



**ACBS** | Association for  
Contextual Behavioral  
Science

[contextualscience.org](http://contextualscience.org)

24-28 July 2023  
Nicosia, Cyprus

View Conference Program  
and Recordings Online!



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### Message from our World Conference 2023 Program Chairs

Anthi Loutsiou and Amanda Rhodes

We are delighted to welcome you to the 2023 World Conference for the Association for Contextual Behavioural Science. This is the first international conference focusing exclusively on contextual behavioral science to come to this part of the world. Cyprus is the perfect place to host the ACBS World Conference as it sits at the crossroads of three continents and its rich history includes inhabitants dating back 9,000 years.

As co-chairs, we have been working passionately with the Program Committee, Conference Strategy Committee, Plenary Committee, Organizing Committee, and ACBS Staff to offer you an exciting and fulfilling hybrid conference. The annual ACBS conference provides a unique opportunity for both new and seasoned members of our community to connect, learn, and grow together - and have quite a bit of fun too!

Whether you're at home or in Cyprus, we couldn't be more excited for you to experience all of the wonderful offerings in this year's extraordinary programming. We will have plenary presentations from world-renown experts and speakers including Lucy Johnstone, Maria Karekla, Susan Michie, and Pádraig Ó Tuama. The program also includes exceptional invited addresses by Vera Araújo-Soares, Tamar Black, Raimo Lappalainen, and Alexandros Lordos. Excitingly, newly inducted fellow, Roger Vilardaga, will be giving the Inaugural Fellow's Address. In this year's program, we have a special highlight on sessions where interventions can be maximized in terms of impact. Specifically, we have highlighted sessions that showcase work in the critical age group of children and adolescents and at a community/preventative level to tackle challenges on systemic and global scales.

A special thank you to our ACBS President Maria Karekla who had the vision to bring the conference to this part of the world. We sincerely thank all the volunteers who have donated their time over the past year (or more) to execute this incredible event. Specifically, we'd like to thank the reviewers of the submissions and the members of the Program Committee for their time and hard work. We'd also like to give a big shout out to those involved in the Organizing Committee who were integrally crucial in the planning and execution of this event at the University of Cyprus and to the members of the Greece & Cyprus ACBS Chapter who offered all around support! And, we'd like to thank the Conference Strategy Committee (CSC) who spent years planning and organizing our conferences. We are also immensely grateful to the sponsors of this conference for their substantial support and especially to the University of Cyprus.

Lastly, we want to acknowledge and show our heart-felt appreciation for the detailed and careful work carried out by ACBS Executive Director Emily Rodrigues and the ACBS staff. Behind the scenes, ACBS staff keep this organization a well-oiled machine and our profound gratitude goes out to the whole team who tirelessly dedicate hundreds of hours to our annual conferences.

Whether virtual or in-person, we wholeheartedly welcome you to ACBS World Conference 2023 taking place in and inspired by the historic city of Nicosia, Cyprus. We wish you all a curious and connected time here.

Amanda Rhodes, Psy.D. and Anthi Loutsiou, Psy.D.  
Co-Chairs, ACBS World Conference 2023 - Nicosia, Cyprus



### Welcome from the ACBS President

I am so very excited to welcome you to my beautiful island and our ACBS World Conference 2023. I have been dreaming of hosting the conference and all of you in my country for years, and I am thrilled that this is happening this year. I hope you enjoy both Cyprus and our conference with all the incredible talks, workshops, symposia, panels, ignites and posters offered this year. Dozens of volunteers, our Conference Strategy Committee, Program chairs, our local Organizing Committee and our central ACBS office, have worked hard for a whole year to put together this hybrid conference that we hope will appeal to researchers, therapists, students, and health professionals attending from all around the world. Cypriots are well known for their hospitality and we hope you have the best conference experience ever.

Cyprus, with its rich history, vibrant culture, and diverse community, serves as the perfect backdrop for our ACBS gathering. Our island has long been a crossroads of civilizations, where ideas, knowledge, and experiences intertwine. Now, we have the opportunity to harness the power of behavioral science to shape a better future for individuals, communities, and societies at large. Throughout history, Cyprus has exemplified resilience, adaptability, and a spirit of unity. Today, we extend that spirit to the field of contextual behavior science, recognizing the significance of collaboration and interdisciplinary efforts. Our collective knowledge, research, and expertise will forge new pathways, dismantling barriers and unveiling groundbreaking insights into the intricate workings of human behavior.

Over the course of this conference, we will engage in thought-provoking discussions, exchange innovative ideas, explore the latest research findings and of course have fun! As we embark on this intellectual journey, let us remember that the work we undertake here extends far beyond the confines of this conference. Our shared vision and commitment to behavioral science hold the power to affect meaningful change in our societies, uplifting individuals, and fostering greater well-being.

I encourage each one of you to actively participate, network, and collaborate. Let us seize this opportunity to forge lasting connections, exchange best practices, and lay the foundation for future collaborations that will shape the future of our contextual behavior science.

Sincerely,  
Maria Karekla, Ph.D. - ACBS President

### ACBS Board

#### President

Maria Karekla, Ph.D., University of Cyprus (Cyprus)

#### Past-President

Miranda Morris, Ph.D., Founder, True North Therapy and Training (USA)

#### President-Elect

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Rhonda Merwin, Ph.D., Duke University Medical Center (USA)

#### Student Representative

Melissa Miller, Wichita State University (USA)

Incoming Board Members (2023):

#### President-Elect

Rhonda Merwin, Ph.D., Duke University Medical Center (USA)

#### Members at Large

Jacob Martinez, LPC, Private Practice (USA)

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Kennedy Krieger Institute (USA)

#### Student Representative

Sandro Voi, University of Hertfordshire (UK)

#### Executive Director (non-voting)

Emily N. Rodrigues, ACBS

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

### CE Credits & Certificates (with hours)

Please remember to **scan in and out** at the beginning and end of each session using our scanner system. If there is a problem and the scanners are not working, please make sure to sign in and out on the yellow attendance sheet provided. **We cannot give Continuing Education credit if you do not scan/sign in and out.** Those arriving more than 15 minutes late or leaving before the entire session is completed will not receive CE credits.

**CE credits are NOT available for IGNITE sessions, Chapter/SIG/Committee meetings, or other lunchtime sessions.**

**CEs for BCBAs are not available for all sessions.** Check here for a list of eligible sessions:

[https://contextualscience.org/wc2023\\_ce\\_credits](https://contextualscience.org/wc2023_ce_credits)

For those earning CEs for BCBAs, we will email you a printable copy of your certificate by 28 September.

CEs for psychologists are available for viewing select recorded sessions. To earn credit for watching RECORDED sessions, you must watch the complete session and successfully pass a quiz with a 75% or higher score. **You must complete and pass the required post-test quizzes by 30 October, at the latest.** See the full list of sessions eligible for RECORDED credits and links to the post-tests here:

[https://contextualscience.org/wc2023\\_ces\\_for\\_psychologists\\_posttest\\_links](https://contextualscience.org/wc2023_ces_for_psychologists_posttest_links)

For those earning CEs for psychologists, we will email you a printable copy of your certificate with the total credits you earned attending sessions live (24-28 July) by 28 September. CE certificates with the total of your recorded session credits will be emailed to you by 25 November. Please email Abbie at [support@contextualscience.org](mailto:support@contextualscience.org) with questions about your certificate.

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

If you only need a **general certificate of live attendance with hours attended**, please **scan in and out** for each session you attend. We will email you a certificate with the number of hours attended live by 28 September (fee required).

**General certificates of attendance** (without hours) will be emailed to all registered attendees by 7 August.

**All certificates are sent via SimpleCert, so check your email for "certificates@simplecert.net".**

### Evaluations

Evaluations will be available, but are not required for people earning CEs for psychologists or BCBAs.

<https://contextualscience.org/evals>

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



To all CE & General  
Evaluations

## Bookstore

The bookstore at World Conference 2023 Cyprus is located in the lobby of the Leventis Building, near registration. We're offering a unique bookstore experience this year. **All inspection copies are for sale at a discount**, but may not be collected until after 15:45 on Thursday or anytime before 16:15 on Friday.

All books have a purchasing QR code on the back for immediate online ordering, many at a discounted rate. New Harbinger Publications and Context Press titles at up to 25% off the cover price, other publisher's books available at different rates. To purchase the physical copy (available in the bookstore) you may use any major credit cards, PayPal, or cash (Euros). Shop early for the best selection. Bookstore hours are:

Monday, 24 July	8:15 – 17:30
Tuesday, 25 July	8:30 – 16:30
Wednesday, 26 July	8:00 – 18:00
Thursday, 27 July	8:30 – 16:15
Friday, 28 July	8:30 – 16:15

## Awards/Scholarships

Details about the criteria for each award/scholarship is available here:  
[https://contextualscience.org/awards\\_and\\_scholarships](https://contextualscience.org/awards_and_scholarships)

### Developing Nations Scholars

José Ignacio Florentín Gonzalez, Paraguay  
 Bryan Guerrero Trujillo, Perú  
 Seyed ali Kolahdouzan, Iran  
 Lydiah Maingi, Kenya  
 Dina Masoud Abdelhafez Abdraboh, Egypt  
 Dinara Tussupkaliyeva, Kazakhstan

### Diversity, Equity and Inclusion World Conference Scholars

Annie Chen, Georgia, USA  
 Devin Guthrie, Texas, USA  
 Nickolas Harman, Ontario, Canada  
 Melody Sylvain, Abu Zaby, UAE

## Diversity Award

Brian Middleton

### Early Career Research Paper Award

Amanda Muñoz-Martínez, Universidad de los Andes, Colombia  
 • 26 July 2023. "CBS approaches in the context of Cardiovascular Disease".

### Student World Conference Scholarships

Yass Radd, City University of London, UK (ACBS Foundation Student Scholarship)  
 Xu Wang, Chinese University of Hong Kong, Hong Kong (ACBS Foundation Student Scholarship)  
 Devin Guthrie, Texas A&M University, USA  
 Megan Mayo, Antioch University New England, USA

### Michael J. Asher Student Dissertation Awards

Ching Yee Lam, The Hong Kong Polytechnic University, *Acceptance and commitment therapy for promoting psychological wellbeing among adolescent nursing students: A randomized controlled trial* (First Prize)

Anna-Lotta Lappalainen, University of Jyväskylä, *Promoting youth mental health through digital brief interventions: individual differences in intervention response* (Second Prize)

## ACBS Fellows

Mark R Dixon, Ph.D.  
 Evelyn Gould, Ph.D.  
 Rosco Kasujja, Ph.D.  
 Anthi Loutsiou, Psy.D.  
 Jennifer Shepard Payne, Ph.D.  
 Koa Whittingham, Ph.D.

## Special Thank You from ACBS to our 2023 World Conference Program Committee

Jacqueline A-Tjak	Raimo Lappalainen	Stavroula Sanida
Matthew Boone	Jenna LeJeune	Thomas Sease
Michael Bordieri	Lucia Loureiro	Eugen Secara
Lauren Borges	Mai Manchanda	Matthew Skinta
Aimee Caramico	Alexandros Maragakis	Wanda Smith
Sarah Cassidy	Siri Ming	Debbie Sorensen
Connie Chong	D.J. Moran	Gita Srikanth
Howard Crumpton	Jose Moreno	Sara Styles
Joanna Dudek	Dafne Morroni	Mary Anne Tamula
Rivka Edery	Manuela O'Connell	Niklas Törneke
Colleen Ehrnstrom	Margot Osorio	Sanna Turakka
Evelyn Gould	Ray Owen	Sheri Turrell
Jennifer Gregg	Danae Papageorgiou	Janani Vaidya
Louise Hayes	Nanni Presti	Vasilis Vasiliou
Valerie Kiel	Tiffany Rochester	Kevin Vowles
Pinelopi Konstantinou	Jiayin Ruan	Sean Wright
Maria Koushiou	Francisco Ruiz	Joann Wright
Yukie Kurumiya	Emily Sandoz	Marianna Zacharia

## Thank You Local Cypriot Organizing Committee!

<b>Chair: Danae Papageorgiou</b>	Chrysilia Gkleka	Marina Papadopoulou Anthoulla Papageorgiou
Maria Antoniad	Maria Kokkinou	Michaela Paraskeva-Siamata
Vasiliki Bournatzidou	Pinelopi Konstantinou	Panayiotis Papettas
Andria Christodoulou	Maria Koushiou	Georgia Polyviou
Vasiliki Christodoulou	Eleana Lamprou	Artemis Theofanous
Marina Christoforou	Niki Lympoura	Vasilis Vasileiou
Spyros Demosthenous	Dafne Morroni	Marianna Zacharia
Katerina Georgiou	Patrisia Nikolaou	

## Virtual Conference Access/ App/ Handouts

As an attendee of the in-person conference in Cyprus you also have full, complimentary access to our virtual platform. All sessions will be livestreamed and recorded for later viewing (barring any technological issues). These recordings will be loaded to the conference website within 48 hours of presentation. Posters, Ignites, available PowerPoints, handouts, and other pre-recorded, On Demand content is also available there. You may continue to view this content until **23 October 2023**.

To access please go to: <https://www.easyacademia.org/acbs2023/> and login. If you have difficulty logging in, please contact [info@easyconferences.eu](mailto:info@easyconferences.eu)

## Program Updates/ Addendum

If you elected to receive a paper copy of the program, please note that all late changes (after the printing deadline) will be made to the online program, and they will also be posted to a Google Doc.

The addendum may be found here. <https://bit.ly/3wl6YGd>

## Conference venue

Note, we will be at the University of Cyprus (new campus). There are multiple University of Cyprus locations. To make sure you go to the correct one, if using Google Maps for navigation, this is your destination to get to the Leventis building where registration is located. University House Anastasios G. Leventis, 4CW6+85G, Aglantzia, Cyprus

**Internet/ WiFi**

Complimentary internet is available throughout the University of Cyprus campus. Sign in to the network: ucywifi-guest. No password is needed.

**Quiet Room**

We have a small "Quiet Room" available for use for all conference attendees 24-28 June. This room is in the Leventis Building, in room B109. (The same building as the registration and bookstore.) This room is available for attendees who want to get away to a quiet space. Talking, food/drink, and meetings are prohibited in this room. If you need a space to meet, please ask ACBS staff at the registration desk for any options that might be available.

**Nursing Room**

There is a room available for Nursing Mothers in the XΩΔ02 "Teaching Building". Please inquire with ACBS staff for more information [staff@contextualscience.org](mailto:staff@contextualscience.org)

**Luggage**

You may bring your luggage to the conference on the final day of the event if you need to, however you can not block stairs or exits. If you prefer, you may leave your luggage in the "Quiet Room" in the Leventis Building for later pick up. That room, however, will be emptied and locked after the end of conference sessions.

**Lunch**

Lunch for conference registrants is available in the Social Facilities building (cafeteria) on Campus. You will redeem a lunch ticket, found in your conference name badge, for your complimentary meal. Lunch is 13:00-14:15 on 24 & 25 July for those registered to attend a Pre-Conference workshop. Lunch is 13:15-14:45 on 26 - 28 July for those registered to attend the World Conference. Lunch may be available for purchase for guests of attendees, but not guaranteed.

**Coffee/Tea Breaks**

These will be held inside and outside of the Leventis building.

**Transportation**

ACBS detailed Bus Schedule [can be found on page \(59\)](#)

**Local Buses**

Detailed local bus information and "how to" is available here: [https://contextualscience.org/wc2023\\_local\\_transportation](https://contextualscience.org/wc2023_local_transportation)

**Taxis**

Detailed taxi information is available here: [https://contextualscience.org/wc2023\\_local\\_transportation](https://contextualscience.org/wc2023_local_transportation)

We recommend downloading the BOLT taxi app at <https://bolt.eu/> to easily call a taxi when you need one.

**Parking**

Parking is free and plentiful at the University of Cyprus (new campus). We suggest parking in the lot on the Northeast side of the Leventis building. Accessible via the main entrance and University Avenue. If using Google Maps for navigation, this is your destination to get to the Leventis building. **University House Anastasios G. Leventis, 4CW6+85G, Aglantzia, Cyprus**

**Questions / Help**

In person at the conference, please visit us with your questions in the lobby of the Leventis Building between 8:30am-5:00pm, 24-28 July 2023.

If you have a question about receipts or the online program interface, please contact [info@easyconferences.eu](mailto:info@easyconferences.eu)

If you have any questions about attendance certificates, continuing education credit, or need any help after the conference, please reach out to ACBS staff:

Melissa – [staff@contextualscience.org](mailto:staff@contextualscience.org)  
Abbie – [support@contextualscience.org](mailto:support@contextualscience.org)  
Renaë – [office@contextualscience.org](mailto:office@contextualscience.org)

Please be patient with us immediately after the event, as many of the staff will be on vacation.

**Registration/ Badging**

**24 July, 08:00-17:00**  
Leventis Building, Main Lobby, Ground Floor, University of Cyprus (New Campus)

**25 July, 08:30-17:00**  
Leventis Building, Main Lobby, Ground Floor, University of Cyprus (New Campus)  
**18:30 - 20:30**

Entry of Opening, Welcome Social - Chapter, SIG, Committee Event

**26 July, 07:30-16:30**  
Leventis Building, Main Lobby, Ground Floor, University of Cyprus (New Campus)

**27 July, 08:30-16:30**  
Leventis Building, Main Lobby, Ground Floor, University of Cyprus (New Campus)

**28 July, 08:30-16:30**  
Leventis Building, Main Lobby, Ground Floor, University of Cyprus (New Campus)

**25 July, 19:00 - 20:30**

**Opening, Welcome Social: Chapter, SIG and Committee Social**

**Chateau Status**

Markou Drakou 12, Nicosia 1102, Cyprus (west side of the city center, 15 minute walk from Eleftheria Square)

For those of you who are driving to the venue, there are parking places before reaching the restaurant on the left side.

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

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

World Conference Registrants welcome (conference name badge required... if you have not yet collected it, you can collect it at the venue). Guest passes will be available for purchase at the door. Drinks and appetizers included.

**Early AM**

**First Timer Welcome Event: First ACBS Conference**

26 July  
08:00-08:50

**Location: XΩΔ02 "Teaching Building", Room 008, Ground Floor**

Facilitator: Jessica Borushok, Ph.D., Busy Mind Psychologist Inc.

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

**26 July, 17:15 - 18:45**

**Poster Session and Presidential Reception**

**University of Cyprus**  
Leventis Building

Check out the awesome CBS research being shared by our poster presenters during this relaxed reception. Researchers will be available to talk about their work. Drinks/ light appetizers will be provided.

**27 July, 17:30-23:30/midnight**

**Dinner/ Follies**

This is our big night out! Join us for our final night together for drinks, food, fun, beautiful sea views, and Cypriot hospitality!

We will leave for the evening immediately following the final session of the day, and return to Nicosia between 23:00-23:45.

Limited guest tickets may be available for purchase on 24-26 July only, at the registration desk in the Leventis building at UCY.

**How to prepare for the evening**

Leave as much as you can at home that day. If you do need to bring valuables, limited monitored bag storage will be available. Assume your shoes will get a little sandy (we're close enough to the shore that this is sure to happen). Assume you won't be back to your room/hotel until late. If you know you won't stay awake very late, make sure you have the Bolt taxi app on your phone. The dinner venue is close to Larnaca, so it will be a 30 minute ride and may be a 35-50 Euro taxi ride, depending on the time. If you have a car, feel free to drive it there (34, Mesopotamias Street, 7041 Larnaca). The first return bus provided will leave around 22:30. Return buses can stop at UCY (University of Cyprus), Semeli Hotel, and Eleftheria Square (Nicosia).

For those of you who are driving to the venue, there are parking places available in front and opposite of the restaurant's entrance.

**What are the Follies?**

The Follies is a unique feature of ACBS conferences. Basically it's a cabaret show, filled with funny songs, sketches, stand-up comedy, humorous PowerPoint presentations, pre-made videos, etc. And all of this funny and talented content is created by YOU: the conference delegates!

There are very few rules regarding the Follies content:

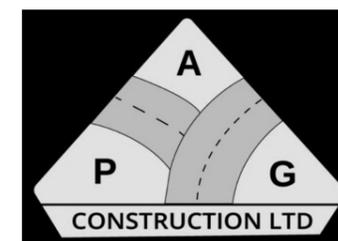
1. It has to be brief (around 3 minutes is perfect. Longer, and the shepherd's crook will be sweeping you off the stage!)
2. An aspect of ACT, Mindfulness, Behaviorism, therapy, RFT, CBS or any of the people you know in the ACBS/CBS Community is fair game to be (gently and kindly) mocked.
3. It has to be brief. Did we mention that?

The Follies actually comes from an important tradition: in the past 'The Truth' was what an authority deemed to be true. Then science came along, and people started to look to their direct observations to determine what was true. But of course, human beings love to categorize things in hierarchies, and began to automatically create hierarchies of people who could directly observe what was true and hence we have scientific authorities. The purpose of the Follies is to ensure that no idea, and no person in this community who has an idea, is immune to question, playfulness, and challenge.

So delegates: get your creative powers focused, because anything you have seen in the CBS world that deserves to be made fun of is fair game. Produce your sketches, songs, PowerPoints, and stand up routines, and then email them to [dj@drdjmoran.com](mailto:dj@drdjmoran.com) or [drleebaggley@gmail.com](mailto:drleebaggley@gmail.com) to ensure they have your names for a place at the Follies. At the conference, hurry and find D.J. or Dayna - you only have a short time to do it. Usually they need everything by lunch on Thursday (brief description, and any files/PowerPoints). There is a lot of work in organizing this.

This event is open to conference attendees. Guests of conference attendees are permitted with a paid ticket (limited, based on space; available at the ACBS registration desk), even if they may not understand all of the psychology humor. While children are welcome to join as well with a ticket, please be aware that the event can get a bit bawdy at times.

**Thank you, 2023 World Conference Sponsors!**



**Susan Michie, FMedSci, FAcSS, FBA**

**Date: 26/07/2023 • Time: 09:00 - 10:30 • Location: Gymnasium/Sports Centre**



Title: 1. Using models and ontologies to enable behaviour change

Human behaviour lies at the heart of existential threats, such as climate change and pandemics. Changing behaviour is key to addressing them, whether of citizens, industry leaders, policymakers and others. Understanding behaviours in their can be helped by models of behaviour that allow a holistic assessment of behaviour and point to the kinds of interventions likely to be effective. One of the barriers to making more progress in developing effective interventions is the silos in which knowledge sits, which limits the accumulation of knowledge. People in different disciplines, sectors and countries use different language, often using the same terms for different things and different terms for the same things. Ontologies are ways of representing knowledge using shared vocabularies – present the Behaviour Change Intervention Ontology.

**Maria Karekla, Ph.D.**

**Date: 26/07/2023 • Time: 16:15 - 17:15 • Location: Gymnasium/Sports Centre**



Title: 33. Are we there yet? Digitally moving towards the future of contextual behavior science.

Recently, the Task Force on the strategies and tactics of contextual behavioral science research released a white paper outlining that CBS research should be multilevel, process-based, multidimensional, prosocial, and pragmatic. This white paper outlines recommendations to maximize the impact of CBS as a field for a science “more adequate to the challenge of the human condition” (Hayes et al. 2021). Digital technologies offer opportunities for research and practice to encapsulate these recommendations and springboard CBS research and practice to the next level. This presentation will provide an overview of the possibilities offered by the digital medium, and illustrate these with recent research from the ACThealthy laboratory.

**Lucy Johnstone, PsyD**

**Date: 27/07/2023 • Time: 16:15 - 17:15 • Location: Gymnasium/Sports Centre**



Title: 76. The Power Threat Meaning Framework: A conceptual alternative to the diagnostic model of distress

The Power Threat Meaning Framework was published in 2018 by the British Psychological Society. Co-produced by a core team of psychologists and service users, with Dr Lucy Johnstone and Professor Mary Boyle as lead authors, it offers an alternative to more traditional models of mental health based on psychiatric diagnosis. It demonstrates the links between social factors such as poverty, discrimination and inequality, along with traumas such as abuse and violence, and the resulting emotional distress. In this way it helps to show that fear, despair, mood swings, and unusual experiences or beliefs are the result of ‘what happened to you’ not ‘what is wrong with you.’ The PTMF can be used to help people create more hopeful narratives about their difficulties, instead of seeing themselves as blameworthy, weak, deficient or ‘mentally ill’. It also shows why those of us who do not have an obvious history of trauma or adversity can still struggle to find a sense of self-worth, meaning and identity. The PTMF has attracted national and international attention.

**Pádraig Ó Tuama**

**Date: 28/07/2023 • Time: 12:15 - 13:15 • Location: Gymnasium/Sports Centre**



Title: 98. Poetry: Finding a Home in the World

Contextual behavioral science takes the view that we relate to ourselves, each other, and our world, through language. The stories we tell can constrain or liberate us, can bring us closer, or push us apart. Poetry has occurred in every human culture and plays an essential role in our understanding of what it means to be human. What is it that this form of language – a form that stretches towards music – can show us? What might it offer us in terms of our connection to each other, to ourselves as clinicians, to our scientific inquiry and understanding about human behavior? Pádraig Ó Tuama will explore some poetry and suggest ways in which it describes, contains, disquiets, comforts, denounces and considers the human condition. He will explore the why, or function, of poetry, and its intuition and intelligence about human experience. These questions open up self-inquiry about how we make meaning in our lives, or use and create language to shape relationships to ourselves, each other, and our home in the world.

**Raimo Lappalainen, Ph.D.**

**Date: 26/07/2023 • Time: 14:45 - 15:45 • Location: ΧΩΔ 02 Level: 0/009**

Title: 24. From Magis mobile games to Student Compass - Mobile technology to increase psychological flexibility in children, adolescents and young adults

Many children, adolescents as well as young adults report increased psychological symptoms. There is a need for psychological support that exceeds the resources available at schools to support young people. Traditional problem oriented one-on-one treatment delivery approach require evidence-based alternatives that can be widely and easily disseminated. Technology-based treatment models, especially those focusing on training of psychological flexibility skills can allow a more flexible intervention delivery. Classroom-level and school-based interventions provide an opportunity for training of psychological flexibility skills and prevention of psychological problems among children, adolescents, and young adults.

We have developed two mobile-games, Magis – The Story of Runegrove for children aged 7-9 years and Magis – The Magical Adventure for children with 10 to 12 years that use a dialogue and problem-solving approach to enhance psychological flexibility skills. In addition, a web-based ACT intervention Youth Compass including a virtual coach is available for adolescents aged 13 to 17 years and a web-based intervention the Student Compass to support the psychological wellbeing of college students. A set of workbooks is provided for teachers to support the training of psychological skills in classroom. In addition, group interventions with handbooks are available at all age levels for more intensive training. I will present the two ACT-based mobile-games and the two web interventions as well as our experiences of acceptability and effectiveness of these solutions. Also, the role of different psychological flexibility skills in technology-based treatment models will be discussed.

**Tamar Black, Ph.D.**

**Date: 27/07/2023 • Time: 09:30 - 10:30 • Location: ΧΩΔ 02 Level: B2/B210**

Title: 42. Using the ACT Kidflex with Children and Adolescents: Making ACT Practical, Engaging and Easy to Understand

ACT can be used effectively with children and adolescents for a wide range of issues. This highly practical workshop will introduce you to the new ACT Kidflex: a developmentally appropriate adaptation of the ACT Hexaflex, along with simple and engaging techniques. Strategies will also be taught for how to enlist parents/caregivers as ‘ACT coaches’ and give them simple techniques to reinforce what the child/adolescent has learned in therapy sessions.

**Vera Araújo-Soares, Lic. Psych; MSc, PhD, FEHPS**

**Date: 27/07/2023 • Time: 14:45 - 15:45 • Location: ΧΩΔ 02 Level: 0/009**

Title: 67. Developing Behaviour Change Interventions for Self-Management in Chronic Illness

Health care systems face pressures related to an increasing number of people living with chronic conditions: obesity, type 2 diabetes, and heart disease amongst others. For effective self-management behaviour change is needed as it can improve health outcomes and quality of life. Intervention development science aims to optimize the reach, effectiveness, adoption, implementation and maintenance of interventions. Developing and implementing an intervention should also require rigorous evaluation of outcomes and processes of behaviour change as doing this will contribute to intervention refinement and increase our understanding on human behaviour in context. The development of new services and technologies offers opportunities to enhance the scope of delivery of interventions to support behaviour change and self-management at scale. Here I will review key approaches to intervention development, provide a critical overview, and integrate these approaches into a pragmatic framework to rigorously guide decision-making in behaviour change intervention development. Moreover, I will highlight emerging issues pertaining to co-beneficial behaviours and will present a new vision on the role of health care professionals in this era of climate change.

**Alexandros Lordos, Ph.D.**

**Date: 28/07/2023 • Time: 09:30 - 10:30 • Location: ΧΩΔ 02 Level: 0/009**

Title: 79. Developing national infrastructures for multisystemic recovery and resilience: A process-based approach

Extreme societal adversity can lead to multisystemic dysfunction at the individual, familial, communal, and institutional levels. This talk focuses on a process-based approach for multisystemic recovery and resilience in extreme contexts based on public health research in Ukraine, South Sudan, Rwanda, and Ethiopia. Our approach utilizes participatory network analysis with community stakeholders to identify potential intervention targets and treatment kernels at different levels. On this basis, we selected or developed distinct group-based community interventions that address specific processes of change. Resilience-oriented therapy strengthens socio-emotional skills, multi-family healing spaces mitigate inter-generational trauma, sociotherapy reduces mistrust, while our manual for community-based enterprises supports vulnerable community members to overcome poverty. We will discuss how to bring interventions to regional or national scale through community-based coalitions that include local authorities, primary health care, the education sector, and NGOs. This approach has the potential to provide effective, evidence-based solutions that can improve the mental health and well-being of populations affected by extreme adversity and contribute to their long-term recovery and resilience, integrating interventions from mental health, peacebuilding, and livelihoods development.



The American Medical Center has founded Breast Center to provide an integrated interdisciplinary approach to breast disease. The Center focuses on care, counseling, medical treatment at all stages of the disease including diagnosis, surgical treatment, continued treatment and monitoring. Patients undergo all modern diagnostic and therapeutic methods and are monitored by a medical team of experienced specialists who deal exclusively with issues concerning the breast in the clinic, so that any medical request can be dealt with.

ACD WELLNESS TRADING LTD was founded in Nicosia, Cyprus in 2012 with the aim of promoting and distributing exclusive innovative medical devices in the Cyprus market. Our foremost responsibility towards patients, doctors and aesthetics professionals is to provide products of excellent quality at reasonable prices so that everyone has access to health and beauty. Our company's aim is to support our fellow human beings when possible to achieve a better, healthier life.



24 - 25 July 2023							
Room	9:00am-10:45am	Break	11:15am-1:00pm	LUNCH 1:00pm-2:15pm	2:15pm-3:45pm	Break	4:15pm-5:15pm
116	XQΔ02 Level: 1	<b>Cutting edge of metaphor use</b> Niklas Törneke, MD and Rikke Kjelgaard, M.Sc.					
119		<b>Starting from where you are at: how to integrate ACT and other Contextual Behavioural Principles into your work</b> Aisling Leonard-Curtin, M.Sc., C.Psychol., Ps.S.I. and David Gillanders, DClinPsychol					
007	XQΔ02 Level: 0	<b>Here, Now, and Between Us: Functional Analytic Psychotherapy and the Power of the Therapeutic Relationship</b> Mavis Tsai, Ph.D., Sarah Sullivan-Singh, Ph.D., Barbara Kohlenberg, Ph.D.					
008		<b>Helping young people find themselves and connect with others: Using CBS to build a flexible self and develop flexible social abilities</b> Louise Hayes, Ph.D. and Duncan Gillard, Ph.D.					
009		<b>The Next ACT: How 40 Years of Development Has Prepared CBS for What is Coming</b> Steven C. Hayes, Ph.D., Gijs Jansen, Ph.D., Joe Ciarrochi, Ph.D.					
B104	XQΔ02 Level: B1	<b>Acceptance and Commitment Therapy and Process-Based Work: Treating Trauma and Other Challenging Life Events</b> Robyn Walser, Ph.D.					
B105		<b>Putting the Context Back in Contextual Behavioral Science: Applying RFT to Rules, Self, and Values</b> Louise McHugh, Ph.D. and Alison Stapleton, Ph.D.					



**1. Using models and ontologies to enable behaviour change**

Plenary (9:30 - 10:30)

Components: Didactic presentation, Experiential exercises

Categories: Processes of change

Target Audience: Beginner, Intermediate, Advanced

**Location: GYMNASIUM**S. Michie<sup>1</sup><sup>1</sup>University College London, United Kingdom

Human behaviour lies at the heart of existential threats, such as climate change and pandemics. Changing behaviour is key to addressing them, whether of citizens, industry leaders, policymakers and others.

Understanding behaviours in their can be helped by models of behaviour that allow a holistic assessment of behaviour and point to the kinds of interventions likely to be effective.

I will introduce a

- Simple model of behaviour for understanding clinician and patient

behaviours in their contexts: the COM-B model

- Linked framework for designing interventions to change behaviour: the Behaviour Change Wheel

- Method for applying interventions to the local context: the APEASE criteria.

One of the barriers to making more progress in developing effective interventions is the silos in which knowledge sits, which limits the accumulation of knowledge. People in different disciplines, sectors and countries use different language, often using the same terms for different things and different terms for the same things. Ontologies are ways of representing knowledge using shared vocabularies – I will present the Behaviour Change Intervention Ontology.

Educational Objectives:

1. Discuss the complexity of enabling behaviour change.
2. Describe the COM-B model, the Behaviour Change Wheel framework and the APEASE criteria.
3. Explain the need for the Behaviour Change Intervention Ontology.

**2. Acceptance - How do I actually use and teach it now?**

Workshop (11:00 - 12:00)

Components: Didactic presentation, Experiential exercises

Categories: Processes of change

Target Audience: Beginner, Intermediate, Advanced

**Location: XΩΔ02, ROOM 119**

B. Ebert

Clinical Psychologist in Private Practice, Germany

Learning Acceptance and Commitment Therapy (ACT) means to learn processes and skills that are intuitively understandable and complex at the same time.

„Acceptance“ is a good example: everybody knows that we need to accept certain things we cannot change: life events, our body etc. But how does it really work to accept something that is painful or not o.k. for us? Can we even find richness and guidance in exploring what we avoided before? This workshop will give you a space to investigate this with a personal issue. You will also learn about different dimensions of acceptance and about concrete steps how to train others (your clients or colleagues) in this extremely helpful process that is fundamentally important for all the other flexibility processes.

You are invited to come with an adventurous spirit and an area in your life where you tend to avoid certain experiences.

Educational Objectives:

1. Describe the process of acceptance as concrete steps and dimensions and demonstrate how to do it successfully when training others (clients, workshop attendees) in acceptance.
2. Demonstrate the process of acceptance in any conversation (even without doing an explicit exercise).

**3. Supporting the carers: The use of ACT to enhance wellbeing and increase skills in palliative care settings**

Symposium (11:00 - 12:00)

Components: Didactic presentation, Original data, Literature review

Categories: Palliative Care, Staff Wellbeing

Target Audience: Beginner, Intermediate, Advanced

**Location: XΩΔ02, ROOM 007**

Chair: David Gillanders

Discussant: Ray Owen

Anne Finucane

Martin Dempster

- Feasibility of RESTORE: An online Acceptance and Commitment Therapy intervention to improve palliative care staff wellbeing

A. Finucane<sup>1,2</sup>, N. Hulbert-Williams<sup>3</sup>, J. Spiller<sup>2</sup>, B.Wright<sup>2</sup>, L. Milton<sup>2</sup>, D. Gillanders<sup>1</sup><sup>1</sup>University of Edinburgh, United Kingdom<sup>2</sup>Marie Curie, United Kingdom<sup>3</sup>Edge Hill University, United Kingdom

- Practitioner Perspectives on the Use of Acceptance and Commitment Therapy for Bereavement Support: A qualitative study

A. Finucane<sup>1,2</sup>, N. Willi<sup>1</sup>, X. Gu<sup>1</sup>, I. Drikaki<sup>1</sup>, A. Pancoast<sup>1</sup>, D. Gillanders<sup>1</sup><sup>1</sup>University of Edinburgh, United Kingdom<sup>2</sup>Marie Curie Hospice Edinburgh, United Kingdom

- Psychological flexibility, self compassion and work stress in hospice based palliative care staff

M. Dempster<sup>1</sup>, M. McKenna<sup>1</sup>, P. Adair<sup>1</sup><sup>1</sup>Queen's University, Belfast, United Kingdom

Educational Objectives:

1. Describe how ACT for health care staff can be adapted for online delivery
2. Describe some of the strengths and limitations of ACT for bereavement support.
3. Describe some of the sources of work stress experienced by palliative care staff.

**4. Mindfulness, Measurement, and Dissemination Issues in ACT**

Symposium (11:00 - 12:00)

Target Audience: Beginner, Intermediate, Advanced

**Location: XΩΔ02, ROOM 008**J. Mattes<sup>1</sup>, T. Holmberg Bergman<sup>2</sup>, T. Lindstrom<sup>2</sup>, P. Lappalainen<sup>2</sup>, A. Ghaderi<sup>2</sup>, T. Hirvikoski<sup>2</sup>, M. Theophanous<sup>4</sup>, N. Ferreira<sup>4</sup>, E. Orkopoulou<sup>5</sup>, A. Maragakis<sup>6</sup><sup>1</sup>Private Practice and Universität Wien, Austria<sup>2</sup>Karolinska Institutet, Sweden<sup>3</sup>University of Jyväskylä, Finland<sup>4</sup>University of Nicosia, Cyprus<sup>5</sup>Eastern Michigan University, USA<sup>6</sup>American College of Greece, Greece

- A path through the Mindfulness jungle

J. Mattes<sup>1</sup><sup>1</sup>Private Practice and Universität Wien, Austria

- A Psychometric evaluation of Parental Acceptance and Action Questionnaire (PAAQ) in parents of children with and without disability

T. Holmberg Bergman<sup>1</sup>, T. Lindstrom<sup>1</sup>, P. Lappalainen<sup>2</sup>, A.Ghaderi<sup>1</sup>, T. Hirvikoski<sup>1</sup><sup>1</sup>Karolinska Institutet, Sweden<sup>2</sup>University of Jyväskylä, Finland

- Psychological flexibility as a moderator between exposure to financial crises and mental health outcomes

M. Theophanous<sup>1</sup>, N. Ferreira<sup>1</sup><sup>1</sup>University of Nicosia, Cyprus

- Acceptance & Commitment Therapy: Are we “Committed” Enough? The Current State of ACT in Greece and Recommendations for Improving Treatment Implementation

E. Orkopoulou<sup>1</sup>, A. Maragakis<sup>2</sup><sup>1</sup>Eastern Michigan University, USA<sup>2</sup>American College of Greece, Greece

Educational Objectives:

1. Explain relations to non-attachment and well-being.
2. Describe the role of psychological inflexibility, mainly experiential avoidance in the context of parenting a child with disability.
3. Describe the buffering role that Psychological Flexibility can have in people dealing with financial crisis and financial anxiety.
4. Describe the current status of ACT in Greece (including clinical training options), research-related activities and relevant organizations.

