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MINDFULNESS AND STRESS: A QUANTITATIVE STUDY OF THERAPIST TRAINEES

*FARKINDALIK VE STRES: TERAPİST ÖĞRENCİLERİ İÇİN BİR NİCELİK
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Abstract

The current study explores the levels of mindfulness and perceived stress of therapist trainees at the University of Montana. The population for this study was 80 master's students in social work and counseling programs. A Pearson r correlation was conducted to explore the relationships between age, Perceived Stress Scale (PSS) scores, Life Stress Inventory (LSI) scores, and Five Facet Mindfulness Questionnaire (FFMQ) scores. There was a medium positive correlation between age and the observed subscale of the FFMQ (.32). There was a large negative correlation between the PSS and the Non-react subscale of the FFMQ (-.51). There was a large negative correlation between the levels of perceived stress and one facet of mindfulness, non-reacting, $r = -.51$, $n = 58$, $p = .00$, with high levels of non-reacting mindfulness associated with lower levels of perceived stress. Therapist training programs might consider adding mindfulness practice to the curriculum, both in the sense of self-care for students and in how they might utilize mindfulness practices with clients. Further exploration might be done regarding the other facets of mindfulness and how each facet might be addressed through different activities or practices.

Keywords: Mindfulness, Stress, Therapist, Trainee, Meditation

Abstract

Bu çalışma Montana Üniversitesi terapist programlarında okuyan öğrencilerin algılanan stres ve farkındalık seviyelerini araştırmaktadır. Katılımcılar 80 sosyal hizmet ve psikolojik danışmanlık yüksek lisans öğrencisidir. Farkındalık içsel ve ruhsal doğallık ile dünyadaki dışsal yaşantıyı aynı anda hissetmeyi tanımlamayan geniş bir terimdir. Stres ise dışsal etkilerin insanların günlük yaşantılarını bahşedebileceklerinden daha fazla etkilemesi olarak açıklanmıştır. Bu çalışmada, üniversite öğrencilerinin yaptıkları farkındalık etkinliklerinin eğitimlerini dönemindeki algıladıkları stres seviyesi ile karşılaştırdık. Algılanan Stres Ölçeği (ASÖ) skorları, Yaşam Stres Ölçeği (YSÖ) skorları, Beş Bölüm Farkındalık Anketi (BBFÖ) ve yaş arasındaki korelasyonları araştırmak

için Pearson r testi kullanılmıştır. Yaş ve gözlenen BBFÖ alt ölçeği arasında orta düzeyde pozitif korelasyon bulundu (.32). ASÖ ve BBFÖ'nin tepkisiz alt ölçeği arasında büyük negatif korelasyon gözlemlendi (-.51). Algılanan stres düzeyleri ve farkındalığın tepkisiz olan farkındalık bölümü arasında, düşük seviyedeki stres ile yüksek seviyedeki tepkisiz farkındalık ilişkisiyle birlikte, büyük negatif korelasyon görüldü, $r = -.51$, $n = 58$, $p = .00$. Algılanan stres seviyesinin farkındalık etkinlikleri arttıkça azaldığını tespit ettik. Üniversite terapist programları hem öğrencilerin öz-bakım güçlerini arttırmak hem de farkındalık etkinliklerini danışanlar için kullanabilmeleri için, farkındalık etkinliklerini ders programlarına eklemeyi düşünebilirler. İllerdeki araştırmalar bu çalışmada araştırılmayan öteki farkındalık bölümleri, ve bu bölümlerin farklı aktiviteler ve etkinliklerle nasıl uyarılabileceği hakkında çalışmalarını içerebilir.

Anahtar Kelimeler: Farkındalık, Stress, Therapist, Öğrenci, Meditasyon

INTRODUCTION

Burnout and stress are major concerns for therapists due to the highly personal and often traumatic nature of their work with others. It is critical that therapists in training receive the education and support needed to take care of themselves in order to prevent later burnout (Özcan & Bulut, 2012). This study examines mindfulness as a preventative practice in stress management and burnout prevention, specifically exploring the relationship between amount of mindfulness practice and perceived stress. The data, captured through survey methodology and analyzed with Pearson r Correlation, result in findings that may shed some light on how stress and mindfulness can be understood for therapists in training.

