

# **The MBCPM™ Facilitator Training, Certification, Licensing and Scoring Process**

**2018**



**NeuroNova Centre**

# Introduction

- The client population is very vulnerable; therefore excellent training, peer support, and mentoring from senior teachers are important in doing no harm as an MBCPM™ facilitator.
- Meditation is not a benign intervention. For example, addicts have difficulty spending quiet time with themselves.
- Past traumas can surface and be unwelcome during personal practice.
- Similar past traumas affect many chronic pain sufferers.

# Pre-requisites

## **Pre-requisites Advisable Prior to Training as an MBCPM™ Facilitator**

- MD or Masters Degree in a health field: e.g. Occupational Therapy, Chiropractic, Osteopathy, Psychology, Social Work, Nursing; or,
- Courses and diplomas in a health field, plus support from a health organization OR working with an MBCPM™- trained co-facilitator with complementary skills; or,
- Non-health, but professional, degrees/diplomas such as in Education, plus support from a health organization, OR working with an MBCPM™-trained co-facilitator with complementary skills.

# More on Pre-requisites...

## Also required/advised...

- Prior participation in a Mindfulness Course (can be at NNC) and consistent mindfulness/formal practice
- Eligible to be covered by insurance, either professional or through health organization affiliation
- Agreeable to attending silent retreats on an annual or bi-annual basis
- Agreeable to going to at least Certification Level 1 if wanting to continue running MBCPM™ courses

# The Training

- \* Three day training on the MBCPM™ curriculum (CTI: U of T training adds 1 Silent day)
- \* Auditing of a MBCPM™ course run by a certificant or senior teacher, or the U of T Practicum (PTI) *though where experienced in running other Mindfulness groups, this is advised and not mandatory.*

At this stage you may start to teach the curriculum to your own groups and have MBCPM™ Pre- affiliate status.

**An 11 week on line training on implementation and development (CID) is now offered through U of T to add to the above, for the Applied Certificate in MBCPM**

# Costs

## Facilitator Curriculum Training

*Costs through NNC until 2016: Facilitator Curriculum Training (equivalent to CTI at U of Toronto): around \$1950 to \$2550 CAN depending on whether 4 over 5 day practicum was included: offered 1 per year.*

**From 2017, University of Toronto fees apply as per their website for MBCPM™ professional trainings offered 2/year. There are 3 components:**

- \* Facilitator Curriculum Training Intensive CTI (equivalent to CTI above) (\$1500)
- \* The Practicum: Practical Training Immersion (PTI) is an audit: “audit” is really participating. (\$1000)
- \* Since 2017, Curriculum Implementation and Development (CID) on line training has been added (\$1000) to create 80 hours of training
- \* 80 hour training qualifies for the Applied Certificate in MBCPM™ given by University of Toronto School of Continuing Studies

# After the facilitator training, Certification for MBCPM™ starts:

**Three levels, scored on the MBI/TAC system validated in the UK for Masters in Mindfulness - Rewards competency. Currently \$600 per level for senior teacher assessing participant evaluations, viewing a class, writing a report, and discussion with facilitator.**

## Level 1 - MBCPM™ Affiliate Level: the “Internship”

- Mandatory to continue to teach the course

## Level 2 - MBCPM™ Certificant Level: the “Residency”

- Optional
- Rewards increasing competency and allows others in training with NNC to audit your course

## Level 3 – MBCPM™ Senior Teacher Level: the “Consultant” level

- Optional
- Rewards increasing expertise and allows you to be an MBCPM™ facilitator trainer with NNC permission

# Level 1 - MBCPM™ Affiliate Level

- Run at least two MBCPM™ Level 1 courses
- Mentorship (e.g. via Zoom or Skype) sessions: Group or individual, with MBCPM™ senior teacher on at least three occasions
- Collated summary of NNC Participant Evaluations submitted at the end of each course to NNC
- Silent weekend retreat or equivalent attended (*recommended*)
- Consistent daily meditation personal practice
- One, or part of one, class observed by senior teacher in person or on video during third or fourth course
- 80% congruency of course with curriculum; key points covered
- Appropriate scoring of domains described in MBI/TAC document
- In good professional standing.