**5. Measurement matters: Addressing psychometric concerns with empirically based innovations in measurement of psychological flexibility-related constructs**

Symposium (11:00 - 12:00)

Components: Didactic presentation, Experiential exercises

Categories: Processes of Change, Professional Development

Target Audience: Beginner, Intermediate, Advanced

**Location: XΩΔ02, ROOM 009**

Chair: Samuel Spencer

Discussant: Andrew Gloster

Andria Christodoulou

Ronald Rogge

Conor McCloskey

Nicholas Borgogna

- Validity evidence for measures of Aware and Active PI/PF processes

A. Christodoulou<sup>1,2</sup>, M. Karekla<sup>2</sup>, M. Michaelides<sup>2</sup><sup>1</sup>European University Cyprus, Cyprus<sup>2</sup>University of Cyprus, Cyprus

- Contextualizing the Hexaflex: Incorporating Self-Compassion, Emotion Regulation, and Mindfulness into a Broader Psychological Flexibility Framework

R. Rogge<sup>1</sup>, S. Kim<sup>1</sup><sup>1</sup>University of Rochester, USA

- Measuring Clarity of Values as a Facet of Psychological Flexibility

C. McCloskey<sup>1</sup><sup>1</sup>University College Dublin, Ireland

- The Development an Experiential Avoidance Scale that We Think Might Actually Measure Experiential Avoidance

N. Borgogna<sup>1</sup>, S. Spencer<sup>2,3</sup>, K. Brasil<sup>4</sup>, S. Kraus<sup>5</sup>, H. Lewis<sup>6</sup>,G. Lillie-Anderson<sup>6</sup>, N. Praska<sup>6</sup>, M. Severud<sup>6</sup><sup>1</sup>Texas Tech University, USA<sup>2</sup>University of Hawaii, USA<sup>3</sup>Baylor College of Medicine, USA<sup>4</sup>University of South Alabama, USA<sup>5</sup>University of Nevada, Las Vegas, USA<sup>6</sup>Minnesota State University, Mankato, USA

Educational Objectives:

1. Describe the interrelationships among scales of Aware and Active processes of the PFM.
2. Describe the psychometric development process of the 5-item subscales measuring relevant traits and processes within the unified flexibility and mindfulness model and the benefit of such a process in terms of psychometric rigor.
3. Distinguish values from committed action and other engagement processes in ACT.
4. Compare existing measures of experiential avoidance and use this information to inform clinical and research endeavors.

**6. Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships by Focusing on Emotional and Interpersonal Targets**

Workshop (11:00 - 13:15)

Components: Conceptual analysis, Didactic presentation, Experiential

exercises, Original data, Role play

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate

**Location: XΩΔ02, ROOM B104**M. Tsai<sup>1,2</sup>, T. Kuei<sup>3</sup>, D. Maitland<sup>4</sup>, S. Sanida<sup>5</sup>, P. Rolim de Moura<sup>6</sup>, A. Muñoz-Martínez<sup>7</sup><sup>1</sup>University of Washington, USA<sup>2</sup>Awareness, Courage & Love Global Project, USA<sup>3</sup>Power to Live Foundation, United Kingdom<sup>4</sup>Bowling Green State University, USA<sup>5</sup>Independent Practice, Greece<sup>6</sup>Independent Practice, Brazil<sup>7</sup>Universidad de los Andes, Colombia

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. End the Insomnia Struggle: Individualizing CBT-I Using ACT**

Workshop (11:00 - 12:00)

Components: Case presentation, Conceptual analysis, Didactic

presentation, Experiential exercises, Role play

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

**Location: XΩΔ02, ROOM B105**C. Ehrmstrom<sup>1</sup><sup>1</sup>University of Colorado Boulder, USA

Although CBT-I is a highly effective treatment, many patients struggle to fully comply with the program. ACT offers multiple strategies to help people increase their willingness to be uncomfortable in the service of their long-term goals. Often, people are trying so hard to control their sleep that sleep is controlling them. This workshop teaches strategies to be used in single-session settings such as primary care, and/or by sleep medicine clinicians who do not have the time to employ a full CBT-I protocol. These strategies are a part of a new self-help workbook for insomnia titled "End the Insomnia Struggle" published by New Harbinger Press (2016). This workshop will help attendees blend ACT strategies with traditional CBT-I to enhance patient outcomes. In particular, attendees will learn how to help their patients: decrease physiological arousal by decreasing struggle, be more willing to fully comply with behavioral treatments, and decrease cognitive hyper-arousal using cognitive defusion and mindfulness. This workshop will include lecture, role play, case examples, and attendee practice.

Educational Objectives:

1. Recognize when to use acceptance-based strategies in the context of CBT-I.
2. Explain what cognitive defusion is and blend it with traditional cognitive restructuring using 2-3 defusion exercises.
3. Explain how mindfulness is useful in the treatment of insomnia.

#### 8. ACT for Adult ADHD (Attention Deficit Hyperactivity Disorder)

Workshop (11:00 - 13:15)

Components: Didactic presentation, Experiential exercises, Literature review, Original data

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate

Location: XΩΔ02, ROOM B108

A. Leonard-Curtin<sup>1,2</sup>

<sup>1</sup>ADHD Ireland, Ireland

<sup>2</sup>ACT Now Purposeful Living, Ireland

Adult ADHD is often misunderstood, underdiagnosed, misdiagnosed and under treated and under supported in Europe (Carr-Fanning, & Mc Guckin, 2018; Young et al., 2021; ADHD Europe, 2020). Similar challenges have been found internationally (e.g. Cheung et al., 2015). Even within countries, such as the United States, where ADHD is more often diagnosed, barriers to accessing effective ADHD-specific treatment and support exist (Casey et al., 2020). This workshop will teach practical ways of delivering ACT-consistent interventions for Adult ADHD by a peer-reviewed ACT trainer who is an ADHDer and the clinical lead on the first government funded public access programme for Adult ADHD in Ireland. Common pitfalls in working with adult ADHD will be acknowledged. Dr. Thomas Brown's model of executive functioning differences will be shared to support ACT input. Practical experiential exercises will be shared that attendees can implement with their ADHD clients. Quantitative and qualitative data will be shared from the participants of the Understanding and Managing Adult ADHD Programme (UMAAP) to illustrate the helpfulness and effectiveness of adapting ACT specifically for Adult ADHD.

Educational Objectives:

1. Demonstrate the importance of a neuro-affirmative approach to Adult ADHD with an awareness on minority stress theory.
2. Describe Dr. Thomas Brown's model of executive functioning differences in ADHD and outline how this model can bolster and support acceptance and values-guided action.
3. Implement ACT-consistent Adult ADHD-specific experiential exercises.

#### 9. Mind, Body, SAC: CBS and Our Spiritual Dimension

Workshop (11:00 - 13:15)

Components: Conceptual analysis, Didactic presentation, Experiential exercises

Categories: Other

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B204

H. Robb<sup>1</sup>

<sup>1</sup>Private Practice, USA

Mind, body, and spirit, in European culture and its diaspora, are presumed to denote differing aspects of the human animal. Historically, these differentiations assume ontological distinctions and a correspondence theory of truth. This presentation considers "spirit" from a monistic viewpoint that makes no ontological comment and substitutes a pragmatic for a correspondence theory to truth. The approach is consistent with Contextual Behavioral Science generally and, in particular, what Relational Frame Theory designates as "Self As Context."

This presentation will unpack the implications of these terms for ordinary communication. Attendees will have the opportunity to discriminate, and contact, as many as eleven different features of this spiritual dimension and to consider them within a hierarchical framework.

Educational Objectives:

1. Discriminate between the common language terms "mind", "body" and "spirit" based on a functional contextual approach to these terms.
2. Describe their spiritual dimension in relation to Contextual Behavioral Science and Relational Frame Theory.
3. Identify eleven aspects of their spiritual dimension and their hierarchical relationship.

#### 10. Acceptance and Commitment Therapy for Managing Cravings and Addictive Behaviors

Workshop (11:00 - 13:15)

Components: Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Original data, Role play

Categories: Health / behavioral medicine

Target Audience: Beginner, Intermediate

Location: XΩΔ02, ROOM B204

M. Kelly<sup>1,2</sup>, M. Karekla<sup>3</sup>

<sup>1</sup>UMass Chan Medical School, USA

<sup>2</sup>VA Bedford Healthcare System, USA

<sup>3</sup>University of Cyprus, Cyprus

The application of Acceptance and Commitment Therapy (ACT) for the treatment of addictive behaviors (e.g., substance use, tobacco use, overeating) is growing. Addictive behaviors are characterized by the experience of cravings, which are intense desires for using or consuming substances with the goal of feeling pleasure and satisfaction. Individuals with addictions often have difficulty managing cravings. Cravings are reported by 58% to 97% of the general population and they occur as often as 2-4 times-per-week. Difficulties involving cravings are associated with substantial distress, functional impairment, and low quality of life.

This workshop presents practical strategies based in ACT to help individuals to cope and manage cravings at the core of common addictions. The workshop will examine the efficacy, mechanisms, and processes of change for the treatment of cravings and addictions. Concepts will be illustrated using live demonstrations, experiential exercises, metaphors, and worksheets. This workshop will primarily be experiential in nature and is designed to teach skills needed to explore ACT as an assessment model and intervention method for addressing cravings and addictions.

Educational Objectives:

1. Apply a functional behavioral analysis approach to craving-related problems.
2. Describe how to use mindfulness/ acceptance/experiential exercises/ metaphors/defusion techniques to improve well-being in individuals with craving-related issues.
3. Explain case conceptualization based on ACT processes and how to practically work with exposure of current cravings.
4. Explain the latest culturally-adapted ACT advances when working with craving related problems.
5. Discuss data on the efficacy of ACT for craving-related issues and addictive behaviors.

#### 11. United we stand: Working with cultural values building on ACT and Prosocial Model: Diversity, Equity, and Inclusion SIG Sponsored

Workshop (11:00 - 13:15)

Components: Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Original data, Role play, Strategic planning

Categories: Social justice / equity / diversity

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B210

K. Fung<sup>1</sup>, Y. Kurumiya<sup>2</sup>

<sup>1</sup>University of Toronto, Canada

<sup>2</sup>The Chicago School of Professional Psychology, USA

Background: Cultural scripts and values influence our everyday functions. According to Schwartz, two value dimensions are: openness to change versus conservation, and self-enhancement versus self-transcendence. The first dimension has been associated with tolerance to social minoritized outgroups. Cultural values that enhance ingroup cooperation may lead to antagonism against outgroups. Prosociality in a group can situate these processes within selection by consequence at the cultural level through an evolutionary framework.

Aim: Reflect on personal and cultural values that lead towards unity or division and explore strategies to enhance flexibility in the service of increasing acceptance. Methods: Participants will engage in experiential exercises to reflect on their values that functionally unite or divide in social contexts. Clinical application of ACT will be explored, such as for patients presenting with interpersonal conflicts involving feeling oppressed or inadvertently becoming the oppressor. Implications for social change referencing the Prosocial model will be explored.

Implications: By attending to cultural scripts and values, participants will have a strategy for negotiating sociocultural conflicts clinically and systemically.

Educational Objectives:

1. Identify their own personal and cultural values that may functionally divide or unite in social contexts.
2. Demonstrate an approach for clarifying personal and cultural values and strategies that enhance greater social acceptance.
3. Demonstrate an approach to work with groups to increase their contextual sensitivity as a group and culture.

#### 12. The contribution of interbehaviorism

Panel (11:00 - 12:00)

Components: Conceptual analysis, Didactic presentation

Categories: Theory and philosophical foundations

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B211

N. Törneke<sup>1</sup>, L. Parrott Hayes<sup>2</sup>, C. Luciano<sup>3</sup>, M. Fryling<sup>4</sup>

<sup>1</sup>NT Psykiatri, Sweden

<sup>2</sup>University of Nevada-Reno, USA

<sup>3</sup>University of Almería., Spain

<sup>4</sup>California State University, USA

Interbehaviorism has had a substantial influence on work within ACBS from the very start of the organization. This is perhaps most evident within the theoretical assumptions guiding our work but indirectly also in practical applications, such as acceptance and commitment therapy. In recent years this influence has been made more explicit. This panel is an effort to deepen the ongoing conversation on the contribution of interbehaviorism, especially to questions relevant for ACBS, regarding both theoretical and practical issues. Two of the panelists recently (2023) published a book on the subject and the other two have a longstanding interest in it.

Educational Objectives:

1. Describe some essential aspects of interbehaviorism.
2. Describe the contribution of interbehaviorism to behavior analysis.
3. Describe some practical implications of interbehaviorism.

#### 13. CBS Competencies in Psychotherapy: The Good, The Bad, and the Need

Panel (11:00 - 12:00)

Components: Didactic presentation, Literature review, Strategic planning

Categories: Other

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B108

R.D. Walsler<sup>1</sup>, R. Vaz Manzione<sup>2</sup>, S.C. Hayes<sup>3</sup>, R. Kolts<sup>4</sup>, S. Wright<sup>5</sup>

<sup>1</sup>University California Berkeley; National Center for PTSD; TL

Consultation Services, USA

<sup>2</sup>Private Practice, Brazil

<sup>3</sup>University of Nevada, Reno, USA

<sup>4</sup>Eastern Washington University, USA

<sup>5</sup>Lutheran Community Services, USA

Competent delivery of psychotherapy is important for several reasons but includes the responsibility to provide clients with the best possible care. Most CBS competencies in psychotherapy need development and research. Those competencies available guide professionals in gaining skills, but little research has been done on these competencies, and even less is known about whether these skills continue to be honed through practice, with no "booster" recommendations about maintaining skills. Furthermore, given the community's need to evaluate the service delivery of CBS models across wide-ranging settings, professional disciplines, and geographic locations, evaluating competence has greater applicability, needing attention. The Dissemination and Competency Pillar, requested by the ACBS Board, has been working to advance information concerning the current state of training to competency while also considering recommendations concerning movement toward a future state improving competency development and dissemination. This panel will explore the state of those interventions that have competencies but will also ask leaders in the field to discuss competencies in important areas such as process based therapy, compassion focused therapy, and clinical relational frame theory.

Educational Objectives:

1. Describe the current state of competency development and research in CBS interventions.
2. Describe the need for competency based training in CBS psychotherapies with recommendations for sustaining competency across time.
3. Describe the state of process based therapy, compassion focused therapy and clinical relational frame theory concerning competency based training and dissemination.

#### 14. A process-based approach to emotional struggles: a unique model!

Workshop (12:15 - 13:15)

Components: Didactic presentation, Experiential exercises

Categories: Processes of change

Target Audience: Beginner

Location: XΩΔ02, ROOM B119

P. Zurita Ona<sup>1</sup>, M. McKay<sup>2</sup>

<sup>1</sup>East Bay Behavior Therapy Center, USA

<sup>2</sup>The Wright Institute, USA

Everyone learns different ways to cope with emotional distress; some of those responses help but others lead to long-term emotional pain. Process-based therapy (McKay, Fanning, Pool and Zurita Ona 2021) identifies an individual's unique emotional coping style - that creates emotional distress - and targets that particular mechanism with evidence-based change processes. This workshop will identify 11 transdiagnostic mechanisms that are responsible for most emotional disorders, and introduce participants to a research-tested measurement (Comprehensive Coping Inventory - 55) that attendees can use with their own clients, and describe key evidence-based change processes that reduce reliance on maladaptive coping responses and increases cognitive, emotional, and behavioral flexibility.

Instead of change processes aimed at symptoms, process-based therapy targets the prime cause (transdiagnostic mechanisms) of anxiety, depression, and other forms of emotional distress.

Educational Objectives:

1. Identify 11 transdiagnostic mechanisms responsible for most emotional disorders.
2. Deliver specific evidence-based change-process to target ineffective coping responses.
3. Demonstrate clinical interventions to increase psychological flexibility.

#### 15. Verbal interaction analysis in clinical context: examples of using observational methodology to study the basic processes Symposium (12:15 - 13:15)

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

Categories: Anxiety, Perfectionism, Procrastination

Target Audience: Intermediate

Location: XΩΔ02, ROOM 007

Toni Lindsay

- Reinforcement procedures in clinical interaction: What do therapists do to achieve change?

N. Andrés López<sup>1</sup>, G.L. Pereira Xavier<sup>1</sup>, M. Fernández-Shaw<sup>1</sup>, J. Pedraza Lázaro<sup>1</sup>, M.X. Froxán-Parga<sup>1</sup>  
<sup>1</sup>Universidad Autónoma de Madrid, Spain

- What do novice therapists do in evaluation sessions? An exploratory study

C. Trujillo Sánchez<sup>1</sup>, V. Estal Muñoz<sup>1</sup>, M. Valle Palacios<sup>1</sup>, M.X. Froxán Parga<sup>1</sup>, R. García Morales<sup>1</sup>, C. Martínez Díaz<sup>1</sup>

<sup>1</sup>Universidad Autónoma de Madrid, Spain

Understanding the use of metaphors and analogies in the therapeutic verbal interaction

V. Estal Muñoz<sup>1</sup>, E. Franco Blanco<sup>1</sup>, C. Trujillo Sánchez<sup>1</sup>, M.X. Froxán Parga<sup>1</sup>  
<sup>1</sup>Universidad Autónoma de Madrid, Spain

- Cross-Cultural Comparisons of Therapist-Client Verbal Behavior Patterns in Clinical Settings

G.L. Pereira Xavier<sup>1</sup>, D. Echevarría-Escalante<sup>1</sup>, R. de Pascual-Verdú<sup>2</sup>, A. Cueva-Calvo<sup>1</sup>, M.X. Froxán-Parga<sup>1</sup>  
<sup>1</sup>Universidad Autónoma de Madrid, Spain  
<sup>2</sup>Universidad Europea de Madrid, Spain

Educational Objectives:

1. Describe how verbal reinforcement procedures are distributed over the course of a therapy.
2. Demonstrate how verbal interaction in therapy has an effect on therapeutic change processes.
3. Discuss the different models of how metaphors and analogies can change consultants behavior from a behavioral perspective.
4. Compare therapeutic outcomes across cultures.

#### 16. Technology Assisted ACT Interventions in the Context of Fear of Flying, Living With Muscular Sclerosis, and Caring for Someone With Dementia

Symposium (12:15 - 13:15)

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM 008

E. Neofotistou<sup>1</sup>, A.H. Karagianni<sup>1</sup>, G. Atefi<sup>2</sup>, R.J. van Knippenberg<sup>2</sup>, S.L. Bartels<sup>2</sup>, F.R. Verhey<sup>2</sup>, M.E. de Vugt<sup>2</sup>, K. Keinonen<sup>3</sup>, A. Lappalainen<sup>3</sup>, P. Lappalainen<sup>3</sup>, R. Lappalainen<sup>3</sup>, S. Theodorou<sup>4</sup>, E. Goutseli<sup>4</sup>, C. Kroupi<sup>4</sup>, P. Kechayas<sup>4</sup>, A.M. Giovannetti<sup>5</sup>, K. Pakenham<sup>5</sup>

<sup>1</sup>Flexible Behavior, Greece

<sup>2</sup>Department of Psychiatry and Neuropsychology, Maastricht University, Netherlands

<sup>3</sup>University of Jyväskylä, Finland

<sup>4</sup>Greek Multiple Sclerosis Society, Greece

<sup>5</sup>University of Queensland, Australia

- Fear of Flights treatment with virtual reality assisted acceptance and commitment therapy

E. Neofotistou<sup>1</sup>, A.H. Karagianni<sup>1</sup>

<sup>1</sup>Flexible Behavior, Greece

- Blended web-based Acceptance and Commitment Therapy for Informal Caregivers of people with dementia (ACT-IC study): A mixed methods study

G. Atefi<sup>1</sup>, R.J. van Knippenberg<sup>1</sup>, S.L. Bartels<sup>1</sup>, F.R. Verhey<sup>1</sup>, M.E. de Vugt<sup>1</sup>

<sup>1</sup>Department of Psychiatry and Neuropsychology, Maastricht University, Netherlands

- Systematic review of systematic reviews and meta-analyses on technologybased interventions for psychological problems

K. Keinonen<sup>1</sup>, A. Lappalainen<sup>1</sup>, P. Lappalainen<sup>1</sup>, R. Lappalainen<sup>1</sup>

<sup>1</sup>University of Jyväskylä, Finland

- Online application of the ACT-based program "REsilience and Activity every DaY for MS" (Ready for MS) in Greek people living with multiple sclerosis

S. Theodorou<sup>1</sup>, E. Goutseli<sup>1</sup>, C. Kroupi<sup>1</sup>, P. Kechayas<sup>1</sup>, A.M. Giovannetti<sup>2</sup>, K. Pakenham<sup>2</sup>

<sup>1</sup>Greek Multiple Sclerosis Society, Greece

<sup>2</sup>University of Queensland, Australia

Educational Objectives:

1. Describe the usage of VR therapy as an exposure based intervention for the specific fear of flights.
2. Discuss the feasibility and acceptability of the blended ACT-based intervention and its procedure among informal caregivers of people with dementia.
3. Describe the state of evidence for various technology-based delivery methods.
4. Discuss the online implementation of ACT based psychological interventions.

#### 17. ACT in health: The experience of patients and their families in facing illness

Symposium (12:15 - 13:15)

Components: Didactic presentation, Original data

Categories: ACT, Chronic Pain, Disorders of consciousness, Cancer

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM 009

Chair: Giovambattista Presti

Discussant: Annalisa Oppo

Pernille Frisvoll

Sarah Youngh

Lindsay Brassington

David Gillanders

Chiara Valota

Marta Bassi

Angela Comanducci

Guya Devalle

Eleonora Volpato

Veronica Pirola

Maria Karekla

- Further Exploration of Chronic Pain Acceptance Questionnaire Clustering in a Population with Persistent Pain

P. Frisvoll<sup>1</sup>, S. Young<sup>1</sup>, L. Brassington<sup>1</sup>, D. Gillanders<sup>2</sup>

<sup>1</sup>NHS Lothian, United Kingdom

<sup>2</sup>University of Edinburgh, United Kingdom

- ACTinDOC: A feasibility study of an ACT-based protocol tailored to relatives of persons with disorders of consciousness

C. Valota<sup>1</sup>, M. Bassi<sup>1</sup>, A. Comanducci<sup>2</sup>, G. Devalle<sup>2</sup>, V. Piro la<sup>1</sup>, E. Volpato<sup>3</sup>, G. Presti<sup>4</sup>

<sup>1</sup>Università degli Studi di Milano, Italy

<sup>2</sup>IRCCS Fondazione Don Carlo Gnocchi, Milano, Italy

<sup>3</sup>Università Cattolica del Sacro Cuore, Italy

<sup>4</sup>University of Enna "Kore", Italy

- The Acceptance and Commitment Therapy Perspective: Case Conceptualization and Treatment of Depression and Physical Pain in in Cancer and the I-CAN-ACT project

M. Zacharia<sup>1,2</sup>, M. Karekla<sup>1</sup>

<sup>1</sup>ACThealthy Lab, University of Cyprus, Cyprus

<sup>2</sup>Cyprus Association of Cancer Patients and Friends (PASYKAF), Cyprus

Educational Objectives:

1. Explain the value of grouping pain patients by acceptance clustering.
2. Describe the unique needs of relatives of persons with disorders of consciousness when devising psychological interventions.
3. Discuss preliminary findings of the I-CAN-ACT project for female breast cancer patients.

#### 18. The MAGPIES Emotion Regulation Module: An ACT and RFT-Based Group Intervention for Children Struggling with Difficult Emotions

Workshop (12:15 - 13:15)

Components: Conceptual analysis, Didactic presentation, Experiential exercises, Original data

Categories: Clinical intervention development or outcomes

Target Audience: Intermediate

Location: XΩΔ02, ROOM B105

E. Kirsten<sup>1,2</sup>, S. Cassidy<sup>1</sup>, A. Stapleton<sup>3</sup>

<sup>1</sup>Smithsfield Clinic, Ireland

<sup>2</sup>New England Center for Anxiety and OCD, USA

<sup>3</sup>DBS, Ireland

Common pediatric complaints, such as emotion regulation, has been the province of cognitive psychology and has therefore been explained with mentalistic terms. From a contextual behavioral perspective, a fundamental weakness with mentalistic terms is a lack of functional definitions that helps identify and explain the core relational processes and component skills necessary for emotion regulation. Acceptance and commitment therapy (ACT), derived from relational frame theory (RFT), is a behavioral approach that shows success in improving youth mental health. However, despite the advantages of ACT and RFT-informed practices, many practitioners struggle to understand/implement ACT and RFT-based interventions in their work with children. MAGPIES is an ACT and RFT-based mental health program for children. This workshop will introduce attendees to MAGPIES' Emotion Regulation Module, an eight-session program with easy-to-implement protocols that can be tailored and delivered in applied settings in real time. Attendees will be introduced to the program sequence and the MAGPIES evidence base. Attendees will be invited to practice protocols and experiential exercises, and will explore ways to troubleshoot when interventions don't land as intended.

Educational Objectives:

1. Explain how adaptive emotional regulation skills promote children's psychological wellbeing and functioning, reducing risk of developing psychopathologies (e.g. anxiety; depression; aggression).
2. Describe why a focused systemic ACT-and-RFT-based transdiagnostic therapeutic intervention for children (such as MAGPIES) is necessary.
3. Demonstrate introductory exercises from the Magpies Emotion Regulation program.

#### 19. The Use of Digital Technology in ACT-Based Assessment and Intervention

Panel (12:15 - 13:15)

Components: Conceptual analysis, Original data

Categories: Mobile or digital technology

Target Audience: Beginner

Location: XΩΔ02, ROOM B211

R. Merwin<sup>1</sup>, R. Lappalainen<sup>2</sup>, M. Levin<sup>3</sup>, V. Vasilidou<sup>4</sup>, A. Maragakis<sup>5</sup>

<sup>1</sup>Duke University, School of Medicine, USA

<sup>2</sup>University of Jyväskylä, Finland

<sup>3</sup>Utah State University, USA

<sup>4</sup>University of Oxford, NDORMS, United Kingdom

<sup>5</sup>American College of Greece, Greece

Digital technology presents unique opportunities for contextually sensitive assessment and treatment delivery. It has clear advantages for collecting longitudinal high-density data, as well as for treatment dissemination and momentary or real-time interventions. Digitally deployed assessments and interventions also have unique challenges in design and implementation. For example, small changes in the design can have a significant impact on participant engagement or data integrity. Speakers in this panel have been conducting research that leverages digital technology, developing and deploying online, web and mobile app-based interventions, and using mobile devices (mobile phones, sensors and other devices) for repeated multilevel, multi-dimensional measurement of relevant contextual, process and outcome variables in natural environment. This includes patients with physical illnesses (e.g., pain, skin problems, type 1 diabetes) and psychiatric issues (e.g., eating disorders). Panelists will discuss the novel ways in which they are using digital technology; what has worked well, and what has not, and what is next in digital technology in ACT-based assessment and intervention.

Educational Objectives:

1. Describe how process-based approaches can be taught in psychotherapy curricula.
2. Discuss the benefits and difficulties of applying process-based approaches for psychotherapists in training.
3. Explain how therapists in training use the process-based approach to conduct case conceptualization.

#### 20. Learning and Teaching Process Based Approaches to Therapy – Reflections from the Field

Panel (12:15 - 13:15)

Components: Case presentation, Conceptual analysis, Strategic planning

Categories: Supervision and training

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B108

A.T. Gloster<sup>1</sup>, S.C. Hayes<sup>2</sup>, L. McHugh<sup>3</sup>, V.J. Block<sup>4</sup>, E. Pauli<sup>1</sup>, A. Larsson<sup>5</sup>

<sup>1</sup>University of Basel, Switzerland

<sup>2</sup>University of Nevada, Reno, USA

<sup>3</sup>University College Dublin, Ireland

<sup>4</sup>Sonnenhalde, Clinic for Psychiatry and Psychotherapy, Riehen, Basel-Stadt, Switzerland

<sup>5</sup>Mittuniversitetet (Mid Sweden University), Östersund, Sweden

Process-based approaches to psychotherapy conceptualize interventions and clients within an evolutionary framework. Intentionally chosen interventions are introduced to move from maladaptive to adaptive behavioral patterns by generating new behavior. Some of

this behavior may be useful for the client in their unique context, such as a decrease in suffering or an increase in vitality. Thereafter, the therapist and client work together to maintain these changes. Process-based approaches to psychotherapy encourage therapists to examine their clients' situation on the dimensions of affect, cognition, attention, self, motivation, and overt behavior. Furthermore, these approaches include different levels of analysis, such as the biophysiological and sociocultural level.

In this panel, we will explore how process-based approaches to psychotherapy can be taught and learned. Panelists will address issues related to: how the approach can be implemented in a psychotherapy curriculum; whether the approach benefits learners in becoming flexible and effective therapists; and how to refine conceptualizations and interventions once a preliminary client analysis has been conducted. Panelists will present cases that will be discussed and reflected upon using process-based concepts.

Educational Objectives:

1. Describe how process-based approaches can be taught in psychotherapy curricula
2. Discuss the benefits and difficulties of applying process-based approaches for psychotherapists in training
3. Explain how therapists in training use the process-based approach to conduct case conceptualization.

#### 21. How does this end? An empirical account of therapy termination: Romania Chapter Sponsored

Workshop (12:15 - 13:15)

Components: Experiential exercises, Literature review, Role play

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate

Location: XΩΔ02, ROOM 119

S. Nicolescu<sup>1</sup>, V.L. Ionescu<sup>2</sup>

<sup>1</sup>Babes-Bolyai University, Romania

<sup>2</sup>Private Practice, Romania

Therapy termination varies widely across patients, practitioners, and paradigms. Limited research is available to inform decisions and processes involved in planning and carrying out effective therapy endings. Rather, clinical wisdom about termination tends to be passed down through training and supervision. What are the practical aspects and process indicators that guide the termination of psychotherapy? What gets in the way, including therapists' personal barriers, of a healthy and timely ending of the collaboration? How to integrate these aspects in psychotherapy training?

We aim to answer these important questions from a CBS perspective by reviewing the literature and as well as idiographic accounts from practitioners. The result is a compact training that will help attendants build and personalise a structured approach to the last leg of a therapeutic journey, informed by what's happening in their therapy room. The workshop will feature a short literature review, a role play exercise and an experiential exercise that aims to address some of the common barriers and expand the way we look at therapy termination.

Educational Objectives:

1. Assess optimal timing for therapy termination therapy.
2. Demonstrate good rationale and preparation to clients for therapy termination.
3. Describe how to deal with personal barriers that arise over the course of therapy that may hinder timely therapy termination.

#### 22. ACT for elite athletes

Symposium (14:45 - 15:45)

Components: Original data

Categories: Sports, athletes

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM 007

Chair: Tobias Lundgren  
Raimo Lappalainen  
Hannaleena Ronkainen  
Aku Nikander  
Steven Hayes

- ACT for Elite Athletes, face to face training, online training and scale development

T. Lundgren<sup>1</sup>, G. Reinebo<sup>1</sup>

<sup>1</sup>Karolinska Institutet, Sweden

- ACT intervention for elite athletes: Psychological flexibility skills and the impact of the program

H. Ronkainen<sup>1,2</sup>, R. Lappalainen<sup>1</sup>

<sup>1</sup>University of Jyväskylä, Finland

<sup>2</sup>Finnish Institute of High Performance Sport KIHU, Finland

- An online guided ACT intervention for enhancing the psychological wellbeing of female soccer players in pre-season

A. Nikander<sup>1</sup>, A. Kangasniemi<sup>2</sup>, J. Saarni<sup>1</sup>, J. Ihalainen<sup>1</sup>, M. Valtonen<sup>3</sup>

<sup>1</sup>University of Jyväskylä, Finland

<sup>2</sup>JAMK University of Applied Sciences, Finland

<sup>3</sup>Finnish Institute of High Performance Sport, Finland

Educational Objectives:

1. Discuss and analyze future needs in the field of sport psychology.
2. Describe how to implement sport-specific ACT-based intervention for enhancing elite athletes' mental wellbeing and performance.
3. Describe how ACTI improves the skills to cope with stressors related to the achievement situations.

#### 23. CBS approaches in the context of Cardiovascular Disease

Symposium (14:45 - 15:45)

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM 008

D. Maitland<sup>1</sup>, A. Muñoz-Martínez<sup>2</sup>, C.S. Otto Scheiber<sup>2,3</sup>

,N. McCorry<sup>4</sup>, S. O'Neill<sup>4</sup>, M. Dempster<sup>4</sup>, K. Martinez<sup>5</sup>,

E. Berry<sup>4</sup>, C. Graham<sup>4</sup>, N. McCorry<sup>6</sup>, S. O'Neill<sup>6</sup>, E. Berry<sup>6</sup>, V. England<sup>6</sup>,

M. Dempster<sup>6</sup>

<sup>1</sup>Bowling Green State University, USA

<sup>2</sup>Universidad de los Andes, Colombia

<sup>3</sup>Fundación Santa Fe de Bogotá, Colombia

<sup>4</sup>Queen's University Belfast, United Kingdom

<sup>5</sup>Belfast Health and Social Care Trust, United Kingdom

<sup>6</sup>Queen's University, Belfast, Ireland

- How FAP consistent processes can help elucidate the relationship between loneliness and cardiovascular disease

D. Maitland<sup>1</sup>

<sup>1</sup>Bowling Green State University, USA

- Relationship of Perceived Social Connection and Supportive Relational Context with Healthy Eating Recommendation in Cardiac Rehabilitation Patients: Acceptability of an Ecological Momentary Assessment

A. Muñoz-Martínez<sup>1</sup>, C.S. Otto Scheiber<sup>1,2</sup>

<sup>1</sup>Universidad de los Andes, Colombia

<sup>2</sup>Fundación Santa Fe de Bogotá, Colombia

- ImpACT Stroke: A pilot study of an e-health, carer supported ACT intervention for stroke survivors with cognitive impairment

N. McCorry<sup>1</sup>, S. O'Neill<sup>1</sup>, M. Dempster<sup>1</sup>, K. Martinez<sup>2</sup>,

E. Berry<sup>1</sup>, C. Graham<sup>1</sup>

<sup>1</sup>Queen's University Belfast, United Kingdom

<sup>2</sup>Belfast Health and Social Care Trust, United Kingdom

- ImpACT Stroke: Acceptability and feasibility of a carer facilitated acceptance and commitment therapy-based intervention in stroke

N. McCorry<sup>1</sup>, S. O'Neill<sup>1</sup>, E. Berry<sup>1</sup>, V. England<sup>1</sup>,

M. Dempster<sup>1</sup>

<sup>1</sup>Queen's University, Belfast, Ireland

Educational Objectives:

1. Describe how disruptions to the social connection process impact the nervous system and may impact cardiovascular disease.
2. Analyze relationships among contextual and relational factors and cardiac rehabilitation recommendations at individual and group levels.
3. Describe the challenges encountered when conducting research among people with cognitive impairment.
4. Describe the process of complex intervention development for a lesser served population (stroke survivors with cognitive impairment).

#### 24. From Magis mobile games to Student Compass - Mobile technology to increase psychological flexibility in children, adolescents and young adults

Invited (14:45 - 15:45)

Components: Original data

Categories: Mobile or digital technology

Target Audience: Beginner

Location: XΩΔ02, ROOM 009

R. Lappalainen<sup>1</sup>

<sup>1</sup>University of Jyväskylä, Finland

Many children, adolescents as well as young adults report increased psychological symptoms. There is a need for psychological support that exceeds the resources available at schools to support young people. Traditional problem oriented one-on-one treatment delivery approaches require evidence-based alternatives that can be widely and easily disseminated.

Technology-based treatment models, especially those focusing on training of psychological flexibility skills can allow a more flexible intervention delivery. Classroom-level and school-based interventions provide an opportunity for training of psychological flexibility skills and prevention of psychological problems among children, adolescents, and young adults.

We have developed two mobile-games, Magis – The Story of Runegrove for children aged 7-9 years and Magis – The Magical Adventure for children with 10 to 12 years that use a dialogue and problem-solving approach to enhance psychological flexibility skills. In addition, a web-based ACT intervention Youth Compass including a virtual coach is available for adolescents aged 13 to 17 years and a web-based intervention the Student Compass to support the psychological wellbeing of college students. A set of workbooks is provided for teachers to support the training of psychological skills in the classroom. In addition, group interventions with handbooks are available at all age levels for more intensive training.

I will present the two ACT-based mobile-games and the two web interventions as well as our experiences of acceptability and effectiveness of these solutions. Also, the role of different psychological flexibility skills in technology-based treatment models will be discussed.

Educational Objectives:

1. Utilize evidence-based alternatives to the traditional problem oriented one-on-one treatment delivery approach that can be widely and easily disseminated.
2. Describe the role of different psychological flexibility skills in technology-based treatment models.
3. Explain the necessity for flexible, non-traditional interventions with young people.

#### 25. Investigating the Underlying Processes Beyond Our Self-Labels: Quebec Chapter Sponsored

Workshop (14:45 - 15:45)

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

Categories: Processes of change

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B104

S. Sanida<sup>1</sup>, F. Lemay<sup>2,3</sup>, F. Brandolin<sup>4</sup>

<sup>1</sup>Private Practice, Greece

<sup>2</sup>Private Practice, Canada

<sup>3</sup>Université Laval, Canada

<sup>4</sup>University of Jyväskylä, Finland

Self-perceptions are a significant byproduct of verbal labels given to us by our verbal communities. Our families of origin, neighbourhoods, schools, countries, and religions all offer us a variety of labels, which are applied to our perceptions of ourselves. Self-labels seem to interact with rule-governed or contingency-shaped behaviors and influence us in daily life. In this workshop, we shall prompt participants to make a functional analysis around one of their labels (profession, ethnicity, nationality, quality, flaw, sexual orientation, or other) and depict the processes around these through the basic principles of Acceptance and Commitment Therapy.

Furthermore, participants will gain more awareness about their given name and its effect on self-perception, as they will connect those with Clinically Relevant Behaviors (CRBs - behaviors which occur in-session and are functionally similar to outside-the-session behaviors, according to Functional Analytic Psychotherapy). They will be encouraged to make a distinction between CRB1s (problematic behaviors) and CRB2s (improved behaviors), to use this awareness for giving new meaning to their name and to reorient themselves according to their values.

Educational Objectives:

1. Demonstrate the interplay between self-labels and behaviors using basic principles from radical behaviorism and relational frame theory.
2. Combine basic principles from FAP and ACT in order to enhance awareness of self-labels and motivation for acting in accordance with our values.

#### 26. The use of chairwork to develop psychological flexibility: Taking perspective on human yearnings: Italy Chapter Sponsored

Workshop (14:45 - 15:45)

Components: Didactic presentation, Experiential exercises, Role play

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B105

A. Prevedini<sup>1,2</sup>, G. Zucchi<sup>2,3</sup>

<sup>1</sup>Centro Interazioni Umane-IESCUM, Italy

<sup>2</sup>ACT-Italia, Italy

<sup>3</sup>Ospedale Villa Maria Luigia - Monticelli Terme, Italy

Hayes pointed out that perspective taking can be considered an overarching process that plays a central role in psychotherapy and in facilitating the work on other pivotal processes (Hayes et al., 2020). Chairwork constitutes one of the earliest ways therapists used to embody therapeutic processes and expand the behavioral repertoire through perspective taking. It is common for ACT therapists to use chairwork techniques taken from other therapeutic approaches... and how could it be otherwise, stealing what works is in functional-contextualists' DNA! It is less common to find chairwork exercises born within the theoretical framework of ACT, with the specific aim to promote psychological flexibility.

