Building integrity:
the Mindfulness-Based Interventions: Teaching Assessment Criteria

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Range of uses of the MBITAC

1. Assessment: for research trials, training programmes etc
2. Reflective tool for personal development
3. Implementation of MBCT & MBSR in mainstream settings
4. Giving/receiving supervision
5. Developing trainer skills

Outline of 2 Day Workshop

➢ *Why and where the question of competence matters*

- Some background
- Particular issues when considering mindfulness-based teaching competence

➢ *Introduction to MBI:TAC*

- Its development
- How it is structured
- Trying it out in practice

➢ *Research on assessing competence*

➢ *Taking your learning forward*
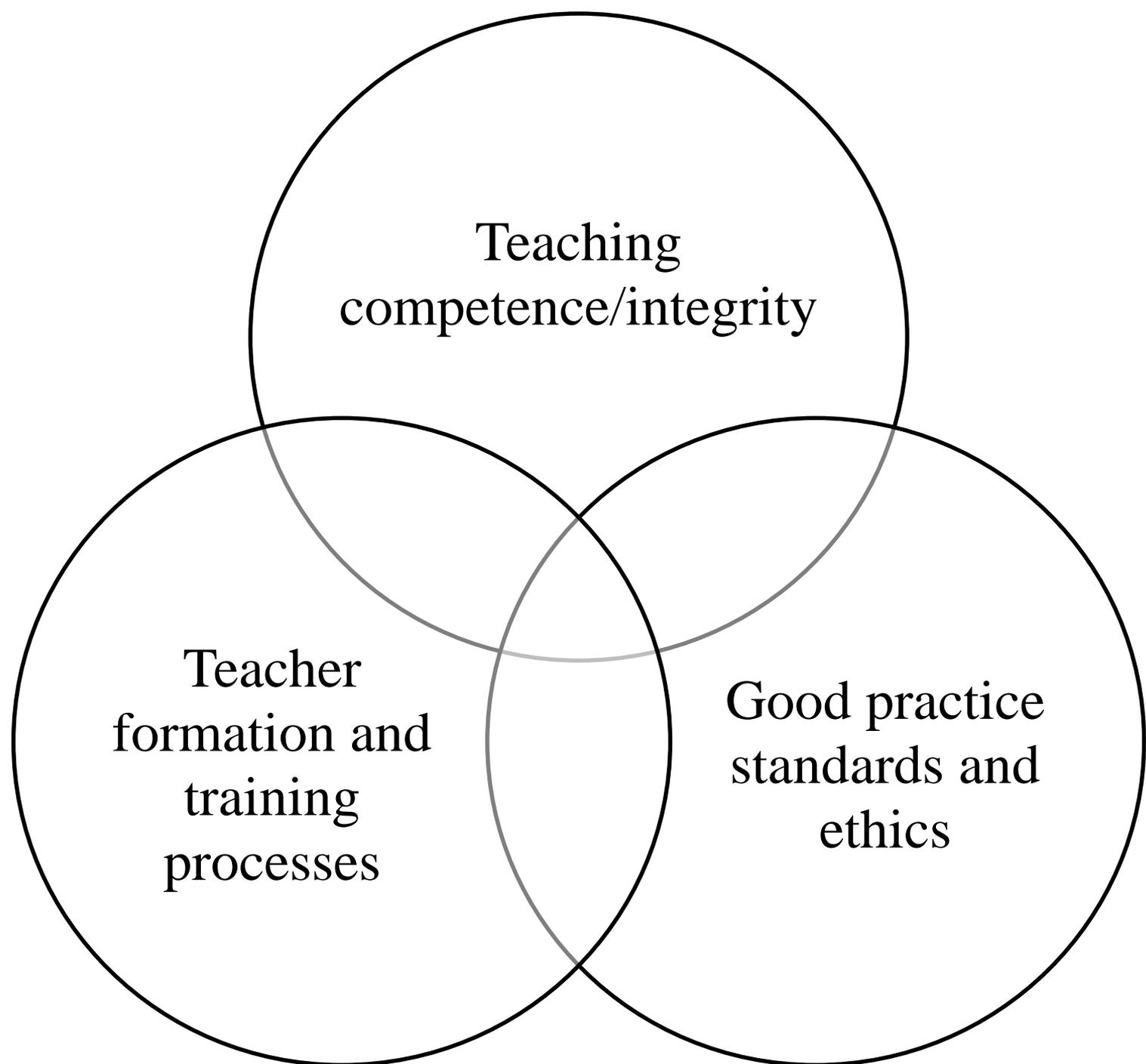
Teaching competence/integrity

