

# Mindfulness in the Mainstream: navigating with integrity

Sweden

September 2021



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Centre for Mindfulness Research and Practice,  
School of Psychology

Bangor University

# Outline

- Some context
- Tensions, challenges, issues
- Integrity building blocks
- Questions and directions for the future

**teacher/trainer competence**

**standards**

**training models**



**implementation**

**ethics**

**scalability**

**fidelity**

## Recommendation 3. Engage the Thorny Question of Clinician Training

## Recommendation 7. Beware of Developing Orphan Innovations, Falling Off the Implementation Cliff, and Getting Caught in “Implementation Limbo”

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### Prospects for a Clinical Science of Mindfulness-Based Intervention

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Sona Dimidjian      University of Colorado Boulder  
Zindel V. Segal      University of Toronto Scarborough

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Prospects for a clinical science of mindfulness-based intervention.

© Request Permissions

Dimidjian, S., & Segal, Z. V. (2015). Prospects for a clinical science of mindfulness-based intervention. *American Psychologist*, 70(7), 593–620. <https://doi.org/10.1037/a0039589>

# BMJ Open 'Mind the gaps': the accessibility and implementation of an effective depression relapse prevention programme in UK NHS services: learning from mindfulness-based cognitive therapy through a mixed-methods study

Jo Rycroft-Malone,<sup>1</sup> Felix Gradinger,<sup>2</sup> Heledd Owen Griffiths,<sup>1</sup> Rob Anderson,<sup>3</sup> Rebecca Susan Crane,<sup>4</sup> Andy Gibson,<sup>5</sup> Stewart W Mercer,<sup>6</sup> Willem Kuyken<sup>7</sup>

BMJ Open: first published as 10.1136/bmjopen-2018-026244 on 8 September 2018.

## Phase 1

- Descriptive
- Stake holder interviews
- Across UK

## Phase 2

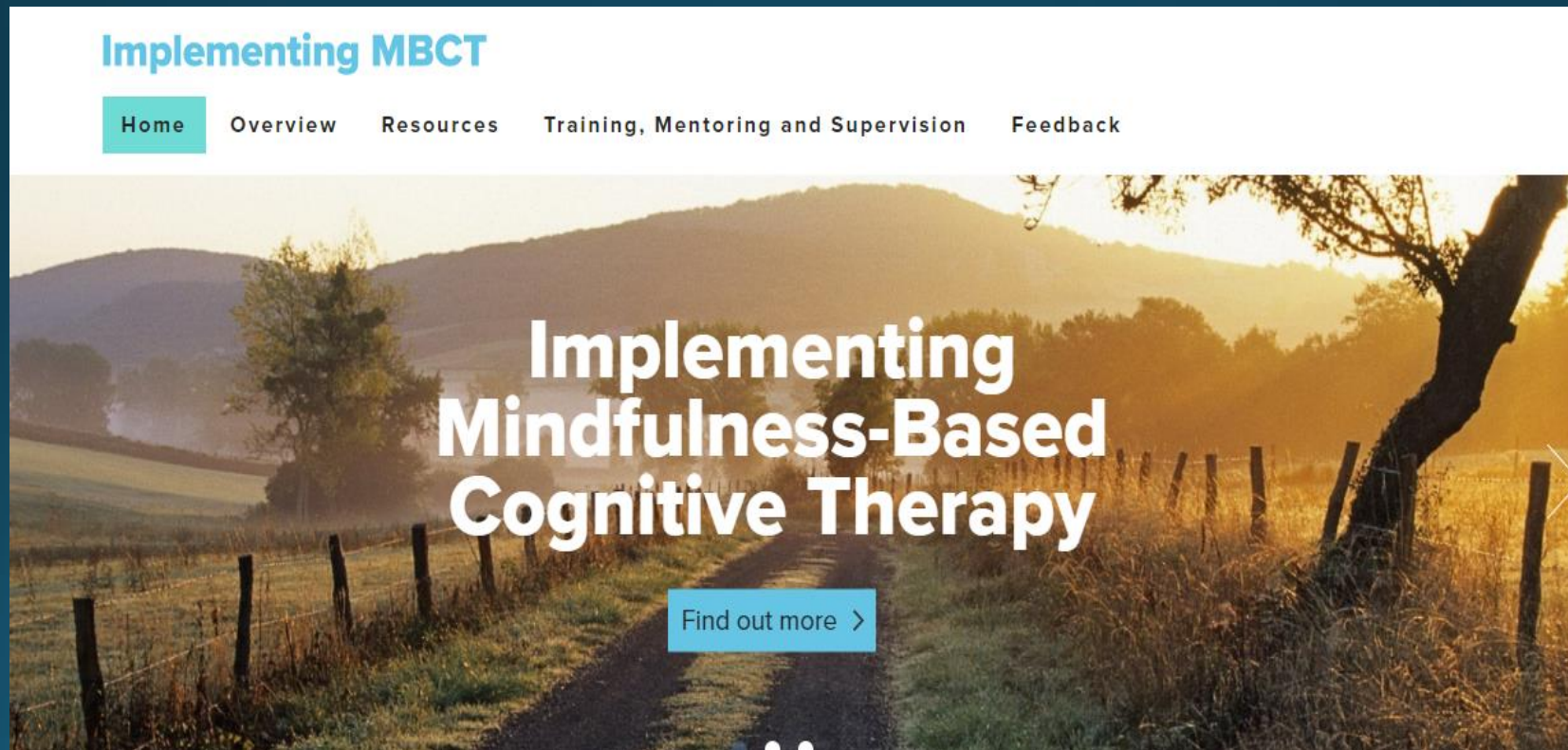
- In-depth case studies
- Sample from each of 4 countries
- Mix of implementation stages

## Phase 3

- Implementation plan
- Dissemination

# Implementation Guidance

<https://implementing-mindfulness.co.uk>





# Studying mindfulness implementation in Sweden

Niemi, M., Crane, R.S., Sinselmeijer, J., Andermo , S. (in press) The implementation of Mindfulness Based Programs in the Swedish healthcare system – a survey study of service providers , Journal Global Advances in Health and Medicine, 10.1177/21649561211049154

Andermo , S. Crane, R.S., Niemi, M., (under review) The implementation of Mindfulness Based Programs in the Swedish healthcare system – a qualitative study, Journal Global Advances in Health and Medicine,





# MINDFUL NATION UK

Report by the Mindfulness All-Party  
Parliamentary Group (MAPPG)

