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Public safety internship program at the Riverside Community College District

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PUBLIC SAFETY INTERNSHIP PROGRAM AT THE
RIVERSIDE COMMUNITY COLLEGE DISTRICT

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Vocational Education Option

by
Robert Patrick Curtin
June 2001
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Approved by:

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2/22/01

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ABSTRACT

Recruiting, selecting, and training qualified applicants for careers in public safety professions will be one of the many challenges facing both law enforcement and fire service organizations in the next century. Currently, there seems to be a shortage of individuals who are both physically and mentally prepared to enter these service professions. Some of the failing characteristics noted were poor reading and writing skills, lack of preparation, prior use of controlled substances or criminal activity.

The purpose of thesis was to develop a curriculum guide that addresses these issues by exposing high school students in their junior and senior year to various aspects of applied police sciences and fire technology. The overall goal of the program is to produce individuals who have a genuine interest in pursuing a career in public safety and are subsequently better prepared for both the hiring process and dynamics of the profession.

The focus of this study was to design, implement, and evaluate a community college based program that utilizes contextual teaching and learning methods that will prepare completers for careers in public safety.
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CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One presented an overview of this project. Specifically the context of the problem, significance of the project, and assumptions are discussed. Next, the limitations and delimitations that specifically apply to this project are reviewed. Finally, a definition of terms was presented.

Context of the Problem

Recruiting, selecting and retaining qualified applicants are critical issues facing law enforcement agencies in the 21st Century (Dale, 1996). The California Commission on Peace Officer Standards and Training (POST) has noted that for the past several years there has been a sharp decline in the number of qualified applicants either applying for, or successfully completing the State mandated hiring process to become sworn peace officers in California. POST projects that this trend will continue into the new century unless a solution is found (Peace Officer Recruitment Project, 2000).

Issues noted by POST are a lack of general preparedness on the part of the applicants seeking jobs
within California law enforcement agencies. Specifically, poor reading and writing abilities, poor decision and reasoning skills, and prior usage of narcotics and criminal history are cited as leading causes (Peace Officer Recruitment Project, 2000).

Purpose of the Project

The purpose of this project was to develop a one-semester community college course that exposes high school students in their junior and senior year to various aspects of applied police sciences and fire technology. The curriculum includes context rich learning and teaching methods that connect students directly to both service professions.

Upon completion of this Master's project, this design will be used as a model for implementation of this course within the California Community College System.

Significance of the Project

Exposing and training interested young adults in the various job duties, responsibilities, and expectations of these career fields may create a marketing pool of qualified applicants who could be prepared to fill future vacant positions. Students who complete this program may have a significant advantage in obtaining jobs in the
public safety field, over those candidates who have not received similar preparation. More importantly students successfully completing the program will:

- Increase their overall understanding and appreciation of the mission both service professions;
- Develop competencies and skills that will further assist them in obtaining jobs within public safety organizations;
- Increase their competencies in reading/writing, decision making, teamwork, and problem solving;
- Develop self-esteem.

The fact remains however that whether or not students decide to pursue a career in a public safety profession will not be the overriding theme of the program. If a student chooses to pursue another career track or a college degree, the program may stand alone as an excellent tool to prepare the student for either endeavor.

Assumptions

The following assumptions are made regarding this project:
1. It was assumed that an internship program in public safety was needed;
2. It was assumed that once the program was created, students who completed the program might be more successful in obtaining jobs within law enforcement and fire service organizations.

Limitation and Delimitation

During the development of this project, the following limitation and delimitation are noted. The limitation and delimitation are presented in the next section.

Limitation.
The following limitation applies to this project:
1. The focus of this project was specifically tailored for the Riverside Community College District, and its training partners in Riverside County.

Delimitation.
The following delimitation applies to this project:
1. Although this program has been designed for Riverside Community College, the concept and design can be replicated at other institutions
with minor modifications based on institutional policies.

Definition of Terms

The following terms are defined as they apply to this project.

- **California Commission on Peace Officer Standards and Training (POST)** - The Commission on Peace Officer Standards and Training was established by the Legislature in 1959 to set minimum selection and training standards for California law enforcement (California Commission on Peace Officer Standards and Training, 2000).

- **California Department of Forestry and Fire Protection** - The men and women of the California Department of Forestry and Fire Protection (CDF) are dedicated to the fire protection and stewardship of over 31 million acres of California's privately owned wild lands. In addition, the Department provides varied emergency services in 33 of the State's 58 counties via contracts with local governments (California Department of Forestry and Fire Prevention, 2000).
California State Fire Marshall - The Office of the State Fire Marshal (OSFM) supports the CDF mission to protect life and property through the development and application of fire prevention engineering, enforcement and education (Office of the California State Fire Marshall, 2000).

Contextual teaching and learning - is a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires (Contextual Learning, 2000).

Internship - An advanced student or graduate used in a professional field - gaining supervised practical experience (Merriam-Webster, 1998).

Public Safety Organizations - There are many types of public safety concepts, entities and organizations. For purposes of this study the term Public Safety Organizations will refer to sworn law
enforcement and fire service agencies (South Bay Regional Public Safety Training Consortium, 2000).

- School-to-Career - School-to-Career is best defined by the School-to-Work Opportunities Act of 1994 as an integration of school-based learning and work-based learning that create linkages between secondary and post-secondary learning institutions and occupations (CA STC Title I School-to-Career, 2000).

- Vocational Education - This term is used to identify a broad array of educational programs designed to prepare a person to enter into, or to be upgraded within an, or to retrain for new occupation that does not require a baccalaureate or other advanced degree for entry (as cited in Scarcella, 2000).

Organization of the Project

This project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, and significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three details the steps used in
developing this project. Chapter Four presents conclusions and recommendations drawn from the development of the project. Project references follow Chapter Four.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Critical issues in public safety were discussed, followed by an overview of minimum standards and job responsibilities. A case for internships and an internship model was introduced. The history and components of School-to-Career was presented. Finally, an overview of current delivery systems was covered.

Critical Issues in Public Safety

With the dawn of a new century law enforcement and fire fighting professions are increasingly tasked with more complicated and dangerous missions. Evidenced by the Northridge earthquake in 1994, which caused millions of dollars in damage and tasked the limits of public safety organizations that responded. On February 18, 1997 two heavily armed gunmen robbed the patrons of the Bank of America in North Hollywood, which ended in the subsequent shoot-out with the Los Angeles Police Department. During this incident several officers and citizens were wounded in the exchange of gunfire. These two examples underscore...
the need for a dedicated and highly trained force of human resource capital in public safety organizations.

Recruitment and Retention.

As far back as 1994, the San Bernardino Sheriff’s Department (SBSO) noted that they are facing a significant shortage of applicants who could qualify for positions as sworn deputies in their organization. The problem areas consisted mostly of poor reading and writing skills, narcotic usage and criminal activity among the majority of their candidates (Kyritsis, 1995).

Special Agent Kennedy noted in 1993, that as we move into the 21st century the Country’s rapidly changing demographics is going to be a factor in many aspects of life. This will include employment within public safety service professions. The issues related to this demographic transition are going to challenge employers to vie for skilled workers who can provide competent service in the face of the dynamic and rapidly changing work environment. Some of the specific facts cited by Kennedy (1993) are:

- The population and the workforce will grow more slowly than at any time since the 1930s;
The average age of the population and the workforce will rise, and the pool of young workers entering the labor market will be diminished;

- More women will enter the workforce;
- Minorities will be a larger share of new entrants into the labor force;
- Immigrants will represent the largest share of the increase in the population and the workforce since World War I.

Subsequently, law enforcement managers will need to focus their recruitment strategies on this emerging workforce. According to Kennedy (1993) diversifying recruitment and hiring practices enhance:

Cooperative education, internships, and work study programs - all designed to offer young adults an opportunity to explore a particular profession while earning a salary or receiving academic credit. (p. 13)

More recently, The California Commission on Peace Officer Standards and Training (POST) noted at the September 2000 Consortium of Certified Basic Trainers, that law enforcement agencies in California have scene a sharp decline in the number of qualified applicants who
were successful in becoming sworn peace officers. Some of the reasons cited by POST were the strong economy, substandard salary and benefits related to the private industry, and differing attitudes and beliefs among the inheritors of the new generation of young people (POST Executive Summary, 2000).

Lt. Pingle of the Riverside County Sheriff’s Department (RSO) stated that his agency has seen similar trends in their attempts to attract qualified applicants. Lt. Pingle cited similar problems that SBSO observed in 1994, adding that they have also seen a marked decrease in the number of minority candidates and women who have applied or are applying for positions within their organizations. Lt. Pingle is in-charge of the Department’s Personnel Division (J. Pingle, personal communication, October 16, 2000).

In California, various community colleges up and down the State enjoy certification from POST to provide public safety training (California POST, 2000). In comparison to the agency perspective, the Riverside Community College’s Department of Public Safety Education and Training (RCCPSTE) receives more than 200 applicants per year who wish to attend the Basic Peace Officer
Academy at the Ben Clark Training Center. RCCPSTE is in a partnership with the Riverside County Sheriff’s Department to provide cooperative training for law enforcement professionals in the region. Roughly half of the applicants that RCCPSTE screens for the program are deficient in basic reading and writing skills and present other academic deficiencies. These applicants are subsequently disqualified from entry into the program (RCCPSTE Master Calendar, 1998).

Local Employment Outlook.

In the near term, the Riverside County Sheriff’s Department (RSO) and the Riverside County Board of Trustee’s have agreed, that as part of the their strategic vision, there will be a 1-to-1,000 ratio of deputies to citizens in Riverside County. As a result of this mutual decision the board authorized RSO to hire an additional 60 deputies this year to maintain the stated ratio for a population base of 430,000 (Seaton, 2000).

Further out, Riverside County planners estimate that by the year 2020, the County will be home to approximately 2.8 million people, who will occupy approximately 918 thousand housing units, and will reside in at least two dozen cities within the County and
numerous unincorporated suburbs and rural areas. As a result of this trend, law enforcement services, including base level sheriff patrol at a targeted staffing ratio of one Deputy Sheriff per 1,000 population, in the unincorporated area; emergency services and hostage negotiation teams; hazardous device team; specialized investigations; civil process; 911 dispatch; and, other specialized services will need to be increased to meet this expected population trend. (Riverside County, 2000).

Overview of the Job

Before applicant’s can be certified to work in the State of California they must complete a rigorous and extensive screening process before they can be hired by law enforcement agencies. POST’s overall responsibility in the selection process includes instituting the minimum selection standards governing the employment of peace officers in California, and maintains the responsibility for initiating research that furthers the development of tests and procedures used by local law enforcement agencies (California POST, 2000).

Every peace officer working in the State of California must minimally pass the following POST selection standards (California POST 2000):
• Reading and Writing Test - Peace officers must be able to read and write at the levels necessary to perform the job of a peace officer;

• Interview - POST requires that peace officers be personally interviewed prior to employment by the department head or a representative(s) to determine the person's suitability for law enforcement service;

• Background Investigation - The histories of peace officer applicants must be thoroughly investigated to make sure that nothing in their backgrounds is inconsistent with performing peace officer duties;

• Psychological Suitability - All California peace officers must be found to be free from any emotional, or mental condition, which might adversely affect the exercise of the powers of a peace officer. A licensed physician and surgeon, or a licensed psychologist who has a doctoral degree in psychology and at least five years of postgraduate experience in the
diagnosis and treatment of emotional and mental disorders must determine this;

- Medical Suitability - Peace officers must also be free from any physical condition, which might adversely affect the exercise of peace officer powers. A licensed physician and surgeon shall evaluate physical condition of the candidate.

The salary's and benefits for sworn officers vary from each department, depending on their commercial tax base, population and local government support. As an example locally, a starting salary for a Deputy Sheriff I in Riverside County is between $3,111.00 and $3,515.00 (Riverside County Sheriff, 2000).

A Case for Internships

Public Safety professions are highly rewarding for those persons interested in serving the public in this capacity. As the world changes and economies become more global, public safety organizations will need to explore ways of effectively recruiting and training its workforce. One way may be the implementation and use of internship programs. As Kennedy (1993) said, "Intern
programs may be the most efficient method of accomplishing this critical task” (p. 12).

Overview of Internship Programs.

The purpose of an internship program is to develop a structured learning experience comprising of components from the intern's school and the organization or business that is participating in the program. In essence, it is a partnership between academia and business that prepares an intern for future employment. Students who participate in an internship program can apply knowledge gained in the classroom and the actual work setting. They are in-effect, a mechanism to expose talented persons to organizations leaders, and an opportunity for organizations to tap into young, creative resources (Worth & North, 1995).

Applying this concept to public safety organizations, Tillinghast and Gagnon (1998), further add that internship programs help agencies do more with less. In their view, internship programs that are tied to law enforcement agencies and educational institutions are a means for attracting young men and women interested in this field and focusing them toward a law enforcement career.
Interns learn various aspects of police duties both in and out of a field setting. They assist regular officers with investigations, write station reports, maintain and stock necessary inventory items, and complete other duties as assigned. In conjunction with their assigned duties, students also attend classes at their local school or college and are generally assigned to a mentor who guides them through the intern process (Tillinghast & Gagnon, 1998).

Benefits of Internship Programs.

According to Worth and North (1995), public and private k12 schools, community colleges and even universities alone do not always adequately prepare students for employment. From their perspective, internship programs that couple education with business or organizations solve two important recruitment problems. First, they attract persons who are truly interested and enthusiastic about a profession. Second, they can be called upon to work in a limited capacity in the organization, thereby filling an immediate human resource need during shortages or heavy work periods.

Another more long-term benefit is that interns who complete a prescribed program develop a better insight
and understanding to the overall mission of the organization and expectations of a full-time worker. The organization creates a human resource pool of qualified applicants who can readily fill vacant positions. Because of the intern's prior experience, the organization spends less time training the new employee, thus increasing overall efficiency and effectiveness (Worth & North, 1995).

