MINDFULNESS AND SELF-COMPASSION
BETWEEN PSYCHOEDUCATION AND CLINICAL PRACTICE
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Supporting Integrity with the MBI-TAC: cultivating competence in Mindfulness teaching

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Outline

- Some context
- Mindfulness-based teaching skills
- Supporting learning (mine and others)

standards

teacher and trainer competence

effectiveness of training models

ethics

scalability

implementation

Author's personal copy

Original Article

Can We Agree What Skilled Mindfulness-Based Teaching Looks Like? Lessons From Studying the MBI:TAC

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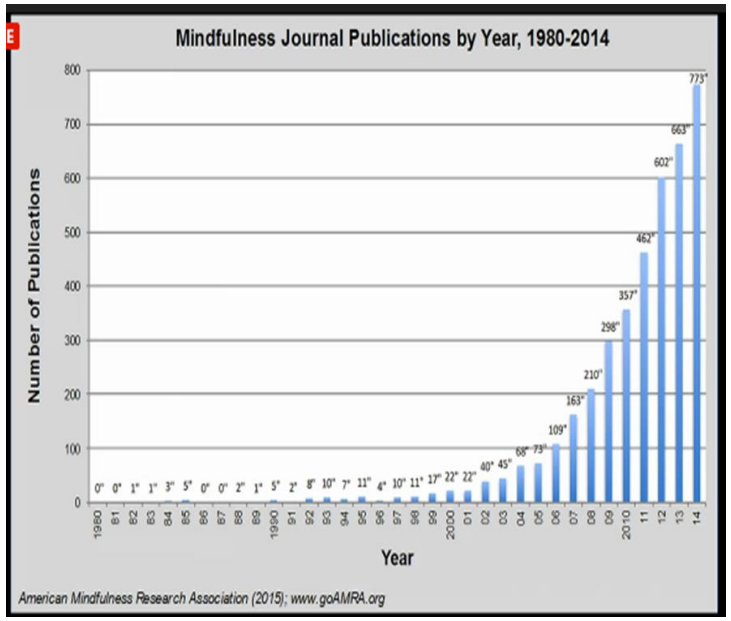

Confluence of different streams of thinking….

Bridging paradigms/worlds

The MB TEACHER

Contemplative teaching and practices

Mainstream institutions, western empiricism, academia, politics etc

Many things called mindfulness...

Is Mindfulness The solution?

Outline

- Some context
- Mindfulness-based teaching skills
- Supporting learning (mine and others)

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Why did we develop the MBI:TAC?

We needed clear criteria to assess our master's students

The field needed benchmark standards for graduation

Research contexts needed a check on quality

Range of uses of the MBITAC

1. Reflective tool for personal development
2. Giving/receiving supervision
3. Developing trainer skills
4. Assessment: for research trials, training programmes etc

Take up of the tool….

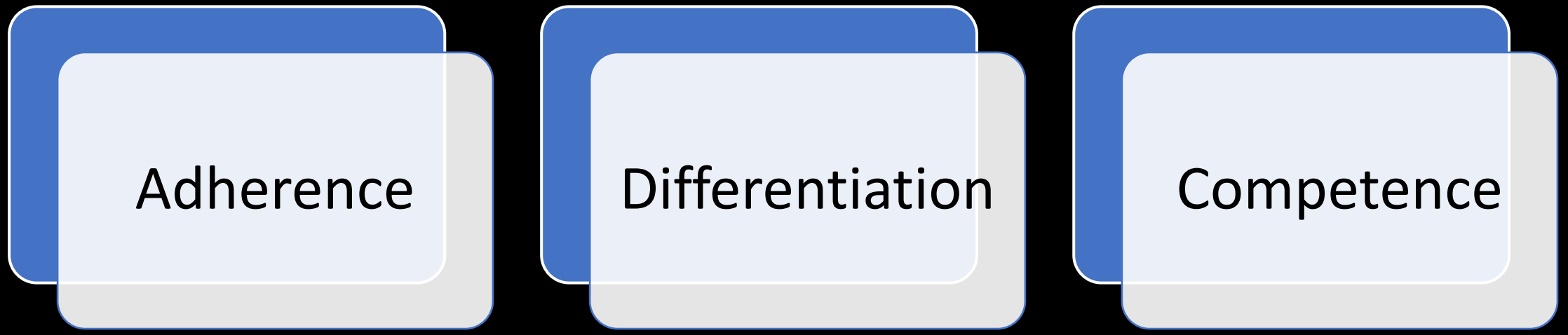
- UK/Ireland Masters progammes
- Multiple training centres internationally
- Part of the international MBCT training pathway
- Accrediting MBCT teachers in the UK health service
- Multiple translations
- Multiple adaptations

mbitac.bangor.ac.uk/mbitac-tool

Series of developmental stages informed by:

- Consultation with expert panel (experienced teachers from Bangor/Exeter/Oxford teams)
- Testing the criteria out in practice settings
- Pilot research

Intervention integrity (fidelity) – 3 aspects



Weck et al., 2011

The Challenge:
MBP teaching place strong emphasis on

the implicit curriculum…embodied practice

‘Doing’ competence

- Striving towards an ideal – agenda driven
- Performing a role
- Identification and attachment to ‘MY’ competence
- Instrumental orientation

Competency framework for MB teaching – how can it include the subtleties?

