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GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION
CONFLICT RESOLUTIONS PROGRAM
MASTER’S THESIS**

**THE EFFECTS OF COGNITIVE BEHAVIOURAL
APPROACH AND PSYCHODRAMA PRACTICE BASED
MEDIATION TRAINING PROGRAM ON MEDIATORS'
SKILLS.**

Murat GEZGİN

**Supervisor
Prof.Dr. Abbas TÜRNÜKLÜ**

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Üniversite : Dokuz Eylül Üniversitesi
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JÜRİ ÜYELERİ

<u>Önvanı, Adı, Soyadı</u>	<u>Üniversitesi</u>
Prof.Dr.Abbas TÖRNÜKLÜ	DOKUZ EYLUL UNIVERSITY
Prof.Dr.Ömür Neczan ÖZMEN	DOKUZ EYLUL UNIVERSITY
Prof.Dr.Yalçın ÖZDEMİR	AYDIN ADNAN MENDERES UNIVERSITY

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I hereby declare that this master's thesis as "The Effects Of Cognitive Behavioural Approach And Psychodrama Practice Based Mediation Training Program On Mediators' Skills" has been written by myself in accordance with the academic rules and ethical conduct. I also declare that all materials benefited in this thesis consist of the mentioned resources in the reference list. I verify all these with my honour.

.../.../.....

Murat GEZGİN

ABSTRACT

Master's Thesis

The Effects Of Cognitive Behavioural Approach And Psychodrama Practice Based Mediation Training Program On Mediators' Skills

Murat GEZGİN

Dokuz Eylül University

Graduate School Of Social Sciences

Department Of Business Administration

Conflict Resolutions Program

In this research, the effect of the mediation skills training programme with the perspective presented by Cognitive Behavioural Approach and the concurrent psychodrama exercises on the levels of empathic approach, problem-solving, active listening and communication skills of the mediators were be questioned. The research was conducted in 2019 with a volunteer group of 22 mediators in İzmir. In the research, an experimental design with pre- and post-test control group was used. 11 participants were assigned to the experimental group and 11 participants to the control group.

Research data were obtained through quantitative and qualitative methods. The dependent variable of the research is empathic approach, problem-solving, active listening and communication skills (micro skills) which are included in mediation activity. Empathic Skills Scale, Interpersonal Problem Solving Inventory, Active Listening Skills Scale and Communication Skills Scale were applied to the participants in the experimental and control groups. The scales were presented to the participants in the pre- and post-test. Qualitative data of the study were obtained from face-to-face interviews with each of the experimental group participants only one week after the completion of the training.

According to the findings of the research, although there was an increase in the empathic skills scores of the experimental group, this increase was not

statistically significant. There was a significant decrease in the "Negative Approach to the Problems" scores of the experimental group compared to the control group. Constructive Problem Solving scores of the experimental group increased statistically compared to the control group. Self-Confidence and Lack of Self-Confidence scores did not differ in both experimental and control groups. While there was no difference in Lack of Responsibility scores between the groups before the application, the scores of the experimental group decreased significantly after the application. The application exercises did not have any effect on the Persistent-Perseverant Approach scores. Although there was no significant difference between the groups in terms of Active Listening Skills before the application exercises, the scores of experimental group increased significantly after the exercises. And the communication skills scores of the experimental group increased significantly after the application compared to the control group.

According to the qualitative findings of the research, the majority of the participants in the experimental group were satisfied with the Psychodrama Group Exercises, which were implemented concurrently with the Mediation Skills Training Programme enriched with the Cognitive Behavioural Approach, that they were particularly pleased with the development of new and different subjects for themselves and that the application exercises should be provided in mediation certificate trainings and renewal trainings as well. They also stated that they have been identifying their own automatic thoughts and understanding their feelings better since the application.

According to these results, it can be stated that Psychodrama Group Exercises carried out concurrently with the Mediation Skills Training Programme which is enriched with Cognitive Behavioural Approach are beneficial for mediation skills.

Keywords: Mediation Skills, Mediation, Psychodrama, Mediation Training, Cognitive Behavioural Approach.

ÖZET

Yüksek Lisans Tezi

Bilişsel-Davranışçı Yaklaşım ve Psikodrama Uygulaması Temelli Arabuluculuk Eğitim Programı'nın, Arabulucuların Becerileri Üzerindeki Etkileri

Murat GEZGİN

Dokuz Eylül Üniversitesi

Sosyal Bilimler Enstitüsü

İngilizce İşletme Anabilim Dalı

Anlaşmazlık Çözümü Programı

Bu araştırmada, Bilişsel Davranışçı Yaklaşımın sunduğu perspektif ile hazırlanan Arabuluculuk Becerileri Eğitim Programı ve eş zamanlı yürütülen Psikodrama Etkinlikleri'nin; arabulucuların “empatik yaklaşım, sorun çözme becerisi, etkin dinleme ve iletişim becerileri” düzeylerinde olumlu bir değişiklik sağlamak üzere etkisinin bulunup bulunmadığı incelenmiştir.

Araştırma 2019 yılında, İzmir ilinde bulunan 22 kişilik gönüllü bir grup arabulucu ile gerçekleştirilmiştir. Araştırmada “ön test - son test - kontrol gruplu deneysel desen” kullanılmıştır. 11 katılımcı deney grubuna, 11 katılımcı kontrol grubuna alınmıştır.

Araştırma verileri, nicel ve nitel yöntemler kullanılarak elde edilmiştir. Araştırmanın bağımlı değişkeni, arabuluculuk faaliyeti içinde yer alan (mikro beceriler) “empatik yaklaşım, sorun çözme becerisi, etkin dinleme ve iletişim becerileri”dir. Deney ve kontrol grubundaki katılımcılara veri toplama aracı olarak, “Empatik Beceri Ölçeği”, “Kişiler Arası Problem Çözme Envanteri”, “Dinleme Becerisi Ölçeği” ve “İletişim Becerileri Ölçeği” uygulanmıştır. Ölçek katılımcılara ön test ve son test ölçümlerinde sunulmuştur. Araştırmanın nitel verileri eğitim çalışması tamamlandıktan bir hafta sonra, sadece deney grubu katılımcılarının her biri ile yüz yüze yapılan görüşmelerden elde edilmiştir.

Araştırma bulgularına göre deney grubunun empati becerileri puanlarında artış olsa da bu artışın istatistiksel olarak anlamlı olmadığı, deney grubunun Probleme Olumsuz Yaklaşma puanlarında kontrol grubuna göre

anlamalı bir düşüş gözlemlendiği, deney grubunun Yapıcı Problem Çözme puanlarının, kontrol grubuna göre istatistiksel olarak anlamalı şekilde arttığı, deney ve kontrol gruplarının her ikisinde de Kendine Güven-Güvensizlik puanlarının farklılaşmadığı, sorumluluk almama puanlarında uygulama öncesi gruplar arasında fark yokken uygulama sonrasında deney grubunun puanlarının istatistiksel olarak anlamalı şekilde azaldığı, yapılan uygulamanın arabulucuların Israrıcı-Sebatkar Yaklaşım puanları üzerinde etkisinin bulunmadığı, etkin dinleme becerilerinde uygulama öncesi puanlarda gruplar arasında fark yokken, uygulama sonrasında deney grubunun puanlarının anlamalı şekilde arttığı ve uygulama sonrasında deney grubunun iletişim becerileri puanlarının kontrol grubuna nazaran istatistiksel olarak anlamalı derecede yükseldiği tespit edilmiştir.

Araştırmanın nitel bulgularına göre, deney grubuna katılanların büyük çoğunluğu, Bilişsel Davranışsal Yaklaşım bakışı ile zenginleştirilmiş Arabuluculuk Becerileri Eğitim Programı ile eş zamanlı uygulanan Psikodrama Grup Çalışmaları'ndan memnun olduklarını, özellikle psikodrama etkinlerinin faydalı olduğunu, kendileri için yeni ve farklı konular işlenmesinden memnuniyet duyduklarını, bu uygulamanın arabuluculuk sertifika eğitimleri ile yenileme eğitimlerinde de verilmesi gerektiği inancında olduklarını ifade etmişlerdir. Bununla birlikte, uygulama sonrasında kendi otomatik düşüncelerini tespit etmeye ve duygularını daha iyi anlamaya özen gösterdiklerini de ifade etmişlerdir.

Bu sonuçlara göre, Bilişsel Davranışsal Yaklaşım bakışı ile zenginleştirilmiş Arabuluculuk Becerileri Eğitim Programı ile eş zamanlı uygulanan Psikodrama Grup Çalışmaları'nın arabuluculuk becerilerini kazandırmak üzere etkili olduğu ifade edilebilir.

Anahtar kelimeler: Arabuluculuk Becerileri, Arabuluculuk, Psikodrama, Arabuluculuk Eğitimi, Bilişsel Davranışçı Yaklaşım.

**THE EFFECTS OF COGNITIVE BEHAVIOURAL APPROACH AND
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ABBREVIATIONS

AGEP	The Project for Development of Mediation Activities in Civil Disputes
CBA	Cognitive Behavioural Approach
CPS	Constructive Problem Solving
CSS	Communication Skills Scale
ESS	Empathic Skills Scale
IPS	The Interpersonal Skills Exercise Programme
IPSI	Interpersonal Problem Solving Inventory
HUAK	The Law on Mediation in Civil Disputes
LR	Lack of Responsibility
LSC	Lack of Self-Confidence
NAP	Negative Approach to a Problem
P-PA	Persistent-Persevering Approach
Q&A	Questions and Answers
RPT	Role Play Test.
UNCITRAL	In Model Law on International Commercial Conciliation

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INTRODUCTION

Mediation activities have long been used as a conflict resolution method within traditional and cultural context. Nevertheless, it can be said that it has become a professional service in the last century. More efforts are being made for a fast, effective, fair and low-cost resolution of the interpersonal and intercommunal conflicts as a result of communication, industrialisation and trade, facilitation of transportation and cross-cultural interaction. In other words, the need for alternative conflict resolution methods is increasing. In parallel with these developments, mediation has appeared as a profession with its own methods and techniques.

Within this context, mediation activities are becoming more and more widespread in our country. The need for the studies to be made with the aim of training qualified mediators has increased at this rate. When we look at the course content of the mediation training, it is seen that the courses provided both theoretical knowledge and application exercises about how to apply the acquired knowledge. However, it can be said that the tendency towards the particular subject of mediation skills is also increasing in the courses. In results of the research conducted by Öztürk (2016), it was stated that mediation trainings were insufficient in certain subjects, and that it would be beneficial for the practitioners to combine theoretical knowledge with application of mediation skills.

In this study, it is aimed to present the theoretical information about the skills that mediators need during the practice and how to apply these skills, considering the stages of mediation process. Furthermore, application exercises and psychodrama were emphasised in order to enable practitioners to apply what they learned during the courses.

CHAPTER ONE

THE PROBLEM OF THE RESARCH

1.1. PROBLEM

Mediation has long been involved in traditional practices as a conflict resolution method. In addition to the traditional methods of conflict resolution, court-based practices in the process have been developed simultaneously for a fair conflict resolution. Tendency to eliminate the dispute through the state institutions has increased; and as a result, the attempts for conflict resolution have become official. However, some disadvantages of the method of elimination of conflicts through court, have emerged. These disadvantages are defined as the cost and duration of judicial-based conflict resolution processes, judgement based on the existing laws rather than the main interests of the parties, the need for reaching a fast solution, or the complexity of conflict issues requiring expertise. Therefore, alternative conflict resolution methods as well as court-based practices have been preferred to eliminate disputes.

Mediation is the most preferred method of alternative conflict resolution processes. The most obvious reason why mediation is preferred is that it focuses on strengthening communication between the parties and aims to maximise information exchange between the parties (Özbek, 2009: 238). Accordingly, the mediator is defined as the independent and impartial third party that ensures communication and the information flow between the parties of the conflict so that they can make their own decisions about the resolution.

After the effective date of the Law on Mediation in Civil Disputes numbered 6325, mediation became official in Turkey. Implementation of the law on the establishment of Department of Mediation under the General Directorate for Legal Affairs of the Ministry of Justice and managing mediation activity have become possible.

Mediation training is provided by the Directorate for the Union of Turkish Bar Associations, the Justice Academy of Turkey and law faculties of 38 universities which have been accredited by the Ministry of Justice General Directorate for Legal

Affairs (<http://www.adb.adalet.gov.tr/arabulucu/Egitim.aspx-12.11.2018>). The lawyers who pass the written exam held by the General Directorate for Legal Affairs of the Ministry of Justice, and are successful in the interview are given the title of "mediator" along with a registration number. In Turkey, mediation activities started in 2013 in accordance with the relevant legislation.

The second clause of Article 26 of the Regulation on Mediation in Civil Disputes, published in the Official Gazette numbered 28540 on 26.01.2013 states that a minimum of thirty-six hours of theoretical and twelve hours of applied mediation training shall be provided to persons who will become mediators. However, forty-eight hours of training did not seem sufficient in the process. Yıldırım (2016) stated that Austria provides two-years of mediation training, which is close to a Master's degree and that the 48-hours of basic mediation training provided in Turkey is not sufficient. Similarly, according to the results of studies conducted by Ozturk (2016) with the training providers; it is reported that mediation training in Turkey was seen insufficient and all of the trainers surveyed was suggesting longer training programmes.

Within the context of development and spread of mediation in our country, the Law on Labour Courts numbered 7036 regulates mediation becoming a pre-condition before filing a lawsuit in the disputes related to employee receivables and reemployment. And a similar regulation was introduced with an amendment to HUAK (The Law on Mediation in Civil Disputes) numbered 6325 concerning a professional mediation activity in labour law. One of the conditions sine quibus non for the successful implementation of these regulations is a specialty mediation training. It was envisaged that previous training hours would be insufficient and training hours have been amended with a second regulation to accomplish this mission.

With the second clause of Article 32 of the Regulation on Mediation in Civil Disputes, published in the Official Gazette numbered 30439 on 02.06.2018, stating that a minimum of sixty-eight hours of theoretical and sixteen hours of applied mediation training shall be provided to persons who will become mediators, the training programmes have been extended to eighty-four hours. The regulation being in parallel with the training duration applied within the Project for Development of

Mediation Activities in Civil Disputes in Turkey is described as the effect of this project on the regulation.

The mediation trainings provided in foreign countries are generally classified as "basic training" and "specialty training". It has also been classified as "commercial mediation - family mediation" or "civil mediation - commercial mediation". Depending on these classifications, there are differences between content and duration of the mediation training programmes. These differences are addressed below.

In the UK, the institutions such as Civil Mediation Council and Open College Network accredit the mediation trainings. And getting 40 hours of basic training is a condition for British civil or commercial mediators (Hopt and Steffek, 2012: 422-424). In the Greece divides mediation training into two as "basic training" and "advanced training". "Basic training" is designated as 40 hours and "advanced training" is another 10 hours (Billiet and Nigmatullina, 2012: 72). According to the application in Italy; 50 hours of training is required from ADR training centers accredited by law to become civil and commercial mediator (Bruni and Sitzia, 2014: 61). The basic mediation training in Belgium and Bulgaria is 60 hours, and 30 hours of applied training is compulsory in Bulgaria. In Romania, theoretical and applied training is designated as 80 hours. In the Slovak Republic, 100 hours of professional training is compulsory. In terms of the duration of training, the longest training hours requirement was designated by Portugal and Austria. In Portugal, general mediation training ranges from 90 hours to 200 hours, while in Austria 200 hours of technical and applied training is required (Billiet and Nigmatullina, 2012: 72).

As seen above, there is no consensus on the duration of mediation training. Duration and content of training vary due to the extensive scope of mediation, mediation being an application-based area, and the long communication skills training hours. Absence of consensus on how mediation training should be also indicates the difficulty in organising mediation training. Furthermore, the issues involved in mediation are various and extensive. These restrict the conduct of thorough research and studies on mediation. To, (2015) emphasises that mediation training courses offer basic theoretical knowledge, techniques and skills, yet do not focus adequately on application and measures; that duration of the courses prepared

for the advanced level are short and that the required knowledge and skills are not likely to be acquired in this short time. Within this context, the increase in hours of mediation training in our country is a pleasing progress. Likewise, extra training should be provided for 10,000 mediators who graduated before training hours was extended.

Within this context, two projects were implemented in response to the need of strengthening the professional infrastructure of mediation graduates. One of them is the Project for Strengthening Alternative Dispute Resolution and Access to Justice in Turkey - which is funded by British Embassy to Ankara. The other one is the Project for Development of Mediation Activities in civil disputes in Turkey - which is funded by Swedish International Development Cooperation Agency and the Republic of Turkey. In this project, the Ministry of Justice has been identified as a beneficiary.

Training programme was organised between December 2014 and September 2017 under the Project for Development of Mediation Activities in Civil Disputes in Turkey. Consisting of 14 modules and 1 application session, in the Basic Mediation Training Participant's Book (2017), it is seen that the subjects are handled in the most general form. In this book, quality and scope of mediation activities are quite extensive. Under the title "who is the mediator", basic characteristics and skills required to carry out the mediation activities are explained in this study. When this module is examined in detail, it is seen that the explanations are often discussed at the level of what should be done, but examples of how to implement skills are not included.

In other words - prepared by the mediation institutions to improve the infrastructure of mediation in Turkey - these two projects focus more on providing information related to mediation; however, they seem not to meet the need to develop mediation skills. However, within the scope of this project, it has been observed that information on the same subjects is passed on to the mediators who have already been trained and graduated.

Even if people pass the theoretical tests conducted by the Ministry of Justice, their mediation skills cannot be accurately tested during the interview. The evaluation criteria used in assessing interviewees have not been set out in full yet. On the other hand, mediators are expected to be well-informed in this field and use the

skills required for mediation activities. In the current situation, there is confusion about how the mediators themselves evaluate their skills.

A presentation titled "Micro Skills in Mediation and Reconciliation Process" was made at the 3rd Dispute Management, Mediation and Social Reconciliation Congress held between 7-8th December 2018 in Dokuz Eylül University Faculty of Law. In the Q&A forum following this presentation, the mediators stated that they were uncertain about how to use their mediation skills, and that they needed extra programmes to improve these skills.

Good communication and negotiation skills, spontaneity and creativity, effective use of knowledge are the basic conditions for successful mediation activities. Mediation activities vary in each session depending on, the persons, the subjects, the process and the personal skills and personality traits of the mediator. Therefore, Imperati (2009) defined mediation as a science and art. Mediation process, after all, consists of a combination of sessions with different phases and purposes. For this reason, it is possible to use the knowledge, be creative and skilled simultaneously.

Since mediation activities are multidimensional, artistic in a sense, and requiring applied skills, they require training programmes that focus on improving mediation skills along with the existing training. This is the main consideration of this research.

In this context, especially how skills improving programmes can be adapted to mediation training are considered. In mediation training, one of the techniques chosen to teach and improve mediation skills is role-playing.

One of the most striking findings of the study conducted by Raines, Hedeem and Barton (2010) was the high level of consensus concerning the value of experimental learning through role-play in mediation training and the desire, on the part of both trainees and disputants, for the amount of time devoted to role-play to increase. According to Kressel (2000), role-plays that allow feedback through discussion are useful to improve mediation skills and that this approach was widely used.

Students enrolled in the Negotiation Workshop at Harvard Law School during the past twenty years have participated in an innovative exercise called the

Interpersonal Skills Exercise (IPS). Developed through a collaboration of therapists and instructors from Harvard Law School, the exercise uses role plays, videotaping, and certain aspects of psychodrama to help students practice interpersonal skills that they have difficulty performing (Bordone, 2000).

The psychodrama approach is a method that can be applied successfully in mediation and negotiation training. Consensus says that role-plays contribute to mediation training. The psychodrama approach enriches the contribution of role-plays. The psychodrama method ensures a thorough analysis of any role played for the participant.

Another consideration of this study is the limited number of scientific studies on mediation in our country. The studies and training programmes in Turkey are mainly handled within the frame of "peer mediation" (Koruklu, 1998; Türk, 2008; Taştan, 2004; Gulkokan, 2011; Törnüklü, Kaçmaz, Sünbül and Ergül, 2010; Kaçmaz and Törnüklü, 2011; Güloğlu, 2011; Türk, 2013).

The only study concerning lawyers who work as mediators in Turkey was conducted within the frame of the Project for Development of Mediation Activities in Civil Disputes" (AGEP) in order to improve the project. Except for the institutions providing mediation training and these two studies on mediation and negotiation skills training programmes for adults, only one study has been conducted concerning university students so far. In her doctoral thesis "The Effects of Mediation Training on Communication and Conflict Resolution Skills: A Research on a Group of University Students", Koruklu (2003) applied a mediation training programme for adults. However, it's seen that the theoretical focus of this research is discussed within the context of mediation activities in training institutions. This reveals the need for research and studies on adult mediators.

However, it is emphasised in the literature that the profession of mediation develops with the contribution of different sciences (Aksu, 2009: 3). However, there is no research in our country on how this contribution should be. This research sheds light on how "the psychodrama method through a cognitive behavioural approach" could contribute to the mediation activities. In a sense, it also addresses the consideration of how to adapt the contributions of different areas to mediation activities.

To summarise briefly, the main consideration of this research is the consensus that the existing basic mediation training programmes are successful in providing information, yet insufficient in improving skills. Therefore, the mediation training programme and psychodrama activities enriched with contributions of the cognitive behavioural approach are expected to eliminate the lack of skill improvement which is needed by mediators.

1.2. OBJECTIVES OF THE RESEARCH

The main objective of this research is to find out whether the Mediation Skills Training Programmes and Psychodrama Group Exercises - which are prepared through Cognitive Behavioural Approach - have a positive effect on mediators in terms of empathic approach, problem-solving, active listening and communication skills.

Another sub-objective of this research is; to create a training programme for mediators to acquire mediation skills through which they could carry out the mediation activities successfully. This training programme has been created through integration of the advantages offered by the Cognitive-Behavioural Approach and mediation activities. In addition, with the Psychodrama exercises, mediators are offered the opportunity to acquire skills and experience these skills.

For the above mentioned purposes, the following hypotheses will be tested:

Hypothesis 1: There is no difference between the post test of empathic skills test of the mediators who participated in the Mediation Training Programme and Psychodrama Group Exercises - which are prepared through the Cognitive Behavioural Method and of the mediators who participated in the control groups.

Hypothesis 2.1: There is no difference between the post test of negative approach to a problem skills test of the mediators who participated in the Mediation Training Programme and Psychodrama Group Exercises - which are prepared through the Cognitive Behavioural Method and of the mediators who participated in the control groups.

Hypothesis 2.2: There is no difference between the post test of constructive problem solving skills test of the mediators who participated in the Mediation Training

Programme and Psychodrama Group Exercises - which are prepared through the Cognitive Behavioural Method and of the mediators who participated in the control groups.

Hypothesis 2.3: There is no difference between the post test of lack of self-confidence skills test of the mediators who participated in the Mediation Training Programme and Psychodrama Group Exercises - which are prepared through the Cognitive Behavioural Method and of the mediators who participated in the control groups.

Hypothesis 2.4: There is no difference between the post test of lack of responsibility skills test of the mediators who participated in the Mediation Training Programme and Psychodrama Group Exercises - which are prepared through the Cognitive Behavioural Method and of the mediators who participated in the control groups.

Hypothesis 2.5: There is no difference between the post test of persistent-persevering approach skills test of the mediators who participated in the Mediation Training Programme and Psychodrama Group Exercises - which are prepared through the Cognitive Behavioural Method and of the mediators who participated in the control groups.

Hypothesis 3: There is no difference between the post test of the active listening skills test of the mediators who participated in the Mediation Training Programme and Psychodrama Group Exercises - which are prepared through the Cognitive Behavioural Method and of the mediators who participated in the control groups.

Hypothesis 4: There is no difference between the post test of the communication skills test of the mediators who participated in the Mediation Training Programme and Psychodrama Group Exercises - which are prepared through the Cognitive Behavioural Method and of the mediators who participated in the control groups.

1.3. THE IMPORTANCE

Mediation has evolved from a traditional practice and became a profession with its own methods and techniques over time. It is also recognised as a viable alternative to court-based conflict resolution. As a result, the information obtained from both the literature and the applications are increasing.

Raines, Hedeem and Barton (2010), refers to the likeliness that rules, procedures and training guidelines bear periodic review and revision as the field of mediation matures. Various projects and studies are carried out in order to enrich the field of mediation and to create different methods. For example Miglano, Venditti, Delli Veneri and Di Ferninando (2010), established a training system that aims to improve mediation skills through an online role-playing simulations.

The original value of this research is that it gives two different perspectives to the concept of mediation training. The first is that this research shows that it is possible to use the information obtained from the Cognitive Behavioural Approach to adapt to mediation activities. Another original value of the research is the use of the Psychodrama Method for teaching mediation skills.

In the research conducted by MacFarlane and Mayer (2005), it is pointed out that although most of the mediation trainers focus more on mediation skills, they benefit from a limited number of theories, studies, or knowledge despite the developed literature. This research is also important since it addresses the theory and application of mediation along with the psychodrama method which is another applied method. In psychodrama sessions, the participants take the group's supervision by carrying out the mediation activities without violating the required confidentiality rules.

It is envisaged that the research will provide important data for both conflict resolution and the mediation literature as well as the psychodrama literature, and also an opportunity to discuss and consider about the field of mediation. In addition, it is thought that this research will serve as an example for other research and studies in our country within the context of conflict resolution.

1.4. LIMITATIONS

This research includes lawyers who are registered as mediators. This research is limited to the members of mediation training and psychodrama and control groups. Prepared through Cognitive Behavioural Approach, Mediation Training Group sessions are 3 course hours (50 minutes per course); Psychodrama Group sessions are 3.5 hours and the exercise is limited to 6 modules. Each module starts with an

introduction of the Mediation Training Programme and - following a lunch break- ends with the Psychodrama sessions. These limitations stem from the problems of availability of place, time effect on regular member attendance and the limited time of training that the implementer is liable for.

The research is limited to the needs of the individuals who participate in the psychodrama group and the considerations they bring up.

The research is limited to the responses of the mediators in the experimental and control groups to the scales in the data collection tools.

1.5. DEFINITIONS

Mediator: Mediator shall mean the real person carrying out the mediation activity, who is entered in the register of mediators maintained by the Ministry;

Mediation: Mediation shall mean the method used for the resolution of disputes, employing systematic techniques, carried out voluntarily and with the participation of an impartial and independent third person with specialty training, bringing the parties together to discuss and negotiate, and establishing a communication process between the parties in order to help them to understand each other and thus enabling them to work out their own solutions. (Law on Mediation in Civil Disputes Numbered 6235, 2012).

Module: Module shall mean each training day. Each module includes 3 or 4 hours of theoretical knowledge and exercises, as well as 3,5 hours of psychodrama exercise.

Psychodrama: Moreno defines psychodrama as “the science in which the truth is explored by dramatic methods”. The members of the group act in accordance with the principle of "here and now" and role play their mental state, emotions and thoughts spontaneously. Group room becomes a stage of life. In other words, the group functions as a model that includes all the properties of the society.

Protagonist: A person out of the group who needs to discover her/his own habitat (Moreno and Elefthery, 1975, p.77). Protagonist expresses both her/his own thoughts and feelings of her/his own subjective world, and experiences the situation for her/himself; and s/he places her/himself in the other's shoes by reversing the

roles. Thus, the protagonist can gain a new aspect and insight in accordance with Moreno's principle of "every true second time is the liberation from the first".

Auxiliary ego: Auxiliary ego is the person who will replace the real or imaginary people that the protagonist will need to revive an event belonging to the past, present or future, with respect to the present time (Starr, 1979). The auxiliary egos play the roles assigned to them, or an aspect of protagonists' role. Whether they represent the protagonist or someone else, the auxiliary egos have to understand their feelings, that is, to empathise with her/him. When the role played by the auxiliary does not fit the truth, the role reversal and doubling techniques are used. Thus, the auxiliary ego gradually takes on the role of the person, allowing the protagonist's transferences and projections, and helps her/him with catharsis (Fine, 1979; Özbek and Leutz, 1987; Kaner, 1990 a).

Group: Group represents a small sample of society. Through their attendance as doubles and auxiliary egos during the role-plays, and their feedbacks they enable the protagonist to gain different aspects. The group members also get help because they become parts of the roles (Moreno and Elefthery, 1975; Moreno, 1977).

CHAPTER TWO

DEFINITION OF MEDIATION

Complex relationship patterns were developed as of the day the humankind transitioned to the social life. One of the most important of these relationship patterns is the impacts of conflict tendency and conflict dynamics on people. In all fields with conflict, the need to resolve the conflict has also increased. In time, judicial regulations have been established for the elimination of disputes and it has been seen that the judicial proceedings have an effective role in conflict resolution. Judicial proceedings carried out by courts continue to function as a means of dispute settlement. Mediation, as an alternative way of resolution, has become a profession with its own methods and techniques due to the knowledge out of traditional implementations and changing needs depending on culture and industrialisation. Historically, mediation has gained a professional form of service in the last century.

In Model Law on International Commercial Conciliation (UNCITRAL) published by the United Nations in 2002, mediation is defined as a process, whether referred to by the expression mediation, conciliation or an expression of similar import, whereby parties request a third person or persons to assist them in their attempt to reach an amicable settlement of their dispute arising out of or relating to a contractual or other legal relationship.

In the Law on Mediation in Civil Disputes which entered into force in 2012, mediation is defined as a method used for the resolution of disputes, employing systematic techniques, carried out voluntarily and with the participation of an impartial and independent third person with specialty training, bringing the parties together to discuss and negotiate, and establishing a communication process between the parties in order to help them to understand each other and thus enabling them to work out their own solutions (Article 2/1).

Mediation is clearly separated from such concepts as the third party's decision-making. The mediator can be defined as an independent and impartial third party that ensures communication and the information flow between the parties of the conflict so that they can make their own decisions about the resolution.

Mediation is a field of science and art. Although the mediation skills are learned through training, these skills need to be strengthened by experience for improvement and for the mediator to cope with problems in all circumstances or in any case. Although many spiritual values are referred for the definition of a good mediator, certain character traits are considered invaluable (Imperati, 2009: 88).

