



THE
MINDFULNESS CENTRE

Professional Diploma in teaching

Mindfulness-Based Stress Reduction &
Mindfulness-Based Cognitive Therapy

Starting in July 2018

Professional Diploma in Teaching Mindfulness-Based Stress Reduction & Mindfulness-Based Cognitive Therapy, Starting in July 2018

Optional Accreditation by QQI at FETAC Level 6



Josephine Lynch M.A. and Helen Byrne M.A are pleased to announce that the next Professional Teacher Training in Mindfulness-based Stress Reduction and Mindfulness-based Cognitive Therapy (MBSR and MBCT) will start in July 2018 and run to January 2020.

This is a comprehensive, rigorous, experiential professional teacher training, with a significant residential component, leading to a Diploma in Teaching MBSR and MBCT. It draws on the trainings at the Centre for Mindfulness Research & Practice (CMRP) at Bangor University and the Center for Mindfulness (CFM) at the University of Massachusetts (UMass) in which we have participated, on the many retreats and trainings we have taken and on our substantial experience in teaching mindfulness-based courses over the past decade. This training will equip you with the deep foundations required to teach mindfulness-based interventions in different contexts.

The Directors of the Mindfulness Centre observe, as a minimum standard, the Good Practice Guidelines developed by the Mindfulness Teachers Network in Ireland, those of the U.K. Network of Mindfulness Teachers and the Principles and Standards for Training Teachers to Deliver MBSR developed by the CFM. These guidelines safeguard integrity in teaching MBSR and MBCT.

We are part of the development of a professional body called The Mindfulness Teachers Association of Ireland which is supporting and setting standards for teachers and trainings in Ireland, informed by the International Integrity Network in MBIs and EAMBA, The European Association of Mindfulness Teachers.

We are committed:

- To fostering the on-going development of an inclusive community of Mindfulness Teachers in Ireland, providing initial training and on-going CPD, supervision, regular retreats and advanced teacher training, drawing on best international practice and with inputs from Irish and international teachers and mindfulness training organisations;
- To the development of the Mindfulness Teachers Network of Ireland, the emerging professional body for qualified teachers;
- To the Guidelines for Good Practice laid down by the Mindfulness Teachers Network of Ireland, in line with international standards of best practice;
- To honouring the ethical framework to which mindfulness belongs, supporting the cultivation of inner and outer conditions that allow individuals to thrive and which lead to a more compassionate society.

**THE MINDFULNESS CENTRE TEACHER TRAINING FACULTY:
FOUNDER DIRECTORS:**



Josephine Lynch & Helen Byrne

Josephine Lynch, Dip. Ac., Dip. Herbal Med., M.A. Mindfulness-Based Approaches, Bangor University, has also gained the Certificate of Competence to Teach Mindfulness-Based Courses from the Centre for Mindfulness Research & Practice at Bangor University. Most of her career was in Mind/Body medicine with such modalities as shiatsu, acupuncture and herbal medicine. She studied counselling in Maynooth University and has been interested in ecology and environmental issues for many years.

Josephine has received substantial training in offering supervision to mindfulness teachers with Cindy Cooper at Bangor University and recently completed a 2-year in-depth course in Buddhist Psychology with Senior staff at Bodhi College, with whom she continues to study. She is trained in teaching Mindful Self-Compassion. Josephine has been teaching MBSR since 2005 making her one of the first people teaching MBSR in Ireland. She is one of the core teachers on the UCD School of Psychology's M.Sc. in MBIs and is the Chairperson on the first Board of Directors of the Mindfulness Teachers Association of Ireland, the emergent professional body for teachers of evidence-based MBIs.

Helen Byrne, B.A., H.Dip.Ed., Dip. Psych.(post-grad.), M.A. in Mindfulness-Based Approaches, with Distinction, from Bangor University. Helen qualified as a Family Therapist with the Clanwilliam Institute in 1996. She trained as a Yoga teacher with the Yttc and YTI. She trained in offering supervision to mindfulness teachers with Cindy Cooper at Bangor University and recently completed a 2-year in-depth course in Buddhist Psychology with Senior staff of the Bodhi College with whom she continues to study. She also trained in teaching Mindful Self-Compassion.

Helen's background is in education and the community and voluntary sector. She has been teaching MBSR in various contexts since 2008. She is one of the core teachers on the UCD School of Psychology's M.Sc. in MBIs.

