

# Integrated Mindfulness & Mindful Resilience Enhancement Teacher Training

(Version: 2015-3: Updates at [www.integratedmindfulness.com/mre.pdf](http://www.integratedmindfulness.com/mre.pdf))

Since 2009, Integrated Mindfulness teacher-training (IMTT) has been offered to professionals with existing experience appropriate to safe and ethical mindfulness teaching. The teacher training focuses on the delivery of a flexible mindfulness curriculum that can be adapted to meet the needs of individuals or groups.

## UK Network Membership & Implications For Training

Integrated Mindfulness is a member organisation of the UK Network for Mindfulness-Based Teacher Training Organisations. The members of this organisation have agreed on a set of good practice guidelines (GPGs) both for ensuring that mindfulness teachers have been trained to a sufficient standard for safe and ethical practice and for ensuring that mindfulness teachers maintain these standards after training through ongoing continual professional development. These guidelines are published on the Network's website: [www.mindfulnessteachersuk.org.uk](http://www.mindfulnessteachersuk.org.uk).

Currently there is no national registration, qualification, certification or accreditation framework for mindfulness teachers in the UK. Most UK mindfulness teacher-training organisations are independent and offer a competency certification process that is specific to that organisation. However, at the Network meeting in July 2014 a working party was set up to explore the feasibility of establishing a UK registration and certification framework. The most likely assessment framework for registration and certification across the member organisations of the UK Network is the Mindfulness-Based Interventions Teaching Assessment Criteria (MBI:TAC) developed by the mindfulness teacher-training teams at the Universities of Bangor, Exeter and Oxford. The MBI:TAC is a remarkable document (available through the Network's website) that sets out competency criteria for mindfulness teaching across 6 domains.

As a member of the UK Network we are committed to offering training that enables our trainees to meet the requirements of the GPGs. We also want to ensure that those who complete Integrated Mindfulness teacher training are able to be registered and/or certificated through any forthcoming registration or certification framework established by the UK Network. Prior to there even being agreement to establish a registration or certification framework we cannot predict the specific requirements of such a framework, but it is prudent to work towards the most likely requirements. We are exploring the early development of agreed assessment criteria and moderation processes with partner mindfulness teacher-training organisations to ensure that we are as ready as possible for any wider registration and certification framework becoming established.

The implication for all mindfulness teacher-training organisations is that their current training processes are subject to review and change in order to ensure they meet the developing requirements of the GPGs and any future requirements of a registration and certification framework. The overview of the Integrated Mindfulness teacher-training, below, is therefore also subject to change should these national requirements change. We have recently developed a revised version of our 'standard' 8 session curriculum for courses offered to the public or clinical populations that reflects recent developments in our teaching approach. While we have specified the content of a 'standard' 8 session curriculum, our training emphasises how this curriculum can be (and we would generally consider **should** be) adapted to meet the specific requirements of participants.

## Integrated Mindfulness: Teacher-Training Overview

The teacher training is offered in 3 levels, with each level comprising a total of 6 days of training and requiring at least a year of supervised mindfulness teaching practice before the competency certificate associated with that level can be received, assuming all the other requirements for evidence of competency at that level have been met.

The Level 2 competency certification offered by Integrated Mindfulness requires trainees to provide evidence that they meet all the requirements of the GPGs, whereas Level 1 competency certification requires evidence that trainees are working towards the certain requirements of the GPGs. The Level 2 competency certification process will include reflection with your supervisor on videos of your teaching. The Level 3 competency certification requires ongoing evidence that the GPGs continue to be met and demonstration of competency across the 6 domains of the MBI:TAC (the evidence of competency will include reflection on videoed sessions and/or observed teaching in both the supervision and assessment processes).

As the focus in Levels 1 & 2 is the delivery of a standard (yet still flexible) 8 session curriculum made up of specific practices, the competency certification at Levels 1 & 2 is in '**Mindful Resilience Enhancement**' (MRE). This differentiates Level 1 & 2 training from the final level Level 3 training that offers competency certification as an Integrated Mindfulness teacher.

While the Level 1 teacher-training covers the main elements of sessions 1-4 of this 'standard' MRE curriculum it is the Level 2 training that will explore this curriculum in depth from session 1 to 8.

The structure of IMTT reflects 3 phases in the integration and embodiment of mindfulness and self-compassion in any person's life.

The **first** phase is learning to be mindfully more at ease alongside difficulty with kindness and is the focus of the Level 1 teacher-training. Mindfulness in daily life is emphasised as the core practice in the MRE Level 1 curriculum, with short mindfulness practices that incrementally build to longer practice periods being progressively woven into daily routines supported by self-compassion practices. It is important to note that the Level 1 Competency Certificate only applies to teaching brief mindfulness and soothing practices that support being at ease alongside difficulty.

