# Experts Diverge on Mindfulness and Mental Health Programs in Educational Settings



In a recent opinion piece from the New York Times dated May 13, 2024, various professionals expressed their concerns about the implementation of mindfulness and mental health programs in educational settings. Lucy Foulkes, a research psychologist at the University of Oxford, expressed caution about the widespread application of mental health interventions in schools, suggesting a potential need for recalibration. Victor Schwartz, Senior Associate Dean at the CUNY School of Medicine, highlighted the dangers of over-focusing on mindfulness without providing adequate guidance on handling emotions, which could inadvertently increase suicidality among youth.

Conversely, Patricia A. Bloom, a geriatrics consultant at the Icahn School of Medicine at Mount Sinai, advocated for the benefits of mindfulness, citing its positive impacts on academic performance and emotional control. Likewise, Stephan J. Levitan, a clinical professor at Columbia University, argued that the inclusion of trained professionals in mindfulness programs could address emotional issues more effectively.

These opinions come in the context of broader discussions on mental health and educational strategies, indicating a diverse range of perspectives on the best approaches to support student well-being.