



mindful birthing

TRAINING THE MIND, BODY, AND HEART FOR CHILDBIRTH AND BEYOND

**Certification of Mindfulness-Based
Childbirth and Parenting Teaching**

Guidance on Assessment

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Welcome

Congratulations on reaching this stage in your journey as a Mindfulness-Based Childbirth and Parenting Teacher. Attaining readiness to submit your teaching for assessment represents a lot of hard work, dedication and service to your own practice and to the couples you have been teaching.

Contained in this document you will find the information you need to complete and submit your assessment for certification as a Mindfulness-Based Childbirth and Parenting Teacher.

Pre-Requisites

Prior to applying for the certification process, trainees will have:

- Completed Parts 1 and 2 of the MBCP online training, delivered by the Mindful Birthing Foundation. (Other training to teach MBCP will be considered on an individual basis.)
- Received a Certificate of Training to teach MBCP.
- Completed a minimum of 10 mentor sessions
- Taught a minimum of 3 full MBCP courses over a minimum of 1 year, but not more than 5 years since training.
- Completed a [pre-certification interview](#) with a faculty mentor and both agreed the trainee is ready to move forward for certification.



Assessment Process

Assessment Requirements and Process

- ❑ You must complete a **pre-certification interview** with your mentor (this should be a mentor who you have completed mentoring sessions with), to confirm that the mentor is in agreement that you are ready to move forward with the Certification process. The pre-certification interview can be requested and paid for at <https://www.mindfulbirthing.org/account/pre-certification>. The pre-certification interview rates are based on a sliding scale, depending on the participant's income. The fee ranges from \$40 to \$80 per hour and the appropriate fee will be determined by the participant, as per mentoring.
- ❑ **You will video yourself teaching a complete 9-week MBCP course.** We strongly recommend that you record a whole course even though you are required to edit and submit 3 hours of footage (see details below). There are many advantages to 'living with the camera' for the full duration of your teaching. You will be able to relax more, rather than 'perform' for the recording. You will also gain a great deal from watching yourself teach.

You must obtain the appropriate permissions from your group members (and retain these forms). Please see [Appendix F](#) for a sample of the video consent form.

During the Corona-virus pandemic we will accept a video of online teaching. This decision will be reviewed once the requirement for social distancing is passed.

See [Appendix C](#) for guidance on recording, both online and live, and submitting recordings for assessment.

- ❑ **You will submit a total of 3hrs of teaching from the same course, including:**
 - **An example of a meditation practice from MBCP with inquiry (minimum 45 minutes).**
 - **An example of teaching "The White Board" (approximately 30 minutes).**
 - **An extract of one of the ice practices (approx. 15 minutes).**
 - **Mindful movement (30 minutes).**
 - **1 hour selected and compiled by the applicant, including an example of the starting and ending of a class.**
 - **Reflective writing on the experience of teaching the class (2000 - 2,500 - words maximum).** Review our guidance on [reflective writing](#) and [submitting your summary](#).
 - **Submit an [Assessment Compliance Form](#), declaring that you meet all the assessment prerequisites, have completed all the requirements for the submission process and that you have obtained permissions to record your MBCP class. This form must be countersigned by your primary mentor.**
- ❑ The videos will be reviewed by two faculty members.
- ❑ Trainees will be given feedback and either a pass or a referral to resubmit.
- ❑ If the assessment is referred, the trainee will be offered feedback and will resubmit parts of the video, with further reflective writing on the referral process (approximately 500 words). Please see the [assessment criteria](#) for more details.



Cost of Submission for Assessment

- ❑ First submission \$300
- ❑ Resubmission \$100 (using discount code RESUBMIT at checkout on the website)

Submission of Reflective Writing Summary

Remember your reflective writing is providing your assessor with information about your personal development and skill as a teacher.

Only the teaching is directly assessed but it is important for the assessor to have some contextual information about your teaching and program to enable the assessment process.

