



The Effect of a Group Psychoeducation Program for Improving Forgiveness on the Forgiveness Levels of Psychological Counselor Candidates*

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Abstract

This research was carried out with a mixed research model to test the group psychoeducation program's effectiveness to improve psychological counselor candidates' forgiveness levels. In this research 2x3 (experiment / control groups - pre-test / post-test / follow-up test) quasi-experimental design was used. Participants of the study consist of 20 psychological counselor candidates; half of them are in the experimental group, and the other half of them are in the control group. The effectiveness of the psychoeducation program prepared by researchers was decided with Two Factor Variance Analysis for Repeated Measures and Bonferroni test. The research results indicated that the experimental group's level of forgiveness increased significantly after the group psychoeducation program compared to the control group, and this effect of the program was maintained until three months after the program. According to the interviews, the participants' gains from the program, the program's contributions, and the effective studies in the program were positive. It has been observed that the developed group psychoeducation program meets the needs of psychological counselor candidates in forgiveness.

Keywords: forgiveness, development of forgiveness, group psychoeducation, psychological counselor, psychological counselor training

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Introduction

Forgiveness, defined as a human virtue in Positive Psychology, is seen as the desired outcome of conflict (Seligman & Csikszentmihalyi, 2000); it is accepted as the ability to overcome the anger of the person and to see the person who made a mistake with feelings of compassion (Roberts, 1995). Looking for revenge and hatred is regarded as pathological, regardless of the event's nature or the social context (Macaskill, 2004). In contrast, forgiveness brings many spiritual and physical benefits to the forgiving individual (Exline & Baumeister, 2000). Thus, it is emphasized that improving forgiveness in clients is an important therapy technique (Fitzgibbons, 1986).

Forgiveness is defined as “the individual's enthusiastically ending feelings such as anger, negative judgment, and indifferent behavior by encouraging feelings such as love, generosity, and compassion towards another person who hurt him unfairly” (Enright, 1996). Then, Baumeister, Exline, and Sommer (1998) distinguish false forgiveness, silent forgiveness, and true forgiveness. The false forgiveness is that the injured individual does not forgive the harm internally, but says that he forgives. In this case, after the injured individual states that he forgives the person who hurts him, he continues to contain or suffer. In silent forgiveness, although an individual forgives the person who hurts him and he has broken internally, it is not to tell the person he forgives. In this case, the injured individual continues to feel guilty and continues to apologize and compensate for the loss, which states that he regrets. In real forgiveness, the individual having positive feelings towards the person who hurts him and expressing it to the person who hurts. In this case, the forgiving individual feels an internal relief, gets rid of the negative feelings, and deliberately prefers positive emotions rather than negative emotions (Baumeister et al., 1998). In the literature, how the individual accomplishes this forgiving process is explained with different models.

In the literature, “process models of forgiveness” are accepted as the most common among the models that explain forgiveness (Orathinkal, Vansteenwegen & Burggraeve, 2008). In these models, it is highlighted that it is a process in which individuals leave their negative feelings in general, face past experiences and painful emotions, look at the hurt person from a different perspective, and prefer to leave their feelings of anger and revenge. One of the forgiveness process models, Enright's Forgiveness Process Model (Enright, 1996; Enright & The Human Development Study Group, 1991), is favorably accepted. According to this model, forgiveness occurs in four phases (uncovering, decision, working, and deepening) and 20 units. During the uncovering phase, eight units are related to realizing the

anger experienced and the defense mechanisms used, ensuring that they face negative emotions and the harm of the negative emotions they face towards themselves and their environment. This phase may be an emotionally painful process for the individual because of the individual questions the pain he/she has experienced and its importance in life. In the decision phase, three units acknowledge that the work done so far is not working, wanting to forgive at a cognitive level, and deciding to forgive. In this phase, where the individual thinks about forgiveness and develops awareness about what forgiveness is and what is not, forgiveness is not fully realized, but the individual's desire for revenge decreases. In the work phase, there are four units that are accepting the pain, reshaping the negativity, looking at it from another perspective, and reevaluating it. At this stage, the individual begins to feel compassion for the person who hurts him, develops a different perspective by empathizing with him, and seeing him as a person beyond his mistake. In the deepening phase (deepen), there are five units to realize the meaning of the pain, realize the needs of forgiveness, and realize the freedom of forgiveness. In this last phase of the forgiveness process, the individual consciously abandons emotions that may adversely affect the person's health condition, such as anger, revenge; it brings new, positive goals and meanings from the injustice and suffering it has experienced. Thus, the individual has understood and assimilated the concept of forgiveness in all aspects (Enright, 1996; Enright, 2001; Enright & The Human Development Study Group, 1991).

The primary purpose of these phases in the Process Model of Forgiveness is to enable the individual to forgive those who harm him and help themselves strengthen their psychological health and continue their lives with a positive perspective (Seller, 2016). Considering that forgiving individuals' mental health is also protected (Toussaint & Webb, 2005), it can be said that it will be essential and beneficial to develop the forgiveness of the clients in the psychological counseling process.

In the psychological counseling process, the counselors can notice their feelings and thoughts, decide whether they want to forgive the person who hurts them, and if they want to forgive them, they may aim to change their feelings and thoughts (Gumuscağlayan, 2018). During the psychological counseling process, the clients' experience of forgiveness enables them to recognize and reconstruct their impaired cognitive and emotional balance (Gordon, Baucom & Snyder, 2000), thereby contributing to the clients' psychological recovery processes. In this respect, forgiveness is seen as a facilitating therapeutic tool to achieve the goals of the psychological counseling process (Wade, Bailey & Shaffer 2005).

As working on forgiveness during the counseling process, psychological counselors should first support the correct understanding of the clients' forgiveness process. If the client is willing to forgive, psychological counselors should provide the necessary information about forgiveness and explain forgiveness (Rotter, 2001). Thus, psychological counselors who will use the forgiveness process in psychological counseling should first know what forgiveness is and what factors affect the forgiveness process. For example, many clients may think that forgiveness is synonymous with forgetting and compromise, so they may not be willing to forgive. In such cases, psychological counselors must be sufficient to provide accurate information about forgiveness to their clients (İkiz, Mete-Otlu & Asici, 2015).