Inhabiting contradiction and paradox…..

- Knowing and not knowing
- Giving it everything and allowing it to be no effort
- Having an agenda and no agenda
- Letting the outcome take care of itself – and being fully engaged in the process

Being human (incompetent?)

- Being in touch with vulnerability
- Allowing the unsatisfactory
- Being good enough
- Coming home to our humanity

Mindfulness
DOI 10.1007/s12671-014-0350-y

MINDFULNESS IN PRACTICE

Some Reflections on Being Good, on not Being Good and on Just Being

Rebecca S. Crane

Coverage, pacing and organisation of session curriculum
Relational skills
Guiding mindfulness practices
Embodiment of mindfulness
Conveying course themes through interactive inquiry & didactic teaching
Holding of group learning environment
Domains within the MBI:TAC

Key features within each domain

e.g. Domain 2: Relational Skills

- authenticity & potency
- connection & acceptance
- compassion & warmth
- curiosity & respect
- mutuality

Building competence in MBP teaching…

- Need the right conditions
- Lifelong endeavour
- Subtle shifts occur throughout development
- Key to this is the developing role of intuition

(Dreyfus & Dreyfus 1986)

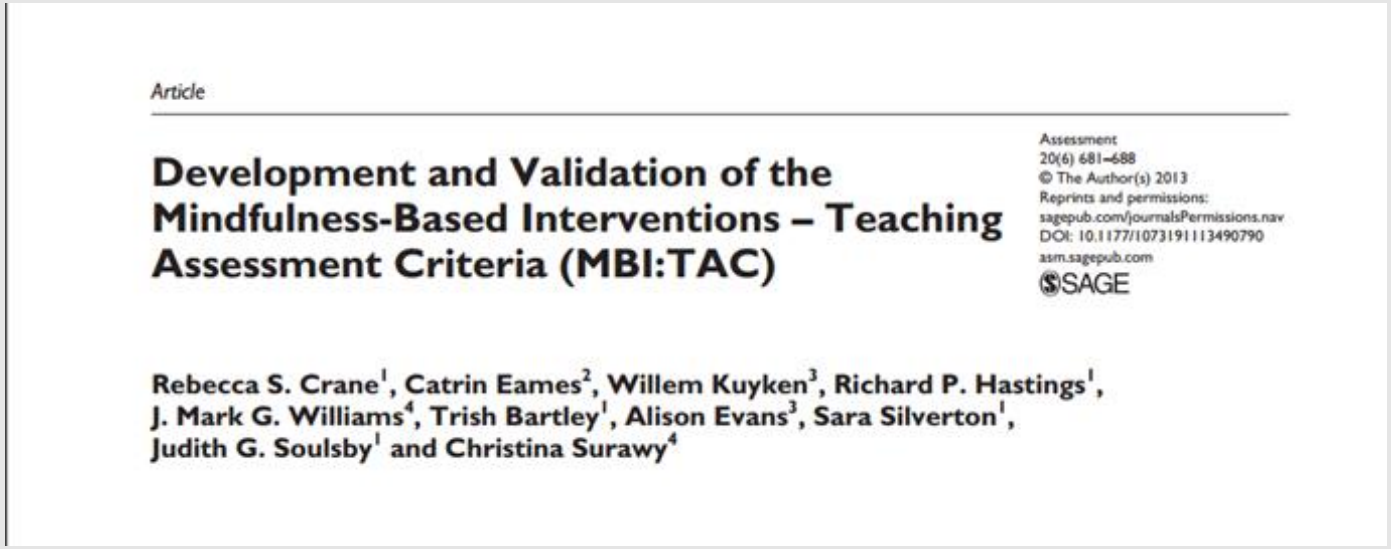
‘The heart has its reasons that reason does not know’

(from Pascal’s Pensées)

Competence Stages
Incompetent *Non-adherence to model; safety of participants compromised*
Beginner *Follows learned rules*
Advanced Beginner *Follows rules in a more sophisticated way; teaching is deliberative*
Competent *Movement away from rules towards embodied engagement in the moment*
Proficient *Intuitive ability to use learned patterns without decomposing them into component features – increased responsiveness/flexibility*
Advanced *Teaching skill is part of the person - fluidity/immersion in process*
Dreyfus & Dreyfus (1986);Sharpless & Barber (2008)

