

Adaptation of the Interpersonal Stress Scale for Psychological Counselors to Turkish Culture

Emin Kurtuluş (PhD Student)

Sakarya University - Turkey
ORCID: 0000-0002-6346-0114
eminkurtulus1@gmail.com

Dr. Hacer Yıldırım-Kurtuluş

Ministry of Education - Turkey
ORCID: 0000-0002-0880-1318
haceryildirim91@gmail.com

Assoc. Prof. Dr. Betül Düşünceli

Sakarya University - Turkey
ORCID: 0000-0002-6794-8811
bbayraktar@sakarya.edu.tr

Abstract

Considering that the therapeutic relationship and therapeutic conditions are inseparable conditions for the counseling process, it is important to bring a scale to the Turkish literature to examine the interpersonal stress experienced by counselors during the counseling process. In this research, the scale adaptation process from one language to another language was carried out. In this context, validity and reliability studies were carried out in 4 different samples. As a result of the research, it was seen that there was a moderate and high-level significant relationship between the Turkish and English forms of the scale in all of the items. With this, it is seen that the four-dimensional structure ($\chi^2/sd=2.881$) was confirmed in the CFA results of the linguistic adaptation process in the validity and reliability study of ISSC. When the fit values of the ISSC are examined (RMSEA=.08, SRMR=.07, GFI=.89, and AGFI=.85), it is seen that the four-dimensional structure of the scale's CFA results is confirmed. Considering the item-total correlation of the ISSC, it is seen that the item-total scores vary between .237 and .634. The Cronbach Alpha coefficient calculated for the reliability coefficient of the scale was found to be .878, and the McDonald's ω coefficient was .874. When the test-retest results of the Turkish version of the scale were examined, it was concluded that the reliability value was $r=.79$ ($p<.001$). In addition, the test-retest result in the open-ended part of the scale was 88%. When the results split half reliability analysis of the scale are examined, there is a moderate and high level of significant correlation between the sub-dimensions. In this respect, it can be said that ISSC is reliable in measuring interpersonal stress in their relationship with the client.

Keywords: Psychological counselor, Client, Therapeutic relationship, Interpersonal stress, Scale adaptation



**E-International Journal
of Educational
Research**

Vol: 13, No: 5, pp. 93-108

Research Article

Received: 2022-05-16

Accepted: 2022-10-10

Suggested Citation

Kurtuluş, E., Yıldırım-Kurtuluş, H. & Düşünceli, B. (2022). Adaptation of the interpersonal stress scale for psychological counselors to Turkish culture, *E-International Journal of Educational Research*, 13(5), 93-108. DOI: <https://doi.org/10.19160/e-ijer.1117470>

INTRODUCTION

Psychological counseling is a profession that has a unique place in mental health professions and supports individuals to lead their lives more consciously, firmly, and creatively (Turkish Psychological Counseling and Guidance Association, 2011). A counselor is a person who applies cognitive, affective, behavioral, and interactional intervention methods (Hackney & Cormier, 2008) to cope with the problems faced by clients, strengthen mental health, to increase psychological resilience and well-being (Nugent, 1990). The most crucial role of a psychological counselor is to realize the relational conditions that may threaten the change and development of the client in the process and facilitate the process by creating a therapeutic environment away from these conditions (Rogers, 1992).

Corey (2012) emphasizes the psychological counselors' ability to establish and maintain an effective therapeutic relationship with their clients to carry out an effective process. The literature reports that the therapeutic relationship is one of the healing factors of the counseling process (Norcross & Wampold, 2011). The therapeutic relationship mentioned here is a professional relationship structured on theoretical grounds. This relationship is also a comprehensive, complex, and unique relationship that develops between two people and includes an interaction in which the personalities and attitudes of both parties are inevitably effective (Akdoğan & Ceyhan, 2011). In this respect, the therapeutic relationship has two main dimensions operating simultaneously. The first is the dimension in which the theoretical approach and therapeutic techniques suitable for this approach are used to facilitate the client to gain insight and develop behavioral changes. The second is the dimension of self-integrated authenticity (Raskin & Rogers, 2005). The reality in which the self participates is an interactive process based on mutual equality and respect, which arises since both people are human and is specially provided by the psychological counselor (Weishaar, 2007). In this interaction process, therapeutic conditions such as respect, unconditional acceptance, responsibility, empathetic understanding, transparency, and consistency are required for a healthy and safe relationship to be established (Nelson-Jones, 2013).

The possibility of carrying the characteristics of the psychological counselor and the client, arising from "being human" that may affect the therapeutic process positively or negatively, into the counseling process is related to the occurrence of this relationship between "two people" (Akdoğan & Ceyhan, 2011). There is no specific therapeutic technique or method used in this dimension, which includes the interaction of the client and the therapist with different internal psychological processes as two people. The primary thing is that the counselor exists spontaneously and entirely as an individual in the therapeutic process (Patterson & Welfel, 2000). According to Ronnestad & Skovholt (1993), psychological counselors are expected to manage the interpersonal relationship with their clients by balancing empathy, sincerity, awareness, tolerance, and professional skills and competence as a requirement of the therapeutic relationship. In cases where psychological counselors have difficulty in establishing interpersonal balance, they may encounter risky situations such as experiencing the pain experienced by the client, feeling his emotions, experiencing emotional exhaustion, and becoming vulnerable to the counseling process. In this direction, it is thought that the counselor will experience interpersonal stress while he is trying to find a balance in a therapeutic relationship. This concept of "interpersonal stress" in the counseling process is defined as the presence of weak skills and great difficulties, the counselor's refusal to participate in the therapeutic process in the face of difficulties, and the tendency to feel anxiety and boredom during the counseling process. Emphasis is placed on the two roles of counselors in the counseling process: stressful and healing participation (Orlinsky & Rønnestad, 2005). Here, stressful participation includes relational expectations such as the presence of the difficult client and withdrawal from the therapeutic relationship. In contrast, healing participation includes the personal resources of the counselor and professional counseling skills. In the psychological counseling process, when stressful participation is more than healing, the psychological counselor's interpersonal stress situation is mentioned. Similarly, Moore (2019) addressed the interpersonal stress of the counselor as the fear of the therapeutic relationship and the stress related to participation in the therapeutic relationship because of the client.

In the literature, some studies have found that psychological counselors experience work-related stress due to factors such as low income, paperwork density, working conditions, inadequate physical conditions, and a high number of students (Broome et al., 2009; Morse et al., 2012; Yıldırım-Kurtuluş,

2021). However, a limited number of studies deal with the interpersonal stress experienced by counselors as a result of their therapeutic relationship with the client (Moore et al., 2020). In addition, countertransference, ethical dilemmas, traumatic stress when working with traumatized clients, and compassion fatigue are among the factors that cause psychological counselors to experience stress during the counseling process (Choi et al., 2014; Stebnicki, 2007). It is inevitable for counselors who work on negative experiences with their clients and who doubt their professional competence to experience interpersonal stress (Zeeck et al., 2012). In addition to this, Moore et al. (2020) discussed the causes of interpersonal stress of counselors as the presence of difficult clients, difficult client behaviors, client readiness, intensity and depth of the therapeutic relationship, and relational tension, as well as being unable to cope with relational processes. When the literature in Turkey is examined, it is seen that there are scales that evaluate therapeutic work adjustment (Denizli, 2010), effective counselor qualities (İkiz & Totan, 2014), and self-efficacy (Pamukçu & Demir, 2013) of counselors. Still, there was no scale found deals with the interpersonal stress of counselors. The Interpersonal Stress Scale for Counselors (ISSC), adopted in this study, is a scale for assessing counselors' interpersonal stress resulting from the therapeutic relationship. Psychological counselors are expected to provide therapeutic conditions in order to establish a healthy therapeutic relationship. In this context, considering that the therapeutic relationship and therapeutic conditions are inseparable conditions for the counseling process, it is important to bring a scale to the Turkish literature to examine the interpersonal stress experienced by counselors during the counseling process. However, it is thought that the adaptation study of this scale is also important in terms of contributing to the development of the counseling profession, the quality of the existing counseling processes, and the quality and effectiveness of counselors.

