

Foundation Course



**Oxford
Mindfulness
Centre**

for
Teaching MBCT

The Oxford Mindfulness Centre and the Hong Kong Center for Mindfulness are now offering a one-year part-time course in Hong Kong as a foundation for teaching MBCT.

Current Intake August 2017 – July 2018

As mindfulness is becoming more popular and more widely used and researched, there is a greater need for competent teachers within clinical settings. Mindfulness-Based Cognitive Therapy (MBCT) is now recommended in the UK National Institute of Clinical Excellence (NICE) guidelines for the treatment of recurrent depression, and is becoming more widely applied to a range of other health conditions. More recent work has led to major breakthroughs in understanding how mindfulness can reduce suicidality in depression, emotional turbulence in bipolar disorder, serious health anxiety and latterly in building resilience in young people.

This course spans over an academic year and comprises 32 days of teaching. Except for the residential retreat, the course is held at the *Hong Kong Center for Mindfulness* (Room 1701, 17/fl., Far East Consortium Building, 121 Des Voeux Road Central, H.K.)

Module 1:

The Practice of Mindfulness: the basis for learning to teach MBCT

Workshop	20 th August, 2017	9am – 5pm
Practicum	27 th August, 2017 3 rd , 10 th , 17 th , 24 th September, 2017 1 st , 8 th , 15 th , 22 nd October, 2017	10am -5pm

Module 2: Beginning to Teach MBCT in a dyad

Workshop	28 th January, 2018 6 th – 11 th February, 2018	9am – 5:30pm
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Module 3: Residential Retreat and Master-Classes

Master-Classes	7 th – 8 th April, 2018	9am – 5pm
Retreat	16 th – 19 th April, 2018	Residential
Master-Classes	20 th – 22 th April, 2018	9am – 5pm

Module 4 : Beginning to Teach MBCT in a Group

Workshop	14 th – 18 th , June & 1 st July, 2018	9am – 5:30pm
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Participants are expected to attend all the classes.

A Certificate of Completion of the Foundation Course for Teaching MBCT will be awarded only to those who have attended at least 80% of each module.

The Practice of Mindfulness: the basis for learning to teach MBCT

Dr Helen Ma

10 DAYS

Workshop

9am – 5pm
20th August,
2017


Practicum

10am - 5pm;
27th August;
3rd, 10th, 17th, 24th
September,
1st, 8th, 15th, 22nd
October,
2017

'...this ability to relate differently to negative affect came from having their own ongoing mindfulness practice, so that they might teach mindfulness out of their experience of it.'

Segal, Williams & Teasdale (2013)
pg. 54

The Practicum is designed to offer you the opportunity to deepen your personal experience of mindfulness and become more familiar with the format and essence of an eight-week MBCT course. An experienced mindfulness teacher will guide you through the MBCT course where you will be able to explore your own experiences of mindfulness practice and to consider these in relation to the role of becoming a mindfulness teacher yourself. Time for reflection and discussion with your peers and teachers is an integral part of the course, as is reading and keeping a reflective journal.

Day 1	AM	Introduction to the Foundation Course	
	PM	Introduction to MBCT	
Days 2 - 7, 9 & 10	AM	MBCT Class	
	PM	Seminar (2 hours)	
		Presentation & Dialogue on Reading (1 hour)	
Day 8		MBCT All-Day Class	

As a participant in the Practicum you will be asked to:

- ✿ Participate in the eight-week MBCT course;
- ✿ Engage in weekly seminar class focused on integrating the experience of the MBCT course through dialogue with the teacher and other participants;
- ✿ Create brief presentations and reflect upon reading assignments;
- ✿ Keep a reflective journal of your experience and observations on the teaching

Learning Objectives

- 🎯 To establish or deepen a *regular* personal mindfulness practice;
- 🎯 To familiarise yourself with the MBCT programme in terms of your own personal experience and also its structure;
- 🎯 To explore your own experiences and patterns of thought, feelings and behaviour through the lens of mindfulness practice and consider how these may relate to the role of mindfulness teacher;
- 🎯 To be able to reflect on your experience of practising mindfulness through keeping a reflective journal;
- 🎯 To have gained basic knowledge about the theoretical underpinnings of MBCT.

Consolidating Personal Practice

- Between Module 1 and Module 2, you are encouraged to deepen your own personal *daily* meditation practice.
- It would be helpful if you could have regular group practice with your fellow Course trainees to support each other.
- You may contact the Course Co-ordinator, Dr Helen Ma, for a *one-hour consultation* about your practice any time during the Course.
- It is suggested that you undertake a teacher-guided silent mindfulness *retreat* of a minimum of 2 days of your choice during this period.
- You will be required to continue keeping a reflective *journal* as above.