In comparison Tillinghast and Gagnon (1998), add that students who participate in internship programs that are co-sponsored by a community college or regular university can earn college units applicable toward a higher degree. Additionally internship programs further the academic mission of the college or university by providing hands-on learning experiences for the interns, and establish a cost effective means to provide necessary human capital to the agency or department.

In sum, internship programs provide a foundation for the interaction of student, professional and academic interest, thereby increasing the exploration of educational services by all concerned parties (Greene, 1978).
An Internship Model

Prior to highlighting the necessary components of a public safety internship program, it is important to first create backdrop or framework for the initial design. As previously stated in Chapter One, the purpose of this project is to create a program that links high school students to classroom based instruction, work based instruction and to provide linkages to real working situations in the public safety forum. Consequently, the framework for this thesis project begins with an understanding the School-to-Career philosophy.

School-to-Work.

To begin an exploration of school-to-Work, it is important to have a clear understanding of the term. In California, programs that prepare people for career’s are known by various names. The names can be interchanged, and are referred to as Work-ability, work-based learning, internships, career academies, Regional Occupation (ROP) programs, and Job Training Partnership Act (JTPA) programs, etc.

The National School-to-Work Learning and Information Center (1999) has defined school-to-work as, a system to prepare youth for high wage, high skill careers of
today's and tomorrow's global economy. There are several aspects that encompass school-to-work programs. First, they should include relevant education where students can generally learn about a variety of careers and the skills required for successfully employment. Second, students should receive skills through formalized structured training and work-based learning experiences. Finally, school-to-career curriculum should be based on industry-standards (National School-to-Work Learning and Information Center, 1999).

The National School-to-Work Learning and Information Center (1999) states that there are three (3) core elements to school-to-work systems. They are school-based learning (classroom instruction that has high academic and occupational skill standards), work-based learning (career exploration, internships, and other job site training), and connecting activities (classes that integrate school-based and work-based learning).

Research surrounding the benefits of the various school-to-work programs has been shown to produce positive results. It has been argued that education is most effective and useful when a student can apply what
they learn to real life and real working situations (United States Department of Labor, 1991).

School-to-work programs are becoming a necessary component of the K-12 curriculum. Some fear, as they always have with vocational education programs, those students who participate in such programs and courses compromise academic learning.

By integrating relevant, real-life scenarios and skills with academic studies, students learn and achieve more. Helping students connect what they learn in school with what they need to know to succeed in higher and education and the workplace, improves student achievement, increases their chances of going to college, and enhances the student’s attitude toward school (National Alliance of Businesses, 1999).

The California Department of Education (1998), Work Based Learning Guide has indicated that with the rise of fast-paced changes in the workplace, schools are not adequately preparing students for jobs in the new economy. Businesses, corporations are seeking for applicants who have the "ability to learn, can change with the times, have strong basic academic skills, have
the willingness to work hard, and have the capacity to analyze" (p. vii).

Internship Features.

From a holistic standpoint, internship programs have an increased chance of success when all involved parties - the school, the organization, and the intern - have clearly stated the goals, requirements and expectations of the program. Some of the issues that should be considered during the design phase are the specific learning objectives, job functions, expectations, prerequisite experience, educational level and maturity (Worth & North, 1995).

Along the same lines, Kennedy (1993) believes the following guidelines should be followed when constructing an intern program:

- Define the goals and objectives of the program;
- Target the candidates;
- Aggressively recruit targeted candidates;
- Develop a fair and competitive selection process;
- Prepare of the interns arrivals;
• Provide a meaningful experience through proper supervision, instruction and training;
• Request feedback from interns and give feedback when appropriate;
• Familiarize interns with future job opportunities, employment requirements and hiring prospects;
• Follow-up with interns after the program ends.

In Kyritsis’ Public Safety Internship Handbook (1995), he explains that internship programs geared toward public safety should seek out and recruit high school students who have an interest in furthering career goals in this service area. The program should interns to various aspects of the public safety profession in the form of context rich learning strategies from a professional stand point, coupled with school based curriculum at the community college and high school level. Some of the unique design features a public safety internship programs are:

• The curriculum should encompass both law enforcement and fire service components;
• Blocks of instruction should address self-esteem issues, leadership skills and enhanced social awareness aided by cultural awareness. One of the key features of this objective is helping the students to make right choices about their lives;

• The curriculum enhances and complements courses interns are enrolled in at their local high schools.

Curriculum Development.

In order to create a nexus between the stakeholders in the process, and assist in the program design inclusive with curriculum development, an advisory board consisting of representatives from the community college, local high school and public safety organizations in Riverside County was formed. Based on their input, the following goals were identified as being essential in making this project successful. At the end of the program students would:

• Demonstrate knowledge of basic facets of public safety service area;
• Increase cultural awareness and community relations skills;
• Gain a working knowledge of laws and the legal system;
• Upon graduation successfully obtain employment or continue formal education toward advanced degree(s);
• Develop leadership, public speaking, decision making and critical thinking skills;
• Develop and appreciation for public service.

During research no public safety curriculum guidelines based on a holistic approach were found. However, one existing guideline for the development of a law enforcement internship curriculum was discovered, and was found to be useful guide in preparing the formal curriculum document (See Appendix).

According to Greene (1978), curriculum for law enforcement internship programs should encompass the following characteristics. First they should provide a mechanism, which mediates between teaching, research, and service interests and their relationship in the curriculum, second the curriculum should provide a method
for verifying the cohesiveness of the curriculum by obtaining feedback as to the appropriateness of educational delivery and its utility for constituency groups, and last, the curriculum should provide meaningful occupational grounding through the reinforcement of concepts and techniques acquired from classroom based instruction.

In conjunction with the curriculum, instructors will incorporate context rich lesson plans that will help the interns relate subject matter content to real world situations. The overriding goal will be to motivate interns to make the connection between classroom based and work based learning in a public safety setting.

**Current Delivery Systems**

An investigation to find similar models revealed examples of similar successful projects. Although both examples differ slightly from the program design envisioned by this project, both have similar correlations and stand as excellent references for this project.

*San Bernardino Sheriff’s Department.*

One successful internship model currently in practice locally is SBSO’s Public Safety Internship
Academy. In 1994, SBSO entered into a partnership with San Bernardino Valley College and the Rialto Unified High School District to design and initiated an internship program that specifically targeted and recruited high school students in the 11th and 12th grade who had an interest in becoming first and foremost, law enforcement officers, and also exposed them to other aspects of the public safety profession (Kyritsis, 1995).

The program has become a national success garnering the National Tech Prep Award in 1995, the California Governors Award in 1998, and the Juvenile Justice and Delinquency Prevention “Outstanding Service to Youth” Award in 1998. As of September 1998, the program has graduated over 121 students. One important statistic that should be noted here is that of the past five classes (from 1998) on average roughly 95% of the graduates stated that the program helped them with their career goals (Hernandez, 2000).

Redlands Emergency Services Academy.

Another successful program is the Redlands Emergency Services Academy (RESA). The program was created by a partnership formed by the Redlands Police Department, Redlands Fire Department, Redlands Unified School
The general design of the program is a weeklong intensive educational experience for high school seniors and graduates who receive instruction in law enforcement and fire suppression techniques. Students are selected through an application process that includes a personal interview by the program staff. Depending on career interest, students who are selected for the program are paired with a mentor from either the Redlands Police or Fire Department.

At the conclusion of the program each student’s training experiences and achievements are documented into a portfolio that the graduate can use for further employment endeavors. One distinct advantage to completing this program is that interested students are given priority enrollment at the local fire academy (Horizons—Success Stories, 2000).

Summary

An overview of critical issues facing public safety organizations was discussed, which included a review of recruitment and retention issues and a local employment outlook. The overview of the job was detailed. An
overview of internships including the benefits was made clear. The process for developing an internship model which included a history of School-to-Career, the features of an internship and curriculum development was outlined. Finally, current delivery systems were covered.
CHAPTER THREE
METHODOLOGY

Introduction

Chapter Three details the steps used in developing the project. Specifically, the population served was discussed. Next, the curriculum development process structure and content validation was presented. The chapter concludes with a summary.

Population Served

The project was developed for high school students who are in the 11th and 12th grade that have an interest in exploring a career in law enforcement or fire service organizations. The core curriculum is appropriate for articulating students into any basic or advanced law enforcement or fire service core class. The curriculum was developed in accordance with the standards prescribed by POST, CSFM, and Riverside Community College Curriculum Development Handbook, and via input from the Public Safety Internship Advisory Committee. The members of the committee include representatives from the Riverside Community College District, Riverside County Sheriff’s Department, Riverside County Fire Department, and the Riverside Unified School District.
Curriculum Development

The next section of the project provides an overview of the curriculum development process. Specifically, the curriculum structure and content validation process are reviewed.

Curriculum Design

The Public Safety Internship Academy framework was developed in accordance with input from the advisory committee and instructional staff. At the time of this research no comparable curriculum samples were located for comparison, and no rules or regulations had been established. The curriculum was designed to encompass a sixteen-week semester, with students meeting on Saturdays at the training site for eight-hour (with a thirty minute lunch break) sessions. At the end of the semester students who complete the program would be awarded a certificate of completion and 2.5 semester units. The curriculum is designed to develop the students' awareness of all facets of the Public Safety field, which include law enforcement, corrections and fire safety. Classes covered during this certificate program include Public Safety, Professional Orientation, Ethics and Professionalism, Tactical Communication Community
Relations, Culture Awareness and Sensitivity, Law, Weaponless Defense, Firearms Safety, Report Writing, Custody, Career Exploration, Lifetime Fitness and Nutrition. The curriculum is broken down into forty-nine hours of lecture format and twelve hours of laboratory.

Panel Selection Criteria

The Public Safety Internship Advisory Committee were chosen based on the following criteria:

- Panel members had to be subject matter experts in all aspects of either the law enforcement or fire fighter professions;
- Panel members were chosen because they held leadership positions within their organizational training departments;
- Each member had to have a minimum of six years of experience on the job and two years teaching experience using public safety curricula.

Entrance Skills

In order to attend the Public Safety Academy the students must meet the following criteria:
• Each student must have an interest furthering his or her understanding of the public safety profession;

• Each student must have parental permission and support to be enrolled in the program;

• Every student must meet Riverside County Office of Education standards for enrolling in high school sports, and maintain a current grade point average of "C" or better;

• Each student must receive a score of 27 or better on each (of 2) Teacher/counselor evaluation sheets (Appendix).

Course Objectives

At the end of this program, the student will:

• Identify the legal constraints of the public safety field, the criminal justice system and the functions of criminal laws;

• Demonstrate in laboratory situations personal protection, fire suppression, citizen contacts, command presence and leadership skills;
- Explore and analyze the function of community relations, cultural diversity and how they impact the public safety field;
- Identify and demonstrate the functions of basic firearm safety, effective communication and physical skills to be understood and applied to the functions of modern law enforcement, fire and corrections personnel.

Course Content

I. Registration and Orientation
   A. Registration
   B. Orientation
      1. Course Overview
      2. Academy Rules and Regulations

II. Lifetime Fitness/Nutrition
   A. Physical Disablers
   B. Prevention of Disablers
   C. Weight Control
   D. Self-Evaluation
   E. Stress Factors / Lifetime Fitness

III. Interpersonal Communications
   A. Introduction to Note taking
B. Introduction to Report Writing
C. Report Writing Mechanics

IV. Tactical Communications
A. Introduction
B. Role Playing / Scenarios
C. Concept of Respect vs. Disrespect

V. Introduction to Public Safety
A. Introduction to Law Enforcement
   1. Job and Role
   2. Police Powers
   3. Citizen Contact
B. Introduction to Corrections
   1. Job and Role
   2. Prison Systems
   3. Parole and Probation
C. Introduction to Fire Technology
   1. Job and Role
   2. Responsibilities of Firefighters
D. Allied Agencies - FBI, Marshal, DEA.

VI. Administration of Justice
A. Criminals and Victims
B. Law
C. Court Systems (State and Federal)
D. Constitutional Rights

VII. Custody

A. Introduction to Custody
B. Prisoner Rights and Responsibility
C. Tour of Correctional facility

VIII. Cultural Awareness

A. Introduction
B. Student Assessment
C. Different Dimensions of Diversity

IX. Crime Prevention

A. Definition of Crime Prevention
B. Assessing the Crime Problem
C. Elements of Crime Prevention

X. Ethics/Professionalism

A. History and Principles of Law Enforcement
B. Unethical Behavior
C. Code of Ethics

XI. Fire Conditions

A. Introduction to Fire Conditions
B. Classification of Fires
C. Fire Triangle

XII. Weaponless Defense

A. Principles of Weaponless Defense
B. Use of Force
C. Handcuffs
D. Control Holds

XIII. Firearms
A. Firearm Safety
B. Orientation to handgun
C. Shooting Principles/Techniques
D. Range Training
E. Firearm Cleaning

XIV. Choices and Self-Esteem
A. Introduction
B. Self-Evaluation
C. Barriers
D. Team Building

XV. Examinations
A. Written test (Comprehensive)
B. Practical Exercise
C. Range
D. Weaponless Defense

Methods of Instruction
A. Lecture
B. Demonstration
C. Oral reports/presentations/performances
D. Videos/films/slides/audio tapes
E. Cooperative learning tasks
F. Guest lectures
G. Hands-on
H. Visual aids (overhead projector, slide projector, VCR monitor, chalkboard) and Practical application

Methods of Evaluation

Students will be required to complete and turn in various written assignments as designated by their instructor(s). The homework will require the student to use decision-making and critical thinking skills. The student will be required to read approximately 3-5 hours per week. Testing will be completed in a written and practical format. Students will be scored on a standard grading scale.

Content Validation

The premise of this curriculum is to ensure that participants meet or exceed the stated outcomes as described above. Specifically, the curriculum will be integrated with all public safety service occupations, be dynamic and flexible, and share a common contextual theme through the delivery process. The advisory committee for
this program indicated that the curriculum should be reviewed on an annual basis to ensure the subject matter topics were as up-to-date as possible.

