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

March 30 – April 3, 2011
Four Points by Sheraton, Norwood, MA

Jointly Sponsored by:
The University of Massachusetts Medical School Office of Continuing Education and
The Center for Mindfulness in Medicine, Health Care, and Society
This 9th annual international scientific conference is dedicated to John Werner Kluge, a generous friend and long-time supporter of the Center for Mindfulness in Medicine, Health Care, and Society. John died in September 2010 at the age of ninety-five; he was esteemed as one of the greatest businessmen of the late 20th century and a bighearted philanthropist.

When reading John’s words, perhaps you will get a feeling for his spirit...

“In the sands of time, individuals make very little difference, no matter who they are, but what little difference you can make, you should try to make.”

“When you have nothing, why not take a risk?”

“I always live up to my commitments.”

“I’ve never liked the establishment because I’m not interested in the status quo. As a matter of fact, change is what I really like.”

“I don’t mean to imply that I am going to live forever, because I am not, but why limit the dream to what you think your life expectancy is?”
When I stop to reflect upon all of those who have come before me and all of those who have remained persistently aligned with and true to their vision of a saner, more ennobling world, wellsprings of appreciation and the humble recognition of the reality of interdependence become palpably alive.

No matter what we have accomplished, each one of us stands upon the strong arms and shoulders of others. While individually we may wish to accomplish great things that set us apart from one another, in reality, our work is far more akin to building a great cathedral or temple - each one of us contributing in some small, essential way to the creation of something larger than any of us can ever hope to accomplish individually. Every day, I dedicate my intentions and energy to The Center for Mindfulness becoming one beautifully-wrought, well-polished stone in this universal temple. How grateful I am for all of my colleagues past and present at the Center for Mindfulness who are contributing to this creation. How much appreciation I feel for our donors and Advisory Board members, for their trust in us and their enduring support and guidance.

Those of you participating in this Conference, and those of you around the world who wish you could be here but cannot, please accept my gratitude and know that your presence fortifies and strengthens our collective resolve. I am convinced in the face of any and all evidence to the contrary that together, through the power of our love and the clarity of wisdom, we can and are shaping a more harmonious and beautiful world; a world less driven by individual domination and unbridled competitive forces. Instead, in its place, we are now living in a world that is becoming self aware enough to recognize that the fulfillment of our individual hopes and dreams is only possible through our willingness to accept collective responsibility for the health and well being of the entire global community and planet.
On the occasion of this 9th annual scientific conference on mindfulness, I want to express to you just how much your steadfast presence and sense of responsibility makes our collective vision of a more awakened and compassionate world possible. Your enduring commitment to mindfulness contributes mightily to the embodiment of our collective ability to fulfill our mission to explore, understand, articulate and further mindfulness in the lives of individuals, organizations and communities through clinical care, rigorous scientific research, professional training, and informed public discourse.

How blessed we are having one another as colleagues. Together, I know that we can and are making a better world. May we persist!

With respect and a deep bow of gratitude,

Saki F. Santorelli
Conference Chair
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.
For many years, this annual research symposium has remained “nameless.” On numerous occasions over the last several years, Amishi Jha and I have spoken about our desire and intention to name this symposium, but each year we have opted to wait for a decision that would arise from a moment of true knowing.

In the autumn of 2010, after a long, moving conversation with my dear friend and colleague, Tussi Maria Kluge, I realized that the name for the Research Symposium finally revealed itself.

For now and in perpetuity, this annual symposium dedicated to the science of mindfulness will be named:

The John and Tussi Kluge Research Symposium on Mindfulness

John and Tussi have, for many years, actively participated in the life of the Center for Mindfulness in Medicine, Health Care, and Society. Their keen interest, good counsel, generous support, magnanimous hospitality and, most foundationally, Tussi’s enduring commitment to teaching mindfulness and MBSR in some of the most challenging environments — prisons, nursing homes, hospital emergency rooms, community centers, juvenile detention facilities and palliative care settings — all affirm how fitting it is that this Research Symposium carries forth with their names indelibly associated with the intention to investigate and understand the basic mechanisms of mindfulness and the translation of these mechanisms into effective treatments, interventions and educational programs in service of the greater health of the public.
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 ‘mental stickiness’, which is the quality of pre-occupation of thoughts, feelings, memories, or action-patterns which linger far-beyond their present moment utility. We will discuss the many ‘faces’ of mental stickiness from rumination and worry, to distraction, mind-wandering, and craving. In addition, we will discuss how mental stickiness might be better-managed in the service of promoting improved psychological health and well-being by use of mindfulness-based training.
Mechanisms of Mindfulness: Basic and Clinical Science

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 depression and substance abuse.
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 authors of abstracts to discuss their work with colleagues.

