



Behavioural Change in the Success Tracker System

A Report to: *JumpStart 720 International Inc.*

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Introduction

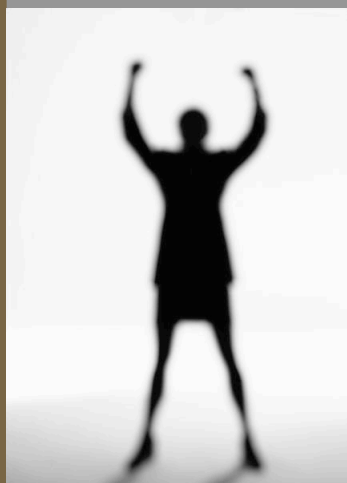
To assist in the development of the online version and mobile application of the Success Tracker System, we were asked to provide resources and information based on the existing research literature that would inform the programming content. In particular, we were asked for several deliverables:

- Identify a measure or set of measures that could be used to assess quality of life across a number of dimensions
- Create a comprehensive list of areas that people would most likely identify as ones they would like to change or improve, as well as suggested goals to provide people to modify these areas of functioning
- Generate a list of profile items to assess that could later be used in aggregate form to tailor the program in the future and to monetize in the marketing of this program or the data collected (e.g., advertisers, retailers, health and wellness providers).

Individuals across a number of audiences in the general community, not-for-profit sectors, and corporate environments, may benefit from assessing their current and ideal quality of life in different areas of their life. They also will likely report improvements in their quality of life if they set objective goals and are accountable to themselves in meeting these objectives. Programs such as the Success Tracker System can provide structure to help support individuals reaching their goals and enhancing their life satisfaction. The following report provides recommendations on the content for the Success Tracker System. The sections cover information consistent with the requested deliverables: (1) measure of quality of life, (2) areas of improvement, and (3) profile data.

Quality of Life

We researched for measures of self-care, well-being, life satisfaction, and quality of life and found a number that have been used in research as well as applied settings. Overall, we determined that Ryff's scales of psychological well-being (RPWB; Ryff, 1989) would provide the most comprehensive, yet parsimonious assessment. Briefly, the RPWB is a theoretically grounded measure that includes six components of psychological functioning: (1) self-acceptance (a positive attitude toward oneself and one's life), (2) positive relations with others (high quality, satisfying relationships with others), (3) autonomy (a sense of self-determination, independence, and freedom from norms), (4) purpose in life (having life goals and a belief that one's life is meaningful), (5) personal growth (being open to new experiences), and (6) environmental mastery (an ability to manage life and one's surroundings). There are short- (20 items), medium- (54 items), and long-form (84 items) versions of the questionnaire, with each item consisting of a 6-point Likert scale, from *strongly disagree* to *strongly agree*. The 54-item scale would provide adequate statistical reliability (i.e., internal consistency, test-retest) for the purposes of assessment. Additionally, this scale has substantial support for its construct validity and norms to which respondents can compare their scores.



Quality of Life (continued)

The scale is presented in Appendix A for your review. Requests to use the RPWB should be sent to: Dr. Carol Ryff, University of Wisconsin, Institute on Aging, 2245 Medical Sciences Center, 1300 University Avenue, Madison, WI 53706; Phone: (608) 262-1818; Fax: (608) 263-6211; e-mail: cryff@wisc.edu.

In addition to the longer quality of life questionnaire completed at the beginning and at the end of the program, it is suggested that participants be assessed on a brief measure of their life satisfaction at monthly intervals. Based on these assessments, individuals will be able to follow their progress over time. This will likely provide reinforcement for continuing with the program. One measure that has been widely used is the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985). This scale is publicly available and is presented below:

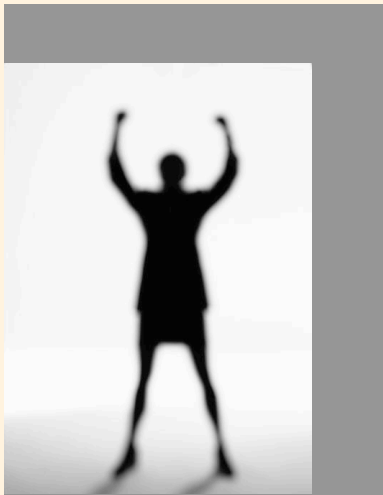
DIRECTIONS: Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number in the line preceding that item. Please be open and honest in your responding.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Slightly Disagree
- 4 = Neither Agree or Disagree
- 5 = Slightly Agree
- 6 = Agree
- 7 = Strongly Agree

- _____ 1. In most ways my life is close to my ideal.
- _____ 2. The conditions of my life are excellent.
- _____ 3. I am satisfied with 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.



*“Love what you are doing and
live like you mean it.”*



Research Supporting Areas of Behavioural Change

The Jumpstart 720 program appears to make excellent use of the Life Wheel schematic and prompts clients to focus on an aspect of the Life Wheel as their “Just 1 Thing” in the Success Tracker system. Overlapping significantly with the life wheel are the 7 areas of self-care as proposed by Williams-Nickerson (2007). In reviewing the literature we found far more sources tapping directly into self-care as a basis for intervention than for the Life Wheel. As such, the following research support is based on the self-care model. Additionally, in our conversations, Paula discussed the conception of “Love what you are doing and live like you mean it”. The self-care areas support this concept directly. What you will find outlined below are each of the 7 self-care categorizations with supporting research documentation. Additionally, we have brainstormed examples of ways that individuals may choose to enhance their self-care, quality of life, and life satisfaction in each of these domains. Many of these suggestions transcend various types of self-care or life wheel segments.

The seven domains of self-care are outlined on the following seven pages and include:

1. Physical Self-Care
2. Emotional Self-Care
3. Spiritual Self-Care
4. Intellectual Self-Care
5. Social Self-Care
6. Relational Self-Care
7. Safety and Security Self-Care

Improvement Areas

Physical Self-Care

involves getting active, eating well, and taking actions to maintain or improve your physical health. Physical Self-Care includes moving your body by participating in activities that you enjoy, making good decisions about your nutrition or visiting your physician when you feel ill (Williams-Nickelson, 2006). Regular exercise has been found to reduce depression, improve self-concept and body image, improve quality of life and reduce stress (Faulkner & Biddle, 2004; Gandhi, DePauw, Dolny, & Freson, 2002; Stoll & Alfermann, 2002). Basic fitness, nutrition, and tobacco, alcohol, and drug behaviours account for a large proportion of morbidity and mortality in the human population (Berrigan, Dodd, Troiano, Drebs-Smith, & Barbash, 2003).

Suggested Physical Self-Care Activities

- Go for a short walk during your lunch break
- Wear a pedometer and try to improve the number of steps you take each week
- Choose whole wheat options
- Create a healthy snack club at work or with friends – use them as support
- Exercise (stretch, push-ups, stairs) during commercial breaks
- Prepare healthy snacks ahead of time
- Bring a water bottle with you everywhere
- Check-in with your doctor if you aren't feeling well
- Go to bed 1 hour earlier than you usually do
- Check labels – find out what's in your food
- Park at the far end of the parking lot
- Spend family time outside
- Examine your body for new lumps, bumps, and bruises every morning
- Be honest with yourself about your physical health and track your weight
- Bring a lunch to work instead of eating out
- Take up an activity you've always wanted to try
- Take the stairs instead of the elevator
- Create a reward system for healthy behaviour
- Keep track of your physical activities
- Walk over to co-workers' office/cubicle instead of calling or emailing
- Shovel your driveway instead of having it ploughed
- Portion your snacks, keep food wrappers visible, keep track of what you're eating
- Apply sunscreen before going outside on sunny days
- Experiment with new food – make meals fun for the whole family
- See if there are master's programs where your children do sports or activities
- Go Swimming
- Try new activities on dates – go rock climbing, canoeing, bike riding, picnic in the park, instead of dinner and a movie
- Practice Yoga or get a massage
- Hike to a destination with your family or friends

“Make good decisions about your nutrition.”



