



10th Annual
International Scientific Conference
Investigating and Integrating Mindfulness
in Medicine, Health Care, and Society



REVISED 3.7.12 Ver. 1.7



Center for Mindfulness
in Medicine, Health Care, and Society





Department of Medicine,
Division of Preventive and Behavioral Medicine

Dedication

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This year's Conference is dedicated to you...and to all of those known and unknown to us who have dedicated their lives to the unfolding and flowering of a more awakened and compassionate world. Your deep commitment to practicing, researching, and teaching mindfulness is life giving and makes you an indispensable member of this community. Thank you for recognizing and responding, in your own unique way, to the call to carry your portion of universal responsibility.

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Acknowledgements

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None of us live completely by our own efforts. We all receive a lot of help. Some of it is known; most is unknown with no desire to be known. Such helping prefers to be felt, embodied by each of us in our own ways and passed along endlessly...


We at the Center for Mindfulness in Medicine, Health Care, and Society do wish to express our gratitude and appreciation to the:


- Bravewell Collaborative
- Consortium of Academic Health Centers for Integrative Medicine
- Globe Foundation
- Danny Kaye and Sylvia Fine Kaye Foundation
- John W. Kluge Foundation
- Quaker Hill Foundation
- RSWANS Scholarship Fund
- Rockefeller Foundation
- Thousands of individuals whose generous support have and continues to sustain our work

In addition we express our appreciation to the Center for Mindfulness Advisory Board Members:

- Lynn Getz
- Cory Greenberg
- Lawrence Horwitz
- Jon Kabat-Zinn
- Tussi Maria Kluge
- Dennis McGillicuddy

Your steadfast presence and enduring guidance contribute mightily to the fulfillment of our vision and mission.

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Examining the Effectiveness of Mindfulness for Treating Children with ASD and ADHD.....

Merging Paths: Mindfulness and the Medical Malpractice Insurer.....

Mindfulness Training Ameliorates IBS by Promoting Non-Reactivity and Reduced Affective Processing of Pain Sensations.....

Findings from the DARE Study, a multisite study of MBCT with two year follow up, focusing on subgroups and time course.....

Virtually Yours: Mindfulness Training via the Virtual World of Second Life.....

Saturday March 31, 2012

Conducting High Quality Randomized Trials of MBSR: What Can We Learn from Each Other?.....

Integrating Mindfulness into the Workplace.....

The Emergence of Contemplative Neuroscience.....

Teaching Mindful Yoga for Non-Yoga Teachers and Clinicians: Part I, Context and Intentions.....

Mindfulness-Based Cognitive-Behavioral Couples Therapy for PTSD.....

Mindfulness Meditation and Anxiety Disorders: Effects on Emotion, Attention, and Brain Responses.....

Altered resting state functional connectivity and fluid intelligence in long-term mindfulness and yoga practitioners.....

Mindfulness-based Education in K-12 Public Schools: "Educating from the Heart".....

The Science and Practice of Compassion Cultivation Meditation Training.....

Mindfulness in Community: Living Our Practice Together.....

Teaching in the Fire: working with our own pain, crises, and stressors in the midst of teaching Mindfulness Based Interventions.....

Teaching Mindful Yoga for Non-Yoga Teachers and Clinicians: Part II, Principles and Methods.....

Mindfulness-Based Stress Reduction Among Middle-Aged and Older Family Caregivers of Persons with Dementia: Results at 8 Weeks Post-Intervention.....

A Mindfulness-Based approach to addressing rehabilitation issues in schizophrenia.....

An Exploratory Study into the Effectiveness of fidelity scales in the delivery of Mindfulness-Based Cognitive therapy as part of the Depression Awareness Recovery Effectiveness (DARE) Program in Australia.....

MBSR and HIV + Clients: "I can change. I love myself.".....

Exploring the Ethical Space of the Mindfulness-Based Interventions.....

Mindfulness & Modification Therapy for Behavioral Dysregulation: Results from Pilot Trials Targeting Substance Misuse and Aggression.....

The Efficacy of Mindfulness-Based Cognitive Therapy (MBCT) in Recurrent Depressed Patients with and without a Current Depressive Episode, a Randomized Controlled Trial.....

Mindfulness-Based Cancer Recovery: The story of an emerging research program.....

Sunday April 1, 2012

Shoulder-to-Shoulder: Affirming and Embodying the Heart of MBSR.....

More

Continuing Education.....



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Learning Objectives

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At the conclusion of the program, the participant should be able to:

1. Review research supporting the clinical use of mindfulness-based interventions.
2. Examine in detail mindfulness-based interventional models used in the treatment of medical and psychological conditions and for health behavior change.
3. Examine the evidence from recently completed randomized clinical trials utilizing mindfulness meditation-based methods and approaches.
4. Engage in experiential learning via an array of educational institutes, workshops, and presentations.

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FULL-DAY WORKSHOP

Pre-Conference Institutes

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Wednesday March 28, 2012 9:00 a.m. to 4:00 p.m.

