



PRESENTATION

BE MINDFUL&ACT TRAINING COURSE

PART 1 SELF-PRACTICE

A large, solid teal arrow points vertically downwards from the top of the page, passing through the module descriptions.

MODULE 1: INTRODUCING MINDFULNESS (THE ART OF NAVIGATION) (S1)

MODULE 2: DIFFERENTIATING OUR INTERNAL EXPERIENCE AND LEARNING ABOUT THE CONTROL (I LEARN ABOUT THE SHIP AND WEATHER CONDITIONS)

- S2. Me, body (*The ship*)
- S3. Me, mind (*The weather conditions*)
- S4. First steps (*We go sailing*)

MODULE 3: DIFFERENTIATING MY INTERNAL EXPERIENCE AND WHO I AM (THE COMPASS. WHERE DO I WANT TO GO?)

- S5. Who am I? (*Me, the captain*)
- S6. What is important (*The direction*)

MODULE 4: ACCEPTING MY EXPERIENCE (NAVIGATING THE STORM)

- S7. Creating a space between my experience and ME. Accepting my own experience (*Lowering the sails*)
- S8. Moving around the new space and observing experience from different angles. Compassion and acceptance of our own painful experience (*searching for the least resistance*)
- S9. Self-compassion (*Navigate the storm*)

MODULE 5: SUMMARISING (S.10)

Be Mindful&ACT training protocol aims to combine action mechanisms traditionally attributed to interventions based on mindfulness with the last years' advances in elements that have proven to be enriching in protocols directed at augmenting the Psychological Flexibility from the perspective of the functional-contextual science.

In this protocol, the practice of mindfulness will help remind of the benefits of take notice of the condition of the ship and the weather conditions every morning. It will



disclose which elements of the ship need to be nurtured and the importance of the commitment with doing so, even in complicated situations.

AUTHORS COMMENT: *It would be ideal to- along the sessions and exercises- create connections between the practice of mindfulness and the working context of each participant. It can be useful for the second part of the protocol.*

MODULE 1 INTRODUCING MINDFULNESS (THE ART OF NAVIGATING)

SESSION 1: INTRODUCTION (THE INS AND OUTS OF NAVIGATING)

It is important to know the ins and outs of navigation in order to learn how to navigate and direct our lives towards our goals, not drifting on the inclement weather (our stress). What are the elements of the ship? How does the inclement weather work? What are the characteristic qualities of the expert navigators who know how to deal with the water and the wind to live a significant life? The way of learning how to navigate under different weather conditions is what we will call Mindfulness. It will help us to read the weather conditions precisely, to understand what the situation requires of us, but it won't give us resistance to tolerate the storms (acceptance) or to find the beacon (clearly formulate our values).

The main objective of this session is to present the basic elements of mindfulness in a practical way. For that, we will answer the following questions, a) what is mindfulness? b) what can it be beneficial for? and c) what are the best attitudes to approach its practice?

Additionally, during the session various exercises will be conducted with the intention to i) have a first contact with mindfulness and ii) identify the functioning under the “autopilot” mode and noticing the “jerk of the mind” (not being attentive to the changes of internal and external contexts and identify the anger towards the wind).



MODULE 2: DIFFERENTIATING OUR INTERNAL EXPERIENCE AND LEARNING ABOUT CONTROL (I LEARN ABOUT THE SHIP AND THE WEATHER CONDITIONS)

The first steps in the art of navigation have to do with learning about the ship and about the weather conditions. Alike the Vikings, paying attention to the needs of the craft will permit maintaining it in perfect conditions for the navigation.

On the other hand, have you ever noticed that you go out navigating in life and wind does not blow or the sea is calm? It seems that, at those moments, rowing in direction shown by the compass is rather easy. However, you must have noticed that, sometimes, weather conditions change, the wind blows differently or the sea is rough and you don't know how to handle these conditions. Alike our internal conditions, the storm and the rough sea can't be controlled. They are a part of being a sailor and navigating. To learn the art of navigating involves directing the attention towards the wind's direction, its force and its effect on the sea, and being attentive to emergence of the storm, knowing that it forms part of the sailor's life. This also involves knowing how this situation affects us and how it can generate internal stress. We need to learn to stay there, in contact with our discomfort and perform actions adjusted to the present weather conditions (e.g., In light of faint headwind, we take up the oars and, even if it's tiresome, we row. If the wind is favorable, we raise the sail to help the navigation. If the wind comes sideways, we zigzag navigate to advance towards our destination).