The **second** phase is to approach and explore difficulty with kindness and curiosity and is the focus of the Level 2 teacher-training. Building on the Level 1 curriculum, the Level 2 MRE teacher-training curriculum has a greater emphasis on cultivating self-compassion and on more sustained periods of mindfulness practice. These support the approaches that encourage turning towards difficulty.

The first 2 phases are reflected in the themes of sessions 1-4 and 5-8 respectively in typical 8 session mindfulness teacher training programmes such as Mindfulness Based Stress Reduction (MBSR) and the Level 1 and 2 MRE curricula follow these themes, though initially with shorter and simpler practices at Level 1.

In keeping with this, the duration of individual practices taught to clients at Level 1 are short; usually around 5 minutes and no longer than 10 minutes. It is during Level 2 training that teaching longer practices are explored.

The scope of the Level 1 Competency Certificate will have been exceeded if practices longer than 10 minutes or practices that seek to approach or explore difficulty are being taught. Similarly, a Level 1 MRE course to the public would not include practices that approach or explore difficulty or practices longer than 10 minutes.

It is assumed that friends, family and colleagues would be those to whom you initially practice teaching mindfulness; only working with clients when you have become familiar with embodying and teaching a particular practice and have started working with a mindfulness supervisor.

The **third** phase is the ongoing deepening of mindful awareness and compassion for self and others and is the focus of the Level 3 teacher-training. The aim of the Level 3 IMTT is to support trainees in deepening their personal practice and in the creation of novel curricula to meet the specific needs of the people they work with professionally.

**Overarching principles through all 3 Levels are:**

- The teacher role is to embody kindly connected mindful presence to facilitate the co-creation of a safe learning environment with participants that, in turn, supports the experience and cultivation of mindful awareness.
- The core practice is mindfulness and self-compassion woven into the fabric of daily life. Planned practices are framed as being supportive of but secondary to this core practice.
- Incremental change in small steps at the individual's pace is considered essential for both safety and lasting change. Thus, brief practices form the foundation for longer practices.
- Ease, effortlessness and kindness practiced during moments of low intensity are the guiding principles for ongoing resilience building mindfulness practices. This is in contrast to soothing practices which are often practiced in moments of high intensity.
- The curriculum of a course is adapted and continues to evolve session by session to meet the needs of the individual or group.

## Level 1 Competency Certificate Criteria

The nature of the Level 1 training is to embody and teach from a place of ease, effortlessness and, most importantly kindness. Our aim with Level 1 training is to create a space which supports your own process of integrating mindfulness into your life and exploring how mindfulness could be meaningfully integrated into your professional work. As such you will find the Level 1 training very open and purposefully non-prescriptive regarding mindfulness practice; to do otherwise is to risk inhibiting your process of creating your own authentic way of being mindful in your life.

We consider that it is only possible to teach mindfulness from a place of ease and kindness if you are rooted in your own authentic and embodied experience of mindfulness. Similarly, it is only possible to teach a particular type of mindfulness practice with ease and kindness if you have an established embodied experience of that practice yourself.

The aim of the Competency Certification process is to offer an opportunity to reflect on this embodied experience and explore how mindfulness and self-compassion approaches integrate safely and ethically into your professional practice. This means that each person will develop their own approach to teaching mindfulness according to what becomes established and embodied through their own experience of mindfulness.

This process is undertaken through a reflective portfolio in the context of regular supervision.

The requirements for the Competency Certificate are also informed by the Good Practice Guidelines for Mindfulness Teachers (GPGs). As discussed above, it is the Level 2 Competency Certificate that maps on to all the elements of the GPGs. The Level 1 Competency Certificate is a staging post on the way to meeting the requirements of the GPGs.

In keeping with the aims of Level 1 training, the Level 1 Competency Certification process also focuses on creating a space for genuine exploration of how it is to integrate mindfulness into your life. As much as possible this process also aims to integrate the same qualities of ease, effortless and kindness that the training seeks to embody.

It is the Level 2 Competency Certification process that will have more specific requirements that reflect the agreed standards of the GPGs.

Essentially, if you can demonstrate that you are able to make an accurate assessment of your capacity to be mindfully aware and your ability to safely and ethically integrate mindfulness into your professional work then it will be our pleasure to award the Level 1 Competency Certificate.

The Competency Certificate can be for working with individual clients, for working with groups of clients or for both. It is essential to understand that the Competency Certificate applies to teaching mindfulness to a client population who it is within your current professional capacity to work with. The Competency Certificate does not indicate competency to work with populations that are more vulnerable than those you normally work with nor does it indicate competency to work with populations you have no experience of working with.

This means that if you normally work with individual clients then the MRE training or Competency Certificate would not equip you to start working with groups. You would need appropriate training and experience of working with groups so that groupwork becomes a part of your professional remit before you could consider seeking a Competency Certificate for teaching mindfulness to groups.

