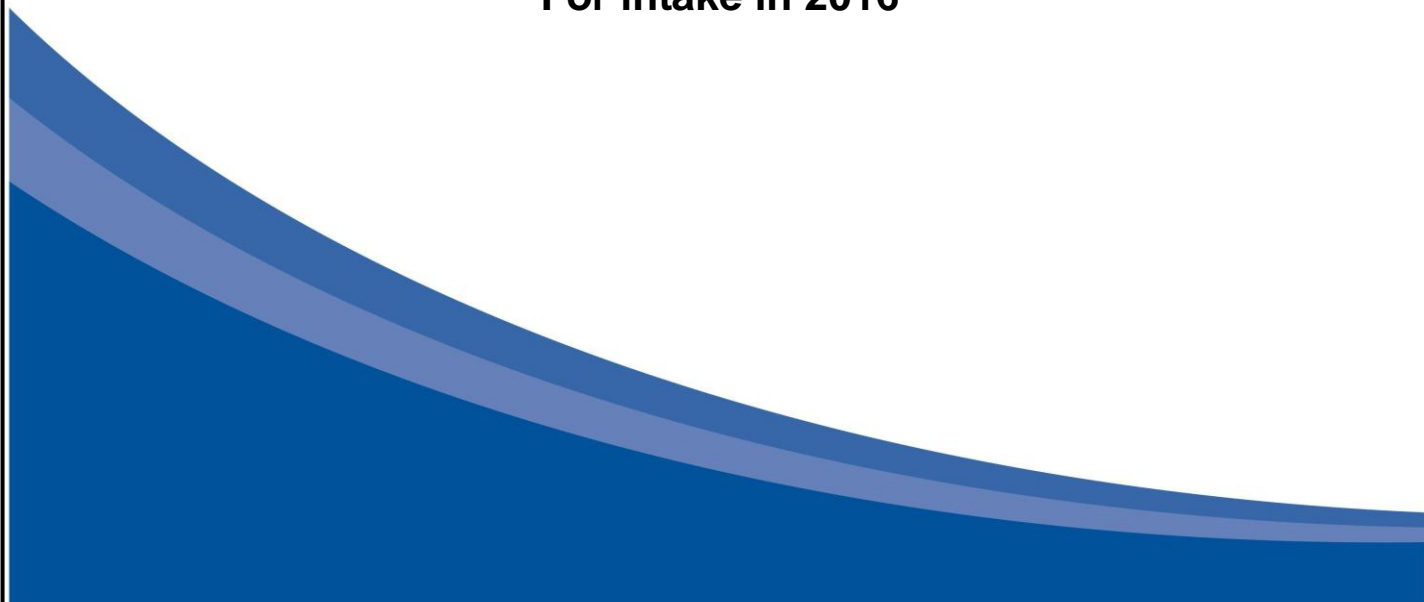


## **SUSSEX MINDFULNESS CENTRE (SMC)**

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



**For intake in 2016**



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## **1) Introduction**

The Sussex Mindfulness Centre (SMC) ([www.sussexpartnership.nhs.uk/mindfulness](http://www.sussexpartnership.nhs.uk/mindfulness)) brings together teachers, trainers and researchers of Mindfulness-based Approaches (MBAs) 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 MBAs.

SMC has been offering a year-long Foundation training in Mindfulness-based Approaches (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 approaches 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 approaches. This training 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 approaches 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 mindfulness-based approaches.

## **2) Learning Outcomes**

- To be able to teach a mindfulness-based approach 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 key aspects of the 'culture' of mindfulness-based approaches, such as seeing issues that arise as universal aspects of the human condition rather than as pathology.
- To understand, and be able to make some kind of 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).
- 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 approach.
- Be in a service where there is some evidence that the populations using that service can benefit from an MBA; 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 MBAs and/or where there are strategic Trust objectives for extending the delivery of particular MBAs.

## 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](mailto: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 13th November 2015.** For further information about the training, please contact [smc@sussexpartnership.nhs.uk](mailto:smc@sussexpartnership.nhs.uk) or call Jenny Vos on 01273 716573. Selection decisions will be made by 14<sup>th</sup> December 2015.

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

It is expected that trainees' managers will release 'trainees' for 4 and a half 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.

