

ATTITUDES TOWARD ACCEPTANCE AND COMMITMENT THERAPY AMONG PSYCHOLOGY STUDENTS AT THE UNIVERSITY OF BUENOS AIRES



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1. INTRODUCTION

Attitudes toward **Acceptance and Commitment Therapy (ACT)** may shape students' interest and training choices. However, **little is known about students' attitudes toward ACT**, especially in **Argentina**, where behavioral-contextual therapies are scarcely represented in undergraduate curricula.

2. OBJECTIVE

To examine attitudes toward ACT among psychology students at the University of Buenos Aires.

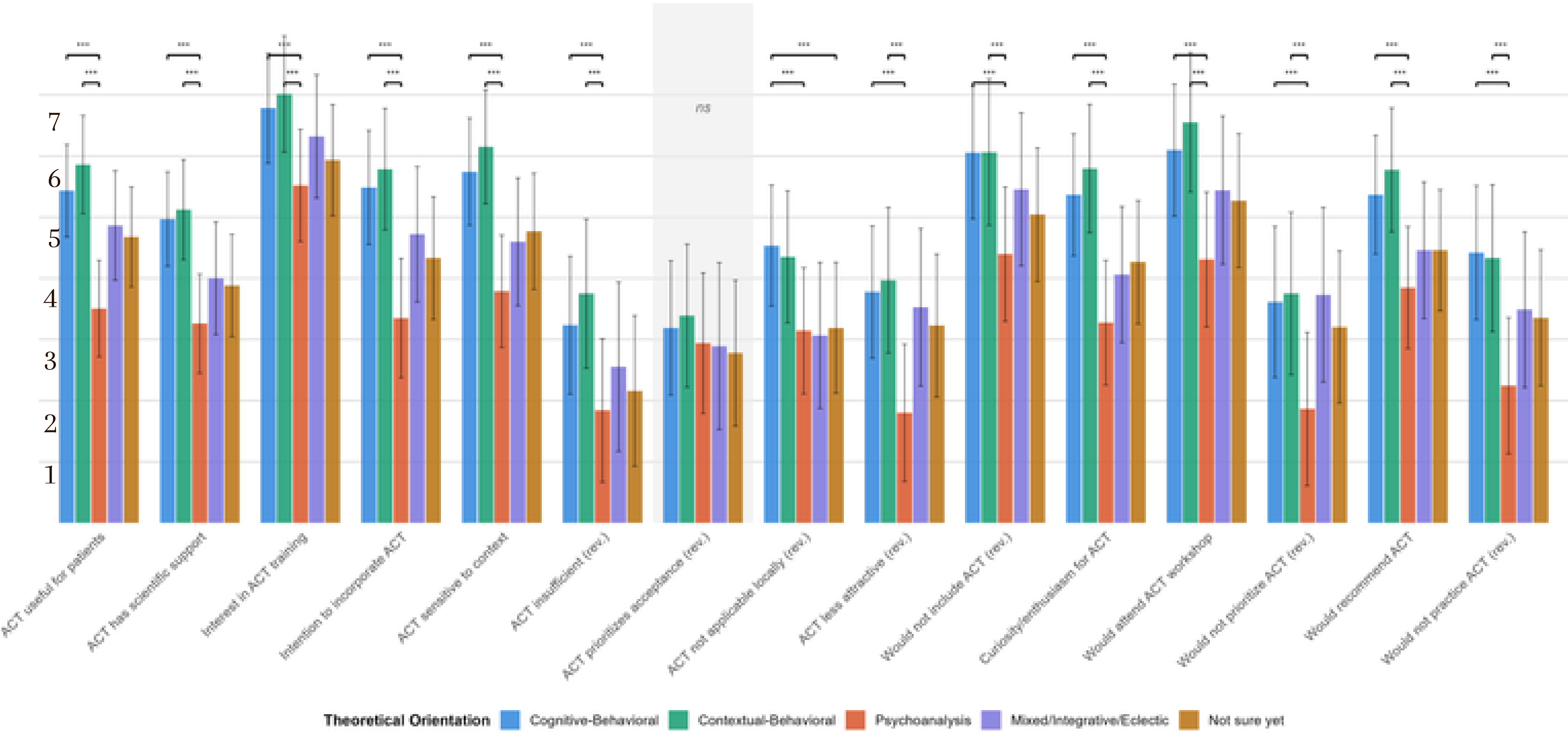
3. METHOD

- An ad hoc 15-item Likert-scale questionnaire assessed attitudes toward ACT in December 2025.
- N = 342 students.
- Spearman correlations, ANCOVAs, and Cluster Analysis.