The focus of your journal summary/reflective writing is the **transition** you have experienced from being a mindfulness practitioner to becoming a mindfulness teacher, and your continuing development as a teacher. This is often a rich and complex journey, as your relationship with mindfulness changes from personal experience to a shared experience between teacher and learners, and there may be deepening of your personal practice and teaching skills as you gain insights into guiding others to cultivate mindfulness in their lives.

Write a brief introduction to the course you have recorded for assessment. Include in your introduction:

- An explanation of the context of your teaching (e.g. are you a midwife or health provider, or teaching as a private teacher or perhaps a doula?)
- A brief outline of how you conducted your intake process.

Try to include:

- An overview of your context for teaching, and a brief account of your journey to this point.
- Some description of your current personal meditation practice, its challenges and delights.
- One or two experiences which stand out as formative for you – these might be during training, retreat, teaching, mentoring, etc.
- Reflection on your learning from training and mentoring.
- An example of your experience of engaging with mentoring.
- Example(s) of challenge(s) you encountered.
- Discussion of any professional or ethical issues that arose in your teaching.
- Discussion of any issues of Equality, Diversity, and Inclusivity (EDI), you have encountered during training and/or teaching and how you have, or might, approach them.



Guidance on Reflective Journal Writing

The purpose of the reflective writing requirement for the certification process is to allow you to explore some of the important **insights and discoveries** that you have encountered along your teacher training journey.

A journal is intended as a vehicle for a personal reflection on the issues and processes you experience during your personal day-to-day practice, and during training and teaching. It will also serve as a record of any changes you may notice in your awareness, perceptions or behavior as you continue the process. You can use the reflective journal as a precision tool for drawing out what you are experiencing and catching and exploring the issues that arise.

The reflections should be centered on your **direct experience**, including all areas of your experience: physical sensations, emotions, thoughts, and actions or impulses. This, mostly internal experience, can be clearly and fully described in writing, so that your internal process is made apparent. Investigating in this way will also allow you to explore in writing the **effects of bringing awareness** to your experience, and how you relate to it. This level of reflection in turn can lead to **identification of patterns** of habitual experience and understanding of different ways of working with these. Reflection is a skill that we can all usefully hone. It is a part of our mindfulness practice which slowly and steadily moves us towards clear seeing of the complicated web of our experience as it unfolds in each moment.

We encourage this process to be as **open and unedited** as possible, bringing the qualities of acceptance and curiosity into your reflections and letting go, as best you can, of judgements that arise for you. Let go of any need to make formulations, engage in analysis or draw conclusions from what arises for you. Simply notice what is there and make a note of it.

A journal can be invaluable in bringing **increased awareness** to your personal development and may also extend beyond this, helping you reflect on the on-going dialogue between you as practitioner and you as teacher. Journaling supports the **integration** of your own practice into teaching, as well as integrating the experiences you encounter in dialogue with your class participants. All this adds to the rich tapestry which will deepen your skills and nourish your intentions for teaching.

Some questions to consider:

- What has ignited me during the practice? How was I aware of this?
- What has been particularly challenging?
- What has been my experience of beginning to teach?
- How has my practice informed my teaching and vice versa?

Please remember these journals are completely confidential. No one but you reads them, so be totally honest with yourself. *You can choose which elements to include when you come to submit your summary for the assessment.*



Submission of Your Application and Recordings for Assessment

Submission of your application must be made via the Mindful Birth and Parenting Foundation website (<https://www.mindfulbirthing.org/account/certification>). Complete the application form, submit and pay the fee. First submission is \$300, and resubmission is \$100 (using discount code RESUBMIT at checkout on the website).

Then submit your recordings, reflective writing, signed permissions for class recordings and a compliance statement via the personalized Google Drive link you will be sent via email.

Please ensure that your recordings are of sufficient quality to be easily seen and heard by the assessor. Please also ensure that they include the elements required for the assessment.

- An example of a meditation practice from MBCP with inquiry (minimum 45 minutes).
- An example of teaching “The White Board” (maximum 30 minutes).
- An extract of one of the ice practices (approx. 15 minutes).
- Mindful movement (30 minutes).
- 1 hour compiled and selected by the applicant, including an example of the starting and ending of a class.