Improvement Areas

Emotional Self-Care

According to Williams-Nickelson (2006), emotional self-care is identifying, accepting, and expressing a range of feelings, which are vital to health. She suggests finding outlets for your feelings. People often do not make time to explore the experience of their emotions or their emotional well-being (Roysamb, Tambs, Reichborn-Kjennerud, Neal, & Harris, 2003), yet clear links have been shown between emotions and health (Frederickson, 2000). Williams-Nickelson (2006) suggests, “if not managed properly anger, anxiety, isolation, and depression can be debilitating” and lead to higher susceptibility to disease. Thus, engaging in behaviours that enhance emotional well-being is vital.

Suggested Emotional Self-Care Activities

- Start keeping a journal
- Vocalize your opinions
- Take up a hobby
- Listen to music/sing along
- Identify your stressors rather than just feeling stressed, make a list and a plan
- Start and end your day with relaxation breathing
- Create a private space you'll enjoy being in
- Paint/sew/cook/read/write – do activities you enjoy
- Attend a mindfulness workshop and practice what you learn
- Write yourself positive notes/affirmations
- Cut-out newspaper or magazine articles that make you happy
- Watch movies/shows that you find emotionally stimulating
- Create a collage that expresses how you feel
- Go on a rant
- Make yourself a list of calming words and repeat them when feeling stressed
- Visualize moments that make you happy
- Treat yourself to something you enjoy but rarely do
- Identify and recognize your emotions, and allow yourself to feel them – don't be ashamed of what others think
- Reconnect with old friends
- Listen to others/give your opinion
- Take a bath in a relaxing atmosphere
- Go to the spa, have a massage
- Imagine your stress melting away
- Take part in rigorous physical activity
- See a mental health professional – keep appointments
- Write a poem that doesn't rhyme
- Bring parts of home to work with you - don't stop life because you are at work

“Find outlets for your feelings.”



Improvement Areas

Spiritual Self-Care

is “an ongoing search for meaning and understanding in life and what may extend beyond” (Williams-Nickelson, 2006). Spiritual self-care also includes exploring and expressing beliefs and values. Spirituality is not synonymous with religion but it can be for some people. Although easily overlooked, spiritual self-care has been linked to enhanced ability to cope with medical problems, higher self-esteem, higher life satisfaction, higher self-control, and greater happiness (Blaine & Cocker, 1995; Brown, 2000; Taylor, Chatters, Jayakody, & Levin, 1996).

Suggested Spiritual Self-Care Activities

- Write down goals for yourself, ensure they are consistent with your happiness
- Establish your belief system
- Engage in conversations about your beliefs with family, friends, or co-workers
- List what is important to you and why
- Go on a pilgrimage
- Visit a place of spiritual significance to you
- Find out about the history of your beliefs
- Find a place to worship and practice prayer at this place and/or others
- Interact with others who have the same belief systems
- Teach your values and beliefs to your children – let them ask you questions about them
- Expand your horizons by listening to others' beliefs
- Think critically about your own belief system
- Satisfy your soul by indulging in food, culture, music, or pleasurable activities
- Ask yourself why you engage in what you do
- Make a list of things that make you happy and ask yourself when was the last time you did it
- Do that thing you said you are going to do when work calms down, when the kids are older, or when you're less busy
- Demonstrate your beliefs without impeding on others'
- Take the time to practice your values and beliefs – engage in activities that strengthen these ideals
- Observe the world
- Write a letter to associations/political figures that support or oppose your beliefs, and politely express your feelings and reasoning behind your upset
- Watch the news/read the newspaper and discuss situations involving different cultures, races, creeds, beliefs, religions, etc.
- Practice Yoga
- Visit a church, mosque, or temple
- Meditate or practice mindfulness
- Connect or reconnect with nature, take in its vastness
- Visit a museum or place of historical significance

“Explore and express your beliefs and values.”



