
Integrated Mindfulness Training

Professional Training Programme

Part 1:
Personal
Mindfulness Practice

Part 2:
Mindfulness in
Professional Practice

Part 3:
Supervised Practice



www.integratedmindfulness.com
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Integrated Mindfulness Professional Training Programme

Integrated Mindfulness Training offers a thorough, experiential training in mindfulness-based approaches, enabling you to safely and ethically integrate mindfulness into your existing professional work.

Our particular focus is on how mindfulness can enable us to engage with the roles we play and the tasks and activities of our lives more resourcefully, compassionately and creatively. This course offers training in integrating mindfulness into the midst of your professional work – including being mindful while teaching others to be mindful.

The practice of mindfulness involves consciously bringing awareness to your here-and-now experience with a particular quality of warm, spacious curiosity. Mindfulness practice cultivates a kind resourcefulness. It fundamentally invites us to move toward and abide in a 'being mode' and the choices that emerge from this mode. Clinically, mindfulness-based approaches (MBAs) have been demonstrated to be effective as part of the management of many conditions and life situations such as depression, pain, anxiety and addictions.

Perhaps of equal importance to a professional considering training in MBAs is that the integration of mindfulness into your own life can have a profoundly transformative effect. It can radically change your approach to what you are experiencing, in both personal and professional contexts, enabling you to be more engaged with what is present, whether pleasant or unpleasant, and yet feel less overwhelmed by challenging situations.

Mindfulness-based approaches (MBAs) have been expanding rapidly in many contexts including:

- ✧ *Health and Social Care: across the sector*
- ✧ *Psychology, Counselling and Psychotherapy*
- ✧ *Stress Management: corporate, local government, service sector*
- ✧ *Education and Training: child to adult*
- ✧ *Occupational Health and Human Resources*
- ✧ *Penal Services*
- ✧ *Leisure and Sport*
- ✧ *Life Coaching and Personal Development*

A brief scan through professional and research journals in many of these fields shows a rapidly increasing mindfulness-related literature with a corresponding increasing evidence base supporting its use in a range of contexts. MBAs may be being explored within so many disciplines because they occupy the common ground of how we relate as human beings to what we are experiencing. In almost every field of human endeavour. If we can bring more attention to what we are doing and be less swayed by aversive feelings arising as we do what we need to do, we will tend to feel more fulfilled and be more effective. Mindfulness opens up ways to lightly hold the activities of our life compassionately, creatively and with presence.

There is currently no professional registration nor accrediting organisation for mindfulness teachers in the UK. The UK Mindfulness Trainers' Network was formed by organisations delivering mindfulness teacher training and the members of this network have agreed voluntary Good Practice Guidelines regarding the training and continual professional development (CPD) a mindfulness teacher could be expected to undertake in order to be competent.

If you are intending to integrate MBAs into your existing professional work (whether therapeutic, educational, managerial or in other fields), successful completion of the Integrated Mindfulness Training programme will enable you to satisfy these voluntary UK guidelines.

*Holding life lightly with presence,
compassion and creativity*

If you are intending to use MBAs in contexts quite different to your current work environment, it is important to discuss with us whether or not the course will enable you to safely bring MBAs into this specific situation and satisfy these guidelines.

The course structure is set out overleaf. Note that you can complete the different parts of the course at a pace that fits your circumstances and that Part 1 can be taken as a stand-alone introduction to MBAs, given its focus on personal mindfulness practice in a professional context.

Finally, it is important to highlight that some professionals undertake this training with the intention of learning to teach others to be mindful, while others undertake the training so they can learn to be mindful in their work, having no intention to formally teach mindfulness practices. Hence the details of the course do not assume you will be intending to teach mindfulness approaches to others.

Course Philosophy

Integrated Mindfulness Training is in 3 parts:

Part 1. Personal Practice Focus: this part we explore a range of mindfulness approaches, enabling you to find your own ways to integrate mindfulness practice into your life.