If you are recording live please, do your best to keep only yourself as the teacher in shot and try to **avoid any identifiable recordings** of your class participants. It should be possible to hear the class, but not see them. If you are recording an online class then this is not an option, and it should be made clear in the video consent forms that individuals will be identifiable. Please see [Appendix C](#) for more guidance on submitting good quality recordings.

Assessment Process

Your reflective writing and recording will be assessed by two members of faculty. Your recording of teaching will be assessed using the MBI-TLC. **For this assessment you will be required to reach a minimum level of ‘Advanced Beginner’ in all 6 domains and ‘Competent’ over at least 5 out of the 6 domains.**

See [Appendix A](#) for the MBI-TLC assessment sheet.



- **Some information about the MBI-TLC**

These assessment criteria are intended to enable the teaching of Mindfulness-Based Interventions (MBIs) to be assessed for adherence and competence. The MBI-TLC has been developed since 2008, in the context of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) programs in the UK, and in this context MBIs refers to 8-week programs that have clearly evolved from MBSR.

The criteria have been developed primarily to respond to a range of contexts in which the competence of a mindfulness teacher is a central question. They are also used by trainers and supervisors as a developmental tool to offer clear feedback to trainees and pointers for development, in this way they can also be used as a guide for self-assessment.

One cannot expose oneself to the rigor of being assessed, including self –assessment, without experiencing some vulnerability, so this work asks for **deep sensitivity and respect** from all of us involved in it. In all contexts, nurturing your development as a trainee teacher is the core issue of concern. It is important to **bring awareness, kindness and patience** to the process of learning and to use the self-assessment tool skillfully in the service of self-development rather than self-judgment.

*The purpose of the MBI-TLC in this context is as a guide for trainees to your progress in development of skills and areas for further development; to give a **common language between trainee, mentor, and supervisor**; and to provide a structure to the evidence required to ascertain teaching competence. We recommend that you reflect personally, and with your mentor, on the domains within the teaching process, exploring your strengths and learning needs.*

- **Principles to bear in mind when using the assessment criteria**

In assessing competence using these criteria, trainees should bear a number of principles in mind:

- The scaling assumes that competences develop over time, moving towards greater competence with training, practice, and feedback.
- The descriptors of competency within a domain are progressive – i.e., higher level skills include skills already described in previous bandings.
- The MBI-TLC domains are not ranked in any order of importance, but some are more substantial than others – i.e., there are a greater number of features to take into account.
- The MBI-TLC domains describe processes, which are at play throughout the teaching. At any one moment several domains will be in action. For example, during the teacher-led dialogue which follows a mindfulness practice, Domain 1 will be relevant (appropriateness of the contents of the themes that are being drawn out, pacing of the session); Domain 2 will be relevant (the relational aspect of the conversations); Domain 3 will be relevant (the embodiment of mindfulness during the inquiry process); Domain 5 will be relevant (the quality of the teaching process inherent within the dialogue); and Domain 6 will be relevant (the quality of awareness and



responsiveness to the group process during the dialogue).

The skills and processes represented by the domains are all **highly interconnected** with each other making it challenging to discriminate what skills are being demonstrated within each domain

For the full text MBI-TLC please see: <http://mbitac.bangor.ac.uk/mbitac-tool.php.en>

Achieving Certification

CONGRATULATIONS - you are now a Certified MBCP Teacher. You can call yourself this on your advertising, and you will be acknowledged as a Certified MBCP Teacher on the Foundation website - <https://www.mindfulbirthing.org/>.

You will receive a certificate and a transcript that will give details of all the training and teaching experience you have completed in order to achieve Certification status.

Post Training Development

Training to teach mindfulness-based approaches can be considered to be a life-long undertaking; training and development doesn't end with a certificate of teaching competence. For as long as we are teaching, we all continue to develop and deepen our skills and understanding.

These are some ideas to support your further development:

- Annual attendance 5-day (or more) retreats.
- Regular mentoring, both peer mentoring and engaging with senior teachers.
- Further training as appropriate. e.g., Workshop on the inquiry process and group process.



