

Mindfulness Implementation:

learning from the UK experience

LEBANESE ASSOCIATION OF MINDFULNESS FIRST CONFERENCE



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PRIFYSGOL
BANGOR
UNIVERSITY

UK mindfulness milestones



2000
1st MBCT
research
trial



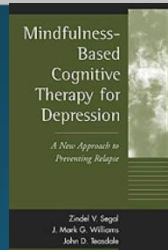
2002
MBCT
Manual

2006
Oxford/
Exeter
Mindful-
ness
Centre

2013
Impleme
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research

2015
Mindfulness
Initiative
Report

2001
Bangor
Centre for
Mindful-
ness
Research
& Practice

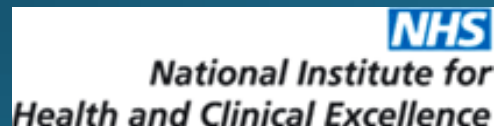


2004 &
2009
NICE
guide
lines



More
trials –
Meta-
analyses

All Party
Parliamentary
Group on
Mindfulness



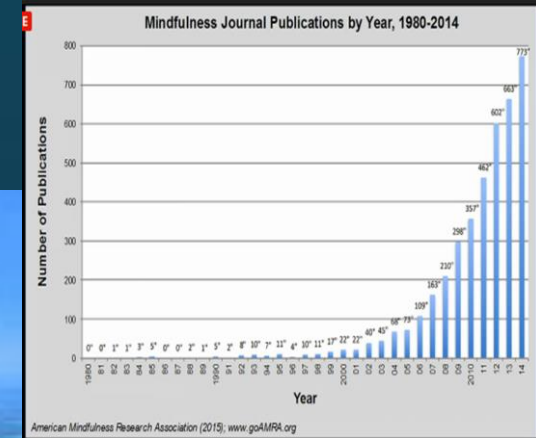


Creating the
path by
walking along
it

3 key points

1. *Tensions involved in mainstreaming mindfulness*
2. The implementation challenge
3. Anchor points that guide integrity and successful implementation

Confluence of different streams of thinking....



Bridging paradigms/worlds

SCIENCE/EMPIRICISM

The MB-TEACHER

Ancient wisdom;
Contemplative
teaching & practice

Mainstream,
academia,
policy,
politics etc

Tensions between prevailing mainstream norms and mindfulness

- Individualism
- Commercialisation/
market place
- Outcome/fixing/
positivist orientation
- Larger societal
conditions that create
suffering
- etc



Quietism?

- calm acceptance of things as they are without attempts to resist or change them
- a passive withdrawn attitude or policy toward the world or worldly affairs
- Emphasis on institutionally favoured goals





