



Center for Mindfulness
in Medicine, Health Care, and Society



11th Annual International Scientific Conference

*Investigating and
Integrating Mindfulness
in Medicine, Health Care,
and Society*

April 17 - 21, 2013

Four Points by Sheraton
Hotel and Conference Center
Norwood, MA USA

Gathering together an international community of renowned scientists, scholars, teachers, and students participating in keynote addresses, concurrent breakouts, pre and post conference institutes, mindfulness practice sessions, roundtables, workshops, poster presentations and a celebratory gala.

Keynote Speakers:



J. David Cresswell, PhD



Barbara Fredrickson, PhD



Lynn Rossy, PhD



Ronald M. Epstein, MD



Saki Santorelli, EdD, MA



University of
Massachusetts
Medical School

Center for Mindfulness
in Medicine, Health Care, and Society
Department of Medicine, Division of Preventive and Behavioral Medicine



For more information please visit: www.umassmed.edu/cfm/conference

Dedication

This 11th annual international scientific conference is dedicated to:

The University of Massachusetts Medical School

For thirty-four years,
this great institution,
through a lineage of leaders and endearing colleagues,
has provided
the Center for Mindfulness in Medicine, Health Care, and Society
a place to stand,
engage in its work,
and
flourish in the world.

In parallel, we wish to acknowledge and honor the enduring support of:

The Department of Medicine

and

The Division of Preventive and Behavioral Medicine

Together, you have offered us a platform for clinical care, scientific research,
academic and professional education and public service
that has moved from a radical experiment
to evidenced based medicine and highly participatory, cost-effective health care
for people within the Commonwealth, across our nation, and
around the world.

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Acknowledgements

Entering our 34th year, I'd like to begin by expressing profound appreciation to the Center for Mindfulness Advisory Board Members for their enduring dedication, service and full participation in furthering the vision, values and mission of the Center for Mindfulness in Medicine, Health Care, and Society:

Vision:

An awakened and compassionate world

Values:

- Integrity
- Inclusivity
- Transparency
- Collaboration
- Clarity
- Generosity
- Rigor
- Kindness

Mission:

Explore, understand, articulate and further mindfulness in the lives of individuals, organizations and communities through clinical care, rigorous scientific research, academic and professional education and informed policy and public discourse.

Along side our Advisory Board members, over the course of these years, thousands of people and many foundations large and small have supported the work of the Center. Together, they are too numerous to name. Remaining nameless, they cast an even greater light in the world. Needing no identity, their generosity stretches forth unimpeded and unending.

Advisory Board Members:

James Gimian
Cory Greenberg
Amy Gross
Larry Horwitz
Jon Kabat-Zinn
Maria Tussi Kluge
Dennis McGillicuddy
Kristi Nelson
Tim Ryan

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Staff Acknowledgement

Over the course of thirty-four years, there has been an incredibly rich collection of people who have worked at the CFM. While too numerous to name on this page, they have steadfastly served *the work* and helped carry us to where we are today. We gratefully acknowledge their contribution and bow to them for their presence in our lives and in the lives of all those who have crossed the threshold and entered our home.

Arrayed around this chrysanthemum seal – the symbolic mandala of the Center for Mindfulness in Medicine, Health Care, and Society – are our current staff members. *They* make this conference; *they* work everyday in support of our vision, values and mission. *They* meet you on the telephone, in the classroom, in far flung places across the planet.

Please take a moment to take in their faces. If you see them behind the Registration and Information tables, in the halls and corridors, or at a dinner table, please take a moment to thank them for who they are and what they do.



Table of Contents

Learning Objectives.....	6
--------------------------	---

Wednesday April 17, 2013

A Mindfulness-Based Approach for working with High-Risk Adolescents	7
Mindful Communication: Bringing Intention Attention, and Reflection to Clinical Practice	8
How the Dharma Intersects with Mindfulness-Based Interventions: The Four Noble Truths, the Three Characteristics of Existence, and the Four Foundations of Mindfulness.....	9
Compassion and Kindness: Enhancing Capacity to Turn Towards Difficult Emotions.....	10
Remembering the Body: An Introduction to Mindful Movement.....	11
Once Upon a Present Moment: A Storytelling Workshop	12
Bringing Contemplative Practice to the Bedside in Palliative Care.....	13
The Expressive Mind: An Introduction to Mindfulness Based Art Therapy	14

Thursday April 18, 2013

Neural Mechanisms of Mindfulness: Emerging Models	15
<i>Measured and Beautiful Motion</i> : The Messiness and Relief of Attempting to Integrate Mindfulness into the Broader Society and the Emergence of a Global Community of Practice	17

Friday April 19, 2013

Integrating Mindfulness Meditation into Leader Development Practice and Scholarship.....	18
Integrating Mindfulness -best practices for training students and teachers K-12.....	18
Building a Healing Community Based in Mindfulness: Our fourteen years of experience at Duke Integrative Medicine.....	19
Current Concepts in Chronic Pain Neurophysiology: A Compelling Rationale for MBSR.....	19
Considering a Master's Level Program in Mindfulness Studies	19
Adverse Effects and Meditation-Related Difficulties: An Empirical Analysis.....	19
Effects of mindful-attention meditation training vs. compassion meditation training on brain responses to emotional stimuli in an ordinary, non-meditative state.....	19
A low-dose Worksite Mindfulness Intervention Investigating Levels of Inflammation.....	19
An integrated mindfulness program for teachers and students in educational settings	20

Technology as a Vehicle of Mindfulness	20
Mindfulness in Participatory Medicine.....	20
RESET: Mindfulness Training for Soldiers.....	20
Mindfulness training induces upward spirals of positive affect and cognition.....	20
Mindfulness Therapy for Fibromyalgia and Chronic Fatigue Syndrome: Analysis of Economic Consequences Alongside a Randomized Trial.....	20
Self-awareness, Self-regulation, and Self-transcendence: A framework for understanding the neurobiological mechanisms of mindfulness.....	20
Love 2.0: How Positivity Resonance Nourishes Health	21
Mindfulness, Stress Reduction, and Physical Health: New Brain-Behavior-Physiology Pathways.....	22
How Does Mindfulness Work – A neuroscience perspective for the MBSR Instructor/or the Non-scientist	23
Mindfulness in the Workplace.....	23
Mindfulness Measures: Gaps in the State of the Art ..	23
Mindfulness-based stress reduction (MBSR) improved mental energy and processing speed after a brain injury	23
Mindfulness-Oriented Recovery Enhancement Reduces Pain Attentional Bias in Chronic Pain Patients	23

