



Araştırma/Research

DOI: 10.7822/omuefd.676524

OMÜ Eğitim Fakültesi Dergisi
OMU Journal of Education Faculty
2020, 39(1), 174-184

Examination of the Effectiveness of Post-traumatic Growth Psychoeducation Program^{*,**}

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Makalenin Geliş Tarihi: 17.01.2020

Yayına Kabul Tarihi: 06.06.2020

Online Yayınlanma Tarihi: 27.06.2020

Post-traumatic growth is a term used to describe the positive changes experienced by individuals as a result of struggling with highly stressful life crises. There are different areas where post-traumatic growth is experienced and the growth in these areas may occur in different ways in different individuals. Post-traumatic growth is gathered under three main groups as in the self-perception, relationships and life philosophy of the individual. The number of the researches, which draw attention to the post traumatic growth levels of individuals exposed to difficult life events, is increasing day by day. Thus, the possibility of gaining positive results from traumatic life events instead of seeing oneself only as a victim can also be mentioned. This research is very important in terms of moderating individuals' perspectives on the concept of trauma as well as encouraging them to struggle with traumatic life events more strongly. The psychoeducation program, which will be developed within the scope of this research, has a preventive and protective characteristics that enables individuals to effectively cope with the consequences of the traumatic experiences they have encountered or may encounter in their lives. In this research, a psychoeducation program was prepared to improve the post-traumatic growth levels of university students and its effect on post-traumatic growth levels of psychological counseling and guidance department students was examined. The study group consists of the volunteer students studying Guidance and Psychological Counseling at Ondokuz Mayıs University in 2018-2019 academic year. Pretest-Posttest Monitoring Model with Control Group was used as the research design. 6 students constituted the experimental group. The 10-session psychoeducation program was applied to the students in the experimental group. The post-traumatic growth levels of the students were measured with "Post-traumatic Growth Inventory". Wilcoxon Signed Rank Test was used in the analysis of the data. The findings obtained as a result of the research show that the Post-traumatic Growth Psychoeducation Program is effective in increasing post-traumatic growth levels of university students.

Keywords: Trauma, Post-traumatic growth, Psychoeducation program

INTRODUCTION

In DSM-5, the concept of trauma is defined as directly experiencing, witnessing or learning that a relative has experienced a traumatic event such as death, injury or sexual harassment (American Psychiatric Association, 2013). Similarly, events such as death threat, natural disaster, injury or injury

* This research was produced from the doctoral thesis prepared by the first author under the supervision of the second author.

** This study was presented as a summary paper at the International 100th Educational Symposium.

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threat, witnessing the death of another person, unexpected death or injury of one of the family members are among traumatic experiences (Güven, 2010; Doğan, 2015). Negative events named as traumatic experience cause traumatic stress for many individuals (Altan, 2013; Bellur, 2015).

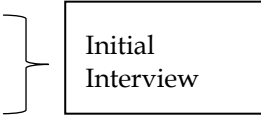
However, traumatic events have also positive effects on human life as well as negative effects. Negative effects cause psychopathologies while positive effects lead to changes in lifestyle. Trauma produces positive results from the effects of stress by attributing new meanings to the individual's perspective (Arıkan, 2007). Post-traumatic growth refers to the positive changes experienced by individuals as a result of struggling with highly challenging life crises (Tedeschi & Calhoun, 2004). Although individuals experience negative events as a result of stressful life events, positive changes may occur with the enhancement of life-related perspectives and recognition of individual and social resources (Park and Fenster, 2004). The awareness and self-esteem of the survivors of trauma regarding self-efficacy increase. Accordingly, they evaluate problems according to their existing capacities (Arıkan, 2007).