Part 2: Professional Practice Focus: Building on the personal practice developed in Part 1, this part offers you opportunities to explore how you might integrate mindfulness approaches into your work.

Part 3: Supervised Practice Focus: This part enables you to specifically define the boundaries of how mindfulness approaches can be safely and ethically integrated into your work and supports you in becoming confident and competent in the way you use mindfulness in ways appropriate to your professional practice.

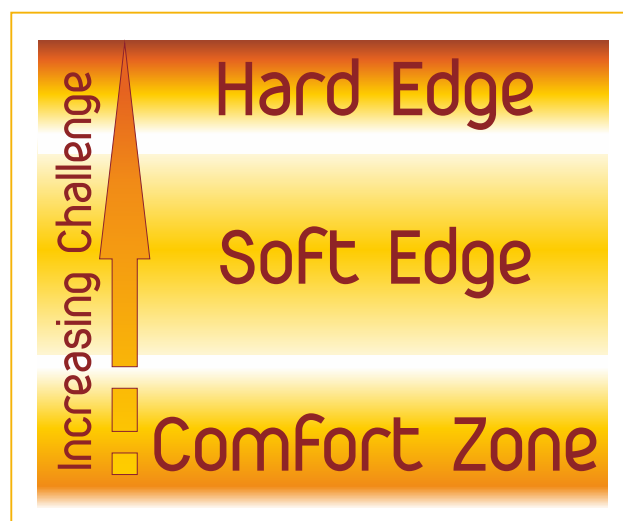
After completion of Part 3 you can choose to join our community of professionals who integrate mindfulness into their life and work. This is a peer-supervision network offering mutual support in sustaining and developing our mindful practice.

These parts will be explored in more detail overleaf.



A key philosophy of our training approach is to offer a space in which you can find your own way to integrate mindfulness into your life and a context in which you can ensure your professional engagement with mindfulness approaches is safe and well bounded.

By the very nature of mindfulness practice, the more we embody mindfulness the more insightfully we can judge the boundary of our own safe practice. This safe and ethical practice boundary lies outside the soft edge that borders our comfort zone of familiar and established ways of working, but is found well before the hard edge of unethical and unsafe practice. This concept of soft and hard edges (see diagram below) informs the whole course; these edges are particular to each individual and as we explore and become familiar with them in their many different dimensions, we learn to trust our heart-felt sense of the degree of compassionate challenge that will further our development.



The Integrated Mindfulness Training course offers a rich and supportive learning environment in which you can become adept at exploring the territory beyond your present soft-edge. As this territory is unique to each individual, you will notice that there are very few specific requirements associated with the course and those that are made are offered in the spirit of opportunity to gain insight into your edges. In some ways this is more challenging: by offering a very spacious context in which to explore mindfulness practice you will encounter the boundaries of your own intentions and expectations more directly.

PART 1: PERSONAL PRACTICE FOCUS

Part 1 is open to any professional interested in developing their own mindfulness practice. We welcome professionals from many sectors including health and social care, counselling and psychotherapy, education and training and from voluntary, corporate and government sectors.

The twelve sessions of Part 1 provide a sound experiential and theoretical foundation for the practice of mindfulness. The experiential content is substantial; most sessions are at least 50% practice orientated. Initially the mindfulness practice elements are shorter with a number of different approaches included in an evening but towards the end of Part 1 the practice periods tend to be longer, allowing in-depth experience of specific approaches.

The theoretical content is framed within mainly psychotherapeutic and neuro-physiological contexts, as these offer bridges into the experience of most of our participants. Perspectives drawn from Acceptance and Commitment Therapy (ACT) are embedded into the programme as ACT offers a very practical synthesis of mindfulness and psychotherapeutic approaches as well as an excellent framework for reflection. Those working within a Person Centred Counselling framework will find deep resonances and familiarity with the mindfulness approaches experienced on the course. The neuro-physiological perspectives help open dialogues with more biomedically minded colleagues – particularly the robust evidence of the effects of mindfulness from brain imaging studies.

