Center for Mindfulness
in Medicine, Health Care, and Society

7th Annual International Scientific Conference for Clinicians, Researchers and Educators

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society

Celebrating 30 years of mindfulness in medicine 1979-2009

Jointly Sponsored by:
The University of Massachusetts Medical School Office of Continuing Education and
The Center for Mindfulness in Medicine, Health Care, and Society

March 18–22, 2009
Crowne Plaza Hotel, Worcester, MA
Acknowledgements

None of us live completely by our own efforts, we all receive a lot of help. We at the Center for Mindfulness in Medicine, Health Care, and Society wish to express our gratitude and appreciation to:

- Thousands of individuals whose generous support sustains our work and, as well, to the following organizations:
  - The Bravewell Collaborative
  - The Consortium of Academic Health Centers for Integrative Medicine
  - The Globe Foundation
  - The Danny Kaye and Sylvia Fine Kay Foundation
  - The John W. Kluge Foundation
  - The RSWANS Scholarship Fund
  - The Rockefeller Foundation

In addition, we express appreciation to our Advisory Board members:

- Lynn Getz
- Cory Greenberg
- Lawrence Horwitz
- Jon Kabat-Zinn
- Janice Marturano
- Dennis McGillicuddy

Your steadfast presence, and active engagement, and wise counsel contribute mightily to the fulfillment of our vision and mission.
Dear Conference Participant,

Welcome. Thank you for gracing us with your presence, goodwill, and strong interest in and commitment to the unfurling of mindfulness in the world.

Now in our 30th year, the UMMS Center for Mindfulness stands before you engaged, highly motivated, and incredibly enthusiastic. The expressions and reflections of mindfulness, seeded in one small clinic are now flourishing all over the globe in medicine, health care, and the larger social fabric of the planet. You are an integral force in this seeding.

Likewise, the longevity of this annual conference is another expression of this flourishing. This 7th annual conference offers you an extraordinarily rich array of presenters from across the planet. All of them are engaged in mindfulness-based research, and mindfulness-based educational programs that are unique expressions of their creative genius. Some of our presenters are focused on the neuroscience of mindfulness or rigorous biologically-based clinical trials; others have developed novel approaches to working with populations from firefighters to cancer patients, medical students to addicted gamblers, women preparing for childbirth to public school teachers, children suffering from trauma to combat veterans with PTSD. The conference offers more than 90 presentations that include research forums, workshops, keynotes, breakfast roundtables, pre- and post-conference institutes, and presentation dialogues.

If you are a past conference attendee, we have taken your feedback seriously. Increasing the number of plenary addresses and allotting additional time for audience participation with our speakers are some of the suggestions you asked us to consider. Likewise, there are now meditation and yoga sessions throughout the daily schedule; and we have increased the number of workshops and opened up more space between some of the sessions. We have reinstated a quiet time for afternoon tea, and provided more time for the poster session that features 28 research studies.

In the face of economic uncertainty and an unknown future, there is still much for us to celebrate. This meeting is a time to celebrate what is before us, what is in our hearts and minds, what has drawn us into and given us the strength, resourcefulness, and shared community to live into this great adventure called mindfulness.

Warmly,

Saki F. Santorelli, EdD, MA
Conference Chair
Executive Director, Center for Mindfulness
Associate Professor of Medicine
Conference Learning Objectives:

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

1. Assess research supporting the clinical use of mindfulness-based interventions;
2. Describe critical factors in the development of MBSR clinical trials;
3. Examine in detail mindfulness-based interventional models used in the treatment of medical and psychological conditions and for health behavior change;
4. Discuss the evidence from recently completed randomized clinical trials utilizing mindfulness meditation-based methods and approaches;
5. Engage in experiential learning via an array of educational institutes, workshops, and presentations.
Taking Your Seat: A Day of Mindfulness Meditation Practice

Melissa Blacker, MA, Florence Meleo-Meyer, MS, MA, Robert Stahl, PhD, and Saki Santorelli, EdD, MA

Many of us spend our days in service to others, and it can be so easy, in the pressure of doing, to lose contact with the deep, still center that nourishes us. This day of sitting in silence, in the company of others, is an opportunity to give yourself the gift of dropping into being, and of reconnecting with the source that may have first inspired you to choose mindfulness as a professional path. By being fully present with your own body/mind, you may experience moments of clarity and presence, awareness of your own patterns of reactivity and response, and some discoveries about the nature of the self and reality.

The day will include periods of sitting and walking meditation practice. Throughout the day, each of the four teachers will give talks and may also offer individual practice meetings. Please bring your own sitting cushions and/or benches.

