



Breathing Space

the learning and development journal
for all mindfulness teachers & therapists

Summer Issue 2020



IN THIS ISSUE:

The Mindful Child

Getting Your ACT Together

The Transformative Space of Presence

Diving Deeper into Regression

7 Tips to Make Your Practice Safe

The Mindful Art of Beekeeping

Book Review

CPD





Welcome to the Summer 2020 Issue of Breathing Space!

Hi everyone. Well, how the world has changed since the last issue. Everyone here at Breathing Space hopes you're all well and doing ok. In this issue, we try to stay as 'on track' as possible, knowing that the world and its inhabitants face huge challenges in the weeks and months that lie ahead with the situation that now takes the name of COVID-19. I'm sure every one of you will have faced your own struggles and emotional turmoil, just as we have, and our thoughts are with you all.

Here at Central England College we're nearly completely working in the virtual world for the time-being, and thanks to technology we're now offering a blend of online learning, home-study work, and supervision sessions via Zoom. So, keeping the wheel turning as much as we can. And thanks for all your support, understanding and patience at this tricky time. Please note, all of our upcoming CPD events may well have to take place online.

So, in this issue, we visit topics as diverse as 'Surfing the Third Wave' where Nick Cooke talks about dealing with unwanted and painful thoughts and feelings through the use of ACT; Hilary Norris Evans shares her expertise on the subject of Hypnotherapeutic Regression; and Donna Green shares tips for practicing mindfulness or therapy in a safe way. Plus much more!

Do please feel free to get in touch if you'd like to write an article for Breathing Space. Your contributions are always welcome.

Do stay safe and well, and we'll see you next time!

Please submit your articles to
rmbmindfulness@aol.com

Rachel Broomfield - Editor - Breathing Space



Breathing Space

Editor:

Rachel Broomfield

rmbmindfulness@aol.com

Publisher

Nick Cooke

Central England College

0121 444 1110

info@mindfulnessnow.org.uk

www.mindfulnessnow.org.uk





Thinking of working with children? Then this might be for you.

Madeleine Agnew and Rachel Broomfield



Working with children can be a daunting prospect, especially if you haven't had much experience before.

Children today are under more pressure than ever before – exams postponed, peer pressure, social media, online bullying, family difficulties, social distancing, not to mention worries that we're all experiencing about current world events! And many of these things will shake a child's sense of security leading to problems later in life.

It has, indeed, been proven that more serious traumatic events occurring in childhood, often referred to as ACEs (Adverse Childhood Experiences), are strongly related to the onset of a wide range of health problems later in life.

So wouldn't it be great if there was a way to teach children ways to be calm,

resilient, compassionate 'in the midst of it all', enabling them to become healthier both mentally and physically as adults.

And, of course, there is...

When I teach Mindfulness to adults one of the things they nearly always say is "I wish I'd known this when I was younger".

Teaching skills in Mindfulness to children is steadily becoming more and more prevalent, not least due to some of Mindfulness Now's own graduates who have shared their skills in educational settings and children's organisations. Often these are people who already have experience with working with children and young people. But sometimes they're Mindfulness Now Teachers who have



been approached to deliver some sessions to the local Brownie group or youth organisation and, credit to them, have had the courage to say 'Yes'!

Working with children can be a daunting prospect, especially if you haven't had much experience before. Getting it pitched just right is tricky enough. And then there's all the safe-guarding procedures you need to take account of, let alone obtaining a criminal

record check etc. And putting it bluntly, all this sometimes puts people off working with children. Such a shame when you reconsider that quote at the beginning of this article: "I wish I'd known this when I was younger".

There are numerous ways of working with children and young people – in schools and colleges, local youth groups, church groups, 'one to one' work in therapy situations, and of course, within our own

families. But often people like to have a bit of extra 'input' and perhaps a bit more of a structure before they embark on such a challenge. And even if they're used to working with youngsters, it's always good to have new and fresh ideas, as well as up to date information. Maddy and Rachel are often asked if they could run a CPD workshop on working with children. So that's what they're going to do! Why not join them? Details can be found below.