In this workshop we will explore a model for working with chairs specifically on the processes of psychological flexibility. The basis of this model is taking perspective on human yearnings (Hayes, 2019; but, if no one snitches, in the classroom we might as well call them needs...). We will embody the perspective of both a flexible and inflexible perspective on each yearning, evoking personal behavioral patterns linked to these perspectives.

Educational Objectives:

1. Describe the theoretical and historical basis of working with chairs.
2. Demonstrate new experiential methods of clinical work on ACT processes through chairwork.
3. Describe how to use chairwork to promote flexibility in ACT pivotal processes and in meeting the yearning at their basis.

### 27. Flexibility around the clock: How to promote a less rigid and values-based approach toward sleep: Australia & New Zealand Chapter Sponsored

Workshop (14:45 - 15:45)

Components: Didactic presentation, Experiential exercises, Original data

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate

Location: XΩΔ02, ROOM B108

L. Lawson<sup>1</sup>, A. Richdale<sup>1</sup>, E. Morris<sup>1</sup>

<sup>1</sup>La Trobe University, Australia

Poor sleep or insomnia negatively impacts individuals causing fatigue, irritability, moodiness, missed work, and accidents (Appleton et al., 2017), with associated high economic burden (Daley et al., 2009), making sleep a major public health target. Health practitioners play an important role in supporting people to have better sleep which can lead to improved well-being and mental health (Scott et al., 2021). Historically, CBT-I is the gold standard treatment for insomnia, but it may increase perfectionism, over-control and rigidity (Johann et al., 2022). ACT for insomnia has demonstrated efficacy as a promising intervention (Paulos-Guarnier et al., 2022). This workshop outlines key knowledge and skills needed to engage people in effective ACT for sleep problems, either as a primary focus or as part of a wider intervention. We will demonstrate how to use ACT exercises and metaphors to target processes associated with hyperarousal and sleep disturbance (inflexibility, cognitive fusion, experiential avoidance) in adults (Lawson et al., 2022). We will show how shifting from rigidity and over-control to values-based living can support sleep drive and circadian rhythms.

Educational Objectives:

1. Describe how the Acceptance and Commitment Therapy model can support improvements in sleep quality.
2. Use exercises and metaphors to engage people with poor sleep in experiential acceptance and cognitive defusion toward experiences maintaining hyperarousal.
3. Apply knowledge of sleep drive and circadian rhythms to develop values-based changes to routine to support sleep improvements.

### 28. Love in the Room: How to evoke therapeutic love within ethical boundaries and address the stigma of therapist attraction, management and prevention.

Workshop (14:45 - 15:45)

Components: Case presentation, Experiential exercises, Role play

Categories: Supervision and training

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B204

T. Kuei<sup>1</sup>, M. Skinta<sup>2</sup>

<sup>1</sup>Power to Live Foundation, United Kingdom

<sup>2</sup>Roosevelt University, USA

Process-based treatments such as FAP emphasise the disruption of problem behaviors and evocation and reinforcement of novel behaviors in this present moment. FAP, specifically, emphasizes the reinforcement inherent in the care and warmth of a therapist. The evocation of intense relationships sometimes can evoke sexual feelings in both client and therapist, and therapists are not trained adequately to navigate this situation.

This workshop aims to address the stigma and shame of therapist attraction by providing a safe space to address this issue practically, to transforming client's sexual attraction into accepting nurturing care, what to bring to supervision and how supervisors should address this issue, as well as knowing when to refer on.

Educational Objectives:

1. Identify both therapist and client antecedents that increases vulnerability to in-session attraction and boundary violations.
2. Describe how to work through client attraction - transforming sexual attraction into CARE bonding to secure the therapeutic rela and grounding into state of care skills.

### 29. Values Traps: Recognizing and Mastering Common Obstacles when Harnessing Values in ACT: Mid-Atlantic Region Chapter Sponsored

Workshop (14:45 - 15:45)

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

Categories: Processes of change

Target Audience: Beginner, Intermediate

Location: XΩΔ02, ROOM B205

A. Rhodes<sup>1,2</sup>, H. Gold<sup>3</sup>

<sup>1</sup>National Institutes of Health, USA

<sup>2</sup>The ACT Academy, USA

<sup>3</sup>Gold Therapy Group, USA

Values traps are often subtle in the therapeutic process (Harris, 2013; LeJeune & Luoma, 2019). By taking a deep dive into understanding these intrinsically meaningful motivators and their common pitfalls can strengthen the reinforcing contingencies of fruitful behavior change. This experientially-embedded workshop will shine focus into the point of the hexaflex commonly overlooked: what really are values? And how do we contact them? The presenters will teach practical ways to address when clients misunderstand values, have strong rules and beliefs, or feel disconnected from meaning. The presenters will also demonstrate how to individualize language and experiential practices to evoke the power of values across diverse peoples including children, adolescents, older adults, and other underserved and diverse populations. Attendees will engage in embodiment practices, experiential exercises, and short role-plays to learn when to use values, how to bring them in the therapy room, and how to skillfully navigate challenges to supercharge values-based work.

Educational Objectives:

1. Recognize the differences between values and goals.
2. Identify common obstacles in values.

### 30. One day ACT workshops for individuals with distress and/or chronic health conditions

Workshop (14:45 - 15:45)

Components: Didactic presentation, Experiential exercises

Categories: Clinical intervention development or outcomes

Target Audience: Intermediate, Advanced

Location: XΩΔ02, ROOM B210

L. Dindo<sup>1,2</sup>

<sup>1</sup>Baylor College of Medicine, USA

<sup>2</sup>Rice University, USA

Many barriers to care can be addressed by offering individuals a 1-day (5-6 hour) ACT workshop. Offering a “workshop” format rather than “therapy” is better suited for individuals whom seeking mental health care is associated with stigma. It is better suited for primary or specialty care settings where patients often present with different expectations than those from patients explicitly seeking mental health care. A 1-day workshop also ensures treatment adherence and completion, while providing patients with more contact time than is routinely available in outpatient settings; as such, it provides an attractive alternative to the regularly prescribed weekly treatments. A 1-day workshop is also more accessible and feasible than weekly treatments, particularly for individuals who live in rural communities. I have completed several studies of 1-day ACT workshops with civilians and Veterans with co-occurring medical and psychiatric problems. In each, there was 100% treatment completion, excellent follow-up rates, and promising preliminary data. In this workshop, I will describe the 1-day workshop in detail and engage the audience in some of the experiential exercises.

Educational Objectives:

1. Describe the benefits of offering intensive 1-day ACT interventions.
2. Describe the key ingredients of a successful 1-day ACT workshop.

### 31. The practicalities of using ACT and RFT interventions with children and young people

Panel (14:45 - 15:45)

Components: Case presentation, Conceptual analysis, Original data, Strategic planning

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B211

S. Cassidy<sup>1</sup>, A. Stapleton<sup>2</sup>, E. Kirsten<sup>1,3</sup>, L. Coyne<sup>4</sup>, L. Hayes<sup>5</sup>

<sup>1</sup>Smithsfield Clinic, Ireland

<sup>2</sup>DBS, Ireland

<sup>3</sup>NECOA Ireland and NYC, Compassionate Behavior Analysis, PLLC, USA

<sup>4</sup>New England Center for OCD and Anxiety (NECOA), USA

<sup>5</sup>La Trobe University, Australia

To date, there are myriad ACT and RFT-informed interventions for children and young people (e.g., Magpies, DNA-V). As we progress, it seems useful to take stock, discussing where we are at and where we would like to be.

This panel includes experts in the application of ACT and RFT with children and young people. First, panelists will discuss what RFT adds to the area of youth mental health interventions. Panelists will share key learnings from their work developing, implementing, and evaluating such interventions, with a view to supporting/advising attendees using/considering using ACT and RFT with young people. Panelists will also discuss challenges/opportunities for growth when using ACT and RFT in the real world; sometimes data are messy, and manuals go out the window. Continually orienting focus back to function and context for the individual can help us co-create meaningful change alongside the young people we work with.

Finally, panelists will be invited to share their hopes for future uses of RFT and process-based approaches with young people, signposting viable avenues for future research and practice.

Educational Objectives:

1. Describe ways RFT and ACT have been used with young people across contexts.
2. Describe challenges that may arise when using RFT and ACT with young people in the real world.
3. Discuss opportunities for advancement in RFT interventions with young people in the coming years.

### 32. Breaking the Stigma: ACT Trainers Discuss Troubles Navigating Their Mental and Physical Vulnerabilities and Resiliencies

Panel (14:45 - 15:45)

Components: Case presentation, Conceptual analysis, Didactic presentation

Categories: Professional development

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B108

H. Robb<sup>1</sup>, J. Borushok<sup>1</sup>, R. Kjelgaard<sup>2</sup>, J. Louma<sup>3</sup>, R. Vaz Manzione<sup>4</sup>, M. Sawyer<sup>5</sup>

<sup>1</sup>Private Practice, USA

<sup>2</sup>Private Practice, Sweden

<sup>3</sup>Portland Psychotherapy, USA

<sup>4</sup>Independent Practice, Brazil

<sup>5</sup>Private Practice, Australia

Six Peer-Reviewed ACT trainers describe their experiences of depression, anxiety and other seriously debilitating emotional/behavioral responses to life events and their efforts to, again, more joyfully participate in the sorrows of the world. The aim of the panel is to openly dialog about what might be experienced in one's own life even when one is sufficiently well versed in ACT to aid, and even train, others. If within the ACT community, there is sufficient stigma about falling into a psychological black hole, then all the harder it will be to ask for help, and the deeper the conviction, “I am the only one.” This panel succeeds if attendees talk more openly about failing to be insulated from so-called “dirty pain” even by those with recognized ACT expertise.

Educational Objectives:

1. Utilize techniques to respond more compassionately when so-called “dirty pain” persists.
2. Describe the benefits of self compassion as a practitioner.
3. Recognize the stigma around mental health practitioners reporting behavioral/psychological difficulties, and the usefulness in identifying it and addressing it.

### 33. Are we there yet? Digitally moving towards the future of contextual behavior science

Plenary (16:15 - 17:15)

Components: Didactic presentation, Literature review, Original data, Strategic planning

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

Location: GYMNASIUM

M. Karekla<sup>1</sup>

<sup>1</sup>University of Cyprus, Cyprus

Recently, the Task Force on the strategies and tactics of contextual behavioral science research released a white paper outlining that CBS research should be multilevel, process-based, multidimensional, prosocial, and pragmatic. This white paper outlines recommendations to maximize the impact of CBS as a field for a science “more adequate to the challenge of the human condition”(Hayes et al. 2021). Digital technologies offer opportunities for research and practice to encapsulate these recommendations and springboard CBS research and practice to the next level. This presentation will provide an overview of the possibilities offered by the digital medium, and illustrate these with recent research from the ACThealthy laboratory.

Educational Objectives:

1. Discuss the use of new technologies in enhancing CBS and ACT-based interventions.
2. Discuss innovative ways of adapting new technologies (e.g. use of gamification principles) for use with different populations (e.g. adolescents young adults chronic illness patients LGBTQ+ youth etc.) and as a way to enhance intervention delivery.
3. Utilize findings from trials examining the effectiveness of various digitized ACT interventions.

**1. Role of psychological (in)flexibility in the networks of dysphoria and anxiety symptoms***Topic: Academics or education*M. Bojanić<sup>1</sup>, R. Belopavlović<sup>1</sup>, V. Obradović<sup>1</sup>, J. Sokić<sup>2</sup>, J. Kukić<sup>3</sup><sup>1</sup>University of Novi Sad, Department of Psychology, Serbia<sup>2</sup>Alma Center, Serbia<sup>3</sup>Center for workplace well-being „Rezilient“, Serbia**2. First data from the European BR.A.I.N. and the importance of screening populations at risk for TBI***Topic: Academics or education*F. Nikolaou<sup>1,2</sup>, I. Michael<sup>3</sup>, A. Andronikou<sup>3</sup>, F. Constantinidou<sup>1,2</sup><sup>1</sup>University of Cyprus, Cyprus<sup>2</sup>Center for Applied Neuroscience, University of Cyprus, Cyprus<sup>3</sup>Association for the Prevention and Handling of Violence in the Family, Cyprus**3. Use of acute patient profile to predict prolonged ICU length of stay in patients with traumatic brain injury***Topic: Academics or education*I. Solomou<sup>1,2</sup>, G. Nikolopoulos<sup>1</sup>, M. Michaelides<sup>1</sup>, F. Constantinidou<sup>1,3</sup><sup>1</sup>University of Cyprus, Cyprus<sup>2</sup>Center for Applied Cyprus, Cyprus<sup>3</sup>Center for Applied Neuroscience, Cyprus**4. Embracing Stress and Living with Values: An educational design research for improving medical students' resilience***Topic: Academics or education*K. Jumroonrojana<sup>1</sup>, W. Kaewpila<sup>2</sup>, T. Prachason<sup>1</sup>, N. Champadang<sup>1</sup>, M. Thongpan<sup>1</sup>, P. Ngamtipwattana<sup>1</sup><sup>1</sup>Department of Psychiatry, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand<sup>2</sup>ChakriNaruebodindra Medical Institute, Faculty of Medicine Ramathibodi Hospital, Mahidol University, Thailand**6. The Effects of Happiness Induction in Individuals with Autism Spectrum Disorder***Topic: Behavior analysis*R. Muharib<sup>1</sup><sup>1</sup>Texas State University, USA**7. Effects of a Mindfulness-based Parent Training for Parents of Children with Autism Spectrum Disorder***Topic: Clinical intervention development or outcomes*R. Muharib<sup>1</sup><sup>1</sup>Texas State University, USA**8. Using ACT via Telehealth to Increase Overt, Values Directed Behaviours of Parents of Children with ASD***Topic: Behavior analysis*R. Thorne<sup>1,2</sup>, C. Storey<sup>2</sup>, U. Cassidy<sup>2</sup><sup>1</sup>Skybound Therapies, United Kingdom<sup>2</sup>Queen's University Belfast, United Kingdom**10. Benefits of the individual case formulation model in the ACT-based treatments of persistent physical symptoms***Topic: Behavior analysis*R. Lappalainen<sup>1</sup>, K. Keinonen<sup>1</sup>, P. Lappalainen<sup>1</sup>, S. Selinheimo<sup>2</sup>, A. Vuokko<sup>2</sup>, M. Sainio<sup>3</sup>, T. Paunio<sup>3,4</sup><sup>1</sup>University of Jyväskylä, Finland<sup>2</sup>Finnish Institute of Occupational Health, Finland<sup>3</sup>Outpatient Clinic for Functional Disorders, HUS Helsinki University Hospital, Finland<sup>4</sup>Department of Psychiatry and SleepWell Research Programme, Faculty of Medicine, University of Helsinki and Helsinki University Central Hospital, Finland**11. Understanding neural mechanisms of Acceptance and Commitment Therapy through functional magnetic resonance imaging: A systematic review***Topic: Behavioral or contextual neuroscience*X. Zhang<sup>1</sup>, T.Y. Ng<sup>1</sup>, J.J. Wong<sup>1</sup>, H.Y. Tse<sup>1</sup>, R.H. Chan<sup>1</sup>, Y.W. Mak<sup>1</sup><sup>1</sup>The Hong Kong Polytechnic University, Hong Kong**12. An ACT-Based Intervention for Social Media Well-Being: Increasing Agency in Social Media Use Among Adolescents**J. Sneed<sup>1</sup><sup>1</sup>Widener University, USA**13. Preventing Conduct Disorder and Callous Unemotional Traits: Preliminary***Topic: Clinical intervention development or outcomes*G. Georgiou<sup>1</sup>, M.N. Kyranides<sup>2</sup>, E. Katsimicha<sup>3</sup>, K. Fanti<sup>3</sup><sup>1</sup>European University Cyprus, Cyprus<sup>2</sup>University of Edinburgh, United Kingdom<sup>3</sup>University of Cyprus, Cyprus**14. The role of psychological inflexibility in the relationship between perceived stress and life satisfaction in university students during the COVID-19 pandemic***Topic: Clinical intervention development or outcomes*M. Meyer<sup>1</sup>, C. Schulte<sup>2</sup>, T.J. Martin<sup>2</sup>, D. Jo<sup>1</sup>, S. Spencer<sup>1</sup>, A. Masuda<sup>1</sup><sup>1</sup>University of Hawai'i at Mānoa, USA<sup>2</sup>Independent Practice, USA**15. Implementing Work with Parents in Acceptance and Commitment Therapy: Using the Child and Parent Flexibility Model (CAP-Flex)**A. Hirsh<sup>1</sup><sup>1</sup>Educational Psychologist, Private Practice, Israel**16. What if you could see yourself with my eyes? Investigating the Impact of a Virtual Reality-environment on the Sense of Self***Topic: Clinical intervention development or outcomes*E. Sairanen<sup>1</sup>, D. Wallsten<sup>1</sup>, M. Tillfors<sup>1</sup>, D. Barnes-Holmes<sup>2</sup>, A. Kjellgren<sup>1</sup>, M. Unenge Hällerbäck<sup>3</sup><sup>1</sup>Karlstad University, Sweden<sup>2</sup>Ulster University, Ireland<sup>3</sup>Region Värmland, Sweden**17. Understanding and reacting to others' sadness: Investigating the effects of three intervention programs***Topic: Clinical intervention development or outcomes*C.A. Demetriou<sup>1</sup>, K. Fanti<sup>1</sup><sup>1</sup>University of Cyprus, Cyprus**18. Using the MPFI to inform treatment planning of ACT processes in a GAD population via internet-enabled therapy: A service evaluation***Topic: Clinical intervention development or outcomes*E. Marshall<sup>1</sup>, S. Mehew<sup>1</sup><sup>1</sup>ieso Digital Health, United Kingdom**19. Randomized controlled trial of acceptance and commitment therapy and cognitive behavioral therapy for insomnia***Topic: Clinical intervention development or outcomes*R. El Rafihi-Ferreira<sup>1</sup>, I. Marques Porto Linares<sup>2</sup>, A.C. Toscanini<sup>3</sup>, R. Hasan<sup>3</sup>, D. Suzuki Borges<sup>3</sup>, I. Brasil<sup>3</sup>, J.H. Zago Ribeiro Junior<sup>4</sup>, M. Carmo<sup>1</sup>, F. Lotufo Neto<sup>1</sup>, C. Morin<sup>5</sup><sup>1</sup>Universidade de São Paulo, Brazil<sup>2</sup>Instituto da Criança, Universidade de São Paulo, Brazil<sup>3</sup>Ambulatório do Sono. Hospital das Clínicas, Universidade de São Paulo, Brazil<sup>4</sup>Universidade Federal de São Paulo, Brazil<sup>5</sup>Université Laval, Canada**20. Sleep Acceptance Scale: Development of a new brief tool for clinicians and researchers***Topic: Other*R. El Rafihi-Ferreira<sup>1</sup>, M. Carmo<sup>1</sup>, L. Paulos-Guarnieri<sup>1</sup>, M.L. Nogueira Pires<sup>2</sup><sup>1</sup>Universidade de São Paulo, Brazil<sup>2</sup>Private practice in sleep psychology, Brazil**21. Taking ACTION for anxiety and depression: A pilot study of a brief virtual Acceptance and Commitment Therapy group in primary care***Topic: Clinical intervention development or outcomes*E. Johns<sup>1</sup>, S. Kokokyi<sup>1</sup>, D. Neufeld<sup>1</sup>, V. Kryszanski<sup>1</sup>, B. Meek<sup>1</sup><sup>1</sup>University of Manitoba, Canada**22. ACT via Telehealth: A Pilot Feasibility Study for Parent Stress Intervention for Caregivers of Children with RASopathies***Topic: Clinical intervention development or outcomes*M.A. Toledo-Tamula<sup>1</sup>, N. Al Ghriwati<sup>1</sup>, A. Siegel<sup>1</sup>, P. Little<sup>1</sup>, M. Baker<sup>1</sup>, S. Martin<sup>1</sup><sup>1</sup>Pediatric Oncology Branch, National Cancer Institute, National Institutes of Health, USA**23. Associations between Alexithymia and ACT factors among Japanese students***Topic: Clinical intervention development or outcomes*A. Ito<sup>1</sup>, T. Muto<sup>1</sup><sup>1</sup>Doshisha University, Japan

Components: Original data

Categories: Clinical intervention development or outcomes

**24. Effectiveness of a preventive eHealth ACT module for positive aging: Intervention study with middle-aged and older adults***Topic: Clinical intervention development or outcomes*J. Reijnders<sup>1</sup>, T. Batink<sup>1</sup>, M. Simons<sup>1</sup>, M. Nijkamp<sup>1</sup>, M. Janssens<sup>1,2</sup>, J. Lataster<sup>1,2</sup>, S. Peeters<sup>1,2</sup>, N. Jacobs<sup>1,2</sup><sup>1</sup>Open Universiteit, Netherlands<sup>2</sup>Maastricht University, Netherlands**25. Differential effects between types of onomatopoeia in metaphors***Topic: Clinical intervention development or outcomes*T. Shima<sup>1</sup><sup>1</sup>Otemon Gakuin University, Japan**27. The effect of Values Clarification for returning to work program***Topic: Clinical intervention development or outcomes*N. Tsuda<sup>1</sup>, T. Shima<sup>2</sup>, Y. Katagiri<sup>3</sup>, R. Kano<sup>4</sup><sup>1</sup>Doshishisa University, Japan<sup>2</sup>Otemon Gakuin University, Japan<sup>3</sup>Counseling Center Kyoto, Japan<sup>4</sup>Eijinkai Medical Corporation Backup center Kyoto, Japan**28. Brief Mindfulness component and location and duration variation of gaze of emotional stimuli***Topic: Clinical intervention development or outcomes*G. Frangou<sup>1,2</sup>, V. Christodoulou<sup>3</sup>, M. Sikki<sup>1</sup>, K. Konikkou<sup>1</sup>, K. Fanti<sup>1</sup><sup>1</sup>University of Cyprus, Cyprus<sup>2</sup>Cyprus University of Technology, Cyprus<sup>3</sup>UCLan University, Cyprus**29. The Wise Adolescent: A compassion-based intervention for adolescents living in residential care homes***Topic: Clinical intervention development or outcomes*R. Miguel<sup>1</sup>, M.d.C. Salvador<sup>1</sup>, D. Rijo<sup>1</sup>, L. Nobre Lima<sup>1</sup><sup>1</sup>Center for Research in Neuropsychology and Cognitive and Behavioral Intervention (CINEICC), Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal**30. Overview of Free2Be: A new affirmative mindfulness, acceptance, and compassion-based intervention for sexual minorities***Topic: Clinical intervention development or outcomes*D. Seabra<sup>1</sup>, J. Gato<sup>2</sup>, N. Petrocchi<sup>3</sup>, M.d.c. Salvador<sup>1</sup><sup>1</sup>CINEICC, Portugal<sup>2</sup>Faculty of Psychology and Education Sciences and Center for Psychology, University of Porto, Portugal<sup>3</sup>Department of Economics and Social Sciences, John Cabot University, Portugal**31. Acceptance of test anxiety symptoms and self-compassion as mechanisms of change of school-related and general mental health outcomes in a psychotherapeutic intervention for adolescents***Topic: Clinical intervention development or outcomes*C. Pires<sup>1</sup>, E. Silva<sup>2</sup>, S.G. Hofmann<sup>3,4</sup>, D.W. Putwain<sup>5</sup>, M.d.C. Salvador<sup>1</sup><sup>1</sup>University of Coimbra, CINEICC, Portugal<sup>2</sup>Dr Joaquim de Carvalho Secondary School, Portugal<sup>3</sup>Philipps-University Marburg, Germany<sup>4</sup>Boston University, Department of Psychological and Brain Sciences, USA<sup>5</sup>Liverpool John Moores University, School of Education, United Kingdom**32. Exploration of the fears of compassion as a mechanism of change in the Free2Be (mindfulness, acceptance, and compassion-based intervention for sexual minorities)***Topic: Processes of change*D. Seabra<sup>1</sup>, J. Gato<sup>2</sup>, N. Petrocchi<sup>3</sup>, M.d.c. Salvador<sup>4</sup><sup>1</sup>CINEICC, Portugal<sup>2</sup>Faculty of Psychology and Education Sciences and Center for Psychology, University of Porto, Portugal<sup>3</sup>Department of Economics and Social Sciences, John Cabot University, Italy<sup>4</sup>CINEICC, Portugal**33. An online intervention to increase the ability of LGBT people to cope with adverse events***Topic: Clinical intervention development or outcomes*B.T. Tulbure<sup>1</sup>, A. Isbasoiu<sup>1,2</sup>, N. Salagean<sup>1</sup>, F.A. Sava<sup>1</sup><sup>1</sup>West University of Timisoara, Romania<sup>2</sup>Transilvania University, Brasov, Romania**34. Preventative Program EpiDRASI Zois***Topic: Behavior analysis*S. Andreou<sup>1</sup>, V. Christodoulou<sup>1</sup><sup>1</sup>UCLan University Cyprus, Cyprus**35. Exploring the Contextual Support of Values Statements***Topic: Clinical intervention development or outcomes*Y. Sokol<sup>1</sup>, F. Onolfo<sup>1</sup>, V. Visquerra<sup>1</sup>, L. Gillespie<sup>1</sup>, D.J. Moran<sup>1,2</sup><sup>1</sup>Touro University, USA<sup>2</sup>Pickslyde Consulting, USA**35. Exploring the Contextual Support of Values Statements***Topic: Clinical intervention development or outcomes*Y. Sokol<sup>1</sup>, F. Onolfo<sup>1</sup>, V. Visquerra<sup>1</sup>, L. Gillespie<sup>1</sup>, D.J. Moran<sup>1,2</sup><sup>1</sup>Touro University, USA<sup>2</sup>Pickslyde Consulting, USA**36. Negative relationships between MCMI-IV personality characteristics and patient love and friendship satisfaction***Topic: Clinical intervention development or outcomes*L. Eickelberry<sup>1,2</sup>, G. Griffith<sup>1,2</sup><sup>1</sup>Nova Southeastern University, USA<sup>2</sup>Institute for Life Renovation, LLC, USA**37. Designing and evaluating the effectiveness of treatment packages based on ACT model and Abrahamic religions approach on death anxiety and psychological health of cancer patients***Topic: Clinical intervention development or outcomes:*S.A. Kolahdouzan<sup>1</sup><sup>1</sup>Isfahan University of Medical Sciences, Iran**38. A Meta-analysis of RCT Studies on Effectiveness of Acceptance and Commitment Therapy on Mental Illness and Mental Health of Cancer Patients in Iran from 2014 to 2023**S.A. Kolahdouzan<sup>1</sup><sup>1</sup>University of Medical Sciences, Iran**39. Cancer Stigma and Acceptance: Narratives of Kenyan Cancer patients and their Supportive Care Providers**L. Maingi<sup>1</sup>, J. Arch<sup>2</sup><sup>1</sup>Kenyatta University, Kenya<sup>2</sup>University of Colorado Boulder, USA**40. Psychosocial Risk for Postpartum Depression and Maternal Adjustment: The Moderating Role of Psychopathological Symptom Constellation***Topic: Health / behavioral medicine*C. Carona<sup>1</sup>, C. Canavaro<sup>1</sup>, A. Fonseca<sup>1</sup><sup>1</sup>University of Coimbra, Portugal

**41. Development and validation of the European Portuguese version of the Interpersonal Mindfulness Scale**

*Topic: Methods/approaches for individual variation*

M. Pereira<sup>1, 2</sup>, A.C. Nogueira<sup>1, 2</sup>, C. Melo<sup>1, 2</sup>, C. Carona<sup>1, 2</sup>

<sup>1</sup>Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal

<sup>2</sup>Center for Research in Neuropsychology and Cognitive-Behavioral Intervention (CINEICC), Portugal

**42. From academic procrastination to psychological distress: Exploring the role of experiential avoidance**

*Topic: Other*

M. Pereira<sup>1, 2</sup>

<sup>1</sup>Faculty of Psychology and Educational Sciences, University of Coimbra, Portugal

<sup>2</sup>Center for Research in Neuropsychology and Cognitive-Behavioral Intervention (CINEICC), Portugal

**43. Measurement Validation and Invariance of the Acceptance and Action Questionnaire (AAQ-II) in Chinese Adolescents of Hong Kong by gender and age**

*Topic: Methods/approaches for individual variation*

X. Yang<sup>1</sup>

<sup>1</sup>The Chinese University of Hong Kong, Hong Kong

**44. Exploring homonegativity among university students: The role of openness to experience and fear for self-compassion**

*Topic: Methods/approaches for individual variation*

M. Georgiou<sup>1</sup>, L. Katsaris<sup>1</sup>, R. Gheorghe<sup>1</sup>, M. Gregoriou<sup>1</sup>, K. Christoforou<sup>1</sup>, N. Ferreira<sup>1</sup>, M. Koushiou<sup>1</sup>

<sup>1</sup>University of Nicosia, Cyprus

**45. Can psychological flexibility discriminate mothers' attachment styles?: A study during pregnancy**

*Topic: Methods/approaches for individual variation*

M. Sousa<sup>1</sup>, S. Moreira<sup>1</sup>, B. Veloso<sup>2</sup>, A. Xavier<sup>2, 3</sup>, J. Silva<sup>2</sup>, P. Vagos<sup>3, 4</sup>, L. Palmeira<sup>2, 3</sup>

<sup>1</sup>Departamento de Psicologia e Educação, Universidade Portucalense Infante D. Henrique, Porto, Portugal, Portugal

<sup>2</sup>Instituto Portucalense de Psicologia (I2P), Universidade Portucalense Infante D. Henrique, Porto, Portugal, Portugal

<sup>3</sup>University of Coimbra, Faculty of Psychology and Educational Sciences, Center for Research in Neuropsychology and Cognitive Behavioral Intervention (CINEICC), Portugal, Portugal

<sup>4</sup>William James Research Center, Departamento de Educação e Psicologia, Universidade de Aveiro, Portugal

**46. Developing a Mobile App to Support Focused Acceptance and Commitment Therapy in New Zealand Primary Care: A Mixed Methods Study to Understand Practitioner Needs**

*Topic: Mobile or digital technology*

V. Allen<sup>1</sup>

<sup>1</sup>University of Auckland, New Zealand

**47. Protocol for the development and evaluation of a therapist-companion mobile application for Acceptance and Commitment Therapy**

*Topic: Mobile or digital technology*

S. Thapar<sup>1</sup>, A. Vetter<sup>1</sup>, B. Knauper<sup>1\*</sup>,

McGill University, Canada

**48. Virtual Reality ACT intervention for social and public speaking anxiety of university students**

*Topic: Mobile or digital technology*

S. Gorinelli<sup>1</sup>, A. Gallego<sup>1</sup>, P. Lappalainen<sup>1</sup>, R. Lappalainen<sup>1</sup>

<sup>1</sup>University of Jyväskylä, Finland

**49. Functional versus Dysfunctional Coping with Physical Pain: An Experimental Comparison of Acceptance vs. Avoidance Coping**

*Topic: Mobile or digital technology*

P. Konstantinou<sup>1</sup>, A. Trigeorgi<sup>1</sup>, C. Georgiou<sup>1</sup>, M. Michaelides<sup>1</sup>, A.T. Gloster<sup>2</sup>, E. Georgiou<sup>1</sup>, G. Panayiotou<sup>1</sup>, M.Karekla<sup>1</sup>

<sup>1</sup>University of Cyprus, Cyprus

<sup>2</sup>University of Basel, Switzerland

**50. Personality and Negative Emotional States- The Role of Social Media Engagement Levels**

*Topic: Mobile or digital technology*

D. Pappa<sup>1</sup>, G. Georgiou<sup>2</sup>

<sup>1</sup>European University of Cyprus, Cyprus

<sup>2</sup>European University Cyprus, Cyprus

**51. Measuring Psychological Flexibility Compared to Spiritual-Religious Beliefs and Behaviors: Among a Healthy Volunteer's Group of Women and Students in an Academic Center**

*Topic: Other*

F. Yazdian<sup>1</sup>, T. Seghatoleslam<sup>2</sup>, S. Shakorirad<sup>1</sup>, H. Habil<sup>3</sup>

<sup>1</sup>University of Tehran (UT), Iran

<sup>2</sup>Tehran Univesity (UT), Iran

<sup>3</sup>Mahsa University, Malaysia

**52. Acceptance and Commitment Therapy Effectiveness for Patients with Prostate Cancer: A Narrative Review**

*Topic: Other*

S. Demosthenous<sup>1</sup>, M. Karekla<sup>1</sup>

<sup>1</sup>University of Cyprus, Cyprus

**53. Factors predicting the use of Acceptance vs. Avoidance coping in a series of Pain Induction Experiments of Pain Induction Experiments**

*Topic: Other*

E. Lamprou<sup>1</sup>, P. Konstantinou<sup>1</sup>, P. Papettas<sup>1</sup>, M. Karekla<sup>1</sup>

<sup>1</sup>University of Cyprus, Cyprus

**57. Predictors of psychological distress and eating disorder symptoms among university students during COVID-19**

*Topic: Process of change*

M. Koushiou<sup>1</sup>, A. Kapatais<sup>1</sup>, N. Ferreira<sup>1</sup>

<sup>1</sup>University of Nicosia, Cyprus

**58. Emotional responding and distress tolerance in females at high vs. low risk for eating disorders in response to physical and cognitive stress**

*Topic: Other*

E. Iasonidou<sup>1</sup>, E. Constantinou<sup>2, 3</sup>, N. Ferreira<sup>1</sup>, M. Koushiou<sup>1</sup>

<sup>1</sup>University of Nicosia, Cyprus

<sup>2</sup>University of Cyprus, Cyprus

<sup>3</sup>European University of Cyprus, Cyprus

**59. Outlining a Web/Mobile Application for Training Psychological Flexibility Processes**

*Topic: Clinical intervention development or outcomes*

E. Rossi<sup>1</sup>, F. Mancini<sup>1</sup>

<sup>1</sup>Scuole di Specializzazione in Psicoterapia Cognitiva (APC, SPC, AIPC, SICC, IGB); Università degli Studi Guglielmo Marconi, Rome, Italy

**60. Measurement of Psychological Flexibility on an Italian Stress Management Group**

*Topic: Process of change*

A. Micheletti<sup>1</sup>, P. Fraternali<sup>1</sup>, E. Verdura<sup>1</sup>, V. Ambrogiani<sup>1</sup>, E. Rossi<sup>2</sup>

<sup>1</sup>Scuola di Psicoterapia Cognitiva, SPC, Ancona, Italy

<sup>2</sup>Scuole di Specializzazione in Psicoterapia Cognitiva, APC, SPC, AIPC, SICC, IGB, Italy

**61. Investigation of the impact of relational framing on self-determination toward a distress tolerance task**

*Topic: RFT / RGB / language*

N. Kaczmarek<sup>1, 2</sup>, A. Mignon<sup>1</sup>, A. Rousseau<sup>3</sup>

<sup>1</sup>University of Lille, France

<sup>2</sup>Clinique de la Mitterie, France

<sup>3</sup>University of Toulouse, France

**62. Experimental Analysis of the Development of Cognitive Defusion: Effect of Contextual Control over Transformation of Stimulus Function Established by Auditory Features of Equivalence Class Members**

*Topic: RFT / RGB / language*

M. Matsukawa<sup>1</sup>, A. Ohya<sup>1</sup>, T. Muto<sup>1</sup>

<sup>1</sup>Doshisha University, Japan

**63. The Role of Behavioral Health in Management of Differences of Sex Development/Intersex: Challenges in Integrated Care**

*Topic: Social justice / equity / diversity*

Z. Lapham<sup>1</sup>, E. Orkopoulou<sup>1</sup>, C. Lucy<sup>1</sup>, J. Wojtaszek<sup>1</sup>, A. Maragakis<sup>2</sup>

<sup>1</sup>Eastern Michigan University, USA

<sup>2</sup>American College of Greece, Greece

**64. The impact of gender dynamics, values and personality on perceived intimate partner violence normality**

*Topic: Social justice / equity / diversity*

V. Christodoulou<sup>1</sup>, I. Sofroniou<sup>1</sup>, C. Elia<sup>1</sup>

<sup>1</sup>University of Central Lancashire Cyprus, Cyprus

**65. Exploring the Cultural and Attitudinal Factors Contributing to Justifications for Intimate Partner Violence Against Women in Kazakhstan: A Mixed-Methods Study**

*Topic: Social justice / equity / diversity*

D. Tussupkaliyeva<sup>1</sup>

<sup>1</sup>Tanym Pro, Kazakhstan

**34. Switch - Using an improv theater game as experiential deictic framing during sessions**

Workshop (9:30 - 10:30)

Components: Didactic presentation, Experiential exercises, Role play  
Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

**XQΔ02, ROOM 007**R. Steinkopff<sup>1</sup>, M. Domurat<sup>2,3</sup><sup>1</sup>Private Praxis, Germany<sup>2</sup>Trzecia Fala, Poland<sup>3</sup>behavioralnie.pl, Poland

Deictic frames seem to be a particularly important kind of relating for a therapy process. A way in which a client is seen by a therapist, and how the client can imagine that process, and the mutual entailment might be important information that can boost the therapy process. We can explore that territory simply by using one technique taken from improvisation theatre exercises called "Switch". What if the client and the therapist could switch their position and act as if they were on the other side for a moment?  
In the workshop we will introduce and then demonstrate and exercise this intervention.

Educational Objectives:

1. Describe the power of radical perspective changing in session.
2. Describe how to do psychotherapy in a playful, tentative way to help clients get a functional view on their behavior.

**35. Psychological Flexibility in Education: School-Based and Values-Based Approaches**

Symposium (9:30 - 10:30)

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM 008**V. Christodoulou<sup>1</sup>, S. Andreou<sup>1</sup>, M.T. Saban-Bernauer<sup>2</sup>, M.H. de Carlos Maia<sup>3</sup>, A. Paris<sup>4</sup>, N. Ferreira<sup>5</sup>, A. Loutsiou<sup>6</sup><sup>1</sup>UCLan, Cyprus<sup>2</sup>Clinics Hospital, Faculty of Medicine, University of São Paulo, Brazil<sup>3</sup>Potigua University, Brazil<sup>4</sup>University of Warwick, United Kingdom<sup>5</sup>University of Nicosia, Cyprus<sup>6</sup>University of Cyprus, Cyprus

- Acceptance and Commitment Therapy prevention program for adolescents: How do they experience the program?

