



**Oxford
Mindfulness
Centre**

PROFESSIONAL MASTERCLASSES FOR MINDFULNESS TEACHERS



Your guide to Oxford
Mindfulness Centre's
masterclasses for teachers
and teachers in training

ABOUT OXFORD MINDFULNESS CENTRE

The Oxford Mindfulness Centre, within the Department of Psychiatry, University of Oxford, has been at the forefront of mindfulness research, training and advocacy since 2008.

● OUR VISION

A world where mindfulness enables greater awareness, understanding, compassion, wisdom and responsiveness.

● OUR MISSION STATEMENT

Our broad mission is to reduce suffering, promote resilience and realise human potential across the lifespan, through combining the ancient wisdom of mindfulness with rigorous contemporary science.

We work actively to make the benefits of mindfulness attainable for all who might benefit. Science and research expand knowledge by innovating, testing and investigating new ideas.

Our research is focused on preventing depression and realising human potential across the lifespan.

● OUR VALUES AND ETHOS

To embody mindfulness and compassion in all that we do, internally and externally; practising the change we would like to see.

Committed to making mindfulness and mindfulness-based cognitive therapy inclusive and accessible to all (with consideration for ethnicity, culture, sexual orientation, gender, socio-economic status, religion, age and ability).

We contribute more by building collaborations, partnerships and networks.

Our mission is achieved through research, innovation, training and education. Unique strengths are our world-leading scientific research and innovation, the quality of our research and training teams and our partnerships/ collaborations.



TRAINING ROUTES AT THE OMC

To develop competency as an MBCT teacher we offer two routes: the academic route and the non-academic route.

ACADEMIC ROUTE

The academic route is the Master of Studies (MSt) programme in Mindfulness-Based Cognitive Therapy. This part-time two-year programme is for those who wish to experience the academic rigour of a University of Oxford Master of Studies degree. The MSt is designed to offer a deep understanding of the structure, curriculum and intentions of MBCT, together with a critical appreciation of cognitive and clinical theory, empirical research, and Buddhist psychology relating to MBCT. The course provides you with the opportunity to develop the practical skills you will need to translate knowledge and understanding into delivering high quality MBCT, and contributing to the development and dissemination of this approach.

NON-ACADEMIC ROUTE

The non-academic route is a largely practical course enabling the development of teaching skills, along with an understanding of the theoretical underpinnings and evidence base for MBCT. Foundational Training within the non-academic route can be completed in approximately one year. It will enable you to deepen your personal mindfulness practice and to understand the background, relevant scientific theory and ethical framework of MBCT. You will have the opportunity to develop teaching skills through practicing teaching the curriculum with peers, providing you with a solid platform for developing further teaching skills through an apprenticeship.

HOW DO YOU CHOOSE BETWEEN THE DIFFERENT ROUTES?

It is important that you choose a route that will enable you to fulfil your personal objectives for developing skills and knowledge of MBCT. The entry criteria for the courses are somewhat different, as are the duration of the courses and the costs. Please contact us for more information.

The C in MBCT

What is the Masterclass about?

Mindfulness-based cognitive therapy (MBCT) represents an integration between two very different traditions: the eastern tradition of insight meditation, founded in Buddhism, and the more recent western tradition of cognitive and clinical science. In order to become MBCT teachers, we need to understand, appreciate and respect the contributions of both traditions.

The workshop will offer opportunities for participants to explore two themes, both through experience and through discussion. Firstly, how the integration of a cognitive conceptual framework with intensive training in mindfulness meditation helps participants in MBCT classes to respond kindly and wisely to distress. Secondly and how this addresses key processes that create vulnerability to depression and contribute to the persistence of low mood.

Enquiry in MBCT

What is the Masterclass about?