Teacher formation and training processes

Good practice standards and ethics

Historical perspective:
MBSR 1990's; MBCT 2000

- The MBI:TAC (2012) is the first tool that has been developed to assess MBSR & MBCT teaching integrity & competence
- It is being implemented in training programmes in Europe and America
- We are at an early stage in this journey!

Why integrity & competence matters

- Responsibility to participants: to ensure MBIs are delivered with a high level of integrity

- Rigour: essential in MBI research trials…& all that depends on them (i.e. implementation etc)

- Clarity: in training contexts regarding the particular skills that are needed to be developed (i.e. supports teacher development)

Intervention integrity (fidelity) – 3 aspects

- Adherence

- Differentiation

- Competence

Weck et al., 2011 *Verhaltenstherapie,*

The Challenge:

MBIs place strong emphasis on the teachers'

i/ *implicit understandings* &
ii/ *embodied personal practice*

'Doing' competence

- Striving towards an ideal
- Performing a role
- Ticking boxes
- 'My' competence – the teacher rather than the teaching
- Separating teacher from participant
- Focus on 'addressing' the unsatisfactory/unwanted
- Bringing about effects
- Agenda driven aims
- Positivist stance

Competency framework for MB teaching – how can it include the subtleties?

- Knowing and not knowing
- Giving it our all and allowing it to be no effort
- Having an agenda and no agenda
- Letting the outcome take care of itself – and being fully committed to the process
- Intimacy with mind states
- Holding the tension of the counter intuitive
- etc

Being human (incompetent?)

- Our capacity to be in touch with our vulnerability
- Allowing our humanity to be at the fore
- Allowing the unsatisfactory
- Being good enough
- Giving ourselves over to the moment - rather than giving attention to 'good' or 'bad'
- Examining the wholesome intentions driving the inner critic

Developing the….

