



## FIVE FACET MINDFULNESS AMONG UNDERGRADUATE STUDENTS

## Mental Health Nursing

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## ABSTRACT

Mindfulness exercises are the form of meditation exercises which include mindful- breathing, eating, listening, walking, body scan and observation. If someone is fully aware of surroundings then one can easily control his thoughts and thus can avoid distractions and ultimately enhance learning and increase one's attention. **OBJECTIVES:** To assess the five facet mindfulness among the undergraduate students. **MATERIAL AND METHODS:** A descriptive study was conducted at National Institute of Nursing Education, PGIMER, Chandigarh on assessment of five facet mindfulness among undergraduate students. Total enumeration sampling technique was used in this study. Total 88 undergraduate nursing students were taken. Data collection was done using Questionnaires which includes Socio demographic profile of students and Fifteen Item Five Facet Mindfulness Questionnaire (FFMQ). **RESULTS:** Results were analyzed by using SPSS Version 21.0. The total mean score of FFMQ was 43.70 showing that students have average Five Facet Mindfulness. In different facets of mindfulness students had 10.81 mean score in observing items, 9.13 mean score in describing items, 6.96 mean score in acting with awareness, 9.90 mean score in non judging items and 9.51 mean score in non reactivity items. **SUMMARY:** It was concluded that students had an overall average five facet mindfulness but needed to improve in acting with awareness domain.

## KEYWORDS

Five Facet Mindfulness, National Institute of Nursing Education (NINE)

## INTRODUCTION

Mindfulness is meditation practice that creates awareness of the present moment.

According to Jon Kabat-Zinn "Mindfulness means paying attention in a particular way: on purpose, in the present moment, and non judgmentally."<sup>1</sup> Mindfulness is the quality of being present and fully engaged with whatever one is doing at the moment, free from distraction or judgment, and aware of own thoughts and feelings without getting caught up in them.<sup>2</sup> Effective mindfulness practices have many beneficial results such as:

- Mindfulness improves physical health.** Mindfulness techniques enhance physical health in a variety of ways.
- Mindfulness improves mental health.** Now a days it is used in the treatment of a number of problems, which includes: depression, substance abuse, eating disorders, couples' conflicts, anxiety disorders, and obsessive-compulsive disorder.<sup>3</sup>

## Five facets of mindfulness

## 1. Observation

It includes the ways we use our sensory awareness which involves how we see, feel, and perceive the internal and external world and select the stimuli that require our attention and focus.

## 2. Description

Includes the way we label our experiences and express them in words to ourselves and others.

## 3. Mindful actions

Mindful actions include the movements we choose after attending to the information present at the moment.

## 4. Non-judgmental inner experience

This is related with not letting the judgments control our happiness and positive state of mind. It includes self-acceptance and unconditional empathy for oneself and others.

## 5. Non-reactivity

This aspect refers to active detachment from negative thoughts and emotions so that we can accept their existence and choose not to react to them<sup>4</sup>.

Human mind is blessed to focus on multiple things at same time but in some instances this blessing can turn into disadvantage because of multiple racing thoughts in mind and in ability to stay focused in particular task. Student life is one of the crucial stages in one's life which requires sustained attention so that learning can be effective and one can excel in academics. Being mindful can be beneficial to the students in number of ways as it reduces stress, increases focus, enhances resilience and even positively affect their emotional health.

## OBJECTIVE:

To assess the five facet mindfulness among the undergraduate students.

## MATERIAL AND METHODS:

This study was conducted at National Institute of Nursing Education, PGIMER, Chandigarh. Total enumeration sampling technique was used. Total 88 undergraduate students of B.Sc. Nursing 3<sup>rd</sup> year were enrolled period from August to October 2019 who met the inclusion criteria. Data was collected through questionnaires consisting of 3 parts a) Socio demographic profile b) 15 item Five Facet Mindfulness Questionnaires. Data was analyzed using descriptive statistics as per the study objective.

## RESULTS:

As per socio demographic profile (Table 1), 59.1% students were of age less than 20 years and 100% were unmarried. 60.2% students were Hindu and 71.6% belonged to nuclear families. Majority of students (80.7%) were living in hostel and PG. Maximum students (80.7%) had food arrangements in mess or by tiffin system.

Table 1. Socio demographic profile of undergraduate students

N=88

Variables	n = 88 (%)
<b>Age</b>	
<20 years	52 (59.1)
>20 years	36 (40.9)
<b>Marital status</b>	
Single	88 (100)
<b>Religion</b>	
Hindu	53 (60.2)
Muslim	1 (1.1)
Sikh	30 (34.1)
Others	4 (4.5)
<b>Family type</b>	
Nuclear	63 (71.6)
Joint	20 (22.7)
Extended	5 (5.7)
<b>Locality</b>	
Urban	49 (55.7)
Rural	29 (33.0)
Semi urban	10 (11.4)
<b>Current status of living</b>	
With parents or independent room	17 (19.3)
In PG or in hostel	71 (80.7)
<b>Food arrangements</b>	
At home or by self cooking	17 (19.3)
In mess or Tiffin system	71 (80.7)

**Observing facet**

In observing facet, 38.6% students responded very often and always true that when they take shower or a bath, they stay alert to the sensations of water on their body. 29.5% students responded rarely true that they notice how foods and drinks affect their thoughts, bodily sensations, and emotions. 37.5% students responded very often or always true for paying attention to sensations, such as the wind in their hair or sun on there.

**Describing facet**

In describing facet, 36.4% students responded sometimes true for being good at finding words to describe their feelings. 36.4% students responded sometimes true for trouble thinking of the right words to express how they feel about things. 29.5 % students responded often true responded sometimes true for finding a way to put his feeling of being terribly upset into.