The Interpersonal Stress Scale for Counselors, originally developed by Moore and Foxx (2021), aims to measure counselors' interpersonal stress resulting from the therapeutic relationship. The scale has four dimensions and 16 items and has a 5-point Likert structure. Before answering the scale items, the respondent is expected to answer an open-ended question. The open-ended question is intended to make the respondent think about any difficult client they have encountered before, and the items of the scale should be answered with this client in mind. The lowest 16 and the highest 80 points can be obtained from the scale, which can be answered between "strongly disagree" and "strongly agree." The reliability coefficients of the scale were calculated separately in 2 different samples. It varies between .76 and .86 for each sub-dimension for Exploratory Factor Analysis (EFA). Also, for Confirmatory Factor Analysis (CFA), this value is between .72 and .83 for each sub-dimension. In the analysis of the scale, the Bartlett Sphericity Test result ($\chi^2= 118,532.51$, $df= 1.128$, $p < .001$) and the Kaiser-Meyer-Olsen (KMO) measurement result were found as .953. The four-dimensional factor loadings of the original scale ranged from .47 to .93. In addition, the fit indices of the Confirmatory Factor Analysis were: $\chi^2(98)=224.52$ ($p < .001$), RMSEA=.057, CFI=.942, TLI=.928 and SRMR=.051.

The general purpose of this research is to adapt the Interpersonal Stress Scale-Counselor, which was brought to the literature in English by the researchers Moore and Foxx (2021), to Turkish culture and to reveal the reliability and validity of study of the Turkish form of the scale.

METHOD

In this research, the scale adaptation process from one language to another language was carried out in accordance with the general purpose of the research. The scale adaptation process followed in the research was determined in accordance with the test and scale adaptation stages accepted by the ITC (International Testing Commission, and prepared by Hambleton and Patsula (1999). These stages and the processes carried out in the research process are as follows:

It should be checked whether the scale to be adapted is suitable for the target language. Considering the ISSC as content, there are expressions suitable for Turkish culture in the scale items. The word of a difficult client was also thought to be an expression ideal for Turkish culture.

The process of obtaining permission from the responsible author, C. Misy Moore, the lead author of the PDKSÖ developed by Moore and Foxx (2021), was contacted to translate the scale into Turkish. As a result of interviews with Moore via e-mail, necessary permission was obtained to adapt the scale into Turkish.

Translators must be good in scale adaptation work. Translation of ISSC items into Turkish made by Psychological Counseling and Guidance experts, who are an Assoc. Prof, a Dr. and a Ph.D. student. In addition, eight different experts, including two language experts and two Turkish language experts, two Assessment and Evaluation experts, and two Psychological Counseling and Guidance experts, have assisted.

Adapting the translated test. After the ISSC was translated into Turkish, the scale was translated back into English. Since there is no difference between the form in which the created Turkish form is translated back into English, and the original English form, the Turkish form to be used has been clarified.

Applying and reviewing the adapted test. In order to ensure the linguistic equivalence of the ISSC, the original English form of the scale was applied to 30 psychological counselors whose mother tongue was Turkish and who completed their undergraduate education in the Department of Guidance and Psychological Counseling in English. Two weeks after this application, the same participants were asked to answer the Turkish form of the scale.

Pilot application of the linguistically adapted test. A pilot study was conducted to implement the Turkish version of the ISSC. The pilot study was carried out with 20 psychological counselors. After the application, the feedback of the psychological counselors was received, and it was determined that there was no incomprehensible issue regarding the application of the scale.

Application of the piloted test to a larger group. Two hundred ninety-eight psychological counselors were reached in order to perform the validity, reliability, and factor analyzes of the ISSC. In addition, the scale was applied to 66 psychological counselors twice, with an interval of two weeks, to calculate test-retest reliability.

Performing the necessary statistical operations on a larger group. Confirmatory Factor Analysis (CFA), item-total correlation analysis, sub-dimension total score analysis, quasi-test correlation analysis, reliability analyses for the Cronbach Alpha internal consistency coefficient, and McDonald's ω were made in the scale adaptation study of ISSC.

Conducting validity studies. The criterion validity of the PSPSQ was carried out with the data obtained from 66 psychological counselors. The Effective Counselor Qualifications Evaluation Scale and the Perceived Stress Scale were used to check the criterion validity.

Reporting the transactions and preparing a handbook for scale practitioners. This article, which has been reported for ISSC, will provide ease of use and scoring for practitioners after it is published.

FINDINGS

1. Study 1

This study aims to make linguistic equivalence of the English form of ISSC to Turkish.

1.1. Participants

The original English form of the scale and the Turkish form, which were finalized by the researchers after the process steps were completed, were applied to 30 psychological counselors whose mother tongue was Turkish and who completed their undergraduate education in Guidance and Psychological Counseling in English, with an interval of two weeks. Twenty (66.7%) of 30 psychological counselors are female, and 10 (33.3%) are male.

1.2. Process

C. Misy Moore, the lead author of the ISSC developed by Moore and Foxx (2021), was contacted to translate the scale into Turkish. As a result of interviews with Moore via e-mail, necessary permission was obtained to adapt the scale into Turkish. At the next stage, the ethics committee approval dated xxxxx and numbered xxxxxx was obtained from the xxxxxx Ethics Committee. The translation of the 16-item scale from English to Turkish was carried out by researchers (Psychological Counseling and Guidance field experts, an Associate Professor, a Dr., and a PhD. Student). Three researchers created a common Turkish scale form by comparing their Turkish translations. The Turkish form and the original English form created by the researchers were presented to 2 English language experts, and their evaluations were asked. After the evaluation, changes were made in line with the experts' suggestions, and necessary updates were made in the Turkish form of the scale. Some of the changes made after the recommendations of two English language experts are as follows: The expression "during psychological

counseling" at the beginning of article 1 was removed because it was deemed unnecessary. Another change is that the word "disappointing me" at the end of Article 9 has been changed to "it intimidates me" because it is thought that it will give better emotional intensity.

The Turkish form created was evaluated by two Turkish language experts, two Assessment and Evaluation experts, and two Psychological Counseling and Guidance experts. Changes were made by taking the experts' suggestions into account, and the Turkish form of the scale was finalized by the researchers for linguistic equivalence. At this stage, some of the changes made after the expert evaluations are as follows: The word "against" in Article 6 was replaced with the word "opposite" because it was thought to be a more accurate expression. Another change is the use of the word "include" in order to be more understandable, instead of the word "adding" in Article 8. In addition, the word "sincere" was changed instead of the word "truth" in Article 12 because it was thought to be more suitable for Turkish culture. The Turkish form created was translated back into English by the researchers. The scale form translated into English by the researchers was compared with the original English scale form, and after this process, the final version of the Turkish version of the scale was decided.

In order to ensure linguistic equivalence of the scale, the original English form of the scale was applied to 30 psychological counselors whose mother tongue was Turkish and who completed their undergraduate education in Guidance and Psychological Counseling in English. Two weeks later, the same participants were asked to answer the Turkish form of the scale, which was finalized by the researchers, so that the interpersonal stress experienced by psychological counselors with their clients is close and similar. All data collection processes for this research were done with the Google Forms tool. The responses of the participants to each item in the English and Turkish versions of the scale were analyzed by Spearman correlation analysis. Spearman correlation analysis is used to determine the relationship between two continuous variables when the distribution is not normal (Brace et al., 2003). In addition, Spearman correlation analysis was analyzed using SPSS 19 package program.

