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Research Paper

The effectiveness of mindfulness training on psychological distress and pessimism in girls with previous child abuse experience



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ABSTRACT

Objective: The aim of this study was to determine the effectiveness of mindfulness training in reducing psychological distress and pessimism in girls who have abuse experience in childhood.

Methods: The study was semi-experimental with a pretest-posttest method and a control group. The present study population included all senior high school girls in the 8th district of Tehran with child abuse experience. A total of 30 participants were selected using the convenience sampling method and randomly assigned to experimental and control groups (15 participants in the experimental group and the other 15 participants in the control group). In order to collect the sample group, Girls with a history of abuse were invited to participate in the study. Among the girls who participated and volunteered, those who had a high harassment score (scores above 75), were selected as the sample group. Kessler Life Orientation and Psychological Distress Questionnaires were performed as a pre-test, and the experimental group received mindfulness treatment in 8 sessions, 60 minutes each, then the questionnaires mentioned as post-tests in both groups performed. Data were analyzed by analysis of covariance.

Results: The results showed that there was a significant difference between psychological distress and pessimism in the experimental group and the control group.

Conclusion: The results also showed the effect of mindfulness training as one of the supportive methods in reducing the psychological distress and pessimism of girls with child abuse experience.

1. Introduction

Girls are one of the most vulnerable groups in societies (Hashem, 2021). One of these damages is the phenomenon of child abuse. In recent years, the number of child abuse cases in the world is increasing (Wozniak et al, 2020). Child abuse includes all forms of physical, mental, and sexual abuse that occurs, especially in children under the age of 18. According to recent developments in the field of child abuse, four major categories of child abuse are known and seem to be widely accepted. Physical, sexual, emotional, and

neglect (Healy et al, 2020). Researchers have shown that suffering children experience various types of psychological problems such as aggression, depression, anxiety, and despair, and the level of psychological stress and pessimism increases in these children. (Mathis et al., 2019) Studies also showed that most of these children use more pessimistic explanatory Styles. Usually, the attitude of these people is that nothing is going well, and it seems unlikely that the wishes or goals of others will be met.

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A pessimistic person looks more at the negative side of life. Psychological distress is also used to refer to a wide range of symptoms and experiences in a person's inner life that are usually disturbing, confusing, or strange. Pessimism and psychological distress are closely related. On the other hand, evidence shows that people who use a pessimistic explanatory style are more likely to be depressed (Liu et al., 2020). Therefore, it can be seen that the researchers have emphasized that the abuse of children can have various negative consequences on psychological, family, interpersonal relationships, and occupational-educational performance and can cause the occurrence of chronic mental disorders in these children. For this reason, it is necessary to treat these children so that the negative effects of abuse can be reduced (Brown, 2015).

In recent years, the third wave of behavioral therapy has surpassed other treatments, and mindfulness is one of the most important aspects of this treatment (Javaheri Mohammadi et al.). Mindfulness is rooted in Buddhist meditation practices and is defined as purposeful, non-judgmental, and time-to-time attention to current experiences (McCracken, 2010). Mindfulness includes a receptive and awareness of current life events. People usually use to deny many of their unpleasant experiences in life and in different situations (Sabetroo et al., 2023). In mindfulness, they are taught that instead of denying and rejecting experiences, they should accept them as they are and be aware of themselves and their reactions to unpleasant experiences (Crescentini, 2018). Kabat-Zinn (2003) presents mindfulness as a mystery well understood in the ancient world and still alive in some cultures today. They believe that mindfulness acts like a microscope that reveals the deepest patterns of the mind. When the mind is observed in action, one realizes that thoughts disappear by themselves; in other words, the simple act of observing the thoughts by keeping them in a larger space relieves the thoughts. Agitated Minds come down not because their thoughts calm down but because they have been allowed to be, at least for a moment, as they are. Researchers have shown that mindfulness can also affect psychological well-being (Mohammadi & Shoa Kazemi, 2022).

