

Psychological intervention for groups based on integrative psychotherapy model

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Abstract

This article summarizes the results of the study, that was made to follow the analysis of gender differences distribution, related to the adolescents attachment with their parents and its impact within their interaction with other significant persons. In this study, we present the psychological intervention program, based on the Integrative model in which the person is approached in all aspects of personal identity, of relating to oneself, to others and to the world.

J. Bowlby (1988), mentions that, if our early relationships were problematic, then our future relationships might offer us another chance, by giving us the potential to love, feel and reflect, having the freedom that comes from a secure attachment.

The results of this study contribute to a better understanding of the important role the secure attachment has in forming the relationships throughout the lifespan.

Introduction

From early childhood, also in adolescence, children establish interpersonal relationships with their mother and family. As it develops, the socialization process amplifies. Their relations with the social groups in which they integrate throughout their existence, exert a special influence both on the evolution as a person in permanent evolution, and on the efficiency of the activity carried out. The field in which the adolescent can apply his abilities becomes the practice of interpersonal relationships with others.

It turned out experimentally (1, p.5) that in adolescence the activity of communication in relation to others (expanding the circle of friends, the occurrence of conflicts, frequent exchange of the group, etc.) is detached in a special area of life.

J. Bowlby (1988) noted that defective early relationships do not lack the chance to form further relationships of trust, providing us with the potential to love, feel and reflect, having the freedom that results from a secure attachment [2].

Starting from this theoretical perspective, the purpose of the formative experiment consists in the elaboration and implementation of the psychological intervention program.

Noting the level of communication development, self-trust, the following tools were used to capture the specifics of adolescent relationships with significant others: Inventory of Interpersonal Problems (IPPA), Inventory of Interpersonal Problems (Horowitz), Alden, Wiggins & Pincus).

Psychodiagnostic design: 187 pupils / students from general - secondary institutions in Chisinau were diagnosed. The recruitment of the subjects was done so that they would be between 15 and 19 years old, to know the Romanian language, to participate voluntarily in the study. The results obtained during the diagnosis, allowed us to conclude that among adolescents there are children with dysfunctional relationships. These teenagers live intensely the sense of abandonment, insecurity, anxiety, etc. The long-term consequences of relationship difficulties are reflected in communication, self-trust and relationships with life partners. In this sense, it is absolutely

necessary to develop self-trust and communication, to avoid the development of dysfunctional relationships.

During the training experiment, was elaborated and developed psychological intervention program of the group, specially organized, which positively influenced the development of gender relations of adolescents. In this context, we selected two homogeneous groups (of 9 people each) of adolescents who participated in the finding experiment.

The psychological intervention program is based on the integrative model (M. Priceputu, G. Gaspar, 2010), which consists of:

- Self-reporting - includes aspects of the inner world in cognitive, behavioral, emotional plans;
- relation to others and to the world includes aspects of the context of life in which we were born, develop and live, of the relations with others, with the divinity [5,6].

In approaching the self and the inner world we focus on: the abilities of self-perception, identification and regulation of one's impulses, affections and values, internal emotionality, attachment, abilities to use internal goals for self-regulation, self-perception and of others.

The analysis of personal identity and of relating to others is characterized by: the relationship of the self with others (the relationship "self - object"). It refers to the way the participant perceives himself among others, the values and qualities he attributes to himself, the way he interacts and manages relational experiences with others.

The intervention plan is based on the multilevel integrative intervention strategy (M. Priceputu, G. Gaspar, 2010), including several levels considered significant both in personality development and in intervention: life context, cognitive, emotional, physiological, behavioral and spiritual. The interaction between them explains the mental, physical and psychosomatic processes, as well as the well-being [3,4].

Contextual level - life experiences refer to life history and include all those situations, especially negative, which have influenced the development of cognitive patterns and behaviors that currently represent an automatic mechanism for processing environmental stimuli.

Techniques used for the contextual level: "Letter to parents", "Genogram", "Statues", "Three boxes", "Role play", etc.

