



Centre for Mindfulness Research and Practice
School of Psychology, Bangor University, UK

***Prospectus for Master's level
Programmes in Mindfulness 2010/11***

MSc/MA in Mindfulness-Based Approaches
Postgraduate Diploma in Mindfulness-Based Approaches
Postgraduate Certificate in Mindfulness-Based Approaches

MSc/MA in Teaching Mindfulness-Based Courses
Postgraduate Diploma in Teaching Mindfulness-Based Courses
Postgraduate Certificate in Teaching Mindfulness-Based Courses



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Welcome to the Centre's Mindfulness Master's Programmes

The Centre for Mindfulness Research and Practice (School of Psychology, Bangor University) offers two part-time, modular MSc/MA programmes for professionals. The programmes are flexible and you can move from one to the other part-way through. They are designed to provide students with both experiential learning and theoretical knowledge in mindfulness-based approaches, as these are taught through the courses of Mindfulness-Based Cognitive Therapy (MBCT) and Mindfulness-Based Stress Reduction (MBSR). These Master's programmes give a strong foundation and in-depth training for professional practice, teaching, and research in the contemporary uses of mindfulness meditation.

*The **MSc/MA in Mindfulness-Based Approaches** is a flexible general programme, providing students with in-depth experience of mindfulness practice, and a strong understanding of the rationales underlying mindfulness-based approaches as used with both groups and in one-to-one therapeutic work; students gain a wide experiential and theoretical basis for professional practice, teaching and research.*

*The **MSc/MA in Teaching Mindfulness-Based Courses** is designed to balance experiential and theoretical knowledge bases, and to give a full professional training to teach MBCT and/or MBSR within the student's own professional context. In addition to the academic award, students will gain a Certificate of Competence in Teaching Mindfulness-Based Courses, which recognises they have met the highly regarded and stringent teaching standards of the Centre for Mindfulness Research and Practice.*

Applicants can choose which modules, degree, and exit points are most appropriate to their particular circumstances and needs. Both programmes offer the opportunity to pursue an MSc or an MA degree as appropriate to students' background and training. For those not wishing to proceed to a full Master's degree, recognized exit points are given at Postgraduate Certificate and Postgraduate Diploma levels. Part-time study over a number of years can offer some control over students' own rate of progress through the programme while honouring work or family commitments.

These Master's programmes are mainly delivered on five weekends through each academic year. This suits both local students and those travelling from further afield, and together with online and individual tutorial support, ensures a supportive learning situation. For the teaching weekends, students organize their own accommodation in Bangor, North Wales – a beautiful part of the country on the edge of Snowdonia – and are able to meet informally with each other around the formal sessions. A strong community of learning and friendship often develops, and electronic communication between teaching days is encouraged through the University's Blackboard virtual learning arena.

This prospectus gives details of the two Master's programmes, with an overview of each module. If after reading this information, you would like any further details or clarification, please contact us (see details on p.1). We are happy to talk informally about how the courses might meet your individual development and training needs. We hope this booklet will be a useful reference and look forward to hearing from you.

Judith Soulsby **Director of Master's Programmes**
Sue Griffiths **Master's Administrator**

Information correct at time of going to press, for any changes see website, address p.1.

What is mindfulness?

Mindfulness can be defined as intentionally bringing awareness to the present moment in a non-judgmental way. This skill is developed through engaging in systematic training in regular meditation practices, and also bringing this awareness and acceptance into daily life and work. Mindfulness promotes a way of being that helps both us and our clients take care of ourselves and live healthier lives. It can help access powerful inner resources for coping effectively with stress, difficulty and illness. Mindfulness is based on meditation practices from ancient spiritual traditions, but is universal in nature. Contemporary training in mindfulness gives participants the opportunity to learn and apply these practices and principles in entirely secular ways.

What are mindfulness-based approaches and courses?

The relevance of the transformative potential of mindfulness to contemporary life is now increasingly being recognised. A number of approaches to helping people deal with difficulties in their lives, based on mindfulness practices and also integrating the acceptance-based approach of mindfulness, have now been developed and researched. These include the 8-week courses of Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), and Mindfulness-Based Relapse Prevention (MBRP). Also the therapeutic interventions of Dialectical Behaviour Therapy (DBT) and Acceptance and Commitment Therapy (ACT). Applications of these include the management of stress, anxiety, pain, chronic mental and physical illnesses, drug/alcohol misuse, and prevention of depressive relapse. Mindfulness-based approaches and courses are now being used in a range of settings including community care, hospitals, schools, prisons and businesses. The benefits of mindfulness are not only for the receivers of services, as mindfulness can be applicable to all life situations. Professionals who integrate mindfulness practice into their lives and work report experiencing benefits such as less stress, greater ease, being more present with self and others, and working more creatively with challenges.

Mindfulness-based approaches integrate ancient philosophies, practices and knowledge with modern rigorous scientific approaches and understanding. These two Master's programmes offer a learning process with the same integration of a scientific evidence base with systematic experiential personal development and reflection.

Students are expected to practise mindfulness meditation on a daily basis during the programme, as this practice is essential for full understanding and use of mindfulness-based approaches in life and work. The experiential components and the teacher training modules are focused on two mindfulness-based courses: Mindfulness-Based Cognitive Therapy (MBCT) and Mindfulness-Based Stress Reduction (MBSR). The course used on the Master's programmes is a synthesis of these two, Mindfulness-Based Cognitive Therapy for Stress, which uses cognitive science elements from MBCT, together with the more generic remit of MBSR.

Part-time modular structure of the Master's programmes

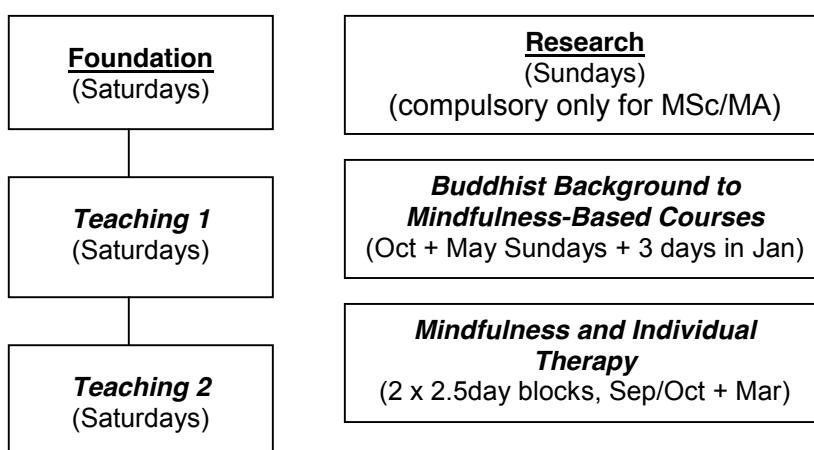
These Master's programmes are part-time, taking 3 to 5 years to complete (see pp.8-9). Most modules are taught over 5 weekends during the academic year (see p.11), allowing two modules to be taken per year if wished. Four taught modules must be completed before registering for an MSc/MA thesis which students research and write under supervision. Students initially register for the MSc, and can choose move to an MA when registering for their thesis.

Each module requires around 300 study hours/year, excluding daily practice time. The chart on p.5 gives details of compulsory and optional programme modules.

CHART OF TAUGHT MODULES for POSTGRADUATE PROGRAMMES in 2010/11

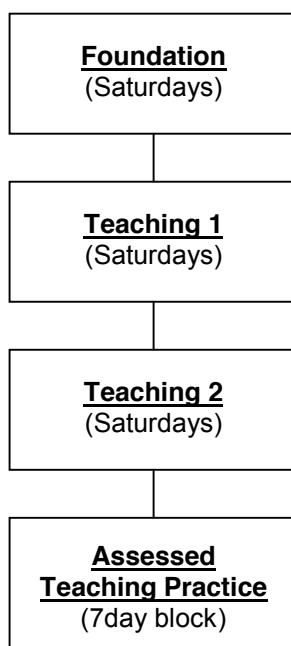
MSc/MA in MINDFULNESS-BASED APPROACHES

PG CERTIFICATE (Foundation + one other module)
PG DIPLOMA (Foundation + any 3 other modules)
MSc or MA (4 modules including Foundation and Research
+ MSc or MA thesis)



MSc/MA in TEACHING MINDFULNESS-BASED COURSES

PG CERTIFICATE (Foundation + Teaching 1)
PG DIPLOMA (all 4 modules)
MSc or MA (4 modules + MSc or MA thesis)



KEY TO ALL MODULES

Each module is worth 30 credits at Master's level

Compulsory modules are underlined

Optional modules are in italics

Connecting lines indicate sequential modules, which have to be taken one per year

MSc/MA in Mindfulness-Based Approaches

(see chart p.5, and individual module information at end of Prospectus)

This Master's degree will be in its fifth year in 2010/11, individual modules having been developed and delivered over the past eight years. It offers a widely based training, with a Foundation year to give in-depth experiential practice of mindfulness meditation as taught in MBSR and MBCT, together with an understanding of the theory and rationale underlying mindfulness-based approaches. There are four optional modules, Teaching 1 and Teaching 2 (which together with Foundation are taught on Saturdays, and have to be taken sequentially) plus Buddhist Background to Mindfulness-Based Courses (this year taught on a Sunday in October and May, and three days in January, Sunday to Tuesday) and Mindfulness and Individual Therapy (taught in two 2.5-day residential blocks). The Research module (taught on Sundays) is normally compulsory for those wishing to submit a thesis and gain the full MSc or MA degree; however, students who already have a relevant postgraduate research degree can apply for exemption from Research and take another module instead.

