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THE MODERATING EFFECT OF HOPE ON THE RELATIONSHIP BETWEEN
EMOTIONAL APPROACH COPING AND FLOURISHING IN COLLEGE
STUDENTS

A Thesis

Presented to

The Faculty of the Graduate Division of

Human Services and Counseling

College of Education

DePaul University

In Partial Fulfillment of the

Requirements for the Degree of

Master of Arts

by

Katherine A. Kandarlis

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DePaul University

Chicago, IL

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Katherine Kandarlis

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Chapter I

Introduction

The current state of America's mental health is in decline. The total annual loss of earnings associated with serious mental illness in America is approximately \$193.2 billion (Insel, 2008). It is estimated that 1 in 10 adults suffer from depression, with the prevalence rate being 6.7% within a given twelve month period (Kessler, Chiu, Demler, & Walters, 2005b). As of 2009 suicide was the 10th leading cause of death in the United States, taking 36,891 lives (CDC, 2009). By the year 2020 the World Health Organization predicts that depression will be the second leading "contributor to the global burden of disease" (WHO, 2012, par. 2). Sadly, half of all lifetime cases of mental illness will begin by age 14, and three quarters by age 24 (Kessler et al., 2005a). Approximately one-half of adults will experience some type of serious mental illness in their life time that will impact their wellbeing (Kessler et al., 2005b). These alarming facts leave researchers and practitioners wondering what can be done to change these increasingly high statistics, and what will happen if the mental health field cannot change them.

The field of clinical psychology, and the mental health field as a whole, has historically studied psychopathology (i.e. mental disorders) through the lens of the medical model, a deficit oriented model that looks at weakness and problems in people. This deficit-medical model has partially led to the increasing mental health problems in America, and has created a shortage of knowledge on how to create health and promote success (Bandura, 1998; Maddux, 2009). In 1998, Dr. Martin Seligman, president of the American Psychological Association, saw the increase of mental health problems as a crisis, and challenged the mental health field to find what really "makes life worth living"

(Fowler, Seligman, & Koocher, 1999, p. 560). However, to find out what makes life worth living and decrease the rise of mental health problems a paradigm shift, one that looked away from the deficit-medical model, was needed. The deficit-medical model of mental health had to be discarded if change was to occur. Mental illness is not akin to the flu; one cannot simply prescribe an antidote and think that mental health will occur. Mental health must be viewed as not only the absence of mental illness, "...but the presence of sufficient levels of emotional, psychological and social wellbeing" (Keyes, 2009, p. 89). This view of optimal mental health can be conceptualized as flourishing (Keyes, 2002). To flourish is to have "meaning and purpose, supportive and rewarding relationships, [to be] engaged and interested [in one's life], contribute[ing] to the wellbeing of others, competency, self-acceptance, optimism and being respected" (Diener et. al, 2009). Flourishing is an adaptive outcome (e.g. longevity, happiness and high life satisfaction). Keyes (2007) found that people who flourish feel good about themselves, are successful, regularly experience numerous positive emotions and make more contributions to society as compared with those who are not flourishing (people who are languishing). Peter and colleagues (2011) found that college students who flourishing had lower rates of depression and anxiety as compared to languishing students. However, there are still several unanswered questions that remain about flourishing: (1) what causes this flourishing, and (2) how do we help those who are not flourishing to flourish?

The way in which people cope with stressful life situations is a significant predictor of their wellbeing (Aldwin, 2007) and could also be a significant factor in predicting flourishing. One new area of coping research that might predict flourishing is emotional approach coping (EAC). EAC is a strategy where one attempt to identify,

process, and express emotions (Stanton, Sullivan, & Austenfeld, 2009). It is comprised of emotional processing (EP) which is an “attempt to acknowledge, explore, and understand emotions” and emotional expression (EE) the “verbal and/or nonverbal efforts to communicate or symbolize emotional expression” (Stanton et al., 2009, p. 225). Current research has shown EAC (as measured by EAC scales) to be adaptive in people with infertility (Berghuis & Stanton, 2002), breast cancer (Manne, et al., 2004), and chronic pain (Smith, Lumley, & Lango, 2002). The EAC scales have also been used to predict psychological adjustment such as: life satisfaction (Stanton, Kirk, Cameron, & Danoff-Burg, 2000), post traumatic growth (Mosher, Danoff-Burg, & Brunker, 2006) and fewer depressive symptoms (Berghuis & Stanton, 2002). Therefore, it is possible that the adaptive function of EAC could also predict flourishing. However, no research to date has used the EAC scales to predict flourishing.

It is unlikely that EAC is solely responsible for predicting flourishing. It is more plausible that other positive variables strengthen the relationship between EAC and flourishing. One possible moderator of this relationship could be hope which is “the belief that one can find pathways to desired goals and the belief that one can muster the motivation to use those pathways” (Synder, 2002 as cited in Rand & Cheavens, 2009, p. 324). Hope has been shown to have many positive effects, and individuals with high hope seem to have better outcomes when compared to those who have low hope (Rand & Cheavens, 2009). Hope has never been tested as a moderator between EAC and flourishing. One reason why hope might moderate this relationship is because those with high hope have a strong belief in their ability to find alternative routes to reach a desired goal. They also have a strong belief in their ability to use those routes. Individuals who

have low hope (low agency and pathways) may not benefit from EAC due to the fact that processing and/or expressing emotions may cause rumination, not goal clarification or new pathways (Austenfeld & Stanton, 2004; Stanton, Sullivan & Austenfeld, 2009).

Therefore, exploration of emotional approach coping's ability to predict flourishing and how hope moderates this relationship would be highly valuable for intervention efforts aimed at teaching effective coping skills to deal with stressful life circumstances, and for gaining insight into how we might increase overall flourishing in young adults to help stem the current mental health crisis.

Statement of Research's Purpose

Given the rising rates of depression and high prevalence rates of America's mental health problems, research into what could promote flourishing (optimal mental health) is a needed area of inquiry. If counselors and mental health professionals are going to stem the rise of mental illness, we must first discover what can promote and influence flourishing. The existing literature has identified EAC as an adaptive coping method. It has also shown hope to be correlated with adaptive variables and outcomes. The proposed study aims to examine the predictive utility of the EAC scales and the moderating effect hope has on the emotional approach coping-flourishing relationship.

Research Questions and Hypotheses

The present study proposes to add to the literature on flourishing, hope and emotional approach coping through quantitatively examining college students coping style, flourishing and hope. The study will investigate the relationship between emotional approach coping as measured by Stanton and colleagues' (2000) Emotion Approach Coping Scale (see Appendix C for scale) and flourishing as measured by Diener and

colleagues' (2009) Flourishing Scale (see Appendix C for scale). It will also explore the influence of hope on the emotional approach coping-flourishing relationship as measured by Snyder et al., (2007) The Dispositional Hope Scale (see Appendix C for scale).

Question 1. What are the relationships between emotional approach coping, hope, and flourishing?

Question 2. Does emotional approach coping predict flourishing?

Question 3. Does hope moderate the relationship between emotional approach coping and flourishing?

Hypothesis 1. There will be positive relationships between emotional approach coping, hope, and flourishing.

Hypothesis 2. The Emotional Approach Coping Scale will predict flourishing.

Hypothesis 3. Hope will moderate the emotional approach coping flourishing relationship.

