

30th World Summit on Positive Psychology, Mindfulness, Psychotherapy and Philosophy

March 18-19, 2019 | Chicago, USA

ACCEPTED ABSTRACTS

CLINICAL AND EXPERIMENTAL PSYCHOLOGY 2019, VOLUME 5 | DOI: 10.4172/2471-2701-C1-003

Effect of psychoeducational intervention on adjustment, coping self-efficacy, and psychological distress of international students in Turkey

Aman Sado Elemo and Ayse Sibel Turkum
Anadolu University, Turkey

Statement of the Problem:

Studying abroad can be an exciting opportunity as it can be quite stressful. However, together with developmental concerns, international students may encounter additional stressors while adjusting to living and studying in a new culture. Nevertheless, there is a dearth in the literature relating to psychological interventions to support their adjustment. The growing number of international students'

population in Turkey seemingly necessitates undertaking need-based psychological support services. Hence, the current study involves a group program and examines its efficiency to enhance adjustments of international students.

Methodology & Theoretical

Orientation: With a 2x3 controlled quasi-experimental group design, participants in the experimental group underwent eight weekly sessions of a psychoeducational program. The program was cognitive-behavioral in nature and contained every session with one and a half hours each, that proceeded for eight consecutive weeks. A total of 18 international students, as interventional and control groups, completed measures on coping self-efficacy, psychological adaptation and psychological distress at three-time points (baseline, post-

intervention and six months after intervention).

Findings: Posttest results indicate significant differences in coping self-efficacy in favor of the experimental group. However, compared to control, the experimental group showed no statistically significant differences in psychological adaptation and distress levels. Follow-up results revealed significant changes in all three measures in favor of the experimental group.

Conclusion & Significance:

Findings indicate a positive long-term effect of the psychoeducational program in enhancing international students' adjustment. Implications for college counseling service providers in terms of designing psychoeducational programs were discussed.

amansa2009@gmail.com