Master's programs that prepare students to become therapists frequently encourage self-care practices and inform students of the potential for burnout and vicarious or secondary trauma. Because counseling and social work require the individual to be the therapeutic instrument, it is critical that the individual have an adequate level of wellbeing and self-awareness. In fact, a significant proportion of direct service mental health professionals are affected by psychological impairment at some point during their careers (Shapiro et al., 2007 ; Coster & Schwebel, 1997 ; Guy et al., 1989). There is also evidence that younger and newer professionals who work with clients are particularly susceptible to occupational stress (Skovholt & Ronnestad,

2003 ; Vander-Kolk, 1982 ; Vredenburgh et al., 1999). Graduate school is a critical time for students to learn and develop skills that will support their wellbeing and prevent burnout throughout their careers as therapists.

The current study explores the levels of mindfulness and perceived stress of students in Master's Social Work and Counseling programs at the University of Montana. Mindfulness practice has been shown to have a wealth of benefits including decreasing stress and increasing positive feelings and self-compassion (Shapiro et al., 2007). It is an integral part of several evidence-based practices including Dialectical Behavior Therapy (DBT; Linehan, 1993), Acceptance and Commitment Therapy (ACT; Hayes, Strosahl, & Wilson, 1999), Mindfulness-Based Cognitive Therapy (Segal et al., 2002), and Mindfulness-Based Stress Reduction (Kabat-Zinn, 1990).

Ultimately, the goal is to determine the current state of mindfulness and stress, and provide information to the respective departments that can inform curriculum, supervision, and student support. The research data were collected through means of surveys.

The significance of the study is two-fold: One, the research examines the link between mindfulness and stress, with the potential to suggest mindfulness as an important area of development for therapists in training. Two, the research provides descriptive data to the Counseling and Social Work departments that could modify and improve

current curriculum, supervision, and support practices.

Definition of Terms

Several of the concepts discussed in the research are abstract and multifaceted and may be confusing to consumers of this information. Thus, we describe the main terms used throughout this research, as well as inherent challenges in studying the constructs.

Mindfulness

Mindfulness is a particularly challenging construct to define due to its spiritual nature and broad application to both internal states of being and external practices. In fact, the literature on mindfulness emphasizes its resistance to operationalization as a key factor to address in future research (Hayes & Shenk, 2004 ; Baer et al., 2006). Drawing from the literature to date, mindfulness is defined as “bringing one’s complete attention to the experiences occurring in the present moment, in a nonjudgmental or accepting way (Baer et al., 2006 ; Brown & Ryan, 2003 ; Kabat-Zinn, 1990 ; Linehan, 1993).” In this study, the Five Facet Mindfulness Questionnaire short form (Baer et al., 2006 ; Bohlmeijer et al., 2011) defines mindfulness as comprised of the following characteristics: non-react, observe, act aware, describe, and non-judge. Mindfulness practices in this study are broadly defined as meditation, yoga, qigong, and tai chi, with the opportunity for respondents to fill in “other.” These practices are measured in hours per week.

Stress

Stress is defined here as “the perception that the demands of an external situation are beyond one’s perceived ability to cope (Myers et al., 2012 ; Lazarus, 1966).” In this study, the Perceived Stress Scale (Cohen et al., 1983) is used to measure the degree to which respondents experience their lives as stressful. Stress also refers to major life changes or events that require social adjustment and is measured in the Holmes-Rahe Life Stress

Inventory (Holmes & Rahe, 1967).

Self-care

Self-care is defined here as “engagement in behaviors that maintain and promote physical and emotional well-being” (Myers et al., 2012). In this study, self-care is divided into the following domains: physical, psychological, emotional, spiritual, relationship, professional, and overall balance.

