

THE EFFECT OF LOGOTHERAPY ON IMPROVING SELF-ESTEEM AND ADJUSTMENT IN PHYSICALLY DISABLED PEOPLE

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Abstract

The present study aims at investigating the effect of logotherapy on improving self-esteem and adjustment in people with physical disability through a controlled quasi-experimental study. A total of 30 people with physical disability who were members to the Social Welfare Organization in Pasargad city in 2014 were selected randomly as control group and experiment group (15 people in each). To examine the sample, the researcher used the Adjustment Scale (Samani and Sohrabi, 2011) and an adult version of Coopersmith's Self-Esteem Inventory (1967). The analysis of Covariance (ANOVA) was conducted to analyze the results. Our results revealed that group logotherapy improves the overall adjustment scores in physical, social, personal, familial, occupation and education aspects. The experimental subjects were exposed to logotherapy group consulting sessions (90 minutes each) held twice a week. The results revealed that there was a significant difference between the control and experimental groups with regard to self-esteem. The research findings also show that group logotherapy has a positive effect on social, familial and general components of self-esteem among people with physical disability. However, it found no significant effect on education. The exposure effect lasted after a month. Therefore, it could be concluded that group logotherapy improves adjustment and self-esteem among people with physical disability.

Keywords: logotherapy, adjustment, self-esteem, physical disability.

Overview

Logotherapy plays a key role in promoting hope among patients with cancer and spinal cord issues. Disability affects adjustment and self-esteem of the disabled persons among many other aspects of their lives. It has also a significant effect on other members of their family. Logotherapy helps patients to search for meaning in life in all circumstances even in despair (Mohammad-pour, 2006). Therefore, according to logotherapy approach, life is meaningful under any circumstances; the will to meaning is the primary motivation of each individual; and people have free will (Frankl, 1969 as cited in Lukas and Hirsch, 2002). Meaning, hope, and purpose in life promote mental health. Therefore, all events how demanding and tough will be easily coped with if life is meaningful and purposeful (Jamali, 2002). According to the above, logotherapists help clients discover or recover the meaning of his/her life. Moreover, logotherapists design treatments for people with obsessive-compulsive disorder (OCD) (Mohammad-pour, 2006). The cause of mental health would be better served if people are more easily adjusted toward problems. Well-adjusted people can guide themselves toward a better life (Abbaspour, 2006).

Issues related to disability have always been one of the major concerns in medical sciences. Disability affects social adjustment, mental health, and self-esteem. On the other hand, even in cases where a disabled person accepts his problem, it could not be guaranteed that he will be able to cope with his problem physically. Therefore, people with disability feel incompetent and weak (Turner and Beiser, 1989, as cited in Hedayati, 2006). The most characteristic symptoms of the disabled people are low self-esteem and despair. Disappointment produces feelings of being

worthless, lonely, helpless, and maladjusted. Therefore, disappointment and maladjustment are crucial issues which are the roots to numerous problems. Despite its importance, the two problems mentioned above have been neglected in the research related to consulting and psychology. The present research attempts to investigate the effects of logotherapy on improving self-esteem and adjustment. Logotherapeutic group counseling results in long-term adjustment and self-esteem and improves life satisfaction among the disabled.

The way a person conceives his disability, which is shaped by social and personal factors, might affect adjustment and self-esteem among people with disability. The disabled persons face a physical or mental defect leading into poor mental and physical health and emotional deprivation (Shafi-abadi, 2003). Sonstoem and Morgan (1989) in his research on Herzberg's self-esteem scale as a determinant of leisure time among sophomores, found that there is a clear relationship between self-esteem, the number of college friends and the number of new friends (as cited in Ahmadi, 1991). Derman and Swanepoel (2000) studied the impact of divorce on adjustment among children with respect to personal, familial and intercultural and social background. He finds that adjustment in children is a dynamic process. Thomson and Nida (2001, as cited in Hedayati, 2006) examined the effect of logotherapy counseling on 4 groups of clients and found that those exposed to intervention were meaningfully less aggressive and depressed. Schulenberg (2003) used logotherapy's Mountain Range Exercise (MRE) with male adolescents with mental retardation, developmental disabilities and sexual behavior problems. Thompson, Coker, Krause and Henry (2003) aimed at studying purpose in life as a mediator of adjustment after spinal cord injury (SCI) on 1391 patients for a year and found that logotherapy has a significantly positive effect on adjustment and quality of life (QoL) among SCI patients.

Stafstrom and Havlena (2003) studied the effect of self-concept on self-acceptance and self-esteem on 105 children with epilepsy, ages 5 to 18 years. Their findings showed evidence of impaired self-concept, low self-esteem, and a sense of helplessness and vulnerability among the sample population.

Manuel et al. (2003) in their research found that children with cerebral palsy and physical disability, aged 9 to 19, have high self-esteem. Gender and the perception of a disabled person have a significant effect on his self-esteem. The study by Manuel et al. (2003) proved that women and respondents who perceived more about their disability, possess lower self-esteem levels. Maziak et al. (2004) found that, as the result of less intimate communications with others, people with disability feel lonelier and their self-esteem and self-efficiency is lower than normal people. Blair (2004) used logotherapy to help older adolescents search for meaning in depression. Southwick, Gilmartin and Morrissey (2006) investigated the effect of logotherapy as an adjunctive treatment, on combat-related post-traumatic stress disorder (PTSD) and found that PTSD leads into severe mental and social malfunctioning. Their results reveal that logotherapy is an influential means for treating combat-related PTSD. Taehan (2006) in another research examined the effects of logotherapy with exercise on meaning of life, ego integrity and IADL in the elderly. His results revealed that with regard to meaning of life and integrity, the experimental group is significantly different from the control group. The experimental group had differences in changes in meaning of life, ego integrity and IADL's during time period. Logotherapy with exercise could be used as an effective nursing intervention for the elderly.

Objectives

- 1- To determine the effect of using logotherapy group counseling on improving (social, educational, occupational and personal) components of adjustment among people with disability in Pasargad city.
- 2- To determine the effect of using logotherapy group counseling on improving self-esteem among people with disability in Pasargad city.

Primary hypotheses:

- 1- Logotherapeutic group counseling has a significant effect on the adjustment level of people with disability.
- 2- Logotherapeutic group counseling has a significant effect on the self-esteem level of people with disability.

Secondary hypotheses:

- 1- Logotherapeutic group counseling has a significant effect on the (social, educational, occupational, personal, and familial) components of adjustment of people with disability.
- 2- Logotherapeutic group counseling has a significant effect on the (social, educational, familial and general) components of self-esteem of people with disability.

Method

This paper reports the results of a quasi-experimental study on the impact of logotherapy group counseling on improving adjustment and self-esteem in people with disability in Pasargad city. Subjects are placed in experimental and control groups randomly. Therefore, the design of this study is pretest-posttest control group. The statistical population of the study is 63 people (over 25 years) with disability living in Pasargad. The sample size is 30 subjects which are divided into two groups (15 people in each). To select the sample, convenience sampling (CS) was used. Forty five people with disability were handed adjustment and self-esteem questionnaires from the 40 lowest scored respondents, 30 were selected randomly and placed in experimental and control groups (15 people in each). The respondents aged 25-35, 36-46, 47-57, and 58-68 years old. The demographic features (age, education, gender) of the subjects are shown in tables 1 to 3.

Table 1: Distribution of the population by education

Education level	Experimental group		Control group	
	frequency	Frequency (%)	frequency	Frequency (%)
BA and higher	3	20	4	26.66
Associate's degree	3	20	5	33/33
diploma	5	33/33	3	20
Lower than diploma	4	26.66	3	20
total	15	100	15	100

Table 2: Distribution of the population by age

Age	Experimental group		Control group	
	frequency	Frequency (%)	frequency	Frequency (%)
25 -35	4	26.66	5	33/33
36 -46	4	26.66	4	26.66
47 -57	4	26.66	4	26.66
58 -68	3	20	2	13.33
total	15	100	15	100

Table 3: Distribution of the population by gender

Gender	Experimental group		Control group	
	frequency	Frequency (%)	frequency	Frequency (%)
Male	9	60	9	60
Female	6	40	6	40
Total	15	100	15	100