There are different areas where post-traumatic growth is experienced and the growth in these areas may occur in different ways in different individuals. Post-traumatic growth is gathered under three main groups as in the self-perception, relationships and life philosophy of the individual (Güven, 2010). The most important step in post-traumatic growth is that individuals evaluate themselves as survivors rather than victims. This expression helps individuals to feel stronger and more special. In addition, they feel stronger against a new trauma that can be experienced and believe that they can cope with difficulties (Tedeschi, Park and Calhoun, 1998). Individuals, who have experienced trauma, show progress in terms of expressing their feelings and themselves more clearly. The social support that they see in the relationships they have established provides them with time to develop new opportunities and growth, and gives them the opportunity to reveal themselves in the areas they have never done (Weiss, 2004). Traumas can provide the individual with the feeling of being spared or given a second chance. Individuals live by knowing the value of every moment they live, being happy with small things and considering life more easily. Following many traumatic events, individuals begin to thoroughly examine some of the existential problems that they have previously dealt with superficially. They gain qualifications such as questioning the value of life, understanding the priorities that are important in life and knowing how to deal with the challenges that life will bring (Tedeschi, Park and Calhoun, 1998). As can be understood, post-traumatic growth concerns with individuals' realizing their strengths and using them to shape their new lives rather than dealing with negative life events that individuals experience. Therefore, it was planned to use positive psychotherapy techniques which aim at revealing strengths instead of deficiencies and weaknesses in the content of the psychoeducation program for increasing post-traumatic growth.

Positive psychotherapy, like many psychotherapy techniques, is a psychotherapy technique that enables the growth of individuals by using the capabilities they possess instead of focusing on the underlying diseases and symptoms. Positive psychotherapy tries to examine the individual as a whole, not just with negative characteristics. Positive psychotherapy is based on the idea that every individual has two basic capabilities. One of them is the capability of perception that forms the desire to know the relationship in the reality, to ask questions regarding object-related changes, existential concepts and to look for answers. The capability of perception means the ability to learn and teach. The other is the capability of love which means the capacity of loving and being loved. Basic capabilities are built on individual differences and manifest themselves through real capabilities (Peseschkian, 2015). Individuals' attitudes and approaches towards events or individuals vary depending on their capabilities. According to positive psychotherapy, in spite of all social, cultural and individual differences between individuals, individuals deal with their conflicts in four different ways. These methods are in the areas of body, achievement, future and relationship and show how

individuals perceive and evaluate themselves and the people around them. Individuals try to solve their problems according to their own preferences based on their childhood learning. In solving a conflict, when a certain method is excessively brought into the forefront and others are left aside, the balance is disturbed. The capabilities of individuals refer to the area preferred for coping with conflicts (Peseschkian, 2014).

In positive psychotherapy, a path consisting of five steps is followed. The followed path is based on real capabilities. Each step is a preparation or continuation for the other step. Therefore, the therapeutic process is interrelated. This five-step therapy can be applied to each individual by making arrangements depending on the differences of individuals (Peseschkian, 2015). These steps are as follows;

1. Step: Observation/distancing
 2. Step: Making inventory
 3. Step: Situational encouragement
 4. Step: Verbalization
 5. Step: Broadening of goals
- 

The studies conducted suggest that after a traumatic experience, some individuals can continue their lives by succeeding in adapting, while others may need to be supported personally on issues such as coping with difficulties and adaptation skills (Tiet and Huizinga, 2002). These individuals should be detected and their awareness should be increased by enabling them to recognize themselves. Self-recognition can help individuals to realize their strengths and weaknesses and contribute to the improvement of weaknesses and promotion of strengths (Öz and Bahadır Yılmaz, 2009). The number of the researches, which draw attention to the psychological endurance levels of individuals exposed to difficult life events, is increasing day by day. Thus, the possibility of gaining positive results from traumatic life events instead of seeing oneself only as a victim can be mentioned. This research is very important in terms of moderating individuals' perspectives on the concept of trauma and encouraging them to struggle with traumatic life events more strongly. The psychoeducation program, which will be developed within the scope of this research, has a preventive and protective characteristics that enables individuals to effectively cope with the consequences of the traumatic experiences they have encountered or may encounter in their lives.

METHOD

Research Model

This research is a quasi-experimental study conducted to examine the effectiveness of Post-traumatic Growth Psychoeducation Program on post-traumatic growth of university students (Büyüköztürk, 2011). The research was conducted in the experimental design with pretest-posttest and experimental group.

