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David S. Black, Ph.D.

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Seth Segall, Ph.D.

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Interventions

Articles testing the applied science and implementation of mindfulness-based interventions

Bredero, Q. M., Fleeer, J., Smink, A.,...Schroevens, M. J. (2023). **Mindfulness-Based Cognitive Therapy for Fatigue in Patients with Inflammatory Bowel Disease: Results of a RCT.** *Mindfulness.* [\[link\]](#)

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Gans, J. J., Holst, J., Holmes, C., & Hudock, D. (2023). **Healing From Home: Examination of an Online Mindfulness-Based Tinnitus Stress Reduction Course During the 2020 COVID Pandemic.** *American Journal of Audiology.* [\[link\]](#)

Hauswirth, C., Schmit, C., Rougier, Y., & Coste, A. (2023). **Positive Impacts of a Four-Week Neuro-Meditation Program on Cognitive Function in Post-Acute Sequelae of COVID-19 Patients: A RCT.** *Intern J Environmental Research and Public Health.* [\[link\]](#)

Herscu, O., Somer, E., Federman, A., & Soffer-Dudek, N. (2023). **Mindfulness meditation and self-monitoring reduced maladaptive daydreaming symptoms: A RCT of a brief self-guided web-based program.** *Journal of Consulting and Clinical Psychology.* [\[link\]](#)

Hilt, L. M., Swords, C. M., & Webb, C. A. (2023). **RCT of a Mindfulness Mobile Application for Ruminative Adolescents.** *Journal of Clinical Child & Adolescent Psychology.* [\[link\]](#)

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Li, X., Lau, E. N. S., Chan, S. K. C., ...& Yip, B. H. K. (2023). **Effects of Mindfulness-Based Intervention to Improve Bracing Compliance in Adolescent Idiopathic Scoliosis Patients: A RCT.** *Mindfulness.* [\[link\]](#)

Lynn, S., & Basso, J. C. (2023). **Effects of a Neuroscience-Based Mindfulness Meditation Program on Psychological Health: Pilot RCT.** *JMIR Formative Research.* [\[link\]](#)

Lyu, R., & Lu, S. (2023). **The Efficacy of a Mindfulness-Based Therapeutic Parenting Group for Parents with Adverse Childhood Experiences: A RCT.** *Mindfulness.* [\[link\]](#)

Melis, M., Schroyen, G., Leenaerts, N., ...& Deprez, S. (2023). **The impact of mindfulness on cancer-related cognitive impairment in breast cancer survivors with cognitive complaints.** *Cancer.* [\[link\]](#)

Nasrollahi, M., Ghazanfar Pour, M., Ahmadi, A., ...& Alidousti, K. (2023). **Effectiveness of MBSR on depression, anxiety, and stress of women with the early loss of pregnancy in southeast Iran: A RCT.** *Reproductive Health.* [\[link\]](#)

O'Hare, A. J., & Gemelli, Z. T. (2023). **The effects of short interventions of focused-attention vs. self-compassion mindfulness meditation on undergraduate students:**

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Segev, E. (2023). **"A breath of fresh air": Mindfulness training for early-career mental health social workers in Israel during COVID-19.** *Social Work in Health Care*. [\[link\]](#)

Torre, E., Auster-Gussman, L. A., Welch, W., ...& Phillips, S. M. (2023). **Effects of Acute Aerobic Exercise, Mindfulness Training and Combined Mindfulness and Exercise on Cognitive Performance.** *American Journal of Lifestyle Medicine*. [\[link\]](#)

Vinci, C., Sutton, S. K., Yang, M.-J., ...& Wetter, D. W. (2023). **Pilot randomized controlled trial of mindfulness-based relapse prevention vs cognitive behavioral therapy for smoking and alcohol use.** *Drug and Alcohol Dependence*. [\[link\]](#)

Weintraub, M. J., Denenny, D., Ichinose, M. C., ...& Miklowitz, D. J. (2023). **A randomized trial of telehealth mindfulness-based cognitive therapy and cognitive behavioral therapy groups for adolescents with mood or attenuated psychosis symptoms.** *Journal of Consulting and Clinical Psychology*. [\[link\]](#)

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Articles examining the correlates and mechanisms of mindfulness