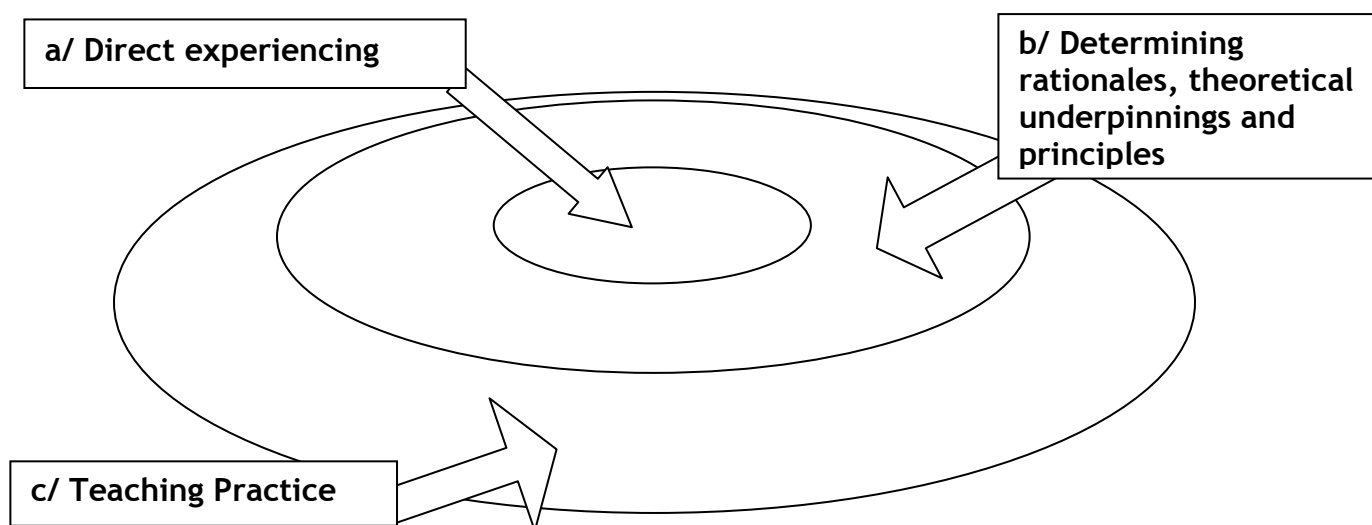
## 7) Fees

Twenty places are available in total. Approximately six of these will 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:

- Four and a half days of workshops which are scheduled to take place between February and November 2016.
- Personal mindfulness practice: as a rough guide, approximately 2 or 3 times per week of 20-30 minute practice.
- A one-day retreat.
- Reading.
- Writing four 500-600 word reflective accounts throughout the training.
- An end of training programme tutorial.

## 10) Course dates and venues

All dates are in 2016 unless otherwise stated:

### *Application*

By 13<sup>th</sup> November 2015

### *Selection*

By 21<sup>st</sup> December 2015

### *Modules/workshops:*

Fri 5th February

Weds 9<sup>th</sup> March (morning only)

Mon 13th June

Fri 16<sup>th</sup> September

Fri 4<sup>th</sup> November

### *Day retreats*

2 April, 18th June and 29th Oct (one of these days to be selected)

### *End of training tutorials*

December, or ad hoc in 2017.

All workshops and the day retreats 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. The end of training tutorials are scheduled to take place at Brighton General Hospital, Elm Grove, Brighton, BN2 3EW.

## 11) Course content

Pre training	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.  Read about attitudinal foundations in Kabat-Zinn’s (1990) ‘Full catastrophe Living’ and Crane et al (2012) on competence in teaching mindfulness–based courses. 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.			
Day and teachers	9.30-11	11.30-1	1.45-3.15	3.30-5
Teaching day 1  Fri 5 Feb  Karunavira and Robert Marx	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.	Consultation/ case discussion around trainees’ mindfulness work: problems, dilemmas, pleasures; and about personal practice.	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	Deliver a short body focused practice with Inquiry. Feedback. Brief reflections on the day.
Weds 9 March – am only  Maeve Crowley	Identifying, understanding and responding to trauma for mindfulness teachers.			
Pre2	Read Santorelli’s (1999) ‘Heal thyself’ and Rosenberg’s (1999) ‘Breath by Breath’. 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.			
Teaching day 2  Mon 13	Consultation/ case discussion around participants’	The culture of mindfulness: 1) Embodiment: the role of personal	Take part in guided short breath focused practice with	Deliver a short breath focused practice with Inquiry.