Teaching Mindful Yoga

Patricia Bloom, MD, RYT Lucia McBee, LCSW, MPH, CYI,
and Kate Mitcheom, MSN, CNM, RYT

This Conference Institute is expected to benefit all MBSR teachers who feel uncertain about their skills in leading MBSR participants in Mindful Yoga. It will be taught by 3 MBSR teachers who are also yoga teachers, with experience in teaching diverse groups of students (teens, adults, older adults, cognitively impaired, therapeutic yoga).

Through experiential learning, participants will gain skills in teaching the MBSR curriculum yoga sequences. Additionally, instruction in yoga concepts such as alignment, lines of energy, practice at “the edge”, the integration phase of postures, and breathwork (pranayama) will enhance the ability of instructors to promote mindfulness.

Format:

Instruction in yoga postures and teaching techniques by yoga teachers, interspersed with interactive discussions, practice in small groups, and practice teaching with feedback.

6:30 – 7:30 a.m.

Morning Meditation with
Elana Rosenbaum, MS, LICSW

7:30 – 8:30 a.m.


Breakfast


8:00 – 9:00 a.m.

Registration

9:00 a.m. – 4:00 p.m.

Full-Day Institute

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Wednesday March 28, 2012 9:00 a.m. to 4:00 p.m.


Holding the Heart of MBSR: Reflection, Collaboration and Dialogue on Modification or Adaptation of the 8-Week Program


Steven Hickman, PsyD, Lynette Monteiro, PhD and Allan Goldstein

As Mindfulness-Based programs grow exponentially, teachers of MBSR are frequently pulled to modify or adapt their programs to fit a particular setting or population. With no intention to supplant the original program, their intention is to address the specific presenting needs of each group. We have heard Jon Kabat-Zinn invite people to adapt or modify the MBSR program, as long as they don't call it MBSR. Thus, the issues and concerns (beyond the label) inherent in modification bear consideration, reflection and articulation. The implications of modification or adaptation are numerous and challenging, especially in terms of preserving the integrity of the original program in the novel forms. This institute aims to deepen and broaden exploration of the topic.

Relying upon our foundation of practice, reflection and dialogue, this institute intends to explore mindfully the challenges and opportunities inherent in the modification or adaptation of the original format of MBSR. The invitation to participants is to engage in an iterative process of dialogue. Beginning with individual reflection on issues of intention and purpose of modifications to MBSR, they will move into mindful dialogue to extend and deepen the discussion, ultimately brainstorming ways to support the continued dissemination of these programs.

Simultaneously, they will attend to preserving the original heart and intention of MBSR. A practical aspect of this institute will be the formulation of a working group (composed primarily of attendees) that will further the momentum built during the day. The intent will be to produce a synopsis of the issues raised in a "living document" outlining key principles and considerations that can then be disseminated for further input from other MB practitioners.

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Wednesday March 28, 2012 9:00 a.m. to 4:00 p.m.


Being a Psychotherapist and MBSR Teacher-How One Influences the Other


Elana Rosenbaum, MS, LICSW

Many psychotherapists are drawn to learning MBSR and teaching it. This presentation will look at what the psychotherapist brings to the table in being an MBSR teacher and how teaching MBSR influences their practice of psychotherapy.

Though both modalities have the relief of suffering as their aim the methods to achieve this have differed. In this institute we will examine and discuss: what is being transferred from one modality to the other, essential qualities for teacher and therapist, assumptions and expectations, the use of self, transparency, the focus of attention, the process of inquiry and the use of silence.

Discussion will draw on the experience of the participants and a senior MBSR teacher and psychotherapist. It will be experiential and interactive including reflections and guided meditations with objects of inquiry in dyads and group discussion to bring into awareness ways that practicing psychotherapy and MBSR infiltrate each other consciously and unconsciously.

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Wednesday March 28, 2012 9:00 a.m. to 4:00 p.m.

Mindful Parenting in Mental Health: an institute for mindfulness trainers

Kathleen Restifo, PhD and Susan Bogels, PhD

Mindful Parenting is an 8 week program based on MBSR/MBCT for parents in mental health, either due to child or parent psychopathology. Mindfulness is taught in the context of the parenting experience. Parenting problems are viewed in the context of evolutionary psychology, and parenting, with all its warts, is seen as an ideal context to practice mindfulness and compassion.

We target six mechanisms of change in the parent-child or partner relationship:


1. Reducing parental stress and resulting reactivity,
2. reducing parental preoccupation due to child or parental psychopathology,
3. improving parental executive functioning in parents with impulsivity,
4. breaking the intergenerational transmission of dysfunctional parental schemas and habits,
5. increasing self-compassion, and
6. improving marital functioning and co-parenting.


Parents learn to replace automatic reacting to difficult parent-child interactions with deliberate responding, and become aware of old patterns from their youth in interactions with children or partners.

Parents learn to bring compassion and kindness to themselves and their children during difficult interactions; to forgive themselves when they make mistakes, and to reconnect with their children after difficult interactions. Each of the 8 sessions will be explored in depth through a combination of lectures, interactive and experiential techniques. The leaders will role-play relevant mindful parenting exercises, so that participants can experience them directly. Inquiry skills will be developed through a combination of role-playing and didactic instruction.