There are some common criteria in all of the above mentioned definitions, as listed below;

- a-) The mediator is accepted as a third party not directly connected to the dispute,
- b-) Consent and participation of the disputant parties are required,
- c-) All phases of the process are based on negotiation,
- d-) The mediator has knowledge, skills and experience at all phases of the process,
- e-) The mediator does not have the authority to make binding decisions and impose a specific resolution on the parties,
- f-) The mediator emphasises the importance of communication with and between the parties,
- g-) Mediation has an impact on the disputants to raise awareness and impose a particular solution to the issue of conflict,
- h-) Mediation encourages the disputants to reconcile and minimise the distance between their feelings, thoughts, values and perceptions,
- i-) “Reconciling the parties within the frame of fair standards” and “emphasising the importance of a win-win based cooperation” criteria, within all definitions, can be defined as the mutual point.

Therefore, it is seen that the concepts of negotiation and communication have gained importance with the help of an independent and impartial third party, and that both of the disputant parties are meant to express themselves and achieve common outcomes.

2.1. OBJECTIVES OF MEDIATION ACTIVITIES

There is no consensus on a general definition of objective that corresponds to all mediation activities (Roberts, 2007: 70). On the other hand, the main purpose of all mediation initiatives is to resolve the dispute through peaceful means, achieve mutual satisfaction and benefit.

The objectives of the mediator and the disputant parties involved in the mediation process constitute the general objectives of the mediation. However, the objectives of the parties and the mediator may be different from each other, and in some cases, these objectives may be contradictory in any conflict. Shaping each mediation sessions, these objectives depend on many factors such as characteristics of the file, participation and attitude of the parties and capabilities of the mediator (Kekeç, 2014: 27).

Although the expectation of conflict resolution is accepted as the main goal of mediation activities, mediators techniques and the increase in the number of practitioners in this field have paved the way for various opinions on what the mediator should achieve. According to an opinion from North America, mediation has problem-solving and transformative objectives. If the aim is benefit of the parties and integrity of the mediation process, the mediator's approach should be compatible with the expectations of the disputant parties to meet them (Roberts, 2007: 70).

The most important motivation that pushes the parties to benefit from mediation services is the expectation of minimum drawbacks and maximum benefit for both parties. In line with this motivation; communication, improvement of corrupted relationship and self-expression are also important factors for the parties to decide on mediation activities. According to Evarts et al. (1983), one of the main objectives in mediation is to find win-win solutions. The phenomenon of win-win situation is interpreted as the one that most satisfies the concerns of both parties, even if the parties do not get everything they want (Cited in: Kekeç, 2014: 27). The parties' perspectives on the purpose of mediation are based on the idea that their expectations are to be met. According to them; if their expectations are highly met; the mediation process functions well. In this case, the participants are not concerned

with fulfillment of expectations of the mediator, but instead focus on their own benefits.

Mediation activities are completed with a letter of agreement when the parties reach an agreement without any adverse outcomes and with no winner or loser. Mediation allows the parties to cooperate by helping them away from getting stuck in opposing positions. (Stier and Hamilton, 1983: 698).

It is also an important factor that the mediator and the parties try to achieve their objectives in line with the objectives of the relevant institutions. As well as judicial institutions, some public institutions also encourage disputants to seek for mediation to resolve conflicts. In particular, the courts have begun to ask disputants whether they want to benefit from mediation activities in case of commercial disputes and contested divorce.

Mediation activity is a complex process that involves various stages and phases. As the primary goal of different phases of the process, the expectation of conflict resolution in a way that will lead to win of both parties is shaped by different sub-objectives in each phase. For example, the first contact with the mediator during the preparation or initial phase is to ensure the exchange of information and to determine whether the conflict can be resolved through mediation. For this purpose, the parties and the mediator mostly negotiate and exchange information in person. In the following phases of mediation, the determination of the problem, creating constructive and healthy communication methods and cooperation between the parties are another sub-objectives. The aim of the final phase of the mediation process is to reach a consensus or agreement with the win-win principle and the formalisation of this agreement. Therefore, it can be said that different phases have different objectives or aims to achieve.

There is a definition of objective that covers all the phases of the mediation process and all methods of mediation activities. However, there is a consensus on the definition "assisting the parties to find a way of resolving a conflict or dispute by negotiation, leading to an agreement which satisfies everyone".

2.2. PHASES OF MEDIATION

The procedure that the mediator follows in the first phase of the conflict and the methods s/he uses within mediation process should be different; while exchange of information and trust are focused on during the first contact with the disputants, the parties deal with issues of conflict and negotiate at a later phase. It is important in what phase of the conflict the mediator is involved. It is noteworthy that the parties apply a mediator in a phase where they have previously attempted to resolve the conflict, but failed, and where their communication and interactions have been impaired. Besides, the factors such as severity of the conflict, the steps taken by the parties until applying a mediator, and the time of inclusion of the mediator are also effective.

Another important factor is the balance of power of the parties and balancing role of the mediator. The main objective of the parties is to achieve a satisfactory result after the mediation activity. Both parties should active to ensure a mutual satisfaction and acceptable agreement.

If one of the parties has the power to impose the other on a subject, the mediator must decide how to assist the weaker side and how to balance the strong side within the process. This perspective is still being discussed in the literature. Some researchers argue that the mediator is obliged to provide the balance of power, while some researchers argue that the mediator should not be involved in the power-based relations between the parties in order to maintain impartiality. In general, the fact that the parties have equal power is considered as a basic assumption. Mediators can encourage the parties to list what their own power supplies or powers are based on, and then define the costs associated by using this list or identify their interests (Fisher, 1969; Bellows and Mouton, 1981). Another method is to ensure that the parties should avoid power-based relations and to shift the focus of negotiation towards the interests of the parties (Moore, 2003: 335).

Complexity of the issue of conflict is another consideration of the field. In some cases, a single session with the parties is sufficient to resolve conflicts, while in some cases, long and frequent meetings may be necessary. The presence of multiple parties can also increase the complexity of the issue.

As described above, the mediation process consists of successive stages or phases. Mediation is completed with the fact that the resolution can be achieved or not.

2.3. MEDIATION SKILLS

2.3.1. Definition of Skill

There are various definitions of skill in the literature. According to Öncül's definition (2000), *“skill is anything that an individual learns to do easily and flawlessly”*. Another definition is that skill is something that the individual can easily and ingeniously perform a work with a physical and intellectual effort. Yet another definition is that *“skill is the ability to perform complex dynamic actions under various conditions”* (Enç, 1974); *“the ability to do something well, especially by learning and practicing”* (Renkliyıldırım, 1993). Turkish dictionary (1998) defines skill as *“capability, mastery, dexterity; the ability of a person to succeed in something depending on her/his facility and learning and to conclude a process in accordance with the purpose; the situation where the body has a facility with performing difficult exercises”*. When we take a look at the common trait of these definitions, it is seen that skills depend on an action, have a physical or intellectual function and can be improved.

Mediation is a profession based on knowledge and application of the acquired knowledge. Scientific knowledge includes the knowledge of what the mediator do, the ethics and principles of the profession, the results of research and studies related to the profession of mediation, and the theoretical knowledge. The mediator becomes professionally functional by applying the knowledge h/she has acquired through learning. Therefore, when the mediator applies the knowledge and experience, s/he also answers the question of how mediation is professed. At this point, it can be said that the mediator carries out the mediation function by combining knowledge with skill. In other words, the mediator should be skilled in the application, in particular to the extent that he has professional knowledge.

The key skill of the mediator is to manage the negotiations between the parties as orchestra conductors and to direct them towards the conclusion that the parties will mutually agree. This skill of the mediator has conventionally existed in every culture (Gulliver, 1979). The most important function of the mediator is to facilitate communication between the parties, to manage critical transitions in the processes between them, and to observe these processes. It is accepted that different strategies will be required in different phases of the process. The real meaning of these strategies can only occur in the context of the service process. The strategies of the parties and the strategies of the mediators are combined with the mutual effect of a dynamic and fluid situation (Kressel and Pruitt 1985:196).

Honeyman (1988, 1990) states that, as a result of a series of administrative reforms, it is possible to integrate and develop reasonable and comprehensive tests, which enable the evaluation of mediation skills for the last fifteen years.

According to a study conducted by Bobbi (2002) and McAdoo (2002),

“Compared to non-formal education based on the evidence-based mediation model, the trainees of the lawyer-mediator training programmes digress the evidence-based mediation model to further assess a financial case. And the mediators have an advanced skill of assessing these financial facts” (McAdoo 2002; McAdoo and Hinshaw 2002).

Riskin (2003: 20) reports that mediators can influence the disputant parties and encourage them to talk about the ideas, problems, what the alternative ways and their proposals might be.

This research includes cognitive and applied exercises to help participants gain their mediation skills. It is aimed to improve the mediation skills of the participants as a result of the applications and psychodrama exercise prepared by the cognitive behavioural method.

2.3.2. Mediation Skills

Mediation activities are adopted as one of the alternative dispute resolution methods and their functioning is increasing. The aims to be reached under the title of Dispute Resolution are the elimination of the dispute through constructive and

peaceful methods, the creation of options for the favour and benefit of both sides of the dispute and, as a result, an agreement if possible.

Mediation, as understood from its definition, is an action method. Therefore, it has many different but interconnected elements from the beginning to the end. When we put forward the purpose of peaceful conflict resolution, we should also talk about a matter of conflict, disputant parties, a path and rules of law, and a mediator to resolve the conflict. In addition, negotiation and communication are essential for the establishment of peaceful means. In other words, mediation is a series of actions under the title "alternative dispute resolution methods", which offer options for the dispute to be resolved in favour of both parties in a constructive manner. In order to achieve this goal, negotiation is the essential factor for the disputant parties to meet, to reveal their wishes and interests, and to find the mutually beneficial options. Communication skills stand out as a matter of course in mediation as the concept of negotiation in general takes place under "communication" title. However, since the phenomenon of communication shows a multilayered feature, the mode of communication used in mediation is called micro-skills. Literature and field of application related to micro skills are mostly from the fields of psychology, psychological counselling and social services.

Strasser and Randolph (2004) state that mediation is in fact a form of psychological counselling, and convincingly argues that mediators should benefit from the theoretical knowledge that the psychological counselling field can offer. As a result of the development of mediation literature and the more the difficulties become in the implementation of mediation, the contributions made from the field of psychological counselling were also included in the mediation models. Honeyman (1995), for example, developed a model that allows evaluation of mediation training. In Honeyman's (1995) evaluation model, concepts of information collection, empathy, problem solving, self-disclosure, persuasion, managing the agreement process, directing the interaction between the parties, etc. are included in mediation skills and mediation behaviours. The study by Honeyman (1995) also emphasises basic mediation skills such as listening, summarising, and agenda setting on mediation training and provides important information about the curricula of training programmes (Cited in: Raines, Hedeem, and Barton, 2010).

The basic communication skills of mediation - micro skills are “summarising, questioning, neutralising and re-framing, active listening and empathy”. As mediation activity is also a communication activity, detailed information on the micro-skills used in mediation is presented below.

Summarising Skills

In the Turkish Language Society Dictionary (1998: 1746-1747), "summarisation" is defined as *"to tell in a shorter way, to brief, to put in a nutshell"*. *"Leaving aside the details of a narrative is called a summary of its outlines in a neat form orally or in writing"* (Doğan, 2006: 309). Beyreli et al. (2005, p.132) describe summary as a *"brief statement of important ideas in a long article and a miniature form of text"*. Based on these statements, it can be said that the most important element that should be included in a qualified summary is the main idea of the speech or text in question. Thus, the summarisation can also be interpreted as a supra-cognitive strategy, which allows to find the main idea of and to select important information in the speech or text.

Kintsch and Van Dijk (1978; Cited in: Montelongo, 2008) state that first the abstracts must be distinguished from the non-significant ones and then a list of important ideas should be created for the summaries to be able to become effective. Brown and Day (1983) emphasise that there are five basic rules required to produce a good summary. These are removal of insignificant and unnecessarily repeated information, generalization, selection of topic subject and originality. These rules can be considered as summarising strategies.

Summarising serves as a compass which helps the mediator to bring the parties together in the same frame. Summarising enables the speaker to reflect the essence of communication back to the speaker. Thus, on the one hand, the speaker feels that they are understood, and, on the other hand, the subject is directed towards its context.

Asking Questions

The words "question" and "quest" are derived from the word "quaestio" in Latin, meaning "searching" (Dermott and Jago, 2005:141). Asking a question refers to a sentence that is expressed with words to reach the information. Cognitive reasons of questioning are to *“provide recall, deepen meaning, improve imagination and encourage problem solving”* (Johnston, Halocha, Chater, 2007; Brown and Wragg, 1993).

Asking questions at different cognitive levels also provides critical thinking (Sanders, 1966). Especially in mediation activities, it is important for the mediator to ask the right questions in cases where the relationship of the parties with each other is impaired by the misconceptions and the gapped-avoiding communication effect. Thus, the parties have the opportunity to look at the different aspects of the situation while answering the question. Therefore, the questioning technique is also accepted as a method that stimulates thinking (Robbins, 1995; Açıkgöz, 2006).

Asking questions in communication processes is as important as listening (Halpern, 2013: 3). Halpern (2013: 3) emphasises that caution should be exercised when asked questions, and that the feelings of the party to answer the question is important and should not feel bad because of the content of the question. The author emphasised that when one party is feeling bad when it is being negotiated, it will rarely benefit from the negotiation and that this strategy will often backfire. Halpern (2013) also pointed out that the questioning strategy is a very valuable tool for providing the hidden results of the parties' positions, and that questioning will also lead to the discovery of different ways to resolve the existing problem.

To be able to ask effective questions, it is necessary to be informed about the types of questions (Hunkins, 1972). It is possible to classify the questions into open-ended questions, research questions and closed-ended questions, which are intended to obtain information about a problem (Halpern, 2013: 3).

Neutralisation

In the mediation process, parties often speak in a very dramatic or provocative manner. It is important that the mediator and the parties refrain from using accusatory, angry or hostile words in the negotiation process. During the negotiation, the mediator may have to deal with hostile attitude and expressions or feelings of resentment. To deal with this situation, the mediator can respond by neutralising the language.

Neutralisation also plays a role in the elimination of communication failures or perceptual defects between the parties. The mediator, in the line of duty, has to demonstrate that both parties are objective and impartial. The most important proof that the mediator is objective and impartial is their attitude towards the parties in conflict. The shift from destructive and negative messages in the process to constructive and positive expressions is only possible if the parties get rid of their emotional burdens. Mediator allows the parties to re-evaluate, by neutralising, the verbal statements - complicating with the effect of the conflict - that the parties actually longing to express. Therefore, the neutralisation strategy can generally be used with other techniques such as summarising and reframing.

Ability to Reframe in Mediation

Reframing is to re-express - thus, giving a new meaning to - something because of a change in the content of a sentence, a situation, an action, or the circumstances in which a fact takes place. It helps the parties change their point of view or give different meanings to the same behaviours, thus facilitating change in attitudes and behaviours. Reframing changes the definition of the relations. It also changes the manner in which the relationship is interpreted and changes the meaning attributed to behavior and disrupts the habit of predicting the behavior of the other.

According to Fisher and Ury (1981), reframing process is *“one of the most effective skills that encourage the parties to participate in the problem-solving initiative in cooperation with one another”*. This often requires a change in the negotiation topics - compared to the initial phase - on fixed legal positions of all the

parties or the willing party (Putnam & Holmer, 1992: 128). The parties can feel a great deal of fear during the negotiation process and this fear can reveal itself - by holding tight to their current position - as a form of self-preservation. Therefore, the mediator should execute a careful reframing approach instead of extinguishing or suppressing any aspect of the conflict (Rubin, Pruitt & Kim, 1994: 33). Long-term conflicts that continue and escalate in the mediation process without a reframing ritual may leave the parties vulnerable (Coleman, 2000: 428-429; Moffitt, 1997: 37; Neale & Bazerman, 1992: 42). Therefore, it is very important when and how the mediator will express reframing.

The first step of reframing for the mediator is to develop an idea of what kind of framework would be useful in facilitating change. In order for systemic change to be realised, a systemic problem definition should be made by the parties. The mediator estimates that a few possible frameworks will be useful, and he thinks which will help to make the change the most. The mediator should think forward and then slowly guide the parties towards a new problem definition. Understanding the perspectives and common objectives of each party facilitates the realisation of the agreement. However, the ability to reframe is a difficult acquired skill for mediators. In order to be able to reframe, a mediator needs to be active in listening, to have empathic communication with the parties, to have high creativity and to have a command of the language used.

In this research, micro skills (empathy, problem solving, active listening and communication skills) which are frequently mentioned in mediation literature and in mediation training are included. As mediation activity is also a communication activity, detailed information on the micro-skills used in mediation is presented below.

Effective communication constitutes the essence of successful mediation. It is natural for many people to communicate during mutual contact. Becoming a mediator requires communication approaches to realise practical applications. Mediators should not only need to use strong communication skills to understand a dispute and help the parties, but also identify weak communication indicators that creates the very core of the conflict. They are also expected to help the parties to strengthen constructive and positive communication amongst one another. In this

context, learning and implementing the basic communication skills that are functional in the mediation profession serve to successfully carry out and complete the mediation activity.

2.3.3. Empathy

The concept of empathy was considered as a cognitive structure in the 1950s, and in the 1960s, the emotional aspect of empathy was emphasised, and in the 1970s, empathy was freed from the ambiguity and began to be used in a narrower sense (Batson, 1991). There are many definitions in the literature regarding empathy (Gibson, 2010), a concept that has long been tried to be defined (Snow, 2000). Looking at the current literature, the definition of empathy has evolved over time (Eisenberg and Strayer, 1990).

Although there are different views on defining the concept of empathy, many people agree on the definition by Rogers (1983: 105). According to Rogers (1983: 105), empathy is *“to put yourself in others' shoes, to perceive their phenomenological world, accurately understanding her/his feelings and thoughts, feeling his feelings, and react accordingly”*.

In Rosenberg's definition, empathy is *“a respectful understanding of what others are experiencing”*. The main focus in the relationship is communication. Rosenberg states that it is important to define empathy, and that people often says that they understand empathy well enough; however, they use a completely different communicative language (advising, fixing, consoling, story-telling, sympathising, analysing, explaining) (Cited in: Hart and Hodson, 2004).

Empathy trainings provide information on what empathy is, how it can be improved, how the emotional state of the other person can be understood, what kind of answers can be given, and how to develop empathic perception and skills.

In a research conducted by Voltan (1992), six master students from the department of Psychological Counselling and Guidance are provided therapeutic skills training, which included model learning and role-playing methods, which consisted of a total of eleven sessions - each session lasts for three hours. There was a significant difference between the score average of the students before and after the

training. It was observed that the level of empathic skill increased after the training. According to this, empathic skills are developed with the help of the training.

In order to understand the role of empathy in mediation activities, empathic listening skills and empathic skills need to be understood well. Empathy becomes meaningful when only put in a concrete way. In order for the empathy to be concrete, the receiver party of the communication must first listen empathically and then react with empathy. Information on empathic listening skills and empathic skills are presented below.

Empathic listening ensures an empathic understanding, which leads to an empathic response. empathic understanding includes the client's experiences, perspective, decisions and suggestions and their feelings, the emotional world and the state of mind towards them (Egan, 2002, Cüceloğlu, 2000). Rogers (1983: 106) emphasises that during an intense communication, it will be insufficient unless deep understanding is not shared with the client (Cited in: Jones, 2000).

Ickes put forward the term *ortaya empathic accuracy*. Empathic accuracy is defined as *"the ability to accurately infer the specific content of another person's thoughts and feelings"*. According to Ickes, this ability is important to achieve success in many stages of life. Ickes states that individuals who have the empathic skills are generally good at understanding the feelings and thoughts of others, and that therefore; this skill distinguishes the most tactful advisors, the most diplomatic officials, the most electable politicians, the most productive salespersons, etc. These people with empathic ability can reach the perception of the client (cited in Egan, 2002). When an individual understands the other and express what they infer, the other person will feel that they are accurately understood. Being understood is absolutely a need to be met. Therefore, the place of empathy in practice is very effective (Egan, 2002; Dökmen, 2004). Because it gives an opportunity for how to shape the existing relationship. When the speaker feels understood, s/he also believes that they are accepted and respected.

Empathic listening encourages empathic understanding of the listener, which leads to an empathic response. empathic understanding includes the client's experiences, perspective, decisions and suggestions and their feelings, emotions and mental state towards them (Egan 2002; Cüceloğlu, 2000). Expressing the information

or feeling that emerges as a result of empathetic approach is gaining importance. Rogers (1983: 107) emphasises that during an intense communication, it will be insufficient unless deep understanding is not shared with the client (Cited in: Jones, 2000).

Sharing empathic understanding helps the individuals to realise their feelings and desires that they have been suppressing for a long time (Cüceloğlu, 2000). The counsellor reaches the client's inner world through focusing and listening skills, thus enables both to transfer the inferred from the client's inner world and to verify the accurateness of the inferred. The key to helping someone is to listen to them carefully, to try to understand their concerns and to share what you infer (Townsend, 2003; Egan 2002, Macdonalds, 2002; Price and Archbold, 1997).

Empathic listening helps a better understanding of others' values. You give value to their perspectives and paradigm, and understand how they feel. Empathy should not be confused with sympathy. Sympathy is a kind of agreement and judgement. Sometimes it is a kind of feeling and response that will be more appropriate. The core of empathic listening is not to agree with others. It is to accurately understand their feelings and thoughts. empathic listening is beyond noting what they say, reflecting, or even understanding them. You use your ears during empathic listening, but more importantly, you listen to them with your eyes and heart. You listen to understand their feelings and meanings. You listen to understand their behaviours. You use both sides of your brain. You sense, feel and use your instincts. empathic listening is very effective, as it gives you accurate data to be used (Covey 2001: 256).

Empathic skill is defined as a skill that must be learned in order to resolve conflicts in a constructive and peaceful way without violence and aggression. Empathy is not an inherent trait. Researches show that empathic skills of both genders can be improved through training, and that empathy is something that can be learned (Dökmen, 2005). Empathic process has a significant impact on social interaction, as it helps to determine how an individual behaves in a particular situation. It is thought to affect the quality of social life in a positive way (Snow, 2000).

In the studies conducted by Egan (2002) and Kunky and Olson (2000), they emphasise the approach in the studies by Lamonica (1981) and Barret and Lennard (1962). Lamonica (1981) and Barret and Lennard (1962), empathy is defined as “*an interpersonal communication skill*”. Here, it is emphasised that emotions and thoughts of the client should be accurately understood by the counsellor, and these emotions and thoughts should be recognised by the client. This interaction also refers to the communication - which is professionally disciplinised, the empathic attitudes, and the skill of verifying that the client is accurately understood. At the end of this process, it is important for the client to see that they are accurately understood (Cüceloğlu, 2000; Kunky and Olson, 2000; Price and Archbold, 1997).

2.3.4. Problem-Solving Skills

Morgan (1991) describes the problem as a state of conflict in which an individual experiences frustration in attaining his goal”. Problem solving and decision-making are a complex set of steps in which an individual identifies and evaluates alternatives, and selects one to implement for a solution (Phillips, Pazienz, & Ferrin, 1984).

Problem-solving behaviour varies according to the situation and time. Since definition of the problem will vary for individual, the problem-solving behaviours will change accordingly. Heppner and Petersen (1982) use "problem solving" as synonymous with "coping with problems". According to the behavioural approach; since how an individual evaluates his problem solving skills according to his past experiences, how he defines the problem, how he generates alternative solutions and how he decides cannot be observed, observable behaviour he implements to solve a problem should be based in problem solving (Schultz, 1981).

According to the cognitive approach, problem solving processes consist of the steps; to understand the problem, to generate alternative hypotheses and to choose one of them, to implement solutions and to follow up on the solution (Lange, 1993).

Many researchers adopting the cognitive approach considered problem solving as a process consisting of several stages. The first and best-known model of problem solving is D'Zurilla and Goldfried's (1971) five-step model (general

orientation, explaining and defining the problem, generating alternatives, making decision and implementing a solution).

Problem solving process is defined as a complex process that requires cognitive, affective and psychomotor skills. The individual fulfils the functions such as attaining a goal through problem solving, developing means to attain that goal and overcoming the obstacles encountered while doing so (Ellis and Siegler, 1994). In the studies conducted on problem solving, it is seen that problem solving is addressed in two dimensions as problem orientation and problem-solving skills/styles (D'Zurilla and Nezu, 1990). Problem solving is explained within the framework of problem solving theory as; 1) positive problem orientation, 2) negative problem orientation, 3) rational problem solving, 4) impulsivity/carelessness style and 5) avoidance style (Maydeu-Olivares and D'Zurilla , 1996). Çam and Tümkaya (2007) define social problem solving approach as; “1) Negative problem orientation, 2) Constructive problem solving, 3) Lack of self-confidence, 4) Lack of responsibility and 5) Persistent-perseverant approach.

The problem-solving approach is based on positive-sum negotiation. There is no fixed pie-chart. A solution that suits the interests of both sides is sought. The aim is to satisfy the interests of the both parties. Conflict is a problem that must be resolved; fight is not a reason for war. For this very reason, this method is called problem- solving approach. It can also be referred to as interest-based mediation, since it highlights the interests of both parties. For problem solvers, conflict is the lack of satisfaction due to the incompatibility - or the assumed incompatibility - of needs or interests. Conflict resolution is possible by finding solutions that can meet the needs of all the parties of the conflict and providing general satisfaction (Folger and Bush, 1994: 5). Folger and Bush (1994) indicate that "the problem-solving approach is set forth in three ways in mediation". The first one is the general assessment of the situation of the parties. As the parties tell their stories in the beginning, the mediator seeks to identify and define the problems that need to be resolved or addressed. Problem solving creates a model in which the mediator can observe the contribution of the parties even in the beginning. Instead of focusing on individual explanations, the basic needs and interests of the parties are tried to be revealed. Thus, the problems created by these needs are identified. Just like a painter

who examines the large canvas he has made after each brush, a mediator who uses a problem-solving approach tries to identify the problem revealing through the parties' statements by pulling away constantly following evaluations of the parties. The second point is to be settlement-oriented. The mediation techniques are mainly focused on the existence and acceptance of the terms of the settlement that can solve the problems of the both parties, which is consistent with problem solving. If the objective of mediation is to solve the problems of the both parties, it is natural for mediators to apply mediation techniques to facilitate settlement. Settlement is the concrete evidence that solutions have been found. The third is not to discuss issues that cannot be defined as problem. The mediator's attempt to exclude the issues related to the past and the relationship between the parties is in line with the future-orientation of the mediation activity. The main objective is to reach concrete problems and solutions. This is already a valid approach of problem solving process. The mediator can try to restate the difficult issues as problems with concrete solutions. In order to implement the problem-solving approach, there should be more than one topic discussed, which should be appropriate for integrative negotiation. In other words, the interests of the parties should be compatible (Ware, 2001: 175). It is important that there is sufficient trust and tendency towards cooperation for a common solution between the parties. One of the negotiators should not pressure the other one or use effective methods to impel them towards a particular solution. In addition, a common method of finding a fair solution that both adopt is favourable (Moore, 2003: 277).

In the problem-solving approach, rather than the positions of the parties, the reasons that push them to the current situation are more of importance. It is favourable to determine which party considers which issue more important. When a party asserts a claim, the other party should not immediately object or accept it. First, the interests lying behind this claim should be revealed. Here, open-ended questions can be used directly or indirectly. Once set forth the basic requirements and priorities of the parties, demands and positions of the parties are being addressed. Rather than settlement proposals, the solutions serving the interests of both parties should be sought. Sometimes, one party can make compromises as trust and goodwill gesture (Ware, 2001: 175). Although risky, the purpose of this is to prompt the other party to

behave in the same way, to cooperate for an objective solution, to put the aggression aside and to make mutual compromises until reaching a solution (Williams and Craver, 2007: 59). The main purpose of the problem-solving approach is to settle the conflict. The solution goes beyond reaching a settlement and represents a result oriented towards the underlying interests and needs of the parties (Moore, 2003: 278).

2.3.5. Listening Skills

Adults maintain an average of 70% of their time with a variety of communication activities. They spend 45% of the communication activity by listening, 30% by speaking, 16% by reading and 9% by writing (Adler et al., 2001). It should be kept in mind that the biggest share in the communication belongs to listening, and listening is an important action to ensure accurate and healthy communication.

The profession of mediation is the process of negotiation and communication from beginning to the end, and the role of the mediator can only be understood in this process. Mediators should have skills and knowledge to understand negotiation procedures, human psychology and communication crises (McMains, 2009: 176). However, there is a growing concern that negotiators face difficulties in using active listening skills. In a study in which informal assessments were made by mediator negotiators, it was found that the lowest score among all teams was in the active listening and the negotiators jumped too early to solve the problem (McMains, 2009: 176).

Active listening skills provide creative and flexible ways for mediators, and provides information to deal effectively with new situations or people (McMains, 2009: 176).

When active listening is performed;

- a- The parties feel that they are being heard,
- b-) The parties shall trust the mediator, the mediation process and each other,
- c-) Help the mediator clearly identify the causes of the dispute,
- d-) Help the mediator to identify key information-key concepts,

e-) It provides a suitable model for the parties to communicate with each other in an proper way.

Active listening also plays an important role in characterising the continuous interaction between the mediator and the parties.

One of the biggest obstacles to active listening is not to try to understand what the speaker is trying to say, but rather to concentrate on what to say. Especially when the negotiations are deadlocked, the active listening process is endangered if accusation-defense debates are in question.

Mediator should be impartial and objective in their relationship with the parties. There is also an obligation for mediators to express that they are impartial and objective before further formalising the mediation activity. One of the fundamental criteria to evaluate impartiality and objectivity of the mediator is the fact that the mediator should show that they are listening the parties without any judgements. Therefore, the mediators do not express their subjective opinions in the communication they have with the parties and do not constitute a judgment until they hear everything.

Active listening is a challenging activity. Therefore, mediators expend intensive energy on active listening. Successfully maintaining an active listening depends on both being conscious and gaining experience. In this study, action-based training is predominantly included in order to improve the active listening skills of mediators.