Madeleine Agnew and Rachel Broomfield will be presenting a CPD workshop on working with children, and sharing The Mindful Child Programme, which they've devised together, on Saturday 25th July 2020 at Central England College, Kings Heath, Birmingham. The cost of attendance is £130 for students and graduates of Mindfulness Now, and Central England College, and £160 to all others. See full CPD listing later in this journal.



Our first online Zoom Supervision session was a big success and enjoyed by all



Surfing the third wave - a little bit of history

Nick Cooke



Since this early work on conditioning tended to ignore thoughts and feelings, this led to criticism that behaviourists treated their clients rather like laboratory animals.

During the last century it has been recognised that there have been three 'waves' of behavioural therapies. The first of these which reached its 'crest' in the 1950s and 60s focussed on 'conditioning' which appeared to offer, at long last, a relatively brief way of achieving change, compared with the earlier Freudian analytical approaches, which were far from brief and in some cases extended over many years of work. Since this early work on conditioning tended to ignore thoughts and feelings, this led to criticism that

behaviourists treated their clients rather like laboratory animals – (Pavlov ring any bells here?), or like robots that could be programmed.

The second wave of behavioural therapies emerged in the 1970s when cognitive approaches relating to challenging or disputing irrational thoughts, emerged. This led to focus on how thoughts, feelings and behaviours can control our lives and how, by examining them and the links between them, we may learn to change our responses in a positive way. Cognitive Behavioural Therapy (CBT)

dominated this second wave and was rigorously tested in many positive scientific studies.

ACT belongs to what is known as the ‘third wave’ of behavioural therapies – also known as mindfulness-based interventions or (MBIs). These came into prominence in the late 1980s and 90s and includes: Mindfulness, Mindfulness based therapies (MBCT etc), Dialectic Behaviour Therapy (DBT), EMDR and Compassion Focused Therapy. My own development of the Mindfulness Now programme would also fit within this third wave, as would many other new programmes.

ACT (Acceptance and Commitment Therapy) is pronounced as the word ‘act’ for good reason. It’s about taking action. It was developed in the USA by psychologist Steve Hayes, along with his colleagues Kelly Wilson and Kirk Strosahl. The original body of work has been further developed and expanded by others, including Dr Russ Harris who has authored a number of well-respected books including the self-help guide ‘The Happiness Trap’.

Steve Hayes, describes ACT as an ‘oddly counterintuitive model of work’. It can be



engaging and playful and teaches us skills to handle unwanted and painful thoughts and feelings in a way in which they have far less significance or negative affect. Mindfulness skills are brought into play here.

It also takes the view that, irrespective of the number of symptoms we have, or how serious those are, provided that we respond to them in a mindful way we will feel happier and better able to function. Unwanted symptoms do ‘miraculously’ tend to reduce, even though this is not the primary aim!

ACT has been scientifically researched and proven to be effective in helping people with a wide range of issues including anxiety, depression and chronic pain. Even those with severe psychiatric disorders, including schizophrenia, have gained remarkable benefit. It has also produced similarly high levels of success with some of the less serious conditions which we may encounter in our day-to-day work, such as smoking cessation, weight reduction and reducing stress. The high level of supporting scientific evidence has ensured that ACT has grown in popularity as a form of psychological treatment around the world.

30 years in the making

It’s taken a while to get there. The original development of ACT was around 30 years ago and yet it was not until nearer to 10 years ago when it began to find its current high level of popularity. There are a number of reasons for this delayed enthusiasm:

- 30 years ago ACT seemed to fly in the face of conventional psychological theory in the sense that most approaches aimed to reduce unwanted symptoms. ACT takes a very different approach and one that is much more focussed on the idea that quality of life is primarily dependent upon mindful, values-guided action
- ACT is a mindfulness-based intervention and 30 years ago these were in their infancy and seen as a little way out!

- The original writings on ACT were peer reviewed as being 'overly complex'. Heavy on rather complicated theory but light on practicalities

The ACT acronym

ACT is sometimes seen as a rather large model but the real beauty of it is the way that it can be simplified and easily explainable to clients. I favour this very simple acronym which sums it up neatly.

