

## Studieplan 2016/2017

### Further Education Programme in MBSR-MBCT Teacher Training

#### Studieprogramkode

VNÆR2

#### Innledning

NTNU in Gjøvik and the Institute for Mindfulness-Based Approaches have collaborated on the development of a further education program in MBSR-MBCT teacher training.

The Mindfulness-Based Stress Reduction (MBSR) program was founded in 1979 by Dr. Jon Kabat-Zinn and his colleagues at the Stress Reduction Clinic of the University of Massachusetts, Department of Behavioral and Preventive Medicine, in Worcester, Mass. U.S.A. MBSR has been successfully implemented in hundreds of hospitals, clinics, health centers, educational, management and other settings around the world. In Europe the program has been taught successfully since the early 1990s and interest has continued to grow steadily. A significant number of scientific studies underline the effectiveness of the MBSR program. The studies document impressively that a high percentage of course participants experience one or more of the following results:

- decrease of physical and psychosomatic symptoms
- being able to cope more effectively with stressful situations
- increased capacity to relax
- a growing self-confidence and capacity for self-acceptance
- increased vitality

Mindfulness-based Cognitive Therapy (MBCT) was created by Professors John Teasdale, Zindel Segal and Mark Williams. They adapted elements of MBSR and combined them with elements of Cognitive Behavioral Therapy to develop a program to prevent relapse of depression. The U.K. National Institute of Clinical Excellence has endorsed MBCT as an “effective treatment for prevention of relapse.” MBCT has now been recommended for use within the UK’s National Health Service (NHS) for the prevention of recurrent depression since 2004.

The training program is highly structured, at the same time encouraging personal creativity and expression. The multidisciplinary team is committed to each participant finding his/her own identity as a teacher. The training invites each participant to practice and integrate mindfulness skills in their own daily lives before passing them on to others. This program is challenging and asks for commitment: to one’s own practice as well as to completing the requirements. Our faculty take the position that we cannot ask someone else to do what we have not done ourselves. Thus trainees in the program are asked to do the same work and homework as participants in mindfulness-based courses. Some students who join our programs have already been teaching mindfulness-based approaches for some time. They join, they tell us, because they want to immerse themselves in a systematic, in-depth training, to profit from the faculty’s extensive experience, and to bring together the strands of techniques and methods they have gathered over time in an integrated and thorough way.

Students learn and practice the main formal exercises of the MBSR/MBCT programs (body scan, mindful bodywork based on gentle yoga, sitting meditation and walking meditation), as well as

learning how to teach these exercises to others. The training program emphasizes the deepening of one's own meditation practice as the basis for teaching others. The curriculums of both the eight-week MBSR and MBCT courses are examined in detail and elements of the weekly sessions are taught within the training program.

A valuable resource of the program is the collegial network opportunities that develop through participation in training. The students start the program and finish it together. This training structure allows for intensive collaboration between students as well as with the faculty. The requirement that students already have an established mindfulness practice before entering the program ensures a high level and in-depth exploration of mindfulness, its practice and applications. Students teach their own self-organized eight-week MBSR course during the third semester of the training program. Students must participate in a minimum of six, 50-minute, individual, telephone sessions with a mentor during the time they teach their own eight-week course.

Students write and create their own Audios for each of the main exercises (Body Scan, Mindful Yoga and Sitting Meditation). These exercises will be covered extensively in the training program. Students receive an extensive MBSR teacher-handbook in English.

A sample handbook for an MBSR eight-week course participants in Norwegian and/or English is available in digital format to modify and adapt for one's own courses. Additional hand-out material will be provided by the IMA.

The program is based on a highly interactive, collaborative and participatory educational philosophy and practice. The intention is to create a group process that feels safe and trustworthy as well as an open and spacious learning environment that encourages spontaneity and creativity.

### **Studiets varighet, omfang og nivå**

See English version.

### **Forventet læringsutbytte**

See English version.

### **Målgruppe**

See English version.

### **Opptakskrav og rangering**

See English version.

### **Studiets innhold, oppbygging og sammensetning**

See English version.

### **Tekniske forutsetninger**

See English version.

### **Sensorordning**

See English version.

### **Internasjonalisering**

See English version.

### **Klar for publisering**

Ja

### Godkjenning

Godkjent i Studienemnda første gang 20. februar 2015

### Utdanningsnivå

Bachelorgrad

### Course table 2016-2017

Emnekode	Emnets navn	O/V *)	Studiepoeng pr. semester		
			S1(V)	S2(H)	S3(V)
VIU8501	<u>MBSR-MBCT Teacher Training</u>	O	10	10	10
Sum:			0	0	30

\*) O - Obligatorisk emne, V - Valgbare emne

## Emneoversikt

### VIU8501 MBSR-MBCT Teacher Training - 2016-2017

**Emnekode:**

VIU8501

**Emnenavn:**

MBSR-MBCT Teacher Training

**Faglig nivå:**

Bachelor (syklus 1)

**Studiepoeng:**

30

**Varighet:**

Annet

**Varighet (fritekst):**

Spring, Autumn, Spring; three semesters

**Språk:**

Engelsk

**Forutsetter bestått:**

Videreutdanning i oppmerksomt nærvær or equivalent

**Forventet læringsutbytte:**

The candidate has advanced knowledge in the following areas:

- The theoretical, philosophical and pedagogical foundations of MBSR/MBCT
- The relationship between mindfulness and
  - Communication
  - Perception and stress
  - Emotions
  - Chronic pain
  - Self-care and compassion
- The role of the MBSR/MBCT teacher

The candidate knows the exercises specific to MBSR/MBCT and the similarities and differences between the two programs.

**Skills**

The candidate can create learning materials used in MBSR/MBCT

The candidate can identify potential participants that are suited to take part in MBSR/MBCT and those that are not suited

The candidate can carry out a MBSR/MBCT course professionally and ethically

The candidate is able to work with course participants' questions and difficulties

The candidate can ensure his/her own well-being

The candidate can reflect on her/his own work and adjust this through the mentoring process.

The candidate is able to review scientific research on MBSR/MBCT.

**General competencies**

The candidate has knowledge of professional and ethical issues and is able to initiate professional and ethical discussions related to mindfulness

The candidate can apply their knowledge and skills in new areas

The candidate can communicate independent work both in writing, verbally and through other appropriate forms of expression

The candidate can communicate about relevant professional issues

The candidate can contribute to innovation.

**Emnets temaer:**

The structure and content of the MBSR program

The structure and content of the MBCT program

Body Scan

Sitting meditation

Bodywork and gentle yoga

Facilitating inquiry

Research on mindfulness and mindfulness-based interventions

Stress

Mindfulness and emotions

Aspects of pedagogy in an MBSR/MBCT course

The teacher-student relationship

The code of ethics

How does an MBSR/MBCT teacher take care of his/her own well-being

**Pedagogiske metoder:**

Annet

**Pedagogiske metoder (fritekst):**

- lectures
- discussions
- exercises
- student presentations
- peer mentoring in groups

**Vurderingsformer:**

Annet

**Vurderingsformer:**

- a) A digital copy of a thesis in English between 4000-5000 words (including signed confirmation of completed mentoring sessions and in addition, when required, of the meditation guidance sessions and/or yoga training).
- b) Digital audio recordings of the Body Scan, Sitting Meditation and Mindful Bodywork/Yoga given to participants in her own course.
- c) A digital copy of the student handbook given to participants in his/her own eight-week MBSR course.

Each of the three parts of the exam must be evaluated to a grade of pass in order to pass the course

**Karakterskala:**

Bestått/Ikke bestått

**Sensorordning:**

Assessed by two internal examiners.

**Utsatt eksamen (tidl. kontinuasjon):**

Must be completed within one year of the original exam. That is, all work must be completed within two and a half years after starting the course.

**Tillatte hjelpemidler:**

**Obligatoriske arbeidskrav:**

Students will continuously document their own work through participation in a discussion forum on the web-based learning platform Fronter. All posts will be accessible to the rest of the class within Fronter. Posts may be written in Norwegian or English. A list of hand-in deadlines will be given out at the first module.

- A minimum of 20 discussion posts;
  - A learning and development post (min 400 words)
  - An autobiography post (min 600 words)
  - Six module posts (min 200 words)
  - Six literature posts (min 200 words)
  - Six practicum posts (min 200 words)
- In addition each student will submit eight written reflections, one for each week of the eight-week course and the day of mindfulness, to their mentor two days prior to mentoring. Each reflection should be between 500-600 words.

**Ansvarlig avdeling:**

Avdeling for helse, omsorg, sykepleie

**Emneansvarlig kobling:**

[Mark Hopfenbeck](#)

**Emneansvarlig:**

Assistant Professor Mark Hopfenbeck

**Læremidler:**

Brach, T. (2003)Radical Acceptance

Chodron, P. (2005)When Things Fall Apart

Crane, R. (2009)Mindfulness-Based Cognitive Therapy: Distinctive Features

Gunaratana, B. H. (2011)Mindfulness in Plain English

Kabat-Zinn, J. (2004) Wherever You Go There You Are

Kabat-Zinn, J. (2005) GuidedMindfulness Meditation Series 1 Audio CD

Kabat-Zinn, J. (2013)Full Catastrophe Living

Lehrhaupt, L., P. Meibert (2015)Mindfulness-Based Stress Reduction: The MBSR Program for Enhancing Health and Vitality

Santorelli, S. (2000) Heal Thyself

Segal, Z., M. Williams, J. Teasdale (2012) Mindfulness-Based Cognitive Therapy for Depression,Second Edition.

Teasdale, J., M. Williams, Z. Segal, J. Kabat-Zinn (2007) The Mindful Way Through Depression

Williams, M., J. Kabat-Zinn (Eds.) (2013)Mindfulness: Diverse Perspectives on its Meaning, Origins and Applications

Williams, M. (2013) Mindfulness Meditation with Mark William: Guided Meditation for Mindfulness-Based Cognitive Therapy (audio)

Williams, M., D. Penman (2011)Mindfulness: An Eight-Week Plan for Finding Peace in a Frantic World

Other teaching materials and Audio CDs will either be distributed during the training sessions or made available for download on an online server.

**Klar for publisering:**

Ja