

**Centre for Mindfulness Research and Practice**  
**Bangor University**

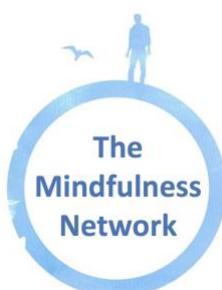


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**BANGOR**  
UNIVERSITY

**Teacher Training Pathway (TTP)**  
**for teachers of Mindfulness-Based Stress Reduction and**  
**Mindfulness-Based Cognitive Therapy**

**Handbook (2018/19)**

**Delivered in collaboration with The Mindfulness Network**



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## Key contacts for your Teacher Training Pathway (TTP) journey

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### ***Introductory Information***

Welcome to the Centre for Mindfulness Research & Practice (CMRP) Teacher Training Pathway (TTP) handbook. Here you will find all the information you need to undertake your teacher training via this route.

Your training route with us will prepare you to teach Mindfulness-based Stress reduction (MBSR), or Mindfulness-based Cognitive Therapy (MBCT), or Mindfulness-based Cognitive Therapy for Cancer (MBCT-Ca). It is possible to train in more than one of these programs, but your final Certificate of Competence will relate only to the program you have submitted for this certificate.

The TTP follows closely the stages of learning within the postgraduate mindfulness-based teacher-training route that we have offered for many years now at Bangor University. Completion of all parts of the TTP leads to the award of a Certificate of Competency in Teaching (related to the specific course that you have submitted for assessment), showing that students have met the CMRP's highly regarded and stringent training standards to teach mindfulness-based course and an award of a stand-alone 15 academic credits at Level 7 (post-graduate), on completion of the final element of the TTP – the Mindfulness Teachers Professional Pathway (MTPP) module.

The intention of the TTP is to provide a way of training, via a portfolio approach that is flexible and can be adapted to suit your current situation and your pre-existing experience. The TTP will take a minimum of 3-4 years for those who are just beginning on the pathway. For those who already have training and may be already teaching mindfulness-based courses it may take less time. However, there is no time limit for the overall pathway and we encourage you to develop your learning and experience at a pace that works for you and your life circumstances.

During your TTP journey you will work with a mentor to support you in navigating the different aspects of training and experience that are necessary to complete the pathway. You will develop a portfolio, for each of parts of the TTP, which records your development and when you and your mentor agree that you are ready, this will be presented for assessment.

In the following pages, you will find, an outline of the pathway and the evidence you will be required to submit for each part; guidance on using the Mindfulness-Based Interventions:

Teaching Assessment Criteria (MBI-TAC) for self-reflection, and guidance on the role of your supervisor and mentor through this process.

### ***Prerequisites for applying for the TTP***

1. Completed MBCT/MBSR course via 8 weekly classes in a group (if it is not possible for you to access the course over 8 weeks in a group, please discuss alternatives with us).
2. Developed a personal mindfulness practice of at least 12 months duration.
3. Attended at least one teacher led mindfulness meditation retreat (minimum 3 days).

### ***Entry onto the TTP for CMRP Masters students***

Students who have successfully completed Teaching 1 module receive exemption from Part 1 of the TTP (the inquiry workshop is recommended but not required).

Students who have successfully completed Teaching 2 module receive exemption from Part 2A of the TTP.

### ***Applying for the TTP***

Please make sure you have completed all the pre-requisites listed above, before completing your application.

Once you have completed your form, your application will be assessed and if accepted, you will be informed of the name and contact details of your mentor.

It is your responsibility to then make contact with your mentor, within 1 month.

It is important that all trainees on the pathway are pro-active in their progress through the pathway, otherwise you are blocking a place for other trainees.

**You do not need to wait for registration on the pathway to apply for and complete training events. All eligible training will be considered retrospectively.** i.e. if you complete a Teacher Training 1 or other training event with us, it will count towards your TTP if it is part of the TTP once you have registered on the pathway.

Your application for CMRP Teacher Training Pathway will ask you to include:

1. Certificates of attendance for all required courses (copies are sufficient), and details of all mindfulness training, teaching and supervision experiences.
2. Reflective writing on your experience of your development as a mindfulness practitioner (1500 words).

Consider questions such as:

- What draws me to mindfulness and mindfulness practice? How am I aware of this?
- Other reflections on personal practice e.g. what is particularly challenging? What intrigues me and keeps me motivated? What do I want to avoid? How has my practice developed? How does practice serve me in times of difficulty?
- Reflections on personal learning process – e.g. experiences of retreat, training, teaching and supervision

- Why do I want to teach?
- If you have already begun to teach - reflections on how have I integrated my personal practice with teaching?



## ***TPP Structure***

See table on page 6 for a summary outline of the whole TPP

**Part 1 of the TPP** is an opportunity to develop the skills, attitudes and knowledge required to begin to deliver MBCT/MBSR/MBCTCa<sup>1</sup>. The training experiences are designed to help you develop your personal mindfulness practice; to begin to become familiar with teaching the curriculum and acquire teaching skills; and to begin the journey from practitioner of mindfulness to becoming a practicing teacher of mindfulness-based courses. At this stage, your teaching is not formally assessed. You are required to submit evidence of engagement with personal mindfulness practice, through personal practice and retreats, and evidence of your teacher training activities and experiences of beginning to teach. When you begin to teach you are required to have supervision from an approved supervisor and submit a supervisor's report.

NB Your choice of Specialist teacher training within Part 1 will determine which course (MBSR/MBCT/MBCT-Ca) you will go on to develop skills in and submit for assessment during Part 2, and which course you will receive certification in.

### **Completion of Part 1 is a pre-requisite for acceptance onto Part 2**

#### **Part 2 TPP has 2 sections:**

- 1. Part 2A**, is an opportunity to develop experience and confidence in teaching mindfulness-based courses through: training to deepen your skills as a teacher, supervised teaching of your chosen program, attendance on retreats, continuing personal practice and engagement with your supervisor.

During Part 2A you are expected to work with your supervisor to reflect on your readiness for teaching skills assessment.

You will submit a portfolio of evidence of completing all Part 2A requirements. Following successful completion of part 2A you are eligible to register for part 2B.

- 2. Part 2B** is managed by Bangor University and involves completing a validated stand-alone module – the Mindfulness Teacher Professional Pathway module (MTPP). You will be sent a link to apply online, once you have successfully completed Part 2A. TPP.

This module involves submission of a video recording of your teaching of an 8-week MBSR, MBCT or MBCT-Ca course, with an accompanying reflective written piece for assessment, and engagement with teaching and reflection on ethics and professional issues in mindfulness teaching (delivered online).

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<sup>1</sup> We are aiming also to include Mindfulness-Based Relapse Prevention (MBRP), and Mindfulness-Based Childbirth and Parenting (MBCP) in the future. If you are interested in anchoring your training into one of these programme models please let Ali Lambie know.

## ***Teacher Training Pathway Summary Outline***

### **Part 1 Training**

Aims: to develop the skills, attitudes and knowledge required to begin to deliver MBCT/MBSR

- Teacher Training level 1(residential week long TTR1 or 9 day nonresidential TTC1)
- Supervised teaching 1 course
- Choice of 5 day specialist training in MBSR, MBCT or MBCT-Ca
- 2-day workshop: Inquiry skills
- 4-5 day silent teacher led retreat
- Completion of written reflection and bibliography of reading and resources
- Supervisors report.