The following themes will be explored in detail:

1. Exploring reactive parenting
2. Seeing my child with beginner's mind and self-compassion
3. Watching the body during parenting stress
4. Responding rather than reacting
5. Dysfunctional parent-child patterns and the inner child
6. Perspective taking, rupture and repair
7. Acceptance, compassion and metta, partner support
8. The future

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FULL-DAY WORKSHOP

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Wednesday March 28, 2012 9:00 a.m. to 4:00 p.m.


The Mindfulness-Based Stress Reduction for Teens (MBSR-T) Program: Foundation, Inquiry and Practice


Gina Biegel, MA, LMFT

This institute provides an introduction to the foundation of the Mindfulness-Based Stress Reduction for Teens (MBSR-T) Program, started in 2004. After an overview of the MBSR-T program has been provided, inquiry and practice around key interventions and content will be provided experientially and intellectually to maximize understanding and utility for use with and for adolescents. This program was developed, and has been shown to be effective among adolescents in mental health, school and community settings.

The MBSR-T, 8-week program has been demonstrated through research to be an evidenced-based intervention to reduce adolescent stress and the physical and psychological problems that result (Journal of Consulting and Clinical Psychology, 2009; Psychological Assessment 2011). Learning the foundation and core aspects of the MBSR-T curriculum, will be provided, however, time in this institute will be focused on immersion in teen-based practices to fully maximize the efficacy of using this program with this population. The intention of the institute is for those who want to fully engage experientially in the key practices that compose the MBSR-T program.

This institute is offered by MBSR-T creator Ms. Biegel who has been utilizing this program for the past 8 years with adolescents in a variety of settings with a multitude of clinical and non-clinical populations. Aside from evidenced-based research, publications in the popular press and audio practices have been created to use with teens directly.

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Wednesday March 28, 2012 9:00 a.m. to 12:00 p.m.

Being a Mindful Researcher or doing Research on Mindfulness? Employing Qualitative Research Methods with First-Person Experiences in Mindfulness

Belinda Khong, PhD


The growing adoption of mindfulness-based programs and the increase in research on mindfulness pose some new challenges. One of these challenges relates to how researchers embody mindfulness when conducting research in this area. For example, is it congruent for participants in mindfulness-based programs to be encouraged to relate to their experiences subjectively, and then for attempts by researchers to measure their experiences objectively? Can mindfulness research be conducted in a way that is more sympathetic to the experiential quality of the practice?


Qualitative methodology, a process-oriented research method focuses on the meanings and significance that individuals attribute to their experiences. This methodology provides a valuable approach for appreciating first-person experiences, the process involved; why and how individuals benefit or not benefit from being mindful, and the impact of being mindful in all aspects of the individual's life.

The workshop format consists of a lecture, discussion and practice exercises. It examines the major qualitative research methodologies including Grounded Theory and Phenomenology; differences with quantitative research, and qualitative research studies. Participants will learn skills for using qualitative research methodology including interviewing techniques, data analysis, report writing, and publishing results.

The workshop is intended to give researchers, instructors, practitioners, practical skills for understanding and applying qualitative research methodologies. Researchers are encouraged to bring their research proposals for discussion in the workshop.

This presentation
has been canceled

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HALF-DAY AFTERNOON WORKSHOP

Pre-Conference Institutes

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Wednesday March 28, 2012 1:00 p.m. to 4:00 p.m.

Meeting Resistance: Teaching Mindfulness & Yoga to Challenging Youth Populations

Cator Shachoy, Chris McKenna and
Sam Himmelstein, PhD Clinical Psych


The richness of working with teens includes that they won't always do what you want them to. What happens then? If we are present, this can be a powerful opportunity for deepening of connection, trust, and authenticity between teens and adults.


This workshop goes beyond the mindfulness for youth “sales pitch” to engage the real world realities of working with socio-economically and ethnically diverse youth as well as urban and high-risk populations. As the mindfulness movement expands its reach, new tools are needed for effective application in a broader range of environments. Workshop content focuses on a clearly outlined approach for meeting and transforming resistance and reactivity that can arise while facilitating yoga and mindfulness-based interventions with diverse youth populations.

The goal of this workshop is to “close the gap” between scripted mindfulness curricula and the reality of working with youth and adolescents in the classroom, mental health, and other environments.

12:00 – 1:00 p.m.
Lunch

This workshop is highly interactive; participants will have extensive time to analyze examples of resistance from their own work with youth and to role play responses to challenging behaviors.

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The John and Tussi Kluge Research Symposium on Mindfulness

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Thursday March 29, 2012 8:00 a.m. to 4:30 p.m.

Embodiment of Mindfulness: Neuroscience and Clinical Perspectives

This full-day research symposium will offer a set of presentations examining the basic and clinical mechanisms of action of mindfulness meditation training from the cognitive, affective, social, and clinical psychological and neuroscience perspectives.

The specific topic for this year's symposium will touch on the construct of 'embodiment' with regard to mindfulness training, which is the quality of instantiating into one's being, actions, and phenomenological experience the skills that are cultivated through mindfulness practice. We will discuss the many 'faces' of embodiment, from how the brain's systems of attention and emotion may be re-organized, to how pain might be better managed, or how depression relapse and social anxiety might be remediated by engaging in mindfulness training and mindfulness-based therapies.

