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**The Relationship of the Big Picture Appraisal Questionnaire with Measures of  
Emotion Regulation Style**

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**The Relationship of the Big Picture Appraisal Questionnaire with Measures of  
Emotion Regulation Style**

**by**

**Yi-Ting Chen, B.Ed.**

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Finally, I would like to dedicate my thesis to my beloved grandparents. Thank you for teaching me how to be a better person. I miss you, and I love you forever.

## **Abstract**

### **The Relationship of the Big Picture Appraisal Questionnaire with Measures of Emotion Regulation Style**

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Big picture appraisal entails viewing difficult situations and one's reactions to them in terms of a larger context. The purpose of this study was to examine how people who score high or low on a trait measure of big picture thinking differ on a measure of distress and on several other emotion regulation measures. Additionally, whether any of the relationships with big picture thinking might be moderated by sex was addressed.

The Big Picture Appraisal Questionnaire (BPAQ, Gill, 2013) showed a weak relationship with social desirability, and moderate to high correlations with emotional restriction as measured by the Affective Control Scale (ACS, Williams, 1997), and with the emotion processing and emotion expression scales of the Emotional Approach Coping Scales (EACS, Stanton, 2000). The correlation between the BPAQ and the Brief Symptom Inventory – 18 (BSI, Derogatis, 1983) was not significant but it is expected that a relationship between these constructs might be found if examined in the presence of life stressors.

Lastly, females scored significantly higher than males on the BPAQ. While sex did not significantly moderate the relationship between the BPAQ and other emotion regulation variables, there was a trend toward moderation in the relationship between the ACS (emotional restriction) and the BPAQ, with females, but not males showing a significant relationship between these measures.

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## **Introduction**

Emotion Regulation refers to cognitive and behavioral processes that influence the occurrence, intensity, duration and expression of emotion (Campbell-Sills & Barlow, 2007). The field of emotion regulation examines how individuals influence, manage, experience, and express their emotions (Gross, 1998). Effective emotion regulation allows a minimization of distress (Campbell-Sills & Barlow, 2007) and has been associated with positive emotion, better interpersonal functioning, and good wellbeing (Gross, & John, 2003). By contrast, ineffective emotion regulation either entails reducing the unwanted effect unsuccessfully or is associated with long-term cost that outweighs the benefit of short-term reduction of effect (Campbell-Sills & Barlow, 2007).

Maladaptive emotion regulation is associated with psychiatric symptoms (Bradley, DeFife, Guarnaccia, Phifer, Fani, Ressler, & Westen, 2011) and is inherent in a number of forms of mental disorders including anxiety (e.g.; Mennin, Holoway, Fresco, Moore, & Heimberg, 2007;), depression (Berking, Wirtz, Svaldi, & Hofmann, 2014), eating disorders (Brockmeyer, Skunde, Wu, Bresslein, Rudofsky, Herzog, & Friederich, 2014; Danner, Sternheim, & Evers, 2014), bipolar disorder (Gruber, Hay, & Gross, 2014; Green, Lino, Hwang, Sparks, James, & Mitchell, 2011), borderline personality disorder (Herr, Rosenthal, Geiger, & Erikson, 2013) and substance-related disorder (Tull, Weiss, Adams, & Gratz, 2012). By virtue of understanding the potential effectiveness of emotional regulation, we can decrease the vulnerability of general population for developing mood disorders and may thereby improve our treatment approaches.

Research has suggested that rumination and suppression as avoidant coping methods are associated with increased distress. Suppression is defined as the conscious inhibition of emotional expressive behavior while emotionally aroused (Gross & Levenson, 1993). Suppression is a consistent pattern of thoughts and behaviors that focuses attention on one's negative emotions and inhibits thoughts or behaviors that could distract one from the negative mood (Nolen-Hoeksema, 1991). Nolen-Hoeksema, Wisco, & Lyubomirsky (2008) defined rumination as the process of thinking perseveratively about one's feelings and problems rather than in terms of the specific content of thought. Both rumination and suppression are categorized as cognitive avoidance strategies (Ottenbreit & Dobson, 2004; Beevers, Wenzlaff, Hayes, & Scott, 1999; Campbell-Sills & Barlow, 2007) and were found to be positively associated with each other (Liverant, Kamholz, Sloan, & Brown, 2011). The construct of avoidance refers to refraining from, or escaping from, an action, person or thing. Avoidance has been associated with depression (Ottenbreit, & Dobson, 2004; Beblo, Fernando, Klocke, Griepentstroh, Aschenbrenner, & Driessen, 2012) and other forms of psychopathology (Hayes, Wilson, Gifford, Follette, & Strosahl, 1996). In support of this, Campbell-Sills & Barlow (2007) found that participants with anxiety and mood disorders were more likely to utilize maladaptive emotional-regulation strategies such as avoidant or suppressive behaviors when viewing an emotion-provoking film when comparing with control participants.

