

Mindfulness-based professional practice and teacher competency in the UK – past present and future

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Outline

➤ ***Past 10 years***

- Expansion of interest
- Concern from within the field about potential threat to integrity

➤ ***Present***

- Professional practice – general and specific issues
- UK developments and approach
 - Stance on accreditation/qualifications
 - UK Teacher Trainers Network
 - Competency assessments

➤ ***Future***

- The next 10 years?

Developmental markers - the last 10 years

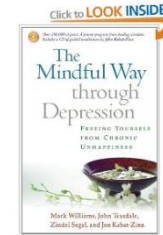


CFM
teach
ers

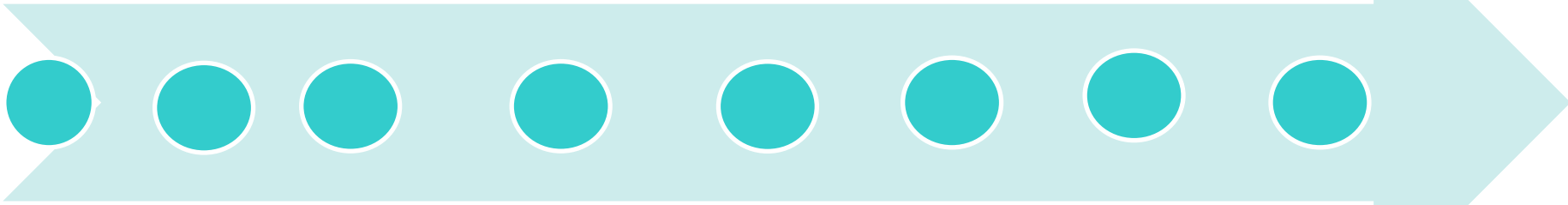
2001 Centre
for Mindfulness
Research and
Practice
founded


*National Institute for
Health and Clinical Excellence*

2004
NICE +
Breath
works
founded

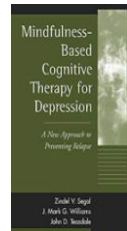


2008



2000 first
MBCT trial
published

2002



2007 – Oxford
and Exeter
Universities
Master's
programmes
founded

2010 MHF
campaign



Cross cultural marriage!



I want to become qualified as an MBSR or MBCT teacher....

- I've been teaching mindfulness in a Buddhist context for X years and I now want to teach in a secular context
- I'm a clinical psychologist working in the NHS and I'm impressed by the research results for MB interventions

Concern's expressed from within the field...

Will there be dilution of integrity?

- Mindfulness is not just a good idea that once we have been told about it we can put it into action
- Positive research results drives professional interest and enthusiasm – positivist intentionality – (driving desirable change, fixing what is broken)

The drive to train more MBSR professionals runs the risk of easily and inadvertently undermining the integrity, exactness and long-term commitment required for the formation and ongoing development of competent, well trained MBSR teachers

(Center for Mindfulness in Medicine, Healthcare and Society, 2011, Conference Brochure)

Honouring the dimensions/paradigms which are the parents of mindfulness-based approaches

'Personhood' of the teacher

- How the teacher 'holds' themselves as a human
- Bringing all you are to the moment
- Authenticity (what you know)
- Authority (what you have learned)
- Friendship (offering all that you are)
- Teaching out of a mature personal practice

(see McCown et al .,2010)

Contextual training

- Generic psychotherapeutic knowledge, skills and attitudes
- Theoretical underpinnings – (relating to mindfulness, and models of stress, depression, pain etc)
- Working within an evidence based practice framework
- Identity as a professional

Inherent (creative) tensions - offering mindfulness within agenda driven culture...

Being mode of mind

- intimacy with mind states
- holding the tension of the counter intuitive
- allowing the outcome to take care of itself
- allowing the unsatisfactory
- the 'good enough' teacher – competency is a dualistic concept

Doing mode of mind

- the desire to bring about an effect
- agenda driven aims
- accounting for outcomes
- positivist stance
- endeavour to 'address' the unsatisfactory/unwanted
- competency framework for teachers

Integrating doing and being

- Mindfulness teachers and their managers are just as vulnerable to becoming caught in the mind states that are the focus of investigation in MB classes
- Mindfulness teachers working in mainstream settings require adeptness in accessing a being mode of mind paradigm while working within a strongly doing mode context.

Growing into ‘good enough teachers’....

