



# Investigating The Impact Of A Single-Session Mindfulness Intervention on College Students with Varying Anxiety Levels

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## Abstract

This study investigates the efficacy of a single mindfulness session in reducing anxiety levels among college students. Participants aged 18 and above will be categorized based on anxiety levels measured by the STAI-T scale. Pre- and post-intervention assessments will include the STAI-S. The intervention will be a single, brief, mindfulness session completed prior to a scheduled exam. Anticipated outcomes include reduced anxiety levels post-session. This study aims to provide insights into the feasibility and effectiveness of mindfulness practices in a university setting.

## Introduction

- Anxiety disorders are present in approximately 11.9% of college students.
- Anxiety disorders can detrimentally affect academic performance, personal development, and quality of life, and they can lead to heightened levels of stress in anxiety-inducing situations, such as taking an exam.
- While mindfulness has been shown to help individuals with anxiety, some individuals may have difficulty adhering to comprehensive programs, and would therefore benefit from more frequent, brief mindfulness sessions.
- There is a lack of comprehensive understanding about how brief mindfulness practices among college students may be helpful in addressing anxiety symptoms.
- This study aims to evaluate whether a condensed, single-session mindfulness intervention into a single session can meaningfully reduce state anxiety associated with taking an exam.
- We also aim to assess the relationship between well-being and change in state anxiety following a brief mindfulness session.

## Methodology

### Participants:

- Eligible participants will be UTA students ages 18 and older.

### Measurements and Intervention:

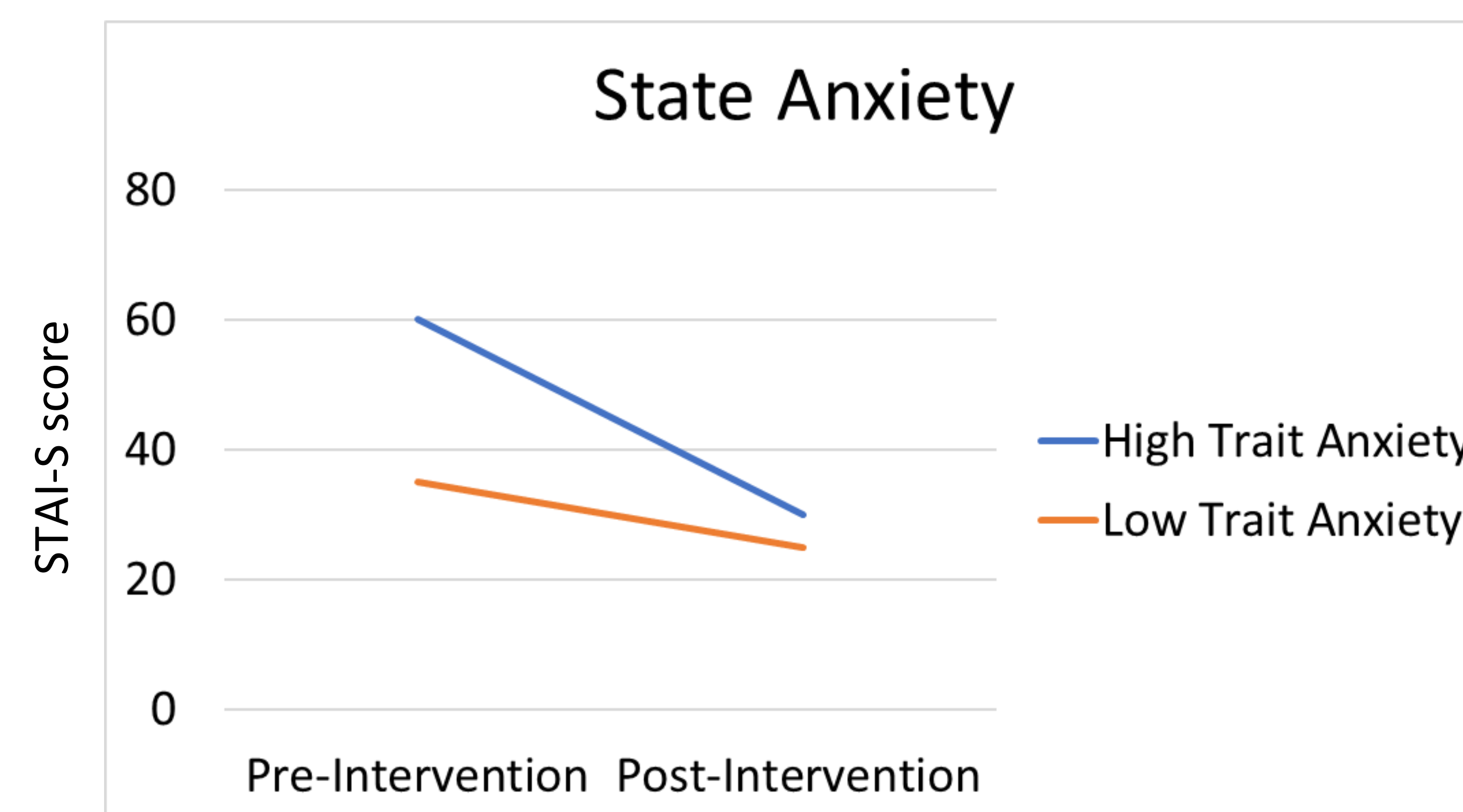
- Participants will be asked to complete a variety of assessments prior to taking a planned exam for one of their classes, including:

**The State-Trait Anxiety Inventory for Adults (STAI-AD; Spielberger, 1983).** This scale has two subscales: 1) the STAI-T, which is an assessment of trait anxiety, and is reflective of a person's general level of anxiety. This subscale will be used to group participants into "high" and "low" anxiety groups. 2) the STAI-S, which is an assessment of state anxiety, and is reflective of a person's temporary experience of anxiety and can be measured in response to a stressor. This subscale is the primary outcome measure and will be assessed before and after the brief mindfulness session.

