



Mindfulness-based Cognitive Therapy (MBCT)

Teacher Training: Foundations

Course Handbook

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Course aims

- To provide a local, accessible, training route for health professionals or suitably experienced others with mindfulness experience and commitment to regular practice who wish to become MBCT teachers
- To offer a training pathway that fulfils the UK good practice guidelines for mindfulness based teachers¹
- To continue to build the local mindfulness teacher resource since Lancashire Care NHS Foundation Trust ceased to be the local training provider (2007 – 2014)
- To provide a high quality teaching and learning experience for 'teachers' and 'trainees'
- To continue to build our local network of teachers that can support one another in their continuing exploration and development of mindfulness teaching skills

Who is the course for

The course is for health professionals, or others who have a wish to teach MBCT within a particular population in the North West, with mindfulness experience and practice who wish to become MBCT teachers. At the end of the course, if you complete all of the elements to a satisfactory level, you will be considered 'Ready to Teach' and be eligible to join the UK Register of Mindfulness Teachers.

Entry requirements

1. The applicant has foundation training in the principles of cognitive behaviour therapy
2. The applicant has significant experience in the context where they plan to teach in the future
3. The applicant has attended at least one 8 week MBCT course as a participant
4. The applicant has an established daily meditation practice of over six months

¹ UK Mindfulness-Based Teacher Trainer Network (2011) Good practice guidelines for teaching mindfulness-based courses. Retrieved from <http://mindfulnesssistersuk.org.uk/>

5. The applicant has secured an MBCT Mentor for the duration of the training pathway
6. Following the applicant's Expression of Interest application being processed and accepted by the training team, the applicant then completes a full application form including a review of two core texts from the reading list, practice record sheet for two weeks, and a self-assessment which should include reflection on motivation/commitment, solidity of meditation practice, familiarity with the different parts of the curriculum, other relevant experience, learning needs, etc.

In addition, before leading MBCT for patients with depression or other mental health difficulties it is important to have a mental-health related professional qualification and experience of working with the client group to whom the course is being offered (or be co-facilitating with someone who has this experience).²

Psychological Wellbeing Practitioners may access MBCT training to enable them to co-teach on MBCT courses. However, because MBCT is classified as a Step 3 psychological intervention they will not generally be expected to lead MBCT courses but to take a co-facilitator role only.

Course overview: key components

The seminar/teachback sessions are scheduled from January to April and the taught aspects of the pathway could be completed within 12 months. However, the pathway is designed to be flexible to meet the needs of those who might work over different time scales.

The key components are:

1. 1:1 meeting with mentor to talk through the self-assessment. This should take place early in the first term. Written notes by supervisee to be included in the portfolio.
2. Co-facilitation of 3 MBCT courses with experienced mindfulness teacher (if training to teach MBCT then at least two to be patient groups. Best practice would be to work with two different teachers, but we recognise this is not always practical. Some annotated transcripts from these sessions to be included in the portfolio

²The UK Network recognises two types of mindfulness teachers: those who can teach the general public, and those who can teach patients in mental health settings. The latter need a mental health professional qualification but the former do not.

- i. The first to include leading at least two of the shorter practices (e.g. focus on sounds, breathing space, walking meditation).
 - ii. Include leading at least one body scan *and* at least one sitting practice; also at least one of the sections on depression, stress or cognitive-behavioural approaches to other difficulties (e.g. on warning signs or T & F, etc.); and one enquiry.
 - iii. Include taking responsibility for the timing, opening and closing of one complete session (co-facilitator could lead one section);
3. Supervision/reflection session after each co-facilitated session; written notes made by supervisee to be included in the final portfolio.
 4. Seminar/teachback sessions: 11 sessions altogether each focusing on a different aspect of the curriculum. We will practice together and discuss associated reading (more details below.)
 5. Attendance at one all-day mindfulness session (might need to be self-organised); Notes from this in portfolio.
 6. Meditation practice journal to include one week on each of the core MBCT/SR practices.
 7. Buddy listening triads (or might need to be pairs) – suggest meeting at least 6 times over the year to listen (in fairly formal way with looping and dipping or similar) with focus on how is meditation practice going.
 8. Attendance at 5-7 day Mindfulness Retreat with reflective diary, however flexibility to fit around caring responsibilities may permit separate day or weekend retreats.
 9. Submit portfolio and get certificate.

Assessment

Portfolio to be submitted to include:

1. Teacher Development Course Expression of Interest Form
2. Teacher Development Course Application Form including two book reviews, two weekly practice diaries and reflective statement regarding readiness for training.
3. Mindfulness practice records from Mindfulness 8-week course.
4. Mindfulness practice records from the Teacher Development Course, to include one week for each of the core practices of the MBCT curriculum

Note: There is no requirement to change to a Lancashire Mindfulness CIC supervisor, however, we would need to verify that your supervisor is experienced and able to supervise MBCT.