Competency framework – how can it include the subtleties?

- Knowing and not knowing
- Giving it our all and allowing it to be no effort
- Having an agenda and no agenda
- Letting the outcome take care of itself – and being fully committed to the process
- Dualism of concept of ‘competence’ - (mindfulness asks us to embrace ourselves as we are)

The present



Professional Practice (generic) – articulation of ethics, standards, conduct, values and principles

Code of practice = framework within which practitioner operates

- Standards for conduct and competence
- Sets benchmarks for expected levels of competence
- Lays out how professional responsibilities should be used in the interests of the general public
- Maintains public confidence + ensures that professionals working with integrity are not undermined by those who don't
- When held by a professional body - standards and codes of ethics are legally binding

Professional practice for mindfulness-based teaching – the challenges

- Pioneering the integration of two very different paradigms – professional practice has to honour each
- Mindfulness-based teaching competence – how do we conceptualise it?
- Mindfulness-based teachers (in the UK) do not all have a professional body within which to practice
- Diversity of backgrounds of mindfulness practitioners
- Personal dimension to engagement in mindfulness

Current UK developments and approaches

- *Stance on accreditation/qualifications*
- *UK Teacher Trainers Network*
- *Developing methods for assessing competency*

Is there a qualification?

Learning pathway with benchmarks for progression/graduation...

- If done properly an overarching regulatory body needed
- We haven't done the ground work on competence - build understanding about competence and ways of assessing
- It implies an end point/completion
- It can act to keep out skilled practitioners
- Current focus on:
 - developing UK coherency on good practice standards for practice for teachers and trainers
 - Supporting good governance on implementation of MBCT within the NHS

UK Teacher Trainer Network

- 2006 – 8 participants
- 2011 – 45 participants
- Inclusive – no standards of practice in order to participate
- Becomes in the interest of UK training organisations to work to UK standards of practice for teachers and trainers

Intentions

- How can we all contribute to developments on a UK level
- influence and align members towards common agreements on good practice
- keeping the interests of the general public at the centre of our minds
- building connection and collaboration between training organisations – common intentions

Good practice for MB teachers

A mindfulness-based teacher would *normally* have the following:

1. A professional qualification
2. Knowledge and experience of the populations working with
3. A professional mental health training (if delivering MBCT)
4. Familiarity with the curriculum
5. Completion of an in-depth, rigorous mindfulness-based teacher training programme
6. Ongoing adherence to appropriate ethical framework
7. Engagement in a regular supervision process
8. Participation in residential teacher-led mindfulness meditation retreats.
9. Ongoing commitment to a personal mindfulness practice
10. Ongoing contacts with mindfulness-based colleagues
11. Ongoing engagement in further training



Mental Health Foundation
Mindfulness Campaign
www.bemindful.co.uk

Making assessments of teaching competence

The Bangor, Oxford and Exeter
Mindfulness-Based Interventions:
Teaching Assessment Criteria

the team....

Rebecca Crane, Judith Soulsby, Willem Kuyken, Mark
Williams, Catrin Eames

Plus the teaching teams at Bangor, Exeter and Oxford

Is there a middle way which honours integrity; honours what we know now; + offers a structure within which assessments can be made?

Defining the construct of competence;
Measuring competence;
Scientifically driven

Continuing as we are...
Individual training groups developing local strategies;
Lack of UK coherence;
Lack of transparency for trainees.

External demands mean we have to find ways to work with this issue!

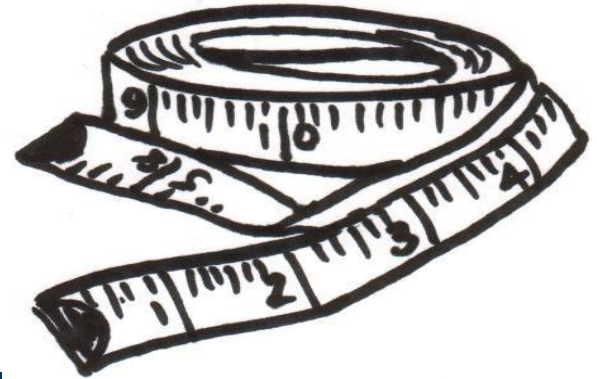
What options do we have?

How to assess mindfulness-based teaching competence?