1.3. Findings

As can be seen in Table 1, when the items of the English and Turkish forms of the ISSC were compared, it was seen that there was a moderate correlation in 11 of the items and a high level of correlation in 5 of them (Cohen, 1988). When we consider these results, it can be stated that the original English version of the scale and the Turkish version, which was finalized by the researchers, are equivalent.

Table 1. Correlation Coefficients of Items (Spearman) between Turkish and English forms

Article no	r	P	Article No	R	P
1	.875**	.000	9	.471**	.009
2	.747**	.000	10	.621**	.000
3	.661**	.000	11	.794**	.000
4	.450*	.013	12	.644**	.000
5	.802**	.000	13	.827**	.000
6	.409*	.025	14	.510**	.004
7	.641**	.000	15	.577**	.001
8	.442*	.014	16	.466**	.010

**p<.01 *p<.05

There is also one open-ended question before the Likert items of the scale. Responses to this open-ended question, which prompted participants to think about a difficult client, were examined. At this point, whether the participants who filled out the English and Turkish forms of the scale in the open-ended question mentioned the same client in both forms was taken as a criterion for linguistic validity. During the language validity, it was seen that one participant left this question blank in the English form and answered it in Turkish form. It is seen that the answers given by the remaining 29 participants to the Turkish form are consistent with the answers given to the original English scale. As a result, it was suggested that the linguistic validity of the open-ended question was 96.67% successful, with one unsuccessful answer and 29 successful answers.

After the linguistic equivalence was determined, a pilot study was conducted to implement the Turkish version of the ISSC. The pilot study was conducted with 20 psychological counselors. After the application, the feedback of the psychological counselors was received, and it was determined that there was no incomprehensible issue regarding the application of the scale.

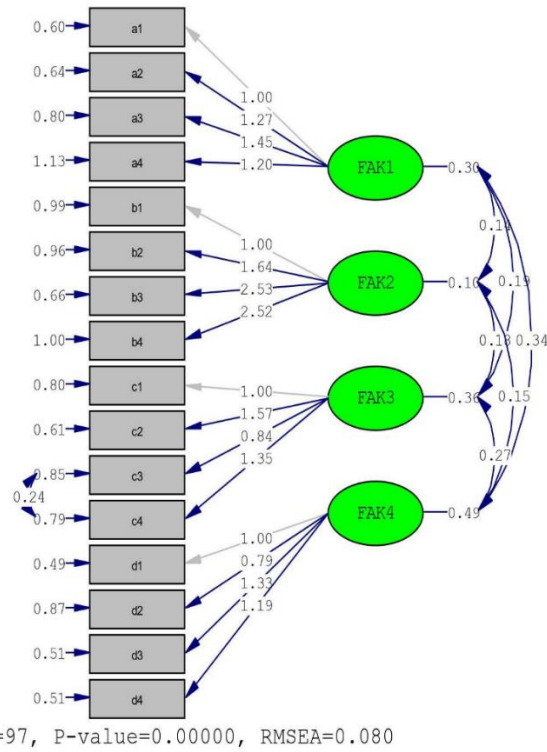


Figure 1. Path Diagram of the Interpersonal Stress Scale for Counselors

2. Study 2

This study aims to perform the validity and reliability study of the Turkish version of the ISSC.

2.1. Participants

298 psychological counselors were reached to perform Confirmatory Factor Analysis (CFA) and reliability analyses of the ISSC. Between June 2021 and November 2021, psychological counselors were reached through the research announcement made from the researchers' social media accounts. 222 (74.5%) of the psychological counselors participating in the study were female, and 76 (25.5%) were male. In addition, the mean age of psychological counselors was 31.78 (sd=6.42). 177 (59.4%) of the psychological counselors have undergraduate degrees and 121 (40.6%) are graduates of graduate programs. Of the psychological counselors, 246 (82%) work as a school counselor in a public school, 19 (6.4%) as a school counselor in a private school, 20 (6.7%) as a psychological counselor in the field of mental health, and 13 (4.4%) as a counselor in a university. Looking at the seniority of the psychological counselors, 84 (28.2%) of them have been working in an institution for 0-5 years, 210 (70.5%) of them between 5-25 years and 4 (1.3%) of them have been working in an institution for more than 25 years.

2.2. Process

CFA was performed using the Lisrel program to measure the suitability of the values in the original structure of the ISSC scale for this study. Pearson Product-Moment correlation analysis and item-total correlation analysis of the scale were calculated using SPSS 19 package program to determine the relationship between the sub-dimensions of the ISSC and between sub-dimensions and total score. In addition, the Cronbach Alpha internal consistency coefficient and McDonald's ω . coefficient were analyzed with the Jamovi program.

2.3. Findings

The Confirmatory Factor Analysis, in which the adaptation process of the collected data to the original the Interpersonal Stress Scale for Psychological Counselors was evaluated first, was performed only at the first level, as in the original scale.

In order to validate the tested construct, some specified goodness-of-fit values need to be met. In Table 2, Hu and Bentler (1999) values that need to be met and the goodness of fit values obtained from the tested structure are given below.

Table 2. Normal, Acceptable, and ISSC Goodness of Fit Values

Fit Index	Normal Value	Acceptable Value	Value from SMGAÖ	Result
χ^2/df	0-2	2-3	2.88	Acceptable Fit
RMSEA	≤ .05	≤ .08	0.08	Acceptable Fit
CFI	≥ .95	≥ .90	0.95	Acceptable Fit
GFI	≥ .90	≥ .85	0.89	Acceptable Fit
NFI	≥ .95	≥ .90	0.93	Acceptable Fit
NNFI	≥ .95	≥ .90	0.94	Acceptable Fit
IFI	≥ .95	≥ .90	0.95	Perfect Fit
RFI	≥ .95	≥ .90	0.91	Acceptable Fit
AGFI	≥ .90	≥ .85	0.85	Acceptable Fit
SRMR	≤ .05	≤ .08	0.07	Acceptable Fit

According to the CFA results, the valid goodness-of-fit indices of ISSC given in Table 2 were $\chi^2=279.46$ ($sd=97$, $<.01$), ($\chi^2/sd=2.881$, $RMSEA=.08$, $CFI=.95$, $GFI=.89$; $NFI=0.93$; $NNFI=0.94$; $IFI=.95$; $RFI=.91$; $AGFI=.85$; $SRMR=.07$) and the tested construct was confirmed.

For the reliability analysis of the PSPSS, the analysis of the halving method, one of the internal consistency methods, was also performed. Here, for scales with sub-dimensions, the sub-dimensions are considered whole, and the correlation between them is examined (Ercan & Kan, 2004). When the relationships between the sub-dimensions of the scale and between the sub-dimensions and the total score were analyzed by Pearson Product-Moment analysis, $r=.54$ ($p<0.01$) was found between the "Professional Self-Doubt" sub-dimension and the "Relational Tension" sub-dimension; $r=.44$ ($p<0.01$) found between "Professional Self-Doubt" sub-dimension and the "Clinical Difficulties" sub-dimension; $r=.65$ ($p<0.01$) found between the "Professional Self-Doubt" sub-dimension and the "Psychological Counselor's Burden" sub-dimension. $r=.63$ ($p<0.01$) found between "Relational Tension" sub-dimension and "Clinical Difficulties" sub-dimension; $r=.44$ ($p<0.01$) found between "Relational Tension" sub-dimension and "Psychological Counselor's Burden" sub-dimension. $r=.52$ ($p<0.01$) was reached between the "Clinical Difficulties" sub-dimension and the "Psychological Counselor's Burden" sub-dimension. Finally, $r=.82$ ($p<0.01$) between the total score of PDKSQ and the sub-dimension of "Professional Self-Doubt"; Among the "Associative Tension" sub-dimension, $r=.81$ ($p<0.01$); Among the "Clinical Difficulties" sub-dimension, $r=.79$ ($p<0.01$); It was observed that $r=.81$ ($p<0.01$) among the sub-dimensions of "The Burden of the Psychological Counselor". When the relationship between the sub-dimensions of the scale and the relations between the sub-dimensions and the total score are examined, it can be said that there are moderate and highly significant relationships (Cohen, 1988).

