The Effect of Using Poetry in Group Psychological Counseling on the Empathy Levels of University Students[1]

Research Article

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ARTICLE INFO	ABSTRACT
Article History: Received 26.07.2019 Available online 20.10.2019	The purpose of this study was to investigate the effects of group counseling using poetry on university students' empathy level. The Scale of Dimension of Interpersonal Relationship Empathy Subscale was used to identify participants' empathy level. In order to examine participants' ideas about group counseling process and sessions Group Counselling Assessment Form and a journal of sessions were also used. There were 16 group members in each experiment and control group. Participants were undergraduate students at Cukurova University. Quantitative data were analyzed by using SPSS 22 packet program to find out the effects of group counseling with poem on the empathy level. Qualitative data were analyzed by content analysis method. Results showed that group counseling had a positive and significant effect on university students' empathy scores and this effect was permanent during the time. Qualitative results of the study also supported this result.

Keywords:[1]
Interpersonal relationship, communication, empathy, poem, using poem in psychological counseling.

Introduction

Today, intervention techniques in the psychological helping process are well developed. At this stage, psychological help professionals benefit from a wide range of therapeutic tools and techniques. So, besides other counseling techniques, psychological counselors sometimes use creative techniques and arts such as drama and role-playing (Altınay, 2007), sculpture (Kar, 2011), painting (Capacchione, 2012), music (Karkou and Glasman, 2004), dance (Tunç, 2007) and cinema (Gençöz, 2007) to establish a therapeutic relationship

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(Choi, Lee, Cheong and Lee, 2009; Frisch, Franko and Herzog, 2006; Kim, Wigram and Gold, 2008; Körlin, Nybäck and Goldberg, 2000; White, Bull and Beavis, 2008) and help the group to open itself to the individuals involved in psychological counseling sessions (Pearsonand Wilson, 2009). According to Madden and Bloom (2004, p. 137), poetry should also be added to the creative techniques and artsthat psychological counselor can benefit during the psychological help process.

Blanton, Griefer, and Leedy are known as pioneers of poetry therapy (Mazza, 2003; Sargent, 1979). They worked hard to investigate the effects of poetry on psychological counseling. As a result of their efforts, today poetry is effectively used by many researchers and practitioners for different purposes in the psychological counseling (Aadlandsvik, 2007; Bolton, Field and Thompson, 2006; Cocking and Astill, 2004;Conlon, 2012; Deshpande, 2010;Edgar and Hazley, 1969; Furman, 2012; Gooding, 2008; Mazza, 2003; McArdle and Byrt, 2001; Mountain, 2007; Olson-McBride and Page, 2012;Robbins and Pehrsson, 2009; Roe and Garland, 2011; Thomas and León, 2012).

From those days to today, poetry is considered as a beneficial instrument in the psychological counseling process. It contributes to psychological relief in many ways. In the psychological counseling, process poetry helps to reduce the tension of the person, to experience a sense of freedom, to gain a sense of responsibility, to recognize feelings and thoughts and to express feelings and thoughts that are difficult or impossible to express in other ways (Rubin, 2010). Moreover, psychological counseling and poetry can be combined in group counseling to improve individuals' empathy skills. It is also observed that the use of poetry in psychological counseling positively influences the empathy levels of individuals (Ingram, 2000; Phillips, 2010; Reiter, 2010; Roberts, 2010).

Empathy is one of the essential communications and interpersonal relationship skills**.** According to Rogers**,** contact, and communication with others is one of the most profound human needs (Rogers, 1983, p. 118). For a person to establish a positive and satisfying interpersonal relationship is closely related to his/her empathy level (Erden İmamoğlu and Aydın, 2009, p. 56).

Empathy can be defined as the process of putting oneself in place of the other person and understanding her/his feelings and thought correctly, feeling what she/he feels and communicating it to him/her (Rogers, 1983, p. 105, 106). In this process, it is crucial for the individual to focus on feelings, needs and concerns of the other person (Taylı, 2015, p. 245). From this point of view, empathy can be seen as an emotional state of awareness for the person who is to be communicated. In a relationship where empathy is not sufficient as a variable that determines the quality of interpersonal relationships, there will inevitably be conflicts of communication and the relationship will be negatively affected (Goleman, 1998, p. 289).

