

- Mindfulness Practitioner -

COMPETENCY AND FRAMEWORK



INNER UNIVERSE
EDUCATION FOUNDATION

This document outlines the competency and framework to be followed by aspiring Mindfulness Practitioners. All competencies are assessed and approved by the Inner Universe Education Foundation (IUEF), India. The competencies as identified by IUEF set the standards of practice for the role of a Mindfulness Practitioner. These act as guidelines of the techniques essential to be developed in self before beginning professional practice in life. A Mindfulness Practitioner who follows the competencies, while gaining deep insights displays greater knowledge and self-awareness while partnering effectively with clients.

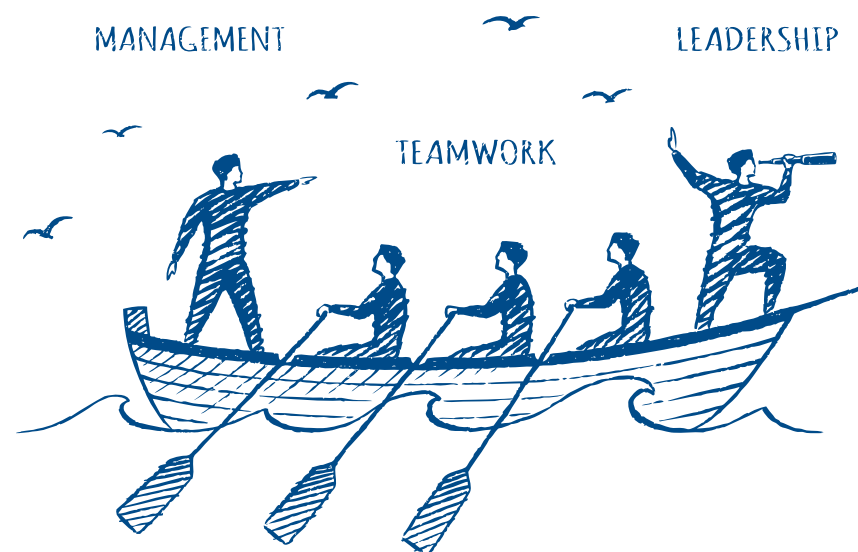
Mindfulness is a psychological and Spiritual process of evolving and growing awareness of body, mind and spirit with observing, questioning and reflecting the core of the practice. These enable a person to live in the moment, gain accountability, emotional sensitivity, and build effective communication with self, others, and the environment. It's about developing the ability to detach self from fantasies and unconscious patterns, or beliefs picked up that serve no purpose. Mindfulness works to create balance and equanimity within.

PURPOSE STATEMENT

IUEF outlines the following competency framework to display a clear description that determines the development of individuals and supports assessors to measure and evaluate the effectiveness and performance of the applicant. The competencies along with the behavior indicators set the benchmarks for Mindfulness practice.

A highly experienced Mindfulness Practitioner and/or Assessor uses the competencies to:

- Measure and evaluate the behaviors of learners; observe client behavior with higher awareness
- Ascertain levels of demonstration of the techniques in a session; abide by the techniques for effective sessions the level of performance
- Understand the effectiveness of its application to resolve increasingly complex issues
- Gauge the depth of Mindfulness practice in learners and categorize



