ACBS

WORLD CONFERENCE

2024 VIRTUAL
ENCORE

10 September - 10 November

1. Reboot, Reframe and Re-envision: Advancing Health Equity within Behavioral Science
   Plenary
Presenters speaking in English
Recorded CEs for Psychologists: 1 hour
Components: *Didactic presentation, Original data*
Categories: <u>Health / behavioral medicine, Social justice / equity / diversity</u>
Target Audience: Beginner

Lori E. Crosby, Psy.D., University of Cincinnati & Cincinnati Children's Hospital Medical Center

Advancing health equity within the realm of behavioral science necessitates a fundamental shift in our methods and processes. It calls for a strategic "reboot," a recalibration of our approach to research design, execution, and dissemination. Central to this transformation is the imperative to place the lived experiences of our patients and the community at the forefront, elevating the rigor, relevance, and reach of our work. By actively involving the community and individuals with lived experiences throughout the entire research process—from design and implementation to dissemination—we not only enrich our work but also exponentially magnify its impact. Simultaneously, we must "reframe" our conceptual framework, adopting methodologies that explicitly address and target the social and structural determinants of health inequities. This paradigm shift is essential to foster a more comprehensive understanding of the complex dynamics at play. Furthermore, a crucial aspect of this transformation involves "re-envisioning" the recruitment and engagement processes in research. In this way, we will not only advance science but also contribute to dismantling health disparities at their roots.

Educational Objectives:
1. Discuss the importance of centering the lived experiences of patients and communities in research endeavors aimed at advancing health equity within behavioral science.
2. Identify strategies for actively involving individuals with lived experiences and communities throughout the entire research process, to enhance scientific rigor and impact.
3. Explain the importance of reframing conceptual frameworks and adopting methodologies targeting social and structural determinants of health to advance health equity.

2. Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships
   Workshop
Presenters speaking in English
Recorded CEs for Psychologists: 2.5 hours
Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Original data, Role play*
Categories: <u>Clinical intervention development or outcomes, Processes of change, Functional Analytic Psychotherapy (FAP)</u>
Target Audience: Beginner

Mavis Tsai, Ph.D., University of Washington; Awareness, Courage & Love Global Project
Andressa Secchi Silveira, Universidade Estadual de Londrina
Giulia Mendoza Martinez, Lic., Hello ACT
Manuel Ricardo Nazareno Tarraf, Universidad Nacional de Mar del Plata
Maria J Lami Hernandez, Ph.D., Instituto de Piscoterapia Conductual Contextual

Increase the emotional intensity, interpersonal focus and impact of your treatment. Functional Analytic Psychotherapy (FAP) uses 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 emotional and interpersonal target behaviors, clients are helped to resolve presenting symptoms and to delve into their purpose and passion for living. 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 how to disseminate FAP more broadly by going beyond the therapy office and creating a community and sense of belonging for individuals who want to connect more open-heartedly and support one another in rising to live more true to themselves.

Educational Objectives:
  1. Apply the rules of FAP in a variety of experiential exercises in order to increase intensity, connection and impact in your clinical work.
  2. Identify your own therapist avoidance repertoires, and gain a more functionally precise understanding of the contexts in which commonly used interventions may be inadvertently counter-therapeutic.
  3. Implement the FAP principles of Awareness, Courage and Love beyond the therapy room to impact greater change in your community.

7. Navigating Supervisee and Supervisor Self Criticism in Supervision
    Workshop
Presenters speaking in English
Recorded CEs for Psychologists: 1.25 hours
Components: *Conceptual analysis, Didactic presentation, Experiential exercises*
Categories: <u>Supervision and training, Professional development, Self criticism</u>
Target Audience: Beginner, Intermediate, Advanced

Sarah Pegrum, Ph.D., Pegrum Therapy and Training

Navigating the supervisory space demands a delicate balance for supervisees and supervisors, as they grapple with multifaceted demands and roles. The supervisee balances the pursuit of competence, and the necessity to explore mistakes and vulnerabilities for personal growth. Meanwhile, the supervisor is also ever-learning, yet is standing in an expert and gatekeeper role, all the while striving to establish a secure environment that promotes growth. These at times competing demands and roles can open the door for self-doubt and self-criticism for both parties, which in turn can not only impact the supervisory relationship, but also the therapeutic relationship and client outcomes (Gnilka, Chang, and Dew, 2012; Kannan & Levitt, 2017; Myers, 2007). Effectively navigating self-criticism is a critical skill for both the supervisor and the supervisee, playing a vital role in the development and strengthening of the supervisory relationship while facilitating continuous learning and growth. This interactive and experiential workshop explores how CBS provides a framework for understanding and transforming self-criticism in supervision, and provides workshop participants with tools to expand their responses to self-criticism.

Educational Objectives:
  1. Build awareness of how self-criticism of the supervisee and the supervisor can impede the learning and growth process of supervision.
  2. Identify tools that can be brought into supervision to facilitate supervisee awareness and response to self-criticism.
  3. Build ways to connect with what the supervisee/supervisor has identified as being important in supervision.

10. ACT and Psychedelic-Assisted Therapy: possibilities and challenges
    Panel
Presenters speaking in English
Recorded CEs for Psychologists: 1.25 hours
Components: *Conceptual analysis, Literature review*
Categories: <u>Clinical intervention development or outcomes, Processes of change, Psychedelics, Psychedelic-Assisted Therapy, Psychological Flexibility Model, Process of Change</u>
Target Audience: Beginner, Intermediate, Advanced

Chair: William Ferreira Perez, Ph.D., Instituto Par - Brazil
Yara Nico, M.A., Instituto Phaneros
José L. Siqueira, M.S., Private practice
Steven C. Hayes, Ph.D., University of Nevada, Reno and President, Institute for Better Health
Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center
Brian Pilecki, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

In recent decades, scientific research on the therapeutic use of psychedelics has multiplied. In the coming years, protocols associating different psychedelics with psychotherapeutic components should be approved. Recent publications indicate that ACT can contribute to the development of the psychotherapeutic component of psychedelic-assisted therapy in many possibilities. On the

other hand, understanding transformative psychedelic experiences presents some challenges and provides an opportunity for ACT/ CBS to refine theoretical models and interventions. Steven Hayes will discuss the processes of change that appear to underlie psychedelic-assisted therapy. Jason Luoma will present how ACT/CBS are being used as part of the MDMA-Assisted Therapy trial for social anxiety disorder. Brian Pilecki will debate how psychedelics can help us see what we are avoiding, understand avoidance patterns, and get us in touch with our values, a sense of meaning and purpose. Yara Nico will present theoretical work under development about self-as-context and the experience of unity. Jose Siqueira will delve into insights from the surprising connections between the body of work of the Portuguese poet Fernando Pessoa, ACT, and PAT.

Educational Objectives:
1. Describe the synergy between PAT and the psychological flexibility model.
2. Analyze the possible processes of change that appear to underlie psychedelic-assisted therapy.
3. Identify some theoretical challenges for understanding the transformative psychedelic experience.

18. RFT analyses of the clinical implications of rule-following and hierarchical framing
Symposium
Presenters speaking in English
Recorded CEs for Psychologists: 1 hour
Components: *Conceptual analysis, Original data*
Categories: <u>RFT / RGB / language, Behavior analysis, Hierarchical framing, Pliance, Tracking, Rule-governed behavior</u>
Target Audience: Beginner, Intermediate, Advanced

Discussant: Carmen Luciano, Ph.D., University of Almeria
Fran Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz
Esmeralda Martínez-Carrillo, M.A., Universidad Antonio Nariño
Bárbara Gil-Luciano, Ph.D., Universidad de Nebrija; Madrid Institute of Contextual Psychology
Patricio Vergara, Ph.D., Instituto Ikastola

The conceptualization of clinical processes in terms of RFT is one of the objectives of contextual behavioral science. This symposium presents four studies that advance in this direction in different fields of application. Three of the presentations focus on hierarchical relational behavior. The first presentation explores the conditions for the development of hierarchical relational behavior from very basic and non-arbitrary interactions. The second study presents a review of the relevance of hierarchical relational behavior in the field of psychopathology and psychological intervention. The third study continues a line of research that explores how the appetitive contents of the self relate to each other, as well as the actions that are reinforcing for individuals. Finally, the fourth study is an attempt to advance in the experimental analysis of pliance and tracking rule followings, based on the conceptual difficulties of previous studies.

