INTerventions

Articles testing the applied science and implementation of mindfulness-based interventions


ASSOCIATIONS

Articles examining the correlation and mechanism between mindfulness and other variables


METHODS

Articles developing empirical procedures to advance the measurement and methodology of mindfulness

Crane, R. S., Eames, C., Kuyken, W., ... Surawy, C. (2013). Development and validation of the mindfulness-based interventions--teaching assessment criteria (MBI: TAC). Assessment. [link]


Tarnow, K., Gambino, M. L., & Ford, D. J. (2013). Effect of continuing education: Do attendees implement the tools that are taught? Journal of Continuing Education in Nursing. [link]

REVIEWS

Articles reviewing content areas of mindfulness or conducting meta-analyses of published research


Dobkin, P. L., & Hutchinson, T. A. (2013). Teaching mindfulness in medical school: Where are we now and where are we going? Medical Education, 47(8), 768-779. [link]


Complementary Therapies in Medicine, 21(4), 430-39. [link]


Rappay, L., Ross, J. L., Petersen, O., ... Couper, G. (2013). A proposed protocol integrating classical mindfulness with prolonged exposure therapy to treat posttraumatic stress disorder. Mindfulness. [link]

Tops, M., Boksem, M. A., & Koole, S. (2013). Wandering minds, ruminating minds, and observing minds: An integrative perspective on mental states derived from reactive versus predictive control systems theory. Frontiers in Psychology. [link]


TRIALS

Research trials on mindfulness newly registered (JUL 2013) at Clinicaltrials.gov

Charite University, Germany (B. Brinkhaus, PI). Mindful walking in low back pain. Trial# NCT01893073. [link]

Montfort Hospital and University of Ottawa (D. Koszycki, PI). Efficacy of a mindfulness meditation program for social anxiety disorder. Trial# NCT01914874. [link]

University of Illinois at Chicago (R.H. Jacobs, PI). Mindfulness intervention to study the neurobiology of depression. Trial# NCT01905267. [link]
As the field of mindfulness training matures, we move beyond simple questions such as “does mindfulness work?” to more nuanced questions about how best to teach it. What makes a mindfulness teacher an effective transmitter of the practice? If someone lacks ready access to a mindfulness teacher, can on-line teaching be effective, and if so, how can it be maximized?

The importance of various teaching competencies can’t be assessed without the tools to measure them. Assessing teaching performance is crucial, not only for improving teacher training, but also for verifying the integrity of research protocols. Crane et al. [Assessment] describe the development of the Mindfulness-Based Interventions Teaching Assessment Criteria (MBI:TAC), a research instrument for assessing mindfulness teachers’ competence and adherence to protocol. The MBI:TAC was developed by senior mindfulness teacher trainers at three different universities with postgraduate training programs in MBSR/MBCT.

The developers arrived at consensus on six evaluation domains: (1) coverage, pacing and organization of session curriculum, (2) relational skills, (3) embodiment of mindfulness, (4) guiding mindfulness practices, (5) conveying course themes through interactive inquiry and didactic teaching, and (6) holding the group learning environment. Each of the domains can be rated for six levels of teacher competence. While the developmental process of the MBI:TAC helped provide a level of face and content validity, the authors evaluated its reliability and concurrent validity using a cohort of 43 mindfulness teachers and teacher trainees whose performance was rated by 16 senior teacher-trainers. Internal consistency was high (α = .94) and inter-rater reliability (r = .81) good. In a test of concurrent validity, second-year trainees outperformed first-year trainees on all six domains. The effect sizes for training year were all large and significant, but raters were not blind to the training year of the participants. Although still in its early stages of development, the MBI:TAC holds promise as a method for assessing fidelity to research protocols and assisting the process of teacher training.

When is a mindfulness teacher not a mindfulness teacher? When it’s a virtual one! Hudlicka [Patient Educ Couns.] has developed a virtual interactive coach (“Coach Chris”) to augment a text-and-audio web-based mindfulness course. The course, designed to assist students in developing an ongoing mindfulness practice (defined as 20 minutes of practice 5 days a week), consisted of 4 lessons delivered over 4 weeks, plus 3 weeks of supportive coaching. Coach Chris utilized natural language and simulated facial expressions to offer didactic information, answer questions, and provide feedback, encouragement, and support.