Modules (apart from Individual Therapy and Buddhist Background) are taught on Saturdays or Sundays on 5 weekends during the academic year. Students can take either one or two modules per year, completing the Master's in a minimum of 3 and a maximum of 5 years, under University regulations. Either Buddhist Background or Mindfulness and Individual Therapy (for students who meet entry criteria for the latter) can be taken alongside Foundation; Research cannot be taken with Foundation this year. Normally only two modules can be taken in any one year, and students with work and/or family commitments often find that one module per year works best.

This Master's degree gives in-depth experience and training in mindfulness theory, practice and research. It can include: teaching 8-week MBCT/MBSR courses or integrating mindfulness-based approaches in other ways; the Buddhist teaching that underlies and inspires these contemporary approaches to dealing with difficulty; and the uses of mindfulness when working one-to-one with clients in a therapeutic relationship, for those who have training and experience in this work.

MSc/MA in Teaching Mindfulness-Based Courses

(see chart p.5, and individual module information at end of Prospectus)

This new Master's degree was validated in 2007/08. It has been designed to give a strong experiential and theoretical knowledge base, together with a full professional training, in teaching Mindfulness-Based Stress Reduction (MBSR) and/or Mindfulness-Based Cognitive Therapy (MBCT) within the student's own professional context. This course cannot be accredited as there is no regulatory body for teaching mindfulness; however, for qualified health, social care or education professionals it gives the opportunity to gain both an academic award, and a Certificate of Competence in Teaching Mindfulness-Based Courses (given at completion of the final module with a minimum of 50% for the teaching practice assignment – see details of Assessed Teaching Practice at end of Prospectus). These awards from the Centre for Mindfulness Research and Practice, internationally acclaimed for standards of excellence in this field, are to the highest and most rigorous standards.

The programme consists of four compulsory modules, Foundation, Teaching 1, Teaching 2, and Assessed Teaching Practice. All have to be taken sequentially, one per year. The first three are delivered on Saturdays, while the teaching element of the final module is given in a 7-day residential block, the Teacher Development Retreat level 2 (details of this training, together with its entry requirements, can be found

under Training Courses on the Centre's website, address p.1). After the first year's experiential and theoretical foundation in the practice and principles of mindfulness as taught in MBSR and MBCT, the programme gives students the opportunity both to gain increasingly in-depth levels of understanding and practice in teaching the 8-week mindfulness course, and to be assessed on practical skills learned within the module group, as well as on understanding and critical analysis of the theories and rationales underlying mindfulness-based courses. In the final module, Assessed Teaching Practice, students are assessed through their recordings of teaching a mindfulness-based course within their own professional context, as well as through their detailed written overview of the teaching. Students' recordings of the 8-week course are assessed for competence using the new Mindfulness-Based Interventions – Teacher Rating Scale, developed in Bangor, with input from Exeter and Oxford Universities; this gives a thorough and detailed picture of the students' skills and areas requiring development. Students are expected to start teaching mindfulness and mindfulness-based courses in their own context under supervision during years 2 and 3 of the programme, and must have taught at least three such courses before embarking on the fourth Assessed Teaching Practice module (it may be necessary to interrupt studies for one or two years to gain the necessary experience).

Please note that, because of the time requirements for tutor assessment of the Assessed Teaching Practice module, this module is limited in intake, its cost to students is considerably higher than our other modules, and its availability to students cannot be guaranteed. Students who are unable to proceed to this module may interrupt their studies and take the Assessed Teaching Practice module in a later year. Students who wish to write a MSc thesis to complete their Master's (and do not have a postgraduate research degree) may take the Research module as an extra, fifth module. Students who write an MA thesis are not required to take Research.

The PG Certificate in Advanced Mindfulness-Based Teaching Practice

This 2-year course will not be running in 2010-12.

Transfer between programmes

Early in their study, students on the Foundation or the Teaching modules do not have to decide which programme they wish to complete. It is possible for suitable students to transfer between the two programmes (Mindfulness-Based Approaches, and Teaching Mindfulness-Based Courses) part-way through their studies, as long as all the compulsory modules in the programme to be completed will have been taken. Students enrol year by year on modules and therefore do not have to decide in advance exactly which modules will be taken in future years. This flexibility can enable students to discover during their work with us where their aptitudes and interests lead them. Some students decide to take one or more extra modules, because of the interest and value of mindfulness study in their work and lives.

Master's and CPD training modules

In addition to its other Continuing Professional Development (CPD) mindfulness training programmes, the Centre also offers the following Master's modules as CPD trainings: Buddhist Background to Mindfulness-Based Courses, and Mindfulness and Individual Therapy; also the main teaching section of Assessed Teaching Practice (the Teacher Training Retreat Level 2) is a CPD training module in its own right, which does not have the Master's assessment element or the accompanying Certificate of

Competence. The Teacher Training Retreat Level 1 is often taken by Master's students as additional CPD training, which supports the student's work in the Teaching 1 or Teaching 2 modules. The Centre's website (address on p.1) gives more details. These residential CPD trainings have a strong retreat component, as well as a teaching structure similar to the Master's modules; they do not have any academic assessment or a tutorial/supervision process.

MSc or MA thesis

All students initially register for an MSc, and where applicable transfer to an MA degree when registering for their thesis. Students will complete either an MSc (<10,000 words) or MA thesis (10,000-20,000 words), worth 60 credits, as appropriate to their previous research experience and preferred way of researching their area of interest. Personal thesis supervisors will be drawn from the wide range of expertise among School of Psychology and Centre for Mindfulness Research and Practice researchers and teachers. Bangor University's School of Psychology is one of the UK's leading psychology departments, having been ranked 7th (out of 76) on the Research Power Table following the latest Research Assessment Exercise. It has a very strong research culture, including strengths in clinical and health psychology. Several academic staff in departments within Psychology have research interests in mindfulness and related therapeutic approaches such as Dialectical Behaviour Therapy and Acceptance and Commitment Therapy. The Centre for Mindfulness Research and Practice is currently the second site (with Oxford University) of a major Randomised Controlled Trial testing the efficacy of Mindfulness-Based Cognitive Therapy for people who are recurrently depressed and suicidal, and this has given the Centre more research staff who are also available to supervise theses.

The MSc thesis is for students who wish to collect and analyse data scientifically for their thesis (this could include systematic reviews of previous research). Analysis can be by quantitative or qualitative methods, or both. The MSc thesis will emphasise inferential and scientific methods of research, including recognized qualitative methods associated with a clear and structured process of analysis.

The MA thesis is open to those who are interested in pursuing a mode of scholarly analysis that utilises reflective and process orientated methodology and in which the researcher may use their own experiential process actively as part of the research.

Students on the MSc/MA in Mindfulness-Based Approaches will normally prepare for their thesis by taking the Research module. However, those who already have a relevant postgraduate research degree may apply for exemption from Research, if they submit details of their previous research experience, and a brief research proposal for their thesis that is accepted by the Master's Director. In this case the student will be required to take another module, so that four modules are completed before registering for their thesis.

Students taking the MSc/MA in Teaching Mindfulness-Based Courses can write an MA thesis on an aspect of teaching these courses; they may register for an MSc thesis if they have a prior postgraduate research degree, or if they take Research as an optional fifth module in the same year as one of the four core modules.

Please see the end of the Prospectus for further details on MSc and MA theses.

Certificate, Diploma and Degree requirements

See chart p.5, and schedule p.10, which summarise the following information.

There are different awards for the different levels of the Master's programmes: Certificate, Diploma, and MSc (Master of Sciences) or MA (Master of Arts). Students will normally register for an MSc programme, and can then transfer to MA at thesis stage, or exit with a Certificate or Diploma at the appropriate time.

Postgraduate Certificates A Postgraduate Certificate in Mindfulness-Based Approaches is gained by leaving the programme after successful completion of Foundation and one other module, taking 1 or 2 years. A Postgraduate Certificate in Teaching Mindfulness-Based Courses can be taken on completion of Foundation and Teaching 1 (2 years' study). The Postgraduate Certificate has a credit rating of 60 credits at Master's level, and gives a personal and professional foundation in mindfulness-based practice.