Summary

In Chapter Three the overall development process for designing this curriculum was outlined. In addition the design process coupled with the necessary entrance skills and course objectives were discussed in detail. The course content for this project was outlined with the necessary topic areas that will be discussed during the semester. Last, content validation was explained as it relates to both the curriculum and the program.
CHAPTER FOUR
CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four is a presentation of the conclusions gleamed as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusion extracted from this project follow:
1. In researching this project, the conclusion was made that a curriculum focused on introducing and instructing young adults in the eleventh and twelfth grade was necessary;
2. Public safety organizations could benefit financially and enhance their organization by reaching out to interested young adults and providing successful pathways to careers in this service area;
3. The tangible benefits for completers of this program would extend passed their ability to successfully enter into a career in public safety.
Recommendations

The recommendations resulting from this project follow:

1. This curriculum should be extended to include additional modules that will increase overall instructional effectiveness and student retention;

2. This curriculum should be replicated in basic form and offered at other training sites to enhance overall access to interested students;

3. To enhance the overall instructional content and delivery, grants and special funding should be sought to offset District general funds;

4. Students who participate in this program should be guided into summer internships at designated police of fire facilities to enhance and complete the linkage between classroom theory and real world expectations;

5. Feeder programs like high school career academies, Junior ROTC programs and Career and Technical courses should be used as recruitment tools for additional students in the program.
Summary

Chapter Four reviewed the conclusions derived from this project. Lastly, the recommendations extracted from this project were presented.
APPENDIX

PUBLIC SAFETY INTERNSHIP CURRICULUM MANUAL
Public Safety Internship Program

A Curriculum Guide
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</table>
SECTION 1
COURSE OUTLINE
RIVERSIDE COMMUNITY COLLEGE

COURSE OUTLINE

Administration of Justice 135A

COURSE DESCRIPTION

2.5 Units

135A Public Safety Internship High School Academy

PREREQUISITE: Consent of high school counselor as required by education code.

This course is designed to develop the students' awareness of all facets of the Public Safety field, which include law enforcement, corrections, and fire safety. Students will learn to value diversity and their awareness of, and sensitivity to, other ethnic groups and cultures. Students will explore and analyze the function of community relations, cultural diversity and how they impact the Public Safety Field. This is the first course in a series of two introductory courses to be completed by students who have a desire to enter the public safety field. 49 hours lecture and 12 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

This Public Safety Internship High School Academy provides students with knowledge of the basic facets in the Public Safety Field.

LEARNING OBJECTIVES

Upon successful completion of the course, students should be able to:

1. Identify legal requirements and responsibilities of the Public Safety Field, Criminal Justice System and the Fire Safety System.
2. Identify in laboratory situations personal protection, fire suppression, citizen contacts, command presence, and leadership skills.
3. Explain the function of community relations, cultural diversity and how they impact the Public Safety Field.
4. Discuss applications of civil and criminal laws.
COURSE CONTENT

TOPICS
1. Registration and Orientation
2. Ethics/Professionalism
3. Introduction to Criminal Justice Systems
4. Introduction to Fire Services
5. Introduction to Corrections
6. Tactical Communication
7. Lifetime Fitness/Nutrition

Students are also assigned reading, writing and other outside assignments equivalent to two hours per one-hour lecture.

METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Class lectures/discussions/demonstrations
- Drills and pattern practices
- Videos/films/slides/audio tapes
- Pair and small group activities/discussion
- Class exercises
- Reports and papers
- Handouts
- Cooperative learning tasks
- Individual conferences
- Guest lecturers

METHODS OF EVALUATION

Students will be evaluated for mastery of learning objectives by methods of evaluation, which may include, but are not limited to:

- Oral reports/presentations/performance
- Written reports/presentations
- Quizzes/examinations
- Written assignments
- Class and individual projects
- Participation and regular attendance
- Laboratory projects/performance
- Final examination

COURSE MATERIALS

All materials used in this course will be periodically reviewed to insure that they are appropriate for college level instruction. Possible texts include:
SECTION 2

TEACHER EVALUATION OF APPLICANT
## TEACHER EVALUATION OF APPLICANT

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<td><strong>Student’s Name</strong></td>
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<td><strong>Teacher’s Name</strong></td>
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Circle Appropriate Number

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### 1. Meets Dept. Attendance Standards
- 4 Perfect Attendance
- 3 1-3 Absences
- 2 4-6 Absences
- 1 7 Absences

### 2. Meets Dept. Punctuality Standards
- 4 Always Punctual
- 3 1-3 Tardies
- 2 4-6 Tardies
- 1 7 or more Tardies

### 3. Completes Work
- 4 Always Completes Work
- 3 Usually Completes Work
- 2 Often Completes Work
- 1 Seldom Completes Work

### 4. Completes Work in a Timely manner
- 4 Always on Time
- 3 Usually on Time
- 2 Often on Time
- 1 Seldom on Time

### 5. Follows Directions
- 4 Always Pays Attention
- 3 Usually Pays Attention
- 2 Often Pays Attention
- 1 Occasionally Pays Attention

### 6. Acts as an Effective Group Member
- 4 Always Effective
- 3 Generally Effective
- 2 Sometimes Effective
- 1 Seldom Effective

### 7. Takes Responsibility for Own Actions
- 4 Always Cooperative
- 3 Usually Cooperative
- 2 Often Cooperative
- 1 Occasionally Cooperative

### 8. Helps Others
- 4 Always Helpful
- 3 Usually Helpful
- 2 Often Helpful
- 1 Occasionally Helpful

### 9. Appropriate Appearance/Dress
- 4 Always Appropriate
- 3 Usually Appropriate
- 2 Often Appropriate
- 1 Occasionally Appropriate

### 10. Demonstrates Integrity/Honesty

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<th>Yes</th>
<th>No (Disqualified)</th>
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**27 Points Minimum Acceptable for Program**

* Students must have the endorsement of 2 teachers
SECTION 3

SYMANTEC DIFFERENTIAL
Semantic Differential

Instructions

Make a student/cadet profile for the individual students of the class. The information is to be kept in the strictest confidence and is for the use of the instructors only. This will help the instructor determine if there are any specific patterns derived because of similar characteristics in students.

Attached to the questionnaire (the semantic differential) will be a personal information sheet. The sheet will ask specific questions.

- Name of the student
- Age of the student
- Grade of the student
- G.P.A. of the student
- Ethnicity of the student.

This should be a voluntary question due to the culture sensitivity of some students.

With every Semantic Differential there must be a pre-test and at least one post-test. The pre-test is given immediately upon entering the program before any information is given.
Be sure you ask the same question in order to maintain consistency and to gather the most accurate feedback. Some examples of the questions you may want to ask are: What do you think of this program; What is your general impression of police officers; What do you think of public safety as a whole; What kind of people do you think the instructors are; or any question that would fit in the parameters where it could be answered with the semantic differential.

After you administer the question to the students you will give them a list of "Bipolar Adjectives," see example on the Semantic Differential (Pre-Test) page. These are simply a list of positive and negative adjectives listed on a page. Between the adjectives are seven spaces. The spaces are numbered so the higher the number the more positive the response. Simply have the students place a check in the box to show how positive they or negative they feel.

When you give the test the bipolar adjectives will switch from positive to negative for every other answer, but when you turn in the results all positive results will be on one side, and all negative results will be on the other. By placing the questions positive to negative
at the beginning you will avoid monotony in answering the questions. By placing all the answers with positive adjectives on one side and negative adjectives on the other side you will find it easier to read and record the results.

Calculating Test Results

After the students have completed the Semantic differential have them add all the numbers together. After the numbers have been added by the students divide the answer by the number of the Bipolar Adjectives in the questionnaire. The result is called the "Mean Average." The Mean Average answer space is at the bottom of the page. The result will be only for the individual.

When you have the results from the different students you add all of the results of their Mean Averages and you will get the overall Mean Average (the Average Grand Mean) for the class.

To get more precise results add all the Bipolar Adjectives individually from each answer sheet to get the overall Average Mean for the class for each specific set of Bipolar Adjectives. Then divide by the number of students. You can immediately chart the results and get
the overall average feeling of the class to the question you presented them.

Repeat the process when you give the post-test. After you give the post-test subtract the class averages from the post and pre Bipolar Adjectives test results (subtract whichever number is lower). When you subtract the difference take whatever number is higher it does not matter which. Record the difference in a chart, and make a "Difference" box next to the pre-test and post-test Mean Average boxes. If the post-test Average Mean is higher, then after you subtract the results you will place a plus sign in a far box next to the pre-test, post-test, and difference boxes. The new box will be the "Shift" box. If the post-test Mean Average is lower than you place a minus sign in the box.

Take the Average Grand Mean from the pre-test and the Average Grand Mean from the post-test, and then subtract whichever number is lower. This will give you the overall class difference. If the post-test is higher than the pre-test then the shift is a positive. Always qualify your results by asking general open-ended questions about the specific feelings to the class. Try to make this as open a forum as possible because many
students may have the same questions as other students, but may not want to ask them. The results to this questionnaire are acquired immediately thus you as the instructor can evaluate the overall class feelings immediately.

Write a brief summary of your findings. Then a conclusion at when both the pre-test and posttest have been administered. This information is for you and the evaluators of the program.
### Sample Instrument

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SECTION 4

CONCURRENT ENROLLMENT APPROVAL FORM
RIVERSIDE COMMUNITY COLLEGE
Concurrent Enrollment Approval Form

Fall___ Spring___ Summer___ 20____ Date of Graduation:_______

Please Print Clearly

Name: 
Last ___________________________ First ___________________________ M.I. __________

Social Security Number: ___________________________ Date of Birth: ___________________________

Grade Level: __________ School of Attendance: ___________________________

* Riverside Community College is released from responsibility for the students’ class selection

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To School Official: I certify that this student is academically qualified for the course(s). The above student is (please check) ______ currently attending ______ not-attending classes at an accredited private or public school and has district approval to register in classes at Riverside Community College as long as they do not conflict with school sessions.

Counselor/Principal Signature: ___________________________ Date: __________

Student’s Signature: ___________________________ Date: __________

To Parent/Guardian: I give my permission for emergency first aid and treatment for my minor child/legal ward. I also give my permission for him/her to be treated by a nurse, physician and/or mental health counselor in the Wellness/Health Centers of the Riverside Community College District.

I understand that my child intends to register in public college classes, which are not specifically designed for students under age 18; and that Riverside Community College District accepts no responsibility for any extraordinary supervision of students under 18 years of age. Further, I accept responsibility for my child’s behavior while he/she is attending Riverside Community College District class. I have read and understand the attached cover sheet.

Parent/Guardian Signature: ___________________________ Date: __________

Note: Students’ enrollment in the above course(s) is contingent on a) meeting prerequisite, b) course availability.
SECTION 5

CURRICULUM COURSE EVALUATION
Ben Clark Training Center
Public Safety Internship Academy
Curriculum Course Evaluation

Overall Curriculum:
Section Number __________________ Date __________________
Instructor’s Name __________________
Sex: F M

PART II: COURSE EVALUATION (ITEM 21–40)

WRONG
A. 1 2 3 4 5 - Use No. 2 ½ softer pencil only
B. 1 2 3 4 5 - Do NOT use ballpoint pens
C. 1 2 3 4 5 - Erase cleanly any change
D. 1 2 3 4 5 - Make no stray marks on the answer sheet

EXAMPLES IMPORTANT DIRECTIONS FOR MAKING RESPONSES
WRONG
A. 1 2 3 4 5 - Use No. 2 ½ softer pencil only
B. 1 2 3 4 5 - Make heavy black circle covering letters completely
C. 1 2 3 4 5 - Respond completely
D. 1 2 3 4 5 - One response per item

RIGHT
A. 1 2 3 4 5 - Use No. 2 pencil only
B. 1 2 3 4 5 - Make heavy black circle covering letters completely
C. 1 2 3 4 5 - Respond completely
D. 1 2 3 4 5 - Make no stray marks on the answer sheet

WRONG
A. 1 2 3 4 5 - Use No. 2 ½ softer pencil only
B. 1 2 3 4 5 - Make heavy black circle covering letters completely
C. 1 2 3 4 5 - Respond completely
D. 1 2 3 4 5 - One response per item

PART I: CURRICULUM EVALUATION (1-20)

1 = Exceptional
2 = Very Good
3 = Good
4 = Weak
5 = Improvement Needed

1 – Prepared for class. 1 2 3 4 5
2 – Made assignments clear. 1 2 3 4 5
3 – Set clear standards for grading. 1 2 3 4 5
4 – Graded fairly. 1 2 3 4 5
5 – Knew if students understood her/him. 1 2 3 4 5
6 – Spoke understandably. 1 2 3 4 5
7 – Answered impromptu questions satisfactorily. 1 2 3 4 5
8 – Showed an interest in the course. 1 2 3 4 5
9 – Accepted criticism and suggestions. 1 2 3 4 5
10 – Gave several examples to explain complex ideas. 1 2 3 4 5
11 – Increased your appreciation for the subject. 1 2 3 4 5
12 – Organized and presented subject matter well. 1 2 3 4 5
13 – Specified objectives of the course. 1 2 3 4 5
14 – Achieved the specific objectives of the course. 1 2 3 4 5
15 – Explained the subject clearly. 1 2 3 4 5
16 – Showed an interest in students. 1 2 3 4 5
17 – Was enthusiastic about the subject. 1 2 3 4 5
18 – Was available outside of class. 1 2 3 4 5
19 – Encourage student participation. 1 2 3 4 5
20 – In general, taught the class effectively. 1 2 3 4 5

PART III: CONTENT EVALUATION (41 – 51)

Please indicate the number that most closely express your opinion regarding the below listed subject areas.