A = Accept your thoughts and feelings and be present.

C = Choose a valued direction

T = Take action!

Key themes of ACT include developing psychological flexibility, encouraging self-awareness and examining beliefs and values. Here we encourage our clients, rather like we would in a coaching exercise, to explore their innermost beliefs and values. What would they live and die for? What would they say is their life purpose? Translating this into a behavioural context, what qualities of ongoing action matter? How do clients want to behave on an ongoing basis?

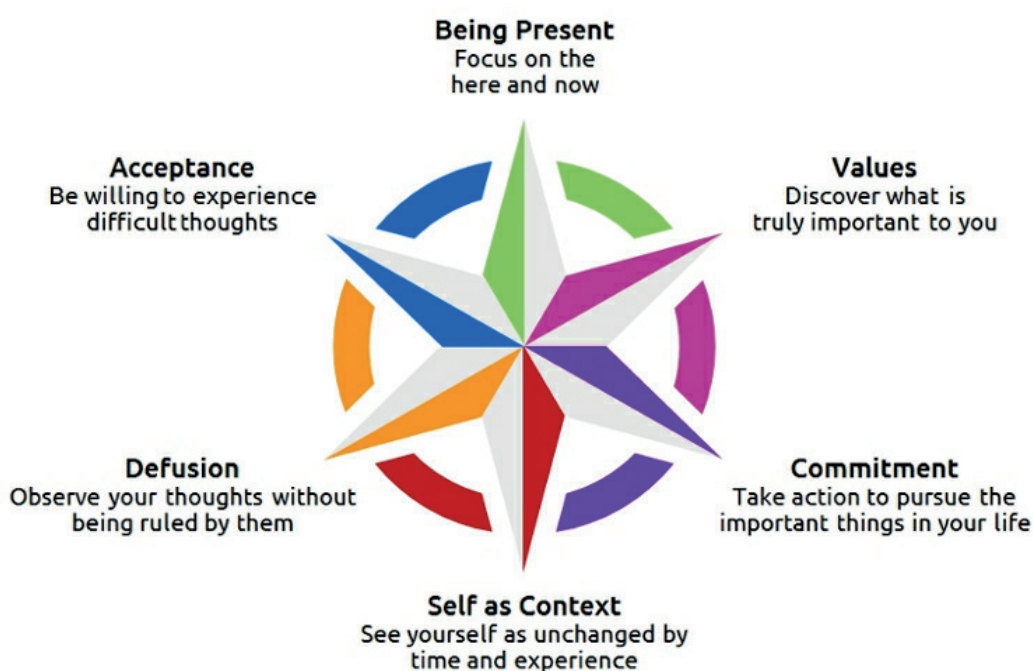
Clients are taught how to 'defuse', or separate from their unwanted thoughts, emotions and

mental pictures. They learn how to observe them more passively or step back and view them from a distance, rather like clouds passing by in the sky. ACT employs a number of different styles of metaphor, which are often a great way of teaching clients in an indirect and more acceptable manner.

ACT is fully capable of integration with Compassion Focused Therapy (CFT) and the synergies with mindfulness teaching and with hypnotherapy and counselling also offer excellent opportunities for broadening our perspectives and offering more integrative approaches to mind/body healing.

All slides and documentation are provided to enable attendees to start their own resilience / stress management practice. This course will be presented once only during 2020 so do book early to secure your place.

Nick Cooke is presenting Compassion Focused Therapy / ACT on Saturday 3rd October 2020 at St. John's College, University of Oxford. Timings are 10.00AM to 5.00PM. The fee is £130 to students and graduates of Mindfulness Now / CEC, and £160 to all others. Places are strictly limited so please book early by contacting Isabelle, Michael or Rachel at CEC on 0121 444 1110 or emailing us at info@mindfulnessnow.org.uk.





The Transformative Space of Presence

Silence...stillness... and the importance of resting 'In The Now' **Clare Moore**



Early on in our time together, I spend a session or more with my client simply helping them to be present.

