

## UK Mindfulness Centres Collaboration



Mindfulness-Based Cognitive Therapy (MBCT) Teacher Training for Improving  
Access to Psychological Therapies (IAPT) Services

2021-2022

## Background

Mindfulness-Based Cognitive Therapy (MBCT) is an 8-week group-based programme. The strongest evidence is that MBCT can help keep people well who have a history of depression. Specifically, research trials have shown that MBCT is at least as effective as anti-depressant medication at preventing the risk of relapse for people who are currently well with a history of recurrent depression (Kuyken et al., 2016). This is important because depression is often a recurrent condition, and MBCT can play role in prevent recurrence. Because of this research evidence, since 2004 NICE have recommended MBCT should be available to people who are currently well with a history of three or more episodes of depression. In 2017 Health Education England recognized the importance of this recommendation and commissioned the first cohort of MBCT training for High Intensity therapists working in Improving Access to Psychological Therapy Services. This third cohort is specifically designed for the same group of professionals working in IAPT to enable them to offer MBCT groups in their service.

Having had lead responsibility for teaching 2 MBCT groups, this training course enables graduates to meet the training criteria required by the national Good Practice Guidelines in teaching mindfulness-based approaches: <https://bamba.org.uk/teachers/good-practice-guidelines/>. In addition, with evidence of ongoing personal mindfulness practice, annual retreat, CPD and mindfulness supervision, successful graduates of this training are able to join the register of mindfulness teachers held by the British Association of Mindfulness-Based Approaches (BAMBA). Joining this register is now a requirement set by NHS England for all MBCT teachers in IAPT. Please note that these ongoing requirements for the BAMBA register must be met each year to maintain registration.

## Overview of Training

Trainees will be CBT High Intensity therapists already working in IAPT with at least one year's post-qualification experience or fully BABCP accredited CBT therapists. It is expected that prior to training, trainees will have a personal interest in mindfulness, including personal experience of mindfulness practice. This will include having participated in an MBCT group as a participant and a commitment to ongoing, regular personal mindfulness practice.

The MBCT in IAPT training programme is organized in four units:

Unit 1 (1 day): An overview of the theory underpinning MBCT (including its cognitive science formulation), research, evidence base and ethical framework. This training day will include substantial amounts of didactic teaching in lecture / workshop format.

Unit 2 (8 days): Exploring each of the 8 MBCT sessions in some depth (1 day per session), with a focus on experiential learning through participating in and guiding elements from each of the 8 sessions. The training days will include didactic teaching about the intentions for the session and its place in the curriculum, as well as illustration of the sessions through observing the trainer deliver the programme components. Trainees will then have the opportunity to practise teaching particular aspects of the session to their peers with live in situ guidance and formative feedback from trainers ('teach backs').

Unit 3 (1 day): This final training day covers assessment, inclusion criteria, the orientation session and outcome monitoring. This training day will include substantial amounts of didactic teaching in lecture / workshop format. An additional consolidation day ('day 11') is offered in between teaching the first and second MBCT group (see Unit 4).

Unit 4: Supervised MBCT practice through teaching two MBCT groups in trainee's IAPT service, in most cases groups will be co-taught either with another trainee or with an experienced MBCT teacher.

A certificate of competence will be issued to trainees who have been assessed as 'competent' on each of the six domains of the MBI-TAC and who have joined the BAMBA register.

At the time of writing, social distancing restrictions were in place to prevent the transmission of COVID-19. If these remain in place at the time of the training, the retreat, or the supervision or teaching of the 2 MBCT groups, then any of these elements of the training would be delivered partially or entirely online.

# Unit 1 (Training Day 1) Overview

## Unit 1 (1 Day)

The first training day will start with a welcome and introductions, getting to know one another and overviewing the training programme – its aims and overview of the timeline.

The day will then cover the theoretical rationale and scientific underpinnings of MBCT, in particular with regard to cognitive theories of depression and depressive relapse. This will include an overview of:

- The research evidence showing that MBCT is effective at reducing the risk of relapse for people with a history of recurrent depression who are currently well
- The mechanisms through which MBCT is proposed to work – i.e. looking at why MBCT protects against depressive relapse
- The research evidence on how to teach MBCT effectively and safely

This training day will comprise a mix of teaching methods including didactic teaching, small-group work to critically engage with the research evidence and its applicability in IAPT and to hear from people with lived experience of depression about their own experiences of MBCT.