Study Group

The study group consisted of 110 voluntary students studying Guidance and Psychological Counseling at Ondokuz Mayıs University. Post-traumatic Growth Inventory (Kağan et al., 2012) and personal information form were applied to the students. A study group was formed with 6 students, who stated in the personal information form that they wanted to participate in the program and whose scores were lower compared to other participants. Random sampling method was used to form the study group. 3 (50%) of the study group are female and 3 (50%) are male.

Data Collection Tools

Post-traumatic Growth Inventory

Post-traumatic Growth Inventory (PTGI), which was developed by Tedeschi and Calhoun (1996), was adapted into Turkish by Kağan et al. (2012). The data were collected from 723 voluntary participants. It was found that item discrimination indexes varied between 0,28 and 0,72. The principal components analysis with promax rotation indicated a three-factor structure. The three-factor structure tested with the structural equation model was found to be valid for the Turkish version of PTGI. After calculating the second-level factor loads, it was found that the total factor explained 64 percent of the total variance. The three subscales of the assessment tool are arranged as Change in Self-Perception, Change in Life Philosophy and Change in Relationships. Internal consistency is $\alpha=0.88$ for Change in Self-Perception, $\alpha=0.78$ for Change in Philosophy of Life, $\alpha=0.77$ for Change in Relationships, and $\alpha=0.92$ for all items. The 15-day test retest intracorrelations varied between 0.83 for total scores and 0.70 and 0.85 for subscales. Since the validity of the three-factor structure has been confirmed in the confirmatory factor analyses, researchers who want to make a detailed assessment can use the three subscales instead of the total scores. PTGI is a valid and reliable assessment tool that can be used in the researches involving Turkish participants.

Personal Information Form

In the personal information form used in the research, there are questions regarding students' gender, class level, whether they experienced a traumatic event and if they did, the ways that they used to overcome this event. In addition, a question about whether to participate in the psychoeducation program and contact information for the answer of this question were asked.

Interview Process

A 10-session psychoeducation program was prepared based on positive psychotherapy for increasing the post-traumatic growth of the students with traumatic experience. The psychoeducation program consists of the practices for increasing post-traumatic growth by using the five-step therapy of positive psychotherapy (Altınay, 1998; Peseschkian, 1998; Eryılmaz, 2016; Altınay, 2017; Bannink, 2017). The planning of the sessions is as follows.

- 1st Session: Meeting, Group Rules and Goal Setting
- 2nd Session: Post-traumatic Growth and Situation Analysis
- 3rd Session: Capabilities
- 4th Session: Differentiation Analysis
- 5th Session: Encouragement
- 6th Session: Basic Conflict
- 7th Session: Model Dimensions
- 8th Session: Broadening Goals
- 9th Session: Life Goals
- 10th Session: Evaluation and Closure

The psychoeducation program applied to the experimental group in the research was carried out twice a week in 10 sessions lasting 90 minutes. In the sessions, providing information regarding post-traumatic growth, role playing based on sample cases and discussions as well as positive psychotherapy techniques and inventories were included. Psychological counseling techniques were

used in each session. At the end of each session, evaluation was conducted with the participants. At the beginning of each session, the previous session was summarized and the participants were asked to evaluate their gains.

Data Analysis

In this research, the pretest and posttest scores that the students obtained from PTGI were transferred to computer environment in order to test the hypotheses of the research. SPSS 20.0 packaged program and Wilcoxon Signed Rank Test were used in the analysis of the data. In the interpretation of the results, .05 significance level was accepted as the upper value.

Ethics Committee Permit Information

In this study, all the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed.

Name of the Board Performing Ethical Evaluation: Ondokuz Mayıs University Social And Humanity Sciences Ethics Committee

Date of Ethical Evaluation Decision: 31.01.2018

Ethical Assessment Document Number: 2018 / 1-26

FINDINGS

Hypothesis 1: The post-traumatic growth posttest scores of the students who participated in the Post-traumatic Growth Psychoeducation Program are higher than their pretest scores.