The Center for Mindfulness views these Poster Presentations as important as paper presentations.
The integration of mindfulness into multiple domains of human experience has moved through the phase of vision, into mission, substantive institutional integration and now, proliferation. The possibility of dedicating our lives to a more awake and compassionate world has, like any compelling, wholesome, and life-giving vision, ignited the passion and creativity of clinicians, researchers and educators worldwide. In the midst of this gathering momentum, as individuals and as a corpus — a body of people who have dedicated our lives and careers to this vision — we are at a branch point that now requires us to stop, ask ourselves, “What is called for now?” — and, out of this sustained reflection and inquiry, act. This talk is an occasion to stop! Its intention is to identify some of the areas that now require us to take greater responsibility for what we have initiated while exploring the current and potential future consequences connected with turning away from rather than turning towards and accepting fully the challenges associated with these responsibilities both individually and collectively.
Breakfast Roundtable Discussions

**Mindfulness-Based Resources to Work with Bullying Attitudes in Children**
Liana Voia, MA

**Mindfulness Research Guide: A publicly available web-based service to inform mindfulness researchers and practitioners**
David Black, MPH, PhD Candidate
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society

Presentation Dialogues

Mindfulness-Based Practices for the Treatment of Obesity
Sasha Loring, MEd, LCSW

A Mindfulness-Based Approach to Cardiac Rehabilitation
Elise Labbe, PhD, Brittany Escuriex, MS, and Jessica Shenesey, MS

Mindfulness in 3 Companies — Best Practices
Edi Pasalis, MBA, MTS, Jenny Lykken, BA, and Tara Healey, MEd

Research Forums

Qualitative Findings from a Study Evaluating MBSR in Women Diagnosed with Breast Cancer
Caroline Hoffman, PhD, RN, BSW

A Randomized Controlled Trial of Mindfulness-Based Cognitive Therapy versus Treatment as Usual for Bipolar Disorder and Co-Morbid Anxiety
Tania Perich, B Psych (Hons), PhD Candidate

“I don’t feel weighed down anymore.” MBSR Participants’ Perspective on Stress Reduction
Carol Greco, PhD, and Natalia Morone, MD, MS
Presentation Dialogues

Of Avatars and Virtual Yoga: MBSR for Veterans in Second Life, A Pilot Project
Steven Hickman, PsyD, Jacquelyn Ford Morie, MFA, PhD, and Allan Goldstein

Adapting MBSR for Adolescents with Cancer
Paul Jones MD, MAT, Gina Biegel, MA, LMFT, and Matthew Biel, MD

Escargots, Risotto, and Kosher Raisins: A Taste of Cross-Cultural Challenges and Surprises when Teaching MBSR outside America (France, Italy, and Israel)
Diane Wyshogrod, PhD, Fabio Giommi, PhD, and Laurence Magro, MS, LMHC

Research Forums

The effect of mindfulness-based cognitive therapy for prevention of relapse in recurrent major depressive disorder: A systematic review and meta-analysis
Jacob Piet, MSc

Innovative Mindfulness Approach for Women’s Addiction Treatment
Cynthia Price, PhD

Mindfulness-Based Medical Practice: Quantitative and Qualitative Results Inform Each Other
Julie Anne Irving, MA, Patricia Dobkin, PhD, and Tom Hutchinson, MD
Insights gained from a decade of research: Mindfulness based practices for cancer patients undergoing stem cell transplant
Susan Bauer-Wu, PhD, RN, FAAN