As my therapeutic toolkit has gradually expanded over the last few years, to include the teaching of mindfulness in addition to Hypnobirthing, clinical hypnotherapy, NLP and coaching, when I am not teaching a mindfulness programme, I have found myself utilising a blended approach to therapy with almost all of my clients. This is the case regardless of the issues that they present with. Formal and informal mindfulness teaching forms a key element of this.

What is undeniable in nearly every therapy plan that I create, is the transformational effect of guiding my clients to access a state of pure awareness or presence both during and beyond our sessions. My aim is to point them as accurately as the clumsiness of

any words, stories and metaphors can allow to the space of “being-ness” into which our thought- and feeling-created human experience of life unfolds moment by moment. I do this through a combination of informal mindfulness-based coaching and exercises together with formal mindfulness meditations.

Early on in our time together, I spend a session or more with my client simply helping them to be present. That is to be the silent, non-judgemental witness of the sensory experience within their body and their environment as it is in the here and now. To help them to ground themselves in the present moment and experience what it feels like to be free - even for a few moments - from the analytical ramblings of the intellectual mind. To rest in the now without paying attention to any labels, language, meaning, concepts, ideas,

views and reactions that arise and usually shape our perception of everything. To access the space that we fall into each night as our thinking settles and we are just about to fall asleep and that is our experience in those moments when we wake up in the morning, just before our minds fill with personal thinking.

As they gradually allow themselves to fall into this space – for some clients this can be very quick, for others it can take a little longer to let go of the habitual layers of thinking occupying their busy minds – they frequently describe a sense of “peace” and contentment (often accompanied by a sigh or relaxing of their body language and facial expression). I have learned that sitting in silence with them, holding this space, is an invaluable means of facilitating change. I encourage them to spend time dropping into this space informally as they get on with their lives between our sessions – to get a feel for the fact that this place of peace and well-being is innate within them – their bedrock – it isn’t something they need to look for

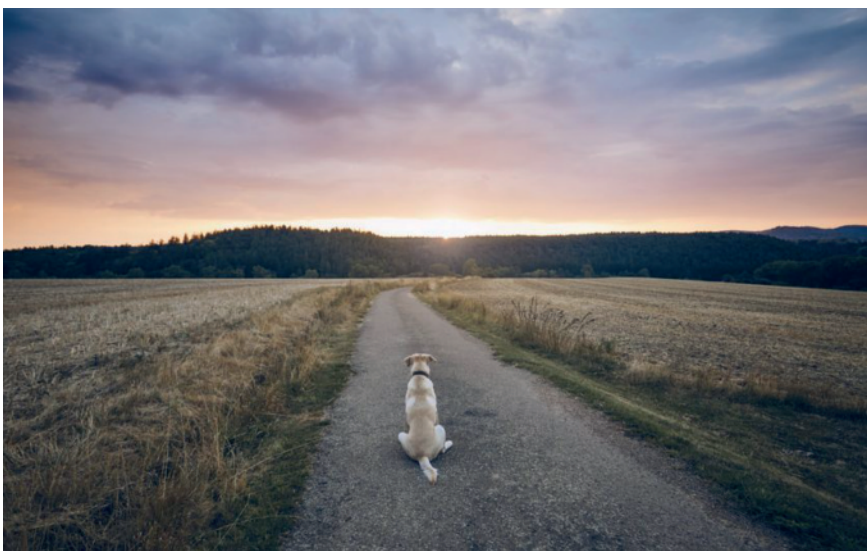


in accomplishments and circumstances outside them – it is there within them always, whenever their thinking settles and they let go of the stories playing in their mind.

Spending time being present really helps them to develop a different relationship with their issues. They start to see how thoughts and feelings create their reality in each moment but that they are always temporary and transient and most importantly, they may not even be true! At any rate, they can start to take their personal thinking a little less seriously and spend less time getting caught up there going forwards. In reacquainting

themselves with this space, a world of possibility seems to open up that allows stale thinking, old stories and habits to fall away more easily and fresh thoughts, ideas, perceptions and insights to occur to them. Changes in perceptions and behaviours seem to occur with far greater grace, ease and consistency this way than when I have left any opportunity to experience presence out of the therapy plan. I am enjoying discovering more and more about the true power of presence as my therapy work continues in this direction.

