Sussex Mindfulness Centre

NHS
Sussex Partnership
NHS Foundation Trust

Handbook for Mindfulness Teacher Training: Brief & Adapted Interventions

For intake in 2027

Version 1



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1) Introduction

The Sussex Mindfulness Centre (SMC) (www.sussexmindfulnesscentre.nhs.uk) brings together teachers, trainers and researchers of Mindfulness-based Interventions (MBIs) in Sussex Partnership NHS Foundation Trust (SPFT). This includes a partnership of SPFT staff, experienced researchers at Sussex University, and experienced teachers and trainers in the local community. SMC has good links with local teachers with whom it aims to facilitate a collaborative network through CPD and other events, as well as with trainers and researchers in other mindfulness centres and universities in the UK. The SMC aims to draw on the high-quality training, good governance and the existing research evidence to offer high quality mindfulness provision. At the same time, it aims to develop new evidence by developing and evaluating innovative mindfulness approaches, and with groups that may not otherwise have been considered able to benefit from MBIs.

SMC has been offering a year-long training in Mindfulness-Based Approaches (MBCT/MBSR) since 2011. More recently, it has become clear that an ever-growing number of people are drawing on mindfulness in their work and using adapted mindfulness-based approaches that are not the standard 8-week programmes, such as MBCT or MBSR. Although this adapted mindfulness work often requires great skill, practitioners have not necessarily had much training in delivering mindfulness-based approaches. This training, which was first delivered in 2016, is for people who wish to be equipped to use adapted mindfulness-based approaches safely and effectively.

For Sussex Partnership staff, completion of this training, or equivalent, meets the training component of the governance guidance for delivering adapted mindfulness-based interventions. Within Sussex Partnership NHS Foundation Trust, we refer to graduates of this training as Mindfulness-Based Intervention Practitioners.

2) Learning Outcomes

- To be able to teach a mindfulness-based approach in the teacher's setting.
- To be able to guide people in both formal and informal practices, adapting practices according to the relevant population and service.
- To understand the rationale behind providing different mindfulness practices and some of the learning that is likely to be derived from them.
- To be able to teach in an embodied way, drawing on the teacher's experience of their own practice.

- To be able to express the attitudinal foundations of mindfulness, such as Non-Judging, Non-Striving and Beginner's Mind; and keys aspects of the 'culture' of mindfulness-based approaches, such as seeing issues that arise as universal aspects of the human condition rather than as pathology.

- To understand, and be able to make an assessment of, the risks of mindfulness practices with the teacher's participant population, and to be able to adapt practices accordingly.

- To have some knowledge of the evidence base for the use of mindfulness with the population being taught.

- To be able to help people explore their experience of a practice in a way that is congruent with mindfulness-based principles.

3) Who is the training for?

The training is geared towards people who wish to, or already, use mindfulness practices in delivering:

- Individual or group based clinical work (but not the 8-week MBCT/MBSR programmes). Often this will be with populations for whom the 8-week programmes will not be suitable and need to be adapted – for example with young people, people with learning disabilities or people with developmental or neurological challenges.

- Drop in or taster sessions for staff or service users.

- Adapted Mindfulness-based interventions such as PBCT, ACT, DBT, Mindfulness for Voices groups, Mindfulness for physical health conditions and non 8-week Mindfulness groups in Recovery College. (Please note that the training is not a full training in PBCT, ACT, DBT etc., but rather aims to teach the skills and knowledge needed to lead mindfulness practices that form part of these.)

4) Admission Criteria

The training is open to people who:

- Have completed the 8-week MBCT, MBSR, Mindfulness for Life or Frantic World course as a participant or participated in a close variant of these. The course can have been completed either live online or in person. We also accept applications from people who have not yet completed one of these courses, but who will have done so by the start of the training.

- Have a regular mindfulness practice (with formal practice at least 2 or 3 times per week).

- Can envisage and describe appropriate ways in which they could use the training.

In addition, Sussex Partnership staff will be more likely to secure Trust funding for the training if they:

- Have a professional mental health training.

- Have the support of their manager and clinical lead to take the necessary time to do the training.

- Work in a role which allows for the delivery of a mindfulness-based approach.

- Work in a service where there is some evidence that the populations using that service can benefit from an MBI; or where there are proposals from the Trust Research department to work on innovative approaches with that population.

- Work in a geographical area and service where there is currently limited provision of MBIs and/or where there are strategic Trust objectives for extending the delivery of particular MBIs.

