



# Incorporating Mindfulness Based Stress Reduction in Your FPTCTP Curriculum

1. Critical elements of mindfulness program
2. Research effective programs
3. Tips for Starting
4. Practices

A lush, dense forest scene with tall, slender trees and a thick carpet of vibrant green ferns in the foreground. The lighting is soft and natural, creating a serene atmosphere. The text is overlaid in white, sans-serif font.

# SILENT WALKING MEDITATION

I am here.

I see you.

A lush tropical forest scene with large tree trunks and dense green ferns. The text "DYADS" is overlaid in the center in a gold, serif font.

# DYADS

How did this activity impact you?

# Some background:

- ▣ Benefits of mindfulness are well-researched
- ▣ Multiple studies show positive impact on physical and emotional health
  - Increased focus
  - Increased empathy
  - Increased ability to self-regulate emotions
- ▣ Mindfulness Based Stress Reduction, 8 week program, is gold standard mindfulness training program

# Critical Elements

- Create a supportive learning environment where students thrive.
- Be a role model.
- Understand your students history and experiences

# Foundational Premise

Emerging adults are particularly suited to benefit from training in mindfulness and meditation.

More effective if their developmental characteristics are taken into account.

# Creating an Environment

## *What didn't help college students learn mindfulness?*

- ▣ Drop-in classes
- ▣ Loose structure
- ▣ No commitments to attendance or practice
- ▣ Lots of sitting meditation

## CHALLENGES AND OPPORTUNITIES: Characteristic attitudes of the students

- Skeptical of anything too “corny” or “new agey”.
- Needing relief and impatient for “improvement”.
- Did not resonate well with much of the more traditional language used when teaching mindfulness and meditation.
- Curious, open, flexible.
- Respond well to humor and stories.
- Excited about the science of mindfulness



# Recommended Key Factors:

- I. Teach in small, diverse groups
- II. Require commitment to attendance and practice
- III. Keep it focused and brief(ish)
- IV. Self-calming skills
- V. Active teaching with language that resonates with EA's

## Being a Role Model

“What you are speaks so loudly that I can’t hear what you say you are.”

~ Emerson

# 4R of Trauma Informed Practices

- ▣ Realize the widespread impact of trauma
- ▣ Recognize trauma symptoms seen in different environments
- ▣ Responding effectively
- ▣ Actively avoiding Retraumaization
- ▣ More on Trauma – David Treleaven Trauma Sensitive Mindfulness

Table 4. Phenomenology coding structure.

Cognitive	Perceptual	Affective	Somatic	Conative	Sense of Self	Social
10 categories 93% reported	7 categories 78% reported	13 categories 100% reported	15 categories 88% reported	3 categories 82% reported	6 categories 75% reported	5 categories 90% reported
Change in worldview (48%)	Hallucinations, visions, or illusions (42%)	Fear, anxiety, panic or paranoia (82%)	Somatic energy (63%)	Changes in motivation or goal (78%)	Changes in self-other or self-world boundaries (53%)	Social impairment (50%)
Delusional, irrational, or paranormal beliefs (47%)	Visual lights (33%)	Positive affect (75%)	Sleep changes (62%)	Change in effort or striving (42%)	Loss of sense of agency (25%)	Integration following retreat or intensive practice (47%)
Mental stillness (37%)	Somatosensory changes (32%)	Depression, dysphoria, or grief (57%)	Pain (47%)	Anhedonia and avolition (18%)	Loss of sense of basic self (25%)	Change in relationship to meditation community (45%)
Vivid imagery (35%)	Perceptual hypersensitivity (28%)	Re-experiencing of traumatic memories (43%)	Pressure, tension or release of pressure, tension (38%)		Change in sense of embodiment (22%)	Occupational impairment (42%)
Change in executive functioning (33%)	Distortions in time or space (25%)	Change in doubt, faith, trust or commitment (40%)	Appetitive or weight changes (38%)		Change in narrative self (22%)	Increased sociality (7%)
Meta-cognition (30%)	Dissolution of objects (18%)	Crying or laughing (38%)	Thermal changes (37%)		Loss of sense of ownership (18%)	
Increased cognitive processing (25%)	Derealization (7%)	Empathic or affiliative changes (32%)	Involuntary movements (37%)			
Clarity (20%)		Rage, anger, or aggression (30%)	Breathing changes (27%)			
Disintegration of conceptual meaning structures (12%)		Affective lability (28%)	Parasomnias (27%)			
Scrupulosity (3%)		Self-conscious emotions (25%)	Headaches or head pressure (22%)			
		Agitation or irritability (23%)	Cardiac changes (20%)			
		Suicidality (18%)	Fatigue or weakness (20%)			
		Affective flattening or emotional detachment (17%)	Gastrointestinal distress or nausea (17%)			
			Dizziness or syncope (15%)			
			Sexuality-related changes (15%)			