This presentation will share findings and important insights gained from a decade of research investigating the use of mindfulness based practices for cancer patients undergoing hematopoietic stem cell transplant. Studies to be discussed include a mixed-methods (qualitative and quantitative) pilot study and a large, multi-site randomized controlled trial (RCT) with biological, health care utilization, psychological, quality of life, and mindfulness measures. Issues that will be explored include treatment fidelity, individual versus group interventions, addition of loving-kindness practice, limitations of RCTs, value added of mixed methods approaches, and challenges of mindfulness training with seriously ill persons. Insights and recommendations for future mindfulness research will be shared.
In the most cited and revered article in the medical literature, Dr. FW Peabody, while addressing students at the Harvard Medical School on October 21, 1926, stated that “The practice of medicine in its broadest sense includes the whole relationship of the physician with his patient...The successful diagnosis and treatment of these patients, however, depends almost wholly on the establishment of that intimate personal contact between physician and patient... One of the essential qualities of the clinician is interest in humanity, for the secret of the care of the patient is in caring for the patient.” In this keynote presentation, Dr. Krasner intends to explore in greater detail the roots of the Hippocratic relationship, examine the challenges from the outside and from within facing the practice of medicine, and discuss new paradigms of relationship-centered care that include self-awareness, self-care, and inquiry into the nature of healing and the bidirectionality of healing relationships.
Presentation Dialogues

The Decision to Teach: Exploring the who, why, and when of Teaching Mindfulness-Based Interventions (MBIs)
Donald McCown, MAMS, MSS, and Diane Reibel, PhD

Recruitment, Retention and Adherence – Common Challenges in Mindfulness Research that can Affect Treatment Outcomes
Aleksandra Zgierska, MD, PhD, David Rabago, MD, and Victoria Goodman, LCSW, CSAC

Serving the Underserved: Serving Ourselves
Meg Chang, EdD, LCAT, NCC, BC-DMT, Fernando de Torrijos, M-CTTS, and Vani Gandhi, MD

Research Forums

Craving to Quit: Results from Laboratory and Clinical Studies of Mindfulness Training for Smoking
Hedy Kober, PhD, and Judson Brewer, MD PhD

A Randomized-Control Pilot Study of Mindfulness-Based Stress Reduction (MBSR) for Parkinson’s Disease Patients, and Patient and Caregiver Dyads
Paul Salmon, PhD, and Sam Dreeben, BA

Mindfulness-Based Eating Awareness Training (MB-EAT): An Introduction to Theory and Practice
Jean Kristeller, PhD
Since its inception nine years ago, this Conference has been the converging point of science and education, democracy and dharma. Through all these domains, the deep seam of mindfulness runs like a vein of pure gold.

Still, in the rush to teach and discover, to survive and forge a career and livelihood oriented around the central axis of mindfulness, it is all too easy to forget the real gold and relegate personal practice and direct experience to the back burner of our lives and professional aspirations. Yet, without a substantive and embodied foundation in practice, we run the danger of favoring ideas about mindfulness over the actual lived experience of each moment. To be awake to our bodies, our senses, emotions, thoughts and behaviors is both a commitment and fundamental responsibility for all of us who have been drawn to this work.

This evening will be a time for us to engage, shoulder-to-shoulder, in our community of practice. We will forgo all emphasis on teaching, research, and other considerations of attainment and return to our depth by responding to the call to remember and dwell in our innate luminosity — the very source from which everything else we do springs forth in the world.
Breakfast Roundtable Discussions

Using “Qualitative” Research Methods to Study Mindfulness in Classroom Education
Peter Oliver, PhD

S.T.O.P. The Mindfulness Zeitgeist
James Mitchell, PhD

Conference Schedule

Friday, April 1, 2011
6:00 – 7:00 a.m. Meditation
Jon Kabat-Zinn, PhD

7:00 – 8:00 a.m. Breakfast
Mindfulness and Cellular Aging: What is the evidence?
Elissa Epel, PhD

Cellular aging can now be measured by the length of one’s “telomeres,” the protective caps at the ends of our chromosomes, and the amount of the telomere-protecting enzyme, “telomerase.” It appears that cellular aging might be partly under personal control, modified by lifestyle factors such as stress, exercise, and diet. This raises the question of whether meditation interventions might be able to slow or reverse the rate of cellular aging. This talk reviews the emerging findings linking meditation and mindfulness states to cell aging.
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Conference Schedule

Friday, April 1, 2011
10:30 – 11:30 a.m.  Break-out Sessions

Presentation Dialogues

Teaching Mindful Hatha Yoga for Non Yoga Teachers
Brant Rogers, MS, RYT, and Marie Pielage, PT

