

# **SUSSEX MINDFULNESS CENTRE (SMC)**

## **HANDBOOK FOR THE FOUNDATION TRAINING PROGRAMME IN MINDFULNESS-BASED APPROACHES (MBCT/MBSR)**



**2015**

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## Sussex Mindfulness Centre (SMC) Foundation Training

Mindfulness-based approaches (MBAs) have an ever-expanding evidence base, with MBCT being recognized in the NICE guidelines. MBSR and MBCT are being used for an ever-broadening range of applications in clinical, organisational and community contexts. They can not only help manage distress presenting as stress, anxiety, depression and physical pain, but they can also be part of our movement towards living with greater meaning and satisfaction.

The SMC ([www.sussexpartnership.nhs.uk/mindfulness](http://www.sussexpartnership.nhs.uk/mindfulness)) brings together a significant group of people who are teaching, training, and researching 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 to be able to benefit from MBAs.

The SMC training had its first intake in 2011 and was at that time a new model of NHS-based teacher training using an apprenticeship model. This had a strong emphasis on teaching from the embodiment of personal practice and learning through feedback and supervised teaching. (For further information about the development and evaluation of this model, see Marx, R., Strauss, C., Williamson, C. (2014). Mindfulness apprenticeship: a new model of NHS-based MBCT teacher-training. *Mindfulness*. DOI: 10.1007/s12671-013-0254-2.) Since then, the training model has retained its apprenticeship ethos and has moved from being predominantly an in-house MBCT training for NHS staff to being a more inclusive programme that trains both NHS and community teachers in key elements of both MBCT and MBSR.

There is currently no means of accreditation for MBCT or MBSR in the UK. The Good Practice Guidelines (GPG) for teaching mindfulness-based courses (MBCs) published by the UK Network for Mindfulness-based Teacher Training Organisations (<http://mindfulnessteachersuk.org.uk>), of which SMC is a member, provides a set of standards that are considered nationally to be the minimum required for delivering quality in teaching mindfulness-based groups. The SMC training programme enables graduates to meet the experience and training required by the national GPG.

## Admission Criteria

*The training is open to people who:*

- Have completed the 8 week MBCT/MBSR course as a participant.
- Have a regular mindfulness practice (including practices taught on the MBCT/MBSR courses).
- Can envisage and describe ways in which they could run MBCT groups after completion of the training.

*In addition, for Sussex Partnership applicants applying for Trust funding:*

- To have a professional mental health training.
- To have the support of their manager and clinical lead to take the necessary time to do the training.
- To work in a role which allows for the delivery of the 8 week MBCT course.
- To work in a service where there is some evidence that the populations using that service can benefit from MBCT; or where there are proposals from the Trust Research dept to work on innovative approaches with that population.
- To work in an area and service where there is currently minimal provision of MBCT and where there are strategic Trust objectives for extending the delivery of MBCT.

## Applications

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

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

Applications should ideally reach the Sussex Mindfulness Centre electronically, or by post at Sussex Partnership NHS Foundation Trust, Aldrington House, 35 New Church Road, Hove, BN3 4AF by **24<sup>th</sup> October 2014**. Interviews will be on 21<sup>st</sup>, 26<sup>th</sup> and 28<sup>th</sup> November in Brighton. For further information about the training, please contact [smc@sussexpartnership.nhs.uk](mailto:smc@sussexpartnership.nhs.uk) or call 01273 778383 ext 2191.

## Fees

There are likely to be 6 funded places for SPFT employees, who will only need to pay the cost of the retreat (£360). For non-Sussex Partnership employees, the cost of the training, which includes the retreat, is £4,900. This normally needs to be paid in full by the orientation day (ie end January). Where this is not possible, and in exceptional circumstances, applications can be made to pay in two instalments.

