

BUILDING A SENSE OF BELONGING THROUGH MINDFULNESS PRACTICE IN A GENERAL CHEMISTRY COURSE

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Students in general chemistry courses often experience levels of high anxiety and stress and struggle with feelings of not belonging. A sense of belonging has been shown to be especially critical to student success and retention for minoritized students. Introducing a daily mindfulness practice can reduce stress and anxiety and build a sense of belonging. In this SoTL project, the impact of incorporating weekly mindfulness practices in a general chemistry course are explored. Once a week, I led the class in 5 minutes mindfulness practices. The impact of the mindfulness practices on the students' perceived stress and anxiety levels, attitudes and familiarity with mindfulness practices, and sense of belonging were evaluated using an online survey. In this poster, the effect of the mindfulness practice on minoritized students are highlighted. Improvements in students' perceived stress and anxiety levels, attitudes and familiarity with mindfulness practices, and sense of belonging were observed.