V. Christodoulou<sup>1</sup>, S. Andreou<sup>1</sup><sup>1</sup>UCLan, Cyprus

- Acting in society - An experience of the Self Help Plus intervention in public schools in northeastern Brazil

M.T. Saban-Bernauer<sup>1</sup>, M.H. de Carlos Maia<sup>2</sup><sup>1</sup>Clinics Hospital, Faculty of Medicine, University of São Paulo, Brazil<sup>2</sup>Potigua University, Brazil

- Staff exposure to challenging behaviour, perceived quality of life and trauma prevalence: The role of psychological flexibility in supporting interventions for special education staff

A. Paris<sup>1</sup>, N. Ferreira<sup>2</sup><sup>1</sup>University of Warwick, United Kingdom<sup>2</sup>University of Nicosia, Cyprus

- A Values-Based Approach to Improve Outcomes in the Training of Professional Psychologists: Evidence from A Feasibility Study

A. Loutsiou<sup>1</sup><sup>1</sup>University of Cyprus, Cyprus

Educational Objectives:

1. List the benefits of an ACT preventative program in schools as described by adolescent and pre-adolescent participants.
2. Describe the implementation steps of a social intervention in schools.
3. Describe the role of psychological flexibility in the relationship between exposure to challenging behaviour and burnout/trauma.
4. Describe how a Values-Based Approach in training professional psychologists can be integrated into class didactics assignments discussion and decision-making.

**36. The Pointy End of Values – Using Acceptance and Commitment Therapy (ACT) with people approaching the end of their lives.**

Workshop (9:30 - 10:30)

Components: Case presentation, Didactic presentation

Categories: Health / behavioral medicine

Target Audience: Intermediate

**XQΔ02, ROOM 009**T. Lindsay<sup>1</sup><sup>1</sup>Chris O'Brien Lifehouse, Australia

In approaching the end of their lives, clients will often experience challenges - both physically and psychologically and when paired with the enormity of making sense of their own mortality, it is common for clients to experience significant distress, anxiety and depression. The changing nature of medical treatment means that many clients are now on long term treatments and having to balance their known mortality risk whilst maintaining a 'normal life'. Many of these patients will find their way to community-based support services including counselling support. In addition to the clinical challenges of working with people at this stage of life, therapists often identify a strong emotional toll in working in this space.  
The proposed workshop will explore the foundations around using ACT in this population. Using a case based experiential approach will allow attendees to work with each aspect of ACT, as well as exploring their own thoughts and experiences of working with people at this stage of life.

Educational Objectives:

1. Identify emotional and psychological concerns of people approaching end of life, particularly those based in a community setting.
2. Identify appropriate ACT interventions and frameworks to use with patients approaching end of life.

**37. Bringing Functional Analytic Psychotherapy (FAP) to the General Public: Societal Change through the Awareness, Courage & Love (ACL) Global Project**

Workshop (9:30 - 10:30)

Components: Didactic presentation, Experiential exercises, Original data

Categories: Dissemination or global health strategies

Target Audience: Beginner

**XQΔ02, ROOM B104**M. Tsai<sup>1,2</sup>, M. O'Connell<sup>3</sup>, M. Funke<sup>4</sup>, S. Sanida<sup>5</sup>, A. Iuga<sup>6</sup>, P. Gomes<sup>7</sup><sup>1</sup>University of Washington, USA<sup>2</sup>Awareness, Courage & Love Global Project, USA<sup>3</sup>Private Practice, Argentina<sup>4</sup>Private Practice, Germany<sup>5</sup>Private Practice, Greece<sup>6</sup>Private Practice, Romania<sup>7</sup>Universidade Federal do Rio Grande, Brazil

How do we disseminate an intervention sensitively and equitably to people in different cultures in a way that understands and calls for societal change? The Awareness, Courage and Love (ACL) Global Project addresses the worldwide loneliness epidemic by bringing the key concepts of Functional Analytic Psychotherapy (FAP) to the general public through group meetings that foster connection with self and others.  
FAP emphasizes scientific principles that focus on the healing power

of present-moment authentic interactions. ACL meetings create a safe and accepting space to thrive, to be one's true self, and to create a sense of belonging through the practice of vulnerable self-disclosure and responsive listening and personalized appreciation. In this workshop, co-led by global ACL leaders, you will learn about and experience an innovative approach to disseminate FAP principles by using powerful protocols that require minimal training and that enhance the potential of individuals. You will be invited to join our worldwide ACL movement that currently has chapter leaders in 35+ countries and 6 continents.

Educational Objectives:

1. Demonstrate the sensitivity that is needed to translate a concept or exercise in order to preserve its intent and function, while taking into account the importance of societal change.
2. Explain true self and authentic connection exercises that have been meaningfully adapted to different cultures.
3. Implement a model of Functional Analytic Psychotherapy that moves beyond the therapy room and can be disseminated widely and equitably to the general public.

**38. Making sense of therapeutic processes: Methods and analysis of turn-byturn therapeutic interactions**

Symposium (9:30 - 10:30)

Components: Case presentation, Original data

Categories: Clinical Behavior Analysis

Target Audience: Intermediate, Advanced

**Location: XQΔ02, ROOM B106**

Chair: Natalia Andrés López

Amanda Muñoz-Martínez

Gladis Lee Pereira Xavier

Jesús Alonso-Vega

Carolina Trujillo-Sánchez

María Xesús Froxán-Parga

Daniel Echevarría-Escalante

Víctor Estal-Muñoz

María Fernández-Shaw

Yors García

- Assessing the Effects of Behavior Skills Training on Coding Precision of Functional Analytic Psychotherapy Interactions

A. Muñoz-Martínez<sup>1</sup>, Y. García<sup>2</sup><sup>1</sup>Universidad de los Andes, Colombia<sup>2</sup>Pontificia Universidad Javeriana, Colombia

- Challenges of Connecting Behavioral Patterns with Outcomes in Clinical Settings

G.L. Pereira Xavier<sup>1</sup>, N. Andrés López<sup>1</sup>, J. Alonso-Vega<sup>2</sup>, C.Trujillo-Sánchez<sup>1</sup>, M.X. Froxán-Parga<sup>1</sup><sup>1</sup>Universidad Autónoma de Madrid, Spain<sup>2</sup>Universidad Europea de Madrid, Spain

- Methods for analyzing core learning processes in clinical verbal interaction settings

J. Alonso-Vega<sup>1</sup>, G.L. Pereira Xavier<sup>2</sup>, N. Andrés López<sup>2</sup><sup>1</sup>Universidad Europea de Madrid, Spain<sup>2</sup>Universidad Autónoma de Madrid, Spain

- How can we observe moment-to-moment clinical change? Some ideas from a clinical case

D. Echevarría-Escalante<sup>1</sup>, N. Andrés López<sup>1</sup>, V. Estal-Muñoz<sup>1</sup>, M. Fernández-Shaw<sup>2</sup>, M.X. Froxán-Parga<sup>1</sup><sup>1</sup>Universidad Autónoma de Madrid, Spain<sup>2</sup>Autonomous University of Madrid, Spain

Educational Objectives:

1. Identify efficient methods for training coders to rate processes within therapeutic interactions.

2. Discuss the role of classical and operant conditioning during verbal interactions in psychotherapy.
3. Discuss new conceptual approaches to the study of core learning processes in clinical settings and the future role of the IA as a useful method in this field.
4. Analyze the utility of moment-to-moment observational coding systems to reflect therapeutic interaction in clinical settings.

**39. ACT for improving the lives of children, adolescents, and families across the world**

Symposium (9:30 - 10:30)

Components: Case presentation, Original data

Categories: Children, adolescents, families

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM B108**

Chair: Päivi Lappalainen

Alice Morgan

Iina Alho

Anna-Lotta Lappalainen

- How to do research the hard way – adapting ACT interventions across cultural settings for caregivers and their children in humanitarian and/or low-resource settings

A. Morgan<sup>1,2</sup><sup>1</sup>Royal Children's Hospital, Australia<sup>2</sup>Murdoch Childrens Research Institute, Australia

- Acceptance and Commitment Therapy (ACT)-based group intervention for adolescents with type 1 diabetes

I. Alho<sup>1</sup>, P. Lappalainen<sup>2</sup>, R. Lappalainen<sup>2</sup>, J. Muotka<sup>2</sup><sup>1</sup>Wellbeing Services County of Central Finland, Finland<sup>2</sup>University of Jyväskylä, Finland

- Promoting youth life satisfaction through digital brief interventions: Individual differences in initial well-being and intervention response

A. Lappalainen<sup>1</sup>, K. Keinonen<sup>1</sup>, N. Kiuru<sup>1</sup><sup>1</sup>University of Jyväskylä, Finland

- Online ACT intervention to promote adolescent psychological flexibility and self-compassion during the COVID-19 pandemic

P. Lappalainen<sup>1</sup>, R. Lappalainen<sup>1</sup>, K. Keinonen<sup>1</sup>, K. Kaipainen<sup>2</sup>, A. Puolakanaho<sup>1</sup>, J. Muotka<sup>1</sup>, N. Kiuru<sup>1</sup><sup>1</sup>University of Jyväskylä, Finland<sup>2</sup>Tampere University, Finland

Educational Objectives:

1. Describe the challenges faced when conducting research in low resource settings and give examples of how to meet these challenges in creative ways.
2. Describe an ACT-based group intervention for adolescents with type 1 diabetes.
3. Analyse which skills training and/or life choices could predict change between and within subgroup.
4. Assess how an online ACT intervention may promote psychological flexibility and self-compassion during COVID-19.

**40. My Pain Keeps Me up All Night!: Treating Pain-Related Insomnia with Acceptance and Commitment Therapy**

Workshop (9:30 - 10:30)

Components: Didactic presentation, Experiential exercises

Categories: Health / behavioral medicine

Target Audience: Beginner, Intermediate, Advanced

**XQΔ02, ROOM B204**S. Martin<sup>1</sup>, S. Margolies<sup>2</sup><sup>1</sup>National Cancer Institute, USA<sup>2</sup>UNC School of Medicine, USA

Chronic pain and sleep disturbances are common bedfellows. An estimated 50-70% of chronic pain patients report pain-related insomnia. Consequences of chronic pain and insomnia, both independently and comorbidly, include mood disturbances, medication habituation, memory impairment, daytime fatigue, vocational and interpersonal difficulties, and impaired health status. Trans-diagnostic treatments, such as Acceptance and Commitment Therapy, offer an alternative approach to pharmaceutical therapies commonly given to patients. In fact, a growing body of research supports the benefits of integrating an ACT-based approach for treating chronic pain and co-occurring sleep disturbance.

In this workshop, participants will be experientially introduced to ACT-based approaches for treating sleep disturbance in the context of chronic pain. Specifically, we will (1) practice a mindfulness awareness exercise for "holding" pain; (2) review strategies for promoting sleep that are anchored in values; and (3) work with/create metaphors aiming to facilitate willingness in the setting of pain-related sleep disturbance. By the end of this workshop, participants will better appreciate the benefits of an ACT-based approach in optimizing sleep quality for people struggling with chronic pain.

Educational Objectives:

1. Describe the role of ACT in treating chronic pain-related sleep problems.
2. Apply mindfulness- and acceptance-based strategies to optimize sleep quality for patients struggling with chronic pain.
3. Demonstrate and explain the integration of values with an acceptance-based approach to sleep problems.

#### 41. "I didn't do my homework, but I want to get better". How to do creative hopelessness compassionately to engage clients in behaviour change

Workshop (9:30 - 10:30)

Components: Didactic presentation, Experiential exercises, Role play  
Categories: Methods/approaches for individual variation  
Target Audience: Beginner, Intermediate  
**XQΔ02, ROOM B205**

J. Lucas<sup>1,2</sup>

<sup>1</sup>Openforwards, United Kingdom

<sup>2</sup>University of Birmingham, United Kingdom

Meta-analyses demonstrate that homework compliance is a significant moderator for treatment outcomes (Mausbach et al., 2010). Despite therapists' attempts to engage clients in behaviour change, they often don't do their homework (Bryant et al., 1999; Carroll et al., 2005). Clients may show ambivalence, saying they want to feel better and giving reasons why they cannot commit to psychologically flexible activity.

Creative hopelessness aims to help clients experientially contact the costs of control (Luoma et al., 2017). However, many ACT practitioners may not know how to do it experientially or fear upsetting or harming clients (Farrell et al., 2016), which can lead to experiential avoidance. By showing therapists how to apply creative hopelessness compassionately, they may be more willing and capable of motivating clients to do their homework.

In this workshop, delegates will learn a four-step process for applying creative hopelessness to homework noncompletion. They'll briefly explore an example from their clinical work and analyse a demonstration of compassionate creative hopelessness. Delegates will discuss their assessments and identify opportunities to implement them in therapy.

Educational Objectives:

1. Assess an example of homework non-completion from your practice.
2. Describe a four-step process for applying compassionate creative hopelessness to homework noncompletion.
3. Analyse the implementation of a creative hopelessness exercise to prepare you for using it with a client who has not completed their homework.

#### 42. Using the ACT Kidflex with Children and Adolescents: Making ACT Practical, Engaging and Easy to Understand.

Invited Workshop (9:30 - 10:30)

Components: Didactic presentation, Experiential exercises  
Categories: Clinical intervention development or outcomes  
Target Audience: Beginner, Intermediate, Advanced  
**XQΔ02, ROOM B210**

T. Black<sup>1</sup>

<sup>1</sup>Private Practice, Australia

ACT can be used effectively with children and adolescents for a wide range of issues. This highly practical workshop will introduce you to the new ACT Kidflex: a developmentally appropriate adaptation of the ACT

Hexaflex, along with simple and engaging techniques. Strategies will also be taught for how to enlist parents/caregivers as 'ACT coaches' and give them simple techniques to reinforce what the child/adolescent has learned in therapy sessions.

Tamar Black is an educational and developmental psychologist with 20 years' experience working as a school psychologist and 21 years' experience in private practice. She is the author of ACT FOR TREATING

CHILDREN (New Harbinger, 2022). She is an approved supervisor with the Psychology Board of Australia, and the Australian Psychological Society's College of Educational and Developmental Psychologists. She supervises psychologists and provides ACT training.

Educational Objectives:

1. Explain the ACT Kidflex.
2. Explain how to use simple and engaging techniques with children and adolescents.
3. Describe how to enlist parents/caregivers as 'ACT coaches' and give them simple techniques to reinforce what the child/adolescent has learned in therapy sessions.

#### 43. Working with Refugees and Asylum Seekers from an ACT Perspective

Symposium (9:30 - 10:30)

Components: Case presentation, Experiential exercises, Original data  
Categories: Refugees, PTSD, Children, Unaccompanied Minors  
Target Audience: Intermediate, Advanced  
**Location: XQΔ02, ROOM B211**

Chair: Dafne Morroni

Francesca Mongelli

Giovambattista Presti

Hubert Czupala

- Acceptance and Commitment Therapy for Unaccompanied Minors

D. Morroni<sup>1</sup>, M. Karekla<sup>1</sup>

<sup>1</sup>University of Cyprus, Cyprus

- PTSD on unaccompanied foreign minors: Studying and intervening on psychological flexibility

F. Mongelli<sup>1</sup>, G. Presti<sup>1</sup>

<sup>1</sup>Università degli studi di Enna "Kore", Italy

- Creative hopelessness at the master level, or the experience of introducing psychological flexibility in the face of the invasion of Russian troops in Ukraine

H. Czupala<sup>1,2</sup>

<sup>1</sup>ACBS Polska, Poland

<sup>2</sup>Center for Cognitive and Behavioral Therapies in Poznań, Poland

Educational Objectives:

1. Describe how to adapt and implement acceptance and commitment therapy for the refugee population.
2. Describe ACT interventions for PTSD.
3. Describe the various CBS intervention options that are useful in the context of war crisis work.

#### 44. Using Tech to Improve Practicing or Researching ACT as a Form of Process-Based Therapy

Panel (9:30 - 10:30)

Components: Conceptual analysis, Didactic presentation, Original data, Strategic planning  
Categories: Processes of change  
Target Audience: Beginner, Intermediate, Advanced  
**XQΔ02, LEVENTIS B108**

S.C. Hayes<sup>1,2</sup>, G. Jansen<sup>3</sup>, M.R. Levin<sup>4</sup>, M. Karekla<sup>5</sup>, R. Lappalainen<sup>6</sup>

<sup>1</sup>University of Nevada, Reno, USA

<sup>2</sup>Institute for Better Health, USA

<sup>3</sup>ACT Guide, Netherlands

<sup>4</sup>Utah State University, USA

<sup>5</sup>University of Cyprus, Cyprus

<sup>6</sup>University of Jyväskylä, Finland

As the era of "protocols for syndromes" begins to pass away ACT is stepping forward as one of the most important examples of a process-based approach to intervention. To this point, however, practicing as a process-based therapist has been more reliant on the art of functional analysis and case conceptualization than on the development and use of empirical tools that support this new approach. In this panel we will explore how new technological and analytic tools are changing that picture so that more efficient and effective forms of practice and research can emerge that are truer to the core assumptions of a contextual behavioral science approach.

Educational Objectives:

1. Describe how a process-based approach to case conceptualization differs from a syndrome-based approach.
2. Distinguish idionomic statistical analysis from traditional normative statistics.
3. Describe how apps and other technological supports can be used to support ACT as a form of processbased therapy.

#### 45. Speak Up: A CBS Trainer's Guide to Designing and Leading Transformational Workshops with Confidence, Authenticity and Ease

Workshop (11:00 - 13:15)

Components: Didactic presentation, Experiential exercises, Strategic planning  
Categories: Supervision and training  
Target Audience: Advanced  
**XQΔ02, ROOM 119**

R. Kjelgaard<sup>1</sup>

<sup>1</sup>www.rikkekjelgaard.com, Denmark

Maybe you're dreaming about teaching others the impactful skills and principles from contextual behavioural science. Or maybe you're already a trainer. One thing for sure is that you would love to share your knowledge and passion with the world (or at least your fellow practitioners, right?). But how do you stay clear of sounding like the most uninspiring teacher? How do you overcome overwhelming stage fright or soul sucking impostor syndrome? And how do you avoid "death by powerpoint" or an audience that just isn't engaged? Knowing about CBS unfortunately doesn't automatically make you the world's greatest presenter of CBS. In this workshop you will get an overview of the roadmap that will help you identify YOUR next step(s) on your journey towards becoming an authentic and confident transformational trainer. Led by Rikke Kjelgaard, psychologist, chief rock'n'roller and peer reviewed ACT trainer with more than 17 years of experience and success as a speaker and (fellow?) impostor.

Educational Objectives:

1. Describe the 5 stages of a transformational trainer
2. Identify own barriers and roadblocks.
3. Plan their next action steps so that they can start - or step up - their trainings.

#### 46. Self-compassion in supervision and transformation of work-related stress

Workshop (11:00 - 12:00)

Components: Case presentation, Didactic presentation, Experiential exercises, Role play  
Categories: Supervision and training  
Target Audience: Beginner, Intermediate, Advanced  
**XQΔ02, ROOM 007**

G. Žvelc<sup>1</sup>, M. Žvelc<sup>2,3</sup>

<sup>1</sup>University of Ljubljana, Slovenia

<sup>2</sup>University of Primorska, Slovenia

<sup>3</sup>Institute for integrative psychotherapy and counselling, Ljubljana, Slovenia

This experiential workshop will present mindfulness- and compassion-oriented supervision and facilitate learning the self-compassion processing method for work-related stress (Žvelc & Žvelc, 2023). Mental health professionals often experience painful emotions in their work and struggle to regulate them. Feeling the emotions of others in pain increases the experience of negative affect and can lead to empathic distress (Klimecki et al., 2013). Self-compassion in supervision is a powerful resource that can transform the therapist's dysregulated emotions and helps them to feel more present and compassionate in subsequent psychotherapy sessions (Žvelc & Žvelc, 2023). It also has numerous benefits for their well-being and helps to prevent burnout.

Participants will learn the method of self-compassion processing, which proceeds in three main phases: 1) Leading the supervisee to mindful awareness of their painful experience, 2) Promoting the supervisee's selfcompassion, and 3) Integration. Learning specific skills will be promoted through demonstration and participants' practice in small groups. The workshop will be useful for both mental health professionals and supervisors.

Educational Objectives:

1. Assess health practitioners' work-related stress.
2. Implement the self-compassion processing method in supervision.
3. Implement interventions related to observing/contextual self for promoting self-compassion.

#### 47. RFT In Action: Implications for working with emotion, intelligence, and cognitive health

Symposium (11:00 - 12:00)

Target Audience: Beginner, Intermediate, Advanced  
**Location: XQΔ02, ROOM 008**

M. Rodríguez-Valverde<sup>1</sup>, S. Reyes-Martín<sup>1</sup>, J.C. Polo-Castillo<sup>1</sup>, M. Hernández-López<sup>1</sup>, N. Moghaddam<sup>2</sup>, D. Dawson<sup>2</sup>, A. Frost<sup>3</sup>, R. Burge<sup>2</sup>, Y. Garcia<sup>4</sup>, C. Beck<sup>5</sup>, A. Mahoney<sup>5</sup>, M. Andrews<sup>5</sup>, L. Brothers<sup>5</sup>

<sup>1</sup>University of Jaén, Spain

<sup>2</sup>University of Lincoln, United Kingdom

<sup>3</sup>Nottinghamshire Healthcare NHS Trust, United Kingdom

<sup>4</sup>Pontificia Universidad Javeriana, Colombia

<sup>5</sup>The Chicago School of Professional Psychology, USA

- Is the Implicit Relational Assessment Procedure (IRAP) sensitive to experimentally-induced mood? An experimental study on categorization of emotional faces

M. Rodríguez-Valverde<sup>1</sup>, S. Reyes-Martín<sup>1</sup>, J.C. Polo-Castillo<sup>1</sup>, M. Hernández-López<sup>1</sup>

<sup>1</sup>University of Jaén, Spain

- Exploring the potential of SMART (RFT-based training) for improving cognitive health in people with neurological conditions

N. Moghaddam<sup>1</sup>, D. Dawson<sup>1</sup>, A. Frost<sup>2</sup>, R. Burge<sup>1</sup>  
<sup>1</sup>University of Lincoln, United Kingdom  
<sup>2</sup>Nottinghamshire Healthcare NHS Trust, United Kingdom

- A Systematic Review of the Impact of Derived Relational Responding Technology in Raising Intelligence Scores

Y. Garcia<sup>1</sup>, C. Beck<sup>2</sup>, A. Mahoney<sup>2</sup>, M. Andrews<sup>2</sup>, L. Brothers<sup>2</sup>  
<sup>1</sup>Pontificia Universidad Javeriana, Colombia  
<sup>2</sup>The Chicago School of Professional Psychology, USA

Educational Objectives:

- Analyze the effects of emotionally valenced stimuli on IRAP performance.
- Discuss the potential suitability of RFT-based cognitive training for people with neurological conditions.
- List gaps in the research common findings and procedures used to improve intellectual abilities in multiple populations.

#### 48. ACT for depression with adults and youth: How to integrate (our) insights from research into your ACT work

Workshop (11:00 - 12:00)  
 Components: Didactic presentation, Experiential exercises, Literature review  
 Categories: Clinical intervention development or outcomes  
 Target Audience: Intermediate  
**XQΔ02, ROOM 009**

J. A-Tjak<sup>1,2</sup>, L. Hayes<sup>3</sup>  
<sup>1</sup>A-Tjak Cursussen, Netherlands  
<sup>2</sup>Skils, Netherlands  
<sup>3</sup>La Trobe University, Australia

If you are working with youth or grown-ups struggling with depression and you want to base your work on research, this is a workshop for you! Although ACT is trans- or a-diagnostic, it can learn from research into the development and maintenance of certain disorders, such as depression. Transdiagnostic processes have been found that fit very well with the ACT model. Rumination, attachment to a conceptualized self and lack of positive emotions are some of the concepts found to influence depression. In our workshop we present a summary of research findings which are directly translatable into an ACT/DNA-V approach. We will offer exercises in line with these findings. Theory and practice will be aimed at youth and adults.

Educational Objectives:

- Describe the role of important transdiagnostic factors coming from research into depression.
- Integrate this knowledge of transdiagnostic factors from research into depression into ACT or DNA-V.

#### 49. The Heart of Supervision: Promoting a culturally-sensitive supervisory alliance using FAP-Based on Processes: Functional Analytic Psychotherapy SIG Sponsored

Workshop (11:00 - 13:15)  
 Components: Case presentation, Didactic presentation, Experiential exercises, Role play  
 Categories: Supervision and training  
 Target Audience: Intermediate, Advanced  
**XQΔ02, ROOM B104**

P. Rolim de Moura<sup>1</sup>, A. Muñoz-Martínez<sup>2</sup>, K. Manduchi<sup>3</sup>  
<sup>1</sup>Pontificia Universidade Católica de Goiás, Brazil  
<sup>2</sup>Universidad de los Andes, Colombia  
<sup>3</sup>Act Italia, Iescum, Ascco, Ascoc, Humanitaas, Italy

Supervision is the cornerstone of clinicians' professional development. This is an interpersonally focused environment where a supervisor and supervisees' learning of a wide range of clinical competencies

such as relationships, professionalism, and cultural diversity in order to provide high quality services. Functional Analytic Psychotherapy (FAP) is a contextual behavioral approach oriented towards improving relationships, including supervisor-supervisee alliance. Supervision training used to focus on a diverse array of methods and strategies to teach clinical competencies, but less efforts have been invested on building an intentional and fruitful alliance. This workshop aims to use FAP guidelines to invite participants to identify their own interpersonal strengths and areas of growth as supervisors, practice new and different ways of relate to supervisees, reduce interpersonal barriers for building-up fruitful supervisory alliances, identifying and navigating culturally-sensitive conversations, and building-up cohesion in group supervision. For such endeavors, didactic presentations, modeling, behavioral rehearsals, and real-plays will be implemented in our learning environment.

Educational Objectives:

- Identify and plan effective strategies to modify supervisee's interpersonal behaviors within supervision's relationship that could lead to inadvertent problems in therapeutic relationships.
- Describe useful FAP repertoires to be implemented by supervisors in the supervision context to upraise supervisee's learning of clinical skills.
- Apply FAP guidelines for strengthening cohesion in group supervision contexts.

#### 50. Multilevel, Multimethod Examination of Psychological Flexibility as a Key Process of Change in Chronic Illness Adaptation: Greek & Cypriot Chapter Sponsored

Symposium (11:00 - 12:00)  
 Components: Original data  
 Categories: Adaptation, Chronic Illness, Behavioral Medicine  
 Target Audience: Intermediate, Advanced  
**Location: XQΔ02, ROOM B106**

Chair: Vasilis Vasiliou  
 Discussant: Maria Karekla  
 Staci Martin  
 Rhonda Merwin

- Psychological Flexibility as a potential biomarker for pain management: Evidence of neural correlates of PF and affective brain activation

V. Vasiliou<sup>1,2</sup>, M. Karekla<sup>3</sup>, N. Constantinou<sup>4</sup>  
<sup>1</sup>Cardiff University, United Kingdom  
<sup>2</sup>University of Oxford, United Kingdom  
<sup>3</sup>University of Cyprus, Cyprus  
<sup>4</sup>Cyprus University of Technology, Cyprus

- The Hours Between: How Between-Session Practice of ACT Skills Relates to Treatment Outcomes

S. Martin<sup>1</sup>, T. Allen<sup>1</sup>, M.A. Toledo-Tamula<sup>2</sup>  
<sup>1</sup>National Cancer Institute, USA  
<sup>2</sup>Leidos Biomedical Research, Inc, USA

- Multilevel, Multidimensional Influences on the Behavior of the Individual with Type 1 Diabetes

R. Merwin<sup>1</sup>, A. Moskovich<sup>1</sup>  
<sup>1</sup>Duke University, School of Medicine, USA

Educational Objectives:

- Describe how fMRI methods can propose PF as a behavioral biomarker for headache management.
- Explain the importance of pain acceptance as a key feature of psychological flexibility.
- Describe the dynamic interplay of multilevel influences on the behavior of the individual with type 1 diabetes.

#### 51. Development and efficacy testing of ACT models for Autism (ASD), Body Dysmorphophobia (BDD) and for juveniles in patient criminals with substance abuse disorders.

Symposium (11:00 - 12:00)  
 Components: Original data  
 Categories: ASD, BDD, Substance abuse  
 Target Audience: Intermediate  
**XQΔ02, ROOM B108**

Chair: Tobias Lundgren  
 Discussant: Steve Hayes  
 Johanna Linde  
 Johan Pahnke  
 Ida Målarstig

- Development and evaluation of ACT for Body Dysmorphic Disorder (BDD)

J. Linde<sup>1</sup>, J. Luoma<sup>2</sup>, J. Ramnerö<sup>1</sup>, C. Rück<sup>1</sup>, T. Lundgren<sup>1</sup>  
<sup>1</sup>Karolinska Institutet, Sweden  
<sup>2</sup>Portland Psychotherapy Clinic, Research, & Training Center, USA

- The NEUROACT program: A novel contextual behavioral treatment for reducing stress and improving quality of life in autistic individuals

J. Pahnke<sup>1</sup>  
<sup>1</sup>Karolinska Institutet, Sweden

- Substance use disorder treatment for youth in institutional care – a pilot study to examine feasibility and preliminary treatment effects on psychological flexibility and values

I. Målarstig<sup>1</sup>  
<sup>1</sup>Karolinska Institutet, Sweden

#### 52. Training in clinical functional analysis

Workshop (11:00 - 13:15)  
 Components: Conceptual analysis, Didactic presentation, Experiential exercises, Role play  
 Categories: Behavior analysis  
 Target Audience: Beginner, Intermediate  
**XQΔ02, ROOM B204**

N. Törneke<sup>1</sup>  
<sup>1</sup>NT Psykiatri, Sweden

Functional analysis is fundamental to behavior analysis. Even though it originates in a laboratory environment it also has a long history within clinical work. Its clinical version is less precise and more interpretive than its laboratory counterpart but still very influential. It is used explicitly within treatment models like acceptance and commitment therapy, functional analytical psychotherapy, dialectic behavior therapy and behavioral activation. Also within the recent effort to formulate a metamodel of therapy, process based therapy, functional analysis is at the core.

This workshop will offer practical training in clinical functional analysis along with a deepened understanding of how this classical tool is transformed by an understanding of relational frame theory. Some practical guidelines will also be provided.

Educational Objectives:

- Demonstrate practical skills in doing a clinical functional analysis.
- Describe how an understanding of relational frame theory transforms the traditional form of functional analysis.
- Use a few basic guidelines in conducting a clinical functional analysis.

#### 53. Working with the self in the context of moral injury treatment

Workshop (11:00 - 13:15)  
 Components: Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Original data, Role play  
 Categories: Clinical intervention development or outcomes  
 Target Audience: Beginner, Intermediate, Advanced  
**XQΔ02, ROOM B205**

L. Borges<sup>1,2</sup>, R. Walsler<sup>3,4</sup>  
<sup>1</sup>Rocky Mountain MIRECC, USA  
<sup>2</sup>University of Colorado School of Medicine Anschutz Medical Campus, USA  
<sup>3</sup>National Center for PTSD, USA  
<sup>4</sup>University of California Berkeley, USA

Moral code violations indicative of potentially morally injurious events (PMIEs) may impact anyone operating in high-stakes situations, from warzone Veterans, to healthcare providers, to school teachers. When an individual responds to PMIE exposure by attempting to avoid moral pain, it can impact their life significantly, including suffering from moral injury – a newly recognized term for post PMIE experience. A key feature of moral injury involves being bound to one's identity regarding the moral code violation, preventing connection to meaningful living. In this workshop, participants will learn to identify when clients become stuck in moral injury content. They will practice engaging ACT processes to help clients shift their behavior from living in moral injury-related stories to building a repertoire facilitating self-as-context, connecting with an observer self that holds all experiences while becoming none of them (Borges et al., 2022; Farnsworth et al., 2017). While clients can't choose their PMIE exposure or moral pain, they can choose how they carry pain. Participants will practice engaging self-compassion, holding moral pain-evoking stories with kindness and recognition of choice.

Educational Objectives:

- Describe stories about the self that commonly present in moral injury.
- Demonstrate self-as-context through shifting perspective to an observer self that extends beyond the client's moral pain or moral code violations.
- Demonstrate self-compassion by holding stories about the self with kindness and recognition of choice for the experiencer.

#### 54. Essentials in psychotherapy: Join us in a treasure hunt

Workshop (11:00 - 13:15)  
 Components: Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play  
 Categories: Academics or education  
 Target Audience: Beginner, Intermediate, Advanced  
**XQΔ02, ROOM B210**

J. Dahl<sup>1</sup>, T. Lydell<sup>2</sup>  
<sup>1</sup>Uppsala University, Sweden  
<sup>2</sup>Scandinavian Institute for Evidenced Based Psychology, Sweden

What if you could learn the 5 essentials of psychotherapy in record time and help even the 'hopeless' client get his life back on track with little effort. What if you could boil down the complex topography of all human problems to a few basic functions. How would you like to create magical transformations in your clients life in your therapy room or through an internet connection. How would it feel to sit back and be inspired by your client's joy of finding vitality in life again. How can we use avatars, AI in our therapy? What if the key to all this is something you already have in your pocket: Behavior analysis. The purpose of this workshop is to take you on a treasure hunt where you will experience these responses. How to find it, how to use it with your clients, how to teach it to others all through on line experiential learning.

## Educational Objectives:

1. Implement the 5 essentials of process based CBT using a 'running' behavior analysis.
2. Demonstrate 'boiling' down complex topography into a few basic functional classes of human behavior.
3. Demonstrate creating in session 'transformations' using exposure.
4. Describe how to use artificial intelligence for training and teaching and with your clients.

**55. Hybrid East Asian and Western Perspectives on ACT: Asian Culture and CBS SIG Sponsored**

Panel (11:00 - 12:00)

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

Categories: Methods/approaches for individual variation

Target Audience: Beginner, Intermediate, Advanced

**XQΔ02, ROOM B211**K. Fung<sup>1</sup>, Y. Kurumiya<sup>2</sup>, E. Lim<sup>3</sup>, H. Robb<sup>4</sup>, D. Lee-Baggley<sup>5</sup><sup>1</sup>University of Toronto, Canada<sup>2</sup>The Chicago School of Professional Psychology, USA<sup>3</sup>Toronto Somatic Mindfulness Clinic, Canada<sup>4</sup>Private Practice, USA<sup>5</sup>Dr. Lee-Baggley & Associates, Canada

Sociocultural contexts influence our learning histories and shape our behaviours, including our perception and how we make sense out of the world. The model and application of ACT reflect its cultural context, developed through Western science with roots arguably traceable to East Asian philosophy and practices, including Zen Buddhism. Eastern and Western thinking are imbued in ACT. How would ACT be applied differently to Asian clients, including Asians in non-Asian countries? In this panel, bicultural Asian ACT therapists, educators, and researchers will reflect on ACT from hybridized Eastern and Western perspectives, drawing on their liminal experience of being Asian in non-Asian settings. The reflection will involve concepts such as acculturation, ethnic identity model development, interdependent-self, and cultural values. We will explore the complexity of East-West cultures intersecting with other social identities, such as age, gender, sexual orientation, class, religion, and education, and contextual factors such as socio-political factors. The dialogue will engage panelists and attendees to reflect on the influence of sociocultural context on ACT to advance research, education, and care for diverse populations.

## Educational Objectives:

1. Identify Eastern and Western philosophies that inform RFT and ACT
2. Assess the use of liminal experiences - or an insider/outsider in-between perspective - to further develop cultural sensitivity and understanding of ACT and its application.
3. Assess the process of adaptations of ACT for Asian populations, including those in non-Asian settings.

**56. ACT for kids: Taking into account developmental process and social context in a CBS perspective**

Panel (11:00 - 12:00)

Components: Case presentation

Categories: Other

Target Audience: Beginner, Intermediate, Advanced

**Location: LEVENTIS, ROOM B108**T. Black<sup>1</sup>, S. Cassidy<sup>2</sup>, G. Presti<sup>3</sup>, S. Tani<sup>4</sup><sup>1</sup>Private Practice, Australia<sup>2</sup>Smithsfield Clinic, Ireland<sup>3</sup>University of Enna "Kore", Italy<sup>4</sup>Ritsumeikan University, Japan

The ACT model aims to enhance psychological flexibility (PI), allowing individuals to adjust to the unpredictable conditions of their environment and live a more meaningful life by engaging with their natural sources of reinforcement. The PI construct is

developed through experiential exercises and metaphors, which are most effective when tailored to the individual's unique learning history. Although there are no inherent obstacles to applying ACT to children, it is essential to consider the developmental progression of languagerelated processes and their impact on a child's emotional well-being. Thus, it may be necessary to provide training in basic relational framing skills before training the ACT processes. Furthermore, it is crucial to customize experiential exercises and metaphors to each child's level of experience and circumstances. Children exist within complex social environments, including family, school, and other social institutions, and constantly learn to interact with them. Consequently, a child's social repertoire must be considered when designing an ACT intervention.

Given the aforementioned issues, the panelists will explore and debate the current state of ACT work with children in clinical settings, as well as the research and clinical challenges that lie ahead.

## Educational Objectives:

1. Identify and use the developmental level of a child to propose an appropriate intervention.
2. Train relational framing skills that will improve the effectiveness of the planned therapeutic intervention.
3. Utilize a contextual view to examine a child's social repertoire in light of historical and environmental factors.

**57. The Batteries metaphor: For clients who struggle with choosing one value over another to take care in the moment: Poland Chapter Sponsored**

Workshop (12:15 - 13:15)

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

Categories: Clinical intervention development or outcomes

Target Audience: Intermediate, Advanced

**Location: XQΔ02, ROOM 007**B.A. Kossakowska<sup>1</sup>, L. Baran<sup>2</sup><sup>1</sup>Private Practice, Poland<sup>2</sup>University of Silesia in Katowice, Poland

The proposed metaphor is workable for clients who struggle with choosing one value over another to take care of in the moment. Clients are usually stuck with the idea that they can arrange situations where all their values are taken care of at the same time. As a result, nothing is taken care of, and they end with unfulfillment and frustration.

The metaphor helps to realize that every value is different and needs different ways and frequency to take care of, to visualize the values and to realize if the client is fully engaged in addressing the value in the moment.

The metaphor not only covers the committed action and values but also helps to appreciate and practice acceptance, mindfulness and defusion.

During the workshop, participants will watch the role-play demonstration of the metaphor and will practice it with other participants. They will also learn when to apply it, what ACT processes it enhances and how to deal with common difficulties occurring during the sessions with the Batteries Metaphor.

## Educational Objectives:

1. Describe the theoretical background of the Batteries Metaphor.
2. Demonstrate how to use the Batteries Metaphor appropriately.
3. Apply the Batteries Metaphor in various cases.