Saturday April 20, 2013

Integrating Mindfulness into Nursing Education Programs	25
So You Want a Career in Mindfulness Research?	25
Creating A Culture of Mindfulness at a University Campus.....	26
Teaching Mindfulness Meditation in Graduate Programs: Challenges and Opportunities	27
The Pearls and Perils of Using Attention Control Groups in MBSR Randomized Trials	27
"You call this Relaxing?" Insights from a Condensed Retreat-Format MBSR Trial in Stressed Unemployed Adults.....	27
Mindfulness Practice Improves Skills of Attention Regulation and Interoceptive Awareness	27
A Randomized Control Trial of the Effects of a Mindful Yoga Program on High-Risk Adolescents.....	27
Ohm... Mindfulness as a way of improving self-care & enhancing job satisfaction	28
Talking about Death: An Inquiry into Impermanence.....	29
Innovative Approaches to Teaching Mindfulness in Higher Education	30

Quantitative and qualitative assessment of MBSR for elderly in long term care	30
Mindfulness-based Stress Reduction Program Can Help Caregivers to Improve Mental Health and Immunity – A Randomized Controlled Trial	30
Mindfulness-based stress reduction for HIV-infected urban youth: a randomized, controlled trial ..	30
Mindful Corrections: Design, Implementation & Research of Mindfulness-Based Emotional Intelligence (MBEI) Training for Prisoners and Corrections Professionals.....	31
13 ways of looking at an MBI class: The different dynamics of mindfulness groups.....	31
Does Meditation Modulate Brain Changes Associated with Dementia? A Pilot Randomized Trial in Adults with pre-Alzheimer's	31
Mindfulness based training in Parkinson's disease leads to structural changes on MRI	31
Being with patients, being with self: A no-holds-barred self-suspending leap into the other's sea	32

Sunday April 21, 2013

Bringing Mindfulness into the Acute Care Setting ..	33
Within Every Body: Teaching and Adapting Mindful Yoga	34
Mindfulness-Based Childbirth and Parenting: Mindfulness for Two Generations	35
Learning and Practicing Essential and Challenging Elements of the MBSR Curriculum: A Professional Development Day.....	36
Mindful Communication: Bringing Intention Attention, and Reflection to Clinical Practice	37
Mindfulness In Schools: How a grassroots community creation came to be	38
Lessons Learned and Novel Approaches to Teaching Mindfulness.....	39

Misc.

Continuing Education	40
----------------------------	----

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



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UMASS Medical School
Department of Medicine,
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Learning Objectives

At the conclusion of the program, the participant should be able to:

1. Review research supporting the clinical use of mindfulness-based interventions.
2. Examine in detail mindfulness-based interventional models used in the treatment of medical and psychological conditions and for health behavior change.
3. Examine the evidence from recently completed randomized clinical trials utilizing mindfulness meditation-based methods and approaches.
4. Engage in experiential learning via an array of educational institutes, workshops, and presentations.

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FULL-DAY INSTITUTE

Pre-Conference Institutes

9:00 a.m. - 4:00 p.m.

www.umassmed.edu/cfm/conference
[Table of Contents ►](#)

Wednesday April 17, 2013

A Mindfulness-Based Approach for working with High-Risk Adolescents

Sam Himmelstein, PhD, and Chris McKenna, PhD

This single-day conference institute is designed to provide an overview of the essential components of facilitating mindfulness with high-risk adolescents. The training will be geared toward professionals that work with high-risk adolescents in the group setting, although the principles presented will apply to family and individual settings as well. The 6-hour session will be divided into four sessions; with two 5-minute breaks in each 3-hour time period and a 1-hour lunch during midday. The two morning sessions will consist of an introduction to the context of employing a mindfulness-based approach with high-risk adolescents. That is, the essential qualities of the facilitator necessary to instill a mindful and receptive learning environment, along with how to create a group atmosphere that structurally adheres to a mindfulness-based approach, will be presented. The afternoon sessions will focus on specific skills (including meditations and other mindfulness-based activities) and curriculum shown to be effective with high-risk adolescents.

Mental health professionals, mental health para-professionals, and educational professionals who work with high-risk adolescents in any fashion will benefit from this conference institute. The training day will include a diverse array of pedagogical approaches: A mix between discussion, lecture, and experiential learning. Participants should expect to spend some time learning and practicing meditation techniques appropriate for high-risk adolescents.

Participants can expect to exit the training with the knowledge of the role of the facilitator when working with high-risk adolescents, specific meditation and mindfulness-based activities, and the underlying principles for sound mindfulness-based curricula development for working with high-risk adolescents in group settings.

6:30 – 7:30 a.m.
Meditation

7:30 – 8:30 a.m.
Breakfast

8:00 – 9:00 a.m.
Registration

9:00 a.m. – 4:00 p.m.
Full-Day Institutes

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



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University of
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Division of Preventive and Behavioral Medicine

FULL-DAY INSTITUTE

Pre-Conference Institutes

9:00 a.m. - 4:00 p.m.

www.umassmed.edu/cfm/conference
[Table of Contents ►](#)

Wednesday April 17, 2013

Mindful Communication: Bringing Intention Attention, and Reflection to Clinical Practice

Michael Krasner, MD

In part due to the increased complexity of medical care, health professionals are experiencing unprecedented levels of burnout, affecting their sense of well-being and quality of care. A powerful under-recognized approach to these challenges is to enhance their capacity for mindful practice, which may result in fewer errors, greater sense of presence, ability to see situations from multiple perspectives, and greater work satisfaction.

These linked full-day pre- and post-conference institutes attended separately or together, will prepare participants (health professionals) for enhanced situational awareness, interpersonal awareness, self-awareness and self-monitoring during everyday work. They utilize three “technologies:” Mindfulness, Appreciative Inquiry-based dialogues, and Narrative Medicine, and incorporate didactic, contemplative, and interactive small- and large-group methods.

At the conclusion of these institutes, modeled after a published program that has been attended by over 300 health professionals and medical educators from across the globe, participants should be able to:

- Articulate ways of enhancing self-awareness and ability to self-monitor during clinical work and teaching
- Enhance their ability to communicate effectively with patients/clients, colleagues and staff
- Introduce concepts of mindful practice to participants’ colleagues and institutions

This is a two-part offering which may be attended separately or together

Pre-conference Institute Wednesday, April 17

The first day focuses on themes of

1. The Present Moment
2. Perception and Surprise
3. Teamwork

Participants are encouraged to use clinical experience as source material for narrative development and appreciative dialogues.

Post-conference Institute Sunday, April 21

This second day, devoted to deepening meditative practice and working with challenging clinical issues in the narratives and sharing of appreciative dialogues, include themes of:

1. Stressful Communication
2. Health Professional Burnout
3. Mindful Practice and its Relationship to the Suffering Dimension in Clinical Practice

A final period is devoted to exploring the personal, clinical, and other professional applications of Mindful Communication.