Appendix A - Assessment Sheet & Criteria

1. MBI-TLC Assessment Sheet

Domain	Key features	Incompetent	Beginner	Advanced Beginner	Competent	Proficient	Advanced
1. Coverage, pacing and organization of session curriculum	<i>Authenticity and potency Connection and acceptance Compassion and warmth Curiosity and respect Mutuality</i>						
2. Relational skills	<i>Present moment focus Present moment responsiveness Calm and alertness Attitudinal foundations Person of the teacher</i>						
3. Embodiment of mindfulness	<i>Language – precise and spacious Key learning for each practice available Elements to consider when guiding</i>						
4. Guiding mindfulness practices	<i>Language – precise and spacious Key Learning for each practice available Elements to consider when guiding</i>						
5. Conveying course themes through inter-active teaching	<i>Experiential focus Layers within the inquiry process Conveying learning Teaching skills Fluency</i>						
6. Holding of group learning environment	<i>Learning container Group development Common humanity Leadership style</i>						
Notes/Comments							



2. Mindfulness-Based Interventions – Teaching Assessment Criteria: Sheet 2

Domain	Teaching Strengths	Learning Needs
1. Coverage, pacing and organization of session curriculum		
2. Relational skills		
3. Embodiment of mindfulness		
4. Guiding mindfulness practices		
5. Conveying course themes through interactive teaching		



Appendix B - Good Practice Guidelines for Mindfulness Teachers

We don't yet have a global Good Practice Guidelines for Mindfulness-based teachers. However, these Good Practice Guidelines (GPGs), first developed in the UK, have been adopted by mindfulness teacher communities throughout the world and are generally recognized to be the gold standard. At the Mindful Birthing Foundation, we aspire to deliver training and to maintain teaching standards that are in line with these Good Practice Guidelines. <https://bamba.org.uk/teachers/good-practice-guidelines/>

UK Good Practice Guidelines for Teaching Mindfulness-Based Courses.

These guiding principles have been developed to promote good practice in teaching mindfulness-based courses. Mindfulness courses are intended to teach people mindfulness in ways that can help with physical and psychological health problems and ongoing life challenges. These guidelines cover secular mindfulness-based programs taught in mainstream settings, normally over eight weeks. These programs are:

Informed by a clear rationale; teacher-led; have been developed to be scalable; have a set curriculum, typically at least eight sessions with 30 – 45 mins daily home practice, incremental development and experiential learning; and have a clear commitment to be evidence-based. Hence, the courses covered by this Good Practice Guidance for teachers include but are not limited to those courses listed in Appendix 1 below.

A teacher of mindfulness-based approaches should have the following:

A. Mindfulness Based Teacher Training

1. Familiarity through personal participation with the mindfulness-based course curriculum that they will be learning to teach, with particular in-depth personal experience of all the core meditation practices of this mindfulness-based program.
2. Completion of an in-depth, rigorous mindfulness-based teacher training program or supervised pathway over a minimum duration of 12 months.

B. Training or background required in addition to mindfulness-based teacher training

1. A professional qualification in mental or physical health care, education or social care, or equivalent life experience, recognized by the organization or context within which the teaching will take place.
2. *Knowledge and experience of the populations that the mindfulness-based course will be delivered to, including experience of teaching, therapeutic or other care provision with groups and/or individuals, unless such knowledge and experience is provided to an adequate level by the mindfulness-based teacher training itself. An exception to this can be when teaching with the help of a colleague who knows well the population to whom the course will be delivered and has a relevant qualification. They would also need to have an understanding of mindfulness-based approaches.*



The following, point 3, is an addendum that applies to MBCP only:

3. When teaching MBCP, knowledge of the birth process is expected. Teachers who do not have a perinatal professional background, are expected to engage in further training. e.g. doula or childbirth education training. MBPF is currently (2020) developing a module that will fulfill these criteria, and until that is available it is important to find other training that will meet this gap in knowledge. It is also important to attend births if at all possible.