There is a belief that many psychological counselors go to the counseling profession to solve their psychological problems (Sussman, 1992). This also brings to mind the risk of developing a counter-transference with the clients during the psychological counseling process of a psychological counselor who is busy with his injuries. Indeed, when psychological counselors face injuries of their clients, they may also suffer from their clients' injuries. Thus, it is highlighted that psychological counselors are aware of their own pain and experience forgiveness to empathize with their clients appropriately (Moorhead, Gill, Minton & Myers, 2012). For psychological counselors to successfully resolve similar situations in their professional lives, it is important to know the meaning, importance, and process of forgiveness (Menahem & Love, 2013). Because a psychologically unhealthy counselor may hurt not only himself but also his clients, if the psychological counselor is forgiving, it may be psychologically healthier and more beneficial to his clients. A forgiving psychological counselor may also be a good model for clients; as he has more information about the process and results of forgiveness, he can encourage his clients to forgive more (İkiz et al., 2015). For this reason, it is important to develop the forgiveness of psychological counselors during their undergraduate education before starting the profession. Also, Erguner-Tekinalp and Terzi (2012) state that forgiveness should be addressed in psychological counselors' undergraduate education since the concept of forgiveness may emerge during the counseling process.

Studying with forgiveness with psychological counselor candidates may increase counselors' awareness about the negative feelings of their clients because of inability to forgive and gain competence to work in forgiveness during the counseling process (Gumuscağlayan, 2018). Forgiveness is accepted as a skill that can be learned (Harris, Thoresen & Lopez, 2007). In this regard, it has been proposed to improve the forgiveness of psychological counselors in the studies (Gumuscağlayan, 2018; İkiz et al., 2015; Konstam et

al., 2000; Moorhead et al., 2010; Oztorel, 2018) investigating the level of forgiveness of mental health counselors and candidates who provide psychological counseling services.

When psychoeducation programs about forgiveness in the literature are examined, it can be seen that domestic (Adam-Karpuz, 2019; Bugay & Demir, 2012; Colak, 2014) and abroad (Graham, Enright & Klatt, 2012; Ha, Bae & Hyun, 2019; Harper et al., 2014; Ji, Tao & Zhu, 2016; Lin, Enright, & Klatt, 2013; McCullough & Worthington, 1995; Sandage & Worthington, 2010; Wade & Goldman, 2006; Worthington et al., 2000) studies are available.

However, it is seen that there are very few group psychoeducation studies (Hall & Fincham, 2008) to improve forgiveness with mental health counselors and candidates. Hall and Fincham (2008) researched to increase the level of psychologist candidates' self-forgiveness, but the duration of psycho-education is concise. Although group psychoeducation programs benefit from various psychological counseling approaches, forgiveness studies are based on mostly Cognitive-Behavioral Therapy theory; according to the theory, forgiveness is considered a process and planned according to process models. The current research developed a group psychoeducation program based on the forgiveness process model.

In this research, it was aimed that testing the effectiveness of a group of psychoeducation programs prepared to improve the levels of forgiveness of psychological counselors. Consequently, the questions to be answered in the research are:

1. Is the group psychoeducation program prepared to improve the level of forgiveness of psychological counselor candidates is effective?
2. Is the group psychoeducation program's effect prepared to improve the level of forgiveness of psychological counselor candidates is permanent?
3. What are the opinions of psychological counselor candidates regarding the effectiveness of the group psychoeducation program?

Method

Design

The study, which examines the effect of the group psychoeducation program on improving forgiveness applied to psychological counselor candidates, was organized with a mixed design and quantitative and qualitative research methods. Mixed studies are the types of research in which quantitative and qualitative methods are used to answer the questions related to the subject (Buyukozturk, Kılıc-Cakmak, Akgun, Karadeniz, & Demirel, 2012).

The qualitative dimension of this research is “determining the opinions of the psychological counselor candidates participating in the group psychoeducation program on the program's effectiveness.” Qualitative research is the type of study in which participants' points of view can be reached directly and in their natural environment, and the results can be expressed verbally (Buyukozturk et al., 2012). This research was carried out as a case study, one of the qualitative research methods. Case study; a current case is an in-depth study that focuses on events, situations, and groups (Yin, 1994).

This study's quantitative dimension is “the examination of whether the levels of forgiveness of the psychological counselor candidates who participated and did not participate in the group psychoeducation program differ significantly.” Quantitative studies are the types of research in which numerical results are obtained from the sample group representing the universe related to a particular research topic. The results can be summarized statistically (Buyukozturk et al., 2012). In this direction, "2x3 design (experiment / control groups - pre-test / post-test / follow-up test) ", which is one of the quasi-experimental designs, was used in the research. The quasi-experimental pattern is the most used experimental pattern, especially in research in education, where it is impossible to control all variables (Cohen, Manion & Marrison, 2000).

After obtaining the approval of the research ethics committee from the Ondokuz Mayıs University, Social and Humanities Ethics Committee (Decision date: 09.05.2019, Decision number: 2019-140), pre-test data was collected with the Forgiveness Scale (FS) from the experimental and control groups. Then, a group psychoeducation program was applied to the experimental group to improve forgiveness, consisting of 10 sessions, each session lasting about two hours; no studies have been conducted with the control group. At the end of the experimental process, the Forgiveness Scale was applied to both experimental and control groups as a post-test. Three months after the experimental procedure, the same scale was reapplied to both groups. The current research has one independent and one dependent variable. The research's independent variable is the “group psychoeducation program,” and the dependent variable is the “level of forgiveness” measured by the Forgiveness Scale.

Participants

The participants of this research consist of undergraduate students studying at the Psychological Counseling and Guidance Department of a public university. First of all, the Forgiveness Scale was applied to the participants. The experimental and control group were

established by using the exact match method and the experimental group consisting of 10 people and a control group comprised of 10 people. Individual interviews were conducted with the participants, and they were informed about the study. Two participants who could not attend the group sessions were included in the control group because the daily schedule of the participants assigned to the experimental group did not obey. The two participants in the control group, which had similar features in terms of scale scores and could participate in the sessions, were included in the experimental group. Thus, 20 people chosen to the experimental and control groups formed participants of the current research. The informed consent form was given to all participants, and written consent was obtained from the participants. All of the participants assigned to the experimental group attended all sessions. There was no loss of participants in either group. Both groups included one male and nine female participants.

