

Contents

62 New Cites p1

19 Interventions

23 Associations

5 Methods

5 Reviews

10 Trials

Highlights p5

Announcements p6

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David S. Black, PhD, MPH

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INTERVENTIONS

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

Bennett, K., Dorjee, D. (2015). **The impact of a MBSR on well-being and academic attainment of sixth-form students.** *Mindfulness.* [\[link\]](#)

Brown, K. W., Coogle, C. L., Wegelin, J. (2015). **A pilot randomized controlled trial of MBSR for caregivers of family members with dementia.** *Aging & Mental Health.* [\[link\]](#)

Bueno, V. F., Kozasa, E. H., da Silva, M. A.,...Pompéia, S. (2015). **Mindfulness meditation improves mood, quality of life, and attention in adults with attention deficit hyperactivity disorder.** *BioMed Research International.* [\[link\]](#)

Burnett, M., Pettijohn, C. (2015). **Investigating the efficacy of mind-body therapies and emotional intelligence on worker stress in an organizational setting: An experimental approach.** *Journal of Organizational Culture, Communications and Conflict.* [\[link\]](#)

Costa, A., Barnhofer, T. (2015). **Turning towards or turning away: A comparison of mindfulness meditation and guided imagery relaxation in patients with acute depression.** *Behavioural and Cognitive Psychotherapy.* [\[link\]](#)

George, B. (2015). **Efficacy of acceptance and mindful based relapse prevention program on emotion regulation difficulty among alcoholics in Kerala India.** *J Alcohol Drug Depend.* [\[link\]](#)

Hauge, C. R., Rasmussen, A., Piet, J.,...Skovbjerg, S. (2015). **MBCT for multiple chemical sensitivity (MCS): Results from a RCT with 1-year follow-up.** *Journal of Psychosomatic Research.* [\[link\]](#)

Heeren, A., Busana, C., Coussement, C., Philippot, P. (2015). **MBCT for trichotillomania: A**

Bayesian case-control study. *Psychologica Belgica.* [\[link\]](#)

Hue, M. T., Lau, N. S. (2015). **Promoting well-being and preventing burnout in teacher education: A pilot study of a mindfulness-based programme for pre-service teachers in Hong Kong.** *Teacher Development.* [\[link\]](#)

Iranshahri, B., Jenaabadi, H. (2015). **The effectiveness of mindfulness therapy in controlling under treatment addicts drug cravings.** *Open Journal of Medical Psychology.* [\[link\]](#)

Klatt, M., Steinberg, B., Duchemin, A. M. (2015). **Mindfulness in motion (MIM): An onsite mindfulness based intervention (MBI) for chronically high stress work environments to increase resiliency and work engagement.** *Journal of Visualized Experiments.* [\[link\]](#)

Longshore, K., Sachs, M. L. (2015). **Mindfulness training for coaches: A mixed-method exploratory study.** *Journal of Clinical Sport Psychology.* [\[link\]](#)

Marino, P., DePasquale, A., Sirey, J. A. (2015). **Cognitive behavior therapy with mindfulness and acceptance skills for the treatment of older adults.** *Clinical Case Studies.* [\[link\]](#)

Moritz, S., Cludius, B., Hottenrott, B.,...Gallinat, J. (2015). **Mindfulness and relaxation treatment reduce depressive symptoms in individuals with psychosis.** *European Psychiatry.* [\[link\]](#)

Poehlmann-Tynan, J., Vigna, A. B., Weymouth, L. A.,...Zahn-Waxler, C. (2015). **A pilot study of contemplative practices with economically disadvantaged preschoolers: Children's empathic and self-regulatory behaviors.** *Mindfulness.* [\[link\]](#)

Rawtaer, I., Mahendran, R., Yu, J.,...Kua, E. H. (2015). **Psychosocial interventions with art, music, tai chi and mindfulness for subsyndromal depression and anxiety in older adults: A naturalistic study in Singapore.** *Asia-Pacific Psychiatry.* [\[link\]](#)

