

SUSSEX MINDFULNESS CENTRE

Handbook for the Training Programme in Adapted Mindfulness-based Interventions (MBIs) (for non 8 week programmes)



For intake in 2019

Contents

Introduction to the training.....	2
Learning outcomes.....	2
Who is the training for ?.....	3
Admission criteria.....	3
Application and selection process.....	4
Training in work time (for SPFT staff)	4
Fees.....	5
Training programme Philosophy and approach.....	5
Course structure	6
Dates and venues.....	6
Course content.....	7
Reflective writing.....	10
Training programme completion.....	10
Beyond the training.....	10
Course reading.....	10
Ethical practice, confidentiality and safety	12
Feedback and complaints procedure.....	12
Course staff.....	12
Contact.....	13
Biographies.....	13
Appendix: Brief notes on the MBI-TAC.....	14

1) Introduction

The Sussex Mindfulness Centre (SMC) (www.sussexmindfulnesscentre.nhs.uk) brings together teachers, trainers and researchers of Mindfulness-based Interventions (MBIs) in Sussex Partnership NHS Foundation Trust (SPFT). This includes a partnership of SPFT staff, experienced researchers at Sussex University, and experienced teachers and trainers in the local community. The Centre has good links with local teachers with whom it aims to facilitate a collaborative network through CPD and other events, as well as with trainers and researchers in other mindfulness centres and universities in the UK. The SMC aims to draw on the high quality training, good governance and the existing research evidence to offer high quality mindfulness provision. At the same time, it aims to develop new evidence by developing and evaluating innovative mindfulness approaches, and with groups that may not otherwise have been considered able to benefit from MBIs.

SMC has been offering a year-long Foundation training in Mindfulness-based Interventions (MBCT/MBSR) since 2011. More recently, it has become clear that an ever growing number of people are drawing on mindfulness in their work and using adapted mindfulness-based interventions that are not the standard 8 week programmes, such as MBCT or MBSR. Although this adapted mindfulness work often requires great skill, practitioners have not necessarily had much training in delivering mindfulness-based interventions. This training, which was first delivered in 2016, is for people who do not need to complete the extensive training required to deliver MBCT/MBSR but who nevertheless wish to be equipped to use adapted mindfulness-based interventions safely and effectively.

For Sussex Partnership staff, completion of this training, or equivalent, will become one of a number of requirements needed to meet governance arrangements for delivering adapted mindfulness-based interventions.

2) Learning Outcomes

- To be able to teach a mindfulness-based intervention in the teacher's setting.
- To be able to guide people in both formal and informal practices, adapting practices according to the relevant population and service.
- To understand the rationale behind providing different mindfulness practices and some of the learning that is likely to be derived from them.
- To be able to teach in an embodied way, drawing on the teacher's experience of their own practice.
- To be able to express some of the attitudinal foundations of mindfulness, such as Non-Judging, Non-Striving and Beginner's Mind; and keys aspects of the 'culture' of

mindfulness-based interventions, such as seeing issues that arise as universal aspects of the human condition rather than as pathology.

- To understand, and be able to make an assessment of, the risks of mindfulness practices with the teacher's participant population, and to be able to adapt practices accordingly.
- To have some knowledge of the evidence base for the use of mindfulness with the population being taught.
- To be able to help people explore their experience of a practice in a way that is congruent with mindfulness-based principles.

3) Who is the training for?

The training is geared towards people who use mindfulness practices in delivering:

- Individual or group based clinical work (but not the 8 week MBCT/MBSR programmes). Often this will be with populations for whom the 8 week programmes will not be suitable and need to be adapted – for example with young people, people with learning disabilities or people with developmental or neurological challenges.
- Drop in or taster sessions for staff or service users.
- Adapted Mindfulness-based interventions such as PBCT, ACT, DBT, Mindfulness for Voices groups, Mindfulness for physical health conditions and non 8 week Mindfulness groups in Recovery College.

4) Admission Criteria

The training is open to people who:

- Have completed the 8 week MBCT/MBSR course as a participant, or who can show they will have done so by the start of the training.
- Have a regular mindfulness practice (with formal practice at least 2 or 3 times per week).
- Can envisage and describe appropriate ways in which they could use the training.