When the item-total correlation of the PSPSS is examined, it is seen that it varies between .237 and .634 (Table 3). The item-total correlation was found to be sufficient for the scale development process (Streiner & Normann, 1989). The Cronbach Alpha coefficient calculated for the reliability coefficient was found as .878, and the McDonald's ω Coefficient was found as .874.

Table 3. Interpersonal Stress Scale for Counselors Item-Total Correlation and t (27% Lower -High) Values

Items	Item - Total	Lower%27- High%27
1. Danışanla karşılaşabileceğim farklı durumlara hazırlanmaya çalışırken kendimi stresli hissediyorum.	.512	9.867*
2. Psikolojik danışma oturumlarımızda danışandan daha çok çaba gösterdiğime inanıyorum.	.237	5.769*
3. Danışana yardım etme yeteneğim konusunda kendime güvenim olmadığını hissediyorum.	.521	10.102*
4. Danışanla çalışırken her zamankinden daha fazla savunmasız hissediyorum.	.535	10.784*
5. Danışanla yürüttüğüm psikolojik danışma sürecindeki belirsizlik seviyesi beni huzursuz ediyor.	.484	10.958*
6. Danışandan sürekli bir karşı tepki aldığımı inanıyorum.	.356	7.992*
7. Danışanla empati kurmakta zorlanıyorum.	.443	9.532*
8. Danışanı psikolojik danışma sürecine dahil etmekte zorlanıyorum.	.569	14.549*
9. Danışanın davranışları beni yıldııyor.	.634	15.543*
10. Danışanla çalışırken psikolojik danışmanlık becerilerimden şüphe duyuyorum.	.626	13.449*
11. Danışa karşı kendim gibi (otantik) olmakta zorlanıyorum.	.548	10.343*
12. Danışanla içten bir ilişki kurmakta zorlanıyorum.	.561	12.944*
13. Danışanla çalışırken verdiğim kararlardan şüphe duyuyorum.	.598	12.439*
14. Danışanın sorunlarının yoğunluğundan bunalmış hissediyorum.	.576	11.752*
15. Psikolojik danışma sürecinin dışında, danışanla olmasını istediğimden daha fazla meşgul oluyorum.	.407	8.898*
16. Danışanın psikolojik danışma sürecine katılmaya hazır olduğundan emin değilim.	.530	12.786*

3. Study 3

This study aims to make the criterion validity of the Turkish version of the ISSC.

3.1. Participants

A total of 62 psychological clients (\bar{x} = 30.9 years old; sd = 5.13), 47 (75.8%) female and 15 (24.2%) male, were reached in order to determine the criterion validity of the Turkish version of the PSPSQ.

3.2. Process

In order to test the criterion validity of the Turkish version of the ISSC, the "*Effective Counselor Qualifications Evaluation Scale*" developed by İkiz and Totan (2014), was used because it measures the effective counseling skills of psychological counselors and is specific to psychological counselors, similar to the scale items. In addition, the "*Perceived Stress Scale*" developed by Cohen et al. (1983) and adapted into Turkish by Eskin et al. (2013) was used since it is thought that the stress in the daily lives of individuals and the interpersonal stress that counselors experience from their clients will be similar. The data were analyzed using the Pearson Product-Moment correlation analysis method in SPSS 19 package program.

3.3. Data Collection Tools

3.3.1. *Effective Counselor Qualifications Evaluation Scale*: The scale to examine the effectiveness of a counselor's characteristics consists of 26 items and six sub-dimensions. The scale was developed by İkiz and Totan (2014) as a 5-point Likert scale. Responses ranging from "It does not qualify me at all" to "It describes me completely" are given to the items of the scale. When the reliability analyzes of the scale were examined, the Cronbach Alpha coefficient for the total score was found as .90, and the test-retest coefficient was found as .74. In addition, the validity study was performed by Confirmatory Factor Analysis (χ^2 :615.37; sd :259; χ^2/sd : 2.38; NFI:.95; CFI:.97; GFI: .90; EFE: 96; RMSEA: .06; RFI:.92). As the scores obtained from the scale increase, the efficiency of the effective counselor increases. In addition, the reliability coefficient for this study was calculated as .906.

3.3.2. *Perceived Stress Scale*: The Perceived Stress Scale, which consists of 14 items, measures the perceived stress that he has experienced in the last one month when the scale items are examined. The scale was developed by Cohen et al. (1983), and the Turkish validity and reliability study was conducted by Eskin et al. (2013) researchers. Validity and reliability studies were conducted in 3 different ways according to the number of items on the scale. All items were used in this study. Responses to the 5-point Likert scale ranged from "never" to "very often." As the score obtained from the scale increases, the perceived stress also increases. It was seen that the internal reliability coefficient of the scale was .84, and the test-retest coefficient was .87. In addition, the reliability coefficient calculated for this study was calculated as .913.

3.4. Findings

Pearson Product-Moment correlation analysis was performed to determine the criterion validity of the Turkish version of the ISSC. The relationship between the scores obtained from the Psychological Counselors' PSRSQ and the Effective Counselor Qualifications Evaluation Scale was negatively significant and moderate (r = -.33, p < .01), while the relationship between the scores obtained from the Psychological Counselors' PSRSQ and the scores from the Perceived Stress Scale were positive and low level significant. (r = .28, p < .05).

4. Study 4

This study aims to measure the test-retest reliability of the Turkish version of the ISSC.

4.1. Participants

Sixty-six psychological counselors participated in the study to determine the reliability study with a test-retest procedure of ISSC. The average age is 45 (sd = 4.81), with the participation of 49 (74.2%) female and 17 (25.8%) male psychological counselors.

4.2. Process

The Turkish version of the PSPSQ was administered twice in total, with an interval of two weeks, in order to ensure that the stress experienced by the participants was similar. Thus, the reliability was tested by recently measuring the interpersonal stress situation psychological counselors experienced

with their clients. In the data analysis, the test-retest method was examined using the SPSS 19 package program. The test-retest method is used to determine the "stability coefficient." Here, the correlation between two measurements obtained by applying a test to the same group two times is examined (Baykul, 2000). The coefficient of stability of the data was calculated using the Pearson Product-Moment correlation method.

4.3. Findings

The PSPSS scores of 66 psychological counselors, which were done twice in total at two-week intervals, were calculated using the test-retest method. As a result of this analysis, PDKSÖ, the test-retest result, was found as $r=.79$ ($p<0.01$). When we consider the sub-dimensions of the scale, the test-retest result of the "Professional Self Doubt" sub-dimension was found to be $r=.80$ ($p<0.01$); The test-retest result of the "Associative Tension" sub-dimension was found to be as $r=.61$ ($p<0.01$); The test-retest result of the "Clinical Difficulties" sub-dimension was found to be as $r=.70$ ($p<0.01$); The test-retest result of the "Psychological Counselor's Burden" sub-dimension was found to be as $r=.80$ ($p<0.01$).

In addition, in the open-ended question asked to the participants to make them think difficult client, as in the linguistic validity section, the researchers examined whether they thought of the same client as the content, according to the answers given by the participants. According to the examination results, there was a harmony between the first application and the last application of 58 participants. Two participants left this answer blank in the first and final application, one participant in the first application and two participants in the last application. One participant gave different answers in the first-last application. One participant could not remember the answer he gave in the first application. As a result, it is seen that 87.88% success was achieved in the open-ended question section between the first application and the last application when the PCSRS was re-applied.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This research aims to introduce the Interpersonal Stress Scale for Counselors (ISSC), which was brought to the literature by Moore and Foxx (2021), into Turkish culture. In the study, it was studied in accordance with the scale adaptation stages recommended by Hambleton and Patsula (1999). In this context, validity and reliability studies were carried out in 4 different samples with psychological counselors practicing the counseling profession. For the first sub-aim of the research, linguistic equivalence between the English and Turkish versions of the ISSC was examined separately for each item. As a result, it was seen that there was a moderate and high-level significant relationship between the Turkish and English forms of the scale in all of the items. In the open-ended question section of the scale, the linguistic equivalence rate was found to be 97%. Finally, the linguistic validity of the ISSC between the Turkish and English forms was found to be appropriate in terms of content.

