



**Institute for Mindfulness-Based Approaches (IMA)**

**Mindfulness-Based Stress Reduction (MBSR)**

**Mindfulness-Based Cognitive Therapy (MBCT)**

# **MBSR and MBCT**

## **Teacher-Training Programme**

**In Dublin, Ireland**

**Beginning Jan. 2018**

**Orientation Day: 05. November 2017**

**Venue: Avila Center, Dublin 4**

### **Faculty:**

Eva Bruha (Ireland)

Alvina Cassidy (Ireland)

Pamela Duckerin (U.K.)

Dr. Bernd Langohr, M.D. (Germany)

Dr. Linda Lehrhaupt (USA & Germany)

Katharina Meinhard (Germany)

Dipl. Soz. Päd. Johan Tinge (The Netherlands)

Maureen Treanor, M.A. (Ireland)

Ingrid van den Hout (The Netherlands)

Gabriela von Arx (Switzerland)

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**Institute for Mindfulness-Based Approaches (IMA)**

## **Description of the MBSR-MBCT Teacher-Training Programme**

### **Mindfulness-Based Stress Reduction (MBSR)**

The MBSR programme was founded in 1979 by Dr. Jon Kabat-Zinn and his colleagues at the Stress Reduction Clinic of the University of Massachusetts, Department of Behavioral and Preventive Medicine, in Worcester, Mass. U.S.A.

MBSR has been successfully implemented in many hundreds of hospitals, clinics, health centers, educational, management and other settings around the world. In Europe the programme has been taught successfully since the early 1990s and interest has continued to grow steadily.

MBSR was developed to address populations with a wide range of physical and mental health problems. A significant number of scientific studies underline the effectiveness of the MBSR programme. The studies document impressively that a high percentage of course participants experience one or more of the following results: a decrease of physical and psychosomatic symptoms, being able to cope more effectively with stressful situations, an increased capacity to relax, a growing self-confidence and capacity for self-acceptance and increased vitality.

### **Mindfulness-Based Cognitive Therapy (MBCT)**

MBCT is “an integration of MBSR with Cognitive Behavioural Therapy. It was initially developed by Zindel Segal, Mark Williams and John Teasdale to help recovered recurrently depressed participants and has been recommended by the U.K. National Institute of Clinical Excellence (NICE) for this group. MBCT is evolving to be taught to a broader range of people based on psychological understandings of what causes human distress and in a range of settings (e.g., health service, schools, forensic settings”). (From the *Good Practice Guidelines* of the U.K.-Mindfulness-Based Teacher Trainer Network.



## **The IMA**

The Institute for Mindfulness-Based Approaches (IMA) is an educational institute committed to providing high-quality training in mindfulness-based approaches for professionals in the fields of health care, mental health, education, social work, human resources and other related areas. It was founded in 2001 by Dr. Linda Lehrhaupt and has its main offices in Germany. The IMA currently offers teacher-training programmes in Austria, France, Germany, Greece, Ireland, Norway, Poland and Switzerland.

The IMA began its offerings in 2002 with a teacher-training programme in Mindfulness-Based Stress Reduction (MBSR), the pioneering MB-Approach developed by Professor Jon Kabat-Zinn. In the years since then, the institute has expanded considerably. In 2007 it began to offer a teacher-training program in Mindfulness-Based Cognitive Therapy (MBCT) and more recently, Mindfulness-Based Compassionate Living (MBCL), developed by Dr. Erik van den Brink and Frits Koster.

The IMA also offers retreats in mindfulness meditation for professionals as well as other further-education seminars to enhance the skills of teachers of mindfulness-based programs. In addition, the IMA offers mentoring for teachers of MB-Approaches as well as mindfulness-meditation guidance supervision for trainees and teachers who wish additional support.

The high level of professionalism and experience of the institute's teaching staff is a highlight of the training programmes. The IMA's faculty includes some of Europe's leading researchers, teachers and innovators in the field, as well as guest teachers from the USA and other parts of the world. All our faculty members have a personal mindfulness practice extending over many years as well as extensive professional experience in the integration of mindfulness-based approaches in their respective fields.

## **Recognition of the IMA and its Support of Training Standards and Criteria**

The IMA's teacher-training programme is recognized by the German MBSR-MBCT Professional Teachers Association ([www.mbsr-verband.org](http://www.mbsr-verband.org)). It is also recognized by the Swiss MBSR-MBCT Professional Teachers Association and the MBSR Teacher's Association of Austria. Graduates of the IMA's training programme may apply for membership in these professional associations.

