

From woe to go!

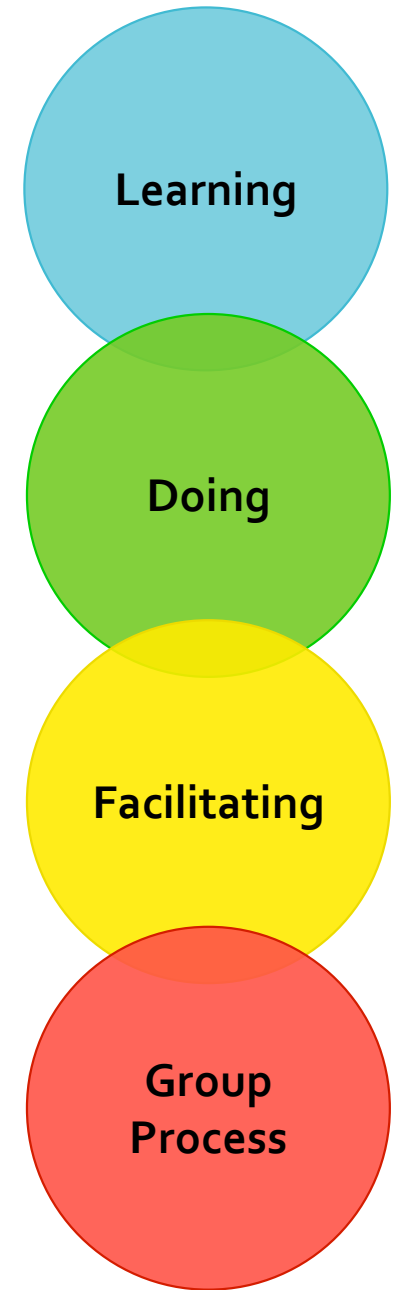
Learning how to run effective acceptance and commitment therapy groups

Eric Morris, Claire Garratt, Josie Carlin, Madeleine Spokes and Tim Cronin

Link to resource sheet <http://tinyurl.com/hqanr7d>

Introduction

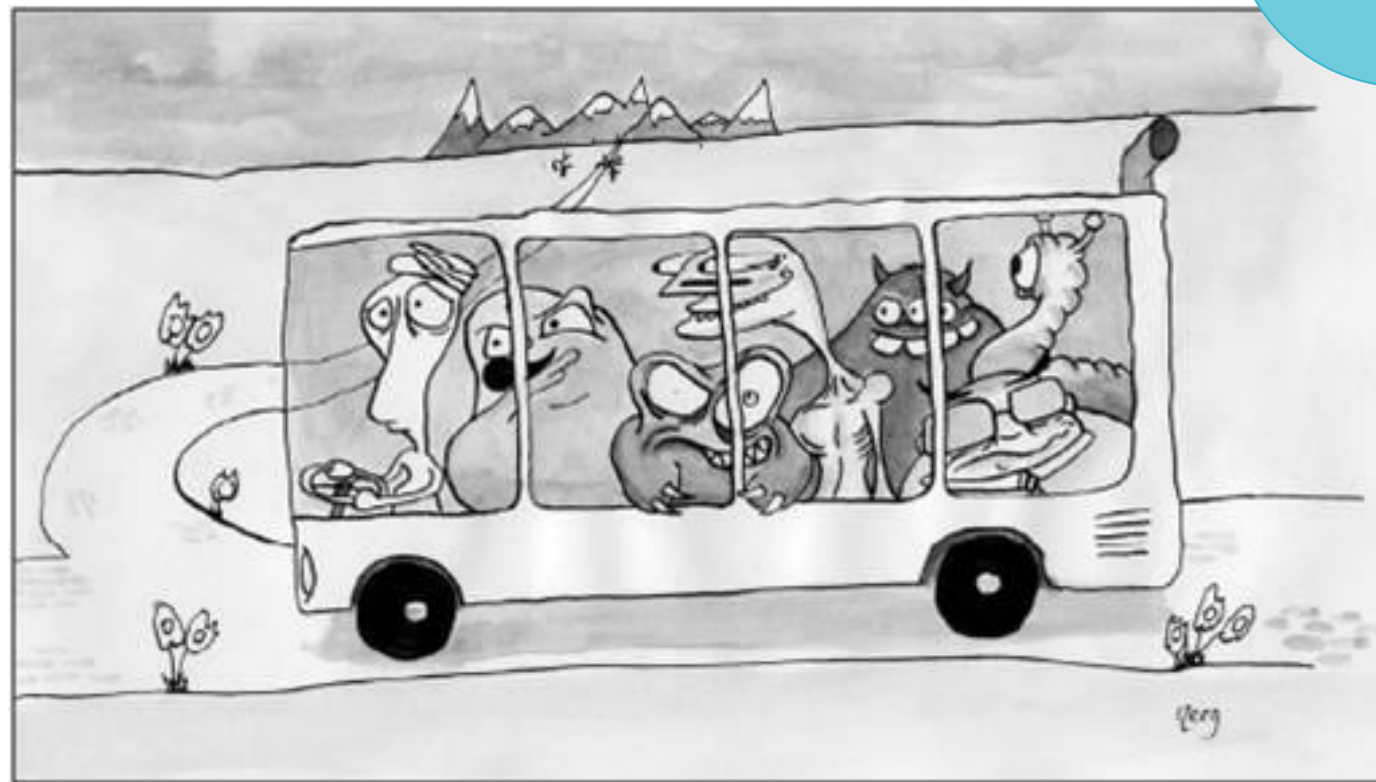
- Learning
- Doing
- Facilitating
- Group Process
- Supervision



