Mindfulness & CMHC

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Mindfulness is: "being fully aware of your immediate present experience and accepting yourself as you are in this moment without judgement" (Jennings & Jennings, 2013).

Mindfulness is paying attention to the present in a particular, non-judgemental way (Felver et. al, 2013).

Modern Mindfulness focuses on attention and acceptance, is not process oriented, focuses on the present, and is generally cognitive and "without specific goals" (Rapgay & Bystrisky, 2009).

Conversely, Classical Mindfulness tends to be goal oriented, focus on attention and introspective awareness, focuses on the past, present, and future experiences, and involves "active" awareness (Rapgay & Bystrisky, 2009).

![Table showing differences between modern versions and classical mindfulness](image)
QUIZ GAME: Question 1

(1) Mindfulness can help__________________.

A. Reduce the physical symptoms of stress
B. Reduce the cognitive symptoms of stress
C. Reduce the emotional symptoms of stress
D. All of the above
E. (A) & (B) but not (C)
F. None of the above
(2) Mindfulness practices have been shown to help alleviate some symptoms of GAD, depression relapse, eating disorders, drug addiction, and BPD as well as improve the practicer's general well being.

(A) True
(B) False
(C) This isn’t where I parked my car.
(3) Mindfulness activities for children are generally __________ than those for adults.

(A) Less Scary
(B) Shorter in Duration
(C) More “Imagery focused”
(D) (B) & (C) but not (A)
Quiz Game: Question 4

(4) When working with older adults specifically, ……

(A) Be careful when asking them to hold their breath.
(B) Include stretching or a body scan.
(C) Ask them to silence their phones.
(D) Be careful when “minding” existential topics.
Quiz Game: Question 5

(5) Which of the following usually incorporate mindfulness?

(A) Yoga  
(B) Qigong  
(C) Tai Chi  
(D) Lasertag  
(E) A, B, & C but not D  
(F) The Force (is not strong with this answer).
Quiz Game: Answer Key

(1) D - All of the above
(2) True
(3) D - B&C but not A
(4) A
(5) E

Bonus: Did you know that Duke developed the "Koru" program which consisted of four, 75 minute classes with groups of 8-12 students college students (Rogers, 2013)? This program helped highlight some key components for successful mindfulness classes and activities for emerging adults.
Mindfulness & CMHC: Application

- Can help client be more present in their thoughts, emotions, and sensations during daily activities
  - The ability to observe your internal processes from a nonjudgmental, non-attachment, non-identification, and acceptance perspective can enhance psychological freedom
  - Core component of change process
- Begin with psychoeducation - teach the foundations of mindfulness
  - Normalize the tendency of the human mind to wander, think about the past, plan for the future, and labeling/making judgements about everyday experiences
  - Provide client with literature to enhance basic understanding of mindfulness
- Teach basic mindfulness-based meditation techniques
  - Nonjudgmental awareness of thoughts, emotions, sensations
  - Use breathing as an anchor to reduce emotional reactivity or distraction
- Successful interventions require discipline and regular, systemic practice on the part of the client
- Ultimately encourages client to recognize the transiency of their thoughts, choose to relinquish their attachment to them, and consider alternative ways of being

(Brown & Guiffrida, 2013)
Formal Mindfulness Interventions

● Acceptance and Commitment Therapy (ACT)
  ○ OCD symptom severity, depression symptoms, rehospitalization, general mental health
  ○ 18+
  ○ Inpatient, outpatient, workplace

● Acceptance-Based Behavioral Therapy for Generalized Anxiety Disorder (ABBT)
  ○ GAD diagnosis and severity, worry and stress symptoms, depression symptoms
  ○ 18-55
  ○ Outpatient
  ○ Adapted for group outpatient settings and culturally adapted for use in Puerto Rico
Formal Mindfulness Interventions

- **Dialectical Behavioral Therapy (DBT)**
  - Suicide attempts, nonsuicidal self-injury, psychosocial adjustment, treatment retention, drug use, symptoms of eating disorders
  - 18+ (Young Adult to Older Adult)
  - Inpatient, outpatient, other community settings
  - Adapted for a variety of mental health concerns

