## **Original Articles**

## The Effectiveness of Integrative Therapy on Cognitive Emotion Regulation in Teachers with Psychosomatic Symptoms

Amirhossein Emadi Andani <sup>1</sup>, Gholamreza Talebi\*<sup>2</sup>, Faezeh Ghorbani<sup>3</sup>

- 1- Master's student in Clinical Psychology, Department of Medicine, Na.C., Islamic Azad University, Najafabad, Iran
- 2- (Corresponding Author ) Assistant Professor of Health Psychology, Department of Medicine, Na.C., Islamic Azad University, Najafabad, Iran
- 3- Master's student in Clinical Psychology, Department of Medicine, Na.C., Islamic Azad University, Najafabad, Iran

**Introduction:** Psychosomatic symptoms are common and concerning among teachers, largely due to occupational pressures, chronic stress, and emotional challenges. Difficulties in cognitive emotion regulation play a significant role in the persistence and exacerbation of these symptoms. Integrative therapies, drawing on various psychotherapeutic approaches and focusing on cognitive, emotional, and behavioral dimensions, are considered comprehensive methods for promoting mental health. Accordingly, the present study aimed to examine the effectiveness of integrative therapy on cognitive emotion regulation in teachers experiencing psychosomatic symptoms.

**Materials and Methods:** This study was a quasi-experimental design with a pretest-posttest-follow-up structure. The statistical population included female middle school teachers in Isfahan during the 2024–2025 academic year. A convenience sample of 36 participants was selected and randomly assigned to experimental and control groups. The research instrument was the Cognitive Emotion Regulation Questionnaire (CERQ) by Garnefski and Kraaij. The experimental group received 8 sessions of integrative group therapy. Data were analyzed using SPSS version 26, and repeated measures ANOVA was used for statistical analysis.

**Results:** The results of repeated measures ANOVA indicated that integrative therapy led to a significant improvement in both positive and negative cognitive emotion regulation strategies in the experimental group compared to the control group (P < 0.05), and these effects remained stable at the follow-up stage.

**Discussion and Conclusion:** Integrative therapy, by emphasizing cognitive and interpersonal factors, can be considered an effective intervention for enhancing emotional regulation in teachers with psychosomatic symptoms.

Keywords: Integrative therapy, cognitive emotion regulation, teachers, psychosomatic symptoms