In line with another sub-aim of the research, it is seen that the four-dimensional structure ($\chi^2/sd=2.881$) was confirmed in the CFA results of the linguistic adaptation process in the validity and reliability study of ISSC. This verification can be explained by the fact that the value obtained by dividing the chi-square value by the degrees of freedom is less than 3 (Ayyıldız & Cengiz, 2006). When the fit values of the ISSC are examined (RMSEA=.08, SRMR=.07, GFI=.89, and AGFI=.85), it is seen that the four-dimensional structure of the scale's CFA results is confirmed. When the literature is examined, the RMSEA value should be less than or equal to .08, while the SRMR value should also be less than .08 (Şimşek, 2007). In addition, the GFI value is expected to be greater than .85 and the AGFI value to be greater than .80 (Hu & Bentler, 1999). In this context, it is seen that the original form of the Interpersonal Stress Scale for Counselors and the form to be adapted into Turkish give values that are compatible with each other.

Considering the item-total correlation of the ISSC, it is seen that the item-total scores vary between .237 and .634. Item-total correlation score greater than .20 indicates that the scale is reliable (Ercan & Kan, 2004; Klein, 1986; Streiner & Normann, 1989). Tavşancıl (2002) also stated that if the item-total test correlation does not affect the reliability coefficient of the scale, it can be taken as .20 as the lower limit. The Cronbach Alpha coefficient calculated for the reliability coefficient of the scale was found to be .878, and the McDonald's ω coefficient was .874. It is thought that the reliability of the internal

consistency coefficients of these values is sufficient (Anastasi, 1982). When the test-retest results of the Turkish version of the scale were examined, it was concluded that the reliability value was $r=.79$ ($p<.001$). In addition, the test-retest result in the open-ended part of the scale was 88%. When the results of the half-test correlation analysis of the scale are examined, there is a moderate and high level of significant correlation between the sub-dimensions. In other words, the sub-dimensions of the scale are related to each other. In this respect, it can be said that ISSC is reliable in measuring interpersonal stress in their relationship with the client.

Two scales currently available in Turkey were used for the criterion validity of the Turkish version of the ISSC. The first of these is the Effective Counselor Qualifications Evaluation Scale, which was developed by İviz and Totan (2014) for Turkish culture and measures the competence of counselors. The other scale is the Perceived Stress Scale, which was developed by Cohen et al. (1983) and adapted to Turkish culture by Eskin et al. (2013) and measures the stress levels of individuals in daily life. According to the correlation results, there is a negative, significant and moderate relationship between the scores of the participants in the ISSC and the scores they got from the Effective Counselor Qualifications Evaluation Scale, and it is seen that there is a positive, significant, and low-level correlation with the scores obtained from the Perceived Stress Scale. These results show that the criterion-link validity of the scale with other scales in Turkish culture is provided. As a result, all findings revealed that the Turkish version of the Interpersonal Stress Scale for Counselors (PDSSQ) showed sufficient psychometric properties to measure counselors' interpersonal stress resulting from the therapeutic relationship.

When we look at the information of the scale, it is a 5-point Likert type scale (1- Strongly disagree, 5-Strongly Agree). In addition, the ISSC consists of a total of 17 items consisting of 16 items and an open-ended question. A high score on the scale means that counselors experience more interpersonal stress. According to the analysis results, it can be said that the ISSC is a valid and reliable scale, and the original scale was successfully adapted to Turkish culture at a high level. The recommendations of the International Testing Commission (ITC) handbook were the source of the scale adaptation process in this study (Hambleton & Jong, 2003).

It is thought that this study, in which the Interpersonal Stress Scale for Counselors was adapted to Turkish culture, will contribute to the research in the field of psychological counseling due to the limited number of scales adapted and developed for psychological counselors. The job satisfaction of counselors can be affected not only by the knowledge and skills they have but also by the relationship they have with their clients in counseling sessions. In this respect, it is important that the scale focuses on one of the sources of stress in front of the professional execution of the counseling profession. It is thought that the scale will reveal the importance of the supervision that psychological counselors need while performing their profession and will guide the planning of in-service training that psychological counselors need. Using the scale, the level of stress in the therapeutic relationship that psychological counselors working in different institutions establish with their clients can be measured. With the use of this scale, it can be thought that it will contribute to the field of counselor education by giving more place to the difficult client in the individual counseling practices course, which is given in undergraduate courses.

REFERENCES / KAYNAKÇA

- Akdoğan, R., & Ceyhan, E. (2011). Terapötik ilişkide insan faktörü. *Psikiyatride Güncel Yaklaşımlar*, 3(1), 117-141. <https://dergipark.org.tr/en/download/article-file/115126>
- Anastasi, A. (1982). *Psychological testing*. Mac Millan Publishing.
- Ayyıldız, H. ve Cengiz, E. (2006). Pazarlama modellerinin testinde kullanılabilir yapısal eşitlik modeli (YEM) üzerine kavramsal bir inceleme. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 11(1), 63-84.
- Baykul, Y. (2000). *Eğitimde ve psikolojide ölçme*. ÖSYM Yayınları.
- Brace, N., Kemp, R., & Snelgar, R. (2003). *SPSS for psychologists*. Hampshire.
- Broome, K., McKenna, K., Fleming, J., & Worrall, L. (2009). Bus use and older people: A literature review applying the Person-Environment-Occupation model in macro practice. *Scandinavian Journal of Occupational Therapy*, 16(1), 3-12. <https://dx.doi.org/10.1080/11038120802326222>