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Passengers on the Bus

Learning



Learning



Learning

- Learning through self-practice
 - Understanding the participant perspective
 - Practicing content and developing style as facilitator
 - Promoting psychological flexibility as a facilitator
- Using exercises to help the group learn and remember ACT language and concepts

Running an Effective Post- Mindfulness Enquiry and Debrief

Doing



Doing

- Introducing a mindfulness exercise
- Completing the exercise
- Facilitating a post-mindfulness enquiry
- Linking mindfulness exercise to underlying concepts – debrief



Doing

Facilitating

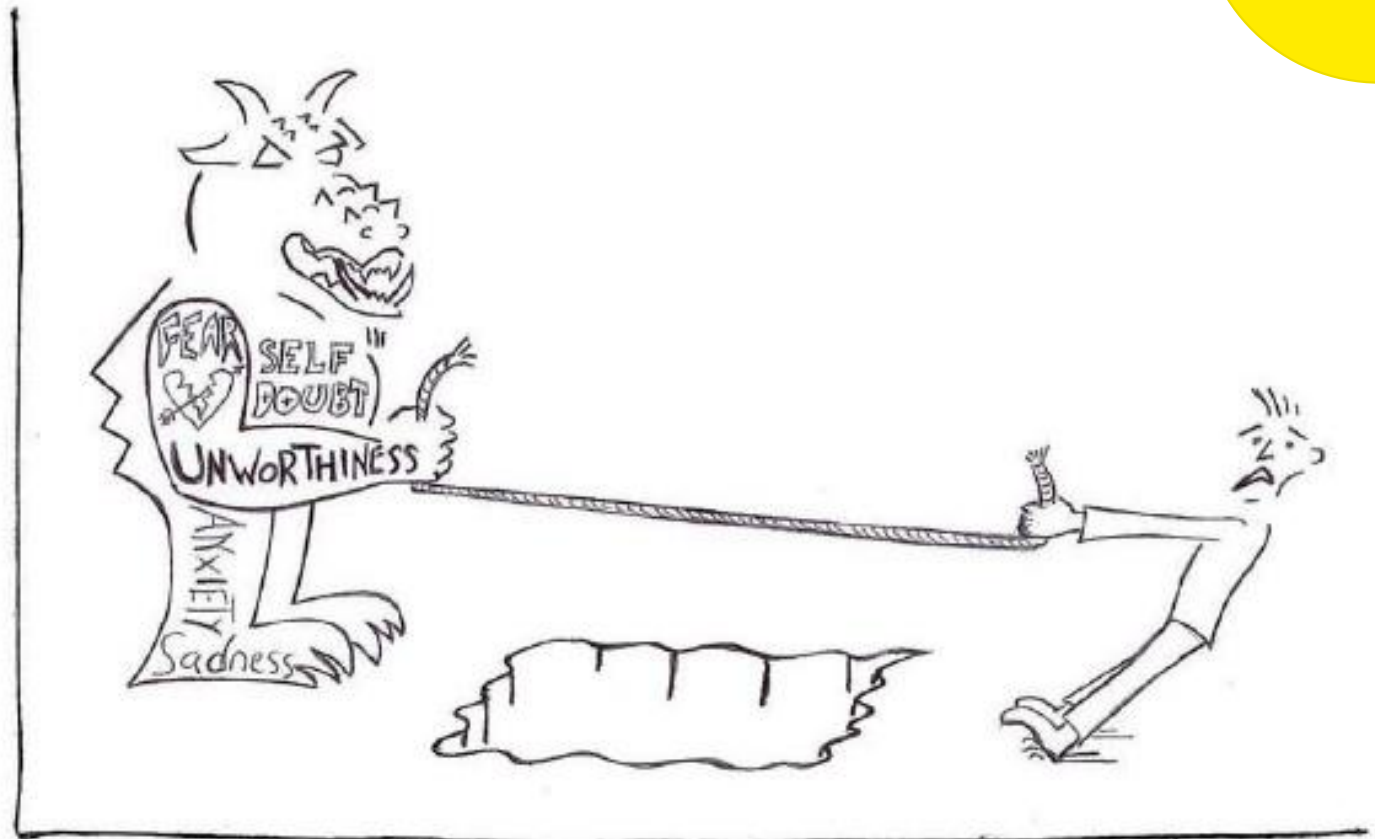
- Introducing classic ACT metaphors (Tug of War)
- Facilitating the Tug of War Metaphor
- Tug of War Debrief
- Alternate Exercises
- Promoting Willingness as the facilitator
- Co-facilitation