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Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



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Division of Preventive and Behavioral Medicine

FULL-DAY INSTITUTE

Pre-Conference Institutes

9:00 a.m. - 4:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Wednesday April 17, 2013

How the Dharma Intersects with Mindfulness-Based Interventions: The Four Noble Truths, the Three Characteristics of Existence, and the Four Foundations of Mindfulness.

Bob Stahl, PhD

In the last 33 years Mindfulness-Based Stress Reduction (MBSR) and other Mindfulness-Based Interventions (MBI) have spread exponentially across the USA and throughout the world. Mindfulness has become very popular, a “hot item” in medicine, neuroscience, psychology, education, and business and yet at times, little is known of its origins.

This workshop will present and discuss the classic Buddhist teachings on the four foundations of mindfulness, the four noble truths, and the three marks of existence on how they relate to MBSR and all mindfulness-based interventions. This daylong will be beneficial to those teaching or aspiring to teach MBSR or any mindfulness-based intervention (MBI). It is also applicable to researchers as well as anyone who wants to broaden their understanding of traditional Buddhist teachings and mindfulness-based approaches.

Through the direct practices of the four foundations of mindfulness that are embedded in the spirit of loving kindness, you will learn how the essence of these wisdom teachings (Dharma): the four noble truths and the three marks of existence intersects and informs all mindfulness-based approaches.

This daylong will be a synergy of lecture, meditation and mindful movement practice along with small and large group discussion.

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



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Department of Medicine,
Division of Preventive and Behavioral Medicine

FULL-DAY INSTITUTE

www.umassmed.edu/cfm/conference

Pre-Conference Institutes

9:00 a.m. - 4:00 p.m.

Table of Contents ►

Wednesday April 17, 2013

Compassion and Kindness: Enhancing Capacity to Turn Towards Difficult Emotions

Florence Meleo-Meyer, MS, MA, and Chris Germer, PhD

Experienced practitioners have directly understood how attitudes such as patience, compassion, forgiveness and appreciation are intrinsic to mindfulness. Without them, our attention contracts or bounces off the object of our awareness, especially when we're dealing with difficult emotions. The qualities of compassion and kindness are often hidden strengths that can support our tolerating, and even embracing, the tough moments of our lives. And they are skills that can be learned by anyone.

This conference institute is an interactive journey into compassion and kindness, using meditation, talks, small group activities, and discussions. We will explore ways of bringing additional warmth into mindfulness practice when we need it the most, such as loving-kindness meditation.

Compassion can be practiced toward others and toward ourselves. While being an emotional strength, it also has the potential to open us to hidden, relational pain. For this reason, many practitioners have fear of compassion. What do we need to know, and how do we practice, to make compassion training both safe and transformative?

Our daylong experiential journey will take the participant from anchoring awareness in present-moment experience, to simple ways to enhance the loving quality of mindful awareness, to techniques and insights that help us meet difficult emotions and challenging relationships from a position of strength. We will touch specifically on ways of working with anger, judgment and shame, and explore the subtle practice of forgiveness.

Kindness and compassion are being actively investigated by the research community at the present time. This program will also explore what we know, and still need to know, from neuroscientific, clinical and practitioner-oriented perspectives.

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



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UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

HALF-DAY Morning Workshop

Pre-Conference Workshop

9:00 a.m. - 12:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Wednesday April 17, 2013

Remembering the Body: An Introduction to Mindful Movement

Larry Cammarata, PhD

Mindfulness educators and health professionals will benefit from attending this workshop. The aim of the workshop is to provide participants with a cognitive framework and an experiential reference for the teaching and application of mindful movement and mindful body-oriented approaches within educational and clinical settings. Skills to be developed and acquired include: facilitating mindful movement and body-centered mindfulness meditation; utilizing body awareness to increase effectiveness in the roles of educator and clinician; mindfulness strategies promoting physical/emotional stability and mind-body integration. Through lecture, dyadic interactive exercises, mindful movement practice, and guided meditations, the following topics will be covered: Ancient historical roots of mindfulness and the body; Mindful movement defined; Three components of mindful movement: intention, attention, and acceptance; A rationale for incorporating mindful movement into educational and clinical settings; Client/patient and student-centered applications of mindful movement and mindful body-oriented strategies; Brief research review; Educational and clinical applications to depression, anxiety, trauma, working with children and adolescents, and interpersonal relationships. The skill of enhanced body awareness can support the “presence” of clients, patients, students, educators, and clinicians. Mindful movement adds dynamism and energy to the processes of healing and learning, literally moving individuals towards the experience of wholeness while facilitating embodied insight. The practice of mindful movement and body awareness skills provide a necessary complement to the conceptualization that often occurs when learning about mindfulness. The presenter combines a background as a clinical psychologist, mindfulness educator, and instructor of the Chinese martial and healing arts of Tai Chi Chuan and Qigong to integrate cognitive and experientially facilitated teachings that are creative, personally and professionally relevant, and easy to apply.

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

HALF-DAY Morning Workshop

Pre-Conference Workshop

9:00 a.m. - 12:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Wednesday April 17, 2013

Once Upon a Present Moment: A Storytelling Workshop

Elisa Pearmain, MEd, MA, LMHC

In this fun and highly interactive workshop participants will hear several folktales that illustrate and open doors into aspects of mindfulness. Participants will be led through a simple process to learn without memorization, to bring to life, and to effectively tell a short folk tale. We will also explore follow-up exercises that help create bridges from the stories into our listeners personal experience. The bibliography will include detailed information on sources for finding folktales. No storytelling experience necessary.

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

HALF-DAY Afternoon Workshop

Pre-Conference Workshop

1:00 - 4:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Wednesday April 17, 2013

Bringing Contemplative Practice to the Bedside in Palliative Care

Laurie Lemieux, MD, and Mary Wallis, PhD, RN

This workshop is for professionals and volunteers working in end of life care. Palliative care is unique in that it is the only area in medicine in which the caregivers are sure to experience the same condition as their patients. This reality invites us to examine our own beliefs and anxieties about dying in order that we respond skillfully to the symptoms and suffering of the patients, their families and our colleagues. Mindfulness practices have been shown to have a positive impact on professional caregivers' burnout and suffering. By using mindfulness and other contemplative practices we can turn toward rather than away from the mysteries and unfixable problems of dying, differentiate the observing self from what is observed, so that we can stay on the "middle road" without becoming emotionally activated, accept things as they are without attachment to outcomes and use the inevitable process of change and impermanence to enable growth in the patient and caregiver. This leads to the expansion of our compassion and resiliency, which are at the core of palliative care practice.

This workshop will provide opportunity to practice specific contemplative approaches through case related discussion and meditations for both beginner and experienced practitioners. We will also provide a forum for interactive discussion for participants on how they have incorporated contemplative practice at the bedside and in the palliative workplace.