### **Part 2 A Training**

Aims: to deepen and develop competencies in offering MBCT/MBSR

- Teach a minimum of 3 supervised MBSR/MBCT/MBCT-Ca courses.
- Teacher Training level 2. (TTR2)
- 2-day workshop: group skills for mindfulness teachers.
- 7-day silent, guided mindfulness meditation retreat.
- Supervisors report. (including feedback on a recording of teaching)
- Submit portfolio of evidence of the above.
- Completion of written reflection and bibliography of reading and resources

### **Part 2 B Mindfulness Teachers Professional Pathways (MTPP) Module**

Aims: to deepen skills and assess teaching competence

- Attend teaching on professional and ethical issues in mindfulness teaching
- Submit audio-visual recording of MBCT, MBSR or MBCT-Ca 8-week course plus accompanying reflective analysis

## ***Part 1: Developing Skills in Teaching MBCT/MBSR***

Part 1 certificate is a Certificate of Readiness to teach mindfulness-based courses. The certificate will state the course curriculum you have trained in during your Specialist Training (e.g. MBSR, MBCT, MBCT-Ca).

Part 1 training develops the skills, attitudes and knowledge required to begin to teach mindfulness-based courses with supervision. Ideally you will teach your first course as an assistant to a more experienced teacher, this is the most supportive way for you to start. However, this isn't always possible. (See appendix 3 for advice on beginning to teach.) For the first one or two courses, you are teaching we recommend that you have weekly supervision that begins before your classes start so that you can have some guidance with the participant assessment process, development of your teaching materials and recordings as well as week by week guidance through the course(s).

Following this, supervision should be as much as you need but at least in line with the UK Mindfulness Teachers Guidelines (see p. 21)

### **Requirements for completion of Part 1 Certificate**

1. CMRP Teacher Training Retreat/Course level 1 or equivalent<sup>2</sup>. (taught four times per year residentially, and once per year in London non residentially, and in the North of England once per year non residentially).
2. Teaching an 8-week mindfulness-based course with supervision. This first course may be co-taught but you should take responsibility for teaching at least a third of the course delivery.
3. CMRP 5-day specialist teacher training in either MBCT, MBSR, MBRP. This is best done after teaching or co-teaching your first course. (Each one is taught once per year)
4. Attend a 2 -day workshop on mindful inquiry (taught twice per year in London and the north of England)
5. Attendance on a 5-day Foundations of Mindfulness (Level 1) retreat. The Mindfulness Network ([www.mindfulness-network.org](http://www.mindfulness-network.org)) offer retreats specifically designed to meet the needs of mindfulness teachers. This Foundations 'Level 1' retreat has been designed for this pathway and this stage of learning. It offers teaching on key underpinnings to mindfulness as taught in MBSR and MBCT. These are an important support to your practice and will in turn inform your teaching. This is taught annually, so we recommend booking ahead to ensure your place. If you would like to choose another retreat, please discuss its suitability with your mentor before committing to it.
6. Submission of a reflective piece on your development during this phase of learning. 3,000 words. You are required to keep a journal of practice, training and teaching during the Teacher Training Pathway. (See page 12-15 for notes on reflective journal keeping). Include a bibliography of resources. Please list books and papers read and meditations

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<sup>2</sup> We will accept equivalent training from Oxford Mindfulness Centre, Exeter University, the Center for Mindfulness (CFM), Massachusetts, USA or Sussex Mindfulness Centre training.

listened to as well as other resources used for your development (this is not part of the word count).

7. Report on your supervision process. You and your supervisor will write this report collaboratively.

### **Learning outcomes for Part 1 Training**

1. Reflect on and investigate personal learning and development as a mindfulness practitioner
2. Develop skills, attitudes, and knowledge to enable practice as a teacher of mindfulness-based courses.
3. Demonstrate the importance of personal integrity of approach, ethical standards and mindful attitudes for teachers of mindfulness-based courses.
4. Demonstrate familiarity with the teaching and learning strategies of mindfulness-based courses.

## **Part 2: Developing Competencies in Teaching Mindfulness-based Courses**

*Leading to a Certificate of Competence in Teaching MBSR, MBCT or MBCT-Ca.*

Completion of Part 2 training deepens, develops and assesses the skills, attitudes and knowledge required to deliver MBCT/MBSR courses competently and consistently.

Part 2A training develops teaching knowledge and competences and prepares you for Part 2B which is your submission of recordings of an entire eight-week MBCT or MBSR course for which you have had primary teaching responsibility, along with presentation of your Part 2B written reflection

Your recordings will be assessed by experienced assessors using the Mindfulness Based intervention Teacher Assessment Criteria (MBI:TAC See p. 20)

### **Requirements for completion of Part 2**

#### **Part 2 A: Developing confidence and experience in teaching:**

1. Teaching a minimum of 3 supervised 8-week MBSR, MBCT or MBCT-Ca courses
2. Attending Teacher Training Level 2 (TTR 2) (available three times per year)
3. Attending 2 day workshop: 'Group skills for mindfulness teachers' (available once per year)
4. Attendance on a 7-day Deepening and Extending the Foundations of Mindfulness (Level 2) retreat. The Mindfulness Network ([www.mindfulness-network.org](http://www.mindfulness-network.org)) offer retreats specifically designed to meet the needs of mindfulness teachers. This Deepening and Extending the Foundations 'Level 2' retreat has been designed for this pathway and this stage of learning. It deepens teaching on key underpinning frameworks to mindfulness practice, which are important for you to build into your personal practice to support your teaching. This is taught annually, so we recommend booking ahead to ensure your place. If you would like to choose another retreat, please discuss its suitability with your mentor before committing to it.
5. Continuation of reflective journal, reflecting on personal and teaching experiences.
6. Ongoing supervision - ***including a requirement that you submit to your supervisor a recording of you guiding at least one practice and facilitating inquiry.***
7. Submission of a Portfolio of evidence including:
  - a) Supervisors report confirming supervised teaching of at least 3 mindfulness – based 8-week courses and **feedback from one recording sent to your supervisor for feedback. This recording, must include a led practice and inquiry**, together with reflections on your use of supervision and development as a mindfulness teacher.
  - b) Certificate of Attendance for Teacher Training Level 2

- c) Confirmation of attendance of retreat(s). Integrate your reflections on learning from retreat within your reflective writing outlined in the next point.
- d) Reflective writing on Part 2 training experiences. 3000 words plus an additional bibliography of resources. Please list books and papers read, and meditations listened to plus other resources used for your development during this phase of your learning.

## **Learning Outcomes Part 2A**

1. Build skills to a level of competency in teaching mindfulness based courses (MBSR, MBCT or MBCT-Ca) within the students own professional context across the domains of the teaching process
2. Develop professional skills by selecting, organising and evaluating teaching materials, to facilitate integration of theoretical and experiential learning.
3. Deepen capacities to reflect on process as a teacher and practitioner of mindfulness
4. Cultivate awareness of professional and ethical issues, including use of supervision.

## **Part 2B: Assessment of Teaching Competencies through completion of the Mindfulness Teacher Professional Pathway module (MTPP)**

Once you have successfully completed Part 2A you will receive a registration link to enable you to sign up for this module within Bangor University. Registration takes place at two time points each year – September or January. Those registered in September must submit by January, those registered in January must submit by May. It is wise to either have a course already recorded prior to registration, or certainty that it is achievable within this time span. Module registration fees cannot be refunded if you are unable to submit on time.

The module will involve:

1. Attending online teaching on professional and ethical issues in mindfulness-based teaching
2. Submission of a portfolio for assessment which includes audio-visual recordings of an entire 8-week MBCT, MBSR or MBCT-Ca course with an accompanying written reflective analysis.

