

ACT NOW

A training program development for healthcare professionals to use the principles of acceptance and commitment therapy (ACT) to facilitate patient adjustment to the challenges of living with a visible difference



HANDBOOK

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ACT NOW

Introduction

In Europe it is estimated that approximately 12 million individuals have a disfigurement that results in body image dissatisfaction (BID), which is recognised as a global public health concern. Healthcare professionals (HP) across Europe commonly report caring for patients who have BID as a result of a disfiguring condition. There are many causes of disfigurement, including craniofacial conditions (e.g. cleft lip and/or palate), injury (e.g. burns and combat-related injuries), skin conditions (e.g. psoriasis) and medical treatment (e.g. following cancer or meningitis). Given their high level of contact with patients with disfiguring conditions, HP are well placed and motivated to positively address patients' BID, but many lack knowledge and confidence to do so. Research shows that giving HP simple training and access to specialist resources enables HP to take on this role.

Acceptance and Commitment Therapy (ACT) offers a psychological model well suited to the needs of patients with a disfiguring condition. ACT focuses on helping patients to lead fulfilling lives and teaching them skills to manage difficult thoughts and feelings, which enhances their quality of life.

The objectives of this project are to (i) develop, (ii) test (iii) implement and (iv) disseminate the training package for HP, enabling them to use ACT principles to facilitate patient adjustment to a disfiguring condition. A further objective is to produce a functional training programme, reflective of the sociocultural diversity across Europe. A needs analysis of each partners' healthcare setting will therefore be carried out. The project aims to make the training material accessible to a broad range of HP and will do so through multi-mode delivery.

In the partnership there is highly experienced researcher partners (United Kingdom, Sweden) and knowledge mobilisation partner that has extensive VET experience (Norway), Health Care providers (Estonia, Greece, Cyprus, Slovenia, Romania) and NGO (Netherlands). These partners have been selected to provide the necessary expertise and experience of the project's educational remit, and to target health care professionals from Estonia, Greece, Cyprus, Slovenia and Romania, in order to implement the training into service provision.

Project methodology and activities comprise:

1. A functional and evaluated training material that is based upon research evidence and the needs analysis from the target recipient nations.



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2. The training will quickly have an impact through high quality work-based VET that enhances service provision by addressing the need to create tools on how to address the patients with body image dissatisfaction (BID) as a result of disfiguring conditions
3. Health care organisations will have access to this open resource material so they can provide continuing education and training (CVET) that will update their health professionals' knowledge in this area in order to maintain safe and effective practice
4. As prioritised by the European Commission, it is paramount to create more sustainable health care system that can address that everyone has access to affordable, preventive and curative health care of good quality. Those individuals that are affected by body image dissatisfaction will receive an enhanced provision of service since health professionals or other relevant stakeholders will have a better awareness of the needs of this group. This will also reduce or prevent any unintentional marginalisation of members of this group.
5. The training will be economically viable to implement and at the same time be able to reach a large group of members of healthcare staff, students or NGO's. This is due to the methodological design of a concrete and focused 1-day training course that emphasis on addressing knowledge and skill deficits in this area.

In the long-term, the training package together with its implementation plan will be updated and adapted for other partners' operational directives. The project's key products (project outline, reports, didactic guidelines, extracts from the training pack) will remain freely available online for a minimum of 5 years after funding, allowing longer-term access for HP and healthcare stakeholders. It is anticipated that the transnational networks and relationships formed through this project will also lead to new training initiatives and projects across Europe.

The project will result in raising a European awareness of these aspects, which adheres to the established priorities of the European commission (European Commission Communication 'European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe', November 2010; European Commission Communication 'The European Platform against Poverty and Social Exclusion', December 2010).



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The European Qualification Framework (EQF)

The European Qualification Framework (EQF) aims to increase the transparency of qualifications throughout Europe. It provides a common European translation tool that facilitates the comparison of several thousands of different qualifications issued all over Europe. This European reference framework consists of eight levels that are defined according to so-called 'learning outcomes' – that is to say with reference to the knowledge, skills and competences acquired. EU Member States can relate the levels of their national qualifications to the eight common reference levels. Using this tool, stakeholders abroad can make an assessment as to the level of knowledge, skills and competences that a qualification holder has acquired.

EQF LEVEL	KNOWLEDGE	SKILLS	COMPETENCE
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of responsibility and autonomy.
LEVEL 4 – ACT NOW	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Adapted from: <https://ec.europa.eu/ploteus/content/descriptors-page>



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Educational (training) methods

Methods and organizational forms of education in modern educational institutions suppose:

- The wide utilization of information and communicative technologies,
- The improvement of counseling work,
- The activation of interactions between a teacher and a student for a mutual search of new knowledge.

