

Phase 2: Asset Map and Intervention Schedule

Group 2 (Dan, Divija, Gijs, Jimena, Maria)

SOCI 420: SEEDS Phase 2 Assignment

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### NOTES

For clarity purposes, *Phase 2* of our SEEDS Project will be compartmentalized into sections in the following order:

- (1) A description of the *proposed intervention*;
- (2) The two proposed *survey questionnaires* (pre-test & post-test);
- (3) An *information sheet* that describes our project to potential participants;
- (4) The *presentation slide* that will be used for in-class recruitment announcements;
- (5) Two *maps* that identify the green spaces on campus that are suitable for practicing our proposed ‘mindfulness exercise’;
- (6) A page that *references* the sources used to develop our questionnaire items.

The *information sheet*, *presentation slide*, and the two *maps* [items (3)-(5)] will be separately attached, in addition to this document, for ease of future access.

### INFORMATION ON THE INTERVENTION

The timeline for our SEEDS Project consists of two major dates. First, on February 28, the recruitment calls will be sent to SEEDS and the UBC Wellness Centre. In addition, we will reach out to professors, sending them our information sheet and recruitment slides, prior to the date. Simultaneously, the in-class recruitment will begin, where we will partner with professors that have allowed us to make announcements to their students at the beginning of their lectures. In essence, February 28 marks the date in which our intervention for the SEEDS Project will be broadcasted to students in three ways: through (1) SEEDS; (2) UBC Wellness; (3) and in-class announcements.

Second, the date of our intervention is set to March 13, where student participants will engage in our workshop for the 5-4-3-2-1 mindfulness exercise, near Marine Drive Residence on campus. On Friday, March 13, the workshop will run from 3-3:30PM, as classes begin and end at the hour mark on Monday, Wednesdays, and Fridays at UBC. We have chosen this time frame as it is later on in the afternoon, while not being too late on a Friday evening/night.

To establish a relationship between practicing mindfulness in a green space on campus (the independent variable of our study) and student well-being (the dependent variable of our study), this intervention will measure the differences between the control and intervention arms through an *experimental study design*.

Participants will be randomly assigned into either the intervention or control arms. At the start of the workshop, each participant will be asked to sign in, where they will receive a random number – which will be generated using a random number generator. Here, participants with odd numbers will be assigned to the control arm, whereas those with even numbers will be assigned to the intervention arm. The intervention consists of engaging in the 5-4-3-2-1 exercise outdoors

in a green space with the guidance of Jimena, with Gijs as a supporting role to guide participants. On the other hand, the control arm will perform the exercise inside the Global Lounge of Marine Drive with the guidance of Divija, with Dan as the supporting role. Maria will roam between the two arms to make herself available in the case of any unforeseen issues or emergencies. The way that this workshop is designed has its merits, as it allows us to juxtapose the results from both the control and intervention arms for comparison.

In order to understand the relationship between practicing mindfulness in green spaces and student well-being, two survey questionnaires will be administered before and after the 5-4-3-2-1 exercise (i.e. the pre-test and post-test surveys). Regarding student well-being, this project is particularly interested in student self-perception of changes in emotional and/or mental states. Therefore, the questionnaire items are structured around the operationalization of student well-being as defined by the improvement of student mental and/or emotional health. Based on our limited resources, the most feasible way of measuring this dependent variable of student well-being is to collect self-rated data on mental and/or emotional health – comparing the findings between study arms (i.e. control versus intervention arm), as well as between the pre-test and post-test findings.

## SURVEY QUESTIONNAIRES

Overall, the questions in both survey questionnaires are designed to explore the effects of practicing the *5-4-3-2-1 mindfulness exercise* on campus green spaces (independent variable) on participants' emotional state and self-awareness of feelings, thoughts, and physical surroundings (dependent variables). In doing so, these questionnaires attempt to measure the effects of both practicing mindfulness and the setting of a natural green space on student well-being. During the development of questionnaire items, we relied on the sources that are listed in the bibliography (Baer et al., 2004; Bae et al., 2006; Lau et al., 2006; Leinberger, 2012; Roth & Robbins, 2014; Walach et al., 2006).