Burnout

Merriam-Webster defines burnout as “exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration.” Burnout in the field of mental health, social services, and psychotherapy is also commonly referred to as compassion fatigue.

Therapist training programs

For the purpose of this study, Therapist training programs refer to the Master’s of Social Work and Master’s in Counseling programs at the University of Montana.

Review of Related Literature

Several studies to date have examined the relationships between mindfulness, stress, and self-care in therapist training. For the purpose of this paper, one such study will be discussed. This study was selected because of its relevance and similarity to the research undertaken herein, both in the constructs being measured and the population sampled. Self-care practices and perceived stress levels were examined among 488 psychology graduate students across the United States (Myers et al., 2012). The purpose of the study was to explore and identify factors that contribute to stress among psychology graduate students so that these factors could be targeted by psychology graduate programs to improve stress management, academic performance, and clinical skills of students.

The following instruments were used in the data collection: Sleep Hygiene Index (Mastin et al., 2006), Godin Leisure Time Exercise Questionnaire (Godin & Shephard,

1985), Multidimensional Scale of Perceived Social Support (Zimet et al., 1988), Emotion Regulation Questionnaire (Gross & John, 2003), Philadelphia Mindfulness Scale (Cardaciotto et al., 2008), and Perceived Stress Scale (Cohen et al., 1983). Students also filled out a demographic questionnaire and answer a question regarding frequency of mindfulness practice.

The findings of this study suggested that self-care practices are related to perceived stress levels among psychology graduate students. Specifically, better sleep hygiene, strong social support, and emotion regulation strategies of cognitive reappraisal and suppression were significantly related to lower levels of perceived stress. The findings did not show a significant relationship between formal mindfulness practice and lower perceived stress. One recommendation identified the need for further research regarding stress and self-care between students in different types of programs. The current study addresses this recommendation and builds on the findings of self-care and perceived stress levels in psychology graduate students.

Methodology

Research Design

This study is both quantitative and descriptive, utilizing a survey and correlational research design to explore the relationships between the constructs of mindfulness and perceived stress. This study will also describe the relationships between these constructs and variables of age, gender, type of program, mindfulness practices, self-care practices, and theoretical orientations.

Research Question and Hypotheses

The following research question was posed: Is there a relationship between the levels of mindfulness and perceived stress of University of Montana students in therapist training programs?

The following hypotheses are proposed and the respective null hypothesis was tested:

Hypothesis: Students with higher le-

vels of mindfulness have lower levels of perceived stress.

Null Hypothesis: There is no experimentally important or consistent relationship between levels of mindfulness and levels of perceived stress.

Population and Sample

The population for this study is Master's students in Social Work and Counseling programs at the University of Montana, a population of approximately 80. A sample size of 61 was obtained through administration of a paper survey packet to students during regularly scheduled class time. According to the Raosoft sample size calculator, a sufficient sample size with 6.5% margin of error is 60. Thus, with this margin of error acceptable, the sample size of 61 is adequate. Missing responses are due to absence from class or failure to sign the informed consent form.

Variables and Levels of Data

The independent variable in this study is mindfulness and the level of measurement for mindfulness is scale. The dependent variable is level of perceived stress, also measured in scale.

Data Collection

Access to students was obtained through program and faculty permission. Surveys were administered during students' scheduled class time. Students were given a paper packet consisting of an informed consent form and several questionnaires. Missing responses were due to absence from class, deciding not to sign the informed consent form, and items left blank on the questionnaires. The following measures were included in the survey packet:

Researcher-Constructed Questionnaire. This two-page questionnaire asks demographic information such as age, gender, type of graduate program, which semester the student is currently in, and whether they have attended a mindfulness or meditation retreat in the last 90 days. It asks students the likelihood they would enroll in yoga, meditation,

qigong/tai chi, or "other" (with 1 being "not at all" and 5 being "absolutely") and how many hours per week students participate in the same activities (with whole number increments from 0 to 8 and 8+). Students are given ten options of counseling/psychotherapy theoretical orientations plus an option for "other" and asked to rank their top 3 preferences. The questionnaire closes with a series of 6 statements intended to measure program emphasis on mindfulness. Students are asked to scale these on a 1 to 5 scale with 1 being "strongly disagree" and 5 being "strongly agree." The final section described will measure the variable "perceived program emphasis."