**58. Psychological Flexibility During Large Scale Health Crises**

Symposium (12:15 - 13:15)

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM 008**

R. Sebastião<sup>1,2</sup>, D. Dias Neto<sup>1,2</sup>, M. Hernández-López<sup>3</sup>, M.R. Fernández-Panadero<sup>3</sup>, E.M. Hernández-Díaz<sup>3</sup>, M. Rodríguez-Valverde<sup>3</sup>, A. Prudenzi<sup>4</sup>, D. O'Connor<sup>5</sup>, O. Rogerson<sup>5</sup>, C. Graham<sup>6</sup>, K. Hess<sup>7</sup>, A. Hudson<sup>7</sup>, B. Lancaster<sup>7</sup>

<sup>1</sup>ISPA - Instituto Universitário, Portugal  
<sup>2</sup>Applied Psychology Research Center Capabilities & Inclusion, Portuga

<sup>3</sup>University of Jaén, Spain<sup>4</sup>University of Birmingham, United Kingdom<sup>5</sup>University of Leeds, United Kingdom<sup>6</sup>Queen's University Belfast, United Kingdom<sup>7</sup>Michigan Medicine, USA

- Designing a digital intervention for a health crisis: The role of psychological flexibility and emotional schemas

R. Sebastião<sup>1,2</sup>, D. Dias Neto<sup>1,2</sup><sup>1</sup>ISPA - Instituto Universitário, Portugal<sup>2</sup>Applied Psychology Research Center Capabilities & Inclusion, Portugal

- Psychological inflexibility and health outcomes in adults with Long COVID

M. Hernández-López<sup>1</sup>, M.R. Fernández-Panadero<sup>1</sup>, E.M. Hernández-Díaz<sup>1</sup>, M. Rodríguez-Valverde<sup>1</sup><sup>1</sup>University of Jaén, Spain

- Exploring the Role of Psychological Flexibility, Stress-related Variables and Mental Health during COVID-19 Pandemic: A Longitudinal Study

A. Prudenzi<sup>1</sup>, D. O'Connor<sup>2</sup>, O. Rogerson<sup>2</sup>, C. Graham<sup>3</sup><sup>1</sup>University of Birmingham, United Kingdom<sup>2</sup>University of Leeds, United Kingdom<sup>3</sup>Queen's University Belfast, United Kingdom

- Providing More Care to More People: Changes in Pediatric Integrated Behavioral Health Patient Demographics Since Transition to Telehealth Due to COVID-19

K. Hess<sup>1</sup>, A. Hudson<sup>1</sup>, B. Lancaster<sup>1</sup><sup>1</sup>Michigan Medicine, USA

## Educational Objectives:

1. Describe the role of psychological flexibility and emotional schemas as independent modifiable psychological factors.
2. Analyze the role of psychological inflexibility on pain interference and other health outcomes for adults with Long COVID.
3. Describe how psychological flexibility may function as a protective factor of mental health during stressful times (e.g. COVID-19 pandemic).
4. Describe changing IBH patient demographics post-Covid-19.

**59. The Unknown Place Game - A Brief Intervention to Navigate Life, Therapy and Change Processes**

Workshop (12:15 - 13:15)

Components: Didactic presentation, Experiential exercises, Role play, Strategic planning

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM 009**R. Steinkopff<sup>1,2</sup><sup>1</sup>Psychotherapeutenkammer Berlin, Germany<sup>2</sup>Private Practice, Germany

Flexible Context Sensitivity and Functional Coherence are central in RFT-based therapies. However, these concepts are quite complex. In order to inform clients in a natural and experiential way, I developed the "Unknown Place Game". Playing the game with individual clients or in groups needs about 10 to 15 minutes and can easily be done in different settings. There is no right or wrong and no winning or losing, it is just playing and sorting. It uses everyday speech and midlevel terms.

This intervention aims at helping clients to navigate life in a context sensible and functional way according to what matters to them, and at the same time help professionals to navigate the course of the changing process as a simple ongoing case conceptualization. In the workshop we will first play the game as a group (like in group settings). We will then discuss briefly the inherent concepts. The use in therapy will be demonstrated in role play. A downloadable worksheet will be delivered and there will be space to practice and discuss this intervention.

## Educational Objectives:

1. Play the game in any setting for the purpose of enhancing functional awareness in clients.
2. Help clients sort behavior functionally.
3. Get a quick and rough assessment in which area to train a strong going case conceptualization.
4. Speak an easy common metaphorical language with clients about function-in-context and how to orientate their behavior for their purposes.

**60. Fostering Well-Being, Prosocial Behavior, and Climate Action: A Role for Psychological Flexibility and Behavior Analysis?**

Symposium (12:15 - 13:15)

Components: Conceptual analysis, Literature review, Original data  
 Categories: Processes of change, psychological flexibility, quality of life, well-being, prosocial behavior, behavior analysis, climate change, climate action, inpatients, outpatients, behavior analytic interventions, Event Sampling Methodology (ESM), Six Americas, strangers, friends  
 Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM B105**

Chair: Dominik Stöbi

Discussant: Anthony Biglan

Jae Villanueva

Gökçen Aydın

Elizabeth Meshes

Elisa Haller

- Improving quality of life: Do psychological flexibility and prosocial behavior impact life's quality?

J. Villanueva<sup>1,2</sup>, J. Ciarrochi<sup>3</sup>, V. Block<sup>4</sup>, C. Benoy<sup>5</sup>, K. Bader<sup>6</sup>, S. Brogli<sup>6</sup>, M. Walter<sup>7</sup>, E. Haller<sup>8</sup>, A. Gloster<sup>1,8</sup>  
<sup>1</sup>Swiss Institute for Sustainable Health (SING), Switzerland  
<sup>2</sup>Clienia Schössli AG, Switzerland  
<sup>3</sup>Australian Catholic University, Australia  
<sup>4</sup>Klinik Sonnenhalde, Switzerland  
<sup>5</sup>Neuro-Psychiatric Hospital Center, Luxembourg  
<sup>6</sup>University Psychiatric Clinics (UPK), Switzerland  
<sup>7</sup>Psychiatrische Dienste Aargau (PDAG), Switzerland  
<sup>8</sup>University of Basel, Switzerland

- Effectiveness of an ACT intervention on Social Domain: A controlled trial of inpatients and outpatients

G. Aydın<sup>1</sup>, E. Haller<sup>2</sup>, V. Block<sup>2</sup>, J. Villanueva<sup>2</sup>, C. Benoy<sup>2</sup>, M. Gül<sup>3</sup>, A. Gloster<sup>2</sup>  
<sup>1</sup>Hasan Kalyoncu University, Turkey  
<sup>2</sup>University of Basel, Switzerland  
<sup>3</sup>Databricks, Netherlands

- Promoting Proenvironmental Behavior Change Using a Six Americas Framework

E. Meshes<sup>1</sup>, L. Kamau<sup>2</sup>, M. Summers<sup>3</sup>, K. Benjamin Hoppin<sup>1,4</sup>  
<sup>1</sup>The Chicago School of Professional Psychology, USA  
<sup>2</sup>Behavior Consultants of Connecticut, USA  
<sup>3</sup>Cortica, USA  
<sup>4</sup>Platinum Behavioral Management, LLC., USA

- Through Thick and Thin: Testing the Robustness of Prosocial Behavior to Adversity Among Friends and Strangers

E. Haller<sup>1</sup>, C. Bongartz<sup>1</sup>, A. Gloster<sup>1</sup>  
<sup>1</sup>University of Basel, Switzerland

#### Educational Objectives:

1. Describe the role psychological flexibility and prosocial behavior play in increasing quality of life in transdiagnostic in- and outpatients.
2. Discuss the role and significance of social domain after an ACT-based intervention.
3. List the different segmentations of the Six Americas framework.
4. Describe the effect of psyflex-intervention on prosocial behavior.

#### 61. Promoting University Students' Mental Well-Being Through Digital ACTBased University Services: Greek & Cypriot Chapter Sponsored

Symposium (12:15 - 13:15)

Components: Didactic presentation, Original data

Categories: university students, mental-wellbeing, digital interventions, services, dissemination, implementation

Target Audience: Beginner, Intermediate, Advanced

Location: XQΔ02, ROOM B108

Chair: Raimo Lappalainen

Discussant: Vasilis Vasiliou

Panajiota Rasanen

Francesca Brandolin

Michael Levin

- The role of coaches' online written feedback in an ACT-based intervention for enhancing university students' well-being and reducing psychological distress

P. Rasanen<sup>1</sup>, R. Lappalainen<sup>1</sup>, J. Muotka<sup>1</sup>  
<sup>1</sup>University of Jyväskylä, Finland

- Examining the effectiveness and acceptability of a group-based ACT intervention when delivered by videoconference or face-to-face

F. Brandolin<sup>1</sup>, P. Lappalainen<sup>1</sup>, S. Gorinelli<sup>1</sup>, R. Lappalainen<sup>1</sup>  
<sup>1</sup>University of Jyväskylä, Finland

- Evaluating the dissemination and implementation of ACT Guide as a freely available service for university students

M. Levin<sup>1</sup>, C. Davis<sup>1</sup>, K. Klimczak<sup>1</sup>, M. Woolley<sup>1</sup>, E. Bowers<sup>1</sup>  
<sup>1</sup>Utah State University, USA

#### Educational Objectives:

1. Identify and discuss important active components in designing and implementing blended ACT interventions as services for university students.
2. Discuss differences of face-to-face vs videoconference interventions, including their clinical efficacy and unique contribution to the ACT literature.
3. Identify strategies to reach people who would benefit from online interventions.

#### 62. Finding your home in ACBS: How to get (more) connected and involved

Panel (12:15 - 13:15)

Components: Didactic presentation

Categories: Professional development

Target Audience: Beginner, Intermediate, Advanced

Location: XQΔ02, ROOM B211

D. Moyer<sup>1</sup>, W. Evans<sup>2</sup>, A. Rhodes<sup>3,4</sup>, V. Kiel<sup>5</sup>, L. Ethington<sup>6</sup>, S. Cassidy<sup>7</sup>

<sup>1</sup>Oregon Health & Science University, USA

<sup>2</sup>VA North Texas Health Care System, USA

<sup>3</sup>National Institutes of Health, USA

<sup>4</sup>The ACT Academy, USA

<sup>5</sup>ACTLernen.de, Germany

<sup>6</sup>Thrive Behavioral Health, LLC, USA

<sup>7</sup>Smithsfield Clinic, Ireland

The session is not eligible for CEs.

Founded in 2005 by a small number of people with a shared interest, ACBS has grown into an organization of over 9,000 members across more than 100 countries. There are now 44 Chapters, 43 Special Interest Groups, and 14 Leadership Committees. As ACBS grows in size and scope, so does the need to actively build and maintain community. But with so many ways to get connected and involved, it can be challenging and even daunting to figure out which ones will be most interesting and meaningful to you. Brought to you by the ACBS Membership Committee, this panel will provide a straightforward introduction to community involvement opportunities within ACBS. We will also invite the audience to share experiences and ideas for increasing member engagement, connection, and sense of belonging within our community. Whether you are brand new to ACBS, a long-time listserv lurker, or even Steve Hayes himself, this panel is sure to have something for you.

Join us in exploring how to get more You into the community and more We into ACBS!

#### 63. Ontology, classification, diagnosis, and categorization of mental and behavioral health: How can we overcome the evils of the past and move towards a more process based functional future?

Invited Panel (12:15 - 13:15)

Components: Didactic presentation

Categories: Professional development

Target Audience: Beginner, Intermediate, Advanced

Location: LEVENTIS, ROOM B108

S.C. Hayes<sup>1</sup>, S. Michie<sup>2</sup>, L. Johnstone<sup>3</sup>, V. Araujo Soares<sup>4</sup>, M. Karekla<sup>5</sup>

<sup>1</sup>University of Nevada, Reno, USA

<sup>2</sup>University College London, United Kingdom

<sup>3</sup>Independent trainer, United Kingdom

<sup>4</sup>University of Twente, Netherlands

<sup>5</sup>University of Cyprus, Cyprus

Ontology, classification, diagnosis, and categorization of mental and behavioral health are considered important for understanding and treating mental health conditions. However, historically methods and approaches used have not achieved all they aimed to do and have especially failed to guide treatments to help each individual client with their specific historical and situational context. This panel discussion brings together experts who have voiced concerns and are attempting to bring about changes in how we conceptualize mental and behavioral health difficulties so that interventions are idiographic and functionally linked with case formulations. Each will discuss this topic from their own work proposing solutions for the future of intervention science.

#### Educational Objectives:

1. Utilize a functional approach to case formulation to specify modifiable targets.
2. Explain why some traditional methods do not aid in treatment guidance.
3. Outline the challenges in adopting an idiographic perspective to diagnosis and treatment.

#### 64. Process-Based Approaches for Community Resilience:

##### Essential skills and procedures

Workshop (14:45 - 15:45)

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

Categories: Dissemination or global health strategies

Target Audience: Beginner, Intermediate, Advanced

Location: XQΔ02, ROOM 119

A. Lordos<sup>1</sup>

<sup>1</sup>University of Cyprus, Cyprus

Process-based approaches are transforming the field of behavioural science through the targeting of specific processes of change while respecting the complexity of the context around and within each individual beneficiary. However, the application of process-based approaches when working at the community level have not yet been articulated as clearly. In this workshop, we will provide training and jointly reflect on how to work with community stakeholders to establish and implement a process-based strategy for community recovery and resilience. We will discuss how to: identify presenting issues in the community; map and convene relevant community stakeholders; conduct a participatory multisystemic network analysis; how to establish crosssectoral intervention priorities; and how to integrate behavioural elements within each intervention. To enrich the workshop, three case examples will be used: A rural community with a high rate of unemployment that is experiencing a substance abuse epidemic among its youth; an overcrowded prison where several suicide attempts have recently taken place; and a metropolitan centre that is dealing with a large influx of refugees from a neighbouring war-torn country.

#### Educational Objectives:

1. Describe the applicability of process-based approaches for community-level interventions and consider ways to adapt them to meet the needs of different stakeholders.
2. Demonstrate the essential skills and procedures required to work with community stakeholders to establish and implement a process-based strategy for community recovery and resilience including identifying presenting issues; conducting participatory network analysis; establishing cross-sectoral intervention priorities; and integrating behavioral elements.
3. Apply the process-based approach to case examples of diverse community contexts using a combination of real-world examples and hypothetical scenarios.

#### 65. SchemACT to Heal Attachment Wounds: Integrating Acceptance and Commitment Therapy, Schema Therapy, and Somatic Psychology to Treat Interpersonal Trauma

Workshop (14:45 - 15:45)

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

Categories: Clinical intervention development or outcomes

Target Audience: Intermediate, Advanced

Location: XQΔ02, ROOM 007

A. Lev<sup>1</sup>

<sup>1</sup>Bay Area CBT Center, USA

This groundbreaking protocol describes a holistic, integrative, and behavioral approach to heal attachment wounds. This unique protocol incorporates techniques from the latest research from neuroscience to give you all the tools and the skills you need to heal interspersal trauma and develop secure attachment behaviors in relationships. You will learn how to assess and identify attachment styles, the schemas connected to each attachment style, and how to utilize behavioral interventions to overcome insecure attachment patterns. This workshop will teach you how to integrate techniques from Acceptance and Commitment Therapy, Schema Therapy, Nonviolent Communication, and Somatic Psychology to help clarify values, identify thoughts, feelings, and sensations that act as barriers, and

overcome obstacles to values-based actions in relationships. Mindfulness and defusion skills will be taught to work with stories that act as barriers to values, somatic techniques will be described to work with feelings and sensations that act as barriers, and behavioral interventions will be used to help clients act intentionally. This cutting edge, holistic approach integrates techniques to treat the whole person and deepen intimacy.

#### Educational Objectives:

1. Describe each of the four attachment styles, the schemas connected to each attachment style and how they present in therapy.
2. Describe the epigenetic, social and cultural factors that impact attachment styles.
3. Describe how to integrate techniques from Schema Therapy, Acceptance and Commitment Therapy and Somatic Psychology to develop secure behaviors in relationships.

#### 66. Parenting in focus! Findings from CBS research

Symposium (14:45 - 15:45)

Target Audience: Beginner, Intermediate, Advanced

Location: XQΔ02, ROOM 008

E. Delemere<sup>1</sup>, L. Palmeira<sup>2,3</sup>, A.M. Xavier<sup>2,3</sup>, V. Mateus<sup>2,3</sup>, J. Silva<sup>2</sup>, P. Vagos<sup>2,3</sup>, J.Y.M. Kwan<sup>4</sup>, P.T. Yau<sup>4</sup>, Y.Y. Chong<sup>4</sup>

<sup>1</sup>Maynooth University, Ireland

<sup>2</sup>Portucalense Institute for Human Development (INPP), Universidade Portucalense, Porto, Portugal

<sup>3</sup>University of Coimbra, Centre for Research in Neuropsychology and Cognitive and Behavioural Intervention, (CINEICC), Coimbra, Portugal

<sup>4</sup>The Chinese University of Hong Kong, Hong Kong

- Impact of brief online self-directed Acceptance and Commitment Therapy on psychological flexibility, parenting experience and wellbeing for parents of children with cancer

E. Delemere<sup>1</sup>

<sup>1</sup>Maynooth University, Ireland

- The role of mothers' prenatal compassion and psychological flexibility in postpartum mother-to-infant bonding

L. Palmeira<sup>1,2</sup>, A.M. Xavier<sup>1,2</sup>, V. Mateus<sup>1,2</sup>, J. Silva<sup>1</sup>, P. Vagos<sup>1,2</sup>

<sup>1</sup>Portucalense Institute for Human Development (INPP), Universidade Portucalense, Porto, Portugal

<sup>2</sup>University of Coimbra, Centre for Research in Neuropsychology and Cognitive and Behavioural Intervention, (CINEICC), Coimbra, Portugal

- Role of parental psychological flexibility on the emotional and behavioral strengths of children with special health care needs

J.Y.M. Kwan<sup>1</sup>, P.T. Yau<sup>1</sup>, Y.Y. Chong<sup>1</sup>

<sup>1</sup>The Chinese University of Hong Kong, Hong Kong

#### Educational Objectives:

1. Describe how Connected Health technologies can be used to deliver universal level psychosocial support in paediatric psychoncology.
2. Discuss the role of maternal emotional regulation skills on their bond to the infant.
3. Identify the role of parental psychological flexibility in predicting the mental well-being of SHCN children.

### 67. Developing Behaviour Change Interventions for Self-Management in Chronic Illness

Invited (14:45 - 15:45)

Components: Didactic presentation  
Categories: Health / behavioral medicine  
Target Audience: Intermediate  
Location: **XQΔ02, ROOM 009**

V. Araújo Soares<sup>1</sup>  
<sup>1</sup>Heidelberg University, Germany

Health care systems face pressures related to an increasing number of people living with chronic conditions: obesity, type 2 diabetes, and heart disease amongst others. For effective self-management behaviour change is needed as it can improve health outcomes and quality of life. Intervention development science aims to optimize the reach, effectiveness, adoption, implementation and maintenance of interventions. Developing and implementing an intervention should also require rigorous evaluation of outcomes and processes of behaviour change as doing this will contribute to intervention refinement and increase our understanding on human behaviour in context. The development of new services and technologies offers opportunities to enhance the scope of delivery of interventions to support behaviour change and self-management at scale. Here I will review key approaches to intervention development, provide a critical overview, and integrate these approaches into a pragmatic framework to rigorously guide decision-making in behaviour change intervention development. Moreover, I will highlight emerging issues pertaining to co-beneficial behaviours and will present a new vision on the role of health care professionals in this era of climate change.

Educational Objectives:

1. Explain the role of intervention development frameworks.
2. Describe the key steps involved in the development of an intervention.
3. Critically appraise professional role.

### 68. Ignite session 1

Ignite (14:45 - 15:45)

Location: **XQΔ02, ROOM B104**

- Why Death and Uncertainty Don't Need to Rule the World!

T. Lindsay<sup>1</sup>  
<sup>1</sup>Chris O'Brien Lifehouse, Australia

- Evaluating Narrative Exposure Therapy for Post-Traumatic Stress Disorder

M. Kokkinou<sup>1</sup>  
<sup>1</sup>University Of Cyprus, Cyprus

- Relational frames and relationship to work satisfaction: Mental health work as Ikigai and how to spark a love of doing

L. Eickleberry<sup>1,2</sup>  
<sup>1</sup>Nova Southeastern University, USA  
<sup>2</sup>Institute for Life Renovation, USA

- Addressing variables involved in provider-based stigma toward complex patients using an ACT lens

L. Eickleberry<sup>1,2</sup>  
<sup>1</sup>Nova Southeastern University, USA  
<sup>2</sup>Institute for Life Renovation, USA

- Shame on You!

K. Wiemer<sup>1</sup>  
<sup>1</sup>Power to Live Foundation, United Kingdom

- Our brilliant and broken minds – How to relate to the stories within?

B.T. Tulbure<sup>1</sup>  
<sup>1</sup>West University of Timisoara, Romania

- ACT for Apocalyptic Anxiety: An Acceptance-Based Approach to Treating Environmental Fears

D. Guthrie<sup>1</sup>  
<sup>1</sup>Texas A&M University, USA

### 69. Applications of derived relational responding

Symposium (14:45 - 15:45)

Components: Case presentation, Conceptual analysis, Literature review, Original data  
Categories: RFT, ACT, Deriving Relations, Relational Skills Training, Cognitive Performance, REP, Language Training  
Target Audience: Intermediate  
Location: **XQΔ02, ROOM B105**

Chair: Sarah Cassidy  
Elle Kirsten  
Jamie Cummins  
Evan Marks

- Taking the WTF out of RFT: How and when to apply RFT-based interventions to teach children struggling with language delays

E. Kirsten<sup>1</sup>  
<sup>1</sup>Compassionate Behavior Analysis, PLLC, USA

- The application of relational skills training across several demographics: Preliminary evidence

J. Cummins<sup>1</sup>  
<sup>1</sup>Ghent University, Belgium

- Implications of RFT on the Clinical Practice of ACT

E. Marks<sup>1</sup>  
<sup>1</sup>True North Therapy and Training, USA

Educational Objectives:

1. Describe why it is necessary to implement RFT-based language interventions to teach language beyond Skinner's verbal operants.
2. Describe the new range of populations within which SMART is being delivered.
3. Describe the challenges that transitioning between arbitrary and non-arbitrary relations pose to ACT interventions.

### 70. Psychological Flexibility for Improving Mental Health and Reducing Burnout of Healthcare Staff: Greek & Cypriot Chapter Sponsored

Symposium (14:45 - 15:45)

Components: Original data  
Categories: Healthcare professionals  
Target Audience: Beginner, Intermediate, Advanced  
Location: **XQΔ02, ROOM B108**

Chair: Arianna Prudenzi  
Discussant: Giovambattista Presti  
David Gillanders  
Abigail Mariotti  
Marianna Zacharia  
Silvia Cau  
Valeria Portelli  
Maria Karekla  
Andrew Gloster

- Acceptance and Commitment Training for Improving Distress, Burnout and Patient Safety of NHS Staff: A Randomised Controlled Study

A. Prudenzi<sup>1</sup>, D. O'Connor<sup>2</sup>, P. Flaxman<sup>3</sup>, F. Day<sup>4</sup>,  
S. Wilding<sup>2</sup>, C. Graham<sup>5</sup>  
<sup>1</sup>University of Birmingham, United Kingdom  
<sup>2</sup>University of Leeds, United Kingdom  
<sup>3</sup>City, University of London, United Kingdom  
<sup>4</sup>Fioan Day Consulting LTD, United Kingdom  
<sup>5</sup>Queen's University Belfast, United Kingdom

- The experiences of palliative care professionals and their responses to work-related stress: A qualitative study

S. Fisher<sup>1</sup>, N. Ferreira<sup>2</sup>, D. Gillanders<sup>1</sup>  
<sup>1</sup>University of Edinburgh, United Kingdom  
<sup>2</sup>University of Nicosia, Cyprus

- Psychological flexibility and burnout in ABA professionals

A. Mariotti<sup>1</sup>, S. Cau<sup>1</sup>, V. Portelli<sup>1</sup>, G. Presti<sup>1</sup>  
<sup>1</sup>University of Enna "Kore", Italy

- Psychological Aid for Frontline Healthcare Workers during COVID-19

M. Zacharia<sup>1,2</sup>, M. Karekla<sup>1</sup>, A. Gloster<sup>3</sup>  
<sup>1</sup>ACThealthy Lab, University of Cyprus, Cyprus  
<sup>2</sup>Cyprus Association of Cancer Patients and Friends (PASYKAF), Cyprus  
<sup>3</sup>University of Basel, Switzerland

Educational Objectives:

1. Analyse the strengths and weaknesses of ACT programmes for healthcare professionals.
2. Describe helpful and unhelpful behavioural responses to stress.
3. Explain the importance of psychological flexibility on mental health.
4. Design a treatment plan based on ACT for the challenges encountered by a frontline healthcare worker during COVID-19.

### 71. Working with Therapeutic Ruptures from an ACT Perspective Workshop

(14:45 - 15:45)

Components: Conceptual analysis, Didactic presentation, Experiential exercises, Role play  
Categories: Clinical intervention development or outcomes  
Target Audience: Beginner, Intermediate, Advanced  
Location: **XQΔ02, ROOM B204**

R.D. Walser<sup>1</sup>, M. O'Connell<sup>2</sup>  
<sup>1</sup>University California Berkeley; National Center for PTSD; TL Consultation Services, USA  
<sup>2</sup>Private Practice, Argentina

ACT, rooted in behaviorism and functional contextualism, views ruptures as the insensitivity to the function of behavior in a relational context. A rupture of the bond between client and therapist involves the therapist engaging in insensitive or non-responsive behavior, undermining the client's trust experience. The function of the therapist's behavior in this situation serves to change the context, evoking avoidance, fusion, and other pathological processes in the client. The client may engage in behaviors that lead to avoidance, anger, or displeasure with the treatment. Depending on the therapist's response, a cycle of mutual influence that damages the relationship may appear. Conversely, if well addressed, the ACT therapist can set the context for resolving the rupture. Based on the functions of the present behaviors, repairing the rupture is about transforming the inflexible responding into learning experiences that once again establish a safe context, allowing the alliance to regain footing. This workshop will explore therapeutic ruptures and repairs using the ACT model. This workshop will use didactic, experiential, and role-play exercises to convey the material

Educational Objectives:

1. Describe the role and function of interpersonal process in ruptures in therapy from an ACT perspective
2. Describe functional analysis and its role in the therapeutic rupture and repair process
3. Explain how therapeutic ruptures can be repaired from a functional, experiential perspective.

### 72. The Stories We Tell: Understanding Self-as-Context and How to Use It Effectively

Workshop (14:45 - 15:45)

Components: Conceptual analysis, Didactic presentation, Experiential exercises  
Categories: Clinical intervention development or outcomes  
Target Audience: Beginner, Intermediate  
Location: **XQΔ02, ROOM B205**

J. Gregg<sup>1</sup>, S. Martin<sup>2</sup>  
<sup>1</sup>San Jose State University, USA  
<sup>2</sup>National Cancer Institute, USA

The labels and stories we create about self are fragile, and when challenged, a disruption in our verbal construction of the self occurs that can lead to inflexible, rigid responding (McHugh, Stewart, & Almada, 2019). A coherent and consistent understanding of ourselves as one thing is a powerful conditioned reinforcer that can override self-awareness. Emphasizing identity coherence in some areas and neglecting others can lead to even more inflexible conceptualizations of self. Rigidly held professional identities, physical or mental illness labels, and parenting and family role conceptualizations can prevent full experiencing for clients and therapists alike, and this can interfere with the ability to respond flexibly in a given context. In this workshop we will start by breaking down some key concepts in self-as-context to make them easy to understand. Next, we will talk about sneaky ways self-as-content shows up for clients and therapists, and practice new practical skills for dismantling conceptualized selves. Finally, we will demonstrate experiential exercises focused on perspective taking that can help clients defuse from unworkable content about the self.

Educational Objectives:

1. Define self-as-context in basic real-world terms.
2. Explain how to recognize rigid conceptualizations of the self (self-as-content).
3. Demonstrate at least one therapeutic technique to help clients detach from rigid thinking about the self.

### 73. Once More, With Feeling: Bringing the Feeling Body into the Therapy Room

Workshop (14:45 - 15:45)

Components: Didactic presentation, Experiential exercises, Literature review, Role play  
Categories: Clinical intervention development or outcomes  
Target Audience: Beginner, Intermediate, Advanced  
Location: **XQΔ02, ROOM B210**

M. Skinta<sup>1</sup>  
<sup>1</sup>Roosevelt University, USA

Behavior therapies have historically been mindful of the important role of somatic experiencing, and foundational building blocks of experiencing the verbal world such as via tacting. The degree to which embodiment is actively brought into therapy vary greatly, however. This workshop will explore and elaborate the central role of tacting in response to interoceptive sensations within Functional Analytic Psychotherapy. FAP orients clients to increase the skill and complexity of tacting affective states as embodied, and using the body as a compass toward closeness generating behaviors even when an identifiable somatic experience is not yet labeled. Both practice and theory will be blended in this brief, enriching workshop aimed at providing practical, useful tools for the clinician.

## Educational Objectives:

1. Describe the role of tacting in FAP.
2. Explain how to design interventions that evoke strong bodily content.
3. Explain to clients the value of attending to felt sensations in the moment.

**74. A Song in Your Heart: Finding Your Way & Finding Your Why with Musical Exercises**

Workshop (14:45 - 15:45)

Components: Didactic presentation, Experiential exercises

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate

**Location: XQΔ02, ROOM B211**D.J. Moran<sup>1</sup>, M.J. Wright<sup>2</sup>, V. Visquerra<sup>1</sup><sup>1</sup>Touro University, USA<sup>2</sup>Depression and Anxiety Specialty Clinic of Chicago, USA

Listening to music is an easily accessible experiential exercise during therapeutic endeavors. Eliciting emotions and evoking languaging related to the music can set the context for processing the six domains on

the ACT hexagon model. This workshop invites attendees to mindfully listen to music, become aware of feelings and thoughts that arise, and query if memories related to the song evoke values-based reactions. This exercise was developed for Wounded Warrior Project experiential events, and injured veterans with PTSD are asked to explore their emotional reactions to particular memories related to the times when the songs were prevalent. There is a rich discussion about what was important at that time in their lives, what values have remained intact throughout the years, and that there is a "self" that has been steadfast through all that time.

This workshop guides participants through these exercises, and helps them contact the present moment, clarify values, and get in touch with the self-as-context.

Attendees will be given ideas on how to use it in coaching, clinical work, and counseling.

## Educational Objectives:

1. Utilize listening to music as an experiential exercise in therapy.
2. Demonstrate linking memories elicited and evoked by songs to verbally articulated clear, authored values statements.
3. Utilize listening to music as a 'contacting the present moment' in therapy.

**75. Shhh, I'm Trying to Sleep! Harnessing the Scientist-Practitioner Lens for the Treatment of Insomnia**

Panel (14:45 - 15:45)

Components: Didactic presentation, Experiential exercises

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate

**Location: LEVENTIS, ROOM B108**C. Ehrnstrom<sup>1</sup>, R. El Rafihi-Ferreira<sup>2</sup>, A. Rhodes<sup>3,4</sup>, A. Zakie<sup>5</sup><sup>1</sup>University of Colorado Boulder, USA<sup>2</sup>Universidade de São Paulo, Brazil<sup>3</sup>National Institutes of Health, USA<sup>4</sup>The ACT Academy, USA<sup>5</sup>Kermanshah University of Medical Sciences, Iran

Come join an international panel of sleep interventionists for an exploration about the treatment of insomnia. Panelists will share what they've learned from decades of sleep research and clinical practice. Panelists will highlight the most up-to-date and in-progress research findings and methodologies (e.g., actigraphy, PROs) in the emerging area of contextual-behavioral sleep science. They will also bridge the gap between science and application by focusing specifically on how ACT can optimize cognitive behavior therapy for insomnia (CBT-I). Panelists will answer questions and facilitate dialogue as to why paying attention to your clients' sleep needs will make a positive

multilevel impact and how to skillfully maneuver your client's stickiest sleep barriers.

## Educational Objectives:

1. Explain how to enhance CBT-I with ACT.
2. Describe when to address sleep difficulties in the therapeutic process.
3. Identify key therapeutic characteristics of ACT for Sleep.

**76. The Power Threat Meaning Framework: A conceptual alternative to the diagnostic model of distress**

Plenary (16:15 - 17:15)

Components: Role play

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

**Location: GYMNASIUM**L. Johnstone<sup>1</sup><sup>1</sup>Independent trainer, United Kingdom

The Power Threat Meaning Framework was published in 2018 by the British Psychological Society. Coproduced by a core team of psychologists and service users, with Dr Lucy Johnstone and Professor Mary

Boyle as lead authors, it offers an alternative to more traditional models of mental health based on psychiatric diagnosis. It demonstrates the links between social factors such as poverty, discrimination and inequality, along with traumas such as abuse and violence, and the resulting emotional distress. In this way it helps to show that fear, despair, mood swings, and unusual experiences or beliefs are the result of 'what happened to you' not 'what is wrong with you.' The PTMF can be used to help people create more hopeful narratives about their difficulties, instead of seeing themselves as blameworthy, weak, deficient or 'mentally ill'. It also shows why those of us who do not have an obvious history of trauma or adversity can still struggle to find a sense of self-worth, meaning and identity. The PTMF has attracted national and international attention.

## Educational Objectives:

1. List the core principles of the PTMF.
2. Describe how the PTMF can be used in your clinical work.

**77. Reaching individuals across critical age groups: Digital Interventions for children, adolescents, and young adults**

Symposium (9:30 - 10:30)

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM 007**K. Keinonen<sup>1</sup>, A. Lappalainen<sup>1</sup>, P. Lappalainen<sup>1</sup>, T. Hämäläinen<sup>1</sup>, R. Lappalainen<sup>1</sup>, N. Kiuru<sup>1</sup>, V. Vasiliou<sup>2</sup>, L. Meany<sup>3</sup>, C. Linehan<sup>3</sup>, S. Dockray<sup>3</sup>, S. Dick<sup>3</sup>, M.P. Davoren<sup>4</sup>, C. Heavin<sup>3</sup>, M. Byrne<sup>3</sup><sup>1</sup>University of Jyväskylä, Finland<sup>2</sup>Cardiff University, United Kingdom<sup>3</sup>University College Cork, Ireland<sup>4</sup>Cork Sexual Health Centre, Ireland, United Kingdom

- Mobile-games to promote psychological flexibility and wellbeing among schoolchildren

K. Keinonen<sup>1</sup>, A. Lappalainen<sup>1</sup>, P. Lappalainen<sup>1</sup>, R. Lappalainen<sup>1</sup><sup>1</sup>University of Jyväskylä, Finland

- A guided online ACT intervention may increase psychological well-being and support school engagement in adolescents

T. Hämäläinen<sup>1</sup>, P. Lappalainen<sup>1</sup>, A. Puolakanaho<sup>1</sup>, R. Lappalainen<sup>1</sup>, N. Kiuru<sup>1</sup><sup>1</sup>University of Jyväskylä, Finland

- Identifying salient components for a digital intervention targeting college students drug use: A Dynamic network feedback loop analysis

V. Vasiliou<sup>1</sup>, L. Meany<sup>2</sup>, C. Linehan<sup>2</sup>, S. Dockray<sup>2</sup>, S. Dick<sup>2</sup>, M.P. Davoren<sup>3</sup>, C. Heavin<sup>2</sup>, M. Byrne<sup>2</sup><sup>1</sup>Cardiff University, United Kingdom<sup>2</sup>University College Cork, Ireland<sup>3</sup>Cork Sexual Health Centre, Ireland, United Kingdom

## Educational Objectives:

1. Discuss the opportunities game-based interventions present for reaching larger groups of children in need of psychological support.
2. Describe connections between well-being and school engagement/ risk for dropout.
3. Describe key CBS-related silent intervention components that can be used in interventions focusing on reducing college students' drug use.

**78. Prosociality in Action: Implications for Connecting, Caring, and Compassion Giving**

Symposium (9:30 - 10:30)

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM 008**J. Lord<sup>1</sup>, G. Atefi<sup>2</sup>, M.E. de Vugt<sup>2</sup>, R.J. van Knippenberg<sup>2</sup>, M. Levin<sup>3</sup>, F.R. Verhey<sup>2</sup>, S.L. Bartels<sup>2</sup>, N. Ferreira<sup>4</sup>, A. Paris<sup>5</sup>, S. Antoniou<sup>4</sup>, M. Gharbieh<sup>4</sup>, T. Lefevor<sup>6</sup><sup>1</sup>Endicott College, USA<sup>2</sup>Maastricht University, Netherlands<sup>3</sup>Utah State University, USA<sup>4</sup>University of Nicosia, Cyprus<sup>5</sup>University of Warwick, United Kingdom<sup>6</sup>Utah State University, USA

- Using Behavior Skills Training to teach Compassionate Care to Military First Responders

J. Lord<sup>1</sup><sup>1</sup>Endicott College, USA

- The use of Acceptance and Commitment Therapy (ACT) in informal caregivers of adults with long-term or chronic conditions: A systematic review

G. Atefi<sup>1</sup>, M.E. de Vugt<sup>1</sup>, R.J. van Knippenberg<sup>1</sup>, M. Levin<sup>2</sup>, F.R. Verhey<sup>1</sup>, S.L. Bartels<sup>1</sup><sup>1</sup>Maastricht University, Netherlands<sup>2</sup>Utah State University, USA

- Psychological flexibility as a predictor of burnout, mental wellbeing and trauma in online mental health providers exposed to challenging behavior/critical incidents

N. Ferreira<sup>1</sup>, A. Paris<sup>2</sup>, S. Antoniou<sup>1</sup>, M. Gharbieh<sup>1</sup><sup>1</sup>University of Nicosia, Cyprus<sup>2</sup>University of Warwick, United Kingdom

- When Connecting with LGBTQ+ Communities Helps and Hurts: A Meta-Analysis and Functional Contextual Interpretation of the Connectedness-Health Relationship

T. Lefevor<sup>1</sup><sup>1</sup>Utah State University, USA

1. Analyze efficacy of BST and its impact on the compassionate responses of the pilot group along with potential application to additional participants for further data collection and generalization to other career fields.
2. Describe potential implications/optimisations for future ACT interventions and process of change research for informal caregivers of people with chronic and long-term conditions are discussed.

3. Describe the role and significance of psychological flexibility in the onset of poor mental wellbeing of online mental health practitioners.
4. Describe the potential function of connection to LGBTQ+ communities in promoting (or hindering) health for LGBTQ+ individuals.

**79. Developing national infrastructures for multisystemic recovery and resilience: A process-based approach**

Invited (9:30 - 10:30)

Components: Conceptual analysis, Original data, Strategic planning

Categories: Dissemination or global health strategies

Target Audience: Intermediate

**Location: XQΔ02, ROOM 009**A. Lordos<sup>1</sup><sup>1</sup>University of Cyprus, Cyprus

Extreme societal adversity can lead to multisystemic dysfunction at the individual, familial, communal, and institutional levels. This talk focuses on a process-based approach for multisystemic recovery and resilience in extreme contexts based on public health research in Ukraine, South Sudan, Rwanda, and Ethiopia. Our approach utilizes participatory network analysis with community stakeholders to identify potential intervention targets and treatment kernels at different levels. On this basis, we selected or developed distinct group-based community interventions that address specific processes of change. Resilience-oriented therapy strengthens socio-emotional skills, multi-family healing spaces mitigate inter-generational trauma, sociotherapy reduces mistrust, while our manual for community-based enterprises supports vulnerable community members to overcome poverty. We will discuss how to bring interventions to regional or national scale through communitybased coalitions that include local authorities, primary health care, the education sector, and NGOs. This approach has the potential to provide effective, evidence-based solutions that can improve the mental health and well-being of populations affected by extreme adversity and contribute to their long-term recovery and resilience, integrating interventions from mental health, peacebuilding, and livelihoods development.