Clare Moore is a senior HR Professional who subsequently qualified as a Clinical Hypnotherapist, Mindfulness Teacher, Change Coach and HypnoBirthing childbirth educator. As well as teaching Mindfulness and HypnoBirthing (Mongan method) programmes to groups and individuals including within organisations, Clare runs a private therapy practice at home specialising in helping clients to overcome anxiety, fears, phobias and trauma through a blended approach to therapy and coaching.



Diving Deeper into

R e g r e s s i o n

Hypnotherapeutic Regression: why you need it in your toolbox as a hypnotherapist.

Hilary Norris Evans



For us to learn and not keep repeating the same mistakes and getting locked in an endless cycle of identical or similar patterns over and over again..

There is a lot of cognitive therapy and solution focused therapy around that maintains that there is no point looking at the past in order to change; that we start from this present moment and move forward. They have a point and only a small one. Solution focused therapy originates in Ericksonian therapy which is very solution focused and I am a great fan of Milton Erickson.

There is another theory which says that Psychoanalysis and Psycho-therapy spend quantities of time wading around in the murkiness of your past, instead of getting out of the bog, changing and moving forward.

Yet, I always remember the wise words of a very well-known NLP trainer, back in the day when I was training in NLP, who uttered some wise words when I was doing a Time Line exercise and refused to step backwards, remaining

frozen to the spot, unable to move. She said: 'Sometimes in order to move forwards, we may need to go backwards first.' Then I happily stepped backwards, realising I was attempting to avoid the past. For us to learn and not keep repeating the same mistakes and getting locked in an endless cycle of identical or similar patterns over and over again, which is what many of us and our clients do, I sometimes think a reflective, judicious look at the past is what it takes to start the change process. In fact, for me to solve a fear of heights I'd had since childhood, I merely went back and, once I'd discovered an incident, buried deep in my unconscious mind and knew what had triggered my fear, the fear disappeared totally, without any further work needed.

Another reason for therapists avoiding regression work with clients is because they feel they have not had enough solid training in it, maybe because their trainer feared regression or because



they think it is a dangerous thing to do.

So, as the Director General of WHO said, when discussing the Corona Virus, let us take sensible steps and replace fear with hope.

This course aims to be highly practical, with lots of demonstration and practice for the participants. For those of you who attended the Rapid Inductions course, we shall follow the same safe, practical format and learn about, see and practise regression techniques, starting with the easiest procedure first.

If regression is dangerous, how come the unconscious mind, when it feels safe and trusts the therapist, often spontaneously regresses, whether the hypnotherapist likes it or not? Best, in my opinion, to know all about spontaneous and

induced regression and spontaneous and induced abreaction, so that you are always prepared.

I am a very pragmatic trainer and will tell you about my experiences, what I learned from watching some of the great American hypnotists and demonstrate to you all that you need to know about regression and do my best to answer the questions you were maybe were longing to ask. As long as you follow a few basic rules, regression works a treat and helps a client resolve fears, anxieties and much more serious stuff that may be holding them back. It allows the emotions (so much more powerful than thought, in my humble, yet maybe accurate opinion) to rest easily and just let the past be.

Be bold, cast your preconceptions aside and learn all about regression techniques, one of the most useful tools I feel I have in my toolbox. It can be the same for you too.

Hilary Norris-Evans has been using hypnosis and NLP techniques with clients since the early 1990s, alongside CBT and stress management techniques, and later added coaching and Mindfulness to her repertoire. She has been a hypnotherapy trainer since 2004 and more recently a mindfulness meditation teacher trainer. Her previous background was in Further and Higher Education and she is Nick Cooke's assessor for the HPD.

Hilary will be presenting her 'Mastery In Hypnotherapeutic Regression' CPD day on Saturday 28th November 2020 at Central England College. The cost of attendance is £130 for students and graduates of Mindfulness Now, and Central England College, and £160 to all others. See full CPD listing later in this journal.