Individuals whose empathy skills are not sufficiently developed may experience different difficulties in interpersonal relations. In particular, they have difficulty understanding others, so they do not care about the feelings of others (Goleman, 1998, p. 291). In his book, *Emotional Intelligence* Goleman(1998, p. 327, 375) developed his emotional intelligence model and introduced the components of this model argue that an element determining the quality of the individual's interpersonal relationships should be the emotional intelligence level rather than IQ level. This model shows that empathy is an essential role in interpersonal relationships (Yeşilyaprak, 2001, p. 141).

The most critical point in Goleman's book is that individuals' empathy skill can be developed (Goleman, 1998, p. 375). Goleman's ideas are paralleled with Rogers' ideas. Both Rogers and Goleman suggested that empathy could be learned (Goleman, 1998, p. 130; Rogers, 1983, p. 113). For this reason, individuals' emotional literacy initially needs to be improved (Goleman, 1998, p. 289). Otherwise, the quality of life for the individual may be adversely affected. In short, there is a close relationship between the quality of the individual's interpersonal relationship and the quality of his/her life. Therefore, it is helpful for individuals to develop their

emotional inteligence levels in the period they need most. This is also linked to the development of empathy skill. Group counseling is very useful to improve individuals' empathy skills. Psychoeducation group, training group and encounter group are also among the types of groups that can be used for this purpose. One of the most important advantages of group counseling is that it allows individuals to develop and use empathy skills (Yalom, 2002). Poetry is an effective tool in the development of individuals ' empathy skills in these conditions (Mazza, 2003).

In the Worldwide literature, there are a large number of studies in which poetry therapy and empathy level are linked together(Blumenfeld, 2010; Croom, 2014; Furman, 2005,2012; Gair, 2012; Mazza, 2003; Shapiro, Morrison and Boker, 2004; Williams, 2012). However, studies on this subject in our country, Turkey, are scarce (Keser Özcan, Bilgin, and Eracar, 2011). Although in our country, different psychological counseling programs are implemented to improve the empathy skills of individuals, very few of them benefited from poetry therapy techniques. The effect of using poetry in group counseling on empathy levels of individuals has partially investigated in only one study (Keser Özcan, Bilgin, and Eracar, 2011, p. 132). In this study, it has been seen that poetry therapy is effective in improving the empathy levels of an individual. However, when this study is examined it is observed that poetry is used in some sessions of psychological counseling and not all of them. For example, they (Keser Özcan, Bilgin and Eracar, 2011, p. 133) used different expressive art activities such as drama, sculpture and painting in addition to poetry in the sessions. Since the influence of using poetry in psychological counseling on university students' empathy levels has been rarely investigated, a study is needed to examine the effect of the psychological counseling process in which poetry is used in all sessions on university students' empathy levels.

Therefore, the purpose of this study was to investigate the effects of using poetry in group counseling on university students' empathy level. The following hypotheses were tested to achieve this general purpose:

Hypothesis 1: There is a signficant difference between the experimental and control groups' post-test scores of The Scale of Dimension of Interpersonal RelationshipEmpathy Subscale in favor of the experimental group when both groups' pre-test scores are taken under control.

Hypothesis 2: There is no significant difference between The Scale of Dimension of Interpersonal Relationship Empathy Subscale post-test scores and the follow-up test scores of the experimental group.

Additionally, in order to examine the views of university students in the experimental group, the following research question was asked: What were the views of university students who participated in group psychological counseling process with poetry?

Method

Research Model

This research is a mixed pattern study in which qualitative and quantitative methods are used together. In the quantitative phase of this study, quasi-experimental model with pre-test-post-test control group design was used (Büyüköztürk, 2007, p.19). Before the experiment, both experimental and control groups' pretest scores were obtained through The Scale of Dimension of Interpersonal Relationship Empathy Subscale and data derived from this measurement has been computed. Thus, it is attempted to understand whether the empathy levels of university students assigned to experimental and control groups voluntarily was smilar or not. In the interviews conducted prior to the experimental procedure some students selected to the experimental group stated that they could not continuously attend group session. That is why these members were assigned to the control group. Members stating that they could continuously participate in the study were involved in the experimental group instead. Therefore, no random assignment was made to both the experimental and control group. After the experimental procedure lasted for 12 weeks, The Scale of Dimension

of Interpersonal Relationship Empathy Subscale was applied again to both groups as post-test. Finally, the same scale was applied to both groups as follow up-test after eight weeks group counseling process was completed.