Postgraduate Diplomas The student who completes Foundation and any three other modules in 2 to 4 years can exit the programme with a Postgraduate Diploma in Mindfulness-Based Approaches, worth 120 credits at Master's level.

Completing over 4 years the four modules of Foundation, Teaching 1, Teaching 2, and Assessed Teaching Practice, gives a full training in teaching mindfulness-based courses, and a 120 credit Postgraduate Diploma in Teaching Mindfulness-Based Courses, for the student who does not wish to proceed to a full Master's degree. Students who gain a minimum of 50% for their teaching practice assignment in Assessed Teaching in addition are given a CPD Certificate of Competence in Teaching Mindfulness-Based Courses,

Master's degrees Four modules plus a thesis leads to an MSc or MA in Mindfulness-Based Approaches, taking 3 to 5 years, or to an MSc or MA in Teaching Mindfulness-Based Courses taking 5 years of study (for the required modules, see chart on p.5). The Master's degree (180 credits) offers a higher level developmental process which incorporates scholarly conceptual and/or research work by researching and writing an original thesis in an area of the student's interest.

All modules must be taken within the relevant programme to gain the award in Mindfulness-Based Approaches or Teaching Mindfulness-Based Courses. It is only possible to credit transfer modules from other Master's programmes into these programmes if they have the same Learning Outcomes and a similar assessment procedure as the module for which they are the substitute.

Schedule of awards given and their components

Award title	Number of 30-credit modules	Component modules	Thesis	Master's level credit rating	Years of part-time study
PG Certificate in Mindfulness-Based Approaches	2	Foundation + one from: Research / Teaching 1 / Buddhist Background / Individual Therapy	No	60	1 or 2
PG Diploma in Mindfulness-Based Approaches	4	Foundation + three from: Research / Teaching 1 / Buddhist Background / Teaching 2 / Individual Therapy	No	120	2 to 4
MSc or MA in Mindfulness-Based Approaches	4 plus 60 credit thesis	Foundation + Research + two from: Teaching 1 / Buddhist Background / Individual Therapy; + MSc or MA Thesis	Yes	180	3 to 5
PG Certificate in Teaching Mindfulness-Based Courses	2	Foundation + Teaching 1	No	60	2
PG Diploma in Teaching Mindfulness-Based Courses	4	Foundation + Teaching 1 + Teaching 2 + Assessed Teaching Practice	No	120	4
MSc or MA in Teaching Mindfulness-Based Courses	4 plus 60 credit thesis	Foundation + Teaching 1 + Teaching 2 + Assessed Teaching Practice; + MA Thesis; or MSc Thesis if conditions met	Yes	180	5

Entry Requirements

Applicants for both MSc/MA programmes will normally have:

- A good undergraduate or postgraduate degree (usually at 2:1 standard). Equivalent professional and practical experience in life and work can also be considered.

Applicants will have all of the following:

- A professional qualification within a relevant field, in which the student will be able to integrate mindfulness-based approaches or teach mindfulness-based courses as part of their work. The student will have at least 3 years' experience in their area of work, such as health care, psychological therapies, psychotherapy, counselling, social care, or education. Applicants who do not have training in these professions, but believe that they can demonstrate equally relevant experience or training, and have researched how they would teach Mindfulness-Based Stress Reduction, or integrate mindfulness-based approaches into their work, may also apply. Applicants who intend to study to teach Mindfulness-Based Cognitive Therapy for the prevention of recurrent depression should have training and experience in a structured or evidence-based therapeutic approach.

If in doubt whether your experience or training is appropriate, please contact the Director of Master's Programmes for advice (email address on p.1).

- Have participated in a teacher-led 8-week mindfulness course (Mindfulness-Based Cognitive Therapy or Mindfulness-Based Stress Reduction), preferably taught to a group over 8 weeks, or taught 1-to-1 through the Centre's or another Distance Learning programme; if these are not available, a course taught in a different format such as fortnightly sessions or a residential block is acceptable.*
- Frequent and regular practice (normally on a daily basis) of mindfulness meditation, preferably as taught in MBSR and MBCT, for at least a year before starting the programme.
- Personal qualities which render the participant appropriate for the programme (see below).
- IT requirements: students must have a computer in good working order, with as a minimum basic software such as Microsoft Office, access to the Internet, and the IT skills required to use these systems.
- For students who do not have English or Welsh as a first language, evidence of IELTS at 6.5 for both written and spoken English is required.

* Please see our website (address on p.1) for details of our 8-week mindfulness course through distance learning, and our residential 'Access the 8-week course in 5 days' training, which teaches the 8-week course curriculum in a 5-day block. There are 8-week courses for groups being run in many parts of the country, and this is best way to experience the course if you intend to train to teach it yourself in this format.

The programme involves a strong experiential component in the form of developing, continuing, and reflecting on a daily personal mindfulness practice. The focus is on personal experience and integration of this practice into your life and work. We ask that students come with experience of mindfulness meditation so that they are able to

make an informed decision before enrolling on a programme in which this personal development aspect is a main component. We have also found that previous participation in an MBSR or MBCT course (as detailed above) is an essential prerequisite for this study.

We are looking for students with particular qualities. You need to be prepared to explore in an open way, and with a sense of curiosity, the effects of bringing mindful awareness into your own life, as well as exploring its use and effects in different settings both at work and in other areas of your life. Mindfulness cannot be learned solely from reading. It requires active personal participation. For this reason, students need to approach the course with a willingness to engage fully in the scheduled mindfulness practice process both in the teaching sessions and at home on a daily basis. The whole course requires an in-depth process of personal reflection and investigation throughout.

Applications are invited for these two MSc/MA programmes from people with a wide range of professional backgrounds. For both programmes, application should be for the Foundation module, which is taken on its own in the first year for students on the Teaching Mindfulness-Based Courses programme. For the MSc/MA in Mindfulness-Based Approaches, the Buddhist Background module may be taken alongside Foundation; alternatively, students with particular levels of training and experience in therapeutic work may apply to take Individual Therapy alongside Foundation (see descriptors for these modules towards the end of this Prospectus).

NB The amount of required work per 30-credit module is a minimum of 300 hours per year. This includes work on the teaching days, but not the required daily mindfulness meditation practice. Students in full-time work and/or with family commitments often find that one module per year is as much as can be comfortably undertaken. Two is the maximum number of modules that students on the MSc/MA in Mindfulness-Based Approaches can take during one academic year.

Selection process for the Teaching modules

For both programmes, there will be a selection process following completion of the Foundation module for those students who wish to proceed to the Teaching modules. Students proceeding to Teaching 1 and Teaching 2 modules will normally have both of the following:

1. A professional background in a setting that offers experience and training in a structured therapeutic approach – this is essential for students intending to teach Mindfulness-Based Cognitive Therapy; students who do not meet this requirement can train to teach the more generic course of Mindfulness-Based Stress Reduction, and will be expected to demonstrate understanding of the effects of mindfulness meditation on self and others.
2. Sufficient depth of understanding of the experiential aspects of the programme to enable students to undertake the process of developing competence in teaching the approach. This will be assessed during the Foundation module through the understanding shown by students during class and in tutorials, and in the individual (unmarked) presentation the student gives to the class in May, which demonstrates their personal learning process during the year.

Students who would like to progress and who do not meet one or both the above requirements can either:

- a) Take a module other than Teaching 1 in the MSc/MA in Mindfulness-Based Approaches (Research, Buddhist Background, or Individual Therapy if the entry criteria are met), or take a break from study on the Master's programme, to enable them to deepen their practice and/or pursue other modes of training and so reach the required level of understanding given above before taking Teaching 1. Students will be required to demonstrate that this has occurred.
- b) Take a module other than Teaching 1, and exit with a Postgraduate Certificate.
- c) Continue their postgraduate study by credit transferring the 30 credits from Foundation into a different general Master's programme; e.g. students can take part-time Master's modules within the School of Education in Bangor University, where a wide range of part-time Master's modules in other fields are offered in the same weekend format. For a full Prospectus contact 01248 382932 or www.bangor.ac.uk/addysg.

Prospective students should read the following books before the start of the academic year:

- *'Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain and Illness', by Kabat-Zinn*
- *'The Mindful Way through Depression: freeing yourself from chronic unhappiness', by Williams, Teasdale, Segal, and Kabat-Zinn*

Dates for 2010/11 and module formats

Weekend modules (see also Timetable on p.16)

Foundation, Teaching 1, Teaching 2, and Research are all taught over the same five weekends during the academic year. Buddhist Background is taught over three of the same weekends. The weekend dates are on the next page.

Foundation, Teaching 1 and Teaching 2 take place on five **Saturdays**, with additional teaching days (see next page and the Timetable on p.16).

