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## WHAT TO EXPECT

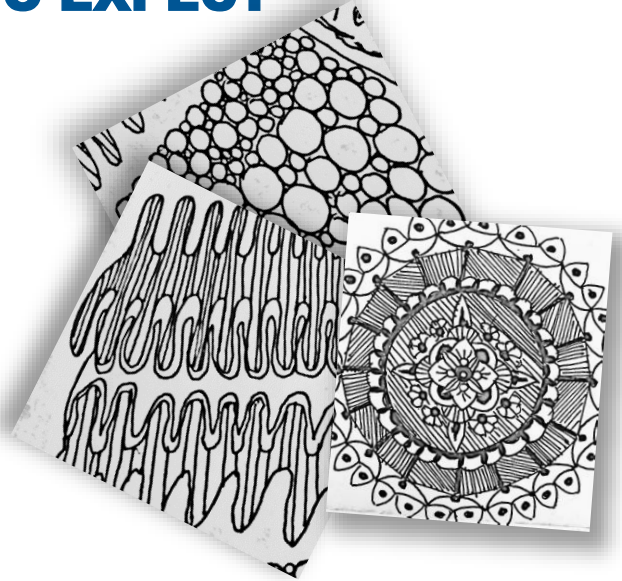
### Brief introduction/Background:

- Mindfulness Practices in the COE
- Mindfulness research
- Art-based related research

### What about you?

- Participation throughout the session

### My Journey with Arts and Mindfulness Practice



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## BACKGROUND

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## COE MINDFULNESS PRACTICES (2020)

### April – May 2020

Social Connection in Times of Physical Distance

### June – October 2020

Fighting Systemic Racism with Compassion

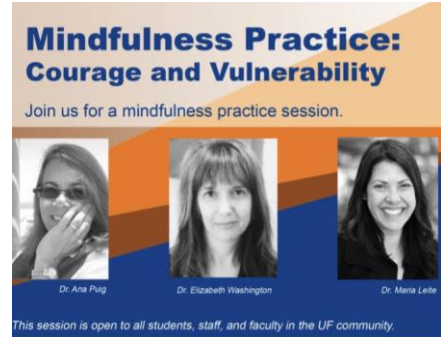
Unpacking Race and Racism

Deepening Awareness of Intersectional Identities

Courage and Vulnerability

### February 2021

Facing Our Fears with Kindness and Compassion



**Mindfulness Practice:  
Courage and Vulnerability**

Join us for a mindfulness practice session.

Dr. Ana Puig      Dr. Elizabeth Washington      Dr. Maria Leite

*This session is open to all students, staff, and faculty in the UF community.*

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UNIVERSITY of FLORIDA

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**WHAT ABOUT YOU?**

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# RESEARCH

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## MINDFULNESS

Journal of Philosophy of Education

pesgb

Journal of Philosophy of Education, Vol. 53, No. 2, 2019

### Mindfulness *In, As and Of* Education: Three Roles of Mindfulness in Education

OREN ERGAS 

*Following the exponential rise in publications on mindfulness in education and the emergence of some critical perspectives on this field, this paper articulates three roles of mindfulness practice in education: Mindfulness in, as and of education.*

*The three practice & narrative implementer field. Which education attention a whole s which the Describ the pract associat discuss possiblit future edu*

- Incorporated to educational settings
- Essential facets:
  - Attention,
  - Attitude,
  - Intention
- Invokes the attitude of curiosity and inquisitiveness (Ergas, 2019)

Short Report

### Meditation Increases Compassionate Responses to Suffering

Paul Condon<sup>1</sup>, Gaëlle Desbordes<sup>2</sup>, Willa B. Miller<sup>3</sup>, and David DeSteno<sup>1</sup>

<sup>1</sup>Department of Psychology, Northwestern University; <sup>2</sup>Mitochondria A. Mattison Center for Biomedical Imaging, Massachusetts General Hospital, Harvard Medical School, and <sup>3</sup>Department of Religion, Harvard University

Received 1/9/13; Revision accepted 5/17/13

aps

PSYCHOLOGICAL SCIENCE

Psychological Science  
2013, 24(1), 24–32  
© The Author(s) 2013  
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sagepub.com/journalsPermissions.nav  
DOI: 10.1177/0956797612469893  
jps.sagepub.com

