12th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society

The Relief of Suffering
Mindfulness, Compassion, and the Return to Fullness

April 2 - 6, 2014
Greater Boston, Massachusetts, USA

Phone: 508-856-2656 • www.umassmed.edu/cfm/conference
Learning Objectives

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.
Pre-Conference Institutes
9:00 a.m. - 12:00 p.m.

Wednesday April 2, 2014

School-based yoga and mindfulness curriculum: accessible, sustainable and far-reaching

Lisa Flynn, E-RYT 200, RYT 500, RCYT, Louise Janelle, M.Ed, and Marina Ebert, MA

The purpose of this workshop is to present the curriculum and implementation model of a practical and accessible classroom-based yoga and mindfulness program, and to discuss its potential application in the larger community and at home.

Offered in an interactive format incorporating both lecture-style elements and experiential modules, this workshop is designed to teach developmentally appropriate, safe and simple yoga and mindfulness techniques for use with the pediatric population.

The information, tools and resources shared will benefit yoga and mindfulness instructors, educators, occupational therapists, school counselors and psychologists, mental health practitioners and other professionals and clinicians interested in learning how to incorporate developmentally appropriate contemplative practices into their work with children in various settings.

This workshop will also include a discussion on building a bridge between various elements of secular contemplative practices, such as, for example, mindfulness meditation, yoga-based movement, breathing techniques, wellness and character-building activities, which cumulatively address mental, physical, social and emotional health while improving learning-readiness.

Attendees will leave this workshop with practical and developmentally appropriate mind-body tools they can immediately use in their professional interactions with children, as well as resources and recommendations for continued learning. In addition, attendees will also learn how schools and the greater community can simply and sustainably integrate contemplative programming into their existing structures. Lastly, the attendees will learn how by encompassing and addressing all key stakeholders, a well-designed yoga and mindfulness program may have a profound impact on the overall culture of an organization serving children.

Learning Objectives:
1. Observe and practice delivering developmentally appropriate mind-body activities for children
2. Demonstrate the model of simple and sustainable implementation of a yoga and mindfulness programming into schools and the greater community
3. Summarize how a well-integrated and sustainable contemplative education program can benefit and shift the overall organizational culture
Offering Mindfulness-Based Interventions to Military Veterans

Vanessa Meade, MSW, LCSW, and Lee Klinger Lesser, MS

This workshop will demonstrate ways for mindfulness-based clinicians and educators to connect with the veteran community and teach mindfulness tools to military veterans. Veterans are a growing population with the military downsizing after over ten years of war. Veterans are facing many difficulties including an epidemic of suicide that includes over 22 veterans a day. This workshop will be interactive in nature and will provide demonstrations of strategies and practices to work with veterans in learning mindfulness-based tools, and how to create communities of connection for veterans utilizing mindfulness-based groups. It will also address military culture in relation to mindfulness practices and how to identify and utilize the strengths of military veterans regarding their training and service to incorporate mindfulness into their lives. Participants will also interact in small groups to dialogue and explore strategies and practices to work with veterans in their own communities.

Learning Objectives:

1. Describe the challenges our military veterans are facing and the ways mindfulness-based tools can assist veterans in integrating their experiences from the military, transitioning out of the military, and finding a meaningful path in civilian life

2. Observe demonstrations of effective mindfulness-based interventions and apply mindfulness-based practices with veterans

3. Create a plan to outreach to veterans in communities with mindfulness-based classes and groups and identify the opportunities and challenges that exist for the veterans and educator/clinicians
Inner-City Mindfulness Interventions: Theoretical Framework and Evolving Pedagogy
Beth Roth, MSN

The morning session will focus on two theoretical frameworks for teaching mindfulness-based interventions to inner city, minority, impoverished, or medically underserved populations. One is the Buddha’s teaching of The Four Noble Truths, offered over 2,500 years ago in ancient India as a guide for decreasing human suffering, and increasing individual and communal peace and happiness. The other is Paulo Freire’s Pedagogy of the Oppressed, a highly participatory, empowering educational model developed in the mid-twentieth century for teaching literacy to campesinos in Brazil. These theoretical frameworks will be explored through lecture and discussion and through responses to a professionally produced video of inner-city patients describing their experiences in the MBSR program at the Community Health Center in Meriden, CT.

The afternoon session will focus on creatively adapting traditional, “generic” mindfulness-based curriculum for diverse populations. Through simulated classroom activities and role-plays, we will explore teaching thematic material and meditation practices. Examples include: validating innate intelligence over formal education for acquisition of mindfulness skills; strengthening group cohesion as a learning resource; teaching mindfulness practices in ways that strengthen participants’ confidence while promoting social engagement with one another, such as introducing the Body Scan as a partner exercise involving both silence and speaking; exploring the mind-body relationship and the fight or flight response through group drawings and activities rather than through instructor lecture; teaching in Spanish to Hispanic populations, and accommodating mindfulness practices to significant physical limitation as well as to history of physical or emotional trauma.

Learning Objectives:
1. Name the First, Second, Third and Fourth Noble Truths of the Buddha’s teaching of the Four Noble Truths.
2. Describe the three phases of Paulo Freire’s methodology for adult education.
3. Compare and contrast the Four Noble Truths and Pedagogy of the Oppressed as theoretical frameworks for inner-city mindfulness programs.
4. Demonstrate the adaptation of one didactic mindfulness theme for an inner-city population.
5. Name 3 potential disadvantages of inner-city MBI participants practicing mindfulness meditation techniques with their eyes closed.
6. Describe how the Body Scan could be practiced as a partner exercise involving both silence and speaking.

Canceled
The Heart of Inquiry: Praxis and Exploration

Lynn Koerbel, MPH, and Paul Galvin, PhD

Inquiry features prominently in the Mindfulness-Based Stress Reduction (MBSR) classroom and is a core component of the teaching of MBSR. Inquiry may be one of the most unique aspects of the program and yet complicated to explain and nurture in individuals training to teach MBSR. It can also be one of the more sensitive qualities of the course, often causing otherwise skillful teachers to wonder if they’re offering inquiry to the best of their abilities to the participants and class. Inquiry’s objectives are many: It can foster curiosity and interest in participants’ experience; it can make explicit that which, until this moment, has been implicit or unconscious; it can deepen the group cohesion and bring forth a thrum of resonance, thereby reducing a sense of separation or isolation. One of the key aspects of inquiry is that, while there are guidelines—each teacher’s approach is unique—brought about by personal curiosity, sensitivity, and willingness to step into the river of not knowing. This workshop will be led by senior teachers and trainers from the Center for Mindfulness offering background, reflections, and practice activities for participants, furthering the investigation of how to approach inquiry from your own experience, and also working to develop depth and skill. This will be highly interactive: dyads and small group work along with large group dialogue will feature prominently. This workshop is appropriate for MBSR teachers and trainees.

