

Biannual Journal of Applied Counseling
2018, 8(1), 79-96
Received: 09 Oct 2018
Accepted: 01 Dec 2018
DOI: 10.22055/jac.2018.27127.1623

دوفصلنامه مشاوره کاربردی
۱۳۹۷، ۸(۱)، ۷۹-۹۶
دریافت: ۹۷/۰۷/۱۷
پذیرش: ۹۷/۰۹/۱۰

The Effectiveness of trauma specific cognitive-behavioral therapy on reducing love focused syndromes in college students

Soran Rajabi
Mahnaz Jokar
Khadijeh Alimoradi

Abstract

This research aimed at determining the effectiveness of cognitive-behavioral therapy on reducing love trauma syndrome in college students. This study was semi-experimental, with pretest posttest and control group. 30 students with love trauma syndrome were assigned randomly to experiment and control groups based on inclusion criteria and cut-point of Love Trauma Inventory. Participants responded to Love Trauma Inventory. Experiment group participated in 11 sessions 60 to 90 minutes based on Michael Free-behavior cognitive group therapy, and control group not received intervention. Results showed that 6.24 percent of the students has love trauma syndrome, and this ratio was higher in female students, and the results of ANCOVA showed that, there is a significant difference between the experiment and control groups in love trauma syndrome. This study showed that trauma-focus cognitive-behavioral therapy is effective in reduction of love trauma.

Keywords: Cognitive-behavioral therapy, love trauma syndrome, student, trauma

Extended Abstract

Introduction

The experience of romantic love and love-failure during the university is a very common phenomenon that often leads to depression and a decline in academic performance, and therefore requires special clinical attention. (Dehghani, 2010). The end of a romantic relationship can be one of the most painful events that individuals can experience in their lives (Rosse, 2007). In fact, cutting off a romance is a stressful and stressful event (Davis, Shaver, & Vernon, 2003; Sbarra, 2006; Sbarra & Ferrer, 2006), especially for those who have long-standing relationships (Sprecher, Felmlee, Metts, Fehr, & Vanni, 1998). The participants of the relationship feel guilty and even

experience physical symptoms such as headaches and irregularities of sleep (Akert, 1998, cited in Aronson, Whilson, & Akert, 2005).

Luquet (2006) claims that the blow in romantic relationships involves several steps that are very similar to the mournful steps. People first experience shock when faced with a change in their partner's behavior, and in the next stages they face denial, anger, sadness and disappointment, respectively. Rosse (1999) mentions the four main attributes of the love traum. These four signs include arousal, avoidance, automatic membering, and emotional anaesthesia.

Rollie and Duck (2006), and Fagundes (2011) have shown that people do not experience emotional adaptability unless they completely change the cognitive representation of the lost person. Therefore, cognitive-behavioral therapy is a appropriate treatment approache for the treatment of love trauma syndrome. However, research has shown that cognitive-behavioral intervention can generally reduce depression, anxiety and stress (Cuijpers, Cristea, Weitz, Gentili, & Berking, 2016; Carpenter, Andrews, Witcraft, & Powers, 2018). Kosminsky (2017) showed that the effectiveness of cognitive-behavioral therapy with grief increases when they understand the logic of treatment and are committed to performing the tasks specified in the treatment plan. The Malkinson review (2010) illustrates the effectiveness of cognitive-behavioral therapy on the syndrome of mourning. Spuij, Dekovic, and Boelen (2015) found that in patients with long-term grief after cognitive-behavioral therapy, there was a significant improvement in post-traumatic impairment and improvement small and medium in depression, individual performance, and parent form. Mouchan, Bahmani, and Askari (2016) showed that the therapeutic schema has a significant effect on the reduction of symptoms of emotional failure. Moradi and Fathi's (2016) showed that cognitive-behavioral therapy increases the life expectancy and spiritual well-being of overwhelmed students. Rosner, Rimane, Vogel, Rau, and Hagl (2018) investigated the effectiveness of cognitive-behavioral therapy on long-term grief. The severity of grief symptoms was assessed by a double blind assessment after 12 months after the accident, and symptoms of depression and somatization, and the severity of grief symptoms in treatment and post-treatment, according to a person's report, has been a successful indication of treatment. The present study was designed to determine the effectiveness of cognitive-behavioral group therapy for reducing the symptoms of love trauma in students.

Method

The current study was a semi-experimental design, with pretest and posttest and control group. 30 students with love trauma syndrome were assigned randomly to experiment and control groups, and based on inclusion criteria (range of age 18-33 and achieving 20 and higher score in Love Trauma Inventory), and exclusion criteria (simultaneous reception of other psychological treatments, absent more than

of one session, and entry to other relationship). The experimental group participated in 11 sessions of 60 to 90 minutes of Michael Free's (2007) cognitive-behavior training program, and control group not received training.

Instrument

Love Trauma Inventory. This inventory was developed by Rosse (1999) to measure the severity of the impact of love, and includes 10 items. This inventory provides a general assessment of the extent of physical, emotional, cognitive and behavioral disturbances. 20 Score was considered as a cut of point in this inventory (Ross, 2007). The Cronbach alpha reliability coefficients of this inventory was 0.81, and the test-retest 0.83 (Dehghani, 2010). In this research, the reliability coefficient of this love trauma inventory was 0.80 using Cronbach's alpha coefficient of 0.80.

Findings

Results showed that 6.24% of the students has love trauma syndrome, and this ratio is higher in female students, and there is a significant difference between the experimental and control groups in love trauma syndrome. That is, the trauma-focused cognitive behavioral therapy reduced love trauma syndromes in students.

The research included human participants. The informed consent was obtained from the participants to participate in this study. All of the participants in this study were fully aware of the research objectives and steps, and the confidentiality of all information and their freedom of action to the continuation of the meetings were announced explicitly. The control group not received training.

Discussion

The findings showed that the trauma-focused cognitive behavioral therapy reduced love trauma syndromes in students. This finding is similar to the results of studies Rosse (1999, 2007); Luquet (2006); Dehghani (2010); Kosminsky (2017); Malkinson (2010); Spuij et al., (2013); Rosner et al., (2014); Spuij et al., (2015); Mouchan et al., (2016); Moradi and Fathi (2016); Rosner et al., (2018) that showed the effectiveness of cognitive-behavioral therapy in reducing of grief and love trauma syndromes.

In cognitive-behavioral therapy, participants learn to change their thoughts, habits, ruminations, and their negative emotions, become aware of them, and see their thoughts and feelings in a wider perspective, experienced ways to change it. Hofmann, Wu and Boettcher (2014) also argued that the reason for the effectiveness of this therapeutic approach could be that during treatment, people learn to change their lifestyle and follow new rules in life.

On of the limitations of this research was the low sample size. Therefore, it is recommended that the further research to be done into larger samples, along with a sustained assessment of the treatment outcomes.

Based on the findings of this research, it is recommended that educational programs be aimed at communicating healthy and purposeful and identifying

the negative outcomes of out-of-context relationships to students when entering university on the agenda of counseling centers of universities.

Funding

This study does not have any funding source(s) that provide financial support for the conduct of the research and/or preparation of the article.

Conflict of Interests

The authors had no conflict of interest in conducting this study.

Acknowledgements

We are grateful to all students participating in this research and the authorities of the Faculty of Literature and Humanities to facilitate the completion of the plenary sessions.



© 2018 by the authors. Licensee SCU, Ahvaz, Iran. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license (<http://creativecommons.org/licenses/by-nc/4.0/>).