CLUSTER- 1

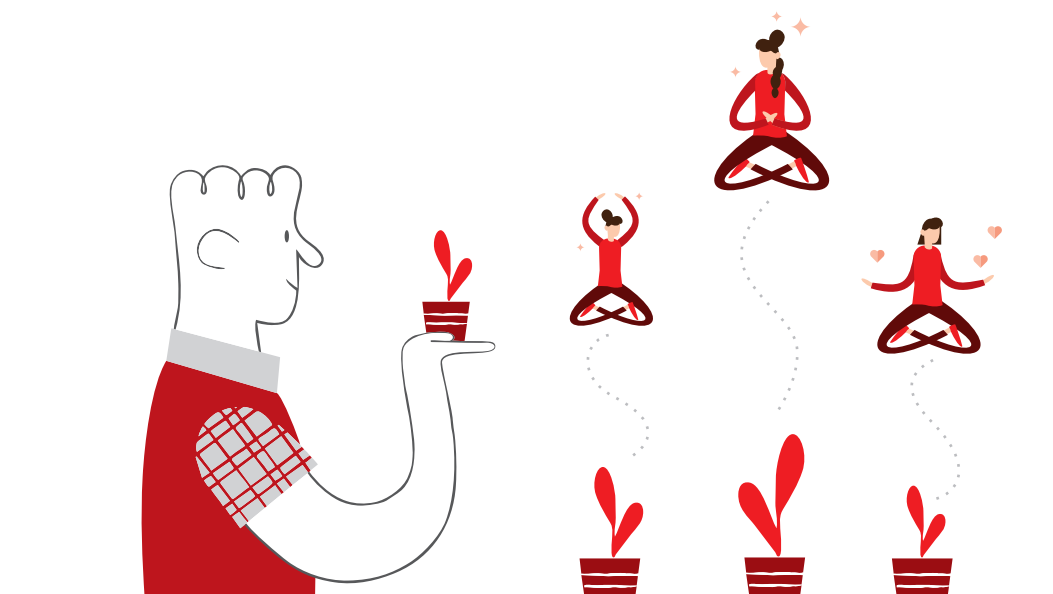
SELF AWARENESS- (30%)

DEFINITION -

Practitioner creates an environment in which self-reflection takes place by being in the present moment and noticing or perceiving (indirect or directly) to register something that is significant in a given context.

COMPETENCY- 1

Self Reflection



BEHAVIOUR
INDICATOR

1

Practitioner enables the client to **expand their frame of reference** (for e.g., how would you like to see the world tomorrow.)

BEHAVIOUR
INDICATOR

2

Practitioner **provides a space for client to wander and explore the various viewpoints** and then **expands on specific viewpoints** which get co-created in the session.

BEHAVIOUR
INDICATOR

3

Enabling the client in **learning** (behaviours, actions, situations, experience, stories, narratives, etc.) by **comparing the past and present**.

BEHAVIOUR
INDICATOR

4

Acknowledging what has worked well and what has not worked well in the process of interaction.

BEHAVIOUR
INDICATOR

5

Practitioner enables client to observe and identify the **impact of their behavior**.

BEHAVIOUR
INDICATOR

6

Creating awareness about the **clients' fears, limiting beliefs, non-functional habits**, and addressing the same.

COMPETENCY- 2

Present Moment / Presence,
Observing



BEHAVIOUR
INDICATOR

7

Bringing attention of the client to the present moment, in line with their thoughts, actions, their identity, emotions, beliefs, values, environment, competency, family system, culture, behaviours and enabling client to **recognise the power of now**.

BEHAVIOUR
INDICATOR

8

The practitioner is in the **present moment, without judgement** about the client stories, thinking patterns, etc. Further the Practitioner **suspends judgement so as to not contaminate the observation process** with the practitioners' biases.

BEHAVIOUR
INDICATOR

9

Draw the client into a moment of connection in which all **distractions** (if the client loses the context, the connect of their story and they go onto another point or something else) **disappear**.

BEHAVIOUR
INDICATOR

10

The Practitioner displays an ability to **identify learned, unconscious patterns** displayed by the client.

BEHAVIOUR
INDICATOR

11

Practitioner observes **client learning style, kinaesthetic, auditory, visual**, and uses various modes during conversations.

BEHAVIOUR
INDICATOR

12

Practitioner **checks or validates observations** continuously throughout the session and can also **tap into the previously shared memories** of the client.