In contrast to the negative emotion regulation strategies, positive emotion regulation strategies such as acceptance, problem solving, and reappraisal have been negatively associated with psychopathology (Aldoa, Nolen-Hoeksema, & Schweizer, 2010). Acceptance is defined as an approach that encourages individuals to experience their emotions, thoughts, and bodily sensations fully without trying to change, control, or avoid them, entailing openness to internal experiences and willingness to remain in contact with those experiences even if they are uncomfortable (Wolgast, Lundh, & Viborg, 2011; Hofmann & Asmundson, 2008). Problem-solving measures can include cognitions directed at solving a problem (e.g., brainstorming solutions, planning a course of action) or an orientation toward problem-solving as a way of coping with stressful circumstances (Aldao & Nolen-Hoeksema, 2010). Gross (2014) defined reappraisal as cognitive change in which individuals may alter the meanings of the stimulation by generating benign or positive interpretations and assigning them to emotion-provoking stimuli in order to regulate emotions and/or reduce distress (Gross, 1998).

Wolgast, Lundh, & Viborg (2011) found that both reappraisal and acceptance led to significant reductions of subjective distress and physiological reactions associated with aversive emotions and behavioral avoidance. Reappraisers negotiate stressful situations by taking an optimistic attitude, reinterpreting what they find stressful, and making active efforts to repair bad moods (Gross & John, 2003). Research has found that reappraisal may be an effective regulation strategy for both nonclinical (John & Gross, 2014) and clinical (Barlow & Campbell-Sills, 2007; Gruber, Hay, & Gross, 2014) populations to

reduce negative effect. Hence, what sorts of reappraisals are helpful in modulating emotional reactions is what I would like to focus on.

Several types of responses can be categorized as reappraisal. Kross & Ayduk (2011) posit that people adopt two perspectives when reflecting back on experience. One method of reappraisal, self-distancing entails taking a step back and focusing broadly on the big picture of their experience from the perspective of a distanced observer in order to make meaning out of their experience (Kross, Ayduk, & Mischel, 2005). This process of reconstructing the experience has been proven to be an adaptive self-reflection that reduces distress (Kross & Ayduk ,2011).

In addition, perspective broadening is another term that falls into the category of reappraisal. Perspective broadening is used to describe an individual who incorporates adaptive information into their appraisal of the emotional information (Schartau, et al., 2009). Schartau et al. (2009) suggested that perspective broadening entails four themes; Bad things happen (bad things happen inevitably and I need to put them behind me and move on); Silver lining (focus on good aspects of the situations); Broader perspective (bad events are rare overall, and lots of good things are happening all of the time); Time heals (things get improved over time) (Schartau, et al., 2009). The study conducted by Schartau, Dalgleish, & Dunn (2009) is based on research into whether participants can alternate their ways of processing emotional information by using cognitive bias modification (CBM) methodology. The result indicates that this appraisal practice was effective to help participants to take a different view of emotionally evocative stimulus and be less emotionally reactive.

Another emotion regulation strategy that is similar to perspective broadening is Big-picture appraisal (BPA). BPA has been conceptualized as an emotion regulation strategy in which individuals will be able to maintain awareness of how a distressing event and/or one's reactions to it fit into one or more larger contexts. For current purposes, big-picture appraisal is operationally defined as (1) an extended time perspective which includes an awareness of how emotional states fluctuate and distress tends to dissipate with time; (2) the broader context of one's life, which contains both wanted and unwanted experiences; and (3) the broader human context, in which human wants and needs are fundamentally similar, and distress and fallibility are universal (Miller, 2014).

