

Time Frame	Content (Topics)	Objectives	Faculty	Teaching Methods
State the timeframes for each session	Provide an outline of the content of each session/objective	List all course behavioral objectives under the timeframe they will be addressed.	List the faculty for each session	Describe the teaching methods, strategies, materials, resources for each session
<u>Day One – Session 1</u> 9am – 10:30am	<ul style="list-style-type: none"> • ACT Model of Human Suffering • ACT Intervention Model • ACT Case Conceptualization 	<ol style="list-style-type: none"> 1. Define the three pillars of ACT that guides its practice; 2. Define each of the six ACT processes within the ACT model of human suffering; 3. Define each of the six ACT intervention processes (i.e., the hexaflex model); 4. Link each of the six elements of the ACT model of human suffering with six central treatment targets of ACT in practice; 	<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Group Participation, and Q&A</p>
BREAK 10:30am-10:45am				
10:45am – 12pm	<ul style="list-style-type: none"> • Workshop Day 1 / Session 1 Cont'd 	<ol style="list-style-type: none"> 1. Describe and conceptualize common mental health concerns (e.g., anxiety, depression) within an ACT framework 2. Describe the ACT therapeutic stance; 3. Explain a functional contextual approach to ACT case conceptualization; 4. Describe how the Forsyth & Forsyth sphere-a-flex model may be useful in guiding ACT 	<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts; role-play demonstration</p> <p>Group Participation, and Q&A</p>

		work		
LUNCH BREAK 12–2:30pm				
Day One – Session 2 2:30-3:45pm	<ul style="list-style-type: none"> • Creative Hopelessness Work • Weakening the struggle and control agenda 	<ol style="list-style-type: none"> 1. Define creative hopelessness 2. Identify exemplars of excessive struggle and avoidance 3. Identify exercises used to undermine control and struggle with psychological and emotional content within an ACT intervention context 4. Apply creative hopelessness exercises in dyads 	<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Case presentation; Demonstrations of creative hopelessness exercises</p> <p>Practice creative hopelessness exercises in dyads and small groups</p> <p>Group Participation, and Q&A</p>
BREAK 3:45-4pm				
4-5pm	Workshop day 1 / Session 2 cont'd		<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Case presentation; Demonstrations of creative hopelessness exercises</p> <p>Practice creative hopelessness exercises in dyads and small groups</p> <p>Group Participation, and Q&A</p>

<p>Day Two – Session 1</p> <p><u>9am – 10:30am</u></p>	<ul style="list-style-type: none"> • Values work in an ACT context • Values vs. goals • Clarifying values • Values clarification exercises 	<ol style="list-style-type: none"> 1. Define values from an ACT point of view 2. Discriminate values from goals 3. Identify values clarification exercises 4. Apply values clarification exercises in dyads 	<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Case presentation; Demonstrations of values clarification exercises</p> <p>Practice values clarification exercises in dyads and small groups</p> <p>Group Participation, and Q&A</p>
<p>BREAK 10:30am-10:45am</p>				
<p>10:45am – 12pm</p>	<ul style="list-style-type: none"> • Workshop Day 2 / Session 1 Cont'd 		<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Case presentation; Demonstrations of values clarification exercises</p> <p>Practice values clarification exercises in dyads and small groups</p> <p>Group Participation, and Q&A</p>
<p>LUNCH BREAK 12–2:30pm</p>				
<p>Day Two – Session 2</p> <p>2:30-3:45pm</p>	<ul style="list-style-type: none"> • Identifying barriers to valued action • Internal vs. external barriers • Barrier clarification 	<ol style="list-style-type: none"> 1. Define barriers from an ACT point of view 2. Link barriers with ACT suffering processes 3. Identify exercises to clarify barriers to valued action 	<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Case presentation; Demonstrations of barrier clarification exercises</p>

	exercises	4. Apply barrier clarification exercises		Practice identifying and clarifying barriers to valued action in dyads and small groups Group Participation, and Q&A
BREAK 3:45-4pm				
4-5pm	Workshop day 2 / Session 2 cont'd		John Forsyth, PhD Jamie Forsyth, PhD	Didactic lecture with accompanying slides & handouts Case presentation; Demonstrations of barrier clarification exercises Practice identifying and clarifying barriers to valued action in dyads and small groups Group Participation, and Q&A
<u>Day Three – Session 1</u> <u>9am – 10:30am</u>	<ul style="list-style-type: none"> • Nurturing a new relationship with barriers to valued action • Mindfulness processes in ACT • Self-as-Context process in ACT • Defusion process • Exercises to 	<ol style="list-style-type: none"> 1. Identify the ACT functional approach to working with barriers – altering function vs. form to promote psychological flexibility 2. Define mindfulness and it's role in ACT work 3. Describe mindfulness exercises and intervention practices 4. Define self-as-context and 	John Forsyth, PhD Jamie Forsyth, PhD	Didactic lecture with accompanying slides & handouts Case presentation; Demonstrations of mindfulness, self-as-context, and defusion exercises and metaphors Practice with ACT psychological flexibility