Contents

62 New Cites p1

19 Interventions

23 Associations

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Short, M. M., Mazmanian, D., Ozen, L. J., Bédard, M. (2015). **Four days of mindfulness meditation training for graduate students: A pilot study examining effects on mindfulness, self-regulation, and executive function.** *Journal of Contemplative Inquiry.* [\[link\]](#)

Sistig, B., Friedman, S. H., McKenna, B., Consedine, N. S. (2015). **Mindful yoga as an adjunct treatment for forensic inpatients: A preliminary evaluation.** *The Journal of Forensic Psychiatry & Psychology.* [\[link\]](#)

Taylor, C., Harrison, J., Haimovitz, K.,...Roeser, R. W. (2015). **Examining ways that a mindfulness-based intervention reduces stress in public school teachers: A mixed-methods study.** *Mindfulness.* [\[link\]](#)

ASSOCIATIONS

Articles examining the correlation and mechanism between mindfulness and other variables

Ager, K., Albrecht, N. J., Cohen, M. (2015). **Mindfulness in schools research project: Exploring students' perspectives of mindfulness.** *Psychology.* [\[link\]](#)

Barnby, J. M., Bailey, N. W., Chambers, R., Fitzgerald, P. B. (2015). **How similar are the changes in neural activity resulting from mindfulness practice in contrast to spiritual practice?** *Consciousness and Cognition.* [\[link\]](#)

Chesin, M. S., Jeglic, E. L. (2015). **Factors associated with recurrent suicidal ideation among racially and ethnically diverse college students with a history of suicide attempt: The role of mindfulness.** *Archives of Suicide Research.* [\[link\]](#)

DaSilveira, A., DeSouza, M. L., Gomes, W. B. (2015). **Self-consciousness concept and assessment in self-report measures.** *Frontiers in Psychology.* [\[link\]](#)

Day, M. A., Halpin, J., Thorn, B. E. (2015). **An empirical examination of the role of common**

factors of therapy during a MBCT intervention for headache pain. *The Clinical Journal of Pain.* [\[link\]](#)

Friedel, S., Whittle, S. L., Vijayakumar, N.,...Allen, N. B. (2015). **Dispositional mindfulness is predicted by structural development of the insula during late adolescence.** *Developmental Cognitive Neuroscience.* [\[link\]](#)

Gillespie, B., Davey, M. P., Flemke, K. (2015). **Intimate partners perspectives on the relational effects of MBSR training: A qualitative research study.** *Contemporary Family Therapy.* [\[link\]](#)

Hanley, A. W., Palejwala, M. H., Hanley, R. T.,...Garland, E. L. (2015). **A failure in mind: Dispositional mindfulness and positive reappraisal as predictors of academic self-efficacy following failure.** *Personality and Individual Differences.* [\[link\]](#)

Johns, K. N., Allen, E. S., Gordon, K. C. (2015). **The relationship between mindfulness and forgiveness of infidelity.** *Mindfulness.* [\[link\]](#)

Kearns, N. P., Shawyer, F., Brooker, J. E.,...Meadows, G. N. (2015). **Does rumination mediate the relationship between mindfulness and depressive relapse?** *Psychology and Psychotherapy.* [\[link\]](#)

Knowles, J. H., Manusov, V., Crowley, J. (2015). **Minding your matters: Predicting satisfaction, commitment, and conflict strategies from trait mindfulness.** *Interpersona.* [\[link\]](#)

Lippold, M. A., Duncan, L. G., Coatsworth, J. D.,...Greenberg, M. T. (2015). **Understanding how mindful parenting may be linked to mother-adolescent communication.** *Journal of Youth and Adolescence.* [\[link\]](#)

Moreira, H., Canavarro, M. C. (2015). **Individual and gender differences in mindful parenting: The role of attachment and caregiving representations.** *Personality and Individual Differences.* [\[link\]](#)

OMahony, S., Gerhart, J. I., Grosse, J.,...Levy, M. M. (2015). **Posttraumatic stress symptoms in**