October 2015





Mindfulness  
DOI 10.1007/s12671-016-0632-7



ORIGINAL PAPER

## Implementing Mindfulness in the Mainstream: Making the Path by Walking It

Rebecca S. Crane<sup>1</sup>

Mindfulness  
<https://doi.org/10.1007/s12671-018-0886-3>



COMMENTARY

## Intervention Integrity in Mindfulness-Based Research

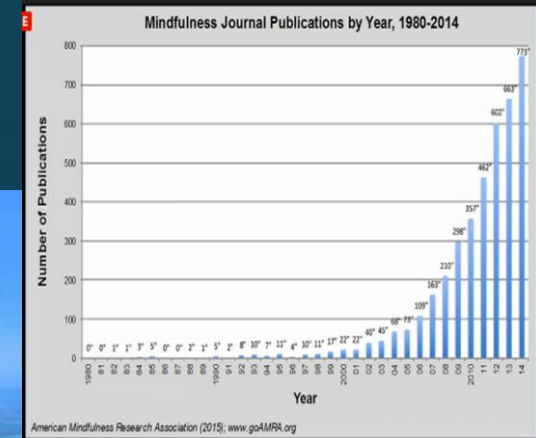
Rebecca S. Crane<sup>1</sup> · Frederick M. Hecht<sup>2</sup>

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# Confluence of different streams of thinking....





# Bridging paradigms/worlds

**SCIENCE/EMPIRICISM**

**The MB-TEACHER**

Contemplative  
practices

Mainstream  
institutions,  
academia, politics  
etc

# Spread

## Program forms

- MBSR
- MBCT
- MBCP
- MBRP
- MB-EAT
- Breathworks
- Digital delivery
- Etc, etc, etc.....

## Contexts/populations

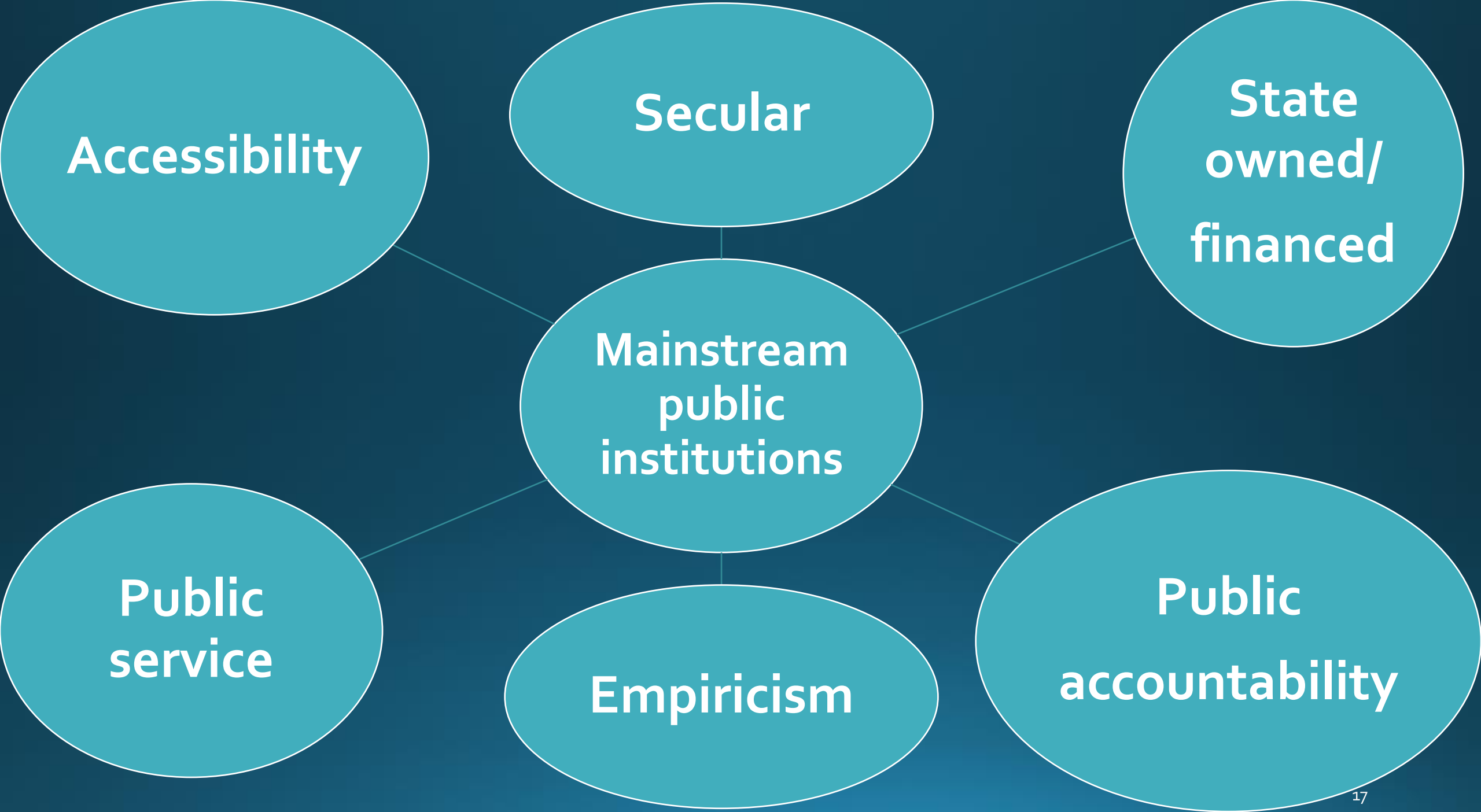
- Clinical
- Education
- Workplace
- Justice system
- General public



