

Teaching Mindfulness in Social Work Graduate Students

The Study:

- Assessed students using the FFMQ pre- and post for two classes (Fall 2015 and Spring 2017).
- In year one, no mindfulness content. In year two mindfulness content was introduced.

The Course:

- This is a spirituality for social work course that integrates spiritual perspectives from diverse faith traditions, as well as, practices spirituality for one's own growth and self-care.
- The course emphasizes ethical practice in light of clients' faith tradition and our own.
- Teaching strategies include lecture, media, digital storytelling, and speakers. The inclusion of speakers from various faith traditions enables students to hear, see, and experience difference as they work through a process of "dialogue across spiritual perspectives", (Canda & Furman, 2010), in which students know their own traditions, process another, integrate, and dialogue to increase understanding of both their own and that of the other, as well engage in ethical practice.
- Generally, the course incorporates Christianity, Judaism, Hinduism, Buddhism, Islam, and atheism among others.

The Findings:

- Findings indicate no significant difference in mindfulness as assessed by the FFMQ from pre- to post testing in the first year, which was expected, as mindfulness content was not introduced.
- For the second year, there were again no major significant change in mindfulness from pre- to post test.

The Explanation:

- Other findings suggest...
- Therefore, some implications may be:
 - *Teaching* mindfulness does not create mindfulness—practice does
 - Mindfulness is difficult to attain in settings that require mastery and evaluation such as higher education
 - Awareness of mindfulness results in awareness of a lack of mindfulness
 - Ineffective teaching
 - Limited efficacy of the assessment tool

Discussion!