In addition, Sussex Partnership staff will be more likely to secure Trust funding for the training if they:

- Have a professional mental health training
- Have the support of their manager and clinical lead to take the necessary time to do the training.
- Be in a role which allows for the delivery of a mindfulness-based intervention.
- Be in a service where there is some evidence that the populations using that service can benefit from an MBI; or where there are proposals from the Trust Research dept to work on innovative approaches with that population.
- work in a geographical area and service where there is currently limited provision of MBIs and/or where there are strategic Trust objectives for extending the delivery of particular MBIs.

5) Application and selection process

Selection will be by application form, and where necessary, by telephone. Selection will be based on experience, motivation, and the likely benefit of the training to the context in which the applicant intends to use mindfulness. In the case of Sussex Partnership employees, this will be affected by strategic decisions about the delivery of mindfulness in the Trust.

For more information about the course, and/or an application form, please go to:

<http://www.sussexpartnership.nhs.uk/mindfulness-training>.

Applications should ideally be sent to the Sussex Mindfulness Centre electronically to smc@sussexpartnership.nhs.uk, or by post at Sussex Partnership NHS Foundation Trust, Aldrington House, 35 New Church Road, Hove, BN3 4AF. **They should arrive by Friday 16th November 2018.** For further administrative questions about the training, please contact smc@sussexpartnership.nhs.uk or call Caroline Windley on 0300 304 2057. For questions about course content, please contact Robert Marx at robert.marx@sussexpartnership.nhs.uk. Selection decisions will be made by 14th December 2018.

6) Training in work time (for Sussex Partnership employees only)

It is expected that trainees' managers will release 'trainees' for 8 days of teaching and that the remaining Saturday day retreat, the regular, personal mindfulness practice, the reading and reflective writing will be completed within trainees' own time. Once the training has been completed, the expectation would be for managers and leads to release 'graduates' undertaking mindfulness-based work for periodic mindfulness supervision.

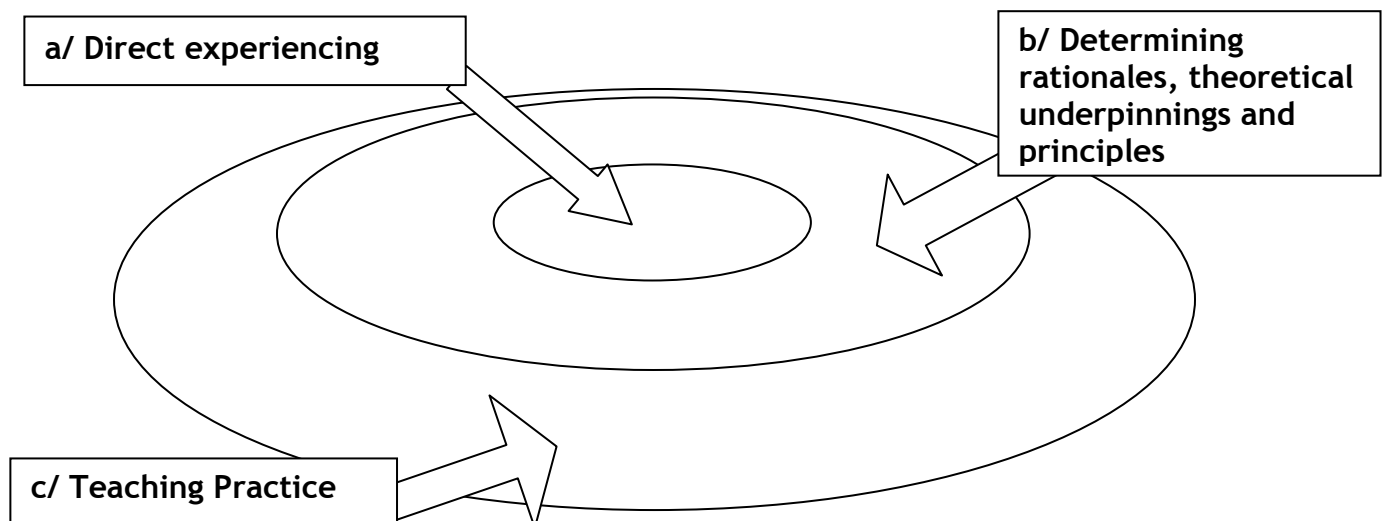
7) Fees

Twenty places are available in total. Between 3 and 5 of these are expected to be funded by Sussex Partnership. The remaining places will be open to people funded by other employers or self funded. The fee per place for the training is £1,900.