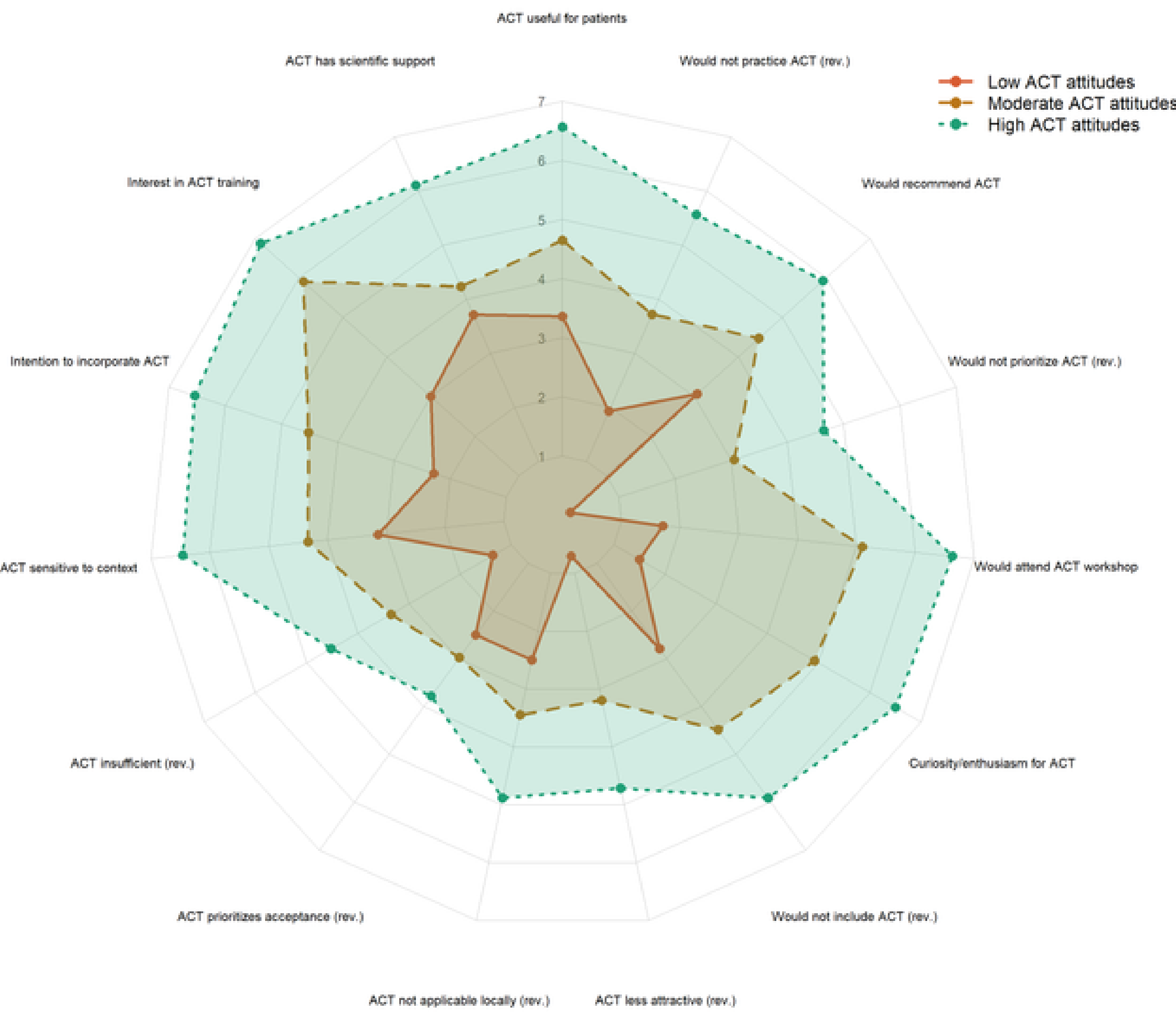
4. MAIN FINDINGS

A. ACT ATTITUDES BY THEORETICAL ORIENTATION

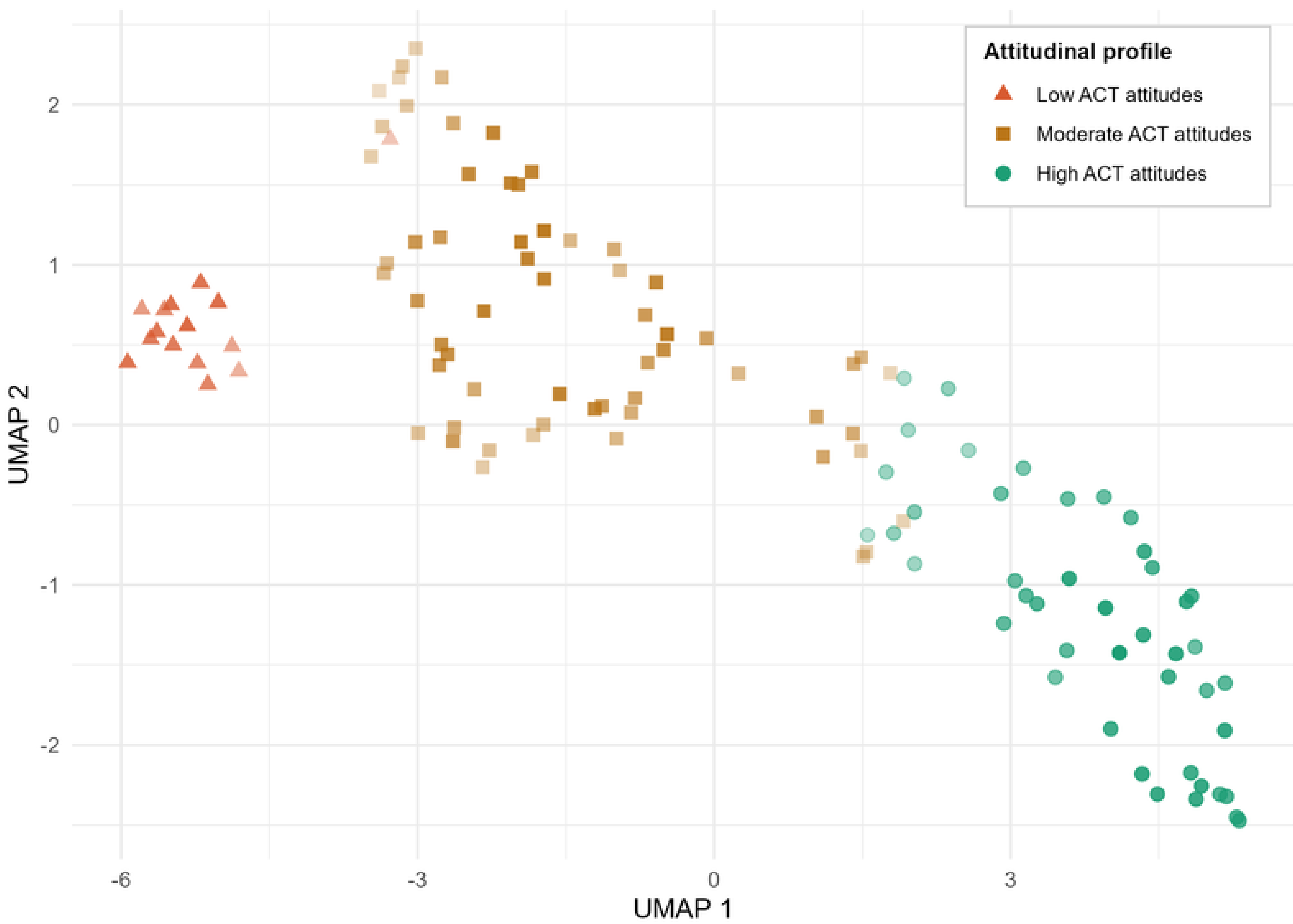
- Mean scores (1-7) for each questionnaire item
- Higher scores indicate more favorable attitudes toward ACT



B. ATTITUDINAL PROFILES



C. FUZZY ATTITUDINAL PROFILES IN UMAP SPACE



Three profiles emerged: Low, Moderate and High ACT attitudes. The high profile shows stronger endorsement across all domains

Fuzzy clustering supported a three-profile solution capturing uncertainty in profile membership

5. KEY TAKEAWAYS

Higher ACT attitude scores were **associated** with: more interest in evidence-based practice, ACT knowledge, and approved courses.

Scores differed by **preferred theoretical orientation**, with higher scores among behavioral-contextual and cognitive-behavioral students and lower scores among psychoanalytic students.

Theoretical orientation predicted responses on 14 of 15 items, even after controlling for age, gender and academic cycle.

Favorable attitudes toward ACT were linked to **prior exposure to the model** and **positive attitudes toward evidence-based approaches**, suggesting that training contexts may shape students' views.

REFERENCES



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