Facilitating

Tug-of-War

Facilitating



Facilitating (Tug of War)



Facilitating

- Conducting a Tug of War debrief
 - Promote shared humanity
 - Promote shared language
 - Promote psychological flexibility
 - What happens when the exercise doesn't go to plan
- ✕ Using alternate exercises/ metaphors (e.g., finger traps, baby tiger)
- ✕ Willingness and promoting this in a group
- ✕ Managing the roles of facilitators: co-facilitating a group

Values



- ×A process
- ×Framing the conversation
- ×The experience; the environment
- ×Responding to the conversation
- ×Priming for the next step
- ×Self-disclosure
- ×Participation

**Group
Process**

Values



- ×80th Birthday Party
- ×Values list
- ×Values Compass
- ×Bullseye
- ×Worksheets

**Group
Process**

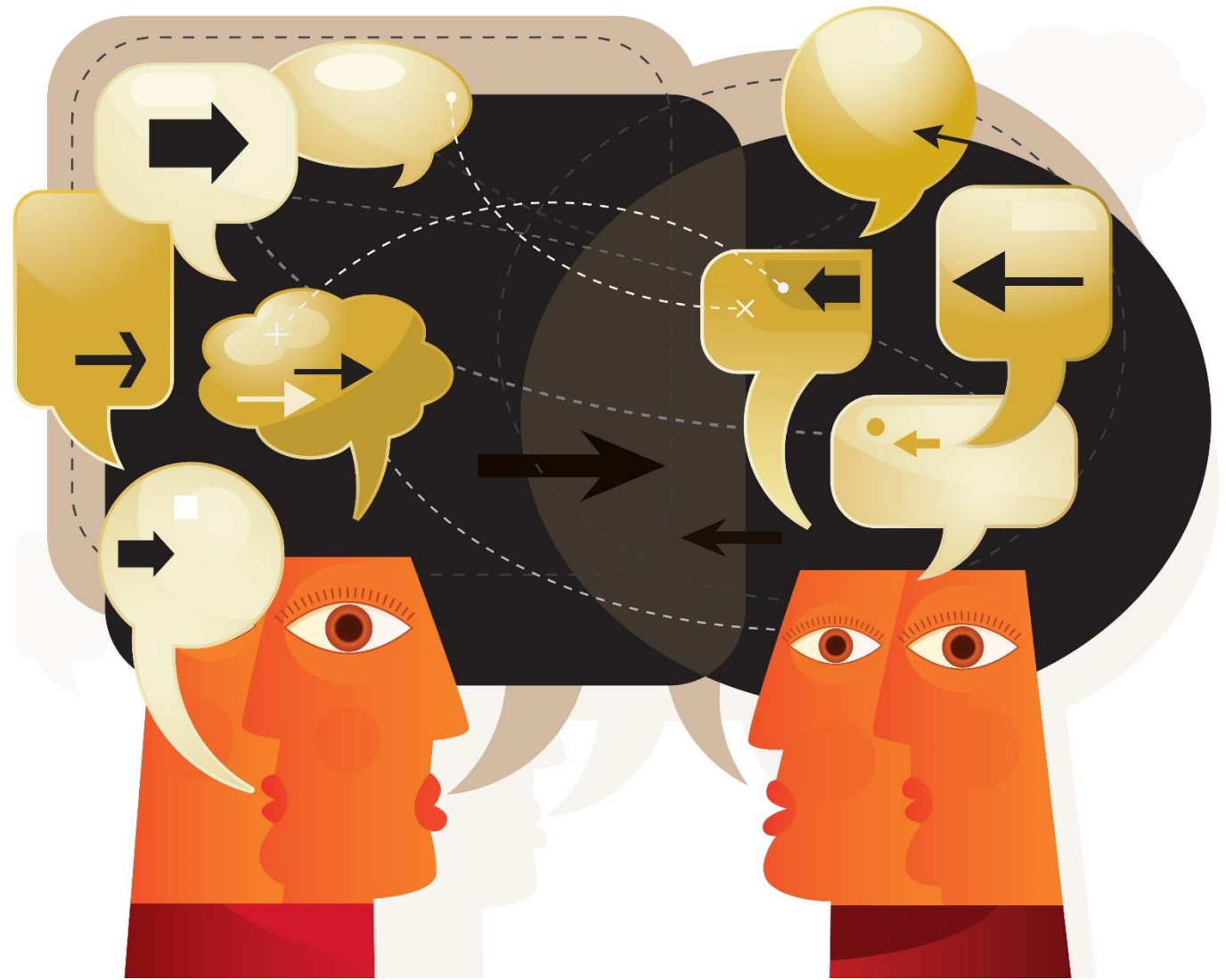
Group Process

- Creating a cohesive and supportive group
- When to “step in” and “step out”
- Prioritising process over content



**Group
Process**

Supervision



SUPERVISION USING ACT

Shaping Competent ACT Therapists

In supervision we are interested in shaping therapists to:

- 1) be broadly adherent with the ACT model,
- 2) be increasing competent in strengthening psychological flexible responding

Paying the Price of Admission

- ✘ Uncertainty and uncomfortable feelings are frequently part of doing ACT



- ✘ Being "true" to the model is an active choice that involves vulnerability... while confident feelings come and go (if they are ever there)

Supervision of Group Facilitators 1

supervision sessions - a mixture of support, problem-solving and experiential learning:

- ✕contracting with the facilitators about what to expect from the meetings.

This includes discussion of how constructive criticism will be offered;