8) Training programme philosophy and approach

The training is based on an inner core of direct personal experiencing of mindfulness. This forms the basis for the succeeding circles of determining rationales, theoretical underpinnings and principles, and learning through teaching practice:

- a) **'Direct Experiencing'**: of the most commonly used mindfulness practices. This places the direct experiencing in a personal context of understanding. Personal mindfulness practice is seen as essential for the teaching to be embodied, and this is facilitated through regular personal practice and the day retreat.
- b) **'Determining Rationales'**: linking these direct experiences to the aims of the mindfulness work. This involves placing the learning in a wider context of theoretical understanding. Reflective writing and dialogue supports the integration of theory with both personal and teaching practice.
- c) **'Teaching Practice'**: exploring and dialoguing how the learning in 1) and 2) relates to different approaches to teaching these practices and exercises. This facilitates the development of the skills required to communicate the ideas, qualities and approach of mindfulness-based work.



9) Course structure

'Trainees' will take part in:

- Eight days of core teaching scheduled for between March and Nov 2019.
- A one-day retreat.
- Personal mindfulness practice: as a rough guide, approximately 2 or 3 times per week of 20-30 minute practice.
- Reading.
- Writing four 600 word reflective accounts to be submitted 2 weeks before each of the training days (except 11th June and 20th Sept)
- An end of training programme tutorial.

10) Course dates and venues

All dates are in 2019 unless otherwise stated:

Core teaching days:

Fri 1st Feb

Fri 29th March

Fri 17th May (safe and effective day)

Fri 14th June

Fri 4th Oct

Fri 15th Nov

Master class

11th June- Rebecca Crane and Clara Strauss

20th September – Christina Feldman

Day retreat

Dates TBC

All events, apart from the end of year tutorials and the conference, are scheduled to take place at the Sussex Education Centre, Nevill Avenue, Hove, BN3 7HZ. Please bring mats, blankets, cushions and lunch to all of the whole day events based here.

11) Course content

Pre training	<p>Do the 8 week course as a participant – establish some kind of regular (at least 2 or 3 times a week) formal, personal practice. Attend drop ins.</p> <p>Read about attitudinal foundations in Kabat-Zinn's (1990) 'Full catastrophe Living', Crane et al (2012) on competence in teaching mindfulness-based courses, Crane et al (2017) on the 'warp and the weft' and Crane's (2015) reflective piece on being good.... Write 600 words on issues arising from delivering body-based practices and on your own experience of doing body-based practices – send this in 2 weeks in advance of Day 1.</p>			
Day and teachers	9.30-11	11.30-1	1.45-3.15	3.30-5
Teaching day 1 Fri 1 Feb Karunavira and Robert Marx	<p>Introduction to the work of SMC, mindfulness governance, training and research; intro to this training course; participants introduce their mindfulness work and work settings; what mindfulness is and isn't: the attitudinal foundations.</p>	<p>Take part in guided short body focused practice with inquiry. Discussion, including why this type of practice is important. Narrow vs broad focus in the body, moving towards, away or around sensation, working with pain.</p>	<p>Deliver a short body focused practice with Inquiry. Feedback. Brief reflections on the day.</p>	<p>Consultation/ case discussion around trainees' mindfulness work: problems, dilemmas, pleasures; and about personal practice.</p>
Pre2	<p>Read Santorelli's (1999) 'Heal thyself', Rosenberg's (1999) 'Breath by Breath' and Shapiro et al (2006) Mechanisms of Mindfulness. Write 600 words on issues arising from delivering breath based practices and on your own experience of doing breath-based practices – send this in 2 weeks in advance of Day 2.</p>			
Teaching day 2 Fri 29 th March Robert Marx and Taravajra	<p>The culture of mindfulness: 1) Embodiment: role of personal practice. 2) Common humanity/ kindness. 3) Metacognitive awareness, decentering,</p>	<p>Take part in guided short breath focused practice with inquiry. Discussion including why this type of practice is important. Grounding, stabilisation,</p>	<p>Deliver a short breath focused practice with Inquiry. Feedback. Brief reflections on the day.</p>	<p>Consultation/ case discussion around participants' mindfulness work: problems, dilemmas, pleasures; and personal practice</p>