7 Tips to Make Your Practice Safe

What we do involves much responsibility. How can we protect ourselves and our clients? **Donna Green**



It may only take a client to make a passing comment or something arises that we haven't encountered before for us to get that 'feeling'

Whether we are new to the profession or have many years' experience as therapists or mindfulness teachers, we are constantly learning.

When we are newly qualified (within the first three years/300 hours of practice), we are often on high alert as to what might go wrong in sessions and seek advice from supervisors regularly. Those of us who are more experienced have the added responsibility of avoiding complacency as we begin to feel more competent and confident.

It may only take a client to make a passing comment or something arises that we haven't encountered before for us to get that 'feeling' – you know the one - it reminds us that what we do can be very

lonely and we remember just how much responsibility working on a one to one basis, or even in groups, with clients can bring.

So, what can we do to protect ourselves and our clients, and to ensure that we work safely? Here are just a few tips that can help.

- 1) **Know the Code of Conduct, Performance and Ethics of all professional associations and registers that you are part of:** This gives us guidance on what is required of us to work safely and helps us make judgements about when to seek advice or take action.
- 2) **Keep good notes:** separate facts from opinions/professional judgements and avoid using assumptive



or discriminatory words. Clients have the right to see these records and they can be used also in a Court of Law/Coroners Court.

- 3) **Understand what is meant by confidentiality.** In all cases it is conditional and there will be times you will have a duty to escalate information, even if your client does not want you to. Your client must be made aware of this also.
- 4) **Have a robust client contract** – it's all about being clear about the rights and responsibilities of the client and of yourself.
- 5) **Remember there are limits to what you can do to support a client.** Have information to hand to signpost a client to for support outside of sessions and be aware of your own competency levels.
- 6) **Understand your responsibilities in terms of safeguarding.** Know how to contact your local safeguarding teams – adults and children. Remember, that you have a duty to consider the

impact of a client's behaviour on any children they have or that they come into regular contact with.

- 7) **Supervision, Supervision, Supervision:** commit to it! Supervision can help us reflect, give us support and provide us with space to really look at what went well or what didn't go so well in sessions. In most professions, supervision is an on-going process – regardless of length of experience, qualifications or job title.

It can be very difficult for a supervisor to give advice on an ad hoc basis if they don't know you professionally and many find the responsibility of providing a 'fourth emergency service' to people who they don't know, very challenging.

In addition to working as a Cognitive Hypnotherapist Donna Green has run her own training company for the last 20 years, working within the Health and Social Care sectors. She delivers a range of training courses, including: Boundaries and Good Practice; Supervision Skills, Safeguarding; Recording Skills and Risk Assessment and Management Skills - all of which are directly relevant for her work as a Therapist.

Donna is facilitating a one-day CPD training at Central England College on Saturday 26th September 2020 for all therapists and mindfulness teachers, on the subject of 'Practising with safety and integrity'. The cost of attendance is £130 for students and graduates of Mindfulness Now, and Central England College, and £160 to all others. See full CPD listing later in this journal.





The Mindful Art of Bee-keeping

Sue Wilkinson talks about Bee Keeping as a training ground for people to get involved in the green economy



... listening to the gentle humming and buzzing sounds they made, totally oblivious of anything else. I did not know then that this was a mindful activity or that it was setting the seeds for a future journey for me

My journey into beekeeping was borne out of a random curiosity. I saw an advert for a course and thought it sounded interesting. Five years on, I've turned into a honeybee geek and currently have 3 hives of my own. It has been such a fascinating journey. I have learned so much about these wonderful insects, they are a 'super organism' {eusocial}, cannot survive without each other and are very structured and democratic, hardly believable given how small they are! Honeybees are crucial to the eco-system and as pollinators, support the growth of trees, flowers and other plants which serve as food and shelter for other creatures large and small. If you didn't know already, they are massively under threat globally and their numbers are rapidly declining as a result of industrial agriculture, climate change, parasites/ pathogens and bee killing pesticides. Very worrying for us all but

their plight is being highlighted worldwide and this may ultimately help to save them.