C. Ongoing Good Practice Requirements

1. Commitment to a personal mindfulness practice through:
 - daily formal and informal practice
 - participation in annual residential teacher-led mindfulness meditation retreats with significant periods of silence
2. Engagement in processes which continue to develop mindfulness-based teaching practice:
 - ongoing contacts with other mindfulness practitioners and teachers, built and maintained as a means to share experiences and learn collaboratively and
 - regular supervision with an experienced mindfulness-based teacher including: i. opportunity to reflect on/inquire into personal process in relation to personal mindfulness practice and mindfulness-based teaching practice ii. receiving periodic feedback on teaching through video recordings, supervisor sitting in on teaching sessions or co-teaching with reciprocal feedback.
3. A commitment to ongoing development as a teacher through further training, keeping up to date with the evidence base, recording and reflecting on teaching sessions, participation in webs forums etc.
4. Adherence to the ethical framework appropriate to the teacher's professional background and working context.

Appendix 1: List of Courses

- Mindfulness Based Stress Reduction (MBSR) (www.umassmed.edu/cfm)
- Mindfulness Based Cognitive Therapy (MBCT) (<http://mbct.co.uk/>)
- Breathworks (www.breathworks-mindfulness.org.uk)
- Mindfulness Based Living Course (MBLC) (www.mindfulnessassociation.net)
- Mindfulness Based Childbirth and Parenting (MBCP) (www.mindfulbirthing.org)
- Mindfulness Based Relapse Prevention (MBRP) (www.mindfulrp.com)
- Mindfulness Based Addiction Recovery (MBAR) (www.valeriemason-john.com/mindfulnessbased-addiction-recovery)
- Mindfulness for Life (www.youthmindfulness.org/)
- Mindfulness-based Cognitive Therapy for Life (MBCT-L) (www.oxfordmindfulness.org)

It is also hoped that teachers of lower intensity mindfulness-based courses such as the Finding Peace in a Frantic World course will work towards these guidelines.



Appendix C - Guidance for Recording for Assessment

Hints and Tips:

As you will be submitting recordings of a total of 3 hours of teaching from the same course, it is essential that you prepare for this by practicing recording yourself teaching. This will ensure that you have the technological skills and are also prepared for any psychological effect of being recorded, which can affect your teaching initially.

A great tip is to get some help! If you've never used a video camera before, find a friend or colleague who has and will give you some help and advice – perhaps even lend you a video camera to practice with.

Your submitted recordings **must** allow the assessor to see you well, and to hear both you and your participants clearly; if they do not, your recordings will not be marked, and you will have to defer your portfolio submission to resubmit (with a resubmission fee); this would mean recording and submitting another course, and rewriting your critical reflection based on your resubmitted course.

Recording Online Classes

- **Zoom Recordings**

We currently accept a video of online teaching. One platform that can be utilized to hold and record your online classes is Zoom (www.zoom.us). For guidelines to utilize Zoom for running your online classes, please see the [Guidance and Resources for Teaching Mindfulness Online](#) on our website. Zoom provides full tutorials for running and recording meetings on their website.

Recording In-Person Classes

- **Camera:**

Pick the right camera. If you're buying a digital video camera, it needs to have good sound, and a reasonably clear picture (don't worry too much about pixels - if it's a fairly recent digital camera, it will be good enough). You don't need to spend a lot of money these days. And you can also purchase an external tie clip microphone to give you good sound, or use a boundary microphone, which is ideal for picking up sound from a bigger radius (omnidirectional). Don't forget to make sure your camera has all the connectors it needs to transfer your footage to your computer, or memory sticks! It is also worth either purchasing or borrowing a tripod.

Be aware that if you are planning to record this on a standard camera which has video capability, that there is a **restriction of 29 minutes 59 seconds** on most cameras for recording video. This is because any longer than that would have the camera classed as a video recorder and so subject to a higher tax in the EU. There are ways around this limitation, but they can be technologically challenging. You can find more information in this [article](#).