1 = Very Valuable
2 = Valuable
3 = No Opinion
4 = Little Value
5 = No Valuable

41 – English 60A1. 1 2 3 4 5
42 – Introduction to Law Enforcement. 1 2 3 4 5
43 – Introduction to Administration of Justice. 1 2 3 4 5
44 – Report Writing. 1 2 3 4 5
45 – Life Time Fitness. 1 2 3 4 5
46 – Introduction to Fire. 1 2 3 4 5
47 – Weaponless Defense. 1 2 3 4 5
48 – Culture Awareness. 1 2 3 4 5
49 – Introduction to Corrections. 1 2 3 4 5
50 – Physical Fitness. 1 2 3 4 5
51 – Introduction to Fire Services, Fire Aid / CPR. 1 2 3 4 5

DO NOT WRITE OR MAKE ANY STRAY MARKS ON THE BACK OF THIS FORM
## RIVERSIDE COMMUNITY COLLEGE PUBLIC SAFETY INTERNSHIP ACADEMY

### SAMPLE COURSE SCHEDULE

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SECTION 7

PUBLIC SAFETY INTERNSHIP ACADEMY
Public Safety Internship Curriculum

An Overview

Thesis Defense, January 27, 2001

By

Rob Curtin
CSUSB – MA Voc. Ed. Candidate
Current Issues & Problems

❖ Shortage of qualified applicants for public safety positions
❖ Deficiencies/weaknesses noted in literary skills, reading, writing, and overall knowledge related to public safety services
❖ High failure rate during the background investigation phase
❖ Career guidance is lacking at the secondary level
Solution

- Initiate a partnership between the high schools, community college, and local public safety agencies
- ... to create a program that incorporates young adults at the eleventh and twelve grades
- ... prepare them for a career in public safety
- ... and the program allows the student to earn college credits towards an A.A. degree in public safety
Program Goals

- Demonstrate knowledge of basic facets of the public safety field (oral presentations/written examination)
- Increase cultural awareness and community relation skills
- Gain a working knowledge of laws and the legal system
- Upon graduation, successfully enter a chosen occupational field
- ...and continue formal education
Program Goals Continued

- Develop leadership, public speaking, decision making and critical thinking skills
- Develop an appreciation for public service
- Provide students the opportunity to perform public service in a realistic environment
- Evaluate program for effectiveness and make changes where necessary
Course Overview

❖ One Semester Community College Curriculum

❖ 49 hours of lecture

❖ 12 hours of lab

❖ 2.5 Community College Units

❖ Focused in the Law Enforcement and Fire Fighting professions
Mission Statement

The mission of the Internship Academy is to create a linkage between high school students and professional public safety organizations by providing necessary skills and knowledge fundamental within the police and fire professions. The program will assist young adults by allowing them to earn community college credits applicable towards an Associates degree in either the criminal justice or fire science disciplines.
Budget

Coordination

1000 hrs @ $25.00 per hour: $25,000.00

Instruction

lecture: 296 hours @ $40.00 per hour: $11,840.00
lab: 120 hours @ $30.00 per hour: $3,600.00

CTC Fee Student hourly classroom fee
50 students @ $1.00 per student an hour: $20,800.00

Materials - handouts, learning materials
50 students @ $100.00 per student: $5,000.00

Equipment: Uniforms, bag, p.t. gear, etc.
50 students @ $280.00 per student: $14,000.00

TOTAL COST: $80,240.00
Module I

- Ethics & Professionalism
- Rules & Regulations
- Intro to Criminal Justice Systems
- Report Writing
- Tactical Communication
- Intro to Corrections
- Intro to Fire Services, 1st Aid/CPR
- Defensive Tactics
The Future...

Module II
- English
- Fire Services
- Tactical
- Communication
- Cultural Awareness
- Choices
- Radio Communication
- Search & Rescue
- Defensive Tactics
- Gangs
- Narcotics
- Traffic
- Custody
- Life Time Fitness
- Physical Fitness
- Support Services
- Fire

Module III
- English
- California Vehicle Code
- Crimes Against Persons/Property
- Report Writing
- Drill
- Physical Training
- Collection of Evidence
- Prison Gangs
- Fire Rescue
- CPR/First Aid
- Cultural Awareness
- Tactical Communication
- Custody
- Firearms Training (Range)
- Weaponless Defense
- Choices

Module IV
- Disaster Preparation: Law Enforcement/Fire Agencies
- Cultural Awareness
- Choices
- Search & Seizure
- Physical Fitness
- Blood-borne Pathogens
- Custody Tour
- Driver Awareness (EVOC)
- Social Diseases
- Spanish for Law Enforcement
- Court Case
Riverside Community College District

Department of Public Safety Education and Training

Dean, Public Safety Education and Training
Steve Bailey

Assistant Director, Public Safety Education and Training
Rob Curtin
Riverside Community College

Public Safety Internship Academy

Student Handbook of Rules and Regulations

These Rules and Regulations are guidelines for administrative procedures and operations regulating the conduct and responsibilities of interns. Violation of any rule or regulation by interns will result in disciplinary action. Disciplinary action may range from submitting a disciplinary memorandum to dismissal from the Public Safety Internship Academy.
Article I. INTERN DEMEANOR

Section 1.01 Interns shall always conduct themselves in a semi-military and professional manner. All superior officers, staff members, and instructors shall be addressed as “Mr.”, “Mrs.”, “Ms.”, “Sir”, or “Ma’am”. When asking a question in a “class setting”, the intern shall raise a hand and wait until recognized. The intern may then ask the question. The question should be asked in a sufficiently loud voice so that other interns will also hear the question. It is impolite and improper for interns to be talking amongst themselves during classroom discussions. In discussions between the instructor and the class, only one student may talk at a time.

Section 1.02 When reporting to the internship Staff, the intern shall stand to the side of the internship office door (practicing proper officer safety), knock three times loudly, then wait for the response, “Enter”. If there is no response, the intern is to leave and come back at a later time. Always remember the Internship Staff is here to help the intern. Problems of a personal nature may be brought directly to the Internship Staff. Questions of a general nature, or request for clarification shall be directed to the Internship Staff through the Class Sergeant.

Section 1.03 When told to enter, the intern shall do so, but not before. Upon entry, the intern shall enter the office out of the doorway (practicing proper officer safety) and come to a position of attention. With cover (ball cap) removed the intern will stand at attention, wait to be recognized, then state their business (the reason the intern has come to the office) in the following way: face in the direction of the Internship Staff member and state, “Sir/Ma’am”, Intern requesting permission to speak Sir/Ma’am”. Once acknowledged, the intern may speak. If directed to report to the Internship Office, the procedure is the same. With the exception that upon entry the intern will state, “Sir/Ma’am, Intern Reporting as ordered Sir/Ma’am”. Never shall an intern address the Internship Staff without first requesting permission to speak. The word, “Sir/Ma’am”, is always the first and last word spoken by the intern.
Article II. ABSENCES

Section 2.01 Any illness or other emergency that would prevent an intern from attending class shall be reported to the Internship Staff. This can be accomplished in several ways. First, contact your Squad Leader, who will then call the Class Sergeant. The Class Sergeant will contact Mr. Martin Medina Or Sr. Deputy Oscar Garcia. The Internship Staff can be contacted during the week, or in the evening (By Pager). The Academy Staff will follow up any absence. Failure to notify in advance may lead to an unexcused absence. Unexcused absences cannot be made up.

Section 2.02 The intern shall prepare a written explanation, in memorandum form, to be submitted to the Internship Staff via the Chain of Command upon return to class the following Saturday.

Note: To receive a certificate of completion from Riverside Community College, you may miss no more than ten percent (10%) of the total hours of instruction in each module. To pass the course you must obtain a score of seventy percent (70%) in all areas for each module.

Article III. CHAIN OF COMMAND

Section 3.03 The following is the intern’s chain of command:

(a) Intern to Squad Leader
(b) Squad Leader to Class Sergeant
(c) Class Sergeant to Internship Staff

Note: In the absence of the Class Sergeant, The Administrative Officer assumes the Class Sergeant Duties. The intern will always comply with the chain of command procedure.

Article IV. FRATERNIZATION

Section 4.01 From time to time, there may be inmate workers assigned to the facility on a weekend. While this is not normal procedure, rules concerning inmate workers apply to all interns at all times. Inmate workers are normally dressed in a dark blue cotton working clothes. “INMATE WORKER” is stenciled in white on both the top and the pants. Inmate workers are under the direction of Academy Staff, or an assigned work crew supervisor. Interns do not assign or make requests of any inmate worker. If there is a
question or concern, that question or concern should immediately be brought to the attention of Academy Staff.

Section 4.02 Interns shall not fraternize with inmate workers. An intern shall bring no messages for inmate workers to this facility. An intern shall take no messages from this facility for an inmate’s family. Any violation of this regulation shall be grounds for dismissal from the Public Safety Internship Program.

Article V. INJURIES

Section 5.01 An intern who sustains ANY injury while attending this program shall immediately report that injury to the Internship Staff. The intern shall submit an injury memorandum to the Internship Staff explaining how the injury occurred, the extent of the injury, and any recommended treatment directed by a physician. The memorandum is to be turned in prior to the start to the next scheduled Saturday.

Note: It is necessary that the Internship Staff be kept apprised concerning any injury. Because the class does not meet during the week, it is important that the intern call/page Mr. Medina or Sr. Deputy Garcia to ensure ongoing communication concerning the injury.

Article VI. GROOMING STANDARDS

Section 6.01 All interns shall follow the dress standards specified by the Department of Public Safety Education and Training.

Section 6.02 All interns will be clean-shaven while attending class or a Public Safety Internship Program function. Interns shall not wear jewelry while on the facility or a Public Safety Internship Program function. Interns may only wear a watch with a plain band and a ring on the left ring finger.

Section 6.03 Male interns shall keep their hair neatly trimmed above the ears. Haircuts shall be conservatively short and tapered in the back. They shall be maintained in a military style to the satisfaction of the Internship Staff. Sideburns shall not extend below the middle of the ear. They shall be even in width and without flare. Sideburns shall be a maximum width of one inch at the bottom.

Section 6.04 Female students shall keep their hair neat and above the collar. No decoration shall be worn in the hair. Hairpins or clips that match
the color of the hair may be worn to keep the hair off the collar. **No makeup or nail polish shall be worn.** Fingernails shall be trimmed short and “false or extended” fingernails are not acceptable.

**Article VII. DISMISSAL**

**Section 7.01** An intern enrolled in the Public Safety Internship Program may be dismissed from the program for one or more of the following reasons:

(a) Failure to maintain the minimum standards of the Public Safety Internship Program.

(b) Failure to maintain the minimum academic grade point average (2.0) as recognized and agreed to by Riverside Community College.

(c) Failure to give appropriate observance to the performance of duty, such as not turning in work, or missing assignments altogether.

(d) Insubordination: The willful disobedience of any lawful order issued by a superior officer. The disrespectful, mutinous, insolent, or abusive language directed toward a superior officer. This would include, but is not limited to academy staff, instructor staff, school representatives, and visiting law enforcement representatives.

(e) Willful disobedience to directions of College officials (including faculty acting in the performance of their duties).

Note: The Public Safety Internship Academy is a voluntary program. Any intern not desirous of remaining in the program may drop out of the program at any time.

Any breach of discipline by an intern will be referred to the Dean of the Department of Public Safety Education and Training.
Article VIII. STUDENT GRIEVANCE PROCEDURE

Section 8.01 The purpose of a student grievance procedure is to provide a process by which student-related issues may be resolved in a fair and efficient manner following due process of law. The procedure is intended to achieve an equable solution to an issue with due regard for the rights of the student, the faculty, the student body, and the College District.

Article IX. PROCEDURE RELATING TO DISCIPLINARY ACTION

Section 9.01 In all cases when the College President or designee has initiated disciplinary action, the student, within 72 hours of receiving the decision, may convey to the appropriate Vice President in writing:

(a) Concurrence with the decision; or
(b) A request for a formal hearing

Article X. GENERAL GRIEVANCE PROCESS

Student grievances shall be processed in the following sequence:

Section 10.01 Informal Consultations

(a) Prior to any formal written allegation, a student shall contact the appropriate faculty or staff member and attempt in good faith to resolve the concern through the consultative process. If a student is unsure of the appropriate faculty or staff member of contact, he or she should contact the Vice-President of Student Services who will direct the student to the appropriate staff member.

(b) If the issue is not resolved with the affected parties, the student may request an informal conference with the appropriate department chairperson, dean or director.

(c) If the issue is not resolved with the appropriate department chairperson, dean or director, the student may request an informal conference with the appropriate Vice-President.

(d) For academic matters, the conference shall be with the Vice-President of Academic Affairs.
(e) For nonacademic matters, the conference shall be with the Vice-President of Student Services.

(f) The Vice-President shall convey a decision in writing to all affected parties.

(g) If the issue is not resolved at the informal level, the student may file a formal written grievance requesting a formal hearing. The student shall direct this letter to the appropriate Vice-President.

Section 10.02 Formal Hearing

(a) Upon receipt of a written request by the affected student for a formal hearing, reasonable opportunity for such a hearing will be afforded the student within ten (10) school days. The written request should contain a statement detailing the complaint to be resolved, and the action requested.

(b) The formal hearing will be conducted before the Student Grievance Committee. This committee shall be composed as follows:

1. Two students appointed by the ASRCC President
2. Two faculty members appointed by the Academic Senate President
3. Two managers appointed by the President of the College
4. The College President or his designated representative shall serve as chairman

Section 10.03 The Student Grievance Committee Shall

(a) Receive a signed written statement from each party involved in the grievance specifically all pertinent facts relevant to the case in question and transmit a copy to each party with due notification of rights and responsibilities in the procedure for disposing of the case.

(b) Discuss the case, hear testimony, examine witnesses and receive all evidence pertaining to the case.

(c) Allow each party the right to be represented at the hearing by a student member of the College and to question witnesses and testimony.
(d) Judge the relevancy and weight of testimony evidence. It shall make its findings of fact, limiting its investigation to the formal allegations. It shall also make recommendation for disposition of the case.

(e) Provide a transcript of the proceeding, which shall be kept in a confidential file and shall be available to the student who requested the formal hearing.

(f) Submit its findings of fact, and recommended action to each party and the appropriate vice-president within ten (10) school days of the completion of the formal hearing.