- Training hierarchical relational cues and networks
  Jorge Villarroel, Universidad de Almería
  Carmen Luciano, Universidad de Almería

  Hierarchical responding is defined as a response in which a class of stimuli such as "living organism" includes subclasses of stimuli such as "plants" or "animals," and each of these subclasses includes sublevels. Relational Frame Theory (RFT) conceptualizes a hierarchical network as a type of arbitrarily applicable relational response (AARR), where specific words (is part of, more than...) denoted as "relational cues" are learned through exposure to multiple examples with non-arbitrary relations between stimuli, which are later applied to stimuli with arbitrary relations. The present study aims to investigate the non-arbitrary training that allows the establishment of hierarchical relational cues. A total of 10 adults participated in the study. First, a coordination ("is the same") and a hierarchical relational cue ("includes") were trained; second, these cues were used to train arbitrary networks, and functions were assigned to some stimuli of the network; finally, a test was conducted to explore derived responses in these networks. The results showed that most participants responded according to coordination and hierarchy in the respective networks.

- The role of hierarchical relational framing in the identity development
  Bárbara Gil-Luciano, Universidad de Nebrija, Madrid Institute of Contextual Psychology
  Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz
  Carmen Luciano, Universidad de Almería

The research that has been developed during the last 15 years on hierarchical relational framing has crystallized into a proposal on the development of personal identity and hierarchical appetitive and aversive contents of the self. This presentation aims to present this conceptualization, pointing out its empirical evidence and highlighting some of its practical implications. Specifically, the conditions for the emergence of self-contents and hierarchical relational framing will be reviewed. Subsequently, it will be discussed how the development of fluency in hierarchical relational framing will lead to the derivation of gradually more abstract contents referring to the self. Finally, some practical implications based on empirical studies will be presented, and future lines of research will be indicated.

- An empirical investigation of values as hierarchical networks of positive reinforcers
  Patricio Vergara, Instituto Ikastola
  Verónica Piorno, Universidad Nacional del Mar de Plata
  Javier Cerra, Private Practice
  Marge A. Sierra, Universidad Católica de Pereira
  Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

  For at least a couple of decades, values have been conceptualized in terms of RFT as hierarchical relational networks of positive reinforcers. However, there is no experimental research on this conceptualization. This study aims to move in this direction based on a similar study in which it was found that most participants identify their aversive self-contents as hierarchically organized (Gil-Luciano et al., 2019). Participants were recruited from Colombia, Argentina, and Chile to conduct an interview via videoconference. During the interview, participants answered several questionnaires about processes of interest. Subsequently, participants identified the actions that they performed and were important to them. Finally, through an interview, participants chose how they organized these valuable actions into three options: coordination (all actions are equally important), comparison (some actions are more important than others), and hierarchy (actions forming part of more abstract general purposes). Most participants identified the last option as the one that best represented them.

- Effect of the pre-experimental history in rule-following in insensitivity to contingencies
  Esmeralda Martínez-Carrillo, Unviersidad Antonio Nariño
  Francisco J. Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz
  Carmen Luciano, Ph.D., Universidad de Almería
  Jorge Villarroel, Universidad de Almería

  Experimental studies on the functional types of pliance and tracking rule-following have limitations at the conceptual level. This study is an initial attempt to solve some of these limitations. It aimed to analyze the level of sensitivity to contingencies of the participants according to (a) the type of instruction, (b) the functions it actualizes in the participant, and (c) the participant's pre-experimental history. An experimental factorial design with 8 conditions was implemented. Participants with high and low scores on generalized pliance and generalized tracking, respectively, were recruited. At the beginning of the experiment, they were randomized to one experimental condition in which the rule contents were manipulated. Participants then underwent a matching-to-sample task in which the criterion for correct responses was altered according to the type of correct response and the time in which the response should be emitted. At the end of the experimental task, we conducted a systematic evaluation of the functions that the experimental instructions actualized in the participants.

Educational Objectives:
1. Explain the relevance of hierarchical relational framing in conceptualizing values and aversive contents of the self.
2. Identify the relevance of multiple-exemplar training to establish hierarchical relational framing.
3. List the conceptual issues in the experimental research on pliance and tracking.

20. Flexible flexibility: How to remain flexible as exposure therapists and adapt to different contexts
Panel
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hour
Components: *Case presentation, Didactic presentation*
Categories: Methods/approaches for individual variation, Dissemination or global health strategies, Exposure therapy
Target Audience: Beginner, Intermediate

Chair: Miryam Yusufov, Ph.D., Dana-Farber Cancer Institute
Brian Pilecki, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Carlos Rivera, Ph.D., New England Center for OCD and Anxiety
Lisa Coyne, Ph.D., New England Center for OCD and Anxiety

Exposure therapy remains a first-line behavioral treatment for anxiety disorders. Within an Acceptance and Commitment Therapy framework, exposure therapy facilitates engagement with values and a parallel reduction in experiential avoidance. To that end, this panel will focus on adaptations of exposure therapy. First, Dr. Brian Pilecki will compare exposure therapy in private practice to team-based efforts, such as partial hospitalization programs. He will also discuss exposure in an MDMA for social anxiety trial. Second, Dr. Carlos Rivera will discuss adaptations of exposure with Spanish-speaking populations. Third, Dr. Lisa Coyne will review working with teams in out-of-office settings, including home, school, virtually, and in the local community. Finally, the moderator, Dr. Miryam Yusufov, who has extensive expertise in adapting exposure therapy to oncology populations and remote platforms, will summarize overarching themes and provide clinical and research implications.

Educational Objectives:
1. Compare adaptations of exposure therapy across settings and populations.
2. Identify instances in which exposure therapy needs to be adapted in order to be effective with patients.
3. Create a tentative plan for adapting exposure therapy across settings and populations.

24. Shaping Bravery and Flexibility Using Values and Perspective-Taking: A Process-Based Approach to Anxiety and OCD
   Workshop
Presenters speaking in English
Recorded CEs for Psychologists: 1.25 hours
Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Role play*
Categories: <u>Clinical intervention development or outcomes, Processes of change, Anxiety, OCD, Clinical behavior analysis, Process-based treatment</u>
Target Audience: Beginner, Intermediate, Advanced

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

This workshop based in Acceptance and Commitment Therapy (ACT) will teach clinicians how to use valuing and perspective-taking strategies with youngsters to enhance their engagement in exposure-based treatment. Clinicians will practice how to conceptualize and address skills deficits in participating in ERP from a process-based perspective; specifically, through strengthening curiosity, willingness, mindfulness, and values-guided trial and error learning. The presenter will introduce a transdiagnostic process-based developmental model of ACT (the DNA-V; Hayes & Ciarrochi, 2015) to demonstrate how to shape psychological flexibility. Clinical examples, role plays, and opportunities for participants to practice will augment the workshop's didactic content to illustrate case conceptualization and pragmatic applications of therapeutic techniques. Clinicians can expect to leave the workshop with an understanding of how to identify and address skills deficits contributing to psychological inflexibility in avoidance-based disorders, such as anxiety and OCD, in childhood and adolescence. They will also gain practical skills in contextual behavioral, process-based assessment and treatment that may be used as stand-alone exposure-based intervention or incorporated into other cognitive behavioral or behavioral approaches.

Educational Objectives:
1. Describe psychological flexibility as a set of behavioral skills that can be shaped as a target of contextual behavioral ACT intervention.
2. Describe the DNA-V model and how to use it to shape flexible perspective-taking and behavioral variability in avoidance-based disorders.
3. Explain how to shape the processes involved in psychological flexibility, including valuing and perspective-taking, to engage child and adolescent clients in exposure-based treatment.

25. Innovations in Measuring Processes of Change in Clinical Intervention
   Symposium
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis, Original data*
Categories: <u>Processes of change, Methods/approaches for individual variation, Clinical Interventions</u>

Discussant: Louise McHugh, Ph.D., University College Dublin
Rhonda Merwin, Ph.D., Duke University Medical Center
Andrew Gloster, Ph.D., University of Lucerne
Maria Karekla, Ph.D., University of Cyprus

Measuring processes of change is essential for scientific advancement and the development of strategies to alleviate human suffering and promote human health and well-being. It was also a key call in the ACBS Research Strategy Task Force Report (Hayes et al., 2021) and consistent with the overall shift in the field toward more process-based approaches (e.g., Hofmann & Hayes, 2019; Pavlacic & Young, 2020) and personalized medicine (e.g., Lorenzo, Peipert, Romero, Rutter & Rodriguez-Quintana, 2021). Historically, process of change measurement has over-relied on self-report measures administered too infrequently. Presenters will discuss their empirical work developing strategies to assess processes of change using a multi-modal, multi-level approach, across a variety of clinical problems. Strategies include the use of ecological momentary assessment, cognitive and physiological measures, and coding of psychological flexibility in therapist-client in-session behavior.