Berry, D. R., Wall, C. S. J., Cairo, A. H., ...& Brown, K. W. (2023). **Brief Mindfulness Instruction Predicts Anonymous Prosocial Helping of an Ostracized Racial Outgroup Member.** *Mindfulness*. [\[link\]](#)

Chang, Y.-C., Lin, G.-M., Tseng, T. A., ... & Yang, Y.-L. (2023). **The Experience of Mindfulness-Based Stress Reduction on Menopausal Symptoms, Sleep Disturbance, and Body Image among Patients with Breast Cancer—A Qualitative Study.** *Current Oncology*. [\[link\]](#)

Engert, V., Hoehne, K., & Singer, T. (2023). **Specific Reduction in the Cortisol Awakening Response after Socio-Affective Mental Training.** *Mindfulness*. [\[link\]](#)

Grieb, S. M., McAtee, H., Sibinga, E., & Mendelson, T. (2023). **Exploring the Influence of a Mindfulness Intervention on the Experiences of Mothers with Infants in Neonatal Intensive Care Units.** *Mindfulness*. [\[link\]](#)

Hamonniere, T., & Billieux, J. (2023). **Individually delivered Mindfulness-Based Cognitive Therapy in concomitant problematic substance use and emotional symptoms: A process-based case study.** *Clinical Psychology & Psychotherapy*. [\[link\]](#)

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Lam, S. U., Riordan, K. M., Simonsson, O., ...& Goldberg, S. B. (2023). **Who Sticks with Meditation? Rates and Predictors of Persistence in a Population-based Sample in the USA.** *Mindfulness*. [\[link\]](#)

Liu, Y., Hou, Y., Quan, H., ...& Yuan, H. (2023). **Mindfulness Training Improves Attention: Evidence from Behavioral and Event-related Potential Analyses.** *Brain Topography*. [\[link\]](#)

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Zhou, D., Kang, Y., Cosme, D., ...& Bassett, D. S. (2023). **Mindful attention promotes control of brain network dynamics for self-regulation and discontinues the past from the present.** *Proceedings of the National Academy of Sciences*. [\[link\]](#)

Methods

Articles developing empirical procedures to advance the measurement and methodology

Badaghi, N., van Kruijsbergen, M., Prins, J., ...& Speckens, A. (2023). **Effect of blended and unguided online delivery of mindfulness-**

based cognitive therapy versus care as usual on distress among cancer patients and survivors: Protocol for the three-arm parallel randomized controlled buddy trial. *BMC Psychology*. [\[link\]](#)

Beck, M. S., Juul, L., Frydenberg, M., & Fjorback, L. O. (2023). **On Top of Everything: A study protocol for a cluster-RCT testing a teacher training programme to teach mindfulness among students in Danish upper secondary schools and schools of health and social care.** *Trials*. [\[link\]](#)

Duan, H., Yan, X., Meng, S., ...& Liu, S. (2023). **Effectiveness Evaluation of Repetitive Transcranial Magnetic Stimulation Therapy Combined with MBSR for People with Post-Stroke Depression: A RCT.** *Intern J Environ Research Public Health*. [\[link\]](#)

Jennings, P. A. (2023). **Minding the Gap: Attending to Implementation Science and Practice in School-Based Mindfulness Program Research.** *Mindfulness*. [\[link\]](#)

Keirns, N. G., Ouaddi, S., Dunsiger, S., ...& Salmoirago-Blotcher, E. (2023). **Mind Your Heart-II: Protocol for a behavioral RCT of mindfulness training to promote self-care in patients with comorbid heart failure and cognitive impairment.** *Contemporary Clinical Trials*. [\[link\]](#)

Marchand, W. R., Lackner, R., Hartquist, A., ...& Nazarenko, E. (2023). **Evaluation of a mindfulness and self-compassion-based psychotherapy incorporating horses for Veterans who have experienced trauma.** *Complementary Therapies in Medicine*. [\[link\]](#)

Orekondy, N., Welp, K., Fai, C., ...& Jangi, S. (2023). **Effectiveness of a Mindfulness-Based Intervention in Endoscopy Among Gastroenterology Fellows: A Pilot Study.** *Techniques Innovat Gastro Endoscopy*. [\[link\]](#)

Orue, I., Larrucea-Iruretagoyena, M., Royuela-Colomer, E., & Calvete, E. (2023). **The**

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Interpersonal Mindfulness in Parenting Scale: Examining the Reliability and Validity in Spanish Parents. *Mindfulness.* [\[link\]](#)