Several studies have been conducted to support the application and concept of big picture appraisal. Rude et al. (2011) found that instructing college students who reported a recent interpersonal rejection to think from a larger context perspective by big picture intervention (i.e., writing in response to probe questions considering how they would view the experience in 1-2 years in the future, how other people may have similar experiences, and how others would conceptualize the situation) produced lower levels of rumination and depression symptoms. In support of this framework, in an experiment by Miller (2014), participants were trained to adopt big picture appraisal by cognitive bias modification (CBM) techniques and subsequently trended toward lower negative emotion in the study, which may have the potential to influence emotion regulation in real-life contexts.

Additionally, gender differences have been found in a wide range of emotion regulation strategies in research. From Nolen-Hoeksema & Aldao (2011), the large (n >1,300) community sample ranging aged from 25 to 75 years, women reported using rumination, seeking social support, reappraisal, problem-solving, and acceptance significantly more than men. Consistent with this view, Nolen-Hoeksema (2012) concluded that more rumination in women compared to men partially accounts for greater depression and anxiety in women compared to men. On the contrary, men are more likely to engage in suppression or avoidance, including turning to substances to avoid (Tamres et al. 2002) and show more emotion restriction than women (Wong et al. 2006; O'Neil et al. 1986).

Given the insight gained from the research discussed above, several issues remained unanswered. Even though two studies have found benefits of encouraging participants to adopt big picture thinking, very little is known about how people who score high or low on a trait measure of big picture thinking differ on a measure of distress and on several other emotion regulation measures. I am interested in examining how scores on the measure of big picture thinking are related to scores on measures of related constructs. It is expected that individuals who fail to accept, process and express their emotional experience or who attempt to restrict it would have more difficulty gaining perspective enough to see the big picture. Additionally, distress is expected to correlate negatively with BPAQ. Therefore, I expect measures of emotional acceptance, emotion process and emotion expression to be positively related to BPAQ and measures of emotional restriction and distress to be negatively related to BPAQ.

Furthermore, given the evidence that cultural and social variations such as sex (Rude et al., 2011; Johnson, & Whisman, 2013) moderate the utility and costs of emotion regulation, I am interested in examine whether there is a gender difference in BPAQ and any of the relationships examined might be moderated by sex. Consequently, the sex difference in BPAQ and the examined relationship between the measures of emotion regulation is expected.



## Method

### Sample and Procedures

Undergraduates at The University of Texas at Austin ( $N=249$ , 58% women) were recruited from an Educational Psychology subject pool and received class credit in exchange for completing the survey. Participants provide self-identified information as being of the following descents: Hispanic ( $N=60$ ), African-American/Black ( $N=3$ ), Asian ( $N=47$ ), European ( $N=122$ ), Native American ( $N=1$ ), Multiracial ( $N=10$ ) and other ( $N=6$ ). Participants ranged in age from 18 to 46 with an average age of 21.

Participants completed an online survey consisting of measures of big picture appraisal, distress, emotion acceptance, emotion restrict, and emotion coping. There were informed of the purpose of the study and the consent was obtained. The entire session took approximately 40 minutes to complete.

### Measures

***Demographic Questionnaire.*** The authors included questions about age, sex, and racial group.

***The Big Picture Appraisal Questionnaire (BPAQ; Gill, 2013)*** is a self-report measure consisting of 23 likert type items. Participants were asked to indicate their typical response to distressing situations for the items that were written to tap awareness of extended time perspective, commonality of human experience, inevitability of unwanted life experiences, and the possibility for growth and learning from adversity.

Although this measure is still in development, preliminary data indicate acceptable convergent-discriminant validity and internal consistency with  $\alpha = .90$  (Gill et al., 2013).

*Affective Control Scale (ACS, Williams, 1997)* is a 42 item to assess fear of losing control over one's emotions or of one's behavioral reactions to emotion. Items are rated on 7-point Likert-type scales and compose four subscales: fear of anger, depression, anxiety, and positive emotion. Internal consistency was for overall scale was 0.94, for subscales anger, depression, anxiety, and positive, distinctively, are 0.72, 0.91, 0.89 and 0.84. Test-retest reliability across 2 weeks was .78 for overall scale, and was .73 for anger, .76 for depression, .77 for anxiety, and .66 for positive subscales. The examples of items include "I am concerned that I will say things I'll regret when I get angry", "If I get depressed, I am quite sure that I'll bounce right back", and "I get so rattled when I am nervous that I cannot think clearly".