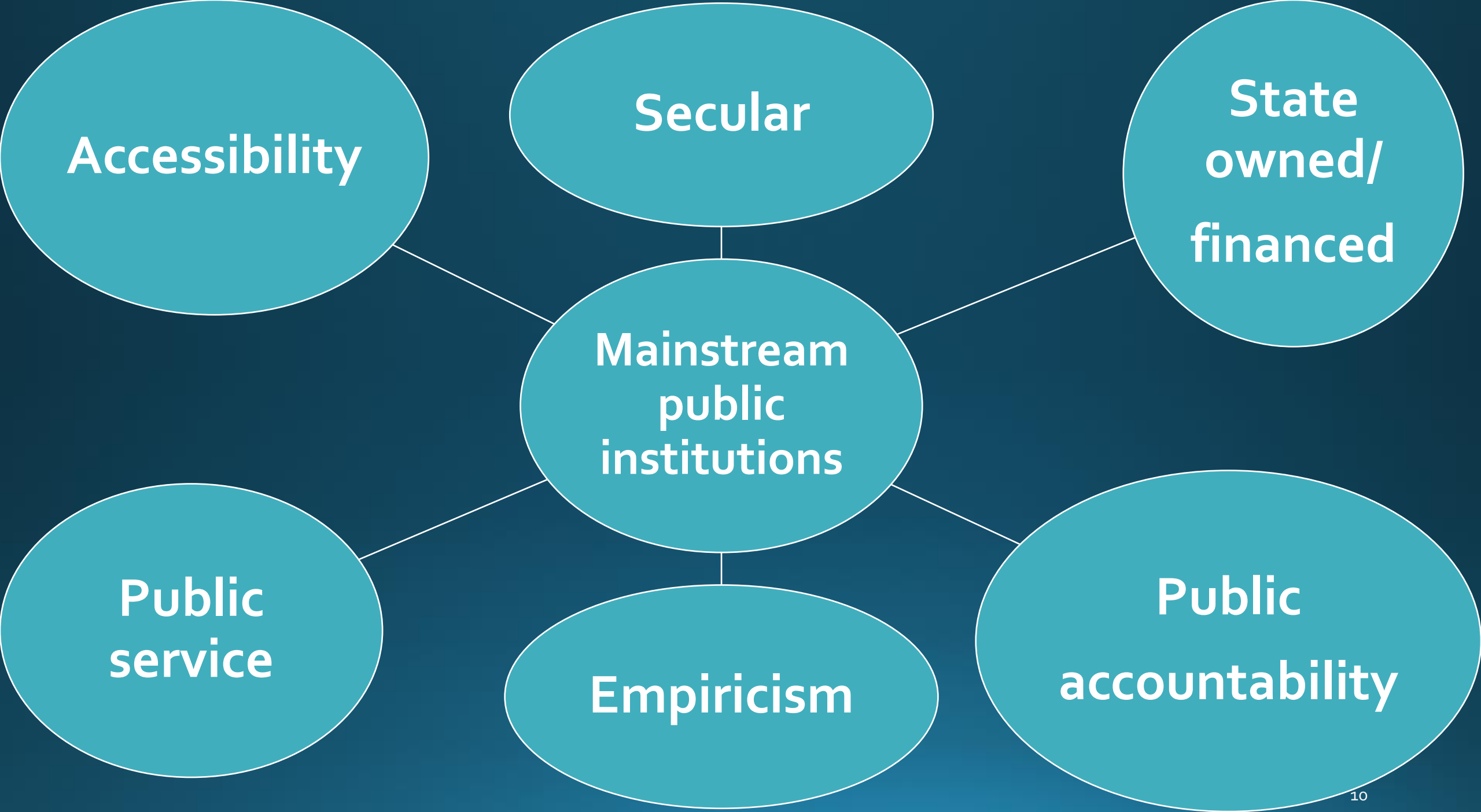
MINDFUL NATION UK

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

October 2015



Mindfulness: developing agency in urgent times



Many things called mindfulness...

Is Mindfulness The solution?



3 key points

1. Tensions involved in mainstreaming mindfulness
2. *The implementation challenge ...*
3. Anchor points that guide integrity and successful implementation

Implementing new evidence is always challenging!

'Getting a new idea adopted, even when it has obvious advantages, is difficult...'

Everett M Rogers

- Evidence is interpreted in different ways
- Action is contextually situated
- Implementation requires active effort & support