In order to collect qualitative data Group Counseling Assessment Form, video recordings and poems were written by university students in the experimental group during group counseling process were used. Within the scope of this research, encounter group counseling was applied to experimental group. Group counseling sessions lasted about three hours in a week. The experimental procedure aimed to increase the empathy levels of participants during the group counseling process. For this purpose listening skills, understanding and expressing emotions, empathy experiences etc. were included in the sessions. Turkish and World poetry (For example Ataol Behramoğlu, Behçet Necatigil, Nazım Hikmet, Jorge Louis Borges) and lyrics were used in the sessions. Moreover, the activities of writing structured and unstructured poems such as acrostic and group/collaborative poems are included.

The Study Group

The procedures applied in the preparation phase of the study are as follows in summary: First, The Poetry Therapy page was created on Facebook to reach students who would be volunteered to participate in the study. Next posters about the group work were prepared and posted in all canteens and faculties of the Cukurova University. Then, interviews were conducted with students who are volunteered to participate to the group. At the end of interviews, students who had not previously received psychological helpwere chosen to take part in the groups. To be volunteer and regular attendance criteria were set when determining participants. Participants were then assigned to experiment and control groups equally considering their gender and major fields. At the end, The Scale of Dimension of Interpersonal Relationship Empathy Subscale was applied as a pre-test to the volunteer students.

In this study, 16 volunteer undergraduate students (11 female and five male) who attended five different departments of Cukurova University were assigned to the experimental group. Similarly, there were 16 members (12 female and four male) who attended five different departments of Cukurova University in the control group (see Table 1). The age of university students in the experimental and control groups varied between 19 and 27 ($\bar{X}$: 21,18). Two members in the experimental group drop out of the study for personal reasons after the second session.

Since the difficulty of assigning participants to groups randomly at experimental studies in social science, it needed to control some independent variables that affect dependent ones (Heppner, Wampold and Kivlighan, 2013, p. 198). Therefore, the participants ' pre-test scores were taken under control in this study as it could have an effect on the research process and results.

Data Collection Tools

The pre-test-post-test and follow-up scores of experimental and control groups were collected by The Scale of Dimension of Interpersonal Relationship Empathy Subscalewhich were developed by Erden İmamoğlu and Aydın (2009). The qualitative data were gathered using Group Counseling Assessment Form.

The Scale of Dimension of Interpersonal Relationship Empathy Subscale: The Scale of Dimension of Interpersonal Relationship Empathy Subscale was developed by Erden İmamoğlu and Aydın (2009). They collected data from 680 young adults (379 female and 301 male in the 20-40 age range) and analyzed them in the scale development study. A five-point Likert type scale consists of 51 items and aims to measure the interpersonal relationship dimensions of individuals. The scale is a self-assessment scale. The item options of the scale ranged from 'fully defined' to 'never defined'. The Scale of Dimension of Interpersonal Relationship

consists of four subscales: Empathy Subscale, Approval Dependence Subscale, Emotional Awareness Subscale and Trusting Others Subscale.

Empathy subscale used in this study contains a total of 9 items, and the scores of the scale ranged from 9 to 45. If the scores of the scale decreases, the level of empathy is going to be high. The factor load values of the Empathy Subscale ranged from 0,44 to 0,66. In terms of the criterion validity, 0,72 correlation was found between The Scale of Dimension of Interpersonal Relationship Empathy Subscale and Social Skills Evaluation Scale Empathy Subscale. Cronbach's alpha value of Empathy Subscale was 0,78, and test-retest reliability coefficient was 0,96.

Group Counseling Assessment Form: Researcher created Group Counseling Assessment Form. The form contained two open-ended questions. These questions were created to determine the purposes and goal of the participants in the group counseling process. Group Counseling Assessment Form was applied to the participants after the process was completed.

Data Analysis

The quantitative data collected through The Scale of Dimension of Interpersonal Relationship Empathy Subscale were analyzed by Shapiro-Wilk test. Since the data were suitable for normal distribution, it was decided to use parametric statistics techniques. At this stage since the participants could not randomly be assigned to the experimental and control groups, it needed to control the pre-test scores of the experimental and control groups. Thus, in order to examine the difference between the university students' pre-test and post-test scores of The Scale of Dimension of Interpersonal Relationship Empathy Subscale in the experimental and control groups the covariance analysis (ANCOVA) technique (Büyüköztürk, 2007, p. 47) was used. After 12 weeks following the experimental treatment, post-test measurements were obtained from both the experimental and control groups. The independent samples t-test was used to determine whether the difference between post-test and follow-up scores of the experimental and control groups was significant. Results were interpreted at 0,05 significance level.