(g) The formal hearing shall be closed to the public.

(i) Upon receipt of the Student Grievance Committee’s recommendation, the vice-president, within five (5) school days, shall transmit in writing his/her decision to all affected parties.

(j) The student, within five (5) school days of receipt of the vice-president’s decision, may appeal the decision to the College President.

(k) The College President may:

1. Concur with the vice-president’s decision.
2. Modify the recommended decision.
3. Recommend action to the Board of Trustees.

Section 10.04 Appeals

(a) In all cases final appeal shall rest with the Board of Trustees.
Article XI. EXAMINATIONS/QUIZES

Section 11.01 An Instructor or member of the Internship Staff shall administer exams. Talking shall not be permitted while an examination is in progress. The Administrative Officer shall remain in the classroom until all interns have completed the examination. The Administrative Officer will collect the answer sheets and examination booklets from the interns as they complete the examination. (In the case of a “fill in the blanks” quiz, students completing the quiz will hand their booklet to the Administrative Officer at the back of the classroom as they leave the room.). Once the examination has been completed and turned in to the Administrative Officer, the intern will leave the testing room and not return until instructed to do so. After turning in their answer sheet, the intern shall not attempt to change an answer or “check over” any test materials. The Administrative Officer shall place the answer sheets, test booklets, or “fill in the blanks” quizzes in the Internship Program office after the test is completed.

Section 11.02 Before the beginning of an examination or quiz, all books, papers, handouts, etc. will be removed from the desktop. All briefcases, binders and storage bags will be closed. The only items at the intern’s disposal will be the test material, 2 pencils and an eraser. Any substantiated instance of an intern, or interns, cheating shall result in dismissal from the Public Safety Internship Academy. Each intern is responsible for obtaining handout materials, class notes, and any homework or research assignments.

Section 11.03 The Department of Public Safety Education and Training has a time tested and highly respected Honor Code. Interns of the Public Safety Internship Academy shall read, honor, and be accountable for the content. Because Public Safety officers are bound by their word, the Internship Staff feels that this is an important aspect of training for the future you may wish to undertake.
Article XII. THE HONOR CODE

Section 12.01 Public Safety staff are bound by their word. They are bound by the traditions of the profession, devotion to duty, the honor of their department and oath of office. In field situations this word may be given under extreme tension, stress, or physical danger. No group of people in civilian life have so much at stake in trusting one another as do those of our profession. By the very nature of the way public safety officers live, or die, they must be honest in all they do.

Section 12.02 The Honor Code at this Academy requires the intern to practice, to a greater degree than ever before, what they have already learned at home, in school, or in church. The Honor Code sets standards by which interns may judge one another. Public Safety officers cannot afford to have a person in their midst they cannot trust. By design the Code will reveal those who cannot measure up to these standards and eliminate the untrustworthy from the group. The honor Code includes, but is not limited to, the following basic points.

(a) An intern always tells the truth and keeps their word: To be truthful is the ability to conform to fact. To lie is to practice intentional deceit, to be untruthful.

(b) An intern is honest in all efforts and does not cheat. Honesty is straightforwardness, freedom from deceive or fraud. To cheat is to receive, give, or aid in giving information in such a manner as to present an unfair advantage over fellow interns. Cheating is presenting an inaccurate picture of one’s abilities.

(c) An intern does not quibble; employ evasive statements, or tricky wording. In answering a question, accounting for conduct, or explaining a discrepancy, an intern shall squarely face the issue. To quibble is to evade the point in question by making false or misleading statements. These statements attempt to cloud the issue by “splitting hairs”. Or are to introduce trifling technicalities deliberately designed to disguise the facts and present an entirely different picture.

(d) An intern will respect the property rights of individuals and the department. They are honor-bound to protect property against abuse or theft. Any other attitude toward property
would be a betrayal of the public trust. This is contemptible in a public safety officer. The California Penal Code defines theft. To engage in theft would disqualify a public safety officer from holding any position of trust. The success of public safety depends largely on teamwork. Teamwork is the mutual and reciprocal confidence that unites a group in a common effort. The presence of a thief destroys the confidence the members of the group have in one another. Thus ruining the effectiveness of the group.

(e) An intern’s signature is the bond. When an intern places their signature or initials on any document, they are certifying to its correctness. They are willing to stake their professional reputation and integrity on the accuracy of the document.

(f) An intern has a duty to report any breach of the Honor Code that comes to their attention. An intern who does not meet the standards of moral conduct and responsibility should not be allowed to occupy a position of responsibility and trust. Moral weakness, as expressed by any deviation from the principles of the Honor Code, may seem of little importance at the Academy. But, a deviation in a situation where lives and/or property are at stake may well result in disastrous consequences. To insure the continued success of the public safety profession, officers must be men and women of undisputed honesty and moral courage. Because of this, an intern is honor-bound to report any breach that comes to their attention.

(g) The most important element in the implementation of the Honor Code is the necessity for every intern to believe in this Code. Belief in the Code and an intelligent understanding of the importance of honor to public safety will engender the reassuring feeling of complete trust in each member of the class.
Article XIII. INTERN CLASS OFFICERS

Section 13.01 Class Sergeant: The Class Sergeant is responsible for the conduct of the class. One of the duties of the Class Sergeant is to help members of the class prepare for inspection. The Class Sergeant is appointed by the Internship Staff and may be changed whenever to better evaluate an individual intern’s leadership potential. The Class Sergeant shall have the following duties:

(a) Help the instructors and Internship Staff as directed.

(b) Insure that all interns maintain proper demeanor.

(c) Assemble the class for instruction as directed by the Internship Staff or instructor.

(d) Assemble the class for inspection.

(e) Assemble and direct the class in a military manner.

(f) Assign interns to various details as directed by the Internship Staff.

(g) Illustrate leadership qualities to the class.

Section 13.02 Administrative Officer: The purpose of the Administrative Officer is to help the Class Sergeant and Internship Staff as directed. The Administrative Officer will be appointed by the Internship Staff and may be changed whenever to better evaluate the individual interns leadership potential.

(a) If the Class Sergeant is absent, take charge of the class.

(b) Has the responsibility of taking attendance and reporting the results to the Internship Staff.

(c) Remain in the classroom during all testing to collect, collate, and deliver to the Internship Staff all completed tests and quizzes as directed.

(d) Responsible for turning in all memorandums, assignments, or written materials assigned to an individual or the class.
(e) Check with the Internship Staff at the start of class for any special assignments.

(f) Insure that the classroom boards are clean, sufficient supplies are available for the instructor, and the boards are cleaned off at the end of the day.

(h) Place the instructors name, rank, and department, as well as the subject matter to be taught, on the classroom board prior to start of class.

(i) Handle any additional assignments given by the Internship Staff.

(j) Keep the Internship Staff apprised of any classroom problems or situations needing attention.

Section 13.03 Squad Leaders: It is the duty of the Squad Leader to help each member of the squad in preparing for inspection. The squad Leader has the responsibility to contact their respective squad members to insure they have studied, completed assigned work, prepared any memorandum information due, and be sure that squad member will be in class on the appointed date and time. The Squad Leader will be appointed by the Internship Staff and may be changed whenever to better evaluate an individual interns leadership potential.

(a) Squad Leaders lead by example.

(b) Squad Leaders check their squads for correct uniform and grooming.

(c) Squad Leaders assist the Class Sergeant and Administrative Officer as needed.

(d) Squad Leaders assist with the demeanor of the class and help "set the tone" during both classroom instruction and during formation and class breaks.

Section 13.04 Class President: During the final two months of classes, the Senior Class interns will choose a Class President. The interns should select the person to be Class President that best exemplifies a model Public Safety Education and Training Program intern. The Class President will assume the duties of Class Sergeant during the last weeks of the Internship Program. The Class
President will represent the Class at graduation exercises and deliver the class speech.

**Article XIV. UNIFORM REGULATIONS**

**Section 14.01 Class “A” Uniform:** The uniform shirt shall be short-sleeved, tan in color, cotton and polyester, soil release finish, permanent press with military creases. Creases shall be pressed-in, not sewn-in. Correctly associated “Public Safety Education and Training Program” patches shall be affixed to both sleeves. The Internship Staff shall issue the patches. White cotton, crew neck T-shirt shall be worn under the uniform shirt. The uniform pants are “Dickie” brand, olive green combed cotton with pressed in creases.

(a) Black basket weave belt with chrome belt buckle.

(b) Black cotton, long sleeved windbreaker (with “Public Safety Education and Training Program” logo sewn in on the left front breast area.

(c) Black leather, round smooth toes boots or shoes. No “cowboy” style boots and no steel-toed boots/shoes of any type. Footwear shall be black shoes or boots that can be shined to a high luster. Interns shall keep their boots/shoes shined at all times.

(d) Black cotton socks.

(e) Black ball cap with “Public Safety Education and Training Program” logo sewn in.

**Section 14.02 Class “B” Uniform:** The uniform shirt shall be a white polo shirt with the “Public Safety Education and Training Program” logo on the left front breast area. A white cotton crew neck T-shirt may be worn under the polo shirt. The uniform pants are class “A” brand, olive green with pressed in creases.

**Section 14.03 Uniforms shall be kept neatly pressed and properly tailored. Buttons shall be kept in good repair and always buttoned. A handkerchief may be carried in the right rear pants pocket. No other items are to be carried in or on the uniform. The gig-line shall be maintained properly. (The “gig-line” is the straight line of the button placket, belt buckle and trouser fly). Uniforms shall be kept lint and thread free.
Section 14.04 Interns shall have **all required uniforms and equipment with them at all times.** Interns shall be issued a large black canvas bag. The bag remains the property of the Public Safety Education and Training Program. There is sufficient storage room in the bag for uniforms and equipment and shall be brought to all class sessions.

Section 14.05 If you are an explorer scout or cadet with a law enforcement agency, you **must wear** the Public Safety Education and Training Program uniform to promote teamwork with the other students. **Your explorer or cadet uniform may be used for formal inspections.**

Section 14.06 Class “A” and Class “B” uniform shirts **shall not be worn to or from the Academy unless they are fully covered by a “civilian” jacket or other similar clothing.** This includes, but is not limited to, the lunch period.

Section 14.07 **Physical Training “PT” Uniform:** the uniform shirt shall be white cotton, crew neck T-shirt. Black running shorts and Spandex type knee length shorts. The Spandex shorts shall be worn under the running shorts. All shorts shall be worn at normal waist height.

(a) Gray cotton, long sleeved sweatshirt.

(b) Athletic shoes suitable for running/jogging.

(c) White cotton “tube” type socks.

(d) Black ball cap with “Public Safety Education and Training Program” sewn in.

**Note:** Male students may wear an athletic supporter if they feel the running short liner is not sufficient.

**Note:** Female students **shall** wear a brassiere that provides proper support, i.e., sports or running type bra, etc.
Article XV. MEMORANDUMS

Section 15.01 Interns enrolled in the Public Safety Internship Academy have been afforded an opportunity not normally provided to interns involved in "public safety" programs. Going back over many years, there has always been "one way" to write memorandums, and that way is with paper and pencil. However, the computer age arrived and with computer courses now taught in most schools, thinking is slowly changing. The Public Safety Internship Academy encourages interns to enroll in computer classes as a part of this course. To make use of newly acquired skills, permission was granted to have interns with access to a computer, complete their memorandums by use of said computer. While this is not mandatory, computer use is encouraged.

Section 15.02 There are six basic types of memorandums that interns may be required to submit to the Internship Staff. All memorandums are due the next class meeting unless otherwise directed. The six types of memorandums are:

(a) Absence  
(b) Disciplinary  
(c) Illness  
(d) Information  
(e) Injury  
(f) Research

Section 15.03 All memorandums are read and graded. Memorandums shall contain the 5 "W's" and an "H". WHO, WHAT, WHERE, WHEN, WHY, and HOW. Who assigned the memorandum? What were you doing when you received the memorandum? Where were you when you received the memorandum? When were you assigned the memorandum? Why were you assigned the memorandum? How will you address the problem so it does not happen again?
Article XVI. GRADING POLICY FOR ALL WRITTEN ASSIGNMENTS: ACCOUNTABILITY

Section 16.01 All interns are responsible for all assignments. If you arrive to class late, must leave early, or miss the entire day, you are still responsible to complete and turn in all assignments on the next class date (unless specifically advised by Staff that another date is acceptable). It is your responsibility to obtain assignment information, class notes, or whatever else is necessary to remain current with the rest of the class.

Section 16.02 All interns are responsible for obtaining notes from another student if any class or portion of a class is missed. Notes can be obtained through the Class Sergeant, Administrative Officer, or respective Squad Leader.

Section 16.03 All interns are responsible for all test questions on a test. If a class, or part of a class was missed, interns are still responsible for the information to be tested. Interns will not be “given credit” for a question(s) because they were not present. Interns are Accountable and Responsible for themselves.