If you are familiar with working with groups then you would integrate mindfulness in keeping with your established experience. This means, for example, that if your normal way of working with groups is with a group sitting in chairs and you do not work with people lying on the floor, it would be outside the scope of your normal role to teach mindfulness practices that require people to lie on the floor and so you would not do so.

The scope of your competency will grow with your experience and at each annual renewal date there is an opportunity to provide the necessary evidence to increase the scope of your work that is covered by the Competency Certificate.

A particular focus for working within the Level 1 competency criteria is ensuring that the practices you teach are always less than a maximum of 10 minutes. Note that practice can still constitute a significant proportion of a session, you would just be checking in with your participant(s) after 10 minutes at most (and less when people are new to mindfulness) before doing any more practice. This ensures that no-one is struggling silently in a state of distress for protracted periods.

## Level 1 Entry Requirements

Workshop 1 is experientially focused on developing a mindful approach to life and is open to anyone interested in integrating mindfulness into their work.

Workshops 2 and 3 focus on teaching mindfulness and are usually open only to those who can demonstrate they are working within a framework of professional accountability.

Professional accountability is most easily demonstrated if you have a core profession and membership of a professional body that has a code of ethics or practice.

The nature of professional work however, often results in working contexts that are outside the usual focus of one's core professional training. The key issue in this case is that of accountability. If you are working in a professional capacity that is outside that of your core profession (or you do not have a core professional training) but are working within an organisation that has a system of accountability, typically through a system of line management and an established system that responds to client issues and concerns, then you will probably meet the entry requirements. The NHS, local government, charitable, voluntary and some corporate organisations working in health, social care or education will typically have systems of line management and/or managerial supervision and also have accountability procedures for their

service users. So if you work in these contexts then you would typically meet the entry requirements.

What is important to note is that the Competency Certificate would specify that you are competent to teach mindfulness in the context of the type of accountable system you are working within (assuming you have met the requirements for the Competency Certificate set out below).

If you undertake further professional training, then you can extend what the Competency Certificate would apply to as you teach mindfulness in the context of that new professional capacity, supported by ongoing supervision.

The key issue, as stated above, is that the Competency Certification process applies to teaching mindfulness in a context where there is accountability.

If you are working in a completely independent capacity, outside any organisational framework and you also do not have a core profession you may then struggle to demonstrate that are able to work in an accountable way. In this case you would be unlikely to meet the entry criteria for Workshops 2 and 3.

## The Requirements for Level 1 MRE Competency Certificate

### 1. *PERSONAL PRACTICE*

We have purposefully required that trainees who are new to mindfulness practice take at least 18 months to explore how mindfulness and self-compassion infuse easily and effortlessly into their lives before the Competency Certificate can be awarded. For those with an existing mindfulness practice there is still at least a year of exploring the MRE approach to mindfulness before the Competency Certificate can be awarded.

The reason for this long time period is that it takes time to allow the qualities of ease, effortless, kindness and choice to gently infuse into the depths of our being. While this process is lifelong, we consider a year to 18 months is enough time to become familiar with that process, to become intrigued by it and passionate about offering these qualities to those we care about – including those we work with.

We ask you to keep some form of reflective journal in which you can record your learning and insights. Please do this in a way that is as easy and effortless as such a process can be – and in whatever format serves you best.

The guidance sheets on our proposed Reflective Journaling, Hierarchy of Mindful Capacities and Mindful Learning Experiences can offer ways in to this reflective process.

It is your assessment of your own capacity to be mindful that is a key element to develop in the reflective portfolio. In particular, it is exploration of the experience of how we mindfully and compassionately meet moments where we have had a sense of being less mindful that are particularly rich territory for this reflective process.

As to the nature of your personal practice, we invite you to explore this in different ways.

In keeping with the MRE approach, the core practice is approaching your life with mindful awareness. There will be days of profound mindful awareness with no externally identifiable periods of ‘mindfulness practice’: you are living it and embodying it.

It is helpful, though, to explore how the specific MRE practices (Core, Planned and Soothing) can easily and effortlessly integrate into your routines. A core question is: *“In what easy and effortless ways can I be kind to my body?”*. It is an underlying assumption of MRE that integrating moments of mindful awareness and self-compassion into our lives is profoundly restorative for

the body – and the body will respond with a felt sense of wanting more of these mindful moments. It is easy to listen to the mind as it fills the day with important things to do and ignore the request of the body to ‘please stop...’.

So, if you are in a period of not integrating the Core practices into your routines (which only takes time away from the busy mind) or doing any Planned or Soothing practices, then this is a good time to ask your body what it wants, and explore how it is to be guided, even just a little bit, by pausing and beginning to ‘listen to’ that embodied wanting.

As part of the process of deepening your engagement with being mindful we also ask you to undertake 2 mindfulness practice days. These can be in any form of mindfulness practice: experiencing a variety of approaches is helpful.