Research takes place on five **Sundays** on the same weekends.

Buddhist Background takes place on the October and May **Sunday**, and on Sunday to Tuesday after the third weekend in January.

For all students on these modules there is:

- **Friday evening 8 October** An essential orientation session.
- **Dr John Peacock, Friday 19 November***: An additional day of instruction on the Buddhist teaching underlying mindfulness-based approaches and courses.
- **Dr Melanie Fennell, Friday 4 March***: An additional day's teaching on the relationship between Cognitive Behaviour Therapy and the clinical uses of mindfulness.
- **Sunday 6 March***: An additional day of silent meditation practice.

- Some optional sessions usually led by students on the Friday evenings of the teaching weekends, which you will be informed about.

*These three additional days are not compulsory, but are integral to the process of study and students are expected to attend them; it is especially important that students on the Foundation module attend the day of practice on Sunday 6 March. The Research module is taught on Sundays, and as students would not be able to attend the day of practice, it is not possible to take Research alongside Foundation.

The dates of the teaching weekends for 2010/11 are as follows:

9/10 October 2010

20/21 November 2010

22/23 January 2011

5/6 March 2011

21/22 May 2011

Students can miss only one of the core teaching days without failing the module. Students who are unable to attend one of the core teaching days are required to make up the work they have missed.

Teaching days are normally 9-5, with breaks for drinks and lunch. Some modules have different teaching hours, e.g. the Research module is from 9-4.30 to make Sunday travelling easier. Please note that you are expected to stay for the whole day. Students living at a distance should be aware that travel to and from Bangor can be restricted, especially in the winter, and they may need to stay overnight after a teaching day and travel home the following day, as well as arriving the day before.

There are additional time commitments for the following modules:

Foundation students are required to attend a full extra day to give their presentations on **Friday 20 May**.

Teaching 1 students are required to attend an extra day for teaching practice assessment on **Friday 20 May**.

Teaching 2 students are required to attend an extra day for teaching practice assessment on **Friday 21 January**.

More information will be given within the module.

Residential modules

The following modules are taught in residential blocks, at the Trigonos Centre unless stated otherwise (in Nantlle near Caernarfon, North Wales, see www.trigonos.org). Students are responsible for booking and for paying for their accommodation.

Mindfulness and Individual Therapy will be taught over two x 2.5-day residential teaching blocks:

30 September – 2 October 2010 and 17-19 March 2011

Assessed Teaching Practice will be taught in one 7-day teaching block:

8 – 15 January 2011

Details of both these modules, which are co-taught as both Master's and CPD training, are on the Centre website (address on page 1). The teaching block for Assessed Teaching Practice is called the Teacher Training Retreat Level 2. NB As Master's modules they are booked and paid for within the Master's programme, not with the CPD registration form provided with the details.

Time commitment and travel

Each 30-credit module is expected to take at least 300 hours of study time. This includes the taught component, but not students' own daily mindfulness practice. The teaching hours for the weekend modules are around 40 hours per module, plus two extra days of general interest where attendance is not compulsory but is strongly recommended. The remaining 260 hours or so is made up of your own study, reflection, reading, and writing assignments, or doing other forms of assessment.

There is a train station in Bangor with connections to the whole of the UK (see map on <http://www.bangor.ac.uk/tour/location>). The nearest international airport is in Manchester, about 3 hours away by train. Students living at a distance should be aware that travel to and from Bangor by public transport can be restricted, especially in the winter – you may need to stay overnight and travel home on the following day, as well as arriving on the previous day. Students are expected to stay for the whole of each teaching day. You will be given a list of hotel and bed and breakfast accommodation in Bangor, and are required to book your own.

Throughout the programme we ask participants to engage in a daily 30-45 minute mindfulness meditation practice, which is extra to the module study hours. Within the Foundation programme this is essential to the structure of the teaching and reflective process, whilst in the other modules it is an ongoing commitment that is a necessary foundation for the work.

General information on modules

In order to meet the needs of an in-depth mindfulness-based development and teacher training programme, modules for both Master's programmes have additional costs, and some have requirements such as supervision and attendance on mindfulness retreats. These are detailed in the section on 'Course fees' below, and in the module descriptors towards the end of the Prospectus.

We are not able to guarantee that all modules will be available each year.

Timetable for 2010/11 Weekend Modules

DATES	FRIDAY	SATURDAY	SUNDAY
8/9/10 October 2010		Foundation Day 1	Research Day 1
		Teaching 1 Day 1	
	Orientation session for all mindfulness-based Master's students 5.0-9.0pm	Teaching 2 Day 1	Buddhist Background Day 1
		Research orientn 5.45-7.15pm	
19/20/21 November 2010	Dr John Peacock General teaching day Buddhist teachings on mindfulness	Foundation Day 2	Research Day 2
		Teaching 1 Day 2	
	Workshop/practice for Master's students 7.0-8.30pm (optional)	Teaching 2 Day 2	
21/22/23 January 2011	Teaching 2 Teaching practice assessment day	Foundation Day 3	Research Day 3
		Teaching 1 Day 3	Buddhist Background Days 2,3,4 on Sun 23 Mon 24 and Tue 25
	Workshop/practice for all Master's students 7.0-8.30pm (optional)	Teaching 2 Day 3	
4/5/6 March 2011	Dr Melanie Fennell General teaching day – the relationship of CBT and mindfulness	Foundation Day 4	Research Day 4
	Workshop/practice for all Master's students 7.0-8.30pm (optional)	Teaching 1 Day 4	Day of silent practice for Master's students on Foundation, Teaching 1 and 2
		Teaching 2 Day 4	
20/21/22 May 2011	Foundation Individual presentations all day	Foundation Individual presentations a.m. Final teaching session p.m.	Research Day 5
		Teaching 1 Teaching practice assessment day	
		Teaching 1 Day 5	Buddhist Background Day 5
		Teaching 2 Day 5	

Tutorials, supervision and retreats

Individual tutorials for all modules take place between sessions, usually over the telephone, with students bearing the cost of the phone calls. Students on the teaching modules (Teaching 1, Teaching 2 and Assessed Teaching Practice) are required to have supervision for their mindfulness teaching during the module year, and this is extra to teaching and tutorial time.

Students are encouraged to deepen their experience of mindfulness meditation practice by taking taught retreats during the programme, and a 7-10 day retreat each year is a requirement of the Teaching 1 and Teaching 2 modules.

Blackboard online learning and IT requirements

Students are encouraged to use a variety of recommended course materials. Learning materials, lecture notes, discussion boards, etc. will be posted on Blackboard, the University's online learning system.

Students are also required to submit written assignments through Blackboard, and must have internet access, a working computer with basic software such as Microsoft Office, and the IT skills required to use these systems. Announcements on and emails through Blackboard will also be used extensively for programme information and administration, and it is essential that students access their University emails on a regular basis.

Training to teach mindfulness-based courses

The MSc/MA in Mindfulness-Based Approaches gives an overall training in integrating mindfulness into professional work, and in working with mindfulness-based approaches with groups and individuals, including teaching MBSR and MBCT when the Teaching modules are taken.

The MSc/MA in Teaching Mindfulness-Based Courses programme is a full training to teach the mindfulness-based courses of MBSR and MBCT. Students on Teaching 1 need to be teaching mindfulness in their own work or home context (though not necessarily the 8-week course); student on Teaching 2 need to be teaching the 8-week course before and/on during the module year. An entry requirement of Assessed Teaching Practice is that students have already taught at least three 8-week courses.

In the UK there is currently no formal accreditation to teach mindfulness-based courses or deliver mindfulness-based approaches in other ways, as there is no regulatory body covering this area. The (informal) UK Network of Mindfulness Trainers have agreed a list of Good Practice Guidance for teachers of mindfulness-based approaches, which Bangor initiated and uses for training (these can be found on the Centre website, address on p.1).

The Teaching modules offer in-depth and systematic training towards teaching mindfulness-based courses. We employ a rigorous process of selection for students entering the teacher training modules (see p. 12). We are confident that the training and assessment will ensure that students graduating from the full teacher training within the MSc/MA in Teaching Mindfulness-Based Courses programme will be competent to teach the courses within their own professional context. In the Assessed Teaching Practice module, students will have their recordings of teaching a whole mindfulness-based course in their own workplace assessed in detail, using the new Mindfulness-Based Interventions – Teacher Rating Scale, developed in Bangor, with input from Exeter and Oxford Universities. In addition to their academic

qualifications, these students will receive the Centre's Certificate of Competence in Teaching Mindfulness-Based Courses if their teaching practice assignment gains at least 50%. This CPD Certificate gives a marker of fitness to teach as measured by the Centre's exacting standards, which are well recognised within the mindfulness community throughout the UK, Europe and the USA. The MSc/MA in Teaching Mindfulness-Based Courses therefore offers to students the combination of an academic qualification and a teacher training process.