Learning Objectives:

1. The presentations will examine the effects of mindfulness meditation practice and training on attention and emotion regulation, and the basic mechanisms of these systems will be reviewed.
2. The presentations will discuss a variety of neuroscience methods used to investigate the neural bases of mindfulness training including event-related potentials, oscillatory neuroelectric profiles, morphometric structural changes with MRI, and functional brain changes indexed by functional MRI.
3. The presentations will provide an overview of the disorder-specific benefits of mindfulness training in the context of pain, depression, and social anxiety.

6:00 – 7:00 a.m.
Meditation with
Florence Meleo-Meyer, MS, MA

7:00 – 8:00 a.m.
Registration

8:00 – 4:30 p.m.
Symposium

Morning Presenters:

Amishi Jha, PhD
Fadel Zeidan, PhD
Zindel Segal, PhD

Afternoon Presenters:


Philippe Goldin, PhD
Katherine MacLean, PhD




Amishi Jha, PhD



Philippe Goldin, PhD

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Poster Session


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Thursday March 29, 2012 4:30 p.m. to 6:30 p.m.

The Poster Session is an essential element of Investigating and Integrating Mindfulness-Based Interventions into Medicine, Health Care, and Society.

Posters are a great way for abstract authors to discuss their work with colleagues.

The Center for Mindfulness views these Poster Presentations as important as paper presentations.

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Opening Ceremonies

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Thursday Evening March 29, 2012 4:00 p.m. to 9:00 p.m.

Emptying into Fullness: The On-Going Formation of MBSR Teachers

Saki Santorelli has been engaged in his own on-going education and formation and the education and formation of other MBSR teachers for three decades. This talk will be a reflection on the nature of mindfulness-oriented professional education and training, its place within the larger domains of western psychology and education, and some critically important departure points from the world-view of these familiar ways of knowing. He will describe in detail the potential of mindfulness to radically alter the ways we think about learning, teaching, and the relationships between patients and practitioners and students and teachers.



Saki F. Santorelli,
EdD, MA

4:00 – 6:00 p.m.

Registration

6:15-7:15 p.m.

Welcome reception

7:30 – 7:45 p.m.

Opening Remarks

Saki F. Santorelli, EdD, MA

7:45 – 9:00 p.m.

Keynote Address

Saki F. Santorelli, EdD, MA



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Conference Schedule

Breakfast Roundtable Discussions

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Friday March 30, 2012 7:00 a.m. to 8:00 a.m.

Integrating Mindfulness into Clinical Training and Research within the Clinical Psychology Profession

Jean Kristeller, PhD
Philippe Goldin, PhD
Paul Salmon, PhD
Jeffrey Greeson, PhD
Michael Cole, PhD
Holly Hazlett-Stevens, PhD
Laura Monschau, PhD

Full Circle: Mindfulness Practice in Secular and Religious Settings


Anne Benvenuti, PhD
Elizabeth Davenport, PhD


6:00-7:00 a.m.

Meditation with Saki F. Santorelli, EdD, MA

7:00-8:00 a.m.

Breakfast

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Friday March 30, 2012 8:15 a.m. to 9:15 a.m.

Presentation Dialogues

Mindful Medical Practice for Medical Students and Residents: An invitation to exchange experiences

Patricia L. Dobkin, PhD, Tom Hutchinson, MB and Qinyi Zhao

Wellness in High School: Introducing Mindfulness Training to Teachers, Administrators and Students

Trish Broderick, PhD, Diane Reibel, PhD and Todd Cantrell, MS

Cultural Considerations to Foster Receptivity to Mindfulness Training

Paul Salmon, PhD, Susan Bauer-Wu, PhD, RN, Lauren Vines, MS, and Kay Stewart, BS

Research Forums

Mindfulness-Based Cognitive Therapy: simulation modeling in support of planning for service delivery


Graham Meadows, MD, FRANZCP


How does Mindfulness-Based Stress Reduction Improve Psychological Functioning in Cancer Patients?

Laura Labelle, MSc

Measuring the Efficacy and Sustainability of The Mindful Schools Mindfulness-Based In-Class Intervention

Randima Fernando, MS, and Shani Keller

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Friday March 30, 2012 9:30 a.m. to 10:30 a.m.

Presentation Dialogues

Commonalities, peculiarities and fidelity: how does a mindful researcher design and evaluate mindfulness training programs for three different populations?
Kaveh Monshat, MPsychMed, MBBS, BSc(Med)Hons, FRANZCPsych

Mindfulness in Participatory Medicine: Context, Research and Clinical Evidence for the Relevance of Mindfulness-Based Stress Reduction (MBSR) On-the-Ground
Brant Rogers MS, RYT, Zeynep Sunbay-Bilgen, MS, and Michael Christopher PhD


Can software support mindfulness? The experience in two corporate organizations
Hector Bolanos, MA


Research Forums

Introducing the DARE study, a multisite study of MBCT with two year follow up and including health economic evaluation
Graham Meadows, MD, FRANZCP

A Randomized Controlled Pilot Study of Mindfulness-Based Stress Reduction for Patients with Persistent Cancer-Related Fatigue
Kathleen Beck-Coon, MD, Linda F. Brown, PhD, and Shelley Johns, PsyD, ABPP

Mindfulness Therapy for Bodily Distress Syndrome
Lone Overby Fjorback, MD, psychiatrist, PhD student

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Keynote Speaker

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Friday March 30, 2012 11:00 a.m. to 12:30 p.m.