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Lindahl JR, Fisher NE, Cooper DJ, Rosen RK, Britton WB (2017) The varieties of contemplative experience: A mixed-methods study of meditation-related challenges in Western Buddhists. *PLOS ONE* 12(5): e0176239. <https://doi.org/10.1371/journal.pone.0176239>  
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0176239>

# Understanding your Student's History and Experiences

- ▣ Prerequisite Surveys to help understand who are your participants
  - Global Health – PROMIS 10, PROMIS 29, General health questionnaires
  - Mindfulness –
    - ▣ Cognitive and Affective Mindfulness Scale (CAMS-R)
    - ▣ Five Facet Mindfulness Questionnaire (FFMQ)
    - ▣ Mindful Attention Awareness Scale (MAAS)
  - Self-Determination/Compassion
    - ▣ The ARC Self Determination Scale
    - ▣ Self Compassion Scale Short Form (SCS-SF)

# Research Studies

- ▣ Univ of Mass Ctr for Mindfulness
- ▣ Brown Univ – Britton Lab
- ▣ UCSD Ctr for Mindfulness  
School for Medicine
- ▣ Koru Mindfulness Duke Univ  
Student Affairs
- ▣ Patricia Jennings at Curry School  
of Education at University of  
Virginia

The American Mindfulness  
Research Association (AMRA)

MindfulEducation.org research  
for references on research  
studies

MindfulSchools.org for research  
studies on Mindful Schools  
programs

# Randomized Controlled Trial Outcomes

- ▣ Lead researcher was Jeffrey Greeson, Ph.D. at Duke Integrative Medicine.
- ▣ Randomized Controlled Trial with a wait list control
- ▣ 90 students participated. 60% female, 84% non-Hispanic, 62% white, 25% Asian-Amer., 5% African-Amer., 28% undergrad.
- ▣ Outcome measures: mindfulness, self-compassion, perceived stress, sleep quality, and gratitude.

# Sample Questions from CAMS-R (Cognitive and Affective Mindfulness Scale- Revised)

I am preoccupied by the future.

I can tolerate emotional pain.

I can accept the things I cannot change.

I am preoccupied by the past.

I try to notice my thoughts without judging them.



# Sample Questions from SCS (Self-Compassion Scale)

- When something painful happens I try to take a balanced view of the situation.
- When I fail at something important to me I try to keep things in perspective.
- When I'm really struggling, I tend to feel like other people must be having an easier time of it.

# Conclusions

- The effect size for Koru is comparable to effect sizes from other mindfulness based training programs such as MBSR. (See 2013 meta-analysis by Khoury.)
- Koru is an effective mindfulness training program for university students, requiring only 4 weeks of classes and 10 minutes/day of practice.
- Further research is needed to see if these findings generalize to other populations of emerging adults.

**SDPBC ACCESS PROGRAM (A TIPSID  
PROGRAM COLLABORATIVE WITH LYNN  
UNIVERSITY & FAU SY 2010- 2016)**

**Barb Schmidt  
10 week Focus Course  
The Practice Workbook (modified)**

# What Students Are Saying

- ▣ I use the breathing when my mom and I don't agree.
- ▣ When I start getting frustrated I touch my bracelet and breathe. Then tell myself everything will be ok.
- ▣ Every morning when I wake up, I tell myself "today everything will be alright. I will do my job right.
- ▣ I tell myself I can do this.

# Building A Program

“If you want to build a ship,  
don't drum up people to collect wood  
and don't assign them tasks and work,  
but rather teach them to long for the endless  
immensity of the sea.”