## *2. SUPERVISED PRACTICE*

Supervision with a supervisor who is an established mindfulness teacher needs to start when you start teaching mindfulness to clients in your professional capacity. This supervision needs to be at least 3 monthly – and this assumes you are already in regular clinical supervision. If you do not already engage in clinical supervision then the mindfulness supervision usually needs to be monthly when you are actively teaching. Note that peer-supervision could form part of this requirement around the 3 monthly individual sessions with your supervisor. The frequency and type of supervision that is most appropriate for you is a good subject to take to supervision. You may also find it is particularly helpful to have more regular supervision if and when you first start teaching a mindfulness course to a group or an individual.

You need to accumulate a year of supervised practice working with clients individually and/or a year of working with clients in groups, depending on the Competency Certificate being worked towards. These years for individuals or groups can overlap and the earliest point that year of supervision would normally start is after Workshop 2 for work with individual clients and after Workshop 3 for work with groups.

When you submit your portfolio for the Competency Certificate your supervisor will need to submit a report on their assessment of your capacity to integrate an embodied, safe and ethical approach appropriate to teaching mindfulness into your professional role.

A central aspect of this period of supervised practice is your own learning about how mindfulness-based approaches will integrate safely and ethically into your professional work.

For the Competency Certificate for individual work you will need to reflect on your learning about the safe and ethical integration of embodied mindfulness into your professional work with at least 1 client. In a similar way, the Competency Certificate for working with groups you will need to reflect on your learning about the safe and ethical integration of embodied mindfulness into your professional work with at least 1 group.

While we ask you to provide an outline curriculum of your planned work with individuals or groups, we are more interested in the decisions you made in the session about what informs the timing and content of what is actually delivered. If what emerges in working with a client or group indicates that a different approach to what has been planned would be more appropriate we are particularly interested in how you make those adaptations and how it is to do so.

## *3. REFLECTIVE PORTFOLIO*

The learning from your personal and supervised practice is summarised in a reflective commentary with supportive evidence placed in the portfolio with this commentary.

The requirements below are not intended to be excessively onerous or to place unnecessary barriers in your way. The main focus is one of mindful reflection. We are not concerned with

writing style or presentation. As long as the meaning of your reflection is clearly apparent, we encourage you to write in whatever way is authentic for you. There is no requirement at all for these reflections to follow an academic writing style.

*The elements of this reflective portfolio are:*

### **1. Reflection on Personal Practice**

This is about 750 words exploring your learning about easily, effortlessly and with kindness integrating mindful awareness into your life. This will be supported by brief extracts from your personal journal indicating significant moments of insight and learning. Central to this is the cultivation of your ability to gauge your own capacity to be mindfully aware in the different contexts of your life: Where do you notice being mindful is more easily available and where do you notice there is more of a tendency to get carried into automatic reactions? What may emerge is the limitation of written language to capture mindful awareness – just do your best within this limitation.

**Evidence:** Attendance certificates from 2 practice days.

### **2. Reflection on Supervision**

This is about 500 words reflecting on your learning from supervision about being mindful and teaching mindfulness.

**Evidence:** Supervisor's report including confirmed dates and hours of supervision.

### **3a. Reflection on Teaching Mindfulness to Individual Clients**

This is about 750 words reflecting on your learning from working with 1 or more clients. This would include the experience of being mindful in your professional work with the client(s), the rationale for the approach taken to teach mindfulness to your client(s), reflections on adapting a planned curriculum to your client's in-the-moment needs and your client's responses to practicing mindfulness and self-compassion.

**Evidence:** Outline of curriculum that emerged in teaching the client (if appropriate).

### **3b. Reflection on Teaching Mindfulness to Groups**

This is about 750 words reflecting on your learning from working with 1 or more groups. This would include the experience of being mindful in your professional work with the group(s), the rationale for the approach taken to teach mindfulness to the group(s), reflections on adapting a planned curriculum to the group's in-the-moment needs and the participant's responses to practicing mindfulness and self-compassion.

**Evidence:** Outline of the curriculum that emerged in teaching the group.

### **4. Reflection on Accountable, Safe and Ethical Practice**

This is about 300 words on how mindfulness and self-compassion approaches can be safely and ethically integrated into your professional work / professional role with due consideration of accountability.

This includes exploring how mindfulness can safely and ethically integrate into the code of ethics / conduct that underpins your profession and whether your professional indemnity insurance will cover you teaching mindfulness. It may also be relevant to reflect on how teaching mindfulness may affect your interactions with other professionals.

