Clinical Trial Protocol
Iranian Registry of Clinical Trials

08 Nov 2026

The effectiveness of mindfulness-based life skills training on resilience, hardiness, and tolerance of ambiguity

Protocol summary

Study aim
Determining the effectiveness of mindfulness-based life skills training on resilience, hardiness, and tolerance of ambiguity

Design
This study is a randomized, double-blind, parallel-group clinical trial conducted in Phase 2 on 30 students of Izeh Azad University. The sample allocation is done by simple random method using software (Random Number Generator); first, each participant receives an identification code and is divided into two groups of 15 based on a random number.

Settings and conduct
This research will use a field experimental research method and an extensive pre-test and post-test design. The research will be conducted at Islamic Azad University, Izeh Branch. All participants, clinical caregivers, and evaluators who interpret the data will be kept confidential and all information will be kept anonymous.

Participants/Inclusion and exclusion criteria
Inclusion Criteria Being between 19 and 45 years of age. Being a student at the Islamic Azad University, Izeh Branch. Willingness to participate in the study. Exclusion Criteria Having a physical illness that could interfere with the treatment process. Use of psychiatric medications. History of substance abuse, including narcotic drugs and psychoactive substances.

Intervention groups
Intervention group: Mindfulness-based life skills training based on the training package of Audrey et al. (1400) is implemented in 6 90-minute sessions, one session per week, and in a group setting. The content of the sessions is designed based on the principles of mindfulness and includes exercises such as paying conscious attention to breathing, body scanning, observing thoughts and emotions without judgment, practicing being present in the present moment, and training in emotion management strategies. Control group: Do not receive any intervention.

Main outcome variables
Resilience; tenacity; tolerance of ambiguity.

General information

Reason for update

Acronym

IRCT registration information
IRCT registration number: **IRCT20260810070615N1**
Registration date: **2026-08-14, 1405/05/23**
Registration timing: **prospective**

Last update: **2026-08-14, 1405/05/23**
Update count: **0**

Registration date
2026-08-14, 1405/05/23

Registrant information
Name
Mina Momeninia
Name of organization / entity
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Iran (Islamic Republic of)
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Recruitment status
Recruitment complete

Funding source

Expected recruitment start date
2026-09-06, 1405/06/15

Expected recruitment end date
2026-09-21, 1405/06/30

Actual recruitment start date
empty

Actual recruitment end date

empty

Trial completion date

empty

Scientific title

The effectiveness of mindfulness-based life skills training on resilience, hardiness, and tolerance of ambiguity

Public title

The effectiveness of mindfulness-based life skills training

Purpose

Education/Guidance

Inclusion/Exclusion criteria

Inclusion criteria:

Being between 19 and 45 years of age. Being a student at the Islamic Azad University, Izeh Branch. Willingness to participate in the study.

Exclusion criteria:

Having a physical illness that could interfere with the treatment process. Use of psychiatric medications. History of substance abuse, including narcotic drugs and psychoactive substances.

Age

From **19 years** old to **45 years** old

Gender

Both

Phase

N/A

Groups that have been masked

- Care provider
- Outcome assessor
- Data analyser

Sample size

Target sample size: **30**

Randomization (investigator's opinion)

Randomized

Randomization description

In this study, in order to investigate the effectiveness of mindfulness-based life skills training on students' resilience, psychological toughness, and tolerance for ambiguity, a simple randomization method is used to assign eligible participants to two experimental and control groups. The randomization unit in this study is students who are eligible to enter the study and have expressed their willingness to participate in the study. First, after initial call and screening based on inclusion and exclusion criteria, a complete list of eligible students is prepared. Then, to maintain confidentiality and prevent the use of identity information in the allocation process, each participant is assigned a unique numerical identification code. These codes are entered into the Random Number Generator software and a random number is generated for each participant. After that, individuals are sorted in ascending order based on the generated random numbers. In the next step, participants are randomly assigned to two experimental and control groups in equal proportions; So that half of the people are in the experimental group and the other half are in the control group.

Blinding (investigator's opinion)

Double blinded

Blinding description

In order to control bias and improve the internal validity of the study, this study was designed with a double-blind protocol; in this way, the clinical caregivers, outcome assessor, and data analyst will be kept unaware of the allocation of students to the experimental and control groups. In this process, the outcome assessor will collect data at all stages of the pretest, posttest, and follow-up, without knowing the assigned group of the participants, in order to prevent bias in the measurement; also, all raw data will be provided to the statistical analyst with anonymous codes (such as groups 1 and 2), and the true nature of the groups will not be revealed until the end of the data analysis process. All allocation steps will be performed by an individual independent of the research team, and the decoding of the allocation codes will be done only after the final completion of the statistical analyses.

