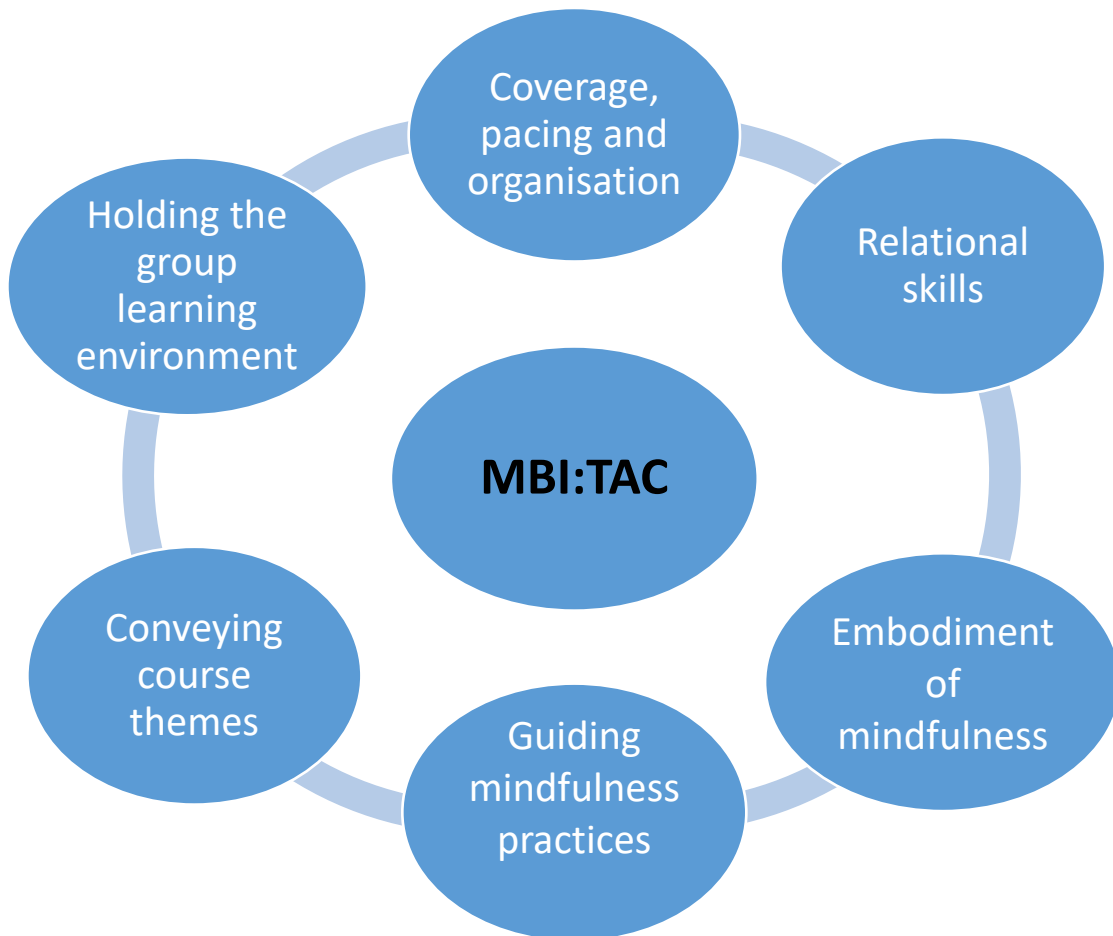


# MBCT in IAPT TRAINING

## Logbook



Welcome to the MBCT in IAPT Cohort 4 training!

This logbook is designed to support your teaching skills development during this training. It is based on two closely related tools: the *Mindfulness-Based Interventions: Teaching Assessment Criteria* (MBI:TAC) and the *Mindfulness-Based Interventions: Teaching and Learning Companion* (MBI:TLC).

The MBI:TAC was first developed in 2008 by Rebecca Crane and colleagues to assess teaching skills in mindfulness based programmes. It provides a 'map of the territory' and is structured according to six 'domains' of competence. The most recent (2021) version is available here:

<https://mbitac.bangor.ac.uk/documents/MBITACmanual0517.pdf>

The MBI:TLC was developed much more recently by Gemma Griffiths and colleagues. It is a reflective tool that is based upon the domains of the MBI:TAC. The tool is available in a chapter of the book *Essential Resources for Mindfulness Teachers* (Crane et al, 2021) or here:

<https://mbitac.bangor.ac.uk/the-tlc.php.en>

Time spent reflecting with the MBI:TLC and making notes in your log book will support MBCT teaching skills development.