- Choi, H., Puig, A., Kim, K., Lee, S., & Lee, S. M. (2014). Examining differential effects of internal and external resources on counselor burnout symptoms in South Korea. *Journal of Employment Counseling, 51*(1), 2-15. <https://dx.doi.org/10.1002/j.2161-1920.2014.00037.x>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Lawrence Erlbaum Associates.
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983) A global measure of perceived stress. *Journal of Health and Social Behavior, 24*(4), 385-396. <https://dx.doi.org/10.2307/2136404>
- Corey, G. (2012). *Theory and practice of counseling and psychotherapy*. Cengage learning.
- Denizli, S. (2009). Psikolojik danışma süreç ve sonuç araştırmaları kapsamında psikolojik danışma becerileri üzerine bir tarama. *Ege Eğitim Dergisi, 10*(1), 1-21. <https://dergipark.org.tr/en/pub/egeefd/issue/4910/67245>
- Ercan, İ., & İsmet, K. A. N. (2004). Ölçeklerde güvenilirlik ve geçerlik. *Uludağ Üniversitesi Tıp Fakültesi Dergisi, 30*(3), 211-216. <https://dergipark.org.tr/en/download/article-file/420425>
- Eskin, M., Harlak, H., Demirkıran, F., & Dereboy, Ç. (2013). Algılanan Stres Ölçeği'nin Türkçe'ye uyarlanması: Güvenirlik ve geçerlik analizi. *New Symposium Journal, 51*(3), 132-140. <https://neuropsychiatricinvestigation.org/Content/files/sayilar/pdf/TR-YeniSempozyum-c1d2631c.PDF>
- Hackney, H., & Cormier, S. (2008). *Professional counselor: a process guide to helping*. Mentis Yayıncılık.
- Hambleton, R. K. & De Jong, J.H.A.L. (2003). Advances in translating and adapting educational and psychological tests. *Language Testing, 20*(2), 127-134. <https://doi.org/10.1191/0265532203lt247xx>
- Hambleton, R.K. & Patsula, L. (1999). Increasing the validity of adapted tests: Myths to be avoided and guidelines for improving test adaptation practices. *Journal of Applied Testing Technology, 1*(1), 1-30. <https://dx.doi.org/10.1023/A:1006941729637>
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal, 6*(1), 1-55. <https://dx.doi.org/10.1080/10705519909540118>
- İkiz, F. E. ve Totan, T. (2014). Etkili psikolojik danışman niteliklerinin değerlendirilmesine ilişkin ölçek geliştirme çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 5*(42), 269-279. <https://dergipark.org.tr/en/pub/tpdrd/issue/21462/229994>
- Moore, C. M., & Parikh-Fox, S. (2021). The development and initial validation of the Interpersonal Stress Scale-Counselor. *Measurement and Evaluation in Counseling and Development, 54*(4), 267-284. <https://dx.doi.org/10.1080/07481756.2020.1827433>
- Moore, C. M., Andrews, S. E., & Parikh-Fox, S. (2020). "Meeting someone at the edge": Counselors' experiences of interpersonal stress. *Journal of Counseling & Development, 98*(2), 123-135. <https://dx.doi.org/10.1002/jcad.12307>
- Moore, C. M. (2019). *The development and initial validation of a new instrument measuring perceptions of interpersonal stress among professional counselors* (Unpublished doctoral dissertation). The University of North Carolina at Charlotte, USD.
- Morse, J., Freedman, L., Speidel, J. J., Thompson, K. M., Stratton, L., & Harper, C. C. (2012). Postabortion contraception: qualitative interviews on counseling and provision of long-acting reversible contraceptive methods. *Perspectives on Sexual and Reproductive Health, 44*(2), 100-106. <https://dx.doi.org/10.1363/4410012>
- Nelson-Jones, R. (2013). *Practical counselling and helping skills: text and activities for the lifeskills counselling model*. Sage.
- Norcross, J. C., & Wampold, B. E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. *Psychotherapy, 48*(1), 98-102. <https://dx.doi.org/10.1037/a0022161>
- Nugent, F. A. (1990). *An introduction to the profession of counseling*. Merrill.
- Orlinsky, D. E., & Rønnestad, M. H. (2005). *How psychotherapists develop: A study of therapeutic work and professional growth*. American Psychological Association.
- Pamukçu, B. ve Demir, A. (2013). Psikolojik Danışma Öz-yeterlik Ölçeği Türkçe formu'nun geçerlik ve güvenilirlik çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 4*(40), 212-221. <https://dergipark.org.tr/en/pub/tpdrd/issue/21460/229902>
- Patterson, E., & Welfel, E. R. (2000). *The counseling process*. Brooks Cole.
- Raskin, N. J., & Rogers, C. R. (2005). Person-centered therapy. In R. J. Corsini & D. Wedding (Eds.), *Current psychotherapies* (pp. 130-165). Thomson Brooks/Cole Publishing.
- Rogers, C. R. (1992). The necessary and sufficient conditions of therapeutic personality change. *Journal of*

Consulting and Clinical Psychology, 60(6), 827-832. <https://dx.doi.org/10.1037/0022-006X.60.6.827>

Rønnestad, M. H., & Skovholt, T. M. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. *Journal of Counseling and Supervision*, 71(4), 396-405.

<https://dx.doi.org/10.1002/j.1556-6676.1993.tb02655.x>

Stebnicki, M. A. (2007). Empathy fatigue: Healing the mind, body, and spirit of professional counselors. *American Journal of Psychiatric Rehabilitation*, 10(4), 317–338. <https://dx.doi.org/10.1080/15487760701680570>

Streiner, D. L., & Normann, G. R. (1989). *Health Measurement Scales: A practical guide to their development and use*. Oxford University Press.

Şimşek, Ö. F. (2007). *Yapısal eşitlik modellemesine giriş temel ilkeler ve Lisrel uygulamaları*. Ekinoks Yayıncılık.

Tavşancıl, E. (2002). *Tutumların ölçülmesi ve SPSS ile veri analizi*. Nobel Yayıncılık.

Turkish Council of Higher Education. (2011). *Universities*. Author.

Weishaar D. L. (2007). *The therapist's experience of feeling in too deep with a client: a phenomenological exploration* (Unpublished doctoral dissertation). Georgia State University, Georgia, USA.

Yıldırım-Kurtuluş, H. (2021). *Psikolojik danışmanların süpervizörlerinin davranışları, etkili psikolojik danışman nitelikleri, mesleki kıvançları ve mesleki doyumları arasındaki ilişkilerin incelenmesi: Karma yöntem araştırması* (Unpublished doctoral dissertation). Yıldız Teknik University, İstanbul.

Zeeck, K. A. (2012). *A phenomenological study of the lived experiences of elementary principals involved in dual-career relationships with children* (Unpublished doctoral dissertation). University St. Thomas, USD.

Psikolojik Danışmanlar için Kişilerarası Stres Ölçeği'nin Türk Kültürüne Uyarlanması

Emin Kurtuluş (Doktora Öğrencisi)

Sakarya Üniversitesi - Türkiye
ORCID: 0000-0002-6346-0114
eminkurtulus1@gmail.com

Dr. Hacer Yıldırım-Kurtuluş

Milli Eğitim Bakanlığı - Türkiye
ORCID: 0000-0002-0880-1318
haceryildirim91@gmail.com

Doç. Dr. Betül Düşünceli

Sakarya Üniversitesi - Türkiye
ORCID: 0000-0002-6794-8811
bbayraktar@sakarya.edu.tr

Özet

Terapötik ilişki ve terapötik koşulların psikolojik danışma süreci için ayrılmaz koşullar olduğu düşünüldüğünde, psikolojik danışmanların psikolojik danışma sürecinde yaşadıkları kişilerarası stresin incelendiği bir ölçeğin Türkçe literatüre kazandırılması önemlidir. Bu araştırmada bir dilden başka bir dile ölçek uyarlama süreci gerçekleştirilmiştir. Bu kapsamda 4 farklı örnekleme geçerlik ve güvenilirlik çalışmaları yapılmıştır. Araştırma sonucunda ölçeğin Türkçe ve İngilizce formları arasında tüm maddelerde orta düzeyde ve yüksek düzeyde anlamlı bir ilişki olduğu görülmüştür. Bununla ISSC geçerlik ve güvenilirlik çalışmasında dilsel uyarlama sürecinin DFA sonuçlarında dört boyutlu yapının ($\chi^2/sd=2.881$) doğrulandığı görülmektedir. ISSC'nin uyum değerleri incelendiğinde (RMSEA=.08, SRMR=.07, GFI=.89 ve AGFI=.85), ölçeğin DFA sonuçlarının dört boyutlu yapısının doğrulandığı görülmektedir. ISSC'nin madde-toplam korelasyonuna bakıldığında madde-toplam puanlarının .237 ile .634 arasında değiştiği görülmektedir. Ölçeğin güvenilirlik katsayısı için hesaplanan Cronbach Alpha katsayısı .878, McDonald's ω katsayısı .874 olarak bulunmuştur. Ölçeğin Türkçe versiyonunun test-tekrar test sonuçları incelendiğinde güvenilirlik değerinin $r=.79$ ($p<.001$) olduğu sonucuna varılmıştır. Ayrıca ölçeğin açık uçlu kısmındaki test-tekrar test sonucu %88'dir. Ölçeğin yarı testi korelasyon analizi sonuçlarına bakıldığında alt boyutları arasında orta ve yüksek düzeyde anlamlı bir ilişki vardır. Bu açıdan ISSC'nin danışanla ilişkilerinde kişilerarası stresi ölçmede güvenilir olduğu söylenebilir.