The soft and hard edges we explore in Part 1 centre on your relationship to your personal mindfulness practice. This involves ongoing reflection on where the evolving soft edges are found as you integrate mindfulness into your daily life. We very deliberately refrain from offering any direction on duration or frequency of your personal practice. We do, however, actively explore your own compassionate sense of the territory between comfort or complacency and overly harsh or intensive practice. We are much more interested in the way an individual brings mindful insight into their intentions and experience of mindful practice than the judgemental narratives that can arise from a focus on measuring time spent practicing.

The other soft and hard edge we explore is around how you reflect on and record your experiences over Part 1. We ask you to make some record, typically but not necessarily, in the form of a journal. Again, our interest is in actively exploring how you experience integrating a reflective record into your life – not the specifics of how often or in what form you do so.

Requirements for Part 1 Entry:

- ✧ There are no specific requirements for enrolling on Part 1. A general requirement is to be a professional willing to experientially explore mindfulness practice.

Part 1 comprises 12 x 2½ hour training sessions on Thursday evenings: 6.30-9.00pm at the Friends Meeting House, Eccles. The course is supported by an online site with course materials and a range of mindfulness practice recordings.

Dates: See website for 2012 to 2013 dates.

Fee: £400 (can be paid in instalments)

Completion of Part 1 requires:

1. 80% attendance
2. Reading *Fully Present* by Susan Smalley & Diana Winston. 2010. De Capo Press **or** *The Art & Science of Mindfulness* by Shauna Shapiro & Linda Carlson. 2009. APA.
3. Submission of a 1-2 page reflective commentary on your learning around your own soft and hard edges associated with your experience of mindful practice and the process of recording your reflections in a journal. These reflections are submitted to the course facilitators, who in turn will submit their own reflective commentary on their learning.



PART 2: PROFESSIONAL PRACTICE FOCUS

Part 2 is open to any professional who has completed Part 1 and can demonstrate that they work within recognised professional guidelines for safe and ethical practice. The key point is that you must be a member of a professional organisation or group that sets the boundaries for your practice. This includes health and social care, psychotherapy and educational professionals among many others. If you are not sure whether your profession would meet these requirements please contact us.

At the heart of Part 2 is the exploration of how to spaciously, compassionately and insightfully hold the activities of your professional work. As our mindfulness practice deepens we can hold the activities of thinking, speaking, doing and reflecting on the responses of another in mindful awareness. This opens opportunities for a profound and intimate engagement with our work at its most mundane or most challenging. It is easy to become focused on the 'doing' of mindfulness teaching, the mechanics of guiding someone else as they learn to be more mindful. But this narrows our attention onto the still important but least transformative aspect of being a mindful professional. It is our authentic being, the open-heartedness that we bring to our work that we would argue is what is profoundly transformative, not the techniques we might teach.

Fortunately, the most effective way we have found to explore and learn how we can mindfully hold the activities of our work and our lives is to mindfully guide another person to be mindful. While guiding another to be mindful we are thinking, speaking and doing, and reflecting on our empathic sense of how the person we are guiding is responding. Framed by the slow and gentle process of guiding another, we have the time and space to learn how we can hold all these activities mindfully.

The training element of the practice of teaching others to be mindful therefore serves the needs of those wishing to be mindful in their work and also those intending to teach others to be mindful.

This brings a very open and creative experience to guiding others and also allows us to explore the soft and hard edges of how mindful approaches may be integrated into work.

Requirements for Part 2 Entry:

- ✧ Completion of Part 1.
- ✧ Being a professional working within a recognised code of ethics / practice.

Part 2 comprises 12 x 2½ hour training sessions on Thursday evenings: 6.30-9.00pm at the Friends Meeting House, Eccles plus a Saturday practice day

The course is supported by an online site with course materials and a range of mindfulness practice recordings.