The qualitative data collected through Group Counseling Assessment Form were analyzed using content analysis technique (Yıldırımand Şimşek, 2013, s. 187).In the first stage, written data were read repeatedly, and then the codes were identified. In the end, themes that contain these codes were determined. This procedure was repeated after a week to check whether the codes are placed to appropriate themes. It was seen that the results obtained were similar. The same procedure was carried out by another researcher. The results obtained by two different researchers were very similar. Thus, the results were converted into tables. The quantitative data were interpreted together with the qualitative data.

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Results

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Quantitative Results

There were 32 university students as participants in this study. Sixteen of them were in the experiment group and 16 were in the control group. Information regarding their gender and major fields in the experiment and control groups are as follows(see Table 1).

Table 1. Information on gender and major fields of university students in experimental and control groups

		Experiment	Control
Gender	Female	11	12
	Male	5	4
Department	Psychological Counseling and Guidance	12	10
	Psychology	1	-
	Theology	1	3
	Turikish Language and Literature	1	-
	Political Science and International Relations	-	1
	Elementary Education	-	1
	Law	-	1
	Religion and Ethics for Primary School Education	1	-
Total		16	16

When Table 1 is examined, the number of male and female students in the experiment and control groups are very similar and the majority of students in the experimental and control groups attend the counseling and Guidance Department.

The first hypothesis of the study was as follows: There is a signficant difference between the experiment and control groups' post-test scores of Scale of Dimension of Interpersonal Relationship Empathy Subscale in favor of the experiment group when both groups' pre-test scores are taken under control. The results obtained for testing this hypothesis are shown in Table 2.

Table 2. Covariance Analysis Results of The Scale of Dimension of Interpersonal Relationship Empathy Subscale Pre-test and Post-test Scores of University Students in Experiment and Control Groups

Groups		Pre-test		Post-test		Post-test means adjusted	F	p
	n	$\overline{x}$	Sd	$\overline{x}$	Sd			
Experiment	14	19.42	4.07	17.07	4.63	15.92	7.42	0.01
Control	16	16.68	3.64	17.62	3.18	18.62		

The results in Table 2 were statistically significantand the first hypothesis was accepted. In other words, the positive effect on the empathy scores of the experiment group who participated in poetry therapy can be attributed to the experimental intervention (F: 7.42; p<.05).

The second hypothesis of the study was as follows: There is no significant difference between The Scale of Dimension of Interpersonal Relationship Empathy Subscale post-test scores and the follow-up test scores of the experiment group. The results obtained for testing this hypothesis are shown in Table 3.

Table 3. t Test Results of The Scale of Dimension of Interpersonal Relationship Empathy Subscale Pre-test and Follow-up Scores of University Students in Experiment and Control Groups

Groups	Measures	$\overline{x}$	Sd	t	p
Experiment	Post-test	17.07	4.63	-0.76	0.45
	Follow up	17.85	4.72		
Control	Post test	17.62	3.18	0.00	1.00
	Follow up	17.62	3.93		

It was also observed that the influence of poetry therapy on university students' empathy levels was confirmed According to the results of the analysis there was no significant difference between university students' post-test scores and follow-up scores in experiment group (t: -0.76, p<0.05). In contrast, there was statistically significant difference between university students' post-test scores and follow-up test scores in control group (t: 0.00, p>0.05). Thus, it can be concluded that the influence of poetry therapy on university students' empathy levels in the experimental group continued.

Qualitative results

In the Group Counseling Assessment Form, the following questions were asked to the university students:

1.What were your purposes when you joined this study?

2.How much do you think you have achieved these purposes?

The qualitative data collected from the participants were analyzed by content analysis in terms of their purposes and gains (see Tablo 3).

Table 3. Purposes and Gains of the Participants in the Experiment Group

	Purpose	f	Gain	f
Personal	Self-consciousness	8	Self-consciousness	14
	Self-confidence	-	Self-confidence	8
	Self-development	2	Self-development	3
Social	Empathy	7	Empathy	13
	Self-disclosure	6	Self-disclosure	10
	Effective communication	3	Effective communication	9
	Assertiveness	3	Assertiveness	8
	Problem-solving	1	Problem-solving	2

When the purpose of the participants are taken into consideration, there are self-consciousness and self-development in the personal category. In the social category, there are empathy, self-disclosure, effective communication, assertiveness, and problem-solving. When we look at the gain of the students in the process, two categories have also been determined: Personal and social. The personal category includes self-consciousness, self-confidence, and self-development codes. Also, the social category includes empathy, self-disclosure, effective communication, assertiveness and problem-solving codes.