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

HALF-DAY Afternoon Workshop

Pre-Conference Workshop

1:00 - 4:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Wednesday April 17, 2013

The Expressive Mind: An Introduction to Mindfulness Based Art Therapy

Margaret Jones Callahan, MA

Our expressive mind is a source of creative intelligence that we may consciously train and teach others to develop. It leads to personal contentment and to appreciation of our daily life and of other people. Cultivating positive social and emotional health through mindfulness awareness practices and the creative process gives birth to fresh perceptions. Through experiencing our thoughts, emotions, and sensations as a continuous, ever changing, stream of events, new perspectives and insights are generated. Through contemplative art practices confidence, and the courage to express our natural creative intelligence arise.

In short talks and discussion the three stages of Mindfulness Based Art Therapy will be introduced. Using art activities, the group will focus on Mindfulness of Body to explore the senses, cultivate discernment and attunement, and explore authentic personal presence. Participants can expect to engage in art individually and in small groups as they explore mindfulness and the expressive mind.

Participants will be able to describe the three stages of MBAT, use specific mindfulness practices for developing authentic presence, and apply introductory contemplative art practices.

Educators will be able to use the skills taught in a classroom; clinicians will be able to apply them in small groups or individual settings; and leaders will be able to adapt them to work environments.

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



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UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

The John and Tussi Kluge Research Symposium on Mindfulness

8:00 a.m. - 4:30 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Thursday April 18, 2013

Neural Mechanisms of Mindfulness: Emerging Models

Symposium Chair: Amishi P. Jha, PhD

This full-day research symposium will offer a set of presentations examining emerging models from a growing scientific literature examining the mechanisms of action of mindfulness meditation training from the cognitive, affective, social, and clinical neuroscience perspectives. The influence of mindfulness training on specific structures within the brain will be highlighted. Emerging data from these investigations are setting forth a new set of hypotheses about the mechanisms of mindfulness that will be discussed. These emerging views on the mechanisms of mindfulness focus on concepts such as perception of self, meta-awareness of one's own mind, connectivity to others, and resilience to stress as windows into how mindfulness training works.

Learning Objectives:

- Examine the effects of mindfulness meditation training on attention, interoception, and intrapersonal connection and the basic mechanisms of these systems will be reviewed.
- Familiarize participants with a variety of neuroscience methods used to investigate the neural bases of mindfulness training including event-related potentials, morphometric structural changes with MRI, and functional brain changes indexed by functional MRI.
- Describe an overview of the disorder-specific benefits of mindfulness training in the context of pain, depression, and social anxiety.



Amishi Jha, PhD

Morning Presenters:

Norman Farb, PhD

Wendy Hasenkamp, PhD

Afternoon Presenters:

Eileen Luders, PhD

J. David Creswell, PhD

Amishi Jha, PhD

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



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Division of Preventive and Behavioral Medicine

Poster Session

4:30 - 6:15 p.m.

Thursday April 18, 2013

The Poster Session is an essential element of Investigating and Integrating Mindfulness-Based Interventions into Medicine, Health Care, and Society.

Posters are a great way for abstract authors to discuss their work with colleagues.

The Center for Mindfulness views these Poster Presentations as important as paper presentations.

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School

Department of Medicine,
Division of Preventive and Behavioral Medicine

Opening Ceremonies

www.umassmed.edu/cfm/conference
[Table of Contents ►](#)

Thursday April 18, 2013

Keynote Address

Measured and Beautiful Motion: The Messiness and Relief of Attempting to Integrate Mindfulness into the Broader Society and the Emergence of a Global Community of Practice

Saki F. Santorelli, EdD, MA

Social movements throughout history have radically affected the cultures and societies in which they have emerged. In this talk, I'll wonder aloud with you if the epistemologies of science, dharma and democracy are converging in service of a new social movement that is sensitizing the hearts and minds of people to one another all over this planet. Together, we'll use data from the fields of political and non-political social movements, organizational change, and developmental psychology to reflect upon this nascent emergence. The UMass Center for Mindfulness will serve as a case study to help us understand if past organizational challenges and current trials it is facing are actually reflective of developmental motion and milestones more broadly felt in our local centers and communities. As a member of this global community - a community I'd characterize as being committed to universal responsibility emerging out of a natural and direct experience of compassion, clear seeing, and altruistic action - I'd like to explore with you networking pathways needed for us to formalize new ways of being in relationship and enter more fully into the messiness and relief inherent in the co-creation of a more mindful society.

4:00 – 6:00 p.m.

Registration

6:15-7:15 p.m.

Welcome reception

7:30 – 7:45 p.m.

Opening Remarks

Saki F. Santorelli, EdD, MA

7:45 – 9:00 p.m.

Keynote Address

Saki F. Santorelli, EdD, MA



Saki Santorelli, EdD, MA

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UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Breakfast Roundtable Discussions 7:00 - 8:00 a.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Friday April 19, 2013

Integrating Mindfulness Meditation into Leader Development Practice and Scholarship

Denise Frizzell, MPA, PhD (In-Progress)

6:00 – 7:00 a.m.
Meditation

7:00 – 8:00 a.m.
Registration

Integrating Mindfulness -best practices for training students and teachers K-12

Andy Kelley, BA

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



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Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Breakout Sessions: 8:15 - 9:15 a.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Friday April 19, 2013

Presentation Dialogues

Building a Healing Community Based in Mindfulness:
Our fourteen years of experience at Duke Integrative Medicine
Jeffrey Brantley, MD, and Jeffrey Greeson, PhD

Current Concepts in Chronic Pain Neurophysiology:
A Compelling Rationale for MBSR
Carolyn McManus, PT, MS, MA

Considering a Master's Level Program in Mindfulness Studies
Nancy Waring, MA, PhD, Catherine Koverola, PhD, and Laurie Cozad, PhD

Research Forums

Adverse Effects and Meditation-Related Difficulties:
An Empirical Analysis
Willoughby Britton, PhD

Effects of mindful-attention meditation training vs. compassion meditation training on brain responses to emotional stimuli in an ordinary, non-meditative state
Gaelle Desbordes, PhD

A low-dose Worksite Mindfulness Intervention Investigating Levels of Inflammation
Maryanna Klatt, PhD, David Jarjoura, PhD, and William Malarkey, MD

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
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UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Breakout Sessions: 9:30 - 10:30 a.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Friday April 19, 2013

Presentation Dialogues

An integrated mindfulness program for teachers and students in educational settings

Trish Broderick, PhD, Diane Reibel, PhD, and Aleeze Moss, PhD

Technology as a Vehicle of Mindfulness

Steve Flowers, MA, MFT

Mindfulness in Participatory Medicine

Brant Rogers, MS, RYT, and Michael Christopher, PhD

Research Forums

RESET: Mindfulness Training for Soldiers

Jillian Shipherd, PhD, and Joanne Fordiani, PhD

Mindfulness training induces upward spirals of positive affect and cognition

Eric Garland, PhD

Mindfulness Therapy for Fibromyalgia and Chronic Fatigue Syndrome: Analysis of Economic Consequences Alongside a Randomized Trial