	awareness and regulation of emotion; working with difficulty if it occurs.	focus, present moment awareness.		
Pre 3	Read the 'Mindful Nation' report published by Mindfulness Initiative (2015) and chapter 9 on 'assessment of mindfulness' in Didonna, F. (Ed). (2009). Write 600 words on issues that have arisen for you in relation to safety and risk in mindfulness-based practice – either in what you have so far led, read or thought about – send this in 2 weeks in advance of Day 3.			
Teaching day 3 Fri 17 th May Ines Santos, Robert Marx, Clara Strauss, Bridgette O'Neill And service user specialists	Identifying, understanding and responding to trauma for mindfulness teachers.	Assessment and consideration of suitability. Safe practice: the risks of mindfulness with vulnerable groups.	Mindfulness research; what does the evidence tell us about what works and what might be risky ?	Service user co-produced session on the experience of receiving mindfulness; what helped and what didn't ?
Teaching day 4 Master class Tuesday 11 th June Rebecca Crane and Clara Strauss	Psychological processes in Mindfulness Based Approaches: Understandings from research			
Pre 5	Read sections of Crane (2017) and Teasdale, J., Williams, J.M.G., & Segal, Z. (2014) on movement and walking. Write 600 words on issues arising from doing/delivering movement based practices and on your own experience of doing movement-based practices– send this in 2 weeks in advance of Day 4.			

Teaching day 5 Fri 14 th June Bridgette O'Neill and Taravajra	Different kinds of movement practice. What's common and different to other practices? Value and challenges of movement, especially for vulnerable groups	Take part in guided short movement and/or walking practice with inquiry.	Deliver a short movement and/or walking practice with Inquiry. Feedback.	Consultation/ case discussion around participants' mindfulness work: problems, dilemmas, pleasures; and personal practice
Teaching day 6 Masterclass Fri 20th Sept Christina Feldman	Master Class: Buddhist foundations of mindfulness			
Pre day 7	Read sections of Crane (2017) and Teasdale, J., Williams, J.M.G., & Segal, Z. (2014) on breathing space. Write 600 words on issues arising from practising/teaching breathing spaces and mindfulness in ordinary life. Send this in 2 weeks in advance of day 6.			
Teaching day 7 Fri 4 Oct Bridgette O'Neill and Karunavira	Washing the dishes: the use of mindfulness in daily life. Breathing spaces. Materials: CDs, handouts, poetry, stories. Why this type of practice is important.	Taking part in and Practising the breathing space and other short similar practices	Deliver a breathing space with Inquiry. Feedback.	Consultation/ case discussion around participants' mindfulness work: problems, dilemmas, pleasures; and personal practice.
All day (dates TBC)	All day: Day of silent practice with staff, clients and ex clients			
Pre 8	Read parts of Didonna (2009) 'Clinical handbook of Mindfulness' that are relevant to your client group plus other books tailored to relevant group eg Vidyamala Burch (2008), Williams et al (2007) the Mindful way through depression. Also read relevant parts of Segal, Williams & Teasdale (2013) (2nd ed) and Crane (2008) on			

	inquiry and in 'Teaching Mindfulness' by McCown et al (2010). Write 600 words on issues arising from delivering mindfulness-based approaches with specific populations and from talking about mindfulness practice plus complete in relation to yourself sections 2 to 6 of the final table of the MBI –TAC from Bangor, Oxford and Exeter universities - send this in 2 weeks in advance of Day 7.			
Teaching day 8 Mon 19 Nov Karunavira Taravajra Bridgette O'Neill Robert Marx And other mindfulness specialists	Small groups based on specialities: Mindfulness with: Psychosis In individual therapy Learning Disabilities Young people Choosing one group	Talking about practice as a practice: inquiry, insight dialogue, discussion. Warmth, curiosity, mutuality. Group dynamics.	Practising inquiry. Feedback	Group tutorials. What have you learnt ? What are your strengths and areas to develop ? MBI-TAC. What do you need now? Supervision; governance.

12) Reflective writing

During the year, two weeks before each of the teaching days (not including the all day or master classes) you will need to email to the four trainers a 600 word reflective piece that brings together the personal practice, the theoretical learning and the experience of practising teaching, or actually teaching, that you have done in the time period between the previous and next days of the training programme.

In your reflections, you may want to ask yourself what you learned from a particular experience, and how it challenged you or changed your perspective. It would be helpful to know how you made sense of an idea or an experience, how you worked with a confusion, or how you critiqued an approach. Please include what inspired you and what sat uncomfortably with you, and why.

