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INTERVENTIONS

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


Foureur, M., Besley, K., Burton, G.,... Crisp, J. (2013). Enhancing the resilience of nurses and midwives: Pilot of a mindfulness based program for increased health, sense of coherence and decreased depression, anxiety and stress. Contemporary Nurse. [link]


Roeser, R. W., Schonert-Reichl, K. A., Jha, A.,... Harrison, J. (2013). Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-
control field trials. Journal of Educational Psychology. [link]


ASSOCIATIONS

Articles examining the correlation and mechanism between mindfulness and other variables


Taren, A. A., Creswell, J. D., & Gianaros, P. J. (2013). Dispositional mindfulness co-varies with smaller amygdala and caudate volumes

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in community adults. *PLoS ONE, 8*(5), e64574. [link]


**METHODS**

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


**REVIEWS**

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


Davis, T. S. (2013). *A literature review exploring the potential of mindfulness as a tool to develop skills and qualities for effective consultation. Mindfulness*. [link]


**TRIALS**

*Research trials on mindfulness newly registered (May 2013) at Clinicaltrials.gov*

Boston University (S. G. Hoffman, PI). *A pilot study of positive affect training. Trial# NCT01853098*. [link]

University of Copenhagen (U. K. Stigsdotter, PI). *Nacadia effect study (NEST). Trial# NCT01849718*. [link]
Highlights
A summary of select studies from the issue, providing a snapshot of some of the latest research findings

Mindfulness is finding its way into the workplace. Its potential to reduce burnout in high-stress jobs or improve safety in high-risk jobs may seem self-evident, but is it beneficial under all circumstances?

Roese et al. [J Educ Psychol.] tested an 8-week mindfulness training, based on MBSR but designed specifically for grade school teachers, that focused group discussions and homework assignments on teaching-related concerns. Teachers (n=113) from Canada and the U.S. were randomly assigned to either mindfulness training or a wait-list control. Teachers in the mindfulness condition showed higher levels of self-reported mindfulness (as measured by the Five-Facet Mindfulness Questionnaire) and occupational self-compassion, and lower levels of self-reported occupational stress and burnout, anxiety, and depression than did controls both at program’s end and at 3-month follow-up. The effect sizes were large, ranging from 0.57 to 1.56. Changes in stress, burnout, depression, and anxiety were all mediated by changes in mindfulness and occupational self-compassion.

The Canadian teachers also completed an objective measure of working memory (the ability to hold multiple items of information in mind simultaneously) using a task requiring the recall of strings of digits while checking math problems for accuracy. Teachers in the mindfulness group showed significantly better working memory capacity after training than did controls, but the effects on working memory were small, ranging from 0.15 to 0.33. Measures of cortisol, blood pressure and heart rate were also obtained from the Canadian teachers, but yielded no significant changes over time.

Most teachers (87%) completed the program, and 98% would recommend it to their peers. Average ratings on a 5-point scale of perceived benefit were high, both for professional (4.10) and personal (4.58) benefit.

Zhang et al. [Pers Individ Dif] validated the factor structure of the Freiberg Mindfulness Inventory (FMI) in a Chinese population, and investigated the effects of trait mindfulness on the job performance of Chinese nuclear power plant operators. The FMI validation study (n=294) yielded a two-factor solution (Presence and Acceptance). The authors then compared supervisor-rated task performance, safety compliance, and safety participation in two groups of power plant operators: control room operators (CRO) who monitor over 1,000 displays and maintain responsibility for overall reactor safety (a high complexity job), and field operators (FO) who monitor just a few pieces of front-line equipment and have limited decision-making responsibility (a low complexity job).

The authors hypothesized that trait Presence would be an asset for high complexity jobs, but less of an asset for low complexity jobs. Their reasoning was that mindfulness might consume limited cognitive resources that could interfere with speed and efficiency in low complexity jobs. Presence turned out to be positively correlated with CRO (high complexity) task performance (β = .51, p < .01), CRO safety participation (β = .50, p < .01), and CRO safety compliance (β = .32, p = .051), but negatively correlated (β = -.27, p = .053) with FO (low complexity) task performance, and unrelated to either FO safety compliance or participation. Trait Acceptance was unrelated to any of the work performance or safety measures.