Contents

62 New Cites p1

19 Interventions

23 Associations

5 Methods

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palliative care professionals seeking mindfulness training: Prevalence and vulnerability. *Palliative Medicine.* [\[link\]](#)

Pepping, C. A., Duvenage, M. (2015). **The origins of individual differences in dispositional mindfulness.** *Personality and Individual Differences.* [\[link\]](#)

Pivarunas, B., Kelly, N. R., Pickworth, C. K.,...Tanofsky-Kraff, M. (2015). **Mindfulness and eating behavior in adolescent girls at risk for type 2 diabetes.** *International Journal of Eating Disorders.* [\[link\]](#)

Selby, E. A., Fehling, K. B., Panza, E. A., Kranzler, A. (2015). **Rumination, mindfulness, and borderline personality disorder symptoms.** *Mindfulness.* [\[link\]](#)

Soer, R., de Jong, A. B., Hofstra, B. L.,...Reneman, M. F. (2015). **Does mindfulness improve after heart coherence training in patients with chronic musculoskeletal pain and healthy subjects? A pilot study.** *Global Advances in Health and Medicine.* [\[link\]](#)

Solem, S., Thunes, S. S., Hjemdal, O.,...Wells, A. (2015). **A metacognitive perspective on mindfulness: An empirical investigation.** *BMC Psychology.* [\[link\]](#)

Tsur, N., Berkovitz, N., Ginzburg, K. (2015). **Body awareness, emotional clarity, and authentic behavior: The moderating role of mindfulness.** *Journal of Happiness Studies.* [\[link\]](#)

Winning, A. P., Boag, S. (2015). **Does brief mindfulness training increase empathy? The role of personality.** *Personality and Individual Differences.* [\[link\]](#)

Wong, W. P., Camfield, D. A., Woods, W.,...Pipingas, A. (2015). **Spectral power and functional connectivity changes during mindfulness meditation with eyes open: A magnetoencephalography (MEG) study in long-term meditators.** *International Journal of Psychophysiology.* [\[link\]](#)

Zvolensky, M. J., Bakhshaie, J., Garza, M.,...Vujanovic, A. (2015). **Anxiety sensitivity**

and mindful attention in terms of anxiety and depressive symptoms and disorders among Latinos in primary care. *Psychiatry Research.* [\[link\]](#)

METHODS

Articles developing empirical procedures to advance the measurement and methodology of mindfulness

Galiana, L., Oliver, A., Sansó, N.,...Tomás, J. M. (2015). **Mindful attention awareness in Spanish palliative care professionals.** *European Journal of Psychological Assessment.* [\[link\]](#)

Mander, J., Kröger, P., Heidenreich, T.,...Barnow, S. (2015). **The process-outcome mindfulness effects in trainees (promet) study: Protocol of a pragmatic RCT.** *BMC Psychology.* [\[link\]](#)

Marich, J. (2015). **Dancing mindfulness: A phenomenological investigation of the emerging practice.** *Explore.* [\[link\]](#)

Rees, C. S., Hasking, P., Breen, L. J.,...Mamotte, C. (2015). **Group mindfulness based cognitive therapy vs group support for self-injury among young people: Study protocol for a RCT.** *BMC Psychiatry.* [\[link\]](#)

Truijens, S. E., Nyklíček, I., van Son, J., Pop, V. J. (2015). **Validation of a short form three facet mindfulness questionnaire (TFMQ-SF) in pregnant women.** *Personality and Individual Differences.* [\[link\]](#)

REVIEWS

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

Ajinkya, S., Jadhav, P. R., Ajinkya, D. (2015). **Mindfulness-based hypnotherapy for common psychological disorders.** *European Journal of Psychology Educational Studies.* [\[link\]](#)

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Contents

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Banks, K., Newman, E., Saleem, J. (2015). **An overview of the research on mindfulness-based interventions for treating symptoms of posttraumatic stress disorder: A systematic review.** *Journal of Clinical Psychology.* [\[link\]](#)