Interactive educational (training) methods agree with the personality-centered approach to the most extent since they supposed to recruit co-education (training in cooperation). In the context of co-education, both a teacher and a student become subjects of the educational process.

The classification of the most popular interactive educational (training) methods may be as following (*Artjukhina & Chumakov, 2012*):

1. Creative tasks.
2. Work in small groups.
3. Educational (training) games
4. Utilization of public (social) resources
5. Social projects
6. Warm-ups, doing exercises.
7. Study and consolidate new theoretical material (new information
8. Work with documents
9. Discussion of complex and debatable professional issues.
10. Testing, exam following with the analysis of the results.

Artjukhina A.I., Chumakov V.I. Interactive teaching methods in a medical university: study guide. Volgograd, Russia: Volgograd State Medical University Publishing; 2012.



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Educational (training) tools associated with descriptors of the EQF Level 4

Knowledge	Factual and theoretical knowledge in broad contexts within a field of work or study	Lectures*, seminars**, work in small groups, group discussions, work with documents (paperwork), discussion complex and ambiguous moments (concepts, models, hypothesis, etc.) in the studied materials and empirical observations, work with graphics models (visual aids), utilization of public (social) resources (invitation of a specialist, excursion)
Skills	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Creative tasks, educational (training) games (roleplaying, business, educational), learning through imitation, simulation training, social projects, case method, situational tasks, “everyone teaches everyone”, discussion the cases from one’s own practice, analysis of video-recordings
Competence	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Business games, modelling of the professional activity involving simulation learning technologies, creative tasks, social projects, competitions, utilization of public (social) resources (excursions), testing, exam followed with discussion, group supervisions, group discussions, interview



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ACT NOW TRAINING PROGRAM

Session 1

- The ACT Now training project
- Quiz
- Communicating with patients
- Patients' psycho-social difficulties relating to appearance
- Introducing the ACT approach

Session 2

- Addressing myths about appearance concerns
- Identifying patients who are distressed
- Having a conversation about appearance with patients
- Things to consider when supporting patients.



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ACT NOW TRAINING PROGRAM

Session 3

- Using the 'ACT Map' with patients.
- Applying ACT's Helpful Skills to patients: Mindful Breathing.

Session 4

- Applying ACT's Helpful Skills to patients: Thought de-fusion.
- Applying ACT's Helpful Skills to patients: Valued action.
- Resources to help you and your patients



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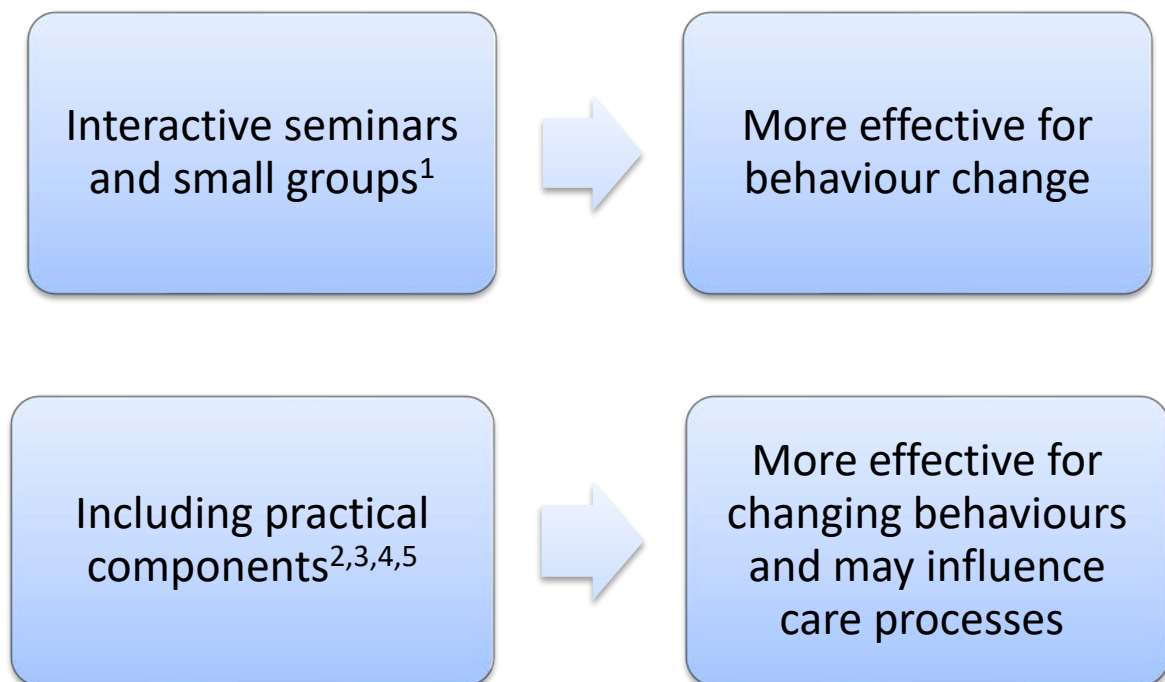
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Didactic principles