*The Emotional Approach Coping Scales (EACS, Stanton, 2000)*, was used to measure emotional approach coping. It has two separate four-item subscales, Emotional Processing (i.e., active attempts to acknowledge and understand emotions) and Emotional Expression. An example item from the Emotional Processing subscale is, "I work on understanding my feelings." The Emotional Expression subscale contains items such as, "I allow myself to express my emotions." Overall, the measure demonstrates high internal consistency reliability with alpha levels between .72 and .94, and four-week test-retest reliability of  $r = .72$  to  $.78$ . The subscales are related to each other ( $r = .75$ )

***Emotional Non-Acceptance Subscale of Difficulties in Emotion Regulation Scale.*** The Difficulties in Emotion Regulation Scale (DERS; Gratz and Roemer, 2004) is a 36-item, six scale self-report measure designed to assess clinically relevant difficulties in emotion regulation, to evaluate emotion dysregulation. It is a measure of emotion-regulation capacities with good construct validity, test–retest reliability and internal consistency.

***The Marlowe-Crowne Social Desirability Scale- Short Form C*** (MC-C; Reynolds; 1982) is 13-item shortened form of MC-C is a 13-item alternate version of the Marlowe-Crowne Social Desirability Scale (MCSD; Crowne & Marlowe, 1960) recommended by Reynolds (1982), which internal consistency estimates ranging from .62 to .76 (Reynolds, 1982). The purpose of this measure is to examine if participants attempt to answer questions ways that are more socially desirable. The examples of items include “No matter who I'm talking to, I'm always a good listener”, “I'm always willing to admit it when I make a mistake.” Items are summed for the total score (5-items are reverse scored), with increasing scores reflecting participants’ desire to answer in a more socially acceptable manner.

***Brief Symptom Inventory – 18*** (BSI; Derogatis, 1983) is an eighteen-question survey instrument that measures anxiety (e.g. nervousness or shakiness inside), somatization (e.g. “trouble getting your breath”), and depression (e.g. “feeling blue”). Respondents rate each symptom on a 5-point scale ranging from 0 (not at all) to 4 (extremely). The reliability of the 3 scales was good: somatization alpha = .79, depression alpha = .84, anxiety alpha = .84.

## Results

A series of Pearson's correlation coefficients were calculated between the BPAQ, ACS, EACS (process), EACS (express), ENAS, BSI and MC-C. The BPAQ showed a weak relationship with social desirability, and moderate to high correlations with emotional restriction as measured by the ACS, and with the emotion processing and emotion expression scales of the EACS. The correlations of the BPAQ with the BSI and ENAS were not significant.

Table 1

*Correlations between BPAQ, and other emotional regulation scales*

Scale	Big Picture Appraisal Questionnaire
Affective Control Scale (ACS)	-.24**
The Emotional Approach Coping Scales- process (EACS_process)	.48**
The Emotional Approach Coping Scales- express (EACS_express)	.32**
Emotional Non-Acceptance Subscale of Difficulties in Emotion Regulation Scale (ENAS)	-.04
Brief Symptom Inventory – 18 (BSI);	-.06
The Marlowe-Crowne Social Desirability Scale- Short Form C (MC-C)	.16*

*Note.* \* $p < .05$ . \*\* $p < .01$ .

To examine how big picture thinking might vary by sex, average BPAQ scores were examined for males and females (see Table 2). As can be seen in Table 2, females

scored higher than males. An Independent Samples T-Test (Table 3) revealed the difference to be statistically significant.

Table 2

*The Big Picture Appraisal Questionnaire*

Sex	N	Mean	Std. Deviation
male	104	119.61	15.98
female	145	124.86	18.11

Table 3

*Independent Samples Test for the Big Picture Appraisal Questionnaire*

T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
-2.37	247	.02*	-5.25	2.22	-9.62	-.88

*Note.* 95% Confidence Interval of the Difference

*Note.* \* $p < .05$ . \*\* $p < .01$ .

To examine if sex moderated the relationship between the BPAQ and other emotion regulation variables listed from Table 4 to Table 8, Analysis of Variance (ANOVA) was conducted. Analysis of variance showed that the gender did not produce a statistically significant interaction at the  $p < .05$  level with any of the emotion regulation measures examined. However, the interaction effect was nearly significant between Affective Control Scale (ACS) and BPAQ, therefore, a correlation was conducted and Pearson's correlation coefficients are calculated (see table 9).