The enquiry in MBCT "... is a key aspect of the teaching process as it facilitates a 'translation' of the direct experience arising within the mindfulness practices into learning that participants can apply in their lives" Crane (2009, p. 143). It is where MBCT teachers support participants to bring awareness to their experience, integrating both conceptual and experiential ways of being and knowing. Over the course of the MBCT programme it supports the recasting of our relationship to our experience, both internally and in the world.

This day will demonstrate how enquiry is like a crucible, where theory, participants' experience and learning history come together to enable transformative change. We'll cover the conditions that support enquiry: teachers' embodiment of attitudinal dimensions of mindfulness; personal commitment to an in-depth, ongoing learning process; working from the heart; non-striving, yet clarity of intention; trusting the process; honouring the person's experience; collaborative empiricism, and finally, not falling into the very aspects of mind we're trying to transform.

Orientation and Assessment and Ethical Issues in Mindfulness-based Programmes

A two-part Masterclass

What is the Masterclass about?

This masterclass addresses two related topics. The first part of the day will focus on skills for conducting a pre-course orientation and assessment for participants interested in an MBCT course.

Orientation and assessment helps participants understand what to expect and maximise their potential benefit. It also helps to identify

participants for whom this is not a good time for mindfulness. For some, other problems may need to be addressed first. For others, the investment of time and energy may not be feasible. Wise decisions about this can prevent wasting of time and money and in some cases, potential harm to vulnerable people.

The second half of the day will focus more broadly on ethical issues in Mindfulness Based Programmes.

Research and Evaluation

What is the Masterclass about?

MBCT is an evidence-based programme. Even if you are not a researcher, it's important to understand the published research on MBCT, so that you can communicate about it in a way that is accurate and informative, for people who may be interested in taking an MBCT course, or just want to know more

about it. If you teach MBCT courses, it can also be helpful and interesting to collect data from your participants, even if you have no intention of publishing it. This helps us know if we are having the effects we intend, and, as importantly, can ensure we are doing no harm. Simple questionnaires or survey questions can provide important information about how participants are doing.

An Introduction to Buddhist Psychology

What is the Masterclass about?

Mindfulness is clearly acknowledged to have its roots in the foundational Buddhist tradition that stretches back two and a half thousand years. Yet, we may ask, what can this foundational tradition add to our current understanding within neuroscience and cognitive psychology? When we begin to examine this tradition, it presents us with a highly nuanced psychological understanding of what mindfulness is, how it functions, and what it means to be a flourishing

human being, that is highly congruent with many of the contemporary approaches.

Within this Masterclass, we will examine the nature of human distress, to which Mindfulness is directed, and the aetiology of this distress, together with a close examination of the self as a process rather than as something fixed, and why this is important to understanding Mindfulness Based-programmes in the contemporary world.

Working with Groups

What is the Masterclass about?

Mindfulness-Based Programmes are typically group based, and therefore it is important that teachers acquire both the knowledge and skills to work with groups. In the workshop, we will focus on:

- Understanding how a group develops – beginning, middle and ending.
- The importance of building a sense of community, by creating a warm, supportive group environment – emphasising the common humanity and universal vulnerability.
- Learning how to skilfully work with group processes and dynamics – how do we ‘hold’ the group whilst group processes/challenges/dynamics are going on?

- Exploring ‘more or less’ skilful ways of working with group process – no ‘one right way’.
- The role of the teacher in the group as an integral member

The day will offer opportunities for both theoretical and experiential learning. It will include some didactic teaching and small group work. We will practice teaching, using a variety of scenarios – exploring challenges and dynamics commonly present in most groups.



TO BOOK OR FIND OUT MORE INFORMATION

PLEASE VISIT THE OMC WEBSITE

[http://oxfordmindfulness.org/about-us/courses/
omc-masterclasses/](http://oxfordmindfulness.org/about-us/courses/omc-masterclasses/)

OR CONTACT THE OFFICE VIA

+44 (0)1865 613157
omcadmin@psych.ox.ac.uk

 @Oxfordmindfulness

 @OMC_mindfulness

 OxfordMindfulness