tjak, M.Sc., PsyQ, Zaandam, and the University of Amsterdam, the Netherlands

Educational Objectives:

1. Describe the feasibility, acceptability, and preliminary results from a pilot randomized trial examining the addition of ACT to medication as usual for patients experiencing depression and comorbid social anxiety in a routine outpatient psychiatry practice.
2. Describe outcomes, predictors of outcomes, and changes in processes for patients with depression and other comorbidities receiving ACT within a partial hospital program.
3. Explain the meaning of the results found in an RCT comparing ACT to CBT for patients with MDD, regarding both outcomes and processes.

10. Why 21st Century Leaders Often Feel In Over Their Heads and How Psychological Flexibility Can Help

Workshop (10:35am-12:05pm)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Performance-enhancing interventions, Organizational behavior management, Functional contextual approaches in related disciplines, Coaching, Leadership

Target Audience: *Beg., Interm.*

Location: Rue Notre-Dame / Rue Saint Denis

Rachel Collis, Queensland University of Technology, Brisbane, Australia

The 21st century is posing particular challenges for leaders. Environments are often volatile, uncertain, complex and ambiguous (VUCA) and many leaders feel 'in over their heads' (Kegan, 1998). Leadership literature gives clear suggestions on the skills needed to successfully navigate these contexts (e.g. manage the tension of ambiguity and paradox; conduct safe-to-fail experiments; observe the system and look for patterns) (Obolensky, 2015;; Uhl-Bien et al, 2007; Heifetz et al, 2009; Garvey-Bergey & Johnston, 2015)). But how do leaders actually develop the capacity to apply these skills? Psychological flexibility would appear to be a useful way of spanning this gap. In this session, we will consider the leadership skills needed to successfully manage VUCA environments and suggest ACT coaching strategies to help leaders to build the necessary psychological flexibility. Participants will have an opportunity to reflect on the complexity of their own organisational context(s) and practice ACT leadership coaching.

Educational Objectives:

1. Analyse the skills needed for leading in complexity.
2. Describe the way in which psychological flexibility may be a key skill in these contexts.
3. Practice leadership coaching interventions designed to build psychological flexibility for leaders who are feeling 'in over their heads'.

11. Recent theoretical and methodological advances in Relational Frame Theory (RFT)

Symposium (10:35am-12:05pm)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Educational settings, Functional contextual approaches in related disciplines, RFT, Coherence, Mental Health, Perspective Taking, IRAP, Children

Target Audience: *Beg., Interm., Adv.; Basic/Applied*

Location: Rue Crescent

Chair: Michael Bordieri, Ph.D., Murray State University

This symposium explores recent findings supporting the Relational Frame Theory (RFT) framework in the study of the self. The first paper reviews the concept of coherence from RFT and presents a paradigm that assesses coherence in a social context. The second paper empirically assesses the role of self-as-

distinction and self-as-hierarchy on depression, stress, and anxiety. The third paper presents data supporting the relational triangulation framework of RFT in derived perspective taking and observational learning through social modeling. Finally, the fourth paper studies the influential role of negative and positive affect on verbal processes associated with wanting more or less based on the RFT perspective.

- **Relational Coherence in a Social Context**
Michael Bordieri, Ph.D., Murray State University
Jeremy Vargas, Murray State University
- **Distinction vs. Hierarchical Deictic Relating: Implications for Young People's Mental Health**
Orla Moran, Ph.D., University College Dublin
Louise McHugh, Ph.D., University College Dublin
- **Social Modeling as Derived Perspective Taking via Relational Triangulation**
Paul Guinther, Ph.D., Western Psychological and Counseling Services
- **An Examination of Generalised Implicit Biases Towards 'Wanting More' as a Proxy of Materialism: A Relational Frame Theory (RFT) Perspective**
Brian Pennie, Trinity College Dublin, Ireland
Michelle Kelly, Ph.D., National College of Ireland
- **Relational Framing in the Classroom. The Effects of Derived Relational Responding and Trained Augmentals of Instructional Control**
Shari Daisy, Ed.S., The Chicago School of Professional Psychology, Los Angeles
Leslie Morrison, Ph.D., The Chicago School of Professional Psychology, Los Angeles
Eric Carlson, Ph.D., The Chicago School of Professional Psychology, Los Angeles
Jonathan Tarbox, Ph.D., University of Southern California

Educational Objectives:

1. Describe recent theoretical and empirical advances in the study of relational coherence.
2. Describe the relational triangulation framework.
3. Discuss how augmentals establish and maintain instructional control over desired behaviors in the classroom setting.

12. Values based career adjustment for the worn out and disillusioned mental health worker

Workshop (10:35am-12:05pm)

Components: *Literature review, Experiential exercises, Didactic presentation, Role play*

Categories: Organizational behavior management, Clinical Interventions and Interests, Burnout

Target Audience: *Beg., Interm., Adv.*

Location: Rue Mansfield / Rue Sherbrooke

Sandra Georgescu, Psy.D., contextualCBTcenter
Mary Sawyer, M.A., One to One Counselling and Education Pty Ltd

Mental health careers evolve like any others. Early on, idealistic, ambitious workers show enthusiasm and excitement about the profession despite often being underpaid, over-controlled and working long hours in pressured institutions. The worse the environment, the harder folks work. Burnout, or the longer-term symptoms associated with useless avoidant work related persistence, has multiple consequences as professionals eventually become more callous, hurried, irritable and continue to ignore their own self-care needs.

From an ACT perspective, facing the pain of an unworkable plan and reclaiming one's career values can be a painful and daunting task. Paradoxically, the courage to face issues of status, effectiveness and financial concerns can pave the way to a much deeper, more satisfying and meaningful career. This experiential workshop will help participants defuse and realign one's career for the sake of our health and that of those around us (including clients). Further, participants will be prompted to outline their work related values and develop a plan that better meets their broader career needs. Action items will be carried forward into their lives.

Educational Objectives:

1. Demonstrate how to conduct a values based career pulse check.
2. List, defuse and make room for difficult thoughts around status, money and effectiveness as a more psychologically flexible mental health worker.
3. Utilize values driven exercises to identify action items for a potential career shift.

13. Awareness, courage, and love: Clinical measurement, clinical analogue and clinical findings: FAP SIG Sponsored

Symposium (10:35am-12:05pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Awareness, courage and love

Target Audience: *Beg.*

Location: **Rue Saint-Paul**

Chair: Jonathan W. Kanter, University of Washington
 Discussant: Fabián O. Olaz, Centro Integral de Psicoterapias Contextuales

Although the terms awareness, courage, and love (ACL) were first introduced to describe qualities of therapist behavior while conducting Functional Analytic Psychotherapy (FAP), they have become frequent descriptions of therapy targets, especially when a client presents with problems related to intimacy. With the need for a functional and empirical basis for talking about client behavior in terms of ACL in mind, a contextual-behavioral, clinical model of ACL has been developed. This

symposium presents important new empirical findings on this model with clinical-analogue and clinical samples. First, Katherine Manbeck presents results from a randomized lab-based clinical analogue experiment, in which the model was evaluated with a high fear-of-intimacy (FOI) participants, including measurement of heart-rate-variability (a marker of emotion regulation). Second, Adam Kuczynski presents results from a longitudinal study documenting relationships between ACL, quality of life, and psychopathology in therapy clients over the course of several months of ongoing therapy. Finally, Chad Wetterneck presents results documenting changes in ACL over the course of treatment for clients with PTSD, including the prediction of premature treatment termination.

- The intricacies of connecting with individuals who fear intimacy
 Katherine E. Manbeck, University of Washington
 Savannah M. Miller, University of Washington
 Natalia M. Montes, University of Washington
 Jonathan W. Kanter, University of Washington
- Predictive Validity of Awareness, Courage, and Responsiveness (ACR) in a General Psychiatric Sample and Non-psychiatric Dyads
 Adam Kuczynski, University of Washington
 Jonathan W. Kanter, University of Washington
- Awareness, Courage, and Responding (ACR) in PTSD: Psychometrics, Predictive Validity, and Sensitivity to Change During Treatment
 Chad T. Wetterneck, Rogers Memorial Hospital
 Peter Grau, Marquette University
 Sonia Singh, Bowling Green State University

Educational Objectives:

1. Demonstrate how to engage the awareness, courage, love model for use in clinical work and research.
2. List specific ACL measurement strategies.
3. Discuss how ACL predicts therapy progress and dropout for general and PTSD-specific samples.

14. Advancing ACT in the Military: Opportunities, Challenges, and Recommendations from an International Panel

Panel (10:35am-12:05pm)

Components: *Literature review, Original Data, Didactic presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Supervision, Training and Dissemination, Military, International

Target Audience: *Beg., Interm.*

Location: **Dièse**

Chair: David S. Tubman, Psy.D., ABPP, US Air Force, San Antonio, Texas
 Wanda L. Smith, Ph.D., C. Psych., McMaster University, Hamilton, ON Canada
 Niloofar Afari, Ph.D., University of California, San Diego & VA San Diego Healthcare System
 Rosco Kasujja, Ph.D., Makerere University, School of Psychology Department of Mental Health & Community Psychology
 Robyn L. Gobin, Ph.D., University of Illinois at Urbana Champaign

Active Duty Military (ADM) experience elevated stress with associated problems of living that are often untreated and persist. Despite high needs, access to evidence-based care is limited due cultural and logistical factors. ACT seems well-suited for ADM as it is an evidence-based, transdiagnostic, and flexible approach to reducing suffering and promoting quality of life. However, the ACT footprint in international military care settings remains small and research is limited. This panel seeks to advance the presence of ACT in the military to improve the health and wellbeing of ADM and their families. Panelists are experienced working with ADM and represent three different countries - Canada, United States and Uganda. Discussion will focus on the application of ACT in five areas of interest: training, research, clinical challenges, military sexual trauma, and first-time dissemination of ACT in a developing nation. Panelists will review relevant literature, present original data, and discuss the unique contexts in which they are applying ACT. Group discussion will focus on challenges and opportunities, to include recommendations for those interested in pursuing similar work.

Educational Objectives:

1. Describe ways ACT is utilized in the military both for training and treatment in three different countries and contexts.
2. List opportunities and challenges unique to contexts discussed.
3. List recommendations for those interested in pursuing clinical work and research in this area.

15. Efficacy of brief RNT-focused ACT protocols in different settings

Symposium (10:35am-12:05pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, RFT, ACT, emotional disorders

Target Audience: *Beg., Interm., Adv.; Basic/Applied*

Location: Exclamation

Chair: Daniela Salazar-Torres, Fundación Universitaria Konrad Lorenz

Discussant: Carmen Luciano, Universidad de Almería, Madrid Institute of Contextual Psychology

Recent research on clinical RFT has identified repetitive negative thinking (RNT) as an especially counterproductive form of experiential avoidance because of its pervasiveness. RNT is usually the first response to aversive private events and some recent empirical analyses are showing that triggers of RNT are hierarchically related. This analysis has some clinical implications: (a) focusing the intervention on disrupting counterproductive patterns of RNT might be especially powerful and might produce rapid therapeutic gains; and (b) focusing therapeutic work on the triggers at the top of the hierarchy might promote greater generalization of the therapeutic outcomes due to how transformation of functions through hierarchical relations works. Some studies have been developed RNT-focused ACT protocols that have shown very promising outcomes. The current symposium will present new studies that are applying this type of protocols in different settings.

- Effect of a 2-session RNT-focused ACT protocol in emotional disorders: A randomized clinical trial

Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

María B. García-Martín, Fundación Universitaria Konrad Lorenz

Diana M. García-Beltrán, Fundación Universitaria Konrad Lorenz

Ángela Henao, Fundación Universitaria Konrad Lorenz

Andrea Monroy-Cifuentes, Fundación Universitaria Konrad Lorenz

Andrés Peña-Vargas, Fundación Universitaria Konrad Lorenz

Eduar S. Ramírez, Fundación Universitaria Konrad Lorenz

- Effect of an online RNT-focused ACT intervention on emotional disorders

Marco A. Sierra, Fundación Universitaria Konrad Lorenz

Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

Daniela Salazar-Torres, Fundación Universitaria Konrad Lorenz

- Effect of a brief RNT-focused ACT protocol in improving school adjustment of exceptionally gifted children

Yury A. Larrea-Rivera, Fundación Universitaria Konrad Lorenz

María B. García-Martín, Fundación Universitaria Konrad Lorenz

Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

Educational Objectives:

1. List three clinical applications of an RFT analysis of repetitive negative thinking.
2. Discuss the potential of RNT-focused ACT protocols.
3. Describe the efficacy of RNT-focused ACT protocols in different settings.

16. Optimizing Well-being among Individuals with Appearance Concerns

Symposium (10:35am-12:05pm)

Components: *Literature review, Original Data, Case presentation*

Categories: Clinical Interventions and Interests, Behavioral medicine, Appearance Concerns

Target Audience: *Beg., Interm., Adv.*

Location: Multiplication

Chair: Staci Martin, Ph.D., National Institutes of Health
 Discussant: Joanna Dudek, Ph.D., SWPS University of Social Sciences and Humanities

Individuals with a broad array of appearance-related concerns, such as those associated with chronic illness, injury, or other body dissatisfaction, often report diminished well-being. In this symposium, three presenters engaged in research and clinical work on this diverse topic will discuss how ACT processes may be leveraged to optimize well-being among individuals with appearance concerns. The first presenter will provide an empirical background and theoretical application of ACT to the problem of appearance concerns/visible differences with case

examples. The second presenter will present data on body image flexibility that support the use of the ACT model to address these issues in women with visible differences. The third presenter will present a specific application of ACT to appearance concerns, describing a novel ACT-based intervention for individuals with type 1 diabetes whose weight concerns impact management of their chronic illness. Finally, the discussant will offer thoughts on ways to move this work forward. This symposium is applicable to anyone who has a client struggling with appearance concerns or is interested in clinical research in this area.

- Context, Connection, and Compassion: Theoretical Applications of ACT for People with Appearance Concerns
Staci Martin, Ph.D., National Institutes of Health
- Body image inflexibility, body appreciation and affect in women with a visible difference
Fabio Zucchelli, M.Sc., University of the West of England, Bristol, UK
P. White, Ph.D., University of the West of England, Bristol, UK
E. Halliwell, DPhil, University of the West of England, Bristol, UK
H. Jarman, M.Sc., University of the West of England, Bristol, UK
A. Slater, Ph.D., University of the West of England, Bristol, UK
D. Harcourt, Ph.D., University of the West of England, Bristol, UK

- Dying to Control Weight (An ACT Intervention to Help Individuals Thrive with Type 1 Diabetes)
Rhonda Merwin, Ph.D., Duke University Medical Center
Ashley A. Moskovich, Ph.D., Duke University Medical Center
Lisa K. Honeycutt, M.A., Duke University Medical Center

Educational Objectives:

1. Describe three ACT-consistent techniques for helping people with appearance concerns.
2. Discuss the meaning of the term 'visible difference' and the role of body image and body image flexibility in determining positive and negative affect in people with a visible difference.
3. Describe a functional perspective to T1D patients focus on appearance, and the outcomes for a novel ACT intervention based on this formulation.

17. Évaluer et concevoir un plan d'intervention selon le modèle de l'hexaflex

Atelier de formation (10:35am-12:05pm)
Componants: *Exercices pratiques, Jeux de rôle*
Categories: Interventions cliniques, Évaluation et instruments de mesure
Target Audience: Débutant, Intermédiaire
Location: Arobase

Frédéric Dionne, Ph.D., psychologue, Université du Québec à Trois-Rivières (UQTR)
Marie-Eve Martel, Psy.D., Ph.D. candidate, Université du Québec à Trois-Rivières (UQTR)

La thérapie d'acceptation et d'engagement (ACT) est une approche transdiagnostique qui permet de traiter différents troubles par un ensemble de processus thérapeutiques communs : défusion cognitive, acceptation, action engagée, etc. (Hayes et al., 2012). Dans ce contexte, établir un diagnostic psychologique peut être pertinent (ex : la présence d'un trouble anxieux), mais l'évaluation clinique repose majoritairement sur l'évaluation des processus de la flexibilité psychologique chez le client. Ce type d'évaluation par processus sert de guide à l'intervention et au choix des méthodes thérapeutiques. Cet atelier de formation vise à aider les cliniciens à développer/perfectionner leurs habiletés d'évaluation. À partir d'un cas fictif et à l'aide d'instruments de mesure, les participants seront amenés à évaluer le niveau de flexibilité psychologique du client et à développer un plan d'intervention cohérent selon le modèle de l'hexaflex de l'ACT.

Educational Objectives:

1. Comprendre les difficultés d'une personne selon le modèle de la flexibilité psychologique.
2. Se familiariser avec des instruments de mesure des processus de l'ACT disponibles en français.
3. Établir un plan d'intervention le modèle conceptuel de l'hexaflex.

Thursday Lunch 12:05-1:20pm

Thursday Lunch Events 12:35pm

C. Atlantic Canada Chapter Meeting

Chapter/SIG Meeting (12:35-1:20pm)
Location: Av. Laurier / Av. Viger
Dayna Lee-Baggley, Ph.D., Nova Scotia Health Authority

Please join us for our meeting of the ACBS - Atlantic Canada Chapter. Find out more about what we are about and offer suggestions for activities for the chapter. Anyone is welcome to attend (members and non-members).

D. Women In ACBS SIG Member Meeting

Chapter/SIG Meeting (12:35-1:20pm)
Location: Av. Duluth
Laura Silberstein, Co-President, Women in ACBS SIG
Sandra Georgescu, Co-President, Women in ACBS SIG

All SIG members, new and old, are encouraged to join us for our annual member meeting. We'll discuss our activities to date and our goals for the future.

E. ACBS BeNe - Dutch Language Chapter Meeting

Chapter/SIG Meeting (12:35-1:20pm)
Location: Rue Sainte-Catherine
Simone Bluysen, Health Psychologist, Con-T-ACT
Nijmegen Private Practice

ACBS Belgium-Netherlands invites all Dutch speaking members and non-members to join the ACBS BeNe Chapter meeting for networking and collaboration around ACBS BeNe related activities.

ACBS BeNe nodigt van harte alle Nederlands-sprekende leden en niet-leden uit naar de Belgie-Nederlandse chapter bijeenkomst van ACBS te komen, om met elkaar kennis te maken, te netwerken en je te laten informeren wat er aan CBS-activiteiten plaats vindt in het Nederlandstaal gebied. Neem je lunch gerust mee!

F. Pennsylvania ACBS Chapter

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Notre-Dame / Rue Saint Denis

Andrew J. D'Amico, Delaware Valley ACT Learners
John Armando, Private Practice, Delaware Valley ACT Learners
Frank Masterpasqua, Delaware Valley ACT Learners

The Pennsylvania Chapter of ACBS is a state wide chapter consisting of two affiliates: Delaware Valley ACT Learners and Erie County. The chapter sponsors a number of training, supervisory, peer consultative, and community outreach events. Annual conferences with world wide trainers are also held for local professionals.

G. Aging in Context SIG

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Mansfield / Rue Sherbrooke

Sue McCurry, University of Washington
Claudia Drossel, Eastern Michigan University

This is the inaugural Aging in Context SIG gathering at WC16. Many of us will be meeting in person for the first time, and all current and interested future members are welcome to attend. We plan to discuss plans for moving forward and keeping the SIG thriving, including a number of leadership/administration issues: the role of the current steering committee in shaping the direction of the SIG, what the final officer list should include, what length of term officers will hold, and when/how the initial membership voting for officers will be held. We also would like to brainstorm ways for increasing visibility of the SIG and aging-related topics within ACBS as a whole. Look forward to seeing you there!

H. Texas ACBS Chapter Meeting

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Saint-Paul

Jacob Martinez, M.A., LPC, Texoma Community Center

A get together for all Texans and Texans at heart. If you are not a member of the Texas ACBS Chapter we can give you information on joining. All are welcome.

I. ACBS Brasil meeting

Chapter/SIG Meeting (12:35-1:20pm)

Location: Exclamation

Michaele Terena Saban-Bernauer, Private Practice and HCFMUSP
Monica Valentim, Paradigma

The ACBS Brazil chapter meeting aims to bring Brazilians together to update on the association process, discuss new ideas for the chapter and integrate those who want to participate. All are welcome!

J. Mid-Atlantic Chapter Meeting

Chapter/SIG Meeting (12:35-1:20pm)

Location: Multiplication

Ron Kimball, Ph.D., Private Practice
Staci Martin, Ph.D., National Institutes of Health

This is a meeting of the Mid-Atlantic Chapter of ACBS. We will discuss recent accomplishments of the chapter and goals for the upcoming year. We welcome all individuals from the mid-Atlantic region of the United States.

K. Asian Culture and CBS SIG Business Meeting

Chapter/SIG Meeting (12:35-1:20pm)

Location: Arobase

Yim Wah Mak, The Hong Kong Polytechnic University
Houyuan Luo, University of Alberta

All the SIG members who attend WC16 and those who are interested in our SIG will get together and discuss SIG business. The purpose is to better connect Asian CBS researchers, practitioners, and educators and those who work with people with Asian heritage.

Thursday Afternoon 1:20pm

18. Functional Analytic Group Therapy: In-Vivo Healing In Community Context: FAP SIG Sponsored

Workshop (1:20-2:50pm)

Components: *Experiential exercises*

Categories: Clinical Interventions and Interests, Functional contextual approaches in related disciplines, Group Applications of Functional Analytic Psychotherapy

Target Audience: *Beg., Interm.*

Location: Agora

Renee Hoekstra, Psy.D., Private Practice, Boston
Luc Vandenberghe, Private Practice, Pontificia Universidade Catolica de Goias

Functional Analytic Group Therapy (FAGT) bases its interventions on the in-vivo functional analysis of participants' interpersonal experience in session and its parallels with their daily life interpersonal relationships. Group work opens the door to take functional contextual psychotherapy to a variety of community settings. In this workshop we will cover the application of FAP principles to group work and share our own experiences as FAGT group leaders. The first part of the workshop will cover how to set up groups in the pre-screening via didactic and

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experiential methods. The second part of the workshop will include didactic presentation and discussion about typical FAGT techniques, including “scooping up clinically relevant behavior” and “channeling group interactions” as well as group dilemmas, getting stuck in groups, and facilitation of group process.

Educational Objectives:

1. List typical behaviors of clinical relevance that show up in groups and know how to respond to them.
2. Describe pre-screening methods to select and prepare group applicants.
3. Explain how to address common group dilemmas.

19. The Marriage of ACT and ERP for OCD treatment: How to do it, when to do it, and checking if it works!

Workshop (1:20-2:50pm)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Exposure Response Prevention (ERP), OCD

Target Audience: Beg.

Location: Centre-Ville

Patricia E. Zurita Ona, Psy.D., East Bay Behavior Therapy Center
 Brian Thompson, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

ACT has been called an exposure-based treatment in general, and yet, targeted exposures are necessary for particular clinical presentations, such as OCD. Exposure from an ACT perspective is about learning to develop more flexible relationship with feared stimuli in ways that allow individuals to take action towards their values. ACT approaches to exposure are largely consistent with newer research on inhibitory learning, a shift within traditional CBT from a focus on symptom reduction (e.g., habituation) to fear toleration (Arch & Abramowitz, 2015; Craske, Treanor, et al., 2014; Jacoby & Abramowitz, 2016).

Each workshop presenter will offer case examples demonstrating the use of ACT interventions and ERP in treating individuals with OCD. Single case design data supporting the use of exposure in strengthening core ACT processes will be presented. The emphasis in this workshop is the use of current data to create flexible treatments integrating ACT and ERP in treating OCD.

Educational Objectives:

1. Describe the differences between traditional behavioral exposure (ERP) and ACT-based exposure.
2. Demonstrate how ERP interacts with all ACT processes.

3. Explain, conceptually, which clients struggling with OCD will benefit from an ACT/ERP approach than a traditional behavioral approach.

20. The stance of the ACT therapist

Workshop (1:20-4:25pm)

Components: *Experiential exercises*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Clinical competencies

Target Audience: Interm., Adv.

Location: Place Du Canada

Robyn D. Walsler, Ph.D., TL Consultation Services
 Manuela O'Connell, Lic., Universidad Favaloro

Learning ACT involves the theoretical and applied dimensions of the intervention. It includes learning methods from a process-oriented framework and a particular therapeutic stance. Therapists are generally trained to competency. However, the work of being open, engaged, and committed is not always well-established. Training in the therapeutic stance is often neglected although an important part of mastering the intervention. The therapist's behavior, thoughts, emotions, and sensations, in addition to presence, and reaction to the client, influence therapy outcome. Studies show that problems in therapy are related to the inability of the therapist to cope with their own private experiences, while also contacting the client's experience. Therapeutic stance is chosen, meaning it is selected by you, and in this context, is suggested as a possibility for deepening your ACT work. The therapist serves to model and consequate patterns of behavior from a functional standpoint. This workshop will focus on developing the ACT therapeutic stance, promoting flexible behaviours related to presence and reaction to clients in therapy.

Educational Objectives:

1. Demonstrate how to be more context sensitive and track consequences of therapist behaviour.
2. Demonstrate flexible behaviours in session.
3. Create a context in which participants will be able to work on a open, engaged and committed stance.

21. How to have close relationships: An experiential primer

Workshop (1:20-4:25pm)

Components: *Conceptual analysis, Literature review, Original Data, Experiential exercises*

Categories: Professional Development, Therapeutic and personal relationships

Target Audience: Beg.

Location: Av. Laurier / Av. Viger

Jonathan Kanter, Ph.D., University of Washington

Relationships matter. As social creatures we seek and need close, safe, trusting relationships with others to survive and to thrive. We yearn for connection and to not feel alone. Professionally, we aim to help our clients improve their relationships,

and we know that forming close, trusting relationships is central to the work. In this workshop, I present a contextual-behavioral model of close, personal relationships that can be applied across settings in which relationships matter. The processes have been scientifically evaluated in multiple settings, including cross-sectional, experimental, and clinical findings with romantic, friendship, family, and therapeutic/professional relationships, and in contexts where relationships are strained or difficult, such as inter-racial interactions or interacting with people with opposed political ideologies. In this workshop, we will engage in a sequence of experiential exercises that allows participants to learn and practice the core processes of the model. Feel free to come to this workshop by yourself, or bring a friend or partner with whom you would like to deepen your connection by doing the exercises together.

Educational Objectives:

1. Define 8 core processes fundamental to close relationships.
2. Practice relational skills in real-time with other workshop participants.
3. Apply core exercises to use with clients or others in your life.

22. ACT for Psychosis Recovery Groups: How to train and supervise practitioners and peer supporters to be mindful, valuing and effective facilitators

Workshop (1:20-2:50pm)

Components: *Original Data, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Psychosis, Groups, Mindfulness, Recovery, Training, Mental Health

Target Audience: Beg., Interm.

Location: Av. Duluth

Eric Morris, Ph.D., La Trobe University
 Louise Johns, D.Phil., Oxford Health NHS Foundation Trust/
 University of Oxford

ACT shows promise as a brief group intervention for people with psychosis (Johns, et al, 2016; Jolley et al., submitted). A manual-based approach to running groups (e.g., ACT for Psychosis Recovery: O'Donoghue, Morris, Oliver & Johns, 2018), supported by training and supervision, can promote wellbeing and quality of life for those recovering from psychosis.

In this workshop we will present the essentials of training and supervising front-line/ non-expert practitioners in leading effective ACT groups for people with psychosis. This training approach includes promoting recovery-oriented working, enabling active acceptance, and positive risk-taking. We will provide guidance about the use of noticing skills, mindful inquiry, self-disclosure, and additive approaches to coping. We will highlight various challenges to training non-experts in ACT, and our practical experience in overcoming these. We will also describe how to support peer-support workers

in co-leading groups. Along with selection and training for the role, we will describe how to use supervision to provide a safe space to strengthen skills development, reinforce bounds of practice, and promote expertise by experience.

Educational Objectives:

1. Explain the adaptations of ACT for people recovering from psychosis.
2. Describe a training model to support practitioners and peers to facilitate ACT groups.
3. Describe ways to use supervision to support competent delivery of groups.

23. Moving Toward Process Based Psychotherapy

Panel (1:20-2:50pm)

Components: *Conceptual analysis*

Categories: Theoretical and philosophical foundations, Clinical Interventions and Interests, Process Based Psychotherapy

Target Audience: Interm.

Location: Av. Van Horne

Chair: Chris Fraser, M.S.W., Positive Path Counseling Center
 Steven C. Hayes, Ph.D., University of Nevada
 Scott Fraser, Ph.D., Wright State University
 Dennis Tirch, Ph.D., The Compassion Focused Therapy Center NYC
 Sue Johnson, ICEEFT

Everyone is in favor of effective, evidence-based therapy, yet the journey to finding what works has become muddled. While we know there are over 80 evidence-based or effective psychotherapies that work, we are still unclear about what processes of change are shared by these therapies. Furthermore, there is a call for "flexibility" and "fit" in matching therapy rationales to clients and therapists, yet practitioners complain it is hard to know all effective treatments much less practice them competently.

Process Based Therapy (PBT) is an approach that has the promise to be more transdiagnostic and transtheoretical than current practice. Our panelists converge on the concepts of process as a transdiagnostic and transtheoretical meta-view to unify effective psychotherapy. Steven Hayes has co-edited the book, *Process-Based CBT: The Science and Core Clinical Competencies of Cognitive Behavioral Therapy* (2018). J. Scott Fraser has published *Unifying Effective Psychotherapies: Tracing the Process of Change* (2018). Dennis Tirch co-authored *Buddhist Psychology and Cognitive-Behavioral Therapy: A Clinician's Guide* (2016), among other works on CFT and ACT.

Educational Objectives:

1. Describe what is meant by PBT.
2. Explain the need to move towards a process-based psychotherapy.
3. Describe how adopting a transdiagnostic transtheoretical meta view can aid clinicians.

24. Conceptual, empirical and pragmatic innovations in the contextual behavioural science of thriving with a long-term health condition

Symposium (1:20-2:50pm)

Components: *Conceptual analysis, Original Data, Case presentation*

Categories: Clinical Interventions and Interests, Behavioral medicine, Persistent Health Conditions

Target Audience: *Beg., Interm., Adv.*

Location: **Rue Sainte-Catherine**

Chair: David Gillanders, DCLinPsy, University of Edinburgh

Discussant: Graciela Rovner, Ph.D., Karolinska Institutet, Angered's Hospital & ACT Institute Gothenburg, Sweden

One of the remarkable things about contextual behavioural science is the breadth of application of a small number of concepts to very diverse areas. This symposium brings together researchers and clinicians from the UK, Canada and Australia. The three presenters will outline innovative approaches to understanding and intervening in three different populations of people with health conditions: cancer survivors, people with cystic fibrosis and workers who have a long-term health problem. Two of the papers are primarily data driven, one of which is cross sectional and the other an intervention study. The third will present a novel conceptual framework with

illustrative case examples. Together the papers illustrate novel data, new applications of theory and pragmatic innovations that help people to thrive within these challenging health contexts.

- Exploring the Impact of Psychological Flexibility on the Relationship between Fear of Cancer Recurrence and Adjustment in Cancer Survivors
Kate Randell, DCLinPsychol, NHS Forth Valley
David Gillanders, DCLinPsy, University of Edinburgh
Susie Porteous, DCLinPsy, NHS Forth Valley
- Why don't people do their treatments? A conceptual exploration of non-adherence in chronic illness using a contextual behavioural approach
Jennifer Kemp MPsych (Clinical), Royal Adelaide Hospital, Adelaide, Australia
- Helping workers with chronic health conditions: Results from an ACT based telephone coaching intervention
Dayna Lee-Baggley, Ph.D., R. Psych., Nova Scotia Health Authority
Area Day, Ph.D., St Mary's University, Halifax
Nicolle Vincent, Ph.D., R. Psych, Nova Scotia Health Authority

Educational Objectives:

1. Describe an empirically based psychological flexibility oriented approach to conceptualising fears of recurrence in cancer patients.

2. Describe a conceptual model for non-adherence to treatment and approaches to treatment using a functional contextual behavioural framework.
3. Describe an empirically based adaptation to ACT for long term health conditions for telephone delivery in organisational settings.

25. Increasing Stakeholder Commitment to Behavior Change: ACT for "Non-Adherence"

Workshop (1:20-2:50pm)

Components: *Literature review, Experiential exercises, Didactic presentation, Role play*

Categories: Supervision, Training and Dissemination, Clinical Interventions and Interests, Educational settings, Organizational behavior management, Treatment Adherence

Target Audience: *Beg., Interm.*

Location: **Rue Notre-Dame / Rue Saint Denis**

Michael Bordieri, Ph.D., Murray State University

Behavior analysts, clinical psychologists, and other professionals routinely use contextual behavioral science (CBS) to empower clients to make meaningful behavior change in their lives. However, we (at least I'm hoping that it's not just me) often struggle to get parents, teachers, staff members, and other stakeholders to consistently implement the interventions we design. This workshop will present a CBS account of non-adherence, with an emphasis on the possible functions that maintain it. Particular attention will be placed on the role private events play in non-adherence, including thoughts (e.g., "this plan won't work in my classroom") and emotions (e.g., the distress of seeing your child upset when implementing an extinction procedure). Using this functional assessment as a guide, this workshop will identify, model, and facilitate practice with a variety of behavior analytic and Acceptance and Commitment Therapy (ACT) strategies to address common private events that interfere with behavior change. Research regarding treatment adherence and behavioral accounts of language will be discussed to support workshop objectives (e.g., Allen & Warzak, 2000; Jackson et al., 2016).

Educational Objectives:

1. List common functional relationships responsible for stakeholder non-adherence and describe the role private events play in non-adherence.
2. Describe and discuss the research supporting behavior analytic and ACT approaches to increase stakeholders' commitment to behavior change procedures.
3. Demonstrate and implement various behavior analytic and ACT approaches to increase stakeholders' commitment to behavior change procedures.

26. Exploring a past, present and future of broadening of behavioral horizons

Symposium (1:20-2:50pm)

Components: *Conceptual analysis, Original Data, Didactic presentation*

Categories: Theoretical and philosophical foundations, Statistical Methodology, Clinical Interventions and Interests, Educational settings, Functional contextual approaches in related disciplines, Behavioral Science, Mainstream, Data-analytic methodology

Target Audience: Beg., Interm.

Location: Rue Crescent

Chair: Michael Vriesman, M.S., Eastern Michigan University
 Discussant: Michael Levin, Ph.D., Utah State University

Early behavior analysts had targets and interests that were ambitious and reflected a broad scope of practice with diverse populations and problems—often with relative success. However, a recent focus on validating tools and technologies, the rapid expansion of professionals, and current credentialing practices have presented the field of behavior analysis with challenges. Furthermore, the application of behavior analytic principles has become more limited to very specific populations. With the emergence (or re-emergence) of process-oriented assessments and interventions and expansions in the utility of behavioral health interventions, behavior analysis may again find itself poised as experts in many complex and important areas of human service and interest. This symposium will identify current barriers in the field and the potential for growth beyond scope of current mainstream practices.

- “Can someone tell me the four functions of behavior? I lost my white book.” Revisiting the Technical Drift in Applied Behavior Analysis
 Stuart Law, M.A., University of Nevada, Reno
- Improving Integrated Behavioral Health Services: Capitalizing on the Similarities between Quality Improvement and Behavioral Science
 Alexandros Maragakakis, Ph.D., Eastern Michigan University
- Modeling ongoing acts-in-context from a contextual behavioral perspective: A network analysis approach
 Adam M. Kuczynski, M.S., University of Washington
 Jonathan W. Kanter, Ph.D., University of Washington

Educational Objectives:

1. Describe the meaning of "technical drift" and how it has impacted the field of behavior analysis.
2. Apply behavior science to integrated care settings through quality improvement programs.
3. Explain the utility of behavior science and RFT to early education.

27. An Experiential Introduction to Relational Frame Theory

Workshop (1:20-2:50pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Relational Frame Theory, Theoretical and philosophical foundations, RFT and Rule Governed Behavior

Target Audience: Beg.

Location: Rue Mansfield / Rue Sherbrooke

Ryan Sharma, Psy.D., ABPP, California Lutheran University

Relational Frame Theory (RFT) is a contemporary behavioral explanation of human verbal behavior. Building off of Skinner's work showing the operant nature of verbal learning, RFT shows how humans are uniquely able to derive relations among arbitrary stimuli, giving rise verbal behavior that is both complex and highly generative. RFT also shows how stimulus functions can be transformed through these profound verbal processes, and how they can inadvertently create pitfalls that explain many of the problems our clients disclose. True to behavioral form, this interactive presentation will allow attendees to learn RFT experientially by participating in replicated match-to-sample studies, thought experiments, and guided imagery. Attendees will learn about relational responding versus derived relational responding, the contextual cues that define both relation and function, how stimulus functions are transformed through human language, and how RFT helps us understand rule-governed behavior through both every day and clinical examples. We will also cover how RFT explains metaphors and clinical reframes.

Educational Objectives:

2. Apply the principles of operant conditioning to how derived relational responding is learned.
2. Describe how stimulus functions are transformed among arbitrary stimuli.
3. Compare the behavioral principles that apply to verbal knowing versus non-verbal knowing.

28. Ecological Momentary Assessment as a CBS Tool: Empirical Applications of Ecological Momentary Assessment to Questions of Contextual Behavioral Science

Symposium (1:20-2:50pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Contextual Behavioral Methodology, Ecological Momentary Assessment

Target Audience: Interm., Adv.

Location: Rue Saint-Paul

Chair: Benjamin Pierce, M.S., Utah State University
 Discussant: Andrew Gloster, Universität Basel

This symposium covers a range of applications of ecological momentary assessment (EMA) methods to various questions within Contextual Behavioral Science (CBS). We aim to demonstrate through this collection of papers the advantages of using EMA and associated analytic techniques to more deeply understand patterns of behavior in-context. The research questions cover a range of topics including the emergence and stimulus control of maladaptive eating behavior, the naturalistic effectiveness of

coping responses to difficult thoughts, and the use of affective information to guide momentary behavior. Within each talk, we hope to illustrate the versatility of EMA to address the research questions as well as provide valuable information to inform the development and refinement of intervention techniques. We will therefore include a balance of methodological, theoretical, and applied implications for each topic, and hope to reach a breadth of audiences who may be interested in this exciting methodological approach.

- An ecological momentary assessment (EMA) investigation of cognitive processes for responding to difficult thoughts
Jennifer Krafft, M.S., Utah State University
Michael E. Levin, Utah State University
- A Momentary Approach to Assessing and Treating Maladaptive Eating and Weight Control among Individuals with Type 1 Diabetes
Rhonda M. Merwin, Ph.D., Duke University Medical Center
Adhley A. Moskovich, Duke University Medical Center
Lisa K. Honeycutt, Duke University Medical Center
- Does momentary affect matter? An investigation of momentary affective discrimination and its relation to psychological flexibility processes
Benjamin Pierce, M.S., Utah State University
Michael E. Levin, Utah State University

Educational Objectives:

1. List ways that ecological momentary assessment strategies can address specific research questions within a contextual behavioral science perspective.
2. Describe some of the variety of statistical and analytic approaches available to interpret data from ecological momentary assessment research.
3. Explain how the findings of ecological momentary assessment research can be used to advance contextual behavior intervention practices and theory to address psychological problems.

29. Integrating concepts and principles of RFT into clinical work: A dialogue among different perspectives

Panel (1:20-2:50pm)

Components: *Conceptual analysis, Literature review*

Categories: Relational Frame Theory, Clinical Interventions and Interests, RFT into clinical work

Target Audience: Beg., Interm., Adv.

Location: Dièse

Chair: Fabián O. Olaz, Ph.D., University of Córdoba-
Integral Center of Contextual Psychoterapies
Matthieu Villatte, Ph.D., Private Practice
Niklas Törneke, M.D., Private Practice

Louise McHugh, Ph.D., University College Dublin, Ireland
Francisco J. Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz, Colombia

According to a growing number of authors (Barnes Holmes et al, 2017; Luciano, 2018; McHugh et al, 2018; Villatte et al, 2016, 2017; Torneke et al, 2016), clinicians can directly use RFT in their practice to increase the precision and efficacy of their interventions. Over the past few years, different approaches to integrating concepts and principles of RFT into clinical work have been proposed with some overlaps and differences. This panel offers a discussion between the main developers of these different perspectives. We will first present the general frameworks used by these different approaches, then we will explore how they deal with key areas such as functional assessment, coherence, the self, metaphors, and experiential work.

Educational Objectives:

1. Explain how relational frame theory can be used to increase precision in clinical interventions.
2. Review overlaps and differences among different approaches to integrating concepts and principles of RFT into clinical work
3. Explore how each perspective deal with key areas in the clinical work.

30. Thriving with Medical Illness: Novel Acceptance and Mindfulness Interventions to Promote Psychological Flexibility in Adolescents and Adults

Symposium (1:20-2:50pm)

Components: *Literature review, Original Data, Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Adolescents, Physical illness, Mindfulness

Target Audience: Beg., Interm.

Location: Exclamation

Chair: Kathryn Birnie, Hospital for Sick Children
Discussant: Lilian Dindo, Baylor College of Medicine

This symposium will review three novel interventions for individuals living with chronic or recurrent pain (chronic pain, inflammatory bowel disease, opioid misuse disorder). First, an in-person 8 week mindfulness based group intervention for adolescents with chronic pain and inflammatory bowel disease will be reviewed and data presented on both child and parent outcomes. A comparison will be made with respect to adaptations needed between chronic vs relapsing pain conditions. Next, data from an ongoing pilot study of an online acceptance and mindfulness based intervention for adolescents with inflammatory bowel disease will be presented. This will include lessons learned from providing group therapy online. Lastly, a new ACT protocol for opioid weaning in adults with concurrent chronic pain and opioid misuse disorder will be presented. A clinical case series will be presented to demonstrate how ACT promotes opioid tapering in this population.

- From Development to Implementation: Adapting Mindfulness Programs for Adolescents with Chronic Pain and Adolescents with Inflammatory Bowel Disease – does one size fit all?
Danielle Ruskin, Hospital for Sick Children and York University
- The nuts and bolts of online mindfulness and ACT based treatment for youth with inflammatory bowel disease
Sara Ahola Kohut, Hospital for Sick Children and University of Toronto
Danielle Ruskin, Hospital for Sick Children and York University
Jennifer Stinson, Hospital for Sick Children and University of Toronto
- ACT for Opioid Misuse and Opioid Tapering in Patients Living with Pain
Aliza Weinrib, Toronto General Hospital and York University
Philip Desormeau, University Health Network

Educational Objectives:

1. Describe a mindfulness program adapted for youth with chronic pain and IBD and identify differences in the wants and needs of teens from each of these populations.
2. Describe the benefits and challenges of providing mindfulness and ACT based interventions online to young people with chronic health conditions.
3. Describe how the transdiagnostic ACT approach can be applied with patients with comorbid pain and opioid abuse.

31. Advances in Relational Frame Theory Research of Applied Relevance

Symposium (1:20-2:50pm)

Components: *Original Data, Experiential exercises*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Relating relations, children analogy, transference of function, avoidance, defusion, self-forgiveness, IRAP

Target Audience: *Adv.; Basic/Applied*

Location: **Multiplication**

Chair: Diana Ferroni Bast, Federal University of São Carlos
Discussant: Ian Stewart, National University of Ireland Galway

The current symposium will include a number of talks in which RFT research of applied relevance will be presented. The first paper presents the effects of a commonly used ACT defusion exercise on transformation of functions through arbitrarily related stimuli. The second paper explores the effects of a hierarchy-defusion intervention on participants' implicit (as assessed by the Implicit Relational Assessment Procedure; IRAP) and explicit self-forgiveness following perceived failure. The third paper presents a novel protocol for assessing and training the relating of relations (i.e., analogical relations) in young (3-7 year old) children. The fourth and final paper presents data on the relating of complex relational networks (i.e., analogical relations) based on same/opposite and bigger-than/smaller-than contextual cues in adults,

interpreted via the Multi-Dimensional Multi-Level (MDML) model of relational framing.

- A preliminary measure of the effects of ACT metaphors on the transformation of function of arbitrarily related stimuli
Roberta Kovac, M.D., São Paulo University
William Perez, Nucleo Paradigma
Carmen Luciano, University of Almeria
Sonia Meyer, São Paulo University
- The Effect of Hierarchy-Defusion Intervention versus Control-Distracton on Implicit and Explicit Self-Forgiveness Following Perceived Failure
Diana Ferroni Bast, Federal University of São Carlos
Jane Fitzpatrick, National University of Ireland Galway
Ian Stewart, National University of Ireland Galway
- Assessing and Training Analogical Responding in Young Children
Elle Kirsten, National University of Ireland Galway
Ian Stewart, National University of Ireland Galway
- Developing AARR: Relating relational networks
Cainã Gomes, Pontificia Universidade Católica de São Paulo
Dermot Barnes-Holmes, Ghent University
Maria Eliza Mazzilli, Pontificia Universidade Católica de São Paulo
William Perez, Nucleo Paradigma

Educational Objectives:

1. Describe recent RFT research of applied relevance.
2. Discuss RFT research on analogical networks in adults and children.
3. Discuss RFT research of clinical relevance (i.e., to ACT, self-forgiveness).

32. «Deviens maître de ta vie»: Un programme d'intervention basé sur la thérapie d'acceptation et d'engagement (ACT) pour les adolescents

Atelier de formation (1:20-2:50pm)

Components: *Données originales, Exercices pratiques, Présentation didactique*

Categories: Interventions cliniques, Prévention et interventions communautaires, Adolescents

Target Audience: *Débutant*

Location: **Arobase**

Isabelle Rose, Ph.D., CISSS-CA
Pascale St-Amand, Ph.D., CISSS-CA

Ces dernières années, la thérapie d'acceptation et d'engagement (ACT) a attiré l'attention des chercheurs et des cliniciens dans l'intervention auprès des adolescents. De par sa nature expérientielle et les processus psychologiques ciblés dans l'intervention, la thérapie ACT s'avère particulièrement pertinente auprès des jeunes. Cet atelier vise d'abord à présenter, rencontre par rencontre, le contenu d'un programme d'intervention de six séances basé sur l'ACT intitulé « Deviens

maître de ta vie » (inspiré du livre de bibliothérapie « Get out of your mind and into your life for teens », Ciarrochi, Hayes & Bailey, 2012). Il présente ensuite les résultats d'une étude à devis pré-experimental menée auprès de 35 adolescents âgés entre 14 et 17 ans qui consultent en clinique externe de pédopsychiatrie. Conformément à nos hypothèses, l'intervention est associée à des diminutions des symptômes anxieux et dépressifs ainsi qu'à des améliorations sur le niveau de flexibilité psychologique.

Educational Objectives:

1. Initier les participants aux particularités de l'ACT auprès des adolescents.
2. Présenter un programme d'intervention de six semaines sur l'ACT auprès des adolescents.
3. Résumer des résultats de recherche sur les effets du programme.

Thursday Afternoon 3:10pm

33. Learning to Fail in ACT

Workshop (3:10-4:25pm)

Components: *Experiential exercises, Role play*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Professional Development, Therapist Psychological Inflexibility

Target Audience: *Beg., Interm.*

Location: *Agora*

Rhonda M. Merwin, Ph.D., Duke University Medical Center

As clinicians, we care deeply about whether or not we are useful to our clients. Fear of failure and/or saying or doing the "wrong thing" are common concerns that arise in therapy and can dramatically reduce therapists' ability to be flexible and effective in session. These concerns may be particularly palpable among therapists newer to the ACT model, but also occur among the most seasoned practitioners. The purpose of this workshop is to practice opening up to thoughts and feelings about performance that might otherwise limit therapist effectiveness. Participants will practice holding these experiences lightly in the service of values. The workshop will use guided exploration and "real play" (role play where participants play themselves). Participants will also gain a deeper understanding of the functional assessment that underlies ACT case formulation, and what it means to allow difficult and sometimes painful experience for a purpose (through experiential methods). The workshop will capitalize on teaching methods developed over 10 years of experience training psychiatry residents, clinical psychology graduate students and interns, and associated professionals.

Educational Objectives:

1. List internal experiences exerting undue influence over therapist behavior in session.

2. Describe the avoidant repertoire and make experiential contact with the cost.
3. Practice willingness via engagement of the 6 core processes.

34. An Introduction To Process Based Therapy (PBT): Ohio Chapter Sponsored

Workshop (3:10-4:25pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Process Based Psychotherapy

Target Audience: *Beg.*

Location: *Centre-Ville*

Scott Fraser, Ph.D., Wright State University

Chris Fraser, M.S.W., Positive Path Counseling Center

Few can argue against using effective psychotherapies. However, the list of effective treatments is growing so large that no practitioner can learn much less practice them all competently. Integrating them is an even greater task. There are five strongly supported psychotherapies for depression and another five for anxiety; yet few share the same assumptions on problems and their resolution.

While there are multiple approaches to psychotherapy integration, fewer integrate evidence-based approaches. An alternate process based view has existed for millennia. Combining social constructivism and process systems views on reality and change, the process of change view may just offer a better ground for unifying effective psychotherapies. This is closely linked with the recent book, *Process-Based CBT*, by Steven Hayes and Stefan Hofmann (2018).