Anahtar Kelimeler: Psikolojik danışman, Danışan, Terapötik ilişki, Kişilerarası Stres, Ölçek Uyarlama



**E-Uluslararası
Eğitim Araştırmaları
Dergisi**

Cilt: 13, No: 5, ss. 93-108

Araştırma Makalesi

Gönderim: 2022-05-16
Kabul: 2022-10-10

Önerilen Atıf

Kurtuluş, E., Yıldırım-Kurtuluş, H., ve Düşünceli, B. (2022). Psikolojik danışmanlar için Kişilerarası Stres Ölçeği'nin Türk kültürüne uyarlanması, *E-Uluslararası Eğitim Araştırmaları Dergisi*, 13(5), 93-108. DOI: <https://doi.org/10.19160/e-ijer.1117470>

Genişletilmiş Özet

Problem: Corey (2012) psikolojik danışmanların etkili bir süreç yürütebilmek için danışanlarıyla etkili bir terapötik ilişki kurabilme ve sürdürülebilirliği becerisini vurgulamaktadır. Alanyazında da, terapötik ilişkinin psikolojik danışma sürecinin iyileştirici faktörlerinden biri olduğu bildirilmektedir (Norcross & Wampold, 2011). Burada bahsi geçen terapötik ilişki kuramsal dayanaklar doğrultusunda yapılandırılmış, profesyonel bir ilişkidir. Bu ilişki aynı zamanda, iki insan arasında gelişen ve her iki tarafın kişiliklerinin ve tutumlarının kaçınılmaz bir biçimde etkili olduğu bir etkileşimi içeren kapsamlı, karmaşık ve özgün bir ilişkidir (Akdoğan ve Ceyhan, 2011).

Skovholt'a (2005) göre psikolojik danışmanların terapötik ilişkinin bir gerekliliği olarak empati, içtenlik, farkındalık, hoşgörü ve mesleki beceri ve yetkinlik arasında denge kurarak danışanı ile olan kişilerarası ilişkiyi yönetmesi beklenmektedir. Psikolojik danışmanlar kişilerarası dengeyi kurmakta zorlandıkları durumlarda, danışanın yaşadığı acıyı aşırı derecede yaşama, onun duygularını hissetme, duygusal olarak tükenmişlik yaşama ve danışma sürecine karşı savunmasız hale gelme gibi riskli durumlar ile karşılaşabilmektedirler. Bu doğrultuda psikolojik danışmanın terapötik bir ilişki içerisinde bir denge yakalamaya çalışırken, kişilerarası stres yaşayacağı düşünülmektedir.

Psikolojik danışma sürecindeki bu "kişilerarası stres" kavramı, Rønnestad (2005) tarafından, zayıf becerilerin ve güçlü zorlukların varlığı ile zorluklar karşısında psikolojik danışmanın terapötik sürece katılmaktan kaçınması ve psikolojik danışma sürecinde endişe ve can sıkıntısı hissetme eğilim olarak tanımlanmaktadır. Danışanları ile olumsuz deneyimler üzerinde çalışan ve profesyonel olarak kendi yeterliliğinden şüphe duyan psikolojik danışmanların kişilerarası stres yaşamaları kaçınılmazdır (Zeeck ve diğerleri, 2012). Bununla birlikte Moore ve arkadaşları (2020) psikolojik danışmanların kişilerarası stres sebeplerini ilişkisel süreçlerle baş edememenin yanında zorlu danışanların varlığı, zorlu danışan davranışları, danışanın hazırbulunuşluğu, terapötik ilişkinin yoğunluğu ve derinliği, ilişkisel gerilim olarak ele almışlardır. Türkiye'deki alanyazın incelediğinde, terapötik çalışma uyumunu (Denizli, 2010), psikolojik danışmanların etkili psikolojik danışman niteliklerini (İkiz ve Totan, 2014) ve öz-yeterliklerini (Pamukçu ve Demir, 2013) değerlendiren ölçeklere rastlanmakla birlikte psikolojik danışmanların kişilerarası stresini ele alan bir ölçeğe rastlanmamıştır.

Yöntem: Uyarlanacak ölçeğin hedef dile uygun olup olmadığına bakılmalıdır. PDKSÖ'ne içerik olarak bakıldığında ölçek maddelerinde Türk kültürüne uygun ifadeler yer almaktadır. Zor danışan ifadesinin de Türk kültürüne uygun bir ifade olduğu düşünülmüştür.

1. Ölçek geliştiren sorumlu yazardan izin alma işlemi.
2. Ölçek uyarlama çalışmasında çevirmenler iyi olmalıdır.
3. Çevirisi yapılan testi uyarlamaya geçmek.
4. Uyarlanması yapılan testi uygulayıp gözden geçirilmesi.
5. Dilsel uyarlaması yapılan testin pilot uygulaması.
6. Pilot uygulaması yapılan testin daha büyük bir gruba uygulanması.
7. Daha büyük bir gruba gerekli istatistiksel işlemlerin yapılması.
8. Geçerlik çalışmalarının yapılması.
9. Yapılan işlemleri raporlaştırılması ve ölçek uygulayıcıları için el kitabı hazırlanması.

Bulgular: Süreç boyunca dört çalışma gerçekleştirilmiştir.

Çalışma 1: Bu çalışmanın amacı PDKSÖ'nin İngilizce formu Türkçe'ye dilsel eşdeğerliliğini yapmaktır. Rehberlik ve Psikolojik Danışmanlık lisans öğrencilerini İngilizce olarak tamamlanmış, ana dilleri Türkçe olan 30 psikolojik danışmana ölçeğin orijinal İngilizce formu ve işlem basamakları tamamlandıktan sonra araştırmacılar tarafından son hal verilen Türkçe formu iki hafta arayla uygulanmıştır. 30 psikolojik danışmanın 20'si (%66,7) kadın ve 10'u (%33,3) erkektir.

Çalışma 2: Bu çalışmanın amacı PDKSÖ'nin Türkçe formunun geçerlik ve güvenilirlik çalışmasını yapmaktır. PDKSÖ'nün Doğrulamalı Faktör Analizi (DFA) ve güvenilirlik analizlerini yapabilmek için 298 psikolojik danışmana ulaşılmıştır. Çalışmaya katılan psikolojik danışmanların 222'si (%74,5) kadın ve 76'sı (%25,5) erkeklerden oluşmaktadır. Ayrıca psikolojik danışmanların yaş ortalamasının 31.78 (ss=6,42) olduğu görülmüştür.

Çalışma 3: Bu çalışmanın amacı PDKSÖ'nin Türkçe formunun ölçüt geçerliğini yapmaktır. PDKSÖ'nin Türkçe formunun ölçüt geçerliğini tespit etmek amacıyla 47'si (%75.8) kadın 15'i (%24.2) erkek olmak üzere toplam 62 psikolojik danışana (\bar{x} = 30.9 yaşlar; ss = 5.13) ulaşılmıştır.

Çalışma 4: Bu çalışmanın amacı PDKSÖ'nin Türkçe formunun test-tekrar-test açısından güvenilirliğini ölçmektir. PDKSÖ bir test-tekrar-test işlemiyle güvenilirlik çalışmasını belirlemek için 66 psikolojik danışman çalışmaya katılmıştır. Katılım sağlayan psikolojik danışmanların 49'u(%74.2) kadın, 17'si(%25.8) erkek olmak üzere yaş ortalaması 45 (ss =4.81) tir.