Many types of research have been conducted that have proven the usefulness of this therapeutic method in various areas, such as anxiety, depression, and emotion regulation. For example, Goldberg et al. (2018) examined the effect of mindfulness-based cognitive therapy on Stress and its recurrence. In this study, researchers have shown that mindfulness-based cognitive therapy has a significant effect on preventing the recurrence of Stress. Also, self-improvement and mental flexibility are among the mediating mechanisms

of the effect of mindfulness-based cognitive therapy. Abbasi et al. (2018) examined the mechanisms of change in mindfulness-based cognitive therapy to treat major Stress disorder. The results showed that work on mindfulness, rumination, worriedness, compassion, and metacognition were related to treatment outcomes. Mohammadi (2019) examined the mediating role of optimism in the relationship between feelings of cohesion and psychological and actual well-being. The results of path analysis showed that the sense of cohesion was directly and indirectly related to psychological and actual well-being. The results also showed that optimism played a relative mediating role. Kian et al (2018) examined the role of mindfulness in the perception of distress and pain perception in patients. The results showed that cognitive flexibility and the presence of a higher mind are associated with less burden and disability in patients.

Considering the adverse psychological, emotional, and emotional consequences of injury and its extensive effects on the personal, social, and communication lives of girls, it is necessary to take necessary measures to improve the psychological, emotional, and emotional components of these girls and on the other hand, Regarding it seems that mindfulness can be used in suffered people as well, so by emphasizing that the consequences of child abuse not only affect the individual but also the family and Society, addressing this issue can be one of the priorities of any society. On the other hand, Although similar researchers have been conducted so far, the effectiveness of mindfulness in reducing psychological distress and pessimism of suffering girls has not been done, and the present research seeks to answer the question of whether educational skills based on mindfulness have an effect on psychological well-being and pessimism in suffered teenage girls. The results of this research can have important achievements in curing the mental health of suffering children and pave the way for other researchers and psychologists.

2. Materials and Methods

This research is a quasi-experimental study and a pre-test-post-test with a control group that consists of two groups of subjects. Both groups are measured twice: the first measurement is a pre-test, and the second is a post-test. The statistical population of the present study included all abused senior high school female students at the 8th District of Tehran.

According to the research design, the sample size for the experimental and control groups included 15 participants and a total of 30 participants. The sampling method was purposeful.

At first, by visiting the school and getting the phone numbers of the students who were interested in the corporation, and after that, by joining the group in the virtual space, communication with the students was established. In this way, girls who had a history of being harmed were invited to participate in the current research via a call on social media then among the participated girls and volunteers, those who had a high score of abuse (scores above 75) (14) were selected as the sample group, and then among the 30 participants who had the highest scores, they were randomly assigned into two groups (15 participants in the experimental group and the other 15 participants in the control group). The webinar was held in the Skyroom. The inclusion criteria in this research include a score above 75 in the trial abuse questionnaire, informed consent and agreement, the ability to participate in therapeutic group sessions, psychological preparation to answer the questions, and not participating in other educational and therapeutic classes at the same time. The exclusion criteria includes the subject's unwillingness to continue, being absent for one or more sessions in the intervention sessions and not having the criteria to enter the research.

Ethical considerations: At the beginning of the research, individuals and their parents' informed satisfaction and intention to participate were obtained by honestly explaining the objectives of the research. In the implementation of the research, an attempt was made to support participants in terms of possible problems by establishing effective communication. The confidentiality of the information was completely preserved by the researcher. In all stages of the research, it was tried not to cause any harm to the participants. The current research used two methods to implement and collect data.

A- Librarian method: The librarian method was used to collect part of the research data, and the necessary data to develop a framework to answer the research problem was collected by studying books, articles, and theses.

B- Field studies: In order to collect another part of the research data, a semi-experimental research method with a pre-test and post-test design was used with the control group. Before and after the implementation of the treatment, the research groups were evaluated by research questionnaires. The experimental group received mindfulness training during eight sessions, one session of 90 minutes each week in the form of a webinar, but the control group didn't receive any intervention.

SPSS20 software was used to analyze data and information, and the available methods in descriptive statistics and inferential statistics were used. For

descriptive statistics, the mean, standard deviation, frequency, and percentage of variables were mentioned with the help of existing methods, and a column chart was also used. In the inferential statistics section, the covariance test was used to confirm and reject the research hypothesis.

The summary of the treatment sessions is as described below: Session 1 included familiarity with members, statement of goals, presentation of a summary of sessions, introduction to self-guidance, meditation practice, and homework presentation. Session 2 included meditation practice, analysis of barriers to practice, teaching the basics of mindfulness, continuing meditation, and mindfulness practice. In the third session, seeing and hearing, meditation, and breathing were practiced. Session 4 included recognizing stress and people's responses to it, breathing exercises, body scanning exercises, and mindfulness. During the 5th session, meditation and mindfulness of the body against stress were practiced. The sixth session included practicing mindfulness and meditation against stress reactions. During session 7, four-dimensional meditation, recognizing and accepting pleasant and unpleasant events were practiced, and awareness of the moment was taught. At the 8th session, previous sessions were summarized.

