

You have my permission to use and, if needed, translate the Mindful Self-Care Scale 2.0 (MSCS 2.0). This updated version reflects more than a decade of continued research, refinement, and psychometric development to strengthen the theoretical and empirical assessment of mindful self-care. ***Please review and adhere to the guidance provided below.***

Please note that the MSCS 2.0 is slightly longer than the earlier brief version, containing three additional items. These additions were made to improve conceptual coverage and psychometric performance. As a result of this continued development work, the MSCS 2.0 is now the recommended version for research and practice applications, and use of the earlier brief version is no longer recommended or supported.

Positive Embodiment (Excerpt from Cook-Cottone et al., 2025)

“According to Cook-Cottone (2020), “Embodiment is a way of being in which being is understood as residing in and manifesting from the body as one experiences the internal (i.e., psychological, emotional, and cognitive), external (i.e., interpersonal, social, and cultural), and existential dimensions of life” (p. 1). Positive embodiment involves *attunement with* and *responsiveness to* one’s internal needs that is maintained as an individual meets and navigates relationships, pressures and supports within community, and the influences of systems and culture (Cook-Cottone, 2020; Piran & Teall, 2012). To illustrate the embodied self as a process (see Figure 1), the positively embodied self is centered, or inhabited, within the context of all of an individual's internal and external experiences (Cook-Cottone, 2023; Cook-Cottone et al., 2025). In Figure 1, the lines that connect the inner and outer experiences of self, represent attunement (Cook-Cottone, 2006; Cook-Cottone, 2015a; Cook-Cottone et al., 2025). When an individual is positively embodied, the experience of self is integrating, self-nurturing, responsive, reciprocating, and stress-buffering in a way that promotes wellbeing and, at times, even flourishing (Cook-Cottone, 2020; Cook-Cottone, 2023). Mindful self-care supports this process.””

Figure 1: The Positively Embodied Self

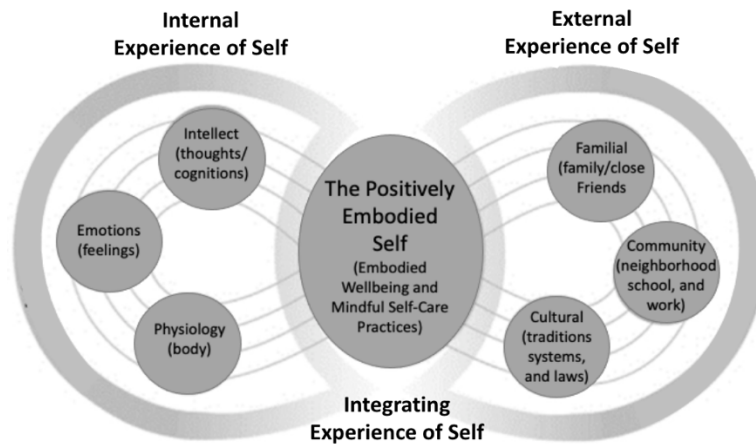


Figure from Cook-Cottone, 2006; Cook-Cottone, 2020; Cook-Cottone & Guyker, 2018; Cook-Cottone, 2022; Cook-Cottone et al., 2025)

Background for the MSCS 2.0 (Excerpt from Cook-Cottone et al., 2025)

“As articulated in the original publication of the scale, Cook-Cottone and Guyker (2018) integrated mindfulness into the conceptualization of self-care, differentiating their approach from the traditional conceptualizations of self-care that frequently operationalized self-care as a list of activities that were performed during specific times, for a predetermined duration such as physical exercise for 30 to 60 minutes a day, eating food from the five major food groups, and engaging in good sleep hygiene (Cook-Cottone et al., 2025). Instead of conceptualizing these practices as representing the entirety of self-care, they are delineated as the more *formal* acts of self-care (i.e., intentional engagement a self-care activity for a specific amount of time; Cook-Cottone et al., 2025). Uniquely, mindful self-care integrates *informal practices*, or a mindfulness orientation to day-to-day experiences (e.g., mindfully noticing thoughts and emotions; Cook-Cottone & Guyker, 2018; Cook-Cottone et al., 2025; Hotchkiss & Cook-Cottone, 2019). That is, this approach to self-care views mindful self-care as a *practice* that integrates scheduled, time-limited self-care experiences as well as encourages a more mindful way of being and working with thoughts, feelings, and one’s sense of purpose of meaning in daily life (Cook-Cottone, 2023; Cook-Cottone & Guyker, 2018).