Josephine and Helen have received substantial training in the use of the Mindfulness-Based Interventions: Teacher Assessment Criteria (MBI:TAC) from Dr. Rebecca Crane. The MBI:TAC is regarded as the gold standard in the assessment of mindfulness teachers and is used in Bangor, Oxford and Exeter Universities, at UCD, and is now being used at the Center for Mindfulness at University in Massachusetts. This is the assessment tool used at The Mindfulness Centre on this Diploma Course.

FACULTY:

Dr Terry Hyland, Fellow of the Higher Education Academy (UK) & Professor Emeritus of the Education & Psychology Academic Group, University of Bolton, UK. Terry is a highly published author on the themes of mindfulness, education and philosophy and his current interest is in the area of the commodification of mindfulness.

Niamh Barrett, B.A., began her professional training in 2007 with a foundation year at the University of Bangor in North Wales, and completed her training with the Institute for Mindfulness-Based Approaches (Germany), graduating in 2010. Prior to this, her professional background was in documentary film and television production and she holds a Post-Grad. Dip. Journalism.

As the mother of a young child, Niamh enjoys sharing mindfulness practice with others who are working or living with children and also offers workshops and short courses in mindfulness in parenting. Niamh has a special interest in mindful communication and has trained with Bangor University in offering Supervision to Mindfulness Teachers.

Fionnuala Gill, B.A. Psych., TCD, M.A. Vocal Performance, RSAMD, Glasgow, Yoga teacher (RYT 200 hour, Yoga Alliance), Level One Sensory Motor Psychotherapy Training, Teacher of Mindfulness Based Approaches, IMA. Fionnuala has also trained with Bangor University in offering Supervision to Mindfulness Teachers.

Fionnuala attended her first seven-day silent retreat with Martine and Stephen Batchelor in 1994 and in 1999 travelled to India and Nepal where she attended the teachings of the Dalai Lama and completed a month long retreat at Kopan Monastery in Kathmandu. Since that time Fionnuala has attended many trainings and retreats with other renowned teachers including Mark Williams, Christina Feldman, John Peacock, Cindy Cooper and Rebecca Crane.

Assistant Teacher: Fiona O'Donnell M.A., M.Sc., B.Soc. Sc.,: Fiona achieved a Master's degree in Mindfulness Based Approaches at Bangor University, Wales. She is also a trained teacher in Mindful Self Compassion (MSC). Fiona has also attended training in Mindfulness Based Cognitive Therapy (MBCT) at the Oxford Mindfulness Centre, Oxford University. She has a Masters in Applied Social Research from Trinity College Dublin and a Bachelor of Social Science from Queen's University Belfast.

Fiona offers mindfulness courses to people with low mood and anxiety disorders, alcohol and drug dependency and specializes in mindfulness in the work place and mindful self-compassion. As well as working directly with vulnerable children & families through HSE funded projects for a number of years, she spent several years working in the areas of philanthropy and Human Rights.

VISITING & SUPPORTING TEACHERS:

Dr Tony Bates is a clinical psychologist with over 30 years' experience and is the Founding Director of Headstrong, the National Centre for Youth Mental Health.

Dr Paul D'Alton is the head of the Dept. of Psycho-Oncology at St.Vincent's University Hospital and is Co-Director of the UCD M.Sc. in Mindfulness-based Interventions.

Dr Rebecca Crane, Ph.D., M.A., PFHEA, Dip. Cot. directs the Centre for Mindfulness Research and Practice at Bangor University and has played a leading role in its development since it was founded in 2001. She teaches and trains internationally in both Mindfulness- Based Cognitive Therapy and Mindfulness-Based Stress Reduction (MBSR), and is a certified MBSR teacher with the Center for Mindfulness at the University of Massachusetts Medical School.

Dr Crane is the development lead in the MBI:TAC, the gold standard in assessment of mindfulness teachers, used in Bangor, Oxford and Exeter

Universities, at UCD, and now being used at the Center for Mindfulness at University in Massachusetts.

Sarah Silverton holds a B.A. (hons), Dip COT, and Med. She is currently a Mindfulness teacher and trainer working through The Centre for Mindfulness Research and Practice, Bangor University and The Mindfulness in Schools Project, and is a Co-author of Paws b, a primary school curriculum for children aged 7-11. Sarah is the author of 'The Mindfulness Breakthrough' (2012).