Mindfulness appears to be relevant in diverse workplace settings. Mindful teachers report reduced stress and burnout, and mindfully present power plant operators in high complexity jobs enact safer behaviors. Taken together, these studies suggest that mindfulness might aid in vocational tasks involving the processing of multiple streams of information along with complex decision-making responsibilities. However, mindfulness might be less relevant on routine tasks when speed is of the essence and the cost of error is low.
**ANNOUNCEMENTS**

Submit your announcements online at www.mindfulexperience.org/announcements.php

**Categories:** Books & Media, Events & Conferences, Jobs & Volunteer, and Research & Education

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**Events & Conferences**

**Self-Compassion & Mindfulness Workshop Germer Neff**

Come to Amsterdam NLD this Summer for a two day intensive workshop with Kristin Neff and Christopher Germer on Self-Compassion and Mindfulness. Take this professional training for personal development and be able to bring the transformative power of self-compassion to the people you work with.

INFO: Date: 7 & 8 August 2013. Visit http://centrumvoormindfulness.nl/workshop-compassion-germer-neff

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**MBCPM Facilitator Training and Practicum**

Mindfulness-Based Chronic Pain Management (MBCPM) was designed by Dr. Gardner-Nix to better address the unique needs of the chronic pain/disease population, providing relief to thousands of patients since its conception. The next MBCPM Facilitator Training and Practicum is being offered from August 6-15, 2013 in Toronto.

INFO: For details, visit: http://www.neuronovacentre.com/mbcpm-facilitator

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**Right Life Project Launches**

The Right Life Project supports people in their quest for rich and meaningful lives, within a framework informed by mindful awareness; theory, research, and practice in the social and life sciences; and elements of Eastern philosophy. Through our blog and educational programming, we help people to achieve wellbeing in the various dimensions of life, and integrate them, for a life aligned with who they are at their core.

INFO: Please visit us at www.rightlifeproject.com

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**Mindful Practice CME Events**

Two separate 4-day workshops designed to improve quality of care while improving clinicians’ own resilience and well-being. For physicians, health professionals, and medical educators. Course Directors: Ron Epstein, MD & Mick Krasner, MD of University of Rochester Medical Center Location: Chapin Mill Retreat Center, Batavia, NY Session 1: October 9-12, 2013 - http://www.cvent.com/d/1cqbt1 Session 2: May 7-10, 2014 - http://www.cvent.com/d/1cqbt1

INFO: For assistance with online registration, call the URMC Center for Experiential Learning at 585-275-4392.

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**Mindful Schools Courses in Europe**

Mindful Schools is offering two courses in Europe during Summer 2013: one Curriculum Training, which runs from August 8 to August 10, and a Year-Long Certification Opening Retreat, which runs from August 12 to August 19. If you have friends in Europe who would be interested in these courses, please share this information with them. Thank you so much! Mindful Schools (www.mindfulschools.org) is a non-profit organization that has taught many thousands of adults how to use mindfulness with K-12 youth, impacting over 50,000 children to date.

INFO: For details, visit: http://www.mindfulschools.org/training/european-courses-summer-2013/

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**Research & Education**

**Mindfulness Professional Teacher Training**


INFO: For details, go to themindfulnessinstitute.com/teacher-training

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**Contemplative Education Website**

This new website provides a virtual commons for connecting, collaborating and sharing for those involved with mindfulness and other forms of contemplative education. Registration is free. You can post full information and links to your work, publications, events and much else. Non-members can search the site.

INFO: http://www.contemplativeeducation.ca

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**Online UCLA Mindfulness Class**

UCLA Mindful Awareness Research Center (MARC) offers a 6-week online class: Mindful Awareness Practices for Daily Living. This class is an excellent introduction to mindfulness. You will learn meditation practices including sitting meditation, walking meditations and how to work with difficult thoughts and emotions. The pre-recorded course can be accessed from anywhere at your own pace. Includes weekly live text chats with instructors and other participants. Offered throughout the year). Advanced classes available.

INFO: More information at: http://marc.ucla.edu/body.cfm?id=112

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**Books & Media**

INFO: None posted