Lone Overby Fjorback MD, PhD

Self-awareness, Self-regulation, and Self-transcendence: A framework for understanding the neurobiological mechanisms of mindfulness

David Vago, PhD

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
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University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Keynote Speaker:
11:00 a.m. - 12:30 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Friday April 19, 2013

Love 2.0: How Positivity Resonance Nourishes Health

Barbara Fredrickson, PhD

Dr. Barbara Fredrickson's two decades of scientific research on positive emotions is foundational within the new positive psychology. She discovered that positive emotions literally change the way people's brains work, widening their awareness. According to Fredrickson's broaden-and-build theory of positive emotions, the expanded mindset characteristic of positive emotions drives people to discover and build new traits, skills, and resources, helping them to become better versions of themselves over time. Fredrickson's most recent research highlights the particular benefits of shared positive emotions. Her findings on the benefits of positive social connections have inspired her to redefine "love" as micro-moments of positivity resonance between people – even strangers. These life-giving micro-moments are characterized by (1) shared positivity, (2) biobehavioral synchrony, and (3) mutual care. In this presentation, Dr. Fredrickson will describe how the heart's capacity for positivity resonance can be measured and how loving-kindness meditation can strengthen this capacity. Her research goes further to reveal the biological upward spiral dynamics through which loving-kindness meditation improves people's physical health and promotes well-being and longevity.

Lunch

12:45 - 1:45 PM



Barbara Fredrickson, PhD

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Keynote Speaker:
2:00 - 3:30 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Friday April 19, 2013

Mindfulness, Stress Reduction, and Physical Health: New Brain-Behavior-Physiology Pathways

J. David Creswell, PhD

Mindfulness meditation has long been described as a practice that's good for your mental and physical health. One potential explanation is that these beneficial effects are explained by stress reduction pathways. This talk will describe a program of research in my lab exploring the brain and physiological basis of stress reduction in mindfulness and mindfulness meditation practices. Laboratory and intervention studies will be presented showing that mindfulness is (1) associated with improved stress-regulation via prefrontal cortico-limbic pathways (using neuroimaging), (2) reduced biological stress reactivity to acute stress challenge, (3) reduced pro-inflammatory gene expression in immune cells, and (4) improved physical health in stressed patient populations.



J. David Creswell, PhD

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School

Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Breakout Sessions: 4:00 - 5:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Friday April 19, 2013

Presentation Dialogues

How Does Mindfulness Work – A neuroscience perspective for
the MBSR Instructor/or the Non-scientist

Mike Healy, EdD Adult Education

Mindfulness in the Workplace

Marlene Samuelson, PhD, and Diana Kamilla

Research Forums

Mindfulness Measures: Gaps in the State of the Art

Cynthia Gross, PhD, and Michael Christopher, PhD

Mindfulness-based stress reduction (MBSR) improved mental
energy and processing speed after a brain injury

Birgitta Johansson, PhD, Helena Bjuhr, and Lars Rönnbäck, Prof

Mindfulness-Oriented Recovery Enhancement Reduces Pain
Attentional Bias in Chronic Pain Patients

Eric Garland, PhD

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Celebratory Gala: Dine. Dance. Delight.

www.umassmed.edu/cfm/conference
[Table of Contents ►](#)

Friday April 19, 2013

This special evening is a great opportunity for Conference participants, presenters and Friends of the Center to mingle with one another and have fun together as a community. Please join us for the cocktail reception and Gala Dinner that will feature inspiring remarks from Arthur Zajonc, PhD, President, Mind and Life Institute.

The Mark Shilansky Band will offer easy-listening jazz during dinner and switch to up-tempo for after dinner dancing. We look forward to having a wonderful time with you – please plan to join us!

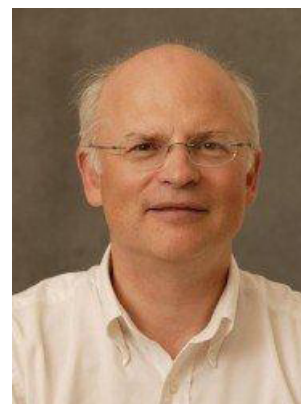
6:30 – 7:30 p.m.
Cocktail reception

7:30-11:30 p.m.
A Gala Evening

7:40 p.m.
Opening Remarks by
Arthur Zajonc, PhD:
“The Contemplative Marriage of
Love and Knowledge”



The Mark Shilansky Band



Arthur Zajonc, PhD

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Breakfast Roundtable Discussions 7:00 - 8:00 a.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Saturday April 20, 2013

Integrating Mindfulness into Nursing Education Programs

Constance Green MS, MS, Colleen Prunier MS, and
Kathleen Burger MEd, MSN

6:00-7:00 a.m.
Meditation

7:00-8:00 a.m.
Breakfast

So You Want a Career in Mindfulness Research?

Jeffrey Greeson PhD

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Keynote Speaker:

8:30 - 10:00 a.m.

www.umassmed.edu/cfm/conference
[Table of Contents ▶](#)

Saturday April 20, 2013

Creating A Culture of Mindfulness at a University Campus

Lynn Rossy, PhD

What can flower from a simple idea to create a place for students, faculty, and staff to learn and practice mindfulness? In my experience, people appeared from various departments with diverse interests to create a vital force of creativity and enthusiasm. This human synergy developed a virtual web of mindfulness that far surpassed my initial intentions. Since the formation of a Mindfulness Practice Center at the University of Missouri over ten years ago, unique offerings have been developed across many levels of the academic and clinical environments through programming, faculty and leadership training, education, and research.

Moving from an environment with little or no understanding about mindfulness to a “culture of mindfulness” can be difficult, particularly when you are sitting in the middle of the country where innovation is sometimes suspect. This presentation will discuss the barriers (from personal fears to institutional principles) and the opportunities for partnership as mindfulness has grown in acceptance by most and embraced with vigor by many on a university setting.

Learn how new media has made it possible to reach large populations of people across a four campus system as a means for extending traditional approaches of offering mindfulness. The potential benefits and challenges of offering online courses and social media messaging for touching people throughout the course of their day are explored.