***You may use a recording you already have, but the teaching must have taken place no more than 12 months prior to registration on the module.***

There is a separate handbook for this module which details the requirements for the submission. When you are ready to record your course for this module please contact Rebecca Crane who is the Module Organiser within the university ([r.crane@bangor.ac.uk](mailto:r.crane@bangor.ac.uk)). She will share with you the handbook and will arrange a time to discuss next steps. She will offer guidance for this final phase of your journey within the TTP, so there is no longer need for you to engage with a TTP mentor.

## ***Programmes and programme adaptation***

The TTP offers the potential to train in MBSR, MBCT or an adapted form of MBCT for people with cancer – MBCT-Ca (developed in North Wales by Trish Bartley, and now widely disseminated). There is a broad cross over of skills, knowledge and attitudinal understandings between these programmes. Our model of training therefore is that everyone trains together at Level 1 and for inquiry workshops to build these generic skills. This is followed by a Specialist training in the curriculum that is most suited to your experience, your previous training, and your context, consolidated by delivery of that programme under appropriate supervision. Level 2 training brings everyone back together to further develop fundamental skills of mindfulness teaching and for group skills workshops. At level 2 though the groups separates into two streams - MBCT and MBSR – for teaching practice.

The MBSR curriculum is laid out in <https://www.umassmed.edu/globalassets/center-formindfulness/documents/mbsr-curriculum-guide-2017.pdf>, and the MBCT curriculum is available in Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2002 & 2013). Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse. New York: Guilford Press. See Appendix 5 for information on each of these programmes and preliminary guidance on choosing the curriculum that is most suited to you.

It can be appropriate to adapt the curriculum for your particular population and context. Particularly during your training we urge some caution around this and an encouragement to use your supervision as a space to explore curriculum and personal intentions prior to making adaptations. There is a lot of wisdom in embedding your learning very thoroughly in the programme forms as they have been developed and laid out. If you do adapt in the future it is good to do this from a position of deep understanding of the source programme. If you make significant adaptation, it is important that you rename your curriculum to preserve the integrity of the original programmes and present your adaptation with clarity to your participants.

## ***Population***

The recommendation of the UK Network good practice guidelines for teaching mindfulness-based courses is for teachers to have training and/or knowledge and experience of the population in which they are teaching. We recognize that a percentage of the general public and other non-clinical groups experience factors that significantly impact their mental health and well being. We therefore strongly recommend teachers working in these contexts without clinical background, undertake a 2 day training in Mental Health First Aid. Courses are widely available. <https://mhfaengland.org/>

## ***Language of Delivery and Submission during the TTP***

Generally our trainings are delivered in English and therefore require you to be a fluent English speaker. We do deliver a TTP in MBCT in Spanish in Spain, please contact us if you would like to hear more about this. Part 1 and 2A submissions of your portfolio must be in English. It is fine though to teach in your own language in your context.

Part 2B is held within Bangor University. Your written submission must be in English. You can submit your audio-visual recordings in your own language providing you supply us with a transcript of 2 full sessions to enable assessment (please contact us once your recording is complete and we will let you know which sessions we require).

### ***Guidance on journal writing***

You are required to keep a journal of your personal mindfulness practice, retreat experience, teaching practice and your experience of engaging in training for the duration of your TTP journey. This will inform your reflective submission. A journal can be invaluable in bringing increased awareness to your personal development and may also extend beyond this and help you reflect on the on-going dialogue between you as practitioner and you as teacher. Journaling supports the integration of your own practice into teaching, as well as integrating the experiences you encounter in dialogue with your class participants. All this adds to the rich tapestry which will deepen your skills and nourish your intentions for teaching.

The journal is intended as a vehicle for a personal, reflection on the issues and processes you experience during your personal day-to day practice and during training and teaching. It will also serve as a record of any changes you may experience in your awareness, perceptions or behaviour as you continue the process. You can use the reflective journal as a precision tool for drawing out what you are experiencing, and catching the issues that arise and exploring them.

We encourage this process to be as open and unedited as possible, bringing the qualities of acceptance and curiosity into your reflections and letting go, as best you can, of judgements that arise for you. It is a useful practice to see your journal as an extension of your practice by bringing similar ‘ways of being’ to it. Let go of any need to make formulations, engage in analysis or draw conclusions from what arises for you. Simply notice what is there and make a note of it.

Some questions to consider:

- 1- What has ignited me? How was I aware of this?
- 2- What has been particularly challenging?
- 3- What has been my experience of beginning to teach?
- 4-How has my practice informed my teaching and vice versa?

## ***Guidance on writing your reflective submission***

The reflective writing requirement for the TTP is to inform you and your assessor about some of the important insights and discoveries that you have encountered along your journey. The content should reflect your direct experience - physical sensations, emotions, thoughts, and actions or impulses. This, mostly internal experience, needs to be clearly and fully described to allow you to bring awareness to it, and your relationship to it, identifying patterns of habitual experience and understanding different ways of working with these.

Your reflective writing will have a different focus at different stages of your pathway. Some of your writing will be descriptive of your direct experience, and some will be in-depth reflection on what you have described. Reflection is a skill that is useful for all of us and one that we can all hone. It is also a part of our mindfulness practice which slowly and steadily teaches us that we can begin to move towards insight as we engage in the process of disentangling the complicated web of our experience as it unfolds in each moment. The reflective writing can therefore be a powerful learning experience.

Whilst your journal is entirely for your reflection and learning, the summary you submit is intended to inform your portfolio assessor about your development of skills, attitudes and knowledge as you move into becoming a teacher of mindfulness-based courses. You should relate your journal summary content to the learning outcomes for the appropriate part of the TTP.

*Remember: Your journal summary should give the reader an idea of your journey from mindfulness practitioner to mindfulness teacher*

Include in your reflective summary:

- An overview of your context for teaching, and a **brief** account of your journey to this point.
- Some description of your current practice, its challenges and delights.
- One or two experiences which stand out as formative for you - these might be during training, retreat, teaching, supervision etc.
- In particular reflect on your learning from training and supervision.

Part 1 up to 3000 words

The focus of your reflective writing for Part 1 is the transition you have experienced from mindfulness practitioner to mindfulness teacher. This is often a rich and complex journey, as your relationship with mindfulness changes from personal experience to a shared experience between teacher and learners.

Part 2A up to 3000 words

The focus of this reflective writing for Part 2A is the deepening of your practice and teaching skills as you gain experience in guiding others to experience mindfulness in their lives.

*Remember your portfolio is providing your assessor with information about your personal development and skill as a teacher.*

## ***The Role of your Mentor within your Teacher Training Pathway***

The Mentors' role is to guide the trainee in engaging with the elements of the pathway at the appropriate time, and preparing the evidence required to fulfill the requirements for the training pathway

1. Initial session with mentor (approx. 30 mins).

During this session, your mentor will explain the TTP process to you and you will have an initial look at the evidence required to complete Part 1 TTP. You may have existing training or experience that will contribute to your skill as a trainee mindfulness-based teacher. e.g. mindfulness meditation practice, clinical experience, experience leading groups etc. You can look at the domains in the MBI-TAC and make a self-assessment of skills you may already have. With your mentor, you can discuss what evidence you might include for the part 1 portfolio. Following this initial discussion, you may need time to gather information.

2. Second mentor session. (30-60 mins).

In this session, you can discuss in more detail the evidence you have gathered and plan together the next training event(s) and the evidence to be produced.