The mean age of the participants in the experimental group is 20.8 (SD=1.75), and the mean age of the participants in the control group is 20.5 (SD=2.17). Independent samples t-test conducted to determine whether there is a difference between the pre-test scores of the experimental and control groups from the Forgiveness Scale are given in Table 1.

Table 1. *Independent samples t-test scores*

FS	n	Mean	SD	Df	F	t	p
Experimental Group	10	54.3	12.72	18	.109	.109	.914
Control Group	10	54.7	11.86				

As seen in Table 1, there is no significant difference between the pre-test scores of the experimental and control groups [$t_{(18)}=.109$; $p>.05$], that is, groups can be said to be equivalent in terms of forgiveness pre-test scores.

Data Collection Instruments

In this research, quantitative data were collected through the “Forgiveness Scale,” and qualitative data were collected with the “Semi-Structured Interview Form.” Additionally, “Demographic Information Form” with questions about gender, age, place of residence, parental attitude, and traumatic experiences was used.

Forgiveness scale (FS).

The scale was developed by Ersanli and Vural-Batik (2015) on university students to conclude the level of forgiveness. The scale includes 13 items with Seven Likert type. The

lowest score that can be obtained from the scale is 13, and the highest score is 91. High scores obtained from the scale mean that the level of forgiveness is high. To decide the scale's construct validity, explanatory and confirmatory factor analysis was conducted, and the total variance was determined to be 46.09%. The scale was found to be acceptable with two factors ($\chi^2/df=1.95$, RMSEA=.07, GFI=.91, AGFI=.87, SRMR=.06, NNFI=.89, CFI=.91, $p<.000$). The first sub-scale, called "Forgiving Someone Else," consists of 10 items; the second sub-scale, called "Forgiveness," consists of three items. The Cronbach alpha coefficient calculated to determine the internal consistency is .74. The test's split half-reliability coefficient was found to be .71 for the first half and .77 for the second half. In another study conducted by Vural-Batik (2019) on candidates for psychological counseling, the scale's Cronbach alpha coefficient was found as .80.

Semi-structured interview form.

In the current study, face-to-face interviews were conducted with the psychological counselor candidates participating in the group psychoeducation program, and the Semi-Structured Interview Form prepared by the researchers was used in the interviews. Interviews were recorded in voice with the permission of the participants.

Experimental Procedure

The psychoeducation program was prepared by the researchers to improve forgiveness in candidate psychological counselors. As preparing this program, Enright's Forgiveness Process Model was based on (Enright, 1996; Enright, 2001; Enright & Fitzgibbons, 2000; Enright & The Human Development Study Group, 1991). According to the model, the process of forgiveness consists of four stages. There are a total of 20 units in the stages of facing anger, deciding to forgive, working on forgiveness, awareness, and emotional freedom. The group psychoeducation program includes these phases and units and consists of 10 sessions. The group psychoeducation program was put into action once a week in the spring term of the 2018-2019 academic year, and each session keeps going for about two hours. The sessions were conducted under the second author's leadership, who completed his Ph.D. in Psychological Counseling and Guidance. The content of the group psychoeducation program prepared to develop forgiveness was carried out as follows:

The program is composed of ten sessions, and the group comes together once a week. The sessions began with the summarization and warm-up play in which the week and assignments were shared, and each session ended with a relaxation, summarization and assignment. In the first session, information about the "Forgiveness Diary" to be given in

accordance with the subject of the session was given in each session. While creating daily questions, the book named "Forgiveness Is a Choice: The Step-by-Step Process of Resolving Anger and Restoring Hope" (Enright, 2001) was used.

In the first session, after the group leader introduces himself, the group members were introduced to each other with a play, and information was given about the group rules, the purpose, and the content of the program. Participants share their opinions about the definition of forgiveness; then, they were given information about what forgiveness is and what is not. Group sharing was made about the effects of negative experiences on them, and then the information was given about the results of forgiveness and the process of forgiveness. "Starting the Forgiveness and Preparing to Forgive" exercise was carried out on the worksheets. At the end of the session, the members were asked to position their whereabouts in a chart of 1-10 in the process of forgiveness; Emphasis is placed on factors that may cause different positioning. In the second session, the group members were informed about the defense mechanisms they could use to avoid their angry feelings in the face of their experiences. They could not forgive. They worked on the "How Do You Avoid Facing Your Anger?" worksheet. The negative effects of anger on health were mentioned, and then, "Did you Face Your Anger?" exercise was done. In the third session, with the worksheets, "Do you constantly think about the error or the criminal?" and "My Negative Inner Conversations" exercises were done to let them think and be aware of ruminative thoughts concerning events or people that affected them negatively. Then, "Do You Compare Your Situation and Offender's Situation?" and "Did This Hurt Change Your Vision?" exercises were done to let participants be aware of their anger toward the evaluation of their own-self as a victim and others as the winner. Thus, it was tried to gain awareness that the options of letting anger control their lives or not. In the fourth session, "Are you ready to forgive?" "Accepting that the work is done so far is not working" and "Being willing to start the process of forgiveness" exercises were done in order to create awareness in participants about whether they are willing and ready for the forgiveness process, what level they are ready and what they have done so far. In the fifth session, participants were informed about the worksheet "My Thoughts, Feelings and Behaviors" and the ABC model, and the relationship between thought-emotion-behavior was emphasized through stories. Then, the group members were asked to create correct rankings within the ABC model framework from the list, which was given in mixed order as event-thought-emotion-behavior. "Don't Try to Understand" exercise was held to create a different view of the unforgivable person; it has been tried to create a different perspective on what he has a