“Integrating Emotion Training into MBSR” - A full-day workshop based on UCSF research program “Cultivating Emotional Balance” and SMART in Education pilot programs for teachers and school administrators

Margaret Cullen, MFT

This full-day institute, “Integrating Emotion Training into MBSR”, has evolved from my participation for six years in the research project “Cultivating Emotional Balance” and subsequent development of a similar mindfulness-based curriculum. Though it was initially designed for educators, I have taught versions of this program to cancer patients, overweight women and mixed patient groups at Kaiser. Therefore, this institute would be appropriate for anyone currently teaching or planning to teach MBSR to any cohort group. To open, we will have a short period of breath awareness, followed by introductions. Short periods of breath awareness will be sprinkled throughout the day. The morning session will focus on anger, beginning with a brief overview of current emotion theory (adaptive function, universal theme, distinction between mood, trait and disorder, refractory period, etc.). Then, a guided visualization to explore the “inner terrain” of anger, followed by group discussion. Depending on the time, we will engage in either one or two dyads inquiring into both the triggers for anger and the habitual patterns of behavior they evoke. The afternoon will focus on forgiveness. A power point presentation with a series of questions pointing to many of the unconscious beliefs around forgiveness will guide the initial discussion. Then we will form dyads to practice offering and receiving empathy, while disengaging from the particulars, or story, or our partners difficulty. Finally, we will practice a guided forgiveness meditation. The day will conclude with a discussion of the inclusion of these elements in the MBSR curriculum and the “bi-directional” enhancement of coupling mindfulness with forgiveness and awareness of anger.
Exploring Mindfulness through Qualitative Research Methodologies

Belinda S.L. Khong, PhD

Current research on mindfulness predominantly uses quantitative methodologies to evaluate the statistical benefits of mindfulness for specific populations. Qualitative research methodologies afford a different approach for exploring mindfulness. Qualitative research is process-oriented and focuses on the meanings that individuals attribute to their experiences. This approach helps to address questions such as what is mindfulness; what is involved in the process; why is mindfulness beneficial, and how do individuals experience and benefit from being mindful?

Since mindfulness practice is experiential, qualitative research offers an appropriate tool for understanding this phenomenon that is in keeping with its basic tenets. From the common and divergent themes that emerge from a range of individual experiences and descriptions researchers, instructors, therapists and practitioners gain a more nuanced understanding of mindfulness, and acquire valuable information in developing appropriate mindfulness-based programs for different populations.

The workshop format consists of a lecture, discussion and exercises for learning practical qualitative research skills including interviewing techniques and data analysis. The workshop will explore the essentials, and major approaches of different qualitative research methodologies including Grounded Theory and Phenomenology; differences with quantitative research, and examine and discuss numerous qualitative research studies to illustrate the value of this method to mindfulness-based research.

Where the Rubber Meets the Road: Mindfulness and Addiction

Lawrence Peltz, MD

The problem of addiction has multiple causes and manifestations. Addictive processes function to protect us from unbearable physical and emotional suffering. Although these strategies (e.g. drugs, behaviors) are to some degree effective, they ultimately distance us from our feelings and relationships. Mindfulness is a quality of non-judgmental awareness that allows us to honor each moment just as it is. This workshop will explore the role of mindfulness in the treatment of addictive disorders.

The workshop is for all participants who have been exposed to mindfulness-based interventions and those interested in the application of these methods in the addiction field.

The first part of the workshop will be a lecture presenting a broad-based perspective on addiction (substance abuse, behavioral, emotional), a Buddhist view of addictive suffering and a range of interventions.

There will also be a case presentation of a dual diagnosis patient and experiential mindfulness exercises in the context of the talk. Following this we will explore other possible contemplative practices (yoga, mindful walking, metta, tong-len) and exercises with an eye toward helping patients develop a sense of embodied awareness and compassion.

Finally, we will discuss further clinical examples to investigate the problem of addiction from different angles. Participants are encouraged to bring cases of their own.
12:00 – 1:00 p.m. Lunch

1:00 – 4:00 p.m. Half-Day Afternoon Workshops

The Body and Posture in MBSR: Practicalities and Possibilities

Timothea Goddard, BA, Dip. Psychotherapy

When people come into connection with their own bodies, they begin to say some remarkable and awe-inspiring things... - “I had a severely disabled mother who never walked. Through paying attention like this, I feel like I have legs for the first time in my life.” - “I can sit still. That is profound for me. It means I can bear me; I don’t have to wriggle away from myself. My posture is my relationship to myself.” Awareness of the organization of the body in meditation provides a frame of reference through which we can learn new things in a focused and direct way. It is where we can explore letting go, and holding firm; where we can exercise control and know the limits of control. The body is where we come to know our sensations, thoughts and feelings, and where we can place our attention to regulate them. The direct experience of the body gives rise to new metaphors and understandings of self-agency and self-care, as well as a sense of the deeper truths of impermanence and no enduring “self”. It can greatly facilitate people’s commitment to practice, when they are given effective ways to engage actively with posture, especially in sitting. This workshop for MBSR teachers will be largely interactive - using experiential exercises, contemplations, discussions and theoretical presentations - to illuminate and explore ideas and experience about posture including grounding, balance, support, gravity, effort and equanimity.

Thinking the World Together: Seeking accord and interdependence in the discourses of mindfulness teaching and research

Donald McCown, MAMS, MSS and Susan Wiley, MD

The success of the MBIs can be traced to work undertaken simultaneously in two seemingly opposing paradigms: 1) development of a significant empirical evidence base in the scientific paradigm; 2) development of authentic teachers and refinement of pedagogical methods in a relational paradigm. Thus, the discourse of research privileges fidelity to a detailed curriculum to optimize outcome measures, while the discourse of teaching privileges integrity in using the authentic self to meet present-moment needs of class or client. When one discourse dominates, the other may be silenced — to the detriment of both. It is critical to clarify areas of discord and seek common ground: How can teachers have the “elbow room” to respond uniquely with integrity? How can researchers have the control necessary to ensure fidelity? How do we make informed decisions about research and curriculum design?