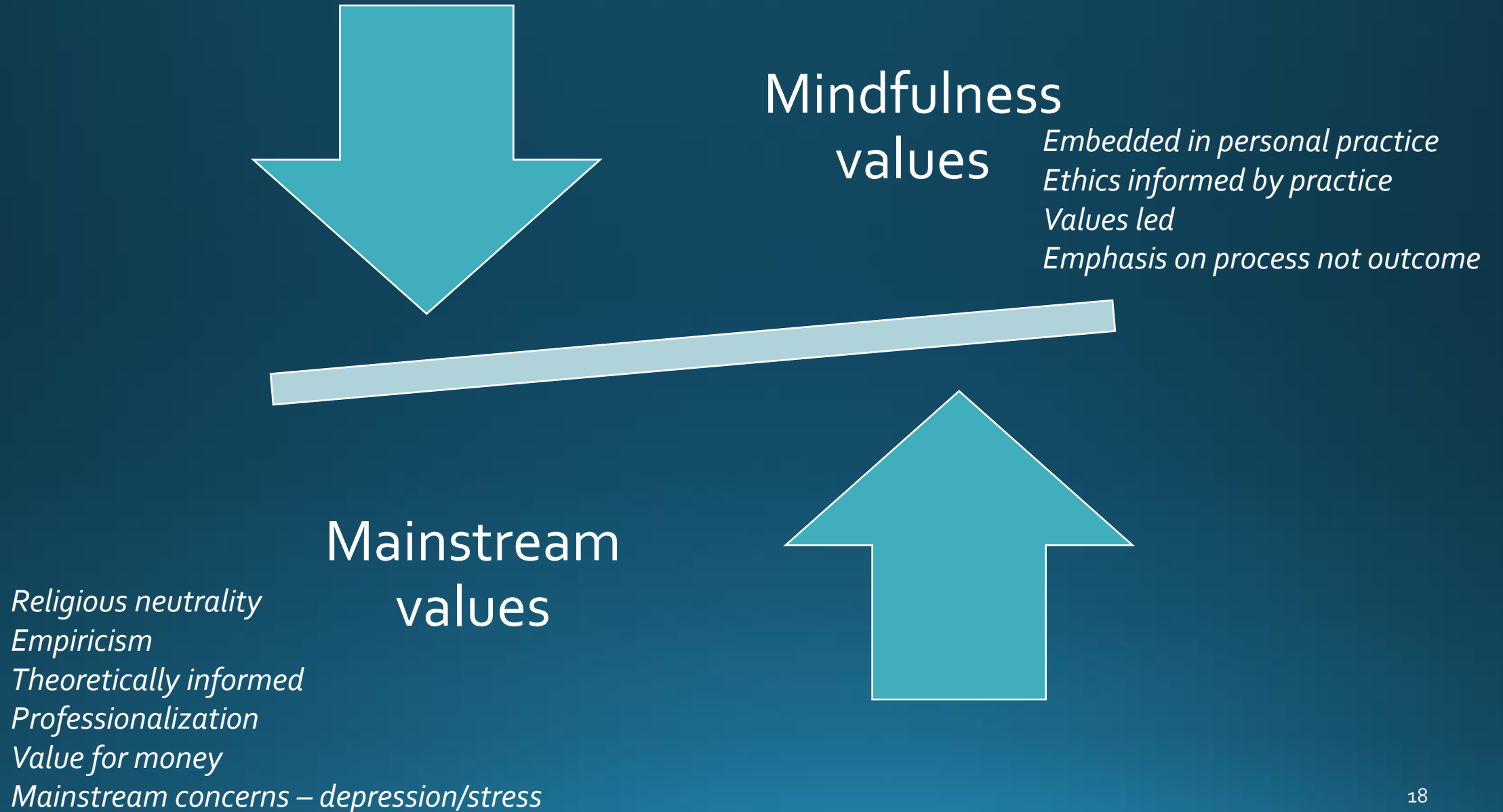
# Many things called mindfulness...

*Is Mindfulness The solution?*





Attending to.....



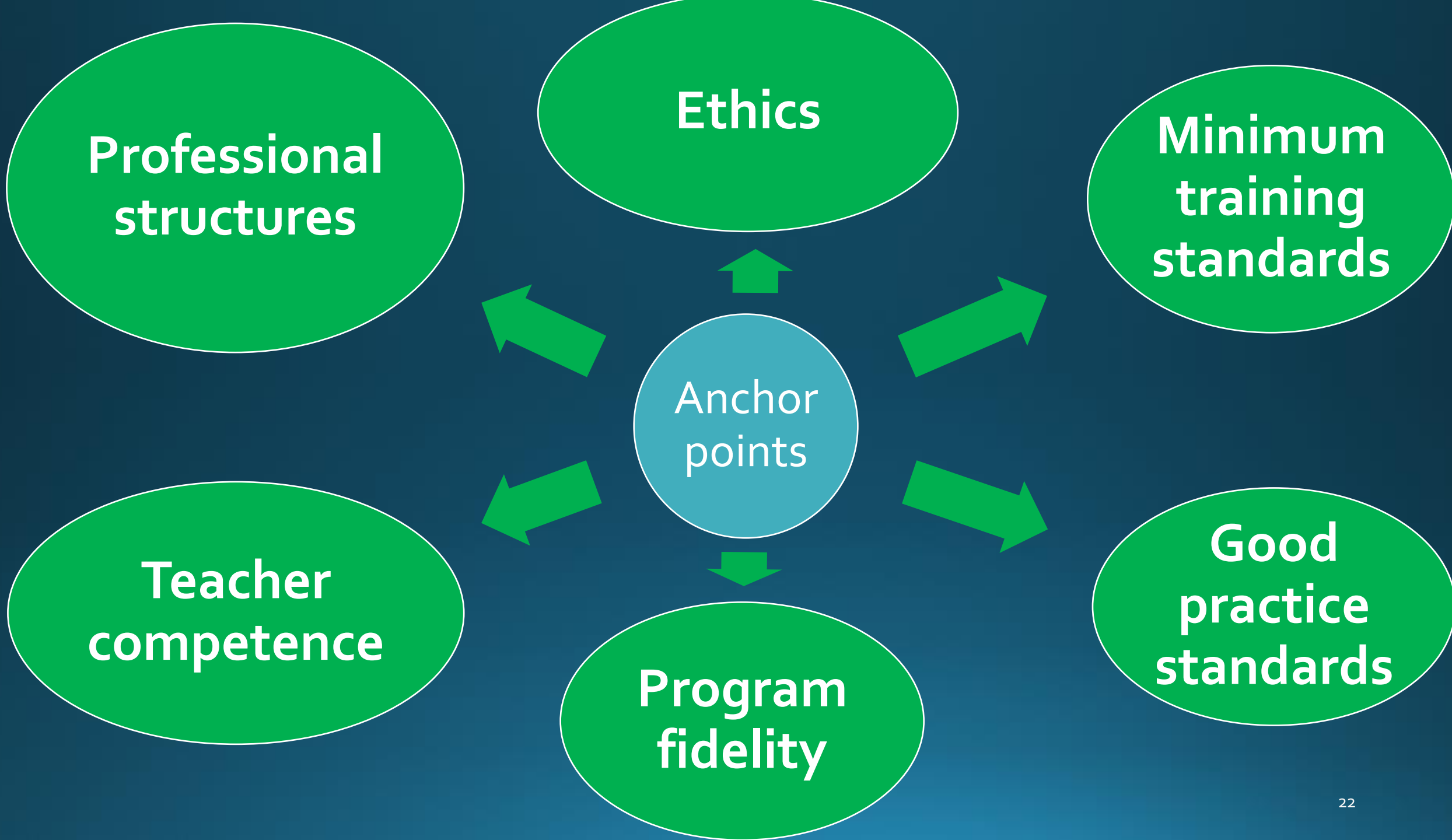
'therapeutic mindfulness today  
sits on an unstable knife edge  
between spirituality and  
secularism, therapeutics, and  
popular culture'

Harrington & Dunne, 2015

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- Can we create appropriate governance frameworks – without trying to quantify the unquantifiable?
- Can we identify/create the conditions within which integrity is likely to be present?
- How do we nurture the transformational potential of mindfulness practice?