Cognitive level refers to the processing of information and its content. The processing can be: conscious (verbalization of mental content) and unconscious (informational).

Techniques used for the cognitive level: "Irrational beliefs", "Problem solving practice", "Coping statements", "Interpretation" etc.

The emotional level refers to the subject's feelings and the description he makes of his own state. *Techniques used for the emotional level:* "Expressing anger", "Anxiety management", "Free associations", "Shared dialogue", "Body work" etc.

Behavioral level refers to what, in psychology, is called operative behavior. It is represented, in particular, in learned motor behaviors, under voluntary control (reactions, manifestations, attitudes, etc.).

Techniques used for the behavioral level: "Empty chair", "Paradoxical intention", "Psychodrama", "Modeling", "Assertiveness training" etc.

The spiritual level - the human being needs meaning, his lack of values or ideals implies suffering.

Techniques used for the spiritual level: "Strengthening", "Exposure technique", "Purpose analysis in life", "Purpose of life", "Axis of life", "Value of life", etc. [4]

The psychological intervention program has a methodological structure that corresponds, step by step:

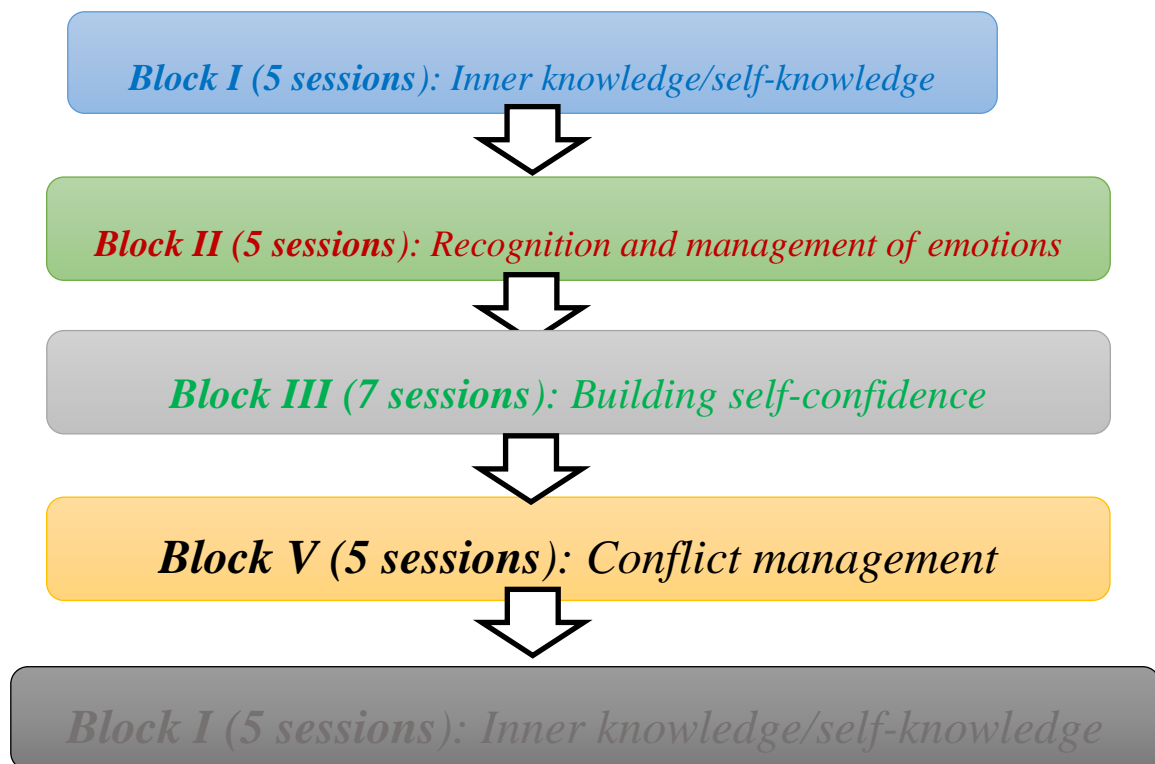


Fig. 1. Distribution of the blocks of the psychological intervention program.

