

Mindfulness in the Mainstream: navigating with integrity

25th September 2021

A two hour seminar online

Mindfulness training is becoming increasingly accessible to everyday people in the mainstream. We can begin to imagine the possibility that on a societal level embedding mindfulness practice into everyday life could become recognised and promoted as a pragmatic way to support wellbeing - in similar ways to how physical exercise is perceived. This emerging interest and engagement with contemplative practices in mainstream culture and institutions holds great promise. The promise that wisdom and compassion become more readily accessible to us – both individually and collectively.

There are though particular sensitivities related to bringing contemplative practices into the mainstream. How do we meet the implementation challenge of enabling the accessibility whilst supporting the integrity of the approach? How do we ensure that teachers are well prepared to guide others in mindfulness? What ethical issues need consideration when bringing practices that emerged in religious contexts into the secular mainstream? How does this emerging field skilfully navigate the tensions inherent in mainstreaming an approach that involves a paradigm shift to mainstream frameworks for understanding human experience? How do we do the work of ‘mainstreaming’ language and approach whilst also retaining the essential and unique elements of the foundations on which mindfulness-based programmes rest?

The talk will review empirical and practice based work in these areas in relation to developments that support integrity and ethical understanding, the work of training teachers, of assessing teacher competence, and of implementing mindfulness-based programmes, and will consider challenges and questions for the field in the future.

Rebecca Crane PhD is a Reader in psychology, directs the Centre for Mindfulness Research and Practice at Bangor University, and has played a leading role in developing its training and research programme since it was founded in 2001. She teaches and trains internationally in both Mindfulness-Based Cognitive Therapy and Mindfulness-Based Stress Reduction. Her research and publications focus on how the evidence on mindfulness-based interventions can be implemented with integrity into practice settings. She has written *Mindfulness-Based Cognitive Therapy Distinctive Features* 2017, co-authored *Mindfulness-Based Cognitive Therapy with People at Risk of Suicide*, 2017, and co-edited *Essential Resources for Mindfulness Teachers*, 2021. She is a Principle Fellow with the Higher Education Academy.