

BWY Mindfulness Module

A Personal Development for all BWY members

Tutors: Lisa Milnor and Pip Bellis

With support from Cathy-Mae Karelse (BWY DCT)

This Personal Development Module teaches yoga practitioners how to incorporate mindfulness in their daily lives. It also allows participants to absorb these teachings into their working and professional lives.

This Module does not qualify participants to teach an 8-week Mindfulness-Based Intervention (MBI). It does, however, provide the foundation upon which participants may proceed to train to teach MBIs. In this regard, Clear Mind Institute offers a conversion course to bring prospective teachers in line with CMI's Level 1 training.

Modular Eligibility and Purpose

Eligibility:

Training is open to all yoga teachers and yoga practitioners with an interest in mindfulness and cultivating a mindfulness practice.

Purpose:

The key purpose is to incorporate mindfulness more meaningfully into everyday life and into professional working life. For instance,

- Yoga teachers would be able to integrate mindfulness teachings into their yoga teaching.
- Yoga practitioners who are professionals in the workplace could use the skills to improve pacing, productivity and focus.
- Any yoga practitioner could bring these skills into daily life and combine their daily mindfulness practice with their yoga practice.

Should Mindfulness Module participants wish to proceed to train to deliver 8-week MBIs, they could enter the training pathway of organisations such as Clear Mind Institute (clearmindinstitute.co), an affiliate of the UK Network for Mindfulness-Based Teacher Training Organisations (<http://mindfulnesssteachersuk.org.uk>).

Module Training

As with all mindfulness training, this module is practical and skills-based. It provides mindfulness training for all yoga practitioners and teachers, building on their experiences and previous learning. Mindfulness training irrespective of level of training, is always premised upon the standard 8-week Mindfulness-

Based Stress Reduction Programme (MBSR). This course takes students through the MBSR programme and provides additional inputs based on one of the key mindfulness classical texts, the Satipatthana Sutta. Because the course spans four months, the cultivation of practice, encouraged through regular email contact and support, adds significant value.

While there is no formal assessment on this course, participants are required to undertake a daily 45' practice as part of the mindfulness community.

The Module aims to:

- Orientate participants to mindfulness meaningfully and authentically
- Provide direct, embodied experience highlighting similarities and differences with yoga training
- Offer practical skills in cultivating mindfulness
- Train participants in the four formal mindfulness practices
- Expose participants to many informal practices
- Promote ways of incorporating mindfulness into yoga teaching and other professions
- Provide opportunities for participants to practice mindfulness instruction during and on course (this helps with refining self-instruction)
- Introduce the world of mindfulness, including research, the UK Network, the All-Party Parliamentary Group's policy directives as well as traditions and current practices
- Build the mindfulness community, offering participants support for continuing and sustaining their practice

By the end of the training, participants should find themselves:

- Enriched with direct experience of mindfulness (assessed through inquiry, dialogue, journaling, dyads and group discussion)
- Informed with an appreciation of the traditions and current practices of mindfulness (assessed through Q&A, reading and group discussion)
- Equipped to recognise 'automatic pilot', able to practice mindfulness with an awareness of the wandering mind (assessed through inquiry, dyads, journaling, group discussion taken directly after practice)
- Noticing and correcting stress reactivity, promoting responsiveness (assessed through entrance and exit questionnaires, dyads, inquiry, journaling, reflection and home study)
- Trained in attention and emotional regulation (assessed through Q&A, inquiry, questionnaires, journaling of direct experience)
- Skilled to teach aspects of the formal practices (assessed through paired work, group work, Q&A, discussion, revision, on-going practice) [the purpose here is to support participants in guiding themselves in the

basic practices authentically to distinguish mindfulness from yoga instructions]

- Aware of the differences between mindfulness and yoga teaching (assessed through on-course practice, dyads, group discussion, journaling, peer feedback)
- Enriched in exploring one of the foundational mindfulness texts (assessed through group discussion)
- Positioned to integrate mindfulness teaching into their lives and work (assessed through inquiry, journaling, Q&A)
- Encouraged to participate in building the mindfulness community (assessed through exit questionnaires, reflection, inquiry)

Course dates, times and venue

Duration: This course will be delivered over six sessions.

Mindfulness Module Dates: April – July 2018

Fridays: April 13, 27, May 11, 25, June 15 & July 13.