If you are employed in a professional role but you do not belong to a professional body then what is required is a clear statement of how your work is accountable within the context of that role. One approach to exploring this is to consider the uncomfortable (but thankfully unlikely) possibility of a complaint being made by a participant regarding a session you have taught. What mechanisms are there to protect you from an unjustified complaint or to address a valid issue raised by the participant? If you are working freelance and do not have a professional membership it will be particularly important to explore in supervision and/or with an MRE trainer how you could work with due regard to professional accountability.

A key part of this process of reflection is setting out the appropriate scope of your Competency Certificate, assuming it is awarded. This will form one of the themes explored in the 1-2-1 session that is associated with submitted the portfolio.

**Evidence:** Certificate of professional indemnity and public liability insurance (or associated letter from the insurer) that explicitly covers you for the mindfulness teaching you are doing and a statement from your manager/professional supervisor that mindfulness and self-compassion approaches can be safely and ethically used in your professional work. Where insurance is provided by the organisation you are working for, a certificate/letter is needed indicating that your work teaching mindfulness is covered.

Evidence is also needed that the individuals/groups you are teaching fall within the capacity of your professional role and that there is a system of accountability in place to protect you and the clients you are working with. This evidence may take the form of evidence of professional training, professional body membership and/or a letter from your manager or service coordinator that confirms the scope of your role and the accountability processes in place.

If you are seeking a Competency Certificate for teaching groups you will need to provide evidence of your experience of teaching groups in your professional role. As groupwork is often something that is learnt through experience, this evidence can take the form of a brief summary of groupwork experience and a supportive letter from a manager or service coordinator that it is within your normal role to work with groups.

## FEES

The fees associated with undertaking the Competency Certificate are mainly supervision fees (typically £35-45 per hour).

The requirement for 2 days of mindfulness practice can be met through the regular Saturday practice days we run in Eccles, Manchester at £10 for the day or through other mindfulness practice days, retreats and workshops increasingly available throughout the UK.

There is a final portfolio review fee of £100. This review fee includes a 1-2-1 session with one of the MRE trainers to explore your learning over Level 1 MRE as detailed in your reflective portfolio (this is usually by telephone). The assumption underlying this telephone discussion is that your portfolio has met the criteria for the award of Competency Certificate. Any issues in the portfolio would have been identified and further written reflections or evidence sought prior to the telephone call. The focus of the conversation is to reflect on the learning so far, to explore areas for further development and any issues you would find relevant to discuss in this review.

The Level 1 MRE Competency Certificate is valid for 3 years after which evidence of ongoing supervision and relevant continual professional development (CPD) is required to be presented in order for a new certificate to be issued. The focus of the ongoing CPD is based how you are working towards meeting the requirements of the GPG (although there is not the expectation that all the requirements of the GPGs will be met at Level 1).

There is also an annual fee of £50 to maintain your registration as an MRE teacher that is paid annually on the anniversary of receiving the Competency Certificate. It is possible to extend the scope of what is covered by the Competency Certificate by submitting appropriate evidence at each annual renewal.

Being a mindfulness teacher with a current Level 1 Competency Certificate brings the additional benefit of access to editable versions of teaching materials, free listing as a MRE teacher on our website, free attendance at our practice days in Eccles and it covers the cost of the review of your CPD portfolio and re-issue of your Competency Certificate every 3 years.

### TRAINING TIMESCALES

In keeping with our ethos, we do not place a fixed timescale on the period needed to complete the Competency Certification process. In many ways the longer you take the better, as you will bring a much richer experience to the process of supervised practice if you are working from a strongly embodied experience of mindfulness across the different contexts of your life.

Pragmatically, however, we do need to bear in mind the rapidly evolving context of mindfulness teaching and so we need to place a time-limit on the specific process of Competency Certification that applies with each cycle of MRE training. Therefore we would normally consider the Level 1 Competency Certification process that is in place when you do Workshop 3 to be valid for 2 years from the date of that Workshop 3. After these 2 years you may need to fulfil the requirements of whatever Competency Certification requirements are then current.

It is important to note that, as we are committed to working within the framework of the Good Practice Guidelines, then we may need to make immediate changes if the requirements of the GPGs change.

# Level 2 & 3 Competency Certificate Criteria

## Level 2 Teacher Training

Level 2 MRE teacher-training focuses on the skills required to explore with clients ways to compassionately and mindfully approach difficulty. This maps on to the curriculum of key elements of weeks 5-8 of the MBSR course but with a more explicit focus on self-compassion.

The approaches learnt at Level 1 are revisited and developed to incorporate more teaching around self-compassion and practices, exploring a more active engagement with unpleasant experience. Longer Planned Practices are also explored in contrast to the 10 minute maximum of the Level 1 practices.

It is at Level 2 that a 'standard' 8 week MRE course curriculum is explored in depth. This curriculum is designed to accommodate the needs of different groups and can adapt to the pace required by each group.

We would expect this 'standard' curriculum to be in a process of continual evolution as our collective understanding of the most helpful ways to cultivate mindfulness in the context of a taught course grows over time. One of the aims of Integrated Mindfulness is to create a community of mindfulness teachers that are co-evolving efficient and elegant ways to teach mindfulness in different contexts.

Rather than being prescriptive, we would consider the training in this 'standard' curriculum as offering a starting point from which you would then make appropriate adaptations to meet the needs of the people you work with.

The Level 2 Competency Certificate is awarded mainly through the ongoing supervision process using recordings (audio and video) of mindfulness teaching. The Level 2 workshops can be undertaken as standalone workshops for those who have completed the 3 Level 1 workshops. The reflective portfolio required for the Level 2 MRE Competency Certificate centres on meeting the requirements of the GPGs. The Level 2 Competency Certificate is only open to those with a core professional training and, in most cases, membership of the associated professional body. It may be that the focus of your current work is outside the scope of your original professional training in which case you would also have to demonstrate how your current work operates within a context of accountability. Those without a core professional training would not be eligible to enter the Level 2 Competency Certification process although it would still be possible to attend the Level 2 workshops for CPD experience.

Those who have attended MRE Level 1 but have not yet completed the Level 1 Competency Certificate are very welcome to attend and, once the Level 1 Competency Certification process had been completed, the Level 2 Competency Certification process could be started at a later date without having to re-take the Level 2 workshops. These workshops are also intended to be open to mindfulness-teachers who have completed other mindfulness teacher-training courses (although this is purely for ongoing professional development as, without completing Level 1 MRE teacher-training, the Level 2 competency certification process is not available).

The entry requirements for the Level 2 workshops include a reflective commentary (typically of around 750 words) on your experience of at least 3 months of intentional Planned Practice. What we mean by this is that you explore how it is to have the intention to practice mindfulness for 20 minutes each day (as a single block) in the form of a Planned Practice such as the Easy Awareness Practice or equivalent sitting practices. The purpose of this is to explore, with kindness and mindfulness, the friction and resistance that practicing for 20 minutes a day will usually create. This will make the focus of Level 2 training, that of approaching difficulty with mindful self-compassion,

very real! You may also have the opportunity to notice how a sustained period of regular Planned Practice affects your experience of the rest of your daily life.

Some days you will find life seems to make the time to practice unavailable. Reflecting on how you approach this experience of not practicing is a key part of this reflective process as not doing what you intend will typically trigger all sorts of reactive thoughts and feelings and the invitation is to be warmly attentive to these reactions. The requirement for this to be a sitting (or at least static) practice is because being physically still releases more attention, with the result that the fine texture of the experiences arising during the mindfulness practice (welcome or unwelcome) will become more 'visible'.

If a 20 minute practice block seems too difficult at first then it is important to build up to this gradually, prior to starting the required 3 month intentional practice period. Exploring the question: *'In what easy and effortless ways can I do a short Planned Practice today?'* could be a good starting point.

Entry onto the Level 2 workshops is also reserved for those in regular mindfulness supervision. For those newer to supervision, at least 4 supervision sessions must have been undertaken in the year prior to the first Level 2 workshop attended. At least one supervision session needs to focus on your experience of this period of intentional Planned Practice. Reflecting on this specific supervision session would also form part of the above reflective commentary.

We appreciate that the completion of this 3 month intentional practice period may overlap to some extent with attendance on the first Level 2 workshop but it must be completed prior to attendance on the second and third Level 2 workshops. We would expect that at least a month of this intentional practice period and 1 supervision session exploring your experience has been completed prior to attendance at the first Level 2 workshop. This period of intentional practice also needs to have started no more than 6 months prior to the first Level 2 workshop as it is important to be able to reference recent experience. Associated with this is the requirement to have completed at least 2 whole days of mindfulness practice (either together or singly) through attendant at a day retreat or practice workshop.

Those trained in other mindfulness-based approaches wishing to attend Level 2 MRE training would usually also need to undertake this process of reflection on a recent period of intentional practice even if similar reflective process have been undertaken in the past. The requirement for a specific supervision session focused on personal practice may be waived where there is evidence of long term ongoing mindfulness supervision of 2 years or more.

The Level 2 Workshops have different themes:

- MRE Level 2 Workshop 1: – Approaching Difficulty with Compassion: exploring the 8 week MRE Curriculum.
- MRE Level 2 Workshop 2: – Compassion-Focused Approaches.
- MRE Level 2 Workshop 3: – Deepening Practice and Teaching through the Inquiry Process, Supervision and Tailoring Curricula.

Our intention is to make these workshops as free-standing as possible so that they can be done in any order.

The Competency Certification process for Level 2 is primarily through a portfolio evidencing that the requirements for the Good Practice Guidelines have been met, supported by a process of regular supervision (typically every 4-6 weeks during Level 2, the frequency would typically increase when teaching a course). Reflecting on the process of delivering 2 mindfulness courses based on the 'standard' 8 week MRE curriculum to individuals or groups that integrate the Level 2 approaches is a central focus for supervision. Videoed sessions would be shared with your supervisor to aid this process of reflection.

Attending an 8 week mindfulness course as a participant is also part of the Level 2 Competency Certification requirements. It is important to have experience of being a participant rather than just that of the teacher role. Any of the main 8 week mindfulness-based courses will meet this requirement (MBSR, MBCT or Breathworks for example), including those in intensive formats. Previous attendance on a course will also meet the requirement.

## Level 3 Integrated Mindfulness Teacher Training

This explores in more depth both how mindfulness-approaches can be integrated into different professional contexts and how curricula can be developed to match the needs of specific individual or group requirements.

Level 3 training is delivered through more intensive individual and peer supervision alongside co-teaching. The MBI-TAC, a set of competency criteria developed by the Universities of Bangor, Oxford & Exeter are used as a specific focus for reflection, assessment and in supervision.

There is also a focus on deepening personal practice through longer periods of daily meditation and regular participation in longer mindfulness retreats.

The key entry requirement for Level 3 is evidence of continuing to meet the Good Practice Guidelines and experience of at least 2 years of teaching mindfulness under regular supervision.

## Other Issues and Notes

### Accelerated Training Route

This is for those with established experience of teaching mindfulness to individuals and/or groups; have evidence of having completed a teacher-training programme (typically in MBSR, MBCT or Breathworks MBPM); have a regular personal mindfulness practice, can evidence attendance at mindfulness retreats and who are receiving regular supervision of their mindfulness teaching. Overall, Fast Track candidates need to be able to demonstrate that they meet the Good Practice Guidelines for Mindfulness Teachers.

The Level 2 and 3 trainings are open to demonstration of equivalence from other previous training and therefore attendance at all the parts/workshops may not be required. The Level 1 training requires attendance at all the parts/workshops as we need to ensure the particular focus and philosophy underpinning MRE teacher training has been established.

### Use of Titles

Ethical practice requires clarity in the way we represent ourselves as mindfulness teachers.

Attendance at Integrated Mindfulness/MRE training workshops does not confer the title of being an Integrated Mindfulness or Mindful Resilience Enhancement teacher. This is because attendance alone does not demonstrate competency to teach mindfulness.

You are welcome to use the teaching materials provided as part of the training in your professional work and to accurately state that you have attended the Integrated Mindfulness/MRE training workshops. For example, after attending the three MRE Level 1 workshops you could state that you have attended Level 1 MRE teacher-training and you could state that you have received training to deliver the Level 1 MRE. Once the competency certification process has been completed you are then welcome to style yourself as a Level 1 MRE teacher while the competency certificate remains valid (they are renewed every 3 years through providing evidence of ongoing supervision and continual professional development).

The same principle would apply for Level 2 MRE and Level 3 Integrated Mindfulness teacher training.

## Use of Competency Certificate in Promotion

Ethical practice also requires clarity in accountability. If you promote your work with reference to your Competency Certificate (as we are very happy for you to do) you must make it clear to participants how you are professionally accountable and, provide the name of your insurer. This is often easiest to do in some introductory course materials that all participants receive or in client information materials that may form a part of initial contracting. Typically this would have a contact name or organisation that the client or participant could approach with any concerns they have if they feel unable to approach you.

## Use of Teaching Resources

The materials associated with each workshop can be copied for and distributed to those you are teaching. We do ask that you either use them in the published format or, if the materials need adaptation to meet the specific needs of your work, please make clear reference back to our source material. What we want to avoid is confusing material that is misrepresented as being originated by MRE/Integrated Mindfulness.

Having said this, we also want to learn from each other and evolve a rich set of shared resources so, if you do generate your own materials, please share them (with the same principles of branding and acknowledgement then applying to your work).

## Summary Checklist

Level 1 Mindful Resilience Enhancement Teacher Training	
Workshop 1 Entry Criteria	Interest in integrating mindfulness into your professional work.
Workshops 2 & 3 Entry Criteria	<ul style="list-style-type: none"> <li>• Attended MRE Level 1: Workshop 1.</li> <li>• Working as a professional in an accountable context.</li> </ul>
Level 1 Competency Certification Requirements  <i>(Working towards the Level 1 Competency Certificate can be started after attending Workshop 2 or after Workshop 3. Attendance at all three Level 1 workshops is a requirement of the Level 1 Competency Certification process.)</i>	Personal Practice: <ul style="list-style-type: none"> <li>• 18 months of personal practice <i>[Evidence = 750 word reflective commentary]</i></li> <li>• Attendance at 2 x 1 day-long mindfulness practice days <i>[Evidence = Attendance certificates from practice days]</i></li> </ul>
	Supervised Practice: <ul style="list-style-type: none"> <li>• Regular supervision (at least 3 monthly) for a year <i>[Evidence = supervisor's report &amp; 500 word reflective commentary on experience of supervision]</i></li> <li>• Teaching of mindfulness under supervision to an individual client and/or a group <i>[Evidence = 750 word reflective commentary on experience of teaching an individual and/or 750 word reflective commentary on experience of teaching a group. Outline of individual and/or group curriculum also submitted that meets the 10 minute or less Level 1 practice duration requirement.]</i></li> </ul>
	Accountable Practice: <ul style="list-style-type: none"> <li>• Public liability and professional indemnity insurance <i>[Evidence = insurance certificate]</i></li> <li>• Working in a context of accountability <i>[Evidence = professional code ethics, organisational accountability procedures, manager's letter of support]</i></li> <li>• Accurately identifying the safe, ethical and accountable boundaries of your own work, including how your mindfulness teaching is offered to people you would normally work with in your existing (or a previous) professional role <i>[Evidence = 300 word reflective commentary exploring these issues as they relate to your mindfulness teaching]</i></li> </ul>

<b>Level 2 Mindful Resilience Enhancement Teacher Training</b>	
<p>Level 2 Workshop Entry Criteria</p> <p><i>(Note - The Level 2 workshops are stand-alone and so can be done in any order)</i></p>	<p>Entry onto Level 2 workshops will usually require:</p> <ul style="list-style-type: none"> <li>• Attendance at MRE Level 1 workshops or other equivalent mindfulness teacher training programmes <i>[Evidence = attendance certificates]</i></li> <li>• 3 months of intentional mindfulness practice of 20 minutes as a single block of static practice each day <i>[Evidence = 750 word reflective commentary]</i>. Note that this period could overlap with attending your first Level 2 workshop.</li> <li>• Attendance at 2 whole days of mindfulness practice (together or singly) in previous year <i>[Evidence = attendance certificate from person/organisation running the day retreat/workshop]</i></li> <li>• At least 4 supervision sessions in past year with 1 supervision session exploring your experience of this intentional practice period <i>[Evidence = supervisor's brief confirmation when this occurred]</i></li> </ul>
<p>Level 2 Competency Certification Requirements</p> <p><i>(Working towards the Level 2 Competency Certificate can be started after attending the Level 2 workshop that explores the full 8 session curriculum.)</i></p>	<p>In brief, the requirements are:</p> <ul style="list-style-type: none"> <li>• Attending all 3 Level 2 workshops.</li> <li>• Having completed training in a core profession (this includes professional training in counselling, psychotherapy, health or social care or education) and, usually, being a member of the associated professional body.</li> <li>• Completion of the Level 1 Competency Certification process.</li> <li>• Portfolio of evidence indicating how the requirements of the Good Practice Guidelines for mindfulness teachers have been met (including requirements for personal practice and, usually, attendance at a week long residential retreat).</li> <li>• Evidence of regular supervision (typically 4-6 weekly) that includes use of videos in the supervision process.</li> <li>• Reflective commentary on the experience of teaching at least 2 mindfulness courses based on the 'standard' 8 week MRE curriculum to individuals and/or groups.</li> <li>• Reflective commentary and evidence that you continue to work in a context of accountability.</li> <li>• Attendance as a participant on an 8 session mindfulness-based course (can be MRE, MBSR, MBCT, Breathworks etc. and it can be an intensive version – e.g. delivered over 4 days). Past attendance on such a course will also meet this requirement.</li> </ul>

<b>Level 3 Integrated Mindfulness Training</b>	
<p>Level 3 Entry Criteria</p>	<p>Entry onto Level 3 workshops normally will require:</p> <ul style="list-style-type: none"> <li>• Attendance at MRE Level 1 &amp; 2 workshops or other equivalent mindfulness teacher training programmes <i>[Evidence = attendance certificates]</i></li> <li>• 2 years of teaching mindfulness under regular supervision.</li> <li>• Evidence that you meet the Good Practice Guidelines for mindfulness teachers.</li> </ul>
<p>Level 3 Competency Certification Requirements</p>	<p>In brief, the requirements are:</p> <ul style="list-style-type: none"> <li>• Attending the Level 3 workshops.</li> <li>• Portfolio of evidence indicating how the requirements of the Good Practice Guidelines have continued to be met.</li> <li>• Evidence of regular supervision (typically 4-6 weekly) that includes use of videos of your teaching in the supervision process and is framed within the context of the MBI:TAC.</li> <li>• Reflective commentary on the experience of teaching at least 2 mindfulness courses to individuals and/or groups framed within the context of the MBI:TAC.</li> <li>• Assessment of mindfulness teaching through videoed sessions and/or observed teaching practice framed within the context of the MBI:TAC.</li> <li>• Reflective commentary and evidence that you continue to work in a context of accountability.</li> </ul>