### Outline of the Day

- Welcome and introductions
- Overview of the MBCT in IAPT training programme, its aims and timelines
- Overview of the MBCT programme
- Overview of research evidence regarding the effectiveness of MBCT in preventing depressive relapse
- Why does MBCT prevent depressive relapse? An exploration and discussion of mechanisms of action
- Theoretical and empirical foundations of mindfulness
- End

## Unit 2 (Training Days 2 – 9) Overview

Unit 2 overall learning outcome: Training over 8 days to develop the skills, attitudes and knowledge required to begin to teach MBCT with supervision.

So as to underscore the importance of the experiential learning approach of MBCT the days are structured to progress from a 'direct experience' of each of the weekly sessions of MBCT, as a participant, to explorations of the underpinning theory and rationales for each curriculum item. This is followed by information about and explorations of the practical (pedagogic) considerations. Thus, you first experience for example, the main elements of Session 1 and then subsequently explore the theoretical underpinnings and then practical teaching considerations and rationale for the Raisin Exercise and the Body Scan Meditation.

Each training day in Unit 2 then proceeds to explore the skill of guiding (teaching) the main aspects of the Session including the practical and safety considerations involved. Finally, you engage in Teaching Practice of these elements in groups of 3 or 4. The 'inquiry' aspect of the MBCT curriculum becomes progressively more significant (in terms of time allocation to it and 'assessment') as the unit 2 training days proceed.

The terminology of the 6 Domains of the Mindfulness-based Interventions Teaching Assessment Criteria (MBI-TAC) (abbreviated to D1, D2, D3 etc) are used throughout this document and linked to Learning Outcomes (LO).

Domain 1: Organisation of the Session/curriculum (D1)

Domain 2: Relational Stance (D2)

Domain 3: Embodiment (D3)

Domain 4: Guiding Practices (D4)

Domain 5: Inquiry, conveying course themes through interactive inquiry and didactic teaching (D5)

Domain 6: Group Process (D6)

## Days 2-3

Overview: Day 1 acts to orientate new teachers to the important pedagogic underpinnings of the MBCT approach, exploring: i/ what Mindfulness is in terms of its contemporary and historical foundations, ii/ an overview of the Mechanisms of Mindfulness iii/ the importance of experiential learning in this approach and how this is facilitated in the MBCT approach and iv/ the importance of personal practice ('embodiment') in teaching (drawing on research evidence) and with reference to Shapiro's axiomatic model explore the importance of the implicit curriculum in terms of the 7 Attitudinal Foundations (Jon Kabat-Zinn).

So as to underscore the importance of the content of the first two days, the approach taken is to move from a 'direct experience' (as a participant) to explorations of underpinning theory and practical pedagogic considerations. Thus, you first experience for example, the main elements of Session 1 and then subsequently explore its theoretical underpinnings and then practical teaching considerations and rationales.

### Day 2

#### Section 1 Morning:

Introductions; group forming exercises + 'Course Overview Ppt' with discussion

#### Section 2 morning

i/ Intentions Practice and review (Looking at *our* intentions for training in MBCT). (Process: led grounding and reflection on intentions, discussion in dyads, then whole group)

ii/ Importance of this aspect of Session 1 for participants and linking to importance of 'Intention' in Mindfulness more generally (Process: input, discussion in 3s, + whole group)

iii/ safety and practical considerations including group process perspectives on 'starting the group' (Process: input, discussion in 3s, then whole group).