2.3.6. Communication Skills:

Communication forms the basis of human relations and has various definitions. “*Commonisation of meanings, expression and understanding of emotions and meanings, and generation and exchange of information are some of these definitions*” (Kalkandelen, 1996; Dökmen, 1995). According to Baltaş and Baltaş (1997), communication is “*transfer of emotions, thoughts or information through any means*”. Communication is also defined as exchanging information by using devices such as telephone, telegraph, television and radio (Doğanay and Keskin, 2008). Another definition is that communication is exchange of thoughts, ideas,

information and facts and the process of transmitting meanings through written, oral and non-verbal messages (Tutar, 2003). Aydın (1994) defines communication as interpersonal interactions. According to Açıkgöz (2005), it is “*a partnership of information, ideas and attitudes between the sender and the receiver of a message*”.

Communication plays an important role in mediation process. The disputant parties may tend to switch from positive, constructive and healthy means of communication to a rather destructive, avoidant and negative attitude. This phase corresponds to a period where the dispute becomes a conflict and the parties need the help of a third party to solve the problem. This help is often provided by the authorities. However, the fact that the legal proceedings have some handicaps, encourages the parties to solve their problems through mediation. For this reason, communication activities continue mutually and without interruption in the entire process of mediation. Since communication have a multidimensional nature, it is a continuous process both between the mediator and the parties and between the parties themselves. Mediation is a communication activity as well. In this context, the functionality of communication stands out. The objectives of mediation activities and the objectives of communication become compatible with each other.

The fundamental objective of the mediation is to assist the parties in finding win-win solutions to their conflicts. Communication activities used to achieve this objective are also called "negotiation". Mediation cannot be carried out without negotiation. In other words, negotiation, which is the main method of mediation, is a specialised communication activity in practice. There is a close relationship between communication and mediation. Communication ensures the exchange of information, which helps the mediator to be informed of the problem. Meaning and nature of the relationship between the parties can also be evaluated through communication. Another function of communication is to assist the situation towards predicting and achieving clarity through feedback. In this way, the parties and the mediator are motivated to evaluate how they advance in the process, to identify deadlocks, to find the crux of the problems and to negotiate for the problem to be solved.

In the literature, various extents of communication is discussed. These are defined as individual communication, interpersonal communication, corporate

communication and mass communication. The communication skills below are included in our scope of research.

Communication skills enable the individual to understand verbal and non-verbal communication, to receive and communicate the messages properly (Elias et al., 1997). Communication skills are defined briefly as sensitivity to verbal and non-verbal messages, effectively listening and reacting effectively (Korkut, 2004 :).

Active listening and effective response skills require skills such as asking questions, summarising, repeating with other words, identifying the behaviour, words and emotions of the other party, reflecting properly, and verifying if they understand and giving effective feedbacks (Korkut, 1996) .

Another key skill used in mediation to achieve the constructive resolution of conflicts is communication. The skills often addressed in mediation are active listening and empathy. The mediator should listen to the disputant parties effectively and be able to summarise what they say with their words. Thus, the mediator helps parties understand each other accurately and completely. When conflicting parties are actively listening, misunderstanding is eliminated. In this way, it is easier for the parties to reach a common solution. Without active listening, reconciliation is quite difficult. Active listening and understanding what the other party means is a must for a constructive and peaceful resolution of conflicts. Although the parties do not approve each other, they should understand each other accurately. When the parties can establish sympathy with each other, communication barriers clear away. And this is achieved by empathy. Empathy is constructive, peaceful, and a necessary element to achieve solutions that benefit both parties. Both the mediator and the parties need empathy to resolve the conflict. Therefore, it is must that mediators acquire these two skills (Türnüklü et al., 2009).

Several studies have been conducted to evaluate the effectiveness of communication skills training programmes, prepared to improve communication skills. In these studies, communication skills training programmes in general have improved communication skills (Yüksel, 1997; Sızak, 1999; Demirci, 2002; Riesch, Henriques, Chanchong, 2003; Deniz, 2003; Korkut, 2005).

Marshall Rosenberg (2011), an American psychologist, developed the Giraffe system (nonviolent communication) or responding with compassionate ways to anger

and violence. When we are physically or verbally attacked, we can learn to remain silent about our feelings and understand the unmet needs of the opponent, rather than being angry, embarrassed or ready to attack. This process requires a high level of awareness and empathy to be able to give a compassionate response which will break the cycle of conflict and meet the needs of both sides (Rosenberg, 1983).

Therefore, the heart of mediation is negotiation. The most fundamental consideration of the negotiation is the effective application of communication skills. Communication-based applications also indicate the art sense of mediation. The mediator shapes the whole process by using her/his communication skills, becomes a model for the parties and contributes to constructive resolution of the conflict.

2.4. PSYCHODRAMA

Psychodrama; "is a method for exploring psychological and social problems by having participants enact the relevant events in their lives instead of simply talking about them" (Blatner, 2002). It encourages individuals to examine their relations, problems, conflicts, and their inner worlds through role-plays and thus to raise their awareness. J.L. Moreno's definition of psychodrama is "re-enacting real-life experiences".

According to another definition; psychodrama is a therapeutic method that "helps individuals to complete their unfinished works or raise their awareness by increasing their creativity and spontaneity, allowing them to re-enact their past experiences". Psychodrama is "the integration of the philosophical, sociological and psychological theories developed by Moreno " (Altınay, 2000). Psychodrama is also defined as "a mental development/ treatment approach that benefits from dramatisation and spontaneous theatre" (Dökmen, 1995).

According to Moreno, psychodrama is an approach that examines human existence and the different real-life situations through drama methods (Schützenberger-Ancelin, 1995). Psychodrama is based on both group and individual life. For psychodrama, the group experience has a particular importance for both individual and group (Schützenberger-Ancelin, 1995).

Using dramatic interactions, sociometric measurements and group dynamics, psychodrama enables development of new perceptions and behaviours, and reconstructs cognitive patterns. Thus, it facilitates the changes in individuals or groups (Fine, 1979). Psychodrama - which is usually a group psychotherapy - train the individuals' ability to review their relationships with others, to understand the problems they face in these relationships, to reach alternative solutions and to choose one of these alternatives and to behave accordingly (Whathney, 1979). Psychodrama emphasises the importance of creativity, takes into account the existential and phenomenological process, highlights the value of spontaneity and improvement, and provides communication, feedback and collective social change (Altınay, 2007b).

The concepts of action, spontaneity and creativity are the basic starting points in psychodrama. Psychodrama is the transformation of individual's mental world into action. People have a method of self-expression, appropriate to their spirit and process of improvement. This way of self-expression that is appropriate to the nature of human can make important contributions to their mental development (Dökmen, 1995). Moreno defines spontaneity as a "catalyser for creativity". According to Moreno, spontaneity is "to give the reaction that the situation requires". Moreno defines spontaneity as "an adequate response to a particular situation". According to him, this ability is natural, spontaneous action cannot be accomplished. Spontaneity can be improved gradually with psychodrama exercises. The objective of psychodrama is to train and improve the spontaneity of the participants; to eliminate emotional obstacles to it. Moreno stated that most of the mental problems are accompanied by a lack of healthy spontaneity. In individuals with psychological and emotional problems, inadequate fresh responses and pathological spontaneity are observed. In these cases, a healthy inner situation and a healthy relationship with the outer world are developed through the exercises. For adequate and non-fresh responses, the exercises are used to encolour, enliven, and revitalise the spirit (Dayton, 2005: 63).

According to Moreno, interpersonal relationships are shaped by empathy, transference and tele relations. In psychodrama, empathy is to play the role of others and live as if it were your own. Thus, the individual not only understands others but

also experiences the same life experiences and extends her/his own awareness (Özbek and Leutz, 1987: 15).

Psychodrama is a way of helping the individual to integrate with a combination of verbal and nonverbal communication. According to Moreno, psychodrama is an approach that examines human existence and different real-life situations through dramatisation (Schützenberger-Ancelin, 1995).

Theorists and researchers have made efforts to enrich psychodrama using cognitive-behavioural techniques (Benal and Uregen, 1990; Hamamcı, 2006; Treadwell, Kumar and Wright, 2002). However, it is stated that some traditionalist psychodrama practitioners have a slow attitude in adapting or borrowing cognitive therapy techniques to psychodrama (Treadwell, Kumar and Wright, 2002: 2). Although the method of psychodrama includes useful, effective techniques that can be easily applied to any theory, richness constantly with the help of spontaneity, creativity of the practitioners and group members. Göka (2008) states that the practitioners who followed Moreno, removed psychodrama techniques from a simple technique that can be easily applied to any type of theory, that the technique is flourished and developed, re-expressing Moreno's psychodramatic comprehension by freeing from the utopian aims for great narrative in today's terms. Göka (2008) explains in this statement that psychodrama techniques are so comprehensive that they can be considered together with other theories, but that they should also retain their unique characteristics. The fact that two or more theoretical structures enrich each other means that each structure is flexing its own principles, and on the other hand, that it does exist without losing its basic philosophy. This may be similar to the fact that both of the two people maintain their own assets and boundaries and contribute to the relationship adequately. At this point, it contributes to ethics, philosophy and scientific progress and ensures enrichment.

Almost all of the therapeutic approaches that serve the development of human beings have various objectives such as providing the client with awareness of their problem, identifying the problem, determining the resources of the client to solve the problem, finding the previously undiscovered alternatives and increasing the coping capacity of the client.

Dramatisation gives us the opportunity to examine the ways of coping with not only previous and current problems, but also anticipatory anxieties. In this respect, psychodrama is a therapeutic and instructive method with a pedagogical effect as well (Schützenberger A, 1995).

2.4.1. Role Theory

The basis of psychodrama is interpersonal relationships and role theory. According to Moreno, role is an interpersonal experience, an inseparable part of social life. Even social life consists of roles. In short, there are three types of roles: psychosomatic, social and psychodramatic. Structure and functioning of psychodrama are largely based on role theory.

No psychodrama session consists of dialogues or conversations entirely. It is essential to play a role and take action in psychodrama. According to Moreno's role theory, each individual plays a variety of roles, i.e. has a certain role repertoire, and this repertoire can be improved. People playing psychodramatic roles in the psychodrama stage can gain skills to play other roles, especially social roles in their everyday lives (Dökmen, 1995).

Psychodrama is the method of action. The principle of "don't tell us, show us" is like a key to getting rid of the limited world of words and to existence of human with their all functions. The group is the perfect social placenta in which the individual finds her/himself. Auxiliary egos and therapist play a very important role in the realisation of everything, enabling the beginning of change, raising awareness and meeting the needs (Altınay, 1998).

Role reversal technique is one of the most important techniques of psychodrama. According to Moreno's role theory, each individual plays various roles. And the most important way to improve these roles is psychodrama. Since the roles played in psychodrama can be transferred to everyday life, they are important for the individual (Dökmen, 2005).

Here are ways to help improve the role repertoire:

a-) To realise that there are various roles in life; to realise which role is best suited to them,

- b-) To recognise their role conflicts; to be aware if they represent a role or avoid it in their everyday life,
- c-) To be able to make a choice amongst various roles in life and take responsibility for this choice,
- ç-) To increase the chance of making a choice by improving spontaneity,
- d-) To try various roles; to reverse roles with others, to empathise with them,
- e-) To have some people's roles through identification,
- f-) To meet others and their roles through tele relations (Dökmen, 1995).

In mediation training, methods based on role-playing are frequently used. The method of psychodrama is an important alternative to the limited exercises of mediation training. Psychodrama provides an atmosphere in which the parties deeply experience each role. Thanks to the feedbacks of the group, they also have insight into the parts that are not experienced.

2.4.2. Functions of Psychodrama

Psychodrama solves breakdowns concerning their experiences from the past, internal conflicts, and spiritual traumas and unleash them from their darkness. Dramatisation of emotional and exciting experiences from the past and reliving them "here and now" are the cathartic functions of the method (Schützenberger-Ancelin, 1995).

Dökmen (1995) summarises the three basic functions of psychodrama, i.e. "experiencing catharsis and gaining insight" and "testing the reality" and "learning it":

1) Experiencing catharsis and gaining insight: Catharsis means that people release their feelings. Insight means having a deep understanding of the reason of a particular behaviour. Any insight must be accompanied by catharsis. Psychodrama without the experience of catharsis, insight alone is not functional, not therapeutic.

2) Testing the reality: In the psychodrama stages, people question some realities in their lives and accuracy of their deep beliefs. In this respect, the stages of Psychodrama are a kind of laboratory.

3) Learning: a mental development and therapeutic approach aiming behaviour change in individuals through psychodrama, catharsis and insight. We can list the exercises that lead to behavioural change as spontaneity training, assertiveness training, role training, trying new behaviours, observational learning, and learning through insight.

2.4.3. Elements of Psychodrama

One of the elements that allow the application of psychodrama to the theoretical system is the tools used. The tools used in psychodrama are called stage, director, protagonist, auxiliary ego and group. The above tools are introduced below;

1-Stage: It is the first tool in psychodrama. Any place where the protagonist is can be used as a stage. It provides protagonist with a versatile and flexible range of motion that is not available in real life. As Protagonist and the group warm up to the act, the scene begins to take place. The room is restored to its old identity only after the acting is over (Moreno and Elefthery, 1975; Moreno, 1977).

2-Director: According to Moreno (1977) the director has three functions; directorship, therapist and analyst. As a director, they should be alert to all kinds of clues that the members will provide, establish a relationship between the protagonist's path on the stage and the path in life, and should not allow the group to break with what is on the stage; as a therapist, and as an analyst they should by means of information and impressions s/he obtained from protagonist and auxiliary egos (Mc Lean, 1968; Moreno, 1975; Goldman and Morrison, 1984).

3-Protagonist: A person out of the group who needs to discover her/his own habitat (Moreno and Elefthery, 1975, p.77). Protagonist expresses both her/his own thoughts and feelings of her/his own subjective world, and experiences the situation for her/him; and s/he places her/himself in the other's shoes by reversing the roles. Thus, the protagonist can gain a new aspect and insight in accordance with Moreno's principle of "every true second time is the liberation from the first".

4- Auxiliary Ego: Auxiliary ego is the person who will replace the real or imaginary people that the protagonist will need to revive an event belonging to the past, present or future, with respect to the present time (Starr, 1979). The auxiliary

egos play the roles assigned to them, or an aspect of protagonists' role. Whether they represent the protagonist or someone else, the auxiliary egos have to understand her/his feelings, that is, to empathise with her/him. When the role played by the auxiliary does not fit the reality, the role reversal and doubling techniques are used. Thus, the auxiliary ego gradually takes on the role of the person, allowing the protagonist's transferences and projections, and helps her/him with catharsis (Fine, 1979; Özbek and Leutz, 1987; Kaner, 1990 b).

5. Group: The group represents a small sample of society. Through their attendance as doubles and auxiliary egos during the role-plays, and their feedbacks, they enable the protagonist to gain new aspects. The group members also get help because they become parts of the roles (Moreno and Elefthery, 1975; Moreno, 1977).

2.5. THE CORE AND AUXILIARY TECHNIQUES OF PSYCHODRAMA

Another element that enables the application of psychodrama to the theoretical system is the techniques based on the role theory. The core techniques of psychodrama are double, mirror and role reversal. All techniques increase individual and group participation and enable individuals to better understand themselves and others. Besides, these techniques help individuals maintain self-control and evaluate the reality (Starr, 1979).

1- Double: This technique is based on the period when the infant cannot distinguish between me and you. In this period, the mother understands and perceives the infant's needs of any kind (Uzbek and Leutz, 1987). Double is based on this principle as well. An auxiliary ego perceives the protagonist's inner world, adopts her/his body to become a psychological unity by copying her/his physical bearing in every way and identifying with her/him (Fine, 1979). Therefore, the double should set her/his feelings and thoughts free to make her/himself of the protagonist.

The double stands behind the protagonist and behaves just like her/him. In double technique, the feelings and thoughts that the protagonist is not aware of or is aware of and avoids to express are expressed on behalf of her/him (Mc Lean, 1968; Nolte and Hale, 1976; Goldman and Morrison, 1984; Treadwell et al., 1990). In other

words, you empathise with the protagonist and become her/his inner voice and a bridge is established between her/his intrapsychic reality and the environment (Hudgins and Kiesler, 1987).

2) Mirror: This technique stems from the period when the infant gradually learns to know her/himself as an individual who is separate from others. In this period, the child is aware that the image in the mirror belongs to her/him (Uzbek and Leutz , 1987). Likewise, the auxiliary ego imitates the protagonist's, acting as a mirror to her/him; thus, the protagonist sees her/himself "as if in a mirror" and perceives the way other people see her/him (Moreno, 1975; Brammer and Shostrom, 1979; Starr, 1979; Treadwell et al., 1990). Meanwhile, the protagonist is removed from the stage and watches it as if s/he is looking at her/himself in the mirror. In this way, s/he sees her/his own behaviours, attitudes, forms of relationship, and the reactions of others, and puts her/himself in their shoes. In other words, s/he both objectively evaluates her/his own behaviours and sees her/himself from the outside (Moreno, 1975).

3) Role Reversal: This technique is based on the principle that the child places her/himself / herself in the role of others and perceives her/himself in that role (Özbek and Leutz, 1987). In a scene that is important to the Protagonist, s/he reverses with the other with whom s/he interacts, i.e. the complementary role, and acts as if in the place of this other person. Role reversal, 1) helps to obtain information only known by the protagonist her/himself, 2) helps the protagonist perceive the other's view about her/himself, 3) helps the protagonist see from the outside, 4) thus helps the protagonist to have a new aspect towards her/his existential reality (Clayton, 1973; Goldman and Morrison, 1984; Kellerman, 1985; Carlson-Sabelli, 1989).

2.6. PHASES OF THE PSYCHODRAMA SESSION

A psychodrama session is a three-phase process: warm-up, action and group sharing.

Warm-up: is the first and fundamental phase of psychodrama. Moreno states that, whether aware or not, we are warming up to everything in life. Getting up, starting a business, etc. we start everything by warming up (Goldman and Morrison,

1984). Warm-up prepares us for action. In psychodrama, the warm-up prepares the group and the manager to work together and provides emergence of protagonist out of the group (Whathney, 1979). When the protagonist comes on stage with the director, they speak for a while, while the protagonist warms up to the stage while the director determines the strategy of the action, that is, s/he warms up to his / her role.

Action: The action phase starts when a protagonist emerges and comes on stage. The action is started with the organisation of the stage where the scene based on significant events in the protagonist's life will take place and the selection of the auxiliary ego, and then the event is re-enacted. It is not important to re-enact the real event accurately. What is important is the scene that emerged as a result of the reconsideration of the event by the protagonist in accordance with the principle of here and now (Kaner, 1990a). Moving from one scene to the other with the help of the clues, information and symbols that arise during the event, the protagonist gets help to examine her/his own behaviour, to reconsider her/his life and to make choices for her/his future (Goldman and Morrison, 1984).

Sharing: Leutz states that sharing is a direct participation in the life of the protagonist through psychodrama (Özbek and Leutz, 1987). In this phase, the protagonist is now back in the group. The auxiliary egos give feedbacks on what they experience in their roles and the others' roles. Then, the audience (the other group members) give feedbacks on their identification. Then, similar experiences are shared. Thus, the protagonist sees that s/he is not alone, feels understood, and learns to see her/himself differently through the feedback. S/he also sees how the group becomes an emotional unity (Goldman and Morrison, 1984; Kellerman, 1988).

It aims to provide individuals with appropriate behavioural options and new perspectives towards their perceptions about themselves and the others and attitudes towards the others.

2.7. COGNITIVE BEHAVIOURAL APPROACH

The Cognitive-Behavioural approach was first introduced in the mid-1970s. The Cognitive Behavioural Approach is based mainly on Epictetus' view that

“people are not uncomfortable with events and rather with their perspectives of them (Ivey , Ivey & Simek-Downing ,1987:301-314). This approach focuses on the interaction of the individual's thoughts, feelings and behaviours (White and Freeman, 2000; Sternberg 2009). Accordingly, the specific content of a particular interpretation of an event leads to subjective emotional reactions of the individual (Beck 2008).

In the Cognitive-Behavioural approach, individual's way of thinking and feelings are tried to be revealed, and “their inner experiences such as thoughts, feelings, demands and attitudes” are emphasised (Arkar, 1992). In other words, it can be said that it is a method based on determining how and in what ways an individual builds their world (Arkar, 1992).According to White and Freeman (2000), cognitive behavioural methods are used to change dysfunctional beliefs and develop a more realistic way of thinking. In the cognitive behavioural approach, individuals are encouraged to change their negative way of thinking.

This method aims to integrate thought, action and decision making. This goal is only attained when an individual changes their way of thinking, takes responsibility for their decisions and changes their actions/behaviours. Therefore, Cognitive Behavioural Approach serves to integrate thought and action, to understand their behaviour and to meet the need to understand what it means (Ivey, Ivey & Simek-Downing, 1987). Cognitive Behavioural Approach also suggests that thought is implicitly connected to feeling. Emphasising the connection between feeling and thought, this approach also suggests that both of these elements interact with behaviour and sometimes it is very difficult to separate them from each other.

Briefly explained, it is possible to summarise the functions of the cognitive behavioural approach as follows:

- Recognising the interaction of how we think (cognition), how we feel (emotion) and how we act (behaviour),
- Noticing negative automatic thoughts of the individual,
- Testing the findings for and against the distorted automatic thoughts.
- Replacing the false cognitions with more realistic interpretations and

- Recognising and learning non-functional beliefs prone to disrupt the individual's experiences (Beck, Rush, Shaw & Emery, 1987; Hawton, Salkovskis, Kirk & Clark, 1989).

Cognitive theory examines the cognitions addressed during conceptualisation of the individual's cognitive structure under two main headings: Automatic thoughts and Cognitive Schemes. Automatic thoughts and cognitive schemes are explained in detail below.

2.7.1. Automatic Thoughts

Cognition is verbal or imaginary elements that form the stream of consciousness. According to a research result, in a 16-hour period in which an ordinary person stays awake, approximately 4,000 different thoughts pass through his mind, and about 13% of this mental activity is “self-evolving non-intended thoughts” (Türkçapar, 2009: 82).

According to Beck, people have a river of thoughts that quickly flow through their minds (Ivey et al., 1987) and are unaware of all the messages they get across to themselves during this flow of thoughts. These thoughts go through the mind so quickly and they appear so suddenly that one does not have to make any effort to initiate or sustain this process (as cited in Sedgwich, 1989). The name Beck gave to such rapidly flowing line of thoughts was, therefore, “automatic thoughts.” At the same time, these thoughts include mostly scripted and routine thoughts that guide people through their behaviour (Türküm, 1999: 60).

In cognitive therapy, automatic thoughts are considered as "environment-specific cognitions within the mind flow and accompanied by moments of distress". These occur spontaneously, are not directed or motivated product of thought, often not noticed, but the accompanying emotion is active and is associated with certain emotions according to content and meaning (Türkçapar, 2009: 83). That is, automatic thoughts appear spontaneously in our minds; they are very short and fast. It is not the thoughts that individuals are usually aware of, but the emotional state, mood that follows the thoughts.

Cognitive Schemes

Cognitive Schemes are the elements that individuals use in perceiving, coding and remembering information, and those represent themselves and the world in which they live (Kendall, 1993). The schemes developed with various experiences are adapted to facilitate more efficient information processing. The new information is linked to the old to recognize, remember, and take appropriate action when needed. However, as shown in cognitive psychology and social cognition research, this effort also includes a bias that automatically encodes and extracts information appropriate to the scheme. In other words, it includes recording of information that is not suitable for the scheme. Digestion of the scheme by new information emerges more easily than compliance of new information with the scheme (Türküm, 1999: 64).

It is a powerful technique to deal with the basic beliefs, rules and assumptions that make up schemes by returning to childhood, which is usually the period in which they occur. Since schemes are difficult to change because their roots are in the past, they should be addressed not only with rational techniques but with emotional stimulation (Türkçapar, 2009.372).

The concept of cognitive scheme is used to explain why individuals maintain their self-defeating behaviour despite objective evidence of positive factors in their lives. When an individual encounters any situation, the scheme associated with that state is activated. The scheme may not be active for a long time, but it is activated in some special cases (e.g. stress or conflict). When negative schemes are activated, the person loses control over the thought process and has difficulty in activating more appropriate schemes. When the messages passing through the mind continue in a judgmental dialogue, they lead to the formation of mental problems as well as perception errors that interfere with interpersonal relations. Rosenberg (2011) stated that "it is difficult for us to create a healthy inner world for ourselves when we have critical, accusatory and angry thoughts."

According to Cognitive Behavioural Approach, the individuals are affected by the mental processes they are going through, their emotional state and behaviours that are shaped by them. As can be understood from the definition of mediation, the essence of mediation is the on-going conflict between individuals. From the moment the conflict arises, mental-emotional and behavioural interactions emerge depending on the meaning of the parties to the conflict. In particular, conflicts based on belief and value differences can be considered as the most difficult mediation practices. Coser (1967) argued that the mediation processes involved the mental and affective situations and interactions of the parties competing with each other, who disagreed on perceived or real differences about beliefs and values.

If the negative results of communication based on misperceptions and stereotypes between the parties in the conflict context are evident, if solutions cannot be found due to repeated negative attitudes, if the disagreements between the parties have polarised the parties, if the parties cannot agree on their interests, if the values of the parties will interfere with the ways of agreement; conflict resolution can be achieved by using mediation method. The mediator generally focuses on negative discussion environments, content and form of discussion, or communication errors between the parties. However, the precondition for the mediator to perform an effective reality test is to ask explanatory questions and in neutral tone.

Literature

In this chapter, some studies on domestic and foreign mediation training programmes are addressed. There are some studies on mediation training programmes from Turkey and abroad. In addition to the mediation training programmes, the criteria of at least one variable to take partnership with the study is selected as the baseline.

2.7.2. Studies on Mediation Training Programmes

Mediation training programmes are mainly divided into studies about adult training and programmes for children or adolescents. Programmes for children or

adolescents are generally school-based, under the title of peer mediation. Studies on peer mediation are very common both in Turkey and abroad. However, studies involving adult training programmes are rarely conducted. Below, the studies conducted in Turkey and abroad are addressed.

Turk and Ungerleider (2017) stated that they are conducting a training programme that includes interpersonal relations and a series of mediation-based inter-personal, inter-ethnic and intercultural awareness and awareness-raising activities on the island of Cyprus. The studies stated that this approach improved the relations between the Greek and Turkish Cypriot communities with different views on the reunification of the island. They also emphasised that the mediation training programme guided the participants to the natural structure underlying the mediation process.

Kayser (2015) stated that many doctors lack the means of communication required to make difficult conversations. He stated that bioethics mediation training encourages participants to take effective discourses and develop skills that enable participants to find a common ground by eliminating communication barriers. Kayser (2015) stated that mediation training for physicians could increase the capacity to communicate with patients in order to cooperate more effectively, and that doctors' ability to identify potential conflicts in the early period has improved.

In his article, *Mediation Skills and Client-Centered Lawyering: A New View Of The Partnership*, Bush (2013) emphasises that some mediation courses have a relatively new approach called transformative mediation rather than a problem-solving approach, and that these courses train a different set of skills focusing on interactive support. In this article, the author argues that interactive support skills are useful in practicing attorneyship and in particular in the practices centered on the client, and that the courses that train these skills should be welcomed in the curriculum of law faculty. The study presents a summary of some of the basic skills trained in 'transformative mediation' and explains how they differ from the problem-solving skills trained in a traditional mediation course.

In a study, Raines, Hedeem, and Barton (2010), have made recommendations on what are best practices for training mediators associated with courts. The studies have obtained findings including the design of training programmes, the importance

of experiential learning through role play, learning methods for adults, trainer competences and regulatory practices. Study data were obtained by evaluating arrangements and mediation training in the state of Florida. According to the results of the study, the authors emphasised that a collaborative approach which includes all stakeholder groups and facilitates the implementation of the necessary changes will provide the best benefit.

Lieberman et al. (2005) examined the effectiveness of a model developed by the support of the Israeli Ministry of Justice to promote the training of mediators. This model emphasises the improvement of critical self-assessment skills and training through practical experiences, enabling individuals to recognise their strengths and weaknesses. The participants' knowledge and skills were measured by self - assessment questionnaires at the beginning and end of the training programme. The findings show that the knowledge and skills of the participants increased during the programme. Moreover, based on the responses of the mediators to the self-assessment questionnaires and the data from the trainers' reports, it shows that most of the participants made a higher assessment for the skill. Besides, it is also stated that there is some increase in the awareness of the participants about their weaknesses.

Saulo and Wagener (2000) conducted a study to measure the perceived comfort levels of health professionals before and after the mediation training and to determine the extent to which the mediation principles were used in the work environment or in their private lives. This study was carried out with 173 health personnel selected from a non-profit hospital, an organisation providing health care, a care centre managed by an insurance company, and a qualified nursing rehabilitation centre. The study lasted for three years. 25-hour mediation training programme was applied to the participants. Pre- and post-tests were applied to the 130 of the personnel. The study showed that the perceived comfort level of the health personnel participating in the training programme increased significantly, the active listening, summarising and restructuring skills were the most used mediation skills of the participants after the training, and that these skills were transferable to the workplace to help solve the problem, and also that it saves the parties from the costly trial.

Maxwell (1997) examined conflict management and mediation training for residents living in public housing in a large central city for community empowerment. In the study, Lederach's elicitive and normative training models were used as a framework to explain the dynamics of power and weakness. The findings show that conflict management and mediation training offer an empowering experience for the participants, and that it is difficult to transfer skills to the community. Furthermore, in this study, it was emphasised that after the completion of the training, the external environment should be structured in such a way that participants' skills can be used in order to be successful in strengthening the society.