Dates: See website for 2012 to 2013 dates.

Fee: £400 (can be paid in instalments)

Completion of Part 2 requires:

1. 80% attendance
2. Reading *Mindfulness and Psychotherapy* by Christopher Germer *et al.* 2005. Guildford **or** *Mindfulness for Two* by Kelly Wilson & Troy DuFrene. 2009. New Harbinger.
3. Submission of a 2 page reflective commentary on your learning about your own soft and hard edges associated with your experience of mindful practice, being mindful in your professional work and the process of recording your reflections in a journal. These reflections are submitted to the course facilitators who in turn will submit their own reflective commentary on their learning around these issues to the group.



PART 3: SUPERVISED PRACTICE FOCUS

In addition to completing Part 2, those wishing to progress to Part 3 must identify, at the start of their supervised practice, the extent to which they anticipate incorporating MBAs into their professional work and, where necessary, demonstrate that the scope of their intended practice lies within what their professional body considers to be safe and ethical practice.

While this is open to ongoing review throughout Part 3, establishing your expected boundaries of practice informs the end-point of Part 3. Here there is a consensus between the supervisors, your peers and yourself that you have a thorough and insightful knowledge of the way mindfulness approaches can be safely and ethically integrated into your work and that this knowledge and insight is rooted in your own embodied practice.

There are 3 main ways mindfulness approaches tend to be integrated into professional work:

1. The essential foundational and ongoing practice of mindfully holding the mental, emotional, practical and relational aspects of your professional work. The main focus of Part 3 in this context is the broadening and deepening of mindfulness practice and the exploration of the consequences of holding your professional practice within your unfolding mindfulness practice.

2. The integration of attitudes and concepts of mindfulness into professional work. For example, exploration of the embodied experience of and compassionate movement towards distress. The main focus of Part 3 in this context is to demonstrate that your conceptual frameworks and attitudes around the integration of mindfulness are sound (including the paradoxical nature of much of this work) and to explore how such attitudes and concepts arise from your embodied mindfulness practice.

3. Teaching mindfulness practices to others. Ranging from very brief grounding practices to much more involved multi-staged practices, there can seem to be a much more distinct boundary to be crossed when we bring the intention to teach mindfulness practices in the context of our professional work, but this boundary often becomes less distinct and more nuanced the more we embody and integrate mindfulness approaches.

The teaching of mindfulness-based practices has, in some contexts, become the activity taken to characterise MBAs – but we consider the first 2 ways of integrating mindfulness into professional practice to be far more transformative to our work than the ability to provide instruction for someone to be mindful.

Even when we do provide such instruction, we consider that it is when this is framed by our own embodied practice that the experience of being taught has greater transformative potential. The main focus of Part 3 in this context is on developing your skills to guide others safely and ethically from your own embodied practice and to explore how teaching others fits within the boundaries of your professional work.

The endpoint of Part 3 is a clear statement of the boundaries of your integration of mindfulness into your professional practice, with agreement given by your peers and supervisors that how you integrate mindfulness is safe and ethical. After Part 3 you are welcome to join the Integrated Mindfulness Network as a full member, which includes ongoing development in the context of peer supervision as a core activity.

Requirements for Part 3 Entry:

- ✧ Completion of Parts 1 & 2.
- ✧ Being a professional working within a recognised code of ethics/practice.
- ✧ Being able to identify the expected boundaries within which you will integrate mindfulness-based approaches appropriate to your professional work.

Part 3 comprises 8 x 2½ hour training sessions on Thursday evenings: 6.30-9.00pm at the Friends Meeting House, Eccles plus a Saturday practice day

The course is supported by an online site with course materials and a range of mindfulness practice recordings.

Dates: See website for 2012 to 2013 dates.

Fee: £270 (can be paid in instalments)



PART 3: SUPERVISED PRACTICE FOCUS (CONT.)