Learning Objectives:

1. Identify and understand how inquiry is used in MBSR and its curricular objectives
2. Summarize existing approaches to teaching and develop confidence in the art of inquiry
3. Demonstrate and practice inquiry in dyads and small groups and to receive feedback from peers
4. Promote curiosity and active listening as the building blocks for inquiry
5. Demonstrate and practice inquiry in dyads and small groups with feedback from peers
6. Develop participant’s confidence in their art of inquiry
Building Integrity: The Mindfulness-Based Interventions: Teaching Assessment Criteria

Becca Crane, MA and Willem Kuyken, PhD

Ensuring intervention integrity in the context of the rapidly expanding interest in mindfulness-based interventions (MBIs) is challenging. There are three dimensions to the concept of intervention integrity: first, adherence (level of inclusion of required curriculum), second, differentiation (level of inclusion of curriculum that is not part of the approach), and third, competence (level of teaching skill in delivering the approach). Understanding and assessing intervention integrity is an essential precondition for:

- the analysis of the effectiveness of psychotherapeutic interventions
- assessing the skills of trainees within training programs
- evaluating the effectiveness of training processes
- ensuring successful practical implementation of empirically supported approaches
- investigating the role of treatment integrity in participants’ experience and outcome.

The Bangor, Exeter and Oxford Mindfulness-Based Interventions: Teaching Assessment Criteria (MBI:TAC) (http://www.bangor.ac.uk/mindfulness/documents/MBI-TACJune2012.pdf) is a system for assessing teaching integrity that has been developed with the particular, unique characteristics of MBIs in mind. It is intended to fulfil the needs outlined above.

This workshop for mindfulness-based teachers aims to develop participants’ familiarity with the MBI:TAC. The workshop will include presentations on the background and context for the development of the tool, on its structure and on how to use it to assess competency. Participants will have an opportunity to view an audio visual clip of mindfulness-based teaching followed by an exploration of the use of the MBI:TAC to assess competency. The primary focus will be a personal and collective exploration of integrity in mindfulness-based teaching and the use of the MBI:TAC as a ‘lens’ through which to engage in this exploration. We will consider how participants can take forward their learning and practice beyond the workshop.

Learning Objectives:
1. examine the particular nature of integrity in mindfulness-based teaching
2. present the rationale for the development of the MBI:TAC
3. develop knowledge of the design and structure of the MBI:TAC
4. acquire practice skills in reviewing mindfulness-based teaching using the MBI:TAC
5. discuss the potential and limitations of the MBI:TAC
6. enable personal and collective examination of current and future directions for supporting clarity and consensus on mindfulness-based teaching integrity

Key references/pre workshop reading:
(all available for download on http://www.bangor.ac.uk/mindfulness/publications.php.en)
HALF-DAY INSTITUTE

Pre-Conference Institutes
1:00 p.m. - 4:00 p.m.

Wednesday April 2, 2014

Compassion & Loving-kindness: Mindfulness-Based Practices for Developing Positive Emotions

Lorne Ladner

There are now well over 1,100 research articles on the various psychological and physiological benefits of practicing mindfulness. And, there is also a dynamic, emerging body of brain and clinical research on the benefits of enhancing positive emotions. Much of this research has grown out of the fruitful dialogue between clinicians, scientific researchers, and teachers from the over 2,500 year old tradition of Buddhist psychology. This workshop which is mainly aimed at practicing clinicians will focus on providing practical, mindfulness-based methods for evoking and enhancing positive emotions such as love, joy, and compassion. These methods—derived from the clinical research and also from Indo-Tibetan Buddhist psychology—will include elements of bodily awareness, visualization, cognitive intervention, intentional use of memory, and reasoned analysis. Theoretical explanation of how and why these methods work will be balanced with experiential exercises. The workshop will include a brief review of relevant research, discussion on clinical applications, guided meditations, and interactive exercises in implementing these strategies.

Learning Objectives:

1. Participants will be able to list three benefits of mindfulness-based methods for developing positive emotions shown in the scientific research.
2. Participants will be able to demonstrate two specific methods for developing positive emotions.
3. Participants will be able to describe three steps to introducing these methods to patients in clinical settings.

Canceled
HALF-DAY INSTITUTE

Pre-Conference Institutes

1:00 p.m. - 4:00 p.m.

Wednesday April 2, 2014

What Really Matters In Mindfulness Programs for Teens: Key Elements That Engage, Energize and Inspire Teens to Practice Mindful Awareness

Heidi Bornstein and Stephen Chadwick

Whether you are a teacher or an educational professional support worker (including guidance counselor, social worker, psychologist, youth worker, and educational assistant) designing your own program or implementing an existing mindfulness curriculum, this experiential workshop will assist you in realizing your vision, exploring the essence of teaching mindfulness to students in a school setting.

By cultivating and integrating mindfulness practice into education, students can experience life-enriching skills that support their learning and extend beyond the classroom. The benefits of mindfulness training for teens are three-fold: well-documented stress management skills, as well as the clarity and self-awareness that unfold from the cultivation of concentration and attention.

A successful implementation program begins with the first crucial element: you the teacher, teaching what you know and sense from your own practice. It also includes creating a ground of receptivity for the training to be received by students and supported by staff and administration.

This workshop is designed to help you:
- Assess the resources required for the successful implementation of a mindfulness program.
- Create theme based lessons incorporating the essence of mindfulness and core practices for a particular group.
- Utilize age-appropriate activities, practices, and instructional materials.
- Employ language that is open and invitational rather than authoritarian to encourage participation in mindfulness.

We will examine:
- Current research & available resources to support a successful implementation plan.
- How to create an open space for discussion inviting participation.
- How to cultivate Social and Emotional Learning (SEL) skills with contemplative / mindfulness practice.
- How to include program evaluations that are self-reflective.

Heidi Bornstein and Stephen Chadwick are the founders of and teachers for Mindfulness Everyday, a registered Canadian charity. Mindfulness Everyday offers MBSR (Mindfulness-Based Stress Reduction Workshops) in the community and SMARTinEducation™ training for Teachers and Professional Support Workers. They have created The Mindful Edge™: Stress Reduction and Life Strategies...
Mindfulness and Compassion: Mechanisms, Models and More

Organizer: Amishi P. Jha, PhD

This full-day research symposium will offer a set of presentations examining mechanisms of action of mindfulness and compassion meditation training from the cognitive, affective, social, and clinical psychological and neuroscience perspectives. The themes of attention, altruism, and resilience, as well as cutting edge neural models of contemplative practice will be discussed.