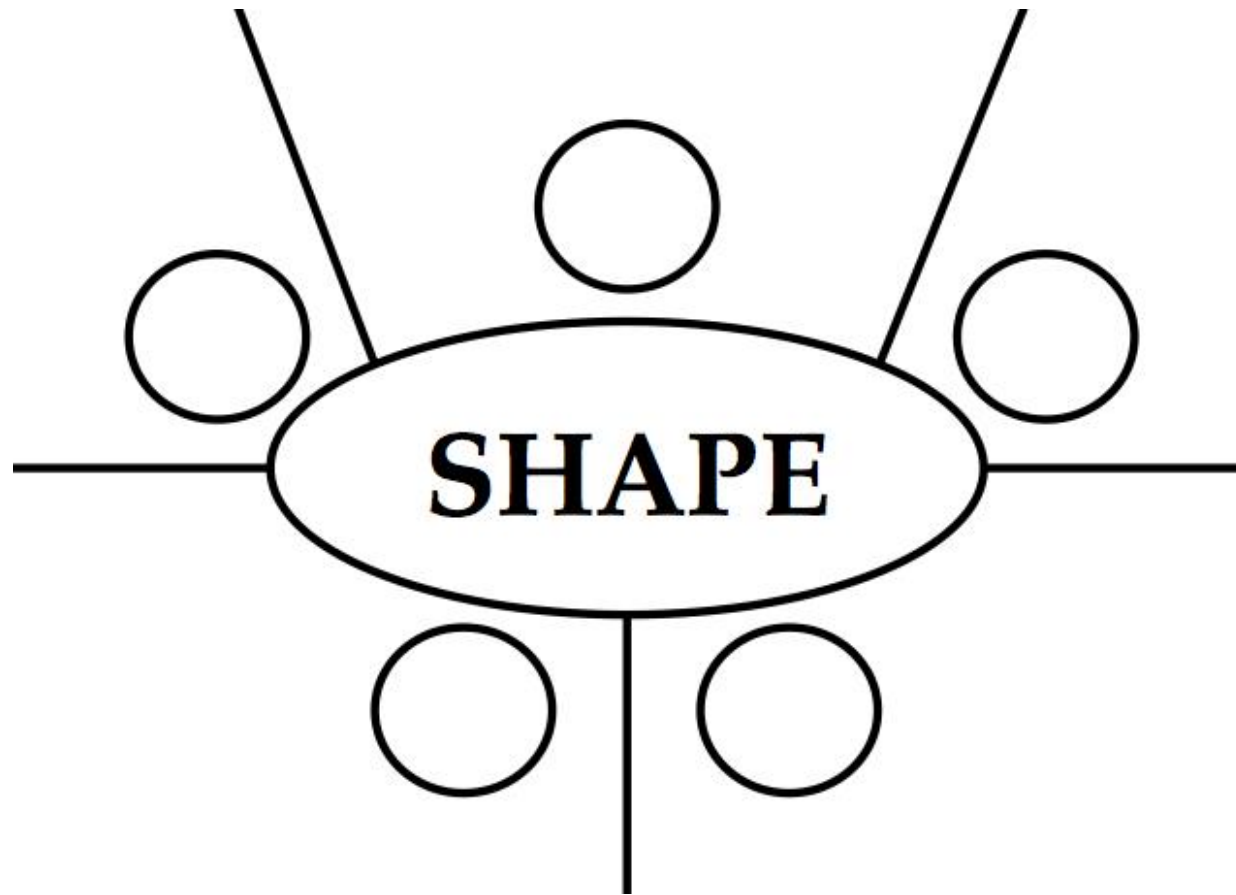
- ✕reviews of how the group sessions have been, and the experience of leading the groups, including negative experiences;

- ✕facilitators sharing their knowledge and understanding of the group protocol;

Supervision of Group Facilitators 2

Supervision sessions - a mixture of support, problem-solving and experiential learning

- × practice of exercises, to fine-tune delivery;
- × use of role-play and experiential methods to problem-solve about group challenges;
- × the supervisor seeking feedback from the facilitators about their experience of the meeting.



Morris, E.M.J. & Bilich-Eric, L. (in press). A framework to support experiential learning and psychological flexibility in supervision: SHAPE. *Australian Psychologist*.

Why SHAPE?

- × The idea behind SHAPE is simple: it describes several features of effective ACT/CBS supervision
- × The SHAPE tool can be used as a way of prompting these choices and actions during supervision
- × And to reflect on these features between supervision sessions

