

## Mindfulness in Exam Anxiety Intervention: A Perspective from the NIH Stage Model

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### Abstract

Test anxiety leads to numerous adverse consequences, whereas traditional intervention models have demonstrated suboptimal effectiveness. Following widespread validation of mindfulness efficacy, the academic community has integrated mindfulness into test anxiety interventions. The NIH Stage Model delineates the development of psychological interventions into six stages: basic research, intervention generation/refinement, efficacy testing, hybrid “efficacy-effectiveness” testing, effectiveness testing, implementation, and dissemination, with its original intent being to facilitate intervention implementation and dissemination. Based on this model, we first analyze the mechanisms through which mindfulness influences test anxiety, then systematically review existing mindfulness intervention studies for test anxiety from three orientations: “preliminary efficacy testing,” “refining and optimizing intervention modalities,” and “promoting implementation and dissemination.” Finally, aligning with the model’s original purpose and considering the specific characteristics of mindfulness interventions, we propose that future research should prioritize exploring efficacy mechanisms, enhancing pragmatic research, and maintaining sensitivity to fundamental issues in mindfulness interventions (including: complete mindfulness practice should incorporate open monitoring, collecting intervention adherence data, emphasizing the cultivation of mindfulness attitudes, and accounting for the influence of divergent “self-concepts” between Eastern and Western cultures), thereby better promoting intervention implementation and dissemination.

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