- Enhances compassionate response
- Mindfulness and compassion meditation practice & Control group (Condon, Desbordes, Miller, & DeSteno, 2013)

Mindfulness (2018) 9:693–707  
<https://doi.org/10.1080/14747191.617.6839-2>

ORIGINAL PAPER



### Effectiveness of Mindfulness Interventions for Mental Health in Schools: a Comprehensive Meta-analysis

Dana Carsley<sup>1</sup>, Bassam Khoury<sup>1</sup>, Nancy L. Heath<sup>1</sup>

Effectiveness in mental health and well-being outcomes of students in late adolescence (Carsley, Khoury, & Heath, 2018)

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# MINDFULNESS


Three Facets of Mindfulness (Bishop et al., 2004; Kabat-Zinn, 2005; Shapiro et al., 2012 as cited in Ergas, 2019)

- Attention – sustaining *attention* to the sensation of the breath
- Attitude – foster acceptance of experience, even if it includes inability to sustain attention
- Intention – recurrently reestablishing attention and attitude (Intentionally)

Journal of Philosophy of Education 

Journal of Philosophy of Education, Vol. 53, No. 2, 2019

## Mindfulness *In, As* and *Of* Education: Three Roles of Mindfulness in Education

OREN ERGAS 

*Following the exponential rise in publications on mindfulness in education and the emergence of some critical perspectives on this field, this paper articulates three roles of mindfulness practice in education: Mindfulness in, as and of education. The three are developed based on an examination of the practice as it is shaped by two different socio-historical narratives, which in turn manifest in different modalities of implementation and aims in the contemporary educational field. While much of the field is governed by 'mindfulness in education' within economic-therapeutic interventions, equal attention is given to 'mindfulness as education' as reflected in a whole school approach and to 'mindfulness of education' in which the practice radicalises the ethos of critical pedagogy. Describing these three roles, the paper introduces readers to the practice itself, offers a framework for understanding its associations with a variety of educational aims, and critically discusses these associations as well as the diverse pedagogical possibilities that this practice brings to contemporary and future education.*

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# MINDFULNESS

Mindfulness and Compassion Meditation:  
Enhance compassionate responses to suffering  
(Condon, Desbordes, Miller, & DeSteno, 2013)

- In an experiment, those participants who took part in mindfulness and compassion meditation demonstrated enhanced compassionate behaviors in comparison to those in the control group.

Short Report

## Meditation Increases Compassionate Responses to Suffering

Paul Condon<sup>1</sup>, Gaëlle Desbordes<sup>2</sup>, Willa B. Miller<sup>3</sup>, and David DeSteno<sup>1</sup>

<sup>1</sup>Department of Psychology, Northeastern University; <sup>2</sup>Abiminda A. Martinis Center for Biomedical Imaging, Massachusetts General Hospital, Harvard Medical School; and <sup>3</sup>Department of Religion, Harvard University

Received 1/3/13, Revision accepted 3/17/13

  
PSYCHOLOGICAL SCIENCE

Psychology of Science  
26(10) 2125–2127  
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DOI: 10.1177/0956797613508503  
ps.sagepub.com



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## MINDFULNESS

- Meta-analysis 24 studies (Carsley, Khoury, & Heath, 2018)
- Overall, mindfulness interventions were found to be helpful (n = 3977)
- Most significant impact: Interventions - late adolescence (15–18)
- Study contributed to:
  - Providing suggestions for future applications of mindfulness in schools.
  - Considering adaptations of mindfulness interventions.
  - Accounting for students' needs across different developmental levels.

Mindfulness (2018) 9:693–707  
<https://doi.org/10.1007/s12671-017-0839-2>



ORIGINAL PAPER

### Effectiveness of Mindfulness Interventions for Mental Health in Schools: a Comprehensive Meta-analysis

Dana Carsley<sup>1</sup> · Bassam Khoury<sup>1</sup> · Nancy L. Heath<sup>1</sup>

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## ART-BASED APPROACHES FOR MINDFULNESS

alzheimer's association | About | News | Events | Professionals | En Español | E-news

Alzheimer's & Dementia | Help & Support | Research | Get Involved | Local Resources

DAILY CARE

### Art and Music

Other pages in Daily Care

- Coronavirus (COVID-19): Tips for Dementia Caregivers
- Daily Care
- Daily Care Plan

Music and art can enrich the lives of people with Alzheimer disease. Both allow for self-expression and engagement, after dementia has progressed.