The Bangor, Oxford and Exeter
Mindfulness-Based Interventions: Teaching Assessment Criteria
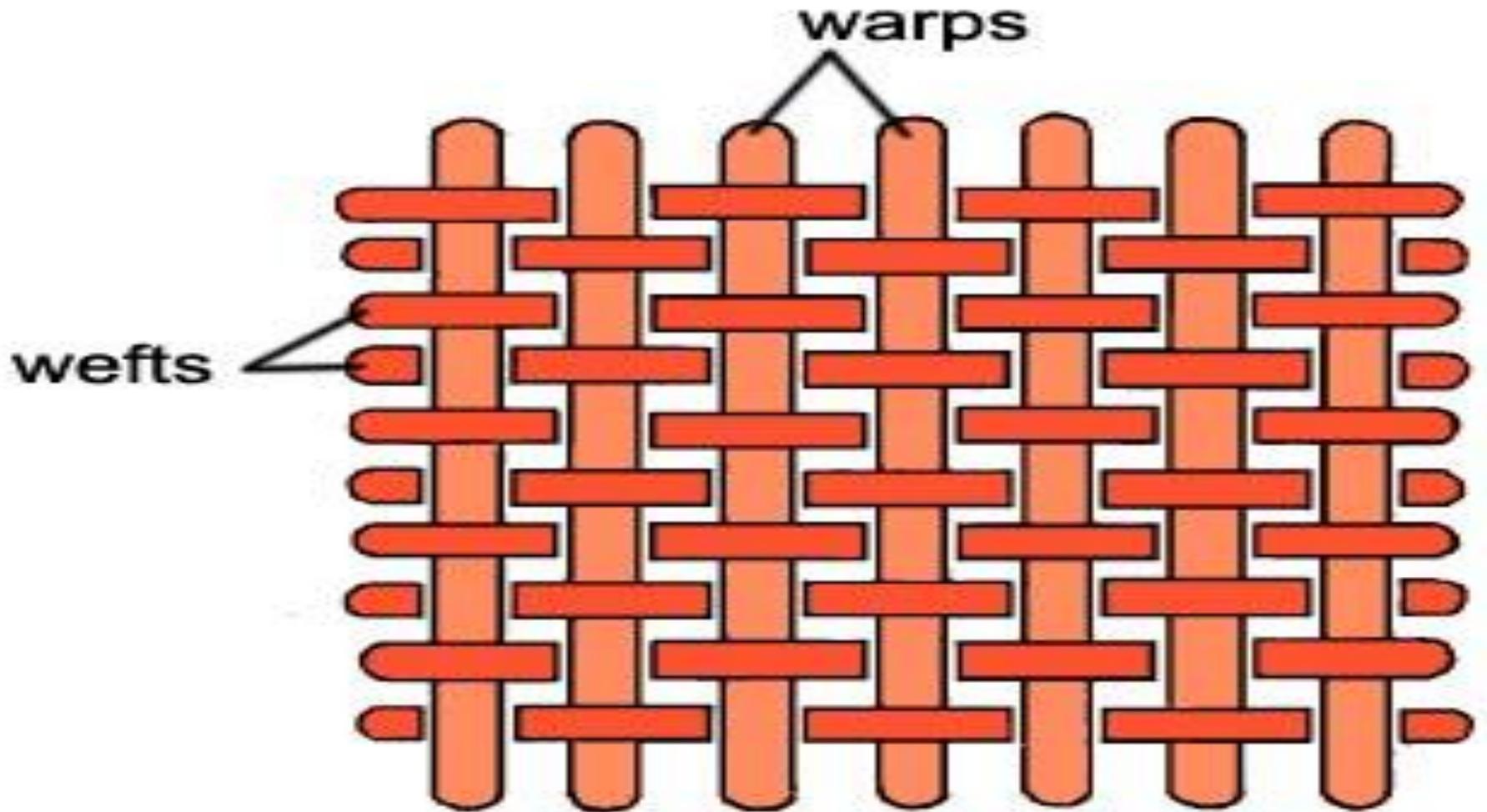### *(MBI:TAC)*

the team….
Rebecca Crane, Judith Soulsby, Willem Kuyken, Mark Williams, Catrin Eames

Plus the teaching teams at Bangor, Exeter and Oxford

And our students

- Domains within the teaching process
- Developmental levels of competence

Domains within the MBI:TAC

- Coverage, pacing and organisation of session curriculum
- Relational skills
- Guiding mindfulness practices
- Embodiment of mindfulness
- Conveying course themes through interactive inquiry & didactic teaching
- Holding of group learning environment

Domains

- All are crucial
- We don't know what are the critical factors
- Some are more multi-faceted/multi dimensional
- Several domains represented in each moment

Developing *(mindfulness-based teaching)* competency…

The power of human intuition and expertise in the era of the computer

'The heart has its reasons that reason does not know'

(Dreyfus & Dreyfus 1986)

- A lifelong endeavour
- Subtle shifts occur throughout development
- Key to this is the developing role of intuition

| Competence Stages |
|---|
| **Incompetent**
Non-adherence to model; safety of participants compromised |
| **Beginner**
Follows learned rules |
| **Advanced Beginner**
Follows rules in a more sophisticated way; teaching is deliberative |
| **Competent**
Movement away from rules towards embodied engagement in the moment |
| **Proficient**
Intuitive ability to use learned patterns without decomposing them into component features – increased responsiveness/flexibility |
| **Advanced**
Teaching skill is part of the person - fluidity/immersion in process |
| *Dreyfus & Dreyfus (1986);Sharpless & Barber (2008)* |