Domain	Incompetent 1	Beginner 2	Advanced Beginner 3	Competent 4	Proficient 5	Advanced 6
Coverage, pacing and organisation of session curriculum						
Relational skills						
Embodying of mindfulness						
Guiding mindfulness practices						
Conveying course themes through interactive inquiry and didactic teaching						
Holding the group learning environment						

Results (reliability)



Article

Development and Validation of the Mindfulness-Based Interventions – Teaching Assessment Criteria (MBI:TAC)

Assessment
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Inter-rater reliability

- Pearson's correlation = 0.81
- absolute agreement - 60%
- adjacent domain agreement - 97%

Outline

- Some context
- Mindfulness-based teaching skills
- ***Supporting learning (mine and others)***

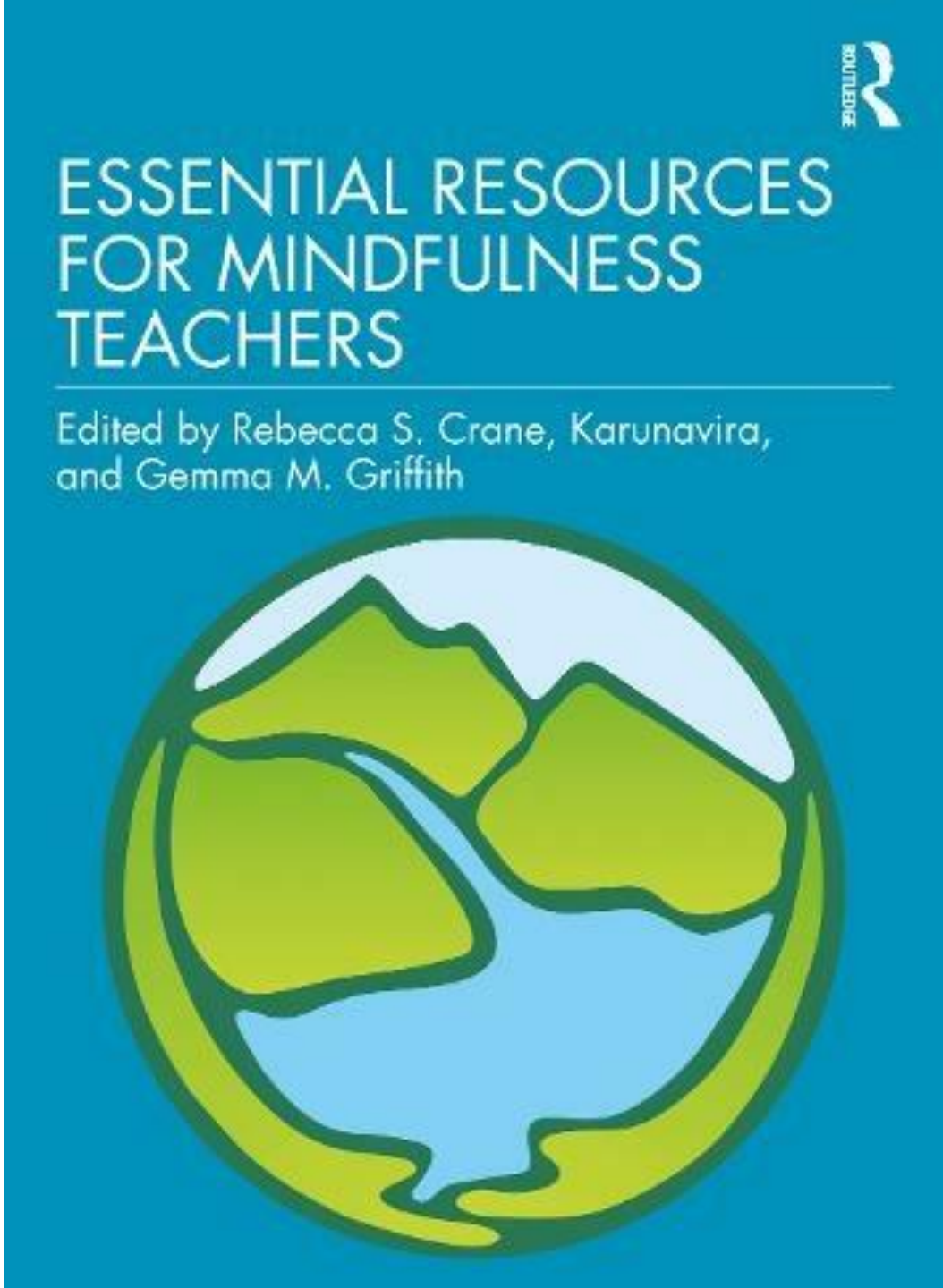
Mindfulness teaching practice

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

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=Cj0KCQjwsZKJBhC0ARIsAJ96n3UwCx8_kMImBEFWx0P0FVUCknavd8H4yOEMxfUQlrAx2y6FU47n84kaAoh9EALw_wcB