In order to test this hypothesis, Wilcoxon Signed Rank test was used to determine whether there was a significant difference between the PTGI pretest and posttest score distributions of the students in the experimental group. The results are given in Table 1.

Table 1.

Wilcoxon Signed Rank Test Results Regarding PTGI Pretest and Posttest Scores of Students

		n	Mean Rank	Total Rank	z	p
Change in Self-Perception	Negative Rank	0	0,00	0,00	-2,201	0,028
	Positive Rank	6	3,50	21,00		
Change in Human Relations	Negative Rank	0	0,00	0,00	-2,214	0,027
	Positive Rank	6	3,50	21,00		
Change in Life Philosophy	Negative Rank	0	0,00	0,00	-2,214	0,027
	Positive Rank	6	3,50	21,00		
	Equal	0				

P<0,05

As a result of the Wilcoxon Signed Rank test performed to determine whether there was a significant difference between pretest and posttest scores that the students obtained from the post-traumatic growth inventory, the difference in all sub-dimensions was found to be significant ($z=-2,201;-2,214;-2,214$; $p<,05$). When the mean rank and total rank of the difference scores are taken into consideration, it is seen that this difference is in favor of the posttest. This can be interpreted in a way that the applied psychoeducation program is effective in increasing the post-traumatic growth levels of university students.

Hypothesis 2: The post-traumatic growth monitoring-test scores of the students who participated in the Post-traumatic Growth Psychoeducation Program are higher than their pretest scores.

In order to test this hypothesis, Wilcoxon Signed Rank test was applied to determine whether there was a significant difference between the PTGI pretest and monitoring-test score distributions of the students in the experimental group. The results are given in Table 2.

Table 2.
Wilcoxon Signed Rank Test Results Regarding PTGI Pretest and Monitoring-Test Scores of Students

		n	Mean Rank	Total Rank	z	p
Change in Self-Perception	Negative Rank	0	0,00	0,00	-2,207	0,027
	Positive Rank	6	3,50	21,00		
Change in Human Relations	Negative Rank	0	0,00	0,00	-2,207	0,028
	Positive Rank	6	3,50	21,00		
Change in Life Philosophy	Negative Rank	0	0,00	0,00	-2,201	0,028
	Positive Rank	6	3,50	21,00		
	Equal	0				

P<0,05

As a result of the Wilcoxon Signed Rank test performed to determine whether there was a significant difference between pretest and monitoring-test scores that the students obtained from the post-traumatic growth inventory, the difference in all sub-dimensions was found to be significant ($z=-2,207;-2,207;-2,201$; $p<,05$). When the mean rank and total rank of the difference scores are taken into consideration, it is seen that this difference is in favor of the monitoring test. This can be interpreted in a way that the psychoeducation program is effective in increasing the post-traumatic growth levels of university students.

Hypothesis 3: There is no significant difference between post-traumatic growth posttest scores and monitoring test scores of the students who participated in the Psychoeducation Program.

In order to test this hypothesis, Wilcoxon Signed Rank test was applied to determine whether there was a significant difference between the PTGI posttest and monitoring-test score distributions of the students in the experimental group. The results are given in Table 3.

Table 3.
Wilcoxon Signed Rank Test Results Regarding Posttraumatic Growth Posttest and Monitoring Test Scores of Students

		n	Mean Rank	Total Rank	z	p
Change in Self-Perception	Negative Rank	2	1,74	3,50	-0,552	0,581
	Positive Rank	2	3,25	6,50		
Change in Human Relations	Negative Rank	2	2,50	5,00	-1,841	0,066
	Positive Rank	2	2,50	5,00		
Change in Life	Negative Rank	4	2,00	10,00	0,000	1,00

Philosophy	Positive Rank	0	0,00	0,00
	Equal	2		

P<0,05

As a result of the Wilcoxon Signed Rank test performed to determine whether there was a significant difference between posttest and monitoring test scores that the students obtained from the post-traumatic growth inventory, the difference was not found to be significant in the sub-dimensions ($z=-,552;-1,841;0,00; p>.05$). It can be interpreted that the applied psychoeducation program is effective in the continuation of the post-traumatic growth levels of university students when the mean rank and the total rank of difference scores are taken into consideration.

