

Exploring the Impact of Mindfulness in Adult Care Training

Research Focus

This action research explored how introducing mindfulness activities into vocational care training could benefit adult learners' wellbeing and reflective practice. The focus was on practical, experiential methods that could reduce stress and support emotional growth.

Research Questions

- How does mindfulness influence engagement in care training?
- What emotional and professional outcomes emerge for learners?

Methodology

I used a qualitative method: learners completed journals, took part in informal interviews, and filled in short feedback forms after each mindfulness session. Activities included breathing exercises, grounding techniques, and short reflection tasks.

Emerging Themes

- Increased emotional self-awareness
- Improved peer empathy and communication
- Lowered stress levels
- Learner-led interest in continued mindfulness

Key Findings

Feedback showed that mindfulness helped learners feel calmer and more focused. Reflective journaling deepened their understanding of emotional triggers, which they could then apply in the workplace.

Challenges and Lessons Learned

Some learners were unsure about journaling and emotional vocabulary. However, once trust was built and the group saw the benefits, participation increased. Key learning: emotional safety and modelling are essential.

Conclusion and Practical Impact

Mindfulness practices are a valuable tool in adult education, especially in emotionally demanding sectors like care. This research shows that they not only support wellbeing but also improve reflection and communication.

References

- Brown, K.W., & Ryan, R.M. (2003). The benefits of being present: Mindfulness and psychological well-being.
- Schon, D. A. (1983). The Reflective Practitioner.