Perceived Stress Scale (PSS; Cohen et al., 1983): This ten-item instrument asks respondents to scale statements about thoughts and feelings during the last month on a scale of 0 to 4, with 0 being "never" and 4 being "very often." This instrument will measure the variable "perceived stress." This instrument has been found to be reliable and valid.

Self-Care Assessment (adapted from Saakvitne, Pearlman & Staff, 1996). This checklist is divided into seven domains of self-care: physical, psychological, emotional, spiritual, relationship, professional, and overall balance. Each domain has two to fifteen items which respondents are asked to rate 0 to 3, with 0 being "I never do this" and 3 being "I do this frequently." Each domain has an option for "other" and each item has the option of "This never occurred to me." This instrument is not specifically measuring a variable or construct, but is rather meant to inform relationships between other variables.

The Holmes-Rahe Life Stress Inventory (adapted from Holmes & Rahe, 1967). This form lists 43 life events considered to require social adjustment, with each event assigned a numerical point value from 11 to 100. The instrument asks the respondent to mark the events that have occurred in the last

year and add the total points. Points correspond to 3 categories outlining the likelihood of stress-induced health problems. This instrument does not specifically measure a variable or construct, but is rather meant to inform relationships between other variables.

Five-Facet Mindfulness Questionnaire Short Form (Baer et al., 2006; Bohlmeijer et al., 2011). This 24-item instrument asks respondents to scale statements from 1 to 5, with 1 being "never or very rarely true" and 5 being "very often or always true." It specifies the answers should reflect the last month, and designates responses into 5 facets: non-react, observe, act aware, describe, and non-judge. This instrument will measure the variable "level of mindfulness." It has been found to be reliable and valid.

Data Analysis

A regression analysis using a Pearson r correlation was used to explore the relationships between the variables of levels of mindfulness as measured by the Five Facet Mindfulness Questionnaire, levels of perceived stress as measured by the Perceived Stress Scale, life stress as measured by the Life Stress Inventory, and age.

Experimental importance will adhere to Cohen's (1988) guidelines of small correlation at $r = .10$ to $.29$, medium correlation at $r = .30$ to $.49$, and large correlation at $r = .50$ to 1.0 . Experimental consistency will be set at an alpha level of $.05$ a priori. The sample size is large enough to meet the assumption of normal distribution.

Findings

Descriptive Statistics

The following tables describe the sample in terms of mean age, gender composition, likelihood to enroll in mindfulness courses, Perceived Stress Scale scores, and Five Facet Mindfulness Questionnaire scores. Delineation by type of program as well as a sample total is included.

Table A: Demographics

The following table illustrates the number of respondents (N = 61), the mean age (Mean = 34.05), and the gender composition of each program (M = 10, F = 50), as well as the

total. It is important to note that the groups are not similar in size according to program or gender, and thus these variables will not be used for comparing groups.

Table A
Demographic Information

	Counseling	Social Work	Total
N	15	46	61
Age	Mean=30.07	Mean=35.35	Mean=34.05
Gender	M=2, F=13	M=8, F=37	M=10, F=50

Data Analysis

A Pearson r Correlation was conducted to explore the relationships between age, Perceived Stress Scale (PSS) scores, Life Stress Inventory (LSI) scores, and Five Facet Mindfulness Questionnaire (FFMQ) scores. There was a medium positive correlation between

age and the Observe subscale of the FFMQ (.32). There was a large negative correlation between the PSS and the Non-react subscale of the FFMQ (-.51). In addition to large and medium correlations, there were several small correlations as listed in Table B.