In our country, the only study conducted directly for mediators was carried out in the frame of the Project for Development of Mediation Activities in Civil Disputes in Turkey (AGEP). In this study, it is aimed to collect data that will make reference about the current situation of mediation in our country. The data of the study were conducted by using mixed research methods with mediators in seven provinces. Study data were obtained using quantitative (online, face-to-face and telephone-filled surveys) and qualitative (in-depth interviews and data from focus group meetings) methods. According to the findings, it was seen that 80% of the trainers and 71% of the mediators stated that they were not satisfied with the content of trainings, 38% of the trainers and 28% of the mediators described the content of trainings as inadequate. According to the data of 53 trainers participating in the study getting feedback from the mediator candidates on training; the highest positive feedback was reported to be the ethical rules to be followed in mediation (81%) and the lowest positive feedback was in social psychology (57%), personality (62%) and meeting management (63%). Based on the data of this study, it is considered that the mediation training hours are increased to 84 hours in the second paragraph of Article 32 of the Regulation on Mediation in Law Disputes published in the Official Gazette numbered 30439 on 02.06.2018 (http://www.arabuluculuk.adalet.gov.tr/manset/d-uyurular/temel_veri_rapor.pdf.05.01.2019).

Gögebakan Yıldız (2016) conducted a study to examine the Conflict Resolution and Mediation Training Programme in terms of the opinions of the mothers. The eight-week training programme was conducted with 12 mothers and

one of the qualitative designs was used. Expectation form, metaphor form and researcher diary were used as data collection tools. The findings show that the implemented Conflict Resolution and Mediation Programme provides positive improvements in communication, anger management and conflict resolution/negotiation skills of mothers.

In a study conducted by Öztürk (2016), it is aimed to evaluate the options that may arise in the development and enrichment of the existing situation of mediation training by making use of instructor attitudes and opinions. The study was conducted using qualitative research technique. In the study, open-ended and semi-structured questions were asked to the participants and the data obtained at the end of the interviews were evaluated and interpreted. According to the findings; it was determined that the participants found the sub-components of the training programmes insufficient in terms of content of trainings, duration of the course, materials and resources trainings, success of training institutions, practice training and legislative infrastructure of the trainers.

In Türk's (2013) study which examined the effect of peer mediation training on mediation skills of high school students, a two-stage approach was followed. In the first study, the effects of peer mediation training on the conflict levels, empathic tendency levels and aggression levels of high school students were investigated. In the first study, experimental design with pretest-posttest control group was used. The argument for the first study is peer mediation training. The study was conducted in two Anatolian high schools in Denizli province within 2009-2010 academic years. In the second study, it is aimed to investigate the effects of mediation skills of the students receiving mediation training on the constructive and peaceful solution of real student conflicts. In the second study, mediation, peer mediators and conflicting parties' views, experiences and perceptions about mediation are evaluated. According to the findings of the first study, it was observed that there was a significant increase in the conflict resolution and constructive conflict resolution levels of the students in the experimental group, but there was no significant difference between the experimental and control groups. In the level of aggression, it was determined that the aggression levels of the students in the experimental group decreased significantly. When the findings in the second study were examined, it was

determined that 39 student conflicts were resolved through peer mediation, and 97,5%, conflicts ended with a constructive agreement, peer mediators were satisfied with their mediator role, and their behaviour was positively changed.

Türk (2008) examined the effect of negotiation (problem solving) and mediation training programme on 4th and 5th grade elementary school students' conflict resolution and empathic skills. The study was conducted in three primary schools within 2006-2007 academic years. In this study, an experimental design with pretest-posttest control group was used. The students in the experimental group were given negotiation and mediation training for 16 weeks and no training was given to the control group. As a result of the statistical analysis, it was determined that the students in the experimental group were more constructive in conflict resolution, and used less domination and avoidance strategies. On the other hand, no significant difference was found between the control and experimental groups in empathic skills.

Koruklu (2003) investigated the effect of mediation training on communication and conflict resolution skills of a group of university students. The study is an experimental research which is suitable for the pretest-posttest model with control group. 30 students from Aydın Adnan Menderes University Faculty of Education were selected as the study group and 60 students as the control group. 40 hours of Mediation Training was applied to the experimental group and no procedure was applied to the control group. According to the findings, as a result of the Mediation Training, there was a significant increase in the empathic tendencies of the experimental group in communication and conflict resolution skills, and there was a significant decrease in the tendency to enter into communication conflicts. There was no statistically significant difference between the pretest and posttest scores of the control group.

CHAPTER THREE

METHOD

In this chapter, model of the research, creation of target population of the research and selection of the sample group, data collection tools, collection of data, general explanations about the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions, content of the programmes and statistical techniques used in data analysis will be addressed.

3.1. RESEARCH MODEL

In this research, real experimental design based on pre-test, post-test control group was used to see whether psychodrama exercises and Mediation Skills Training Programme - enriched with Cognitive Behavioural Approach - positively affect mediators' empathic approach, problem solving ability, active listening and communication skills. In addition, effects of training programme and psychodrama exercises on the participants were examined with qualitative research methods.

Symbolic representation of experimental model with pre-test control group is given below.

Table 1: Representation of Experimental Model

Groups	Pre-Test	Application	Post-Test
Experimental Group	Empathic Skill Scale, Interpersonal Problem Solving Inventory, Listening Skills Scale, Communication Skills Scale	Psychodrama Exercises concurrent with the Mediator Skill Training Programme enriched with Cognitive Behavioural Method	Empathic Skill Scale, Interpersonal Problem Solving Inventory, Listening Skills Scale, Communication Skills Scale
Control Group	Empathic Skill	None	Empathic Skill

	Scale, Interpersonal Problem Solving Inventory, Listening Skills Scale, Communication Skills Scale		Scale, Interpersonal Problem Solving Inventory, Listening Skills Scale, Communication Skills Scale
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Table 1 Experimental model with pre- and post-test control group.

Moreover, qualitative data were gathered on the effects of Mediation Skills Training Programme enriched with Cognitive Behavioural Approach and Psychodrama Group Exercises using semi-structured interview techniques. Mixed research method was preferred due to the collection, analysis and interpretation of quantitative and qualitative research data. Green (2005) stated that the need for mixed research methods is increasing due to the elimination of deficiencies in a single method and allowing more qualified studies. Researcher wanted to increase the reliability of the study by using the quantitative and qualitative methods together.

3.2. PARTICIPANTS

The sample group of this research is lawyers who hold the mediation license. The research was carried out with a total of 22 mediators, 11 in the experimental group and 11 in the control group. Majority of the education group was female (82%) as the control group (73%). Age of the participants ranged from 32 to 58 ($M = 48$, $SD = 7.73$).

All mediators practicing in İzmir who are registered in the list of Directorate for Department of Mediation maintained by the Ministry of Justice - available at <http://www.adb.adalet.gov.tr/arabulucu/> - constitute the target population of this research.

All mediators practicing in İzmir were sent an e-mail concerning objective of the research and participation conditions. The participants volunteering with their responses to our e-mails were interviewed face-to-face and provided information

about the objective, duration and conditions of the research and filling out the scales, mandatory rules. Participants who received or receiving psychiatric care were excluded from this research. Furthermore, on 10.12.2015 and 11.03.2019, members of the board of Izmir Mediation Association were given an oral presentation about the objective of the research and how it would be conducted.

Following the announcement, 19 mediators (4 males and 15 females) stated that they wanted to join the experimental group. 25 people stated that they wanted to participate in the control group. As the sufficient number was reached, a work schedule was created and interviews were conducted with volunteers. One or two days before the commencement of the study, 8 of the volunteers stated that they decided not to participate in the experimental group because of long working hours, last-minute setbacks or travel plans. Therefore, the study was completed with 11 experimental group and 11 control group.

3.3. INDEPENDENT VARIABLE OF THE RESEARCH

The independent variable of this research is the Psychodrama Group Exercises concurrent with the Mediation Skills Training Programme enriched with the Cognitive Behavioural Approach. The Mediation Skills Training Programme was prepared by adapting the basic concepts and some techniques used in Cognitive Behavioural Approach to mediation activities. The main reason for this is that the techniques and concepts presented by the Cognitive Behavioural Approach also make a positive contribution to mediators' "empathic approach, problem-solving ability, active listening skills and communication skills" during mediation activities.

The training programme has been developed by integrating two main applications: Mediation Skills Training Programme Group and Psychodrama Group Exercises. This programme, designed for the experimental group of the research, was designed in the form of modules. A module consists of the Mediation Skills Training Programme which is applied in the morning and Psychodrama Group Exercise which is applied after the lunch break.

In accordance with the purpose of the study, it has been developed by cognitive and behavioural approach techniques and psychodrama method. The

structure was kept parallel to the previous training received by the mediators to register in the mediation record.

Besides, it is assumed that the mediators who participated in this research had already acquired the basic information about conflict dynamics, coping strategies, negotiation steps, communication techniques and mediation activities. For this reason, the training programme and psychodrama sessions focused on how the participants would use the information they acquired. Therefore, this research focuses on learning by experience more than didactic teaching method.

A list of activities, courses and expected outcomes of this research are given below (Table 2).



Table 2: A list of activities, courses and expected outcomes

	Activity	Outcomes	Course Hours (50 Minutes)	Psychodrama Exercise
<u>First Module</u> Introduction of Cognitive Behavioural Approach	Theoretical knowledge on Cognitive Behavioural Approach	Cognition of the concepts of automatic thoughts, irrational beliefs / cognitive distortions and the negative effects of these mechanisms	1 Hour	4 Hours
	Relationships between cognition, affect and behaviour	The ability of the group members to recognise of general characteristics of thoughts, feelings and behaviours, to understand the interaction between them, and to know the distinction between subjective thought and objective thought	1 Hour	
	ABC Model of	The ability to		

	Ellis	express experiences they had or observed by analysing A- Activating Event, B- Belief, C- Feeling, D- Behaviours according to objective reality and subjective thought criteria	1 Hour	
<u>Second Module</u> Automatic Thoughts, False Cognitions, Non-Functional Beliefs	Test and Notice of Automatic Thoughts	The ability to notice the automatic thought patterns of the disputant parties	1 Hour	3 Hours
	Replacement of false cognition and evaluations with real interpretations	The ability to know how to develop alternative rational thoughts against irrational / non-functional cognitions and beliefs	1 Hour	
	Notice and change of non-functional beliefs	The ability to observe the emotional and behavioural consequences of the application of	1 Hour	

		alternative thoughts		
<u>Third Module</u> Communication	Healthy Communication	Learning the difference between observing and evaluating, and the characteristics of I-Language and responding with I- and You-Language, noticing verbal and non-verbal messages.	3 Hours	3 Hours
<u>Fourth Module</u> Mediation Skills	Active Listening	Knowing the different ways of active listening and effective verbal responding	1 Hour	4 Hours
	Empathic Approach	Empathic listening and empathic response	1 Hour	
	Problem Solving	Ability to recognise a problem, to solve a problem and to find alternative solutions	1 Hour	
	Summarising - Asking Questions,	Acquisition of Summarising - Asking Questions	1 Hour	

	Reframing Skills	- Reframing skills		
<u>Fifth Module</u> Mediation Skills	Application of Mediation Skills	Knowing how to use their mediation skills	3 Hours	3 Hours
<u>Sixth Module</u> Mediation Activities with perspective of CBA	Phases of mediation	Learning to use the advantages and mediation skills of the Cognitive Behavioural Method.	4 Hours	4 Hours
	Mediation Activities			
	Conclusion			
		Total:	20 Hours	21 Hours

Training groups are basically structured to achieve three goals. The first is knowledge acquisition, the second is skills acquisition and the third is to ensure that the acquired knowledge and skills are used in practice. According to Kuzgun (2007), skills are a step following knowledge and understanding. Skills development requires the application and practice in daily life. Therefore, this research has two dimensions. The first is the studies on introduction of the cognitive-behavioural approach and basic mediation activities, which include activities for knowledge acquisition. The second dimension is the psychodrama exercise that enables individual to realise her/his inner world, to see her/his interaction with others, to play various roles and to examine feelings. While the cognitive processes are carried out with through didactic methods, learning capacity of the mediators is increased as a result of participation in psychodrama exercise. In this context, other studies which have been conducted in accordance with the research purpose have been inspired. A programme aiming to help students about their challenging performances, to help them apply interpersonal skills is presented below.

The interpersonal skills exercise programme (IPS), which has been applied to students enrolled in the Negotiation Workshop at Harvard Law School during the past twenty years. In this programme, various exercises and role-playing activities were developed through a collaboration of therapists and mediation trainers from Harvard Law School. In addition, videotaping and certain aspects of psychodrama are also used in the exercise. The exercise allows students to work in an intensive, safe and interactive environment with feedback from peers and course instructors (Bordone, 2000: 16). A similar structure is used in this research.

While preparing the experimental part of the research, it was focused on how to implement mediation activities with Cognitive Behavioural Method.

While the content of the training programme was prepared, the following questions were focused:

- a-) Which techniques and strategies are frequently used in which phase of the mediation process?
- b-) Which mediation skills are favourable and beneficial?
- c-) How do the acquired skills play a role in mediation?
- d-) How would mediators play the roles of a model and a trainer for the disputant parties?
- e) What are the possible outcomes if the mediation skills are used successfully?
- f-) How can cognitive-behavioural approach techniques and methods be used in mediation activities?

Considering that the participants of the research had previously received mediation training, the theoretical objective of this research was limited. For this reason, efforts have been made to find answers to the above-mentioned questions. In order to analyse the issues better, various scenarios and exercises were included in the research.

Slides, written and visual materials were used to refresh the previously acquired knowledge, and discussion sessions, re-enactment of scenarios, question-answer techniques were also included in the experimental applications. In this context, exercises have been formed through improvisation and semi-structured or fully structured stages within a broad spectrum of action.

Small group exercises were used both in the implementation of the training programme and in psychodrama groups. Double, triple or quadruple groups were frequently used in small group exercises. The emphasis was mainly placed on the formation of groups with two roles and one observer in the exercises based on the experience of various techniques and strategies. At the same time, the roles were reversed within the small group, and each participant was given the opportunity to experience different roles related to the subject. For example, in a small group of four people, two people play the role of the disputant parties and one person plays the mediator, while another person keeps a record of the scene played according to the material presented by the mediator and / or the parties on the stage. With the role reversal, each participant experiences role of the disputant parties, the mediator and the recorder. At the end of the process, all members give and receive feedbacks on their roles.

3.3.1. First Module: Introduction of Cognitive Behavioural Approach

The first module consists of the presentation made within the framework of the Cognitive Behavioural Approach-based training programme and the afternoon psychodrama exercise. The presentation of Cognitive Behavioural Approach consists of three sessions. In the first session, objective and scope of the research, in-group rules, brief information about how the activities would be implemented were addressed and the participants were introduced to each other. In the second and third sessions, theoretical information about Cognitive Behavioural Approach was given. The researcher provided the information about the subject by presenting slides to the participants. Following the presentation, the participants applied the exercises.

In the first and second modules, the main objective is to provide an overview of the Cognitive Behavioural Method. Relationships between cognition-affect and behaviour, notice of the automatic thoughts of the parties, replacement of false cognition and evaluation with real interpretations, and change of the non-functional beliefs of the disputant parties are the main themes of this module.

3.3.2. Second Module

Introduction of important concepts, replacement of false cognition and evaluations with real interpretations, notice and change of non-functional beliefs will be addressed in the second module. The researcher will present the information s/he prepared about the subject by presenting it to the participants. After the presentation, the participants apply exercises. In addition, psychodrama group exercise ensures the implementation of the knowledge.

3.3.3. Third Module: Introduction to Communication, Healthy Communication

In this module, the concept of interpersonal communication is discussed. The focus is on presenting the general concepts of communication and the healthy communication strategies. Differences between observing and evaluating, I-Language and You-Language exercises and verbal communication and non-verbal communication are included.

This module includes the concept of communication in general, introduction of communication skills necessary for constructive resolution of interpersonal conflicts and exercises on how to use these skills. Psychodrama group exercise provides application of the knowledge acquired.

This module includes the basic concepts and negotiation steps that constitute the elements of negotiation. These steps include communication tips that help the parties to negotiate about the common problem, rules for negotiation, and learning important issues related to the conflict analysis during the negotiation.

3.3.4. Fourth and Fifth Module: Development of Mediation Skills

This module mainly focuses on mediation skills.

a-) Active Listening: In this module, it is aimed to teach principles of active listening, the factors that prevent active listening, benefits of active listening and

indications of active listening. Following the presentation about this, various exercises are applied.

b-) Here, definition of empathy, types of empathy and indications of empathic listening are addressed. For this purpose, vignette and role-play exercises are mainly focused.

c-) Learning the stages of problem solving process, developing the alternatives and learning the strategies for expanding the resources. For this purpose, a mini presentation and a case study are carried out.

d-) Conceptual explanations related to mediation practices and summarising skills which are very important for negotiation, summarisation strategies and application exercises are included.

e-) Question types, issues to be considered when asking questions, appropriate timing, and functions of questioning are mainly focused here. Accordingly, after the mini presentation, application exercises are carried out.

f-) Definition, functions and how to reframe are the main objectives here. Following the transfer of theoretical knowledge through a mini presentation, the emphasis is placed on increasing reframing skills of the participants by using written materials.

3.3.5. Sixth Module: Mediation Activities and Conclusion

In this module, participants are given general information about the mediation process. The mediation process is introduced as five stages. The role-play technique is used to implement these stages. Role-play allows participants to implement everything learned in both the mediation and negotiation segment of this research. In each mediation phase, the mediator role is applied alternately with the groups of three or four. After the discussion phase, conclusion rituals and general summarisation were made to conclude the research.

3.4. PSYCHODRAMA GROUP EXERCISE

By its very nature, psychodrama exercise is a process that is connected with spontaneous and group dynamics. However, during the warm-up process, the group leader can make choices about the issues discussed in the morning sessions, regarding the nature of the mediation, the mediation skills and negotiation.

Psychodrama sessions consist of three phases. These phases are warm-up, action and sharing phase. In the warm-up phase, the group members are prepared for that day's session and the warm-up actions help this. The action phase is based on group members or protagonists. The sharing phase is divided into two parts. These stages are role feedback and identification feedback. In the role feedback, the participants give feedbacks on their warm-up roles or protagonist-based roles. For example, in an interview based on mediator-client interaction, the participant expresses his or her experience in the role of a mediator or a client. The identification feedback is expression of the participant about similarities and differences in his / her real-life experiences. It is not possible to configure psychodrama sessions in advance. Psychodrama is a spontaneous method of action by its very nature. If the members do not have anything to bring to the group, the group leader can capture the context of this research by preparing various warm-up actions for the group members. Besides, it is expected that the members will carry their experiences related to their mediation activities to the group, and these experiences are expected to be supervised by the group.

3.5. CONTROL GROUP

In this research, no training was conducted for the control group.

3.6. DATA COLLECTION TOOLS OF THE RESEARCH

3.6.1. Demographic Questionnaire Form

The researcher used a Demographic Questionnaire Form consisting of 6 questions to determine the socio-demographic characteristics of the mediators who

volunteered to participate in this research and to determine the personal variables. The questionnaire included questions about the mediators' gender, year of birth, profession, training institutions from which they acquired certificate to be entitled to take the mediation exam, academic year and any other mediation related training, if applicable.

The data collection tools to be used to measure each dependent variables were introduced below.

3.6.2.. Empathic Skills Scale (ESS)

The Empathic Skills Scale was developed by Dökmen (1990) to evaluate the empathic responses of individuals. This scale consists of two forms, “A” and “B”. The Empathic Skills Scale-B form is based on six different problems encountered in daily life. Participants are asked to select 4 out of 12 empathic responses to each problem, and a total of 24 sentences are scored according to the scoring key. The total of these scores reflects the score obtained from the Empathic Skills Scale (Dökmen 1990). One of the 12 responses is an irrelevant response to the problem, which is set out to identify and eliminate the respondents who are filling out the form without reading it. If an individual chooses one of these irrelevant responses, his/her scale is cancelled and not taken into consideration. The highest expected score is 219 and the lowest score is 62. The higher the total score is, the higher level of empathic skills an individual gets (Karatas, 2012: 104).

In order to analyse reliability and validity of the ESS-B Form, it was applied to 60 freshman students from the Faculty of Education of Ankara University and 24 psychologists practicing in various institutions. For the reliability analysis, the ESS-B Form was applied to 60 subjects at two weeks intervals and $r = .83$ ($P < .001$). In the validity analysis, there was a significant difference between students and psychologists in favour of psychologists ($t = 8.15$, $p < .001$). In another validity analysis, a relationship was observed between the ESS-B Form and the Role Play Test (RPT) at a level of $r=.78$ ($p<001$) (Dökmen, 1990:42-50).

3.6.3. Interpersonal Problem Solving Inventory (IPSI):

The inventory is a tool developed by Çam and Tümkaya (2007) to measure problem-solving approaches and skills of 18-30-year-old university students. The inventory consists of five subscales and a total of 50 items. The high score obtained from each subscale shows that the feature related to interpersonal problem solving is high (Çam & Tümkaya, 2006). The subscales were named as negative approach to a problem, constructive problem solving, lack of self-confidence, lack of responsibility and persistent-persevering approach (Çam and Tümkaya, 2007).

Construct validity of the 50 items in the inventory was confirmed by the results of confirmatory factor analysis conducted by Çam and Tümkaya (2008) in order to test the five-factor structure of IPSI. All items were settled within acceptable limits on the sub-scales. Lambda values of the items were between .29 and 1.09; t values ranged from 4.69 to 17.46 and multiple correlation squares ranged from .06 to .51 and all values were significant.

When the correlation values of the subscale scores of the inventory were examined, the negative approach to the problem was associated with lack of self-confidence and lack of responsibility at a medium level ($r = .55$ and $.43$, respectively) and related to persistent-persevering approach at a low level ($r = .12$) in positive way. Constructive problem solving was associated with lack of self-confidence and lack of responsibility at a low level ($r = -.10$ and $-.22$, respectively) in a negative way; a medium level ($r = .63$) of moderate positive relationship with the persistently-persevering approach was observed. It was also observed that lack of responsibility was associated with self-confidence at a medium level ($r = .37$) in a positive way; however, was related to persistently-persevering approach at a low level ($r = -.10$) in a negative way. Cronbach alpha internal consistency coefficients of inventory subscale scores ranged between .67 and .89. Negative Approach to a Problem (NAP) = .89, Constructive Problem Solving (CPS) = .87, Lack of Self-Confidence (LSC) = .67, Lack of Responsibility (LR) = .68 and Persistent-persevering Approach (P-PA) = .70. The reliability coefficients calculated by Cronbach alpha and test-retest techniques are significantly higher than the same value for NAP and CPS subscales. However, the values obtained from the two approaches for the LSC, LR and P-PA

subscales are between .67 and .70. These values are lower than .70 but acceptable. Test-retest correlation coefficients range from .67 to .84 ($p < 0.05$). According to the results of reliability analysis, it can be said that the subscale scores of the inventory are reliable (Bedel, 2011: 101).

3.6.4. Listening Skills Scale:

The Listening Skills scale was developed by Cihangir Çankaya (2012) to measure the listening skill levels of individuals. Thanks to the re-consideration of the scale, it was proved to be valid and reliable. The scale is a two-dimensional scale formed of 15 items. Scoring in the scale is in the way of “1- never; 2 at times; 3- sometimes; 4- of-ten; 5- always”. The lowest score to be obtained in terms of listening skill scores is 15, the highest, on the other hand, 75. The more the scores obtained from the scale increase, the more the level of listening skill increases (Cihangir Çankaya, 2012: 2373)

Validity and reliability analysis of the scale was compared with Communication Skills Assessment Scale developed by Korkut, and correlation coefficient was found 33% between the scores. This value is significant at 1%. According to the application results performed to the group of total 371 people, effective listening sub-scale of the scale was found to be .82, noneffective listening sub-scale .77 and general for the scale .84. Coefficients of the calculated internal consistency show that reliability of the scale is at a high level (Cihangir Çankaya, 2012: 2373).

3.6.5. Communication Skills Scale (CSS):

It is a type of 5-point Likert scale developed by Korkut (1996) to evaluate communication skills of individuals. The scale consists of 25 statements in total. The highest score is 100 and the lowest score is 0. The higher the score is, the more positive the evaluation of the communication skills of individuals gets. Validity and reliability analysis of the scale were performed also by Korkut (1996) and the alpha internal consistency coefficient was found as 0.80.

Korkut (1996) conducted the validity and reliability analysis of the CCS with 126 students aged between 14-17. In order to determine construct validity of the items of the scale, in other words, to determine whether it is multi-dimensional, they were applied to the main components factor analysis. As a result of the analysis without conversion, items were distributed to nine factors with eigenvalues above 1.00, but very few items entered to the last five factors.

Reliability coefficient of the scale was calculated as .78 ($p < .001$) as a result of the reliability analysis performed by the repeating method in the research conducted by Korkut (1997) in two weeks apart with 58 university students. Internal consistency coefficient was found to be .86 ($p < .001$) for university students. In another reliability analysis, internal consistency coefficient of 61 adults was found to be .75. In the reliability analysis conducted by Yüksel (1996) with 120 university students, reliability coefficient of the Communication Skills Scale (CSS), which was applied with repeating method in three weeks intervals, was found as .87. In this analysis, 466 university students were found to have .82 internal consistency coefficient.

3.7. QUALITATIVE INTERVIEW WITH MEDIATION TRAINING PROGRAM ENRICHED WITH COGNITIVE BEHAVIOURAL METHOD AND PSYCHODRAMA ACTIVITIES EXPERIMENTAL GROUP

In this study, the researcher aimed to improve the quality of the study by using mixed research method. Therefore, he planned to obtain qualitative data by using interview technique as well as quantitative measurements.

The qualitative questions of this research were structured to receive data in three dimensions. The first of these dimensions is aimed at determining how "Cognitive Behavioural Approach contributes to mediators". In order to determine this contribution, three questions which include the concepts learned in education were prepared. The second dimension is based on learning "the effect of mediation skills training programme and psychodrama activities on participants "given to the experimental group. In this context, two separate questions - one consisting of five items, and the other of two - were prepared in order to express "the participants' views on the contribution of the training they received" to the mediation practices. In

the third dimension, a three-item question was prepared regarding "the general thoughts and suggestions of the participants about the mediation skills training programme and psychodrama activities".

Below are the questions that the researcher asked the participants to obtain qualitative data.

3.7.1. Mediation Training Programme Enriched with Cognitive Behavioural Method and Qualitative Interview Questions with Experimental Group of the Psychodrama Exercises:

Questions on the contributions of Cognitive Behavioural Approach:

Q-1) According to what you have learned during the trainings;

a-) How do you expect the notion of "automatic thoughts" to have an impact on your mediation practices in the future?

b-) How do you expect cognitive distortions and irrational beliefs to have an impact on your future mediation practices?

Q-2) How do you expect this training would contribute to your mediation activities while;

a) working with parties who exhibit false perceptions,

b) working with parties who display stereotypes or prejudices?

Q-3) How do mediation skills training contribute to the perceptions of disputant parties about one another?

Questions on Mediation Skills: (Dependent Variables)

Q-4) After the mediation skills training you have received;

a-) How will active listening skill contribute to your mediation practices?

b) How will the empathetic approach contribute to your mediation practices?

c-) How will problem solving skills contribute to your mediation practices?

d) How will the ability of the disputant parties to read the verbal and non-verbal messages correctly contribute to your mediation practices?

e) How will the feedback ability appropriate to the verbal and non-verbal messages of disputant parties contribute to your mediation practices?

Questions Related to Outcomes of the Mediation Activities:

Q-5) How has this training,

a-) changed you in terms of noticing your own feelings?

b-) changed you in terms of noticing other's feelings?

Thoughts on the Curriculum:

Q-6) About this training;

a-) What are your favorite aspects?

b-) What aspects do you dislike?

Q-7) Would you like other mediators to attend this training? Please, explain.

Q-8) Please indicate if you have any other opinions or suggestions regarding this training.

3.8. PROCEDURE

In order to realise the objectives of the research, the following steps were followed:

In accordance with the purpose of the research, national and international journals were scanned. The activities were published in two separate forms as students' book and teachers' book, and the students in the experimental group were given a students' book.

All the mediators in Izmir were sent general information about the study and the participants were given detailed information through face-to-face interviews.

Candidates who volunteered to participate in the study were taken to the experimental and control groups by drawing the lots and the participants were informed. In this study, 11 people were assigned to the experimental group and 11 to the control group.

The experimental application of the study was held in February-May 2019.

The participants in the experimental and control groups were given the Communication Skills Scale, Listening Skills Scale, Empathic Skill Scale and Interpersonal Problem Solving Inventory as pre-test and asked to answer.

In this study, “semi- structured interview method” was used. The researcher asked the questions he had prepared before. For the qualitative study, only one-to-one interviews were conducted with people in the experimental group within the week of the end of study. The interview was voice-recorded and then transcribed.

The training programme and psychodrama activity were applied to Experimental Group in six modules for 6 weeks between 10:00-17: 00 on Saturdays.

Following the completion of the training program given to the experimental group, the experimental and control groups were given the post test as Communication Skills Scale, Listening Ability Scale, Empathic Skill Scale and Interpersonal Problem Solving Inventory and they were asked to respond.

3.9. STATISTICAL ANALYSIS

The research method used in this study is pre- and post-test with control group experimental design.

The pre- and post-test control group design is indicated as a two-factor experimental design - one shows subjects with repeated measurements (pre- and post-test), and the other (experimental-control groups) in different categories. In this design, a subject is located in only one of the experimental or control groups. In this study, descriptive statistics and correlations between study variables, divided as pre- and post test, were analysed.

“In order to investigate the effectiveness of the Cognitive Behavioural Approach and Psychodrama Practice Based Mediation Training Program on mediators’ empathy, problem solving, active listening and communicative skills, mixed between-within subjects analysis of variance for split-plot designs

(SPANOVA) (Pallant, 2011) was employed. The mixed-design ANOVA model (also known as Split-plot ANOVA (SPANOVA)) tests for mean differences between two or more independent groups whilst subjecting participants to repeated measures. Thus, there is at least one between-subjects variable and at least one within-subjects variable [https://en.wikiversity.org/wiki/Mixed-design ANOVA](https://en.wikiversity.org/wiki/Mixed-design_ANOVA) (18.05.2019). Before employing SPANOVA, some statistical analyses were performed to decide if the values were suitable for parametric tests. Results indicated that normality values were in acceptable ranges, homogeneity of variance was obtained and there were no significant differences between the groups in terms of pre-test empathy scores, problem solving scores, active listening scores and communication skills scores.