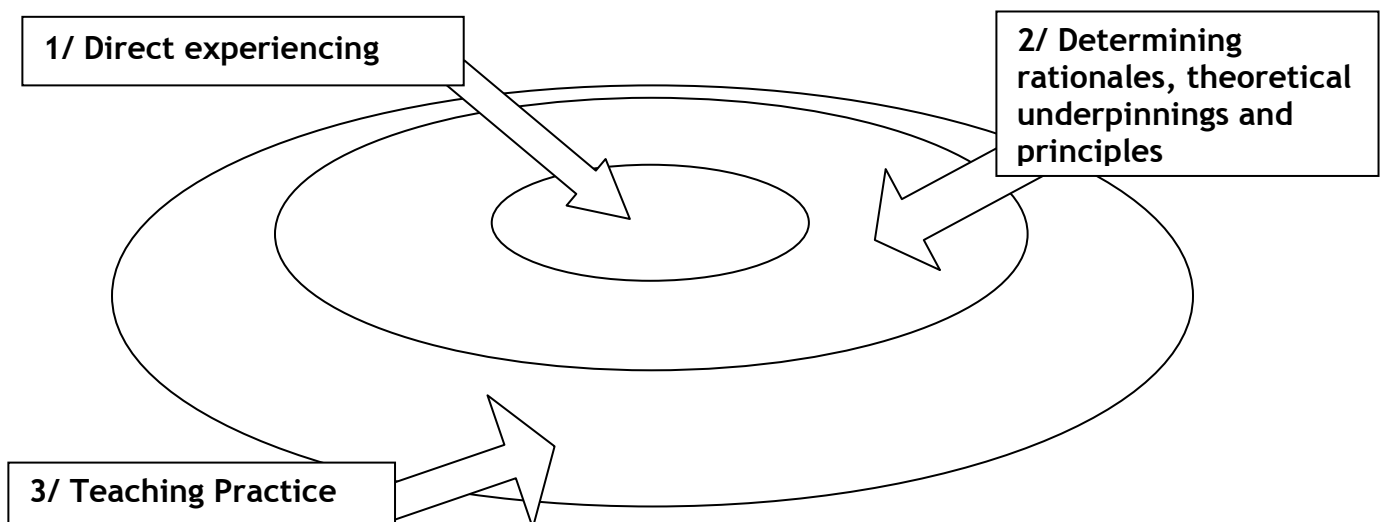
## Time commitments (for Sussex Partnership employees only)

It is expected that trainees' managers will release trainees for 8 and a half days of teaching (all the Fridays) and that the remaining 4 days of workshops (the Saturdays) will be done in participants' own time. Daily personal mindfulness practice, the day retreat and the 5 day residential retreat are expected to be completed within trainees' own time. Time for seminars, writing reflective accounts, attendance at the 8 week observed and 8 week assisting teaching groups and supervision are more likely to happen within working hours, but may happen in evenings, and time for these is to be negotiated locally with managers and leads.

## Course 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:

- 1) **'Direct Experiencing'**: of all the practices and exercises of the 8 week courses, including dialoguing about these experiences, both in formal Inquiry and peer to peer discussion. This places the direct experiencing in a personal context of understanding.
- 2) **'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.
- 3) **'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.



## Course objectives

On completion of the training, graduates should be able to:

- Establish whether a Mindfulness-based Approach (MBA) is appropriate for particular participants through an understanding of both the potential risks and benefits of MBAs with different populations.
- Depending on previous mental health training, either facilitate MBCT for clinical groups, or MBCT/MBSR for staff or community groups. These may initially need to be run with more experienced teachers or peers.
- Demonstrate competence in each of the six domains of the Mindfulness-Based Assessment: Teaching Assessment Criteria (MBI-TAC): coverage, pacing and organisation of the session curriculum; relational skills; embodiment of mindfulness; guiding mindfulness practices; conveying course themes through interactive inquiry and didactic teaching; and holding the group learning environment (see <http://mindfulnessteachersuk.org.uk> for further details of these).
- Understand, and question, the theoretical underpinnings of MBAs.
- Know the evidence base for MBAs and be able to evaluate groups.
- Take responsibility for their own supervision and Continuing Professional Development as a mindfulness teacher.

## Course structure

*Participants will take part in:*

- Nine and a half days of workshops which are scheduled to take place between January 2015 and February 2016.
- Two day-long master classes and the one-day SMC conference
- Monthly two-hour seminar groups focusing on mindfulness teacher development.
- Observing one group and assisting in the teaching of a second group (each of the two groups should have 8 or 9 weekly sessions with each session lasting 2 hours)
- During the second group, course participants will receive 8 hours of supervision.
- Personal mindfulness practice - approximately 30-40 minutes daily.
- Attending a one-day retreat and a five-day residential mindfulness retreat.
- Writing reflective accounts throughout the training.