Development of an assessment tool which is designed to have several functions:

- Training programmes and supervision (developmental/feedback tool)
- Research programmes and module assessments (consistent assessment of competence level required)
- Three university MBSR/CT Master's programmes using the same criteria -national benchmarking
- Establishing a 'fit for practice' level

Key point:



Is it possible to develop a process and structure within which the direct experience of the teaching can be consistently assessed?

MBI:TAC – are assessment criteria – not a ‘measure’ of competence

Developing a system within which experienced teachers can use their faculties of ***discrimination*** and ***intuition***

Starting premises

- The assessor cannot know the inside experience of the teacher – relies on observations
 - (what is seen [*behaviour, NV communication*]; what is felt [*visceral*]; what is heard [*language*])
 - assessing from perspective of direct experiential participation in the teaching
- The assessor has to:
 - be an experienced MB teacher
 - have training in the use of the criteria

Mindfulness-Based Interventions: Teaching Assessment Criteria

How did we develop them?

Series of developmental stages informed by:

- *Pilot research*
- *Consultation with expert panel (experienced teachers from Bangor/Exeter/Oxford teams)*

How are we developing them?

Pilot research in Bangor, Exeter and Oxford investigating:

- *Inter-rater reliability and individual assessor reliability*
- *Factors relating to competence*

(led by Catrin Eames)

Developing (*mindfulness-based teaching*) competency...

The power of human intuition and expertise in
the era of the computer

*‘The heart has its reasons that reason
does not know’*

(Dreyfus & Dreyfus 1986)

- A lifelong endeavour
- Subtle shifts occur throughout development
- Key to this is the developing role of intuition

Competence Stages

Incompetent

Non-adherence to model; safety of participants compromised

Beginner

Follows learned rules

Advanced Beginner

Follows rules in a more sophisticated way; teaching is deliberative

Competent

Movement away from rules towards embodied engagement in the moment

Proficient

Intuitive ability to use learned patterns without decomposing them into component features – increased responsiveness/flexibility