Module 2

Beginning to Teach MBCT in a dyad

Dr Melanie Fennell (Days 2 – 7), Dr Helen Ma

7 DAYS

Workshops

9am – 5:30pm
28th January,
6th – 11th
February,
2018

‘Acceptance
is not something
you can
immediately turn
on.
It’s really making
some gesture
toward
not
immediately
triggering a
range of
automatic
responses.’

Segal, Williams &
Teasdale (2013)
pg. 281

The intention of this module is to offer opportunities to practise teaching elements of MBCT in a dyad, with feedback from experienced teachers and peers. It includes a blend of didactic, experiential and small group work. You will have an opportunity to practice teaching both in Cantonese and in English.

Day 1 Introduction to Mindful Movement & Yoga
with dyad teach-back sessions
(Guest Teacher: Ms Janet Lau)



Day 2 Beginning to teach – considerations
including good practice guidelines, ethics, stance of the teacher etc.

Days 3 -7 Dyad teach-back sessions
including assessment and orientation, aims and intentions, core practices
and psycho-educational elements of MBCT

Learning Objectives



- ⊙ To cultivate mindfulness throughout the workshop, through formal and informal practices, both in silence and in conversation and dialogue;
- ⊙ To learn how to bring mindfulness to the experience and expression of pain, depression, stress and anxiety within ourselves and those with whom we work;
- ⊙ To experience mindfulness meditation practice and self-inquiry to understand the importance of being a practitioner before starting to work with mindfulness as a clinician;
- ⊙ To have the opportunities to practice teaching key meditation practices, with feedback from fellow participants and from the instructors.

Consolidating Personal Practice

- Between Module 2 and Module 3, you are encouraged to continue to deepen your own personal *daily* meditation practice.
- It would be helpful if you could have regular group practice with your fellow Course trainees to support each other.
- You will be required to continue keeping a reflective *journal* as above.

Residential Retreat and Master-Classes

Prof Mark Williams (Days 3 – 8), Dr Helen Ma

9 DAYS

Master-Classes

9am – 5pm
7th – 8th,
20th – 22nd
April,
2018

Residential
Retreat

9am, 16th April -
5pm, 19th April,
2018

'...in
being
mode,
the experience
of the moment
can be
processed in its
full depth,
width,
and
richness.'

Segal, Williams &
Teasdale (2013)
pg. 72

This module intends to offer training in specialist areas of applying mindfulness training and teaching MBCT, and to deepen the personal meditative practice.

The three-day residential retreat is to extend and deepen personal experience of mindfulness meditation, in the company of peers and colleagues. Each day will offer a sustained schedule of formal meditation practice, talks and guidance, all within an environment of silence.

The cost for board and lodging in the retreat is *not* included in the course fee.

Days 1 & 2 Master-class:
 ✿ Introduction to Buddhist Psychology



Days 3 – 6 Residential Retreat (venue to be announced)
Days 7 – 9 Master-class:
 ✿ Cognitive & Clinical Underpinnings of MBCT
 ✿ Group Processes and Teacher Responses in MBCT
 ✿ Enquiry in MBCT

Learning Objectives

- ① To extend and deepen the personal mindfulness meditative practice;
- ① To gain knowledge about the relevance of Buddhist psychology to the application of mindfulness training in contemporary healthcare settings;
- ① To familiarise with the underlying theory and practice of working with groups, the enquiry process, and with the cognitive and clinical underpinnings and current research of MBCT.



Consolidating Personal Practice

- Between Module 3 and Module 4, you are encouraged to continue to deepen your own personal *daily* meditation practice.
- It would be helpful if you could have regular group practice with your fellow Course trainees to support each other.
- You will be required to continue keeping a reflective *journal* as above.
- A week after Module 3, you will be required to submit an essay reflecting on your experience and discoveries in your daily meditative practice and in retreats since the beginning of the course.



Beginning to teach MBCT in a Group

Ms Antonia Sumbundu (Days 1 – 5) , Dr Helen Ma

6 DAYS

Workshops

9am – 5:30pm
14th – 18th, June
& 1st July,
2018

‘Shifting the basic stance toward experience, from one of “not wanting” to one of “opening”, allows the chain of conditioned, habitual responses to be broken at the first link...’