In the analysis of qualitative data of this research, “content analysis technique” was used. Qualitative findings of the study were presented and quantified (with numbers) where appropriate and necessary. Qualitative findings can be expressed using quantitative expressions to clarify analysis and increase reliability. (Yıldırım and Şimşek, 2006: 178)”.

In the analysis of qualitative data of this research, “content analysis technique” was used. Qualitative findings of the study were presented and quantified (with numbers) where appropriate and necessary. Qualitative findings can be expressed using quantitative expressions to clarify analysis and increase reliability. (Yıldırım and Şimşek, 2006: 178).

3.10. DURATION AND RESOURCES

The researcher has completed his education in Abdülkadir Özbek Psychodrama Institute in 2010, holding the title psychodramatist, and is a social service expert in 11th Family Court. All these mentioned is thought to enable easy access to the subjects for researcher. The researcher will cover the costs of the research with his own resources. This study is planned to be completed in June 2019.

CHAPTER FOUR

FINDINGS

In this chapter, quantitative and qualitative findings obtained as a result of statistical analyses conducted to test the hypotheses of the research are given. The findings of the study are listed according to the order of the experiments.

4.1. RESULTS

Below s/he presents descriptive statistics and zero order correlations between study variables splited as pre-test and post-test.

Table 3: Descriptive Statistics and Zero Order Correlations Between Study Variables (Pre-test)

Study Variables	1	2	3	4	5	6	7	8
1.Empathic skills	1	-.41	.06	-.34	-.37	.12	.02	.23
2.Negative approach to a problem		1	.15	.18	.43*	.33	-.16	-.21
3.Constructive problem solving			1	.33	.04	.55**	.02	.39
4.Lack of self-confidence				1	.10	.15	.02	.08
5.Lack of responsibility					1	.17	.13	-.06
6.Persistent-persevering approach.						1	-.09	.12
7.Listening skills							1	.65**
8.Communication skills								1
Mean	139.73	29.32	59.14	10.09	8.32	19.27	32.36	102.55
Standard Deviation	13.33	6.78	6.42	2.20	2.12	2.86	3.19	6.03

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

Table 4: Descriptive Statistics and Zero Order Correlations Between Study Variables (Post-test)

Study Variables	1	2	3	4	5	6	7	8
1.Empathic skills	1	-.14	.33	.04	-.13	.12	.35	.58**
2.Negative approach to a problem		1	.02	.51*	.68*	.01	-.36	-.25
3.Constructive problem solving			1	.17	-.21	.56**	.30	.55**
4.Lack of self-confidence				1	.60**	.03	-.31	-.10
5.Lack of responsibility					1	-.11	-.21	-.24
6.Persistent-persevering approach.						1	.19	.32
7.Listening skills							1	.67**
8.Communication skills								1
Mean	142.32	29.55	63.05	10.41	8.00	19.64	35.32	106.55
Standard Deviation	13.58	8.42	7.27	2.78	2.35	3.28	3.28	6.97

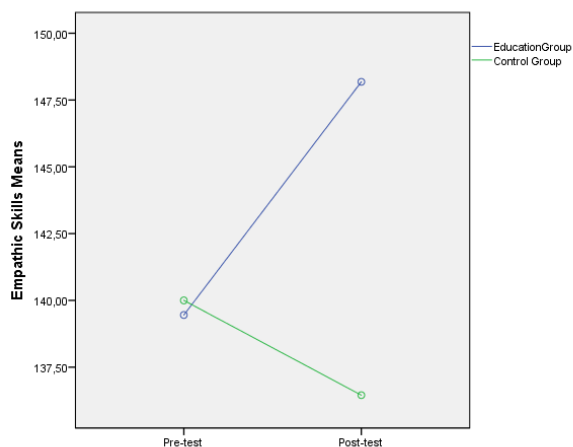
* $p < .05$ ** $p < .01$

The correlation between pre-test study variables investigated with Pearson Moment Product correlation. The results revealed that most of the study variables was not related to each other that meant each of study variable could be analysed in different hypothesis. However, negative approach to a problem as a problem solving strategy was related to lack of responsibility as a problem solving strategy as they were dimensions of problem solving skills. Similarly, constructive problem solving strategy was related to persistent-persevering approach as a problem solving strategy. As expected, listening skills was related to communication skills (see Table 3). However the relation between post-study variables was different from pre-test that could be used as an additional proof of the impact of the intervention. Different from the pre-test results empathic skills was related to communication skills. Moreover, dimensions of problem solving strategy was more related to each other then pre-test results (see Table 4).

4.2. EFFECT OF THE MEDIATION TRAINING PROGRAMME ENRICHED WITH THE COGNITIVE BEHAVIOURAL APPROACH ON EMPHATIC SKILLS

A mixed between-within subjects analysis of variance was conducted to assess the impact of “the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions” (experimental group and control group) on participants’ scores on the empathic skills scale, across two time periods (before and after education). There was a small but not significant interaction between intervention and time, Wilks’ Lambda = .87, $F(1, 20) = 3.04$, $p = .097$, partial eta squared = .13. The main effect for time and the main effect comparing the two types of intervention (experiment and control) was not significant; both $F(1, 20) < 2$, $p > .05$. However even if it is not statistically significant as can be seen in Figure 1, the mean score of education group increased after the education more than control group.

Figure 1: Impact of intervention on Empathic Skills



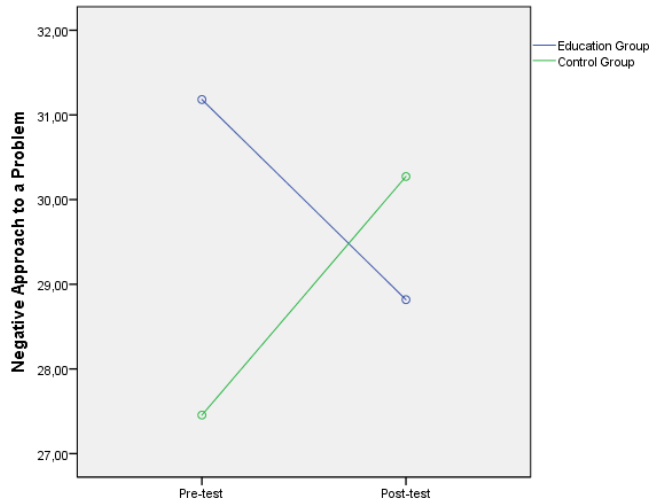
4.3. EFFECT OF THE MEDIATION TRAINING PROGRAMME ENRICHED WITH THE COGNITIVE BEHAVIOURAL APPROACH, AND ABOUT PSYCHODRAMA GROUP SESSIONS ON INTERPERSONAL PROBLEM SOLVING SKILLS

Effect of “the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions” on interpersonal problem solving skills has been investigated in five sub-dimensions as negative approach to a problem, constructive problem solving, lack of self-confidence, lack of responsibility and persistent-persevering approach.

Effect of the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions on Negative Approach to a Problem

A mixed between-within subjects analysis of variance was conducted to assess the impact of “the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions” (experimental group and control group) on participants’ scores on the negative approach to a problem dimension of the interpersonal problem solving skills scale, across two time periods (before and after education). The main effect for time and the main effect comparing the two types of intervention (experiment and control) was not significant; both $F_s (1, 20) < 1, p > .05$. However, there was a significant interaction between intervention and time, Wilks’ Lambda = .74, $F (1, 20) = 7.34, p < .001$, partial eta squared = .27. Figure 2 represents the significant decrease of negative approach to a problem scores of experimental group.

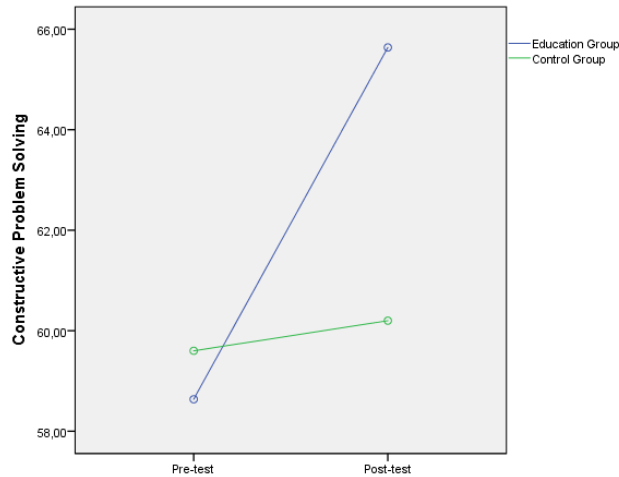
Figure 2: Impact of intervention on Negative Approach to a Problem as Problem Solving Strategy



Effect of the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions on Constructive Problem Solving

A mixed between-within subjects analysis of variance was conducted to assess the impact of “the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions” (experimental group and control group) on participants’ scores on the constructive problem solving dimension of the interpersonal problem solving skills scale, across two time periods (before and after education). There was a significant main effect for time, Wilks’ Lambda = .53, $F(1, 20) = 16.99$, $p < .001$, partial eta squared = .47. The main effect comparing the two types of intervention (experiment and control) was not significant $F(1, 20) = .63$, $p > .05$. Moreover, there was a significant interaction between intervention and time, Wilks’ Lambda = .61, $F(1, 20) = 12.05$, $p < .001$, partial eta squared = .38. The constructive problem solving skills of experimental group has been significantly increased when compared to control group (See Figure 3).

Figure 3: Impact of intervention on Constructive Problem Solving as Problem Solving Strategy



Effect of the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions on Lack of Self-Confidence on Problem Solving

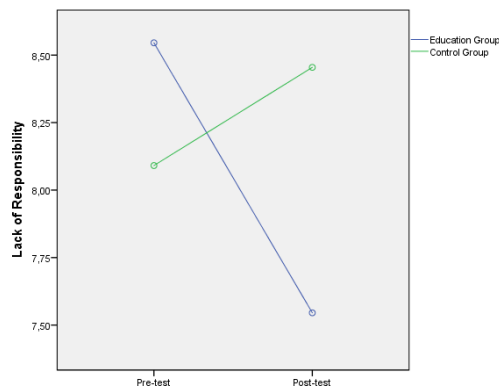
A mixed between-within subjects analysis of variance was conducted to assess the impact of “the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions” (experimental group and control group) on participants’ scores on the lack of self confidence dimension of the interpersonal problem solving skills scale, across two time periods (before and after education). The main effect for time and the main effect comparing the two types of intervention (experiment and control) was not significant; both $F(1, 20) < 1, p > .05$. Moreover, the interaction effect of intervention and time was not significant $F(1, 20) = .73, p > .05$. To sum up the education did not affect the self-confidence skills of the experimental group.

Effect of the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions on Lack of Responsibility on Problem Solving

A mixed between-within subjects analysis of variance was conducted to assess the impact of “the Mediation Training Programme enriched with the Cognitive

Behavioural Approach, and about Psychodrama Group Sessions” (experimental group and control group) on participants’ scores on the lack of responsibility dimension of the interpersonal problem solving skills scale, across two time periods (before and after education). The main effect for time and the main effect comparing the two types of intervention (experiment and control) was not significant; both $F_s (1, 20) < 1, p > .05$. Notwithstanding there was a significant interaction between intervention and time, Wilks’ Lambda = .81, $F (1, 20) = 4.59, p < .001$, partial eta squared = .19. As can be seen in Figure 4, the mean score of experimental group decreased after the education significantly more than control group.

Figure 4: Impact of intervention on Lack of Responsibility on Problem solving



Effect of the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions on Persistent-Persevering Approach on Problem Solving

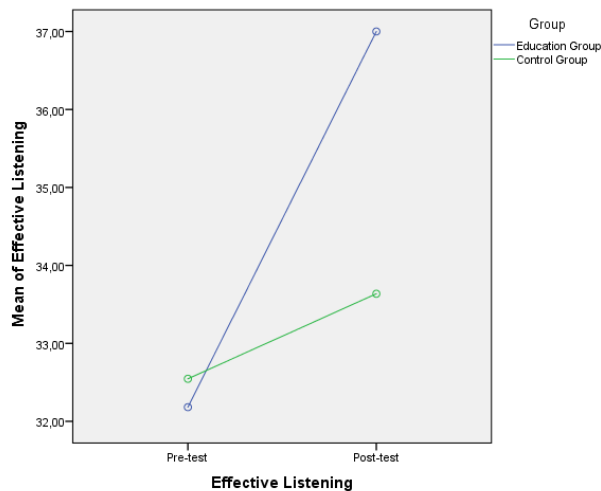
A mixed between-within subjects analysis of variance was conducted to assess the impact of “the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions” (experimental group and control group) on participants’ scores on the persistent-persevering dimension of the interpersonal problem solving skills scale, across two time periods (before and after education). The main effect for time and the main effect comparing the two types of intervention (experiment and control) was not significant; both $F_s (1, 20) < 1, p > .05$. Additionally, the interaction effect of intervention and time was not significant $F(1, 20) = .94, p > .05$. To sum up the education did not affect the

persistent-persevering approach on problem solving of the experimental group as well as control group has not been changed.

4.4. EFFECT OF THE MEDIATION TRAINING PROGRAMME ENRICHED WITH THE COGNITIVE BEHAVIOURAL APPROACH, AND ABOUT PSYCHODRAMA GROUP SESSIONS ON LISTENING SKILLS

A mixed between-within subjects analysis of variance was conducted to assess the impact of “the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions” (experimental group and control group) on participants’ scores on the effective listening dimension of listening skills scale, across two time periods (before and after education). There was a significant main effect for time, Wilks’ Lambda = .38, $F(1, 20) = 33.53$, $p < .001$, partial eta squared = .63. The main effect comparing the two types of intervention (experiment and control) was not significant $F(1, 20) = 1.55$, $p > .05$. However, there was a significant interaction between intervention and time, Wilks’ Lambda = .60, $F(1, 20) = 13.34$, $p < .001$, partial eta squared = .40. As can be seen in Figure 5, the mean score of experimental group increased after the education significantly more than control group.

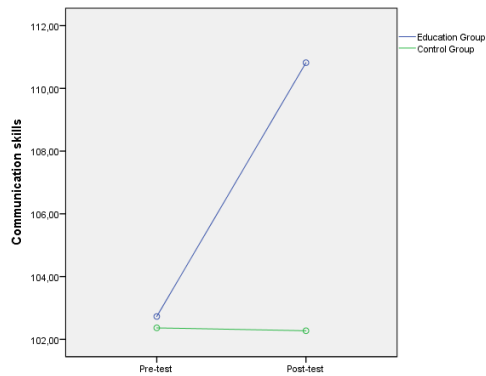
Figure 5: Impact of intervention on Listening Skills



4.5. EFFECT OF THE MEDIATION TRAINING PROGRAMME ENRICHED WITH THE COGNITIVE BEHAVIOURAL APPROACH, AND ABOUT PSYCHODRAMA GROUP SESSIONS ON COMMUNICATION SKILLS

A mixed between-within subjects analysis of variance was conducted to assess the impact of “the Mediation Training Programme enriched with the Cognitive Behavioural Approach, and about Psychodrama Group Sessions” (experimental group and control group) on participants’ scores on the communication skills scale, across two time periods (before and after education). There was a significant main effect for time, Wilks’ Lambda = .26, $F(1, 20) = 56.86$, $p < .001$, partial eta squared = .74. The main effect comparing the two types of intervention (experiment and control) was not significant $F(1, 20) = 3.31$, $p > .05$. There was a significant interaction between intervention and time, Wilks’ Lambda = .26, $F(1, 20) = 59.47$, $p < .001$, partial eta squared = .75. These results indicated that in the beginning experimental group and control group did not differ. However, after the intervention communication skills of experimental group significantly increased when compared to control group.

Figure 6: Impact of intervention on Communication Skills



The Summary of Results

Below you can find the results according to statistical analysis that has been summarized as a table.

Table 5: Descriptive Statistics of Pre-Test and Post-Test in Education and Control Group

Study Variable	Training Group			Control Group		
	n	M	SD	n	M	SD
Empathic skills Pre-Test	11	139.45	11.63	11	140.00	15.42
Empathic skills Post-Test	11	148.18	10.74	11	136.45	14.01
Negative approach to a problem Pre-test	11	31.18	5.84	11	28.81	8.35
Negative approach to a problem Post-test	11	27.45	7.38	11	30.27	8.83
Constructive problem solving Pre-test	11	58.64	7.15	11	59.60	6.23
Constructive problem solving Post-test	11	65.64	7.35	11	60.20	6.34
Lack of self-confidence Pre-test	11	10.36	2.46	11	9.82	1.99
Lack of self-confidence Post-test	11	10.27	2.64	11	10.55	3.05
Lack of responsibility Pre-test	11	8.55	2.07	11	8.09	2.26
Lack of responsibility Post-test	11	7.55	2.58	11	8.45	2.12
Persistent-persevering approach Pre-test	11	19.82	3.31	11	18.73	2.37
Persistent-persevering approach Post-test	11	20.55	3.80	11	18.73	2.53
Listening skills Pre-test	11	32.18	1.94	11	32.55	4.18
Listening skills Post-test	11	37.00	1.67	11	33.63	3.70
Communication skills Pre-test	11	102.73	4.22	11	102.36	7.66
Communication skills Post-test	11	110.82	4.62	11	102.27	6.36

Questions, Answers and Frequencies Asked to Evaluate the Opinions of Experimental Group on Mediation Training Programme and Psychodrama Group Work

Table 6: Opinions on the Concept of Automatic Thoughts

QUESTIONS	ANSWERS	f
How do you expect the automatic thoughts and concepts that you learn in the training to have an impact on your future mediation practices?	Positiveness regarding that the training programme will contribute positively to future mediation practices	8
	Satisfaction from learning the concept of automatic thinking	4
	Tendency towards identifying automatic thoughts or the origin of thoughts	5
	Knowledge of the concept of automatic thoughts leading to a better understanding of the other	3
	Direction towards more flexible sessions	2
	Providing detailed information to reveal the interests between the parties	1
	Finding resources to eliminate deadlocks	2
	The idea that automatic thoughts will not contribute to mediation	2

As can be seen in Table 6, considering the question "how the automatic thoughts they have learned during training and their concepts will have an impact on their future mediation practices?" it is seen that the most frequently repeated response by the participants is that "the training will have a positive contribution to

the future mediation practices" (8 times). The other observed high frequency response is "tendency towards identifying automatic thoughts or the origin of thoughts" (5 times). If we look at the other answers of the participants; we can find the answers of "satisfaction from learning the concept of automatic thinking" (4 times), "knowledge of the concept of automatic thoughts leading a person to a better understanding of the other" (3 times), "leading the mediator to more flexible sessions" (2 times), "finding the resource to eliminate deadlocks", "providing detailed information to reveal the interests between the parties" (1 time).

According to the responses, 2 participants stated that "automatic thoughts do not contribute to mediation".

A participant's answer to this question is presented below:

P: "I think it will have a good effect. Before the training, I didn't know what automatic thoughts were. After learning in this training, I approach more carefully both to my own automatic thoughts and to the thoughts of others in my close and professional relations. When it comes to mediation, when I realise the automatic thoughts of the people I work with, I take into account that this situation may break the negotiation if it shows a negative feature. Maybe I can ask what this automatic thought may be in one-on-one meetings".

Looking at the responses of the participants, it can be seen that this training would benefit them to a great extent. Most of the participants stated that they were "aware of the origin of automatic thoughts and their effects on themselves". This statement is considered to be in harmony with researcher's aim of achieving a positive transformation on the participants through the skill training.

Table 7: Opinions on Cognitive Distortion and Irrational Beliefs

QUESTIONS	ANSWERS	f
How do you expect that the cognitive distortions and irrational beliefs you have learned in education will have an impact on your future mediation practices?	Positiveness regarding that the training programme will contribute positively to future mediation practices	6
	Learning what cognitive distortions and irrational beliefs are	2
	Considering these concepts insignificant because of the idea of "not trying to change the parties "	2
	Tendency towards flexibility/patience	1
	Satisfaction with learning techniques to deal with irrational thoughts or cognitive distortions	3
	Making one realise their own thoughts	2

In Table 7, participants were asked “the effect of learning cognitive distortions and irrational beliefs on the mediation practices they will perform in the future”. When the responses of the participants are examined, it is seen that the most frequent answer (6 times) is "positiveness regarding that the training programme would contribute positively to the mediation practices in the future", followed by the "satisfaction of learning how to deal with irrational thoughts or cognitive distortions" (3 times). Participants evaluated "learning what cognitive thoughts and irrational beliefs are" (2 times), "making one realise their own thoughts" (2 times), "tendency towards flexibility/patience" (1 time).

Two other participants, on the other hand, stated that they see these concepts insignificant because of the idea of "trying not to change the parties".

A participant response to the question is as stated:

P3: Before, even if I could observe and utter "here we have a problem," I had no idea "what would the name of that particular problem be". That's the very point I've

learned in this training. Learning the concept of "cognitive distortion and irrational thoughts" widened up my horizon.

As seen above, the majority of the participants expressed their belief that the concepts they had learned would help them in their practices.

Table 8: Contributions to Training with Parties Showing False Perceptions

QUESTIONS	ANSWERS	f
How do you expect this training to contribute your own mediation practices when you work with parties that show false perceptions?	Positiveness regarding the training programme will contribute positively to future mediation practices	7
	The positive contribution of testing the perceptions of the parties	2
	The idea that asking questions and re-framing will benefit	5
	The birth of the idea of "avoiding early intervention to the parties"	1
	A sense of confidence created by "learning how to approach the parties"	2
	Positive effect of "having an idea to evaluate an event objectively"	1

In Table 8, the participants were asked "how does the knowledge they have learned during the training have an effect when working with parties that have misperceptions?" Considering the responses by participants, the most frequent answer seems to be "positiveness regarding the training programme will contribute positively to the future mediation practices" (7 times), followed by "satisfaction by the concepts of question-asking and reframing are learnt" (5 times). Participants evaluated "confidence gained through learning how to approach the parties" (2 times), "making one to realise their own thoughts" (2 times), "positive contribution of testing the perceptions of the parties" (2 times), "birth of the idea of 'avoiding early intervention to the parties'" and "positive effect of 'having an idea to evaluate an event objectively'".

One participant, on the other hand, stated that they are "in favour of not being too concerned about the psychological state of the parties and to put all the effort on the subject of conflict".

A member's response to this question is:

P: I would say it will have a positive effect. For example, we learned how to approach a person if they are in false perception. We learned that it would be better to have such conversation in one-on-one meetings. They didn't inform us on this in the trainings we received before. I also understood" how important it is to ask questions".

As seen above, the majority of the participants expressed their belief that the concepts they had learned would help them in their practice. When the answers to this question are analysed, it is seen that the participants approach the question each from different points of view.

Opinions on the Contributions of Training to Working with the Parties Showing Stereotypes or Prejudices

Table 9: Opinions on the Contributions of Training to Working with the Parties Showing Stereotypes or Prejudices

QUESTIONS	ANSWERS	f
How do you expect this training to contribute to your mediation practices when you work with parties that show prejudices or stereotypes?	Positiveness regarding that the training programme will contribute positively to future mediation practices	9
	Teaching parties to tend towards their interests instead of negative thoughts	5
	Learning which techniques should be used and when to use them	3

As can be seen in Table 9, considering the question "what information they learned during training will contribute to their future mediation practices with the parties showing stereotypes or prejudices?" it is seen that the most frequently repeated response by the participants is that "positiveness regarding that the training programme will have a positive contribution to the future mediation practices" (9 times). Another high frequency response is "teaching parties to tend towards their interests instead of negative thoughts" (5 times). Besides, participants also included the response; "learning which techniques should be used and when to use them" (5 times).

A participant's answer to this question is presented below:

P: *"In this training, we, once again, observed the perceptions of the parties are important in mediation. If the parties approach each other biased, they will cling to the dispute more. In this training we had an idea of how to use our skills we used in mediation, or "toolbox" in your own words. For example, I was very impressed with the consistent change in psychodrama after every step we took with our eyes blind. I have seen that this is very similar to mediation".*

It was observed that the participants had a great belief that the training they received would contribute positively to the mediation practices, that they emphasised the positive effect of directing the parties to their interests rather than negative thoughts and that they had the knowledge about which techniques to be used and when to use them. These responses are thought to be necessary for a successful mediation process.

Table 10: Opinions on Effective Listening

QUESTIONS	ANSWERS	f
How will the effective listening, one of your mediation skills, contribute to your mediation practices?	Recognising the importance of effective listening	2
	Positiveness regarding that the training is beneficial	4
	Learning what to pay attention to while listening effectively	6

As can be seen in Table 10, considering the question "how the concept of effective listening skill learnt during the training will have an effect on future mediation practices of the participants" the most frequently repeated answer is "learning what to pay attention to when listening effectively" (6 times). Another high frequency response was "positiveness regarding that the training is beneficial" (4 times).

A participant's answer to this question is presented below:

P1: *"I think that, to be successful as mediators, we should spare a sufficient amount of time to listening. In this training, I realised what to pay attention to when listening, instead of spending a lot of time. With the help of psychodrama exercises, we learned how to listen to".*

Looking at the responses of the participants, their expressions about the satisfaction on what needs to be paid attention while actively listening can be seen.

Table 11: Opinions on Empathy Skills

QUESTIONS	ANSWERS	f
How will the empathetic approach of your gained mediation skills contribute to your mediation practices?	Trust in positive contribution	9
	Satisfaction with learning that empathising is possible by asking questions	6
	Belief that it would be beneficial to learn the dimensions and types of empathy	5
	Leading the parties to a better understanding	5

As can be seen in Table 11, considering the question "how will the empathetic approach of your gained mediation skills contribute to your mediation practices?", almost all of the participants stated that they "trust that the training will have a positive contribution" (9 times). According to the other high-frequency response, the participants stated that they were pleased to learn the possibility of empathising by asking questions" (6 times). In addition, they also evaluated "the

benefits of learning the dimensions and types of empathy" (5 times) and "leading the parties to a better understanding" (5 times)

A participant's answer to this question is presented below:

P: *“Empathetic approach is something that occurs after effectively listening to the parties. We will have to apply empathetic approach to be able to understand the parties well enough and find out about their needs, therefore approach them according to their mood state at that very moment. There have been many practices in the exercises and psychodrama applications that we took part in. Therefore, I think that this training contributes us to how to empathise. I especially liked the exercises on empathising with question sentences”.*

Almost all of the participants stated that this training had a positive effect on them to gain empathic skills. It can be stated that the participants consider two basic criteria in answering this question. The first is that empathy has a very important place in mediation. This importance, as one of the participants stated above, is that an approach with empathy in mediation practices offers benefits in terms of "understanding the party, predicting its needs". The second criterion is that the subject of empathetic skills in the training given is conveyed through action methods and written exercises.

Table 12: Opinions on Problem Solving Skills

QUESTIONS	ANSWERS	f
How will the problem solving skills of your gained mediation skills contribute to your mediation practices?	Trust in positive contribution	9
	Satisfaction for raising awareness	1
	The pleasure of learning new topics	5
	Expressing that the subject is not well understood	1
	Helping to remember previously learned subjects	2

As can be seen in Table 12, the majority of the participants stated that they believed "the problem solving skills" they learned in the training would contribute positively to the question "how would it contribute to future mediation activities" (9

times). According to another high frequency response, the participants stated that “they were pleased to learn new topics” (5 times). Furthermore, it was stated 2 times that this training helps to remember the subjects they've already learned. One participant stated that he did not fully understand the subject.

A participant's answer to this question is presented below:

P: *“What I remember from the training is that in problem solving skills training, I have seen the importance of identifying the problem and acting on it and enabling it to approach the issues from different perspectives. Therefore, I can say that “I will use this skill effectively in mediation”. In this sense, it contributed me”.*

Almost all of the participants stated that this training had a positive effect on them (9 times).

Table 13: Ability to Read Verbal and Non-Verbal Messages of the Parties to the Dispute

QUESTIONS	ANSWERS	f
How will the ability to read the verbal and non-verbal messages of the parties of the conflict - a mediation skill of yours - contribute to your mediation practices?	Trust in positive contribution	10
	Satisfaction for raising awareness	4
	Increased capacity to understand verbal and non-verbal messages	6
	Facilitates objective approach to both sides	1
	Proper understanding of verbal and non-verbal messages makes it easier to reach a solution, giving positive direction to the process	5

As can be seen in Table 13, the majority of the participants stated that they believed that the ability to read verbal and non-verbal messages correctly - learnt during training - would contribute to future mediation activities (10 times). On the other hand, the participants stated that their capacity to understand verbal and non-verbal messages increased (6 times), that understanding verbal and non-verbal messages correctly facilitated reaching to a resolution and had a positive effect on the process (5 times), they also stated that the training raised awareness for themselves in

order to understand verbal and non-verbal messages and they were satisfied with it (4 times). One participant stated that the ability to read verbal and non-verbal messages correctly would contribute to the objective approach to both sides.

A participant's answer to this question is presented below:

P: *“In this training, I learned to pay attention not only to verbal statements of people in mediation, but also to body language. It made me realize that their non-verbal behaviour, the way they sit, the looks, the tone of voice, all affect the mediation process”.*

Almost all of the participants stated that this training “had a positive effect on themselves (10 times). However, as a result of the training, the parties stated that their capacity to understand increased, their capacity to give positive direction to the process increased, and they gained awareness to read verbal and non-verbal messages correctly. These gains also correspond to the role repertoire expected from the mediator.

Besides, considering participants' responses to the questions "how will the ability to read verbal and non-verbal messages of the parties of conflict?" the most frequent answers were the thought of positive effect (8 times), the thought that the parties would easily create a trust relationship because of the feeling of being heard (6 times), and that the feedback would lead the parties to rational thoughts (2 times). It was seen that the participants dealt with the theme of giving appropriate feedback mostly through asking questions, re-framing and empathic approach, and they first expressed their thoughts about how feedback would contribute.

Table 14: Opinions on Recognising One's Own Emotions

QUESTIONS	ANSWERS	f
How did this training change you in terms of realising your own feelings?	Trying to understand / realise own emotions with their own automatic thoughts	7
	The idea that it does not make any changes	4
	Increased awareness of the source of their own emotions and thoughts	3

	Trying to be more attentive and careful when responding	1
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In Table 14, participants were asked whether the training they received led to a change in recognising their own emotions. When the responses of the participants were examined, the highest response (7 times) stated that they were more inclined to understand their feelings with their own automatic thoughts, followed by the answer no change in recognising their emotions and another response was increase in awareness of the source of their own feelings and thoughts (3 times). One participant stated that “they tried to be more rigorous and attentive in reacting”.