As an attuned and embodied practice, mindful self-care is an ongoing and iterative process that involves: (a) mindful awareness and assessment of one’s internal needs relative to external demands, and (b) intentional engagement in mindful self-care practices that both address internal needs in a manner that also serves personal effectiveness in regard to external demands and challenges (Cook-Cottone, 2015; Cook-Cottone & Guyker, 2018; Cook-Cottone et al., 2025). Mindful self-care is also a conceptualization within the context of the social and historical roots of self-care, emphasizing positive embodiment and mindfulness as central pathways to wellbeing (Cook-Cottone, 2023). One of its first applications included end-of-life care settings, where mindful self-care was associated with increasing compassion satisfaction and reducing burnout risk (Hotchkiss, 2018; Hotchkiss & Leshner, 2018).”

You can find the five versions here*

1. **MSCS-Clinical (84 items, 10 subscales)** – This version is intended for use with clients, students, and in coursework, workshops, or programs. It helps participants develop a mindful self-care (MSC) plan and conduct baseline and follow-up assessments. The other MSCS scales were derived from these original items. The 84-item scale can also be used in factor validation studies or exploratory factor analysis (EFA). **Note:** If conducting an EFA or confirmatory factor analysis (CFA), you must have a sufficient number of participants- at least 10 participants per item (approximately 330 participants in total).
2. **MSCS-Standard (33 items)** – This is the original standard version previously recommended for research use.
3. **MSCS-Brief (24 items)** – This version was developed for studies where the 33-item scale was impractical, such as research involving medical professionals who may have limited time to complete surveys.
4. **MSCS-2.0 Children’s Version** – Adapted from the MSCS-2.0 and previous studies that modified the MSCS for children. *Please cite as follows:*
Cook-Cottone (2025). *The Mindful Self-Care Scale 2.0 for Children and Adolescents*. [Unpublished measurement scale].
5. **MSCS-2.0 (27 items)** – This interethnically validated version of the Mindful Self-Care Scale is a revision of the original MSCS. It consists of 8 factors (subscales) and 27 items. This version is recommended for current research. Please cite as follows:
Cook-Cottone et al. (2025)- *The Mindful Self-Care Scale 2.0*- full cite below. The scale measures the self-reported frequency of mindful self-care behaviors (Cook-Cottone et al., 2025). Additionally, there are three general questions at the end, bringing the total number of items to 30.

*Note, the subscales are not validated to be used independently. You do not have permission to use one or two scales or a variety of items. This would be a misrepresentation of our construct and would not be a valid assessment of mindful self-care or self-care.

You must describe the full construct of mindful self-care in your paper. Please read and cite as (this is open access and can be found on the journal's web page):

Original Paper

Cook-Cottone, C. P., & Guyker, W. M. (2018). The development and validation of the Mindful Self-Care Scale (MSCS): An assessment of practices that support positive embodiment. *Mindfulness*, 9(1), 161-175.