# Level 2 - MBCPM™ Certificant Level

- Run three more MBCPM™ courses, which can include one Level 2
- Mentorship sessions (e.g. Zoom or Skype sessions), group, or individual on at least three occasions with senior teacher
- Summary of NNC Participant Evaluations submitted at the end of each course to NNC
- Silent 2 to 3 day retreat or equivalent attended, recommended
- Consistent daily meditation personal practice
- One or part of one class observed by senior teacher in person or on video during the 5th or 6th course
- 80% congruency of course with curriculum; key points covered
- Appropriate scoring of domains described in MBI/TAC document
- In good professional standing

# Level 3 – MBCPM™ Senior Teacher Level

- Run three more MBCPM™ courses (Level 1 or 2 courses)
- Mentorship on two occasions with senior teacher
- Summary of NNC Participant Evaluations submitted at the end of each course to NNC
- Silent 3 to 7 day retreat or equivalent attended, recommended
- Consistent daily meditation personal practice
- One or part of one class observed by senior teacher in person or on video during 8<sup>th</sup> or 9<sup>th</sup> course
- 80% congruency of course with curriculum; key points covered
- Appropriate scoring of domains described in MBI/TAC document
- In good professional standing

# Certification Entitlement

## Certification Level 2 Certificants

- Can allow auditing of their course before/after the auditor trains with a MBCPM™ senior teacher
- Recognized by NNC that facilitators in training may audit your course

## Certification Level 3 Senior Teachers

- Facilitators in training may be taught by you and pay the teaching fee to you, with permission of NNC
- The course taught must be completely congruent with MBCPM™. The cost of the MBCPM™ curriculum (\$650 +tax) and a complete set of the course materials including workbook (\$125 +tax) is paid to NNC

# Licensing Fees

- Gives you permission to run the trademarked course using the course materials
- Begins when starting to run MBCPM™ courses and is renewed annually in January
- Can also apply to pre-affiliates not yet teaching and wanting the mentoring/continuing education sessions via Zoom
- Separate from certification costs
- Cost: \$200 +HST annually

# Licensing Fee Entitlement

- Run the researched trademarked course with course materials from NNC
- A listing on NNC website as a pre-Affiliate, an Affiliate (Cert Level 1), a Certificant (Cert Level 2) or Senior Teacher (Cert Level 3) with your course schedule and referral details and links if desired
- Licensing ensures MBCPM™-related education (CME) is being observed and requires that some mentorship/CME activity is done yearly, such as a mindfulness conference, on-line sessions or returning to train with NNC
- It includes optional participation at the silent days run by NNC, receiving alerts of updated materials and resources, and membership in the MBCPM™ facilitator community

# More on the licensing fee entitlement...

- Mentorship at least four times per year: In facilitator group via Zoom or brief individual contacts with senior teacher
- Use of available power points, as MBCPM™ presentations become available, e.g. as marketing materials
- Re-training for nominal fee when space permits

# Of Note...

- **MBCPM™ facilitators *may not* co-facilitate the curriculum with someone not trained by NNC in the curriculum.**
- When licensed by NNC after reaching certification level one, you may call yourself an affiliate if paying the licensing fee, which ensures MBCPM™ -CME-related activity is on-going.
- **To call the course MBCPM™ it should be 80% congruent with the curriculum, include key topics in the course, and either run over 11 to 13 weeks (the two art classes may be combined), or run over four/five days, or the alternate weekend, for three weekends, version of MBCPM™.**
- Or, if it is done via Zoom with clients: using the workbook and materials and coaching for at least five sessions with one client and 12 sessions with groups.

# MBCPM™ Facilitator Assistant or Peer Group Co-facilitator Role



New designation to NNC in 2015

Useful for those without any credentials; training costs less.

Requirements:

- Has participated in the MBCPM™ course
- Sponsored by a facilitator with whom they will work
- Trained by NNC with facilitators—they do not get full curriculum manual
- May give the shorter meditations and can assist group with facilitator present or for short intervals
- Cannot hold class without the facilitator
- They can provide administrative and mindfulness support to the facilitator/class and are paid by the facilitator
- Must be clear to participants that they are Assistants and not full co-facilitators
- They must be covered by facilitator's or clinic's insurance



# Key Topics

## Key Topics to be Covered in MBCPM™ Course

- All Meditations (in some instances, “The Room” may be left out)
- Description of meditation props
- Teaching on epigenetics
- Teaching on arising memories
- Environment influences
- Physical stressors
- Body scan meditation
- Aikido
- Creative work

