

STICKING IT OUT: ACCOMODATIVE AND PROBLEM-FOCUSED  
COPING POTENTIAL IN ADJUSTMENT TO COLLEGE

By

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## CHAPTER I

### INTRODUCTION

Everyone has faced a situation in life that was less than ideal. We have all encountered the feeling of stress, whether it was positive, like an upcoming wedding, or negative, like the loss of a loved one. In each stressful situation, individuals have the opportunity to use coping strategies to mediate the situation. Imagine two students have an important and difficult exam coming up in the next week. One student has planned out her week to allow for ample time to study, made study guides, gone to the review session and done all of the homework to prepare for this exam. The other student, however, is planning on cramming the day and night before the exam. She is unprepared and not sure that she is even able to get a good grade. After the exam, the students received their grades and both students get lower grades than they wanted. One student adjusts her goals for the course relative to the grade, and tries to frame this disappointment in a positive manner. The other student has a small breakdown and seems to ruminate on the perceived failure. These two students displayed how different individuals can use different coping strategies to deal with stress.

#### *Stress and Coping*

Stress can be viewed in many ways. From the epidemiological view, stress is an objective event. It demands change and/or adaptation to the event and has the potential to produce a negative outcome. From the biological perspective, stress is activation of the sympathetic nervous system. This activation includes physiological responses like

increased in blood pressure, heart rate, and perspiration. From an earlier psychology perspective, the situation, or stressor, determined stress. Researchers identified both positive and negative events that are stressors and attached values to those events defining the impact each event had on the individual. They concluded that individuals with the most stress (defined as experiencing the most stressors) are more likely to have serious illnesses in the following year (Holmes & Rahe, 1967).

In contrast to theories of stress that suggest stress is a property of a situation or merely a physical response, we used a more relational and process-oriented theory, called appraisal theory. In this view, stress is defined by the relationship between an individual and the environment, where the individual views the situation as challenging and beyond his or her resources. This relationship is bidirectional, in that both the individual and the environment act on one another (Folkman, 1984; Lazarus, 1993). In more simple terms, stress is the difference between what an individual wants and what he or she currently has. It is the difference between their goals and their current circumstance.

Stress can refer to any perceived (i.e., real or imagined) threat to the individual's physical, mental, or emotional health. Thus, stress levels depend on the evaluation of the situation and the extent to which an individual feels s/he has the resources to deal with it. According to Lazarus' model, stress can be categorized in at least three ways: harm, threat, and challenge. Harm is stress that is produced after an irrevocable loss. Threat is the possibility of harm. Challenge comes from the ability to use coping measures to deal with a demanding situation. Thus, if an individual evaluates a situation as harmful, threatening, or challenging, they will feel stress. These situations can be caused by many different internal and external stimuli.

A key component of stress is the presence of a motivational goal. If nothing is at stake, then no stressful response is produced. For instance, if a student's only goal is to pass a class, they will not be stressed or disappointed upon receiving a C on an exam. On the other hand, if a student's goal is to ace the course to increase their portfolio for applying to graduate school, then they will be stressed and disappointed with receiving a C on an exam.

Stress, both chronic and acute, can have adverse health effects in the long run. Stress increases cortisol and blood pressure in the short and long term. It has also been linked to an increase risk of cardiovascular disease, stroke, respiratory illness, metabolic disorders and autoimmune disorders in the long term (Miller, Chen, & Parker, 2011). The manner in which an individual deals with stress may, however, decrease the negative effects of stress.

Coping is the process individuals use to deal with stress. Coping refers to the process of trying to deal with the stressful demands of a situation regardless of the outcome of the situation (Smith & Lazarus, 1990). An individual engages in coping when he or she uses cognitive and behavioral efforts to deal with the internal or external demands of a stressful situation to make it more congruent with his or her goals. The main functions of coping are to regulate emotions and distress (through accommodative coping) and to work on the problem that is causing distress (through problem-focused coping; e.g., Folkman, 1984). Both forms of coping have been shown to combat some of the negative health effects of stress. For instance, Compas et al. (2012) found that accommodative coping was related to better adjustment in children with chronic illnesses. Similarly, Campbell et al. (2006) found that increase accommodative coping (or

secondary control) in children with Acute Lymphocytic Leukemia correlated with better executive functioning one year after treatment ended.

There are numerous types of coping, including the use of social support, positive reappraisal, denial, and more action-oriented forms. The usefulness of any form of coping depends on the context in which it is used. For instance, when faced with a difficult exam, it may be useful to seek help from a teaching assistant and spend time facing the problem by studying. When the same individual is waiting for the results of the exam, it may be better to use a form of distancing to decrease stress until the grades are posted (Folkman & Lazarus, 1985).

Although different coping strategies can be more or less adaptive depending on the situation, some are generally more adaptive than others. For example, planning, problem solving, suppression of competing activities, restraint coping, positive reinterpretation and acceptance are viewed as more adaptive coping strategies (Carver, Scheier & Weintraub, 1989; McCrae and Costa, 1986). It may be easy to understand why these strategies are more adaptive. If you are studying for an exam, suppressing competing activities, such as checking Facebook, will probably increase your ability to focus and retain material. Similarly, finding the silver lining (positive reinterpretation) may increase your happiness and encourage you to continue working to solve the problem at hand. However, these strategies can also be used in a way that could make them maladaptive. Planning is usually helpful, yet if an individual spends more time creating a study plan than they do studying, it can be maladaptive.

Some coping strategies are seen as generally more maladaptive such as mental disengagement, behavioral disengagement, and denial (Carver et al., 1983; Carver &



Scheier, 1994). Again, these strategies may seem obvious that they would be less adaptive. For instance, being in denial that you have an exam worth 50% of your grade in the next week will not motivate you to properly prepare and succeed. Yet, some of these strategies can be adaptive in certain contexts. As mentioned previously, mental disengagement can be useful when waiting to receive an important grade or the outcome of an interview. Using forms of distancing and distraction may help a person decrease their anxiousness over their performance and focus on the next important thing.

To better understand how stress and the responses that stress can warrant (i.e., coping) are elicited, it is important to understand that stress and emotions can be explained in terms of their antecedents. Stress, although not an emotion, is very similar to a negative emotion. Stress comes from a difference between what an individual wants and what s/he currently has. This difference may also produce anger, envy, or worry. To understand how stress and emotions are elicited, it is important to understand appraisal theory.

Appraisal theories argue that emotions are elicited and differentiated by an individual's evaluation of a stimulus on a number of dimensions (Smith & Lazarus, 1990). When individuals appraise a situation, they determine if the situation is positive or negative, whereby an appraisal of benefit will elicit a positive emotion and an appraisal of harm will elicit a negative emotion (Smith and Lazarus, 1990). The individual will also determine if and how a situation is relevant to their well-being. Their response will differ depending on how much an individual has a personal stake in the encounter or how much the encounter will affect his or her personal goals. If the situation has no personal relevance, the individual will not have an emotional response. An individual must also

determine accountability, or who in the situation can receive credit or blame (ie. self or others). Accountability helps to determine the direction of emotion. For instance, anger may come from an appraisal of blaming others, whereas guilt or shame may come from self-blame. Appraisal theory also uses future expectancy, which indicates how the individual perceives the encounter could change in the future to become more or less aligned with the individual's goals. It is important to note that emotions (and stress) are elicited by the combination of appraisals and not one single appraisal.

In addition, appraisal theory takes into account the resources and chances an individual has for coping with the encounter. Problem-focused coping potential helps to determine the individual's ability to act upon and meet the demands of the situation. Accommodative coping potential refers to how the individual is able to regulate and adjust to the psychological aspects of the encounter and how he or she is able to change his or her goals, motivations, and emotional state that are related to the encounter (Smith & Kirby, 2009). The ability of an individual to deal behaviorally and emotionally with any demanding situation is crucial to their ability to manage stress. People are more likely to use problem-focused coping if they believe they have control over the situation. Accommodative coping is more likely to be used when an individual perceives little control over the situation or believes that he or she must endure the stressor (Folkman and Lazarus, 1985).

Given the different components of appraisal, it is easy to understand how different people experiencing the same situation can have varying emotional reactions and cope with the situation in unique ways. It is also easy to see how one individual may experience different emotions in similar situations at separate time points. Emotional

reactions will change over time due to the change in the demands of the situation as well as the change in the coping attempts of the individual (Siemer & Reizenzien, 2007). Due to the flexibility of appraisals, appraisal theory argues for the adaptive nature of emotions. Emotions, both positive and negative, help us achieve goals and relieve feelings (Smith & Lazarus, 1990).

Given how varying appraisals effect individual reactions to an event, we wanted to look at how appraisals of coping potential affect other outcomes, such as stress levels, depression, anxiety, and achievement. Most major depressive episodes are preceded by a stressful life event, indicating that stress is related to an increase in depressive symptoms. It is important to note, however, that most stressful events do not lead to major depressive episodes (Hammen, 2005). In addition, Misra & McKean (2000) found that trait anxiety was a significant predictor of academic stress and found that individuals who scored high on trait anxiety were more reactive to stress. Andrews & Wilding (2004) reported that stress and depression lead to a decrease in exam performance from first year to second year in college.

### *Current Study*

The goal of the current investigation was to determine how different cognitive appraisals may shape effective coping and investigate how coping potential interacts with trait factors, as well as situational factors among pre-medical college freshman that would be expected to face a great deal of stress. We wanted to investigate how coping at a trait level is related to other stable characteristics, such as personality factors, general health, depression and anxiety. We also wanted to examine how situation coping factors related

to and predicted varying outcomes from achievement to perceived stress to current health.

To best investigate our question, we used measures of both trait coping and situational coping. Trait coping refers to how people generally respond to stress. Situational coping uses an appraisal approach to look at how an individual feels they are able to cope with a specific situation or how they plan to cope with a particular stressor.

We chose to study college freshman that were enrolled in introduction chemistry at Vanderbilt University because this class is the first pre medical school requirement. Roughly a third of Vanderbilt University freshman declare that they are considering the pre medical track, however only 14.8% pursue a career in any medical field. Thus, at some point in many pre-medical student undergraduate careers they face enough stress to change tracks. Introduction to chemistry is a difficult class and many students are faced with receiving a grade lower than an “A” for the first time in their academic career.

The main research goal was to examine the forms of coping that lead to the most positive outcomes in regards to well-being and achievement. This overarching question led to three specific hypotheses. First, we hypothesized that both problem-focused and accommodative coping would negatively correlate with trait levels of anxiety and depression. Coping is a skill used to reduce stress, which is highly related to anxiety. If students feel that they have the capability to meet the demands of the exam and/or adjust their expectations, then they should experience less stress, and in turn, less anxiety and less depressive symptoms after receiving their grades. Next, we hypothesized that accommodative coping would predict increased positive emotions and lower levels of perceived stress. This hypothesis was based on the tenets of appraisal theory that state

that emotions are generated by how an individual appraises a situation. If an individual believes they have the resources to deal with the outcome of an exam, or higher accommodative coping, they will likely also appraise the situation more positively and experience more positive emotions. Lastly, we hypothesized that problem-focused coping would correlate with high exam grades. If students are taking action to face the stressor at hand (ie. the exam), they should be better prepared and thus perform better than the students with lower levels of problem-focused coping. By examining questions with students during their first semester of college, the present study hoped to better understand how appraisals and coping styles can help students manage the goal-performance discrepancy they face.

The following study was done in three parts. Study One was a pilot study. It had a critical error in data collection, which prohibited our ability to look at within subject analyses. We were able, however, to evaluate the overall trends across the semester. Study Two and Three were nearly identical studies that took place two consecutive years, both investigating first semester freshman. We combined the data from Study Two and Three to increase the power of our analyses and be able to reach stronger conclusions.

## CHAPTER II

### STUDY ONE

#### *Method*

##### *Participants and Design.*

To determine the effects of appraisal and coping potential during times of stress, we followed 36 undergraduates (20 male) in their first semester of college. All participants were enrolled in introduction to chemistry as well as introduction to psychology, in the Fall Semester, 2010, at Vanderbilt University. All subjects were volunteers who received course credit for participation. Students were surveyed at eight time points over the course of the semester. Participants were asked to create an ID code on the first survey and reported this ID code on four of the eight subsequent surveys<sup>1</sup>. Eleven participants completed all four parts that asked for their unique ID. Four additional participants completed 3 out of the 4 surveys with IDs, five more completed two of the four of these surveys, and 14 completed only one.

##### *Measures.*

*Demographics.* Participants reported their gender, ethnicity, age, intended major, current social support at home and school, plans after Vanderbilt, and their reason for taking chemistry. They also assessed their expectations and worries concerning their academics at Vanderbilt.

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<sup>1</sup> This was an error in the survey creation. Every survey was supposed to have a question that asked participants to enter their ID, however this question was unintentionally left off of the baseline survey and all three of the post-exam surveys.

*Social support.* A measure of social support modified from a combination of three social support surveys was given. The first was a four-item scale that evaluates “strong ties” and the participant’s quality of emotional support (Dean & Lin, 1977). The average internal consistency of this scale was .83. The second scale was a three-item scale that assesses the availability and unavailability of instrumental support (Strogatz, 1983). Its average internal consistency is 0.75. The last scale was a three-item scale that measures the extent of social contracts (Donald et al., 1978). It has an internal consistency of 0.71. Together the social support measures contains 10 questions relating to the amount of social support the participant has, as well as how much they depend on social support.

*Life satisfaction.* Life satisfaction was measured with the Satisfaction with Life Scale (SWLS). Participants respond to five items on a 7-point likert scale (1= strongly disagree to 7=strongly agree). Diener et al. (1985) reported adequate discriminant and convergent validity for the SWLS, and high internal consistency (Cronbach's alpha=0.87).

*Perceived stress.* Current perceived stress was measured using the Perceived Stress Scale (PSS). This measure contains 14 questions on a 5-point likert scale designed to determine how stressful participants appraise situations in their lives. The items are counterbalanced for desirability and are intended to decipher how much participants think their lives are unpredictable, uncontrollable, and overloaded. The coefficient alpha for reliability ranged from 0.84 to 0.86. The PSS was also found to have concurrent and predictive validity (Cohen, Kamarck & Mermelstein, 1983).

*Multidimensional perfectionism.* To assess perfectionism, we used a modified version of the Multidimensional Perfectionism Scale (MPS) created by Frost, Marten,

Lahart, and Rosenblate (1990). The MPS measured five subscales: personal standards, concern over mistakes, parental expectations, doubting of actions, and organization. Subjects make ratings on a 5-point scale. Frost, et al. (1990) found that the MPS has high reliability (Chronbach alpha of 0.91) and that the MPS is highly correlated with other measures of perfectionism.

*Coping strategies.* The COPE was used to measure participants coping styles. The scale includes 67-items that assess problem-focused coping, the use of social support, the use of religion in coping, positive reframing of negative situations, and avoidant coping. The COPE measure has adequate reliability (average alphas from .65 to .90) for each subscale. (Carver, Scheier, & Weintraub, 1989)

*Depressive symptoms.* The Center for Epidemiologic Studies Depression Scale (CES-D Scale) was used to study the epidemiology of depressive symptoms of participants (Radloff, 1977). This measure contains 20 items on a 4-point scale. The coefficient alpha for reliability ranged from 0.84-0.85 for general populations.

*Trait anxiety.* The State-Trait Anxiety Inventory (STAI; Spielberger, Gorsuch & Lushene, 1970) was used to assess participants' anxiety. It measures and differentiates between trait and state anxiety. State anxiety refers to anxiety that fluctuates and is brought on as a response to stressors. Trait anxiety shows the frequency and intensity of an individual's anxiety levels over time. The scale consists of 20 items on a 4-point frequency scale ranging from almost never to almost always. Spielberger et al. reported high test-retest reliability for the trait scale (0.76 to 0.84) and lower test-retest reliability for the state scale (0.16 to 0.33). STAI has high internal consistencies (0.83 to 0.92) for both scales.



*Trait hope.* The trait hope scale is comprised of 12 items on an 8-point scale (definitely false to definitely true). It contains 4 items assessing “tap Pathways thinking (e.g., “I can think of many ways to get out of a jam”), four items assessing tap Agency thought (e.g., “I energetically pursue my goals”), and four filler items. It has high internal consistency (alphas ranged from 0.74 to 0.88 across several studies), as well as high test-retest reliability (r s ranged from 0.73 to 0.85). It also has adequate internal consistency (ranging from 0.74 to 0.88) (Cheavens et al., 2000).

*Gratitude.* The Gratitude Questionnaire 6-item form (GQ-6; McCullough et al., 2002), consisted of 6 items on a 7-point scale (strongly disagree to strongly agree). It assessed the degrees of thankfulness in relation to experiences, and it assessed who the experiences are attributed to. The GQ-6 has strong internal reliability ( $r = 0.72$  to  $r = 0.76$ ).

*Cognitive appraisal.* The cognitive appraisal measure included measures on motivational congruence, motivational incongruence, and motivational relevance. The appraisal survey asked participants to respond to how they felt regarding each variable given their current circumstance. Motivational congruence refers to the degree to which the current situation is desirable, and motivational incongruence, conversely, refers to the undesirability of the situation. Motivational relevance refers to the degree of importance assigned to the situation. This survey contained 8 questions on a 9-point likert scale (Smith & Lazarus, 1990).

*Appraisal styles.* Participant’s general appraisal disposition was evaluated through the Appraisal Styles Inventory (ASI; Smith & Kirby, 2013). Participants are asked to predict how they would react in twelve hypothetical situations and respond on a 9-point

scale. Situations present positive and negative scenarios in order to gauge a trend in appraisals, and the questionnaire asks participants to respond on their perceptions of accountability, importance, and fluidity of the situation. Six situations are positive and six are negative. The reliability across all twelve measures of disposition are (1) motivational relevance  $\alpha = .83$ , (2) motivational congruence  $\alpha = .80$ , (3) Emotion-Focused Coping Potential (now known as Accommodative Coping Potential)  $\alpha = .87$ , (4) Problem-Focused Coping Potential  $\alpha = .78$ , (5) Self-Accountability  $\alpha = .64$ , (6) Other-Accountability  $\alpha = .77$ , and (6) Future Expectancy  $\alpha = .74$ .

*Self-esteem.* The Rosenberg Self-Esteem Scale (Rosenberg, 1965) was used to evaluate self-esteem. The scale is a 10-item questionnaire on a four point Likert scale from strongly disagree to strongly agree. It has a strong internal consistency ( $r = 0.92$ ) and high test-retest reliability (0.85 and 0.88). It also has adequate concurrent, predicative, and construct validity.

*Emotion report.* For the emotion survey, the participants were asked to rate on a scale (1-9) the degree to which a cluster of three related adjectives relate to their current emotional state using the Felt Emotional Experience List (FEEL) by Kirby et al., 2013. It contains 32 emotion clusters.

*Trait mood.* The Trait Meta-Mood Scale (TMMS) is a 48-item measure on a five point Likert scale (1=strongly disagree to 5=strongly agree). There are three subscales: attention to feelings, clarity to feelings and mood repair. It has high internal consistency (Cronbach's alpha = 0.82) (Salovey et al, 1995).

*Personality traits.* The Neo-Five Factor Inventory (NEO-FFI; Costa & McCrae, 1992) was used to assess the "big five" personality traits (Neuroticism, Extraversion,

Openness to Experience, Conscientiousness, and Agreeableness). The NEO-FFI includes 57 items on a 6-point scale. There are five subscales representing each domain. The neuroticism subscale measures adjustment, emotional stability, and maladjustment. The extraversion subscale looks at sociability, activity, and assertiveness. The openness to experience subscale measures curiosity, imaginativeness, and independence of judgment. The agreeableness subscale measures altruism, sympathy, and cooperativeness. The conscientiousness subscale measures persistence and impulse control. Higher scores on each subscale indicate more of the quality. The validity for the scales range from 0.78 to 0.82.

*General health.* The SF36 Health Survey (Ware et al., 1993) was used to assess quality of life. It has 36 items measuring eight subscales that evaluate physical function, social functioning, role limitations due to physical problems, role limitations due to emotional problems, mental health, energy and vitality, pain, and general perception of health. The SF36 has been found to have an internal reliability ranging from  $r = 0.76$  to  $r = 0.90$  for undergraduate populations.

*Optimism.* The Life Orientation Test-Revised (LOT-R) measures individual differences in optimism. The modified version asked participants to respond to eight items on a 5-point scale from strongly disagree to strongly agree. The LOT-R has adequate internal reliability ( $r=0.78$ ), as well as adequate test-retest reliability (ranging from 0.56 to 0.79) (Scheier et al., 1994).

*Mindfulness.* The Five Facet Mindfulness Questionnaire (5FMQ) was used to assess the students' mindfulness. It is comprised of five subscales that measure observing, describing, acting with awareness, nonjudging of inner experience, and

nonreactivity to inner experience. Each of the 39 questions is rated on a five-point scale from never or rarely true to very often or always true. The 5FMQ has an internal consistency ranging from alpha coefficients of 0.72 to 0.92 on all the subscales except nonreactivity to internal experiences, which was 0.67. (Baer et al., 2006).

*Subjective Happiness.* The Subjective Happiness Scale is a 4-item measure of global subjective happiness. The internal consistency ranges from alpha coefficients of 0.79 to 0.94 (M = 0.86). The test-retest reliability ranges from 0.55 to 0.90 (M = 0.72) (Lyubomirsky & Lepper, 1999).

*Exam specific responses.* Participants assessed how satisfied they would be with each possible grade outcome for upcoming exams and for the course. Participants also gave a prediction of the grade they thought they would receive for upcoming exams and for the course. They then rated how confident they were in their prediction. They gave their current grades in chemistry lab and in chemistry homework. They reported the amount of time in the past week they spent studying, going out, and how often they felt sick. Subjects also reported what grade they received on the most recent chemistry exam and what letter grade they thought that grade corresponded to. They reported how satisfied they were with the grade. Given this grade, they also rated how satisfied they would be with receiving each possible grade in the course. They then predicted their grade in the course and how confident they were in their prediction. Subjects rated how worried they were about their grades in general and in chemistry. They were asked if they considered themselves a pre-medical student, and how confident they were that they would attend a medical school after graduation. They were asked to compare themselves to the general Vanderbilt student population both academically and socially.

*Procedure.*

All the measures were collected through a series of eight surveys administered through Qualtrix online survey software. Students were able to sign up for the study through SONA and receive course credit. After they signed up for the initial study, participants received emails when each subsequent study opened on SONA, as well as directions on how to access the survey and how long it would be available online. Subjects were able to complete the surveys online on their own. All the surveys were available for a week from the date they opened on SONA. Table 1 describes the time frame for each survey and the specific measures included at each time point.

Table 1: List of Surveys Including Timeline and Measures for Study One

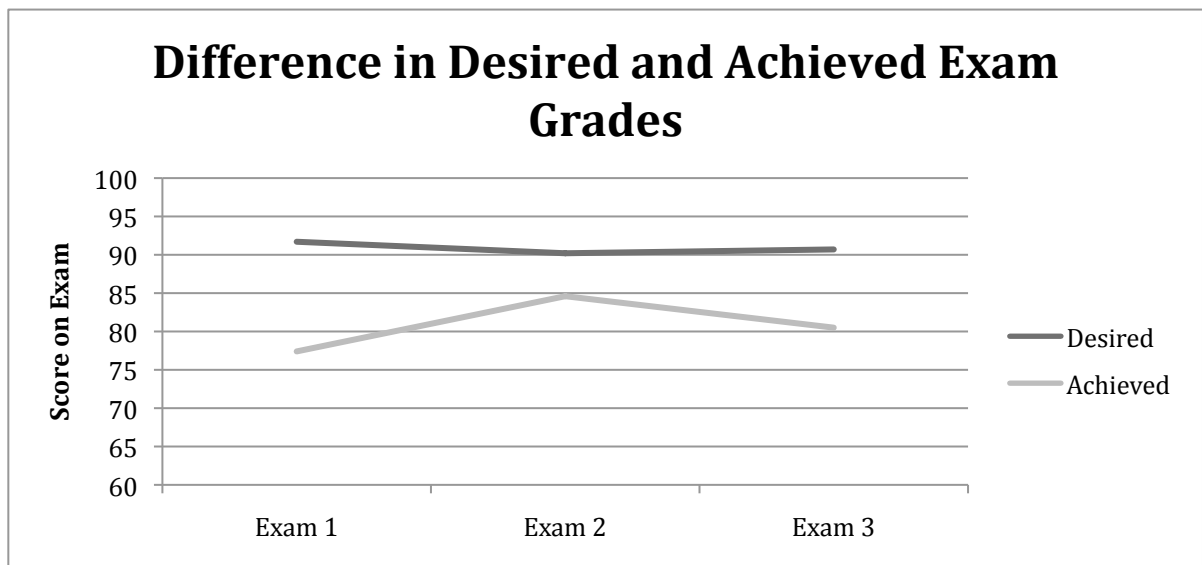
Time Point	Start Date	End Date	Measures Included	Number of Participants
Baseline Survey	Fifth Week of School	Sixth Week of School	Demographic data, ASI, COPE, NEO-FFI, Rosenberg Self-Esteem, TMMS, 5FMQ, PSS, SWL, Sf-36, CES-D, FEEL, STAI, Subjective Happiness Scale	36
Pre-Exam 1	Week before Exam 1	Day before Exam 1	Exam specific measures, FEEL, Appraisal Questions	39
Post- Exam 1	Within the week after the students received their chemistry exam 1 grade	A week after it opened	FEEL, Appraisal Questions, general chemistry questions, general college adjustment questions, exam grade questions	23
Pre- Exam 2	Week before Exam 2	Day before Exam 2	Same as Pre-Exam 1	26
Post- Exam 2	Within the week after the students received their chemistry exam 2 grade	A week after it opened	Same as Post-Exam 2	22
Pre- Exam 3	Week before Exam 3	Day before Exam 3	Same as Pre Exam 1 and 2	24
Post- Exam 3	Within the week after the students received their chemistry exam 3 grade	A week after it opened	Same as Post-Exam 1 and 2	22

Final Survey	Last week of class	Day before finals began	DEAL, COPE, Rosenberg Self-Esteem Scale, the 5FMQ, PSS, SWL, CES-D, STAI, the Subjective Happiness Scale	22
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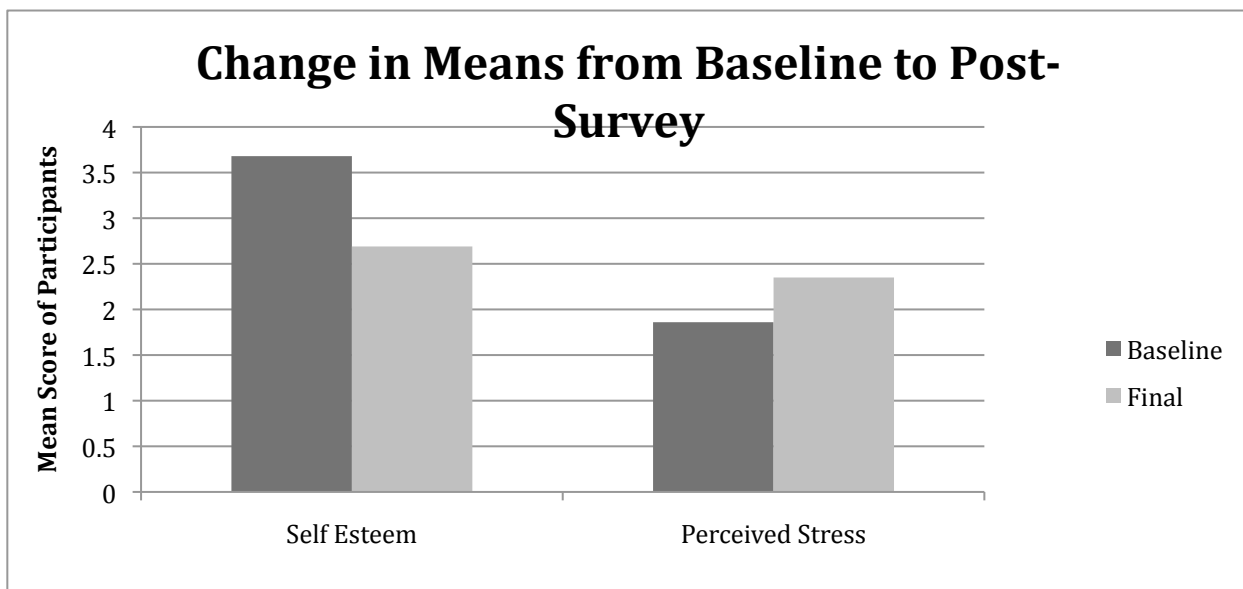
### Results

Due to the error in collecting participant specific IDs at each time point, we were unable to compare pre-exam and post-exam data for this study. Without the ID data, we could not look at within participants differences, however we could still see the overall changes across the semester for the cohort. The first analyses run on the data involved looking at the gap between students’ desired and achieved exam grades for each exam. This marked difference is illustrated in Figure 1. There was a significant difference between students’ goals and their actual grade. Next, we looked at the change in mean scores on the Perceived Stress Scale and the Rosenberg Self-Esteem Scale from the baseline assessment to the final assessment, as seen in Figure 2. Students’ perceived stress increases over the course of the semester, while their self esteem decreases.

**Figure 1.** Desired Versus Achieved Exam Grades



**Figure 2.** Change in Means of Perceived Stress and Self-Esteem Across Time



### *Discussion*

Although these results are not as nuanced as we would've liked, they paint a picture of the experience the first year chemistry students are facing. They are setting high goals that are consistently not being obtained, and are leading to an increase in stress and a decrease in self-esteem. In this first study, we only obtained participant specific IDs on the pre-exam surveys and the final survey. The follow-up study asked participants to report their participant specific ID at every time point. Having participant IDs at every time point allowed for a deeper data analysis and the data could be looked at on an individual level, and allowed us to investigate the changes from pre-exam to post-exam, as well as across the semester.



## CHAPTER III

### STUDIES TWO AND THREE

#### *Method*

Studies Two and Three were analyzed together to increase the power of the analyses, thus they will be discussed together. Both studies had large rates of attrition given the numerous time points of the study. It was difficult to increase sample size since students had to be enrolled in introduction to chemistry to participate in our study, and they needed to be enrolled in introduction to psychology to be able to get credit for participating. Both studies included nearly the same measures, timeline, and procedure. Combining the data allowed for more in depth analyses and stronger conclusions.

#### *Participants.*

Participants in Study Two were 49 undergraduate students (32 female) enrolled in both an introductory psychology class and an introductory chemistry class during the Fall 2011 semester at Vanderbilt University. Twenty-nine participants were Caucasian, and 20 were ethnic minorities (9 Asian, 8 Black/African-American, 2 Native American, 1 Middle Eastern). Participants were volunteers and received course credit for participation. Participants were surveyed at nine time points over the course of the semester.

Participants in Study Three were 56 undergraduate students (40 female) enrolled in both an introductory psychology class and an introductory chemistry class during the Fall 2012 semester at Vanderbilt University. Forty participants were Caucasian, and 16 were ethnic minorities (6 Asian, 5 Black/African-American, 3 Hispanic, 2 Other).

Participants were volunteers and received course credit for participation. Participants were surveyed at eleven time points over the course of the semester. In an attempt to increase our sample size, we tried to promote the study better at the beginning of the semester by making an announcement in one of the first lectures of introduction to psychology and gave out flyers. We also tried to decrease the length of the surveys and give students maximum credit for their participation.

*Measures.*

We used all measures from Study One in Study Two and Three. In addition, we added a measure of trait psychological resilience and a measure of perceived competence to see if levels of individual's resilience or self-efficacy correlated with their coping potential and appraisals during exams. We also had students report if they used any substances (i.e. caffeine) to help them study and if they were taking prescription medications. We wanted to see if the use of study aids or medications had any connection with their coping potential or performance. In Study Three we removed the measures of Social Support, The Trait Meta-Mood Scale, Trait Hope, and Trait Gratitude in an effort to shorten the length of surveys and hopefully increase participation rates. The only measure that was added to Study Three was one question asking if students had dropped their chemistry class or were still enrolled.

*Psychological resilience.* We administered the Block Ego-Resilience Scale to assess trait psychological resilience. It measures an individual ability to modify responses to varying situation demands, especially frustrating or stressful demands (Block & Kremen, 1996). It contains 14 questions on a 4-point likert scale. Letzring et al. found evidence of the scale's validity and generalizability (Letzring et al., 2005).

*Perceived Competence.* We used the Perceived Competence Scale to assess the student's perception of his or her own ability to succeed. It contains four questions on a five-point scale. The Cronbach alpha for the Perceived Competence Scale was 0.90, indicating high stability (Smith, Wallston, & Smith, 1995)

*Procedure.*

Measures were collected through a series of surveys collected and managed using REDCap electronic data capture tools hosted at Vanderbilt University. REDCap (Research Electronic Data Capture) is a secure, web-based application designed to support data capture for research studies (Harris et al., 2009). In Study 2, there were nine surveys. In Study Three, there were 11 surveys. The two additional surveys were not used in these analyses, but included pre and post-exam information on the final exam.

Vanderbilt University undergraduate students were able to sign up for the study through SONA and receive course credit. After students participated in the initial survey, they received emails the day the subsequent surveys opened on SONA with instructions on how to access the surveys and how long they would be available on Recap. Participants were able to complete the surveys online on their own. They could complete surveys even if they had missed the previous survey, as long as they had completed the intake survey. All the surveys were available for a week from the date they opened on SONA. If participants had problems finding or completing the survey they were able to contact the research team through SONA. A copy of each survey can be found in the Appendix.

Table 2 describes the time frame for each survey and the specific measures included at each time.

Table 2: List of Surveys Including Timeline and Measures for Study Two and Three

Time Point	Start Date	End Date	Measures Included	Number of Participants in Study Two	Number of Participants in Study Three
Baseline Survey	Third week of the semester	Fourth week of the semester	MPS, COPE, CES-D, STAI, SWL, Cognitive Appraisal Measures, The Rosenberg Self-Esteem Scale, FEEL, The Block-Ego Resilience Scale, PSS, NEO-FFI, SF36, LOT-R, The Perceived Competence Scale, ASI	29	56
Intake Survey	Sixth Week of Semester	Seventh Week of Semester	Social Support, SWL, PSS, demographics	49	44
Pre-Exam 1	One week before exam	Day before exam	Exam specific items, FEEL, PSS, SWL, cognitive appraisal items	37	29
Post- Exam 1	Within a week of students receiving their exam grade	A week after it opened	Exam specific items, social support, FEEL, PSS, SWL	33	40
Pre-Exam 2	One week before exam	Day before exam	Same as Pre-Exam 1	30	37
Post-Exam 2	Within a week of students receiving their exam grade	A week after it opened	Same as Post-Exam 1	36	35
Pre-Exam 3	One week before exam	Day before exam	Same as Pre-Exam 1 & 2	27	36

Post-Exam 3	Within a week of students receiving their exam grade	A week after it opened	Same as Post-Exam 1 & 2	23	36
Final Survey	The last week of classes before finals	The day before finals began	Evaluations of previous semester, predictions for the next semester, chemistry specific questions, COPE, CES-D, SWL, cognitive appraisal measures, The Rosenberg Self-Esteem Scale, DEAL, PSS, 5FMQ, SF36	23	29
Pre-Final Exam	Three days before final exam		Same as Pre-Exam 1, 2, & 3	----	11
Post-Final Exam	The day after students received grade for final exam		Same as Post-Exam 1, 2, & 3	----	8

### *Data Analysis.*

*Attrition.* In Study Two, complete data was obtained from 7 participants. Nine participants were missing data from only one time point. Twenty-one additional participants had intake data as well as at least one pre and post-exam survey. The remaining participants did not have enough data to use in analysis.

In Study Three, complete data was obtained from 15 participants. Nine participants were missing data from only one time point. Seventeen additional participants had intake data as well as at least one pre and post-exam survey. The remaining participants did not have enough data to use in analysis. Note, during Study Three we realized that a proportion of the attrition was due to students dropping

chemistry. We tried to create special surveys for these participants relating to their experience dropping the course by only 4 out of 7 complied.

Data from Study Two and Study Three were combined and analyzed together. Since we combined the datasets, only data that was present in both sets was used. We combined the two studies to increase power in our analyses since there was such a high rate of attrition both years.

### *Results*

This study had a large data set that will be used to answer a number of questions regarding emotions and stress. For my thesis, my specific hypotheses concerned coping potential. Given these hypotheses, the following analyses relate to problem-focused coping potential and accommodative coping potential, and will not look at the entire data set.

First, it is important to establish that the participants were experiencing a goal-performance discrepancy during their first semester of chemistry. Figure 3 illustrates the gap between the lowest grade students would be satisfied receiving on the exam and the grade they earned on that exam (Exam 1:  $t(55) = 8.275$ ,  $p < .001$ ; Exam 2:  $t(57) = 8.417$ ,  $p < .001$ ; Exam 3:  $t(53) = 6.694$ ,  $p < .001$ ). To further highlight students' goal-performance discrepancy, Figure 4 depicts the mean of the lowest grade that students would be 100% satisfied with receiving in the course at each time point (note: the only significant change in standards was from post exam 1 to pre exam 2:  $t(55) = 4.872$ ,  $p < .01$ ). There is a significant change from pre-exam 1 to post-exam 3 for overall course grade satisfaction ( $t(36) = 2.395$ ,  $p < .05$ ). Figure 5 shows the participants' change in appraisals of coping potential over the course of the semester (PFCP: pre 1 to post 1:  $t(53) = 7.546$ ,  $p < .001$ ;

post 1 to pre 2:  $t(56) = -7.772, p < .001$ ; pre 2 to post 2:  $t(56) = 4.535, p < .001$ ; post 2 to pre 3:  $t(53) = -3.310, p < .005$ , pre 3 to post 3:  $t(54) = 5.490, p < .001$ ) (EFCP: pre 1 to post 1:  $t(55) = -2.325, p < .05$ ; post 1 to pre 2:  $t(56) = 3.972, p < .001$ ; pre 2 to post 2:  $t(56) = -3.686, p < .01$ ; post 2 to pre 3:  $t(52) = 3.374, p < .01$ ; pre 3 to post 3:  $t(53) = -6.136, p < .001$ ). Figure 6 shows the general change in perceived stress and life satisfaction over the course of the semester (PSS: intake to final:  $t(44) = -3.789, p < .01$  and SWL intake to final:  $t(44) = -7.767, p < .01$ ).

Figure 3. Difference in Students' Desired and Achieved Exam Scores for Each Exam

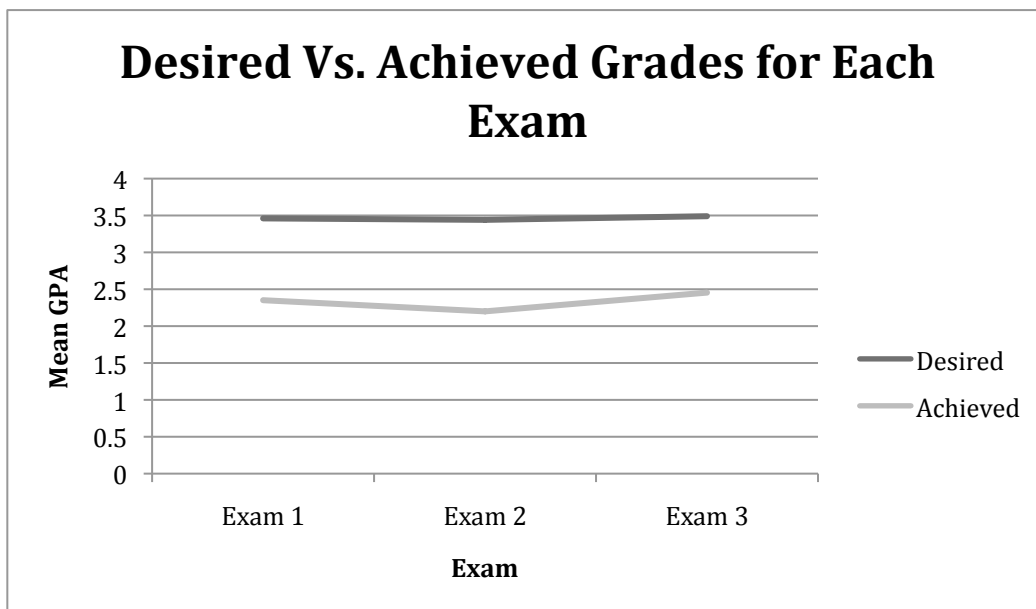


Figure 4. Mean Course Grade Satisfaction by Time Point

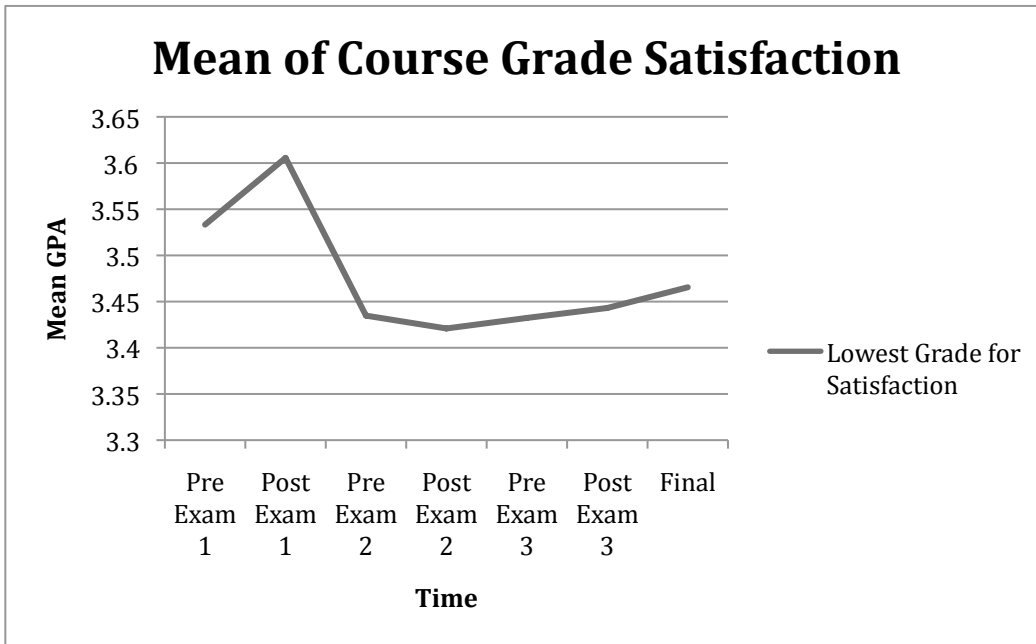


Figure 5. Mean Problem-Focused Coping and Accommodative Coping Across Time

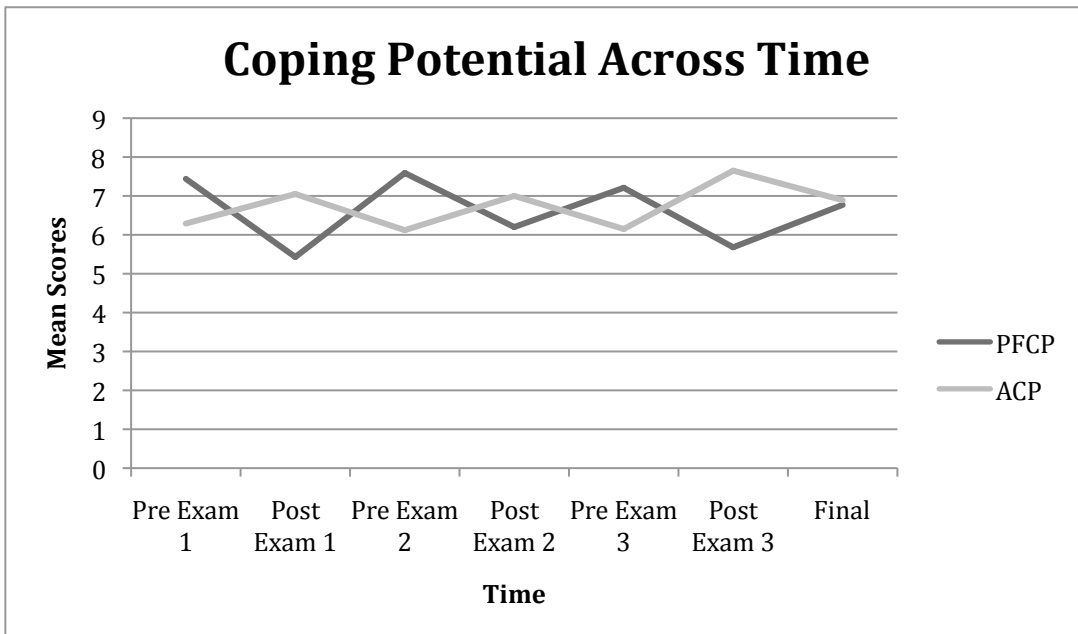




Figure 6. Mean Satisfaction with Life and Perceived Stress Across Time



We wanted to examine how both trait-level and situational coping potential and coping styles affected students during their first semester of college. To begin, we looked at the correlations between trait level problem-focused coping potential, accommodative coping potential, and other dispositional factors. The significant correlations are shown in Table 3.

Table 3. Correlations of Trait Level Coping Potential with Measures

	<b>PFCP</b> Pearson Correlation Sig. (2- Tailed)	<b>ACP</b> Pearson Correlation Sig. (2- Tailed)
Conscientiousness	.411** 0.000	.322** 0.005
Extraversion	.231* 0.049	
Intake PSS	-.271* 0.032	-.326** 0.009
Intake CESD	-.306* 0.01	-.277* 0.021

COPE- Active Coping/ Planning	.233*	
	0.045	
COPE –Denial	-	-.260*
		0.026
COPE –Behavioral Disengagement	-.269*	
	0.02	
COPE – Self -Isolation	-.284*	-.324**
	0.014	0.005
COPE – Self-Encouragement	.299**	
	0.01	
COPE – Self-Blame	-.273*	-.276*
	0.018	0.017
LOT	.293*	
	0.011	
MP -Doubts About Action	-.299**	
	0.01	
Resilience	.417**	.348**
	0.000	0.002
Rosenberg Self Esteem Scale	.422**	.333**
	0.000	0.004
Sf36 – Energy/ Fatigue	.320**	.240*
	0.005	0.039
Sf36 - Pain	.247*	
	0.034	
Sf36 – Role Limitations Due to Physical Health	-.813*	
	0.049	
STAI	-.495**	-.489**
	0.000	0.000

Next, we looked at exam specific responses to determine how situational coping potential played a role in performance outcomes, discrete emotions, life satisfaction, and other outcomes. We looked at how well pre-exam problem-focused coping and accommodative coping can predict these post-exam factors through regressions, and then looked at the correlations between coping potential and multiple factors. These factors included grade earned, perceived academic ability compared to Vanderbilt peers, perceived social ability, social support from parents and friends, perceived stress, hours

spent studying, health, and other relevant outcomes. For all analyses, only significant relationships were reported.

For each exam, we ran linear regressions. We first looked at how the pre-exam problem-focused coping and accommodative coping coefficients could independently predict various post-exam outcome variables. Table 4 shows how pre-exam problem focused coping predicted many more post-exam variables that pre-exam accommodative coping did. Of particular interest are the relationship between pre-exam problem-focused coping and grade earned, as well as the relationship between pre-exam accommodative coping and post-exam perceived stress.

*Exam 1.*

For Exam 1, the mean lowest grade students reported that they would be satisfied receiving on the upcoming exam was the equivalent of a 3.4606, or between an A- and a B+. The mean score on the exam was 2.3514, or just above a C+. Note, we converted all grades to the GPA scale in order to have a standard unit of measurement.

**Table 4:** Summary of Linear Regressions For Exam 1

<b>Independent Variable</b>	<b>Dependent Variables</b>	<b><math>\beta</math></b>	<b><i>t</i></b>	<b><i>p</i></b>
Problem-Focused Coping	Grade Earned	3.644**	3.245	.002
	Satisfaction with Grade	.430*	2.186	.033
	Lowest Course Grade	.121**	3.203	.002
	Satisfaction			
	Academic Ability	.302**	3.502	.001
	Feel Ill	-.434*	-	.032
			2.203	
	Defeated – Resigned – Beaten	-9.376**	-	.003
			3.161	
	Determined	4.849*	2.435	.018
Hopeful – Optimistic	8.781**	3.387	.001	
Overwhelmed – Overloaded –	-8.438**	-	.002	
Rattled		3.295		
Accommodative Coping	Perceived Stress	-.173**	-	.009

		2.739	
Hours Studying	.203*	2.115	.039
Friends Home Vs. VU	3.539**	2.719	.009

Next, we looked at how the interaction of pre-exam problem-focused coping and accommodative coping could predict various post-exam outcome variables. Table 5 shows that, of the 12 variables that were independently predicted by either PFCP or ACP, 8 could be predicted by the interaction of both forms of pre-exam coping.

**Table 5:** Summary of Interaction of PFCP and ACP Predicting Variance of Dependent Variables for Exam 1

Dependent Variable	R <sup>2</sup>	F	P
Grade Earned	.177	5.473	.007
Lowest Course Grade Satisfaction	.188	5.917	.005
Academic Ability	.224	7.378	.002
Friends from Home Vs. VU	.148	4.272	.019
Defeated – Beaten - Resigned	.164	5.005	.010
Hopeful – Optimistic	.214	6.521	.003
Overwhelmed – Overloaded – Rattled	.215	7.004	.002
Perceived Stress	.163	4.866	.012

Lastly, we looked at correlations between pre-exam problem focused coping and accommodative coping with post-exam outcome variables. Again, the relationships of most interest were the correlations with grade earned, academic ability, the positive emotions, and perceived stress.

**Table 6:** Summary of Correlations between Pre-Exam Coping and Post-Exam Variables for Exam 1

Variable	Problem- Focused Coping	Accommodative Coping
Grade Earned	.420***	
Satisfied with Grade	.3*	
Lowest Course Grade Satisfaction	.429***	
Academic Ability	.465***	
Days Ill	-.297*	

Hours Studying		.233*
Medications	-.235*	.381**
Friends from Home Vs. VU		
Defeated – Beaten – Resigned	-.391**	
Determined – Motivated – Persistent	.327**	
Hopeful – Optimistic	.459***	
Nervous – Anxious – Apprehensive	-.269*	
Overwhelmed – Overloaded – Rattled	-.448***	
Perceived Stress	-.389**	

\*\*\* Correlation is significant at the .001 level  
\*\* Correlation is significant at the 0.01 level  
\* Correlation is significant at the 0.05 level

*Exam 2.*

For Exam 2, the mean lowest grade students reported that they would be satisfied receiving on the upcoming exam was the equivalent of a 3.4409, again falling between the A- and B+ range. The mean score on the exam was 2.2, or between a C+ and a C.

For data on this exam, we ran linear regressions with pre-exam coping and post-exam outcomes. We first looked at how the pre-exam problem-focused coping and accommodative coping coefficients could independently predict various post-exam outcome variables. The relationships of most interest to us in Table 7 were the relationships with academic ability.

**Table 7: Summary of Linear Regressions For Exam 2**

<b>Independent Variable</b>	<b>Dependent Variables</b>	<b><math>\beta</math></b>	<b><i>T</i></b>	<b><i>p</i></b>
Problem-Focused Coping	Lowest Course Grade Satisfaction	.124*	2.278	.027
	Academic Ability	.226**	2.752	.008
	Nervous – Anxious – Apprehensive	-5.634*	-	.023
			2.331	

Accommodative Coping	Overwhelmed – Overloaded – Rattled	-7.612**	-	.002
			3.235	
	Academic Ability	.116*	2.384	.021

Next, we looked at how the interaction of pre-exam problem-focused coping and accommodative coping could predict various post-exam outcome variables. Table 8 shows that all of the variables that were independently predicted by one form of coping were also predicted by the interaction of both forms of coping.

**Table 8:** Summary of Interaction of PFCP and ACP Predicting Variance of Dependent Variables for Exam 2

<b>Dependent Variable</b>	<b>R<sup>2</sup></b>	<b>F</b>	<b>p</b>
Academic Ability	.219	7.419	.001
Parent Contact	.110	3.324	.044
Overwhelmed – Overloaded – Rattled	.187	6.078	.004
Perceived Stress	.107	3.245	.047

We then looked at correlations between pre-exam problem focused coping and accommodative coping with post-exam outcome variables. The relationships of most interest were with the outcome variables of academic ability, emotion reports, and perceived stress.

**Table 9:** Summary of Correlations between Pre-Exam Coping and Post-Exam Variables for Exam 2

<b>Variable</b>	<b>Problem- Focused Coping</b>	<b>Accommodative Coping</b>
Lowest Course Grade Satisfaction	.307*	
Academic Ability	.367**	.327**
Hours Studying	-.230*	
Parents Contact	.245*	.247*
Defeated – Beaten – Resigned	-.236*	
Hopeful – Optimistic	.243*	
Nervous – Anxious – Apprehensive	-.308*	



variables that were independently predicted by one form of coping, three were predicted by the interaction of both forms of coping, as shown in Table 11.

**Table 11:** Summary of Interaction of PFCP and ACP Predicting Variance of Dependent Variables for Exam 3

<b>Dependent Variable</b>	<b>R<sup>2</sup></b>	<b>F</b>	<b>P</b>
Academic Ability	.132	3.895	.027
Nervous – Anxious – Apprehensive	.294	10.640	.000
Perceived Stress	.258	8.888	.000

Lastly, we looked at correlations between pre-exam problem focused coping and accommodative coping with post-exam outcome variables. Again, the relationships of greatest interest were with the variables of grade earned, academic ability, emotion report and perceived stress.

**Table 12:** Summary of Correlations between Pre-Exam Coping and Post-Exam Variables for Exam 3

<b>Variable</b>	<b>Problem- Focused Coping</b>	<b>Accommodative Coping</b>
Grade Earned	.255*	
Lowest Course Grade	.297*	
Satisfaction		
Academic Ability	.347*	
Social Demands		.270*
Friends from Home Vs. VU		.319*
Defeated – Beaten – Resigned	-.248*	
Nervous – Anxious – Apprehensive	-.444***	-.430**
Overwhelmed – Overloaded – Rattled	-.305*	
Perceived Stress	-.274*	-.490***

\*\*\* Correlation is significant at the .001 level

\*\* Correlation is significant at the 0.01 level

\* Correlation is significant at the 0.05 level



## *Discussion*

From the first figure (Figure 3), it is clear that these students faced a goal-performance discrepancy. For each exam, there was a significant difference between the lowest scores students report they would be satisfied receiving and the scores they actually received. Each exam students reported that the lowest grade they would be satisfied receiving was a A-/B+. Each exam, the mean was more in the range of a C+, falling closer to a C on exam 2.

The second figure (Figure 4) shows that student's expectations and standards decrease over time. From the beginning to the end of the semester, there is a significant decrease in the lowest grade students would be satisfied receiving. It is important to keep in mind that although students decrease their standards for the grade they will satisfied to receive in the course, their expected grade is still higher than the average grade students will receive. These two figures help to explain the stress the students are facing throughout the semester, and it begins to explain how the deal with this stress. Stress, as mentioned previously, is the difference between what a individual currently has and their goals, or what they want. The first figure clearly displays this discrepancy. As students realize that they will not realistically achieve the grade they had hoped for in the course, they begin to readjust their goals, a form of accommodative coping.

The next graph (Figure 5) adds to our understanding of students' coping tendencies, as it illustrates that students felt they could use problem-focused coping before the exam in their preparations and could use accommodative coping after the exam to adjust their expectations and goals. This finding is exactly what would be expected from Folkman and Lazarus' (1980) outline of appraisal and stress. They posited

that people are more likely to use problem-focused coping if they believe they have control over the situation, which is congruent with the situation students faced before the exams. They also stated that accommodative coping is more likely to be used when an individual perceives little control over the situation or believes they must endure the stressor, such as the time period after the exam (Folkman and Lazarus, 1980).

After we verified that students were in fact facing a stressful situation and using adaptive coping mechanisms to deal with their stress, we looked at what other factors that were related to their coping. First, we looked at trait levels of coping, which are thought to be more stable than situation-specific coping. Table 4 shows the significant correlations of both problem-focused coping and accommodative coping with other variables from our intake surveys. This table shows that both problem-focused coping and accommodative coping at the trait level are negatively correlated with anxiety and depression, supporting our first hypothesis. Both types of coping were highly negatively correlated with the significant p value less than 0.001. This finding is again concurrent with the stress and coping literature, as coping is a mechanism used to decrease anxiety.

Although no other variables from this table directly relate to our hypotheses, some relationships are interesting and worth noting. First, conscientiousness strongly and positively relates to both forms of coping. This relationship makes sense. Conscientiousness includes a need for achievement, organization, self-discipline and being systematic which are all tools that could be used in problem-focused coping. Conscientiousness also suggests being goal-oriented and self-aware which may play into the relationship with accommodative coping. Another variable that is congruent with the theories of coping is the positive relationship that both forms of coping have with

resilience. An individual who can bounce back from adversity is likely to be able to take action to face future stresses, as would be needed for problem-focused coping. This individual would also be able to adjust expectations and move forward from setbacks, as would be needed for accommodative coping.

There are also some variables in this table that only have a significant relationship with one form of coping. For instance, the denial subscale of COPE has a negative relationship with accommodative coping. This relationship may exist because the students must first face and accept that there is a problem before they can attempt to deal with the stressor. If an individual is in denial that they are not performing up to the standards s/he expected, s/he will not see the need to adjust their goals, find positive meaning in the situation, or use any other accommodative coping strategy. Extraversion is only positively related to problem-focused coping. This relationship may hold true because extraverts are more likely to seek social support and thus may find more comfort and perspectives for a solution to problems. It may also be the case because extraverts could be more willing to seek help from their professors and teaching assistants.

Our next hypothesis regarding positive emotions and perceived stress was partially supported. Accommodative coping did predict lower levels of perceived stress for Exam 1 and Exam 3. Trait level accommodative coping was significantly negatively correlated with perceived stress, and situation level accommodative coping was significantly negatively correlated with perceived stress for Exam 2 and Exam 3. These outcomes showed that both at the trait level and during times of stress, increase accommodative coping relates to lower levels of stress and may even be able to predict lower levels of stress in the context of an exam. The other half of this hypothesis,

however, was not supported by the data. Accommodative coping did not predict an increase in positive emotions for any of the exams. There are many possibilities of why this part of the hypothesis was not supported. It could be that accommodative coping helped to manage the students' experience of negative emotions, but did not help elicit any positive emotions. It could also be that since students were asked to reflect on their most recent exam and most students did poorly by their own standards, it was hard to feel positive about the exam. In addition to the sole effect of accommodative coping, there is also an interaction effect that is important with perceived stress. The interaction of accommodative and problem-focused coping consistently predicted the level of perceived stress. Students who felt they were able to act upon the situation and also believed they would be able to manage their expectations and goals, reported the lowest levels of stress after the exams.

The last hypothesis stated that problem-focused coping would correlate with higher exam grades. This hypothesis was supported for Exam 1 and Exam 3, but not for Exam 2. Problem-focused coping also predicted the grades earned for Exam 1. This finding shows the problem-focused coping is a useful tool and can help students successfully endure stress.

Beyond our hypotheses for situation coping, there was again a finding that should be noted. One of the only variables that was consistently predicted by a particular form of coping was students' perception of their academic ability measured against their peers at Vanderbilt, which was predicted by problem-focused coping. This finding could indicate that students who felt they were better able to act upon the stressful situation and

felt they could effect the outcome of the exam also saw themselves as equally or more able to meet the academic demands as their peers.

## CHAPTER IV

### GENERAL DISCUSSION

Both the pilot study and the merged data set from Studies Two and Three show that these students are facing two large stressors around each exam. First, they feel stress as they prepare. Secondly, they likely feel equally stressed if they receive a grade that does not meet the standard they set for themselves, which describes the majority of the students. It was necessary to first establish that our participants were indeed stressed, so that we could evaluate their coping in relation to the stress they were facing.

The main findings support the current literature. Our data confirms that coping is context dependent. Carver & Scheier's (1994) data, among others (i.e. Folkman and Lazarus, 1980), suggest that coping strategies change as the stressor changes. Our data shows that students used more problem-focused coping to prepare for exams and more accommodative coping to deal with the outcomes. Our data also suggests that at the trait level both forms of coping relate to lower stress, depressive symptoms, and anxiety. This finding shows that coping works. When faced with a stressor, those with more coping

potential are better equipped to handle the stressor and in turn report fewer negative symptoms.

Our study not only supports current literature, but it also provides new and nuanced information. Literature would suggest that accommodative coping would be more highly related to emotional reports, however our data shows that problem-focused coping had stronger and more relationships with emotional reports than accommodative coping did. For instance, having more problem-focused coping predicted feeling more hopeful and optimistic after the exam, whereas accommodative coping had no significant relationship to these emotions. Accommodative coping deals directly with adjusting one's outlook and view on a situation, thus we would have predicted that it would affect optimism. It may be that students who felt they did all they could to prepare for the exam, in turn felt the most hopeful about their future in their chemistry class. Our findings suggest the importance of problem-focused coping in increasing positive outlook.

Looking at the data for situational coping, it may seem that problem-focused coping plays a larger role than accommodative coping, however, that may not be the case. When we looked at each exam, we used pre-exam measures of coping and post-exam outcome measures. Students reported using more problem-focused coping before exams, thus problem-focused coping related to more outcome measures. To further investigate the role accommodative coping plays in the stress process, we would need to look at post-exam accommodative coping with an additional time point between exams. This modification, however, was unrealistic given the participant pool and our already apparent problem with attrition. We had limited resources to incentivize our participants (i.e. through required course credit), which limited our ability to add time points. With

nine and eleven time points, it was difficult to retain participants from baseline to the final surveys. In order to look more deeply at accommodative coping, we could have needed to add at least three time points a week after each post-exam survey.

Attrition was clearly a major limitation in this study. It was hard to retain students through nine time points in their first semester of college. We tried to shorten the surveys without losing crucial measures. We also tried to increase incentives and promote the study better from the beginning. Although we did have lower rates of attrition in Study Three, overall this was still a large problem for the study. We noticed in Study Three that part of this attrition was due to students dropping chemistry, which is worth noting. We tried to collect more data on these students, but few complied. Along the lines of sample size, we struggled to start with larger sample sizes, as students needed to be enrolled in both psychology and chemistry in order to be able to receive credit and also meet the requirement of taking chemistry.

In the future, it would be interesting to look more deeply into how students cope and how these methods play into their success and stress levels. For instance, it would be interesting to include some open-ended questions asking for the top ways they cope with academic-related stress. We could then look at how those coping strategies map on to their reported coping and appraisals. We could also see if any particular coping strategy had a universal positive effect or if the strategies were more individual-specific.

It would also be interesting to be able to follow students throughout their first year and see how their standards change and how their coping strategies develop. The first semester of college is a unique time. Students are, in general, away from home for the first prolonged period of time. Most students have to develop a new social support

network. Many students at Vanderbilt have never received a grade lower than a A- and the change in academic demands can cause unfamiliar stress. Being able to follow students throughout the year would allow us to evaluate if any coping strategies and outcomes of coping were directly related to this experience or if they remained stable over time.

Our data set was very large and there are many more questions that can be answered through it. One possible question that could be investigated is how coping and health are related. Many studies have shown how coping with illness relates to better health outcomes (see Compas' 2012 review), however, it would be interesting to look at the reported health of this cohort. It would be interesting to look at how stress and coping related to any changes in general health and visits to student health. Another question that could be looking deeper into is the role of friends from home, friends from Vanderbilt, and parent contact in coping and stress management. Social support is thought to be an adaptive and important coping mechanism. In students' first semester, they experience many changes in their social network and change who they rely on the most. It would be interesting to investigate how these changes relate to their perceived stress.

In conclusion, our study showed that both accommodative and problem-focused coping are related to lower levels of stress, anxiety and depressive symptoms. It also showed that students use of problem-focused coping was working to help them achieve higher grades than their peers that had less problem-focused coping for two out of three exams. Overall, our data suggests that increasing coping skills will have many more positive outcomes than negative.



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## APPENDIX

## Appendix

Confidential

# Adjustment to College Life - Background & Demographics

This study is entitled Adjustment in College Life, under the directions of Dr. Leslie Kirby and Dr. Craig Smith in Psychological Sciences at Vanderbilt University. The purpose of this study is to investigate the different ways students respond to college life.

To participate in this study, you must be a FIRST YEAR STUDENT at Vanderbilt, and you must be currently ENROLLED IN INTRODUCTORY CHEMISTRY (any section).

As a participant in this study, you will be asked about different aspects of your personality, and the ways in which you deal with problems when they arise. You will also be asked about your goals for the semester, in particular your Chemistry class.

The surveys in this study are COMPLETELY ANONYMOUS. Your name or other identifying information will not be collected at any time. Your IP address is also not being recorded. No one from the research project will be able to associate your answers with you, or even know whether you participated in the project.

If you have any questions or concerns about this study, please contact the principal investigator, Dr. Leslie D. Kirby, Department of Psychology, 301 Wilson Hall, Vanderbilt University, Nashville TN 37203; (615) 322-0059; [leslie.kirby@vanderbilt.edu](mailto:leslie.kirby@vanderbilt.edu).

The purpose of this intake survey is to gather some background/demographic information on participants, and also to gauge initial attitudes and plans regarding Vanderbilt. Although some of the questions are personal in nature, remember that your responses are completely anonymous and cannot be linked to you in any way. The goal is for us to be able to better understand how students in general cope with stress and change. This survey should take 30-40 minutes to complete. If you complete this survey, you will be able to participate in the remaining studies in this experiment. There will be several other data collection periods over the course of the semester. The breakdown of SONA credits and time frame is as follows: Intake (this survey) - 1st two weeks of the semester, 2 SONA credits Baseline - personality profile of participants (approximately one hour completion time), 2-3 weeks into the semester, 3 SONA credits Exam Assessments - you will complete very brief (~15 minutes) surveys before and after each of your 3 exams in Chemistry; each of these will be 1 SONA credit Final Survey - during the last week of classes, you will be asked some followup questions regarding your reactions to the semester, the challenges it presented, etc. This final survey will be 4 SONA credits. So, if you complete all aspects of the study, you will receive a total of 15 SONA credits over the course of the semester.

This study has multiple parts. In addition to answering these questions, you will be completing a second survey in a couple of weeks, and then you will be answering a brief set of questions before and after each exam in Chemistry. You will also complete a final follow-up survey at the end of the semester. We need to be able to link your responses, but also preserve your anonymity. Note that you should NOT use your VUNET ID as this is not anonymous. Instead, you will create an ID that will be unique to you, but anonymous to us. To determine your ID, please write the LAST four digits of your phone number (so if your phone number was 123-4567 you would enter 4567), followed by your mother's middle initial (write N if your mother does not have a middle name), followed by the DATE (01-31) of your birth DAY (NOT the month or year, just the date). If your birthday were May 10 you would enter just 10. If you were born the 1st through the 9th of a month, please use a leading zero so that you end up with two digits ... so if you were born on May 9th, you would enter 09. Thus, you should end up with a 7-character code (4 numbers, a letter, then 2 more numbers). It is critical that you follow these instructions to create this ID, and that you use it consistently on your surveys.

Please enter your seven-digit ID for this study here:

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(remember, this is NOT your VU ID)

Are you ...

female?  male?

What is your major or intended major?

\_\_\_\_\_

Where are you from? (state, or if not from US, country)

\_\_\_\_\_

Of what ethnic group(s) do you consider yourself a member?

- Asian or Pacific Islander
- African-American/Black
- Caucasian
- Hispanic
- Middle Eastern
- Native American
- Other

Of what religious group or groups (if any) do you consider yourself a member?

- Agnostic
- Atheist
- Bahai
- Buddhist
- Catholic
- Christian
- Hindu
- Islam
- Jewish
- Pagan
- Protestant
- Spiritual but not religious
- Wiccan
- Other

With what political party/parties do you affiliate?

- Democrat
- Republican
- Independent
- Other
- Not politically affiliated

How tall are you? (in inches)

\_\_\_\_\_

How much do you weigh? (in pounds)

\_\_\_\_\_

What is the approximate annual household income of the house you grew up in?

- Under \$25,000
- \$25,000 - \$40,000
- \$40,000 - \$60,000
- \$60,000 - \$75,000
- \$75,000 - \$100,000
- \$100,000 - \$150,000
- \$150,000 - \$200,000
- Over \$200,000

Do you have siblings?

- no, only child
- older siblings
- younger siblings
- both older and younger siblings

Are you currently in a romantic relationship?

- yes, with someone from home
- yes, with someone from Vanderbilt
- no, but would like to be
- no, and not interested in a relationship right now

Do you currently take prescription medications on a regular basis? If so, check all that apply.

- anti-depressants
- anti-anxiety medication
- ADD or ADHD medication
- pain medication
- allergy medication



What are your current plans, post-Vanderbilt?

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Why are you taking Chemistry this semester? (check as many as apply)

- to fulfill AXLE/liberal core requirement
- requirement for major or intended major
- part of pre-med requirements
- all my friends are taking it
- really like chemistry
- my advisor recommended it

How difficult do you expect your first semester at Vanderbilt to be?

- extremely easy
- fairly easy
- neither easy nor difficult
- fairly difficult
- extremely difficult
- impossible

How worried are you about your grades in general this semester (in all of your classes, not just Chemistry)?

- not at all worried
- a lit worried
- somewhat worried
- worried
- extremely worried

How worried are you about your grade in Chemistry specifically?

- not at all worried
- a lit worried
- somewhat worried
- worried
- extremely worried

How much effort do you think you will NEED to expend to do well in your courses this first semester at Vanderbilt?

- hardly any effort
- some effort
- a fair amount of effort
- a lot of effort

How much effort do you PLAN to expend on your courses this first semester at Vanderbilt?

- hardly any effort
- some effort
- a fair amount of effort
- a lot of effort

Do you consider yourself pre-med?  yes  no  considering it

How confident are you RIGHT NOW that you will be attending medical school after you graduate from Vanderbilt?

- not at all confident
- a little confident
- somewhat confident
- confident
- very confident

How sure are you that you made the right decision by coming to Vanderbilt?

- not at all sure
- a little sure
- somewhat sure
- sure
- very sure

Do you think that most other Vanderbilt students have values and attitudes similar or different to your own?

- very different
- somewhat different
- somewhat the same
- highly similar

Do you have a close friend in your Visions group?  Yes  No

Do you have a close friend on your hall?  Yes  No

How are things going with your roommate?

- we can't stand each other
- we mostly avoid each other
- we hang out sometimes but aren't close
- we're very close friends and spend a lot of time together
- don't have a roommate

So far, what is the best thing about coming to Vanderbilt?

So far, what has been the most stressful thing about coming to Vanderbilt?

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How do you feel about your ability to meet the ACADEMIC demands of Vanderbilt, compared to your peers?

much less prepared  less prepared  about the same  more prepared  much more prepared

How do you feel about your ability to meet the SOCIAL demands of Vanderbilt, compared to your peers?

much less prepared  less prepared  about the same  more prepared  much more prepared

Do you plan to pledge a fraternity or sorority at Vanderbilt?  yes  no  not sure

Are your parents planning to visit you during VU Family Weekend in September?

yes  no  not sure

Since you have arrived at Vanderbilt, how often have you been in contact with your parents (via phone, Facebook, texting, email, IM, etc.)?

multiple times a day  once a day  two or three times a week  weekly  less than weekly  
 haven't been in contact with them at all

Since you have arrived at Vanderbilt, how often have you been in contact with your friends from home (via phone, Facebook, texting, email, IM, etc.)?

multiple times a day  once a day  two or three times a week  weekly  less than weekly  
 haven't been in contact with them at all

How many close friends from home are attending Vanderbilt with you?

none  one  two  three or more

How many of your siblings are attending Vanderbilt with you?

none  one  two or more

How many close friends would you say you have?

none  1 or 2  3 to 5  6 to 9  10 or more

How many relatives do you have that you feel close to?

none  1 or 2  3 to 5  6 to 9  10 or more

How many people do you know who you feel really understand what you're going through in your life right now?

none  1 or 2  3 to 5  6 to 9  10 or more

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In most ways my life is close to ideal.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

The conditions of my life are excellent.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I am satisfied with my life.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

So far I have gotten the important things I want in life.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

If I could live my life over, I would change almost nothing.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

In the last week, how often have you been upset because of something that happened unexpectedly?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that you were unable to control the important things in your life?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt nervous and stressed?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you dealt with irritating life hassles?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that things were going your way?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt confident about your ability to handle your personal problems?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that things were going your way?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you found that you could not cope with all the things you had to do?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you been able to control irritations in your life?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that you were on top of things?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you been angered because of things that happened that were outside of your control?

- never    almost never    sometimes    fairly often     
very often

In the last week, how often have you found yourself thinking about things that you have to accomplish?

- never    almost never    sometimes    fairly often     
very often

In the last week, how often have you been able to control the way you spend your time?

- never    almost never    sometimes    fairly often     
very often

In the last week, how often have you felt difficulties were piling up so high that you could not overcome them?

- never    almost never    sometimes    fairly often     
very often

# Adjustment to College Life Survey

## - Baseline

The survey below is part of the Adjustment to College Life Study.

The purpose of this survey is to get a beginning-of-semester assessment of your attitudes and preferences related to adjusting to college.

This survey will be the longest one you complete this semester as part of this project - it will take about an hour to complete. Please set aside a block of time when you can work on the survey without interruptions. Because of the length of the survey and the other time constraints you likely have, for this survey only, you may pause the survey and come back to it later if you prefer. You will receive 3 SONA credits for completing the survey. Please note that if you begin it and finish it later at another time, you won't see the credits until after the survey is fully completed. You need to have the full survey completed by

If you have questions or problems, please contact the research assistant, Liz Spitzer ([elizabeth.g.spitzer@vanderbilt.edu](mailto:elizabeth.g.spitzer@vanderbilt.edu)), or the Principal Investigator, Dr. Leslie Kirby ([leslie.kirby@vanderbilt.edu](mailto:leslie.kirby@vanderbilt.edu)).

This study has multiple parts. We need to be able to link your responses, but also preserve your anonymity. Recall that you created an ID code that is unique to you, but anonymous to us. Remember your ID is the LAST four digits of your phone number, followed by your mother's middle initial (N if your mother does not have a middle name), followed by the DATE (01-31) of your birth DAY (NOT the month or year, just the date). Your ID should be a 7-character code (4 numbers, a letter, then 2 more numbers). It is critical that you consistently use this ID on your surveys.

Please enter your seven-digit ID for this study here:

\_\_\_\_\_ (remember, this is NOT your VU ID)

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We are interested in how people respond when they confront difficult or stressful events in their lives. There are a lot of ways to try to deal with stress. The questionnaire asks you to indicate what you generally feel, when you experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you usually do when you are under a lot of stress.

Respond to each of the following items by using the response choices listed below. Please try to respond to each item separately in your mind from each other item. Choose your answers thoughtfully and make your answers as true FOR YOU as you can. Please answer every item. There are no "right" or "wrong" answers, so choose the most accurate answer for YOU -- not what you think most people would say or do. Indicate what YOU USUALLY do when YOU experience a stressful event.

Also, if you feel you've shifted in the way you react to stress since coming to Vanderbilt, try to focus on the ways you generally responded PRIOR TO coming to Vanderbilt.

I try to grow as a person as a result of the experience.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I turn to work or other substitute activities to take my mind off things.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to keep my feelings from interfering with things too much.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I go off by myself to be alone.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself that it isn't that big a deal.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I meditate to clear my head.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I wish the situation would go away or somehow be over with.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount

I usually do this a lot

I tell myself I can deal with it.

- I usually don't do this at all      I usually do this a little bit      I usually do this a medium amount
- I usually do this a lot



I think about how I've brought this on myself.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I get upset and let my emotions out.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to get advice from someone about what to do.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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## Please Continue

I say to myself "this isn't real."

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I put my trust in God.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I laugh about the situation.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I admit to myself that I can't deal with it, and quit trying.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I discuss my feelings with someone else.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I take drugs to make myself feel better.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I get used to the idea that it happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I get upset, and am really aware of it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I seek God's help.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I make a plan of action.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I hope a miracle will happen.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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## Please Continue

I try to keep my feelings to myself.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I make jokes about it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I accept that this has happened and can't be changed.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I keep myself busy so I won't have to think about what is going on.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I avoid being with people in general.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I criticize or lecture myself.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself that other things are more important to me.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself that I can keep going.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I meditate to get focus.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I just give up trying to reach my goal.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I take additional action to try to get rid of the problem.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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## Please Continue

I drink alcohol, in order to think about it less.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I refuse to believe that it has happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I let out my feelings.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to see it in a different light, to make it seem more positive.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to come up with a strategy about what to do.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to lose myself for a while by using drugs.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I kid around about it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I give up the attempt to get what I want.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I look for something good in what's happening.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I pretend that it hasn't really happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I go to the movies or watch TV, to think about it less.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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## Please Continue

I accept the reality of the fact that it happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I ask people who have had similar experiences what they did.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I wish that I could change the way that things are going.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I keep others from knowing how bad things are.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to get as far away from other people as I can.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I blame myself for what's happening.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I feel a lot of emotional distress and I find myself expressing those feelings a lot.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I take direct action to get around the problem.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to find comfort in my religion.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I make fun of the situation.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I reduce the amount of effort I'm putting into solving the problem.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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## Please Continue

I tell myself that it doesn't matter that much to me.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself that I can handle it, no matter how bad it gets.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I use meditation to gain perspective.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I talk to someone about how I feel.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I use alcohol to help me get through it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I learn to live with it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I act as though it hasn't even happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I learn something from the experience.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I pray more than usual.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I meditate to relax.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself I can deal with it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself it's not that bad.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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The following questions ask about your acquaintances, friends and relatives. Different people feel differently about the number of people they see and the number of friends they have. Indicate how often you are BOTHERED by the following things.

How often are you BOTHERED by not having a close companion?

never  rarely  sometimes  quite often  very often

How often are you BOTHERED by not seeing enough of people you feel close to?

never  rarely  sometimes  quite often  very often

How often are you BOTHERED by not having enough close friends?

never  rarely  sometimes  quite often  very often

How often are you BOTHERED by not having someone who shows you love and affection?

never  rarely  sometimes  quite often  very often

The next five items ask about GETTING HELP FROM OTHERS. Please indicate whether or not you feel like you would receive help in these situations if you needed it.

If you needed help (e.g. getting notes from a classmate, getting help on homework, carrying a large package across campus), could you get someone to help you without paying them?

definitely yes  probably yes  maybe  probably not  definitely not

If you walked into a dining hall alone, would you be able to find someone to sit with?

definitely yes  probably yes  maybe  probably not  definitely not

If you needed to borrow a fairly large sum of money, do you have someone or somewhere you could borrow it from?

definitely yes  probably yes  maybe  probably not  definitely not

If you had a stressful week and needed to talk, would you be able to easily find someone you could talk to about it?

definitely yes  probably yes  maybe  probably not  definitely not

If you were in need of help or support, would you feel able to ask for help from a friend or family member?

definitely yes  probably yes  maybe  probably not  definitely not

How many close friends would you say you have?

none  1 or 2  3-5  6-9  10 or more

How many relatives do you have that you feel close to?

none  1 or 2  3-5  6-9  10 or more

How many people do you know who you feel really understand what you're going through in your life right now?

none  1 or 2  3-5  6-9  10 or more

In general, would you say your health is:

excellent  very good  good  fair  poor

Compared to 3 months ago, how would you rate your health in general now?

- much better than 3 months ago    somewhat better than 3 months ago    about the same  
 somewhat worse now than 3 months ago    much worse now than 3 months ago



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The following questions are about activities you might do during a typical day.

Does your health limit you in these activities? If so, how much?

Vigorous activities, such as running, lifting heavy objects, participating in strenuous sports

Yes, limited a lot    Yes, limited a little    No, not limited at all

Moderate activities, such as moving a table, pushing a vacuum, bowling or playing golf

Yes, limited a lot    Yes, limited a little    No, not limited at all

Lifting or carrying groceries

Yes, limited a lot    Yes, limited a little    No, not limited at all

Climbing several flights of stairs

Yes, limited a lot    Yes, limited a little    No, not limited at all

Climbing one flight of stairs

Yes, limited a lot    Yes, limited a little    No, not limited at all

Bending kneeling or stooping

Yes, limited a lot    Yes, limited a little    No, not limited at all

Walking more than a mile

Yes, limited a lot    Yes, limited a little    No, not limited at all

Walking half a mile

Yes, limited a lot    Yes, limited a little    No, not limited at all

Walking 100 yards

Yes, limited a lot    Yes, limited a little    No, not limited at all

Bathing and dressing yourself

Yes, limited a lot    Yes, limited a little    No, not limited at all

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During the past 2 weeks, how much time have you had any of the following problems with your work or other regular daily activities as a result of your physical health?

Cut down on the amount of time you spent on work or other activities

all of the time    most of the time    some of the time    a little of the time    none of the time

Accomplished less than you would like

all of the time    most of the time    some of the time    a little of the time    none of the time

Were limited in the kind of work or other activities

all of the time    most of the time    some of the time    a little of the time    none of the time

Had difficulty performing the work or other activities (eg it took more effort)

all of the time    most of the time    some of the time    a little of the time    none of the time

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During the past 2 weeks, how much time have you had any of the following problems with your work or other regular daily activities as a result of any emotional problems (such as feeling depressed or anxious)?

Cut down on the amount of time you spent on work or other activities

- all of the time    most of the time    some of the time    a little of the time    none of the time

Accomplished less than you would like

- all of the time    most of the time    some of the time    a little of the time    none of the time

Didn't do work or other activities as carefully as usual

- all of the time    most of the time    some of the time    a little of the time    none of the time

During the past 2 weeks, to what extent have your physical health or emotional problems interfered with your normal social activities with family, neighbors, or groups?

- Not at all    Slightly    Moderately    Quite a bit    Extremely

How much bodily pain have you had during the past 2 weeks?

- None    Very mild    Mild    Moderate    Severe    Very Severe

During the past 2 weeks, how much did pain interfere with your normal work (including both outside the home and housework)?

- Not at all    Slightly    Moderately    Quite a bit    Extremely

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These questions are about how you feel and how things have been with you during the past 2 weeks. For each question please give one answer that comes closest to the way you have been feeling. How much time during the last 2 weeks:

Did you feel full of life?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you been a very nervous person?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you felt so down in the dumps that nothing would cheer you up?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you felt calm and peaceful?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Did you have a lot of energy?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you felt downhearted and low?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Did you feel worn out?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you been a happy person?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Did you feel tired?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

During the past 2 weeks, how much of the time has your physical health or emotional problems interfered with your social activities (like visiting friends, relatives etc.)?

- All of the time    Most of the time    Some of the time    A little of the time    None of the time

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How TRUE or FALSE is each of the following statements for you?

I seem to get ill more easily than other people

Definitely true    Mostly true    Not sure    Mostly false    Definitely false

I am as healthy as anybody I know

Definitely true    Mostly true    Not sure    Mostly false    Definitely false

I expect my health to get worse

Definitely true    Mostly true    Not sure    Mostly false    Definitely false

My health is excellent

Definitely true    Mostly true    Not sure    Mostly false    Definitely false

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Please indicate the degree to which you agree or disagree with each of the following statements

I can think of many ways to get out of a jam.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I have so much in life to be thankful for.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I am an organized person.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I never felt like I could meet my parents' standards.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I expect higher performance in my daily tasks than most people.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I energetically pursue my goals.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

If I had to list everything that I felt grateful for, it would be a very long list.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

It takes me a long time to do something "right."

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

My parents have always had higher expectations for my future than I have.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

The fewer mistakes I make, the more people will like me.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I feel tired most of the time.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

When I look at the world, I don't see much to be grateful for.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

Neatness is very important to me.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

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## Please Continue

I never felt like I could meet my parents' expectations.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

Other people seem to accept lower standards from themselves than I do.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

There are lots of ways around any problem.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

I am grateful to a wide variety of people.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

I tend to get behind in my work because I repeat things over and over.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

My parents have expected excellence from me.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

If I do not do well all the time, people will not respect me.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

I am easily downed in an argument.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

As I get older I find myself more able to appreciate the people, events, and situations that have been part of my life history.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

I try to be a neat person.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

My parents never tried to understand my mistakes.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree



I have extremely high goals.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I should be upset if I make a mistake

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

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## Please Continue

I can think of many ways to get the things in life that are important to me.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

Long amounts of time can go by before I feel grateful to something or someone.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

I usually have doubts about the simple everyday things I do.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

Only outstanding performance is good enough in my family.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

If I do not do as well as other people it means I am an inferior human being.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

I worry about my health.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

I try to be an organized person.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

As a child, I was punished for doing things less than perfect.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

I am very good at focusing my efforts on attaining a goal.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

Even when others get discouraged, I know I can find a way to solve the problem.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

Even when I do something very carefully, I often feel that it is not quite right.

- strongly disagree  disagree  slightly disagree  neutral  slightly agree  agree  
 strongly agree

My parents set very high standards for me.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

People will probably think less of me if I make a mistake.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

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## Please Continue

My past experiences have prepared me well for my future.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I am a neat person.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

My parents wanted me to be the best at everything.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I hate being less than the best at things.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I've been pretty successful in life.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I set higher goals than most people.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

If I fail partly, it is as bad as being a complete failure.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I usually find myself worrying about something.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

Organization is very important to me.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

It is important to me that I be thoroughly competent in everything I do.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

I meet the goals that I set for myself.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

If someone does a task at work/school better than I, then I feel like I failed the whole task.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

If I do not set the highest standards for myself, I am likely to end up a second-rate person.

- strongly disagree    disagree    slightly disagree    neutral    slightly agree    agree  
 strongly agree

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Please read each statement and indicate the extent to which you agree or disagree.

On the whole, I am satisfied with myself.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

It is difficult for me to find effective solutions to the problems that come my way.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

In uncertain times, I usually expect the best.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I am generous with my friends.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

At times, I think I am no good at all.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I succeed in projects I undertake.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

If something can go wrong for me, it will.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I quickly get over and recover from being startled.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I feel that I have a number of good qualities.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I am able to do things as well as most other people.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I always look on the bright side of things.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I enjoy dealing with new and unusual situations.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

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## Please Continue

I am able to do things as well as most other people.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

Typically, my plans do not work out well.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I usually succeed in making a favorable impression on people.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I'm always optimistic about my future.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I feel I do not have much to be proud of.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I enjoy trying new foods I have never tasted before.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I hardly ever expect things to go my way.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I am regarded as a very energetic person.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I certainly feel useless at times.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I like to take different paths to familiar places.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

Things never work out the way I want them to.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I am more curious than most people.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

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## Please Continue

I feel that I'm a person of worth, at least on an equal plane with others.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

Most of the people I meet are likeable.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I'm a believer in the idea that "every cloud has a silver lining".

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I usually think carefully about something before acting.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I wish I could have more respect for myself.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I like to do new and different things.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I rarely count on good things happening to me.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

My daily life is full of things that keep me interested.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

All in all, I am inclined to feel that I am a failure.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I would be willing to describe myself as a pretty "strong" personailty .

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I take a positive attitude toward myself.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I get over my anger at someone reasonably quickly.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree



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Below is a list of the ways you might have felt or behaved. Please indicate how often you have felt this way during the PREVIOUS TWO WEEKS.

I was bothered by things that don't usually bother me.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I did not feel like eating; my appetite was poor.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt that I could not shake off the blues, even with help from my family and friends.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt that I was just as good as other people.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I had trouble keeping my mind on what I was doing.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt depressed.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt that everything I did was an effort.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt hopeful about the future.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I thought my life had been a failure.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt fearful.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

My sleep was restless.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I was happy.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time

I talked less than usual.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt lonely.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

People were unfriendly.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I enjoyed life.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I had crying spells.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt sad.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt that people disliked me.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I could not "get going".

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

---

---

Please read the following statement, and indicate your degree of agreement or disagreement with each.

I feel pleasant.

almost never  sometimes  often  almost always

I feel nervous and restless.

almost never  sometimes  often  almost always

I feel satisfied with myself.

almost never  sometimes  often  almost always

I wish I could be as happy as others seem to be.

almost never  sometimes  often  almost always

I feel like a failure.

almost never  sometimes  often  almost always

I feel rested.

almost never  sometimes  often  almost always

I am "calm, cool and collected".

almost never  sometimes  often  almost always

I feel that difficulties are piling up so that I cannot overcome them.

almost never  sometimes  often  almost always

I worry too much over something that really doesn't matter.

almost never  sometimes  often  almost always

I am happy.

almost never  sometimes  often  almost always

I have disturbing thoughts.

almost never  sometimes  often  almost always

I lack self-confidence.

almost never  sometimes  often  almost always

I feel secure.

almost never  sometimes  often  almost always

I make decisions easily.

almost never  sometimes  often  almost always

I feel inadequate.

almost never  sometimes  often  almost always

I am content.

almost never  sometimes  often  almost always

Some unimportant thought runs through my mind and bothers me.

almost never  sometimes  often  almost always

I take disappointments so keenly that I can't put them out of my mind.

almost never  sometimes  often  almost always

I am a steady person.

almost never  sometimes  often  almost always

I get in a state of tension or turmoil as I think over my recent concerns and interest.

almost never  sometimes  often  almost always

---

---

Instructions: On the next 12 pages you will find brief descriptions of 12 hypothetical situations. Each situation is followed by a series of questions. For each situation please try to imagine yourself in the situation as vividly as you can. If such a situation happened to you, what do you think would have caused it or brought it about? What would it mean to you to be in this situation? When you are imagining yourself in the situation as vividly as you can, please answer the questions that follow the description to indicate what you are thinking within this imaginary situation. When you have answered all the questions for one situation you should go on to the next situation, until you have imagined yourself in all 12 situations. There are no right or wrong answers. Please try to answer every question as best you can.

First, imagine yourself in the following situation: A CLOSE FRIEND BEATS YOU OUT FOR THE OPPORTUNITY TO PARTICIPATE IN AN ACTIVITY THAT YOU HAD BEEN LOOKING FORWARD TO. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make (or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

---

---

Imagine yourself in the following situation: YOU RECEIVE A POSITIVE PERFORMANCE EVALUATION AT WORK. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

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Imagine yourself in the following situation: A CLOSE FRIEND STEPS ASIDE SO THAT YOU CAN DO SOMETHING YOU'VE ALWAYS WANTED TO DO. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make (or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

---

---

Imagine yourself in the following situation: YOU HEAR THAT A FRIEND HAS BEEN TELLING PEOPLE GOOD THINGS ABOUT YOU. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely



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Imagine yourself in the following situation: YOU DO VERY WELL ON AN IMPORTANT ASSIGNMENT. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

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Imagine yourself in the following situation: YOU GIVE A PRESENTATION AT WORK AND YOUR COLLEAGUES REACT NEGATIVELY. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

---

---

Imagine yourself in the following situation: YOU HAVE AN ARGUMENT WITH YOUR SPOUSE/SIGNIFICANT OTHER. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

---

---

Imagine yourself in the following situation: YOU RECEIVE A NEGATIVE PERFORMANCE EVALUATION AT WORK. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

---

---

Imagine yourself in the following situation: YOU GIVE A PRESENTATION AND YOUR COLLEAGUES REACT POSITIVELY. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

---

---

Imagine yourself in the following situation: YOU GO OUT ON A PLEASANT DATE WITH YOUR SPOUSE/SIGNIFICANT OTHER. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

---

---

Imagine yourself in the following situation: YOU DO VERY POORLY ON AN IMPORTANT ASSIGNMENT. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able    2    3    4    5 completely uncertain  
 6    7    8    9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all    2    3    4    5 moderately    6    7    8    9 extremely

---

---

Imagine yourself in the following situation: YOU HEAR THAT A FRIEND HAS BEEN TELLING PEOPLE BAD THINGS ABOUT YOU. When you have this situation in your mind as vividly as you can, please answer the following questions about what it is like to be in this situation.

1) Think about what you want and don't want in this situation. How certain are you that you will be able to influence things to make(or keep) situation the way you want it?

1 completely certain WILL NOT be able     2     3     4     5 completely uncertain  
 6     7     8     9 completely certain WILL be able

2) How certain are you that you will, or will not, be able to deal emotionally with what is happening in this situation however it turns out?

1 completely certain WILL NOT be able     2     3     4     5 completely uncertain  
 6     7     8     9 completely certain WILL be able

3) How important is what is happening in this situation to you?

1 not at all     2     3     4     5 moderately     6     7     8     9 extremely

4) Think about what you do and do not want in this situation. How consistent is the situation with what you want?

1 not at all     2     3     4     5 moderately     6     7     8     9 extremely



---

---

Please read each statement and indicate your degree of agreement or disagreement with it.

The variety of human feelings makes life more interesting.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I try to think good thoughts no matter how badly I feel.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I don't have much energy when I am happy.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

People would be better off if they felt less and thought more.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I usually don't have much energy when I'm sad.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

When I'm angry, I usually let myself feel that way.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I don't think it's worth paying attention to your emotions or moods.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I don't usually care much about what I'm feeling.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

Sometimes I can't tell what my feelings are.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

If I find myself getting mad, I try to calm myself down.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I have lots of energy when I feel sad.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I am rarely confused about how I feel.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree

---

---

## Please Continue

I think about my mood constantly.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I don't let my feelings interfere with what I am thinking.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

Feelings give direction to life.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

Although I am sometimes sad, I have a mostly optimistic outlook.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

When I am upset I realize that the "good things in life" are illusions.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I believe in acting from the heart.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I can never tell how I feel.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

When I am happy I realize how foolish most of my worries are.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I believe it's healthy to feel whatever emotion you feel.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

The best way for me to handle my feelings is to experience them to the fullest.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

When I become upset I remind myself of all the pleasures in life.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

My beliefs and opinions always seem to change depending on how I feel.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

---

---

## Please Continue

I usually have lots of energy when I'm happy.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I am often aware of my feelings on a matter.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

When I'm depressed, I can't help but think of bad thoughts.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I am usually confused about how I feel.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

One should never be guided by emotions.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

If I'm in too good mood, I remind myself of reality to bring myself down.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I never give in to my emotions.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

Although I am sometimes happy, I have a mostly pessimistic outlook.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I feel at ease about my emotions.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

It's important to block out some feelings in order to preserve your sanity.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

I pay a lot of attention to how I feel.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

When I'm in a good mood, I'm optimistic about the future.

- strongly disagree    somewhat disagree    neither agree nor disagree    somewhat agree  
 strongly agree

---

---

## Please Continue

I can't make sense of my feelings.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

I don't pay much attention to my feelings.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

Whenever I'm in a bad mood I'm pessimistic about the future.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

I never worry about being in too good a mood.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

I often think about my feelings.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

I am usually very clear about my feelings.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

No matter how badly I feel, I try to think about pleasant things.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

Feelings are a weakness humans have.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

I usually know my feelings about a matter.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

It is usually a waste of time to think about your emotions.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

When I am happy I sometimes remind myself of everything that could go wrong.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

I almost always know exactly how I am feeling.

- strongly disagree  somewhat disagree  neither agree nor disagree  somewhat agree  
 strongly agree

---

---

Please read each statement and indicate your degree of agreement or disagreement with it.

I am not a worrier

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I like to have a lot of people around me

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I laugh easily

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I try to be courteous to everyone I meet

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I keep my belongings neat and clean

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I often feel inferior to others

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I don't consider myself especially "light-hearted"

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

When I'm under a great deal of stress, sometimes feel like I'm going to pieces

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I often get into arguments with my family and co-workers

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I'm pretty good at pacing myself so as to get things done on time

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

Once I find the right way to do something, I stick to it

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I rarely feel lonely or blue

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I really enjoy talking to people

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I am not a very methodical person

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

---

---

## Please Continue

I like to be where the action is

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I often feel tense and jittery

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I am intrigued by the patterns I find in art and nature

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I believe letting students controversial speakers can only confuse and mislead them

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I usually prefer to do things alone

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

Sometimes I feel completely worthless

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

Some people think I'm selfish and egotistical

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I rarely feel fearful or anxious

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I try to perform all the tasks assigned to me conscientiously

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I often feel as if I'm bursting with energy

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

Poetry has little or no effect on me

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I would rather cooperate with others than compete with them

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I often try new or foreign foods

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I am a cheerful, high-spirited person

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree



---

---

## Please Continue

I have a clear set of goals and work toward them in an orderly fashion

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I seldom notice the moods or feelings that different environments produce

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I waste a lot of time before settling down to do work

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I tend to be cynical and skeptical of others' intentions

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

Too often, when things go wrong, I get discouraged and feel like giving up

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I am not a cheerful optimist

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I work hard to accomplish my goals

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I believe that most people will take advantage of you if you let them

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I am seldom sad or depressed

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

My life is fast-paced

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I often feel helpless and want someone to solve my problems

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I believe we should look to our religious authorities for decisions on moral issues

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

When I make a commitment, I can always be counted on to follow through

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

Sometimes when I am reading poetry or looking at a work of art, I feel a chill or a wave of excitement

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

---

---

## Please Continue

Most people I know like me

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

At times I have been so ashamed I just want to hide

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I am a very active person

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I would rather go my own way than be a leader of others

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I have little interest in speculating on the nature of the universe or the human condition

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

Some people think of me as cold and calculating

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I have a lot of intellectual curiosity

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

Sometimes I'm not as dependable or reliable as I should be

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I'm hard-headed and tough-minded in my attitudes

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I often enjoy playing with theories or abstract ideas

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I am productive person who always gets the job done

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I generally try to be thoughtful and considerate

- strongly disagree  disagree  somewhat disagree  neither agree nor disagree  
 somewhat agree  agree  strongly agree

I never seem to be able to get organized

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

If necessary, I am willing to manipulate people to get what I want

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I strive for excellence in everything I do

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree



Below are a number of adjective clusters that describe different emotions or feelings. Each group of adjectives is meant to get at a single basic feeling or emotion. Please indicate the extent to which you feel this way RIGHT NOW as you are preparing to take the Chemistry exam.

surprised --- astonished  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

guilty --- culpable  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

defeated --- resigned --- beaten  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

relieved --- unburdened  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

tranquil --- calm --- serene  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

frustrated --- thwarted --- exasperated  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

regretful --- remorseful --- sorry  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

determined --- motivated --- persistent  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

shy --- timid --- bashful  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

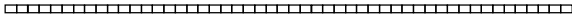
grateful --- appreciative --- thankful  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

interested --- engaged  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

mad --- angry --- irate  
 not at all                      moderately                      extremely

hopeful --- optimistic

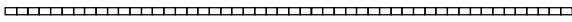
not at all                      moderately                      extremely



*(Place a mark on the scale above)*

bored \_ detached \_ uninterested

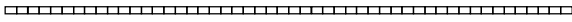
not at all                      moderately                      extremely



*(Place a mark on the scale above)*

nervous --- anxious --- apprehensive

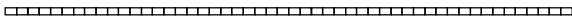
not at all                      moderately                      extremely



*(Place a mark on the scale above)*

overwhelmed --- overloaded --- rattled

not at all                      moderately                      extremely



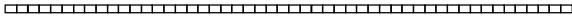
*(Place a mark on the scale above)*





satisfied --- content

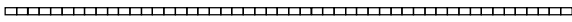
not at all                      moderately                      extremely



*(Place a mark on the scale above)*

compassionate --- empathetic

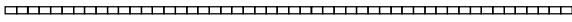
not at all                      moderately                      extremely



*(Place a mark on the scale above)*

awed --- wondrous --- amazed

not at all                      moderately                      extremely



*(Place a mark on the scale above)*

---

---

Think about your goals for your Chemistry course, and your upcoming exam. Given this, how satisfied would you be to receive ...

An A on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

An A- on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AB+ on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AB on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AB- on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AC+ on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AC on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AC- on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AD+ on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AD on the exam

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A D- on the exam

- 100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

An F on the exam

- 100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

---

---

Think about your goals for your Chemistry course. Given this, how satisfied would you be to receive ...

An A in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

An A- in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AB+ in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AB in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AB- in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AC+ in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AC in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AC- in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AD+ in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AD in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A D- in the course

- 100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

An F in the course

- 100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

What grade do you think you'll receive on the upcoming exam?

- A  A-  B+  B  B-  C+  C  C-  D+  D  D-  F

How confident are you that you'll receive AT LEAST that grade on the exam?

- not confident at all  a little confident  somewhat confident  confident  extremely confident

What grade do you think you'll receive as your final grade for this course?

- A  A-  B+  B  B-  C+  C  C-  D+  D  D-  F

How confident are you that you'll receive AT LEAST that grade for the course?

- not confident at all  a little confident  somewhat confident  confident  extremely confident

What is your current lab grade in Chemistry?

- A  A-  B+  B  B-  C+  C  C-  D+  D  D-  F

What is your current homework grade in Chemistry?

- A  A-  B+  B  B-  C+  C  C-  D+  D  D-  F

---

---

Below are a number of questions about your thoughts regarding the upcoming Chemistry exam. Please answer each question by selecting the appropriate bubble.

How much do you care how well you do on the upcoming exam?

not at all       moderately       extremely much

To what extent are there negative aspects to the upcoming exam -- things you don't want, or are displeased about?

not at all       moderately       extremely much

To what extent are there positive aspects to the upcoming exam -- things you do want, or are pleased about?

not at all       moderately       extremely much

To what extent do you consider YOURSELF responsible for how you do on the upcoming exam?

not at all       moderately       extremely much

To what extent do you consider SOMEONE ELSE responsible for how you do on the upcoming exam?

not at all       moderately       extremely much

To what extent do you consider LUCK or CHANCE to be responsible for you do on the upcoming exam?

not at all       moderately       extremely much

How difficult do you expect the upcoming exam to be?

not at all       moderately       extremely much

How certain are you that you will be able to deal emotionally with how you do on the exam, no matter how it goes?

not at all       moderately       extremely much

In the past week, how many nights did you go out?

1    2    3    4    5    6    7

In the past week, approximately how many hours did you spend studying (not including time spent in class) ?

none    1-3    4-7    8-10    11-15    16-20    20 or more

In the past week, how many days have you felt sick (due to allergies, sinuses, cold, flu, mono, etc.) ?

1    2    3    4    5    6    7

---

---

The questions in this scale ask you about your feelings and thoughts during the last week. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them, and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count the number of times you felt a particular way, but rather indicate what seems like a reasonable estimate.

In the last week, how often have you been upset because of something that happened unexpectedly?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that you were unable to control the important things in your life?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt nervous and stressed?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you dealt with irritating life hassles?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that things were going your way?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt confident about your ability to handle your personal problems?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that things were going your way?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you found that you could not cope with all the things you had to do?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you been able to control irritations in your life?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that you were on top of things?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you been angered because of things that happened that were outside of your control?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you found yourself thinking about things that happened that were outside your control.

never  almost never  sometimes  fairly often  very often

In the last week, how often have you been able to control the way you spend your time?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt difficulties were piling up so high that you could not overcome them?

never  almost never  sometimes  fairly often  very often



---

---

The next few questions ask about how things are going for you currently. Indicate the extent to which you agree or disagree.

In most ways my life is close to ideal.

strongly disagree    disagree    somewhat disagree    neither agree nor disagree    somewhat agree    agree  
    strongly agree

The conditions of my life are excellent.

strongly disagree    disagree    somewhat disagree    neither agree nor disagree    somewhat agree    agree  
    strongly agree

I am satisfied with my life.

strongly disagree    disagree    somewhat disagree    neither agree nor disagree    somewhat agree    agree  
    strongly agree

So far I have gotten the important things I want in life.

strongly disagree    disagree    somewhat disagree    neither agree nor disagree    somewhat agree    agree  
    strongly agree

If I could live my life over, I would change almost nothing.

strongly disagree    disagree    somewhat disagree    neither agree nor disagree    somewhat agree    agree  
    strongly

Confidential

## Post-Exam Survey, Exam 1, 2, and 3

Please complete the survey after you have received the grade on your first Chemistry exam. The survey should take approximately 15 minutes to complete, and you will receive one SONA credit

If you have questions or problems, please contact the research assistant, Liz Spitzer (elizabeth.g.spitzer@vanderbilt.edu), or the Principal Investigator, Dr. Leslie Kirby (leslie.kirby@vanderbilt.edu).

As you recall, this study has multiple parts. We need to be able to link your responses, but also preserve your anonymity. Recall that you created an ID code that is unique to you, but anonymous to us. Remember your ID is the LAST four digits of your phone number, followed by your mother's middle initial (N if your mother does not have a middle name), followed by the DATE (01-31) of your birth DAY (NOT the month or year, just the date). Your ID should be a 7-character code (4 numbers, a letter, then 2 more numbers). It is critical that you follow these instructions to create this ID, and that you use it consistently on your surveys.

Enter your ID code here:

\_\_\_\_\_ (Remember, this is NOT your VU ID)

What grade did you receive on the Chemistry exam you just took? (Please enter your numerical score, not a letter grade)

\_\_\_\_\_

What letter grade do you believe your score corresponds to?

A  A-  B+  B  B-  C+  C  C-  D+  D  D-  F

How satisfied are you with your exam grade?

Very Dissatisfied  Dissatisfied  Somewhat Dissatisfied  Neither Dissatisfied Nor Satisfied  
 Somewhat Satisfied  Satisfied  Very Satisfied

---

---

Think about your goals for your Chemistry course. Given this, how satisfied would you be to receive ...

An A in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

An A- in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A B+ in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A B in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A B- in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A C+ in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A C in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A C- in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A D+ in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A D in the course?

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A D- in the course?

- 100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

An F in the course?

- 100% satisfied  90% satisfied  80% satisfied  70% satisfied  60% satisfied  
 50% satisfied  40% satisfied  30% satisfied  20% satisfied  10% satisfied  
 0% satisfied

What grade do you think you'll receive as your final grade for this course?

- A  A-  B+  B  B-  C+  C  C-  D+  D  D-  F

How confident are you that you'll receive AT LEAST that grade for the course?

- not confident at all  a little confident  somewhat confident  confident  extremely confident

How worried are you about your grades in general this semester (in all your classes, not just Chemistry)?

- not at all worried  a little worried  somewhat worried  worried  extremely worried

How worried are you about your grade in Chemistry specifically?

- not at all worried  a little worried  somewhat worried  worried  extremely worried

Do you consider yourself pre-med?

- yes  no  considering it

How confident are you RIGHT NOW that you will be attending medical school after you graduate from Vanderbilt?

- not at all confident  a little confident  somewhat confident  confident  very confident

How do you feel about your ability to meet the ACADEMIC demands of Vanderbilt, compared to your peers?

- much less prepared  less prepared  about the same  more prepared  much more prepared

How do you feel about your ability to meet the SOCIAL demands of Vanderbilt, compared to your peers?

- much less prepared  less prepared  about the same  more prepared  much more prepared

---

---

Below are a number of questions about your thoughts regarding the Chemistry exam for which you just received your grade. Please answer each question by selecting the appropriate number.

How much do you care about how well you did on this exam?

not at all    moderately    extremely much

To what extent are there negative aspects to your performance on the exam -- things you don't want, or are displeased about?

not at all    moderately    extremely much

To what extent are there positive aspects to your performance on the exam -- things you do want, or are pleased about?

not at all    moderately    extremely much

To what extent do you consider YOURSELF responsible for how you did on this exam?

not at all    moderately    extremely much

To what extent do you consider SOMEONE ELSE responsible for how you did on this exam?

not at all    moderately    extremely much

To what extent do you consider LUCK or CHANCE to be responsible for how you did on this exam?

not at all    moderately    extremely much

How difficult did you find this exam to be?

not at all    moderately    extremely much

How certain are you that you will be able to deal emotionally with how well you did on the exam?

not at all    moderately    extremely much

---

---

## Please Continue

In the past week, how many days did you feel ill (due to cold, sinuses, allergies, mono, etc.)?

- 1  2  3  4  5  6  7

In the last TWO WEEKS how many visits have you made to Student Health due to being ill?

- none  1  2-3  4-5  6-10  more than 10

In the past week, how many nights did you go out?

- 1  2  3  4  5  6  7

In the past week, approximately how many hours did you spend studying (not including time spent in class) ?

- none  1-3  4-7  8-10  11-15  16-20  20 or more

How often do you use substances to aid your studying? (caffeine, Aderall, Red Bull, NoDoz, etc.)

- never  only before big exams/projects  once a week  2-3 times a week  4-5 times a week  
 daily

Do you currently take prescription medications on a regular basis? If so, check all that apply.

- anti-depressants  anti-anxiety medication  ADD or ADHD medication  pain medication  
 allergy medication  sleep aid  other

---



---

## Please Continue

Do you think that most other Vanderbilt students have attitudes and values similar to or different from your own?

- very different    somewhat different    somewhat the same    highly similar

Do you have a close friend in your Visions group?                       Yes    No

Do you have a close friend on your hall?                                       Yes    No

How are things going with your roommate?

- we can't stand each other    we mostly avoid each other    we hang out sometimes but aren't close  
 we're very close friends and spend a lot of time together    don't have a roommate

Do you plan to pledge a fraternity/sorority at Vanderbilt?                                       yes    no    not sure

Are you currently in a romantic relationship?

- yes, with someone from home    yes, with someone from Vanderbilt    no, but would like to be  
 no, and not interested in a relationship right now

What proportion of your friends do you estimate are from home versus from Vanderbilt?                      all from home                      half and half                      all from Vanderbilt

*(Place a mark on the scale above)*

In the past week, how often have you been in contact with your parents (via phone, Facebook, texting, email, IM, etc.)?

- multiple times a day    once a day    two or three times a week    weekly    less than weekly  
 haven't been in contact with them at all

In the past week, how often have you been in contact with your friends from home (via phone, Facebook, texting, email, IM, etc.)?

- multiple times a day    once a day    two or three times a week    weekly    less than weekly  
 haven't been in contact with them at all

How many close friends would you say you have?

- none    1 or 2    3 to 5    6 to 9    10 or more

How many people do you know who you feel really understand what you're going through in your life right now?

- none    1 or 2    3 to 5    6 to 9    10 or more

Below are a number of adjective clusters that describe different emotions or feelings. Each group of adjectives is meant to get at a single basic feeling or emotion. Please indicate the extent to which you feel this way RIGHT NOW as you think about the grade you received on your Chemistry exam.

surprised --- astonished

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

guilty --- culpable

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

defeated --- resigned --- beaten

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

relieved --- unburdened

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

tranquil --- calm --- serene

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

frustrated --- thwarted --- exasperated

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

regretful --- remorseful --- sorry

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

determined --- motivated --- persistent

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

shy --- timid --- bashful

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

grateful --- appreciative --- thankful

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

interested --- engaged

not at all                      moderately                      extremely

=====

(Place a mark on the scale above)

mad --- angry --- irate

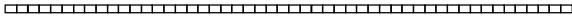
not at all                      moderately                      extremely

=====



hopeful --- optimistic

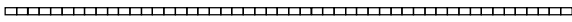
not at all                      moderately                      extremely



*(Place a mark on the scale above)*

bored \_ detached \_ uninterested

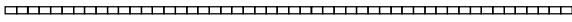
not at all                      moderately                      extremely



*(Place a mark on the scale above)*

nervous --- anxious --- apprehensive

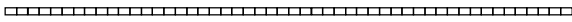
not at all                      moderately                      extremely



*(Place a mark on the scale above)*

overwhelmed --- overloaded --- rattled

not at all                      moderately                      extremely



*(Place a mark on the scale above)*

## Please Continue

proud --- triumphant

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

afraid --- frightened --- scared

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

sad --- downhearted --- blue

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

ashamed --- disgraced

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

disgusted --- repulsed --- revolted

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

irritated --- annoyed

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

indebted --- obligated

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

amused

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

curious --- inquisitive

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

joyful --- happy --- glad

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

eager --- enthused --- excited

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

embarrassed --- humiliated

not at all                      moderately                      extremely

=====

*(Place a mark on the scale above)*

disappointed --- let down

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

satisfied --- content

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

compassionate --- empathetic

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

awed --- wondrous --- amazed

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

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The questions in this scale ask you about your feelings and thoughts since you received your Chemistry exam grade. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them, and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count the number of times you felt a particular way, but rather indicate what seems like a reasonable estimate.

In the last week, how often have you been upset because of something that happened unexpectedly?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that you were unable to control the important things in your life?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt nervous and stressed?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you dealt with irritating life hassles?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that things were going your way?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt confident about your ability to handle your personal problems?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that things were going your way?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you found that you could not cope with all the things you had to do?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you been able to control irritations in your life?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt that you were on top of things?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you been angered because of things that happened that were outside of your control?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you found yourself thinking about things that happened that were outside your control.

never  almost never  sometimes  fairly often  very often

In the last week, how often have you been able to control the way you spend your time?

never  almost never  sometimes  fairly often  very often

In the last week, how often have you felt difficulties were piling up so high that you could not overcome them?

never  almost never  sometimes  fairly often  very often



# Final Survey

This survey is part of the Adjustment to College Life Study.

Please complete the questions below concerning your end-of-semester thoughts about your Chemistry course and adjustment to life at Vanderbilt.

The purpose of this survey is to get an end-of-semester assessment of your attitudes and preferences related to adjusting to college.

The survey must be completed by Thursday, December 8th at 4:00 pm in order for you to receive your final SONA credits for this study. This final survey is worth FOUR credits. It should take you about an hour to complete the survey.

Thank you!

This study has multiple parts. In addition to answering these questions, you will be completing a second survey in a couple of weeks, and then you will be answering a brief set of questions before and after each exam in Chemistry. You will also complete a final follow-up survey at the end of the semester. We need to be able to link your responses, but also preserve your anonymity. Note that you should NOT use your VUNET ID as this is not anonymous. Instead, you will create an ID that will be unique to you, but anonymous to us. To determine your ID, please write the LAST four digits of your phone number (so if your phone number was 123-4567 you would enter 4567), followed by your mother's middle initial (write N if your mother does not have a middle name), followed by the DATE (01-31) of your birth DAY (NOT the month or year, just the date). If your birthday were May 10 you would enter just 10. If you were born the 1st through the 9th of a month, please use a leading zero so that you end up with two digits ... so if you were born on May 9th, you would enter 09. Thus, you should end up with a 7-character code (4 numbers, a letter, then 2 more numbers). It is critical that you follow these instructions to create this ID, and that you use it consistently on your surveys.

Please enter your seven-digit ID for this study here:

\_\_\_\_\_ (remember, this is NOT your VU ID)

What are your current plans, post-Vanderbilt?

\_\_\_\_\_

Why did you take Chemistry this semester? (check as many as apply)

- to fulfill AXLE/liberal core requirement
- requirement for major or intended major
- part of pre-med requirements
- all my friends are taking it
- really like chemistry
- my advisor recommended it

How difficult do you expect your second semester at Vanderbilt to be?

- extremely easy    fairly easy    neither easy nor difficult    fairly difficult    extremely difficult  
 impossible

How worried are you about your grades in general this semester (in all of your classes, not just Chemistry)?

- not at all worried    a lit worried    somewhat worried    worried    extremely worried

How worried are you about your grade in Chemistry specifically?

- not at all worried    a lit worried    somewhat worried    worried    extremely worried

How much effort do you think you will NEED to expend to do well in your courses next semester at Vanderbilt?

- hardly any effort    some effort    a fair amount of effort    a lot of effort

How much effort do you PLAN to expend on your courses next semester at Vanderbilt?

- hardly any effort    some effort    a fair amount of effort    a lot of effort

Do you consider yourself pre-med?

- yes    no    considering it

How confident are you RIGHT NOW that you will be attending medical school after you graduate from Vanderbilt?

- not at all confident    a little confident    somewhat confident    confident    very confident

How sure are you that you made the right decision by coming to Vanderbilt?

- not at all sure    a little sure    somewhat sure    sure    very sure

Do you think that most other Vanderbilt students have values and attitudes similar or different to your own?

- very different    somewhat different    somewhat the same    highly similar

Do you have a close friend in your Visions group?

- Yes    No

Do you have a close friend on your hall?

- Yes    No

How are things going with your roommate?

- we can't stand each other    we mostly avoid each other    we hang out sometimes but aren't close  
 we're very close friends and spend a lot of time together    don't have a roommate

Are you currently in a romantic relationship?

- yes, with someone from home    yes, with someone from Vanderbilt    no, but would like to be  
 no, and not interested in a relationship right now

So far, what is the best thing about coming to Vanderbilt?

So far, what has been the most stressful thing about coming to Vanderbilt?

How do you feel about your ability to meet the ACADEMIC demands of Vanderbilt, compared to your peers?

- much less prepared    less prepared    about the same    more prepared    much more prepared

How do you feel about your ability to meet the SOCIAL demands of Vanderbilt, compared to your peers?

- much less prepared    less prepared    about the same    more prepared    much more prepared

Do you plan to pledge a fraternity or sorority at Vanderbilt?

- yes    no    not sure



In the last week, how often have you been in contact with your parents (via phone, Facebook, texting, email, IM, etc.)?

- multiple times a day
- once a day
- two or three times a week
- weekly
- less than weekly
- haven't been in contact with them at all

In the last week, how often have you been in contact with your friends from home (via phone, Facebook, texting, email, IM, etc.)?

- multiple times a day
- once a day
- two or three times a week
- weekly
- less than weekly
- haven't been in contact with them at all

How many close friends would you say you have?

- none
- 1 or 2
- 3 to 5
- 6 to 9
- 10 or more

How many relatives do you have that you feel close to?

- none
- 1 or 2
- 3 to 5
- 6 to 9
- 10 or more

How many people do you know who you feel really understand what you're going through in your life right now?

- none
- 1 or 2
- 3 to 5
- 6 to 9
- 10 or more

What proportion of your friends do you estimate are from home versus from Vanderbilt?

all from home

half and half

all from  
Vanderbilt

*(Place a mark on the scale above)*

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**Please continue.**

In the past week, how many nights did you go out with friends?

- 1  2  3  4  5  6  7

In the past week, approximately how many hours did you spend studying (not including time spent in class)?

- none  1-3  4-7  8-10  11-15  16-20  more than 20

How often do you use substances to aid your studying (caffeine, Aderall, Red Bull, NoDoz, etc.)

- never  only before big exams/projects  once a week  2-3 times a week  4-5 times a week  
 daily

Do you currently take prescription medications on a regular basis? If so, check all that apply.

- anti-depressants  anti-anxiety medication  ADD or ADHA medication  pain medication  
 allergy medication  sleep aid  other

How often do you check facebook?

- never  less than once a week  once a week  2-3 times a week  4-5 times a week  
 daily  multiple times a day

How important is your overall grade point average (GPA)?

- not important at all  a little important  somewhat important  important  very important  
 more important than anything

How important to you is your grade in Chemistry?

- not important at all  a little important  somewhat important  important  very important  
 more important than anything

How important to you is your social life/life outside the classroom here at Vanderbilt?

- not important at all  a little important  somewhat important  important  very important  
 more important than anything

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Think about your goals for your Chemistry course. Given this, how satisfied would you be to receive ...

An A in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

An A- in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AB+ in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AB in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AB- in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AC+ in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AC in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AC- in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AD+ in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

AD in the course

100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

A D- in the course

- 100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

An F in the course

- 100%  90%  80%  70%  60%  50%  40%  30%  20%  
 10%  0%

What grade do you think you'll receive as your final grade for this course?

- A  A-  B+  B  B-  C+  C  C-  D+  D  D-  F

How confident are you that you'll receive AT LEAST that grade for the course?

- not confident at all  a little confident  somewhat confident  confident  extremely confident

What is your current lab grade in Chemistry?

- A  A-  B+  B  B-  C+  C  C-  D+  D  D-  F

What is your current homework grade in Chemistry?

- A  A-  B+  B  B-  C+  C  C-  D+  D  D-  F

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Below are a number of questions about your thoughts regarding your final grade in your Chemistry course. Please answer each question by selecting the appropriate bubble.

How much do you care how well you do in this course?

not at all       moderately       extremely much

To what extent are there negative aspects to your performance in the course -- things you don't want, or are displeased about?

not at all       moderately       extremely much

To what extent are there positive aspects to your performance in this course -- things you do want, or are pleased about?

not at all       moderately       extremely much

To what extent do you consider YOURSELF responsible for how you do in the course?

not at all       moderately       extremely much

To what extent do you consider SOMEONE ELSE responsible for how you do in the course?

not at all       moderately       extremely much

To what extent do you consider LUCK or CHANCE to be responsible for you do in the course?

not at all       moderately       extremely much

How difficult have you found the course to be?

not at all       moderately       extremely much

How certain are you that you will be able to deal emotionally with how you do in the course?

not at all       moderately       extremely much

Below are a number of adjective clusters that describe different emotions or feelings. Each group of adjectives is meant to get at a single basic feeling or emotion. Please indicate the extent to which you feel this way NOW, as you think about your likely grade in your Chemistry course?

surprised --- astonished  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

guilty --- culpable  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

defeated --- resigned --- beaten  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

relieved --- unburdened  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

tranquil --- calm --- serene  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

frustrated --- thwarted --- exasperated  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

regretful --- remorseful --- sorry  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

determined --- motivated --- persistent  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

shy --- timid --- bashful  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

grateful --- appreciative --- thankful  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

interested --- engaged  
 not at all                      moderately                      extremely  
 [-----]  
 (Place a mark on the scale above)

mad --- angry --- irate  
 not at all                      moderately                      extremely

hopeful --- optimistic

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

bored \_detached\_ uninterested

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

nervous --- anxious --- apprehensive

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

overwhelmed --- overloaded --- rattled

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

proud --- triumphant

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

afraid --- frightened --- scared

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

sad --- downhearted --- blue

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

ashamed --- disgraced

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

disgusted --- repulsed --- revolted

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

irritated --- annoyed

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

indebted --- obligated

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

amused

not at all                      moderately                      extremely

-----

(Place a mark on the scale above)

curious --- inquisitive

not at all                      moderately                      extremely

-----

joyful --- happy --- glad

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

eager --- enthused --- excited

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

embarrassed --- humiliated

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

disappointed --- let down

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

satisfied --- content

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

compassionate --- empathetic

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*

awed --- wondrous --- amazed

not at all                      moderately                      extremely

-----

*(Place a mark on the scale above)*



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We are interested in how people respond when they confront difficult or stressful events in their lives. There are a lot of ways to try to deal with stress. The questionnaire asks you to indicate what you generally feel, when you experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you usually do when you are under a lot of stress. Respond to each of the following items by using the response choices listed below. Please try to respond to each item separately in your mind from each other item. Choose your answers thoughtfully and make your answers as true FOR YOU as you can. Please answer every item. There are no "right" or "wrong" answers, so choose the most accurate answer for YOU -- not what you think most people would say or do. Indicate what YOU USUALLY do when YOU experience a stressful event.

I try to grow as a person as a result of the experience.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I turn to work or other substitute activities to take my mind off things.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to keep my feelings from interfering with things too much.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I go off by myself to be alone.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself that it isn't that big a deal.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I meditate to clear my head.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I wish the situation would go away or somehow be over with.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself I can deal with it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I think about how I've brought this on myself.

I get upset and let my emotions out.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to get advice from someone about what to do.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

---

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## Please Continue

I say to myself "this isn't real."

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I put my trust in God.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I laugh about the situation.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I admit to myself that I can't deal with it, and quit trying.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I discuss my feelings with someone else.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I take drugs to make myself feel better.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I get used to the idea that it happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I get upset, and am really aware of it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I seek God's help.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I make a plan of action.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I hope a miracle will happen.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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---

## Please Continue

I try to keep my feelings to myself.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I make jokes about it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I accept that this has happened and can't be changed.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I keep myself busy so I won't have to think about what is going on.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I avoid being with people in general.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I criticize or lecture myself.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself that other things are more important to me.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself that I can keep going.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I meditate to get focus.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I just give up trying to reach my goal.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I take additional action to try to get rid of the problem.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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## Please Continue

I drink alcohol, in order to think about it less.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I refuse to believe that it has happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I let out my feelings.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to see it in a different light, to make it seem more positive.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to come up with a strategy about what to do.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to lose myself for a while by using drugs.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I kid around about it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I give up the attempt to get what I want.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I look for something good in what's happening.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I pretend that it hasn't really happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I go to the movies or watch TV, to think about it less.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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## Please Continue

I accept the reality of the fact that it happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I ask people who have had similar experiences what they did.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I wish that I could change the way that things are going.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I keep others from knowing how bad things are.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to get as far away from other people as I can.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I blame myself for what's happening.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I feel a lot of emotional distress and I find myself expressing those feelings a lot.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I take direct action to get around the problem.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I try to find comfort in my religion.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I make fun of the situation.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I reduce the amount of effort I'm putting into solving the problem.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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## Please Continue

I tell myself that it doesn't matter that much to me.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself that I can handle it, no matter how bad it gets.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I use meditation to gain perspective.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I talk to someone about how I feel.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I use alcohol to help me get through it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I learn to live with it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I act as though it hasn't even happened.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I learn something from the experience.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I pray more than usual.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I meditate to relax.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself I can deal with it.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

I tell myself it's not that bad.

- I usually don't do this at all    I usually do this a little bit    I usually do this a medium amount  
 I usually do this a lot

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Please read each statement and indicate the extent to which you agree or disagree.

On the whole, I am satisfied with myself.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

At times, I think I am no good at all.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I feel that I have a number of good qualities.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I am able to do things as well as most other people.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I feel I do not have much to be proud of.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I certainly feel useless at times.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I feel that I'm a person of worth, at least on an equal plane with others.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I wish I could have more respect for myself.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

All in all, I am inclined to feel that I am a failure.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree

I take a positive attitude toward myself.

strongly disagree  disagree  neither agree nor disagree  agree  strongly agree



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The questions in this scale ask you about your feelings and thoughts during the last MONTH. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them, and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count the number of times you felt a particular way, but rather indicate what seems like a reasonable estimate.

In the last month, how often have you been upset because of something that happened unexpectedly?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you felt that you were unable to control the important things in your life?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you felt nervous and stressed?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you dealt with irritating life hassles?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you felt that things were going your way?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you felt confident about your ability to handle your personal problems?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you felt that things were going your way?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you found that you could not cope with all the things you had to do?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you been able to control irritations in your life?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you felt that you were on top of things?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you been angered because of things that happened that were outside of your control?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you found yourself thinking about things that happened that were outside your control.

never  almost never  sometimes  fairly often  very often

In the last month, how often have you been able to control the way you spend your time?

never  almost never  sometimes  fairly often  very often

In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

never  almost never  sometimes  fairly often  very often

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The next few questions ask about how things are going for you currently. Indicate the extent to which you agree or disagree.

In most ways my life is close to ideal.

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

The conditions of my life are excellent.

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

I am satisfied with my life.

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

So far I have gotten the important things I want in life.

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

If I could live my life over, I would change almost nothing.

- strongly disagree    disagree    somewhat disagree    neither agree nor disagree  
 somewhat agree    agree    strongly agree

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The following questions ask for your views about your health and how you feel about life in general. If you are unsure about how to answer anything, try and think about your overall health and give the best answer you can. Do not spend too much time answering, as your immediate response is likely to be the most accurate.

In general, would you say your health is:

excellent  very good  good  fair  poor

Compared to 3 months ago, how would you rate your health in general now?

much better than 3 months ago  somewhat better than 3 months ago  about the same  
 somewhat worse now than 3 months ago  much worse now than 3 months ago

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The following questions are about activities you might do during a typical day.

Does your health limit you in these activities? If so, how much?

Vigorous activities, such as running, lifting heavy objects, participating in strenuous sports

Yes, limited a lot    Yes, limited a little    No, not limited at all

Moderate activities, such as moving a table, pushing a vacuum, bowling or playing golf

Yes, limited a lot    Yes, limited a little    No, not limited at all

Lifting or carrying groceries

Yes, limited a lot    Yes, limited a little    No, not limited at all

Climbing several flights of stairs

Yes, limited a lot    Yes, limited a little    No, not limited at all

Climbing one flight of stairs

Yes, limited a lot    Yes, limited a little    No, not limited at all

Bending kneeling or stooping

Yes, limited a lot    Yes, limited a little    No, not limited at all

Walking more than a mile

Yes, limited a lot    Yes, limited a little    No, not limited at all

Walking half a mile

Yes, limited a lot    Yes, limited a little    No, not limited at all

Walking 100 yards

Yes, limited a lot    Yes, limited a little    No, not limited at all

Bathing and dressing yourself

Yes, limited a lot    Yes, limited a little    No, not limited at all

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During the past 2 weeks, how much time have you had any of the following problems with your work or other regular daily activities as a result of your physical health?

Cut down on the amount of time you spent on work or other activities

all of the time    most of the time    some of the time    a little of the time    none of the time

Accomplished less than you would like

all of the time    most of the time    some of the time    a little of the time    none of the time

Were limited in the kind of work or other activities

all of the time    most of the time    some of the time    a little of the time    none of the time

Had difficulty performing the work or other activities (eg it took more effort)

all of the time    most of the time    some of the time    a little of the time    none of the time

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During the past 2 weeks, how much time have you had any of the following problems with your work or other regular daily activities as a result of any emotional problems (such as feeling depressed or anxious)?

Cut down on the amount of time you spent on work or other activities

- all of the time    most of the time    some of the time    a little of the time    none of the time

Accomplished less than you would like

- all of the time    most of the time    some of the time    a little of the time    none of the time

Didn't do work or other activities as carefully as usual

- all of the time    most of the time    some of the time    a little of the time    none of the time

During the past 2 weeks, to what extent have your physical health or emotional problems interfered with your normal social activities with family, neighbors, or groups?

- Not at all    Slightly    Moderately    Quite a bit    Extremely

How much bodily pain have you had during the past 2 weeks?

- None    Very mild    Mild    Moderate    Severe    Very Severe

During the past 2 weeks, how much did pain interfere with your normal work (including both outside the home and housework)?

- Not at all    Slightly    Moderately    Quite a bit    Extremely

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These questions are about how you feel and how things have been with you during the past 2 weeks. For each question please give one answer that comes closest to the way you have been feeling. How much time during the last 2 weeks:

Did you feel full of life?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you been a very nervous person?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you felt so down in the dumps that nothing would cheer you up?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you felt calm and peaceful?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Did you have a lot of energy?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you felt downhearted and low?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Did you feel worn out?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Have you been a happy person?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

Did you feel tired?

- All of the time    Most of the time    A good bit of the time    Some of the time  
 A little of the time    None of the time

During the past 2 weeks, how much of the time has your physical health or emotional problems interfered with your social activities (like visiting friends, relatives etc.)?

- All of the time    Most of the time    Some of the time    A little of the time    None of the time



How TRUE or FALSE is each of the following statements for you?

I seem to get ill more easily than other people

- Definitely true    Mostly true    Not sure    Mostly false    Definitely false

I am as healthy as anybody I know

- Definitely true    Mostly true    Not sure    Mostly false    Definitely false

I expect my health to get worse

- Definitely true    Mostly true    Not sure    Mostly false    Definitely false

My health is excellent

- Definitely true    Mostly true    Not sure    Mostly false    Definitely false

Prior to coming to Vanderbilt, approximately how many of hours of sleep did you get per night?

\_\_\_\_\_

In the past two weeks, approximately how many of hours of sleep have you gotten per night?

\_\_\_\_\_

In the past week, how many days did you feel ill (due to cold, sinuses, allergies, mono, etc.)?

- 1    2    3    4    5    6    7

In the last TWO WEEKS how many visits have you made to Student Health due to being ill?

- none    1    2-3  
 4-5    6-10    more than 10

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Below is a list of the ways you might have felt or behaved. Please indicate how often you have felt this way during the past week.

I was bothered by things that don't usually bother me.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I did not feel like eating; my appetite was poor

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt that I could not shake off the blues, even with help from my family and friends.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt that I was just as good as other people.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I had trouble keeping my mind on what I was doing.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt depressed.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt that everything I did was an effort.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt hopeful about the future.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I thought my life had been a failure/

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt fearful.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

My sleep was restless.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I was happy.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time

I talked less than usual.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt lonely.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

People were unfriendly.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I enjoyed life.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I had crying spells.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt sad.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I felt that people disliked me.

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

I could not "get going".

- Rarely or none of the time     some or a little of the time     Occasionally or a moderate amount of time  
 Most or all of the time

Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?

- not at all        somewhat        extremely

Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you?

- not at all        somewhat        extremely

In general, I consider myself

- Not a very happy person       A somewhat happy person       A very happy person

Compared to most of my peers, I consider myself

- less happy       equally as happy       more happy

When I'm walking, I deliberately notice the sensations of my moving body.

- Never or very rarely true of me     Rarely true of me     Sometimes true of me     Often true of me  
 Very often or always true of me

I'm good at finding words to describe my feelings.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I criticize myself for having irrational or inappropriate emotions.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I perceive my feelings and emotions without having to react to them.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

When I do thing, my mind wanders off and I'm easily distracted.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

When I take a shower or bath, I stay alert to the sensations of water on my body.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I can easily put my beliefs, opinions, and expectations into words.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I watch my feelings without getting lost in them.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I tell myself I shouldn't be feeling the way I'm feeling.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I notice how foods and drinks affect my thoughts, bodily sensations, and emotions.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

It's hard for me to find the words to describe what I'm thinking.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I am easily distracted.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I believe some of my thoughts are abnormal or bad and I shouldn't think that way.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I pay attention to sensations, such as the wind in my hair or sun on my face.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I have trouble thinking of the right words to express how I feel about things.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I make judgments about whether my thoughts are good or bad.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I find it difficult to stay focused on what's happening in the present.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I pay attention to sounds, such as clocks ticking, birds chirping, or cars passing.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

In difficult situations, I can pause without immediately reacting.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

When I have a sensation in my body, it's difficult for me to describe it because I can't find the right words.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

It seems I am "running on automatic" without much awareness of what I'm doing.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

When I have distressing thoughts or images, I feel calm soon after.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I tell myself that I shouldn't be thinking the way I'm thinking.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I notice the smells and aromas of things.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

Even when I'm feeling terribly upset, I can find a way to put it into words.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I rush through activities without being attentive to them.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

When I have distressing thoughts or images, I am able just to notice them without reacting.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I think some of my emotions are bad or inappropriate and I shouldn't feel them.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I notice visual elements in art or nature, such as colors, shapes, textures, or patterns of lights and shadows.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

My natural tendency is to put my experiences into words.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

When I have distressing thoughts or images, I just notice them and let them go.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I do jobs or tasks automatically without being aware of what I'm doing.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

When I have distressing thought or images, I judge myself as good or bad, depending what the thought/image is about.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I pay attention to how my emotions affect my thoughts and behavior.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I can usually describe how I feel at the moment in considerable detail.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I find myself doing thing without paying attention.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me

I disapprove of myself when I have irrational ideas.

- Never or very rarely true of me    Rarely true of me    Sometimes true of me    Often true of me  
 Very often or always true of me





We would like to invite you to participate in a followup survey for this study in January. The purpose of the followup study will to get your reactions once you know your final grades from fall semester, and to discuss your plans for second semester.

In order to keep your identity confidential and your answers from the surveys this semester anonymous, please do not enter any personal information into this survey. Rather, if you would like to participate in the followup, please send an email to our research assistant, Liz Spitzer: (elizabeth.g.spitzer@vanderbilt.edu), and indicate you'd like to participate. Do not include your study ID in the email.

Since most of you will not be participating in SONA next semester, rather than research credits, we'll be holding a lottery for an iTunes gift card. All participants who complete the followup survey will be entered into a drawing, and the winner will receive a \$50 iTunes gift card.

The followup survey will be sent out the second week of January.

Thanks for your participation in our study. If you have any final comments regarding the study, please enter them below:

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