A Review on Interventions for Forgiveness

Affetmeye Yönelik Müdahalelere İlişkin Bir Derleme

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ABSTRACT

Forgiveness is necessary and important for psychological health both in terms of relationships and individuals. Various intervention methods have been developed on the basis of theoretical approaches aiming to explain forgiveness as a learnable skill. This review was conducted to draw attention to the issue by addressing the effectiveness of interventions for forgiveness. The effectiveness of interventions for forgiveness has been studied in groups such as being a victim of cheating, separation, addiction, abuse or assault, being driven to crime, staying in an elderly care home. As a result of 24 studies that were included in the review, it is seen that the applied interventions make a significant difference, and long-term follow-up is important. There seems to be a need for studies testing interventions for forgiveness in Türkiye.

Keywords: Forgiveness, intervention, effectiveness

ÖZ

Affetmenin gerek ilişkiler gerekse bireyler açısından psikolojik sağlık için gerekli ve önemli olduğu görülmektedir. Öğrenilebilen bir beceri olarak affetmeyi açıklamayı amaçlayan kuramsal yaklaşımlar temelinde çeşitli müdahale yöntemleri geliştirilmiştir. Bu derleme, affetmeyi geliştirmek amacıyla uygulanan müdahalelerin etkilerini ele alarak konuya dikkat çekmek amacıyla yapılmıştır. Affetmeye yönelik müdahalelerin etkililiği aldatılma, ayrılık, bağımlılık, istismar veya saldırı mağduru olma, suça sürüklenme, yaşlı bakım evinde kalma gibi gruplarda çalışılmıştır. Tarama sonucunda derleme kapsamına alınan 24 çalışma incelendiğinde uygulanan müdahalelerin anlamlı bir farklılık yarattığı, uzun süreli izlemenin önemli olduğu görülmektedir. Yurt içinde affetmeye yönelik müdahaleleri test eden araştırmalara gereksinim olduğu görülmektedir.

Anahtar sözcükler: Affetme, müdahale, etkililik

Introduction

Various definitions of forgiveness have been made regarding the presence, absence and the process of forgiveness. Definitions of forgiveness include a set of cognitive, emotional, and behavioral responses to a mistake (Strelan and Covic 2006). Enright and Fitzgibbons (2000) emphasize the integrity of cognition, behavior and impact, and express a transformation in emotion, cognition and behavior from a negative to a more positive level. According to Rye and Pergament (2002), forgiveness entails adopting a positive approach in addition to giving up negativity in hurtful circumstances that result in negative feelings, attitudes, and behaviors (Çoklar and Dönmez 2014). McCullough et al. (2000) and McCullough (2001) define forgiveness as a positive and internal change.

Enright (1996) defines forgiveness as the capacity of the individual to let go of negative emotions brought on by the mistake, such as disappointment, rage, and desire for retribution, as well as the propensity to behave negatively, and to replace them with positive emotions, such as compassion, love, and understanding, as well as demonstrate positive behaviors. According to Wade et al. (2005), forgiveness is defined as the replacement of unfavorable feelings brought on by injury with favorable ones while emphasizing the preservation of both physical and emotional boundaries. (Wade et al. 2011).

While defining forgiveness, Macaskill (2005) emphasized the transition of the individual from the desire to harm the one who made the mistake to the desire to act beneficially to the one who made the mistake. While describing forgiveness, Worthington (1998) describes a decrease in the desire to do harm, such as retaliation or revenge, as well as avoidance and distance, toward the mistake maker. McCullough (2001) defines forgiveness as the development of the desire to act for the benefit of the hurter by avoiding the desire to punish or stay away from the offender, and includes increasing empathy, hope and developing a broad perspective from different viewpoints (Harris and Thoresen 2005).

Examining the definitions of forgiveness reveals that they all share a number of similar focuses. It is emphazied that the definitions of forgiveness represent a process of change from unfavorable emotions, cognitions, and actions to the ones that are more positive. Denham et al. (2005) emphasizes the individual's cognitive evaluations and thoughts towards the individual who made the mistake in forgiveness. Similarly, Fitzgibbons et al. (2004) consider forgiveness as a cognitive decision-making process. Hargrave and Sells (1997), on the other hand, draw attention to the relational dimension of forgiveness and describe the process of rebuilding trust in a relationship that has been dysfunctional as a result of the mistake.

Cognitive (Flanigan 1996, Luskin 2001, Thompson et al. 2005), emotional (Worthington and Scherer 2004, Malcolm et al. 2005), motivational and behavioral (McCullough and Worthington 1999) components of forgiveness have been reported. Developing a new understanding and creating a new meaning for the hurt, mistake or situation in question is also an important component of forgiveness (Yarhouse et al. 2015). Changes are addressed at all components, including cognitive, emotional, behavioral, and interpersonal, while establishing intervention programs for forgiveness (Worthington 2005).

