

Training Committee

Request for Peer Review

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

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

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

(1) Agree to the list of values and principles for ACT trainers;

(2) Have a terminal degree in a behavioral health field;

(3) Be known to be of good character in the organization’s sole discretion;

(4) Be highly effective in the core skills and competencies of an ACT therapist; and

(5) Be highly effective in training others in ACT.

(6) Have a good working knowledge of the basic science and philosophy that underpin ACT vis-a-vis- behavior analysis, relational frame theory, and functional contextualism

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

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

If it is determined that materials needed to adequately demonstrate varied competency requirements were missing from the application, the applicant would have one year (12 months) from the date of this determination to submit the requested materials for consideration.

Jim Lucas, jim@openforwards.com

Abbie Lanning, support@contextualscience.org

**CONTACT INFO**

Name: Click or tap here to enter text.

Occupation/Position: Click or tap here to enter text.

Full Mailing Address: Click or tap here to enter text.

Work Phone Number: Click or tap here to enter text.

Mobile Phone Number: Click or tap here to enter text.

Email Address: Click or tap here to enter text.

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

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

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

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

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

2b) My degree is in:

Click or tap here to enter text.

**CRITERION 3 - Applicant is known to be of good character in the organization’s sole discretion.**

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

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

[ ]  A list of references that the reviewers can contact.

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

**CRITERION 4 - Applicant has shown that they are highly effective in the core skills and competencies of an ACT therapist.**

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

[ ]  Copies of published ACT case presentations

[ ]  A compilation of your clinically relevant postings on the ACT/RFT listserv

[ ]  ACT treatment manuals or protocols that you have written

[ ]  A letter on your own behalf discussing ACT-relevant clinical experience.

[ ]  **Other forms of supporting documentation.** (CVs or resumes are always helpful. Please feel free to include them with your application materials.) Please describe here:

Click or tap here to enter text.

**CRITERION 5 - The applicant has shown that they are highly effective in training others in ACT.**

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

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

**5i) Work samples**

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

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

* [ ]  You can request that your training be observed by two trainers at an upcoming World Conference or other training event. If you choose this option, please complete the Observation Request for Trainings form here: <https://contextualscience.org/webform/observation_request_form_for_trainings_0>
* [ ]  Submit a video sample of a training event. The committee will have two current ACT trainers watch the video samples you provide and fill out the ACT Training Observation Form in relation to those samples.
* [ ]  Other, please describe: Click or tap here to enter text.

*A note on selecting material to be observed.* Some training events may be more appropriate for demonstrating competence in training ACT than others. In selecting a training event to be observed, consider whether you will be able to demonstrate most or all of the ACT trainer competencies shown on the [ACT Training Observation Form](https://contextualscience.org/files/Observation%20Form_0.pdf). For example, a purely didactic training would not be a good event to have trainers observe, as you will not be likely to have the opportunity to demonstrate many of the competencies. If you are submitting a video recording of your training, you may want to consider including multiple segments, which demonstrate different trainer competencies. Another recommendation would be to watch your own video recorded training events and evaluate yourself on the observation form to assure yourself that you have covered most of the competencies before you submit a video sample. There is further guidance on this at <http://contextualscience.org/training_standards>.

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

As part of your application to become a peer reviewed ACT trainer you need to show a good level of knowledge of how ACT and ACT training is underpinned by basic science and philosophy (RFT, Behavior Analysis, & Functional Contextualism). Also, you should be able to transmit this knowledge, and the value to the scientific enterprise, in a way that is appropriate to the training audience. This is considered an essential skill for a Peer Reviewed Trainer (PRT).

Overview of the essay requirement

We are aware that there is an important distinction between being able to write an essay about your knowledge and being able to effectively communicate that knowledge to a training audience. We also acknowledge that writing in a language that is not one’s native language may create additional challenges and potential barriers for individuals. At the same time, as ACT has developed and progressed via scientific development and part of the scientific development is writing skills, being able to demonstrate proficiency at written communication of these concepts is a desirable part of the repertoire of a PRT. Thus, there are two written essays required as part of the PRT application process, one on Relational Frame Theory (RFT) and Behavior Analysis (BA) and the other on Functional Contextualism (FC). These essays are an opportunity for you to demonstrate your ability to read and integrate the basic science in your training or practice.