#### Section 3 afternoon

i/ Short Sitting Practice...to reconnect with embodied learning

ii/ What is mindfulness? (Process: as would be done in a participant Orientation Session...open discussion based on a short experiential 'taster')

ii/ Contemporary and Ancient Foundations...including issues related to secular/spiritual issue (Process: input, discussion in 3s, then whole group)

#### Section 4 afternoon

i/ Short Movement Practice... to reconnect with embodied learning

ii/The 'Seven Attitudinal Foundations' and the model of 'Doing and Being Modes of Mind'

Process: carousel 3 questions rotating with each:

1- What ignited me during the teaching? How was I aware of this? 2- What part of the teaching or the home practice was particularly challenging? 3- Any reactions to co-participants? To the teachers? What intrigued me? What did I want to avoid

iii/ ending of day process: what has ignited me today...what am I learning...how do my intentions match my experience? (Process: pairs, then 4's then whole group brief plenary)

### **Day 3**

#### Section 1 morning

Engaging in main elements of Session 1 + Session 2 (of 'The 8 Week Programme') as a participant

i/ Orientation 5

ii/ Raisin Exercise + inquiry 20

iii/ Body Scan + inquiry 40

iv/ Walking Down the Street Ex. 25

#### Section 2 morning

Practical considerations and theoretical underpinnings of teaching in Session 1 & 2

i/ Practical pedagogic and theoretical considerations of 'Intentions Exercise' (10)

ii/ Practical, pedagogic and theoretical considerations of Raisin Ex. 40

iii/ Practical, pedagogic and theoretical considerations of Body Scan 40

iv/ Practical, pedagogic and theoretical considerations of 'Walking Down the Street Ex.' 30

#### Section 3 afternoon: Teaching Practice relating to Sessions 1&2 of MBCT

'Teaching Practice' in triads (guiding + inquiry + feedback + brief discussion)

a/ 'Teach-backs' set up: timings, feedback process and perspectives. Each trainee leads 2 practices with brief inquiry; one of these is the Body Scan and one another element of Session 1 or 2 (10)

i/ Orientation + Intentions Ex (20)

ii/ The Raisin Exercise (30: 10 + 10 + 5 = 5)

iii/ Body Scan\* No. 1 (30: 15 + 5 + 5 + 5)

(Tea/comfort break in groups: 15mins .... Start again at 3.15pm)

iv/ Body Scan No. 2 (30: 15 + 5 + 5 + 5)

v/ Body Scan No. 3 (30: 15 + 5 + 5 + 5)

vi/ Walking Down the Street Ex. (20: 5 + 10 + 5 )

Whole group naming of issues arising from teaching practice (10)

Closing section (5)

\*(NB: each Body Scan teaching session has a 'beginning' and an 'end' with a section of the body starting with i/ legs ii/ pelvis back and trunk iii/ arms and head

## **Days 4 and 5**

### **Day 4**

#### Section 1 morning

Engaging in the main elements of Session 3 as a participant

i/ Orientation to Session 3 (5)

ii/ Mindful Movements with Inquiry (40)

iii/ Stretch and Breathe with Inquiry (35)

iv/ Pleasant Events Calendar review (20)

#### Section 2 morning

Practical considerations and theoretical underpinnings of teaching in Session 1 & 2

i/ Mindful Movement: practical pedagogic and theoretical considerations (40)

ii/ Stretch and Breathe: practical pedagogic and theoretical considerations of this first sitting meditation (30)

iii/ Pleasant Events Review: practical pedagogic and theoretical considerations (20)

#### Section 3 afternoon: Teaching Practice relating to Sessions 3

'Teaching Practice' in triads (guiding + inquiry + feedback + brief discussion)

a/ 'Teach-backs' set up: timings, feedback process and perspectives. Each trainee leads 2 practices with brief inquiry; one is the Mindful Movement, other one is the Stretch and Breathe (NB: practice guidance 15m + 5m inquiry + 5m feedback + 5m discussion) (10)

i/ MM 1 (30: 15 + 5 + 5 + 5)

ii/ MM 2 (30: 15 + 5 + 5 + 5)

iii/MM 3 (30: 15 + 5 + 5 + 5)

3pm Tea/comfort break in groups: 15mins .... Start again at 3.15pm

iv/ Stretch and Breathe 1 (30: 15 + 5 + 5 + 5)

v/ Stretch and Breathe 2 (30: 15 + 5 + 5 + 5)



vi/ Stretch and Breathe 3 (30: 15 + 5 + 5 + 5)

Overview on Sessions 3 and 4 (20)

Closing section (5)