The ACT NOW program is also based upon research evidence on how to facilitate the best possible learning environment for healthcare professionals. The developed material follows for example the following points.



1. Thomson O'Brien MA, Freemantle N, Oxman AD et al. Continuing education meetings and workshops: Effects on professional practice and health care outcomes. *Cochrane Database of Systematic Reviews*, 2002.
2. Mazmanian PE, Davis DA, Galbraith R. Continuing medical education effect on clinical outcomes: effectiveness of continuing medical education: American College of Chest Physicians Evidence-Based Educational Guidelines. *Chest* 2009;135(3 Suppl):49S-55S.
3. Tess AV, Yang JJ, Smith CC et al. Combining clinical microsystems and an experiential quality improvement curriculum to improve residency education in internal medicine. *Acad Med* 2009;84(3):326-334.
4. Oyler J, Vinci L, Arora V, Johnson J. Teaching internal medicine residents quality improvement techniques using the ABIM's practice improvement modules. *J Gen Intern Med* 2008;23(7):927-930.
5. Tomolo AM, Lawrence RH, Aron DC. A case study of translating ACGME practice-based learning and improvement requirements into reality: systems quality improvement projects as the key component to a comprehensive curriculum. *Postgrad Med J* 2009;85(1008):530-537.



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Delivering of the training

- Partners delivered manualised 1-day ACT Now training in 5 countries.
 - December 2019 – January 2020.
- Quantitative indicator of project objectives: “Number of people trained in the developed course”
 - Estonia = 28
 - Cyprus = 20
 - Slovenia = 23
 - Romania = 24
 - Greece = 42
 - United Kingdom = 12 (additional training)
 - **Total = 149 healthcare professionals and other relevant stakeholders**



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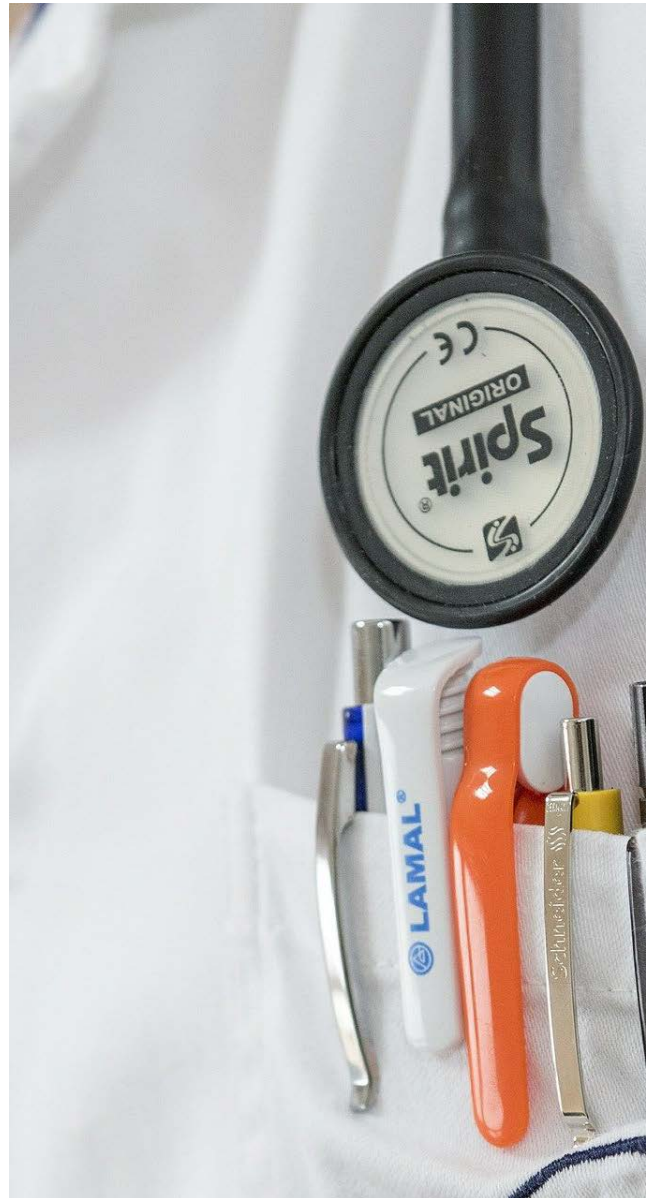
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Who completed the training