3. Follow-up mentor sessions

From this point you can arrange a mentor session whenever you need guidance on your training pathway or on the evidence required. This will be an individual process, you may not need to contact your mentor until you are close to the point of submitting all your evidence for Part 1 certification.

Your mentor takes payment directly. Please see Appendix 6: Costs of the TTP for further guidance.

## ***The Role of Mindfulness-based Supervision within your TTP journey***

The mindfulness-based supervisor role is to offer on-going guidance in personal mindfulness meditation practice, teaching mindfulness-based courses and the integration of personal practice into teaching. Supervision can take place over the phone, Skype, zoom or face to face

***Mindfulness Supervision is:*** “A regular space that is contracted between supervisor and supervisee, which enables reflection on the supervisee’s mindfulness teaching practice and how this interfaces with their personal mindfulness practice and their life. The process is dedicated to developing and deepening the growth, understanding and effectiveness of the supervisee’s application of mindfulness, both personally and in their working life.”

Mindfulness supervision includes a range of roles and functions; throughout the training pathway and beyond into your teaching career your supervisor will:-

- Offer support and guidance on your teaching, including , recruitment, assessment of your participants, your skills development (including all the domains on the MBI:TAC), understanding the curriculum and all the different elements and support for participants post the 8-week course.
- Offer support and guidance for the on-going development and deepening of your personal mindfulness practice and support the way this interfaces with mindfulness teaching or one-to-one work – and in your everyday life.
- Bring the inquiry process into the exploration of your experience.
- Offer a balance of the supportive, educational and ethical strands of the supervision process.
- Define and draw out the integration of mindfulness in your professional role, and offer guidance in professional boundaries.

Mindfulness supervisors do not hold clinical responsibility

You can find out more about supervision here <http://www.mindfulness-supervision.org.uk/>

And more about a framework in this paper: Evans, A., Crane, R., Cooper, L., Mardula, J., Wilks, J., Surawy, C., Kenny, M., Kuyken, W. (2014). A Framework for Supervision for Mindfulness-Based Teachers: a Space for Embodied Mutual Inquiry; <http://link.springer.com/article/10.1007/s12671-014-0292-4>.

Your relationship with your supervisor and the content of your supervision sessions is confidential, however your supervisor will also provide reports and reflections on your supervision sessions, which will be part of the submitted evidence for the pathway. These reports will be developed collaboratively. Your supervisor will discuss all the reports with you, and ideally you will come to an agreement about the content of the report.

**If you change your supervisor during the TTP please list all supervisors on your Supervisors report and briefly give a reason for the change.**

## **Confidentiality**

CMRP's confidentiality policy is underpinned by a stance of *mindful ethics*, guided by an overarching intention to do no harm. This is informed by staying mindfully aware of our intention in all our communications whether verbal or written, and not engaging in talking/recording/giving information in any way that aims to, or could result in causing damage or divisions. When a choice is made to share information, this will arise either:

1. From a transparent dialogue between those working with the CMRP, with the understanding that this is an open process in the interests of development and support. or
2. Where there is a risk of harm to self or others.

### **Confidentiality between Supervisor and Mentor**

Both Supervisor and Mentor have a responsibility to the development of an ethical practice in supervisees and TTP trainees and therefore need to be transparent around issues which impact on this. Where there is concern about a participant's safety, the Trainee's safety and/or the safety of those directly connected with the trainee's teaching of mindfulness-based interventions. A decision may be made to by either Supervisor or Mentor discuss this, with each other. If these concerns cannot be resolved, then discussions may extend to the TTP lead. The outcome of any discussions will be made clear to the trainee.

### **Confidentiality between Trainee and Supervisor**

Discussions in the sessions will normally be held in confidence with the following exceptions:

1. It is understood that the supervisor may take any appropriate matters arising from this supervision to his/her own supervision process. All reasonable care will be taken to ensure the supervisee's anonymity.
2. If the supervisor is sufficiently concerned about the Supervisee's health or a matter with serious criminal, ethical or personal implications the supervisor reserves the right to break confidentiality by discussing this with another responsible person (e.g. the supervisor's consultant supervisor, the supervisee's clinical supervisor, the trainee's mentor). The TTP lead should be informed of any concerns as a matter of course and they will guide the process and make decisions about what information goes to others, etc. Every effort would be made to discuss this with the supervisee in the first instance. The intention behind the whole process will be consistent with a stance of 'mindful ethics' – i.e. an intention to protect the interests of potential participants on the trainee teacher's courses and of the trainee teacher themselves.
3. Supervision, which is conducted as part fulfillment of teacher training pathway requires evidencing via a Supervisory Learning Statement at the submission of your portfolio, which is jointly completed by you and your supervisor. This confirms that the trainee has undertaken supervision and gives an overview of the student's teaching and personal practice development. Any disclosure of supervision content in this statement will be informed by a stance of 'mindful ethics'.

## ***Submitting your portfolios***

### **Part 1 and Part 2A**

You can submit your portfolio as a paper copy printed sent by post or as an email attachment, sent as a zip file so that all sections are together. Include certificates as scans within this submission.

**Arrange your portfolio in a way that makes it easy for your assessor to check that all the criteria have been met and to make it simple to navigate.**

Please include:

- A contents page
- Cross references – i.e. if in your journal summary you mention a particular training put (see p? for evidence).
- A short introduction (no more than 1 side) introducing yourself and your context for teaching.
- A simple table of events and dates

e.g.

Taught 1 <sup>st</sup> MBSR course	date	Any other relevant information
Attended 5 day retreat	Date/teachers	Any other relevant information
etc		

Please send your portfolio to TTP Coordinator (contact details on page 2)

## **Mindfulness-Based Interventions-Teacher Assessment Criteria (MBI-TAC)**

Throughout the TTP you will be engaging with training and self-assessment using the MBI-TAC (<https://www.bangor.ac.uk/mindfulness/documents/MBITACmanualsummaryandaddendums0517.pdf>). The development of these criteria were led by Rebecca Crane at Bangor University in collaboration with the Bangor training team and colleagues in the mindfulness training Centre's at Exeter and Oxford Universities. The Master's programmes at these centres all use these criteria to assess teaching practice skills, and they are also being adopted by training organisations in Europe and the USA. To the individual practitioner these competency criteria can be used as a reflective tool to support learning as skills in teaching mindfulness-based courses develop. To the training organisation the MBI-TAC offers a transparent methodology for assessing a student's skills, and a way of systematically offering feedback on teaching strengths and learning needs to support ongoing development.

The criteria have been developed primarily to respond to a range of contexts in which competence of a mindfulness teacher is a central question. They are also used by trainers and supervisors as a developmental tool to offer clear feedback to trainees and pointers for development, in this way they can also be used as a guide for self-assessment.

One cannot expose oneself to the rigor of being assessed, including self –assessment, without experiencing some vulnerability, so this work asks for deep sensitivity and respect from all of us involved in it. In all contexts nurturing your development as a trainee teacher is the core issue of concern. It is important to bring awareness, kindness and patience to the process of learning and to use the self-assessment tool skillfully in the service of self-development rather than self –judgment.