Additionally, the results of qualitative data derived from the verbal statements of the participants in the experimental group also supported this result. For example, participants views' on gaining empathy and expressing their feelings as the purpose of the group and gains elicited from the group are given as quotations as follows.

"Different people, different life stories. I think we are on the stage of empathy." (Student 1)

"The feelings of group members sometimes affected me, and I have seen how to react in many kinds of problematic situations, how to understand them and how to respond to the appropriate ways." (Students 8)

"I think my empathy skills is advanced. I can imagine how people feel about what they are going through. I felt that my empathy was expanding." (Student 4)

"The use of poetry in the sessions not only helped me express my feelings but also group members to express their feelings. Poetry was a good tool for gaining awareness. When I was writing poetry I became more aware of my emotions in the counseling process. (Student 11)

"I guess I could not express my feelings with anything other than poetry." (Student 3)

"I have seen how we can express ourselves comfortably with poetry." (Student 9)

"The use of poetry in sessions made me feel more comfortable." (Student 6)

"I think the process has helped my personal development. I'm very lucky and I feel happy." (Student 4)

"I'm more confident in myself; I've also gained initiative"(Student 2)

"In the process, I had a communication conflict with one of the band members. I resolved this conflict through the ability to better understand the feelings of someone else that I had gained in the process." (Student 7)

Discussion and Conclusion

In this study, it was aimed to develop empathy skills of university students using poetry in the group counseling process. In order to achieve this goal, different poetry therapy techniques such as acrostic, collaborative/group poetry were used in group counseling sessions. The pre-existing poems were also used in the sessions. As a result of the research, it was observed that the use of poetry in psychological counseling positively influenced the empathy levels of university students in the experimental group. In addition, it has been determined that the use of poetry in the group counseling process has a permanent effect on the empathy levels of university students with respect to follow up assessment.

Furthermore, it has been observed that the qualitative and qualitative results of this study support each other. The use of poetry in psychological counseling process has not only increased the empathy levels of university students, but also have provided them with self-consciousness, self-confidence, self-development, self-disclosure, effective communication, assertiveness, and problem solving (Blumenfeld, 2010; Ching-huang, 2014; Mazza, 2003; Olson-McBride, 2012).

Many studies are supporting this result in the literature. For example, Blumenfeld (2010), Ingram (2000), Phillips (2010), Reiter (2010) Roberts (2010) and Williams (2012) found that using poetry in psychological counseling support individuals' empathy skills. Furman (2005) stated that empathy is a skill learned and developed and both poetry and creative writing works help to the development of empathy skill. From this point of view, Furman's (2012) ideas seemed parallel with the views of Rogers (1983) and Goleman (1998).

Accordingly, there are studies conducted to develop empathy skill in the literature. For example in one of these studies haiku was written to determine how university student perceived empathy (Gair, 2012). The result of Gair's research was positive, and writing haiku has supported students' empathy skills. Shapiro, Morrison, and Boker (2004) also implemented a psychological counseling program that is integrated with the course in another studies. The result of this study has shown that experimental intervention enhances the empathy level of university students.

According to Leedy (1969) and Mazza (2003), using poetry in psychological counseling enables people to exhibit spontaneous and creative behavior. Members can express their feelings in a warm atmosphere, can share their experience, can get feedback from each other and the leader and members can model each other and their leader in this process. These positive outcomes from the study may be attributed to the poetry activities involved in the group counseling sessions.

Depending on the result obtained in this study, it can be said that poetry is useful tool for the participants to adapt easily to group counseling process. Also, poetry helped university students express themselves easily and enabled students to focus on their emotions (Keser Özcan, Bilgin and Eracar, 2011). Thus, the university students accepted each other and were able to express empathic responses to each other. So it can be concluded that reading and writing poem in group counseling sessions positively influences both personal and interpersonal aspects of the individuals (Croom, 2014).

Recommendations

Depending on the results of this study, recommendations were made for further studies to examine the effect of the similar experimental procedure with different samples. In addition, the effect of using poetry in group counseling on different interpersonal relationship and communication skills can be investigated.