Based upon the forthcoming book, *Unifying effective psychotherapies: Tracing the process of change* (Fraser, APA Books, February 2018) This workshop will move from theory to practice. Initial PowerPoints will present the process view, followed by excerpts from Scott Fraser's APA video case demonstrating the PROCESS approach in practice.

Educational Objectives:

1. Describe what is meant by process based therapy.
2. Explain the need to move towards a process based psychotherapy.
3. List the seven key steps of this process based therapy model.

35. ACT Therapist's Self-Practice and Self-Reflection: An evidence based program of training therapists' personal and professional mastery through self-practice of core ACT processes

Workshop (3:10-4:25pm)

Components: *Conceptual analysis, Literature review, Original Data, Experiential exercises, Didactic presentation, Role play*

Categories: Supervision, Training and Dissemination, Professional Development, Therapist Self-Care

Target Audience: Beg., Interm., Adv.

Location: Av. Duluth

Dennis Tirch Ph.D., The Center for CFT
 Laura Silberstein-Tirch, Psy.D., The Center for CFT
 R. Trent Codd III, Cognitive-Behavioral Therapy Center of WNC

M. Joann Wright, Linden Oaks Medical Center
 Martin Brock, M.S., University of Derby

Applying experiential techniques to oneself, as a process of learning ACT, has always been an essential and valued component of ACT training. The culture of deeply personal and emotional work in workshop and supervision settings is deeply valued in the ACT community. Despite this, therapists' self-practice and self-reflection (SP/SR) has rarely been explored and elaborated upon in a systematic way. The presenters will draw upon the significant and growing literature on therapists' self-reflection and self-practice established by James Bennett Levy and colleagues in the context of cognitive-behavioral training, and will provide an introduction to an organized and user-friendly approach to developing self-practice in ACT. Participants will learn and directly experience a new way of furthering their mastery of ACT and the psychological flexibility model, through cultivating a rigorous and evidence-based personal practice. This workshop will serve as a foundation for the development of an ongoing self-practice and self-reflection program, building therapist self-care, self-compassion and helping to prevent burnout.

Educational Objectives:

1. Explain and apply an ACT-consistent program for therapists' personal and professional development through self-practice of ACT and self-reflection.
2. Evaluate the literature on self-practice and self-reflection in psychotherapy training, in the context of contextual behavioral science.
3. Apply ACT methods to their own personal issues and conflicts, enhancing their psychological flexibility and self-care through deliberate and systematic ACT work with themselves as the therapeutic instrument and object of intervention.

36. Negotiating changing roles and respecting boundaries in experiential therapies training and supervision

Panel (3:10-4:25pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Supervision, Training and Dissemination, Professional Development, Supervision

Target Audience: Interm., Adv.

Location: Av. Van Horne

Chair: Benjamin Schoendorff, M.A., M.Sc., Contextual Psychology Institute Montreal
 Jacqueline A-Tjak, M.Sc., PsyQ, Zaandam, and the University of Amsterdam, the Netherlands
 Mavis Tsai, Ph.D., Independent Practice and University of Washington
 Kelly Koerner, Ph.D., Evidence-Based Practice Institute

Russell Kolts, Ph.D., Inland Northwest
 Compassionate Mind Center & Eastern Washington University
 David Gillanders, DCLinPsy, University of Edinburgh School of Health in Social Science
 Mary Loudon, Ph.D., The Seattle Clinic

As trainers in experiential approaches, we are often confronted with shifting roles in our training and supervision practice. People who start out as supervisees or students might become trainers, friends, associates. Due to the experiential nature of our therapies, supervisees and students might be invited or request to engage in experiential work on their own issues so as to experience the therapeutic processes. This panel will discuss how to negotiate sensitively these shifting roles and boundaries in ways that are congruent to both culturally bound ethics codes requirements and broader community values. Issues of protecting clients and supervisors and trainers alike will also be discussed. ACT, FAP, DBT and CFT will be considered and the question of written informed consent will be addressed.

Educational Objectives:

1. Describe the changing roles a supervisor-supervisee/student relationship can go through over time.
2. Describe the boundary issues arising from experiential work vs psychotherapy as commonly understood.
3. Describe how written agreements can help set flexible boundaries that can protect both supervisor and supervisee.

37. Open, aware, and engaged: ACTing and adapting across the video platform

Symposium (3:10-4:25pm)

Components: *Conceptual analysis, Original Data, Experiential exercises*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Telehealth

Target Audience: Beg., Interm.

Location: Rue Sainte-Catherine

Chair: Erika M. Shearer, Ph.D., VA Puget Sound Health Care System
 Discussant: Michael E. Levin, Ph.D., Utah State University

Clinical Video Telehealth (CVT) is a synchronous, internet-based, video conferencing technology to facilitate communication between providers and their patients. CVT appears to be an effective, well-accepted, and cost-effective modality to deliver evidence-based treatment to patients that may experience difficulties accessing such treatment. Despite the fact that CVT has been found to be feasible, effective, and satisfactory to both patients and providers, the overall adoption of CVT by providers has been slow. Providers, who act as gatekeepers of this modality, have an essential role in implementing CVT. The papers in this symposium

seek to explore potential complexities specific to provision of Acceptance and Commitment Therapy (ACT) via CVT. The first paper in the symposium presents findings from a survey of Veterans Affairs (VA) providers related to barriers to ACT implementation via CVT. The second paper presents lessons learned from the implementation of “hybrid” ACT groups – groups that are facilitated both in-person and via CVT. The third paper presents qualitative data from the survey of VA providers as well as a process-oriented approach to ACT training.

- Taking ACTION across the computer screen: examining the clinician context
Erika M. Shearer, Ph.D., VA Puget Sound Health Care System
Alycia Zink, Ph.D., VA Puget Sound Health Care System
Lauren Hollrah, Psy.D., VA Puget Sound Health Care System
- The experience of facilitating a hybrid group: lessons learned
Kate L. Morrison, Ph.D., VA Puget Sound Health Care System
Lisa Glynn, Ph.D., VA Puget Sound Health Care System
Stacey M. Cherup-Leslie, Ph.D., VA Southern Nevada Health Care System
Sheeva Mostoufi, Ph.D., Behavior Therapy Center of Greater Washington
Erika M. Shearer, Ph.D., VA Puget Sound Health Care System
- We are ACTing in a technology world: committing to a technology

informed process

- Alycia Zink, Ph.D., VA Puget Sound Health Care System
- Erika M. Shearer, Ph.D., VA Puget Sound Health Care System
- Lauren Hollrah, Psy.D., VA Puget Sound Health Care System

Educational Objectives:

1. Describe provider-identified perceptions related to implementing ACT via video-based platforms.
2. Discuss considerations for adapting ACT to the telehealth modality.
3. List theoretically-driven adaptations to ACT for video-based platforms.

38. Women and academic writing: How to deal with barriers and be productive

Workshop (3:10-4:25pm)

Components: *Original Data, Experiential exercises*
Categories: Professional Development, Clinical Interventions and Interests, Academic activity, Gender

Target Audience: *Beg., Interm., Adv.*

Location: *Rue Notre-Dame / Rue Saint Denis*

- Helen Bolderston, Ph.D., Bournemouth University
- Jacqueline Pistorello, Ph.D., University of Nevada, Reno
- Louise McHugh, Ph.D., University College, Dublin
- Emily K. Sandoz, Ph.D., University of Louisiana, Lafayette

There is evidence that female academics are significantly under-represented as authors in academic journals, including CBS-relevant journals. Several factors are likely to contribute, but many female academics report barriers to writing and seeking publication including lack of confidence and diverting time away from writing towards attending to the needs of others. This workshop offers practical ways forward, and will involve:

- A brief discussion of relevant evidence
- Opportunities for guidance and support from experienced female researchers and/or academics from within the CBS community
- A series of experiential exercises to help attendees (i) identify their personal barriers to academic writing (ii) clarify a specific academic writing goal (iii) make a detailed, step-by-step plan to deal with any barriers and achieve this goal.

The workshop is open to delegates of any gender: the experiential exercises will be helpful to anyone wishing to address struggles with academic writing. But there will be an emphasis on the particular barriers and difficulties experienced by female academics.

Educational Objectives:

1. Describe gender issues relating to successful academic writing and publishing.
2. Identify own personal barriers to successful engagement in academic writing projects.
3. Implement a step-by-step plan to complete a specific academic writing project.

39. The Value of Health: Utilizing ACT to Promote Flexibility and Well-Being in Primary Care and Health-related Settings: ACT for Health SIG Sponsored

Symposium (3:10-4:25pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Behavioral medicine, Health, Primary Care Mental Health, Work Stress

Target Audience: *Beg., Interm., Adv.*

Location: *Rue Crescent*

Chair: R. Sonia Singh, M.A., Bowling Green State University

Discussant: Dayna Lee-Baggley, Ph.D., Dalhousie University

Acceptance and Commitment Therapy (ACT) is a contextual behavioral therapy that utilizes several processes to promote psychological flexibility (Hayes et al., 1999). Four aspects of psychological flexibility are highly relevant to health including: (1) adapting to situational demands, (2) changing or shifting of perspective related to personal and social functioning, (c) finding balance when needs, desires, and demands of conflicts with life and (d) bold and meaningful committed action towards personal values (Kashdan & Rottenberg, 2010). ACT has been used to address health concerns, such as pain, chronic illness, and work stress (e.g., Flaxman &

Bond, 2010, Luciano et al., 2014, Vowles et al., 2007). The current symposium builds upon this literature and synthesizes intervention research that evaluated the effects of ACT in pediatric primary care, women with breast cancer, and nurses and nurse aides in long-term care.

- Developing an Acceptance and Commitment Therapy (ACT)-Informed Evidence-Based Assessment Model to Guide Brief ACT-Intervention in an Integrated Pediatric Healthcare Clinic
Kimberly L. Gushanas, M.A., University of Texas
- Group ACT for breast cancer women: the usefulness of the Matrix method and Compassion based strategy
Giuseppe Deledda, Psy.D., "Sacro Cuore-Don Calabria" Hospital of Negrar
- ACT for Nurses and Nurse Aides Experiencing Work Stress
Mary Moeller, M.A., Bowling Green State University
R. Sonia Singh, M.A., Bowling Green State University
Kristin A. Horan, M.A., University of Central Florida
Rachel S. Wasson, B.A., Bowling Green State University
Steve Jex, Ph.D., University of Central Florida
Clare Barratt, Ph.D., Bowling Green State University
Russell Matthews, Ph.D., University of Alabama
William H. O'Brien, Ph.D., Bowling Green State University

Educational Objectives:

1. Evaluate adaptive components and applications of an ACT-informed model of evidence-based assessment and intervention designed for specialized pediatric health settings.
2. Explain the value of a group-based ACT intervention for women living with breast cancer.
3. Describe a group-based ACT approach for work stress for nurses and nurse aides in long-term care settings.

40. Bringing ACT for Psychosis into the "Real World": Recent Developments in Dissemination and Implementation: Psychosis SIG Sponsored

Symposium (3:10-4:25pm)

Components: *Conceptual analysis, Literature review, Original Data, Didactic presentation*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Inpatient Hospitalization, Psychosis, Severe Mental Illness

Target Audience: *Beg., Interm., Adv.*

Location: **Rue Mansfield / Rue Sherbrooke**

Chair: Brandon A. Gaudiano, Ph.D., Alpert Medical School of Brown University & Butler Hospital

Discussant: Louise Johns, Oxford Health NHS Foundation Trust

ACT for psychosis (ACTp) is supported research showing that the treatment is effective at helping individuals cope with symptoms to decrease impairment and rehospitalizations. However, the dissemination of ACTp in typical community settings has lagged behind these efforts, and further work is needed to establish feasible and effective models of

care for those being treated in real world settings. This symposium brings together three different research groups studying complementary ways of disseminating and implementing ACTp in inpatient and outpatient settings across different countries. The first paper will report results from a project to train routine hospital staff to integrate ACTp into the system of care in an acute-care psychiatric inpatient unit in the U.S. The second paper will describe effects on staff and patients when implementing a brief ACTp model on an inpatient unit in Sweden. The third paper will report on efforts to evaluate a group-based ACTp program for outpatients in Australia. Our discussant, Dr. Louise Johns, will comment on the current state of ACTp implementation efforts and crucial next steps.

- Researching the Effectiveness of Acceptance-based Coping during Hospitalization: Initial Results from the REACH Project
Brandon A. Gaudiano, Ph.D., Alpert Medical School of Brown University & Butler Hospital
Carter Davis, BFA, Butler Hospital
Gary Epstein-Lubow, M.D., Alpert Medical School of Brown University
Ivan W. Miller, Ph.D., Alpert Medical School of Brown University & Butler Hospital
- Affecting the psychiatric ward milieu using a combination of individual treatment and staff behavior change
Mårten Tyrberg, Stockholm University & Hospital of Västmanland Västerås
Per Carlbring, Stockholm University
Tobias Lundgren, Stockholm University & Karolinska Institutet
- Promoting recovery from psychosis using ACT groups in community mental health: Feasibility, acceptability and outcomes
Eric Morris, La Trobe University
John Farhall, La Trobe University & NorthWestern Mental Health
Jesse Gates, Melbourne Health
Jacinta Clemente, Melbourne Health
Eliot Goldstone, NorthWestern Mental Health

Educational Objectives:

1. Describe how routine hospital staff can be trained to adapt ACT for psychosis during inpatient care.
2. Apply the ACT model in simplified form to inpatient care.
3. Learn how to conduct feedback processes in ACT for psychosis groups and measure outcomes.

41. Behavioral Activation: A Third Wave Cousin on a Journey Across the World

Invited (3:10-4:25pm)

Components: *Conceptual Analysis, Didactic presentation*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Dissemination, Depression

Target Audience: *Beg., Interm.*

Location: *Rue Saint-Paul*

Christopher R. Martell, Ph.D., ABPP, University of Massachusetts, Amherst

(Introduced by: *Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières*)



Behavioral activation has been a behavior therapy technique since the late 1960s. Training in activity monitoring and scheduling became a standard part of cognitive-behavioral treatment for depression. The contextual approach developed by Jacobson and colleagues in the late 1990s maintains much of the original strategy but is more in keeping with functional analytic therapies and acceptance-based treatments. In this address, Christopher Martell, one of the developers of the contextual approach to BA, talks about the development beyond pleasant events scheduling and how a very flexible treatment is being modified for work with varied populations worldwide. BA is being studied by diverse research teams, and protocols are being modified accordingly. This address will also consider the question of whether these changes are creating multiple treatments or whether basic principles of BA remain constant through differing protocol designs. Dr. Martell will also present his thoughts on how BA fits with third wave treatments like ACT, FAP and DBT.

Educational Objectives:

1. Describe the development of the contextual approach to BA.
2. Compare the applications of BA in various research projects globally to the basic BA strategies.
3. Discuss BA in relation to other third wave therapies.

42. Are we meaning the same when using the term coherence? Implications

Panel (3:10-4:25pm)

Components: *Conceptual analysis*

Categories: Relational Frame Theory, Clinical Interventions and Interests, ACT

Target Audience: *Beg., Interm., Adv.; Basic/Applied*

Location: *Dièse*

Chair: Carmen Luciano, Ph.D., University Almería
Steve C. Hayes, Ph.D., University Nevada

Kelly G. Wilson, Ph.D., University of Mississippi
Niklas Törneke, M.D., Private Practice. Sweden
Michael Bordieri, Murray State University

Coherence is a widely used term in contextual therapies such as Acceptance and Commitment Therapy and it is a core term in Relational Frame Theory. Broadly said, coherence is at the heart of human behavior and consequently, it is a central term in Contextual Behavioral Science. However, are we meaning the same about coherence when talking, writing, and doing clinical and experimental analyses? It seems that the meaning of coherence diverges across different contexts. And this might pose some problems for communication. In this panel, we will go into the meanings of coherence and their extensive implications. Furthermore, we will move into the difficulties for the experimental analysis of coherence.

Educational Objectives:

1. Describe the meanings of coherence.
2. Discuss the implications of coherence.
3. Explain the processes involved in coherence.

43. ACT processes and outcomes among high risk populations

Symposium (3:10-4:25pm)

Components: *Literature review, Original Data, Didactic presentation*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Prevention and Community-Based Interventions, Supervision, Training and Dissemination, Suicide, Psychological flexibility, Youth, Inpatient care, Adolescent depression, Adolescent anxiety, Psychosis

Target Audience: *Beg., Interm., Adv.*

Location: *Exclamation*

Chair: John Donahue, Psy.D., University of Baltimore

This symposium explores ACT processes as well as ACT outcomes with high risk populations. This first presentation describes the results of two studies in which the relation between psychological flexibility and suicidal ideation (SI) was examined. In the first study, psychological flexibility predicted SI in a high risk population (i.e., individuals with Borderline Personality Disorder) over and above symptom severity. Findings of the second study are expected to reveal psychological flexibility longitudinally predicts SI in a general sample, even after controlling for relevant covariates. The second presentation provides outcome data from a randomized controlled trial of ACT for patients with psychosis conducted in Buenos Aires, Argentina. To date, ACT for patients with psychosis, an often high risk and difficult to treat population, has been implemented and found successful in several international settings. This current study will present the first outcome data from this region.

- Longitudinal Associations between Psychological Flexibility Processes and Suicidal Ideation
John Donahue, Psy.D., University of Baltimore
Rebecca Thompson, Ph.D., University of Baltimore
Katie Callahan, B.A., University of Baltimore

- Randomized controlled trial of acceptance and commitment therapy applied for psychotic patients in a public mental health hospital in Buenos Aires
Germán Teti, M.D., CATC - Hospital "Braulio Moyano"
Juan Pablo Coletti, CATC

Educational Objectives:

1. Describe suicidal ideation and suicide within the context of the psychological flexibility model of psychopathology.
2. Assess the relationship between psychological flexibility processes and later suicidal ideation in comparison to other known risk factors.
3. Describe the protocol for the RCT using ACT in this study.

44. Metaphor Co-Creation: ACT as Practiced in Japan: Japan Chapter Sponsored

Symposium (3:10-4:25pm)

Components: *Case presentation*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, co-creation of metaphor, The way of case presentation, ACT practice in various cultures, CARE Guideline, creating a metaphor

Target Audience: *Interm.*

Location: **Multiplication**

Chair: Takashi Mitamura, Ph.D., Ritsumeikan University
Discussant: Shinji Tani, Ph.D., Ritsumeikan University

We show how ACT is practiced in Japan by focusing on metaphor co-creation and case presentation. Case research is very important for scientific progress. It helps clinicians find techniques and findings that have never been reported in a research design. An elaborate and well-designed case research consists of case formulation, the use of a single case design and an ongoing form of measurement. Case research can contribute to a strong research base (according to the CARE Guideline).

The main objective of this presentation is to highlight how case research can translate to stronger evidence. The second objective is to give some examples of metaphor co-creation in Japanese and discuss cultural differences. Japanese language is said to be a contextually dependent language. A clinical conversation using a metaphor and an ACT exercise differs from English. All three speakers will:

- a) Give a case presentation respecting the CARE Guideline;
- b) Outline an intervention using a single case design;
- c) Give examples of metaphor co-creation;
- d) Demonstrate exercises which fit within Japanese culture.

- Co-creation of metaphor to observe and describe sufferings with curiosity - A case of a woman with fear of incontinence
Atsushi Seguchi, Inuyama hospital
- Co-creating metaphor for exploring lost values and activities: A case of a woman who had major depression due to marital troubles
Yusuke Shudo, Hiroshima International University
- Co-creating a metaphor for evoke curiosity about fear: A case of a woman with emetophobia

Takashi Mitamura, Ritsumeikan University

Educational Objectives:

1. Describe the checklist of the CARE Guidelines.
2. Explain the important points to create a metaphor and exercise.
3. Discuss the way of ACT practice in various cultures.

45. ACT, Stress et Burnout, de la lutte à l'action engagée

Atelier de formation (3:10-4:25pm)

Components: *Présentation didactique*

Categories: Interventions cliniques, Interventions pour améliorer les performances, Psychologie organisationnelle, Développement professionnel, Stress, burnout

Target Audience: *Débutant*

Location: **Arobase**

David Vandenbosch, Université Libre de Bruxelles ULB- Erasme
Déborah d'Hostingue

Le stress est de plus en plus présent au sein de notre société, il touche de nombreuses professions. Il touche plus que le travail. Ses effets sont nombreux dans des dimensions de vie telles que la santé, la famille.

Apprendre à l'expliquer, le conscientiser et le mettre dans une perspective d'action et de changement est devenu indispensable dans la pratique de l'accompagnement. Pour potentialiser et rendre efficace votre intervention certaines étapes et outils seront utiles.

Cette approche allie les processus de l'ACT avec d'autres interventions liées à la 3ème vague.

Il s'agit d'un programme de suivi centré sur le stress et le burn-out qui permet un suivi actif. Il permet au professionnel d'acquérir les éléments informatifs nécessaires à une bonne compréhension du processus de stress au travail, d'avoir des points de repères précis, des étapes claires et des outils adaptés pour une intervention sécurisée. Tout cela au sein d'une formation stress spécifique, cohérente, efficace et expérientielle.

Educational Objectives:

1. Comprendre et expliquer de manière active le Stress, anxiété, le burn-out et les processus dépressifs réactionnels = Lire le stress au travers des lentilles de l'ACT.
2. Comment permettre à votre client/patient de comprendre, et d'agir sur son stress pour évoluer et sortir de la lutte?
3. Comment transformer le stress et le Burn-Out en une opportunité de changement, une occasion de travailler sur des processus et augmenter sa flexibilité émotionnelle?

Thursday Afternoon Plenary 4:40pm

46. EFT: The science and soul of couple therapy

Plenary (4:40-5:55pm)

Components: *Conceptual Analysis*

Categories: Clinical Interventions and Interests

Target Audience: *Beg., Interm., Adv.*

Location: **Place Du Canada**

Sue Johnson, ICEEFT

(Introduced by: *Dr. Sheri Turrell Ph.D., Life in Balance Therapy, Toronto, Ontario*)

The field of psychotherapy now consists of over 1,000 therapy approaches and more than 400 standardized manualized treatments for an ever increasing numbers of disorders. This presentation offers



attachment theory and science as an overarching, developmental theory of personality as an elegant coherent platform for psychotherapy streamlining and integration. The tenets of this theory and their

implications for practice will be outlined and also related to the presenters understanding of the ACT model of therapy and change.

Educational Objectives:

1. Outline the main tenets of attachment.
2. Describe the implications of these tenets for psychotherapy.
3. Pinpoint key elements in the change process using this theory.

Thursday • July 26 • Evening

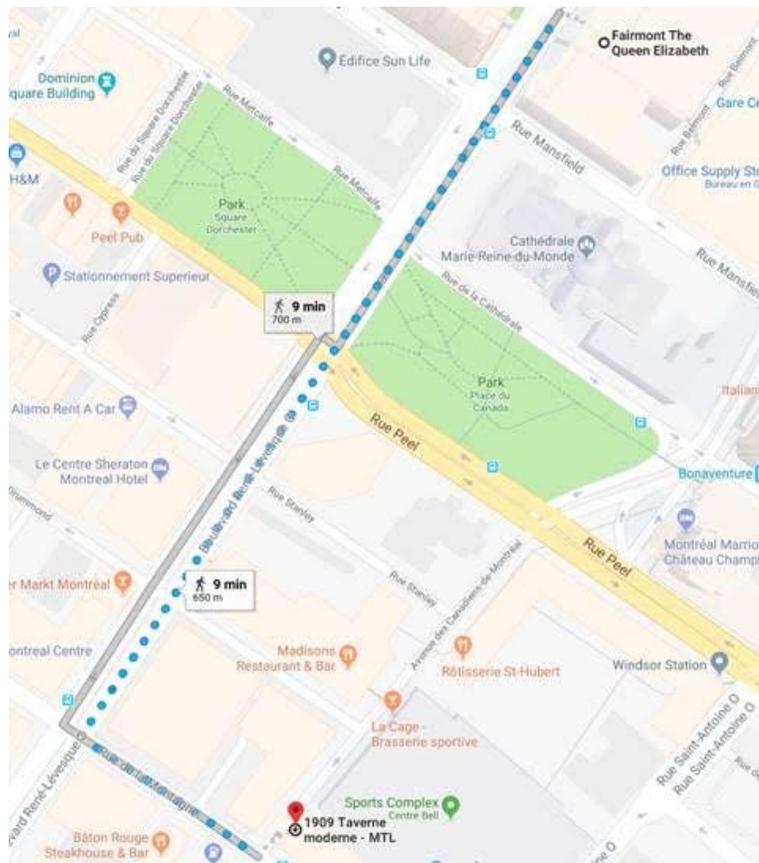
Offsite Social

July 26, 2018 –6:30-9:30pm

1909 Taverne Moderne

1280, Avenue Des Canadiens-De-Montréal, Montréal (Québec) H3B 5G0

Join us at *1909 Taverne Moderne* for a night of networking and fun on Thursday evening! *1909 Taverne Moderne* is only a nine-minute walk from the conference hotel, the Fairmont The Queen Elizabeth.



The Queen Elizabeth.

This event is complimentary for ACBS World Conference registrants. Entry to this event includes 1 glass of wine (or beer or soft drink) and appetizers. The complimentary beverages are ticketed; you will receive one upon arrival at *1909 Taverne Moderne*. This ticket is only redeemable from 6:30 to 9:30pm. Additional beverages are available for purchase.

Please note that ACBS name badges are required for entry, those without name badges will not be permitted to enter the event. Guest tickets may be purchased ahead of time on the ACBS website.

ACBS volunteers will help guide groups from the hotel lobby, departing at 6:20pm and 6:45pm.

Walking directions:

- Leaving from the front door entrance of the hotel go to your left on René-Lévesque Boulevard (for 5 blocks)
- Turn to your left on De la Montagne Street
- Turn to your left on Avenue des Canadiens and head up the stairs (on your right) towards the Terrasse of *1909 Taverne Moderne*
- The private section for the group is 2 levels down the escalators

Friday Morning 7:00am

47. Mindful Yoga-Based ACT: Incorporating yoga into therapy

Workshop (7:00-8:00am)

Components: *Original Data, Experiential exercises, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Behavioral medicine, Mindfulness

Target Audience: *Interm., Adv.*

Location: **Parc Mont-Royal Lounge**

Timothy Gordon, M.S.W., The Zen Social Worker, independent practice

Jessica Borushok, Ph.D., Your Psychology, Private Practice

Friday Topic: Yoga as a method for teaching psychological flexibility.

In each one-hour morning session you will learn how to incorporate more active forms of mindfulness through yoga into the great work you are already doing with ACT. We will show you through experiential exercises how yoga and ACT work together so you not only have an understanding of what that may look like, but also will have the experience to bring these practices home with you to the people you work with. Each session will consist of a didactic concept (20 minutes), a yoga practice focused on simple exercises you could begin using in your practice immediately (30 minutes), and an opportunity for discussion and debriefing (10 minutes). All of the practices can be easily modified to fit any ability level, including seated modifications. These morning sessions assume that attendees are familiar with the six core processes of psychological flexibility.

Bring a yoga mat or towel.

Educational Objectives:

1. Formulate yoga as a method for teaching psychological flexibility with ACT's six core processes.
2. Demonstrate yoga practice as the central discrimination task of ACT in action.
3. Demonstrate simple yoga poses in a group or individual therapy setting as a way to incorporate active mindful exercises into session.

48. Energizing ACT – Qi Gong Wake-Up

Workshop (7:00-8:00am)

Components: *Experiential exercises*

Categories: mindfulness practice, Clinical Interventions and Interests, body-mind integration, In the head – in the world integration

Target Audience: *Beg., Interm., Adv.*

Location: **Parenthèse**

Larry Dumka, Ph.D., Sanford School of Social and Family Dynamics - Arizona State University

This experiential workshop leads participants in a series of gentle and fluid movement exercises drawn

from the tradition of Qi Gong (pronounced Chee Kung), an ancient Chinese health practice integrating physical movement, breathing, and mindfulness. These "rejuvenation series" exercises provide an internal energy massage, wake up the sleepy mind, and prepare you for a day of conference attentiveness. Participating in this workshop is a way to ACT with self-compassion.

Educational Objectives:

1. Demonstrate a selection of Qi Gong exercises that rejuvenate the mind, body, and attentiveness.
2. Describe how individual Qi Gong exercises connect to ACT processes of valuing, committed action, self-as-context, and present moment awareness.
3. Apply Qi Gong practice to current conceptualizations of "mind".

Friday Morning 8:00am

L. ACBS Country Chapter Leadership Speed Dating

Chapter/SIG Meeting (8:00-9:00am)

Location: **Av. Duluth**

Graciela Rovner, Karolinska Institutet & Angerds Hospital

Eric Morris, La Trobe University

Growing Global, Acting Local: sharing ideas and good practice, International Chapters speed dating event*

As ACBS grows, the activities and innovations of Chapters becomes increasingly important for the promotion of Contextual Behavioral Science in different countries and cultures. In the future, for most members of ACBS, their experience of the organisation will be what these Chapters offer. The dissemination, acculturation, adaptation, and development of CBS in these different contexts requires novel approaches and ideas.

This event is for chairs, vice chairs, or members at large that the international Chapters choose as representatives to share good practices and ideas for creating strong CBS communities around the world. We know there are many challenges for us, from other countries, languages, and cultures. Let's get together and find different ways to support each other and to communicate to ACBS global what is needed in the next step. Come with your questions and ready to share ideas!

- Eric Morris, the Aussie's president and Graciela Rovner, the Vikings president and member at large of the Chapters and SIG's Committee.

*International chapter means the country chapters, not the USA state chapters or SIGs.

M. Evolution Science SIG

Chapter/SIG Meeting (8:00-9:00am)

Location: Rue Sainte-Catherine

Magnus Johansson, Oslo Metropolitan University

This is an open invitation to join the EvoS SIG to discuss past and future activities. The purpose of the ACBS EvoS SIG is to explore and foster the relationship between modern evolution science and contextual behavioral science. This SIG examines the nature and interaction of evolutionary streams (genetic, epigenetic, behavioral, symbolic, and so on), considered at multiple levels of selection (individual and group), from the viewpoint that contextual behavioral science is part of evolution science, emphasizing as it does issues of variation and selective retention, but is integrated into a matrix of related science and disciplines.

N. ACT and Autism SIG Meeting

Chapter/SIG Meeting (8:00-9:00am)

Location: Rue Notre-Dame / Rue Saint Denis

Sean Wright, MA, MS, Lutheran Community Services (Spokane, WA USA)
Jodie Wassner, Developmental Psychologist, Private practice, workshop presenter and supervisor

All are welcome to our SIG meeting. Please join us to discuss priorities for the SIG, share resources, and connect with colleagues working in diverse settings.

O. Pain SIG

Chapter/SIG Meeting (8:00-9:00am)

Location: Rue Crescent

Staci Martin, Ph.D., National Institutes of Health
Steve Hull, M.D., Mercy Hospital Pain Center

All ACBS members are invited to join us for the Pain SIG Annual Meeting. The mission of the Pain SIG is: to promote empirical investigation of basic processes and applications of ACT and RFT-based work with those struggling with physical pain; to encourage collaboration and mutual support of our work through development of an international community of researchers and clinicians in the ACBS community; to foster communication between researchers and clinicians through an active listserv and therapy consultation groups; to support public health and public policy initiatives to improve the care of patients and families struggling with physical pain; and to network with other professional and lay organizations serving patients and families struggling with physical pain. There are many opportunities for involvement. Please join us!

P. Gender and Sexual Diversity SIG Meeting

Chapter/SIG Meeting (8:00-9:00am)

Location: Rue Mansfield / Rue Sherbrooke

Melissa Farrell, Psy.D., Great Lakes Psychology Group

This will be the annual meeting for the Gender and Sexual Diversity SIG.

Friday Morning Plenary 9:00am

49. Building Emotional Agility

Plenary (9:00-10:15am)

Components: *Didactic presentation*

Categories: Organizational behavior management, Clinical Interventions and Interests

Target Audience: *Beg.*

Location: Place Du Canada

Susan David, Ph.D., Harvard Medical School

(Introduced by: Rachel Collis, Queensland University of Technology, Brisbane, Australia)



What does it take internally, in the way we deal with our thoughts, emotions and stories, for us to thrive in a complex and changing world? How we respond to these inner experiences drives our actions, careers, relationships,

happiness, health -- everything that matters in our lives. Susan David became fascinated by this question through first-hand experience of loss and resilience, while growing up in a country in which hate and discriminations were legislated: apartheid South Africa.

Susan describes her journey in communicating and applying concepts related to ACT in a range of contexts, but with a particular focus on community and organizational settings.

Educational Objectives:

1. Understand key obstacles in applying ACT in community and organizational settings.
2. Describe ways in which positive psychological approaches are congruent/incongruent with ACT.
3. List a range or experiential approaches to using ACT in organizations.

Friday Morning 10:35am

50. Getting the Essentials in Place: Using a Structured BA Protocol to Gain Proficiency

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Clinical Interventions and Interests, Functional contextual approaches in related disciplines, Depression

Target Audience: *Beg.*

Location: Agora

Christopher R. Martell, Ph.D., ABPP, University of Massachusetts, Amherst

Behavioral activation (BA) is a contextual, functional analytic, idiographic treatment for depression that was developed to be used flexibly with heterogeneous client experiences of depression. While keeping basic principles in mind can help

therapists to use BA, beginning with a more structured approach can guide therapists through the strategies and process. In order to have consistency in research trials, several specific protocols have been developed. Of interest is the COBRA trial in the UK. BA was delivered according to modules that could be used flexibly but maintained a consistent approach. This workshop will train participants in the modules from COBRA and engage audience participants in conversation on how to begin with the structure and then apply the treatment in a more refined, idiographic fashion with clients.

Educational Objectives:

1. Describe the Modules from the COBRA program and how they incorporate basic principles of BA.
2. Utilize strategies from the COBRA program to help clients engage in value-based behaviors.
3. Plan strategies from a structured protocol and apply it to diverse clients as a means of learning a new therapeutic approach.

51. Children and Their Contexts

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Literature review, Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Educational settings, Children

Target Audience: Beg., Interm.

Location: Centre-Ville

Chris McCurry, Ph.D., Private Practice
Sacha Rombouts, Ph.D., Private Practice

To work with children is to work within and across their contexts. Effective intervention approaches are those that consider and engage the child, their parents and their educators. Whilst there is an abundance of research and resources on the effectiveness of interventions using a CBS frame with adult populations, clinicians trained in the effective use of CBS with child populations are needed. This workshop will equip participants with the conceptual background and therapeutic tools to use CBS in their work with children, parents and schools across the developmental period and for a wide variety of presenting problems, including autism spectrum conditions. The workshop will include a focus on building collaborative practice with parents and schools, with presenters discussing conceptual and practical considerations. Utilizing lecture, case presentation, demonstration, and experiential exercises, this workshop will assist participants to apply CBS to real world clinical presentations.

Educational Objectives:

1. Apply the principles of Contextual Behavioural Science (CBS) to child development. A variety of models will be drawn upon including ACT and RFT.
2. Describe and critique the relevant literature on ACT and RFT with children and parents.

3. Demonstrate ACTing out of the clinic context and effectively engaging schools using a CBS framework.

52. The compassionate and flexible therapist

Workshop (10:35am-12:05pm)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Supervision, Training and Dissemination, Professional Development, Therapist flexibility and therapist values

Target Audience: Beg., Interm., Adv.

Location: Place Du Canada

Rikke Kjelgaard, M.Sc., ACT Danmark/Human ACT Sweden

Do you ever "get stuck" as a therapist when doing ACT? Does some of your clients press your "hot buttons"? Do you ever find yourself struggling and thinking about "what do I do next?" or feeling anxious, scared or stressed in therapy? In this workshop we will work on clarifying your therapist values and defining what is "difficult" about "difficult" clients. Through discussions, demonstrations and roleplays we will then work on these difficult clients and look at the processes from an ACT perspective. The goal will be to broaden your repertoire as a therapist and become more flexible when working with difficult clients while sticking to your valued direction therapist behaviors. This workshop is aimed at therapists with at least a basic knowledge of ACT. This workshop is run by licensed psychologist and peer reviewed ACT trainer Rikke Kjelgaard. Rikke is an experienced and popular ACT trainer and public speaker.

Educational Objectives:

1. List your "hot buttons" in therapy and identify and list what makes "difficult clients" difficult.
2. Describe and clarify/construct your therapist values.
3. Demonstrate how to broaden your behavioral repertoire when being under pressure and to apply "creative hopelessness" on your therapist behavior, so that you can respond in a flexible way with you clients.

53. Understanding Self As Context: Pennsylvania Chapter and Delaware Valley Affiliate Sponsored

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Literature review, Experiential exercises, Role play*

Categories: Clinical Interventions and Interests, Functional contextual approaches in related disciplines, Self As Context

Target Audience: Beg.

Location: Av. Laurier / Av. Viger

Andrew J. D'Amico, Delaware Valley ACT Learners
 John Armando, Private Practice, Delaware Valley ACT Learners
 Frank Masterpasqua, Delaware Valley ACT Learners

The "self" plays an important role in many therapeutic interventions. In ACT, Self As Context has been widely misunderstood in its application. However, recent developments in contextual behavioral approaches have help clarify this important process. In this workshop the presenters will attempt to address three factors that undermine SAC: Problematic labeling, inflexible perspective taking, and low functional awareness . The authors will demonstrate a number of experiential exercises and role plays (Sky Metaphor, Chess Board, Self as Container, and Compassionate Breathing) designed to build a more flexible sense of self. The goals of the workshop are to observe, describe, and track variations of self based on contextual cues (as opposed to labeling), perspective taking that allows for a more stable view of self in the midst of change (noticing from I, here, now perspective), and accessing values according to meaning and overarching goals. Participants will learn how and when to apply SAC in the therapeutic setting based on functionality.

Educational Objectives:

1. Identify, assess, and address problematic self-labeling the underscores the process of self-as-content.
2. Apply at least one experiential exercise often used to undermine rigid self-conceptualizations and to build a more flexible view of self.
3. Implement at least one experiential exercise designed to promote a stable perspective of self despite changeable situations.

54. ACT for social anxiety: An evidence-based group and individual approach: Ontario Chapter Sponsored

Workshop (10:35am-12:05pm)

Components: *Literature review, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Social anxiety

Target Audience: *Beg., Interm., Adv.*

Location: Av. Duluth

Nancy Kocovski, Ph.D., Wilfrid Laurier University
 Jan Fleming, MD, FRCPC, The Mindfulness Clinic

This workshop will focus on training an ACT-based approach for social anxiety. The growing evidence for mindfulness and acceptance approaches to social anxiety will be briefly summarized followed by presentation of an ACT approach to social anxiety

that focuses on helping individuals shift from "safety mode" to "vital-action mode" using ACT strategies developed specifically for social anxiety. The strategies are based on a 12-week group protocol we developed for our research and have used for over a decade clinically. Strategies include mindfulness exercises, metaphors, experiential exercises and acceptance-based situational exposures referred to as VITAL Action exercises. Workshop attendees will learn by demonstration and role play how to use the strategies in a group setting and individually. There will be particular emphasis on practicing acceptance-based exposure. Therapist and client manuals based on the protocol are available for free online and are currently in use in several settings worldwide. Through this workshop and other trainings our sincere hope is to increase availability of this evidence-based approach for individuals who struggle with social anxiety.

Educational Objectives:

1. Describe and utilize an evidence-based protocol for social anxiety in groups, and individually.
2. Demonstrate acceptance-based exposure in social situations.
3. Discuss challenges of conducting exposure with socially anxious individuals.

55. Developing a Nurturing Society: Directions for CBS to Understand and Reduce Prejudice, Dehumanization, and Objectification

Panel (10:35am-12:05pm)

Components: *Conceptual analysis, Literature review*
 Categories: Functional contextual approaches in related disciplines, Prevention and Community-Based Interventions, Prejudice, Dehumanization, Objectification, Intergroup Relations

Target Audience: *Beg., Interm.*

Location: Av. Van Horne

Chair: Benjamin Ramos, M.Sc., University of Edinburgh
 Anthony Biglan, Ph.D., Oregon Research Institute
 Akihiko Masuda, Ph.D., University of Hawai'i at Mānoa
 Laura R. Silberstein-Tirch, Psy.D., The Center for Compassion Focused Therapy
 Matthew D. Skinta, Ph.D., ABPP, Palo Alto University
 Matthieu Villatte, Ph.D., Evidence-Based Practice Institute
 lore dickey, Ph.D., Northern Arizona University

Whether based on sex, gender, politics, religion, education, social class, or preferred sports team; people find an abundance of reasons to classify and derogate other people. Prejudicial attitudes are manifested in many ways from the "subtleties" of benevolent sexism to the most extreme forms: dehumanization and objectification. These behaviors are important to study and understand because they can be so common and yet so dire in their consequences. For example, dehumanization and objectification are thought to be linked to genocide, the perpetuation of rape culture, terrorism, and animal cruelty.

Although prejudice has been researched since the 1930s, very little is understood about how to effectively reduce these behaviors. In this panel

discussion, clinical and experimental researchers will discuss potential avenues that the Contextual Behavioral Science community could take to explore these topics and add precision, scope, and depth to our understanding of the verbal behavior that underlies prejudice.

Educational Objectives:

1. Critique current approaches to the reduction of prejudicial behaviors.
2. Describe conceptual approaches to prejudice, dehumanization, and objectification from a CBS perspective.
3. Analyze the most interesting and productive directions forward for a CBS approach to reducing prejudice, dehumanization, and objectification.

56. Examining the Impact on ACT Processes of ACT and Exposure-Based Treatments for OCD and PTSD

Symposium (10:35am-12:05pm)

Components: *Original Data, Didactic presentation*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, OCD, PTSD, ACT, The Matrix, IBA

Target Audience: *Interm.*

Location: **Rue Sainte-Catherine**

Chair: Chad Wetterneck, Ph.D., Rogers Memorial Hospital, Marquette University

Discussant: John Forsyth, Ph.D., University at Albany, SUNY

Consistent with recent calls to move away from treatment protocols towards understanding broader, transdiagnostic processes of change (Hayes & Hofmann, 2017), the papers presented in this symposium discuss studies exploring the impact of ACT and exposure-based treatments on ACT processes. ACT has been called an exposure-based treatment, and it has been suggested that exposure may be used to strengthen any of the core ACT processes. (e.g., Luoma, Hayes, & Walsler, 2017). The studies presented here offer novel methods for examining ACT-related mechanisms of change in applied settings, and they clarify the impact of ACT and exposure-based treatments for OCD and PTSD on ACT processes.

- Valued Living and Psychological Flexibility in an Exposure-based PTSD Program: Considerations for Treatment
 Peter Grau, M.S., Marquette University, Rogers Memorial Hospital
 Chad Wetterneck, Ph.D., Rogers Memorial Hospital, Marquette University
 Michael Clark, M.Ed., University of Wisconsin-Milwaukee, Rogers Memorial Hospital
- The Impact of ERP and ACT for OCD on ACT Processes: A Single Case Design Study
 Brian Thompson, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center
- Preliminary data of an ACT vs IBA RCT for OCD
 Benjamin Schoendorff, M.A., M.Sc., Contextual Psychology Institute

Educational Objectives:

1. Describe the potential value in integrating ACT concepts into exposure therapy for PTSD.
2. Demonstrate how ACT and exposure may effect change in ACT processes in OCD treatment.
3. Describe the method of analyzing the temporal evolution of postulated mechanisms of change of both ACT and IBA.

57. Evoke, Reinforce, Repeat (Part 1): Learning a Plain Language Behavioral Perspective to Clinical Work

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Professional Development, Behavior Analysis in Clinical Work

Target Audience: *Beg., Interm.*

Location: **Rue Notre-Dame / Rue Saint Denis**

Matthew S. Boone, Lyra Health

Emily K. Sandoz, University of Louisiana at Lafayette

Karen Kate Kellum, University of Mississippi

Acceptance and commitment therapy (ACT) is a behavior analytic approach. Or so it is said. Many ACT clinicians, however, find behavior analytic language hard to follow. Thus, their assessments and interventions continue to be guided by less specific, "mid-level terms," such as acceptance, defusion, and values. This may unnecessarily limit clinician's practice. We believe that employing basic principles of respondent conditioning, operant conditioning, and derived relational responding enhances the creativity and sensitivity of ACT clinicians. Though these principles can appear cold and overly technical at first glance, we believe they can bring clinicians closer to the practicing ACT in a way that is connected, compassionate, and closely attuned to the client's experience.

In this two-part workshop, participants learn a simple but technical behavioral framework for doing ACT. Participants will practice functional analyses of streams of therapist and client behavior and the application of those analyses in assessment, treatment planning, and moment-to-moment interaction. Part one focuses on offering participants an easy to understand, plain language behavioral vocabulary to use in clinical situations.

Educational Objectives:

1. Describe the ways responding conditioning impacts client behavior.
2. Describe how operant conditioning impacts client behavior.
3. Describe how relational responding impacts client behavior.

58. A functional contextual approach to moral injury: Conceptualization, treatment, and implementation considerations

Symposium (10:35am-12:05pm)

Components: *Conceptual analysis, Literature review, Original Data, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Moral Injury

Target Audience: *Beg., Interm., Adv.*

Location: **Rue Crescent**

Chair: Lauren M. Borges, Ph.D., Rocky Mountain MIRECC

Discussant: Sean M. Barnes, Ph.D., Rocky Mountain MIRECC

Exposure to morally injurious events (MIEs) is a transdiagnostic risk factor for the development and maintenance of a range of psychological symptoms and syndromes including PTSD, substance use, suicidal behavior, and depression. Relationship disconnection, spiritual disengagement, workplace difficulties, and self-care neglect often result as impaired facets of functioning. Given the prevalence of exposure to MIEs (Wisco et al., 2017) and its transdiagnostic consequences, models of conceptualization, treatment, and implementation that target the function of these symptoms over form are imperative. Three presenters will approach moral injury from a functional contextual perspective.

First, Lauren Borges will present a conceptual model of moral injury and data from a qualitative study examining veterans' perspectives about addressing moral injury in treatment. Consistent with this model, Robyn Walser will present Acceptance and Commitment Therapy for Moral Injury (ACT-MI) and will provide data supporting this intervention. Finally, Jason Nieuwsma will present data on chaplains' engagement with moral injury and ACT. Each talk describes how in approaching moral pain, individuals can move towards finding meaning in their lives again.

- A conceptual model of moral injury and a qualitative exploration of standard moral injury treatment
 Lauren M. Borges, Ph.D., Rocky Mountain MIRECC
 Brooke Dorsey Holliman, Ph.D., Rocky Mountain MIRECC
 Sean M. Barnes, Ph.D., Rocky Mountain MIRECC
- Thriving in the midst of moral pain: A presentation of pilot data supporting Acceptance and Commitment Therapy for Moral Injury (ACT-MI)
 Robyn Walser, Ph.D., National Center for PTSD
 Jacob Farnsworth, Ph.D., Denver VA Medical Center
 Lauren M. Borges, Ph.D., Rocky Mountain MIRECC
 Wyatt Evans, Ph.D., Strong Star PTSD Consortium
 Kent Drescher, Ph.D., VA Palo Alto Health Care System

- Utilizing Acceptance and Commitment Therapy to aid chaplains in addressing moral injury
 Jason Nieuwsma, Ph.D., Duke University
 Jennifer Wortmann, Ph.D., Visn 6 MIRECC, Durham VA Medical Center
 Rebecca Morris, MDiv, Portland VA Medical Center
 Jaimie Lusk, Ph.D., Portland VA Medical Center
 Janet Hanson, Rev., Portland VA Medical Center
 Keith Meador, M.D., Vanderbilt University

Educational Objectives:

1. Describe moral injury and moral pain from a functional contextual perspective and identify barriers to approaching moral injury in treatment.
2. Discuss the components of Acceptance and Commitment Therapy for Moral Injury and how these facets of treatment can empower individuals to move towards their values even in the presence of moral pain.
3. List the strengths of engaging chaplains in utilizing ACT to address moral injury.

59. Barriers and innovations in self-guided ACT interventions: ACTing with Technology SIG Sponsored

Symposium (10:35am-12:05pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, Behavioral medicine, Technology, Self-Help

Target Audience: *Beg., Interm., Adv.; Applied*

Location: **Rue Mansfield / Rue Sherbrooke**

Chair: Jennifer Krafft, Utah State University

Discussant: Ben Johnson, Ph.D., RICBT

One of the core therapist competencies required in face-to-face ACT is the ability to elicit, identify, and target psychological inflexibility processes flexibly, as they appear in the moment (i.e., dancing around the hexaflex; Luoma, Hayes, & Walser, 2007). This flexible, functional approach to behavior change is challenging to translate to self-guided interventions, which may by necessity be limited in their flexibility, if not completely static. The tension between the clinical emphasis on flexible delivery of ACT and the limitations of self-guided interventions raises major questions, such as: How do more static vs. dynamic interventions impact treatment outcomes, acceptability, and engagement? How are self-help treatment developers innovating to make self-help experiential and personally relevant? How can clinicians use self-help most effectively given its unique limitations and advantages? What should clinicians think about when integrating self-help with their practice? This symposium will present results from recent, innovative self-guided ACT interventions, with a focus on exploring these questions.