history and what kind of person he is in general and spiritually. In the sixth session, work continued within the framework of the ABC model; it has been studied to create a different perspective by using "Automatic Thoughts," "Converting Irrational Thoughts into Rational Thoughts," "Three Filters of Socrates" techniques. In the seventh session, information was given about the concepts of empathy and compassion, it was associated with the process of forgiveness, and a "Compassion Development" study was carried out. Then, the long-term destructive effect of pain and sharing about choosing to live with pain were shared, and the "Acceptance of Pain" exercise was carried out. In the "Change Language" study, the effects of negative and over-generalizing expressions used by group members, and how they can change them were shared. The group members were frequently asked to express automatic thoughts that came to their mind and were asked to change the language and re-express it. In the eighth session, with the "Awareness Time" worksheet, the group members were tried to think about the meaning of the pain, the need to forgive, not to be alone, within the framework of the questions given to discover the meaning of life, and to raise awareness. Then, "Giving a Gift to the Criminal" exercise was carried out. The group members were asked to think about what they would give and list the possible options if they had to give a gift to the person they could not forgive and regard as a criminal. Then, members were given various art materials and asked to visualize a gift of their choice. In the ninth session, information about compromise and compromise conditions was given and shared. By saying, "Saying I Forgive You," the group members were supported to say "I can forgive / I forgive" to themselves or perhaps to the other person during the forgiveness process. Finally, they were asked to write a letter that they did not have to send to the person they could not forgive with the "Letter Writing" exercises. In the tenth session, options about the freedom and benefits of the forgiveness were shared, then "Discovering the Freedom of Forgiveness" exercise was done. Then, the work done in all sessions was summarized, and group members were asked to share their gains from the program. The members were asked to indicate their forgiveness levels before and after the program with a number between 1-10 and to share the studies they found effective in increasing their forgiveness levels. Finally, the members who were divided into three groups were asked to make a newspaper page or a poster about this program by considering their gains and experiences in the group. After each group shared its product, the scale was applied. The program was ended by giving participation certificates to the members.

Analysis of Data

In the current study, a mixed study design, including quantitative and qualitative dimensions, was used. In the quantitative data analysis, firstly, the homogeneity, kurtosis, and skewness values of the variances were calculated, and the Shapiro-Wilks test was applied to determine whether the data showed normal distribution. The data obtained from the Levene test conducted to test the homogeneity of variances showed that there was no significant difference between the experimental and control groups in terms of forgiveness scores ($p = .74$, $p > .05$). That is, the groups were similar. The kurtosis value of the scores obtained from the scale's pre-test measurements was $-.81$ (Standard error $= .99$), and the skewness value was $-.22$ (Standard error $= .51$). The fact that the kurtosis and skewness coefficients are close to 0 within the limits of ± 1 . The kurtosis and skewness indices are close to 0 within the limits of ± 1.5 are considered evidence of the existence of the normal distribution (Tabachnick & Fidell, 2013). Additionally, with the Shapiro-Wilks test, the hypothesis that “the distribution of forgiveness pre-test scores does not differ significantly from the normal distribution” was confirmed ($p = .75$, $p > .05$). Suppose the sample size is less than 35. In that case, it is suggested to use the Shapiro-Wilks test (Shapiro & Wilk, 1965). The p value calculated after the test is greater than $\alpha = .05$ is considered evidence that the scores come from the normal distribution (Mertler & Vannatta, 2005). According to these findings obtained from normality tests, the data were normally distributed, and parametric tests were used in analyzes. In order to determine the applied program's effectiveness, two-factor analysis of variance for repeated measures (ANOVA) was performed on a single factor to test the significance of the difference between the pre-test, post-test, and follow-up test scores of the participants in the experimental and control groups. In order to apply variance analysis for repeated measurements, it is recommended to examine whether or not the sphericity assumption is met (Gamst, Meyers & Guarino, 2008). According to the Mauchly Sphericity Test Results, when the values obtained for repeated measurements from FS were examined, it was observed that the sphericity assumption was provided ($W_{(2)} = .94$, $p > .05$). Bonferroni test was conducted for comparisons between groups and between measurements to test the source of the difference determined by ANOVA. The data obtained from the research were analyzed using the SPSS 21.00 package program. The significance of the statistics obtained were tested at the .05 level.

In qualitative data analysis, participants and data collection instruments were first defined as detailed as possible to verify the study's external reliability. For the research's

internal validity, consistency in data collection, data analysis, and data interpretation processes was ensured. Qualitative data obtained on the effectiveness of the program in the research were analyzed and interpreted descriptively. In this direction, first of all, sound recordings were written. A qualitative data set was created by combining the participants' answers, and its accuracy was confirmed by an expert. The researcher created the draft coding list, and the written data was coded with this draft coding list. During draft coding, possible themes were created. After the researcher has identified assured themes and the codes under these themes, he/she has implemented a new coding system based on this theme-code relationship. Later, themes and codes were shared with the other researcher, and a reliability study was done between coders. As a result of the reliability study, the themes were found reliable because each theme's coding showed a value greater than .80. Miles and Huberman (1994) said that the codec agreement should be at least 80% according to the coding reliability. Both researchers came together to discuss the codes, themes, and possible conflicts. Finally, the results are organized and interpreted according to themes.

Results

The means and standard deviations of the pre-test, post-test, and follow-up test scores obtained from the Forgiveness Scale of the psychological counselor candidates in the experimental group and the control are given in Table 2.

Table 2. *The means and standard deviations*

Groups	Pre-test		Post-test		Follow-up	
	Mean	SD	Mean	SD	Mean	SD
Experimental Group (n=10)	54.3	12.72	63.7	12.99	63.0	13.34
Control Group (n=10)	53.7	11.86	50.3	13.15	48.1	12.84

In Table 2, when the means and standard deviations of the experimental and control groups considering the pretest, posttest, and follow-up test scores of the experimental group were examined, the pre-test mean score of the students in the experimental group was 54.3 (SD=12.72) and the post-test mean score was 63.7 (SD=12.99). The mean follow-up test score was 63.0 (SD=13.34). The pre-test mean score of the control group was 53.7 (SD=11.86), the post-test mean score was 50.3 (SD=13.15), and the follow-up test means score was 48.1 (SD=12.84). As it is understood from these findings, there was an increase in

the post-test and follow-up test mean scores compared to the pre-test mean scores in the experimental group, whereas there was a decrease in the control group.

Two-way repeated-measures ANOVA applied to determine whether there is a statistically significant difference between the experimental and control groups' mean scores is shown in Table 3.

Table 3. *Two-way repeated-measures ANOVA*

Source	Sum of Squares	Df	Mean of Squares	F	p
Between Groups	9535.65	19			
Groups	1392.01	1	1392.01	3.07	.09
Error	8143.63	18	452.42		
Within Groups	1455.33	40			
Measurements	90.03	2	45.01	2.16	.12
Group*Measurement	617.63	2	308.81	14.86	.000
Error	747.66	36	20.76		
Total	10990.98	59			

As seen in Table 3, the group effect was found to be insignificant as a result of the variance analysis performed on the mean scores of the individuals in the experimental and control groups from the forgiveness scale pretest, posttest, and follow-up test measurements ($F_{(1-18)}=3.07$; $p>.05$). Accordingly, it is observed that there is no significant difference between the mean scores obtained by the experimental and control groups from the Forgiveness Scale, without discriminating between the pre-test, post-test, and follow-up test measurements.