## Course dates and venues

*All dates are in 2015 unless otherwise stated:*

### Selection interviews

21, 26 and 28 Nov 2014

### Orientation half day:

Fri 30<sup>th</sup> Jan - morning only

### Modules/workshops:

Fri/Sat March 27/28

Fri/Sat May 29/30

Fri/Sat Sept 4/5

Fri/Sat Nov 13/14

### Master classes and conference:

Fri 12 June - Christina Feldman

Fri 25 Sept - John Peacock

Fri 18 Sept - SMC Conference

### Seminars

These happen monthly from March to November, excluding August, at times and at locations agreed by members of each group to allow maximum convenience.

### Day retreats

(trainees to attend one of the following days)

Sat 11th April

Sat 11<sup>th</sup> July

Sat 24<sup>th</sup> Oct

Sat 5<sup>th</sup> Dec

### Retreat

13-17 July

### End of training tutorials

14, 16 and 18 Dec or ad hoc in 2016 if not completed group.

### Follow up day

Fri 25 March 2016

All workshops, master classes, the conference 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 interviews and tutorials are scheduled to take place at Brighton General Hospital, Elm Grove, Brighton, BN2 3EW. The retreat is scheduled to take place at Ashburnham Place, Battle, East Sussex, TN33 9NF. <http://www.ashburnham.org.uk>.

## **Modules/Workshops**

Each 2-day workshop covers a module of the training; each day of the workshop/module comprises four teaching sessions (two before and two after lunch, with most of the post-lunch time devoted to Teaching Practice and feedback).

### Orientation

#### ***Introduction to:***

- i/ The ethos and structure of the training programme
- ii/ Each other: opportunities for connecting and starting to build community.
- iii/ Practice, particularly the body scan
- iv/ Practical issues: eg the observer groups, the library, when and where the seminar groups can meet etc.

### Module 1: Foundations

#### ***Day 1: Deepening our Experience of Mindfulness***

- i/ Orientation and Intentions:  
    Experiential and theoretical exploration of the importance of these
- ii/ Coming to Our Senses:  
    Body Scan and Mindful Movement Practice
- iii/ Mindfulness Meditation (with the Breath)  
    Sitting, Walking, Sitting (meditations)
- iv/ Introduction to the Underpinning Theories & Rationales of MBAs

#### ***Day 2: The MBCT Course Sessions 1 and 2***

- i/ 'Automatic-Pilot': Raisin Exercise + Body Scan (both with inquiry)
- ii/ Theory/rationales for Session 1 (including 'inquiry process')
- iii/ 'Working with Barriers': 'Walking Down the Street Exercise' + setting up 'Everyday Mindfulness' and 'Pleasant Events Calendar'
- iv/ Theory/rationales for Session 2 + brief teaching in triads (raisin exercise)

### Module 2: Opening to life: from reaction to response (Sessions 3-4 in MBCT)

#### ***Day 1: Mindfulness of Breath and Body***

- i/ Mindful movement (MM) e.g. Yoga-based or Qi Kung + Inquiry



- ii/ Breath-body Sitting Meditation + Inquiry into ‘Pleasant/Unpleasant Events’
- iii/ Theory/rationales for Session 3 ( MM, Breath-Body, Events Calendars)
- iv/ Teaching Practice (triads): elements from the Body Scan

***Day 2: Returning to the Present Moment***

- i/ Sitting Meditation Practice: Breath/Body/Sounds/Thoughts + inquiry
- ii/ Automatic Negative Thoughts Exercise + The Territory of Stress and Depression + 3 Minute Breathing Space (3 MBS) + ‘Pausing’
- iii/ Teaching Practice 1: Short Mindful Movement + Inquiry process
- iv/ Teaching Practice 2: Short Sitting Meditation + Inquiry process

**Module 3: The Power of Acceptance & Perspective (Sessions 5-6 in MBCT)**

***Day 1: Allowing-acceptance...’letting be’***

- i/ Meditation ‘Introducing a Difficulty’( +‘the Guest House’ poem discussion)
- ii/ Theory input on ‘the two Darts’+ Approach-Avoidance + 3 MBS ‘Coping’
- iii/ Teaching Practice 1 : Sitting meditation + Inquiry or ‘3 MBS Coping’+ Inquiry
- iv/ Teaching Practice 2 : Sitting meditation + Inquiry or ‘3 MBS Coping’+ Inquiry