- **Software:**

There are lots of different types of software available on the Internet to convert your media to an appropriate format. In most cases the computer will come with software to do this. There are more advanced software packages out there that can be purchased. There are also quite a lot of free downloads for PCs – have a look around. OpenShot for Windows and iMovie for Mac are both free products, which will allow you to easily edit your movie.

If you are producing videos that are on media / memory cards, or have a camera with a hard drive, this will be ideal; media / memory cards also need to have enough memory to record 2 – 2.5 hours (depending on the length of your sessions) – or a ‘long-play’ facility on the video camera can extend the length of the recording; **remember** to initialize the card before reuse.

- **Sound:**

Make sure the sound is as good as the picture. To be assessed properly, it is **essential** that the sound is good enough for your speech to be heard clearly. The assessor also needs to hear what members of the group are saying to you, and some of them may speak quietly, or have accents that make understanding less easy – remember the assessor will not be able to see the participant’s face as you can, which makes understanding what they say more challenging. Make at least one test recording before you start teaching. As far as possible make sure there are no loud noises from outside (like construction work or groups of people talking loudly) which might make it difficult to hear what’s being said on the recording (you may need to shut windows or doors). If the sound quality is doubtful, try using an external microphone.

- **Recording:**

Put the camera somewhere stable. You don’t want the camera to fall over, or tilt, while you’re filming, so all of a sudden, your feet are being filmed! It might be worth purchasing a tripod (these are inexpensive for most cameras). Otherwise, do make sure there is a table or other surface at the right height and in the right place for you to rest the camera on.

Check where you’re aiming the camera. It may sound obvious, but it’s really important to make sure that you’re filming what needs to be seen. Remember that you are filming your interactions with your participants, and as much as possible you should be in camera view (including your whole body at least some of the time – the assessor will want to see if you’re well grounded). But **don’t** have the camera so far away that your facial expression isn’t clear. If you sit on a cushion or stool, the camera distance should ideally allow the camera to record **at least your head** while you’re sitting low down as well as on the chair. As far as possible your participants should not be in-shot, for reasons of confidentiality. You may be able to position the camera between two participants (perhaps ‘looking’ over their shoulders) on the other side of the circle to yourself. Putting the camera inside the circle is very intrusive, but too far outside can make the picture too small and the sound too quiet – find a balance that works in your situation.

If at all possible, **have an assistant deal with the camera**. An assistant (preferably one who has done the course before) may be very happy to take charge of the camera for a reduction in the course fee or a free course. They can sit next to the camera, turn it on and off, move the camera angle unobtrusively to follow you when necessary, etc. An assistant needs to know what you require, and to practice working the camera before the initial recording of a session.



Talk with your assistant about what to do when you move elsewhere than your chair – e.g. to write on a whiteboard or stand to teach a movement practice. While it can be fine to quietly redirect the camera to include e.g. a whiteboard piece of teaching, be aware of the disturbance to participants that could be caused by an assistant trying to ‘follow the action’ and make a movie! If moving the camera interrupts the teaching process, it’s OK to have the sound only recorded for short periods. It is not appropriate to have the camera follow you as you move about the room, e.g. in a walking practice, as this is often distracting for the group. One possibility for a walking meditation is for your assistant to change the camera angle so the camera is pointing at the floor, or round to a nearby wall, and only your instructions are recorded – as long as this is unobtrusive, and they remember to point it back at you afterwards! The assistant may also be able to cover the lens discreetly when participants are moving across the camera if their faces would be in view.

Be aware of **the possible effects of recording** on yourself. If you are worrying about whether the camera is working, etc., it can distract you from your teaching – a very good reason for having someone else who is reliable doing the recording. Also, you may initially feel very uncomfortable being recorded – having a sense of being watched or assessed while you are teaching can create anxiety and self-consciousness. Of course, it’s important and very helpful to stay grounded in your own physical sensations when dealing with these feelings (just as you would when dealing with any other difficulties when teaching). The more recordings of yourself you do, the less effect it will have on you – **familiarity leads to ease!** – so start recording your teaching as early as possible, and do enough to feel comfortable with it before recording the course where you are being assessed.