A member's response to this question is:

P: *“I can say that, after the training, I tend to investigate the origins of my negative feelings - if experienced. I even noticed my own automatic thought once and changed my attitude. Then I was very relieved. That's why I'm happy to attend this training”.*

As seen above, more than half of the participants (7 times) stated that they made a conscious effort to understand / realise their own emotions and automatic thoughts, they gained awareness (3 times) and tried to be careful (1 time) in reacting. However, there were participants who stated that there were no changes (4 times). This response is also important in terms of showing that personal changes do not occur quickly.

On the other hand, considering the question "how did this training change in terms of realising your own feelings?", some of the responses by participants are as follows: "I don't think that it made a change", "I have no experience on this topic yet", "I don't know if I'm eligible to evaluate this on myself".

Considering the responses to realising other people's emotions, it can be seen that the participants approach this issue more prudent, and it can only be answered after some experience gained but not enough experience gained through the training because of limited training and scaling time.

Table 15: The Participants' Feelings and Thoughts

QUESTIONS	ANSWERS	f
What are your favorite aspects of this training?	Psychodrama and exercises	8
	Discussing of new and different topics	6
	It was all good in every sense	4
	Group fusion and getting along well	6
What are the aspects that you dislike about this training	Being held every Saturday	7
	All day long	5
	Having a busy schedule	3
	No negative aspects	4

In Table 15, the participants' feelings and thoughts regarding the training were asked. Most of the participants stated that they were satisfied with the study because of psychodrama and exercises (8 times), that they saw new and different subjects (6 times) and that they were pleased to have the group (6 times).

A participant's answer to this question is presented below:

P : *"I was most pleased with the interrelated topics and psychodrama .We socialised fast as a group. Some members had more experience in mediation than I did, and it was informative for me to listen to them."*

Most of the participants stated that they had problems (7 times) because the training was on Saturday and lasted all day. The participants who stated (4 times) that it was an intensive programme. 4 participants stated that they did not had any situation they did not like.

Table 16: Opinions on having other mediators in the training

QUESTIONS	ANSWERS	f
Do you think that like other mediators should take this training? Why?		
	Yes I do	11
	Psychodrama exercises are effective	3
	In-depth discussion of topics	6
	More focus on mediation skills	
	New subjects to be addressed	2
If you have comments and suggestions about this research, please specify.	More focus on psychodrama	5
	Continuity of the research	4
	Reduction of research time	4
	Extending the research to new themes such as commercial mediation	1
	Meeting once a month	2
	No-suggestions	3

Table 16 shows the participants' thoughts on the participation of other mediators in the training programme. All participants stated (11 times) that they thought it would be beneficial for other mediators to take this training as well. It was stated that it would be beneficial for the other mediators to take this training because of comprehensive study of the subjects 6 times, the psychodrama exercise 3 times, and different topics to comprehend 2 times.

A member's answer to this question is:

P: "Yes, I would. The Ministry's training programme was not this much comprehensive. I could have a chance to repeat some of the subjects I have learned before. I've learned new things. It would be good for other mediators to learn them as well".

The participants were asked their opinions and suggestions about the training. Accordingly, they suggested 5 times to focus more on psychodrama, 4 times to continue the work in the future, 4 times to shorten the time allocated to the

research, 2 times to determine the meeting period once a month, and once to extend the research to other themes such as commercial mediation. Three participants stated that they did not have any suggestions.



CONCLUSION AND DISCUSSION

This research was conducted to analyse whether Psychodrama Group Exercises concurrent with the Mediation Skills Training Programme, enriched with CBA have a positive effect on the mediators' empathic approach, problem solving, active-listening and communication skills levels. The hypotheses put forward in line with this purpose have been tested. The discussions about the results of the quantitative and qualitative data obtained as a result of the Psychodrama Group Exercises concurrent with the Mediation Skills Training Programme will be given below.

The quantitative results of the research were addressed below.

In the first hypothesis of the research, it is stated that there is no difference in the empathic skills post-test scores of the participants of Mediation Training Programme enriched with CBA and Psychodrama Group Exercises and of the participants of control groups. In order to test the hypothesis, the pre-test and post-test scores of the experimental and control groups were compared. Accordingly, when the average of empathic skills the pre-test and post-test scores of the experimental and control groups were compared, it was observed that although there was an increase in the average scores of the experimental group, this increase was not statistically significant. This result is thought to occur because of the high average of pre-test scores of both groups.

When the related researches are examined, there are studies that are similar to the findings of the research. Türk (2013), analysed the effect of peer mediation training on mediation skills of high school students. According to the findings of the study, it was found that there was no significant difference between empathic tendency levels between experimental and control groups. In addition Türk (2008), examined the effect of negotiation (problem solving) and mediation training programme on conflict resolution and empathic skills of 4th and 5th grade students. As a result of the statistical analyses, it was reported that there was no significant difference between the empathic skills of the students in control and experimental groups.

According to the findings of a research conducted by Koruklu (2003); it was observed that communication and conflict resolution skills and empathic tendencies of experimental group were increased significantly as a result of Mediation Training Programme. In this research, average scores of empathic skills of experimental group increased as a result of application exercises. However, although there was an increase in the average scores of empathic skills of the experimental group, this increase was not statistically significant.

Some studies in the literature show that empathic skills can be developed with the help of training (Votan, 1992); and that empathy is something that can be learned (Dökmen, 2005). However, learning to empathic approach requires a lot of effort and practice from the perspective of trainers. On the other hand, the fact that the pre-test scores that measure the empathy levels of the mediators participating in the experimental and control groups are relatively high can be explained by mediators' previous empathic skills training, attendance to higher education and empathic approach in mediation activities.

In order to test the second hypothesis, the pre-test and post-test average scores of the Interpersonal Problem Solving Inventory subscales of Negative Approach to a Problem, Constructive Problem Solving, Self-Confidence and Lack of Self Confidence, Lack of Responsibility, Persistent-Perseverant Approach were compared.

When the average pre-test and post-test scores of the Experimental and Control Groups of Negative Approach to a Problem subscale were compared, a significant decrease was observed.

When the average pre-test and post-test scores of the Experimental and Control Groups of Lack of Responsibility subscale were compared, no significant difference was observed in the pre-test scores of the groups while there was a decrease in the post-test score of the experimental group.

When the average pre-test and post-test scores of the Experimental and Control Groups of Constructive Problem Solving subscale were compared, a significant increase was observed in the post-test scores of experimental group.

When the average pre-test and post-test scores of the Experimental and Control Groups of Self-Confidence/Lack of Self-Confidence subscale were

compared, no difference was observed in the average pre- and post-test scores of both groups. It is thought that this is because there is no subject related to self-confidence in the application content.

When the average pre-test and post-test scores of the Experimental and Control Groups of Persistent-Perseverant Approach subscale were compared, it was observed that the application exercises had no effects on the scores of both groups. It is thought that the personality traits of mediators have an effect on this result.

According to a research conducted by Koç et al. (2015) in order to identify the relationship between communication skills and interpersonal problem solving skills, it is concluded that "Negative Approach to a Problem" and "Lack of Self-Confidence" have negative effects on the communication skills, and that "Constructive Problem Solving" and "Persistent-Perseverant Approach" positively affect the communication skills. When the related literature was examined, no research using interpersonal problem solving inventory for mediators was found.

The third hypothesis of the study is that there is no difference between the active listening skills post-test scores of the mediators who participated in the Mediation Training Programme and Psychodrama Group Exercise and the mediators who participated in the control groups. In order to test the hypothesis, the pre-test and post-test average scores of the experimental and control groups were compared. According to this, when the pre-test and post-test scores of the experimental and control groups active listening skills scale were compared; While there was no difference between the scores of the groups before the application exercises, the scores of the experimental group increased significantly after the application.

Consistent with the results of this research, Saulo and Wagener (2000) conducted a study to measure comfort levels of healthcare workers before and after mediation training and to determine the extent to which mediation principles are used in the workplace environment or private lives. In this study, 25 hours of mediation training programme was applied to the participants. Pre-test and post-test were applied to 130 trained personnel. The findings of the study showed that active listening, summarising and reframing skills of the health personnel participating in the training programme are the most commonly used mediation skills after the training. These findings are parallel with the research results.

The fourth hypothesis of the study is that there is no difference between the communication skills post-test scores of the mediators who participated in the Mediation Training Programme and Psychodrama Group Exercise and the mediators who participated in the control groups. In order to test the hypothesis, the pre-test and post-test average scores of the experimental and control groups were compared. Accordingly, when the average of the pre-test and post-test scores of the communication skills scale of the experimental and control groups were compared; There was no difference between the average scores of the experimental and control groups before the application; however, it was observed that the communication skills score averages of the experimental group increased significantly after the application.

In another study with similar results with this study, Koruklu (2003) examined the effect of mediation training on a group of university students' communication and conflict resolution skills. This is an experimental study which is favourable for the pre-test post-test model with control group. According to the findings; As a result of the Mediation Trainings, it was found that the communication skills of the experimental group were developed significantly. This result supports the results of the present study.

The qualitative results of the study will be addressed in three different dimensions.

a-) Outcomes of Cognitive Behavioural Approach

When the responses of the participants were examined, it was seen that this training would benefit them to a great extent and that they had awareness about the origin of automatic thoughts and their effects on them. This statement is considered to be fit with researcher's objective of achieving a positive transformation on the participants through the skills training. At the same time, it is seen that the majority of the participants believed that the concepts they learned would help them in the mediation practice. On the other hand, it was observed that they thought that they had knowledge about which techniques to use when and emphasised the positive effect of directing the parties to their interests rather than negative thoughts. These responses were deemed necessary for a successful mediation process.

b-) Outcomes of Mediation Training

Looking at the responses of the participants, their expressions about the satisfaction on what needs to be paid attention during active listening.

Almost all of the participants stated that this training had a positive effect on them to gain empathic skills. It can be stated that the participants considered two basic criteria in answering this question. The first is that empathy has a very important place in mediation. This importance, as one participant stated above, is that empathic approach in mediation activities offers benefits in terms of understanding the parties better and understanding their needs. The second criterion is that the subject of empathic skills in training is provided through action methods and various exercises.

About the problem solving skills they learned in training, almost all of the participants stated that this training had a positive effect on them. The participants stated that they were pleased to learn new things, and that this training programme helped them to remember the subjects they had already learned.

The majority of the participants stated that they believed that the skills they learned in training and the ability to understand verbal and nonverbal messages correctly would contribute positively to the question of how they would contribute to the future mediation activities. On the other hand, the participants stated that their capacity to understand verbal and non-verbal messages increased, that training raised their awareness, and that they were pleased to understand verbal and non-verbal messages.

It was seen that the participants dealt with the theme of giving appropriate feedback mostly through asking questions, re-framing and empathic approach, and they first expressed their thoughts about how feedback would contribute.

To the questions about whether the exercises led to a change in the sense of their own feelings, more than half of the participants answered that they made a conscious effort to understand / notice their feelings and automatic thoughts, and that they tried to be careful while they were aware of their feelings and reacting to others. In addition, there are participants who answered to this question that there were no changes. This response is also important in terms of showing that personal changes do not occur quickly.

When the participants' responses to other people's feelings were evaluated, it was observed that they were cautious about this issue and believed that the answer to this question could be based on an experience. It can be said that this experience did not happen due to the narrow time interval determined for the application time and collection time of the scale responses.

c-) Opinions about Psychodrama Group Exercises and Mediation Skills Training Programme enriched with the perspective of Cognitive Behavioural Approach.

Most of the participants stated that they had difficulties because the training was on Saturdays, lasted all day, the application programme was intense but they had no problems in the training programme.

The participants were asked their opinions and suggestions about the training programme. The answers given to this question show that the participants suggested that psychodrama should be focused more, that the research should be continued, that the time allocated to the research should be shortened, that the meeting period should be determined once a month, and that the research should be extended to other themes such as commercial mediation.

When the results obtained are evaluated; it can also be stated that the researcher reached the sub-objective of developing a training programme to improve mediation skills of the participants. It was seen that the subjects covered by the new perspective presented by the Cognitive-Behavioural Approach attracted the attention of the participants. Furthermore, it can be stated that the opportunity to acquire skills and experience the acquired skills with the psychodrama exercise has a positive effect on the research findings.

In conclusion, although there was an increase in the average scores of empathic skills of the experimental group, this increase was not statistically significant. There was a significant decrease in the Negative Approach to a Problem scores of the experimental group compared to the control group. Constructive Problem Solving scores of the experimental group were statistically increased compared to the control group. There was no difference in the Self Confidence/Lack of Self-Confidence scores of both groups. While there was no difference in the pre-application scores of the groups in the Lack of Responsibility scale, post-application

scores of the experimental group were decreased statistically. The application did not affect the Persistent-Perseverant Approach scores of the groups. While there was no difference in the pre-application scores of the groups in the Active Listening scale, post-application scores of the experimental group were increased statistically. When the results obtained are considered, it can be said that satisfactory results have been achieved depending on objective of the research.

SUGGESTIONS

The suggestions made in line with the results of the research are presented below.

For The Researchers

1-) The content of the experimental application including psychodrama activities carried out concurrently with the Mediation Skills Training Program enriched with Cognitive Behavioral Approach developed for mediators can be tested by experimental research and its applicability can be expanded.

2-) The content of the experimental practice including psychodrama activities, which are conducted concurrently with the Mediation Skills Training Program enriched with Cognitive Behavioural Approach, can be improved by adapting it to sub-fields such as family mediation or commercial mediation.

3-) In this research, due to the lack of time that the researcher has, follow up could not be performed after the experimental application. In future researches, evidence that are more effective can be obtained by measuring the effectiveness of the program at different times.

For The Professionals;

4-) Experimental practice including psychodrama activities conducted concurrently with Mediation Skills Training Program enriched with Cognitive Behavioral Approach can be used in mediation renewal trainings.

5-) The content of the psychodrama-based group work applied in the research and the Mediation Skills Training Program enriched with Cognitive Behavioural Approach can be made available to psychodramatists aiming to serve in the field of conflict resolution.

6-) When the results of this study are evaluated, psychodrama practices can be added to the curriculum accredited by the Ministry of Justice to teach mediation skills.



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APPENDICES

SESSION 1

THEORETICAL INFORMATION ON COGNITIVE BEHAVIOURAL APPROACH

OBJECTIVE: To enable participants to learn automatic thoughts, irrational beliefs and cognitive distortions.

To enable the participants to recognise the general characteristics of their thoughts, feelings and behaviours, and to understand the interaction between them.

To enable the participants to interpret and express an experience that they have underwent or observed according to the ABC Theory of Ellis.

DURATION: 150 minutes.

NUMBER OF PARTICIPANTS: 11

MATERIAL: Slides, Student Exercise Book.

PROCESS:

1. Cognitive Behavioural Approach presentation consists of three sessions. At the first one, brief information on the objective of the study, its scope, and how to apply the exercises were provided.

2. The researcher introduced himself to the group with an introduction game used in psychodrama method. In this game, he put an empty chair on the stage and said, My Name is Gezgin, now I will introduce Mr. Murat to you. He joined this group as a director. He is currently working as a Social Service Expert in İzmir Courthouse. ..." After the researcher introduced himself to the group, the members of the group came to the stage, one after another, and presented themselves. It was observed that the members found the game of entertaining and deepened their acquaintance by asking questions.

3. Intragroup rules and norms were determined after the introduction game. According to this, group rules such as the continuity of the group work, arrival on

time, keeping mobile phones in silent mode, avoiding interruption other members' speeches, avoiding judgemental tone are created.

4. Theoretical explanations of cognitive behavioural approach, cognitive structure, automatic thoughts, and cognitive distortion concepts were explained to the participants and questions were answered.

5. Although the subjects described were from the field of psychology, it was observed that the participants followed up with interest and asked questions frequently. The researcher answered the questions of the members and explained some of the examples by creating relative mise-en-scenes with participants. For example, while the subject of thought-feeling-behaviour interaction and rational thoughts; a mise-en-scene with which each member participates in a sentence was created as follows: Mr. Ömer works as a worker in a business. He was in his 30s and married six months ago. He has difficulties in his company because he has received his salary late in the last two months and he resents his boss. However, he also refrains from interviewing his boss. He got angry, barged into the employer's room and blustered his boss after the last salary was underpaid with a week's delay.

6. Together with the members of the group, a conversation was made on thinking, feeling and behaviour pattern of Mr. Ömer. According to this; It is inferred that Mr. Ömer was in error of information processing, under the negative influence of his thoughts, caused negative emotions and behaved improperly as a result of this, and what would the appropriate behaviour over rationality was discussed. It is seen that the members of the group made statements that reflect the topics presented in the slides.

7. The exercises included in the student book were filled out with the participants. In the first study; participants were asked to define the concepts of automatic thoughts, irrational beliefs and cognitive distortions in their own words. It is seen that the participants defined the concepts in details. For example, a definition for automatic thoughts was inconvenient ideas popping up in your mind.

8. In the second exercise, the participants were given a 14-sentence-long text and asked to identify information processing errors within each of these sentences. While most of the participants managed to identify the 6 processing errors in the text

and some others could not even state their names correctly. Thereupon, information processing errors were briefly explained again.

9. A small conversation was held about how learning automatic thoughts, irrational beliefs would affect the participants in their daily lives. According to this, the participants stated that they realised that they made some information processing errors in their daily lives, and in fact, they established a connection between these errors and their conflicts.

10. At the end of the session, a brief evaluation of the day was made, and after the two exercises in the student book were given as homework, the training session was completed.

EVALUATION:

In the first session, all participants in the experimental group attended the group exercise. It was observed that the participants socialised fast, had small talks to get to know one another, and asked one another mediation based questions during the breaks.

During the sessions, the participants gave and receive feedbacks, despite the complex issues being discussed; they were listening carefully and tried to give correct responses during the exercises. Active participation of the members also positively affected the researcher.

SESSION 1

TESTING AUTOMATIC THOUGHTS, FALSE COGNITIONS AND NON-FUNCTIONAL BELIEFS.

OBJECTIVE: To enable participants to identify and test their automatic thoughts.

To enable participants to replace false cognitions and evaluations with real interpretations.

To enable participants to recognise and change non-functional beliefs.

DURATION: 150 minutes.

NUMBER OF PARTICIPANTS: 11

MATERIAL: Slides, Student Exercise Book.

PROCESS:

1. The previous session was summarised and this session was started with the participants' feedbacks on the previous session. Participants were asked whether they filled in the materials given as homework or not. The researcher gave two participants the forms he had prepared previously.

2. The researcher asked the participants to open their books and fill in the blanks in the exercise consisting of 15 items. The participants had already filled this form at home. The researcher told the participants to examine their answers in terms of information processing errors.

3. The participants identified "information processing errors" in their own answers. The examples given by the participants were mostly about feedbacks on information processing errors and cognitive distortions such as all or none principle, generalisation, mind reading, what should or should not be done. The participants, who examined the form previously prepared by the researcher, were able to identify six of the eight information processing errors in 15 items.

4. Through the slides, “methods of obtaining automatic thoughts and techniques of processing irrational thoughts” were explained to the participants and their questions were answered.

5. The session was summarised to the participants. They were asked how to implement the information they learned that day in mediation sessions while working with disputant parties. In the conversation, there was a consensus that notice of the irrational thoughts of the disputant parties in mediation activities is important and that this situation, which irrational thoughts may also lead to non-functional affects, can eliminate the possibility of agreement between the parties. However, it was stated that rational thought patterns can be taught to the parties by using mediation skills.

EVALUATION:

In the second session, it was observed that the experimental group socialised fast and they were in compliance with the group norms. Since the second session included theoretical knowledge and practices in terms of the contributions of the field of psychology, it was observed that the participants were a bit worried in this session and that they were confused about some of the concepts.

It was observed that most of the participants had fulfilled their assignments and took the training seriously.

While the subject of obtaining rational thoughts was discussed, related concepts were discussed through an example event created with the help of participants. According to the mise-en-scene, a conversation was held on how the concept of irrational thoughts will be handled in the mediation activities of the conflict arising from sharing of legacy between two siblings. The irrational thoughts of the parties were identified one by one. According to the example, it was found out that the disputant parties could not manage the situation rationally, because a sibling was of the opinion that s/he had the right to inherit more than the other, and the other sibling tended to renounce her/his share and thus s/he had troubles with her/his partner because s/he could not get her/his share. The participants proposed asking questions to the parties about the legal basis of the legacy sharing with the examples

they gave and mentioned the importance of revealing the false cognitions of the parties. Then they agreed that it would be better to direct the parties towards the question of how to make a fair share, and that the parties should be helped to find rational solutions. This mise-en-scene sheds light on how participants can handle rational thoughts in mediation.



SESSION 1

HEALTHY COMMUNICATION.

OBJECTIVE: To enable participants to learn the concept of healthy communication.

To enable participants to learn the differences between observing and evaluating.

To enable participants to learn the characteristics of I language, which is one of the ways of communicating healthy, to learn how to react with You and I language.

DURATION: 150 minutes.

NUMBER OF PARTICIPANTS: 10.

MATERIAL: Slides, Student Exercise Book.

PROCESS:

1. The previous session was summarised and this session was started with the participants' feedbacks on the previous session. The participants stated that they were pleased to learn some important concepts.

2. A slide presentation was made about the subject of communication. At the end of the presentation, the questions of the participants were answered. Participants stated that they had previously discussed about communication within mediation training.

3. Observation and evaluation were defined. Moreover, the concepts of objective thought/ subjective thought were explained. The participants gave examples from their own lives about objective thought and subjective thought. There was a consensus in the conversation that there is a link between objective thought and rational thought, and that there is a direct relationship between subjective thought and information processing error.

4. Seven sample sentences in the student book were analysed in terms of observation or evaluation.

5. The participants were asked to answer a test consisting of 15 sentences in the student book. In this test, the evaluation sentences were converted into observation sentences.

The importance of You-Language and I-Language was stressed. The participants were asked to give examples of the situations in which they used I-Language or You-Language in their everyday lives. The participants were hesitant to talk at first, and after a participant told an issue he had lived with his daughter, it was seen that they gave examples from their own lives.

6. The session was completed following a summary of the day.

EVALUATION

Regarding that the participants had previously been trained in the field of communication, the theoretical details of the subject were not covered. Observation-evaluation, You-Language and I-Language were the main themes.

SESSIONS 5 AND 1 MEDIATION SKILLS

OBJECTIVE: To enable participants to learn the characteristics of active listening.

To enable participants to learn empathetic listening and empathic response,

To enable participants to obtain summarising - asking questions - re-framing skills, interpersonal problem-solving skills

DURATION: 300 minutes.

NUMBER OF PARTICIPANTS: 11.

MATERIAL: Slides, Student Exercise Book.

PROCESS:

1. The last session was summarised and feedback from the participants was received.
2. The subject of Mediation Skills Concepts and Listening Skills were explained through slides and the questions of the participants were answered.

A short break was taken. During the break, three boards were attached to three separate walls of the room. The title of the first board was what the indicators of active listening are. In the second panel title, the common obstacles to active listening are asked. On the third board, the question was what the benefits of active listening in mediation sessions are. The participants were divided into three groups. The first group was asked to fill the first board, the second group the second board and the third group the third board. After five minutes, the groups moved in a clockwise direction. This procedure was applied until all groups visited each board. At first, participants quickly filled the board and found it difficult in the end.

1. Through the slides, "empathy, empathic listening and empathic skills" were explained to the participants and their questions were answered
2. An exercise of 8 sentences in which individual B empathises with individual A was carried out. In this exercise, individual A expresses his/her feelings and thoughts. And individual B responds to them. More than half of the participants were able to identify empathic sentences.
3. Through the slides, "summarisation, asking questions, reframing and interpersonal problem solving skills" were explained to the participants and their questions were answered.
4. The participants carried out an exercise of summarisation in binary groups. According to this, they narrated a film, TV series, a book or an event from their daily life for 3 minutes first, then for a minute, and then for 30 seconds. When they gave feedbacks on this exercise, they

emphasised that summarisation was difficult to them, that some details came into their minds late, and that it was important to give the main idea of the subject when summarising.

5. The session was completed after a brief summary.

EVALUATION

In these sessions, the participants exercised on how to use mediation skills in mediation activities. The participants' interest in exercise was intense and sometimes they even had fun responses. In these sessions, the participants realised that mediation activity also included a group dynamics. It was observed that the confusion they experienced about application of the concepts that they had previously learned theoretically were partially eliminated with the exercises.

SESSION 6

MEDIATION ACTIVITIES INTEGRATED WITH COGNITIVE BEHAVIOURAL APPROACH

OBJECTIVE: To review the stages of the mediation process,
To enable the participants to gain experience on how to apply their mediation skills.

DURATION: 150 minutes.

MATERIAL: Slides, Student Exercise Book.

PROCESS:

1. The previous session was summarised and this session was started with the participants' feedbacks on the previous session.
2. A slide presentation was made about theoretical knowledge about the subject of "The Stages of Mediation Process".
3. An event was held on the opening speech of the mediator. Accordingly, the participants were divided into groups of three and asked to choose a

study area out of various areas of the room. Groups of three acted as mediators and the two disputant parties. Then each group played their role in their own version. In the role-playing stage, the first session of the mediation stages was played. When the role-play of each group was completed, the group returned to the ring and feedback was received.

4. The session was summarised to the participants. They were asked how they can implement the information they have learned so far while working with the parties. As it was the last session, the session was completed with a closure ritual of saying goodbye to one another.

EVALUATION

In this session, it was observed that the participants were excited and stated that they were sad because it was the last session. In this session, the participants learned that the stages of mediation could not be divisible according to strict rules, that the process should be maintained flexibly, and they also learned how mediators should inform the parties. The participants stated that in the exercises, they experienced both the role of mediation and how to conduct mediation activities from the perspective of the parties. At the end of the session, the participants gave feedbacks on how they would benefit from this training. Accordingly, the participants stated that they were satisfied with the training and that the concepts such as automatic thoughts and communication errors both provide help in maintaining their lives and they think that it would affect their future mediation activities positively.

Appendix 2: Bilişsel Davranışsal Yaklaşım Bakış Açısıyla Zenginleştirilmiş Arabuluculuk Becerileri Eğitim Grubu Oturumları

1. OTURUM

BİLİŞSEL DAVRANIŞÇI YAKLAŞIMA İLİŞKİN KURAMSAL BİLGİLER

AMAÇ: Katılımcıların “otomatik düşünceler, akılcı olmayan inançlar ve bilişsel çarpıtma kavramlarını” öğrenmesini sağlamak.

Katılımcıların “düşünce, duygu ve davranışların genel özelliklerini” tanımaları, bunlar arasındaki etkileşimi kavramalarını sağlamak,

Geçirdikleri veya gözledikleri bir yaşantıyı Ellis’in ABC Kuramı’na göre yorumlamaları ve ifade edebilmelerini sağlamak.

SÜRE: 150 dakika.

KATILIMCI SAYISI:11

MATERYAL: Yansı, Öğrenci Etkinlik Kitabı.

İŞLEM YOLU:

1. Bilişsel Davranışsal Yaklaşım sunumu üç seanstan oluşmaktadır. Birinci saatte çalışmanın amacı, kapsamı, etkinliklerin nasıl uygulanacağına ilişkin kısa süren bilgilendirme yapılmıştır.
2. Araştırmacı, psikodrama yönteminde kullanılan bir tanışma oyunu ile kendini gruba tanıtmıştır. Bu oyunda sahneye boş bir sandalye koymuş ve “*Benim Adım Gezgin, şimdi size Murat Beyi tanıtacağım. Murat Bey, bu gruba yönetici olarak katıldı. Halen İzmir Adliyesinde Sosyal Hizmet Uzmanı olarak çalışmaktadır. ...*” Araştırmacı kendini gruba tanıttıktan sonra grup üyeleri de birer birer sahneye gelip kendilerini takdim etmişlerdir. Üyelerin tanışma oyununu eğlenceli buldukları, birbirine sorular sorarak tanışmayı derinleştirdikleri gözlenmiştir.
3. Tanışma oyununun ardından grup içi kurallar ve normlar belirlenmiştir. Buna göre, grup çalışmalarına devamlılık sağlanması, gruba zamanında gelme, cep telefonlarının sessize alınması, başka üyenin sözünü kesmeme, eleştirel ve yargılayıcı üslup ile konuşulmaması vb. grup kuralları oluşturulmuştur.

4. Katılımcılara yansı kullanılarak, “Bilişsel Davranışçı Yaklaşım ile ilişkin kuramsal açıklamalar, bilişsel yapı, otomatik düşünceler, bilişsel çarpıtma kavramları” anlatılmış ve sorular yanıtlanmıştır.
5. Anlatılan konular psikoloji alanından olmasına rağmen katılımcıların ilgiyle takip ettikleri, sık sık soru sordukları gözlenmiştir. Araştırmacı üyelerin sorularını yanıtlamış ve bazı örnekleri katılımcılarla birlikte oluşturdukları mizansenlerle açıklamıştır. Örneğin, düşünce-duygu-davranış etkileşimi ve akılcı düşünceler konusunu işler iken, her bir üyenin bir cümle ile katılımda bulunduğu bir mizansen şöyle yaratılmıştır: *“Ömer bey bir işletmede işçi olarak çalışmaktadır. 30 yaşlarında ve altı ay önce evlenmiştir. Çalıştığı işletmede son iki ay maaşını geç aldığından dolayı zorluklar yaşamakta ve patronuna içerlemektedir. Ancak bu konuyla ilgili olarak patronuyla görüşme yapmaktan da kaçınmaktadır. Son maaş ödemesi de bir hafta geciktikten sonra maaşının eksik olarak yatırılması üzerine çok sinirlenmiş ve işverenin odasına dalıp, patronuna kabadayılık taslayan konuşmalarda bulunmuştur”*.
6. Grup üyeleri ile birlikte Ömer beyin düşünce-duygu ve davranış örüntüsü üzerine bir sohbet yapılmıştır. Buna göre; Ömer beyin bilgi işleme hatası içinde olduğu, düşüncelerinin olumsuz etkisine kapıldığı, bu durumun olumsuz duygulanıma yol açtığı ve bunun sonucunda uygunsuz davrandığı şeklinde bir çıkarımda bulunulmuş ve akılcılık kavramı üzerinden uygun davranışın neler olabileceği tartışılmıştır. Grup üyelerinin yansı ile sunulan konuları referans alan açıklamalarda bulunduğu görülmüştür.
7. Öğrenci kitabında yer alan egzersizler katılımcılar ile birlikte doldurulmuştur. İlk çalışmada katılımcılardan “otomatik düşünceler, akılcı olmayan inançlar ve bilişsel çarpıtma” kavramlarını kendi sözcükleri ile tanımlamaları istenmiştir. Üyelerin kavramlarda olan önemli detaylara yer vererek tanımlamalarda bulundukları görülmüştür. Örneğin otomatik düşünceler için *“aklımıza aniden gelen ama sıkıntı veren fikirler”* şeklinde bir açıklama yapılmıştır.
8. İkinci egzersizde ise katılımcılara 14 cümleden oluşan bir metin verilmiş ve her bir cümle içindeki “bilgi işleme hatalarını tespit etmeleri” istenmiştir. Katılımcıların çoğunun metin içinde geçen 6 bilgi işleme hatasını tespit ettiği,

bazılarının ismini doğru olarak ifade edemedikleri görülmüştür. Bunun üzerine “bilgi işleme hataları” özet olarak yeniden açıklanmıştır.