The detailed content of this material will be kept confidential to the core group of trainers, but the themes will be used as a basis for the group discussions.

13) Training programme completion

Awarding of the SMC certificate for successful completion of the course will depend on attendance at a minimum of 90% of the events. This means that, out of the 8 days (including the one day retreat and the master class), not more than one day can be missed. Given that the course is not that long, we strongly advise planning for 100% attendance. At least 5 out of the 6 pieces of reflective writing must be submitted.

14) Beyond the training

Sussex Partnership employees will need to meet Trust governance criteria for teaching non 8 week mindfulness interventions (see <http://sussexmindfulnesscentre.nhs.uk/practice-and-governance/mindfulness-governance/>) in order to deliver non 8 week (MBCT/MBSR) mindfulness-based interventions. Completion of this training will allow practitioners to meet a significant dimension of those governance requirements.

Other aspects of good governance for the delivery of mindfulness-based interventions In Sussex Partnership require staff to have an ongoing personal mindfulness practice, periodic mindfulness supervision, attend mindfulness CPD, and be up to date with the relevant mindfulness evidence base in their field.

15) Course Reading

In addition to any materials specific to particular specialist relevant areas, trainees are advised to read from the following:

Bangor, Exeter and Oxford universities (2015). Mindfulness-based Interventions Teaching Assessment Criteria (MBI:TAC).

<https://www.bangor.ac.uk/mindfulness/documents/MBI-TACMay2012.pdf>

Burch, V. (2008). Living well with pain and illness. London: Pitakus

Crane, R. (2017). Mindfulness-based cognitive therapy. 2nd ed. London: Routledge.

R. S. Crane et al. (2017). What defines mindfulness-based programs? The warp and the weft. *Psychological Medicine* (2017), 47, 990-999. doi:10.1017/S0033291716003317.

Crane, R. (2015). Some Reflections on Being Good, on not Being Good and on Just Being. *Mindfulness*, 2015, 6, 5, 1226–1231. DOI 10.1007/s12671-014-0350-y.

Crane, R., Kuyken, W., Williams, J.M.G., Hastings, R.P., Cooper, L., Fennell, M.J.V. (2012). Competence in teaching mindfulness-based courses: concepts, development and assessment. *Mindfulness*, 3, 1, 76-84.

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

Hölzel et al. (2011). How does mindfulness meditation work? Proposing mechanisms of action from a conceptual and neural perspective. *Perspectives on Psychological Science*, 6, 6, 537-559.

Kabat-Zinn, J. (1990). *Full Catastrophe Living: using the wisdom of your body and mind to face stress, pain and illness*. New York: Dell.

McCown, D., Reibel, D. and Micozzi, M.S. (2010). *Teaching mindfulness: a practical guide for clinicians and educators*. New York: Springer.

Mindfulness Initiative (2015). *The Mindful Nation report*. Report by the Mindfulness All-Party Parliamentary Group (MAPPG). On the SMC website under 'outreach and national policy'

Rosenberg, L. (1999). *Breath by breath: the liberating practice of insight meditation*. Boston: Shambala.

Santorelli, S. (1999). *Heal Thy Self: Lessons on mindfulness in medicine*. New York: Bell Tower.

Segal, Z.V., Williams, J.M.G. & Teasdale, J.D. (2013). *Mindfulness-Based Cognitive Therapy for Depression*. 2nd Ed. Guilford Press: New York.

Shapiro, S.L., Carlson, L.E., Astin, J.A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology*, 62, 373-386.

Teasdale, J., Williams, J.M.G., & Segal, Z. (2014). *The Mindful Way Workbook*. New York: Guilford Press.

Williams, J.M.G. (2008). Mindfulness, Depression and Modes of Mind. *Cognitive Therapy Research*, 32, 721-733. DOI 10.1007/s10608-008-9204-z.

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

Williams, J.M.G. & Kabat-Zinn, J. (Eds.) (2013). *Mindfulness: Diverse perspectives on its meaning, origins and applications*. London: Routledge.

Williams, J.M.G., Teasdale, J.D., Segal, Z.V. and Kabat-Zinn, J. (2007). *The Mindful Way Through Depression*. Guilford Press: New York.

All trainees on the training programme are eligible to join the Sussex Partnership library and the specialist librarian at the Sussex Education Centre, Amy Dunn, can help direct trainees to relevant resources.