COMPETENCY- 3

Commitment / Movement /
Progression / Direction /
Action / Conclusion /
Momentum

BEHAVIOUR
INDICATOR

13

Enabling the client to **detach from fantasies and unconscious patterns.**

BEHAVIOUR
INDICATOR

14

Enabling the client to find **clarity** in their thoughts, emotions and actions and **navigate chaos and uncertainty** in their system.

BEHAVIOUR
INDICATOR

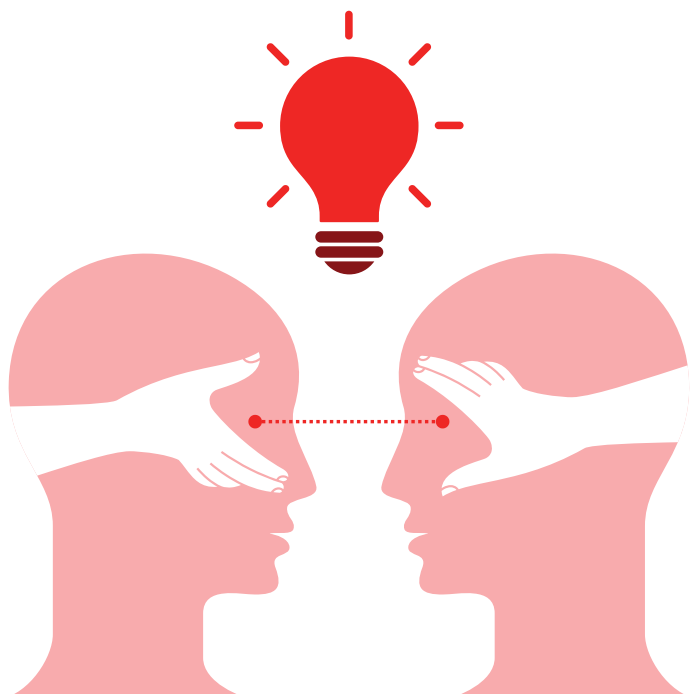
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Practitioner **creates an encounter** in which the client and Practitioner are in synchronized attention and vast amounts of **mental and emotional energy can be directed at the development** of the client.

BEHAVIOUR
INDICATOR

16

Creating an experience such that the Practitioner **creates choices which add purpose and meaning** to the client, instead of only defining action.



CLUSTER- 2

ACCOUNTABILITY- SELF, RELATIONSHIP, OTHERS, ENVIRONMENT, SITUATION (40%)

DEFINITION -

Practitioner enables the client to take accountability for ones thoughts, feelings, perceptions, actions, behaviours, consequences, etc.

COMPETENCY- 4

Self - It is defined as one person, the client and bringing accountability towards self, only me, My, I, My end.



BEHAVIOUR
INDICATOR

17

Creating awareness in the client about the current **accounting scenario**. For e.g. - how would the client like to deal with the situation differently, how does this affect the clients' beliefs, values, identity.

BEHAVIOUR
INDICATOR

18

Enabling the client to recover from difficult scenarios, **building self resilience** in the client.

BEHAVIOUR
INDICATOR

19

Practitioner is able to create a space for the client to **differentiate between self-accounting and over adaptation**.

BEHAVIOUR
INDICATOR

20

Creating **focussed thought / space or zone of accountability** in the client towards themselves and their desired outcome.

BEHAVIOUR
INDICATOR

21

Highlighting and creating possibilities about future accountability that may arise in different contexts of the client system.

COMPETENCY- 5

Relationship -

It is defined as a relation between only 2 people, not more or less. A relation with one specific individual. For example me and my mother, brother, father, partner, boss, manager, colleague, etc.

Others - It is defined as always more than 2 people, more than self and a relationship. For example me and the school, community i belong to, college, work, country, group, family, organisation, etc.



BEHAVIOUR
INDICATOR

22

Enabling the client to understand how they are **contributing to the actions** or behaviours of the other person, what is their **active participation** in the relevant relationship.