Melissa Blacker, Roshi is a Zen Master and an internationally renowned Dharma teacher. With her husband, David Rynick, she is abbot of Boundless Way Zen Meditation Centre in Worcester, Massachusetts. She holds degrees in anthropology, music and counseling psychology. In 1993 Melissa joined the staff of the Center for Mindfulness, founded by Jon Kabat-Zinn at the University of Massachusetts Medical School in Worcester. Until 2012 she was a senior member of the mindfulness-based stress reduction teaching staff, the Associate Director of the Stress Reduction Clinic, and a Director of professional training programs at the Center.

Melissa's writing appears in a number of collections including Best Buddhist Writing, 2012, and The Hidden Lamp, and she is co-editor of The Book of Mu: Essential Writings on Zen's Most Important Koan. Her writing also appears in various Buddhist magazines, including Shambhala Sun, Lion's Roar and Buddhadharma.

David Dae An Rynick, Roshi is a Soto Zen priest and along with his wife, Melissa Backer, he is abbot and a resident teacher at Boundless Way Temple in Worcester, Massachusetts. He holds a Master's degree in Liberal Studies and is the author of This Truth Never Fails: A Memoir in Four Seasons. David is also a life and leadership coach who works with spiritual leaders from many different traditions as well as with individuals seeking to align their lives with their deepest wisdom.

Emma Philbin Bowman, BA, Diploma in Humanistic & Integrative Psychotherapy. Emma completed a 4-year Professional Training at the Institute of Creative Counselling and Psychotherapy and is a fully accredited member of the Irish Association of Humanistic and Integrative Psychotherapy (IAHIP). She is also a committed mindfulness meditation practitioner.

Alvina Cassidy is a psychotherapist & teacher of Mindfulness-Based Approaches. Alvina is a supervisor and teacher with the IMA and The Mindfulness Centre.

Dominic Cogan BA (Hons.), M.Ed. (with Distinction), Cert. in Counselling Skills and Practice, received professional training in teaching Mindfulness-Based Stress Reduction (MBSR) at the University of Bangor and the Institute for Mindfulness Based Approaches (IMA, Germany). He has also trained with the UK based Mindfulness in Schools Project (MiSP) to teach the .b programme to adolescents, the Paws b programme to children and the .b Foundations programme to teachers and those working with young people. In addition, he works as a teacher trainer on the MiSP .b teacher training courses. He has a particular interest in promoting mindfulness in schools and in supporting teachers to do so.

Dominic has also completed a 6-day intensive Professional Training in Positive Neuroplasticity with the leader in the field, Dr Rick Hanson.

Marian O'Brien-Hughes has a psychology, psychotherapy and clinical background. A graduate of T.C.D. in Psychology and with a further degree in the Arts and the Humanities, she was also awarded a Master's degree in the field of Mindfulness-Based Cognitive Therapy at Oxford University in 2011.

Dr Elma Hedderman, M.B., B.A.O. B. Ch., B.A. M.Cl.Psych. A consultant child and adolescent psychiatrist, Dr Hedderman has worked within the HSE with responsibility for Child and Adolescent Mental Health Services (CAMHS) in Kildare and Dublin. She also has extensive experience working within the NHS in Belfast, Bristol and Sussex. She has trained in

Psychopharmacology, Family Therapy, Cognitive Behaviour Therapy, Dialectical Behaviour Therapy and Mindfulness. Dr. Hedderman is currently involved in research on the role of Self-Compassion in Depressed adolescents.

Dr Sarah-Jane Cullinan joined Trinity College Dublin's School of Business in 2014 as an Assistant Professor in Human Resource Management and Organisational Behaviour. She also holds a BA in Sociology and Psychology from University College Cork and a MBS in Human Resource Management from Dublin City University. Her research interests lie primarily in the area of employee health and well-being at work. In 2017 Sarah-Jane completed all taught and residential elements of a Professional Diploma in Teaching Mindfulness-Based Interventions. She is passionate about sharing mindfulness practice (in the form of Mindfulness-Based Stress Reduction Programmes) with both students in her modules and employees and managers in the organisations where she conducts research.

Niamh Digan M.Ed, BSc Couns & Psych, B.A, Dip Couns, Dip in Ed Leadership, H.Dip in Ed. worked with the Department of Education teacher support services for ten years where she had responsibility for the design and facilitation of child protection training to school managers as well as teacher training in the area of relationships, sexuality and health education. Prior to this she worked in post primary schools in Dublin as a teacher and guidance counsellor.