Also, be aware of the possible effects of recording on the group. You need to **tell your participants well in advance**, talk it through with them if they have any concerns, and organize for them to come to a non-recorded group if they are unhappy about it. Be clear with them that it’s **you** that’s being filmed not them, and why. You can use the video consent forms as part of this process of discussion and reassurance. It’s important to be clear with the participants beforehand and **make clear agreements** with them about whether and when they will be in shot – remember that inadvertent recording of participants often occurs, when they forget about the camera, or are doing mindful movement or walking. Where the camera is placed in, part of, or outside the circle can impact on the sense participants have of being a group. Usually, as long as you are relaxed and comfortable with the camera and the process of recording, your participants will accept it as part of the furniture, and will be supportive of this as part of your work; they can also see the process positively as part of ensuring high standards of teaching.

- **Practice:**

This is the most important thing of all. Test out the functions and settings on your camera **before** you start recording teaching sessions, so you can be confident that you will be able to make a good recording even if the light is poor or your speaking voice is not particularly loud. **Record yourself as much as you can** (at home while practicing teaching is one possibility). Remember that recorded teaching (preferably with some participants!) is very helpful indeed for you to watch and give yourself feedback on, and also as part of your mentoring process.

By following these guidelines, you will be able to present a professional quality recording for your assessment – much better than running the risk of not being able to be assessed, and so not passing



the certification assessment or having to do it all again! You will also most importantly be creating a very useful resource for your development as a MBCP teacher.

- **Preparing Your Video for Sending**

There are a lot of free video software programs available to edit and create a video file. **If you require assistance with preparing or editing your video for submission, the Foundation offers this as an additional service. Please contact mbcptt@mindfulbirthing.org for more information and pricing.**

Below are details for exporting and compressing video files for both Apple iMovie and Windows OpenShot, which are both free to download video editing applications.

Please make sure all recordings are good and clear. You must personally watch all recordings to ensure that they work prior to submission.



Appendix D - Guidance for Submitting Recordings for Assessment

Once you have applied for certification you will receive an email from mbcptt@mindfulbirthing.org with details of a personalized Google Drive folder where you can submit your recordings, reflective writing and signed permissions for class recording and compliance statement,

1. All submission files **MUST** be named as follows:
 - A meditation practice from MBCP with inquiry (minimum 45 minutes) in an individual video file named “[Your First Name]_[Your Last Name] – MBCP with Inquiry”.
 - An example of teaching “The White Board” (approximately 30 minutes) in an individual video file named “[Your First Name]_[Your Last Name] – White Board”.
 - An extract of one of the ice practices (approx. 15 minutes) in an individual video file named “[Your First Name]_[Your Last Name] – Ice Practice”.
 - Mindful movement (30 minutes) in an individual video file named “[Your First Name]_[Your Last Name] – Mindful Movement”.
 - 1 hour selected and compiled by the applicant, including an example of the starting and ending of a class in an individual video file named “[Your First Name]_[Your Last Name] – Class Selection”.
 - Reflective writing on the experience of teaching the class (2000 - 2,500 – words maximum) in an individual text or PDF file named “[Your First Name]_[Your Last Name] – Reflective Writing”.
 - A completed Assessment Compliance Form in an individual text or PDF file named “[Your First Name]_[Your Last Name] – Assessment Compliance Form”.

If your files do not meet the criteria defined and/or naming conventions above, they will be rejected and you will be asked to resubmit them in the correct format / naming convention.

2. Click on the link provided in the email entitled “ACTION REQUIRED: MBCPTT Certification Application”.
3. This will take you to a personalized Google Drive folder on the Mindful Birthing and Parenting Foundation Google Drive. This folder is secure and can not be accessed by anyone other than Foundation staff and you.
4. Drop all your submissions into the folder.
5. If there are any issues with your files we will let you know. As soon as your application has been fully assessed, you will be notified. This process can take some time.