Teaching, learning and assessment

Mindfulness encourages us to learn from our own experience, and the intention is to reflect this in the way the modules are taught and structured. The core of the teaching is delivered in the interactive, participatory, collaborative style used when teaching mindfulness-based approaches and courses in other contexts. During the teaching days this will be supported by didactic presentations, group exercises and discussion, and individual and group reflection. Outside the teaching days, telephone tutorials and supervision sessions are scheduled parts of the teaching.

The programme requires a strong personal commitment from participants to engage in a daily and ongoing personal mindfulness practice, and in-depth reflections on the experience of this. This personal mindfulness practice process forms the core of the learning, and all other elements of the curriculum are founded on it. All modules except Research and Buddhist Background are based on the experience of mindfulness meditation, and all modules include some mindfulness practice.

The training encourages sustained inner work and the integration of the results of this into life and work settings. The programme is open to those who come prepared for the intense nature of the training and who understand the primary necessity of embodying mindfulness in their own lives before teaching it to others. This cannot be emphasised too strongly.

Assessment methods include reflective journals, reflective and theoretical essays, assessments of teaching skills, and the research thesis. See individual module information for details of the assignments required for each.

Much of the learning will take place between the weekend teaching days, with study including reading, research, teaching practice, discussion and evaluation, and preparing and writing assignments.

Awards of Distinction and Merit

Students who consistently submit work of a very high standard throughout their Master's course (including the thesis) will be eligible for the award of Distinction or Merit. In order to gain a Master's Degree with Distinction a student must achieve an overall mark of not less than 70%, having achieved an average of not less than 65% in the taught modules and 70% in the thesis.

An award of Merit will be given for a mark of not less than 60% in the taught modules, and 65% in the thesis, with an overall average of at least 65%.

External examination

University regulations require that internal marking processes are verified by an outside expert. External examination for this Master's programme has so far been provided from the University of Oxford, who run their own Master's of Studies programme in Mindfulness-Based Cognitive Therapy.

Bangor University – location and library

Bangor is in a beautiful setting, close to the mountains of Snowdonia and the coastline of North Wales. The teaching venues are central in Bangor – all parts of the University are 5-10 minutes walk from the train station, with hotels and bed and breakfast venues close by. Local hotels and B&Bs generally range from £25-£55 per night. Information on accommodation is sent to all students accepted onto the Foundation module.

The University library has a wide collection of books, journals and on-line resources. The main texts for the Master's studies are available either in the Main Arts library in Upper Bangor, or the Deiniol library opposite the Science Site where most modules are taught. These books may be borrowed by our part-time students from one teaching weekend to the next. Reciprocal agreements exist to enable students who live away from Bangor to access the libraries of many other UK universities.

The Centre for Mindfulness Research and Practice

The Centre was founded in 2001 by Professor Mark Williams within the Institute of Medical and Social Care Research, Bangor University. The Centre is now part of the School of Psychology, which gives academic and administrative support in delivering these Master's programmes. The School of Psychology includes an internationally respected body of researchers in the field of clinical and health psychology, as well as other psychological disciplines. Some of the academic staff have research and practical interests in mindfulness-based courses and in closely related therapeutic interventions including Acceptance and Commitment Therapy, and Dialectical Behaviour Therapy (the UK training Centre for DBT is directed by Dr Michaela Swales, who works within the School and co-chairs its Research Ethics Committee). Students on other degree programmes in Bangor also have the opportunity to study mindfulness, including the Doctoral Training Programme in Clinical Psychology.

During the development of Mindfulness-Based Cognitive Therapy (MBCT) under Professor Williams while he was in Bangor, there was great interest stimulated within the local professional clinical community. This led to a number of high profile national mindfulness-based trainings being organised and delivered here in collaboration with teachers from the Center For Mindfulness (CFM) in Massachusetts, USA. Jon Kabat-Zinn was the founding director of the CFM, where he developed the Mindfulness-Based Stress Reduction course, which was the foundation for Mindfulness-Based Cognitive Therapy, developed in Bangor by Mark Williams with colleagues John Teasdale in Cambridge, and Zindel Segal in Toronto. There is continuing collaboration between the Centre for Mindfulness Research and Practice in North Wales and the USA Center For Mindfulness.

Through this developmental process, North Wales became a focus for the rapidly developing interest in mindfulness-based clinical interventions within the UK and in Europe. The Centre was established to provide a structure within which trainings could be systematically developed to respond to the growing interest in these approaches. Development of the Master's programme has been key to this work, and Master's level modules in mindfulness were delivered from 2001 within the part-time MA programme in the University's School of Education. In 2006 the MSc/MA in Mindfulness-Based Approaches was validated, and has been delivered through the School of Psychology since 2006/07. The MSc/MA in Teaching Mindfulness-Based Courses was developed and validated in 2007/08 in response to demand from students

and employing organizations for a fully assessed training in teaching MBSR and MBCT within students' own professional contexts.

The Centre currently has a core team of eleven teachers of mindfulness-based approaches, and expects to increase the number in the near future. All Centre teachers have a long-time and in-depth practice and understanding of mindfulness meditation, some having come to this through clinical training and personal development, others through long-term personal involvement in different Buddhist traditions. Our teachers also have a range of skills and professional backgrounds, including business training, community development, counselling, further education, homeopathy, meditation teaching, nursing, occupational therapy, psychotherapy, social work, and working with substance misuse, suicide and self-harm. There are also a number of regular visiting teachers, including past and present teachers at the CFM in the USA. The teachers who work in the Centre have been extensively trained in this approach and engage in a rigorous ongoing process of supervision and training, including regular meditation retreats. We use strict criteria when selecting teachers to work with us, and abide by the UK Good Practice Guidance for mindfulness teachers (see our website, address on p.1).

The Master's tutorial team

Centre teachers who tutor the Master's programmes receive training for this work. We expect the modules in 2010/11 will be taught by the tutors shown below. For more information about Centre teachers, please see 'Our staff' in the 'About us' section of the Centre website (address on p.1). We make every effort to run all the modules each year, but as modules depend on availability of teaching staff, and have minimum and maximum limits to numbers of students, we cannot guarantee the running of any module, or that students will be able to take the module of their first choice when they wish.

Foundation: Eluned Gold, Annee Griffiths, Vanessa Hope

Teaching 1: Sarah Silverton, Dr Alistair Smith, Judith Soulsby

Teaching 2: Trish Bartley, Jody Mardula

Research: Dr Dave Daley, SholtoRadford/Judith Soulsby

Buddhist Background: Michael Chaskalson

Mindfulness and Individual Therapy: David Elias, Jody Mardula

Assessed Teaching Practice: Rebecca Crane, David Elias

Day on Buddhist teaching and mindfulness-based courses: Dr John Peacock

Day on the relationship of CBT with mindfulness: Dr Melanie Fennell

Details of the Centre's guest tutors working on the Master's are as follows.

The Research module is co-taught by **Dr Dave Daley**, originally trained in health psychology, and now Senior Lecturer with the North Wales Clinical Psychology Programme, Bangor University. Dave trains clinical psychologists in research methods, and supervises their doctoral research projects. Dave is also co-chair of the School of Psychology ethics committee and has extensive experience of supervising PhD students.

Dr Melanie Fennell will be teaching a day on the relationship between Cognitive Behaviour Therapy and mindfulness. She has been a pioneer of cognitive therapy for depression in the UK, is a founder member of the Oxford Cognitive Therapy Centre, and developed the Oxford Diploma in Cognitive Therapy. She is now working as a research clinician with Mark Williams, developing MBCT for suicidal patients. Melanie trains professionals in MBCT, and is a Course Director on the new University of Oxford Postgraduate Master of Studies in MBCT.

Dr John Peacock teaches a day for all students which focuses on the Buddhist foundation for the clinical uses of mindfulness. He is a well-respected Buddhist scholar, previously Director of Sharpham College of Buddhist Studies and Contemporary Inquiry, and he lectures in Buddhist teaching at Bristol and Oxford Universities. He is on the core teaching team for the University of Oxford Postgraduate Master of Studies in MBCT.

Dr Alistair Smith is a clinical psychologist who until the summer of 2010 led the psychological services for older people in Lancashire. He has been teaching the 8-week mindfulness course to clients for many years, and more recently has trained clinicians to teach mindfulness courses within the NHS.

Course fees

The basic tuition fees for 2010/11 are expected at the time of going to press to be £579 for each 30-credit module, with £1,152 for the 60-credit thesis. These basic fees are to be confirmed – definitive fees for postgraduate taught Master's (per 10 credits) will be published in the summer on the Academic Registry's website (<http://www.bangor.ac.uk/ar/main/fees/index.php.en>). As well as giving a recognised academic qualification, these programmes are designed to prepare participants towards integrating mindfulness within their professional life, and for teaching mindfulness-based courses. In order to ensure that the programme has enough rigour and depth to meet both the academic and the experiential requirements, there are additional teaching and assessment elements over and above the standard hours of teaching of a 30-credit Master's module. To cover the cost of these, supplementary charges are made for each module as follows.