Grading of the essays

Essays will be scored by members of the Training Committee (TC) based on the [marking criteria available here](https://contextualscience.org/files/Basic%20Science%20Essay%20Questions%20and%20Marking%20Criteria.pdf). Applicants are encouraged to read the criteria prior to writing the essay to understand what the reviewers will evaluate. These essay ratings will then be forwarded on to the PRT reviewers who will be evaluating the rest of your application material.

If an essay does not receive a passing evaluation, the applicant will be encouraged to revise the essay and resubmit it. Thus, this is seen not as a pass/fail evaluation, but rather a process of revision that is common in scientific writing. This process allows for the individual to refine their skills in a particular area. As may happen in peer reviewed publications, sometimes the process will take more than one submission.

Recommendations for the essays

Demonstrating precise use of basic science terms (for example, BA or RFT terms), in the essay is important. Paraphrasing existing materials without demonstrating understanding or applying the concepts is not acceptable in this context. One way of demonstrating fluency with the material is to include personal examples of when things may not have gone as planned, times when the applicant noticed psychological rigidity blocking them from engaging or applying concepts fully, or times when, looking back on it, they would have done something differently. These essays are not necessarily meant to be examples of perfection, but rather reflections that demonstrate in depth knowledge and ability to apply these concepts flexibly, including learning from past errors.

A PRT is able to tailor their training to be accessible to the particular training context and audience they are addressing. For example, an effective trainer would likely use different ways of speaking when trying to convey a concept such as Transformation of Function depending on whether they are speaking to an audience of Behaviour Analysts, primary school teachers or nurses. Thus, applicants are encouraged to specify the unique context of the training audience they are referring to in their essays. Examples of how basic science has contributed to the development of your ACT competencies or has informed your training methods will add efficacy to your essay and is encouraged both in the form of precise use of terminology and effective examples relevant to a specific audience.

[Basic science essay questions and marking criteria](https://contextualscience.org/sites/default/files/2024-10/Basic%20Science%20Essay%20Questions%20and%20Marking%20Criteria.pdf)

https://contextualscience.org/sites/default/files/2024-10/Basic%20Science%20Essay%20Questions%20and%20Marking%20Criteria.pdf

[Basic science essay questions and marking criteria (leer en español)](https://contextualscience.org/sites/default/files/2025-01/Competencia%20en%20RFT%20y%20Preguntas%20de%20Ensayo%20de%20BA%20-%20espa%C3%B1ol.pdf)

https://contextualscience.org/sites/default/files/2025-01/Competencia%20en%20RFT%20y%20Preguntas%20de%20Ensayo%20de%20BA%20-%20espa%C3%B1ol.pdf

Please include the essays as two separate Word Documents when you submit your application.

*Please note that AI cannot be used except for translation, and essays may be subjected to AI checkers.*

**Payment Information**

As of January 1, 2014, a non-refundable application fee of $80 USD (or $10 USD for those in Developing Nations) must accompany this application.

If you’d like to make a payment using PayPal, please see instructions here: http://contextualscience.org/paypal.

Payment via:

[ ]  Visa [ ]  MasterCard [ ]  American Express

Card #: Click or tap here to enter text. Exp. Date: Click or tap here to enter text.

CSC (3 digit card security code): Click or tap here to enter text.

Signature: Click or tap here to enter text.

# **PEER REVIEWED ACT TRAINERS VALUES STATEMENT: VISION AND MISSION**

# **PRINCIPLES AND CONDUCT**

[**Leer en español aquí.**](https://contextualscience.org/files/Peer%20Reviewed%20ACT%20Trainers%20Values%20Statement%20-%20Approved%2012-2021%20-%20Espa%C3%B1ol.pdf)

**VISION STATEMENT**

Peer reviewed ACT trainers (PRTs) are dedicated to the alleviation of suffering and the advancement of well-being through research and practice grounded in contextual behavioural science.