- ▶ Music
- ▶ Art

Translational Neurodegeneration

Home | About | Articles | Submission Guidelines

Review | Open Access | Published: 25 January 2017

### Music therapy is a potential intervention for cognition of Alzheimer's Disease: a mini-review

Bong Fang, Shengxuan Ye, Jiangtao Huangfu & David P. Calimag

[Translational Neurodegeneration](#) 6, Article number: 2 (2017) | [Cite this article](#)

26k Accesses | 34 Citations | 118 Altmetric | [Metrics](#)

Jung  
Society  
of Utah

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# ART-BASED APPROACHES FOR MINDFULNESS

**MINDFULARTS**

**Empower**

**Our Mission**  
To provide volunteer-facilitated mindfulness instruction to STUDY students through a partnership with the San Francisco Education Fund. Using storytelling as well as visual and performative arts.

**How to Support Social-Emotional Learning Through Choice**  
Social Emotional Learning (SEL) has become a top priority in the past few years. Integrating SEL into your practices is even more important than ever in these unprecedented times. While there are many avenues to incorporate SEL into art education, the choice-based curriculum, provides a unique opportunity.

**The Arts, SEL, and Mindfulness in Education**

**the arts**

**Creative Resilience** exposes students to the arts through theater, music, movement, creative writing, and visual arts.