Niamh trained in person-centred and psychodynamic therapy as well as Mindfulness Based Stress Reduction and Cognitive Therapy. She is a registered member of the Teaching Council and an accredited member of the IACP. Niamh teaches mindfulness-based stress reduction courses and uses mindfulness-based interventions in her work with young people and adults in schools and colleges around Ireland.

From time to time, teachers other than those listed above may be invited to contribute.

EXTERNAL EXAMINER:

Rosalie Dores M.A has been practicing meditation and yoga since 1993. She completed a five-year Masters, with distinction, in Teaching Mindfulness Based Approaches at Bangor University in 2011. She also holds a Certificate of Competency in Teaching Mindfulness Based Approaches. She teaches Distance Learning programmes for the University of Bangor, supervises mindfulness teachers for the Mindfulness Network CIC, and teacher trains in Europe. Rosalie has completed a training in teaching Interpersonal Mindfulness with the Centre for Mindfulness (UMASS) and Metta Foundation.

SUPPORTING TEAM:

Shirley Copeland brings together mindfulness and wonderful vegetarian cooking. She is highly experienced in a different way of of cooking, treating the ingredients and the process of cooking with care and attention.

Dee Kerins teaches video in Griffith College. She is an Iyengar Yoga teacher, and for the Mindfulness Centre she is an indispensable administrator, organiser, website person and, when called on, an excellent vegetarian cook.

COURSE DESCRIPTION:

The Mindfulness Centre for Professional Training in Ireland offers an eighteen-month comprehensive training in becoming an MBSR/MBCT Teacher.

This training programme is founded on the premise that learning to teach Mindfulness-Based Stress-Reduction and/or Mindfulness- Based Cognitive Therapy requires a long and sustained engagement. The kind of training we offer suits people who are willing to engage deeply in both a personal and a professional development process, not just over the 18 months of training, but on into the future. This involves a high degree of personal commitment. We offer the same commitment to our own practice, our on-going training, and to our teacher trainees.

PROGRAMME GOALS:

- To offer teacher training of the highest quality in line with best international practice and good practice guidelines.
- To cover all that is necessary and important – including the origins of mindfulness in contemplative traditions, contemporary therapeutic approaches, and the theory, practice and research which underpins recent mindfulness developments – in the preparation of teachers intending to work in this dynamic and exciting area.
- To support participants in furthering their personal understanding and deepening their practice of mindfulness.
- To provide a growing community of support for participants in this pioneering field.

PT4 Programme Schedule: July 2018 - January 2020

Module 1: Residential (Venues to be confirmed)

Sunday 12th August – Saturday 18th August 2018:

7 Day silent, retreat with Melissa Blacker and David Rynick in Castletown, Co. Laois.

Thursday – Sunday, November 15th-18th 2018: 4 day Teacher Training Retreat (RTT 1)

Thursday – Sunday 14th – 17th November 2019: 4 Day Teacher Training Retreat (RTT 2)

(Residential Retreats and Trainings will usually run from 6pm on the evening of the first day to lunchtime on the last day.)

Module 2: Non-Residential

(The Mindfulness Centre, 33 Lower Pembroke St, Dublin 2):

6 x 2-day plus 1 x 3-day non-residential teaching blocks

2018

- 6th – 8th July
- 6th & 7th October

2019

- 26th & 27th January
- 23rd & 24th March
- 6th & 7th July
- 7th & 8th September

2020

- 25th & 26th January

From time to time the Directors may change or add to these dates, in response to the needs of the group and other factors.

There is an emphasis in this training on experiential learning – learning to teach through teaching - and on developing and deepening one’s personal mindfulness practice. The training also covers all that is relevant to understanding mindfulness and MBIs, and includes input from experts on a wide range of areas current in the literature on mindfulness, including the following:

- The history of mindfulness – from its ancient foundations in Buddhist psychology to how Western psychologists now understand the experience of being human.
- Contemporary Neuroscientific research - the effects of mindfulness practice on the brain.
- Neuroplasticity - the discovery of the capacity of the brain/mind to change
- Understanding explicit and implicit bias and how mindfulness can allow more choice.
- The autopilot of the mind – it’s advantages and disadvantages
- In-depth study of the Mindfulness Based Stress Reduction (MBSR) and Mindfulness Based Cognitive Therapy (MBCT) curricula
- The use of mindfulness in Clinical Practice.
- Adapting mindfulness to match the needs of different groups
- The theory of andragogy and working with groups
- The dangers of the commodification of mindfulness – ‘McMindfulness.’

