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## Floccinaucinihilipilification

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Floccinaucinihilipilification

Bonnie Augusta Buffington

Departmental Honors Thesis

The University of Tennessee at Chattanooga

Art

Examination Date: March 29<sup>th</sup> 2017

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# floccinaucinihilipilification

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# *ACTUALITY:*

## *an introduction*

*floccinaucinihilipilification* is one of the longest words in the English language. It is mainly used as a curiosity, and means the action or habit of estimating something as worthless. Stumbling upon words like this has always brought me a small amount of joy, and the moment I learned this word I knew it encapsulated everything this project was meant to be. The allure it held went beyond the definition, which I connected to the difficulties I experienced when beginning this creative research endeavor. I chose it thinking of the titles of many scientific research papers; they contain words that are alien unless you know them intimately, and I wanted to know this word intimately. Wielding this title like a sword, I had power simply because I learned how to pronounce it. The definition and the aura of *floccinaucinihilipilification* are in direct opposition to each other, existing in a strange duality. This word, as a symptom of its complexity, foreignness, and overcompensation, has authority (or at the very least a certain kind of exclusionary power).

At its genesis, the project was centered around a pseudo-scientific experiment that involved a fictional 'Achievement Program.' In this experiment, there were three roles to play: (1) a subject to participate and be studied, (2) the scientist or researcher who was observing, and (3) the artist who was cataloging the entire project as creative research. I played all of these roles. There were thousands of hypotheses for what I

might learn through this process, but of course the most interesting parts were unforeseen. As the subject, I began the experiment with an urgency and investment, I wanted to see if achievements could offset the floccinaucinihilipilification I directed towards my own life. But I grew to have a distaste for the process and the requirements that I was forced to meet. I began to detest the system that developed it (which was me). As the scientist, I felt that the data I was gathering each week would be essential to the final product. But at the end of the experiment I learned basically nothing and the data only confused me (most likely because this experiment was not designed to be scientifically sound). As the artist, I had no intentions, I was only there to discover the concepts that I most wanted to express and how to do so visually or experientially. Through developing this fictional experiment, I had hoped to show that the authority that comes with titles is a negotiable territory. The trouble was my own involvement; I had become synonymous with the project. My image was in the documentation as the subject, my conflicted feelings captured in journals, my emotional state measured based on statements that were too broad or too specific.

Ultimately two concepts became the focus of the exhibition, an assortment of assessments, and the authority I acquired by becoming a representative of an unheard of (fictional) governmental agency. The Department of the FCNC (Floccinaucinihilipilification) was formed as a supplement to the narrative I had constructed in the experiment and transferred to the gallery as the developer of bizarre assessments that were reviewed and returned to the participants with equally curious results. 24 psychological assessments sourced from the public domain were placed on clipboards and hung on the gallery wall behind a stanchion. The four FCNC tests

employed a similar visual language to the official assessments, and were placed on pedestals in the gallery. During the performance participants were forced to interact with me by giving me their completed assessments, receiving a ticket, waiting for their ticket number to be called, and exchanging results for their ticket, which I promptly threw on the floor.

The experiment itself was not featured in the exhibition beyond subtle inclusions of the documentation as décor or personal mementos, but was an essential step to uncovering how authority can be given to documents, people, and places.

# 01

## \_\_\_\_\_Construct:

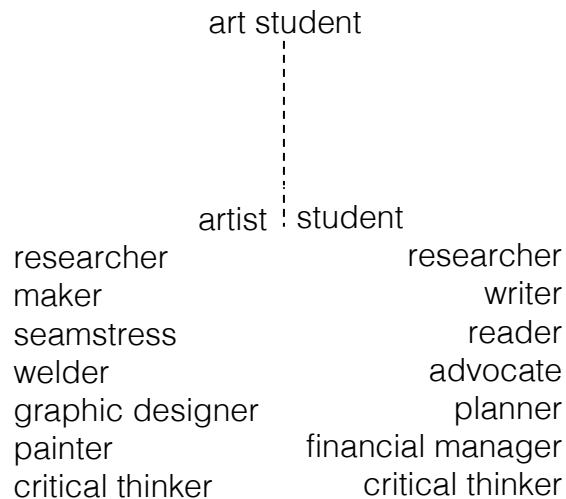
*point of departure:*

Those who engage in creative research can disregard and defy the conventions that define and restrict more scientific research. Artists often publish their research in different visual formatting, carefully selecting fonts and defying many conventions that are unspoken in regards to scientific publications: 1-inch margins, double-spaced, twelve-point font, or portrait orientation. The published text that accompanies a creative research project is inseparable from the production of the art, and the processes shaping each step the researcher took. These processes and products all have a cohesive appearance, approach, and rhetoric. Each is interdependent, connected by a traceable lineage that begins with conception and ends in completion. When engaging with a creative research project, the removal of a single element could be disastrous.

What happens when creative research is done within an institution that may unknowingly restrict the project by forcing it into the preconception of what research is and how it should look? Sally Berridge described the creative research process as “a place of ‘generative possibilities’ ... one where anything can happen, yet it is bounded

by the rules of academe.”<sup>1</sup> Restrictions exist within institutions in varying degrees of specificity and severity. Some rules are valuable and impactful, they concern conduct and safety, like Title IX. There are also banal rules about document formatting, particulars of citation methods, and which writing instrument to use. Standards, rubrics, and requirements within academia serve the undeniably necessary function of making achievement easily quantifiable. If the requirements are met, the research has been completed. Not to mention the difficulties that accompany approving, grading, and publishing large numbers of nonuniform projects. Problems arise when the requirements are vague or nonexistent. Unwritten traditions are adopted and become requirements that the researcher is unaware of, yet implicated to follow lest their project be estimated as worthless (or failing).

In an institution like a university, the roles that individuals perform are identifiable and often inducted as a part of that person’s identity. In my case my regular identity is that of an art student encapsulating both the roles of a student and an artist.




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<sup>1</sup> Berridge, Sally. 2007. *Arts based research and the creative PhD*. Canberra: University of Canberra Research Repository.



This deconstruction method is limitless and can quickly devolve into an exercise in superfluity, but this framework allowed me to begin the exploration of the connections between a position (a role being played), identity, and the acquirement of authority.

In this project, I approached authority as an inherent trait that individuals, organizations, texts, visual forms, and processes can become imbued with for a multitude of reasons. The definitions of authority relevant to this project are:

- 1 a: power to influence or command thought, opinion or behavior.
- 2 a: persons in command; *specifically government*.  
b: a governmental agency or corporation to administer a revenue-producing public enterprise.
- 3 a: an individual cited or appealed to as an expert.

These definitions leave enough room for interpretation, if the way authority manifests in the real world is forgotten. Consider the authority of an ordinary individual, where they are the “expert” and the power to influence and command their thoughts belongs solely to them. This small level of authority is exercised daily through routines or decisions that an individual alone does not have to justify, for they are not questioning their own authority. There is an inherent authority you possess over your own life, until you exist within another hierarchy.

Andrea Zittel has considered ways to live a liberated life, one I would argue allows personal authority to be exerted unquestionably:

“perhaps the only real way to liberate oneself is to slip in between the cracks of larger authoritative systems. It interests me how often we do this by making smaller, more enclosed systems that are even more restrictive

than those in the outside world. You can become so cocooned in these little self-invented structures that you almost believe the larger systems don't actually exist anymore.”<sup>2</sup>

This relates directly back to the deconstruction performed earlier, the roles that I play exist as smaller structures, which I perform within dozens of larger systems that grow until I reach the roles I play within the public realm. The roles played by artists are constantly shifting, with a few traceable threads. For this project, I focused on the willing or unwilling assimilation of artists and their work into institutions. The Dada movement, which was essentially built upon rebellion and the widespread suggestion for a dismantling of most institutions and social constructions is a prime example.<sup>3</sup> It has now been situated cozily within museums, universities, and galleries. Even the field of ‘institutional critique’ has become absorbed by institutions, an occurrence which is complicated and cannot be simply attributed to the commodification of art within capitalist societies. Andrea Fraser identifies her work as institutional critique, but says “that as an artist and as a writer, to the extent that I write, art and academic institutions are the sites where my activity is located.”<sup>4</sup> As someone producing cultural capital she must be attached to an institution to support herself, disseminate her work, and

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<sup>2</sup> Zittel, Andrea, interview by Allen McCollum. 2001. *Andrea Zittel in Conversation with Allen McCollum* (December 1).

<sup>3</sup> Benjamin, Elizabeth. 2016. *Dada and Existentialism: The Authenticity of Ambiguity*. London: Palgrave Macmillan.

<sup>4</sup> Fraser, Andrea. 2015. "Artist's Statement." In *Ethics*, by Walead Beshty, 62-65. Cambridge: The MIT Press.

develop her practice. Fraser feels that by becoming the representative for an institution she absorbs their authority:

“The ethical dimension [...] pertains entirely to my status as dominant: that is, to the agency and authority accorded to me as a producer and as the subject of discourse, by the institutions in which I function and of whose authority I become the representative [...] whether my status as an agent is actual or ideological. The position that I occupy in the execution of the functions of my profession is that of a producer, an author, an agent. And this position is one of privilege. I am the institution’s representative and the agent of its reproduction.”<sup>5</sup>

Fraser can see the differences between her position within an institution (which may be lower in the hierarchy) and the authority she is imbued with as an agent outside of it.

Both Zittel and Fraser operate within institutions aware of their positions and how they can use their privilege to sustainably subvert systems.

## \_\_\_\_\_Construct: *precedents*

I began this project by looking primarily at Andrea Zittel whose “work comes to represent a personal symptom, a societal symptom and a possible solution to a

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<sup>5</sup> Fraser, Andrea. 2015. "Artist's Statement." In *Ethics*, by Walead Beshty, 62-65. Cambridge: The MIT Press.

problem, all at the same time.”<sup>6</sup> I was drawn to her process of identifying moments for artistic intervention within her own life to inform the production of objects that shaped daily rituals and the spaces bodies inhabit. Early in her career, she began presenting herself and her work as a joke under the corporate sounding “A-Z Administrative Services”, but found that the name made manufacturers and suppliers respect her authority more than if she were to introduce herself as an individual artist.<sup>7</sup> Becoming synonymous with an agency, corporation, department, or other official sounding organization immediately imbues an individual with an authority they lacked before. This phenomenon interested me greatly. It seemed almost absurd that even a fictionalized institution made up of a singular entity garnered more respect and acquired authority simply because it appeared to be greater than an individual. Her art as a whole deals with ‘investigative living,’ varying in levels of functionality, abstraction, and self-examination, but they all question perception and the way humans (including artists) live their lives.<sup>8</sup>

Marcel Broodthaers’ *Musée d’Art Moderne, Département des Aigles* (*Museum of Modern Art, Department of Eagles*) does not exist as an investigation of individuality, but rather of museums as institutions and their effect on which art, cultural objects, and history were deemed valuable. The project lasted from 1968 to 1972, taking the shape of thirteen sections that followed museum traditions regarding labeling and exhibition

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<sup>6</sup> Zittel, Andrea, interview by Allen McCollum. 2001. *Andrea Zittel in Conversation with Allen McCollum* (December 1).

<sup>7</sup> Cash, Stephanie. 2006. "A-Z and Everything in Between." *Art in America*, April: 123-131.

<sup>8</sup> Compton, Nick. 2015. "Elemental Living." *Wallpaper*, November 6: 1.

even though none of the work existed within a museum context at the time of their creation.<sup>9</sup> Broodthaers' remarks on the differences between his work and a 'real' museum is this, "a fiction enables you to grasp both reality and at the same time those things that reality hides."<sup>10</sup> Balancing a detailed illusion with satire and honesty, Broodthaers did not seem to be as interested in the perfect charade to acquire authority, but wanted to use his fiction to reveal subtleties that would otherwise remain hidden. I was most drawn to the sheer volume amassed in his collection, feeling that each piece added to the validity (and absurdity) of his museum.

The Museum of Jurassic Technology exists in a similar way to Broodthaers' work, but inhabits the museum space more literally by presenting a believable façade from the beginning. The interest in the Museum of Jurassic Technology has largely been focused on the 'truth' of the objects it holds, but the museum's appeal is much more complex than the objects. Each element has been carefully planned to mimic conventional museum strategies, but subvert the expectations of visitors in regards to object placement, floorplan, and navigation.<sup>11</sup> David Wilson has constructed a place that simultaneously adopts and rejects institutional conventions, a place where the contingency of objectivism is questioned and "how the distinctions drawn between the fantastic and the mundane can be arbitrary."<sup>12</sup> If an object holds interest, does it matter if it is 'fake' or not in the context of a museum? The Museum of Jurassic Technology blurs the lines between the authority of objects, curators, scientists, artists, and viewers

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<sup>9</sup> Boyle, Amy. 2005. *Marcel Broodthaers and Fred Wilson*. Masters Thesis, Montreal: McGill University.

<sup>10</sup> *Ib id*

<sup>11</sup> Jansen, Robert S. 2007. "Jurassic technology? Sustaining presumptions of intersubjectivity in a disruptive environment." *Springer Science + Business* 127-159.

<sup>12</sup> *Ib id*

all at once. Wilson has asserted his authority as a 'specialist' of sorts by not directly revealing his intentions. He is revealing the trouble in allowing curators and institutions to have authority over what objects are valuable and which are worthless.

## 02

### \_\_\_\_\_Test

#### *experiment*

The subject and our team developed a 6-week program that consisted of 10-20 minute periods daily of stimuli that focused on acquiring, practicing, and exploring a different skill set each week (exception in the first week where the team found it necessary to induce a catharsis for the subject). Tasks were chosen that would yield tangible and intangible results in regards to 'progress' or 'achievement.' This was called the "Achievement Program." Following completion of the program, the participant was instructed to continue the DASS process as well as weekly journaling. This experiment investigated whether a subject's self-reported levels of anxiety, depression, and stress would be affected by participation in a collaboratively-developed "Achievement Program." Here collaboration is defined as the participant's limited amount of control over the kind of stimuli presented. This element of autonomy

was deemed necessary by the team responsible for this research to prevent the subject from developing a negatively skewed perception of the “Achievement Program.” The subject was required to travel to FCNC facilities during Lab-Based Research business hours Monday through Friday to complete a task each day (exceptions being Week 3 and Week 6 during Departmental holidays). The participant’s anxiety, depression and stress levels were measured using the DASS, which was completed weekly, in addition to the requirement to write at least one personal journal entry per week.

In Week 1 the subject was required to find and watch a video on YouTube that was under the search category “cute kittens” or “cute puppies,” the only other specification being a length of approximately ten minutes. Week 2 the subject was given the requirement to participate in a guided meditation sourced from a Tibetan Buddhist Practice Retreat’s online database. Week 3 the subject was instructed to spend at least fifteen minutes knitting each day including the time spent learning the skill and was given the opportunity to complete the task offsite. During Week 4 the subject was allowed a fifteen-minute period to express anger/frustration/anxiety through physical exertion (eg throwing a tantrum). In Week 5 the subject watched a different instructional video each day attempting to recreate the results seen in the videos. The subject had a choice regarding the topic. During Week 6 the subject was given geometric coloring pages and a set of markers, the minimum requirement was to complete one page per day.

In total, this experiment lasted ten weeks, with the final four weeks being a “control” period where the subject was told to return living a relatively normal life, where they were only required to complete the DASS (on site) weekly.

## METHOD

### *Participant.*

One 21-year old, female art student from the University of Tennessee at Chattanooga.

### *Stimuli.*

**Week 1:** Five videos with audio; frame width: 1280; frame height: 720; frame rate: 29 frames/second. Audio: bit rate: 125kbps; sample rate: 44 kHz

1. “Cats are so funny you will die laughing” length: 00:10:05
2. “Cute Kittens and Funny Kitten Videos Compilation 2016” length: 00:10:36
3. “Cute Puppies- Funny Puppies Video Compilation 2015” length: 00:14:56
4. “Cute Puppies Howling Compilation 2016” length: 00:10:48
5. “IMPOSSIBLE NOT TO LAUGHT – The most popular CAT videos” length:  
00:10:11

**Week 2:** Five audio tracks; bit rate: 125kbps; sample rate: 44 kHz

1. “A 7-Minute Meditation: Sending and Receiving Compassion” length: 00:07:48
2. “A 10-Minute Meditation: Giving and Receiving Compassion” length: 00:10:32
3. “Guided Meditation 4: Exploring Shamata Meditation” length: 00:08:26



4. "Guided Meditation 5: Shamata with an Object of Support" length: 00:08:08
5. "Putting it Together: The Round Robin Meditation" 00:13:54

**Week 3:** One instructional video with audio; U.S. size nine knitting needles; one skein of turquoise colored wool blend yarn.

1. "How To Knit- Absolute Beginner" length: 00:14:52

**Week 4:** Subject brought own items.

**Week 5:** Five videos with audio; frame width: 1280; frame height: 720; frame rate: 29 frames/second. Audio: bit rate: 125kbps; sample rate: 44 kHz

1. "Soft Cut Crease Makeup Tutorial" length 00:08:03
2. "How to Make a Monkey's Fist with No Marble/Ball Bearing Tutorial" length: 00:09:12
3. "How to Draw Funny French Fries" length: 00:04:25; and "How to Draw A Cute Ice Cream Cone" length: 00:03:33; and "How to Draw A Funny Cheeseburger" length 00:05:15
4. "Solve Quadratic Equations using Quadratic Formula" length: 00:08:03
5. "How to tie the snake knot" length: 00:02:58

**Week 6:** Five randomly selected coloring pages printed on plane 8.5" x 11" copy paper, then trimmed after coloring was completed, one set of 50 Crayola "Super Tips" markers, the colors included are: maroon, red, lobster red, bright orange, sun yellow, mango, lemon yellow, yellow, grass green, lawn green, olive, pea green, light green, green, dark green, sage, bright green, pale green, turquoise, light turquoise, turquoise surf, pastel blue, sky blue, gray blue, blue, dark blue, light blue, navy blue, cobalt blue,

violet, lavender, lilac, geranium, magenta, raspberry, carnation, pastel pink, pale pink, coral pink, salmon, light peach, tan, light brown, burnt brown, brown, cocoa brown, gray, medium gray, and black.

**DASS:** Printed on regular 8.5" x 11" copy paper, unstapled, pre-dated, provided at the beginning of the program, at the end of each Week, and for an additional 4-week control period after completion of the program.

*Procedure.*

When the participant arrived at FCNC facilities they were required to check in with a representative and received a uniform that consisted of a black cotton t-shirt and a pair of cotton-spandex blend black pants to keep documentation consistent and prevent general anxiety over appearance. Similarly, upon arrival to the facility the participant was asked to remove makeup (or wear minimal makeup to the testing facility). This was a calculated consideration based on the study done at New Hampshire University that detailed the influence of certain styles or levels of cosmetics use on anxiety levels in stressful situations (Britton 2012). The participant was then seated on a stool behind a stained folding table and given laptop computer with a 15-inch display that was connected to the internet and reminded of the task for the week (exceptions in Week 3 and Week 6 where subject was allowed to complete the task at any location they chose, these weeks were documented by the object(s) created). Tasks completed onsite were recorded by a Canon Vixia HF R52 on factory settings. After completing the task the participant returned her uniform and scheduled their appointment for the next day.

*Results.*

The DASS scores for the 6-week program are shown in Figure 1.1. The participant showed a significant decrease in anxiety levels from Week 1 through Week 3, then there was an increase that stayed relatively steady through the end of the ‘Achievement Program.’ Similarly, the self-reported levels of depression showed a consistent decrease during the first three-weeks with a sharp increase during Week 4 followed by a return to earlier levels. Stress levels decreased in Week 2 and then remained relatively constant through the end of the program.

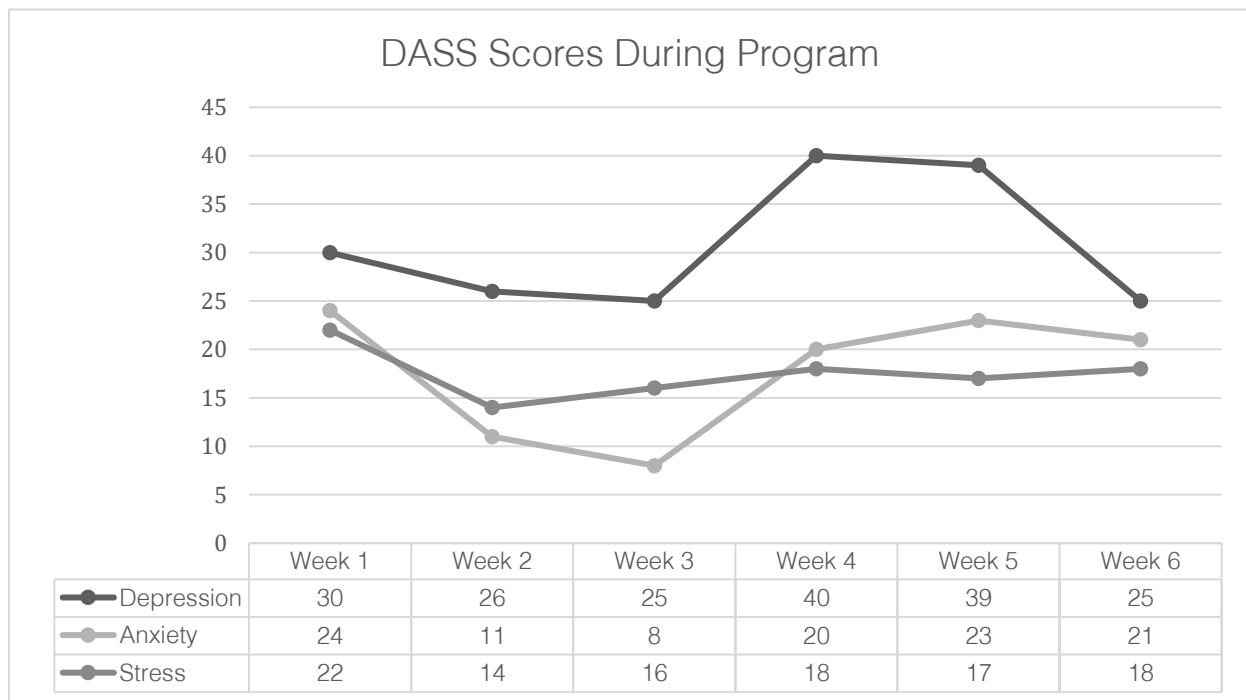


Figure 1.1: Calculated DASS scores broken down by each category over the 6-week program.

Departmental rules prohibited the disclosure and interpretation of individual DASS scores, but Figure 1.2 has been provided to illuminate the interpretation process that usually accompanies the administration of the DASS.

Meaning	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely severe	28+	20+	34+

Figure 1.2: DASS score interpretation used in clinical settings.

# DASS

Name:

Date: 10/3/2016

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

# DASS

Name:

Date: 10/10/2010

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
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- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
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| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
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Please turn the page ↗

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25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3



# DASS

Name:

Date: 10/17

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

# DASS

Name:

Date: 10/24

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

- |  |   |   |   |   |
|--|---|---|---|---|
| 1 I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2 I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3 I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4 I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5 I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6 I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7 I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8 I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9 I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 I felt that I had nothing to look forward to  | 0 | 1 | 2 | 3 |
| 11 I found myself getting upset rather easily  | 0 | 1 | 2 | 3 |
| 12 I felt that I was using a lot of nervous energy   | 0 | 1 | 2 | 3 |
| 13 I felt sad and depressed  | 0 | 1 | 2 | 3 |
| 14 I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)      | 0 | 1 | 2 | 3 |
| 15 I had a feeling of faintness  | 0 | 1 | 2 | 3 |
| 16 I felt that I had lost interest in just about everything  | 0 | 1 | 2 | 3 |
| 17 I felt I wasn't worth much as a person  | 0 | 1 | 2 | 3 |
| 18 I felt that I was rather touchy   | 0 | 1 | 2 | 3 |
| 19 I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                      | 0 | 1 | 2 | 3 |
| 20 I felt scared without any good reason   | 0 | 1 | 2 | 3 |
| 21 I felt that life wasn't worthwhile  | 0 | 1 | 2 | 3 |

Please turn the page

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

# DASS

Name:

Date: 10/31

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page →

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

# DASS

Name:

Date: 10/17

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3



# DASS

Name:

Date: 10/14

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

# DASS

Name:

Date: 10/21

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

# DASS

Name:

Date: 10/28

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

# DASS

Name:

Date: 12/5

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3



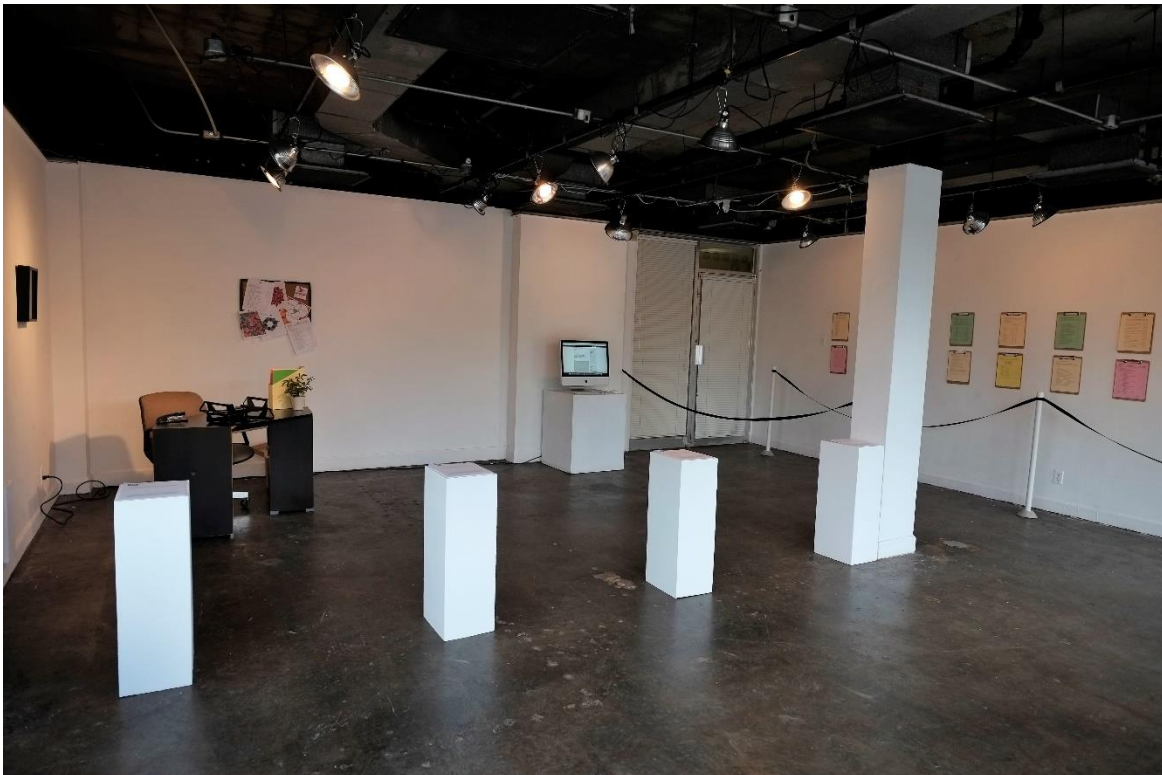
## *exhibition*

*floccinaucinihilipilification* as an exhibition was a performative, participatory, and object based installation. The exhibition took place in the contemporary gallery of the UTC Art Department, and was open to the public for a two-hour period on two days.

The opening was advertised with fliers, and on social media with a blurb stating:

*“Getting your test results from the Department of the FCNC (Floccinaucinihilipilification) has never been easier! This the day to file your paperwork and receive results from (a) representative(s) on site! A performative installation about bureaucracy, authority, and the arbitrariness of qualifications "Floccinaucinihilipilification" is part of Bonnie Buffington's capstone thesis for the Brock Scholars Program.”*

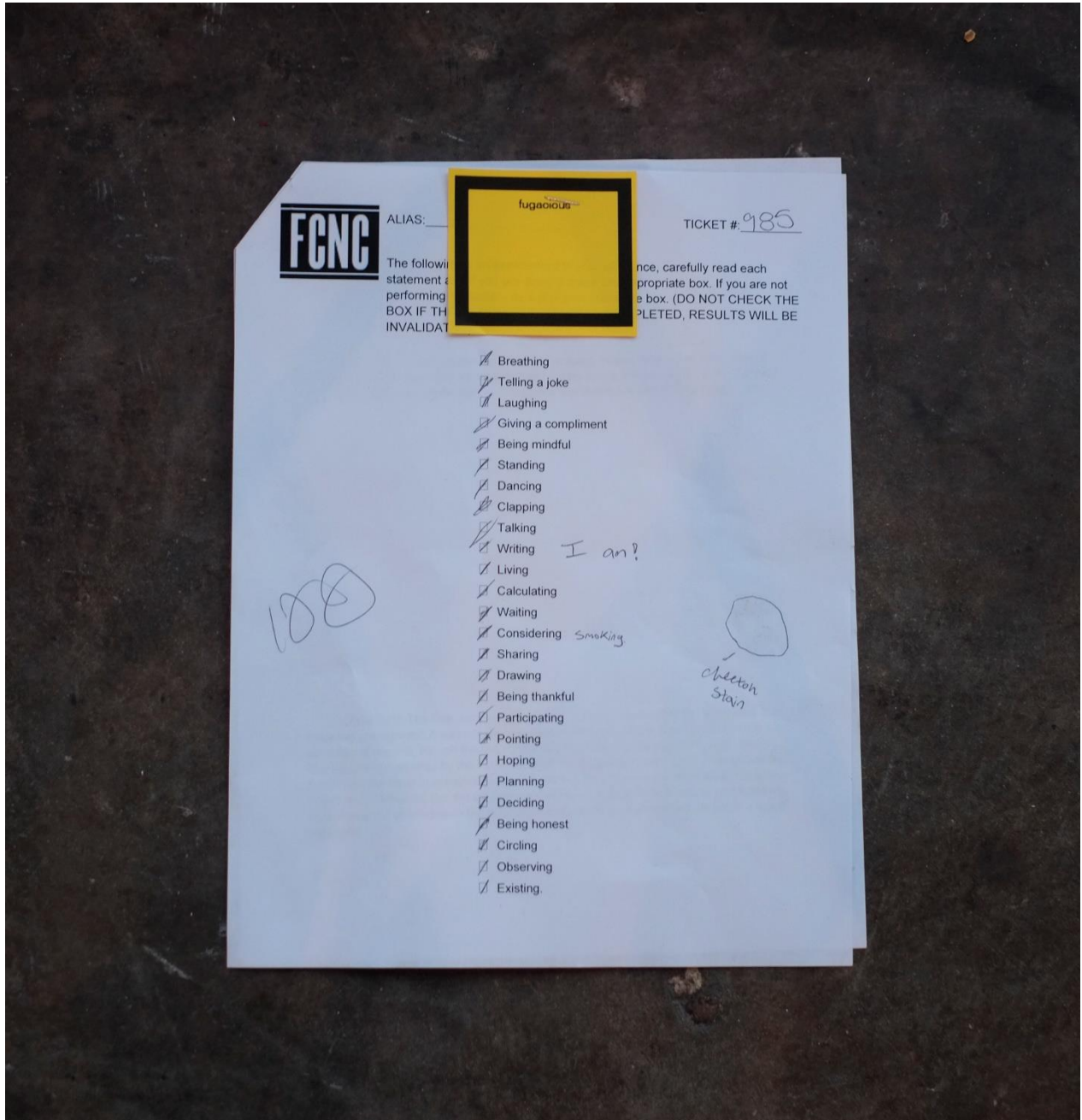
By framing the exhibition with this statement, viewers were primed for a participatory experience rather than one of just passive viewing.



As viewers arrived in the gallery to their right was a wall of 24 clipboards holding psychological assessments. Cheery, repetitive elevator music greeted them as they opened the door. Walking along the stanchion placed approximately one foot from the wall, visitors could read the documents printed on pastel-colored cardstock. Viewers then had to navigate back through the stanchioned path to the main part of the gallery which featured four pedestals in the center that held stacks of FCNC assessments. Behind the pedestals was a desk, anchored in a corner that was significantly more decorated and personal. On the back wall was a computer opened to a “Make Your Own Quiz” Website that viewers could interact with. There were pens scattered throughout the gallery, but no clipboards were provided.



When visitors turned in their paperwork to the representative they were given a ticket and told that the last three digits would be called when their results were ready. They would receive their results stapled to their assessment and return their ticket which was promptly thrown on the floor next to a box.







The purpose of this assessment is quite unclear. Please follow the instructions to the best of your abilities, and remember there are no wrong answers at the FCNC! If you need assistance to complete this form consult a representative and they will assist you.

Disclaimer: The Department of the FCNC is solely responsible for developing the following assessment, it was not developed or tested in a clinical setting or under the supervision of experts, though the faculty of this department holds experts in high regards. The paperwork required by the FCNC cannot be compared to valid psychological assessments that are used in conjunction with treatment under a trained professional. We at the FCNC are not trained, nor are we professional- but if you would like results to this assessment follow the directions on the next page and submit your completed packet to a representative.



NAME: \_\_\_\_\_

TICKET #: \_\_\_\_\_

NAME YOU WISH YOU HAD: \_\_\_\_\_

Circle the number that best reflects your agreement or disagreement with each statement, or the one that happens to be your favorite number. Once completed turn this form into a representative for your results.

*The rating scale is as follows:*

- 0 Does not apply to me at all
- 1 Applies to me to some degree, or some of the time
- 2 Applies to me to a considerable degree, or a good part of time
- 3 Applies to me very much, or most of the time

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 1  | I find that sandwiches I make myself are less tasty than sandwiches made by others. | 0 | 1 | 2 | 3 |
| 2  | I question how individuals or groups acquire authority.                             | 0 | 1 | 2 | 3 |
| 3  | I relate to images of dinosaurs.  | 0 | 1 | 2 | 3 |
| 4  | I feel guilty when I spread negative gossip.  | 0 | 1 | 2 | 3 |
| 5  | I feel guilty when I spread butter on toast, and tear the toast.                    | 0 | 1 | 2 | 3 |
| 6  | I eat too much toast.   | 0 | 1 | 2 | 3 |
| 7  | I feel that I can achieve anything I set my mind to.                                | 0 | 1 | 2 | 3 |
| 8  | I set my mind to too many things.   | 0 | 1 | 2 | 3 |
| 9  | My mind is often set to a channel with only static.                                 | 0 | 1 | 2 | 3 |
| 10 | I remember a time when TVs still had channels with static.                          | 0 | 1 | 2 | 3 |
| 11 | I find myself watching TV to escape responsibilities.                               | 0 | 1 | 2 | 3 |
| 12 | My responsibilities overwhelm me.   | 0 | 1 | 2 | 3 |
| 13 | I equate success with fulfilling responsibilities.                                  | 0 | 1 | 2 | 3 |
| 14 | Fulfilling prophecies is a full time job.   | 0 | 1 | 2 | 3 |
| 15 | I believe in self-fulfilling prophecies.  | 0 | 1 | 2 | 3 |
| 16 | I feel fulfilled in my daily life.  | 0 | 1 | 2 | 3 |
| 17 | I find myself doubting my abilities.  | 0 | 1 | 2 | 3 |
| 18 | I have found myself to have supernatural abilities.                                 | 0 | 1 | 2 | 3 |
| 19 | I believe in supernatural phenomena.  | 0 | 1 | 2 | 3 |
| 20 | I believe in myself.  | 0 | 1 | 2 | 3 |



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NAME: \_\_\_\_\_ TICKET #: \_\_\_\_\_

ALTER EGO: \_\_\_\_\_

On this page is a list of things, please read each item and indicate how you feel about each using the following scale:

- 1 = Have strong negative feelings
- 2 = Have moderate negative feelings
- 3 = Have no feeling one way or the other
- 4 = Have moderate positive feelings
- 5 = Have strong positive feelings

DEPARTMENT USE ONLY:

- Oranges \_\_\_\_\_
- My feet \_\_\_\_\_
- Small dogs \_\_\_\_\_
- Fingernails \_\_\_\_\_
- Politics \_\_\_\_\_
- Religion \_\_\_\_\_
- My face \_\_\_\_\_
- Other's faces \_\_\_\_\_
- Sustained eye contact \_\_\_\_\_
- Handshakes (firm) \_\_\_\_\_
- The empowerment of women \_\_\_\_\_
- Dead fish \_\_\_\_\_
- My dreams \_\_\_\_\_
- Mansions \_\_\_\_\_
- Live fish \_\_\_\_\_
- My eyes \_\_\_\_\_
- Butternut squash \_\_\_\_\_
- Cricket \_\_\_\_\_
- Drinking beer \_\_\_\_\_
- Alabama (the State or the Band. NOT University of) \_\_\_\_\_
- Myself \_\_\_\_\_
- Pope Francis \_\_\_\_\_
- Social Media \_\_\_\_\_





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ALIAS: \_\_\_\_\_

TICKET #: \_\_\_\_\_

The following is an assessment of your existence, carefully read each statement and if you are doing it check the appropriate box. If you are not performing the action- do it and then check the box. (DO NOT CHECK THE BOX IF THE ACTION HAS NOT BEEN COMPLETED, RESULTS WILL BE INVALIDATED)

- Breathing
- Telling a joke
- Laughing
- Giving a compliment
- Being mindful
- Standing
- Dancing
- Clapping
- Talking
- Writing
- Living
- Calculating
- Waiting
- Considering
- Sharing
- Drawing
- Being thankful
- Participating
- Pointing
- Hoping
- Planning
- Deciding
- Being honest
- Circling
- Observing
- Existing.



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TICKET #: \_\_\_\_\_

Please provide basic information required, further information will be accepted in the form of a Haiku (3 line poem, first and last line have 5 syllables and the middle has seven syllables, an *aba* rhyme scheme is preferred but not a requirement). Feel free to use entirety of page for responses, information does not necessarily have to be in order.

Name:

Shoe size:

Hair color:

Favorite candy:

Last item purchased:

Aspirations:

Intentions:

Hero:

Last food eaten:

Favorite book:

Hobbies:

Height:

**The Cognitive Failures Questionnaire** (Broadbent, Cooper, FitzGerald & Parkes, 1982)

The following questions are about minor mistakes which everyone makes from time to time, but some of which happen more often than others. We want to know how often these things have happened to you in the past 6 months. Please circle the appropriate number.

	Very often	Quite often	Occasionally	Very rarely	Never
1. Do you read something and find you haven't been thinking about it and must read it again?	4	3	2	1	0
2. Do you find you forget why you went from one part of the house to the other?	4	3	2	1	0
3. Do you fail to notice signposts on the road?	4	3	2	1	0
4. Do you find you confuse right and left when giving directions?	4	3	2	1	0
5. Do you bump into people?	4	3	2	1	0
6. Do you find you forget whether you've turned off a light or a fire or locked the door?	4	3	2	1	0
7. Do you fail to listen to people's names when you are meeting them?	4	3	2	1	0
8. Do you say something and realize afterwards that it might be taken as insulting?	4	3	2	1	0
9. Do you fail to hear people speaking to you when you are doing something else?	4	3	2	1	0
10. Do you lose your temper and regret it?	4	3	2	1	0
11. Do you leave important letters unanswered for days?	4	3	2	1	0
12. Do you find you forget which way to turn on a road you know well but rarely use?	4	3	2	1	0
13. Do you fail to see what you want in a supermarket (although it's there)?	4	3	2	1	0
14. Do you find yourself suddenly wondering whether you've used a word correctly?	4	3	2	1	0

	Very often	Quite often	Occasionally	Very rarely	Never
15. Do you have trouble making up your mind?	4	3	2	1	0
16. Do you find you forget appointments?	4	3	2	1	0
17. Do you forget where you put something like a newspaper or a book?	4	3	2	1	0
18. Do you find you accidentally throw away the thing you want and keep what you meant to throw away – as in the example of throwing away the matchbox and putting the used match in your pocket?	4	3	2	1	0
19. Do you daydream when you ought to be listening to something?	4	3	2	1	0
20. Do you find you forget people's names?	4	3	2	1	0
21. Do you start doing one thing at home and get distracted into doing something else (unintentionally)?	4	3	2	1	0
22. Do you find you can't quite remember something although it's "on the tip of your tongue"?	4	3	2	1	0
23. Do you find you forget what you came to the shops to buy?	4	3	2	1	0
24. Do you drop things?	4	3	2	1	0
25. Do you find you can't think of anything to say?	4	3	2	1	0

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#### References

- Broadbent, D.E., Cooper, P.F., FitzGerald, P., & Parkes, K.R. (1982). The Cognitive Failures Questionnaire (CFQ) and its correlates. *British Journal of Clinical Psychology*, 21, 1-16.

**Authoritarianism-Rebellion Scale (Kohn, 1972)**

Circle the number that best reflects your degree of agreement or disagreement with each statement.

1. Obedience and respect for authority are the most important virtues children should learn.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

- 2.\* What we need least is an authority to tell us what to do or how to do it.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

3. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

4. People can be divided into two distinct classes, the weak and the strong.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

- 5.\* To be a decent human being, follow your conscience regardless of the law.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

- 6.\* No principle is more immoral than that of obedience.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

7. Familiarity breeds contempt.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

8.\* Astrology will never explain anything because it is a fraud.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

9.\* The Canadian way of life is so resistant to progress that a revolution is necessary to end its injustices and oppressions.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

10. Nowadays, when so many different kinds of people move around and mix together so much, a person has to protect himself against catching an infection or disease from them.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

11.\* Children don't owe their parents a thing.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

12.\* Canada can't exert moral leadership among nations until it abandons its corrupt material nature.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

13.\* Sex crimes like rape and child molesting reflect a sick society and we must change society rather than punish individual offenders.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6



14. Obedience is the mother of success.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

15. Strong discipline builds moral character.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

16. Canada is spiritually predestined to lead the world.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

17. Some day it will probably be shown that astrology can explain a lot of things.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

18.\* Peoples of different nationalities, social classes and races should mix together more. Everybody would benefit from it.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

19.\* To know people well is to love them.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

20. The true Canadian way of life is disappearing so fast that force may be necessary to preserve it.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

21. Sex crimes, such as rape and attacks on children, deserve more than mere punishment: Such criminals ought to be publicly whipped or worse.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

- 22.\* Obedience is the mother of enslavement.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

- 23.\* True morality only develops in a fully permissive environment.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

24. There is hardly anything lower than a person who does not feel a great deal of love, gratitude, and respect for his parents.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

25. No principle is more noble or holy than that of true obedience.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

- 26.\* The strong and the weak are not inherently different. They are merely the advantaged and the disadvantaged members of an unfair society.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

- 27.\* Obedience and respect for authority aren't virtues and shouldn't be taught to children.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

28. To be a decent person, always stay within the law.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

29. Our chief want in life is somebody to make us do what we should.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

30.\* Faith in the supernatural is a harmful self-delusion, and submission to religious authority is dangerous.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
1	2	3	4	5	6

Note: Items marked with an asterisk are reverse-scored items.

**References**

Kohn, P.M. (1972). The Authoritarianism-Rebellion scale: A balanced F Scale with left-wing reversals. *Sociometry*, 35, 176-189.

**Procrastination Scale** (Lay, 1986) - For student populations

## Instructions:

People may use the following statements to describe themselves. For each statement, decide whether the statement is uncharacteristic or characteristic of you using the following 5 point scale. Note that the 3 on the scale is Neutral – the statement is neither characteristic nor uncharacteristic of you. In the box to the right of each statement, fill in the number on the 5 point scale that best describes you.

Extremely Uncharacteristic	Moderately Uncharacteristic	Neutral	Moderately Characteristic	Extremely Characteristic
1	2	3	4	5

- |  |                          |
|--|--------------------------|
| 1. I often find myself performing tasks that I had intended to do days before.                                       | <input type="checkbox"/> |
| 2.* I do not do assignments until just before they are to be handed in.  | <input type="checkbox"/> |
| 3.* When I am finished with a library book, I return it right away regardless of the date it is due.                 | <input type="checkbox"/> |
| 4. When it is time to get up in the morning, I most often get right out of bed.                                      | <input type="checkbox"/> |
| 5. A letter may sit for days after I write it before mailing it.   | <input type="checkbox"/> |
| 6. I generally return phone calls promptly.  | <input type="checkbox"/> |
| 7. Even with jobs that require little else except sitting down and doing them, I find they seldom get done for days. | <input type="checkbox"/> |
| 8. I usually make decisions as soon as possible.   | <input type="checkbox"/> |
| 9. I generally delay before starting on work I have to do.   | <input type="checkbox"/> |
| 10.* I usually have to rush to complete a task on time.  | <input type="checkbox"/> |
| 11. When preparing to go out, I am seldom caught having to do something at the last minute.                          | <input type="checkbox"/> |
| 12. In preparing for some deadline, I often waste time by doing other things.  | <input type="checkbox"/> |
| 13.* I prefer to leave early for an appointment.   | <input type="checkbox"/> |
| 14.* I usually start an assignment shortly after it is assigned.   | <input type="checkbox"/> |
| 15. I often have a task finished sooner than necessary.  | <input type="checkbox"/> |
| 16. I always seem to end up shopping for birthday or Christmas gifts at the last minute.                             | <input type="checkbox"/> |
| 17. I usually buy even an essential item at the last minute.   | <input type="checkbox"/> |
| 18. I usually accomplish all the things I plan to do in a day.   | <input type="checkbox"/> |
| 19. I am continually saying "I'll do it tomorrow".   | <input type="checkbox"/> |
| 20. I usually take care of all the tasks I have to do before I settle down and relax for the evening.                | <input type="checkbox"/> |

**Differential Loneliness Scale – short student version** (Schmidt & Sermat, 1983)

Instructions: For each statement, decide whether it describes you or your situation or not. If it does seem to describe you or your situation, mark it TRUE (T). If not, mark it FALSE (F). If an item is not applicable to you because you are currently not involved in the situation it depicts, e.g., a current romantic or marital relationship, then mark it FALSE (F).

- |      |  |   |   |     |
|------|--|---|---|-----|
| 1.*  | I feel close to members of my family.  | T | F | Fam |
| 2.*  | I have a lover or spouse (boyfriend girlfriend husband or wife) with whom I can discuss my important problems and worries. | T | F | R/S |
| 3.   | I feel I really do not have much in common with the larger community in which I live.                                      | T | F | Gr  |
| 4.   | I have little contact with members of my family.   | T | F | Fam |
| 5.   | I do not get along very well with my family.   | T | F | Fam |
| 6.*  | I am now involved in a romantic or marital relationship where both of us are making a genuine effort at co-operation.      | T | F | R/S |
| 7.*  | I have a good relationship with most members of my immediate family.   | T | F | Fam |
| 8.   | I do not feel that I can turn to my friends living around me for help when I need it.                                      | T | F | Fr  |
| 9.   | No one in the community where I live seems to care much about me.  | T | F | Gr  |
| 10.* | I allow myself to become close to my friends.  | T | F | Fr  |
| 11.  | I seldom get the emotional security I need from a good romantic or sexual relationship.                                    | T | F | S/R |
| 12.  | I feel that I have "roots" ( a sense of belonging) in the larger community or neighbourhood I live in.                     | T | F | Gr  |
| 13.  | I do not have many friends in the city where I live.   | T | F | Fr  |
| 14.  | I do not have any neighbours who would help me out in a time of need.  | T | F | Gr  |
| 15.* | I get plenty of help and support from my friends.  | T | F | Fr  |
| 16.  | My family seldom really listens to what I say.   | T | F | Fam |
| 17.  | Few of my friends understand me the way I want to be understood.   | T | F | Fr  |
| 18.* | My lover or spouse senses when I am troubled and encourages me.  | T | F | R/S |
| 19.* | I feel valued and respected in my current romantic or marital relationship.  | T | F | R/S |
| 20.* | I know people in my community who understand and share my views and beliefs.   | T | F | Gr  |

## ECQ 2

*Instructions:* Please indicate how you feel about each item by circling *either* 'True' or 'False'. If you feel that an item is neither entirely true nor false, please choose the alternative that is *most* like you. If you haven't been in the situation described, please say how you feel you would behave in that situation.

- |      |  |      |       |
|------|--|------|-------|
| (1)  | When someone upsets me, I try to hide my feelings.   | True | False |
| (2)  | If someone pushed me, I would push back.   | True | False |
| (3)  | I remember things that upset me or make me angry for a long time afterwards.                         | True | False |
| (4)  | I seldom feel irritable.   | True | False |
| (5)  | I often take chances crossing the road.  | True | False |
| (6)  | People find it difficult to tell whether I'm excited about something or not.                         | True | False |
| (7)  | I often do or say things I later regret.   | True | False |
| (8)  | I find it difficult to comfort people who have been upset.   | True | False |
| (9)  | I generally don't bear a grudge-when something is over, it's over, and I don't think about it again. | True | False |
| (10) | No-one gets one over on me---I don't take things lying down.   | True | False |
| (11) | When something upsets me I prefer to talk to someone about it than to bottle it up.                  | True | False |
| (12) | I've been involved in many fights or arguments.  | True | False |
| (13) | I get 'worked up' just thinking about things that have upset me in the past.                         | True | False |
| (14) | I'm not easily distracted.   | True | False |
| (15) | If I'm badly served in a shop or restaurant I don't usually make a fuss.                             | True | False |
| (16) | If I receive bad news in front of others I usually try to hide how I feel.                           | True | False |
| (17) | I frequently change my mind about things.  | True | False |

Alienation Test						
Please record how you feel about each sentence as follows:						
5 -- I agree strongly						
4 -- I agree						
3 -- I am neutral, or I don't know						
2 -- I disagree						
1 -- I disagree strongly						
1. I don't understand the way people behave nowadays.						
2. I don't want what most people seem to want.						
3. The future of mankind looks pretty hopeless.						
4. Most people act as if the end justifies the means.						
5. I don't get much satisfaction from my work (or school work).						
6. It's a lonely life for more and more people nowadays.						
7. Things don't make much sense to me anymore.						
8. My values are different from society's values.						
9. There is little room for personal choice anymore.						
10. There just aren't any definite rules to live by today.						
11. I wish I could feel more involved in my job (or school work).						
12. I wish people would be a lot kinder than they are.						
13. I feel confused about the world a lot.						
14. Most people don't have the same priorities that I do.						
15. You can only get ahead if you get some lucky breaks.						
16. It seems that right and wrong are pretty ambivalent nowadays.						
17. Sometimes I just feel like a robot at work (or school).						
18. Sometimes I feel all alone in the world.						
19. I don't know what the purpose of life is anymore.						
20. I don't identify with my culture's values.						
21. There are so many decisions to make that I could just scream.						
22. It seems as if you have to play dirty to win.						
23. I don't have much opportunity to be creative.						
24. I don't get to go out with friends much anymore.						
25. Life has become less and less meaningful to me.						
26. Everybody seems to have a different idea of success than I have.						
27. It is (or would be) scary to be responsible for a child nowadays.						
28. It often seems that it's the nice people who lose.						
29. It's frustrating if you really care about the quality of your work.						
30. I don't see my family as much as I'd like to.						
Total each column						
M CE P N EW SI						

**Personal Attributes Questionnaire** (Spence, Helmreich & Stapp, 1973)

Instructions:

The items below inquire about what kind of person you think you are. Each item consists of a PAIR of characteristics, with the letters A-E in between. For example,

Not at all artistic                      A.....B.....C.....D.....E                      Very artistic

Each pair describes contradictory characteristics - that is, you cannot be both at the same time, such as very artistic and not at all artistic.

The letters form a scale between the two extremes. You are to choose a letter which describes where YOU fall on the scale. For example, if you think that you have no artistic ability, you would choose A. If you think that you are pretty good, you might choose D. If you are only medium, you might choose C, and so forth.

M-F	1.	Not at all aggressive	A.....B.....C.....D.....E	Very aggressive*
M	2.	Not at all independent	A.....B.....C.....D.....E	Very independent*
F	3.	Not at all emotional	A.....B.....C.....D.....E	Very emotional*
M-F	4.	Very submissive	A.....B.....C.....D.....E	Very dominant*
M-F	5.	Not at all excitable in a major crisis*	A.....B.....C.....D.....E	Very excitable in a major crisis
M	6.	Very passive	A.....B.....C.....D.....E	Very active*
F	7.	Not at all able to devote self completely to others	A.....B.....C.....D.....E	Able to devote self completely to others*
F	8.	Very rough	A.....B.....C.....D.....E	Very gentle*
F	9.	Not at all helpful to others	A.....B.....C.....D.....E	Very helpful to others*
M	10.	Not at all competitive	A.....B.....C.....D.....E	Very competitive*
M-F	11.	Very home oriented	A.....B.....C.....D.....E	Very worldly*
F	12.	Not at all kind	A.....B.....C.....D.....E	Very kind*
M-F	13.	Indifferent to others' approval*	A.....B.....C.....D.....E	Highly needful of others' approval
M-F	14.	Feelings not easily hurt*	A.....B.....C.....D.....E	Feelings easily hurt
F	15.	Not at all aware of feelings of others	A.....B.....C.....D.....E	Very aware of feelings of others*
M	16.	Can make decisions easily*	A.....B.....C.....D.....E	Has difficulty making decisions
M	17.	Gives up very easily	A.....B.....C.....D.....E	Never gives up easily*
M-F	18.	Never cries*	A.....B.....C.....D.....E	Cries very easily
M	19.	Not at all self-confident	A.....B.....C.....D.....E	Very self-confident*
M	20.	Feels very inferior	A.....B.....C.....D.....E	Feels very superior*
F	21.	Not at all understanding of others	A.....B.....C.....D.....E	Very understanding of others*



F	22.	Very cold in relations with others	A.....B.....C.....D.....E	Very warm in relations with others*
M-F	23.	Very little need for security*	A.....B.....C.....D.....E	Very strong need for security
M	24.	Goes to pieces under pressure	A.....B.....C.....D.....E	Stands up well under pressure*

The scale to which each item is assigned is indicated by M (Masculinity), F (Femininity) and M-F (Masculinity-Femininity)

Items with an asterisk indicate the extreme masculine response for the M and M-F scales and the extreme feminine response for the F scale. Each extreme masculine response on the M and M-F scales and the extreme feminine response on the F scale are scored 4, the next most extreme scored 3, etc.

#### References

Spence, J.T., & Helmreich, R.L. (1978). *Masculinity and femininity: Their psychological dimensions, correlates, and antecedents*. Austin, TX: University of Texas Press.

**Deffenbacher Driving Anger Scale** (Deffenbacher, Oetting & Lynch, 1994) – Short form

Instructions: Imagine that each situation described below was actually happening to you and rate the amount of anger that would be provoked.

- |   | none at all | a little | some | much | very much                |
|---|-------------|----------|------|------|--------------------------|
|   | 1           | 2        | 3    | 4    | 5                        |
| 1. Someone is weaving in and out of traffic.                                |             |          |      |      | <input type="checkbox"/> |
| 2. A slow vehicle on a mountain road will not pull over and let people by.  |             |          |      |      | <input type="checkbox"/> |
| 3. Someone backs right out in front of you without looking.                 |             |          |      |      | <input type="checkbox"/> |
| 4. Someone runs a red light or stop sign.                                   |             |          |      |      | <input type="checkbox"/> |
| 5. You pass a radar speed trap.   |             |          |      |      | <input type="checkbox"/> |
| 6. Someone speeds up when you try to pass him/her.                          |             |          |      |      | <input type="checkbox"/> |
| 7. Someone is slow in parking and is holding up traffic.                    |             |          |      |      | <input type="checkbox"/> |
| 8. You are stuck in a traffic jam.  |             |          |      |      | <input type="checkbox"/> |
| 9. Someone makes an obscene gesture toward you about your driving.          |             |          |      |      | <input type="checkbox"/> |
| 10. Someone honks at you about your driving.                                |             |          |      |      | <input type="checkbox"/> |
| 11. A bicyclist is riding in the middle of the lane and is slowing traffic. |             |          |      |      | <input type="checkbox"/> |
| 12. A police officer pulls you over.  |             |          |      |      | <input type="checkbox"/> |
| 13. A truck kicks up sand or gravel on the car you are driving.             |             |          |      |      | <input type="checkbox"/> |
| 14. You are driving behind a large truck and you cannot see around it.      |             |          |      |      | <input type="checkbox"/> |

Scoring: Sum the ratings for the 14 items.

Researchers may use this scale for research purposes only without further permission from the author. Scientists using the scale are responsible for assuring that the research meets American Psychological Association standards for human research. The scale may not be used for employment selection or included as part of materials that are sold without specific written permission of the author.

**References**

- Deffenbacher, J.L., Oetting, E.R., & Lynch, R.S. (1994). Development of a Driving Anger Scale. *Psychological Reports, 74*, 83-91.

**The Body-Esteem Scale** (Franzoi & Shields, 1984)

Instructions: On this page are listed a number of body parts and functions. Please read each item and indicate how you feel about this part or function of your own body using the following scale:

- 1 = Have strong negative feelings  
 2 = Have moderate negative feelings  
 3 = Have no feeling one way or the other  
 4 = Have moderate positive feelings  
 5 = Have strong positive feelings

			Factor Loading (see below)	
			Male	Female
1.	body scent	_____		SA
2.	appetite	_____	PC	WC
3.	nose	_____	PA	SA
4.	physical stamina	_____	PC	PC
5.	reflexes	_____	PC	PC
6.	lips	_____	PA	SA
7.	muscular strength	_____	UBS	PC
8.	waist	_____	PC	WC
9.	energy level	_____	PC	PC
10.	thighs	_____	PC	WC
11.	ears	_____	PA	SA
12.	biceps	_____	UBS	PC
13.	chin	_____	PA	SA
14.	body build	_____	UBS	WC
15.	physical coordination	_____	UBS, PC	PC
16.	buttocks	_____	PA	WC
17.	agility	_____	PC	PC
18.	width of shoulders	_____	UBS	
19.	arms	_____	UBS	
20.	chest or breasts	_____	UBS	SA
21.	appearance of eyes	_____	PA	SA
22.	cheeks/cheekbones	_____	PA	SA
23.	hips	_____	PA	WC
24.	legs	_____		WC
25.	figure or physique	_____	UBS, PC	WC
26.	sex drive	_____	UBS	SA
27.	feet	_____	PA	
28.	sex organs	_____	PA	SA
29.	appearance of stomach	_____	PC	WC

30.	health	_____	PC	PC
31.	sex activities	_____		SA
32.	body hair	_____		SA
33.	physical condition	_____	PC	PC
34.	face	_____	PA	SA
35.	weight	_____	PC	WC

A factor analysis indicated that three factors emerged for males and females. These factors are (1) Physical Attractiveness (PA) for males or Sexual Attractiveness (SA) for females, (2) Upper Body Strength (UBS) for males or Weight Concern (WC) for females and (3) Physical Condition (PC) for both males and females. Means for these three factors can be computed for males and females but please note that these means cannot be compared because they are not based on the same items. Also note that two items load on two factors for males. The information under the Factor Loading heading should be deleted before the test is given - the information is provided for experimenters who wish to analyse the three factors separately.

To determine a subject's score for a particular subscale of the Body Esteem Scale, simply add up the individual scores for items on the subscale. For example, for female sexual attractiveness, you would add up the subject's ratings of the items comprising the sexual attractiveness subscale (13 items).

#### References

- Franzoi, S.L. (1994). Further evidence of the reliability and validity of the body esteem scale. *Journal of Clinical Psychology, 50*, 237-239.
- Franzoi, S.L. & Shields, S.A. (1984). The Body-Esteem Scale: Multidimensional structure and sex differences in a college population. *Journal of Personality Assessment, 48*, 173-178.

**Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988)**

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Circle the "1" if you **Very Strongly Disagree**  
 Circle the "2" if you **Strongly Disagree**  
 Circle the "3" if you **Mildly Disagree**  
 Circle the "4" if you are **Neutral**  
 Circle the "5" if you **Mildly Agree**  
 Circle the "6" if you **Strongly Agree**  
 Circle the "7" if you **Very Strongly Agree**

1.	There is a special person who is around when I am in need.	1	2	3	4	5	6	7	SO
2.	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5	6	7	SO
3.	My family really tries to help me.	1	2	3	4	5	6	7	Fam
4.	I get the emotional help and support I need from my family.	1	2	3	4	5	6	7	Fam
5.	I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7	SO
6.	My friends really try to help me.	1	2	3	4	5	6	7	Fri
7.	I can count on my friends when things go wrong.	1	2	3	4	5	6	7	Fri
8.	I can talk about my problems with my family.	1	2	3	4	5	6	7	Fam
9.	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7	Fri
10.	There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7	SO
11.	My family is willing to help me make decisions.	1	2	3	4	5	6	7	Fam
12.	I can talk about my problems with my friends.	1	2	3	4	5	6	7	Fri

The items tended to divide into factor groups relating to the source of the social support, namely family (Fam), friends (Fri) or significant other (SO).

**Computer Anxiety Rating Scale – CARS** (Heinssen, Glass & Knight, 1987)

Instructions:

For each statement, decide whether you disagree or agree with the statement using the following 5 point scale ranging from strongly disagree to strongly agree. In the box to the right of each statement, fill in the number on the 5 point scale that best describes your level of disagreement or agreement.

Strongly  
Disagree

1

2

3

4

Strongly  
Agree

5

1. I feel insecure about my ability to interpret a computer printout.
- 2.\* I look forward to using a computer in my job.
3. I do not think I would be able to learn a computer programming language.
- 4.\* The challenge of learning about computers is exciting.
- 5.\* I am confident that I can learn computer skills.
- 6.\* Anyone can learn to use a computer if they are patient and motivated.
- 7.\* Learning to operate computers is like learning any new skill – the more you practice, the better you become.
8. I am afraid that if I begin to use computers I will become dependent upon them and lose some of my reasoning skills.
- 9.\* I am sure that with time and practice I will be as comfortable working with computers as I am in working with a typewriter.
- 10.\* I feel that I will be able to keep up with the advances happening in the computer field.
11. I dislike working with machines that are smarter than I am.
12. I feel apprehensive about using computers.
13. I have difficulty in understanding the technical aspects of computers.
14. It scares me to think that I could cause the computer to destroy a large amount of data by hitting the wrong key.
15. I hesitate to use a computer for fear of making mistakes that I cannot correct.
16. You have to be a genius to understand all the special keys contained on most computer terminals.
- 17.\* If given the opportunity, I would like to learn about and use computers.
18. I have avoided computers because they are unfamiliar and somewhat intimidating to me.
- 19.\* I feel computers are necessary tools in both educational and work settings.

**Differential Loneliness Scale for Non-student Populations (Schmidt & Sermat, 1983)**

Instructions: For each statement, decide whether it describes you or your situation or not. If it does seem to describe you or your situation, mark it TRUE (T). If not, mark it FALSE (F). If an item is not applicable to you because you are currently not involved in the situation it depicts, e.g., a current romantic or marital relationship, then mark it FALSE (F).

1.*	I find it easy to express feelings of affection toward members of my family.	T	F	Fam
2.	Most everyone around me is a stranger.	T	F	Gr
3.	I usually wait for a friend to call me up and invite me out before making plans to go anywhere.	T	F	Fr
4.*	Most of my friends understand my motives and reasoning.	T	F	Fr
5.	At this time, I do not have a romantic relationship that means a lot to me.	T	F	R/S
6.	I don't get along very well with my family.	T	F	Fam
7.*	I have at least one good friend of the same sex.	T	F	Fr
8.	I can't depend on getting moral or financial support from any group or organization in a time of trouble.	T	F	Gr
9.*	I am now involved in a romantic or marital relationship where both of us make a genuine effort at cooperation.	T	F	R/S
10.	I often become shy and retiring in the company of relatives.	T	F	Fam
11.*	Some of my friends will stand by me in almost any difficulty.	T	F	Fr
12.	People in my community aren't really interested in what I think or feel.	T	F	Gr
13.	My trying to have friends and to be liked seldom succeeds the way I would like it to.	T	F	Fr
14.*	I spend time talking individually with each member of my family.	T	F	Fam
15.	I find it difficult to tell anyone that I love him or her.	T	F	R/S
16.	I don't have many friends in the city where I live.	T	F	Fr
17.*	I work well with others in a group.	T	F	Gr
18.*	I am an important part of the emotional and physical well-being of my lover or spouse.	T	F	R/S
19.	I don't feel that I can turn to my friends living around me for help when I need it.	T	F	Fr
20.	I don't think that anyone in my family really understands me.	T	F	Fam
21.*	I have a lover or spouse who fulfils many of my emotional needs.	T	F	R/S
22.*	My friends are generally interested in what I am doing, although not to the point of being nosy.	T	F	Fr
23.*	Members of my family enjoy meeting my friends.	T	F	Fr
24.*	I allow myself to become close to my friends.	T	F	Fr

25.	My relatives are generally too busy with their concerns to bother about my problems.	T	F	Fam
26.	Few of my friends understand me the way I want to be understood.	T	F	Fr
27.	No one in the community where I live cares much about me.	T	F	Gr
28.	Right now, I don't have true compatibility in a romantic or marital relationship.	T	F	R/S
29.*	Members of my family give me the kind of support that I need.	T	F	Fam
30.	A lot of my friendships ultimately turn out to be pretty disappointing.	T	F	Fr
31.*	My romantic or marital partner gives me much support and encouragement.	T	F	R/S
32.	I am not very open with members of my family.	T	F	Fam
33.	I often feel resentful about certain actions of my friends.	T	F	Fr
34.	I am embarrassed about the way my family behaves.	T	F	Fam
35.	People who say they are in love with me are usually only trying to rationalize using me for their own purposes.	T	F	R/S
36.*	I have a good relationship with most members of my family.	T	F	Fam
37.*	In my relationships, I am generally able to express both positive and negative feelings.	T	F	Fr
38.	I don't get much satisfaction from the groups I attend.	T	F	Gr
39.*	I get plenty of help and support from friends.	T	F	Fr
40.	I seem to have little to say to members of my family.	T	F	Fam
41.	I don't have any one special love relationship in which I feel really understood.	T	F	R/S
42.*	I really feel that I belong to a family.	T	F	Fam
43.	I have few friends with whom I can talk openly.	T	F	Fr
44.	My family is quite critical of me.	T	F	Fam
45.*	I have an active love life.	T	F	R/S
46.	I have few friends that I can depend on to fulfil their end of mutual commitments.	T	F	Fr
47.*	Generally I feel that members of my family acknowledge my strengths and positive qualities.	T	F	Fam
48.*	I have at least one real friend.	T	F	Fr
49.	I don't have any neighbours who would help me out in a time of need.	T	F	Gr
50.*	Members of my family are relaxed and easy-going with each other.	T	F	Fam
51.	I have moved around so much that I find it difficult to maintain lasting friendships.	T	F	Fr
52.*	I tend to get along well with partners in romantic relationships.	T	F	R/S
53.	I find it difficult to invite a friend to do something with me.	T	F	Fr
54.	I have little contact with members of my family.	T	F	Fam
55.	My friends don't seem to stay interested in me for long.	T	F	Fr
56.*	There are people in my community who understand my views and beliefs.	T	F	Gr



- |      |  |   |   |     |
|------|--|---|---|-----|
| 57.  | As much as possible, I avoid members of my family.                                 | T | F | Fam |
| 58.  | I seldom get the emotional security I need from a romantic or sexual relationship. | T | F | R/S |
| 59.* | My family usually values my opinion when a family decision is to be made.          | T | F | Fam |
| 60.* | Most of my friends are genuinely concerned about my welfare.                       | T | F | Fr  |

Note: Scoring on the scale is determined in the following way: For items with no asterisk next to the item number, each marking of T (TRUE) is given one point. For items with an asterisk, each marking of F (FALSE) is given one point. The scale measures loneliness in four types of relationships, namely romantic/sexual relationships (R/S), friendships (Fr), relationships with family (Fam), and relationships with larger groups (Gr).

#### References

- Schmidt, N. & Sermat, V. (1983). Measuring loneliness in different relationships. *Journal of Personality and Social Psychology*, 44, 1038-1047.

**Body Awareness Questionnaire** (Shields, Mallory & Simon, 1989)

Instructions:

Listed below are a number of statements regarding your sensitivity to normal, nonemotive body processes. For each statement, select a number from 1 to 7 that best describes how the statement describes you and place the number in the box to the right of the statement.

Not at all true of me							Very true of me
1	2	3	4	5	6	7	

- |      |   |                          |
|------|---|--------------------------|
| 1.   | I notice differences in the way my body reacts to various foods.                                    | <input type="checkbox"/> |
| 2.   | I can always tell when I bump myself whether or not it will become a bruise.                        | <input type="checkbox"/> |
| 3.   | I always know when I've exerted myself to the point where I'll be sore the next day.                | <input type="checkbox"/> |
| 4.   | I am always aware of changes in my energy level when I eat certain foods.                           | <input type="checkbox"/> |
| 5.   | I know in advance when I'm getting the flu.   | <input type="checkbox"/> |
| 6.   | I know I'm running a fever without taking my temperature.   | <input type="checkbox"/> |
| 7.   | I can distinguish between tiredness because of hunger and tiredness because of lack of sleep.       | <input type="checkbox"/> |
| 8.   | I can accurately predict what time of day lack of sleep will catch up with me.                      | <input type="checkbox"/> |
| 9.   | I am aware of a cycle in my activity level throughout the day.                                      | <input type="checkbox"/> |
| 10.* | I <i>don't</i> notice seasonal rhythms and cycles in the way my body functions.                     | <input type="checkbox"/> |
| 11.  | As soon as I wake up in the morning, I know how much energy I'll have during the day.               | <input type="checkbox"/> |
| 12.  | I can tell when I go to bed how well I will sleep that night.                                       | <input type="checkbox"/> |
| 13.  | I notice distinct body reactions when I am fatigued.  | <input type="checkbox"/> |
| 14.  | I notice specific body responses to changes in the weather.   | <input type="checkbox"/> |
| 15.  | I can predict how much sleep I will need at night in order to wake up refreshed.                    | <input type="checkbox"/> |
| 16.  | When my exercise habits change, I can predict very accurately how that will affect my energy level. | <input type="checkbox"/> |
| 17.  | There seems to be a "best" time for me to go to sleep at night.                                     | <input type="checkbox"/> |
| 18.  | I notice specific bodily reactions to being overhungry.   | <input type="checkbox"/> |

Note: \* indicates a reversed scored item.

**Procrastination Scale** (Lay, 1986)

## Instructions:

People may use the following statements to describe themselves. For each statement, decide whether the statement is uncharacteristic or characteristic of you using the following 5 point scale. Note that the 3 on the scale is Neutral – the statement is neither characteristic nor uncharacteristic of you. In the box to the right of each statement, fill in the number on the 5 point scale that best describes you.

Extremely Uncharacteristic	Moderately Uncharacteristic	Neutral	Moderately Characteristic	Extremely Characteristic
1	2	3	4	5

1. I often find myself performing tasks that I had intended to do days before.
- 2.\* I often miss concerts, sporting events, or the like because I don't around to buying tickets on time.
- 3.\* When planning a party, I make the necessary arrangements well in advance.
4. When it is time to get up in the morning, I most often get right out of bed.
5. A letter may sit for days after I write it before mailing it.
6. I generally return phone calls promptly.
7. Even with jobs that require little else except sitting down and doing them, I find they seldom get done for days.
8. I usually make decisions as soon as possible.
9. I generally delay before starting on work I have to do.
- 10.\* When travelling, I usually have to rush in preparing to arrive at the airport or station at the appropriate time.
11. When preparing to go out, I am seldom caught having to do something at the last minute.
12. In preparing for some deadline, I often waste time by doing other things.
- 13.\* If a bill for a small amount comes, I pay it right away.
- 14.\* I usually return an RVSP request very shortly after receiving the invitation.
15. I often have a task finished sooner than necessary.
16. I always seem to end up shopping for birthday or Christmas gifts at the last minute.
17. I usually buy even an essential item at the last minute.
18. I usually accomplish all the things I plan to do in a day.
19. I am continually saying "I'll do it tomorrow".
20. I usually take care of all the tasks I have to do before I settle down and relax for the evening.

**Dieting Beliefs Scale** (Stotland & Zuroff, 1990) – A measure of weight locus of control

## Instructions:

Please respond to the following statements by indicating how well each statement describes your beliefs. Place a number from 1 (*not at all descriptive of my beliefs*) to 6 (*very descriptive of my beliefs*) in the box to the right of each statement.

*Not at all  
descriptive  
of my beliefs*

1

2

3

4

5

6

*Very  
descriptive  
of my beliefs*

- |      |  |                          |
|------|--|--------------------------|
| 1.   | By restricting what one eats, one can lose weight.   | <input type="checkbox"/> |
| 2.   | When people gain weight, it is because of something they have done or not done.                    | <input type="checkbox"/> |
| 3.*  | A thin body is largely a result of genetics.   | <input type="checkbox"/> |
| 4.*  | No matter how much effort one puts into dieting, one's weight tends to stay about the same         | <input type="checkbox"/> |
| 5.*  | One's weight is, to a great extent, controlled by fate.  | <input type="checkbox"/> |
| 6.*  | There is so much fattening food around that losing weight is almost impossible.                    | <input type="checkbox"/> |
| 7.*  | Most people can only diet successfully when other people push them to do it.                       | <input type="checkbox"/> |
| 8.   | Having a slim and fit body has very little to do with luck.  | <input type="checkbox"/> |
| 9.   | People who are overweight lack the willpower necessary to control their weight.                    | <input type="checkbox"/> |
| 10.  | Each of us directly is responsible for our weight.   | <input type="checkbox"/> |
| 11.  | Losing weight is simply a matter of wanting to do it and applying yourself.                        | <input type="checkbox"/> |
| 12.* | People who are more than a couple of pounds overweight need professional help to lose weight.      | <input type="checkbox"/> |
| 13.  | By increasing the amount one exercises, one can lose weight.                                       | <input type="checkbox"/> |
| 14.* | Most people are at their present weight because that is the weight level that is natural for them. | <input type="checkbox"/> |
| 15.  | Unsuccessful dieting is due to lack of effort.   | <input type="checkbox"/> |
| 16.* | In order to lose weight, people must get a lot of encouragement from others.                       | <input type="checkbox"/> |

Note: \* indicates items that are reverse scored.

**References**

Stotland, S. & Zuroff, D.C. (1990). A new measure of weight locus of control: The Dieting Beliefs Scale. *Journal of Personality Assessment*, 54, 191-203.

**Survey of Recent Life Experiences** (Kohn & Macdonald, 1992) – Short form of a measure of hassles

Instructions:

Following is a list of experiences which many people have some time or other. Please indicate for each experience how much it has been a part of your life **over the past month**. Put a “1” in the box provided next to an experience if it was **not at all** part of your life over the past month; “2” for an experience that was **only slightly** part of your life over that time; “3” for an experience that was **distinctly** part of your life; and “4” for an experience that was **very much** part of your life over the past month.

Intensity of Experience over the Past Month

- 1 = not at all part of my life
- 2 = only slightly part of my life
- 3 = distinctly part of my life
- 4 = very much part of my life

- |   |                          |
|---|--------------------------|
| 1. Disliking your daily activities  | <input type="checkbox"/> |
| 2. Disliking your work  | <input type="checkbox"/> |
| 3. Ethnic or racial conflict  | <input type="checkbox"/> |
| 4. Conflicts with in-laws or boyfriend's/girlfriend's family                | <input type="checkbox"/> |
| 5. Being let down or disappointed by friends                                | <input type="checkbox"/> |
| 6. Conflicts with supervisor(s) at work                                     | <input type="checkbox"/> |
| 7. Social rejection   | <input type="checkbox"/> |
| 8. Too many things to do at once  | <input type="checkbox"/> |
| 9. Being taken for granted  | <input type="checkbox"/> |
| 10. Financial conflicts with family members                                 | <input type="checkbox"/> |
| 11. Having your trust betrayed by a friend                                  | <input type="checkbox"/> |
| 12. Having your contributions overlooked                                    | <input type="checkbox"/> |
| 13. Struggling to meet your own standards of performance and accomplishment | <input type="checkbox"/> |
| 14. Being taken advantage of  | <input type="checkbox"/> |
| 15. Not enough leisure time   | <input type="checkbox"/> |
| 16. Cash flow difficulties  | <input type="checkbox"/> |
| 17. A lot of responsibilities   | <input type="checkbox"/> |
| 18. Dissatisfaction with work   | <input type="checkbox"/> |
| 19. Decisions about intimate relationship(s)                                | <input type="checkbox"/> |
| 20. Not enough time to meet your obligations                                | <input type="checkbox"/> |
| 21. Financial burdens   | <input type="checkbox"/> |

- 22. Lower evaluation of your work than you think you deserve
- 23. Experiencing high levels of noise
- 24. Lower evaluation of your work than you hoped for
- 25. Conflicts with family member(s)
- 26. Finding your work too demanding
- 27. Conflicts with friend(s)
- 28. Trying to secure loans
- 29. Getting "ripped off" or cheated in the purchase of goods
- 30. Unwanted interruptions of your work
- 31. Social isolation
- 32. Being ignored
- 33. Dissatisfaction with your physical appearance
- 34. Unsatisfactory housing conditions
- 35. Finding work uninteresting
- 36. Failing to get money you expected
- 37. Gossip about someone you care about
- 38. Dissatisfaction with your physical fitness
- 39. Gossip about yourself
- 40. Difficulty dealing with modern technology (e.g. computers)
- 41. Hard work to look after and maintain home

**References**

Kohn, P. & Macdonald, J.E. (1992). The Survey of Life Experiences: A decontaminated hassles scale for adults. *Journal of Behavioral Medicine*, 15, 221-

### Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agree to strongly disagree. The original sample for which the scale was developed consisted of 5,024 High School Juniors and Seniors from 10 randomly selected schools in New York State.

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

1.	On the whole, I am satisfied with myself.	SA	A	D	SD
2.*	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.*	I feel I do not have much to be proud of.	SA	A	D	SD
6.*	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8.*	I wish I could have more respect for myself.	SA	A	D	SD
9.*	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self esteem.

The scale may be used without explicit permission. The author's family, however, would like to be kept informed of its use:

The Morris Rosenberg Foundation  
 c/o Department of Sociology  
 University of Maryland  
 2112 Art/Soc Building  
 College Park, MD 20742-1315

### References

References with further characteristics of the scale:

- Crandal, R. (1973). The measurement of self-esteem and related constructs, Pp. 80-82 in J.P. Robinson & P.R. Shaver (Eds), **Measures of social psychological attitudes. Revised edition**. Ann Arbor: ISR.

**Trust Scale** (Rempel & Holmes, 1986) – Trust within close interpersonal relationships

## Instructions:

Read each of the following statements and decide whether it is true of your relationship with your partner. Indicate how strongly you agree or disagree by choosing the appropriate number from the scale below and placing it in the box to the right of the statement.

- 1 = strongly disagree  
 2 = moderately disagree  
 3 = mildly disagree  
 4 = neutral  
 5 = mildly agree  
 6 = moderately agree  
 7 = strongly agree

- |     |  |                          |    |
|-----|--|--------------------------|----|
| 1.  | I know how my partner is going to act. My partner can always be counted on to act as I expect.   | <input type="checkbox"/> | P  |
| 2.  | I have found that my partner is a thoroughly dependable person, especially when it comes to things that are important.   | <input type="checkbox"/> | D  |
| 3.  | My partner's behavior tends to be quite variable. I can't always be sure what my partner will surprise me with next.   | <input type="checkbox"/> | P* |
| 4.  | Though times may change and the future is uncertain, I have faith that my partner will always be ready and willing to offer me strength, come what may.  | <input type="checkbox"/> | F  |
| 5.  | Based on past experience I cannot, with complete confidence, rely on my partner to keep promises made to me.   | <input type="checkbox"/> | D* |
| 6.  | It is sometimes difficult for me to be absolutely certain that my partner will always continue to care for me; the future holds too many uncertainties and too many things can change in our relationship as time goes on. | <input type="checkbox"/> | F* |
| 7.  | My partner is a very honest person and, even if my partner were to make unbelievable statements, people should feel confident that what they are hearing is the truth.   | <input type="checkbox"/> | D  |
| 8.  | My partner is not very predictable. People can't always be certain how my partner is going to act from one day to another.   | <input type="checkbox"/> | P* |
| 9.  | My partner has proven to be a faithful person. No matter who my partner was married to, she or he would never be unfaithful, even if there was absolutely no chance of being caught.                                       | <input type="checkbox"/> | D  |
| 10. | I am never concerned that unpredictable conflicts and serious tensions may damage our relationship because I know we can weather any storm.  | <input type="checkbox"/> | F  |
| 11. | I am very familiar with the patterns of behavior that my partner has established and expect that he or she will behave in certain ways.  | <input type="checkbox"/> | p  |
| 12. | If I have never faced a particular issue with my partner before, I occasionally worry that he or she won't take my feelings into account.  | <input type="checkbox"/> | F* |



13. Even in familiar circumstances, I am not totally certain my partner will act in the same way twice.  P\*
14. I feel completely secure in facing unknown, new situations because I know my partner will never let me down.  F
15. My partner is not necessarily someone others always consider reliable. I can think of some times when my partner could not be counted on.  D\*
16. I occasionally find myself feeling uncomfortable with the emotional investment I have made in our relationship because I find it hard to completely set aside my doubts about what lies ahead.  F\*
17. My partner has not always proven to be trustworthy in the past, and there are times when I am hesitant to let my partner engage in activities that make me feel vulnerable.  D\*
18. My partner behaves in a consistent manner  P

### Scoring

The scale consists of 3 subscales. Predictability (P) that emphasizes the consistency and stability of a partner's specific behaviours based on past experience, Dependability (D) that concentrates on the dispositional qualities of the partner which warrant confidence in the face of risk and potential hurt, and Faith (F) that centres on feelings of confidence in the relationship and the responsiveness and caring expected from the partner in the face of an uncertain future. **Items with an asterisk are reverse scored.**

The total Trust measure is the sum of the 3 subscale totals.

### Reference

- Rempel, J.K., Holmes, J.G. & Zanna, M.P. (1985). Trust in close relationships. *Journal of Personality and Social Psychology*, 49, 95-112.
- Rempel, J.K. & Holmes, J.G. (1986). How do I trust thee? *Psychology Today*, February 1986, 28-34.

**COPE**

We are interested in how people respond when they confront difficult or stressful events in their lives. There are lots of ways to try and deal with stress. This questionnaire asks you to indicate what you generally do and 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.

Please circle the response that most reflects how you deal with stressful events, using the scale below to make your choice.

1	2	3	4
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

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 1.  | I take additional action to try to get rid of the problem                                | 1 | 2 | 3 | 4 |
| 2.  | I concentrate my efforts on doing something about it                                     | 1 | 2 | 3 | 4 |
| 3.  | I do what has to be done, one step at a time   | 1 | 2 | 3 | 4 |
| 4.  | I take direct action to get around the problem   | 1 | 2 | 3 | 4 |
| 5.  | I try to come up with a strategy about what to do  | 1 | 2 | 3 | 4 |
| 6.  | I make a plan of action  | 1 | 2 | 3 | 4 |
| 7.  | I think hard about what steps to take  | 1 | 2 | 3 | 4 |
| 8.  | I think about how I might best handle the problem  | 1 | 2 | 3 | 4 |
| 9.  | I put aside other activities in order to concentrate on this                             | 1 | 2 | 3 | 4 |
| 10. | I focus on dealing with this problem, and if necessary let other things slide a little   | 1 | 2 | 3 | 4 |
| 11. | I keep myself from getting distracted by other thoughts or activities                    | 1 | 2 | 3 | 4 |
| 12. | I try hard to prevent other things from interfering with my efforts at dealing with this | 1 | 2 | 3 | 4 |
| 13. | I force myself to wait for the right time to do something                                | 1 | 2 | 3 | 4 |
| 14. | I hold off doing anything about it until the situation permits                           | 1 | 2 | 3 | 4 |

				18
15.	I make sure not to make matters worse by acting too soon	1	2	3 4
16.	I restrain myself from doing anything too quickly	1	2	3 4
17.	I ask people who have had similar experiences what they did	1	2	3 4
18.	I try to get advice from someone about what to do	1	2	3 4
19.	I talk to someone more about the situation	1	2	3 4
20.	I talk to someone who could do something concrete about the problem	1	2	3 4
21.	I talk to someone about how I feel	1	2	3 4
22.	I try to get emotional support from friend or relatives	1	2	3 4
23.	I discuss my feelings with someone	1	2	3 4
24.	I get sympathy and understanding from someone	1	2	3 4
25.	I look for something good in what is happening	1	2	3 4
26.	I try to see it in a different light to make it seem more positive	1	2	3 4
27.	I learn something from the experience	1	2	3 4
28.	I try to grow as a person as a result of the experience	1	2	3 4
29.	I learn to live with it	1	2	3 4
30.	I accept that this has happened and that it can't be changed	1	2	3 4
31. <sup>†</sup>	I get used to the idea that it happened	1	2	3 4
32.	I accept the reality of the fact that it happened	1	2	3 4
33.	I seek God's help	1	2	3 4
34.	I put my trust in God	1	2	3 4
35.	I try to find comfort in my religion	1	2	3 4
36.	I pray more than usual	1	2	3 4

				19
37. I get upset and let my emotions out	1	2	3	4
38. I let my feelings out	1	2	3	4
39. I feel a lot of emotional distress and I find myself expressing those feelings a lot	1	2	3	4
40. I get upset, and am really aware of it	1	2	3	4
41. I refuse to believe that it has happened	1	2	3	4
42. I pretend that it hasn't really happened	1	2	3	4
43. I act as though it hasn't even happened	1	2	3	4
44. I say to myself, this isn't real	1	2	3	4
45. I give up the attempt to get what I want	1	2	3	4
46. I just give up trying to reach my goal	1	2	3	4
47. I admit to myself that I can't deal with it and quit trying	1	2	3	4
48. I reduce the amount of effort I'm putting into solving the problem	1	2	3	4
49. I turn to work or other substitute activities to take my mind off things	1	2	3	4
50. I go to movies or watch TV, to think about it less	1	2	3	4
51. I daydream about things other than this	1	2	3	4
52. I sleep more than usual	1	2	3	4
53. I drink alcohol or take drugs in order to think about it less	1	2	3	4

A. **Attitudes Towards Women Scale** (Spence, Helmrich & Stapp, 1978) – Short version

Instructions: The statements listed below describe attitudes toward the roles of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly.

1. Swearing and obscenity are more repulsive in the speech of a woman than of a man.
 

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
  
- 2\* Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
 

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
  
- 3.\* Both husband and wife should be allowed the same grounds for divorce.
 

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
  
4. Telling dirty jokes should be mostly a masculine prerogative.
 

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
  
5. Intoxication among women is worse than intoxication among men.
 

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
  
- 6.\* Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
 

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
  
- 7.\* It is insulting to women to have the "obey" clause remain in the marriage service.
 

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

8.\* There should be a strict merit system in job appointment and promotion without regard to sex.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

9.\* A woman should be free as a man to propose marriage.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

10. Women should worry less about their rights and more about becoming good wives and mothers.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

11.\* Women earning as much as their dates should bear equally the expense when they go out together.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

12.\* Women should assume their rightful place in business and all the professions along with men.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

14. Sons in a family should be given more encouragement to go to college than daughters.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

16. In general, the father should have greater authority than the mother in the bringing up of children.

A B C D  
 Agree strongly Agree mildly Disagree mildly Disagree strongly

17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés.

A B C D  
 Agree strongly Agree mildly Disagree mildly Disagree strongly

- 18.\* The husband should not be favored by law over the wife in the disposal of family property or income.

A B C D  
 Agree strongly Agree mildly Disagree mildly Disagree strongly

19. Women should be concerned with their duties of childbearing and house tending rather than with desires for professional or business careers.

A B C D  
 Agree strongly Agree mildly Disagree mildly Disagree strongly

20. The intellectual leadership of a community should be largely in the hands of men.

A B C D  
 Agree strongly Agree mildly Disagree mildly Disagree strongly

- 21.\* Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.

A B C D  
 Agree strongly Agree mildly Disagree mildly Disagree strongly

22. On the average, women should be regarded as less capable of contributing to economic production than are men.

A B C D  
 Agree strongly Agree mildly Disagree mildly Disagree strongly

23. There are many jobs in which men should be given preference over women in being hired or promoted.

A B C D  
 Agree strongly Agree mildly Disagree mildly Disagree strongly

24.\* Women should be given equal opportunity with men for apprenticeship in the various trades.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

25.\* The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

A B C D  
Agree strongly Agree mildly Disagree mildly Disagree strongly

In scoring the items, A=0, B=1, C=2, and D=3 except for the items with an asterisk where the scale is reversed. A high score indicates a profeminist, egalitarian attitude while a low score indicates a traditional, conservative attitude.

**B. References:**

Spence, J.T., Helmreich, R., & Stapp, J. (1973). A short version of the Attitudes toward Women Scale (AWS). *Bulletin of the Psychonomic Society*, 2, 219-220.

Spence, J.T. & Helmreich, R.L. (1978). *Masculinity and femininity: Their psychological dimensions, correlates, and antecedents*. Austin, TX: University of Texas Press.



**Current Thoughts Scale** (Heatherton & Polivy, 1991) – A measure of state self-esteem

This is a questionnaire designed to measure what you are thinking at this moment. There is, of course, no right answer for any statement. The best answer is what you feel is true of yourself at this moment. Be sure to answer all of the items, even if you are not certain of the best answer. Again, answer these questions as they are true for you RIGHT NOW.

Using the following scale, place a number in the box to the right of the statement that indicates what is true for you at this moment:

- 1 = not at all  
 2 = a little bit  
 3 = somewhat  
 4 = very much  
 5 = extremely

- |      |   |                          |   |
|------|---|--------------------------|---|
| 1.   | I feel confident about my abilities.                              | <input type="checkbox"/> | P |
| 2.*  | I am worried about whether I am regarded as a success or failure. | <input type="checkbox"/> | S |
| 3.   | I feel satisfied with the way my body looks right now.            | <input type="checkbox"/> | A |
| 4.*  | I feel frustrated or rattled about my performance.                | <input type="checkbox"/> | P |
| 5.*  | I feel that I am having trouble understanding things that I read. | <input type="checkbox"/> | P |
| 6.   | I feel that others respect and admire me.                         | <input type="checkbox"/> | A |
| 7.*  | I am dissatisfied with my weight.                                 | <input type="checkbox"/> | A |
| 8.*  | I feel self-conscious.  | <input type="checkbox"/> | S |
| 9.   | I feel as smart as others.  | <input type="checkbox"/> | P |
| 10.* | I feel displeased with myself.                                    | <input type="checkbox"/> | S |
| 11.  | I feel good about myself.   | <input type="checkbox"/> | A |
| 12.  | I am pleased with my appearance right now.                        | <input type="checkbox"/> | A |
| 13.* | I am worried about what other people think of me.                 | <input type="checkbox"/> | S |
| 14.  | I feel confident that I understand things.                        | <input type="checkbox"/> | P |
| 15.* | I feel inferior to others at this moment.                         | <input type="checkbox"/> | S |
| 16.* | I feel unattractive.  | <input type="checkbox"/> | A |
| 17.* | I feel concerned about the impression I am making.                | <input type="checkbox"/> | S |
| 18.* | I feel that I have less scholastic ability right now than others. | <input type="checkbox"/> | P |
| 19.* | I feel like I'm not doing well.                                   | <input type="checkbox"/> | P |
| 20.* | I am worried about looking foolish.                               | <input type="checkbox"/> | S |

**Satisfaction with Life Scale** (Diener, Emmons, Larsen & Griffin, 1985)

Instructions:

Below are five statements that you may agree or disagree with. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number in the box to the right of the statement. Please be open and honest in your responding.

- 7 – Strongly agree
- 6 – Agree
- 5 – Slightly agree
- 4 – Neither agree nor disagree
- 3 – Slightly disagree
- 2 – Disagree
- 1 – Strongly disagree

- 1. In most ways, my life is close to ideal.
- 2. The conditions of my life are excellent.
- 3. I am satisfied with my life.
- 4. So far, I have gotten the important things I want in life.
- 5. If I could live my life over, I would change almost nothing.

**Scoring**

- 31-35 Extremely satisfied
- 26-30 Satisfied
- 21-25 Slightly satisfied
- 20 Neutral
- 15-19 Slightly dissatisfied
- 10-14 Dissatisfied
- 5 - 9 Extremely dissatisfied

**References**

Diener, E., Emmons, R.A., Larsen, R.J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment, 49*, 1-5.

Pavrot, W., & Diener, E. (1993). Review of the Satisfaction with Life Scale. *Psychological Assessment, 5*, 164-172.