It was founded that the difference between the mean scores of the individuals taken from the pre-test, post-test, and follow-up test measurements was not significant, regardless of the group ($F_{(2-36)}=2.16$; $p>.05$). Accordingly, when there is no group distinction, it can be said that the level of forgiveness of individuals does not change depending on the experimental process. However, it was also discovered that the value obtained as a result of the examination of this common effect (group * measurement effect) was significant ($F_{(2-36)}= 14.86$; $p<.001$). This finding shows that the scores obtained from the Forgiveness Scale of the psychological counselor candidates in the experimental and control groups in the pretest, posttest, and follow-up test measurements significantly changed to determine between which groups this difference is; Bonferroni test was conducted between the groups

and between the measurements, depending on the average scores of the individuals in the experimental and control groups from forgiveness pretest, posttest, and follow-up test measurements. Bonferroni test, one of the post-hoc techniques, was preferred because it demonstrates the difference between the groups and the significance of this difference, free from type I and types II errors (Miller, 1969). Bonferroni test results are given in Table 4.

When Table 4 is analyzed, it is seen that there is a significant difference (-9.40, $p < .01$) between the forgiveness pre-test and post-test mean scores of the psychological counselor candidates in the experimental group. Also, there was a significant difference (-8.70, $p < .05$) between the mean scores of forgiveness, pre-test, and follow-up test in the experimental group. Also, it is seen that there is no significant difference between the forgiveness posttest and follow-up test mean scores of the experimental group (.70, $p > .05$). According to these results, the psychological counselor candidates' forgiveness scores in the experimental group increased significantly after the program; this effect of the program has been preserved up to three months after the program. It was observed that there was no significant difference between the forgiveness pretest and posttest mean scores of the psychological counselor candidates in the control group (3.40, $p > .05$) and the mean scores of the posttest and follow-up test (2.20, $p > .05$). However, there was a significant difference (5.60, $p < .05$) between the forgiveness pretest and follow-up test mean scores of the control group. According to these results, it can be said that the forgiveness scores of the psychological counselor candidates in the control group who did not participate in the group psychoeducation program decreased gradually, and the level of forgiveness decreased significantly three months after the experimental procedure.

Table 4. *Results of the Bonferroni test*

		Experimental Group			Control Group		
		Pre-test	Post-test	Follow-up	Pre-test	Post-test	Follow-up
		Mean dif.	Mean dif.	Mean dif.	Mean dif.	Mean dif.	Mean dif.
Experimental Group	Pre-test	-	-9.40**	-8.70*	.60	-	-
	Post test	-	-	.70	-	13.40*	-
	Follow-up	-	-	-	-	-	14.90*
Control Group	Pre-test	-	-	-	-	3.40	5.60*
	Post- test	-	-	-	-	-	2.20
	Follow-up	-	-	-	-	-	-

* $p < .05$, ** $p < .01$

It is seen that there is a significant difference between the forgiveness posttest mean scores of the psychological counselor candidates in the experimental group and the posttest mean scores of the control group (13.40, $p < .05$). A significant difference (14.90, $p < .05$) was found between the mean scores of the forgiveness follow-up test of the psychological counselor candidates in the experimental group and the control group's follow-up test mean scores. In other words, the levels of forgiveness of the psychological counselor candidates in the experimental group increased significantly after the group psychoeducation program compared to the control group. This effect continued until three months after the program. The levels of forgiveness of the psychological counselor candidates in the control group decreased gradually.

Opinions of Psychological Counselor Candidates about the Program

Interviews regarding the effectiveness of the program with the psychological counselor candidates (n=10) participating in the experimental group were subjected to content analysis; the Main themes and sub-themes obtained are given in Table 5.

Table 5. *Obtained main themes and sub-themes*

Main themes	Sub-themes	f
Program gains	Awareness of the concept of forgiveness	10
	Awareness of the consequences of forgiveness	10
	The experience of facing anger	8
	Awareness of negative internal conversations	9
	Awareness of the meaning of pain	4
	Change in attitudes towards the painful person	10
Program contribution	Contribution to daily life	9
	Contribution to professional life	10
Effective studies in the program	Forgiveness diary-homework	7
	Activities and exercises	9
	Event suggestions	2

As a result of the content analysis, three main themes were obtained: “program gains,” “program contribution,” and “effective studies in the program” (Table 5). Firstly, six sub-themes were obtained within the main theme of “Program Gains.” The first of these sub-themes is “awareness of the concept of forgiveness” (n=10). According to the findings

obtained from the participant interviews, it was seen that more accurate definitions were made about what forgiveness is in general. It was stated by the participants that forgiveness does not mean pity and reconciliation, it is not necessary to take that person back into your life when he/she forgives, it is not needed to tell the person that he/she is forgiven, not forgiving harms the person himself/herself and by forgiving the person does himself/herself a favor, forgiveness is not a favor done for the others but to free yourself. The statement of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“I learned that forgiveness is to free yourself rather than bringing that person back into your life. Not to feel that pain again when you return to the past... I learned that not forgiving only hurts me; forgiveness means being free.”

The second sub-theme obtained under the main theme of “program gains” is “awareness of the consequences of forgiveness” (n=10). Within the scope of this theme, the participants stated that there were positive results such as “decrease in negative thoughts, relaxation of the mind, focus on daily affairs, decrease in conscience or guilt, and emotional freedom” at the end of forgiveness. The statement of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“I can say that forgiveness lifts a huge burden on one's shoulders. Because he/she is constantly thinking of that person, his/her perceptions are always there. Even if he/she says I don't care, he/she cares. When he/she forgives, this burden is lifted. Both our minds and our mind breathe easily. A process that eases the person”.

The third sub-theme obtained within the main theme of “program gains” is “anger experience” (n=8). According to the findings obtained from the participant interviews, it was observed that the participants' experiences of facing anger were difficult, remembering the event again was a painful experience, and defense mechanisms such as hitting and using humor were used to avoid confrontation with anger. It was stated by the participants that “it is useful to realize that anger exhausts them and they relax when faced with anger”. The statement of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“It was complicated at first. When my anger came to the surface, I couldn't accept it at first, but it was easier to deal with it as soon as I realized how much it exhausted me”.