# Integrity from – Outside in and Inside out





The diagram consists of two large, teal-colored arrows pointing towards each other from the left and right sides. They meet at a central point, forming an 'X' shape. The left arrow is labeled 'Instrumental' and the right arrow is labeled 'Non-instrumental'. The background is a solid dark teal color.

Instrumental

Non-  
instrumental

# The unseen work



# Teachers without a strong practice root....

...will default to  
operating from:

- what they know
- led by thinking mind



# Ethical Frameworks

Mindfulness

DOI 10.1007/s12671-014-0372-5

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COMMENTARY

## **Mindfulness: Awareness Informed by an Embodied Ethic**

P. Grossman

Mindfulness

DOI 10.1007/s12671-015-0419-2



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COMMENTARY

## **Ethics, Values, Virtues, and Character Strengths in Mindfulness-Based Interventions: a Psychological Science Perspective**

Ruth Baer<sup>1</sup>

# Evaluating training models

Mindfulness (2015) 6:253–263  
DOI 10.1007/s12671-013-0254-2

ORIGINAL PAPER

## **Mindfulness Apprenticeship: A new Model of NHS-Based MBCT Teacher Training**


Robert Marx • Clara Strauss • Cleo Williamson

Mindfulness  
DOI 10.1007/s12671-017-0750-x



ORIGINAL PAPER

## **Impact of Mindfulness-Based Teacher Training on MBSR Participant Well-Being Outcomes and Course Satisfaction**

Pauline Eva Ruijgrok-Lupton<sup>1</sup>  • Rebecca S. Crane<sup>1</sup> • Dusana Dorjee<sup>1</sup>

# Fidelity



```
graph LR; Fidelity --> adherence; Fidelity --> competence
```

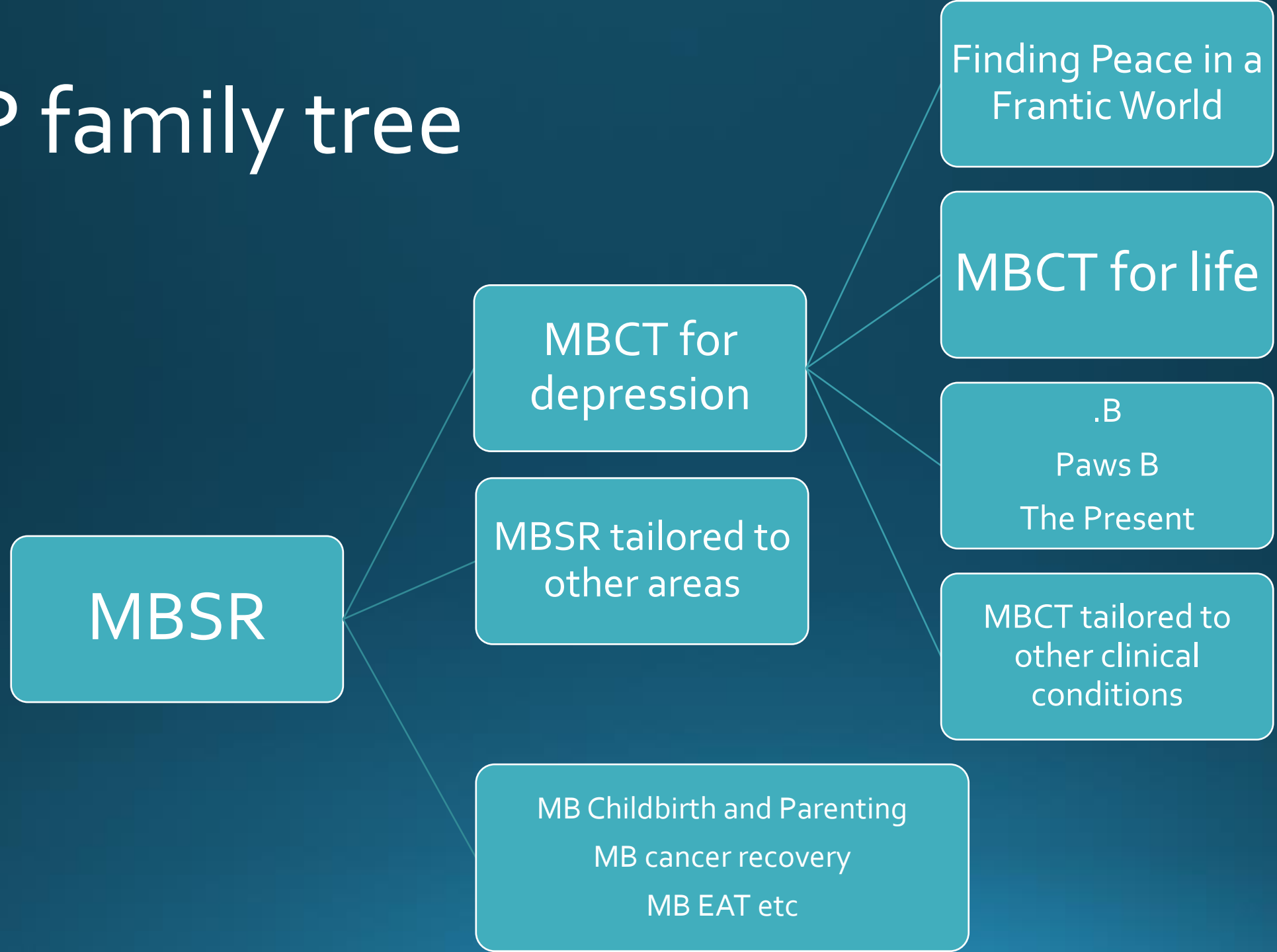
A diagram with a central teal box on the left containing the word 'Fidelity'. Two lines branch out from the right side of this box to two separate teal boxes on the right. The top box contains the word 'adherence' and the bottom box contains the word 'competence'.

adherence

competence



# MBP family tree



Etc!