# DASS

Name: \_\_\_\_\_


Date: \_\_\_\_\_

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

1	I found myself getting upset by quite trivial things	0	1	2	3
2	I was aware of dryness of my mouth	0	1	2	3
3	I couldn't seem to experience any positive feeling at all	0	1	2	3
4	I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3
5	I just couldn't seem to get going	0	1	2	3
6	I tended to over-react to situations	0	1	2	3
7	I had a feeling of shakiness (eg, legs going to give way)	0	1	2	3
8	I found it difficult to relax	0	1	2	3
9	I found myself in situations that made me so anxious I was most relieved when they ended	0	1	2	3
10	I felt that I had nothing to look forward to	0	1	2	3
11	I found myself getting upset rather easily	0	1	2	3
12	I felt that I was using a lot of nervous energy	0	1	2	3
13	I felt sad and depressed	0	1	2	3
14	I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)	0	1	2	3
15	I had a feeling of faintness	0	1	2	3
16	I felt that I had lost interest in just about everything	0	1	2	3
17	I felt I wasn't worth much as a person	0	1	2	3
18	I felt that I was rather touchy	0	1	2	3
19	I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion	0	1	2	3
20	I felt scared without any good reason	0	1	2	3
21	I felt that life wasn't worthwhile	0	1	2	3

Please turn the page 

*Reminder of rating scale:*

0 Did not apply to me at all

1 Applied to me to some degree, or some of the time

2 Applied to me to a considerable degree, or a good part of time

3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

### Marlowe-Crowne Social Desirability Scale

Listed below are a number of statements concerning personal attitudes and traits. Please read each item and decide whether the statement is true or false as it applies to you. For each item, please circle TRUE or FALSE.

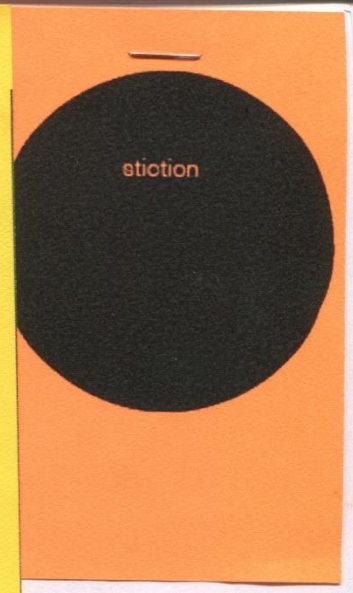
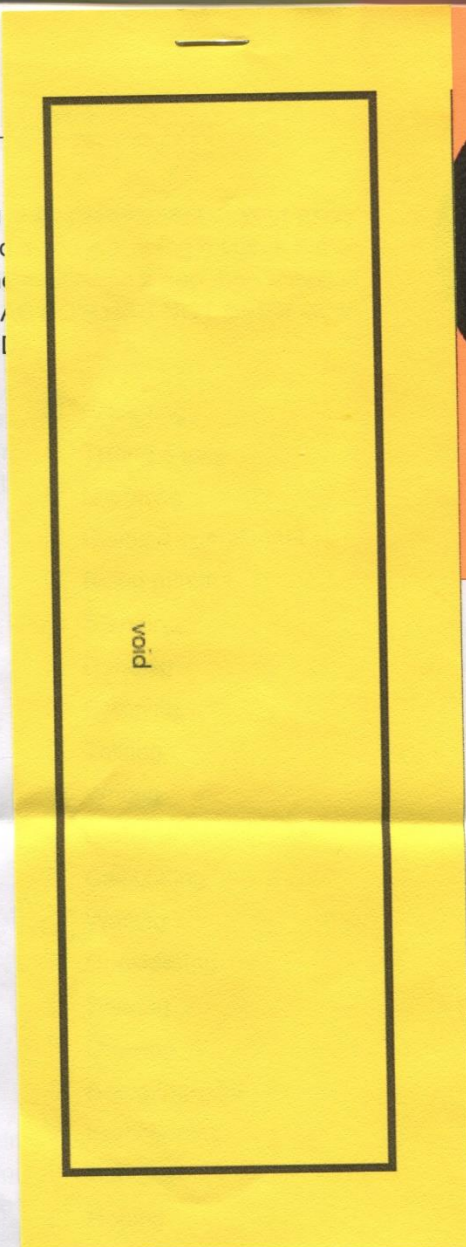
- .....
1. Before voting I thoroughly investigate the qualifications of all the candidates. TRUE or FALSE
- .....
2. I never hesitate to go out of my way to help someone in trouble. TRUE or FALSE
- .....
3. \*It is sometimes hard for me to go on with my work if I am not encouraged. TRUE or FALSE
- .....
4. I have never intensely disliked anyone. TRUE or FALSE
- .....
5. \*On occasion I have had doubts about my ability to succeed in life. TRUE or FALSE
- .....
6. \*I sometimes feel resentful when I don't get my way. TRUE or FALSE
- .....
7. I am always careful about my manner of dress. TRUE or FALSE
- .....
8. My table manners at home are as good as when I eat out at a restaurant. TRUE or FALSE
- .....
9. \*If I could get into a movie without paying and be sure I was not seen I would probably do it. TRUE or FALSE
- .....
10. \*On a few occasions I have given up doing something because I thought too little of my ability. TRUE or FALSE
- .....
11. \*I like to gossip at times. TRUE or FALSE
- .....
12. \*There have been times when I felt like rebelling against people in authority, even though I knew they were right. TRUE or FALSE
- .....
13. No matter who I'm talking to, I'm always a good listener. TRUE or FALSE
- .....
14. \*I can remember "playing sick" to get out of something. TRUE or FALSE
- .....
15. \*There have been occasions when I took advantage of someone. TRUE or FALSE
- .....
16. I am always willing to admit when I made a mistake. TRUE or FALSE
- .....
17. I always try to practice what I preach. TRUE or FALSE
- .....
18. I don't find it particularly difficult to get along with loud-mouthed, obnoxious people. TRUE or FALSE
- .....
19. \*I sometimes try to get even rather than forgive and forget. TRUE or FALSE
- .....
20. When I don't know something, I don't mind at all admitting it. TRUE or FALSE
- .....

21. I am always courteous, even to people who are disagreeable. TRUE or FALSE
22. \*At times I have really insisted on having things my own way. TRUE or FALSE
23. \*There have been occasions when I felt like smashing things. TRUE or FALSE
25. I never resent being asked to return a favour. TRUE or FALSE
26. I have never been irked when people expressed ideas very different from my own. TRUE or FALSE
27. I never make a long trip without checking the safety of my car. TRUE or FALSE
28. \*There have been times when I was quite jealous of the good fortune of others. TRUE or FALSE
29. I have almost never felt the urge to tell someone off. TRUE or FALSE
30. \*I am sometimes irritated by people who ask favours of me. TRUE or FALSE
31. I have never felt that I was punished without cause. TRUE or FALSE
32. \*I sometimes think when people have a misfortune they only got what they deserved. TRUE or FALSE
33. I have never deliberately said something that hurt someone's feelings. TRUE or FALSE



ALIAS: Ca

The following statement and performing the BOX IF THE INVALIDATEI



- Planning
- Deciding
- Being honest
- Circling
- Observing
- Existing.



ALIAS: Cassidy

TICKET #: 107.2  
013

The following is an assessment of your existence, carefully read each statement and if you are doing it check the appropriate box. If you are not performing the action- do it and then check the box. (DO NOT CHECK THE BOX IF THE ACTION HAS NOT BEEN COMPLETED, RESULTS WILL BE INVALIDATED)

- Breathing
- Telling a joke
- Laughing
- Giving a compliment
- Being mindful
- Standing
- Dancing
- Clapping
- Talking
- Writing
- Living
- Calculating
- Waiting
- Considering
- Sharing
- Drawing
- Being thankful
- Participating
- Pointing
- Hoping
- Planning
- Deciding
- Being honest
- Circling
- Observing
- Existing.



# DASS

Name: ] [REDACTED]

Date: 2-23, 17

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | ① | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | ② | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | ② | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | ① | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | ① | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | ③ |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | ① | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | ① | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | ① | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | ① | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | ① | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | ① | ① | 2 | 3 |
| 13 | I felt sad and depressed   | ① | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | ③ |
| 15 | I had a feeling of faintness   | ① | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | ② | 3 |
| 17 | I felt I wasn't worth much as a person   | ① | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | ① | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | ③ |
| 20 | I felt scared without any good reason  | ① | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | ① | 1 | 2 | 3 |

Please turn the page ↩

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	①	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	③
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	①	2	3
28	I felt I was close to panic	0	1	2	③
29	I found it hard to calm down after something upset me	0	1	②	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	①	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	②	3
33	I was in a state of nervous tension	0	1	2	③
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	①	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	②	3
40	I was worried about situations in which I might panic and make a fool of myself	0	①	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	①	2	3

# DASS

Name: S.L. [REDACTED]

Date: 23 Feb 17

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

# DASS

Name: [REDACTED]

Date: 2.23.17

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you *over the past week*. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree, or a good part of time
- 3 Applied to me very much, or most of the time

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1  | I found myself getting upset by quite trivial things   | 0 | 1 | 2 | 3 |
| 2  | I was aware of dryness of my mouth   | 0 | 1 | 2 | 3 |
| 3  | I couldn't seem to experience any positive feeling at all  | 0 | 1 | 2 | 3 |
| 4  | I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion) | 0 | 1 | 2 | 3 |
| 5  | I just couldn't seem to get going  | 0 | 1 | 2 | 3 |
| 6  | I tended to over-react to situations   | 0 | 1 | 2 | 3 |
| 7  | I had a feeling of shakiness (eg, legs going to give way)  | 0 | 1 | 2 | 3 |
| 8  | I found it difficult to relax  | 0 | 1 | 2 | 3 |
| 9  | I found myself in situations that made me so anxious I was most relieved when they ended                                 | 0 | 1 | 2 | 3 |
| 10 | I felt that I had nothing to look forward to   | 0 | 1 | 2 | 3 |
| 11 | I found myself getting upset rather easily   | 0 | 1 | 2 | 3 |
| 12 | I felt that I was using a lot of nervous energy  | 0 | 1 | 2 | 3 |
| 13 | I felt sad and depressed   | 0 | 1 | 2 | 3 |
| 14 | I found myself getting impatient when I was delayed in any way (eg, elevators, traffic lights, being kept waiting)       | 0 | 1 | 2 | 3 |
| 15 | I had a feeling of faintness   | 0 | 1 | 2 | 3 |
| 16 | I felt that I had lost interest in just about everything   | 0 | 1 | 2 | 3 |
| 17 | I felt I wasn't worth much as a person   | 0 | 1 | 2 | 3 |
| 18 | I felt that I was rather touchy  | 0 | 1 | 2 | 3 |
| 19 | I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion                       | 0 | 1 | 2 | 3 |
| 20 | I felt scared without any good reason  | 0 | 1 | 2 | 3 |
| 21 | I felt that life wasn't worthwhile   | 0 | 1 | 2 | 3 |

Please turn the page ↶

DASS

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applies to you. There are no right or wrong answers. Do not spend too much time on any one item.

*Reminder of rating scale:*

- 0 Did not apply to me at all  
 1 Applied to me to some degree, or some of the time  
 2 Applied to me to a considerable degree, or a good part of time  
 3 Applied to me very much, or most of the time

22	I found it hard to wind down	0	1	<del>2</del>	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	<del>1</del>	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3

## 03

## \_\_\_\_\_ Reflect:

*conclusions*

This project began with a process that exists within an institution. This project became about that process. More importantly, this project became about how I could simultaneously inhabit and subvert the institution through an unfamiliar style of creative research. From beginning to end my focus was on authority, identity, and quantitative/qualitative achievement. The construction of the experiment, exhibition, and this document could not exist separate from each other. Playing roles throughout this project, I have acquired authority through adopting different identities. By presenting myself as an agent of an institution I am implying I have completed all necessary requirements to serve in their stead as representatives. I imply that I have the qualifications to absorb the authority of superstructures and institutions. Nicolas Bourriaud said of the 20<sup>th</sup> century that there was:

“a struggle between two visions of the world: a modest, rationalist conception, hailing from the 18<sup>th</sup> century, and a philosophy of spontaneity and liberation through the irrational... both of which were opposed to authoritarian and utilitarian forces eager to gauge human relations and subjugate people.”<sup>13</sup>

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<sup>13</sup> Bourriaud, Nicolas. 2002. *Relational Aesthetics*. Paris: Les Presses du Re□el.

The forces at work are, per Bourriaud, the heart of the problem. I propose that while this is true, individuals and institutions must employ these forces to exercise their authority to create problems. *floccinaucinihilipilification* is a creative research project that includes a fictional scientific experiment, a mythical governmental agency, a participatory art exhibition, and a written document. The purpose of the research was to uncover a connection between authority, identity, requirements, and academia. Each component revealed a new step in the path with final conclusions that are inconclusive, leaving creative research as an endeavor fueled by scholarly curiosity.



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## APPENDIX C

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA  
CANDIDATE RECOMMENDATION FOR DEPARTMENTAL HONORS

Name: \_\_\_\_\_ UTC ID: \_\_\_\_\_

Date of Graduation: \_\_\_\_\_ Major: \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Thesis Title: \_\_\_\_\_  
\_\_\_\_\_

The candidate named above has completed two semesters (4 credit hours) of Departmental Thesis work (course 4995 in the major department), submitted an acceptable thesis to a departmental examining committee, passed an oral examination administered by that committee, and completed any required revisions to the thesis. The candidate is therefore recommended for departmental honors.

Examination Date: \_\_\_\_\_

*Please note: this form carries a recommendation only. Final conferral of Departmental Honors requires the candidate (1) to have a minimum cumulative GPA of 3.2 and a minimum major GPA of 3.5 at the time of graduation, and (2) to submit an acceptably formatted print and digital copies of the thesis to the Honors College (see the Departmental Honors Manual for full instructions).*

	Typed Name	Signature
Thesis Director:	_____	_____
Department Examiner:	_____	_____
Department Examiner: (if more than one)	_____	_____
Department Head:	_____	_____

Department Head or designee: please submit a digital copy of this signed form to the Honors College via email to [dhon@utc.edu](mailto:dhon@utc.edu)