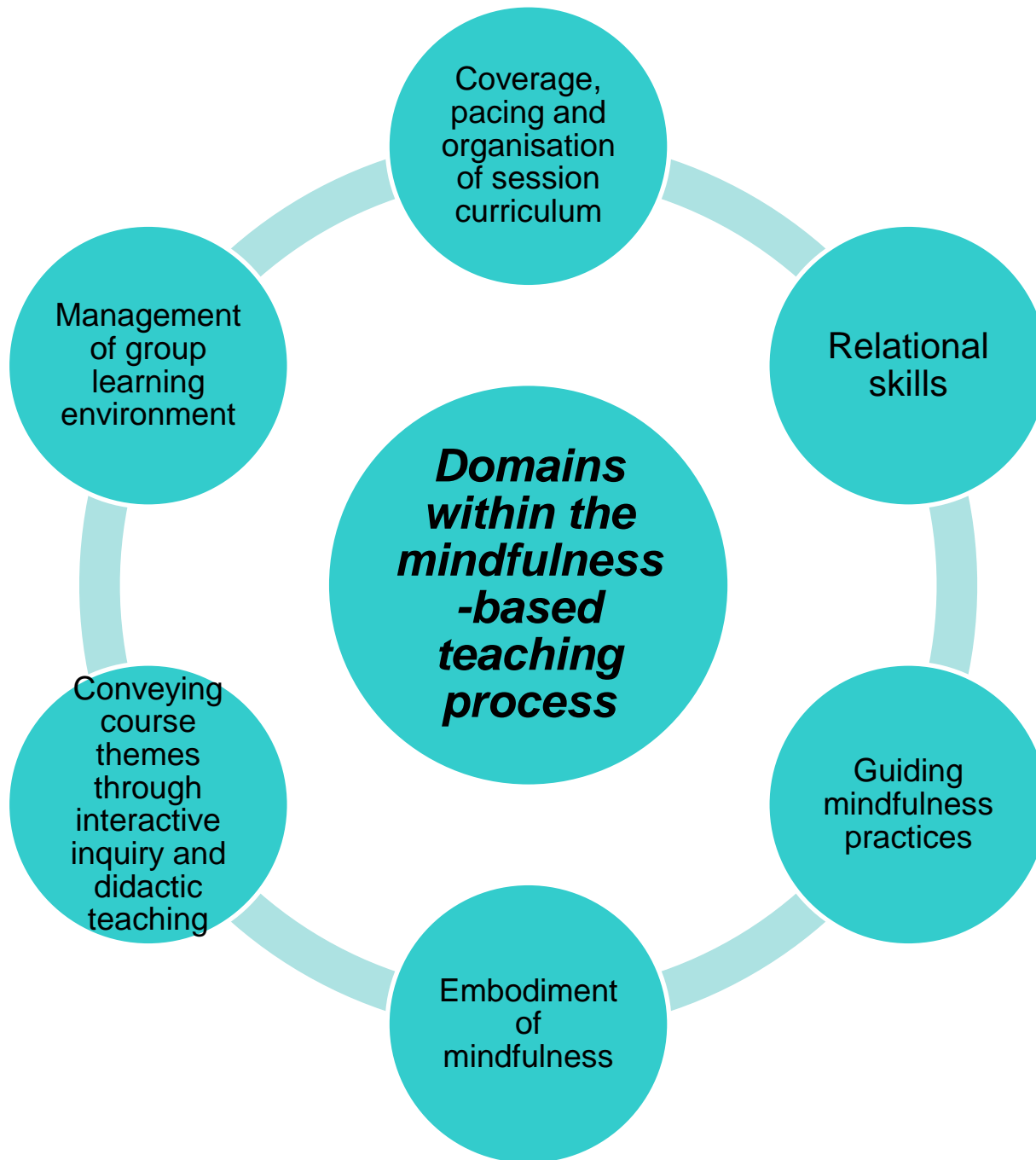
Advanced

Teaching skill is part of the person - fluidity/immersion in process

Dreyfus & Dreyfus (1986); Sharpless & Barber (2008)

Elements within the teaching process (domains)

- All are crucial
- Some are more multi-faceted
- At any one moment several domains will be in action
- In our development process we started out with 14 domains and now have 6



The future



Developmental markers - the next 10 years

2011
Mindfulness
Now
conference in
Bangor!

April 2013
Jon Kabat-
Zinn
teaching in
Bangor

Increasing
numbers
of
graduates
from UK
mindful-
ness
training
programmes

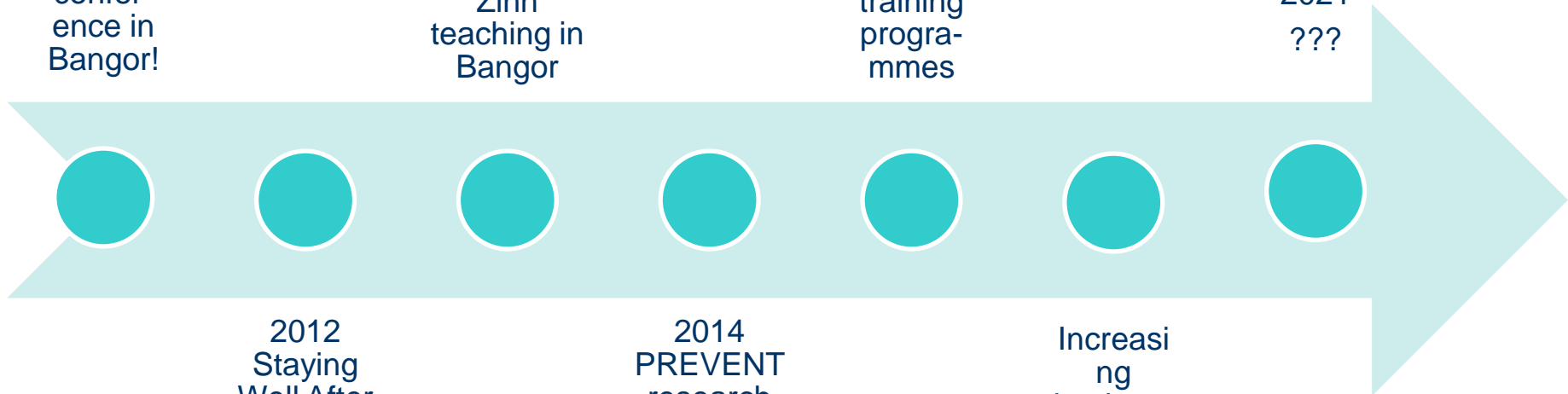
2021
???