	<p>promote mindfulness, self-as-context, and defusion</p>	<p>the exercises to cultivate an observer perspective with barriers to valued action</p> <ol style="list-style-type: none"> 5. Discriminate fusion from defusion 6. Apply mindfulness, self-as-context, and defusion exercises 		<p>exercises with barriers in dyads and small groups</p> <p>Group Participation, and Q&A</p>
BREAK 10:30am-10:45am				
10:45am – 12pm	<ul style="list-style-type: none"> • Workshop Day 3 / Session 1 Cont'd 		<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Case presentation; Demonstrations of mindfulness, self-as-context, and defusion exercises and metaphors</p> <p>Practice with ACT psychological flexibility exercises with barriers in dyads and small groups</p> <p>Group Participation, and Q&A</p>
<p><u>Day Four – Session 1</u></p> <p><u>9am – 10:30am</u></p>	<ul style="list-style-type: none"> • The role of self-compassion in ACT • Acceptance defined • How to cultivate self-compassion and acceptance 	<ol style="list-style-type: none"> 1. Define self-compassion 2. Define psychological acceptance and it's relation to mindfulness and self-compassion processes 3. Describe exercises to foster self-compassion and 	<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Case presentation; Demonstrations of self-compassion exercises and metaphors</p>

	<ul style="list-style-type: none"> • ACT-based exposure work • How to do ACT-based exposure • Identifying ACT processes in an ACT exposure session 	acceptance		<p>Practice with ACT self-compassion exercises individually and in small groups</p> <p>Group Participation, and Q&A</p>
BREAK 10:30am-10:45am				
10:45am – 12pm	<ul style="list-style-type: none"> • Workshop Day 4 / Session 1 Cont'd 		<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Practice with acceptance exercises and metaphors with barriers to valued action</p> <p>Group Participation, and Q&A</p>
LUNCH BREAK 12–2:30pm				
<p>Day Four – Session 2</p> <p>2:30-3:45pm</p>	<ul style="list-style-type: none"> • Doing exposure work within an ACT context • Differences between ACT-based exposure and traditional CBT exposure • Integrating ACT processes in exposure work • Compassionate exposure – process 	<ol style="list-style-type: none"> 1. Clarify how exposure is done within ACT vs. traditional CBT 2. Identify the role of values in ACT-based exposure work 3. Describe willingness and it's role in exposure work 4. Identify ACT processes in an ACT exposure session 	<p>John Forsyth, PhD</p> <p>Jamie Forsyth, PhD</p>	<p>Didactic lecture with accompanying slides & handouts</p> <p>Practice with acceptance exercises and metaphors with barriers to valued action in an exposure context</p> <p>Group Participation, and Q&A</p>

	and general steps			
BREAK 3:45-4pm				
4-5pm	Workshop day 4 / Session 2 cont'd		John Forsyth, PhD Jamie Forsyth, PhD	Video observation of ACT-based exposure session, with practice identifying keep components of ACT-based exposure work Group Participation, and Q&A
<u>Day Five – Session 1</u> <u>9am – 12:00pm</u>	<ul style="list-style-type: none"> • Moving with barriers in the service of value guided action • SMART goals • Good vs. poorly stated goals • Clarifying value-guided goals • Anticipating barriers • Common therapist errors & ways to catch them • Steps to further develop ACT clinical competencies 	<ol style="list-style-type: none"> 1. Define SMART goals in an ACT context 2. Discriminate good vs. poorly stated goals 3. Identify strategies and exercises to clarify value-guided goals 4. Describe how to identify barriers in the context of SMART goals 5. Identify common therapist traps when using ACT and strategies to address them 6. Describe ways to further develop ACT clinical competencies 	John Forsyth, PhD Jamie Forsyth, PhD	Didactic lecture with accompanying slides & handouts Practice with identifying SMART goals; anticipating barriers linked with SMART goals; clarifying ACT skills to move with barriers to accomplish value-guided SMART goals Group Participation, and Q&A
END OF WORKSHOP				

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