Improvement Areas

Intellectual Self-Care

involves critical thinking, an interest in ideas and creativity. This care can be approached in many ways. “In its most simple form intellectual self-care involves an abiding interest in ideas, interests, thinking, and creativity (Williams-Nickelson, 2006). Intellectual self-care may have a positive impact on life satisfaction and may also contribute to creative expression or work productivity and ability.

Suggested Intellectual Self-Care Activities

- Read something that challenges you
- Engage in discussions – but take the opposite point of view
- Play memory games
- Force yourself to do mental math
- Do brain teasers
- Watch something and try to imagine yourself in that situation
- Listen to music – but take the time to figure out the lyrics and hear the instruments
- Read some poetry or a book and look for symbolism
- Sign up for and attend a night class
- Take up an activity you've always wanted to try
- Make goals for yourself
- Challenge others to think critically
- Try to learn a new language
- Learn a new word each day and try to use it properly
- Make something from scratch (a painting, piece of furniture, food, clothing, etc.)
- Take time to relax and “shut off” your brain for a few minutes every day
- Write down what you did during the day – see if you have any “greyouts” (i.e., moments you don't remember at all), and be mentally present all day tomorrow
- Get your boss to challenge you at work
- Play stimulating games with your children
- Plan something big
- Reconnect with old friends
- Start a puzzle as a family
- Start a book club
- Watch movies with a group of friends and discuss the material
- Learn about and celebrate a tradition from another culture
- Do some research about your community
- Try to trace your family tree
- Try to recreate a piece of art you like
- Engage in a stimulating conversation with loved ones
- Instead of multi-tasking, give one task your undivided attention

“Get creative and challenge yourself.”



Improvement Areas

Social Self-Care

refers to establishing and investing in relationships with people outside of your immediate family (Williams-Nickelson, 2006). Friendships, especially for women, play a critical role in quality of life (Hankinson, Colditz, Manson, & Speizer, 2001). Research shows that friendships become especially important over time, because as we age, we face difficult challenges like sickness, divorce, and the death of loved ones (Williams-Nickelson, 2006). Other researchers have suggested that lacking at least one confidant is as detrimental to a woman's health as smoking or obesity (Hankinson et al., 2001).

Suggested Social Self-Care Activities

- Start a conversation with a stranger
- Join a group, club, or sport
- Join a playgroup with your child
- Add 5 new people to your holiday mailing list
- Get to know your neighbours/community, take them baking on holidays
- Skype with friends who are far away
- Reconnect with friends through social media
- Turn off your phone when hanging out with friends
- Organize an event for friends
- Start or join a dinner club, book club, sewing club, etc.
- Have discussions with co-workers at the water cooler
- Do something selfless for a friend
- Don't default to the word "No" when invited to do something
- Make a list of your personal interests and research community groups that are compatible with these
- Talk to the other parents when sitting at your children's practices/games
- Reminisce with old friends
- Establish a mandatory monthly outing with friends
- Invite people over for dinner or "the game"
- Check out local community events with friends
- Go on a road trip
- Engage service people in conversation (waiting in line at the bank or grocery store, talk to the cashier, make small talk with your waiter, etc.)
- Talk to people in the elevator
- Take off your head phones when someone is talking to you
- Make small talk with others at the gym
- Engage in discussions about TV shows with others at work
- Get your boss to create fun teambuilding exercises
- Hang out with others at lunch instead of eating in front of your computer
- Go visit people in person instead of talking on the phone or emailing
- Make time for others
- Don't stare at your phone to kill time, engage with someone
- Write a letter to someone

"Invest time in others."



Improvement Areas

Relational Self-Care

is strengthening relationships with partners, kids, parents, and other family members. Daily familial interactions also greatly affect people's health (Williams-Nickelson, 2006). The importance of quality daily interactions with family members reaches all the way to one's health. Those with more positive interactions engage in more healthy behaviours and use the health care system less often (Bylund & Duck, 2004).

