



THE UNIVERSITY
of EDINBURGH

Mindfulness for Clinical Educators



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Learning objectives

- By the end of this session you should be able to:
- Describe 'mindfulness' in basic terms
- Describe the benefits that a mindful approach can bring to personal and professional contexts
- Explain how these benefits can apply to medical education

How was it for you?!

So, what is 'mindfulness'?

Mindfulness: Mark Williams



Mindfulness is ...

Kabat-Zinn

“...paying attention in a particular way: on purpose, in the present moment, and without judgement”

“...the art of conscious living”

“...the direct opposite of taking life for granted”

Thich Nhat Hanh

“Most of the time we are unwittingly practising the opposite”

Bodhi

“...remembering to pay attention to what is occurring in one's immediate experience with care and discernment” ****

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Triangle of awareness

Thought

Emotion

Sensation

Awareness



What is 'mindful practice'?

Mindful practice

- Intentional cultivation of mindful awareness
- Core **formal** practices to develop skills
 - Sitting meditation
 - Walking meditation
 - Body scan
 - Gentle yoga
- Daily **informal** practice

Clinical application

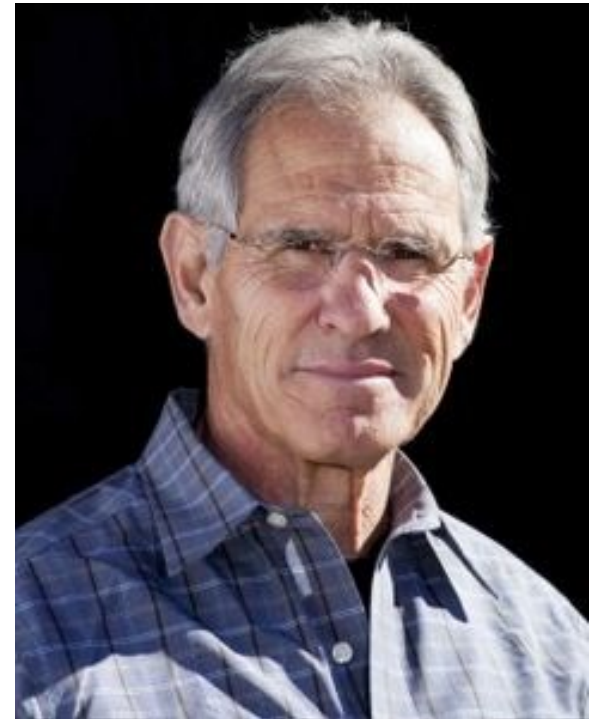
Mindfulness based interventions

- Mindfulness Based Stress Reduction (MBSR)
- Mindfulness Based Cognitive Therapy (MBCT)
- Acceptance and Commitment Therapy (ACT)
- Dialectical Behaviour Therapy (DBT)

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Mindfulness Based Stress Reduction

- 8 week programme for chronic pain in 1980's
- Regular meditation may improve how we cope with pain and emotional distress



J. Kabat-Zinn (1982)

MBSR: cancer patients

“It’s changed my mindset completely. I am much more **conscious** all the time of what I’m doing and why I’m doing it, and even if it’s not right, at least I’m conscious”

“It’s helping me to be more **aware** of the way things are....not as you wish things to be or how they were in the past”

(Dobkin 2008)

Pause and ask yourself...

What was on the last slide?

Can you remember in detail or was
your mind wandering?

MBCT: depression

- MBSR with elements of CBT
- Recurrent depression: halved relapse at 1 year
- Recommended by NICE since 2004

(Teasdale et al 2000; Piet et al 2011)

Pause and notice...

...the quality of your awareness
right now
without judging it;
simply notice

Think about your most recent
clinical encounter

Were you truly present with the
patient (or family) ?

Personal application

MBSR: helps patients by helping *us*

- In patient psychiatric teams
 - Improved team dynamics
 - More patient satisfaction

(Singh 04'04'06'09')

- Staff mindfulness training
 - Psychotherapists: meditation 1 hr /day
 - Patients did better with meditating therapists

(Grepmaier 2007)

“ my strongest experience was just being present with people... I’m confident to sit with patients/families in silence rather than filling the space with talking ”

*“ it’s not that you don’t listen, but it’s that
you’re more aware to listen ”*

*“ I think being aware of how our ideas can
influence or block their communication
[patients], or block what they are trying
to say to you ”*

Mindfulness and medical staff

- Intensive educational programme over 1 year
- ↑ mindfulness lasted for up to 15 months
- Mindfulness correlated with improved mood and empathy, reduced burnout; ($p < 0.001$)

(Krasner 2009)

Take Care of Yourself: We Need You

Rebecca S. Guest and Dean F. Bajorin, *Memorial Sloan-Kettering Cancer Center and Weill Cornell Medical College, New York, NY*

See accompanying article on page 1127

The health and well-being of oncologists is crucial to ensuring patients' access to clinicians who can provide optimal medical care. The article accompanying this editorial presents the results of a large, national survey examining professional satisfaction among working US oncologists.¹ With an eye toward the projected shortage of US medical oncologists by 2020, Shanafelt et al characterize the state of the specialty today, improving our understanding of the prevalence and impact of work-life conflict, burnout, and career satisfaction on an oncologist's work and retirement plans. This study is part of a growing body of research supporting the ethos that cancer care providers need a proper balance of work-life time commitment and sustenance in the face of growing demands for cancer care.

The results of this survey are startling. Only one-third of oncologists were satisfied with work-life balance, lower than all 24 medical specialties. Their analysis identified an association between

workforce is rapidly increasing. Women represent only 24% of oncologists in the present workforce yet constitute ~50% in oncology fellowship training. Young trainees may also be particularly susceptible to the stressors that result in burnout, irrespective of gender. Work-life balance and lifestyle are important to the younger generation, impacting medical students' choice of specialty.⁵ The older generation, a crucial source of expert patient care, professional mentorship and leadership, may be affected by personal and spousal health, existential questions about mortality, and financial and identity issues as retirement nears. Collectively, these observations imply that our nation's future cancer care needs may be in peril if we ignore or insufficiently address stress-related symptoms and burnout in our caregivers.

It is reassuring that this study identified providing care to patients

Over to you...

In pairs:

1. One person speak and the other listen.
2. Then swap roles

Time: 4 minutes each way

Educational applications

Mindfulness in schools



Mindfulness in Schools TED Talk



TOPICS:

MEDITATION

In this TED talk, Richard Burnett, co-founder of the [Mindfulness in Schools project](#), discusses the many benefits he has observed with mindfulness practices in schools. The practices include meditation,

Mindfulness in medical education

- Mindfulness in medical students
- Mindful practice by medical educators

Mindfulness in medical school

- 14 medical schools teaching mindfulness (2013)
 - Various formats
 - Monash and Rochester integrated into curricula

(Dobkin and Hutchison 2013)
- Monash University
 - Part of Year 1 Core Curriculum (5%)
 - “First study to demonstrate an overall improvement in medical student wellbeing during the pre exam period”

(Hassed 2008)*



Summary

- Definitions of mindfulness
- “Awareness” as outcome of practice
- Practices both formal and informal
- Mindfulness-based interventions
- Benefits in clinical and non-clinical contexts
- Application to medical education

Learning objectives

- Do you think you could now ...
- Describe 'mindfulness' in basic terms
- Describe the benefits that a mindful approach can bring to personal and professional contexts
- Explain how these benefits can apply to medical education



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