TLC structure example using Domain 2: Relational skills

- *TCL offers an overview of the key features and then a table for you to fill in*

	Key Features of Domain 2	Yes, definitely	Yes, sometimes	Yes, but rarely	No, not yet	Not sure
1	Do I relate to participants in an authentic way?					
2	Can I 'tune into' the participant's world, and convey an accurate and empathic understanding of this?					
3	Do I give participants my full attention when they speak, and relate in a warm and compassionate manner?					
4	Am I able to be genuinely curious about participants experiences, and respect individual vulnerabilities and processes?					
5	Do I foster a sense of shared exploration among participants, of which I am a part?					

Coverage, pacing and organisation of session curriculum
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Training steps

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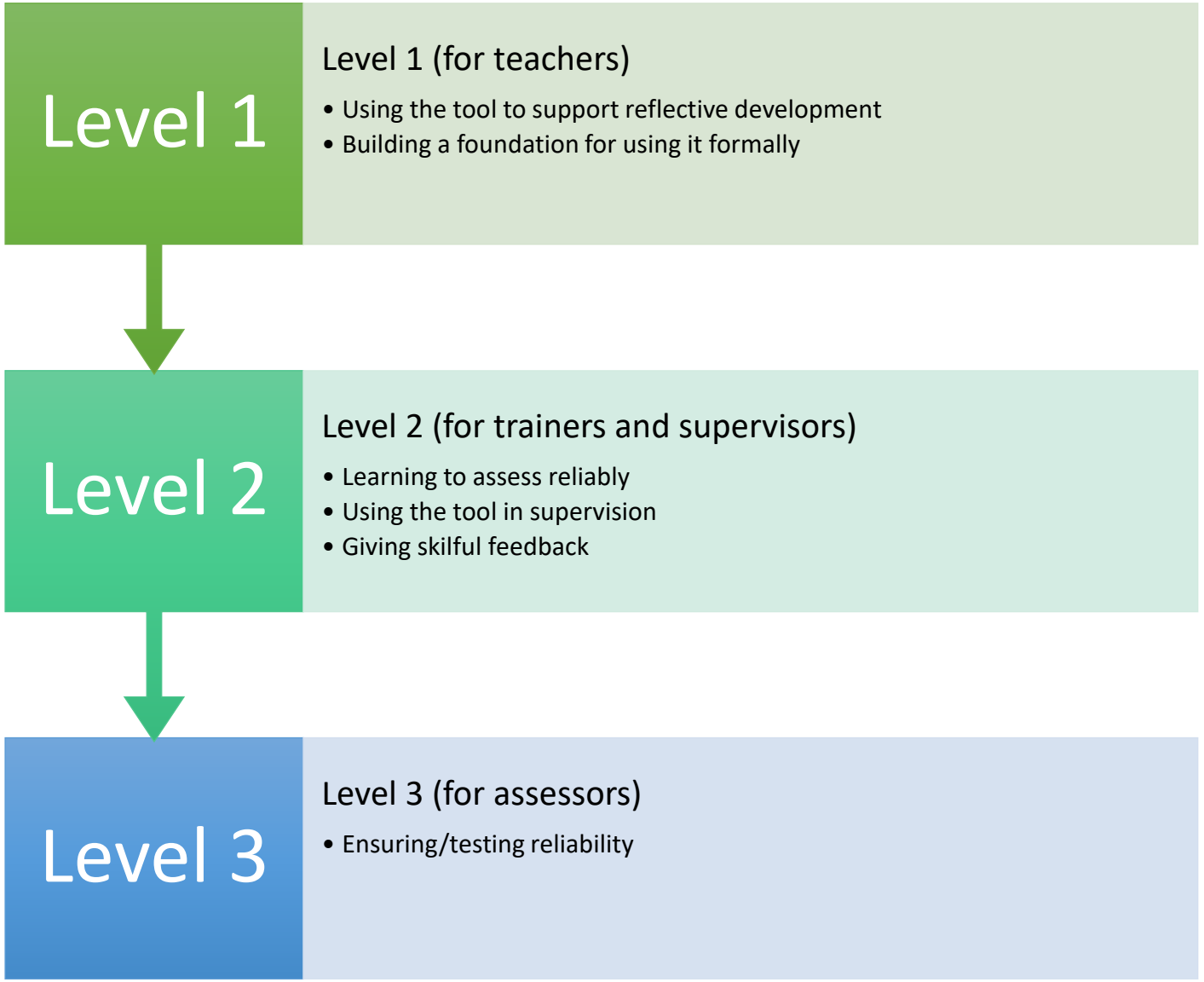

Key principles to keep in mind

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

With gratitude to ….

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Thank you!

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