- Toward a Multi-Modal, Multi-Level Assessment of Psychological Flexibility in Eating and Weight Treatment Trials
    Rhonda M. Merwin, Ph.D., Duke University Medical Center

    Eating disorders have increased morbidity, mortality and risk of suicide and affect all people, irrespective of age, sex, gender and socioeconomic status. They are also complex, affecting all body systems. This paper will discuss our current work on assessing processes of change in eating and weight treatment trials. We will focus on a current hybrid (in person + digital) clinical trial for binge-purge disorders in type 1 diabetes. We will discuss the use of high-frequency heartrate variability, executive function tasks, and ecological momentary assessment (EMA) "bursts" to capture multilevel processes of change. We will also present on coding of therapist utterances in session, with the aim of examining how engagement of the 6 core processes of psychological flexibility relates to client behavior and outcomes. As time allows, we will discuss how these strategies are being employed in a digital early intervention for EDs, and in a study using ACT to help individuals undergoing Allogeneic Hematopoietic Stem Cell Transplant maintain adequate nutrition and physical activity.

- A Multi-level, multi-method approach to understanding processes of change
    Andrew Gloster, Ph.D., University of Lucerne

    This paper will present results from multiple studies designed to understand the active processes of change over time and across different levels of analysis. Data were collected in multiple psychotherapy trials of targeting treatment-resistant patients across various diagnoses. Acceptance and Commitment Therapy (ACT) was used in each trial; the trials differed by levels of standardisation (i.e., manual vs. therapist driven). Multi-level methods were used to evaluate outcomes and processes. These included expert-rated surveys; patient-rated questionnaires; event sampling methods (ESM); and objective measures of movement. Results demonstrate that the longitudinal, multi-level, multi-method approach to understanding processes of change reveal insights that would not otherwise be generated. The talk will discuss how these insights help advance a contextual science understanding of change.

- CARE: Measuring processes of change in the management of difficult emotions in breast cancer patients undergoing a digital Acceptance and Commitment Therapy informed intervention
    Maria Karekla, PhD, University of Cyprus

    Improvements in cancer diagnosis and treatment strategies have led to more people living with cancer and concomitant mild-to-severe stress and depression due to cancer-related health concerns, treatment side-effects (e.g., chronic pain) and changes in life and functionality. This presentation discusses the CARE trial which aimed to examine a wide range of biological and psychological stress markers in breast cancer patients: how their levels change throughout the first year after cancer diagnosis and how these biomarkers interact with patients' emotion regulation ability and psychological flexibility. It also examines how these stress-related changes can be managed using an ACT-based modern, brief, easy and accessible eHome-care, self-delivered intervention, via momentary ecological assessment of emotions and health indices. This trial uses a multimethod, multi-disciplinary, multi-level, process-based approach to measure processes of change in the ACT treatment provided. Implications for how to measure and examine psychological flexibility as a process of change

in enhancing emotion regulation skills, functionality and wellbeing among breast cancer patients will be discussed.

Educational Objectives:
1. Discuss why assessing process of change is important in intervention research.
2. Describe at least 2 potential ways (in addition to more traditional self-report measures) to capture changes in psychological flexibility.
3. Discuss the implications of the study findings and how these approaches might be employed in future or ongoing studies.

36. A Theory of Everyone: The New Science of Who We Are, How We Got Here, and Where We're Going

Plenary
Presenters speaking in English
Recorded CEs for Psychologists: 1 hour
Components: *Literature review, Original data*
Categories: Evolutionary behavioral science, Theory and philosophical foundations, Cultural evolution
Target Audience: Beginner
Michael Muthukrishna, PhD, London School of Economics (LSE)

In my book, "A Theory of Everyone", I argue that the psychological and behavioral sciences are in the midst of a scientific revolution on the scale of Newtonian physics, the periodic table, and Darwinian evolution. It is a revolution moving us from alchemy to chemistry and one that is bringing order to chaos and laying the path from science to technology – in this case, interventions and policy applications. This emerging science is grounded in a formal general theory that recognizes that our psychology and behavior are governed by millions of years of genetic evolution, our genetic inheritance as an African ape; thousands of years of cultural evolution, our cultural inheritance a product of path dependencies and cultural adaptations in the various ecologies we've thrived in across the planet; and a short lifetime of experience, tuning these other two lines of informational inheritance.

Educational Objectives:
1. Describe how a dual inheritance theory and cultural evolutionary perspective can inform their work.
2. Explain how a dual inheritance theory and cultural evolutionary perspective offers a theory of human behavior and cultural change.
3. Explain how a dual inheritance theory and cultural evolutionary perspective can be applied in the real world.

37. Using Imaginal Perspective Taking Exercises Address Shame and Increase Self-Compassion
    Workshop
Presenters speaking in English
Recorded CEs for Psychologists: 1.25 hours
Components: *Case presentation, Conceptual analysis, Didactic presentation, Role play*
Categories: <u>Clinical intervention development or outcomes, Processes of change, Shame, Perspective Taking, Self-as-Context</u>
Target Audience: Beginner, Intermediate

Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center
Presented by Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

This workshop aims to increase therapist skill in using perspective taking and self-as-context techniques to address shame and other difficult emotions. The workshop is primarily oriented around a structured imaginal exposure process that incorporates perspective taking to address and transform shame-based experiences. In this exercise, clients are guided through a three-step procedure that allows them to re-enter distressing memories, intervene from a compassionate perspective, and directly experience the outcomes of these interventions. This process not only facilitates a deeper engagement with the memory but also introduces a caring, compassionate response to previously aversive emotional experiences.
This workshop will detail the theoretical underpinnings of the exercise, including its roots in ACT and imagery rescripting. The workshop will provide practical guidance on facilitating the exercise, including identifying relevant memories, eliciting an embodied compassionate response, guiding shifts between perspectives, and debriefing to consolidate learning. Through this integrative approach, therapists will enhance their ability to support clients in accessing and embodying compassionate self-perspectives, thereby contributing to a more flexible and accepting relationship with themselves.

Educational Objectives:
    1. Articulate the three steps of the imaginal exposure exercise.
    2. Implement perspective taking shifts more fluidly and flexibly.
    3. Identify how to increase the chance of an embodied compassionate response from the client.

45. Seeing How We're Doing Together: Towards a Functional, Contextual, Process-Based Definition of Therapeutic Alliance
    Panel
Presenters speaking in English
Recorded CEs for Psychologists: 1 hour
Components: *Case presentation, Conceptual analysis, Didactic presentation*
Categories: <u>Processes of change, Therapeutic Alliance</u>
Target Audience: Beginner, Intermediate, Advanced

Chair: Grace M Sullivan, American College of Greece
Mavis Tsai, Ph.D., University of Washington; Awareness, Courage & Love Global Project
Steven C. Hayes, Ph.D., University of Nevada, Reno and President, Institute for Better Health
Manuela O'Connell, Lic., Private Practice
Robyn D Walser, Ph.D., University California Berkeley; National Center for PTSD; TL Consultation Services
Niklas Törneke, M.D., NT Psykiatri

While the therapeutic alliance is widely recognized as an integral part of any beneficial therapeutic relationship, no broad consensus exists as to its definition and core components. Both FAP and ACT foreground the importance of intense, presentistic and experiential engagement in the therapeutic relationship. Assuming that a strong alliance between client and therapist constitutes a basis for such engagement to be productive, an exploration of how to define alliance from a functional and contextual perspective can help us to achieve it. Speaking from expertise in ACT, FAP, and Process-Based approaches, the panel will critically consider the pros and cons of existing assumptions about the construct, such as those implicit in Bordin's (1979) frequently cited goal/task/bond model, and propose functional alternatives. Discussion will address the workability of a core-component construct, what possible core components may be, the usefulness of existing measures and the potential for crafting new ones.

Educational Objectives:

1. Define therapeutic alliance from a functional contextualist perspective.
2. List ways in which treatment components specific to ACT, FAP, and PBT approaches can impact therapeutic alliance.
3. Describe concrete practical strategies for assessing and improving therapeutic alliance in a functional contextual therapeutic setting.