## **Day 5**

### Section 1 morning

Engaging in the main elements of Session 4 as a participant

i/ Orientation to Session 4 (5)

ii/ 4 Stage Sitting Meditation + Inquiry (40)

iii/ Unpleasant Events Review (20)

iv/ Territory of Depression: automatic thoughts questionnaire (plus) (35)

### Section 2 morning

Practical considerations and theoretical underpinnings of teaching in Session 4

i/4 Stage Sitting Meditation: practical pedagogic and theoretical considerations (40)

ii/ Unpleasant Events Review: practical pedagogic and theoretical considerations of this first sitting meditation (20)

iii/ Territory of Depression: practical pedagogic and theoretical considerations (20)

iv/ The 3 Step Breathing Space: practical pedagogic and theoretical considerations (20)

### Section 3 afternoon: Teaching Practice relating to Sessions 4 of MBCT

'Teaching Practice' in triads (guiding + inquiry + feedback + brief discussion)

a/ 'Teach-backs' set up: timings, feedback process and perspectives. Each trainee leads 2 practices with brief inquiry; one is a section of the 4 Stage Sitting Practice, the other one is a Regular/Responding Breathing Space or the Territory of Depression Exercise

i/ Sitting Meditation 1 (30: 15 + 5 + 5 + 5)

ii/ Sitting Meditation 2 (30: 15 + 5 + 5 + 5)

iii/ Sitting Meditation 3 (30: 15 + 5 + 5 + 5)

3pm Tea/comfort break in groups: 15mins .... Start again at 3.15pm

iv/ Regular Breathing Space with introduction 1 (30: 15 + 5 + 5 + 5)

v/ Territory of Depression Ex 2 (20: 10 + 5 + 5)

vi/ Responding Breathing Space with introduction (30: 15 + 5 + 5 + 5)

Whole group discussion on safety and caution in Session 4 (20)

Closing section (5)

## **Days 6 and 7: and ‘The Inquiry Process’**

### **Day 6**

#### Section 1 morning

Engaging in the main elements of Session 3 as a participant

i/ Orientation to Session 5 (5)

ii/ The Guest House poem with discussion on ‘Allowing letting be’ (15)

ii/ 4 Stage Sitting Meditation with focus on how we relate to difficult experiences in the early ‘breath-body’ stages + introducing a difficulty in the thought/feelings stage of the practice + Inquiry (50)

iii/ Responding Breathing Space with Inquiry (35)

#### Section 2 morning

Practical considerations and theoretical underpinnings of teaching in Session 5

i/ Working with a Difficulty (focus) in Meditation (TTD): practical (+ safety) pedagogic and theoretical considerations (30)

ii/ Inquiry: practical pedagogic and theoretical considerations + how it develops over the ‘arc’ of the 8 week programme (40)

iii/ Responding Breathing Space: practical pedagogic and theoretical considerations (20)

#### Section 3 afternoon: Teaching Practice relating to Sessions 5

a/ ‘Teach-backs’ set up: timings, feedback process and perspectives. Each trainee leads a part of a sitting meditation ( each practice has the ‘opening guidance and the ‘ending’ guidance) with focus on how we relate to anything difficult/unwanted in the practice + inquiry; (NB: practice guidance 15m + 10m inquiry + 5m feedback + 5m discussion) (10)

i/ 4 Stage Sitting Meditation 1 (30: 15 + 5 + 5 + 5)

ii/ 4 Stage Sitting Meditation 2 (30: 15 + 5 + 5 + 5)

iii/ 4 Stage Sitting Meditation 3 (30: 15 + 5 + 5 + 5)

Section 4 afternoon Inquiry Workshop and practicum in whole group. Read chapter 12 of green book (Segal, Williams & Teasdale, 2013) in preparation for this.

i/ Inquiry demonstration with interactive processing (20)

ii/ Inquiry practice in dyads: facilitator leads a short practice, trainee 'A' leads inquiry of trainee 'B' then feedback and discussion on this in the dyad (10m practice 10m inquiry 5m feedback and discussion); this is then repeated. Then whole group plenary (10)

Discussion and closing section (10)

## **Day 7**

### Section 1 morning

Engaging in the main elements of Session 6 as a participant

i/ Orientation to Session 6 (5)

ii/ 4 Stage Sitting Meditation + Inquiry (35)

iii/ Thoughts are not Facts etc (30)