- Gender
 - 116 females
 - 33 males
- Age (n = 129)
 - Mean = 37 years
 - Range = 19-77
- Years in profession (n = 129)
 - Mean = 10 years
 - Range = 0-50
- Qualification status
 - Qualified = 133
 - Students = 9
 - Charity worker = 7



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Profession	Frequency	Percent
Medic	63	42.3
Medical student	4	2.7
Nurse (general)	27	18.1
Nursing student	3	2.0
Physiotherapist	2	1.3
Social worker	3	2.0
Psychologist	2	1.3
Charity worker	7	4.7
Dentist	9	6.0
Orthodontist	4	2.7
Student dentist	1	.7
Psychiatric nurse	10	6.7
Dietician	5	3.4
Manager	4	2.7
Occupational Therapist	1	.7
Speech Therapist	2	1.3
Pharmacist	1	.7
Assistant Psychologist	1	.7
Total	149	100.0



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KAPb-Test

Knowledge, Attitude & Perceptions

Covid-19 affected follow-up timepoint

- Surveys at pre, post & follow-up:
 - Pre-course n = 149
 - Post-course n = 146 (98%)
 - Follow-up n = 119 (80%)
- Follow-up timepoints:
 - 3 months = Estonia, Cyprus, Slovenia (47/71 or 66%)
 - 6 months = Romania, Greece, UK (72/78 or 92%)



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Data analysis

- Quantitative indicator of project's objectives: "Pre and Post test that measure the learning impact statistically."
- Conducted series of repeated measures t-tests for:
 - Pre to post
 - Pre to follow-up
- Checked the data (difference between timepoints) for approximate normal distribution.
 - Removed extreme outliers (e.g. people with *huge* difference pre-post).
- Conducted t-tests with and without UK: Doesn't changes outcomes.



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Results

- Assessed knowledge and confidence of delivering skills to support patients with appearance concerns.
- Survey wording:
“Please answer the below questions on a scale of 1 to 10 (1= not at all confident and 10 = very confident):”
- All t-tests show significant increase in knowledge / confidence between:
 - Pre and post-survey scores
 - Pre and follow-up survey scores



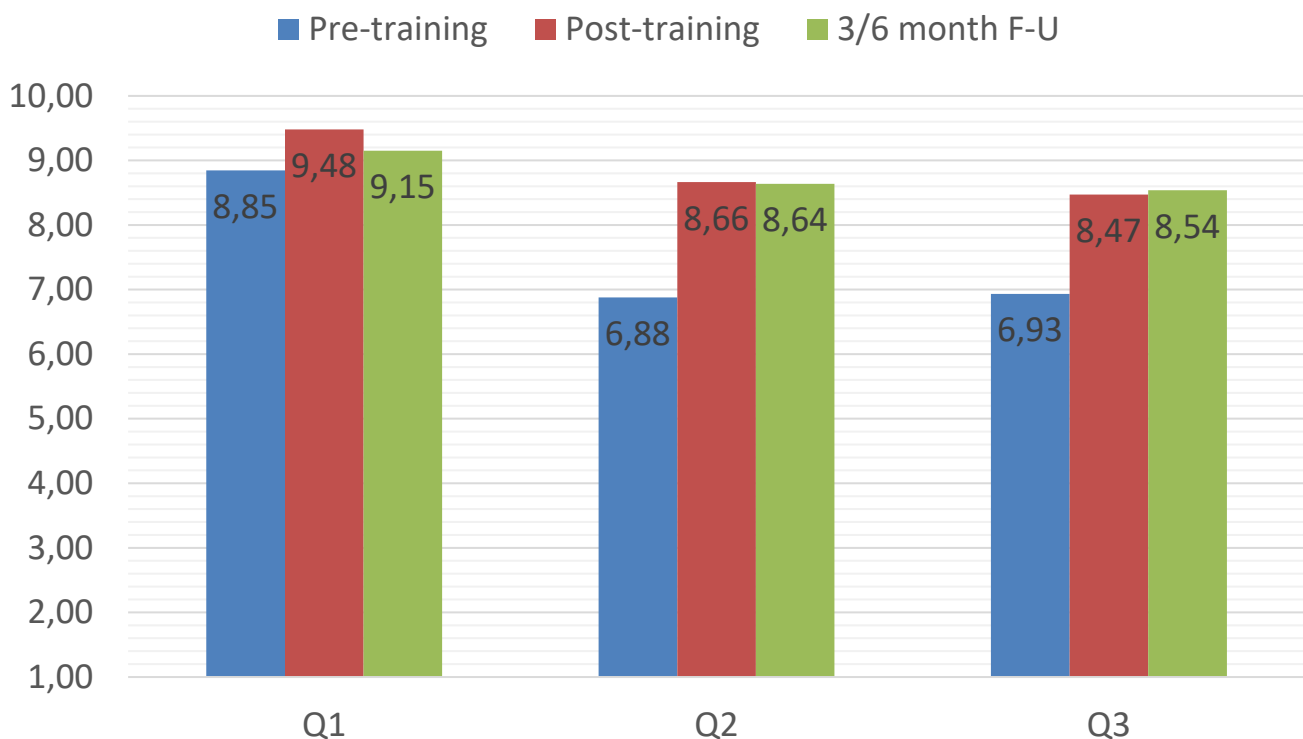
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Sample of KAPb results