Park, C., Youn, I., & Han, S. (2023). **Single-lead ECG based autonomic nervous system assessment for meditation monitoring.** *Scientific Reports.* [\[link\]](#)

Renshaw, T. L., & Phan, M. L. (2023). **Using Implementation Reporting to Advance Culturally Sensitive and Equity-Focused Mindfulness Programs in Schools.** *Mindfulness.* [\[link\]](#)

Vitagliano, L. A., Wester, K. L., Jones, C. T., ...& Vermeesch, A. L. (2023). **Group Nature-Based Mindfulness Interventions: Nature-Based Mindfulness Training for College Students with Anxiety.** *Intern J Environmental Research and Public Health.* [\[link\]](#)

Reviews

Articles reviewing content areas of mindfulness or conducting meta-analyses of published research

Hoogsteder, L. M., Van Os, R. C. J., Lutjens, J. B., ...& Stams, G. J. M. M. (2023). **A multilevel meta-analysis on the effect of mindfulness-based interventions in reducing externalizing problem behavior in adolescents.** *International Journal of Stress Management.* [\[link\]](#)

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Mettler, J., Khoury, B., Zito, S., ...& Heath, N. L. (2023). **Mindfulness-based programs and school adjustment: A systematic review and meta-analysis.** *Journal of School Psychology.* [\[link\]](#)

Murphy, J., Farrell, K., Kealy, M. B., & Kristiniak, S. (2023). **Mindfulness as a self-care strategy for healthcare professionals to reduce stress and implicit bias.** *Journal of Interprofessional Education & Practice.* [\[link\]](#)

Pagnini, F., Barbiani, D., Cavalera, C., ...& Phillips, D. (2023). **Placebo and Nocebo Effects as Bayesian-Brain Phenomena: The Overlooked Role of Likelihood and Attention.** *Perspectives on Psychological Science.* [\[link\]](#)

Pataka, A., Kotoulas, S. C., Gavrilis, P. R., ...& Stefanidou, A. (2023). **Adherence to CPAP Treatment: Can Mindfulness Play a Role?** *Life.* [\[link\]](#)

Roeser, R. W., Schussler, D., Baelen, R. N., & Galla, B. M. (2023). **Mindfulness for Students in Pre-K to Secondary School Settings: Current Findings, Future Directions.** *Mindfulness.* [\[link\]](#)

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Wang, Y., Lei, S.-M., & Fan, J. (2023). **Effects of Mindfulness-Based Interventions on Promoting Athletic Performance and Related Factors among Athletes: A Systematic Review and Meta-Analysis of Randomized Controlled Trial.** *Intern J Environmental Research Public Health.* [\[link\]](#)

Trials

Research studies newly funded by the National Institutes of Health (JAN 2023)

None reported

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Highlights

*A summary of select studies from the issue,
providing a snapshot of some of the latest research*

Mindfulness interventions often combine teaching a skill (attentional focus) with teaching an attitude (non-judgmental compassion). When mindfulness interventions successfully affect a target behavior, it can be challenging to discern which of these two training features effectively caused the change. To disambiguate these factors, **O'Hare & Gemelli [PLOS One]** tested the effects of focused-attention training versus self-compassion training on college students' well-being, academic performance, and brain activity.

The researchers assigned 37 students in one undergraduate biopsychology class to focused attention training and 35 students in a separate undergraduate biopsychology class to self-compassion training. Both classes were taught by the same instructor and all non-study intervention content was standardized. Classes were similar in student age and gender distribution (average age = 23 years; 86% female). Students received extra credit for participating in each of three baseline assessment activities: granting permission to have their class academic test grades analyzed; completing self-report measures related to health; and having their EEGs monitored while engaging in a computer-presented attentional task.

Following baseline assessment, students participated in 10 weeks of in-class focused-attention or self-compassion training. The first five minutes of one class was devoted to focusing attention on the breath without mind-wandering, and the first five minutes of the other class was devoted to focusing on self-compassion phrases ("may I be happy," "may I be calm," "may I be well"). The classes met twice a week for a total of 20 possible sessions. At the end of the semester, students were reassessed on self-report measures and the computer-presented attentional task.