*Segal, Williams & Teasdale (2013)
pg. 274*

In this module you will build on what you have learned and experienced during the previous three modules in order to further your development as a teacher. Our main aim is to help you become familiar with teaching all the various components of MBCT. You will be able to practice teaching, including leading core mindfulness practices and the related enquiry in a group, and you will receive feedback from highly experienced mindfulness teachers and peers. You will have an opportunity to practice teaching both in Cantonese and in English. On the last day, you will do a group presentation on a topic pertinent to teaching MBCT.

- Days 1 - 5 Group teach-back sessions including assessment and orientation, aims and intentions, core practices.
- Day 6 Presentations and Reflections



Learning Objectives

- ⊙ To be in a position to continue your training after this point i.e. by teaching (with a more experienced teacher, if possible) whilst receiving regular supervision;
- ⊙ To have acquired enough teaching skills to practice teaching within your own peer group;
- ⊙ To have gained knowledge and understanding of the aims and intentions of the 8-week MBCT course and the rationale behind course components;
- ⊙ To have gained experience in the delivery of core practices and in the enquiry process;
- ⊙ To gain awareness of the limits and boundaries of your skills as teacher within your own professional context.



Requirements

Throughout the above modules, we ask you to read the key texts and keep a reflective journal of your experience and observations on the teaching. Preparation for the group presentation on the final day will serve to integrate your understanding of the theoretical underpinnings of MBCT and your experiential practice in teaching MBCT.

Mentoring meeting

After completing the Foundation course, there will be an individual mentoring meeting with Dr Helen Ma to review what has been learned, the edge for further growth, and the way forward on the path of teaching MBCT. The [Mindfulness-Based Interventions Teaching Assessment Criteria \(MBI-TAC\)](#) may be used for self-reflection and feedback.

Course Teachers

Professor Mark Williams is Emeritus Professor of Clinical Psychology and Honorary Senior Research Fellow in the Department of Psychiatry and was Director of the Oxford Mindfulness Centre until his retirement in 2013. He is a Fellow of the British Psychological Society, the Academy of Medical Sciences, the British Academy and the US Association for Psychological Science. Professor Williams, along with colleagues John Teasdale (Cambridge) and Zindel Segal (Toronto), developed Mindfulness-based Cognitive Therapy for prevention of relapse and recurrence in major depression. His research is concerned with psychological models and treatment of depression and suicidal behaviour, particularly the application of experimental cognitive psychology to understanding the processes that increase risk of suicidal behaviour in depression.



Dr Melanie Fennell was a pioneer of cognitive therapy for depression in the UK. As a research clinician in the Oxford University Dept of Psychiatry, she contributed to developing and evaluating cognitive behavioural treatments for depression and anxiety disorders. Between 2003 and 2013, working with Professor Mark Williams, she contributed to developing MBCT for people suffering recurrent depression who are also recurrently suicidal. She developed the Oxford Diploma in Cognitive Therapy, the Oxford Diploma/MSc in Advanced Cognitive Therapy Studies, and (with Professor Williams) the Oxford MSt in Mindfulness-Based Cognitive Therapy. She has extensive experience of teaching, training and supervising both CBT and MBCT. She has a particular interest in depression and low self-esteem, and her book "Overcoming low self-esteem" has become a classic of self-help literature, recommended by the UK NHS's "Books on Prescription" scheme. In July 2002, she was voted "Most Influential Female UK Cognitive Therapist" by the membership of the BABCP, and in 2013 was awarded an Honorary Fellowship by the Association.



Dr Helen Ma is a clinical psychologist with experience working in Hong Kong and Australia. She began a regular mindfulness meditation practice in 1992 and started teaching MBSR in 1997. She first taught MBCT in 2001 under the supervision of Dr. John Teasdale, while conducting her doctoral research on MBCT at the University of Cambridge. Since then, she has been teaching MBSR and MBCT, conducting training programs and supervising professionals in mindfulness-based approaches in Hong Kong, Singapore, Taiwan and China. She is the Founding Teacher of the Hong Kong Center for Mindfulness, an Associate Teacher/Trainer of the Oxford Mindfulness Centre, and a certified MBSR teacher and supervisor of CFM, UMass.



Ms Antonia Sumbundu is a clinical psychologist, who has specialised in CBT and supervision. In 2010, she was awarded a Master of Studies in MBCT by the University of Oxford. Antonia has been interested in the clinical applications of meditation for a long time, and has been teaching and lecturing on MBCT and MBSR both nationally and internationally for a number of years. She has extensive experience of leading meditation retreats and training programs, supervising professionals in mindfulness-based approaches, and leading MBCT classes. She has been involved in several research projects of the Oxford Mindfulness Centre, and is an Associate Teacher/Trainer of the Oxford Mindfulness Centre.