Foundation: £315. This covers extra expenses for the module, including four additional teaching days; practice CDs and workbook; and five individual phone tutorials.

Teaching 1: £228. This covers extra expenses for the module, including orientation, two individual phone tutorials, and four additional teaching days.

Students on Teaching 1 are additionally required to attend a 7-10 day residential retreat or practice-based training, where costs will vary depending on the student's choice of retreat setting; also to engage in a minimum of six individual half-hour supervision sessions – these cost £25 per session if the supervision is through the Centre for Mindfulness Research and Practice (students may seek supervision from other approved supervisors).

Teaching 2: £237. This covers extra expenses for the module, including two individual tutorials with the course tutor, and four additional teaching days.

Students on Teaching 2 are additionally required to attend a 7-10 day residential retreat or practice-based training, where costs will vary depending on the student's choice of retreat setting; also to engage in a minimum of six individual half-hour supervision sessions – these cost £25 per session if the supervision is through the

Centre for Mindfulness Research and Practice (students may seek supervision from other approved supervisors).

Research: £144. This covers extra expenses for the module, including three individual half-hour tutorial sessions with course tutors.

Buddhist Background: £99. This covers extra expenses for the module, including two individual tutorials with the course tutor.

Mindfulness and Individual Therapy: £274. This covers extra expenses for the module, including the extra hours of teaching on the residential retreat, the orientation interview and two individual tutorial sessions of half an hour.

Students are additionally responsible for covering the accommodation costs of the two x 2.5 days residential teaching retreats; full board and accommodation rates at Trigonos are available on www.trigonos.org.

Assessed Teaching Practice: £988. This covers extra expenses for the module, including: the extra hours of teaching on the residential retreat; the assessment of the recorded 8-week course; also one hour of individual orientation, and four hours of supervision.

Students are additionally responsible for covering the accommodation costs of the 7-day residential teaching retreat; full board and accommodation rates at Trigonos are available on www.trigonos.org.

Payment of fees

You will be invoiced for payment of the basic module fee (£576 at the time of going to press, to be confirmed) together with the supplementary fee for your module early in the academic year by Bangor University. Payment can be made either:

- in one lump sum on registration by cash, credit/debit card, bank transfer or cheque made payable to Bangor University

Or:

- in up to 12 monthly instalments by a recurring credit/debit card authority. To take advantage of this method of payment the student should complete the recurring credit/debit authority form and return it with the student's registration form, when it will be forwarded to the Finance Office.

Application procedure

This Bangor University part-time Master's programme is administered and delivered by the Centre for Mindfulness Research and Practice within the School of Psychology. Initial application should be made to the Postgraduate Admissions Office at Bangor University (see below).

Application dates. Applications to join the programmes can be made all year round, but will not be processed till late spring/early summer. The Master's programmes can be oversubscribed, and applicants will be considered for on a first-come, first-served basis. We suggest you send in your application by March/April at the latest. Later applicants will be considered only if space allows.

TO APPLY, download the application form directly from: <http://www.bangor.ac.uk> following the links through 'Postgraduate' and 'Application'. Full information is

given. For general questions about admission procedures, please contact the Postgraduate Admissions Office on postgraduate@bangor.ac.uk, or the Psychology Admissions Secretary, address on p.1. If you have specific questions about this programme, please email Sue Griffiths on MastersinMindfulness@bangor.ac.uk.

We ask applicants to apply for the MSc for either programme, as students decide if they wish to complete an MA thesis at the dissertation stage. Please make clear on the form which MSc programme you are applying for; if in doubt we suggest you apply for the MSc in Mindfulness-Based Approaches; you can transfer between programmes at any time, as long as you will have completed the compulsory modules for the programme you finally decide on. Please also make clear on the application form which module(s) you would like to take in your first year, if your application is successful. You can apply for Foundation, OR Foundation + Buddhist Background, OR Foundation + Mindfulness and Individual Therapy (if you meet the entry requirements for the latter, see module descriptor on p.29).

Initial applicants to these programmes are asked to include with the application a letter detailing:

- your meditation experience
- when you attended an 8-week mindfulness course, and who the teacher was
- the professional context in which you plan to develop your interest in mindfulness-based approaches or courses
- why you are interested in coming on the programme
- what you hope to learn

You submit your application form to the Postgraduate Admissions Office in Bangor University, with the required information. They will process it, and send it on to the Centre, stamped with the date of receipt.

When we receive your form, the Master's Administrator will email to let you know that one of the Foundation module tutors will send you an appointment for a telephoned interview. This is an opportunity for you to orientate yourself to the programme, ask any questions and decide whether the course is suitable for you, and for us to assess your suitability for the programme. A short while after the interview, you will be told whether you are being offered a place on the programme.

For further information on this Master's programme please contact us on the address on p.1 or email us on MastersinMindfulness@bangor.ac.uk. You can get more details about us on our website, address below.

Disclaimers

Descriptions of each module are given on the following pages. These may be changed during the year at the discretion of the tutors and the Director of Master's Programmes. We make every effort to run modules each year, but all modules depend on availability of teaching staff, and have minimum and maximum limits to numbers of students. We cannot therefore guarantee that any module will run in a particular year, or that students will be able to take the module of their first choice when they wish.

The information in this Prospectus is correct at the time of going to press, but may be subject to change. Check for further information under 'Masters' on our website: <http://www.bangor.ac.uk/mindfulness>.

FOUNDATION

This module is required for both the MSc/MA in Mindfulness-Based Approaches, and for the MSc/MA in Teaching Mindfulness-Based Courses; it gives an experiential and theoretical foundation for all modules in these postgraduate MSc/MA programmes.

The module encourages students to engage in an examination of the practice of mindfulness and the theory of its application. Extensive personal practice of the range of mindfulness meditations used in the mindfulness-based courses of Mindfulness-Based Cognitive Therapy (MBCT) and Mindfulness-Based Stress Reduction (MBSR) form the practical component of the module, supported by experiential group sessions examining the theoretical components of the courses, and by individual tutorials.

The training is a highly interactive, collaborative and participatory learning experience, with an emphasis on personal development. There will be interactive sessions aimed at developing knowledge and awareness of the rationale and background to mindfulness-based approaches.

The module can be taken alongside the Buddhist Background to Mindfulness-Based Courses module. Alternatively, students with the required training and experience in therapeutic work may apply to take Mindfulness and Individual Therapy alongside Foundation (see module descriptor on p.29). The module can also stand alone as a foundational training in preparation for integrating mindfulness principles and practice into professional work more generally.

Course content

- Direct experience of the Mindfulness-Based Stress Reduction course. In addition to the teaching sessions this includes deepening the student's personal daily personal mindfulness practice. Telephone sessions with one of the tutors will be scheduled between teaching days to support this process and to encourage personal exploration and integration of this approach into daily life.
- Investigative enquiry processes around practice experience, aimed to deepen personal understandings and insight.
- MBSR curriculum (and to some extent MBCT) and the rationale for the courses.
- Investigation of the underlying principles of and rationale for mindfulness-based approaches, and how these are applied in contemporary contexts.

Assessment

The assessment process requires students to reflect on their personal practice and connect this understanding with the rationale for mindfulness-based approaches. Assessment is formally carried out through academic written assignments, and informally through students' presentations on their personal learning process.

Arrangements for the module

This module is taught over five Saturdays spread through the academic year, with a practice day on the March Sunday, three Friday teaching days adjacent to the November, March and May Saturday teaching days, and five individual telephone tutorials between teaching days. Students must pass this module before taking the Teaching 1 module, and will additionally have their suitability for taking the Teaching modules assessed from their work and approach on the Foundation module (see 'Selection process for the Teaching modules' on p.12).

TEACHING 1

This module is required for the MSc/MA in Teaching Mindfulness-Based Courses. It is also an optional module for the MSc/MA in Mindfulness-Based Approaches.

Teaching 1 is designed for those committed to continuing their mindfulness practice and learning with a view to bringing mindfulness-based approaches into their professional practice. The emphasis is on developing the awareness, knowledge base and skills needed to teach mindfulness-based approaches through the courses of Mindfulness-Based Stress Reduction (MBSR) and/or Mindfulness-Based Cognitive Therapy (MBCT). Students are required to be teaching mindfulness meditation in their work or home setting during the module, though not necessarily teaching an 8-week course.

