

Governors State University

OPUS Open Portal to University Scholarship

GSU Research Day

Research Days 2023

Mar 31st, 11:45 AM - 1:15 PM

The Effects of Mindfulness on Regret: An Explorative Analysis

Emely M. Oviedo

Governors State University, eoviedo@student.govst.edu

Sydney B. Snapp

Governors State University

George Kazanecki

Governors State University

Timothy Pedigo Ph.D

Governors State University

Figen Karadgon Ph.D

Governors State University

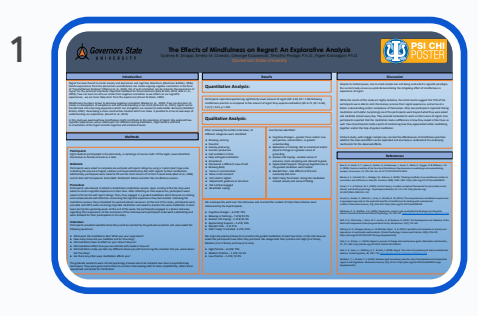
Follow this and additional works at: https://opus.govst.edu/research_day




Part of the [Cognition and Perception Commons](#)

Oviedo, Emely M.; Snapp, Sydney B.; Kazanecki, George; Pedigo, Timothy Ph.D; and Karadgon, Figen Ph.D, "The Effects of Mindfulness on Regret: An Explorative Analysis" (2023). *GSU Research Day*. 12. https://opus.govst.edu/research_day/2023/poster/12


This Poster Session is brought to you for free and open access by the University Events, Conferences, and Workshops at OPUS Open Portal to University Scholarship. It has been accepted for inclusion in GSU Research Day by an authorized administrator of OPUS Open Portal to University Scholarship. For more information, please contact opus@govst.edu.





The Effects of Mindfulness on Regret: An Explorative Analysis

Sydney B. Snapp, Emely M. Oviedo, George Kazanecki, Timothy Pedigo P.h.D., Figen Karadgon Ph.D.
Governors State University