The Aware Teacher
Florence Meleo-Meyer, MS, MA, and Pamela Seigle, MS

Novel Approaches for Teaching Mindfulness to Medical Professionals
Susan D. Wiley, MD, and Laurence J. Silberstein, PhD

Research Forums

Mindfulness-Based Stress Reduction for Women at Increased Risk for Cervical Cancer
Carolyn Fang, PhD, and Diane Reibel, PhD

MBSR for Low-Income Minority Women with Chronic Trauma
Mary Ann Dutton, PhD, and Diana Bermudez, PhD
Mindful Schools: An Overview through Research and Practice
Laurie Grossman, BA, and Gina Biegel, MA, LMFT

This workshop is designed for those interested in experiential practice and research of a mindfulness-based program for elementary school aged children. Since 2007, Mindful Schools has taught a modified MBSR intervention in 35 schools to over 8,500 children, the majority of whom are low-income. Mindful Schools also provides mindfulness and curriculum trainings for educators and other adults that work with children.

Mindful Schools will share information on their program, curriculum, and logistics of teaching and providing this program. A review and discussion of the research outcomes of the recently conducted pilot project will be shared.
This workshop is designed for those interested in developing strategies for sharing mindfulness and yoga with children in preschool and elementary school settings. Mindful Yoga combines the practices of mindfulness and yoga to introduce children to the benefits of these practices in a fun and developmentally appropriate way. The activities and strategies demonstrated in the workshop are specifically designed for use with children in Pre-K to 5th grades. The lessons are theoretically derived and informed by scientific research in the fields of cognitive neuroscience, positive psychology, social and emotional learning, and mindfulness.

Activities shared are part of a curriculum that was designed specifically to help children develop:

- Attention
- Sensory Awareness
- Impulse Control
- Emotional Management
- Empathy
- Executive Functioning

Participants will be invited to participate in sample lessons. They will also be shown videos of lessons as they are used in school settings. In addition, they will be provided with sample lesson plans to get them started.
This workshop will introduce participants to a new treatment that integrates mindfulness-based strategies into existing evidence-based strategies for treating generalized anxiety and related disorders (Roemer & Orsillo, 2009). Preliminary research on this approach has shown it to be efficacious treatment in the treatment of generalized anxiety and comorbid disorders. This acceptance-based behavioral therapy specifically targets experiential/emotional avoidance that commonly underlies anxiety, and assists clients in leading meaningful lives, using both traditional cognitive behavioral interventions and newer acceptance-based behavioral techniques (drawn from Acceptance and Commitment Therapy, Mindfulness-Based Cognitive Therapy, and Dialectical Behavior Therapy). Numerous case examples and exercises will illustrate the central elements of the treatment as well as considerations and challenges in successfully implementing them with clients. The first hour will consist of a lecture presenting the underlying conceptualization, empirical basis, and three central treatment targets for the intervention. The next two hours will focus on experiential exercises, demonstrations, and case examples that illustrate the central methods of this approach, as they address each of the treatment targets. Treatment methods include psychoeducation, self-monitoring (as a mindfulness strategy), formal and informal mindfulness practices, and values exploration, clarification, and action. Participants will be asked to participate in experiential exercises and will be encouraged to ask questions throughout the presentation.
Presentation Dialogues

12:45 – 1:45 p.m.
Introducing Practicing Health Professionals to Mindfulness: Appreciative Inquiry takes Center Stage
Maryanna Klatt, PhD

2:00 – 3:00 p.m.
Two Hats - One Head: Being a Psychotherapist and MBSR Teacher — How One Influences the Other
Elana Rosenbaum, MS, MSW, BCD

Research Forums

12:45 – 1:45 p.m.
Mediation, Moderation, and Mindfulness: An Integrative Model of Healthy Emotion Regulation
Jeffrey Greeson, PhD, MS

2:00 – 3:00 p.m.
Distance Delivery of Mindfulness-based Treatment for Depression: Project UPLIFT
Nancy J. Thompson, PhD, MPH, Elizabeth Reisinger Walker, MPH, MAT, and Ashley Winning, MPH
In this talk Dr. Saron will draw from recent research in neuroscience, contemplative science, and their experience conducting the Shamatha Project to sketch the emergence of a research paradigm rooted in two not so simple questions: what happens when people meditate? What happens because people have mediated? The rich theoretical and methodological issues that impact our ability to answer these questions will be explored in the context of changes in the domains of attention, emotion, well-being and development of adaptive psychological traits, brain function, stress physiology and the phenomenology of intensive meditation practice.