1. I understand how being unhappy with your appearance can have a negative impact on your quality of life.
2. I can give examples of the common challenges of living with a visible difference.
3. I can identify signs that my patients have concerns about their appearance.



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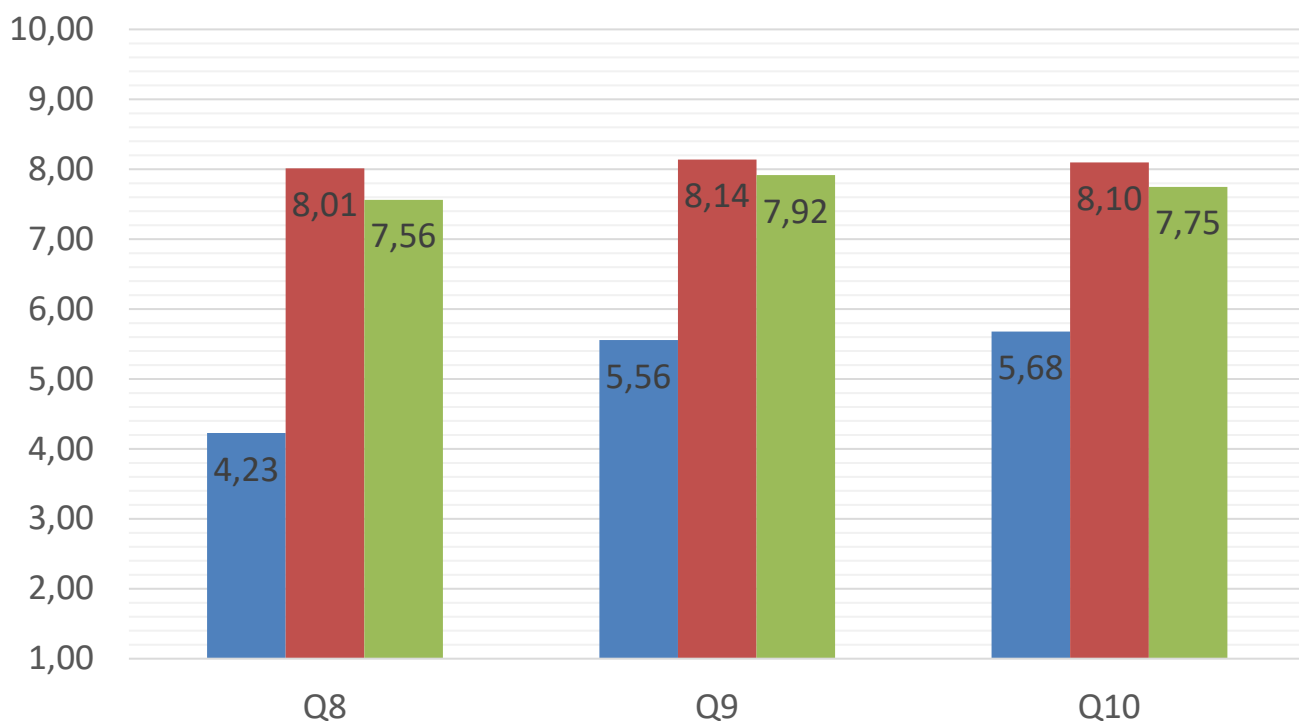
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Sample of KAPb results

■ Pre-training ■ Post-training ■ 3/6 month F-U



8. If my patients talk about having appearance concerns, I can teach them practical techniques to help manage their struggles.
9. I can explain how the type of attention patients pay to things and people around them affects their quality of life.
10. I can help my patients set goals to help them achieve what is important to them.