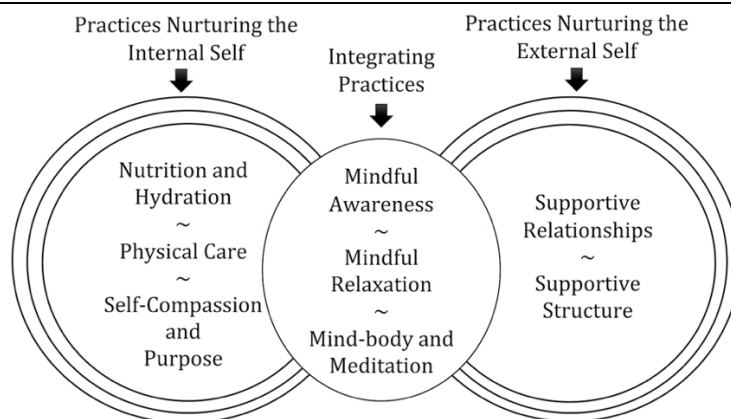
and/or

MSCS 2.0

Cook-Cottone, C. P., Hotchkiss, J. T., Guyker, W., & Wong, M. C. (2025). Development and interethnic validation of the Mindful Self-Care Scale, version 2.0- eight mindful self-care factors and their relationship to present moment-centeredness. *Mindfulness*.

To interpret the scale based on data used to validate it, you can use the following:

Figure 2: Embodiment and the MSCS 2.0 Subscales - (Figure from Cook-Cottone et al., 2025)



The number that reflects the frequency of behavior (how much or how often) indicated within past week (7 days):

Never (0 days)	Rarely (1 day)	Sometimes (2 -3 days)	Often (4-5 days)	Regularly (6-7 days)
1	2	3	4	5

The table below provides the *Means* and *Standard Deviations (SDs)* for each subscale of the MSCS 2.0. To interpret the results, refer to the last column. You can compare an individual's subscale score to the overall mean score (ranging from 1 to 5). Scores below the mean indicate below-average self-care in that area, while scores above the mean indicate above-average self-care. For example, in the Nutrition and Hydration subscale, an average score is 2. A score of 1 would be considered below average, while scores of 3, 4, or 5 would be above average.

Scale	# of items	Mean	SD	Mean Score (1-5 scale)
Internal Experience of Self				
Nutrition & Hydration (NH)	3 items	6.85	2.69	2.28 (2)
Physical Care (PC)	3 items	4.45	3.17	1.48 (1)
Self-Compassion and Purpose (SC)	4 items	8.56	3.35	2.14 (2)
Integrative Practices (Internal and External)				
Mindful Awareness (MA)	3 items	6.62	2.68	2.20 (2)

Mindful Relaxation (MR)	4 items	7.53	3.32	1.88 (2)
Mind-Body & Meditation	4 items	5.08	3.39	1.27 (1)
External Experience of Self				
Supportive Structure (SS)	3 items	7.38	2.66	2.51 (3)
Supportive Relationships	3 items	8.10	2.65	2.7 (3)
Mindful Self-Care Scale-2.0 Total (3 general items are not included in total score)	27 items	54.39	16.05	2.01 (2)

Please keep us posted. Best of luck in your work!

Catherine

Automatic feedback- we also have a web page set up at the University at Buffalo that has a self-assessment with feedback here (look for Link- TAKE THE ASSESSEMENT):

<https://catherinecookcottone.com/research-and-teaching/mindful-self-care-scale/>

References

- Cook-Cottone, C. P. (2023). *The embodied healing workbook: The art and science of befriending your body in trauma recovery*. Eu Claire, WI: PESI.
- Cook-Cottone, C. P. (2020). *Positive embodiment and the eating disordered client: The body as a resource for recovery*. New York, NY: Norton.
- Cook-Cottone, C. P. (2015). *Mindfulness and yoga for embodied self-regulation: A primer for mental health professionals*. New York, NY: Springer Publishing.
- Cook-Cottone, C. P., & Guyker, W. (2018). The development and validation of the Mindful Self-Care Scale (MSCS): An assessment of practices that support positive embodiment. *Mindfulness*. (online first- doi:10.1007/s12671-017-0759-1)

Cook-Cottone, C. P. (2006). The attuned representation model for the primary prevention of eating disorders: An overview for school psychologists. *Psychology in the Schools*, 43, 223-230. doi.10.1002/pits.20139

Perey, I., & Cook-Cottone, C. P. (2020). Eating disorders, embodiment, and yoga: A conceptual overview. *Eating Disorders: The Journal of Treatment and Prevention*, 28, 315-329