1) Nourbakhsh Child Abuse Questionnaire: This questionnaire was developed by Nourbakhsh (2013) and has 25 items. The measurement criterion in each question is a 5-point Likert scale from very low to very high. Higher scores in this questionnaire indicate more child abuse (Fouladi et al, 2022). Scores between 25 to 50: the person has suffered little abuse in childhood. Scores between 50 and 75: The person has been abused on average levels during childhood. A score above 75: The person has been abused a lot during childhood. Its content validity was confirmed by two clinical psychologists and a general psychologist. Formal validity was also obtained by two professors of the Faculty of Educational Sciences and Psychology. The reliability of this scale was also calculated using Cronbach's alpha measurement method. Cronbach's Alpha coefficient for the total score equals 0.80, for the subscale of physical child abuse equals 0.69, for sexual child abuse equals 0.72, for neglect or inattention is 0.70, for malnutrition equals 0.82, for emotional child abuse is 0.77 (Fouladi et al, 2022). Also, in the study of Lorzangeneh & Issazadegan (2021), Cronbach's coefficient for the total score is reported as 0.88 and for the subscale of physical child abuse is 0.74, for sexual abuse, equals 0.77, for neglect or inattention is 0.76, for malnutrition equals 0.84 and for emotional child abuse is 0.80, in this study, Cronbach's coefficient for the total score is reported 0.75.

2) Life Orientation Questionnaire: This study was first developed in 1985 by Scheier and Carver to measure individual differences in optimism and pessimism. The study has 8 items that are graded on a four-point Likert scale; 4 items indicate an optimistic mood, and 4 items indicate a pessimistic mood. The options are: I completely agree (score 4); I relatively agree (score 3), relatively disagree (score 2), and strongly disagree (score 1). Reports 2, 5, 6, and 8 are scored in reverse. Scheier and Carver (1985) reported a Cronbach's alpha coefficient of 0.76 and a retest validity coefficient of 0.79 for a four-week interval group of students. This study was normalized in Iran by Kajbaf and colleagues in 2006 (Jalaie et al., 2022). The results obtained based on the retest method and Cronbach's alpha indicate high reliability of the optimism scale. The simultaneous validity coefficient between the optimism scale with depression and self-mastery was obtained as 0.65 and 0.72. Its reliability was also calculated through retesting as 0.87, which indicates a high level of reliability. The content validity of this study has been accepted by experts. In the research conducted by Khodabakhshi (2006), it was found that the optimism skill is a basic test that can be used for clinical research purposes, so its reliability, which was calculated based on Cronbach's alpha method is 0.74 (Kajbaf et al., 2006). In this study, the reliability was obtained using Cronbach's alpha equals 0.75.

3) 10-question form Questionnaire of psychological distress (K-10) (Kessler et al., 2002): Kessler's Psychological Distress Scales for the diagnosis of mental disorders in the general population have been developed by Kessler et al. in two forms, each including 10 and 6 questions, and have been used in various studies. To calculate the overall score of the questionnaire, scores of all the items are added. The score range of this questionnaire is between 0 and 40. The higher the score obtained from this questionnaire, the greater the degree of psychological distress and vice versa (Kessler et al., 2003). Studies indicate the validity of this questionnaire for the screening and identifying mental disorders. The validity and reliability of this questionnaire have been confirmed by

Vasilyadis and colleagues (Vasiliadis et al., 2015). In Iran, Yaghoubi (2017) reported the reliability as 0.83. In this study, the reliability was obtained using Cronbach's alpha is 0.75.

3. Results

Participants' level of education included the second level of secondary education, and their age range was between 15 and 17 years. They all had a history of injury and child abuse. The monthly income of their family varied between three and eight million per month. One of their mothers was a manager, 8 were employees, 2 were simple workers, and 19 were housewives. 3 of their fathers were managers, 14 were employees, and 12 were simple workers. The parents of two of the students were divorced, four of their fathers were dead, and 24 of them were living with both of their parents. The highest level of education among participants' parents was a diploma, and the lowest number included postgraduate education. 18 participants rented a residential house, three participants lived with their father's parents, and 9 of their parents possessed a residential house. The average age of the experimental group was 16.87 years, and the control group was 16.49 years. On the other hand, the average post-test total score of pessimism in the experimental and control groups was 17.53 and 19.86, respectively. Also, the average post-test total psychological distress score was 12.40, and the average post-test in the control group was 26.60, respectively.

