



Examining Cultural Sensitivity for Mindfulness Meditations for Chinese American Adolescents

Elias Latimer¹, Ana-Gabriela Osorio¹, Dr. Shengli Dong¹, Parish Gandhi¹, Maya Antes¹, Dr. Chieh Li², Dr. Huijun Li³

¹Florida State University, Department of Educational Psychology and Learning Systems

²Northeastern University

³Florida 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