Lynn Rossy, PhD

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Breakout Sessions: 10:30 - 11:30 a.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Saturday April 20, 2013

Presentation Dialogues

Teaching Mindfulness Meditation in Graduate Programs: Challenges and Opportunities

Jean Kristeller, PhD

The Pearls and Perils of Using Attention Control Groups in MBSR Randomized Trials

Shelley Johns, PsyD, ABPP, Linda F. Brown, PhD, and Kathleen Beck-Coon, MD

Research Forums

“You call this Relaxing?” Insights from a Condensed Retreat- Format MBSR Trial in Stressed Unemployed Adults

Carol Greco, PhD, and J. David Creswell, PhD

Mindfulness Practice Improves Skills of Attention Regulation and Interoceptive Awareness

Wolf Mehling, MD, Jennifer Daubenmier, PhD, and Cynthia Price, PhD

A Randomized Control Trial of the Effects of a Mindful Yoga Program on High-Risk Adolescents

Shari Miller, PhD, Denni Fishbein, PhD, and Mindy Stahl, PhD

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Workshop

12:45 - 3:45 p.m.

www.umassmed.edu/cfm/conference
[Table of Contents ►](#)

Saturday April 20, 2013

Ohm... Mindfulness as a way of improving self-care & enhancing job satisfaction

Diane Abatemarco PHD, MSW, Ruth Gubernick, and Atiera Abatemarco

The workshop will engage in mindfulness techniques with clinicians, health providers, and clinical staff to counteract the chaos of primary care that includes such issues as: complex family issues, multi-tasking (e.g. EMR), isolation, decision-making, uncertainty, not enough time and rarely enough revenue. We have conducted webinars with pediatricians and staff and will provide qualitative data on the participants' experiences of mindfulness. For many primary care physicians and staff, practice can become repetitive. Being mindful allows one to become reflective and to step back from the day-to-day routines. We will explore mindfulness as a process that enhances focus and clarity despite pressures of a busy day. We will summarize research on mindfulness for clinicians. Over 30 empirical studies have been published on the use of mindfulness-based interventions with health care professionals. Outcomes show improvements in: burnout symptoms & job engagement, distress tolerance, active listening and empathy, and nonjudgmental self-reflection and self-compassion. We will engage primary care physicians & staff in exercises that allow them to listen more carefully to patients more compassionately, and approach problems more innovatively with an open mind. Mind and body exercises are especially suited for primary care clinicians and staff, because it can counteract negative aspects of worrying, perfectionism and self-judgment common to clinicians, neutralizes power of regrets from past and fear of the future. Additionally, research has demonstrated that enhanced well-being, sleep, concentration & memory/learning from practicing mindfulness. The presenters are trained in MBSR, other mind-body methods, and quality improvement and are committed to working in primary care with a philosophy of decreasing the burden to providers and their staffs. The workshop will be didactic, integrative, experiential and will incorporate participant discussion and feedback.

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Workshop

12:45 - 3:45 pm

www.umassmed.edu/cfm/conference
[Table of Contents ►](#)

Saturday April 20, 2013

Talking about Death: An Inquiry into Impermanence

Patricia Lück, MD: MBChB, MPhil Palliative Medicine, and
Nancy Bardacke, CNM, MA

We are born on an in breath and we die on an out breath. Every moment is a birthing and a dying. In the spirit of “nothing left out” and “coming to terms with things as they are” this workshop will give participants an opportunity to use mindfulness practice to examine their relationship to death and dying, an often unexplored, avoided or culturally hidden territory.

Two professionals skilled in being with those actively engaged in the birthing and dying processes will share their personal and professional experiences and reflections in an intimate conversation about death and dying. This conversation will serve as a catalyst for workshop participants to explore their own experiences with death and dying. Through inquiry and reflection participants will have the opportunity to deepen the capacity to hold the reality of impermanence — their own, those they love, that of participants in the MBSR classroom, and all beings everywhere.

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Breakout Sessions: 12:45 - 1:45 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Saturday April 20, 2013

Presentation Dialogues

Innovative Approaches to Teaching Mindfulness in Higher Education

John Schorling, MD, Susanna Williams, PhD, and Dorothe Bach, PhD

Research Forums

Quantitative and qualitative assessment of MBSR for elderly in long term care

Aleeze Moss, PhD, Diane Reibel, PhD, and Anjali Thapar, PhD

Mindfulness-based Stress Reduction Program Can Help Caregivers to Improve Mental Health and Immunity – A Randomized Controlled Trial

Samuel Wong, MD

Mindfulness-based stress reduction for HIV-infected urban youth: a randomized, controlled trial

Erica Sibinga, MD, MHS

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Breakout Sessions: 2:00 - 3:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Saturday April 20, 2013

Presentation Dialogues

Mindful Corrections: Design, Implementation & Research of Mindfulness-Based Emotional Intelligence (MBEI) Training for Prisoners and Corrections Professionals

Fleet Maull, MA, PhD candidate, Jennifer Clarke, MD, MPH, and Jill Harrison, PhD

13 ways of looking at an MBI class: The different dynamics of mindfulness groups

Donald McCown, PhDc, MSS, MAMS

Research Forums

Does Meditation Modulate Brain Changes Associated with Dementia? A Pilot Randomized Trial in Adults with pre-Alzheimer's

Rebecca Wells, MD, MPH, Catherine Kerr, PhD, and Robert B. Wall, MDiv, MSN

Mindfulness based training in Parkinson's disease leads to structural changes on MRI

Barbara Pickut, MD, MPH

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Conference Schedule

Keynote Speaker:

4:15 - 5:45 p.m.

www.umassmed.edu/cfm/conference
[Table of Contents](#) ▶

Saturday April 20, 2013

Being with patients, being with self: A no-holds-barred self-suspending leap into the other's sea

Ronald M. Epstein, MD

The practice of medicine itself is a mindfulness practice. Nowhere in health care is this more apparent than in caring for those confronting serious and life-limiting illness. Healing relationships create shared space that promotes collaborative cognition, emotional resonance, shared presence and effective navigation through dynamic and difficult times. These situations, though, can also evoke shared distress, shared misconceptions and shutting down of possibility.

Dr. Epstein is a practicing family physician, palliative care physician, teacher, communication researcher and developer of mindful practice programs to enhance the capacity of health care professionals to provide patient-centered care. He brings his nearly 30 years of clinical experience and over 40 years as a beginning meditator to understand how mindfulness can manifest in the high-energy, complex and high-stress world of health care. A musician by training, he uses the metaphor of “turning towards dissonance” to help us understand our reactions and compassionate responses to suffering. A kayaker and lover of water still and turbulent, he uses Spivak’s metaphor of “a no-holds-barred self-suspending leap into the other’s sea” as a way of maintaining presence, integrity, balance and courage in situations in which we as healers confront patients in the extremes of life.

He will explore how mindful practice is more than contemplation or meditation – it is action in the world, with others, requiring the ability to be resilient enough to set aside that which we call “self” in order to take the plunge into the “sea” that is presented to us by those in need – whether or not it appears calm or tempestuous, clear or turbid. Dr. Epstein is the author of over 200 publications on mindfulness, self-awareness, communication, self-monitoring and shared mind in health care, and has devoted his career to helping clinicians experience greater meaning and effectiveness in their work.