Unforgiveness, which means the absence of forgiveness, refers to the propensity to act in the same way or avoid the person who produced the feelings such as pain, fear, anger, and hostility after a mistake (Worthington and Wade 1999). Forgiveness has been reported to have an effect on being peaceful and harmonious both in the relations with the social environment and in the inner peace of the individual (Murphy 2005). Considering that forgiveness is "self-healing" for the individual and is related to the individual's capacity to continue his life (Rusbult et al. 2005); it is reported to provide benefits in areas such as physical, mental, relational and spiritual wellbeing. Hepp-Daxx (1996) and Thompson et al. (2005) suggested that forgiveness, as a multidimensional construct, may include levels such as situational, personal, interpersonal, social, national, and international (Aşçıoğlu Önal 2014). Explanations on these levels are given below.

Forgiveness at the personal level, which is also expressed as self-forgiveness, refers to the changes experienced by the individual to increase positive behaviors such as acceptance, understanding, love and compassion towards himself by reducing his anger, blame, resentment, punishment and self-destructive behaviors towards himself by acknowledging his own mistakes (Hall and Fincham 2005, Enright and Human Development Working Group 1996). Unlike interpersonal forgiveness, self-forgiveness can occur depending on the condition of repairing, compensating or changing in the future, and it requires peace or reconciliation with oneself, since the individual cannot avoid oneself (Hall and Fincham 2005).

Forgiveness at the interpersonal level, which is also expressed as forgiveness of others, refers to the process of voluntarily giving up negative feelings, thoughts and behaviors towards another person who makes mistakes or hurts, and replacing negative feelings, thoughts and behaviors with positive ones (Enright et al. 1996). Exline et al. (2003) defined interpersonal forgiveness in terms of two related dimensions: decisional forgiveness, which includes choosing to act favorably even when emotional changes are not experienced, and emotional forgiveness, which entails replacing negative feelings with positive ones. Situational forgiveness, also known as forgiving the situation, refers to the process of turning negative emotions, thoughts, and behaviors into something neutral or constructive in the face of unfavorable circumstances like illness or disaster that arise out of one's own control, are unwelcome, upend one's sense of robustness and significance, produce negative emotions, thoughts, and behaviors, and impair one's functionality (Thompson et al. 2005).

Baumeister et al. (1998) defined various levels of forgiveness according to the changes experienced by individuals who forgive. These levels of forgiveness include the internal dimension, which entails the emotional and intellectual processes that the forgiving individual goes through, as well as the interpersonal dimension, which entails the expressions and actions of the forgiving individual in interpersonal interactions. Baumeister et al (1998) decribed various forgiveness options that can ocur regarding combinations of these levels as fake forgiveness, silent forgiveness, complete forgiveness and lack of forgiveness. Fake forgiveness is the state of behavior at the interpersonal level without inner forgiveness, accompanying sentiments and thoughts. Silent forgiveness refers to a scenario in which internal forgiveness is not expressed in interpersonal interactions and behaviors. Forgiveness with both internal and interpersonal forgiveness was defined as complete forgiveness, and the situation with neither internal nor interpersonal forgiveness was defined as the lack of forgiveness (Baumeister et al. 1998).

Developmental stages for cognitive development and moral development have been proposed by Piaget and Kohlberg. The stages of the development process of forgiveness appear in parallel with the stages of cognitive and moral development. In the stage of vengeful forgiveness, repentance comes only after a similar reprisal. In the compensatory forgiveness stage, forgiveness is seen after compensating the consequences of the behavior or giving back the lost. In the expectant forgiveness stage, forgiveness takes place as a reaction due to social

pressure. In the prescriptive expectant forgiveness stage, forgiveness occurs because of an authority such as a moral code or religious belief. At the endowed stage of forgiveness, forgiveness is seen as a way of reducing social conflict and maintaining peace. In the stage of forgiveness as an act of love, forgiveness ensures that the commitment of love does not change and the possibility of reconciliation is maintained (Sells and Hargrave 1998).

The main characteristics of forgiveness are summarized, and the subsequent parts will contain theoretical explanations and intervention approaches based on theoretical explanations. The purpose of this study was to analyze the results by reviewing research on the efficacy of psycho-educational and psychotherapeutic interventions targeted at enhancing forgiveness. For this purpose, Turkish and English studies published after 2010 in ScienceDirect, Pubmed, Turkish Psychiatry Index and TR Index databases were searched between January and March 2022 by entering the keywords "forgiveness", "intervention" and "effectiveness" in order to identify studies addressing interventions for forgiveness. The number of records in the scanned databases was determined as 385 for ScienceDirect, 52 for Pubmed, 13 for Turkish Psychiatric Index, and 67 for TR Index. In line with this purpose, it is aimed to present a picture of what kind of interventions are handled in which situations, with whom and in relation to which variables, in order to contribute to the mental health professionals' ability to respond effectively to the psychological support needs of individuals, both at the individual, interpersonal and situational level.

Theoretical Approaches to Forgiveness

Various models have been proposed to explain the forgiveness process. Enright's Process Model, Worthington's Decision Making Model, McCullough's Social Psychological Determinants Model, Gordon and Baucom, Jacinto and Edwards' stages and Hargrave's Model provide theoretical explanations for forgiveness. This section will provide explanations of the various theoretical perspectives on forgiveness.

Forgiveness Process Model

According to the Forgiveness Process Model proposed by Enright (1991, 1996, 1998), forgiveness is considered as a multidimensional structure consisting of cognitive, affective and behavioral components, and the flow between its stages is conveyed as a flexible process that can be forward or backward. This approach suggests that forgiving others and oneself happens in four stages: discovery, decision, action, and deepening (Enright ve Fitzgibbons 2000). After the discovery phase, in which the individual understands what the mistake means for himself and others, comes the decision phase, where the individual tries to understand what the concept of forgiveness is and its benefits. Then, after the action phase, in which the individual takes responsibility for the mistake he/she understands and gains a new perspective, the action phase, in which the individual gives up negative emotions such as anger and resentment with his/her new perspective, comes to the action phase, in which the negative experiences and emotions are meaningful and positive results.

Decision Making (REACH) Model

The model proposed by Worthington (2001, 2003) considers forgiveness as a decision-making process and addresses both the cognitive and emotional aspects of this process independently. Cognitive forgiveness, which is one of the concepts put forward, is defined as the decision to actively forgive in the development of constructive and conciliatory relationships, indicating an intention to develop a different motivation and a different behavior pattern towards the person who made the mistake. Emotional forgiveness, which is another concept that has been suggested, indicates that positive emotions such as sympathy, empathy and compassion for the person or situation to be forgiven replace the negative ones that prevent forgiveness or cause them to lose their effects (Wade ve ark. 2005). The literature supports the positive effect of emotional forgiveness on health rather than cognitive forgiveness.

The REACH Model, which consists of the initials of the English words Recall-Emphatize-Altruism-Committing-Holding on, which expresses the stages of forgiveness; includes understanding the point of view of the individual who made a mistake, recognizing that it is possible for all individuals to make mistakes, developing humility and expressing forgiveness (Worthington 1998). The REACH model addresses the forgiveness process in five phases; First, the disturbing feelings associated with the hurt or mistake are remembered (Recall). Following that, it aims to develop empathy for how the offending or negligent party may have been offended or negligent, with a perspective and motivation (Emphatize). This is followed by the injured or harmed individual remembering the times he was forgiven by others and considering forgiveness as an altruistic act (Altruism). Finally, the process

is completed with a commitment to forgiveness (Committing) and an effort to maintain forgiveness in the process (Holding on). While addressing forgiveness on the basis of this model, psycho-educational and cognitive-behavioral techniques are used to support individuals to cope with their negative emotions and to form a state of complete forgiveness (Wade et al. 2011).

Table 1. Studies included in the review				
Reference	**Research group**	**Type of intervention**	**Measurement tools**	**Results**
Bugay and Ayhan Demir 2012	16 university students 8 intervention group 8 control group	"Forgiveness Group Program" 5 sessions of 90 minutes	Heartland Forgiveness Scale	Participants' tendency to forgive others and general forgiveness increased Self-forgiveness differs between groups No significant difference was found for forgiving the situation
Asıcı and Karaca 2020	65 ninth graders 21 intervention group 22 control group 22 placebo group	Forgiveness-focused group guidance 8 sessions of 90 minutes	Forgiveness Scale for Adolescents (EAS) Interview form	The intervention applied had a significant effect on students' forgiveness tendencies.
Taysi and Vural 2016	22 fourth grader 74 intervention group 48 control group	Intervention based on Enright's process model		Forgiveness and hope levels of the participants increased, their anger levels decreased.
Özgür and Eldeleklioğlu 2017	20 high school seniors 10 intervention group 10 control group	5-week group work according to the Worthington REACH Model of Forgiveness	Forgiveness Scale and Ruminative Thinking Scale	The tendency to forgive has increased and rumination levels has decreased
Vural-Batık and Afyonkale-Talay 2020	20 counselor candidates 10 intervention group 10 control group	10 2-hour sessions based on the Enright process model	Forgiveness Scale Semi-structured interview form	The psychoeducational program based on the forgiveness process model increased the forgiveness level of the participants and this effect is permanent.
Çolak and Koç 2020	24 university students 12 intervention group 12 control group	Logotherapy oriented forgiveness group counseling program aimed at gaining flexibility 8 sessions	Forgiveness Flexibility Scale	Logotherapy oriented group psychological counseling practicewas found to be effective in all sub-dimensions (recognition, internalization in gaining the flexibility of forgiveness)
Parlak and Öksüz-Gül 2021	20 university students 10 intervention group 10 control group	16 sessions	Heartland Forgiveness Scale Each session process evaluation analysis	No significant difference was reported in the sub-dimension of forgiving others. A significant difference was reported in the dimensions of self-forgiveness, forgiveness of the situation, and general forgiveness. According to the process analysis evaluations, it was seen that there was a healing effect on the participants' forgiveness, empathy, and relationships. Forgiveness is an important step in rebuilding trust and intimacy with others.

Orbon et al. 2015	Substance abuse treatment seekers 29 intervention group 29 control group	12 sessions according to the Enright Process Model	Gratitude Scale AWARE Scale	Forgiveness therapy has been reported to reduce the risk of relapse and increase the degree of gratitude in the intervention group.
Osterndorf et al. 2011	12 adult with alcoholic parents	12 session intervention\n\nconflict resolution intervention	Forgiveness, depression, anxiety, self-esteem, anger, positive relationships	There have been significant improvements in both groups, with forgiveness therapy seen as a better option.
Rahman et al. 2018	8 11-12 years old girl child abuse victim from child protection system	Two sessions of forgiveness therapy per week for 4 months	Enright Forgiveness Inventory Anger Scale Hope Scale	Significantly higher levels of forgiveness and hope and lower anger levels were reported in the intervention group, forgiveness therapy appears to be a supportive treatment tool for victims of early abuse
Kim and Lee 2014	Women attending alcohol counseling center 16 intervention group 13 control group	One session per week for 12 weeks	Resilience Self respect Spirituality	There are significant differences in resilience, self-esteem and spirituality in the intervention and control groups, and forgiveness therapy improves self-esteem, spirituality and resilience.
Ha et al. 2019	32 sexually abused university students 16 forgiving writing therapy 16 control group	4 writing sessions of 30 minutes	Beck Depression Scale Post Traumatic Growth Scale Forgiveness Scale Sexual Abuse Scale	Forgiving writing therapy reduced shame, depression, and increased post-traumatic growth in victims of sexual abuse. Forgiveness therapy is both an active strategy for coping with past traumas and an intervention that improves maturation.
Alipour et al. 2018	30 women from counseling centers who experienced marital infidelity 2 groups of 15 people	8 sessions of 90 minutes Imago therapy	Perspective Taking Scale Forgiveness Scale	A significant difference was reported between the intervention and control group in terms of perspective taking and forgiveness.
Asgari et al. 2016	50 female high school students 25 intervention group 25 control group	10 sessions of 90-minute forgiveness therapy	Spiel Berger State-Trait Anger (STAXI-2)	Forgiveness therapy affected anger control, state anger, trait anger, and anger expression..
Amiri et al. 2020	3 female university students who experinced relationship breakup	10 sessions of forgiveness therapy based on the Enright process approach	Beck Depression Scale, State-Trait Anxiety Scale, State-Trait Anger Scale, Love Trauma Inventory, Millon Clinical Polyaxial Inventory (III)	A significant reduction in depression, anxiety and anger symptoms has been reported. Forgiveness therapy can be used for negative outcomes in those who have experienced separation.
Asadi et al. 2016	24 deliquent young men	8 sessions of 1 hour forgiveness therapy	Aggression and Batson Empathy Adjectives Test	Empathy increased significantly in the intervention group, but there was no significant change in aggression.

Záhorcová et al. 2021	21 mourning parent	12 individual sessions for three months forgiveness therapy in the intervention group and grief psychoeducational intervention based on a humanistic approach in control group	Enright Forgiveness Inventory (EFI), Core Bereavement Items (CBI) Enright Self-Forgiveness Inventory (ESFI) Anger, anxiety, and depression The Patient-Reported Outcome Measurement Information System (PROMIS) Rosenberg Self-Esteem Inventory (RSEI) Adult Hope Scale (AHS) Meaning of Life Scale (MLQ) The Stress-Related Growth Scale-short form (SRGSsf)	Participants in the intervention group had significantly greater improvements in self-forgiveness and forgiveness of others, post-traumatic growth, and greater reductions in depression, anxiety, and anger levels.
Arshi et al. 2016	55 participants staying in elderly care homes 2 groups	8 sessions of group forgiveness therapy The control group received conventional treatment interventions	Demographic information form Life satisfaction inventory (LSI-Z)	There was an increase in life satisfaction in the intervention group compared to the control group, and that forgiveness therapy can be used to increase the quality of life of those staying in an elderly care home.
Park et al. 2013	forty-eight adolescent (12-21 years old) girl victim of assault	12 sessions forgiveness and skill development small group work		Those in the forgiveness group reported significant reductions in anger, hostile attributions, aggression and guilt, and a significant increase in empathy.
Yu et al. 2021	103 volunteer participants in the prison (24 most clinically at risk)	24 weeks of forgiveness therapy	Anger, anxiety, depression, forgiveness, hope, self-esteem, empathy	A significant difference was reported with forgiveness therapy in terms of anger, anxiety, depression, and empathy.
Haroon et al. 2021	16 women acid attack survivor 8 Intervention group 8 control group	Forgiveness therapy twice a week for 4 months Receiving typical or no psychological treatment	Forgiveness, anger, anxiety, depression, hope Pretest, posttest, 1-year follow-up	Those in the forgiveness intervention group were reported to show greater improvements in hope, anger, anxiety, and depression.
Rye et al. 2005	Divorced 149 individuals	8 sessions of forgiveness group intervention, One of the 2 versions is secular, the other is religious, No intervention in the control group	Forgiveness and mental health measures pretest, posttest and 6-week follow-up	The participants showed improvement in forgiveness and understanding of the ex-spouse, while those in the secular group had a greater decrease in depression.
Harper et al. 2014	41 undergraduate students	6-hour self-directed workbook adapted from REACH Forgiveness therapy	forgiveness	6-hour workbook intervention increases forgiveness.