BEHAVIOUR
INDICATOR

23

Enabling the client to understand that relationships may **involve various dimensions such as head, heart, intuition, body sensations.**

BEHAVIOUR
INDICATOR

24

Enabling the client to understand how they are **perceiving the relationship** with the other person.

BEHAVIOUR
INDICATOR

25

Creating a sense of being able to **access clients' own wisdom** to care in an improved manner for others.



COMPETENCY- 6

Environment -

It is defined as the environment the client has been raised in, for example the culture, surroundings. It goes beyond individuals, others, people and materialistic things.

Situation / Context - It is particularly about a holistic situation that could involve self, relationship, others, influencing factors from the environment, culture, family, etc.

BEHAVIOUR
INDICATOR

26

Practitioner enables the client to **identify their environment (scattered, inflexible, favourable), where do they fit in that environment, what is the current climate.**

BEHAVIOUR
INDICATOR

27

Practitioner enables the client to **identify their relationship with this environment on a holistic level**, overall gamut, where they exist in the environment.

BEHAVIOUR
INDICATOR

28

Practitioner **empowers the client to bring a shift in the climate of the environment**, change clients beliefs about certain things, empowering the client to give themselves permission to break the shell, boundaries.

BEHAVIOUR
INDICATOR

29

Creating a **space** for the client to understand and make wiser judgements about **what is important and what is not**, rather than suspending judgement at this point in that current situation.



COMPETENCY- 7

Generic Accountability - It is an over encompassing part of accountability in which behavioural patterns, expectations and decisions of the client are taken into accountability for by the client.

BEHAVIOUR
INDICATOR

30

Practitioner motivates the client to **identify patterns in their behavior and outcomes that repeat over regular intervals or a long period of time** in context to their interaction with others.

BEHAVIOUR
INDICATOR

31

Creating awareness about **expectations**, of self, from relationships, from others, from the environment, community at large, expectations from the current situation.

BEHAVIOUR
INDICATOR

32

Creating a space in which the **client owns or takes responsibility for their** actions, behaviors, values, thoughts, words, etc.

BEHAVIOUR
INDICATOR

33

Enabling the client to **create strategies and arrive at the contextual and specific decisions in reference to** self, relationships, others, situations and the environment - how would the situation play out differently or how would the situation change?



CLUSTER- 3

EMOTIONAL SENSITIVITY- (10%)

DEFINITION -

Practitioner displays empathy and genuineness, builds trust and enables the client to understand emotions in an improved manner.

COMPETENCY- 8

Genuineness, Empathy, Trust And Emotions
(Emoting)



BEHAVIOUR
INDICATOR

34

Practitioner **builds trust** in the relationship with the client (by doing the following - holding the client space, intimacy space by not judging the client, being open, honest, sharing feedback with care.)

BEHAVIOUR
INDICATOR

35

Creating an **understanding of the clients' emotions, educating the client about emotions - mad, glad, bad, sad, etc.** The Practitioner is able to **create sensitivity and highlight the difference between authentic and projected emotions.**

BEHAVIOUR
INDICATOR

36

Practitioner **inquires and acknowledges about displayed emotions** in the session – e.g. – person is looking angry but underlying emotion is sadness.

BEHAVIOUR
INDICATOR

37

Creating a space for the client **where there is freedom of expression.**

BEHAVIOUR
INDICATOR

38

Practitioner is in **partnership** with the client and creates a space where they work together - Practitioner is not triggered by external reactions from the environment or any projections or transferences displayed by the client, Practitioner responds in a consistent mindful manner in any situation such as hostile clients or strong emotions.



CLUSTER- 4

PROFESSIONALISM - (10%)

DEFINITION -

Practitioner emulates ethical behavior and carries himself/herself as a Mindfulness Practitioner at all times.