The pre-test survey questionnaire collects information on participant demographics (i.e. academic year, faculty, past experiences with meditation, etc.) as well as their emotional state. The post-test survey is reflexive, asking participants about their experiences with our proposed mindfulness exercise.

Both of the survey questionnaires will be administered to participants online, during the workshop. The links to each survey can be found below.

### **Pre-Test Survey Link:**

<https://www.surveymonkey.com/r/VJL6WN3?fbclid=IwAR3Z-dxtYcCBcLkWdaSkiOPEJORQXCXCZSvqB5pXhLiS3z301DCRgnrh8mg>

### **Post-Test Survey Link:**

[https://www.surveymonkey.com/r/VJ7R7ZN?fbclid=IwAR0VTbTfGy5UQYRy3iXOqPnEIW4Z7Ha0qvHXPYyDheVw\\_Z7x8G9bp87nQNo](https://www.surveymonkey.com/r/VJ7R7ZN?fbclid=IwAR0VTbTfGy5UQYRy3iXOqPnEIW4Z7Ha0qvHXPYyDheVw_Z7x8G9bp87nQNo)

**INFORMATION SHEET (RECRUITMENT CALL)**[5, 4, 3, 2, 1... MINDFULNESS](#)

Reconnect with Nature in This Student-Led Research Project

Principal Investigator: Dr. Emily Huddart Kennedy

Contact details:

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(604) 822-1184

**By participating in this workshop, you will:**

- Have the opportunity to experience a nature prescription, designed by a team of UBC undergraduate students.
- Be helping to refine nature-based workshops for the UBC Wellness Centre to run in the future.
- Help UBC undergrads better understand how nature affects human wellbeing.
- Have the opportunity to learn a sensory, grounding technique which has been demonstrated to be an effective mood enhancer and coping mechanism for heightened emotional states such as anxiety, stress, and depression.
- Experience the effects of a simple, natural and effective environmental strategy that promotes wellbeing through the cultivation of a pleasant, positive, and relaxed state of mind.
- Receive a map of UBC in which multiple green spaces on campus are highlighted for future mindfulness practice.

**Participating in the workshop will require:**

- Attendance at one, half-hour workshop which will take place first in an indoor, and then an outdoor space at the Marine Drive residence at 3:00 pm on March 13, 2020.
- Participation in the 5, 4, 3, 2, 1 exercise, a grounding technique that combines the capabilities of our five senses (sight, touch, sound, smell, and taste) to bring ourselves to the present moment by grounding ourselves in our surrounding environment.
- Completion of a short survey before and after the exercise.

PRESENTATION SLIDE

**STRESSED?**

5, 4, 3, 2, 1...

