

発表成果報告書

国際学術交流助成金に採択された方は、学会参加後 1 か月以内（ただし、助成決定時にすでに発表済みの場合は通知から 1 か月以内）に以下の資料をご提出ください。

① 発表成果報告書（本様式）、②発表抄録（英文）、③発表実績（ポスターやスライド等の写し）

【発表概要】（400 字程度）

本発表では、大学生・大学院生を対象に、ソクラテス式質問の有効性とそのプロセスを実証的に検討するため、場面想定法を用いたオンライン実験を実施した。参加者は、自責的な信念を喚起する場면을提示され、ソクラテス式質問に回答する条件（38 名）と回答しない統制条件（42 名）に割り当てられ、課題前後の自責的信念に対する確信度を比較した。また、ソクラテス式質問条件では自由記述による回答も収集し、質的分析を行った。その結果、確信度は課題後に有意に低下し、この変化はソクラテス式質問条件でのみ認められた。さらに、自由記述の分析から、ソクラテス式質問は提示された場面への対処可能性を検討する視点を促すことが示唆された。以上より、ソクラテス式質問は自責的信念への確信度を低下させる可能性があり、その背景には状況への対処可能性を再評価する過程が関与していると考えられた。今後は、対処可能性に対する評価の個人差を規定する要因についても検討する必要があると考えられる。

【参加体験記】（800 字程度）

2026 年 6 月 25 日から 29 日にかけてサンフランシスコで開催された国際認知行動療学会に参加し、ポスター発表を行った。ポスター発表では、英語で研究内容を説明し、質疑応答を行った。特に、研究デザインについて質問を受け、異なる視点から自身の研究を捉え直す機会となった。自身の研究に関心をもっていただけることや、言語の壁を越えて研究内容が伝わること、新たな研究者とのつながりが生まれることは大きな喜びであった。一方で、自身の英語力の不足について指摘をいただく場面もあり、英語力の向上にも取り組む必要があると感じた。

現地では、各国の研究者や同年代の学生が、異なる背景や環境のなかで、各々の問題意識に基づいて研究に取り組む姿が印象的であり、自身の研究目的を改めて振り返る機会となった。また、国を越えて研究者同士が意見を交わし、知見を共有する様子に触れ、国際的な視点をもって研究に取り組みたいという意欲が高まった。

また、自身の研究において技法のプロセスに着目していることから、参加した基調講演やシンポジウムのなかでも、特に技法のプロセス研究を扱った基調講演が印象に残った。この講演では、遂行指標と学習指標を区別し、学習指標の変化に至るメカニズムを明らかにすることの重要性が示された。単に技法が適切に実施されたという遂行指標だけでなく、その技法を通してクライアントに学習が生じるメカニズムに着目する視点から、自身の研究を考えるうえでの大きな示唆を得た。

今回の経験から、発表を通じて様々な研究者と意見を交わすことの意義や魅力を感じたとともに、そのために必要な課題についても認識した。今後は、今回得られた知見や経験を自身の研究計画や研究実践に反映させ、技法の作用機序について検討を深めることで、クライアントにとって有効な支援の在り方を探求していきたい。

How Socratic Questioning Affects Self-Blame Beliefs

Introduction:

“Socratic questioning,” whose efficacy has been recognized in Cognitive Behavioral Therapy (CBT), helps clients explore evidence underlying their beliefs, thereby guiding them toward more adaptive cognitions. Previous experimental studies have demonstrated that Socratic questioning promotes belief transformation (Sutoh et al., 2015). However, empirical investigation into the thought processes of individuals receiving Socratic questioning remains insufficient. This study examined whether Socratic questioning reduces belief certainty and investigated the processes of evidence acquisition and integration through which this reduction occurs. This was investigated using a quasi-randomized trial.

Method:

Research Participants were students aged 18 to 25 who were within the normal range of mental health at the time of the survey. Students enrolled at multiple universities and online crowdsourcing platform were invited to participate. Finally, 80 participants (40 females, 40 males; $M = 19.51$, $SD = 1.90$) participated. Participants were presented with a Japanese-language emotional vignette (Tajima et al., 2023) designed to simulate feelings of self-blame associated with depressive states. They were instructed to read the vignette as if they were the protagonist. After reading the vignette and experiencing negative belief, participants were asked to respond to a list of Socratic questions. Participants were assigned to either a Socratic-question condition or a control condition without questioning. Before and after the test, participants rated their confidence level in their belief about themselves within the text using a Numerical Rating Scale (NRS). They were also asked to provide free-response explanations regarding their answers to the question list and the reasons for their NRS ratings.

Results:

Regarding NRS changes, a significant interaction between time (pre-test vs. post-test), condition was observed ($F(1,76) = 13.55$, $p < .01$), and post-test NRS scores significantly decreased under the experimental condition ($\eta_p^2 = .82$). Analysis of response content revealed significant differences in response patterns across conditions ($\chi^2 = 52.07$, $p < .01$, $V = .81$), with positive responses associated with the experimental condition. Qualitative analysis indicated that during the response process, many participants described “gaining new perspectives” or “coping strategies for stressors”, suggesting that adaptive cognitions may have been generated through the questioning.

Discussion:

The reduction in NRS observed under experimental conditions suggests that being questioned in this study also led to a decrease in belief certainty. This reduction likely resulted from eliciting multifaceted evidence, particularly positive evidence. Moreover, it was suggested that how individuals evaluate the threat level of stressors and the effectiveness of coping strategies may generate this difference. Therefore, while questioning may encourage the exploration of refocused information, potentially leading to adaptive cognitive processes, the extent to which this occurs may depend on individual coping resources and prior experiences.