46. Enhancing Intimacy and Connection: Using FAP as Framework for Working with Diversity and Inclusion

Symposium
Presenters speaking in English
Recorded CEs for Psychologists: 1 hour
Components: *Original data*
Categories: <u>Clinical intervention development or outcomes, Social justice / equity / diversity, Functional Analytic Psychotherapy</u>
Target Audience: Beginner, Intermediate

Discussant: Amanda M. Muñoz-Martinez, Ph.D., Universidad de los Andes
Daniel Maitland, Ph.D., Bowling Green State University
Yors Garcia, Ph.D., Pontificia Universidad Javeriana
Jennifer Truitt, B.A., Bowling Green State University
Sara Cristina Robayo, Ph.D. Student, Universidad de los Andes

In this symposium, we showcase how Functional Analytic Psychotherapy (FAP) serves as an effective approach to promoting diversity and fostering inclusive contexts. We begin by discussing the pivotal role of affirming sexual and gender identities in creating robust personal connections. Then, we delve into the impact of intimacy fears on individuals' responses when they feel excluded.
The other two presentations focus on FAP's implementation with Colombian individuals across a spectrum of sexual orientations and gender identities. We will discuss the outcomes of a study where FAP was applied to gay men focused on enhancing intimacy and reducing minority stress. A separate presentation will present a FAP intervention with transgender and non-binary participants that aimed to enhance their intimacy repertoires.
These presentations provide practical insights into the transformative potential of FAP in addressing the unique challenges faced by sexually and gender-diverse individuals.

- Enhancing Intimacy in Colombian Gay Men: A FAP Implementation
  Sara Robayo, Universidad de Los Andes

  The multiple expressions of discrimination and rejection experienced by Colombian homosexual men influence the development of repertoires of anticipation of rejection and concealment of identity. The indiscriminate emission of these repertoires limits their ability to build intimate relationships that are considered a protective factor for their mental health. Functional analytical psychotherapy (FAP) is a contextual behavioral-based therapy which focuses on increasing interpersonal repertoires through the contingent response to the client's clinical relevant behavior (CRB). A concurrent and non-concurrent randomized multiple baseline designs were used among 4 participants self-identified as cisgender gay men to determine the influence of 6 to 9 sessions of FAP on their intimacy repertoires and minority stress levels. Visual analysis and complementary non-parametric statistics showed that FAP was effective in increasing intimacy repertoires in session for all participants, decreasing the interpersonal difficulties. Additionally, two participants showed significant improvements of their intimate interactions outside, and one of them showed reductions in minority stress levels. The recommendations for future research include evaluating the FAP effectiveness with people with different sexual orientation or gender identity, as well as sexually diverse participants with different sociodemographic conditions. Finally, the mechanism of change of this therapy should be explored in depth through the counting of rules and the inclusion of measures of the therapeutic alliance.

- Fear of intimacy: Vulnerability or protective factor for reactions to social ostracism?
  Daniel Maitland, Ph.D., Bowling Green State University

  Social ostracism, the feeling of being excluded by or ignored by others, is a common experience for those who hold stigmatized or marginalized identities (Wesselmann, 2021). While a significant amount of research has been conducted on the harmful effects of ostracism and the resulting loneliness (Park et al., 2020) little attention has been paid to what factors influence an individual's reaction to being excluded. One construct that may significantly influence such reactions is fear of intimacy, a variable of interest for FAP therapists and researchers. Fear of intimacy refers to the willingness of an individual to engage in behavior

that leads to close relationships. Previous studies have suggested that fear of intimacy may be a precursor to loneliness (Maitland, 2020), but it is unclear how fear of intimacy influences reactions to acute rejection. The presented study will present findings from an experimental manipulation of social rejection using the cyberball paradigm. Results will be discussed emphasizing how the findings may help researchers and clinicians understand the experiences of individuals who have experienced social exclusion or rejection.

- Effects of FAP in Intimate-Related Behaviors in Transgender and Non-Conforming People
    Yors García, Pontificia Universidad Javeriana
    Sara Robayo, Universidad de Los Andes
    Amanda Muñoz-Martínez, Universidad de Los Andes
    Matthew Skinta, Roostvelt University

    This study aimed to assess the impact of Functional Analytic Psychotherapy (FAP) on enhancing intimacy repertoires and mitigating the effects of minority stress among transgender (trans) and gender nonconforming (TGNC) Latinx individuals. Employing a randomized concurrent multiple baseline design, the study involved eight TGNC participants, with a subsequent follow-up phase. The pretest-posttest phases encompassed assessments of minority stress, intimacy repertoires, and interpersonal skills for all participants. Throughout the baseline phase, an active listening protocol was implemented. Subsequently, in the intervention phase, all participants underwent eight FAP sessions. Continuous measures, including assessments of intimacy, interpersonal repertoires, and the therapeutic alliance for each session, were recorded during this period. A two-month follow-up was conducted with each participant to gauge the sustainability of the intervention's effects. Results from the study demonstrated the efficacy of FAP in enhancing intimacy and interpersonal repertoires, while concurrently alleviating minority stress. Furthermore, data pertaining to clinically relevant behaviors exhibited during the sessions were also documented. These findings collectively highlight the positive impact of FAP in addressing the unique challenges faced by TGNC Latinx individuals, emphasizing its potential as a therapeutic intervention for this population.

- The importance of specific support for building connection with non-monosexual individuals
    Jennifer K. Truitt, Bowling Green State University
    Ariana Cunningham, Bowling Green State University
    Daniel Maitland, Ph.D., Bowling Green State University

    Fear of intimacy reflects an individual's willingness to engage in behaviors that build meaningful relationships (Descutner & Thelen, 1991), and it predicts several phenomena of clinical interest such as loneliness, anxiety, emotion dysregulation, and adverse physical health outcomes (Hassan, 2023). Given its relationship with the formation of close relationships, it is a core construct of interest for researchers studying Functional Analytic Psychotherapy (FAP) (Maitland et al., 2017). A large literature base has established that LGBTQ+ individuals tend to report limitations in their social environment, but it remains to be seen how this relates to fear of intimacy (Greenfield, 1997). Furthermore, there is reason to believe that non-monosexual individuals experience higher rates of exclusion among monosexual (i.e. heterosexual and homosexual) individuals (Brewster, 2013). The present study investigates whether supportive statements, specifically regarding one's non-monosexual identity, can elicit more vulnerable self-disclosure, which is theorized to correspond to clinically relevant behaviors in FAP. Findings and ramifications of this experimental investigation will be presented as they pertain to utilizing FAP with non-monosexual individuals.

Educational Objectives:
1. Explain FAP principles and techniques to support sexual and gender minorities, particularly, its utility in enhancing intimacy and social connection.
2. Address intimacy fears that can lead to feelings of exclusion in diverse clients, and explore therapeutic strategies to foster a sense of belonging and acceptance.
3. Develop FAP-tailored strategies in diverse populations and contexts.

49. Compassion-Focused Therapy: Core Concepts and Practices
Workshop
Presenters speaking in Spanish (English subtitles available)
Recorded CEs for Psychologists: 1.25 hours
Components: *Didactic presentation, Experiential exercises, Role play*
Categories: Clinical intervention development or outcomes, Supervision and training, Psychotherapy, Compassion
Target Audience: Beginner, Intermediate, Advanced

Gonzalo Brito-Pons, Ph.D., Cultivar la Mente

Compassion-Focused Therapy (CFT) is a therapeutic process developed by psychologist Paul Gilbert to treat patients with high levels of shame and self-criticism, qualities that underlie a wide range of psychological disorders. The theoretical framework and practical application of CFT integrate different fields of study and treatment approaches including evolutionary psychology, attachment theories, Buddhist psychology, cognitive-behavioral therapy, and depth psychology, among others, maintaining a central focus on compassion to facilitate change in how patients feel and relate to their experiences.

This workshop introduces mental health professionals to the theory and practice of the CFT model, offering them an understanding of patient suffering and the therapeutic process from this perspective, along with the opportunity to experience some of the clinical tools based on the psychology of compassion. For better learning integration, the workshop has a significant component of practice and self-reflection.

Educational Objectives:
1. Explain the conceptual basis Compassion-Focused Therapy and how it differs from other psychotherapeutic approaches.
2. Utilize the Compassionate Mind Training aspect of CFT with clients.
3. Apply theoretical and practical aspects of the CFT model for therapists' self-care.