The above associations and others in Europe are in the process of creating links to one another. Several years ago, the European Associations of Mindfulness-Based Approaches (EAMBA) was formed: [www.eamba.net](http://www.eamba.net). It is expected in future that EAMBA will play a more prominent role in promoting standards and quality criteria in Europe.

The IMA subscribes to the standards of the „Good Practice Guidelines for Teaching Mindfulness-Based courses „of the U.K. Mindfulness-Based Teacher Trainer Network, as well as the Quality Criteria of the Center for Mindfulness, U.S.A. It also adheres to the Ethics Statement of the MBSR-MBCT Teachers' Association of Germany.



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### Three Learning Dimensions of the IMA's Programme

The process of becoming an MBSR-MBCT teacher involves immersion in each of the programme's three learning dimensions.

<b>Cohort Learning</b>	<b>Individual Learning</b>	<b>Personal Learning</b>
Learning within the same group with various rotating teachers across 7 modules	One-to-one tutoring with a mentor	Deepening of one's own meditation practise

The **cohort learning dimension** means working within the same group of students with rotating faculty members, and consists of six modules of four days and one three-day module.

The **individual learning dimension** is in a one-to-one mentoring process during the teaching of your own 8-week MBSR course. It consists of four single settings either by meetings or by telephone.

The **personal learning dimension** nurtures the deepening of one's own meditation practice as a resource in adding depth to one's teaching capacity.



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### Details of the IMA's MBSR - MBCT Teacher-Training Programme

The training programme is clearly structured, at the same time encouraging personal creativity and expression. The multidisciplinary team is committed to each participant finding his/her own identity as a teacher. The training invites each participant to practice and integrate mindfulness practice in their own daily lives before passing it on to others.

Some students who join our programmes have already been teaching mindfulness-based approaches for some time. They join, they tell us, because they want to immerse themselves in a systematic, in-depth training, to profit from the faculty's extensive experience, and to bring together the strands of techniques and methods they have gathered over time in an integrated and thorough way.

The programme fully prepares trainees to teach MBSR and MBCT by himself/herself. The practically oriented learning units, individual mentoring by a senior teacher, as well as the nurturing of one's own meditation practice, build a three-pronged approach that has been highly supportive in enabling graduates to establish themselves as teachers of mindfulness-based programs.

Specific elements of the programme include:

- Teacher trainees learn and practice the main formal exercises of the MBSR/MBCT programmes: body scan, mindful bodywork based on gentle yoga, sitting meditation and walking meditation, as well as learning how to teach these exercises to others.
- The training programme emphasizes the deepening of one's own meditation practice as the basis for teaching others.
- The curriculums of both the 8-week MBSR and MBCT courses are examined in detail, and elements of the weekly sessions are taught within the training programme.



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- Participants teach their own self-organized 8-week MBSR course during the last section of the training programme, or shortly thereafter.
- Preparation for teaching takes place in every module as participants teach each other and experiment with delivering elements of the programmes.
- Trainees receive a minimum of four, 50-minute, individual, telephone sessions with a mentor during the time they teach their own eight-week course.
- Participants write and create their own Audios for each of the main exercises (Body Scan, Mindful Yoga and Sitting Meditation). These exercises will be covered extensively in the training programme.
- Participants receive a complete MBSR teacher handbook in English. Hand-outs for an MBCT handbook are also provided.
- A sample handbook for participants in an MBSR 8-week course is supplied in digital format for trainees to modify and adapt for their own courses.

A graduate of our teacher-training described her experience as follows:

*“I have never taken part in a training programme where so much of what was taught, was also actively practiced. So many of the participants ended up doing what they had been trained to do.”*



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### Curriculum

#### Overview of the Teacher-Training Programme – 7 meetings

##### **1st Meeting (Thursday, Friday, Saturday, 10am - 6pm, Sunday 9am - 3pm)**

Getting acquainted. Presentation of the structure and content of the MBSR programme.

Introduction to the Body Scan: Practical exercises for and theoretical aspects of guiding a Body Scan; preparation for teaching the Body Scan as well as discussion of potential problems. Why do we teach the Body Scan, and what is the purpose of practicing it?

Aspects of Week 1 of an MBSR course will be taught and practiced.