# What defines mindfulness-based programs? The warp and the weft

R. S. Crane<sup>1\*</sup>, J. Brewer<sup>2,3</sup>, C. Feldman<sup>4</sup>, J. Kabat-Zinn<sup>2</sup>, S. Santorelli<sup>2</sup>, J. M. G. Williams<sup>5</sup> and W. Kuyken<sup>5</sup>

# Mindfulness-Based Stress Reduction (MBSR)

## Authorized Curriculum Guide<sup>®</sup>

2017

Version Revised and Edited  
by:

Saki F. Santorelli, EdD, MA  
Florence Meleo-Meyer, MS, MA  
Lynn Koerbel, MPH

Jon Kabat-Zinn, PhD  
*MBSR program founder and creator of the MBSR curriculum*

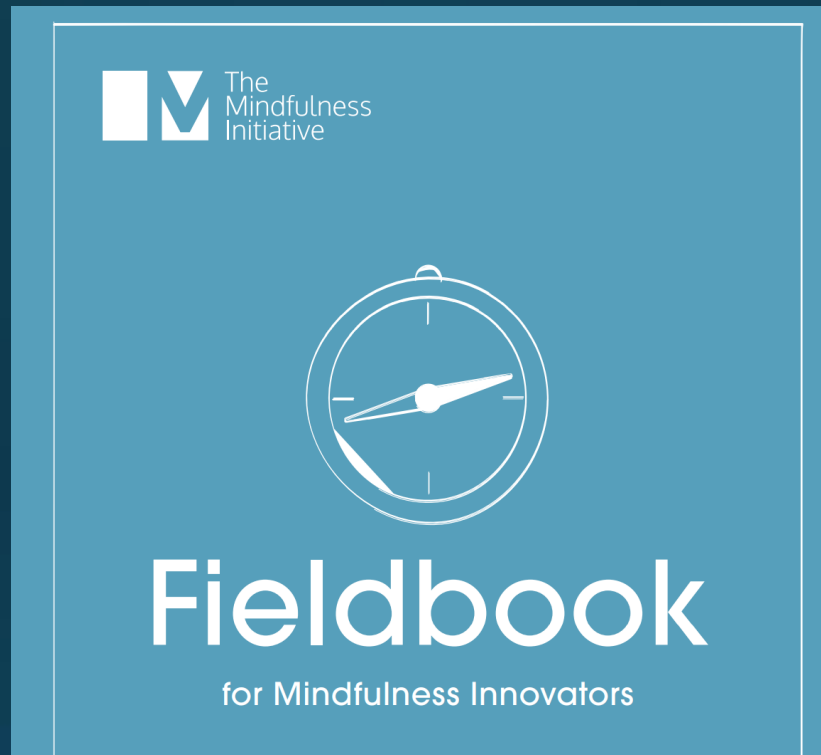
includes audio downloads of guided meditations



SECOND EDITION

# Mindfulness-Based Cognitive Therapy for Depression

Zindel V. Segal  
J. Mark G. Williams  
John D. Teasdale



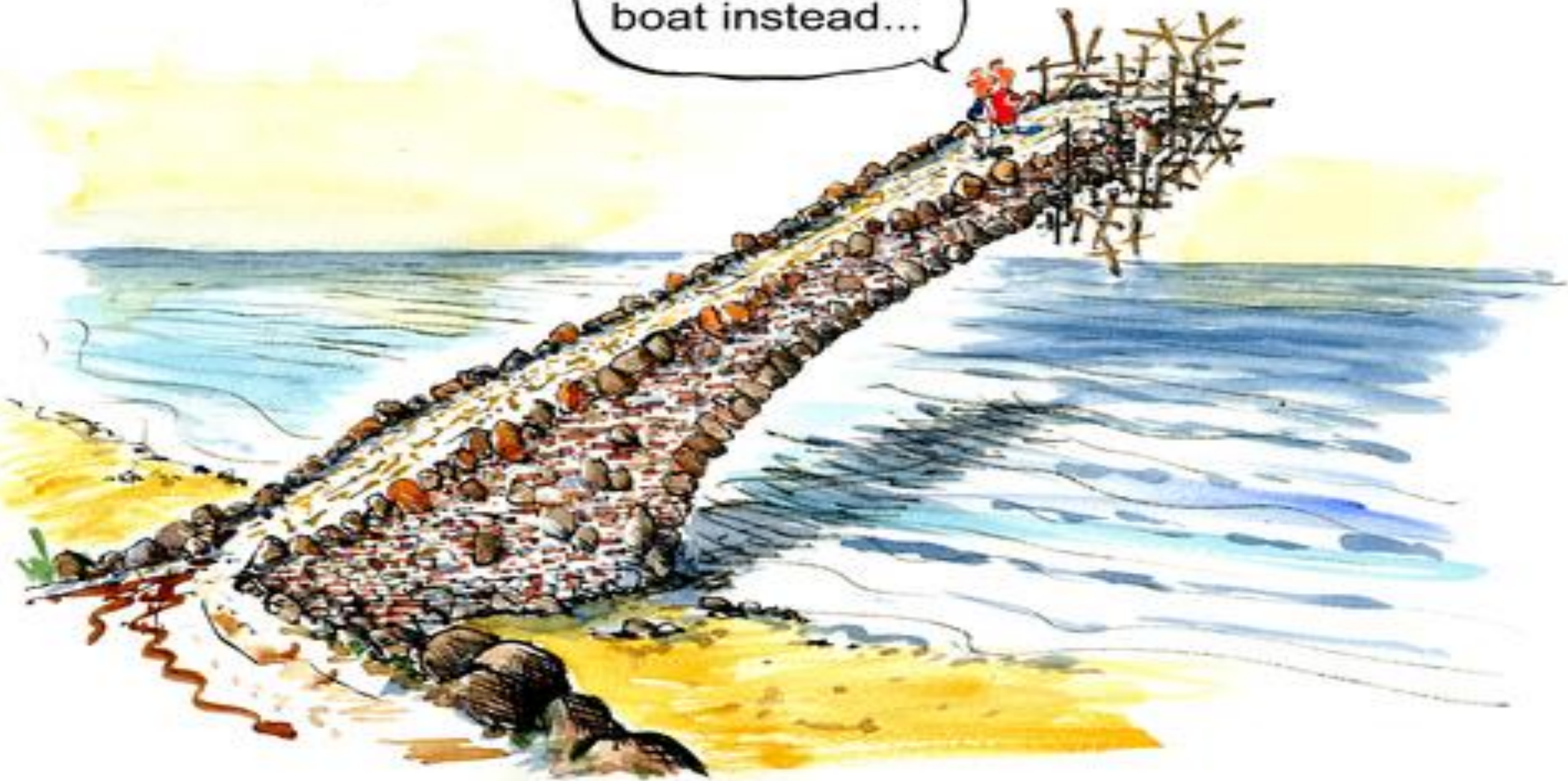
[www.themindfulnessinitiative.org/fieldbook-for-mindfulness-innovators](http://www.themindfulnessinitiative.org/fieldbook-for-mindfulness-innovators)

# MBP innovating/adapting

1. Depth understanding of population & context/culture
2. Depth understanding of aims
3. Generating ideas – interface with the MBP
4. Developing & testing
5. Implementing
6. Growing, scaling, spreading



Maybe we  
should build a  
boat instead...