Mindfulness-Based Cognitive Therapy Comes of Age


Zindel Segal, PhD


If the past decade has witnessed the establishment of Mindfulness Based Cognitive Therapy's broad appeal and effectiveness, the question of how exactly this multi-modal treatment achieves its benefits remains largely unanswered. It is still fair to ask, for example, about the relative contribution of cognitive therapy principles versus mindfulness practice to the benefits patients report. Clarifying mechanisms of action is of more than academic interest, as it will likely inform the approach taken to training the next generation of MBCT practitioners. In addition, a focus on mechanisms can only enhance efforts to address the largest obstacle faced by patients interested in this form of care, namely limited access. In response to this challenge, efforts aimed at disseminating mindfulness-based treatments more generally, have been under way for the past 5 years. The goal here has been to render these in-person treatments into internet compatible formats that would enable their delivery via live videoconferencing, interactive websites, or mobile applications. These developments will be reviewed and evaluated. The need to conceptualize mindfulness-based interventions in terms of their active ingredients, before the inexorable migration to the web begins, will be emphasized.



Zindel Segal, PhD

12:45 – 1:45 p.m.
Lunch

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Friday March 30, 2012 2:00 p.m. to 3:30 p.m.

Growing teachers in a time of growing interest in mindfulness: Investigating the challenge of mindfulness-based teaching competency

Rebecca Crane, MA


The expanding interest in mindfulness creates a rapidly developing context for the international mindfulness-based teaching and training community to be operating within. The field has a responsibility to the public and to developing trainees to be shaping the ongoing integrity of the approach so that a professional context is created that has appropriate boundaries, expectations and guidance. This is a complex area requiring a multiplicity of responses relating to teacher formation processes, standards for teachers and trainers and the nature of mindfulness-based teaching competence. Addressing these issues in ways which both honour the paradigms underpinning mindfulness-based teaching and interface in pragmatic ways with the contexts within which our trainees offer their teaching is subtle and challenging.


Central to the integrity of the approach is the competence of the teacher: their capacity to deliver a programme which is both truly based on a depth of personal mindfulness practice and integrated with the skills and understandings relevant to the particular programme or context within which the teaching is offered. Issues related to teaching competence impact on all areas where growth is being felt on the ground – within training programmes where larger numbers of trainers are supporting and assessing larger numbers of developing teachers; within mainstream contexts such as the UK health service where MBCT is increasingly being commissioned and implemented and governance relating to teacher readiness is required; and within research contexts where methods are needed to assess that the teachers delivering classes in research trials have achieved an appropriate level of competency and that they deliver the intervention with fidelity during the research.

The talk will investigate critical questions relating to teaching competence: How can mindfulness-based teaching competencies be articulated? How do they develop? And how are they assessed reliably and with validity? The exploration is based on the experiences of addressing these issues within postgraduate mindfulness-based teacher training programmes at Bangor, Exeter and Oxford Universities in the UK.



Rebecca Crane, MA

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Friday March 30, 2012 4:00 p.m. to 5:00 p.m.

Presentation Dialogues

Mindfulness Education in Medical School

H. Mason Hedberg, MD 2013

Examining the Effectiveness of Mindfulness for Treating Children with ASD and ADHD

Bernadette Evans-Smith, PhD

Merging Paths: Mindfulness and the Medical Malpractice Insurer

Michael Krasner, MD, Marjorie Thomas, MPA, ARM, RPLU, FASHRM, and Gerri Donohue, MS, RN, ARM, FASHRM

Research Forums

Mindfulness Training Ameliorates IBS by Promoting Non-Reactivity and Reduced Affective Processing of Pain Sensations


Eric Garland, PhD


Findings from the DARE Study, a multisite study of MBCT with two year follow up, focusing on subgroups and time course

Frances Shawyer, BBS, PhD

Virtually Yours: Mindfulness Training via the Virtual World of Second Life

Steve Hickman, PsyD, Jacquelyn Ford Morie, MFA, PhD, and Valerie Berg Rice, MS, MHA, PhD, CPE, OTR/L, FAOTA

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Conference Schedule

Celebratory Gala: Dine. Dance. Delight.

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Friday March 30, 2012 6:30 p.m. to ?


This special evening is a great opportunity for Conference participants, presenters and Friends of the Center to mingle with one another and have fun together as a community. Please join us for the cocktail reception and Gala Dinner that will feature inspiring remarks from a special guest, announcement of the Silent Auction winners and an exciting Live Auction.


The Mark Shilansky Trio will offer easy-listening jazz during dinner and switch to up-tempo for after dinner dancing. We look forward to having a wonderful time with you – please plan to join us!