There is a triple objective in the module 2. On one hand, to approach the process of augmenting the perceptive abilities- exteroceptive (perception of external events through our senses), interoceptive (perception of internal events such as our thoughts and emotions) or proprioceptive (bodily sensations generated as result of thoughts or emotions such as pain, lack of air, etc.). Practices included in the module allow to influence the mechanism of regulating the attention (direct the attention, maintain the attention, change the focus of attention).

Noticing what happens inside oneself will help us differentiate the tension level, and other sensations, such as catastrophic or pessimistic ideas that generate, etc. The differentiation is the second step in stress management. The third objective, therefore, is to learn more about those experiences that are under our control and those that are not and, consequently, attempting to control the latter will generate more problems than solutions.

SESSION 2: ME, BODY (*THE SHIP*)



The Vikings knew their crafts very well and took care of them carefully, given that they were perfectly conscious of the importance of maintaining it in optimal conditions. If we know our craft well and maintain it in perfect conditions then, even under stress, strong wind and in unknown seas we will be able to navigate equally (even if under more tension and enjoying less). On the contrary, if we don't know the ship well or don't listen to its needs, the navigation will become more difficult and will generate stress levels so high that it will transform into what we will call negative stress.

IT IS IMPORTANT TO KNOW OUR SHIP IN A DUAL SENSE:

A. KNOW THE STATE AND THE SIGNALS

The ship has its needs and it can give us signals of them. It might need fuel, oil, maintenance or simply a periodic check to make sure that everything is running well. If we don't know the ship well, if we don't intercept the signals or don't understand their meaning, if we don't respond to its needs (providing maintenance, repairing or filling it in with fuel...) we may find it difficult to achieve good navigation results and we will have stressful experiences more often.

Our ship can also experience changes (an accident, a contusion...) which may require learning how to navigate in a different way- with a new sail or engine or at different speed-, adapting to new circumstances.

To pay attention to the needs and the signs our body sends us and to devote time to activities it needs (maybe a fresh juice to supply vitamins, maybe more movement or maybe nourishing food to give it fuel...), will be important to maintain the ship in optimal conditions to navigate under any conditions.

B. KNOW THE FUNCTIONING MECHANISMS

If we went out sailing with another ship we don't know well, we would be stressed, preoccupied and, probably, scared. If we had to travel on its board all across the ocean, we might feel uneasy if we don't understand the ship. Sometimes, we don't know how to navigate our own ship- we don't know how to read or handle what we experiment internally during prolonged periods of time. In those moments we don't know what to do, we feel overwhelmed. This is why we will start by distinguishing the internal experience connected to our body in order to favor the recognition of the internal impact of stress.

This session starts with working on the contact with bodily experience through spatial awareness, feeling our own space, that is to say our body in relation with the external space- the chair, the floor, the ceiling. All this will, step by step, raise awareness of the body posture. Following, instructions are given to explore one's own physical sensations. Participants are asked to move their attention from one part of their body to another. The goal is to intentionally move the focus of attention between different parts of the body and, at the same time, explore the physical sensations present in each body region (the level of tension, feel if it's appropriate for a position in question or is too high or too low).



The objective is for the participants to connect with their bodily sensations in a new way.

SESSION 3: ME, MIND (*WEATHER CONDITIONS*)

To learn to see and read the weather conditions at any moment is important for a sound navigation. It is the first step to a good relation with it. It involves the following questions: In which direction does the wind blow? How to navigate with different types of waves? What is a storm and what are its elements? It is a clue to learn to differentiate the intensity of the waves and the sea.

The impact of stress can be identified in the internal experience, by observing our mind's functioning.

There are stressful internal experiences that, in occasions, help us to navigate (we are able to finish a project; we can be effective in a short space of time; we concentrate and find creative solutions to situations). On other occasions thoughts and feelings such as not knowing what to do, insecurity, incapacity or self-criticism can appear and make the navigation more difficult. Ample knowledge of the working mechanisms of the mind is essential to function effectively under any weather conditions.