In order to estimate the effect produced on the experimental group through the Interactive Psychological Intervention Program for personal development in the group of self-confidence, communication and relationship skills, developed and implemented in the last stage of the research we retested the subjects from the experimental and control group.

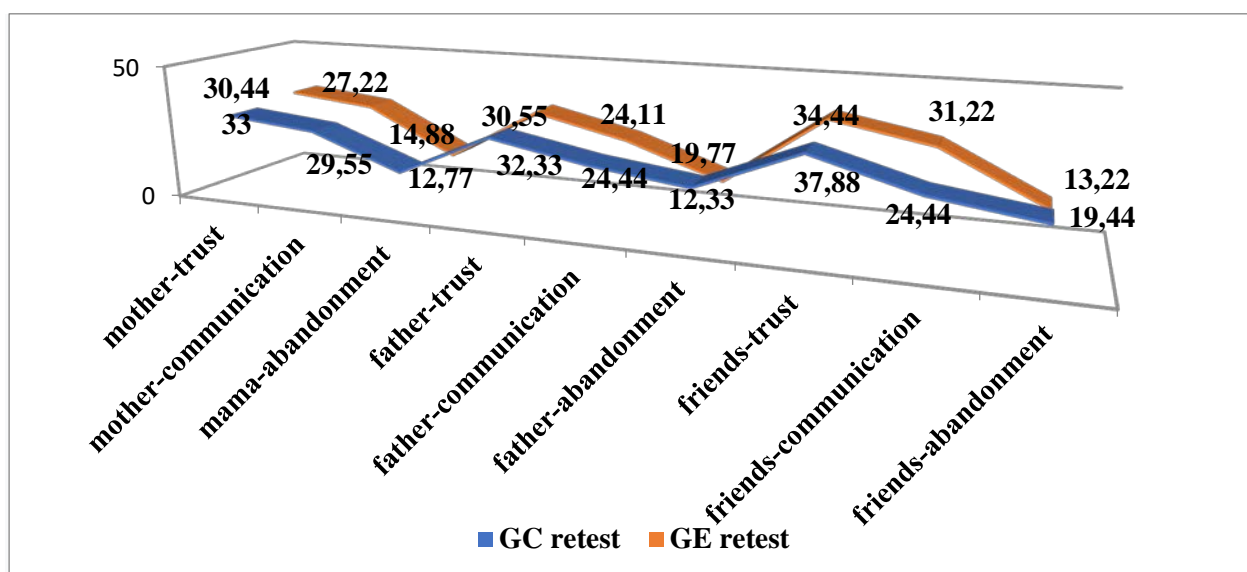


Fig. 2. Comparative average values, according to the Attachment Inventory to Parents and Friends at GE and GC.

The graphical presentation of the experimental results, obtained by adolescents, indicates differences between the average results that express the manifestation of attachment to parents and friends in GC / retest and GE / retest.

Analyzing the results at the size of "Communication" with friends of adolescents in GC we observed a lower average value compared to GE: GC 24.44 (average units) and GE - 31.22 (average units). The T-Students test indicates significant differences between GC and GE / retest results at $p = 0.040$ ($t = 2.239$), with lower results for adolescents in GC / retest.

These data allow us to find that adolescents in GE / retest, unlike their peers in GC, show a high level of communication, which requires an effective and open interaction with friends.

The adolescents from GC who did not participate in the activities specially organized in order to develop the relational capacities, do not show changes in the average values for the Inventory scales.