##### **2nd Meeting (Thursday, Friday, Saturday 10am - 6pm, Sunday 9am - 3pm)**

Introduction to Mindful Movement in practice and theory

Topics: Learning oneself a 45-minute yoga sequence and learning to teach yoga as mindful movement. Themes: Body perception, working with boundaries, mindful breathing to support presence. Guidance and support in developing a mindful bodywork exercise series for an MBSR/MBCT course, including for people with special needs.

Reflecting on one's own Body Scan practice; continuing to explore the role of the Body Scan in the MBSR/MBCT programme; exchanging experiences with guiding the Body Scan; the road to creating one's own Body Scan.

Introduction to inquiry – the art of leading exploratory dialogue and group discussion. Mindfulness-based interventions in various settings such as hospitals, business, and schools. A brief look at research on mindfulness.

Aspects of Week 2 of an MBSR course will be taught and practiced.



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### **3rd Meeting (Thursday, Friday, Saturday 10am – 6pm, Sunday 9am – 3pm)**

How do I teach mindfulness meditation in the context of MBSR/MBCT? Further topics: Fundamental aspects of mindfulness

Presentation of the sitting meditation and opportunities for guiding sitting meditation, with feedback. Reflection on the content and structure of the MBSR/MBCT sitting meditation.

Aspects of guiding meditation, potential problems for participants and for the teacher.

Facilitating inquiry on the theme (from homework) of pleasant and unpleasant experiences.

Participant requirements for an MBSR course, including indications and contraindications.

Conducting interviews prior to an 8-week course will be discussed.

Aspects of Week 3 of an MBSR course will be taught.

### **4th Meeting (Thursday, Friday, Saturday 10am – 6pm, Sunday 9am – 3pm)**

Stress as a central topic of an MBSR course.

Exploring one's motivations for teaching MBSR.

Stress-aggravating and stress-reducing thoughts, and how to work with them. Brief look at stress theory and research, as well as the role stress plays in various illnesses, e.g.

depression. Practical details of how to teach stress theory in an MBSR course.

Differences between MBSR and psychotherapy; the therapeutic/counseling stance and the inner stance of the MBSR teacher.

The art of Inquiry (Part 2): Continuing to work with mindful dialogue (Inquiry).

Dealing with "difficult" participants and themes related to this (e.g. transference/ counter transference, etc.).

What is healing about mindfulness? Reviewing research on the effectiveness of mindfulness, particularly in working with stress themes and emotions.

Mindfulness and emotions. Theoretical and practical aspects of dealing with emotions in an MBSR course. Guiding participants in being with their emotions mindfully. Emotional intelligence of the MBSR teacher, and why it is so important.

Week 4 and 5 of an MBSR course will be taught in part and discussed. Aspects of Week 6 of an MBSR course will be taught.



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### **5th Meeting (Thursday, Friday, Saturday 10am – 6pm, Sunday 9am – 3pm)**

#### **Module on MBCT**

The module on MBCT will focus on the distinctive aspects of the approach as used in mental health settings. Starting from its development from MBSR as a preventative treatment in recurrent depression, we shall trace its subsequent use for people who find their depression is a chronic problem and seems resistant to other medical or psychological approaches.

We shall review the MBCT 8-week course curriculum in detail, focusing on the elements that are specific to MBCT and practice as well as reflect on their aims and intentions. We shall also go into the detail about the cognitive therapy components that we believe to be central to the changes that people experience when they take the classes.

### **6th Meeting (Thursday, Friday, Saturday 10am – 6pm, Sunday 9am – 3pm)**

#### **The day of mindfulness following the sixth week of an MBSR/MBCT course will be discussed.**

The day of mindfulness between the 6th and 7th weekly unit of an MBSR course will be reviewed in detail as well as the aspects of pedagogy in an MBSR/MBCT course. Supervision of topics that arise while teaching an MBSR/MBCT course will also take place.

The art of inquiry: Part 3. Taking time to practice and answering any questions that may arise.

Interviews at the end of an MBSR course will be discussed.

Aspects of Week 7 and Week 8 of an MBSR course will be discussed and sections of them, including exercises, will be taught.

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### **7th Meeting (Friday, Saturday 10am – 6pm, Sunday 9am – 1pm)**

#### **Supervision and discussion on themes arising out of teaching MBSR/MBCT**

Ethical dimensions of being a teacher. Discussion of final projects. How does an MBSR/MBCT teacher take care of his/her own well-being?

Closing of the training programme.



## Institute for Mindfulness-Based Approaches (IMA)

### Faculty of the MBSR-MBCT Teacher Training Programme

	<p><b>Eva Bruha</b>, is the manager and resident teacher at Kalyana Centre, Dingle, Co. Kerry. She has spent over 20 years practicing Mindfulness Meditation and spent all together more than 3 years in intensive silent retreats in Meditation Centres in Burma, Thailand, Europe and the U.S. She now lives at Kalyana Centre in Dingle and offers courses, classes and retreats to those interested in awareness practices.</p> <p>Eva's goal is to make Mindfulness Meditation accessible to everyone, regardless of age and cultural or religious background. She completed her training as an MBSR teacher with the IMA.</p>
	<p><b>Alvina Cassidy</b>, BA (Hons) Soc/Psych, has Certificates in Counselling and Bereavement Counselling. She is a Deep Listening™ Trainer and an Educator in Rigpa's Spiritual Care Education Programme which brings meditation, compassion and mindfulness methodology into healthcare. She has practised meditation for over 20 years and completed numerous retreats including a yearlong, enclosed traditional retreat. She worked for 10 years as the National Coordinator of The Spiritual Care Programme at Dzogchen Beara Retreat Centre, west Cork. In 2009, she project managed the first conference on Presence and Compassion in Killarney, Ireland and has co-presented many retreats on meditation, loving kindness and compassion practice. She currently works in Cork, in a health clinic, both as a counsellor and mindfulness teacher. She offers individual and group meditation sessions for people living with chronic illness and addiction and for health and social care professionals and volunteers. She completed her training as an MBSR teacher with the IMA.</p>
 Berbd	<p><b>Bernd Langohr</b> Is a teacher of MBSR and MBCT since 2010. He has been practicing meditation since 2002 and lived for two years in a Theravada monastery in Germany. He studied medicine at the Universities of Tübingen and Jena and was responsible for the establishment of a mindfulness program at the University Clinic in Weimar. He has completed a program in Deep Ecology with Joanna Macy. He is also a lecturer at the Ernst-Abb University in Jena as part of a model project on "Healthy Teaching and Learning." He completed his certification training in MBSR and MBCT with the IMA.</p>



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**Linda Lehrhaupt**, Ph.D. is the Founder and Director of the Institute for Mindfulness-Based Approaches (IMA). With almost 35 years as a teacher and supervisor in mindfulness-based approaches, she has a rich background in their integration in education, health care and personal development. She began teaching Mindfulness-Based Stress Reduction (MBSR) in 1993 and has been training MBSR teachers since the founding of the IMA in 2001. She is certified to teach MBSR from the Center for Mindfulness (CFM), and holds a Ph.D. in Performance Studies and a degree in education. She has been a teacher in adult education for almost 45 years, specializing in curriculum development and interdisciplinary approaches. Dr. Lehrhaupt began practicing Zen meditation in 1979 and has received full authorization as a Zen teacher in the White Plum Lineage of Taizan Maezumi Roshi. She has been leading meditation retreats internationally since 1992.

In 1976 she fell in love with Tai Chi and Chi Kung and went on to train with some of the leading representatives of the first generation of Asian teachers in the West. For over 20 years beginning in 1982 she directed innovative teacher-training programs in meditative movement, including Europe's first training program in Qigong and women's health.

She is the Co-Author of *Mindfulness-Based Stress Reduction: The MBSR Program for Promoting Health and Vitality* (New World Library, 2017) and author of *Tai Chi as a Path of Wisdom* (2001). She is also the author of *Riding the Waves of Life: Mindfulness and Inner Balance* (in German, 2012).

Dr. Lehrhaupt, who was born and grew up in New York City, has been living with her family in Germany since 1983.



**Katharina Meinhard**, physiotherapist. Director of a Yoga teacher-training programme certified by the German Association of Yoga Teachers. She is the Co-Director of the Yoga School of Dresden and has been teaching Yoga since 1992 and MBSR teacher since 2003. She is a graduate of the training programme at the Institute for Mindfulness-Based Approaches. She began practicing Zen meditation in 1990. Since 1989 she has worked extensively in health maintenance and rehabilitation programmes, with a strong emphasis on mindfulness-based bodywork in clinical settings.

**Johan Tinge**, Diploma in Social Pedagogy, health psychologist and Gestalt therapist. He is the founder and director of the Institute for Mindfulness in Rolde, Netherlands, which offers MBSR and MBCT teacher-training programmes. He has been practicing Vipassana meditation since 1981 and is a Vipassana teacher since 1988. He maintains a private psychotherapy practice. He is a graduate of the Professional Training Program and the Professional Internship Programme of the Stress Reduction Clinic of the University of Massachusetts in Worcester, USA.



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**Maureen Treanor**, M.A. is the founder and Director of Martello Counselling & Therapy, Portmarnock, Co Dublin, an experienced Psychotherapist, Supervisor and Mindfulness Educator. Maureen holds a BA (Hons) in Theology & Psychology, a postgraduate Diploma in Systemic Psychotherapy and an MA in Cross Professional Supervisory Practice. She completed her MBSR/MBCT teacher training with the Institute of Mindfulness-Based Approaches (IMA) in 2010. Since then she has attended further training in the USA and the UK in the application of mindfulness in variety of settings, Mindfulness in Schools programme, Mindful Eating with Jan Chosen Bays & Char Wilkins and Mindfulness Relapse Prevention with Sarah Bowen PhD.

Maureen has a particular interest in integrating Mindfulness into therapeutic practice working with individuals and groups and conducting MBSR programmes and weekly mindfulness groups. She is an experienced retreat director and group facilitator.



Gabriela von Arx has completed a training in coaching, organization development and supervision at the ZAK Basel (Zentrum für Agogik) BSO in Switzerland. She is the managing director of MachtBewusst Sein: The Institute for Identity and Development. She has many years' experience in the field of organizational consulting, as well as a supervisor, coach and trainer. She completed her training as an MBSR teacher with the IMA. She has also taken part in further trainings with Jon Kabat-Zinn and Saki Santorelli from the Center for Mindfulness (USA). She served as a member of the board of the Swiss MBSR Teachers Association from 2011-2015. She has taught MBSR extensively in different institutions and also Mindful Coaching for individuals. She has a diploma in Physiotherapy.



**Institute for Mindfulness-Based Approaches (IMA)**

## **Participation Requirements for the Dublin MBSR-MBCT Teacher-Training Programme**

- Successful completion of a professional education or training programme in the fields of mental health, medicine, education, health care, social work, physical or occupational therapy, nursing, counseling, coaching, pastoral work and related professions. Please check with us if you are not sure whether you qualify.  
If you do not have a professional training but have extensive work or volunteer experience, please give us the details.
- At least 1.5 years of sitting meditation practice (Mindfulness, Vipassana, Zen, Shambhala Training, Dzogchen, Christian, Contemplative, etc.) before starting the training programme
- Participation in at least one, five-day silent meditation retreat. If you have not yet participated in a retreat, you will be asked to fulfil this requirement within the first 9 months of the training programme.

And

- Regular sitting meditation practice
- Minimum Age: 30  
The IMA encourages older professionals to apply. In our training programme an ever increasing number of persons 55 + are taking part with the idea of teaching MBSR/MBCT after they retire or work less.
- Some experience in meditative bodywork, particularly yoga. If you do not have any yoga experience, or we feel you can benefit from additional training, we will ask you to take part in a weekly yoga course in your home town during the training programme.
- 

### **Please Note:**

#### **Participation in an 8-week MBSR course**

We encourage you take part in an MBSR 8-week course before the start of the training. Preference for admission to the programme will be given to those who have done so. If you are geographically too far away from a weekly course offering, or your work schedule does not allow it, it is possible to take part in an online 8-week course approved by the IMA either before or during the first five months of the training programme. If you are accepted into the programme and have not yet done such a course, we will ask you to confirm that you will participate in either a live or online course as a condition of acceptance and completion of the training programme.



## Institute for Mindfulness-Based Approaches (IMA)

### Certification

#### Requirements for Successfully Completing the Training Programme and Receiving an MBSR teaching Certificate

ALL persons who successfully complete the training programme according to the terms specified in the enrolment contract will receive a certificate as an MBSR Trainer. This includes:

- Students teach their own self-organised eight-week MBSR course during the last part of the programme.
- Mentoring: A minimum of five individual telephone/Sype sessions with a Mentor approved by the IMA during the teaching of an 8-week course is required. If the mentor deems it necessary, additional sessions beyond four may be required.
- Completion of a final thesis, including a detailed reflection of the teaching of one's own 8-week MBSR course.
- Preparing audio versions of the Body Scan, Sitting Meditation and Mindful Bodywork/Yoga and submitting them with the final thesis.
- Submission of the student handbook used in the trainee's MBSR course with the final thesis.