**MISSION STATEMENT**

ACT peer-reviewed trainers are committed to honouring three key missions in their training endeavors:

1. Quality - providing outstanding training, guided by science and constant improvement;
2. Contribution - promoting and applying CBS related methods and understandings as a way of making a positive difference in the world for individuals and groups while recognizing the role of culture in these endeavors; and
3. Connection - supporting, nurturing, and learning from one another to improve quality, competence, and contribution.

**PRINCIPLES AND CONDUCT**

ACT peer reviewed trainers are dedicated to a set of professional values and principles that guide and inform a code of conduct. The principles are linked to prosocial behaviour and based on values of Competence, Beneficence, Nonmaleficence, Responsibility, Integrity, and Respect for People's Rights and Dignity. This code is designed to guide responsible behaviour, to protect, serve, and benefit clients, trainees, and colleagues, and to improve ACT training and the broader community.

1. **Competence (delivery of quality training founded in science and maintained over time)**

PRTs strive to provide high-quality and effective training and are committed to improving knowledge, skill level, and competent delivery of ACT in their dissemination efforts. As such, PRTs will:

* + Seek to foster and have a working knowledge of the basic science (e.g., ACT, behavioral analysis and Relational Frame Theory [RFT]) upon which ACT depends, sharing this information as appropriate in training, as well as seeking knowledge in and being guided by the existing evidence on the outcomes and processes involved in ACT. As such, PRTs will attend local chapter ACBS or international ACBS conferences a minimum of once every 3 years (in person or virtual). Exceptions shall be submitted to the Training Committee (TC) or appointed trainer's body for review and approval;
	+ Seek to inform trainees about current empirical literature regarding core ACT skills and competencies and to educate trainees which of these are being addressed in any given training process;
	+ Attend meetings of ACT trainers to learn of new methods, applied and basic science innovations, and to share training ideas and technological innovations in an open and collegial way. As such PRTs will attend the trainer's meeting at least every two years (in person or virtual). Attendance can be in person or via internet/conference telephone. At least one virtual/recorded option will be offered every two years. Exceptions shall be submitted to the TC or appointed trainer's committee for review and approval;
	+ Commit to open evaluation of ACT training processes (e.g., didactic, experiential, online, supervision, etc.) whenever possible and to working with others to develop methods to accomplish that goal;
	+ Produce/collect formal workshop evaluation summaries regularly in the service of personal training improvement, consider these evaluations for improvement in training and seek consultation as needed.

**Note:**

While ACBS's goal is to maintain the highest standards of quality and competence in reviewing trainer applications, passing the review is not a guarantee of credentials or competence. The PRT list is not an endorsement but rather an indication of a commitment to excellence, community, and service.

ACBS is not responsible for the actions of any peer reviewed ACT trainer, and no legal or financial liability is implied, even under circumstances where a complaint has been found to be genuine. Financial or legal liability for ACT training remains entirely the responsibility of the individual ACT trainer.

1. **Beneficence (action done for the benefit of others)**

PRTs strive to benefit their peers, recipients of their training, and the integrity and quality of the community by engaging in prosocial behaviour related to these endeavors. As such PRTs will:

* + Contribute to keeping the worldwide ACT / RFT community collegial, open, non-discriminatory, coherent, and effective in producing valued outcomes;
	+ Emphasize methods of connecting with ACT work and training that are low cost, or where feasible, no cost so as to keep the focus on benefit to others as distinct from personal financial gain [Examples: pro bono and low-cost training for students; or referring others to the free materials available on the ACBS website and ACT listserv];
	+ To the degree possible, consider training materials to be community assets, keeping them in the public domain, making protocols, innovations or measures related to ACT in combination with other procedures rapidly and readily available, for free where practicable or for a low cost, and without unnecessary restrictions or expectations of personal gain. [Comment/Example: PRTs agree to minimize the barriers to others using what they have learned in CT or ACT-related areas. It is a fair ask to have your work acknowledged by citation but beyond that the goal should be to get innovations to adopters. For instance, if a PRT downloads an ACT protocol from the website and adapts it, they would then be expected to post their adaptations in the spirit of dissemination. Restrictions such as "You can use my protocol but only if you employ me on your grant" would be a violation of the spirit of this principle];
	+ Not develop proprietary restrictions in particular methods of ACT or of other methods in combination with ACT. [Comment/Example: This is an extension of other values. For instance, ACT trainers refrain from claiming that they are the only person who can train in "Special ACT." If this type of action is taken, the PRT is engaging in a self-certification process, which would not be appropriate. If the PRT develops a real innovation, disseminate it so others can use and train in it. This does not prevent PRTs from describing their expertise – it is the attempt to restrict forms of training that are problematic];
	+ Not use listing oneself as an ACT trainer to promote alternative proprietary methods [Example: Certified EMDR trainer using PRT status on the ACT website as a method of generating EMDR training];
	+ Not set up proprietary or otherwise certification processes for ACT or other methods in combination with ACT [Comment/Example: PRTs agree not to set up a proprietary "ABC Institute/Company" for ACT training and offer to certify ACT practitioners. It is recognized that some countries have governmental policies that require a certification in skill to practice. However, as PRTs have committed to not offering certification in ACT, they seek to find other ways to address their governmental procedures and practices that do not involve offering any proprietary recognition or certification in ACT. In addition, this principle applies to combination treatments. If they contain ACT components, PRTs agree not to set up the "Institute for Mindfulness-Based ACT (MBACT)," with such attendant certification processes. This does not prohibit course credit, continuing education credits, nor other documentation of training completion, nor knowledge testing, competency assessment, and other methods of documenting training impact, skills learned, or quality of care provided.];
	+ Not set up proprietary recognition for ACT trainers or of other methods in combination with ACT.
	+ Engage in and document no less than 5 hours per year, depending on need, hours of pro-bono work to the benefit of the trainer's community and their ongoing committees/reviews/projects, etc. [Examples: Reviewing for JCBS, serving on Training Committee and ad hoc committees, pro bono mentoring or supervision related to the goal of becoming PRT, mentoring scholarship recipients, etc.].
1. **Integrity**

PRTs shall promote accuracy, honesty, and truthfulness in the science, teaching, and practice of ACT/RFT/Contextual science. As such PRTs:

* + Encourage coherent and effective technological innovation and theoretical development within the ACT training, practice, and research communities;
	+ Foster the empirical evaluation of ACT and its empirically driven development;
	+ Avoid conflicts of interest in training work or training agreements that might be viewed as compromising the integrity of the training process;
	+ Speak for oneself rather than for the entire ACT / RFT community in trainings, particularly when there are a variety of informed views within that community on a specific issue;
	+ Attempt to link their work and innovations to basic principles, including RFT, and to support others in building such connections.

**CONDUCT: Good Character**

PRTs are required to maintain good standing in the ACBS Community and in their professional settings due to the potential influence they may have as a trainer.

**ASPIRATIONAL BEHAVIOR STANDARDS**

Beyond the required "good character" criteria to become a PRT, it is hoped that PRTs reach beyond this standard to create a community of collaboration, support, collegiality, and respect. It is desirable for PRTs to conduct themselves in a values-based manner, including but not limited to the **ideals** listed below.

1. **Respect People's Rights and Dignity**

PRTs respect the dignity and worth of all people and the rights of individuals to privacy, confidentiality, and self-determination. PRTs acknowledge and appreciate our human communalities. PRTs are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, impact of global warming, and stay informed about empirical findings related to the training and delivery of ACT when working with any such group. PRTs try to eliminate biases based upon those factors from their work, and they do not knowingly participate in or condone activities of others based upon such prejudices.