9. Katılımcılara “otomatik düşünceleri, akılcı olmayan inançları öğrenmelerinin günlük hayatta onlara ne gibi faydalar sağlayacağını” sorulmuş ve kısa bir sohbet yapılmıştır. Buna göre, katılımcılar günlük hayatlarında bazı bilgi işleme hatasını yaptıklarını fark ettiklerini, gerçekte yakın kişilerle ilişkilerinde bu hatalar ile yaşadıkları anlaşmazlıklar arasında bağ kurduklarını ifade etmişlerdir.
10. Oturum sonunda günün kısa bir değerlendirmesi yapılmış ve gelecek konuya ilişkin öğrenci kitabında bulunan iki egzersiz ödev olarak verildikten sonra eğitim oturumu sonlandırılmıştır.

DEĞERLENDİRME:

Birinci oturumda deney grubuna katılmayı kabul eden tüm üyelerin grup çalışmasına geldiği görülmüştür. Üyelerin birbirine hızla kaynaştığı, birbirlerini tanımak üzere kısa sohbetlerde bulundukları, molalarda birbirlerine “arabuluculuk temelli” sorular sordukları gözlenmiştir.

Oturumlarda üyelerin sıklıkla geri beslemede bulundukları, karmaşık konular işlenmesine rağmen dikkatle dinledikleri ve egzersizleri yaparken “doğru cevaplamaya” çalıştıkları görülmüştür. Üyelerin katılım göstermeleri araştırmacıyı da olumlu olarak etkilemiştir.

2. OTURUM

OTOMATİK DÜŞÜNCELERİ SINAMA, YANLIŞ BİLİŞLER VE FONKSİYONEL OLMAYAN İNANÇLAR.

AMAÇ: Katılımcıların otomatik düşünceleri tespit etme ve sınamalarını sağlamak, Yanlış biliş ve değerlendirmelerin gerçek yorumlarla yer değiştirmesini öğrenmelerini sağlamak, Fonksiyonel olmayan inançları fark etme ve değiştirmelerini öğrenmelerini sağlamak.

SÜRE: 150 dakika.

KATILIMCI SAYISI:11

MATERYAL: Yansı, Öğrenci Etkinlik Kitabı.

İŞLEM YOLU:

1. Geçen oturumun özeti yapılmış ve katılımcılardan geçen oturumla ilgili geri besleme alınarak çalışma başlamıştır. Katılımcılara ödev olarak verilen materyalleri doldurup doldurmadıkları sorulmuş, hazırlıksız olan katılımcı olduğu tespit edilmiştir. Araştırmacı iki katılımcıya önceden hazırladığı formları vermiştir.
2. Araştırmacı, öğrenci kitabında bulunan 15 maddeden oluşan boşluk doldurma egzersizini açmaları istemiştir. Bu formu katılımcılar evde yazmışlardır. Araştırmacı katılımcıların verdiği yanıtları “bilgi işleme hataları” yönünden incelemelerini söylemiştir.
3. Katılımcılar, kendi verdikleri yanıtlar içinden “bilgi işleme hatalarını” tespit etmiştir. Katılımcıların verdiği örnekler üzerinden bakıldığında sıklıkla “ya hep ya hiç, genelleme, akıl okuma, meli-malı” düşünce hatalarını yaptıkları yönünde geri beslemede bulunmuşlar ve bilgi işleme hatalarını fark etmeden yaptıklarına ilişkin dönüt vermişlerdir. Araştırmacının daha önceden hazırladığı formu inceleyen katılımcılar ise 15 madde içindeki sekiz bilgi işleme hatasının altısını tespit edebilmişlerdir.
4. Katılımcılara yansı kullanılarak, “otomatik düşünceleri elde etme yöntemleri ve akılcı olmayan düşünceleri işleme teknikleri anlatılmış ve soruları yanıtlanmıştır.
5. Katılımcılara günün özeti yapılmıştır. Bugün öğrendikleri bilgileri “arabuluculuk oturumlarında taraflarla çalışırken nasıl hayata geçirebileceklerini” sorulmuştur. Yapılan sohbette, arabuluculuk uygulamalarında tarafların akılcı olmayan düşüncelerinin fark edilmesinin önemli olduğu, akılcı olmayan düşüncelerin aynı zamanda işlevsel olmayan duygulanıma yol açabileceği bu durumun da taraflar arasında anlaşma olanağını ortadan kaldırabileceği yönünde bir fikir birliği oluşmuştur.

Bununla birlikte akılcı düşünce örüntüsünün arabuluculuk becerileri kullanılarak taraflara öğretilebileceği de ifade edilmiştir.

DEĞERLENDİRME:

İkinci oturumda deney grubunda olan üyelerin birbirleriyle kaynaştıkları, birlikte alınan grup normlarına uydukları gözlenmiştir. İkinci oturum psikoloji alanının katkıları yönünden teorik bilgi ve uygulamaları içerdiğinden, bu oturumda biraz endişeli oldukları, bazı kavramların katılımcılar üzerinde kafa karışıklığına yol açtığı gözlenmiştir.

Katılımcıların çoğunun verilen ödevleri yerine getirdikleri ve dersleri ciddiye aldıkları görülmüştür.

Akılcı düşünceleri bulma konusu işlenirken katılımcılarla birlikte üretilen bir örnek üzerinden konuya ilişkin kavramlar ele alınmıştır. Yapılan mizansene göre, iki kardeş arasında miras paylaşımı üzerinden doğan anlaşmazlığa ilişkin arabuluculuk uygulamalarında “akılcı olmayan düşünceler” kavramının nasıl ele alınacağı üzerine bir sohbet gerçekleştirilmiştir. Tarafların akılcı olmayan düşünceleri tek tek tespit edilmiştir. Örneğe göre, bir kardeşin diğerinden daha fazla miras hakkı olduğu fikrinde olduğu, diğer kardeşin de kendi payından feragat etme eğiliminde olduğu, kendi payını koruyamadığı için eşi ile arasının açıldığı ancak tarafların bu durumu akılcı bir şekilde yönetemedikleri ortaya çıkmıştır. Katılımcılar verdikleri örneklerle “miras paylaşımının hukuki temelleri hakkında” taraflara sorular sorulmasını önermişler ve tarafların yanlış bilişlerini ortaya çıkarmanın önemine değinmişlerdir. Daha sonra adil bir paylaşımın nasıl yapılacağı sorusuna doğru tarafları yönlendirmenin iyi olacağına ve tarafların akılcı çözümler bulmasına yardımcı olunması gerektiği üzerinde anlaşmışlardır. Bu mizansen katılımcıların akılcı düşüncelerin arabuluculukta nasıl ele alınabileceğine ışık tutmuştur.

3. OTURUM

SAĞLIKLI İLETİŞİM.

AMAÇ: Katılımcıların “sağlıklı iletişim” kavramını öğrenmesini sağlamak.

Katılımcıların “gözlem yapma ve değerlendirme yapma” arasındaki farkları öğrenmesini sağlamak.

Katılımcıların sağlıklı iletişim kurma yollarından birisi olan “ben dilinin” özelliklerini, içinde bulunduğu durumlara “sen ve ben dili” ile tepki vermeyi öğrenmelerini sağlamak.

SÜRE: 150 dakika.

KATILIMCI SAYISI:10.

MATERYAL: Yansı, Öğrenci Etkinlik Kitabı.

İŞLEM YOLU:

1. Geçen oturumun özeti yapılmış ve katılımcılardan geçen oturumla ilgili geri besleme alınmıştır. Katılımcılar bazı önemli kavramları öğrendiklerine memnun olduklarını ifade etmişlerdir.
2. İletişim konulu yansı sunulmuştur. Sunum sonunda katılımcıların soruları yanıtlanmıştır. Katılımcılar daha önceden de arabuluculuk eğitimi içinde iletişim konusunu işlediklerini ifade etmişlerdir.
3. “Gözlem ve değerlendirme” tanımı yapılmıştır. Ayrıca, “nesnel düşünce/öznel düşünce” konuları anlatılmıştır. Katılımcılar nesnel düşünce ve öznel düşünce hakkında kendi yaşantılarından örnekler vermiştir. Yapılan sohbette “nesnel düşünce ile akılcı düşünceler” arasında bağ olduğu, “öznel düşünceler ile bilgi işleme hatası” arasında doğrudan bir ilişki olduğu yönünde bir fikir birliği oluşmuştur.
4. Öğrenci kitabında yer alan yedi örnek cümle gözlem veya değerlendirme olup olmadığı yönünden analiz edilmiştir.
5. Öğrenci kitabında yer alan 15 cümleden oluşan bir testi yanıtlamaları istenmiştir. Bu testte değerlendirme cümleleri gözlem cümlelerine dönüştürülmüştür.

Katılımcılara “sen dili” ve “ben dili” üzerinden iletişim kurmanın öneminden bahsedilmiştir. Katılımcılardan günlük yaşantılarında “ben dili” veya “sen dilini” kullandıkları durumlara ilişkin örnekler vermeleri istenmiştir. Katılımcıların ilk

başlarda konuşmakta tereddüt ettikleri, bir katılımcının kızı ile yaşadığı bir konuyu anlatmasından sonra kendi yaşantılarında örnekler verdikleri görülmüştür.

6. Katılımcılara günün özeti yapılarak oturum sonlandırılmıştır.

DEĞERLENDİRME

Katılımcıların iletişim konusunda daha önceden eğitim aldıkları göz önünde bulundurularak, konunun teorik detaylarına inilmemiştir. Daha çok gözlem-değerlendirme, sen dili ve ben dili konularına ağırlık verilerek konu nakledilmiştir.

4. Ve 5. OTURUM

ARABULUCULUK BECERİLERİ

AMAÇ: Katılımcıların “etkin dinlemenin özelliklerini öğrenmelerini” sağlamak, Katılımcıların “empatik dinleme ve empatik tepki vermeyi” öğrenmesini sağlamak, “Özetleme - soru sorma - yeniden çerçevelendirme becerisi, kişiler arası sorun çözme becerisi” edinmelerini sağlamak.

SÜRE: 300 dakika.

KATILIMCI SAYISI:11.

MATERYAL: Yansı, Öğrenci Etkinlik Kitabı.

İŞLEM YOLU:

1. Geçen oturumun özeti yapılarak katılımcılardan geçen oturumla ilgili geri besleme alınmıştır.
2. Yansı kullanılarak “Arabuluculuk Becerileri kavramları ve dinleme becerisi” konusu anlatılmış ve katılımcıların soruları yanıtlanmıştır.

Kısa bir mola verilmiştir. Mola esnasında odanın üç ayrı duvarına üç pano kağıdı yapıştırılmıştır. Birinci Pano Başlığında, “Etkin Dinleme Yapıldığının Göstergeleri Nelerdir?” yazılıdır. İkinci Pano başlığında “Etkin Dinlemenin Önündeki Yaygın Engeller Nelerdir?” yazılıdır. Üçüncü Panoya ise “Arabuluculuk Oturumlarında Etkin Dinlemede Bulunmanın Faydaları Nelerdir?” yazılıdır. Katılımcılar üç ayrı gruba bölünmüştür. Birinci Gruptan ilk panoyu, ikinci gruptan ikinci panoyu, üçüncü gruptan ise üçüncü panoyu yazmaları istenmiştir. Beş dakika sonra gruplar saat yönünde hareket ederek ilerlemiştir. Bu işlem tüm gruplar her bir panoyu ziyaret edinceye kadar uygulanmıştır. Katılımcıların ilk başlarda panoyu hızlıca doldurdıkları, sonlara doğru zorlandıkları görülmüştür.

3. Yansı kullanılarak “Empati, empatik dinleme ve empati kurma becerisi” konusu anlatılmış ve katılımcıların soruları yanıtlanmıştır.
4. B Kişisinin A’nın içinde olup bitenlere empatiyle tepki verdiği cümlelerden oluşan 8 cümlelik bir alıştırma yapılmıştır. Bu alıştırmada A kişisi kendi içinden geçen duygu ve düşünceleri ifade etmektedir. B kişisi ise buna karşılık yanıt vermektedir. Katılımcıların yarısından fazlası empatik cümleleri tespit etmeyi başarmıştır.
5. Yansı kullanılarak “özetleme, soru sorma, yeniden çerçevelendirme ve kişilerarası sorun çözme becerisi” konusu anlatılmış ve katılımcıların soruları yanıtlanmıştır.
6. Katılımcılar ikili gruplar oluşturarak özetleme alıştırması yapmışlardır. Buna göre bir film, televizyon dizisi, bir kitap veya günlük yaşamlarından yüksüz bir durumu önce 3 dakika, sonra 1 dakika, sonra 30 saniye içinde anlatmayı tecrübe etmişlerdir. Bu alıştırmaya ilişkin geri beslemede bulunduklarında “özetlemenin zor olduğunu, bazı ayrıntıların sonradan akıllarına geldiğini, özetleme yaparken konunun ana fikrini vermenin önemine değinmişlerdir.
7. Katılımcılara günün özeti yapılarak oturum sonlandırılmıştır.

DEĞERLENDİRME

Bu oturumlarda katılımcılar arabuluculuk becerilerinin arabuluculuk uygulamaları içinde nasıl kullanılacağına ilişkin egzersizler yapmışlardır. Katılımcıların egzersiz çalışmalarına ilgisi yoğun olmuş ve zaman zaman eğlenceli yanıtlar verdikleri görülmüştür. Bu oturumlarda katılımcılar arabuluculuk etkinliğinin aynı zamanda bir grup dinamiği içerdiğini fark etmişlerdir. Yapılan egzersizler ile daha önceden teorik olarak öğrendikleri kavramların uygulamaya nasıl döküleceği konusunda yaşadıkları kafa karışıklığının kısmen giderildiğini ifade ettikleri görülmüştür.

6.OTURUM

BİLİŞSEL DAVRANIŞÇI YAKLAŞIM İLE ENTEGRE EDİLEN ARABULUCULUK UYGULAMALARI

AMAÇ: Arabuluculuk sürecinin aşamalarını gözden geçirmek,

Katılımcıların öğrendikleri arabuluculuk becerilerini nasıl uygulayacaklarına ilişkin tecrübe edinmesini sağlamak.

SÜRE: 150 dakika.

MATERYAL: Yansı, Öğrenci Etkinlik Kitabı.

İŞLEM YOLU:

1. Geçen oturumun özeti yapılarak katılımcılardan geçen oturumla ilgili geri besleme alınmıştır.
2. Katılımcılara yansı kullanılarak, “Arabuluculuk Aşamalarına” ilişkin kuramsal bilgi verilmiş, sorular yanıtlanmıştır.
3. Arabulucunun açılış konuşması üzerine bir etkinlik yapılmıştır. Buna göre katılımcılar üç kişilik gruplara ayrılarak, odanın farklı alanlarından çalışma alanı olarak yer seçmeleri istenmiştir. Üç kişilik gruplar arabulucu ve iki taraf rolünü üstlenmiştir. Daha sonra her bir grup kendi mizansenini oluşturarak rol canlandırması yapmıştır. Rol canlandırmasında arabuluculuk aşamalarından ilk oturumun nasıl olması gerektiğine ilişkin canlandırma yapılmıştır. Her bir grubun rol canlandırması sona erdiği zaman grup halkasına dönülerek geri besleme alınmıştır.
4. Katılımcılara günün özetini yapılmıştır. Bugüne kadar öğrendikleri bilgileri “ taraflarla çalışırken nasıl hayata geçirebileceklerini” sorulmuştur. Gönüllü katılımcılara söz vererek paylaşımları zenginleştirilmiştir. Son oturum olduğu için grubun birbiri ile vedalaşmasına yönelik kapanış ritüeli ile oturumu sonlandırılmıştır.

DEĞERLENDİRME

Bu oturumda katılımcıların heyecanlı olduğu ve son oturum olduğu için zaman zaman hayıflandıklarını ifade ettikleri görülmüştür. Bu oturumda arabulucuların arabuluculuk aşamalarını katı kurallara göre bölemeyecekleri, sürecin esnek olarak sürdürülmesi gerektiği, arabulucunun tarafları nasıl bilgilendirecekleri konuları etraflıca ele alınmıştır. Yapılan egzersizlerde üyeler hem arabuluculuk rolünü, hem

de tarafların bakış açısıyla arabuluculuk uygulamalarının nasıl yürütüleceğini deneyimlediklerini belirtmişlerdir. Oturumun sonlarında doğru katılımcılar aldıkları bu eğitimin kendilerine nasıl bir avantaj sağlayacağı konusunda geri beslemede bulunmuşlardır. Buna göre katılımcıların bu eğitimden memnun oldukları bildirilmiş ve otomatik düşünceler ve iletişim hataları gibi kavramların hem kendi hayatlarını sürdürürken yardım sağlayacağını hem de arabuluculuk uygulamalarına olumlu tesir edeceğini düşündüklerini ifade ettikleri görülmüştür.



Appendix 3: Psychodrama Sessions

Psychodrama sessions were conducted in three-hour sessions after lunch, following the training modules. Three or four breaks were taken according to the needs of the group.

Psychodrama sessions were accompanied by Psychiatrist and Psychodramatist Hatice VEDİN and Doctor and Psychodramatist Mediha ÖZENMİŞ as assistant therapists.

Psychodrama sessions were not based on pre-structured practices by nature, but attention was taken to address issues parallel to the training module of the day.

It was observed that the members of the group socialised with one another fast, arrived the sessions on time, adapted to the group norms fast, regarded the other's rights and responsibilities, offered some food and beverage one another, and did not have any difficulty in playing any roles in psychodrama sessions.

During the application, there were examples of sincere and empathic communication among the group members, group leader and assistant therapists. All group members stated that they were affected positively by psychodrama exercises.

Some Examples of Psychodrama Exercises

In the first session, the researcher introduced himself and the assistant therapists to the group and informed the participants about their role within the group. After giving information about the psychodrama technique, the group norms (confidentiality, being on time, speaking without judging, etc.) were announced. Participants' questions were answered.

Since psychodrama is an action-based technique, they proceeded to the exercises after introduction. According to this, free walking, greeting, and walking exercises were performed by the group. The leader stopped the on-going exercise and asked questions that made the participants realise their feelings and thoughts at that moment. And gave the participants directives to take three steps first, then two steps and one step with their eyes closed in any directions they will. After each directive, the participants were surprised and amused by their distance from the others. When

they were instructed to associate this change with the mediation stages, the members stated that the mediation activities were volatile as well and that the process was changing at any moment.

In another exercise, the participants were asked to conduct an exercise describing the features they regard as unchangeable for themselves and the situations they expect to see in others. In this exercise, the participants used the toys and items through which they exhibited their life aspects. Each participant explained what the materials they used in their exhibition meant to them. Each participant then toured the other exhibitions and expressed what symbols s/he liked out of the exhibition. In the third stage, each participant looked at their exhibition from a distance and evaluated the extent to which these issues were practicable in daily life and whether they were rational. Finally, they talked about the meaning of these symbols in mediation activities and experiences were shared. In this exercise, they realised how the unchangeable thoughts for themselves affected their lives in terms of automatic thoughts, communication errors and false beliefs. The participants stated that they would be more understanding of the people they are in close contact with at the stage of sharing.

In another study, members formed sculptures representing their mediation skills. Some of these statues are portrayed as mobile. It was observed that the participants formed sculptures under the titles of summarisation, reframing, active listening, being open to change, empathy, non-verbal messages, flexibility, humour, beautiful and effective speech, patience and sincerity. Then each member defined a sculpture that s/he created with a sentence and described its application in mediation. With the role reversal, all members played the role of one another and repeated the sentence given to them. After all the members experienced each role, the sharing stage was started. In this exercise, what mediation skills the members had and how these skills interact with each other were observed.

In another exercise a protagonist-based exercise was performed. One of the participants brought a previous mediation activity to the group. In this exercise, the first scene was addressed from the moment where the mediator was assigned to the end of the session according to each and every phase and norm of psychodrama exercises. In this exercise, three different scenes were set and re-enacted. In the first

scene, the mediator experienced the process of receiving a file, the communication stages with the parties in the second scene and the mediation meeting on the third scene were discussed. For the re-enactment, the majority of the participants were chosen to play a role. It was also played that the mediation meeting was based on commercial mediation, and therefore, in a mediated negotiations, the interview was held in a crowded environment, with parties and their lawyers. With the help of the mirror technique, the Protagonist independently evaluated her/his role in the whole process. According to this, s/he stated that s/he was satisfied with her/his mediation activity and had noticed that her/his concerns had decreased. At the sharing stage of this session, all group members expressed that they had benefited from this work based on a real mediation session and gained experience by playing different roles.

As a result, it was observed that the participants were very satisfied with the psychodrama sessions, they had fun in the exercises based on physical movement and the group members socialised with one another fast. It was observed that the members try to use the concepts they learned during training and try to use the concepts they learn in psychodrama sessions frequently. Moreover, they were motivated to play the role and to support other participants, and to express their feelings and thoughts without judging anybody else.

Appendix 4: Psikodrama Oturumları

Psikodrama oturumları eğitim modüllerinin akabinde, öğlen yemeğinden sonra üç saatlik oturumlar şeklinde yapılmıştır. Oturum aralarında grubun ihtiyacına göre üç veya dört defa mola verilmiştir.

Psikodrama oturumlarına Psikiyatrist ve Psikodramatist Hatice VEDİN ve Doktor ve Psikodramatist Mediha ÖZENMİŞ yardımcı terapist olarak eşlik etmiştir.

Psikodrama oturumları, doğası gereği önceden yapılandırılmış uygulamalara dayanmamıştır ancak o güne ilişkin işlenen eğitim çalışmasına paralel konuların ele alınmasına özen gösterilmiştir.

Grup üyelerinin psikodrama oturumları içinde birbirleriyle kaynaştığı, gruba zamanında geldikleri, grup kurallarına uyum sağladıkları, birbirlerinin hak ve sorumluluklarını gözettileri, bazı üyelerin gruba ikram getirdikleri, üyelerin role girme konusunda sıkıntı yaşamadıkları ve hemen her rolü üstlenmek üzere hazır oldukları gözlenmiştir.

Uygulama süresince grup üyeleri, grup yöneticisi ve yardımcı terapistler arasında samimi ve empatik yönü ağırlıklı olan iletişim örnekleri görülmüştür. Tüm grup üyeleri psikodrama uygulamalarından olumlu olarak etkilendiklerini ifade etmişlerdir.

Psikodrama Uygulamalarına İlişkin Bazı Örnekler

Birinci oturumda araştırmacı kendini ve yardımcı terapistleri gruba tanıttı ve grup içindeki rolleri hakkında katılımcılara bilgi verdi. Psikodrama yöntemi hakkında bilgi verdikten sonra grup kurallarının neler olduğu (gizlilik, gruba zamanında gelme, yorum yapmadan konuşma vb.) açıklandı. Katılımcıların soruları yanıtlandı.

Psikodramanın eyleme dayalı bir yöntem olması nedeni ile tanışmadan sonra etkinliklere geçildi. Buna göre grupça serbest yürüyüş, selamlaşma, duyguya göre yürüme egzersizleri yapıldı. Yönetici ara ara sürdürülen etkinliği durdurarak katılımcıların o andaki duygu ve düşüncelerini fark etmelerine yol açan sorular sordu. Katılımcıların gözü kapalı olarak istediği yöne önce üç adım, sonra iki adım

ve en sonunda tek adım atmaları için yönerge verdi. Her yönerge sonrasında katılımcıların birbirlerine mesafesinin ve konumlarının değişmiş olması üyeleri şaşırttı ve eğlendirdi. Bu değişimi arabuluculuk safhaları ile ilişkilendirmeleri talimatını aldıklarında, üyeler arabuluculuk uygulamalarının da böyle değişken olduğunu ve sürecin her an değiştiğini ark ettiklerini ifade ettiler.

Bir başka çalışmada katılımcılara “kendileri için değişmez olarak gördükleri özellikleri, başkalarında görmeyi bekledikleri durumları” betimleyen bir çalışma yapmaları istenmiştir. Bu çalışmada katılımcılar istedikleri oyuncakları ve eşyaları kullanarak kendi yaşam görüşlerini oluşturan sergi yapmıştır. Her bir katılımcı önce kendi sergisinde kullandığı malzemelerin onlar için ne anlama geldiğini tek tek saymıştır. Daha sonra her bir katılımcı diğer sergileri dolaşmış ve o sergiden beğendiği sembollerin neler olduğunu ifade etmiştir. Üçüncü aşamada her bir katılımcı kendi sergisine uzaktan bakarak burada belirtilen hususların günlük yaşamda ne kadar uygulanabilir olduğunu ve akılcı olup olmadığını değerlendirmiştir. Son olarak bu sembollerin arabuluculuk uygulamaları içinde ne anlama geldiği hakkında birer cümle kurulmuş ve yaşanan deneyimler paylaşılmıştır. Bu çalışmadan üyelerin etkilendikleri, kendileri için değişmez olarak gördükleri düşüncelerin “otomatik düşünceler, iletişim hataları ve çarpık fikirler” bağlamında hayatlarına nasıl nüfuz ettiğini fark etmişlerdir. Üyeler paylaşma aşamasında kendilerine ve yakın ilişkide oldukları kişilere karşı daha anlayışlı olacaklarını ifade etmiştir.

Bir başka çalışmada üyeler arabuluculuk becerilerini temsil eden heykeller oluşturmuştur. Bu heykellerin bazıları hareketli olarak betimlenmiştir. Üyelerin özetleme, yeniden çerçevelendirme, etkin dinleme, değişime açık olma, empati, sözel olmayan mesajlar, esneklik, mizah, güzel ve etkili konuşma, sabırlı olma ve samimiyet başlıkları altında heykeller oluşturdıkları gözlenmiştir. Daha sonra her bir üye bir cümle ile oluşturduğu heykeli tanımlamış ve arabuluculuk içindeki uygulama özelliğini tarif etmiştir. Rol değişimi ile tüm üyeler birbirinin rolüne girerek önceden verilen cümleyi tekrar etmiştir. Tüm üyelerin her bir rolü deneyimlemesinin ardından paylaşma aşamasına geçilmiştir. Bu çalışmada üyelerin arabuluculuk becerilerinin neler olduğu ve bu becerilerin birbirleriyle nasıl bir etkileşim içinde olduğuna ilişkin geri beslemede bulundukları görülmüştür.

Bir başka çalışmada protagonist temelli bir çalışma sergilenmiştir. Katılımcılardan birisi daha önce yaptığı bir arabuluculuk uygulamasını gruba getirmiştir. Bu çalışmada ilk sahne arabulucunun “kendisine dosya ataması yapıldığını öğrendiği andan itibaren” oturumun sonlanmasına değin her bir aşama psikodrama kurallarına göre tek tek ele alınmıştır. Bu çalışmada üç ayrı sahne kurularak canlandırma yapılmıştır. İlk sahnede arabulucunun dosya alma sürecinde yaşadıkları, ikinci sahnede taraflarla iletişim aşamaları ve üçüncü sahnede ise arabuluculuk görüşmesi ele alınmıştır. Canlandırma için katılımcıların büyük çoğunluğunun bir role seçildiği görülmüştür. Canlandırma gereği arabuluculuk görüşmesinin “ticari arabuluculuğa” dayandığı ve bu nedenle arabuluculuk görüşmelerinde taraflar dışında avukatlarının da bulunduğu, kalabalık bir ortamda görüşmenin yapıldığı sahnelenmiştir. Protagonist, ayna tekniğinin yardımı ile tüm süreçteki rolünü bağımsız olarak değerlendirmiştir. Buna göre, yaptığı arabuluculuk uygulamasından memnun olduğunu, kaygılarının azaldığını fark ettiğini ifade etmiştir. Bu oturumun paylaşma aşamasında tüm grup üyeleri gerçek bir arabuluculuk oturumuna dayanan bu çalışmadan çok faydalandıklarını, birbirinden farklı rollere girerek deneyim kazandıklarını ifade etmişlerdir.

Sonuç olarak katılımcıların psikodrama oturumlarından çok memnun kaldıkları, bedensel harekete dayalı egzersizlerde eğlendikleri ve grubun hızla birbiriyle kaynaştığı görülmüştür. Üyelerin eğitimde verilen kavramları kullanmak üzere çaba sarf ettikleri, gördükleri kavramları psikodrama oturumlarında sıklıkla kullanmaya çalıştıkları görülmüştür. Bununla birlikte role girme ve diğer katılımcılara destek olma bakımından motive oldukları, başkası hakkında yorum yapmadan kendi duygu ve düşüncelerini ifade etmeye istekli oldukları görülmüştür.