Suggested Relational Self-Care Activities

- Plan a family vacation
- Make a family movie night
- Take the time to talk to your children about something that interests them
- Turn the radio off in the car and talk
- Have a weekly family dinner/game night
- Go on a road trip
- Let your kids plan dinner one night
- Find little jobs your kids can help you with around the house
- Have a nightly chat with your partner before you go to bed
- Come up with a family goal
- Have breakfast together
- Leave little love notes for one another around the house
- Turn off your phone when it's family time
- Create an inviting family room
- Find community activities you can all participate in
- Cheer each other on at sporting events – create fun signage!
- Nurture each others' strengths and help each other with weaknesses
- Read a book together instead of watching TV
- Organize a family reunion
- Stay in touch with brothers/sisters/parents/aunts/uncles/grandparents
- Make a family holiday card
- Create a fun video and post it on *YouTube*, send the link to relatives!
- Watch home movies
- Create silly captions as a family for old pictures
- Try to trace your family tree
- Write down all of your family activities on the calendar
- Demonstrate an interest in your children's hobbies
- Have your children practice their oral presentations in front of the entire family (no judgments, just positive reinforcement)
- Create a family chore chart
- Reward each other when something is done well
- Take the time to say please, thank you, and I love you
- Make time for date nights
- Visit a waterfall
- Build something together (tree house, ice rink, doll house, dance floor)

"Spend quality time with family."



Improvement Areas

Safety and Security Self-Care

involves being proactive about ensuring personal safety, understanding your finances, and having health insurance. As Williams-Nickelson (2006) writes, many people wait until they experience a threat or breach of safety to evaluate and ensure their safety.

Suggested Safety and Security Self-Care Activities

- Make an appointment with a financial advisor and be honest
- Make a will
- Learn about life insurance
- Create a savings account
- Decrease the number of credit cards you own
- Make a list of life goals
- Take the time to understand your financial situation
- Look into your pension plan – establish a plan for the future
- Be open and honest with your partner about money issues
- Get health problems checked out immediately
- Do research about big purchases (homes, cars, etc.). What's the best way to finance? Is this the right time to buy? Is this the best deal?
- Use coupons
- Install a security system
- Establish a family "safe word"
- Establish an open line of communication with your partner and children
- Have a family fire escape plan and practice it
- Meet your neighbours – create a community watch group
- Take up any safety issues with the city (potholes in front of home, lack of sidewalk lighting in neighbourhood, bus drop off route, vandalism in community)
- Write down your spending habits – establish if any of these will lead to debt and try to stop them before they do
- Pay off your credit cards, lines of credits, and loans before the interest accumulates
- Start savings, RESP, or GIC accounts for your children
- Teach your kids about the value of money from an early age and show them how to be responsible with money
- Try to cut down on impulse buying
- Familiarize yourself with laws and by-laws in your community
- Organize your day

"Think ahead about safety and security."



Profile Data

What is your gender? Male Female

How old are you? _____

What is the highest level of education you attained?

What is your sexual orientation?

Do you have children?

If so, what are their current ages?

Do you rent or own the place where you are living? ☐ Rent ☐ Own ☐ Neither

How many times have you moved in the last 5 years?

How many people live at your home/dwelling?

What is your employment status?

What is your religious preference?

- ☐ Christian
- ☐ Catholic
- ☐ Jewish
- ☐ Muslim
- ☐ Buddhist
- ☐ Hindu
- ☐ Other (specify: _____)
- ☐ No religion/Don't know

What is your household's estimated yearly income?

- ☐ < \$15,000
- ☐ \$15,000 – \$25,000
- ☐ \$25,000 - \$45,000
- ☐ \$45,000 - \$65,000
- ☐ \$65,000 - \$85,000
- ☐ > \$85,000

What is your race/ethnicity?