~ Antoine de Saint-Exupéry

# Opportunities

- ▣ Embedding in existing courses
  - Which course correlates with the mindful practices?
  - Can the mindfulness activities be easily embedded and is there enough time?
  - Can mindfulness be taught in one class and applied in other classes?
- ▣ Offering mindfulness program to all students
  - Is my university/college open to having a mindfulness program on campus?
- ▣ Questions to ask when developing a program:
  - Will this be a course for credits or non-credit opportunity on campus?
  - Who is the targeted audience?
  - Marketing
  - Getting approval
  - Building a curriculum

# SOUTHEASTERN LOUISIANA UNIVERSITY

## HSCI 463 – Mindfulness, Meditation & Life Skills Fall 2017, Credit: 3 hours

**COURSE DESCRIPTION:** A study of mindfulness, mediation and other life skills that promote well-being. A special topics Health Science course. Students will learn about mindfulness, practice mindfulness exercises and participate in various mindfulness-promoting activities in and out of the classroom.

### KNOWLEDGE OUTCOMES:

Upon successful completion of this course, the learner will be able to:

- ▣ Define mindfulness
- ▣ Define meditation practices
- ▣ List and describe several mindfulness practices
- ▣ List the benefits of a mindfulness practice
- ▣ Describe the neuroscience research findings related to meditation and other mindfulness practices
- ▣ Name and describe mindfulness experts in the United States and abroad
- ▣ Define gratefulness
- ▣ List the benefits of increasing gratefulness in your life

### SKILLS OUTCOMES:

Upon successful completion of this course, the learner will be able to:

1. Self-conduct several mindfulness practices outside of class at least 10 minutes a day
2. Independently log mindfulness practices in the Koru app
3. Independently log gratefulness practices in the Koru app
4. Conduct at least one daily activity in a mindful manner
5. Use mindfulness practices in daily life to manage emotions and to increase attention, study habits and general well-being
6. Teach another person or group a mindfulness practice

# Four Practices to Try

- ▣ **Mindful Breathing** - Sit for five minutes each day focusing on the sensations of your breath, being aware of each inhale and exhale. When you notice your mind has wandered off the breath return your focus. Gradually increase your practice by five minutes each week.
- ▣ **Tea Time /Meal Time-** Pause in silence and look at your plate of food/ drink in cup. Think of all that goes into the food from growing to making the dish. Take in the colors of the drink or food. Breathe in the aroma of the food. Take one bite, notice the textures and flavors in your mouth .
- ▣ **Transitional Times** - Walking meditations. Noticing the environment such as sensations on your skin, sights, odors and sounds. In traffic - notice how your body feels in the vehicle, notice the sights, sounds, smells, other people in other cars.
- ▣ **Seeing Yourself in Others** Breathing in I see myself as \_\_\_\_\_ (student name) Breathing out, I recognize that \_\_\_\_ wants to be seen, heard and valued.  
Breathing in, I see myself as \_\_\_\_\_(colleague's name). Breathing out, I recognize that \_\_\_\_\_ wants what's best for their students.



# Recommended Readings

- ▣ John Kabot-Zinn – Full Catastrophe Living, Wherever You Go There You Are
- ▣ Sharon Salzberg – Real Happiness The Power of Meditation
- ▣ Thich Nhat Hanh
- ▣ Barbara Schmidt – The Practice
- ▣ Holly Rogers – Mindfulness For the Next Generation, The Mindful Twenty Something

A lush tropical forest scene with several large, dark tree trunks in the foreground and a dense canopy of green ferns and other vegetation. The lighting is soft and diffused, typical of a forest interior.

Questions?

<https://youtu.be/qQAzobTIGr8>

For more information or  
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A lush green forest with tall trees and ferns. The scene is filled with vibrant green foliage, including large ferns in the foreground and tall, slender trees in the background. The lighting is soft and natural, creating a serene and peaceful atmosphere.

Hands at your heart:  
“May we live our lives compassionately.”

Hands at your mouth:  
“May we speak words of truth and of kindness.”

Hands at your third eye center:  
“May we see beauty in all things.”

Bowing forward– to seal the magic we created in this room  
“The light in me always honors the light in you. Namaste.”