Definition of Terms

Emotional approach coping (EAC). Stanton and colleagues (2000) coined the term emotional approach coping to better represent emotion focused coping. "Emotion approach coping is a construct encompassing the intentional use of emotional processing and emotional expression in the efforts to manage adverse circumstances" (Stanton, Sullivan & Austenfeld, 2009, p. 225).

Emotional processing (EP). Emotional processing is the deliberate attempt to "... acknowledge, explore, and understand..." ones emotions (Stanton, Sullivan & Austenfeld, 2009, p. 225).

Emotional expression (EE). Emotional expression is any verbal or nonverbal attempts communicate or represent an emotional experience (Stanton, Sullivan & Austenfeld, 2009).

Flourishing. Diener and colleagues (2009) define flourishing as the optimal level of healthy human functioning, including having many of the following in one's life: meaning and purpose, supportive and rewarding relationships, engagement and flow, contributions to other wellbeing, competency, self-acceptance, optimism, and being respected.

Hope. Snyder and colleagues (1991b) created a cognitive theory of hope and define hope as “a positive motivational state that is based on an on interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)” (p. 287). Agency is can be conceptualized of as the ‘the will’ and pathways can be conceptualized as ‘the way’ to accomplishing a goal.

Nature and Order of the Presentation

This study is comprised of five chapters. Chapter One provides an overview of the current study, statement of research's purpose, the research questions, hypotheses and definitions of key concepts of the current study. Chapter Two reviews the current literature relevant to this study in the areas of flourishing, emotional approach coping and hope. Chapter Three includes a discussion of the research methods for this study. Chapter Four includes the analysis of the research data. Finally, Chapter Five includes a discussion of the results, the limitations of the study and future research directions.

Chapter II

Literature Review

Introduction

The literature review identifies the constructs that are pertinent to the study of flourishing in college students. The following review summarizes the current literature in the areas of flourishing, emotional approach coping and hope.

Chapter Two is organized into three sections. Section one focuses on the literature related to the positive psychology movement, the paradigm shift in mental health and the concept of flourishing or optimal mental health. Section two examines coping and emotion focused coping. It also explores the strong link between emotion focused coping and dysfunctional outcomes, and why this traditional way of viewing emotion focused coping as dysfunctional is incorrect. Section three examines hope theory and hope's influence on other relationships. Finally, this chapter ends with synthesis of the presented variables in the explanation of the aims of the study.

Section 1: Flourishing - Changing Perspectives

Positive Psychology: A New Perspective. The field clinical psychology, and the mental health field as a whole, has historically studied psychopathology (i.e. mental disorders) through the medical model, a deficit oriented model that looks at weakness and problems in people. The deficit oriented medical model of mental health has become embedded in the field. Mental health professionals look for what is wrong in humans and neglect how to create health and promote success (Bandura, 1998; Maddux, 2009). However, in 1998 the president of the American Psychological Association, Dr. Martin Seligman, reminded the mental health community that its calling was not only to heal

those who had been hurt, but “that of making the lives of all people better” (Fowler, Seligman, & Koocher, 1999, p. 561). He challenged the field to discover what makes life worth living noting that psychology, at the time, had very little knowledge of the concept of positive mental health (Fowler et al., 1999). From this pivotal speech came a surge of positive psychology research. Positive psychology is a reaction to the medical-deficit model of mental health which views mental health as only the absence of mental illness. Positive psychology focuses on human strengths, not their weaknesses. It has been best described as:

“...nothing more than the scientific study of ordinary human strengths and virtues. Positive psychology revisits “the average person” with an interest in finding out what works, what’s right, and what’s improving. It asks, “What is the nature of the efficiently functioning human being, successfully applying evolved adaptations and learned skills? And how can psychologists explain the fact that despite all the difficulties, the majority of people manage to live lives of dignity and purpose?” . . . Positive psychology is thus an attempt to urge psychologists to adopt a more open and appreciative perspective regarding human potentials, motives, and capacities” (Compton, 2005, p. 216; see Sheldon & King, 2001).

From this challenge 14 years ago positive psychology research has made great strides in the areas of character strengths and virtues, flourishing, positive emotions, flow, wellbeing, coping, emotional intelligence, creativity, wisdom, humility, gratitude, humor, spirituality and many other areas (Lopez, & Snyder, 2009; Snyder & Lopez, 2002). This new approach has changed how mental health is viewed and has caused an overall paradigm shift in the traditional deficit-medical model of mental health.

Optimal Mental Health. The World Health Organization defines mental health as “a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity” (2010, par.2). Although mental health is often used as the opposite of mental illness, from the above definition one can clearly see that it is not. Studies suggest that mental illness and mental health are not strongly related and do not reside on one continuum. On average the correlations are only moderate, with the correlation coefficient (r^2) = -0.55 to -0.40 (Keyes, 2002; Ruff & Keyes, 1995; Frisch et.al, 1992 as cited in Keyes, 2002). The results infer that mental health and mental illness inhabit separate, but related continua. The lack of empirical support for the deficit-medical model of mental health has led to a paradigm shift that views mental health as both the absence of mental illness and the presence of mental health (Keyes, 2002). Mental health is “...not merely the absence of psychopathology, but the presence of sufficient levels of emotional, psychological and social wellbeing” (Keyes, 2009, p. 89; Keyes, 2002, 2005a, 2005b). This optimal state of mental health is called flourishing. Flourishing has many conceptual definitions (Seligman, 2009; Keyes, 2002; Huppert & So, 2009; Fredrikson & Losada, 2005), but can be operationalized as a life having “meaning and purpose, supportive and rewarding relationships, [being] engaged and interested [in one’s life], contribute[ing] to the wellbeing of others, competency, self-acceptance, optimism and being respected” (Diener et. al, 2009, p. 252). Consequently, those who are not flourishing are languishing, which is comparable to depression (Fredrikson & Losada, 2005).

People that flourish feel good about themselves, are successful, regularly experience many positive emotions and make contributions to society (Keyes, 2007).

They also have the fewest days of missed work, use the lowest amount of health care, and have some of the highest levels of intimacy with family and friends as compared with those who are not flourishing (Keyes, 2002, 2004, 2005a, 2005b, 2007). In a survey of American adults (ages 25 to 74; Keyes, 2005a), flourishing adults had the lowest levels of chronic health problems as compared with those who are not flourishing. Also, the youngest languishing adults had the same number of chronic physical problems as older flourishing adults. Moreover, the oldest languishing adults had almost three times more physical health problems than the young languishing adults. These findings suggest that flourishing may be protective factor against chronic physical ailments. Similar positive outcomes for flourishing adults have also been found in large samples of European adults. Huppert and So (2009) examined 23 European countries and found that the highest prevalence of self-reported good health was in flourishers. They also found that flourishing is correlated with higher income and education. Across all countries, those who were married had the highest rates of flourishing while those who were divorced/separated/widowed, had the lowest rate of flourishing. Lastly, Peter et al. (2011) found that college students who flourish had a higher SES, were more spiritual/religious, were more likely to forgive and had lower rates of depression and anxiety. Taken together, all these studies show the great benefits to flourishing.

Section 2: Emotional Approach Coping

Coping. Stress during adverse circumstances is an inevitable part of life.

Ineffectively coping with life stressors can lead to maladjustment, distress and a myriad of other mental health problems. Adaptively coping with stress can lead to a healthy life – both physically and psychologically (Aldwin, 2007). Consequently, researchers have

sought to identify what the most adaptive coping strategies are during adverse circumstances (Austenfeld & Stanton, 2004; Coyne & Racioppo, 2000).