Appendix E - Assessment Compliance Form

- I have completed all of the prerequisites and requirements for the certification process.
- Completed Parts 1 and 2 of the MBCP online training, delivered by the Mindful Birthing Foundation. (Other training to teach MBCP will be considered on an individual basis).
- Received a Certificate of Training to teach MBCP.
- Completed a minimum of 10 mentor sessions.
- Taught a minimum of 3 full MBCP courses over a minimum of 1 year, but not more than 5 years since training.
- Completed a pre-certification interview with your faculty mentor and both agreed the trainee is ready.

Please include any extra notes or explanations here:

Submission includes:

- I have obtained appropriate permissions from my group members and retained the signed video release forms.
- A 3-hour selection from a video of myself teaching a complete 9 week MBCP course. Selection includes:
 - An example of a meditation practice from MBCP with inquiry (minimum 45 minutes).
 - An example of teaching “The White Board” (approximately 30 mins).
 - An extract of one of the ice practices (approx. 15 mins).
 - Mindful movement (30 mins).
 - 1 hour selected and compiled by the applicant, including an example of the starting and ending of a class.
- Reflective writing on the experience of teaching the class (2000 - 2,500 – words maximum).

Signed

Date

Signature of Mentor

Date



Appendix F - Sample Video Release Form



VIDEO RECORDING INFORMATION AND RELEASE FORM MBCP Course Participants

I confirm that I have been informed that the mindfulness course in which I am participating will be video recorded as part of the on-going training and development of the instructor, who is training to teach Mindfulness-based Childbirth and Parenting with the [Mindful Birthing Foundation](#).

I understand that the course is video recorded for educational purposes, to record the work of the instructor for supervision and assessment. I understand that the camera will as far as possible be trained on the instructor, and that although my voice may be recorded, I will not be visually recorded unless I move in front of the camera. ***[Remove the last sentence if not true – e.g. if space does not allow camera to be focused only on the instructor when recording movement practice, and if recording online]***

I understand that the video recordings will remain confidential and will only be seen by the instructor and those assisting and assessing her/his academic work (tutors, assessors, mindfulness teaching supervisor, and possibly the program's External Examiner). All recordings will be stored in a secure location and will be destroyed after a 12-month period.

If I do not wish to participate in a course that is being video recorded, I have been offered the alternative of having my payment for the course returned or being put on the list for a future course which will not be video recorded. ***[Or use a different alternative for your situation, or do not include this section if not appropriate].***

I agree to take part in a course that is being video recorded, and for these videos to be used for the purposes given above. I have had an opportunity to ask questions, and any questions asked have been answered satisfactorily. I have been given a copy of this information and consent form to keep.

Pregnant Person

Full Name:

Email:

Signature:

Date:

Partner

Full Name:

Email:

Signature:

Date:



This could be an additional form if participants are willing to allow the video to be seen more widely and used for training or publicity purposes. Please use this sensitively.

PHOTO AND VIDEO RELEASE FORM

I hereby grant permission to Mindful Birthing and Parenting Foundation the rights of my image, likeness and sound of my voice as recorded on audio or video recording without payment or any other consideration. I understand that my image may be edited, copied, exhibited, published or distributed and waive the right to inspect or approve the finished product wherein my likeness appears. Additionally, I waive any right to royalties or other compensation arising or related to the use of my image or recording. I also understand that this material may be used in diverse educational settings within an unrestricted geographic area.

Photographic, audio or video recordings may be used for the following purposes:

- conference presentations
- educational presentations or courses
- informational presentations
- on-line educational courses
- educational videos

By signing this release, I understand this permission signifies that photographic or video recordings of me may be electronically displayed in an educational setting. There is no time limit on the validity of this release nor is there any geographic limitation on where these materials may be distributed. This release applies to photographic, audio or video recordings collected as part of the sessions listed on this document only. I will be consulted about the use of the photographs or video recording for any purpose other than those listed above.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agree to be bound thereby. I hereby release any and all claims against any person or organization utilizing this material for educational purposes.

Pregnant Person

Full Name:

Email:

Signature:

Date:

Partner

Full Name:

Email:

Signature:

Date:

