Comparing the Efficacy of Three Therapeutic Methods of Emotional Expression, Mental and Combined Relaxation in Reducing Perceived Stress

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Abstract

Background and Objectives: The phenomenon of stress and its role in sickness and health is overt. Furthermore, various studies have confirmed the role of emotions in psychological well-being; but the relation between stress and emotions is one of the important issues about which there are different theories. The aim of the present study is to compare the effect of three interventions including: emotional expression, meditation and compound method on perceived stress.

Method: The design used in the present study is quasi-experimental, pretest-posttest with control group and a two-month follow-up stage. Forty men who voluntarily referred to TavanAfza Clinic were chosen through hand-to-hand sampling method and were randomly assigned in four groups. The Cohehen's Perceived Stress Scale was used in the pretest, posttest and follow-up stages and the intervention lasted for eight sessions within one month. The data was analyzed by covariance and T-test independent group tests.

Results: The statistical data indicated that the difference between the compound treatment group and control group by the level of significance of 5% and level of confidence of 95% was significant; but the difference between the other groups was not significant.

Conclusion: The results indicated that the compound method can be effective in reducing perceived stress of the youth. Therefore, this method can be used as an effective way to reduce stress in the stressed-out people and to improve psychological well-being in the youth.

Keywords: emotional expression, meditation, perceived stress

I. Introduction

Stress (tension); is one of the natural and inevitable aspects of contemporary human life. Third AD millennium started in conditions that human society has faced with serious problems in various sectors; Including these problems is social change and its consequences in psycho-social dimensions of human beings. Despite the progress and development have plentiful facilities, but it includes fundamental problems (Mousavi Asl et al., 1388).

AdiCymerblit et al. (2015) showed that dealing with stress at different time points of mental development has an important effect on people's brain structure which is involved in psychiatric disorders. Social factors have created a lot of stresses for all human but the mental health of youth is more threatening in some ways. In addition to social and environmental issues, in terms of transformation; the youth at these age are grappling with three crisis of identity, love and work (Laura Berg, 2007; Seyed Mohammad, 1389) and therefore these age group are more vulnerable to mental-health effects caused by stress.

Perceived stress is a condition that reflects the whole individual assessment of this issue which how much the life situations are stressful (Cohen, Kamarck & Mermelstein, 1983) and in this research the scores that participants gain from the Cohen, Kamrak and Mrmlstan Perceived Stress Scale (1983) and emotional expression include behavioral changes along with exciting changes such as face, voice, gestures and body movements. Smiling, frowning, crying or escaping are examples of emotional expression (Gross, John and Richard, 2000). Mental relaxation is a method in which a person will focus their thoughts on an object, event or idea and hereby they will be away from their feelings, thoughts and environmental conditions (Seif, 1392). The aim of combined method is a proposed hybrid method that uses music therapy, outpouring anxiety, relaxation and meditation, in this way that, first some physical exercise will conducted to raise the heart rate of participants (5 minutes) then a trance music without words was played (10 minutes) where in this meanwhile subjects have done physical activities without rule then did the variable assignments to externalized emotions (10 minutes). Two sessions of writing negative thoughts - two sessions of laughing by using laugh yoga techniques
implemented by Indian Dr. Madan Kataryay - two sessions of screaming and clapping and -two sessions singing opera and eventually progressive physical relaxation (10 min ) was conducted based on Jacobson and mental relaxation methods (10 minutes), by the imagery.

Stress and its role in the health of patient and the ways to deal with it has attracted an increasing attention of psychologists. Nowadays, in various psychological studies, an emphasis has been on the role of emotion in individuals’ health and disease (Forgas, 2000). Today, an important aspect of human health is emotional health of people and a research was conducted by Daniel Vegnro and colleagues concluded that the suppression of emotional thoughts can lead to negative emotional responses and create fear (irrational fears) and obsession (being caught of uncontrollable thoughts) (Parvin; 2001; Kadivar and Jafari, 1392).

In popular culture, the term of mental refining or emotional evacuating to express the emotions us a way to reduce hostility and aggression. Our self-help books encourage us to build our way out to vent anger over something inanimate, like punching a pillow, plate breaking, or punching a bag. Will it be useful? Does aggressive acting, reduce negative emotions? In a study that Bushman, Bamystir, Stack 1999 and Bushman 2002 have done about mental refinement, were concluded that people who have emptied their anger by punching a punching bag were show more aggression towards the source of anger and punching bag wasn't removed their negative emotions (Schultz, 2005; Seyed Mohammadi, 1391). According to the conflicts that exist in these findings, some further studies on the releasing of excitement and its effectiveness in reducing stress (tension) seems necessary.

In the field of outpouring anxiety effects, relaxation, meditation, music and laughing and also reducing perceived stress some things had took place separately. Keith et al (1998) have concluded that although the suppression of evoked negative emotions can be a way to ethics regulation but suppression of emotional thoughts can damages the immune system. Ali Pour, Noorbala, Yazdanfard and Harris (1390) showed that although written emotional disclosure is painful at the time of writing, but has a positive impact on declining stress levels in long term. Generally analysis conducted about the relation of emotional expression and different health dimensions shows the relationship between externalizing or draining emotions and stressful event with human health (Smith, 1998; Qorbani, 1378; Mendes Reese and Blaskvych, 2003), the protective role of positive emotions expression against diseases (Richman, Roth and Gorman 2005, quoting Nejat, 1385) and verbal and written self-exposure effect in increasing mental health of people (Petrie, K. J., Booth, R. J., Pennebaker, J. W., Davison, K. P., & Thomas, M. G) (Zare, Shafiabadi 1386). Song, Y., Lindquist,R. (2015) Jonathan, Matthew and Alexandra (2015) have showed the effect of mindfulness meditation to reduce stress. Zhou and colleagues (2015) have found that music therapy and progressive muscle relaxation training can reduce depression and anxiety. Bahramkhani and colleagues (1390) showed that relaxation is significantly reduced perceived stress, systolic blood pressure, diastolic blood pressure and heart rate. Moshtaq Eshgh and colleagues (1389) have concluded that laugh therapy reduces fatigue and depression in patients with MS. Estflah, Sohrabi, Zadeh Mohammadi (1390) concluded that music therapy is effective in reducing anxiety. Hing, White, Bouaaphone, Lee (2008), in the research of reviewing the effectiveness of treatment contrary, have accepted this method hesitantly and its acceptance was subject to further research. But the combined approach that we intend to examine it in this research is a proposed method which its sample weren't available in studies conducted in the literature and researchers are going to do it for the first time in this project. The theoretical logic of this approach is based on tension - relaxation logic which are used in "opposites treatment" and “progressive muscle relaxation” and argument for combining and comparing it with other methods outpouring anxiety and mental relaxation will create emotional tension by planning activities and consequently the activation of sympathetic system and relieve tension by tasks related to mental relaxation which cause sympathetic-parasympathetic autonomic activation and combine them to reducing stress (tension).

II. Method

The outline of this research is a quasi-experimental design with pretest-posttest control group along with following-up with respect to the objectives and research nature. Thus that from the 80 subjects who was voluntarily entered the study, 40 people had chosen which reported a higher score of perceived stress and were assigned randomly into four groups of 10 people in externalized mental and emotional relaxation control group and they were review after intervention again in the post-test and were tested after two months, once again in order to track subjects. In research community, all men aged 20 to 40 years old had referred the clinic in order to get psychological help to reduce their stress. Sampling in this study, is available sampling and the research objective is determine the effectiveness of combined approach and externalized emotional method and mental relaxation on perceived stress in youth. According to above objectives, the following assumptions are discussed.

1. The combined approach is effective in reducing youth’ perceived stress.
2. Emotional externalizing methods are effective in in reducing youth’ perceived stress.
3. Mental relaxation methods are effective in reducing youth’ perceived stress.

The measurement tool of questionnaire is Cohen's Perceived Stress. The dependent variable is the perceived stress and the interventions independent variables which were applied in three forms of combined, mental
relaxation and emotional expression. In order to analyze the data after exploring the results, analyze the data and calculate the mean and standard deviation, the covariance analyze method and t-test was used.

**Combined interventionist method:**
1. Physical exercise to raise the heart rate (5 minutes).
2. Playing trance without words music (10 minutes) where in this meanwhile subjects will do physical activities without rule.
3. Do variable assignments to externalizing emotions (10 minutes). Two sessions writing negative thoughts. Two sessions laughing and by using laugh yoga techniques implemented by Indian Dr. madan Kataryay - two sessions screaming and clapping- two sessions opera singing.
4. Progressive relaxation based on Jacobson method (10 minutes).
5. Mental relaxation (meditation) (10 minutes), by imagery that captions of meetings are in this way: Initially the subject lies in a low light room with relax cloths on soft mattresses where a light instrumental music is played and begin to visualize what the presenter says. First session: Illustration stroll along the beach.
Second Session: Image walking in the woods in autumn on the leaves.
Third session: Illustration rowing in a small boat on a calm pond.
Forth session: Illustration going into the depths of the sea and diving.
Fifth session: Illustration flying on cloud and go into the sky.
Sixth session: Illustration entering into a basin of warm water in winter and walking in it.
Seventh session: Illustration walking in a rose garden in spring.
Eighth Session: Illustration walking in the rain on the farm.

**Interventionist method of emotional expression:**
1. Physical exercise to raise the heart rate level (5 minutes).
2. Plying trance without words music (10 minutes) during which time subjects done physical activity without rule.
3. Conducting variable assignments to externalized emotions (10 minutes). Two sessions writing negative thoughts. Two sessions laughing and by using laugh yoga techniques implemented by Indian Dr. madan Kataryay - two sessions screaming and clapping- two sessions opera singing.

**Intervention Methods of mental relaxation (meditation):**
Initially the subject lies in a low light room with relax cloths on soft mattresses where a light instrumental music is played and begin to visualize what the presenter says (25 minutes).
First session: Illustration a stroll along the beach (15 minutes) and go inside a white room without stimulus (10 minutes).
Second Session: Illustration walking in the woods in autumn on the leaves (15 minutes) and go inside a white room without stimulus (10 minutes).
Third session: Illustration rowing in a small boat on a quiet lake (15 minutes) and go inside a white room without stimulus (10 minutes).
Forth Session: Illustration going into the depths of the sea (15 minutes) and go inside a white room without stimulus (10 minutes).
Fifth Session: Illustration flying on cloud and go to heaven (15 minutes) and go inside a white room without stimulus (10 minutes).
Sixth Session: Illustration entering into a basin of warm water in winter and walking in it (15 minutes) and go inside a white room without stimulus (10 minutes).
Seventh Session: Illustration walking in a rose garden in the spring (15 minutes) and go inside a white room without stimulus (10 minutes).
Eighth Session: Illustration walking in the rain on the farm (15 minutes) and go inside a white room without stimulus (10 minutes).

### III. Findings

**Descriptive information:**
Table 1: Average perceived stress based on questionnaire to separate the sample group and implementation phases

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Follow up Standard deviation</th>
<th>Average</th>
<th>Standard deviation</th>
<th>Post-test Average</th>
<th>Standard deviation</th>
<th>Pre-test Average</th>
<th>Number</th>
<th>Grouping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence</td>
<td>2.27</td>
<td>31.6</td>
<td>3.97</td>
<td>32.6</td>
<td>5.07</td>
<td>32.7</td>
<td>10</td>
<td>Expression</td>
</tr>
<tr>
<td>Expression</td>
<td>4.16</td>
<td>29.4</td>
<td>3.87</td>
<td>29.1</td>
<td>31.3</td>
<td>31.3</td>
<td>10</td>
<td>Relaxation</td>
</tr>
<tr>
<td>Relaxation</td>
<td>5.44</td>
<td>30.4</td>
<td>3.99</td>
<td>30.8</td>
<td>4.85</td>
<td>33</td>
<td>10</td>
<td>Combined</td>
</tr>
<tr>
<td>Combined</td>
<td>5.10</td>
<td>26.3</td>
<td>4.44</td>
<td>26.3</td>
<td>7.07</td>
<td>29.5</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

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As it can be seen from above table, average obtained scores on pre-test of perceived stress variable based on
questionnaire for the evidence group is equal to 32.7, expression group equal to 31.3, relaxation group is equal
to 33 and for the combined group is 29.5. The average of obtained scores on post-test in mentioned variables is
the same way equal to 32.6, 29.1, 30.8 and 26.3 respectively.

**Inferential statistical data:**

**A)** An intervention study based on questionnaire scores

Before entering the implementation of covariance analysis, first the necessary assumptions will be studied to
carry out this analysis. In the following table there is no difference between two groups of covariate variable and
then the normality assumption will be examined. Kolmogorov-Smirnov test was used to test this assumption.

Table 2- Comparing the scores of perceived stress covariate in 4 groups

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Degree of freedom</th>
<th>F- Value</th>
<th>Non-variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.49</td>
<td>36.3</td>
<td>0.827</td>
<td>Perceived stress pre-test</td>
</tr>
</tbody>
</table>

As F-test results shows, there will not be a significant difference between groups in terms of obtained scores in
Pre-test.

Table 3- Examining the normality of perceived stress distribution in 4 groups

<table>
<thead>
<tr>
<th>Control group</th>
<th>Combined</th>
<th>Relaxation</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.53</td>
<td>0.62</td>
<td>0.57</td>
<td>0.35</td>
</tr>
<tr>
<td>0.94</td>
<td>0.84</td>
<td>0.90</td>
<td>0.99</td>
</tr>
</tbody>
</table>

As it can be seen from above table, based on Kolmogorov-Smirnov test results relating to comparing the
distribution of observed data with normal distribution, there is no significant difference between the group
distribution and normal distribution, so the assumption of distribution normality of the dependent variable in
groups is established.

Table 4- Reviewing the homogeneity of perceived stress variance by helping Levene's test

<table>
<thead>
<tr>
<th>Significance level</th>
<th>value-F</th>
<th>df₂</th>
<th>df₁</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.48</td>
<td>0.843</td>
<td>36</td>
<td>3</td>
</tr>
</tbody>
</table>

It can be seen from above table that based on statistical test of F-Levene, error variance of dependent variable is
established in two groups, which reflects the assumption of homogeneity of error variance between groups.

Two remaining assumptions based on establish a linear relationship between the dependent and covariate
variable, as well as the equality of regression coefficients in two groups will be done at the next table along with
covariance analysis.

Table 5- Examining the effect of intervention on perceived stress

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Value F</th>
<th>Mean Square</th>
<th>Degrees of freedom</th>
<th>Sum of squares</th>
<th>Effect Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.01</td>
<td>36.316</td>
<td>297.483</td>
<td>1</td>
<td>297.483</td>
<td>The effect of covariate variable</td>
</tr>
<tr>
<td>0.78</td>
<td>0.37</td>
<td>3.029</td>
<td>3</td>
<td>0.087</td>
<td>Covariate interaction and main variable</td>
</tr>
<tr>
<td>0.93</td>
<td>0.156</td>
<td>1.275</td>
<td>3</td>
<td>3.826</td>
<td>The main variable effects</td>
</tr>
<tr>
<td></td>
<td>8.192</td>
<td>32</td>
<td>262.130</td>
<td></td>
<td>Error</td>
</tr>
</tbody>
</table>

Second row of above table is examine the assumption of linear relationship between covariate and dependent
variables, and F-statistical test with 36.316 value will confirm the linear relationship between two variables. So
the assumption of linear relationship of covariate and dependent variable is confirmed. The third row of above
table related to reviewing regression lines parallelism with each other. Lack of results significance shows the
parallelism of two regression line between two groups and no interactive relationship between the grouping and
pre-test. The observed results show that the assumption of Parallelism of two regression line is established in
groups. The results of covariance analysis test with F equal to 0.156 indicates a lack of significance in main
effect (grouping) in general state; in following, the experimental groups are mutually compared.
Groups were compared by using Ben Fronyh test. There is not significant differences between the evidence group and two experimental groups of expression and relaxation in terms of reducing perceived stress. But the difference between the evidence group and the combination group was statistically significant at the .95 confidence, and this means the impact on the reduction expression in perceived stress, so based on the results of other comparisons between the groups there is no significant difference between them.

**Evaluate the effectiveness of test by using differential scores analysis (pre-test post-test and follow-up)**

In order to calculate the differential scores, post-test scores, and also following-up scores were deducted from pre-test scores in both groups; these scores actually represent the change in dependent variable and the independent variable. After removing the effect of Pre-test with deducting the initial base score of post test scores and also following-up scores, the effectiveness of intervention methods by comparing the differential post-test scores and the differential following-up scores will be examined. In the case of treatment effectiveness, it is expected that results remain stable over time, so we will expect that a comparison between post-test and follow-up differential scores won't show significant differences. This comparison is done in separately therapies ways.

**Table 6 – Mutual comparison of groups based on perceived stress reduction**

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Mean differences</th>
<th>Comparison groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.32</td>
<td>2.62</td>
<td>Expression</td>
</tr>
<tr>
<td>0.99</td>
<td>1.84</td>
<td>Relaxation</td>
</tr>
<tr>
<td>0.05</td>
<td>4.52</td>
<td>Combined</td>
</tr>
<tr>
<td>0.95</td>
<td>–1.90</td>
<td>Expression</td>
</tr>
<tr>
<td>0.33</td>
<td>–2.68</td>
<td>Relaxation</td>
</tr>
<tr>
<td>0.99</td>
<td>–0.77</td>
<td>Combined</td>
</tr>
</tbody>
</table>

**Table 7 – Comparison of post-test and follow-up differential scores in perceived stress variable based on questionnaire scores**

<table>
<thead>
<tr>
<th>Significance level</th>
<th>Degrees of freedom</th>
<th>t-value</th>
<th>Mean differences</th>
<th>Standard deviation</th>
<th>Differential Average</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.41</td>
<td>9</td>
<td>0.873</td>
<td>1</td>
<td>2.23</td>
<td>–0.1</td>
<td>Post-test Evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.63</td>
<td>9</td>
<td>0.502</td>
<td>–3</td>
<td>4.28</td>
<td>–1.1</td>
<td>Following-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.34</td>
<td>–2.2</td>
<td>Post-test Expression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.08</td>
<td>–1.9</td>
<td>Following-up</td>
</tr>
<tr>
<td>0.56</td>
<td>9</td>
<td>0.612</td>
<td>0.4</td>
<td>3.55</td>
<td>–2.2</td>
<td>Post-test Relaxation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.22</td>
<td>–2.6</td>
<td>Following-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.59</td>
<td>–3.2</td>
<td>Post-test Combined</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.08</td>
<td>–3.2</td>
<td>Following-up</td>
</tr>
</tbody>
</table>

* The purpose of differential average is scores difference mean of every stage from pre-test.

As it can be seen in table above, comparing the differentiate scores between post-test and follow-up did not show a significant difference and it represents the stability of results thus confirming the effectiveness regarding the interventions which have been effective. Of course, these sustainability also applies regarding the interventions that have not been effective, because in any case there is no appreciable difference between the post-test and follow-up.

**IV. Discussion and conclusion**

This research first hypothesis is dedicated to effectiveness of combined intervention method in perceived stress reduction of youth. The results showed that the combination method were significant at .5/. level and we can say with 95% confidence that this method reduces perceived stress. This result is in line with researches of Goner and Daniel et al (Parvin, 2001, translated by Kadivar and Ja'fari, 1392) based on the detrimental effects of emotional suppression. Petri et al, 1995 showed the benefits of talking or writing about traumatic experiences on the immune system. Zoa et al (2015) showed the effect of music therapy on anxiety and depression. Shahgholian, Marday, Kafi (1386) indicated the effects of externalizing emotional feelings in writing form which was not in line with Bushman, Bamystr and Stack, 1999 and 2002 Bushman's research about mental refinement which have concluded that people who have emptied their anger by punching the punching bag, were more aggressive, and it won't discharge negative emotions (Schultz, 2005; Seyed Mohammadi, 1391). In explaining first hypothesis, it can be said that the emotional expression and their expression is a kind of psychological discharge and if it will be combined with other effective methods such as music therapy and relaxation, its effectiveness will be increases. But due to combination of methods we can't determine exactly how much is the share of each interventions. However, based on theories that act with stress-peace logic; in this method, the researchers suggest that because physical activity and trance and obligations by the outpouring anxiety in sympathetic system is activated and motivated people, in following the mental relaxation parasympathetic system is activated using kind of similar method to "progressive relaxation" or "opposite"
which implement based on this logic that first the stress, or relieve tension will be based on the same logic
transition effects.
The second hypothesis of the study is devoted to effectiveness of outpouring anxiety intervention method in
reducing perceived stress of youth. The results showed that expression method had no significant effect in
decreasing perceived stress. The result is in line with researches of Bushman, Bamystr and Stack, 1999 and
2002 Bushman about mental refinement, in this study, subjects were asked to evacuate their aggression by
punching a punching bag but at the end it became clear that they were more aggressive and this did not help to
calm them and it was not in line with researches of Goner and Daniel et al (Parvin, 2001, translated by Kadivar
and Ja'afari, 1392) based on damaging effects of emotional suppression. Petri et al., 1995 shows the benefits of
talking or writing about traumatic experiences on the immune system. Shahgholian, Marday, Kafi (1386)
showed the benefits of mental health on emotional expression. HrizChi Qadim et al (1388) shows the beneficial
effect of emotional feelings in writing form. In explaining second hypothesis we can say that given the
conflicting data on the effectiveness of outpouring anxiety on perceived stress, we should pay attention to the
way in which research is used. It seems that in researches that outpouring anxiety used in a cognitive task such
as Shahgholian, and Kafi and Moradi (1386) and Haryz Qi Qadim et al. (1388) in these research, the
externalizing in the form of verbal or written, or will be in research form and Goner Daniel (1994), asked
subjects to fantasize and externalized emotional impact but in cases which has been asked of practical activities
such as research subjects Bushman, Bamystr and Stack (1999), the subjects were asked to evacuate by tapping
their excitement, this kind of outflow were not effective. And accordingly in this study, researchers wanted to
conduct practical expression and so, we can concluded that the intervention method by mental expression goes
back more practical.

The third hypothesis is devoted to effectiveness of intervention method on mental relaxation in reducing
perceived stress in youth. The results showed that mental relaxation techniques had no significant effect to
reduce perceived stress. The result isn't in line with Song and Lindqvist's research (2015) base on effectiveness
of relaxation in reducing stress. Jonathan, Banx, Matthew, Velhaf and Server (2015) provide a preventive effect
against the disease. Pathi et al (1389) had provide an effect of relaxation training in reducing job stress.
Bahrakhamn, Alipur, Janbozorgi and Qazi (1390) have provided an effectiveness of muscle relaxation on
perceived stress in patients with essential hypertension. In explaining third hypothesis, it can be said that reason
for the lack of effective intervention could be short therapy sessions and do homework. Another reason could be
the sample heterogeneity and seems that un-controlling factors such as education and social and economic status
has hampered the effectiveness of intervention in this study.

The study had limitations faced with convenience sampling method, little following-up period (two months) and
the use of self-report rather than a clinical interview. It is suggested that the future research will be done due to
the lack of sufficient background in this field about these variables other similar studies on different age and
gender groups. Furthermore, we must use the random sampling method and clinical interview to assess subjects
and further following-up period (6 months to a year). It is suggests that two ways of the expression excitement
associated with cognitive activity and issues of emotional and practical research will be done to compare the
efficacy of them.

The findings of this research will be applied in the context of proposed hybrid approach to youth education and
different age groups and job especially stressful jobs such as fire-fighting, employees of the bank and the
soldiers. Also duplicate assignments sessions will prevent boredom and loss of motivated pati
ents will be done due to the beneficial
expression method had n
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The findings of this research will be applied in the context of proposed hybrid approach to youth education and different age groups and job especially stressful jobs such as fire-fighting, employees of the bank and the soldiers. Also duplicate assignments sessions will prevent boredom and loss of motivated patients in a way that varied sessions and clients will be more motivated to continue treatment. Also, home assignments are in line with more effective and enduring intervention and finally, this method of counseling and psychological services and mental health promotion programs will be effective for community.

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