- Flexibly targeting ACT and integrating a web-delivered intervention for tobacco cessation into your practice: The WebQuit intervention
Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center
- Using mobile apps to tailor ACT skill training in-the-moment: Results from the ACT Daily app
Michael E. Levin, Ph.D., Utah State University
Jack Haeger, M.S., Utah State University
Cynthia Navarro, M.A., Utah State University
Rick Cruz, Ph.D., Utah State University
- Development and pilot-testing of storytelling video self-help program based on Acceptance and Commitment Therapy for depression
Lisa A. Uebelacker, Ph.D., Brown University, Butler Hospital
Brandon Gaudiano, Ph.D., Brown University, Butler Hospital
Carter H. Davis, Butler Hospital
Ivan W. Miller, Brown University, Butler Hospital

Educational Objectives:

1. Demonstrate the integration of a smoking cessation app into clinical practice flexibly and effectively.
2. Explain the effects of tailoring in mobile app interventions and how tailoring is linked to clinical decision-making.
3. Describe the rationale for and impact of incorporating story-telling into a self-help intervention.

60. The evolution of innovation

Invited (10:35am-12:05pm)

Components: *Conceptual Analysis, Literature review, Original Data*

Categories: Evolution, Theoretical and philosophical foundations

Target Audience: *Beg.*

Location: *Rue Saint-Paul*

Louis Lefebvre, McGill University

(Introduced by: *David Sloan Wilson, Ph.D., Binghamton University*)



Technical innovations have played a major role in the evolution of humans and their colonization of almost all environments on Earth, coinciding with increases in brain size over the last 3 million years. Research on birds and mammals, in particular primates, suggests

that we are not the only species with this correlated suite of traits. Species differences in opportunistic intelligence can be quantified by the number of novel behaviors, in particular technical ones, seen by human observers in the wild. Primatologists and bird watchers are especially good at this, yielding thousands of examples of innovation worldwide. In the lab, obstacle removal problems, with or without tools, are a good experimental proxy of innovation. Using an integrative approach that goes from ecology to molecular neurobiology, we have tested ideas that go from the context in which innovation helps animals survive in the wild to the synaptic

mechanisms that differentiate innovative and conservative species, leading to the conclusion that repeated events of independent, convergent, evolution are behind the evolution of intelligence.

Educational Objectives:

1. Explain repeated, independent events of convergent evolution.
2. Describe changes in hominin behavior over time.
3. Analyze crows, octopus and cockroaches when thinking about the evolution of intelligence, not just rats and apes.

61. Exposure and Defusion: The Role of Extinction and Relational Framing

Panel (10:35am-12:05pm)

Components: *Conceptual analysis*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Exposure, Delusion, Anxiety

Target Audience: *Beg., Interm., Adv.; Basic/Applied*

Location: *Dièse*

Chair: Miguel Rodriguez-Valverde, Ph.D., University of Jaen, Spain

Kelly G. Wilson, Ph.D., University of Mississippi
Carmen Luciano, Ph.D., Department Psychology,

Universidad Almeria. Spain. Madrid Institute of Contextual Psychology, MICPSY, Madrid

Niklas Törneke, M.D., Private Practice, Sweden

Eric Morris, Ph.D., La Trobe University
Melbourne, Australia

Exposure and defusion have been connected to extinction as the process of change. In this panel, we will discuss what exposure and defusion are, as well as the context under which both can be employed. Exposure entails the presentation of fear-provoking stimuli and is typically aimed at fear extinction (i.e., so that the presented stimuli no longer elicit fear, and avoidance behavior will not be needed to confront the situation). However, exposure might also be used with a different purpose, not to reduce fear, but as a means of learning to be present with fear and put the client's behavior under control of higher-order valued functions. These two approaches are completely different and so are their results and the processes involved in their effectiveness. We will discuss the role of extinction processes in both contexts, going into the different types of relational framing that might be involved in relating with one's own behavior.

Educational Objectives:

1. Discuss exposure and defusion interventions.
2. Explain how exposure can be conceptualized from different approaches (fear reduction vs. flexibility in the presence of fear).
3. Discuss the role of extinction and relational framing in different exposure approaches.

62. Pratiquer l'ACT par le clown

Atelier de formation (10:35am-12:05pm)

Components: *Exercices pratiques, Jeux de rôle*

Categories: Autre, Autre, Approche par le corps

Target Audience: Débutant

Location: Exclamation

Jean-Christophe Seznec, AFSCC

Les techniques de clown sont un formidable terrain de jeu expérientiel pour vivre autrement l'ACT. En effet le clown fait de l'ACT sans le savoir car: •Il vit dans le présent, •Il accepte ses émotions, •Il est libre corps et âmes •Il se nourrit de ses échecs.

Dans cet atelier, nous allons laisser notre tête au vestiaire pour nous inscrire dans le corps et le sensoriel à travers de nombreux exercices ludiques que l'on peut utiliser en psychothérapie. Il s'agit d'exercices pour se sentir et se ressentir mais aussi des exercices d'engagement, d'affirmation de soi ou pour développer une autre attitude vis à vis des symptômes.

En effet, l'objet de ce travail n'est pas d'être un comique ou de s'exposer au ridicule. C'est de s'inscrire dans la vie et de jouer de sa fragilité afin d'être dans la relation et l'émotion. Ici, point de performance ou de volonté de faire absolument rire. Cet atelier essaiera donc de développer l'acceptation et l'amour de soi grâce à un regard plein de tendresse sur nos failles.

Educational Objectives:

1. Atelier expérientiel pour apprendre à surfer sur l'instant et sa présence.
2. Développer la conscience de soi et des autres par le corps.
3. Utiliser le jeu comme levier thérapeutique.

63. Social intimacy: A transdiagnostic target for CBS therapists

Symposium (10:35am-12:05pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, psychophysiological, Functional Analytic Psychotherapy, Social relating, Heart Rate Variability

Target Audience: Interm.

Location: Multiplication

Chair: Lindsey Knott, Ph.D., Michael E. DeBakey VA Medical Center

Discussant: Michel A. Reyes Ortega, Ph.D., National Autonomous University of Mexico Faculty of Medicine

In recent years, social intimacy (intimacy) has become a key factor in research related to Functional Analytic Psychotherapy (FAP, Wetterneck & Hart, 2012; Maitland et al., 2017). While there is

an emerging literature base exploring the theoretical role of intimacy in psychological distress and implementation of FAP, there continues to be a dearth of empirical investigations on the subject. In this symposium, researchers will present data-driven investigations of the role of fear of intimacy in mental and physical health, how fear of intimacy impacts committed action and behavioral activation, and how intimacy with client's therapists affects the timing and magnitude of treatment outcomes in FAP. In these studies, intimacy will be assessed at different levels including behavioral observations, questionnaires, and physiological responses. At the conclusion of the talks, an expert in the field will discuss the larger implications of the finding and how this data can facilitate therapist, client, and treatment growth and development.

- Intimacy as a clinically relevant target: The role of intimacy in mental and physical health
Katherine E. Manbeck, M.S., University of Washington
Jonathan Kanter, Ph.D., University of Washington
Savannah Miller, University of Washington
- When relationships are the intersection of values and committed action: The role of intimacy in behavioral activation
Emily Munoz, Texas A&M University Corpus Christi
Daniel W. M. Maitland, Ph.D., Texas A&M University Corpus Christi
- Intimacy as a mechanism of change in Functional Analytic Psychotherapy
Daniel W. M. Maitland, Ph.D., Texas A&M University Corpus Christi
Amanda Murray, Texas A&M University Corpus Christi
Emily Munoz, Texas A&M University Corpus Christi

Educational Objectives:

1. Discuss the role of intimacy in psychological distress.
2. List measurement techniques for social intimacy across a number of behavioral levels.
3. Explain the role of intimacy in Functional Analytic Psychotherapy.

64. Delivery of Brief, Group-Based ACT Interventions in Diverse Settings: Outcomes and Lessons Learned in Implementation

Symposium (10:35am-12:05pm)

Components: *Literature review, Original Data*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Group Acceptance and Commitment Therapy

Target Audience: Beg., Interm., Adv.

Location: Arobase

Chair: Emily B. Kroska, M.A., University of Iowa; University of Kansas Medical Center

Discussant: Darrah Westrup, Ph.D., Independent Practice

The demand for psychotherapy services far exceeds the number of available therapists. Thus, group interventions have the potential to offer increased access and efficiency to care. Acceptance and Commitment Therapy (ACT) research has supported the efficacy of brief group interventions in the treatment of anxiety, depression, and health behaviors. At the same time, research examining

the application of brief group ACT interventions in diverse settings and populations is growing. Because ACT is transdiagnostic, integration into medical and educational settings is not only possible, but also beneficial in reaching patients who may be unable to pursue traditional weekly psychotherapy (e.g., rural inhabitants, patients with physical disability). This symposium will discuss dissemination and implementation of brief group ACT interventions in the context of medical centers, educational settings, and a residential treatment facility. Preliminary outcomes and lessons learned regarding implementation will be offered. The findings suggest that brief ACT is feasible and acceptable, applicable with a variety of populations, and potentially effective in predicting behavior or symptom change.

- Responding to Traumatic Stress Post Hurricane María in Puerto Rico: Brief ACT-Informed Group Intervention with School Personnel
 - Rosaura Orengo-Aguayo, Ph.D., Medical University of South Carolina, Department of Psychiatry and Behavioral Sciences
 - Regan W. Stewart, Ph.D., Medical University of South Carolina, Department of Psychiatry and Behavioral Sciences
 - Freddie A. Pastrana, M.A., Medical University of South Carolina, Department of Psychiatry and Behavioral Sciences
 - Bianca Villalobos, Ph.D., Medical University of South Carolina, Department of Psychiatry and Behavioral Sciences
 - Michael de Arellano, Ph.D., Medical University of South Carolina, Department of Psychiatry and Behavioral Sciences
 - Joy Lynn Suárez-Kindy, Psy.D., Puerto Rico Department of Education; Carlos Albizu University
 - Julia Keleher, Ed.D., Puerto Rico Department of Education
- One-Day Behavioral Intervention for Patients with Inflammatory Bowel Disease and Co-Occurring Psychological Distress—A Pilot Study
 - Lilian Dindo, Ph.D., Michael Debaake Veterans Administration Health Services Research and Development Center for Innovations in Quality, Effectiveness and Safety, Houston, Texas; Baylor College of Medicine, Houston, Texas
 - Jason K. Hou, M.D., Michael Debaake Veterans Administration Health Services Research and Development Center for Innovations in Quality, Effectiveness and Safety, Houston, Texas; Baylor College of Medicine, Houston, Texas
 - Elyse R. Thakur, Ph.D., Michael Debaake Veterans Administration Health Services Research and Development Center for Innovations in Quality, Effectiveness and Safety, Houston, Texas; Baylor College of Medicine, Houston, Texas
- How Much is Enough in Brief Acceptance and Commitment Therapy in Treating Depressive Symptoms?
 - Emily B. Kroska, University of Iowa; University of Kansas Medical Center
 - Michael W. O'Hara, University of Iowa

Educational Objectives:

1. Describe implementation of a brief, ACT-based group intervention, within an educational setting, after Hurricane María devastated Puerto Rico.

2. Apply ACT among patients with comorbid medical and psychological conditions.
3. Discuss the delivery of brief ACT groups in treating depressive symptoms.

Friday Lunch 12:05-1:20pm

Friday Lunch Events 12:35pm

Q. Student SIG Meeting

Chapter/SIG Meeting (12:35-1:20pm)

Location: Av. Duluth

Sonia Singh, M.A., Bowling Green State University

The Student SIG will have their annual meeting to discuss the progress of the SIG, upcoming projects, and goals that students would like to see accomplished within the organization. We will also spend some time getting to know each other in an informal setting. All are welcome to attend this event.

R. Veterans Affairs (VA) ACT SIG meet-up

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Sainte-Catherine

Alycia Zink, Ph.D, VA Puget Sound, American Lake Division
Jennifer Fabrizio, Pittsburgh VAMC

The VA ACT SIG would like to hold a planning and development meeting to discuss how to best increase connection and communication among members of the SIG. This meeting will also provide an opportunity for socialization for members of the SIG. This meeting is open to anyone interested in hearing about the SIG efforts within the VA.

S. Social Work & ACT SIG

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Notre-Dame / Rue Saint Denis

John Armando, Private Practice, Delaware Valley ACT Learners
Matthew Boone, Lyra Health

Meeting for Social Work & ACT SIG membership to discuss activities, opportunities, concerns, leadership, etc. Members and potential members only.

T. ACT for Health SIG meeting

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Crescent

Joanna Dudek, Ph.D., University of Social Sciences and Humanities
Beate Vesterskov, Headache clinique, Neurology and Private practice.

All ACBS members are invited to join us for the 4th ACT for Health SIG Annual Meeting.

The ACT for Health SIG was established to provide a forum where members can discuss and promote the development of scientific, evidence-based protocols in the broader health context. Topics include (but are not limited to) the following areas: working with patients and health care professionals in various settings such as: oncology and palliative care, chronic disease, neurological disorders/diseases, cardiac diseases, bariatric/metabolic surgery, as well as other forms of surgical treatment. Within the meeting, we will discuss the current research that is being undertaken within the field, as well as any ideas for future research. You'll also be given the opportunity to share your experiences within your field of practice, as well as bring forth any ideas, or opportunities for further cooperation. Please feel free to join us! We are looking forward to connecting with you!

U. Applying ACT to Addictions SIG
Chapter/SIG Meeting (12:35-1:20pm)
Location: Rue Mansfield / Rue Sherbrooke

Henry Steinberger, Ph.D., Private Practice
Yearly meeting of AAA-SIG. All are welcome.

V. Spain Chapter
Chapter/SIG Meeting (12:35-1:20pm)
Location: Rue Saint-Paul

Mónica Hernández-Lopez, Ph.D., University of Jaen

Evangelina Ruiz-García

All Spanish speakers are invited to attend this meeting, especially members of the Spanish speaking Chapter. We will come together to connect with each other and share ideas about future directions for our chapter.

W. The Development of ACT in China (Meeting)
Chapter/SIG Meeting (12:35-1:20pm)
Location: Exclamation

Zhu Zhuohong, Institute of Psychology of Chinese Academy of Sciences

This report will introduce the development of ACT in China, especially related research, training, practice and the development of the recent year. This paper introduces the status of the ACT summit and the current situation of the activities of the WeChat group, and also introduces the development of ACT training camps, trainers and tutors in China. The report also introduces the particularity of the development of ACT in China, especially the influence of Chinese culture and the impact of the Internet.

X. Turkey Chapter Meeting
Chapter/SIG Meeting (12:35-1:20pm)
Location: Multiplication

Ahmet Nalbant, MD, Bakirkoy Research and Training Hospital for Mental Health, Bakirkoy/Istanbul, Turkey

As the members of Turkey Chapter of ACBS, we are very excited about this time of year. During last years, we were very lucky to have the opportunity to meet people all around the world who was not necessarily Turkish but have a history about Turkey. So, once again, we invite people all around the world to come and join us.

Friday Afternoon 1:20pm

65. Rapid Role Play: Flexibly Integrating the ACT Core Processes In Therapy
Workshop (1:20-4:25pm)
Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*
Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Supervision, Training and Dissemination, Professional Development, Dissemination

Target Audience: *Interm., Adv.*

Location: Agora

Robyn D. Walsler, Ph.D., TL Consultations Services
Darrah Westrup, Ph.D., Private Practice, Durango, CO

Many therapists are drawn to ACT for its compassionate stance toward self/others, its fundamental acceptance of human experience, and its capacity to assist clients in making powerful life enhancing choices. In our experience, many therapists are moved by their own contact with the work in ACT and its potential to reduce suffering. Despite this heart-felt connection to the model, some therapists continue to grapple with flexibly integrating the six core processes. We hear from those newer to ACT, indeed from those more seasoned, while they comprehend the model, they still struggle to work within that framework in real-world settings. In this workshop, we will use a rapid role-play method to demonstrate and explore flexible integration of the core processes. Attendees will be invited to role-play clients while Drs. Walsler and Westrup demonstrate both flexible integration of the 6 core processes in whole cloth, as well as audience selected processes, with the latter being an "on demand" experience. Short discussion will follow each role-play with the goal of understanding the desired function of the demonstrated intervention.

Educational Objectives:

1. Describe the 6-part ACT model and their functional purpose.
2. Discuss how flexible application of the 6 core processes is built into clinical work.
3. Describe and apply the core processes from an ACT perspective given a number of client presentations.

66. The use of the 'Situational Analysis' tool in pursuit of Chosen Values

Workshop (1:20-2:50pm)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests,

Performance-enhancing interventions,

Behavioral medicine, Professional Development,

Theoretical and philosophical foundations,

Emotional Dysregulation, becoming 'triggered'

due to previous traumatic experiences

Target Audience: *Beg., Interm., Adv.*

Location: Centre-Ville

Deepa Tilak MBBS, MRCPsych, CBTDip, NHS Scotland, University of Dundee

The 'Situational Analysis (SA) tool', is developed by the originator of 'CBASP', a therapy designed originally for Chronic Depression by Dr James McCullough. It is highly effective also for other disorders, unsurprisingly, as at the heart of most psychiatric conditions, lie the consequences of universal 'suffering'. The pursuit of 'Chosen Values' helps us soften moment to moment suffering, transcend setbacks and maintain hope. For those susceptible to 'emotionally overwhelm', in the face of the 'flight or fight' response, it becomes difficult to remain 'present' or work towards 'Chosen Values'. This workshop will teach attendees, using the SA, to attend to 'triggers' and habitual responses (behaviors and interpretations) which are not consistent with the 'actual current situation' or 'chosen values'. The 'SA' is used to help clients 'remain in the present by working in a 'slice of time', while examining their thoughts and behaviors, inconsistent with Chosen Values. They will be taught to elicit new behaviors and 'reads' in order to achieve this, become their own 'agents of change' and thus transform their suffering.

Educational Objectives:

1. Explain how past experiences have an impact on how we process our 'current' situations/interactions.
2. Demonstrate how to slow down and create a 'space' between past experiences and current triggers and responses.
3. Demonstrate how to use 'Situational Analysis' to take a 'WISE LENS' to our 'READS/INTERPRETATIONS' of a situation and in a 'brief slice in time' specifically work towards 'Chosen Values'.

67. The self in practice: A contextual behavioral science approach

Workshop (1:20-4:25pm)

Components: *Experiential exercises, Didactic presentation*

Categories: Relational Frame Theory, The self

Target Audience: *Interm.*

Location: Place Du Canada

Louise McHugh, Ph.D., University College Dublin

Many of the key psychological challenges that people face in life are fundamentally issues of self. Given the centrality and ubiquity of self-issues

understanding underlying self-processes is critically important, both for the individual themselves as well as for the practitioner who has to treat or advise them. The current workshop will provide participants with an understanding, in Contextual Behavioral Science/Relational Frame Theory (CBS/RFT) terms, of how our sense of self develops, from infancy to adulthood, that considers both features of the healthy self as well as processes that can lead to problems of self. A key focus throughout will be how CBS/RFT links with clinical work, and how practitioners can use knowledge of CBS/RFT to enhance their practice, and to design interventions that specifically target the unique self-related problems of their clients.

Educational Objectives:

1. Describe the Relational Frame Theory approach to the self.
2. Demonstrate how CBS/RFT links with clinical work.
3. Explain and illustrate how practitioners can use knowledge of CBS/RFT to enhance their practice, and to design interventions that specifically target the unique self-related problems of their clients.

68. Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships

Workshop (1:20-4:25pm)

Components: *Conceptual analysis, Original Data, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests,

Performance-enhancing interventions, Therapeutic Alliance

Target Audience: *Beg.*

Location: Av. Laurier / Av. Viger

Mavis Tsai, Ph.D., Independent Practice & University of Washington

Mary Plummer Loudon, Ph.D., The Seattle Clinic

Robert J. Kohlenberg, University of Washington

Increase the emotional intensity, interpersonal focus and impact of your treatment. Functional Analytic Psychotherapy (FAP) employs functional analysis to create deep, meaningful and healing therapeutic relationships. By focusing on the subtle ways clients' daily life problems occur in the context of therapy and by augmenting the therapist repertoires identified as awareness, courage and love (behaviorally defined) in responding contingently to target behaviors, clients are helped to resolve presenting symptoms and to delve into their purpose and passion for living. This workshop will include videotaped therapy segments, experiential exercises, and handouts that can be used with clients. FAP calls for therapeutic stances and techniques that no single orientation would predict, and provides a conceptual and practical framework that concretely builds skills to help practitioners

reach their highest aspirations. A model also will be presented for creating local communities in which people can come together to connect more open-heartedly and to support one another in rising to live more true to themselves.

Educational Objectives:

1. Apply the five rules of FAP in a variety of experiential exercises in order to increase intensity and connection in your clinical work.
2. Explain how a functional analysis of clients' problematic behaviors can increase the effectiveness of therapist responses to client' in-session target behaviors.
3. List your own therapist avoidance repertoires, and describe the contexts in which commonly used interventions may be inadvertently counter-therapeutic.

69. ACT for Emotion Efficacy: A Treatment Protocol for Emotion Dysregulation

Workshop (1:20-2:50pm)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Emotion Dysregulation

Target Audience: *Interm., Adv.*

Location: **Av. Duluth**

Matthew McKay, Ph.D., The Wright Institute
Aprilia West, Psy.D., Private Practice

Three transdiagnostic mechanisms appear to make the greatest contribution to emotion dysregulation: high distress intolerance, high emotion avoidance, and high rumination/worry. ACT for Emotion Efficacy targets all three mechanisms, and has been specifically designed to treat co-morbid anxiety and depression in the context of the broader problem of emotion dysregulation. The treatment has five components: * Emotion awareness and acceptance training; * Structured emotion exposure with defusion; * Training in values-based action; * Imagery exposure combined with cognitive rehearsal of values-based action; * Imagery exposure combined with six mindful coping skills. Emotion exposure woven with exposure-based skills training is critical to decreasing distress intolerance, emotion avoidance, and emotion dysregulation ($d=1.34$, $d=.81$, $d=1.21$; West, 2013). What makes the treatment uniquely effective is teaching mindful coping skills and values-based behavioral choices in the emotionally activated state in which they will be needed and used. In addition to the ACT for Emotion Efficacy protocol, the workshop will include experiential exercises for imagery exposure and cognitive rehearsal of values-based behavior. Outcome data from three studies will be summarized.

Educational Objectives:

1. Describe the role and significance of emotion avoidance and distress intolerance in co-morbid

anxiety and depression and emotion dysregulation.

2. Use emotion awareness and structured emotion exposure as a pathway to decreasing emotion avoidance and increasing distress tolerance.
3. Apply values-based action and mindful coping as a process for increasing emotion regulation of high affect states.

70. The Future of Evolution Science and Why it Matters to the World: Evolution Science SIG Sponsored

Panel (1:20-2:50pm)

Components: *Conceptual analysis*

Categories: Evolution, Human social and cultural development, Theoretical issues

Target Audience: *Beg., Interm., Adv.*

Location: **Av. Van Horne**

Chair: Steven C. Hayes, Ph.D., University of Nevada, Reno
David Sloan Wilson, Ph.D., Binghamton University
Louis Lefebvre, McGill University

Contextual behavioral science is seeking a way to link evolution science to issues of human behavioral and cultural development. In that context, the development of evolution science itself matters to this organization and its members. The panel will consider the future of evolution science itself and why that could be of importance to the world. Evolution science has been in a period of rapid development, especially due to empirical advances that appear to be fostering an extended evolutionary synthesis. We now know that variation and selective retention does not just apply to genes. Evolution is occurring in multiple dimensions and domains, and at multiple levels, within and across lifetimes. Environment and behavior fosters regulatory processes at the epigenetic level, that in turn impact the genetic expression and accommodation. The present panel, which includes world recognized experts in evolution science, will share their views about where evolution science is likely to go next and how that might change the ways in which we view the problems and prosperity of people.

Educational Objectives:

1. Describe the current state of evolution science.
2. Describe the key features of multilevel and multidimensional perspectives on evolution.
3. Explain how behavioral science can fit under the umbrella of evolution science.

71. Cultivating Self-Compassion and Its Relation to ACT Intervention Processes

Symposium (1:20-2:50pm)

Components: *Conceptual analysis, Literature review, Original Data, Didactic presentation*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Self-compassion

Target Audience: *Beg., Interm., Adv.*

Location: **Rue Sainte-Catherine**

Chair: John P. Forsyth, Ph.D., University at Albany, SUNY
Discussant: Dennis Tirch, Ph.D., Director, The Center for Compassion Focused Therapy

Self-compassion (Gilbert, 2009; Neff, 2003) is increasingly making its way into evidence-based practice, both as transdiagnostic process and as an important intervention outcome (Neff & Tirch, 2013). How core ACT intervention processes, including psychological flexibility, interface with self-compassion is not well understood. Each of the data-based papers in this symposium highlights relations among core ACT intervention processes and self-compassion. The methods span experimental psychopathology work, exploring the acute impact of a brief mindfulness and self-compassion intervention on mood, to intervention studies evaluating mediational relations among self-compassion and ACT intervention processes (e.g., defusion, mindfulness, and psychological flexibility) and research exploring relations among self-compassion and psychological flexibility in the treatment of persons suffering with PTSD. Each of the studies offers novel insights into the unique and synergistic contribution of self-compassion on ACT change processes, along with practical insights and recommendations for future research and clinical practice.

- **Love Yourself or Just Breathe?: The Acute Effects of Loving-Kindness Meditation vs. Traditional Mindfulness on Mood**
Jamie R. Forsyth, Ph.D., Union College
- **Clarifying Relations Among Self-Compassion and ACT Processes in the Treatment of Anxiety Disorders: A Test of Several Mediational Models**
Eric D. Tifft, B.A., University at Albany, SUNY
Timothy R. Ritzert, Ph.D., Longwood University
John P. Forsyth, Ph.D., University at Albany, SUNY
- **An Analysis of the Relationship Between Self-Compassion, Psychological Inflexibility, and PTSD Severity in a Partial Hospitalization Program**
Peter Grau, M.S., Marquette University, Rogers Memorial Hospital
Chad Wetterneck, Ph.D., Rogers Memorial Hospital, Marquette University

Educational Objectives:

1. Describe the importance of a single session meditation for novice meditators and the clinical implications for selecting an optimal mindfulness exercise when targeting self-compassion.
2. Describe empirical relations between self-compassion and ACT processes and the practical implications of this work for mental health practice.
3. Explain the potential benefits of cultivating self-compassion and targeting psychological inflexibility in PTSD treatment.

72. Evoke, Reinforce, Repeat (Part 2): Enhancing the Creativity and Sensitivity of your ACT work with a Plain Language Behavioral Perspective to Clinical Work
Workshop (1:20-4:25pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Behavioral Analysis in Clinical Work

Target Audience: Beg., Interm.

Location: Rue Notre-Dame / Rue Saint Denis

Matthew S. Boone, Lyra Health
Emily K. Sandoz, University of Louisiana at Lafayette
Karen Kate Kellum, University of Mississippi

ACT is a behavior analytic approach, or so it is said. Many ACT clinicians, however, find behavior analytic language hard to follow. Thus, their assessments and interventions continue to be guided by less specific, "mid-level terms," such as acceptance, defusion, and values. This may unnecessarily limit clinician's practice. We believe that employing basic principles of respondent conditioning, operant conditioning, and derived relational responding enhances the creativity and sensitivity of ACT clinicians. Though these principles can appear cold and overly technical at first glance, we believe they can bring clinicians closer to the practicing ACT in a way that is connected, compassionate, and closely attuned to the client's experience.

In this two-part workshop, participants learn a simple but technical behavioral framework for doing ACT. Participants will practice functional analyses of streams of therapist and client behavior and the application of those analyses in assessment, treatment planning, and moment-to-moment interaction. Part two focuses on providing practice for intervening to enhance the variability and flexibility of the speakers/client's behavior. Please note: attending part one is highly recommended.

Educational Objectives:

1. Demonstrate ways to use respondent conditioning to impact client behavior.
2. Demonstrate ways to use operant conditioning to impacts client behavior.
3. Demonstrate ways to use relational responding to impacts client behavior.

73. Importance of Values in Therapy: Empirical Evidence: Greek-Cypriot Chapter Sponsored Symposium (1:20-2:50pm)

Components: *Conceptual analysis, Literature review, Original Data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Values

Target Audience: Beg., Interm., Adv.

Location: Rue Crescent

Chair: Andrew Gloster, University of Basel

Discussant: Megan Kelly, Edith Nourse Rogers Memorial Veterans Hospital and University of Massachusetts Medical School

Values and valued action are a crucial aspect of the ACT model. Working on values during interventions can facilitate and enhance work on other components of the model. Clarifying values and building up patterns of reinforcing action can be emotionally intense, for both the client and therapist/trainer. Arguably, values are one of the key reasons the ACT model resonates with practitioners and leads to meaningful change in the clients we serve. Empirical verification of some these theoretical positions are lacking, however. This symposium will empirically examine how and in what way values impact interventions and in turn are changed during interventions. The presentations in this symposium will present data from studies that both do and do not directly target values (i.e., ACT & CBT) as well data from studies that assessed values during technological interventions. Data will be discussed with respect to possible theoretical and clinical refinements.

- Values, value conflicts, and change
Juergen Hoyer, Technische Universitaet Dresden, Institute for Clinical Psychology and Psychotherapy
Jasmin Čolić, Technische Universitaet Dresden, Institute for Clinical Psychology and Psychotherapy
Gerd Gruebler, Technische Universitaet Dresden, Institute for Philosophy
Andrew Gloster, University of Basel, Clinical Psychology and Epidemiology

- How Daily Engagement in Values Impacts Outcomes and Prosocial Activities
Andrew Gloster, Ph.D., University of Basel
Marcia Rinner, University of Basel
Andrea Meyer, University of Basel
- Valued living: How an ACT intervention for chronic pain affects chronic pain patients' values-consistent living?
Michaela Paraskeva-Siamata, University of Cyprus
Maria Karekla, University of Cyprus
Vasilis Vasileiou, University of Cyprus
Evangelos Karademas, University of Crete
Savvas Papacostas, Cyprus Institute of Neurology and Genetics

Educational Objectives:

1. Explain how and in what way values impact interventions and in turn are changed during interventions.
2. Describe session by session changes in values-consistent living, associating it with changes in other ACT model components and changes.
3. Evaluate possible theoretical and clinical refinements in values work.

74. ACT for Spiritual Development: Accept, Choose, Teach others

Workshop (1:20-2:50pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Spiritual Development, Educational settings, Monistic Spirituality

Target Audience: *Beg.*

Location: **Rue Mansfield / Rue Sherbrooke**

Hank Robb, Ph.D. ABPP, Private Practice

Recent surveys indicate individuals increasingly self-describe as "spiritual but not religious." This phase indicates a desire to develop one's spiritual dimension untethered by a particular religious ideology. This presentation is founded on the notion that "spiritual development" is possible within a wide variety of religious ideologies or independent of any. Based on a functional contextual analysis, this presentation takes the common Euro-American cultural divisions of body, mind and spirit and demonstrates how one can make contact with each. Participants will be trained to discriminate ten aspects of their spiritual dimension and shows participants how to apply The Formula for Human Liberation and the Formula for Serenity in Action.

Educational Objectives:

1. Evaluate the common language terms "mind," "body," and "spirit" based on a functional contextual approach to these terms.
2. List up to ten aspects of their "spiritual dimension."
3. Apply The Formula for Human Liberation and The Formula for Serenity in Action.

75. How RFT can make you smarter

Invited (1:20-2:50pm)

Components: *Conceptual Analysis, Literature review, Original data*

Categories: RFT, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Behavioral medicine, Educational settings, RFT, Experimental and applied analysis of behaviour

Target Audience: *Interm.; Applied*

Location: **Rue Saint-Paul**

Sarah Cassidy, Ph.D., Maynooth University, Ireland and Smithsfield Clinic (private practice)

(Introduced by: *Lisa W. Coyne, Ph.D., McLean Hospital / Harvard Medical School*)



RFT proposes that relational framing skills are central to language, cognition and intelligent behaviour. One of the most exciting and dynamic developments in the CBS mission (Hayes, Barnes-Holmes, Wilson, 2012) involves how relational framing skills might make people smarter. This presentation outlines an RFT intervention, which has been commercialised to make it more broadly available and is now called SMART (strengthening mental abilities with relational training). SMART has been co-created by

Sarah Cassidy and Bryan Roche at Maynooth University. It is delivered online in a game-like environment and involves a criterion-based progression through 55 different levels of training arranged in order of increasing relational complexity. Since the publication of the first empirical paper demonstrating that this intervention could raise IQ scores by statistically significant amounts (Cassidy, Roche, Hayes, 2011), the training has been administered to various different child and adult populations, with and without learning difficulties and to Alzheimer's patients. An ever-growing body of international scientific data, collected at multiple labs and schools across the last several years, is supporting the efficacy of SMART training with various populations. This exciting research agenda is demonstrating how RFT can be applied for improving cognitive skills across the globe.

Educational Objectives:

1. Describe how relational frame theory has moved outside of the lab and how it can be applied to real clinical and educational populations to improve their skill sets in multiple domains.
2. Describe SMART training.
3. Use SMART training yourselves and with your own clients.

76. What's ahead in Obsessive Compulsive Disorders: Theoretical and clinical developments

Panel (1:20-2:50pm)

Components: *Conceptual analysis, Literature review*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Theoretical and philosophical foundations, RFT, OCD

Target Audience: *Beg., Interm., Adv.*

Location: *Dièse*

- Chair: Brian Thompson Ph.D., Portland Psychotherapy Anxiety Clinic
 Kieron O'Connor, Ph.D., OCD spectrum Study Center University Institute of Mental Health at Montreal
 Adam Radomsky, Ph.D., Concordia University Research Chair in Anxiety and Related Disorders
 Angela Cathey, M.A., Enso Group
 Benjamin Schoendorff, M.A., M.Sc., Contextual Psychology Institute & OCD spectrum Study Center University Institute of Mental Health at Montreal

This panel will discuss new research and theoretical developments in the field of OCD. Researchers from three different approaches to OCD will engage in a dialogue around the differences and possible convergences between Cognitive Therapy, the Inference-based Approach (IBA, O'Connor, et al. 2005) and an ACT-RFT account. IBA, developed in Montreal, offers an innovative account of obsessive doubt that departs from the faulty appraisal model of Cognitive Therapy while RFT can illuminate language processes that may underlie and feed OCD. In a spirit of dialogue, the panelists will seek to outline the theoretical and clinical advances and challenges ahead and how these advances can lead to further refinements in clinical approaches.

Educational Objectives:

1. Describe the differences between the accounts of the processes underlying OCD as per the cognitive model, the inference-based model and an RFT account.
2. Describe one clinical strategy that is specific to each approach.
3. Describe areas of convergence between the three approaches.

77. Using ACT to enhance performance and well-being

Symposium (1:20-2:50pm)

Components: *Conceptual analysis, Original Data, Didactic presentation, Case presentation*

Categories: Performance-enhancing interventions, Clinical Interventions and Interests, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Educational settings, Organizational behavior management, Functional contextual approaches in related disciplines, Applied psychology, space psychology, mindfulness, ACT, performance psychology, group cohesion, stress, isolation, music performance anxiety, performance enhancement, imposter syndrome

Target Audience: *Beg., Interm., Adv.*

Location: *Exclamation*

Chair: David Juncos, Psy.D., Horstein, Platt & Associates (private practice in Philadelphia, PA)

This symposium presents the utility of ACT to help enhance performance and well-being in various contexts. The first paper explores the psychological human factors involved in human space exploration, describes findings from Mars analogue mission simulations and discusses how contextual behavioural science may be beneficial in this context. The second paper presents results of a study comparing efficacy of an ACT intervention and a solutions problems skills protocol intervention for improving academic performance in university students. The third paper presents results of three studies in which ACT was used to treat music performance anxiety and discusses how the results relate to larger discussions on ACT's proposed mechanisms of change. Finally, the fourth paper describes the relationship between Impostor Phenomenon and Burnout, and how these relate to experiential avoidance, while presenting study results assessing these variables among psychology students.

- Contextual Behavioural Science for Building Cohesive Groups and Maintaining the Productivity and Well-being of Astronauts and the Mission Support for Long-duration Space Missions

Karoly Schlosser, Ph.D. researcher in psychology, Institute of management Studies, Goldsmiths, University of London
Frank Bond, Director, Institute of Mangement Studies, Goldsmiths, University of London

- Comparison of a Solutions Problems Skills protocol vs Psychological Flexibility protocol in improving academic performance in university students
María Belén García-Martín, Fundación Universitaria Konrad Lorenz
Cindy Bermúdez, Fundación Universitaria Konrad Lorenz
Diana C. Riaño, Fundación Universitaria Konrad Lorenz
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz
- Acceptance and Commitment Therapy as a clinical performance anxiety treatment and enhancement program for musicians
David Juncos, Psy.D., Horstein, Platt & Associates (private practice in Philadelphia, PA)
- "I don't want to be an impostor and it's burning me out!"
Andreas Larsson, Ph.D., Stockholm University
Tord Ohlsson, Stockholm University

Educational Objectives:

1. Describe our findings in Mars analogue mission simulations and discuss how contextual behavioural science may be beneficial in this extraordinary context.
2. Describe two interventions to promote academic performance
3. Explain possible mechanisms by which ACT may effectively treat music performance anxiety and possibly enhance performance skills.

78. Shame, Stigma, and Stress: Barriers to Thriving for Gender and Sexual Minorities: Gender and Sexual Diversity SIG Sponsored Symposium (1:20-2:50pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Barriers to treatment, gender and sexual minorities

Target Audience: *Beg., Interm., Adv.*

Location: **Multiplication**

Chair: R. Sonia Singh, M.A., Bowling Green State University

Discussant: Matthew D. Skinta, Ph.D., ABPP, Palo Alto University

Minority stress is defined as the model of psychological stressors experienced by people who identify as a part of marginalized and stigmatized groups (Meyers, 1995). Gender and sexual minorities are defined as individuals experiencing minority stress due to living in a heterocentric, cisgender society. Minority stress studies have consistently and reliably found that sexual minority individuals experience higher rates of depression, anxiety, suicidal ideation, self-injurious behavior, substance abuse, and stigmatization than

heterosexual individuals (as cited in Skinta & Curtin, 2016). Further, gender and sexual minority individuals are less likely to seek treatment due to their experiences of discrimination and minority stress.

Given this experience of minority stress, there has recently been a push towards addressing and understanding contextual behavioral variables when working with gender and sexual minority clients (Skinta & Curtin, 2016). This symposium will synthesize basic research related to the impact of shame, stigma, and stress on gender and sexual minority individuals, as well as the importance of addressing these variables from a contextual behavioral perspective and implications for treatment.

- Thriving at the intersections: Minority stress and coping in sexual minority Latinxs in the U.S.A.
Néstor Noyola, B.S., Clark University
Esteban Cardemil, Ph.D., Clark University
- Substance Use and Fear of Stigma Among Gender and Sexual Minority Individuals
Madeline Benz, M.S., Clark University
Kathleen Palm Reed, Ph.D., Clark University
- Sexual Minority Work Stress: Barriers and Potential Solutions
R. Sonia Singh, M.A., Bowling Green State University
William H. O'Brien, Ph.D., Bowling Green State University

Educational Objectives:

1. Discuss how racism and heterosexism intersect to influence the minority stress that sexual minority Latinxs experience in their day-to-day lives.
2. Describe how the fear of stigma associated with everyday discrimination influences symptom severity and treatment-seeking among individuals who identify as a gender or sexual minority and endorse substance use problems.
3. Describe how shame can prevent disclosure and safety in the workplace and discuss how this relates to psychological flexibility and work stress in sexual minorities.

79. Intervenir de façon efficace avec une clientèle suicidaire en utilisant des techniques issues de la thérapie d'acceptation et d'engagement et de la thérapie dialectique comportementale: Québec Chapter Sponsored

Atelier de formation (1:20-2:50pm)

Components: *Exercices pratiques, Présentation didactique, Jeux de rôle*

Categories: Interventions cliniques, Prévention et interventions communautaires, Développement professionnel, Suicide

Target Audience: *Débutant, Intermédiaire, Avancé*

Location: **Arobase**

Marie-Eve Martel, D.Psy, M.A., Ph.D. candidate, Pratique privée (Sogge & Associates Practice in Psychology), Ottawa

Francis Lemay, Ph.D., Pratique privée, Québec

Selon l'OMS (2018), environ 800,000 individus à travers le monde s'enlèvent la vie à chaque année, ce qui représente environ un suicide à chaque 40 secondes. Il est donc crucial que les intervenants en santé mentale soient bien formés à intervenir auprès de cette population. La thérapie dialectique comportementale s'est montrée hautement efficace dans la réduction des conduites suicidaires (Suicide Prevention Resource Center, 2006). Le cadre conceptuel de la thérapie d'acceptation et d'engagement, en plus de ses outils cliniques variés, peuvent aussi s'avérer efficaces dans le travail auprès d'une clientèle suicidaire (Chiles & Strosahl, 2005). Cet atelier vise à former les cliniciens à évaluer le risque suicidaire et à intervenir en intégrant avec finesse des stratégies d'acceptation (ex. validation), d'engagement (ex. contact avec les valeurs) et de modification comportementale visant à augmenter la flexibilité et à réduire l'évitement, en plus des interventions basées sur le moment présent, pour intervenir efficacement auprès de cette clientèle dans des contextes variés. Des exemples de cas cliniques et des jeux de rôles seront utilisés afin de faciliter les apprentissages.

Educational Objectives:

1. Évaluer le risque suicidaire actuel chez le client.
2. Appliquer des techniques d'acceptation (p. ex. validation) de façon appropriée au contexte et utiliser les valeurs pour aider l'engagement du client envers un plan de sécurité.
3. Utiliser la pleine conscience pour répondre efficacement dans le moment présent (p. ex. améliorer l'alliance thérapeutique, gérer les réactions du clinicien).

Friday Afternoon 3:10pm

80. Scaffolding ACT and DBT for the Multi-Problem Client

Workshop (3:10-4:25pm)

Components: *Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, DBT and ACT

Target Audience: Interm.

Location: Centre-Ville

Amy House, Ph.D., Augusta University
Sandra Georgescu, Psy.D., Contextual CBT Center

This workshop will focus on blending ACT and DBT in a theoretically consistent way, using the principles of CBS to meet the needs of the multi-problem client, including those with BPD. DBT is a staged treatment, and after clients have achieved behavioral control in Stage 1, Stage 2 DBT involves addressing the sequelae of traumatic experiences and increasing the capacity for nontraumatic emotional experiencing. However, Stage 2 is also idiographic, with specific goals and strategies formulated from a functional analysis of the client's current needs. Using ACT in Stage 2 DBT makes sense, especially given the transdiagnostic effectiveness of ACT, the evidence regarding the role of experiential avoidance in psychopathology, and current shifts towards

process-based psychotherapy. In addition, clients who either refuse or do not have access to comprehensive DBT could nonetheless benefit from the incorporation of aspects of DBT into an ACT approach. This workshop will offer practical guidelines for using both DBT and ACT in a scaffolded approach to treating the multi-problem client, including examples from both individual therapy and group therapy.

Educational Objectives:

1. Describe the needs of the multi-problem client in a theoretically consistent way, using functional analysis and the principles of contextual behavioral science.
2. Plan an ACT-consistent intervention for a multi-problem client using a scaffolded approach, the stages and target hierarchies of DBT, the skills of DBT, and the processes of ACT.
3. Apply the skills of this integrated approach to either an individual or group therapy context.

81. Female, fierce and fabulous

Workshop (3:10-4:25pm)

Components: *Conceptual analysis, Didactic presentation, Case presentation, Role play*

Categories: Other, Prevention and Community-Based Interventions, Female leadership

Target Audience: Beg., Interm., Adv.

Location: Av. Duluth

Rikke Kjelgaard, M.Sc., ACT Danmark/Human ACT Sweden

Many women describe that they need to work harder than men to prove themselves or to be taken seriously. And females often compete against each other. This competition has a price that potentially interferes with well being, especially for young women. In this workshop will look at the potential struggles, challenges and female strengths from an ACT perspective. Through discussions and exercises we will work on female empowerment and connection between women in compassionate, fierce and fabulous ways.

This workshop is run by Rikke Kjelgaard. She is a psychologist and peer reviewed ACT trainer and a popular public speaker in Scandinavia. In this workshop Rikke will disclose some of the challenges that she has personally encountered and overcome through her life and career. Rikke speaks from her heart and her mission is to help people over the world to stand by themselves, to be brave and do more of what makes them happy.

Educational Objectives:

1. Describe how to celebrate womanliness and defuse from perceived barriers.
2. Demonstrate how to practice assertiveness and other functional communication skills when for example facing discrimination and chauvinism.

3. Demonstrate how to turn struggle into strength, to stand by yourself and to connect with and empower other women.

82. Evolution and contextual behavioral science: An integrated framework for understanding, predicting, and influencing human behavior

Panel (3:10-4:25pm)

Components: *Conceptual analysis*

Categories: Evolution, Theoretical and philosophical foundations, The Future of CBS

Target Audience: Beg., Interm., Adv.

Location: Av. Van Horne

Chair: Steven C. Hayes, Ph.D., University of Nevada, Reno

David Sloan Wilson, Ph.D., Binghamton University

This panel will describe the result of a multi-year long project to have well-known evolutionists and contextual behavioral scientists examine their similarities and differences in each of eight areas: Learning; Symbolic thought and communication; Development and Adolescence; Emotions and Empathy; Organizational Development; Behavioral and Physical Health; Small Groups; and Psychopathology and Behavior Change. In this panel the organizers of this dialogue, Steven C. Hayes and David Sloan Wilson, will describe the development of the field that this dialogue suggests and will share examples of overlap and point of different. Brief film clips of the interactions of major figures in the two areas of study will be shown.

Educational Objectives:

1. Describe how variation and selective retention in context apply to psychological flexibility.
2. Discuss the impact on contextual behavioral science that comes from viewing CBS as under the umbrella of evolution science.
3. Describe the impact on evolution science of current research and conceptual development in contextual behavioral science.

83. Get Out of Your Head and Into the Game: Teaching athletes the ACT Matrix and its use in the achievement of mindful, enhanced, sports performance

Workshop (3:10-4:25pm)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Performance-enhancing interventions, Clinical Interventions and Interests, ACT Matrix with child, youth, and Adult Athletes

Target Audience: Beg.

Location: Rue Sainte-Catherine

David Udelf, Psy.D., Becker, Udelf & Associates

Crucial to athletes' effectiveness is the ability to establish and maintain focus during training and

competition (Kaufman, Glass, & Pineau, 2017; Lundgren, 2015). Many athletes struggle with this essential ingredient to success, getting "hooked" on unwanted thoughts and emotions that can detract from effective performance at practice and in competition. Further complicating things are the ineffective efforts by athletes to ignore, dispose of, or otherwise deal with these unwanted thoughts and emotions, paradoxically exacerbating their over-focus on distracting, inward, experiences.

This workshop teaches participants an intuitive process utilizing the ACT Matrix (Polk, Schoendorff, Webster, & Olaz, 2016) that trains athletes to turn their focus from inward distractions to the committed actions that enable effective sports performance. Attendees will engage in demonstrations and activities used to teach athletes an understanding of the ACT Matrix, and its use in the training of techniques, including "routines" and "releases" (Ravizza and Hanson, 2017), that allow these performers to achieve mindful focus in the fast-paced, pressured, sports context. Participants will also be acquainted with research demonstrating ACT effectiveness with athletes.

Educational Objectives:

1. Explain the ACT Matrix to athletes and other performers with simple, intuitive language unencumbered by ACT and other mental health jargon that can impede understanding.
2. Utilize the ACT Matrix in performance enhancement interventions with athletes and other performers.
3. Explain the use of "routines" and "releases" (reboots), methods utilized by athletes to maintain and restore mindful focus on the committed actions of their sports performance job.

84. It is time to discuss race and politics: Applying CBS to address social divisions
Symposium (3:10-4:25pm)

Components: *Original Data*

Categories: Educational settings, Clinical Interventions and Interests, Racism, politics

Target Audience: Beg.

Location: Rue Crescent

Chair: Mariah D. Corey, University of Washington
Discussant: Akihiko Masuda, University of Hawaii at Manoa

In today's challenging cultural and political context, it is more important than ever that CBS is actively engaged in generating solutions that reduce distress experienced by those who are exposed to discrimination and oppression, that we empower well-intentioned individuals to engage in values-guided committed actions, and that we improve empathy, facilitate rationale dialogues, and seek human connections across social divisions. This symposium presents results of 3 randomized studies documenting the benefits of contextual-behavioral science approaches to improve outcomes on these hot-button issues. In the first paper, results are presented from a randomized trial of a workshop-style intervention that improved White medical

providers' empathy and emotional rapport towards Black patients in racially charged medical interactions. The second paper presents a randomized trial of a workshop-style intervention to reduce racial bias and improve connections among Black and White undergraduates on college campuses and the third paper presents an intervention to reduce political polarization and improve empathy among conservative and liberal undergraduates. Across these settings, results are encouraging and future work in these crucial areas is needed.