To lighten things up a little, let's consider happier matters, like becoming a beekeeper! I kept my first hive in my garden, and it was such a joy and revelation to watch these industrious insects going about their work. I would, several times a day, just sit and observe their comings and goings, how they took off and landed from the hive, their return from foraging, laden with pollen and how they directed the others to the food and nectar sources {and this was just outside of the hive!} It was such a relaxing time for me, just sitting and observing, and I would find myself totally absorbed in them, lost in the moment, watching their behaviour or listening to the gentle humming and buzzing sounds they made, totally oblivious of anything else. I did not know then that this was a mindful activity or that it was setting the seeds for a future journey for me.



Earlier this year I became a Bee Tutor, working for Blackburne House on their BEE You project which is part of the Our Bright Future movement of 31 projects nationally and funded by The Lottery. The aim of the project is to teach young people {12 - 24 years} the ancient art of beekeeping - how to keep and sustain bees. We will provide training to 600 young people and increase the local honey bee population by over 3 million by siting some 150 hives across the Liverpool City Region. We want to have a positive influence on the decline of the local honeybee population and encourage entrepreneurial skills in the young people, so they see the green economy as a career choice. This is such an exciting and rewarding venture for all concerned and I feel privileged to be part of it.

So back to my journey into mindfulness! Whilst tending to my hives in the summer I had a thought, an epiphany if you like, about meditation and beekeeping being very similar as both are about



being present, and in the moment or flow. One activity observes the breath and the other, the bees. Both require focus, calmness, kindness and comp-assion, either for oneself or for the bees we are tending. They both also encourage gratitude, a powerful and positive experience, which research has shown can lead to a happier life. Following this Eureka moment, I had a conversation with the Project Manager about beekeeping and mindfulness and that we could perhaps incorporate it into our

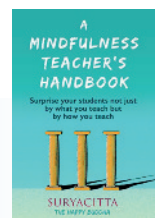
program to support the young people with mindfulness. She told me to find a course and this is how it all began!

There is so much more I could say about mindfulness, meditation and beekeeping, so many aspects to explore and how they are interwoven in folklore, history and Buddhism - perhaps for a future article - but in the meantime, my focus will be on being thankful to my honeybees for all they have given me; an abundance of knowledge, a path into mind-fulness and a welcome and true sense of calm. I am very grateful.

Susan is a retired Police Officer who also has a teaching qualification. She recently trained with Mindfulness Now and the UK College of Mindfulness Meditation. She is also a beekeeper and is totally enamoured with these beautiful, intelligent and critically endangered insects. She's always wanted to make a difference saying "Life is short. Let's make the most of it! In the most mindful way of course."

Book Review

A Mindfulness Teacher's Handbook by Suryacitta - Review written by Tony O'Shea Poon



This little self-published book is deceptive in its size and simplicity.

In just 134 pages, it packs in a wealth of ideas and practical lessons that are equally valuable to new mindfulness teachers and those who have been teaching for a long time, challenging us to re-examine our practice.

Suryacitta speaks from a depth and breadth of life experience and teaching practice; the influences of Jon Kabat-Zinn, Thich Nhat Hanh, Shunryu Suzuki and Ajahn Brahm are evident.

There's an entire chapter given up to specific meditations that will be very familiar to most teachers and Suryacitta is good at presenting these in unique ways and gives us some delightful language. So, instead of meditation on difficulty we have dancing with dragons and instead of the body scan we have the being at home meditation!

While there are many meditations, the emphasis is more

on the 'how' than the 'what'. We might, for example, talk to our students or clients about acceptance and letting go, but how do we get under the skin of those clichés so our students can relate to these concepts experientially? And how might we use silence as a powerful way to teach and to respond to questions?

There's a chapter on the enquiry process, including a good overview of its purpose and Suryacitta gives us two whole chapters on stories and metaphors as well as interspersing more throughout the book. These in themselves make the book a worthy purchase.

I really enjoyed reading this book. It's simple, elegant and practical, which coincidentally are the three pillars of mindfulness that Suryacitta advocates.

