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How are Online and Face-to-Face Psychotherapy Perceived by Clients? A Metaphor Analysis*

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Studies about online psychotherapy have gained momentum as the coronavirus pandemic has had an impact on conducting them face to face. The effectiveness and therapeutic alliance in online psychotherapy have been examined and sometimes compared with face-to-face psychotherapy. In these studies, it was seen that mainly quantitative methods were used. Exploratory qualitative research is needed to refine the literature on online psychotherapy. For this purpose, in this study, data obtained from clients who received face-to-face or online psychotherapy were analyzed using the metaphor analysis method, which is one of the descriptive phenomenological approaches. According to the data obtained from 116 people, nine different categories of metaphors related to online and face-to-face psychotherapy were obtained. The most frequent metaphors about online psychotherapy belonged to categories of convenience, artificiality, similarity to face-to-face psychotherapy, and ineffectiveness. The frequent metaphors about face-to-face psychotherapy belonged to categories of contact, effectiveness, reality, and difficulty. When the participants were divided into two groups according to their age, the opinions about online psychotherapy differed in the two age

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Conflicts of Interest. The authors have no conflicts of interest to declare.

Data Availability. Data for this study are available upon request from the authors.

Ethical Approval. Ethical approval of this study was obtained by the İzmir Bakircay University Ethical Committee of Non-invasive Clinical Research on April 29, 2021 under decision number 276.

Informed Consent. All of the participants provided written informed consent to participate in this study.

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groups. Similarly, the opinions of people who received psychotherapy with different methods differed for the online psychotherapy. Clinical implications and limitations were discussed.

Keywords: Psychotherapy, online psychotherapy, face-to-face psychotherapy, telepsychology

Highlights

- This study used metaphor analysis to reveal the client's perceptions about different types of psychotherapy.
- Regarding face-to-face psychotherapy, metaphors were frequently produced under the categories of contact, effectiveness, reality, and difficulty.
- Convenience, artificiality, similarity, and ineffectiveness metaphors were produced for online psychotherapies.
- Opinions about online psychotherapy differed between young and middle-aged clients.

Turkish Version of the Adlerian Inferiority and Superiority Complex Shortened Scales: Validity and Reliability*

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The aim of this study was to test the psychometric properties of Adlerian Inferiority and Superiority Complex Shortened Scales in a Turkish sample. Exploratory factor analysis sample consisted of 331 individuals (192 female and 139 men) between the ages of 15 and 65, while confirmatory factor analysis sample consisted of 192 individuals (113 female and 79 men) between the ages of 15 and 64. As a result of exploratory factor analysis, inferiority complex showed a structure of 10 items, while superiority complex showed a structure of 9 items. Confirmatory factor analysis showed that the scales had acceptable fit values in a two-factor structure. Findings related to the internal consistency coefficient, test-retest reliability and concurrent validity showed that Adlerian Inferiority Complex and Superiority Complex Shortened Scales are valid and reliable tools for evaluate the inferiority and superiority complex levels of individuals aged 15 and older in Turkey sample.

Keywords: inferiority complex, superiority complex, validity, reliability, Alfred Adler.

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Data Availability. The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Ethical Approval. All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards. The research was conducted with the permission of the Sakarya University Social and Human Sciences Ethics Committee (Document No: E-61923333-050.99-122418).

Conflict of Interest. The authors declared no conflicts of interest with respect to the authorship or the publication of this article.

Informed Consent. Informed consent was obtained from all individual participants included in the study.

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Highlights:

- Psychometric properties of Inferiority and Superiority Complex Scales based on Adlerian Theory were tested in a Türkiye sample.
- Inferiority and superiority complexes are different structures.
- Scales have high internal consistency and temporal stability.
- Inferiority Complex and Superiority Complex Scales are significantly correlated with the Rosenberg Self Esteem Scale and the Narcissistic Personality Inventory.
- Scales can be used to determine the inferiority and superiority complex levels of individuals aged 15 and older.

The COVID-19 Representation and Implications for Children's Well-being: a Three-way Perspective*

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The present research investigated the COVID-19 representation and its implications on children's psychological health. We used multiple perspectives to explore this issue, i.e., children's ($N = 50$, age range 8 – 10), parents' ($N = 100$, age range 28 – 54), and teachers' ($N = 2$, age 22 and 26) viewpoints, in a short longitudinal approach (Time 1 – November 2020, Time 2 – December 2020), during one of the most critical COVID-19 periods in Romania. We assumed similar patterns between parents' and children's representations of the COVID-19 pandemic, and our qualitative analyses confirmed this assumption. Next, our findings suggested that children's higher levels of fear of COVID-19 correlated with higher anxiety levels at Time 1; meanwhile, at Time 2, children's fear of COVID-19 significantly correlated with their well-being, which might indicate the potentially protective role of fear of COVID-19 through perceived threat. At Time 1, children's self-reported measures of anxiety were significantly associated with parents' and teachers' perceived anxiety. At Time 2, teachers' perceived anxiety concerning their students was not associated with children's self-reported levels, as were their parents. Finally, at Time 1 (but not at Time 2), children's fear of COVID-19 moderated the link between anxiety and children's well-being. Results also suggested a partial mediating effect of parents' fear of COVID-19 on the relationship between children's fear of COVID-19 and well-being at Time 2, but not at Time 1. Finally, our results suggested that focusing on the future did not significantly impact children's well-being, fear of COVID, or anxiety. However, children who wrote in their diaries focusing on present behaviors and emotions reported significantly higher anxiety levels at Time 2 compared to Time 1. We discuss our results concerning their practical implications in the 2020–2022 COVID-19 pandemic at personal, family, and educational levels.