- A contextual-behavioral intervention to improve provider empathy and emotional rapport in racially charged interactions: A randomized trial
Daniel C. Rosen, Bastyr University
Jonathan W. Kanter, University of Washington
Katherine Manbeck, University of Washington
Heather Branstetter, Bastyr University
Mariah D. Corey, University of Washington
Monnica T. Williams, University of Connecticut
- Facilitating racial harmony on college campuses: A randomized trial
Jonathan W. Kanter, University of Washington
Monnica T. Williams, University of Connecticut
- Improving relations and decreasing polarization between conservatives and liberals on a college campus: A preliminary trial
Katherine E. Manbeck, University of Washington
Adam Kuczynski, University of Washington
Daniel W. M. Maitland, Texas A&M University at Corpus Christi
Lauren Fine, University of Washington
Mariah D. Corey, University of Washington

Educational Objectives:

1. Demonstrate brief experiential exercises used in interventions to decrease racism and improve political dialogue.
2. Describe primary benefits of CBS approaches to racism and political dialogue.
3. Discuss obstacles to engaging in connections across racial and political differences from a contextual-behavioral lens.

85. On Stage ACT-ing: Mid-Atlantic Region Chapter Sponsored

Workshop (3:10-4:25pm)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Improv, ACT

Target Audience: Beg., Interm., Adv.

Location: Rue Mansfield / Rue Sherbrooke

Brett Howard, Ph.D., NP, Private Practice
Holly Yates, M.S., LPC, Certified FAP Trainer, Private Practice

Miranda Morris, Ph.D., Private Practice

Research indicates that improvisational theater techniques (Improv) can be integrated into therapy as effective psychotherapeutic interventions. The practice of Improv is characterized by acceptance, present moment awareness and psychological flexibility. As such, Improv can enhance your

practice of Acceptance and Commitment therapy (ACT) by infusing it with dynamic and creative metaphors. In addition, Improv practice can broaden your therapeutic repertoire by enhancing your courage, creativity and psychological flexibility.

In this workshop, participants will co-create improvised therapeutic encounters that pull for each of the 6 core processes in ACT. We will use traditional Improv games and short improvised scenes to illustrate how the most successful performances require players to be open, centered and engaged. Successful scenes are born of psychological flexibility. Improv also provides a safe and low-stakes environment where participants can connect less workable scenes to moments of fusion, avoidance, lack of present-moment awareness, and other markers of psychological inflexibility. In addition, we will use a group Improv exercise that can be used to structure and inform group work, peer supervision, and ACT training.

Educational Objectives:

1. List at least 2 ways to increase psychological flexibility using Improv techniques.
2. Describe and practice flexible perspective taking.
3. Explain how Improv techniques enhance experiential learning of ACT core concepts.

86. Clinical Engagement with Gender Diverse Clients across the Gender Spectrum

Invited (3:10-4:25pm)

Components: *Conceptual Analysis, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Professional Development, Transgender, Gender Diverse, Gender Nonbinary

Target Audience: Beg., Interm.

Location: Rue Saint-Paul

Irene M. Dickey, Ph.D., Northern Arizona University

(Introduced by: Matthew D. Skinta, Ph.D., ABPP, Palo Alto University)

Transgender and gender diverse (trans) people have existed throughout history. In recent years, trans people have become ever more present in society. In this session participants will learn about recent developments in trans psychology. This includes defining and applying affirmative practice, understanding the role of assessment in clinical work, and the application of mindfulness practice to clinical concerns that often impact trans people.



Relying on the Guidelines for Psychological Practice with Transgender and Gender Nonconforming People, there will be a special focus on traditionally marginalized trans people including those with intersecting identities. The session will begin with a description of the historical influences that have complicated the relationship between gender diverse clients and their mental health provider. Following this, we will delve into an understanding of the elements that comprise affirmative practice. This session will rely on the use case examples to explore these concepts. This is not a basic knowledge training session, rather it is assumed that participants will at least have basic knowledge of transgender and gender diverse concerns.

Educational Objectives:

1. List three historical considerations that have influenced the role of psychological work with gender diverse clients.
2. Describe the core elements of affirmative practice with gender diverse clients.
3. Explain the prevailing ethical mandates for work with gender diverse clients.

87. Vers une façon de mesurer la qualité de vie (QV) plus cohérente avec la psychologie contextuelle fonctionnelle pour les personnes souffrant de problèmes de santé physiques et psychologiques: Québec Chapter Sponsored

Table ronde (3:10-4:25pm)

Components: *Analyse conceptuelle, Présentation didactique*

Categories: Médecine comportementale, Interventions cliniques, Prévention et interventions communautaires, Approches contextuelles fonctionnelles dans des disciplines connexes, Qualité de vie, maladies chroniques, douleur chroniques, troubles mentaux

Target Audience: *Débutant, Intermédiaire*

Location: *Dièse*

Marie-France Bolduc, MpS, Institut de psychologie contextuelle, candidate au Psy.D. Université du Québec à Montréal

Gilles Dupuis, Ph.D., UQAM

La QV reflète comment les personnes peuvent s'adapter et s'épanouir même en souffrant de problèmes de santé. Leurs valeurs et objectifs peuvent les aider à trouver de nouveaux moyens flexibles d'améliorer leur vie.

La majorité des questionnaires de QV sont un mélange de mesures de symptômes psychologiques/physiques, de bien-être ou de capacités fonctionnelles sous le parapluie de QV. Les mesures de QV actuelles collent-elles au cadre de la flexibilité psychologique (FP)? Peut-on mesurer la QV d'une manière plus cohérente avec la FP tout en

reflétant la perspective des clients sur leurs propres buts et valeurs?

L'inventaire systémique de qualité de vie a été décrit comme étant cohérent avec la troisième vague comportementale (Étienne, Missotten & Dupuis, 2010). Il mesure l'écart entre la condition actuelle de la personne et ses objectifs/valeurs auto-établis. Il permet aussi d'évaluer l'efficacité des actions de la personne dans différents domaines de sa vie.

Ce panel d'invités spécialisés en qualité de vie et en FP discutera des moyens de progresser vers des mesures de QV plus adaptées au modèle de la FP.

Educational Objectives:

1. Apprendre comment fonctionne les mesures de QV les plus courantes et en quoi elles diffèrent d'une mesure de QV basée sur les objectifs auto-établis.
2. Discuter comment entraîner la flexibilité psychologique pourrait améliorer la qualité de vie et quels processus de la FP seraient plus centraux pour stimuler ces changements?
3. Discuter en quoi il pourrait être utile d'utiliser une mesure de QV plus explicitement cohérente avec la FP dans les interventions cliniques?

88. ACT for People with Pain: What We Still Have to Learn: Pain SIG Sponsored

Symposium (3:10-4:25pm)

Components: *Original Data, Didactic presentation*

Categories: Behavioral medicine, Clinical Interventions and Interests, Chronic Pain

Target Audience: *Beg., Interm., Adv.*

Location: *Exclamation*

Chair: Steve Hull, M.D., Mercy Pain Center

Discussant: David Gillanders, DClinPsy, University of Edinburgh, School of Health in Social Science

Chronic pain is one of the areas where ACT interventions have had the most impact (e.g., Wicksell et al, 2013; Hughes et al., 2017). However, there is still much to learn about the best way to assess ACT-related processes, the most effective delivery format for interventions, and the factors that predict negative outcomes such as opioid misuse. This symposium brings together clinical researchers who aim to broaden our knowledge base in these areas. The first presenter will describe the development of the ACTiveAssessment algorithm as a means of grouping patients by pain acceptance levels and thus individualizing rehabilitation programs. The second presenter will describe results from a mixed-methods (in-person and online) ACT intervention for individuals with a genetic syndrome and chronic pain. Our third presenter will address factors predicting risk of opioid misuse in chronic pain patients and will describe the role of psychological flexibility in these individuals. Finally, our discussant will integrate these findings and discuss how they fill some of the existing knowledge gaps as well as the directions for future research.

- ACTiveAssessment: Profiling patients' way to manage their pain and their responsiveness using

CPAQ-8 (Chronic Pain Acceptance Questionnaire-8)

Graciela Rovner, Ph.D., ACT Institutet Sweden; Karolinska Institutet; Pain Services, Angered Hospital

Fredrik Johansson, Medical Library, Danderyd University Hospital

David Gillanders, DCLinPsy, University of Edinburgh, School of Health in Social Science

- A Mixed Methods ACT Intervention for Individuals with Chronic Pain from Neurofibromatosis Type 1 (NF1): Results from a Randomized Controlled Trial (RCT)

Staci Martin, Ph.D., National Institutes of Health

Taryn Allen, Ph.D., Clinical Research Directorate/Clinical Monitoring Research Program, Leidos Biomedical Research Inc.

Kari Struempf, Ph.D., National Institutes of Health

Mary Anne Tamula, MA, Clinical Research Directorate/Clinical Monitoring Research Program, Leidos Biomedical Research Inc.

Andrea Baldwin, CRNP, National Institutes of Health

Pamela Wolters, Ph.D., National Institutes of Health

- Psychological Flexibility, Pain Characteristics, and Risk of Opioid Misuse in Noncancerous Chronic Pain Patients

Amanda Rhodes, M.A., Kean University

Donald Marks, Psy.D., Kean University

Jennifer Block-Lerner, Ph.D., Kean University

Timothy Lomauro, Ph.D., VA New Jersey Health Care System

Educational Objectives:

1. Describe how algorithms based on pain acceptance scores can be used to individualize rehabilitation programs.
2. List an example of how mixed-methods ACT interventions using online components can be used for treating patients with pain.
3. Demonstrate an understanding of the role of psychological flexibility in people with pain who mis-use opioids.

89. Empirically evaluating smartphone app technology effectiveness in delivering and evaluating ACT interventions

Symposium (3:10-4:25pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, Behavioral medicine, Contextual assessment, ACT, technology, mobile devices

Target Audience: Beg., Interm.

Location: Multiplication

Chair: Javier Rizo, B.A., Duke University, Psychiatry and Behavioral Sciences

Discussant: Michael Levin, Ph.D., Utah State University, Logan, UT

Smartphones, a mobile technology device with many computer functionalities, are a ubiquitous presence in many societies around the world. As people increasingly embed these devices in their daily lives for all sorts of purposes, clinicians and researchers are turning smartphones into a healthcare tool. Smartphones can remotely deliver contextual behavioral interventions such as ACT and evaluate their effects, or remotely evaluate the effects of in-

person interventions. This symposium presents the varying uses for smartphones in ACT interventions and discusses how effective smartphones are as instruments of treatment delivery and treatment assessment.

- Analyzing longitudinal user engagement data of an ACT smoking cessation app for those with serious mental illness to examine outcomes of psychological flexibility and smoking behaviors
Javier Rizo, B.A., Duke University, Psychiatry and Behavioral Sciences
Paige Palenski, B.S., Duke University, Psychiatry and Behavioral Sciences
Roger Vilardaga, Ph.D., Duke University, Psychiatry and Behavioral Sciences

- ACT for a transdiagnostic treatment-resistant patients: Evidence from event sampling methodology and process assessments

Andrew Gloster, Ph.D., University of Basel, Division of Clinical Psychology and Intervention Science

Charles Benoy, University Psychiatric Clinics of Basel

Veronika Kuhweide, University Psychiatric Clinics of Basel

Katrin Pinhard, University Psychiatric Clinics of Basel

Klaus Bader, University Psychiatric Clinics of Basel

- Examining a prototype mobile app for self-critical thoughts: A clinical component test of cognitive defusion and cognitive restructuring

Jack Haeger, M.S., Utah State University

Michael Levin, Ph.D., Utah State University

Woollee An, M.S., Utah State University

Michael Twohig, Ph.D., Utah State University

Educational Objectives:

1. Describe how users with serious mental illness engage with smartphone app interventions and its effects on treatment outcomes.
2. Explain how ESM is used by patients and inform about treatment processes.
3. Describe the diverging clinical impact and processes of change associated with cognitive defusion and restructuring delivered via a mobile app.

90. Recent Research on Verbal Processes Involved in Components of ACT and RFT
Symposium (3:10-4:25pm)

Components: *Conceptual analysis, Original Data, Didactic presentation*

Categories: Theoretical and philosophical foundations, Clinical Interventions and Interests, Prevention and Community-Based Interventions, RFT, Autism, perspective taking, adolescents, adults, defusion, theory of mind

Target Audience: Beg., Interm., Adv.; Applied

Location: Arobase

Chair: Natalia Baires, Southern Illinois University, Carbondale

Discussant: Jonathan Tarbox, Ph.D., BCBA-D, University of Southern California

During Acceptance and Commitment Therapy (ACT) and Relational Frame Theory (RFT), various verbal processes are observed, such as self-as-content and self-as-context statements. Furthermore, perspective taking (PT) plays a key role during said processes. In the current symposium, three studies utilizing ACT or RFT in conjunction with verbal processes are discussed. The first study, which evaluates the effects of a defusion exercise and PT interactions based on RFT, aims to alter negative statements about the self through training of deictic frames in adolescents with autism. The second study focuses on evaluating the efficacy of ACT with adolescents and adults with autism to increase self-as-context statements and decrease self-as-content statements. Moreover, data from physiological measures were obtained and subsequently stabilized while discussing negative thoughts after receiving ACT, suggesting that ACT has an effect on physiological responses. Finally, a third study will discuss how a RFT-based protocol assists in expanding PT skills in adults with autism. In combination, all three studies provide diverse insight into the role verbal processes play when components of ACT and RFT are included.

- Effects of Defusion and Deictic Frame Interactions on the Development of Self-As-Context in Individuals with Autism
Sebastián García-Zambrano, Southern Illinois University, Carbondale

- Effects of Acceptance and Defusion on Verbal Self-Statements and Physiological Measures in Individuals with Autism Spectrum Disorder
Jessica Hinman, B.A., Southern Illinois University, Carbondale
- Perspective-Taking and Multiple Exemplars in Adults with Autism Spectrum Disorder
Natalia Baires, M.S., BCBA, Southern Illinois University, Carbondale
Jessica Hinman, B.A., Southern Illinois University, Carbondale
Ruth Anne Rehfeldt, Ph.D., BCBA-D, Southern Illinois University, Carbondale

Educational Objectives:

1. Discuss the effectiveness of a defusion exercise and perspective taking interactions based on RFT to alter negative statements about the self.
2. Describe the efficacy of ACT on increasing self-as-context statements and decreasing self-as-

content statements in conjunction with its effects on physiological responses.

3. Discuss how a protocol based on RFT can assist in increasing perspective taking skills in adults with autism.

Friday Afternoon Plenary 4:40pm

91. The Zigs and Zags of Human Evolutionary History

Plenary (4:40-5:55pm)

Components: *Conceptual Analysis*

Categories: Evolution, Clinical Interventions and Interests, cooperation, Evolution of cooperation and equity

Target Audience: Beg.

Location: Place Du Canada

Peter Turchin, University of Connecticut

(Introduced by: Steven C. Hayes, Ph.D., University of Nevada, Reno)



Over the past 10,000 years human societies evolved from “simple”—small egalitarian groups, integrated by face-to-face interactions,—to “complex”—huge anonymous societies of millions, characterized by great differentials in wealth and power, extensive division of labor,

elaborate governance structures, and sophisticated information systems. What are the social forces that hold together our large-scale complex societies? How did human ultrasociality – extensive cooperation among large numbers of unrelated individuals – evolve? And why did the evolution of egalitarianism follow a zigzag pattern: from egalitarian small-scale societies of hunter-gatherers to first hierarchical societies with great inequities in the distribution of power, status, and wealth; and then another turn during the Axial Age (1 millennium BCE), which started a move away from despotism, which has continued to the present. In my talk I will discuss how new theoretical insights from cultural multilevel selection and from statistical analyses of large amounts of historical and archaeological data can help us answer these questions.

Educational Objectives:

1. Outline human social evolution over the past 10,000 years.
2. Present the puzzle of human cooperation.
3. Discuss new results explaining the evolution of egalitarianism.



Image denotes ACBS Junior Investigator
Poster Award Recipients

Place du Canada Ballroom

Open to conference attendees and guests. Cash bar
available.

Poster Session #3, 6:00-7:00pm

Behavioral medicine

1. ACT for Cancer Survivors with Clinically Significant Fear of Recurrence: Results of a 3-Arm Randomized Pilot

Subtopic: Cancer

Shelley A. Johns, Psy.D., ABPP, Indiana University School of Medicine

Kathleen Beck-Coon, MD, Indiana University School of Medicine

Linda F. Brown, Ph.D., HSPP, Indiana University
Michelle LaPradd, MS, Indiana University School of Medicine

Patrick O. Monahan, Ph.D., Indiana University School of Medicine

2. Emotion Regulation Deficits and Impaired Working Memory as Correlates of Emotional Eating

Subtopic: Emotion Regulation

Tanya S. Watford, M.S., Bowling Green State University
Abby Braden, Ph.D., Bowling Green State University
Emily Ferrell, B.S., Bowling Green State University

3. Predictors and mediators of outcome in cognitive behavioral therapy for chronic pain: The contributions of psychological flexibility

Subtopic: Chronic pain

Sophia Åkerblom, M.Sc., Lund University

Sean Perrin, Ph.D., Lund University

Marcelo Rivano Fischer, Ph.D., Skåne University Hospital

Lance M McCracken, Ph.D., King's College London

Clinical Interventions and Interests

4. A Health Self-Management Support Intervention for Individuals with Serious Mental Illness: Exploring the ACT Therapeutic Stance with Peer Support Specialists: Contextual Medicine SIG and Psychosis SIG Sponsored

Subtopic: Psychosis

Adrienne Lapidus, Ph.D., University of Michigan

5. Pathways to Pleasure: Flexibility as a Route to Sexual Pleasure as Women Age

Subtopic: Sex therapy

Kate Morrissey Stahl, LCSW, Ph.D., CST, University of Georgia

Jerry Gale, Ph.D., MFT, University of Georgia

Denise Lewis, Ph.D., University of Georgia

Doug Kleiber, Ph.D., University of Georgia

6. Turkish Version of BAVQ-R: Preliminary Analysis of Reliability and Validity

Subtopic: Psychosis

Zühal ÇELİK, Bakirkoy Research & Training Hospital for Psychiatry, Neurology and Neurosurgery

Merve TERZIOĞLU, Bakirkoy Research & Training Hospital for Psychiatry, Neurology and Neurosurgery

K.Fatih YAVUZ, Bakirkoy Research & Training Hospital for Psychiatry, Neurology and Neurosurgery

7. The effect of ACT-enhanced DANCE treatment for reducing burden of caring in Japanese family caregivers of dementia: A single-case experimental design

Subtopic: Dementia

Takashi Muto, Ph. D., Doshisha University

8. Difficulties in Emotion Regulation: A Transdiagnostic Predictor of Adolescent Depression and Anxiety

Subtopic: Emotion Regulation and Psychopathology

Marissa D. Sbrilli, B.A., Children's Hospital of Philadelphia

Jason D. Jones, Ph.D., Children's Hospital of Philadelphia

Jami F. Young, Ph.D., Children's Hospital of Philadelphia

9. The relationship between experiential avoidance and its short-term consequences: Using ecological momentary assessment

Subtopic: Experiential avoidance

Taiki Shima, Doshisha University

Kazuya Inoue, Waseda University

Junichi Saito, Waseda University

Hiroaki Kumano, Waseda University

10. Social trust as a moderator of the relationship between stigma-related acceptance and self-reported prejudice

Subtopic: Prejudice

Leah M. Bogusch, M.A., Bowling Green State University

Mary T. Moeller, M.A., Bowling Green State University

Tabitha C. Waite, M.A., Bowling Green State University

William H. O'Brien, Ph.D., Bowling Green State University

11. Convergent and Known-Groups Validity of the Self-as-Context Scale

Subtopic: Contextual self

Robert D. Zettle, Wichita State University

Kyle Rexer, Wichita State University

Jeffrey Swails, Wichita State University

Suzanne R. Gird, Wichita State University

12. Centering-Focused Protocols vs. Two Control Groups in Coping with Induced Pain

Subtopic: Contextual self, mindfulness

Robert D. Zettle, Wichita State University
Eric Richardson, Wichita State University
Yvonne Chaw, Wichita State University
Suzanne R. Gird, Wichita State University
Charles Hayes, Wichita State University
Lucas Cylke, Wichita State University

13. Comparison Between CBT and ACT for Public Speaking Performance

Subtopic: Social Anxiety Disorder

Soultana Mpoulkoura, B.A., Minnesota State University, Mankato
Jeffrey Buchanan, Ph.D., Minnesota State University, Mankato

14. ACT on Life group: A Pilot Study of ACT with Adolescents in Outpatient Mental Health Clinics

Subtopic: Adolescent, group therapy, anxiety, depression

Amber M. Johnston, Ph.D., IWK Health Centre
Susie McAfee, Ph.D., Dalhousie University
Michelle Tougas, M.Sc., Dalhousie University

15. The impact of a gratitude journal intervention on values-behavior congruence and subjective well-being

Subtopic: Values, subjective well-being, gratitude

Robin Grumet, M.A., McGill University
Marilyn Fitzpatrick, Ph.D., McGill University
Gentiana Sadikaj, Ph.D., McGill University
Isabelle Leduc-Cummings, McGill University

16. Acceptance and Commitment Therapy for the Treatment of PTSD: A Meta-Analysis of Treatment Outcome Studies

Subtopic: PTSD, ACT

Aniko Viktoria Varga, B.A., Bowling Green State University
Jennifer T. Grant, B.S., Bowling Green State University

Joel Engelman, B.A., Bowling Green State University
William H. O'Brien, Ph.D., Bowling Green State University

17. Flexibility between the Lines: Psychological Flexibility through Language Analysis, a Pilot Study

Subtopic: Language - psychological flexibility

Melissa Miller, University of Louisiana
Emily Sandoz, University of Louisiana

18. Psychological Flexibility, Pain Characteristics, and Risk of Opioid Misuse in Noncancerous Chronic Pain Patients

Subtopic: Chronic Pain

Amanda Rhodes, M.A., Kean University
Donald Marks, Psy.D., Kean University

Jennifer Block-Lerner, Ph.D., Kean University
Timothy Lomauro, Ph.D., VA New Jersey Health Care System

19. ACT and DBT: a practical integrative approach for beginner and intermediate therapists working with multi-problematic clients

Subtopic: ACT and DBT

Loureiro Lucia, private practice
Principi Carolina, private practice

Functional contextual approaches in related disciplines

20. Shaping Social Skills in Context: Social Fitness Club

Subtopic: Children and Adolescents

Sally Lohs, M.D., Medical College of Wisconsin
John Parkhurst, Ph.D., Children's Hospital of Wisconsin
William Massey, Ph.D., Oregon State University

21. Integrating ACT and Behavior Analytic practices into an athletic coaching business model

Subtopic: Athletics, Coaching

Christopher Hebein, University of Nevada, Reno
Patrick Smith, University of Nevada, Reno
Steven C Hayes, Ph.D., University of Nevada, Reno

Organizational behavior management

22. The Anti-ACT: How Organizations Sustain Systems of Psychological Inflexibility

Subtopic: Behavior Systems Analysis

Christopher Hebein, University of Nevada, Reno
Ali Molaie, University of Nevada, Reno
Neal Falletta-Cowden, University of Nevada, Reno
Michelle Forman, University of Nevada, Reno
Lauren Brown, University of Nevada, Reno

Prevention and Community-Based Interventions

23. An Interpretative Phenomenological Exploration of Group-Based Acceptance and Commitment Therapy with Adolescents: Ontario Chapter Sponsored

Subtopic: Adolescents, Group Treatment, Anxiety, Depression, Transdiagnostic intervention, Qualitative

Tajinder Uppal Dhariwal, Ph.D., OISE/University of Toronto
Sheri Turrell, Ph.D., Trillium Health Partners

24. Enjoy translating TED talks from the ACBS world!

Subtopic: TED talks, ACBS

Emanuele Rossi, Psy.D., APC, SPC - AISCC

25. Meta-analysis of Acceptance and Commitment Therapy for Weight-loss, Physical Activity, and Other Weight-related Outcomes

Subtopic: Weight

Sallie A. Mack, B.S., Utah State University
Jason Lillis, Ph.D., Brown University
Michael E. Levin, Ph.D., Utah State University

26. Mindfulness, psychological flexibility and wellbeing in a sample of Italian adolescents

Subtopic: Adolescents, Psychological Flexibility, Mindfulness, Wellbeing

Emanuele Rossi, Psy.D., APC, SPC - AISCC
Antea D'Andrea, Psy.D., APC, SPC - AISCC
Erica Curzi, Psy.D., APC, SPC - AISCC
Elena Cucchiari, Psy.D., APC, SPC - AISCC
Natalia Glauser, Psy.D., APC, SPC - AISCC

Professional Development

27. Web system for ACT: About development and utilization situation of ACT-online

Subtopic: Vocational Rehabilitation

Fumiki Haneda, Vocational Counselor, Startline.Co.Ltd

Psychological flexibility

28. Does psychological flexibility influence liking?

Subtopic: Psychological flexibility

Silvia Berkner, University of Leipzig, Germany
Sascha Krause, University of Leipzig, Germany

Questionnaire validation

29. Validation de la version française abrégée du Multidimensional Psychological Flexibility Inventory (MPFI)

Subtopic: Psychological flexibility

Simon Grégoire, Ph.D., Université du Québec à Montréal
Joel Gagnon, Université du Québec à Trois-Rivières
Cloé Fortin, Université du Québec à Montréal
Rebecca Shankland, Université Grenoble Alpes
Frédéric Dionne, Université du Québec à Trois-Rivières
Ilios Kotsou, École de management de Grenoble
Jean-Louis Monestès, Université Grenoble Alpes

Relational Frame Theory

30. Concurrent transformation of suppression and escape functions of pain-related verbal stimuli via same and opposite relations: Belgium & Netherlands (Dutch-speaking) Chapter Sponsored

Subtopic: Thought suppression, RFT

Roy Thewissen, Ph.D., Maastricht University
Ian Steward, Ph.D., National University of Ireland
Ann Meulders, Ph.D., Catholic University of Leuven

31. Assessment of Derived Relational Responding for Preschoolers: China Chapter Sponsored

Subtopic: Preschoolers

Fen-Fen Wang, M.S, Institute of Psychology, Chinese Academy of Sciences
Zhuo-Hong Zhu, Ph.D, Institute of Psychology, Chinese Academy of Sciences

Yue Chen, M.S, Institute of Psychology, Chinese Academy of Sciences

32. Using Relational Frame Theory to increase cognitive skills in children with autism: The case for metaphors

Subtopic: Autism

Maria Jose Sireci, IESCUM, University Kore Enna
Laura Visentin, IESCUM
Francesca Mongelli, University Kore Enna
Giovambattista Presti, IESCUM, University Kore Enna



33. Fostering Meaning and Motivation

Subtopic: Public Speaking Anxiety

Ana Gallego, University of Jyväskylä
Raimo Lappalainen, University of Jyväskylä
Matthieu Villatte, Evidence-based institute of Seattle
Louise McHugh, University College Dublin

34. Assessing a Derived Transfer of Functions Using the Implicit Relational Assessment Procedure Under Three Motivative Conditions

Subtopic: IRAP

Cainã Gomes, Paradigma – Centro de Ciências do Comportamento
William F. Perez, Paradigma – Centro de Ciências do Comportamento
João Henrique de Almeida, Universidade Federal de São Carlos
Arthur Costa e Silva, Paradigma – Centro de Ciências do Comportamento
Júlio C. de Rose, Universidade Federal de São Carlos
Dermot Barnes-Holmes, Ghent University

Theoretical and philosophical foundations

35. The Relationship Between Psychological Inflexibility, Cognitive Fusion, Gender Role Conflict, and Normative Male Alexithymia in a Sample of Cisgender Males

Subtopic: Psychological Inflexibility and Masculine Gender Norms

Michael McGlenn, M. A., Alliant International University, California School of Professional Psychology
Jill Stoddard, Ph.D., Alliant International University, California School of Professional Psychology

36. Effect of social contingency on rule-following among people with high and low depressive symptoms

Subtopic: Depression

Kazuki HASHIGUCHI, Graduate School of Psychology, Doshisha University
Shin-ichi ISHIKAWA, Ph.D., Faculty of Psychology, Doshisha University
Takashi MUTO, Ph.D., Faculty of Psychology, Doshisha University

37. Is ACT Efficient Buddhism?

Subtopic: Buddhism, Mindfulness, Values
 Stephanie Lin, B.A., San Jose State University
 April Wentworth, B.S., San Jose State University
 Jazmine Mauricio, B.A., San Jose State University
 Megan Rauch, B.A., San Jose State University
 Linette Villa, B.A. (as of May 2018), San Jose State University
 Jennifer Gregg Ph.D., San Jose State University

Interventions cliniques

38. How do children conceptualize the concept of mindfulness? Implications for future measures

Subtopic: Mindfulness, children, comprehension, measure, developmental considerations
 Julie Beaugard, Université de Sherbrooke
 Raphaëlle Beaugard-Lacroix, Université de Sherbrooke
 Véronique Parent, Université de Sherbrooke
 Fabienne Lagueux, Université de Sherbrooke
 CV de la première auteure,

Education

39. Feasibility Study of a Mindfulness-Based Educational Program (MBEP) for First Year High School Students in a Regular Classroom

Subtopic: Mindfulness in school settings
 Linda Paquette, Ph.D., Université du Québec à Chicoutimi
 Jacinthe Dion, Ph.D., Université du Québec à Chicoutimi
 Nadia Fortin, BA, Université du Québec à Chicoutimi
 Tommy Chevrette, Ph.D., Université du Québec à Chicoutimi

Poster Session #4, 7:00-8:00pm

Clinical Interventions and Interests

1. Training perspective-taking skills by using A maze-instruction game: A case study

Subtopic: Perspective-taking, spatial perspective-taking, down syndrome
 Yu Horiuchi, Ritsumeikan-University graduate school of science for human service
 Yuka Miyake, Ritsumeikan-University graduate school of science for human service
 Yuka Hiramatsu, Ritsumeikan-University graduate school of science for human service
 Taiki Minami, Ritsumeikan-University graduate school of science for human service
 Shinji Tani, College of comprehensive psychology, Ritsumeikan-University

2. A preliminary evaluation of a brief ACT-intervention for women with vulvodynia

Subtopic: Pain (vulvovaginal pain)

Pernilla Maathz, M.Sc., Uppsala University
 Thomas Parling, Ph.D., Karolinska Institutet & Stockholm Health Care Services
 Johanna Ekdahl, Ph.D., Mittuniversitetet
 JoAnne Dahl, Ph.D., Uppsala University

3. The Exploration of Contextual Behavioral Variables for Sexual Minority Employees

Subtopic: Sexual minority research, Work place
 A. Theodore Artschwager, B.A., Bowling Green State University
 R. Sonia Singh, M.A., Bowling Green State University
 William H. O'Brien, Ph.D., Bowling Green State University

4. The Experience of Shame and Emotion Regulation Difficulties Related to the 2016 Election

Subtopic: Emotion Regulation, Shame, 2016 United States Presidential Election
 Tanya S. Watford, M.S., Bowling Green State University
 R. Sonia Singh, M.A., Bowling Green State University
 Mary Moeller, M.A., Bowling Green State University
 Aniko Viktoria Varga, B.A., Bowling Green State University
 William H. O'Brien, Ph.D., Bowling Green State University

5. Acceptance and Commitment Therapy: What are the Benefits for University Students?

Subtopic: Acceptance and commitment therapy, psychological flexibility, university students, qualitative study
 Laurence Morin, B. Sc., Université de Montréal
 Lysa-Marie Hontoy, B. Sc., Université de Montréal
 Karine Rondeau, Ph. D, Université du Québec à Montréal
 Simon Grégoire, Ph. D, Université du Québec à Montréal

6. Effectiveness of an Acceptance and Commitment Intervention on Values: a Randomized Controlled Trial

Subtopic: Values, Students
 Lysa-Marie Hontoy, Université de Montréal
 Laurence Morin, Université de Montréal
 Simon Grégoire, Ph.D., Université du Québec à Montréal

7. The use of the ACT metaphor in an alcoholic rehabilitation department: Italy Chapter Sponsored

Subtopic: Metaphor
 Alessia Mediolì M.D., ACT Italia, ASCCO Parma, Fondazione Richiedei
 Francesca Pergolizzi Ph.D., ACT italia ASCCO Parma
 Luigina Scaglia M.D., Fondazione Richiedei
 Nanni Presti M.D., ACT Italia, ASCCO Parma

8. Acceptance and Commitment Therapy for acceptance of aging self-stereotypes: A proof of concept study

Subtopic: Geriatric psychology
 Mary Moeller, M.A., Bowling Green State University
 Leah Bogusch, M.A., Bowling Green State University
 Tabitha Waite, M.A., Bowling Green State University
 William O'Brien, Ph.D., Bowling Green State University

9. Multi-group invariance examination of the factor structure of the Cognitive Fusion Questionnaire (CFQ) in English and Spanish

Subtopic: Cognitive Fusion

Stephanie V. Caldas, M.S., University of North Texas
Sierra Kelly, University of North Texas
Cynthia Rivera, University of North Texas
Amy R. Murrell, Ph.D., University of North Texas

10. Our Bodies as Metaphor: Using Yoga to Foster Psychological Flexibility in the College Classroom

Subtopic: College students

Paola Ricardo, M.A., Kean University
Ashlyne Mullen, M.S., Kean University
Jennifer Block-Lerner, Ph.D., Kean University
Donald Marks, Psy.D., Kean University

11. Namaste in the classroom: Evaluating the effects of yoga integrated into an ACT curriculum-based workshop

Subtopic: College students

Ashlyne Mullen, M.S., Kean University
Paola Ricardo, M.A., Kean University
Jennifer Block-Lerner, Ph.D., Kean University
Donald Marks, Psy.D., Kean University

12. Psychological flexibility in young adults with depression and anxiety

Subtopic: Young Adults, Partial Hospitalization

Rawya Aljabari, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University
Lauren Harris, Rhode Island Hospital/Alpert Medical School of Brown University
Olga Obraztosova, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University
Mark Zimmerman, MD, Rhode Island Hospital/Alpert Medical School of Brown University

13. The Role of Loneliness and Psychological Flexibility in the Pathway from Romantic Rejection to Depression

Subtopic: Depression

Im Fong Chan, Murray State University
Michael Bordieri, Murray State University

14. Developing and testing a brief version of the CompACT

Subtopic: Measure development

Nima G Moghaddam, University of Lincoln
David L Dawson, University of Lincoln



15. Acceptance and Commitment Therapy for adults with head and neck cancer experiencing psychological distress: A hermeneutic single case efficacy design (HSCED) series

Subtopic: Cancer, anxiety, depression

Nicolle Morris, University of Nottingham
Nima Golijani-Moghaddam, Lincoln University
Sanchia Biswas, National Health Service
Anna Tickle, University of Nottingham

16. Guided Acceptance and Commitment Therapy (ACT) self-help for clients on a waiting list for psychological therapy

Subtopic: Adult mental health

Kate French, University of Lincoln
Nima Golijani-Moghaddam, University of Lincoln
Thomas Schröder, University of Nottingham
Rebecca Blacker, Lincolnshire Partnership NHS Foundation Trust

17. Effectiveness of Acceptance and Commitment Therapy self-help for carers of people with multiple sclerosis: A feasibility randomised controlled trial

Subtopic: Carers of people with Multiple Sclerosis

Kristy-Jane Martin, M.Sc. BSc (Hons), Trent Doctorate in Clinical Psychology, University of Nottingham
Dr. Nima Moghaddam, Ph.D., DCLinPsy, Trent Doctorate in Clinical Psychology, University of Lincoln
Dr. Nikos Evangelou, Division of Clinical Neurosciences, University of Nottingham
Prof. Roshan dasNair, Trent Doctorate in Clinical Psychology, University of Nottingham

Educational Settings

18. Academic assessment and psychological distress among medical students: How do they ACT?: Belgium & Netherlands (Dutch-speaking) Chapter Sponsored

Subtopic: Psychological distress

A.Smeets, M.Sc., Department of Pathology, Radboud University Medical Center, Nijmegen, The Netherlands
Dr. M. Latijnhouwers, Radboud Health Academy, Radboud University Medical Center, Nijmegen, The Netherlands
Mr. Dr. M. Vorstenbosch, Department of Anatomy, Radboud University Medical Center, Nijmegen, The Netherlands
Prof. Dr. R. Laan, Radboud Health Academy, Radboud University Medical Center, Nijmegen, The Netherlands



19. Targeting Psychology Flexibility, Sleep Hygiene, and Physical Activity in High School Students using the DNA-V Model

Subtopic: DNA-V Model

Samuel Faulkner, MA, East Carolina University
Sean O'Dell, Ph.D., Geisinger Medical Center
Jeannie Golden, Ph.D., East Carolina University

20. Reciprocal relationships between experiential avoidance and depressive symptoms among Japanese adolescents: A one-year longitudinal study

Subtopic: Children, Depression

Kenichiro Ishizu, Ph.D., University of Toyama
Yoshiyuki Shimoda, Ph.D., Saga University
Tomu Ohtuski, Ph.D., Waseda University

21. Acceptance and Commitment Therapy (ACT) for K-12 Teachers in China

Subtopic: Teacher, China, mental health, Interpersonal relationships

Hui Cao, Ph.D., Beijing Institute of Education, China

22. Middle School Students' Perceptions of Mindfulness Workshops to Manage Academic-related Stress

Subtopic: Mindfulness

Sarah E. Moran, B.A., Medical University of South Carolina

Rosaura Orengo-Aguayo, Ph.D., Medical University of South Carolina

Performance-enhancing interventions

23. An Experimental Study on the Process of Creative Hopelessness: Changes in ACT-Specific Measures

Subtopic: Creative Hopelessness

Madoka Takahashi, Waseda University

Wakana Maeda, Chubu-Rosai Hospital

Taiki Shima, Doshisha University

Kazuya Inoue, Waseda University

Junichi Saito, Waseda University

Hiroaki Kumano, Waseda University

24. Effects of self-as-context/defusion intervention on behavioral assimilation to age stereotypes

Subtopic: Defusion

Kohei Hashimoto, M.A., Graduate School of Doshisha University

Takashi Muto, Ph.D., Doshisha University

Prevention and Community-Based Interventions

25. The relationship between facets of mindfulness and implicit racial bias

Subtopic: Mindfulness, Implicit bias

Elizabeth Tish Hicks, B. A., Utah State University

Kristin L. Jay, Ph. D., Marist College

26. ACT at work: Preventing workers' burnout in the field of child welfare: Japan Chapter Sponsored

Subtopic: Burnout

Tomu Ohtsuki, Waseda University

Aiko Kamada, Well Link co., ltd.

27. Effectiveness of Interventions to Reduce Secondhand Smoke Exposure in the homes among Children in China: A Systematic Review

Subtopic: Secondhand smoke exposure

Yan Hua Zhou, M.Sc., School of Nursing, The Zhejiang Chinese Medical University

Yim Wah Mak, Ph.D., School of Nursing, The Hong Kong Polytechnic University

28. Effect of a workplace ACT intervention on psychological wellbeing, distress and flexibility: A randomized controlled trial using ecological momentary assessment

Subtopic: Workplace ACT intervention, ecological momentary assessment

Laurence Morin, Université de Montréal

Laurence De Mondeharel, M.Ps., Université du Québec à Montréal

Simon Grégoire, Ph.D., Université du Québec à Montréal

29. Does perceived socioeconomic status predict receptivity to mindfulness practices and willingness to seek psychotherapeutic services?

Subtopic: Mindfulness

Cristin Pontillo, M.A., Kean University

Arika Aggarwal, B.S., Kean University

Jared Hammond, M.A., Kean University

Brielle Tamburri, Kean University

Jennifer Block-Lerner, Ph.D., Kean University

Donald Marks, Psy.D., Kean University

30. Cultural Harmony: Examining the effects of exposure to music-based mindfulness practices on feelings of common humanity and openness to diversity

Subtopic: Mindfulness and Spirituality

Neil Patel, M.A., Kean University, Nathan Weiss Graduate College

Paola Ricardo, M.A., Kean University: Nathan Weiss Graduate College

Jennifer Block-Lerner, Ph.D., Kean University: Nathan Weiss Graduate College

Donald Marks, Psy.D., Kean University: Nathan Weiss Graduate College

Cristin Pontillo, B.A., Kean University: Nathan Weiss Graduate College

Arika Aggarwal, B.A., Kean University: Nathan Weiss Graduate College

31. Using ACT to promote resilience and self-compassion among people living with or affected by HIV, mental illness and addiction

Subtopic: Stigma reduction and self-compassion

Josephine Pui-Hing Wong, Ph.D., Ryerson University

Alan Tai-Wai Li, Regent Park Community Health Centre

Alessandro Bisignano, Committee for Accessible AIDS Treatment

Relational Frame Theory

32. Decision-Making and BIRRs: investigating the propensity to buy functional food

Subtopic: Functional Nutrition

Andrea Modica, University of Enna "Kore"

Valeria Squatrito, University of Enna "Kore"

Annalisa Oppo, Sigmund Freud Acadamey

Giovambattista Presti, University of Enna "Kore"

Paolo Moderato, IULM University

33. Assessing the Change Agenda Using the Implicit Relational Assessment Procedure

Subtopic: IRAP, Change agenda, acceptance, creative hopelessness

Kazuya Inoue, Graduate school of human sciences, Waseda University
Taiki Shima, JSPS Research Fellow
Madoka Takahashi, Graduate school of human sciences, Waseda University
Hiroaki Kumano, Faculty of human Sciences, Waseda University

34. Food choice: analysis of implicit and elaborated relational responding to taste and price

Subtopic: Decision-Making and food

Andrea Modica, University of Enna "Kore"
Valeria Squatrito, University of Enna "Kore"
Annalisa Oppo, Sigmund Freud Acadamey
Giovambattista Presti, University of Enna "Kore"
Paolo Moderato, IULM University

35. In Vino Veritas: An IRAP analysis of the propensity to buy wine after visiting a winery

Subtopic: Decision-making and wine

Andrea Modica, University of Enna "Kore"
Valeria Squatrito, University of Enna "Kore"
Annalisa Oppo, Sigmund Freud Acadamey
Giovambattista Presti, University of Enna "Kore"
Paolo Moderato, IULM University

Theoretical and philosophical foundations

36. The Impact of the 2016 Election: Predictors of Health Outcomes

Subtopic: 2016 Election

Leah M. Bogusch, M.A., Bowling Green State University
Aniko Viktoria Varga, B.A., Bowling Green State University
Hannah R. Geis, M.A., Bowling Green State University
William H. O'Brien, Ph.D., Bowling Green State University

37. Understanding Adolescent Substance Use: A Developmental-Contextual Theory Approach

Subtopic: Adolescence, Substance Use, Affect Regulation

Korine Cabrera, Clark University
Kathleen Palm Reed, Clark University

38. The Relationship between Psychological Inflexibility and the Interpersonal Needs Underlying Suicidality in a Juvenile Offender Sample

Subtopic: Children/Adolescents, Suicidality

Jacqueline E. Hapenny, M.S., Baylor University
Brittany N. Sherrill, Baylor University
Jules C. Martowski, M.S., Baylor University
Laurie H. Russell, M.S., Baylor University
Sara L. Dolan, Ph.D., Baylor University
Thomas A. Fergus, Ph.D., Baylor University

Interventions cliniques

39. Défusion Cognitive en Réalité virtuelle

Subtopic: Médiation Instrumentale

Pichat Michael Ph.D. McU, Université Paris VIII
Shankland Rebecca Ph.D. McU, Université Grenoble Alpes
Béghin Gaëtan, Ecole de Psychologues Praticiens

40. Résilience des ex- combattants blessés de guerres en République Démocratique du Congo

Subtopic: Résilience

Jean-Pierre Birangui, Université de Lubumbashi

41. Le programme d'intervention psychologique «Savoir Être Étudiant en pleine conscience» pour aider les étudiants universitaires: Données préliminaires de son efficacité et des processus associés à la pleine conscience

Subtopic: Pleine conscience

Catherine Gagnon, D.Ps(c), Université du Québec à Trois-Rivières
Michel dumont, M.Ps., Université Laval
Carmen Pedneault, M.Ps., Université Laval
Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières
Marie-Claude Blais, Ph.D., Université du Québec à Trois-Rivières

Saturday Morning 7:00am

92. Mindful Yoga-Based ACT: Incorporating yoga into therapy

Workshop (7:00-8:00am)

Components: *Original Data, Experiential exercises, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Behavioral medicine, Mindfulness

Target Audience: *Interm., Adv.*

Location: **Parc Mont-Royal Lounge**

Timothy Gordon, M.S.W., The Zen Social Worker, independent practice

Jessica Borushok, Ph.D., Your Psychology, Private Practice

Saturday Topic: Yoga as the central discrimination task of ACT.

In each one-hour morning session you will learn how to incorporate more active forms of mindfulness through yoga into the great work you are already doing with ACT. We will show you through experiential exercises how yoga and ACT work together so you not only have an understanding of what that may look like, but also will have the experience to bring these practices home with you to the people you work with. Each session will consist of a didactic concept (20 minutes), a yoga practice focused on simple exercises you could begin using in your practice immediately (30 minutes), and an opportunity for discussion and debriefing (10 minutes). All of the practices can be easily modified to fit any ability level, including seated modifications. These morning sessions assume that attendees are familiar with the six core processes of psychological flexibility.

Bring a yoga mat or towel.

Educational Objectives:

1. Formulate yoga as a method for teaching psychological flexibility with ACT's six core processes.
2. Demonstrate yoga practice as the central discrimination task of ACT in action.
3. Demonstrate simple yoga poses in a group or individual therapy setting as a way to incorporate active mindful exercises into session.

Saturday Morning 8:00am

Y. SIG & US Chapter/Affiliate Yearly Summit
Chapter/SIG Meeting (8:00-9:00am)

Location: **Av. Duluth**

Brian Pilecki, Ph.D., Brown University & Rhode Island Hospital

Mark Sisti, Ph.D., Brooklyn Cognitive Behavioral, PLLC

Yearly Chapter & SIG committee summary, review and planning session for all SIGs and US ONLY Chapters & Affiliates. (Please note that there is a separate meeting for Chapters of international countries.) Representation & attendance encouraged

preferably for presidents, chairs, and/or president elects & VP's, however attendance if anyone on a chapter, SIG or affiliate board can act as representative. Also open to individuals who are in the process of applying to create a new chapter, SIG or affiliate. The summit is the primary face to face opportunity to meet your fellow leaders, welcome new chapters & SIG's, generate, review & share old and new ideas and resources for chapter & SIG creation maintenance & growth.

Z. Contextual Medicine Special Interest Group (CM SIG) Annual Meeting

Chapter/SIG Meeting (8:00-9:00am)

Location: **Rue Crescent**

Sarah Staats, Ph.D., VA Eastern Colorado Health Care System

Ellen Lewis, M.D., Private Practice

The mission of the Contextual Medicine SIG is to provide a forum to discuss and develop the integration of CBS with all aspects of the field of medicine. The group has attracted a large membership due to the wide range of topics addressed on the SIG's Listserv and Facebook page. These include human physiology, neuroscience, medicine, and their relationship to the broader field of evolutionary, social, and behavior science. The SIG encourages the development of a CBS-based case conceptualization of psychological flexibility, integrated with models and language familiar to medical practitioners. The SIG also encourages a functional contextual approach to diagnosis and prescribing practices. The diversity of membership provides a rich platform for lively interdisciplinary discussion and collaboration.

Our annual meeting will include CMini-Talks presented by the following professionals wanting to briefly share their CM-related work/ideas with the larger SIG: Dr. Adrienne Lapidos (Collaborating with Community Health Workers), Dr. Neil Levitsky (Problems With Euthanasia Laws), Dr. Staci Martin (Gender Bias in Diagnosing and Prescribing for Mental Disorders), Dr. Patti Robinson (Focused ACT in Primary Care settings), and Dr. Sarah Staats (Memes and Virality to Give Psychology Away). We will welcome new officers to the board, thank those who will be continuing, and recognize those whose service is ending. We will also review the SIG mission, discuss any member suggestions for new ideas/directions for the SIG, and invite from members any updates on activities such as practice innovations, clinical projects, research, and publications relevant to this field. All are welcome.

AA. Children, Adolescents & Family SIG Meeting

Chapter/SIG Meeting (8:00-9:00am)

Location: Rue Mansfield / Rue Sherbrooke

Sacha Rombouts, Ph.D., Happy Minds Australia

In this meeting we will review the objectives and activities of the CAF SIG. We will also be welcoming a new group of volunteers who have generously agreed to devote their energy to various roles in the SIG. This will be a great opportunity to network with other professionals in the child psychology domain and to generate new ideas for committed actions in the future.

All are welcome.