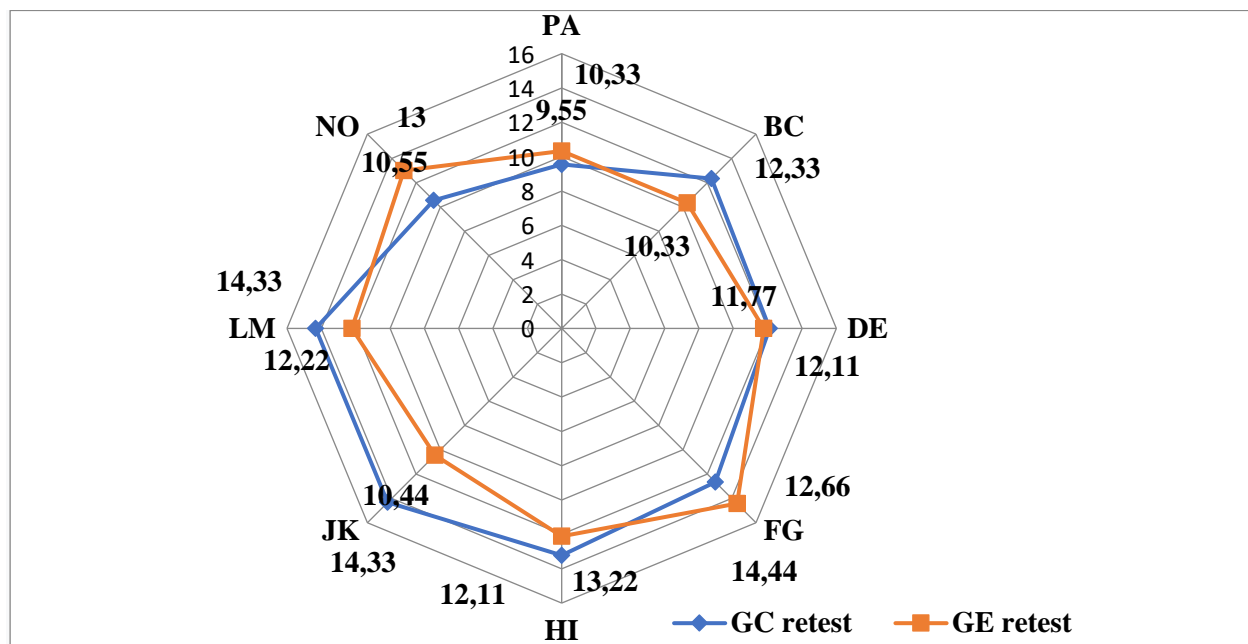


Fig. 3. Comparative average values according to the Inventory of Interpersonal Problems in GC and GE.

Figure 3 shows the average values of GC and GE / retest subjects according to the Inventory for Interpersonal Problems. Following the retesting of GC and GE according to the Interpersonal Relations Inventory, insignificant weight differences were detected.

Below (Fig. 4.) are the average GE values for the Attachment Inventory scales to parents and friends.