Measurement

Data Collection Two questionnaires were used. Social adjustment questionnaire Coopersmith self-esteem inventory (CSEI, Coopersmith, 1967). The social adjustment questionnaire consists of 15 items and five factors which are: personal adjustment, social adjustment, occupational adjustment, educational adjustment, and familial adjustment. Each three items measure one factor as follows: The three first items measure personal adjustment; the second three items measure social adjustment; the third group of items measure educational adjustment; the fourth group of items measure occupational adjustment; and the fifth group of items measure familial adjustment. An 8-point Likert scale was used ranging from “0” for “unlike me” to “like me” for “very much”. The validity of the scale was confirmed in 2011 by Sohrabi and Samani. The test was significant ($p < 0.0001$), and KMO score was 0.915, considered as meritorious.

Coopersmith self-esteem inventory (CSEI, Coopersmith, 1967)

Coopersmith (1967) developed his self-esteem scale based on the review of Roger & Diamond (1954) scale. The questionnaire includes 58 items 8 of which (6, 13, 20, 27, 34, 41, 48, and 55) are lie scales. Therefore, 50 items yield a global measure of self-esteem and four sub-scales: general self, social self-peers, home-parents, and school-academic. If a respondent scores above 4 for the lie score, he has tried to show himself better than he is.

Validity and reliability:

The reliability of the questionnaire is tested by Lashkari and Sadati (2005, as cited in Hedayati, 2006) using Cronbach's alpha. The reliability of the self-esteem questionnaire was 88.0 and therefore it is valid.

Ten sessions (90 minutes each) were held twice a week (Hasanzadeh, 2005, as cited in Hedayati, 2006). After the intervention, posttest was carried out for both groups and a follow-up of 30 days was conducted.

Procedure

To collect the data about people with disability, the researcher acquired the addresses of the disabled in Pasargad city. The two questionnaires were handed out to the subjects simultaneously. Subjects were informed that there was no time limit and were instructed the way to answer the questionnaire. The statistical population of the study is 63 people (as of autumn 2014) with disability living in Pasargad. The first 30 minutes of each session was dedicated to explaining the topic specific to that session and the remnant 60 minutes was dedicated to group discussing the issues related to the members, the educational material and the techniques specific to this approach.

After attending group therapy sessions, post-test was carried out for both experimental and control groups, the results for pretest and post-test were analyzed and findings were discussed.

Statistical analysis

Descriptive and inferential methods were used to analyze the data. While descriptive statistics were used to analyze the demographic data (i.e. age, gender, and education), frequency graphs, means, and standard deviation, inferential methods, like the analysis of covariance were used to compare the means for post-test and pre-test results for experimental and control groups.

Findings

Main hypothesis:

- 1- Logotherapeutic group counseling has a significant effect on the adjustment of people with disability.

Table 4: Comparison of pretest and posttest adjustment scores of the two groups

Groups	Group	Number	SD	Mean
Pretest	Control	15	6.148	90.333
	Experimental	15	8.919	94.668
Total score		30	7.835	92.500

Table 5: Levene's variances

Control	15	6.148	90.333
Posttest	Experimental	15	10.990 22.660
Total score		30	8.569 56.199

test for equality of

Test statistics	DF2	DF1	P-value
0.761	28	1	0.000

Table 6: Results of analysis of covariance (adjustment in experimental and control groups)

Source of variation	TSS	DF	Mean square	test statistics	P-value	Coefficient	Power of test
Pretest	099.197	1	099.197	607.11	000.0	590.1	000.1
Group	109.680	1	109.680	54.941	000.0	549.1	000.1
Error	168.23	27	895.7				

As the table shows, $f=54.941$ and $p<0.001$, therefore, there is a significant difference between the means for both groups after post-test after the effect of pre-test was removed. It could be concluded that logotherapy group counseling has a significant effect on the adjustment of people with disability.

2- Logotherapeutic group counseling has a significant effect on the self-esteem of people with disability.