It is complicated & not value free

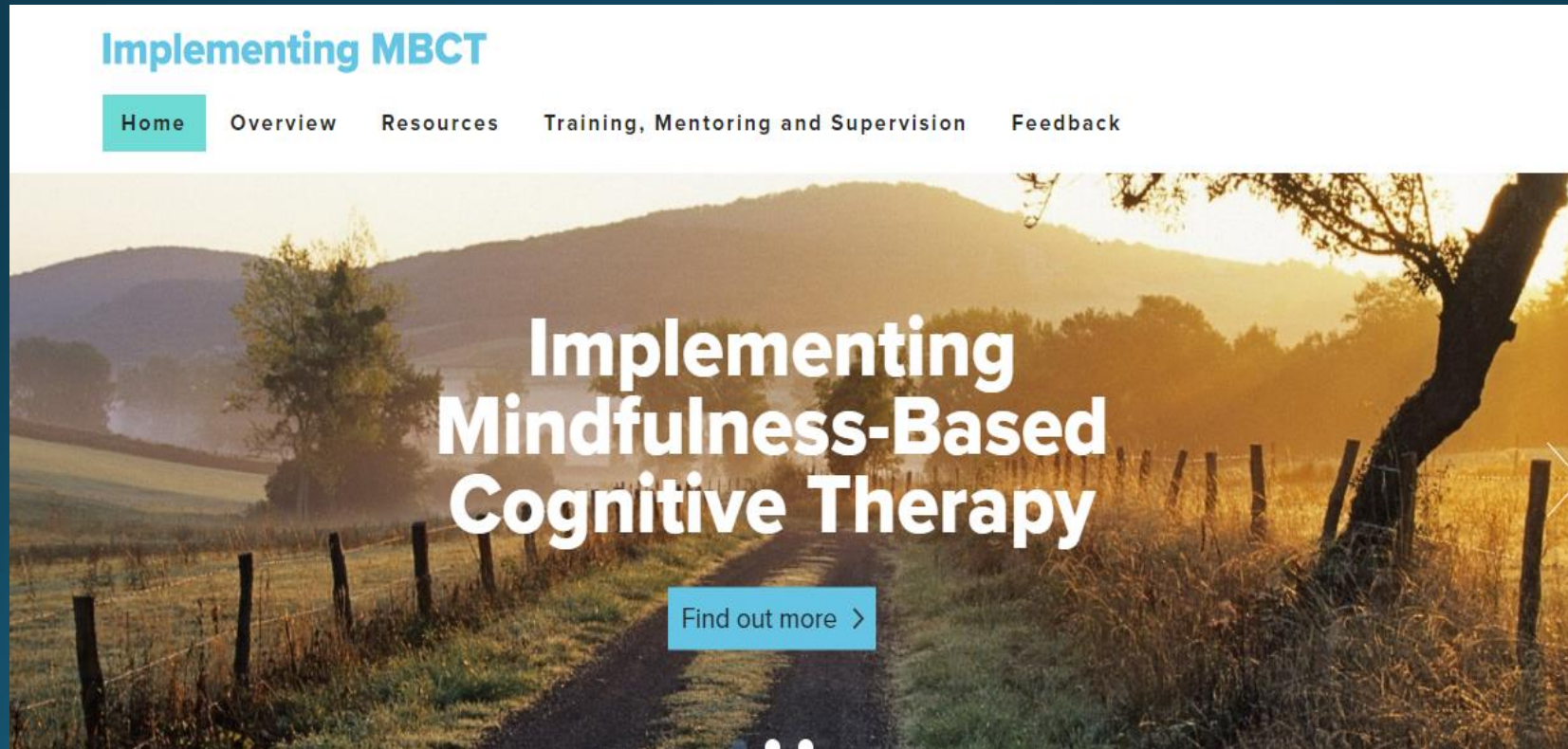
BMJ Open 'Mind the gaps': the accessibility and implementation of an effective depression relapse prevention programme in UK NHS services: learning from mindfulness-based cognitive therapy through a mixed-methods study

Jo Rycroft-Malone,¹ Felix Gradinger,² Heledd Owen Griffiths,¹ Rob Anderson,³ Rebecca Susan Crane,⁴ Andy Gibson,⁵ Stewart W Mercer,⁶ Willem Kuyken⁷

BMJ Open: first published as 10.1136/bmjopen-2018-026244 on 8 September 2019.

Implementation Guidance

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



Successful implementation required....

- Passionate champions who drive change
- Engaging stakeholders (m'ness experience)
- Networking – on all levels
- Bottom up/top down/middle management
- Strength of clarity re integrity
- Working proactively with implementation issues
- Context – blending in *and* influencing change
- Drawing on a range of evidence

Implementer Skills....

- ✓ *Skilled communicators*
- ✓ *Evidence*
- ✓ *Being flexible – being firm*
- ✓ *Passion, care, grit*
- ✓ *The long view*
- ✓ *Integrity*

3 key points

1. Tensions involved in mainstreaming mindfulness
2. The implementation challenge...
3. *Anchor points that guide integrity and successful implementation*



Integrity from – Outside in and Inside out



Personal mindfulness practice

- Invest in your formal practice
 - Daily practice, practice mentoring, practice structure, periods of sustained practice
- Read and listen to teachings
- Make it your own and keep evolving it
- Treat it as playtime
- Find community
- Keep reconnecting to intention