*The purpose of the MBI-TAC in this context is as a guide for trainees to your progress in development of skills and areas for further development; to give a common language between trainee, mentor and supervisor and a structure to the evidence required to ascertain teaching competence. We recommend that you reflect personally and with your supervisor on the domains within the teaching process exploring your strengths and learning needs.*

### **Principles to bear in mind when using the assessment criteria**

In assessing competence using these criteria, trainees should bear a number of principles in mind:

- The scaling assumes that competences develop over time, moving towards greater competence with training, practice and feedback.
- The descriptors of competency within a domain are progressive – i.e. higher level skills include skills already described in previous bandings.
- The domains are not ranked in any order of importance but some are more substantial than others – i.e. there are a greater number of features to take into account.
- The domains describe processes, which are at play throughout the teaching. At any one moment several domains will be in action. For example, during the teacher-led dialogue which follows a mindfulness practice, Domain 1 will be relevant (appropriateness of the contents of the themes that are being drawn out, pacing of the session); Domain 2 will be relevant (the relational aspect of the conversations); Domain 3 will be relevant (the embodiment of mindfulness during the inquiry process); Domain 5 will be relevant (the quality of the teaching process inherent within the dialogue); and Domain 6 will be relevant (the quality of awareness and responsiveness to the group process during the dialogue).

The skills and processes represented by the domains are all highly interconnected with each other making it challenging to discriminate what skills are being demonstrated within each domain

### ***Good practice guidelines for teaching mindfulness-based courses***

The TTP has been developed in line with the UK Mindfulness-Based Teacher Training Organisation's Good Practice Guidance for teachers (see [mindfulnessteachersuk.org](http://mindfulnessteachersuk.org)).

*These guiding principles have been developed to promote good practice in teaching mindfulness-based courses. Mindfulness courses are intended to teach people mindfulness in ways that can help with physical and psychological health problems and ongoing life challenges. These guidelines cover secular mindfulness-based programs taught in mainstream settings normally over eight weeks.*

*These programmes are: Informed by a clear rationale; Teacher-led; Have been developed to be scalable; Have a set curriculum, typically at least eight sessions with 30 – 45 mins daily home practice, incremental development and experiential learning and; A clear commitment to be evidence-based.*

*The courses judged by the Network of Mindfulness Based Teacher Training Organisations to meet these criteria are listed in Appendix 1.*

---

*A teacher of mindfulness-based approaches should have the following:*

#### **A. Mindfulness Based Teacher Training**

1. Familiarity through personal participation with the mindfulness-based course curriculum that they will be learning to teach, with particular in-depth personal experience of all the core meditation practices of this mindfulness-based programme.
2. Completion of an in-depth, rigorous mindfulness-based teacher training programme or supervised pathway over a minimum duration of 12 months.

#### **B. Training or background required in addition to mindfulness-based teacher training**

1. A professional qualification in mental or physical health care, education or social care, or equivalent life experience, recognized by the organization or context within which the teaching will take place.
2. Knowledge and experience of the populations that the mindfulness-based course will be delivered to, including experience of teaching, therapeutic or other care provision with groups and/or individuals, unless such knowledge and experience is provided to an adequate level by the mindfulness-based teacher training itself. An exception to this can be when teaching with the help of a colleague who knows well the population to whom the course will be delivered and has a relevant qualification. They would also need to have an understanding of mindfulness-based approaches.
3. If delivering MBCT, knowledge of relevant underlying psychological processes, associated research and evidence-based practice, unless these are provided to an adequate level by the mindfulness teacher training programme.

4. If delivering MBCT or other mindfulness-based course with a clinical population, an appropriate professional clinical training

### C. Ongoing Good Practice Requirements

1. Commitment to a personal mindfulness practice through: daily formal and informal practice participation in annual residential teacher-led mindfulness meditation retreats
2. Engagement in processes which continue to develop mindfulness-based teaching practice: ongoing contacts with other mindfulness practitioners and teachers, built and maintained as a means to share experiences and learn collaboratively *and* regular supervision with an experienced mindfulness-based teacher including:
  - i. opportunity to reflect on/inquire into personal process in relation to personal mindfulness practice and mindfulness-based teaching practice
  - ii. receiving periodic feedback on teaching through video recordings, supervisor sitting in on teaching sessions or co-teaching with reciprocal feedback.
3. A commitment to ongoing development as a teacher through further training, keeping up to date with the evidence base, recording and reflecting on teaching sessions, participation in webs forums etc.
4. Adherence to the ethical framework appropriate to the teacher's professional background and working context.

### Appendix 1 List of Courses

- *Mindfulness Based Stress Reduction (MBSR)* ([www.umassmed.edu/cfm](http://www.umassmed.edu/cfm))
- *Mindfulness Based Cognitive Therapy (MBCT)* ([hTTP://mbct.co.uk/](http://mbct.co.uk/))
- *Breathworks* ([www.breathworks-mindfulness.org.uk](http://www.breathworks-mindfulness.org.uk))
- *Mindfulness Based Living Course (MBLC)* ([www.mindfulnessassociation.net](http://www.mindfulnessassociation.net))
- *Mindfulness Based Childbirth and Parenting (MBCP)* ([www.mindfulbirthing.org](http://www.mindfulbirthing.org))
- *Mindfulness Based Relapse Prevention (MBRP)* ([hTTP://www.mindfulrp.com](http://www.mindfulrp.com))

*It is hoped that teachers of shorter courses e.g. Finding Peace in a frantic world will also work towards these guidelines.*

## **Part 1 Core Reading**

Crane, R, (2017), Mindfulness-Based Cognitive Therapy: The CBT Distinctive Features Series (Windy Dryden Ed). London: Routledge.

Crane, R. S., Soulsby, J. G., Kuyken, W., Williams, J. M. G., & Eames, C. (2012). The Bangor, Exeter & Oxford Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI-TAC) for assessing the competence and adherence of mindfulness-based class-based teaching. Retrieved from <https://www.bangor.ac.uk/mindfulness/documents/MBI-TAC-AUG2015.pdf>

Kabat-Zinn, J. (2013). Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain and Illness. New York: Dell.

Kabat-Zinn J. (1998). *Mindfulness meditation for everyday life*. Piatkus.

Santorelli S. (1999). *Heal Thyself. Lessons on Mindfulness in Medicine*. Bell Tower.

Segal Z.V., Williams J.M.G. & Teasdale J.D, (2013). Mindfulness-based Cognitive Therapy for Depression. A new Approach to Preventing Relapse. Guilford Press. Second Edition

Stahl R., Goldstein E., (2010). *A Mindfulness-Based Stress Reduction Workbook*. New Harbinger publications.

Teasdale J., Williams J.M.G., Segal Z.V., (2014). *The Mindful Way Workbook: An 8-Week Program to Free Yourself from Depression and Emotional Distress*. Guilford Press.

Williams J.M.G., Penman D., (2011). *Mindfulness: A practical guide to finding peace in a frantic world*. Piatkus

Williams J.M.G., Segal Z.V., Teasdale J.D. & Kabat-Zinn J.,(2007). *The Mindful Way through Depression*. Guilford Press.

Williams J.M.G. , Kabat-Zinn J., Ed. (2013), *Mindfulness: Diverse Perspectives on its Meaning, Origins and Applications*. Routledge Oxon.

Particularly:

- Chapter 18, Some reflections on the origins of MBSR, The trouble with maps. Kabat-Zinn J.
- Chapter 6, How does mindfulness transform suffering? 1 the nature and origins of dukkha. Teasdale J., Chaskalson M.
- Chapter 7, How does mindfulness transform suffering? 2 the transformation of dukkha. Teasdale J., Chaskalson M.

## **Part 2 Core Reading**

as above plus ...