Table 7: Comparison of pretest and posttest self-esteem scores of the two groups

Groups	Group	Number	SD	Mean
Pretest	Control	15	2.263	22.533
	Test	15	3.731	20.266
	Total score	30	2.997	21.399
Posttest	Control	15	2.263	22.533
	Test	15	5.334	35.200
	Total score	30	3.798	28.866

Table 8: Statistical analysis

test statistics	DF2	DF1	P-value
0.168	28	1	0.004

method Covariance

As the above table shows, P-value of Levene's test (0.004) is less than 0.01, therefore the variance for adjustment control and experimental groups is significantly different at 0.05.

Table 9: Results of analysis of covariance (self-esteem in experimental and control groups)

Source of variation	TSS	DF	Mean square	test statistics	P-value	Coefficient	Power of test
Pretest	2.331	1	2.331	10.56	0.717		1.640
Group	86.883	1	86.883	62.73	0.000	0.731	1.000
Error	467.802	27	17.326				

As the table shows, $f=73.62$ and $p<0.001$, therefore, there is a significant difference between the means for both groups after the effect of pre-test was removed. It could be concluded that logotherapy group counseling has a significant effect on the self-esteem of people with disability. Secondary hypotheses: Logotherapeutic group counseling has a significant effect on the (social, educational, occupational, personal, and familial) components of adjustment of people with disability.

Table 10: Results of analysis of covariance (social adjustment in experimental and control groups)

Source of variation	TSS	DF	Mean square	F-Value	P-value
Social component	153.124	1	153.124	31.641	0.000
Group	485.432	1	485.432	20.305	0.000
Error	131.410	27	56.118		

Table 11: Results of analysis of covariance (school component of adjustment in experimental and control groups)

Source of variation	TSS	DF	Mean square	F-Value	P-value
School component	428.342	1	428.342	23.978	0.000
Group	122.457	1	122.457	62.834	0.000
Error	131.410	27	56.118		

Table 12: Results of analysis of covariance (occupational component of adjustment in experimental and control groups)

Source of variation	TSS	DF	Mean square	F-Value	P-value
Occupational component	55.041	1	55.041	4.984	0.034
Group	458.972	1	458.972	134.563	0.000
Error	298.159	27	298.159		

Table 13: Results of analysis of covariance (personal adjustment in experimental and control groups)

Source of variation	TSS	DF	Mean square	F-Value	P-value
Personal component	16.835	1	16.835	6.610	0.25
Group	519.548	1	519.548	6.319	0.000
Error	81.032	27	3.001		

As the table shows, there is a significant difference between the components of adjustment (i.e. social, educational, occupational and personal adjustment) after the effect of pre-test was removed.

Table 14: Results of analysis of covariance (familial adjustment in experimental and control groups)

Source of variation	TSS	DF	Mean square	F-Value	P-value
Familial component	97.867	1	97.867	18.839	0.000
Group	799.162	1	799.162	346.323	0.000
Error	140.226	27	1.980		

Secondary hypothesis:

1- Logotherapeutic group counseling has a significant effect on the (social, familial, educational, and overall) components of self-esteem of people with disability.

Table 15: Results of analysis of covariance (social self-esteem in experimental and control groups)

Source of variation	TSS	DF	Mean square	F-Value	P-value
Social component	6.177	1	6.177	4.052	0.054
Group	25.988	1	25.988	17.049	0.000
Error	41.156	27	1.524		

Table 16: Results of analysis of covariance (familial self-esteem in experimental and control groups)

Source of variation	TSS	DF	Mean square	F-Value	P-value
Familial component	25.219	1	25.219	12.740	0.001
Group	17.959	1	17.959	9.072	0.006
Error	54.488	27	1.980		

Table 17: Results of analysis of covariance (educational self-esteem in experimental and control groups)

Source of variation	TSS	DF	Mean square	F-Value	P-value
Educational component	8.661	1	8.661	5.314	0.029
Group	2.281	1	2.281	1.004	0.247
Error	44.005	27	1.630		

As the table shows, after the effect of pre-test was removed, there is a significant difference between the occupational, familial, and general components of self-esteem, and no significant difference for educational self-esteem.

Table 18: Results of analysis of covariance (General self-esteem in experimental and control groups)

Source of variation	TSS	DF	Mean square	F-Value	P-value
Overall component	553/95	1	553/95	225/17	000/0
Group	182/777	1	182/777	098/140	000/0
Error	780/149	27	547/5		

Discussion

Our research findings are consistent with the literature conducted on the relationship between adjustment and behavioral disorders (e.g. Derman, 2000; Khakian, 2010; Habibi and Sajedi, 2000). Our findings prove that adjustment plays a significant role in coping with problems. It can also help individuals in improving the education, and coping with hard and time-filling jobs. Logotherapy group counseling through discussing issues like the meaning of life, death, responsibility, admiring the values can help people with disability adopt a different approach toward their disability, enjoy their lives, try to achieve their goals, and finally, improve their adjustment.

Secondary hypothesis: Logotherapy group counseling improves the self-esteem among people with disability. The findings is consistent with Stafstrom and Havlena (2003), Shirvani (2009), Azari and Jahromi (2011), and Manuel et al. (2003) who proved that there is a positive relationship between self-esteem and self-acceptance, occupational motivation, and assertiveness. Self-esteem is the only comforting force with regard to appearance, physical condition and capability, and self-acceptance improvement. Self-esteem plays a crucial role in regulating behavior. People with high self-esteem are encouraged to follow their goals, avoid depression, sadness or disappointment, enjoy communicating with others and are healthier than low self-esteem people.

Secondary hypothesis: Logotherapy group counseling has a positive effect on components of adjustment (i.e. social, personal, familial, educational, and occupational).

Our first secondary hypothesis is consistent with the study conducted by Thomson and Nida (2001, as cited in Hedayati, 2006) who found that logotherapy group counseling improves aggression. It is also in line with the finding by Khakian (2010) who proved that adjustment with divorce improves the educational success of the students. Logotherapy is useful for treating various mental disorders. As the result of their physical conditions, people with disability are far from living a normal life. Attending logotherapy group counseling, improves the sense of sympathy, learning and hope among them. That is how logotherapy functions as improving social, familial, and educational and occupation components of self-esteem among the experimental group. This is consistent with the

research findings by Caplan (1981, as cited in Hedayati, 2006) who investigated the effect of social support in alleviating depression symptoms and found that social support alleviates the effects of mental pressure through improving clients' understanding of the mental event. Kobasa (1988) showed that people who are supported socially have a better mental health. Through mental and physical support, family members act like a shield for the other family members. The more integrated the link between an individual and his family, the less he is exposed to mental and physical disease. In this respect, one needs to remember that the fact the conception that a family member is supported by family is plays a more crucial than the support he may receive from other members of his family. The literature in this context has shown that a successful educational performance improves hope and adjustment. People with emotional turmoil experience weak self-concept, low educational performance, social exclusion and inability in relating to peers. In addition, they do not bind to social rules among many other consequences. These social issues have direct effect on their learning.

On the other hand, a job is a context for an individual to interact with the community and find meaning and value. This meaning is associated not with the nature of an occupation, but rather with the fact that he is working. In fact, the nature of a job does not give value to an individual; it is rather the way a job is done that is important. Through attending logotherapy group counseling, people with disability learn how putting importance on the way to finish a job is more important than the nature of that job. Through group therapy, the disabled adopt a new more positive perspective toward their job. In line with our finding, Andrisani and Nestle (1976) proved that people who perform well in their occupation, believe that inner factors, such as endeavor and capabilities, determine life satisfaction.

2nd Secondary hypothesis: Logotherapeutic group counseling has a positive effect on the components of self-esteem (i.e. social, familial, educational, and general).

Our findings for the effect of using logotherapy for improving social, familial and general components of self-esteem is consistent with the research conducted by Stafstrom and Havlena (2003) who found that self-concept has a significant impact on self-concept and self-esteem among children with physical disability and those with MS.

Our findings for the educational component of self-esteem is consistent with that of Manuel et al. (2003) and Stafstrom and Havlena (2003) who proved that self-esteem among MS and disabled children is highly affected by their self-concept.

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