

Foundational Training in Teaching MBCT

Term 1

Developing knowledge and a shared understanding of MBCT

This first nine-day term of the foundational course is designed to offer you the opportunity to deepen your personal experience of mindfulness and your familiarity with the structure and format of an eight-week Mindfulness-Based Cognitive Therapy (MBCT) programme.

This experiential part of the course is based upon MBCT for all participants, including MBCP trainee teachers, because a teachers personal mindfulness meditation practice is fundamental to their ability to teach mindfulness. Trainee teachers learn to teach mindfulness from a deep personal experiential understanding of the practice.

Highly experienced mindfulness teachers/trainers will guide you through the MBCT course where you will be able to explore your own experiences of mindfulness practice and to consider these in relation to the role of becoming a mindfulness teacher yourself.

In addition, there will be a taught day covering the cognitive roots of MBCT. MBCP trainees will have the opportunity to experience core practices unique to MBCP on that day and to consider their theoretical underpinnings. All participants will receive an introduction to Buddhist Psychology.

Time for reflection and discussion with your peers and teachers is an integral part of the course, as is reading and keeping a reflective journal of your experiences. You will be assigned a 'mentor' who you will meet with towards the end of the term to consider your experience so far, answer your questions and to plan ahead for term 2.

Intentions:

- To strengthen a regular personal mindfulness practice
- To familiarise yourself with the structure of the MBCT programme in terms of your own personal experience and to develop a shared understanding of mindfulness meditation as taught in MBCT and MBCP
- To explore your own experiences and patterns of thought, feelings and behaviour through the lens of mindfulness practice and consider how these may relate to the role of mindfulness teacher
- To be able to reflect on your experience of practising mindfulness by keeping a reflective Journal

To gain knowledge about theoretical underpinnings, including their Buddhist foundations, Cognitive Behaviour-Therapy (CBT) and an introduction to current research

Term 2

Deepening Personal Practice and beginning to Teach

The second 10-day term of the foundational course offers the opportunity to continue to deepen your own personal daily meditation practice through participation in a four-day silent retreat. We also encourage participants to build / strengthen mindfulness networks near their place of work at this point to support them with their personal practice. The OMC will offer assistance if required.

You will also begin to become familiar with teaching the various components of the MBCT course as you begin to practice teaching, including leading core mindfulness practices, psychoeducational elements and the related enquiry, receiving feedback from OMC teachers/trainers and peers. From this point, if you intend to teach MBCT, you will receive separate teaching practice sessions.

Taught days relevant to the teaching process (Orientation/Assessment, Leading Practices, Enquiry and Mindful Movement) add to the rich mix of practical, theoretical and personal learning for all participants in this term.

Your mentor will be available to continue to offer personal support and guidance as necessary and will meet with you face-to-face or via Skype or telephone towards the end of the term to help you to consider your experience so far, answer your questions and to plan ahead for term 3.

You will be required to continue keeping a reflective journal as above.

Intentions:

- To deepen your knowledge and understanding about MBCT / MBCTP's theoretical underpinnings and to begin to practice teaching core practices within these programmes
- To strengthen and deepen your personal mindfulness practice, including maintaining a daily practice independently of the group
- To continue to explore your own experiences and patterns of thought, feelings and behaviour through the lens of mindfulness practice and consider how these may relate to the role of mindfulness teacher
- To continue to reflect on your experience of practising mindfulness by keeping a reflective journal

Term 3

Developing Teaching Skills

This term you will build upon what you have learned and experienced during the previous two terms in order to further your development as a teacher.

You will continue to practice guiding meditations and enquiry, receiving feedback from the OMC's trainers, including a formative assessment of teaching skills using the MBI-TAC towards the end of the term.

A day of forum theatre on working with groups this term will enable participants to explore how to work with common dynamics / themes that might emerge when teaching in different settings. A day on briefer interventions will enable participants to understand the rationale for specific adaptations and discuss issues relevant to working with non-clinical populations.

We also ask you to continue to keep up to date with reading material and keep a reflective journal of your teaching practice.

Your mentor will continue to offer personal support and guidance throughout this period and will meet with you towards the end of the term to help you reflect upon your experience over the duration of the course and plan ahead for the next steps on your journey of learning to teach mindfulness.

Intentions:

- To acquire enough teaching skills to practice teaching within your own peer group and be in a position to continue your training after this point, i.e. by teaching with another more experienced teacher whilst receiving regular supervision (supervisors available from [Mindfulness Network CiC](#))
- To gain knowledge and understanding of the aims and intentions of the MBCT /MBCP course and the rationale behind course components
- To gain experience in the delivery of core practices and in the enquiry process
- To familiarise yourself with the underlying theory and practice of working with groups, mindful movement and the enquiry process
- To gain awareness of the limits and boundaries of your skills as a teacher within your own professional context