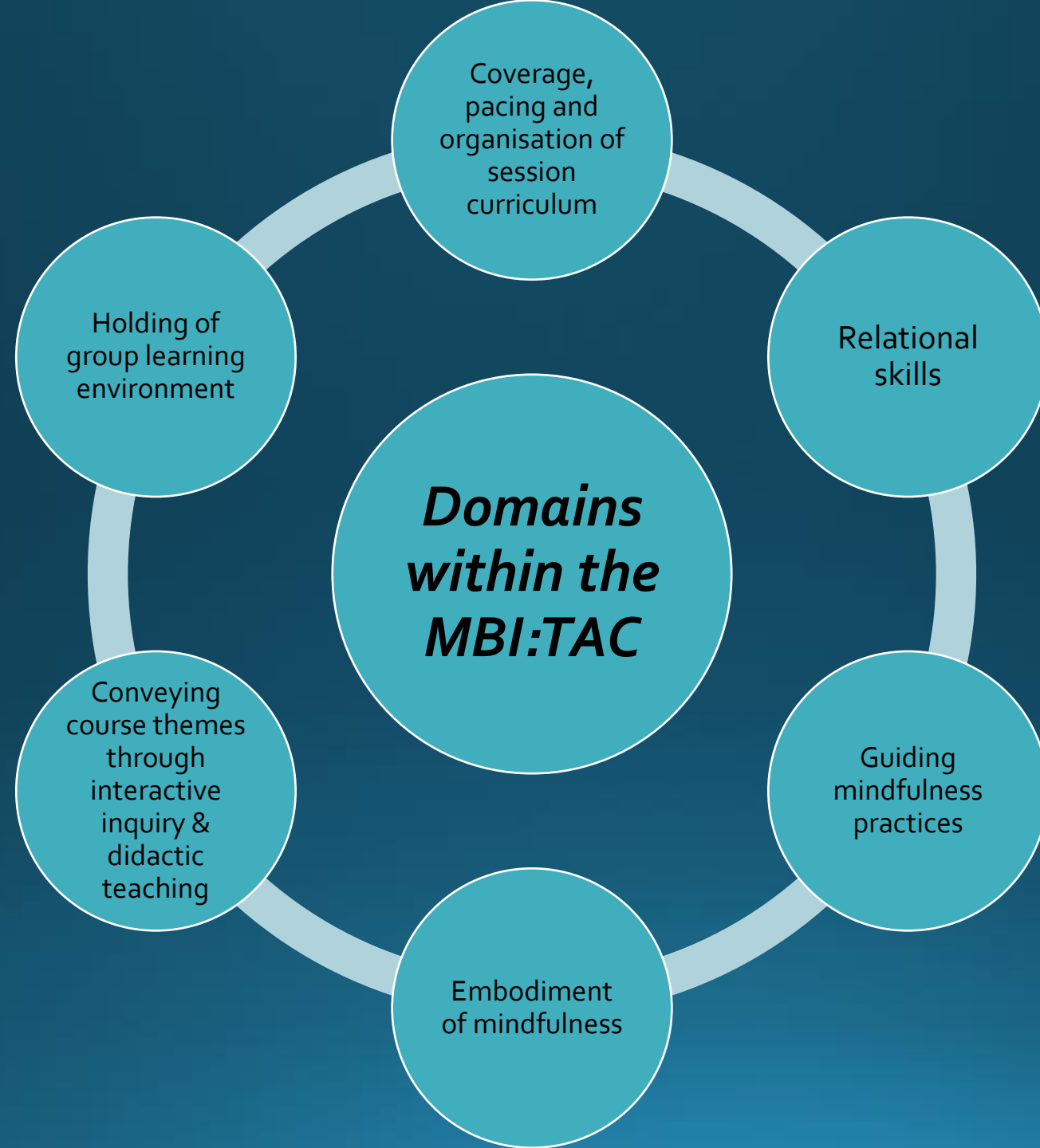
# MINDFULNESS-BASED INTERVENTIONS: TEACHING ASSESSMENT CRITERIA (MBI:TAC)

[mbitac.bangor.ac.uk](http://mbitac.bangor.ac.uk)



# Range of uses of the MBI:TAC

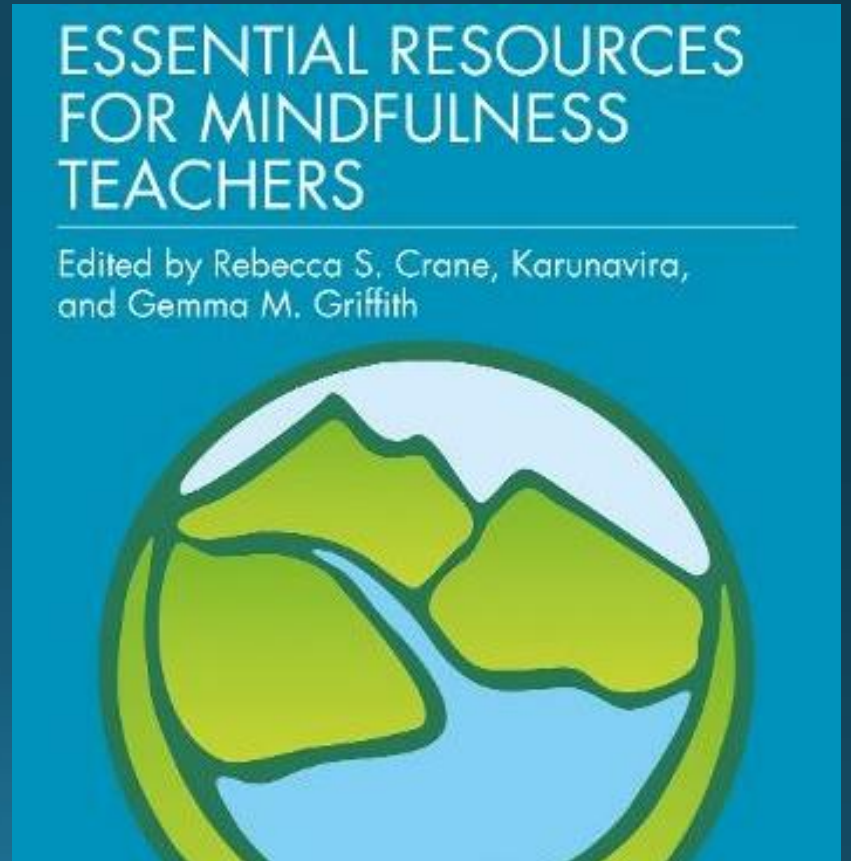
1. Assessment
2. Reflective tool
3. Giving/receiving supervision
4. Developing trainer skills



