

Using Self-Report Assessment Methods to Explore Facets of Mindfulness

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The authors examine the facet structure of mindfulness using five recently developed mindfulness questionnaires. Two large samples of undergraduate students completed mindfulness questionnaires and measures of other constructs. Psychometric properties of the mindfulness questionnaires were examined, including internal consistency and convergent and discriminant relationships with other variables. Factor analyses of the combined pool of items from the mindfulness questionnaires suggested that collectively they contain five clear, interpretable facets of mindfulness. Hierarchical confirmatory factor analyses suggested that at least four of the identified factors are components of an overall mindfulness construct and that the factor structure of mindfulness may vary with meditation experience. Mindfulness facets were shown to be differentially correlated in expected ways with several other constructs and to have incremental validity in the prediction of psychological symptoms. Findings suggest that conceptualizing mindfulness as a multifaceted construct is helpful in understanding its components and its relationships with other variables.

Keywords: mindfulness; questionnaires; self-report assessment; factor structure; facets; meditation

Mindfulness is usually defined to include bringing one's complete attention to the experiences occurring in the present moment, in a nonjudgmental or accepting way (Brown & Ryan, 2003; Kabat-Zinn, 1990; Linehan, 1993a; Marlatt & Kristeller, 1999). Descriptions of mindfulness and methods for cultivating it originate in eastern spiritual traditions, which suggest that mindfulness can be developed through the regular practice of meditation, and that increases in positive qualities such as awareness, insight, wisdom, compassion, and equanimity are likely to result (Goldstein, 2002; Kabat-Zinn, 2000). In recent decades, traditional mindfulness meditation practices have been adapted for secular use and incorporated into several interventions that are now widely available in medical and mental health settings. These interventions include dialectical behavior therapy (DBT; Linehan, 1993a, 1993b), mindfulness-based stress reduction (MBSR; Kabat-Zinn,

1982, 1990), mindfulness-based cognitive therapy (MBCT; Segal, Williams, & Teasdale, 2002), acceptance and commitment therapy (ACT; S. C. Hayes, Strosahl, & Wilson, 1999), and relapse prevention for substance abuse (Marlatt & Gordon, 1985; Parks, Anderson, & Marlatt, 2001) as well as variations on these approaches. These interventions conceptualize mindfulness as a set of skills that can be learned and practiced in order to reduce psychological symptoms and increase health and well-being. MBSR and MBCT rely heavily on formal meditation practices, in which participants spend up to 45 minutes each day directing their attention in specific ways. In contrast, DBT and ACT rely on a wide variety of shorter exercises in which mindfulness-related skills can be practiced without necessarily engaging in meditation.

The empirical literature increasingly supports the efficacy of mindfulness-based interventions. Reductions in

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