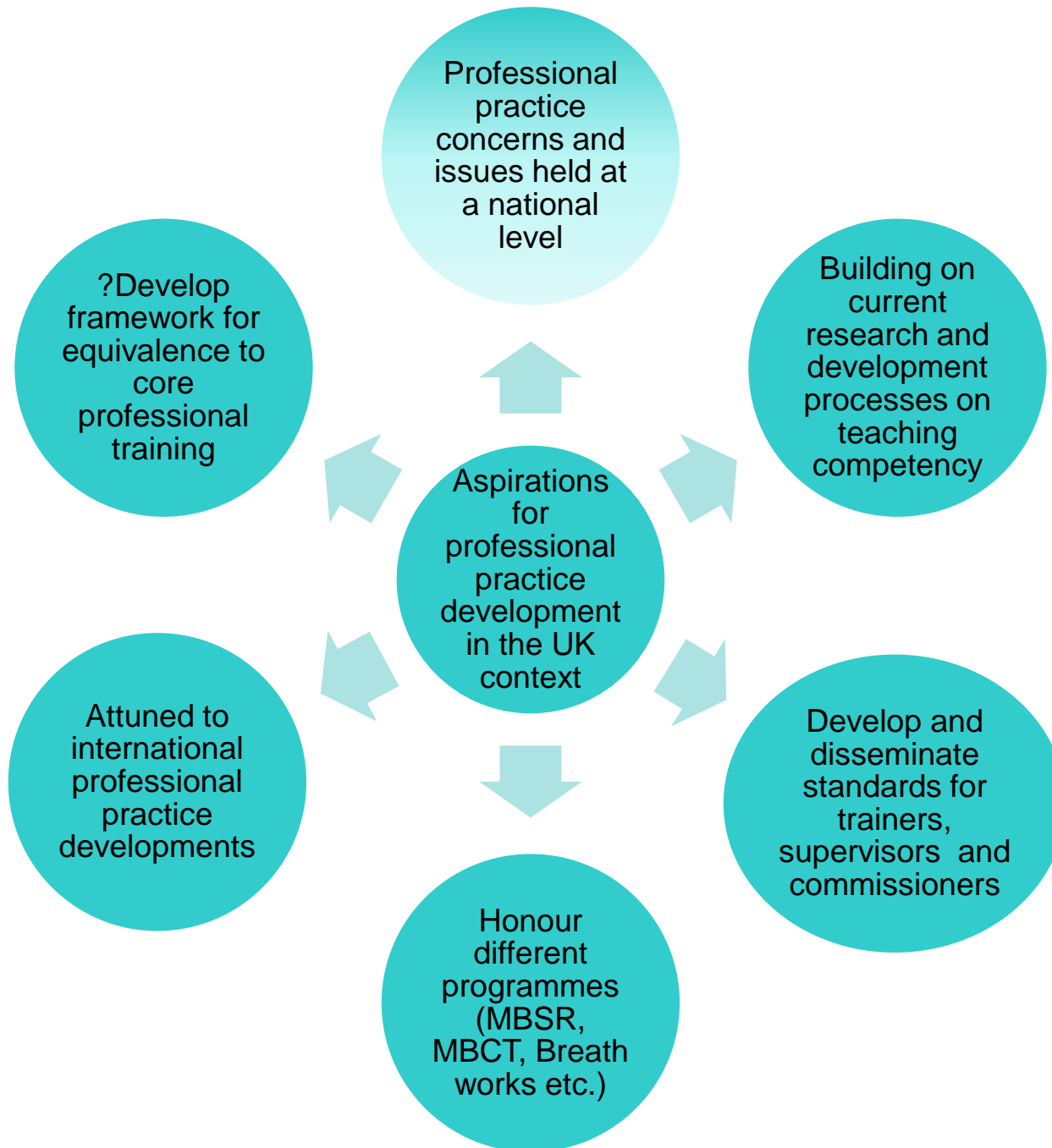


2012
Staying
Well After
Depression
research
trial results
published

2014
PREVENT
research
trial results
published

Increasing
impleme-
ntation
of MBCT
within
the NHS





This work has captured the mood of the moment...

- Working together in a coherent way - collective endeavour has greater impact than individual initiative
- And - we do need to focus on teacher formation/governance – the individual is the vehicle for this work in the world
- All need to be responsible for holding the standards (personhood and contextual dimensions)
- Encouraging the community speaks on what is in and what is out - cannot be held by training organisation or individuals
- Acknowledging that our self constructed ego is in the mix when we are working with these issues!

Thank you!

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www.bangor.ac.uk/mindfulness