Table 4

The Emotional Approach Coping Scales- process (EAC\_process)

	$\beta$	S.E.B.	t	Sig.
Sex (A)	4.03	1.97	2.04	.94
EAC_process (B)	1.1	0.20	5.4	.27
Interaction (A×B)	-0.02	0.26	-0.08	.09

Note. \* $p < .05$ . \*\* $p < .01$

Table 5

The Emotional Approach Coping Scales- express (EACS\_express)

	$\beta$	S.E.B.	t	Sig.
Sex (A)	3.48	2.14	1.62	0.11
EACS_express (B)	0.86	0.22	3.99	0.00**
Interaction (A×B)	-0.31	0.28	-1.11	0.27

Note. \* $p < .05$ . \*\* $p < .01$

Table 6

Emotional Non-Acceptance Subscale of Difficulties in Emotion Regulation Scale (ENAS)

	$\beta$	S.E.B.	t	Sig.
Sex (A)	5.23	2.22	2.35	0.02*
ENAS (B)	-0.27	0.35	-0.77	0.44

Interaction (A×B)	0.24	0.44	0.56	0.58
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*Note.* \* $p < .05$ . \*\* $p < .01$

Table 7

Brief Symptom Inventory – 18 (BSI)

	$\beta$	S.E.B.	t	Sig.
Sex (A)	5.21	2.22	2.35	0.02*
BSI (B)	0.03	0.13	0.23	0.82
Interaction (A×B)	-0.19	0.17	-1.1	0.27

*Note.* \* $p < .05$ . \*\* $p < .01$

Table 8

Affective Control Scale (ACS)

	$\beta$	S.E.B.	t	Sig.
Sex (A)	4.27	2.19	1.95	0.05
ACS (B)	-0.05	0.06	-0.93	0.35
Interaction (A×B)	-0.12	0.07	-1.72	0.09

*Note.* \* $p < .05$ . \*\* $p < .01$

There was a trend toward moderation in the relationship between the ACS (emotional restriction) and the BPAQ, with females, but not males showing a significant relationship between these measures (see table 9).

Table 9

*Correlations between ACS and BPAQ, separated by gender*

Gender		BPAQ
male	Pearson Correlation	-.1
	Sig. (2-tailed)	.33
female	Pearson Correlation	-.29
	Sig. (2-tailed)	.00**

*Note.* \*\* $p < .01$ .

*Note.* ACS= *Affective Control Scale*, BPAQ= *Big Picture Appraisal Questionnaire*



## Discussion

Research has provided evidence that reappraisal strategies such as perspective broadening, (Schartau et al., 2009), self-distancing (Kross & Ayduk, 2011) and big picture appraisal (Miller 2014; Rude et al., 2011) are beneficial in the regulation of emotion. Specifically, recent works from several labs (Kross, Ayduk, & Mischel, 2005; Miller 2014; Rude et al., 2011) have found benefits in encouraging participants to adopt big picture appraisal (BPA).

In the present study, how people who score high or low on a trait measure of big picture thinking differ on a measure of distress and on several other emotion regulation measures were examined. Furthermore, I explored if there is a gender difference in big picture thinking and if sex might moderate how people score in the measure of big picture thinking and any of the relationships examined.

As expected, the BPAQ showed a moderate to high negative correlation with emotional restriction, as measured by the Affective Control Scale (ACS), and a moderate to high positive correlation with emotional processing (i.e., active attempts to acknowledge and understand emotions) and emotion expression scales of the EACS. I expected these relationships because it seems logical that the attempts to control and restrict one's emotion may hinder the mental capacity to develop different and broader perspectives. On the contrary, if the emotion is valued, recognized and allowed to be expressed, it will be more likely to be used in a useful way. Furthermore, it is also

expected that the higher the self-awareness and mental capacity to understand one's feelings, the higher the chances would be for one to adopt BPA to cope with negative life situations.