The fourth sub-theme obtained under the main theme of “program gains” is “awareness of negative internal conversations” (n=9). According to the findings obtained from the participant interviews, it was observed that the participants mostly made generalization and mind reading. Participants stated that they realized negative internal conversations such as “they did not have the right to do this, I did not deserve this, I was wronged, I wish I did not say, I wish I did not.” The statement of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“I thought that I was subjected to injustice, that I was experiencing it even though I did not deserve it. I realized that I was constantly focusing on the negative. Also, I realized that I could change them, especially after working on our automated thoughts, and I tried to change them”.

The fifth sub-theme obtained under the main theme of “program gains” is “awareness of the meaning of pain” (n=4). The participants stated that “the pain worsens the person and considerably affects life; however, it is a normal feeling and realizes the aspect that develops the person.” The statement of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“I thought I liked to pain; I thought I was feeling emotionally pleased. But I realized that this wore me down. We talked about it in the group. ‘How much does our pain wear us out?’ My answer was 8-9. I noticed that the pain worsens me”.

The sixth sub-theme obtained under the main theme of “program gains” is “change in attitudes towards the painful person” (n=10). In line with the participants' opinions, it was observed that there were changes in the participants' thoughts, feelings, and behaviors, mostly towards the painful person. The participants stated that they gave up being accusatory towards the unhappy person. The emotions were neutral, the pain and anger they felt diminished, they did not care about him as much as before, the conscience relaxed, and they felt free. The speech of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“I was angry with that person. When he/she wanted to talk to me, I was reacting very hard. Because if I answer properly, I will face him/her, and I thought he/she would try to make peace with me. When I forgive him/her, he/she made me comfortable to know that I didn't have to take him/her back into my life. Now I'm giving lower

reactions. I saw that there are things that can happen to every person. I have no anger now. My conscience is more comfortable now; I did my best to forgive.”

Secondly, two sub-themes were obtained within the main theme of “program contribution.” The first of these sub-themes is “contribution to daily life” (n=9). Within this theme, participants expressed their opinions that they can relax and focus on their lives in their daily lives, approach more mercifully, tend towards positive rather than negative, try to be aware of irrational thoughts, and try to forgive instead of suppression. The speech of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“I was ruining my day. That person came to my mind frequently. But now I'm organizing my life for myself because I can leave that pain on the sidelines. I feel much better because I can forgive. I wish I had met this training before. I hope I don't forget what I learned. From time to time, when I am overwhelmed, I think of what we talked about in sessions, I realize my cognitive distortions and I think I should change them”.

The second sub-theme obtained under the main theme of “program contribution” is “contribution to professional life” (n=10). According to the findings obtained from the participant interviews, it was seen that experiencing the psychological counseling process with the group contributed to their professional competencies. The psychological counselors' candidates stated that they learned how to work with forgiveness during the counseling process, realized that they had the risk to develop counter-transference and mislead the clients if they had experiences they could not forgive, and observed the group counseling skills and leadership role in the session. The statement of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“I am aware that there is an issue I can encounter in my professional life. I know how I can help a client who cannot forgive. For example, when the client came, I thought it was difficult to forgive; for example, I would mislead. But now I see that it is possible to forgive. I can use what I learned in the group. This was the biggest contribution of this program to me”.

Lastly, three sub-themes were obtained within the main theme of “Effective Studies in the Program.” The first of these sub-themes is “forgiveness diary- homework” (n=7). Within this theme, the participants stated that thinking about the forgiveness diary questions

given as homework helped them realize many things and wrote easily because no one would read. The statement of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“Forgiving diary was a very nice thing, in my opinion, because it allows people to write down their emotions and make it concrete and make it look realistic. I could write comfortably as I knew that no one would read. It made me see all my thoughts”.

The second sub-theme obtained under the main theme of "Effective studies in the program" is "activities and exercises" (n=9). The participants stated that the program's activities and exercises are fun, relaxing, questioning, effective, and useful. The participants evaluated the content of the program as sufficient and satisfactory. The statement of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“I think the content of this program was prepared beautifully. I like the activities very much. The content is very original and beautiful. I think this program will facilitate forgiveness”.

The third sub-theme obtained under the main theme of “Effective Studies in the Program” is “Activity Suggestions” (n=2). Within this theme, the participants made suggestions for giving behavioral assignments that can be applied in daily life and performing the sessions. The speech of one of the candidates of psychological counselors who gave opinions about this theme is as follows:

“I think it would be better if there were activities and assignments that we could try and share in daily life instead of written assignments”.

Discussion

In the current study, the effectiveness of the group psychoeducation program prepared to improve the level of forgiveness of psychological counselor candidates was tested. As a result of the research, it was concluded that the level of forgiveness of the psychological counselor candidates who participated in the group psychoeducation program increased significantly. This effect continued until three months after the program. However, the levels of forgiveness of the psychological counselor candidates in the control group decreased gradually. It is seen that the group psychoeducation program based on Enright's (1996)

Forgiveness Process Model meets the needs of the psychological counselor candidates in this regard.

Although there is no research about increasing forgiveness of psychological counselor candidates in the related literature, there is a study done by Hall and Fincham (2008) with candidates for psychologists. In the research, the effect of the self-forgiveness course given to undergraduate psychology students was examined. It was concluded that there was a decrease in the feeling of guilt and an increase in self-forgiveness due to the training given online. Apart from this, the studies examining the effectiveness of the programs prepared to develop forgiveness on different groups also support the findings of the current research. Some of these researches were conducted with children and adolescents (Asici, 2018; Eker, 2017; Erturk, 2019; Hui & Chau, 2009; Nouri et al., 2015; Ozgur & Eldeleklioglu, 2017), and most of them conducted with university students (Adam-Karpuz, 2019; Bugay & Demir, 2012; Cardak, 2012; Colak, 2014; Graham et al., 2012; Ha et al., 2019; Hall & Fincham, 2008; Harper et al., 2014; Ji et al., 2016; Lin et al., 2013; McCullough & Worthington, 1995; 2016; Sandage & Worthington, 2010; Wade & Goldman, 2006; Worthington et al., 2000). The duration of these programs varies from 1 to 18 sessions, and while creating the programs, different Forgiveness Models were used.