### Section 2 morning

Practical considerations and theoretical underpinnings of teaching in Session 6

i/ Meditation *Introducing* a Difficulty: practical, pedagogic & theoretical considerations (45)

ii/ 'Thoughts are not Facts' theme and exercises (alternative viewpoints/moods and thoughts exercise plus how to *work* with thoughts in a mindfulness context: practical pedagogic and theoretical considerations (30)

iv/ Thought Door Breathing Space: practical pedagogic and theoretical considerations (15)

### Section 3 afternoon Teaching Practice relating to Sessions 6 of MBCT

'Teaching Practice' in triads (guiding + inquiry + feedback + brief discussion)

a/ 'Teach-backs' set up: timings, feedback process and perspectives. Each trainee leads a TTD meditation practice with more focus on inquiry; one is a section of the, the other one is a Regular/Responding Breathing Space or the Territory of Depression Exercise

i/ Sitting Meditation with TTD 1 (45: 25 + 10 + 5 + 5)

ii/ Sitting Meditation with TTD 2 (45: 25 + 10 + 5 + 5)

iii/ Sitting Meditation with TTD 3 (45: 25 + 10 + 5 + 5)

Whole group discussion on safety and caution in Session 6 (triads then 6's then whole group sharing)

Closing section (5)

## **Days 8 and 9 and revisiting the whole 'arc' of the MBCT programme**

### **Day 8**

#### Section 1 morning

Engaging in the main elements of Session 7 as a participant

i/ Orientation to Session 7 (5)

ii/ 4 Stage Sitting Meditation with focus on 'self-care' ('taking care throughout the practice') + Inquiry (40)

iii/ BA (Behavioural Activation) sequence of exercises and inquiry: nourishing and depleting ex.; exhaustion funnel and action plan (35)

iv/ Breathing Space with Action Step (10)

#### Section 2 afternoon

Practical considerations and theoretical underpinnings of teaching in Session 5

i/ The theme of 'Self-care/kindness' in Session 7 and the 'back draught' effect (discrepancy monitor etc)(30). Read chapter 8 of green book (Segal, Williams & Teasdale, 2013) in preparation for this.

ii/ BA in Session 7: Nourishing-Depleting and Action Plan etc (40)

iii/ Action Step Breathing Space: practical pedagogic and theoretical considerations (20)

#### Section 3 afternoon: Teaching Practice relating to Sessions 7

a/ 'Teach-backs' set up: timings, feedback process and perspectives. Each trainee leads a part of a 4 stage sitting meditation ( each practice has the 'opening guidance and the 'ending' guidance) with focus on how self-care + inquiry; (NB: practice guidance 15m + 10m inquiry + 5m feedback + 5m discussion) (10)

i/ 4 Stage Sitting Meditation with self-care emphasis 1 (35: 15 + 10 + 5 + 5)

ii/ 4 Stage Sitting Meditation with self-care emphasis 2 (35: 15 + 10 + 5 + 5)

iii/ 4 Stage Sitting Meditation with self-care emphasis 3 (35: 15 + 10 + 5 + 5)

#### Section 4 afternoon: Nurturing and Depleting + Action Step sequence of teaching

i/ Nurturing Depleting Ex (20)

ii/ Action Step Ex. with Exhaustion Funnel (20)

iii/ Breathing Space with Action Step (20)

Whole group discussion and closing section (30)

## Day 9

### Section 1 morning

Engaging in the main non-practice elements of Session 8 as a participant

i/ Orientation to Session 8 (5)

ii/ Led reflection on the course then pairs and whole group 'Ending Process' with How to keep your practice alive planning etc (25)

Session 2: Start of *Unit 2 Consolidation Process* lasting all day 9.25am – 3.20pm

NB: this extended session revisits the main elements of the curriculum leaving out some simpler aspects more familiar to CBT. Intention to create more of a 'real' teaching and inquiry process

i/ Body scan led by one trainee for whole group (30)

ii/ Inquiry led by another trainee (15)

iii/ Mindful Movements led by one trainee for whole group (25)

iv/ Inquiry led by another trainee (15)

v/ Regular Breathing Space intro then guided, led by one trainee for whole group (15)

vi/ Territory of Depression Ex. + discussion led by one trainee for whole group (25)

vi/ 4 Stage Meditation led by one trainee for whole group (30)

vii/ Inquiry led by another trainee (15)