## Educational Objectives:

1. Discuss how a process-based approach can be adapted for multisystemic recovery and resilience in extreme contexts.
2. Identify potential treatment kernels for addressing multisystemic dysfunction in extreme contexts.
3. Compare and contrast distinct community-based interventions developed to address specific processes of change.
4. Analyze the potential of community-based coalitions to bring interventions to regional or national scale.
5. Evaluate the integration of mental health and peacebuilding and livelihoods development in establishing national infrastructures for contexts facing extreme adversity.

**80. Developing self-compassion and self-acceptance in neurodivergent adults: From chronic burnout to living a valued life**

Workshop (9:30 - 12:00)

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

Categories: Methods/approaches for individual variation

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM B104**J. Kemp<sup>1,2</sup><sup>1</sup>Adelaide Behaviour Therapy, Australia<sup>2</sup>University of Adelaide, Australia

Neurodivergent adults are more likely to experience trauma, rejection, marginalization, and repeated negative feedback, resulting in relentless self-criticism and feelings of failure, shame, inadequacy, internalized stigma, and poorer mental health (Hedley & Ulljarevic, 2018; Martini, et. al., 2022; Schanche, 2013). Many live in chronic

'neurodivergent burnout,' a state of exhaustion and overwhelm that emerges from trying to achieve neurotypical standards in an environment that does not accommodate sensory, social, and information processing differences. Neurodivergent adults have lower levels of self-compassion (Beaton, Sirios, & Milne, 2020 & 2022; Cai & Brown, 2021; Howes, Richards & Galvin, 2021) while higher levels are associated with improved mental health and wellbeing, and greater ability to regulate emotions (Cai, Gibbs, et al. 2022, Willoughby and Evans 2019). Compassion-focused approaches offer the potential to increase self-acceptance and improve quality of life, however therapy must be adapted to meet individual preferences and needs. This interactive workshop will explore how to use compassion-focused approaches to help clients alleviate and prevent burnout in order to build a valued life on a foundation of self-compassion.

#### Educational Objectives:

1. Define neurodivergent burnout and describe how building skills in self-compassion can improve mental health and wellbeing in neurodivergent clients.
2. Demonstrate how to adapt therapy to accommodate the different information processing preferences of neurodivergent clients while being neurodiversity-affirming.
3. Implement strategies for alleviating burnout and building self-compassion that support valued living.

#### 81. A non-geeky, pragmatic introduction into functional contextualism for ACTtherapists

Workshop (9:30 - 12:00)

Components: Didactic presentation, Experiential exercises, Role play  
Categories: Theory and philosophical foundations  
Target Audience: Beginner

**Location: XQΔ02, ROOM B104**

V. Kiel<sup>1,2</sup>

<sup>1</sup>ACTLernen.de, Netherlands

<sup>2</sup>ACT-Akademie.org, Netherlands

If you have immersed yourself in ACT, chances are good that you have come across these two words: functional contextualism. After all, there isn't a serious ACT textbook out there that doesn't say at some point: "ACT is based on a philosophy of science called functional contextualism...". So you quickly learned that this philosophy is important in the ACT world. But the things you've read or heard about functional contextualism feel either too simplistic or too geeky, so it's still not quite clear to you how a deeper understanding of a functional contextual perspective might be of direct use in your work as an ACT therapist. If you want to change that, come to this workshop. You will be introduced to the basics of FC in a beginner-friendly and clinically applied way so that you can finally see how knowing the philosophical underpinnings of ACT can make you a more effective ACT therapist in your everyday clinical life.

1. Describe FC's root metaphor (the actin-context) and the consequences of (not) viewing behavior in context within an ACT-treatment.
2. Describe FC's pragmatic truth criteria and name 2 or more examples how it might be reflected within an ACT-treatment.
3. Describe what an a-ontological stance is and reflect on how practicing an a-ontological stance can help therapists keep workability front-and-center in an ACT-treatment.

#### 82. Promote flexible and complex repertoire with simple technology: The matrix in practice with caregivers in different contexts

Symposium (9:30 - 10:30)

Components: Original data

Categories: The ACT Matrix

Target Audience: Intermediate, Advanced

**Location: XQΔ02, ROOM B108**

Chair: Enea Filimberti  
Discussant: Giovambattista Presti  
Annalisa Oppo  
Anna Bianca Prevedini  
Marta Schweiger  
IESCUM, Italy  
Alice Barbieri  
Francesco Dell'Orco  
Barbara Forresi  
Alice Savoia  
Silvia Grazioli  
Paolo Moderato  
Antonella Costantino

- GESTA online protocol for the promotion of psychological flexibility and well-being during pregnancy: An open-label pilot study

A. Oppo<sup>1</sup>, A. Savoia<sup>1</sup>, G. Presti<sup>2</sup>  
<sup>1</sup>Sigmund Freud University Milano, Italy  
<sup>2</sup>University of Enna "Kore", Italy

- Psyflex at work program: Application of an in-person and/or online protocol to promote flexibility and psychological well-being in workers

A. Prevedini<sup>1,2</sup>, A. Barbieri<sup>1</sup>, F. Dell'Orco<sup>1,2</sup>, M. Schweiger<sup>1</sup>, B. Forresi<sup>3</sup>, A. Oppo<sup>3</sup>  
<sup>1</sup>Centro Interazioni Umane - IESCUM, Italy  
<sup>2</sup>ACT-Italia, Italy  
<sup>3</sup>Sigmund Freud University Milano, Italy

- Growing a Garden in the Middle of the Sea: Applying the ACT Matrix to the Behavioral Parent Training

M. Schweiger<sup>1</sup>, A. Prevedini<sup>2</sup>, S. Grazioli<sup>3</sup>, P. Moderato<sup>2</sup>, A. Costantino<sup>4</sup>, G. Presti<sup>5</sup>  
<sup>1</sup>Centro Interazioni Umane - IESCUM, Italy  
<sup>2</sup>ACT-Italia, Italy  
<sup>3</sup>IRCCS Eugenio Medea, Associazione la Nostra Famiglia, Italy  
<sup>4</sup>UONPIA Fondazione IRCCS Ca' Granda Ospedale Maggiore Policlinico, Milano, Italy  
<sup>5</sup>University of Enna "Kore", Italy

#### Educational Objectives:

1. Describe how to implement online matrix in a group of pregnant women to promote wellbeing in the postpartum.
2. Analyze longitudinally the effect of an ACT-training on outcome measures and process measures in Direct Support Staff.
3. Discuss the effect of an ACT-based approach on parents' compliance and stigma.

#### 83. How to be Functionally Weird and Playful ACT therapist?

Workshop (9:30 - 10:30)

Components: Experiential exercises

Categories: Methods/approaches for individual variation

Target Audience: Intermediate, Advanced

**Location: XQΔ02, ROOM B204**

K. Stern<sup>1</sup>, O. Gerstenhaber<sup>1</sup>  
<sup>1</sup>ACBS Israel, Israel

We humans are sense-making creatures. We take bits and pieces of information from our environment and put them together in a story that seems coherent and that is making sense to us.

While this is an incredible ability, it will sometimes cause us to get stuck in a "sensible" story comprised of self made rules, that narrows and restricts our options to choose how to behave in certain situations. Getting stuck happens to therapists and clients, in life and in the therapy room.

Sometimes, to get unhook and to be able to move from being stuck to choosing with presence, we need to stop making sense, and follow something else.

In this workshop we will use experiential games and exercises to explore how to step outside of the coherent stories we and our clients are holding, and how to navigate together in the functional ever changing ocean of life. This can be weird and confusing, fun and intimidating. The workshop will explore playful and artful ways to provide functional ACT therapy.

#### Educational Objectives:

1. Compare the sticky nature of rule following behaviors with the effectiveness of responding to existing contingencies.
2. Describe how to engage in behaviors that increase in-the-moment presence and strengthen the therapeutic alliance.
3. List ways to provide playful and functional ACT therapy.

#### 84. Drop your therapist shovel: Getting unstuck and flexible with Process-Based Creative Hopelessness

Workshop (9:30 - 10:30)

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

Categories: Processes of change

Target Audience: Beginner

**Location: XQΔ02, ROOM B205**

R. Vaz Manzione<sup>1</sup>

<sup>1</sup>Private Practice, Brazil

Creative Hopelessness (Hayes et al., 1999) is a central process in ACT that allows for acceptance and values work. Despite being such an important piece of the ACT work, it is arguably one of its most challenging aspects to conduct competently (Westrup, 2014). Since experiential avoidance is so pervasive, the therapist isn't immune to being fused and engaging in in-session avoidance behaviors. On the other hand the intervention might not go as planned (e. g., a client doesn't comply with the man-in-the-hole metaphor) and again the therapist might find itself stuck inside the work with that particular client.

This workshop is focused on helping therapists to lookout for common pitfalls in the Creative Hopelessness work and how to overcome them in a functional and process-focused way.

#### Educational Objectives:

1. Describe Creative Hopelessness in a process-based way.
2. Discuss common pitfalls and difficulties that therapists fall in when conducting Creative Hopelessness work.
3. Utilize techniques and strategies to apply Creative Hopelessness in a way that functionally suits for a client.
4. Analyze the role of language as cognitive fusion for the therapist and how it shows up in the therapist-client relationship.

#### 85. Flexible relationships: How CBS can help us navigate topics around monogamy and commitment in diverse intimate relationships

Workshop (9:30 - 10:30)

Components: Case presentation, Didactic presentation, Experiential exercises

Categories: Professional development

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM B210**

M. Funke<sup>1</sup>, S. Dreis<sup>2</sup>

<sup>1</sup>Private Practice, Germany

<sup>2</sup>Catalyst Insight Collective, USA

As relationship style diversity has become more openly discussed outside of traditional monogamous structure, it may be increasingly important for therapists to have a grasp on basic information about how diverse relationships function. Experiential avoidance, acceptance, and values are as central to the success of diverse

relationship styles as in monogamous relationships that most therapists are trained to work with. Further, interpersonal targets of FAP such as vulnerability and courageous risk-taking might be lived differently in diverse relationship styles.

This workshop will explore relationship myths that can negatively influence all kinds of intimate relationships. It will provide alternative perspectives and present different relationship styles therapists might encounter. We will discuss how ACT and FAP principles can help us navigate these topics.

#### Educational Objectives:

1. List and recognize myths that might negatively influence any intimate relationship and provide alternative perspectives.
2. List and discuss different relationship styles including non-monogamous ones.
3. Apply ACT and FAP principles to your work with people within a broad range of relationship styles.

#### 86. ACBS Prosocial Evolution

Panel (9:30 - 10:30)

Components: Strategic planning

Categories: Processes of change

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM B211**

H. Czupala<sup>1</sup>, 2, M. Karekla<sup>3</sup>, M. Didisse<sup>4</sup>, S. Turakka<sup>5</sup>, E. Secara<sup>6,7</sup>, L. Baran<sup>1,8</sup>, S. Wagler<sup>10</sup>, S. Nicolescu<sup>11</sup>

<sup>1</sup>ACBS Polska, Poland

<sup>2</sup>Center for Cognitive and Behavioral Therapies in Poznań, Poland

<sup>3</sup>University of Cyprus, Cyprus

<sup>4</sup>Rocky Mountain ACBS Chapter, USA

<sup>5</sup>ACBS Suomen jaosto / ACBS Finnish Chapter, Finland

<sup>6</sup>Babeş-Bolyai University, Romania

<sup>7</sup>Romanian ACBS Chapter, Romania

<sup>8</sup>University of Silesia in Katowice, Poland

<sup>9</sup>ACBS UK&ROI Chapter, United Kingdom

<sup>10</sup>DGKV/German Speaking Chapter, Germany

<sup>11</sup>Babes-Bolyai University, Romania

Since May 2021, two nominated leaders from each ACBS Chapter have expressed an interest in participating in the CBS national and language chapters' PROSOCIAL process. We completed the prosocial facilitator training and continued to meet online.

We know that the evolutionary success of ACBS is not only about increasing membership, the growing impact factor of the JCBS, or the number of groups worldwide promoting the ACBS. For this reason, we worked together using PROSOCIAL principles to communicate, cooperate, identify and solve problems to build a stronger community. We hoped we could support training and practice opportunities and spread evidencebased information, strategies, sovereignty and autonomy of decisions of CBS national and language chapters. We want to use this opportunity to discuss our different experiences utilizing this process on a personal, chapter and international level. To encourage others to share perspectives, raise discussion and take action towards inclusiveness and further promote the work of the ACBS.

#### Educational Objectives:

1. Describe elements of PROSOCIAL training for groups of groups.
2. Apply our experiences to work with other groups or within other chapters.
3. Compare the results of our work with problems or the functioning of other chapters.

### 87. What is contextual supervision? How do we support CBS practitioners to respond functionally, engage relationally, learn from experience, to provide effective and ethical interventions?

Panel (9:30 - 10:30)

Components: Conceptual analysis, Didactic presentation, Original data

Categories: Supervision and training

Target Audience: Beginner, Intermediate, Advanced

Location: LEVENTIS, ROOM B108

L. Nicholson<sup>1</sup>, R. Walser<sup>2,3</sup>, I. Watson<sup>4</sup>, J. A-Tjak<sup>5</sup>, J. Lucas<sup>6</sup>, E. Morris<sup>4</sup>

<sup>1</sup>Australian National University, Australia

<sup>2</sup>National Center for PTSD, VA Palo Alto Health Care System, USA

<sup>3</sup>Bay Area Trauma Recovery Center, USA

<sup>4</sup>La Trobe University, Australia

<sup>5</sup>A-Tjak Cursussen, Netherlands

<sup>6</sup>Openforwards, United Kingdom

Supervision is an important context in the dissemination of psychological interventions based on contextual behavioural science. To develop and maintain effective, contextually-sensitive and reflective practice of ACT, FAP and other contextual therapies, a practitioner should engage in supervision and consultation with others familiar with CBS principles to receive guidance and support. Despite its importance, there has been limited discussion in the CBS community of what the essential features of supervision are and how these are informed by CBS principles.

In this panel we will refer to recent findings from a Delphi study about contextual supervision (Watson et al., in prep.) to discuss the essential features of contextual supervision. The panellists and audience will consider questions such as:

- How can the supervisory relationship be understood from contextual perspectives? - What core knowledge and capacities should a contextual supervisor have? - How can supervisors support the development of competencies of contextual behavioural practitioners?
- How might contextual supervision support the wellbeing of practitioners and supervisors? - How might we support supervisors as an international community?

Educational Objectives:

1. Describe the essential features of supervision from a contextual lens.
2. Discuss the competencies required to supervise practitioners using contextual interventions.
3. Use CBS principles to support practitioners and supervisors' wellbeing.

### 88. Designing and Evaluating Contextually-Relevant Family and Community Mental Health and Psychosocial Support for Vulnerable Adolescents in the Middle-East

Symposium (11:00 - 12:00)

Components: Literature review, Original data, Strategic planning

Categories: Digital Intervention, Psychological Flexibility, Emotional Schemas

Target Audience: Intermediate

Location: XQΔ02, ROOM B108

Rita Sebastião

David Dias Neto

- A contextually relevant family intervention to promote family functioning and adolescent mental health in Lebanon: Results of a hybrid effectiveness implementation randomised controlled trial

T. Bosqui<sup>1,2</sup>, S. Farah<sup>1</sup>, F. Brown<sup>3</sup>, J. Elias<sup>4</sup>, A. Mayya<sup>1</sup>, D. Abu Nakkoul<sup>5</sup>, B. Walsh<sup>6</sup>, S. Chreif<sup>6</sup>, A. Einein<sup>6</sup>, B. Meksassi<sup>7</sup>, R. Abu Saad<sup>8</sup>, M. Ghossein<sup>9</sup>, M. Donnelly<sup>10</sup>, T. Betancourt<sup>11</sup>, A. Carr<sup>12</sup>, E. Puffer<sup>13</sup>, R. El Chammy<sup>14</sup>, M. Jordans<sup>15</sup>

<sup>1</sup>American University of Beirut, Lebanon

<sup>2</sup>Trinity Centre for Global Health, Ireland

<sup>3</sup>War Child, France

<sup>4</sup>War Child Holland, Lebanon

<sup>5</sup>Terre Des Hommes, Lebanon

<sup>6</sup>Danish Refugee Council, Lebanon

<sup>7</sup>War Child, Lebanon

<sup>8</sup>UNICEF, Lebanon

<sup>9</sup>Boston University, USA

<sup>10</sup>Queen's University Belfast, United Kingdom

<sup>11</sup>Boston College School of Social Work, USA

<sup>12</sup>University College Dublin, Ireland

<sup>13</sup>Duke University, USA

<sup>14</sup>National Mental Health Program, Lebanon

<sup>15</sup>War Child, Netherlands

- Feasibility trial of a multi-component family: Systemic intervention for families facing multiple psychosocial problems in Jordan

F. Brown<sup>1</sup>, H. Yousef<sup>2</sup>, A. Bleile<sup>2</sup>, H. Mansour<sup>2</sup>, Z. Mansour<sup>2</sup>, M. Jordans<sup>3</sup>

<sup>1</sup>War Child, France

<sup>2</sup>War Child, Jordan

<sup>3</sup>War Child, Netherlands

- Collaborative development of a family-focused psychosocial support programme to promote family functioning and adolescent mental health for at-risk adolescents in Lebanon

J. Elias<sup>1</sup>, F. Brown<sup>2</sup>, T. Bosqui<sup>3</sup>, M. Jordans<sup>4</sup>

<sup>1</sup>War Child, Lebanon

<sup>2</sup>War Child, Jordan

<sup>3</sup>American University of Beirut, Lebanon

<sup>4</sup>War Child Holland, Netherlands

- A systematic review of community- mental health and psychosocial support programs for adolescents and young people in low- and middle-income countries

S. Jabbour<sup>1</sup>, M. Bonham Corcoran<sup>2</sup>, K. Hadfield<sup>1</sup>,

F. Vallieres<sup>1</sup>, T. Bosqui<sup>1</sup>

<sup>1</sup>Trinity Centre for Global Health, Ireland

<sup>2</sup>Trinity College Dublin, Ireland

Educational Objectives:

1. Analyse the use of hybrid designs in informing dissemination and uptake of interventions.
2. Describe the emerging evidence base for context-driven interventions in terms of both outcomes on mental health but also feasibility and acceptability.
3. Discuss the participatory processes in building evidence-informed yet context-driven interventions in vulnerable communities.
4. Describe barriers and facilitators of the community-level mental health interventions for adolescents and young adults.

### 89. Process Informed Research and Practice: Evidence from in-clinic practice and work with non-clinical paranoia, gambling, and dysphoria

Symposium (11:00 - 12:00)

Target Audience: Beginner, Intermediate, Advanced

Location: XQΔ02, ROOM 007

M. Svitak<sup>1</sup>, J. Sokić<sup>2</sup>, R. Belopavlović<sup>3</sup>, J. Kukić<sup>4</sup>, V. Obradović<sup>3</sup>, M. Bojanić<sup>3</sup>, A. Pinto<sup>5,6</sup>, C. Snape<sup>6</sup>, J. Vosper<sup>6</sup>, L. Ellett<sup>6</sup>, G. Panayiotou<sup>7</sup>, M. Theodorou<sup>7</sup>, K. Neophytou<sup>7</sup>, T. Flery Artemi<sup>7</sup>, C. Theodorou<sup>7</sup>

<sup>1</sup>Schön Klinik, Germany

<sup>2</sup>"Alma" Center, Serbia

<sup>3</sup>University of Novi Sad, Serbia

<sup>4</sup>Center for workplace well-being „Rezilient“, Serbia

<sup>5</sup>Independent Clinical Psychologist, United Kingdom

<sup>6</sup>Royal Holloway University, United Kingdom

<sup>7</sup>University of Cyprus, Cyprus

- A process-based approach to in-patient therapy: Changing the focus from diagnosis to processes

M. Svitak<sup>1</sup>

<sup>1</sup>Schön Klinik, Germany

- Psychological (in)flexibility in relation to distress and dysfunctionality within several psychopathological scales

J. Sokić<sup>1</sup>, R. Belopavlović<sup>2</sup>, J. Kukić<sup>3</sup>, V. Obradović<sup>2</sup>, M. Bojanić<sup>2</sup>

<sup>1</sup>"Alma" Center, Serbia

<sup>2</sup>University of Novi Sad, Serbia

<sup>3</sup>Center for workplace well-being „Rezilient“, Serbia

- The comparative effects of mindfulness and loving kindness meditations on paranoia, worry, and rumination

A. Pinto<sup>1,2</sup>, C. Snape<sup>2</sup>, J. Vosper<sup>2</sup>, L. Ellett<sup>2</sup>

<sup>1</sup>Independent Clinical Psychologist, United Kingdom

<sup>2</sup>Royal Holloway University, United Kingdom

- Women and men gamblers in Cyprus compared: Differences in gambling patterns, emotion regulation strategies and gambling motivation

G. Panayiotou<sup>1</sup>, M. Theodorou<sup>1</sup>, K. Neophytou<sup>1</sup>,

T. Flery Artemi<sup>1</sup>, C. Theodorou<sup>1</sup>

<sup>1</sup>University of Cyprus, Cyprus

Educational Objectives:

1. Explain how to implement process-based approach in in-patient treatment.
2. Describe the association between inflexibility with both symptom emergence and symptom impact.
3. Assess the effectiveness of mindfulness and compassion based interventions on paranoia outcomes.
4. Describe the role and significance of emotion regulation difficulties and coping motives in the gambling behavior of men and women.

### 90. Leveraging CBS in the Service of a Better World: From philosophy to proenvironmental and compassionate behavior Symposium (11:00 - 12:00)

Target Audience: Beginner, Intermediate, Advanced

Location: XQΔ02, ROOM 008

J. Mattes<sup>1</sup>, E. Delemere<sup>2</sup>, P. Liston<sup>2</sup>, M. Matos<sup>3</sup>, N. Ferreira<sup>4</sup>, C.i.C. Consortium<sup>5</sup>

<sup>1</sup>Private Practice and Universität Wien, Austria

<sup>2</sup>Trinity College Dublin, Ireland

<sup>3</sup>University of Coimbra, Center for Research in Neuropsychology and Cognitive and Behavioral Intervention, Portugal

<sup>4</sup>University of Nicosia, Cyprus

<sup>5</sup>Multiple, Portugal

- "Pragmatic truth" is neither true nor pragmatic

J. Mattes<sup>1</sup>

<sup>1</sup>Private Practice and Universität Wien, Austria

- Leveraging Behavioural Science To Increase Residential Energy Efficiency within the EVIDENT H2020 project

E. Delemere<sup>1</sup>, P. Liston<sup>1</sup>

<sup>1</sup>Trinity College Dublin, Ireland

- Changes in compassion and fears of compassion during the COVID-19 pandemic: A multinational study

M. Matos<sup>1</sup>, N. Ferreira<sup>2</sup>, C.i.C. Consortium<sup>3</sup>

<sup>1</sup>University of Coimbra, Center for Research in Neuropsychology and Cognitive and Behavioral Intervention, Portugal

<sup>2</sup>University of Nicosia, Cyprus

<sup>3</sup>Multiple, Portugal

Educational Objectives:

1. List historic examples that show the dangers inherent in the "pragmatic truth criterion".
2. Describe how choice experiments can be used to explore energy decision making.
3. Describe the improvements in compassion and fears of compassion over time during COVID-19 pandemic in a global sample.

### 91. "ACTing SPORT": A process-based protocol applied to sport ten years after, "WARM-ACT", "Training as a Value", and other updates: Sport, Health, and Human Performance SIG Sponsored Workshop (11:00 - 12:00)

Components: Case presentation, Didactic presentation, Experiential exercises

Categories: Sports or performance-enhancing

Target Audience: Intermediate

Location: XQΔ02, ROOM 009

E. Filimberti<sup>1,2</sup>, Z. Fiorello<sup>2</sup>

<sup>1</sup>Act Italia, Italy

<sup>2</sup>Iescum, Italy

More than ten years after the presentation at the IX World Conference of Contextual Behavioral Science 2011, let's make an update.

Sport Psychology interventions are strongly oriented towards requests of performance of the athletes. ACT interventions cannot be centered on performance objectives, but rather on values. The "ACTing SPORT" protocol is aimed at promoting "psychological flexibility" through the process of "Training as Value" with the aim of reducing emphasis on "Performance".

Insisting on reinforcing an individual's "need for performance" could produce an elaboration of the relational network by increasing the transformation of the stimulus function in a maladaptive way. The purpose of the intervention, therefore, is not to positively change internal experiences to directly influence positively "sporting performance" but rather to broaden the "training context", so that the athlete can perform sport activities in the most spontaneous and effective way possible, depending on the demands of the present moment, following their values.

Another objective of the intervention is the introduction of the "WARM-ACT", a warm-up for the recall and maintenance of the hexaflex processes.

Educational Objectives:

1. Apply intervention elements in sport psychology.
2. Use the "WARM-ACT" with the athletes.
3. Discuss the process of training as a value.
4. Apply an ACT sport protocol to a different context.

### 92. Getting in Step: Stepped-Care Alternatives to Traditional Therapeutic Approaches and Challenges to Implementation: Greek & Cypriot Chapter Sponsored Symposium (11:00 - 12:00)

Components: Conceptual analysis, Original data, Strategic planning

Categories: stepped care

Target Audience: Beginner, Intermediate, Advanced

Location: XQΔ02, ROOM B108

Alexandros Maragakis

Michael Levin

Blake Lancaster

Mental Health Providers' Report of Stepped Care Utilization: Stepping Up to Barriers and Challenges

C. Lucy<sup>1</sup>, A. Maragakis<sup>1,2</sup>

<sup>1</sup>Eastern Michigan University, USA

<sup>2</sup>American College of Greece, Greece

- Lessons learned across studies evaluating online Acceptance and Commitment Therapy interventions as an initial step for treatment

M. Levin<sup>1</sup>, K. Klimczak<sup>1</sup>, C. Davis<sup>1</sup>  
<sup>1</sup>Utah State University, USA

- Brief Therapeutic Interventions Designed for Delivery in The Pediatric Primary Care Setting

B. Lancaster<sup>1</sup>  
<sup>1</sup>University of Michigan Health, USA

Educational Objectives:

- Describe barriers to stepped-care practice.
- Identify ways that online interventions can address service gaps for mental health care.
- Identify situations and cases where brief treatment protocols can be applied.

### 93. Buddhist contributions for working practically and experientially with self-as-context

Workshop (11:00 - 12:00)

Components: Experiential exercises

Categories: Clinical intervention development or outcomes

Target Audience: Intermediate

**Location: XQΔ02, ROOM B204**

M. Valentim<sup>1</sup>, M. O'Connell<sup>2</sup>

<sup>1</sup>Ceconte Treinamentos Profissionais LTDA, Brazil

<sup>2</sup>Private Practice, Argentina

Self-as-context is a process in ACT that is usually difficult to understand and really work with and therapists tend to avoid it. But self-as-context is a central process for psychological flexibility and choosing truly a valuesbased life. It implies letting go of all the self stories and personal relating to anything that happens to us. As Buddhism teaches us one of the marks of suffering is taking things personally. All the Buddhist tradition has a millenarian "technology" to help human beings let go of attachment to self and experience non self. In this workshop we will integrate Buddhist wisdom with ACT around self-as-context and facilitate exercises that can be clinically used to experience this perspective.

Educational Objectives:

- Compare Buddhist non self to ACT self-as-context.
- Apply self-as-context from Buddhist contributions in clinical settings.
- Explain self-as-context usefulness in therapy.

### 94. An introduction to Functional Analysis in FAP: How to use available tools to enhance case conceptualizations

Workshop (11:00 - 12:00)

Components: Experiential exercises

Categories: Behavior analysis

Target Audience: Beginner, Intermediate

**Location: XQΔ02, ROOM B205**

D. Maitland<sup>1</sup>

<sup>1</sup>Bowling Green State University, USA

Functional Analytic Psychotherapy (FAP) uses the principles of behavior analysis to understand and intervene upon a client's problematic behaviors. The use of functional analysis, a systematic method for identifying the underlying functions of behavior, is a crucial aspect of FAP. This workshop aims to provide attendees with an introduction to the use of functional analysis in FAP, including its theoretical foundations, practical tools, and hands-on practice with coaching. The workshop will begin with an overview of the basic principles of behavior analysis and functional analysis, followed by a demonstration of how to use easily accessible tools to conduct a quick and thorough functional analysis. Attendees will then engage in

hands-on activities to practice functional analysis and learn how to integrate it into their own psychotherapy practices. This workshop will provide attendees with entry-level skills for using functional analysis in their own work. Whether you are a seasoned FAP practitioner or new to the technique, this workshop is designed to enhance your knowledge and skills for using functional analysis in psychotherapy.

Educational Objectives:

- Conduct a functional analysis using previously developed tools.
- Plan on how to implement a FAP intervention informed by functional analysis.
- List tools that are available for assisting in conducting a functional analysis.

### 95. How to synergize ACT and RFT to facilitate healthy selfing among children and young people: The MAGPIES approach to self-esteem.

Workshop (11:00 - 12:00)

Components: Didactic presentation, Experiential exercises, Literature review, Original data, Role play, Strategic planning

Categories: RFT / RGB / language

Target Audience: Intermediate, Advanced

**Location: XQΔ02, ROOM B210**

A. Stapleton<sup>1</sup>, S. Cassidy<sup>2</sup>, E. Kirsten<sup>2,3</sup>

<sup>1</sup>DBS, Ireland

<sup>2</sup>Smithsfield Clinic, Ireland

<sup>3</sup>NECOA Ireland and NYC, Compassionate Behavior Analysis, PLLC, USA

The most important relationship people can have is the one they have with themselves. How we respond to our own responding (termed "selfing") can profoundly impact our behavior, particularly at childhood. Despite this, common selfing issues discussed in mainstream psychology (e.g., low self-esteem) often fail to get adequate attention from the behavioral community at large. This is partly due to mainstream psychology's use of mentalistic language, and partly due to a lack of consensus around functional definitions of self-esteem. In addition, working with abstract "selves" can be challenging for children due to the required relational skills. This workshop introduces attendees to MAGPIES, a school-based, developmentally appropriate, neuroaffirmative ACT and RFT program that targets healthy selfing at childhood. Through didactic presentations and experiential exercises, attendees will be introduced to the RFT account of the self, guided in physicalizing the "selves" through metaphor, and invited to practice exercises targeting selfing repertoires. Attendees will also receive a suite of easy-to-implement MAGPIES protocols that teachers/clinicians/other professionals can use to shape healthy selfing in naturalistic settings.

Educational Objectives:

- Conceptualize self-esteem from an ACT and RFT perspective.
- Use MAGPIES protocols to facilitate healthy selfing among young people.
- Design developmentally appropriate physicalizing exercises that target self-as-context repertoires.

### 96. Considerations for End of Life Planning: Encouraging Discussions about Self-Determination from an ACT Lens: Aging in Context / Social Work SIG Sponsored

Panel (11:00 - 12:00)

Components: Case presentation, Strategic planning

Categories: Health / behavioral medicine

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM B211**

J. Keeman<sup>1,2</sup>, A. Rhodes<sup>3,4</sup>, R. Walser<sup>5,6</sup>, J. Gregg<sup>7</sup>, S. Martin<sup>8</sup>

<sup>1</sup>Single Step, LLC, USA

<sup>2</sup>Middlesex Health, USA

<sup>3</sup>National Institutes of Health, USA

<sup>4</sup>The ACT Academy, USA

<sup>5</sup>University of California, Berkeley, USA

<sup>6</sup>National Center for PTSD, USA

<sup>7</sup>Professor of Psychology San José State University, USA

<sup>8</sup>National Cancer Institute, USA

Getting older is inevitable and dying is a certainty. Bearing witness to this process can be considered a privilege or something to be avoided, and is influenced by a myriad of variables. For some, the mere mention of the topic can trigger strong emotional responses. In this panel we will examine the continuum of contexts related to end of life planning and participation. Through examination of creative hopelessness and fusion, we will reflect on which stories support psychological flexibility and which might contribute to suffering. Discussion will be anchored in the values of respect, self-determination, and compassion. Participants will be encouraged to investigate our own relationship with life's impermanence, and be invited to be curious about the workability of our current paradigms. We will describe how present moment awareness and acceptance strategies can be employed to develop a more expansive repertoire. As professionals, we will discuss challenges faced in the navigation of this arena, including the contrast between suicide prevention and support for assisted dying.

Educational Objectives:

- Describe various contexts related to end of life planning.
- Identify techniques to decrease fusion in the service of present moment expansion.
- Learn how the ACT model can be applied to end of life planning in order to maximize values driven action and interpersonal effectiveness.

### 97. What Does No Self and Nonduality Have to Do With ACT Practice?

Panel (11:00 - 12:00)

Components: Didactic presentation

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

**Location: LEVENTIS, ROOM B108**

S.C. Hayes<sup>1</sup>, L. McHugh<sup>2</sup>, D. Tirch<sup>3</sup>, M. Wilks<sup>4</sup>, C. McConnell<sup>5</sup>

<sup>1</sup>University of Nevada, Reno, USA

<sup>2</sup>University College Dublin, Ireland

<sup>3</sup>The Center for Compassion Focused Therapy, USA

<sup>4</sup>Flexible Psychological Solutions, United Kingdom

<sup>5</sup>IICP, Ireland

'Making Sense of Spirituality' (Hayes 1984) is the key paper that posits SAC as the fulcrum of a new functional approach to verbal behaviour. Three key deictic frames are fundamental in the establishment of the 'sense of self', and generate a sense of self-as-context, which is 'not-a-thing'. The rejection of attachment to a 'permanent essential self' (anatta) is a core teaching within Buddhism. This approach is silent on any essential nature of the self-as-thing. Advaita (Nondual) approaches share features of SAC, as the locus of self-as-awareness. Psychedelic Assisted Therapies (PAT) have brought a renewed focus on experiences of the absence of self (ego-dissolution). Theoretical constructs of the 'Minimal Self' and the 'Narrative Self' have been utilised in explanation of these kinds of experiences. Functional Contextualism (FC) is the foundational principle of CBS. The panel will discuss whether there are applied contexts, where the 'not-a-thing' aspect of SAC can be justified with FC. Implications from RFT, CFT 'Multiple Selves' approach and the 'Ecological Self' approach also be discussed.

Educational Objectives:

- Discuss the functional contextual relevance of working with an emphasis on the 'not-a-thing' aspect of self-as-context (SAC).
- Critique the use of SAC used with an emphasis on the 'not-a-thing' aspect.

- Predict whether the context merits any use of SAC with an emphasis on the 'not-a-thing' aspect.

### 98. Poetry: Finding a Home in the World

Plenary (12:15 - 13:15)

Components: Case presentation

Categories: RFT / RGB / language

Target Audience: Beginner, Intermediate, Advanced

**Location: GYMNASIUM**

P. Ó Tuama<sup>1</sup>

<sup>1</sup>On Being & Independent Scholar, Ireland

Contextual behavioral science takes the view that we relate to ourselves, each other, and our world through language. The stories we tell can constrain or liberate us, can bring us closer, or push us apart. Poetry has occurred in every human culture. What is it that this form of language — a form that stretches towards music — can show us? What might it offer us in terms of our connection to each other as clinicians? Pádraig Ó Tuama will explore some poems and suggest ways in which it describes, contains, disquiets, comforts, denounces and considers the human condition. He will explore the why of poetry. Why did it need to be written? What does this poem explore about being human? What is the intuition and intelligence of this poem? What is its hunger? These questions open up questions in ourselves, too, questions about how we make meaning in our lives, or use art, or craft language to shape relationships or solitude.

Educational Objectives:

- Describe poetry's unique ability to encourage individuals to reflect on the human condition.
- Describe poetry as verbal behavior that constructs our relationships to each other.
- Demonstrate one example of how poetry could be used to support a contextual behavioral intervention.

### 99. Stoic inspirations for CBS psychotherapists

Workshop (14:45 - 15:45)

Components: Didactic presentation, Experiential exercises

Categories: Theory and philosophical foundations

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM 119**

K. Ambroziak<sup>1</sup>, D. Singh<sup>1</sup>

<sup>1</sup>Psycho-Education Foundation, Poland

Zeno of Kiton - the founder of the Stoic school was born in Cyprus. Classical Greek and Roman philosophy answered the question of how to be happy, and the path to happiness requires answering three questions: How does the world work (what is up to us and what is not)? How does our mind work (and how unhappy does it make us feel)? How should we build relationships with other people (are we interdependent)? The main goal of the workshop is to draw attention to the strong links between current therapeutic techniques and techniques developed by philosophers from the Mediterranean basin. Inspired by the work of French philosophers, we will experience the power of the Meditations of Marcus Aurelius. Participants will experience two Stoic meditations, one involving the recognition that we are thrown into the world and many situations in life we have no influence on (teaches diffusion and acceptance). The second, related to breaking down the language into its prime factors, allows us to get rid of assumptions and expectations.

Educational Objectives:

- Apply two techniques for diffusion and acceptance.
- Relate ancient Greek and Roman philosophers to modern therapeutic techniques.
- Analyze the wisdom of CBS philosophy and interventions.

**100. Promoting wellbeing and psychological flexibility in the general population through CBS approaches**

Symposium (14:45 - 15:45)

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM 007**

K. Rähä<sup>1</sup>, N. Katajaviuri<sup>1</sup>, H. Asikainen<sup>1</sup>, F. Dell'Orco<sup>2,3</sup>, S. Casiraghi<sup>2</sup>, C. Rossi<sup>2,4</sup>, A. Barbieri<sup>5</sup>, L. Lawson<sup>6</sup>, L. Mastin-Purcell<sup>6</sup>, A. Richdale<sup>6</sup>, E. Morris<sup>6</sup>

<sup>1</sup>University of Helsinki, Finland<sup>2</sup>Centro Interazioni Umane - IESUM, Italy<sup>3</sup>ACT-Italia, Italy<sup>4</sup>IULM University, Italy<sup>5</sup>Centro Interazioni Umane, Italy<sup>6</sup>La Trobe University, Australia

- ACT-based Intervention Course Participating University Students' Descriptions of Changes: Psychological Flexibility as a Personal Resource

K. Rähä<sup>1</sup>, N. Katajaviuri<sup>1</sup>, H. Asikainen<sup>1</sup>

<sup>1</sup>University of Helsinki, Finland

- "Ball in the Center": Application of a psycho-educational training to promote psychological flexibility in a group of young athletes

F. Dell'Orco<sup>1,2</sup>, S. Casiraghi<sup>1</sup>, C. Rossi<sup>1,3</sup>, A. Barbieri<sup>4</sup>

<sup>1</sup>Centro Interazioni Umane - IESUM, Italy<sup>2</sup>ACT-Italia, Italy<sup>3</sup>IULM University, Italy<sup>4</sup>Centro Interazioni Umane, Italy

- Sleep in context: A Bayesian network analysis of psychological flexibility dimensions, pre-sleep arousal, autism traits, anxiety, and depression

L. Lawson<sup>1</sup>, L. Mastin-Purcell<sup>1</sup>, A. Richdale<sup>1</sup>, E. Morris<sup>1</sup>

<sup>1</sup>La Trobe University, Australia

Educational Objectives:

1. Explain the effects of an eight-week ACT-based online course for university students' well-being.
2. To deepen the knowledge role of psychological flexibility as students' personal resource.
3. Describe how to implement ACT-based experiential exercises in a group of young athletes.
4. Discuss how network analysis can identify potential targets for intervention.