AB. Psychedelic and Non-Ordinary States of Consciousness Special Interest Group

Chapter/SIG Meeting (8:00-9:00am)

Location: Rue Saint-Paul

Nathan Gates, Private Practice
Brian Pilecki, Ph.D., Brown University & Rhode Island Hospital

Annual meeting for the psychedelic and non-ordinary states of consciousness SIG. We will discuss projects, the possibility for a paper and other ways to place psychedelic science and medicine onto the broader ACBS agenda.

Saturday Morning Plenary 9:00am

93. Thinking Big (Data) for contextual behavioral science

Plenary (9:00-10:15am)

Components: *Conceptual Analysis, Original Data*

Categories: Functional contextual approaches in related disciplines, Clinical Interventions and Interests, RFT, Data Science

Target Audience: Beg., Interm.

Location: Place Du Canada

Robert Whelan, Ph.D., Trinity College Dublin, Ireland

(Introduced by: Louise McHugh, Ph.D., University College Dublin)



In this talk, I will advance the case for applying a 'Big Data' approach to advance contextual behavioral science, with both conceptual and empirical examples. Given the near-worldwide ubiquity of smartphones, it is now possible to deliver psychological interventions and to collect both questionnaire and task data from thousands of participants via apps. Furthermore, developments in data science facilitate the interrogation of large amounts of data to find meaningful patterns and predictors of behavior at the level of the individual. I will present data from a

web-based study that included tasks to assay cognitive flexibility and inhibitory control, questionnaire measures of mindfulness, experiential avoidance and impulsivity, in addition to self-reported alcohol use and motivation for drinking. By applying a machine learning method, transdiagnostic behaviors that predicted individual participant's alcohol use were identified. Second, I will describe a study that delivered an acceptance and commitment therapy intervention for smoking cessation via smartphone, with response to treatment predicted from brain and behavioral data collected prior to the intervention. In future, there is a growing opportunity for randomized control trials to delivered via eHealth platforms. Basic research, including relational frame theory, can be further advanced by means of a 'citizen scientist' approach in which thousands of individuals complete short tasks on a daily basis. Leveraging a Big Data approach has the potential to dramatically accelerate contextual behavioral science.

Educational Objectives:

1. The learner should be able to describe the general Big Data approach as it pertains to psychology.
2. The learner should be able to explain how interventions can be delivered, and data collected, from large samples using smartphones or web-based tools.
3. The learner should be able describe a 'citizen scientist' methodology.

Saturday Morning 10:35am

94. The possibility of ALIVE: A functional contextual model for achieving meaning, vitality, and excellence

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Original Data, Experiential exercises, Didactic presentation*

Categories: Theoretical and philosophical foundations, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Organizational behavior management, Functional contextual approaches in related disciplines, RFT, CBS, RFT (IRAP Methodology), Tailoring interventions (community, organisational)

Target Audience: Interm., Adv.

Location: Agora

Frank Bond, Ph.D., Goldsmiths, University of London
Jonathan Dowling, Goldsmiths, University of London
Dermot Barnes-Holmes, Ph.D., Ghent University
Yvonne Barnes-Holmes, Ph.D., Ghent University
Karoly Schlosser, Goldsmiths, University of London

ACBS strives to promote human well-being and vitality through research and practice that is grounded in contextual behavioural science. To further this ambition, Bond and Dowling (2018) developed a comprehensive, functional contextual model, established over five years of RFT-grounded research, called Authentically Living as an Individual who is Vitally Engaged-in-the-world (or ALIVE). It is rooted in Heidegger's (1927, 1975) philosophical

analysis of how people synergistically commune with each other and the world that they share. We believe that this model helps to integrate, and generate, empirically established psychological processes and procedures used in interventions.

Furthermore, by accounting for situated, temporal, human interactions, we believe that ALIVE allows us to predict and maximise people's emotional, interpersonal, and performance behaviours, be they found wanting or thriving; and, be they used to enhance "everyday living", or more unusual existences, such as diplomats in foreign countries, Olympic (often teenage) athletes, or astronauts: in the International Space Station, preparing for living on the Moon, and (shortly) inhabiting the extreme conditions of Mars for their lifetime.

Educational Objectives:

1. Utilize data-based methodologies for the purposes of developing inductive driven theory development (which serves to underscore advantages long advocated by CBS).
2. Explain the clear benefits of conducting individual research in a wider social context.
3. Demonstrate how to help clients approach their emotional distress in the context of the life that they are leading.

95. ACT and Aging: Exploring ACT in Treating Depression in the Elderly

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Literature review, Experiential exercises, Case presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Behavioral medicine, Depression, Elderly

Target Audience: *Beg., Interim.*

Location: *Centre-Ville*

Wanda L. Smith, McMaster University

Aging is inevitable. Concurrent with normal aging is loss – compromised cognitive functioning, loss of loved ones, reduced mobility, decline in health. While not inevitable, depressive disorders are prevalent in the elderly, estimates range from 5 to 20% (Gurland, 1976) and are associated with further impairment in functioning, increased illness and higher rates of mortality. Treatment for depression is most often pharmacologic which can be associated with profound side-effects; for those receiving psychotherapy it has recently been demonstrated that CBT, an EBT for depression, is less effective with the elderly than an adult population (Kishita & Laidlaw, 2017). ACT offers promise for this population, several recent publications have demonstrated efficacy in treating chronic pain (McCracken & Jones, 2012), generalized anxiety disorder (Roberts & Sedley (2016), improving quality of life (Butler & Ciarrochi, 2007) and in moderating age-related maladaptive cognitive functioning (McHugh et al, 2010). This workshop will illustrate the application of ACT in enhancing acceptance and facilitating engagement in meaningful activities thereby minimising suffering

and depressive symptoms in the elderly. Experiential exercises will be included.

Educational Objectives:

1. Describe normal aging within a contextual framework.
2. Analyse normal aging effects and create acceptance-based interventions.
3. Apply ACT core processes to case studies of elderly.

96. SHAPE-ing competent therapists: Working effectively with emotion in clinical supervision

Workshop (10:35am-12:05pm)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Supervision, Training and Dissemination, Professional Development, Supervision, Consultation, ACT, Process Based

Target Audience: *Beg., Interim., Adv.*

Location: *Place Du Canada*

Eric Morris, Ph.D., La Trobe University
Sonja Batten, Ph.D., Booz Allen Hamilton

An essential step to developing competence in contextual therapies is to engage in clinical supervision. Contemporary supervision models emphasise experiential learning and feedback processes, the development of reflective practice, within the context of a supportive supervisory relationship. Supervisees can be challenged by the process of supervision, as openness to the scrutiny involved means taking interpersonal risks with a supervisor. It is common for supervisees to experience anxiety and shame as they learn new clinical skills, and to engage in efforts to limit exposure to these feelings. Unfortunately, this may limit learning and flexibility. Learning to respond skilfully to emotions is an important element of contextual supervision.

This workshop will outline several ways for supervisors and supervisees to use a flexibility framework to enhance work with emotion in supervision. This will draw from the SHAPE framework (Morris & Bilich-Eric, 2017), and contextual perspectives on the use of emotion in supervision (Batten & Santanello, 2009; Follette & Batten, 2000). We will incorporate brief role plays and experiential exercises to introduce these models, in addition to didactic information.

Educational Objectives:

1. Describe several supervision frameworks that promote flexibility and functional perspectives.
2. Demonstrate experientially responding to a supervision scenario involving flexibility toward emotion, either as experienced by the supervisor or the supervisee.
3. Utilize reflection and execution of flexible perspective-taking as a supervision approach.

97. ACT: Developing exposure/acceptance practice for people with Chronic Pain

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Exposure

Target Audience: Intermed., Adv.

Location: Av. Laurier / Av. Viger

JoAnne Dahl, Ph.D., Uppsala University

At the root level each person has a characteristic way of relating to discomfort. The actual physical pain sensation is often confused with the reaction or resistance to this sensation. The exposure practice that will be demonstrated and practiced here shows how to 1) discriminate between pain sensation and resistance to the sensation, ie conditioned reactions,

2) add stimulus functions to conditioned reactions and in that way increase psychological flexibility in relating to pain sensations and,

3) how to increase willingness to open up to discomfort and stay in order to examine the transitory nature of a pain sensation.

This exposure procedure helps the person with chronic pain to approach rather than avoid discomfort and discover an increased competency to relate to pain in a way that is more helpful.

Educational Objectives:

1. Describe the difference between pain sensation and resistance to the sensation, ie conditioned reactions.
2. Explain how adding stimulus functions to conditioned reactions and in that way increase psychological flexibility in relating to pain sensations.
3. Describe how to increase willingness to open up to discomfort and stay in order to examine the transitory nature of a pain sensation.

98. The application of the ACT of Self-Forgiveness to adult experience of Adverse Childhood Events

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Experiential exercises, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Professional Development, Responding flexibly to a history of adversity

Target Audience: Beg., Intermed., Adv.

Location: Av. Duluth

Grant Dewar, Ph.D., University of Adelaide

Self-forgiveness, when utilised flexibly, provides a useful extension to the application of RFT and ACT in therapy. The World Health Organisation (WHO) is researching the contribution of Adverse Childhood Experiences (ACE) to lifelong experiences of depression and anxiety. This research by WHO is providing valuable insights into the way in which responding to adverse events and subsequent explanatory language creates relational frames which underpin, suffering and attendant struggle with burdens of shame, guilt remorse, and regret. These experiences may surface in therapy unexpectedly. The appropriate therapeutic application of self-forgiveness provides a structure to promote compassionate self-acceptance to the struggle created in one's internal arena in which self-blame flourishes in response to ACE.

This workshop demonstrates the use of the WHO ACE IQ to assist in facilitating flexible responses to struggle and suffering. It promotes the appropriate application to self-forgiveness to intrapersonal transgressions in response to ACE. It describes seven principles that include: identification of events; transcendent perspectives; personal values and transgressions against those values; ACT/RFT responses; granting self-forgiveness; values in action; commitment to self-forgiveness.

Educational Objectives:

1. Describe and apply a principles-based framework, promoting self-forgiveness to clients and possible client populations which may be beneficial recipients of targeted therapy.
2. Describe the content of, and apply the Adverse Childhood Experiences International Questionnaire ACE IQ in ACT/RFT clinical settings.
3. Explain to clients in therapeutic settings the application of a principles-based framework of self-forgiveness to more flexible responses to adverse childhood experiences.

99. #MeToo movement: What contextual sciences can, and are doing, to contribute to the issue of sexual assault and harassment: Women in ACBS SIG and Atlantic Canada Chapter Sponsored Panel (10:35am-12:05pm)

Components: *Conceptual analysis, Case presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Organizational behavior management, Sexual harassment, workplace, sexual assault

Target Audience: Beg., Intermed., Adv.

Location: Av. Van Horne

Chair: Staci Martin, Ph.D., National Cancer Institute, National Institutes of Health, Bethesda, MD

Dayna Lee-Baggley, Ph.D., Nova Scotia Health Authority; Saint Mary's University

Laura R. Silberstein-Tirsch, Psy.D., The Center for CFT; Albert Einstein School of Medicine

Arla Day, Ph.D., Saint Mary's University

Amy House, Ph.D., Medical College of Georgia

Robyn L. Gobin, Ph.D., University of Illinois, Urbana-Champaign

Originally started by Tarana Burke, #MeToo has been used to capture the pervasive experiences of sexual assault and harassment, especially in the workplace, recently brought about by revelations of sexual misconduct in the Hollywood Film Industry. #MeToo became popularized when Alyssa Milano used the phrase to help reveal "the magnitude of the problem" of sexual harassment and assault. Within the first 24 hours after Milano's post, this hashtag had been tweeted more than 500,000 times and used on Facebook by more than 4.7 million people in 12 million posts.

This panel brings together women in ACBS to discuss the ways in which contextual sciences can and are being used to contribute to the #MeToo movement. Topics will include issues such as creating respectful workplaces, workshops to the film industry on sexual harassment, working with victims of sexual assault, and managing the effects of being triggered by the #MeToo movement. Relevant literature and ongoing research by members of the panel will also be discussed (e.g., Day & Lee-Baggley, 2017).

Educational Objectives:

1. Analyze #MeToo movement through a contextual science lens (e.g., contextual behavioral science, experiential avoidance, willingness).
2. Discuss ways in which contextual sciences can contribute to the #MeToo movement.
3. Apply contextual sciences in the understanding of and interventions for issues related to the #MeToo movement.

100. SMART (Strengthening Mental Abilities through Relational Training) interventions across the lifespan: Enhanced outcomes across a variety of valued indicators for school-aged children, adults with learning difficulties, and Alzheimer's patients
Symposium (10:35am-12:05pm)

Components: *Conceptual analysis, Original Data Categories: Performance-enhancing interventions, RFT, Education, Alzheimer's, Adult Learning Disability*

Target Audience: Beg.; Applied

Location: Rue Sainte-Catherine

Chair: Ian Tyndall, Ph.D., University of Chichester, UK
Discussant: Robert Whelan, Ph.D., Trinity College Dublin, Ireland

This symposium showcases one of the most exciting and dynamic developments in the contextual behavioural science mission (Hayes, Barnes-Holmes, Wilson, 2012). Relational Frame Theory proposes that relational framing skills are at the core of what we understand by language and cognition, or intelligent behaviour more generally. More specifically, the symposium presents three papers that utilise the SMART (Strengthening Mental Abilities through Relational Training) online training

programme to improve scores on standardised psychometric tests of intelligence, cognition, and aptitude, and also non-cognitive tests such as self-esteem and motivation to learn. Firstly, Dr. Ian Tyndall, University of Chichester, UK, presents research on the effects of SMART intervention in three schools in Ireland, one primary, and two secondary on educational attainment, self-efficacy, and motivation to learn. Secondly, Dr. Sarah Cassidy, Maynooth University, Ireland, will describe a study using SMART with adults with learning disabilities resulting in enhanced literacy and self-esteem. Thirdly, Dr. Nanni Presti, Kore University, Sicily, highlights fascinating findings of the application of SMART training with Alzheimer's patients, with promising data that goes well beyond pharmacological treatment-as-usual.

- Critical tests of capacity of relational training to enhance educational attainment self-efficacy: Randomised control trials of the SMART (Strengthening Mental Abilities through Relational Training) online intervention program in three Irish schools
Shae McLoughlin, University of Chichester, UK
Ian Tyndall, Ph.D., University of Chichester, UK
Antonina Pereira, Ph.D., University of Chichester, UK
Teresa Mulhern, University of Chester
Sue Bentham, University of Chichester, UK
- Testing the Impact of a Derived Relational Responding Intervention on Relational Skills, Full Scale IQ, literacy, attention and self esteem in adults returning to education
Sarah Cassidy, Ph.D., Maynooth University, Ireland
Bryan Roche, Ph.D., Maynooth University, Ireland
Steve Gannon, Ph.D., Maynooth University, Ireland
- Does SMART training improve cognitive skills in Alzheimer's patients undergoing AChI treatment? A 9-month follow-up clinical trial as an add-on intervention
Giovambattista 'Nanni' Presti, Ph.D., Kore University, Sicily
Salvatore Torregrossa, Alzheimer and Dementia Unit – Neurodegenerative Disorders O.U., A.S.P. 2, Caltanissetta, Italy
Edoardo Cumbo, Alzheimer and Dementia Unit – Neurodegenerative Disorders O.U., A.S.P. 2, Caltanissetta, Italy
Annalisa Oppo, Sigmund Freud University, Milan, Italy
Bryan Roche, Maynooth University, Ireland

Educational Objectives:

1. List key relational frames applied to enhance educational attainment.
2. Describe protocols for adapting relational frame theory to Alzheimer's patients.
3. Demonstrate utility of SMART training for adults with poor literacy skills.

101. Contextual Behavioral Strategies for Helping Gender and Sexual Minority Clients Thrive: Gender and Sexual Diversity SIG Sponsored

Workshop (10:35am-12:05pm)

Components: *Literature review, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Behavioral medicine, Educational settings, Supervision, Training and Dissemination, Professional Development, Functional contextual approaches in related disciplines, RFT, LGBTQA, FAP, ACT

Target Audience: *Beg., Interm., Adv.*

Location: *Rue Notre-Dame / Rue Saint Denis*

Aisling Leonard-Curtin, M.Sc., C. Psychol., Ps.S.I., ACT Now Purposeful Living
Matthew D. Skinta, Ph.D., ABPP, Palo Alto University

Despite incredible advances in the science of psychological distress among gender and sexual minority (GSM) clients, changes in treatment have lagged. Most resources are dedicated to the need for an affirming and non-rejecting stance, though these do not meet the needs of therapist's who wish to align their practice with the most current of data and to help their GSM clients thrive. This workshop will teach process-based behavioral techniques that take advantage of research on minority stress and emotion regulation. The workshop will incorporate both theoretical and experiential work.

Moving through life as a gender or sexual minority often entails some period of secrecy, guardedness, shame, and familial ruptures. We will explore the therapeutic techniques that tackle these concerns. This workshop will also aid clinicians in cultivating their own compassion and values toward meeting the challenges of moving through life as a GSM person, particularly through targeting the therapist's own history of cultural messages about gender and sexuality. From this place, powerful and therapeutic relationships can blossom where GSM clients can thrive.

Educational Objectives:

1. Describe how concepts such as minority stress, rejection sensitivity, and shame can be better responded to in session.
2. Describe process-based behavioral techniques that take advantage of research on minority stress and emotion regulation.
3. Discuss the cultural and global concerns that arise as both acceptance and animus are on the rise globally toward GSM communities.

102. Innovation and evaluation in ACT training: Steps towards a science of dissemination

Symposium (10:35am-12:05pm)

Components: *Conceptual analysis, Original Data, Didactic presentation*

Categories: Supervision, Training and Dissemination, Clinical Interventions and Interests, Supervision, Training and Dissemination, Professional Development, Training for trainers, Science of training, Novice therapists

Target Audience: *Beg., Interm., Adv.*

Location: *Rue Crescent*

Chair: David Gillanders, DCLinPsy, University of Edinburgh
Discussant: Jacqueline A-Tjak, ACTCursus, Netherlands

The contextual behavioural science community is thriving. One of the practical engines of its growth is the availability of training, particularly in ACT. A great deal of international effort is focussed on delivering training, making training more accessible, and developing innovations in both the content of training and how to train people. In contrast to the vigorous and thriving activity in this area, very little is known about the actual impact of such efforts. Empirical evidence of the personal, professional and clinical impact of ACT training is limited to less than 15 peer reviewed articles. In this symposium, ACBS peer-reviewed ACT trainers present data from two novel studies, and give an overview of an innovative approach to 'training the trainers'. These papers will give delegates new data on the impact of online ACT training, new tools to evaluate ACT training, and new methods for enhancing the continuing professional development of those already giving trainings. The symposium will encourage delegates to reflect on the potential (and pitfalls) of further developing a science of training.

- The perceived impact of an online third wave CBT training among postgraduate students and mental health professionals
Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières
Luc Bourrassa, D.Ps. (c), Université du Québec à Trois-Rivières
Nadia L'Espérance, Ph.D., CIUSSS de la Mauricie-et-du-Centre-du-Québec, Université du Québec à Trois-Rivières
- Development and initial validation of the Mindful Healthcare Scale - a new measure of psychological flexibility for helping professionals
Gillian Kidney, DCLinPsychol, NHS Grampian
David Gillanders, DCLinPsy, University of Edinburgh
Lene Forrester, Ph.D., BMI Healthcare, UK
- ACT Training Lab - a blueprint for bespoke CPD events for ACT trainers and advanced practitioners
Graciela Rovner, Ph.D., Karolinska Institutet, Angered's Hospital & ACT Institute Gothenburg, Sweden
Joseph Oliver, Ph.D., Contextual Consulting
Jacqueline A-Tjak, ACTCursus, Zaandam, Netherlands
Louise McHugh, Ph.D., University College Dublin, Ireland
David Gillanders, DCLinPsychol, University of Edinburgh
- Skills of Acceptance and Commitment Therapy (ACT) among novice therapists are associated with

changes in depression symptoms in a brief ACT intervention

Katariina Keinonen, M.S., University of Jyväskylä
Heidi Kyllönen, M.S., University of Jyväskylä
Piia Astikainen, Ph.D., University of Jyväskylä
Raimo Lappalainen, Ph.D., University of Jyväskylä

Educational Objectives:

1. Evaluate the perceived impact of a third wave online training on a personal level among university students and mental health professionals.
2. Critically evaluate approaches and tools for the empirical evaluation of ACT training and health staff well-being interventions.
3. Discuss the level of therapist competence and adherence in a brief ACT based intervention for diagnosed depression using novice therapists and the association between competence and outcome.

103. The three faces of OCD: Case presentations of therapy with three teenagers, in three languages, by three ACT clinicians: Québec Chapter Sponsored Workshop (10:35am-12:05pm)

Components: *Case presentation, Role play*
Categories: Clinical Interventions and Interests, Behavioral medicine, Adolescents, OCD

Target Audience: *Beg., Interm.*

Location: *Rue Mansfield / Rue Sherbrooke*

Francis Lemay, Quebec
Emanuel Rossi, Scuola di Psicoterapia Cognitiva
Susie McAfee, LifeCentre Psychology

This workshop will focus on three distinct cases of adolescent onset OCD. Although all clients were engaged in Acceptance and Commitment Therapy, the interventions occurred in very different geographic and linguistic contexts (Italy, Quebec, Nova Scotia), using different strategies, befitting each therapist's style and the specific needs of their client. Each case will be presented by the primary clinician followed by interactive role-play involving the audience and will end with time to debrief with the panel of therapists. The diversity represented across the three case presentations will allow for analysis and discussion of cultural and linguistic influences across context, as well as contrasting therapist styles of doing ACT.

Educational Objectives:

1. Apply ACT-consistent functional analysis to teenage clients presenting with obsessions and/or compulsions.
2. Demonstrate efficient experiential exercises and values-guided exposure sessions to foster the six core processes and develop teenage clients' psychological flexibility.
3. Demonstrate a stance of therapeutic love involving curiosity, openness, validation, kindness, and compassion to foster clients' willingness in therapy.

104. Implications of Relational Frame Theory for Early Childhood Language Development

Invited (10:35am-12:05pm)

Components: *Conceptual Analysis, Literature review, Original data*

Categories: RFT, Educational settings, Childhood language development

Target Audience: *Interm.; Applied*

Location: *Rue Saint-Paul*

Jonathan Tarbox, Ph.D., BCBA-D, University of Southern California and FirstSteps for Kids

(Introduced by: *Siri Ming, Ph.D., BCBA-D, VB3*)



Traditional theories of early childhood language development generally consist of stages and/or neural mechanisms that are responsible for the development of language in typically developing children. Describing

development in stages and appealing to neural mechanisms can be useful and may help round out our understanding of language development but such activities do little to suggest what can be done to enhance childhood language development. Relational Frame Theory (RFT) is a contemporary behavior analytic account of language and cognition that is based on several decades of basic research in derived relational responding. The last 10-15 years has seen a significant expansion of basic and applied research on RFT into areas of language development and intervention, in typically developing and developmentally delayed populations. This presentation will tie together disparate areas of behavior analytic research in typical infant development, intervention for infants at-risk for developmental disabilities, and research on establishing language repertoires consisting of derived relational responding in children with language and developmental delays. The presentation will analyze how RFT as a theory and as a body of empirical research has been useful in understanding and taking practical action in early childhood language development. The presentation will make the case that we have come a long way but that we have a very long way to go, with the potential for future contributions in the area of RFT and language development being truly grand.

Educational Objectives:

1. Describe how very early infant development in areas of joint attention and social referencing are likely critical to the formation of the earliest relational operants.
2. Describe how multiple exemplar training has been used to teach children with language delays generalized naming (aka, generalized derived mutual entailment).

3. Describe how RFT has been used to teach children with autism the generalized ability to derive relational operants.

105. If I Restructure Your Thoughts and Decrease Your Anxiety, Can I Still Call it ACT?

Panel (10:35am-12:05pm)

Components: *Conceptual analysis*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Professional Development, Theoretical and philosophical foundations, RFT, Treatment integration

Target Audience: *Beg., Interm., Adv.*

Location: Dièse

Chair: Jonathan Kneisler, University of Louisiana at Lafayette

Matthew S Boone, LCSW, Lyra Health, University of Arkansas at Little Rock School of Social Work
Robyn D. Walsler, Ph.D., TL Consultation Services, National Center for PTSD, University of California, Berkeley

Mark Sisti, Ph.D., Brooklyn Cognitive Behavioral, PLLC

Dennis Tirch, Ph.D., The Center for Compassion Focused Therapy

Emily K. Sandoz, University of Louisiana at Lafayette

When we add new interventions to acceptance and commitment therapy (ACT), at what point do we cease doing ACT? Is it ACT-inconsistent to integrate techniques, and even theory, from other traditions such as traditional CBT, client-centered therapy, or even psychodynamic therapy? Contextual Behavioral Science (CBS) and Relational Frame Theory (RFT)

theoretically provide a framework within which we can tie these strands together, a model for how and when integration can seamlessly take place. But what does that look like in the therapy room and in training? For example, is it enough to simply think functionally about increasing psychological flexibility while teaching clients to challenge their thoughts.

This panel will explore the tensions and opportunities embedded in the project of working across traditions. Practitioners, trainers, and researchers in behavior therapy, ACT, CBT, psychodynamic therapy, and Compassion Focused Therapy (CFT) will reflect on their attempts to practice, supervise, and train from multiple perspectives.

Educational Objectives:

1. Describe the challenges of integrating control-based and other seemingly ACT-inconsistent interventions into ACT.
2. Explain what appear to be ACT-inconsistent interventions in functional contextual terms.
3. Discuss contexts in which topographically ACT-inconsistent interventions might be functionally appropriate for ACT.

106. The impact of identity on thriving: Examining self-as-content in multiple contexts: Student SIG Sponsored

Symposium (10:35am-12:05pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests,

Behavioral medicine, Theoretical and

philosophical foundations, RFT, Self-as-content,

Identity, Psychopathology

Target Audience: *Beg., Interm., Adv.*

Location: Exclamation

Chair: Madeline B. Benz, M.S., Clark University

Discussant: Jason B. Luoma, Ph.D., Portland

Psychotherapy Clinic, Research, & Training Center, PC

The ability to consider oneself in changing environmental contingencies without excessive attachment to experiences promotes psychological flexibility and general well-being. This concept, known as self-as-context, is associated with the processes of acceptance and mindfulness fostered in Acceptance and Commitment Therapy. In contrast, self-as-content, defined as a rigid over-identification with a personal label (e.g. "addict" or "victim"), can negatively impact psychological and behavioral functioning. Through a series of quantitative research presentations, this symposium will explore the impact of self-as-content on thriving and mental health across multiple domains. First, Madeline Benz will examine how identification with a stigmatized group impacts treatment-seeking behavior among individuals who report substance use problems. Second, Lia Bishop will determine the ways in which rigid identification with trauma-based identities impacts post-trauma functioning in a community sample. Third, Peter Grau will discuss the relationship between event centrality and psychopathology in a clinical sample of trauma survivors. Last, Douglas Gazarian will explore how rigid identification with masculine norms influences psychopathology and treatment-seeking behavior in college-aged men.

- What does it mean to consider yourself an "addict"?: The impact of identity on treatment-seeking behaviors among individuals with substance use problems
Madeline Benz, M.S., Clark University
Kathleen Palm Reed, Ph.D., Clark University
Lia Bishop, Clark University
- "I'm a survivor": Exploring the relationship between conceptualized identities and post-trauma functioning
Lia Bishop, M.A., Clark University
Kathleen Palm Reed, Ph.D., Clark University
- De-centralizing the context of trauma: Exploring the relationship between PTSD symptoms, posttraumatic cognitions, and centrality of events in PTSD treatment
Peter Grau, M.S., Marquette University, Rogers Memorial Hospital
Chad Wetterneck, Rogers Memorial Hospital, Marquette University
- Masculine Self-Concept Rigidity and Psychological Distress
Douglas Gazarian, B.A., Clark University

Michael E. Addis, Ph.D., Clark University

Educational Objectives:

1. Describe how the fear of stigma associated with identifying as an "addict" influences treatment-seeking among a national sample of young adults with a history of substance use problems.
2. List and explain how conceptualized identities manifest among trauma survivors, and influence post-trauma mental health; understand the functional impact of integrating a traumatic event into one's identity on negative posttraumatic cognitions and PTSD symptom severity in a clinical sample.
3. Demonstrate recognition of masculine gender as relevant to many men's conceptualized selves.

107. Understanding and targeting fear and rumination with RFT

Symposium (10:35am-12:05pm)

Components: *Conceptual analysis, Original Data*

Categories: RFT, Clinical Interventions and Interests, Fear, anxiety, generalization, conditioning, ACT, emotional disorders

Target Audience: *Beg., Interm., Adv.; Basic/Applied*

Location: **Multiplication**

Chair: Miguel Rodriguez-Valverde, University of Jaen, Spain

This symposium presents studies using experimental designs in the study of conditioned fear and the hierarchical organization of triggers of rumination. The first paper investigates the use of eye-blink startle as a psychophysiological measure on the derived transfer of fear. The second paper uses an aversive conditioning procedure to study the potentiation and attenuation of fear reactions to neutral stimuli. The third paper explores the effectiveness of defusion protocols to reduce rumination and worry strategies. The fourth paper study the role of hierarchical organizations of triggers of rumination and the impact of hierarchical framing to promote psychological flexibility.

- Transfer of conditioned fear-potentiated startle across equivalence classes
Miguel Rodriguez-Valverde, University of Jaen, Spain
Monica Hernandez-Lopez, University of Jaen, Spain
Miguel Angel Lopez-Medina, M.Sc., University of Jaen, Spain
- Transformation of conditioned fear-potentiated startle in accordance with a relational frame of comparison
Miguel Rodriguez-Valverde, Ph.D., University of Jaen, Spain
Monica Hernandez-Lopez, University of Jaen, Spain
Maria Fontiverio-Maldonado, M.Sc., University of Jaen
- Promoting Rumination and Analyzing the Differential Effect of Defusion Protocols on a Memory Task
Bárbara Gil-Luciano, Universidad de Almería, Madrid Institute of Contextual Psychology
Daniel S. Tovar, Fundación Universitaria Konrad Lorenz
Tatiana Calderón-Hurtado, Fundación Universitaria Konrad Lorenz

Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz
Beatriz Sebastián, Universidad de Almería
Eduar S. Ramírez, Fundación Universitaria Konrad Lorenz

- An RFT approach of the Hierarchical Organization of Triggers for Rumination
Bárbara Gil-Luciano, Universidad de Almería, Madrid Institute of Contextual Psychology
Tatiana Calderón-Hurtado, Fundación Universitaria Konrad Lorenz
Daniel Tovar, Fundación Universitaria Konrad Lorenz
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz
Beatriz Sebastián, Universidad de Almería
Andrés Peña-Vargas, Fundación Universitaria Konrad Lorenz

Educational Objectives:

1. List the main psychophysiological measures used in research on the derived transfer of fear.
2. Design experimental research about the transfer of fear.
3. Discuss the clinical implications of the hierarchical organization of triggers of rumination.

108. ACT-matrice et Cancer: Québec Chapter Sponsored

Atelier de formation (10:35am-12:05pm)

Components: *Exercices pratiques, Présentation didactique, Étude de cas, Jeux de rôle*

Categories: Interventions cliniques, Médecine comportementale, Approches contextuelles fonctionnelles dans des disciplines connexes, Cancer

Target Audience: *Intermédiaire, Avancé*

Location: **Arobase**

Marika Audet-lapointe, Ph.D., Université de Montréal

Cet atelier s'adresse aux professionnels œuvrant en oncologie et désirant améliorer l'efficacité de leurs interventions au service de cultiver la vie de chaque personne touchée par le cancer. Le contexte oncologique est excessivement varié et complexe. Or, l'un des enjeux psychologiques les plus probants pour la personne est un désir vorace de continuer de vivre. Cependant, quels sont les mécanismes qui peuvent coïncider une personne dans une lutte contre le cancer au risque de l'éloigner de ce qui lui est profondément importants? En utilisant la matrice comme structure principale, de conception de cas et comme outil clinique, des stratégies d'interventions pratiques concrètes seront proposées pour soutenir les patients à mettre en évidence la fonction de leur comportement et leur permettre d'apprendre à plus facilement choisir de vivre, même en présence du cancer. Des études de cas seront utilisées pour illustrer les façons de travailler avec la matrice de ACT en oncologie. Cet atelier se veut principalement expérientiel, il y aura une opportunité pour travailler avec des cas réel et / ou jeux de rôle.

Educational Objectives:

1. Décrire comment la matrice et les composantes de l'ACT peuvent aider à identifier la fonction du comportement et favoriser le choix de vivre, même en présence du cancer.
2. Créer des expériences de présence attentive pour identifier les luttes singulières associés au contexte oncologique pour chaque personne touchée par le cancer.
3. Utiliser la matrice de l'ACT pour favoriser l'aptitude d'apprendre à décrire l'expérience privée et public au service de développer la souplesse psychologique et de permettre de choisir d'agir en fonction des valeurs.

Saturday Lunch 12:05-1:20pm

Saturday Lunch Events 12:35pm

AC. Compassion Focused SIG

Chapter/SIG Meeting (12:35-1:20pm)

Location: Av. Duluth

Laura Silberstein Tirch, Psy.D., The Center for Compassion Focused Therapy
 Russell Kolts, Ph.D., Inland Northwest Compassionate Mind Center & Eastern Washington University

All are welcome to attend this annual Compassion Focused SIG meeting.

AD. Psychosis SIG meeting

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Sainte-Catherine

Mårten Tyrberg, M.Sc., Stockholm University

Psychosis and other severe mental health difficulties cause great suffering among those afflicted. Even though there are a number of efficient pharmacological alternatives for this group, many still suffer from recurring symptoms such as hearing voices or experiencing delusions. Furthermore, there are substantial social costs connected to these diagnoses, where the sufferer often has limited social connections, struggles to work and where family relations are strained.

The meeting is open both for SIG members, and other ACBS members interested in the above issues.

AE. LOPP-SIG Annual Meeting

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Notre-Dame / Rue Saint Denis

Donna C. Read, Co-Moderator, LOPP-SIG

This year's LOPP-SIG meeting will look at events over the past year and brainstorm activities for the coming year. Several of us have taken the PROSOCIAL training of trainers given by Dr. Paul Atkins and discussions may address ways in which the LOPP-SIG can potentially work with the EvoS SIG and how we, as organizational consultants and

coaches, can best bring PROSOCIAL to the business, non-profit, and government sectors. Other topics may include increasing member participation in SIG activities, such as our discussion groups and our reading circles. All are welcome to attend.

AF. Contextual Philosophy of Science SIG Meeting

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Crescent

Douglas Long, Ph.D., Warren Alpert Medical School of Brown University

This is a meeting of the Contextual Philosophy of Science Special Interest Group (CPOS SIG). The CPOS SIG seeks to alleviate human suffering and advance human well being by actively fostering discussion and learning opportunities for the CBS community on the topic of how the processes, practices, and products of philosophy interact with and set a context for human activities – particularly those activities involved in progressive knowledge development, scientific inquiry, and evidence-based psychosocial practices.

AG. College/University Student Mental Health SIG

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Mansfield / Rue Sherbrooke

Charlie Morse, Worcester Polytechnic Institute
 Lanaya Ethington, The University of Iowa

This session is specifically for College/University Professionals who work with college students, and is open to anyone who wishes to attend. We will highlight and discuss activities of the SIG over the past year, generate discussion on topics of importance to College/University Professionals and introduce new officers (president, vice-president, secretary) who will talk about their vision for the continued development and evolution of the College/University SIG.

AH. FAP SIG

Chapter/SIG Meeting (12:35-1:20pm)

Location: Rue Saint-Paul

Stavroula Sanida, Private Practice

All of those interested in Functional Analytic Psychotherapy (FAP) are welcome to attend.

AI. VTTS (Video Transcription and Translation Subcommittee) of the Communications Committee

Chapter/SIG Meeting (12:35-1:20pm)

Location: Arobase

Emanuele Rossi, Psy.D., APC,SPC - AISCC

Who hasn't been inspired by a TED talk?

No matter what discipline or culture you are from, if you are willing to dedicate your time to the ACBS mission to alleviate human suffering and advance human well-being, you are welcome!

Enjoy translating TED talks from the ACBS world and help people broaden their understanding of

contextual behavioral science, connecting with their values, and living a vital and meaningful life!

Saturday Afternoon 1:20pm

109. Mastering the Clinical Conversation with RFT

Workshop (1:20-2:50pm)

Components: *Role play*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Clinical RFT, clinical conversation, role-plays

Target Audience: *Beg., Interm., Adv.*

Location: *Agora*

Matthieu Villatte, Ph.D., Seattle
Claire-Marie Best, Ph.D., Private Practice, Paris
Fabian Olaz, Ph.D., National University of Córdoba

This workshop will focus on developing your ability to engage in natural conversations with your clients based on CBS principles (i.e. experiential, pragmatic, integrative, and contextual use of language). There will be no didactic presentation - only clinical demonstrations, analysis of therapist-client exchanges, and direct feedback.

The workshop will be organized around "real plays" based on personal experiences or therapy cases shared by participants. The trainers will begin the therapeutic exchange and alternate roles to demonstrate different approaches to the same situation. The group will then analyze the interactions and suggest next steps to continue the clinical conversation. Depending on the time we have, participants will be encouraged to take the lead and receive feedback from the trainers as they interact with the client.

Some prior exposure to clinical RFT will be helpful but not necessary. Beginners will benefit from observing the demonstrations and analysis, while more advanced participants will refine their skills through practice and feedback.

Educational Objectives:

1. Analyze clinical exchanges based on CBS-RFT principles.
2. Apply CBS-RFT principles to activate therapeutic processes in natural conversations.
3. Analyze client speech to build case conceptualization based on CBS-RFT principles.

110. ACTive Rehab: Group interventions for chronic pain- how to assess, select and allocate clients in groups and modularize and tailor interventions for the differential needs and responsiveness of each group: Pain SIG and Sweden Chapter Sponsored

Workshop (1:20-4:25pm)

Components: *Original Data, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Behavioral medicine, Clinical Interventions and Interests, Organizational behavior management, Professional Development, Functional contextual approaches in related disciplines, Chronic pain, group

interventions, assessment/selection and allocation of patients in different groups

Target Audience: *Interm., Adv.*

Location: *Centre-Ville*

Graciela Rovner, Ph.D., Karolinska Institutet, Angered Hospital- Pain Services & ACT Institutet SWEDEN
David Gillanders, DClinPsy, University of Edinburgh

Group-based interventions are the state-of-the-art in chronic pain; however, effect sizes are medium to low, indicating a differential responsiveness among participants. ACTiveRehab uses an empirically developed algorithm: 'ACTiveAssessment', to cluster patients into four groups based on pain acceptance. Because pain acceptance is one of the strongest mechanisms of action in therapy (1) ACTiveAssessment helps clinicians to identify the differential functional levels (physical, mental and social); capacity to change (Psychological Flexibility) and thus, informs treatment needs; and may predict response to interventions (2, 3).

ACTiveAssessment provides a step-by-step framework to triage, assess and target different streams of behaviors. This transdiagnostic framework allows health professionals to effectively integrate ACT processes with other lifestyle changes (ACTiveBODY). ACTiveRehab streamlines the flow of the patients, increasing the availability, accessibility, acceptability, and quality of ACT interventions offered by your clinic when you can effectively modularize treatment for these different groups of patients. This workshop is adapted for all professionals in behavioral medicine who are interested in applying ACT working in with chronic conditions.

Educational Objectives:

1. Describe how to integrate social, mental and physical function in a systematic and ACT-consistent way in group sessions.
2. Utilize the CPAQ-8 to identify which health professionals are needed for a specific client.
3. Explain these four different 'navigandi modus operandi' are normal ways to deal with difficult situations.

111. Acceptance and Commitment Therapy in Challenging Contexts: Loss, End of Life and Bereavement

Workshop (1:20-4:25pm)

Components: *Conceptual analysis, Literature review, Original Data, Experiential exercises, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Professional Development, End of Life

Target Audience: *Beg., Interm., Adv.*

Location: *Place Du Canada*

Martin J. Brock, University of Derby, UK

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Jennifer A. Gregg, San Jose State University

The author Annie Dillard once wrote: "Write as if you are dying, or as if you are writing for an audience consisting solely of dying people. That is, after all, the case". This is also the context for psychotherapy, both for the therapist and patient. Death is not waiting for us, it is always with us and it helps us discover what matters the most. We will explore the 'sticky' nature of death, loss and bereavement from a variety of perspectives. Influences from Eastern traditions will be considered and compassionate perspectives on end-of-life and bereavement will be explored and practiced, as well as ways to remain mindful in the face of these eventualities. Whether or not clinicians specifically work with clients at end of life, these issues will face all clients from time to time, or their family members and indeed therapists themselves – thus affecting the work of therapy. Tools for deepening our ongoing awareness of the inevitability of end of life to energize both day-to-day living and clinical practice will be explored.

Educational Objectives:

1. Outline traditional and contemporary theory and clinical approaches to End of Life & Bereavement.
2. Outline compassionate focused perspectives to End of Life & Bereavement informed by Eastern traditions.
3. Develop ACT case formulation skills in challenging contexts utilising case examples.

112. Superhero Therapy: An Interactive Quest Through Acceptance and Commitment Therapy

Workshop (1:20-2:50pm)

Components: *Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, PTSD, anxiety, depression

Target Audience: *Beg., Interm.*

Location: **Av. Laurier / Av. Viger**

Janina Scarlet, Superhero Therapy

"In contemporary society, popular media culture is the dominant culture" (Nylund, 2007). Movies, books, commercials, and billboards are filled with examples of popular culture heroes, such as Harry Potter, various superheroes (e.g., Batman, Superman, Captain America), as well as characters from Doctor Who, The Hunger Games, Game of Thrones, and others.

This workshop presents an innovative way to incorporate popular culture into acceptance and commitment therapy (ACT). The goal of Superhero Therapy is to allow the clients to become the hero of their own journey through the identification of their

favorite fictional heroes and alignment with their own core values. This talk will focus on how to effectively integrate clients' popular culture interests into therapy to strengthen rapport, improve experiential exercises, and increase commitment to core values. Empirical evidence for these approaches will be provided.

Educational Objectives:

1. Explain the concept of Superhero Therapy.
2. Demonstrate how to incorporate pop culture examples into treatment.
3. Analyze which pop culture characters might be most suitable for a specific client.

113. Live with Awareness, Courage and Love Meetups: Bringing Functional Analytic Psychotherapy to the General Public

Workshop (1:20-2:50pm)

Components: *Original Data, Experiential exercises, Didactic presentation*

Categories: Prevention and Community-Based Interventions, Performance-enhancing interventions, Functional Analytic Psychotherapy

Target Audience: *Beg., Interm.*

Location: **Av. Duluth**

Joseuda B. C. Lopes, Private Practice and Santa Úrsula University

Mavis Tsai, Ph.D., Independent Practice & University of Washington

Holly Yates, MS, LPC, North Wake Counseling Partners

Rob Handelman, Psy.D., Private Practice

Dawn Johnson, DCLinPsy, National Health Service, United Kingdom

Stavroula Sanida, M.Sc., Independent Practice

Robert J. Kohlenberg, Ph.D., ABPP, University of Washington

A lack of social connection or loneliness increases the risk of death more than excessive drinking, obesity, and exposure to chronic air pollution, and as much as excessive smoking (Holt-Lunstad et al., 2015). Live with Awareness, Courage and Love (ACL) Meetups address the global public health loneliness epidemic by making available to the general public the concepts of Functional Analytic Psychotherapy (FAP), which emphasizes scientifically researched principles that focus on the healing power of present-moment authentic interactions. Live with ACL meetups foster a safe and accepting space to thrive, to be one's true self, and yet create deep connections by being understanding, bold, and kind. In this workshop, you will learn about and experience an innovative approach to disseminate and implement FAP by using powerful protocols that require minimal training. You will leave with tools to enhance your relationships, to move towards what you value most in life, and an invitation to make a difference by joining our worldwide ACL movement that currently has 7185 members in 41 cities, 18 countries, and 5 continents.

Educational Objectives:

1. Demonstrate exercises that increase authentic connection with self and others.
2. Explain what it means to thrive and to rise to live more true to yourself.

3. Describe a model of FAP that moves beyond the therapy room and can be widely disseminated to the general public.

114. How is PROSOCIAL evolving? New thoughts and perspectives in the light of experience working with the PROSOCIAL model: Leadership, Organisations and Public Policy SIG Sponsored

Panel (1:20-2:50pm)

Components: *Conceptual analysis, Literature review, Original Data*

Categories: Prevention and Community-Based Interventions, Organizational behavior management, Collaboration

Target Audience: Beg.

Location: Av. Van Horne

Chair: Donna Read, M.A., Saybrook University, Oakland
Paul Atkins, Ph.D., Institute for Positive Psychology and Education, ACU, Australia

David Sloan Wilson, Ph.D., Binghamton University
Steven C. Hayes Ph.D., University of Nevada, Reno

The PROSOCIAL community of practice is now thriving and new ideas and perspectives are emerging all the time. As co-authors of a forthcoming book on PROSOCIAL, we have been particularly focused on developing the model, thinking about the evidence and finding new ways to talk about the model with sectors like business and not-for-profits. In this panel, we reflect on how our ideas and perspectives have evolved over the past few years and our hopes for the future of PROSOCIAL. We will discuss such topics as where we are up to with formulating the core design principles, how other recent models have influenced our thinking, how we justify the model to different groups, a simple approach to collecting useful evaluation data, approaches to building psychological flexibility in groups and the mix of Matrix and non-Matrix elements we have included in the design of specific interventions we have conducted. Anyone interested in facilitating PROSOCIAL with their own groups is welcome to join the conversation.

Educational Objectives:

1. Describe the rationale for new understandings of the core design principles.
2. Generate new ideas and perspectives for presenting PROSOCIAL in different sectors.
3. Apply the PROSOCIAL model to your own work or community setting.

115. ACT in the workplace: Understanding how ACT interventions improve employees' mental health

Symposium (1:20-2:50pm)

Components: *Original Data*

Categories: Occupational health, Professional Development, Mindfulness

Target Audience: Beg., Interm.

Location: Rue Sainte-Catherine

Chair: Paul Flaxman, Ph.D., City, University of London
Discussant: Frank Bond, Goldsmiths, University of London

There is growing interest in the use of ACT to help improve mental health in workplace settings. Previous studies have shown that ACT is effective in improving workplace well-being, and the beneficial effects are often mediated via increases on general measures of psychological flexibility. However few studies have offered more in-depth explorations of how ACT improves employees' functioning. This symposium reports three intervention studies seeking to address this issue. The first paper is a mixed methods study, evaluating the effects of a 4-session ACT training programme on teachers' mental health; 34 of these participants were interviewed to understand how ACT-based processes are manifesting in employees' daily life. The second study explored various potential processes of change, including increases in positive affect, behavioural activation and cognitive defusion. The findings indicate the defusion is an influential process of change in these brief interventions. Finally, study 3 directly compares ACT and mindfulness training in a workplace setting. The results suggest that ACT and mindfulness training improve employees' mental health via similar processes of change.

- School teachers' experiences of a workplace ACT intervention: A mixed methods study
Dr. Paul Flaxman, City, University of London
Ross McIntosh, City, University of London
Shannon Horan, City, University of London
Jeff Salter, Mind the Gap Transformations
Dr. Julia Yates, City, University of London
- ACT in the workplace: Exploration of multiple processes of change
Dr. Paul Flaxman, City, University of London
Dr. Niguel Guenole, Goldsmiths, University of London
Dr. Joda Lloyd, Goldsmiths, University of London
Professor Frank Bond, Goldsmiths, University of London
- A randomized controlled comparison of worksite applications of ACT and mindfulness training: Investigating attentional and attitudinal mediators of change
Paul Flaxman, City, University of London
Dr. Vasiliki Christodoulou, Cyprus, Mental Health Services
Dr. Joe Oliver, Contextual Consulting, UK
Dr. Eric Morris, La Trobe University
Dr. Nigel Guenole, Goldsmiths, University of London

Educational Objectives:

1. Describe how ACT processes manifest in employees' daily lives.
2. Assess ACT's processes of change when delivered in workplace settings.
3. Explain how ACT compares to a similar-length mindfulness training program in a workplace context.