Presenters:
Jud Brewer, MD, PhD
Helen Weng, MS
Gaelle Desbordes, PhD
David Vago, PhD
Amishi Jha, PhD

Learning Objectives:
1. Apply the components and methods of developing and delivering mindfulness and compassion meditation training programs to various cohorts.
2. Describe the use of cutting-edge neuroscience methods used to investigate the neural bases of contemplative training including event-related potentials, oscillatory neuroelectric profiles, and functional brain changes indexed by functional MRI.
3. Describe models of how brain systems sensitive to craving, economic behavior, and working memory are altered when individuals engage in contemplative training.
4. Describe frequently used cognitive neuroscience paradigms used to assess attention and working memory.
5. Describe current findings on neural networks supporting salience, executive control, and affective meaning.
6. Describe optimal design parameters and common pitfalls in contemplative training studies.
Building Resilience in High Stress Cohorts with Contemplative Training

Amishi P. Jha, PhD

Resilience is the ability to bounce back from adversity or get through challenging periods without significant deleterious psychological or performance consequences. This presentation will discuss our recent efforts to offer contemplative training (involving mindfulness and compassion) to high stress cohorts of incarcerated youth, University Students, and military spouses who all suffer from their own unique challenges. While the specific stressors faced by these groups are quite different, the consequences of extended periods of stress on their ability to sustain attention, regulate mood, and protect themselves from mind-wandering are similarly problematic for each of these groups. I will discuss our neurocognitive results, which find that contemplative training protects against these negative consequences of stress.

Learning Objectives:

1. Describe paradigms used to index attention and emotion-regulation from cognitive and affective neuroscience.
2. Learn how inhibition, maintenance, and task-switching are involved in the cognitive control of emotions.
3. Describe recent neurobehavioral results of contemplative training in high stress groups.
Please pay attention now (it may change your brain): psychological and neural mechanisms of mindfulness meditation.

Judson Brewer, MD, PhD

Over the past decade, there has been an explosion of interest in how contemplative practices such as meditation can inform science and how science can inform these practices. Recent advances in neuroscience have begun to unravel the mysteries of how mindfulness practices affect not only behavior, but the structure and function of the brain itself. This presentation will first touch on psychological mechanisms of how mindfulness decouples craving from behavior, using evidence from clinical trials of smoking. It will then discuss neuroscientific findings from novice and experienced meditators that provide clues to how this decoupling may manifest in the brain. It will finish by showing how realtime fMRI neurofeedback can link subjective experience with brain activity to further our understanding of brain regions implicated in mindful awareness.

Learning Objectives:
1. Describe positive and negative reinforcement loops and how craving perpetuates these
2. Summarize how mindfulness decouples craving and behavior
3. Describe the role of posterior cingulate cortex in meditation
The impact of compassion meditation training on altruistic behavior and neural responses to human suffering.

Helen Weng, MS

Compassion is a key motivator of altruistic behavior, but little is known about individuals’ capacity to cultivate compassion through meditation training. We examined whether compassion may be systematically trained by testing whether (1) short-term online compassion training increases altruistic behavior towards strangers and (2) increases in altruistic behavior are associated with changes in compassionate neural responses towards human suffering. In healthy adults, we found that compassion training increased altruistic economic behavior even when participants were not actively meditating. Furthermore, greater altruistic behavior after compassion training was associated with altered activation in brain regions implicated in social cognition and emotion regulation, including the inferior parietal cortex and dorsolateral prefrontal cortex (DLPFC), and in DLPFC connectivity with the nucleus accumbens. These results suggest that compassion can be cultivated with training and that greater altruistic behavior may emerge from increased engagement of neural systems implicated in understanding the suffering of other people, executive and emotional control, and reward processing.

Learning Objectives:

1. Recognize how compassion can be cultivated through meditation training using different meditation targets of a loved one, the self, stranger, and difficult person.
2. Observe how compassion meditation can increase altruistic behavior towards strangers using economic decision-making methods.
3. Summarize the neural circuits that are associated with increases in altruistic behavior due to compassion meditation training.
Effects of Eight-Week Meditation Training on Brain Structure and Function: A Comparison of Mindful Attention Training and Cognitively-Based Compassion Training

Gaelle Desbordes, PhD

In this presentation we will review recent findings from the Compassion and Attention Longitudinal Meditation (CALM) study, a randomized controlled trial testing the effects of two different types of meditation training. In the CALM study, healthy adults without meditation experience were randomized to three different eight-week programs: Mindful-Attention Training (a.k.a. Shamatha meditation), Cognitively-Based Compassion Training (a secular training in loving-kindness and compassion meditation based on the Tibetan Lojong tradition), or an active control intervention (health education course). Before and after the interventions, a subset of the study participants took part in structural and functional brain imaging and concurrent recordings of cardiac and respiratory activity to assess the autonomic nervous system. We found that the two meditation interventions had a different impact on the brain responses and autonomic responses to emotional challenge, and that meditation training promoted neuroplastic changes in the brain after only eight weeks. The results obtained to date suggest that both types of meditation training may have enduring impact on the central and autonomic nervous systems.

Learning Objectives:

1. Compare two types of meditation training: Mindful Attention (a.k.a. Shamatha meditation) and Compassion meditation
2. Demonstrate the effects of these eight-week meditation training programs on brain anatomy and function
3. Summarize how meditation practice affects the autonomic nervous system
Self-Awareness, Self-Regulation, and Self-Transcendence (S-ART): A Systems-based Integrative Framework by which Mindfulness Functions to Reduce Bias and Sustain a Healthy Mind.

David Vago, PhD

Evidence supporting the neurobiological mechanisms by which Buddhist and contemporary mindfulness-based meditation practices function is growing. However, the specific cognitive and psychological processes that support meditative practices across the spectrum of experience by the practitioner need to be clarified. Our research provides an integrative theoretical framework and systems-based neurobiological model that describes mindfulness through specific forms of mental training to develop meta-awareness (self-awareness), an ability to effectively modulate one’s behavior (self-regulation), and the development of a positive relationship between self and other that transcends self-focused needs and increases prosocial characteristics (self-transcendence). This framework of self-awareness, regulation, and transcendence (S-ART) proposes:

- cognitive and psychological processes supporting core meditation practices, including focused attention, open monitoring, and loving kindness,
- the underlying neural networks of self processing that operate mechanistically to support such processes, and
- how these mechanisms function to reduce perceptual and cognitive biases, and create a sustainable healthy mind.