Completion of Part 3 requires:

1. 80% attendance
2. Reading *MBCT for Depression* by Segal et al. 2002. Guildford; *Full Catastrophe Living* by Jon Kabat-Zinn. 2001. Piatkus.
3. Submission of a reflective commentary on your learning about your own soft and hard edges associated with your experience of mindful practice, being mindful in your professional work and the process of recording your reflections in a journal. These reflections will underpin the clear statement of the boundaries of your integration of mindfulness into your professional practice and the mutual agreement of your peers and supervisors that how you integrate mindfulness is safe and ethical. These reflections are submitted to the course facilitators who, in turn, will submit their own reflective commentary on how they integrate mindfulness into their professional work, as part of the ongoing peer supervision process of Network members.
4. Depending on your intended use of mindfulness-approaches, you may need to demonstrate evidence of being mentored while teaching mindfulness in a specific mode or context relevant to your professional work. An example would be someone who already works in a group context, intending to develop group mindfulness teaching. This requires particular skills that are most appropriately developed through mentoring and co-delivery of group teaching.
5. Evidence of having experienced seven mindful practice days in the last 18 months. At least two of these days should be experienced through a residential mindfulness retreat.



Competency to Practice

It is important to emphasise that those completing the Integrated Mindfulness Training course can only do so when the boundaries of the safe and ethical integration of MBAs into their work have been well established through the supervision process.

If your intention is to embody your own mindfulness practice as you work and possibly imbue your professional dialogue with concepts and attitudes drawn from your mindfulness practice, then issues of safe and ethical practice are usually quite straightforward – indeed, your practice is inherently more likely to be safe and ethical given the compassionate awareness and resilience that mindfulness will bring to your work. We expect all trainees to become competent in reflecting on the safe and ethical embodiment of mindfulness into their work.

If, in addition to embodying mindfulness in your work, you intend to specifically teach MBAs to others, a more explicit and detailed understanding must emerge as to how such teaching can be safely and ethically integrated into your work and of the boundaries of such teaching. Delivery of training targeted to a particular group, especially those with high intensity issues, requires an appropriate professional background.

Having raised this issue, it is important to emphasise that the training enables you to identify these boundaries and to develop bespoke approaches corresponding to the situation within which you work. It is also important to highlight that, when delivered in an appropriate and bounded way, mindfulness-based approaches are inherently very safe.

The MBAs the course equips you to deliver can be integrated into the management of more serious/intense conditions, but this requires the appropriate professional training to work with people with these conditions or close supervision or mentoring by someone with the appropriate training. Further training would be required for non-specialists in the management of more severe conditions to deliver targeted courses to such groups or individuals. It is your existing professional competencies that will determine whether it is appropriate to integrate mindfulness practice into your work with a particular group of people.

Finally, in keeping with this principle of working within your professional competence, if your current work does not involve working with groups then this course will not provide you with the competency to manage groups.

Integrated Mindfulness Network (IMN) Membership Requirements

While currently the IMN is small, the intention is for the network to be a decentralised, self-organising and evolving community of professionals who integrate mindfulness into their lives and work.

Completion of Part 3 of the Integrated Mindfulness training course is confirmed with a certificate of competency and entitles you to full IMN membership.

Network membership is then maintained in subsequent years by engaging in ongoing peer or individual supervision. The membership fee supports the provision of low cost facilitated peer supervision. Over-and-above this, it is the intention of IMN that its members satisfy the Good Practice Guidelines – thus if the Guidelines change the requirements for IMN membership would be expected to change accordingly.

Network Membership fee:

The fee is £50 waged, £30 unwaged, paid annually.

Membership benefits:

- ✧ Reduced cost attendance at the 3-4 peer supervision events held annually.
- ✧ Half-price attendance at Saturday practice days (currently £10 each and held approximately bi-monthly in Eccles).
- ✧ Reduced rate attendance at IMN weekend retreats and ongoing training courses.
- ✧ Ongoing access to training materials used for Parts 1-3 as they are updated.
- ✧ Ongoing access to standard subscription resources provided through www.integratedmindfulness.com.