116. Ignite Session

Ignite (1:20-2:50pm)

Components:

Categories: Performance-enhancing interventions, Theoretical and philosophical foundations, Behavioral medicine, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Supervision, Training and Dissemination, Professional Development, Educational settings, Educational settings, Teaching mindfulness, Sports Performance, Anxiety, Trans and Gender Non-Conforming Individuals, Eating Disorders, Chronic Pain, Health Behavior Change, PTSD, Defusion, Therapeutic Relationship, Clinical Supervision, Cognitive Behavioral Theory/RFT

Target Audience: *Beg., Interm.*

Location: Rue Notre-Dame / Rue Saint Denis

- The Mindfulness Triangle - The simplest way of teaching the "unteachable"
Reuben Lowe, B/A Hons, Healthscope
- The Matrix for Sports Performance
Sebastian G. Kaplan, Ph.D., Wake Forest University School of Medicine
Laura Sudano, Ph.D., University of California San Diego
- Will the Real ___ Please Stand Up? Getting into the ACT of Impostor Phenomenon
Nelly A. Dixon, Ed.D., BCBA, LBA, Purdue University - Global (Kaplan University)
- Got Gender? Improving trans awareness and competence for mental health providers by expanding

psychological flexibility

- C. Virginia O'Hayer, Ph.D., Drexel University College of Medicine
- Emily J. Marino, Psy.D., Philadelphia Veterans Association

- ACT with Chronic Illnesses
C. Virginia O'Hayer, Ph.D., Drexel University College of Medicine
Caitlin O'Loughlin, Drexel University College of Medicine
Reina Aikens, Drexel University College of Medicine
David Bennett, Drexel University College of Medicine
- Tell Me What You Want, What You Really, Really Want: ACT-ing from the Heart with Eating Disorders
Margaret K. Notar, MA, MSW, RSW, Private Practice, Waterloo, ON; Faculty of Social Work, Wilfrid Laurier University, Kitchener, ON, Canada
- Pain interference and opioid use are lower after major surgery in patients receiving Acceptance and Commitment Therapy: Clinical practice-based outcomes from the Toronto General Hospital Transitional Pain Service
Muhammad Abid Azam, Pain Research Unit, Department of Anesthesia and Pain Management, Toronto General Hospital & Department of Psychology, YorkU

- Aliza Z. Weinrib, Ph.D., Pain Research Unit, Department of Anesthesia and Pain Management, Toronto General Hospital
- Janice Montbriand, Pain Research Unit, Department of Anesthesia and Pain Management, Toronto General Hospital
- Lindsay C. Burns, Pain Research Unit, Department of Anesthesia and Pain Management, Toronto General Hospital & Department of Psychology, YorkU
- Joel Katz, Pain Research Unit, Department of Anesthesia and Pain Management, Toronto General Hospital & Department of Psychology, YorkU

- Experiential Avoidance and Problematic Health Behavior
Anne I. Roche, M.A., University of Iowa
- Acceptance as a protective factor from PTSD, depression and anxiety: A Belgian study based on the terrorist attacks of March 22th 2016
Ilios Kotsou, Ph.D., Chaire Mindfulness, Bien-Etre au travail et Paix économique, Grenoble Ecole de Management & Université Libre de Bruxelles
Christophe Leys, Ph.D., Faculty of Psychology, Université Libre de Bruxelles, Brussels, Belgium
Pierre Fossion, Brugmann Hospital, Université Libre de Bruxelles, Brussels, Belgium
- Why Laugh? Exploring the Connections Between Humor and Acceptance and Commitment Therapy
Lisa DeHahn Jade, M.S., Southern Maine ACT Community
- My miscarriages as a therapist: Shame, healing and serendipity
Giovanni K. Pergher, M.S., Faculdades Integradas de Taquara
- The Transition from Clinician to Supervisor
Annette Dufresne, Ph.D., C.Psych., University of Windsor
- Psychologists' attitudes toward money: Use of cognitive behavioral theory to explain how we perpetuate our financial abuse
Lori Eickleberry, Ph.D., ABPP, Nova Southeastern University
Laurel Marco, M.S., Nova Southeastern University

117. Empirical investigations of experiential avoidance and psychological well-being Symposium (1:20-2:50pm)

Components: *Original Data*

Categories: Theoretical and philosophical foundations, Theoretical and philosophical foundations, Experiential avoidance, Psychological flexibility, PTSD, Addiction, childhood trauma, AAQ-II, MEAQ

Target Audience: *Interm.*

Location: Rue Crescent

Chair: Robert Whelan, Trinity College Dublin, Ireland
Discussant: Louise McHugh, Ph.D., University College Dublin

Experiential avoidance (EA), the tendency to avoid private experiences such as thoughts, feelings, and bodily sensations, has been identified as a potential risk factor in a range of disorders. The current symposium proposal includes data from studies that examined EA with respect to post-traumatic stress disorder, symptoms of anxiety, and addiction. The first presentation (Lewis & Naugle) will report the discriminant validity of two measures of EA in

predicting symptoms for those with a likely post-traumatic stress disorder diagnosis. The second presentation (Tyndall et al.) will describe how EA relates to measures of psychological distress and wellbeing, highlighting the utility of this distinct profile for working with clients within the psychological flexibility framework. The third presentation (Pennie & Whelan) will focus on the function of alcohol dependency in adults who misuse alcohol, with preliminary data suggesting that alcohol is often used as a coping mechanism to avoid present-moment experiences in individuals who misuse alcohol. Data from these three studies can further refine our understanding of EA in a range of psychopathologies.

- **Measuring experiential avoidance: Evidence toward multidimensional predictors of trauma sequelae**
Meaghan Lewis, Western Michigan University
Amy Naugle, Western Michigan University
- **Profiles of Psychological Flexibility: A Latent Class Analysis of the psychological flexibility model in terms of depression, anxiety, stress, and positive and negative emotions**
Ian Tyndall, University of Chichester, UK
Dan Waldeck, Coventry University, UK
Luca Pancani, University of Milano-Bicocca, Italy
Rob Whelan, Trinity College Dublin, Ireland
Bryan Roche, Maynooth University, Ireland
- **A functional understanding of alcohol misuse: Quantifying the role of experiential avoidance, maladaptive coping and impulse control processes**
Brian Pennie, Trinity College Dublin
Rob Whelan, Trinity College Dublin, Ireland

Educational Objectives:

1. Explain how the predictive validity of the AAQ-II and MEAQ relates to trauma symptoms and childhood trauma exposure.
2. Elucidate how experiential avoidance relates to measures of psychological distress and wellbeing. Highlight the utility of this distinct profile for working with clients within the psychological flexibility framework.
3. Describe the unique and shared contributions of experiential avoidance, maladaptive coping and impulsivity on alcohol misuse in an adult population. Outline the importance of experiential avoidance as a maladaptive process involved in alcohol misuse.

118. Discrimination and microaggressions: CBS research findings and a call to action

Symposium (1:20-2:50pm)

Components: *Original Data*

Categories: Functional contextual approaches in related disciplines, Microaggressions, Racism, Discrimination

Target Audience: *Beg.*

Location: **Rue Mansfield / Rue Sherbrooke**

Chair: Adam M. Kuczynski, M.S., University of Washington
Discussant: Jonathan W. Kanter, Ph.D., University of Washington

Consistent with our organization's core values, CBS must increase its efforts to predict-and-influence

acts of discrimination and oppression, including—in today's cultural climate--microaggressions. This symposium presents important data documenting that experiences of discrimination and microaggressions have harmful and clinically significant effects, predicting increases in depression and anxiety for people of color. Then, we present new findings on a contextual-behavioral measure of White individuals' likelihood of engaging in microaggressive behavior, and we present a reliable and valid system for objectively observing and measuring the severity of observed microaggressions. Overall, results converge on conclusions that microaggressions are not simply idiosyncratic or politically motivated hypersensitive overreactions. Microaggressions can be objectively studied with contextual-behavioral science methods, are harmful, and are related to other indices of racism in White individuals who commit them. Discussion will encourage other CBS professionals to enter the arena of microaggression research and intervention development using CBS principles.

- **Identity, discrimination, and microaggressions: New evidence and therapeutic implications**
Mariah D. Corey, B.S., University of Washington
Jutta Joormann, Ph.D., Yale University
Katherine E. Manbeck, M.S., University of Washington
Jonathan W. Kanter, Ph.D., University of Washington
- **Measuring microaggressions in White individuals I: Self-reported microaggressions predict prejudice and racism**
Ryan Parigoris, University of Washington
Adam M. Kuczynski, M.S., University of Washington
Cathea M. Carey, University of Washington
Mariah D. Corey, B.S., University of Washington
Monnica T. Williams, Ph.D., University of Connecticut
- **Measuring microaggressions in White individuals II: Objectively identifying microaggressive behavior**
Cathea M. Carey, University of Washington
Mariah D. Corey, B.S., University of Washington
Ryan Parigoris, University of Washington
Adam M. Kuczynski, M.S., University of Washington
Monnica T. Williams, Ph.D., University of Connecticut

Educational Objectives:

1. Describe recent empirical findings on the relationship between microaggressions, ethnic identity, and overt racism.
2. Discuss the development of a contextual-behavioral self-report measure of microaggressions.
3. Discuss intervention techniques from a contextual-behavioral perspective.

119. Using the matrix to address psychological suffering across multiple disorders

Symposium (1:20-2:50pm)

Components: *Original Data*

Categories: Clinical Interventions and Interests, ACT Matrix

Target Audience: Beg., Interm.

Location: Rue Saint-Paul

Chair: Emily B Kroska, Ph.D., University of Iowa
Discussant: Benjamin Schoendorff, M.A., M.Sc., Contextual Psychology Institute Montreal

This symposium will present studies from a number of different areas of the world and that used differing research designs but that all involved using the ACT matrix to address psychological suffering in the context of severe disorders and psychiatric problems (i.e., depression and tinnitus, suicidal ideation and high functioning autism).

- The use of the Matrix in a randomized controlled trial in suicidal patients
Veronique Brand-Arpon, Ph.D., Centre Hospitalier Régional Universitaire de Montpellier
- Using the ACT Matrix to Enhance Perspective Taking and Psychological Flexibility in Autism: A Pilot Study
Diana Ferroni Bast, Ph.D., Federal University of São Carlos
Clodagh Murray, Ph.D., National University of Ireland, Galway
Ian Stewart, Ph.D., National University of Ireland, Galway
Giovanni Miselli, Ph.D., Istituto Fondazione Ospedaliero di Sospiro Onlus (CR)

Benjamin Schoendorff, M.A., M.Sc., Contextual Psychology Institute Montreal

Shinji Tani, Ph.D., Ritsumeikan University, Japan

- Using the matrix in a Japanese context to treat a client with depression and tinnitus: A single case design

Shinji Tani, Ph.D., Ritsumeikan University, Japan

Educational Objectives:

1. Describe the ACT Matrix.
2. Discuss the Matrix as a potential methodology to treat severe disorders.
3. Discuss the utility of the ACT Matrix as a cross-cultural tool.

120. Whose Values? Which Perspective? Overt vs. Covert Advocacy in ACBS: How the therapeutic relationship interfaces with value assimilation, liberation, and client choice: Southern California Chapter Sponsored

Panel (1:20-2:50pm)

Components: *Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Professional Development, Functional contextual

approaches in related disciplines, Values, Therapeutic Relationship, Advocacy

Target Audience: Beg., Interm., Adv.

Location: Dièse

Chair: Owen Rachal, University of Louisiana at Lafayette
Jennifer Plumb Vilardaga, Ph.D., Duke University
Glenn Callaghan, Ph.D., San Jose State University
Laura Silberstein-Tirch, Psy.D., The Center for CFT
Andrew Carr, Ph.D., Huntington Hospital

Social movements of various ideologies (e.g., #MeToo, Black Lives Matter, New Right, etc.) are alive within the United States along with other countries thus creating a quagmire of ideological influences within social contexts such as therapeutic relationships. A recent APA publication addresses advocating for social justice while maintaining professional responsibilities and ethical boundaries (Nedal, 2017); however, little has been written on the role of ACBS member-clinicians interfacing with clients in such a cultural context. Moreover, Hayes (2017) argued for tying CBS to evolutionary science and many within the community advocate for prosocial and thriving value orientation. This push locates ACBS members within and potentially advocates for a worldview, which is possibly divergent from their clients. Whereas CBS-minded clinicians explicitly utilize client values in clinical work, the therapist's own values and learning histories influence clinical observations and intervention (e.g., Kelly & Strupp, 1992). This panel seeks to discuss the role of the ACBS community within the social milieu of advocacy movements generally, and more specifically, how the therapist's values influence patients in the therapeutic contact.

Educational Objectives:

1. Describe how vulnerable populations unduly influenced by provider values and ideology.
2. Assess how clinicians are influencing client values (as opposed to the intended function of influencing a client's ability/willingness to author their own values).
3. Compare implications of ACBS community members taking stances on public issues.

121. From individual to systemic behavior change: What Behavior Analysis and Pro-sociality can bring to ACT

Symposium (1:20-2:50pm)

Components: *Conceptual analysis, Literature review, Original Data, Case presentation*

Categories: Theoretical and philosophical foundations, Organizational behavior management, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Educational settings, Organizational behavior management, Theoretical and philosophical foundations, Applied Behavior Analysis, Neurodevelopmental disorders, Pro-Sociality, Multi-Level Selection, Intellectual Disability, Adolescents, Adults, Autism, Establishment of event functions

Target Audience: Beg., Interm., Adv.

Location: Exclamation

Chair: Jessica Hinman, B.A., Southern Illinois University, Carbondale

This symposium explores the use of Behavior Analysis and Community-based research to the study of clinically relevant processes. The first paper uses a radical behavioral conceptual analysis to study the process behind maladaptive delay discounting strategies. The second paper presents a new theory regarding care pathways for professionals working with children and adolescents with neurodevelopmental disorders. The third paper presents a behavioral and ACT-based environmental intervention aimed at increasing social skills and value-consistent behaviors in individuals with intellectual disabilities.

- From the Skinner Box to Socially Meaningful Behavior Change: Synthesizing ACT and Delay Discounting in the Context of Applied Behavior Analysis
Jonathan Tarbox, Ph.D., BCBA-D, University of Southern California and FirstSteps for Kids
Elizabeth Meshes, Chicago School for Professional Psychology
Amy Odum, Ph.D., Utah State University
- Developing Care Pathways for Neurodevelopmental Disorders: Seeing Common Problems as Problems of Commons
Gustaf Waxegard, M.Sc., Ph.D. candidate, Linnaeus University, Sweden; R&D-unit, Region of Kronoberg
Hans Thulesius, Lund University, Sweden; R&D-unit, Region of Kronoberg, Sweden
- Club '57: Applied Behavior Analysis and Acceptance and Commitment Therapy for Individuals With Autism Spectrum Disorder
Jessica Hinman, B.A., Southern Illinois University, Carbondale
India Pauly Hertel, B.S. Southern Illinois University, Carbondale
Sebastián García-Zambrano, B.A., Southern Illinois University, Carbondale
William Root, M.S., BCBA, Southern Illinois University, Carbondale
Natalia Baires, M.S., BCBA, Southern Illinois University, Carbondale
Daniel Grishman, B.A., Southern Illinois University, Carbondale
Victoria Hutchinson, B.S., Southern Illinois University, Carbondale
Molly Lamb, B.A., Southern Illinois University, Carbondale
Miranda Morton, B.A., Southern Illinois University, Carbondale
Ruth Anne Rehfeldt, Ph.D., BCBA-D, Southern Illinois University, Carbondale

Educational Objectives:

1. Describe how experiential avoidance involves a choice between a smaller sooner negative reinforcer versus a larger later positive reinforcer.
2. Utilize Acceptance and Commitment Therapy (ACT) metaphors and experiential activities with adolescents and young adults diagnosed with Autism Spectrum Disorder (ASD).
3. Evaluate the effects of ACT components on cognitive fusion, acceptance, and mindfulness in adolescents and young adults with ASD.

122. Why philosophy matters: Reconnecting with our roots and branching out: Contextual Philosophy of Science SIG Sponsored

Symposium (1:20-2:50pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Theoretical and philosophical foundations, Professional Development, Theoretical and philosophical foundations, Functional contextual approaches in related disciplines, Contextualism

Target Audience: Beg., Interm., Adv.

Location: Multiplication

Chair: Douglas M. Long, Ph.D., Warren Alpert Medical School of Brown University

Why does philosophy matter? What difference does it make in our lives? This symposium will shed light on the importance of philosophy from both personal and professional viewpoints. Paper 1 will discuss functional contextualism, the philosophy underlying the development of ACT, and explore how focusing on workability can have a profound impact. Paper 2 will discuss descriptive contextualism, a sister of functional contextualism, and examine how this viewpoint can also be fruitful. Paper 3 will confront the reality that most knowledge is not born of contextualist viewpoints, and offer practical suggestions for collaborating with professionals of different backgrounds. The symposium aims to stimulate conversation and will conclude with time for open discussion and questions from the audience.

- How I fell in love with a-ontology
Kelly G. Wilson, Ph.D., University of Mississippi
- The Other Contextualism: Exploring the Value of Descriptive Contextualist Approaches in Research and Practice
Donald R. Marks, Ph.D., Kean University
- Collaborating Across Philosophical Worldviews
Sean P. Wright, Lutheran Community Services Northwest

Educational Objectives:

1. Define functional contextualism as a philosophy of science and provide examples of how functional contextualism can inform personal and professional practices.
2. Define descriptive contextualism as a philosophy of science and provide examples of scientific projects informed by descriptive contextualist perspectives.
3. Name 3 guidelines for effective discussions of alternate philosophical worldviews.

123. Projets cliniques et de recherche novateurs en francophonie

Symposium (1:20-2:50pm)

Components: *Analyse conceptuelle, Revue de la littérature, Données originales, Exercices pratiques, Présentation didactique, Étude de cas*

Categories: Interventions cliniques, Approches contextuelles fonctionnelles dans des disciplines connexes, Interventions cliniques, Prévention et interventions communautaires, Interventions pour améliorer les performances, Développement professionnel, Fondements théoriques et philosophiques, Théorie des cadres relationnels, Trouble de la Personnalité Borderline, ACT TSA, Auto-compassion, Adultes - TAG, Coaching

Target Audience: *Débutant, Intermédiaire, Avancé*

Location: Arobase

Chair: Sylvie Rousseau M.Ps., Université de Sherbrooke

Ce symposium met en valeur des initiatives cliniques et de recherche en francophonie.

D'abord, Dre Keltoum Belmihoub illustre une prise en charge du trouble de la personnalité limite sous l'angle de trois TCC de la troisième vague (schémas, ACT et DBT). Ensuite, les psychologues Lise Grond et Andrea Velez offriront une application clinique novatrice des principes de l'ACT auprès de personnes avec un trouble du spectre de l'autisme (TSA). Le Dr Ilios Kotsou, auteur et chercheur, présentera

par la suite un essai aléatoire sur les effets d'un entraînement à l'auto-compassion en ligne. Enfin, Sylvie Rousseau, psychologue, décrira un protocole d'intervention basé sur l'ACT pour le trouble d'anxiété généralisée ainsi que des données sur son efficacité. Une période d'échanges permettra aux participants de poser leurs questions et de partager leurs expériences.

- **Prise en charge Psychologique de la troisième vague des TCC du Trouble de la Personnalité Borderline**
Keltoum Belmihoub, URNOP-Université d'Alger 2
- **Reflexions sur la thérapie d'acceptation et d'engagement chez les adultes présentant un trouble du spectre de l'autisme de haut niveau**
Lise Grond, psychologue, CIUSSS de l'est-de-l'île-de-montréal (IUSMM)
Andrea Velez, psychologue, CIUSSS de l'est-de-l'île-de-montréal (CLSC de Rosemont)
- **Étude randomisée et contrôlée d'un entraînement de l'auto-compassion auto-administré**
Ilios Kotsou, Chaire Mindfulness, Bien-Etre au travail et Paix économique, Grenoble Ecole de Management & Université Libre de Bruxelles
Louise Matheys, Département de psychologie, Université Libre de Bruxelles
Christophe Leys, Département de psychologie, Université Libre de Bruxelles

Pierre Fossion, Brugmann Hospital, Université Libre de Bruxelles, Brussels, Belgium

- **Traiter le trouble d'anxiété généralisée par la thérapie d'acceptation et d'engagement**
Sylvie Rousseau M.Ps., Université de Sherbrooke

Educational Objectives:

1. Expliquer les concepts clés des trois modèles de la troisième vague des TCC.
2. Démontrer à travers un cas clinique l'efficacité pratique de ces concepts.
3. Comparer l'apport de chaque modèle par rapport aux autres.

Saturday Afternoon 3:10pm

124. Building meaning and resilience in our organizational and community work

Workshop (3:10-4:25pm)

Components: *Experiential exercises*

Categories: Prevention and Community-Based Interventions, Organizational behavior management, Professional Development, Organizational Behavior, Consultation, Coaching

Target Audience: *Interm.*

Location: Agora

Paul Atkins Ph.D., Australian Catholic University

Gareth Holman Ph.D., OpenTeam LLC

Benjamin Schoendorff, Contextual Psychology Institute

This is an experiential session designed for anyone whose work involves creating more purpose, participation, and effectiveness in groups. Supporting organisational and community change is hard but deeply satisfying work. When we seek to influence whole human systems, those systems push back in unpredictable ways. Sometimes, it becomes hard to tell whether we are being effective or whether we are personally failing. How do we relate effectively to this sense of failure? How can we sustain ourselves as motivation and efficacy ebbs and flows? How can we hone our ability to talk about our work with integrity to people used to operating in command and control mindset? In this session, we will use a technique for creating purposeful and inclusive conversations to reflect and learn as a group. We will use these questions as entry points: What do you do in your job and why? How have you failed in this work and what has shown up for you in the midst of that? What have you learned and how have you managed?

Educational Objectives:

1. Describe common challenges faced in organizational work.
2. Demonstrate a method for group dialogue that builds engagement and inclusiveness.
3. Explain how to build and strengthen networks of support for doing this work.

125. Perfectionism from a contextual perspective: Supporting healthy striving and flexible responding

Workshop (3:10-4:25pm)

Components: *Conceptual analysis, Literature review, Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Educational settings, Performance-enhancing interventions, perfectionism

Target Audience: *Beg., Interm., Adv.*

Location: Av. Laurier / Av. Viger

Jennifer Kemp, MPsych(Clinical), Clinical Psychologist, Private Practice and Central Adelaide Local Health Network, Adelaide, Australia

Lanaya L. Ethington, Ph.D., Licensed Psychologist, University of Iowa

Perfectionism as a multi-dimensional personality construct has been explored for decades with particular focus on the relationship to mental health disorders and cognition, and to a lesser degree, direct treatment. There are few behavioural models of perfectionism, and exploration using a functional contextual framework remains an area for further development.

Perfectionism is a trans-diagnostic process that can maintain and exacerbate many common mental health problems across any context. As such, perfectionism can be targeted directly to improve mental health and facilitate goal attainment. This workshop will present a functional contextual formulation of perfectionistic responding, and how it affects clients' approach to therapy, engagement, and response to clinical interventions. We will explore how to harness and redirect perfectionistic responding to support thriving, as well as treatment strategies to target unhelpful perfectionistic responding. Presenters will also explore how therapists' own perfectionistic behaviours can influence the therapeutic process. Participants will develop their conceptual understanding of perfectionism from a CBS perspective, and learn specific therapeutic interventions to target perfectionism and enhance their clients' psychological flexibility and ability to thrive.

Educational Objectives:

1. Describe a functional contextual behavioural formulation for perfectionism.
2. Apply treatment skills in addressing perfectionistic responding to support thriving, and address problematic behavioural patterns.
3. Analyze their own perfectionistic responding and describe how this could influence the therapeutic process.

126. Therapy with Our Hearts Wide Open: Love and Compassion in FAP and CFT

Workshop (3:10-4:25pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, Professional Development, FAP, CFT

Target Audience: *Beg., Interm., Adv.*

Location: Av. Duluth

Barbara Kohlenberg, Ph.D., University of Nevada, Reno

Russell Kolts, Ph.D., Inland Northwest
Compassionate Mind Center & Eastern
Washington University

For decades, psychotherapy outcome research has pointed to the importance of the therapeutic relationship in contributing significant variance to differences in client outcomes in psychotherapy. Both Functional Analytic Psychotherapy (FAP) and Compassion-Focused Therapy (CFT) emphasize the power of the therapeutic relationship in helping clients courageously turn toward the sources of suffering in their lives and arrive at ways to live with love, integrity, meaning, and purpose. In this workshop, we will explore the role of the therapeutic relationship in these therapy models, the deep feelings and meaning that come from sitting together with another human being who is suffering, and specific therapeutic strategies for bringing therapeutic love and compassion into our work with clients. The workshop will particularly emphasize the bridge between theory and practice – moving from an exploration of the role of therapeutic love and compassion in relation to the theoretical perspectives of FAP and CFT to specific ways in which these qualities can be embodied to deepen our work in the therapy room.

Educational Objectives:

1. Describe the importance of therapeutic love and compassion in helping clients engage deeply and meaningfully with their struggles and suffering in crafting healthy lives.
2. List examples of therapist behaviors that communicate therapeutic love and compassion in FAP and CFT.
3. Explain how the therapy relationship can mirror the behaviors involved in starting, maintaining, and ending meaningful, loving relationships.

127. Criticisms of Contextual Behavioral Science: Inside and Out

Panel (3:10-4:25pm)

Components: *Conceptual analysis, Literature review, Didactic presentation*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Evidence-based practice, research methods, implementation

Target Audience: *Beg., Interm., Adv.*

Location: Av. Van Horne

Chair: Brandon A. Gaudio, Ph.D., Alpert Medical School of Brown University & Butler Hospital

Jacqueline A-Tjak, M.Sc., PsyQ, Zaandam, and the University of Amsterdam, the Netherlands

Jonathan B. Bricker, Ph.D., Fred Hutchinson Cancer Research Center

Steven C. Hayes, Ph.D., University of Nevada, Reno

Kelly Koerner, Ph.D., Evidence-Based Practice Institute

Increasingly, Acceptance and Commitment Therapy (ACT) is being recognized on lists of empirically supported treatment for various disorders and contextual behavioral science methods are being adopted among researchers. However, several vigorous critiques have been published recently questioning the quality and quantity of evidential support for ACT. The aim of this panel discussion is to explore recent criticisms of ACT and to debate which ones have merit and which ones may be based on misconceptions. Is ACT empirically “well-established” for any particular disorder? Does ACT have superior effects compared with other therapies? What do we know (or not know) about the mechanisms through which ACT has its effects? Does ACT research meet high standards of scientific rigor and reproducibility? How can clinicians make informed judgments when applying ACT research findings to their practice? We will explore various issues that have been raised from inside and outside the ACT community. We also will recommend improvements to the ACT/contextual behavioral science research agenda to ensure continued advancement in a scientifically responsible and clinically useful fashion.

Educational Objectives:

1. Describe recent criticisms of ACT that have appeared in the literature.
2. Analyze the merits of these criticisms based on current scientific standards.
3. Discuss ways for improving ACT research and practice.

128. Clinically relevant applications of the Implicit Relational Assessment Procedure (IRAP)

Symposium (3:10-4:25pm)

Components: *Conceptual analysis, Original Data*

Categories: Relational Frame Theory, Clinical Interventions and Interests, IRAP

Target Audience: *Beg., Interm., Adv.; Basic*

Location: **Rue Sainte-Catherine**

Chair: Miguel Rodriguez-Valverde, Ph.D., University of Jaen, Spain

Discussant: Louise McHugh, Ph.D., University College Dublin

Researchers in the domains of psychopathology and clinical psychology are increasingly using the Implicit Relational Assessment Procedure (IRAP) as a way of tapping into clinical phenomena that are difficult to analyze with more traditional measures. This symposium presents three papers that explore the use of the IRAP for the assessment of clinically relevant verbal relations in different areas of interest. The first paper explores the use of the IRAP as a measure of the discrepancy between perceived and desired body size that could complement existing explicit measures like silhouette scales. The

second paper used the IRAP to assess automatic beliefs about the effects of cannabis use in both cannabis users and non-users, showing that implicit beliefs about the positive effects of cannabis seem to contribute differentially to the prediction of actual cannabis use. The third paper aimed to explore the common-humanity factor of self-compassion, and whether people tend to identify with this factor more in relation to their own experiences or to the experiences of others.

- Using the IRAP as a measure of discrepancy between actual and ideal body size
 Monica Hernandez-Lopez, Ph.D., University of Jaen, Spain
 Alberto Luis Blanco-Romero, B.A., University of Jaen, Spain
 Lourdes Quiñones-Jimenez, B.A., University of Jaen, Spain
 Miguel Rodriguez-Valverde, University of Jaen, Spain
- Implicit beliefs about the effects of cannabis consumption in cannabis users and non-users
 Miguel Rodriguez-Valverde, Ph.D., University of Jaen, Spain
 Vanesa Martinez-Reche, B.A., University of Jaen, Spain
 Gloria Torres-Fernandez, M.Sc., University of Jaen, Spain
 Monica Hernandez-Lopez, University of Jaen, Spain
- “I Am Not Alone in My Suffering”: Implicitly Measuring the Common Humanity Factor of Self-Compassion
 Eman Alasiri, Eastern Washington University
 Diana Ferroni Bast, Ph.D., Federal University of São Carlos, Brazil
 Russell Kolts, Ph.D., Inland Northwest Compassionate Mind Center & Eastern Washington University

Educational Objectives:

1. Describe how the IRAP can be used for measuring clinically relevant verbal relations.
2. Explain the relationship between implicit verbal relations and clinically relevant measures (symptomatology, etc.).
3. List the clinical implications of IRAP research.

129. Swipe Right: Using the Matrix to Enhance Teen and Family Work: Ontario Chapter Sponsored

Workshop (3:10-4:25pm)

Components: *Literature review, Original Data, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Adolescents, Families, Parents, The Matrix

Target Audience: *Interm., Adv.*

Location: **Rue Notre-Dame / Rue Saint Denis**

Dr. Sheri Turrell Ph.D., Life in Balance Therapy, Toronto, Ontario

Chris McCurry Ph.D., Private Practice

Mary Bell, M.S.W., RSW, The Hospital for Sick Children, Toronto, Ontario

Erin Lipsitt, M.S.W., RSW, University of Guelph, Guelph, Ontario

This workshop is for anyone who works with adolescents and / or their parents. We are a group of clinicians who use the Matrix in diverse settings. We offer this workshop to come together with participants and share the range of possibilities with which the Matrix can be helpful for adolescents and their family.

Within the context of adolescent development, issues pertaining to separation and autonomy will be explored. There will be an emphasis on values and experiential opportunities to learn the "double matrix:" e.g., articulating the 'dance' of toward and away moves performed by parent and adolescent. We will include exercises from the upcoming teen self help book, "The Mindfulness and Acceptance Workbook: Activities to help you overcome fears and worries using ACT." Original qualitative and quantitative data from five years of ACT based groups for teens will be presented. We promise some didactic content, lots of experiential opportunities, some not-too-scary role plays / real plays and meaningful engagement with your own values in a care-taking role.

Educational Objectives:

1. Explore the use of the matrix to highlight inflexible behavior of parents and teens, that impedes adolescent development / autonomy, within the context of Functional Contextualism.
2. Describe strategies for working with adolescents and/or parents to support them through the developmental stage of adolescent separation using the Matrix.
3. Use the ACT Matrix to support parent-adolescent perspective taking, compassion, and communication.

130. Maitriser la Conversation Clinique avec la TCR

Atelier de formation (3:10-4:25pm)

Components: *Role play*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Clinical RFT, clinical conversation, role-plays

Target Audience: Beg., Inter., Adv.

Location: Rue Crescent

Matthieu Villatte, Ph.D., Seattle
 Claire-Marie Best, Ph.D., Private Practice, Paris
 Fabian Olaz, Ph.D., National University of Córdoba

Cet atelier a pour but de développer les habilités de conversation naturelle avec vos clients en vous basant sur les principes de la science comportementale contextuelle. (i.e. utilisation du langage expérientielle, pragmatique, intégrative, et contextuelle). Il n'y aura aucune présentation didactique – seulement des démonstrations cliniques, des analyses d'échanges thérapeute-client, et du feedback.

L'atelier sera organisé autour de « real plays » basés sur des expériences personnelles ou des cas cliniques partagés par des participants. Les formateurs commenceront l'échange thérapeutique a tour de rôle pour illustrer différentes approches de la

même situation. Le groupe analysera ensuite les interactions et suggèrera les étapes suivantes pour poursuivre la conversation clinique. Si le temps le permet, les participants seront encouragés à prendre le rôle de thérapeute à leur

tour pour recevoir du feedback des formateurs.

Une certaine connaissance de la RFT clinique sera utile mais pas nécessaire. Les débutants bénéficieront de l'observation de la démonstration et des analyses, tandis que les participants plus avancés pourront affiner leurs habiletés au travers de la pratique et du feedback.

Educational Objectives:

1. Analyze clinical exchanges based on CBS-RFT principles.
2. Apply CBS-RFT principles to activate therapeutic processes in natural conversations.
3. Analyze client speech to build case conceptualization based on CBS-RFT principles.

131. Improving trans awareness and competence for mental health providers by expanding psychological flexibility: An experiential workshop

Workshop (3:10-4:25pm)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Performance-enhancing interventions, Clinical Interventions and Interests, Professional Development, Trans and Gender Non Conforming Individuals

Target Audience: Beg., Inter.

Location: Rue Mansfield / Rue Sherbrooke

C. Virginia O'Hayer, Ph.D., Drexel University College of Medicine, Center City Clinic for Behavioral Medicine
 Emily J. Marino, Psy.D., Philadelphia Veterans Association

Transgender and gender non-conforming (T/GNC) individuals have increased prevalence of suicide and self-harm (Peterson et al, 2017), substance abuse (Herbst et al., 2007), depression, and anxiety (Budge et al, 2013). T/GNC individuals are also at elevated risk for psychotherapy drop-out, due in no small part to therapist factors. Limited therapist knowledge, patient burden of educating uninformed therapists, therapist avoidance of or over-focus on trans-related issues, and stigma are frequently cited as reasons for dropout (APA, 2015). We aim to improve competence by helping providers experientially apply existing contextual approaches to the construct of gender. First, we conduct a mindfulness exercise to contact the present moment and access values. Then, we guide participants through defusion and self-as-context exercises to re-examine their relationships to the construct of gender. We also propose workable options for

T/GNC-welcoming language and therapy practices. Then, we suggest committed action: resources and tools to help patients navigate their pursuit of authenticity. Finally, we end with a self-compassion exercise to help us motivate to continue advocating for T/GNC and other underserved populations.

Educational Objectives:

1. Describe clinical issues relating to trans and gender non conforming individuals.
2. Apply a contextual lens to deepen our understanding of issues faced by trans and gender non conforming individuals.
3. Demonstrate therapeutic competence in working with trans and gender non conforming individuals.

132. Increasing psychological flexibility, resilience, and coping strategies for parents of children with medical conditions: ACT and Autism SIG Sponsored

Symposium (3:10-4:25pm)

Components: *Conceptual analysis, Original Data, Didactic presentation*

Categories: Clinical Interventions and Interests, Behavioral medicine, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Behavioral medicine, Functional contextual approaches in related disciplines, Children, parents, asthma, randomized controlled trial, mediation analysis, depression, Autism Spectrum Disorder, caregiver
 Target Audience: *Beg., Interm., Adv.*
 Location: *Rue Saint-Paul*

Chair: Yolanda R. Villarreal, Ph.D., McGovern Medical School at University of Texas Health Science Center Houston

This symposium explores the effects of Acceptance and Commitment Therapy interventions among parents of children with medical conditions and the mediating role of ACT processes in clinical settings. The first paper presents the results from a randomized controlled trial investigating the effects of a group-based ACT intervention combined with asthma education for parents of children with asthma. The second paper investigates the mediating effect of psychological flexibility in the management of childhood asthma among parents. The third paper uses a longitudinal design to study the mediating role of psychological inflexibility on the relationship between early (1-2 weeks postpartum) and later (3 and 6-month postpartum) depressive postpartum symptoms among new mothers with medically fragile infants. The fourth paper investigates the effects of psychological acceptance to increase resilience and coping strategies among parents of children with Autism Spectrum Disorder.

- A randomized controlled trial of group-based Acceptance and Commitment Therapy in parents

of children with asthma: Effects on the asthma outcomes of children

Yuen-yu Chong, School of Nursing, The Hong Kong Polytechnic University, Hong Kong
 Yim-wah MAK, School of Nursing, The Hong Kong Polytechnic University, Hong Kong
 Alice Yuen LOKE, School of Nursing, The Hong Kong Polytechnic University, Hong Kong

- Exploring mediators of change in a parental training program using ACT for improving asthma outcomes in children: An analysis using structural equation model based on a clinical trial data
 Yuen-yu Chong, School of Nursing, The Hong Kong Polytechnic University, Hong Kong
 Yim-wah MAK, School of Nursing, The Hong Kong Polytechnic University, Hong Kong
 Alice Yuen LOKE, School of Nursing, The Hong Kong Polytechnic University, Hong Kong
- Psychological Flexibility and Depression in New Mothers of Medically Vulnerable Infants: A Mediation Analysis
 Yolanda R. Villarreal, Ph.D., McGovern Medical School at University of Texas Health Science Center Houston
 Michelle R. Klawans, MPH, McGovern Medical School at University of Texas Health Science Center Houston
 Thomas F. Northrup, Ph.D., McGovern Medical School at University of Texas Health Science Center Houston
 Mackenzie L. Spellman, McGovern Medical School at University of Texas Health Science Center Houston
 Angela L. Stotts, McGovern Medical School at University of Texas Health Science Center Houston
- Parents helping parents of children with Autism Spectrum Disorder through ACT
 Kenneth Fung, University of Toronto
 Johanna Lake, Centre for Addiction and Mental Health
 Lee Steel, Extend-A-Family Toronto
 Kelly Bryce, Surrey Place Centre
 Yona Lunskey, Centre for Addiction and Mental Health

Educational Objectives:

1. Describe the intervention components of a parental training program using group-based ACT combined with asthma education conducted in a Hong Kong setting.
2. List some of the challenges facing parents of children with ASD, and describe how ACT processes can be employed to help increase their resilience.
3. Describe the benefits and pitfalls to having parents of children with ASD lead ACT groups and the potential implications of this for sustainability and dissemination.

133. Aging Happens to You Too: The Role of CBS in Meeting the Challenges of Awareness, Advocacy, and Treatment for Older Adults: Aging in Context SIG Sponsored

Panel (3:10-4:25pm)

Components: *Conceptual analysis, Original Data*

Categories: Aging and late life issues, Clinical Interventions and Interests, Aging and late life issues

Target Audience: *Interm.*

Location: *Dièse*

Chair: Susan M. McCurry, Ph.D., University of Washington
Anthony Biglan, Ph.D., Oregon Research Institute
Robyn Walser, Ph.D., VA Palo Alto Health Care System
Kelly G. Wilson, Ph.D., University of Mississippi

The population of persons aged 65 or older is expected to grow substantially worldwide over the next 10 years. However, exploration of ways in which contextual behavioral science can help alleviate human suffering and promote wellbeing among older adults is relatively unexplored. The first goal of this panel is to discuss ways in which ACBS is uniquely poised to contribute to emerging research, clinical, and political advocacy issues related to the aging population over the next decade. A second goal is to discuss multidisciplinary topics related to aging-in-context that ACBS and ACT clinicians should be paying attention to and helping advance. This panel will include presentations on the use of ACT interventions with family caregivers experiencing stress and guilt, cognitively impaired individuals, and veterans, as well as personal reflections from panel members about how aging is affecting them as individuals and citizens. A third goal is to explore how conversations about assessment, treatment, and advocacy for older adults in a whole person context can more effectively reach the expanding international ACBS community.

Educational Objectives:

1. Describe several ways in which contextual science is pertinent to geriatric research, interventions, training, and policy development.
2. Describe how ACT therapeutic tools have application for the assessment and treatment of older adult clinical populations and the professionals and lay persons who care for them.
3. Explore how ACBS can stimulate aging research and treatment that reflects the diverse historical and sociocultural factors that influence understanding and response to late life issues worldwide.

134. Using technology in creative ways to assess and improve ACT interventions

Symposium (3:10-4:25pm)

Components: *Original data*

Categories: Educational settings, Prevention and Community-Based Interventions, Clinical Interventions and Interests, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Educational settings, Organizational behavior management, Higher Education, ACT, adults, online, e-mental health, workplace, college/university student mental health

Target Audience: *Beg., Interm., Adv.*

Location: **Exclamation**

Chair: Shelley Viskovich, University of Queensland, Australia

This symposium presents results of different studies using technology and Acceptance and Commitment

Therapy (ACT)-based interventions. The first paper explores whether or not an ACT values-based approach using Ecological Momentary Intervention (EMI) impacts procrastination in an online educational environment. The second paper presents a co-designed, web-based ACT intervention developed to increase engagement in difficult to reach populations (i.e. farmers). Finally, the third paper discusses results obtained from 4-week web-based ACT intervention to promote mental health in university students. Results showed that the four ACT processes (cognitive fusion, valued living, acceptance and mindfulness) mediated changes on the primary outcomes depression, well-being, self-compassion, and life satisfaction.

- Acceptance and Commitment Therapy: A Values-based Approach to Reduce Procrastination Among Online University Students

Nelly A, Dixon, Ed.D., BCBA, LBA, Kaplan University

Edward Cumella, Ph.D., Kaplan University

Emily Sandoz, Ph.D., University of Louisiana, Lafayette

- Improving farmers' ability to cope effectively with things beyond their control, using a co-designed, web-based ACT intervention

Kate M. Fennell, University of South Australia, Freemasons Foundation Centre for Men's Health and Private Practice
James Dollman, University of South Australia

Andrew D Vincent, Freemasons Foundation Centre for Men's Health, The University of Adelaide

Susan Brumby, National Centre for Farmer Health and Deakin University

Camille E Short, Freemasons Foundation Centre for Men's Health, The University of Adelaide

Nathan Harrison, University of South Australia

Alison Barrett, University of South Australia

Deborah Turnbull, School of Psychology, The University of Adelaide

- Evaluation of an Acceptance and Commitment Therapy (ACT) web-based mental health promotion program for university students
Shelley Viskovich, University of Queensland, Australia
Kenneth I. Pakenham Ph.D., University of Queensland, Australia

Educational Objectives:

1. Describe how a values-based exploration using self-generated augmentals affects procrastination behaviors in online college students.

2. Explain the temporal effect the Ecological Momentary Intervention (EMI) has on the submission of student assignments in online courses.
3. Describe how consumers can be involved in the co-design of ACT-based interventions to increase engagement in difficult to reach populations.

135. Mindfulness and self-compassion as key processes in mediating life outcomes

Symposium (3:10-4:25pm)

Components: *Conceptual analysis, Literature review, Original data*

Categories: Research on the mechanisms of mindfulness, Theoretical and philosophical foundations, Evolution, Clinical Interventions and Interests, Performance-enhancing interventions, Theoretical and philosophical foundations, Child maltreatment, Adults survivors of trauma, Self capacity, Role of mindfulness, Mindfulness, Experiential avoidance
 Target Audience: *Beg., Interm.*

Location: Multiplication

Chair: Éliane Dussault, B.A., University of Quebec in Montreal

This symposium presents results on the mediating role of mindfulness and self-compassion on different important life outcomes. The first paper studies the mediating role of mindfulness on the link between child neglect and relatedness (i.e., interpersonal relationships, idealization/disillusionment and fear of abandonment) in a sample of adults.

Results revealed that mindfulness acts as a significant mediator between child neglect and relatedness. The second paper investigates the role of self-compassion in the relationship between meditation practice and overall life satisfaction. Results showed that self-compassion is a significant mediator of meditation practice and life satisfaction. Finally, the third paper studies self-compassion as a mediator of the relationship between psychological inflexibility and psychological resilience. Results revealed that self-compassion acts as a partial mediator in the model.

- Childhood neglect and adult relatedness: The indirect effect of being mindful
 Éliane Dussault, B.A., University of Quebec in Montreal
 Noémie Bigras, M.A., University of Quebec in Montreal
 Natacha Godbout, Ph.D., University of Quebec in Montreal
- Beyond mindfulness: The role of self-compassion in life satisfaction
 Emily L. Maher, M.A., Clark University
 James V. Cordova, Ph.D., Clark University
- The Mediator Role of Self Compassion in the Relationship Between Psychological Inflexibility and Psychological Resilience
 Engin Büyükköksüz, Okan University
 Işıl Tekin, İstanbul Medeniyet University

Educational Objectives:

1. Explain the indirect role of mindfulness in the relationship between childhood neglect and adult relatedness.
2. Discuss theoretical considerations of adapting Buddhist philosophy to Western psychological theory.
3. Describe how the psychological resilience increase the mediator of self compassion.

136. Seeing through the eyes of others: How can ACT reduce prejudice and harmful behaviors?

Symposium (3:10-4:25pm)

Components: *Conceptual analysis, Literature review, Original Data, Experiential exercises*

Categories: Educational settings, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Clinical Interventions and Interests, Organizational behavior management, Spirituality and Religion, Empathy health care workers, Spirituality and Religion, Sexual harassment training

Target Audience: *Beg., Interm., Adv.*

Location: Arobase

Chair: Jelena Kecmanovic, Ph.D., Arlington/DC Behavior Therapy Institute

This symposium explores different contexts in which ACT can be helpful to reduce prejudice and harmful behaviors. The first paper presents a current research project investigating the effects of an intervention focused on perspective-taking skills aimed at reducing health care providers' stereotypes and stigma. The second paper describes the psychospiritual constructs of demonization and desecration in the context of the 2016 U.S. presidential election and summarizes results of a cross-sectional study on the significance of negative spiritual appraisals regarding the 2016 U.S. presidential election on psychological adjustment. The third paper discusses sexual harassment, critiques the existing sexual harassment trainings and describes how ACT and perspective-taking could be a helpful scientifically grounded alternative to reduce harassment behaviors.

- How can ACT prevent racism and prejudice?
 JoAnne Dahl, Ph.D., Uppsala University
- Demonization, desecration, and the 2016 U.S. presidential election: The role of negative spiritual appraisals on post-election psychological adjustment
 Serena Wong, M.A., M.E., Bowling Green State University
 Tabitha Waite, M.A., Bowling Green State University
 Rachel Wasson, B.A., Bowling Green State University
 Augustus Artschwager, B.A., Bowling Green State University
 Kenneth I. Pargament, Ph.D., Bowling Green State University
 William H. O'Brien, Ph.D., Bowling Green State University
- Using ACT to improve sexual harassment training
 Jelena Kecmanovic, Ph.D., Arlington/DC Behavior Therapy Institute

Educational Objectives:

1. Create a pro social action based on the perceived needs of the 'other'.
2. Describe the psychospiritual constructs of demonization and desecration.
3. Describe how ACT could be used to develop a conceptually-sound, empirically-grounded training.

Saturday Afternoon Plenary 4:40pm

137. Thriving inside the Dynamics of a Contextual Behavioral Science: RFT, Clinical and Non-Clinical Foundations

Plenary (4:40-5:55pm)

Components: *Conceptual Analysis, Literature review, Original Data*

Categories: Theoretical and philosophical foundations, RFT

Target Audience: *Beg., Interm., Adv.*

Location: **Place Du Canada**

Giovambattista Presti, Kore University, Enna (Italy)

(Introduced by: *Kelly G. Wilson, Ph.D., University of Mississippi*)



Contextual Behavioral Science is rooted in Functional Contextualism and conceptualizes human behavior as a function of environmental events including past ones. Although learning and adaptation (psychological flexibility) has an intrinsic temporal and developmental

dimension, the intertwining of past experiences and how they come to bear in the present moment has been almost neglected by other behavioral visions. "History of learning", the most frequently used term in behavior analysis, can obscure the articulated complexity of the progression that contributes to

developing the human behavioral pattern usually labelled as cognition. RFT offers a new perspective not only in the functional analysis of language and higher order cognitive human behavior, but also in the way humans interact in the present based on the perspective of the past, and above all future events. The study of temporal perspectives has been almost neglected by behavioral researchers however they are necessary for problem solving, valuing one's life direction, and getting out of the dead ends where mental illness confines human beings. A perspective of time is also fundamental for human beings to postpone immediate in favor of long term consequences even only to avoid future human and environmental disasters. It is fundamental to generating variability and selecting goals to pursue. It is also fundamental for ACBS to thrive in a shared valued direction.

An exploration of Time as a relational response will outline a perspective that will guide scaling hierarchically from basic relational responding to more complex human activities including psychotherapy, education and ACBS growing.

Educational Objectives:

1. Outline an RFT conceptualization of responding to time related events.
2. Discuss how a RFT conceptualization of responding to time related events impacts educational programs and clinical activities.
3. Explain why RFT is crucial to understanding the philosophical underpinnings of a contextual behavioral science.

Follies & Dance Party

8:30pm – 10:30"ish"pm

Place du Canada

(Doors open at 8:30pm, but we expect the Follies "show" to begin around 9:00pm.)

The Follies is a core feature of ACBS conferences. Basically it's a cabaret show, filled with funny songs, sketches, stand-up comedy routines, humorous PowerPoint presentations, pre-made videos, etc. And all of this funny and talented content is created by YOU: the conference delegates!

There will be a cash bar to facilitate you getting in touch with your values as a performer (yeah, right...), after the Follies there will be dancing.

There are very few rules regarding the content – Firstly it has to be short (around 3 minutes is perfect. Longer, and the shepherd's crook will be sweeping you off the stage!) Secondly, any aspect of ACT, Mindfulness, Behaviorism, therapy, RFT, CBS or any of the people you know in the ACT/CBS Community is fair game to be (gently and kindly) mocked.