6:30 – 7:30 p.m.
Cocktail reception

7:30-11:30 p.m.
A Gala Evening and Auction

7:40 p.m.
Opening Remarks

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Saturday March 31, 2012 6:00 a.m. to 8:00 a.m.

Conducting High Quality Randomized Trials of MBSR: What Can We Learn from Each Other?

Dan Cherkin, PhD

Integrating Mindfulness into the Workplace

Christopher Lyddy, BA, MCP

6:00-7:00 a.m.

Meditation with Jon Kabat-Zinn, PhD

7:00-8:00 a.m.

Breakfast



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Saturday March 31, 2012 8:30 a.m. to 10:00 a.m.

The Emergence of Contemplative Neuroscience

Richard J. Davidson, PhD


This talk will present an overview of the convergence of scientific and extra-scientific factors that have permitted the emergence of a new hybrid discipline—contemplative neuroscience.


Included among these factors are developments in our understanding of neuroplasticity and epigenetics, the development of modern methods for interrogating human brain function, the publications of basic research on meditation in top-tier mainstream scientific journals, the active involvement of the Dalai Lama and the Mind & Life Institute in the promotion of this work, and the presence of several high profile research centers focused on this work at major research universities in the U.S. and abroad.



Richard J. Davidson, PhD

The talk will summarize some of the key findings that have emerged and will showcase future challenges, both methodological and conceptual, that must be faced as this work matures.

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Saturday March 31, 2012 10:30 a.m. to 11:30 a.m.

Presentation Dialogues

Teaching Mindful Yoga for Non-Yoga Teachers and Clinicians: Part I, Context and Intentions

Brant Rogers, MS, RYT, and Paul Salmon, PhD, RYT

Mindfulness-Based Cognitive-Behavioral Couples Therapy for PTSD

Louann Davis, PsyD, and Brandi Luedtke, PsyD


Research Forums


Mindfulness Meditation and Anxiety Disorders: Effects on Emotion, Attention, and Brain Responses

Elizabeth Hoge, MD, Britta Hölzel, PhD, and Philippe Goldin, PhD

Altered resting state functional connectivity and fluid intelligence in long-term mindfulness and yoga practitioners

Sara Lazar, PhD, and Tim Gard, MA

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Saturday March 31, 2012 12:45 p.m. to 3:45 p.m.

Mindfulness-based Education in K-12 Public Schools- “Educating from the Heart”

Auriel Gray, MACP,CYT, Ferris Urbanowski, MACP , and Marilyn Neagley (author)


The workshop is based on the outcomes of a district-wide, mindfulness-based Wellness and Resilience Program located in South Burlington, Vermont. In its third year, 130 educators have participated in the training and implementation. The program has ongoing support in mindfulness skills, has compiled research data for three years, and is now developing a “training of trainers” program to enable greater outreach. Anyone who is interested in bringing mindfulness-based education to public schools would be interested in this workshop. It will cover how the program began, how it “looks” in the classroom, what the evaluations have revealed and how the program can be sustained.


Skills discussed will be in three broad areas: organization, education, (both training of the educators and bringing the training into the classroom) and mindfulness, as they apply to this program. The format for the day will correspond to the learning objectives:

1. Introductions and discussion of why participants chose this workshop and what they hope to learn
2. Description of program origins and overview
3. Explanation of training content and classroom implementation
4. Discussion of evaluation results and future sustainability

11:45 – 12:45 p.m.
Lunch

12:45 – 3:45 p.m.
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Saturday March 31, 2012 12:45 p.m. to 3:45 p.m.

The Science and Practice of Compassion Cultivation Meditation Training


Philippe Goldin, PhD and Margaret Cullen, MFT


There is an increasing interest in understanding how to integrate different compassion practices into training for healthy adults and clinical treatments for individuals suffering from different forms of psychological disorders and medical diseases. Scientific investigations of compassion meditation training have begun to elucidate the influence of compassion on psychological functioning and well-being. Delivering compassion meditation training to a wide array of individuals across the life span and rigorously examining its impact is important for understanding who will benefit and what will reliably change with training. The goals of this workshop are (a) to provide experiential training in selected compassion practices included in our Compassion Cultivation Training (CCT) program, and (b) to present results from our recent randomized controlled trial study of CCT in 129 community participants. Specifically, we will describe how CCT impacts compassion, clinical symptoms, emotion regulation strategies, and well-being. We will also provide evidence for moderators (i.e., features of participants that predict who will benefit from this form of compassion training) and mediators (i.e., what changes during training predict the degree of improvement from pre- to post-CCT).

CCT is a systematic nine-week program consisting of 6 steps:

1. settling and focusing the mind;
2. loving-kindness and compassion for a loved one;
3. loving-kindness and compassion for oneself;
4. establishing the basis for compassion toward others by embracing shared common humanity and appreciating the deep interconnectivity of self and others;
5. compassion toward others, including all beings; and
6. active compassion practice which involves imagining taking away others' pain and sorrow and offering to them one's own happiness, joy, and everything that is good.

The final class presents a complete and integrated daily compassion meditation practice.

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Saturday March 31, 2012 12:45 p.m. to 3:45 p.m.