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PEDAGOGICAL WORKSHOP INFORMATION

Target group

This workshop has been designed for multidisciplinary health professionals. Trainees are not required to have any prior experience of ACT or of supporting those with appearance concerns.

Size of group

We recommend workshop sizes of between 9 and 15 individuals.

Use of this manual

The manual contains photocopies of the powerpoint slides that are delivered throughout the day with accompanying text that can be read aloud by the trainer and guidance on how to run group sessions and tasks.

Materials needed to run the workshop

- The ACT Now manual
- Copy of the ACT Now PowerPoint slides.
- Copies of the PRE and POST ACT Now quizzes, and an information sheet and consent form, for the trainees to complete individually. These can be found in the manual (screens 72-80) and copied.
- Copies of the Trainees' Workbook. These can be found on screens 81-110 of the manual and copied. *Give each trainee a workbook.*
- Participants need a pen and paper.



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PEDAGOGICAL WORKSHOP INFORMATION

Teaching facilities

Facilities conducive to interactive teaching and discussion, for example

- Computer and Projector able to play videos and with sound facility.
- Access to the internet to play internet-based videos.
- U-shaped table
- Chairs and tables for small groups (5-6), or round tables for bigger groups
- Flipchart & markers
- Notepads & pens
- Enough space to break out in small groups



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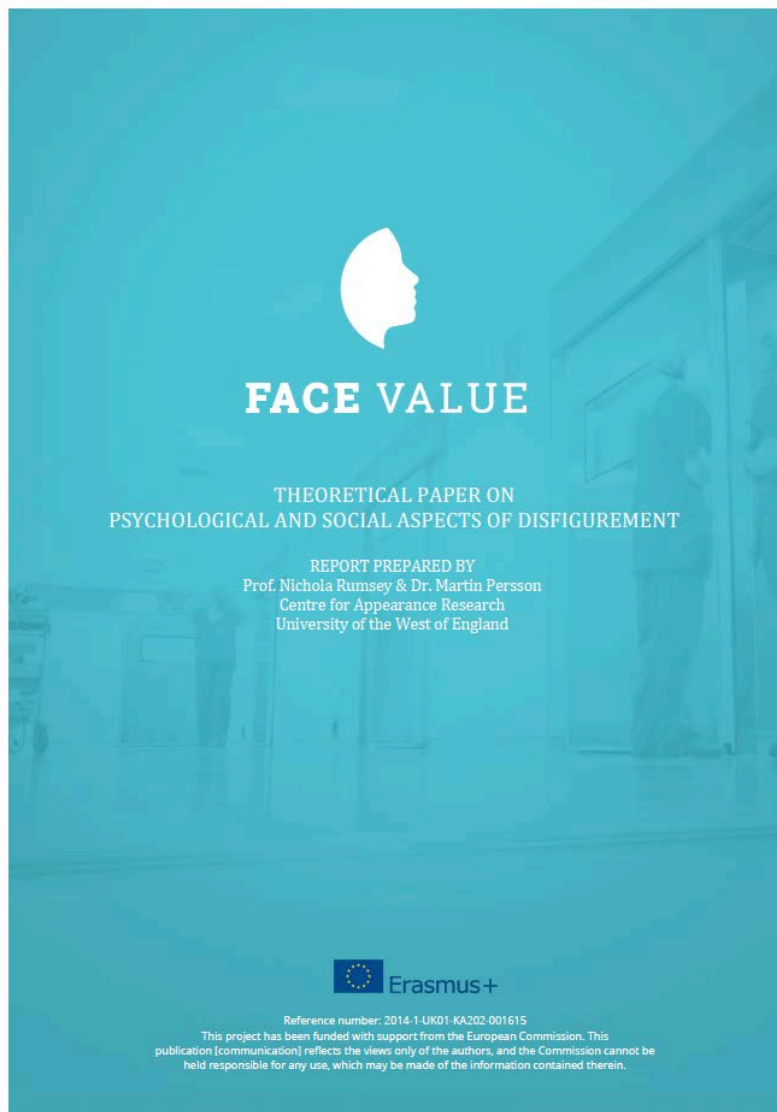
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Didactic Guidelines