### Section 2 afternoon

ix/ Meditation: posture-breath-body then Introducing a Difficulty (30)

x/ Inquiry led by another trainee (15)

xi/ Breathing Space Responding with introduction and inquiry (20)

xii/ Session 7 Meditation in 4 Stages with emphasis on 'Taking Care of Ourselves' (30)

What are we learning and what are my learning edges in all of this? Process: reference to MBI-TAC and start in pairs and then 4's (10 + 10), then whole group (20) = (40)

Ending process: short sit and speaking headlines into the group

## Unit 3 (Training Day 10) Overview

### Unit 3 (Day 10)

The final training day will focus on methods of assessment for MBCT, covering inclusion and exclusion criteria and outcome monitoring. This will focus on assessing for and monitoring MBCT outcomes in line with NICE guidelines, namely, assessing for a history of depression, assessing for readiness and motivation, assessing for safety/risk concerns (and how where relevant to respond to these), and methods of monitoring outcomes and evaluation (including completion of the IAPT minimum data-set at 12-months following the end of the MBCT group).

This training day will comprise a mix of teaching methods including didactic teaching, small-group work to consider key assessment criteria for MBCT in IAPT and to hear from people with lived experience of depression about their own views on motivation and safety.

#### Outline of the Day

- Welcome
- Revisiting NICE guidelines for MBCT and the research evidence for relapse prevention
- Assessment for depression and recurrent depression
- Assessment for readiness and motivation, with contribution from lived experience trainers
- Assessment for safety/risk concerns, with contribution from lived experience trainers
- Outcome monitoring in IAPT and evaluating our own practice
- Getting ready for Unit 4
- End

### Day 11

This day is delivered in Jan/Feb 2022 in between when most trainees run their first and second MBCT groups. This is an opportunity for trainees to return to the material having actually taught one course with real life experience and questions which this day will make space to explore. There will be a particular emphasis on inquiry as the aspect of teaching MBCT that most people find hardest initially. The day will be largely structured in response to the needs of the trainees attending.

## Unit 4 (Supervised MBCT Groups) Overview

In this unit, you will begin to teach MBCT in your own workplace either with a fellow trainee on the training, or with a more experienced MBCT teacher provided by your service, who should be present for all sessions. You will access close supervision either alone or together with your trainee co-teacher from a mindfulness supervisor approved and provided by the training programme. You will facilitate two MBCT programmes, either face to face or online, with 6 hours of supervision for each programme.

You need to attend a suitable Mindfulness Retreat at this time for a minimum of 5 days to be arranged independently in your own time.

Formal Assessment takes place of the recorded second MBCT group. This involves submitting video recordings of a whole 8 week MBCT programme, which is assessed for competency using the Mindfulness-based Interventions- Treatment Assessment Criteria (MBI:TAC).

## **Course completion**

A minimum of 90% attendance is required to pass Units 1-3 (comprising the 10 days of teaching). In exceptional circumstances attendance at fewer than 90% of training days will be accepted. Exceptional circumstances will be agreed by the sub-group of the Steering Committee comprising the 4 training leads plus additional consultants on a case by case basis. In this instance, the trainee would be expected to cover material missed in the training days through reading, videos or attendance at other training events.

Successful completion of the course would need confirmation of satisfactory progress by the training lead and the supervisor. Trainees' competence will be formally assessed using recordings usually from their second taught MBCT group.

If a trainee does not meet criteria on MBI-TAC for their second MBCT group they will be given clear feedback on their learning needs by the assessor. A meeting will be held with the trainee, supervisor and IAPT manager/lead to agree a plan to address learning needs. A subsequent group will be assessed using the MBI-TAC, and supervision for this should be funded by your service at the same intensity as on the training programme to ensure the best possible learning experience. If minimum criteria are not met at this stage the trainee would not be issued with a certificate of competence and would be deemed to have failed the training course.