Coping can be defined as “the process through which the individual manages the demands of the person-environment relationship that are appraised as stressful and the emotions they generate” (Lazarus & Folkman, 1984, p. 19). In this model (the transaction model of stress and coping) the emphasis is placed on the cognitive appraisal of the situation. Coping occurs when an individual thinks that important goals are in jeopardy or have been lost. This appraisal is then followed by a negative emotional response. The individual uses coping strategies to down-regulate the negative emotional response so that, if necessary, they can deal with the situation. If the person is successful in doing this positive emotion will arise; however, if they fail to down-regulate their emotions then the negative emotional response will continue (Folkman & Moskowitz, 2004; Lazarus & Folkman, 1984). Several types of coping strategies that individuals use have been identified, with the most prominent being: problem focused coping (energy focused on changing the problem that is the cause of the stress) and emotion focused coping (regulating affect around the stressful circumstance; Folkman & Moskowitz, 2004; Lazarus & Folkman, 1984; Stanton, Danoff-Burg, Cameron & Ellis, 1994). While, these may be considered the main coping strategies, many others exist in the literature as well (for a review see Folkman & Moskowitz, 2004).

Emotion Focused Coping. The positive association between emotion focused coping and dysfunctional outcomes is one of the most accepted and most replicated conclusions in the coping literature (Austenfeld & Stanton, 2004; Coyne & Racioppo,

2000). This statement is consistent with the traditional view that strong emotions are dysfunctional and problematic because they can obscure rational decision making (Averill, 1990); however, this idea is inconsistent with a new growing body of literature that supports the notion that there is adaptive function in recognizing, process and expressing emotions (Austenfeld & Stanton, 2004).

New research in areas such as emotional intelligence, emotional competence, emotional expression through writing/journaling and process-experiential therapy take a functionalist view of emotions. A functionalist view of emotions argues that emotions demonstrate an adaptive purpose and that they exist for a reason (Austenfeld & Stanton, 2004; Stanton, Sullivan, & Austenfeld, 2009). Furthermore, research in the area of emotional suppression has shown that suppressing emotions can increase cardiovascular activity (Gross and Levenson, 1993; Demaree et al., 2006), increase negative emotions (Gross & John, 2003) and decrease wellbeing (Hopp, Rohrman, & Hodapp, 2012). Depression has also been consistently linked to emotional suppression (Bromberger & Matthews, 1996; Langner, Epel, Matthews, Moskowitz, & Adler, 2012; McDaniel & Richards, 1990; Riley, Treiber, & Woods, 1989; Thomas & Atakan, 1993). Additionally, suppressing emotions can reduce social support (the feeling of being close to others) and decreased social satisfaction (Srivastava, Tamir, McGonigal, John, & Gross, 2009). All these consequences can lead to poor mental and physical health. The disparity in the literature is perplexing and problematic. How can one reconcile such extremely different views?

To address the paradox in the literature Stanton and colleagues offer two explanations (Folkman & Moskowitz, 2004; Stanton, Danoff-Burg, Cameron, & Ellis,

1994; Stanton, Kirk, Cameron, & Danoff-Burg, 2000; Stanton, Parsa, & Austenfeld, 2002; Austenfeld & Stanton, 2004; Stanton, Sullivan & Austenfeld, 2009). First, emotion focused coping is a broad construct with no one single definition. Some of the survey items in the most common coping scales involve behaviors that approach the stressor, while others avoid it. For example, emotion focused survey items asked if participants: “I let my feelings out”, “I say to myself this isn’t real” or “I blame myself for becoming too emotional” (Austenfeld & Stanton, 2004; Scheier, Weintraub, & Carver, 1986). Furthermore, in a related point, some researchers will reference emotion focused coping in their conclusions when in reality they are referencing avoidance coping. Second, several of the scales with items used to identify emotion focused coping were confounded with distress. For example, survey items included: “I get upset and let my emotions out” (Carver et al., 1989), “Become very tense” or “focus on my general inadequacies” (Endler & Parker, 1990). These questions did not neutrally ask if an individual used emotions to cope. They asked if an individual used negative emotions to cope with a situation. These negatively worded survey items have confounded the data, skewing it in a negative direction. It is now clear to see how negatively worded questions that represent emotion focused coping have consistently shown negative correlations with dysfunctional outcomes, such as depressive symptoms and mental illness (Austenfeld & Stanton, 2004; Stanton, Danoff-Burg, Cameron, & Ellis, 1994; Stanton, Kirk, Cameron, & Danoff-Burg, 2000; Stanton, Parsa, & Austenfeld, 2002; Stanton, Sullivan & Austenfeld, 2009). Therefore, to solve this problem Stanton and colleagues created and tested a new scale of unconfounded, unbiased emotion-focused items that examined coping through an emotional approach. The new scale did not have negatively or

positively worded items, only items that asked if emotions were used in some way. The new scale conceptualizes emotion focused coping as emotional approach coping (EAC), a strategy where one attempt to identify, processes and express them (Stanton et al., 2009). The EAC scale is comprised of two subscales: emotional processing (EP) which is an “attempt to acknowledge, explore, and understand emotions” and emotional expression (EE) which is the “verbal and/or nonverbal efforts to communicate or symbolize emotional expression” (Stanton et al., 2009, p. 225).

Using the EAC scales, researchers have garnered more evidence for the argument that EAC can be adaptive. Studies have revealed EAC to have adaptive potential in people with infertility (Berghuis & Stanton, 2002), breast cancer (Manne, et al., 2004), and chronic pain (Smith, Lumley, & Lango, 2002). EAC has been used to predict psychological adjustment such as life satisfaction (Stanton, et al. 2000), post traumatic growth (Mosher, Danoff-Burg, & Brunker, 2006) and fewer depressive symptoms (Berghuis & Stanton, 2002). In college women, EAC has correlated positively with instrumentality, self esteem and hope, while negatively correlating with neuroticism (Stanton et al., 2000, study 1, Study 3). Overall, these studies imply that coping through an emotional approach during stressful circumstances can predict adaptive outcomes. However, there is still much to be explored including the EAC scales predictive capability and how other variables impact EAC’s predictive potential (Austenfeld & Stanton, 2004).

Section 3: Hope

Hope Theory. Twenty years ago hope theory began as a quest to discover why people make excuses and try to put distance between themselves and their failures.

During this investigation Snyder and his research team found that there was more to the story. What started out as looking for the reasons why people make excuses transformed into what helps people achieve their goals. Hope theory attempts to explain how individuals achieve their goals, even in the face of adversity (Snyder, 2000; Rand & Cheavens, 2009).

Hope is an age old concept. In Greek mythology Pandora, the first woman, opens a jar (often mistranslated as a box) and lets out all of the evils and ills of the world that would plague mankind. Pandora quickly shuts the jar but realizes there is still something trapped inside. Out of curiosity Pandora opens the jar once more which releases a winged blessing. This winged blessing was hope (Hesiod, 1993; Snyder, 2000). While this story portrays hope as a virtue others have damned hope (e.g. Nietzsche, Benjamin Franklin) calling it “foolish” (Snyder, et al., 1991a, p. 570). While many people seem to have many opinions about hope, what is it? Snyder and colleagues (1991b) created a cognitive theory of hope and define hope as “a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)” (p. 287). Essentially, Snyder’s theory says that hope has two parts: the belief that you can find routes to achieve a goal and the belief that you have motivation to use those routes. For hopeful thinking to happen it requires a person to have both agency (the will) and pathways (the way). Together these two concepts work transitionally, meaning they the concepts are both additive and can influence each other (Snyder, 2002; Rand & Cheavens, 2009). One without the other is unlikely to work and may result in low hope. For example, research has shown that high hope individuals (compared to low hope individuals) are better at creating alternative pathways to reach

their goals, particularly when their original pathways have been blocked by some obstacle (Irving, Snyder, & Crowson Jr., 1998; Snyder, Sympson, et al., 1996).