Learning Objectives:

1. Describe mindfulness as a method for improving self-awareness, self-regulation, and self-transcendence (S-ART);
2. Examine in detail the psychological and cognitive processes and underlying neurobiological mechanisms that support models of core mindfulness-based meditation practices across the spectrum of experience by the practitioner;
3. Explain neural systems of experiential, enactive, and narrative self-processing;
4. Integrate findings from contemplative science literature with the S-ART framework and brain networks for self-processing.
Poster Session
4:30 p.m. - 6:15 p.m.

Thursday April 3, 2014

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.
Opening Ceremonies

Thursday April 3, 2014

Opening Remarks

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
Bruce S. McEwen, PhD
The Brain on Stress: Importance of the Social Environment for Brain and Body Health

Bruce S. McEwen, PhD

The brain is the central organ of stress and adaptation to stress because it perceives and determines what is threatening, as well as the behavioral and physiological responses to the stressor by the active process of adaptation. Reflecting how each person’s life history contributes to their well-being, the adult, as well as developing brain, possesses a remarkable ability to show structural and functional plasticity in response to stressful and other experiences, including neuronal replacement, dendritic remodeling, and synapse turnover. This is particularly evident in the hippocampus, where all three types of structural plasticity have been recognized and investigated, using a combination of morphological, molecular, pharmacological, electrophysiological and behavioral approaches. The amygdala and the prefrontal cortex, brain regions involved in anxiety and fear, mood, cognitive function and behavioral control, also show structural plasticity. Acute and chronic stress cause an imbalance of neural circuitry subserving memory, decision making, anxiety and mood that can increase or decrease expression of those behaviors and behavioral states. In the short term, such as for increased vigilance in a threatening environment, these changes may be adaptive; but, if the danger passes and the behavioral and systemic stress states persist along with the changes in neural circuitry, such maladaptation may need intervention. This is where mindfulness and meditation fit in and examples will be given of human brain imaging studies in which such interventions change brain structure and function in parallel with decreased disease symptoms! Moreover, adverse early life experiences, interacting with certain genes, produce lasting effects on brain and body via epigenetic mechanisms. While disease prevention is most important, the plasticity of the brain gives hope for therapies of disorders that take into consideration brain-body interactions and the important ability of the brain to change itself.
Conference Schedule

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

Friday April 4, 2014

An Introduction to Mindfulness Research Guide
David Black, PhD, MPH

Offering Mindfulness Programs for Cancer Patients and Their Support Persons
Roz Grossman, MA

6:00 – 7:00 a.m.
Meditation

7:00 – 8:00 a.m.
Registration
Conference Schedule

Breakout Sessions:
8:15 a.m. - 9:15 a.m.

Friday April 4, 2014

Presentation Dialogues

Developing Mature Meditation Practice in Secular Contexts
Bill Gayner, BSW, MSW, RSW, and Steven Selchen, MD, MSt, FRCPC

Inward Bound Mindfulness Education’s (iBme) Teen Retreat Program
Willoughby Britton, PhD, and Jessica Morey, MA

Integrating Chi Gong into the MBSR Curriculum
Steve Flowers, MTF

Research Forums

Longitudinal Changes in Cortisol Associated with a Brief Mindfulness Intervention among Veterans with PTSD
Dessa Bergen-Cico, PhD, Wilfred Pigeon, PhD, Kyle Posematto, PhD, and Scot Treatman, DO, MPH

Mindfulness training versus sleep hygiene for insomnia symptoms in older adults: A randomized controlled comparison trial
David Black, PhD, MPH

Mindfulness-Based Relapse Prevention: One-Year Outcomes following a Randomized Trial
Sarah Bowen, PhD, and Katie Witkiewitz, PhD
Breakout Sessions:
9:30 a.m. - 10:30 a.m.

Friday April 4, 2014

Presentation Dialogues

Teaching Mindfulness in the Warfighter’s Room
Margaret Cullen, MA, MFT, Certified MBSR Instructor

Developing a Mindfulness Program for Students, Faculty, and Parents at a K-12 School
Alex Peavey, BA Psychology (UVA), MS Sports Leadership (VCU), MEd Counselor Education (VCU)

Experiences with MBSR at a university hospital: A report from the establishment of an MBSR research clinic and professional training institute
Lone Fjorback, PhD, Jacob Piet, PhD, and Karen Johanne Pallesen, PhD
Breakout Sessions:
9:30 a.m. - 10:30 a.m.

Friday April 4, 2014

Research Forums

Targeting Chronic Pain and Prescription Opioid Misuse with Mindfulness-Oriented Recovery Enhancement (MORE): Results from a Randomized Controlled Trial
Eric Garland, PhD, LCSW

The eCALM Trial: eTherapy for Cancer AppLying Mindfulness Online mindfulness-based cancer recovery program for underserved people living with cancer in Alberta: feasibility and trial results
Kristin Zernicke, MA, Steve Flowers, MTF, and Michael Speca

MBCT for recurrent depression: comparing the effectiveness of MBCT, antidepressant medication (ADM) and the combination of these interventions
Marloes Huijbers, and Anne Speckens, MD, PhD

David Lee, PhD, Christina Fernandez, MS, and Henry Olano

Mindfulness-Based Treatments for Chronic Insomnia: Concepts and Results from a Randomized Controlled Trial
Jason Ong, PhD
Keynote Speaker:  
11:00 a.m. - 12:30 p.m.

Friday April 4, 2014

The Aikido of Death - Reflections on a journey into compassion and suffering in South Africa through the lens of mindfulness

Patricia Lück

This keynote shares personal reflections on the journey that Dr Lück’s work has taken her within Palliative Medicine and Mindfulness in South Africa, with particular emphasis on her time with children and families. It explores this journey as an inquiry into justice and truth that arise in moments of meeting suffering with clarity, compassion and presence. These reflections will look deeply into the necessary components of being exquisitely intimate with suffering and death, of moving in very close to the difficult and allowing the movements and flows of this moment to dictate the blending into what arises in these challenging encounters. Dr Lück also shares her personal and professional perspectives on how complex transitional spaces, indeed those involving life and death, can be negotiated through the lens of presence, communication, kindness and compassion. She addresses the challenges of transition and diversity that are encountered on every level of the personal, professional, cultural, spiritual, language, political, economic and education, as expressed on local, regional, national, and international levels. Woven into this keynote Dr Lück shares how the practice of mindfulness has informed this work and her life direction.