Additionally, some group psychoeducation programs have been supported by Cognitive Behavioral Therapy, Logotherapy, and Reality therapy. It is seen that some of these group psychoeducation programs are done through self-help books or writing therapy, some are done through information, and most of them are done through group counseling. It is thought that the differences in the effect sizes of the programs for improving forgiveness are due to the differences in the duration, content, and method of the programs. For example, in the study conducted by Bugay and Demir (2012), the effectiveness of the psychological counseling program was tested with the group created to increase university students' forgiveness to themselves and others. In this study, the forgiveness development group program consisted of five sessions. At the end of the study, it was determined that the levels of forgiveness of the experimental group increased significantly. Still, there was no significant difference in the mean scores of the experimental and control groups' forgiveness post-test. In line with these findings, the researchers made suggestions that the interventions to improve forgiveness should be longer. Also, Colak (2014) found that the logotherapy-oriented program effectively gained flexibility for forgiveness in his study, where he examined the effectiveness of the application of psychological counseling with the

logotherapy-oriented group applied to teacher candidates. In the current research, the group psychoeducation program consisting of 10 sessions was prepared by taking advantage of Enright's (1996) Forgiveness Process Model and the program based on Cognitive Therapy approaches. It can be said that this group psychoeducation program meets the needs of psychological counselor candidates in forgiveness.

Qualitative findings obtained from individual interviews with psychological counselor candidates in the experimental group were also in line with the group psychoeducation program's positive effects. The psychological counselor candidates' opinions participating in the program are grouped into three main themes: program gains, program contributions, and effective studies in the program. These main themes were evaluated positively by psychological counselor candidates. Six sub-themes were obtained from program gains, which is the first main theme. First of all, there was a severe change in psychological counselor candidates' awareness regarding the concept of forgiveness after the program. It was observed that participants did not fully know forgiveness during the psychological counseling sessions with the group. They regard forgiveness as an interpersonal conditional process and experience false forgiveness processes rather than accept forgiveness as an internal process. İkiz et al. (2015) examined psychological counselor candidates' beliefs about forgiveness, and they determined that the candidates of psychological counselors did not have the correct and sufficient information about the concept of forgiveness, that they saw forgiveness as an interpersonal conditional process, they could not distinguish between real forgiveness and false forgiveness. Forgiveness training provides individuals with learning about forgiveness (Freedman, 2018).

Similarly, in the current research, it was seen that in the individual interviews made after the group psychoeducation program, all participants made more accurate explanations regarding the concept of forgiveness, and these definitions matched with the relevant literature. The opinions of the participants consistent with the relevant literature like forgiveness are not peace (Enright & North, 1998), it is an internal process (Baumeister et al., 1998), it involves abandoning anger (Hortwitz, 2005), and that it is not a favor for the other party. Still, it is self-liberation (Enright, 2001). Accordingly, it is seen that this group psychoeducation program has contributed to candidates of psychological counseling to obtain correct information about the concept of forgiveness and to gain awareness.

Awareness of the consequences of forgiveness is determined as another gain within the program gains main theme. After the group process is completed, participants stated

about forgiveness that there is a decrease in negative thoughts and feelings of guilt. They can focus on daily tasks more efficiently. They free themselves by being free. The relevant literature also supports these views on the results of forgiveness. In the literature, it was founded that symptoms of depression (Ha et al., 2019; Nouri et al., 2015), symptoms of anxiety (Lin et al., 2013; Nouri et al., 2015), rumination (Ozgun & Eldeleklioglu, 2017) and tendency to aggression (Asici, 2018) decrease; psychological well-being (Cardak, 2012; Hui & Chau, 2009), subjective well-being (Asici, 2018) and life satisfaction (Ji et al., 2016) increase after forgiveness interventions.

Additionally, it was remarkable that all participants expressed their opinions as “forgiving means doing themselves a favor” after the intervention. Similarly, the research (Konstam et al., 2010), which examines mental health counselors' opinions regarding the use of forgiveness in the counseling process, concluded that most of the participants see forgiveness as a gift for the person himself. In line with these findings, it can be said that in the current research, the group psychoeducation program developed the awareness of the participants regarding the positive results of forgiveness.

Another gain of the intervention program participants is that they have had an experience of facing anger. The majority of the participants stated that it is painful to remember the incident again during the group process, and it is challenging to experience anger. Still, they are relieved when they face their anger. This finding is related with literature findings in terms of forgiveness training make it easier for individuals to get rid of anger (Freedman, 2018), decrease their anger levels (Hilbert, 2015; Park, Enright, Essex, Zahn-Waxler & Klatt, 2013), and increase their anger control skills (Asici, 2018). In addition, the psychological counselor candidates who participated in the group psychoeducation program stated that they gained awareness about negative internal conversations. Being always busy with negative thoughts brings to mind the concept of rumination. The literature says that forgiveness and ruminative thoughts are related (Barber, Maltby & Macaskill, 2005).

Similarly, Ozgun and Eldeleklioglu (2017) found that the group intervention study prepared to increase forgiveness effectively increases forgiveness by decreasing the level of rumination. These findings support the current research finding, which indicates that awareness about negative internal conversations has increased with the group psychoeducation program. Some of the participants stated that they gained an understanding of the meaning of pain in the program. It was noteworthy that few participants noticed the

natural and growing aspect of pain. It was seen that many participants could not attend the session about the meaning of the pain for various reasons. It is believed that this is because of the low number of participants who have become aware of the meaning of the pain. However, all of the participants stated that their attitudes towards the painful person have changed. After the group psychoeducation program, the psychological counselor candidates indicated that they tried to empathize with the painful person and commit accusatory. The level of individuals' forgiveness depends on the level of empathy they establish with the person who hurts them (Worthington et al., 2000). For this reason, it can be seen in the literature that there are studies that examine the effect of developing empathy toward the painful person to improve forgiveness (McCullough & Worthington, 1995; Sandage & Worthington, 2010). Studies that reveal that forgiveness interventions contribute to increased empathy level (Asici, 2018; Goldman & Wade, 2012; Park et al., 2013) support the change of feelings and thoughts about the painful person in the current research.