- **Mindfulness-Based Cognitive Therapy (MBCT)**
  - Major depression episode relapse, residual depression symptoms, psychiatric comorbidity, antidepressant medication use, quality of life
  - 26+ (Adult-Older Adult)
  - Outpatient
  - Adapted for use with children
Formal Mindfulness Interventions

- Mindfulness-Based Stress Reduction (MBSR)
  - Stress and anxiety symptoms, mood disturbance, depression symptoms, self esteem, general mental health symptoms and functioning
  - 13+ (Adolescent-Older Adult)
  - Outpatient

(NREPP: SAMHSA’s National Registry of Evidence-based Programs and Practices, 2014)
Informal Mindfulness Applications

- **Children:**
  - Turtle Relaxation Walk
  - Cloud Thoughts
  - Spiderman: Practicing Mindfulness and Increasing Focus

- **Adults:**
  - Body Scan
  - Progressive Muscle Relaxation
  - Guided Meditation
  - General Mindful Awareness
    - Eating
    - Daily chores
    - Breathing
Georgia is 10 and lives with her Mom, Emma, her Dad, Nick and her younger brother Sam, aged 7. Emma is a teaching assistant at the local elementary school and Nick is an accountant. At a recent parents evening, Emma and Nick were concerned to hear that Georgia has been struggling with her schoolwork and has fallen significantly behind in some subjects. There have also been some difficulties in friendship groups and Georgia is often involved in arguments in the playground. On a positive note, her teacher is pleased to report that she is doing exceptionally well in gym class.

Emma and Nick have noticed that Georgia has become more and more disorganized over the past 18 months. She has lost many items of school equipment and is often late leaving the house for school and for social events, as it takes her so long to get ready. Georgia is often restless and finds it difficult to concentrate, even on things that she finds enjoyable; for example, it is unusual for her to be able to sit and watch a movie through to its conclusion. Emma remembers that she was a lot like this when she was a child, and has not been particularly worried until now. Both she and Nick are concerned about the fact that Georgia is struggling academically but are more worried about the fact that she appears to be having problems making and keeping friends.

(Borrowed from Coad, Case Study 1, Attention Deficit Hyperactivity Disorder (ADHD) in children and young people.)
Discussion Questions

What other information would you like to know about Georgia?

If you were to recommend a mindfulness activity for Georgia, what would it be? (Think back on some of the mindfulness activities we’ve done in the past.) What is your rationale for picking this mindfulness activity?

What kinds of modifications to a mindfulness activity would make it more developmentally appropriate for Georgia?

What goals do you think Georgia could accomplish by practicing mindfulness?
Vignette #2

John is in his early 20’s and he is a college student nearing graduation. He is studying to become a computer programmer. He also has Asperger’s Syndrome. John has difficulty in social situations and may appear shy and reserved. He exhibits very few facial expressions. John rarely expresses change in emotion and sometimes has inappropriate eye contact while interacting with others. His voice is often low volume and monotone. John often experiences difficulty interacting with unfamiliar people or classmates. He exhibits problems appropriately approaching others, initiating or changing topics within conversations, and experiences difficulty with experiences difficulty in knowing when to execute the conversation. John came to therapy in hopes to control his speaking rate. John’s mother feels that he is not involved socially and hopes that therapy will give him the courage to become more social. She has also expressed concern regarding inappropriate topic initiations. (Sullivan, Fleener, Handley, Hatami, & Marino, Asperger’s syndrome: An adult case study.)
Discussion Questions

What other information would you like to know about John?

If you were to recommend a mindfulness activity for John, what would it be? (Think back on some of the mindfulness activities we’ve done in the past.) What is your rationale for picking this mindfulness activity?

What kinds of modifications to a mindfulness activity would make it more appropriate for John?

What goals do you think John could accomplish by practicing mindfulness/How could mindfulness aid John in achieving some of his goals?
Reference list


Coad. Case Study 1, Attention Deficit Hyperactivity Disorder (ADHD) in children and young people