How Socratic Questioning Affects Self-Blame Beliefs

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Socratic questioning

Socratic questioning is a therapeutic technique helps clients explore evidence underlying their beliefs, thereby guiding them toward more adaptive cognitions. Its efficacy has been recognized in Cognitive Behavioral Therapy.

However,

- Empirical investigation into the thought processes of individuals receiving Socratic questioning remains insufficient.
- It has been pointed out that Socratic questioning must be tailored to the client, and that inappropriate use can hinder the therapeutic process (Clark & Egan, 2018)

AIM

- The aim of this study is empirically to examine whether Socratic questioning reduces belief certainty and to investigate the processes of evidence acquisition and integration through which this reduction occurs.
- Particularly, we focused on changes in **self-blaming beliefs**—a key target of cognitive approaches—that influence depression.

Method

Participants

Participants were Undergraduate students and Graduate students in Japan.

$n=80$: $Mage = 19.51$, $SD = 1.90$

Experiment design :

Three-factor mixed design Condition (Socratic-question / Control) × time (time1 / time2) × sex (male / female)

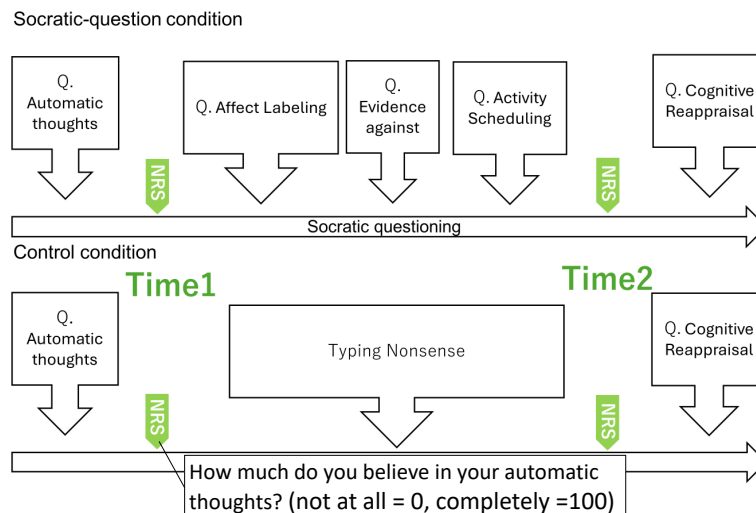
Stimulus : Japanese-language emotional vignette (guilt34) (Tajima et al., 2023)

Measures : (1) NRS (Numerical Rating Scale : 0 - 100)

(2) Open-ended response regarding Socratic questioning

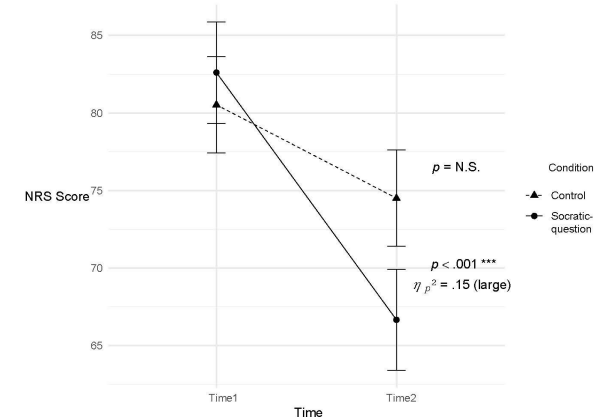
When I graduated from the air force, the first thing I did was fly my parents in a single engine aircraft. I lost control and the plane crashed. They got badly hurt and needed months of treatment. I never got over that.

guilt34



Result • Discussion

- Three-factor mixed design ANOVA showed a **significant main effect Time** ($F(1, 76) = 41.98, p < .01$) and a **significant interaction between Time, Condition** was observed ($F(1, 76) = 13.55, p < .01$). Furthermore, **Time2 NRS scores significantly decreased under the Socratic-question condition** ($t(76) = -6.93, p < .01, \eta_p^2 = .15$ (large)).



- We categorized the open-ended responses based on their similarity and conducted an independent chi-square test about category. The results **revealed significant differences in response patterns across the conditions** ($\chi^2 = 52.07, p < .01, V = .81$), with **positive responses associated with the Socratic-question condition**.
- Qualitative analysis about open-ended responses under Socratic-question conditions provided that many participants described **“gaining new perspectives”** or **“coping strategies for stressors”**.

- The decrease in NRS observed under Socratic-question condition suggests that the Socratic questioning in this study also led to a reduction in the certainty of beliefs. This decrease is likely attributable to the elicitation of multifaceted evidence, particularly positive evidence.
- The fact that positive responses were observed only following answers given under the Socratic questioning condition suggests that no positive changes occurred in the control condition because there was no basis for broadening one's perspective.
- In the Socratic-question condition, responses to **Evidence against** questions and questions regarding **Activity Scheduling** served as “grounds” for positive reevaluation.
- Although Socratic questioning may encourage the search for information that refocuses attention and lead to adaptive cognitive processes, the extent to which this occurs may depend on an individual's coping abilities.
- Therefore, it may be effective to approach resources and past experiences prior to Socratic questioning.