5) Application and selection process

Selection will be by application form, and where necessary, by telephone/Zoom call. Selection will be based on experience, motivation, and the likely benefit of the training to the context in which the applicant intends to use mindfulness. In the case of Sussex Partnership employees, this will be affected by strategic decisions about the delivery of mindfulness in the Trust.

For more information about the course, and/or an application form, please go to: https://sussexmindfulnesscentre.nhs.uk/train-to-teach-mindfulness/mbi/
Applications should be emailed to the Sussex Mindfulness Centre using spft.smc@nhs.net by **1st December 2026.**

If you have questions about the training that are not answered by this handbook, please contact spft.smc@nhs.net or call Niki Larsen-Johnson on 0300 304 0689. In addition, regular information sessions will be held about SMC's trainings throughout the year. You'd be welcome to attend one of these. Please email spft.smc@nhs.net to book a place.

Selection decisions should be made by mid-January 2027. **Applicants who are external to Sussex Partnership NHS Foundation Trust (SPFT) are welcome to submit their application forms early, for an early selection decision.**

6) Training in work time (for Sussex Partnership employees only)

Usually trainees' managers will release trainees, who work full time for Sussex Partnership, for the eight and a half days of teaching that happen on Fridays. The remaining teaching on Saturdays, day retreat, weekend retreat, personal mindfulness practice, reading and reflective writing are usually completed within trainees' own time. Sometimes trainees and their managers come to a different agreement as to how much of the training is completed in work time. Once the training has been completed, the expectation would be for managers and leads to release 'graduates' undertaking mindfulness-based work for periodic mindfulness supervision.

7) Fees

There should be some fully Trust funded or part Trust funded places for Sussex Partnership NHS Foundation Trust (SPFT) employees. For part funded places, SPFT employees will need to pay a proportion of the training cost (e.g. £330 payable by the trainee and £1,570 covered by the Trust).

The remaining places will be open to internal and external applicants who fully self-fund and to external applicants who are funded by their employer. The fee per place for the training is £1,900. This can be paid to Sussex Partnership NHS Foundation Trust in instalments, over a period of up to 9 months. In addition, we hope to be able to offer some reduced cost places, at 75% of the full cost (i.e. £1,425), to applicants who have limited financial means and/or who come from backgrounds that are currently under-represented in the mindfulness practitioner and teacher community. We won't know how many reduced cost places will be available until December 2026. However, you will be able to express an interest being considered for one of these on the application form and won't need to make a decision on accepting an offer of a place until you know the cost.

The cost of a weekend retreat is in addition to the above-mentioned fees. All trainees will need to organise and pay for this themselves. The range of cost for a weekend retreat is approximately £200 - £400.

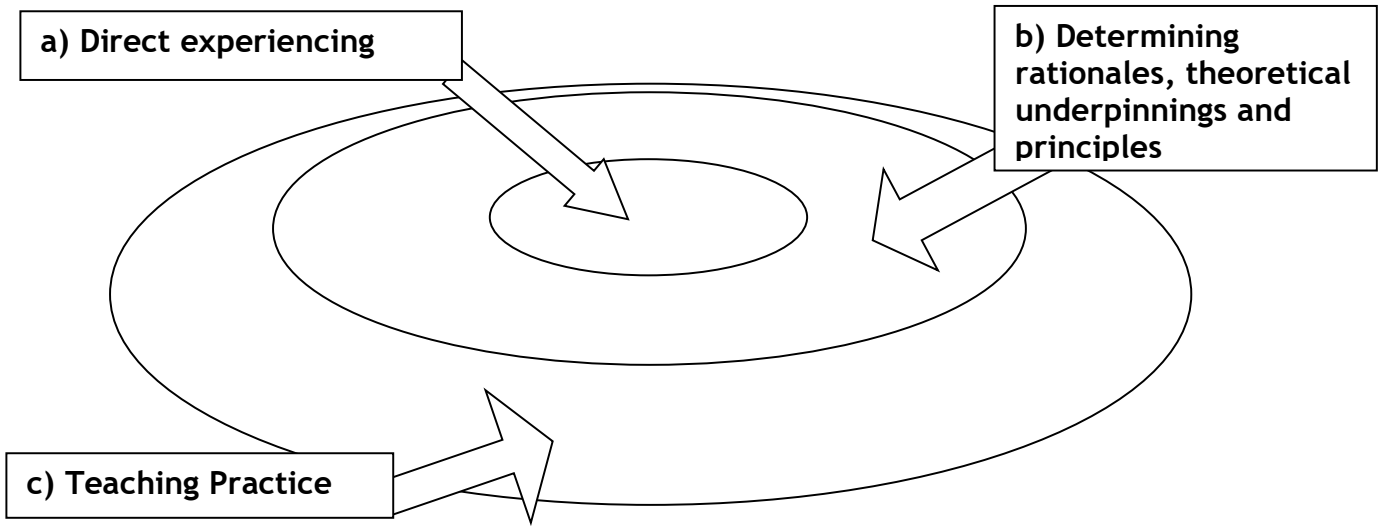
8) Training programme philosophy and approach