- ☐ Aboriginal/Métis
- ☐ African American (Black)
- ☐ Asian/Pacific
- ☐ Caucasian (White)
- ☐ Hispanic/Latin American
- ☐ West-Asian/Arab
- ☐ Other (specify: _____)



Appendix A

RYFF SCALES OF PSYCHOLOGICAL WELL-BEING

The following set of statements deals with how you might feel about yourself and your life. Please remember that there are neither right nor wrong answers.

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
1. Most people see me as loving and affectionate.	1	2	3	4	5	6
2. I am not afraid to voice my opinion, even when they are in opposition to the opinions of most people.	1	2	3	4	5	6
3. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
4. I am not interested in activities that will expand my horizons.	1	2	3	4	5	6
5. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6
7. Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5	6
8. My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5	6
9. The demands of everyday life often get me down.	1	2	3	4	5	6
10. I don't want to try new ways of doing things—my life is fine the way it is.	1	2	3	4	5	6
11. I tend to focus on the present, because the future always brings me problems.	1	2	3	4	5	6
12. In general, I feel confident and positive about myself.	1	2	3	4	5	6
13. I often feel lonely because I have few close friends with whom to share my concerns.	1	2	3	4	5	6
14. I tend to worry about what other people think of me.	1	2	3	4	5	6
15. I do not fit very well with the people and the community around me.	1	2	3	4	5	6
16. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5	6
17. My daily activities often seem trivial and unimportant to me.	1	2	3	4	5	6
18. I feel like many of the people I know have gotten more out of life than I have.	1	2	3	4	5	6

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
19. I enjoy personal and mutual conversations with family members or friends.	1	2	3	4	5	6
20. Being happy with myself is more important to me than having others approve of me.	1	2	3	4	5	6
21. I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6
22. When I think about it, I haven't really improved much as a person over the years.	1	2	3	4	5	6
23. I don't have a good sense of what it is I'm trying to accomplish in my life.	1	2	3	4	5	6
24. I like most aspects of my personality.	1	2	3	4	5	6
25. I don't have many people who want to listen when I need to talk.	1	2	3	4	5	6
26. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6
27. I often feel overwhelmed by my responsibilities.	1	2	3	4	5	6
28. I have a sense that I have developed a lot as a person over time.	1	2	3	4	5	6
29. I used to set goals for myself, but that now seems a waste of time.	1	2	3	4	5	6
30. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.	1	2	3	4	5	6
31. It seems to me that most other people have more friends than I do.	1	2	3	4	5	6
32. I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
33. I generally do a good job of taking care of my personal finances and affairs.	1	2	3	4	5	6
34. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1	2	3	4	5	6
35. I enjoy making plans for the future and working to make them a reality.	1	2	3	4	5	6
36. In many ways, I feel disappointed about my achievements in my life.	1	2	3	4	5	6
37. People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6
38. It's difficult for me to voice my own opinions on controversial matters.	1	2	3	4	5	6
39. I am good at juggling my time so that I can fit everything in that needs to be done.	1	2	3	4	5	6

Circle the number that best describes the degree to which you agree or disagree with each statement.	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
40. For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6
41. I am an active person in carrying out the plans I set for myself.	1	2	3	4	5	6
42. My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5	6
43. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6
44. I often change my mind about decisions if my friends or family disagree.	1	2	3	4	5	6
45. I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5	6
46. I gave up trying to make big improvements or change in my life a long time ago.	1	2	3	4	5	6
47. Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5	6
48. The past has its ups and downs, but in general, I wouldn't want to change it.	1	2	3	4	5	6
49. I know that I can trust my friends, and they know they can trust me.	1	2	3	4	5	6
50. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
51. I have been able to build a home and a lifestyle for myself that is much to my liking.	1	2	3	4	5	6
52. There is truth to the saying that you can't teach an old dog new tricks.	1	2	3	4	5	6
53. I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6
54. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1	2	3	4	5	6

Item numbers 4, 5, 7, 9, 10, 11, 13, 14, 15, 17, 18, 22, 23, 25, 26, 27, 29, 31, 34, 36, 38, 42, 43, 44, 45, 46, 52, 53 in the above are reverse scored.