Using mindful inquiry and dialogue in dyads, small groups, and the large group, attendees will explore conflicting discourses, needs for fidelity, needs for integrity, and appreciation of interdependence.
This Analog Life: Reconnecting with What is Most Important in an Always Uncertain World

An Evening of Mindfulness Practice and Dialogue with Jon Kabat-Zinn, PhD

Jon Kabat-Zinn welcomes back all those who have taken the MBSR program over the past thirty years, as well as the community at large, to explore together through conversation and practice, the healing power of mindfulness and its potential to help us live healthy, satisfying, and joyful lives – not in some romantic future when all our aspirations are fulfilled, but now, in the midst of things as they actually are, in the face of the full catastrophe of the human condition, life itself, unadorned.

Almost inevitably, we are entrained into the ever-increasing pace at which things are moving in this newly digital age of 24/7 connectivity, information saturation, and instant response expectations. The pace itself can degrade our capacity to pay attention undividedly. Coupled with the calamities befalling our society and the world that do not admit to wise solutions using old ways of thinking and acting, we are all at high risk of losing touch with ourselves in the most fundamental of ways. By befriending the present moment, and learning how to reside in awareness rather than getting caught up in agitated thinking and emotional upheavals, we have a chance to reclaim our lives, our bodies, and our minds, remember what is most important, and embody in our being and our doing what we most value. The evening will be dynamical and participatory, including considerable dialogue and inquiry with the audience.
Research Symposium
Thursday, March 19, 2009  8:00 a.m. – 6:00 p.m.

8:00 a.m.  Opening Remarks

Terence R. Flotte, MD, Dean of the School of Medicine and Provost & Executive Deputy Chancellor of the University of Massachusetts Medical School (UMMS).

The Biological Mechanisms of Mindfulness
Co-Chairs:
Amishi P. Jha, PhD and Philippe Goldin, PhD
8:00 – 4:30 p.m.

This full-day research symposium will offer a set of presentations examining how mindfulness meditation practice influences a variety of biological systems from cellular to higher order brain systems. The morning session will examine the effects of meditation practice on neural mechanisms, including (a) changes in attention to touch and somatosensory cortex functioning, (b) sensitivity to social transgressions in an economic task and insular cortex activity, and (c) modification of attention and working memory. The afternoon session will focus on how mindfulness meditation practice impacts a) neurophysiological mechanisms of cognitive process in healthy adults, and (b) neural dynamics of emotional reactivity and emotion regulation in social anxiety disorder.

Morning Presenters:
Jeremy Gray, PhD
Catherine Kerr, PhD
Amishi Jha, PhD

Afternoon Presenters:
Antoine Lutz, PhD
Philippe Goldin, PhD

Learning Objectives

1. Participants will examine the effects of mindfulness meditation practice on attention to sensory experience as indexed by signal in primary somatosensory cortex.

2. Participants will discuss how mindfulness meditation practice influences attention and emotional reactivity to social transgressions.
Poster Session

4:30 – 6:00 p.m.

Please Note: The Poster Session is an essential element of this conference. 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.
7th Annual International Scientific Conference for Clinicians, 
Researchers and Educators 
Thursday Evening, March 19, 2009

4:00 – 6:00 p.m. Registration
6:15 – 7:15 p.m. Welcome Reception
7:30 – 7:45 p.m. Opening Remarks

7:45 – 8:00 p.m. Welcome
Saki F. Santorelli, EdD, MA

8:00 – 9:30 p.m. Keynote Address
Saki F. Santorelli, EdD, MA

NOW: Celebrating 30 Years of Mindfulness at UMass and Around the World

Michael F. Collins, MD, FACP
University of Massachusetts Senior Vice President for the Health Sciences and UMass 
Medical School Chancellor, Clinical Professor of Medicine

This Keynote Address is an occasion for Saki Santorelli to highlight the work of the Center for Mindfulness over the course of the last three decades. While specific seminal projects and initiatives reflecting the evolutionary life of the Center will be explored, his primary focus will be directed towards describing the wide-ranging effects of this work made manifest by creative clinicians, scientists and educators across the planet.
Friday, March 20, 2009

6:00 – 7:00 a.m. Meditation/Practice Session
Saki F. Santorelli, EdD, MA

7:00 – 8:00 a.m. Breakfast
Breakfast Roundtable Discussions

Cultivating Mindfulness in Medical Students
Hugues Cormier, MD, FRCPC, MPH, DFAPA, Patricia L Dobkin, PhD, and Tom Hutchinson, MB, FRCPC

Mindful Leadership in Public Schools
Tom Thrasher, Ed.S.

