



INSTRUCTOR	
Justin D. Henderson, Ph.D., NCC, Licensed Psychologist Assistant Professor of Professional Mental Health Counseling Director of Lewis & Clark Community Counseling Center	
Office:	Rogers 319
E-mail:	justinhenderson@lclark.edu
Office Hours:	By appointment

COURSE DESCRIPTION
This class provides an emphasis on developing a detailed understanding and a foundation of skills of Acceptance and Commitment Therapy (ACT) when working with mental health and addictions clients. ACT is an empirically validated approach for working with a wide array of concerns including anxiety, depression, addictions, trauma, eating disorders, chronic pain and other mental health concerns. The therapy uses acceptance and mindfulness strategies to create behavioral change and increase psychological flexibility. This course explores the theoretical foundation of ACT and how it is different from most other orientations to therapy. Course content will also include learning the psychological flexibility model (i.e., Hexaflex) and its application to intervention and treatment. The course will also illustrate some interventions that are common for ACT practitioners working with clients. Emphasis is placed on learning this model of therapy from the inside out through the application of self-practice/self-reflection (SP/SR) training model.

COURSE TEXT
Required Text: Tirsch, D., Silberstein-Tirsch, L. R., Codd, R. T. III, Brock, M. J., & Wright, M. J. (2019). <i>Experiencing ACT from the inside out: A self-practice/self-reflection workbook for therapists</i> . The Guilford Press.

OBJECTIVES
The participant will: <ol style="list-style-type: none">1. Demonstrate a basic understanding of ACT's theoretical model and philosophical underpinnings.2. Increase clinical skill in utilizing the Hexaflex model to assess and develop interventions for various populations and concerns.3. Gain direct experiential knowledge and practice of ACT skills within the model.

CTSP DEPARTMENT ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

EVALUATION

Classroom Discussion and Participation (30 points)

This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience.

ACT From the Inside Out Paper (70 points) Due 4/19

ACT is best understood from the inside out—that counselors and therapists experience the model and interventions directly themselves. During the course we will be touching on various elements of the ACT model that you will test against your direct experience. Please keep person notes while on this journey both in class and between classes. Try the ACT interventions for yourself and see what your experience was using them. Then, write up a reflective paper of 3-6 pages that reports on what you found out. Please include what things you tried that were ACT consistent and how 'workable' was it at helping you move toward valued living. Students will submit these papers to the course Moodle page by the deadline.

SUMMARY OF POINTS

Class Attendance	30 points
<u>Term Paper</u>	70 points
TOTAL	100 points

COURSE GRADING SCALE

95-100% = A
90-94% = A-
87-89% = B+

84-86%	= B
80-83%	= B-
77-79%	= C+
74-76%	= C
70-73%	= C-
≤ 69%	= F

CLASS STRUCTURE AND SCHEDULE	
Date	Topics
4/8 & 4/15	Introductions History of ACT Theoretical Foundations Hexaflex Model Starting ACT with clients (with practice) Opening Processes (Acceptance and Defusion)
4/3	<ul style="list-style-type: none"> -Aware processes (Mindfulness and Self as Process) -Engage processes (Values and Committed Action) -ACT Matrix (with practice) -Applying to Various Populations and Concerns -Q & A

The instructor reserves the right to alter or amend the schedule as necessary.