Aliabadi and Shareh 2022	81 women who experinced infidelity	10 weekly sessions of 90 minutes forgiveness therapy Mindfulness-based schema therapy (MBS)	Pretest posttest and follow up	Both interventions were significantly effective, forgiveness therapy was found to be more effective on emotional responses and MBS was more effective on cognitive distortions.

Social Psychological Determinants Model

The Social Psychological Determinants of Forgiveness Model considers forgiveness from a motivational perspective. The tendency of the individual to avoid reconnection following the perception of being attacked indicates the feeling of hurt. Anger is indicated by the person's desire to harm himself or another person who hurts or makes a mistake. Both avoidance and the motivation to take revenge interfere with forgiveness. Whether forgiveness will ocur or not depends on four factors such as social psychological determinants, the nature of the fault, the nature of the relationship, and the personality (McCullough ve ark. 1998).

Several Forgiveness Staging Model Suggestions

Gordon and Baucom (2003) discuss the forgiveness process in four stages: impact, understanding, healing and taking action, and forgiveness. First of all, the individual is emotionally, cognitively and behaviorally disintegrated and realizes the emotions such as sadness and pain. Then, the individual tries to understand why the incident happened to both him and the one who hurt or made a mistake. After that, the individual ends the negative impact of this experience on his life by trying to make sense of his negative emotion and experience with the question "why". In the fourth stage, known as the forgiveness stage, negative feelings like pain, despair, and rage lessen while positive emotions like relational trust are restored. During all these phases that define the forgiveness process, the individual in the forgiveness process; recognizes and evaluates the tendency to doubt with relational assumptions, discovers how the situation to be forgiven occurs and how it affects the relationship, creates new and realistic expectations, standards and assumptions about himself, others and his relationships by considering all the positive and negative qualities both about himself and the person to be forgiven (Gordon ve Baucom 2003).

Jacinto and Edwards (2011), on the other hand, suggest four stages that explain the self-forgiveness process: acceptance, responsibility, expression and re-creation. First of all, the individual realizes the situation that requires self-forgiveness after the anger and negative judgment he has made against himself. Then the individual realizes that he is wrong and takes responsibility for his mistake. After this, the individual expresses his mistake and finally the individual reconstructs his self-image.

Hargrave focuses on forgiveness in the context of family relationships (Hargrave and Sells 1997, Sells and Hargrave 1998). In family relationships, forgiveness is referred to as the first stage of acquittal, which is the stage in which the injured party gains insight by coming to an empathic understanding of the harmed, and the final stage, which is the re-establishment of positive emotions like love and trust through interaction between the parties.

Walker and Gorsuch (2004) identified several similarities in these approaches to explaining forgiveness, including a focus on avoiding negative emotions like anger, pain, aggression, and hatred, the development of empathic understanding and inclusion of the decision-making process, and an effort to reach an amicable agreement between the parties. In addition, it is emphasized that the individual's willingness to forgive voluntarily and that forgiveness is a process that takes place over time (Gündüz 2014).

It draws attention that forgiveness is necessary and important for psychological health both in terms of relationships and individuals (Taysi 2007, Bugay and Demir 2012, Pareek and Jain 2012, Yalçın and Malkoç 2015, Koç et al.2016, Shekhar et al.2016, Asıcı and Uygur 2017, Balcı Çelik and Serter 2017, Vural Batık et al. 2017, Akhtar and Barlow 2018, Kaya and Orçan 2019) Various intervention methods have been developed on the basis of theoretical approaches aiming to explain forgiveness as a learnable skill. Examples of these intervention methods are the REACH model developed by Worthington, the process model developed by Enright, and logotherapy-based forgiveness therapy.

Interventions for Forgiveness

Intervention approaches based on theoretical explanations for forgiveness have been developed. This section provides explanations of the intervention models that are based on this review.

REACH Model

According to the REACH model put forward by Worthington, forgiveness therapy focuses on the emotional aspect of forgiveness rather than the decision-making processes that deal with forgiveness cognitively. The forgiveness process is discussed in five steps. In the first step of the intervention for forgiveness, it is worked on that the individual accepts the mistake in all its aspects by remembering it in all details. In the next step, the individual is supported to try to develop an understanding of the perspective and feelings of the other party, apart from his own perspective and feelings. The third step focuses on being forgiven and aims to focus on the individual's own contribution. In the fourth step, the individual is encouraged to externalize forgiveness by verbally expressing it to another person. In the last step, the importance of the individual's continuation of forgiveness is emphasized (Worthington 2005, Özgür and Eldeleklioğlu 2017).