53. Embodying ACT: Integrating Acceptance and Commitment Therapy with Body-Based Interventions
Invited
Presenters speaking in English
Recorded CEs for Psychologists: 1.25 hours
Components: *Conceptual analysis, Experiential exercises*
Categories: Clinical intervention development or outcomes, Processes of change, Body interventions
Target Audience: Beginner, Intermediate, Advanced

Manuela O'Connell, Lic., Private Practice

Flexible behavior emerges as we transition from the realm of conceptual understanding to direct experiential engagement, where profound wisdom may arise. We will explore how the world of bodily experience can be harnessed to promote flexible behaviors through the integration of Acceptance and Commitment Therapy (ACT) with body-based interventions. The challenge lies in integrating felt sense and embodied interventions in a manner consistent with the theoretical bases of Contextual Behavioral Science (CBS). We will present the development of embodied metaphors and learn how they can effectively target various ACT processes in an embodied manner coherent with CBS. These metaphors utilize bodily experiences as a vehicle to address inflexible behaviors and contribute to conveying psychological flexibility. Special attention will be given to integrating body awareness in a functional way within ACT interventions fostering deeper experiential engagement and promoting psychological flexibility in clients. Join us for an enriching discussion as we explore the intersection of mindfulness, acceptance, and somatic awareness in the context of psychotherapy, and discover innovative ways to enhance healing and transformation.

Educational Objectives:
1. Explain comprehensive framework for integrating embodied approaches in their clinical practice consistent with ACT and CBS.
2. Promote holistic healing and personal growth in your clients by effectively harnessing the power of the mind-body connection.
3. Utilize embodied metaphors.

57. Sensitive and Effective Procedures for Children, Adolescents, and Families
Panel
Presenters speaking in Spanish (English subtitles available)
Recorded CEs for Psychologists: 1.25 hours
Components: *Conceptual analysis, Didactic presentation, Literature review*
Categories: Clinical intervention development or outcomes, Social justice / equity / diversity, Parents, Boys, Girls, Children, Adolescents
Target Audience: Beginner, Intermediate, Advanced

Juan A Alberto González, Lic., Fundación ECCO
Javier Mandil, DClinPSy, Fundación ETCI (Equipo de Terapia Cognitiva Ifanto Juvenil)
Susana M Almada, Licenciada, Autoempleado
Ariel Faust, Lic., ETCI Foundation

General Objective:
Given the developmental, cultural, and idiosyncratic characteristics of child and adolescent clinical practice, foundations and tools are presented to adapt ACT to the approach with children, adolescents, and caregivers.
Content:
- Socio-economic vulnerability and relational deterioration as impacting factors on the reasons for consultation. Assessment of procedures to develop psychological flexibility in caregivers.
- Challenges of adolescence and the importance of a motivating and secure therapeutic bond. Interventions compatible with the idiosyncrasy of the young client.
- Evolutionary particularities of children in the development of relational repertoires. Contributions of Relational Frame Theory to procedure adaptation.

Educational Objectives:
1. Discuss psychological barriers to sensitive and constructive parenting and describe procedures to foster flexibility in adult caregivers.
2. Identify the needs of adolescent clients regarding the therapeutic bond through the therapist's work on the person, motivation, and commitment to therapy.
3. Apply tools provided by Relational Frame Theory to adapt interventions to the developmental and cultural characteristics of girls and boys.

61. Trauma and young people: Using DNA-V as a framework for growth
Workshop
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Case presentation, Didactic presentation*
Categories: <u>Clinical intervention development or outcomes, Processes of change, Youth, Trauma</u>
Target Audience: Beginner, Intermediate

Louise Hayes, Ph.D., La Trobe University

This workshop will demonstrate therapeutic techniques using the DNA-V framework to support young people with past trauma and adverse events.
Young people bear the highest burden of distress compared to any other age group. Young people can experience acute trauma through sudden, unexpected events, such as COVID-19, dramatic weather events or global instability. Additionally, young people may undergo complex trauma, stemming from experiences like abuse, neglect, and violence (Howard et al 2022). These adverse childhood experiences can have enduring effects on adult health, leading to poorer physical health, increased substance use, and various social, emotional, and cognitive challenges (Hughes et al 2017).
Research on psychological flexibility suggests it may be a protective factor against adversity. DNA-v is the distillation of acceptance and commitment therapy and contextual behavioural science. We will illustrate how to utilise DNA-V to reconcile with the past, forge a grounded sense of self, and nurture stronger interpersonal relationships.

Educational Objectives:
1. Apply a clear process based framework to consider young people and distress.
2. Examine mechanisms of risk and resilience using the DNA-V framework.
3. Describe developmental considerations for young people and how to successfully apply DNA-V in session.

65. The client and therapist's behaviors in flight through the lens of RFT
Workshop
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis, Experiential exercises, Role play*
Categories: <u>Clinical intervention development or outcomes, RFT / RGB / language, Clinical, RFT</u>
Target Audience: Intermediate, Advanced
Carmen Luciano, Ph.D., University of Almeria
Niklas Törneke, M.D., NT Psykiatri

The client and therapist`s behavior in flight and effective clinical relations. An RFT analysis Whatever we do in therapy takes in the context of the client and the therapist`s interactions which inevitably have a specific focus. Both the connection between the client and the therapist behaviors and the specific focus of their behaviors are at the heart of effective treatment. Our purpose is twofold: to show such a context and to do so according to a functional analysis based on RFT. To this end, conceptual analysis and practical interactions will form the components of the workshop both in facilitating the client`s experience of their inflexibility repertoire, and in building the flexible pattern of interaction with their behavior. For example, when learning to distance oneself from one`s own memories, feelings, thoughts.., or when learning to elevate valued personal meaning as the relevant motivational context. In all cases we will emphasise the hierarchical framing of one`s own behavior.

Educational Objectives:
1. Describe the factors defining psychological inflexibility patterns.
2. Apply different contextual cues to promote effective interactions between the client and their own behavior.
3. Describe relational process in the client and therapist`s behaviors.

68. Building bridges: Integrating Traditions and Innovations Across Different Areas
Panel
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis, Didactic presentation, Literature review, Original data*
Categories: Dissemination or global health strategies, Health / behavioral medicine, Integration of traditions & innovations across multiple areas
Target Audience: Beginner, Intermediate, Advanced

Chair: Jae Villanueva, Ph.D., SING (Swiss Institute for Sustainable Health)
Michael Muthukrishna, Ph.D., London School of Economics (LSE)
Brian Pilecki, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center
Fran Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz
Gonzalo Brito-Pons, Ph.D., Cultivar la Mente

This panel brings together ACT trainers, therapists, and scientists to explore how we can bridge seemingly disparate areas, disciplines, and traditions, a challenge that feels increasingly complex in today's time. We will delve into how CBS principles can facilitate connections across important yet less connected areas and inform collaboration and mutual learning. The discussion will include examples of "bridge building" between research in cultural evolution and public policy, between Western psychological approaches and traditional medicine and contemplative practices, between everyday experience and psychedelic experience, and between ACT and RFT. The conversation will include the audience and focuses on bridge-building as a dissemination tool, the role of scientific and practical insights as scaffolds and foundational supports, and the identification of commonalities and distinctions across "bridged" areas. Please join us to exchange ideas on how we can come together and act in meaningful ways, whichever "bridge" we're dedicated to.

Educational Objectives:
1. Describe different ways and list examples on how we can "build bridges".
2. Describe how "bridge building" can be an option for behavior that reflects their values.
3. Demonstrate how to "build a bridge" in an area that matters to them.

71. Every Voice Matters: How a Modern Process-Based Approach is Helping us Expand Our Work Beyond Psychotherapy
Invited
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis, Literature review, Original data*
Categories: Processes of change, Social justice / equity / diversity, Idionomic analysis
Target Audience: Beginner, Intermediate, Advanced

Steven C. Hayes, Ph.D., University of Nevada, Reno and President, Institute for Better Health ACT work was always focused on processes of change and the intervention components that move them. That attentional breadth helps explain why 40 Years of ACT research has gone far beyond psychotherapy into behavioral health, positive psychology, social justice, social wellness, policy, and performance areas. In this talk, I will examine how a process-based approach expands the psychological flexibility model and how that expansion can produce a greater impact outside of psychotherapy by empirically fitting intervention kernels to the needs, goals, and values of those we serve. Model expansion is driven by multilevel and multidimensional evolutionary thinking, and by idionomic empirical methods that focus on empowerment rather than normative categorization. These advances reveal how much our scientific practices have erected intellectual and practical barriers to human advancement. If professionals in the CBS community wish to make a broader difference in areas such as social justice or climate change it will take more than goodwill and extending clinical knowledge into social domains – it will take the embrace of methodological advancements that amplify every human voice.