Furthermore, while hope can be seen as similar to other concepts such as optimism (e.g. Seligman; Scheier & Carver) and self efficacy (e.g. Bandura), hope is uniquely different and accounts for a unique percent of variance in studies (see Snyder, 2000 for detailed explanation).

Hope & Related Outcomes. Hope can be seen as a personal resource, something that an individual can draw on to help him/her reach their goals and a resource to use when routes to a goal have been blocked. Research has shown hope to be related to positive outcomes in areas of physical health, psychological adjustment and interpersonal relationships (Rand & Cheavens, 2009). Higher levels of hope has been shown to have a positive effect on adjustment for burn injuries (Barnum et al. 1998), spinal cord injuries (Elliot, Witty, Herrick, & Hoffman, 1991), breast cancer (Stanton et al., 2000) and pain tolerance (Snyder, Berg et al., 2005). In college students, social support, hope and optimism are associated with higher life satisfaction (Yalcin, 2011; Extremera, Duran, & Rey, 2009; Bailey, Eng, Frisch & Scynder, 2007). When hope is examined as character strength, hope (along with zest, gratitude, love, and curiosity) has been found be related to life satisfaction as well (Park et al., 2004). Additionally, hope has been seen to correlate with flourishing. Gallagher and Lopez (2009) examined hope and optimism and found that “hope and optimism are important indicators and potential pathways” to flourishing (p. 554). Lastly, Stanton, et al., (2000) found that Emotional Expression (EE) interacted with high hope to predict psychological and physical adjustment for women who had breast cancer. In this situation the moderating variable of hope was able to

strengthen the relationship between EE and adjustment. From the literature it is clear that hope seems to have positive influence on and result in positive outcomes in many different situations. Further investigation of how hope affects other relationships would contribute greatly to the field of hope research and to interventions efforts aimed at raising people's wellbeing and level of hope.

Conclusion: Aims of the Current Study

Chapter Two contained a review of the literature related flourishing, emotional approach coping and hope. After the relevant literature of interest was reviewed, several findings came to light. First, the state of America's mental health is an area of great concern. Also, the way mental health professional have been viewing mental health must change. It is evident that mental health professionals must change the way they view mental health in order to help people flourish and stem the current mental health crisis. Secondly, the way in which people cope with stressful life situations is a significant factor in their wellbeing. Discovering what type of coping predicts mental health and flourishing is important. Lastly, hope has been shown to have a positive influence on many variables. Exploring how hope acts as a personal resource in stressful life situations will be important in helping people to flourish. One theory why this might occur is that examining and/or processing emotions may only lead to flourishing for those who have high hope (i.e. a strong belief in their ability to find alternative routes to reach a desired goal and a strong belief in their motivation to use those routes). Individuals who lack high hope (low agency and pathways) may not benefit from EAC due to the fact that processing and/or expressing emotions may cause rumination, not goal clarification or new pathways (Austenfled & Stanton, 2004; Stanton, Sullivan & Austenfled, 2009).

Therefore, exploration of emotional approach coping's ability to predict flourishing and how hope moderates this relationship would be highly valuable for intervention efforts aimed at teaching effective coping skills to deal with stressful life circumstances, and for increasing overall flourishing in young adults to help stem the current mental health crisis.

Chapter III

Introduction

This chapter will focus on the procedures and methods to be used in the current study. The chapter includes a discussion of the participants, instruments that were used, procedures, research methods and design. The sections of Chapter III are arranged as follows: participants, procedures, discussion of the instruments used, data analysis methods, and a summary of Chapter III.

Participants

Participants for the study included a total of 120 young adults (26 male, 92 female, 1 transgender, 1 prefer not to answer). Participant's ages ranged from 19 to 38 years old ($M = 24$, $SD = 3.42$). They were recruited from a large Midwestern university. The sample was comprised of both undergraduate (40.83%) and graduate students (59.17%), with 29.12% of the student being first generation student. Only 2 participants were international students. Most of the participants identified their ethnicity as Caucasian ($N = 85$), followed by African American ($N = 12$), Hispanic ($N = 12$), Asian ($N = 7$) and other ($N = 4$). The sample was comprised of mostly students who identified as heterosexual ($N = 101$; homosexual $N = 13$; bisexual $N = 13$; Other $N = 3$). The majority of the sample had no religious affiliation (29.17%) or was Roman Catholic (28.33%; Buddhist 0.83%; Evangelical Christian 9.17%; Hindu 0.83%; Jewish 3.33%; Muslim 1.67%; other 10.83%; prefer not to answer 2.50%).

Assuming a medium effect size, .05 alpha, .80 power, and five predictors, a target sample size of 92 will be needed. Assuming a medium effect size, .05 alpha, .90 power, and five predictors, a target sample size of 116 will be needed.

Procedures

Recruitment emails (see Appendix A) will be sent to faculty of in the College of Education, Student Affairs, Office of Multicultural Student Success (OMSS) and McNair Scholars Program. Each recruitment email will include a web link to an online survey that can be forwarded to the students currently enrolled in their classes or programs.

All interested student participants will be directed to http://depaul.qualtrics.com/SE/?SID=SV_eb4xjkDFpWEHFQx. The first page of the web survey will include the informed consent (see attached). After clicking “I Agree”, electronically affirming their voluntary consent to participate in the study, they will then have the opportunity to print out a copy of the informed consent for their own records. Student participants will then proceed to the online survey. The survey includes the demographic questionnaire, the Flourishing Scale (Diener et al., 2009), the Emotional Approach Coping Scale (Stanton et al., 2000) and the Dispositional Hope Scale (Snyder et al., 1991; see Appendix C). At the completion of the survey, the students will be automatically redirected to a second Qualtrics survey. This second survey will have a thank-you message and will allow them to put in their email address to be entered into a raffle. Data from the first survey and the second survey will not be linked assuring confidentiality. At the end of the data collection process, three students will be randomly selected to win a \$25 gift card to Target. The second survey will also inform students: that if they do win, he/she will have 30 days to email the principal researcher back and collect his/her prize. If the winner(s) do not contact the principal researcher back within the 30 days, the winner(s) will forfeit the right to the prize and another winner(s) will be drawn.

Instrumentation

Demographics. Demographic information was collected. The questions included items asking about: race, age, gender, sexual orientation, year in school, if the participant is a 1st generation student, accumulative GPA, international student or not, major and religious affiliation. The demographic form is listed in Appendix C.

Flourishing Scale (FS; Diener et al., 2009). The FS is an 8 item, self-report scale designed to measure important areas of human functioning including: meaning, social relationships, engagement, the happiness of others, feelings of competences, self-acceptance, optimism and feeling respected. Participants are asked to rate their response to each item on a 7-point Likert-type scale (1= strongly disagree; 7 = strongly agree). Some examples of items are “I lead a purposeful and meaningful life”, “I actively contribute to the happiness and well-being of others” and “I am a good person and live a good life.” All scale items are phrased in a positive direction (e.g., I lead a purposeful and meaningful life). Scores range from 8 to 56, the higher the score, the higher the overall level positive functioning (i.e., flourishing).

Emotional Approach Coping Scale (EACS; Stanton et al., 2000). The EACS is an 8 item, self-report scale designed to measure emotional approach coping. The scale consists of two subscales each having four questions: emotional processing (EP) and emotional expression (EE). There are two sets of instructions, one for situational and one for dispositional. The dispositional version will be used for this study. The scale is constructed out of questions used in the COPE (Carver, Scheier, & Weintraub, 1989). Some examples of items are “I take time to figure out what I'm really feeling” and “I take time to express my emotions.” Participants are asked to rate their typical response to

stress by rating each item on a 4-point Likert-type scale (1= I usually don't do this at all; 4 = I usually do this a lot). The scores for the EACS range from 4 to 32, with lower scores indicating poorer emotional coping. In both the dispositional and situational version, the EACS demonstrate high internal consistency reliability, $\alpha=0.74$ to 0.94 , and a high 4 week test-retest reliability, $r=0.72-0.78$. The EACS is uncorrelated with social desirability (Stanton et al., 2000). Stanton and colleagues (2000) found support for predictive validity of the EACS when assessing for adjustment to stressful situations.

The Dispositional Hope Scale (DHS; Snyder et al., 1991a). The Hope Scale is a 12-item self report scale designed to measure hope. There are four items that measure agency, four items that measure pathways and four items that are distracter items that attempt to make the scale less obvious. Agency is a person's belief in their ability to reach their goals while pathways are the perceived availability of routes to attain a goal. Participants are asked to rate each item on an 8-point Likert-type scale (1= Definitely False; 8= Definitely True). Some examples of items are "I can think of many ways to get out of a jam" and "I energetically pursue my goals". The scale has sound internal reliability (0.74 to 0.88), is temporally stable and has good test retest reliability for college students (0.76 to 0.82) over a 10 week interval (Edwards, Rand, Lopez, & Snyder, 2006).

Data Analysis

Question 1. What are the relationships between emotional approach coping, hope, and flourishing?

A bivariate correlational analysis will be conducted to determine the relationship between current FS score, EACS scores and DHS score among student participants.

Question 2. Does emotional approach coping predict flourishing?

A multiple regression analysis will be used to assess the relationship between student participants total FS score and the following predictors entered as one block in the following order: (a) EAC Total, (b) Hope Total.

Question 3. Does hope moderate the relationship between emotional approach coping and flourishing?

A hierarchical regression analysis will be conducted to determine if Hope moderates the relationship between emotional coping (subscales EE- emotional expression, and EP- emotional processing) and flourishing. First, scores from EE, EP, and Hope will be centered and then the multiplicative interaction variables (EE X Hope and EP X Hope) will be created from these scores. EE, EP, and Hope will be entered into the first step of the regression analysis followed by the interaction variables in the second step.

Summary of Chapter III

The purpose of Chapter III was to describe the proposed methods that will be used for this study. This chapter reported the estimated sample, instruments and procedures that will be used for this study, and the proposed research method and design.

Chapter IV

Introduction

This chapter will focus on the data analysis used in the current study. The sections of Chapter IV are arranged as follows: missing data, assumptions, correlations, hypothesis 1, hypothesis 2, hypothesis 3 and summary of data.

Results

Missing data. Ten participants had missing data and were therefore excluded from the data analysis; the remaining 120 participants had fully complete data and were used in the data analysis.

Assumptions. Bivariate correlational, multiple regression and hierarchical regression were used to analyze the data with statistical significance set at a p-value of .05 for all analyses. There were no concerns with multicollinearity in the data (see table 1); tolerance values ranged from .838 to .872. Mahalanobis Distance found no significant outliers in the data. Casewise diagnostics there were four participants whose standard residual value exceeded 3.0; however, upon further analysis these cases were included for further analysis due to having a negligible effect on the data with Cook's Distances below .011. Errors appeared to be independent; the Durbin-Watson Value was 1.85. In term of other assumptions, there was no reason to suspect violation of independence of observation because participants were requited by email and surveys were conducted anonymous.

Correlations. Correlations were conducted to establish statistical covariates. There were no significant correlations between any of the variables of interest (EAC, Flourishing and Hope) and gender and GPA (see table 1).

Table 1

Partial correlations among variables (N = 120)

	1	2	3	4	5
1. Age	--				
2. GPA	.305*	--			
3. EAC Score	.386	-.049	--		
4. Flourishing	.104	.030	.54*	---	
5. Hope	.061	.001	.267*	.686*	--

Note. Age = Age of Participant; GPA = Grade Point Average; EAC Score = Emotional Approach Coping Scale; Flourishing = Flourishing Scale; Hope = Dispositional Hope Scale. * $p < .01$

In addition, there were no significant correlations between any of the variables of interest and ethnicity, Wilks' $\Lambda = 0.840$, $F(12, 299) = 1.70$, $p = .07$, sexual orientation, Wilks' $\Lambda = 0.92$, $F(9, 277) = 1.076$, $p = .38$, years in school, Wilks' $\Lambda = 0.902$, $F(9, 277) = 1.34$, $p = .22$ and religious affiliation, Wilks' $\Lambda = 0.715$, $F(27, 316) = 1.428$, $p = .08$. Also, there were no significant correlations between any of the variables of interest and status as an international student, p -values ranged between .48 and .88. However, there were a significant correlation between EAC, Hope and first generation student status. First generation student status was significantly related to EAC, $t(118) = 3.03$, $p = .003$ and Hope, $t(118) = 1.99$, $p = .05$. Therefore first generation student status was controlled for in all subsequent analyses.

Hypothesis 1. Hypothesis one postulated that there would be positive relationships between EAC, Hope and Flourishing. This involved testing the means differences for of EAC, Hope and Flourishing to determine if there were any relationships. To do this a bivariate correlational analysis was used conducted to

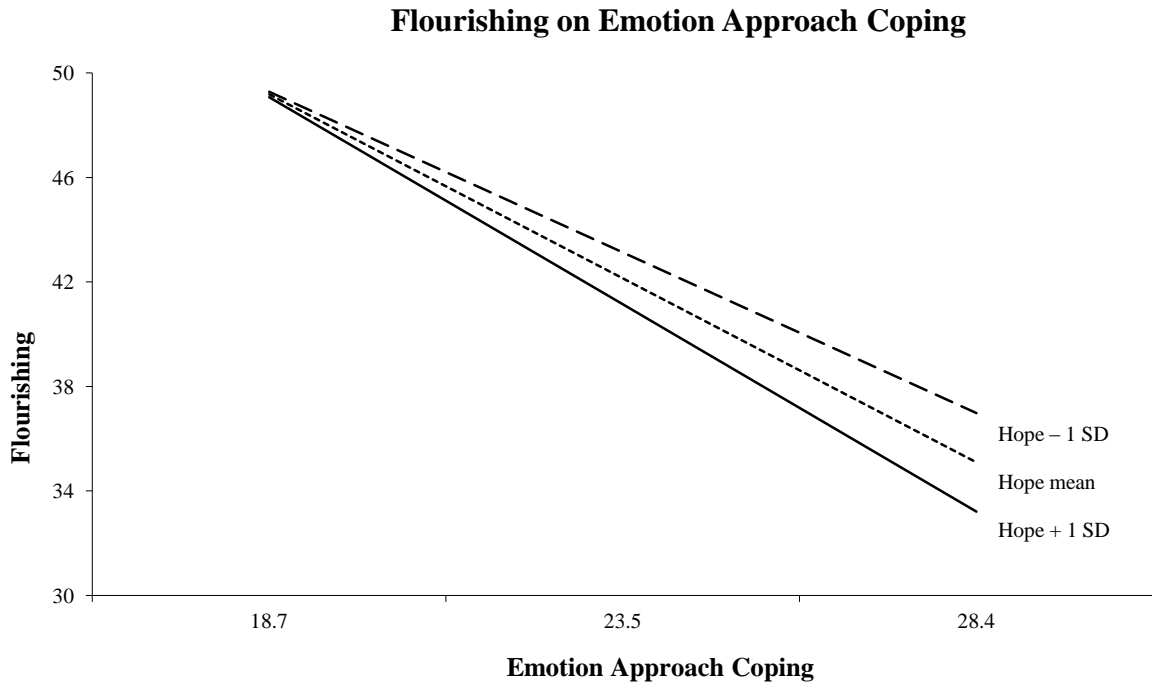
determine the relationship between current FS score, EAC scores and Hope score among student participants. First generation student status was held constant. EAC was significantly related to Flourishing, $r=.220, p=.02$, and Hope, $r=.230, p=.01$, while Hope was significantly related to Flourishing, $r=.677, p=.001$. This supports the first hypothesis that there will be positive relationships between EAC, Hope and Flourishing.