Course content

- In-depth exploration of the curriculum of MBSR and MBCT with an emphasis both on direct personal experience and detailed understanding of the core elements, themes and teaching processes.
- Exploration of the development processes involved in teaching mindfulness-based courses in professional contexts.
- Development of skills required to deliver core elements of mindfulness-based courses, by practising in small groups how to teach and enquire into the main meditations, and by receiving feedback from peers and tutors on teaching and enquiry skills.

Assessment

Assessment is through written assignments, which encourage a deepening of the investigative process that the module emphasises, and a practical assignment where students demonstrate skills in the teaching and enquiry process used in mindfulness-based courses. The practical assessment requires students to submit a video recording of this work, with a written assignment reflecting on this teaching experience.

Arrangements for the module

Successful completion of the Foundation module is a prerequisite for acceptance but does not guarantee a place on the module (see Selection process for the Teaching modules, p.12). We are looking for students with an appropriate professional background, who are willing to engage in an ongoing in-depth personal exploration of their mindfulness process, and who are now able to begin an exploration of teaching issues. Students must be ready to start mindfulness-based teaching as appropriate to their experience during this module, and are expected to have participated in a group-based MBSR or MBCT course taught over 8 weeks if they intend to teach courses in this format.

The module will be taught on five Saturdays, with a practice day on the March Sunday, two Friday teaching days adjacent to the November and March Saturday teaching days, and an additional day of teaching and assessment on the Friday before the May teaching weekend. During the year in which the module is taken, students are required to be engaged in an individual supervision process with an experienced teacher of mindfulness-based courses; also to attend a 7-10 day taught residential mindfulness training/retreat.

TEACHING 2

This module is required for the MSc/MA in Teaching Mindfulness-Based Courses. It is also an optional module for the MSc/MA in Mindfulness-Based Approaches.

This module is suitable for those wishing to build on the core skills developed during the Foundation and Teaching 1 mindfulness-based modules, both of which have to be successfully completed to take Teaching 2. The module focuses on deepening the skills and understanding necessary to teach the courses of MBSR or MBCT. There is a strong emphasis on students being active in their personal learning process. Students are required to be engaged in teaching MBSR or MBCT during the module.

Course content

- Group theory, process and leadership in relation to teaching MBSR and MBCT.
- Cultivating experiential understanding of how the course leader embodies the qualities of mindfulness, and of the importance of bringing mindfulness to the various elements in teaching mindfulness-based approaches: the leader's own internal process; the co-teaching process; the process of the group; challenge and uncertainty; the process of individuals within the group; the course material; and the potential choices facing a leader in responding skillfully to all these elements.
- Developing understanding of the general principles through which mindfulness-based courses are targeted towards specific contexts or the problem area of the client group being taught.
- Development of a reflective and inquiring approach to learning which enables each student to be active in identifying personal learning edges in their development as a teacher of mindfulness-based approaches, and to engage with peer students in an honest and open reciprocal feedback on and assessment of teaching skills as they are practiced within the module. This requires students to invest in their own learning in a particular way and also be committed to support the development and learning of their peers in the learning group.

Assessment

The assessment process includes an ongoing process of peer feedback on and tutor assessment of teaching skills as practiced within the module, as well as written reflective work on this process. Students are required to submit a reflective overview of their current personal learning themes after each teaching day (which receives tutors comments but is not marked). The marked assignments are: 1) a practical teaching assessment; 2) a written assignment which integrates students' personal learning throughout the year with their understanding of mindfulness-based curriculum development and of skillful ways of responding to and working with group process issues in teaching mindfulness-based courses.

Arrangements for the module

The module will be taught on five Saturdays, with a practice day on the March Sunday, two Friday teaching days on the November and March weekends, and an additional day of assessment on the Friday before the January teaching weekend. During the year in which the module is taken students are required to be engaged in an individual supervision process with an experienced teacher of mindfulness-based courses; also to attend a 7-10 day taught residential mindfulness training/retreat.

RESEARCH

This module is required for the MSc/MA in Mindfulness-Based Approaches in preparation for the thesis, unless the student has a relevant postgraduate research degree, and applies for exemption, taking an alternative module instead.

The Research module is not part of the MSc/MA in Teaching Mindfulness-Based Courses, but it can be taken as an extra (fifth) module by students who wish to gain an MSc and have no postgraduate research experience (see details about theses below).

The Research module is suitable both for students who already have academic or practical scientific research experience, and for those who have little or none. The latter will gain a grounding in research methods, while those with more experience will build on their existing skills and knowledge. Students will study the evidence base for mindfulness-based approaches, to familiarise themselves with and assess this research, and to evaluate their own use of mindfulness within their professional work. Students will also gain the basic research skills required to undertake research for their MSc or MA thesis.

Learning will centre on the evidence base (using both quantitative and qualitative methods) for Mindfulness-Based Stress Reduction and Mindfulness-Based Cognitive Therapy, as published in the USA, UK and Europe. The emphasis is on research into mindfulness-based courses for adults in health care and psychological settings, but the module is open to those working in other fields, such as education and social care.

Course content

- The place and importance of research, including research into mindfulness-based approaches, mainly within health care.
- Types of research used in psychological therapies and in health care in general, and in mindfulness-based approaches in particular, including methodological issues and research terms.
- The general body of research into mindfulness-based approaches.
- Consideration of ethical issues, both in health care generally and specific to mindfulness-based approaches; the processes of getting ethical approval for thesis research, in the School of Psychology and in health-care settings.
- Preparation for the research thesis by developing a research proposal in an area of the student's choice within mindfulness-based approaches. For information about MSc and MA theses, see pp. 31-34 below.

Assessment

Assessment will be through two written assignments, one to review and critically appraise research studies into mindfulness-based interventions in health care, the second to develop a research proposal for a thesis.

Arrangements for the module

This module is taught over five Sundays, with three individual supervision sessions. It cannot be taken alongside Foundation in 2010/11 because of the day of practice on the March Sunday. Students are welcome to join two extra Fridays of teaching: on the Buddhist foundations of mindfulness on the November Friday, and on the relationship of CBT with mindfulness on the March Friday; students will not be able to attend the Master's practice day this year.

BUDDHIST BACKGROUND to Mindfulness-Based Courses

This is an optional module for the MSc/MA in Mindfulness-Based Approaches only. It can also be taken as a CPD training module, in which case no assessment is required.

The module will explore some of the key elements in the psychological background of Buddhist thought as presented in early texts, that directly relate to and inform our understanding of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT). It is very helpful in teaching the 8-wk course.

The module is part of the MSc/MA in Mindfulness-Based Approaches. Students can apply to take Buddhist Background alongside Foundation, Teaching 1 or Teaching 2. Alternatively, it can be taken as a single module on its own.

Course content

The module will investigate the historical origins of mindfulness, and the part played in this by the evolution of Buddhist thought and practice. This will be related to mindfulness meditation as taught in MBSR and MBCT.

Students will develop their understanding of selected elements of the Buddhist psychological background to mindfulness as taught in MBSR and MBCT. The course will aid students in investigating and understanding how insights from traditional Buddhist sources can inform and enrich the teaching and application of mindfulness-based approaches, in both work and life.

Each teaching day will have three integrated components:

- Direct teaching of elements of traditional Buddhist psychology.
- Led reflective practices, to help students relate the theoretical elements with their own immediate experience of mindfulness.
- Explorations of how this learning informs our understanding of MBSR and MBCT.

Assessment

The assessment for this module is either by two short essays, or by a substantial piece of textual research as a single written assignment. Students will be given a suggested essay title, and can select an aspect that interests them of the Buddhist teaching that is the background to 8-week mindfulness courses, exploring the ways this relates to and informs their understanding of MBSR or MBCT. Two tutorial sessions, and a formative summary for those who write the single assignment, will support students in their assignment work.

Arrangements for the module

In 2010/11, this module will be taught on the Sundays of the October and May weekends, and on a three day block in January – Sunday 23rd, Monday 24th and Tuesday 25th. Although the extra days are not on the same weekends as this module, students are welcome to attend all three: the day of Buddhist teaching by Dr John Peacock on the November Friday, the day on CBT and mindfulness on the March Friday, and the practice day on the March Sunday.

MINDFULNESS AND INDIVIDUAL THERAPY

This is an optional module for the MSc/MA in Mindfulness-Based Approaches only. The module can also be taken as a CPD training module, in which case no assessment is required (see information on the Centre website).

This experiential module is for practicing therapists who are trained to at least Diploma level and have been working one-to-one with clients for at least 2 years. This includes counsellors, psychotherapists, clinical psychologists, and others using psychological therapies, who are interested in integrating mindfulness into their work. The module is delivered in retreat format, and its overall aim is to develop an experiential and theoretical understanding of the ways in which mindfulness can be applied within individual psychological therapeutic work. This will be investigated within three areas – the personal process of the therapist, the relational process between therapist and client, and the explicit ways in which mindfulness can be integrated into the therapy sessions. Using mindfulness practice as a vehicle for enquiry, students will explore both their own personal process – gaining ways of taking care of themselves – and the relational process during the therapeutic encounter, thus facilitating the therapeutic process and the client’s learning. Students will also develop understanding of how mindfulness skills and techniques can be explicitly introduced and taught to clients, considering what to take into account when introducing mindfulness to clients, with reference to both potential benefits and harm.

