

## SHARED VALUES AND PRINCIPLES

In order to be listed on the ACT website as an ACT trainer, individuals invited on the basis of their known competency are also asked to agree to the following values and principles. The primary purpose of a stated set of values and principles is to foster a culture of doing and developing ACT that seems most likely to contribute to the development of a progressive and useful discipline of behavioral psychology, more adequate to the challenge of human suffering. Of particular concern is maintaining a development course that is empirically-based, principles-focused, and non-proprietary. The secondary purpose is to help define the ACT training community based on its shared values and purposes, rather than on commitment to training in a technological package that exists at a given moment in time.

*As a condition of being listed as a trainer I agree*

1. To seek to keep the worldwide ACT / RFT community synchronized, collegial, open, non-discriminatory, coherent, and effective in producing valued outcomes;
2. To let trainees know what the current consensus is about core ACT skills competencies and to let them know which of these are being addressed in any given training process;
3. To know and be guided by the existing evidence on the outcomes and processes involved in ACT;
4. To foster and have a working knowledge of the basic science upon which ACT depends;
5. To foster the empirical evaluation of ACT and its empirically-driven development;
6. To encourage coherent and effective technological innovation and theoretical development within the ACT training, practice and research communities;
7. To speak for myself rather than for the entire ACT / RFT community in my trainings, particularly when there are a variety of informed views within that community on a specific issue;
8. To attempt to link my work and innovations to basic principles, including RFT, and to support others in building such connections;
9. To commit to open evaluation of ACT training processes whenever possible and to work with others to develop methods to accomplish that goal;
10. To avoid conflicts of interest in my training work or training agreements that might be viewed as compromising the integrity of the training process  
[Comment and example: Most of the examples of problems in this area seem a bit strained because they are more a matter of simple ethics than anything related to ACT per se. Example: you are training therapists for an ACT grant for a big fee and you are also scoring adherence tapes for a fee and you agree to score them as adherent because you trained them; you agree to train therapists if the agency hires your unqualified brother; etc. All this principle means is “protect the ethical nature of your training agreements”]
11. Not to set up proprietary recognition for ACT trainers or of other methods in combination with ACT  
[Comment and example: If you are on the list you agree not to set up The Acme Institute for ACT Training and offer to certify ACT trainers or ACT practitioners. This applies to combo treatments as well if they contain ACT components, so you agree not to set up The Acme Institute for Mindfulness-Based ACT (MBACT)]

with such attendant certification processes. You could set up such certification, of course. It is a free world. You just cannot do so and remain on the list.]

12. Not to set up proprietary certification of trainees of ACT or of other methods in combination with ACT [Comment and example: see # 11 above]
13. Not to develop proprietary restrictions such that only I can properly train others in particular methods of ACT or of other methods in combination with ACT;

[Comment and example: This is in essence an extension of #11 above. You've agreed not to set up proprietary recognition for ACT trainers. This includes you. If you claim that you are the only person in the universe who can train in, say, "Touchy Feely ACT," you are in doing a kind of self-certification process. If you develop a real innovation, get it out so that others can use it and train in it. This does not prevent you from describing expertise you have – it is the attempt to restrict forms of training just to yourself that is being spoken of here]

14. Not to use listing as an ACT trainer to promote alternative proprietary methods and to keep my work as an ACT trainer separate from any proprietary methods I may also learn and train

[Comment and example: If you are a certified EMDR trainer, you agree not to use your listing on the ACT website as a method of generating EMDR trainings since that is a proprietary method]

15. To emphasize methods of connecting with ACT work and training that are low cost (or where feasible, no cost) so as to keep the focus on benefit to others as distinct from financial gain to me

[Comment and example: This might include referring folks to the free materials available at the ACT website and ACT listserv, providing pro bono training, providing low cost training for students, and so on]

16. To make my protocols, innovations or measures related to ACT or to ACT in combination with other procedures rapidly and readily available, for free where practicably or for a low cost, and without unnecessary restrictions or expectations of personal gain.

[Comment and example: This is another of the "open-coder" items. You agree to minimize the barriers to others using what you learn in the ACT or ACT related areas. Of course it is fair to ask have your work acknowledged by citation but beyond that the goal should be to get innovations into the hands of adopters. Suppose you downloaded ACT protocols from the website and adapted them. If you believe in this principle, you would be expected to post your adaptations so that others can use them. Restrictions such as "you can use my protocol but only if you employ me on your grant" would be a violation of the spirit of this principle. If you want to keep tight controls like that, you are free to do so. People have different ideas about such things. In that case you should not agree to have your name on this list, however.]

17. To attend periodic meetings of ACT trainers to learn of new methods and basic science innovations, and to share my training ideas and technological innovations in an open and collegial way;