GENİŞLETİLMİŞ ÖZET

Grupla Psikolojik Danışmada Şiir Kullanımının Üniversite Öğrencilerinin Empati Düzeylerine Etkisi

Araştırmanın Amacı

Empati en önemli kişilerarası ilişki ve iletişim becerilerinden biridir. Bireylerin olumlu ve doyurucu kişilerarası ilişkiler kurmaları empati düzeyleriyle ilişkilidir (Erden İmamoğlu ve Aydın, 2009, s. 56). Empati bireyin kendisini karşısındakinin yerine koyup onun duygu ve düşüncelerini doğru bir şekilde anlayarak ona iletmesi süreci olarak tanımlanabilir (Rogers, 1983, s. 105, 106). Dolayısıyla bireyin empati becerisinin yeterli düzeyde gelişmediği durumda kişilerarası ilişki ve iletişim çatışmaları yaşaması ihtimal dahilindedir (Goleman, 1998, s. 289).

Goleman'a (1998) göre empati geliştirilebilir bir beceridir. Bu amaçla psikolojk danışmanlar diğer psikolojik danışma tekniklerinin yanında zaman zaman farklı yaratıcı sanat tekniklerini de psikolojik yardım ilişkisinde kullanmaktadırlar. Madden ve Bloom'a (2004, s. 137) göre şiir de psikolojik danışmanın yararlanabileceği yaratıcı tekniklerden biridir. Şiir terapinin öncüleri olan Blanton, Griefer ve Leedy (Mazza, 2003; Sargent, 1979) psikolojik yardım ilişkisinde şiir kullanımının etkisini incelemişlerdir. Böylece günümüzde şiir psikolojik danışma sürecinde etkili bir şekilde kullanılabilir hale gelmiştir (Aadlandsvik, 2007; Bolton, Field ve Thompson, 2006; Cocking ve Astill, 2004;Conlon, 2012; Deshpande, 2010;Edgar ve Hazley, 1969; Furman, 2012; Gooding, 2008; Mazza, 2003; McArdle ve Byrt, 2001; Mountain, 2007; Olson-McBride ve Page, 2012;Robbins ve Pehrsson, 2009; Roe ve Garland, 2011; Thomas ve León, 2012). Psikolojik danışmada şiir kullanımı danışanın gerilimini azaltmakta ve özgürlük duygusu yaşamasına yardımcı olmaktadır. Ayrıca sorumluluk duygusu kazandırarak duygu ve düşüncelerini farketmelerine ve onları zorlanmadan açabilmelerini sağlamaktadır (Rubin, 2010). Buna ek olarak grup danışmasında bireylerin empati düzeylerini de olumlu yönde etkilemektedir. (Ingram, 2000; Phillips, 2010; Reiter, 2010; Roberts, 2010).

Dünya genelinde şiir terapi ve empati değişkenlerini ilişkilendiren pek çok çalışmaya rastlanmaktadır (Blumenfeld, 2010; Croom, 2014; Furman, 2005,2012; Gair, 2012; Mazza, 2003; Shapiro, Morrison ve Boker, 2004; Williams, 2012). Bununla birlikte ülkemizde bu konuyu inceleyen çalışmalar oldukça kısıtlıdır. Ülkemizde bireylerin empati becerilerini geliştirmeye yönelik farklı psikolojik danışma programları uygulanmasına rağmen bunların çok azında şiire yer verilmiştir(Keser Özcan, Bilgin, and Eracar, 2011). Bu nedenle sürecin tamamında şiirin kullanıldığı bir grupla psikolojik danışma sürecinin üniversite öğrencilerinin empati düzeylerini geliştirmeye yardımcı olup olmayacağına yönelik bir merak oluşmuştur.

Buna bağlı olarak bu çalışmanın amacı, grupla psikolojik danışmada şiir kullanımının üniversite öğrencilerinin empati düzeylerine etkisini incelemek olarak belirlenmiştir. Buna bağlı olarak şu hipotez test edilmiştir: deney ve kontrol gruplarının Kişiler Arası İlişki Boyutları Ölçeği Empati Alt Ölçeği ön test puanları kontrol altına alındığında son test puanları arasında istatistiksel olarak anlamlı düzeyde farklılık vardır. Buna ek olarak deney grubunda yer alan üniversite öğrencilerinin sürece ilişkin görüşlerini açığa çıkarmak için şu soruya yanıt aranmıştır: Deney grubunda yer alan üniversite öğrencilerinin grupla psikolojik danışmada şiir kullanımına yönelik görüşleri nelerdir?