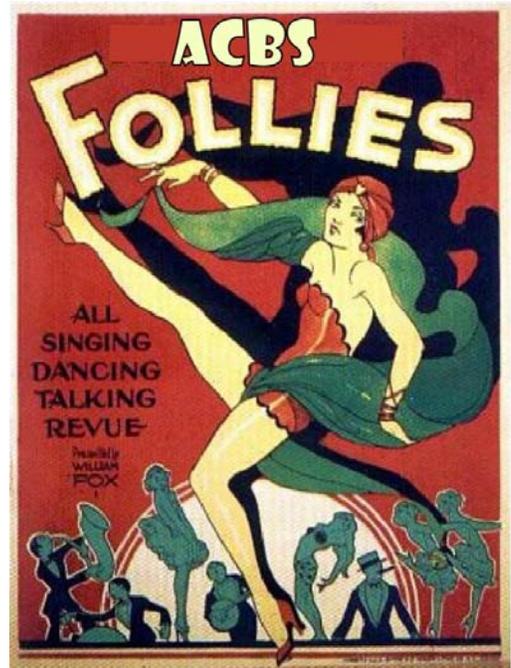
The Follies actually comes from an important tradition: in the past 'The Truth' was what an authority deemed to be true. Then science came along and people started to look to their direct observations to determine what was true. But of course, human beings being as we are and loving to categorise things in hierarchies, began to automatically create hierarchies of people who could directly observe what was true and hence we have scientific authorities. The purpose of the Follies is to ensure that no idea, and no person in this community who has an idea, is immune to question, playfulness, challenge.

So delegates: get your creative powers focused, anything you have seen in the CBS world that deserves to be made fun of is fair game. Produce your sketches, songs, PowerPoints, stand ups and either email sonjavbatten@gmail.com or daniel.moran@comcast.net to ensure they have your name down for a place in the Follies or during the conference (Hurry and find D.J. or Sonja - you only have a short time to do it).

This event is open to conference attendees and spouses/partners (even though they may not understand all of the psychology humor!); *while children are welcome to attend, please be aware that the event can get a bit bawdy at times.*

The fun doesn't stop when the Follies end!

Immediately following the Follies we invite you to join us for a dance in **Av. Duluth** with "DJ CFunc", a.k.a. Eric Morris. See you on the dance floor until 1:00am!



Sunday Morning 9:00am

138. Empowering Clients to Thrive Despite Their Desire for Death: A Workshop on ACT for Suicide Prevention

Workshop (9:00-10:15am)

Components: *Conceptual analysis, Literature review, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Behavioral medicine, Suicide Prevention

Target Audience: Beg., Interm., Adv.

Location: Agora

Sean M. Barnes, Ph.D., Rocky Mountain Mental Illness, Research, Education, and Clinical Center for Suicide Prevention

Debbie Sorensen, Ph.D., Eastern Colorado Healthcare System

Geoffrey Smith, Ph.D., Eastern Colorado Healthcare System

Lauren M. Borges, Ph.D., Rocky Mountain Mental Illness, Research, Education, and Clinical Center for Suicide Prevention

Robyn D. Walsler, Ph.D., VA Palo Alto Healthcare System

Responding to suicide risk can be a tremendous source of stress and place therapists at odds with their clients. Acceptance and Commitment Therapy (ACT), can provide not only a powerful alternative to death for clients contemplating suicide, but it can also assist therapists in addressing the difficulties that arise from suicidal behavior. Participants in this workshop will learn how ACT can be used to join with clients in acknowledging and accepting the pain that leads them to desire death, while still choosing an alternative - a vital and values-based life. Experiential exercises will be used to build skills for working effectively and compassionately with clients who are considering suicide. We will identify therapist challenges to willingly and skillfully approach the topic of suicide; demonstrate how to transform hopelessness about life into hopelessness about unworkable attempts at control; practice emphasizing function over form when identifying drivers of suicide; review ACT exercises that are well-suited for working with suicide-related content; and describe how to use client pain to identify values and empower consistent engagement in meaningful behavior.

Educational Objectives:

1. Explain the phenomenon of suicide from a contextual behavioral perspective.
2. Describe therapist barriers to working collaboratively with patients to effectively address suicide risk.
3. Explain how to use ACT to reduce suicide risk and help patients build vital lives they can choose to live.

139. The Nuts and Bolts of Exposure-Based Work in Acceptance and Commitment Therapy

Workshop (9:00am-12:05pm)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Anxiety

Target Audience: Beg., Interm.

Location: Centre-Ville

John P. Forsyth, Ph.D., University at Albany, SUNY

Jamie R. Forsyth, Ph.D., Union College

Acceptance and Commitment Therapy (ACT) involves contacting difficult psychological content without defense and for a purpose other than psychological relief. Thus, understanding the application and integration of exposure-based strategies within ACT is essential for effective ACT work.

This workshop covers traditional cognitive-behavioral (CBT) exposure strategies, and then shows how they are modified, framed, and applied within ACT. Thus, we will go more deeply into the nuanced application of exposure work within ACT and its using with a range mental health clinical concerns. Using a combination of didactic and experiential activities, the focus will be on practical considerations (e.g., client / therapist preparation, foundational process work) and strategies to integrate exposure-work within ACT. Experiential exercises will highlight a gentle and compassionate stance, the importance of perspective taking and self-compassion, and how ACT processes are joined within exposure itself. Participants will be invited to engage the material at a personal level, as it applies to their own lives, and then also in the context of their clinical work. Worksheets and other practical tools will be provided.

Educational Objectives:

1. Apply exposure-based strategies in a traditional sense (CBT) and then in the context of ACT.
2. Prepare and design exposure exercises within ACT (i.e., fostering willingness).
3. Integrate self-compassion with other ACT processes during exposure to enhance psychological flexibility in the service of valued ends.

140. ACT in Groups

Workshop (9:00am-12:05pm)

Components: *Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, Group Therapy

Target Audience: Interm., Adv.

Location: Av. Laurier / Av. Viger

M. Joann Wright, Linden Oaks Medical Group
Darrah Westrup, Private Practice

This workshop will explore and illustrate ways to incorporate the methods of Acceptance and Commitment Therapy (ACT) framework into group therapy sessions in terms of core ACT principles and exercises. The workshop will both broaden the appeal of and support the practical applications of the ACT model to include group work. During this workshop, we will demonstrate to clinicians detailed group activities, discuss setting considerations and offer an experiential component on how to conduct ACT for the variety of clinical concerns characterized by experiential avoidance and loss of contact with value-driven behavior. Through case examples, user-friendly worksheets, and experiential demonstrations, we plan to impart these practices to therapy groups, as well as discussing how to manage common challenges in running ACT groups.

Educational Objectives:

1. Describe how to develop psychological flexibility in a group setting.
2. List and apply core ACT processes as they arise in group therapy.
3. Demonstrate experiential exercises that develop core ACT processes and work well in groups.

141. Embodying Acceptance and Defusion through Aikido

Workshop (9:00-10:15am)

Components: *Experiential exercises,*

Didactic presentation

Categories: Clinical Interventions and Interests, Functional contextual approaches in related disciplines, Embodied ACT

Target Audience: Beg., Interm., Adv.

Location: Av. Duluth

Scott Hamilton, M.S., LMHC, DePauw University
Fabián Olaz, Psy.D., National University of Córdoba

Aikido is a modern Japanese martial art in which practitioners utilize coordinated, whole body movements as a form of self-defense. Ai (harmony, unifying), Ki (universal energy, spirit), and Do (way, path) together means "the way of harmonizing with the universe." The art embodies the practice of peaceful resolution to conflict and its principles interface fluidly with the core processes of Acceptance and Commitment Therapy (ACT). Thus, Aikido involves aligning with another person's energy and redirecting it instead of blocking it, emphasizing being present in the moment, taking whatever is offered by an opponent or partner, and avoiding struggle, in the same way ACT practice involves taking words lightly, and using them to create a symbolic context that increases context sensitivity and functional coherence (Villatte 2015, personal communication). In this experiential workshop, our focus will be on training participants

in some basic Aikido movements to explore through our bodies acceptance and defusion processes, using aikido as an embodied metaphor.

Educational Objectives:

1. Describe Aikido's fundamental movements as moving metaphors, specifically for defusion and acceptance from the ACT model and enhance experiential application of these processes within interpersonal conflicts.
2. List, describe, perform and exchange fundamental Aikido movements and principles with equivalent versions of ACT principles and processes that are aligned with acceptance and defusion.
3. Demonstrate fundamental Aikido stances and movements, as alternative embodied means of acceptance and defusion processes.

142. How can we build a true culture of vertical and horizontal reticulation in ACBS?

Panel (9:00-10:15am)

Components:

Categories: Theoretical and philosophical foundations, Clinical Interventions and Interests, Processes of reticulation, Reticulation, culture

Target Audience: Beg., Interm., Adv.

Location: Av. Van Horne

Chair: Stephanie Caldas, University of North Texas
Matthieu Villatte, Ph.D., Seattle
Steven C. Hayes, Ph.D., University of Nevada, Reno
Carmen Luciano, Ph.D., University of Almeria
Roberta Kovac, Paradigma, Sao Paulo
Kelly Koerner, Ph.D., Evidence Based Practice Institute, Seattle

CBS aims to connect philosophy, basic science, and applied work in a reticulated (i.e. multi directional, web like) fashion. It means that rather than waiting for researchers to come up with new ideas and data to orient their work, practitioners develop tools and concepts that are useful in their work and also influence researchers. At the same time, work conducted in CBS labs doesn't stay in the lab but impact the world. A new kind of reticulation has gained attention and focused efforts of ACBS over the past few years: the mutual and balanced influence of diverse cultures. More than simply reflecting the variety of countries, genders, sexual orientations, ages, professions and fields that constitute ACBS, this horizontal form of reticulation encourages a productive dialogue among differences.

In this panel, researchers and practitioners from different cultural backgrounds will share their experience in bridging different branches of CBS. They will also identify challenges that our community needs to overcome in order to truly put reticulation in the DNA of our culture.

Educational Objectives:

1. Describe horizontal reticulation.
2. Describe vertical reticulation.
3. Describe strategies to develop reticulation in ACBS.

143. Heart Rate Variability: A Potential Physiological Marker of Thriving

Symposium (9:00-10:15am)

Components: *Original Data*

Categories: Psychophysiology, Psychophysiology, Heart Rate Variability

Target Audience: *Beg., Interim., Adv.*

Location: **Rue Sainte-Catherine**

Chair: R. Sonia Singh, M.A., Bowling Green State University

Discussant: Jennifer McGrath, Ph.D., MPH, Concordia University

Mindfulness is defined as non-judgmental, focused present moment awareness (Kabat-Zinn, 1990) and is an important correlate of psychological flexibility. Additionally, mindfulness-based interventions are designed to promote outcomes that are closely aligned with psychological flexibility and related constructs. The Neurovisceral Integration Model posits that heart rate variability (HRV) is one index of neural structures that are critically important for the regulation and integration of cognitive, emotional, physiological, and behavioral responses (Thayer and Lane, 2000). These neural structures are collectively referred to as the central autonomic network. Multiple lines of research have demonstrated that processes in central autonomic network are associated with the capacity to flexibly respond to stressors and emotional experiences. Further, the central autonomic network has been associated with the capacity to generate flexible responses to address environmental demands.

Given that both the central autonomic network and mindfulness are associated with psychological flexibility and related constructs, it stands to reason that they should also be significantly associated with each other. The current symposium synthesizes several research studies examining this association.

- The Role of Mindfulness in Cardiovascular Reactivity and Recovery from Laboratory-Induced Pain
 Mariya Zaturenskaya, M.A., University of Texas Health Science Center at San Antonio/STRONG STAR Multidisciplinary PTSD Research Consortium – Fort Hood Site
 William H. O'Brien, Bowling Green State University
- Greater Mindfulness Predicts Autonomic Recovery from Stressors Inducing both Parasympathetic activation and Withdrawal
 Tanya Watford, M.S., Bowling Green State University
 William H. O'Brien, Bowling Green State University
- Difficulties in Emotion Regulation Mediate the Relation Between Mindfulness and Heart Rate Variability
 Alex H. Buhk, B.A., University of Toledo
 Julia Richmond, M.A., University of Toledo
 Jason C. Levine, Ph.D., University of Toledo
 Matthew T. Tull, Ph.D., University of Toledo
 Kim L. Gratz, Ph.D., University of Toledo

Educational Objectives:

1. Describe the role and significance of mindfulness in recovering effectively from stress that results in both arousal and withdrawal.

2. Demonstrate the usefulness of heart rate variability as a measure of both stress reactivity and the effect of mindfulness on recovery, providing a physiological index of thriving.
3. Discuss the findings in the context of contemporary emotion regulation theory and purported acceptance and MBI processes.

144. Whose Therapy is it Anyway?: Working with gender and sexual minority youth and their families

Workshop (9:00-10:15am)

Components: *Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Supervision, Training and Dissemination, Professional Development, Gender and Sexual Minorities, Families, Youth, Children

Target Audience: *Beg.*

Location: **Rue Notre-Dame / Rue Saint Denis**

Melissa Farrell, Psy.D., Private Practice

Research has clearly stated that gender and sexual minority youth without family support are at increased risk for substance abuse, self-harm, and suicide. These findings highlight how critical family acceptance is for the mental health of gender and sexual minority youth. Therefore, it is critical that therapists working with these youths know how to help the families come to a place of understanding and acceptance. This can be a difficult and painstaking task as the youth and the parents struggle to understand and be understood. This workshop will explore ways of using the principles of Acceptance and Commitment Therapy to assist both parents and their children in building rich, full, and meaningful connections. Topics will include ways of building rapport and trust with both the youth and parent through psychoeducation, helping families identify shared values and value driven actions, and building acceptance, understanding, and compassion in both the youth and the parent.

Educational Objectives:

1. Describe the importance of building a supportive relationship between GSM youth and their families.
2. Explain psycho education around Gender and Sexuality to Parents and Youth in a rapport building and non-threatening manner.
3. Implement ACT techniques to build acceptance, understanding, and compassion between GSM youth and their parents.

145. Brief ACT Matrix Interventions for Medical Inpatients: Addressing Suffering and Promoting Workability

Symposium (9:00-10:15am)

Components: *Conceptual analysis, Literature review, Original Data, Didactic presentation, Case presentation*

Categories: Behavioral medicine, Clinical Interventions and Interests, Pain, opioid use, multi-problem patients, consult-liason psychiatry

Target Audience: *Interm.*

Location: **Rue Crescent**

Chair: Aliza Weinrib, Ph.D., Toronto General Hospital, University Health Network
 Discussant: Benjamin Schoendorff, Contextual Psychology Institute & Institut Universitaire en Santé Mentale de Montréal

The ACT matrix – a visual diagram that can be used to succinctly communicate the ACT model – is a natural fit for brief interventions aimed at medical patients. This symposium will highlight the application of the ACT matrix in three independent hospital-based initiatives. First, a one-day ACT matrix workshop has been developed and tested for patients before major orthopedic surgery. Secondly, a brief one-on-one psychotherapy protocol utilizing the matrix has been applied after major surgery to support patients coping with complex post-surgical neuropathic pain, which often becomes chronic. We will share data regarding the efficacy of these ACT interventions in reducing opioid use after surgery. The third initiative presented is an ACT approach to consult-liason

psychiatry, which integrates the matrix into the behavioral assessment and brief treatment of acutely ill medical patients presenting with comorbid psychiatric disorders that can hamper medical treatment. This symposium includes both theoretical and data-driven components, along with clinical insights regarding applying the matrix in the medical setting in order to reduce suffering and promote workability.

- ACT for Prevention of Persistent Post-surgical Pain and Opioid Use in At-Risk Veteran Patients
 Lilian Dindo, Ph.D., Baylor College of Medicine
 Barbara Rakel, University of Iowa
- ACT for Complex Post-Surgical Pain: Theory, Application, and Clinical Outcome Data
 Aliza Weinrib, Ph.D., Toronto General Hospital, University Health Network
 Kathryn Birnie, Hospital for Sick Children & Toronto Western Hospital, University Health Network
- ACTIVE Consult-Liaison Psychiatry: A novel application of the ACT Matrix for assessment and intervention in acute medical settings
 M. Brandon Goodman, M.D., University of North Carolina School of Medicine, Department of Psychiatry
 Jonathan S. Gerkin, MD, University of North Carolina School of Medicine, Department of Psychiatry

Educational Objectives:

1. Describe key elements of the ACT matrix as applied with medical patients.
2. Describe key ACT processes to target in medical patients using the ACT matrix, so that psychological flexibility and workable behaviors are increased.
3. List effects of ACT matrix interventions on opioid use in post-surgical populations.

146. Changes in Values as a Process of Posttraumatic Growth after Violent Trauma

Symposium (9:00-10:15am)

Components: *Conceptual analysis, Literature review, Original Data*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Posttraumatic Growth

Target Audience: *Interm.*

Location: **Rue Mansfield**

Chair: Thea Comeau, Ph.D. candidate, McGill University
 Discussant: Marilyn Fitzpatrick, Ph.D., McGill University

Values change is considered one of three ways in which Posttraumatic Growth (PTG) manifests after violent trauma (Tedeschi & Calhoun, 2004). In spite of its central role in models of PTG, there is a dearth of research exploring these positive values changes after trauma, as well as factors which may contribute to this specific form of growth. The current panel will present three papers. The first of these will review the research and provide a conceptual and empirical framework for the role of values in understanding PTG. The two subsequent papers will report on findings of an Interpretative Phenomenological Analysis of interviews with 12 survivors of the Troubles conflict in Northern Ireland. The second paper will review the intersection of values and spirituality in those individuals who report having experienced positive changes in their values following religious violence. The third paper will report on the role self-compassion plays in the experience of positive changes in values following injury or traumatic bereavement. Clinical implications of the findings will be discussed.

- Values Provide a New Lens for Examining Posttraumatic Growth
 Thea Comeau, Ph.D. candidate, McGill University
 Jiwon Lee, McGill University
 Emma Cox, McGill University
 Marilyn Fitzpatrick, McGill University
- Spirituality and Positive Changes in Values in Northern Ireland Conflict Survivors
 Emma Cox, McGill University
 Jiwon Lee, McGill University
 Thea Comeau, McGill University
 Marilyn Fitzpatrick, McGill University
- Self-Compassion in Survivors of Trauma with Positive Changes in Values
 Jiwon Lee, McGill University
 Emma Cox, McGill University
 Thea Comeau, McGill University
 Marilyn Fitzpatrick, McGill University

Educational Objectives:

1. Apply ACT conceptualizations of values to post traumatic growth theory in new ways.
2. Critique previous conceptualizations of post traumatic growth which do not adequately consider the role of values.
3. Design new values based interventions to use with clients struggling with traumatic experiences to facilitate posttraumatic growth.

147. When positive emotions function in unexpected ways: A transdiagnostic treatment consideration

Symposium (9:00-10:15am)

Components: *Conceptual analysis, Literature review, Original Data, Didactic presentation*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Positive emotions, posttraumatic stress disorder, substance use disorders, borderline personality disorder

Target Audience: *Beg., Interm.*

Location: *Rue Saint-Paul*

Chair: Lia S. Bishop, M.A., Clark University, Worcester, MA
 Discussant: Kathleen M. Palm Reed, Clark University, Worcester, MA

When positive emotions are considered within the context of clinical psychology, they are often viewed as putatively adaptive - serving as "buffers" against negative emotions. However, from a contextual behavioral framework the inflexible avoidance of, or attachment to any emotion regardless of valence could be related to decrements in mental health and well-being. The current symposium will provide theoretical and empirical presentations, informed by CBS, that illustrate the importance of identifying both pos. and neg. emotions as transdiagnostic treatment considerations, and emphasize the clinical and empirical utility of doing so.

Lia Bishop will begin the symposium with a literature review that compares and contrasts the function of positive emotions within both a mainstream psychology and a contextual behavioral perspective. Next, using longitudinal data, Dr. Hollie Granato will examine the relationships between experienced joy, emotion regulation, and risk behaviors in a treatment-seeking population of clients. Finally, Dr. Jessica Armstrong will present qualitative findings on the role of positive emotions in drug and alcohol relapse among individuals seeking inpatient treatment for substance use disorders.

- State of the Research: Positive Emotions
 Lia S. Bishop, M.A., Clark University, Worcester, MA, USA
 Kathleen M. Palm Reed, Clark University, Worcester, MA, USA
- Positive Emotions and Emotion Dysregulation: The Relationship between Positive Emotions and Urges to Use Substances among High-Risk Individual Diagnosed with Borderline Personality Disorder
 Hollie F. Granato, Ph.D., Harbor - UCLA Medical Center, CA, USA
- Seeking Relief from Emotional Pleasure: Using Thematic Analysis to Explore the Role of Positive

Emotions in Self-Reported Reasons for Relapsing to Drugs and Alcohol in Individuals with Substance Use Disorders
 Jessica L. Armstrong, Ph.D., Veterans' Administration - Connecticut Healthcare System, CT, USA

Educational Objectives:

1. List and operationalize "positive emotions" within a contextual behavioral framework, and clarify the clinical utility of this construct.
2. Discuss how positive emotions manifest across a range diagnoses in both intuitive and counter-intuitive ways.
3. Examine how strong avoidance of, or attachment to, positive emotions impacts treatment engagement and outcome among individuals with trauma histories, personality disorders, and substance use disorders.

148. A Jewel in the Vast Ocean: A Discussion of Operationalizable Concepts from Buddhist Psychology, Philosophy, and Ethics, and Their Potential Applicability to Contemporary Psychotherapeutic Practice

Panel (9:00-10:15am)

Components: *Conceptual analysis*

Categories: Theoretical and philosophical foundations, Clinical Interventions and Interests, Buddhism

Target Audience: *Beg., Interm., Adv.*

Location: *Dièse*

Chair: Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette
 Dennis Tirsch, Ph.D., The Center for Compassion Focused Therapy
 Laura Silberstein-Tirsch, Psy.D., The Center for Compassion Focused Therapy
 Akihiko Masuda, Ph.D., University of Hawai'i at Mānoa
 Louise Hayes, Ph.D., University of Melbourne
 Troy DuFrene, California State University San Marcos
 Owen Rachal, University of Louisiana at Lafayette

Buddhism seems to enjoy tremendous popularity within the CBS community. Buddhist concepts of compassion and mindfulness appeal to many of us, and both have been operationalized and applied to contemporary psychotherapeutic research and practice since at least 1979. More recently, mindfulness has become a widely commodified term, and even found a place of pride in ACT's mid-level terminology.

But the body of teaching offered by Shakyamuni Buddha and the various teachers and commentators that proceed from him is incredibly vast. Psychological and philosophical investigation within the buddhadharma is subtle and surprisingly contemporary in both questions of interest and conclusions. What other jewels of interest to the

behavioral sciences might be found within the vast ocean of buddhadharma?

This panel discussion aims to explore this question in the hope of facilitating an ongoing conversation about parallels and potential convergence in concept and practice between buddhadharma and CBS. Panelists have been selected for their diverse perspectives on these issues. In addition to articulating their own positions, panelists hope to engage the audience in this meaningful discussion.

Educational Objectives:

1. Describe parallels between the core root metaphors and truth criteria of contextualism and buddhadharma.
2. Describe essential teachings from the tradition of buddhadharma in the language of contemporary psychological theory.
3. Describe potential operationalizations of concepts and practices from the Soto Zen, Tendai, Tibetan, and other Mahayana traditions as well as the Theravada tradition, and their application to Western psychotherapeutic research and practice.

149. Integrating ACT with other models

Symposium (9:00-10:15am)

Components: *Conceptual analysis, Literature review, Original Data, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Social Anxiety Disorder, FAP, FACT, Sex Therapy, Depression, Parenting

Target Audience: *Beg., Interm., Adv.*

Location: **Exclamation**

Chair: Kate Morrissey Stahl, LCSW, Ph.D., CST, University of Georgia

This symposium explores the integration of ACT with familiar clinical frameworks. The first paper explores the integration of the Emotionally Focused Therapy with ACT for sex therapy. The second paper presents the development and preliminary results of a Mindfulness, ACT intervention for patients with depression in a group therapy setting.

- Acceptance and Commitment Therapy and Emotionally Focused Therapy: Integrating the Approaches for Sex Therapy
Kate Morrissey Stahl, LCSW, Ph.D., CST, University of Georgia
- Mindfulness, Acceptance and Commitment combined in Cognitive Behavioral Group Therapy for patients with depression – First results of an ongoing study
Nina Schulze, Dipl. Psych., Neuropsychiatric Center Hamburg
Steffen Moritz, Department of Psychiatry and Psychotherapy, University Medical Center Hamburg
Silja C. Reuter, Neuropsychiatric Center Hamburg
Yvonne Nestoriuc, Dept. of Psychosomatik Medicine and Psychotherapy, Univ. Medical Center Hamburg

Peter Tonn, M.D., Neuropsychiatric Center Hamburg

Educational Objectives:

1. Discuss how to adapt FAP and ACT with molar perspective for treatment of Social Anxiety.
2. Apply ACT approach in a sex therapy context with couples.

150. L'ACT en counseling de carrière: Québec Chapter Sponsored

Atelier de formation (9:00-10:15am)

Components: *Exercices pratiques, Présentation didactique*

Categories: Développement professionnel, Interventions cliniques, Développement professionnel, Orientation scolaire et professionnelle

Target Audience: *Débutant*

Location: **Multiplication**

Colette Charpentier, c.o., Pratique privée
Michel Bleau, c.o., psychothérapeute, Pratique privée
Nadia Richard, c.o. - psychologue,

Le client, jeune ou adulte, se présente en orientation, en transition de carrière ou en réadaptation vocationnelle avec des attentes souvent importantes et ses problématiques peuvent l'être tout autant. De plus, les recherches démontrent que plus de 50 % des adultes qui amorcent un processus de counseling de carrière éprouvent de la détresse psychologique.

Dans ce contexte, la perspective ACT adaptée au counseling de carrière offre à l'intervenant un cadre conceptuel qui apporte un éclairage novateur sur les difficultés reliées à la carrière ainsi que des interventions qui peuvent aider ses clients, notamment dans le milieu scolaire, du secondaire à l'université, en employabilité et en réadaptation, à se donner une vie personnelle et professionnelle pleine de sens.

L'atelier sera l'occasion de présenter l'intégration de l'ACT en counseling de carrière ainsi que la matrice ACT comme outil d'évaluation et d'intervention. Les participants auront l'occasion d'expérimenter cet outil et de discuter des défis du counseling de carrière reliés à l'ACT, notamment les contraintes de temps et d'attentes fort différentes.

Educational Objectives:

1. Comprendre l'utilisation de l'ACT en counseling de carrière.
2. Conceptualiser les problématiques du client avec la matrice ACT.
3. Intervenir auprès de cette clientèle avec des outils ACT.

151. How Do We ACT in Asia? - The Contextualization of ACT in Eastern Asian Culture: Asian Culture and CBS SIG Sponsored

Symposium (9:00-10:15am)

Components: *Conceptual analysis, Literature review, Original Data, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, ACT in China, Hong Kong, South Korea

Target Audience: Beg., Interm.

Location: Arobase

Chair: Yan Li, Duke University
 Discussant: Zhuohong Zhu, Chinese Academy of Sciences

CBS, by definition, should put a huge emphasis on understanding different contexts. There are 1.6 billion people, about 22% of the world's population, living in East Asia. Their cultural contexts are underrepresented in CBS literature. The purpose of this symposium is to present how CBS research is done in East Asian cultures. We bring together scholars from China, Hong Kong and South Korea. In this symposium, we will discuss: a) The effects of a group-based ACT intervention for improving parental management of childhood asthma in Hong Kong. The researchers recruited 168 participants in their Randomized Controlled Trial (RCT), and the results are positive. We will also present how ACT was used with this population. b) The validation of the Chinese Psychological Flexibility Inventory and its application with over 30,000 public sector employees. This study paves the way for future empirical ACT studies in China. (c) A systematic review of ACT treatment research in South Korea. This review will identify novel and distinct findings in applying ACT among Korean participants.

- Using group-based Acceptance and Commitment Therapy for improving parental management of childhood asthma: Effects on parent and child outcomes
 Yuen-yu Chong, The Hong Kong Polytechnic University
 Yim-wah MAK, The Hong Kong Polytechnic University
 Alice Yuen LOKE, The Hong Kong Polytechnic University
- The Structural Validity of the Chinese Version of Psychological Flexibility Inventory and Its Use in Different Professional Groups
 Shujuan Wang, Chinese Academy of Sciences
 Zhuohong Zhu, Chinese Academy of Sciences
 Min Lu, Chinese Academy of Sciences
- A systematic review of ACT treatment research in South Korea
 Woolee An, Utah State University
 Eric Lee, Utah State University
 Michael P. Twohig, Utah State University
 Michael E. Levin, Utah State University

Educational Objectives:

1. Apply ACT in the parental management of childhood asthma with people from Hong Kong.
2. Describe the validation of Chinese Psychological Flexibility Inventory and its application.
3. Explain how to use ACT with people from South Korea.

Sunday Morning 10:35am

152. "I'll do it later": Overcoming procrastination in college students with ACT

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, Educational settings, Procrastination, academic achieving

Target Audience: Beg., Interm.

Location: Agora

Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières (UQTR)

Not living up to our values might be a matter of procrastination. Procrastination is typically defined as an irrational tendency to delay the beginning and/or end of an academic task (Senécal et al., 2003). Prevalence estimates of students who procrastinate at some point are as high as 95% (Ellis & Knaus, 2002) while almost 50% of students procrastinate consistently and problematically (Steel, 2007). The ACT psychological flexibility model is useful for the understanding of dilatory behaviors (e.g., Gagnon, Dionne, & Pychyl, 2016; Glick et al., 2014) and research suggests that ACT could be an effective intervention for this pervasive problem (e.g., Wang et al., 2015). This workshop will offer various tools to help professionals better intervene with college students struggling with procrastination. An ACT conceptual framework applied to the understanding of procrastination will be offered and recent research findings will also be presented.

Educational Objectives:

1. Describe procrastination within the ACT model.
2. Explain the ACT literature on procrastination.
3. Demonstrate and experiment several concrete techniques to help students engage more fully in academic tasks.

153. "I still see what you did there!" Annual RFT clinical round table

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Case presentation*

Categories: Clinical Interventions and Interests, RFT, RFT in clinical applications

Target Audience: Interm., Adv.

Location: Av. Duluth

Andreas Larsson, Ph.D., Stockholm University
 Emily Kennison Sandoz, Ph.D., University of Louisiana at Lafayette
 Matthieu Villatte, Ph.D., Private practice

Relational Frame Theory (RFT) is a behavior analytic theory of language and cognition with broad implications for behavior change. RFT, developed out of behavior analysis, provided a needed theoretical

foundation for the development of ACT. For a long time, however, it was mostly absent from clinical trainings and resources, limiting practitioners' ability to use RFT theory and emerging basic research to guide their practice. Lately, practitioner interest in RFT as a way of analyzing and guiding the therapeutic exchange to produce valued behavior change has increased. The purpose of this Clinical Roundtable is to observe and practice RFT-based analyses of therapy. Our panel of experts in RFT will view, along with the audience, role-played case material and provide RFT-based analyses along with how these analyses would contribute to intervention and treatment planning. If this sounds intimidating, allow it to be and come have fun with us!

Educational Objectives:

1. Describe issues clients present with in terms of Relational Frame Theory (RFT).
2. Analyze clinical interventions from a variety of therapy schools from an RFT perspective.
3. Review one's own clinical practice from a functional perspective grounded in a unique approach to human language and cognition - RFT.

154. How CBS-based interventions can decrease polarization in political contexts: Evolution Science SIG and Leadership, Organization and Public Policy SIG Sponsored

Panel (10:35am-12:05pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Prevention and Community-Based Interventions, Political psychology

Target Audience: *Beg., Interm., Adv.*

Location: **Av. Van Horne**

- Chair: Ebba Karlsson, Ph.D. candidate, Center for Social Sustainability, Karolinska Institutet
 Anthony Biglan, Ph.D., Oregon Research Institute
 Michael Levin, Ph.D., Utah State University
 Dennis Tirch, Ph.D., The Center for Compassion Focused Therapy
 Magnus Johansson, Ph.D. candidate, Oslo Metropolitan University

We currently experience unprecedented levels of political polarization in the US and Europe. The lack of civil discourse and collaborative behaviors in politics has many negative consequences, such as decreasing levels of trust, which is a key factor behind successful societies. Political psychology provides several areas of research that helps us to understand the negative development, ranging from institutional to individual levels. However, there are few if any concrete interventions coming from this scientific field. Recent CBS research on prejudice and stigma has shown how core interpersonal skills like perspective taking, empathy and psychological flexibility, plays central roles in how we relate to

others. Interventions targeting behaviors related to prejudice could arguably be adapted to reduce polarization in political contexts as well. This panel will discuss specific interventions and the theoretical underpinnings that motivate them, how we can measure processes and outcomes, and what steps can be taken to evolve a more constructive political landscape.

Educational Objectives:

1. Describe theories that explain affective polarization and strategies that are ineffective or counterproductive in decreasing polarization.
2. Describe CBS-based interventions and strategies that aims to increase cooperative and civil behaviors in social and political contexts that can be applied in research and daily life.
3. Assess outcomes of interventions on different levels and in different contexts.

155. Fostering Reconciliation Through Bridging Indigenous Approaches to Healing and ACT: Diversity Committee Sponsored

Workshop (10:35am-12:05pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Indigenous mental health

Target Audience: *Interm., Adv.*

Location: **Rue Sainte-Catherine**

Alison Kiawennisserathe Benedict, Centre for Addiction and Mental Health
 Kenneth Fung, University of Toronto

Centuries of social policies aimed to eradicate Indigenous peoples of Canada have resulted in intergenerational trauma and a myriad of psychosocial factors that adversely affect the social determinants of health. Given the ongoing structural inequities that exist, the mental health needs of many of our Indigenous communities continue to go unmet. In this workshop, participants will be engaged in interactive exercises and dialogue to first examine what we carry as we engage in this issue; explore personal social location and reflect on cultural humility in the conversations surrounding reconciliation with Indigenous peoples and communities; explore how ACT may be useful for Indigenous communities at an individual and community level; and learn from Indigenous healing practices and traditions that align with ACT. Given that ACT practitioners and the ACBS community at large share the foundational values of diversity, equity, and social justice, they have a role in reconciliation through addressing the historical and systemic oppression that have led to addictions and poor mental health outcomes in Indigenous communities.

Educational Objectives:

1. Describe and be in touch with preconceived ideas, stories, and emotions in engaging with structural and systemic issues prevalent in Indigenous communities.

2. Explain the potential use of ACT at an individual and community level to work towards reconciliation for improving Indigenous communities' mental health.
3. List foundational concepts of Indigenous healing practices and traditions that align with ACT.

156. Your Privilege is not your Fault, Though it is Still your Responsibility: Working with Compassion and Connection from a Place of Privilege: Diversity Committee Sponsored Workshop (10:35am-12:05pm)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Professional Development, Theoretical and philosophical foundations, Diversity

Target Audience: Beg., Intermed., Adv.

Location: Rue Notre-Dame / Rue Saint Denis

Charlotte D. Brill, M.S., University of Washington
 Matthew D. Skinta, Ph.D., ABPP, Palo Alto University
 Laura Silberstein, The Center for Compassion Focused Therapy

Despite efforts at change, the identities of most psychologists are privileged, with able-bodied, European-Americans significantly overrepresented in U.S.-based practice. This privilege has shaped our lived experiences, personally and professionally. Encountering the functions of one's privilege on others can be painful, often resulting in repertoire-narrowing responses. When working with clients who experience oppression, clinicians may experience shame, guilt, or self-blame related to their own privilege. Such reactions can prompt any number of unskillful clinical behaviors, including avoiding opportunities for powerful connection, disregarding clients' needs, or feeling disconnected from minority clients. These behaviors also may lead to attrition of clients with minority identities. In this workshop, you will have the opportunity to examine the nuanced role privilege plays in clinical practice. We will use acceptance- and compassion-based exercises to respond to the present-moment challenges of guilt and shame, incorporating treatment recommendations that encompass cultural humility and common humanity, in contrast with fragility and self-blame. Finally, we will identify values-consistent, bold moves that can be used to empower our own practices, both on and off the couch.

Educational Objectives:

1. Describe identities of privilege that affect clinical work.
2. List responses to privilege-related discomfort that can impede effective clinical work with clients possessing minority identities.
3. Demonstrate and practice acceptance- and compassion- based exercises to respond flexibly and effectively to privilege-related guilt, shame, and self-blame with clients and beyond.

157. ACT and CBS as solutions to problematic eating behaviors

Symposium (10:35am-12:05pm)

Components: *Conceptual analysis, Literature review, Original data*

Categories: Clinical Interventions and Interests, Behavioral Clinical Interventions and Interests, Behavioral medicine, Theoretical and philosophical foundations, Functional contextual approaches in related disciplines, Health, Weight loss, Veterans, Measurement, Weight management, Problematic Health Behavior

Target Audience: Beg., Intermed., Adv.

Location: Rue Crescent

Chair: Anne I. Roche, M.A., University of Iowa

The symposium presents a diversity of approaches or studies addressing ACT and CBS as solutions to problematic eating behaviors. The first paper in the symposium describes the opportunity for developing new interventions based on integration of ACT, Molar Behaviorism and Wearable Technologies in order to create more lasting results in a rehabilitation program. The second paper presents a study that compared the psychometric properties of different questionnaires assessing experiential avoidance in obese and overweight veterans. The third paper presents a study examining the relationship between binge eating and depressive symptoms and the interactive effects of the latter and experiential avoidance. Findings suggest, among others, that depressive symptoms and experiential avoidance are independent risk factors for binge eating in individuals seeking weight loss treatment. The final paper of the symposium focuses on two studies that allow to gain a greater understanding of functional processes, such as avoidance and mindfulness, involved in the development and maintenance of problematic health behavior.

- ACTonFOOD: Address Obesity and Overweight Through an Extended Contextual Behavioral Approach

Giorgia Varallo, M.A., IRCCS Istituto Auxologico Italiano, Verbania, Italy - Catholic University of the Sacred Heart, Milan

Rob Cattivelli, Psy.D., Ph.D., IRCCS Istituto Auxologico Italiano, Verbania, Italy - Catholic University of the Sacred Heart, Milan

Anna Guerrini, Clinical Psychology Lab, San Giuseppe Hospital IRCCS Istituto Auxologico Italiano, Verbania, Italy

Nicola Maffini, MA, Private Practice

Francesco Vailati Riboni, Catholic University of the Sacred Heart, Milan

Alessandro Musetti, University of Parma, Italy

Chiara Spatola, IRCCS Istituto Auxologico Italiano, Verbania, Italy - Catholic University of the Sacred Heart, Milan
 Emanuele Giusti, IRCCS Istituto Auxologico Italiano, Verbania, Italy - Catholic University of the Sacred Heart, Milan
 Gianluca Castelnovo, IRCCS Istituto Auxologico Italiano, Verbania, Italy - Catholic University of the Sacred Heart, Milan

- Psychometric Properties of the Acceptance and Action Questionnaire for Weight-Related Difficulties (AAQW) in Overweight and Obese Veterans
 Cara Dochat, B.A., San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology
 Jessica Gundy Cuneo, Ph.D., Department of Psychiatry, University of California, San Diego
 Kathryn M. Godfrey, Ph.D., Center for Weight, Eating, and Lifestyle Science (WELL Center), Drexel University
 Niloofar Afari, Ph.D., VA San Diego Healthcare System; VA Center of Excellence for Stress and Mental Health
- Depressive symptoms and binge eating in individuals seeking behavioral weight loss treatment: the moderating role of experiential avoidance
 Kathryn M. Godfrey, Center for Weight, Eating, and Lifestyle Science (WELL Center), Drexel University, Philadelphia, PA, USA
 Meghan Butryn, Center for Weight, Eating, and Lifestyle Science (WELL Center), Drexel University, Philadelphia, PA, USA.
 Evan Forman, Center for Weight, Eating, and Lifestyle Science (WELL Center), Drexel University, Philadelphia, PA, USA.
 Nancy E. Sherwood, Division of Epidemiology and Community Health, University of Minnesota, Minneapolis, MN, USA.

- Problematic health behaviors: Experiential avoidance as a common function
 Anne I. Roche, M.A., University of Iowa
 Emily B. Kroska, M.A., University of Iowa

Educational Objectives:

1. Describe the opportunity for developing new interventions based on integration of ACT, Molar Behaviorism and wearable technologies.
2. Discuss issues in measuring process change of acceptance-based constructs.
3. Discuss depressive symptoms and experiential avoidance as risk factors for binge eating in individuals seeking weight loss treatment.

158. Aging Changes Things: Adapting ACT to Meet the Needs of an Aging Population

Workshop (10:35am-12:05pm)

Components: *Literature review, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Training for work with an older adult population

Target Audience: *Beg., Interm., Adv.*

Location: **Rue Mansfield**

Pamela Steadman-Wood, Ph.D., ABPP, U.S. Department of Veterans Affairs, Providence VA Medical Center & Alpert Medical School of Brown University

The population of adults over the age of 65 is increasing around the world. Once an underserved population, older adult psychotherapy referrals are on the rise. As such, there is a need to strengthen the mental health workforce and training to serve this population. ACT is an effective intervention for older adults experiencing a range of psychological issues. The trans-diagnostic approach normalizes experiences common to aging and may be advantageous given the diversity of issues encountered. However, using ACT effectively with older adults can require making accommodations to compensate for aging related changes. Individuals treating older adults may benefit from learning the nuances of using ACT in this population. This workshop will provide a brief overview of the rationale and research on ACT for older adults; discuss assessment and treatment adaptation considerations shown to be useful in working with older adults; and use experiential exercises and role plays to demonstrate the nuances of adapting ACT for the unique needs of older adults.

Educational Objectives:

1. Describe the integration of research and clinical practice of ACT for older adults into existing practice.
2. Demonstrate ACT informed assessments and treatment plans that include aging-related adaptations.
3. Apply experiential exercises and role plays with nuances unique to an aging population.

159. Using Acceptance and Commitment Therapy to Help Parents Thrive in the Context of Child Struggles

Symposium (10:35am-12:05pm)

Components: *Original Data, Experiential exercises, Case presentation*

Categories: Clinical Interventions and Interests, Parenting, autism, anxiety, pilot study, feasibility study, group treatment

Target Audience: *Interm.*

Location: **Rue Saint-Paul**

Chair: Phoebe S. Moore, Ph.D., University of Massachusetts
 Discussant: Lisa W. Coyne, Ph.D., McLean Hospital / Harvard Medical School

In this symposium, we will discuss the challenges for parents caring for children with significant struggles, such as anxiety disorders, OCD, and autism, and we focus on the promise of ACT for helping parents and families thrive in this context. We will review three separate pilot studies of an ACT parenting protocol and discuss data on acceptability and feasibility of the parent treatment protocol as well as treatment outcomes. Guided by the findings of these feasibility trials, we recommend future directions for research and clinical adaptation of our ACT for Parents therapy model.

- Acceptance and Commitment Therapy for Parents of Anxious Children: Pilot Open Trial
Ashley Hart, Ph.D., University of Massachusetts
Jacqueline Raftery-Helmer, Ph.D., Worcester State University
Madeline Levitt, M.A., Clark University
Lisa W. Coyne, Ph.D., McLean Hospital / Harvard Medical School
Phoebe S. Moore, Ph.D., University of Massachusetts
- Acceptance and Commitment Therapy (ACT) for Parents of Children with ASD: A Pilot Study Turned Case Study
Kirstin B. Birtwell, Ph.D., Massachusetts General Hospital / Harvard Medical School
Lisa W. Coyne, Ph.D., McLean Hospital / Harvard Medical School
- Pilot Testing of ACT for Parents of Anxious Children in an Irish Clinic
Sarah Cassidy, Ph.D., Smithsfield Clinic and Maynooth University, Ireland
Steven Gannon, Ph.D., Smithsfield Clinic and Maynooth University, Ireland
Lisa W. Coyne, Ph.D., McLean Hospital / Harvard Medical School

Educational Objectives:

1. Describe data on the promise of ACT delivered to parents for supporting meaningful positive change in parent and family well-being.
2. Understand clinical challenges to implementing ACT in the populations of parents with anxiety or autistic children.
3. Develop strategies for addressing challenges to effective engagement of families affected by anxiety and autism in parenting treatment research on ACT.

160. Integrating ACT: The art and challenge of preserving the goal of psychological flexibility

Panel (10:35am-12:05pm)

Components: *Conceptual analysis, Literature review, Original Data, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Therapy Integration

Target Audience: *Beg., Interm.*

Location: Dièse

Chair: Jacqueline Pistorello, Ph.D., University of Nevada, Reno Counseling Services
Aprilia West, Psy.D., Private Practice
Matthew McKay, Wright Institute; Bay Area Trauma Recovery Clinic
Gareth Holman, Ph.D., OpenTeam LLC
Lara Fielding, Ph.D., Private Practice

In line with the movement towards process-based therapy, clinicians will increasingly be expected to clearly conceptualize the underlying drivers of client suffering and identify the most effective and workable interventions for their clients. In some cases, this may involve integrations of evidence-based therapies. In spite of debates over "acceptance vs. change agendas," ACT can be effective even when integrated with varying theoretical therapy components-- so long as the intention of increasing psychological flexibility is

preserved. Several recent new integrations of ACT with other evidence-based therapies have accomplished this, with promising results. This panel of psychologists will bring together treatment innovators to feature original research, a theoretical discussion about strategies for success and potential pitfalls, and video and/or live role play to demonstrate a few examples of these interventions.

Educational Objectives:

1. Distinguish the theoretical goal of ACT from other behavioral therapies.
2. Describe strategies and potential pitfalls of ACT integrations.
3. Conduct a few brief ACT integrated interventions with clients.

161. Thriving in Community Settings: An Investigation into the Benefits of ACT and Self-Compassion for Adolescents: Children, Adolescents & Families SIG and Alberta Chapter Sponsored

Symposium (10:35am-12:05pm)

Components: *Conceptual analysis, Literature review, Original Data, Didactic presentation, Case presentation*

Categories: Prevention and Community-Based Interventions, Clinical Interventions and Interests, Performance-enhancing interventions, Self-compassion, DNAv, rural, adolescents, parents, groups, schools, community-based participatory research, using ACT models with parents as care-givers in Anxiety

Target Audience: *Beg., Interm.*

Location: Exclamation

Chair: Alisha Henson, McGill University
Discussant: Marilyn Fitzpatrick, Ph.D., McGill University

This symposium presents two projects based, developed and implemented in the context of rural Ontario. Accessibility to specialized mental health treatment for youths in rural areas is challenging and limited. Mental health practitioners must show creativity and innovation to reach these youth. ACT and self-compassion interventions can be considered innovative in themselves as they involve challenging societal norms regarding how internal experiences and challenges are perceived and treated. Both proposed models go beyond intervening with youth and include working within the context of their environment, one in a school setting and the other by involving the family environment (parent), which can widen the impact of such interventions. This presentation will demonstrate how two different approaches, one focusing on self-compassion and values and the other on ACT processes (using the DNA-v model), can help youth learn to regulate their emotions, increase well-being and decrease mental health symptoms while learning to connect with youth in their community.

- Benefits of a Group-Based Self-Compassion and Values Intervention for Youth in a Rural School Setting: A Feasibility Study

Alisha Henson, McGill University
 Dr. Marilyn Fitzpatrick, McGill University
 Dr. Jessica Ruglis, McGill University
 Dr. Dianna Lanteigne, Phoenix Centre for Children and Families
 Abby Doner, Phoenix Centre for Children and Families

- Thriving Together: A Joint Group-Based Intervention for Youths Struggling with Emotion Regulation and their Parent. A Case Study of Three Parent-Youth Dyads

Marie-Christine Bois, Université du Québec en Outaouais
 Dr. Dave Blackburn, Université du Québec en Outaouais
 Alisha Henson, McGill University

- A Structured Experience Group Model using ACT concepts and methods (from Thriving Teen, DNA-v and BOLD models) for Parents of Highly Anxious teens; a 10 year review and analysis

J Neil Mulholland, Ph.D., Glenrose Rehab. Hosp. & U of Alberta, Edmonton, Canada

Educational Objectives:

1. Describe the challenges of providing and accessing specialized mental health services in rural areas and small communities.
2. List the benefits of working with youths in the context of their environment when using ACT or self-compassion based interventions to help support an increase in well-being and decrease mental health symptoms.
3. Describe the development of two programs, the challenges of implementing them and the benefits of these programs for the youths participants.

162. La thérapie ACT appliquée à la prise en soin de patients présentant une symptomatologie suicidaire

Atelier de formation (10:35am-12:05pm)

Components: *Exercices pratiques, Présentation didactique*

Categories: Interventions pour améliorer les performances, Interventions cliniques, Médecine comportementale, Développement professionnel, ACT et prévention du risque suicidaire

Target Audience: *Intermédiaire*

Location: **Multiplication**

Véronique Brand-Arpon, Infirmière thérapeute, Doctorat en biologie de la santé, Centre Hospitalier Universitaire de Montpellier, France

Cet atelier a pour but de partager des clefs d'utilisation des processus thérapeutiques centraux de l'ACT, en vue de mieux prévenir le risque suicidaire de patients à risque de passage à l'acte. Après un court exposé conceptuel, les participants pourront s'exercer à l'utilisation d'outils

spécifiquement adaptés à cette problématique (matrice, mindfulness.), afin d'améliorer les compétences de régulation émotionnelle, de tolérance à la détresse, ou encore d'engagement dans la vie de personnes pouvant présenter une idéation suicidaire active.