Keywords: COVID-19, children, teachers, parents, anxiety, well-being, future thinking

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Highlights:

- We measured children's and parents' anxiety (ANX), well-being (WB), and fear of COVID-19 (F-C) at Time 1 (November 2020) and Time 2 (December 2020).
- Children's higher levels of F-C correlated with higher ANX at Time 1.
- F-C might have a protective role on children's WB.
- Children's self-reported ANX was significantly associated with parents' and teachers' perceived ANX only at Time 1.
- Focus on the present generated significantly higher ANX in children.

Bidirectional Interaction between Language Control and Domain-general Executive Control in Unbalanced Chinese-English bilinguals*

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Recent research has shown that bilinguals outperform monolinguals on tasks requiring non-linguistic executive control skills, thereby generating an interest in the relationship between bilingual language processing and non-linguistic control abilities. Based on this, the present study further examined the bidirectional interaction between language control and non-linguistic control in unbalanced Chinese-English bilinguals. These bilinguals completed a Flanker task in three types of language control contexts (i.e., L1, L2, and Mixed language

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Conflicts of interest/Competing interests. The authors declare that they have no competing interests.

Availability of data and material. The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation (doi: 10.6084/m9.figshare.18855023).

Code availability. The authors declare that no code was used in this research.

Ethics approval. Written informed consent was obtained from each participant, following a research protocol approved by the Institutional Review Board of the South China Normal University (SCNU, Guangzhou, China) (Reference No.: SCNU-PSY-2021-417) and carried out in accordance with The Code of Ethics of the World Medical Association (The Declaration of Helsinki).

Consent to participate. Understanding and written informed consent was obtained from the participants themselves and their guardians.

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contexts) in the interleaved word-comprehension-to-Flanker sequence and performed a picture-word matching task in three types of non-linguistic executive control contexts (i.e., color, shape and color-shape mixed contexts) in the interleaved color-shape-switching-to-word-comprehension sequence. The results showed that the Flanker effect in mixed language context was smaller than in single (L1 and L2) context, suggesting language control leads to a better non-linguistic control ability. Additionally, the language switching cost was found smaller in the mixed task context (color/shape switching), indicating that non-linguistic control can enhance the language control ability. Therefore, we conclude that there is a bidirectional interaction between language control and non-linguistic control even in unbalanced bilinguals.

Keywords: bidirectional interaction, unbalanced bilingual, language control, executive control

Highlights:

- Language control had an effect on non-linguistic executive control.
- Non-linguistic executive had an effect on language control.
- The bidirectional interaction between language control and executive control was found in unbalanced bilinguals.

Testing the Validity of a Latvian Multidimensional Forced-choice Personality Inventory*

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The aim of this study is to evaluate the convergent and operational validity of a modified Latvian personality inventory (LPA-3, Perepjolkina, 2014) with a multidimensional forced-choice answer format (LMFI). Using three samples, a validity study of the LMFI was conducted. Convergent validity was evaluated by examining the relations between LMFI on one side and the Big Five Inventory (BFI) and the Machiavellianism scale on the other. Operational validity was evaluated by examining the relations with assessments of subjective job performance, counterproductive work performance and with a measure of scholarly significance. The results show good convergent and operational validity for five of the six LMFI factors. The Honesty-Humility measure still needs to be improved. In the future, predictive and discriminant validation studies should be conducted with more representative Latvian samples.

Keywords: multidimensional forced-choice personality inventory, convergent validity, operational validity, personality assessment

Highlights:

- Convergent validity of five of the six LMFI personality factors is equal to the validity of other forced-choice personality measures;
- Operational validity of five of the six LMFI personality factors is good;
- LMFI can adequately measure five of the six personality dimensions in low-stakes situations.

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Examining the Factor Structure of the Teachers' Sense of Efficacy Scale – Short Form in a Serbian Sample of Elementary-level Teachers: A Bifactor-ESEM Approach*

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This study explored the factor structure of the short form of the Teachers' Sense of Efficacy Scale (TSES-Sf) using Confirmatory Factor Analysis (CFA), and Exploratory Structural Equation Modeling (ESEM), as well as bifactor models based on these two approaches. A total of 295 elementary level teachers (80% females) completed measures of interest for this research. The bifactor-ESEM model provided the best fit to the data. The data revealed that a strong general factor of teachers' self-efficacy underpins responses to all TSES-Sf items, however, self-efficacy in student engagement and self-efficacy in classroom management had significant specificity after partialling out the general factor. On the other hand, self-efficacy in instructional strategies items loaded primarily on the general factor and showed low specificity over and above the general factor. This study reviews the previous conclusions about the criterion validity of TSES-Sf and proposes bifactor models as a useful framework for evaluating the structural validity of this scale.

Keywords: self-efficacy, bifactor models, exploratory structural equation modeling, criterion validity

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Data Availability statement. The data that support the findings of this study are available on request from the corresponding author.

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Conflict of interest. Authors declare that they have no financial conflicts of interest to disclose.

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Highlights:

- The factor structure of the short form of the Teachers' Sense of Efficacy Scale (TSES-Sf) was explored using Confirmatory Factor Analysis (CFA) and Exploratory Structural Equation Modeling (ESEM) procedures.
- The bifactor-ESEM model provided the best fit to the data.
- The data revealed a strong general factor of teachers' self-efficacy, however, self-efficacy in student engagement and self-efficacy in classroom management had significant specificity after partialling out the general factor.
- Self-efficacy in instructional strategies showed low specificity over and above the general factor.