

Mindfulness for students at WBS

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and

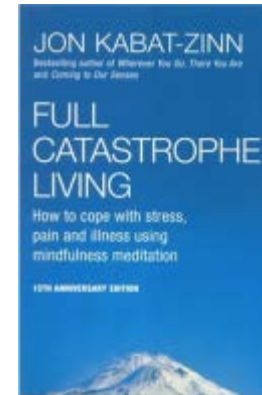
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Overview of presentation

- What mindfulness is
- Our offerings to WBS students
- Student experiences
- Recommendations
- Two taster practices



What is mindfulness...?



- “Paying attention in a particular way: on purpose, in the present moment, and non-judgmentally”

(Kabat-Zinn, 1994)

- “Mindfulness is a way of paying attention, in the present moment, to yourself, others and the world around you”

(Chaskalson, 2011)

- Secular

- <http://www.youtube.com/watch?v=HmEo6RI4Wvs>



- Brief history
 - Jon Kabat-Zinn generally credited as having brought Mindfulness into the Western world
 - Kabat-Zinn in the 1970's was a molecular biologist
 - He became concerned that at the hospital he worked in, it seemed only 20% of patients were cured and 80% were not
(Chaskalson, 2012)
 - He developed the Stress Reduction Clinic at the University of Massachusetts in 1979, which later, in 1996, became the Centre for Mindfulness now Directed by Dr Saki Santorelli

Different types of mindfulness

- MBSR (stress) Mindfulness Based Stress Reduction (Regher et al., 2012)
- MBCT (depression) Mindfulness Based Cognitive Therapy (Crane et al., 2012)
- Mindfulness for pain relief (Grossman et al., 2004)



Popularity of mindfulness

- Organisations etc offering mindfulness to their employees:
 - Google
 - Amazon
 - US Marines
 - NHS
 - TFL
 - Etc
- Improving employee well-being, correlated with Organisational behaviour (Chaskalson 2011; Davidson and Begley 2012)



Evidence

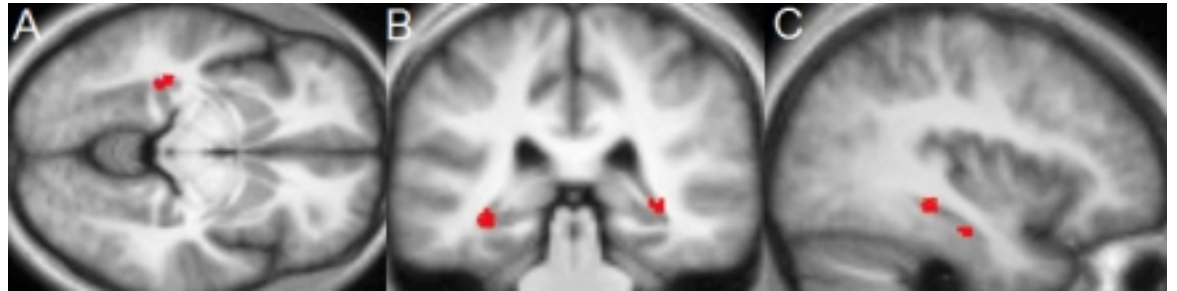


Image adapted from B. Hölzel, et al., Psychiatry Research: Neuroimaging Vol. 191 (1), January 30, 2011, pp. 3643.

- Evidence from neuroscience (Holzel et al 2011)
- Whole brain analyses identified increases in the posterior cingulate cortex, the temporo-parietal junction, and the cerebellum in the MBSR group compared with the controls.
- The results suggest that participation in MBSR is associated with changes in gray matter concentration in brain regions involved in learning and memory processes, emotion regulation, self-referential processing, and perspective taking

Well-being of our students

- The life of a student, as we know, can be very stressful (Rogers, 2013; Beddoe, 2004)
- Stress “When pressure exceeds the individual’s ability to cope, he or she enters the stress arena” Arnold et al (2005)



Our offerings to students

- Across 8 weeks the opportunity to attend drop-in mindfulness practice sessions
- One session on Mondays pm
- One session on Tuesdays am
- 45 mins
- 16 drop-ins maximum

Formal practice

- Mindfulness of breath
- Body scan
- Mindfulness of sounds
- Mindfulness of thoughts
- Jenni's professional MP3 recordings



Focus Group and week by week comments - themes

- More relaxed (Regher et al., 2012)
- Increased awareness of surroundings and self (Egri, 2012)
- Improved attention, concentration and memory (Holzel et al., 2011; Ruocco & Direkoglu, 2013)
- Acceptance and a sense of knowing (Gross, 2002)
- Creativity (Egri, 2012)
- Well-being (Collard et al., 2008)

More relaxed

- “Calm, less rushed, take more time”
- “Feel the moment, notice the world more”
- “Calmer, more confident in class discussions, listen more”
- “Slow down, remove myself from what I was doing, see the bigger picture, can see my problems and how to solve them”

Increased awareness of surroundings and self

- “Calm, less rushed, notice surroundings more, positive energy”
- “Helped me focus on myself, which I have been ignoring lately”
- “Opens doors: increases self awareness, a more positive view, embrace myself and realize I am doing my best, and that I can change things”

Attention, concentration and memory

- “Helped concentration, can zone out from distractions”
- “Less distracted by social media and mobile, realised I was always thinking about something else, and now focus on present task”
- “Every week I manage to concentrate better”
- “Easier to concentrate on reading”
- “More focused reading for assessment”
- “Less revision time with more focus, surprised how quickly I can learn”

Acceptance

- “A sense of knowing everything will be fine, no anxiety, for now at least”
- “I learned to accept the state of my body in the current moment”
- “1) I felt sad, cried, felt better. 2) I feel free with myself”
- “Put myself more in others’ shoes, self acceptance and less judgement of others”

Creativity

- “Writing poems again after a long break”
- “Overcame creative block, with new project ideas”
- “Focus on the moment helps access mind to link past and present in new ways”

Well-being

- “Forgot problems, felt relaxed and calm, able to focus mind in a peaceful place”
- “Peace, safe place, more positive attitude”
- “Calm, relaxed, free, peaceful”
- “Inner peace, physical awareness, mental stability, your body is your mind”
- “Value time more and waste less time now”
- “Energised, refreshed, happy, aware, positive”

Recommendations

- Mindfulness sessions are provided more widely to WBS and students at other faculties
- Instructors are trained formally

“I enjoyed the guided meditation because when I do it for myself I always get lost in thoughts”

Discussion and Future Research

- Why more students do not attend regularly although they report useful outcomes?
- What proportion of UoW students will show interest and engagement?
- Would UoW staff like to have mindfulness sessions?
- How many UoW staff would be interested in training to deliver mindfulness sessions for students?
- For students: via elective module(s) or drop-in sessions?

Trend Analysis

- The ageless workplace
- The mindful workplace
- The intuitive workplace
- The collaborative workplace

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Parachutes

- Jon Kabat-Zinn's advice is to **weave your parachute every day**, rather than leave it to the time you have to jump from the plane...



Q and A

Practice sessions

1. Mindfully walking the labyrinth
2. Mindfulness of the breath

Mindful Walking – walking the labyrinth

- Over 4,000 years old
- Appears in many places around the world
- Different to a maze, with multiple pathways, where you ‘lose yourself’
- Only one pathway in and out, so an opportunity to ‘find yourself’ through focus and attention
- In M321 after the next practice



Mindfulness Practice

Mindfulness of the breath