In addition, as expected, there was a sex difference in BPAQ such that females scored significantly higher than males. This is consistent with the current findings that women put more effortful control in emotion regulation than men (Nolen-Hoeksema, 2012; Hussong et al. 2001). Contrary to what was expected, sex did not significantly moderate the relationships between the BPAQ and other emotion regulation variables. Despite this, it is important to note that there was a trend toward moderation in the relationship between the ACS (emotional restriction) and the BPAQ, with a relationship shown for females, but not males. Therefore, it is more likely that for females, fewer attempts to restrict the emotion will have higher chances to adopt a broader perspective. On the contrary, the non-significant relationship in male could be explained by the speculation that avoidance of emotional expression is more normative in light of the male gender roles, which in turn might induce different meanings of the score of the ACS scale for male.

Additionally, contrary to what was expected, distress as measured by Brief Symptom Inventory (BSI) showed a weak relationship with BPAQ and was not significant. While it remains to be determined if BPA reduces stressors effectively, one can easily imagine the potential usefulness of big picture appraisal in daily life application, that more BPA, in return reduce negative mood. Therefore, the likelihood of

finding a relationship between BPA and daily stress reduction is high. Additionally, by contrast to what was expected, the Emotional Non-Acceptance Subscale of Difficulties in Emotion Regulation Scale (ENAS), which measures emotion restriction, showed a weak relationship with BPAQ and was not significant. Intriguingly, this result was inconsistent with ACS, which also measures emotion restriction. Further exploration of the questions in both measures suggested that ACS and ENAS measures emotion restriction differently. While ENAS includes the questions such as “When I’m upset, I feel like I am weak” and “When I’m upset, I feel ashamed at myself for feeling that way”, which measures the negative reactions including shameful and embarrassed attitudes towards the emotion, ACS asked the questions such as “Once I get nervous, I think that my anxiety might get out of hand” and “It scares me when I am nervous“, which pertains to the fear and anxiety about the emotion. Hence, compared to ENAS, the dread and nervousness for the emotion as measured by the ACS might lead to more emotional avoidance and restriction and less adoption of broader perspective. As a result, the emotion restriction measured in ACS showed significantly higher correlation than ENAS.

The limitations of the present study should be noted. First, the participants relied exclusively on an undergraduate student sample as opposed to a clinical population. Therefore, the findings might not be generalizable to those with severe stress and/or clinical depression. Additionally, even though the BPAQ showed a weak relationship with social desirability, the possibility of inaccuracy due to the self-report nature of the self-report questionnaires remains.

In sum, the results of this study advance our understanding of BPA and other emotion regulation strategies. The current study examined whether gender moderates the relationship between the BPAQ and other emotion regulation variables. However, since other researchers have found that there are culture variables and cultural values (Butler, Lee, & Gross, 2007; Matsumoto, Yoo, & Nakagawa, 2008) that moderate the utility and costs of emotion regulation, future studies should test whether other cultural and social variations (i.e., ethnicity, social economic status, and educational background) moderate the relationship between the BPAQ and other emotion regulation variables.

Overall, these findings contribute to a deeper understanding of the factors that may promote resilience in the face of distress situations. Professional mental health helpers and clinicians are recommended to enhance the clients' self-awareness toward their own emotions and facilitate them increasing the behaviors of emotion expression and non-restriction. Ultimately, these practices can increase the clients' adoption of broaden perspective and improve clients' mental health wellbeing. Lastly, clinicians, educators, and researchers are encouraged to continue investigating and addressing BPA related issues so as to expand the potential benefit of it.

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## Appendix A

### Demographic Questions

1. Sex
  - a. male
  - b. female
  
2. Which of the following best describes your race/ethnicity?
  - a. African-American/Black(please specify ethnic group if applicable)
  - b. Hispanic-American/Latino/Chicano(please specify ethnic group if applicable)
  - c. Native-American(please specify ethnic group if applicable)
  - d. Asian-American (please specify ethnic group if applicable)
  - e. Caucasian/ European-American(please specify ethnic group if applicable)
  - f. Middle Eastern/Arab American(please specify ethnic group if applicable)
  - g. Multiracial (Please specify group if applicable)
  - h. Other (please specify group if applicable)
  
3. What is your age?

## Appendix B

### Brief Symptom Inventory – 18

Below is a list of problems people sometimes have. Read each one carefully and indicate the number that best describes how much that problem has distressed or bothered you during the past 7 days including today.