**PARTICIPATE IN OUR STUDENT-LED WORKSHOP**

**MARCH**

**13**

**MARINE**

**DRIVE**

**RESIDENCE**

**(IN FRONT OF THE**

**GLOBAL LOUNGE)**

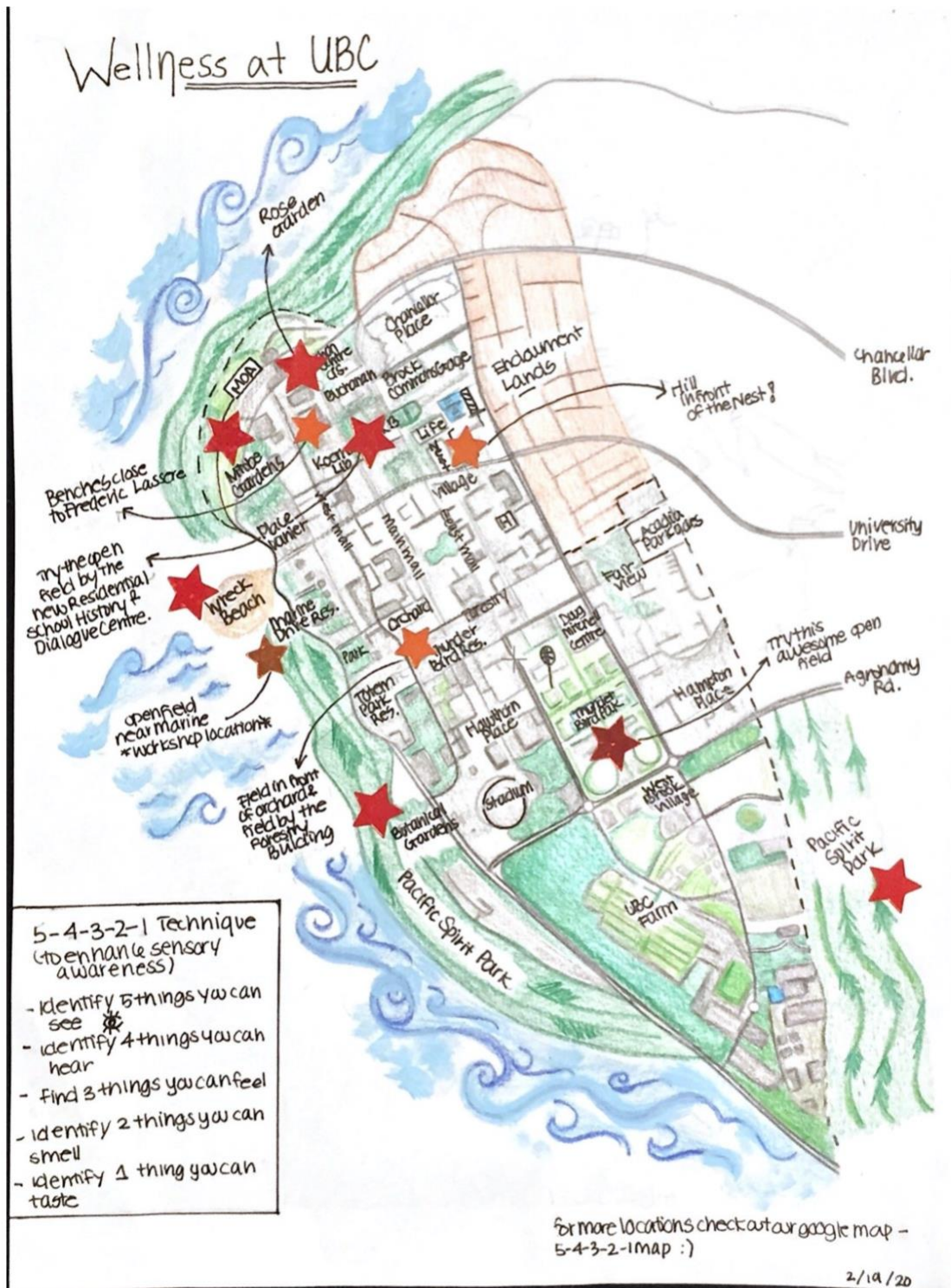
**3:00 — 3:30**

**LEARN A SENSORY, GROUNDING TECHNIQUE AND REDUCE STRESS WHILE IMMERSING YOURSELF IN NATURE.**

**YOU WILL BE ASKED TO ANSWER A SHORT SURVEY BEFORE AND AFTER THE COMPLETION OF THE TECHNIQUE**



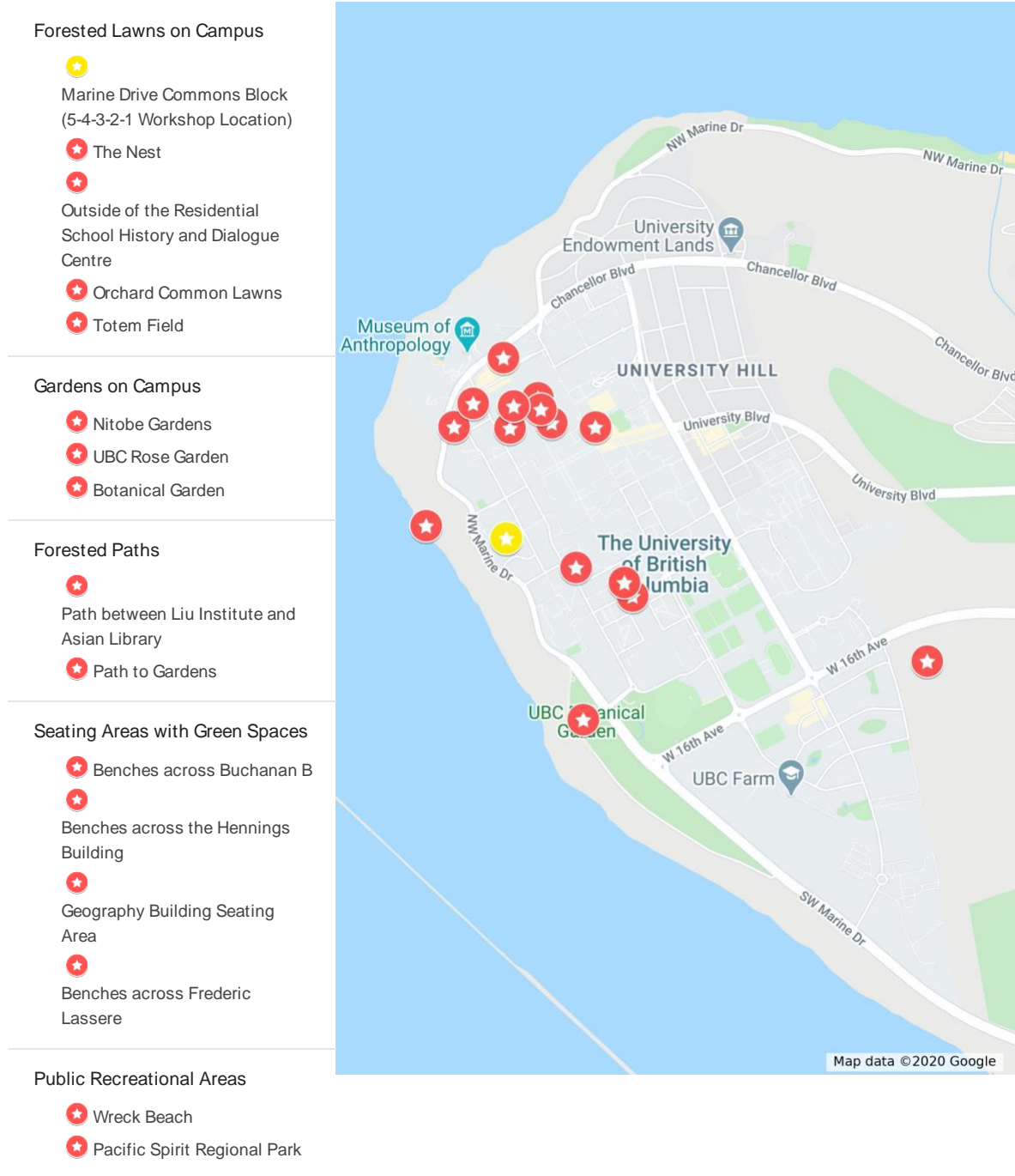
MAP 1 (HAND DRAWN)





MAP 2 (GOOGLE MAPS)

5-4-3-2-1 Map



## References

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- Walach, H., Buchheld, N., Buttenmüller, V., Kleinknecht, N., & Schmidt, S. (2006). Measuring mindfulness—the Freiburg mindfulness inventory (FMI). *Personality and individual differences, 40*(8), 1543-1555.