Process Model

According to the process model proposed by Enright, forgiveness therapy consists of twenty stages, which are successive steps and loops of feedback and progression in the form of a right spiral. Studies conducted in the first eight stages focus on finding the source of the individual's negative emotions and understanding how they are affected by it. These eight stages are; researching psychological defenses, revealing and confronting anger, accepting shame, being aware of energy load, being aware of the cognitive repetition of harm, insight to compare oneself with the other party, understanding that the individual can change himself permanently and negatively due to harm, insight into the possibility of change of belief in a just world. The studies carried out in the next three stages focus on determining what the individual can and cannot do in this situation and draw their boundaries without the need for forgiveness. These three stages include insight into the change and transformation of previous useless coping strategies, a willingness to see forgiveness as an option, and the responsibilities of forgiveness. In the next four stages, studies are carried out for re-evaluation that supports the development of an understanding by looking at the other side from different perspectives. At these stages, the subjects of empathy, compassion, acceptance and learning lessons are studied. In the last five stages, the individual is supported to understand the healing effect of forgiveness for himself. These stages include finding the meaning of pain and forgiveness for oneself, remembering the individual's need for forgiveness at different times, the insight that the individual is not alone in terms of universality and support, the awareness that the individual can have a new purpose in his life due to the subject studied, and the awareness of emotional freedom with a positive effect (Enright et al. 1991, 1996, 1998)

Logotherapy-Based Forgiveness Therapy

Logotherapy-based forgiveness therapy aims to seek a meaning, reorganize, and move forward by transcending oneself. It is aimed to change the effect of the behavior subject to forgiveness by accepting it as if it did not happen and looking at it from a different perspective, to develop a new behavior based on love and responsibility, and to focus on meaningful goals in the future, as the individual gains forgiveness for himself as he forgives (Gordon and Baucom 1998, Graber 2004, Marshall 2009)

Research on Interventions for Forgiveness

Various studies have been reported on how forgiveness differs according to variables such as age, gender, and personality traits of the forgiver. In terms of gender, it has been reported that women are expected to be more forgiving when compared to men, and in addition, women are more forgiving in romantic relationships and men more in professional relationships (Miller et al. 2008, Ghaemmaghami et al. 2011). When considered in terms of age, it is shared that forgiveness reactions increase with age (Mullet and Girard 2000, Allemand 2008). Personality traits considered in relation to forgiveness reported are; narcissism (Çardak 2012), being angry and hostile, feeling fearful and anxious (Berry et al. 2005) as complicating factors, agreeableness (Mullet et al. 2005), extraversion (Brose et al. 2005), conscientiousness (Balliet 2005) , emotion awareness and emotion regulation and management skills (Worthington and Wade 1999, Hodgson and Wertheim 2007, Rey and Extremera 2014), and dependent personality structure (Topbaşoğlu 2016) as facilitating factors.

The effectiveness of the forgiveness process depends on a number of factors, including the fault-related aspects and the personality traits of the offender who committed the mistake or caused the harm (Şahin 2013). Other

factors associated with forgiveness include perceived responsibility for the mistake, the importance attributed to who committed the mistake, the consequences of the mistake and the perceived severity of the harm, and whether there is an apology or not (Taysi 2007, Hall and Fincham 2008, Bugay and Demir 2012). In addition to the characteristics of the fault and the person who made the mistake, the characteristics of the relationship between the parties also affect how forgiveness can take place. The importance of relational factors such as relationship commitment, relationship satisfaction, and attributions in the relationship was also emphasized (McCullough et al.1998, Taysi 2007).

The interventions developed for forgiveness have been tested in various groups. A total of 24 studies dealing with interventions for forgiveness were included in this review. Of the researches examined, 9 were with students at different education levels, 4 with those who had relationship and marital problems and separation, 3 with those who had addiction in themselves or their parents, 4 with victims of sexual abuse and assault, 2 with those who were driven to crime, 1 was conducted with those living in bereavement and 1 with elderly people staying in an aged care institution. 17 of the studies were carried out in other countries and 7 of them were carried out in the country. In the examined studies, forgiveness was measured using valid and reliable assessment instruments through pretest-posttest-follow-up measurements and comparisons of the intervention and control groups. Heartland Forgiveness Scale, Forgiveness Scale for Adolescents, Forgiveness Scale, Forgive Flexibility Scale, Enright Forgiveness Inventory were used to measure forgiveness. In the studies discussed, measurement tools for rumination, depression, anxiety, anger, hope, empathy, perspective taking, self-esteem, resilience, life satisfaction, post-traumatic growth, gratitude and spirituality were used, and the relationship between these variables and forgiveness was reported. Based on the findings of the studies, it was concluded that forgiveness therapy can be used as an effective intervention method.