COMPETENCY- 9

Ethics, Listening And Questioning
(Communication)



BEHAVIOUR
INDICATOR

39

Practitioner is aware of **ethnicity, diversity, religion, superiority, inferiority, bad and good**, etc. and refrains from preaching or showing any bias in this respect during the sessions.

BEHAVIOUR
INDICATOR

40

Assisting the client in a positive and **unattached way**, further evaluating themselves to **understand if the Practitioner is meeting the needs of the client and if not, then refer the client to the relevant individual**.

BEHAVIOUR
INDICATOR

41

The Practitioner commits to **ongoing training, learning and practice** in the field of Mindfulness.

BEHAVIOUR
INDICATOR

42

Listens **not only to facts and data but also underlying emotions**.

BEHAVIOUR
INDICATOR

43

Practitioner is being **aware of mind, heart, and gut** and taking cues from the same during the conversation.

BEHAVIOUR
INDICATOR

44

Asking **intuitive questions** in a **fluid responsive manner, open and non-directive questioning** rather than direct or abrupt manner.

CLUSTER- 5

ENABLING SPIRIT- (10%)

DEFINITION -

Practitioner creates understanding in the client of connection to something bigger than themselves. It involves a search for meaning in life, fulfils our need to have a foundation for living, a path or way of life in light of a larger context.

COMPETENCY- 10

Bringing diverse elements to experience in order to connect to body, mind and spirit.

BEHAVIOUR
INDICATOR

45

Practitioner has an ability to **identify spiritual elements during dialogues** and introduce the same in conversation.

Spiritual element definition - where there is an element of awareness, what the person means by his/her thoughts in the conversation, the systemic and essence of the conversation, the energy level the Practitioner feels, the inner alignment of the client.

BEHAVIOUR
INDICATOR

46

Practitioner enables client to **connect to their source energy by creating existential dialogues** and making the sessions more purposeful rather than goal oriented.

BEHAVIOUR
INDICATOR

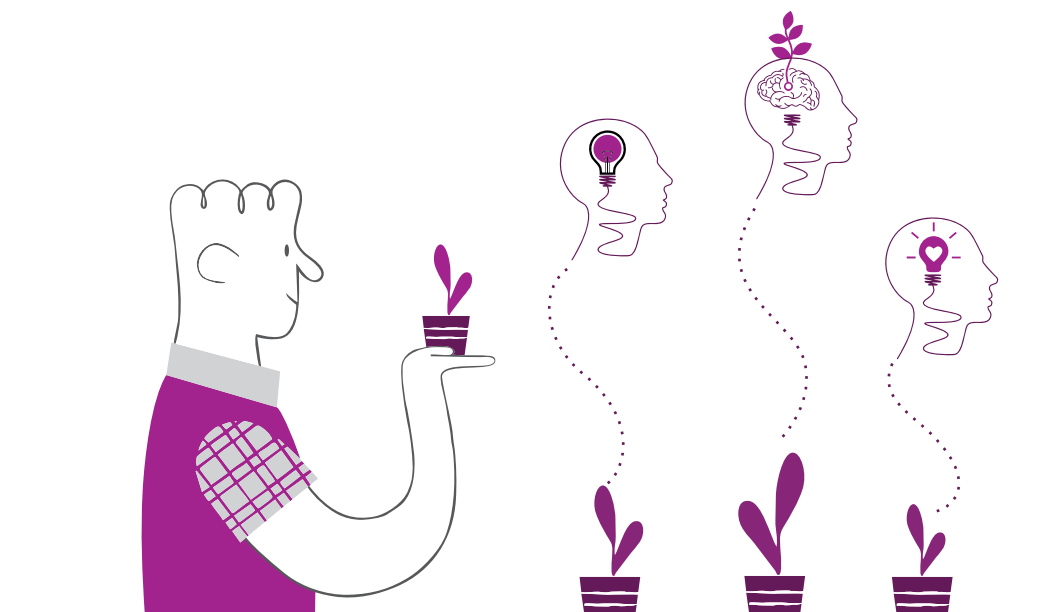
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Practitioner **encourages philosophical speculation and thinking about psychological theories** and models, in context of what is relevant for the session.