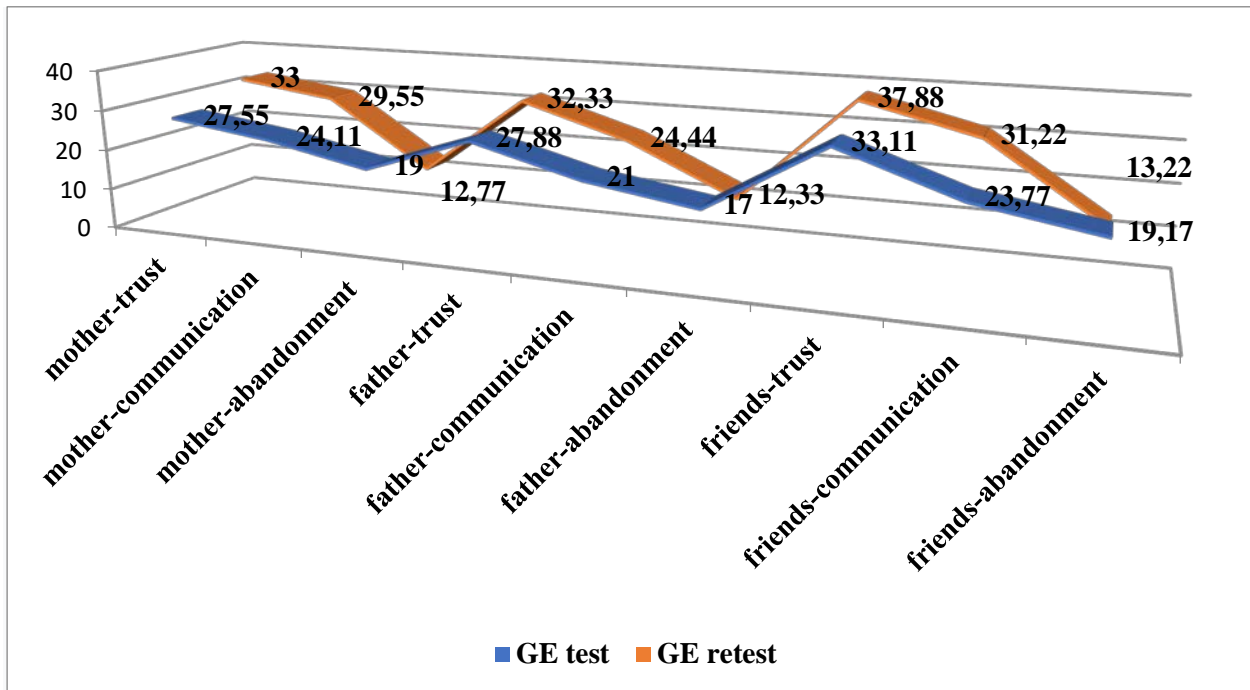


Fig. 4. Comparative mean values according to the Attachment Inventory to Parents and Friends at GE test / retest.

Applying to the Attachment Inventory, we notice obvious and substantial changes in GE adolescent outcomes for all inventory scales.

Thus, we can find that as a result of the experiment the data for the scales were increased: the "Mother / Trust" scale ($t = 12,250$ at $p = 0.0001$), the "Mother / Communication" scale ($t = 9.022$ at $p = 0.0001$), "Father / Trust" scale ($t = -4.634$ at $p = 0.002$), "Father / Communication" scale ($t = -4.727$ at $p = 0.001$), "Friends / Trust" scale ($t = 8.020$ at $p = 0.001$), "Friends / Communication" scale ($t = -9,499$ at $p = 0.0001$).

The statistics show an increased level of trust and communication with mother, father and friends, which allows us to assume that adolescents who participated in the training experiment improved their interpersonal relationships with others.

We follow a decrease in the data for the scales: the "Mother / the feeling of abandonment" scale ($t = 7,756$ at $p = 0.0001$), the "Father / the feeling of abandonment" scale ($t = 4.667$ at $p = 0.0002$) and the "Friends / the feeling of abandonment" ($t = 8.365$ at $p = 0.0001$). These results tell us about the feeling of trust of adolescents towards their parents and friends, which gives them a sense of stability and communication.

Next, we will examine the comparative results obtained by GE adolescents for tests / retests.