Hypothesis 2. Hypothesis two postulated that EAC would predict Flourishing. To test this, a multiple regression analysis was used to assess the relationship between student participants Flourish total score and the following predictors entered as one block in the following order: (a) EAC Total, (b) Hope total. Again, first generation student status was held constant. The analysis showed that hypothesis two was supported and Flourishing was predicted by EAC, $F(2, 116)= 49.80, p >.001$. EAC accounted for approximately 45% of the variance when predicting flourishing.

Hypothesis 3. Hypothesis three postulated that Hope would moderate the emotional EAC Flourishing relationship. A hierarchical regression analysis was conducted to determine if Hope moderated the relationship between EAC total and Flourishing Total. First, scores from EAC total, and Hope total were centered and then the multiplicative interaction variables (EAC total X Hope total) was created from these scores. EAC total, Hope Total and first generation student status were entered into the first step of the regression analysis, $\Delta r^2=.45, F(2, 116)= 49.80, p>.001$. This was then followed by the interaction variables in the second step, $\Delta r^2=.03, F(1, 115)= 6.57, p>.01$, indicating that Hope did moderate the relationship between EAC and Flourishing (see Figure 1).

Figure 1

Moderating effect of Hope on the EAC-Flourishing relationship



Summary of Chapter IV

Bivariate correlational, multiple regression and hierarchical regression were used to analyze the data. Correlations showed that only first generation status was related to the variables of interest (EAC, Flourishing and Hope); therefore, it was held constant in the subsequent analysis. The data analysis supported all three of the hypotheses. Hypothesis one postulated that there would be positive relationships between EAC, Hope and Flourishing. The results supported the first hypothesis and there were positive relationships between EAC, Hope and Flourishing. Hypothesis two postulated that EAC would predict Flourishing. The results supported this hypothesis with EAC accounting for approximately 45% of the variance when predicting flourishing. Lastly, hypothesis three postulated that Hope would moderate the emotional EAC Flourishing

relationship. The results supported the hypothesis; hope did moderate the relationship between EAC and Flourishing.

Chapter V

Introduction

This chapter will focus on a discussion of the results and implications of the current study. It is arranged in five sections as follows: discussion, implications, limitations, future directions and a summary of Chapter V.

Discussion

Demographics. This study highlights some important findings concerning emotional approach coping (EAC), flourishing and hope in college students. As stated in Chapter 4, there were no correlations between the demographic variables (age, gender, GPA, ethnicity, sexual orientation, year in school, religious affiliation and status as an international student) and the variables of interest (EAC, flourishing and hope) with the exception of first generation student status (i.e. “are you a first generation student” yes or no). First generation student status was significantly related to both EAC and hope. No research has been found linking EAC and first generation college students. Moreover, no research to date has been found that examines first generation college students and hope (see Williams & Butler, 2010). Lastly, it is important to note that while some research has shown EAC to interact with gender; other studies have not found this gender difference (Astenfeld & Stanton, 2004). The current study supports the literature that the EAC scales are not related to gender. However, this could be due to the fact that there were only 26 males in the study and 92 females. Perhaps if more males had been in the study a gender difference would have been found.

Hypothesis 1. Hypothesis one postulated that there would be positive relationships between EAC, Hope and flourishing. To do this a bivariate correlational

analysis was conducted to determine the relationship between current FS score, EAC scores and Hope score among student participants. The bivariate correlational analysis indicated that EAC was significantly related to flourishing and hope. Furthermore, hope was significantly related to flourishing. These significant results support the first hypothesis that there will be positive relationships between EAC, hope and flourishing. The results of the first hypothesis are also consistent with past studies that indicate EAC is significantly related to positive outcomes and that flourishing is related to positive outcomes and variables as well (Astenfeld & Stanton, 2004; Keyes, 2002; Keyes, 2004; Keyes, 2005a; Keyes, 2005b, 2007; Peter et al., 2011; Stanton, Kirk, Cameron, & Danoff-Burg, 2000).

Hypothesis 2. Hypothesis two postulated that EAC would predict flourishing. Multiple regression analysis was used to assess the relationship between EAC and flourishing. The analysis showed that hypothesis two was supported and flourishing was predicted by EAC. EAC accounted for approximately 45% of the variance when predicting flourishing. Currently, there is no research that has examined if EAC predicted flourishing. However, EAC has been used to predict other measures of psychological adjustment such as life satisfaction (Stanton, et al. 2000), post traumatic growth (Mosher, Danoff-Burg, & Brunker, 2006) and fewer depressive symptoms (Berghuis & Stanton, 2002). The current findings only further support the research that EAC has adaptive potential for people in stressful life situations.

Hypothesis 3. Hypothesis three postulated that Hope would moderate the EAC-flourishing relationship. To examine this, a hierarchical regression analysis was conducted. The results indicated that hope did moderate the relationship between EAC

and flourishing. Hope accounted for approximately 3% of the variance in the relationship. However, upon further examination of the data it was found that while hope did moderate the relationship it was not in the direction that was expected (see Figure 1). It was expected that EAC would lead to flourishing for those who had high hope. It was thought that high amounts of hope would moderate the EAC- flourishing relationship because these individual that had high hope would have a strong belief in their ability to find alternative routes to reach a desired goal and a strong belief in their motivation to use those routes. However, this was not the case. The data shows that those who used EAC the most actually flourished the least, while those who used the least amount of EAC flourished the most. This could be because EAC has been shown to cause adaptive coping during interpersonal stressors (significant other, family, etc), but not achievement related stressors (grades, school, etc; Stanton, et al. 1994). Therefore, in this large graduate student sample, EAC caused possibly more distress, rumination, and lower levels of flourishing. To further support this Oswald & Riddock (2007) found that almost 75% of their graduate school sample felt stressed or very stressed. Since the current study was mainly comprised of graduate students, it could be possible that this demographic should not solely use EAC to cope with academic stressors.