BEHAVIOUR
INDICATOR

48

Enabling the client to **find their wholeness, true selves, live life beyond transactional elements** (such as everyday logic and societal conventions) **and experience everyday joy.**



A stylized illustration of a person with a white face and neck, wearing a blue long-sleeved shirt with a grey collar and a grey and blue plaid patch on the right shoulder. The person is holding a small blue pot with a green plant in their right hand. In the background, there is a window with a white frame showing green foliage outside.

- Mindfulness Practitioner -

PROCESS OF EVALUATION

The Mindfulness Practitioner needs to display and demonstrate the competencies and behavior indicators as outlined by the Inner Universe Education Foundation (IUEF).

The Evaluation document includes a set of markers that are used for the certification process.

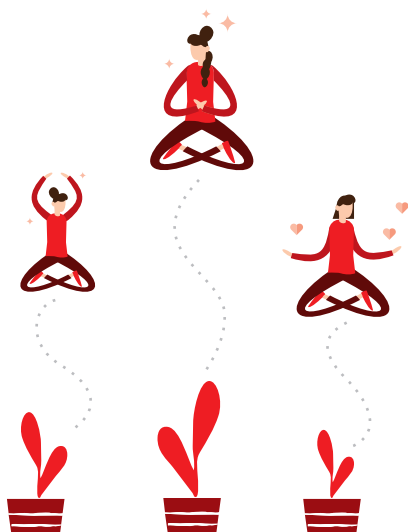
Important:

a. Behavior indicators number 27, 28, and 41 are primarily assessed on Case Study by the aspiring Mindfulness Practitioner. Your performance will be evaluated by your submission.

b. Competency 9, Behavior Indicator 39. This is an ethical indicator. A practitioner needs to display this ethical practice to ensure

c. Cluster 2 Accountability One area in the Accountability cluster may be visible at a higher level as compared to others. For example, the concept of Self may sometimes display greater weightage as compared to Relationship, Environment, and/or Situation.

CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
1. Self Awareness	1. Self- Reflection	<p>1 Was the practitioner able to enable the client to expand their frame of reference (for e.g., how would you like to see the world tomorrow)?</p> <p>2 Did the practitioner provide a space for client to wander and explore on the various viewpoints and then expand on specific viewpoints which were co-created in the session?</p> <p>3 Was the practitioner able to enable the client in learning (behaviours, actions, situations, experience, stories, narratives, etc.) by comparing the past and present?</p> <p>4 Did the practitioner and client acknowledge what has worked well and what has not worked well in the process of interaction?</p> <p>5 Was the practitioner able to enable the client to observe and identify the impact of their behaviour?</p> <p>6 Did the practitioner create awareness about the clients' fears, limiting beliefs, non-functional habits, and addressed the same?</p>	



CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
1. Self Awareness	2. Present Moment / Presence, Observing	<p>7 Was the practitioner able to bring the clients' attention to the present moment, in line with their thoughts, actions, their identity, emotions, beliefs, values, environment, competency, family system, culture, behaviours and enabled to recognise the power of now?</p> <p>8 Was the practitioner in the present moment, and display non-judgmental behavior about the client stories, thinking patterns, etc.? Further, did the practitioner suspend judgment so as to not contaminate the observation process with the practitioners' biases?</p> <p>9 Did the practitioner draw the client into a moment of connection in which all distractions (if the client lost the context, the connect of their story and they go onto another point or something else) disappeared?</p> <p>10 Did the practitioner identify learned, unconscious patterns displayed by the client?</p> <p>11 Did the practitioner observe client learning style, kinaesthetic, auditory, visual, and used various modes during conversations?</p> <p>12 Did the Practitioner check or validate observations continuously throughout the session and also tap into the previously shared memories of the client?</p>	



CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
1. Self Awareness	3. Commitment / Movement / Progression / Direction / Action / Conclusion / Momentum	<p>13 Did the practitioner enable the client to detach from fantasies and unconscious patterns?</p> <hr/> <p>14 Was the practitioner able to enable the client to find clarity in their thoughts, emotions and actions and navigate chaos and uncertainty in their system?</p> <hr/> <p>15 Did the practitioner create an encounter in which the client and practitioner were in synchronized attention and vast amounts of mental and emotional energy was directed at the development of the client?</p> <hr/> <p>16 Was there an experience such that the practitioner created choices which added purpose and meaning to the client, instead of only defining action?</p>	



CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
<p>2. Accountability - Self, Relationship, Others, Environment, Situation</p> 	<p>4. Self</p>	<p>17 Did the practitioner create awareness in the client about the current accounting scenario? For e.g. - how would the client like to deal with the situation differently, how does this affect the clients beliefs, values, identity?</p> <p>18 Was the practitioner able to enable the client to recover from difficult scenarios, and build self resilience?</p> <p>19 Did the practitioner create a space for the client to differentiate between self-accounting and over adaptation?</p> <p>20 Was there focussed thought / space or zone of accountability created by the practitioner in the client towards themselves?</p> <p>21 Did the practitioner highlight and create possibilities about future accountability that could arise in different contexts of the client system?</p>	

CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
2. Accountability - Self, Relationship, Others, Environment, Situation	5. Relationship & Others	22 Was the practitioner able to enable the client to understand how they are contributing to the actions or behaviours of the other person, what is their active participation in the relevant relationship?	
		23 Was the practitioner able to enable the client to understand that relationships may involve various dimensions such as head, heart, intuition, body sensations ?	
		24 Did the practitioner enable the client to understand how they are perceiving the relationship with the other person?	
		25 Did the practitioner create a sense of being to access clients' own wisdom to care for others in an improved manner?	

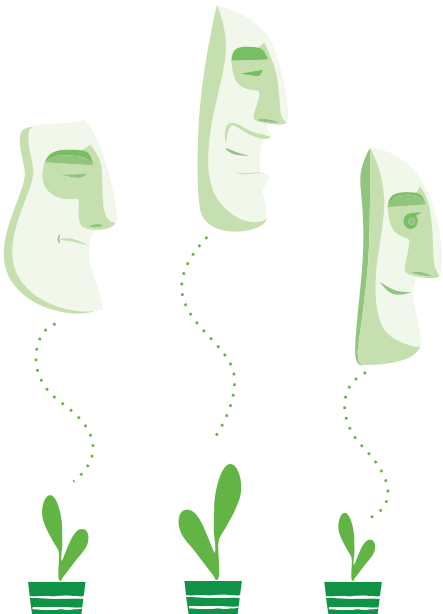


CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
2. Accountability - Self, Relationship, Others, Environment, Situation	6. Environment & Situation / Context	26 Did the practitioner enable the client to identify their environment (scattered, inflexible, favourable), where do they fit in that environment, what is the current climate?	
		27 Was the practitioner able to enable the client to identify their relationship with the environment on a holistic level , overall gamut, where they exist in the environment?	
		28 Did the practitioner empower the client to bring a shift in the climate of the environment , change clients' beliefs about certain things, empower the client to give themselves permission to break the shell, boundaries?	
		29 Did the practitioner create a space for the client to understand making wiser judgements about what is important and what is not , rather than suspending judgement in that current situation?	