June	mindfulness work: problems, dilemmas, pleasures; and personal practice	practice. 2) Common humanity/ kindness. 3) Metacognitive awareness, decentering, awareness and regulation of emotion; working with difficult thoughts, including about practice.	inquiry. Discussion including why this type of practice is important. Grounding, stabilisation, focus, present moment awareness.	Feedback. Brief reflections on the day.
Karunavira And Bridgette O'Neill				
Pre 3	Read parts of Didonna (2009) 'Clinical handbook of Mindfulness' that are relevant to client group plus other books tailored to relevant group eg Vidyamala Burch (2008), Williams et al (2007) the Mindful way through depression. Write 600 words on issues arising from delivering movement based practices and on your own experience of doing movement-based practices– send this in 2 weeks in advance of Day 3.			
Teaching day 3 Fri 16 Sept	Consultation/ case discussion around participants' mindfulness work: problems, dilemmas, pleasures; and personal practice	Assessment and consideration of suitability. Safe practice: the risks of mindfulness with vulnerable groups: preventing and responding. The evidence base. Limitations of what can be done.	Take part in guided short movement and/or walking practice with inquiry. Discussion including why this type of practice is important. Different types of movement practice.	Deliver a short movement and/or walking practice with Inquiry. Feedback. Brief reflections on the day.
Bridgette O'Neill and Taravajra				
Pre 4	Read relevant parts of Segal, Williams & Teasdale (2013) (2 <sup>nd</sup> ed) and Crane (2008) on inquiry and in 'Teaching Mindfulness' by McCown et al (2010). Write 600 words on issues arising from teaching mindfulness in ordinary life; attach materials they use/give out– send this in 2 weeks in advance of Day 4.			

Teaching day 4 Fri 4 Nov  Taravajra and Robert Marx	Consultation/ case discussion around participants' mindfulness work: problems, dilemmas, pleasures; and personal practice.	Talking about practice as a practice: inquiry, insight dialogue, discussion. Warmth, curiosity, mutuality. Group dynamics.	Washing the dishes: the use of mindfulness in daily life. Materials: CDs, handouts, poetry, stories. Discussion, including why this type of practice is important. Resilience, appreciation	Reflections on learning over the 4 days. What's needed now? Using supervision. Governance for non MBCT mindfulness interventions. Setting up on-going consultation/ Supervision
All day (dates TBC)	Day of silent practice with staff, clients and ex clients			
Post 4	Each 'trainee' completes the MBI-TAC (see Appendix) for themselves and then has an individual 45 min collaborative meeting with 2 of the trainers resulting in a shared understanding of the trainee's strengths and directions for further development.  Set up some kind of periodic supervision group.			

## 12) Reflective writing

During the year, two weeks before each of the 4 whole teaching days (ie two weeks before 5 Feb, 13 June, 16 Sept, 4 Nov 2016) you will need to email to the four trainers a 500-600 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 80% of the events. This means that, out of the 4 and a half

training days and the one day retreat, not more than one day can be missed. Given that the course is not that long, we strongly advise planning for 100% attendance.

In the final tutorial, the aim is to have a collaborative discussion between two of the trainers and the trainee, using the domains of the MBI-TAC (See Appendix) to structure a discussion about the trainee's strengths, areas for further development, and the readiness of each trainee to lead mindfulness-based work. Recommendations for further development in the form of a summary paragraph will be sent to the trainee, and copied to the manager and clinical lead who supported their training.

#### **14) Beyond the training**

Sussex Partnership employees will need to meet Trust governance criteria for teaching non 8 week mindfulness interventions (see <http://www.sussexpartnership.nhs.uk/mindfulness-practice>) 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:

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

Crane, R. (2008). Mindfulness-based cognitive therapy. London: Routledge.

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.

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. 2<sup>nd</sup> Ed. Guilford Press: New York.

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:	Robert Marx
Trainers:	Bridgette O'Neill, Taravajra, Karunavira, Robert Marx and Maeve Crowley
Mindfulness training administrator:	Jennifer Vos
Communications administrator:	Joanne Smith

## **19) Contact**

In the first instance, requests for information about the training programme can be addressed to Jenny Vos on [smc@sussexpartnership.nhs.uk](mailto:smc@sussexpartnership.nhs.uk) and Tel. 01273 716573.

## **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 also 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 in 2011 and 2013.

**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.

**Maeve Crowley** is a Consultant Clinical Psychologist and Europe Approved EMDR Consultant. She leads a Complex Trauma service in Sussex Partnership NHS Foundation Trust, which deals with clients on the Dissociative spectrum. She trains, supervises and teaches in the area of Complex Trauma and EMDR in her local NHS Trust and beyond. She is President of the EMDR UK and Ireland Board. She also has a small private practice.

### **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.