Below are the items listed by scale. Reverse-scored items are labeled “rs.”

Autonomy – the extent to which students view themselves as being independent and able to resist social pressures

1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.
2. My decisions are not usually influenced by what everyone else is doing.
3. I tend to worry about what other people think of me. (rs)
4. Being happy with myself is more important to me than having others approve of me.
5. I tend to be influenced by people with strong opinions. (rs)
6. I have confidence in my opinions, even if they are contrary to the general consensus.
7. It's difficult for me to voice my own opinions on controversial matters. (rs)
8. I often change my mind about decisions if my friends or family disagree. (rs)
9. I judge myself by what I think is important, not by the values of what others think is important.

Environmental Mastery – the extent to which students feel in control of and able to act in the environment

1. In general, I feel I am in charge of the situation in which I live.
2. The demands of everyday life often get me down. (rs)
3. I do not fit very well with the people in the community around me. (rs)
4. I am quite good at managing the many responsibilities of my daily life.
5. I often feel overwhelmed by my responsibilities. (rs)
6. I generally do a good job of taking care of my personal finances and affairs.
7. I am good at juggling my time so that I can fit everything in that needs to be done.
8. I have difficulty arranging my life in a way that is satisfying to me. (rs)
9. I have been able to build a home and a lifestyle for myself that is much to my liking.

Personal Growth – the extent to which students have a sense of continued development and self-improvement

1. I am not interested in activities that will expand my horizons. (rs)
2. I don't want to try new ways of doing things—my life is fine the way it is. (rs)
3. I think it is important to have new experiences that challenge how you think about yourself and the world.
4. When I think about it, I haven't really improved much as a person over the years. (rs)
5. I have a sense that I have developed a lot as a person over time.
6. I do not enjoy being in new situations that require me to change my old familiar ways of doing things. (rs)
7. For me, life has been a continuous process of learning, changing, and growth.
8. I gave up trying to make big improvements or changes in my life a long time ago. (rs)
9. There is truth to the saying that you can't teach an old dog new tricks. (rs)

Positive Relations with Others – the extent to which students have satisfying, trusting relationships with other people

1. Most people see me as loving and affectionate.
2. Maintaining close relationships has been difficult and frustrating for me. (rs)
3. I often feel lonely because I have few close friends with whom to share my concerns. (rs)
4. I enjoy personal and mutual conversations with family members or friends.
5. I don't have many people who want to listen when I need to talk. (rs)
6. It seems to me that most other people have more friends than I do. (rs)
7. People would describe me as a giving person, willing to share my time with others.
8. I have not experienced many warm and trusting relationships with others. (rs)
9. I know that I can trust my friends, and they know that they can trust me.

Purpose in Life – the extent to which students hold beliefs that give life meaning

1. I live one day at a time and don't really think about the future. (rs)
2. I tend to focus on the present, because the future always brings me problems. (rs)
3. My daily activities often seem trivial and unimportant to me. (rs)
4. I don't have a good sense of what it is that I am trying to accomplish in my life. (rs)
5. I used to set goals for myself, but that now seems a waste of time. (rs)
6. I enjoy making plans for the future and working to make them a reality.
7. I am an active person in carrying out the plans I set for myself.
8. Some people wander aimlessly through life, but I am not one of them.
9. I sometimes feel as if I've done all there is to do in life. (rs)

Self-Acceptance – the extent to which students have a positive attitude about themselves

1. When I look at the story of my life, I am pleased with how things have turned out.
2. In general, I feel confident and positive about myself.
3. I feel like many of the people I know have gotten more out of life than I have. (rs)
4. I like most aspects of my personality.
5. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.
6. In many ways, I feel disappointed about my achievements in my life. (rs)
7. My attitude about myself is probably not as positive as most people feel about themselves. (rs)
8. The past had its ups and downs, but in general, I wouldn't want to change it.
9. When I compare myself to friends and acquaintances, it makes me feel good about who I am.

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