The next step of the program is to develop the total conscience of breathing. The aim is for the participants deepen in the use of breathing as an anchor where to go back when your mind gets distracted, remaining open to experience, whatever the experience is.

This way we reach an impartial knowledge of the functioning of the mind and its connection with the life/ history of the person.

In this session, we foster passing from an “acting” mode to a “being” mode. In other words, we pass from a “problems solution”- fight the storm- mental mode to a “being in the problems”- being in the storm- mode.

SESSION 4: FIRST STEPS (*WE GO OUT SAILING*)

Once we have learnt to read the weather conditions, we now try to encourage the practice of identifying those conditions in different areas of life. That is to say, to observe those conditions (thoughts, emotions and sensations) present in day-to-day and foster their differentiation.

We continue to emphasize breathing and other physical elements that serve as an anchor to take us back to the present moment. The goal is to generalize the practice by, on one hand, introducing exercises to direct the attention to different points and, on the other



hand, adding a brief exercise (3 minutes break to breath) that can be done in any context and will help to realize the navigation conditions at the very moment.

This exercise also intends to create a habit so that, whenever a difficult situation arises, the person will, first thing, move her attention and her conscience towards herself. That is to say, not letting herself be taken away by the harsh weather and dedicating a few minutes to become aware of the internal and external changes and to one's own relation with the situation at stake.

AUTHORS COMMENT: *This session contains exercises addressed at working on the differentiation between what is experienced through the senses and what is experienced mentally. What is experienced through the senses can lead to an instinctive reaction of escaping/avoiding a bigger harm- for example, when we get our hand cut, we automatically take it back; on the contrary, there is no need of this kind of reaction with regard to mental experiences which do not literally burn or cut the individual. Likewise, the experiences perceived through the senses can be much bigger than we are, just like the walls of the room we are in; by contrast, in mental experiences we are the bigger ones, for example, having the mental image of that same wall.*

MODULE 3 DIFFERENTIATING MY INTERNAL EXPERIENCE AND WHAT I AM (THE COMPASS: WHERE DO I WANT TO GO)

Knowing the ship and the weather conditions is just as important as knowing where do I want to go. To identify what is my destination is extremely important because it is a reference point that will help me to assess if I am in right direction or if the severities related to stress have made me lose my way, and if this is the case, I will have to learn how to come back to the right direction.

Once I have a basic knowledge of the art of navigation, even if I have to navigate unknown seas, it is still ME who steers the ship in the direction that I value.

Module 3 intends to approach changes in the perspective of “Me”. Namely, it helps differentiate “Me as an observer” from “what is observed and felt” through various exercises including instructions to take a wider perspective. The objective is for the individual to experience that she is not what she thinks or feels.

This module also introduces the aspects of what is important to a person, that is to say, the direction of navigation/ destination and who decides that direction.

SESSION 5: WHO AM I? (ME, THE CAPTAIN)



PART 1: TRAINING THE FOCUS OF ATTENTION

In order to help differentiate the self that thinks and feels from what is thought and felt, this session introduces exercises in which the focus is no longer placed on one element of internal experience exclusively, but it goes from one element to another, following specific instructions to notice a part that is constantly present- a part in which experiences form up and are perceived (what you think and feel).

Concurrently, we intend to work on the qualities and directions that the person wants to strengthen in life (in different areas but mainly the professional area) as a way to precise life directions that will determine actions. The identification of how stress might have led the person out of her path in the past is also be addressed during the session.

PART 2: TRAVELLING IN TIME (ME AND THE TEMPORARY NATURE OF THE WEATHER CONDITIONS)

The Vikings adored the conquest and the wealth. The Viking sailors conquered third-party crafts- which often was executed in a brutal way and involved robbery. Let's imagine that a member of Viking community decides that this life form isn't in accordance with his values and he yearns for a more pacific life. Consequently, he migrates to Thailand, where the population sustains itself mainly through fishing and collaboration between family members is a basic pillar of existence. In Thailand, he still is a Viking but, if he continues conquering and stealing, he will surely run into problems. Therefore, he will have to change the means by which to sustain himself. Whereas his needs are the same, to eat and bring food to his family, what changes is the way to achieve this.

In this session we travel through different places and contexts, navigate under different conditions or act within different cultures, at all times noticing that it's *me* who's there.