Associate Membership

Associate membership is available for those who complete Part 1 of the training but not all the requirements for full membership.

Associate members have much the same benefits, but cannot represent themselves as IMN members. Fees for associate membership are currently the same as full membership due to the associated benefits.

Full or associate membership of IMN is also available to individuals demonstrating equivalency of the training and, for full membership, the ability to demonstrate that they meet the UK Mindfulness Trainers' Network Good Practice Guidelines.

Membership Requirements:

1. Maintenance and deepening of ongoing personal mindfulness practice.

Evidenced by:

Brief personal practice journal extracts / commentary reviewed within individual or group supervision.

2. Supervision.

If you are already receiving supervision within your current professional practice you need to undertake 6 hours of peer or individual mindfulness-related supervision each year.

If you are not receiving supervision then 12 hours of peer or individual mindfulness-related supervision are required each year. A central focus of supervision is whether our integration of mindfulness into our professional work continues to be safe and ethical. It also involves exploring our developmental edge so that we can broaden and deepen how we work in the context of an embodied mindfulness practice.

Evidenced by:

Confirmation of supervision by supervisor or peers.

Brief reflective commentary on learning from supervision reviewed in peer or individual supervision.

3. Attendance at 7 meditation practice days each year. This must include at least 4 days undertaken at teacher-led residential retreat(s). There is encouragement to move towards experiencing longer silent retreats of 7-10 days at whatever pace is appropriate for each person.

Evidenced by:

Confirmation of attendance by retreat teacher / organisation.

4. Keeping up-to-date within the field.

Evidenced by:

Review in supervision of learning from attendance at relevant CPD events and/or reading research articles or books relevant to the field.



Trainers' Information

Tim Duerden MBBS, PGCE, PGDip, DipIHT, MifL
It was while at medical school in the early 1980s that I became fascinated by the interaction of psychological states and physical health and through this interest began my own mindfulness practice. After graduating from medical school I began teaching mindfulness practice in educational, community and corporate settings and this has continued through my employment at the University of Salford initially as a physiology lecturer. Now as a senior lecturer in the Directorate of Psychology, Counselling and Psychotherapy almost all my lecturing is in mindfulness practice delivered to undergraduates, postgraduates and professionals. I have continued to train in different mindfulness related approaches. I am an accredited Breathworks Trainer and have also undertaken the mindfulness *Teacher Development Retreat 1* at Bangor University. I am also a qualified hypnotherapist.

Annette Dunn BSc(Hons), RSHom
I have been a Homœopath in private practice for 23 years and have had a personal mindfulness practice for even longer. As a lecturer in homœopathy at the University of Salford I was given the opportunity to be involved in the delivery of the Integrated Mindfulness modules and am delighted to have been able to bring these two important strands in my life together. I am currently working towards an MSc in *Teaching Mindfulness Based Approaches* at Bangor University, with a particular interest in developing the integration of mindfulness into therapeutic practice. I have a long interest in and experience of supervision and supervisory training and am experienced in working with both groups and individual clients. My approach is practical and responsive and I really enjoy adapting myself and what I do to meet particular requirements.

Contact Details

Integrated Mindfulness:

145 Radcliffe New Road, Whitefield, Manchester. M45 7RP.

Telephone: 07411 557573.

Email: info@integratedmindfulness.com

Website: www.integratedmindfulness.com

Payment for courses is by cheque or BACS transfer made payable to:

Integrated Mindfulness.

Venue Details

Our main venue is the Friends Meeting House Eccles. 13 The Polygon, Wellington Road, Eccles. Manchester. M30 0DS.

The venue is fully wheelchair accessible and has on-site parking at the rear.

The **Saturday practice days** held at this venue run from 10.00am - 4.00pm.

Fee: £10. All interested in the use of mindfulness in professional contexts are welcome.