Eriksen, C., Ditrich, T. (2015). **The relevance of mindfulness practice for trauma-exposed disaster researchers.** *Emotion, Space and Society.* [\[link\]](#)

Hyland, P. K., Lee, R. A., Mills, M. J. (2015). **Mindfulness at work: A new approach to improving individual and organizational performance.** *Industrial and Organizational Psychology.* [\[link\]](#)

Wolkin, J. R. (2015). **Cultivating multiple aspects of attention through mindfulness meditation accounts for psychological well-being through decreased rumination.** *Psychology Research and Behavior Management.* [\[link\]](#)

TRIALS

Research studies newly funded by the National Institutes of Health (JUL 2015)

Chicago State University (A. El-Alfy, PI). **Urban mindfulness and addictions research.** NIH/NIDA project #5R24DA036410-03. [\[link\]](#)

Colorado State University (L. Shomaker, PI). **Depression and insulin resistance in adolescents.** NIH/NICHD project #5R00HD069516-05. [\[link\]](#)

Miriam Hospital (M. Carey, PI). **Mindfulness training to improve ART adherence and reduce risk behavior among persons living with HIV.** NIH/NCCIH project #1R34AT008930-01. [\[link\]](#)

Northern Illinois University (J. Crouch, PI). **Reactions to prolonged infant crying in parents at risk for child physical abuse.**

NIH/NICHD project #1R15HD080041-01A1. [\[link\]](#)
Pacific University (M. Christopher, PI). **A pilot trial of mindfulness-based resilience training among police officers.** NIH/NCCIH project #1R21AT008854-01. [\[link\]](#)

University of Iowa (F. Abboud, PI). **Does anxiety cause vascular dysfunction through inflammation and SNS activation?** NIH/NHLBI project #5P01HL014388-42. [\[link\]](#)

University of New Mexico (M. Pearson, PI). **Psychological and neural mechanisms of mindfulness and cognitive retraining.** NIH/NIAAA project #1R21AA023661-01. [\[link\]](#)

University of Wisconsin-Madison (R. Davidson, PI). **Neural and behavioral correlates of the impact of meditation.** NIH/NCCIH project #5P01AT004952-08. [\[link\]](#)

Wake Forest University (R. Wells, PI). **Mindfulness and mechanisms of pain processing in adults with migrains.** NIH/NCCIH project #1K23AT008406-01A1. [\[link\]](#)

Wayne State University (A. Cano, PI). **Preliminary test of an integrative intervention to alleviate chronic pain and IMP.** NIH/NCCIH project #5R21AT007939-02. [\[link\]](#)

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HIGHLIGHTS

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

The high emotional demands of public school teaching can contribute to impaired teacher morale, professional burnout, and the fact that 40-50% of teachers quit teaching within their first five years on the job. Prior research supports the efficacy of mindfulness-based interventions (MBIs) in improving teacher well-being and reducing burnout, but what processes underlie their effectiveness? In a randomized, controlled trial, **Taylor et al. [Mindfulness]** tested how a MBI affected teachers' emotional regulation, forgiveness, and compassion, and whether these factors contributed, in turn, to reducing stress.

The researchers randomly assigned a predominantly female cohort of 59 Canadian elementary and secondary school teachers to either a Stress Management and Relaxation Training (SMART) program or a wait-list control. The 9-week SMART program shared components with MBSR (the body scan, sitting, walking, movement and eating meditations) and included specific training in emotional regulation, forgiveness and loving-kindness. Participants completed self-report measures before and after training and at four-month follow-up. Participants were also interviewed after training about job stress and attitudes towards difficult students and colleagues.

The teachers found the SMART program "quite helpful." SMART program teachers showed significant and large declines in occupational stress compared to controls, a difference that remained marginally significant at four month follow-up. In post-training interviews, SMART participants used significantly fewer negative emotional words than controls when discussing work stressors, and used significantly more positive emotional words than controls when describing challenging students. SMART participants also showed significant and moderately sized improvements on measures of emotional regulation efficacy and dispositional forgiveness compared to controls. Dispositional forgiveness was significantly associated with decreased stress.