The training is based on an inner core of direct personal experiencing of mindfulness. This forms the basis for the succeeding circles of determining rationales, theoretical underpinnings and principles, and learning through teaching practice:

a) **'Direct Experiencing':** of the most commonly used mindfulness practices. This places the direct experiencing in a personal context of understanding. Personal mindfulness practice is seen as essential for the teaching to be embodied, and this is facilitated through regular personal practice and the day retreat.

b) **'Determining Rationales':** linking these direct experiences to the aims of the mindfulness work. This involves placing the learning in a wider context of theoretical understanding. Reflective writing and dialogue supports the integration of theory with both personal and teaching practice.

c) **'Teaching Practice':** exploring and dialoguing how the learning in 1) and 2) relates to different approaches to teaching these practices and exercises. This facilitates the development of the skills required to communicate the ideas, qualities and approach of mindfulness-based work.



As a mindfulness community, we recognise that the cause of suffering in individuals cannot be seen only in terms of internal processes and must be thought of in the context of the unequal power structures in society that shape those processes. As a part of the NHS, we strive to work towards a society in which our services are accessible and welcoming to all those who need them. We recognise and respect our differences; we celebrate the rich contribution made to society by a multiplicity of voices; and we commit to continue to learn from them by listening deeply to their wisdom. Sussex Mindfulness Centre totally rejects discrimination based on ethnic, racial and other kinds of difference.

9) Course structure

Trainees will take part in:

- Ten-and-a-half days of core teaching scheduled between Feb and Dec 2027
- An all-day of practice
- A weekend retreat (trainees can choose to attend a longer retreat, if they prefer)
- Personal mindfulness practice: as a rough guide, approximately 3 or 4 times per week of 20-30 minute practice
- Reading
- Writing 600 word reflective accounts to be submitted 2 weeks before each of the four modules and before the final tutorial.
- A mid-course and an end of training programme tutorial.

The orientation, first two modules and masterclasses will include trainees from this training as well as those on *Mindfulness Teacher Training: MBCT & MBSR*.

10) Course dates and venues

The planned dates and venues for the training sessions are as follows. Occasionally dates may be subject to change, but we do our best to avoid this.

Orientation half day:
Fri 19th Feb 2027 -morning only (9am – 1pm) Online via Zoom

Core teaching days *(all 9am-5pm, with some time at the beginning for arriving/ networking):*
Fri/Sat 19th/20th March 2027 (Module 1) Online via Zoom
Fri/Sat 23rd/24th April 2027 (Module 2) Online via Zoom
Fri 7th May 2027 (Trauma-informed and effective mindfulness teaching masterclass) Online
Fri/Sat 9th/10th July 2027 (Module 3) Online via Zoom
Fri/Sat 5th/6th Nov. 2027 (Module 4) In person in Brighton or Hove

Masterclasses
Buddhist Foundations of Mindfulness with Christina Feldman – Fri 8th Oct. 2027 Online
Optional: The Evolving Story of MBCT – date TBC Online via Zoom

SMC conference
Optional free in-person attendance at the SMC conference, if one is run in 2027. For updates see https://sussexmindfulnesscentre.nhs.uk/mindfulness-events-and-retreats/sussex-mindfulness-centre-conferences/

Day retreat ('all-days')

Trainees need to attend one all-day retreat. The dates of the all-day retreats offered by SMC will be confirmed nearer the time. Further details will be posted here: https://sussexmindfulnesscentre.nhs.uk/events/retreats/ Please note that while trainees need to attend one all-day retreat during the training, it doesn't have to be one of the SMC ones. If you're considering doing an all-day outside of these options, please talk with one of the trainers first to think about how well it fits with the training.

Weekend retreat

Trainees also need to attend a retreat that is at least a weekend in length. This is something that we ask you to organise and fund yourself. It may be that you already have a retreat planned that is suitable (if so, please check its suitability with one of the trainers on a training day or email Fergal Jones, fergal.jones@nhs.net). Criteria include (1) periods of silence, (2) the practices being the same or close to those taught in secular mindfulness-based interventions (MBIs), and (3) ideally the retreat being led by someone who has taught secular MBIs. We sometimes offer suitable weekend retreats through Sussex Mindfulness Centre (SMC). Details of the retreats that are currently on offer from SMC can be found at: https://sussexmindfulnesscentre.nhs.uk/mindfulness-events-and-retreats/mindfulness-and-compassion-retreats/. Another organisation that has historically organised appropriate retreats is the Mindfulness Network, see: https://retreats.mindfulness-network.org/. In all cases, please check the details of any retreat with one of the trainers or Fergal Jones, before booking, to ensure it is suitable.