1. **Responsibility**

PRTs uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behaviour, and seek to manage conflicts per the Trainer Conflict Transformation Process. As such PRTs will:

* + Be respectful in communications, even while disagreeing with another's point of view;
	+ Make every effort to properly attribute credit for new ideas or viewpoints to the source of those new ideas or viewpoints;
	+ Use discretion in social media postings, conversations, or debates involving ACT or CBS principles.
1. **Nonmaleficence (act in ways that do not inflict harm/cause harm to others).\***

Because PRTs scientific and professional judgments and actions may affect the lives of those in the ACBS community and others, PRTs will remain aware of and avoid engaging in any behaviour that may inflict harm on others. As such, PRTs will:

* + Attempt to support and lift up other trainers in a cooperative way;
* Avoid engaging in problematic behavior, including but not limited to abuse of power, sexual harassment, exploitation of trainees/supervisees, plagiarism, discriminatory behavior or language, etc.;
* Avoid use of anti-competitive practices (i.e., practices that reduce or prevent competition) or engage in monopolistic practices in fact or spirit (i.e., practices that have monopolistic impact even though no monopolistic intent);
	+ Acknowledge the work of others. If including or using other's work in personal presentations, PRTs agree to acknowledge the source of these materials (if the source is known);
	+ Recognize the power of social media communications and maintain the highest standards of conduct in all social media activities. In upholding standards of professional conduct, PRTs agree to treat this medium as public record and be appropriate at all times. Constructive messages and posts are expected. Hostile or intimidating messages should not be posted online or sent backchannel. These include messages to/about individuals as well as organizations.

**\* Note:**

**Concerns about professionalism, therapist/patient relationship, etc. should be directed to the trainer's licensing board or comparable entity. While concerns about character and ethics should be brought to the trainer's licensing board or comparable entity when appropriate, the official results from those reviews may be reported to the Training Committee and the Complaint standard operating procedure will be used to determine if PRT list eligibility still exists. Verdicts by a licensing board or a court may be considered relevant to the criteria of "good character" and will be considered by the Training Committee concerning list eligibility.**

**ACKNOWLEDGEMENTS**

PRTs acknowledge that the ACBS Training Committee (TC) has the authority to ensure compliance with this Peer Reviewed ACT Trainers Values Statement: Vision, Mission, Principles, and Conduct. A violation of these principles or a complaint about a PRTs training will thus be considered by the TC. Depending on the violation or complaint an attempt to resolve or correct the issue may occur. If a PRT appears to be in violation of any of these Standards, following investigation, they may be subject to removal from the PRT list and reapplication will be determined by the TC commensurate with the violation. The specifics of removal are to be determined by the TC and/or ACBS Board as necessary. Behavior that is considered to be especially egregious (e.g., assault, mistreatment or ethical violations with clients, etc.) may call for immediate action by the TC or ACBS Board.

PRTs acknowledge that if their PRT status is revoked, then all references to themselves as a PRT shall cease, including removal of PRT status in verbal and/or written claims from email, websites, etc. If references to themselves as a PRT continue (e.g., continuing to refer to self as PRT on website or in advertising) these statements will be considered fraud and an ethics violation and will be reported to relevant licensing agencies and other interested parties, or possibly stated publicly as deemed appropriate by ACBS.

PRTs acknowledge that if their license to practice in their field of study is revoked, suspended, or restricted, they must report this action to the ACBS Training Committee Chair. PRTs will provide the ruling/judgment from their licensing board. If PRTs do not report revocation, suspension, or restriction of their license to the Training Committee within 60 days, and it is discovered in another way, they will immediately lose their PRT status and will be ineligible to reapply for PRT status for 2 years, and they shall cease to refer to themselves as a PRT as noted above.

PRTs acknowledge the importance of their ACBS membership and will keep their membership current. PRTs will not let their membership to ACBS lapse for more than one year without being removed from the PRT list. Reinstatement will be determined by the TC and may include the length of time ACBS membership has lapsed.

My signature indicates that I have read, understood, and agreed to uphold the Vision, Mission, Principles, and Conduct as a Peer Reviewed Trainer and agree to engage in behaviours that are in the spirit of supporting the prosocial process within the trainers and larger ACBS community. I agree to abide by the Vision, Mission, Principles, and Conduct and that not abiding by them will result in being removed from the peer reviewed trainers list. I also agree to renew this commitment on a biennial (every two years) basis.

Click or tap here to enter text. Click or tap to enter a date.

Signature Date