Furthermore, when looking at those who used the most EAC, hope had a negative effect. Those with high hope and high EAC actually flourished the least. Also, those who had the highest levels of hope (+1SD) and the highest levels EAC actually had the lowest level of flourishing out of all the participants. This could be explained by the fact that those who had the highest levels of hope and highest EAC had unrealistic expectations, and ruminated on their problems and emotions. In this sample it is possible that with a

specific type of stressor combined with large amounts of hope and EAC only lead to rumination and not to forward action or goal clarification. It could have been that the type of stressor actually called for a more active, problem solving type of coping, not as much emotion focused one. This idea could be further supported by the fact that those who used the lowest levels of EAC actually flourished the most. In this particular group those who did not cope with EAC and used another type of coping method were more successful in flourishing. Also, when examining those with low EAC and high flourishing, it was found that the difference between those ± 1 SD of hope was very minimal showing that hope did not have as much as of an effect when not using EAC. Overall, this could also mean that low levels of EAC combined with high levels of problem focused coping is the most effective way to cope with an academic stressor. In essence, it is not that EAC is not adaptive but that combined levels of EAC and problem focused coping are the most adaptive for academic stressors. All in all, the data supports the idea of Stanton, Sullivan and Austenfeld (2009) that EAC only offers positive results in certain circumstances.

Lastly, different research studies have either analyzed the EAC scales together (for a total EAC score, as was done in this study) or separately (EE scale and EP scale; Stanton, Sullivan & Austenfeld, 2009). Research has found that analyzing EE and EP separately can show different results. In a review by Austenfeld and Stanton (2004), EE and EP were shown in certain situations to influenced adjustment differently. In one study EE interacted with high hope to predict adjustment, but only in females (see Stanton et al., 2000 study 1 and 3). Therefore, if the data from this study was separated and reanalyzed different results could occur that may align with the current body of

research. It is possible that if the data was reanalyzed EE could predict flourishing in college students with high hope.

Implications

The purpose of the study was to explore EAC's ability to predict flourishing and how hope could moderate this relationship. It was thought that this data would be highly valuable for intervention efforts aimed at teaching effective coping skills to deal with stressful life circumstances, and for increasing overall flourishing in young adults to help stem the current mental health crisis. The results of the current study are important for counselors and mental health professionals working with college students because they show that mental health cannot just be thought of as a lack of mental illness. Also, the current study shows that it is important to note the type of stressor and the amount of EAC used. The data shows that those who used low level of EAC actually flourished the most. For clinicians this could mean that a combination of coping types actually is the most effective (e.g. low EAC and high problem focused coping with an academic stressor). This idea makes logical sense. Most often people do not use only one type of coping in a situation, they use a combination of different coping skills to help themselves. For example, in Dialectical Behavioral Therapy clients are encouraged to use a multitude of coping techniques from a variety of areas (emotion regulation, distress tolerance and interpersonal effectiveness) not just one skill for a given situation (Linehan, 1993a, 1993b). Life is very complex, and situations do not neatly fall in one category; therefore, this research shows how important it is for clinicians to teach their clients how to be flexible and how to use more than one coping style in a given situation.

Additionally, for researchers in the mental health field, the results are important because they should that more research is needed in the areas of EAC and flourishing. It appears that different levels of EAC combined with different levels of problem focused coping in a specific situation could be the most effective way to deal with stress. However, more research needs to be done to support this idea. Examining when and under what circumstances and at what levels EAC is adaptive could help intervention efforts that aim to assist college students (and other populations) in coping with life and stressful situations.

Limitations of the Current Study

In the current study there were several limitations. First, the population was comprised of college students (many of which were graduate students around the age of 24). This is not a representative sample which makes the results less generalizable. Future research should strive for a more diverse sample. Second, the sample was primarily female. This factor could have greatly impacted the data. It would be interesting to see in future research a more even sample in terms of gender. Third, participants were not asked to label their stressor as academic or interpersonal. Some research has shown that type of stressor interacts with gender so that EAC is ineffective in certain circumstances. For example, EAC is adaptive for males if the stressor is interpersonal but not academic. Furthermore this has been found to be the opposite for females (EAC is adaptive with interpersonal but not academic stressors; Austenfeld & Stanton, 2004). Lastly, the data was cross-sectional meaning that data was gather at only one point in time. The results could be different if these surveys were taken at several points during the year.

Future Directions

Future research could ask participants to label if the stressful situation was academic or if it was interpersonal. Labeling the situation and having equal amounts of males and females could produce different results and could help researchers and clinicians determine in what situations EAC is adaptive and when it is not. Furthermore, analyzing EE and EP separately could produce different results. Lastly, examining how first generation student status affects EAC, flourishing and hope could be important in helping this population in colleges.

Summary of Chapter V

Chapter V included a summary of the discussion of the results, implication of the research and limitations of the study. Special emphasis was given to the fact that the type of stressor and the amount of EAC may have played a pivotal role in the EAC-flourishing relationship. Lastly, recommendations for future research were made as well as how this could help intervention efforts.

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Appendix A

Email to Organizations:

Dear _____,

Hello, my name is Katherine Kandarlis and I am a master's student working under the supervisions of Dr. Darrick Tovar-Murray in the Department of Counseling and Special Education. The reason that I am contacting you is that I am conducting a study about how college students think their life is going and how they cope with challenges. I am currently seeking students at DePaul University to participate in this study. The online survey takes approximately 5-10 minutes. Once completed, participants have the opportunity to enter into a raffle to win one of three \$25.00 gift cards to Target. It would be helpful to me if would forward the below email to the students enrolled in your classes this quarter or students participating in your organization. Please let me know if you have any questions about the study. Thank you for your time.

Sincerely,

Katherine Kandarlis

Email to students:

Hello,

My name is Katherine Kandarlis and I am a master's student working under the supervisions of Dr. Darrick Tovar-Murray in the Department of Counseling and Special Education. The reason that I am contacting you is that I am conducting a study about how college students think their life is going and how they cope with challenges. I am currently seeking students from DePaul University as participants in this study.

The online survey takes approximately 5-10 minutes. Once completed, participants have the opportunity to enter into a raffle to win one of three \$25.00 gift cards to Target.

To participate in the study click on the following link:

http://depaul.qualtrics.com/SE/?SID=SV_eb4xjkDFpWEHFQx

Please be reassured that none of your information will be connected to your email address making your answers completely anonymous.

Thank you for your time.

Sincerely,

Katherine Kandarlis

Appendix B

Information Sheet for Participation in Research Study**Personal Characteristics and Wellness of College Students****Principal Investigator:** Katherine Kandarlis**Institution:** DePaul University, USA**Faculty Advisor:** Darrick Tovar-Murray, Ph.D., Department of Counseling and Special Education**Research Team:** Philip B. Gnilka, Ph.D., Department of Counseling and Special Education; Paul T. Pagonis, M.Ed., Department of Counseling and Special Education

We are conducting a research study because we are trying to learn more about how the personal characteristics of college students influence their wellbeing. We are asking you to be in the research because you are currently a student at DePaul University. If you agree to be in this study, you will be asked to fill out an online survey. The survey will include questions about how you think your life is going and how you cope with challenges. We will also collect some personal information about you such as age, year in school, gender and religious affiliation. All information will be collected during an online survey. If there is a question you do not want to answer, you may skip it.

This study will take about take about 5-10 minutes of your time. Your information will be anonymous. No data will be attached to your name or email address in any way.

Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences if you decide not to participate or change your mind later after you begin the study. You can withdraw your participation at any time prior to submitting your survey. If you change your mind later while answering the survey, you may simply exit the survey. Once you submit your responses, we will be unable to remove your data later from the study because all data is anonymous and we will not know which data belongs to you. Your decision whether or not to be in the research will not affect your grades at DePaul University.