The attentional task involved correctly identifying the direction a computer cursor faces (either < or >) when flanked by distracting cursors facing in the same or the opposite direction. Each trial was preceded by the presentation of an emotionally negative or neutral word. EEGs were recorded, and evoked-response potentials (ERPs) to each trial analyzed for the magnitude of N2 and P3 waveform components. N2 is a negative waveform occurring about 200 milliseconds (ms) after stimulus presentation that is associated with conflict monitoring. N2 is larger when incongruent flanking stimuli are present. P3 is a positive waveform occurring about 300 ms after stimulus presentation and associated with selective attention. P3 is smaller when people are better able to ignore irrelevant emotional stimuli.



The results showed the self-compassion group showed significantly larger improvements on measures of anxiety ($d = 0.70$), stress ($d = 0.80$), and depression ($d = 0.92$) than the focused-attention group. Positive affect decreased for the focused-attention group while remaining stable for the self-compassion group ($d = 0.63$). The self-compassion group also outperformed the focused-attention group on two of four academic exams covering the course material ($d = 0.56$ and $d = 0.79$).

The focused-attention group showed significantly (partial $\eta^2 = .13$) shorter attention task reaction times (average = 80 ms) as compared to the self-compassion group when flanking cursors were incongruent with the target cursor compared to the self-compassion group (109 ms).

Only 22 students (11 in each class) had useable EEG ERP data. The self-compassion group had

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significant reductions in N2 from pre- to post-testing for those trials preceded by negative emotional words, while the focused-attention group did not (partial $\eta^2=0.36$). The self-compassion group also had significant pre-post reductions in P3 for those trials preceded by negative emotional words, while the focused-attention students did not (partial $\eta^2=0.40$). These results suggest better emotional regulation for the self-compassion group.

The study shows that short bouts of self-compassion training delivered in class over the course of one semester improves academic test performance and self-reported well-being, as well as emotional regulation as measured by ERPs. The focused-attention group had faster reaction times on an attentional task. The study is limited by the absence of random assignment of students to class, the lack of an inactive control, the small number of students with useable ERP data, and the brevity of its intervention.

Ruminative thinking involves repetitively dwelling on negative experiences. A high level of ruminative thinking is a risk factor for depressive and anxiety disorders and is also a major feature of these disorders. Mindfulness offers a way to attend to negative experience and let content of thinking arise and fall without elaboration. Reducing ruminative thinking may be a way to reduce the risk of developing future psychological disorders. **Hilt et al. [Journal of Clinical Child and Adolescent Psychology]** tested whether a mobile mindfulness app could reduce ruminative thinking in adolescents.

The researchers randomly assigned 152 adolescents (average age = 14; 59% female; 82% Caucasian) with high levels of rumination to a mindfulness or a mood-monitoring only group. Both groups downloaded the mobile CARE app on their smartphones. The app requested participants to rate their rumination and mood three times daily: once before and after school, and

once before bedtime. After completing ratings, mindfulness group participants engaged in mindfulness meditations of varying lengths depending on the free time they had available.

Meditations were guided by written instruction (1-minute meditations) or audio recordings (3-12 minute meditations). The meditations involved focus on the breath, body sensations, or sound. Meditation opportunities were provided 67% of the time at the end of rating sessions, and 85% of the time when participants reported sadness or anxiety. The mood-monitoring only group rated rumination and mood without the opportunities for meditation.

After three weeks, participants were no longer prompted to use the app but could continue using it if they liked. Participants were assessed at baseline, post-treatment, and 6-week, 12-week, and 6-month follow-up on self-report measures of rumination, depression, and anxiety.

The results show the mindfulness group had significantly reduced levels of rumination ($d=0.43$), depression ($d=0.24$), and anxiety ($d=0.25$) compared to controls at immediate post-test. The aggregate rumination scores (but not depression and anxiety scores) in the mindfulness group remained significantly lower than controls at 6-week follow-up, but not on the subsequent follow-ups. A mediation analysis showed that post-treatment decreases in depression and anxiety were due to the decreased rumination scores predicted by the mindfulness group.

The study shows that brief app-prompted mindfulness meditations can reduce rumination, depression, and anxiety in ruminative adolescents better than mood-monitoring alone. These effects are not long-lasting and tend to fade within 6-12 weeks. The study is important because most adolescents who ruminate do not receive any professional psychological care, and an inexpensive, easily deployable app may reduce some degree of rumination. The study is limited by the absence of a no treatment control or a meditation app without mood-monitoring.