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Separator Sheet
Thesis Scanning
RELATIONSHIPS BETWEEN FAMILY ENVIRONMENT, PSYCHOLOGICAL MALTREATMENT, AND WELL-BEING AND SYMPTOMS

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
Of the Requirements for the Degree
Master of Science
In
Psychology

by
Rhonda Kay Alvarez
June 2001
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A Thesis
Presented to the
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June 2001

Approved by:

Faith McClure, Chair, Psychology

Date

David Chavez

Eugene Wong
ABSTRACT

The purpose of the present study was to conduct an examination of the relationships between family environment, psychological maltreatment, subjective well-being and psychological distress. Examination of the literature suggested certain family environments may be more at risk for engaging in psychological maltreatment than others. It also suggested that psychological maltreatment may have a harmful impact on a person’s subjective sense of well-being, which in turn may negatively impact a person’s vulnerability toward psychological symptoms of distress. A sample of 175 college students participated in the study. The analyses demonstrated several significant relationships and several non-significant relationships. Generally, level of family distress was associated with psychological maltreatment, symptoms of psychological distress, and lower well-being. Additionally, level of family distress was associated with decreased positive relations to others and decreased self-acceptance. Level of family achievement pressure was associated with psychological maltreatment, and with a higher sense of autonomy. Psychological maltreatment was associated with more symptoms of psychological distress and with decreased positive relations to others. Additionally,
there was a trend in that psychological maltreatment appears related to decreased self-acceptance. Finally, symptoms of psychological distress were associated with decreased overall well-being. Several possible explanations of the results are discussed. Recommendations for future research in this area were also made. The implications derived from the current study are relevant to the clinical setting; a better understanding of the impact of family environment and behavior on individual psychological adjustment has implications for interventions with distressed families and their children.
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CHAPTER ONE
INTRODUCTION AND LITERATURE REVIEW

General Introduction

Families exist in countless variations. They have differing numbers of children at different developmental levels and they have differing numbers and types of parental figures. They have differing layers of blending and complexity, varying from the traditional nuclear family to the single parent family, to families with stepparents and stepsiblings, to families with grandparents in the parental role, and countless other variations. In addition to structural variety, families also vary in their climate. Some families are close and nurturing, some are distant and disengaged, some are hostile and abusive - the variations are numerous. Structure and climate interact so that each family member contributes a unique involvement in the family’s system dynamics. Additionally, each member is influenced by the contributions of the others. Members grow and develop within their respective families and thus the influence of the family on the individual is significant and considerable. Understanding the family’s influence on a person is important in understanding that person (Moos &
Moos, 1986). The present study will explore a number of family climates and dynamics, specifically those related to the psychological maltreatment of children, and how these factors relate to the subjective well-being and psychiatric symptoms exhibited by adult individuals.

Family Dynamics and Climates

Parenting Style and the Outcome of Child Behavior

The methods and skills of parenting have come under scrutiny in recent years. News reports are filled with examples of violent acts among young people, stories of teenage birth rates, statistical reports of how much the average child watches television, and the like. One wonders if parents are adequately supervising and guiding their children, as well as whether one's own parenting is effective. Moursund (1993) asserts that parents have become uncertain about the "limits of their authority: their right to make and maintain family rules and to discipline their children" (p. 177). Parenting is no longer considered merely the act of having a child and doing what comes naturally; it is an aspect of life that has generated a large amount of scientific study and professional opinion.
Methods of parenting have been researched, and some methods are believed to be more effective than others. Baumrind (1993) states that even in "normal" homes, that is, homes where there is no overt child abuse, there is much variation in parenting that affects the development of children. Baumrind (1971) offers probably the best known view of parenting styles, which outlines three basic types of parenting: authoritarian, which emphasizes strict adherence to rules, is often characterized as a punitive style, and allows for little discussion of rules and discipline; authoritative, which also places firm limits on child behavior, but to a lesser extreme, is demanding but nurturing, and is receptive to discussion with the child; and permissive, which places few restrictions overall, may not adequately monitor child behavior, and may be either nurturing or disengaged. The authoritarian style is associated with children being withdrawn and distrustful, and with children who are less independent than those whose parents fall under the other parenting styles. The authoritative style is associated with children's self-reliance, independence and autonomy, and social responsibility. The permissive style is associated with children's lack of self-reliance and self-control, and less explorative behavior (Baumrind, 1971). The authoritative
style is generally regarded as the most effective by many researchers and theorists (e.g. Santrock, 1995), providing a balance in terms of setting appropriate boundaries for children while still fostering their personal growth.

Child Autonomy as Related to Parenting Style and Involvement

As noted above, the style of parenting considered most effective, the authoritative style, is characterized by parental involvement, the setting of standards, and the expression of caring and concern as factors in establishing autonomy (a sense of self-worth, effectiveness, competence, and internal locus of control) in children. A lack of parental involvement has been related to negative adolescent behavior (Simons, Johnson, & Conger, 1994). Parental involvement, then, is important in contributing to child behavior. The combination of the authoritative style's high involvement and high control has been demonstrated to relate to internal locus of control (an element of autonomy), contrasted with the more authoritarian style of low involvement and high control, which is related to an external locus of control (Trusty & Lampe, 1997).

In addressing the importance of autonomy, research has been conducted on how autonomy can be influenced in
children. Discipline itself can hinder or foster autonomy, for example, even in very young children (Crockenberg & Litman, 1990). In other words, harsher punishment styles, such as physical, hinder autonomy whereas supportive styles, such as appropriate limit-setting, foster autonomy. Furthermore, teachers who employ an authoritative teaching style promote similar benefits in child autonomy, as do authoritative parents (Wentzel, 1997). It appears, however, that autonomy is not easily acquired, and requires an active fostering on the part of parents or other adults. For example, Miserandino (1996) studied children who all scored above average on an achievement test. Despite the fact that all children were doing well, those who perceived themselves as less competent and who exhibited a lack of autonomy experienced more negative affect and withdrawal. Furthermore, the study was able to predict a decline in grades of these children from the beginning of the year to the end, suggesting that these problems can magnify over time. It was suggested that adults find ways to provide guidance that fosters autonomy and a sense of competence (Miserandino, 1996).
The Role of Attachment in Child Behavior

Exploring attachment is also a way of examining the relationship between parenting and child behavior. Bradford and Lyddon (1994) suggest that attachment does indeed relate to personal adjustment, and that assessments have been developed to test this very important relationship. Healthy attachment between parent and child promotes independence, a sense of security, and autonomy. Unhealthy attachments can lead to insecurity and even psychopathology. For example, Rosenstein and Horowitz (1996) demonstrated that the type of attachment can be transmitted across generations from parent to child, giving support to the idea that problems can be perpetuated in a family. Parenting that fosters healthy attachment, then, is promoting health and well-being in the children being raised. In contrast, parenting that fosters insecure (ambiguous or avoidant) attachment does not promote well-being and instead leads to negative outcomes that can interfere with subsequent relationships.

What emerges out of reviewing this literature is that the style of parenting, comprised of certain strategies (i.e., those that promote autonomy and secure attachment) relates to the well-being and behavior of children. Implied
in these studies is that the direction of the relationship flows from parent to child, which is the basis for many people questioning the effectiveness of parents since it appears so many children of today are maladjusted. This appears to be a legitimate question, but it would be too hasty to ask at this point. There are some who question this directionality, and there is evidence that the direction of influence may not necessarily be absolute in flowing from parent to child.

**A Question of Directionality: Parental and Child Influences**

Instigating the idea that child characteristics can influence parenting is Bell's (1968) classic paper that offered a reinterpretation of directionality. He states that most studies suggesting that parenting influences child development can be reinterpreted as showing that children evoke responses from their parents. Assertive children may be punished more quickly, for example. Children with lower person orientation (e.g., eye contact, smiling) may evoke less nurturance and be more frequently punished. He also notes that maternal affection is expressed differently toward each child. He illustrates this by citing animal studies in which the presence of infants could be manipulated to stimulate lactation and
parenting behavior in animals that had not given birth. What this demonstrates is that the characteristics of the infants themselves played a role in evoking parenting behavior. Overall, he states that the parent-effect model is too narrow and that an expanded model is needed to account for both directions (Bell, 1968). Several studies do account for this bidirectionality. The study by Crockenberge and Litman (1990) suggests the possibility that the defiance exhibited by the toddlers evokes stronger control, and that even self-assertiveness, if it is frequent, may lead to frustration on the part of the parent. Additionally, hyperactive children may evoke punitive behavior from parents, and child attributes are one predictor of whether or not a parent spanks the child (Bachar, Canetti, Bonne, DeNour, & Shalev, 1997; Day, Peterson & McCracken, 1998).

Moving beyond the child as a solitary influence of parenting, Belsky (1984) offers a model of parenting that suggests many factors influence people as parents. First, each parent is influenced by his/her own characteristics, such as developmental history (note transmission of attachment, above), and psychological well-being. Next, parents are influenced by their child's characteristics, such as temperament. Finally, parents are influenced by
social context and support, such as their marital relationship and friends and family as support. These all work simultaneously to influence how parents parent. This multiple influence is what Belsky refers to as parenting being "multiply determined". He further demonstrates that since parenting is multiply determined, if one factor (such as developmental history) is weak or problematic, then the other areas (such as support from family) may be able to compensate. He says, though, that each factor contributes differentially (i.e., some are more important than others in their influence or impact), and if two areas fail, it would be best if the remaining strong factor was the characteristics of the parent, presumably because this is the strongest factor (or most direct influence). What is clear from this review of the literature is that it is not always clear who influences whom, and to what degree parents contribute to the behavior of their children.

Perceptions of Parent Behavior

As if to confuse matters further is the question of what happens when there is a discrepancy between what parents demand of their child and the behaviors engaged in by the parents themselves (e.g., parents say "Don't lie," but do it themselves). Children often learn by observation, and often imitate parents' actions despite what parents
tell them (Santrock, 1995; Holmes, 1997). Furthermore, children are more likely to imitate a behavior they see rewarded (Santrock, 1995). Modeling, then, is an important facet of child rearing that should not be ignored.

Additionally, the perceptions children have of what a parent's behavior means may influence their own behavior. Simons, Johnson and Conger (1994), for example, suggest (based on their study examining punishment and involvement), that there may be a relationship between the use of corporal punishment and involvement, such that the use of this type of punishment, as opposed to other types, may imply to the child that the parent does not care, leading the child to withdraw from the parent, therefore resulting in less involvement and support from the parent. The conclusion, then, is that when parents and children interpret parents' behavior, in particular corporal punishment, differently (e.g., parents seeing it as involvement and a form of discipline and children as lack of care), the consequences can be negative and children may develop psychological problems.

Family Environment

While it may not be clear to what extent parents influence children and children influence parents, what is clear is that both influences are in place and are
interactive. The overall effect, then, may be best understood in terms of a general family climate. Moos and Moos (1986) have developed a model of family climate they refer to as "family environment". The model of family environment they offer is comprised of three dimensions: the relationship dimension, the personal growth dimension, and the system maintenance dimension. The relationship dimension involves the relational climate between family members, such as the extent to which feelings are expressed openly, extent of encouragement and support, and extent of conflict. The personal growth dimension involves to what extent independence, achievement, intellect, and morality are encouraged. The system maintenance dimension involves the degree to which the mechanics of the family system is focused on.

Moos and Moos (1986) then developed from these dimensions a classification system of seven family types, based on which factors are predominant within the family. Within the relationship dimension, there are two family types: the support-oriented family, and the conflict-oriented family. Within the personal growth dimension there are four family types: the independence-oriented family, the achievement-oriented family, the moral-religious-oriented family, and the intellectual-cultural-oriented
family. Within the system maintenance dimension, there is one family type: the disorganized family.

Moos and Moos (1986) found that distressed families presented more dysfunctional environments than normal families, such as being highly controlled, having higher conflict levels, and lower levels of cohesion and lower levels of encouragement of independence. Additionally, they noted that abusive families displayed unhealthy patterns, noting that the children and parents perceived the environments differently in terms of power. They stated that "These differences...are consistent with findings in other settings indicating that people (such as parents) who have more authority and responsibility in an environment tend to view that environment more positively than people (such as children) who have less authority and responsibility" (Moos & Moos, 1994, p. 10). As noted above, differing perceptions between children and parents of the same conditions can be problematic. In abusive conditions especially, then, it appears this discrepancy is built in. Thus, not only the abusive conditions themselves, but perhaps also the discrepancy between perceptions of the family environment combine to adversely affect the individual. Most meaningful however, when looking at child outcomes, are how children perceived their families since
this constitutes their subjective reality. Do children who perceived their family environments as distressed (e.g., highly conflicted and controlling) show less independence or autonomy as adults? Is their attachment negatively impacted? Does this environment impact their self-concept and self-esteem negatively? Understanding these relationships can provide useful information for interventions with distressed families.

While Moos and Moos (1986) examined abusive families and their dysfunctional environments, the types of abuse they studied were families displaying physical and sexual abuse only. An often overlooked type of abuse is the less tangible one of psychological abuse/maltreatment. For families who engage in this type of abuse, it is less clear what their family environments are like, especially as perceived by the children who grow up in them. This study will add to the literature by evaluating the relationship between family environments and psychological maltreatment.

Psychological Maltreatment

Of all the types of child abuse, psychological maltreatment seems to be the most difficult to define. Given this difficulty, research on psychological maltreatment has lagged behind research on other types of
abuse (Burnett, 1993; Hart & Brassard, 1987). Lack of an adequate definition and interventions compelled Garbarino (1978) to refer to emotional abuse (psychological maltreatment) as "the elusive crime." Despite these setbacks, psychological maltreatment has gained recognition by professionals and researchers as a real form of abuse deserving study (Barnett, Miller-Perrin, & Perrin, 1997; McGee & Wolfe, 1991).

**Characteristics**

The problem in describing the characteristics of psychological maltreatment lies in the fact that it is so difficult to define. It is made even more difficult for the average person to conceive of when professionals themselves do not agree on what it is. Reviewing the literature is a bit overwhelming and confusing; researchers are stressing the importance of a cohesive, balanced definition, yet agreeing on none. In a sense, they are talking past each other, each with a different focus. One researcher questions which elements of behavior should be considered: the interaction of physical and non-physical (e.g., the psychological impact of being physically abused by one's parent), the act (e.g., the abuse itself, such as berating), the outcome (e.g., the child's distress), or all factors combined (McGee & Wolfe, 1991). Many focus on
different perspectives, such as developmental (e.g., adequate attachment) (McGee & Wolfe, 1991; Hart & Brassard, 1987; Garbarino, 1978), social (e.g., encouraging criminal behavior), and competence of self (e.g., autonomy) (Garbarino, 1978). Many struggle with which is the better choice: a broad definition (encompassing the idea that psychological maltreatment is inherent in all forms of abuse and allowing for the subtleties that might otherwise go unnoticed), or a narrow definition (allowing for more certainty in reporting, intervening, and taking other legal action) (Burnett, 1993; Garbarino, 1978; Hart & Brassard, 1987; McGee & Wolfe, 1991)? One researcher points to the distinction between psychological abuse (affecting cognitive functioning) and emotional abuse (affecting emotional well being) (O’Hagan, 1995). Another distinguishes between two types of psychological maltreatment: hostile/verbally abusive and psychologically unavailable (Egeland, Sroufe, & Erickson, 1983). Basically, the struggle lies in where to draw the line between what is abusive and what is not, and whether (and how) to distinguish from these. Many try to outline particular behaviors, but others argue that it is the totality (sustained, repetitive quality) of the behaviors that constitute abuse (O’Hagan, 1995). It appears that common
elements to many definitions are distinctions between verbal and non-verbal components, the presence of harmful behaviors and the absence of beneficial behaviors (e.g., Burnett, 1993; Egeland et al., 1983; Garbarino, 1978; O’Hagan, 1995).