Learning Objectives:

1. Demonstrate an overview understanding of the practice of Palliative care and mindfulness in South Africa
2. Discuss A personal perspective on how mindful practice can modulate suffering
3. Summarize how Kindness and compassion in palliative medicine can enhance the meeting of moments of great suffering with increased clarity
### Relief of Suffering

**The Friday April 4, 2014**

**Mindfulness, Compassion, and the Return to Fullness**

**Kristin Neff, PhD**

For many years self-esteem was seen to be the key to psychological health. More recently, however, researchers have identified several downsides to the pursuit of self-esteem such as narcissism, ego-defensiveness, social comparisons, and the contingency of self-esteem on success. Research suggests that self-compassion is a healthier way of relating to oneself, offering the benefits of self-esteem without its downsides. Self-compassion involves treating ourselves kindly even when we fail, make mistakes, or feel inadequate, just like a good friend we cared about. Rather than making global evaluations of ourselves as “good” or “bad,” self-compassion involves being accepting and supportive of ourselves as imperfect humans, and learning to be present with the inevitable struggles of life with greater ease. It motivates us to make needed changes in our lives not because we’re worthless or inadequate, but because we care about ourselves and want to lessen our suffering. This talk will distinguish self-compassion from self-esteem, self-pity, and self-indulgence, and also discuss research indicating that self-compassion is a more powerful and effective motivational tool than self-criticism. Data from a randomized controlled trial will be presented on the Mindful Self-Compassion (MSC) program, an eight-week course developed in conjunction with Chris Germer that is designed to teach self-compassion skills. This talk will also explore how mindfulness and self-compassion relate to one another, and consider whether explicit training in self-compassion is needed to teach self-compassion skills, or if the implicit methods employed in many mindfulness-based interventions are sufficient. Finally, pilot data comparing outcomes of participation in MBSR and MSC will be presented which suggest that the relative benefits of each program vary according to participants’ initial levels of self-compassion.

---

**Learning Objectives:**

1. Describe what self-compassion is and the research demonstrating its benefits.
2. Summarize how self-compassion relates to mindfulness.
3. Specify outcomes found in research on the Mindful Self-Compassion program.
Conference Schedule

Breakout Sessions:
4:00 p.m. - 5:00 p.m.

Friday April 4, 2014

Presentation Dialogues

Ethics, obstacles and commodification in mindfulness practice, training and science
Paul Grossman, PhD

Teaching Mindfulness-based Training in High-Stress Contexts with Sensitivity for the Autonomic Nervous System
Elizabeth Stanley, PhD, MBA, SEP

What is the Evidence that Mindfulness Based Stress Reduction Is Helpful for Patients with Chronic Pain?
John Schorling, Matthew Goodman, and Blake Garmon
Breakout Sessions:
4:00 p.m. - 5:00 p.m.

Friday April 4, 2014

Research Forums

The effect of mindfulness-based therapy for cancer patients -
The most recent meta-analysis
Jacob Piet, PhD

Mindfulness Training In Parkinson’s disease: Clinical outcomes
and structural imaging correlates
Barbara Pickut MD, MPH

Test of Open Monitoring Awareness State (TOMAS): An
observational measure
Ivan Nyklicek, PhD

Evaluation of the effectiveness of a school based mindfulness
program for 3rd-6th grade students
Svea Hall, MS, OTR/L, Fiona Jensen, BS, OTR/L, and Adria Kennedy

Promoting Attachment-Related Mindfulness and Compassion:
A Wait-List Controlled Study of Women Who Were Mistreated
during Childhood
Jon Caldwell, DO, PhD

Friday April 4, 2014

This special evening is a great opportunity for Conference participants, presenters and Friends of the Center to mingle with one another and have fun as a community. Please join us for the cocktail reception and Gala Dinner.

6:30 – 7:30 p.m.
Cocktail reception

7:30-11:30 p.m.
A Gala Evening
Breakfast Roundtable Discussions
7:00 a.m. - 8:00 a.m.

Saturday April 5, 2014

Mindfulness Training for Children and Adolescents: State-of-the-Science
David Black, PhD, MPH

What is the Role of Mindfulness in Cancer Treatment, Support and Recovery?
Erica Rayner-Horn, MA, LMHC, and Elana Rosenbaum MSW, BCD
Self-compassion

Willem Kuyken, PhD

Self-compassion is woven into the tapestry of mindfulness-based interventions. This keynote will explore several questions:

- What is self-compassion?
- What is its lineage in contemplative traditions?
- How is self-compassion cultivated in mindfulness-based interventions?
- What can we learn from research?
- How mindfulness teachers learn embodiment through working with their “inner critic.”

Learning Objectives:

1. Define self-compassion and critically review two measures of self-compassion
2. Articulate how participants in mindfulness-based interventions learn to become more self-compassionate, both through explicit and implicit teaching
3. Describe at least 3 seminal qualitative, neuroscience and treatment studies that demonstrate the importance of self-compassion in mindfulness-based interventions
The clinician and the suffering patient

Eric Cassell, MD

This lecture is about suffering and its relief. We start with a quick review of characteristics of the special distress that is suffering and are reminded that the basic lesson of suffering is that bodies do not suffer only persons do. Unlike many other aspects of helping the sick, in suffering there is no technology, drug, or instrument; the treatment is the clinician. Why is suffering so frequently not recognized or treated? Why is the suffering patient so often avoided? As much as this lecture is about the sufferer, it is equally about the clinician, the practitioner. Too often students in the healing professions are warned not to get too close to their patients. This advice comes from not understanding the importance of the relationship of clinician and patient—all the more so when the patient is suffering. Yet severe sickness and especially suffering is difficult to be close to; painful and threatening. It seems at first wise to avoid the pain of the sufferer, yet avoidance carries a greater threat. The lecture is specific in teaching how the more open and unconcerned with self-protection the clinician is the less the emotional price of treating suffering and the greater the reward.

Learning Objectives:

1. Participants will list the special characteristics of suffering.
2. Participants will describe what must be done to relieve suffering.
3. Participants will summarize the personal and professional rewards that come from learning to treat suffering patients.

Eric Cassell, MD
Workshop
1:15 p.m. - 4:15 p.m.

Saturday April 5, 2014

The Mindful Salon: Exploring the Big Questions through Inquiry into Eudaimonia (Human Flourishing)

Michael Krasner MD, Patricia Lück MBChB, MPhil Pall Med

According to the Bureau of Labor Statistics the average person spends about 45 minutes daily socializing and communicating, while watching television accounts for nearly three hours of the average American’s day. Scholars and observers have documented a shift from a society structured around social gatherings to a culture of technology-driven individualism and isolation. Our research among health practitioners confirms isolation as a central feature of professional life, despite our seeming digital-age-driven hyper-connectedness. Eudaimonia is a Greek word translated as happiness or welfare but human flourishing seems a more accurate translation. Engaged inquiry into Eudaimonia is felt to be central to a person’s and society’s development.