11) Course content

The following is indicative of the course content. Some of the detail may change in places (e.g. in response to feedback received).

Orientation

- Introduction to trainers, training and other trainees
- Practical issues: e.g. the library, peer buddy groups, reflective writing etc.
- Q & A

Module 1

- Introduction to the underpinning theories and rationales of MBIs
- Training on teaching body scan and the raisin exercise
- Practicalities re starting to teach
- Teaching practice, in small groups, with feedback from an experienced supervisor

Module 2

- Further coverage of theory and rationale
- Training on teaching sitting meditation and mindful movement
- Training on leading inquiry
- Teaching practice, in small groups, with feedback from an experienced supervisor

Trauma-informed and effective mindfulness teaching masterclass

- Identifying and working with traumatic reactions to mindfulness practice
- Assessing and screening for MBIs
- Understanding the evidence base
- Hearing from ex-service users about their experiences of MBIs

Module 3

- Training on teaching brief practices
- Further training on leading inquiry/discussions about practice
- Training on teaching mindfulness in everyday life
- Teaching practice, in small groups, with feedback from an experienced supervisor

Buddhist Foundations of Mindfulness Masterclass

- Even though many of us deliver entirely secular MBIs, many of the ideas in contemporary MBIs make more sense when we understand their origins and intentions from Buddhist psychology.

Module 4

- Adapting for specific populations
- Taking learning forward
- Planning starting to teach
- Guidance on governance and supervision
- Leading a mindfulness practice and/or inquiry with the whole group.

12) Peer learning and reflective writing

All trainees will be allocated to a peer learning group. Each peer learning group will meet on at least 4 occasions (once prior to each module) to be organised at mutually convenient times. These meetings can occur remotely, for example using Zoom, which has free accounts: https://zoom.us/ or in person, as participants prefer. Prior to the peer learning meetings, trainees will make a practice recording and share it in drop box for their peers (and tutors) to listen to.

In addition, two weeks before each module, trainees will need to email to their tutor and to the training programme's convenor a 600 word reflective piece that brings together their

personal practice, theoretical learning and the experience of practising teaching. Please see Appendix 2 for more details.

13) Training programme completion

Awarding of the SMC certificate for successful completion of the course will depend on attendance at a minimum of 80% of the events. This means that, out of the ten-and-a-half teaching days (i.e. the orientation, modules and the masterclasses), not more than two days can be missed. Given that the course is not that long, we strongly advise planning for 100% attendance. At least 80% of the reflective writing must be submitted and the all-day of practice and weekend retreat must be attended in order to complete the training.

Within Sussex Partnership NHS Foundation Trust, we refer to graduates of this training as Mindfulness-Based Intervention Practitioners.

14) Beyond the training

Sussex Partnership employees will need to meet Trust governance criteria for teaching non 8-week mindfulness interventions (see https://sussexmindfulnesscentre.nhs.uk/about-sussex-mindfulness-centre/governance/) in order to deliver non 8-week (MBCT/MBSR) mindfulness-based interventions. Completion of this training will allow practitioners to meet a significant dimension of those governance requirements.

Other aspects of good governance for the delivery of mindfulness-based interventions in Sussex Partnership require staff to have an ongoing personal mindfulness practice, periodic mindfulness supervision, attend mindfulness CPD, and be up-to-date with the relevant mindfulness evidence base in their field.

15) BAMBA registration

The British Association of Mindfulness-Based Approaches (BAMBA) holds a register of teachers of mindfulness-based approaches in the UK. Sussex Mindfulness Centre is recognised by BAMBA as a Quality Assessed Affiliate Teacher Training Organisation. Therefore, graduates of our Mindfulness Teacher Training in Brief & Adapted Interventions will be able to apply for BAMBA registration, after they have completed at least 4 months of mindfulness teaching, during which they have received a minimum of 6 hours of mindfulness-based supervision.

If you don't have access to mindfulness-based supervision within your current setting, Sussex Mindfulness Centre can connect you with a network of mindfulness-based supervisors. We are also developing a follow-on supervised mindfulness teaching module, for those graduates who would like to undertake their initial mindfulness teaching within a course format (please note that completion of this module is not essential for BAMBA registration).