8:15 – 9:15 a.m. Break-out Sessions
Presentation Dialogues

Mindfulness and Healer’s Art for 1st and 4th Year Medical Students
Cara Geary MD, PhD, and Julie McKee, MD

Mindfully Understanding by Design
Tom Thrasher, EdS

9:30 – 10:30 a.m. Break-out Sessions
Presentation Dialogues

Development of a “Scholarly Concentration in Contemplative Studies” for Medical Students
Gary Epstein-Lubow, MD, Harold Roth, PhD, and Marcia Smith, PhD

Research Forums

Long-term Impact of Mindfulness-Based Self-Care on Psychotherapists and Counselors
John Christopher, PhD, Jennifer Chrisman, MEd, and Michelle Trotter, MA

MBSR on Gay and Lesbian Population
Antonella Montano, PhD, and Giovanni Battista Flebus, PhD

“I felt like a new person” What older adults with pain have to say about mindfulness meditation
Natalia E. Morone MD, MSc, and Carol M. Greco, PhD

Meditation/Practice Session
Ferris Buck Urbanowski, MA
Eat for Life – Innovations in a Workplace Wellness Program in Mindful Eating
Lynn Rossy, PhD, and Hannah Bush, MA

Philanthropy and MBSR at Your Health Care Organization: Creating a Case for Support for Your Creative Initiatives
Georgia Tetlow, MD

Research Forums

The effects of mindfulness on emotional processing in bipolar disorder: a pilot study
Amber Latronica, BA, Colin Depp, PhD, and Steven Hickman, PsyD

Neurobiological underpinnings of mindfulness and meditation
Sara Lazar, PhD, Britta Hoelzel, PhD and Karl Evans, MD

Training U.S. Forest Service Firefighters in Mindfulness-Based Situational Awareness
Jim Saveland, PhD

Meditation/Practice Session
Florence Meleo-Meyer, MS, MA
Decades of studying stress, anger and depression have documented how the “mind” and its emotional states increase the risk of illness and disease progression, but not necessarily pathways to health and wellbeing. This orientation is understandable given the history of medicine, where the focus is on the search for the pathogen. What is underrepresented in medicine is an approach that examines the “other hemisphere,” an approach that examines resilience, happiness and positive affect. The negative bias may contribute to the difficulties that have been observed in studies directed at managing stress, or reducing social isolation and depressed mood. The other hemisphere of promoting competence, enhancing the quality of perceived social support and increasing positive morale and personal meaning in life, remains, in many respects, unexplored territory. Literature searches on interventions with these positive target behaviors are beginning to yield some suggestive findings. This presentation will venture into the “other hemisphere,” presenting evidence of its relevance to mindfulness research and practice, and describing intervention efforts that not only decrease stress and depression, but increase positive mood and personal growth. Results from a randomized clinical trial designed to increase coping effectiveness will be reported, showing significant decreases in distress, followed by significant increases in positive morale, states of mind, and personal growth in patients confronting life-threatening illness. These results also suggest that intervention strategies focusing directly on stress, anxiety and depression are not necessarily as effective in increasing positive outcomes as are approaches that address hope, optimism and quality of life. The potential benefits of exploring this other hemisphere may include better understanding of human nature and discoveries essential for optimizing health and wellbeing around the globe.
The Emergence of Contemplative Neuroscience: The Deep Intersection of Science and Practice

Richard Davidson, PhD

This talk will review the short history of the development of contemplative neuroscience as a hybrid discipline. It will showcase important new findings as well as methodological strategies in the study of meditation. The talk will also highlight the important role of contemplative practice on the part of the scientists who are conducting this research and will invite the audience to consider the complementary goals of each.
Break-Out Sessions

Presentation Dialogues

Mindfulness, Acceptance and the Willing-ness to turn toward what is: a progressive approach based on Mindfulness and Acceptance in working with Trauma and PTSD
Maria Noel Anchorena

“Where Are My Feet?”: Implementing a Brief Mindfulness-Based Intervention for Anticipatory Anxiety in an Oncology Setting
Steven D. Hickman, PsyD, and Rochelle D. Voth, PhD

Making the most of therapist mindfulness
Chris Mace, MD, FRCPsych

Research Forums

A Pilot Study of the Mindfulness-Based Childbirth and Parenting Education Program: Preliminary Evidence of Improvements in Maternal Stress and Coping in the Perinatal Period
Larissa G. Duncan, PhD, and Nancy Bardacke, RN, CNM, MA

The Use of Mindfulness-Based Strategies for coping with Childhood Stress
Krista Mancarella, MA, Susanna Lack, PsyD, and Julie Agresta, MSS, MEd

Mindfulness Meditation and Treatment of Pathological Gambling: A Pilot Study
Tony Toneatto, and Mekhala Gunaratne

Meditation/Practice Session
Jeffery Brantley, MD

A Gala Evening: Celebrating the 30th Anniversary of the Stress Reduction Clinic

6:30 p.m. Cocktail Reception
7:30 p.m. Dinner

Our gala evening will be accompanied by a string quartet lead by the violist Peter Sulski. Peter is Artistic Director of the Worcester Chamber Music Society, Executive Director of Worcester Collegium, Worcester’s chamber orchestra, and a member of the string quartet QX, in residence at Clark University. The quartet features players drawn from these organizations. Peter is also Cultural Envoy to the United States Consulate in Jerusalem, and whilst in the UK where his family resides, he organizes, directs and performs in various concert series.
Saturday, March 21, 2009

6:00 – 7:00 a.m.  Meditation/ Practice Session
                 Jon Kabat-Zinn, PhD