This study extends previous findings supporting the efficacy of MBIs in reducing teacher stress, and clarifies distinct processes contributing to their

potential efficacy. It is limited by its small sample size, lack of active controls and lack of in-classroom behavioral measures.



Adolescence is a time of rapid growth in young people's capacity to self-regulate their emotions and maintain focus on goals, as well as a time of rapid brain development. In a longitudinal study, **Friedel et al. [Developmental Cognitive Neuroscience]** explored the relationship between changes in brain areas previously linked to mindfulness and the development of the tendency to be mindful of experience (dispositional mindfulness) in adolescents. The researchers studied the prefrontal cortex (an area involved in goal directed behavior and emotional regulation) and the insula (an area involved in the awareness of internal bodily states). As adolescents mature, their cerebral cortexes tend to thin out as neurons are selectively pruned and circuits become more efficient. The researchers predicted that a higher degree of cortical thinning would correlate with higher levels of dispositional mindfulness.

The researchers analyzed the magnetic resonance images (MRIs) of 82 male and female adolescents who were scanned at ages 16 and 19, and also completed the Mindfulness Attention and Awareness Scale (MAAS) at age 19. The participants were also assessed on measures of temperament and intelligence.

Dispositional mindfulness was positively correlated with measures of cognitive reappraisal, attention, and inhibitory control, and negatively correlated with frustration, aggression, and depressed mood. The researchers analyzed possible relationships between cortical thinning and dispositional mindfulness in twenty regions of the prefrontal and insular cortex. Prefrontal cortical thinning proved unrelated to dispositional mindfulness, but was correlated with IQ. There was a significant correlation between a lesser degree of left anterior insular thinning and greater dispositional mindfulness. Although not predicted, this finding partially accords with prior cross-sectional research showing a relationship between greater insular thickness and mindfulness and meditation practice in adults.

This is the first longitudinal study exploring the linkage between brain development and dispositional mindfulness in adolescence. It suggests that while greater prefrontal cortical thinning is related to higher general intelligence, reduced insular cortical thinning is related to greater dispositional mindfulness.

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<http://www.rotmanexecutive.com/retreat>

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Developed at Google and based on neuroscience research, SIY uses mindfulness practice to train emotional intelligence skills, leading to resilience, well-being, and centered leadership. In the midst of complexity, it's about finding the inner capacity to create, thrive, and lead. Backed by leading experts in neuroscience and mindfulness, SIY is changing thousands of lives in over a dozen countries. October 2-3 at University of Southern California in Los Angeles.

INFO: Registration:

SIYLosAngeles.eventbrite.com

Research & Education

Funding for Mindfulness Teachers and Researchers: Now Closed

The American Mindfulness Research Association (AMRA) Professional Development Award program is now closed. We have received applications from an impressive pool of early career professionals, which are now under review. This competitive grant provides \$500 awards to promising researchers and teachers for their commitment to excellence in mindfulness research and practice. Application deadline was July 20, 2015.

INFO: For details visit

<https://goamra.org/about/grants/>

Books & Media

New Book! Mindfulness for Teachers

Based upon the author's extensive experience as a mindfulness practitioner, teacher, teacher educator and scientist, this book offers valuable research-based information about how mindfulness can help teachers manage the stressful demands of the classroom, cultivate an exceptional learning environment, and revitalize teaching and learning.

INFO: Go to

<http://amzn.com/0393708071>

Mindful Medical Practice: Clinical Narratives

Patricia Dobkin's new book, forwarded by Ron Epstein, showcases how mindfulness enhances clinician-patient relationships while adding depth and meaning to their work. Each chapter, authored by physicians or allied professionals, provides therapeutic insights across a broad spectrum of specialties and settings in five countries.

INFO: Go to

<http://www.springer.com/us/book/9783319157764>

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