OTHER TRAINING COMPONENTS:

- Trainees will be asked to participate in / observe / assist on an 8-week MBSR/MBCT course delivered by an experienced teacher. Where the Directors feel it is necessary or useful they may recommend that trainees participate in / observe additional 8-week courses. As this is an intensive training in teaching 8-week MBSR/MBCT courses, it is essential that all trainees have an intimate experiential knowledge of the course from the inside out.

- Trainees will receive 2 hours of mentoring sessions with the course teacher while participating in / observing an 8-week course. *These mentoring sessions are designed to assist the trainee in developing their understanding of the 8-week course in terms of their own experience, their observations of others' experience and the teaching and any other issues that arise while observing and participating. Where they have assisted e.g. led a practice they will receive feedback from the course teacher. The cost of participation /observation in the course and mentoring will be borne by the trainee teacher.*

- Trainees will be supported in teaching short courses and introductory workshops etc. thus developing confidence and experience before teaching a full 8- week MBSR/MBCT programme, under supervision.

- Trainees will teach an 8-week course under supervision, which will be recorded in full and submitted for assessment. (The timing of this component will depend on previous experience and teacher readiness, and may happen up to 1 year after the completion of the course, in consultation with the Directors.)

- Trainees will be assigned to smaller seminar groups to support each other in their learning and in their teacher training practice. Seminar groups will be expected to be self-directing to some extent. They will meet once a fortnight. This may happen by Skype / Zoom etc.. Please note that seminar groups are both study and practice groups.

- This work is a personal as well as a professional development process. As such, from time to time difficulties may arise for some people which will require therapeutic help. In some instances we may recommend this. The Directors are happy to assist trainee teachers in accessing psychotherapists who work in ways that are aligned with mindfulness.

- From time to time the Directors may meet with trainee teachers individually to discuss aspects of their development as teachers and to make recommendations as to how they might proceed towards readiness to teach. Occasionally trainees may be invited to postpone participation to a future course, if the Directors feel this is necessary;

- Trainee teachers will be given a copy of grievance procedure in their course handbook at commencement of the course.

- Body awareness practices e.g. Hatha Yoga, T'ai Chi, Qigong, 5-rhythms dance. If you do not have experience you will be asked to participate in a class in one of these disciplines in your local area for the duration of the training.

- The first time you teach an 8-week MBSR/MBCT course we will assign you an experienced teacher to offer 4 hours of supervision. This is included in your course fee.

- From time to time, if we see you are struggling with your personal practice, we may recommend that you receive some support around it. Payment for this will be between you and the meditation mentor.

- The option to complete a 'Train the Trainer' module FETAC level 6, NQQI will be offered at a cost of €350. This will take the form of a designing a short course in teaching some aspect of mindfulness, an in vivo 30 minute 'skills demonstration' and a structured reflection on the experience.

PREREQUISITES:

- A professional qualification in a caring profession or equivalent life experience is an advantage but not a requirement. If you have an interest in delivering these programmes to a particular population with whom you have experience, or if this is something you wish to pursue, we will consider your application.
- Participation in and completion of at least one 8- week MBSR / MBCT Course.
- At least one year of regular personal meditation practice.
- Participation in a 5 to10-day silent teacher-led mindfulness meditation retreat is desirable but not compulsory, as a 7-day retreat is offered as part of this course.
- Experience in body awareness practices e.g. Hatha Yoga, T'ai Chi, Qigong, 5-rhythms dance. If you do not have experience you will be asked to participate in a class in one of these disciplines in your local area for the duration of the training.