DISCUSSION, CONCLUSION AND SUGGESTIONS

In this research, a psychoeducation program was prepared based on positive psychotherapy for increasing the post-traumatic growth levels of university students and its effect on post-traumatic growth levels of the students who received low scores from the Post-traumatic Growth Inventory was examined. For this purpose, a 6-person experimental group was formed and a psychoeducation program was applied to the individuals in the experimental group during 10 sessions. With this program, it was aimed to provide the group members with the capabilities necessary for post-traumatic growth within the framework of positive psychotherapy.

The findings obtained as a result of the research reveal that the psychoeducation program is effective in increasing post-traumatic growth levels of university students. When the relevant literature was examined, no study that investigates the effect of positive psychotherapy on post-traumatic growth was found. However, it was seen that positive psychotherapy was functionally beneficial in the treatment of academic difficulties, obesity, addiction, nutritional disorders, depression, existential concerns, sexual disorders, phobias and stress disorders (Peseschkian, 2015). Therefore, it can be stated that positive effects of positive psychotherapy on stress play an important role in post-traumatic growth by preventing stress-related problems that occur following a traumatic experience. In his study, Eryılmaz (2012) prepared a psychoeducation program for setting life goals for adolescents by using positive psychotherapy and evaluated the results. The prepared program enabled adolescents to turn towards future, increased their motivation and contributed to their self-regulation. When the areas of post-traumatic growth were considered, positive psychotherapy was found to be very functional in setting goals and organizing lives of individuals.

The fact that post-traumatic growth is examined under the theoretical framework of positive psychology and that it focuses on positive and strong characteristics rather than symptoms just like positive psychotherapy reveal the effectiveness of positive psychotherapy in increasing post-traumatic growth. In the studies conducted, it was found that accepting the effect of the traumatic event on the person, gaining effective problem-solving skills to cope with the situation and making positive reassessments have a positive relationship with post-traumatic growth. The reason is that the meaning of the traumatic event is reassessed and the individual reviews and reorganizes himself, his relations and priorities and growth is enabled in this way (Sears et al., 2003; Lechner et al., 2006; Helgeson et al., 2006).

Despite all these characteristics, the research is a weak experimental design since it was not conducted with more powerful experimental designs and was conducted without a control group. It is suggested that the future researches should be carried out by using experimental and control groups by taking into account the effects of the factors affecting post-traumatic growth.

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Travma Sonrası Gelişim Psikoeğitim Programı

Genişletilmiş Özet:

Travmatik olayların insan yaşamına negatif etkileri olduğu gibi pozitif etkileri de olur. Negatif etkiler psikopatolojileri, pozitif etkiler yaşam stilinde değişimlere neden olur. Travma, bireyin bakış açısına yeni anlamlar yükleyerek stresin etkilerinden pozitif sonuçlar çıkarır (Arıkan, 2007). Travma sonrası gelişim, oldukça stresli yaşam krizleriyle mücadele etmenin bir sonucu olarak bireylerin yaşadığı olumlu değişiklikleri tanımlamak için kullanılan bir terimdir (Tedeschi & Calhoun, 2004). Travma sonrası gelişimin yaşandığı farklı alanlar vardır ve bu alanlardaki gelişim farklı bireylerde farklı şekillerde ortaya çıkabilir. Travma sonrası gelişim, bireyin benlik algısı, ilişkileri ve yaşam felsefesinde olduğu gibi üç ana grupta toplanır (Güven, 2010). Zor yaşam olaylarına maruz kalan bireylerin travmatik gelişim düzeylerine dikkat çeken araştırmaların sayısı gün geçtikçe artmaktadır.