Not At All	A Little Bit	Moderately	Quite a Bit	Extremely
0	1	2	3	4

How much were you distressed by: (rate 0 to 4)

1. Faintness or dizziness
2. Feeling no interest in things
3. Nervousness or shakiness inside
4. Pains in heart or chest
5. Feeling lonely
6. Feeling tense or keyed up
7. Nausea or upset stomach
8. Feeling blue
9. Suddenly scared for no reason
10. Trouble getting your breath

11. Feelings of worthlessness
12. Spells of terror or panic
13. Numbness or tingling in parts of your body
14. Feeling hopeless about the future
15. Feeling so restless you couldn't sit still
16. Feeling weak in parts of your body
17. Feeling fearful

## Appendix C

### Big Picture Appraisal Questionnaire

Please think back to times when you have felt upset or unhappy. Many different situations provoke such feelings (e.g., when you felt you had failed or did not live up to your own or others' expectations, or when you experienced a loss, or felt rejected), and the emotions involved may vary (e.g., hurt, anger, sadness, grief, jealousy). Rate each of the following items on a scale from 1 to 5 to indicate how often you have had thoughts similar to those listed.

Response Scale:

1-----2-----3-----4-----5

Never    Rarely    Sometimes    Frequently    Very Frequently

Stem:

*When I am upset or unhappy...*

1. I remember that other aspects of my life are going better.
2. I remind myself that I will grow from this experience.
3. I know that other areas of my life are going okay.



4. I remind myself that painful experiences are a part of everyone's life.
5. I know I will be able to come to terms with this.
6. I reflect on how people I know have gone through similar situations.
7. I know this situation will teach me things.
8. I understand that the situation will look different to me after some time passes.
9. I view this as a part of life's lessons.
10. I stay aware of what I can do well.
11. I find inspiration in other people's experiences.
12. It feels like I will be wiser from this.
13. I remind myself that what I am experiencing is something everyone feels.
14. I know there is value in painful experiences.
15. I remind myself that I have felt this bad before and come out of it.
16. I know that this is only part of my life.
17. I realize that I will learn from this.
18. I am aware that other people often feel the way that I do.
19. I remind myself that suffering is part of life.
20. I know there is value in experiencing my emotions fully.
21. I remind myself that everyone suffers sometimes.
22. I know that others share experiences like mine.
23. I know that there are many ways to view the difficult situation.



## Appendix E

### Affective Control Scale

Please rate the extent of your agreement with each of the statements below by circling the appropriate number below each statement.

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

1. I am concerned that I will say things I'll regret when I get angry.
2. I can get too carried away when I am really happy.
3. Depression could really take me over, so it is important to fight off sad feelings.
4. If I get depressed, I am quite sure that I'll bounce right back.
5. I get so rattled when I am nervous that I cannot think clearly.
6. Being filled with joy sounds great, but I am concerned that I could lose control over my actions if I get too excited.
7. It scares me when I feel "shaky" (trembling).
8. I am afraid that I will hurt someone if I get really furious.
9. I feel comfortable that I can control my level of anxiety.
10. Having an orgasm is scary for me because I am afraid of losing control.
11. If people were to find out how angry I sometimes feel, the consequences might be pretty bad.

12. When I feel good, I let myself go and enjoy it to the fullest.
13. I am afraid that I could go into a depression that would wipe me out.
14. When I feel really happy, I go overboard, so I don't like getting overly ecstatic.
15. When I get nervous, I think that I am going to go crazy.
16. I feel very comfortable in expressing angry feelings.
17. I am able to prevent myself from becoming overly anxious.
18. No matter how happy I become, I keep my feet firmly on the ground.
19. I am afraid that I might try to hurt myself if I get too depressed.
20. It scares me when I am nervous.
21. Being nervous isn't pleasant, but I can handle it.
22. I love feeling excited -- it is a great feeling.
23. I worry about losing self-control when I am on cloud nine.
24. There is nothing I can do to stop anxiety once it has started.
25. When I start feeling "down," I think I might let the sadness go too far.
26. Once I get nervous, I think that my anxiety might get out of hand.
27. Being depressed is not so bad because I know it will soon pass.
28. I would be embarrassed to death if I lost my temper in front of other people.
29. When I get "the blues," I worry that they will pull me down too far.
30. When I get angry, I don't particularly worry about losing my temper.
31. Whether I am happy or not, my self-control stays about the same.
32. When I get really excited about something, I worry that my enthusiasm will get out of hand.