Various studies have been conducted adressing the level of forgiveness of students at various educational levels. Bugay and Demir (2012) tested the effectiveness of the forgiveness development group program in which 8 out of 16 university students participated. According to the research findings; it is reported that the program had a significant and positive effect on the participants' forgiveness of others and general forgiveness levels, while the level of self-forgiveness differed between the participating and non-participating groups. Harper et al. (2014) tested the effectiveness of the self-administered workbook adapted from REACH forgiveness therapy with 41 undergraduate students. According to the research findings; it has been reported that the intervention leads to an increase in the level of forgiveness. Asgari et al. (2016) tested the effectiveness of forgiveness therapy in 10 sessions attended by 25 of 50 female high school students. According to the research findings; it has been reported that forgiveness therapy has a significant and positive effect on anger control, state anger, trait anger and anger expression. Taysi and Vural (2016) tested the effectiveness of the intervention based on Enright's process model, in which 74 of 122 fourth grade students participated. According to the research findings; it was reported that the forgiveness and hope levels of the participants increased, while their anger levels decreased. Özgür and Eldeleklioğlu (2017) tested the effectiveness of 5-week group work according to the REACH model proposed by Worthington, in which 10 of 20 high school seniors participated. According to the research findings; it has been reported that group work led to an increase in the tendency to forgive and a decrease in the level of rumination in the participants. Asıcı and Karaca (2020) tested the effectiveness of forgiveness-oriented group guidance in which 21 of 65 ninth grade students participated. According to the research findings, it was reported that the intervention applied led to a significant difference in students' forgiveness tendencies. Çolak and Koç (2020) tested the effectiveness of a group counseling program, which aims to gain flexibility in logotherapy-oriented forgiveness, in which 12 of 24 university students participated. According to the research findings, it has been reported that the program is effective in the sub-dimensions of recognition, internalization and application in terms of giving the participants the flexibility to forgive. Vural-Batik and Afyonkale-Talay (2020) tested the effectiveness of 10 sessions based on the Enright process model, in which 10 of 20 counselor candidates participated. According to the research findings; it has been reported that the level of forgiveness of the participants in the psychoeducational program has increased permanently. Parlak and Öksüz-Gül (2021) tested the effect of the 16-session intervention in which 10 out of 20 university students participated. According to the research findings; while no significant difference was reported in the participants' levels of forgiving others, it was reported that there was a significant difference in the levels of self-forgiveness, forgiveness of the situation and general forgiveness, and in addition, a healing effect was observed in the empathy levels and relationships of the participants.

Several studies have been conducted on forgiveness therapy with those who have had negative experiences and separation in their relationships and marriages. Rye et al. (2005) tested the effectiveness of 8 sessions of forgiveness therapy with 149 divorced people. The research's findings indicated that there was a substantial difference in the participants' ex-spouse forgiveness and understanding levels. Alipour et al. (2018) tested the

effectiveness of imago therapy, in which 15 out of 30 women who experienced marital infidelity participated. According to the research findings; it was reported that the intervention led to a significant improvement in perspective acquisition and forgiveness. Amiri et al. (2020) tested the effectiveness of a 10-session forgiveness therapy based on the Enright process approach with 3 female university students whose relationships were terminated. According to the research findings; it has been reported that forgiveness therapy leads to a significant reduction in depression, anxiety and anger symptoms. Aliabadi and Shareh (2022) tested the effectiveness of mindfulness-based schema therapy and forgiveness therapy with 81 women who had been exposed to infidelity. According to the research findings; both interventions led to a significant difference, and forgiveness therapy was more effective in emotional responses and mindfulness-based schema therapy was more effective in cognitive distortions.

Various studies have been conducted on forgiveness therapy with participants who have addictions or have addicted parents. Ostendorf et al. (2011) tested the effectiveness of forgiveness therapy and a conflict resolution intervention in 12 adults with alcoholic parents. According to the research findings; it was reported that there were significant improvements in both groups, but forgiveness therapy was seen as a better option. Kim and Lee (2014) tested the effectiveness of the intervention in which 16 of 29 women who came to the alcohol counseling center participated. According to the research findings; it has been reported that there is a significant improvement in the level of resilience, self-esteem and spirituality of those who participate in forgiveness therapy. Orbon et al. (2015) tested the effectiveness of 12 sessions based on the Enright process model, attended by 29 of 58 people receiving substance abuse treatment. According to the research findings; forgiveness therapy has been reported to reduce the participants' risk of relapse and increase the level of gratitude.

Several studies have been conducted on forgiveness therapy with participants who are victims of abuse or assault. Park et al. (2013) tested the effectiveness of forgiveness therapy with 48 assaulted adolescent girls aged 12-21 years. According to the research findings; forgiveness therapy has been reported to lead to a significant decrease in anger, hostile attributions, aggression and guilt, and a significant increase in empathy. Rahman et al. (2018) tested the effectiveness of forgiveness therapy in which 8 girls aged 11-12 years who remained in the child protection system participated. According to the research findings, it was reported that an increase in the forgiveness and hope levels of the participants and a decrease in their anger levels were observed. Ha et al. (2019) tested the effectiveness of forgiving writing therapy in which 16 of 32 university students participated in sexual abuse victims. According to the research findings; it has been reported that forgiving writing therapy reduces the level of shame and depression in the participating sexual abuse survivors and increases the level of post-traumatic growth. Haroon et al. (2021) tested the effectiveness of forgiveness therapy with 8 out of 16 acid attack survivors. According to the research findings; Forgiveness therapy has been reported to cause significant differences in participants' hope, anger, anxiety and depression levels.