7:00 – 8:00 a.m.  Breakfast
                 Breakfast Roundtable Discussion

Mindfulness Meditation in Pediatrics
Stephen Liben, MD

Assessing Mindfulness: Translating Research into Practice
Elise Labbe-Coldsmith, PhD

8:30 – 10:00 a.m.  Keynote

Transformation and Kaleidoscope Moments: The experiences of leading the Smith College School for Social Work from a contemplative/mindfulness perspective

Carolyn Jacobs, MSW, PhD, Dean and Elizabeth Marting Treuhaft Professor

In my keynote address I will share transformative moments in my life as dean where the energy borne of contemplative/mindfulness based practices created a healing space for negative experiences and enabled positive changes to occur. This energy is guided by my belief in the practice of meditation, the process of transformative learning and in the role of dean in caring for the soul of the School. I believe that the uncertainty and ambiguity in the professional and the personal life of practitioners calls for an enhanced capacity to pay attention to
the dynamics of the clinical and professional relationships. This capacity can be enhanced by continuous self-reflection and a personal commitment to contemplative/mindfulness-based practices. Such practice can deepen awareness and develop a stronger connection to one’s inner wisdom, and can enable others to do the same. This is a goal I have for the School. Over the years I have found that my sitting practice affords a spaciousness and a peaceful center from which I can respond to the School’s need for me to create a larger holding environment in which to provide educational experiences for the next generation of social workers and their teachers as they respond to the needs of increasingly diverse and vulnerable populations. Our holding environment has expanded and changed to include an increased sense of community; an openness to other ways of knowing as expressed in mind, body, and spirit; an increasing international vision; a reclaiming of our historical vision to serve those affected by the trauma of war; and the traumas of racism, genocide, natural disasters, and domestic and interpersonal violence. Those changes in curriculum, program direction and community spirit will illustrate the gradual transformation of the School during my deanship over the last eight years. Through kaleidoscope moments, I will share how my meditation practice, understanding of organizational change, social work education and the importance of staying in the relationship have meaning to me personally and professionally.

10:30 – 11:30 a.m. **Break-Out Sessions**

**Presentation Dialogues**

*Mindfulness Practices in a Chronic Pain Management Clinic and in Current Medical Care*
Marcia Jean Howton, MD

11:45 – 12:45 p.m. **Lunch**
12:45 – 3:45 p.m.  Workshops

Refining Group Dynamics Skills
Lawrence J. Ladden, PhD

This workshop is designed for teacher development of group dynamics skills. By identifying those dynamics that properly belong to the group a stronger container for teaching emerges. The workshop will have concurrent content and process components. The content will be a sequential exploration of the four foundations of mindfulness practiced “as a group.” The process will involve learning “subgrouping” a discipline that first develops similarities in experience prior to introducing difference. Subgrouping requires members to attune to their own experience - what is going on right now (sensation, feeling, attraction/aversion) - and then to see if “anyone else is in their boat?” For example, a member may say a few phrases describing their experience of sensation and then pause and another member will join with a similar experience, this continues with other members contributing. The result is to learn more deeply how not to take things “just personally” by sensing into the interdependence of group life. Learning subgrouping will have practical implications for teachers by clarifying what helps or hinders participation.

The Functional Neuroanatomy of Mindfulness Meditation: Brain basics and current findings
M Kathleen B. Lustyk, PhD and G. Alan Marlatt, PhD

Evidence supporting the neurobiological concomitants of mindfulness meditation is growing. Incorporating the relevance of these recent findings into clinical work or other meditation practice is important and exciting, but demands a basic working knowledge of neurobiology. Integrating the expertise of scholars trained in clinical psychology and behavioral neuroscience, we will provide an overview of the functional anatomy of the nervous system implicated in mindfulness. This will include discussion of neuronal pathways connecting lower and higher brain functions, the organization and utilization of localized regions in the prefrontal cortex, the relationship between areas of the brain that control and monitor affect, memory, perception, and anticipation, and a discussion of the basic research methods used to collect this information. This workshop is geared towards clinicians and non-neuroscientists. However, the format will be flexible enough to accommodate questions of any detail regarding current research and functional implications. Several visual aides will be used in this workshop including 3-D neuromodeling software. In addition to the lecture, there will be opportunities for participants to work with brain models and view sectioned samples of dissected brain tissue. Participant discussion and the specific interests of the group will shape the latter part of the workshop, allowing in-depth investigation into the areas of neuroscientific research that are most relevant to attendees.