Core reading list

- Crane, R. (2009). *Mindfulness-based cognitive therapy: Distinctive features*. Hove, East Sussex: Routledge.
- Kabat-Zinn, J. (1990). *Full Catastrophe Living*. New York, NY: Delacorte.
- Kabat-Zinn, J. (1994). *Mindfulness meditation for everyday life*. New York, NY: Hyperion.
- McCown, D., Reibel, D. & Micozzi, M. S. (2010). *Teaching mindfulness: A practical guide for clinicians and educators*. New York, NY: Springer.
- Santorelli, S. (1999). *Heal thy self: Lessons on mindfulness in medicine*. New York, NY: Random House.
- Segal, S.V., Williams, J.M.G. & Teasdale, J.D. (2013). *Mindfulness-based cognitive therapy for depression* (2nd ed.). New York, NY: The Guilford Press.
- Williams, M., Fennell, M., Barnhofer, T., Crane, B. & Silverton, S. (2015) *Mindfulness and the Transformation of Despair: Working with people at risk of suicide*. New York, NY: The Guilford Press.

Reading for seminar/teach-back sessions

Seminar /teachback 1

Overview of the 8-week course

Crane (2009) Ch 16 Course content & structure

Crane (2009) Ch 17 Course themes

Segal et al. (2013) Ch 5 *The 8 session program: How and why*

McCown et al. (2010) pp 140-142 MBSR Template course program

Overview of the teacher's role

Crane (2009) Ch 29 *The MBCT learning environment*

McCown et al. (2010) Ch 4 *The person of the teacher* & Ch 5 *The skills of the teacher*

Santorelli () pp. 17-21 *The soft body of your calling*

Kabat-Zinn (2010) foreword to McCown et al. pp xxi-xxii *The koan of "What is good-enough teaching"*

Raisin exercise

Crane (2009) Ch 4 *The significance of automatic pilot*

Crane (2009) Ch 19 *Eating a raisin with awareness*

Segal et al. (2013) pp 108-119

Seminar/teachback 2

Body scan

Crane (2009) Ch 20 *Body scan practice*

McCown et al. (2010) *Body scan script* on pp. 196-201

Seminar/teachback 3

Movement practices

Crane (2009) Ch 21 *Mindful movement practice*

McCown et al. (2010) *Floor yoga script* on pp. 201-206

Segal et al. (2013) pp. 199-204

Seminar/teachback 4

Sitting with breath and body

Crane (2009) Ch 22 *Sitting meditation practice*

Segal et al. (2013) Ch 11 *Recognising aversion*

Seminar/teachback 5

Sitting with thoughts and difficulties

Segal et al. (2013) Ch 13 *Allowing/letting be*

Seminar/teachback 6

Breathing spaces

Crane (2009) Ch 23 The three-minute breathing space

Segal et al. (2013) Ch 18 Reprise: The 3-minute breathing space as the spine of the program

Home Practice

Crane (2009) Ch 24 The importance of home practice

Segal et al. (2013) pp. 151-160 & 228-231

McCown et al. (2010) pp. 143-144 The more you practice

Seminar/teachback 7

Depression & stress: teaching & exercises

Crane (2009) Ch 26 Pleasant and unpleasant experiences

Crane (2009) Ch 27 Cognitive-behavioural curriculum elements

Segal et al. (2013) pp. 232-237 Automatic negative thoughts and symptoms of depression

Seminar/teachback 8

Enquiry

Crane (2009) Ch 28 Investigating experience

Segal et al. (2013) Ch 12 Inquiring into practice and practicing inquiry

Seminar/teachback 9

mechanisms & reflections

McCown et al. (2010) Ch 3 Defining mindfulness for the moment

Segal et al. (2013) Ch 2 Why do people who have recovered from depression relapse? & Ch 20 How does MBCT achieve its effects?

Williams, M., Fennell, M., Barnhofer, T., Crane, B. & Silverton, S. (2015) Mindfulness and the Transformation of Despair: Working with people at risk of suicide. New York, NY: The Guilford Press. Part 1 Theoretical and Research Background

Teasdale, J. & Chaskalson, M. (2013). How does mindfulness transform suffering? Part 1: The nature and origins of dukkha; & Part 2 The transformation of dukkha. In J.M. G. Williams & J. Kabat-Zinn. (Eds.) *Mindfulness: Diverse perspectives on its meaning, origins and applications*. Routledge.

References & sources

- Crane, R.S., Kuyken, W., Hastings, R. P., Rothwell, N. & Williams, J. M. G. (2010). Training teachers to deliver mindfulness-based interventions: Learning from the UK experience. *Mindfulness, 1*, 74-86.
- Crane, R. S., Soulsby, J. G., Kuyken, W., Williams, J. M. G., Eames, C., et al. (2012). The Bangor, Exeter & Oxford Mindfulness-Based Interventions Teaching Assessment Criteria (MBI:TAC). Retrieved from <http://mindfulnesssteachersuk.org.uk/pdf/MBI-TACJune2012.pdf>
- Kabat-Zinn, J. (1990). *Full Catastrophe Living*. New York, NY: Delacorte.
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