Table B
Small Correlations

Variable 1	Variable 2	Strength of relationship
Age	FFMQ Non-react	0.26
Age	FFMQ Describe	0.18
Age	FFMQ Non-judge	0.16
PSS	LSI	0.22
PSS	FFMQ Observe	-0.23
PSS	FFMQ Act aware	-0.29
PSS	FFMQ Describe	-0.18
PSS	FFMQ Non-judge	-0.23
LSI	FFMQ Non-react	0.11
LSI	FFMQ Observe	0.13
LSI	FFMQ Describe	0.22
LSI	FFMQ Non-judge	0.1

Figure A: How likely are you to enroll in the following courses if offered? (1=not at all, 5=absolutely)

This table illustrates the difference in interest in mindfulness electives between counseling and social work students. While the difference cannot be statistically calculated due to the small *n* for counseling students, it

is worth noting that the counseling students are more interested than the social work students in taking mindfulness electives, and that the total mean hovers around '3' or what might also be considered neutral.

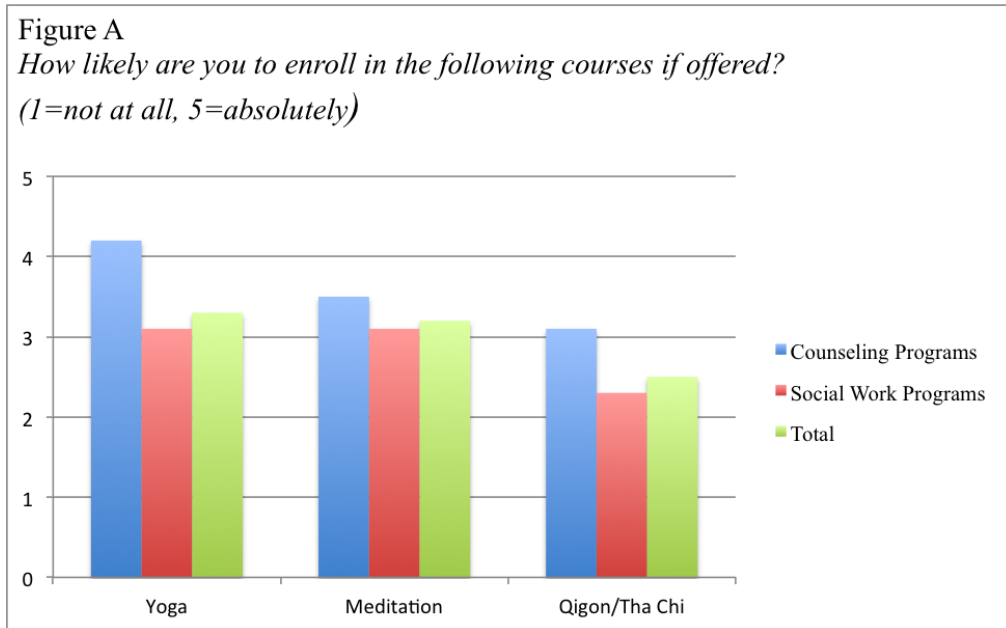
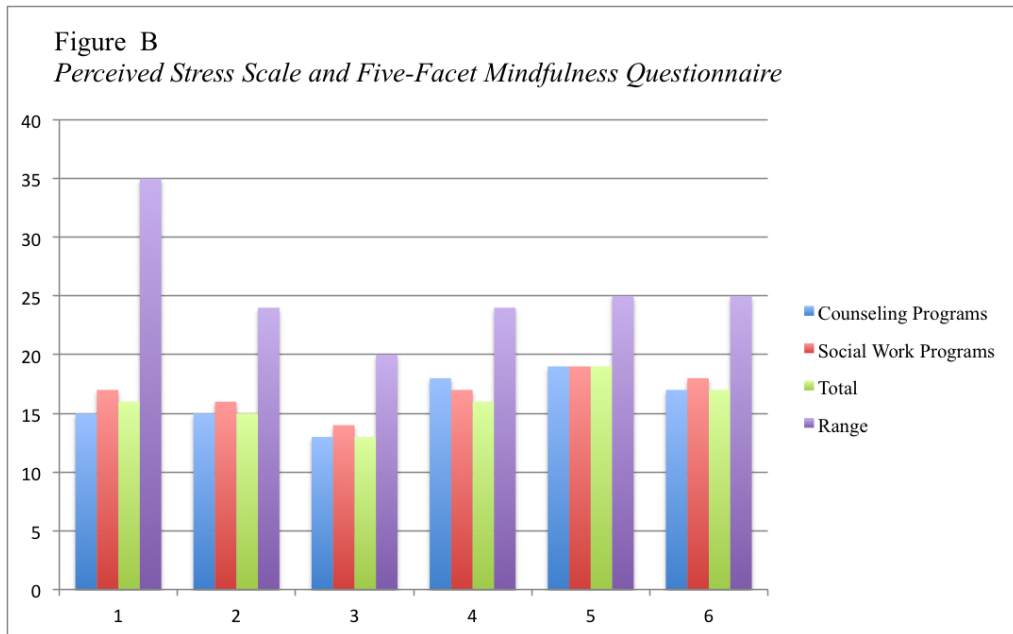