Main Hypothesis: Mindfulness training has an effect on reducing psychological distress and pessimism of girls with child abuse experience.

In this test, the probability levels (P value) in all the research variables in the pre-test and post-test phases, apart from the test and control groups, are greater than the error level of 0.05. Considering the value of P and not rejecting the null hypothesis, the data distribution is considered to be normal. As a result, the parametric test (covariance) has been used in the research hypothesis test. According to the value ($p = 0.731$, $F = 0.431$ (1.41 and 3)), the homogeneity test of variance-covariance matrices is not significant; Therefore, the assumption of homogeneity of the scattering matrix is valid.

Table 1. Results of covariance analysis of pessimism and distress in experimental and control groups for interaction test (n = 30)

Source		SS	df	MS	F	Sig.
Between groups	pessimism	0.232	1	0.116	0.041	0.960
	distress	59.88	2	29.94	2.86	0.077
Error	pessimism	67.61	24	2.81		
	distress	250.95	24	10.45		
Total	pessimism	90.46	30			
	distress	748.95	30			

According to the data in Table (1), the interaction between the pessimism and distress pretest and the group is not significant. The non-significance of the interaction indicates that the data support the hypothesis of homogeneity of

regression slopes. Therefore, covariance is performed only to test the effects of the main variables after the pessimism and distress test.

Table 2. Summary of multivariate analysis of covariance of pessimism and distress in experimental and control groups with elimination of interaction (n = 30)

Source		SS	Df	MS	F	Sig.
Between groups	pessimism	38.85	1	38.85	14.89	0.001
	distress	347.67	1	347.67	29.08	0.001
Error	pessimism	67.61	26	2.61		
	distress	250.95	26	11.95		
Total	pessimism	90.46	30			
	distress	748.95	30			

According to the data in Table (2), the interaction effect between the pre-test pessimism and distress and the group is not significant. The non-significance of the interaction effect shows that the data supports the hypothesis that the homogeneity of the regression slopes slows down. Therefore, the covariance is performed only to test the effects of the main variables

after the pessimism and distress test and the group. That is, are the community averages the same in the two experimental and control groups?

Sub-hypothesis 1: Mindfulness training has the effect of reducing psychological distress in girls with child abuse experience.

Table 3. Results of analysis of covariance of dependent variable in experimental and control groups for interaction testing (n = 30)

Source		SS	Df	MS	F	Sig.
Between groups	distress	1.41	2	0.708	0.289	0.752
Error	distress	49.04	20	2.45		
Total	distress	26.03	30			

According to the data in Table (3), the interaction between the psychological distress pretest and the group is not significant. The non-significance of the interaction indicates that the data support the hypothesis of homogeneity of regression slopes. Therefore,

covariance is performed only to test the effects of the main post-test variables of anxiety and group. That is, the community averages are the same in the two experimental and control groups.

Table 4. Summary of Univariate analysis of variance of psychological distress components in experimental and control groups with elimination of interaction (n = 30)

source		SS	Df	MS	F	Sig.	Eta
Between groups	distress	17.27	1	17.27	7.53	0.012	0.255
error	distress	50.45	22	2.29			
total	distress	26.03	30				

As can be seen, the results of univariate analysis of variance show a significant difference between the two groups for anxiety (Eta / 255 / .25, $p = 0.12$, $F = 7.53$, respectively); in other words, there is a significant difference between distress in the experimental group

and the control group.

Second sub-hypothesis: Mindfulness training has an effect on reducing the pessimism of girls with child abuse experience.

Table 5. Summary of univariate analysis of covariance of pessimism in experimental and control groups with elimination of interaction (n = 30)

source		SS	Df	MS	F	Sig.	Eta
Between groups	pessimism subscale	15.21	1	15.21	6.36	0.018	0.197
error	pessimism subscale	62.13	26	2.39			
total	pessimism subscale	45.08	30				

As can be seen in Table (5), the results of the univariate analysis of covariance for the pessimism scale (Eta = 0.19, $P < 0.05$, $F = 6.36$ (26 and 1)) show the mean of the Post-test. There is a significant difference between

the two groups after removing the effect of the auxiliary random variable. In other words, there is a significant difference between the pessimism scale of the experimental group and the control group.