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!
The Heart of the Matter: Dialogue Focusing on Critical Issues in Research and Teacher Formation for Mindfulness-Based Interventions

Measuring Mindfulness: Intentions, Current Understanding, Potential Pitfalls and Promising New Avenues for Investigation

Moderator: Clifford Saron, PhD
Panelists: Ruth Baer, PhD, Kirk Warren Brown, PhD, Paul Grossman, PhD, Sharon Solloway PhD, and Nicholas Van Dam, PhD Candidate

This Forum is an occasion to explore critical issues associated with the current attempts to measure mindfulness using contemporary western psychological constructs and psychometric models of assessment. Comprised of a group of researchers in the field of mindfulness measurement, most of these panelists have developed assessment instruments purported to measure mindfulness while others have critiqued and challenged the use of these models. Panelists will have an opportunity to briefly present their views; cross dialogue will be encouraged and ample time for audience participation created.

Together, the Forum moderator, panelists, and audience will focus on examining a range of fundamental questions including: What happens when people meditate? What are the outcomes associated with meditation? Do our current measurement approaches and assessment models provide precise and satisfying answers to these questions? If not, what is lacking and needed? Do these models account for and forward our understanding of both the subjective 1st person and objective 3rd person experience of mindfulness practice? What about our current use of 1st person experience assessed via 2nd party reports from people living or working in close proximity to the meditating subject? Are the pressures for validation undermining our understanding of research subjects’ direct experience of meditation and mindfulness? Do our current western psychological constructs accurately reflect the purported signposts and effects of meditation described in traditional Buddhist meditation literature? If not, do they inform or add fresh and therefore important perspectives to these traditional accounts and taxonomies? Are the assessment instruments driving the research or is the field itself — really the people directly engaged in the work — discovering and forwarding new perspectives about the nuanced assessment of inner experience and the behaviors associated with meditation and mindfulness?
The Heart of the Matter: Dialogue Focusing on Critical Issues in Research and Teacher Formation for Mindfulness-Based Interventions

Standards for the Formation of MBSR Teacher Trainers: Experience, Qualifications, Competency and Ongoing Development

Moderator:  Saki Santorelli, EdD, MA
Panelists:  Timothea Goddard, BA, Dip. Psychotherapy, Jon Kabat-Zinn, PhD, Ulrike Kesper-Grossman, MA, and Diane Reibel, PhD

The proliferation of clinical, research and educational programs and initiatives utilizing mindfulness-based stress reduction (MBSR) has expanded steadily during the last ten years, growing exponentially during the last five years. In parallel, the demand for competently trained MBSR teachers has increased and is now spawning a wave of MBSR teacher training programs, institutes, and professional organizations around the world. While this growth is a welcome sign, the drive to train more MBSR professionals runs the risk of easily and inadvertently undermining the integrity, exactness, and long-term commitment required for the formation and on-going development of competent, well-trained MBSR teachers.

With research driving the field, the need for institutes and training centers explicitly focused on the education and on-going training of MBSR teachers is essential. Yet, if the substance and depth of training is sacrificed, the patients we care for will suffer, the field will suffer, and, inevitably, we will suffer. Therefore, thirty-two years into this work and thirty years into the formal education and training of MBSR teachers, Senior MBSR teachers at the UMMS Center for Mindfulness with colleagues from diverse regions of the United States and Europe collaborated on the elucidation of new Standards for those teaching others to teach MBSR. In January 2011, these Standards were circulated through the MBSR community.

This afternoon Forum will examine in detail these newly established Standards, serve as a conclave for advancing dialogue among conference participants, encourage critical feedback from conferees and seek common ground about the necessity of establishing universal standards for those training MBSR teachers worldwide.