Ronald M. Epstein, MD

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

FULL-DAY INSTITUTE

Post-Conference Institutes

9:00 a.m. - 4:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Sunday April 21, 2013

Bringing Mindfulness into the Acute Care Setting

Susan Bauer-Wu, PhD, RN, FAAN, and Elana Rosenbaum, LICSW

Who: Clinicians involved in patient care in acute care (hospital) settings

What: This session will provide practical skills to incorporate mindfulness in everyday work life in busy medical centers – to improve patient care and quality of life, reduce risk of errors, and enhance clinician resiliency.

Why: The fast-paced, high tech clinical environment is inherently stressful to all care providers and to patients alike. High acuity, short hospital stays, and demanding workloads pose challenges to clinicians to maintain high quality care and minimize burnout. Patients are threatened by frightening procedures, treatments, and diagnoses while feeling unwell and alone in impersonal medical institutions. A variety of mindfulness practices can be easily integrated into the everyday work life of clinicians to foster equanimity and sense of wellbeing (for both professionals and patients) amid the chaos of the acute care setting.

How: This session will be highly interactive using mindfulness exercises in small groups and dyads, and including role-play, inquiry, and large group discussion.

7:00 – 8:00 a.m.
Meditation

7:00 – 9:00 a.m.
Registration

8:00 – 9:00 a.m.
Breakfast

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

FULL-DAY INSTITUTE

Post-Conference Institutes

9:00 a.m. - 4:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Sunday April 21, 2013

Within Every Body: Teaching and Adapting Mindful Yoga

Kate Mitcheom MSN, and Lucia McBee, LCSW, MPH

Yoga is for every body! In MBSR classes, mindful yoga physically demonstrates the mind-body connection. This institute will benefit MBSR teachers who wish to increase their skill and comfort level in teaching and practicing yoga. MBSR teaching is informed by the teacher's personal practice. In this institute, participants will learn, through personal and experiential practice, the basic principles of yoga, including alignment, balance and the six positions of the spine. This personal practice will inform an exploration of yoga adaptations for broad variety of populations and environments. Through observation, personal practice, discussion and small group experience, participants will expand and deepen their ability to teach those with physical, emotional and cognitive challenges. Working with environmental challenges, such as lack of comfortable space or props, noise and temperature will also be addressed. Key factors of safety and kindness will be woven in throughout all discussion and practice.

This institute will be taught by 2 MBSR teachers who are also yoga teachers with experience in teaching diverse groups including populations with a history of trauma and abuse, and with physical and cognitive impairments. Skills taught will include breathwork, adaptations for chair bound students and those with complicated medical and/or emotional histories. Participants are encouraged to bring questions about their populations and skill set. From experienced yoga teachers to those with no yoga practice, all will benefit from this hands on institute!

Format: Instruction in principles of yoga and teaching techniques by yoga teachers, interspersed with interactive discussions, practice in small groups, and practice teaching with feedback.

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

FULL-DAY INSTITUTE

Post-Conference Institutes

9:00 a.m. - 4:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Sunday April 21, 2013

Mindfulness-Based Childbirth and Parenting: Mindfulness for Two Generations

Nancy Bardacke, CNM, MA, and Catherine Polan Orzech, MA, LMFT

Purpose: This institute is designed to introduce the Mindfulness-Based Childbirth and Parenting (MBCP) program to Mindfulness-Based Intervention instructors and perinatal health professionals. MBCP is a program that offers parents-to-be the opportunity to use the remarkably transformative time of pregnancy and the experience of childbirth to learn mindfulness skills for working with the stress, pain and fear that are often a normal part of this profound journey into the unknown. In learning mindfulness practice at this vulnerable time in the life cycle, mindfulness becomes not only a way of birthing but a lifelong resource for parenting with kindness, connectedness and care.

Institute participants will familiarize themselves with the theoretical foundations, methods, and skills taught in the MBCP program, learning ways they might address the specific needs of expectant parents.

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
 in Medicine, Health Care, and Society



University of
 Massachusetts
 UMass Medical School
 Department of Medicine,
 Division of Preventive and Behavioral Medicine

FULL-DAY INSTITUTE

Post-Conference Institutes

9:00 a.m. - 4:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Sunday April 21, 2013

Learning and Practicing Essential and Challenging Elements of the MBSR Curriculum: A Professional Development Day

Saki F. Santorelli, EdD, MA

MBSR teachers report, year after year, finding essential elements of the MBSR curriculum elusive or hard to teach. Sometimes they describe these content areas as “risky”; other times as difficult, unclear or challenging. Often enough, as a consequence, they forsake these foundational content areas or substitute them with something more familiar. While understandable, making such choices can easily undermine the underlying methodology and power of the curriculum. This institute is designed to provide you a forum to understand, practice and refine methods, skills, and challenging content areas featured in the MBSR curriculum. Grounded in experience, theory and context, the day we will be explicitly instructional, highly interactive, and oriented around learning and practicing these skills in a coherent, reflective, peer-supported professional development environment. Together, we will concentrate our learning around four elements of the MBSR curriculum: Fast/Slow Walking, Aikido-Based communications exercises, Perspective-Taking Role Play exercises and a range of Sense-Based practices that are used throughout the entire 8-week MBSR course.

We know that good teachers need support from other good teachers. This institute is designed to support the professional development of MBSR and other mindfulness-based teachers, offer a coherent format for teaching these content areas and create an ongoing community of learning and practice.

Note: While this institute will focus specifically on MBSR curriculum instruction, teachers of other mindfulness-based interventions (MBI's) are welcome to participate.

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
 in Medicine, Health Care, and Society



University of
 Massachusetts
 Medical School
 Department of Medicine,
 Division of Preventive and Behavioral Medicine

Post-Conference Institutes

9:00 a.m. - 4:00 p.m.

www.umassmed.edu/cfm/conference

Table of Contents ►

Sunday April 21, 2013

Mindful Communication: Bringing Intention Attention, and Reflection to Clinical Practice

Michael Krasner, MD

In part due to the increased complexity of medical care, health professionals are experiencing unprecedented levels of burnout, affecting their sense of well-being and quality of care. A powerful under-recognized approach to these challenges is to enhance their capacity for mindful practice, which may result in fewer errors, greater sense of presence, ability to see situations from multiple perspectives, and greater work satisfaction.

These linked full-day pre- and post-conference institutes attended separately or together, will prepare participants (health professionals) for enhanced situational awareness, interpersonal awareness, self-awareness and self-monitoring during everyday work. They utilize three “technologies:” Mindfulness, Appreciative Inquiry-based dialogues, and Narrative Medicine, and incorporate didactic, contemplative, and interactive small- and large-group methods.