COURSE PARTICIPANTS WILL:

- Attend all teaching sessions;
 - Participate in / observe an 8-week course with an experienced MBSR/ MBCT teacher, selected in consultation with the Course Directors. (Where the Directors feel it is necessary or useful they may recommend that trainees participate in / observe additional 8-week courses);
 - Submit video of yourself teaching a full 8-week course. The timing of this is to be decided in consultation with the Directors but unless there are extenuating circumstances it is envisaged that the recordings will be submitted within 1 year following completing the training;
 - Prepare and submit CDs / MP3s of the body scan, movement and sitting meditations;
 - Prepare and submit worksheets / workbook to accompany the 8-week course;
 - Keep a reflective journal;
 - Submit short (c.1,000 – 2,000 word), regular, written assignments based on the reflective journal and on some of the readings and teachings offered. (These assignments will not be graded, but are designed to assist trainees in engaging fully with reading material and teaching inputs and to demonstrate understanding);
 - The final written assignment will be an essay reflecting on your experience of teaching the 8- week course and, through watching the video recordings, evaluating the teaching, using the MBI:TAC as a guide, and will accompany the recorded teaching;
 - Continue your daily personal mindfulness practice;

- Continue your participation in body awareness practices. If you do not have experience in any of these or similar disciplines you will be expected to participate in a class in your local area for the duration of the training.

- Submit short recordings of formal practices and written reflections on them from time to time. This is to assist you in familiarising yourself with the process – including the technicalities – of recording and listening to yourself and also to using the MBI:TAC as a tool to reflect on your teaching, to self-evaluate and to cultivate your development as a mindfulness teacher.

- If difficulties arise with a trainee which are having an impact on their learning or on the wider group, and if these are not resolved following meeting with the Directors, the trainee may be asked to leave the course. Some consideration may be given to a partial refund, where appropriate.

ASSESSMENT WILL BE BASED ON:

- A video presentation of the trainee teaching a full 8-week course, using as a guide the Mindfulness- Based Interventions Teaching Assessment Criteria (MBI:TAC) developed at Bangor, Exeter and Oxford Universities. (Trainees who are not yet ready to teach will be given recommendations in how to proceed towards readiness to teach and supported in reaching that goal);
- An essay reflecting on your experience of teaching the 8-week course and, through watching the video recordings, evaluating the teaching, using the MBI:TAC as a guide;
- Your own CDs / MP3s of practices;
- Worksheets / workbook given to your course participants;
- Full participation in all trainings. Absences of over 2 days must be made up by attendance of the same module at a future training. Certification will not be granted until this is fulfilled;
- Written assignments for each block.
- Short recordings of formal practices and written reflections on them to be submitted from time to time.
- Assessment for FETAC Level 6 Award will be carried out separately by BAPTEC personnel.

TUITION FEES:

€4,595 for tuition.

€950 towards accommodation and home-cooked vegetarian food for 12 residential nights (15 days).

Total = €5,545

(Optional: FETAC Level 6 Train the Trainer module: €350)

N.B.: The cost of participation in / observing an experienced MBSR/MBCT Teacher teaching an 8-week course and 4 x external mentoring sessions is not included.

A deposit of €500 is payable on acceptance onto the training. The balance of €5,045 can be paid in full before the start of the training. Payment can also be made in three remaining instalments: the first instalment of €1,755 by the end of May 2018, and the second and third instalments of €1645 each in November 2018 and June 2019.

(An administration fee of €150 for those who wish to avail of the instalment plan is included in the instalments).

CERTIFICATION:

Diploma in Teaching Mindfulness-Based Stress Reduction / Mindfulness-Based Cognitive Therapy from The Mindfulness Centre for Professional Training in Ireland.

Note on teaching MBCT

This Diploma is not a qualification in delivering MBCT to clinical populations unless you already have an appropriate professional clinical training in mental health. You will need to follow the good practice guidelines of your own professional body, in addition to those of the Mindfulness Teachers Network of Ireland.

Endorsements:

Melissa Myozen Blacker, Roshi, Guiding Teacher and Abbot, Boundless Way Zen, Worcester, MA 01602 USA. From 1993 until 2012 Melissa was the Associate Director of the University of Massachusetts Centre for Mindfulness and Director of professional training programs at the Center:

“Helen and Josephine bring all of their heart and wisdom to teaching and training others to teach mindfulness. I have been personally blessed to know them as students and as colleagues.”

Pam Erdmann, M. Ed., Senior Teacher Trainer and Supervisor at the Center for Mindfulness, University of Massachusetts and Visiting Teacher to Bangor University’s Centre for Mindfulness Research & Practice since 2003:

“I have worked for several years with both Helen Byrne and Josephine Lynch. While I haven’t experienced their trainings directly, I have had supervisees working with them as well as my personal experience as colleagues. They do top notch work, holding both the didactic aspects and, more importantly, encouraging folks to bring all of themselves to the work. Great to have them both as friends and colleagues”.