✓ These mediums directly access and articulate our individual truth, provide

**youth arts research**



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## DAILY DRAWING

### Oil Pastel on Paper

Working from home since March 2020

Drawing routine

No intentional focus on  
mindfulness practices

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## FINDING PATTERNS

Examination of past experiences

Revisiting the past

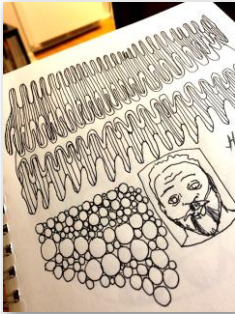
Culture and previous career

No intentional focus on  
mindfulness practices

Awareness of drawing as a  
“meditative” activity

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## FINALLY MINDFULNESS

### Watercolor Doodling

Intentional mindfulness  
activity

Focused on the breath

Attention

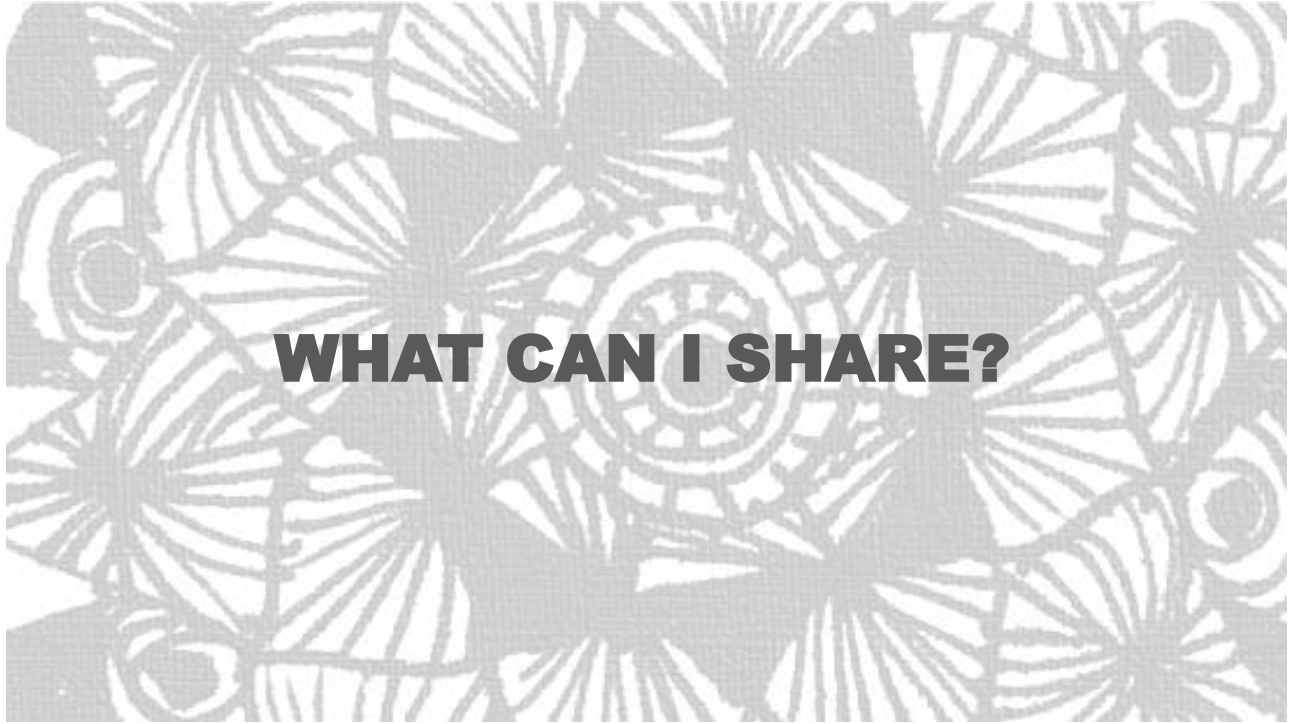
Attitude

Intention

Writing

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## PILOTING PRACTICE

### Mindfulness Drawing Flow

December 2020

F2F physically distancing

Masks

Yoga Flow

Subsequent Mindful  
Drawing Flow



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## PRACTICE

### Mandalas: Mindfulness Drawing Flow

Turn off your camera

Note pad and pencil/pen

(Color pencils or crayons are optional)

Brief Body Scan

Drawing practice

- Awareness
- Compassion
- Sense of purpose

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## DEBRIEFING

### Mindfulness Drawing Flow - Mandalas

Turn on your camera

Share your mandala if you want

How did you do?

How did you connect with this activity in terms of attention, attitude, and intention?

Did you set an intention (e.g., professional, personal) for your mandala?

Did you use words?

Did you use colors?

Did you – at any moment – draw your breath?

What is your takeaway?

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## RESOURCES

### Research:

- Condon, P., Desbordes, G., Miller, W. B., & DeSteno, D. (2013). Meditation increases compassionate responses to suffering. *Psychological Science*, 24(10), 2125–2127. <https://doi.org/10.1177/0956797613485603>
- Carsley, D., Khoury, B. & Heath, N.L. (2018). Effectiveness of mindfulness interventions for mental health in Schools: A comprehensive meta-analysis. *Mindfulness* 9, 693–707. <https://doi.org/10.1007/s12671-017-0839-2>
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- Jung, C. G. (1972). *Mandala symbolism*. Princeton, N.J.: Princeton University Press.
- King, R. (2018). *Mindful of race: Transforming racism from the inside out*.
- Kuhnke, J. L. (2020). Art-based activities and adverse events: An autobiographical inquiry. *European Journal for Qualitative Research in Psychotherapy*, 10, 82-92. Retrieved from <http://www.ejqr.org/index.php/ejqr/article/view/98>
- Schneider J. (2018). The Arts as a Medium for Care and Self-Care in Dementia: Arguments and Evidence. *International journal of environmental research and public health*, 15(6), 1151. <https://doi.org/10.3390/ijerph15061151>

## RESOURCES

### Activities:

- Mindful Creative Muse Website: <https://mindfulcreativemuse.com/>
- Mindful Creative Muse YouTube Channel: [https://www.youtube.com/c/MindfulCreativeMuse?sub\\_confirmation=1](https://www.youtube.com/c/MindfulCreativeMuse?sub_confirmation=1)
- Self-Compassion Exercises: <https://self-compassion.org/category/exercises/>
- The Nap Ministry: <https://thenapministry.wordpress.com/about/>

### Books:

- CG Jung – Mandala Symbolism (1972)
- Ruth King – Mindful of Race: <https://ruthking.net>

### Blog:

- Jung Society of Utah: <https://jungutah.com/blog/mandalas-symbols-of-the-self-2/>

### Additional Resources:

- UF Arts in Medicine Resources: <https://arts.ufl.edu/academics/center-for-arts-in-medicine/research-database/>
- Journal of Korean Medical Science: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5852419/>
- UF Mindfulness: <https://mindfulness.ufl.edu/index.php/resources/mindfulness-in-education/>





## Poll: Rate this session

- Excellent
- Good
- Neutral
- Needs Improvement

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**THANK YOU**

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