Educational Objectives:
1. Describe the essential features of idionomic analysis.
2. Explain why normative categorical concepts do a poor job of empowering diverse populations across problem areas.
3. List several ways the psychological flexibility model can be expanded by an evolutionary meta-model.

79. Empowering Recovery: The Role of Acceptance and Commitment Therapy in the Future of Trauma Treatment
   Panel
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis, Didactic presentation*
Categories: <u>Clinical intervention development or outcomes, Trauma</u>
Target Audience: Beginner, Intermediate, Advanced

Chair: Miranda Morris, Ph.D., True North Therapy and Training
Robyn D Walser, Ph.D., University California Berkeley; National Center for PTSD; TL Consultation Services
Daniel J Moran, Ph.D., BCBA-D, Touro University
Ibrahim Bilgen, Psychiatrist (M.D.), ACBS; EABCT
Louise Hayes, Ph.D., La Trobe University
Manuela O'Connell, Lic., Private Practice

Acceptance and Commitment Therapy (ACT) is a principle-based intervention offering mindfulness, exposure, and compassion to address human suffering across various domains. Particularly effective in trauma-related contexts such as those seen in the aftermath of warfare, interpersonal violence, natural disasters, climate change, and childhood traumas, ACT offers solace. This therapy strives to foster acceptance and compassion, even in the face of such events, focusing on individuals as whole humans, body and mind. It offers a transformative pathway toward healing, irrespective of the trauma's origin or manifestation. This panel will explore the future of ACT as an intervention for trauma with presentations including information related to youth experiences, climate change, natural disasters, war-related, and abuse by priests trauma. Panelists will describe their work, focus on treatment encompassing body and mind, speak to the future of clinicians and trauma work, and engage the audience in a discussion about the impact of trauma and how to recover from its effects.

Educational Objectives:
1. Describe the application of Acceptance and Commitment Therapy (ACT) principles in trauma treatment.
2. Examine the potential future directions of ACT in trauma treatment, including its efficacy in addressing various trauma experiences.
3. Discuss the role of clinicians in trauma work and recovery.

80. Expanding Horizons: Digital Frontiers in Enhancing Mental Health and Quality of Life

Symposium
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis, Didactic presentation, Literature review, Original data, Strategic planning*
Categories: Clinical intervention development or outcomes, Health / behavioral medicine, Prevention, Children, DNA-V, Bereavement support, Grieving, Experiential Avoidance, Focused, Primary care service scalability, Digital tools, Family
Target Audience: Beginner, Intermediate, Advanced

Chair: David Gillanders, DClinPsy, University of Edinburgh
Xuelin Zhang, Ph.D., The Hong Kong Polytechnic University
Vincent T Allen, MSocSci., University of Auckland
Jennifer Truitt, B.A., Bowling Green State University

This symposium demonstrates the increasingly critical role of digital interventions in advancing mental health care. The first study illustrates a structured approach to developing digital therapeutic tools through the creation of "My Grief My Way", an online ACT intervention for bereavement. The second study explores the iumpact of experiential avoidance on reactions to social exclusion, using an online task to provoke feelings of exclusion, examining stress and coping mechanisms. The third study presents a randomized controlled trial (RCT) investigating the effectiveness of a family-based ACT intervention via smartphone for chronic heart failure patients, showing significant improvements in quality of life and psychological flexibility. The fourth study demonstrates efforts to enhance fACT scalability in New Zealand's public health through clinician-engaged digital tool development, aiming to overcome engagement barriers and improve care delivery. The fifth study shows a pilot study which explores a digital learning platform to foster emotional skills among 5th graders, suggesting potential for scalable, preventive programs in educational settings. Together, these studies underscore the transformative impact of digital ACT interventions on mental health and quality of life.

- Development of a logic model of how online Acceptance and Commitment Therapy can improve bereavement outcomes
    David Gillanders, University of Edinburgh
    Anne Finucane, University of Edinburgh
    Anne Canny, University of Edinburgh
    Emily Harrop, Cardiff University
    Lucy Selman, University of Bristol
    Donna Wakefield, North Tees and Hartlepool NHS Foundation Trust
    Brooke Swash, University of Chester
    Tamzin Burnett, Marie Curie
    Kelly Maton, Marie Curie
    Michael Cholbi, University of Edinburgh
    Juliet Spiller, Marie Curie

    Background: Logic models are simplified graphics that clarify intervention components, factors which influence implementation, and data needed to support evaluation. We developed a logic model to guide the development of an online ACT intervention, called My Grief My Way, to improve coping and quality of life after bereavement.
    Methods: We synthesized evidence from: (i) research literature on grief theories, bereavement support and online interventions; (ii) interviews with 9 therapists providing bereavement support using ACT; (iii) two workshops involving 7 staff from organisations providing bereavement support and (iv) input from the research team and collaborators. A draft logic model was developed and subsequently refined at a workshop with 5 bereaved people.
    Results: The logic model illustrates the links between: risk factors for and indicators of problematic grief, online ACT intervention components, intervention features, behavioural change mechanisms and key outcomes.
    Conclusions: The My Grief My Way logic model provides a rigorous framework for the development of My Grief My Way, based on theories, evidence, and the experiences of bereaved people and professionals.

- Effects of family-based acceptance and commitment therapy on quality of life in patients with chronic heart failure
    Xuelin Zhang, The Hong Kong Polytechnic University
    Yim Wah Mak, The Hong Kong Polytechnic University

Chronic heart failure (CHF) requires long-term self-care support from family members. One promising self-management intervention is Acceptance and Commitment Therapy (ACT). This study aimed to evaluate effects of a family-based ACT intervention delived via smartphone videoconferencing on quality of life (QOL) in patients with CHF. An assessor-blinded randomized controlled trial (RCT) included 160 CHF families recruited from the Cardiology Department of a public hospital was conducted. ACT-based intervention group received 1.5 hours of family-based ACT intervention and 0.5 hours of brief CHF education while the control group attended CHF education lecture during each 2-hour session. Patient QOL, psychological flexibility (PF), CHF self-care behaviors and psychological symptoms was assessed via smartphone interviews by blinded research assistants at baseline(T0), immediately post-intervention(T1) and three months post-intervention(T3). Patients who received the ACT-based intervention showed significant improvements in QOL (Cohen's d=0.51-0.75), PF (d=0.44-0.72), HF self-care behaviors (d=0.63-0.90), anxiety (d=0.32-0.41), and depression (d=0.34-0.38), relative to the control group, at both T1 and T2.The 4-week family-based ACT intervention was effective in improving patient QOL and other health outcomes.

- Improving fACT scalability in New Zealand public health: Building digital tools with high clinician engagement
  Vincent Allen, MSocSci, University of Auckland
  Karolina Stasiak, Ph.D., University of Auckland
  Danielle Lottridge, Ph.D., University of Auckland

  Digital tools provide a promising avenue for improving the scalability of brief behavioural interventions in New Zealand primary care contexts, but they can only help if people actually use them.
  There are many barriers to engagement with digital tools for practitioners working in public health service delivery contexts. Our team are using a contextually sensitive engagement-first software development methodology to develop a digital tool to support Focused Acceptance and Commitment practitioners (fACT) within New Zealand primary care that overcomes common real-world engagement barriers and improves public health service scalability.
  In this presentation, we will provide a concise overview of several practitioner focused user-needs studies, and outline our engagement-first development methodology. We will also showcase some of the ways that the software package we are building addresses practitioner problems, provides better outcomes for clients, and improves service scalability, while overcoming common user engagement barriers.