# The TLC – Teaching and Learning Companion

- The TLC is a reflective tool to help mindfulness teachers at all stages to reflect on their teaching skills
- It exactly maps onto the MBI:TAC
  - All six domains and key features are the same
- Available in 'Essential Resources' book and as a downloadable document.

[https://www.routledge.com/Essential-Resources-for-Mindfulness-Teachers/Crane-Karunavira-Griffith/p/book/9780367330798?gclid=CjoKCQjwsZKJBhCoARIsAJg6n3UwCx8\\_kMImBEFWxoPoFVUCknavd8H4yOEMxfUQlrAx2y6FU47n84kaAohgEALw\\_wcB](https://www.routledge.com/Essential-Resources-for-Mindfulness-Teachers/Crane-Karunavira-Griffith/p/book/9780367330798?gclid=CjoKCQjwsZKJBhCoARIsAJg6n3UwCx8_kMImBEFWxoPoFVUCknavd8H4yOEMxfUQlrAx2y6FU47n84kaAohgEALw_wcB)



# How it maps to the TAC - example

In each domain the key features are briefly described, followed by a table that you complete.

	Key Features of Domain 1	Yes, definitely	Yes, sometimes	Yes, but rarely	No, not yet	Not sure
1	Do I adhere to the chosen curriculum?					
2	Am I able to balance flexibility and responsivity to the needs of the class while covering the curriculum?					
3	Am I able to appropriately introduce course themes and context– and be flexible around these when needed?					
4	Am I well organised for class (e.g., timetable, all materials to hand, the room)					
5	Is my teaching appropriately paced? e.g., I allow space for participant learning, without stagnating around a particular issue?					

British Association of Mindfulness-based Approaches



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Organisations ▾

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Championing  
Mindfulness



Find a Mindfulness Teacher

Enter a full postcode eg. W1A 1AA



Find a Teacher

bamba.org.uk



## Good Practice Guidelines

- BAMBA - For Teaching Mindfulness-based courses
- BAMBA - For Trainers of Mindfulness-Based Teachers
- BAMBA - For Supervisors of Mindfulness-Based teachers
- BAMBA - For Teaching in the Workplace
- BAMBA - For Teaching People with Learning Disabilities

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IMI NETWORK IN THE WORLD



## Welcome to the International Mindfulness Integrity Network

We are a global network informing the ethics and standards of mindfulness training and teaching.

Inspiring inclusivity, transparency, warmheartedness, collaboration, connection, clarity, generosity, authenticity and integrity.

We are dedicated to the flourishing of all lives and committed to waking up to the blindness of separation.

[iminetwork.org](http://iminetwork.org)

# The effects?

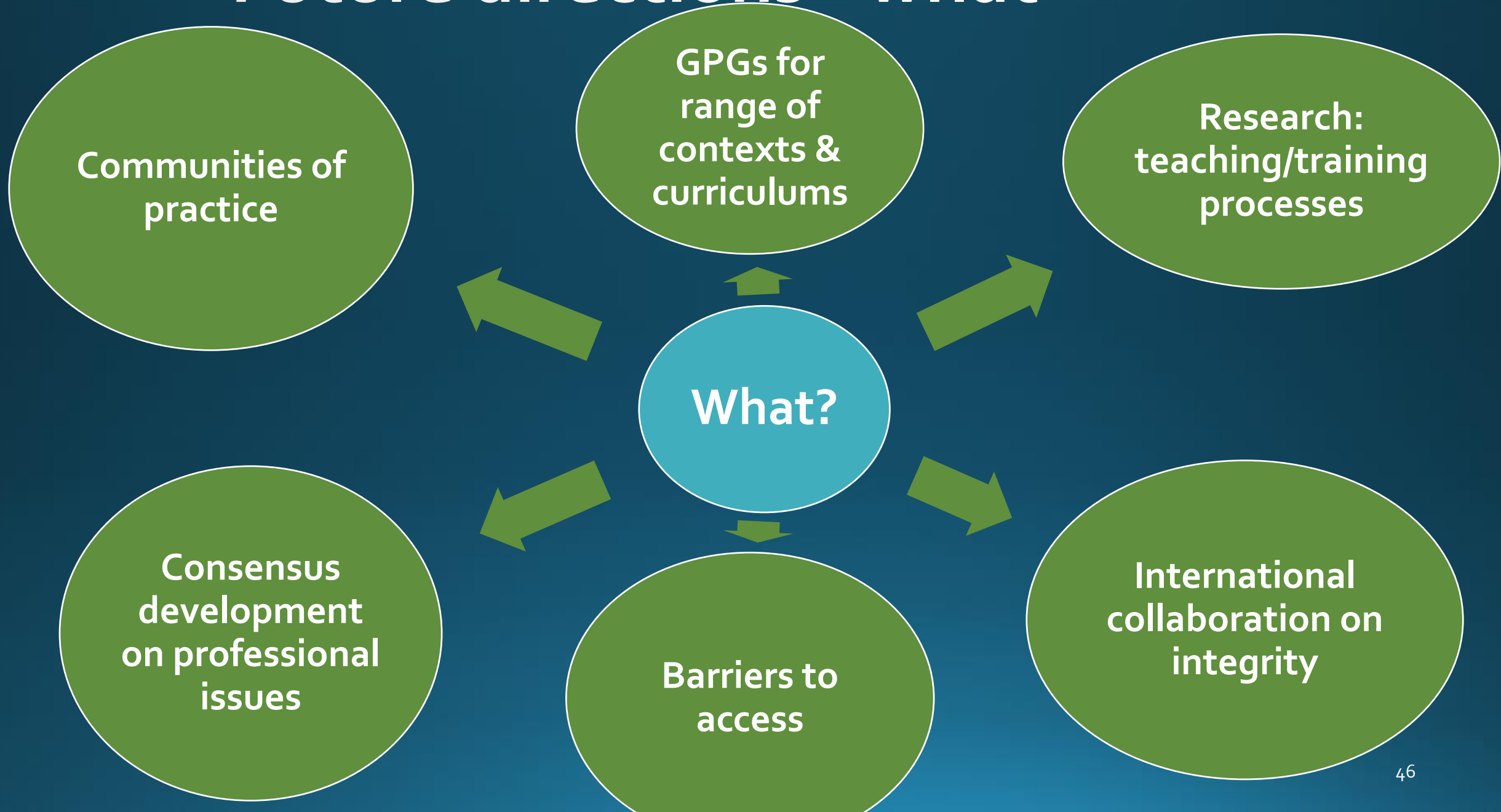
- Peer support, accountability and review
- Lifting up standards – aspirational to be working with integrity
- Working towards common goals
- Talking with each other!



