

Abstract

To process the experience of loss, people tend to make meaning out of it. Various models and theories have proposed the reason and process of finding meaning in experiences, including the meaning-making model (Park & Folkman, 1997; Park 2008, 2010) and the mindfulness-to-meaning theory (Garland et al., 2015a, 2015b; Garland & Fredrickson, 2019). However, no research has investigated if psychoeducation of the model and theory can assist individuals to process their loss. Given that meaning-making efforts and mindfulness practice can enhance one's well-being, the present study aims to experimentally investigate and compare the effect of psychoeducational videos of respective model and theory on self-transcendence and eudaimonic well-being of individuals who have experienced mild forms of loss. One hundred and eighty-five participants were randomly assigned into three conditions: meaning making condition (n=61), mindfulness condition (n=62) and control condition (n=62). Results show that the meaning-making condition and mindfulness condition leads to higher effect in enhancing one's meaning-making and state mindfulness of mind respectively, when compared to the control condition. There are no significant differences in the experimental effect on meaning-making and state mindfulness of mind between the two experimental conditions. Both experimental conditions lead to a higher increase in one's self-transcendence, but not the eudaimonic well-being, when compared to the control condition. Limitations and future directions are also discussed.