***Day 2: Thoughts are not Facts?***

- i/ Sitting Meditation: 4 stages including ‘Working with the Difficult’
- ii/ ‘Moods and Thoughts’ alternative viewpoints exercise + CBT input + 3 MBS with ‘Action Step’
- iii/ Teaching Practice 1 : various short practices
- iv/ Teaching Practice 2 : various short practices

**Module 4: Day 1: Using What we Have Learnt to Take Better Care of Ourselves**

- i/ Body Scan revisited
- ii/ Activity and Mood Exercise + Relapse Signature and 3 MBS Action Step
- iii/ Teaching Practice 1 : various short practices

iv/ Teaching Practice 2 : various short practices

## Module 4: Day 2: Putting Our Learning into Action + Developing the Evidence Base

- i/ The Orientation Session
- ii/ Assessing for mindfulness groups
- iii/ The evidence base
- iv/ Endings

### **Teaching skills seminars**

The aim of the seminar groups is to support trainees' development as mindfulness teachers by practising teaching amongst peers with an experienced trainer, and getting feedback. Seminar leaders will include problem-based learning, discussion, experiential work and guided reading. In order to support this development process, trainees will be asked to make a short recording of leading the main practices covered in the previous modules they have completed. This is to be used for learning and development, rather than for teaching groups, and is handed in two weeks before modules 2, 3 and 4 (the June, Sept and Nov teaching workshops).

Seminar groups will have three to five members. The trainers will alternate between groups so that all participants work with each of the main trainers. We encourage trainees in the seminar groups to give one another feedback, as well as via the trainer. This can happen through email, Google groups and drop box when sharing audio recordings of practices.

### **Participation in mindfulness groups**

Every course participant will observe one group as a participant and assist in the teaching of a second group. Depending on the availability of suitable groups and on the teaching experience of the trainee, we will aim for the observed groups to take place in the first half of 2015, and the group of which the trainees assist in the teaching to be either in the second half of 2015 or in the early part of 2016.

Trainees will be asked to select preferences for which groups they would like to join and these preferences will be met as far as is logistically possible. In allocating groups, consideration will also be given to the context trainees would like to run groups in when they complete the training, and suitable experience will be provided where possible. The groups offered are likely to include those run by Sussex Partnership for patients, those run by Sussex Partnership for staff, and community based groups. Most groups happen in the Brighton and Hove area, with other groups likely to take place in other places in Sussex such as Peacehaven, Newhaven, Eastbourne, Lewes, Uckfield, Hellingly, Worthing, and Crawley.

For the participant-observer group only, it will be possible for trainees living at some distance from Brighton to apply to join a group with a recognised teacher who meets the Good Practice Guidelines. Where the trainee would be taking a place that would otherwise have been taken by a fee paying participant, the fee can be reimbursed, either to the trainee or the facilitator. For the assisted teaching group, trainees select from groups run by the core group of trainers only.

In the group that is observed, trainees will be expected to be full participants in the group (see Appendix A). Trainees' areas for reflection will include: how the curriculum of each session is structured; how the various elements of the 8-Week Course support and augment each other (i.e. to see how a particular element in one session prepares for future elements and/or builds on previous ones); how group processes are used to support the aims of the session; and on what seems to facilitate positive change in participants. Trainees will record their reflections using the framework provided in Appendix B, which is based on the MBI-TAC, for each weekly session. The resulting 9 reflective sheets will form part of a written reflective piece that will be incorporated in the early modules.

Depending on experience and readiness, participants' contributions in the assisted teaching group will range from predominantly being observers to full co-facilitators of the course. Weekly supervision will be offered for the duration of the 8 week group with the lead facilitator. This will comprise a total of 8 hours spread across the duration of the group. Supervision may take place face to face or over the phone. All six domains of the MBI-TAC need to be considered within the framework of supervision.

## **Personal mindfulness practice**

The literature on MBCT and MBSR makes very clear that those leading groups must teach from a thorough grounding in personal experience of mindfulness practice. Participants will therefore be expected to already have a regular, ideally daily, mindfulness practice before starting the course, and to continue with a daily practice for the duration of the course. This will take different forms for different people and may draw on the range of mindfulness practices taught on the course. Suggestions for practice will be given at the workshops.