4. Discussion and Conclusion

The most important finding of the research is the main hypothesis: Mindfulness training has an effect on reducing psychological distress and pessimism in suffering girls. The results of the research showed a significant difference between the average psychological distress and pessimism of the two experimental and control groups in the post-test stage; this means that mindfulness training has had a significant impact on reducing the psychological distress and pessimism of suffered girls. This finding is in agreement with the research results of Ghadampour (18), AliBeigi (19), Goldberg (20), Moinasalam et al. (21), McKenzie and Kukowski (10), and Chiza and Serti (22). This research and the aforementioned research were conducted on people who all had emotional problems. But comparing the results of this research with those of other research, it should be said that the subjects of this research were only girls. It should be noted that emotional problems can affect therapeutic intervention. Kian et al. (2018) also showed that cognitive flexibility and the presence of a higher mind are associated with less burden and disability in patients. In explaining this finding, it can be said that based on the view of cognitive scientists, we often interpret and infer the events that happen and cause stable reactions and emotions. In people who are prone to mental disorders, the mind constantly tends towards uncomfortable and negative thoughts, which in turn causes sadness and negative emotions. In principle, it is assumed that vulnerability to mental disorders is caused by frequent links between mood and negative patterns of self-contradictory and hopeless thinking, which in turn leads to changes in cognitive and neurological levels of mindfulness. Practicing to pay attention to the characteristics of experiences in non-judgmental ways leads to more specific encoding of information in historical memory, which in turn can lead to more specific re-reading of memory. This method helps to moderate emotions without judgment and to clearly see and accept emotions and physical phenomena as they happen (Dolatyar & Walker, 2020).

Also, The effectiveness of mindfulness training on reducing psychological distress and pessimism in girls with child abuse experience, based on the findings of data analysis, showed that there is a significant difference between the mean of psychological distress and pessimism in the experimental and control groups in the post-test phase. This means that mindfulness training has a significant effect on reducing the psychological distress and pessimism of girls with child abuse experience. This finding is based on the results of the research of Ghadampour (18), AliBeigi (19),

Ismaili(24), Green K(25), Validi Pak et al(27), Ahmadvand(28), Goldberg(20), Eisanders(29), McKenzie and Kokowski(10), and Things and Serti (22) are similar.

On the other hand, According to the theory of sharp heart, most minds interpret and perceive events that occur, causing reactions and feelings of stability. In mindfulness, the individual is instantly aware of mental methods and develops the skills to recognize more useful methods. In other words, there are two main ways to practice mindfulness: doing one and being the other. In the mind of consciousness, one learns that in the present moment, the mind moves from one method to another (Stephens et al., 2020).

It can be stated that abused teenage girls have learned in training sessions how to establish a different relationship with dysfunctional and irrational thoughts and negative emotions and feelings caused by child abuse. This method has reduced vulnerability and irrational sensitivities in stressful situations and helped abused teenage girls to better and more appropriately regulate their behavior. Thus, it can be considered that mindfulness training for abused teenage girls has improved psychological distress and, by reducing the intensity of the impact of negative thoughts, increases the level of pessimism of these girls. On the other hand, They are also taught in the conscious mind that instead of denying and rejecting unpleasant experiences, which are non-constructive emotional regulation skills, they should accept them as they are and be aware of themselves and their reactions to unpleasant experiences. People are also taught mindfulness training to be aware of any thoughts, feelings, or emotions that are present and appear by performing exercises such as focusing on breathing, body examinations, and sitting meditation.

In connection with mindfulness training it affects reducing the psychological distress of abused girls; the results of the study showed that there is a significant difference between the mean distress of the experimental and control groups in the post-test stage; this means that mindfulness training has a significant effect on reducing the psychological distress of these girls. This finding is consistent with the results of research by Ali Beigi (19), Ismaili (24), Jedel (26), Ahmadvand (28), Goldberg (20), and Things and Serti (17).

