

ACT Consult Group Role Descriptions

There are 8 roles in the consult group, and each role is associated with a unique set of tasks.

Role Descriptions

- **Opening Exercise Leader:** Begins the meeting by conducting a brief (no more than 5 minutes) exercise that is based on ACT principles. The general purpose of the opening exercise is to set the tone for the group and to help people transition from one part of their day to the ACT consult group. This is an opportunity to try out a new mindfulness, observer self, or other type of *brief* ACT exercise.
- **Group Leader:** Takes over meeting from opening exercise leader. The group leader is responsible for maintaining the structure of the group, primarily by ensuring the group follows the schedule (please see [ACT Consult Group Meeting Outline form](#)). The group leader should help the group transition to the next activity and alert the group when less than 5 minutes remain in the activity (the exception to this is the opening exercise, where the group leader may want to signal to the open exercise leader that 1 – 2 minutes remain).
- **Process Facilitator:** The process facilitator listens for when the group veers from its focus on ACT. For example, it is common for someone to suggest an intervention from another type treatment. In these instances, the process facilitator gently draws attention to this and may ask the individual to restate or translate a concept in ACT terms. The process facilitator is not punitive; rather, he/she keeps the group focused on its stated mission—learning and practicing ACT. May also comment on general process of group (e.g., “I feel some tension in the group right now.”) and link what’s happening in the room to the [Mission Statement](#) of the consult group.
- **Skills Builder:** The skills builder is the person who has chosen to practice ACT during the consultation portion of the group by taking the role of therapist. The purpose of this role is not to solve the case presenter’s presenting concern but to practice ACT skills. The skills builder decides prior to the group (and usually sends an email prior to the group) which ACT skill(s) or process(es) he/she chooses to practice during the experiential skills building portion of the group. For example, the skills builder may want to practice a particular ACT exercise (e.g., Passengers on the Bus). It is up to the case presenter to provide the raw material on which the skills builder can practice and receive feedback from the group. It is important to emphasize that the purpose of this role is to

develop and refine the person's use of ACT in clinical contexts; it is not to provide non-ACT clinical interventions or interpretations.

- **Assistant to Skills Builder**: This is a support role where a person is available to assist the skills builder if he/she asks for help practicing his/her ACT skills. Similar to the skills builder role, the assistant to the skills builder role is designed to help the skills builder (and the assistant) practice ACT. The assistant is not responsible for solving the presenting concerns brought by the case presenter, but to help the skills builder and him/herself develop and refine their ACT skills. The assistant is encouraged to be as experiential as possible; for example, rather than offer the skills builder advice or suggestions, the assistant may use ACT to facilitate the process of the skills builder.
- **Case Presenter**: The case presenter plays the role of the client and thereby brings clinical material on which the skills builder and assistant skills builder will practice their ACT skills. The case presenter role in the ACT consult group differs from that of other consultation groups; instead of providing information for the purpose of receiving help on a clinical issue/topic, the case presenter provides only the most pertinent information needed to help the skills builder practice his/her ACT skills. If the case presenter receives assistance on his/her case, this is an additional benefit but is not the main function of this role. Instead, the case presenter in ACT provides the needed content for the skills builder to use while practicing his/her skills.
- **Hexaflex Monitor**: In this role a person notes the core ACT processes (and Creative Hopelessness) that arise during the Skills Building Exercise. Using the [Hexaflex Monitor form](#), the hexaflex monitor silently observes and identifies the ACT processes as they unfold during the Skills Building Exercise. This is a learning process for the hexaflex monitor, in that it helps to build ongoing awareness of core processes as they unfold in the therapy session. After the debriefing of the exercise the hexaflex monitor discusses the ACT processes he/she identified during the exercise. He/she may also offer appropriate corrective feedback on how the skills builder may change or improve their implementation of ACT processes.
- **Transition Leader**: (See [ACT Consult Group Transition form](#).) Keeps tracks of unfinished business at the end of the first part of the meeting. Writes down roles for the at the end of the meeting for the following meeting. Emails the roles immediately after the meeting in order that everyone has record of the roles, and sends a reminder emails the week prior to the meeting.