Research and Application in the Context of Valued Living

Presenters:
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Stephanie L. Nassar,
Regan M. Slater

Chair: Stephanie L. Nassar

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dedicated to
World Domination through Peace, Love, and Understanding
Exploring the use of the Hexaflex Functional Dimensional Experiential Interview

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Kelly G. Wilson
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The Problem

- Different approach
- Need assessments and interviews for this approach
Hexaflex
Functional
Dimensional
Experiential
Interview
Goals of HFDEI

1. Guide in diagnoses
2. Case conceptualization
3. Treatment
HFDEI Components

- VLQ-II
- Mindfulness Exercise
- Values Writing
- Values Conversation
Research Question for Current Study

- Acceptability of the HFDEI?
Methods - Participants

• 5 female undergraduates at a southern university
Methods - DV

- Psychological flexibility: AAQ-II
- Depression, Anxiety, & Stress: DASS
- Values: VLQ-II
- Committed Action: # of actions completed
Methods – Design

Baseline Measures

HFDEI

Relationship Measures

1 Week Follow-up

2 Week Follow-up
Results – Psychological Flexibility

[Graph showing AAQ-II scores for different subjects over three time points: baseline, 1 week, and 2 weeks.]

- **AAQ Total (baseline)**
- **AAQ Total (1 week)**
- **AAQ Total (2 week)**

Subject scores range from 0 to 70.
Results - Stress

DASS Scores

- DASS (stress)
- DASS (stress, 1 week)
- DASS (stress, 2 week)
Results - Anxiety

The graph shows the DASS scores for anxiety over three different time periods: immediate, 1 week, and 2 weeks. The scores range from 0 to 9, with each subject (1004, 1003, 1002, 1001, 1000) having a different color representing the time period for which the score is given.

- Red: DASS (anxiety)
- Blue: DASS (anxiety, 1 week)
- Gray: DASS (anxiety, 2 week)

Subject 1002 has the highest DASS score for anxiety, with a value close to 8. The scores for other subjects are lower and vary slightly between the immediate and delayed scores.
Results - Depression

![Graph showing DASS scores over time for depression, with bars for each week and week increments.]
Results - Action

The graph shows the VLQ-II score for different subjects over time.

- **Subject**: 1004, 1003, 1002, 1001, 1000
- **VLQ-II score**: 0 to 40
- **ACT total (baseline)**
- **ACT total (1 week)**
- **ACT total (2 week)**

The x-axis represents the subjects, and the y-axis represents the VLQ-II score.
Results – Values (Satisfaction with action)

- VLQ-II score
- Subject

- SACT total (baseline)
- SACT total (1 week)
- SACT total (2 week)

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Results – Committed Action

![Bar Chart]

- # of behaviors
- # of actions completed (1 week)
- # of actions completed (2 week)

Subject:
- 1004
- 1003
- 1002
- 1001
- 1000
Results – Relationship with Interviewer

To what extent do you think the other person listened to what you were saying?

- Listened Intently: 4 participants
- Listened a Little: 1 participant
- Neutral: 1 participant
- Did Not Listen: 0 participants

To what extent did you listen to what they were saying?

- Listened Intently: 3 participants
- Listened a Little: 2 participants
- Neutral: 0 participants
- Did Not Listen: 0 participants
Results – Relationship with Interviewer

To what extent do you think the other person cared about what you were saying?

<table>
<thead>
<tr>
<th># of participants</th>
<th>Cared a lot</th>
<th>Cared</th>
<th>Neutral</th>
<th>Cared a little</th>
<th>Did not care</th>
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To what extent did you care about what they were saying?

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<tr>
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</table>
Results – Relationship with Interviewer

Would you like to work with this person again?