Educational Objectives:

1. Appliquer la matrice à des idées suicidaires.
2. Utiliser un outil de régulation émotionnelle.
3. Mettre en place des stratégies de tolérance à la détresse.

163. Designing and evaluating the effectiveness of Acceptance and Commitment Therapy interventions for addictions

Symposium (10:35am-12:05pm)

Components: *Original data, Case presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Behavioral medicine, Professional Development, Anxiety, Substance Abuse, Addiction, smoking cessation, Brief ACT, primary health care setting

Target Audience: *Beg., Interm.*

Location: **Arobase**

Chair: Danielle E. Ryals, Phoenix Programs, Inc.

This symposium presents results on the clinical effectiveness of the ACT model for addiction. The first paper studies the effectiveness of the ACT model to decrease anxiety and increase well-being among adults with substance use disorders. The second paper investigates whether an ACT intervention is more effective than drug counseling on retention and cocaine abstinence. The third paper presents data regarding the effectiveness of an individual, brief ACT over treatment as usual for smoking cessation among adults.

- Acceptance and Commitment Therapy for the Treatment of Anxiety in Clients with Substance Use Disorders
 Danielle E. Ryals, Phoenix Programs, Inc.
 Laura Cameron, Phoenix Programs, Inc.
 Heather Harlan, Phoenix Programs, Inc.
- How SMART is your trial? Preliminary data from a SMART design targeting cocaine use disorder with ACT and contingency management
 Angela Stotts, Ph.D., University of Texas Health Science Center, McGovern Medical School
 Charles Green, Ph.D., University of Texas Health Science Center, McGovern Medical School
 Joy Schmitz, Ph.D., University of Texas Health Science Center, McGovern Medical School
- Effectiveness of an individual, brief acceptance and commitment therapy for smoking cessation in adults recruited in primary health care settings: a randomized controlled trial
 Yim Wah Mak, RN, RM, Ph.D., School of Nursing, The Hong Kong Polytechnic University
 Alice Yuen LOKE, School of Nursing, The Hong Kong Polytechnic University

Educational Objectives:

1. Implement ACT Model for the treatment of anxiety in clients with substance use disorders.
2. Describe the role of the program manager, counselors, family team and financial officer in the implementation process of the ACT project.
3. Describe the role of SMART designs in developing and testing interventions based on patient characteristics and treatment response.

Sunday Afternoon 12:10-12:30pm

AJ. Closing ceremony led by Elder, Otsi'tsaken:ra (Speckled Flower, Bear Clan), from the Kanien'keha:ka Community of Kahnawake
(12:10-12:30pm)

Location: Rue Notre-Dame / Rue Saint Denis

The ceremony is the Ohen:ton Karihwatehkwen, words before all else. It is an acknowledgement and Thanksgiving Address to Creation.

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WC16 Presenter Index

Please use the following index to determine which sessions feature these presenters (including Chapter/SIG meetings). The individuals listed include chairs, discussants, introducers, and all oral presenters during WC16.

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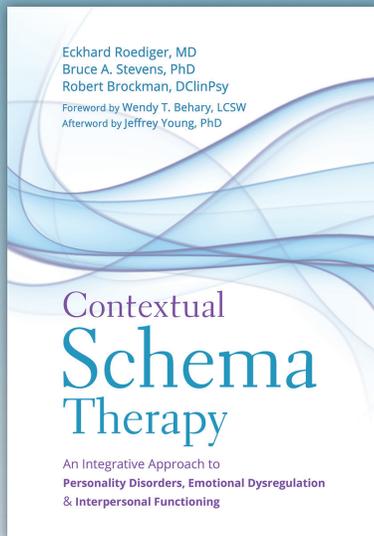
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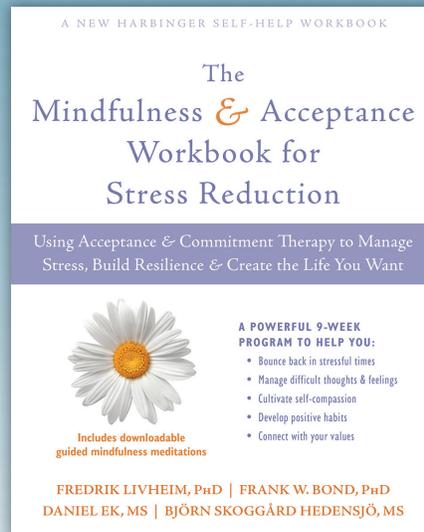
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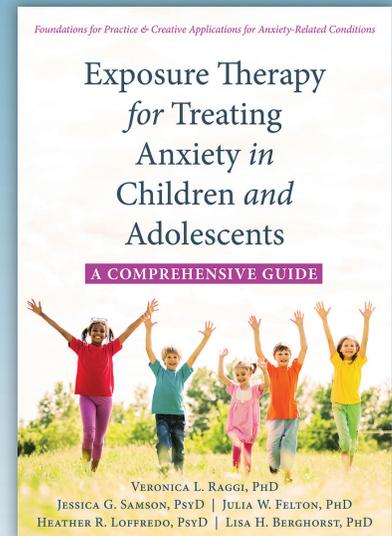


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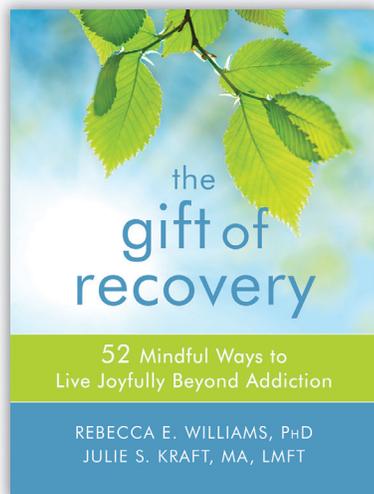
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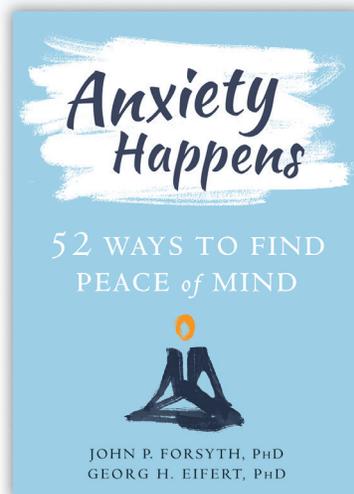
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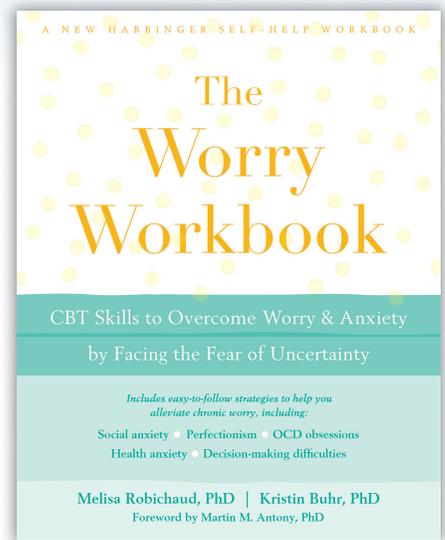
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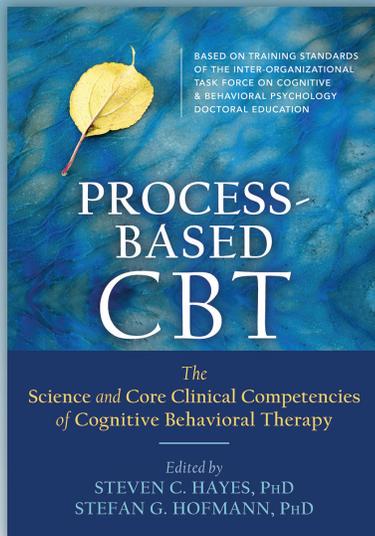


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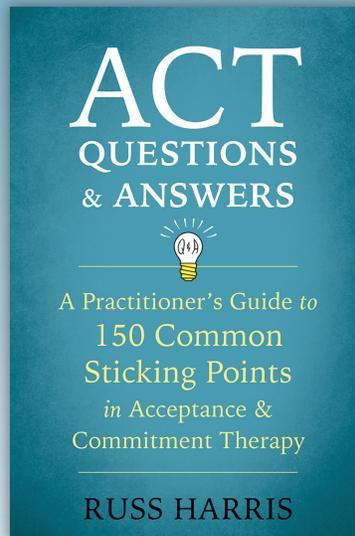
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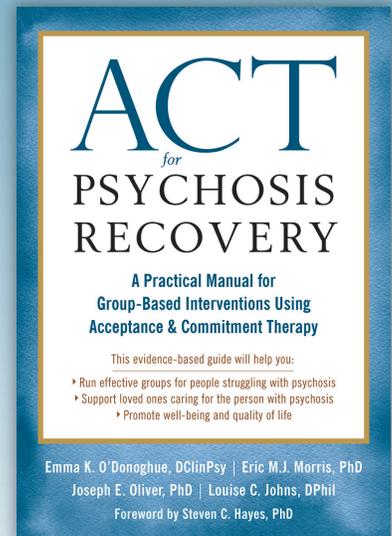
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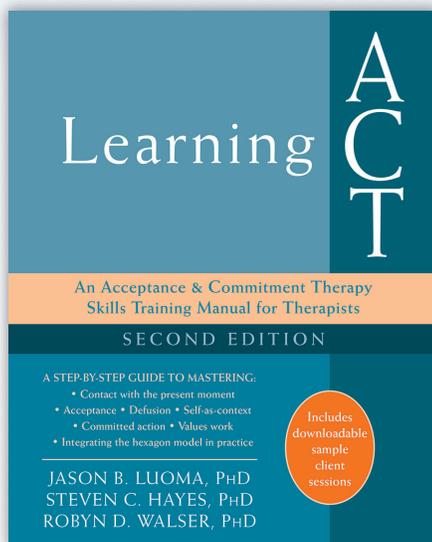
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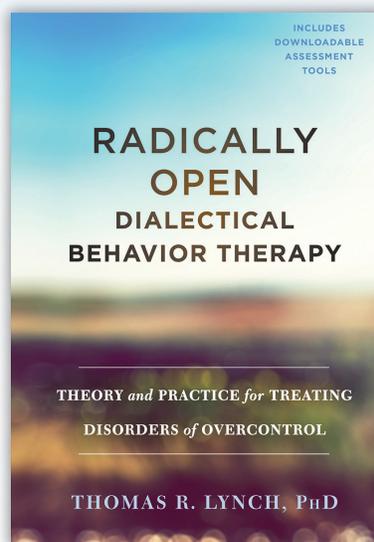
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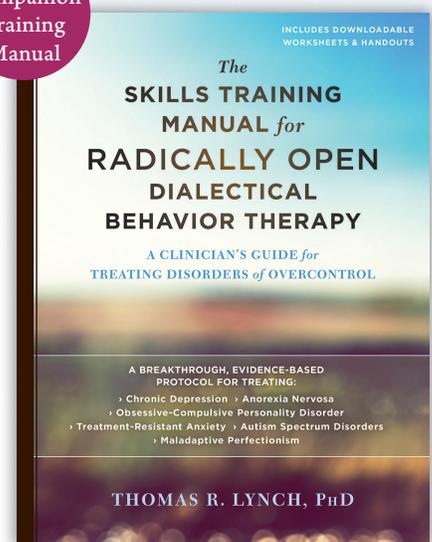
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Thursday July 26 (Morning)											
ROOM		7:00-8:00	8:00-8:40	8:40-9:00	9:00-10:15	10:15-10:35	10:35-12:05	12:05-1:20			
					PLENARY		SESSIONS				
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Centre-Ville							Mobilizing Behavioral Science to Address Climate Change (4)-Biglan, Johansson (Workshop)				
Place Du Canada	Convention Floor			Opening ceremony led by Elder, Otsi'tsaken:ra (Speckled Flower, Bear Clan), from the Kanien'keha:ka Community of Kahnawake (B)	On Fear and Wonder: The Varieties of Psychological Experience (2)-Coyne (Int. Leonard-Curtin) (Plenary)	TEA	Bringing Values to Life in ACT: Moving from the conceptual to the experiential (5)-LeJeune*, Luoma,* Lundgren (Workshop)	LUNCH			
Av. Laurier / Av. Viger									Atlantic Canada Chapter Meeting (C)-Lee-Baggle		
Av. Duluth		Mindful Yoga-Based ACT: Incorporating yoga into therapy (1)-Gordon*, Borushok (Workshop)	Ambassador & Ambassadee Meet Up (A)-M. Morris						Quickstart into ACT (7)-Kiel (Workshop)	Women in ACBS SIG Member Meeting (D)-Silberstein, Georgescu	
Av. Van Horne							Women and ACBS: Toward a Future of Parity (8)-Walsler, Pistorello, L. Hayes, Silberstein-Tirch, Westrup, Brill (Panel)				
Rue Sainte-Catherine							Using ACT in the Treatment of More Complex Forms of Depression: Examples in Three Clinical Settings (9)-Dalrymple, Zettle, Morgan, A-Tjak (Symposium)		ACBS BeNe - Dutch Language Chapter Meeting (E)-Bluyssen		
Rue Notre-Dame / Rue Saint Denis							Why 21st Century Leaders Often Feel In Over Their Heads and How Psychological Flexibility Can Help (10)-Collis (Workshop)		Pennsylvania ACBS Chapter (F)-D'Amico		
Rue Crescent							Recent theoretical and methodological advances in Relational Frame Theory (RFT) (11)-Bordieri, O. Moran, Guinther, Pennie, Daisy (Symposium)				
Rue Mansfield / Rue Sherbrooke							Values based career adjustment for the worn out and disillusioned mental health worker (12)-Georgescu*, Sawyer* (Workshop)		Aging in Context SIG Meeting (G)-S. McCurry, Drossel		
Rue Saint-Paul							Awareness, courage and love: Clinical measurement, clinical analogue and clinical findings (13)-Kanter, Olaz, Manbeck, Kuczynski, Wetterneck (Symposium)		Texas ACBS Chapter Meeting (H)-Martinez		
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Exclamation					Efficacy of brief RNT-focused ACT protocols in different settings (15)-Salazar-Torres, Luciano, Ruiz, Larrea-Rivera, Garcia-Martin (Symposium)	ACBS Brasil Meeting (I)-Saban, Valentim					
Multiplication					Optimizing Well-being among Individuals with Appearance Concerns (16)-Martin, Dudek, Zucchelli, Merwin (Symposium)	Mid-Atlantic Chapter Meeting (J)-Kimball, Martin					
Arobase					Évaluer et concevoir un plan d'intervention selon le modèle de l'hexaflex (17)-Dionne*, Martel (Workshop)	Asian Culture and CBS SIG Business Meeting (K)-Mak, Luo					

Thursday July 26 (Afternoon)						
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Agora	Functional Analytic Group Therapy: In-Vivo Healing In Community Context (18)-Hoekstra, Vandenberghé (Workshop)	C O F F E E	Learning to Fail in ACT (33)-Merwin* (Workshop)	B R E A K		
Centre-Ville	The Marriage of ACT and ERP for OCD treatment: How to do it, when to do it, and checking if it works! (19)-Zurita Ona, Thompson (Workshop)		An Introduction to Process Based Therapy (PBT) (34)-S. Fraser, C. Fraser (Workshop)			
Place Du Canada	The stance of the ACT therapist (20)-Walsler, O'Connell* (Workshop)		EFT: The science and soul of couple therapy (46)-S. Johnson (<i>Int. Turrell</i>) (Plenary)			
Av. Laurier / Av. Viger	How to have close relationships: An experiential primer (21)-Kanter (Workshop)					
Av. Duluth	ACT for Psychosis Recovery Groups: How to train and supervise practitioners and peer supporters to be mindful, valuing and effective facilitators (22)-E. Morris, L. Johns (Workshop)	C O F F E E	ACT Therapist's Self-Practice and Self-Reflection: An evidence based program of training therapists' personal and professional mastery through self-practice of core ACT processes (35)-Tirch, Silberstein-Tirch, Codd, M. J. Wright, Brock* (Workshop)			B R E A K
Av. Van Horne	Moving Toward Process Based Psychotherapy (23)-C. Fraser, S. Hayes, S. Fraser, Tirch, S. Johnson (Panel)		Negotiating changing roles and respecting boundaries in experiential therapies training and supervision (36)-Schoendorff, A-Tjak, Tsai, Koerner, Kolts, Gillanders, Plummer Loudon (Panel)			
Rue Sainte-Catherine	Conceptual, empirical and pragmatic innovations in the contextual behavioural science of thriving with a long-term health condition (24)-Gillanders, Rovner, Kemp, Lee-Baggle, Day, Vincent (Symposium)		Open, aware, and engaged: ACTing and adapting across the video platform (37)-Shearer, Levin, Hollrah, Morrison, Zink (Symposium)			
Rue Notre-Dame / Rue Saint Denis	Increasing Stakeholder Commitment to Behavior Change: ACT for "Non-Adherence" (25)-Bordieri (Workshop)		Women and academic writing: How to deal with barriers and be productive (38)-Bolderston, Pistorello*, McHugh*, Sandoz* (Workshop)			
Rue Crescent	Exploring a past, present and future of broadening of behavioral horizons (26)-Vriesman, Levin, Law, Maragakis, Kuczynski (Symposium)		The Value of Health: Utilizing ACT to Promote Flexibility and Well-Being in Primary Care and Health-related Settings (39)-Singh, Lee-Baggle, Gushanas, Deledda, Moeller (Symposium)			
Rue Mansfield / Rue Sherbrooke	An Experiential Introduction to Relational Frame Theory (27)-Sharma (Workshop)		Bringing ACT for Psychosis into the "Real World": Recent Developments in Dissemination and Implementation (40)-Gaudiano, L. Johns, Tyrberg, E. Morris (Symposium)			
Rue Saint-Paul	Ecological Momentary Assessment as a CBS Tool: Empirical Applications of Ecological Momentary Assessment to Questions of Contextual Behavioral Science (28)-Pierce, Gloster, Krafft, Merwin (Symposium)		Behavioral Activation: A Third Wave Cousin on a Journey Across the World (41)-Martell (<i>Int. Dionne</i>) (Invited)			
Dièse	Integrating concepts and principles of RFT into clinical work: A dialogue among different perspectives (29)-Olaz, Villatte, Törneke, McHugh, Ruiz (Panel)		Are we meaning the same when using the term coherence implications (42)-Luciano, S. Hayes, K. Wilson, Törneke, Bordieri (Panel)			
Exclamation	Thriving with Medical Illness: Novel Acceptance and Mindfulness Interventions to Promote Psychological Flexibility in Adolescents and Adults (30)-Birnie, Dindo, Ruskin, Ahola Kohut, Weinrib, Desormeau (Symposium)		ACT processes and outcomes among high risk populations (43)-Donahue, Teti (Symposium)			
Multiplication	Advances in Relational Frame Theory Research of Applied Relevance (31)-Bast, Stewart, Kovac, Kirsten, Gomes (Symposium)	Metaphor Co-Creation: ACT as Practiced in Japan (44)-Mitamura, Tani, Seguchi, Shudo (Symposium)				
Arobase	«Deviens maître de ta vie»: Un programme d'intervention basé sur la thérapie d'acceptation et d'engagement (ACT) pour les adolescents (32)-Rose, St-Amand (Workshop)	ACT, Stress et Burnout, de la lutte à l'action engagée (45)-Vandenbosch, d'Hostingue (Workshop)				

Friday July 27 (Morning)

	7:00-8:00	8:00-9:00	9:00-10:15	10:15-10:35	10:35-12:05	12:05-1:20		
			PLENARY		SESSIONS			
Agora	Ground Floor			C O F F E T E A	Getting the Essentials in Place: Using a Structured BA Protocol to Gain Proficiency (50)-Martell (Workshop)			
Centre-Ville					Children and Their Contexts (51)-C. McCurry, Rombouts (Workshop)			
Place Du Canada					The compassionate and flexible therapist (52)-Kjelgaard* (Workshop)			
Av. Laurier / Av. Viger					Understanding Self As Context (53)-D'Amico, Armando, Masterpasqua (Workshop)			
Av. Duluth	Mindful Yoga-Based ACT: Incorporating yoga into therapy (47)-Gordon*, Borushok (Workshop)	ACBS Country Chapter Leadership Speed Dating (L)- Chapter/SIG Committee			ACT for social anxiety: an evidence-based group and individual approach (54)-Kocovski, Fleming (Workshop)	Student SIG Meeting (Q)-Singh		
Av. Van Horne	Convention Floor			C O F F E T E A	Developing a Nurturing Society: Directions for CBS to Understand and Reduce Prejudice, Dehumanization, and Objectification (55)-Ramos, Biglan, Masuda, Silberstein-Tirch, Skinta, Villatte, dickey (Panel)	L U N C H		
Rue Sainte-Catherine					Evolution Science SIG (M)-Johansson		Examining the Impact on ACT Processes of ACT and Exposure-Based Treatments for OCD and PTSD (56)-Wetterneck, J. P. Forsyth, Grau, Thompson, Schoendorff (Symposium)	Veterans Affairs ACT SIG Meet-up (R)-Zink
Rue Notre-Dame / Rue Saint Denis					ACT and Autism SIG Meeting (N)-S. Wright		Evoke, Reinforce, Repeat (Part 1): Learning a Plain Language Behavioral Perspective to Clinical Work (57)-Boone*, Sandoz*, Kellum (Workshop)	Social Work and ACT SIG (S)-Armando, Boone
Rue Crescent					Pain SIG (O)-Martin, Hull		A functional contextual approach to moral injury: Conceptualization, treatment, and implementation considerations (58)-Borges, Barnes, Walsler, Nieuwsma (Symposium)	ACT for Health SIG Meeting (T)-Dudek, Vesterskov
Rue Mansfield / Rue Sherbrooke					Gender and Sexual Diversity SIG Meeting (P)-Farrell		Barriers and Innovations in Self-Guided ACT Interventions (59)-Krafft, B. Johnson, Bricker, Levin, Uebelacker (Symposium)	Applying ACT to Addictions SIG (U)-Steinberger
Rue Saint-Paul							The evolution of innovation (60)-Lefebvre (Int. D. Wilson) (Invited)	Spain Chapter (V)-Hernández-Lopez
Dièse	3rd Floor			T E A	Exposure and Defusion: The Role of Extinction and Relational Framing (61)- Rodriguez-Valverde, K. Wilson, Luciano, Törneke, E. Morris (Panel)	L U N C H		
Exclamation					Pratiquer l'ACT par le clown (62)-Seznec (Workshop)		The Development of ACT in China (Meeting) (W)-Zhuohong	
Multiplication							Social intimacy: A transdiagnostic target for CBS therapists (63)-Knott, Reyes Ortega, Manbeck, Munoz, Maitland (Symposium)	Turkey Chapter Meeting (X)-Nalbant
Arobase					Energizing ACT – Qi Gong Wake-Up (48)-Dumka (Workshop)		Delivery of Brief, Group-Based ACT Interventions in Diverse Settings: Outcomes and Lessons Learned in Implementation (64)-Kroska, Westrup, Orengo-Aguayo, Dindo, Hou (Symposium)	

(shading indicates RFT Track)

Friday July 27 (Afternoon)						
ROOM	1:20-2:50	2:50-3:10	3:10-4:25	4:25-4:40	4:40-5:55	
ROOM	SESSIONS				PLENARY	
Agora	Rapid Role Play: Flexibly Integrating the ACT Core Processes In Therapy (65)-Walsler*, Westrup* (Workshop)			B R E A K		
Centre-Ville	The use of the 'Situational Analysis' tool in pursuit of Chosen Values (66)-Tilak (Workshop)		Scaffolding ACT and DBT for the Multi-Problem Client (80)-House, Georgescu* (Workshop)			
Place Du Canada	The self in practice: A contextual behavioral science approach (67)-McHugh* (Workshop)					The Zigs and Zags of Human Evolutionary History (91)-Turchin (<i>Int. S. Hayes</i>) (Plenary)
Av. Laurier / Av. Viger	Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships (68)-Tsai, Plummer Loudon, R. Kohlenberg (Workshop)					
Av. Duluth	ACT for Emotion Efficacy: A Treatment Protocol for Emotion Dysregulation (69)-McKay, West (Workshop)	C O F F E T E A	Female, fierce, and fabulous (81)-Kjelgaard* (Workshop)			
Av. Van Horne	The Future of Evolution Science and Why it Matters to the World (70)-S. Hayes, D. Wilson, Turchin, Lefebvre (Panel)		Evolution and Contextual Behavioral Science: An Integrated Framework for Understanding, Predicting, and Influencing Human Behavior (82)-S. Hayes, D. Wilson (Panel)			
Rue Sainte-Catherine	Cultivating Self-Compassion and Its Relation to ACT Intervention Processes (71)-J. P. Forsyth, Tirsch, J. R. Forsyth, Tiff, Grau (Symposium)		Get Out of Your Head and Into the Game: Teaching Athletes the ACT Matrix and its use in the achievement of mindful, enhanced, sports performance (83)-Udelf (Workshop)			
Rue Notre-Dame / Rue Saint Denis	Evoke, Reinforce, Repeat (Part 2): Enhancing the Creativity and Sensitivity of your ACT work with a Plain Language Behavioral Perspective to Clinical Work (72)-Boone*, Sandoz*, Kellum (Workshop)					
Rue Crescent	Importance of Values in Therapy: Empirical Evidence (73)-Gloster, Kelly, Hoyer, Paraskeva-Siamata, Karekla (Symposium)	C O F F E T E A	It is time to discuss race and politics: Applying CBS to address social divisions (84)-Corey, Masuda, Rosen, Kanter, Manbeck (Symposium)		B R E A K	
Rue Mansfield / Rue Sherbrooke	ACT for Spiritual Development: Accept, Choose, Teach others (74)-Robb* (Workshop)		On Stage ACT-ing (85)-Howard, Yates, M. Morris (Workshop)			
Rue Saint-Paul	How RFT can make you smarter (75)-Cassidy (<i>Int. Coyne</i>) (Invited)		Clinical Engagement with Gender Diverse Clients across the Gender Spectrum (86)-dickey (<i>Int. Skinta</i>) (Invited)			
Dièse	What's Ahead in Obsessive Compulsive Disorders: Theoretical and clinical developments (76)-Thompson, O'Connor, Radomsky, Cathey, Schoendorff (Panel)		Vers une façon de mesurer la qualité de vie (QV) plus cohérente avec la psychologie contextuelle fonctionnelle pour les personnes souffrant de problèmes de santé physiques et psychologiques (87)-Bolduc, Dupuis (Panel)			
Exclamation	Using ACT to enhance performance and well-being (77)-Schlosser, Bond, Garcia-Martin, Ruiz, Juncos, Larsson (Symposium)		ACT for People with Pain: What We Still Have to Learn (88)-Hull, Gillanders, Rovner, Martin, Rhodes (Symposium)			
Multiplication	Shame, Stigma, and Stress: Barriers to Thriving for Gender and Sexual Minorities (78)-Singh, Skinta, Noyola, Benz, Palm Reed, O'Brien (Symposium)		Empirically evaluating smartphone app technology effectiveness in delivering and evaluating ACT interventions (89)-Rizo, Levin, Gloster, Haeger (Symposium)			
Arobase	Intervenir de façon efficace avec une clientèle suicidaire en utilisant des techniques issues de la thérapie d'acceptation et d'engagement et de la thérapie dialectique comportementale (79)-Martel, Lemay (Workshop)		Recent Research on Verbal Processes Involved in Components of ACT and RFT (90)-Baires, Tarbox, Garcia-Zambrano, Hinman (Symposium)			

Saturday July 28 (Morning)												
		7:00-8:00	8:00-9:00	9:00-10:15	10:15-10:35	10:35-12:05	12:05-1:20					
				PLENARY		SESSIONS						
Agora	Ground Floor	Thinking Big (Data) for contextual behavioral science (93)-Whelan (Int. McHugh) (Plenary)			C O F F E E	The possibility of ALIVE: A functional contextual model for achieving meaning, vitality, and excellence (94)-Bond, Dowling, D. Barnes-Holmes, Y. Barnes-Holmes*, Schlosser (Workshop)	L U N C H					
Centre-Ville						ACT and Aging: Exploring ACT in Treating Depression in the Elderly (95)-W. Smith (Workshop)						
Place Du Canada						SHAPE-ing competent therapists: Working effectively with emotion in clinical supervision (96)-E. Morris, Batten* (Workshop)						
Av. Laurier / Av. Viger	Convention Floor	Contextual Behavior Science (97)-Dahl* (Workshop)			T E A	ACT: Developing exposure/acceptance practice for people with Chronic Pain (97)-Dahl* (Workshop)	L U N C H					
Av. Duluth						Mindful Yoga-Based ACT: Incorporating yoga into therapy (92)-Gordon*, Borushok (Workshop)		SIG, US Chapter, & Affiliate Yearly Summit (Y)-Pilecki, Sisti	The application of the ACT of Self-Forgiveness to adult experience of Adverse Childhood Events (98)-Dewar (Workshop)	Compassion Focused SIG (AC)-Silberstein-Tirch, Kolts		
Av. Van Horne						#MeToo movement: What contextual sciences can, and are doing, to contribute to the issue of sexual assault and harassment (99)-Martin, Lee-Baggley, Silberstein-Tirch, Day, House, Gobin (Panel)						
Rue Sainte-Catherine						SMART (Strengthening Mental Abilities through Relational Training) interventions across the lifespan: Enhanced outcomes across a variety of valued indicators for school-aged children, adults with learning difficulties, and Alzheimer's patients (100)-Tyndall, Whelan, Cassidy, Presti (Symposium)			Psychosis SIG Meeting (AD)-Tyrberg			
Rue Notre-Dame / Rue Saint Denis						Contextual Behavioral Strategies for Helping Gender and Sexual Minority Clients Thrive (101)-Leonard-Curtin*, Skinta* (Workshop)			LOPP-SIG Annual Meeting (AE)-Read			
Rue Crescent						Contextual Medicine SIG Annual Meeting (Z)-Staats, E. Lewis			Contextual Philosophy of Science SIG Meeting (AF)-Long			
Rue Mansfield / Rue Sherbrooke						Children, Adolescents, & Family SIG Meeting (AA)-Rombouts			College/University Student Mental Health SIG (AG)-Morse, Ethington			
Rue Saint-Paul						Psychodelic and Non-Ordinary States of Consciousness SIG (AB)-Gates, Pilecki			FAP SIG (AH)-Sanida			
Dièse						3rd Floor		C O F F E E			The three faces of OCD: Case presentations of therapy with three teenagers, in three languages, by three ACT clinicians (103)-Lemay, Rossi, McAfee (Workshop)	L U N C H
Exclamation											Implications of Relational Frame Theory for Early Childhood Language Development (104)-Tarbox (Int. Ming) (Invited)	
Multiplication	If I Restructure Your Thoughts and Decrease Your Anxiety, Can I Still Call it ACT? (105)-Kneisler, Boone, Walsler, Sisti, Tirch, Sandoz (Panel)											
Arobase	The impact of identity on thriving: Examining self-as-content in multiple contexts (106)-Benz, Luoma, Bishop, Grau, Gazarian (Symposium)											
		Understanding and targeting fear and rumination with RFT (107)-Rodriguez-Valverde, Gil-Luciano, Ruiz (Symposium)										
		ACT-matrice et Cancer (108)-Audet-lapointe (Workshop)				VTTS (Video Transcription and Translation Subcommittee) (AI)-Rossi						

Saturday, July 28 (Afternoon)						
	1:20-2:50	2:50-3:10	3:10-4:25	4:25-4:40	4:40-5:55	
ROOM	SESSIONS				PLENARY	
Agora	Mastering the Clinical Conversation with RFT (109)-Villatte*, Best, Olaz* (Workshop)		Building meaning and resilience in our organizational and community work (124)-Atkins*, Holman, Schoendorff* (Workshop)			
Centre-Ville	Active Rehab: Group interventions for chronic pain - how to assess, select and allocate clients in groups and modularize and tailor interventions for the differential needs and responsiveness of each group (110)-Rovner*, Gillanders* (Workshop)					
Place Du Canada	Acceptance and Commitment Therapy in Challenging Contexts: Loss, End of Life and Bereavement (111)-Brock*, Gregg* (Workshop)				Thriving inside the Dynamics of a Contextual Behavioral Science: RFT, Clinical and Non-Clinical Foundations (137)-Presti (Int. K. Wilson) (Plenary)	
Av. Laurier / Av. Viger	Superhero Therapy: An Interactive Quest Through Acceptance and Commitment Therapy (112)-Scarlet (Workshop)		Perfectionism from a contextual perspective: Supportive healthy striving and flexible responding (125)-Kemp, Ethington (Workshop)	B R E A K		
Av. Duluth	Live with Awareness, Courage and Love Meetups: Bringing Functional Analytic Psychotherapy to the General Public (113)-Lopes, Tsai, Yates, Handelman, D. Johnson, Sanida, R. Kohlenberg (Workshop)		Therapy with Our Hearts Wide Open: Love and Compassion in FAP and CFT (126)-B. Kohlenberg*, Kolts (Workshop)			
Av. Van Horne	How is PROSOCIAL evolving? New thoughts and perspectives in the light of experience working with the PROSOCIAL model (114)-Read, Atkins, D. Wilson, S. Hayes (Panel)		Criticisms of Contextual Behavioral Science: Inside and Out (127)-Gaudio, A-Tjak, Bricker, S. Hayes, Koerner (Panel)			
Rue Sainte-Catherine	ACT in the workplace: Understanding how ACT interventions improve employees' mental health (115)-Flaxman, Bond, McIntosh, Christodoulou, E. Morris (Symposium)		Clinically relevant applications of the Implicit Relational Assessment Procedure (IRAP) (128)-Rodriguez-Valverde, McHugh, Hernández-Lopez, Bast (Symposium)			
Rue Notre-Dame / Rue Saint Denis	Ignite (116)-Lowe, Kaplan, Sudano, Dixon, O'Hayer, Marino, Notar, Abid Azam, Roche, Kotsou, Leys, Jade, Pergher, Dufresne, Eickelberry, Marco (Ignite)	C O F F E E T E A	Swipe Right: Using the Matrix to Enhance Teen and Family Work (129)-Turrell, C. McCurry, Bell, Lipsitt (Workshop)			
Rue Crescent	Empirical investigations of experiential avoidance and psychological well-being (117)-Whelan, McHugh, M. Lewis, Naugle, Tyndall, Pennie (Symposium)		Maitriser la Conversation Clinique avec la TCR (130)-Villatte*, Best, Olaz* (Workshop)			
Rue Mansfield / Rue Sherbrooke	Discrimination and microaggressions: CBS research findings and a call to action (118)-Kuczynski, Kanter, Corey, Parigoris, Carey (Symposium)		Improving trans awareness and competence for mental health providers by expanding psychological flexibility: An experiential workshop (131)-O'Hayer, Marino (Workshop)		B R E A K	
Rue Saint-Paul	Using the matrix to address psychological suffering across multiple disorders (119)-Kroska, Schoendorff, Brand-Arpon, Bast, Tani (Symposium)		Increasing psychological flexibility, resilience, and coping strategies for parents of children with medical conditions (132)-Chong, Villarreal, Fung (Symposium)			
Dièse	Whose Values? Which Perspective? Overt vs. Covert Advocacy in ACBS: How the therapeutic relationship interfaces with value assimilation, liberation, and client choice (120)-Rachal, Plumb Vilaradaga, Callaghan, Silberstein-Tirch, Carr (Panel)		Aging Happens to You Too: The Role of CBS in Meeting the Challenges of Awareness, Advocacy, and Treatment for Older Adults (133)-S. McCurry, Biglan, Waiser, K. Wilson (Panel)			
Exclamation	From individual to systemic behavior change: What Behavior Analysis and Pro-sociality can bring to ACT (121)-Tarbox, Waxegard, Hinman, Garcia-Zambrano, Baires (Symposium)		Using technology in creative ways to assess and improve ACT interventions (134)-Dixon, Cumella, Sandoz, Fennell, Viskovich (Symposium)			
Multiplication	Why philosophy matters: Reconnecting with our roots and branching out (122)-Long, K. Wilson, Marks, S. Wright (Symposium)		Mindfulness and self-compassion as key processes in mediating life outcomes (135)-Dussault, Maher, Buyukokuz, Tekin (Symposium)			
Arobase	Projets cliniques et de recherche novateurs en francophonie (123)-Belmihoub, Grond, Velez, Kotsou, Leys, Rousseau (Symposium)		Seeing through the eyes of others: How can ACT reduce prejudice and harmful behaviors (136)-Dahl, Wong, Waite, Pargament, O'Brien, Kecmanovic (Symposium)			

Sunday July 29 (Morning)

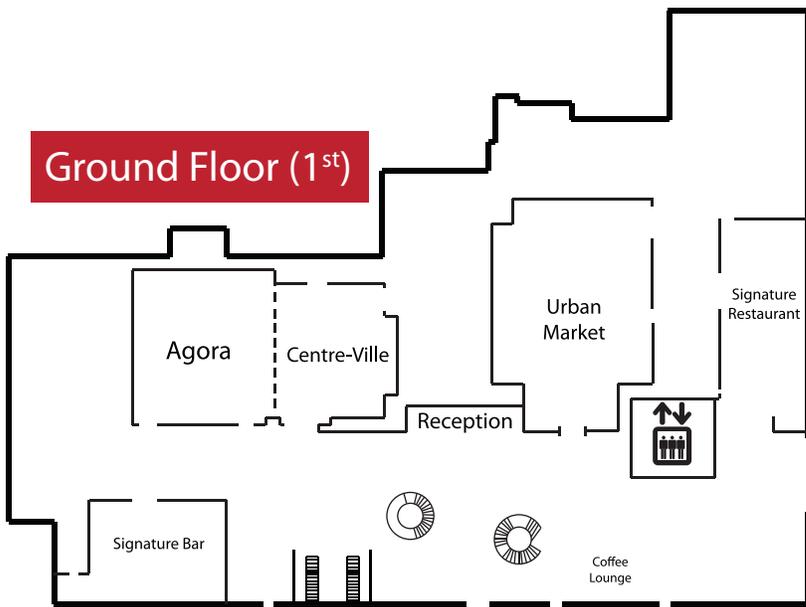
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ROOM	SESSIONS		SESSIONS		
Agora	Ground Floor	Empowering Clients to Thrive Despite Their Desire for Death: A Workshop on ACT for Suicide Prevention (138)- Barnes, Sorensen, G. Smith, Borges, Walsler* (<u>Workshop</u>)	"I'll do it later": Overcoming procrastination in college students with ACT (152)-Dionne* (<u>Workshop</u>)		
Centre-Ville		The Nuts and Bolts of Exposure-Based Work in Acceptance and Commitment Therapy (139)-J. P. Forsyth*, J. R. Forsyth (<u>Workshop</u>)			
Av. Laurier / Av. Viger	Convention Floor	ACT in Groups (140)-M. J. Wright*, Westrup* (<u>Workshop</u>)			
Av. Duluth		Embodying Acceptance and Defusion through Aikido (141)- Hamilton, Olaz* (<u>Workshop</u>)	"I still see what you did there!" Annual RFT clinical round table (153)-Larsson, Sandoz*, Villatte* (<u>Workshop</u>)		
Av. Van Horne		How can we build a true culture of vertical and horizontal reticulation in ACBS? (142)-Caldas, Villatte, S. Hayes, Luciano, Kovac, Koerner (<u>Panel</u>)	How CBS-based interventions can decrease polarization in political contexts (154)-Karlsson, Biglan, Levin, Tirsch, Johansson (<u>Panel</u>)		
Rue Sainte-Catherine		Heart Rate Variability: A Potential Physiological Marker of Thriving (143)-Singh, McGrath, Zaturenskaya, O'Brien, Watford, Buhk, Levine (<u>Symposium</u>)	Fostering Reconciliation Through Bridging Indigenous Approaches to Healing and ACT (155)-Benedict, Fung (<u>Workshop</u>)		
Rue Notre-Dame / Rue Saint Denis		Whose Therapy is it Anyway?: Working with gender and sexual minority youth and their families (144)-Farrell (<u>Workshop</u>)	Your Privilege is not your Fault, Though it is Still your Responsibility: Working with Compassion and Connection from a Place of Privilege (156)-Brill, Skinta*, Silberstein-Tirsch (<u>Workshop</u>)		Closing ceremony led by Elder, Otsi'tsaken:ra (Speckled Flower, Bear Clan) from the Kanien'keha:ka Community of Kahnawake (AI)
Rue Crescent		Brief ACT Matrix Intervention for Medical Inpatients: Addressing Suffering and Promoting Workability (145)- Weinrib, Schoendorff, Dindo, Birnie, Gerkin (<u>Symposium</u>)	ACT and CBS as solutions to problematic eating behaviors (157)-Dochat, Godfrey, Roche (<u>Symposium</u>)		
Rue Mansfield		Changes in Values as a Process of Posttraumatic Growth after Violent Trauma (146)-Comeau, Fitzpatrick, Cox, Lee (<u>Symposium</u>)	Aging Changes Things: Adapting ACT to Meet the Needs of an Aging Population (158)-Steadman-Wood (<u>Workshop</u>)		
Rue Saint-Paul		When positive emotions function in unexpected ways: A transdiagnostic treatment consideration (147)-Bishop, Palm Reed, Granato, Armstrong (<u>Symposium</u>)	Using Acceptance and Commitment Therapy to Help Parents Thrive in the Context of Child Struggles (159)-Moore, Coyne, Hart, Raftery-Helmer, Birtwell, Cassidy (<u>Symposium</u>)		
Dièse		A Jewel in the Vast Ocean: A Discussion of Operationalizable Concepts from Buddhist Psychology, Philosophy, and Ethics, and Their Potential Applicability to Contemporary Psychotherapeutic Practice (148)- Sandoz, Tirsch, Silberstein-Tirsch, Masuda, L. Hayes, DuFrene, Rachal (<u>Panel</u>)	Integrating ACT: The art and challenge of preserving the goal of psychological flexibility (160)-Pistorello, West, McKay, Holman, Fielding (<u>Symposium</u>)		
Exclamation		3rd Floor	Integrating ACT with other models (149)-Morrissey Stahl, Schulze (<u>Symposium</u>)	Thriving in Community Settings: An Investigation into the Benefits of ACT and Self-Compassion for Adolescents (161)- Henson, Fitzpatrick, Bois (<u>Symposium</u>)	
Multiplication	L'ACT en counseling de carrière (150)-Charpentier, Bleau, Richard (<u>Workshop</u>)		La thérapie ACT appliquée à la prise en soin de patients présentant une symptomatologie suicidaire (162)-Brand-Arpon (<u>Workshop</u>)		
Arobase	How Do we ACT in Asia?: The Contextualization of ACT in Eastern Asian Culture (151)-Li, Zhu, Chong, Wang, An (<u>Symposium</u>)		Designing and evaluating the effectiveness of Acceptance and Commitment Therapy interventions for addictions (163)- Ryals, Cameron, Harlan, Stotts, Mak (<u>Symposium</u>)		

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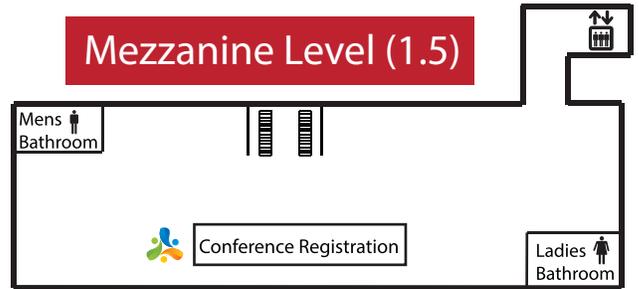
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Good-byes... until next year in Dublin, Ireland, June 25-30, 2019!

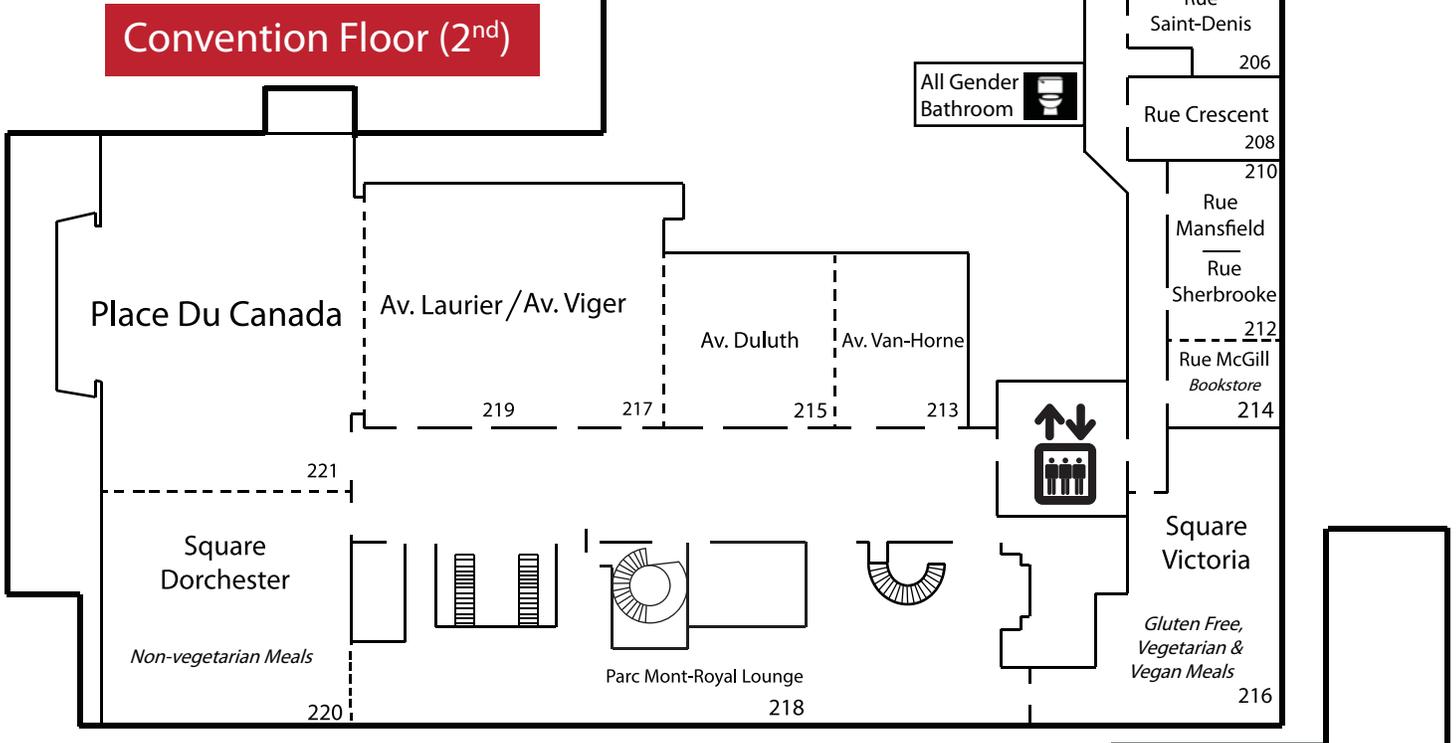
Ground Floor (1st)



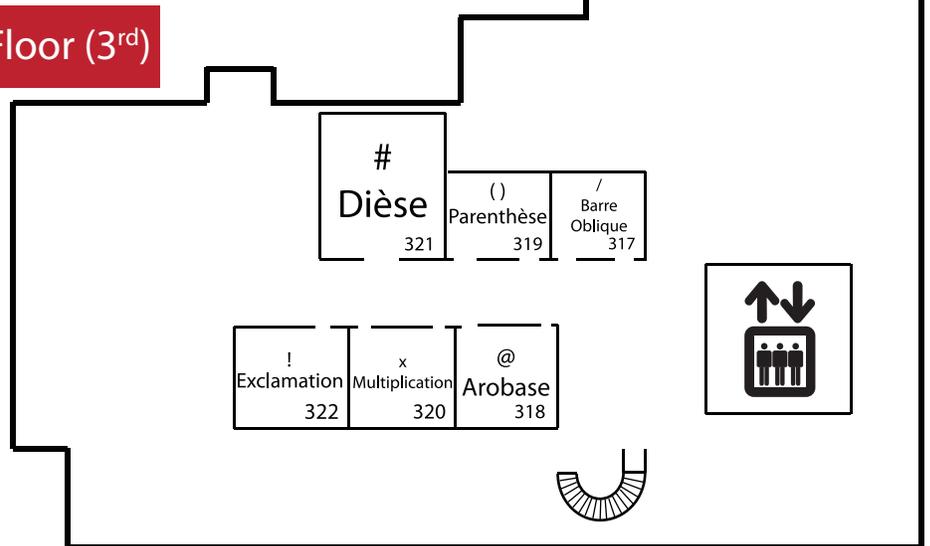
Mezzanine Level (1.5)



Convention Floor (2nd)



Third Floor (3rd)



Fairmont Queen Elizabeth Meeting Rooms