Paying attention in a particular way: on purpose, in the present moment, and non-judgmentally (Kabat-Zinn 2003, p. 145) or “systematic approach to developing new kinds of control and wisdom in our lives, based on our inner capacities for relaxation, paying attention, awareness, and insight” (Kabat-Zinn, 1990)

MINDFULNESS DEFINED

- “Paying attention in a particular way: on purpose, in the present moment, and non-judgmentally” (Kabat-Zinn 2003, p. 145) or “systematic approach to developing new kinds of control and wisdom in our lives, based on our inner capacities for relaxation, paying attention, awareness, and insight” (Kabat-Zinn, 1990)

MINDFULNESS-BASED INTERVENTIONS

- Designed to increase our psychological insights about our experiences and to ability to deal with these differently.
- Mindfulness-based stress reduction (MBSR)
  ▶ Tends to focus on a more general application and is applied to stress arising from a variety of life events (Kabat-Zinn, 1990)
- Mindfulness-based cognitive therapy (MBCT)
  ▶ Originally created to promote the “being” mode and to prevent relapse of people with major depressive disorder, puts a greater emphasis on working with and understanding the psychological and cognitive aspects of our experience (Teasdale)
- Mindful Parenting (MP)
  ▶ Adapted from both MBSR and MBCT and addresses the needs and themes that arise in the context of parenting (Bögels et al. 2008)

INTERVENTION OVERVIEW

- Primarily in-person group sessions (virtual - Lumsky, 2021)
- 5 – 9 sessions, 1.5 hr to 3 hours, each
- Includes didactic and experiential teachings with home practices
- Led by clinical psychologists, mental health nurses, or certified mindfulness teachers

INTERVENTION PROTOCOL SAMPLES

<table>
<thead>
<tr>
<th>Theme</th>
<th>Experiential practices</th>
<th>Home practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>There is more right with you than wrong with you</td>
<td>Awareness of positive self</td>
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<tr>
<td></td>
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<td>Moment by moment awareness of eating/breathing</td>
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<td>Guided body scan meditation</td>
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<tr>
<td>Session 2</td>
<td>How you see things will determine how you will respond to them</td>
<td>Guided body scan meditation</td>
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<td>Wandering mind/acceptance/focusing</td>
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<td>Expanding awareness to identify/solve problems</td>
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<td>Breathing awareness</td>
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<tr>
<td>Session 3</td>
<td>There is pleasure and power in being present</td>
<td>Guided mindful yoga</td>
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<td></td>
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<td>Guided sitting meditation with awareness of breathing</td>
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<td></td>
<td></td>
<td>Guided sitting meditation with awareness of breathing</td>
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<tr>
<td></td>
<td></td>
<td>Listening/trusting inner wisdom</td>
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<td></td>
<td></td>
<td>Awareness of stress/stress reactivity</td>
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<td>Loving kindness meditation</td>
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<tr>
<td>Session 4</td>
<td>Awareness of being stuck in one’s life and how to get unstuck</td>
<td>Guided sitting meditation with awareness of breathing</td>
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* Bazzano, 2013

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<tr>
<th>Theme</th>
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</thead>
<tbody>
<tr>
<td>Parent Training</td>
<td>Being attentive: Raisin exercise, mindful walking outside, bringing mindfulness to routine activities, observation of child, explanation of parents’ role in reward system</td>
<td>Man from Mars: Raisin exercise, mindful walking outside, bringing mindfulness to routine activities, observation of child, explanation of parents’ role in reward system</td>
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<td>Home in your body: Body-scan, mindful walking inside, pleasant event calendar, observation picture or video of child, mindfulness in routine activities</td>
<td>Home in my body: Body-scan, mindful walking inside, pleasant event calendar, mindfulness in routine activities</td>
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<tr>
<td></td>
<td>Breath: Sitting with the breath, 3 minute breathing space, unpleasant event calendar</td>
<td>Breath: Sitting with the breath, 3 minute breathing space, unpleasant event calendar</td>
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<td>Answering: Awareness sounds and thoughts, difficult moment-breathing space-answering calendar</td>
<td>Answering: Awareness sounds and thoughts, difficulty moment-breathing space-answering calendar</td>
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<td>Adolescent Training</td>
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* Bogels, 2008

LITERATURE REVIEW

- 22 intervention articles from 2008-2021
- 1,284 parents (83.4% mothers) MBSR (n = 11), MP (n=8), MBCT (n=3)
- USA (n=7), The Netherlands (n=6), Canada (n=3), Australia (n=1), Jordan (n=2), Spain (n=1), Hong Kong (n=1), United Kingdom (n=1)
- Some studies ran concurrent sessions for the adolescents/young adults (Bögels, 2008)

OUTCOMES

- Statistically significant increases in mindfulness
- General health status
- Psychological functioning
- Compassion
- Personal growth
- Empathic concern
- Forgiveness
- Coparenting

- Statistically significant reductions in parenting stress
- Perceived stress
- Depression
- Anxiety
- Cortisol levels
- Health complaints
- Mood disturbances/negative mood
- Somatic symptoms
- Dysfunctional parenting
Improving Family Caregiver Outcomes Through Mindfulness

Angela Alberti, PhD Candidate, Rutgers University
Faculty Mentor: Dr. Sallie Porter, School of Nursing, Rutgers University
April 2021