Numerous studies on forgiveness therapy have been carried out with delinquent participants. Asadi et al. (2016) tested the effectiveness of 8 sessions of forgiveness therapy with 24 delinquent young men. According to the research findings; it has been reported that the empathy level of the participants in forgiveness therapy increased significantly, but it did not lead to a significant difference in the level of aggression. Yu et al. (2021) used 24 volunteers from prisons who had been assessed as being clinically at risk to test the effectiveness of forgiveness treatment. The results of the research indicate that forgiveness therapy has a considerable impact on anger, anxiety, despair, and empathy.

Tehre are several studies on forgiveness therapy in bereavement and old age situations. Záhorcová et al. (2021) tested the effectiveness of grief psychoeducational intervention on the basis of individual forgiveness therapy and a humanistic approach with 21 bereaved parents. According to the research findings; it was reported that participants in the intervention group had significantly greater improvements in self-forgiveness and forgiveness of others, post-traumatic growth, and greater reductions in depression, anxiety, and anger levels. Arshi et al. (2016) tested the effect of 8 sessions of group forgiveness therapy with 55 participants living in an elderly care home. According to the research findings; it has been reported that participants have an increase in life satisfaction.

Discussion

The studies discussed in this review are methodologically sufficient. The studies discussed are studies that include a control group, compare different types of interventions, and take pre-test, post-test and follow-up measurements. In addition to using self-assessment type measurement tools that are valid and reliable, indicator measurements were also used.

When the studies in question are examined, findings such as long-term (5-24 sessions) interventions that are based on forgiveness models (such as Enright, REACH) are discussed, in the selection of the sample, common problem areas (such as being a victim of cheating, separation, addiction, abuse or assault, being dragged into crime, staying in an elderly care home) were considered as criteria, small group work was carried out, group methods can be widely used as well as individual methods, the interventions applied generally made a significant difference and long-term follow-up was necessary and important support the literature.

The studies scanned in this review are limited to the databases discussed, and do not include studies in different databases and published in different languages. In addition, since thesis studies and book chapters are excluded, they reflect the accessible articles. Articles published in languages other than Turkish and English were not included in this study.

Within the scope of this study, it is seen that the subject of forgiveness is in the focus of attention in national publications as it is in international publications, however, when compared to international studies, national studies are mostly carried out with students from different levels, and the effectiveness of forgiveness therapy has not been tested in different sample characteristics such as relationship and marriage problems and separation, being a victim of sexual abuse and assault, having addiction or a addicted parent, being driven to crime, mourning or being in the developmental stage of old age.

Considering possible cultural influences, that there is a need for research that tests forgiveness therapy interventions in different sample groups specified in the country. The effectiveness of the interventions for forgiveness in the studies under consideration was also evaluated in terms of the variables that were related to them, including rumination, depression, anxiety, anger, hope, empathy, perspective-taking, self-esteem, resilience, life satisfaction, post-traumatic growth, gratitude, and spirituality. It may be recommended to consider such variables in further studies.

Conclusion

The success of the forgiveness therapies that were tried produced a noticeable and beneficial change. In other words, the use of forgiveness therapy as an effective approach can be recommended. The effective application of forgiveness therapy can be advised in terms of the person's internal assessments, interpersonal relationships, and handling life events that happen to the person. It is also seen in the studies that there is a wide spectrum in which forgiveness therapy can be used. In addition, it is also effective in situations involving relationships and variables such as rumination, depression, anxiety, anger, hope, empathy, perspective acquisition, self-esteem, resilience, life satisfaction, post-traumatic growth, gratitude, and spirituality.

Mental health professionals such as psychiatrists, clinical psychologists, psychologists, psychological counselors and social workers who perform curative and preventive studies for those who apply to psychological support services due to the need for forgiveness, self-forgiveness or forgiveness in interpersonal relationships will be able to benefit from the research findings showing the effectiveness of interventions for forgiveness. Therefore, individuals who require forgiveness of all kinds can reach more effective services and serve the result of benefiting.

The sample group in which psychoeducational programs for forgiveness are presented are students and it is seen that no sample selection is made according to a common problem area in national studies (Bugay and Demir 2012, Taysi and Vural 2016, Özgür and Eldeleklioğlu 2017, Asıcı and Karaca 2020, Çolak and Koç 2020, Vural-Batık and Afyonkale-Talay 2020, Parlak and Öksüz-Gül 2021). It is clear from the sample selection process that the sample was chosen in accordance with the common problem areas, such as being cheated on, separation, addiction in oneself or in the family, suffering abuse or assault, getting involandd in crime, or residing in an elderly care facility in international studies (Rye et al.2005, Ostendorf et al.2011, Park et al.2013, Kim and Lee 2014, Orbon et al.2015, Asadi et al.2016, Arshi et al.2016, Rahman et al.2018, Ha et al.2019, Amiri et al.2020, Haroon et al.2021, Yu et al.2021, Záhorcová et al.2021, Aliabadi and Shareh 2022). A recommendation in this direction could be the requirement for national publications that deal with chosen samples and associated variables in accordance with various features.

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