Trainer preparation

The trainer/teacher/instructor who will facilitate the course should prepare by following the guidelines for self directed learning. To further enhance their knowledge prior to delivery, it is recommended trainers read the following published report at this website:

<http://www.facevalue.cc/uploads/FV%20Theoretical%20report.pdf>



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Didactic Guidelines

Trainer preparation

The trainer should prepare examples relevant to their own experience and to the context of the participants in the training. They should also develop a teaching plan that includes:

- A warm-up exercise
- Orientation to the content of the module(s)
- Time for group discussions & exercises
- Encouragement to participants to contribute examples from their own practice
- Printed material
- KAP Test
 - Pre & Post evaluation of the training day
- An opportunity for reflective self-evaluation (for the trainer & trainees)
 - Reflect on what the trainer has learned during the ACT now Training day & ways of encouraging their trainees to do the same
 - Consider how they can use their newly acquired knowledge in their own practice and ways of encouraging trainees to do the same
- Scheduling coffee breaks and lunch





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Didactic Guidelines

Self directed learning

- Allow 8-12 hours to read and consider the materials on the project website, including
 - National reports
 - Acceptance and Commitment Therapy for patients with appearance-affecting conditions and their caregivers
 - Social Inclusion & Health Care
 - Report by the European Cleft Organisation on factors that can improve the provision of care in clinical settings
 - ACT NOW Pedagogical report
 - Additional material (only in English)
 - ACT Now Manual (inc Quiz & Trainees workbook) for pilot
 - ACT Now training video YouTube links
 - ACT Now Training for pilot
 - Educational Survey ACT Now Pre
 - Educational Survey ACT Now Post
 - Educational Survey ACT Now Follow-up
 - Video transcripts
 - Starting a conversation transcript
 - Introducing the ACT Map transcript
 - A mindful breathing exercise transcript
 - Feedback on mindful breathing exercise transcript
 - A thought de-fusion exercise transcript
 - Setting a simple goal transcript
 - Evolution of the human mind transcript
 - Russ Harris Choice Point transcript
- After completing each module (including the exercises)
 - Consider whether and how you could apply your new knowledge in your practice
- Reflect on your own experience of the ACT now training
- Reconsider the material again after further experience in practice



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Didactic Guidelines

The day's schedule

Session 1	<ul style="list-style-type: none">• The ACT Now training project• Quiz• Communicating with patients• Patients' psycho-social difficulties relating to appearance• Introducing the ACT approach
Break	
Session 2	<ul style="list-style-type: none">• Addressing myths about appearance concerns• Identifying patients who are distressed• Having a conversation about appearance with patients• Things to consider when supporting patients.
Lunch	
Session 3	<ul style="list-style-type: none">• Using the 'ACT Map' with patients.• Applying ACT's Helpful Skills to patients: Mindful Breathing.
Break	
Session 4	<ul style="list-style-type: none">• Applying ACT's Helpful Skills to patients: Thought de-fusion.• Applying ACT's Helpful Skills to patients: Valued action.• Resources to help you and your patients
Feedback	<ul style="list-style-type: none">• Quiz and next steps



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PARTNERS



GENIKO NOSOKOMEIO PAPAGEORGIU

Papageorgiou General Hospital has been a pioneer in the Greek Public Health sector for many years. The commencement of its operation in August 1999 and the establishment of the Teaching Clinics in 2004, has completed in the best possible way the staffing of the Hospital (1800 staff and approximately 500 students), which is currently engaged in standing cooperation with the School of Medicine of the Aristotle University of Thessaloniki.

PERIFERIAKI ODOS NEA EFKARPIA RING ROAD

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THESSALONIKI

CENTRAL MACEDONIA

Contact: Maria Bigaki

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<https://www.papageorgiou-hospital.gr>

Organisation type: Regional Public body



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BUCURESTI

BUCURESTI - ILFOV

<http://www.mscurie.ro>

Organisation type: National Public body



TRISKELION - Forening for anvendt forskning og kunnskapsmobilisering

Triskelion was founded in 2015 in Stavanger, Norway and is an organizational that specialises the applied research and knowledge mobilisation in the fields of psychology, education, public health and medicine.