Time: Fridays: 9.30am – 4.30pm

Venue: Central Leeds Quaker Meeting House, 188 Woodhouse Lane, LS2 9DX

Course Content

The course will cover the following topics:

1. Coming off automatic pilot
2. Learning the language and voice of the body
3. Stress reactivity and cultivating responsiveness
4. Recognising patterns and learning to work with resistance
5. Being with 'difficulty'
6. Communication patterns
7. Working with change

The course is skills-based and practical. Participants undertake a 45' daily practice.

Each course day includes mindful movement.

Participants learn to guide short versions of the four formal mindfulness practices: the body scan, mindful movement, sitting meditation, walking meditation. The purpose is to ensure comfort and competency in guiding themselves, distinguishing clearly from relaxation or yoga instruction. While this is not a teacher-training module, these instructional skills allow participants to share these short mindfulness practices in other teaching contexts.

Teaching and Learning Methods

This experiential course emphasises methods that promote first hand, direct cultivation of mindfulness. On-course discussion arises from direct experience rather than intellectual contemplation. As such, the course employs the following methods:

- This skills-based course teaches theory through practices.
- A group 'circle' is established with certain course guidelines at the start of the programme to establish an agreed code of conduct. The circle is dissolved at the close of the Module.
- The course relies on mindful inquiry and contemplative dialogue.
- It follows an interactive, participative style of learning.
- Participants will undertake home study and will complete various calendars and tasks between sessions. These are deployed and collectively assessed in class during each session.
- There are no written assignments as learning is experiential and deliberately non-intellectual. However, students will be supported on course with the development of their skills through guided instruction and the integration of body/mind/heart.
- Participants use journals as a means of reflective practice.
- Participants may also work in pairs or small groups between sessions.
- Homework is set at each session and reviewed at the following session.
- Mid-course questionnaires will indicate progress and identify learning gaps by participants and tutors. These will be returned to students with comments and followed up with tutor contact where required.

Assessment and Evaluation

This is not a pass/fail course but investment in process and extent of home practice correlates with outcome. Participants are not assessed through essays but rather through changes made in their relation to stress, anxiety, patterns and other difficulties they meet. These changes are brought about through learning to approach stressors differently and involve the application of skills and approaches learnt on the course.

Assessment is thus on going and is carefully guided through the skill of the teacher who models the qualities of mindfulness and guides inquiry into patterns and the 'marks of existence' including impermanence. Through mindful inquiry, the formal practices and contemplative dialogue, participants learn to apply these skills to themselves and in their interactions with others.

- Participants learn to inquire into their progress throughout their participation on the course.
- The tutor/s and the course will be assessed through on-going feedback. This includes inquiry into modelling of ethics and values, authenticity, and embodiment.
- The course as a whole will be evaluated by the students through group discussion throughout the course, and at the close of the module.
- Participants' exit questionnaires provide a further means of written feedback and comparison with entry questionnaires to illustrate what has changed for participants.

- Modular assessments will be submitted to the BWY.
- Peer-reviewed feedback (when this is used) will follow stipulated guidelines (outlined in the *Mindfulness-Based Interventions: Teaching Assessment Criteria*) to establish group camaraderie, safety and constructive engagement to advance learning and improve understanding.

Course Resources

Participants will receive a workbook that maps out the content and homework for each session. A Mindfulness audio will be purchased for home practice. Participants will also be provided with a list of resources and guidelines to support them to sustain an on-going practice.

Journaling

Participants are encouraged to journal their practices and course-related experiences. This reflective practice encourages familiarisation with the voice and language of the body (emotions and bodily sensations). It also fosters a growing awareness of thoughts (the objects of the mind). For example, participants are guided throughout the course to complete various worksheets and calendars through which they learn for instance how they meet pleasant and unpleasant events – these realisations are examples of what is recorded.

Journaling brings awareness to how we relate to the world and how we meet ourselves. It helps highlight our reactivity and moments of stepping off automatic pilot as we learn to respond.

While during certain parts of the course writing is discouraged as a potential form of avoidance or disengagement, it is used as a practice at other times.

Small group or paired support

The Module will include dyads and triads (paired work and/or groups of three) to encourage participation both on and off course (between sessions). Between course sessions, pairs or small groups will be encouraged to practice together and to lead one another in short versions of the formal practices. The express purpose here is to learn the language of mindfulness and to reduce dependency on audio recordings.

Home Practice

Between sessions, homework is set to promote skills, self-inquiry and continued cultivation of practice. Practices change at each meeting and include guided body scans, yoga practices and meditation (guided by an audio). Participants also complete calendars and/or worksheets to identify patterns, moods and tendencies. All home practices are discussed at subsequent sessions and form an integral part of the programme so that participants always learn from direct experience.

