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## **DOCTORAL THESIS**

**THE POTENTIAL OF USING FAIRYTALES**  
**IN PSYCHODYNAMIC-ANALYTICAL ORIENTED INTERVENTIONS.**

**Clinical applications for depressive condition.**

**ABSTRACT**

**Doctoral supervisor:**

**PROF. DR. MINULESCU MIHAELA**

**Doctoral student:**

**GRIGORE (TURCU) MARCELA – CRINELA**

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Notes:

- (1) This paper was made with the personal logistic resources of the doctoral student.
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  - (a) The thesis includes the results of the research activity carried out by Marcela-Crinela Turcu (Grigore) to obtain the title of Doctor of Psychology.
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PHD. Student, Marcela-Crinela Grigore (Turcu)

## **Introduction**

Being aware of the complexity of the thesis' subject, it was difficult to choose the research paradigm, considering the intention of studying the impact of the use of fairytales in analytical group short-time interventions, in terms of Influences and transformative effect. The perspective of analytical psychology has theoretically and empirically supported this thesis, proposing to overcome, at least partially, the criticisms brought to it, such as: excess of theorizing, the reduced amount of empirical data, the tendency towards descriptiveness without a positivist structured argumentation, the difficulty of applying theoretical concepts - explanatory (Sommers - Flanagan and Sommers - Flanagan, 2004). We have aligned ourselves with the current increased tendency of analytical psychology to harmonize with the current research trends to bring empirical data to support the validity of analytical interventions or of certain fundamental concepts. (Roesler, 2013, 2018; Roesler and van Uffelen, 2018; Rubin and Powers, 2013; Tschuschke et al., 2010, etc.)

The proposed research focused on initiating the validation of the analytical technique of the use of stories, particularly fairytales, as transformative instruments and resources in the short-term analytical group, in order to reframe the manner of using the psychological types in a more adaptive and optimizing formula for healthy people or with a purpose to reducing the symptoms of mild depressive condition in young adults.

Several reasons were based on studying the use of fairytales in analytical work:

- (1) Stories are products of the complex socio-psychological processes transcultural and trans-generational. They could have a potential for change in various psychological intervention supported by (a) their role in humans evolutionary process (phylogenetic and ontogenetic), (b) the complexity of the psychic and neuronal processes involved in the conscious processing (listening, storytelling, understanding) but also in the unconscious (symbolic) processing of narratives; (c) their effects that could have on the participants in the interventions (complex emotions, stimulating imagination and creativity, identifying mental patterns, reconfiguring / integrating personal experiences, inoculating hope, accessing internal resources, etc.)
- (2) Using stories and fairytales by most of psychological orientations, with a large spectrum of purposes: from personal development and optimization, counseling, evaluation and psychotherapy (Ruini et al., 2014, Kottler, 2015).
- (3) The existence of a rich literature and case studies, despite the lack of empirical studies on the effects of using stories in psychological interventions, regardless of orientation.

The paper is structured in four parts: the first part builds a theoretical-explanatory platform that create the theoretical bases of the thesis, the second part describes the methodology, the third

part presents the studies carried out, and the last part synthesizes the conclusions, discussions, limits and future research directions proposed.

### I. Theoretical foundations

This chapter considers two theoretical areas: (1) *The fairytales as object of study, instrument and resource with transformative meaning* and (2) *Conceptual landmarks (dynamics of psychological types, personality dimensions (neuroticism, extraversion, psychoticism), depressive condition and insight)* used to identify the impact of the proposed analytical intervention program.

The first subchapter presents the use of fairytales in the main current approaches (psychodynamic and analytical, humanist-experiential, cognitive behavioral), in an attempt to outline the present context in which the stories are used and could be studied in the future.

In psychodynamic approaches, the focus is on identifying symbolic similarities between dreams and stories (Freud, 1900 cit. De Dundes, 1999; Freud, 1913a, 1913b cit. De Haase, 2008/1999; Coulacoglou, 2002). The initial interest was mainly focused on the interpretation of stories base on psychodynamic theory of the moment and less on the use of it as instrument in analytical work with adults (Cohen, M., 1994; Tseëlon, 1995; Merkur, 2005), dominating the analysis or therapy of children (Bettelheim , 1976/1991, 1981, 1987; Elias, 2012).

The analytical approach treats fairytales fundamentally differently from the initial psychodynamic vision. The chapter presents the structural elements of fairytales from the analytical psychology view: (1) symbolism, (2) themes and (3) the dynamics of stories (after von Franz, 1996).

From the perspective (1) of **symbolism**, the analytical theory argues that the fairytales represent in the symbolically way, the complex psychic structures and dynamics of the intrapsychic processes: self-regulation and individuation (Jung, 1951/2005; von Franz, 1996; Kast, 1995, 1996 ; Dieckman, 1986, 1997). The concept of psychic complex encapsulates personal experiences, influencing the future patterns of reaction, adaptation and relationship, have a specific degree of autonomy and impact on the development, maturation and psychic functionality (Minulescu, 2015). We also emphasized the updating of Krieger's (2014) conceptualization by applying dynamical systems theory and modeling the neuronal correlates of psychological states. Complexes are viewed as "attractive states in the psychic landscape", being involved in the emergence of consciousness through three processes: (1) symbolization and meaning creation; (2) the concept of Self; (3) the synchronization of several psychological and physical levels that form the "global working space".

The concept of psychic complex has been discussed in relation to current theories and studies: gestalt therapy (Perls, 1942/1992), transactional analysis (Berne, 1972/2006), object relationship theory (Fairbairn, 1952/1981; Klein, 1952; Winnicott , 1965; Guntrip, 1975), attachment theory and internal working models (Bowlby, 1973; Fodor, 1983), cognitive schema theory (Young

1999; 2003), emotional schema theory (Bucci, 1997a, b; 2007), neuroscience (Kehyayan et al., 2013; Petchkovsky et al., 2011; Shin et al., 2005).

Regarding the dynamics of intrapsychic processes, two processes are noted: (1) *Self-regulation* supports the processes of growth, maturation and individuation, through the ego-self axis (Edinger, 1972/1992 and Neumann, 1973/2018), as a mediating dynamic and compensatory connection, between the conscious and the unconscious aspects, between the psychological structures, functions, contents in order to restore the psychic balance (Sharp, 1991) and (2) the *individuation*, "by which each individual being is formed and differentiates; in particular, it represents the development of the individual from the psychological point of view as being distinct from the others." (Jung, 1958/1966, CW 16, para. 757).

(2) **The themes** of the fairytales summarize: the naming of the problem, for example the presence of an imbalance by the absence of an important element (the maternal / paternal element, the infertility, the threat of borders, etc.).

(3) **The dynamics of fairytales** - the narrative plot represents "the recurring sketch of stories, (...) which plays an important role in questions about identity, values and understanding of life" (Abbott, 2002). It contains the sequence of events and incidents that make up the story, such as: conflict, protagonist vs. the antagonist and cohesion of actions.

The subchapter presents the main analytical contributions to the development of this technique made by Von Franz (1996), Dieckmann (1986) and Kast (1995).

This chapter summarizes the main ways in which humanist-experiential approaches and stories work with his stories and exponents: *narrative psychology and psychotherapy* (White and Epton, 1990; White, 2007, 2011; Slivinske and Slivinske, 2014; Reynolds and Bove, 2016), *bibliotherapy* (Lahad and Ayalon, 1993; Dent-Brown, 2001; Dent-Brown and Wang, 2006); *positive psychology and psychotherapy* (Peseschkian, 2005; Ruini et al., 2014); *existentialist psychology and psychotherapy*, *psychodrama* (Silverman, 2004, 2005, 2006), *drama therapy* (Pearson, 1996; Pearson, Smail, and Watts, 2013) and *sociodrama* (Ramos-Chao et al., 2005).

As well, the **cognitive-behavioral approaches** integrate fairytales within different intervention programs such as hypnotic trance (Stevens-Guille and Boersma, 1992), rehabilitation of psychiatric patients (Iosebadze and Dzagania, 2007; Iosebadze, 2009, 2010), "Fairy Tale Model "For adolescents (Greenwald, 2003; Becker, Greenwald and Mitchell, 2011)," Fairy tales in Schema Therapy "(Loose, Graaf and Zarbock, 2013), cognitive narrative therapy, CNT (Gonçalves, 1995; McLeod, 1997).

Referring to the literature regarding the use of fairytales in different approaches, we had synthesized four functions that fairytales can have within psychological interventions: subjectifying, objectifying, mediating, transforming.

(2) *The conceptual markers* selected for highlighting the impact of the fairytales in the analytical orientation interventions are: dynamics of psychological types, personality dimensions (neuroticism, extraversion, psychoticism), depressive condition and insight, as a product of symbol and as a factor analysis in triggering the inner change (Messer, 2013).

*Psychological types* circumscribe the descriptive system in which the psychic's disposition to be activated by external or internal stimuli is connected to patterns of perception and processing, to create complex psychological ways by which the individual relates to reality in the adaptation process. They are considered " specific forms of activity of the psychic, which in changed conditions remains in principle equal to itself" (Jung, 1968/1991, par.782).

Over time, research has focused on developing type assessment questionnaires, secondarily on investigating their applicability (Pittenger, 1993; Williams and Tappan, 1995) and extremely rare on conceptual clarification.

Bents and Blanck (2010) analyze the main assumptions that underpin the psychological types theory: (1) human behaviors have identifiable and classifiable patterns; (2) their repetition leads to the development of certain preferences; (3) which have different degrees of stability throughout the life, which can be influenced; (4) appear early in human development; (5) and guides how to experience the world and the decision-making process; (6) playing an important role in determining whether an individual, task or event is attractive or not.

Mascarenas (2016) points to two advantages of the analytical theory of psychological types: (1) it offers a wide possibility of algorithmicization of cognitive processionality that can be used in a coherent manner; (2) can synthesize the broad spectrum of human personality.

In studies review on this concept, as noted by Cools, Armstrong and Sadler - Smith (2010), there is an varying degrees acceptances of conceptual congruence, such as: cognitive styles (Riding and Rayner, 2000), learning styles (Honey and Mumford, 1992), styles of thinking (Sternberg and Grigorenko, 1997, Leonard and Straus, 1997, Benziger, 2004a), psychological types (Jung, 1921/1997; Myers and McCaulley, 1985; Singer and Loomis, 1984a), intellectual styles (Zhang, Sternberg and Rayner, 2012).

The theory of psychological types can be updated, through the filter of theories and studies regarding information processing. We have identified several similar models that describe two types of competitive and complementary information processing: one automatic, reflexive, associative and the other symbolic (Sloman, 1996, Smolensky and Legendre, 2006). Epstein (2014) in the cognitive-

experiential theory of the self describes a dual processing of the experience of reality through two systems (symbolic - rational and intuitive - associative, automatic). Another model (Metcalf and Mischel, 1999) describes two systems that identify the ability to connect to the context: the "hot" system (emotional, impulsive, reflexive, connectionist) and the "cool" system (strategic, flexible, non-emotional). The description of these models of information processing appears like the analytical description of the perceptive (irrational) and judgmental (rational) types.

**Personality dimensions:** psychotism, extraversion, neuroticism (Eysenck, 1981; Eysenck and Eysenck, 2008) were selected taking into account the existence of the questionnaire for evaluating these dimensions adapted to the Romanian population; partial overlap of the concept of extraversion with the Jungian one. Neuroticism mainly refers to the degree of emotional stability, extraversion describes the tendency to orientate towards external, social stimuli, and psychoticism refers to "dullness of thought", empathic and interactional capacities.

**The depressive condition** was selected for one of the studies, based on research on the epidemiology of depression in the world and in Romania which shows that depressive disorders will have a negatively impact on global health (Arns and Sumich, 2007; Busch et al., 2013; Ribeiro, Ribeiro and Doellinger, 2018) but also in the country (Patriche, Filip and Tanase, 2015) by worryingly increasing incidence, especially in young people (from 2.1 to 2.6%).

The chapter addresses depression from the perspective of several perspectives: clinical, psychodynamic, analytical, humanist-experiential, cognitive-behavioral, pointing to the most relevant aspects.

The last concept presented is "**the insight**", as a product of the analysis of the symbolic material in the analytical work, selected on the basis of the following premises: (1) the insights are considered as a major change factor in the psychodynamic orientation therapies compared to CBT (Connolly Gibbons et al., 1999; Connolly Gibbons et al., 2009; Kallestad et al., 2010); (2) increased patient insights are associated with positive outcomes in short-term (under 6 months) but also long-term (minimum 2 years) interventions; (3) psychodynamic guidance psychotherapies show greater improvements in variables connected to insight compared to other forms of therapy (Grosse Holfort et al., 2007); (4) improving insight precedes relational enhancement (Johansson et al. 2010); (5) positive association between insights and outcomes of interventions (Grande et al, 2003; Kivlighan, Multon and Patton, 2000). These aspects encouraged us to carry out, in the qualitative study, an analysis of the patterns of generating the insights as an effect of the analysis of the symbolic materials extracted from the fairytales.



## II. Methodology

In this part of the thesis the aims, objectives and questions of the research or hypotheses, variables, participants, instruments, design and the research procedure, as well as the methods of data analysis and ethical principles are described.

*The goals and objectives* of the proposed studies reach several research areas of interest, such as testing the validity of a testing instrument, investigating certain associations between variables, exploring participants' attitudes to stories, studying the impact of the method and the analytical intervention of the group with both optimizing and developmental personal purpose, as well as therapeutical, capitalization of qualitative data in achieving a phenomenological perspective on the use of symbol analysis and fairytales in analytical group. The description of the specific goals and the assumptions of each study will be made properly in their presentation.

*The participants* were selected by invitations, posters, presentation of the research program within the Faculty of Communication and Public Relations of the National School of Political and Administrative Studies in Bucharest, online social networks or professional environments. For the homogeneity of the sample, in order to reduce certain biases possibly influenced by age, educational level, environment we used the selection criteria (inclusion vs. exclusion).

*The methods of data analysis and processing* are quantitative and qualitative.

(1) *Quantitative methods* aimed at analyzing the quantitative data obtained following the evaluation questionnaire in the different research studies. SPSS.20, SPSS.23 and Microsoft Excel 2010 were used for statistical data processing, following next steps:

- Investigating the fulfillment of the criteria of normality of the data distributions, to decide what kind of tests (parametric or non-parametric) we should use. We initially focused on some basic statistical indices (mean values, dispersion, distribution of scores, standard deviation), and were appropriate, we tested data fidelity. In the absence of the normal distribution, we would logarithmically transform the scores, as a recommended method (Field, 2009) to try to normalize the distribution of the scores. If the effect is not the desired one, the alternative is the use of non-parametric tests.
- In order to investigate the potential differences regarding the level / proportions of the covariates we used: the  $t$  test for the differences between the means of the independent samples (for the covariates with continuous values, eg. the age of the participants), here the magnitude of the effect using Cohen's index  $d$  will be reported; the Pearson chi-square test of the association (for categorical covariates, e.g. gender or marital status); Fischer` Exact Test (for rank type covariates); z-ratio test for a single sample or z-test for the difference between two independent proportions. Where it was

necessary to establish or verify the degree of accuracy (confidence, consistency and stability) of any scale we calculated the coefficient of internal consistency Alpha Cronbach.

- In order to establish the relationship between certain variables, as well as the convergent and respectively divergent validity, the correlation coefficients that determine the power and direction of a relationship between two variables (Pearson or Spearman coefficient) were calculated.
- Multiple regression analysis was used to study the effect of Independent Variable on a Dependent Variable.
- Exploratory Factorial Analysis (EFA) was used to detect latent factors (the maximal probability method, without the rotation method for checking the factorial validity of BTSA-sf and the principal components method for extracting factors, the Varimax method for rotating factors to identify dominant narrative themes).
- To test the hypotheses regarding the efficiency of the intervention, were used the covariance analysis (ANCOVA), used individually for each Dependent Variable investigated, in which we will analyze the impact of IV (the intervention) on the DV at the post-intervention time, controlling for both the DV effect at the time pre-intervention as well as the effects of potential covariates. Because we will use a number  $n$  of ANCOVA equal to the number of Dependent Variables, we will reduce the risk of type I errors (detection of false positive effects), lowering the significance level with the formula  $0.05 / n$ .

*The qualitative methods* selected according to the type of data and especially for the proposed purposes are thematic analysis (TA), interpretative - phenomenological analysis (IPA), analytical work analysis. We considered Patton's (2002) recommendations on credibility, transferability, and trust. We have used triangulation as a specific strategy for qualitative methods to improve the validity of qualitative studies, through which we try not only to control biases, but also to examine the investigated phenomena for a deeper and multiple perspectives understanding.

Another distinct subchapter of this part sets out the ethical benchmarks of research that are constantly being considered throughout the whole process.

### **III. Research studies**

We designed a series of three preparatory studies: first study emerged from the need to verify the possibilities of using a new questionnaire for identifying changes in the cognitive styles and the tendency of psychological falsification; the second study verifies the hypothesis of typological - functional differences between mild depressive condition and clinical normality; the third study explores the attitude of young people towards fairytales in order to organize interventions programs.

These studies prepare the research on using of fairytales in short-time analytical group interventions in two areas: optimization and personal development and therapeutically analytical group for mild depressive condition. The sixth study approaches phenomenological qualitative results, offering through three case studies an in-situ perspective on analytical work.

All of these studies are designed in such a way that each one will progressively bring in data that highlights the possibilities of using stories in different contexts of analytical orientation intervention, supporting stories as instrumental resources that can be integrated in the interventions of other orientations.

### **Study 1. Translation and adaptation of the “Questionnaire for the evaluation of cognitive styles - Benziger (short form)” (BTSA-sf) and the Typological Counterfeiting Scale (TFS)**

The analytically foundation of the thesis influenced the choice of evaluation instruments used in this research. Consulting the psychological tests validated in Romania, we found that there is only one instrument translated and adapted for the Romanian language: The Singer-Loomis Typological Manifestation Indicator (SL-TDI, Singer et al., 2010) developed from the psychological types theory (Jung, 1921 / 1997). Thus, we faced the impossibility of having access to alternative instruments with analytical conceptual basis. The short version of the "Benziger Thinking Styles Assessment" (BTSA-sf) proposed by Benziger (2009) in first place seemed to respond to this goal, offering in addition a scale that investigate the tendency of typological falsification, that could have guided the interpretation of functionalities changes influenced by the proposed interventions.

*The purpose* of this study is to investigate whether the short version of BTSA and TFS fulfill the validity standards and whether their psychometric properties may recommend their use in subsequent studies.

*Development and presentation of BTSA.* The questionnaire was developed by Benziger (2004a, 2009) based on its theoretical model of psychological types' theory (Jung, 1921/1997) and Pribram (1979, 1982, 1984, 1991, cited by Benziger, 2004b) and Haier research (1987, 1988, cit. by Benziger, 2004b). BTSA (Benziger, 2004a, 2009) is a self-administered inventory that identify the dominant cognitive style (which records the highest score), the auxiliary styles (those with intermediate scores) and the lower style (with the lowest score), being at a certain moment of individual development in order to adapt to the external and internal requirements. The cognitive style is considered by Benziger (2009) to be more stable compared to the psychological type.

Benziger (2009) identifies the following four cognitive styles: *procedural - sequential* (focused on order, has the ability to accurately repeat a constant action over time, addresses tasks step by step; satisfaction and contentment appear as a result of routines and procedures predetermined, special attention to details; loyalty, predictability, consistency, meticulousness,

fairness, conservatism); ***creative - intuitive*** (visual, spatial, metaphorical and conceptual skills, innovativeness, imagination, the need to integrate and constantly seek new conceptual, informational, new searches and exposures necessary for self-knowledge); ***harmonizing - relational*** (increased attention to subtle changes in the affective state of others, their emotions and non-verbal signals, showing compassion and rich social contacts; strong expressiveness, harmonious interpersonal relationships, ability to relate positively and empathically); ***logical-analytical*** (logical and mathematical skills developed, excellence in critical analysis, diagnosing problems and finding solutions, defining goals and calculating direct strategies, critical skills).

*The tendency for typological falsification* represents an adaptive overcompensation associated to pressure of the educational environment and parental demands, leading to the development of certain psychic patterns of adaptation to the environment, but which do not meet the natural tendencies.

***Translation and adaptation of BTSA-sf and TFS.*** We have selected the short form of the questionnaire, comprising 67 items divided into two parts. The first part (BTSA-sf) comprises four sections referring to four cognitive styles identified by a global - descriptive assessment using a five-level Lickerd scale and an operationalized assessment in 15 items with dichotomous responses. The second part evaluates the level of falsification of the cognitive styles (Typological Falsification Scale, TFS).

The procedure for translating and adapting the questionnaire had several stages, as follows: the translation of BTSA-sf and TFS, the feedback of the “Expert-Panel” group for translation, establishing the optimum variant for testing, project promotion, selection of participants, initial testing , retesting (after three months).

***Participants.*** The G \* Power program (Faul et al., 2009) was used to previously calculate the sample size for Pearson correlations,  $r$ . The minimum required sample size is 56 and for  $r = 0.4$  the size is 91 participants and 100 participants were enough to detect a mean effect ( $r = 0.5$ , with a statistical power of 0.8 and  $p < .05$ ).

The total number of participants is 100, of which 86% women ( $N = 86$ ), 14% men ( $N = 14$ ). The age range was between 18 and 58 years, the average age was 27.4 years,  $SD = 9.5$ . A total of 56 people participated in the second test, out of a total of 100 initially tested, of which 87.5% women ( $N = 49$ ), 12.5% men ( $N = 7$ ). The mean age was 28.7 years,  $SD = 10.4$ .

***Alternative testing instruments*** were the Singer-Loomis Typological Manifestation Indicator (SL-TDI, Singer et al, 2010) for the analyses of the convergent validity verification, and for the verification of the divergent validity the Eysenck Personality Questionnaire - the revised version (EPQ-R, Eysenck and Eysenck, 2008).

### ***Testing the psychometric properties of BTSA-sf and STF***

*The Internal consistency* was assessed by calculating the Alpha Cronbach coefficient at the initial testing stage for all 64 items corresponding to the four cognitive styles of BTSA-sf and for TFS items. The internal consistency at the initial testing was high, 0.799, above the usual recommended threshold of 0.70. The Alpha Cronbach coefficient for Procedural - sequential styles is .827, Harmonizer - relational is .741, Creative - intuitive is .691, Logic - analytical is .810.

The Alpha Cronbach coefficient was calculated separately for the TFS, for the answers given to the 16 items from the first assessment (N = 100). The result was an Alpha Cronbach coefficient of 0.59, well below our expectations and below the generally recommended limits. The results show that TFS does not have a desired internal consistency on our batch.

*Stability* (test-retest fidelity) was determined by calculating Pearson correlation coefficients between the scores of the two tests for BTSA-sf and separately for TFS. Pearson correlation coefficients are for: Procedural style:  $r = 0.70$  ( $p < .001$ ); Harmonizing style:  $r = 0.58$  ( $p < .001$ ); Intuitive style:  $r = 0.64$  ( $p < .001$ ); Logic style:  $r = 0.75$  ( $p < .001$ ). The results show a high test-retest fidelity at a relatively long interval (three months), the correlation coefficients being at values comparable to each other, demonstrating a high stability of cognitive style scores, which confirms our expectations for an instrument.

The test-retest fidelity of the TFS is moderate, because the Pearson coefficient  $r = 0.41$ ,  $p = 0.002$ , 2-tailed, not meeting our expectations.

*The construct validity* was achieved in two stages: (1) two experts independently quoted the participants' answers to BTSA-sf; (2) in a group session, the experts provided feedback on translation, quotation, application and item formulation. Based on the double independent rating, the inter-class coefficient (ICC) was calculated, considering the absolute value of the scores scored by two independent evaluators. The results showed values at least at the recommended minimum level (0.70), as follows: for the procedural style ICC = .83, for the harmonizing style is .70, for the intuitive style is .693, and for the logical style is .87. The results show a good level of agreement between two independent evaluators.

Expert feedback on the application, quotation and translation of the instrument was positive. The experts highlighted the easy application and quotation, confirming the fidelity of the translation. However, some observations were noted on the content of certain items for evaluating certain cognitive styles. For the TFS the experts made several comments: (1) the items investigate exclusively the situation, context or professional activity, as if the typological falsification would be reflected only in this existential field; (2) the items have dichotomous responses, which diminishes

their ability to identify the degree (intensity versus frequency) in which the elements of the construct are evaluated; (3) the items appear as incongruent to the domain in which they were connected.

*The factorial validity* was verified using the Exploratory Factor Analysis (EFA) although for this case it would have been more appropriate the Confirmatory Factorial Analysis, but it is not available in SPSS.20. The results indicated 3 factors with Eigenvalue between 3.5 and 6: the first factor, explaining slightly over 10% of the variant, included items belonging to the Logical and Procedural styles, and the following two factors, each explaining about 7-8% of the variant, had including item combinations of Intuitive and Harmonizing styles. The results denied our expectation to identify four factors, corresponding to the four cognitive styles.

We investigated the factorial validity of the TFS by performing EFA (the extraction method used was that of the maximum probability, without the rotation method). The results denied our expectations of identifying a single factor with high Eigenvalue, obtaining instead a six-factor model with Eigenvalue over 1 (the first factor had Eigenvalue of 2.8 and explained only 17.6% of the variant), which makes us approach the results with reserve and as being difficult to interpret.

*The convergent validity* was verified by calculating Pearson correlation coefficients between cognitive styles (BTSA-sf) and psychological types (SL-TDI), obtaining the following results: the Procedural -sequential cognitive style is positively moderately associates to the IT (introverted thinking) psychological type ( $r = .52$ ,  $p < 0.001$ ) and with the ET (Extraverted Thinking) psychological type ( $r = .59$ ,  $p < 0.001$ ); the Harmonizing - Relational cognitive style correlates positively but rather weakly with the IF (Introverted Feeling) psychological types ( $r = .24$ ,  $p = 0.014$ ), IS (Introverted Sensation) psychological type ( $r = .24$ ,  $p = 0.014$ ) and ES (Extraverted Sensation) psychological type ( $r = .20$ ,  $p = 0.046$ ); the Intuitive-Creative cognitive style does not significantly correlate with any functional psychological type identified by SL-TDI. Logical-Analytical cognitive style has significant but low correlations with IT (Introverted Thinking) psychological type ( $r = .28$ ,  $p = .005$ ), ET (Extraverted Thinking) psychological type ( $r = .25$ ,  $p = .011$ ), IF (Introverted Feeling) psychological type ( $r = .20$ ,  $p = .046$ ), EF (Extraverted Feeling) psychological type ( $r = .20$ ,  $p = .046$ ).

The convergent validity of the TFS was evaluated by correlating the TFS scores with the EPQ-R Mention Scale scores, if it assesses social desirability (Eysenck and Eysenck, 2008). As the falsification of cognitive styles is also described as distorting reactions to the social environment, it may have convergence points. The results, however, showed that the two constructs are not positively associated but on the contrary negative and insignificant ( $r = -.18$ ,  $p = 0.075$ ).

*The divergent validity* was verified by comparing the results from BTSA-sf with those from EPQ-R, considering that theoretically the constructs should be weakly related. Out of a possible

number of 12 correlations, three correlations reached the degree of significance, being moderately negative ( $r = -.37$ ,  $p < .01$ ) the association between the procedural cognitive style and the psychoticism scale; also moderately positive is the correlation between the social desirability scale of the EPQ-R and the harmonizing cognitive style ( $r = .35$ ,  $p < .01$ ).

Analyses to verify the divergent validity for TFS revealed correlations, although low, but positive and significant with the addiction scale ( $r = .256$ ,  $p < .05$ ), crime ( $r = .208$ ,  $p < .05$ ) and the psychoticism scale ( $r = .246$ ,  $p < .05$ ), although we assumed that the operationalization of the typological falsification construct did not include common elements with those operationalized by the EPQ-R addiction and crime scales.

**Conclusions.** The results of this process and the statistical analyses show a good adaptation of the instrument for the Romanian language and the Romanian population as well as acceptable psychometric properties in certain areas such as test-retest fidelity or discriminative validity for the part dedicated to the assessment of the cognitive styles, however, significant difficulties are noted regarding the construct, factorial and convergent validity.

The construct validity showed certain conceptual inconsistencies determined by the ambiguity of certain items that simultaneously refer to two or more aspects from different fields. Experts stated that procedural style is the most problematic concept surprised by items, the rest of the styles would not have great inconsistencies with the analytical theory.

The convergent validity (using as an alternative tool SL-TDI) raised the most questions regarding the foundation of the instrument's construction on the analytical theory of psychological types. Thus, the procedural style is associated with the types of thinking (introvert and extrovert), the harmonizing style with the psychological type introverted feeling and the psychological types sensory (introverted and extroverted), the logical style is associated with both the psychological types thinking (introverted and extroverted) but also sentiment (introvert and extravert), intuitive style is not significantly associated with any psychological type.

Regarding TFS, the results are not at all encouraging, in the sense that an Alpha Cronbach coefficient of 0.59 was obtained, well below our expectations and below the generally recommended limits (Labăr, 2008). The results regarding the factorial validity invalidated our expectations to identify a single factor with high Eigenvalue, obtaining instead a six-factor model with Eigenvalue over 1 (the first factor had Eigenvalue of 2.8 and explained only 17.6% of the variant).

Following the processing of these preliminary data we can say that we recommend that the investigations and development of BTSA-sf continue, mainly since no studies of its use in the field of research have been identified. Another reason is that some statistical analyses require a larger sample and the test-retest fidelity check requires samples with the lowest participation rate, as there

is a risk that participants will have different cognitive styles configurations than those who accept successive participations. Also, other recommendations refer to the conceptual clarification and reformulation of items.

As a result of this pilot study, we considered that this instrument does not sufficiently meet the validity standards to be later used in the following studies.

### **Study 2. Psychological types and depressive condition**

The argument for conducting this study lies in the lack of studies investigating the role that typological dynamics might play in generating or maintaining certain dysfunctional mental patterns that can be symptomatically expressed in mental disorders. It is noted the study of Janowsky et al. (2000) showing that depressed patients are more introverted compared to phobic patients. Subsequently, Janowsky, Morter, and Hong (2002) provide evidence that introverted and perceptual types are more likely to develop depressive symptoms.

Regarding personality traits as stable dimensions, there are several studies that associate high scores on neuroticism and introversion with the inability to generate and use new responses (Watson, 2010). From an analytical perspective, this configuration describes the introvert intuition as less developed psychological type (Jung, 1921/1997; Singer et al., 2010). Several studies (Clark, Watson and Mineka, 1994; Hayward, Killen, Kraemer and Taylor, 2000; Klein, Durbin and Shankman, 2009, Uliaszek et al., 2010) support high neuroticism as a predictor of depressive condition. Khan et al. (2005) and Klein, Durbin and Shankman (2009) find that the neuroticism contributes to the individual diagnosis of various psychological disorders. Jylhä, et al. (2009) in a study dedicated to the association between neuroticism, introversion and major depressive disorder, concludes that in depressive persons the neuroticism index is clearly higher compared to the normal population, as well as the level of introversion.

*The general purpose* of this exploratory study is to investigate the differences between the psychological typological configurations that may exist between people in a mild depressive condition and clinically normal participants. Another objective is the comparative evaluation of the extraversion, neuroticism and psychoticism scales (evaluated by EPQ-R) between the two groups of participants, as well as their association with the psychological types.

*The hypotheses* of this study are the following:

H 1. We assume that the high level of introverted psychological types may be a predictor of the depressive condition, while a low level of the depressive symptomatology will be associated with a higher use of the extraverted psychological types.

H 2. We expect participants with a depressive condition to present high scores on perceptual psychological types, and low scores on judgmental psychological types.



H 3. We assume that participants with a depressive condition have high scores on psychological types Sensation and low scores on Intuition psychological types.

H 4. We anticipate that for the depressive condition we will identify low scores on Thinking psychological types and high scores on Feeling psychological types.

H 5. We assume that the level of global score of psychological types in the depressive condition is lower compared to the normal clinical participants.

H 6. We expect differences between the ranks of the psychological types of the two conditions studied, in the sense that we will identify for the depressive condition as dominant psychological type position could be the sensoriality or the thinking psychological type, and as the psychological type inferiorposition could be the feeling or the intuition psychological type.

H 7. We anticipate identifying different patterns of correlations between the dominant psychological types position and the neuroticism, extraversion and psychoticism scales depending on the low or high depressive symptomatology score, meaning a high number of positive correlations between the EPQ-R scales and the psychological types measured with SL-TDI.

*The participants* were selected based on the selection criteria. The G \* Power program (Faul et al., 2009) was used to previously calculate the sample size for Pearson correlations,  $r$ . The conclusion is that a sample with 68 participants is enough to detect an average effect size ( $r = 0.5$ , with a statistical power of 0.8 and  $p < .05$  (2-tailed), the minimum sample size is 56. The following table shows the descriptive statistics of the lot.

Table 14. Descriptive statistics (study2)

	M	SD	Inter-groups differences
<i>Age</i>			
Normal participants (N=68)	28.59	9.85	$t = - 0.54; p < 0.59.$
Depressive participants (N=23)	29.91	11.43	
<i>Gender</i>			
Feminine	60	16	$p = 0.49$
Masculine	8	4	
<i>Marital Status</i>			
In relationship	8	3	$p = 1.00$
Without relationship	60	20	

*The tests* used are: The semi-structured clinical interview (after Marquis, 2008), Beck Depression Inventory - 2nd Edition (BDI-II), Singer-Loomis Typological Manifestation Indicator (SL-TDI), Eysenck Personality Questionnaire - revised version (EPQ-R).

*The results* obtained in hypotheses testing highlighted the following aspects:

- There are no significant differences between participants with a depressive condition and the clinically normal participants regarding the total score of the introverted types evaluated with SL-

TDI ( $t = .95$ ;  $p = .35$  ns), also there are no significant associations between the depressive condition and total score of Introvert types ( $r = -.03$ ;  $p = .81$  ns)

- There were no significant associations between any of the introverted subtypes evaluated with SL-TDI (Sensation, Intuition, Thinking, Feeling) in participants with mild depressive condition, the Pearson correlation coefficients being between  $-.12$  and  $.12$ .

- The correlational analyses between the depressive condition and the total score of the extravert types showed that there is no connection between the two constructs in our group of participants ( $r = -.11$ ;  $p = .31$  ns), although the  $t$  test of the differences between the showed that there are statistically significant marginal differences in the sense of our prediction ( $t = 1.92$ ;  $p = .58$  ns). Multiple regression analysis, in which we introduced the BDI-II score as a Dependent Variable and as a predictor of gender and age, together with the global score of extravert types (SL-TDI), showed that the use of extravert types is not a predictor of normality (as low score at BDI-II, standardized coefficient  $\beta = -.10$ ,  $p = .35$  ns).

- Correlation analyses revealed that there are no associations between depressive condition and: perceptual psychological types (Sensation and Intuition) ( $r = -.05$ ,  $p = .64$  ns), judgmental psychological types (Thinking and Feeling) ( $r = -.09$ ,  $p = .42$  ns), psychological type Sensation ( $r = -.13$ ;  $p = .23$  ns), psychological type Intuition ( $r = .02$ ;  $p = .84$  ns), psychological type Thinking ( $r = -.09$ ;  $p = .38$  ns).

- The correlation analysis between the depressive condition and the overall score of the psychological types showed that there is no statistically significant association between the two variables in our group ( $r = -.07$ ;  $p = .51$  n.s.).

- The Pearson  $\chi^2$  and Fischer`s Exact Test tests revealed that there are no significant differences between the psychological types of the two conditions studied.

- Regarding the assumption of different patterns of correlations between dominant psychological types and the Neuroticism, Extraversion and Psychoticism scales relative to the depressive condition, the results showed that the clinically normal participants had five statistically significant but moderate correlations between: the Neuroticism scale and the Introvert Intuition psychological type ( $r = .37$ ,  $p < .01$ , 2-tailed), the Neuroticism scale and the Extraverted Intuition psychological type ( $r = .25$ ,  $p < .05$ , 2-tailed), the Extraversion scale and the Extraverted Intuition psychological type ( $r = .27$ ,  $p < .05$ , 2-tailed), the Extraversion scale and the Extravert Feeling psychological type ( $r = .29$ ,  $p < .05$ , 2-tailed), the Extraversion scale and the Introvert Feeling psychological type ( $r = .41$ ,  $p < .001$ , 2-tailed). In participants with depressive condition, only one statistically significant, positive but moderate correlation between the Psychoticism scale and the Extravert Feeling psychological type ( $r = -.59$ ,  $p < .001$ , 2-tailed) stood out.

**The conclusions** we can draw from these results are contrary to the initial expectations and formulated as hypotheses, in most areas.

There were no significant differences regarding the psychological type configuration between the clinically normal participants and the participants with mild depressive condition, both from the perspective of the intensity of the psychological types use, but also regarding the configuration of the types ranks, there were no significant differences, except that clinically normal participants are slightly more extroverted compared to participants with a depressive condition. Neuroticism is not associated with the type of introverted intuition in depressive participants but in the normal ones, and the psychoticism is negatively associated with the extraverted feeling psychological type of the depressive participants. The fact that the results are surprising, especially from the analytical psychology perspective, requires further studies in the future with other samples of participants and improved research designs.

### **Study 3. The attitude of young adults to stories**

The introduction of this study was necessary to obtain data on the participants' attitude towards fairytales, useful in designing the group analytical intervention program.

Similar studies are very few, we identified two studies (Strayer, 1995 and Tsitsani et al., 2012), both with children and adults participants. The results of Strayer (1995) show that the preference for fairytales is influenced by childhood exposure to them but also to imaginative activities. The analyzed factors are related to the emotional attribution, the listener's consistency with the protagonist's gender, the conformity of the protagonist's gender with the gender stereotypes. Tsitsani et al. (2012) describe in their study the opinions of participants (N = 400) regarding the storytelling experience, identified through a semi-structured interview. Most of the parents participating in the study expressed their belief in the instructive-educational capacity of the stories and stated that the stories are listened to at least weekly by their children. All the participants agreed that the fairytales have the effect of amusing and increasing the enthusiasm, being impressed by the favorite character in a positive way and being satisfied with the punishment of the negative characters. The study highlights the crucial role that fairytales play in children's psychological development and lives.

**The general purpose** is to explore the motivations of the participants' interest in fairytales, the impact that they have had throughout their lives in filtering their life experience and which are the narrative themes they are now connected with.

**The research question** aims to investigate the attitude of young adults to fairytales, the perception of their educational and therapeutic roles.

**Participants.** To calculate a priori the sample size for Pearson correlations,  $r$ , the G \* Power program was used (Faul, et al., 2009), the minimum required sample size being 56 and for  $r = 0.4$  the size is 91 participants. Our sample of 75 participants was enough to detect a mean effect ( $r = 0.5$ , with a statistical power of 0.8 and  $p < .05$ ). The sample is predominantly composed of: clinically normal persons, aged 18-34 years (61%), 35-44 years (23%), 16% over 45 years old; female (83%) and male 16%; 41% have secondary education (high school) and 56% have higher education; 27% are married, 72% are unmarried.

**The instruments** used in this study are: The semi-structured clinical interview (after Marquis, 2008) and the Questionnaire "The role of fairy tales in your life", made especially for this exploratory study.

**The results** were reported in several areas, as follows:

(a) *The degree of exposure to fairytales in childhood.* Sources of stories. Participants with higher education ( $N = 42$ ) were told fairytales by their grandparents in a higher proportion (60%) compared to secondary education participants ( $N = 31$ ) with 48%, and in a smaller proportion teachers (10% vs. 2. 3%). For both categories, parents told 71% of the fairytales

(b) *Favorite stories* have 85% of the respondents, counting: Snow White (19%), Cinderella (16%), Little Red Riding Hood (14%), Old woman's daughter and old man's daughter, White Harap and Three little goats (13%).

The analysis of the fairytales from the perspective of the complexes of analytical psychology (Jung, 1953-1979, CW. 8) highlights two major categories of psychological complexes found behind the preferences of the subjects of the control group: the Negative Maternal Complex (present in 56% of the participants with secondary education compared to those with higher education) and the Ego Complex, which is found to be significantly higher than the total by category in the case of male persons, those over 45 years old, compared to very young ones (18-34). The complex animus / anima tends to be more present for participants aged 35-44, compared to participants aged 18-34.

Among the motivations behind the favorite stories, the following aspects were highlighted: *The fantastic world*: transposition into the fairy tale atmosphere, where everything is possible; interesting events; mystery (32%), *Good wins / happy ending*; promoting the good as virtue (32%), *Attraction of the hero / charm or positive qualities of the characters* (29%), *Educational role of stories / fairy tales* (25%), *Adventure*, travel, suspense, situation reversals, capturing interest (20%) .

(c) *The effects of fairytales on participants* are reported at:

- *Emotional level*: Joy, happiness, good mood, satisfaction, love, nostalgia (40%), *Well-being*, relaxation, optimism, inner peace, kindness, hope (25%), *Fear* (loneliness, death), disappointment, pain, abandonment, etc. (13%).

- *Rational, beliefs level*: *The good wins* / The good receives everything, *Moral*, educational lessons (it is not good to lie, steal, respect others), *Courage*, intelligence, trust, will, power, perseverance, optimism it helps you to overcome obstacles, to adapt, the evil is punished in unexpected ways; we all pay for the choices we make.

- *Insights on personal life*: "I identify with the characters, heroes, the journey, the events", "If you trust, hope, you will win"; "Do not give up"; "There are always solutions", "everything ends well", "All evil for the good", the personal reconnection.

(d) *Preferred / rejected characters* were nominated by 65% of the respondents, counting: Snow White and Old woman's daughter and old man's daughter (18%), Princesses (10%). Young people secondary education tends to prefer positive female characters in a higher proportion (75%) than those with higher education (48%), but they tends to name a more varied number of favorite characters.

The preference for story characters is influenced by their positive human qualities, their courage, their bravery, their inner strength, the image of the winning hero, their physical beauty, their happiness and the love they convey in the case of the positive characters, or is due to their attributes: evil, they have no soul, they are inhuman, incapable of love, physically ugly, cunning and unrighteous, selfish.

(e) *The narrative psychological themes* perceived as current identified by the participants had several significant correlations, and their internal consistency is high (Cronbach's Alpha = 0.82). Using EFA (Principal Components method), their number was restricted to five dimensions or latent factors: (1) *Abandonment* (inability, separation, isolation, loss, decay, rescue, escape, sacrifice), (2) *Rivalry* (competition, revenge, pursuit, temptation, testing of the mind), (3) *Metamorphosis* (transformation, ascension, maturation), (4) *Search* (identity, existential sense, purpose), (5) *Love* (adventure, discovery, attachment).

(f) *Participants' perspective on the meaning and role of fairytales* (present and future). For 94% of the respondents, fairytales are currently playing a role in their lives. Six categories of dominant roles were identified in the content analysis on the reservoir of statements that subjects made about the role that stories play in their lives (present or future): (1) Personal educational, learning and understanding role easy of human typologies and life situations through analogies, metaphors and symbols, (2) Role of growth, adaptation, evolution, maturation, preparation for life, deciphering the meaning of each stage of life, (3) Reading for children, for approaching and communication with

children, but simultaneously with the educational role for children on values, moral and intellectual virtues, (4) Role of development and stimulation of the imagination, of fantasizing and exhorting to dream, (5) Role of relaxation, escape from everyday life, of remembrance of childhood and worry-free state, (6) Role of stimulating the optimistic vision on life, understanding the joy of life, that things will end well despite the obstacles; I give courage, trust that everything is possible, inoculate hope.

**Conclusions.** Qualitatively we do not notice differences, being updated fairytales very well known by both categories of participants (with and without higher education). These data agree with the data obtained by Strayer (1995) and Tsitsani et al. (2012).

Von Franz (1982, 1990, 1996, 2000/1970 /), Kast (1992, 1995, 1996), Dieckman (1986, 1997) present in their works interpretations of stories from an analytical approach, associating the dynamics of complex structures with the dynamics of the narrative plot of fairytales. The data obtained showed that the participants chose fairytales connected dominantly to three complexes: (1) maternal negative (persons with high school education), (2) ego (significantly higher for males, over 45 years), (3) the animus/anima complex tends to be more present in the case of persons aged between 35-44, compared to the interval between 18-34 years. These data show that young participants still face separation from the maternal figure, possibly with a negative feeling of separation through the acute feeling of abandonment symbolized by the story's mother image.

It is interesting that the degree of exposure to fairytales in childhood does not in any way influence the activation of these three complexes. But it is noticed that people more exposed to fairytales tend to be more attracted to stories that hypothesize a positive maternal complex, compared to less exposed people, who are attracted to stories that hypostatize the paternal complex and the theme of maturation.

The main aspects underlying the preference for certain fairytales are consistent with the results of the study of Tsitsani et al. (2012), sharing conclusions regarding the qualities of the characters and the educational role of the fairytales that the parents participating in the study supported.

Commenting on the effects that stories have on participants, we observe that participants experience a wide range of emotional states, beliefs, bodily states, insights, suggesting the complexity of the impact that fairytales can have. There is a higher reference for positive female characters in high school students, while higher education adults tend to name larger numbers and various categories of favorite characters. The study participants prefer or reject the protagonists of the stories because of their human qualities.

Regarding the narrative psychological themes, the data led to a factorial model with five latent dimensions (factors) for the 27 themes: (1) Abandonment, (2) Rivalry, (3) Metamorphosis, (4) Search, (5) Love.

Six roles of stories have been identified: (1) educational, (2) supporter of growth and development, (3) mediation of communication with children; (4) stimulation of imaginative and creative processes, (5) relaxation and (6) inoculation and facilitation of the optimistic vision of life. Even though the participants did not explicitly name the therapeutic potential of the stories, they noted the sanogenic aspects that promote a healthy lifestyle.

This study provided us with some important benchmarks that could later guide both the design of the interventions, establishing the implementation of two types of intervention (personal development and therapeutic optimization).

### **Approaching of fairytales in the current research approach**

Group psychological interventions, regardless of their theoretical basis, can be used in different contexts (Barlow, Fuhrman and Burlingame, 2004; Barlow, Burlingame and Fuhrman, 2005, Kanas, 2006, Brown, 2008). The analytical orientation initially showed a reserved attitude towards the group interventions (Jung, 1950, 1968; Meier, 1948/1977; Illing, 1957, 1958), the argument being that "The group experience takes place at a lower level of awareness with the individual. "(Jung (1951/2005, para. 225), but" the group can give courage, supportability and dignity "(Jung, 1950, par. 228).

These reserves were exceeded quite hard and recently, initially by Hillman (1989/1991). Whitmont (1969/1991), Greene (1985) and Ettin (1995) are analysts who have investigated the contribution of the analytic group to the process of individuation, supporting the idea that group and individual analysis are complementary. Jones (1983, cited by Boyd, 2005) interviewed several analysts who systematically use the analytical group in their practice, identifying "interpersonal learning" as an important theme. Hecht (2011) points out the main conceptual contributions of the analytical psychology to the analytical group interventions, such as: identification, the Ego-Sine axis, the symbolic function, etc.

Noticing that there are few post-Jungian analysts who use the analytical group in different contexts. Conti (2004) conducted a review of them, but without or with few published works (Scategni, 2005; Mela, 2010; Kast, 1995, 1996).

The development of the intervention program used in this research is based on the model described by Kast (1996), an extended one in order to be able to use fairytales progressively in an analytical group and then in individual analytical vignettes. The intervention program was designed so that it can be applied both in a non-clinical context (personal development and optimization) and

clinically (processing content and dysfunctional aspects associated with certain mental disorders, such as depressive symptoms).

Analytical work with the selected group story aims to familiarize participants with group analytical work, creating group identity and matrix (Boyd, 2005), activating group processes (such as creating cohesion, Alonso, 2011), reducing personal resistance, activating the symbolic function by creating the mental availability to also access symbolic material processes (Miller, 2004). After this stage, the stories are then used in individual therapeutic vignettes, in which symbolic materials have been processed and interpreted in order to reconfigure significant dysfunctional personal aspects or to optimize personal resources.

For considerations related to the research organization and not related to the methodology of the analytical group, all the sessions have the same route, in order to diminish most biases as much as we can. There has been established certain stable steps which have been covered by all groups. The intervention program consists of a preparatory session (session 0), followed by 12 sessions of analytical work and an individual feedback session. The stages of the program covered by all the groups are:

*Session 0:* Initiation of the formation of the group matrix (rules of group functioning, participation rules; mutual knowledge of the participants); identifying the participants' attitude towards fairytales; obtaining consent and commitment to participate in the entire program.

*Session 1-2:* Strengthening the group matrix through three tasks: (1) creating the identity of the group; (2) establishing ways of relating; (3) generating and presenting personal psychological issues to be addressed in the group.

*Session 3-6:* Analytic work using the fairytales chosen by the group.

*Session 7-11:* Analytic work using the fairytales in individual vignettes.

*Session 12:* Individual and group feedback. Separation of group and psychologist. Closing of the intervention program.

In the individual feedback session, participants were presented a summary of their journey, then they freely expressed their opinion about the group experience, the benefits they had from working with stories, the perceived effects and the possible factors that influenced their evolution.

The stages of each group session have the following steps:

(1) *The priming* (approximately 10 minutes) represents the initial stage of the intervention session, aiming the accommodation of the participants with the group atmosphere and analytic setting. This initial stage consists of introductory discussions that can reduce anxiety, stimulate collaboration and participation, increase motivation for exploration and transformation.

(2) *Analytical work* using the fairytales (40 minutes) (in group or individually):



2.1. *Introduction* to analytical work with fairytales start with a moment of reflection, relaxation and reorientation of the concentration of the participants to the fairytales chosen by the group or by each group member (depending on the moment of the intervention).

2.2. *Remembering the previously chosen fairytales* in group, the participants contributing to the recreation of the narrative plot of the fairytales of the group or participant tell the fairytales. The fairy tale is noted in the session protocol.

2.3. *The fairy tale analysis* (von Franz, 1985) has two stages: (a) Identifying the elements of the fairy tale: setting (time, place, characters), naming the problem (imbalance, absence), disruptive factors, supporting elements, action, climax in the consequences of the action and (b) the analytical work consisting of:

- (1) Identification of significant symbolic contents by listing all the characters, motives and psychological themes in the stories.
- (2) Identification of forgotten or added aspects.
- (3) Selecting symbolic materials for further exploration.
- (4) Generating free associations for meaningful analysis of symbolic contents.
- (5) Description of the narrative themes of the story plot and connection to the specific personal content (events, relationships, states, opinions, attitudes, thoughts, etc.).
- (6) Identifying the meanings of these connections.
- (7) Expressing the individual feedback for this sequence of work.

(3) The session feedback (estimated time: 5-8 minutes) is offered by each participant, summarizing the personal conclusions, states, emotions experienced during the session, etc.

(4) End of the session through a message for the group, brief perspective on the period until the next session, final greeting. The main purpose of this stage is to separate the group and reorient the participants outwards.

#### **Study 4. The use of stories in the psychological intervention of analytical orientation in the groups of personal development**

The fairytales were studied from the perspective of analytical psychology, predominantly interpretative and through case studies (Jung, 1948/1977; von Franz, 1982, 1993, 1996, 1997, 2002; Kast, 1995, 1996; Dieckmann, 1986, 1997; Stein and Corbett (Eds.), 1991, 1992, 1995) and not by their empirically measured effects, for this reason we decided that it is appropriate to propose a first analytical group intervention program based on using fairytales in analytical way. Due to fact that there is no validity empirical research regarding this method, we could not choose very vulnerable participants. Therefore, a first step was to use the intervention program on clinically normal participants in a personal development and optimization analytical group program, aiming at raising

awareness, personal development, stimulating the maturity of certain personal aspects that the participants identified and addressed.

The concept of "personal growth and development" is recognized as an important aspect (Skovholt and Rønnestad, 1995), which facilitates stable changes and generally positive reactions. For this reason, personal development involves exploring the intra-personal and inter-personal aspects equally (Connor, 1994). Previous studies have shown that personal development and optimization groups can have important benefits: increasing self-actualization and self-esteem (Barnette, 1989); the development of ethnic identity (Rowell and Benschhoff, 2008; Philpott, 2009).

Boyd (2005) shows that analytical group work stimulates the progress of individuation through dialogue, identifying these stages of individuation, group participants are able to gain new insights into their own potential

***The aims*** of the study are:

- (1) Performing a group analytical intervention focused on using the symbol analysis technique in classical fairytales in a manner subordinate to the psychological needs of change, investigation, development and personal optimization of the participants.
- (2) Obtaining relevant data to highlight the effect of the intervention on the typological dynamics and of certain personality traits (extraversion, neuroticism, psychoticism).

***The hypotheses*** of the study are the following:

- H 1. We assume that participation in the analytical group will increase the average of the overall scores of the psychological types, compared to the control group.
- H 2. We expect the participants in the analytical group to increase the mean scores of the psychological type Intuition and the Extraverted psychological types and to decrease the average scores of the Introverted psychological types.
- H 3. Following the analytic group intervention, we assume that the level of the Extraversion and Psychoticism scales (evaluated with EPQ-R) will be higher and the level of the Neuroticism scale will remain constant.

***Participants.*** The persons who at the initial test obtained a depressive symptomatology score (measured with BDI-II) corresponding to normal fluctuations were considered eligible, according to Beck, Steer and Brown, (1996a), with a maximum score of 13 (N = 71). As expected, none of these participants in the clinical interview met the diagnostic criteria for major depressive disorder, meeting the selection criteria. However, two of the participants, who although registered an initial score of 12 at BDI-II, were excluded from the interview, meeting the DSM.IV criteria for major depressive disorder without other specifications.

We used the G \* Power program (Faul et al., 2009) for the a priori calculation of the sample size for ANCOVA with 2 groups and 2 predictors. The data showed that a sample with 69 participants is enough to detect a large effect ( $f^2 = 0.4$ ), with a statistical power of .8 and the level  $p < .05$ , the minimum recommended group being 64 participants.

*The tests* used in this study are: The semi-structured clinical interview (after Marquis, 2008), Beck Depression Inventory - 2nd Edition (BDI. II), Singer-Loomis Typological Manifestation Indicator (SL-TDI), Eysenck Personality Questionnaire - revised version (EPQ-R).

Table 44. Descriptive statistics

	Experimental Group. (N=30)	Control Group. (N=39)	Statistical differences
<i>Gender</i>			
Feminine	29	34	$p = .74$ Fisher's exact test
Masculine	5	5	
<i>Marital Status</i>			
With partner	0	9	$p = .004$ Fisher's exact test
Without partner	30	30	
Age (SD)	20.77 (1.50)	30.38 (10.84)	$t = -4.82$ ; $p < .001$ ; Cohen's $d = 1.18$

*The results* of the hypothesis testing were obtained using ANCOVA by performing the scores of the variables investigated in the post-intervention testing as Dependent Variable, with the Variable Intervention as Independent Variable and with the following covariates: age, marital status and the overall score for the use of psychological types derived from SL-TDI. measured at initial testing. The following issues were highlighted:

- Regarding the overall score of psychological types, ANCOVA explained 35.7% of the variance and shows that there is a statistically significant ( $F = 6.74$ ;  $p = .012$ ) and a medium ( $\eta^2$  partial = .10) effect of the variable group on the overall SL-TDI score at post-intervention testing, an effect that is maintained after eliminating the effects of age and marital status covariates and, very importantly, the overall SL-TDI score at initial testing. Bonferroni post-hoc analysis indicated a significant increase in the overall SL-TDI score at post-intervention testing in the experimental group, with a statistically significant inter-group difference of 39.32 (95% confidence interval: 9.01 - 69.62).
- ANCOVA using the intuitive types score explains 38.4% of the variance and shows that there is a marginal effect ( $F = 4.93$ ;  $p = .03$ ; according to the adjustment for multiple measurements described in the statistical approach section, we lowered the significance threshold from  $p = .05$  at  $p = .025$ ) and of medium size ( $\eta^2$  partial = .076) of the Variable Intervention on the score of Intuition psychological type at post-intervention testing, effect that is maintained after eliminating the effects of covariates age and marital status and, very important, and the Intuition psychological types score

at initial testing. Post-hoc analysis with Bonferroni adjustment indicated a marginally significant increase of the Intuition type score on post-intervention testing in the experimental group, with a statistically significant inter-group difference of 10.51 (95% confidence interval: 1.04 - 19.98).

- ANCOVA using the score of the Extraverted psychological types explains 37% of the variance and shows that there is a statistically significant ( $F = 7.04$ ;  $p = .01$ ) and a medium ( $\eta^2$  partial = .11) effect of the Variable Intervention on the degree of use of the Extraverted psychological types at post-intervention testing, an effect that is maintained after eliminating the effects of covariates age and marital status and the level of use of Extraverted psychological types at initial testing. Post-hoc analysis with Bonferroni adjustment indicated, according to the prediction, a significant increase in the use of Extraverted psychological types at post-test in the intervention group, with a statistically significant mean inter-group difference of 19.67 (95% confidence interval: 4.84 - 34.50).

- ANCOVA carried out the score of the Introverted psychological types, explaining 32.3% of the variance and demonstrating that there is a statistically significant ( $F = 5.53$ ;  $p = .022$ ) and medium ( $\eta^2$  partial = .084) effect of the Intervention Variable on the score of the Introverted psychological types at the post-intervention testing, an effect that is maintained after eliminating the effects of the age and marital status covariates and the score of the Introverted psychological types at the initial testing. Post-hoc analysis with Bonferroni adjustment indicated a significant increase in the score of Introverted psychological types at post-intervention testing in the intervention group, with a statistically significant mean inter-group difference of 19.47 (95% confidence interval: 2.90 - 36.03). This result is a surprising one and in the opposite direction of our prediction, the hypothesis being formulated in the sense of decreasing the score of the Introverted psychological types, not of its growth.

- For the Extraversion scale from EPQ-R, ANCOVA explains 58.7% of the variance and shows that there is a marginal effect ( $F = 4.60$ ;  $p = .036$ ; marginal effect by virtue of lowering the significance threshold to .025) of the Intervention Variable on the scale score Extraversion of the EPQ-R at the post-intervention testing, an effect that is maintained after eliminating the effects of the covariates age and marital status and the score of the Extraversion scale at the initial testing.

- ANCOVA using the score of the Extraverted psychological types explains 37% of the variance and shows that there is a statistically significant ( $F = 7.04$ ;  $p = .01$ ) and a medium ( $\eta^2$  partial = .11) effect of the Intervention Variable on the degree of use of the Extraverted psychological types scores at post-intervention testing, an effect that is maintained after eliminating the effects of covariates age and marital status and the level of use of extraversion types at initial testing. Post-hoc analysis with Bonferroni adjustment indicated, according to the prediction, a significant increase in the use of

Extraverted psychological types at post-test in the intervention group, with a statistically significant mean inter-group difference of 19.67 (95% CI: 4.84 - 34.50).

- ANCOVA carried out the score of the Introverted psychological types, explaining 32.3% of the variance and demonstrating that there is a statistically significant ( $F = 5.53$ ;  $p = .022$ ) and medium ( $\eta^2$  partial = .084) effect of the Intervention Variable on the score of the Introverted psychological types at the post-intervention testing, an effect that is maintained after eliminating the effects of the age and marital status covariates and of the Introverted psychological types score at the initial testing. Post-hoc analysis with Bonferroni adjustment indicated a significant increase in the score of Introverted psychological types at post-intervention testing in the intervention group, with a statistically significant mean inter-group difference of 19.47 (95% confidence interval: 2.90 - 36.03). This result is a surprising one and in the opposite direction of our prediction, the hypothesis being formulated in the sense of decreasing the score of the Introverted psychological types, not of its growth.

- For the Extraversion scale from EPQ-R, ANCOVA explains 58.7% of the variance and shows that there is a marginal effect ( $F = 4.60$ ;  $p = .036$ ; marginal effect by virtue of lowering the significance threshold to .025) of the Intervention Variable on the scale score Extraversion of the EPQ-R at the post-intervention testing, an effect that is maintained after eliminating the effects of the covariates age and marital status and the score of the Extraversion scale at the initial testing.

- For the Neuroticism scale of the EPQ-R, ANCOVA explains 40.1% of the variance, but despite the large variance explained, we found a statistically insignificant effect ( $F = 2.55$ ;  $p = .12$ ) of the Intervention Variable on the Neuroticism scale score (EPQ-R) at the post-intervention testing, after controlling for the effects of the covariates age and marital status and the score of the Neuroticism scale (EPQ-R) at the initial testing (the latter having a strong significant effect).

- For the Psychoticism scale of the EPQ-R, ANCOVA explains 53.9% of the variance, but, similar to the results from hypothesis regarding the neuroticism scale, despite the large variance explained, we found a statistically insignificant effect ( $F = .03$ ;  $p = .87$ ) of the Intervention Variable on the Psychoticism scale level in the post-intervention testing, after controlling for the effects of the covariates age and marital status and of the Psychoticism scale at the initial testing (this also has a strong significant effect).

***The conclusions*** we can draw here are the following:

- The results showed that there is a statistically significant effect of the Variable Intervention on the overall SL-TDI score at the post-intervention test, noting a significant increase of the overall SL-TDI score at the post-intervention test, with a statistically significant inter-group difference, confirming our hypothesis.

- Even though the preliminary results showed a significant difference between the mean scores of the Intuitive psychological types in the two tests for the intervention participants with an effect size below the average threshold, in further investigation, ANCOVA revealed that the intervention has a marginal with a medium effect on Intuitive psychological types. Post-hoc analysis with Bonferroni adjustment indicates a marginally significant increase in the Intuition psychological type score at post-intervention testing, with a statistically significant inter-group mean difference.

- The next aspect we wanted to investigate was the Introversion-Extraversion axis. The preliminary analyses showed significant differences between the average scores of the Introverted psychological types in the two tests in the intervention participants with a slight effect size below the average threshold. ANCOVA revealed a statistically significant with a mean effect of the Intervention Variable on the score of the Introverted psychological types at post-intervention testing. Post-hoc analysis with Bonferroni adjustment indicated a significant increase in the score of Introverted psychological types at post-intervention testing, with a statistically significant mean inter-group difference. Preliminary results revealed, as in the case of the Introverted psychological types, significant differences between the average scores of the Extraverted psychological types in the two tests in the intervention participants with a magnitude of the effect slightly below the median threshold. Subsequent ANCOVA showed that there was a statistically significant with a mean effect of the Intervention Variable on the degree of use of Extraverted psychological types in post-intervention testing. These results lead to the conclusion that the Intervention activated both intra-personal and inter-personal processes.

- Regarding extraversion as a stable personality dimension, the results indicated that there is a marginal effect of the Intervention Variable on the Extraversion scale score of EPQ-R at post-intervention testing.

- The results regarding the Neuroticism scale (EPQ-R) showed a statistically insignificant effect of the Intervention Variable on the Neuroticism scale score (EPQ-R) at the post-intervention test. Similarly, the Psychoticism scale (EPQ-R) noted a statistically insignificant effect of the Intervention Variable on the level of Psychoticism scale (EPQ-R) in the post-intervention test. These results are explained on the one hand by the fact that these constructs describe stable dimensions of personality, and secondly, the participants are clinically normal, and the level of these scales is not a problematic one, and the intervention is not destabilizing one.

#### **Study 5. Insertion of stories in group analytical work. Pilot study: Application – depressive condition**

More and more studies draw attention to the effects that the spectrum of depressive disorders has on both personal life and social impact. Cuijpers et al. (2015) emphasize that

depressive disorders not only produce an avalanche of negative effects in economic and social educational area, but they may predispose young adults to give up continuing academic education or withdrawal before completing them. Mathers and Loncar (2006), Kessler et al. (2003), Kessler (2012) shows that depression, in adulthood, is one of the major causes of decreased labor productivity. Saarni et al. (2007) and Üstün et al. (2004) argue that depression is associated with a low quality of life for both depressed persons and their relatives.

Ghaedi and Mohd Kosnin (2014) showed in their study an increase in the prevalence of depressive disorders among students. Earlier, Narring et al. (2002) also noted a high prevalence of depressive disorders among young people (16-20 years): 10% for women and 6% for men. Similar worrying results also studies conducted by Soet and Sevig (2006) and Barth, Hofman and Schori (2014), Avison and McAlpine (1992), Wardle et al. (2004). Subsequently Bhave and Nagpal (2005) noted that depressive disorders prevent students from taking advantage of career opportunities, success in life and the exploitation of their own potential.

Roisman et al. (2004) and Adam et al. (2011) consider that the youth stage is a transition that involves new challenges, roles and tasks for individuals. Critical events and reduced social and / or material resources are risk factors for the development of mental disorders as stated Fiis et al. (2002). Fergusson and Woodward (2002) argue that mental disorders can complicate this transition from adolescence to adulthood, depression become a major cause of professional, educational or relational difficulties.

Because the proposed intervention has a psychodynamic background, in a small group setting, we investigated the literature regarding efficiency and effectiveness of these interventions. We noted the systematization performed by Blackmore et al. (2012) that recommend the group psychotherapy as an effective approach for several clinical conditions.

Regarding the effectiveness of psychodynamic therapies in general, Shedler (2010) shows in his meta-analysis on 8 research, that they are effective for various psychiatric disorders, decreasing the intensity of symptoms, bringing significant changes in the target problem, showing a magnitude of the effect ( $d =$ ) of psychodynamic therapies between 0.69 and 1.46.

Concerning the short-term psychodynamic therapies dedicated to depression, the study by Hilsenroth et al. (2003) who investigate their effect in a naturalistic design using a hybrid research model on efficiency and effectiveness. Both studies (Hilsenroth et al, 2003 and Taylor, 2008) have shown that the effects are equivalent in magnitude to the effect compared to drug or CBT therapies. Leichsenring (2009) shows that the results of these studies show an equal efficiency between the two types of interventions in terms of depressive and general psychiatric symptoms, as well as social

functioning, confirming the results of Wampold et al. (2002) who did not identify significant differences between the two types of interventions.

Driessen et al. (2010); Abbass and Driessen (2010) evaluate the effectiveness of short-term psychodynamic therapies performed on depressive conditions, through two meta-analyses (23 studies, N = 1365). Changes in depressive symptoms were significant and maintained after one year (results showed a significant effect size,  $d = 0.69$ ). Although these studies showed a small but significant effect size indicating the superiority of other therapies in terms of the post-intervention results, however, the results of the evaluations after 3 and 12 months respectively show that there are no significant differences between the effects produced by the psychodynamic and other therapies.

*The purpose* of this study is to analyze the data obtained in order to highlight the effect of the analytical work at the typological, symptomatic, functional level and of certain personality traits (extraversion, neuroticism, psychoticism) in the participants with mild depressive condition.

The hypothesis are as follows:

H.1. We expect the intervention to cause a significant decrease in participants' depressive symptoms compared to the control group.

H.2. We assume that the intervention will lead to an increase in the average scores of the psychological types, of the Intuition psychological type and of the Extraverted psychological types, finding a decrease in the use of the Introverted psychological types in the intervention participants.

H.3. We anticipate that the level of the Extraversion scale and the Psychoticism scale will increase, and the level of the Neuroticism scale will decrease after participating in the intervention.

*The participants* are young people with mild and moderate depressive condition, considering in agreement with Bland (1997), Brooks, et al. (2002), Bhave and Nagpal (2005) that they are increasingly prone to develop depressive states as an influence – result of increasing psychological pressure felt in the process of adaptation, competition level, quantity and speed of information. Eligible participants for this study obtained a first test score of depressive symptomatology (BDI-II) corresponding to mild or moderate depression levels (14-28) according to the recommendations of the authors of the instrument (Beck, Steer and Brown, 1996a) and who did not meet the diagnostic criteria for major depressive disorder or other mental disorders in the clinical interview.

For the a priori calculation of the sample size, the G \* Power program was used (Faul et al., 2009). The results show that a sample with 64 participants would be enough to detect a large effect ( $f^2 = .4$ ) in the ANCOVA model with 2 groups and 2 covariates, having a statistical power of .08 and a level  $p < .05$ . The hypothesis of the large effect is based on the data extracted from the meta-analyses by Yakeley & Hobson (2013) and Shedler (2010) that show a remarkable improvement of



the depressive symptomatology as a result of interventions similar to the one carried out in this study. This is the group that we considered in the conceptualization of the research design of this study. Subsequently, we encountered difficulties in meeting this ideal minimum number, the conclusions being prudent in this situation.

Table 61. Descriptive Statistics (N=20)

<i>Gender</i>	Experimental Group (N=10)		Control Group (N=10)		Statistical Differences
	N /M	SD	N/M	SD	
Feminine	9		9		$p=1.00$ Fisher's exact test
Masculine	1		1		
<i>Marital Status</i>					
With partner	0		2		$p=.47$ Fisher's exact test
Without partner	10		8		
<i>Age</i>	20.80	1.32	28.10	8.08	$t=2.82$ ; $p=0.011$ ; Cohen's $d=1.33$

The differences between the two groups regarding the average age determined us to include the variable "age" as a covariate in the subsequent analyses.

The tools used in this study are: The semi-structured clinical interview (after Marquis, 2008), Beck Depression Inventory - 2nd Edition (BDI-II), Singer-Loomis Typological Manifestation Indicator (SL-TDI), Eysenck Personality Questionnaire - revised version (EPQ-R).

**The results** obtained after checking the hypotheses with the ANCOVA method with the score at the post-intervention test as Dependent Variable and with the Intervention as Independent Variable and with the age and covariate, show the following:

- ANCOVA explains 79.1% of the variance and shows that there is a statistically significant ( $F = 11.70$ ;  $p = .004$ ) and large ( $\eta^2$  partial = .42) effect of the Intervention Variable on the BDI-II depression score at post-intervention testing, an effect that is maintained after eliminating the effects of age covariate and, very importantly, depression (BDI.II) score on initial testing.
- ANCOVA explains 55.2% of the variance and suggests the lack of a statistically significant effect ( $F = .47$ ;  $p = .51$ ) of the Intervention Variable on the SL-TDI global score at the post-intervention test, after eliminating the effects of the age and the SL-TDI global score at initial testing.
- The ANCOVA above explains 53.8% of the variance and shows that there is no statistically significant effect ( $F = .77$ ;  $p = .39$ ) of the Intervention Variable on the Intuition psychplogical types score in the post-intervention test, after eliminating the effects of the age covariate and of the Intuition psychplogical types score score at initial testing.
- ANCOVA explains 56.5% of the variance and suggests the lack of a statistically significant effect ( $F = 1.01$ ;  $p = .33$ ) of the Intervention Variable on the degree of use of the Extraverted psychological

types in the post-intervention test, after eliminating the effects of the covariate age and the score of Extraverted psychological types at initial testing (strongly significant).

- ANCOVA explains 52.7% of the variance and demonstrates that there is no statistically significant effect ( $F = .08$ ;  $p = .78$ ) of the Intervention Variable on the Introverted psychological types score at the post-intervention test, after eliminating the covariate age and of the Introverted psychological types score at the initial testing (the latter being very significant).

- ANCOVA explains 37.5% of the variance and suggests the lack of an effect ( $F = .56$ ;  $p = .46$ ) of the Intervention Variable on the Extraversion score (EPQ-R) at the post-intervention test, after eliminating the effects of the covariate age and the Extraversion score (EPQ -R) at the initial testing (statistically significant).

- ANCOVA explains 60.4% of the variance, but despite the large variance explained, we found a statistically insignificant effect ( $F = .001$ ;  $p = .98$ ) of the Intervention Variable on the Psychoticism scale (EPQ-R) in the post-intervention test, after controlling for the effects of age covariate and Psychoticism scale score on initial testing (the latter having a strong significant effect).

- ANCOVA explains 27.7% of the variance and we found a statistically significant ( $F = 7.71$ ;  $p = .013$ ) and a large effect (coefficient  $\eta^2$  Partial = .33) of the Intervention Variable on the Neuroticism scale score (EPQ- R) at post-intervention testing, after controlling for the effects of age covariate and the Neuroticism scale score at initial testing. Bonferroni post-hoc analysis indicated a significant decrease in the Neuroticism scale score on post-intervention testing in the therapeutic intervention group, with a statistically significant inter-group difference of 6.51 (95% confidence interval: 1.54 - 11.48).

***The conclusions*** of this study focus on the impact of the intervention on three areas investigated: depressive symptomatology, the dynamics of psychological types and the personality dimensions.

The results showed that the intervention had a statistically significant impact on the reduction of depressive symptomatology. This result is in agreement with most studies that empirically support psychodynamic interventions as effective in the psychotherapy of depressive disorders (Ribeiro, Ribeiro and von Doellinger, 2018; Jensen, Mortensen and Lotz, 2010; Shedler, 2010; Driessen et al., 2015; Lilliengren et al., 2016).

Regarding the Extraversion-Introversion axis, we hypothesized based on the studies conducted by Boyce et al. (1991); Farmer et al. (2002); Kotov et al. (2010); Kendler et al. (2006) that linked depressive symptomatology to a low level of extraversion. We followed three directions: the use of introverted psychological types (SL-TDI), extraverted psychological types (SL-TDI) and Extraversion scale (EPQ-R). The results showed that there is no statistically significant effect of the

intervention variable on these variables. Our results agree with the results obtained by Sieradzki, Szechiński and Małyszczak (2017) regarding the insignificant differences obtained by the extraversion scale ( $df = -0.55$ ,  $p = 0.26$ ) between pre- and post-intervention tests (short-group psychodynamic psychotherapy on patients with neurotic disorders).

Regarding the global use of psychological types and intuition psychological types, the results showed that there were no statistically significant effects of the intervention on this dynamic in participants with mild depressive condition.

Another proposed hypothesis relates to the possibility of influencing the level of neuroticism through group analytic intervention. The hypothesis formulation has been based on the results of several studies (Hirschfeld et al., 1989; Boyce et al., 1991; Clark, Watson and Mineka, 1994; Hayward, Killen, Kraemer, and Taylor, 2000; Khan et al., 2005; Kendler et al., 2004, Ormel et al., 2004; Kendler et al., 2006; Hettema et al., 2006; Fanous et al., 2002; Dunkley et al., 2009; Klein, Durbin and Shankman, 2009, Uliaszek et al., 2010), who strongly argue that neuroticism is an important vulnerability factor for the development of depressive symptoms, and only.

In the case of participants in this study, the level of neuroticism is higher, which agrees with the study by Jylhä et al. (2009) who conclude that in depressives the index of neuroticism is clearly higher compared to the normal population. Our results agree with Aldinger et al. (2014) study which discusses the connection between neuroticism, depression and anxiety from a development perspective. Our hypothesis was confirmed by the statistically significant effect of the Variable Intervention in the direction of reducing the score of the neuroticism scale. We note that our results disagree with Sieradzki, Szechiński and Małyszczak (2017) results regarding the influence that short-term group psychodynamic psychotherapy has on patients with neurotic disorders (the authors integrating mood disorders such as depressive disorders).

Regarding the psychoticism scale, we registered a statistically insignificant effect of the Intervention variable on the level of Psychoticism in the post-intervention test, after controlling for the effects of the age and the covariate score. Psychoticism at initial testing (the latter having a strong significant effect). The results are like those obtained by Sieradzki, Szechiński and Małyszczak (2017) with stable values on the psychotic scale.

We can conclude that a short-term program does not impact certain personality variables, which have a stability over time. There are studies that support this view, such as Tang et al. (2009), who assert that changes in personality do not depend on the improvement of depressive symptomatology, suggesting that these changes are not epiphenomena of the improvement of the depressive condition. The conclusions made by Ferguson (2010), following meta-analyses comprising longitudinal studies, show that for various mental disorders, there are no changes in

personality over time, the authors suggesting that in the case of the depressed population, the vulnerabilities of the personality remain stable. - over time regardless of the treatment status.

### **Study 6. Use of stories in analytical work. Presentation of qualitative data results.**

#### **Case studies**

The decision to conduct this study was difficult, as Biggerstaff (2012) argued, in the scientific community of clinical psychology and mental health qualitative methods have been intensely debated over time. However, in the last decades their level of acceptance has increased (Carrera-Fernández, Guàrdia-Olmos and Peró-Cebollero, 2014), and as noted by Madill and Gough (2008), recognizing their usefulness and importance not only in social sciences (Denzin and Lincoln, 2000; Morse, 1994; Punch, 2011; Robson, 2011) but also in clinical sciences (Bowling, 2009; Greenhalgh and Hurwitz, 1998; Murphy and Dingwall, 1998; Elliott, 2012).

We consider that both quantitative and qualitative methods are important, contributing with complementary data (Crossley, 2000; Dixon-Wood and Fitzpatrick, 2001; Elwyn, 1997; Rapport et al., 2005) that can enrich the research. On the other hand, as Marecek (2003) stated, "pluralism and openness help psychologists perform better in what they do." Therefore, we intend to integrate qualitative and quantitative methods in a complex approach to explore "people's personal understanding and knowledge store" (Henwood, 2004, p. 43), in our case the use of fairytales in an analytical approach.

*The aims* of the study are:

1. To present a different perspective on how a certain fairytale was received and used by the participants in the analytical work, providing qualitative data that can complement and detail the analyses performed previously.
2. To identify the ways in which the symbolic materials extracted from fairytales activate personal psychological contents (resources, mental and relational patterns, significant events, traumas, etc.).
3. To highlight the way in which symbol analysis can generate insights that influence the integrative rebalancing of psychological functions, the emotional integration of certain experiences or traumatic relationships by changing the perspective on them, accessing personal resources and stimulating patterns of change.

*The research questions* proposed are the following:

- Q.1. Do participants' attitudes towards fairytales change as a result of the intervention?
- Q.2. What are the personal aspects proposed by the participants for exploration and transformation in the intervention programs?
- Q.3. Which complex structures reflect the personal aspects proposed by the participants for exploration?

Q.4. What kind of personal experiences or relationship patterns are activated by the symbolic materials extracted from the stories?

Q.5. What personal themes will activate the same story in different intervention contexts (group analytical work vs. individual analytical vignette)?

Q.6. What are the patterns of generating insights through symbol analysis?

Q.7. What is the analytical course of the participants in the proposed interventions?

Q.8. What are the benefits noted by participants in such an intervention?

### ***Methodology.***

The strategy selected in presenting the qualitative results is focused on:

**(1) Macro-analysis of the analytical work** through the use of a cross-sectional design that focuses on certain aspects from different moments of the intervention, as follows: (a) The subjective experience of the participants relative to stories (the beginning of the intervention); (b) The personal aspects proposed for exploration by the participants; (c) Narrative themes; (d) Macro-analysis of the analytical work using the longitudinal design presents in three case studies, the analytical course of a working group ("Friday.10.00") and of two participants ("Tina" and "Ana") throughout the entire intervention program.

**(2) Micro-analysis of a certain specific moment** of the analytical work (the analysis of symbolic materials extracted from stories, in order to identify the patterns for generating the insights); (e) The general subjective experience of the participants in the analytical work regarding the benefits and the updated attitude towards stories (the end of the intervention).

The choice of the case study method was based on the arguments stated by Starman (2013) who argue that the case study is more than "just a methodological choice" and their advantages are: the potential of gaining conceptual validity; promoting new hypotheses; examining the role emitted of the hypothesis of inner mechanisms in the context of individual cases (George and Bennett, 2005).

This study integrates into the strategy of approaching, processing, and analyzing qualitative data a collection of idiographic - theoretical case studies. The case studies presented by analysts such as Jung (1968/1991 cited by Corsini and Wedding, 2010), Douglas (2006), Beebe, McNeely, and Gordon (2008) influenced the design of these presentations.

**The context of cases.** The cases presented in this study are selected from the entire sample of intervention participants (N = 36), first selection criterion is the same fairytale as an instrument of analytical work ("Cindarella"). Another criterion is the diversity of the contents extracted. All sessions take place in the same space, benefiting from the same facilities and access to materials.

**The method - the working stages** were described in the chapter dedicated to approaching stories in the research approach (p. 22) presented earlier in this abstract.

*Methods* of analyzing the qualitative data used in this study are:

- (a) *The thematic analysis* used in the identification of the themes by the deductive way (Braun and Clark, 2006), based on the theoretical framework of the analytical psychology, regarding the dynamics of the main psychic complexes and of the self-regulation processes presented in the theoretical chapter.
- (b) *Interpretative-phenomenological analysis* (IPA) has been selected due to the multitude of experiential data collected from the intervention sessions and may be adequate to the proposed purposes, as suggested by the studies of Bramley and Eatough (2005), Eatough and Smith (2008).
- (c) *Symbol analysis* is a variant of IPA and has been used to identify patterns of insight, using Word - Concept Association and Flow analysis.
- (d) *Analysis of analytical work*, as a variant of Psychotherapeutic Process Research (PPR), after Mörtl and Gelo (2015).

The results of the qualitative data. A collection of eight data sets related to: personal experience with stories, personal aspects they want to explore in the intervention program, narrative themes, group stories, symbol analysis - "Friday / 10.00" group, "Tina" case, "Ana" case, intervention experience. These data were processed using the qualitative methods selected, creating thematic maps, case reports. We will present essentially some of these results, relative to these areas.

(a) The subjective experience of the participants relative to stories. Most participants reported that their interest in stories, fantastic stories, narratives diminished significantly with the passage of time. Few participants (N = 6) still read and now stories, but this is due to their activities. Four areas in which the stories can be used in the participants' opinion was identified by analyzing the participants' discourse: children and teenagers' psychotherapy, educative activities, children development, and entertainment.

(b) The *personal themes proposed for the exploration by participants* were necessary to identify the current psychological condition of them as well as to outline the working directions in the analytical work, using mainly the fairytales as main tools in the group analytical work, but also in the individual analytical vignettes. For this procedure, two psychotherapists of analytical orientation worked independently, framing the aspects proposed for exploration by the participants in analytical categories. Subsequently, in an interview session following their feedback, the maps of the analytical categories were made for the two groups of participants (figures 14 and 15).

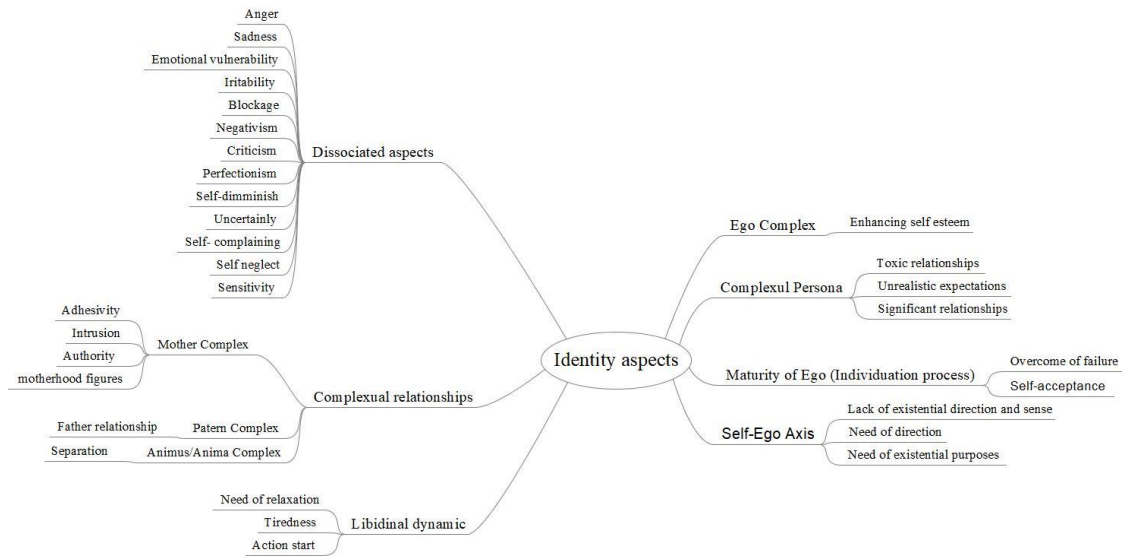


Figure 14. Thematic map of analytical categories (depressive participants)



Figure 15. Thematic map of analytical categories (clinically normal participants)

(c) Identifying the *Narrative themes* (selected after Propp, 1968) is a preparatory stage, which allows the participants to subsequently identify the fairytales that they consider significant for themselves. The analysis of qualitative data showed a different configuration of those narrative themes relating with the psychological condition of participants. Clinically normal participants are more focused on looking for personal sense self and developing their own identity, although the secondary themes are inner transformation, attachment, discovery, and freedom. For depressive condition, the central narrative themes are maturity and looking for existential sense and secondary are related with abandonment, loss, attachment, lack of hope, forgiveness, separation, loneliness.

*Personal themes connected to stories* is the next stage, in which each group creates its own collection of fairytales. From this collection they will select the fairytales they will approach in the analytical group work and in the analytical vignette. We will illustrate with an example where a story was associated with several personal topics:

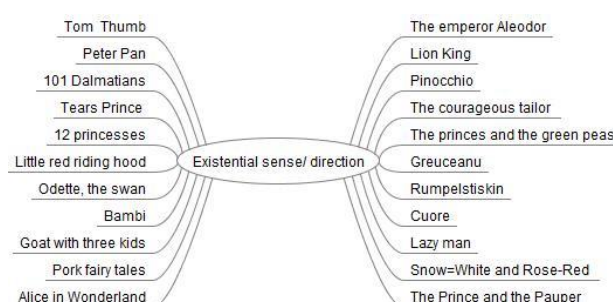


Figure 21. Map of fairytales associate to personal theme "Guidance/ Need of personal sense,,

For the individual analysis of the fairytales, the fairytales chosen by the clinically normal participants were: Snow White, Beautiful and the Beast, White Harap, Cinderella, Rapundzel, Alice in Wonderland, Salt in pieces. Participants with a depressive condition frequently chose Cinderella, Little Red Riding Hood, Girl and Santa's face, The three pigs, Little mermaid, Pocahontas, King Leo.

(d) *Macro-analysis of analytical work in three case studies:* The "Friday.10.00" - "Cinderella" group and aspects of femininity; "Tina" - "Cinderella" and the persona complex; "Ana" - "Cinderella" and the negative maternal complex.

The first case study ("Fridays.10.00" - "Cinderella" and aspects of femininity") followed the following presentation scheme: references, introductory session, session 1, sessions 2/3, sessions 4/6, analytical formulation of the case after this stage, the analytical group work with the story "Cinderella" (Characters, Narrative themes, Symbols, Perception of the character "Cinderella" and the relationship with personal experience, the patterns generated by the analysis of the symbol "Cinderella", the insights of the participants within symbol analysis), session 7/11, session 12: Closing process - Group feedback of participants.



The following individual cases followed the same presentation scheme: references, the first session, personal background data, the analytical formulation of the case, the analytical work, the closing of the process, the final evaluation and prognosis.

(e) *Experience of the intervention.* Differences were noticed between the clinically normal participants and those with a depressive condition. Thus, the clinically normal participants shared in a greater proportion insight related to maturation and their concern for optimizing the use of their own resources and discovering new ways of adapting to the internal and external requirements, having a better capacity to project on self in a story and discover personal meanings.

Participants with mild depressive condition were concerned about their negative states, the destructive relationships they experienced, dysfunctional attachment patterns, traumatic or unfinished separations. Symbol analysis, story characters, as well as other narrative elements supported the reconnection to the positive aspects of their life experiences.

**Conclusions.** Through the proposed case studies we intended the perspective to be both *longitudinal* (as a process carried out at group level or at individual level) but also *cross-sectional*, by focusing on certain significant moments of analytical work, by illustrating the connections between symbolic material analysis and the emergence of insight, opening new research directions for analytical psychology less concerned with exposing this significant element that psychodynamic interventions take into account in case studies and exposures (Connolly Gibbons et al., 1999; Connolly Gibbons et al., 2009 ; Kallestad et al., 2010).

Regarding the initial attitude toward stories, we found that 85% of the participants in the proposed interventions considered that the stories no longer play any role at present. These data contrast with the results obtained in the third study regarding the attitude of young adults to fairytales, in which 94% of the respondents claimed that stories have a role in their lives. Our observations are consistent with Strayer (1995) study which shows that the preference for fairytales, is given by childhood exposure to fairytales, but also by the predisposition for imaginative activities. Participants in the proposed intervention considered that fairytales could be useful in educational activities, child development, child, and adolescent psychotherapy as well as entertainment.

Regarding the personal aspects proposed by the participants for exploration and transformation in the analytical group, there were noticed differences between the two conditions studied. In the normal participants we found the dominance of the thematic regarding identity, maturation and integrity of the ego-self axis, aspects reconfirmed by the thematic analysis that identified as central narrative themes the maturation and identity, and as secondary themes the discovery, attachment and release. Those themes are important to the trend of current research oriented towards the study of growth / development, integration, and well-being potential

(Vansteenkiste and Ryan, 2013, Ruini et al., 2014). For depressive participants, however, the dominance of concerns related to dissociated aspects of the Ego complex is observed, which can have a destabilizing effect. We have noticed rigid mental patterns that have predictability, structure, and safety, emphasizing self-critical standards, perfectionism, dichotomous thinking, fragile self-esteem connected to conditional parenting styles (So and Ryan, 1995).

Regarding the connection of personal themes to fairytales, we noticed that fairytales can generate different patterns of association, being able to activate a large number of psychological themes, grouped into five dimensions related to the changing needs of the participants: increasing self-esteem, external confirmation, indecision, anger, attachment and lifestyle.

Relating to personal experiences or relationship patterns activated by the symbolic materials extracted from stories presented in the case studies, we can conclude that the stories stimulated significant current themes, connected to their own abilities to cope with the current context of life but also with pattern connections - primary mental or relational relationships with adaptive or blocking meaning. The analytical group work with the fairytales contributed to the consolidation of the group cohesion that could support the approach in the individual analytical vignettes of the significant personal contents.

An important aspect of the present study was the research of the ability of fairytales to generate insights into participants during the moment of symbol analysis.

The decision to investigate the insights generated by the symbol analysis is due to the observations made during the development of the intervention programs in which the participants systematically reported new understandings of their experiences, identified significant mental contents, defensive mechanisms, resources, as well as connections between different aspects. personal. These observations are in agreement with the results reported by Connolly Gibbons et al. (1999), Connolly Gibbons et al. (2009) and by Kallestad et al. (2010) on the prevalence of insights as a prevalent change factor in psychodynamic counseling therapies.

We found that in the case of the clinically normal participants, the insights of the ostensive-emotional type prevailed, in contrast to the participants with a depressive condition who had rather descriptive-verbal insights and with a lower prevalence. This observation raises a new direction of research of the sanogenic mechanisms of the insights, especially the ostensibly emotional ones as facilitators of the integration of personal experiences, of the dissolution of the psychic conflicts and of the transformation of the defensive mechanisms (Davanloo, 2001). On the other hand, the quantitative and qualitative difference of the insights observed in the two conditions studied, can be explained by what Lacewing (2014) called the contribution of the insights to the coherence of the Self through the structural changes in the network of mental contents. produce (Levy and Ablon,

2009), persons with a depressive condition having a deficient Self coherence, reflected by the fragmentation of the Ego-Sine axis (Edinger, 1972/1992).

The analysis of the benefits observed by the participants revealed that the clinically normal participants declared themselves impressed by the ability of the fairytales to activate significant personal content, mainly relationship patterns, adaptation strategies, stimulation of the identification of personal resources, awareness of certain dysfunctional personal aspects. In contrast, participants with a depressive condition described a lower impact of stories, considering that the group immersion, the feedback received from others participants, as well as contact with the experiences of others are significant factors with a positive impact on their internal condition, on the level of depressive symptoms and less fairytales or symbol analysis.

#### **IV. Conclusions, discussions, limits, and future openings**

Consulting an extensive literature, we notice that stories could have an instrumental and methodological potential for psychological interventions insofar as the practitioner decides to use them, but it is necessary to scientifically study the ways in which they can be methodologically integrated in the significant moments of the psychological interventions or in achieving specific goals.

##### ***Conclusions. Discussions.***

The initial studies prepared the support of the research approach within the studies dedicated to the proposed intervention, either from an instrumental, organizational, or empirical side. Following the completion of the *first study*, the discussions refer to the statistical properties of BTSA-sf and TFS tested by the study undertaken. We consider that the results showed a good adaptation of them for the Romanian language, but the psychometric properties can be limited in certain areas, as follows:

- The aspects that recommend BTSA-fs for a further development process refer to: (1) the good *internal consistency* reflected by the Alpha Cronbach coefficient of .799; (2) *test-retest fidelity* demonstrated by test-retest correlations ( $r = .70$  ( $p < .001$ ) for the Procedural style,  $r = .58$  ( $p < .001$ ) for the Harmonizing style,  $r = .64$  ( $p < .001$ ) for Intuitive style and  $r = .75$  ( $p < .001$ ) for Logic style); (3) satisfactory level of *divergent validity* (using EPQ-R inventory).
- The aspects that do not meet the fundamental validity standards refer to: (1) *the construct validity* revealed conceptually inconsistent aspects, some items simultaneously reflect several styles and not one (Cognitive Procedural Style has the most problematic operationalization); (2) *the convergent validity* revealed a partially unsatisfactory overlap of the BTSA-fs with the psychological types and of the TFS with the concept of typological falsification (Jung, 1921/1993); (3) *the factorial validity* highlighted three factors having a non-homogeneous composition and not four as we expected. This

fact leads us to the conclusion that the grouping of the items in our sample does not reflect the model proposed by Benziger (2004).

Discussing the results regarding the content validity of the constructs proposed by BTSA-sf and TFS for evaluation, one of the assumptions we can make is that BTSA-fs would not evaluate cognitive styles (as individual patterns or strategies to evaluate). process relationship with self and environment) as Benziger (2004) stated in operationalizing concepts, but thinking styles (dedicated to certain cognitive processes) as suggested by the name of the instrument, and SL-TDI (Singer et al., 2010) evaluates personal ways to process certain categories of information.

To refer to other results, we identified a single study (Karesh, Pieper, and Holland, 1994) identified by our investigations of the comparison between SL-TDI and other instruments, in order to determine the correspondences between MBTIs (Briggs and Myers, 1977, Myers and McCaulley, 1985) and SL-TDI (Singer and Loomis, 1984). ). If the Extraversion-Introversion axis does not pose problems in terms of conceptual similarity and operationalization, Karesh, Pieper and Holland (1994) conclude that the Singer-Loomis typological indicator measures other constructs than MBTI, a situation close with our results, in the sense that BTSA -fs would measure concepts slightly different from SLTDI, but that would alter the congruence of the compared results.

Other studies (Hardijzer, 2000 and Isaksen and Lauer, 2003) specifically investigate the relationship between psychological types (assessed with MBTI, Briggs and Myers, 1977) and cognitive styles (evaluated with CPPS, Cognitive Process Profile Style, Prinsloo, 1998 and KAI, Kirton Adaptation-Innovation Inventory, Bobic & Davis, 1999) report conflicting data. Hardijzer (2000) concluded that an association between cognitive styles and psychological types cannot be confirmed, while Isaksen & Lauer (2003) report strong positive correlations. between cognitive styles and psychological types, showing conceptual similarities.

The results of our research are connected to the first category of studies that do not highlight significant links between psychological types and cognitive styles.

As far as the the factorial validity is concerned, the most probable explanations for our result could be: (1) the EFA procedure is not applicable to the BTSA-fs scale, (2) the size of our sample is too small and the EFA cannot provide valid results, (3) the instrument has a problematic conceptual construction. We noticed that similar results obtained other evaluation tools in their development process. Thus, SLIP, the first variant proposed by Singer and Loomis in 1984 had obtained instead of 8 factors only 5 (with a 33.9% variance), several items of that variant evaluated more than one factor as stated by Barimany (2017). We assume that, considering these data, these may be the performances of the instrument in its current development stage.

Another direction of the preparatory studies concerned the investigation of the relation between the psychological types and the depressive condition realized in *the second study*, in order to verify certain functional typological differences that would allow us to subsequently study the effects that the interventions can have at the level of typological dynamics so that we can guide the intervention in the sense of the typological differentiation with integrative and adaptive sense.

Among the studies we started from when formulating the hypotheses, we mention the study conducted by Janowsky, Morter and Hong (2002) which shows that introverted and perceptual types are more prone to develop depressive symptoms. Another study (Janowsky et al., 2000) showed that depressed patients are more introverted compared to phobic patients.

The results obtained showed that there are no typological differences between mild depressive condition and clinical normality, neither in terms of the intensity of the use of psychological types nor in terms of the configuration of the psychological types ranks. A possible explanation for our results could be the low level of depressive symptoms, their reduced intensity could not visibly influence the dynamics of the psychological types. As noted by the authors of the SL-TDI (Singer et al., 2010), the typological indicator was constructed to identify a certain configuration at a certain time of the psychological types, without any clinical interest.

However, our results can be also explained by the small number of participants. Another possible explanation would be related to the measured concept, in the sense that previous studies (Janowsky et al., 2000, 2002) used MBTI to identify psychological types and not SL-TDI as in our study, making it difficult to generate comparisons and generalizations. But we ask whether the high introversion identified in these studies in depressive persons is structural, as a native way of stimulus orientation, or rather the instrument labels as introversion the withdrawal and isolation specific to depressive symptomatology. We did not identify longitudinal cohort studies to study the link between personality issues and the predisposition to develop depressive symptoms.

Although we found that in our group of participants there are no significant differences regarding the typological configuration between the two psychological conditions, in processing the quantitative data from the studies dedicated to the interventions I have followed how the interventions influence the typological dynamics, in order to identify possible patterns different processing of the intervention experience.

Another contradictory result is the absence of significant associations between introverts and neuroticism in the depressive condition as expected from previous studies (Clark, Watson and Mineka, 1994; Hayward et al., 2000; Klein, Durbin and Shankman, 2009, Uliaszek et al, 2010) that support neuroticism as a predictor of depressive condition. Our results could be related to the low level of depression but also to the group of participants.

Another preparatory study is the *third study* dedicated to investigating participants' attitudes towards stories. Through the qualitative data extracted we intended to identify: (1) the degree of exposure to fairytales in childhood, (2) the favorite fairytales; (3) favorite / rejected characters; (4) the narrative psychological themes perceived as current personal issue and (5) the effects of the fairytales on the participants; (6) the perspective on the meaning and role of the fairytales in the present moment and in the future. These aspects have shaped a perspective on the experience, contact and familiarization of the participants with fairytales as indicators of the instrumental potential of fairytales for different moments of psychological interventions.

The conclusions drawn from this study can be systematized as follows: we find differences regarding the exposure to fairytales between the participants with university studies (60%) compared with high school studies (48%); 85% of the respondents have favorite fairytales. These data are in line with the results of the study by Strayer (1995) which shows that the preference for fairytales is given by childhood exposure to stories but also by the predisposition for imaginative activities. The participants in the intervention programs argued that the interest and motivation for participating in this type of intervention was due mainly to the exposure to fairytales in childhood. The preference for certain fairytale is different. 56% of the participants with medium studies preferring fairytales in which the Negative Maternal Complex is highlighted, the male participants preferring the fairytales that are addressed to the Ego Complex, while the stories that are addressed to the animus / anima complex are present the 35-44 years old participants.

- The choice of fairytales was motivated by various aspects: the fantastic world (32%), the good wins / happy ending (32%), the attraction of the hero (29%), the educational role (25%) or the adventure, the journey, the suspense (20%) .

- We find that the effects of stories on participants are at the level: emotional, rational, insights related to personal life.

- 65% of the respondents named favorite characters. Adults with higher education, however, tend more to name a larger number, varied from favorite characters, with high school youth being more restricted in naming preferences.

- The narrative psychological themes perceived as current identified by the participants have registered several significant correlations, their internal consistency is high (Cronbach's Alpha = 0.82). Five factors (latent dimensions) were retained: (1) Abandonment (powerlessness, separation, isolation, loss, decay, rescue, escape, sacrifice), (2) Rivalry (competition, revenge, pursuit, temptation, mind testing), ( 3) Metamorphosis (transformation, ascension, maturation), (4) Search (identity, existential sense, purpose), (5) Love (adventure, discovery, attachment).

- For 94% of the respondents the stories are currently playing a role in their life, identifying six categories: (1) Personal educational role, (2) Role of growth, adaptation, evolution, (3) Reading for children, (4) Role of development and stimulation of the imagination, (5) Role of relaxation, (6) Role of stimulating the optimistic vision on life, understanding the joy of life, inoculating hope, etc.

Through *the fourth study* dedicated to short-term analytical intervention aiming personal development and optimization, we intended to obtain empirical data to encourage the development of this type of intervention within the analytical orientation, as well as to update and validate certain analytical principles and concepts, joining the current trend. (Roesler, 2013, 2018).

Through group analytical work, using systematic, coherent and consistent analytical techniques such as catharsis, interpretation, symbol analysis, amplification (Wolberg, 2013), whereby the symbolic materials are consistently related to personal psychological contents (we focused mainly on complex relationships), we intended to update the process of individuation (von Franz, 1964, 1971/1986, 1990). Were transposed into working hypotheses the theories proposed by Beebe (2017), within associate the psychological types (Jung, 1921/1993) with the process of individuation, as a process of interior transformation with an integrative and adaptive aim.

A first conclusion of this study is that the intervention increases in the use of psychological types, indicating an intensification of the mental contents processing. This result causes us to ask, together with Myers (2016) and Beebe (2017), what does this increase in the overall scores of psychological types mean? Observing the preliminary results, we have noted the significant differences of mean size in the two tests in the intervention participants compared with the control group between the mean scores of the psychological types SLTDI, which indicates an impact size of the intervention at the global level of the typological configuration.

The study of the differences between the ranks of the psychological types revealed a surprising result, as insignificant differences the ranks of the psychological types modification. This fact suggests that the typological configuration does not change but the intensity with which the psychological types are used. In this case, we can affirm that the analytical interventions dedicated to personal development may be effective insofar as they focus on the harmonization and adequacy of the use of psychological types as individual patterns of adaptation to external demands. and to internal needs and not to internal structural changes.

Due to fact that symbol analysis was the central technique of analytical work throughout the intervention, we hypothesized that the technique could have influenced the use of intuitive psychological types, as patterns of stimulus processing in an "unconscious and yet meaningful way," exploring the unknown, possibilities that cannot be read apparently (Jung, 1933, pp. 567-568, cit. by Hodgkinson, Langan-Fox and Sadler-Smith, 2014). The complex approach to intuition (according to

Bowers, Regehr, Balthazard and Parker (1990); Volz and von Cramon (2006); Gigerenzer (2008); Topolinski and Strack (2008); Hodgkinson et al. (2014), Pilard (2015); Zander, Öllinger and Volz (2016), influenced us to hypothesize that using symbol analysis that stimulates the generation of associations and the creation of connections and insights, supporting the activation of unconscious mental contents, making them available to integrate at the conscious level. The use of intuition psychological type will increase in the intervention, as another score obtained after intervention.

Preliminary results revealed a significant difference between the average scores of the intuitive types in the two tests but with an effect size below the average threshold, but subsequent processing indicated a marginal effect and a medium effect of the intervention on intuition psychological types. This result could be influenced by the short duration of the intervention. By not identifying studies to investigate, using analytical source tools or through other instruments, the impact that any analytical work would have on psychological types of intuition, we can only speculate that a longer-term intervention could have a greater and stronger effect, based on other studies (Høglend et al., 1994 and Luborsky et al., 1995) that show significant positive correlations between the outcomes of long-term psychodynamic psychotherapies and insights.

Another interesting conclusion concerns the Introversion-Extraversion axis. The results showed that the intervention stimulated both intra-subjective and inter-subjective processes, paradoxically, both attitudes were invigorated. Our results are consistent with the evidence presented by Arnau et al. (2000 and 2003) that do not support the hypothesis of their dichotomy, in the sense that the use of certain types does not exclude the use of others, thus the typological configuration is more complex than originally conceived. For the present study we can only assume, starting from these data, that the activation of introverts was granted with the participants' need to connect to their own personal mental contents and experiences, creating the availability to introspect, as a premise of the reframing process, of re-assigning its own problematic contents, facilitating self-knowledge and decreasing the defenses. This idea is based on the results that show the intensification of using the extraverted types, which describes an increase in the participants' willingness to interact with others, to express themselves, to connect to extra-subjectivity.

Regarding the effects of the intervention on the investigated personality traits (extraversion, neuroticism and psychoticism), the results indicated a marginal impact of the intervention on Extraversion, but in the trend of our prediction. Speaking about Neuroticism scale, as expected, there were no statistically significant differences, indicating that the intervention did not emotionally destabilize the participants.

The assumption that the level of psychoticism will increase, was based on Abraham et al. (2005) study, which shows in accordance with other similar studies (Eysenck, 1994; Merten and



Fischer, 1999; Rawlings et al., 1998) that there is a strong connection between the high level of psychoticism and creative abilities, as creative performance of tasks or divergent thinking.

Free association and symbol analysis as analytical techniques (Wolberg, 2013) also used in our intervention, stimulate in a first stage a type of divergent cognitive processing thinking, which generates multiple responses to the same cognitive stimulus, entailing different layers and mental contents (memories, knowledge, emotions, complex contents), stimulating the capacity for mental generativity, with the purpose of making them flexible and unblocking, disinhibiting or identifying certain defensive mechanisms or complex contents as structures of long-term memory. A later stage of these techniques involves the re-creation of the personal sense by integrating these contents into new conceptual structures with new meaning that allow the analogical transfer of information from one domain to another, using convergent thinking. Based on those aspects, we assumed that the level of psychoticism would be higher following the intervention, but the results had a statistically insignificant effect on the level of psychoticism in testing post-intervention. The possible explanation would be due to the short duration of the intervention related to the stability of this dimension.

The conclusions of *the fifth study* dedicated to the research of the intervention with participants with a mild depressive condition, refer to the depressive symptomatology, the neuroticism and psychotic scales, the introversion-extraversion axis and the dynamics of the psychological types.

Regarding depressive symptomatology, the results show a significant impact on the reduction of depressive symptomatology with a large size, the ANCOVA analyses explained 79.1% of the variance. These results are consistent with studies that provide empirical evidence on the effectiveness of psychodynamic interventions on depressive disorders (Ribeiro, Ribeiro, & von Doellinger, 2018). Also, the meta-analyses conducted by Shedler (2010), Driessen et al. (2015) and more recently Lilliengren et al. (2016), they showed a significant decreasing of the depressive symptomatology as a result of the psychodynamic interventions, maintaining the effect over time, sustained by an increase of the mental capacities that allows the maturation (Shedler, 2010) and an improvement of the functioning during the treatment (Driessen et al., 2015). Jensen, Mortensen and Lotz (2010), following the study with a naturalistic design, recommends supplementing with alternative treatments, or a greater number than 39 sessions of psychodynamic group psychotherapy, based on growth effect size from 0.67 (pre-intervention) to 0.98 (post-intervention).

Regarding the level of neuroticism, demonstrated by multiple studies (Hirschfeld et al., 1989; Boyce et al., 1991; Clark, Watson and Mineka, 1994; Hayward, Killen, Kraemer, and Taylor, 2000; Khan et al., 2005 ; Kendler et al., 2004, Ormel et al., 2004; Kendler et al., 2006; Hetttema et al., 2006; Fanous et al., 2007; Dunkley et al., 2008; Klein, Durbin and Shankman, 2009 , Uliaszek et

al., 2010), as an important vulnerability factor for the development of depressive symptoms, as well as other disorders, and in the case of our research participants, the level of neuroticism is higher. This result is consistent with the study by Jylhä et al. (2009) who show that the neuroticism index is clearly higher in depressive participants compared to the normal population.

Our results showed an important influence of proposed intervention on the level of the Neuroticism scale with a large effect size. The result confirms the emotional stabilizing effect of the analytical group intervention on the participants. Although, the studies conducted by Renner et al. (2013) and Penninx et al. (2011) were performed on participants with a major depressive condition, and with another type of intervention, but the results are in the same line, the decreasing of the depressive symptoms and the level of Neuroticism. Although our study shows a reduction of depressive symptomatology as well as of the level of Neuroticism, no conclusion can be drawn on any association between the two variables. Karsten et al. (2013) show that depression recovery is associated with decreased Neuroticism and increased Extraversion, suggesting a dependence between these two variables. Our results rather indicate an independence relationship between these variables. However, we assume that changes in depressive symptomatology can lead to changes in the way that personality manifests itself not necessarily in the deepest structure layers.

However, the results regarding the decreasing of neuroticism obtained in our research, are in contrast with the conclusions stated by Sieradzki, Szechiński and Małyszczak (2017), which show statistically insignificant differences between the pre- and post-intervention tests of the neuroticism level. ANCOVA analyses revealed that no influence of gender and age covariates. Sieradzki, Szechiński and Małyszczak (2017) concluded that short-term group psychodynamic therapy does not influence neuroticism in the case of neurotic participants.

Our results regarding psychoticism scale, are in line with the results reported by Sieradzki, Szechiński and Małyszczak (2017), with stable values on the psychoticism scale, not being influenced by the intervention. This conclusion is stated based on the statistically insignificant effect of the group variable on the level of Psychoticism at post-intervention testing, after controlling for the effects of age and covariate score.

Another conclusion drawn from this study concerns the Extraversion-Introversion axis. The results obtained are inconsistent with the results obtained by Jylhä et al. (2009) who argue that extraversion increases proportionally with remission of symptoms. Although we obtained a remission of symptoms, no significant differences were observed in terms of congruence with the results obtained by Sieradzki, Szechiński and Małyszczak (2017), which showed insignificant differences obtained by the extraversion scale between pre- and post-intervention tests (short-term group psychodynamic psychotherapy on patients with neurotic disorders).

Relating on the dynamics of the psychological types, our hypothesis supposes significant differences in two main directions: increasing the overall scores of the psychological types and increasing the scores of the intuitive psychological types, expressing in both cases an increase in their use. The results showed that the intervention has no statistically significant effects on the dynamics of the psychological types in the participants with mild depressive condition.

We draw from these results the idea that a short-term intervention cannot influence certain stable personality traits such as psychoticism or extraversion. This idea is also supported by the study by Tang et al. (2009), who show that changes in personality do not depend on the improvement of depressive symptomatology, which leads to the hypothesis that these changes are not epiphenomena of the improvement of the depressive condition. In the same direction are the conclusions drawn by Ferguson (2010) following a meta-analysis comprising longitudinal studies, claiming that for certain mental disorders longitudinal changes in personality are not identified. Ferguson (2010) suggests that in the case of the depressed population, the subsidiary vulnerabilities of the personality remain stable over time, regardless of the treatment status or the method used.

These aspects are also supported by Steinert et al. (2015) in the naturalistic, non-controlled study with patients having a variety of disorders (depressive, anxious, somatoform and stress-related disorders), that described similar results to our study: an improvement of the patients' mental condition, the interventions having a moderate to high effect size, but at the same time, none of the personality domains investigated with NEO-FFI record predictive value for the intervention results. However, we can hypothesize that certain personality traits may undergo transformations following long-term interventions, an idea supported by the conclusions of the study conducted by Terlidou et al. (2004) who show that a long-term program can influence the deeper structural and functional level of the personality (better emotional control, better adaptation, higher social skills), not just a significant reduction in symptoms.

The results of *the sixth study*, dedicated to qualitative data to create a complex perspective on how fairytales can be used with different purposes, in various contexts. From the topics proposed for the change by the participants, we found that the fairytales can generate different association patterns, in the example presented we systematized six categories (self-esteem, external confirmation, indecision, anger, attachment and lifestyle). Also, other conclusions refer to the ability of certain fairytales to activate many narrative themes but also of certain themes (such as "searching for the existential meaning") to be identified in several fairytales. These issues rise the question of how fairytales can be involved depending on the context and purpose into analytical work.

Narrative themes can be conceptualized as trans-rational phenomena defined as "experiences that resist and provoke reason" (Rohr, 2011), revealing life patterns that the limits of

the mind cannot understand using logic and rationality. Miller (2005) and Zimbardo (2008) consider that the ultimate trans-rational phenomenon is the struggle between good and evil, as a universal theme for human nature.

The attraction to fairytales or rather the motivation of this attraction is different, the participants with a depressive condition invoke a series of themes (transrational phenomena) such as salvation, love, safety, fighting as opposed to the normal clinical participants who appear to overcome obstacles, inventiveness, defeat. good for evil, attraction to certain qualities of the main characters. These grounds show that stories can bring to the surface in a non-intrusive way themes that may be nuclei that actively support certain mental patterns. Also, the themes may have a certain orientation, towards their own person or towards the outside. Participants with a depressive condition are more focused on the themes connected by their own interiority (such as sacrifice, decay, etc.), as opposed to the normal participants, who are connected to external oriented themes (such as escape, rivalry, temptation, revenge). These observations can be further explored in connection with the introversion-extraversion axis.

Regarding the association of the dynamics of the complex structures with the themes of the narrative plot of the fairytales, three complexes were noticed: maternal negative, ego and animus / anima complex. Fairytales reflecting the different dynamics of complex structures in the process of individuation: young people still face separation from the maternal figure, separation experienced as negative by absence or quality, reactivated by the acute feeling of abandonment symbolized by the image of the stepmother in fairytales. The fairytales that are associated with the development of the ego complex are specific to male participants and those over 45 years old. The degree of exposure to stories in childhood does not in any way influence the activation of these three complexes, but it is noted that participants more exposed to stories, tend to be more attracted to fairytales that hypothesize the dominance of the positive maternal complex, compared with less exposed persons, who are attracted by the fairytales related with the paternal complex and the theme of maturation. We noticed that the slightly depressed participants recall more negative female characters.

The data extracted from the sessions of the intervention programs showed that there are differences between the participants with mild depression and the normal clinical ones. Thus, in the normal participants we identify as dominant the themes associated with the identity, maturation and integrity of the ego-self axis, themes reconfirmed by the thematic analysis that identified as central narrative themes the maturation and identity, and as secondary themes the discovery, attachment and release, thematically associated analytically with the process of individuation.

These themes related to identity, respectively the process of maturation, become central for the trend of current research oriented to study the potential for growth / development, integration and

well-being (Vansteenkiste and Ryan, 2013, Ruini et al, 2014). So, Ryan (2000) formulates "self-determination theory" (SDT) which emphasizes the satisfaction of the basic, natural needs of autonomy, competence and relationships that cultivate the well-being condition and fortifies the internal resources in order to develop resilience, attracting oneself attention that not satisfying these needs can lead to an increased vulnerability, to develop an defensive style, dysfunctional psychological mechanisms or different psychopathologies. The analytical orientation interventions have as a central principle the support of the maturation, growth and psychological development as intrinsic aspects of the process of individuation (Sharp, 1991), and the exploration of the theme of identity appears as a priority for the normal clinical participants.

Depressive participants, on the other hand, showed a dominance of the themes connected with aspects dissociated with the Ego complex, with dysfunctional effects, such as rigid mental patterns that have the sense of need for predictability, structure and safety, among them noting the self-critical standards, perfectionism, dichotomous thinking, a fragile self-esteem connected to conditional parental styles (So and Ryan, 1995). We also found the visible dependence on the parental figures, described as regressive positioning on the parental complexes, especially on the maternal figure, reflected by secondary narrative themes such as abandonment, attachment, separation, suffering, loss. These themes suggest that the basic psychological needs of the childhood period were not met, which led to the development of strategies to accommodate frustration, including the emergence of substitute needs and compensatory behaviors (Ryan et al., 2006).

The data suggests that the fairytales could play a different role depending on the current psychological needs, whether we are talking about a need for care and emotional content (positive maternal complex) or guidance, direction and support for psychological development and maturation (positive paternal complex).

Regarding the benefits stated in the feedback stage by the participants in the intervention programs, we find differences in perception between the two categories of participants. Clinically normal participants stated they were impressed by the potential of fairytales to attract significant personal content, mainly relationship patterns, adaptation strategies, stimulation of identifying personal resources, awareness of certain dysfunctional personal aspects. Participants with mild depressive condition reported a lower impact of effective use of stories, considering that not only fairytales or symbol analysis had transformative effect on their symptoms, but rather group immersion, feedback received, and contact with other experiences are more valuable for them.

Participants considered that fairytales can play important roles in their own: education, learning or understanding through analogies, metaphors, symbols (Lakoff and Johnson, 1999); growth, maturation, adaptation, preparation for life, evolution. These roles may be associated with

the concept of individuation, self-elevation described by Gray and Wegner (2011) as a sum of complex emotions, such as calm, love, inner warmth. Haidt (2003) argues that living in personal elevation circumscribes the desire to become a better person, superior in complexity, which corresponds to the analytical concept of individual person (von Franz, 1964).

Fairytales can contribute to relaxation, escape from everyday life, aspects connected to the concept of well-being promoted by Brewer (1999), Leary and Baumeister (2000). Stimulating the optimistic vision of life, understanding the joy of life are two other roles that fairytales can play in participants' vision, ideas found also in Yalom and Leszcz (2005) works.

Participants in the proposed intervention programs considered that fairytales could be useful in educational activities, child development, child and adolescent psychotherapy as well as entertainment (Tsitsani et al., 2012). Although participants did not explicitly name the therapeutic potential of stories, they referred to the homogeneous aspects as sustaining a healthy lifestyle.

**The limits** of the research refer to two broad categories: theoretical and methodological.

*The limits of the theoretical framework.* A first difficulty encountered was the choice of the analytical concepts used both as a theoretical basis of the thesis and as structural elements of the research approach. We decided to refer only to analytical concepts that have benefited over time, especially in the last period, of greater interest from an empirical approach. Two conceptual areas have attracted our attention: the psychological types and the psychological complexes.

Psychological types theory is one of the most empirically addressed analytical theories comparing to others analytical concepts. We found in the research process that we are still dealing with different operationalizations of this theory (Gray and Wheelwright, 1946; Briggs and Myers, 1977; Singer and Loomis, 1984) as pointed Carlson (1989), Healy (1989), McCaulley (1991) and Merenda (1991). We identified two approaches: the first developed by Briggs and Myers (1977), which operationalizes the original typological theory (Jung, 1921/1993), in which the typological configuration is identified by compensation and exclusion, and a second approach, developed by Singer and Loomis (1984), which showed that psychological types are not dichotomous categories, but are discrete concepts, which function by supporting each other.

Choosing the recent approach (Singer and Loomis, 1984, 2010), we were at risk of not having access to studies conducted with this instrument, due to fact that it was used in extremely little research so far (Dugan and Wilson, 2002; Wilson and Dugan, 2002), but predominantly in praxis. We also suspect that the use of SL-TDI in the validation process of BTSA content influenced the results that led to the subsequent exclusion of this instrument, precisely because of the differences in vision on which the two tools were developed.

These aspects force us to propose new researches in the direction of the conceptual clarification of the psychological type's theory, which will allow the updated development of new tools for evaluating the typological configuration useful in non-clinical, clinical praxis and research.

Regarding the concept of psychic complex, the limitation we felt in the present research process refers not so much to the clarity of the concept, which has benefited over time from definitions (Jung, 1927/2013, CW 8; 1942/2007 ; 1951/2005), clarifications (Jacobi, 1957/2015, Sharp, 1991) or updates (Krieger, 2014), but to its use in the methodology of analysis of quantitative data extracted from analytical work. So far, we find that there have been no empirical studies aimed at highlighting how a complex is activated, at least in certain situations or contexts. However, we do not have empirical data on how analysts operate with the concept of psychological complex in the context of clinical praxis. The current analytical literature describes in elaborated and sophisticated at theoretical way or through case studies the dynamics of activation of complexes conceptualizing the patient psychological condition (Dieckmann, 1987, 1991) and the way in which they influence their clinical condition. But to investigate the extent to which this process is useful and efficient for analytical work, studies dedicated to therapeutic micro-processes are needed.

***The methodological limits*** refer to the following aspects:

- *Limits of the research design*: the absence of follow-up testing could have provided a perspective on the effect in time of this type of intervention but also on the cost-benefit ratio (Simons and Wildes, 2003).
- *The limits of sampling*: the small number of participants (especially with a depressive condition) was influenced on the one hand by the restrictive criteria, and on the other hand by the reduced financial resources allocated to the research. Those aspects led to the impossibility of randomizing the samples (both experimental and control). Shean (2014) pointed the fact that although the designs of most studies dedicated to the research of scientifically validated interventions are of the RTC type, which allows to improve the treatment type matching with the control groups and the criteria of the therapy results, they restrict the studied population, eliminating individuals seeking psychotherapeutic or psychological services for problems that transcend specific symptoms or comorbidity, thus restricting the types of interventions that can be studied, referring here to idiographic interventions, as is the case here.

Being aware of the methodological recommendations (Greenhoot, 2003) to use in research, even of the intervention type, a large number of participants, however, we kept the strict criteria of inclusion and exclusion of participants, aiming increasing the internal validity of the research, in order to eliminate the co-morbidities that could influence the results. We took the risk of having a small number of participants being motivated by the fact that we are investigating a new area in the

field of validity of the analytical guidance interventions. Also, a pilot study with a small number of participants having the benefits of reducing the costs of research and bringing a first data set that may or may not recommend further research.

- *Limits from the instruments used:* (1) The extremely small number of the evaluation instruments validated and based on analytical concepts (in general, not only on the Romanian population), has restricted the investigation of the effects of the intervention in the areas of interest of the analytical orientation of the development, such as dynamics of complex structures or the process of individuation. Therefore, we considered it necessary to supplement the investigations on some stable personality dimensions evaluated by the Extraversion, Neuroticism, Psychoticism scales of the EPQ-R. One of the reasons for this is the similarity of the operation of the slide. (2) Another limitation came from the fact that we were forced to eliminate the use of BTSA and TFS from research, due to non-fulfillment of all the criteria regarding the validity of the instrument, which limits the empirical data, the diminution of the areas of investigation of the impact of the intervention and the loss of resources dedicated to the research (financial, time, effort).

- *Limits associated with data analysis methods:*

(1) The type of quantitative data did not allow us more sophisticated statistical analyses, mainly referring to the *change analysis* that require follow-up data that could allow making predictions about the effects of intervention over time, adding another dimension to investigating the efficiency and effectiveness of intervention.

(2) In creating the qualitative data collections, the expert-panel group had an important role, having for the most part an analytical orientation, which can be considered on the one hand an advantage, because the intention was to approach the data in a unitary way (e.g. labeling analytical), but on the other hand, a more diversified composition could have an integrative approach of data.

(3) The type of qualitative data extracted from the group sessions could not be processed by computer programs (Nudist, ATLAS, Ethno or Hyperqual) as recommended McLeod (2008), due to the impossibility of translating the audio files into the script due to several factors: either session in which, despite the rule of speaking successively, at least two participants speak simultaneously; there may be sequences in which the participants do not speak but reflect, write, draw, etc. and last but not least, there were situations (few in number) in which due to technical problems the file was partially compromised audio and / or video, this fact being compensated by the presence of the observer. Trying to minimize these limits, we used the strategy proposed by McLeod (2008) who noted that index sorting is more useful in sorting groups and themes, which is impossible to do by the computer, allowing us to we remain connected to the materials content, but also to obtain an experiential perspective of the analytical work. Burnard et al. (2008) commented in this regard that



those programs do not "analyze" the data but only help in managing them and facilitating the process, but they do not confirm or increase the degree of objectification of the results.

**Factors and variables with potential to influence** the obtained results:

- *The short duration* of the intervention program is an important first factor. Svartberg and Stiles (1991) recommended over 12 group sessions, with an increase in the size of the effect proportional to the number of sessions. A medium or long-term program could generate not only deeper, but more stable, changes.
- *The intervention group setting* could influence the impact in different way comparing with the individual analytic sessions.
- *The age of the participants* is a variable that could influence the results of the studies dedicated to the intervention, aiming personal and therapeutic development but also therapeutic one. The young participants (18-24 years) were more receptive to experiencing a method still invalidated compared to the participants over 35 years. The interest of participants over 35 years in Bucharest for participating in personal development and optimization programs is still low. This can have two possible explanations: (1) being professionally active people, they on professional training programs that promote the development of certain personal skills or (2) the deficit of education regarding the personal development and optimization.
- *The absence of the fee* for sessions could influence the way the participants get involved in the intervention process. This was observed in the number of sessions attended, finding that people with a depressive condition are more likely to be absent compared to normal staff who had a different level of motivation to go through the entire program. Also, the gratuity combined with the moment of the sessions (for example on Saturday at 15.30) are considered the factors that contributed to the premature dissolution of a group of participants.

**The research contributions** refer to the following areas:

- (1) Diversification of the evaluation instruments in the analytical praxis, by initiating the procedures of translation, adaptation and evaluation of a new instrument (BTSA-fs, TFS, Benziger, 2004).
- (2) Investigating the relationship between typological dynamics and mild depressive condition.
- (3) Development of two programs of short-time analytical group intervention, aiming first the personal development and optimization of young adults and the second one, the therapy of mild depressive condition.
- (4) Studying the effect of using fairytales and symbol analysis as analytical tools, bringing new perspectives on the potential for use of them in group analytical work and individual analyses.

(4) Initiate the development of a new method of analyzing the intervention microprocess, called "identifying patterns for generating insight through symbol analysis", to assess the potential for change that symbolic analysis can have, contributing to study of intuitive processes for insights.

(5) Realization of a framework for extracting and processing qualitative data on analytical domains, offering an inside perspective on the relevant aspects of the individual or group analytical work.

**Openings to future research** are derived from the results obtained which determine us to strongly support the promotion of research granted to the two current directions of the development of analytical psychology: re-evaluation of concepts and validation of intervention methods. The openings we propose include:

- Developing valid evaluation tools, based on revised analytical concepts, such as continuing the reconceptualization of BTSA-fs and TFS (after Benziger, 2004, 2009) by redefining and clearing the constructions, using other tools to verify convergent validity, such as CPPS (Cognitive Process Profile Style, Prinsloo, 1998) or KAI (Kirton Adaptation-Innovation Inventory, Bobic and Davis, 1999), and for divergent validity, BFQ (Big Five Questionnaire, Caprara, Barbaranelli and Steca, 2008) may be used, or NEO PI-R (NEO Personality Inventory, Costa and McCrae, 2009) both adapted in Romania.

- Validation of typological falsification concept, promoted by the results that put into question the operationalization of the concept and secondly, his empirical and theoretical foundation.

- Studying the psychological types through an integrative approach in order to bring conceptual clarifications of the factors involved in their development, evolution, dynamics and expression.

- The results of the study dedicated to the attitude towards fairytales invites to continue studying the exposure to stories and fairytales during childhood, investigating at different ages how are received aspects of narrative plots, and especially, how is used symbols in processing different aspects of reality, significant relationships, identification of the influence of stories in the development of coping mechanisms and adaptive strategies as a basis for healthy mental development.

- Empirical study of the psychological complex concept through experimental design, could allow the conceptual updating. As the theory of cognitive schemas (Young, 2003; Young and Mattila, 2002; Young et. Al., 2003), similar to the theory of psychological complex, was developed and grounded a valuable tool (Young Schema Questionnaire), similarly a tool to identify the negative complexes could be developed that could produce dysfunctional mental patterns, useful for practitioners in analytical guidance, evaluation of analytical work, also for research in analytical psychology field.

- Continuing the development and study of intervention programs addressed to young people (especially students in vocational training in psycho-social fields), focus on the Ego autonomy, the

emotional maturation, the stabilization of the Eu-Sine axis. Another direction of research could be the longitudinal study of the processes of individuation, contributing not only to updating of the individuation concept, but also to its support with empirical data from the perspective of the analytical psychology of development, being able to identify the potential factors that can influence the course of individuation, as well as the effects of a compromised course (expressed as typological falsification). Aspects currently theorized and less empirically validated.

- Studying more accurately the symbol analysis in the analytical work, in a consistent approach in order to validate the method.

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