This is a session intended at taking the participants to different moments in the history and through different internal experiences perceived in these moments. All this with the objective of realizing the temporary nature of internal experiences against the permanent nature of the perspective of the person who is the observer of all this. In essence, notice that what changes are the private events and not the "*me*" that perceives- which remains constant- nor the important direction chosen by me.

SESSION 6: WHAT IS IMPORTANT (*THE DIRECTION*)

Imagine the Vikings, in their keenness to conquer, going out sailing every morning and letting themselves to be carried by the wind- searching for the wind's direction and setting their course in that direction. In this case, the Vikings conquests would depend fundamentally on a pure chance- being determined by the direction the wind takes every morning- and would have nothing to do with the lands that the Vikings wished to conquer.



Can you imagine this scenario for a moment? Would *you* leave what is important to you to be determined by a mere chance? Just like the Vikings didn't leave the direction of their ships to be decided by chance, you surely wouldn't do this either with what is important to you in your life.

The objective of this session is to on the qualities or directions (values) that the person wants to embrace in her life (in its different areas and in particular in the professional) as a concretion of vital directions that will lead their actions. This way, we will work on identifying the difficult seas and winds that she can encounter on the way chosen and in which way the stress- understood as the relation of a person towards adverse weather conditions and the general navigation patterns practiced- could have separated her from the direction chosen in the past.

MODULE 4: ACCEPTING THE EXPERIENCE (SAIL WITH A STORM)

It is time to practice sailing the ship in difficult situations. Once the adverse wind and difficult circumstances have been identified, we have to learn how to lower the sail and not resist the wind, to avoid the sail's breaking. We will learn to navigate through difficult emotions and feelings or in stressful situations, potentiating a new attitude, open to noticing the wind but not resisting it. More efficient actions with the ship (the person) will emerge from this attitude, either to maintain our direction, to save energy, or to learn new techniques of navigation.

In this module, we treat the regulation of the emotions and the acceptance of the most unpleasant internal experience (thoughts, feelings, sensations, etc.).

The stress of a therapist is often associated with the fact of not performing his work in accordance with his values. This is why this module contains exercises that help the person to persist with her internal experiences without acting, to make room for and accept what is disturbing in order to preserve the actions related to the qualities that the person wants to strengthen.

SESSION 7: CREATE A SPACE BETWEEN ME AND MY EXPERIENCE (ACCEPTATION OF OWN EXPERIENCE)

This session expects to deepen in the separation of the transcendent self and the conceptual self and practice a new kind of relation with internal contents that is to say with



thoughts, feelings and physical sensations. The objective is to build a new form of relation in which there is a space between the person and her experience and in which no resistance is put against the development of the experiences. To achieve the above, several exercises are proposed, through which the person will get in contact with thoughts and sensations from an observer's perspective, making explicit the space and whatever choice one is able to make in that moment.

SESSION: 8: MOVE AROUND THE NEW SPACE AND OBSERVE THE EXPERIENCE FROM DIFFERENT ANGLES (COMPASSION TOWARDS AND ACCEPTATION OF OUR INTERNAL PAINFUL EXPERIENCE (LOOKING FOR LESS RESISTANCE))

Everything learned until now will be put in practice in this session. We will work with difficult emotions that manifest at the very moment the session takes place. The person will be prompted to open up a space for difficult emotions, realize that she is bigger than her feelings and that she is the one who can choose to act. The most unpleasant sensations will be brought out in this session. By this time, the participant already will have an important experiential grounding in relating with her thoughts and feeling in a different way.

The final goal of the above is to open a space and lead our actions to get better opportunities in the moments when we are exposed to disagreeable thoughts and feelings related to stress.

SESSION 9: SELF-COMPASSION (SAILING WITH STORM)

In this session we focus on "being open" to anything emerging in one's mind and body, regardless of its pleasant condition (about hauling down the sails). The concept of acceptance receives a special attention, meaning dealing with what we cannot control or what we can, but its control generates more problems (struggle, exhaustion, stress...) while you focus your attention on efficient actions to keep your heading. That implies facing your most intense bad weather conditions (thoughts, feelings and sensations) without judging them and rejecting any attempt to show them the way out.