**Acting with awareness facet**

In acting with awareness facet, 33% students responded often true for not paying attention to what they are doing because they are daydreaming, worrying, or otherwise distracted. 37.5% students

responded rarely true for doing jobs or tasks automatically without being aware of what they are doing. 34.1% students responded often true for doing things without paying attention.

**Non judging facet**

In acting with non judging facet, 36.4% students responded rarely true for believing that some of their thoughts are abnormal or bad and they shouldn't think that way. 30.7% students responded rarely true that they think some of their emotions are bad or inappropriate and one shouldn't feel them. 30.7% students responded rarely true for telling themselves they shouldn't be feeling the way they are feeling.

**Non reactivity facet**

In non reactivity facet, 39.8% students responded sometimes true that when they have distressing thoughts or images, they "step back" and are aware of the thought or image without getting taken over by it. 36.4% students responded often true that when they have distressing thoughts or images they are able just to notice them without. Equal number of students i.e. 30.7 % in responded often true and sometimes true that when they have distressing thoughts or images they just notice them and let them goes.

**Table 2. Response Of Participants In 15 Items Five Facet Mindfulness Questionnaire (FFMQ) For Assessing Mindfulness.**

Variables	1 Never or very rarely true	2 Rarely true	3 Sometimes true	4 Often true	5 Very often or always true
<b>a) OBSERVING ITEMS</b>					
1) When I take shower or a bath, I stay alert to the sensation of water on my body.	4 (4.5)	6 (6.8)	19 (21.6)	25 (28.4)	<b>34 (38.6)</b>
6) I notice how foods and drinks affect my thoughts, bodily sensations, and emotions.	8 (9.1)	<b>26 (29.5)</b>	19 (21.6)	25 (28.4)	10 (11.4)
11) I pay attention to sensations, such as the wind in my hair or sun on my face.	4 (4.5)	10 (11.4)	11 (12.5)	30 (34.1)	<b>33 (37.5)</b>
<b>b) DESCRIBING ITEMS</b>					
2) I'm good at finding words to describe my feelings.	8 (9.1)	15 (17.0)	<b>32 (36.4)</b>	24 (27.3)	9 (10.2)
7) I have trouble thinking of the right words to express how I feel about things.	15(17.0)	17 (19.8)	<b>32 (36.4)</b>	16 (18.2)	8 (9.1)
12) Even when I'm feeling terribly upset I can find a way to put it into words.	7 (8.0)	20 (22.7)	23 (26.1)	<b>26 (29.5)</b>	12 (13.6)
<b>c) ACTING WITH AWARENESS ITEMS</b>					
3) I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.	4 (4.5)	6 (6.8)	27 (30.7)	<b>29 (33.0)</b>	22 (25.0)
8) I do jobs or tasks automatically without being aware of what I'm doing.	24(27.3)	<b>33 (37.5)</b>	23 (26.1)	8 (9.1)	-
13) I find myself doing things without paying attention.	4 (4.5)	13 (14.8)	22 (25.0)	<b>30 (34.1)</b>	19 (21.6)
<b>d) NON JUDGING ITEMS</b>					
4) I believe some of my thoughts are abnormal or bad and I shouldn't think that way.	11(12.5)	<b>32 (36.4)</b>	21 (23.9)	20 (22.7)	4 (4.5)
9) I think some of my emotions are bad or inappropriate and I shouldn't feel them.	13(14.8)	<b>27 (30.7)</b>	19 (21.6)	19 (21.6)	10 (11.4)
14) I tell myself I shouldn't be feeling the way I'm feeling.	18(20.5)	<b>27 (30.7)</b>	24 (27.3)	15 (17.0)	4 (4.5)
<b>e) NON REACTIVITY ITEMS</b>					
5) When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.	4 (4.5)	14 (15.9)	<b>35 (39.8)</b>	22 (25.0)	13 (14.8)
10) When I have distressing thoughts or images I am able just to notice them without reacting.	3 (3.4)	24 (27.3)	23 (26.1)	<b>32 (36.4)</b>	6 (6.8)
15) When I have distressing thoughts or images I just notice them and let them go.	9(10.2)	18 (20.5)	<b>27 (30.7)</b>	<b>27 (30.7)</b>	7 (8.0)

Table no. 2 depicts the comparison of pre and post test of effectiveness of mindfulness exercises in day to day activities in both experimental and control group.

impulsivity, 9.90 mean score in non judging items which means they were able for not letting the judgements control their happiness and positive state of mind, 9.51 mean score in non reactivity items showing that they were able to detach themselves from negative thoughts and emotions.

**Table 3 Shows The Five Facet Wise Score For The Mindfulness Among The Students.**

FACET	MEAN SCORE (MEAN ± S.D.)
Observing items	10.81±2.42
Describing items	9.13±1.76
Acting with awareness	6.96±2.34
Non judging items	9.90±2.74
Non reactivity items	9.51±2.29

**DISCUSSION**

Mindfulness is the type of meditation in which individual pays full attention on the present moment only. Mindfulness can be practised in our day to day activities even while breathing, eating or walking. One just has to be fully aware in the present moment. Mindfulness has multiple physical as well as psychological advantages.

Findings of this study shows that students had mean score of 46.34 in 15 item Five Facet Mindfulness Questionnaire (FFMQ). Students had mean score of 10.81 in observing items which shows that students were adequately using their sensory awareness, 9.13 mean score in describing items which means they were able to label their experiences and express them in words to themselves and others , 6.96 mean score in acting with awareness showing that they act out of quick judgement and they needed to improve in this facet in order to reduce their

**CONCLUSION**

It was concluded that students had overall average mindfulness but needed to improve in acting with awareness domain in order to reduce their impulsivity.

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