While you could read it in a single sitting, I recommend bookmarking the many gems of wisdom you find and returning to it again and again to bring greater confidence and ease to your teaching.

Continuing Professional Development (CPD) 2020/21

Mindfulness teachers and therapists are required to maintain their Continuing Professional Development (CPD) to uphold professional learning standards and to meet the requirements of whichever professional association they belong to. Normally this is a minimum of 14 hours, or two days of CPD during each twelve month period. The list below shows CPD and other training events currently scheduled for 2020/21, but new events are being added all the time, so please check the relevant websites regularly.

**CPD Training at Central England College,
Birmingham (unless otherwise stated) –
2020/21 Bookings on 0121 444 1110 or email
info@mindfulnessnow.org.uk**

Saturday 25th July 2020

**Rachel Broomfield and Madeleine Agnew
Working with Children and Introducing 'The
Mindful Child Programme'**

To meet ever increasing demand for children's wellbeing programmes, including mindfulness, this one-day CPD event will focus on broadening the skills and techniques you have in your 'working with children' toolbox. This course will build upon some of the practical activities shared on the Mindfulness Now course and will bring together practical, fun ideas and child friendly meditations that you can use on an ad-hoc basis or as part of our brand new six week programme, The Mindful Child. Both Rachel and Madeleine have wide experience of working with children and presenting to adults and this workshop is open to all qualified mindfulness teachers.

The attendance fee is £130 for students and graduates of Mindfulness Now, and £160 to all others..

Saturday 26th September 2020

**Donna Green
Practising with Safety and Integrity**

Essential learning for all therapists and mindfulness teachers, this training considers how we can ethically and safely work with our clients / participants – looking after them in the best possible way to protect them, as well as ourselves – including risk management, effective note taking and working with children / vulnerable adults. Donna is a leader in this field and a former director of the National Council for Hypnotherapy (NCH). Training notes and CPD certificate will be provided.

The attendance fee is £130 for students and graduates of Mindfulness Now / CEC, and £160 to all others..

**Please note that, due to present
circumstances, it may be necessary
to run CPD online. Please check
with us nearer the time.**

Saturday 3rd October 2020

**Compassion Focused Therapy (CFT) / ACT
St John's College – University of Oxford**

This experiential workshop combines the skills of CFT with Acceptance and Commitment Therapy (ACT). Compassion Focused Therapy with ACT brings the attitudes of mindfulness, in particular, compassion, generosity, kindness and acceptance, into a powerful, evidence-based therapy protocol with wide ranging applications, including: reducing the effects of depression and anxiety, increasing self-esteem, helping to change unhealthy relationships with food, and letting go of unwanted behaviours.

The attendance fee is £130 for students and graduates of Mindfulness Now / CEC, and £160 to all others.

Saturday 28th November 2020

**Hilary Norris-Evans
Mastery in Hypnotherapeutic Regression**

An area where some hypnotherapists lack confidence and experience – Hilary is an acknowledged specialist, as well as a trainer and supervisor with many years of successful practice in this field, and will share her proven methods of working, in this intensive practical workshop, open to all qualified hypnotherapists. Training notes and CPD certificate will be provided.

The attendance fee is £130 for students and graduates of Mindfulness Now / CEC, and £160 to all others.

Saturday 20th February 2021

**Rebecca Semmens-Wheeler
The Learning Pathway – Deepening Perspectives
in Mindfulness Teaching**

Valuable developmental learning for all mindfulness teachers, this practical workshop explores scientific research into mindfulness, as well as the skills of inquiry, successfully guiding practice, and exploring what, as teachers, we bring to the teaching, especially in presence, embodiment and managing challenges. The course also provides an integration for bringing your own unique strengths and qualities into your teaching, as well as an exploration of how we can employ both the being and doing modes of mind into our teaching practice

The attendance fee is £130 for students and graduates of Mindfulness Now / CEC, and £160 to all others.

Booking information

All courses are certified and training notes are provided. The courses are normally open to practitioners of mindfulness teaching, hypnotherapy, NLP, coaching, counselling, and related fields. Numbers are strictly limited and places can be booked by contacting:

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