



“Mindfulness, art and performance”

Day: Thursday 12th July 2018 Time: 10:45 – 12:00 Track: Various

Julie Artman is the first presenter, and will discuss mindfulness on stage, addressing actor empowerment and character embodiment.

The second presenter is Heather Kempton, and she will talk about the use of poetry in secular mindfulness training.

The third presenter is Anne-Marie Czajkowski, she will discuss the findings of a two-year replication, longitudinal, blind, and controlled study of the 8-week Mindfulness for singers course with university and conservatoire vocalists.

Jian-Hong Chen is the final presenter and will talk about a prospective observational study aimed to evaluate the effect of Mindfulness Sport Performance Enhancement on mental health, flow status, and competitive state anxiety by 4 weeks' workshop.

Symposium overview

- Presenter 1** **Julie Artman** - If the Buddha Walked Mindfully On Stage: Actor Empowerment and Character Embodiment
- Presenter 2** **Heather Kempton** - A brief survey of the spiritual aesthetic of poetry in secular mindfulness training.
- Presenter 3** **Anne-Marie Czajkowski** - The effects of Mindfulness for Singers: An 8-week intervention replication study for University and Conservatoire vocalists
- Presenter 4** **Jian-Hong Chen** - Mindfulness training enhance flow state and mental health among baseball players in Taiwan
- Chair:** **Julie Artman**



If the Buddha Walked Mindfully On Stage: Actor Empowerment and Character Embodiment

Julie Artman, Kevin Ross

Chapman University, Orange, CA, United States

Background/aim:

Introducing and engaging college students in mindfulness can be a learning and teaching partnership among faculty and across disciplines. This presentation will demonstrate the journey to engage in and teach aspects of mindfulness by designing a first-year freshman class incorporating mindfulness for the theatre department at Chapman University, a private university ranked 5th in the U.S. News and World Report for the Regional West Best Colleges. The First-Year Foundations program serves 1695 students and creates a multi-discipline approach to increasing information literacy and critical thinking skills. Exploring Buddha-nature and mindfulness to see how its teachings and practices can be used to examine, discuss, and analyze character struggles and triumphs from dramatic literature and demonstrate its usefulness in acting were introduced in order to support these critical thinking and creative proficiencies. For the intention of the class, mindfulness is defined as the practice of cultivating present moment awareness without judgement to the experiences that are arising inwardly as well as outwardly. Finding ways to include a strong personal practice as faculty and establish faculty conversations provide a starting point from which to explore pedagogical methods using mindfulness more deeply and authentically within the classroom and its potential and expansion into multi-discipline content and knowledge. Creating an imaginative way of introducing mindfulness in play analysis and performance technique can lead to mindfulness initiatives and multi-discipline inclusion for a fuller future integration in support of student academic success and well-being.

Summary/Integration: Future integration of Mindfulness-Based Interventions (MBIs) may include examining classroom pedagogy by using mindfulness as a teaching method, underpinning delivery of a classroom experience that is more deeply aware and open to its instructional content. Using various MBIs and assessing its impact on student learning, increasing information literacy and critical thinking skills could be a benefit, supporting overall student success and well-being.



A brief survey of the spiritual aesthetic of poetry in secular mindfulness training.

Heather Kempton

Massey University, Albany, New Zealand

Background and Objectives: There seem to be clear parallels between the inspired poetry of meditation, contemplation, and introspection in the Buddhist and Christian traditions, which indicate that spiritual aesthetics have an important place in encouraging mindful practices, with further similarities being found in other religious and contemplative traditions, such as the words of Rumi (Sufi Muslim) and Kabir (Hindu). This raises the question of whether similar types of poetry and verse might offer a benefit to the practice of secular mindfulness? And whether such aesthetic forms are already being adopted and integrated into secular mindfulness practice, and what form they take?

Method: Parallel themes in contemplative poetry of both Buddhist and Christian verse were compared, and two key themes emerged: nature and koan like paradox, and steps or path of the spiritual journey. Secular mindfulness training manuals were identified using the Massey University library "Discover" search tool to identify the first 100 hits under the search terms "Mindfulness" and "Manual", and "Mindfulness" and "Handbook". From this selection, texts were selected that had a clinical focus.

Results: Many, but not all, mindfulness manuals and handbooks included poetry. While traditional quotes from Rumi, the Buddha, and other Chinese philosophers were common, lengthier poems were often more contemporary (e.g., Mary Oliver). Nevertheless, themes overlapped with contemplative poetry from Buddhist and Christian traditions, with nature and paradox being frequently employed. Where the poetry in secular mindfulness texts differed was 1) in a lack of differentiating stages or paths, 2) in being simple and direct rather than abstract, and 3) focussing on acceptance.