Mindfulness teaching practice

- A life time of exploration
- Connect with a supervisor
- Record yourself – watch and learn
- Know when not to teach
- Allow room for vulnerability, humanity, your imposter, shame, imperfection
- Find community
- Keep reconnecting to intention

Embodiment

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

R. S. Crane^{1*}, J. Brewer^{2,3}, C. Feldman⁴, J. Kabat-Zinn², S. Santorelli², J. M. G. Williams⁵ and W. Kuyken⁵

Mindfulness-Based Stress Reduction (MBSR)

Authorized Curriculum Guide[®]

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



The
Mindfulness
Initiative



Fieldbook

for Mindfulness Innovators

www.themindfulnessinitiative.org/fieldbook-for-mindfulness-innovators



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OXFORD



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JOHN MOORES
UNIVERSITY

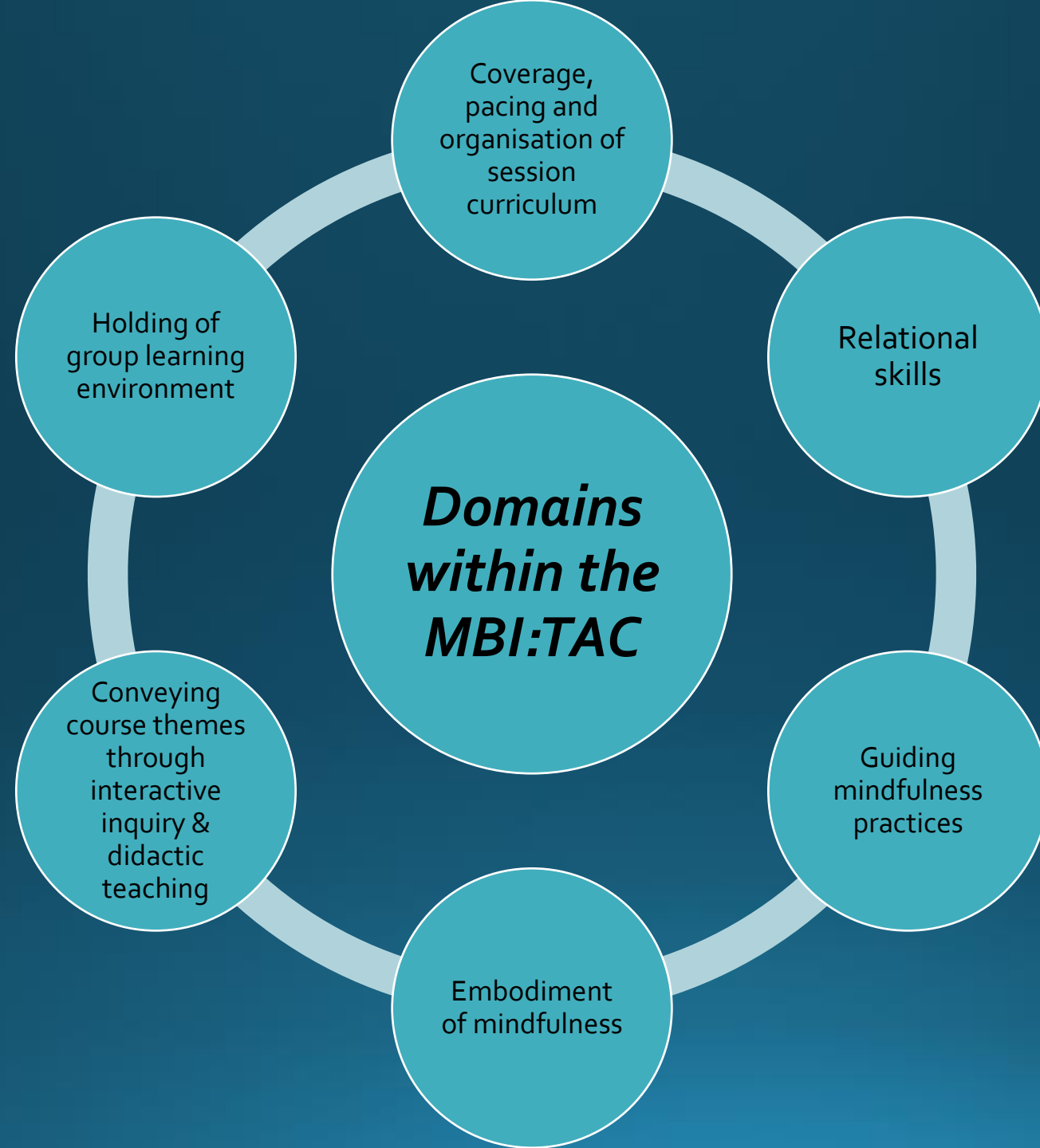


BROWN



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

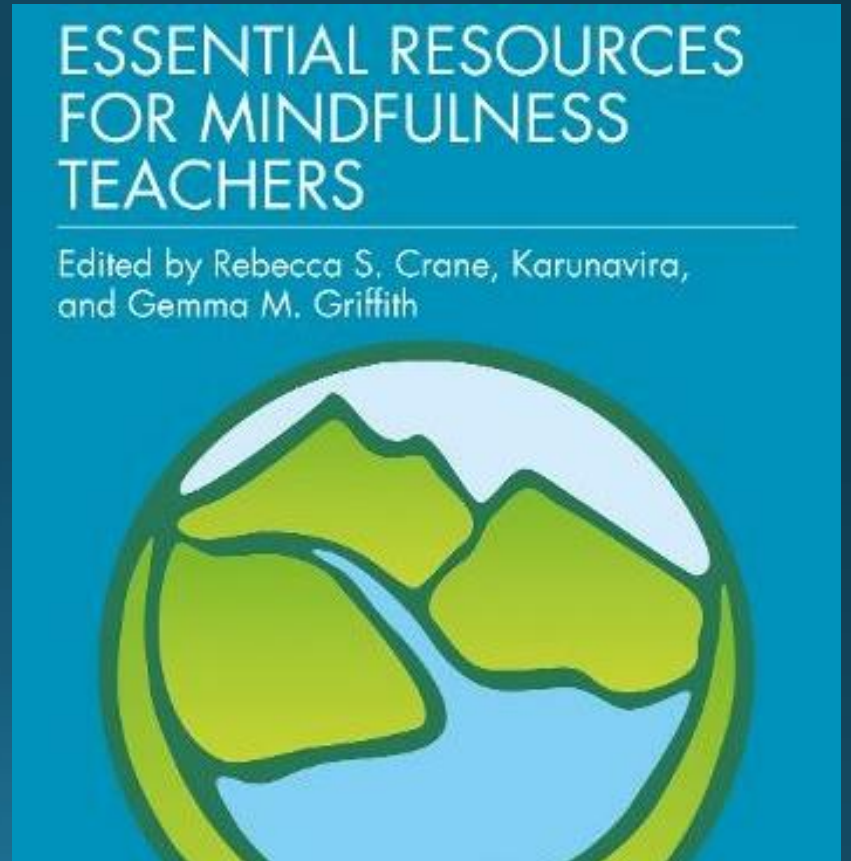
mbitac.bangor.ac.uk



The TLC – Teaching and Learning Companion

- a reflective tool to help mindfulness teachers at all stages develop their skills
- 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=CjoKCQjwsZKJBhCoARIsAJ96n3UwCx8_kMImBEFWxoPoFVUCknavd8H4yOEMxfUQlrAx2y6FU47n84kaAohgEALw_wcB



British Association of Mindfulness-based Approaches



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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

Closing reflections

Context....back to intention....

'From the beginning there was one primary and compelling reason for attempting to bring mindfulness into mainstream society.

That was to relieve suffering and catalase greater compassion and wisdom into our lives'

Kabat-Zinn, 2011

Principles to keep in mind

- keep the interests of the general public at the centre
- building connection and collaboration regionally, nationally, internationally
- focus on individual teacher formation and developing the context for their practice

In the past, jobs were about
muscles, now they're about brains,
but in the future they'll be about
heart

Minouche Shafik, director, London School of Economics

With gratitude to the my collaborators....

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 Shackleford, Judith Soulsby, Sarah Silverton, Christina Surawy, Vici Williams, Mark Williams, Alison Yiangou,

Thank you!

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- www.bangor.ac.uk/mindfulness
- www.mbitac.ac.uk
- www.bangor.ac.uk/psychology/staff/rebecca-crane/en#publications