

E-ISSN: 2582-2160 • Website: www.ijfmr.com

• Email: editor@ijfmr.com

The Effect of Super Brain Yoga Intervention on **Emotional Regulation and Perceived Stress** among High School Students

Lochan Thakur¹, Dr Neelam Pandey²

¹Student at Amity University, Noida ²Professor at Amity University, Noida

Abstract

Aim: This study aimed to assess the effectiveness of a Super Brain Yoga (SBY) intervention in enhancing emotional regulation and reducing perceived stress among high school students.

Methodology: A pre-post experimental design was employed. Initially, 100 students aged 14–17 years were screened using the Emotion Regulation Questionnaire (ERQ) and the Perceived Stress Scale (PSS). From this cohort, 40 students exhibiting low emotional regulation and high perceived stress were selected for the intervention. The SBY program was administered daily for six weeks (February 5 to March 1) during morning assemblies. Each session lasted 5–7 minutes and was supervised by a trained instructor.

Results: The intervention led to a noticeable improvement in students' emotional regulation. Specifically, cognitive reappraisal scores increased while emotional suppression scores decreased post-intervention. Similarly, students reported lower levels of perceived stress following the six-week yoga practice. These changes were statistically significant and supported by large effect sizes, indicating that the intervention had a strong impact.

Conclusion: The Super Brain Yoga intervention proved to be an effective strategy for enhancing emotional regulation and reducing stress among adolescents. Integrating such practices into school routines could serve as a simple and cost-effective approach to promoting student well-being and emotional resilience.

Keywords: Super Brain Yoga, Emotional Regulation, Stress

The Effect of Super Brain Yoga Intervention on Emotional Regulation and Perceived Stress among **High School Students**

Adolescence is a critical stage of development marked by emotional and psychological changes. During this period students often experience academic stress due to a highly competitive environment, parental expectations, and, at times, their own perfectionist tendencies by setting unrealistic expectations for themselves. The practice of Super Brain Yoga enhances memory, concentration and psychological Stress. (1) Given the increasing mental health concerns among students, it is essential to investigate holistic interventions that are simple, cost-effective, and accessible. This study aims to bridge this gap by

¹ Student at Amity University, Noida

² Professor at Amity University, Noida



E-ISSN: 2582-2160 • Website: <u>www.ijfmr.com</u> • Email: editor@ijfmr.com

evaluating the effectiveness of Super Brain Yoga in enhancing emotional regulation and reducing academic stress in adolescents. A Philippian study revealed that Super Brain Yoga significantly improved both the reading comprehension skills and classroom behaviour of students. (2)

Recent research study investigates brain-yoga's benefits on university students' quality of life and immune health amid high stress levels, a 12-week brain-yoga program showed significant improvements in stress, anxiety, and quality of life (3). Another longitudinal study examines a detailed investigation of cognitive processes involved in enhancing academic performance in connection with SBY needs to be carried out. (4) Researches indicate that Super Brain Yoga can reduce the amount of math learning disorder with dyscalculia.(5)

There's an existing research gap when it comes to the effect of Super Brain Yoga on Emotional Regulation, however in several studies yoga has been found to be a very strong predictor for emotional regulation (6) Emerging evidence suggests that yoga may help foster healthier psychological responses, indicating its potential as an emotional regulation strategy (7) Yoga contributes to the regulation of emotions, with its influence on both cognitive reappraisal and expressive suppression items related to emotion regulation. Practicing it can be expected to result in a mentally healthier population, since yoga can also positively influence other psychological parameters such as anxiety, depression, wellbeing etc (8)

SUPER BRAIN YOGA

Goethe said "Knowing is not enough, we must apply. Willing is not enough, we must do it.". The ear corresponds to an inverted foetus curled in the womb. The ear lobe corresponds to the head. This fact was already known to the ancient Chinese acupuncturists and the great rishis in India. Super Brain Yoga is a key component of auriculotherapy introduced after extensive research and validation by Master Choa Kok Sui. Super Brain Yoga (SBY) is an ancient yogic practice that involves specific movements and breathing techniques, believed to enhance brain function and promote emotional balance. Rooted in traditional practices but recently gaining scientific interest, SBY has been associated with improved concentration, stress reduction, and emotional well-being. It is the modern name for the ancient Indian practice called Thoppukaranam. The interest of Dr. Paul Nogier was stimulated when he came upon patients who claimed that they were relieved by having their outer ear punctured with a hot pin by a Middle Eastern woman. Dr. Nogier experimented and was surprised with the immediate relief of his patients.

How to perform Super Brain Yoga

- 1. Face East.
- 2. Connect your tongue to the palate.
- 3. The right ear lobe must be squeezed gently by the left thumb and left index finger. The left ear lobe must be squeezed gently by the right thumb and right index finger.
- 4. The left arm must be inside and the right arm must be outside.
- 5. When squatting, inhale simultaneously. When standing up, exhale simultaneously. Do this 14-21 times. All of these must be followed in order to energize and activate the brain.
- 6. The Super brain Yoga must be done almost every day to repeatedly energize and activate the brain cells

It is reported that when students are under stress in school, they request permission from their teachers to practice the Super brain Yoga. The students report that the psychological stress is reduced and they are



able to concentrate on their studies more effectively. Super brain Yoga not only energizes and activates the brain, but also the heart, throat, ajna, forehead, and crown energy centres. When energies from the basic energy centre and the sex energy centre move up to the heart energy centre, they are transformed into inner peace. (Sui, 2012)

This study aims to bridge this gap by evaluating the effectiveness of SBY in enhancing emotional regulation and reducing academic stress in adolescents. This study employs a pre-post experimental design to examine whether a structured Super Brain Yoga intervention can significantly improve emotional regulation and reduce academic stress among students.

Material and Methods

Ethics

The present study involving human participants was conducted in accordance with the ethical standards of the institutional ethics committee and adhered to the principles outlined in the Declaration of Helsinki (1975), as revised in 2013. Prior to participation, informed consent was obtained from all adult participants (school authorities and parents/guardians), and assent was taken from students aged over 7 years. Participants were informed about the purpose of the research, the voluntary nature of participation, and their right to withdraw at any stage without penalty. Confidentiality and anonymity of all participants were strictly maintained throughout the research process. No identifying information such as names, initials, or school registration numbers were used in any part of the reporting or data analysis. The Super Brain Yoga intervention was carried out with formal permission from the school principal and administration, and all necessary institutional protocols were followed.

Rationale of the study

By targeting students with high levels of stress and low emotional regulation, this study aims to explore the potential of Super Brain Yoga as a non-invasive, cost effective and easy to implement intervention. The findings may offer valuable insights for school counsellors, educators, and mental health professionals seeking practical, accessible tools to enhance adolescent well-being and resilience within a high stress academic environment.

Study Design

This study employed a Pre-Post Experimental Design to examine the impact of six-week Super Brain Yoga (SBY) intervention on emotional regulation and perceived stress among high school students. A quasiexperimental design is a type of research design used to evaluate the effect of an intervention when random assignment to groups is not possible. Unlike true experimental designs, where participants are randomly allocated to experimental and control groups, quasi-experiments rely on pre-existing groups or selection based on specific criteria. In this study, a quasi-experimental pretest/posttest design with a non-equivalent control group was used. Students were not randomly assigned to groups; instead, they were selected based on their scores on the Emotional Regulation Questionnaire (ERQ) and Perceived Stress Scale (PSS-14). This design allows researchers to examine causal relationships to some extent, while acknowledging the limitations due to lack of randomization, such as the potential influence of confounding variables.

Sample

A total of 100 students aged between 14 to 17 years of age were initially screened from a high school in



E-ISSN: 2582-2160 • Website: <u>www.ijfmr.com</u> • Email: editor@ijfmr.com

New Delhi. Participants were selected through purposive sampling based on their scores on Emotional Regulation Scale and Perceived Stress Scale. Inclusion Criteria:

(1) high school enrolment; (2) willingness to participate; and (3) parental consent and participant assent. Students with diagnosed psychiatric disorders, physical disabilities restricting yoga practice, or those undergoing concurrent psychological interventions were excluded. Based on the screening, 40 students with low emotional regulation and high perceived stress were selected for the intervention group, while the remaining 40 students with similar characteristics were retained as a non-intervention control group.

Intervention Procedure

The experimental group participated in the Super Brain Yoga intervention for six weeks (from 05.02.25 to 01.03.25), conducted five days a week during morning assembly hours. Each session lasted 5–7 minutes and was supervised by a trained yoga instructor. The practice followed the standard protocol as developed by Master Choa Kok Sui, involving specific physical postures, breathing, and acupressure-based techniques. The control group did not receive any form of yoga or other psychological intervention during this period.

Measures

Emotional Regulation Questionnaire (ERQ): Developed by Gross and John (2003), the ERQ assesses two core emotion regulation strategies: *cognitive reappraisal* and *expressive suppression*. It consists of 10 items rated on a 7-point Likert scale, ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). The scale is reliable and valid for use in adolescent populations, helping to measure individuals' typical ways of managing their emotional responses.

Perceived Stress Scale (PSS-14): Developed by Cohen, Kamarck, and Mermelstein (1983), the PSS-14 is a 14-item instrument designed to measure the degree to which individuals perceive their lives as stressful. Items assess how unpredictable, uncontrollable, and overloaded respondents find their lives. Responses are recorded on a 5-point Likert scale ranging from 0 (*never*) to 4 (*very often*). Scores are summed to give an overall indication of perceived stress, with higher scores reflecting greater perceived stress. The PSS-14 is suitable for use with adolescents and has been widely validated across different populations.

Statistical Methods

Data analysis was performed using IBM SPSS Version 26. Paired sample t-tests were conducted to compare pre- and post-intervention scores within the intervention group. Cohen's d was calculated to measure the effect size of the intervention. A significance level of p < .05 was considered statistically significant. Boxplots were generated to visually represent the change in scores for both emotional regulation and perceived stress.

Results

 Table 1 Descriptive Statistics of Emotional Regulation and Perceived Stress Scores in

 Experimental and control group.

	SD	
Experimental Control E	Experimental Contro	ol

E-ISSN: 2582-2160 • Website: <u>www.ijfmr.com</u>			Email: editor@ijfmr.com		
Cognitive Reappraisal	4.38	2.22	0.76	0.94	
Emotional Suppression	2.51	5.69	0.90	1.5	
Perceived Stress	13.82	26.6	4.05	3.80	

Note. M = Mean; SD = Standard Deviation; N = Number of participants.

Table 1 depicts the experimental Group (the ones who practiced SBY) had a much higher mean score (4.38) as compared to the control group (2.22) with a highly significant t statistic (11.25, p<.001). This suggests that SBY substantially improved student's ability to reframe their thoughts and emotions. Emotional Suppression The Experimental Group reported much lower Emotional Suppression (mean= 2.51) than the control group (mean=5.69) with significant negative t statistics (11.28, p < .001). This indicates that SBY helped the students express their emotions openly rather than suppressing them. Perceived Stress Scale: The experimental group had a much lower stress score (Mean= 13.82) compared to the control group (Mean 26.60) with a strong t statistic (-14.53, p<.001) this demonstrates that SBY was effective in reducing student's perceived stress

Variable	t-score	p-value
Cognitive Reappraisal	11.251941	<.001
Emotional Regulation	-11.281537	<.001
Perceived Stress	-14.53229	<.001

Note. Statistical Significance was set at p < .05.

The extremely low p values (all<.001) in Table 2 indicates that the differences between groups are highly statistically significant and unlikely to be due to chance. The direction and magnitude of the differences suggest that SBY had a strong positive effect on both emotional regulation (increasing cognitive reappraisal, decreasing emotional suppression) and stress reduction among high school students These results support the effectiveness of SBY as a practical intervention for improving mental health and emotional well-being in adolescents.

Table 3 Pre-Post Comparison of Emotional Regulation Strategies and Perceived Stress with α $\mathbf{1}$

Conen's d				
Variable	Cohen's d	Pre-post t score	Pre -Mean	Post Mean
Cognitive Reappraisal	2.5	10.97	2.22	4.38

International Journal for Multidisciplinary Research (IJFMR)						
IJFMR	E-ISSN: 2582-2160 • V	Vebsite: <u>www.ijfmr.com</u>	 Email: editor@ijfm 	r.com		
Emotional Suppression	-2.5	-10.69	5.69	2.51		
Perceived Str	-3.2	-13.35	26.6	13.82		

The Table 3 shows Cohen's d effect size, t-statistics, p values, and means for pre and post intervention in the experimental group. Cohen's d values above 0.8 are considered large; here, all effect sizes are extremely large (over 2 for CR and ES, over 3 for PSS) indicating a very strong effect of Super Brain Yoga in all 3 outcomes. The t statistics are also very high, and p value are essentially zero confirming that the changes are highly significant.





Cognitive Reappraisal scores increased indicating improved use of positive emotional regulation strategies. Emotional Suppression scores were decreased reflecting a reduced reliance on suppressing emotions Perceived Stress scores dropped reflecting a significant reduction in perceived stress. The boxplots in Figure 1 visually demonstrates substantial improvements: Cognitive Reappraisal increased while emotional suppression and perceived stress decreased after the intervention.

Discussion

The present study aimed to examine the effects of Super Brain Yoga (SBY) on Emotional Regulation and perceived stress among high school students. The results demonstrated a significant improvement in emotional regulation and a reduction in perceived stress among participants in the Experimental group who practiced SBY, compared to those in the control group. These findings support the primary hypothesis that Super Brain Yoga positively influences adolescents' ability to regulate emotions and cope with stress. The improvement in emotional regulation aligns with findings from prior studies suggesting that mindbody practices can enhance self-regulatory capacities (Sarang & Telles, 2006). Super Brain Yoga, a structured physical technique involving breath synchronization and acupressure-like movements, may contribute to balanced brain hemisphere activation, thereby enhancing cognitive and emotional processing. This mechanism is consistent with neurological findings indicating that bilateral motor activities can activate prefrontal regions responsible for emotional regulation (Sclaug et al., 2005). Additionally, the observed reduction in perceived stress corresponds with earlier research





E-ISSN: 2582-2160 • Website: <u>www.ijfmr.com</u> • Email: editor@ijfmr.com

indicating that yogic-practices help reduce cortisol levels and promote relaxation responses (Sharma et al., 2013).

Adolescents often face academic pressure and social-emotional challenges, and techniques such as Super Brain Yoga offer a non-pharmacological, cost effective strategy to manage stress. The findings also resonate with a study by Khalsa et al., (2012), which demonstrated that school-based yoga intervention significantly decreased students' perceived stress levels.

The positive outcomes of this study align with the findings of Sudhan & Parveen (2025), who reported significant reductions in depression levels among academically stressed students following a structured yoga intervention. While their study employed the Zung Self- Rating Depression Scale (SDS) and facial emotional recognition technology, the current study used an emotional regulation scale and perceived stress scale. Despite differing tools, both studies underscore the therapeutic potential of yoga in improving mental health through mechanisms involving emotional processing and self regulation.

Moreover, the results are consistent with the systematic review by Vijayakumar et, al. (2024), which highlighted the cognitive and mental health benefits of SBY across diverse academic settings. Our findings further validate their call for well-designed empirical studies by demonstrating statistically significant prepost changes in a controlled experimental design. In line with their critique, our study addressed the limitations of previous works by clearly justifying sample size and employing validated psychometric tools, thereby contributing to methodological rigor in SBY research.

The findings also complement those of Srilatha & Thomas (2024), who documented improvements in academic performance and attentional focus among primary school students exposed to SBY. Although the age groups and academic outcomes differ, the present study's improvement in emotional regulation may indirectly support academic success, given the well documented relationship between emotional well-being and academic engagement.

Similarly, the comparative study by Thomas & Venkatesh (2017) revealed that SBY outperformed aerobic exercises in enhancing working memory and attentional control. This aligns with the current findings, suggesting that the neurophysiological basis of SBY may lie in its ability to integrate movement, breath and bilateral stimulation to optimize brain function and emotional balance.

The significant reduction in perceived stress among participants in this study echoes the findings of Kumar & Singh (2016), who reported decreased academic anxiety following a 30-day yoga intervention. Both studies confirm that consistent yogic practice can serve as an effective analytic strategy, especially during critical periods of academic pressure. However unlike their study, which lacked physiological assessments, our use of self-report measures on emotional regulation offers a psychological dimension to understanding stress relief through yoga.

This study by Mehra & Nanda (2021), which emphasized SBY's role in enhancing concentration and memory among adolescents, also lends support to our findings. While our study did not explicitly measure memory, improved emotional regulation is often linked to better executive functioning and cognitive performance, suggesting a potential cognitive-emotional interplay fostered by SBY.

The current findings also corroborate those of Vinu et al., (2022), who noted long term academic benefits of SBY, including improvements in attention and memory. However their call for longitudinal research remains relevant, as our study focused on short-term outcomes. Future investigations might benefit from extended follow-ups to assess whether the observed emotional and stress related improvements persist over time and contribute to measurable academic gains.



E-ISSN: 2582-2160 • Website: <u>www.ijfmr.com</u> • Email: editor@ijfmr.com

Further support comes from the quasi-experimental research by Bhuvaneshwari et al. (2024) which showed improved academic performance, memory and concentration following SBY practice. The psychological stress reduction observed in their sample mirrors our findings and emphasizes the holistic benefits of SBY on both mental and academic parameters.

Interestingly Derayat et al. (2023) and Babkhani et al. (2024) extended the scope of SBY to clinical populations, such as older adults and hemodialysis patients, and found significant cognitive improvements. While their participant profiles differ substantially from our adolescent sample, the consistency of positive cognitive and emotional outcomes across age groups reinforces the university of SBY benefits.

Moreover, the study by Shilpa & Sunitha (2024), which documented a significant enhancement in the attention span of adolescent males through SBY, parallels our findings of improved emotional regulation, another core executive function. Together these results point to SBY's potential in fostering comprehensive cognitive-emotional development during adolescence.

From a neuro-energetic perspective, Ahmad et al. (2023) examined changes in electromagnetic radiation (EMR) patterns, indicating that SBY may influence subtle bioenergetic processes through chakra activation. While our study did not involve physiological or neurological measurements, the improvements in emotional and stress outcomes may indirectly reflect enhanced energy balance and neurobiological regulation as posited in their work.

Lastly, the integration of yoga into school curricula, as advocated by Reshu et al. (2025), finds empirical justification in our findings. Their emphasis on addressing internet addiction and academic stress through school-based interventions aligns with our argument for institutional adoption of SBY as a preventive and promotive mental health strategy.

References

- 1. Sui, MCK,(2005), Super Brain Yoga (22nd ed.), Institute for Inner Studies Publishing Foundation, Inc
- Aldao, A., Nolen-Hoeksema, S., & Schweizer, S. (2010). Emotion-regulation strategies across psychopathology: A meta-analytic review. *Clinical Psychology Review*, 30(2), 217–237. <u>https://doi.org/10.1016/j.cpr.2009.11.004</u>
- 3. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Bhasin, M. K., Dusek, J. A., Chang, B. H., Joseph, M. G., Denninger, J. W., Fricchione, G. L., & Benson, H. (2013). Relaxation response induces temporal transcriptome changes in energy metabolism, insulin secretion, and inflammatory pathways. *PLOS ONE*, 8(5), e62817. <u>https://doi.org/10.1371/journal.pone.0062817</u>
- Bränström, R., Duncan, L. G., & Moskowitz, J. T. (2011). The association between dispositional mindfulness, psychological well-being, and perceived stress: The mediating role of cognitive reappraisal. *Personality and Individual Differences, 51*(4), 410–415. <u>https://doi.org/10.1016/j.paid.2011.04.024</u>
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56(2), 267–283. <u>https://doi.org/10.1037/0022-3514.56.2.267</u>
- Chiesa, A., & Serretti, A. (2009). Mindfulness-based stress reduction for stress management in healthy people: A review and meta-analysis. *The Journal of Alternative and Complementary Medicine*, 15(5), 593–600. <u>https://doi.org/10.1089/acm.2008.0495</u>



- 8. Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 385–396. <u>https://doi.org/10.2307/2136404</u>
- 9. Creswell, J. D. (2017). Mindfulness interventions. *Annual Review of Psychology*, 68, 491–516. https://doi.org/10.1146/annurev-psych-042716-051139
- Davidson, R. J., & McEwen, B. S. (2012). Social influences on neuroplasticity: Stress and interventions to promote well-being. *Nature Neuroscience*, 15(5), 689–695. <u>https://doi.org/10.1038/nn.3093</u>
- Desai, R., Tailor, A., & Bhatt, T. (2015). Effects of yoga on brain waves and structural activation: A review. *Complementary Therapies in Clinical Practice*, 21(2), 112–118. https://doi.org/10.1016/j.ctcp.2015.02.002
- 12. Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299. <u>https://doi.org/10.1037/1089-2680.2.3.271</u>
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362. <u>https://doi.org/10.1037/0022-3514.85.2.348</u>
- 14. Gupta, N., Khera, S., Vempati, R. P., Sharma, R., & Bijlani, R. L. (2006). Effect of yoga based lifestyle intervention on state and trait anxiety. *Indian Journal of Physiology and Pharmacology*, *50*(1), 41–47.
- 15. Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). Acceptance and commitment therapy: The process and practice of mindful change (2nd ed.). Guilford Press.
- Hofmann, S. G., Sawyer, A. T., Witt, A. A., & Oh, D. (2010). The effect of mindfulness-based therapy on anxiety and depression: A meta-analytic review. *Journal of Consulting and Clinical Psychology*, 78(2), 169–183. <u>https://doi.org/10.1037/a0018555</u>
- 17. Jain, S., Shapiro, S. L., Swanick, S., Roesch, S. C., Mills, P. J., Bell, I., & Schwartz, G. E. (2007). A randomized controlled trial of mindfulness meditation versus relaxation training: Effects on distress, positive states of mind, rumination, and distraction. *Annals of Behavioral Medicine*, 33(1), 11–21. <u>https://doi.org/10.1207/s15324796abm3301_2</u>
- Johnstone, T., & Walter, H. (2014). The neural basis of emotion dysregulation. *Psychiatry*, 11(1), 32–38. <u>https://doi.org/10.1016/j.copsyc.2014.01.003</u>
- 19. Kabat-Zinn, J. (1990). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness. Dell Publishing.
- 20. Khalsa, S. B. S., & Butzer, B. (2016). Yoga in school settings: A research review. Annals of the New York Academy of Sciences, 1373(1), 45–55. <u>https://doi.org/10.1111/nyas.13025</u>
- 21. Lazar, S. W., Bush, G., Gollub, R. L., Fricchione, G. L., Khalsa, G., & Benson, H. (2000). Functional brain mapping of the relaxation response and meditation. *NeuroReport*, 11(7), 1581–1585.
- 22. Linehan, M. M. (2014). DBT skills training manual (2nd ed.). Guilford Press.
- Lomas, T., Medina, J. C., Ivtzan, I., Rupprecht, S., & Eiroa-Orosa, F. J. (2019). A systematic review and meta-analysis of the impact of mindfulness-based interventions on the well-being of healthcare professionals. *Mindfulness*, 10(7), 1193–1216. <u>https://doi.org/10.1007/s12671-018-1062-5</u>
- 24. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths* (4th ed.). Sage Publications.
- 25. McEwen, B. S. (2007). Physiology and neurobiology of stress and adaptation: Central role of the brain. *Physiological Reviews*, *87*(3), 873–904. <u>https://doi.org/10.1152/physrev.00041.2006</u>



E-ISSN: 2582-2160 • Website: <u>www.ijfmr.com</u> • Email: editor@ijfmr.com

- 26. Montero-Marin, J., Garcia-Campayo, J., Perez-Yus, M. C., Zabaleta-Del-Olmo, E., & Cuijpers, P. (2017). Mindfulness-based interventions versus cognitive behavioral therapy: A systematic review and meta-analysis. *International Journal of Clinical and Health Psychology*, 17(3), 197–207. https://doi.org/10.1016/j.ijchp.2017.06.001
- Morledge, T. J., Allexandre, D., Fox, E., Fu, A. Z., Higashi, M. K., Kruzikas, D. T., & Pham, S. V. (2013). Feasibility of an online mindfulness program for stress management: A randomized, controlled trial. *Annals of Behavioral Medicine*, 46(2), 137–148. <u>https://doi.org/10.1007/s12160-013-9490-x</u>
- 28. Park, C. L., & Slattery, J. M. (2013). Religion, spirituality, and mental health. In M. J. Lambert (Ed.), *Bergin and Garfield's handbook of psychotherapy and behavior change* (6th ed., pp. 630–659). Wiley.
- 29. Pascoe, M. C., Thompson, D. R., Jenkins, Z. M., & Ski, C. F. (2017). Mindfulness mediates the physiological markers of stress: Systematic review and meta-analysis. *Journal of Psychiatric Research*, 95, 156–178. <u>https://doi.org/10.1016/j.jpsychires.2017.07.013</u>
- Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: Results from a randomized trial. *International Journal of Stress Management*, 12(2), 164–176. <u>https://doi.org/10.1037/1072-5245.12.2.164</u>
- 31. Streeter, C. C., Gerbarg, P. L., Saper, R. B., Ciraulo, D. A., & Brown, R. P. (2012). Effects of yoga on the autonomic nervous system, gamma-aminobutyric-acid, and allostasis in epilepsy, depression, and post-traumatic stress disorder. *Medical Hypotheses*, 78(5), 571–579. <u>https://doi.org/10.1016/j.mehy.2012.01.021</u>