Brandsma, R (2017) The Mindfulness Teaching Guide: essential skills and competencies for teaching mindfulness-based interventions, New Harbinger Publications,

Baer, R. E. (2015) Ethics, Values, Virtues, and Character Strengths in Mindfulness-Based Interventions: a Psychological Science Perspective. *Mindfulness*, 6 (4), 956-969

Crane, R.S. (2014) Some Reflections on Being Good, On Not Being Good and On Just Being, *Mindfulness*. 6, 5: 1226–1231, DOI 10.1007/s12671-014-0350-y

Crane, R.S., Stanley, S., Rooney, M., Bartley, T., Cooper, C., Mardula, J. (2014). Disciplined Improvisation: characteristics of inquiry in mindfulness-based teaching, *Mindfulness*. 6, 5: 1104–1114, DOI 10.1007/s12671-014-0361-8

McCown, D, Reibel, D, & Micozzi, M.S. (2010). Teaching mindfulness: A practical guide for clinicians and educators. New York: Springer. [This book at £38 is now less than half the price it was last year – and cheaper on Kindle]

### **Recommended Reading for Part 2**

Baer, R. E. (Ed.) (2005). Mindfulness-Based Treatment Approaches: Clinician's Guide to Evidence Base and Applications (Practical Resources for the Mental Health Professional). Burlington, MA: Academic Press. 2<sup>nd</sup> Edition

Beck, A.T., Rush, J.A., Shaw, B.F., Emery, G. (1987). Cognitive therapy of depression. New York: Guildford.

Brown, A. (1974). Group work (3rd Ed). Ashgate Publishing.

Brown, B. (2013) Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent and Lead, Penguin

Crane, R.S., Brewer, J., Feldman, C., Kabat-Zinn, J., Santorelli, S., Williams, J.M.G. and Kuyken, W. (2017) What defines mindfulness-based programs? The warp and the weft, *Psychological Medicine*, 47,6:990–999. doi: 10.1017/S0033291716003317.

Crane, R.S. (2017) Implementing Mindfulness in the Mainstream: making the path by walking it, *Mindfulness*, 8, 3: 585–594doi:10.1007/s12671-016-0632-

Didonna, F. (2009). Clinical handbook of mindfulness. New York: Springer.

Harari, Y.N. (2011) Sapiens: A Brief History of Humankind, Harper

Lakey, G. (2010) Facilitating Group Learning: Strategies for Success with Adult Learners. Jossey Bass

Palmer, P.J. (1998). The courage to teach: Exploring the inner landscape of a teacher's life. San Francisco, CA: Wiley.

Sears, R.W. (2015) Building Competence in Mindfulness-Based Cognitive Therapy: Transcripts and Insights for Working With Stress, Anxiety, Depression, and Other Problems, Routledge

Westbrook, D., Kennerley, H., & Kirk J. (2007). An introduction to Cognitive Behaviour Therapy: Skills and applications. London: Sage

Williams, J.M.G., Teasdale, J.D., Segal, Z.V., & Kabat-Zinn, J. (2007). The mindful way through depression: Freeing yourself from chronic unhappiness. New York: Guilford.

Please follow this link for resources from the CMRP website

Publications: <http://www.bangor.ac.uk/mindfulness/publications.php.en>

Resources for teachers: <https://www.bangor.ac.uk/mindfulness/professional-practice.php.en#tab-2>

Centre for Mindfulness MBSR curriculum: <https://www.umassmed.edu/cfm/training/mbsr-curriculum/>

**Appendix 1: MBI-TAC Self-reflection/assessment sheet**

<b>Domain</b>	<b>Key features</b>	<b>Incompetent</b>	<b>Beginner</b>	<b>Advanced beginner</b>	<b>Competent</b>	<b>Proficient</b>	<b>Advanced</b>
<b>1. Coverage, pacing and organisation of session curriculum</b>	<i>Adherence to curriculum Organisation of teacher, room and materials Responsiveness and flexibility in adhering Appropriateness of themes and content Session flow and pacing</i>						
<b>2. Relational skills</b>	<i>Authenticity and potency Connection and acceptance Compassion and warmth Curiosity and respect Mutuality</i>						
<b>3. Embodiment of mindfulness</b>	<i>Present moment focus Present moment responsiveness Calm and alertness Attitudinal foundations Person of the teacher</i>						
<b>4. Guiding mindfulness practices</b>	<i>Language – precise and spacious Key Learning for each practice available Elements to consider when guiding</i>						
<b>5. Conveying course themes through interactive teaching</b>	<i>Experiential focus Layers within the inquiry process Conveying learning Teaching skills Fluency</i>						
<b>6. Holding of group learning environment</b>	<i>Learning container Group development Common humanity Leadership style</i>						

<b>Domain</b>	<b>Teaching strengths</b>	<b>Learning needs</b>
<b>1. Coverage, pacing and organisation of session curriculum</b>		
<b>2. Relational skills</b>		
<b>3. Embodiment of mindfulness</b>		
<b>4. Guiding mindfulness practices</b>		
<b>5. Conveying course themes thro' interactive teaching</b>		
<b>6. Holding of group learning environment</b>		

## **Appendix 2: Supervision learning Statement**

**Trainee's name:**

**Part of TTP:**

**Supervisor's name:**

(If you are not part of the Mindfulness Network supervision team please give full contact details)

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*This part of the form is to be filled in by the supervisee:*

1. Please identify the number and length of supervised sessions that you have undertaken with your supervisor during this part of training
2. Please comment on the role supervision has played in the development of your mindfulness-based teaching practice over the past year.
3. If the report is for Part 2A, please confirm that you have submitted a video showing guiding and inquiry of at least 1 practice, of 40 minute duration in total, of your teaching and inquiry.
4. Please list any teaching practice you have engaged in during the year and comment on the role supervision has played in relation to this.
5. Please use this space to make any other commentary on the supervision process and, if you wish, on the information supplied by your supervisor, continuing overleaf as required.
6. If you have changed your supervisor during the pathway, please list all your supervisors and briefly give a reason for the change

Signature of supervisee:

Date:

*This part of the form is to be filled in by the supervisor:*

1. Please comment on the trainees use of supervision throughout the training period.  
(Please include examples of trainees commitment and engagement to the supervision process.)
2. Please comment on the trainees teaching practice during the training period and the role that supervision has played in supporting this.
3. If the report is for part 2A, please confirm that you have been given the opportunity to review a video of the supervisees teaching and inquiry. Please offer comments on this review in this report.
4. Any further information you wish to identify?

Signature of supervisor:  
(The signature can be electronic)

Date:

### **Appendix 3: Developing mindfulness Teaching Skills - Guidance for Trainees**

#### **How you can help yourself deepen your preparation to teach**

- Developing your personal practice – the basis for all mindfulness teaching. If after the Foundation you find it is a struggle to maintain a daily practice, it will be too soon to be training to teach – we recommend you take more time out to deepen and strengthen your meditation practice before embarking on part 1.
- Collecting and practicing with a range of other teachers' MBSR/MBCT CDs (Jon Kabat-Zinn; Mark Williams; various Bangor teachers).
- Participating in and observing other teachers' 8-week courses if at all possible. This is an invaluable way of learning more about the programme, understanding more of the teaching process, especially enquiry, as well as deepening your own practice.
- If there are no 8-week courses locally, you could experience the mindfulness course afresh by taking yourself through the programme week by week, if possible alongside one or more of your peers. You can use a book such as Mindfulness in 8 weeks, Chaskalson; MBCT for Depression manual (Segal et al. 2nd ed., 2013), or the MBSR curriculum (available on request from your mentor) alongside Full Catastrophe Living (Kabat-Zinn, 2nd ed., 2013). The book 'The Mindful Way Workbook' (Teasdale, Williams and Segal, 2014), and the virtual 8-week course led by Saki Santorelli and Florence Meleo-Meyer available from [www.soundstrue.com](http://www.soundstrue.com) may also be helpful here (the latter is more expensive). Decide whether to work through the course as a participant (using a workbook or online course) or to lean into observing the teaching aspects by using the MBCT manual or MBSR curriculum. You will be progressing from practitioner to teacher + practitioner during part 1, and only you know where is best for you to start.