# What scoring system do we use at NNC?

- \* **MBI-TAC**
- \* **“Development and Validation of the Mindfulness-Based Interventions – Teaching Assessment Criteria (MBI:TAC)”**. 2013. Rebecca Crane et al

# MBI-TAC

- \* **Domain 1:** Coverage, pacing and organization of session curriculum
- \* **Domain 2:** Relational skills
- \* **Domain 3:** Embodiment of mindfulness
- \* **Domain 4:** Guiding mindfulness practices
- \* **Domain 5:** Conveying course themes through interactive inquiry and didactic teaching
- \* **Domain 6:** Holding the group learning environment

# Domain 1: Coverage, Pacing and Organization of session curriculum

Four key features need to be considered when assessing this domain:

- \* (i) Adherence to the form of the programme and coverage of themes and curriculum content
- \* (ii) Responsiveness and flexibility in adhering to session curriculum
- \* (iii) Appropriateness of the themes and content (to stage of programme and to the participants)
- \* (iv) Level of organization of teacher, room and materials

# Domain 2: Relational skills

## Five key features need to be considered in assessing this domain:

- \* (i) Authenticity and potency—relating in a way which seems genuine, honest and confident
- \* (ii) 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
- \* (iii) Compassion and warmth – conveying a deep awareness, sensitivity, appreciation and openness to participants’ experience
- \* (iv) Curiosity and respect - conveying genuine interest in each participant and his/her experience whilst respecting each participants’ vulnerabilities, boundaries and need for privacy
- \* (v) Mutuality – engaging with the participants in a mutual collaborative working relationship

# Domain 3: Embodiment of mindfulness

## Five key features need to be considered in assessing this domain:

- \* (i) Present moment focus - expressed through behaviour and verbal and non verbal communication
- \* (ii) Present moment responsiveness - to internal and external experience
- (iii) Calm & vitality - simultaneously conveying steadiness, ease, non-reactivity, and alertness
- \* (iv) Attitudinal foundations: - conveying mindfulness practice through the teacher's way of being
- \* (v) Person of the teacher – the learning is conveyed through the teacher's way of being

# Domain 4: Guiding Mindfulness practices

**Three key features need to be considered in assessing this domain:**

- \* (i) language is clear, precise, accurate and accessible whilst conveying spaciousness
- \* (ii) the teacher guides the practice in a way which makes the key learning for each practice available to participants (see guidance notes in MBI-TAC document for checklists)
- \* (iii) the particular elements to consider when guiding each practice are appropriately present (see guidance notes in MBI-TAC for checklists)

# Domain 5: Conveying course themes through interactive inquiry and didactic teaching

## Five key features need to be considered in assessing this domain:

- \* (i) Experiential focus – supporting participants to notice and describe the different elements of direct experience and their interaction with each other; teaching themes are consistently linked to this direct experience
- \* (ii) Moving around the layers within the inquiry process (direct experience, reflection on direct experience, and linking both to wider learning) with a predominant focus on process rather than content
- \* (iii) Conveying learning – through integrating material from outside the group with experience of participants
- \* (iv) Teaching skills – the learning is communicated through clear, participatory, playful, alive, responsive teaching process
- \* (v) Fluency – teacher conveys ease, familiarity with and confident knowledge of the material



# Domain 6: Holding the group learning environment

## **Four key features need to be considered in assessing this domain:**

- \* (i) 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
- \* (ii) Group development – clear management of group development processes over the 8 weeks – in particular management of beginnings, challenges from within the group and endings
- \* (iii) Common humanity – moving from personal to universal learning – the teacher consistently opens the learning process towards connection with the universality of the processes under exploration
- \* (iv) Leadership style which offers sustained ‘holding’, demonstrating authority and potency without imposing the teacher’s views on participants

# Scoring assessment (MBI-TAC):

- \* Incompetent: 1
- \* Beginner: 2
- \* Advanced Beginner: 3
- \* Competent: 4
- \* Proficient: 5
- \* Advanced: 6

**Please contact the  
NeuroNova Centre for  
Mindful Solutions  
with any questions:**

p. 416-461-4333 f. 1-866-217-0746  
e. [team@neuronovacentre.com](mailto:team@neuronovacentre.com)

**Ask us how we can support you further!**



**NeuroNova Centre**