The effects of Compassionate Mind Training on student psychotherapists

Beaumont, EA, Rayner, GC, Durkin, M and Bowling, G

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<th>Session number</th>
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| (1) Psycho-education | • Definition of compassion  
• Student therapists were introduced to the core theoretical elements of Gilbert’s (2009; 2014) model  
• Introduction to the 3 circles model (threat, drive and soothing)  
• Discussion regarding ‘our tricky brain’. E.g., we are all prone to rumination and self-criticism  
• Introduction to Mindfulness  
• Soothing Rhythm Breathing |
| (2) Psycho-education. Developing the compassionate self | • Discussion regarding self-care and the symptoms associated with stress/burnout/empathic distress fatigue/compassion fatigue  
• Safe Place – creating a place in the mind that produces affiliative feelings  
• Developing the compassionate self - using memory and imagery to cultivate compassion  
• Exploration regarding the qualities of compassion and introduction to the fears and blocks to compassion |
| (3) Formulation. Developing the skills of compassion | • Exploration of significant life events. How early experiences impact upon how we view ourselves  
• Timeline exercise – offering compassion to the younger learner  
• Introduction to the skills of compassion  
• Compassionate letter to the self, focusing on psychotherapy practice and learning on the programme |
| (4) Using compassion to engage with self-criticism | • Exploration of the functions of self-criticism. Self-correction vs self-persecution and the impact of shame  
• Creating an internal compassionate CBT coach  
• Enhancement of compassionate thoughts from the CBT coach in relation to psychotherapy practice and learning on the programme |
| (5) CFT within the therapeutic arena | • Using Compassion Focused Therapy as an adjunct to Cognitive Behavioural Therapy  
• Research evidence surrounding Compassion Focused Therapy  
• Self-compassionate language vs self-critical - ‘the bully within’  
• Introduction to the concept of method acting  
• Self-compassion diary and acts of kindness |
| (6) Compassion as a flow & engaging with difficulties using a compassionate mind-set | • Compassion flows in three ways, from others to us, from us to others and from and to ourselves  
• Challenges to compassion. Examination of thoughts including “I’m not good enough to do CBT”  
• Using the compassionate mind to engage with angry-self, sad-self and anxious-self  
• Meditation of compassionate CBT guide to enhance compassionate thoughts |
• Creation of cue cards with compassionate statements on and reading statements using partner, mirror or phone camera
• Reflecting compassionately on practice. E.g., using a compassionate guide to set homework tasks that aim to increase self-compassion.