



Setting the Stage

In ACT Supervision and Consultation

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Agenda

1. Experiential exercise: flexible context sensitivity in consultation
2. Reflection: self-as-instrument (creating a context) in consultation
3. Presentation: setting the stage (Lou's approach)
4. Discussion: setting the stage (other ideas/considerations)

Exercise: Deictically Orienting to the Supervisory Relationship*

- ◆ Aim: to build flexible context sensitivity and functional coherence in consultation
- ◆ Steps:
 1. Bring to mind a supervisee/consultee
 2. Consider this person's unique reasons, goals, challenges, and vulnerabilities
 - ◆ Notice any thoughts or feelings arising as you consider these contingencies
 3. With this context in mind, imagine looking through their eyes – how do they see you?
 - ◆ What might they be looking for or needing from you?
 - ◆ How might they feel in your presence?
 4. It's the near future - you are preparing to see this person for a session - you zoom out to observe the space between the two of you – what's that like?
 - ◆ What qualities do you want to infuse into that space?
 5. Five years from now, what do you want them to have taken from your time together?

Self-As-Instrument



What kind of music (context) are we playing (creating)?

Setting the Stage: Questions for Consultee

- ◆ Current educational/professional status and work setting(s)
- ◆ What training and/or consultation have you had in ACT and/or other contextual behavioral approaches?
- ◆ What are your values as a clinician; what matters most to you in the work you do?
- ◆ What challenges do you face as a clinician; where do you get stuck?
- ◆ What are your current goals/objectives for training and consultation?
- ◆ If there's anything about your personal identity or history that may be relevant to consultation, you can share it here:

Setting the Stage: Assessment

- ◆ ACT Knowledge Questionnaire – Revised (AKQ-R)
 - ◆ 9-item self-report measure of conceptual knowledge
- ◆ ACT Situational Judgment Test (ACT-SJT) – being revised for publication
 - ◆ 10-item multiple-choice measure to evaluate ACT-congruency of clinical responses
- ◆ ACT Fidelity Measure (ACT-FM)
 - ◆ 25-item measure of process-based (consistent/inconsistent) behaviors of clinician with respect to the three pillars and therapeutic stance
 - ◆ Alternative: ACT Core Competencies Rating Form (ACT-CCRF)
- ◆ Mindful Healthcare Scale (MHS)
 - ◆ 13-item self-report measure to assess psychological flexibility among clinicians

Setting the Stage: Tasks and Methods

- ◆ Given the consultee's goals/objectives and stage of knowledge/competency:
 - ◆ Discuss possible tasks and methods:
 - ◆ Brief didactics (to fill in knowledge gaps)
 - ◆ Experiential exercises (for self-practice/self-reflection)
 - ◆ Video vignettes (for process-based assessment practice)
 - ◆ ACT Grid (for functional-analytic case conceptualization)
 - ◆ Role/real-plays (for hands-on skill-building modeling/practice)
 - ◆ Session recordings (for feedback on timing and skillfulness of interventions)
 - ◆ Discuss boundaries between supervision/consultation and psychotherapy
 - ◆ Willingness and consent with personal material/vulnerabilities (especially real-plays)