Yöntem

Bu araştırma nicel ve nitel yöntemlerin birlikte kullanıldığı karma desenli bir çalışmadır. Çalışmanın nicel aşamasında öntest sontest kontrol gruplu desen kullanılmıştır. Nitel aşamasında ise elde edilen verilere içerik analizi uygulanmıştır. Çalışmanın deney grubunda 16 gönüllü üniversite öğrencisi kontrol grubunda da 16 üniversite öğrencisi yer almıştır. Veriler, Kişilerarası İlişki Boyutları Ölçeği Empati Alt Ölçeği (Erden İmamoğlu ve Aydın, 2009), Grupla Psikolojik Danışma Değerlendirme Formu, oturumlarda yazılan şiirler ve

video kayıt ile toplanmıştır. Verilerin analizinde kovaryans analizi ve bağımsız gruplar için t testi kullanılmıştır. Nitel verilerin çözümlenmesinde ise içerik analizi tekniğinden yararlanılmıştır.

Bulgular ve Tartışma

Niceliksel verilerin analizi sonucunda grupla psikolojik danışmada şiir kullanımının üniversite öğrencilerinin empati düzeylerine etkisinin istatistiksel olarak anlamlı düzeyde olduğu bulunmuştur. Ayrıca bu etkinin kalıcı olduğu gözlenmiştir. Niteliksel verilerin analiz edilirken deney grubunda yer alan üniversite öğrencilerinin beklenti ve kazanımları incelenmiştir. Bunun sonucunda katılımcıların beklenti ve kazanımlarının kişisel ve sosyal olmak üzere iki kategoride toplandığı tespit edilmiştir. Katılımcıların beklentilerinin bireysel kategorisinde farkındalık ve kişisel gelişim; sosyal kategorisinde ise empati, kendin açma, etkili iletişim, güvengenlik ve sorun çözme kodlarını içerdiği görülmüştür. Katılımcıların kazanımlarına bakıldığında ise bireysel kategorisinde farkındalık, özgüven ve kişisel gelişim; sosyal kategorisinde de empati, kendini açma, etkili iletişim, güvengenlik ve sorun çözme kodlarının yer aldığı açığa çıkarılmıştır.

Alanyazın incelendiğinde bu çalışmanın sonuçlarını destekleyen birçok araştırmaya rastlanmaktaadır. Örneğin Blumenfeld (2010), Ingram (2000), Phillips (2010), Reiter (2010) Roberts (2010) and Williams (2012) psikolojik danışmada şiir kullanımının bireylerin empati becerilerini olumlu yönde etkilediğini bulmuşlardır. Furman (2005) empatinin geliştirilebilir bir beceri olduğunu ve hem şiirin hem de yaratıcı yazı etkinliklerinin empati becerisinin geliştirilmesine yardımcı olduğunu ifade etmiştir. Bu açıdan bakıldığında Furman'ın (2012) görüşünün, Rogers (1983) ve Goleman'ın (1998) görüşleriyle paralel olduğunu söylenebilir.

Sonuç ve Öneriler

Bu araştırmanın sonucunda, grupla psikolojik danışmada şiir kullanımının üniversite öğrencilerinin empati düzeylerine etkisinin istatistiksel olarak anlamlı düzeyde olduğu bulunmuştur. Ayrıca bu etkinin kalıcı olduğu tespit edlmiştir. Buna ek olarak araştırmanın niteliksel sonuçlarının nicel sonuçlarını desteklediği görülmüştür. Grupla psikolojik danışmada şiir kullanımı üniversite öğrencilerinin yalnızca empati düzeylerini değil aynı zamanda özbilinç, özgüven, kişisel gelişim, kendini açma, etkili iletişim, güvengenlik ve sorun çözme becerilerini de olumlu yönde etkilemiştir. Bu çalışmanın sonuçlarına bağlı olarak daha sonra yapılacak çalışmalarda aynı deneysel işlemin farklı örneklemlere yönelik etkisi test edilebilir. Ayrıca, grupla psikolojik danışmada şiir kullanımının bireylerin farklı kişilerarası ilişki becerileri ve iletişim becerilerine etkisi incelenebilir.

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