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HAFRSFJORD

ROGALAND

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Organisation type: Research Institute/Centre



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NEAPOLIS UNIVERSITY

Neapolis University in Cyprus is a young yet dynamic, fast growing university operating since 2010 in the heart of the charming town of Pafos, on the west coast of the island of Cyprus, offering undergraduate, graduate and PhD programs in both Greek and English. Enrolling at Neapolis University in Cyprus enters students into a high standard, stimulating and enjoyable environment. The biggest advantage of Neapolis is the quality and dedication of its faculty, most of whom have considerable experience teaching and doing research in European and American Universities. Based on such faculty and on an ambitious strategy, it is quickly becoming one of the best private universities in Cyprus.

Neapolis University Pafos comprises of five Schools (Economics, Administration & Computer Science, - Architecture, Engineering, Land and Environmental Sciences, - Health Sciences, - Law, and finally Social Sciences, Arts, and Humanities) which offer undergraduate, postgraduate and Distance Learning studies in more than twenty Bachelor's and Master's Degrees.

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PAFOS

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<http://www.nup.ac.cy>

Organisation type: Higher education institution (tertiary level)



UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL

The Centre for Appearance Research (CAR) based at UWE Bristol is the world's largest research group focusing on the role of appearance and body image in people's lives. UWE Bristol is a vibrant university hosting nearly 30,000 students in 14 departments spread across three campuses, and is engaged in high quality teaching and research. It is in the top 30 of the UK university league tables and holds a Gold rating in the Teaching Excellence Framework.

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BRISTOL

GLOUSTERSHIRE, WILTSHIRE AND BRISTOL/BATH AREA

Contact: Dr Heidi Williamson

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<https://www1.uwe.ac.uk/hls/research/appearanceresearch.aspx>

Organisation type: Higher education institution (tertiary level)



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univerzitetni klinični center ljubljana
University Medical Centre Ljubljana



UNIVERZITETNI KLINICNI CENTER LJUBLJANA

University Medical Centre Ljubljana (UMCL) is one of the largest institutions in Slovenia. Thanks to its outstanding achievements in the field of health care, UMCL is comparable to some of the most renowned institutions in Europe and worldwide. UMCL's employees pursue a triple mission of health care, education and research and are committed to providing safe, high quality and standardised patient care. Activities undertaken to improve the efficiency and effectiveness of the services provided include the application of clinical care pathways and endeavours to acquire international accreditations and to win the business excellence award of the Republic of Slovenia, which is based on the European model of business excellence EFQM.

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LJUBLJANA

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<http://www.kclj.si>

Organisation type: Higher education institution (tertiary level)



Kristianstad
University
Sweden



HOEGSKOLAN KRISTIANSTAD

Kristianstad University was founded in 1977, and today we have approximately 14 000 students distributed over 50 programmes and 300 courses. The main programmes are in the fields of education and teacher training, health science and organisational science. The vision of the university is to educate the most employable students, therefore as the only Swedish university; five weeks of clinical training is offered on all programmes. This educational aspect has enabled the university to create close collaborations with a large number of public and private agencies in the region.

ELMETORPSVAGEN 15

29188

KRISTIANSTAD

Contact: Martin Persson

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Organisation type: Higher education institution (tertiary level)



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ACT NOW

PARTNERS



EUROPEAN CLEFT ORGANISATION

The European Cleft Organisation (ECO), through training Initiative and a network of suppliers, creates environments to ensure every family and all children affected by clefts have life-long access to quality care and equal opportunities within our European societies.

VERRIJN STUARTLAAN 28

2288 EL

RIJSWIJK

ZUID-HOLLAND

Contact: Gareth Davies

Email: gareth.davies@europeancleft.org

<http://www.europeancleft.org>

Organisation type: Non-governmental organisation/association/social enterprise



TARTU ULIKOOL

University of Estonia

Founded in 1632, the University of Tartu (UT) is the largest and most comprehensive university in Estonia and one of the most respectable centres of education and research in Central and Eastern Europe. It belongs to the top 1.2% of world's best universities and is among top 200 universities in Europe (QS World University Rankings 2017/18). UT is home to 14 000 students, including 1300 international students from more than 90 countries. In UT you can study in 4 faculties (Arts and Humanities, Medicine, Science and Technology, Social Sciences). UT Library contains 4,1 million items.

ULIKOOLI 18

50090

TARTU

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Email: triin.jagomagi@ut.ee

<http://www.ut.ee>

Organisation type: Higher education institution (tertiary level)



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ACT NOW



ACT NOW

Acceptance and
Commitment Training



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Cooperation for innovation

Acceptance and Commitment Training (ACT) offers a psychological model well suited to the needs of patients with a disfiguring condition.

ACT focuses on helping patients to lead fulfilling lives and teaching them skills to manage difficult thoughts and feelings, which enhances their quality of life.



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