#### **Starting to Teach**

- Start by setting up your required supervision with a Centre-approved supervisor as early as possible. <https://www.mindfulness-network.org/>
- Assessment and Orientation of your course participants is a crucial part of any course. This process will need to be carefully thought through with the help of your supervisor
- Trainees also find it very helpful to pair up with a peer on a regular basis, to swap practice guidance and to practice enquiry and offer feedback to each other.
- Arrange a teaching apprenticeship, observing or assisting an experienced teacher before you teach the course yourself. Feedback and discussion of teaching points during this process is wonderfully useful.
- Consider running your own first course or taster session for no fee, as a trainee.
- Consider co-teaching your first group with a more experienced teacher, or with a colleague at a similar stage of development in their teaching – again, discussion week by week is most helpful.
- Record your practice guidance at home (e.g. on your phone) and listen to it. This is a great way of developing your guiding skills and experience.
- When getting ready to teach an 8-week course, prepare your workbook or set of handouts week by week, with the idea of continuing to review and develop it as you gain experience

and get feedback. Ensure that you acknowledge all your sources (Segal et al. MBCT for depression, CFM training materials, Bangor material, etc.).

Stick to a straightforward mindfulness-based programme (8-week MBSR/CT) and become really familiar with that, before you start adapting and changing it. Remember that as a beginning teacher, you have the great advantage of genuine ‘beginner’s mind’, and of travelling alongside your participants rather than being ‘the expert’.

### **Recommended further development for Part one trainees**

- For one of your retreats, go on a meditation retreat to deepen your personal practice (see information in appendix 5). This is both a luxury and a necessity for mindfulness teachers!
- Costing in sufficient supervision time is very important. Suggestions are made in this document about the level of supervision needed for early teachers. If you are starting to teach 8-week courses you will need more supervision.
- To make the most of your teaching supervision, we recommend that you video record some of your teaching work (with participants’ consent - video consent forms are in Appendix 5) and ask your supervisor to give you feedback on the recording.
- Make sure you are working within the Good Practice Guidelines for Mindfulness-Based Teachers, and also use the MBI-TAC to help you recognise and develop the skills required to be a competent mindfulness teacher. Both documents are on the CMRP website under Resources.

## **Appendix 4: How to make good recordings of mindfulness teaching practice**

### **Hints and tips**

As you will be submitting recordings of a whole 8-week course for Part 2B (see below), it is essential that you prepare for this by practising recording yourself teaching. This will ensure that you have the technological skills, and are also prepared for any psychological effect of being recorded, which can affect your teaching initially. Remember to contact Rebecca Crane before embarking on recording the course you plan to submit for part 2B. You will also though be recording some of your teaching during Part 2A to share with your supervisor – so the information below will be helpful for this and will help you prepare for the bigger submission.

**Get some help:** If you have not used a camera before, ask for help and advice from a friend or a colleague who has used a camera. Perhaps even borrow a camera to practice with.

**Pick the right camera:** If you are buying or hiring a camera or video camera, it needs to have good sound and a reasonably clear picture (don't worry too much about pixels – if it's a fairly recent digital camera it will be good enough). It is usually helpful to attach an external microphone to a camera. Don't forget to make sure your camera has all the connectors it needs to transfer your footage to the computer.

A video camera and some new cameras will record continuously for 2 hours; other cameras will record for a maximum of 30 minutes. If you have a camera that only records for 30 minutes, you will need to find a way to restart the camera after each 30 minute period, which could be difficult if you do not have a helper. It would also be easier to make sure that the SD card in the camera will take a 2 hour recording.

There is a lot of different software available to convert your media if required to MP3, MP4, or MPEG format. In most cases, the computer will come with software to do this. You can also buy more advanced software packages, or there is free software available on the internet which converts video files. Have a google to find out how to do this in a way that is compatible with your computer equipment.

**Make sure the sound is as good as the picture.** To be assessed properly, it is essential that we can hear both you and your participants clearly. Remember that the assessor will not be able to see the participants' faces, which makes the sound quality even more important. Make at least one test recording before you start teaching. As far as possible, make sure that there are no loud noises from outside the room (e.g., construction work) which might make it difficult to hear what is being said on the recording (you may need to shut windows and doors). If the sound quality is doubtful, try using an external microphone.

**Make sure there is enough light** in the room to allow a clear picture.

**Put the camera somewhere stable.** You don't want the camera to fall over or tilt while you are filming. It might be worth purchasing a tripod. Otherwise make sure that there is a surface or table at the right height and in the right place for you to rest the camera.

**Check where you are aiming the camera.** It is really important to make sure that you are filming what needs to be seen. It is important to see the whole of your face and not just a side view. As much of your body as possible should be in camera view (so the assessor can see your body posture); at the same time, avoid having the camera so far away that your face cannot be seen clearly. As far as possible, your participants should not be in the camera for reasons of confidentiality. You may be able to position the camera between two participants (perhaps looking over their shoulders) on the other side of the circle to yourself. Putting the camera inside the circle is very intrusive, but too far outside makes the picture small and the sound too quiet. Find a balance that suits your situation.

It is important that you are audible all the time and visible most of the time. This includes being visible and audible whilst guiding practices lying down (body scan, mindful movement) and standing (stretch and breath). At times, you may be audible but lose some of the picture for short periods e.g. when transitioning between sitting and lying down, or when teaching walking meditation and you go out of sight of the camera.

**If at all possible, have someone else operate the camera for you.** This is particularly helpful when you are recording for summative assessment, so that your attention can be fully on your teaching (not on the camera) and you can be kept ‘in shot’ at all times. It is important that your helper is also a participant in the class and not a passive observer. This could be someone who has done the course before and is happy to do it again and operate the camera for a reduced fee or free course.

Practice where to place the camera before the start of each session and decide how to position the camera when you move from your chair – e.g. to the flip chart, a body scan or a movement practice. If moving the camera would interrupt the teaching process or distract the group, e.g. in a walking practice, it is possible to point the camera towards the floor or a wall and to have the sound only recorded for short periods (but remembering to point the camera at you afterwards).

**Be aware of the effects of recording on yourself.** If you are worrying about whether the camera is working etc. it can distract you from your teaching. Also you may feel initially uncomfortable about being recorded. It is helpful to practice recording yourself as early as possible in your teaching (before you come to make the recordings for assessment) so that it begins to feel more comfortable. Watching your recordings will give you a greater sense of familiarity and ease. Your mindfulness practice, especially grounding yourself in your body, will be a support with any feelings of anxiety or self-consciousness. *Remember that that recorded teaching is very helpful indeed for you to watch, learn from and give yourself feedback on and is part of the supervision process.*

**Be aware of the possible effects of recording on the group members** You will need to tell your participants in advance about being recorded and ask for their consent (see consent form). Talking it through in a matter of fact and reassuring way is helpful, as is being clear that recording is for supervision or assessment purposes only and that the recordings will only be seen by you and your supervisor and assessor. It is important to be clear with participants about whether they will be in view or not, and that it is only *you* being filmed and not them. Remember that inadvertent recording of participants often occurs e.g. when they forget about

the camera or when they are doing movement or walking. Usually as long as you are relaxed about the camera and process of recording, your participants will accept it as part of the furniture and will be supportive of your work, seeing it as part of ensuring high standards in teaching.