## **Retreat experience**

One of the required features of the training is a more intensive experience of personal mindfulness practice. This includes joining one of the mostly silent day retreats for service users and staff offered as part of standard mindfulness provision in Sussex Partnership, and a 5-day residential mindfulness retreat held at a retreat centre in Sussex.

Practice can be significantly deepened by this kind of more intensive experience. As an 'All Day' session of silent mindfulness practice is often included in MBCT/MBSR groups, it is important that trainees have an experience of more than this amount of silent practice before they contemplate leading such a day. Trainees are invited to join one of the NHS all days that take place for staff and patients during the year.

## Reflection

The reflective process brings together the various theoretical and experiential components of the training and helps make them part of a trainee's own experience.

To aid the reflective process, trainees are asked for a reflective account of 500-600 words for module 1 on their observations of the participant-observer group as well as their reflections on their practice and their view of themselves as prospective teachers at the beginning of the training; further accounts of the same length are required after each of modules 1-3, giving a synopsis of learning from each of the three dimensions of the training: personal practice, theoretical underpinnings and teaching practice - to be brought to modules 2, 3 and 4 as a basis for group discussion. These 600 word summaries need to be e-mailed to all 4 trainers two weeks before each 2 day module.

A further 1,000 word account is required for the end of training tutorial. The subject of this is the trainee's own style and development as a mindfulness teacher, including strengths and areas for further development.

## End of training assessment

Awarding of the SMC certificate for successful completion of the course will depend on:

- Attendance at a minimum of 80% of each of the following: workshop days, seminars, assist teaching groups and supervision sessions, the 1 and 5 day retreats. This means that only 2 training days from the 9 and half modules and 2 master classes can be missed, and only 1 of the 8 seminars. If more than 2 sessions of either of the two 8 week courses are missed, these must be repeated. The whole 5 and 1 day retreats must be attended.
- Completion of the portfolio - see Appendix C.

In the final tutorial, the aim is to have a collaborative discussion between trainer, supervisor and trainee about competence in all domains of the MBI-TAC, about the trainee's strengths, areas for further development, and the readiness of each trainee to lead groups. A decision will be made at the end of the programme tutorial about the further development needs of a graduate. In practice, the recommendation is likely to be that most graduates continue some aspect of their development before being the main facilitator of their own groups. SPFT employees will need to meet not only national GPG but also additional Trust governance criteria for running MBCT groups (available at <http://www.sussexpartnership.nhs.uk/gps/education/smc/practice>). Support will be made available, where possible, to help graduates with this further development. These recommendations will be communicated in writing to the graduate and, if a SPFT employee, to their manager and clinical lead.

## Course Reading

Participants should read (books in bold are absolutely essential):

**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.

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.**

**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.**

A much longer reading list will also be supplied. Papers and books from that list can be selected according to particular interest or relevance.

The reading will form an important part of discussions on the module days and seminar groups and is a crucial underpinning for the 'Inquiry Process' in teaching practice.

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.

## **Ethical Practice, confidentiality and safety**

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

The confidentiality of group participants in mindfulness groups that trainees observe or assist teaching in must be respected.

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.

## **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.

## Course staff

Training programme convenor:	Robert Marx
Main trainers, supervisors and group facilitators:	Taravajra and Karunavira
Additional core trainers and supervisors:	Bridgette O'Neill and Robert Marx
Additional supervisors or teachers:	Ann Pelling, Fergal Jones and Clara Strauss
Additional group facilitators from within the NHS and the community will offer groups for trainees to observe.	
Mindfulness training administrator:	Jennifer Vos
Mindfulness intern:	Lucie Bardowell
Communications administrator:	Joanne Smith

## Contact

In the first instance, requests for information about the training programme can be addressed to [smc@sussexpartnership.nhs.uk](mailto:smc@sussexpartnership.nhs.uk) and Tel. 01273 778383 ext. 2191.

## Biographies

**Taravajra** has been teaching MBCT 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 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 chairs the mindfulness-based interventions practice Network group. 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.