Mindfulness in Community: Living Our Practice Together


Lawrence J. Ladden, PhD, Diane Reibel, PhD, and
Susan D. Wiley, MD

This workshop will share a model for developing a local community or sangha of MBSR teachers and is intended for teachers who wish to do the same. As we practice together, we lift each other up, inspiring each other, working toward a greater sense of ease and authenticity for all of our members.

This process of co-creation is a mirror to the process that takes place in MBSR groups which adds yet another layer of value to our exploration. First, we will describe our group development during our nine year history. Second, we will practice functional subgrouping - the communication method we use to develop resonance and empathy. By first joining others on similarities in content, tone, and depth, members learn to attend to both their own experience as well as the group context. Using our own practice as a foundation, we extend the field of awareness to include the group. Doing so suspends the group automatic pilot of habitual group behavior fueled by the tendency to take ourselves and others just personally.

The third activity will be in small groups led by members of our sangha. The goals of this segment will be to recognize both strengths and challenges in participants' established MBSR teacher communities and identify practical steps for building new communities. Insights gained in smaller groups will be shared and organized with the large group. The intended workshop outcome is to create conditions to allow our greater mindfulness community to discover practical new ways of supporting and caring for one another and our teaching of meditation. The design of this workshop expresses a collaborative effort which benefited greatly from the contributions of Georgia Tetlow, MD, Christine Molnar, PhD, Birgit Rakel, MD, and Delia Serruya, MD. Attendance is consenting to work experientially in the large group.

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Saturday March 31, 2012 12:45 p.m. to 3:45 p.m.


Teaching in the Fire: working with our own pain, crises, and stressors in the midst of teaching Mindfulness Based Interventions


Beth Mulligan, PA-C, and Adrienne Beatie, MFT

Audience: Participants currently teaching MBSR or other Mindfulness Based Interventions will benefit.

This experiential workshop will look at the personal challenges we face in our lives and how we work with them in the context of being an MBSR teacher; when they arise within the class setting, and even experienced within the conference itself. We will enhance skills of self inquiry and somatic experiencing, drawing deeply on our own MBSR inquiry skills. We will look at: where we take refuge, where, how and when we seek support, examine the effects of 'role stress', being able to be both teacher and practitioner and remain authentic. We will offer and practice loving kindness for ourselves and others.

Format will include: 20 minute presentation by the leaders, sharing their own experiences and emphasizing the safety of the container this workshop offers; selected readings; 20 minute guided meditation, grounding participants in the present moment, and leading into an exercise encouraging a personal recall of a difficult time within the context of teaching, and how it was worked with; followed by small & large group sharing (20mins each) Partner Yoga : 20 minutes - taught in the context of seeking appropriate support, boundaries, and how we feel about giving and receiving. Processing this experience in dyads (15 minutes). Discussion on seeking support – how we create and sustain sangha in the context of MBSR teaching; the importance of acknowledging 'role stress' as defined in Full Catastrophe Living (20 - 30 minutes). Loving Kindness meditation, discussion and closing remarks, 35 minutes.

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Saturday March 31, 2012 12:45 p.m. to 1:45 p.m.

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Teaching Mindful Yoga for Non-Yoga Teachers and Clinicians: Part II, Principles and Methods

Paul Salmon, PhD, RYT, and Brant Rogers, MS, RYT

Research Forums

Mindfulness-Based Stress Reduction Among Middle-Aged and Older Family Caregivers of Persons with Dementia: Results at 8 Weeks Post-Intervention


Róisín O'Donnell, MA


A Mindfulness-Based approach to addressing rehabilitation issues in schizophrenia

Louanne Davis, PsyD, and Sarah Long, MA

An Exploratory Study into the Effectiveness of fidelity scales in the delivery of Mindfulness-Based Cognitive therapy as part of the Depression Awareness Recovery Effectiveness (DARE) Program in Australia

Phuong-Tu Prowse, BSc: GDip Ed. Psych, MPsyCh

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Saturday March 31, 2012 2:00 p.m. to 3:00 p.m.

Presentation Dialogues

MBSR and HIV + Clients: “I can change. I love myself.”

Vani Gandhi, MD, Lucia McBee, LCSW, MPH, CYI and
Danielle Beiling, MPH Candidate

Exploring the Ethical Space of the Mindfulness-Based Interventions

Donald McCown, MAMS, MSS, PhDc


Research Forums


Mindfulness & Modification Therapy for Behavioral Dysregulation: Results from Pilot Trials Targeting Substance Misuse and Aggression

Peggilee Wupperman, PhD

The Efficacy of Mindfulness-Based Cognitive Therapy (MBCT) in Recurrent Depressed Patients with and without a Current Depressive Episode, a Randomized Controlled Trial

Fabio Giommi, PhD, Anne Speckens, Prof., and Joel van Aalderen

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Saturday April 1, 2012 4:15 p.m. to 5:45 p.m.

Mindfulness-Based Cancer Recovery: The story of an emerging research program

Linda Carlson, PhD


The Mindfulness-Based Cancer Recovery (MBCR) program at the Tom Baker Cancer Centre in Calgary, Canada began in 1996, and has been offered continuously to patients and support people since that time. Based heavily on MBSR, our program has been adapted over the years to meet the needs of our population.




