Professional Diploma in Teaching

Mindfulness-Based Stress Reduction & Mindfulness-Based Cognitive Therapy

Starting in February 2020
Josephine Lynch and Helen Byrne are pleased to announce that the next Professional Teacher Training in Mindfulness-Based Stress Reduction and Mindfulness-Based Cognitive Therapy will start in February 2020 and run to September 2021.

This is a comprehensive, rigorous, experiential and largely residential professional teacher training leading to a Diploma in Teaching MBSR/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 15 years.

We aim to provide continuity for the community of mindfulness teachers in Ireland through providing on-going teacher training, CPD, supervision and retreats, drawing on best international practice and with inputs from Irish and international teachers and mindfulness training organizations. This training will equip you with the deep foundations required to teach mindfulness-based interventions in a variety of contexts.

The Directors of The Mindfulness Centre for Professional Training in Ireland (MTAI) observe, as a minimum standard, the Good Practice Guidelines developed by the Mindfulness Teachers Association of Ireland, which are in line with those of the U.K. Network of Mindfulness Teachers and the Principles and Standards for Training Teachers to Deliver MBSR developed by the CFM at UMass. These guidelines safeguard integrity in teaching MBIs.

We have been instrumental in the development of the MTAI, the newly formed professional body which is supporting and setting standards for teachers and teacher trainings in Ireland, informed by the International Integrity Network in MBIs and EAMBA, The European Association of Mindfulness Teachers. Josephine is the first Chairperson of the MTAI.

We are committed

- to fostering the on-going development of an inclusive community of Mindfulness Teachers, providing initial training and on-going CPD, supervision, regular retreats and advanced teacher training in affiliation with the CFM, CMRP, EAMBA and other bodies,

- to honouring the ethical framework to which mindfulness belongs, supporting the cultivation of inner and outer conditions which allow individuals to thrive and which lead to a more mindful, compassionate society,

- to supporting the highest standards in mindfulness teaching in Ireland through our own reflective practice and through supporting the continuing development of the professional body for mindfulness teachers, the MTAI

THE MINDFULNESS CENTRE

TEACHER TRAINING FACULTY:

FOUNDER DIRECTORS:

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 and Practice (Bangor University). Most of her career was in Mind/Body medicine with such modalities as shiatsu, acupuncture and herbal medicine. She completed a course in counselling in Maynooth University and has been interested in ecology and environmental issues for many years.

Josephine has been teaching MBSR since 2005 making her one of the first people teaching in Ireland. She is the first Chairperson of the Mindfulness Teachers Association of Ireland, the newly formed professional body for teachers of evidence-based MBIs.

Helen Byrne, H.Dip.Ed., Dip. Psych., M.A. in Mindfulness-Based Approaches with distinction from Bangor University. Helen was a learning support teacher at post primary level for many years. She also worked for 10 years as a Visiting Teacher to the Traveller Community. She qualified as a Family Therapist with the Clanwilliam Institute and trained and practiced as Yoga teacher with the Yttc and YTI. Her background is in education and the community and voluntary sector. She has been teaching MBSR in various contexts since 2008.

Josephine and Helen are both Senior Lecturers on the UCD School of Psychology’s M.Sc.in MBIs. They have received substantial training in offering supervision to mindfulness teachers with Cindy Cooper at Bangor University and they recently completed a 2-year in-depth course in Buddhist Psychology with the Bodhi College. They trained to teach Mindful Self-Compassion (MSC) with Christopher Germer and Kristin Neff in 2015.

Josephine and Helen have also 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:

Niamh Barrett B.A. began her training in teaching Mindfulness-Based Stress Reduction 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 for many years she worked in documentary film and TV production. She has been teaching the MBSR programme since 2010 and is also a mindfulness-teacher trainer and supervisor and a member of the Mindfulness Teachers Association of Ireland (MTAI).