When You Can’t Fix It: Chronic Illness and MBSR
Lucia McBee, LCSW, MPH, RYI, Elana Rosenbaum, MS, MSW, and Vered Hankin, MA, PhD

The western medical model is quick to focus on solutions for pain and illness. Our experience of going to the doctor involves finding out the name of our ailment, obtaining a medication or perhaps an operation, and then returning to status quo. But how do we address illness and pain that is “chronic,” i.e. unfixable? How are we to live with unattenuated pain? This workshop will focus on another model – sitting with pain and illness. Together, we will explore the current research on MBSR and chronic illness. MBSR exercises will also be introduced to sit with and explore our bodies in the here and now, rather than in the worry of what has been or what will be. Storytelling, both ancient and personal, will be a focus here as well, as we learn and explore both from the old and the new, learning to embrace the moment in all of its complexity. Meditations will be led by Elana Rosenbaum and Lucia McBee, two leaders in the field in MBSR, chronic illness and aging. Stories will be told by Vered Hankin, “the leading storyteller of her generation” (The Jewish Week).
12:45 – 1:45 p.m.  **Break-Out Sessions**
Presentation Dialogue

**Mindfulness Based Integrative Medicine Retreats: Integrating Mindfulness Training and Healthcare Services**
Katherine Bonus, MA, and Luke Fortney, MD

Research Forum

**Prophylactic Promise: Effects of Integrating Mindfulness Training into Standard School Curricula**
Willoughby Britton, PhD

Meditation/Practice Session
Michael Krasner, MD

2:00 – 3:00 p.m.  **Break-Out Sessions**
Presentation Dialogues

**Mindful Practice: A Novel Required Curriculum for Medical Students and Residents**
Mick Krasner, MD, FACP and Christopher Mooney, MA

**A Context-Contoured Approach to Mindfulness Training: Enhancing Accessibility By “Speaking their Language”**
Scott Rogers, MS, JD

3:15 – 4:00 p.m.  **Meditation/Practice Sessions (Concurrent)**
Bill Knight, MD
Timothed Goddard, BA, Dip.
Psychotherapy

**Research Forums**

**Introducing Mindfulness to Veterans with PTSD: Results of a Telehealth Intervention**
Barbara L. Niles, PhD, Julie Klunk-Gillis, PhD, and Amy Paysnick, BA

**Mindfulness and Mind-Body Skill with Children - results from a 10 year project with about 10,000 kids in Israeli Schools**
Nimrod Sheinman BSc, MD and Paul Epstein, MD

Meditation/Practice Session
Diane Reibel, PhD
4:15 – 5:45 p.m.  **Keynote**

**Thirty Years in One In-breath: Lineage, Transformation, and Leadership in our Collective Engagement Bringing Mindfulness-Based Work into the Mainstream**

Jon Kabat-Zinn, PhD

The flowering of mindfulness-based work over the past thirty years suggests that the next thirty years, and beyond, may be even more interesting. How are we to understand what we are a part of, and what we have drunk in from the remarkable work presented at this conference, and from our own unfolding practice? In this talk, Jon will reflect on his own personal experience of what has come to pass, and where the vector of what has been may be pointing in terms of what is yet to come. Some questions he may pose: For each of us, what is our abiding vision, our passion, our love, our dharma? What are our individual and collective intentions and motivations regarding this work? How can we channel these energies in ways that will align themselves with what we have ourselves received, with the debts we owe those who Yeats called the unknown instructors, and to the poets, and the meditative traditions? Where are we going, if anywhere? What do we know and what don’t we know and don’t know that we don’t know? What drives us? What do we most fear? And most cherish? Is it possible for all these currents of interior and outer exploration to converge and collaborate in seeding a new gentling into healing, into sanity, wonder, and above all, wisdom? As usual, the questions may be more cogent and alive than any answers. Yet our glimpses and longings, if honored with patience and perseverance, always find a way home, precisely because there is no place to go and nothing to attain. This nothing might just turn out to be everything.

5:45 – 6:00 p.m.  **Closing Remarks**

Saki F. Santorelli, EdD, MA
Post Conference Institutes
Sunday, March 22, 2009

7:30 – 8:30 a.m.  Breakfast
8:00 – 9:00 a.m.  Registration
9:00 – 4:00 p.m.  Full-Day Institutes

Turning toward the moment: Challenges in clinical practice and the integration of mindfulness, narrative medicine, and appreciative inquiry

Mick Krasner, MD, FACP, and Anthony Suchman, MD, FACP

As health professionals struggle with increasing demands and stresses in practice, focusing attention on powerful, intimate connections with patients can be remoralizing and enhance well being. This day-long program, intended for healthcare practitioners, invites reflection on patient care stories to enhance mindfulness of personal connections and meaning in clinical practice. It also demonstrates the use of two methodologies for addressing challenges in practice: Appreciative inquiry, an approach to individual and group change that focuses on existing capacities and prior successes rather than deficiencies and problems, and Narrative Medicine, an approach that harvests the wisdom implicit in personal stories. Held within a container of mindful-awareness and attention, participants will explore powerful experiences in a manner that honors both the patient’s and provider’s perspectives, and reflects a relationship-centered healthcare approach. This highly interactive institute will include didactic elements, guided mindfulness meditation, contemplative writing, and dyadic, small, and large group inquiry.