As well as supervised teaching practice, BAMBA registration involves additional commitments, including attending an annual retreat (usually of five days in length), holding professional indemnity insurance and meeting annual continuing professional development (CPD) requirements. For further details, please see https://bamba.org.uk/join-the-register/. BAMBA registration is not a requirement for teaching mindfulness-based interventions in the UK, but can be helpful in increasing a mindful teacher's profile and providing assurance to their clients/students, especially if they don't have another, related, professional registration.

16) Course reading

In addition to any materials specific to particular specialist relevant areas, trainees are advised to read from the following list: (NB: Links have been provided to the journal articles that are freely available on the internet. For the other articles, you'll need to use your library account to access them.)

The Mindfulness-Based Interventions: Teaching and Learning Companion (MBI:TLC), which is Chapter 19 of *Essential Resources for Mindfulness Teachers,* edited by Rebecca Crane, Karunavira & Gemma Griffith.

Burch, V. (2008). *Living well with pain and illness.* London: Pitakus

Crane, R. (2017). *Mindfulness-based cognitive therapy. 2nd ed.* London: Routledge.

Crane, R. et al. (2017). What defines mindfulness-based programs? The warp and the weft. *Psychological Medicine*, *47,* 990-999. doi:10.1017/S0033291716003317. [which can be found here]

Crane, R. (2015). Some Reflections on Being Good, on not Being Good and on Just Being. *Mindfulness, 6,* 1226–1231. DOI 10.1007/s12671-014-0350-y [which can be found here]

Crane, R., Kuyken, W., Williams, J.M.G., Hastings, R.P., Cooper, L., Fennell, M.J.V. (2012). Competence in teaching mindfulness-based courses: concepts, development and assessment. *Mindfulness, 3,* 76-84.

Crane, R. S., Karunavira, & Griffith, G. M. (2021). *Essential Resources for Mindfulness Teachers.* Routledge.

Didonna, F. (Ed). (2009*). Clinical handbook of Mindfulness.* New York: Springer.

Griffith, G.M., Bartley, T., & Crane, R.S. (2019). The inside out group model: teaching groups in mindfulness-based programs. *Mindfulness, 10*, 1315–1327. https://doi.org/10.1007/s12671-019-1093-6 [which can be found here]

Hölzel et al. (2011). How does mindfulness meditation work? Proposing mechanisms of action from a conceptual and neural perspective. *Perspectives on Psychological Science, 6*, 537-559.

Kabat-Zinn, J. (2013). *Full catastrophe living, revised edition: how to cope with stress, pain and illness using mindfulness meditation*. Hachette UK.

Loucks, E. B., Crane, R. S., Sanghvi, M. A., Montero-Marin, J., Proulx, J., Brewer, J. A., & Kuyken, W. (2022). Mindfulness-Based programs: why, when, and how to adapt?. *Global Advances in Health and Medicine, 11,* 21649561211068805. https://journals.sagepub.com/doi/pdf/10.1177/21649561211068805

McCown, D., Reibel, D., & Micozzi, M.S. (2010). *Teaching mindfulness: a practical guide for clinicians and educators*. New York: Springer.

Mindfulness Initiative (2015). *The Mindful Nation report. Report by the Mindfulness All-Party Parliamentary Group (MAPPG)*. On the SMC website under 'outreach and national policy'

Rosenberg, L. (1999). *Breath by breath: the liberating practice of insight meditation.* Boston: Shambala.

Sanghvi, M., Bell, R., Bristow, J., & Stanway, J.-P. (2019). *Fieldbook for Mindfulness Innovators*. Sheffield, United Kingdom: The Mindfulness Initiative. https://www.themindfulnessinitiative.org/fieldbook-for-mindfulness-innovators

Santorelli, S. (1999). *Heal Thy Self: Lessons on mindfulness in medicine.* New York: Bell Tower.

Segal, Z.V., Williams, J.M.G. & Teasdale, J.D. (2013). *Mindfulness-Based Cognitive Therapy for Depression. 2nd Ed.* Guilford Press: New York.

Shapiro, S.L., Carlson, L.E., Astin, J.A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology, 62,* 373–386.

Shapiro, S., Siegel, R., & Neff, K. D. (2018). Paradoxes of mindfulness. *Mindfulness, 9,* 1693-1701.

Teasdale, J., Williams, J.M.G., & Segal, Z. (2014). *The Mindful Way Workbook.* New York: Guilford Press.

Treleaven, D. A. (2018). *Trauma-sensitive mindfulness: Practices for safe and transformative healing*. WW Norton & Company.