Bu araştırma, bireylerin yaşadıkları travmatik olaylara yönelik bakış açılarını değiştirmek ve onları travmatik yaşam olaylarıyla daha güçlü mücadele etmeye teşvik etmek açısından oldukça önemlidir. Bu araştırma kapsamında geliştirilen psikoeğitim programı, bireylerin hayatları boyunca karşılaştıkları veya karşılaşılabilecekleri travmatik yaşantıların sonuçlarıyla etkili bir şekilde baş etmelerini sağlayacak önleyici ve koruyucu özelliklere sahiptir. Bu araştırma üniversite öğrencilerinin travma sonrası gelişim düzeylerini iyileştirmek için geliştirilen psikoeğitim programının yapısal olarak etkililiğini incelemek amacıyla yürütülmüş ve psikolojik danışma ve rehberlik bölümü öğrencilerinin travma sonrası gelişim düzeylerine etkisi incelemiştir.

Travmatik yaşantı geçmişi olan öğrencilerin travma sonrası gelişimini artırmak için pozitif psikoterapiye dayalı 10 oturumluk bir psikoeğitim programı hazırlanmıştır. Psikoeğitim programı, pozitif psikoterapinin beş aşamalı tedavisini kullanarak travma sonrası gelişimi artırmaya yönelik uygulamalardan oluşur. Araştırmada deney grubuna uygulanan psikoeğitim programı 90 dakika süren 10 oturumda haftada iki kez gerçekleştirilmiştir. Uygulamalar boyunca travma sonrası gelişim, örnek vaka ve tartışmalara dayalı rol oynama, pozitif psikoterapi teknikleri ve envanterleri hakkında bilgi veren etkinliklere yer verilmiştir. Her oturumda psikolojik danışmanlık teknik ve becerileri kullanılmıştır. Her oturumun sonunda katılımcılar ile değerlendirme yapılmıştır. Her oturumun başında, bir önceki oturum özetlenmiş ve katılımcılardan kazanımlarını değerlendirmeleri istenmiştir.

Araştırmada Ondokuz Mayıs Üniversitesi Rehberlik ve Psikolojik Danışmanlık bölümünde öğrenim gören gönüllü 110 öğrenciye Travma Sonrası Büyüme Envanteri (Kağan vd., 2012) ve kişisel bilgi formu uygulanmıştır. Kişisel bilgi formunda programa katılmak istediklerini bildiren öğrenciler arasından, puanları diğer katılımcılara göre daha düşük olan 6 öğrenciden bir çalışma grubu oluşturulmuştur. Çalışma grubunu oluşturmak için seçkisiz örnekleme yöntemi kullanılmıştır. Çalışma grubunun 3'ü kadın (%50), 3'ü (%50) erkektir. Bu araştırmada, öğrencilerin Travma Sonrası Büyüme Envanteri'nden aldıkları ön test ve son test puanları araştırmanın hipotezlerini test etmek için bilgisayar ortamına aktarılmıştır. Verilerin analizinde SPSS 20.0 paket programı ve Wilcoxon İşaretli Sıralar Testi kullanılmıştır. Sonuçların yorumlanmasında .05 anlamlılık düzeyi üst değer olarak kabul edilmiştir.

Öğrencilerinin travma sonrası büyüme envanterinden aldıkları ön-test ve son-test puanları arasında anlamlı farklılık olup olmadığını belirlemek amacıyla yapılan Wilcoxon İşaretli Sıralar testi sonucunda tüm alt boyutlardaki farkın anlamlı olduğu bulunmuştur. ($z=-2.201;-2.214;-2.214$; $p<.05$). Fark puanlarının sıra ortalamaları ve sıra toplamları dikkate alındığında gözlenen bu farklılığın son testin

lehine olduğu anlaşılmaktadır. Bu da uygulanan psikoeğitim programının üniversite öğrencilerinin travma sonrası gelişim düzeylerini yükseltmede etkili olduğu şeklinde yorumlanabilir.

Öğrencilerinin travma sonrası büyüme envanterinden aldıkları ön-test ve izleme-test puanları arasında anlamlı farklılık olup olmadığını belirlemek amacıyla yapılan Wilcoxon İşaretli Sıralar testi sonucunda tüm alt boyutlardaki farkın anlamlı olduğu bulunmuştur. ($z=-2.207;-2.207;-2.201$; $p<.05$). Fark puanlarının sıra ortalamaları ve sıra toplamları dikkate alındığında gözlenen bu farklılığın izleme testinin lehine olduğu anlaşılmaktadır. Bu da uygulanan psikoeğitim programının üniversite öğrencilerinin travma sonrası gelişim düzeylerini sürdürmede etkili olduğu şeklinde yorumlanabilir.