Figure B: Perceived Stress Scale and Five-Facet Mindfulness Questionnaire

This table illustrates the scores of students on the Five Facet Mindfulness Questionnaire subscales and the Perceived Stress Scale. It displays the range, as well as the me-

ans for each program. As one can see, the programs appear to be similar in both FFMQ scores and PSS scores.



Conclusions

Research Question

In answer to the research question, the data show a large negative correlation between stress levels as measured by the Perceived Stress Scale, and mindfulness levels in the Non-react subscale as measured by the Five Facet Mindfulness Questionnaire.

Determination of the Null Hypothesis

This research computed a Pearson r value of $-.51$, which according to Cohen's guidelines is a large correlation, with no need to calculate an effect size. The level of experimental consistency is critical at $.00$, thus meeting the level of experimental consistency set at the $.05$ level. There is a consistently important relationship between the levels of perceived stress and the non-react subscale of mindfulness among Master's level students in Social Work and Counseling at UM. Therefore, the null hypothesis is rejected. There is a large negative correlation between the levels of perceived stress and one facet of mindfulness, non-reacting, $r = -.51$, $n = 58$, $p = .00$, with high levels of non-reacting mindfulness associated with lower levels of perceived stress. This relationship is important for the purposes of this research.

Recommendations

After an analysis of the data, several recommendations can be made regarding levels of perceived stress and mindfulness in therapist training programs. Therapist training programs might consider adding mindfulness practice to the curriculum, both in the sense of self-care for students and in how they might utilize mindfulness practices with clients. It seems natural that students training to be therapists score higher on being non-reactive, as this is an important element in working with clients. Further exploration might be done regarding the other facets of mindfulness and how each facet might be addressed through different activities or practices. Knowing where students fall on their scores for these five facets might also help

teachers individualize support and development for students. Other stress management and reduction techniques might also be worth exploring.

Implications for Further Research

These findings, while perhaps somewhat expected, could be improved upon by conducting qualitative research to see why one particular facet of mindfulness was significantly correlated with perceived stress. Further research might explore with students why they feel stronger in some facets than others, and how this impacts their own practice as well as work with clients. It will also be imperative to perform more comprehensive statistical testing of the current data to adequately understand the relationships between the main variables and some of the more subtle variables captured. Further research might also examine the construct of mindfulness as defined and measured in this study, and how this construct might be explored with other measures of stress and self-care as it pertains to burnout prevention.

This study explored levels of mindfulness and stress among students in therapist training programs at the University of Montana. It found a relationship between one facet of mindfulness, non-reacting, and perceived stress levels, which supports the research hypothesis but requires further research and inquiry.

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