**101. Psychological Flexibility: Harnessing a Process-Based Approach in Depression and Chronic Health Issues**

Symposium (14:45 - 15:45)

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM 008**

R. Belopavlović<sup>1</sup>, J. Sokić<sup>2</sup>, J. Kukić<sup>3</sup>, V. Obradović<sup>1</sup>, M. Bojanić<sup>1</sup>, FY. Garcia<sup>4</sup>, C. Gueron<sup>4</sup>, A. Kassianos<sup>5,6</sup>, P. Konstantinou<sup>5</sup>, O. Kasinopoulos<sup>5</sup>, C. Karashiali<sup>5</sup>, G. Georgiou<sup>7</sup>, M. Antoniadou<sup>8</sup>, A. Kkamari<sup>5</sup>, A. Panayides<sup>5</sup>, G. Wozniak<sup>5</sup>, A. Papageorgiou<sup>9</sup>, C. Pattichis<sup>5</sup>, M. Karekla<sup>5</sup>

<sup>1</sup>University of Novi Sad, Department of psychology, Serbia<sup>2</sup>"Alma" Center, Serbia<sup>3</sup>Center for workplace well-being „Rezilient“, Serbia<sup>4</sup>Pontificia Universidad Javeriana, Colombia<sup>5</sup>University of Cyprus, Cyprus<sup>6</sup>Cyprus University of Technology, Cyprus<sup>7</sup>European University Cyprus, Cyprus<sup>8</sup>European University of Cyprus, Cyprus<sup>9</sup>University of Nicosia, Cyprus

- Inflexibility as a bridge between anxiety and depression: A network study

R. Belopavlović<sup>1</sup>, J. Sokić<sup>2</sup>, J. Kukić<sup>3</sup>, V. Obradović<sup>1</sup>, M. Bojanić<sup>1</sup>

<sup>1</sup>University of Novi Sad, Department of psychology, Serbia<sup>2</sup>"Alma" Center, Serbia<sup>3</sup>Center for workplace well-being „Rezilient“, Serbia

- The effect of Acceptance and Commitment Therapy in improving valuesbased behaviors, self-compassion and depression levels in adults with moderate depression: A multiple baseline design study

FY. Garcia<sup>1</sup>, C. Gueron<sup>1</sup>

<sup>1</sup>Pontificia Universidad Javeriana, Colombia

- Developing a digital health intervention for helping chronic patients adhere to their prescribed medication: The Stay-On-Track (SoT) tool

A. Kassianos<sup>1,2</sup>, P. Konstantinou<sup>1</sup>, O. Kasinopoulos<sup>1</sup>, C. Karashiali<sup>1</sup>, G. Georgiou<sup>3</sup>, M. Antoniadou<sup>4</sup>, A. Kkamari<sup>1</sup>, A. Panayides<sup>1</sup>, G. Wozniak<sup>1</sup>, A. Papageorgiou<sup>5</sup>, C. Pattichis<sup>1</sup>, M. Karekla<sup>1</sup>

<sup>1</sup>University of Cyprus, Cyprus<sup>2</sup>Cyprus University of Technology, Cyprus<sup>3</sup>European University Cyprus, Cyprus<sup>4</sup>European University of Cyprus, Cyprus<sup>5</sup>University of Nicosia, Cyprus

Educational Objectives:

1. Discuss the role of psychological (in)flexibility in connecting dysphoria and anxiety.
2. Describe the components of the ACT matrix.
3. Describe the co-creation process involved when developing digital interventions together with experts and target group users.

**102. A Balancing ACT: Using Functional Self Disclosure to Authentically Create Connection and Change (Without Being "Too Much", "Distracting" or "Too personal")**

Workshop (14:45 - 15:45)

Components: Didactic presentation, Experiential exercises, Role play

Categories: Professional development

Target Audience: Beginner, Intermediate

**Location: XQΔ02, ROOM 009**

R. Kjelgaard<sup>1</sup>

<sup>1</sup>www.rikkekjelgaard.com, Denmark

It's not uncommon for practitioner's or trainers to use self disclosure as vehicles of both connection and change. However, many of us experience fears of being "too much", "distracting" or "too personal" finding it difficult to navigate when, why and how to make use of self disclosure in our work. In this training you will learn ways of showing up authentically and courageously using "functional self disclosure". In the first part of this workshop we will thus view self disclosure from the perspective of functional contextualism. We will then move into exploring and creating a growing library of personal stories and anecdotes. You will learn how to tell, tweak and make use of these in ways that serve as inspiration and motivation for your clients, students or audience.

This workshop will be highly experiential with a compass ionate emphasis on practice over perfection. Led by psychologist and peer reviewed ACT trainer Rikke Kjelgaard, who intentionally makes use of self disclosure as a therapist, trainer and public speaker.

Educational Objectives:

1. Conceptualise self disclosure from the perspective of functional contextualism.
2. Identify what self disclosure might look like for you.
3. Use self disclosure to inspire and motivate others.

**103. Existence, Death, and Meaning: ACT and endings**

Workshop (14:45 - 15:45)

Components: Experiential exercises

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM B104**

M. O'Connell<sup>1</sup>, R. Walsler<sup>2</sup>

<sup>1</sup>Private Practice, Argentina<sup>2</sup>University of California, Berkeley, National Center for PTSD, TL

Consultation Services, USA

Recognition of life's multitude of endings, including its ultimate end – death - can create anxiety and fear among clients and therapists alike. It can also foster meaning. Death, in the untrained mind, is often avoided. Avoidance of this knowledge can rob people of the immediacy of life purpose, fueled by a false sense of "not me" or "not now." It is essential to train in the art of facing mortality as part of the art of living. Exploring existence, purpose, and the passage of time is integral to creating meaning, a vital part of Acceptance and Commitment Therapy (ACT), the ACT therapeutic stance, and engagement in processes that promote valuesbased living. Helping clients to engage in purposeful choice via an open and aware presence is paramount and key to living with intention. This workshop will explore the benefits of working with death in clinical practice not necessary when facing terminal disease. Didactic, role play, and experiential exercises will be used to explore participants' relationships with endings and their links to meaning.

Educational Objectives:

1. Explain how death can become an integrated part of life and help clients to make meaningful choices.
2. Describe how death is related to psychological flexibility.
3. Demonstrate how different exercises can help clients face this difficult topic.

**104. Visual case formulation models to support ACT-based treatments**

Workshop (14:45 - 15:45)

Components: Case presentation, Didactic presentation, Role play

Categories: Methods/approaches for individual variation

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM B105**

R. Lappalainen<sup>1</sup>, K. Keinonen<sup>1</sup>

<sup>1</sup>University of Jyväskylä, Finland

Modern process-based interventions such as Acceptance and Commitment Therapy (ACT) have raised critique towards the clinical usefulness of diagnostic categories. Alternatives based on behavioral science are needed. The aim of this workshop is to illustrate the application of case formulation models to describe psychological and life problems as well as causal and moderating variables. We will give examples of how a highly individual Functional Analytic Clinical Conceptualization (FACC) in visual form could assist in interventions based on ACT. The workshop will explain the FACC approach, demonstrate and train how the case formulation can be done, and give case examples. FACC models of complex cases are presented including persons with hearing and visual impairments, chronic pain, and persistent physical symptoms (for example, chronic fatigue). After practicing graphical case formulation models for more than 20 years, we will summarize our experiences and provide recommendations for clinical practice and research.

Educational Objectives:

1. Describe the Functional Analytic Clinical Conceptualization (FACC) model.
2. Conduct a visual FACC model.
3. Apply the FACC to treatment.

**105. ACT in the Workplace: Nurturing Supportive Environments Within and Across Teams**

Symposium (14:45 - 15:45)

Components: Literature review, Original data

Categories: workplace

Target Audience: Beginner, Intermediate, Advanced

**Location: XQΔ02, ROOM B108**

Chair: Arianna Prudenzi

Discussant: Paul Flaxman

Yass Rad

Sarah Cassidy

Richard Brady

- MENTOR: An Early and Joint Employee-Manager-Liaison Worker Programme for Employees with Mental Health Conditions to Remain at Work

A. Prudenzi<sup>1</sup>, M. MacArthur<sup>1</sup>, K. Gill<sup>2</sup>, S. Marwaha<sup>1</sup>, N. Johnston<sup>3</sup>

<sup>1</sup>University of Birmingham, United Kingdom<sup>2</sup>Birmingham and Solihull Mental Health NHS Foundation

Trust, United Kingdom

<sup>3</sup>Mind Charity, United Kingdom

- What are the Effects of Workplace ACT Interventions on the Subprocesses of Psychological Flexibility?

Y. Rad<sup>1</sup>, A. Prudenzi<sup>2</sup>, P. Flaxman<sup>3</sup>, J. Gerson<sup>3</sup>, L. Zernerova<sup>3,4</sup>

<sup>1</sup>City University of London, United Kingdom<sup>2</sup>University of Birmingham, United Kingdom<sup>3</sup>City, University of London, United Kingdom<sup>4</sup>Institute of Psychology, The Czech Academy of Sciences, Czech Republic

- Weaving Transatlantic Safety Nets

S. Cassidy<sup>1</sup>, L. Coyne<sup>2</sup>, A. Prudenzi<sup>3</sup>

<sup>1</sup>Smithsfield Clinic, Ireland<sup>2</sup>New England Center for OCD and Anxiety, Ireland<sup>3</sup>University of Birmingham, United Kingdom

- How Psychological Flexibility Relates to Self And Other Ratings of Effective Leadership Behavior: A Network Analysis

R. Brady<sup>1,2</sup>, J.R. Dowling<sup>3</sup>, F.W. Bond<sup>3</sup>

<sup>1</sup>Mentis, Thailand<sup>2</sup>Goldsmiths, University of London, United Kingdom<sup>3</sup>University of Sussex, United Kingdom

Educational Objectives:

1. Analyse the strengths and weaknesses of MENTOR.
2. Analyse the themes/trends within the research which is being carried out at the moment.
3. Discuss how ACT can foster safe secure bases even across vast distances and via online platforms.
4. Demonstrate how psychological flexibility relates to self and other ratings of effective leadership behaviour.

**106. Stepping back AND reappraising: A functional contextual approach to moving from cognitive modification to acceptance and defusion strategies with flexibility and purpose**

Workshop (14:45 - 17:15)

Components: Conceptual analysis, Didactic presentation, Experiential

exercises, Role play

Categories: Processes of change

Target Audience: Beginner, Intermediate

**Location: XQΔ02, ROOM B204**

A. Larsson<sup>1</sup>, J. Borushok<sup>2</sup>

<sup>1</sup>Mittuniversitetet, Institutionen för Psykologi och Socialt Arbete, Sweden<sup>2</sup>Busy Mind Reboot, USA

Are you a CBT-trained Clinician or an ACT-head that wants to dip your toes in cognitive change? This workshop focuses on a process-based approach to CBT, from the Extended Evolutionary Meta-Model (EEMM) understanding of maladaptive and adaptive variations, selection, and retention of cognitions. Participants will learn how to make cognitive modification strategies more contextual and flexible, and practice using defusion-based techniques to support clients in acting purposefully in line with their values. Additionally, the workshop will introduce participants to RFT conceptualizations, to enhance their flexibility in applying these processes. This is an opportunity to grow your abilities, expand your understanding, and provide better outcomes for your clients.

Educational Objectives:

1. Discuss when and how cognitive modification strategies can be used even within ACT with a focus on workability.
2. Practice using a number of defusion based strategies in valued directions within role play/real play.
3. Demonstrate skill and confidence in working with thinking in a CBS consistent way.

#### 107. Waiting for the sword to drop: Concrete tools for being with uncertainty

Workshop (14:45 - 17:15)

Components: Case presentation, Conceptual analysis, Experiential exercises

Categories: Clinical intervention development or outcomes

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM B205

J. Gregg<sup>1</sup>, R. Owen<sup>2</sup>

<sup>1</sup>San Jose State University, USA

<sup>2</sup>DRO Psychology Services, United Kingdom

Most people at some point face serious life events, such as a health crisis, redundancy, relationship breakdown, bereavement among others. Different events will require different responses. However, some aspects are common to multiple situations, including living with uncertainty: about whether and when the event will happen, what form it will take, its likely impact, and optimal response. Such uncertainty can be highly aversive in itself, and our patterns of responding to it can interfere with the capacity to deal with the situation encountered. In this experiential and skills-building workshop, participants will explore personal examples of living with uncertainty, identify thoughts, feelings and urges that may arise, and how inflexibility processes may influence behaviour in this context. We will present metaphors and exercises both from CBS and from Buddhist philosophy that can help people live more fulfilling lives even in the shadow of significant threat.

Educational Objectives:

1. Describe the impact of living with uncertainty upon internal experiences (thoughts, feelings, urges).
2. Assess how psychological inflexibility processes interfere with coping with uncertainty.
3. Apply metaphors and techniques derived from CBS and Buddhist wisdom to help participants (and their clients) live well under conditions of uncertainty.

#### 108. A hands-on workshop: Using CBS principles to design engaging and efficacious digital mental health tools

Workshop (14:45 - 15:45)

Components: Case presentation, Experiential exercises, Strategic planning

Categories: Mobile or digital technology

Target Audience: Intermediate, Advanced

Location: XΩΔ02, ROOM B210

E. Marshall<sup>1</sup>, S. Mehew<sup>1</sup>,

<sup>1</sup>Digital Health, United Kingdom

The effectiveness of digital mental health solutions is often reduced by the difficulty users have engaging in such interventions. Increasing engagement is a challenging area, but one that is worthwhile of our attention. Evidence suggests that low engagement is often due to a lack of user motivation and perceived relevance to their specific needs and concerns.

This hands-on workshop will involve active discussions and build on lessons learned from cross functional working teams which included experts in the field of Artificial Intelligence and User Centric Design. Applying these insights along with leveraging some of the well-researched principles within Contextual Behavioural Science, participants will conceptualize and design their own engagement strategies and assess how these could be utilized to maximize engagement in their own work. The main goal of this workshop is to equip attendees with the tools and strategies they need to create digital mental health products that are engaging, evidence-based and have the potential to make a real difference in people's lives.

Educational Objectives:

1. Describe the problems of engagement within digital interventions and the advantages of building CBS principles into the process of digital product design.
2. Demonstrate how CBS principles can be utilized to enhance engagement in digital interventions.
3. Design a prototype of an intervention within a digital tool with the aim of maximizing engagement.

#### 109. Interdisciplinary teams: The role of Applied Behavior Analysts in the hospital system

Panel (14:45 - 15:45)

Components: Case presentation, Didactic presentation, Original data

Categories: Health / behavioral medicine

Target Audience: Intermediate, Advanced

Location: XΩΔ02, ROOM B211

K. Vinquist<sup>1</sup>, J. Kuhle<sup>1</sup>, H. Van Den Beldt<sup>1</sup>, S. Wise<sup>2</sup>

<sup>1</sup>University of Iowa Hospitals and Clinics, USA

<sup>2</sup>University of Iowa, USA

Individuals with intellectual disabilities are among one of the most underserved populations in the United States. Complexities in assessment and treatment lead to considerable healthcare disparities. Interdisciplinary teams are crucial to meeting the needs of this population. In a true interdisciplinary service, disciplines collaborate with each other by providing information about their area of expertise, prioritizing needs and interventions among providers, and recognizing how different systems intertwine. Behavior Analysts have a unique and crucial role within an interdisciplinary team, but it can be difficult to demonstrate relevance within a system that doesn't fully understand ABA. This presentation will share a model for interdisciplinary collaboration on an inpatient psychiatric unit, incorporating ABA principles. We will present on extensions of traditional ABA service and how behavioral training is used to identify needs, inform care, and influence the course of treatment. Members of the interdisciplinary team will also discuss strengths and barriers to a specialized inpatient service embedded within a general psychiatric unit and considerations for growth.

Educational Objectives:

1. Define and describe interdisciplinary services.
2. List ways in which ABA services can be utilized in an interdisciplinary team.
3. Utilize case conceptualization techniques to provide behavioral recommendations in an interdisciplinary setting.
4. Summarize the benefits and challenges of implementing ABA principles in a hospital setting.

#### 110. Treating Eating Disorders from an ACT Perspective

Panel (14:45 - 15:45)

Components: Case presentation, Conceptual analysis

Categories: Clinical intervention development or outcomes

Target Audience: Beginner

Location: LEVENTIS, ROOM B108

R. Merwin<sup>1</sup>, M. Karekla<sup>2</sup>, P. Nikolaou<sup>3</sup>

<sup>1</sup>Duke University, School of Medicine, USA

<sup>2</sup>University of Cyprus, Cyprus

<sup>3</sup>Treatment Centre of Eating Disorders for Children and Adolescent, Adolescent Mental Health Services, Cyprus

Eating disorders are devastating conditions that are challenging to treat. Not only does the eating disorder serve an important psychological function for the individual, but once the behaviors are initiated, they are maintained by a confluence of factors, including their impact on cognition and emotion, and the biobehavioral adaptations to starvation. Individuals with eating disorders may also be difficult to engage in treatment due to the ego-syntonic nature of striving for thinness, and the experience of feelings as being weak and out of control (and thus devalued). Further, a significant subset of individuals with eating disorders will not openly seek treatment due to secrecy or shame. The individuals in this panel have been treating individuals with EDs using ACT in inpatient and outpatient settings, and conducting research on the multilevel influences of ED behavior and developing and testing novel interventions using digital technology to overcome treatment barriers or enhance outcomes. In this panel, we will discuss the application of ACT to eating disorders, unique problems and solutions, and innovations in the field. Please bring questions!

Educational Objectives:

1. Describe the application of ACT to eating disorders including unique challenges and ACT-consistent solutions.
2. Describe innovations in the use of digital technology in eating disorder treatment.

#### 111. Optimizing Health and Wellbeing with Mindfulness/Acceptance-Based Approaches

Symposium (16:15 - 17:15)

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM 007

K. Musanje<sup>1,2</sup>, I. Trindade<sup>3,4</sup>, J. Pereira<sup>4</sup>, D. Carreiras<sup>4</sup>, A. Galhardo<sup>5</sup>, B.d. Sousa<sup>4</sup>, L. Palmeira<sup>6</sup>, M. Matos<sup>4</sup>, P. Boaventura<sup>7</sup>, N. Ferreira<sup>8</sup>, Ó. Lourenço<sup>4</sup>, P. Castilho<sup>4</sup>, R.J. Teixeira<sup>4</sup>, S.A. Carvalho<sup>4</sup>, T.C. Martins<sup>9</sup>, N. Hubert-Williams<sup>10</sup>, H. Moreira<sup>4</sup>, E. Anastasiades<sup>11</sup>, M. Argyrides<sup>12</sup>, S. Rea<sup>13</sup>, V. Samuel<sup>13</sup>, N. Ferreira<sup>14</sup>, M. Williams<sup>13</sup>

<sup>1</sup>Makerere University College of Health Sciences, Uganda

<sup>2</sup>Makerere University School of Psychology, Uganda

<sup>3</sup>University of Gothenburg, Sweden

<sup>4</sup>University of Coimbra, Portugal

<sup>5</sup>Instituto Superior Miguel Torga, Portugal

<sup>6</sup>Universidade Portucalense, Portugal

<sup>7</sup>University of Porto, Portugal

<sup>8</sup>University of Nicosia, Cyprus

<sup>9</sup>Portuguese Institute for Oncology (IPO), Portugal

<sup>10</sup>Edge Hill University, United Kingdom

<sup>11</sup>Neapolis University Pafos, Cyprus

<sup>12</sup>Neapolis University Cyprus, Cyprus

<sup>13</sup>Cardiff University, United Kingdom

<sup>14</sup>University of Nicosia, Cyprus

- Culturally Adapting a Mindfulness and Acceptance-Based Intervention to Support the Mental Health of Adolescents on Antiretroviral Therapy in Uganda

K. Musanje<sup>1,2</sup>

<sup>1</sup>Makerere University College of Health Sciences, Uganda

<sup>2</sup>Makerere University School of Psychology, Uganda

- ACT and compassion-based therapy for women with breast cancer: Optimization of the Mind programme and study protocol of an RCT testing its efficacy

I. Trindade<sup>1,2</sup>, J. Pereira<sup>2</sup>, D. Carreiras<sup>2</sup>, A. Galhardo<sup>3</sup>, B.d. Sousa<sup>2</sup>, L. Palmeira<sup>4</sup>, M. Matos<sup>2</sup>, P. Boaventura<sup>5</sup>, N. Ferreira<sup>6</sup>, Ó. Lourenço<sup>2</sup>, P. Castilho<sup>2</sup>, R.J. Teixeira<sup>2</sup>, S.A. Carvalho<sup>2</sup>, T.C. Martins<sup>7</sup>, N. Hubert-Williams<sup>8</sup>, H. Moreira<sup>2</sup>

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<sup>5</sup>University of Porto, Portugal

<sup>6</sup>University of Nicosia, Cyprus

<sup>7</sup>Portuguese Institute for Oncology (IPO), Portugal

<sup>8</sup>Edge Hill University, United Kingdom

- Does positive body image differentiate healthy orthorexia from orthorexia nervosa: A cluster analytic study

E. Anastasiades<sup>1</sup>, M. Argyrides<sup>2</sup>

<sup>1</sup>Neapolis University Pafos, Cyprus

<sup>2</sup>Neapolis University Cyprus, Cyprus

- Psychological Flexibility and Self-compassion in People on Home Parenteral Nutrition: Psychological, Line Care Adherence and Infection Outcomes

S. Rea<sup>1</sup>, V. Samuel<sup>1</sup>, N. Ferreira<sup>2</sup>, M. Williams<sup>1</sup>

<sup>1</sup>Cardiff University, United Kingdom

<sup>2</sup>University of Nicosia, Cyprus

Educational Objectives:

1. Explain the process of adapting an evidence based mindfulness and acceptance based intervention for use with adolescents with HIV in a Sub-Saharan African context.
2. Describe the study protocol of the RCT for the test of efficacy of the optimised Mind programme.
3. Describe the differences between Healthy Orthorexia and Orthorexia Nervosa.
4. Describe the role of Psychological flexibility in adjustment to Home Parenteral Feeding.

#### 112. Strengthening Parents with ACT and Compassion-based Interventions

Symposium (16:15 - 17:15)

Target Audience: Beginner, Intermediate, Advanced

Location: XΩΔ02, ROOM 008

T. Holmberg Bergman<sup>1,2</sup>, E. Renhorn<sup>1</sup>, B. Berg<sup>3</sup>, P. Lappalainen<sup>4</sup>, A. Ghaderi<sup>1</sup>, T. Hirvikoski<sup>1</sup>, X. Wang<sup>5</sup>, Y.Y. Chong<sup>6</sup>, Y.Y. Chong<sup>7</sup>, S.P. Lam<sup>8</sup>, S.Y. Lam<sup>8</sup>, K. Fung<sup>9</sup>, W.T. Chien<sup>7</sup>, M. Scagnelli<sup>10,11</sup>, A. Ristallo<sup>10,12</sup>, F. Pergolizzi<sup>10,13</sup>, P. Moderato<sup>10,14</sup>

<sup>1</sup>Karolinska Institutet, Sweden

<sup>2</sup>Habilitation and Health, Region Stockholm, Sweden

<sup>3</sup>Habilitation and Health, Sweden

<sup>4</sup>The University of Jyväskylä, Finland

<sup>5</sup>Chinese University of Hong Kong, Hong Kong

<sup>6</sup>The Chinese University of Hong Kong, Hong Kong

<sup>7</sup>The Chinese University of Hong Kong, Hong Kong

<sup>8</sup>Department of Paediatrics and Adolescent Medicine, Tuen Mun Hospital, Hong Kong, Hong Kong

<sup>9</sup>University of Toronto, Canada

<sup>10</sup>IESCUM, Milan, Italy

<sup>11</sup>Università Cà Foscari Venice, Italy

<sup>12</sup>SFU, Milan, Italy

<sup>13</sup>ASCCO, Parma, Italy

<sup>14</sup>IULM University, Milan, Italy

- Transdiagnostic, manualized Navigator ACT group treatment for stressed and distressed parents of children with disability

T. Holmberg Bergman<sup>1,2</sup>, E. Renhorn<sup>1</sup>, B. Berg<sup>3</sup>, P. Lappalainen<sup>4</sup>, A. Ghaderi<sup>1</sup>, T. Hirvikoski<sup>1</sup>

<sup>1</sup>Karolinska Institutet, Sweden

<sup>2</sup>Habilitation and Health, Region Stockholm, Sweden

<sup>3</sup>Habilitation and Health, Sweden

<sup>4</sup>The University of Jyväskylä, Finland

- Effects of compassion-based interventions for improving psychological wellbeing in parents of children and adolescents with chronic health conditions: A systematic review

X. Wang<sup>1</sup>, Y.Y. Chong<sup>2</sup>

<sup>1</sup>Chinese University of Hong Kong, Hong Kong

<sup>2</sup>The Chinese University of Hong Kong, Hong Kong

- Acceptance and Commitment Therapy-based asthma management training program for parents of young children with neurodevelopmental comorbidities: Preliminary results of randomized controlled trial

Y.Y. Chong<sup>1</sup>, S.P. Lam<sup>2</sup>, S.Y. Lam<sup>2</sup>, K. Fung<sup>3</sup>, W.T. Chien<sup>1</sup>

<sup>1</sup>The Chinese University of Hong Kong, Hong Kong

<sup>2</sup>Department of Paediatrics and Adolescent Medicine, Tuen Mun Hospital, Hong Kong, Hong Kong

<sup>3</sup>University of Toronto, Canada

- DANCE: An ABA-ACT Program to promote mindful parenting in the parents of children with ASD

M. Scagnelli<sup>1,2</sup>, A. Ristallo<sup>1,3</sup>, F. Pergolizzi<sup>1,4</sup>, P. Moderato<sup>1,5</sup>

<sup>1</sup>IESCUM, Milan, Italy

<sup>2</sup>Università Cà Foscari Venice, Italy

<sup>3</sup>SFU, Milan, Italy

<sup>4</sup>ASCCO, Parma, Italy

<sup>5</sup>IULM University, Milan, Italy

Educational Objectives:

1. Discuss results of the transdiagnostic Navigator ACT treatment for parents of children with disabilities.
2. List two theoretical frameworks of compassion-based interventions.
3. Describe the implementation process of an ACT-based asthma management program for parents of children diagnosed with asthma comorbid with neurodevelopmental conditions.
4. Describe an ABA parent training program.

### 113. The Visual Analysis of Acceptance and Commitment Therapy: Flexible Data Collection

Workshop (16:15 - 17:15)

Components: Case presentation, Original data, Role play

Categories: Behavior analysis

Target Audience: Beginner, Intermediate

Location: XQΔ02, ROOM 009

A. Fiorilli<sup>1</sup>

<sup>1</sup>Be Still Be Connected, USA

As Behavior Analysts dive into the Clinical Behavior Analytic world and provide ACT congruent services, our pull to adhere to more traditional data collection procedures may provide space of inflexibility. Thus, limiting our ability to see the client's skills unfold in front of us. You may notice your own thoughts questioning the type of data, the need for data, and asking what we're "required" to collect to align with behavior analytic principles and foundations. This workshop will present clinical cases and various data collection techniques (i.e. Flexibility Across Dimensions, FlexNotes, etc...). Participants will have opportunities to role play data collection based on video recordings. The content presented is suitable for beginner and intermediate attendees. The workshop will start with a review of terms related to

CBA and data collection to help lay the framework for the remaining time. This workshop is perfect not only for behavior analysts, but for those clinicians that are looking to gather more data and utilize visual analysis to reflect on client progress.

Educational Objectives:

1. Describe the benefits of flexible data collection methods, while aligning to behavior analytic principles.
2. Implement data collection procedures based on video role-play.
3. Utilize a visual analysis for case conceptualization.

### 114. Leveraging pro-social responses to address social determinants of distress: Harnessing synergies in CBS Mediterranean chapters: Greek & Cypriot Chapter Sponsored Workshop (16:15 - 17:15)

Components: Experiential exercises, Strategic planning

Categories: Evolutionary behavioral science

Target Audience: Beginner

Location: XQΔ02, ROOM B104

V. Vasiliou<sup>1,2</sup>, K. Stern<sup>3</sup>, A. Bianca Prevedini<sup>4</sup>, G. Deledda<sup>5</sup>

<sup>1</sup>Cardiff University, United Kingdom

<sup>2</sup>University of Oxford, NDORMS, United Kingdom

<sup>3</sup>ACBS Israel, Israel

<sup>4</sup>Presidente ACT-Italia, Italy

<sup>5</sup>Italian Chapter ACBS - ACT Italia, Italy

As we look at the Mediterranean region of the world's future, we see ongoing societal challenges; natural disasters, intra-politic conflicts; poverty, and anti-democratic dynamics among others. At the very first level, these challenges trigger social determinants of distress that affect large groups of populations. Social change initiatives (such as the prosocial approach), drawing on evolution, behavioral, and environmental principles, can translate core processes of change into various applications. Yet, for this to occur, researchers and clinicians need to work together and form "communities of support" that adhere to prosocial principles. This workshop will make use of Prosocial ideas and methods to bring members of local ACBS chapters and others surrounding the Mediterranean (Greece & Cyprus, Turkey, Israel, and Italy) into an experiential workshop. CBS members, trained in the prosocial approach, will use design principles to help the group identify evidence-based processes related to interventions. The group will then attempt to propose ways to work closely with local stakeholders who will tailor interventions to the local context, and address social determinants of distress, effectively.

1. Describe the principal methods of the prosocial approach and identify prosocial behavior may be a potent protective factor during periods of local adversities.
2. Identify CBS processes, linked with evidence-based procedures that focus on minimizing exposure to social determinants of distress.

### 115. Stoic philosophy and Frankel's logotherapy serve as a foundation for furthering and developing new tools in an ACT-based processing conceptualization

Workshop (16:15 - 17:15)

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

Categories: Theory and philosophical foundations

Target Audience: Intermediate, Advanced

Location: XQΔ02, ROOM B105

D. Hamiel<sup>1,2</sup>

<sup>1</sup>Richman University, Israel

<sup>2</sup>Cohen Harris Resilience Center Tel-Aviv, Israel

The general concept of CBT, as well as the notion that a person's distress is caused by thoughts rather than reality, derives from Stoic philosophy. But the Stoic philosophy goes further, emphasizing the pursuit of virtues and in general, rejecting everything transitory in life, such as honor, property, and power. This concept is permeated by the

concept of meaning in life, which intersects with Frankel's logotherapy main ideas of being meaningful to others, mutual relationships, and commitment to the world. In this workshop, we will look at how this concept fits into the central treatment processes reflected in ACT, like avoiding fixing unpleasant emotions for the sake of values commitment, assisting the individual in taking an elevated look at themselves, overcoming automatic responses and set new goals, overcoming fusions and strengthening the ability to be in the moment. We will discover new tools derived from the Stoic concept of necessity to stop focusing on everything transitory in life and instead focus on relationships, as well as ways to improve the essential treatment processes described above.

Educational Objectives:

1. Explain how the Stoic philosophical concept and logotherapy ideas, which emphasize renunciation of self-validation in favor of focusing on the connection to the other intersect with the central principles of ACT.
2. Describe simple techniques that assist in the integration of these ideas into the ACT processes.
3. Practice these techniques in the workshop.

### 116. Ignite Session 2

Ignite (16:15 - 17:15)

Location: XQΔ02, ROOM B108

- The Struggle of Mindfulness Exercises

K. Georgiou<sup>1,2</sup>

<sup>1</sup>University of Cyprus, Cyprus

<sup>2</sup>ACTHealthy Lab, University of Cyprus, Cyprus

- A Functional Analysis of Depression

A. Naser<sup>1</sup>

<sup>1</sup>Board Certified Behavior Analyst, USA

- Alleviating Academic Procrastination with Acceptance and Commitment Therapy: Interesting Evidence and Implications

R. Christodoulou<sup>1</sup>

<sup>1</sup>University of Cyprus, Cyprus

- The Chatty Factory: A game to promote psychological flexibility in childhood and adolescence intervention

A.V. Niquerito-Bozza<sup>1</sup>, E. Xavier Carreira<sup>1</sup>

<sup>1</sup>Private Clinic Psychologist, Brazil

- ACT and Integrated Pediatric Care, Or How Anger Imp and Critical Charlie Changed Relationships with Thoughts and Emotions

M. Mayo<sup>1</sup>

<sup>1</sup>Antioch University New England, USA

- The effectiveness of Convict Upskilling Pathway (CUP) in Cyprus Prison Department: Inmates' training for enhancing technical, basic, and soft skills

M. Petridou<sup>1,2</sup>, O. Solomontos-Kountouri<sup>3</sup>, M. Vryonides<sup>4</sup>

<sup>1</sup>University of Cyprus, Cyprus

<sup>2</sup>Theological School of the Church of Cyprus, Cyprus

<sup>3</sup>Theology School of the Church of Cyprus, Cyprus

<sup>4</sup>European University Cyprus, Cyprus

### 117. Navigating the Weight of Weight Bias and Discrimination to Move Towards Celebration of Body Diversity: Atlantic Canada Chapter Sponsored

Workshop (16:15 - 17:15)

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

Categories: Social justice / equity / diversity

Target Audience: Beginner, Intermediate, Advanced

Location: XQΔ02, ROOM B210

S. Pegrum<sup>1</sup>

<sup>1</sup>Pegrum Therapy & Training, Canada

As clinicians we see people of a diverse range of shapes and sizes. We also live in a world where we are bombarded with all kinds of messages about body and shape, and these messages can seep in and impact

our experiences in session. In this interactive workshop we explore the societal context and how it has shaped perception of the body, and the formation of weight bias, stigma and discrimination. Weight stigma and

discrimination has been on the rise in recent decades and has been labeled as the last socially "acceptable" form of bias (Puhl & Brownell, 2001). Healthcare is one of the many areas where weight discrimination is encountered, with approximately 69% of women in larger bodies report being stigmatized by healthcare professionals, including mental health professionals (Puhl & Brownell, 2006).

Through the use of experiential exercises workshops participants will have the opportunity to learn how to use CBS processes to build awareness of and navigate their own potential biases, and move towards acceptance and celebration of body diversity.

Educational Objectives:

1. Describe what weight bias, stigma and discrimination is, and its impact.
2. Build an awareness of one's own context and bias.
3. Apply CBS processes to navigate potential bias.

### 118. The healing power of Acceptance and Commitment Therapy in a hospital setting

Workshop (16:15 - 17:15)

Components: Case presentation, Experiential exercises, Original data

Categories: Clinical intervention development or outcomes

Target Audience: Beginner

Location: XQΔ02, ROOM B211

G. Cox<sup>1,2</sup>, A. Morgan<sup>1,2</sup>, F. Muscara<sup>1,2</sup>

<sup>1</sup>The Royal Children's Hospital, Melbourne, Australia

<sup>2</sup>The Murdoch Children's Research Institute, Australia

A serious illness, or a lifelong developmental/neurological disorder in a child places severe stresses not only on the child and parents, but also the hospital staff that support them. At the Royal Children's Hospital (RCH) in Melbourne, we have been working to implement an ACT based approach throughout the wider hospital. This includes using an ACT based approach to treat children and adolescents with procedural anxiety and related phobias, pain management, treatment adherence and adjustment to health conditions; and using ACT to support parents through their journey – including the trauma, grief and loss experienced by parents from diagnosis throughout the child's life; and lastly the integration of ACT into the staff support program, using ACT to enhance team interactions and debrief protocols to improve staff well being. This panel discussion will provide practical strategies to enable you to successfully implement ACT strategies, programs and approaches in a hospital environment based on clinical translation frameworks and real-world experience. Clinical implications of current research findings and clinical approaches will be discussed.

Educational Objectives:

1. Describe creative approaches to adapting ACT techniques with children and young people who have either suffered an acute accident or have a longer term health condition.
2. Discuss common challenges as well as how to overcome barriers to implement group based ACT programs within a hospital setting.

3. Demonstrate the use of ACT techniques to support parents and caregivers to find meaning and cope with grief and loss throughout their child's life.

**119. Applied Behavior Analysis and Trauma: Assessment, Implementation, and Collaboration**

Workshop (16:15 - 17:15)

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

Categories: Behavior analysis

Target Audience: Beginner

**Location: XΩΔ02, ROOM B108**

J. Lord<sup>1</sup>, L. Neal<sup>2</sup>, B. Huxtable<sup>2</sup>

<sup>1</sup>Endicott College, USA

<sup>2</sup>The Behaviour Clinic, United Kingdom

Science, data, and empirical evidence are traditionally described as the foundations of Applied Behavior Analysis, which has simultaneously made it difficult for some practitioners to adopt trauma informed practices. With a growing interest in the integration of ABA and trauma informed practice, this panel strives to further this growth through the presentation of supporting data and a prototype for assessing the impact of trauma. In addition, we will also discuss the importance of collaborative approaches with other modalities, including cognitive behavioral therapy, play therapy, and life story work, along with specific and measurable impact. Finally, this panel will discuss the TRIBE model, a novel, instructional application of trauma informed principles to those working with survivors of trauma. Evidence of this model's success with care-leavers will be analyzed, along with the outcome measures of 2021-2022.