How to use the MBI-TAC

1. Participate _**in**_ the teaching process from a participant perspective

2. Review 'global' competence

3. Make individual domain reviews based on the i/**_key features_** & ii/**_competence levels_** descriptors

4. Reviewing 'global' & 'detailed' scores alongside each other & checking out discrepancies

Making assessments of competency – the process

3. Skilful Response - using 'data' from 1. and 2. to form a view of the teaching using MBI:TAC as a 'system'/structure

2. Reactions/responses - thoughts/sensations/ emotions that arise in connection with teaching observations

1. Direct experiential observation of evidence from teaching process
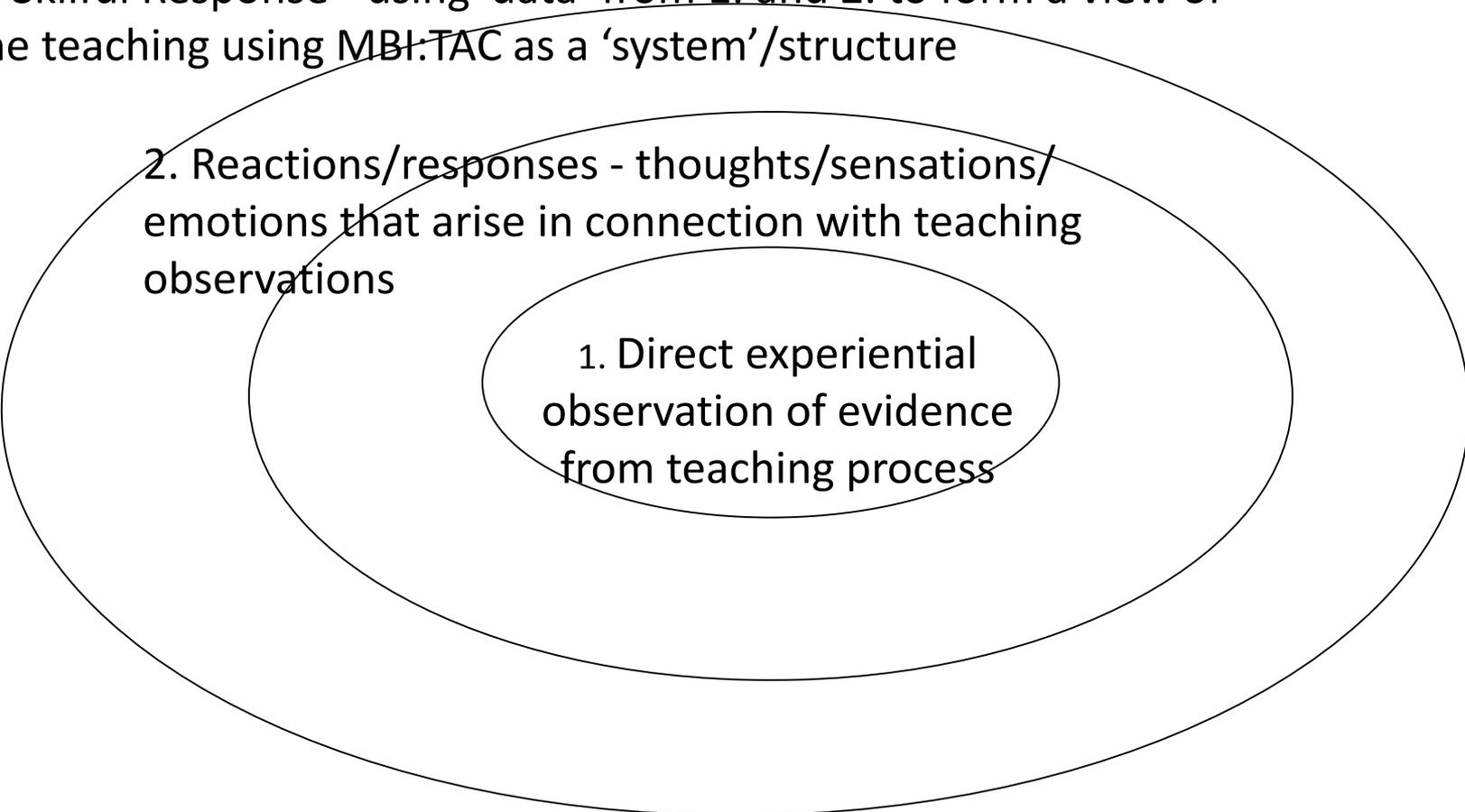
Feature spotting

Using MBI-TAC is a dance between i/'doing' & 'being' modes ii/broad & narrow focus

When using the tool we:

- move between a 'being mode of mind' (our intuitive experience of the teaching) & a 'doing mode of mind' (our capacity to categorize, judge & discriminate)

- deliberately shift attention between a narrow & a wide focus.

