

Abstract

The current study examined the effects of a single-session mindfulness-based workshop on promoting college students' well-being through mindfulness. The associations between participants' characteristics (mindfulness experience, levels of state mindfulness and peace of mind prior to workshop), possible group-level variance (mindfulness induction format and ambassadors' mindfulness experience) and workshop outcomes (state mindfulness and peace of mind) were examined. 517 college students were recruited to participate in a single-session mindfulness-based workshop (either in the format of taster or interest-based), followed by the assessment of state mindfulness and peace of mind. Participants were also asked about their prior mindfulness experience. Hierarchical linear modelling revealed weak associations between mindfulness experience and workshop outcomes. Our results also demonstrated that neither the mindfulness induction format nor ambassadors' mindfulness experience impacts participants' well-being and mindfulness. Overall, our findings have some practical implications on how to best cultivate mindfulness and improve well-being in college students.

Keywords: mindfulness, peace of mind, college students, peer facilitators