Educational Objectives:

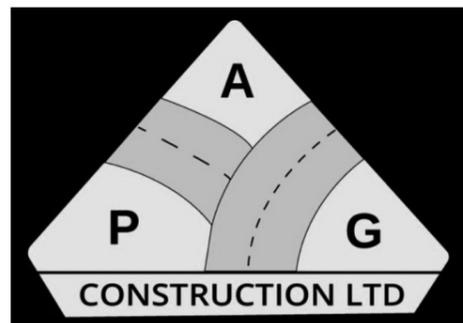
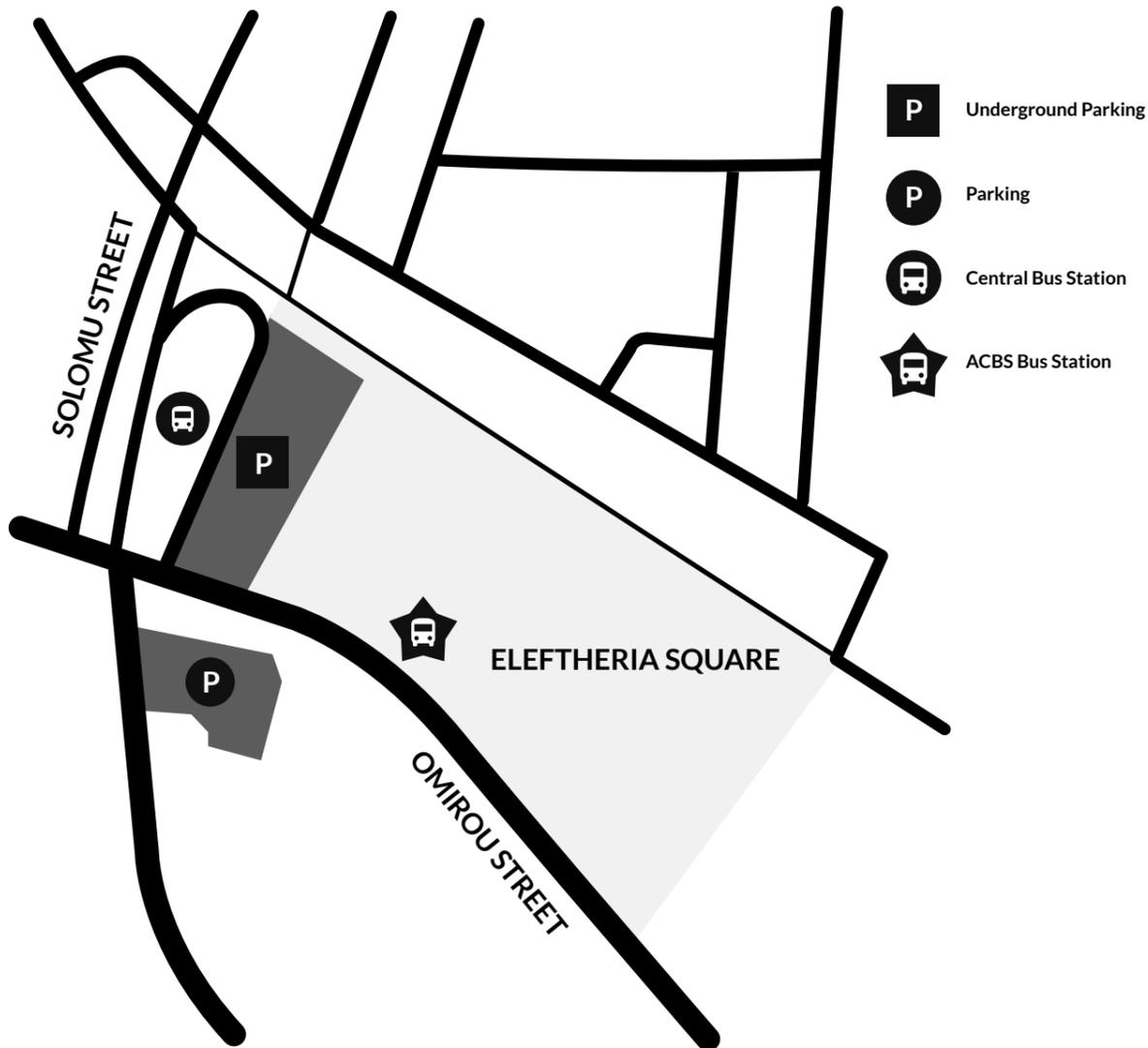
1. Discuss the impact of trauma on caregivers of looked-after children using data pulled from MAPSS (Multi Agency Permanence Support Service).
2. Demonstrate the benefit of integrating Trauma Informed ABA with other therapies including CBT, play therapy and life story work, supported with data and case studies.
3. Discuss the TRIBE (trauma informed, reparative care, intervention focused, behaviour analytic evidence based) model as utilized with supported living with Care Leavers and the outcome measures for 2021-2022.



AEOLIKI Ltd. is a consulting and technology brokerage company in the areas of Energy, Climate Change Adaptation, and Environment. Established in 1998 by a group of engineers, its primary objective is to assist the Cypriot public and business community in transforming and integrating technological developments and methodologies into sound business practices and solutions that will provide a competitive advantage with respect to their entrepreneurial activities.

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The company origins back to 2004 and since then P.A.G. continues to grow. We specialise in land development, construction, infrastructure and energy domains.

Monday 24 July		
	Eleftherias Square to UCY	UCY to Eleftherias Square
Bus 1	08:00 (stop to Semeli at 08:10)	17:35
Bus 2	08:15	17:45 (stop to Semeli)
Bus 3	08:25	17:55
Bus 4	-	18:05

Tuesday 25 July		
	Eleftherias Square to UCY	UCY to Eleftherias Square
Bus 1	08:00 (stop to Semeli at 08:10)	17:35
Bus 2	08:15	17:45 (stop to Semeli)
Bus 3	08:25	17:55
Bus 4	-	18:05

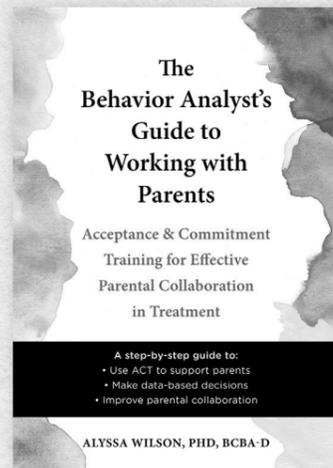
Wednesday 26 July		
	Eleftherias Square to UCY	UCY to Eleftherias Square
Bus 1	07:25	18:30
Bus 2	07:35 (stop to Semeli at 07:45)	18:40 (stop to Semeli)
Bus 3	07:50	18:50
Bus 4	08:05	19:00
Bus 5	08:15 (stop to Semeli at 08:25)	19:10 (stop to Semeli)
Bus 6	08:25	19:20
Bus 7	-	19:30

Thursday 27 July			
	Eleftherias Square to UCY	UCY to Galu	Galu to Solomou Square
Bus 1	07:40 (stop to Semeli at 07:50)	17:30	10:45 (stop to Semeli)
Bus 2	08:20	17:30	10:55 (stop to UCY)
Bus 3	08:30	17:35	11:00
Bus 4	08:40 (stop to Semeli at 08:50)	17:35	11:05
Bus 5	08:50	17:40	11:10 (stop to Semeli)
Bus 6	09:00	17:40	11:15 (stop to UCY)
Bus 7	-	17:45	11:20
Bus 8	-	17:45	11:25
Bus 9	-	17:50	11:30
Bus 10	-	17:50	11:35

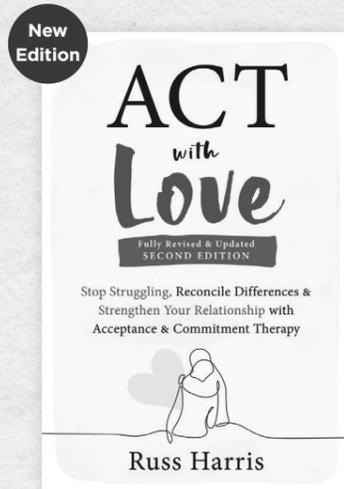
Friday 28 July		
	Eleftherias Square to UCY	UCY to Eleftherias Square
Bus 1	07:40 (stop to Semeli at 07:50)	17:35
Bus 2	08:20	17:40 (stop to Semeli)
Bus 3	08:30	17:45
Bus 4	08:40 (stop to Semeli at 08:50)	17:50
Bus 5	08:50	17:55 (stop to Semeli)
Bus 6	09:00	18:00

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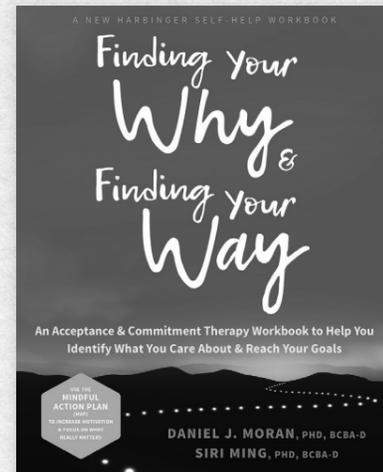
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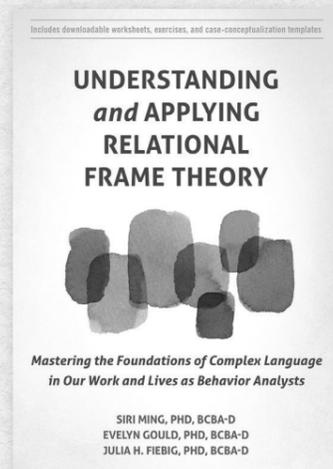
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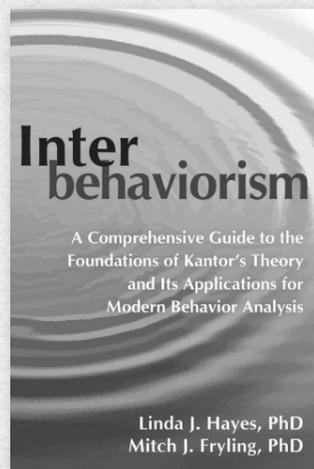
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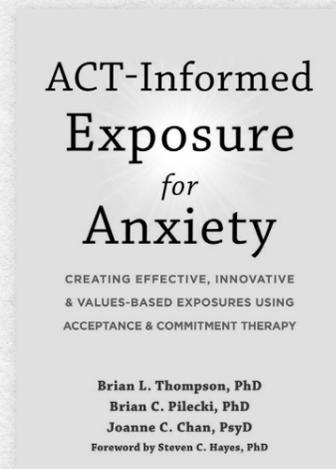
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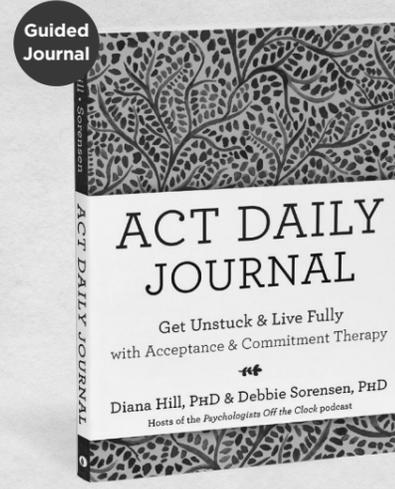


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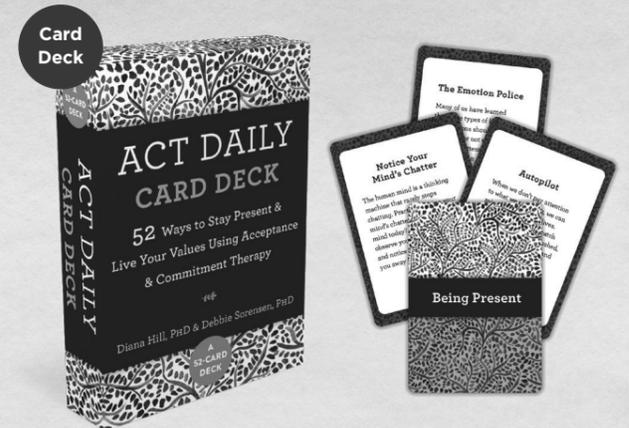


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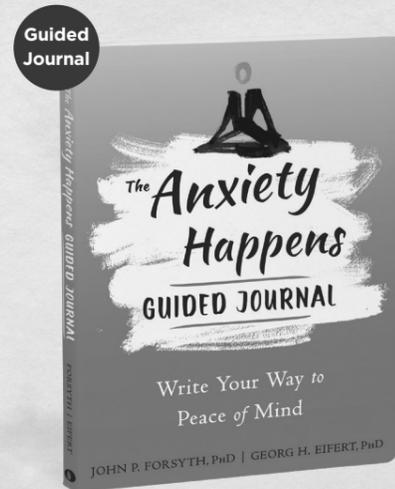
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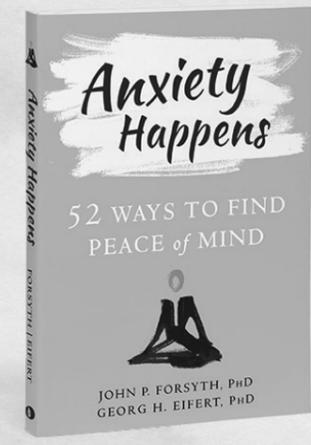
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Wednesday, 26 July (Morning)					
ALL TIMES ARE IN NICOSIA'S LOCAL TIME ZONE (Eastern European Summer Time - EEST)					
ROOM	8:00 - 8:50	9:00 - 10:30	10:30 - 11:00	11:00 - 12:00	12:00 - 12:15
ROOM	PLENARY		SESSIONS		
Gymnasium	Sports Centre	1. Using models and ontologies to enable behaviour change - Michie ( <i>Int. Vasilou</i> ) (Plenary)			
119	XQΔ02 Level: 1	2. Acceptance - How do I actually use and teach it now? - Ebert* (Workshop)			
007	XQΔ02 Level: 0	I want to become a Peer-Reviewed ACT Trainer - Manzione*, Pegrum*	3. Supporting the carers: The use of ACT to enhance wellbeing and increase skills in palliative care settings - Gillanders*, Finucane, Dempster, Owen* (Symposium)		
008		First Timer Event - Information & Networking - Borushok*	4. Mindfulness, Measurement, and Dissemination Issues in ACT - Mattes, Holmberg Bergman, Ferreira, Orkopoulou (Symposium)		
009		5. Measurement matters: Addressing psychometric concerns with empirically based innovations in measurement of psychological flexibility-related constructs - Spencer, Christodoulou, Rogge, McCloskey, Borgogna, Gloster (Symposium)			
B104	XQΔ02 Level: B1	6. <b>PART 1:</b> Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships by Focusing on Emotional and Interpersonal Targets - Tsai, Kuei, Maitland, Sanida, Rolim de Moura, Muñoz-Martínez (Workshop)			
B105		7. End the Insomnia Struggle: Individualizing CBT-I Using ACT - Ehrnstrom (Workshop)			
B108		8. <b>PART 1:</b> ACT for Adult ADHD (Attention Deficit Hyperactivity Disorder) - Leonard-Curtin* (Workshop)			
B204	XQΔ02 Level: B2	9. <b>PART 1:</b> Mind, Body, SAC: CBS and Our Spiritual Dimension - Robb* (Workshop)			
B205		10. <b>PART 1:</b> Acceptance and Commitment Therapy for Managing Cravings and Addictive Behaviors - Kelly, Karekla* (Workshop)			
B210		11. <b>PART 1:</b> United we stand: Working with cultural values building on ACT and Prosocial Model - Fung, Kurumiya (Workshop)			
B211		12. The contribution of interbehaviorism - Parrott Hayes, Luciano*, Fryling, Törneke* (Panel)			
B108	Leventis Level: B1	13. CBS Competencies in Psychotherapy: The Good, The Bad, and the Need - Manzione*, S. Hayes*, Kolts, Walser*, Wright* (Panel)			

Wednesday, 26 July (Afternoon)					
ALL TIMES ARE IN NICOSIA'S LOCAL TIME ZONE (Eastern European Summer Time - EEST)					
ROOM	12:15 - 13:15	13:15 - 14:45	14:45 - 15:45	15:45 - 16:15	16:15 - 17:15
ROOM	SESSIONS	14:00 - 14:40	SESSIONS		Plenary
Gymnasium	Sports Centre				33. Are we there yet? Digitally moving towards the future of contextual behavior science - Karekla* ( <i>Int. Gloster</i> ) (Plenary)
119	XQΔ02 Level: 1	14. A process-based approach to emotional struggles: A unique model! - Zurita Ona (Workshop)		21. How does this end? An empirical account of therapy termination - Nicolescu, Ionescu (Workshop)	
007	XQΔ02 Level: 0	15. Verbal interaction analysis in clinical context: Examples of using observational methodology to study the basic processes - Andrés López, Trujillo Sánchez, Estal Muñoz, Pereira Xavier, Alonso-Vega (Symposium)		22. ACT for elite athletes - Lundgren, Ronkainen, Nikander, S. Hayes* (Symposium)	
008		16. Technology Assisted ACT Interventions in the Context of Fear of Flying, Living With Muscular Sclerosis, and Caring for Someone With Dementia - Neofotistou, Atefi, Keinonen, Theodorou (Symposium)		23. CBS approaches in the context of Cardiovascular Disease - Maitland, Muñoz-Martínez, McCorry, O'Neill (Symposium)	
009		17. ACT in health: The experience of patients and their families in facing illness - Gillanders*, Valota, Zacharia (Symposium)		24. From Magis mobile games to Student Compass - Mobile technology to increase psychological flexibility in children, adolescents and young adults - R. Lappalainen ( <i>Int. Loutsiou</i> ) (Invited)	
B104	XQΔ02 Level: B1	6. <b>PART 2:</b> Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships by Focusing on Emotional and Interpersonal Targets - Tsai, Kuei, Maitland, Sanida, Rolim de Moura, Muñoz-Martínez (Workshop)		25. Investigating the Underlying Processes Beyond Our Self-Labels - Sanida, Lemay, Brandolin (Workshop)	
B105		18. The MAGPIES Emotion Regulation Module: An ACT and RFT-Based Group Intervention for Children Struggling with Difficult Emotions - Kirsten, Cassidy* (Workshop)		26. The use of chairwork to develop psychological flexibility: Taking perspective on human yearnings - Prevedini, Zucchi (Workshop)	
B108		8. <b>PART 2:</b> ACT for Adult ADHD (Attention Deficit Hyperactivity Disorder) - Leonard-Curtin* (Workshop)		27. Flexibility around the clock: How to promote a less rigid and values-based approach toward sleep - Lawson, Richdale, Morris (Workshop)	
B204	XQΔ02 Level: B2	9. <b>PART 2:</b> Mind, Body, SAC: CBS and Our Spiritual Dimension - Robb* (Workshop)		28. Love in the Room: How to evoke therapeutic love within ethical boundaries and address the stigma of therapist attraction, management and prevention - Kuei, Skinta* (Workshop)	
B205		10. <b>PART 2:</b> Acceptance and Commitment Therapy for Managing Cravings and Addictive Behaviors - Kelly, Karekla* (Workshop)		29. Values Traps: Recognizing and Mastering Common Obstacles when Harnessing Values in ACT - Rhodes, Gold (Workshop)	
B210		11. <b>PART 2:</b> United we stand: Working with cultural values building on ACT and Prosocial Model - Fung, Kurumiya (Workshop)		30. One day ACT workshops for individuals with distress and/or chronic health conditions - Dindo (Workshop)	
B211		19. The Use of Digital Technology in ACT-Based Assessment and Intervention - R. Lappalainen, Levin, Vasilou, Maragakis, Merwin* (Panel)		31. The practicalities of using ACT and RFT interventions with children and young people - Cassidy*, Stapleton, Kirsten, Coyne*, L. Hayes* (Panel)	
B108	Leventis Level: B1	20. Learning and Teaching Process Based Approaches to Therapy: Reflections From the Field - Gloster, S. Hayes*, McHugh*, Block, Pauli, Larsson (Panel)		32. Breaking the Stigma: ACT Trainers Discuss Troubles Navigating Their Mental and Physical Vulnerabilities and Resiliencies - Robb*, Borushok*, Kjelgaard*, Louma*, Manzione*, Sawyer* (Panel)	

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Thursday, 27 July (Morning)					
ALL TIMES ARE IN NICOSIA'S LOCAL TIME ZONE (Eastern European Summer Time - EEST)					
ROOM	8:30 - 9:20	9:30 - 10:30	10:30 - 11:00	11:00 - 12:00	12:00 - 12:15
ROOM	SESSIONS				
Gymnasium	Sports Centre	Reserved Space		45. <b>PART 1:</b> Speak Up: A CBS Trainer's Guide to Designing and Leading Transformational Workshops with Confidence, Authenticity and Ease - Kjelgaard* (Workshop)	
119					
007	Australia & New Zealand Attendee Networking Meeting - Lawson	34. Switch - Using an improv theater game as experiential deictic framing during sessions - Steinkopff*, Domurat (Workshop)		46. Self-compassion in supervision and transformation of work-related stress - G. Žvelc, M. Žvelc (Workshop)	
008	Diversity, Equity, and Inclusion SIG Meeting - Voi	35. Psychological Flexibility in Education: School-Based and Values-Based Approaches - Christodoulou, Saban-Bernauer, Carlos Maia, Paris, Ferreira, Loutsiou (Symposium)		47. RFT In Action: Implications for working with emotion, intelligence, and cognitive health - Rodríguez-Valverde, Moghaddam, Dawson, Garcia (Symposium)	
009	ACBS Finland Chapter Meeting - Keinonen, Turakka	36. The Pointy End of Values – Using Acceptance and Commitment Therapy (ACT) with people approaching the end of their lives - Lindsay (Workshop)		48. ACT for depression with adults and youth: How to integrate (our) insights from research into your ACT work - A-Tjak*, L. Hayes* (Workshop)	
B104	UK and Ireland Chapter Meeting - McHugh*, Lucas*	37. Bringing Functional Analytic Psychotherapy (FAP) to the General Public: Societal Change through the Awareness, Courage & Love (ACL) Global Project - Tsai, O'Connell*, Funke, Sanida, Iuga, Gomes (Workshop)		49. <b>PART 1:</b> The Heart of Supervision: Promoting a culturally-sensitive supervisory alliance using FAP-Based on Processes - Rolim de Moura, Muñoz-Martínez, Manduchi (Workshop)	
B105		38. Making sense of therapeutic processes: Methods and analysis of turn-by-turn therapeutic interactions - Muñoz-Martínez, Pereira Xavier, Alonso-Vega, Echevarría-Escalante, Andrés López (Symposium)		50. Multilevel, Multimethod Examination of Psychological Flexibility as a Key Process of Change in Chronic Illness Adaptation - Vasilou, Martin*, Merwin*, Karekla* (Symposium)	
B108		39. ACT for improving the lives of children, adolescents, and families across the world - Morgan, Alho, A. Lappalainen, P. Lappalainen (Symposium)		51. Development and efficacy testing of ACT models for Autism (ASD), Body Dysmorphic Disorder (BDD) and for juveniles in patient criminals with substance abuse disorders - Linde, Pahnke, Målarstig, Lundgren, S. Hayes* (Symposium)	
B204		40. My Pain Keeps Me up All Night!: Treating Pain-Related Insomnia with Acceptance and Commitment Therapy - Martin*, Margolies (Workshop)		52. <b>PART 1:</b> Training in clinical functional analysis - Törneke* (Workshop)	
B205		41. "I didn't do my homework, but I want to get better": How to do creative hopelessness compassionately to engage clients in behaviour change - Lucas* (Workshop)		53. <b>PART 1:</b> Working with the self in the context of moral injury treatment - Borges, Walsler* (Workshop)	
B210		42. Using the ACT Kidflex with Children and Adolescents: Making ACT Practical, Engaging and Easy to Understand - Black (Int. Rhodes) (Invited Workshop)		54. <b>PART 1:</b> Essentials in psychotherapy: Join us in a treasure hunt - Dahl*, Lydell (Workshop)	
B211		43. Working with Refugees and Asylum Seekers from an ACT Perspective - Morroni, Presti*, Czupala (Symposium)		55. Hybrid East Asian and Western Perspectives on ACT - Fung, Kurumiya, Lim, Lee-Baggle*, Robb* (Panel)	
B108	Leventis Level: B1	44. Using Tech to Improve Practicing or Researching ACT as a Form of Process-Based Therapy - Jansen, Levin, Karekla*, R. Lappalainen, S. Hayes* (Panel)		56. ACT for kids: Taking into account developmental process and social context in a CBS perspective - Black, Cassidy*, Presti*, Tani (Invited Panel)	

Thursday, 27 July (Afternoon)					
ALL TIMES ARE IN NICOSIA'S LOCAL TIME ZONE (Eastern European Summer Time - EEST)					
ROOM	12:15 - 13:15	13:15 - 14:45	14:45 - 15:45	15:45 - 16:15	16:15 - 17:15
ROOM	SESSIONS				PLENARY
Gymnasium	Sports Centre	45. <b>PART 2:</b> Speak Up: A CBS Trainer's Guide to Designing and Leading Transformational Workshops with Confidence, Authenticity and Ease - Kjelgaard* (Workshop)	64. Process-Based Approaches for Community Resilience: Essential skills and procedures - Lordos (Workshop)		76. The Power Threat Meaning Framework: A conceptual alternative to the diagnostic model of distress - Johnstone (Int. Walsler*) (Plenary)
119					
007		57. The Batteries metaphor: For clients who struggle with choosing one value over another to take care in the moment - Kossakowska, Baran (Workshop)			
008		58. Psychological Flexibility During Large Scale Health Crises - Sebastião, Hernández-López, Prudenzi, Hess, Hudson, Lancaster (Symposium)			
009		59. The Unknown Place Game - A Brief Intervention to Navigate Life, Therapy and Change Processes - Steinkopff* (Workshop)			
B104		49. <b>PART 2:</b> The Heart of Supervision: Promoting a culturally-sensitive supervisory alliance using FAP-Based on Processes - Rolim de Moura, Muñoz-Martínez, Manduchi (Workshop)			
B105		60. Fostering Well-Being, Prosocial Behavior, and Climate Action: A Role for Psychological Flexibility and Behavior Analysis? - Villanueva, Aydin, Meshes, Stöbi, Biglan (Symposium)			
B108		61. Promoting University Students' Mental Well-Being Through Digital ACT-Based University Services - Rasanen, Brandolin, Levin, R. Lappalainen, Vasilou (Symposium)			
B204		52. <b>PART 2:</b> Training in clinical functional analysis - Törneke* (Workshop)			
B205		53. <b>PART 2:</b> Working with the self in the context of moral injury treatment - Borges, Walsler* (Workshop)			
B210		54. <b>PART 2:</b> Essentials in psychotherapy: Join us in a treasure hunt - Dahl*, Lydell (Workshop)			
B211		62. Finding your home in ACBS: How to get (more) connected and involved - Moyer, Evans, Rhodes, Kiel*, Ethington, Cassidy* (Panel)			
B108	Leventis Level: B1	63. Ontology, classification, diagnosis, and categorization of mental and behavioral health: How can we overcome the evils of the past and move towards a more process based functional future? - Karekla*, Michie, Johnstone, S. Hayes*, Araujo Soares (Invited Panel)			

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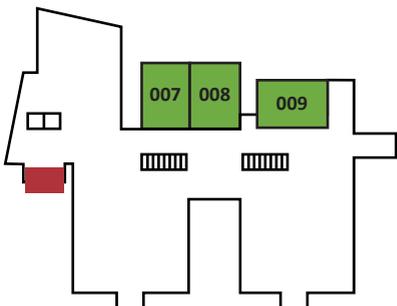
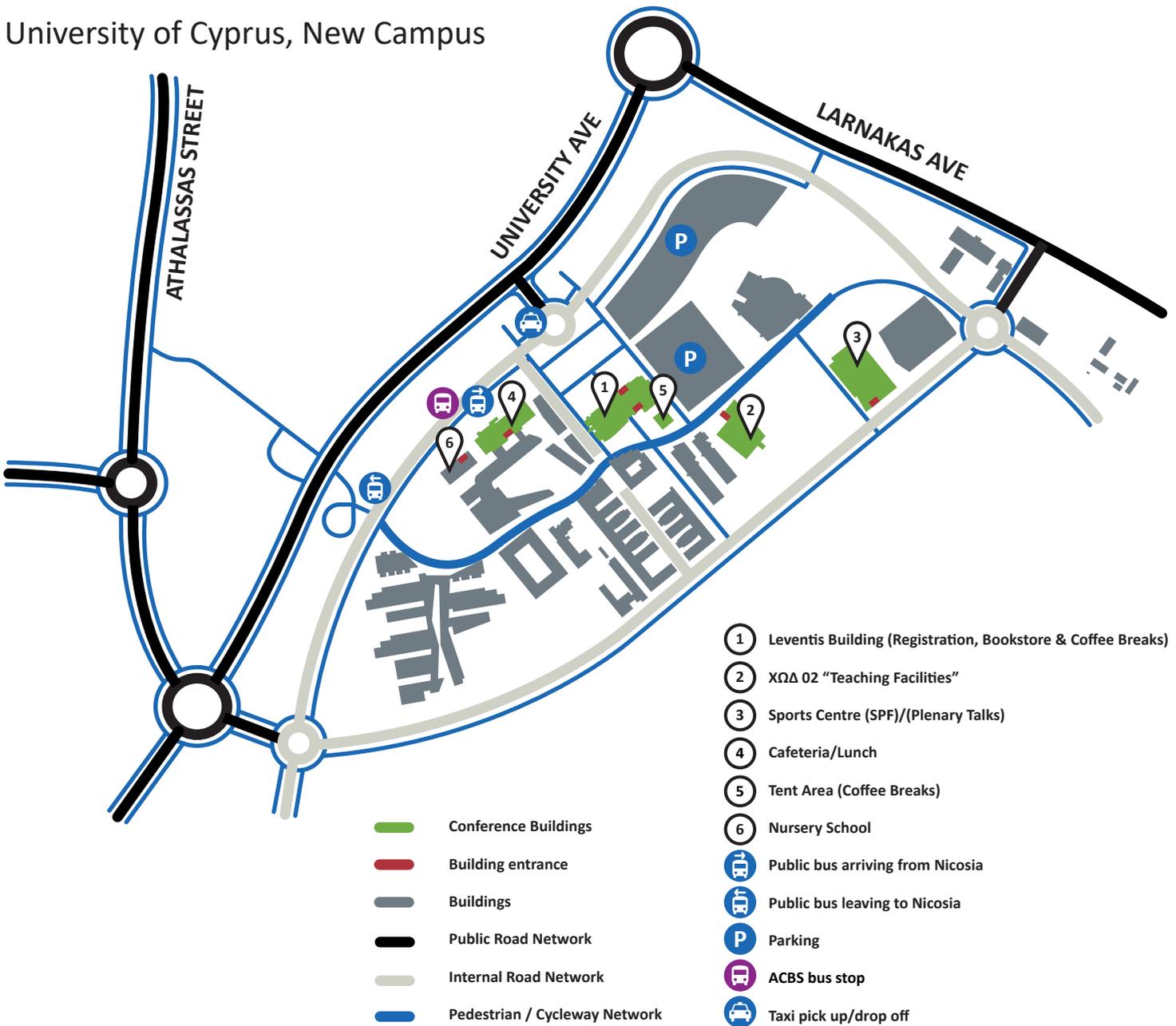
Friday, 28 July (Morning)				
ALL TIMES ARE IN NICOSIA'S LOCAL TIME ZONE (Eastern European Summer Time - EEST)				
ROOM	8:30 - 9:20	9:30 - 10:30	10:30 - 11:00	11:00 - 12:00
ROOM	SESSIONS			
Gymnasium	Sports Centre			
119	XQA02 Level: 1	Reserved Space		88. Designing and Evaluating Contextually-Relevant Family and Community Mental Health and Psychosocial Support for Vulnerable Adolescents in the Middle-East - Bosqui, Brown, Elias, Farah, Jabbour (Symposium)
007	XQA02 Level: 0	Building Relation(ship) Networks: RFT SIG Social Event - Stapleton		89. Process Informed Research and Practice: Evidence from in-clinic practice and work with non-clinical paranoia, gambling, and dysphoria - Svitak, Pinto, Panayiotou (Symposium)
008	XQA02 Level: 0	ACBS Polska Chapter Meeting - Baran		90. Leveraging CBS in the Service of a Better World: From philosophy to pro-environmental and compassionate behavior - Mattes, Delemere, Ferreira (Symposium)
009	XQA02 Level: 0	Pain SIG Meeting - Margolies		91. "ACTing SPORT": A process-based protocol applied to sport ten years after, "WARM-ACT", "Training as a Value", and other updates - Filimberti (Workshop)
B104	XQA02 Level: B1	FAP-SIG Networking Meeting - Muñoz-Martinez		80. <b>PART 1:</b> Developing self-compassion and self-acceptance in neurodivergent adults: From chronic burnout to living a valued life - Kemp (Workshop)
B105	XQA02 Level: B1			81. <b>PART 2:</b> Developing self-compassion and self-acceptance in neurodivergent adults: From chronic burnout to living a valued life - Kemp (Workshop)
B108	XQA02 Level: B1			81. <b>PART 1:</b> A non-geeky, pragmatic introduction into functional contextualism for ACT-therapists - Kiel* (Workshop)
B204	XQA02 Level: B2			82. Promote flexible and complex repertoire with simple technology: The matrix in practice with caregivers in different contexts - Oppo, Prevedini, Schweiger, Filimberti, Presti* (Symposium)
B205	XQA02 Level: B2			92. Getting in Step: Stepped-Care Alternatives to Traditional Therapeutic Approaches and Challenges to Implementation - Maragakis, Levin, Lancaster (Symposium)
B210	XQA02 Level: B2			93. Buddhist contributions for working practically and experientially with self-as-context - Valentim*, O'Connell* (Workshop)
B211	XQA02 Level: B2			94. An introduction to Functional Analysis in FAP: How to use available tools to enhance case conceptualizations - Maitland (Workshop)
B108	Leventis Level: B1			83. How to be Functionally Weird and Playful ACT therapist? - Stern, Gerstenhaber (Workshop)
				84. Drop your therapist shovel: Getting unstuck and flexible with Process-Based Creative Hopelessness - Manzione* (Workshop)
				85. Flexible relationships: How CBS can help us navigate topics around monogamy and commitment in diverse intimate relationships - Funke, Dreis (Workshop)
				95. How to synergize ACT and RFT to facilitate healthy selfing among children and young people: The MAGPIES approach to self-esteem - Stapleton, Cassidy* (Workshop)
				96. Considerations for End of Life Planning: Encouraging Discussions about Self-Determination from an ACT Lens - Keeman, Rhodes, Walsler*, Gregg*, Martin* (Panel)
				97. What Does No Self and Nonduality Have to Do With ACT Practice? - S. Hayes*, McHugh*, Tirsch, Wilks*, McConnell (Panel)
				97. What Does No Self and Nonduality Have to Do With ACT Practice? - S. Hayes*, McHugh*, Tirsch, Wilks*, McConnell (Panel)

Friday, 28 July (Afternoon)				
ALL TIMES ARE IN NICOSIA'S LOCAL TIME ZONE (Eastern European Summer Time - EEST)				
ROOM	12:15 - 13:15	13:15 - 14:45	14:45 - 15:45	15:45 - 16:15
ROOM	PLENARY	14:00 - 14:40	SESSIONS	SESSIONS
Gymnasium	Sports Centre	98. Poetry: Finding a Home in the World - Ó Tuama (Int. L. Hayes*) (Plenary)		
119	XQA02 Level: 1		99. Stoic inspirations for CBS psychotherapists - Ambroziak, Singh (Workshop)	Reserved Space
007	XQA02 Level: 0	ACBS Israeli Chapter Meeting - Stern, Gerstenhaber	100. Promoting wellbeing and psychological flexibility in the general population through CBS approaches - Ráihä, Katajavuori, Asikainen, Dell'Orco, Lawson (Symposium)	111. Optimizing Health and Wellbeing with Mindfulness/Acceptance-Based Approaches - Musanje, Trindade, Anastasiades, Ferreira (Symposium)
008	XQA02 Level: 0	Romania Chapter Meeting - Nicolescu	101. Psychological Flexibility: Harnessing a Process-Based Approach in Depression and Chronic Health Issues - Belopavlović, Garcia, Kassianos (Symposium)	112. Strengthening Parents with ACT and Compassion-based Interventions - Holmberg Bergman, Wang, Chong, Scagnelli, Ristallo (Symposium)
009	XQA02 Level: 0	Social Work SIG Annual Meeting - Gold, Keeman	102. A Balancing ACT: Using Functional Self Disclosure to Authentically Create Connection and Change (Without Being "Too Much", "Distracting" or "Too personal") - Kjelgaard* (Workshop)	113. The Visual Analysis of Acceptance and Commitment Therapy: Flexible Data Collection - Fiorilli (Workshop)
B104	XQA02 Level: B1	Greece & Cyprus Chapter Meeting - Vasiliou, Sanida	103. Existence, Death, and Meaning: ACT and endings - O'Connell*, Walsler* (Workshop)	114. Leveraging pro-social responses to address social determinants of distress: Harnessing synergies in CBS Mediterranean chapters - Vasiliou, Stern, Prevedini, Deledda (Workshop)
B105	XQA02 Level: B1		104. Visual case formulation models to support ACT-based treatments - R. Lappalainen, Keinonen (Workshop)	115. Stoic philosophy and Frankel's logotherapy serve as a foundation for furthering and developing new tools in an ACT-based processing conceptualization - Hamiel (Workshop)
B108	XQA02 Level: B1		105. ACT in the Workplace: Nurturing Supportive Environments Within and Across Teams - Prudenzi, Rad, Cassidy*, Brady, Flaxman (Symposium)	116. Ignite Session 2 - Georgiou, Naser, McConnell, Christodoulou, Niquero-Bozza, Mayo, Petridou (Ignite)
B204	XQA02 Level: B2		106. <b>PART 1:</b> Stepping back AND reappraising: A functional contextual approach to moving from cognitive modification to acceptance and defusion strategies with flexibility and purpose - Larsson, Borushok* (Workshop)	106. <b>PART 2:</b> Stepping back AND reappraising: A functional contextual approach to moving from cognitive modification to acceptance and defusion strategies with flexibility and purpose - Larsson, Borushok* (Workshop)
B205	XQA02 Level: B2		107. <b>PART 1:</b> Waiting for the sword to drop: Concrete tools for being with uncertainty - Gregg*, Owen* (Workshop)	107. <b>PART 2:</b> Waiting for the sword to drop: Concrete tools for being with uncertainty - Gregg*, Owen* (Workshop)
B210	XQA02 Level: B2		108. A hands-on workshop: Using CBS principles to design engaging and efficacious digital mental health tools - Marshall, Mehew (Workshop)	117. Navigating the Weight of Weight Bias and Discrimination to Move Towards Celebration of Body Diversity - Pegrum* (Workshop)
B211	XQA02 Level: B2		109. Interdisciplinary teams: The role of Applied Behavior Analysts in the hospital system - Vinquist, Kuhle, Van Den Beldt, Wise (Panel)	118. The healing power of Acceptance and Commitment Therapy in a hospital setting - Cox, Morgan, Muscara (Panel)
B108	Leventis Level: B1		110. Treating Eating Disorders from an ACT Perspective - Karekla*, Nikolaou, Merwin* (Panel)	119. Applied Behavior Analysis and Trauma: Assessment, Implementation, and Collaboration - Lord, Neal, Huxtable (Panel)

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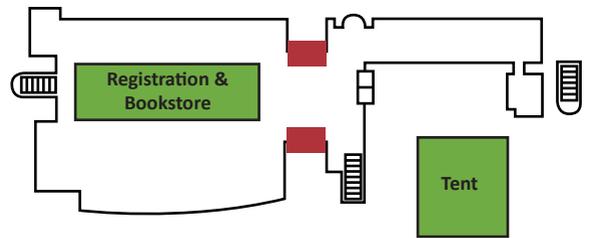
# University of Cyprus, New Campus



XΩΔ 02 - LEVEL 0



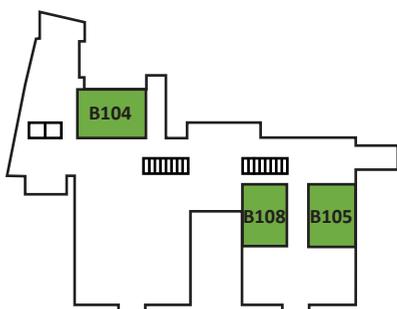
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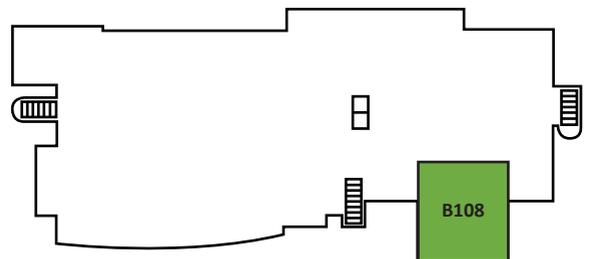
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XΩΔ 02 - LEVEL B2



XΩΔ 02 - LEVEL B1



LEVENTIS BUILDING - LEVEL B1