Welcome to the Guesthouse: The Five Remembrances as A Teaching Platform for MBSR

Elana Rosenbaum, MS, MSW, Lucia McBee, LCSW, MPH, RYI and Vered Hankin, MA, PhD

“I am sure to grow old I can not avoid aging. I am sure to become ill. I can not avoid illness I am sure to die I can not avoid death. All things dear and beloved to me are subject to change and separation. I am responsible for my actions. I am heir of my actions “ The Five Remembrances

All of us are subject to aging, illness, loss and separation and death. We are also responsible for our actions and the consequences of our actions. How we as teachers of MBSR greet and meet these remembrances in our own lives affects the ways we meet the suffering of our patients. Through reflection, inquiry, storytelling and writing we will examine our relationship to each of these remembrances both personally and clinically. Each of the instructors specializes in chronic illness, MBSR and the lifecycle. We will create mindfulness exercises and explore a repertoire of stories, poems and therapeutic interventions. Together, we will explore mindfulness as a tool for dealing with chronic pain and illness and for life in general. Come, learn how to live in the joys of the moment, even through the life’s challenges. This didactic and experiential workshop will enhance insight into the personal and professional practice of attendees and provide invaluable tools for teaching mindfulness.
Two Wings of a Bird: Mindfulness and Compassion Practices for Chronic Pain Patients

Beth Roth, MSN

This Institute will introduce teachers of mindfulness-based interventions and other conference participants to a method of refining and adapting mindfulness and self-compassion meditation practices to alleviate the suffering of chronic physical and emotional pain. The acronym “CPR” represents the three components of this approach. C= Compassion, P= Physical Sensations, and R= (mental and emotional) Reactions. We will explore the relevance of each component, discuss how to introduce each component to patients, and practice mindfulness and self-compassion as formal meditations and as momentary responses to physical or emotional pain in daily life. The presenter has taught this method to patients living with chronic physical and emotional pain and their family members, and to physical therapists, massage therapists, mental health therapists, and medical professionals who work with chronic pain patients. This Institute is an expanded version of last year’s workshop, allowing greater detail, more time for how this method applies to chronic emotional pain, and enabling discussion and role-plays about how to present this method to patients and incorporate it into the mindfulness-based curriculum. A resource list will be provided.

Mindfulness in Elementary School: An Exploratory Discussion

Gina Biegel, MA, LMFT, and Laurie Grossman, BA

The Community Partnership for Mindfulness in Education (CPME), a program of Park Day School, has been working in the inner-city of Oakland, CA disseminating a modified MBSR program to mostly low-income schools with great success. It is of interest to share this work both in a logistical perspective and also in terms of actual curriculum. Having a discussion about strengths and challenges that one may encounter in the school setting will also take place. Lastly, an introductory discussion about the research study conducted in conjunction with the Oakland School District will be shared.

A Model for MBSR Teaching Support

Katherine Bonus, MA, Laura Pinger, MS, and Diana Grove, BSN

Reflection on the process of teaching MBSR is just as important as the teaching of mindfulness itself. Two methods of providing support for the ongoing development of effective teaching and three practices that may deepen one’s teaching will be offered to teachers of MBSR. During this workshop we will explore the philosophical underpinnings for the process of developing and maintaining a volunteer assistant program and a teacher sangha; identification of the four courages that impact teaching; identification of impediments to being an effective teacher and experiential practices to look authentically at one’s own teaching practice edge. The format includes lecture, dyad and small group discussion, large group sharing, and guided sitting and inquiry practice.
“The Between”: Mindfulness in Relationship

Nick Luchetti, MS, and Mary Tibbetts-Cape, LICSW

On the far side of the subjective, on this side of the objective, on the narrow ridge, where I and Thou meet, there is the realm of ‘between.’
- Martin Buber

Modern psychological theory has tended to privilege the intra-psychic, locating both the source and the resolution of psychological problems within the individual. Alongside this perspective there has developed an alternative view that emphasizes the intersubjective nature of psychological suffering and healing. Mindfulness has also been understood primarily as an intra-psychic process. Recent innovations in mindfulness and psychotherapy have similarly focused on the awareness of cognitive and affective processes that create suffering with the utilization of mindfulness to bring about awareness and change. One of the earliest applications of mindfulness and psychotherapy occurred in 1981 with the founding of Windhorse Associates, a therapeutic community dedicated to treating those recovering from psychiatric disorders. The establishment of Windhorse represented the convergence of the interpersonal psychodynamic and mindfulness traditions. The founder, Dr. Edward Podvoll completed his training under Harold Searles, M.D. an interpersonally oriented psychoanalyst. After encountering the tradition of mindfulness meditation as taught by Buddhist teacher, Trungpa Rinpoche, Dr. Podvoll became the first Director of Naropa Institute’s ground-breaking program in Contemplative Psychotherapy. The interest at Windhorse in creating a compassionate approach to working with extreme states of mind led to an exploration of the healing potential of interpersonal mindfulness. The mindfulness practice developed at Windhorse, known as Basic Attendance, has become the core discipline for working with individuals in recovery. In this experiential workshop, we will explore the interpersonal mindfulness disciplines that emerged at Windhorse out of this convergence of psychodynamic and mindfulness traditions. In particular, we will focus on exploring the interpersonal space of “the between”, and the healing possibilities afforded by this relational realm.
Check each session below for which you are registering.
Register by February 4, 2009 and receive a $50 early-bird discount on the cost of the full five-day registration.