- The Role of Experiential Avoidance in Adverse Reactions to Exclusion
  Jennifer Truitt, BA, Bowling Green State University
  Daniel Maitland, Ph.D., Bowling Green State University

  Experiential avoidance is the unwillingness to come into contact with painful thoughts or emotions, which leads individuals to engage in behaviors to evade uncomfortable events (Hayes et al., 1996). It is a core construct targeted in Acceptance and Commitment Therapy and other third wave behavioral therapies (Hayes et al., 2004). It stands to reason that experiential avoidance would cause difficulties in coping with social stress. However, no study to date has investigated how individuals cope with real experiences of exclusion and how this relates to experiential avoidance. In the current study, subjects took part in an online task designed to elicit feelings of social exclusion, and were then asked about their stress levels, momentary impulsivity, and ability to cope in response to the task. Results from the experiment will be presented and implications for clinical practice will be discussed. An emphasis will be placed on discussing findings as they relate to treating individuals who may be at risk for experiencing higher rates of social exclusion, such as those who hold stigmatized or marginalized identities.

Educational Objectives:
1. Explain the purpose Moffatt a logic model and see how it guides intervention development.
2. Describe the utility of a digital solution in promoting psychological flexibility.
3. Explain the role of experiential avoidance in reactions to ostracism.

83. Towards a science of competency
Plenary
Presenters speaking in English
Recorded CEs for Psychologists: 1 hour
Components: *Conceptual analysis, Didactic presentation, Literature review, Original data*
Categories:
Target Audience: Beginner, Intermediate, Advanced

David Gillanders, DClinPsy, University of Edinburgh

The science of psychological therapies has traditionally invested more energy in determining which therapies work in comparison to other therapies, than it has investigating either mechanisms of action or aspects related to success. In contrast, common factors advocates describe the effects of different psychological therapies as more or less equal, and cite the therapy relationship as one of the most well evidenced determinants of therapy outcome. The science of therapy competency could create a bridge between these positions. Competency can be thought of as the flexible coming together of the therapists' personal qualities (HEART), knowledge (HEAD), and behaviours (HANDS). Competent therapists can form and maintain strong relationships and use these as the vehicle to deploy their knowledge and skills in the service of their clients' growth and wellbeing.

Compared to the psychotherapy outcome literature, the science of competency is less well developed. Achieving precision in prediction and influence for this context means creating functional operational definitions and measurements of therapy competencies, and empirically demonstrating causal connections between training, competency, and client progress. Defining and measuring competency benefits various parties, including therapists, clients, and healthcare organizations. It allows therapists to track their development and maintain proficiency. Clients can be confident they are receiving quality therapy, while organizations can assure safe and effective care. However, overly rigid competency definitions can stifle innovation, and favour established methods and forms at the expense of functional thinking and creative ways of doing things.

The community of ACT practitioners has tended to navigate this challenge by favouring innovation in methods and ideas in comparison to having established procedures and guides. By emphasising function over form, this approach encourages scientific innovation and creativity though it can pose challenges for learners, clients, practitioners, and healthcare organizations seeking assurance of delivering effective therapy.

This talk explores the topic of competency in psychological therapy providing an overview of empirical evidence on competency measurement in Acceptance and Commitment Therapy. Different viewpoints will be explored, highlighting potential unintended consequences of various positions. Additionally, it shares ongoing work from the ACBS Strategic Pillar on Competency and Dissemination, offering suggestions for advancing our practice in a data driven way.

Educational Objectives:
1. Define therapeutic competency in ACT and understand how it has been measured.
2. Critically analyse the existing empirical evidence on assessment of therapy competency in ACT.
3. Explain multiple perspectives on defining and measuring competencies, including potential unintended consequences of different positions.

84. Behavioral science and technology to address deficits in symbolic behavior: Emphasis on reading and writing
Plenary
Presenters speaking in English
Recorded CEs for Psychologists: 1.25 hours
Components: *Case presentation, Conceptual analysis, Literature review, Original data*
Categories: Academics or education, Mobile or digital technology, Reading and writing behaviors
Target Audience: Beginner, Intermediate

Deisy das Graças de Souza, Ph.D., Universidade Federal de São Carlos (UFSCar)
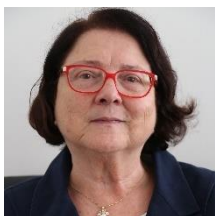
Deficits in symbolic functioning represent a substantial challenge for affected individuals, their families, and their communities at large. Illiteracy is especially challenging for individuals who live in a predominantly symbolic world. This presentation will summarize the efforts of a long-term basic and applied research program on reading and writing. The behavioral analysis of these behaviors - both at a conceptual and experimental level, has evolved into the development and evaluation of teaching programs for beginning readers, currently available for large-scale application in educational and clinical settings. Proficient reading and writing have been conceptualized as a complex network of stimulus-stimulus and stimulus-response relationships. Due to the generative potential of stimulus equivalence, this network evolves from instances of relational learning to a complex network of discriminated and interdependent operants. The stimulus equivalence paradigm guided the design of teaching procedures to promote these networks and teach repertoires under increasingly

complex stimulus control. The procedures were computerized and made available in a cloud environment, to benefit elementary school students who face the challenges of symbolic learning.

Educational Objectives:
1. Define symbolic behavior in general, and justify why reading and writing with comprehension and accuracy can be conceived as classes of symbolic behavior.
2. Identify the components of the main discriminated operants comprised in the reading and writing repertoires: textual behavior (reading), dictation-taking, transcription or copying.
3. Describe the processes by which the learning of arbitrary relations establishes the basis for the emergence of stimulus equivalence classes and for the derivation of textual behavior and dictation-taking.

85. Linking Case Conceptualization to Treatment Kernels: How a Process-Based Approach Can Support Clinical Intuition
   Workshop
Presenters speaking in English
Recorded CEs for Psychologists: 2.25 hours
Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*
Categories: <u>Processes of change, Clinical intervention development or outcomes, Case Conceptualization</u>
Target Audience: Beginner, Intermediate

Steven C. Hayes, Ph.D., University of Nevada, Reno and President, Institute for Better Health
Gijs Jansen, Ph.D., PsychFlex

Top-down normative categories such as those in the DSM & ICD diagnostic systems do not tell you what clients need. Psychological flexibility processes can be helpful in treatment decision making, especially as aided by clinical intuition once practitioners learn to read these processes in flight, but evidence-based case conceptualization methods are needed replace the DSM and to help focus the practitioner on the most important processes of change. In this workshop we will show in a step-by-step fashion how idionomic analysis can advance work within an ACT model through the combination of network thinking, an expanded psychological flexibility model, idionomic assessment, and "just in time" treatment kernels instead of protocols. These steps, supported by technology, provide a new vision for evidence-based therapy that is true to the roots of contextual behavioral science and that holds out hope to advance rather than to whither the importance of clinical experience, intuition, and the therapeutic relationship as ACT becomes more central to clinical intervention science and practice.

Educational Objectives:
1. Describe an expanded multilevel, multidimensional psychological flexibility model to be use to guide case conceptualization.
2. Connect idiographic process data to relevant therapeutic targets.
3. Utilize idiographic data to respond effectively and intuitively to sudden contextual changes in the client's life.

91. I Didn't Mean What I Said: Dealing with Emotions in Interpersonal Relationships: Türkiye Chapter Sponsored
   Workshop
Presenters speaking in English
Recorded CEs for Psychologists: 1 hour
Components: *Didactic presentation, Experiential exercises, Role play*
Categories: <u>Clinical intervention development or outcomes, Emotions, Interpersonal Relationships</u>
Target Audience: Beginner, Intermediate

Ahmet Nalbant, M.D., CanSagligi Foundation Center for Contextual Behavioral Science
Fatih Yavuz, M.D., Istanbul Medipol University

Secondary emotions, such as anger, can sometimes lead to conflicts in relationships, manifesting as communication, behavioral, or emotional issues. These conflicts may also obscure individual needs, desires, and values. Effectively addressing secondary emotions in therapy requires a functional analysis and a comprehensive functional analytic perspective for the person as a whole. In this workshop, we will present a functional analytic framework for working with secondary emotions in interpersonal contexts. We'll discuss how therapists can be aware of secondary emotions, understand their function, and utilize them in an ACT-congruent way.

Educational Objectives:
1. Explain of the role of secondary emotions in relationship problems.
2. Handle secondary emotions from a functional analytic perspective with clients.
3. Identify the possible functions of secondary emotions in interpersonal context.