Once completed, participants will be automatically redirected to another webpage and the opportunity to enter into a raffle to win one of three \$25.00 gift cards to Target by providing your email address. This contact information will be kept separately from your survey responses in order to keep your survey responses anonymous. If you do win, you will have 30 days to email the principal researcher back and collect your prize. If the winner(s) do not contact the principal researcher back within the 30 days, the winner(s) will forfeit the right to the prize and another winner(s) will be drawn.

You must be age 18 or older to be in this study. This study is not approved for the

enrollment of people under the age of 18.

If you have questions, concerns, or complaints about this study or you want to get additional information or provide input about this research, please contact the principal investigator, Katherine Kandaris at either kkandari@mail.depaul.edu or 602-686-3046. Or you can contact the faculty sponsor, Dr Darrick Tovar-Murray at either dtovarmu@depaul.edu or 773-325-1672.

If you have questions about your rights as a research subject you may contact Susan Loess-Perez, DePaul University's Director of Research Compliance, Office of Research Protections in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu. You may also contact DePaul's Office of Research Protections if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You will have a chance to print this information sheet on the next page. Please make sure you print a copy of this information to keep for your records.

I have read the above information. I have had all my questions and concerns answered. By clicking "I Agree", I agree to be in the research.

I Agree

Appendix C

Demographic Questionnaire

The following questionnaire asks about basic demographic information. Please click the circle or fill in the blank.

What race do you identify with?

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a
- Native Hawaiian or Other Pacific Islander
- White/Caucasian
- Other
- Prefer not to answer

What gender do you identify with?

- Male
- Female
- Transgender
- Prefer not to answer

What sexual orientation do you identify with?

- Lesbian, gay, or homosexual
- Straight or heterosexual
- Bisexual
- Other
- Unsure /Do not know
- Prefer not to answer

What is your year in school?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate Student

Are you a first generation student?

- Yes
- No

What is your accumulative GPA?_____

Are you an international student?

- Yes

No

What is your major or graduate program? _____

What is your religious affiliation?

Buddhist

Evangelical Christian

Hindu

Jewish

Muslim

Protestant Christian

Roman Catholic

No religious affiliation

Other

Prefer not to answer

Emotion Focused Coping Scale

We are interested in how people respond when they confront stressful experiences. By "stressful" we mean situations that are difficult or troubling to you, either because they upset you or because it takes considerable effort to deal with them. There are many ways to deal with stress. This questionnaire asks you to indicate what you generally do, feel, and think when you experience stressful situations. Obviously, different experiences may bring out different responses, but think about what you usually do when you are under a lot of stress. (1 = I usually don't do this at all; 4 = I usually do this a lot)

Emotional Processing

1. I take 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.

Emotional Expression

5. I let my feelings come out freely.
6. I take time to express my emotions.
7. I allow myself to express my emotions.
8. I feel free to express my emotions.

Flourishing Scale

Below are 8 statements with which you may agree or disagree. Using the 1–7 scale below, indicate your agreement with each item by indicating that response for each statement.

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

- ____ I lead a purposeful and meaningful life
- ____ My social relationships are supportive and rewarding
- ____ I am engaged and interested in my daily activities
- ____ I actively contribute to the happiness and well-being of others
- ____ I am competent and capable in the activities that are important to me
- ____ I am a good person and live a good life
- ____ I am optimistic about my future
- ____ People respect me

Scoring:

Add the responses, varying from 1 to 7, for all eight items. The possible range of scores is from 8 (lowest possible) to 56 (highest PWB possible). A high score represents a person with many psychological resources and strengths.

The Adult Dispositional Hope Scale (Label Goal Scale when administering)

Directions: Read each item carefully. Then please click the number that best describes YOU .

- 1. = Definitely False
- 2. = Mostly False
- 3. = Somewhat False
- 4. = Slightly False
- 5. = Slightly True
- 6. = Somewhat True
- 7. = Mostly True
- 8. = Definitely True

- ___ 1. I can think of many ways to get out of a jam.
- ___ 2. I energetically pursue my goals.
- ___ 3. I feel tired most of the time.
- ___ 4. There are lots of ways around any problem.
- ___ 5. I am easily downed in an argument.
- ___ 6. I can think of many ways to get the things in life that are important to me.
- ___ 7. I worry about my health.
- ___ 8. Even when others get discouraged, I know I can find a way to solve the problem.
- ___ 9. My past experiences have prepared me well for my future.
- ___ 10. I've been pretty successful in life.
- ___ 11. I usually find myself worrying about something.
- ___ 12. I meet the goals that I set for myself.

Note. When administering the scale, it is called The Future Scale. The agency subscale score is derived by summing items 2, 9, 10, and 12; the pathway subscale score is derived by adding items 1, 4, 6, and 8. The total Hope Scale score is derived by summing the four agency and the four pathway items.

Appendix D

IRB Approval

DEPAUL
UNIVERSITY



Office of Research Services
Institutional Review Board
1 East Jackson Boulevard
Chicago, Illinois 60604-2201
312-362-7593
Fax: 312-362-7574

Research Involving Human Subjects

NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

To: Katherine Kandaris, Graduate Student, College of Education
Philip Gnilka, Ph.D., Faculty College of Education, Co-Investigator
Paul Pagonis, Ph.D., Faculty, College of Education, Co-Investigator

Date: April 10, 2013

Re: Research Protocol # KK022813EDU
"Individual Characteristics of College Students"

Please review the following important information about the review of your proposed research activity.

Review Details

This submission is an initial submission.

Your research project meets the criteria for Exempt review under 45 CFR 46.101 under the following category:

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Approval Details

Your research was originally reviewed on March 15, 2013 and revisions were requested. The revisions you submitted on March 21, 2013 were reviewed and approved on April 10, 2013.

Number of approved participants: 600 Total

You should not exceed this total number of subjects without prospectively submitting an amendment to the IRB requesting an increase in subject number.

Funding Source: 1) None

Approved Performance sites: 1) DePaul University

Reminders

- Under DePaul's current institutional policy governing human research, research projects that meet the criteria for an exemption determination may receive administrative review by the Office of Research Services Research Protections staff. Once projects are determined to be exempt, the researcher is free to begin the work and is not required to submit an annual update (continuing review). As your project has been determined to be exempt, your primary obligation moving forward is to resubmit your research materials for review and classification/approval when making changes to the research, but before the changes are implemented in the research. **All changes to the research must be reviewed and approved by the IRB or Office of Research Services staff.** Changes requiring approval include, but are not limited to, changes in the design or focus of the research project, revisions to the information sheet for participants, addition of new measures or instruments, increasing the subject number, and any change to the research that might alter the exemption status (either add additional exemption categories or make the research no longer eligible for an exemption determination).
- **Once the project is complete, you should submit a final closure report to the IRB.**

The Office of Research Services would like to thank you for your efforts and cooperation and wishes you the best of luck on your research. If you have any questions, please contact me by telephone at (312) 362-6168 or by email at avander1@depaul.edu.

For the Board,



Adam R. Vanderloo, JD
Research Protections Coordinator
Office of Research Services

Cc: Darrick Tovar-Murray, Ph.D., Faculty Sponsor, College of Education
Barbara Rieckhoff, Ph.D., LRB Co-Chair, College of Education
Alexandra Novakovic, Ph.D., LRB Co-Chair, College of Education