



Good Practice Guidelines for Mindfulness-Based Supervisors of MBI Teachers

DEFINITION OF MINDFULNESS SUPERVISION:

A regular space that is contracted between supervisor and supervisee, which enables reflection on the supervisee's mindfulness-based teaching, facilitates development, and considers how teaching interfaces with their personal mindfulness practice and life. The process is dedicated to developing integrity and safety and deepening understanding and effectiveness of the supervisee's application of mindfulness, both personally and in their working life.

A. MINDFULNESS-BASED TEACHING, TRAINING AND EXPERIENCE

- Mindfulness Supervisors need to meet and adhere to the British Association of Mindfulness-Based Approaches **Good Practice Guidelines for Teaching Mindfulness-Based Courses (October 2019)** and be listed as a teacher on the BAMBA Teachers Listing.
- Mindfulness Supervisors also need to meet and adhere to the following aspects of the BAMBA **Good Practice Guidelines for Trainers of Mindfulness-Based Teachers (October 2013)**:
 - Continue to teach mindfulness-based courses.
 - Have had full teaching responsibility for at least nine 8-week mindfulness-based courses over a minimum of three years.
 - Be a proficient teacher of mindfulness-based courses – as assessed by experienced colleagues and potentially through the use of the Mindfulness-based Interventions: Teaching Assessment Criteria (MBI: TAC).
 - When supervising novice teachers, ensure they are following the curriculum which they have been trained to deliver.
 - Be in a regular mindfulness supervisory relationship in relation to teaching practice and its interface with personal mindfulness practice, and supervision of supervision (supravisation).
 - Attend regular retreats (ideally at least 7 days) which facilitate mindfulness practice in depth.



- Stay up to date with the current and developing evidence base for mindfulness-based interventions, with a particular emphasis on the supervision area of expertise.
- Be up to date with current methods of assessing mindfulness-based teaching competency and maintaining good practice.
- Be steeped in the practice and understanding of mindfulness which is informed by both relevant current scientific and/or clinical theoretical underpinnings as well as its historical antecedents from relevant spiritual and philosophical traditions, the most common example of which is the Buddhist tradition.
- Only ask of trainees what is asked of self, in relation to informal and formal mindfulness practice

B. MINDFULNESS-BASED SUPERVISION: TRAINING AND EXPERIENCE

Supervisors need to:

- Have completed mindfulness-specific supervision training (minimum of 2 days) or have demonstrable equivalent experience.
- Work within an inquiry-led model of mindfulness-based supervision (see: <http://link.springer.com/article/10.1007/s12671-014-0292-4>) as well as have some familiarity with other models of supervision.
- Be familiar with the use of the Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI-TAC) as an aid to supervision.
- Be familiar with the principles that influence learning and development of individuals and groups.
- Have on-going study and guidance to support a deepening of the supervisor's own personal mindfulness practice. This might include interviews or meetings with a teacher on teacher-led retreats; on-going dialogue with a teacher experienced in meditation; and/or guidance and study with an experienced mindfulness supervisor who has these skills and experience.
- Have a deep familiarity with the theoretical underpinnings of the mindfulness approach being taught and its aims and intentions e.g. MBSR/MBCT and engage in regular updates e.g. through reading, workshops etc.
- Identify their own limits in terms of specialist knowledge and experience, context and their own mindfulness practice.

C. MINDFULNESS-BASED SUPERVISION IN CLINICAL CONTEXTS

- The supervisor ideally will be clinically trained.



- If the supervisor is not trained or qualified in the clinical field being supervised, the supervisor will limit his/her supervision to non-clinical areas of mindfulness content and process.
- Clinical responsibility is to be held by a separate clinical supervisor in accordance with the arrangements set out by the supervisee's employer or organisation, and this must be clearly detailed in the supervision contract. There may be occasions where the supervisor and clinical supervisor are the same person.

D. SPECIFIC COMPETENCIES FOR MINDFULNESS-BASED SUPERVISION

- Knowledge and understanding of ethical and professional practice.
- Knowledge and understanding of the programme being taught e.g. MBCT/MBSR
- Understanding of key issues in working with diversity.
- Ability to set up overall supervision contracts, identifying, adapting and taking into account:
 - The nature of the work, context and specialist skills required (e.g. working with cancer, chronic pain, supervision of masters students)
 - The organisational context (NHS, voluntary sector, private practice, education, workplace, etc.)
 - The supervisee's mindfulness practice and mindfulness teaching developmental needs
- Ability to develop and maintain a working alliance.
- Ability to create a safe and challenging learning environment, where the educative, supportive and ethical aspects of supervision are balanced as required.
- Ability to draw on and embody own mindfulness practice whilst employing an inquiry process to facilitate the supervisee's learning.
- Ability to supervise and mentor the development of the supervisee's personal mindfulness practice, relating this to the supervisee's work and life.
- Ability to enable the supervisee to present appropriate supervision material and reflect upon it, using the supervision session effectively.
- The ability to support the supervisee in identifying both their strengths and learning needs, and to provide feedback that facilitates new learning.
- Ability to give accurate and constructive feedback and to challenge poor practice where necessary.
- Ability to conduct supervision in different formats and through different mediums: group, individual, peer, telephone, Skype and face-to-face.
- Ability to incorporate into the supervision direct observation and/or observation through recordings of the supervisee's teaching.



- Ability to reflect on one's own work as a supervisor and identify own training and supervisory needs.

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