Despite all the research and arguments, we are still left in the uncomfortable position of describing what psychological maltreatment is. To a large extent, then, the characteristics of psychological maltreatment depend upon which definitional framework one is relying. The definition used in this project is a broad definition, utilizing the verbal and non-verbal categories used by Egeland et al. (1983). In their study, Egeland et al. (1983) defined hostile/verbally abusive mothers as those who, “chronically found fault with their children and criticized them in an extremely harsh fashion. ...The mothers in this verbal abuse group engaged in constant berating and harassment of their children” (p. 462). They defined psychologically unavailable mothers as, “unresponsive to their children and, in many cases, passively rejecting of them. These mothers appeared detached and uninvolved...there was no indication that these mothers derived any pleasure or satisfaction from their relationship with their children” (p. 462). Following these definitions, then, the behaviors...
comprising psychological maltreatment may include the
eral behaviors of criticizing a child harshly (this would
clude public humiliation) and never being satisfied with
the child. They may also include the non-verbal behaviors
of ignoring, remaining emotionally distant/unnurturing, and
rejecting (including rejecting physical affection from the
child).

The fact that current researchers point out that
psychological maltreatment is being recognized as
pervasive, serious, and a form of abuse in its own right
(Barnett et al., 1997; Burnett, 1993; Hart & Brassard,
1987; McGee & Wolfe, 1991) indirectly highlights that this
was not historically the case. Rather, psychological
maltreatment was often viewed as a less serious by-product
of other forms of abuse (e.g., physical). Some research,
however, suggests that not only is psychological
maltreatment as serious as other forms of abuse, but it may
be even more damaging, and if it is an inherent component
in all other types of abuse, it may be the most damaging
portion (Egeland et al., 1983; Hart & Brassard, 1987; McGee

Psychological impact

The impact of psychological maltreatment can vary
depending on the definition used. Generally, however,
short-term and long-term effects include: problems with interpersonal adjustment (such as insecure attachment and problems with peers), intellectual deficits (such as academic difficulty and lower creativity), and affective-behavioral problems (such as aggression, anxiety, and dependence) (Barnett et al., 1997). O’Hagan (1995) further suggests affective problems are a consequence of emotional abuse, characterized by either a lack of emotional expression or of emotional volatility. Egeland et al. (1983) demonstrated that effects of hostile/verbal abuse in children included anger and avoidance of their mother. The effects of psychologically unavailable mothers were the worst of all abuse types studied; the children exhibited a large number of pathogenic behaviors, avoided their mothers, were angry, non-compliant, showed diminished creativity, diminished persistence and enthusiasm, and showed an increased dependence on adults. As mentioned above, many researchers suggest that psychological maltreatment is the most serious form of abuse, having the most detrimental effects over all other types. Of interest is the extent to which psychological maltreatment is associated with particular family environments.
Subtle Forms of Psychological Maltreatment

In addition to overt, verbal hostility or withdrawal of attention and affection, parents who are controlling and highly competitive often pressure their children to achieve (e.g., in sports, academics, extra-curricular activities). When these expectations are of such an extent as to be unrealistic and/or excessive, the children may begin to experience shame and diminished self worth due to repeated reminders (verbal or non-verbal) from their parents concerning their lack of expected achievement. Thus, this excessive pressure to achieve, or "achievement pressure", may be considered a subtle form of psychological maltreatment.

There is a relative absence in the literature examining the pressure to achieve placed on children by their parents. It has been suggested that there is a trend toward achievement pressure by parents on their children (Robinson, 1991). Very little research has, however, examined whether this pressure alone, in its extreme form, constitutes a form of psychological maltreatment. The research that has been conducted in this area is quite recent; most of it is still in dissertation form.
Therefore, little is currently known about its characteristics or impact.

Characteristics

Achievement pressure may relate to psychological maltreatment primarily through shame. Although little research currently exists on achievement pressure, what does exist suggests a potential relationship between achievement pressure and shame. For example, McGinniss (1998) found that maternal achievement control (emphasis on achievement) was associated with shame in women, and paternal achievement control with shame in men. Additionally, inappropriate and unattuned parental responses to children's emotions are both considered psychological maltreatment (Egeland et al., 1983; McGee & Wolfe, 1991; O'Hagan, 1995) and shaming (Karen, 1992). Thus, parents who exert excessive achievement pressure could be regarded as being unattuned to their children's emotional state, particularly when their children begin to develop negative psychological responses (e.g., anxiety, depression) as a result of this pressure. We begin to see, then, that parental pressure on children to achieve can be related to negative psychological outcomes, which suggests the potential for this pressure to be considered a subtle form of psychological maltreatment. With this in mind, we
can examine achievement pressure by using verbal and non-verbal categories, following from the verbal and non-verbal forms of psychological maltreatment as outlined above. Thus, parallel to the unattuned responses inherent in psychological maltreatment generally, achievement pressure can also take the forms of hostile, critical responses (verbal), and unavailable, uncaring responses (non-verbal) that convey disapproval.

An example will illustrate the differences between the verbal and non-verbal types of achievement pressure. Suppose three elementary school-aged boys are part of an extra-curricular soccer team. They are each accompanied by their fathers to a weekend game. Each boy makes a couple minor mistakes (e.g., tripping, missing the ball), and a couple of accomplishments (e.g., making a successful pass, making a goal). On the journey home, the first boy is praised for his successes by his father, and the mistakes are not dwelled upon. We will label this a healthy response and experience. The second boy, on the other hand, is repeatedly berated for his mistakes, his successes are scarcely touched upon or are negated, and his worth as a soccer player is called into question. This instance is said to constitute an overt, verbally hostile form of psychological maltreatment and a hostile, shaming
experience for the boy. The third boy, by contrast, is hardly spoken to on the journey home. Neither his successes nor his mistakes are discussed. Perhaps the father reminds the boy of the chores waiting for him at home, or perhaps the father has been on his cell phone the entire time, conducting business. This instance constitutes a non-verbal, neglectful, and unavailable form of psychological maltreatment and an empty, shaming experience for the boy. Inherent in the messages from these silent fathers is, “You’re not good enough for my approval – there is no room for mistakes.” The child is left with the impression that his parent is never satisfied and that the parent’s love is conditional. The pressure to achieve, then, is constituted by the child’s desire to win parental love and approval, although by different means in the examples. The verbal maltreatment motivates the child to do better so the parent will address those praiseworthy behaviors, rather than focusing on the negative behaviors. The non-verbal maltreatment motivates the child to do well in hopes of even being noticed by the parent, doing so well the parent must take notice. As Karen (1992) states:

Nothing, apparently, defends against the internal ravages of shame more than the security gained from parental love, especially the sort of
sensitive love that sees and appreciates the child for what he or she is and is respectful of the child’s feelings, differences, and peculiarities. Nothing seems to make shame cut more deeply than the lack of that love. (p. 43)

**Psychological Impact**

Achievement pressure experienced in its extreme may have a negative psychological impact on its victims. Moos and Moos (1994) note that children perceived a higher emphasis on achievement than did their parents in terms of their sense of the degree to which they emphasized achievement. Further, an emphasis on achievement from parents toward their children was related to stress. The dissatisfaction and conditional love that may be experienced by children whose parents pressure them to achieve (either verbally or non-verbally) may compel these children to try harder to earn the attention and approval of their parents. For example, Turner (1998) found that extrinsically motivated students who experienced shame in academics increased their motivated behavior. Although the study framed this as “resilience,” what may have actually been happening was that the students tried harder because they were shamed by perceived parental pressure. Contrarily, Fletcher (1996) found that a proneness to shame
was not related to achievement motivation, but was related to fear of success. What may be happening, then, is that achievement pressure may elicit perfectionist, over-achieving tendencies in some people, and a fear of achievement in others. Alternatively, the effects may be an outcome of the degree of pressure. Robinson (1991) demonstrated that achievement pressure by parents had favorable effects at lower levels (higher self-esteem, higher school interest), but more problematic effects as the pressure increased, exhibited by various clinical symptoms. A third possibility is that the effects vary with the type of pressure used (overt and hostile, or covert and rejecting). Overall, then, it seems clear that achievement pressure is related to negative psychological outcomes in children. It is less clear which types of parents/family environments engage in this type of maltreatment and which forms (verbal, non-verbal) are related to which outcomes. Of interest is whether or not families that are highly controlling and achievement oriented have a negative psychological impact on their children.
Conclusions and Current Research Questions

To summarize, families vary in both structure and climate/environment. Family members impact each other, which includes influence from parent to child and child to parent; the overall system and climate create a "family environment." Family members may or may not agree on the type of family environment they perceive, which may create problems in itself, and in abusive households, this disparity is expected. However, when looking at adult outcomes of children who grew up in abusive households, understanding the children's perceptions of how those environments were constructed gives us insight into which subjective interpretations are associated with negative outcomes.

One type of abuse that is not examined adequately in the literature is that of psychological abuse/maltreatment. This type of abuse may be in the form of overt hostility, withdrawal of love or affection, and dissatisfaction with the child's level of achievement wherein the parent highlights the child's inadequacies. This type of abuse has many effects, (including lowered self-esteem, high levels of anxiety, depression, etc.). Furthermore, psychological
maltreatment may be present more often in certain types of families, such as those in which levels of conflict and control are high.

The purpose of the present study was to conduct an examination of the relationship between family environment, psychological maltreatment, and the outcomes of subjective well-being and psychological distress in adults. There are several general research questions that emerge from a review of the literature.

To address general family environment and psychological maltreatment, we questioned what the relationship is between these two variables. More specifically, we questioned whether families who are higher in conflict and control (level of family distress) are more likely to engage in psychological maltreatment. Further, we questioned what the relationship between level of family distress and the outcomes in terms of symptoms of psychological distress and subjective well-being were.

To explore family achievement pressure and its relationship to psychological maltreatment, we questioned whether families who are higher in achievement orientation and control (level of family achievement pressure) are more likely to engage in psychological maltreatment. Further, we questioned the relationship between level of family.
achievement pressure and the outcomes in terms of symptoms of psychological distress and subjective well-being.

To address the impact of psychological maltreatment, we questioned the relationship between psychological maltreatment and the outcomes in terms of symptoms of psychological distress and subjective well-being. Of particular interest was the impact of psychological maltreatment on these grown-up children's sense of autonomy, self-esteem, and ability to engage in positive relationships with others.

Finally, since research often looks at psychological symptoms, but less often at subjective well-being, we thought it would be useful to explore the relationship between these two outcomes directly. Thus, in this study, we evaluated the direct relationship between symptoms of psychological distress and subjective well-being.

There are nine main hypotheses that are derived from the research questions, three of which contain related subhypotheses. The first hypothesis was that there would be a significant positive relationship between level of family distress and psychological maltreatment. Specifically, participants who rated their families as high on levels of conflict and control (level of family distress) would also
rate their families as higher on measures of psychological maltreatment.

The second hypothesis was that there would be a significant positive relationship between level of family distress and symptoms of psychological distress in the respondents. Specifically, with higher levels of family distress, more symptoms of psychological distress would be reported.

The third hypothesis was that there would be a significant negative relationship between level of family distress and subjective well-being. Specifically, the higher the levels of family distress, the lower the respondents' levels of well-being. Additionally, well-being was further broken into the three components of autonomy, positive relations with others, and self-acceptance. Thus, this hypothesis was further broken into three subhypotheses. The first was that there would be a significant negative relationship between levels of family distress and respondents' levels of autonomy. Specifically, the higher the level of family distress, the lower the respondent's personal sense of autonomy. The second was that there would be a significant negative relationship between level of family distress and positive relations with others, hereby indirectly tapping attachment templates.
and the ability to develop positive relationships with others. Specifically, the higher the level of family distress, the lower the respondent's sense of having positive relations with others. The third was that there would be a significant negative relationship between level of family distress and self-acceptance. Specifically, the higher the level of family distress, the lower the respondent's level of self-acceptance.

The fourth hypothesis was that there would be a significant positive relationship between level of family achievement pressure and psychological maltreatment. Specifically, we hypothesized that participants who rated their families as high on levels of control and achievement orientation (combined to yield the construct of level of family achievement pressure) would also rate their families higher on measures of psychological maltreatment.

The fifth hypothesis was that there would be a significant positive relationship between level of family achievement pressure and symptoms of psychological distress. Specifically, the higher the level of family achievement pressure, the more symptoms of psychological distress would be reported.

The sixth hypothesis was that there would be a significant negative relationship between level of family
achievement pressure and the respondents' subjective sense of well-being. Specifically, the higher the level of achievement pressure, the lower the respondents' sense of well-being. Additionally, well-being was further separated as previously described, yielding three subhypotheses. The first was that there would be a significant negative relationship between level of family achievement pressure and the respondents' sense of autonomy. Specifically, the higher the level of family achievement pressure, the lower the respondents' sense of autonomy. The second was that there would be a significant negative relationship between level of family achievement pressure and the respondents' sense of positive relations with others. Specifically, the higher the level of family achievement pressure, the lower the respondents' sense of positive relations with others. The third was that there would be a significant negative relationship between level of family achievement pressure and the respondents' sense of self-acceptance. Specifically, the higher the level of family achievement pressure, the lower the respondents' sense of self-acceptance.

The seventh hypothesis was that there would be a significant positive relationship between psychological maltreatment and symptoms of psychological distress.
Specifically, the higher the level of maltreatment, the more symptoms of psychological distress would be reported by the respondents.