- Yes: 5
- Not Sure: 0
- No: 0

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Conclusions

• Did not increase symptoms
• Would work with interviewer again
Next Steps

- Interview more undergrads
- exemplars
Next Steps

- **Process anchors**

<table>
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<tr>
<th>Dimension</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td>Physical presentation takes away from connection</td>
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<td>Worry and rumination common</td>
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<tr>
<td>Perseverates and shifts abruptly</td>
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<tr>
<td>Categorical speech common, details difficult to elicit</td>
<td>1</td>
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<td>5</td>
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<tr>
<td>Doesn't notice when not present</td>
<td>1</td>
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<td></td>
<td>5</td>
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<tr>
<td>No change or less present with direction</td>
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<td></td>
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<td>Speech fluid and sensitive to instruction for pace and content</td>
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<td>Notices when not present</td>
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<tr>
<td>More present with direction</td>
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</table>
Maureen K. Flynn
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Expressive Writing

Benefits
(Baikie & Wilhelm, 2005; Pennebaker, 1997)
Values-Centered Writing

Benefits

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Research Questions

Expressive

Traumatic event

Traumatic event

Traumatic event

Values

Important value

Important value

Important value

Important value

Benefits

Important value

Important value

Traumatic event
Assess

Instruct

Write x 3

Assess (1 wk)

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Methods - IV

- **Control**
  - Daily events
  - Daily events
  - Daily events

- **Expressive**
  - Traumatic event
  - Traumatic event
  - Traumatic event

- **Values**
  - Important value
  - Important value
  - Important value

- **Values-Exp**
  - Important value
  - Important value
  - Traumatic event

- **Exp-Values**
  - Traumatic event
  - Traumatic event
  - Important value
Methods - DV

- Psychological Flexibility
  - AAQ-II
- Valued Living
  - VLQ-2
- Thought Suppression
  - WBSI
- Emotional Facility
  - TMMS
- Mindfulness
  - FFMQ
- Psychological Distress
  - OQ-45.2
Methods - Participants

N = 127

- Control: 22 (3)
- Express: 29 (3)
- Values: 24 (2)
- VE: 26 (5)
- EV: 26 (4)
Psychological Flexibility

AAQ-2

- Control
- Expressive
- Values
- Values-Express
- Express-Values

Total Score vs. Time

Pre - Post
Valued Living

VLQ-2 Possibility

Total Score

Pre Post

Time

Control Expressive Values Values-Express Express-Values
Thought Suppression

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Emotional Facility

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Psychological Distress

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## Conclusions

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Limitations/Next Steps

• Increase $N$
• Instructional set (values)
• Narrative analysis
• One month follow-up
Exploring Values and Present Moment: An Examination of the Sweet Spot Exercise

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The Problem

• Therapeutic relationship affects therapeutic outcomes
Previous Findings

- Therapeutic alliance literature supports the importance of non-specific factors (Safran & Muran, 1995)
Rationale

• Effect of variables on different processes and outcomes of therapy
  • (Wilson & DuFrere, 2009)

• Mindfulness & therapeutic relationship
  • (Wilson & Sandoz, 2008)

• Analysis of ACT processes
Research Question

• Does a pre-session values or mindfulness exercise help?
Analog Study

Assign role/condition

Conversation

Questionnaires

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Methods – IVs

- Sweet Spot ($N = 30$)
- Mindfulness ($N = 32$)
- Control ($N = 30$)
DV Measures

Physiological Symptoms

PSC-R

Affect

PANAS

Partner Characteristics

CRF
Positive & Negative Affect

Leader's Emotion Ratings

- Pos Self
- Pos Other
- Neg Self
- Neg Other

Mood:
- Mind
- SS
- 10m

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Listening and Caring

![Bar Chart]

- **Person Listened**
- **You Listened**
- **Person Cared**
- **You Cared**

- **Mind**
- **SS**
- **10m**

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Positive & Negative Affect

Partner's Emotion Ratings

- Pos Self
- Pos Other
- Neg Self
- Neg Other

Legend:
- Mind
- SS
- 10m

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## Conclusions: Leaders

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<tr>
<th></th>
<th>Sweet Spot</th>
<th>Mindfulness</th>
<th>Control</th>
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<td>Negative Own</td>
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<td>↑</td>
<td></td>
</tr>
<tr>
<td>Negative Other</td>
<td></td>
<td>↑</td>
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<tr>
<td>Partner Cared</td>
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# Conclusions: Partners

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<td>Other</td>
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Next Steps

- Mindfulness measure
- Control
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