33. When I get nervous, I feel as if I am going to scream.
34. I get nervous about being angry because I am afraid I will go too far, and I'll regret it later.
35. I am afraid that I will babble or talk funny when I am nervous.
36. Getting really ecstatic about something is a problem for me because sometimes being too happy clouds my judgment.
37. Depression is scary to me -- I am afraid that I could get depressed and never recover.
38. I don't really mind feeling nervous; I know it's just a passing thing.
39. I am afraid that letting myself feel really angry about something could lead me into an unending rage.
40. When I get nervous, I am afraid that I will act foolish.
41. I am afraid that I'll do something dumb if I get carried away with happiness.
42. I think my judgment suffers when I get really happy.

## Appendix F

### Kentucky Inventory of Mindfulness Skills – Accept Without Judgment Scale

Please read the following items and choose the number that best reflects how true each statement is for you.

1----- 2----- 3----- 4----- 5  
Never true      Seldom true      Sometimes true      Often true      Almost true

1. I criticize myself for having irrational or inappropriate emotions. 1 2 3 4 5
2. I tend to evaluate whether my perceptions are right or wrong. 1 2 3 4 5
3. I tell myself that I shouldn't be feeling the way I'm feeling. 1 2 3 4 5
4. I believe some of my thoughts are abnormal or bad and I shouldn't think that way. 1 2  
3 4 5
5. I make judgments about whether my thoughts are good or bad. 1 2 3 4 5
6. I tend to make judgments about how worthwhile or worthless my experiences are. 1 2  
3 4 5
7. I tell myself that I shouldn't be thinking the way I'm thinking. 1 2 3 4 5
8. I think some of my emotions are bad or inappropriate; I shouldn't be feeling them. 1 2  
3 4 5
9. I disapprove of myself when I have irrational ideas. 1 2 3 4 5

## Appendix G

### Emotional Non-Acceptance Subscale of Difficulties in Emotion Regulation Scale

Please indicate how often the following statements apply to you by writing the appropriate number from the scale below on the line beside each item.

1----- 2----- 3----- 4----- 5

almost never    sometimes    about half the time    most of the time    almost always

- 1) When I'm upset, I become angry with myself for feeling that way.
- 2) When I'm upset, I become embarrassed for feeling that way.
- 3) When I'm upset, I feel like I am weak.
- 4) When I'm upset, I feel ashamed at myself for feeling that way.
- 5) When I'm upset, I feel guilty for feeling that way.
- 6) When I'm upset, I become irritated at myself for feeling that way.

## Appendix H

### Short Form of the Marlowe-Crowne Social Desirability Scale

Please choose the number that most closely represents the degree that you agree or disagree with the statement. There is no right or wrong answer to each statement; your own reaction is what is asked for.

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

#### Short Form Composite (13 items)

1. I sometimes feel resentful when I don't get my way.
2. On a few occasions, I have given up doing something because I thought too little of my ability.
3. There have been times when I felt like rebelling against people in authority even though I knew they were right.
4. No matter who I'm talking to, I'm always a good listener.
5. I can remember "playing sick "to get out of something.
6. There have been occasions when I took advantage of someone.
7. I'm always willing to admit it when I make a mistake.



8. I sometimes try to get even rather than forgive and forgot.
9. I am always courteous, even to people who are disagreeable.
10. I have never been irked when people expressed ideas very different from my own.
11. There have times when I was quite jealous of the good fortune of others.
12. I am sometimes irritated by people who ask favors of me.
13. I have never deliberately said something that hurt someone's feelings.

## Appendix I

### The Emotional Approach Coping Scales

Please indicate how often the following statements apply to you by writing the appropriate number from the scale below on the line beside each item.

1----- 2----- 3----- 4----- 5  
almost never   sometimes   about half the time   most of the time   almost always

- 1) I take the time to figure out what I'm really feeling.
- 2) I delve into my feelings to get a thorough understanding of them.
- 3) I realize that my feelings are valid and important.
- 4) I acknowledge my emotions.
- 5) I work on understanding my feelings.
- 6) I explore my emotions.
- 7) I find a way to understand my emotions better.
- 8) I look closely at the reasons for my feelings.
- 9) I take time to express my emotions.
- 10) I let my feelings come out freely.
- 11) I allow myself to express my emotions.
- 12) I feel free to express my emotions.

13) I express the feelings I am having.

14) I find a way to express my emotions.

15) I let my feelings out.

16) I get my feelings out in the open.