Using contemplative exercises, didactic elements including brief readings, and paired, small and large group discussion, participants will inquire into several of the big questions: What constitutes a good life? What is happiness? How can wisdom acquired through the generations be passed down instead of lost? Finally, participants will explore how associations of inquiry in this model might be created in their own communities.

This workshop is designed for anyone interested in elevating the level of discourse in their community, and interested in achieving this through a contemplative and inquiry-based approach.

Learning Objectives:
1. Describe Eudaimonia and its relationship to personal and societal well-being
2. List and engage with a few of the big questions that lie at the center of personal and societal development
3. Assess how mindfulness-based inquiry can support community discourse of some of these big questions.
A Foot in Each Stream: Teaching Self-Compassion Implicitly and Explicitly in MBSR and MSC

Steven Hickman, PsyD

Amidst the burgeoning interest in training compassion and self-compassion in the context of mindfulness practice, there has been a growing dialogue around the optimal ways to foster these qualities. While it is generally accepted (and supported by empirical data) that compassion and self-compassion arise naturally within the context of learning and practicing mindfulness regularly (e.g., in Mindfulness-Based Stress Reduction), more explicit approaches like Mindful Self-Compassion aim to teach it overtly through a structured, empirically supported program of specialized practices and exercises that have also been shown to increase these capacities. These differing approaches have fostered some degree of tension in the field over their relative merits, and the aim of this workshop is to purposely dwell in that tension and explore it through inquiry, reflection and dialogue and see what might be learned from the investigation. Recent data comparing MSC and MBSR participants on levels of self-compassion and mindfulness (pre- and post-program) will be presented to support the notion that individual differences may dictate the which program is indicated in many cases. The facilitator is an experienced MBSR teacher who has also led a number of MSC courses and has even had the opportunity to have taught a number of people who have taken both courses. The agenda is to briefly outline how self-compassion is fostered in each approach; to review the relevant research findings; to engage in dialogue about the experiences of those in attendance around the topic; and then to collaboratively explore a suggested conceptual model that accommodates both approaches, articulates the areas of commonality, and provides a rationale for recommending one approach over the other in individual cases.

At the conclusion of the workshop, attendees will be able to:

- Articulate the key aspects of implicit and explicit means of teaching self-compassion
- Describe the opportunities and challenges inherent in either approach
- Utilize a logical approach to assessing potential participants and making recommendations based on specific criteria

Learning Objectives:

1. Articulate the key aspects of implicit and explicit means of teaching self-compassion
2. Describe the opportunities and challenges inherent in either approach
3. Utilize a logical approach to assessing potential participants and making recommendations based on specific criteria
Mindful Clinicians’ Narratives

Patricia L. Dobkin, PhD

Mindfulness allows for a trusting relationship to develop between a physician/therapist and patient/client. This is the “space” in which healing can take place – where a clinician accompanies a patient on the journey towards wholeness, even when no cure is possible.

The leader will begin by directing an exercise pertaining to mindful clinical encounters. Using a figure found in Mindfulness and Whole Person Care (Dobkin, 2011) participants will examine how being mindful of themselves, the other and the context helped them to be fully present to the patient and the health problem that brought them to the clinician.

Second, she will define narrative medicine and guide an exercise in “close reading” of a short text relevant to clinical practice. Participants will be guided in examining the structure of the text (e.g., narrator, diction, time, plot, images/feelings evoked). Third, participants will read a sample narrative depicting how mindfulness influenced an encounter with a patient and examine it using narrative medicine techniques.

The second hour will be spent on a creative writing exercise. Participants will recall a clinical encounter in which mindfulness made a difference and write about any aspect of the exchange that comes to mind. They may compose in any style or form (prose, poetry, dialogue). They will select a partner and take turns reading their respective texts to one another. They will be guided in Appreciate Inquiry methods as a means of listening and interacting in a non-judgmental manner.

In the last hour the group will be reconvened and a few will be invited to read their narratives. We will examine the various aspects of the story (e.g., genre, voice) and its meaning. Finally, participants will share how reading and writing help one to listen, connect, and respond to each other and their patients with compassion.

Learning Objectives:
1. Describe narrative medicine in the context of mindful clinical practice.
2. Demonstrate how writing and reading narratives can bring clarity and meaning to one’s work.
3. Recite experiences in a way that lessons professional isolation (the “silo” effect).
Breakout Sessions:
1:30 p.m. - 2:30 p.m.

Saturday April 5, 2014

Presentation Dialogues

The Meditating Effects of Mindfulness on Trait Anxiety
Dessa Bergen-Cico, PhD

Mindfully on meds? At the interface of psychiatry and mindfulness
Zev Schuman-Olivier, MD, and David Lovas, MD

Research Forums

Mindfulness-Based Resiliency Training (MBRT): Preliminary Outcomes of a Program for Law Enforcement Personnel
Michael Christopher, PhD, Brant Rogers, MS, RYT, and Lt. Richard Goerling

Meditation and Menopausal Hot Flashes
Susan Cohen, PhD

Integrative Medicine Group Visits: A Patient-Centered Approach to Reducing Chronic Pain and Depression in a Disparate Urban Population
Paula Gardiner MD MPH, Katherine Gergen Barnett, and Danielle Dresner
Conference Schedule

Breakout Sessions:
2:45 p.m. - 3:45 p.m.

Saturday April 5, 2014

Presentation Dialogues

Mindfulness and the Making of Meaning in a Medical Humanities Core Program in Undergraduate Medical Education
Chan Li Chong

Mindfulness: mental and physical well-being in a military community
Col. Michael Brumage

Research Forums

Mindfulness with Aloha among Mixed-Ethnic/Native Hawaiian Pacific Islander Incarcerated Youth
Thao Le, PhD, MPH, Jeffrey Proulx, MA, and Sreang Heak, PhD

Mindfulness as a Transtherapeutic Approach to Transdiagnostic Mental Processes
Eric Garland, PhD, LCSW, David Black, PhD, MPH, and Jeffrey Greeson, PhD, MS

“Where’s the Breath?” A Qualitative Investigation Comparing the Experience of Focusing on the Nose versus the Belly During Breath Awareness Meditation
Catherine Kerr, Juan Santoy, and Harold Roth
Closing Ceremonies
4:45 p.m. - 5:30 p.m.

