



## 2019 MBSM Teacher Training Program

Mindfulness-based Symptom Management was developed in 2003 by Drs. Lynette Monteiro and Frank Musten, Psychologists. The 8-week program has been delivered regularly every year in its general format as well as for pain management, operational stress injury (OSI) programs for military and first responders, and burnout resiliency. The OMC mindfulness training workshops have been offered in many settings for employees in high demand organizations such as the Canadian Armed Forces, Ottawa Police Services, veterans support organizations, federal government departments, hospital departments, and education facilities. Professional training has been offered to mental health professionals who were interested in obtaining mindfulness skills for use in their workplace through individual or group programs. Workshops have been delivered in Ottawa, Toronto, and internationally.

The Professional Training Program (PTP) was developed in 2005 and has been a central aspect of the OMC. The 2019 program has been designed to meet the growing demand for training and it now includes several online modules for ease of access. The PTP is comprised of an 8-week or 5-day (intensive) MBSM program (in person or online), completion of the ethics module offered online by the Canadian Psychological Association, completion of five modules/workshops covering the principles and approaches of secular/clinical mindfulness, core elements of MBSM, inquiry process for individual or group delivery, mindful self-compassion, and co-creating a safe, ethical space in the clinical relationship.



Health care professionals or students in training (clinical psychology, psychotherapy, counselling, spiritual care, palliative care, medical fields) can engage in the program in its entirety to acquire the Foundational Level and proceed to Qualified and Certified MBSM Teacher Level. They can also engage in a selection of the prerequisite ethics module and choose among the five training modules that best meet their own training in other mindfulness modalities.

The five training modules, described below, are offered as one- or two-day workshops; mindfulness self-compassion is a three-day workshop and optional. These workshops will be offered monthly so that participants can use the practices with individual clients to confirm their skills. Below is the planned clinical training model for 2019 offered by the OMC to community mental health professionals.

#### **Modules :**

1. Advanced Skills in Mindfulness-Based Interventions: Navigating the Ethics in and of Mindfulness (offered online via Canadian Psychological Association)
2. Mindfulness Foundational Concepts: Buddhist & Secular Philosophies of mindfulness
3. Core Intervention Skills: Inquiry, invitation, insight
4. Core Concepts of MBSM: BEST, 5 Skillful Habits, meditations, home practices
5. Co-Creating the Ethical Space of Mindfulness

**Candidate Suitability and Assessment** Developed in 2008, the MBI-TAC is an assessment tool used to evaluate MBI teacher's competence within the scope of teaching a first- or second-generation mindfulness class. The MBI-TAC evaluates six domains specific to the delivery and facilitation of MBI courses:

Domain 1: Coverage, pacing, and organization of session curriculum

Domain 2: Relational skills

Domain 3: Embodiment of mindfulness

Domain 4: Guiding mindfulness practices

Domain 5: Conveying course themes through interactive inquiry and didactic teaching

Domain 6: Holding the group learning environment

These six domains are placed at the forefront of this curriculum as it trains candidates to meet the requirements laid out by the MBI-TAC.



## Scope of practice

As the prerequisites for this MBSM course require training in or a license or certification in a provincially legislated healthcare profession, it is important for the candidate to respect his/her scope of practice. As a legally authorized regulated healthcare practitioner, working within his/her scope of practice and following the protocols established by his/her regulatory college, the candidate must be aware of the potential adverse effects of a mindfulness practice on certain populations and be able to respond according to the participant's needs. This includes first and foremost a skillful approach to trauma sensitivity, mental health first aid training, and the ability to communicate when situations are outside of his/her scope of practice to alert a mentor, supervisor, or certified co-teacher.

## Content fidelity

The structure of the MBSM program is based on empirical evidence *Effects of Mindfulness on Values Incongruence* (2018) Flexible for certain populations as some content may be modified, but the fidelity of the program must remain the same intention Ex: trauma vs. chronic pain vs. military veterans - the intention must be to remain steady with the teaching content, yet flexible to respect the limits of populations.

# MINDFULNESS TRAINING MODULES

## MODULE I Advanced Skills in Mindfulness-Based Interventions: Navigating the Ethics in and of Mindfulness

### *Ethics OF MBIs:*

Spiritual and secular transparency of training & teacher

Informed and affirmed consent, adverse effects – predictable & unpredictable

### *Ethics IN MBIs:*

Exploration of values for well-being, trauma-sensitive approach, cultivate wisdom & compassion, psychologically-informed curriculum

## MODULE II Buddhist Perspectives: Mindfulness, an Integrated Model of Philosophies and Practice

Introduction to mindfulness & psychotherapy

Buddhist roots of mindfulness concepts

Implications for secular/clinical mindfulness-based psychotherapy

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### **MODULE III Core Intervention Skills: Inquiry, invitation, insight**

Process in mindfulness programs: Inquiry principles and protocol

Levels of inquiry: attention, intention, attitude (stance)

Trauma sensitivity: invitational language, holding space, edges, and limits, recognizing traumatic experiences.

### **MODULE IV Core Concepts of MBSM: Content of the 8-Week Program**

Class 1: Introduction to Mindfulness

Class 2: Being with the Difficult & the Unwanted

Class 3: Mindfulness of the Body & the Five Skillful Habits

Class 4: Mindfulness of Sensations

Class 5: Mindfulness of Emotions

Class 6: Mindfulness of Thoughts & the Stress Response

Class 7: Lovingkindness (Metta) & Self-Compassion Class

8: Preparing for Class 9

### **MODULE V Co-Creating the Ethical Space of Mindfulness**

“Spirit of the Teacher” Facilitation, holding space, compassion, active listening

Personal practice & ongoing learning

Transparency & openness -Integrity

Co-creating ethical space (McCown)

Limitations and responsibility for relationships

Skills: empathy, compassion, kindness, openness, sensitivity, embodiment of ethics, self-awareness and personal process

