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THE MODERATION ROLE OF CHRONOTYPE ON THE EFFECTS OF THE MINDFULNESS-BASED HEALTH PROMOTION PROGRAM ON SUBJECTIVE WELL-BEING IN COLLEGE STUDENTS

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INTRODUCTION

Subjective well-being consists of an individual assessment of life satisfaction comprising the biological, psychological, and social spheres. Evidence shows an impairment of well-being and mental health in college students. Individual characteristics, such as the chronotype, may modulate how the students interact with adversities in academic and personal life. Since the Mindfulness-Based Health Promotion Program promotes health and well-being, we hypothesize that the addition of the practices into students' routines can improve their well-being and that there is a different adaptation depending on the chronotype.

METHODS

Forty-seven students enrolled in health courses at the Universidade Federal de São Paulo and Centro Universitário São Camilo were **randomly assigned** to the experimental group (N = 25, 86% women, mean age 23 ± 3 years), which received the mindfulness-based intervention, and an active control group (N = 22, 93% women, 23 ± 3 years) that received sleep psychoeducation. **Subjective well-being** (WHO Well-Being Index) and **chronotype** (Munich Chronotype Questionnaire) were assessed at **four-time points**: ten days before the start of the interventions (pre-intervention), between the third and fourth week (during), one week after the end of the protocol (post-intervention), and at a six-month follow-up.

OBJECTIVE: Evaluate the effects of the Mindfulness-Based Health Promotion Program on the subjective well-being of college students and the moderating role of the chronotype in this relationship.

RESULTS

There were **no significant differences between groups for subjective well-being** at any time point of assessment. However, there was a **better adaptation of students with eveningness tendencies only to the mindfulness-based intervention** evidenced by 13 points increase in the score for subjective well-being for every one-hour delay in mid-sleep, an effect maintained at the six-month follow-up.

CONCLUSIONS: There was no significant effect of the Mindfulness-Based Health Promotion Program on subjective well-being. Students with eveningness tendencies adapted better to the Program, considering subjective well-being as an outcome.

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