

Application of FACT in the academic context to improve the health in high school students (pp. 579-595)

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There is growing evidence showing the efficacy of contextual or third-generation therapies in various contexts and clinical conditions. In large groups of first- and second-year high school students ($n= 112$), the present study compares the efficacy of applying a program based on Acceptance and Commitment Therapy (ACT) versus a combined program using strategies from Functional-Analytical Psychotherapy (FAP), resulting in a so-called FACT approach. The purpose of this intervention was to extract the most relevant processes underpinning clinical changes to design training programs based on contextual behavioral science to improve students' health. The results indicated that both interventions produced statistically significant improvement in the health of the students. The program combined with FACT was superior in the self-concept variable. The implications of both brief programs to improve students' health in short periods are discussed on the basis of a behavioral methodology adapted to the academic context