Appendix 5: Araştırma Anketi

Bu anket, arabuluculara yönelik bilişsel-davranışsal perspektif ile zenginleştirilen arabulucu becerileri eğitim programı ile eşzamanlı sürdürülen psikodrama etkinliği'nin arabulucuların "iletişim becerisi, etkin dinleme, empatik yaklaşım ve sorun çözme becerisine" etkisinin incelenmesi amacıyla, yüksek lisans tezim için hazırlanmıştır. Bu anket, "sicil numarası bulunan arabuluculara" uygulanmaktadır.

Elde edilecek veriler tamamen bilimsel amaçlı kullanılacak olup, kişisel gizliliğin korunmasına özen gösterilecektir. Ankette ve ölçekte yer alan sorulara içtenlikle ve hiç bir soruyu atlamadan yanıt vermeniz, araştırmanın bilimsel geçerliliği ve güvenilirliği açısından büyük önem taşımaktadır. Zaman ayırarak çalışmama katkı sağladığınız için teşekkür ederim.

Uygun gördüğünüz seçeneğin yanındaki kareyi doldurunuz. Noktalı alanlar için yanıtınızı yazıyla belirtiniz.

1-) Cinsiyetiniz: Kadın ☐ Erkek ☐

2-) Doğum Yılıınız:.....

3-) Mesleğiniz:

a-) Avukat ve Arabulucu ☐

b-) Hâkim ☐

c-) Savcı ☐

d-) Akademisyen ☐

e-)Diğer (belirtiniz).....

4-)Arabulucu olmak üzere aldığınız eğitim kurumunun adı:.....

.....

Eğitim gördüğünüz Yıl:.....

5-) Arabulucu olmak üzere aldığınız eğitim dışında, arabuluculuk ile ilgili başka hangi eğitimlere katıldınız? (Birden çok seçenek işaretleyebilirsiniz)

a-) Başka eğitim programına katılmadım,

☐

b-) Arabuluculuk Yenileme Eğitimi'ne katıldım,

☐

c-) Adalet Bakanlığı'nın düzenlediği Proje Eğitimleri'ne katıldım

☐

d-) Diğer (belirtiniz).....

.....

Verdiğiniz yanıtlar için teşekkür ederim.



Appendix 6: Empatik Beceriler Ölçeği

Aşağıda altı durum ve her duruma ilişkin on iki tepki verilmiştir. Bu durumları ve bunlara ait tepkilerin her birini okuduktan sonra, her durum için, verilen on iki tepkiden sorun sahibine söylemeyi tercih edeceğiniz dört tepkiyi seçiniz ve işaretleyiniz. Katkılarınız için teşekkür ederim.

I.Kişi (ev hanımı)

Yemek, çamaşır, temizlik, dikiş, alış-veriş, çocuklar... Bütün gün tek başıma koşturuyorum, yine de yetişemiyorum. Kendime ayıracak beş dakikam yok. Kendimi mutfakla banyo arasında hapsolmuş hissediyorum.

- ☐ 1. Ev işlerine yardım edecek bir yardımcı kadın tutmayı hiç düşündün mü?
- ☐ 2. Bütün bu işler günde kaç saatini alıyor?
- ☐ 3. Eşin hiç yardım ediyor mu?
- ☐ 4. Anladığım kadarıyla ev işleri sana çok ağır geliyor.
- ☐ 5. Ev işlerini yapan, dünyada bir tek sen değilsin, bu durumu böyle mesele yapmak doğru değil.
- ☐ 6. Haklısın, bu kadar iş insanı gerçekten bunaltır.
- ☐ 7. Bence senin problemin, işleri becerememen değil, işlerin çok olması.
- ☐ 8. Senin yerinde olsam, ben de bunalırdım.
- ☐ 9. Sanırım bunca iş karşısında kendini çaresiz ve yalnız hissediyorsun.
- ☐ 10. Sana katılıyorum, ev işleri gerçekten kolaydır.
- ☐ 11. Annem de (veya bir başka yakınınız), senin gibi sürekli ev işi yapmaktan bunalıyor.
- ☐ 12. Sanırım, bu kadar çok işi tek başına yapmak zorunda kalman seni öfkeliendiriyor.

II. Kişi (bir arkadaşınız)

Bir miras meselesi yüzünden babamla amcam kavga ettiler. Aslında ben ikisini de severim. Aralarını bulmaya çalıştım daha da kötü oldu. Babam dün “bir daha o adamla konuşmayacaksın” dedi. Gerçi, miras konusunda babam haklı gibi, ama amcamdan da vazgeçemem ki. Bunca yıl bize ikinci baba oldu. Üç kuruş için, bu çektiğimize değer mi?

- ☐ 1. Her ailede böyle problemler olabilir, kardeş kardeşin ne öldüğünü istermiş ne güldüğünü.
- ☐ 2. Bence üzülmen gereksiz, sonunda nasıl olsa barışırsınız.
- ☐ 3. Anladığım kadarıyla bu kavga seni çok üzmüş.
- ☐ 4. Senin yerinde olsaydım ben de çok üzülürdüm.
- ☐ 5. Kendini iki sevdiğin kişinin arasında kalmış hissediyorsun, bu da seni çaresizliğe itiyor.
- ☐ 6. İki kardeşin problemini anlaşılarak çözümlemelerine sevindim.
- ☐ 7. Bence güvenilir bir hukukçu bulup onun hakemliğine başvurmalısınız.
- ☐ 8. İki sevdiğin kişi arasında seçim yapmak zorunda kalman seni öfkeliyor.
- ☐ 9. Parayla mutluluk olmaz, dostluk her şeyden önemlidir.
- ☐ 10. Eğer babanın tarafını tutarsan amcana karşı haksızlık ettiğini düşüneceksin.
- ☐ 11. Baban “amcanla konuşma” sözünü geçici bir öfke anında söylemiş olabilir.
- ☐ 12. Bu kavganın sebebi, aslında para değil, babanla amcanın ailede üstünlük kurma istekleri olabilir.

III. Kişi (bir dostunuz)

Son günlerde canım sıkılıyor, belli bir sebebi yok ama içimin daraldığını hissediyorum, canım hiçbir şey yapmak istemiyor, amaçsız dolanıyorum. Üstelik bu sıkıntımı kimse ile paylaşamıyorum.

- ☐ 1. Sıkıntının nedenini araştırdın mı?
- ☐ 2. Senin böyle sıkılıyor olmana üzuldüm.

- ☐ 3. Bence kendini meşgul edecek bir hobi bulmalısın.
- ☐ 4. İçinde tanımlayamadığın bir heyecan hissediyorsun ve kötü bir şeyler olacaktı gibi geliyor.
- ☐ 5. Bazen ben de senin gibi sıkıntı hissedirim.
- ☐ 6. Sanırım şu sıralarda kendini yalnız hissediyorsun.
- ☐ 7. Herhalde bilinç altındaki bir takım duygular böyle hissetmene yol açıyordur.
- ☐ 8. Sebebini bilmediğin yoğun bir sıkıntı içindesin.
- ☐ 9. Geceleri sıkıntılı rüyalar gördüğün de oluyor mu?
- ☐ 10. Kendini böylesine bırakman doğru değil.
- ☐ 11. Dünyada öyle büyük dertleri olan insanlar var ki, onlar senin bu sebepsiz sıkıntını dertten saymazlar.
- ☐ 12. Son günlerde istediğini elde etmen beni sevindirdi.

IV. Kişi (bir genç)

Başımın yan tarafında bir tutam saç var, ne yapsam yatıramıyorum. Islatıyorum olmuyor, bağıyorum olmuyor. Ne zaman aynaya baksam neşem kaçıyor.

- ☐ 1. Bu önemli bir problem değil, kafanı takma.
- ☐ 2. Kafanın dışı değil, içi önemlidir; sen kişiliğini geliştirmeye çalış.
- ☐ 3. Saçının yatmaması seni üzüyor.
- ☐ 4. Saçının dökülmesi beni üzdü.
- ☐ 5. Berber halledemiyor mu?
- ☐ 6. Başkalarının yanında her zaman derli-toplu gözükme istiyorsun.
- ☐ 7. Her zaman kusursuz bir insan olmak istiyorsun.
- ☐ 8. Saçınla bu kadar uğraşmak zorunda kalman seni sinirlendiriyor.
- ☐ 9. Bence bu önemli bir sorun değil ama bu işin seni rahatsız etmesine üzuldüm.
- ☐ 10. Bunu sakın arkadaşlarına söyleme seninle dalga geçebilirler, sen de üzülürsün.
- ☐ 11. Küçük bir şey için bile olsa, başkaları tarafından eleştirilmek seni üzüyor.
- ☐ 12. Bence seni asıl kızdıran, saçının yatmaması değil, bu işe çok zaman harcıyor olman.

V. Kiři (bir gen kız)

Annem geen hafta doęum gnmde, bana nefis bir atkı hediye etti. Verirken de “sana zel bir řey bulabilmek iin řehrin altını stne getirdim” dedi. Dn ne ęrensem beęenirsin? Bařka řehirde oturan bir ablam var. Annem, bana aldıęının aynısını  ay nce ona da almıř. Bunu ęrenince periřan oldum. řu anda son derece kt hissediyorum kendimi.

- ☐ 1. Annene niin byle davrandıęını sordun mu?
- ☐ 2. Annen, hem sana hem de ablana “zel” bir hediye alabilir, nk ikinizi de seviyordur. Bence olaya bu aıdan bakmalısın.
- ☐ 3. Bence bu konuda bencillik ediyorsun.
- ☐ 4. Bu olay seni zmř.
- ☐ 5. Bu olay karřısında, sanırım kendini aldatılmıř hissetmiřsin.
- ☐ 6. Galiba ablanı biraz kıskanıyorsun.
- ☐ 7. İki atkının tamamen benzer olduęundan emin misin?
- ☐ 8. Annenin sana, senin sandıęın kadar deęer verip vermedięini merak ediyorsun.
- ☐ 9. Senin yerimde olsaydım ben de zlrdm.
- ☐ 10. Annenin gznde zel bir yerin olmasına sevinmiřsin, řimdi bu sevincinin yerini znt aldı.
- ☐ 11. Annen ablanı her zaman byle eleřtirir mi?
- ☐ 12. Annene olduka fkelisin.

VI. Kiři (bir ęrenci)

Son zamanlarda hi ders alıřamıyorum. Srekli kahvedeyim. Kaęıt oynamak zevk veriyor ama kahveden ıkarken her seferinde derin bir piřmanlık duyuyorum, byle giderse okulu bitiremeyeceęim. Bitiremezsem halim ne olur? Ne iř yaparım? Sonra anama-babama, konuya-komřuya ne derim?

- ☐ 1. Bu durumu ailen ęrenirse, her halde ok zlrlers.
- ☐ 2. Sınıfınızda senin durumunda olan bařka arkadařların da var mı?

- ☐ 3. Hayatta başarılı olmanın tek yolu okul bitirmek değildir. Okul bitirmemiş nice başarılı insan var.
- ☐ 4. İçinde bulunduğun durum seni çok sıkıyor, kaygılanmana yol açıyor.
- ☐ 5. Çalışmak istediğin halde çalışamıyorsun, kendi kendine söz geçiremiyor olman seni huzursuz ediyor.
- ☐ 6. Bence rahatlamak için bir psikoloğa başvurmalısın.
- ☐ 7. Konu komşunun ne düşüneceklerini kafana takma, kendini derslere ver.
- ☐ 8. Bu problemin beni üzdü.
- ☐ 9. Hem gelecekte iyi bir yaşantı elde edememekten hem de ana babanı incitmekten korkuyorsun.
- ☐ 10. Hiçbir derse mi çalışamıyorsun yoksa bazı derslere mi?
- ☐ 11. Bence kendine fazla yükleniyorsun, telaşın ve sıkıntın bu yüzden.
- ☐ 12. Çok çalıştığın halde dersleri başaramaman üzücü.

Appendix 7: Kişilerarası Problem Çözme Envanteri

(Çam ve Tümkeya, 2007)

Bu envanter, insanların kişilerarası sorunlar karşısında yaşadıkları duygu ve düşünceleri ile gösterdikleri davranışları nasıl değerlendirdiklerini ölçmeyi amaçlamaktadır. Aşağıda kişilerarası ilişkilerde yaşanan sorunlara yönelik ifadeler yazılmıştır. Sizden istenen bu ifadeleri tek tek okumanız ve her ifade için kendinizi değerlendirmenizdir. Eğer ifade size **Hiç Uygun Değil** ise (1), **Biraz Uygun** ise (2), **Uygun** ise (3), **Çoğunlukla Uygun** ise (4) ve **Tamamıyla Uygun** ise (5)'i işaretleyiniz. Tüm ifadelere yönelik işaretleme yapmanız önemlidir. Hiçbir ifadeyi boş bırakmamaya özen gösteriniz. Bu ifadelere vereceğiniz yanıtların “doğru veya yanlış bir şekilde” değerlendirilmesi söz konusu değildir. Yapacağınız işaretleme sizin için doğru kabul edilecektir. Bu açıdan bir ifadedeki durumla ilgili kendinizi nasıl değerlendiriyorsanız öyle işaretleme yapmanız önemlidir. Buraya yapacağınız işaretlemeler gizli tutulacaktır. Katkılarınız için teşekkür ederim.

	Hiç Uygun	Biraz Uygun	Uygun	Çoğunlukla	Tamamıyla
1. Kişilerarası ilişkilerimde bir problem yaşadığımda onu mutlaka çözmeye çalışırım.	1	2	3	4	5
2. Problem yaşadığım kişinin gözüyle problemi görmeye çalışırım.	1	2	3	4	5
3. Problem yaşadığımda ne olursa olsun, problem hemen çözülsün isterim.	1	2	3	4	5
4. Bir problemi çözerken “mutlaka bir sonuca ulaşmalıyım” diye düşünürüm.	1	2	3	4	5
5. Bir problem yaşadığımda kendimi çaresiz hissedirim.	1	2	3	4	5

	Hiç Uygun	Biraz Uygun	Uygun	Çoğunlukla	Tamamıyla
6.Bir sorunun nedeni benden kaynaklanıyorsa karamsarlığa kapılırım.	1	2	3	4	5
7.Problemin çözümü konusunda başarısız olacağımı düşünsem de onu çözmek için çabalarım.	1	2	3	4	5
8.Bir sorun yaşadığımda hemen kendimi suçlarım.	1	2	3	4	5
9.Bir problem yaşadığımda tüm hayatımın allak-bullak olduğunu hissederim.	1	2	3	4	5
10.Bir problemle karşılaştığımda önce bunun hayatımdaki önemini gözden geçiririm.	1	2	3	4	5
11.Bir sorun durumunda ne olursa olsun ilk adımın atılmasını karşı taraftan beklerim.	1	2	3	4	5
12.Bir problem yaşadığımda, bununla ilgili uzun süre yoğun üzüntü yaşarım.	1	2	3	4	5
13.Yaşadığım bir problemi çözmek için, önce adım adım neler yapabileceğimi düşünürüm.	1	2	3	4	5
14.Bir problem durumunda, problem yaşadığım kişinin problemle ilgili neler düşünüyor olabileceğini tahmin etmeye çalışırım.	1	2	3	4	5
15.Bir problemin çözümü için birden çok çözüm yolu bulmaya çalışırım.	1	2	3	4	5
16.Yaşadığım bir problemi çözmeye girişmeden önce, çözümün kolay ya da zor bir çözüm olup olmayacağını araştırırım.	1	2	3	4	5
17.Bir problem yaşadığımda öfkelenirim.	1	2	3	4	5

	Hiç Uygun	Biraz Uygun	Uygun	Çoğunlukla	Tamamıyla
18.Bir problemle karşılaştığımda bu problem, hayatımın tamamını etkiler.	1	2	3	4	5
19.Bir sorunla karşılaştığımda, bununla ilgili yaşadıklarımı nasıl ifade edeceğimi düşünüp planlarım.	1	2	3	4	5
20. Ne yaparsam yapayım kişilerarası ilişkilerimde yaşayacağım bir problemin önüne geçemem.	1	2	3	4	5
21.Bir problem durumunda ne olursa olsun, haklılığımı ispat edip üste çıkmak için sonuna kadar kendimi savunurum.	1	2	3	4	5
22.Bir sorun yaşadığımda baştan, çözüm için ne kadar çaba harcasam da sonuçta sorunun çözilemeyeceğini düşünürüm.	1	2	3	4	5
23.Kişilerarası ilişkilerde problem yaşadığımda çözümün sonucu konusunda karamsarlığa kapılırım.	1	2	3	4	5
24.Bir sorun yaşadığımda, çözüm için ne yaparsam yapayım içinde bulunduğum durumu değiştiremem.	1	2	3	4	5
25.Yaşadığım yeni bir sorun karşısında, daha önce yaşadığım sorunlar için yaptıklarımın yararlanırım.	1	2	3	4	5
26.Kişilerarası bir sorun yaşadığımda, bunu hiç yaşamamış gibi davranırım.	1	2	3	4	5
27.Bir sorun yaşadığımda, onu çözme konusunda kendimden kuşulanırım.	1	2	3	4	5
28.Bir sorunu anlamaya çalışırken, sorun yaşadığım kişinin bakış açısıyla sorunu göremem.	1	2	3	4	5

	Hiç Uygun	Biraz Uygun	Uygun	Çoğunlukla	Tamamıyla
29.Problemimi çözerken attığım her adımdan, karşımdaki kişinin davranışlarının bundan nasıl etkilenebileceğini tahmin etmeye çalışırım.	1	2	3	4	5
30.Kişiler arası ilişkilerde bir sorun yaşadığımda, bu durum bana sanki hayatın sonuymuş gibi gelir.	1	2	3	4	5
31.Bir ilişkide benim açımdan bir problem olduğunda bunu o kişiye hemen ifade ederim.	1	2	3	4	5
32.Bir problem yaşadığımda, ilk önce bu problemin üstesinden gelip gelmeyeceğime yönelik kendi kendimi değerlendiririm.	1	2	3	4	5
33.Çözemediğim bir sorun olduğunda o anda “orada olmamak, birden yok olmak” isterim.	1	2	3	4	5
34.Bir problem yaşadığımda, başarılı çözüm için nelere ihtiyacımın olduğunu araştırırım .	1	2	3	4	5
35.Yaşadığım problemin bana veya başkalarına doğrudan ya da dolaylı etkilerini düşünürüm.	1	2	3	4	5
36. Problemlerden ders çıkartılacak durumlar olduğunu düşünerek olaya pozitif bakarım.	1	2	3	4	5
37. Problemin çözümünde karşımdakiyle ortak bir çaba göstermeye çalışırım.	1	2	3	4	5
38.Biriyle bir problem yaşadığımda karşı taraf özür dilemedikçe durumu değiştirmek için uğraşmam.	1	2	3	4	5
39.Bir problem yaşadığımda hata karşı taraftaysa surat asarım.	1	2	3	4	5

	Hiç Uygun	Biraz	Uygun	Çoğunlukla	Tamamıyla
40.Problemi yakınlarımla yaşıyorsam büyük bir hayal kırıklığına uğrarım.	1	2	3	4	5
41. Eğer yaşadığım problem büyükse dünya başıma yıkılmış gibi hissederim.	1	2	3	4	5
42.Problem konusunda benim hatamın olmadığını düşünüyorsam çözüm için hiçbir girişimde bulunmam.	1	2	3	4	5
43.Bir problem yaşadığımda “her kötü şey beni bulur” diye düşünürüm.	1	2	3	4	5
44.Kişilerarası bir problem yaşadığımda, problemi çözebilmek için araya başkalarını sokarım.	1	2	3	4	5
45.Bir problem yaşadığımda kendimi tutamam, hemen ağlarım.	1	2	3	4	5
46.Bir problem yaşadığımda problem çözülünceye kadar inatla üstüne giderim.	1	2	3	4	5
47.Problemlerle karşılaştığımda “keşke hiçbir zaman sorun yaşamam” diye düşünürüm.	1	2	3	4	5
48.Bir problem yaşıyorsam çözülünceye kadar bunun dışında hiçbir şeye dikkatimi yoğunlaştıramam.	1	2	3	4	5
49.Yaşadığım bir problemi etkili bir şekilde çözebilmem için kendimi ve problem yaşadığım kişiyi olduğu gibi kabul ederim.	1	2	3	4	5
50.Kişilerarası problemlerimi kimseye zarar vermeyecek bir şekilde çözerim.	1	2	3	4	5

Appendix 8: Dinleme Becerisi Ölçeği (DBÖ)

Aşağıda başkalarını dinleme eğilimlerini ölçen ifadeler bulacaksınız. Lütfen **iletişimdeki dinleme sürecinde gösterdiğiniz davranışlarınızı düşünerek** kendinize uygun olan seçeneğe (X) işareti koyunuz. İlginiz için teşekkür ederim.

Murat GEZGİN

(1) Hiçbir zaman (2)Arasıra (3) Bazen (4) Sık sık (5) Her zaman

1	Benim gibi düşünmeyen insanları dinlerken sıkılırım.	1	2	3	4	5
2	Karşımdaki kişiyi daha iyi anlayabilmek için ona sorular sorarım.	1	2	3	4	5
3	Başkalarının sözlerini uzun süre dinlemek hoşuma gitmez.	1	2	3	4	5
4	Karşımdaki kişiyi dinlerken düşüncelerim başka alanlara kayar.	1	2	3	4	5
5	Konuştuğum kişiyi daha iyi anlamak istediğimi kendisine hissettirmeye çalışırım.	1	2	3	4	5
6	Başkalarını uzun uzun dinlemek zorunda olmadığımı düşünüyorum.	1	2	3	4	5
7	Birisi ile konuşurken yüzüne baktığım halde sözlerini dinlemediğim olur.	1	2	3	4	5
8	Karşımdaki kişiyi dinlerken onun duygu ve düşüncelerini anlayarak, bunları ona sözlerimle ve/veya sözsüz davranışlarımla iletebilirim.	1	2	3	4	5
9	Bir anlaşmazlık olduğunda karşımdaki kişinin duygu ve düşüncelerini daha iyi anlamak için, onu sabırla dinlemeye çalışırım.	1	2	3	4	5
10	Bir kimseyi dinlemediğim halde dinliyormuşum gibi davrandığım olur.	1	2	3	4	5
11	Dinlerken kendimi karşımdaki kişinin yerine koymaya çalışırım.	1	2	3	4	5

12	Dinlerken karşımdaki kişiyle göz teması kurmakta güçlük yaşıyorum.	1	2	3	4	5
13	Karşımdaki kişiyi dinlerken bedenimin ona dönük olmasına dikkat ederim.	1	2	3	4	5
14	Karşımdaki kişiyi dinlerken onun hem sözel hem de sözsüz mesajlarına dikkat ederim.	1	2	3	4	5
15	Karşımdaki kişiyi dinlerken onun duygularını anlamaya çalışırım.	1	2	3	4	5



Appendix 9: İletişim Becerileri Ölçeği (İBÖ)

YÖNERGE: Bu ölçek iletişimle ilgili bazı özelliklerinizi ölçmeye yöneliktir. Aşağıda sunulan ifadeleri, o ifadelerle ilgili genelde kendinizi nasıl bulduğunuzu düşünerek okuyunuz. İlişkilerimizdeki özelliklerimiz elbette kiminle, hangi koşullarda, ne zaman ilişkide bulunduğumuza bağlı olarak farklılıklar göstermektedir. O nedenle ifadeleri **genelde** gösterdiğiniz tepkilere göre değerlendiriniz. Değerlendirmenizi 1-hiçbir zaman 2-nadiren, 3-bazen, 4-sıklıkla, 5-her zaman olmak üzere yaptıktan sonra ifadenin karşısındaki uygun yere (X) işareti koyarak belirtiniz. Hiç bir ifadeyi boş bırakmamanız sonuçları daha sağlıklı değerlendirmemize yarayacaktır. Teşekkür ederim.

İfadeler	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1. İnsanları oldukları gibi kabul ederim.	①	②	③	④	⑤
2. Düşüncelerimi istediğim zaman anlaşılır biçimde ifade edebilirim.	①	②	③	④	⑤
3. Başkalarını önyargısız dinlerim.	①	②	③	④	⑤
4. Yaşadığım olaylardaki duygularımı sözlerimle ve beden dilimle başkalarına iletebilirim.	①	②	③	④	⑤
5. Karşımdakini dinlerken anlamadığım bir ayrıntı olduğunda konunun açığa kavuşması için sorular sorarım.	①	②	③	④	⑤
6. Birisi ile iletişim içindeyken sakın bir ses tonuyla konuşurum.	①	②	③	④	⑤
7. İnsanlara yakın ilgi duyarım.	①	②	③	④	⑤
8. Diğer insanlarla kolaylıkla sohbet başlatabilirim.	①	②	③	④	⑤

İfadeler	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
9. İlişkide bulunduğum kişilerin anlatmak istediklerini dinlemek için onlara zaman ayırıyorum.	①	②	③	④	⑤
10. Konuşurken söylediklerimle beden dilimin uyuşmasına dikkat ederim.	①	②	③	④	⑤
11. Birini dinlerken ne karşılık vereceğimden çok onun ne demek istediğini anlamaya çalışırım.	①	②	③	④	⑤
12. Konuşmaları dinlerken, içerikle yüz ifadesinin ya da beden duruşunun uyumuna dikkat ederim.	①	②	③	④	⑤
13. Benimle herhangi bir konuda konuşmayı istemeyen birisini konuşmaya zorlamam.	①	②	③	④	⑤
14. Başkalarına içtenlikle iltifat ederim.	①	②	③	④	⑤
15. Başkaları konuşurken yanıt vermeden önce onların sözlerini bitirmelerini beklerim.	①	②	③	④	⑤
16. Birileriyle konuşurken onları rahatsız edebilecek kadar yakınlarında olmamaya özen gösteririm.	①	②	③	④	⑤
17. Duygularımı rahatlıkla dile getirebilirim.	①	②	③	④	⑤
18. Birisini dinlerken söylenenlerin altında yatan duyguları anlayabilirim.	①	②	③	④	⑤
19. Yüz yüze olmasak da konuştuğum kişinin duygusunu ses tonundan anlayabilirim.	①	②	③	④	⑤
20. Düşüncelerimi sözel olarak ifade edebilirim.	①	②	③	④	⑤
21. Birisiyle konuşurken ona yanıt vermeden önce onu doğru anlayıp anlamadığımı yoklarım.	①	②	③	④	⑤
22. Yazışırken seçilen sözcüklerin de önemli olduğunu aklımda tutarım.	①	②	③	④	⑤
23. Karşımdakini dinlerken onu anladığımı uygun bir dille ifade ederim.	①	②	③	④	⑤
24. Birisine bir öneride bulunmadan önce, onun öneri vermemi isteyip istemediğine dikkat ederim.	①	②	③	④	⑤
25. Eğer karşımdakinin işine yarayacaksa yaşadığım benzer deneyimleri onunla paylaşıyorum.	①	②	③	④	⑤

Appendix 10: Özgeçmiş

Kişisel Bilgiler

Adı Soyadı : Murat GEZGİN

Doğum Yeri ve Tarihi : İzmir/ 23.09.1974

Eğitim Durumu

Lisans Öğrenimi : Hacettepe Üniversitesi İktisadi ve İdari Bilimler Fakültesi Sosyal Hizmet Bölümü 1996

Yüksek Lisans Öğrenimi : Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Hizmet Anabilimdalı 2009-2010

Bildiği Yabancı Diller : İngilizce

İş Deneyimi

Çalıştığı Kurumlar : Ege Sağlık Vakfı Böbrek Diyaliz Merkezi (Sosyal Hizmet Uzmanı)

E.S. Narlıdere Dinlenme ve Bakımevi (Sosyal Hizmet Uzmanı)

İzmir Adliyesi 2. Çocuk Ağır Ceza Mahkemesi (Sosyal Hizmet Uzmanı)

İzmir Adliyesi 11. Aile Mahkemesi (Sosyal Hizmet Bilim Uzmanı)

Diğer Eğitimler:

İstanbul Davranış Bilimleri Enstitüsü (2007) – EMDR Uygulayıcı Eğitimi.

Abdülkadir ÖZBEK Psikodrama Enstitüsü (2010) –Psikodramatist.

İletişim

E- Posta Adresi: gunessun@gmail.com

Tarih: 25.06.2019

Appendix 11: Özgeçmiş

Yardımcı Terapist Hatice Vedin

1966 Ankara doğumludur. Ankara Üniversitesinde 1983-1990 yılları arasında tıp eğitimi görerek mezun oldu. 1999 yılında Ankara Numune Eğ. Ve Arş Hastanesinde psikiyatri ihtisas eğitimini tamamladı. 2000 yılından beridir Manisa Ruh Sağlığı ve Hastalıkları Hastanesinde Uzman Hekim olarak çalışmaktadır.

Dr. Abdülkadir Özbek Psikodrama Enstitüsü'nde 2006 yılında Prof. Dr. Nalan Kalkan Oğuzhanoglu'nun öğrencisi olarak başlayan psikodrama eğitimini 2013 yılında, "Cezaevi ve Psikodrama" konulu tez çalışması ile tamamladı. Grup yöneticisi olarak psikodrama grup çalışmalarına devam etmektedir.

Süddeutsche Akademic Für Psychotherapie tarafından düzenlenen Nesmil Kasumlu'nun yönettiği Psikodinamik Grup Psikoterapisi Eğitimini 2011-2014 yılları arasında aldı.

Appendix 12: ÖZGEÇMİŞ

Yardımcı Terapist Mediha ÖZENMİŞ

1965 Kuşadası doğumlu. 1982 yılında 9 Eylül Üniversitesi Tıp Fakültesi'ne başlayarak 1988 yılında mezun oldu. Emekli olduğu 2010 yılına kadar birinci basamak sağlık kurumlarında Pratisyen Hekim olarak çalıştı.

Dr. Abdülkadir Özbek Psikodrama Enstitüsü'nde 1997 yılında psikiyatrist Emre Kapkın 'ın öğrencisi olarak başlayan psikodrama eğitimini 2005 yılında bitirdi. 2007 yılında tez çalışmasını yaparak eğitim sürecini tamamladı.

Süddeutsche Akademik Für Psychotherapie tarafından düzenlenen Nesmil Kasumlu'nun yönettiği Psikodinamik Grup Psikoterapisi Eğitimini 2011-2014 yılları arasında aldı.