Discussion and Conclusion: Poetry does appear to have a place in teaching secular mindfulness, just as it does in contemplative religious traditions. However, the forms of poetry adopted in secular mindfulness, while overlapping in use of nature and paradox, vary in terms of complexity and focus on acceptance. Questions remain over whether the use of more abstract and graded guidance in verse might also benefit secular mindfulness practice, and experimental work is recommended for future investigations.



The effects of Mindfulness for Singers: An 8-week intervention replication study for University and Conservatoire vocalists

Anne-Marie Czajkowski

University of Leeds, Leeds, United Kingdom

Background and Objectives: A Mindfulness for Singers course (MfS) (Czajkowski & Greasley, 2015) was developed to assess the impact of mindfulness training on vocal lessons, practice, rehearsals and performance. A study implementing the MfS found a range of positive effects on university voice students who completed the Five Facet Mindfulness Questionnaire (FFMQ; Baer et al., 2006) pre- and post-intervention and also participated in semi-structured interviews. There were significant findings in facets Non-Judge and Non-React, and in a blind study, 6 of 8 participants were identified by their teachers from a combined student register (n=32). This paper reports findings of a two-year replication, longitudinal, blind, and controlled study of the 8-week MfS course with university and conservatoire vocalists

Method: The mixed method study included a controlled (university) and a randomised controlled design (conservatoire) using the FFMQ and a new unvalidated Mindfulness for Musicians (MfM) measure. University experimental participants (n=17) and controls (n=11) and conservatoire experimental participants (n=21) and randomised wait-list controls (n=12) completed pre- and post-tests. All interviews were held post intervention (n=38) and 3 months later (n=26) after performance examination time. Participants completed anonymous diaries during the course. Participants' teachers (university n=3; conservatoire n=8) took part in a blind interview study. There was a higher proportion of female participants.

Results: Teachers identified 19 of 31 eligible students from a combined total vocal student register of 136. University experimental participants had significant FFMQ results in observe, describe, non-react facets and Conservatoire FFMQ (RCT) results were all highly significant. Neither institution had significant findings for controls.

Participants reported improvements in mental focus and physical awareness that improved learning vocal technique in singing lessons and practice. Relationships with singing teachers improved, and participants developed self-compassion and confidence in their learning. Singing practices were more effective, productive, and creative. There were reductions in music performance anxiety and improvements in creative performance practice in the moment on stage.

Discussion and conclusion: Whilst there are individual differences in the magnitude of effect, results highlight that learning mindfulness had profound, holistic, and longitudinal effects on participants in their singing activities which was visible to mindfulness naïve teachers.



Mindfulness training enhance flow state and mental health among baseball players in Taiwan

Jian-Hong Chen

Department of Psychiatry, Chang Gung Memorial Hospital at Keelung, Keelung, Taiwan, Keelung, Taiwan

Background: Successful athletes often described the period of time they achieved peak performance as “the zone”, which was defined “flow state” by certain sport psychologists. The flow state consists factors of relaxation, confidence, present-centered focus, extraordinary awareness, feeling in control, and detachment from distractions.

Mindfulness Sport Performance Enhancement (MSPE) is a treatment manual mainly for athletics, integrated from Mindfulness-based Stress Reduction (MBSR) and Mindfulness-based Cognitive Therapy (MBCT). MSPE may promote flow state by enhancing concentration and emotional regulation of athletes, which benefit to sports performance.

Methods: This prospective observational study aimed to evaluate the effect of MSPE on mental health, flow status, and competitive state anxiety by 4 weeks’ workshop. We recruited an amateur baseball team(N=21) in Taiwan and collected information by self-reported questionnaire at pre-, post-workshop, and follow-up after 1 month. Primary outcome was to evaluate sports performance by flow status and competition anxiety, which included self-confidence, somatic-anxiety, and cognitive anxiety. Secondary outcome was to explore whether MSPE intervention can improve mental health including anxiety, depression, sleep, and eating disorders.

Result: One-tail paired-sample T-test found significant improvement both at post-test and follow-up compared to pre-test. Improvements included flow status($p=0.003$, $p=0.038$), cognitive anxiety of competitive anxiety($p=0.040$, $p=0.022$), global eating disorder($p=0.021$, $p<0.001$) especially shape concern($p=0.009$, $p<0.001$) and weight concern($p=0.008$, $p<0.001$). Scores of sleep disturbance($p=0.014$) and restraint type of eating disorder($p=0.033$) showed significant improvement at follow-up. Generalized estimation equation revealed significant association between flow status and mindfulness ability($p<0.001$).

Discussion: This is the first mindfulness intervention to enhance athletes’ performance in Taiwan, and also the first application of MSPE for baseball team as we know. Our study suggest that mindfulness ability has association to flow state and MSPE is a promising training program for strengthening flow state and mental health.