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| Wednesday, March 18, 2009 | Pre-Conference Institutes $150 *includes lunch (Choose Only One Session)  
Taking Your Seat: A Day of Mindfulness Practice  
“Cultivating Emotional Balance” and SMART Education pilot programs to teachers   |
| Or                  | Pre-Conference Workshops $150 *includes lunch (Choose one morning workshop and one afternoon workshop)  
Morning Workshops:  
Exploring Mindfulness through Qualitative Research Methodologies  
Where the Rubber Meets the Road   
Afternoon Workshops:  
The Body and Posture in MBSR: Practicalities and Possibilities  
Thinking the World Together: Seeking accord and interdependence in the discourses of mindfulness teaching and research   |
|                     | An Evening with Jon Kabat-Zinn: $25  
This Analog Life: Reconnecting with What is Most Important in an Always Uncertain World   |
| Thursday, March 19, 2009 | Research Symposium $150 *includes Breakfast and Lunch   |
| Thursday, March 19, 2009 | Welcome Reception: $25   |
| Thursday–Saturday, March 19–21, 2009 | 7th Annual International Scientific Conference:  
Investigating and Integrating Mindfulness-Based Interventions into Medicine, Health Care, and Society  
$475 fee includes breakfast, lunch and dinner on Friday, and breakfast and lunch on Saturday  
Yes, I will attend the Dinner on Friday evening  
No, I will not attend the Dinner on Friday evening   |
| Sunday, March 22, 2009 | Post-Conference Instructional Institute $150 *includes breakfast and lunch (Choose only one session)  
Turning toward the moment: Challenges in clinical practice and the integration of mindfulness, narrative medicine, and appreciative inquiry  
Welcome to the Guesthouse: The five remembrances as a teaching platform for MBSR   |
| Or                  | Post-Conference Workshops: $150 *includes breakfast and lunch. (Choose one morning workshop and one afternoon workshop)  
Morning Workshops:  
Two Wings of a Bird: Mindfulness and Compassion Practices for Chronic Pain Patients  
Mindfulness in Elementary School: An Exploratory Discussion   
Afternoon Workshops:  
A Model for MBSR Teaching Support  
“The Between”: Mindfulness in Relationship   |
Continuing Education Credits $25 (circle which credits applied for): MD RN Psych SW LMHC EDU Others

Pre-registration required. *Please note that Psychologist credit is not offered for Pre and Post Conference activities on Wednesday and Sunday and you must attend the Research Symposium on Thursday and the Main Conference activities on Friday and Saturday. No partial credit will be given.

Special Dietary Needs: _____ none _____ vegetarian _____ vegan

Register with the Center for Mindfulness for the conference by:
- Phone: (508) 856-2656
- Email: mindfulness@umassmed.edu
- Mail: Center for Mindfulness, University of Massachusetts Medical School, 55 Lake Avenue North, Worcester, MA 01655-0267, USA
- Fax: (508) 856-1977
- Web site: www.umassmed.edu/CFM/conference

Name

Address     City     State     Zip/Postal Code

Country     E-mail address     Telephone

Payment Method: _____ Check enclosed (payable to UMMS-CFM)
Credit card: _____ Visa     _____ MasterCard     _____ Discover

Card number     Expiration Date

Cardholder’s name     Cardholder’s signature

Cancellation Policy: If you need to cancel you must do so before February 25th for a refund less a $25 processing fee. If you cancel after this date, no refund will apply.

Crowne Plaza Hotel Reservations: Reservations at the Crowne Plaza may be made directly with the hotel at 800-628-4240. Rooms for the Annual International Scientific Conference have been reserved at a reduced rate. You must register by February 7th to take advantage of the discounted rate. When making your reservation you must reference “MBSR Annual Conference” to receive the discounted rate. Please check directly with the hotel regarding minimum stay and cancellation policies.

The Crowne Plaza Hotel and Resort is an accessible, barrier-free location. Reasonable accommodations can be made for individuals with visual and/or hearing impairments if needed.
Continuing Education

Please note that Psychologist credit is not offered for Pre and Post Conference activities on Wednesday and Sunday. To receive credits, you must attend the Research Symposium on Thursday and the Main Conference activities on Friday and Saturday. No partial credit will be given.

Psychologists:
The Department of Psychiatry at the University of Massachusetts Medical School is a co-sponsor of this program. Concerns related to the contents and quality of this program should be brought to the attention of the UMMS CE Director.

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 maintains responsibility for this program and its content. This program is being offered for 23.5 continuing education credits (CE) for psychologists. No partial credit will be given.

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.

Physicians:
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 (UMMS and the Center for Mindfulness). The University of Massachusetts Medical School is accredited by the ACCME to provide continuing medical education for physicians.

The UMMS designates this continuing medical education activity for a maximum of 38 AMA PRA Category 1 credit(s)™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Nurses:
This offering meets the requirements for approx 45.6 contact hours for nurses as specified by the Massachusetts Board of Registration in nursing (244-CMR 5.04). Each nurse should claim only those hours of credit that he/she actually spent in the educational activity.

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.

Social Workers (National Association of Social Workers)
Application has been made to the NASW for Category 1 continuing education hours. To obtain verification of approval, call the sponsor at (508) 856-1671.

Licensed Mental Health Counselors
(Massachusetts Association of 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 University of Massachusetts Medical School Office of Continuing Education is an approved sponsor of professional development for educators. This offering carries a maximum of 38 Professional Development Points (PDP’s).

Others
Other professionals will be eligible for 38 continuing education hours from the University of Massachusetts Medical School.