Course Information

What are the pre-requisites to entering the MBCT Training Pathway?

There are a number of pre-requisites to entering the MBCT Training Pathway:

1. An experiential understanding of mindfulness through personal mindfulness practice. This would normally be for at least a year before entering the training pathway.
2. Participation in a structured 8-week MBCT/MBSR program as a participant. This is to understand the program experientially, including having used the core mindfulness practices that are taught in MBCT/MBSR.
3. The knowledge and key competencies to deliver a structured therapeutic approach. This would normally include a (professional) qualification(s) that enables the person to teach MBCT with the target population and in the context in which they plan to teach safely and effectively. For example, for MBCT for depression a professional degree in one of the mental health disciplines that qualifies them for clinical practice. This would include the use of structured, evidence-based therapeutic approaches to mental health (e.g., cognitive-behavioral therapy), the knowledge / skills to work with clinical populations and the knowledge/skills to identify and manage risk. Individuals with an interest in teaching MBCT to other populations and/or in non-clinical contexts could potentially participate in training. However an evaluation of the fit of their educational and vocational background with the intended population/context would be required. This may require additional training alongside the training pathway in, for example, ethics and safeguarding/risk assessment and management.
4. Knowledge and experience of the population to which MBCT will be delivered, including experience of teaching, therapeutic, or other care provision.
5. Skills to work with individuals and groups.

Who is the course for?

To apply for the Foundation Course, it is essential to first have completed an 8-week face-to-face MBCT or MBSR group. Taking such a course helps you to develop your own personal meditation practice and experience the course as it is usually delivered as a participant. A regular mindfulness practice is the foundation of good quality teaching and without it whatever is taught is not based in a deep appreciation of mindfulness and compassion. Any course you have taken should have included daily home practice as a core component and have been undertaken with an appropriately qualified and experienced teacher as described in the [Good Practice Guidelines](#) for UK Mindfulness-Based Teachers. The Foundation Course is suitable for those who are able and willing to work towards the Good Practice Guidelines.

We ask that you have the following background in accordance with the Good Practice Guidelines and the [MBCT Training Pathway](#):

- At least a year of experiential understanding of mindfulness through personal mindfulness practice.

Course Information (cont'd)

- A professional qualification in mental or physical health care, education or social care or equivalent life experience, recognized by the organization or context within which the teaching will take place.
- Knowledge and experience of the populations that the mindfulness-based course will be delivered to.
- If teaching in a clinical population, an appropriate professional clinical qualification.

This course is suitable for those with no teaching experience who would like to begin learning to teach MBCT as well as for those with some experience in teaching MBCT/MBSR or mindfulness-based course who would like to deepen their practice and teaching.

Places are limited to 32

Will it qualify me to teach?

Completing the course will not in itself qualify you to teach in the 'real world' but takes you to a point where you have gained confidence in teaching your peers. The aim of the course is to provide a *solid platform for developing your teaching further* (e.g. by co-teaching with more experienced teachers in your locality and/or teaching under supervision).

After completing the Foundation Course people who decide with the Course Co-ordinator that they are ready to begin teaching mindfulness may then begin to co-teach with a more experienced colleague (ideally someone who meets the Good Practice Guidelines above) and/or under supervision.

After gaining some experience teaching, at some point they might then wish to have their teaching formally evaluated using the MBI-TAC in order to know that they are competent in offering mindfulness to others.

These last components (co-teaching/supervision and competency ratings) are *not* included as part of the Foundation Course and it is up to each individual to find the best way forward with this for them. The Course Co-ordinator can support them with this at an individual mentoring meeting at the end of the course. It can take people varying lengths of time to complete these final stages of co-teaching and competency ratings, depending upon where they are with their own practice, skills and development by the end of the course.

What is the medium of teaching?

To facilitate learning and exploration of the ways MBCT can be taught in Cantonese and in the local settings, Module 1 will be taught mainly in Cantonese.

Modules 2, 3 and 4 will be taught in both English and Cantonese.

All participants are expected to have a good command of *both* English and Cantonese.

Course Information (cont'd)

How to apply?

Please send your application together with scanned copies of your qualifications and training to foundation@hkcfm.hk on or before **3rd March, 2017**. (Please see the application form on the last page.)

If necessary, you may be invited for an interview.

If you are successful in your application, you will be notified by e-mail on or before **30th April, 2017**.

What is the course fee?

