Class-Room Meditation To Improve Unitec Learner's Resilience

Victor Roux & Gilian Graham

Meet our team

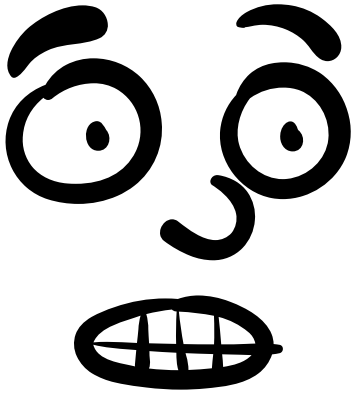
VICTOR ROUX
Lecturer Mental Health
Unitec

GILIAN GRAHAM
Lecturer Management of
Nursing Care

Agenda

Introduction

Observed learner stress- Yr 1 and 2



Learners vocalizing struggling to cope with studies and daily life

Started us thinking... is this common?

2022 NZ Mental Health National Survey

- 3rd year running
- 18 years +
- >1000 Nzers

More New Zealanders view mental health and physical health as equally important

1 in 5 believe physical and mental health are **not given equal importance** in the health care system

Males are less likely to think about their mental health than females

3/4 of young people (18-34) felt stressed to the point that their **ADLs have been impacted** and they **felt unable to cope**

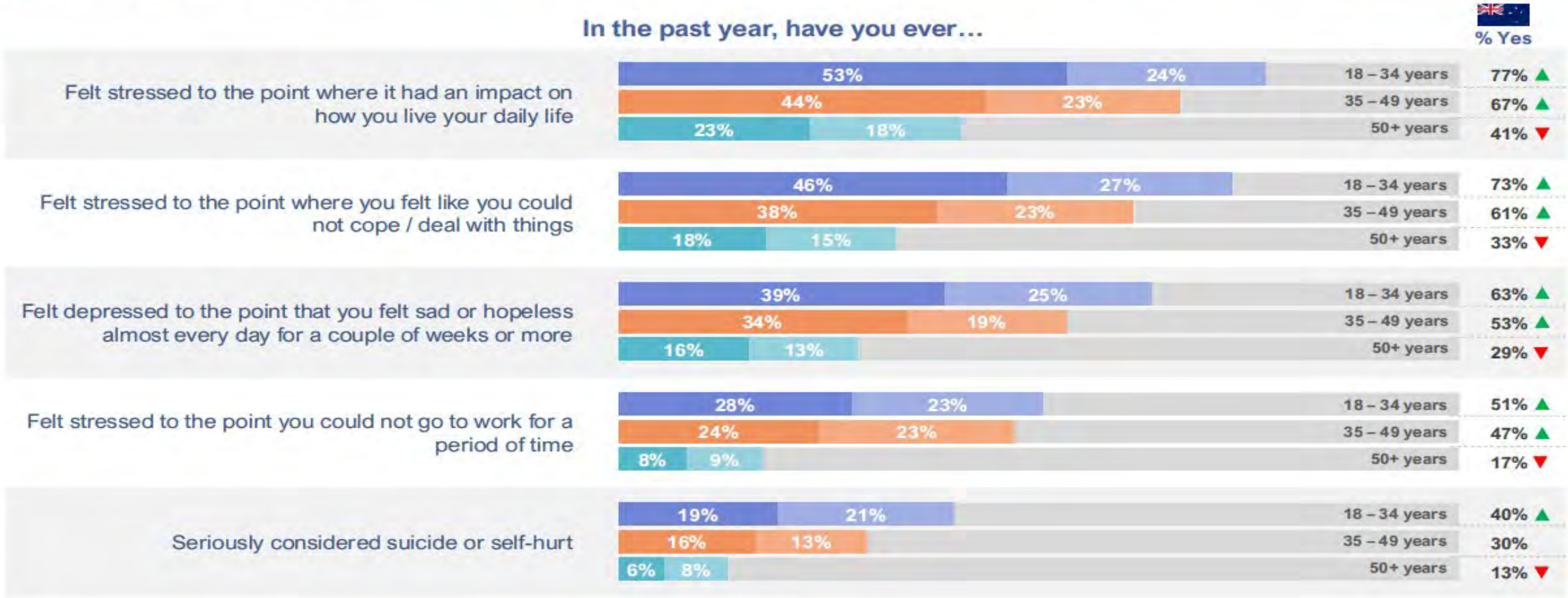
40% saying that they seriously considered suicide or self-harm

(Ipsos, 2022)

Key Findings of the Mental Health National Survey 2022

PERSONAL EXPERIENCES OF MENTAL HEALTH ISSUES – AGE

New Zealanders aged 18–34 are significantly more likely to report having experienced acute stress and depression, and considered suicide or self-hurt.