**The World Health Organization Well-Being Index (WHO-5; World Health Organization, 1998)** is a brief, 5-item assessment of a participant's well-being in the past two weeks.

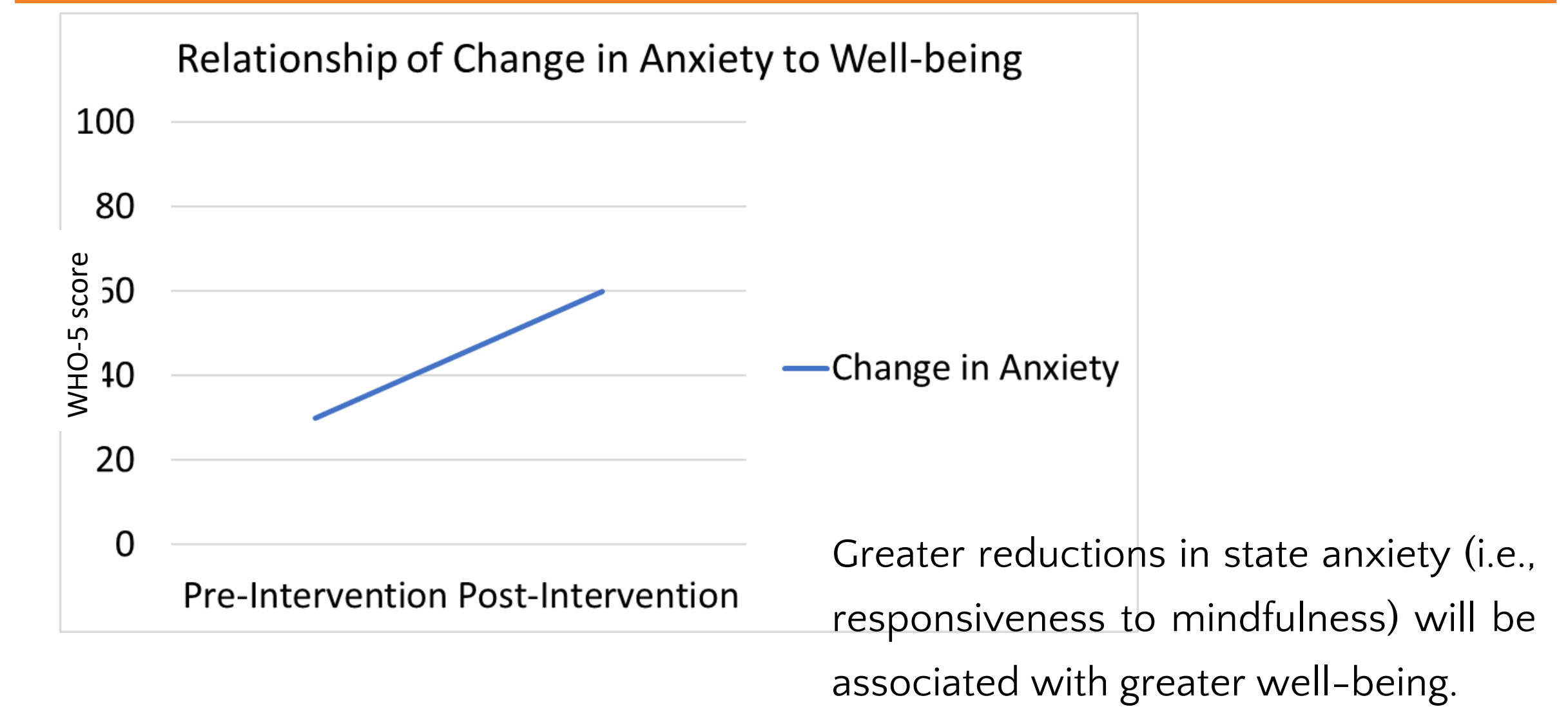
- Pre-intervention: Participants will take the STAI to measure present anxiety levels and the WHO-5 Well-Being Index to measure overall well-being.
- Participants will engage in a single mindfulness session that includes elements of Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT) and affirmations.
- Post-intervention: Participants will complete the STAI-S to gauge state anxiety following the mindfulness session.

## Anticipated Results



We anticipate that participants in both high and low trait anxiety groups will experience a reduction in anxiety levels compared to baseline measurements, with a greater effect observed in individuals with high baseline trait anxiety.

## Anticipated Results, cont'd



## Conclusions

- Mindfulness practices are proven to be beneficial and can offer a holistic approach to promoting mental well-being.
- This study will allow us to assess whether a single mindfulness session may reduce state anxiety associated with taking exams. If effective, this study would support the incorporation of brief mindfulness sessions prior to exams to help students alleviate state anxiety.
- For many participants, this single session may serve as their first exposure to mindfulness practices. By offering a condensed yet comprehensive experience, individuals can gain an understanding of mindfulness principles and techniques that they can continue to explore and incorporate into their daily lives.
- The utility of brief mindfulness sessions for test-related state anxiety may be helpful to counseling and student wellness programs and providers to incorporate in resources offered to students.

## References

References are available upon request