E-mail Guidance

Participants receive e-mail guidance during the course and suggested readings/audio talks to deepen understanding of the underpinnings of mindfulness.

Award

A BWY Certificate in Mindfulness for Personal Development will be awarded to successful candidates.

Investment

Course fee: £650.00

1. A non-returnable deposit of £100 to secure a place on the course, due upon acceptance of a place
2. £550.00 to be paid by 1 Feb OR via three £200 instalments (1 Feb; 1 Apr; 1 May).
3. A special rate of £600.00 is offered to the first six participants to join and settle their fees in full upon acceptance onto the course.

Further costs:

- £60 registration fee (payable to the British Wheel of Yoga) and sent with deposit
- Resources

Recommended resources:

- *Full Catastrophe Living* by Jon Kabat Zinn
- *Heal thyself* by Saki Santorelli
- *Mindfulness: a practical guide to finding peace in a frantic world* by Mark Williams
- *Living Mindfully* (available on iTunes at £7.99) by Cathy-Mae Karelse

After the course

As noted above, should participants be interested in becoming MBI or Mindfulness-Based Stress Reduction (MBSR) teachers, they will be eligible for entering the recommended UK Network Training Pathway that sets the gold standard for professional training of Mindfulness Teachers.

Clear Mind Institute (CMI) – an affiliate of the UK Network of Mindfulness-Based Training Organisations will provide a **bridging programme** (a one day conversion course) for BWY Mindfulness Module graduates to bring them in line with CMI's Level 1 Teacher Training (usually a 7-day training). Level 1 is the foundation level training for the Mindfulness Teacher Training Pathway.

Irrespective of whether or not graduates pursue mindfulness professionally, participants are provided with information, methods and skills to support their unfolding and on-going practice.

Course Tutors

The module will be co-led by Lisa Milnor and Pip Bellis with support from Cathy-Mae Karelse.

Lisa Milnor is a qualified Mindfulness and Yoga Teacher having trained with the CMI and BWY. She has also completed a 7-day MBSR Mind-Body Medicine Training Retreat with Jon Kabat-Zinn and Saki Santorelli. In addition, Lisa has completed the Finding Peace in a Frantic World Training with Chris Cullen and regularly runs these and MBSR courses in North Yorkshire. She has also completed training with the Mindfulness in Schools Project (MiSP) and delivers the 8 week .b foundations course to teachers and staff in schools. Adhering to the UK Mindfulness Network Good Practice Guidelines she regularly attends Continual Professional Development Training and Silent Retreats. Lisa has a BSc in Management Sciences and a business background in Finance having qualified as a Chartered Accountant with KPMG. She worked within the Corporate Sector for 20 years before changing her career to work as a Mindfulness, Yoga and TRE teacher and trainer.

Pip Bellis is a qualified Mindfulness and yoga teacher who has trained with the CMI and BWY. She has also undertaken training with Mindfulness in Schools Project and is qualified to teach both the .b course in secondary schools and the .b Foundations course for teachers. In addition, she has completed the Finding Peace training course with Chris Cullen and regularly runs Mindfulness Based Stress Reduction courses, Finding Peace courses and retreats in the Liverpool area. Adhering to the UK Mindfulness Network, she regularly attends silent retreats and practice days and is committed to an on-going mindfulness practice. Prior to becoming a full-time yoga and mindfulness practitioner, Philippa was a journalist for 16 years, working on regional newspapers

Cathy-Mae Karelse is the designer and chief tutor of the BWY Mindfulness Module. She is extensively trained in mindfulness and is following the Centre for Mindfulness, UMass Certification Route having trained with Jon Kabat-Zinn, Saki Santorelli, Florence Meleo-Meyer and Melissa Blacker as well as with other senior mindfulness trainers like Mark Williams. Alongside MBSR, she is also trained in Mindfulness-Based Cognitive Therapy (Oxford Mindfulness Centre), and has trained with Centre for Mindfulness (Bangor). Cathy is currently undertaking a PhD in Mindfulness at SOAS, London. She provides Mindfulness Training through Clear Mind Institute (clearmindinstitute.co).

Course Registration

Should you wish to register, kindly email Pip Bellis at info@themindpool.co.uk for an application form.

The first 6 persons to register will receive a £50 discount on their fees should they choose to pay their course and registration fees (£600.00 + £60) upon acceptance.