The course fee is **HK\$55,750**.

The cost for board and lodging in the retreat in Module 3 is *not* included in the course fee. Payment for the course by successful applicant is required by **15th May, 2017** but no payment is required prior to acceptance.

Cancellation Policy

If you withdraw before the course starts, we shall refund your fee with a reduction of \$500 to cover our administration costs *if we can find a suitable applicant to take up your place*.

We regret that there will be no refund if your place is not taken up by another suitable applicant.

Frequently Asked Questions

Can I teach MBCT if I don't have a background in a caring profession or clinical qualifications?

If you teach MBCT to people for whom you have clinical responsibility, you must be qualified to manage your clinical responsibility. This means that you will only be able to teach MBCT for recurrent depression if you have the clinical qualifications to manage clients who have been diagnosed with recurrent depression. If you don't have a clinical qualification or a background in a caring profession you may teach MBCT adapted to the specific field in which you work, when you (the mindfulness teacher) do not have clinical responsibility for the participants. Please refer to the UK Good Practice Guidelines for Teaching Mindfulness-Based Courses.

Do I need to have a personal mindfulness practice to teach MBCT?

Teaching MBCT must be grounded in your own practice. This is essential and it cannot be called MBCT without this requirement. Many MBCT teachers are clinicians or members of caring professions, who have developed an interest in mindfulness as a result of finding out about Mindfulness Based Interventions through their work. Clinicians or members of a caring profession who become MBCT teachers normally develop their own mindfulness practice by first attending an 8-week course. They will continue to develop their personal mindfulness practice while training to teach MBCT.

Why is the course not taught entirely in English?

The entire Module 1 and parts of the other Modules are taught in Cantonese so as to facilitate learning and exploration of the ways MBCT can be taught in Cantonese in local settings. It is important that, in such a skills-based training, people learn to teach the practices in the language that they will most commonly use to teach the approach

Can I take only some modules and not the whole course?

As the course is designed to deepen the practice and the understanding of teaching MBCT from one module to another, and to cultivate collegiality and support amongst the trainees, the course is to be taken as a whole.

Are there any Continuing Professional Education points conferred for the course?

For last year's course, CE/CME points have been granted for the following professionals in Hong Kong:

Members of the College of Psychiatrists

Members of the College of Family Physicians

Members of the Division of Clinical Psychology, HKPS

Members of the Division of Educational Psychology, HKPS

Registered Social Workers

Application for CE/CME points for this year's course is underway.

If you have any further questions about the Foundation Course, please write to Dr. Helen Ma at foundation@hkcfm.hk.

Application

(To be sent to foundation@hkcfm.hk on or before 3rd March, 2017)

We shall acknowledge receipt of your application.

If you do not get an acknowledgement of receipt two weeks after sending in the application, please let us know or send the application again.

- ✧ Full Name (Chinese & English)
- ✧ Gender
- ✧ Date of Birth
- ✧ Correspondence Address
- ✧ E-mail Address
- ✧ Telephone Number
- ✧ Emergency Contact Person & Telephone Number
- ✧ Occupation & Place of Work (name, address)
- ✧ Professional qualifications*
- ✧ Highest academic qualifications*
- ✧ Details of the 8-week MBSR/MBCT program you attended as a participant*:
 - Teacher's name, where, when
- ✧ Details of professional teacher training in MBSR/MBCT/Other mindfulness-based programs , if any*:
 - Title of the program, teacher's name, where, when
- ✧ Please write a brief description in Chinese or English (not more than 500 words for each item):
 - What has drawn you to apply for the course & what do you hope to learn and develop through it?
 - Reflection on your experience of mindfulness practice, including
 - * the 8-week MBSR/MBCT course you have attended;
 - * your ongoing personal practice (since when, frequency, duration and practices chosen as well as any delights, difficulties and discoveries you have been working with recently);
 - * meditation retreats attended, if any.
 - The professional context in which you plan to teach, knowledge about the population and years of experience in the field.
 - Your skills and experience in working with individuals and groups.
 - Your ability to understand and express yourself in English and Cantonese.
 - Anything else about you and your background, including pathways of inner development that you have intentionally explored in depth (e.g. awareness practices, psychological investigation), that would be helpful for us to know.
- ✧ Do you consider yourself to have a disability and/or special individual needs? YES/NO
If yes, how would you describe this and the support you might require?
- ✧ Please confirm that you have read the cancellation policy. YES/NO

***Please confirm that you have attached a complete curriculum vitae and a copy of the relevant certificates.** YES/NO

Signature: _____ Date: _____