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


Witkiewitz, K., Greenfield, B. L., & Bowen, S. (2013). Mindfulness-based relapse prevention with racial and ethnic minority women. Addictive Behaviors. [link]

ASSOCIATIONS
Articles examining the correlation and mechanism between mindfulness and other variables


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


TRIALS
Research trials on mindfulness newly registered (OCT 2013) at Clinicaltrials.gov

Emory University (N.J. Thompson, PI). Preventing depression in people with epilepsy: an extension of project UPLIFT. Trial# NCT01941706. [link]

Emory University (J. Park, PI). Mechanisms of intradialytic hypertension. Trial# NCT01947673. [link]

l'Hospital de la Santa Creu i Sant Pau (A. Pascual, PI). Integral attention program with or without palliative chemotherapy in advanced cancer patients. Trial# NCT01949974. [link]

Oregon Health and Science University (H. Wahbeh, PI). Mindfulness meditation for cognition and mood. Trial# NCT01946893. [link]
Highlights

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

In today’s high stress medical environment, 60% of clinicians suffer from symptoms of burnout at some point in their careers, impairing both clinician morale and patient health outcomes. Mindfulness might play an important role in preventing clinician burnout and improving the quality of clinician-patient interactions, thereby improving patient compliance, satisfaction, and well-being.

Can mindfulness indeed improve the quality of clinician-patient interactions? Beach et al. [Ann Family Med.] audiotaped clinician-patient interactions between 45 physicians, nurse practitioners, and physician assistants and 437 HIV-positive patients. Taped interactions were coded for content, and analyzed for how patient-centered, as opposed to clinician-centered, the interactions were. Patient-centered interactions included activities such as rapport building, discussing psychosocial/lifestyle issues and patient-initiated questions, and focusing on emotions, as opposed to interactions like clinician-initiated biomedical questions and directive statements. The research team also measured how mindful the caregivers were based on their self-reports on the Mindful Attention Awareness Scale (MAAS), and analyzed the associations between clinician mindfulness and the quality of clinician-patient interactions.

When highly mindful clinicians (the MAAS upper tertile) were compared with less mindful clinicians (the MAAS lower tertile), mindful clinicians’ interactions were more patient-centered, with substantially more rapport building and psychosocial focus. Mindful clinicians met with their patients longer (an extra 5.8 minutes on average), exhibited more positive emotional tone, and were rated as more effective communicators by their patients. Patients were also more satisfied with the overall care that these more mindful clinicians provided.

Previous studies have shown that health care providers can be taught to be mindful, but busy clinicians often don’t have the time to attend lengthy programs. Fortney et al. [Ann Family Med.] tested the efficacy of an abbreviated form of Mindfulness Based Stress Reduction in alleviating/preventing symptoms of clinician burnout. The program offered 14 hours of mindfulness instruction over a three-day weekend, followed by two 2-hour post-training sessions. Exercises emphasized mindfulness while sitting, walking, listening and speaking, mindfulness in interaction with patients, and compassion for self and others. Participants were encouraged to practice 10-20 minutes per day at home. Thirty primary care providers (physicians, nurse practitioners and physician assistants) participated in the program. They were assessed at baseline, immediately after the intervention, and at 8-week and 9-month follow-up on measures of burnout, depression, anxiety, stress, resilience, and compassion. While 63% of the participants had some prior meditation experience at some point in their life, only 7% were actively practicing meditation at the start of the study.

After the intervention, the clinicians reported significant decreases in emotional exhaustion, depersonalization, anxiety, and stress, and significant increases in a sense of personal accomplishment. All of these differences were significant at nine-month follow-up. No changes in clinician resilience or compassion were found, but the clinicians’ high scores on the brief five-item compassion scale at baseline left little room for improvement. These preliminary results suggest that abbreviated MBSR holds promise as a time-efficient means of improving clinician well-being, and, as a consequence, the quality of patient care.
OCT 2013

ANNOUNCEMENTS

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

Categories: Events & Conferences, Research & Education, Books & Media, and Employment

Events & Conferences

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/tcqbgb

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

Learning to BREATHE Workshop
A workshop for teachers and clinicians, “Mindfulness for YOU and Mindfulness for YOUTH,” will be offered by Diane Reibel and Trish Broderick. Participants will participate in activities from Learning to BREATHE, a mindfulness-based social and emotional learning curriculum for classrooms and other settings. Please see the website below for more specific details and for registration information. Dates: November 9 & 10, 2013 Location: Chestnut Hill College, Philadelphia, PA.

INFO: Website and registration link: www.learning2breathe.org

Research & Education

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

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 details at http://marc.ucla.edu/body.cfm?id=112

Books & Media

New: An Exploration of Ethics
The Ethical Space of Mindfulness in Clinical Practice, by Donald McCown, principal author of Teaching Mindfulness: A practical guide for clinicians and educators. Addresses three urgencies of the MBIs: ethical theory, the definition of mindfulness, and the quality of teacher training. "Provides valuable lessons for both educators and clinicians in the fast-growing MBI community. It is an insightful exploration, rich in discerning dialogue about a relational view of the ethical in the mindful profession. The author brings alive the dialogue in a practical and accessible way." - Dr. Heyoung Ahn, Executive Director, The Korea Center for MBSR

INFO: Order on Amazon: http://amzn.com/1849058504

Research Project: Mindfulness Unexpected Effects
One of the criticisms about the practice of mindfulness is their possible unexpected effects. The International Group for the Investigation of Mindfulness is carrying out a study to analyze these possible effects. In order to make this study as broad and as explanatory as possible, we require cooperation from individuals who have experience in both the practice and teaching of mindfulness and meditation. This consists of answering a series of questions on a website in this link (15 minutes).

https://es.surveymonkey.com/s/effects (English)
https://es.surveymonkey.com/s/efectos (Español)
https://es.surveymonkey.com/s/efeitos (Português)

INTERNATIONAL GROUP FOR THE INVESTIGATION OF MINDFULNESS

INFO: E-mail: investigaprimaria@gmail.com
Website: www.webmindfulness.com

Employment

INFO: None posted