Hudlicka evaluated the program using a group of 32 on-line students, half of whom took the program with Chris, and half of whom took the program without “her.” Students who studied with Chris mediated significantly more often (4.5 vs. 3.2 days/week) and for longer periods (19 vs. 16 minutes) than those who took the coach-less version. Coached students were also more confident of their ability to continue their practice independently at the conclusion of the program. These benefits occurred despite the fact that students failed to rate Chris very highly in terms of either her social realism or ability to customize feedback. Considering the difficulty in creating acceptable virtual interactive natural language agents, Chris is an impressive achievement. While we might all prefer “real” to “virtual” teachers, real teachers are not always available and affordable. Coach Chris just might offer the next best alternative.
Submit your announcements online at www.mindfulexperience.org/announcements.php

Categories: Events & Conferences, Research & Education, Books & Media, and Employment

Events & Conferences

Mindful Practice CME Events
Two separate 4-day workshops designed to improve quality of care while improving clinicians’ own resilience and well-being. For physicians, health professionals, and medical educators. Course Directors: Ron Epstein, MD & Mick Krasner, MD of University of Rochester Medical Center. Location: Chapin Mill Retreat Center, Batavia, NY Session 1: October 9-12, 2013 - http://www.cvent.com/d/1cqbt1 Session 2: May 7-10, 2014 - http://www.cvent.com/d/tcqbgb

INFO: For assistance with online registration, call the URMC Center for Experiential Learning at 585-275-4392.

Search Inside Yourself
For the first time in Canada, Rotman Executive Programs in partnership with the Search Inside Yourself Leadership Institute is proud to present – SEARCH INSIDE YOURSELF. This two-day ground-breaking leadership program developed and refined at Google focuses on the five key domains of emotional intelligence with mindfulness practice, science and leadership applications fully integrated at all levels. Early bird rate in effect until August 16, 2013.

INFO: Register today for the Toronto offering. www.rotmanexecutive.com/siyi learning.advisor@rotman.utoronto.ca

Research & Education

Contemplative Education Website
This new website provides a virtual commons for connecting, collaborating and sharing for those involved with mindfulness and other forms of contemplative education. Registration is free. You can post full information and links to your work, publications, events and much else. Non-members can search the site.

INFO: http://www.contemplativeeducation.ca

Online UCLA Mindfulness Class
UCLA Mindful Awareness Research Center (MARC) offers a 6-week online class: Mindful Awareness Practices for Daily Living. This class is an excellent introduction to mindfulness. You will learn meditation practices including sitting meditation, walking meditations and how to work with difficult thoughts and emotions. The pre-recorded course can be accessed from anywhere at your own pace. Includes weekly live text chats with instructors and other participants. Offered throughout the year. Advanced classes available.

INFO: More details at http://marc.ucla.edu/body.cfm?id=112

Seeking Post Grad Mindfulness Course
I am a PhD Candidate with an interest in the fields of leadership and mindfulness. I am urgently seeking one semester of course work at the post grad level on Mindfulness locally in Australia or anywhere if online.

INFO: Please contact: iphillips@mackerelsky.com.au

On-Line MBSR for Helping Professions
**On-Line** Mindfulness Based Stress Reduction (MBSR) for Helping Professions September 2013 http://wcmprod2.ucalgary.ca/pd/ Wednesdays at 6:30 - 8:30 MDT via a live-streaming video classroom accessible on your computer. Register soon, enrollment is limited. Instructor: Rachael Crowder PhD RSW Assistant Professor Faculty of Social Work, University of Calgary.

INFO: www.presentmoment.ca

Books & Media

New: An Exploration of Ethics
The Ethical Space of Mindfulness in Clinical Practice, by Donald McCown, principal author of Teaching Mindfulness: A practical guide for clinicians and educators. Addresses three urgencies of the MBIs: ethical theory, the definition of mindfulness, and the quality of teacher training. "Brilliantly written, refreshing, and a joy to read. It gets at the heart of key (ethical) issues in teaching mindfulness-based interventions, revealing important insights and offering new questions to probe further. A must-read for dedicated MBSR teachers!" --Susan Bauer-Wu, Ph.D., RN, FAAN, Tussi and John Kluge Professor in Contemplative End-of-Life, University of Virginia School of Nursing.

INFO: Order on Amazon: http://amzn.com/1849058504

Employment

INFO: None posted