Also, studies show that today, mindfulness is one of the most important treatments in the world, and it is used in different situations and for healthy people with disorders. Moreover, the patient's mindfulness becomes aware of the feelings of anxiety and stress in his body and the causes of their occurrence and discovers and

summarizes the confused thoughts related to these feelings. It also learns how to deal with these problems through self-talk (McKay & Benjamin, 2021). Mindfulness is characterized by moment-to-moment, continuous, and non-evaluative awareness of psychological processes and includes constant awareness of physical feelings, perceptions, emotions, thoughts, and images. Mindfulness means being in the moment with whatever it is now, without judgment or commenting on what is happening. Mindfulness can increase deeper awareness of difficult feelings and thoughts and improve health (Shokri et al., 2020). In other words, emphasizing mindfulness on life in the present and preventing recourse to the past and the future can prevent negative strategies such as rumination and worry and affect negative emotion regulation strategies. Anxious girls who can adjust their negative emotion regulation strategies and use positive emotion regulation strategies, such as accepting negative thoughts and feelings, can cope better with negative thoughts and emotions caused by the trauma and ultimately lower their level of psychological distress. Abandoning one's existing struggle and acceptance without judgment is a fundamental concept in treatment-based therapy. In fact, acceptance without judgment is associated with quality of life and psychological distress. Older stressors are a part of life and are immutable, but the ways we deal with stress and how we respond to stress can change (Mohammadi & Shoaakazemi, 2022). Mindfulness may protect a person against stress-related mood dysfunction, which is a factor in quality of life, by enhancing cognitive coping processes such as positive reassessment and strengthening emotion regulation skills such as stress tolerance, which has the potential to help abused girls reduce.

In general, the most important goal of mindfulness skills is to develop the ability to control attention. Lack of ability to direct attention leads to a number of common problems, including stopping thinking about the past, future, or current problems and inability to focus on important tasks. The goal of mindfulness skills is to see what is right, act wisely, and live life to facilitate the emergence of effective and skillful behavior. Mindfulness helps to see and accept emotions and physical phenomena as they happen by creating a sense without judgment and balance of consciousness as they happen (Klee et al., 2020).

Therefore, it can be said that in the mind of consciousness and the skills of practicing consciousness moment by moment, the person slowly tries to find the thought patterns associated with negative moods, depression and sadness, negative emotions, and

destructive patterns of interaction. Instead of automatically reacting to these thoughts, traumatized teenage girls have been able to better manage their pessimistic thoughts, cope better with them, and have fewer automatic behaviors. They also develop a habit and ultimately have a lower level of pessimism. Mindfulness can help teenage girls with traumatized thoughts and miscalculations to become aware of the present without judgment and realize their personal values and abilities.

The main suggestion: The research main suggestion is to use students' parents to examine the context of life and compare the effectiveness of mindfulness in reducing mental and emotional disorders with other cognitive-behavioral methods, implementing two quantitative and qualitative methods in research using in-depth interviews, More accuracy and concentration, Counselors and behavioral science experts in schools to build the confidence of students, especially in the post-Corona era, and to help families deal with various stressors and the possibility of students becoming more vulnerable. Strengthening the communication programs of parents and teachers at schools, implementing prevention programs for the occurrence of psychological injuries, promoting mental health, and training methods of tolerance and interaction with teenagers are also important. Living in the present, managing anxiety, and not predicting the unknown future.

The main limitation of the research is the education of the students, the time limit to participate in the training sessions, the use of one educational level as a sample group, the lack of comparison of two genders (girls and boys) in the variables of pessimism, the possibility of resistance and the lack of self-disclosure of students. The lack of generalizability of the results to other age groups, even to other areas of Tehran, is another study limitation. Because the research sample was selected from the 8th district of Tehran, and this area has its own conditions. From the cultural and social point of view, it is impossible to compare different areas of the metropolis of Tehran.

5. Ethical Considerations

Compliance with ethical guidelines

In order to comply with the ethical issues of the participants in this research, the following actions were taken:

At the beginning of the research, informed consent was obtained from the individuals and their parents to participate in the research by honestly explaining its objectives.

- Confidentiality of the information was completely maintained by the researcher.

- In all stages of the research, we tried to avoid any harm to the research participants.
- The participants were not pressured to continue attending the meetings, and it was possible for them to leave the meeting or stop cooperating in the study.
- The presenters of this research, while committing to being aware and observing all the provisions of the "National Guide to Ethics in Publishing Research Works", are responsible for any kinds of research that are misconducted after the research.

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Authors' contributions

All authors of this article participated in all stages of writing and conducting research.

Conflicts of interest

None declared.

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