(From Ipsos Global Advisor Survey Game Changers (slide 16), by Ipsos, September, 2022)

Stress and anxiety

Anxiety Disorders are the most common.
301 Million people affected globally in 2019 (WHO, 2023)

Similar in NZ. 1 in 4 New Zealanders have an anxiety disorder; approximately 15% of the population (Healthify, 2019)

In our cohort 7/28 learners who possibly struggle to perform ADLs because of anxiety and distress.

This does not include other mental health disorders

Our goals

To equip learners with a meditation tool

- to reduce anxiety and distress
- help them improve focus and attention in the classroom

Allow learners to experience meditation

- possibly share this non-pharmacological intervention with service-users.

Why meditation?

- Using Meditation to Reduce Stress, Anxiety and Depression in Nursing Students (Holden & O'Connell, 2023)
- The effects of a short-term mindfulness meditation intervention on coping flexibility (Jones, et. al., 2019)
- Efficacy of the Mindfulness Meditation Mobile App "Calm" to Reduce Stress Among College Students: Randomized Controlled Trial (Huberty, et. al., 2019)

How was meditation Implemented

MEDITATION PRACTICE	**10-minute meditation before class. Method using the breath as an anchor observing body sensations and thoughts with equanimity. Evidence-based Medito App**
LEARNERS	**Second-year MH Nursing Students. 28 Learners in Cohort. Average age 33 years**
PARTICIPATION	**The mental health benefits of meditation were explained. Participation was voluntary, and all learners decided to participate.**
DURATION	**Period of 6 weeks from Monday to Thursday. A total of 24 meditation sessions**
SURVEY OF RESULTS	**Learners were asked to complete a survey of their experience in W7.** **22 out of 28 learners completed the survey**

Analysis of the Survey Results

	Question	Yes	No	Sometimes
Q1	Did you practice meditation before	12	5	5
Q2	Did you obtain benefit from the practice	20	2	
Q3	Did the meditation improve your focus and concentration	21	1	
Q4	Are you now confident recommending meditation as an intervention	18	4	

Analysis of the Survey Results

	Question	Yes	No	Not Sure
Q5	Do you think meditation should be introduced to future classes	20	1	1

Comments from Learners

"Yes, I find meditation calms my thoughts before starting a session, and I can concentrate longer throughout the day"

"Not quite as I prefer doing it alone without other people around me"

"I was able to reset my busy life and focus on class. The positive affirmation meditation made me feel better about myself and learning and helped to reduce the negative self-talk"

I found meditation personally helpful in recognising my state of mind. I also think it is useful to know what it feels like if we are potentially going to tell other people to try it.

"Meditation lowers my stress levels, improves my focus, and I feel more connected to myself. Meditation is helping me to keep myself calm and more focused towards my goal."

Where to from here?

Run again in 2024

- Same app and mindfulness meditation pre-class
- Run with MH students again- possibly include Yr1

Next time:

- Baseline survey on current distress prior and post meditation weeks using an existing scale.
- Include question on strategies already used before our meditation
- May add follow-up question on whether they have been able to establish a consistent meditation practice
- Propose research perhaps Sem 2, 2024 after running with another cohort.

REFERENCES

Healthify. (2019, March 25). Anxiety. https://healthify.nz/health- a-z/a/anxiety/

Holden, S., & O'Connell, K. A. (2023). Using Meditation to Reduce Stress, Anxiety, and Depression in Nursing Students. *The Journal of nursing education*, *62*(8), 443–449. https://doi.org/10.3928/01484834-20230612-02

Huberty, J., Green, J., Glissmann, C., Larkey, L., Puzia, M., & Lee, C. (2019). Efficacy of the Mindfulness Meditation Mobile App "Calm" to Reduce Stress Among College Students: Randomized Controlled Trial. *JMIR mHealth and uHealth*, *7*(6), e14273. https://doi.org/10.2196/14273

Ipsos. (2022, November). New Zealanders' views on mental health: An Ipsos Global Advisor Survey. https://www.ipsos.com/sites/default/files/ct/news/documents/2021-11/Ipsos%20New%20Zealand%20-%20Mental%20Health%20-%20Report.pdf

Jones, D. R., Lehman, B. J., Noriega, A., & Dinnel, D. L. (2019). The effects of a short-term mindfulness meditation intervention on coping flexibility. *Anxiety, stress, and coping*, *32*(4), 347–361. https://doi.org/10.1080/10615806.2019.1596672

World Health Organisation [WHO]. (2023, September). Anxiety Disorders. https://www.who.int/news-room/fact-sheets/detail/anxiety-disorders

thank you