Saturday April 5, 2014

Closing Remarks
Saki F. Santorelli, EdD, MA
HALF-DAY MORNING WORKSHOP

Post-Conference Institutes
9:00 a.m. - 12:00 p.m.

Sunday April 6, 2014

Mindfulness at Work: Strategies from the Field, Part 1

Jeremy Hunter, PhD, Tara Healey, M.Ed, Chris Lyddy, MCP

There is burgeoning interest in incorporating mindfulness in organizational workplace settings. While this seems to be a promising development, it is also fraught with potential perils.

This Workshop is one of a two-part conversation exploring how mindfulness can be skillfully applied in work contexts to better form this nascent domain (see “Mindfulness at Work: Strategies from the Field, Part 2” presentation). We will explore a variety of questions:

How can mindfulness be skillfully applied in workplace settings? Does mindfulness as a personal practice differ from mindfulness as organizational practice? What are the potential differences? What role do ethics play when introducing mindfulness at work? How can language hinder or help the effort to introduce mindfulness into a workplace? What does the growing body of research on mindfulness and work say about this combination’s value, and how can it inform wise action?

To ground the experience, the workshop will start with a research review of the variety of workplace instruction approaches, detailing findings on the wellness and performance benefits of workplace mindfulness training. This will be followed by a discussion of emerging questions about workplace cognition, ethics, performance, decision-making, transforming relationships and creating more positive organizations.

The workshop will then explore cases of how mindfulness has been successfully integrated into a variety of settings, and explore strategies that enhance success for introducing mindfulness in new organizational contexts. It will also examine the potential pitfalls and ethical dimensions of introducing mindfulness in organizations.

The last hour will focus on a role-play to apply the insights of the earlier conversation. Participants will begin to develop competencies in how to work with an organizational client through a case study/role play to help them analyze an organization’s world and priorities to meet their specific needs.

Learning Objectives:

1. Create and critique methods for approaching and applying mindfulness in organizational settings as well as developing the competence to understand and meet an organization’s world and priorities.
2. Explore and discuss potential differences between mindfulness as a well-being practice and mindfulness as workplace practice.
3. Review the growing body of research on mindfulness at work, including known impacts and how workplace mindfulness training approaches differ from those in personal well-being contexts.
HALF-DAY AFTERNOON WORKSHOP

Post-Conference Institutes
1:00 p.m. - 4:00 p.m.

Sunday April 6, 2014

Mindfulness at Work: Strategies from the Field, Part 2

Moira Garvey, MS, Nancy Glynn, MBA, and Andy Lee, MA

Demand continues to grow for bringing mindfulness development programs into the workplace to build leadership, employee and organizational sustainability. Building on the workshop “Mindfulness at Work: Strategies from the Field Part I” this workshop investigates the skills, knowledge and strategies that are helpful for mindfulness teachers to deliver authentic and impactful training in an organizational context. This workshop will be highly interactive and include case studies and real-time application with coaching feedback from participants and presenters, including international perspectives.

While the fundamental qualities of effective mindfulness teachers are the same across all settings, additional skills and knowledge are important for offering truly effective programs in organizational settings. It is useful to have an understanding of organizational norms and dynamics, and of the particular challenges facing the client organization. Adjustments to the structure and content of programs may be required to meet organizational needs. Organizations also present logistical challenges and opportunities, including access to technology and social media, time constraints, and the geographic dispersion of participants. Our objective is to describe and discuss the skills and strategies that will help mindfulness instructors address these challenges and leverage the opportunities in order to deliver the most relevant and impactful programs in organizational settings.

Learning Objectives:

1. Describe and guide participants to self-assess the skills and knowledge that are important in delivering workplace mindfulness programs
2. Assess the challenges and constraints of bringing mindfulness programs into organizations
3. Identify and discuss opportunities for maximizing impact of organizational programs
FULL-DAY INSTITUTE

Post-Conference Institutes
9:00 a.m. - 4:00 p.m.

Sunday April 6, 2014

Mindfulness as an Intervention for Police Officer Wellness and Performance: Mindfulness-Based Resilience Training (MBRT)

Brant Rogers, MS, RYT, Lt. Richard Goerling, MBA, Police Lieutenant, Michael Christopher, PhD

Intended for professionals from across disciplines, this workshop will present mindfulness as an intervention for police officer wellness and enhanced performance. With both the presentation of information and ample opportunity for collaborative dialogue, this workshop will begin with a strategic look at mindfulness in policing and end with actionable steps each attendee can take back to their community.

To begin, a vision of mindfulness at the center of responder, organizational and community wellness will be shared and discussed. We will propose integrating mindfulness training into the police organization's culture through formal and informal training initiatives.

This workshop will describe the development of Mindfulness-Based Resilience Training (MBRT) at the Hillsboro Oregon Police Department and present a summary of the research and outcomes. Video interviews of officers and police staff members will be shown, sharing unique individual experiences with mindfulness training. We present key ingredients of a successful training program and discuss historical, existing and future challenges moving forward locally, and globally. Additionally, details about the incorporation of mindfulness training into the design of ongoing tactical police training will be described.

Discussion of how MBRT complements the widely adopted and increasingly valuable Critical Incident Stress Management (CISM) model. We'll look at where these models intersect and how CISM is enhanced through mindfulness training. This workshop will offer break-out sessions for networking, brainstorming and the development of actionable plans. Additionally, other communities that are working to integrate mindfulness-based practices into their communities will be introduced. Through this workshop, we will build an interdisciplinary network of community leaders that can work collaboratively to bring mindfulness to policing, enhance police officer wellness, create healthier police organizations, and work toward healing police-community relations.

Learning Objectives:
1. Recognize the benefits of mindfulness training for law enforcement officers and their agencies
2. Plan effective and relevant mindfulness-based interventions for your agency and community.
3. Assess the role of community partners in the development of a mindfulness-based intervention supporting officer health and well-begin.
4. Describe unique components of mindfulness-based interventions that have been found in well designed studies to be effective for law enforcement officers.
5. Demonstrate methods of delivering effective mindfulness-based practices for law enforcement officers.
6. Critique and compare five stress management approaches employed by law enforcement agencies.
Within Every Body: Teaching and Adapting Mindful Yoga

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

Mindfulness begins in the body. In MBSR classes, mindful yoga non-verbally demonstrates the mind-body connection and often reconnects participants to their body’s wisdom. This institute will benefit MBSR teachers who wish to increase their skill and comfort level in teaching and practicing yoga. Participants will learn, through personal and experiential practice, the basic principles of yoga, including alignment, balance and the six positions of the spine. Through observation, personal practice, discussion and small group experience, participants will expand and deepen their confidence and ability to teach all students, engaging those with differing abilities. In addition, working with environmental challenges, such as lack of comfortable space or props, noise and temperature will be addressed. Key factors of safety and kindness will be woven in throughout all discussion and practice.