Williams, J.M.G. (2008). Mindfulness, Depression and Modes of Mind. *Cognitive Therapy Research, 32,* 721-733. DOI 10.1007/s10608-008-9204-z.

Williams, J.M.G & Penman, D. (2011). *Mindfulness: a practical guide to finding peace in a frantic world*. London: Piatkus.

Williams, J.M.G. & Kabat-Zinn, J. (Eds.) (2013). *Mindfulness: Diverse perspectives on its meaning, origins and applications.* London: Routledge.

Williams, J.M.G., Teasdale, J.D., Segal, Z.V., & Kabat-Zinn, J. (2007). *The Mindful Way Through Depression.* Guilford Press: New York.

Woods, S., & Rockman, P. (2021). Mindfulness-Based Stress Reduction: Protocol, Practice, and Teaching Skills. New Harbinger.

All trainees on the training programme are eligible to join the Sussex Partnership library and the specialist librarian at the Sussex Education Centre, Amy Dunn, can help direct trainees to relevant resources.

17) Ethical practice, confidentiality and safety

Trainees and trainers will be expected to work within the ethical codes of their professional bodies and to follow their employers' policies.

As a general rule, trainers will keep information shared by trainees in confidence. However, members of the training staff group will share information about trainees with each other where necessary in order to work as a cohesive training team. In the unlikely event that there are concerns about professional practice and/or other areas of risk and safety, information might need to be shared more widely, but the trainers would endeavour to speak with the trainee about this first.

18) Feedback and complaints procedure

Honest and constructive feedback is encouraged at all times. Feedback is formally collected at various stages of the training year but is welcomed informally at any other time. Feedback is used to reflect on the training and to make improvements where possible. If any trainee has a complaint, this should be addressed in the first instance to the person who is the subject of the complaint. If this does not produce satisfactory resolution, the complaint can be addressed to the course convenor or to a member of the training team, who will then share it with other members of the training team and work towards facilitating a resolution. If this still does not produce a satisfactory resolution, the complaint will then be directed to the Trust's Mindfulness-based Interventions Practice Network group which is responsible for governance of mindfulness activity in the Sussex Partnership, and from there, if necessary, to the Trust Director of Psychology and Psychological Therapies.

19) Course staff

Training programme convenor:	Dr Fergal Jones
Trainers:	Dr Bridgette O'Neill, Ruth Sequeira, Taravajra, Dr Robert Marx, Prof. Clara Strauss, Dr Anita Raybould, Heather Ball, Kate Gooch, Jiva Masheder, Richard Gilpin, Lynn Ley, Rosalie Dores, Nicky Mouat and service user mindfulness advocates
Mindfulness training administrator:	Niki Larsen-Johnson

20) Contact

In the first instance, requests for information about the training programme can be addressed to the Sussex Mindfulness Centre administrator on spft.smc@nhs.net and Tel. 0300 304 0689. Regular information sessions will be held about SMC's trainings throughout the year. You'd be welcome to attend one of these. Please email spft.smc@nhs.net to book a place.

21) Biographies of the trainers

Ruth Sequeira is a Mindfulness Lead and Senior Primary Mental Health Worker at East Sussex CAMHS. Ruth has a longstanding interest in mindfulness and meditation and is passionate about increasing access to mindfulness courses in different populations. Ruth teaches MBCT courses to staff groups and the general public and facilitates an adapted course for adolescents. Ruth is also a Mindfulness Supervisor and supports trainee Mindfulness teachers.

Bridgette O'Neill is a mindfulness teacher, trainer and supervisor, and a consultant clinical psychologist. She previously held a leadership position within SPFT and has been involved in the development and governance of mindfulness interventions in the Trust. Bridgette now works as a trainer for the Sussex Mindfulness Centre; she also teaches on the Masters course at the Centre for Mindfulness Research and Practice, Bangor University, and is Retreat Lead for the Mindfulness Network.

Taravajra has been teaching MBCT in Sussex since 2005. He gained a Masters degree in mindfulness based approaches in 2010 at Bangor University. Since 2011, he has been part of the core training team at Bangor, initially teaching on the Masters programme, then on the teacher training pathway (TTP) in the UK and internationally. In 2016 he was convenor of the UK Network of Mindfulness-based teacher training Organisations and led the creation of the Listing. He also holds a British Wheel of Yoga teaching diploma and is a Focusing practitioner. Taravajra has been one of the main trainers on the trainings since 2011.