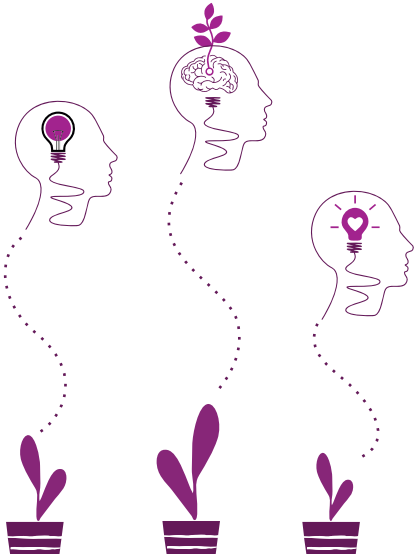


CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
2. Accountability - Self, Relationship, Others, Environment, Situation	7. Generic Accountability	30 Was the practitioner able to motivate the client to identify patterns in their behaviour and outcomes that repeat over regular intervals or a long period of time in context to their interaction with others?	
		31 Did the practitioner create awareness about expectations , of self, from relationships, from others, from the environment, community at large, expectations from the current situation?	
		32 Did the practitioner create a space in which the client owns or takes responsibility for their actions, behaviours, values, thoughts, words, etc.?	
		33 Was the practitioner able to enable the client to create strategies and arrive at the contextual and specific decisions in reference to self, relationships, others, situations and the environment?	



CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
<p>3. Emotional Sensitivity</p> 	<p>8. Genuineness, Empathy, Trust and Emotions (Emoting)</p>	<p>34 Did the practitioner build trust in the relationship with the client (by doing the following - holding the client space, intimacy space with not judging the client, being open, honest, sharing feedback with care)?</p> <hr/> <p>35 Did the practitioner create an understanding of the client's emotions, educating the client about emotions - mad, glad, bad, sad, etc. Was the practitioner able to create sensitivity and highlight the difference between authentic and projected emotions?</p> <hr/> <p>36 Did the practitioner inquire and acknowledge about displayed emotions in the session – e.g. – person is looking angry but underlying emotion is sadness?</p> <hr/> <p>37 Was the practitioner able to create a space for the client where there is freedom of expression?</p> <hr/> <p>38 Was the practitioner in partnership with the client and created a space where they worked together - Practitioner was not triggered by external reactions from the environment or any projections or transferences displayed by the client, Practitioner responded in a consistent mindful manner in any situation such as hostile clients or strong emotions?</p>	

CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
<p>4. Professionalism</p>	<p>9. Ethics, Listening and Questioning (Communication)</p> 	<p>39 Was the practitioner aware of ethnicity, diversity, religion, superiority, inferiority, bad and good, preaching, etc. and stayed clear of them during the sessions?</p> <hr/> <p>40 Did the practitioner assist the client in a positive and unattached way, further evaluating themselves to understand if the practitioner was meeting the needs of the client and if not then refer to relevant individual?</p> <hr/> <p>41 Does the practitioner commit to ongoing training, learning and practice in the field of mindfulness?</p> <hr/> <p>42 Did the practitioner listen not only to facts and data but also underlying emotions?</p> <hr/> <p>43 Was the practitioner being aware of mind, heart and gut and taking cues from the same during the conversation?</p> <hr/> <p>44 Was the practitioner asking intuitive questions in a fluid responsive manner, open and non directive questioning rather than direct or abrupt manner?</p>	

CLUSTER	COMPETENCY	BEHAVIOR INDICATOR	YES / NO
<p>5. Enabling Spirit</p>	<p>10. Bringing diverse elements to experience in order to connect to body, mind spirit</p> 	<p>45 Did the practitioner have an ability to identify spiritual elements during dialogues and introduce the same in conversation?</p> <hr/> <p>46 Was the practitioner able to enable the client to connect to their source energy by creating existential dialogues and making the sessions more purposeful rather than goal oriented?</p> <hr/> <p>47 Did the practitioner encourage philosophical speculation and thinking about psychological theories and models, in context of what is relevant for the session?</p> <hr/> <p>48 Was the practitioner able to enable the client to find their wholeness, true selves, live life beyond transactional elements (such as everyday logic and societal conventions) and experience everyday joy?</p>	