93. Variation with Vignettes: Cultural Considerations within Contextual Behavioral Approaches: Diversity, Equity, and Inclusion SIG Sponsored
Panel
Presenters speaking in English
Recorded CEs for Psychologists: 1.25 hour
Components: *Case presentation, Strategic planning*
Categories: Methods/approaches for individual variation, Social justice / equity / diversity, Cultural Sensitivity
Target Audience: Beginner, Intermediate, Advanced

Chair: Lou Lasprugato, MFT, Private Practice
Jennifer Shepard Payne, Ph.D., LCSW-C, Kennedy Krieger Institute
Jacob Martinez, LPC, MKE Couples Counseling
Lucia Loureiro, Private Practice

Contextual behavioral approaches, including acceptance and commitment therapy (ACT), consist of core principles and processes that purport to be universally applicable to human behavior. However, sociocultural considerations, such as with respect to race, gender, sexual orientation, and intersectional identities, can have a significant impact on one's psychology, and thus can play a pivotal role in both assessment and in the tailoring of interventions to diverse populations. This panel discussion, now in its 4th iteration, albeit with each having had a different focus, will call upon contextual behavioral practitioners from diverse cultural and disciplinary backgrounds to provide insight on how to integrate cultural sensitivity and responsiveness within a given contextual behavioral approach. The panelists will be shown brief culturally-relevant video case vignettes and asked to offer an idiographic culturally-informed functional assessment, from any contextual behavioral perspective, along with a proposed intervention, as if in the room with the client. The audience will also have an opportunity to ask questions of the panelists.

Educational Objectives:
1. Explain how to conduct a culturally-informed functional assessment.
2. Integrate contextual behavioral approaches to best support idiographic care.
3. Formulate culturally-sensitive contextual behavioral interventions for diverse populations.

102. ACT-Enhanced Behavior Therapy for Trichotillomania
Workshop
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Role play*
Categories: Clinical intervention development or outcomes, Methods/approaches for individual variation, Trichotillomania
Target Audience: Beginner, Intermediate, Advanced

Presented by Eric Lee, Ph.D., Southern Illinois University

In the last couple years a considerable amount of new research has occurred on A-EBT for trichotillomania, making it the most supported psychosocial intervention for trichotillomania. We now have strong data on its use in individual therapy, in groups, via telehealth, and via asynchronous websites. A-EBT is validated for adults and adolescents. It is also tested across the world. A-EBT has a published treatment manual and a dissemination study testing its utility. In this workshop, I will teach participants how to fully implement the ten-session protocol. I will also teach general techniques in assessing for trichotillomania and tracking treatment gains. Finally, tips and tricks for complicated cases will be discussed. This is especially important as trichotillomania is an egosyntonic disorder, making it particularly difficult to treat. This workshop will be a mixture of lecture, demonstration, role-plays, and participant practice.

Educational Objectives:

1. Explain the A-EBT model of trichotillomania.
2. Diagnose trichotillomania and create a treatment plan.
3. Implement A-EBT for trichotillomania.

104. Aspects of metaphor use in contextual therapies
Panel
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis, Didactic presentation*
Categories: Clinical intervention development or outcomes, Processes of change, Use of metaphor as strategy in psychotherapy
Target Audience: Beginner, Intermediate

Chair: Fatih Yavuz, M.D., Istanbul Medipol University
Niklas Törneke, M.D., NT Psykiatri
Carmen Luciano, Ph.D., University of Almeria
Fran Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

Metaphor has always been an important therapeutic tool in acceptance and commitment therapy but also in many other models of psychotherapy. This panel will focus on some central aspects of why and how metaphor can be used to support therapeutic change. Each presenter will give a short introductory talk on a particular aspect of the subject and then give time for discussion, both between themselves and with the audience.

Educational Objectives:
1. Implement specific clinical principles in working with metaphor in therapy.
2. Differentiate between types of metaphors and select appropriate ones based on an understanding of which type of metaphor content is most effective.
3. Demonstrate their ability to use metaphors as a means to conceptualize the therapeutic process as a whole.

111. Long life to Social Connection: Using FAP principles to build up a meaningful life
Invited
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis, Original data*
Categories: Dissemination or global health strategies, Social justice / equity / diversity, Functional Analytic Psychotherapy
Target Audience: Beginner, Intermediate, Advanced

Amanda M. Muñoz-Martinez, Ph.D., Universidad de los Andes

We find ourselves in the era of hyperconnectivity, yet paradoxically, the pervasive feeling of loneliness has never been more palpable and painful. Loneliness has heavily affected our physical and behavioral health. Addressing loneliness requires revisiting a timeless remedy deeply embedded in our species' history: social connection. Reconnecting with the natural reinforcement that comes from being part of the pack would be the balm that we are looking for. To combat the profound impact of loneliness on our overall health, it becomes imperative to explore actionable steps. Drawing inspiration from the lens of Functional Analytic Psychotherapy (FAP), this presentation outlines strategies to transform both ourselves and our contexts. Grounded in the conceptual and empirical foundations of FAP, this presentation aims to prompt a thoughtful reflection on those dimensions and levels that influence our social connection. I will also discuss the necessity of enriching our behavioral repertoires to navigate a transformative journey toward more meaningful connections, not only in the clinical practice but in our community.

Educational Objectives:
1. Identify those factors associated with social connection at different levels and dimensions.
2. Explain the key interpersonal repertoires that support building up and maintaining social connection.
3. Recognize the impact of loneliness on people's health and the challenges faced in a hyperconnected world.

115. Should the content of thoughts be relevant for ACT and Process-Based Therapy?
   Panel
Presenters speaking in English
Recorded CEs for Psychologists: 1.5 hours
Components: *Conceptual analysis*
Categories: RFT / RGB / language, Processes of change, ACT, Process-Based Therapy
Target Audience: Beginner, Intermediate, Advanced

Chair: Fran Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz
Discussant: Carmen Luciano, Ph.D., University of Almeria
Harold B Robb III, Ph.D., ABPP, Private Practice
Nanni Presti, Ph.D., Kore University of Edna
Bárbara Gil-Luciano, Ph.D., Universidad de Nebrija; Madrid Institute of Contextual Psychology

Second-generation therapies paid great attention to the content of thoughts (or contents of the self). Contextual therapies, however, have tended not to consider these contents as particularly relevant and to focus attention on how the person responds to private events. This panel discussion brings together a cast of experts in RFT, cognitive-behavioral therapy (CBT), and ACT to explore the importance of paying attention to the contents of the self for ACT and Process-Based Therapy (PBT). The panel will discuss the potential of an RFT-based conceptualization for understanding the nature and organization of the contents of the self and its practical implications. This type of discussion may be useful for ACT and PBT and for the development of interventions that might be more sensitive to the individuals' histories.

Educational Objectives:
   1. Identify recent RFT approaches to analyze self-content.
   2. Discuss the role of the thought content for ACT and Process-Based Therapy.
   3. Identify how considering the thought content can help to conceptualize cases in ACT.

119. You, Us, Meaningful Change and Other Issues of the Heart
   Plenary
Presenters speaking in English
Recorded CEs for Psychologists: 1 hour
Components: *Literature review, Original data, Strategic planning*
Categories: Clinical intervention development or outcomes, Processes of change, ACT, Prosocial, Process-based Approach, Digital
Target Audience: Beginner, Intermediate, Advanced

Andrew Gloster, Ph.D., University of Lucerne

The Association of Contextual Behavioral Science (ACBS) consists of a wonderfully diverse group of mental health practitioners, scientists and advocates across the world – all with the common goal of increasing the well-being in those we serve. The breadth of the work accomplished by ACBS members (including you) is impressive and a testament to the importance of ACBS. In this talk, I will examine some of the areas in which contextual behavioral science is currently being applied. I will discuss some of the studies my colleagues and I conducted that examine questions that have fascinated me, such as: Is Acceptance and Commitment Therapy (ACT) effective in helping clients meaningfully change in ways that they care about when previous treatments failed? Is psychological flexibility a salient target for public health promotion? Can CBS-based treatment kernels increase prosocial behaviors in the general population? When examining these questions, I will further explore how a process-based approach to therapy can be used to augment these questions, so that we can better care for those we serve.

Educational Objectives:
   1. List and explain at least three areas where contextual behavioral science is currently being applied, such as Acceptance and Commitment Therapy (ACT) and public health promotion.
   2. Discuss and evaluate the effectiveness of ACT in helping clients achieve meaningful changes when previous treatments have failed, citing specific studies and their outcomes.
   3. Analyze and describe how a process-based approach to therapy can be utilized to enhance the application of contextual behavioral science, specifically in augmenting treatment outcomes and addressing complex clinical questions.