Robert Marx is a consultant clinical psychologist and lead for mindfulness training and governance in the Sussex Mindfulness Centre. He chairs the mindfulness-based interventions practice Network group. He has been involved in running mindfulness groups for staff and adult service users in primary and secondary care since 2006, and in supervising mindfulness work over the last few years. He is also a Mindful Self-Compassion teacher and a cognitive-analytic psychotherapist and is interested in integrating relational, compassion-based and mindfulness approaches.

Fergal Jones is a consultant clinical psychologist and cognitive behavioural therapist who completed mindfulness teacher training at the University of Bangor. He currently works one day a week as Sussex Mindfulness Centre's training programmes convenor and for the remainder of the time as the Research Director on the clinical psychology training programme at Salomons Institute for Applied Psychology, Canterbury Christ Church University.

Clara Strauss is the Research Lead for the Sussex Mindfulness Centre. She is particularly interested in developing and evaluating new forms of mindfulness-based intervention (MBI), particularly for those people who may not be able to access MBCT. Along with other members of her research Clara has been developing and evaluating MBIs for people experiencing longstanding depression (with Paul Chadwick and Mark Hayward), for people distressed by hearing voices (with Paul Chadwick and Mark Hayward) and for people experiencing obsessive-compulsive disorder (OCD).

Heather Ball is a Psychiatric Nurse and CBT therapist working in secondary care adult mental health, Group Treatment Service. She is an MBCT and supervisor who teaches 8-week MBCT groups, Mindfulness for Voices, and Brief Mindfulness interventions. Heather has been involved in SPFT mindfulness research trials. She runs MBCT drop-ins for SPFT clients and staff, and at Brighton Buddhist Centre. She has particular interest and experience in mindfulness for ADHD and Autism. She gains inspiration from poetry, nature, Buddhism, walking and qi gong practice in daily life.

Jiva Masheder completed an MSc in Mindfulness-Based Cognitive Therapies from Exeter University in 2013 and has taught the 8-week mindfulness course to a wide variety of people over 10 years, delivering the course over 100 times both to groups and 1-1. Jiva also supervises trainees on Exeter University's MSc programme in MBCT and with Mindfulness Network. She has been practising mindfulness since 1997 and has seen herself becoming calmer, happier and more emotionally stable over that time.

Kate Gooch holds a Postgraduate Diploma in Mindfulness Based Approaches from Bangor University (2012) and has taught Mindfulness since 2007. She teaches the general population, clinical populations, and carers, as well as delivering courses in educational settings and the workplace. She's trained in .b, .b Foundations, and MYRIAD, in addition to being a Mindfulness supervisor for the Mindfulness Network. She also has a Speech and Language Therapy background.

Lynn Ley has been facilitating Mindfulness Based Cognitive Therapy Groups (MBCT) within Sussex Partnership NHS Foundation Trust since 2008. Within Health in Mind, there is a rolling eight-week MBCT program, and Lynn holds groups in Lewes, Hastings, and Eastbourne/ Hailsham. As with all teachers of MBCT within Sussex Partnership Trust, Lynn has a personal meditation practice which she has found life-enhancing. She also contributes to the mindfulness-based interventions practice network group.

Nicky Mouat is a Mental Health Nurse and Mindfulness teacher. She works in the NHS at Pavilions Drug and Alcohol Service, where she has been facilitating Mindfulness-Based Relapse Prevention courses, and holding a weekly drop in for Service-Users and Staff. She has been teaching MBCT for the Wellbeing Service, and Recovery College in Brighton. She is also part of the MYRIAD Mindfulness in Schools Research Project, and has been involved in teaching Mindfulness for Life to teachers in Sussex Schools in 2017. She has a particular interest in working with Service Users with 'Dual Diagnosis' (Substance Misuse and Mental Health Issues), and the way that Mindfulness can be helpful to this client group.

Richard Gilpin is a Counsellor and Cognitive-Behavioural Therapist, who has worked for various mental health services, including Sussex Partnership. He has trained in mindfulness-based practices since the 1990s and been facilitating Mindfulness-Based Cognitive Therapy

Groups (MBCT) courses since 2007. He has also written extensively on mindfulness, including two self-help psychology books: 'Mindfulness for Unravelling Anxiety' (2016) and 'Mindfulness for Black Dogs and Blue Days' (2012).

Rosalie Dores is a mindfulness teacher, supervisor, mentor, trainer and assessor. She teaches mindfulness, and interpersonal mindfulness, courses to the general public in London and workshops and courses within organisations. Rosalie has sustained a meditation and yoga practice since 1992 and is keen to support others in experiencing the benefits of committed practice. She has taught Yoga since 2005 and, in 2011, completed a five-year masters degree in Teaching Mindfulness Based Approaches (with distinction) at Bangor University. In addition, she has completed training in the assessment of mindfulness teachers using the MBI-TAC, Teacher Assessment Criteria and is trained as a mentor for new teachers. She is a supervisor with The Mindfulness Network.