Placebo

Not used

Assignment

Parallel

Other design features

Secondary Ids

empty

Ethics committees

1

Ethics committee

Name of ethics committee

Behbahan Islamic Azad University Ethics Committee

Street address

Shahid Bayani St., Amir Kabir Blvd

City

Behbahan

Province

Khouzestan

Postal code

6361713198

Approval date

2026-07-21, 1405/04/30

Ethics committee reference number

IR.IAU.BEHBAHAN.REC.1405.186

Health conditions studied

1

Description of health condition studied

Psychological status and life skills of students

ICD-10 code

ICD-10 code description

Primary outcomes

1

Description

Resilience

Timepoint

before performing the intervention and two weeks after completion of the intervention

Method of measurement

Connor and Davidson Resilience Questionnaire (2003)

2

Description

Stubbornness

Timepoint

before performing the intervention and two weeks after completion of the intervention

Method of measurement

Kubasa Psychological Hardiness Questionnaire (1979)

3

Description

Tolerance of ambiguity

Timepoint

before performing the intervention and two weeks after completion of the intervention

Method of measurement

McLean's Tolerance for Ambiguity Questionnaire (1993)

Secondary outcomes

empty

Intervention groups

1

Description

Intervention group: Mindfulness-based life skills training, based on the training package of Audrey et al. (1400), will be implemented for students in the experimental group. This program will be held in the form of 8 90-minute sessions, one session per week, and in a group format. Mindfulness-based life skills training is an educational-psychological approach that aims to increase an individual's awareness of internal and external experiences in the present moment, accept thoughts and emotions without judgment, strengthen emotion regulation, and improve the way they deal with stressful situations. In this approach, students learn to face their thoughts, feelings, and everyday challenges with more conscious attention, acceptance, and flexibility, rather than impulsive and automatic reactions. The main themes of this training include familiarization with the concept and benefits of mindfulness, increasing self-awareness, practicing mindful breathing, accepting inner experiences and avoiding judgment about thoughts and feelings, managing stress and effectively dealing with everyday challenges, identifying and regulating emotions, strengthening psychological resilience, accepting uncertainty and improving tolerance for ambiguity, being aware of negative thought patterns, and training in conscious communication skills, empathy, and active listening. The first session is dedicated to introducing mindfulness, explaining its benefits and applications in everyday life, practicing mindful breathing, and examining possible obstacles to practicing mindfulness. In the second session, the concepts of acceptance and non-judgment are taught, and students practice observing their thoughts and feelings without evaluating, suppressing, or immediately reacting. The third session focuses on identifying sources of stress and everyday challenges and using mindfulness techniques to reduce stress and increase coping ability. In the fourth session, awareness of various emotions, including anger, anxiety, sadness, and happiness, is taught, and participants learn more adaptive ways to regulate emotions and strengthen psychological resilience using mindfulness exercises. The fifth session is dedicated to the concept of uncertainty, accepting ambiguous situations, and mindfulness exercises to reduce engagement with negative thoughts and return attention to the present moment. In the sixth session, conscious communication skills, empathy, and active listening are taught so that students can establish healthier and more conscious interpersonal relationships. The seventh session focuses on identifying thoughts, especially negative and self-centered thoughts, and becoming aware of dysfunctional thought patterns. In this session, students practice observing and distancing themselves from negative thoughts without engaging with or identifying with them. In the eighth session, all the skills taught are reviewed and integrated; Participants share their experiences of practicing mindfulness and develop goals and action plans to continue practicing mindfulness and applying the skills learned in daily life. The main emphasis of this intervention is on increasing students' ability to pay conscious attention to momentary experiences, accept thoughts and emotions, manage emotional reactions, effectively deal with stress and ambiguity, and use adaptive communication skills. It is expected that the implementation of this program will lead to increased resilience, psychological toughness, and tolerance of ambiguity in students.

Category

Behavior

2

Description

Control group: They do not receive any intervention or treatment.

Category

N/A

Recruitment centers

1

Recruitment center

Name of recruitment center

Islamic Azad University, Izeh Branch

Full name of responsible person

Mina Momeninia

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Sponsors / Funding sources

1

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Grant name
Grant code / Reference number
Is the source of funding the same sponsor organization/entity?
Yes
Title of funding source
Islamic Azad University
Proportion provided by this source
100
Public or private sector
Public
Domestic or foreign origin
Domestic
Category of foreign source of funding
empty
Country of origin
Type of organization providing the funding
Academic

Person responsible for general inquiries

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Sharing plan

Deidentified Individual Participant Data Set (IPD)

No - There is not a plan to make this available

Justification/reason for indecision/not sharing IPD

Participant data is completely confidential and I do not intend to publish it.

Study Protocol

Undecided - It is not yet known if there will be a plan to make this available

Statistical Analysis Plan

No - There is not a plan to make this available

Informed Consent Form

Undecided - It is not yet known if there will be a plan to make this available

Clinical Study Report

Undecided - It is not yet known if there will be a plan to make this available

Analytic Code

No - There is not a plan to make this available

Data Dictionary

No - There is not a plan to make this available