4:15 – 5:00 p.m. Closing Remarks
The Practices of Lovingkindness and the Four Abodes as Inquiry: Developing Insight and Alleviation
Robert Stahl, PhD, and Melissa Blacker, MA

This daylong will be an investigation into the nature of human suffering and how the Buddhist teachings of the Four Abodes can be used to directly encounter it. While the practices of Lovingkindness and the Four Abodes are skillful ways to help to open the heart and find compassion, joy and equanimity, they can also trigger the arising of resistance and strong emotions that can increase our suffering. When we apply these traditional Buddhist teachings to mindfulness-based interventions, we must take care to work skillfully with whatever is encountered emotionally, physically and cognitively, and not create an atmosphere of ignoring what is present in favor of a wish for things to be different.

As we learn to meet these feelings with meditative inquiry we can make intimate contact with our hearts. We may experience more safety, less mental and physical anguish and feel more comfortable within our being. We may experience a greater sense of interconnectedness, sympathetic joy, humility, and compassion for others and ourselves. We will experience a deeper understanding of the nature of change that will bring us greater sense of balance and equanimity. Lastly, we can lessen the sense of a perceived self as a fixed identity.

This daylong workshop is an opportunity to inquire into the core issues of our greed, hatred and ignorance and to find ways together to rediscover the nature of who we are and how we can express the power of the teaching of mindfulness to others. We will especially explore what it means to perceive the self as a fixed identity, and how loosening up this concept can create a deeper and stronger sense of flexibility and resilience in meeting life’s challenges.

This workshop will be a synergy of lecture, meditation practices, discussion and inquiry in both small and large groups.
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).

Participants will gain skills in teaching the MBSR curriculum yoga sequences. 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.
Mindfulness for Professionals Working with Adolescents
Gina Biegel, MA, LMFT

This is a training for those who work and/or interact with adolescents specifically in a therapeutic, hospital or educational setting. This is an opportunity to learn more about working with and approaching teens through the lens of mindfulness. This is an intensive training in the 8-week Mindfulness-Based Stress Reduction Program for Teens (MBSR-T) that has been researched to be an effective and evidenced-based intervention to reduce adolescent stress (JCCP; 10/09). This institute will be comprised of both experiential practices and dissemination of specific curricula to use with adolescents. The experiential practices will include both formal and informal adolescent-adapted mindfulness meditations. The curriculum will be explained in detail so that you may then use these practices with teens themselves after you have completed this workshop. This workshop is meant for those who are already familiar with Mindfulness-Based Stress Reduction (MBSR) and wish to learn more about an adapted version with adolescents.
Developing the Skills of the Teacher in Mindfulness-Based Interventions (MBIs)

Donald McCown, MAMS, MSS, and Diane Reibel, PhD

Who: Teachers in the MBIs continuously develop across two dimensions: (a) personal and relational effects of their own mindfulness practice, and (b) mastery of four interrelated skill sets. This institute, designed as a skill development workshop nested within a co-created mindfulness community, facilitates both. It provides a container to support participants’ personal practice and self-exploration, while simultaneously demonstrating the effects of the skills.

Skills: The four skill sets comprise: Stewardship: co-creating safety in, and caring for, the group; Homiletics: delivering didactic material in conversation with the group; Guidance: leading formal practices and informal individual and group experiences; Inquiry: engaging participants in dialogue about their direct experience.
“Mindful Leadership: Why Take the Risk?”
Gwendolyn Adam, PhD, LMSW

Becoming a mindful leader necessitates exploring, understanding and facing risks. Mindful leadership risks recognizing patterns of control and pursuing the unknown of being in the present. The tendency to run as leaders invites movement when the presence of mindful leadership requires the risk of pausing. Mindful leadership invites leaders to risk embracing feeling stuck, as leaders often seek routes replete with action as the assurance of actively leading. Leaders can experience leading differently, being differently, as mindfulness in leadership transforms being stuck, through being present rather than just acting. Mindful leadership establishes the risks of the messiness of leadership becoming a mosaic, fascinating and connecting. Mindful leadership requires risk in the challenge to pause and discern the true dangers from the ones assumed to be there in responsively fleeing or fighting. In all, mindful leadership requires the risk of pausing, experiencing the messiness of human and systemic interactions differently, on purpose. Assessing these risks cultivates two key considerations for leaders going mindful. First, “Am I willing to remember my moments and ultimately be different from the learning they inspire?” Second, “Am I willing to honestly explore how my mindful leadership and the change it facilitates in me will impact others, their views of me and my understanding of their views of me?” This workshop is intended for those who lead, formally and informally, who tend to do much, lead well, and sometimes struggle to be present as a leader, and as a person. This highly interactive, self-reflective and honest workshop will equip the participants with constructs for assessing these risks, understanding the impact of and taking steps toward more mindful leadership. Using personal narrative, a heating pad and an orange watch, the presenter will engage participants in an exploration of risks, realities, challenges and rewards of being mindful leaders.
MB-EAT (Mindfulness-Based Eating Awareness Therapy): An Introduction to Theory and Practice
Jean Kristeller, PhD