At the conclusion of these institutes, modeled after a published program that has been attended by over 300 health professionals and medical educators from across the globe, participants should be able to:

- Articulate ways of enhancing self-awareness and ability to self-monitor during clinical work and teaching
- Enhance their ability to communicate effectively with patients/clients, colleagues and staff
- Introduce concepts of mindful practice to participants' colleagues and institutions

This is a two-part offering which may be attended separately or together

Pre-conference Institute Wednesday, April 17

The first day focuses on themes of

1. The Present Moment
2. Perception and Surprise
3. Teamwork

Participants are encouraged to use clinical experience as source material for narrative development and appreciative dialogues.

Post-conference Institute Sunday, April 21

This second day, devoted to deepening meditative practice and working with challenging clinical issues in the narratives and sharing of appreciative dialogues, include themes of:

1. Stressful Communication
2. Health Professional Burnout
3. Mindful Practice and its Relationship to the Suffering Dimension in Clinical Practice

A final period is devoted to exploring the personal, clinical, and other professional applications of Mindful Communication.

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

HALF-DAY MORNING WORKSHOP

Post-Conference Institutes

9:00 a.m. - 12:00 p.m.

www.umassmed.edu/cfm/conference
[Table of Contents ►](#)
Sunday April 21, 2013

Mindfulness In Schools: How a grassroots community creation came to be

Fiona Jensen, OTR/L, and Svea Hall, MS, OTR/L,
Adria Kennedy, RN, MSN

The purpose of this workshop is to describe the development of a non-profit organization working with school systems to address students' social-emotional needs via a mindfulness program. President and founder will discuss the first-hand experiences and implications of starting a non-profit through a community based approach and grassroots initiative.

School-based mindfulness curriculum development specific to this organization will be outlined as it relates to current national and international programs with children. Discussions will include the development of a sustainable outcome measurement system and systematic program evaluation process as it aligns with available school-based mindfulness research, as well as state and national educational curriculum frameworks in mental health and legislation to support social emotional learning in schools.

This workshop may be of interest to mindfulness instructors, classroom teachers wanting to bring mindfulness into their schools and communities, non-profit staff interested in learning organizational development from a grassroots perspective, clinicians interested in bringing mindfulness to schools as part of a preventative health model, and those searching for strategies to make their ideas become a reality in their communities. The workshop format will be lecture-style with intermittent experiential mindfulness lessons, as well as a concluding question/answer session.

11th Annual International Scientific Conference
Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Post-Conference Institutes

1:00 - 4:00 p.m.

www.umassmed.edu/cfm/conference
[Table of Contents ►](#)

Sunday April 21, 2013

Lessons Learned and Novel Approaches to Teaching Mindfulness

Michael Brumage, COL (R), Steven Hickman, PsyD, Lisa Brenner, PhD and Valerie Rice, PhD, CPE, OTR/L, FAOTA, COL (R)

Presenters will share the lessons learned and unique experiences gained while teaching Mindfulness within military settings. Instructors will give an over-view of providing mindfulness instruction to a military community and spotlight teaching encounters with active duty military, veterans, and DoD civilians; teaching in-person and teaching remotely (over a virtual world); as well as identifying distinct concerns of male and female active duty service members and veterans and developing community involvement. Topics include: The Surgeon Generals Guidance on Lifespace and How Mindfulness Fits within this Guidance; Teaching Mindfulness to Veterans and Demonstrating Effectiveness of Interventions; Reducing Stigma Associated by Teaching over a Virtual World; and Special Issues of Female Service Members and Veterans. This portion of the workshop will be lecture, with scenario examples. During the final 45 minutes, the Speakers open the floor for questions and answers, as well as leading a discussion designed to bring any experiences attendees have had (teaching mindfulness within military settings) into the forefront, as well. Individuals who will benefit from attending are those who currently work within military or veterans settings, those wish to do so, and those who wish to see the types of alterations and considerations that are made for particular student populations. This workshop is designed to help attendees:

- 1) Explain why mindfulness might be a 'treatment of choice' for service members and veterans,
- 2) Predict areas of concern during teaching and use suggested alterations of teaching strategies or terminology,
- 3) Identify and avoid potential pitfalls and 'triggers' during teaching,
- 4) Explain strengths of service members and veterans upon which they can build, and
- 5) Utilize opportunities for personal and community growth and involvement.

11th Annual International Scientific Conference

Investigating and Integrating Mindfulness in Medicine, Health Care, and Society



Center for Mindfulness
in Medicine, Health Care, and Society



University of
Massachusetts
UMASS Medical School
Department of Medicine,
Division of Preventive and Behavioral Medicine

Continuing Education

Psychologists

The Department of Psychiatry at the University of Massachusetts Medical School is a co-sponsor of this program. The Department of Psychiatry at the University of Massachusetts Medical School is approved by the American Psychological Association to sponsor continuing education for psychologists. The University of Massachusetts Medical School maintains responsibility for the program and its content. This program is being offered for up to 33.5 continuing education credits (CE) for psychologists.

CME Accreditation Statement

This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the Joint Sponsorship of the University of Massachusetts Medical School and the Center for Mindfulness in Medicine, Health Care, and Society. The University of Massachusetts Medical School is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Designation Statement

Physicians

The University of Massachusetts Medical School designates this live activity for a maximum of 34.75 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only credit commensurate with the extent of their participation in the activity.

Nurses

This offering meets the requirements for a maximum of 41.70 contact hours, as specified by the Massachusetts Board of Registration in Nursing (244-CMR 5.00).

Social Workers

Application has been made to the NASW for approval as a continuing education activity. To obtain verification of approval, call the sponsor at (508) 856-1671.

Licensed Mental Health Counselors

Application has been made to the MMCEP for approval as a continuing education activity. To obtain verification of approval, call the sponsor at (508) 856-1671.

Educators

The Office of Continuing Education, University of Massachusetts Medical School, is an approved sponsor of professional development for educators. This offering carries a maximum of 34.75 Professional Development Points (PDP's).

Others

Other professionals will be eligible for 34.75 continuing education hours from the University of Massachusetts Medical School.

Policy on Faculty and Provider Disclosure

It is the policy of the University of Massachusetts Medical School to ensure fair balance, independence, objectivity and scientific rigor in all activities. All faculty participating in CME activities sponsored by the University of Massachusetts Medical School are required to present evidence-based data, identify and reference off-label product use and disclose all relevant financial relationships with those supporting the activity or others whose products or services are discussed. Faculty disclosure will be provided in the activity materials.

In accordance with the Standards of the Accreditation Council for Continuing Medical Education (ACCME) and the guidelines of the Association of American Medical Colleges (AAMC), it is the policy of the University of Massachusetts Medical School to disclose whatever interest or affiliation a speaker might have with any commercial organization whose products or services are related to the subject matter being presented. Such disclosure will be made available on the day of the program.