16) Ethical Practice and confidentiality

Trainees and trainers will be expected to work within the ethical codes of their professional bodies and to follow their employers' policies.

As a general rule, trainers will keep information shared by trainees in confidence. However, members of the training staff group will share information about trainees with each other where necessary in order to work as a cohesive training team.

17) Feedback and Complaints procedure

Honest and constructive feedback is encouraged at all times. Feedback is formally collected at various stages of the training year but is welcomed informally at any other time. Feedback is used to reflect on the training and to make improvements where possible.

If any trainee has a complaint, this should be addressed in the first instance to the person who is the subject of the complaint. If this does not produce satisfactory resolution, the complaint can be addressed to the course convenor or to a member of the training team, who will then share it with other members of the training team and work towards facilitating a resolution. If this still does not produce a satisfactory resolution, the complaint will then be directed to the Trust's Mindfulness-based Interventions Practice Network group which is responsible for governance of mindfulness activity in the Sussex Partnership, and from there, if necessary, to the Trust Director of Education and Training.

18) Course staff

Training programme convenor:	Bridgette O'Neill
Trainers:	Bridgette O'Neill, Taravajra, Karunavira, Robert Marx, Ines Santos and Clara Strauss plus service user mindfulness advocates
Master class guest speakers	Christina Feldman Rebecca Crane
Mindfulness training administrator:	Caroline Windley

19) Contact

In the first instance, requests for information about the training programme can be addressed to Caroline Windley on smc@sussexpartnership.nhs.uk and Tel. 0300 304 2057.

20) Biographies of the trainers

Taravajra has been teaching Mindfulness in Sussex since 2005. He gained a Masters degree in mindfulness based approaches in 2010 at Bangor University. Since 2011, he has been part of the core training team at Bangor, teaching on the Masters programme and teacher training retreats (TTR1) and offering supervision. He was the last convenor of the UK Network of Mindfulness-based Teacher training Organisations and remains part of the steering group.

He holds a British Wheel of Yoga teaching diploma and is a Focusing practitioner. He also teaches MBCT to Trust staff. He and Karunavira have been the main trainers on the two SMC Foundation trainings since 2011.

Karunavira has taught mindfulness based approaches within the local and wider community since 2005. He now teaches on the Masters course at Bangor University (School of Psychology) and trains mindfulness teachers for the local NHS trust. He has specialised in teaching mindfulness-based approaches (MBCT) with carers, teenagers and Older People. In 2010 he gained an Fd Sc in Person Centred Counselling and now works part-time within the NHS with parents of children who have newly diagnosed complex needs.

Bridgette O'Neill is a mindfulness teacher and supervisor, and a consultant clinical psychologist. She previously held a leadership position within SPFT and has been involved in the development and governance of mindfulness interventions in the Trust. Bridgette now works as an associate of the Sussex Mindfulness Centre, providing supervision, teaching 8 week courses for staff and clients and having some involvement in the Trust's year long training of mindfulness teachers.

Robert Marx is a consultant clinical psychologist and lead for mindfulness training and governance in the Sussex Mindfulness Centre. He has been involved in running mindfulness groups for staff and adult service users in primary and secondary care since 2006, and in supervising mindfulness work over the last couple of years. He is also a cognitive-analytic psychotherapist and is interested in integrating relational and mindfulness approaches.

Ines Santos is a Clinical Psychologist specialising in trauma-focused work, and EMDR Consultant. She is one of the leads for the Complex Trauma service in Sussex Partnership NHS Foundation Trust, where she supervises and teaches on Complex Trauma and EMDR.

Clara Strauss is the Research Lead for the Sussex Mindfulness Centre. She is a consultant clinical psychologist, mindfulness teacher and clinical researcher. In her research, Clara is particularly interested in developing and evaluating new forms of mindfulness-based intervention (MBI), especially for those people who may not be willing or able to access MBCT. Along with other members of her research team, Clara has been evaluating MBIs for people experiencing depression, for people distressed by hearing voices and for people experiencing obsessive-compulsive disorder (OCD). This research has also included research with NHS staff, university students and the wider population

Christina Feldman is a co-founder of Gaia House. She has been leading Insight Meditation retreats worldwide since 1976. She is a Guiding Teacher of the Insight Meditation Society in Barre, Massachusetts. She is the author of a number of books including 'Woman Awake', 'Way of Meditation', and co-author of 'Soul Food'. Recent books include 'Silence', 'The Buddhist Path to Simplicity' and 'the Boundless Heart'. Christina is the co-founder of Bodhi College and she teaches on several modules on the MBCT postgraduate training at Exeter University. Her contribution focuses upon the Buddhist psychological foundations that underpin mindfulness based interventions. She is a contributing faculty teacher at Nijmegen University in the Netherlands; she leads retreats internationally and is involved in the dialogue between classical Buddhist teachings and their application today through mindfulness based interventions.