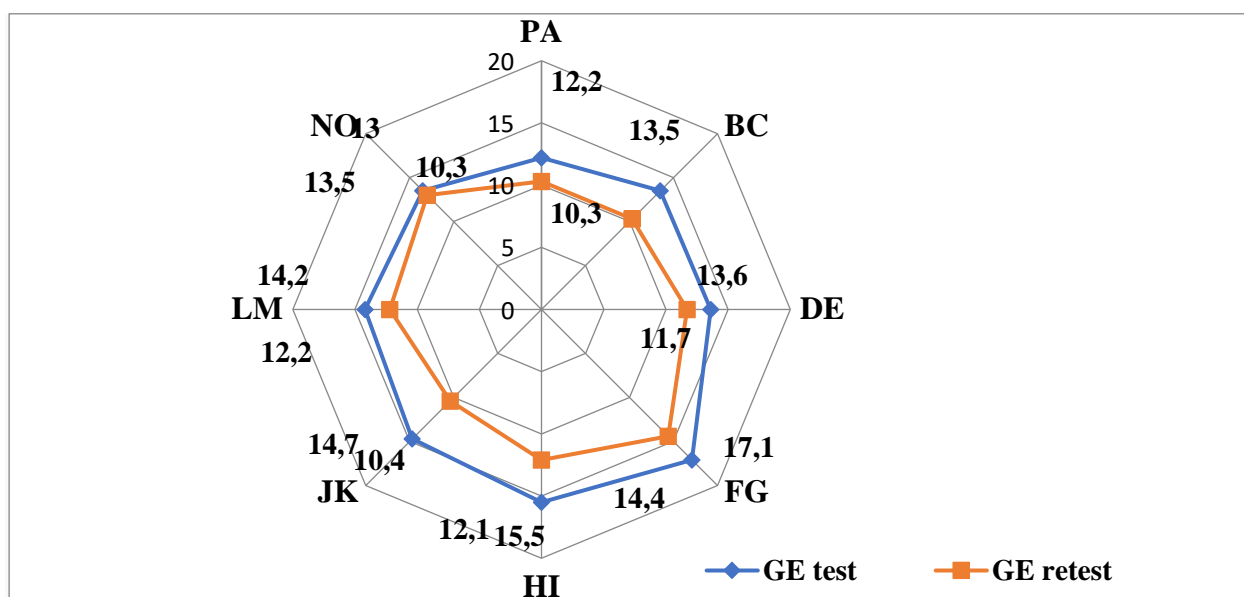


Fig. 5. Comparative average values according to the Inventory of Interpersonal Problems at GE test / retest.

The graphical display of the data indicates a slight increase in the mean test and retest values of GE. Statistically significant differences are recorded at 5 scales out of the 8 proposed by the authors of the Inventory.

Analyzing the values of "PA" ($t = 2,982$ at $p = 0.018$), which demonstrates the low level of the type of interpersonal relationship with "autocratic / dominant" meaning.

The adolescents from the experimental group, became in his relations cooperative, trying to avoid conflicts being more confident in others, about this fact we are told the average values at the scale "BC" (GE test - 13.5 average unites and retest - 10, 3 average unites), confirming this fact and statistically ($t = 4,794$ at $p = 0.001$).

Statistically significant changes ($t = 3,079$ to $p = 0,015$), obtained by adolescents at the "FG" scale, are due to the general optimization of self-confidence, overcoming communication difficulties and shyness towards other people, by acquiring tolerance, empathy and management skills of conflicts.

In the statistical processing of data obtained by applying the T-Student test, statistically significant differences were found at $p = 0.043$, with lower results for adolescents in GE in retest, at the scale "HI" ($t = 2,401$), which denotes low level of self-confidence and submissiveness, characterizing adolescents through emotional self-control, developing communication skills and practicing safe and optimistic behavior.

We note that the psychological program of training self-confidence and communication development, tolerance has a positive impact on adolescents who participated in the training experiment. The options recorded different average values test / retest (GE test - 14.7 average unites and retest - 10.4 average unites). Subjects have become situationally less useful, it is not difficult for them to say "NO" or show that they are angry. The information is also statistically confirmed ($t = 2,907$ at $p = 0.020$).