Within the second main theme, the program contributions, two sub-themes were determined according to the participants' opinions. The first one is the contribution to daily life, which focuses on their daily lives, to approach more mercifully, tend towards positive rather than negative, and forgive rather than suppress. It is recommended that psychological counselor candidates cope with their unfinished business to become more effective counselors in the future (Moorhead et al., 2010). Forgiveness is useful while finishing unfinished work (Hope, 1987); solving their unforgivable lives seems psychologically necessary for a healthier life (İkiz et al., 2015).

It is expected that the positive changes occur insecure attachment, constant anxiety, hope, and self-esteem after forgiveness interventions (Lin et al., 2013); also, forgiveness interventions positively impact daily life. Participants' opinions that group psychoeducation programs applied to psychological counselor candidates contribute to their professional lives are also considered important. Psychological counselor candidates stated that they learned how to work with forgiveness during the psychological counseling process. Also, they realized that they had the possibility of misleading the clients while they had experiences that they could not forgive. In this way, they recognize that their professional competencies increased. This change in psychological counselor candidates is considered to be very valuable.

Indeed, in research which is conducted by İkiz et al. (2015), it is seen that the psychological counselor candidates see forgiveness as a feature of a counselor during the

counseling process. They think psychological counselors should forgive as a model for clients; however, it was seen that they did not mention how they could benefit from forgiveness during the counseling process. Similarly, Konstam et al. (2010) stated in that forgiveness is a remarkable issue, but it cannot be intervened systematically. For this reason, it is recommended to provide training for professional workers through vocational training (Konstam et al., 2010) and to train psychological counselor candidates on how to use forgiveness in undergraduate education as a therapy technique (İkiz et al., 2015). In line with these suggestions, it is a pleasant development that the psychological counselor candidate gained an idea about how they can work for forgiveness in the psychological counseling process.

The third main theme is that effective studies in the program are determined according to the participants' opinions about the program. Participants stated that forgiveness diaries, which are given as homework every week, help develop their awareness, and activities and exercises in the group process, are effective. The forgiveness diary includes the practices of the participants writing by themselves. Opinions about the forgiveness diary are also supported by Harper et al. (2014) research. He stated that the tendency to forgive increased with a self-help workbook.

Although the current program's content is considered sufficient by the participants, few participants made suggestions for the content of the training, like giving behavioral assignments that can be applied in daily life and performing the sessions. Giving homework for practicing forgiveness for clients and re-staging some of the next painful life experiences with role play are among the frequently preferred practices for forgiveness interventions. With the role-play practices, clients get the opportunity to express the frustrations and get rid of this anger by expressing their anger (Fitzgibbons, 1986).

For example, Hui and Chau (2009) studied the effects of the forgiveness program for children. In this intervention program, role-play and behavioral activities took place to improve children's forgiveness. The cognitive-Behavioral approach is based on especially in forgiveness interventions with children and adolescents; in this context, it is seen that behavioral assignments are given, and role-play practices are preferred. In the current research, behavioral studies were not chosen because forgiveness was primarily a cognitive process and the participants were emerging adults.

When the contents of the forgiveness programs in the literature are examined, it is seen that there are studies on the concept of forgiveness, the results, and benefits of

forgiveness, building empathy, understanding the pain. Adequate evaluation of the content of the current program by the participants indicates that the program meets the psychological counselor candidates' expectations.

In general, the participants stated that the practices and group experiences facilitated the forgiveness processes. That's why it can be said that the prepared group psychoeducation program is effective as planned. In the current study, most of the participants were women, since few men volunteered to participate in the group psychoeducation program. This suggests that the positive effect of the program on forgiveness may be due to gender. In a study examining the level of forgiveness according to gender (Wade & Goldman, 2006), it was observed that women's desire for revenge decreased more than men. The gains of women and men from the counseling process may be at different levels. The fact that the program was so effective on forgiveness in the current research may have resulted from most participants being female.

In short, considering both the previous research results (İkiz et al., 2015; Konstam et al., 2010) and current research results, it can be said that improvement in forgiveness for psychological counselors and psychological counselor candidates is necessary and important. Thus, psychological counselors will be able to realize their injuries by using the theoretical knowledge about forgiveness to their own lives and offering more accurate help to their clients in forgiveness during the counseling process (İkiz et al., 2015). For this reason, forgiveness should be handled as a therapy technique, and forgiveness training should be provided during the psychological counseling undergraduate education (Erguner-Tekinalp & Terzi, 2012). In this context, guides explain how psychological counselors can work with forgiveness in the process of counseling. These guides (Cornish & Wade, 2014; Enright & Eastin, 1992) may help counselors work with clients for forgiveness because guides explain the step-by-step forgiveness process. It can be suggested that both psychological counselors and psychological counselor candidates should benefit from these guides.

Conclusion and Suggestions

According to the findings from the current study, it has been determined that the group psychoeducation program for improving forgiveness based on the Forgiveness Process Model effectively increases the level of forgiveness of psychological counselor candidates, and this effect is permanent. "Development of forgiveness and its use in the psychological counseling process" is a new subject in the field of Psychological Counseling and Guidance.

Still, recently the topic examined frequently in scientific research. Psychological counselors' experiences that they cannot forgive may negatively affect the counseling process. Considering this situation, it is deemed essential for interventions to improve forgiveness in psychological counselor training. In this way, the psychological counselor candidates can use the forgiveness process in their personal and professional lives in the future. During the psychological counseling and guidance undergraduate education training process, it can be suggested that the lecturers may add forgiveness issues to courses such as "Psychological Counseling Principles and Techniques, Current Approaches in PDR and Psychological Counseling Practices."

This research also has some limitations. The research was carried out with Psychological Counseling and Guidance undergraduate students studying at a public university. Besides, a small number of male students volunteered to participate in this group of psychoeducation programs. For these reasons, the generalizability of the research results is limited. Another limitation of the study is that the placebo group was not used as a comparison group. The placebo group could not be formed due to the small number of participants volunteering to participate in the study. The fact that only the control group was used as a comparison group is seen as a significant research limitation. In the study, the pre-test, post-test, and follow-up test applied to the participants with an interval of 10 and 12 weeks, respectively. The possibility of the participants to be familiar with the scale is a limitation of the research. Finally, differing expectations of participants about the process of forgiveness may affect their earnings from the program. In this study, it is another limitation that the group members' expectations regarding the group psychoeducation program have not been eliminated.

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