

The Effect of Brief Mindfulness Training on Recall of Emotional Words in Individuals with and without Alexithymia

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Introduction

One of the main aspects of the third wave of behavior therapy is the presence of mind and was formed in the early 1990s with the work of people like Linehan and Kabat-Zinn. The main feature of this wave of therapies focused on acceptance for change. However, the goal of mindfulness therapy is not to bring about ideological change in individuals. The goal is to help people to become aware of the processes that lead to traumatized or trapped in those mental states. A review of previous research has shown that people with emotional dysfunction are more likely to pay attention to negative stimuli. Numerous studies have also shown that mindfulness training has an effect on various dimensions of emotion, including anxiety, depression, positive and negative psychological states, mood disorders, psychological well-being, and so on. To this end, the short-term mindfulness training intervention protocol was developed in 2014 by Judy Nielsen at Pirdin University in the United States to address these limitations.

Method

The research method was a quasi-experimental one with a factorial design in which the effect of intervention (mindfulness training) was studied on experimental group. Toronto Emotional Dysfunction Questionnaire (TAS-20) for screening was distributed among 150 students by available

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methods. Then, the students were assigned, by matching, to experimental and control group, and pre-test and post-test of words with emotional loading (positive, negative and neutral) were performed. The results were analyzed by version 22 of SPSS software.

Results

The results showed that the most significant difference was related to recalling negatively charged words in the group that received short-term mindfulness training. Receiving short-term mindfulness training in recalling words with positive and neutral emotional loadings was not statistically different in the two groups. There was no significant difference in group with or without alexithymia. The results showed that alexithymia had a significant effect on pre-test and post-test recall of words with negative emotional loading. Thus, people with alexithymia recall words with a much greater negative emotional charge than their non-alexithymic counterparts. Alexithymia had a significant effect on post-test recall of words with positive emotional loading. People with alexithymia recall words with much less positive emotional charge than their non-alexithymia counterparts. But the group with alexithymia in remembering words with a neutral emotional loading was no different from the pretest.

Conclusion

The results of this study can be used in schools, universities and psychology clinics for programs to reduce negative emotions and increase positive emotions.

Keywords: Brife mindfulness, Emotional word, Alexithymia, Students

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