**PRACTICE!** This is the most important thing of all. Test out the functions and settings on your camera before you start the recording sessions. Remember to take the lens cap off and press all the right buttons to start the recording. Make sure your memory cards record for long enough. The amount of recording time each card can hold will depend on the type of camera and size of the card. Check before you start (sometimes the remaining time will be shown on the screen). Make sure your speaking voice is loud enough and the light is sufficient.

### ***Permission to video record sessions***

Please check the audio-visual recording policy for the organisation you work for and ensure that your procedures adhere to this. You will need to get consent for being video recorded from all participants on the course you are recording for your supervisor and for the Part 2B submission.

On the following page is a sample consent form to use with the participants on your course for your Part 2A recording for your supervisor.

There are sentences for your information that will need to be deleted. You may need to adapt the form for your own circumstances in which case we ask that you check with your supervisor before the course starts, and include all the areas cited on the form below. If in doubt, please check with your supervisor.

### ***Video Recording Information and Consent Form***

I confirm that I have been informed that the mindfulness session in which I am participating will be video-recorded as part of the on-going training and development of the instructor, who is training to teach Mindfulness-Based Courses

**Please initial each box**

I understand that the session is videotaped for educational purposes, to record the work of the instructor for supervision. I understand that the camera will as far as possible be trained on the instructor

I understand that the videotapes will remain confidential, and will only be seen by the instructor and his/her supervisor and will be destroyed once they have served their educational purpose

I agree to take part in a session that is being videotaped, and for these tapes to be used for the purposes given above. I have had an opportunity to ask questions, and any questions asked have been answered satisfactorily. I have been given a copy of this information and consent form to keep.

Printed

Name:\_\_\_\_\_

Date:\_\_\_\_\_

Signature:\_\_\_\_\_

Witnessed by:\_\_\_\_\_  
Mindfulness Instructor [signature + workplace/contact details, etc.]

## **Appendix 5: Guidance for mindfulness-based teachers on how to label themselves and the programmes they teach**

### **Mindfulness-Based Stress Reduction or Mindfulness-Based Cognitive Therapy?**

#### **Introduction:**

Mindfulness-Based Stress Reduction (MBSR) is a group-based programme developed by Jon Kabat-Zinn and colleagues at the University of Massachusetts Medical Centre, Centre for Mindfulness (CFM) for populations with a wide range of physical and mental health problems ([www.umassmed.edu/cfm/home/index.aspx](http://www.umassmed.edu/cfm/home/index.aspx)). MBCT is an integration of MBSR with Cognitive Behavioural Therapy (<http://mbct.co.uk/>). It was initially developed by Zindel Segal, Mark Williams and John Teasdale to help recovered recurrently depressed participants and has been recommended by NICE for this group. MBCT is evolving to be taught to a broader range of people based on psychological understandings of what causes human distress and in a range of settings (e.g., health service, schools, forensic settings).

#### **MBSR:**

The MBSR programme is an integration of various theoretical and pedagogical underpinnings (see figure 1).

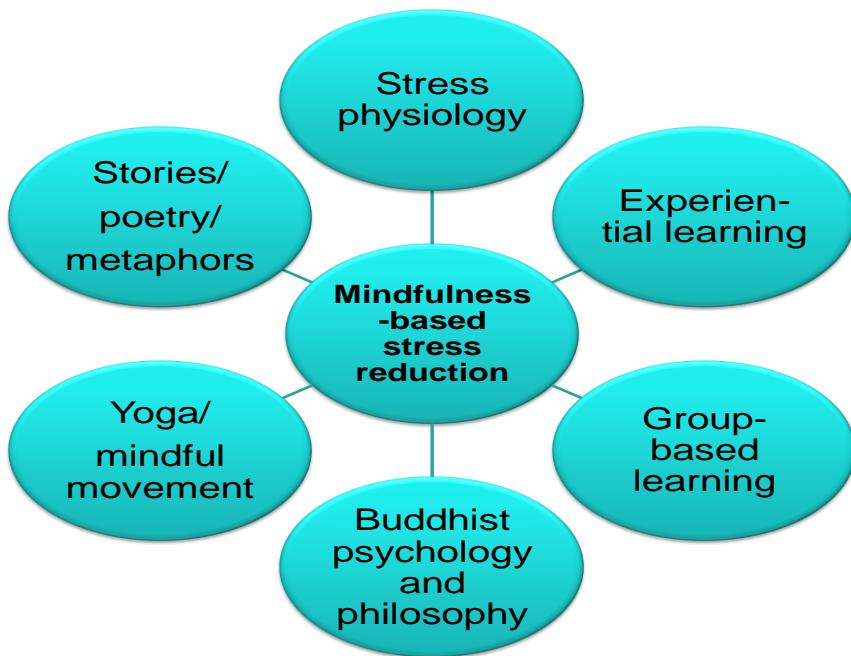


Figure 1

MBSR is underpinned by an understanding of

- 1) the general vulnerabilities shared by all humans that relate to their patterns of emotional distress, which is implicitly informed by Buddhist teachings around suffering and
- 2) current day theories around stress and resilience.

#### **MBCT:**

The MBCT programme is an integration of MBSR and the theories and principles of cognitive behavioural therapy (CBT) (see figure 2). The CBT contribution to the integration takes two broad forms:

1. An underpinning psychological framework/model which describes how general vulnerability (inherent challenge shared by all humans), and specific vulnerability

(particular challenges shared by the population that the class may be targeted to), are created and perpetuated.

## 2. Curriculum elements which are drawn from CBT practice



Figure 2

### What informs my decision to label the course I teach MBCT or MBSR?

- *Context* – the setting in which you are working may influence the choice of course title. For example, in the health service MBCT is recommended by NICE, is better known and is likely to have more acceptability within this context.
- *Population who are coming to the course*. For example, the title MBSR may have more meaning and be more appropriate for a general public population than MBCT.
- *Teacher experience and knowledge* – MBCT teachers also have training in relevant psychological processes, have a working understanding of the psychological theories which describe general vulnerability, and a working understanding of the psychological model which describes the particular vulnerability of the population attending the course. When teaching MBCT or MBSR in a clinical context, a professional clinical training is required.
- *Research* – If teaching either programme, the teacher is informed about the research relevant to the populations that the group is for. If teaching MBCT to a population that has a current evidence base, the teaching process is embedded within the psychological theories for this population.

## **Appendix 6: Curriculum Guides and Further Reading**

**MBSR** - <https://www.umassmed.edu/globalassets/center-for-mindfulness/documents/mbsr-curriculum-guide-2017.pdf>

**MBCT** - Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2002 & 2013). Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse. New York: Guilford Press.

### **Useful further reading on this theme:**

Crane, R.S., Brewer, J., Feldman, C., Kabat-Zinn, J., Santorelli, S., Williams, J.M.G. and Kuyken, W. (2017) What defines mindfulness-based programs? The warp and the weft, Psychological Medicine, 47, 6:990–999. doi: 10.1017/S0033291716003317

Crane, R.S. (2017) Implementing Mindfulness in the Mainstream: making the path by walking it, Mindfulness, doi:10.1007/s12671-016-0632-7

Crane (2017) Mindfulness-Based Cognitive Therapy: Distinctive Features. Second Edition, Routledge