

The development of a feasible and acceptable Low-Intensity Mindfulness-Based Intervention

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Mindfulness-based Interventions (MBIs)

- Physical & mental health conditions (Dermarzo et al 2015; Keng et al 2011)
- Reduce stress, increase wellbeing (Carmody & Baer 2008)
- Long-term: greater resilience and wellbeing (Rosenkranz et al 2016)
- Reduction in healthcare costs (Roth & Stanley 2002)



Challenges of MBIs:

- Time and energy: 8 wks, home practice= 45 mins. per day
- Difficulties with practice: intensity, falling asleep, feelings of failure
- Adverse effects: disassociation, depersonalisation, re-traumatisation
- Organisations: time and resources to deliver

- “Stepped care” approach to MBIs suggested (Demarzo et al. 2015)
- Low-intensity > high-intensity (MBSR & MBCT)
- Low-intensity MBIs may help to address existing challenges

Low-intensity MBIs

- 4-week MBI: improvements in mindfulness, anxiety, positive affect (Demarzo et al. 2017)
- 10 or 20 min. practice per day for 2 weeks: increased mindfulness, decreased stress (Berghoff et al. 2017)
- Preliminary evidence, interventions vary in content & structure
- Lack of clarity why some elements included and not others
- What elements should be included in a brief MBI?

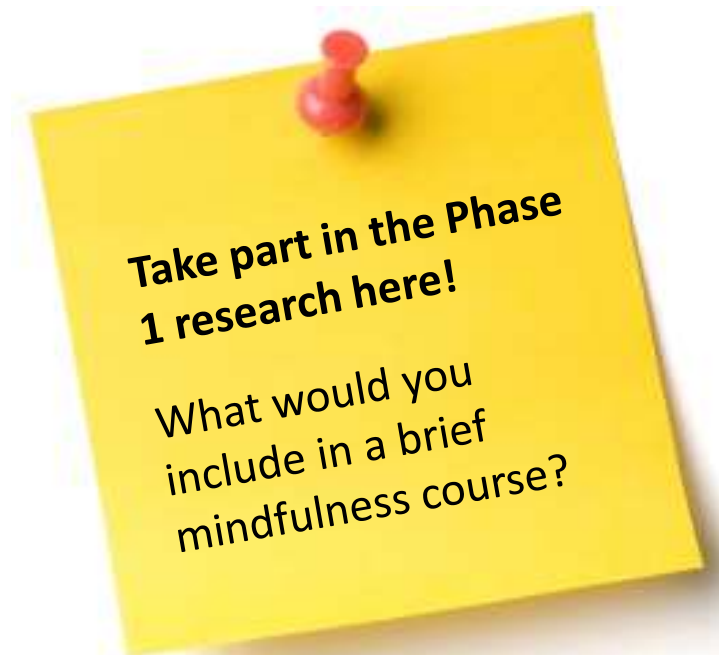
Research plan

- Stage 1: Initial design

- Literature searches: active ingredients of MBIs
- **Online survey** for teachers and participants: what do you think are the important elements in MBIs?

<http://bit.ly/MindfulUoM>

- **Mindfulness course planning activity:
design your own brief MBI**
- Follow-up telephone interviews



Stage 2: intervention development

- Creation of a draft mindfulness course & manual (may draw on existing brief MBIs)
- Focus groups
- Refine the intervention
- Code the intervention using a taxonomy of behaviour change techniques



Stage 3: intervention testing

- Feasibility study: process evaluation, sample size= 40
- Data collection: baseline, completion of intervention, 3-month f/up
- Outcome measures: Short Warwick Edinburgh Mental Well-Being Scale (SWEMWBS), FFMQ, AAQ-II, EQ-5D, Adverse Events, recruitment, retention, willingness to be randomised, qualitative interviews
- Code the data using a taxonomy of meditation benefits and drawbacks (Suresh, Anderson & Farb, 2018)

Summary

This research will follow **MRC guidance for developing and evaluating complex interventions** (MRC, 2008)

- Stresses the importance of investing in developmental studies before large scale evaluations are conducted.

Informed by **participant opinion and experience** throughout the programme.

Take part here and help shape a brief mindfulness course, and have your say in this research!





... any questions?

Mindfulness survey: <http://bit.ly/MindfulUoM>

Mindfulness course planning activity: collect a kit to take part