Value	**Challenges**
• Clarity re direction of travel in trainee development	• Time intensive
• Language for giving feedback	• Delicacy re how and when the criteria are introduced into the training process
• Specificity of feedback – strengths and learning needs in each domain	• Assessors need to take time to develop skills in using the tool
• National benchmarking of standards	• Does the job well – but integrity needed to ensure that it is not used as a tick box system for 'defining' competence
• Clear framework for assessors to work within	
• Transparency re assessment process	

Domain	*Incompet-ent* *1*	*Beginner* *2*	*Advanced Beginner* *3*	*Competent* *4*	*Proficient* *5*	*Advanced* *6*
Coverage, pacing and organisation of session curriculum						
Relational skills						
Embodiment of mindfulness						
Guiding mindfulness practices						
Conveying course themes through interactive inquiry and didactic teaching						
Holding of group learning environment						

Domain	Teaching strengths	Learning needs
1. Coverage, pacing and organisation of session curriculum		
2. Relational skills		
3. Embodiment of mindfulness		
4. Guiding mindfulness practices		
5. Conveying course themes through interactive inquiry and didactic teaching		
6. Facilitation of group learning environment		

Research question….

Is the MBI:TAC a reliable and valid tool for assessing teaching competence and adherence in MBCT and MBSR teachers?

Results - reliability

- **Internal consistency**

  Cronbach's alpha (on all domains assessor 1) = 0.94

  - *domains are aspects of an overall construct of competence*

- **Inter-rater reliability**

  - Pearson's correlation = 0.81

  - absolute agreement - 60%

  (embodiment domain pulling the %age agreement down)

  - adjacent domain agreement - 97%

Results - validity

- Challenge of establishing validity

- Face validity – high

- Discriminant validity – do the criteria discriminate between groups of teachers who are likely to differ in competence?

- Predictive validity – does the MBI-TAC predict outcomes and mechanisms of action?

In summary (research)

- Results are preliminary but promising

- Experienced teachers who are trained in the use of the tool can closely agree on competence - good levels of reliability and validity

- What MB teaching competence 'looks like' can be communicated in accessible language

How can I continue the MBI-TAC learning process beyond this workshop?

Solo practice

- Every 2 weeks make a simple recording of a practice guidance using your smart phone (i.e. short Body Scan, aspects of different Sitting Meditations or the 3 Step Breathing Space)

- A day later practice with it as a participant (i.e. not reviewing it but being with it - notice judgements and let them go)

- Later the same week, listen to it again, reviewing it using the translated Key Features for Domains 3 and 4... see what *__is__* there in the recording...not what is missing!

- Then ***delete the recording*** so as to keep this practice in the spirit of 'Being Mode' and preventing it becoming overly 'Doing Mode' orientated.

Group practice

- Come together in 3s/4s either by skype or in person

- Reflect on your solo practice using MBI:TAC

- Take it in turns to guide each other in meditation practices + facilitate inquiry

- Offer feedback using the Key Features as a structure for feedback ('feature spotting')

Remember:

This is not an evaluation of competence – it is a practice in getting familiar with the building blocks for competence

Reflect with you supervisor

- Your own personal reflections on strengths and learning needs domain by domain

- Your supervisor's reflections on your teaching practice via video review (offer your supervisor the 15 best and 15 worst minutes in your class!)

Ways the MBI-TAC can be used within teacher training

- As a self-reflective tool
- As a reflective tool within supervision
- As a teaching guide
- For staged assessment e.g., guiding, leading an interactive process
- Full assessment of teaching of an eight week course

In summary

- Stopping to reflect on our teaching can *enhance* our teaching

- Assessment of competence is resource intensive but crucial

- The MBI-TAC is a promising vehicle to support training and research

- Further training and supervision are available via the major training centres

Thank you!

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MBI:TAC available on

http://mindfulnessteachersuk.org.uk/