This institute will be taught by 3 MBSR teachers who are also yoga teachers with experience in teaching diverse groups including populations with a history of trauma and abuse and those with physical and cognitive impairments in schools, clinics and hospitals and other environments. Skills taught will include breathwork, adaptations for chair bound students and those with complicated medical and/or emotional histories. Yoga sequence timing, languaging, adjustments, transitions and risks will all be addressed. We will also discuss the difference between pain and discomfort and how to work with a group that has a variety of experience levels and limitations. Participants are encouraged to bring questions about their populations and skill set, to wear loose comfortable clothing, and bring a mat (optional). From experienced yoga teachers to those with no yoga practice, all will benefit from this hands on institute!

Learning Objectives:
1. Explain and apply basic core yoga principles.
2. Demonstrate an ability to select and teach adapted yoga techniques for a variety of populations.
3. Express a newfound sense of ease and enthusiasm for teaching mindful yoga!
5. Explain how mindfulness of the body as practiced with MBSR yoga postures reduces Stress.
6. Demonstrate a capacity to lead MBSR yoga sequences in a way that promotes mindfulness.
FULL-DAY INSTITUTE

Post-Conference Institutes
9:00 a.m. - 4:00 p.m.

Sunday April 6, 2014

The Three Refuges, and The Four Immeasurable; an Exploration of these Essential Buddhist teachings; how they inform and support the MBSR Curriculum in the Modern World

Beth Mulligan, PA-C, Hugh O'Neill

This experiential institute is appropriate for people currently teaching MBI's and those new to MBI's, with an interest in some of the Buddhist origins.

The traditional Buddhist teachings on the Three Refuges and the Four Divine Abodes will be presented in a didactic format. The remainder of the day will be spent in exploring these, through guided reflection, practice, and small and large group discussion. We will demonstrate the way these foundational teachings emerge without being overtly or explicitly taught. Participants will develop the skills of awareness of MBSR as refuge in the already awake and whole individual, (Buddha), the wisdom that emerges out of the participants’ and teachers’ direct experience with the practices, (Dharma) and the safe container of the classroom community, (Sangha).

In describing the Four Immeasurable, participants will deepen their understanding of and enhance the skills of bringing- Loving Kindness, Compassion, Sympathetic Joy, and Equanimity to the formal and informal practices. We’ll demonstrate that when embodied by the teacher through their non- judgmental presence and inquiry and the importance of precisely languaging the meditation instructions, these vital teachings emerge organically in the MB classroom. With the ever growing popularity of Mindfulness, the purpose of this institute is to foster an understanding of the origins and preserve the integrity of MBSR and to differentiate the training of bare clinical attention from the kind, and compassionate awareness that is essential to the efficacy of Mindfulness Based Interventions.

Learning Objectives:

1. Describe the Three Refuges as taught traditionally.
2. List and apply the Four Immeasurables in the context of MBSR
3. Recognize the difference between bare clinical attention Mindful Awareness
4. Identify through experiential practice and observation, the teachings on equanimity
5. Identify the implicit teaching of Compassion and Loving Kindness within the MBSR curriculum
6. Recognize the difference between bare clinical attention and Mindful Awareness.
Post-Conference Institutes
9:00 a.m. - 4:00 p.m.

Sunday April 6, 2014

Eat for Life: Learning to Savor Your Food, Respect Your Body, and Love Your Life

Lynn Rossy, PhD

This experiential workshop will introduce teachers of mindfulness-based interventions and other conference participants to a method of adapting mindfulness and intuitive eating principles to help heterogeneous populations of people with a range of eating concerns. Participants will learn the major concepts developed for a 10 week program entitled Eat for Life. Eat for Life has been validated in a control group trial which demonstrates the ability of participants to significantly increase mindfulness, intuitive eating, and body appreciation as well as decrease disordered eating.

Specifically, we will explore the relevance of each component of the acronym “BASICS” which represents a model of mindful eating. We will explore the paradoxical teaching of the “Three Food Wisdoms” (no forbidden food, eating the right amount, and knowing and respecting your patterns and triggers with food). We will identify commonly reported challenges of participants in mindful eating classes. There will be a combination of lecture, dyads, guided meditation, and other experiential exercises covering the key themes of the program.

The presenter developed and researched the Eat for Life program. She regularly teaches the program in person and online at the University of Missouri and other community venues.

Learning Objectives:

1. Name the six components of the acronym “BASICS” as a mindfulness-based intervention for eating concerns.
2. Explain the reasons for teaching the paradox set forth in the Three Food Wisdoms.
3. Describe three common difficulties that arise when teaching a mindful eating program.
FULL-DAY INSTITUTE

Post-Conference Institutes
9:00 a.m. - 4:00 p.m.

Sunday April 6, 2014

A Silent Day of MBSR Practices

Christiane Wolf, MD, PhD, and Bob Stahl, PhD

Who: All interested conference participants who want to do a day of silent practice with like-minded people. There will be some guided meditation instructions, including Choiceless Awareness and Loving Kindness meditation to help model the meditation practices taught in MBSR.

Why: “Let the practice do the teaching”. 1. The conference, as inspiring as it, is by definition concept focused and cerebral. Giving conference participants an opportunity to come back into their bodies is helpful on many different levels. 2. Inspiring people to actually do the practice is the most important work of the MBSR/MBI teacher. Experiencing two senior teachers teach can help define and deepen their own teaching.

How: A “typical” MBSR day long will be taught. The day will be held in silence along with guided meditation instructions except for the last hour, when participants are invited to share about their experience and ask questions. Sitting practice and the Body Scan will alternate with mindful Walking and Yoga.

Learning Objectives:

1. Apply the practice together in silence.
2. Define and deepen your understanding of the practices taught.
3. Demonstrate the skillful use of language in facilitating mindfulness meditation.
4. Experience the skillful use of language in facilitating mindfulness meditation.
5. Participants will broaden their experience of meditative practices.

Canceled
Continuing Education

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.

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 live activity for a maximum of 34.25 AMA PRA Category 1 Credit(s)™. Physicians should claim only credit commensurate with the extent of their participation in the activity.

Nurses
This offering meets the requirements for a maximum of 41.1 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.

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 34.25 Professional Development Points (PDP’s).

Others
Other professionals will be eligible for 34.25 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.