



# Examining Cultural Sensitivity for Mindfulness Meditations for Chinese American Adolescents

Elias Latimer<sup>1</sup>, Ana-Gabriela Osorio<sup>1</sup>, Dr. Shengli Dong<sup>1</sup>, Parish Gandhi<sup>1</sup>, Maya Antes<sup>1</sup>, Dr. Chieh Li<sup>2</sup>, Dr. Huijun Li<sup>3</sup>

<sup>1</sup>Florida State University, Department of Educational Psychology and Learning Systems

<sup>2</sup>Northeastern University

<sup>3</sup>Florida Agricultural & Mechanical University



## Background

- We aimed to conduct a cultural sensitivity review to help develop a mindfulness mobile application (*RRE (Relax, Reflect, Empower)*) to combat mental health issues for Chinese-American adolescents (CAA).
- Cultural sensitivity is the degree to which health information resources consider cultural, historical, environmental, social, and psychological variables or values when treating an individual (Owens et al., 2020).
- Some structural barriers in place that erode specifically CAA's mental health are the myth of Asian Americans being the "model minority", intensified anti-Asian hate as a response to COVID-19, and intercultural stressors that specifically affect CAA. (Jungmi et al., 2021; Li et al., 2016)
- There is a gap in literature examining what makes a culturally sensitive mindfulness practice for CAA. For this reason, we aim to study this demographic to develop and create a culturally sensitive mobile application for fostering CAA mental health.

## Results

- Our preliminary findings indicate that our participants mainly had a positive perception toward the meditation videos. The primary theme identified across all 5 videos was that the videos were 'calming' and 'culturally inclusive.'
- However, the primary critiques revolved around the videos being "better suited for a younger audience" and 'not appropriate for our target audience', CAA.

## Methodology

### Sample

Individuals were recruited from different high schools in the Boston, Massachusetts area and from Tallahassee, Florida. Our pilot study includes 23 CAA ages from 13-18 both male and female.

### Methods

- Four Qualtrics surveys were used as part of the data collect process:
  - Review of 3-minute meditations for Relax, Reflect, and Empower (RRE)
  - Selecting avatars for RRE, which serves as a "bridge" between CAA and RRE app
  - Wellness check for RRE, which asks participants to rate daily and weekly wellbeing
  - Ecomap Survey, which asks the participant to weigh their sources of stress & support on a scale

## Conclusion

- Our findings found CAA mindfulness meditations to be mostly appropriate and culturally relevant.
- Based on our preliminary findings we can use this information to help others build mindfulness mobile applications targeted towards other minority groups.
- Future research should aim to develop age-appropriate content and cultural relevance for other immigrant minority groups whilst incorporating other agreeable components such as voice.

## References

- Budiman, A., & Ruiz, N. (2021). Asian Americans are the fastest-growing racial or ethnic group in the U.S. Pew Research Center. <https://www.pewresearch.org/fact-tank/2021/04/09/asian-americans-are-the-fastest-growing-racial-or-ethnic-group-in-the-u-s/>
- Gover, A., Harper, S., & Langton, L. (2020). Anti-Asian Hate Crime During the COVID-19 Pandemic: Exploring the reproduction of inequality. *American Journal of Criminal Justice*, 45(4), 647-667. <https://doi.org/10.1007/s12103-020-09545-1>
- Jungmi J., Bongki W., Joon K., Paul D. & Nanlan Z. (2021) Asian Americans' communicative responses to COVID-19 discrimination in application of co-cultural theory. *Howard Journal of Communications*, 32 (3), 309-327. <https://doi.org/10.1080/10646175.2021.1922103>
- Li, C., Li, H., & Niu, J. (2016). Intercultural stressors of Chinese immigrant students: Voices of Chinese American mental health professionals. *Asian American Journal of Psychology*, 7(1), 64-73. <https://doi.org/10.1037/aap0000044>
- Lipson, S., Kern, A., Eisenberg, D., & Breland-Noble, A. (2018). Mental health disparities among college students of color. *The Journal of adolescent health: official publication of the Society for Adolescent Medicine*, 63(3), 343-356. <https://doi.org/10.1016/j.jadohealth.2018.04.014>
- Reangsing, C., Punsuwun, S., & Schneider J. K. [SD4] (2021). Effects of mindfulness interventions on depressive symptoms in adolescents: A meta-analysis. *International Journal of Nursing Studies*, 115. <https://doi.org/10.1016/j.ijnurstu.2020.103848>
- Roche, M., Haar, J. M., & Luthans, F. (2014). The role of mindfulness and psychological capital on the well-being of leaders. *Journal of occupational health psychology*, 19(4), 476-489. <https://doi.org/10.1037/a0037183>
- Schultz, J. (2020). 5 differences between mindfulness and meditation. *Positive Psychology*. <https://positivepsychology.com/differences-between-mindfulness-meditation/>
- Shapiro, E., & Shapiro, D. (2017). Mindfulness and meditation: What's the difference? <https://medium.com/thrive-global/mindfulness-meditation-whats-the-difference-852f5e7ec1a#:~:text=Mindfulness%20and%20meditation%20are%20mirror,a%20specific%20amount%20of%20time.>
- Zhang, J. Y., Ji, X. Z., Meng, L. N., & Cai, Y. J. (2019). Effects of modified Mindfulness-Based Stress Reduction (MBSR) on the psychological health of adolescents with subthreshold depression: A randomized controlled trial. *Neuropsychiatric disease and treatment*, 15, 2695-2704. <https://doi.org/10.2147/NDT.S21640>

## Positive Perceptions Across All Mindfulness Meditation Videos