Niamh has been a committed meditation practitioner for fifteen years and regularly attends silent retreats and further training, receives supervision while teaching and adheres to the Good Practice Guidelines of the MTAI. Most recently she has been exploring the intersection of mindfulness and social engagement through her own practice, retreats and teaching. In June 2019 she guided the first retreat day of her long-form mindfulness and social engagement project, Showing Up. In 2019 the Showing Up programme of retreat days is engaging directly and through practice with the current housing crisis. Through the project she also offers mindfulness training to charities, activist groups and NGOs.

Fiona O’Donnell M.A. M.Sc. B.Soc. Sc.,: Fiona O’Donnell has completed a 3 year Master’s degree in Mindfulness Based Approaches at Bangor University, Wales. She has also completed Mindfulness Based Stress Reduction (MBSR) Teacher Training Levels 1 & 2 at Bangor University and is a trained teacher in Mindful Self Compassion (MSC) with The Centre for Mindful Self Compassion, California. Fiona has attended training in Mindfulness Based Cognitive Therapy (MBCT) at the Oxford Mindfulness Centre, Oxford University. She has also completed the .b with the Mindfulness in Schools Project (MISP), Positive Neuroplasticity Professional Training with Dr Rick Hanson and Google’s ‘Search Inside Yourself’ Mindfulness, Emotional Intelligence and Leadership Training with SIYLI. Fiona is a member of the Mindfulness Teachers Association of Ireland (MTAI), the professional body for mindfulness teachers in Ireland.

Fiona has completed Level 1 training in Sensorimotor Psychotherapy with the Sensorimotor Institute, Colorado, USA and is registered as an MBCT Therapist on the International Access MBCT register. Fiona is a Lecturer on the University College Dublin’s (UCD) M.Sc. in Mindfulness Based Interventions. Fiona’s previous work experience includes several years in Children’s Services in Dublin’s North West Inner City, prior to working for The Atlantic Philanthropies which developed strategies and funding for Children & Youth, Education and Mental Health throughout Ireland.

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.
VISITING 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.

Rebecca Crane, PhD, MA, 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. She has written Mindfulness-Based Cognitive Therapy: The CBT Distinctive Features Series; Routledge, 2009.

Sarah Silverton holds a BA (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 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. Her 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.

Catherine Sutton, M.A. Mindfulness-Based Approaches, Bangor University and teacher of Insight Dialogue and Mindful Self Compassion. Catherine has been a committed meditation practitioner for 30 years.
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, B.Sc. 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 cooking, treating the ingredients and the process of cooking with care and attention.

Erica Balfour, a committed practitioner and mindfulness teacher herself, stepped into an administration role with The Mindfulness Centre over the last year and has proved an invaluable support to us in all areas of our work.
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.
PT6 Programme Schedule: October 2019-March 2021

Module 1: Residential

**Thursday – Sunday, February 6th – 9th 2020:** 4 Day Teacher Training Retreat, De La Salle Retreat Centre, Castletown, Co. Laois

**Saturday - Friday, 15th- 21st Aug 2020:** 7 Day silent, teacher-led, mindfulness meditation retreat in Castletown, Co. Laois with Melissa Blacker and David Rynick.

**Thursday – Sunday, 11th – 14th February 2021:** 4 Day Teacher Training Retreat (venue to be confirmed).

*(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):*

7 x 2-day non-residential teaching blocks

**2020**
- 4th & 5th April
- 6th & 7th June
- 17th & 18th October
- 5th & 6th December

**2021**
- 24th & 25th April
- 5th & 6th June
- 11th & 12th September

*(Teaching days will usually begin at 9.30 and conclude at 6pm.)*

*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 – its 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 held by Course Tutors and will happen during the months when we are not meeting face to face. 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 at the 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.

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. From
time to time trainees may be asked to reflect further on a particular topic);

- 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.

**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 developing readiness);

- 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.
TUITION FEES:

Full Fee Amount €5,545.00
Deposit Payment €500.00
Balance to be paid before the training begins €5,045.00

Payment can also be made in three remaining instalments:

First instalment €1,755 end of January 2020
Second instalment €1720 end of June 2020
Third instalment €1720 end of January 2021

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

Please Note: The fee does not include the following costs: 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

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 Association 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 from 2008 until 2018:

“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 Towe** 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.CI.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.”
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.”