#### **Logbook Intentions:**

- Record reflections from personal practice and learning "from the inside out".
- Record feedback from training day teach backs, supervision, and other developmental teaching opportunities (eg: in the workplace, guiding practice with colleagues, taster sessions or practicing with friends).
- Develop familiarity with the MBI-TAC Domains and Key Features.
- Provide a kind shared **developmental focus** for trainees, trainers, supervisors, tutors, mentors, and supporters.
- Begin to recognise and highlight examples where the key features are present in your teaching.
- Acknowledge and **build upon existing strengths** within an engaged and relational process of sharing your teaching.
- Developing clarity, language and a framework for **seeking and receiving support to work with learning edges**

**Using the Logbook:**

The logbook is for your own personal use as an aid to reflection and learning. You may choose to share elements of it with others (such as your supervisor) or you may choose not to.

**Training Days Focus :** Whilst all six MBI-TAC domains are interdependent and of equal importance, to begin, we would encourage you to **focus on logging examples in Domains 4 and 5 during the training days.**

**Supervised Groups Focus:** Now that you are teaching MBCT groups your supervisor will support you to “widen the lens” across the six domains and a wider range of key features to support your reflection and development. Use your Log Book to record themes discussed and action/intentions arising from supervision sessions.

**Preparing for Assessment:** Part of the assessment submission includes a *reflective account of your teaching*. The log will provide key information to prepare for assessment. Your supervisor, site lead and the Oxford Mindfulness Centre Assessment team are able to provide support with queries, questions and concerns around assessment submission.

**Personal Practice Reflection (Unit 2)**

(see Essential Resources for Mindfulness Teachers pages 149 -155)

Reflect on your personal practice, reading, the training days and any mindfulness work you may already be doing. This is not academic writing; write about the impact of mindfulness on you as a person and as an emerging MBCT teacher so that what you may be learning implicitly becomes more conscious. Use the reflection as an opportunity to practice self-inquiry:

Eg:

What was my direct experience (parse into thoughts, feelings, and body sensations)?

What urges or reactions did I notice in body or mind?

How did I relate to this?

Was this a familiar pattern?

How might this relate to MBCT themes if at all? What can I take from this into my day to day life?

Reflection 1 (600 words):
Reflection 2 (600 words):
Reflection 3 (600 words):

Reflection 4 (600 words):

Retreat Reflections:

**Domain 1: Coverage, pacing and organisation of session curriculum**  
(Examples of practice TAC Manual Pages 15-18 Competency Descriptors: Page 52)

**Key Features.**

1. **Adherence** to the form of the programme and coverage of themes and curriculum Content
2. **Responsiveness and flexibility in adhering** to the session curriculum
3. **Appropriateness of the themes and content** (taking into account the stage of the programme and experience of the participants)
4. **Level of organisation** of the teacher, room and materials
5. The degree to which the **session flows and is appropriately paced**

**Existing Strengths/Examples from Practice**

**Areas to Develop/Intentions**

**REFLECTIONS**

**Domain 2: Relational skills**

(Examples of practice TAC Manual Pages 19-22 Competency Descriptors Page:54)

**Key features.**

1. **Authenticity and potency** – relating in a way which seems genuine, honest and confident
2. **Connection and acceptance** – actively attending to and connecting with participants and their present moment experience and conveying back an accurate and empathic understanding of this
3. **Compassion and warmth** – conveying a deep awareness, sensitivity, appreciation and openness to participants’ experience
4. **Curiosity and respect** – conveying genuine interest in each participant and his/her experience while respecting each participants’ vulnerabilities, boundaries and need for privacy
5. **Mutuality** – engaging with the participants in a mutual and collaborative working relationship

**Existing Strengths/Examples from Practice**

**Areas to Develop/Intentions**

**REFLECTIONS**

**Domain 3: Embodiment of mindfulness**

(Examples of practice TAC Manual Pages: 23-29 Competency descriptors :Page 56)