Öğrencilerinin travma sonrası büyüme envanterinden aldıkları son-test ve izleme-testi puanları arasında anlamlı farklılık olup olmadığını belirlemek amacıyla yapılan Wilcoxon İşaretli Sıralar testi sonucunda alt boyutların hiçbirinde anlamlı farklılık bulunmamıştır. ($z=-.552;-1.841;.000$; $p>.05$). Fark puanlarının sıra ortalamaları ve sıra toplamları dikkate alındığında uygulanan psikoeğitim programının üniversite öğrencilerinin travma sonrası gelişim düzeylerinde meydana gelen yükselmenin devam etmesinde etkili olduğu şeklinde yorumlanabilir.

Araştırma sonucunda elde edilen bulgular, hazırlanan psikoeğitim programının üniversite öğrencilerinin travma sonrası gelişim düzeylerinin yükselmesinde etkili olduğunu göstermektedir. İlgili literatür incelendiğinde pozitif psikoterapinin travma sonrası gelişime etkisinin incelendiği bir çalışmaya rastlanmamıştır. Ancak pozitif psikoterapinin akademik zorluklar, şişmanlık, bağımlılık, beslenme bozuklukları, depresyon, varoluşsal kaygılar cinsel bozukluklar, fobiler ve stres bozukluklarının tedavisinde işlevsel olarak fayda sağladığı görülmüştür. Bu nedenle pozitif psikoterapinin stres üzerindeki olumlu etkilerinin, travma yaşantısının ardından oluşan stres kaynaklı problemleri engelleyerek, travma sonrası gelişimin sağlanmasında önemli rol oynadığı söylenebilir. Eryılmaz (2012), yaptığı çalışmada pozitif psikoterapiden yararlanan ergenlere yönelik yaşam amaçları oluşturma psikoeğitim programını hazırlamış ve sonuçlarını değerlendirmiştir. Oluşturulan programın ergenlerin geleceğe yönelmelerini, motivasyonlarının artışı ve kendilerini düzenlemelerini sağlamıştır. Travma sonrası gelişimin alanları göz önünde bulundurulduğunda bu çalışmada da pozitif psikoterapinin amaç belirleme ve hayatlarını düzenlemede oldukça işlevsel olduğu görülmüştür.

Travma sonrası gelişimin pozitif psikolojinin kuramsal çerçevesi altında inceleniyor olması ve tıpkı pozitif psikoterapide olduğu gibi semptomlara değil pozitif ve güçlü özelliklere odaklanıyor olması, travma sonrası gelişimi yükseltmede pozitif psikoterapinin etkililiğini ortaya koymaktadır. Yapılan çalışmalarda, travmatik olayın kişi üzerinde oluşturduğu etkiyi kabullenmek, durumla baş etme ve etkili problem çözme becerileri kazanmak ve olumlu yeniden değerlendirmeler yapmanın travma sonrası gelişim ile olumlu yönde ilişkisi olduğu bulunmuştur. Çünkü böylelikle travmatik olayın anlamı yeniden değerlendirilir ve birey kendisini, ilişkilerini ve önceliklerini yeniden gözden geçirerek, düzenler ve bu yolla da gelişme sağlanır (Sears vd.,2003; Lechner vd., 2006; Helgeson vd., 2006).

Araştırma tüm bu özelliklerinin yanında, daha güçlü deneysel desenlerle yürütülmediği ve kontrol grubu olmadan yapıldığından zayıf deneysel desende bir çalışmadır. Yapılacak araştırmaların deney ve kontrol grubu kullanılarak, travma sonrası gelişimi etkileyen faktörlerin etkileri de göz önünde bulundurulurken yapılması önerilmektedir.

Anahtar Kelimeler: *Travma, Travma sonrası gelişim, Psikoeğitim programı*