Sarah Silverton, BA (hons), Dip COT, and Med., Senior Teacher in the CFMRP at Bangor University since 2008:

“Josephine and Helen have engaged in developing their skills in teaching MBIs for over a decade and with some of the main originators of modern day mindfulness, including Jon Kabat-Zin and John Teasdale, as well as with teachers who themselves trained with the originators. As all good trainers do, they continue to engage in learning and development for their personal and teaching practices. As a result, the integrity and skill of what they offer shines through their training. People training with them can feel confident that they will become part of an informed, ethical, professional team working around the world to share mindfulness.”

Student testimonials:

Dr Sarah-Jane Cullinane, Assistant Professor in HRM and Organisational Behaviour Trinity Business School Trinity College Dublin:

“The diploma was an excellent investment for me both personally and professionally. The course was largely experiential and therefore provided a supportive environment to develop my own practice and engage in self-reflection. Throughout the course I had great opportunity to observe and practice teaching MBIs which I have since applied to my work teaching third-level students and working with organisations who wish to promote well-being.”

Blathnaid Bergin, Director, The Business of Food:

“I enrolled on the Diploma in Mindfulness Based Interventions in January 2016 and it was a life changing experience which is difficult to describe. Learning the skill of living in the moment, [understanding] the tricks of the mind, the meaning of compassion and empathy, learning to trust in the moment to moment joy of living – Josephine and Helen are extraordinarily skilled in bringing students on a personal journey in a steady, supportive, fun and, where it is necessary to growth, challenging way. The many gifted teachers who guided us on the journey are as inspiring as they are brilliant. I cannot recommend this course highly enough, it will challenge and delight in equal measure.”

Martin Towey MSc, BA mod, Dip MBI, Neurological Physiotherapist, Dublin:

“I obtained a Diploma in Teaching Mindfulness-based Interventions from the Mindfulness Centre In 2017. The training had a very strong focus on supported experiential learning in terms of personal practice and applying this to teaching others from a more authentic and embodied approach. Helen and Josephine fostered a warm and caring environment and there was a lightness and humour also to their teaching which helped us all to be our truest

selves. Undertaking the course took considerable commitment and, exactly like the practice of mindfulness itself, was challenging at times, but the learning was extremely rich and life changing. I would do it again in a heartbeat!"

Niamh Digan M.Ed, BSc Couns & Psych, BA, Dip in Ed Leadership, MIGC, MIACP, Mindful Wellbeing Education Consulting:

"The Professional Diploma has been an experience rich beyond measure. The teachers are leaders in the field and provide opportunities to enter fully into an experiential apprenticeship-style training which is challenging and worthwhile. This course is rich in andragogy, co-operative learning and inquiry-based teaching. I have benefited personally and professionally from this wonderful experience and it gives me great pleasure to recommend this course to others."

Dr Elma Hedderman, M.B., B.A.O. B. Ch., B.A., M.Cl.Psych., Consultant Child and Adolescent Psychiatrist:

"I loved this training. It was definitely different from other courses I'd taken in my life so far. There were some essays. There were no exams. But there was a huge amount of practice. We learned by doing. It became ingrained as we progressed. I was aware of my own embodiment of the material but I could also see my classmates connect with the material in a deep sense. We all grew and changed. Josephine and Helen guided and supported us through our journey. They were always available. Always quietly there. Always encouraging us to keep going. I've officially finished the course now but I don't feel that it's over. Again Helen and Josephine have managed to ingrain a sense of connection and continuity to both of them, to my classmates and to the work of mindfulness. I would highly recommend this experiential training to friends and colleagues."

Sheena:

“My journey in Mindfulness with Josephine & Helen has given me an insight and profoundness that awakening to life is intriguing when I stop trying to make things different than what they are. Acceptance through investigations with kindness & compassion can supersede & transform my difficulties in allowing life to be as it is right now. Thank you both.”

Maria M.Sc. Counselling:

“The personal open integrity and generosity as trainers from both Josephine and Helen facilitated a grounded depth in our own personal mindfulness practice that equipped each of us with a solid teaching competency. I looked forward eagerly to each learning opportunity provided in the teacher training course and appreciate the clear understanding and experience of teaching mindfulness received in a warm, safe setting with plenty of laughter involved also! Having completed the teacher training course with Helen and Josephine and presently enjoying teaching MBSR/MBCT I can highly recommend it to anyone intending to pursue professional mindfulness teaching training”