Course content

The module will enable participants to engage in exploration and inquiry into the following areas: how mindfulness practice can support the therapist in dealing skillfully with difficulties within both life and work; the ways in which mindful awareness can enhance clear seeing of the influence of the therapist’s personal process within the therapeutic process; the ways in which mindful awareness of the relational process between therapist and client can support the therapist’s ability to be fully present with and deeply listen to the client; also the ways in which mindfulness skills, practices, and the investigative dialogue characteristic of mindfulness-informed approaches, can be introduced to clients within a therapeutic framework.

Assessment

During this module students will be required to keep a reflective learning diary of their mindfulness practice, and of their use of mindfulness within their therapy practice. The diary will not be seen by the tutors, but students will use it to inform the written assignments. The assessment for this module is by two written essays linking the practice and theory of mindfulness with the student’s own therapeutic work and orientation.

Arrangements for the module

The module is delivered in a residential setting usually in North Wales, over two x 2.5 day retreats in the autumn and spring. For entry criteria see top of page. The module can be taken alongside Foundation by students who meet the entry requirements given above. If you wish to do this, please send details of your training and experience, and why you want to take this module, with your application form.

ASSESSED TEACHING PRACTICE

The Assessed Teaching Practice module is required for the MSc/MA in Teaching Mindfulness-Based Courses. It is not available within the MSc/MA in Mindfulness-Based Approaches. Students must have taught at least three 8-week mindfulness-based courses (or equivalent) before entering this module. The module can also be taken as CPD training (see information on Teacher Training Retreat Level 2 on the website, address p.1). Successful completion of the module, with a mark of at least 50% for the teaching practice assignment, gains a CPD Certificate of Competence in Teaching Mindfulness-Based Courses, showing students have met the Centre's highly regarded and stringent standards of training to teach mindfulness-based courses.

The teaching for this module is mainly on a residential training retreat offering students the opportunity to develop a deeper understanding of the practice and theory of mindfulness, as taught through the courses of Mindfulness-Based Stress Reduction and Mindfulness-Based Cognitive Therapy, and the uses of mindfulness practices and attitudes to create change. Students will engage in a developmental process that integrates and builds on the personal, theoretical and skills-based learning gathered previously. Following the training retreat, each student has an individual tutorial and supervision process focused on their teaching of a mindfulness-based course, through which they can concentrate their learning process in a detailed way, and demonstrate responsible and sensitive use of supervision processes. The module offers students detailed feedback on teaching, with a structured assessment and recognition of competence in teaching mindfulness-based courses in their own professional context.

Course content

The module will encourage students to develop and integrate the following areas: awareness of personal process through mindfulness practice, experience of teaching practice, and understanding of the theories and rationales (from both cognitive science and Buddhist teaching) that underlie mindfulness-based courses. In the 7-day training, there will be 2 days of silent meditation retreat. This will be followed by small and large group reflection and investigation, with opportunities to lead meditation practices, 8-week course exercises, and investigate co-participant's experiences of these. Detailed instructor and peer feedback will be offered to support this learning, which will focus on refining and further developing previous teaching skills in relation to such particularities as the use of language, group facilitation skills and programme development; also in relation to such broader processes as developing and embodying a spacious open awareness, and exploring the teacher's intentions in this work (see information on website for further details of this training retreat).

Assessment

The module involves assessment of the teaching of a mindfulness-based course, to be taught in English in their own professional context. Students submit recordings of this for assessment purposes within 6 months of the training week. The assessment process also includes the student's written critical analysis of their teaching process.

Arrangements for the module

Teaching for the module is delivered in North Wales, over a week-long residential training retreat. The ongoing tutorial/supervision process is usually by telephone.

Please note that, because of the teaching time requirements for assessment for the Assessed Teaching Practice module, this module is limited in intake, its cost to students is higher than our other modules, and its availability to students cannot be guaranteed. Students who are unable to proceed to this module may interrupt their studies and take the Assessed Teaching Practice module in a later year, or take one of the modules in the MSc/MA in Mindfulness-Based Approaches, taking the Research module if they wish to write a thesis to complete their Master's.

***MSc and MA THESIS in Mindfulness-Based Approaches
and MSc THESIS in Teaching Mindfulness-Based Courses***

Either the MSc or the MA thesis in the Mindfulness-Based Approaches Master's programme is open to students who have prepared for this by taking the Research module, or who have gained exemption from Research by already having a relevant postgraduate research degree, and submitting an agreed outline research proposal .

Students who wish to submit an MSc thesis for the Teaching Mindfulness-Based Courses Master's programme, must either have taken Research as an extra (fifth) module, or have a relevant postgraduate research degree. In the latter case, students must submit an agreed outline research proposal to register their thesis.

Students who have completed four taught mindfulness-based modules, and wish to proceed to a full Master's degree, are invited to submit a research thesis, worth 60 credits. The MSc thesis is up to 10,000 words, the MA thesis 10,000-20,000 words. Students may only register for and submit their thesis after successful completion of four Master's level modules. Students must submit their thesis within five years from starting the Master's programme, as set out in University regulations. The choice of thesis topic rests with the students, who will have one or more supervisors to guide them through the design, conduct, analysis, interpretation and report of their research.

MSc thesis

An MSc thesis may be written for either the Mindfulness-Based Approaches programme, or the Teaching Mindfulness-Based Courses programme subject to the restrictions in the above section in italics. The main requirement of an MSc project is that it should collect data to answer a defined question. The application of practical research techniques, learnt either during the Research module, or from a previous postgraduate degree including relevant empirical research, will lead to an MSc thesis. Students will normally have an interest in researching mindfulness-based approaches within their professional role. Working with one or more supervisors, students will design and conduct research into mindfulness-based approaches in an area of their choice. This will build on the relevant research literature on mindfulness and its clinical applications. The study will include the collection and analysis of data arising from the student's own research, or from a systematic review of previous research studies. The study may be carried out in students' workplaces, in consultation with their clinical supervisor and work managers. The thesis will describe the basis and design of the study, and the collection, analysis and interpretation of the data.

MA thesis

The MA thesis for the Mindfulness-Based Approaches Master's programme may be submitted by students who have previously completed the Research module as part of that programme. Prior knowledge of scientific research is not a requirement, and students will not be expected to carry out inferential scientific research into mindfulness-based approaches as part of their MA thesis. Instead, the thesis may be based on the critical review of relevant texts, or on the researcher's own interests and experience in the subject area. An MA thesis may be appropriate for students whose main interest is in teaching or otherwise using mindfulness-based approaches within their professional work, especially if they have an arts-based education and/or training. Working with a personal supervisor, students will write a thesis on mindfulness-based approaches in an area of their choice, informed by appropriate literature on mindfulness, and the student's own observations and experiences. The thesis will describe the basis, approach and conduct of the enquiry, and the conclusions to be drawn from the work. *See also 'MSc or MA thesis?' on p.8.*

MA THESIS in Teaching Mindfulness-Based Courses

The MA thesis in Teaching Mindfulness-Based Courses (MBCs) may be undertaken under supervision by students who have completed the four taught modules of this Master's programme, and submitted an agreed outline thesis proposal before registering their thesis. Students are not required to have taken the Research module.

Prior knowledge of scientific research is not a requirement for the MA thesis for Teaching MBCs, and students will not be expected to carry out scientific research as part of their work, but the thesis should extend knowledge in the field of teaching MBCs and be based on scholarly work on an aspect of this subject, jointly agreed between the student and their supervisor.

The thesis may be based on one or more of the following:

- A structured literature review describing aspects of teaching and/or research into MBCs
- Theoretical constructs underlying ways of teaching MBCs
- Practical applications of the student's own work and experience giving new insights into particular areas of teaching in this field
- The results of consultation with experts in teaching MBCs
- Consultation with clients/trainees who have participated in MBCs, to gain information on the most effective ways of teaching these courses
- Buddhist theory and/or teaching on mindfulness, and its relation to teaching MBCs in Western clinical and other settings

Students' main interests will be in teaching MBCs within their professional work, and researching an innovative aspect of such teaching for their thesis. Working with a supervisor, students will conduct, analyse and complete methodical investigative research into teaching MBCs in an area of their choice. This may be informed by theoretical constructs from appropriate literature and research on teaching and on mindfulness and its clinical uses, and by practical applications from within the student's own observation and experience. The thesis will describe the basis and approach of the study, and the collection, analysis and implications of the findings.