**Clara Strauss** is the Research Lead for the Sussex Mindfulness Centre. She is particularly interested in developing and evaluating new forms of mindfulness-based intervention (MBI), particularly for those people who may not be able to access MBCT. Along with other members of her research Clara has been developing and evaluating MBIs for people experiencing longstanding depression (with Paul Chadwick and Mark Hayward), for people distressed by hearing voices (with Paul Chadwick and Mark Hayward) and for people experiencing obsessive-compulsive disorder (OCD).

**Fergal Jones** is a clinical psychologist and cognitive behavioural therapist who completed mindfulness teacher training at the University of Bangor. He currently works part time in Health in Mind, the primary care well-being service that serves East Sussex. He uses mindfulness in his clinical work, supervises other mindfulness teachers and is involved with a number of research projects concerning mindfulness-based interventions.



## Appendix A

### Being a participant-observer: a guide for trainees and teachers

As part of the 2015 Sussex Mindfulness centre teacher training, we decided that it would be helpful for all the trainees to take part in another 8 week course as a participant (observer). We hope and anticipate that this will be a valuable learning experience for you. And, at times, this may also be uncomfortable for you. This is normal! Here are some suggestions about working with this.

1. You are primarily a participant. You are not a 'supporter' or an assistant. There may some courses eg Carers or Mental health groups where you are clearly not part of the client population. In that case, you could be more transparent about yourself as a trainee teacher. You are there to experience the 8 week course 'again' during the sessions and with the home practice. You are welcome to speak in the group as a participant. And, of course, there is the added aspect of reflecting on what you see and hear, using the suggestions we have provided. It would be best to do this reflection outside of the group.

Please avoid drawing attention to yourself as a trainee teacher. Of course this can be mentioned at the beginning but best to avoid the following

- taking notes or using ipads
- speaking in the group about future aspects of the course before the group has arrived there eg talking about breathing spaces, topics such as 'thoughts are not facts', keeping a practice going after the course
- asking 'training' questions before, during or after the session

2. From the teacher's side, there is no element of training, supervision or answering questions. So there will not be supervision/discussion between the trainee and the teacher in person, phone or e mail. This will all happen in your second 8 week course later in the year.

## Appendix B

### Participant-observer reflective sheet

<b>Session #</b>	<b><i>What I noticed about this domain</i></b>	<b><i>Challenging aspects for me to develop</i></b>	<b><i>Questions for further discussion</i></b>
<b>Domain</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 through interactive teaching</b>			
<b>6. Management of group learning environment</b>			

## Appendix C - Reflective journal and portfolio

We would like you to keep a journal throughout your year of training. The reflective process brings together the various theoretical and experiential components of the training and helps make them part of a trainee's own experience.

We strongly recommend that this reflective journal is created on a computer so that parts of it can be shared easily by e mail. We also suggest that entries are made to it on a regular basis. During the year, two weeks before each module (ie two weeks before 27/28 March, 29/30 May, 4/5 Sept, 13/14 Nov 2015) you will need to email a 500-600 word summary of the relevant elements from the list below that you have covered in each time period to the group of four core trainers. This should be fairly straightforward to do if your reflections are entered regularly. 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 in seminars and modules.

At the end of your training year, you will also need to submit a portfolio, compiled from your journaling, which will include:

- Personal daily practice journal with a short weekly summary.
- Reflections on your reading of the core texts listed at page 9, SMC handbook.
- Weekly notes on your observed 8 week course.
- Weekly notes on your supervised 8 week course as an assistant teacher.
- Notes on each of the 8 monthly seminars.
- Reflections on each module training day, the Master classes and conference.
- Reflections on the day retreat or 'all day' and the 5 day retreat.
- Audio recordings of each main practice (body scan, mindful movement, sitting practice and breathing spaces), with reflective commentary linking that particular meditation guidance to key aspects of that practice.
- A 1,000 word summary for the end of training tutorial. The subject of this is the trainee's own style and development as a mindfulness teacher, including strengths and areas for further development. The MBI-TAC will form a major part of this.

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 summaries, and the portfolio as a whole, will give a synopsis of learning from each of the three dimensions of the training: personal practice, theoretical underpinnings and teaching practice. The aim is that the process of reflection will aid the integration of these three areas, all of which should be kept in mind in your reflections. In this way, we hope to support the development of teachers who are fully grounded in their own practice, in a clear understanding of the theory, and in the experience of what it is actually like to be in a group and to teach.