This workshop is intended for a range of practitioners, with particular value for those working with health behavior change, eating problems and obesity. It will assume a basic familiarity with MBSR/meditation approaches.

Mindfulness approaches to treating obesity offer substantial promise. This workshop will introduce the conceptual background, briefly review research evidence, and present treatment components of the MB-EAT program that has been used effectively with individuals with compulsive eating problems and obesity (Kristeller & Hallett, 1999; Kristeller et al., under review). An overview of two completed NIH-randomized clinical trial will be presented, along with expanded portions developed for addressing weight loss. Portions of a video of participants’ experiences will be shared.

In these participants, meditation appears to act by rapidly promoting self-awareness, internalization of control and self-acceptance. Therefore, this approach may be useful not only for treatment for eating problems, but may help expand understanding of how self-awareness/mindfulness may contribute to emotional, behavioral and physiological self-regulation.

Experiential work will include presentations of key guided meditations. Mindfulness exercises with actual food will be used, in addition to other eating and general meditation exercises. Substantial time will be allowed for small and large group discussion of application to various populations.
Integrating Forgiveness Training into Mindfulness-Based Interventions
Margaret Cullen, LMFT

Forgiveness is an often overlooked practice that can easily be incorporated into mindfulness-based interventions (MBI’s) bringing both complementary and potentiating value on many levels. On a micro-level, it is forgiveness that allows us to “begin again” in each moment of meditation by forgiving the mind, body or external world for whatever distraction or dissatisfaction pulled awareness away from the object. On a macro-level, forgiveness promotes emotional balance and ease and has been shown to create better relationships, work productivity and improved physical health through hundreds of research studies.

Like mindfulness meditation, forgiveness is often associated with religion, but can be taught in a completely secular way, as a skill that anyone can learn for his or her own well-being. It is surprising how often the only obstacle between the suffering of unforgiveness and the freedom of forgiveness is an unexamined false or limiting belief about what forgiveness is and how it functions.

In this workshop, we will explore, through dialogue and inquiry, the beliefs that commonly stand in the way of forgiveness, examine how a forgiveness “module” can be incorporated into an MBI, and engage in forgiveness practice. This workshop is appropriate for both instructors of mindfulness-based interventions and providers (medical and psychotherapeutic) whose clients might benefit from forgiveness practice.
Increasing Personal Mindfulness Practice Rates with the Application of Coaching Skills and Tools
Julie Kosey, MS, and Ruth Wolever, PhD

Evidence continues to grow for the value of mindfulness meditation. However, establishing a personal mindfulness practice can be challenging. We will introduce coaching skills and tools which we have used clinically and within our clinical research studies to improve personal mindfulness practice rates. Mindfulness teachers, psychotherapists and other professionals wanting to support clients in establishing or maintaining their personal practice will leave with three specific coaching tools to integrate into their profession. We will provide an overview of coaching, demonstrate specific skills, and give participants an opportunity to experience these. Participants will then have the opportunity to role-play using these tools with each other. Participants will leave with the skills to do the following:
1. help clients link to intrinsic sources of motivation for personal mindfulness practice,
2. help clients develop personalized mindfulness practice objectives,
3. help clients create a specific plan for their mindfulness practice which includes supportive structures.
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 the following web link for a detailed schedule and psychology credit breakdown per session:
http://www.umassmed.edu/cfm/conference/psychologists

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.

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
This program is approved by the National Association of Social Workers (approval #886490814) for 37 Continuing Education Contact Hours.
Licensed Mental Health Counselors
Has been certified by MMCEP and is approved as a Continuing Education Course for Licensed Mental Health Counselors. The Certification Number is 10-0784.

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.
Access additional conference information and the Registration Form via the following link:
http://www.umassmed.edu/cfm/conference