**Key features.**

1. **Present moment focus** – expressed through behaviour and non-verbal communication
2. **Present moment responsiveness** – working with the emergent moment with spaciousness and ease
3. **Steadiness and vitality** – simultaneously conveying calm, ease, non-reactivity and alertness
4. **Allowing** – the teacher’s behaviour is non-judging, patient, trusting, accepting and non-striving
5. **Natural presence of the teacher** – the teacher behaviour is authentic to their own intrinsic mode of operating

**Existing Strengths/Examples from Practice**

**Areas to Develop/Intentions**

**REFLECTIONS**







**Domain 6: Holding the group learning environment.**

(Examples of practice TAC Manual Pages 44-47)

**Key features:**

1. Learning container – **creating and sustaining a rich learning environment** made safe through careful management of issues such as ground rules, boundaries and confidentiality, but which is simultaneously a place in which participants can explore and take risks.
2. Group development – **clear management of the group development processes** over the eight weeks, particularly regarding the management of the group in terms of beginnings, endings and challenges.
3. Personal to universal learning – the teacher **consistently opens the learning process towards connection with the universality and common humanity** of the processes under exploration.
4. Leadership style – **offers sustained ‘holding,’ and demonstrates authority and potency** without imposing the teacher’s views on participants.

**Existing Strengths/Examples from Practice**

**Areas to Develop/Intentions**

**REFLECTIONS**

**End of Training Stage 1 Review  
Preparing for Supervision**

Brief summary of Personal Practice and Experience of Teaching MBCT using reflective questions for Domains 4 and 5 (pages139-143) MBI-TLC:

Key Features where I am developing strengths:

Key Features focus for development with support in supervision:

**Training Transition Overall Competence Self Rating (1-4)**

End of Training Days:

End of Supervised Group One:

End of Supervised Group Two:

**Competency Descriptions by Domain (1-6) in MBI-TAC Manual**

**Overall Competency Self Rating:** (Page 50)

**D1 Coverage, pacing and organisation of session curriculum** (Page 52)

**D2 Relational skills** (Page 54)

**D3 Embodiment of mindfulness** (Page 56)

**D4 Guiding Practice** (Page 58)

**D5 Conveying Course Themes Through Interactive Inquiry and Didactic Teaching** (Page 67)

**D6 Holding the group learning environment** (Page 69)

Competence band	Generic definition of overall competence level	Numerical band
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<b>Incompetent</b> <i>The teaching demonstrates an absence of key features, highly inappropriate performance, or behaviour that is harmful.</i>	Key features are not demonstrated. The teacher makes consistent errors and displays poor and unacceptable teaching, leading to likely or actual negative therapeutic consequences. There is no real evidence that the teacher has grasped the fundamentals of the MBI teaching process.	<b>1</b>
<b>Beginner</b> <i>The teaching demonstrates basic building blocks of MBI competence in at least one feature.</i>	At least one key feature in each domain is evident at competent level but there are significant levels of inconsistency across all other key features. Across other key features there is substantive scope for development, overall lack of consistency and many areas that require development to be considered adequate teaching. The teacher is beginning to develop some basic building blocks of MBI competence.	<b>2</b>
<b>Advanced Beginner</b> <i>The teaching demonstrates evidence of competence in two key features in each domain. The participant's emotional and physical safety is well taken care of.</i>	At least two key features are evident at a competent level in each domain, but there are one or more major problems in others. The teaching has scope for greater levels of consistency in competence across key features and domains. The teaching at a very basic level would be considered 'fit for practice.'	<b>3</b>
<b>Competent</b> <i>Teaching is competent, with some problems and/or inconsistencies</i>	All key features are mostly present in all domains at a competent level with possibly some good features, but some inconsistencies are present. The teacher demonstrates a workable level of competence and they are clearly 'fit for practice.'	<b>4</b>

Supervision Record Group 1

	Themes discussed in Supervision	Takeaways, Intentions, Actions
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Review	Teaching Strengths	Areas for Development

Supervision Record Group 2

	Themes discussed in Supervision	Takeaways, Intentions, Actions
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Review	Strengths	Areas for Development

Notes/Journaling: