



# Breathing Space

the learning and development journal  
for all mindfulness teachers & therapists

Autumn Issue 2021

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# Welcome to the Autumn 2021 Issue of Breathing Space!

Hi Everyone.

I can't believe we're already heading into Autumn! I hope you've had a lovely summer.

As always, we have a great line up of interesting articles for your perusal as the night's start to draw in. We really are so lucky to have such a cross-section of experiences that our contributors are able to draw upon - from the many years of experience of practicing, teaching and training mindfulness and hypnosis that Nick Cooke brings to his article about Self-Directed Neuroplasticity; to the relatively new beginnings of Kelly Saward as she shares her personal experience of dealing with anxiety and how mindfulness has helped her to cope.

More and more nowadays, we're hearing of the increase in mental health issues, especially linked to the pandemic, lockdowns and easing of restrictions, and Sharon Conway shares how important it is to have a good basic grounding in mindfulness techniques and teachings; whilst Rachel Ashcroft shares her top 5 tips for working with teenagers and young people.

And we're really lucky to have Gary Webb share his story of becoming a mindfulness trainer within the police force.

And in the last issue of Breathing Space, we had an article about how to use mindful storytelling as a marketing method. However, in this issue Sarah Giordano takes a completely different tack and asks how we can find ourselves in stories.

And although they're always towards the end, please remember our Book Review and information on our latest CPD offerings.

Happy Reading!

Please submit your articles to

info@mindfulnessnow.org.uk

Rachel Broomfield - Editor - Breathing Space



## Breathing Space

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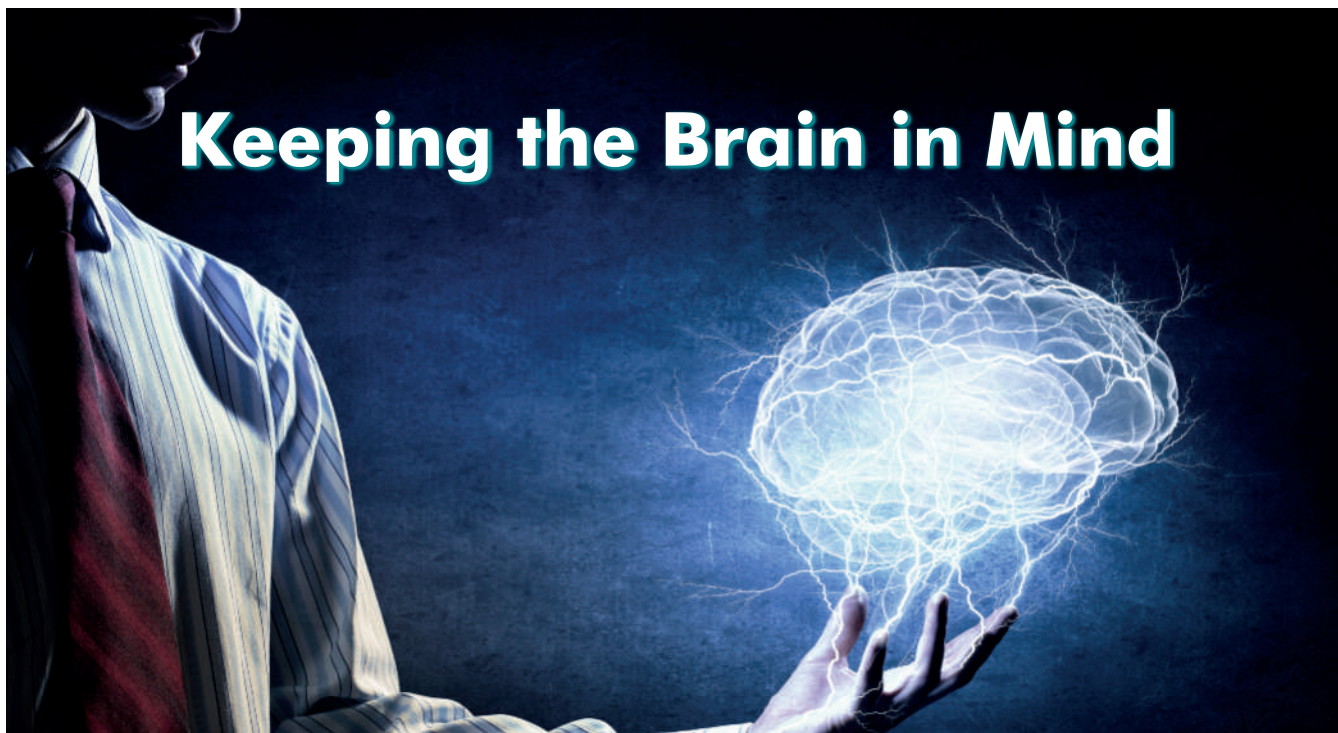
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# Keeping the Brain in Mind



Self-Directed Neuroplasticity (SDN) - and how to grow your own brain!

**Nick Cooke**



Learning how our brain responds in a negative way to disruption, trauma and stress... we can 'show' our brain how to take the path of 'neural integration'... congruent with healing, recovery and happiness.

**H**ow wonderful to discover that the interventions that you have been using with your participants, as a mindfulness teacher or therapist, to help facilitate emotional change, have actually been stimulating the ability to change far more than the felt sense – in fact literally rewiring brains! What if it was possible to discover how the practices and exercises which you have been teaching your clients to have a positive effect upon their thoughts, feelings and behaviours, have actually had this rewiring effect. You may say 'why does it matter?' There are many reasons, but one is that it at least helps to explain why our mindfulness teaching, hypnotherapy, coaching, NLP and other mind body approaches can have such profound and long-lasting effect.

With this in mind we can dip into the practice of self-directed neuroplasticity, which I'm abbreviating to SDN, borrowing

from the wisdom of eminent neuroscientists including Dan Siegel, Jeffrey Schwartz, Rick Hanson, to learn how and why our mind does actually change our brains. This has been a fascinating journey of discovery for me, learning how our brain responds in a negative way to disruption, trauma and stress and how we can 'show' our brain how to take the path of 'neural integration' which seems to be congruent with healing, recovery and happiness.

With this knowledge we can explore how we can usefully integrate self-directed SDN into our practices, as well as how valuable it can be when clients visualise their own brain and potentially 'see' brain integration at work.

SDN teaches us that the, often scoffed at, idea of thinking positively and making affirmations, actually has the power of forging new, beneficial neural pathways which through repetition create 'hard wired in' states of mind. Similarly interrupting the

pattern of negative thoughts and pictures, possibly just by stopping having the same thoughts, means that these old, negative patterns weaken and eventually fall into disuse.

### Using your mind to change your brain – brain plasticity

So let's consider how neuroplasticity works. If we take a look at the example of a stroke patient to see what would normally happen when the patient sustains damage to his brain that causes the left side of his body to be weak or immobile - when a stroke happens blood flow decreases in a specific part of the brain which may result in permanent damage to that area. Where this damage occurs determines what kind of deficits a person might have. So if someone has a stroke in the speech area then they may have difficulty in speaking, whereas if the injury occurred in the brain's motor cortex, where movements are initiated, then they may not be able to move certain parts of their body.

So, a stroke patient who cannot move one side of their body may appear to have a muscular / skeletal difficulty. The difficulty actually is that the area of the brain responsible for movement has become permanently damaged, or 'died'. So, in order for the patient to have any chance of walking again he has to 'teach' another section of his brain to take over the function of walking. This is the exact function of neuroplasticity – assigning new functions to parts of the brain which previously had a different function.

### Self-directed neuroplasticity (SDN)

Neuroplasticity may be helpful or unhelpful – it just happens! The real beauty and power lies in self-directed neuroplasticity because here we decide what happens to us and how our brain is wired. The implication is that using the power of directed attention (mindfulness), along with the application of hard work, motivation, commitment and dedication, we direct our choices and actions, and by so doing we rewire our brains to work for us and in congruence with our true self.

### Suggested Reading

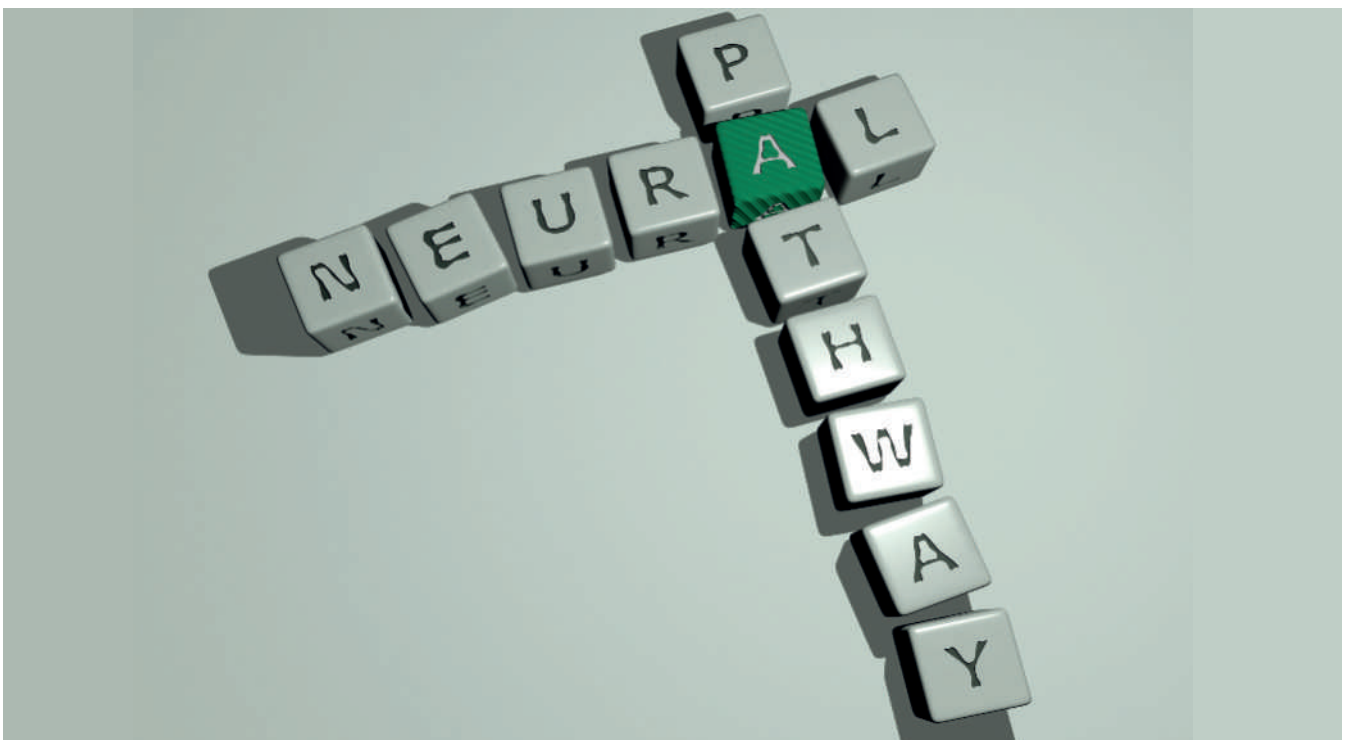
Davidson R and Begley S (2012) *The Emotional Life of Your Brain*. New York: Hodder

Doidge N (2007) *The Brain that Changes Itself*. Melbourne: Scribe

Siegel D J (2010) *Mindsight*. New York: Bantam

Schwartz J M (1996) *Brainlock*. New York: Harper

**Nick Cooke is presenting a one-day CPD for mindfulness teachers and therapists, entitled, 'The Learning Pathway' – Broadening Perspectives – Keeping the Brain in Mind' on Saturday 5th February from 10.00 AM to 5.00 PM. The training is conducted in a safe, interactive, live format via Zoom and will include discussion and practice sessions. Detailed training notes as well as PowerPoint slides will be provided along with an attendance certificate for 7 CPD points. The cost of attendance is £130 to all Mindfulness Now / Central England College students and graduates and £160 to all others.**



# Mindfulness and Mental Health



## The use of mindfulness in reducing depressive relapse Sharon Conway



The Office for National Statistics data suggests that depression rates have doubled during COVID lockdown from 10% pre-pandemic to 21% of the population of Britain.

**W**e all have mental health, just like we all have physical health. In the same way as we might take care of our bodies and seek help when we sustain an injury, we need to think in the same terms about our mental health too. We are usually pretty quick to identify when we have a broken bone or physical illness but often, we don't notice the signs of mental ill health, or perhaps we do but we choose to ignore them. There is certainly a lot of misunderstanding around mental ill health which stops people seeking help. There are still many who think that people should be able to 'pull themselves together' using will power and that only people who are weak get mental health issues. This of course, is not true and may lead to people feeling ashamed or hiding their difficulties, afraid of what others will think of them. The truth

is that we all have mental health and sometimes it's good and we cope well and sometimes it's poor and we may suffer.

Every year 1 in 4 people will be diagnosed with a mental illness and 1 in 5 people will experience some form of mental health issue.

Experiencing a mental health issue doesn't necessarily mean that a person is diagnosed with mental ill health or mental illness, it means that anyone of us might experience a change to our mental health that can negatively affect our daily life. This can be brought about by many things including life events such as bereavement, a relationship breakup, illness or losing a job. It's important to remember that everyone is an individual and will respond differently to life events, but for many it can result in poor mental health, feelings of sadness, low mood and even depression.

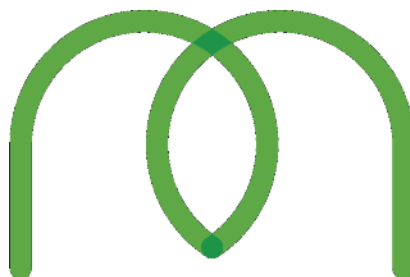


The Office for National Statistics data suggests that depression rates have doubled during COVID lockdown from 10% pre-pandemic to 21% of the population of Britain.

Depression is a mood disorder which is wide ranging and complex, it has negative effects on our emotions, thinking and behaviours and can also have physical affects too. It is more than just a low mood and the symptoms can last for many months. There are a number of effective treatments used in depression including talking therapies and antidepressants but for those who access treatment many experience residual symptoms. The National Institute for Health and Care Excellence (NICE) is now recommending mindfulness as a way to prevent depressive relapse. It should be noted that it is important for anyone experiencing symptoms of depression to check with their GP before starting any kind of treatment or self-help practice including mindfulness.

Mindfulness helps to reduce the occurrence of depressive relapse by

- bringing focus to our thoughts and understanding that they are not reality.
- identifying the signs and triggers of depression related thoughts and feelings
- developing non-attachment to specific outcomes - often we think 'when I have this, I will be happy' so we create something on which our happiness depends.
- letting go or letting be can deactivate patterns of depressive thinking.



**MHFA England**

We know that people are more likely to seek help if someone close to them suggests it. Our upcoming CPD Event explores factors affecting our mental health and how to spot the signs of distress and have a supportive conversation.

**Sharon Conway is presenting a one-day practical Mindfulness and Mental Health workshop. Part of this course will be the Half Day Mental Health First Aid England Awareness Course which offers an introduction to mental health and mental health issues. The course introduces mental health, and factors affecting mental health. It will guide you to start a conversation with someone about their mental health and consider how you can look after your own mental health. The session is live, interactive via Zoom on Saturday 20th November 2021. A training manual and other resources as well as CPD certification are included. The attendance fee is £130 for students and graduates of Mindfulness Now / CEC, and £160 to all others.**

# Mindfulness and the Thin Blue Line



## Taking Mindfulness into Today's Police Force. Gary Webb



More focus, resilience, and compassion. Less stress, rumination, and worry. All very desirable in an occupation where decision making, assessing risk and an ability to listen well are vital.

was both daunted and excited. I felt unqualified to deliver the programme but also valued the benefits. I agreed.

“Mindfulness in the police? Really?”

Recently retired as a police officer in both Essex and Metropolitan police, this was a thought I experienced back in 2018. I had started a new role as a leadership trainer back in Essex police and my line manager was listing the training our team delivered.

“We also deliver a mindfulness programme” he said.

Now, don't get me wrong, I was delighted to hear that mindfulness was advocated within the police. And, as someone with a regular practice of meditation, I knew the benefits too.

More focus, resilience, and compassion. Less stress, rumination, and worry. All very desirable in an occupation where decision making, assessing risk and an ability to listen well are vital.

So, the benefits were obvious. Why was I surprised?

Perhaps because I know police culture. And maybe we all (public services or not) like helping others and hence sometimes push ourselves too hard. We derive meaning and satisfaction from helping others and this can leave us feeling exhausted and stressed.

Yet we know mindfulness has this lovely ‘ripple’ effect. When you are calm and less stressed, people notice. Your family perhaps, friends, work colleagues, the delivery driver, the stranger you smile at.

Fast-forward about 4 months, my colleague leading the mindfulness programme left to move abroad and my line manager said to me (assume an Essex accent here):

“You meditate don't you Gal? Fancy taking it on?”

I was both daunted and excited. I felt unqualified to deliver the programme but also valued the benefits. I agreed.

Fast forward another few months, and there I was on a 'Mindfulness Now' teacher training course. Nervous but excited; being led by the ever-patient Aston Colley, we had been put into groups to discuss the 'attitudes of mindfulness'. Aston wandered over to see how we were getting on; I had a question.

"It's like this Aston. I'm thinking about 'acceptance' and 'non-striving'. But, you see, in the police we can't practise acceptance can we? If we just accepted crime and violence, there'd be chaos wouldn't there? We have to strive don't we?"

I can't remember Aston's exact words, but of course he led me very skilfully into enquiring what acceptance and non-striving actually means.

I now deliver 'Introduction to mindfulness' workshops, the 8-week mindfulness programme and some regular informal 'drop-in' sessions throughout Essex police.

The college of policing, responsible for police in England and Wales advocate mindfulness but delivery across counties is still 'patchy'. Essex work collaboratively with Kent police and we hope to get something started



there. I'm in correspondence with Suffolk and Norfolk police too. Let's see.

And so, that's why I remain passionate about mindfulness in the police. To help people find acceptance. So they can perhaps help others without striving, so they can create positive change without judgement. We all expect the police to 'keep the peace'. Perhaps they can find some too.

**Gary Webb has worked for both Essex police and the Metropolitan police in London as a police officer, in both uniform and detective roles.**

**He retired as an officer in 2018, and then returned to Essex police as a 'civilian' trainer on the 'Leadership**

**team' delivering leadership courses for officers and police staff. He offers a one-day 'Introduction to mindfulness' workshop and the 8 week mindfulness programme to any staff who are willing and able to attend. In addition, he offers some 'bespoke' inputs and (when he can) some informal 'drop-in' sessions. He is passionate about the subject which is so relevant in such a dynamic and challenging organisation. Not just because of the stress that staff find themselves under but (interestingly) it seems a calm mind is very, very useful in stressful, risky and chaotic situations!**





# Mindfulness with Teenagers and Young People

5 key tips to help in your approach to helping teens move forward

**Rachel Ashcroft**



It's not necessarily the content that we need to adapt for our teens, but it's the way in which we deliver that content that makes ALL the difference.

**F**or many, the thought of working with children can be a scary prospect- but the thought of working with teenagers can be enough to have you running for the hills!

"How do I connect with a teen?"

"What if they don't listen to me?"

"They probably wouldn't be interested in anything I have to share"

These are all common thoughts and things I hear often from people not quite sure whether or not working with teens and young adults is really for them. In my experience, working to support teenagers is one of the most rewarding things I've ever had the privilege of doing. Is it always easy and straightforward? Of course not. But is it worth it? Absolutely!

One thing I always remind those I work with who are looking to support the youth generation is that it's not necessarily the content that we need to

adapt for our teens, but it's the way in which we deliver that content that makes ALL the difference. Early engagement is key.

I thought I would share with you some of my top tips for embarking upon a rewarding journey of supporting teens, whether face to face or in the online space.

- Meet them where they're at. We can't expect that just because their mum wants them to attend mindfulness sessions that they are going to be instantly engaged and enthralled by the prospect. Taking time to ask them what is current for them, relating to them on some level, explaining that you are there to listen and to support them on their journey and explaining how you can help them will go a long way to building a relationship of trust and good communication.
- Listen to understand. From understanding comes compassion, and with compassion comes connection. Often,



teens can feel unheard and that what they have to say is not going to be taken seriously. It is part of our role to not only listen, but to be fully present with them to understand. It is through our non-judgemental listening and understanding that we can show compassion. With compassion comes connection- and here the real learning experience for the teen can begin. If in a group space- make it understood from the start that this is a safe, non-judgemental space where confidentiality should be adhered to- nothing that is said within the safety of the group should leave the group!

- Find out what they're interested in. By finding out their interests, it is much easier to plan sessions that are likely to engage them. Relating to their world is key here- perhaps a mindful 'phone free' walk might be a nice place to start? This will bring about all kinds of interesting discussion.
- Allow for choice, where possible. There is no denying that working with teens can have its challenges at times- just as it can when working with adults or children, but equally, partaking in mindfulness sessions can be a little uncomfortable for our teens at times, too. As we discuss on the Mindfulness

Now Teacher Training Course, the use of 'invitation' is so important- 'Inviting' participants of any age to join if they are comfortable, and this is no exception. I feel this is particularly important with mindful movement. Teens may feel self-conscious, and it may take a little while for them to want to 'move' in front of their peers. Perhaps recommending some 'low-key' movements would be helpful here.

- Be present and be ready to adapt the plan, if needed. A simple smile and eye contact goes a long way. By showing that you are present, not distracted by the time or your phone, but truly present to spend that special time connecting with them and hearing their voice, you will gain their trust much quicker, and with that trust comes connection and a much deeper learning experience for them.

I think as most of us suspect, the effects and impact of the pandemic will last far longer than the event itself. The work that we do can be so instrumental in the way in which a teen moves forward and navigates this new version of the world, and indeed, themselves. If you feel a little nervous about the prospect of starting but know that you would love to start somewhere, my advice would be to simply... start. It doesn't need to be 'the perfect session'... you just need to be present, open and compassionate.

**Rachel is leading a CPD event on Working with Teens and Young People on Saturday 2nd October 2021. If you'd like to join her, please click on the link below:**

<https://mindfulnessnowmanchester.org.uk/product/mindfulness-with-teenagers-cpd-online-2nd-october-2021/>





# Mindfulness and Anxiety

## Kelly shares her own personal story **Kelly Saward**



I needed endless plans and lists to maintain control, to feel safe, busy. I truly felt I was protecting myself but all the while I was feeding the fear inside.

**A**nxiety consumed me for a long time; I thought this was my life. Living in fear took me away from myself, parts of me hidden for a while. Looking back, I see how I missed the enjoyment of day-to-day pleasures in many ways.

During a challenging time in my life anxiety started to present itself. Eight months after having my first daughter I was left on my own. I started to worry about my health, about something happening to me. This was, at first, what I would call a normal level of anxiety but knowing I was now responsible for another life, and I was all she had, I started to develop unhealthy patterns. Over time the fear of dying became so strong. I became fixated with any pain or sensation in my body, subsequently creating more discomfort within, almost always ending up in an imagined worst-case scenario.

This way of living became exhausting over the years, for those around me and more so myself. I was always seeking reassurance. My sleep suffered and everything felt off balance. I was now also experiencing panic attacks. I needed endless plans and lists to maintain control, to feel safe, busy. I truly felt I was protecting myself but all the while I was feeding the fear inside. Through struggles and difficult times, I had disconnected. Time went on and my youngest daughter started experiencing anxiety too, due to my own fears. I was making her thought patterns like mine! Something had to change...

I first became aware of mindfulness in my teens when my mum attended a retreat. Years later I read books around mindfulness and installed some apps on my phone. I could listen to guided meditations to maintain focus. I really struggled at first and was quite



frustrated I wasn't doing it right or feeling instant relief.

However, I began to follow shorter meditations and moved on to the meditation courses available where I built up my practice. After about 6 months I could really feel the benefits and a year on I was feeling completely different – practising every day. I loved the whole concept so much I wanted to learn more so signed up for the Mindfulness Now Teacher Training Pro-gramme. This was perfect. It solidified everything for me. I then taught my daughter some techniques too, alongside us journaling, and we had our own

sessions. She started to enjoy leading the mindful activities herself. With my outlook so present, hers was too!

Mindfulness and meditation freed me, opening a gateway to a completely new way of life, one I now experience fully. My relationships have improved; my daughter is also now free from anxiety. I've found that regular practice has been so important, and I find being able to connect with other teachers invaluable. Having the Mindfulness Now Monday evening sessions is a reminder to take care of ourselves too. I feel inspired, as each person

brings something different in their own way. I was even able to lead a session myself! I felt incredibly nervous, yet I felt so passionate about having the chance to share. My fears didn't stand in the way this time. And I had some wonderful feedback. It lifted my confidence as a teacher and now I will continue to follow my heart.

These tools we are all privileged to use and teach others, through Mindfulness, are life changing. My mindset now unrecognisable to everyone around me.


**Hi, I'm Kelly. I live in Buckinghamshire with my partner, two children and two dogs. Since completing my training with Mindfulness Now last Summer I went on to follow my heart and set up Room 478. I am delighted to be where I am today – teaching mindfulness, writing various pieces and meditations, and even creating my own book which is nearly finished. I am always open to help and connect with others, please do contact me.**

Website: [www.room478.co.uk](http://www.room478.co.uk)

Instagram @room\_478

Email: [hello@room478.co.uk](mailto:hello@room478.co.uk)





"Stories are the most important thing  
in the world. Without stories we  
wouldn't be human beings at all"  
Philip Pullman

## Finding ourselves through stories

Change your story, change your life – a personal story.

**Sarah Giordano**



There are occasions when the stories in our mind become overwhelming and have a detrimental effect on our wellbeing...

But mindfulness techniques help us to... pause the storyteller in our mind and even challenge the direction of our story.

**W**hat is your favourite story? Perhaps it is a place you can escape to, or is a story that brings hope. Maybe you wish to emanate the traits of the characters in yourself? Whatever your favourite story is, we can be sure that stories have a huge part to play in the way that we see the world.

As a mindfulness teacher, I love to read stories and poetry aloud in my teaching as it is often within the echoes of these spoken words that people are able to make sense of their own life experiences. Hearing the writer's story presented from a different angle to their own can bring a sense of enlightenment and comfort, to know that someone else has felt the same struggles, or even the same joy.

From a mindfulness standpoint we are all master storytellers, in the form of the

thoughts that appear in our mind. We create stories in our mind all the time, we may remember past conversations, or play out hypothetical future discussions. We may imagine every eventuality of future events, what could go wrong, or hopes of what could be. Sometimes these thoughts are extremely helpful, they help us to function and live extraordinary lives. However, there are occasions when the stories in our mind become overwhelming and have a detrimental effect on our wellbeing.

In mindfulness teaching we often use the phrase, 'thoughts are not always facts'. We may become caught in a spiral of thoughts, but mindfulness techniques help us to become aware of our thoughts as they arise, to pause the storyteller in our mind and even challenge the direction of our story. Can you bring a mindful sense of non-judgement and curiosity to your thoughts now? Are they



facts? Or stories? Perhaps you feel your thoughts physically in the body via emotions?

Whether we see something as positive or negative depends on the storyteller in our mind at the time. Julia Falk PhD (2018) in her doctoral research used mindfulness as a tool in an 8-week Life Story course, inviting participants to reflect on life stories that had shaped their identity. At

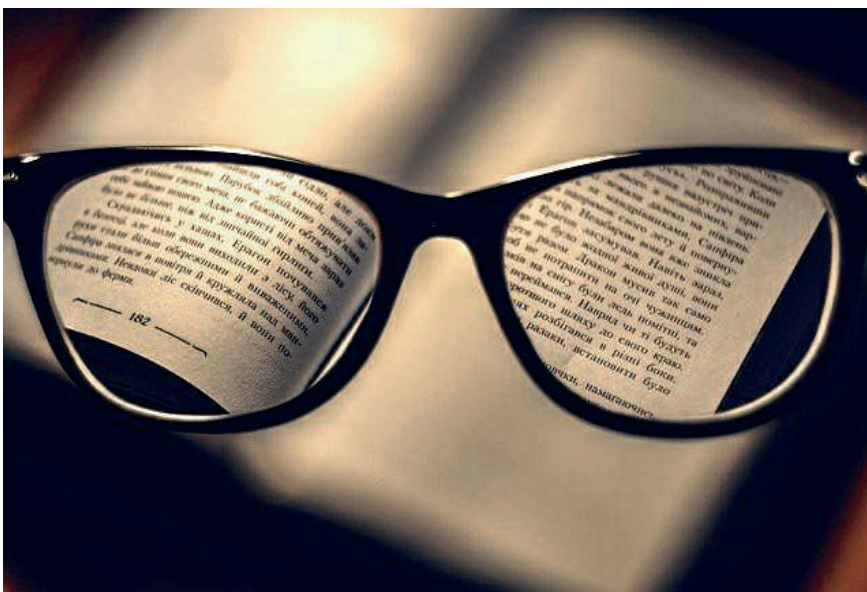
the end of her study, Falk concluded that mindfulness aided participants in creating a mutually supportive and non-judgemental space to share difficult life stories, but surprisingly, participants had begun to view difficult life stories in a more positive light, with a deeper sense of meaning. Perhaps mindfulness practice gives us the skills to observe the story in our mind through a new

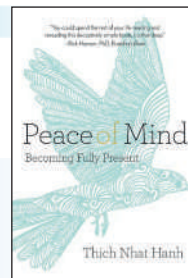
lens, to move from a feeling of 'being' our thoughts and emotions to 'being in awareness' of them, knowing that our thoughts are just one part of what makes us whole, in a world of many different story perspectives.

I'll leave with you some of my favourite words from Neil Gaiman:

*"The one thing that you have that nobody else has is you. Your voice, your mind, your story, your vision. So write and draw and build and play and dance and live as only you can."*

**Sarah is a Chartered Occupational Psychologist and Mindfulness Now Teacher. As well as teaching mindfulness to adults, she also regularly teaches mindfulness in businesses and schools.**





# Book Review

## Peace of Mind – Becoming Fully Present - by Thich Nhat Hanh Book Review by Alison Bale

A deceptively simple book about integrating the body and the mind.

In this book, 'Thay' brings together Buddhist wisdom and science to help us understand how to feel truly alive in each moment.

The book combines experiential practices with an inspiring vision of what a human life can be.

Starting with a discussion of how the mind and body are one, and a practice to help you come home to your body, the book is then divided into nine sections.

Four qualities of happiness, and full body meditation, are followed by chapters on finding peace, reconnecting with the body, generating insight, and steadying the storm.

The style and tone of the book is conversational, as though you are sitting in the same room with Thay. Every chapter includes ways to work with your body and mind – for example, the Sixteen Exercises of Mindful Breathing, and the Five Earth Touchings.

The practices for finding peace embrace the reality of calming painful feelings. The chapter on reconnecting with the body encourages us to accept the interwoven nature of suffering and happiness. The final section covers mindfulness in daily life and ways to incorporate practices such as mindful eating, and mindfulness at work.

It is not a long book, but I suspect I could re-read it again and again. The teachings are simple yet profound.

## Continuing Professional Development (CPD) 2021/22

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 2021/22, but new events are being added all the time, so please check the relevant websites regularly.

Please note individual booking information for each event.

As we come out of the Covid crisis all CPD Training will, for the time-being, be safely conducted in real-time guided, interactive format via Zoom.

Please note individual booking information for each event.

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

All courses are certified and training notes are provided. The courses are open to practitioners of mindfulness teaching, hypnotherapy, NLP, coaching, counselling, and related fields. Numbers are strictly limited

### Saturday 2nd October 2021

Rachel Ashcroft

#### Mindfulness with Teenagers and Young Adults

With mental health problems on the rise, it is said that around half of all lifetime mental health problems start by the

mid-teens and three-quarters by the mid-twenties, according to documentation published by Public Health England, 2019. The Mindfulness with Teenagers and Young Adults CPD addresses the current mental health crisis, potential triggers and risk factors to be aware of and ways in which we, as mindfulness teachers, can best support them through some of their most turbulent years. The day will involve lots of practical mindfulness activities that have been shown to be highly effective within this age range.

This CPD is delivered by mindfulness trainer, experienced former school teacher and mindfulness facilitator at Birmingham City University, Rachel Ashcroft.

Booking should be made by contacting Rachel Ashcroft: [info@mindfulnessnowmanchester.org.uk](mailto:info@mindfulnessnowmanchester.org.uk) or 0121 369 2468

### Saturday 23rd October 2021

Nick Cooke

#### Evidence-Based Approaches to Pain Reduction

There is clear evidence of the effectiveness of mindfulness and other 'talk' related approaches in helping with pain, but just how can we most effectively help? For all mindfulness teachers as well as for therapists, this one-day practical /

experiential workshop provides an opportunity to delve a little deeper into this work of vital importance. It covers theory and practice, including some hypnotherapy interventions, with a focus on evidence-based approaches, and assessment methods. A detailed training manual and PowerPoint slides are provided. Some time is also allowed for developmental support and discussion.

Bookings should be made on 0121 444 1110 or [info@cecch.com](mailto:info@cecch.com)

## **Saturday 20th November 2021**

**Sharon Conway**

### **Mindfulness and Mental Health - Integrating Mental Health Awareness and Mindfulness**

This course will enable participants to understand factors that affect mental health and feel more confident about starting mental health conversations. It explores the relationship between mindfulness and mental health and how to look after ourselves. It will equip participants to support someone in distress or who may be experiencing a mental health issue with MHFA England Mental Health Aware. Looking after your own mental health and maintaining wellbeing is an essential part of teaching and leading others. This course will explore mindfulness for healthy minds and participants will develop their own self care plan.

Bookings should be made by contacting Sharon on 07720 426073 or [sharon@wellbeingmind.co.uk](mailto:sharon@wellbeingmind.co.uk)

## **Saturday 5th February 2022**

**Nick Cooke**

### **The Learning Pathway – Broadening Perspectives – CPD day – ‘Keeping the Brain in Mind’ Interactive / live via Zoom**

A day of learning (practice and discussion), for all mindfulness teachers and students, with the aim of broadening perspectives and deepening our learning in relation to the effect of mindfulness as well as compassion, on the brain. The intention is that this strand of our learning pathway will help to inspire and motivate us in order to lead to greater embodiment (this is not a day of thinking!). Being as much as possible experiential, the day will include:

Paying attention to the brain (and body) in mindfulness practice.

How to ‘grow’ our own brains!

Some relevant meditation practices

Enquiry and discussion

A brief review of some relevant topics from the literature in relation to the works of Daniel J Siegel, Jeffrey M Schwartz and Rick Hanson

Depression and our mind / body responses

This interactive learning event (live on Zoom) can form a valuable stepping-stone on the Mindfulness Now Learning Pathway and is also open to all qualified mindfulness teachers and those still in training. Please note that numbers will be strictly limited in the interests of maintaining a worthwhile learning experience, and early booking is highly recommended.

Bookings should be made on 0121 444 1110 or [info@mindfulnessnow.org.uk](mailto:info@mindfulnessnow.org.uk)

## **Saturday 5th March 2022**

**Hilary Norris-Evans**

### **The Therapeutic Relationship: the single most important factor for Hypnotherapists and Mindfulness Teachers**

We shall be looking at The Therapeutic Relationship in depth, including process, the core conditions, empathy, rapport, non-judgement, disclosure, deep listening skills, collusion and reflective practice and why process is far more important than content.

We'll look at what the research says.

The course will be a mix of discussion, group and pair work and input from Hilary.

We shall also examine the difference between hypnotherapy and mindfulness and whether the therapeutic relationship is different in Hypno/psychotherapy/counselling and Mindfulness.

Hopefully, by the end of the day, you will have a clearer idea of just how important the therapeutic relationship is and how to achieve the best relationship you can.

Bookings should be made on 0121 444 1110 or [info@cecch.com](mailto:info@cecch.com)

## **The Official Mindfulness Now 8-week Course Spring 2022**

**Rachel Broomfield**

If you're already qualified as a Mindfulness Now Teacher or have already attended the course but not yet completed your assignments, then attending our official 8-week programme, online via Zoom, will not only be very rewarding for you personally, but will also refresh your learning and help you to gain those CPD points.

Dates to be confirmed but if you would like to be put on the list of those interested then please get in touch.

Total cost = £250

Please contact Rachel Broomfield on [rmbmindfulness@aol.com](mailto:rmbmindfulness@aol.com) or by filling in the contact form here: <http://www.rmbhypnotherapy.com/booking-8-week-course.html>