Sonuçlar: Bu araştırmada Moore ve Foxx (2021) tarafından literatüre kazandırılmış olan Psikolojik Danışmanlar için Kişilerarası Stres Ölçeği'ni (PDKSÖ) Türk kültürüne kazandırmak amaçlanmaktadır. Araştırmada Hambleton ve Patsula (1999) tarafından önerilen ölçek uyarlama aşamalarına uygun olarak çalışılmıştır. Bu kapsamda psikolojik danışma mesleğini icra eden psikolojik danışmanlarla 4 farklı örnekleme geçerlilik ve güvenilirlik çalışmaları yürütülmüştür. Araştırmanın ilk alt amacı için PDKSÖ'nün İngilizce formu ile Türkçe formu arasında her bir madde için ayrı ayrı dilsel eşdeğerliğe bakılmıştır. Sonuç olarak ölçeğin Türkçe ve İngilizce formları arasında maddelerin tümünde orta ve yüksek düzeyde anlamlı ilişki olduğu görülmüştür. Ölçeğin açık uçlu soru bölümünde ise dilsel eşdeğerlik oranı %97 olarak bulunmuştur. Nihayetinde PDKSÖ'nün içerik bakımından Türkçe ve İngilizce formlar arasındaki dilsel geçerliliği uygun bulunmuştur.

Araştırmanın bir diğer alt amacı doğrultusunda, PDKSÖ'nün geçerlilik ve güvenilirlik çalışmasında dilsel uyum sürecinin DFA sonuçlarında (χ^2 =279.46, sd =97, p <.01), (χ^2 / sd =2,881) dört boyutlu olan yapının doğrulandığı görülmektedir. Bu doğrulama, öncelikle ki-kare değerinin serbestlik derecesine bölünmesiyle elde edilen değer 3'ten küçük olmasıyla açıklana bilinir (Ayyıldız ve Cengiz, 2006). PDKSÖ'nün uyum değerlerine bakıldığında (RMSEA=.08, SRMR=.07, GFI=.89 ve AGFI=.85), ölçeğin DFA sonuçlarının dört boyutlu yapısının doğrulandığı görülmektedir. Alanyazın incelendiğinde, RMSEA değerinin .08 den küçük ya da eşit olması gerekirken, SRMR değerinin yine aynı şekilde .08 den küçük olması gerekmektedir (Şimşek, 2007). Ayrıca GFI değerinin .85 den büyük olması ve AGFI değerinin de .80 dan büyük olması beklenmektedir (Hu & Bentler). Bu bağlamda Psikolojik Danışmanlar için Kişilerarası Stres Ölçeği'nin orijinal olan form ile Türkçe'ye adapte edilmek istenilen formun birbiriyle uyumlu değerler verdiği görülmektedir.

PDKSÖ'nin madde-toplam korelasyonuna bakıldığında madde-toplam puanlarının .237 ile .634 arasında değiştiği görülmektedir. Madde-toplam korelasyon puanının .20'den büyük olması ölçeğin güvenilir olduğunu göstermektedir (Streiner ve Normann, 1989). Ölçeğin güvenilirlik katsayısı için hesaplanan Cronbach Alpha katsayısı .878 ve McDonald's ω katsayısı ise .874 olarak bulunmuştur. Bu değerlerin iç tutarlık katsayılarının güvenilirlik derecesinin yeterli olduğunu düşünülmektedir (Anastasi, 1982). Ölçeğin Türkçe formunun test-tekrar-test sonuçlarına bakıldığında ise güvenilirlik değerinin r =.79 (p <.001) olduğu sonucuna ulaşılmıştır. Ayrıca ölçeğin açık uçlu kısmında test-tekrar-test sonucunun %88 olduğu görülmüştür. Ölçeğin testi yarılama analizi sonuçlarına göre alt boyutlar arası korelasyon sonuçları incelendiğinde orta ve yüksek derecede anlamlı bir ilişki mevcuttur. Yani ölçeğin alt boyutları birbiriyle ilişkilidir. Bu doğrultuda PDKSÖ'nin danışman ile girdikleri ilişkide kişiler arası stresi ölçme konusunda güvenilir olduğu söylenebilir.

PDKSÖ'nin Türkçe formunun ölçüt geçerliliği için Türkiye'de halihazırda bulunan iki ölçekten yararlanılmıştır. Bunlardan ilki İviz ve Totan (2014) tarafından Türk kültürü için geliştirilen ve psikolojik danışmanların yeterliliklerini ölçen Etkili Psikolojik Danışman Niteliklerini Değerlendirme Ölçeği'dir. Diğer ölçek ise Cohen ve arkadaşları (1983) tarafından geliştirilmiş ve Türk kültürüne Eskin ve arkadaşları (2013) tarafından uyarlanmış olan ve kişilerin günlük hayatta stres düzeylerini ölçen Algılanan Stres Ölçeği'dir. Korelasyon sonuçlarına göre katılımcıların PDKSÖ'nden aldıkları puanlar ile Etkili Psikolojik Danışman Niteliklerini Değerlendirme Ölçeği'nden aldıkları puanlar arasında negatif yönde anlamlı ve orta düzeyde bir ilişki varken; Algılanan Stres Ölçeği'nden alınan puanlar ile pozitif yönde anlamlı ve düşük düzeyde ilişki olduğu görülmektedir. Bu sonuçlar ölçeğin Türk kültüründe yer alan diğer ölçeklerle ölçüt-bağlantı geçerliliğinin sağlandığını göstermektedir. Sonuç olarak, tüm bulgular Psikolojik Danışmanlar için Kişilerarası Stres Ölçeği'nin (PDKSÖ) Türkçe formunun psikolojik danışmanların terapötik ilişkiden kaynaklanan kişilerarası stresini ölçmek için yeterli psikometrik özellikler gösterdiğini ortaya koymuştur.

Ölçek bilgilerine bakıldığında, 5'li likert tipinde bir ölçektir (1- Kesinlikle katılmıyorum, 5-Kesinlikle Katılıyorum). Bununla birlikte PDKSÖ 16 madde ve bir de açık uçlu sorudan oluşan toplam 17 maddeden oluşmaktadır. Ölçekten alınan puanın yüksek olması psikolojik danışmanların kişilerarası stresi fazla yaşadığı anlamına gelmektedir. Yapılan analiz sonuçlarında PDKSÖ'nin geçerli ve güvenilir bir ölçek olduğu ve orijinal ölçeğin Türk kültürüne yüksek düzeyde başarılı bir şekilde adapte edildiği söylenebilir. Bu araştırmada yapılan ölçek uyarlama sürecine Uluslararası Test Komisyonu (ITC) el kitabının önerileri kaynaklık etmiştir (Hambleton ve Jong, 2003).

Öneriler: Psikolojik Danışmanlar için Kişilerarası Stres Ölçeği'nin Türk kültürüne uyarlandığı bu araştırmanın psikolojik danışmanlar üzerinde uyarlanan ve geliştirilen ölçek sayısının kısıtlı olması sebebi psikolojik danışma alanında yapılacak olan araştırmalara katkı sağlayacağı düşünülmektedir. Psikolojik danışmanların mesleklerinden sağladıkları doyum sadece sahip oldukları bilgi ve becerilerden değil, aynı zamanda psikolojik danışma oturumlarında danışanları ile yaşadıkları ilişkiden de etkilenebilir. Bu bakımdan ölçeğin psikolojik danışma mesleğinin profesyonel bir şekilde icra edilmesinin önündeki stres kaynaklarından biri üzerine odaklanması önemlidir. Ölçeğin psikolojik danışmanların mesleklerini icra ederken ihtiyaç duydukları süpervizyonun önemini ortaya sermesi ve psikolojik danışmanların ihtiyaç duydukları hizmet içi eğitimlerinin planlanmasına da yol göstereceği düşünülmektedir. Ölçeğin kullanımı ile farklı kurumlarda çalışan psikolojik danışmanların danışanları ile kurdukları terapötik ilişkideki stres düzeyi ölçülebilir. Bu ölçeğin kullanımıyla birlikte lisans derslerinde verilen bireysel psikolojik danışma uygulamaları dersinde zor danışan konusuna daha fazla yer verilerek psikolojik danışman eğitimi alanına da katkı sağlayacağı düşünülebilir.