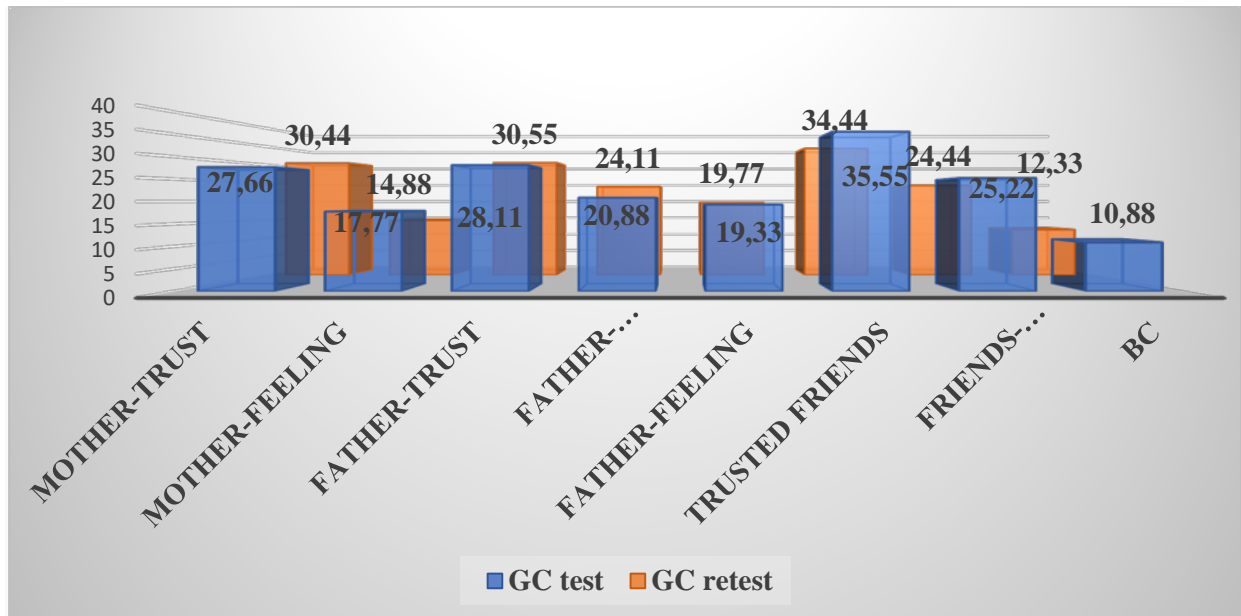


Fig. 6. Comparative average values according to the Inventory of Attachment to Parents and Friends and the Inventory of Interpersonal Problems at GC test / retest.

The diagram above shows the statistically significant results for the two inventories repeatedly applied to the control group. Despite the fact that the subjects from GC did not go through the training activity, they register some significant changes from a statistical point of view as well. We can observe the increased mean value for GC subjects at the “Mother / Trust” scale ($t = -6.402$ at $p = 0.0001$), the “Father / Trust” scale ($t = 4.214$ at $p = 0.003$), the “Father / Communication” scale ($t = -5,889$ at $p = 0.0001$) and the scale “BC” (quarrel / competitor) ($t = 4.274$ at $p = 0.003$). Low average values are recorded at the scale “Mother / Feeling of abandonment” ($t = 6,353$ at $p = 0.001$), the scale “Father / Feeling of abandonment” ($t = 4,667$ at $p = 0.002$), the scale “Friends / Trust” ($t = 3,162$ at $p = 0.013$) and the “Friends / Communication” scale ($t = 3,500$ at $p = 0.008$).

To argue the significant results obtained in the control group (Fig. 6.), we can rely on theoretical studies that show that the processes of training and integration are achieved through social experiences such as: dialogue, knowledge transmission, discussions and other forms of human relationship [5].

But teenagers are engaged in looking for a structure that contains a set of exercises and plausible and tangible standards, with multiple meanings and consistencies for them. Through this set - built program, young people can become constructive participants in self-knowledge, in knowing their social world, understanding who they are and who they can become starting from here [4].

Conclusions: Research has shown that by developing and discovering personal resources, adolescents cope with everyday challenges by overcoming them more easily and building positive interpersonal relationships, which induce a state of well-being. Implementing the Group Psychological Intervention Program, we found that the adolescents in the training group relate to friends comparatively, to the adolescents in the control group, who reserved, withdrawn and lacking initiative remained. In interpersonal relationships, situational, GE teens have become more confident and communicative.

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