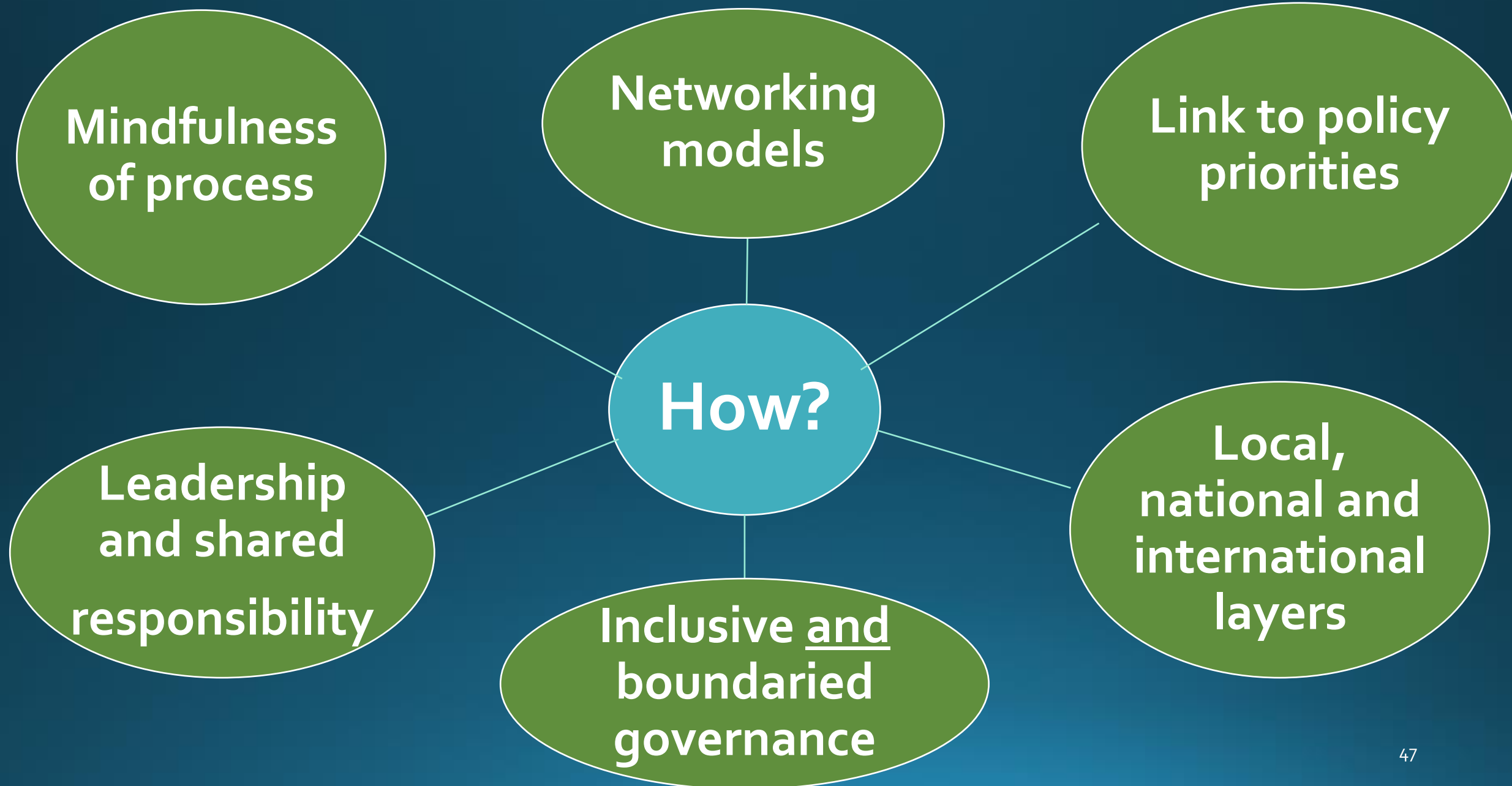
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# Future directions - what



# Future directions - how



“Can we develop new models?  
Trying to incubate it in any and every way  
we can.

Are there strategic and tactical ways to  
develop, different models that work  
better?”

Jon Kabat-Zinn in conversation with activist Angela Davis,  
East Bay Meditation Centre, 2015

Personal wellbeing, ease, success?



Inequity, democracy, climate  
breakdown, food and water  
sustainability?

# Key principles to keep in mind

1. Keep the interests of the general public at the centre of our minds
2. Focus on individual teacher formation, and developing a supportive context for their practice

# How do we resource ourselves?

In the context of our.....

- personal practice
- teaching practice
- Wider inspiration and inquiry

Integrity is doing the right  
thing even when no one is  
watching

Anonymous



With gratitude to the many colleagues internationally who have collaborated with us on these themes :

*Susanne Andermo, Ana Arrabé, Trish Bartley, Charlotte Borch-Jacobson, Jud Brewer, Asaf Federman, Melanie Fennell, Margaret Fletcher, Gemma Griffith, Catrin Eames, Alison Evans, Estrella Fernandez, Genevieve Hamelet, Richard Hastings, Rick Hecht, Gwenola Herbette, Debbie Hu, Guenter Hudasch, Yen-Hui Lee, Tetsuji Ietsugu, Eric Loucks, Karunavira, Lynn Koerbel, Willem Kuyken, Maria Niemi, Patty Moran, Kay Octigan, Marie-Ange Pratali, Karin Rekvelt, Sophie Sansom, Jem Shackelford, Judith Soulsby, Sarah Silverton, Christina Surawy, Vici Williams, Mark Williams, Alison Yiangou,*

# Thank you!

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