MODULE 5: SUMMARIZING



SESSION10: RECAPITULATION

The objective of this session is to ensure the ever-lasting effects of the training protocol. In this final session, the protocol is evaluated and participants reflect on the practices they have liked best so far; what does mindfulness practice mean to them; how can it be useful for both, their personal life and professional activity; what kind of practices they are willing to keep performing. It is also intended for reflection on the reasons to keep practicing and for making small commitments for future practice.



PART 2 APPLICATION TO HELPING OTHERS

The objective of the second part of the course is to practice, on one hand, being a more present and client-focused professional, on the other, maintaining the direction your compass shows and, finally, making possible that with the help of your verbalizations and interactions with your clients, the latter may sail optimally, without turning themselves away from what they value.

Exercises that represent complicated situations in participants' working context are used in the sessions contained within the module. These represent ways of interaction with patients/clients in such a way as to help them:

a) Identify what the patient thinks and feels at difficult moments, b) practice acceptance (open a space to experience) c) direct the patient's attention to what is important (qualities that define the patient's life project) and motivate his actions in that direction.

MODULE 6: MAINTAINING THE TRAINING AND TEACHING TO SAIL

SESSION 11

With this session we initiate the second part of the program, in which the importance of professional interaction to teach the clients a different way of connecting with their thoughts and feelings is emphasized. The session focuses on the awareness of the thoughts and feelings that appear during the contact with people who suffer and that can be a distraction for the ideal professional development. Practices addressed at raising awareness of adverse weather conditions that appear during professional interactions are introduced. Activities are proposed with the objective of, on one hand, building up self-knowledge as a professional and, on the other hand, opening to the most troublesome feelings that may arise in the interaction. We present a series of verbalizations for use at work with clients with the objective of helping the client to create a way of relating to his distress that will not take him away from what matters to him.



SESSION 12

The central part of the session is dedicated to presenting different ways of fighting against adverse weather that can be observed in the professional interactions with people who suffer. A special emphasis is put on the practical character of these differentiations, escaping from judgements related to diagnosis and without pretending to be exhaustive. In the second part of the session, we continue with the presentation of different verbalizations that can be used in the interaction with clients.

SESSION 13

This session is intended at completing everything we have learned until now and encompassing it within an efficient interaction that helps the person suffering to interact with her thoughts and feelings in a way which will allow her realizing actions coherent with her life project. We present a complete sequence of steps necessary for changes of behavior to take place that we call “the interaction dance”.

KEEP THE SHIP IN PERFECT CONDITIONS (SELF-CARE)

The self-care section included in the first ten sessions of the training course encompasses the following premises (according to WHO recommendation):

- 1) To interrupt physical inactivity every 50 minutes.
- 2) To augment the physical activity with activities and exercises of varied duration and intensity (can be short activities of 5/10 minutes duration) carried out several times a day
- 3) To nurture social relations and act with compassion
- 4) To eat consciously and choose non-processed foods
- 5) To find good, personalized solutions for own rest and sleep
- 6) Be conscious of and look for help if you notice that you have unhealthy habits (smoking, addiction to drugs, over eating, too high caffeine ingest, etc.)



The intention is to design small documents in some of the sessions to address those areas and foster the self-care (give oneself the best opportunities). One area will be added each week, so that the participants can take little self-care steps.

STRUCTURE OF EACH SESSION

Each session contains the following elements:

- *Agenda: A sequentially organized summary of the content of the session.*
- *Practices: Practical exercises in audio format that will be completed during the session as well as between sessions.*
- *Activities: Practical exercises that will be completed during the sessions and are not to be practiced between the sessions (although the participant can do it if he or she wants). These activities are presented in two formats:*
 - *Audios (mp3)*
 - *Written exercises (word and/or pdf)*
- *Documents (pdf): Each session will include a series of written documents in which several themes will be explained and developed. These documents might refer to*
 - *Activities*
 - *Introduction to the sessions and further developments*
 - *Self-care documents*
 - *Session summary*
 - *A leaflet with activities and proposals for the week.*
- *Logbook: A brochure that will help you with the personal practice self-assessment. It is advised to fill it in in between of the sessions, along the course. You can see the logbook instructions anytime you need if you have questions about how to fill it in. In any case, there will be a reminder at the end of every practice that will encourage you to go to your logbook and briefly describe what you have become aware of during the training.*