Supervision Values

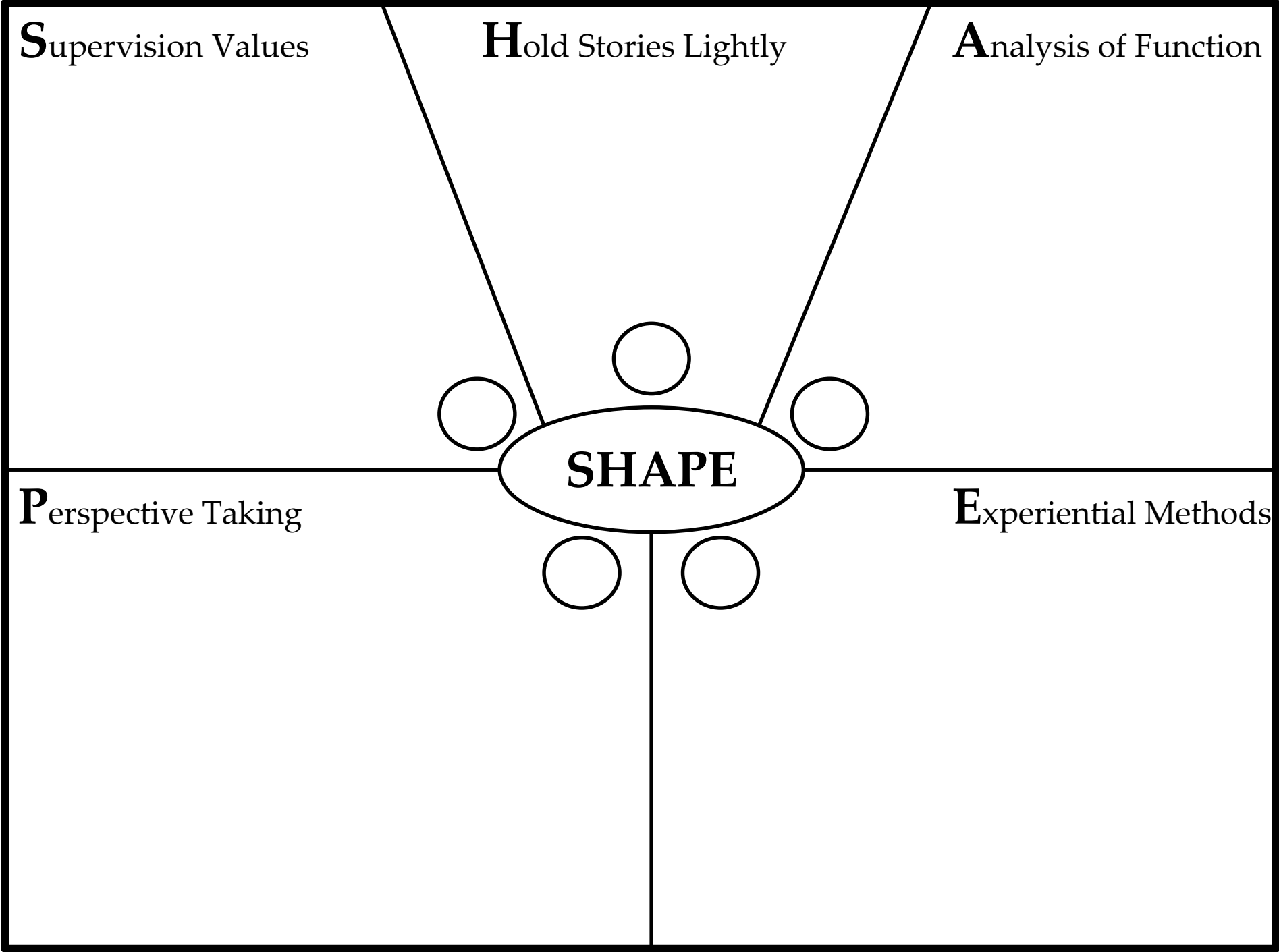
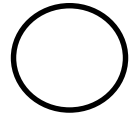
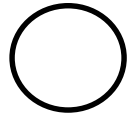
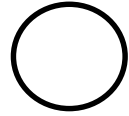
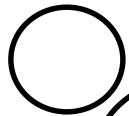
Hold Stories Lightly

Analysis of Function

Perspective Taking

Experiential Methods

SHAPE



Supervision Values

Clarify the **goals** of supervision and connect with a **valued direction** (through and beyond these goals)

Use **supervision contracting** to promote commitment

Check in with valued actions and goals regularly in supervision sessions

Seek feedback in various ways

Connect – attend to the supervisory relationship

Hold Stories Lightly

Promote supervisee **learning from experience**, rather than rules.

Attend to workability (pragmatism)
Use observation (direct, video/audio)

Notice story telling in supervision: promoting flexible responding?

Analysis of Function

Foster **curiosity** in client actions in their contexts – ABCs, social environment, learning history

Review the impact of therapist behaviour on client in-session responses: **functional analysis of therapy context**

Attend to what influences supervision behaviours and choices: workable? values-based?

SHAPE

Perspective Taking

Promote **flexible perspective taking**.

Notice variation of experience, perspectives

- experience **across a variety of contexts**
- contact with **a range of experiences and changes**
- taking **different perspectives of the same experience**

Building reflective ability - what is it like:

- for me to be working with this client?
- to experience life from the client's eyes?
- to take the supervisor's perspective? Others?
- When perspectives are fixed, rigid, incoherent, fractured... and, what choices and actions are possible? How workable are these?

Experiential Methods

Engage in a variety of ways to learn from experience and **promote supervisee sensitivity to client-therapist context**:

Show... rather than Tell:

- Use roleplay, modelling, reviewing audio- and video-recordings, direct observation
- Noticing effects of describing vs evaluating/ explaining
- Use analogy and perspective-taking when the supervisee is stuck
- Undermine rule-following to please supervisor by encouraging the supervisee to track supervision content to client behaviour, especially when things don't work as imagined...

Wrapping up

- Learning
- Doing
- Facilitating
- Group Process
- Supervision