Linda Carlson, PhD

Our group has conducted a series of research studies on the program beginning with pre-post observational studies and randomized waitlist controlled trials spanning outcomes such as mood disturbance, stress symptoms, sleep quality, fatigue, post-traumatic growth and spirituality, and biomarkers such as blood pressure, salivary cortisol and intracellular cytokines.

More recently we completed a 5-year multi-site randomized controlled trial comparing the effects of MBSR to Supportive-Expressive Group Therapy and a one-day Stress Management Seminar on psychological and biological outcomes in breast cancer survivors (the MINDSET trial). A description of MBCR and the history of the program will be provided, followed by presentation of preliminary results of the MINDSET trial.

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Full-Day Retreat

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Sunday April 1, 2012 9:00 a.m. to 4:00 p.m.



Melissa Blacker, MA



Jon Kabat-Zinn, PhD



Florence Meleo-Meyer,
MS, MA



Saki Santorelli,
EdD, MA



Bob Stahl, PhD

7:00 – 8:00 a.m.
Meditation

7:00 – 9:00 a.m.
Registration

8:00 – 9:00 a.m.
Breakfast

9:00 – 4:00 p.m.
Full-Day Retreat

Shoulder-to-Shoulder: Affirming and Embodying the Heart of MBSR

A Full-Day Retreat with Melissa Blacker, MA, Jon Kabat-Zinn, PhD, Florence Meleo-Meyer, MS, MA, Saki Santorelli, EdD, MA and Bob Stahl, PhD

For 10 years this conference has been a converging point for meditation and science, clinical care and academic and professional education. Through all these domains, the deep seam of mindfulness runs like a vein of pure gold.

Still, as mindfulness becomes more popular, professionally credible and institutionally driven, it is all too easy to forget this gold and relegate the deep wells of daily practice and direct experience to the back burner of our lives and career aspirations. Case in point: Right now, within segments of the larger MBI (mindfulness-based interventions) community, serious doubt about the need for a personal mindfulness practice among professionals using mindfulness-based approaches and interventions is a topic of debate.

Our decision to dedicate the final day of this annual conference to the direct experience of mindfulness affirms the view that without a substantive and embodied foundation in practice, we all run the danger of favoring ideas about mindfulness over the actual lived experience of being awake. To be aware of life expressing itself somatically, cognitively and affectively and to realize straight from the heart that we are more than we think, are foundational responsibilities for anyone of us who has been drawn to the work of integrating mindfulness more fully and effectively in medicine, health care, and the larger society.

The day is an invitation to take our seats, sit shoulder-to-shoulder, and affirm the deep root of mindfulness. As a community, it is an occasion to embody unambiguously the emptiness and fullness we are and from which everything we do pours forth into the world.

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Psychologists

The Department of Psychiatry at the University of Massachusetts Medical School is a co-sponsor of this program. The Department of Psychiatry at the University of Massachusetts Medical School is approved by the American Psychological Association to sponsor continuing education for psychologists. The University of Massachusetts Medical School maintains responsibility for the program and its content. This program is being offered for up to 35 continuing education credits (CE) for psychologists. (Click here for detailed schedule and psychologist credit breakdown per session)

CME Accreditation Statement

This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the Joint Sponsorship of the University of Massachusetts Medical School and the Center for Mindfulness in Medicine, Health Care, and Society. The University of Massachusetts Medical School is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Designation Statement

Physicians

The University of Massachusetts Medical School designates this educational activity for a maximum of 33 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Nurses

This offering meets the requirements for a maximum of 39.6 contact hours, as specified by the Massachusetts Board of Registration in Nursing (244-CMR 5.00).

Social Workers

Application has been made to the NASW for approval as a continuing education activity. To obtain verification of approval, call the sponsor at (508) 856-1671.

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Licensed Mental Health Counselors

Application has been made to the MMCEP for approval as a continuing education activity. To obtain verification of approval, call the sponsor at (508) 856-1671.

Educators

The Office of Continuing Education, University of Massachusetts Medical School, is an approved sponsor of professional development for educators. This offering carries a maximum of 33 Professional Development Points (PDP's).


Others


Other professionals will be eligible for 33 continuing education hours from the University of Massachusetts Medical School.

Policy on Faculty and Provider Disclosure

It is the policy of the University of Massachusetts Medical School to ensure fair balance, independence, objectivity and scientific rigor in all activities. All faculty participating in CME activities sponsored by the University of Massachusetts Medical School are required to present evidence-based data, identify and reference off-label product use and disclose all relevant financial relationships with those supporting the activity or others whose products or services are discussed. Faculty disclosure will be provided in the activity materials.

In accordance with the Standards of the Accreditation Council for Continuing Medical Education (ACCME) and the guidelines of the Association of American Medical Colleges (AAMC), it is the policy of the University of Massachusetts Medical School to disclose whatever interest or affiliation a speaker might have with any commercial organization whose products or services are related to the subject matter being presented. Such disclosure will be made available on the day of the program.

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