**The Impact of Formal Mindfulness Training on Outcomes from**

**Shared Reading Intervention**

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 Objective: To better understand and compare participant experiences of standard Shared Reading groups and SR groups enhanced by mindfulness practice, to help refine intervention.

Method: Mixed methods design, quantitative data from pre- and post-intervention self-report questionnaires, and qualitative data from post-intervention interviews. Qualitative data includes mental- and physical-health-related quality of life and measures of mindfulness from several perspectives. Qualitative data accessed via interviews exploring participants’ experience: 1) with the readings, and 2) with the group itself.

Results: A strong evidence base for standard SR intervention has been developed over the last decade in the US. WCU is the first US institution to import the program, and the first to add mindfulness as a component. A pilot Study in 2019 showed an increased level of mindfulness, in addition to improved health and mental related quality of life. The current study is intended to provide further data and to explore the experiential dimension via the qualitative methodology.

Conclusion: Continued research on the subject will provide insight for further considerations with the practice of Shared Reading and its relationship to mindfulness and improvement in health and mental health-related quality of life outcomes. Understanding the potential augmentation of SR groups with formal mindfulness training and practice may assist US and UK practitioners in refinement of the intervention.