



**Oxford
Mindfulness
Centre**

Mindfulness-Based Cognitive Therapy **Confirmation of Teacher Training**

This is to confirm that

Name: **Petr Arbet**

Date: 22.08.21

Has completed the following:

- Module 1 & 2 including Cognitive and Behavioural Foundations
- Module 3 – Retreat & Origins of Mindfulness
- Module 4 – Teaching Practice including workshops on Group Skills for MBCT and Inquiry in MBCT
- Orientation, Assessment and Ethics
- Research & Evaluation

And is deemed ready to begin teaching under supervision.

1. This document does not imply that the holder is qualified to teach mindfulness outside of their existing field of expertise
2. This document does not imply that the holder has undergone a competency assessment based on the Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI:TAC)
3. It is presented in the full expectation that the holder will fulfil the ongoing requirements of the Good Practice Guidelines as the minimum requirement for effective and safe teaching practice

Ruth Baer
OMC Trainer

Marie Johansson
OMC Trainer

Sharon Hadley
Chief Executive Officer
Oxford Mindfulness Centre

Good Practice Guidelines for Teaching Mindfulness-Based Courses

Guidance from the British Association of Mindfulness Based Approaches

A teacher of mindfulness-based approaches should have the following:

A. Mindfulness Based Teacher Training

1. **Familiarity through personal participation** with the mindfulness-based course curriculum that they will be learning to teach, with particular in-depth personal experience of all the core meditation practices of this mindfulness-based programme.
2. **Completion of an in-depth, rigorous mindfulness-based teacher training programme** or supervised pathway over a minimum duration of 12 months.

B. Training or background required in addition to mindfulness-based teacher training

1. **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.
2. **Knowledge and experience** of the populations that the mindfulness-based course will be delivered to, including experience of teaching, therapeutic or other care provision with groups and/or individuals, unless such knowledge and experience is provided to an adequate level by the mindfulness-based teacher training itself. An exception to this can be when teaching with the help of a colleague who knows well the population to whom the course will be delivered and has a relevant qualification. **They would also need to have an understanding of mindfulness-based approaches.**

3. If delivering MBCT, knowledge of relevant underlying psychological processes, associated research and evidence-based practice, unless these are provided to an adequate level by the mindfulness teacher training programme.
4. If delivering MBCT or other mindfulness-based course with a clinical population, an appropriate professional clinical training

C. Ongoing Good Practice Requirements

1. **Commitment to a personal mindfulness practice** through participation in annual, residential, teacher-led mindfulness meditation retreats with significant periods of silence.
2. **Engagement in processes which continue to develop mindfulness-based teaching practice:** ongoing contacts with other mindfulness practitioners and teachers, built and maintained as a means to share experiences and learn collaboratively and regular supervision with an experienced mindfulness-based teacher including:
(a) opportunity to reflect on/inquire into personal process in relation to personal mindfulness practice and mindfulness-based teaching practice
(b) receiving periodic feedback on teaching through video recordings, supervisor sitting in on teaching sessions or co-teaching with reciprocal feedback.
3. **A commitment to ongoing development as a teacher** through further training, keeping up to date with the evidence base, recording and reflecting on teaching sessions, participation in web forums etc.
4. **Adherence to the ethical framework appropriate to the teacher's professional background and working context or where not available to BAMBA's Code of Conduct**