#### Professional requirements necessary to be awarded an MBCT Certificate

In addition, an MBCT Teacher Certificate will also be awarded to those persons who complete the programme based on the terms specified **and** are professionally qualified according to the laws of the country in which they live to work with patients who have been diagnosed as experiencing mental health conditions such as clinical depression, compulsive disorders, eating disorders, severe anxiety or panic syndrome, etc. This additional requirement for MBCT certification applies only to the awarding of an MBCT certificate. It does not apply to the MBSR certificate.

- Exception: If a participant of the IMA's training programme is working in a health-care setting under the supervision of a qualified mental health professional, an MBCT teacher certificate can be awarded on the understanding that he/she will teach MBCT only in a setting where such supervision is available.



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## **Further Information:**

For organisational, logistical and other questions, please contact the IMA at:

[info@institute-for-mindfulness.org](mailto:info@institute-for-mindfulness.org)

## **Contact in Ireland**

Maureen Treanor, a faculty member of the IMA, is assisting the IMA in coordinating its teacher-training programme in Dublin. If you have any questions about the programme content, etc., please contact her.

[treanormaureen@gmail.com](mailto:treanormaureen@gmail.com)

01 8459620, 087 232 6758



**Institute for Mindfulness-Based Approaches (IMA)**

## **Dates, Fees and Venue**

### **Orientation Day**

**5<sup>th</sup> November 2017      9:00 – 15:00**

**Registration forms and more information for the Orientation Day are available in separate files in the information packet**

### **Venue for the Orientation Day and Teacher Training Programme**

Avila Carmelite Center  
Bloomfield Ave, Morehampton Rd.  
Dublin 4

### **Dates for the Dublin Teacher Training 2018-2019 -- IRL8:**

**Session 1:** 05<sup>th</sup> – 07<sup>th</sup> January 2018, Friday 10am – Sunday, 3pm

**Session 2:** 19<sup>th</sup>– 22<sup>nd</sup> April 2018, Thursday, 10am – Sunday, 3pm

**Session 3:** 21<sup>st</sup> – 24<sup>th</sup> June 2018, Thursday, 10am – Sunday, 3pm

**Session 4:** 27<sup>th</sup> - -30<sup>th</sup> Sept. 2018, Thursday, 10am – Sunday, 3pm

**Session 5:** 29<sup>th</sup> Nov.–2<sup>nd</sup> Dez. 2018, Thursday, 10am – Sunday, 3pm

**Session 6:** 24<sup>th</sup> – 27<sup>th</sup> Jan. 2019, Thursday, 10am – Sunday, 3pm

**Session 7:** 07<sup>th</sup> - 09<sup>th</sup> June 2019 Friday, 10am – Sunday, 1pm



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## **Fees**

**Orientation Day: € 60,-**

(Including tea & coffee)

9:00-15:30

**Teacher Training Course Fee: € 4.480,-**

**The course fee is payable in three rates:**

Payment 1; €2000 20<sup>th</sup> December 2017

Payment 2: €1240 1<sup>st</sup> June 1 2018

Payment 3: €1240 1<sup>st</sup> November 2018

The course fee includes all instruction plus two handbooks. It also includes tea and coffee during programme breaks. The fees do **not** include either the minimum 5 individual mentoring sessions (which vary between €75 to €90 per session and are paid directly to the Mentor) or housing and meals during the training programme.



## Institute for Mindfulness-Based Approaches (IMA)

### Venue



**The Avila Carmelite Centre** is an oasis of peace and tranquility just 2 km from the centre of Dublin. While close to main roads it is nestled away in an area that offers quiet and green spaces. The modern building, filled with light and surrounded by an extensive garden, offers an ideal space for quiet and reflection. Avila is located on Bloomfield Avenue, just off Morehampton Rd (N11) in Donnybrook. It is well served by public transport with bus routes 39A (Blanchardstown to UCD), 46A (Phoenix Park to Dun Laoghaire) and 145 (Heuston Station to Kilmacanogue) and the Aircoach Service (Dublin Airport to Sandyford) within a five-minute walk.

### **Accommodation at Avila (when necessary)**

Avila has ensuite bathrooms available for rental. A kitchen for self-catering is also available for use during your stay. Shops are nearby. Please check with Avila for their fees and booking regulations.

<http://www.avilacentre.ie>