Rebecca Crane is director of the Centre for Mindfulness Research and Practice, School of Psychology, Bangor University, where she has played a leading role in developing its training and research programme since it was founded in 2001. She teaches and trains internationally in both Mindfulness-based Cognitive Therapy (MBCT) and Mindfulness-based Stress Reduction (MBSR). She was an MBCT teacher on the research trial led by Professor Mark Williams on the effectiveness of Mindfulness-based Cognitive Therapy for people with recurrent depression and suicidality. She is also an Occupational Therapist and an integrative counsellor, and previously worked within NHS mental health services for 15 years.

Appendix: MBI-TAC : Brief Notes on the 6 Domains

Domain 1: Coverage, pacing and organisation of session curriculum The teacher adequately addresses and covers the curriculum content of the session. This involves creating a skilful balance between the needs of the individual, the group and the requirements of teaching the course. The teacher is well organised with relevant course materials and teaching aids readily available and the room appropriately prepared for the group. The session is well 'time managed' in relation to the curriculum. The session is well paced with a sense of spaciousness, steadiness and lack of time pressure. Digressions are steered back into the session curriculum with tact and ease.

Domain 2: Relational skills Mindfulness-based teaching is highly relational – mindfulness practice engages us in a process of developing a new relationship both with ourselves and our experience. The qualities that the teacher brings to participants and the teaching process mirror the qualities that participants are learning to bring to themselves during the MBI programme. Mindfulness is the awareness which emerges through paying attention to experience in a particular way: on purpose (the teacher is deliberate and focused when relating to participants in the sessions); in the present moment (the teacher has the intention to be whole heartedly present with participants); and non-judgmentally (bringing a spirit of interest, respect and acceptance to participants)

Domain 3: Embodiment of mindfulness Mindfulness practice permeates the teacher and is expressed through two interconnected aspects to embodiment – 'present moment focus', and bringing the attitudinal foundations of mindfulness to moment by moment experience. Embodiment of mindfulness involves the teacher sustaining connection and responsiveness to moment by moment arising (within self, within individuals and within the group) and bringing the core attitudinal foundations of mindfulness practice to all of this. These attitudes are non-judging, patience, beginner's mind, trust, non-striving, acceptance, and letting go

Domain 4: Guiding mindfulness practices The teacher offers guidance that describes accurately what the participant is being invited to do in the practice, and includes all the elements required in that practice. The guidance enables participants to relate skilfully to mind wandering (seeing this as a natural mind process, working gently but firmly to cultivate the skill to recognise when the mind has wandered and to bring the attention back). The guidance suggests the attitudes to bring to self and experience throughout the practice. The practice balances spaciousness with precision. Skilful use of language is key to conveying all this.

Domain 5: Conveying course themes through interactive inquiry and didactic teaching This domain assesses the process through which the course themes are conveyed to participants. These are at times explicitly drawn out and underlined by the teacher and at other times emerge implicitly within the process. The domain includes inquiry, group dialogue, use of stories and poems, facilitating group exercises, orienting participants to session/course themes and didactic teaching.

Domain 6: Facilitating the group learning environment The whole teaching process takes place within the context of a group, which if facilitated effectively becomes a vehicle for connecting participants with the universality of the processes being explored. The teacher creates a 'container' or learning environment that 'holds' the group and within which the teaching can effectively take place. The teacher works responsively with group process

through bringing an appropriate leadership style to the teaching; through taking good care of managing group safety, trust and boundary issues; through employing a teaching style which takes account of the individual within the context of the group, and balances the needs of both; through using the group process to draw out universal learning themes; through working with and responding to group development processes by managing the various phases of group formation, development and ending. The teacher is able to 'tune into', connect with, and respond appropriately to shifts and changes in group mood and characteristics.