Introduction	Results	Discussion
<p>Regret has been found to create anxiety and depression and cognitive distortions (Markman & Miller, 2006). Painful experiences from the past actions and decisions can create ongoing negative rumination in the form of "Counterfactual thinking" (Olatunji et. al., 2013). Yet, if such rumination can be reduced, the experience of regret has the potential to provide important feedback for future decisions (Seta & Seta, 2013; Seta et. al., 2008). If we can learn to calm our minds from negative rumination as we reflect on our regretful experiences, we are more likely learn from the experience (Carver & Scheier, 1982).</p> <p>Mindfulness has been shown to decrease negative rumination (Blanke et. al., 2020). If we can also learn to create an atmosphere of acceptance and self-understanding in our mind (Grund et. al., 2021), regret can be transformed into a learning experience which can strengthen our resolve to make better decisions (Valshtein & Seta, 2019). Developing a more constructive mindset which can make it possible to arrive at new ways of understanding our experience. (Grund et. al., 2021)</p> <p>In this study we examined how mindfulness might contribute to the resolution of regret. We explored how regretful experiences, when called upon for reflection during meditation, might led to a shift and re-orientation of the regret on both cognitive and emotional levels.</p>	<h3>Quantitative Analysis:</h3> <p>Participants reported experiencing significantly lower amount of regret ($M= 4.63, SD = 1.92$) following mindfulness practice as compared to the amount of regret they experienced before ($M= 6.75, SD = 0.46$), $F(1,7) = 9.41, p = .018$.</p> <h3>Qualitative Analysis:</h3> <p>After reviewing the written interviews, 15 different categories were identified:</p> <ul style="list-style-type: none"> • Relaxing, calming • Peaceful • Anxiety producing • Counter productive • Felt confident in time • Help with goal orientation • Acceptance • Discovered a different view of self • Relaxing Body • Focus or concentration • More in the moment • Felt relief or lighter • Helped with guidance or structure • Did not feel engaged • Benefitted coping <p>Five themes identified:</p> <ul style="list-style-type: none"> • Cognitive Changes – greater focus and/or new perspective, reorientation, or greater understanding. • Relaxation or Calming- felt an emotional and/or physical change or a greater sense of grounding. • Greater Life Coping – Greater sense of presence, more accepting and attuned to goals. • Appreciated Support- the group togetherness or the guided mediation were helpful. • Needed time - Had difficult at first but eventually felt calm. • Didn't help/ frustrated - Doing the meditation created anxiety and sense of failing. <p>We subsequently went over the interviews and counted the number of times these themes were referenced by the 8 participants.</p> <ul style="list-style-type: none"> • Cognitive changes – 6 of 8/ 75% • Relaxing or Calming – 7 of 8/ 87.5% • Greater Life Coping – 5 of 8/ 62.5% • Appreciating Support – 2 of 8/ 25% • Needed Time – 3 of 37% • Didn't Help/ Frustrated- 2 of 8/ 25% <p>We originally asked participants to practice the guided meditation at least two times. In the interview we asked the participants how often they practiced. We categorized their practice into High (5 or times), Medium (3 or 4 times), and Low (2 or less).</p> <ul style="list-style-type: none"> • High Practice – 6 of 8/ 75% • Medium Practice – 1 of 8/ 12.5% • Low Practice – 1 of 8/ 12.5% 	<p>Despite its limited power, due to small sample size and being conducted in vignette paradigm, the current study serves as a pilot demonstrating the mitigating effect of mindfulness in experience of regret.</p> <p>While the results of this study are highly tentative, the initial results suggest that 75% of the participants were able to calm themselves, process their regret experience, and arrive at a better understanding and/or acceptance of themselves. Only two participants reported finding meditation not helpful. Surprisingly six of the participants went beyond what they were asked and meditate almost every day. They seemed motivated to work on their sense of regret. Five participants reported that the meditation made a difference in how they coped in their lives as well. Two of participants made a point of mentioning how they appreciated either meditating together and/or the help of guided meditation.</p> <p>A future study, with a bigger sample size, can test the effectiveness of mindfulness practices whether the observed effect can be replicated and also help us understand the underlying mechanism for the observed effects.</p>
Methods	References	
<p>Participants Eight students participated in the pilot study, in exchange of course credit. Of the eight, seven identified themselves as female and one as a male.</p> <p>Materials Participants were asked to complete pre and post self-report ratings by using a 7-point Likert type scale indicating the amount of regret, sadness and responsibility they feel with regards to their recollection. Additionally, participants were asked to fill out the short version of 12 item 5-Facet Scale (Baer et al., 2006) and 12 item Self Compassion Scale (Neff, 2019) both before and after the mindfulness session.</p> <p>Procedure Participants volunteered to attend a mindfulness meditation session. Upon arriving at the lab, they were asked to recall a regretful experience in their lives. After reflecting on that experience, participants were asked to fill out the self report ratings. Then, they engaged in a guided meditation which focused on calming and compassionate self-reflection concerning the regretful experience they had recalled. Following the meditation session, they completed the post-emotional measures. At the end of the study, participants were provided with MP3 audio recording of guided meditation and asked to practice the same meditation at least twice during the upcoming week. At the end of the week, the participants engaged in a phone interview regarding their experience. At the conclusion of the interview each participant underwent a debriefing and were thanked for their participation in the study.</p> <p>Interviews Participants provided available times they could be reached by the graduate assistants and were asked the following questions:</p> <ul style="list-style-type: none"> • What were the meditations like? What was your experience? • How many times did you meditate and for how long? • Did meditation have an affect on your stress? How so? • Did meditation affect how you concentrate with studies? How so? • Did meditation make you feel any different about yourself concerning the situation that you wrote about last Thursday? • Are there any other ways meditation affects you? <p>The graduate assistants were clinical psychology trainees who had complete two class in psychotherapy techniques. They were given instructions to use their interviewing skills to listen empathically, reflect when appropriate and probe for clarification.</p>	<p>Baer, R. A., Smith, G. T., Lykins, E., Button, D., Krietemeyer, J., Sauer, S., Walsh, E., Duggan, D. & Williams, J. M. G. (2008). Construct validity of the Five Facet Mindfulness Questionnaire in meditating and nonmeditating samples. <i>Assessment, 15</i>, 329–342. doi: 10.1177/1073191107313003</p> <p>Blanke, E. S., Schmidt, M. J., Riediger, M., & Brose, A. (2020). Thinking mindfully: How mindfulness relates to rumination and reflection in daily life. <i>Emotion, 20</i>(8), 1369–1381. https://doi.org/10.1037/emo0000659</p> <p>Carver, C. S., & Scheier, M. F. (1982). Control theory: A useful conceptual framework for personality-social, clinical, and health psychology. <i>Psychological Bulletin, 92</i>, 111–135. http://dx.doi.org/10.1037/0033-2909.92.1.111</p> <p>Grund, A., Senker, K., Dietrich, J., Fries, S., & Galla, B. M. (2021). The comprehensive mindfulness experience: A typological approach to the potential benefits of mindfulness for dealing with motivational conflicts. <i>Motivation Science, 7</i>(4), 410–423. https://doi.org/10.1037/mot0000239</p> <p>Markman, K. D., & Miller, A. K. (2006). Depression, control, and counterfactual thinking: Functional for whom? <i>Journal of Social and Clinical Psychology, 25</i>, 210–227. http://dx.doi.org/10.1521/iscp.2006.25.2.210</p> <p>Neff, K. D., Tóth-Király, I., Knox, M. C., Kuchar, A., & Davidson, O. (2021). The Development and Validation of the State Self-Compassion Scale (Long-and Short Form). <i>Mindfulness, 12</i>(1), 121-140</p> <p>Olatunji, B. O., Naragon-Gainey, K., & Wolitzky-Taylor, K. B. (2013). Specificity of rumination in anxiety and depression: A multimodal meta-analysis. <i>Clinical Psychology: Science and Practice, 20</i>(3), 225–257. https://doi.org/10.1037/h0101719.supp (Supplemental)</p> <p>Seta, C. E., & Seta, J. J. (2013). Regret in pursuit of change and maintenance goals. <i>Motivation and Emotion, 37</i>, 177–184. http://dx.doi.org/10.1007/s11031-012-9283-8</p> <p>Seta, C. E., Seta, J. J., McElroy, G. T., & Hatz, J. (2008). Regret: The roles of consistency-fit and counterfactual salience. <i>Social Cognition, 26</i>, 700–719. http://dx.doi.org/10.1521/soc.2008.26.6.700</p> <p>Valshtein, T. J., & Seta, C. E. (2019). Behavior-goal consistency and the role of anticipated and retrospective regret in self-regulation. <i>Motivation Science, 5</i>(1), 35–51. https://doi.org/10.1037/mot0000101.supp (Supplemental)</p>	