Appendix 1: MBI:TLC: Brief Notes on the 6 Domains

Domain 1: Coverage, pacing and organisation of session curriculum. The teacher adequately addresses and covers the curriculum content of the session. This involves creating a skilful balance between the needs of the individual, the group and the requirements of teaching the course. The teacher is well organised with relevant course materials and teaching aids readily available and the room appropriately prepared for the group. The session is well 'time managed' in relation to the curriculum. The session is well paced with a sense of spaciousness, steadiness and lack of time pressure. Digressions are steered back into the session curriculum with tact and ease. **NB: Elements of this domain may not be applicable if a specific curriculum is not being delivered**.

Domain 2: Relational skills. Mindfulness-based teaching is highly relational – mindfulness practice engages us in a process of developing a new relationship both with ourselves and our experience. The qualities that the teacher brings to participants and the teaching process mirror the qualities that participants are learning to bring to themselves during the MBI programme. Mindfulness is the awareness which emerges through paying attention to experience in a particular way: on purpose (the teacher is deliberate and focused when relating to participants in the sessions); in the present moment (the teacher has the intention to be whole-heartedly present with participants); and non-judgmentally (bringing a spirit of interest, respect and acceptance to participants)

Domain 3: Embodiment of mindfulness. Mindfulness practice permeates the teacher and is expressed through two interconnected aspects to embodiment – 'present moment focus', and bringing the attitudinal foundations of mindfulness to moment by moment experience. Embodiment of mindfulness involves the teacher sustaining connection and responsiveness to moment by moment arising (within self, within individuals and within the group) and bringing the core attitudinal foundations of mindfulness practice to all of this. These attitudes are non-judging, patience, beginner's mind, trust, non-striving, acceptance, and letting go

Domain 4: Guiding mindfulness practices. The teacher offers guidance that describes accurately what the participant is being invited to do in the practice, and includes all the elements required in that practice. The guidance enables participants to relate skilfully to mind wandering (seeing this as a natural mind process, working gently but firmly to cultivate the skill to recognise when the mind has wandered and to bring the attention back). The guidance suggests the attitudes to bring to self and experience throughout the practice. The practice balances spaciousness with precision. Skilful use of language is key to conveying all this.

Domain 5: Conveying course themes through interactive inquiry and didactic teaching. This domain assesses the process through which the course themes are conveyed to participants. These are at times explicitly drawn out and underlined by the teacher and at other times emerge implicitly within the process. The domain includes inquiry, group dialogue, use of stories and poems, facilitating group exercises, orienting participants to session/course themes and didactic teaching.

Domain 6: Facilitating the group learning environment. The whole teaching process takes place within the context of a group, which if facilitated effectively becomes a vehicle for connecting participants with the universality of the processes being explored. The teacher creates a 'container' or learning environment that 'holds' the group and within which the teaching can effectively take place. The teacher works responsively with group process

through bringing an appropriate leadership style to the teaching; through taking good care of managing group safety, trust and boundary issues; through employing a teaching style which takes account of the individual within the context of the group, and balances the needs of both; through using the group process to draw out universal learning themes; through working with and responding to group development processes by managing the various phases of group formation, development and ending. The teacher is able to ‘tune into’, connect with, and respond appropriately to shifts and changes in group mood and characteristics.

Appendix 2: Reflective Journal

We ask trainees to keep a journal throughout their year of training. The reflective journalling process is intended to bring together the various theoretical and experiential components of the training and help make them part of a trainee's own experience. In your reflections, you may want to ask yourself what you've learned from particular experiences, and how they challenged you or changed your perspective. We recommend that this reflective journal is created electronically so that parts of it can be shared easily by email. We also suggest that entries are made to it on a regular basis.

During the year, you will need to periodically email a 600-word summary of the relevant elements from your reflective journal to the training programme convenor and your tutor. These should be submitted 2 weeks before each of the 4 modules, and before the final tutorial. This should be fairly straightforward to do if your reflections are entered regularly.

In the summaries, it would be helpful to bring together reflections on personal practice, theoretical learning and the experience of practising teaching. It could also be helpful to include something about how you have made sense of a mindfulness related idea or experience, how you've worked with confusion, or how you've critiqued an approach. Please include what has inspired you and/or what has sat uncomfortably with you, and why. The detailed content of this material will be kept confidential to the core group of trainers, but the themes may be used as a basis for some group discussions during the training.