The eighth hypothesis was that there would be a significant negative relationship between psychological maltreatment and subjective well-being. Specifically, the higher the level of psychological maltreatment, the lower the respondents' sense of well-being. Additionally, well-being was further broken as previously described, yielding three subhypotheses. The first was that there would be a significant negative relationship between psychological maltreatment and the respondents' sense of autonomy. Specifically, the higher the level of psychological maltreatment, the lower the respondents' sense of autonomy. The second was that there would be a significant negative relationship between psychological maltreatment and the respondents' sense of positive relations with others. Specifically, the higher the level of psychological maltreatment, the lower the respondents' sense of positive relations with others. The third was that there would be a significant negative relationship between psychological maltreatment and the respondents' sense of self-acceptance. Specifically, the higher the level of psychological maltreatment, the lower the respondents' sense of self-acceptance.
maltreatment, the lower the respondents' sense of self-acceptance.

The ninth hypothesis was that there would be a significant negative relationship between symptoms of psychological distress and subjective well-being. Specifically, the more symptoms are reported, the lower the respondents' sense of well-being.

Significance and Implications

The significance of this study was primarily to contribute to the understanding of psychological maltreatment by several means. First, it furthers the understanding of this type of maltreatment by examining whether certain types of family environments are more likely to engage in this type of abuse than other family environments. Next, an important facet of this study was its inclusion of subjective well-being in addition to psychological symptoms, since most studies examine symptoms but not subjective well-being. Since it is possible to have a low subjective sense of well-being but be able to function well enough so as to exhibit few symptoms or, conversely, to exhibit symptoms while maintaining a sense of well-being, the assessment of well-being had the potential of showing the impact of psychological
maltreatment or family environment that may not otherwise be apparent. Finally, this study also examined achievement pressure as a possible variant of psychological maltreatment. The implication of this possibility is that parents may be pushing their children too hard (e.g., by pushing their children into too many activities and by pushing them to excel in many things) and that this pressure to achieve may have long-term negative consequences for the children.

Limitations

The current study was limited in a number of ways. First, it is by nature difficult to generalize when a sample of college students is used, because college students may be very different from the general population. Second, the vast majority of participants in this study were female, again limiting generalizability to males and also limiting potential analysis (e.g., evaluating male/female differences on the hypotheses of interest). For example, it has been suggested that male and female children may perceive parents and their expectations differently, thus differentially influencing their adjustment as adults (e.g., Moos & Moos, 1994).
Some limitations of the study were due to the necessity of limiting the scope of the research so as to be sufficiently focused. For example, one of the scales used breaks down into useful subtests, such as for depression and anxiety. The use of an overall score on this scale potentially limits the information possible. In addition, another scale used evaluates psychological maltreatment for mothers and fathers separately. These different categories would be very useful to examine separately. However, it was beyond the scope of the present study to include these factors as additional variables to examine. Doing so would have required a larger sample size.
CHAPTER TWO
METHODOLOGY

Design

In this study, a correlational design was used to test all hypotheses. The variables were: level of family distress, level of family achievement pressure, psychological maltreatment, subjective well-being (broken into overall well-being, autonomy, positive relations with others, and self-acceptance), and symptoms of psychological distress. All variables were correlated with each of the other variables as outlined in the hypotheses.

Two family environments were operationally defined and measured by portions of the Family Environment Scale (FES). The conceptualization of families at higher risk of engaging in psychological maltreatment includes those families that are conflicted and controlling, called “level of family distress” in this study. Level of family distress is therefore defined and measured using the combined scores of the conflict and control subscales of the FES. The conceptualization of families at higher risk of engaging in achievement pressure as previously described include those families that are achievement oriented and who also exhibit controlling environments. Thus, a “level of family
achievement pressure" reflects these two factors. Level of family achievement pressure is therefore comprised of the combined scores of the control and achievement orientation subscales of the FES.

Psychological maltreatment was operationally defined and measured by the Psychological Maltreatment Scale (Briere & Runtz, 1988). We summed the scores for psychological maltreatment by both mothers and fathers to yield an overall psychological maltreatment score. Overall subjective well-being was operationally defined and measured by the Scales of Psychological Well-Being (Ryff, 1989), using the overall score derived by summing the scores from each subscale. Specific subscales were also used independently to reflect particular components of well-being outlined in the review of the literature: autonomy was operationally defined and measured by the autonomy subscale; attachment was operationally defined and measured by the positive relations with others subscale; and, to reflect the conditional love and "not good enough" subjective experience related to family achievement pressure, the self-acceptance subscale of the FES was used. Symptoms of psychological distress was operationally defined and measured by the Symptom Checklist 90, Revised (SCL-90-R), using the overall score, which was derived by
summing the scores from each subscale (somatization, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, psychoticism, and additional items).

Participants

Data was collected from a total of 175 male and female college students at a university in Southern California. All participants were treated in accordance with American Psychological Association (APA) ethical guidelines (APA, 1992).

Materials and Scoring

Family Environment Scale

The Family Environment Scale (FES) (Appendix A) (Moos & Moos, 1994) was developed in order to gain a naturalistic understanding of family social environments. It was originally normed on a sample of over 1,000 people comprising 285 families. A wide variety of ethnic minority families were included in the sample to ensure generalizability to the population at large. The FES has been found to reliably assess family members’ perceptions of their family’s functioning. It assesses ten dimensions of family environments. The current study used the FES to measure the constructs of level of family distress and
level of family achievement pressure. Therefore, the following three subscales were used: 1) Control, which reflects the amount and flexibility of family rules; 2) Conflict, which reflects the amount of openly expressed anger, aggressiveness, and conflict among family members; and 3) Achievement Orientation, which reflects the degree of importance the family places on success and/or competition. In its original form, participants were instructed to rate a statement as true if it was mostly true for the responder’s family and rate it as false if it was mostly untrue for that family. In the current study, the format has been expanded to allow participants to indicate more accurately the extent to which a statement is true for their family. For example, statements such as "Family members really help and support one another" are answered on a four-point Likert-type scale ranging from 1 (almost never) to 4 (almost always). Each subscale ranges from 9 (low occurrence) to 36 (high occurrence). Internal consistencies ranged from moderate to substantial across subscales. Specifically, internal consistencies for the subscales used were: conflict: .75, control: .67, and achievement orientation: .64. Additionally, test-retest reliability coefficients are all within an acceptable range, varying from a low of .68 to a high of .86 across
subscales. Specifically, two-month test-retest reliability coefficients for the subscales used were: conflict: .85, control: .77, and achievement orientation: .74. Construct validity for the FES has been reported as significant when correlated with or compared to similar measures (e.g., Spiegel & Wissler, 1983).

**Psychological Maltreatment**

This was assessed using the Psychological Maltreatment Scale (Appendix B) (Briere & Runtz, 1988). This is a seven-item self-report scale that assesses parental behavior that is attitudinal or verbal in nature (e.g., yelling, insulting, humiliating). Participants are asked to rate, on a seven-point Likert-type scale ranging from 0 (never) to 6 (more than 20 times in a year), the extent to which their mothers and fathers (or step or foster parents) engaged in each behavior during an “average” year prior to the time the participant was 16 years old. For the current study, mother and father behaviors were combined. The overall score ranges from 0 (no psychological maltreating behaviors from either father or mother) to 42 (high number of psychological maltreating behaviors from both mother and father). The authors reported reliability coefficients for this scale to be .87 for both mothers and fathers.
Scales of Psychological Well-Being

The Scales of Psychological Well-Being (Appendix C) (Ryff, 1989) assess six dimensions of well-being. These six subscales, which can be combined to yield an overall well-being score, include: 1) autonomy, which assesses self-determination and independence; 2) environmental mastery, which assesses a sense of mastery and competence in managing the environment and everyday events; 3) personal growth, which assesses the individual's sense of personal growth, development, and openness to new ideas; 4) positive relations with others, which assesses interpersonal relatedness and the degree to which warmth, trust, and mutuality characterize relationships with others; 5) purpose in life, which assesses the degree to which purpose, directedness, and life goals are experienced; and 6) self-acceptance, which assesses the degree to which satisfaction with self and acceptance of both positive and negative parts of self is experienced. For the current study, the overall well-being score was used, as well as the autonomy, positive relations with others, and self-acceptance subscales, described above. The overall score ranges from 84 (low overall well-being) to 504 (high overall well-being). Each subscale ranges from 14 (low
level) to 84 (high level). The measure is scored using a six-point Likert-type scale ranging from 1 (strongly disagree) to 6 (strongly agree). Internal consistency coefficients range from .83 to .91 across subscales. Specifically, the internal consistencies for the subscales used are: autonomy: .83, positive relations with others: .88, and self-acceptance: .91.

Symptom Checklist

The Symptom Checklist 90, Revised (SCL-90-R) (Appendix D) is a self-report inventory designed to reflect the current psychological adjustment of participants (Derogatis, 1983). The SCL-90-R assesses for symptoms characteristic of disorders such as depression (e.g., appetite and mood changes), paranoid ideation (e.g., distrust and suspiciousness), somatization (e.g., chest and back pain), and anxiety (e.g., pounding heart and feeling lightheaded), as well as an overall distress score (obtained by summing all symptoms reported). For the purpose of this study, the overall distress score was used. The overall score ranges from 90 (low report of psychological symptoms) to 450 (high report of psychological symptoms). Participants rate each item on a five-point Likert-type scale ranging from 1 (not at all) to 5 (extremely often) to indicate the degree to which the
symptoms are present or being experienced by the participant. The internal consistency coefficient and test-retest reliability for this scale has been reported at .84 (e.g., Derogatis, 1983).

Other Materials

A demographic questionnaire (Appendix E) was used to obtain relevant descriptive information about participants in the current study. The following dimensions were included: gender, educational level of parents, income of parents, parents' work status, and family's social status (i.e., type of neighborhood lived in). Additionally, an informed consent form (Appendix F), which described the purpose of the study, the voluntary nature of participation, and confidentiality, was administered. This form also informed participants of the study's compliance with APA and IRB standards, and also referred participants to the study's supervisors, with whom the present author worked, for discussion of additional information or concerns. Finally, a debriefing statement (Appendix G), which restated the purpose of the study, the usefulness of the obtained data, and thanked the participants for their participation, was also given to participants.
Procedure

An announcement was made during classes in undergraduate psychology courses at a southern California State University, requesting volunteers to participate in a psychology research project. Volunteers were told that all answers are confidential, and that only group data would be used in the study. Participants were asked to sign an "informed consent" form, which described the study and the voluntary nature of their participation. After signing the informed consent sheet, the volunteers were given a questionnaire that included the demographic questions and the instruments previously described. The participants were asked to answer each item as truthfully as possible. The volunteers were treated according to the Ethical Guidelines for Psychologists (APA, 1992) at all times. After completing the questionnaire, the subjects were asked to return it to the Psychology Department Student Advising Office, at which time they received a receipt for "extra class credit". The subjects were then also given a debriefing statement, restating the purpose of the study, the anticipated date of completion, and treatment resources. In addition, information regarding how to obtain a copy of the results was provided. Extra credit slips were
given to each volunteer upon completion, as a "thank-you" for their participation.

Analyses

Each of the hypotheses was tested by Pearson product-moment correlation coefficients. The following associations were addressed, reflecting each of the hypotheses:

1) Level of family distress and psychological maltreatment;

2) Level of family distress and symptoms of psychological distress;

3) Level of family distress and subjective well-being,
   a) Level of family distress and autonomy,
   b) Level of family distress and positive relations with others,
   c) Level of family distress and self-acceptance;

4) Level of family achievement pressure and psychological maltreatment;

5) Level of family achievement pressure and symptoms of psychological distress;

6) Level of family achievement pressure and subjective well-being,
a) Level of family achievement pressure and autonomy,
b) Level of family achievement pressure and positive relations with others,
c) Level of family achievement pressure and self-acceptance;

7) Psychological maltreatment and symptoms of psychological distress;

8) Psychological maltreatment and subjective well-being,
   a) Psychological maltreatment and autonomy,
   b) Psychological maltreatment and positive relations with others,
   c) Psychological maltreatment and self-acceptance;

9) Symptoms of psychological distress and subjective well-being.

A significance level of $p < .05$ was established to determine statistical significance for all results. Missing data was managed by supplying the series mean of the individual scale item for each missing cell. Additionally, two participants were excluded listwise during calculations requiring the FES subscales, due to substantially incomplete responses.
CHAPTER THREE
RESULTS AND DISCUSSION

Results

A total of 175 college students participated in the current study. The mean age of respondents was 26.63 years, and approximately 25% were male and 75% were female. Most participants' parents had a high school level of education, most grew up in stable, middle-class neighborhoods, and most families earned an annual income between $30,000 and $50,999. Job status of participants' families showed nearly even percentages of skilled blue and white collar workers and professionals. See Table 1 for a summary of demographic information.

A total of 18 Pearson product-moment correlations were run to test each of the 9 main hypotheses and all related subhypotheses. Of these 18, 10 were significant at \( p \leq .05 \), 7 were not significant, and 1 approached significance. Generally, a family's level of distress was associated with several negative outcomes. A family's level of achievement pressure was associated with one negative outcome and one positive outcome. Psychological maltreatment was associated with more symptoms of psychological distress and less of some components of subjective well-being. Symptoms of
Table 1

Summary of Demographic Information

<table>
<thead>
<tr>
<th>Variable</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25.1</td>
</tr>
<tr>
<td>Female</td>
<td>74.3</td>
</tr>
<tr>
<td>Parent’s Education</td>
<td></td>
</tr>
<tr>
<td>Father: High School</td>
<td>29.7</td>
</tr>
<tr>
<td>Mother: High School</td>
<td>36.0</td>
</tr>
<tr>
<td>Neighborhood</td>
<td></td>
</tr>
<tr>
<td>Stable, Middle-Class</td>
<td>48.6</td>
</tr>
<tr>
<td>Family Income</td>
<td></td>
</tr>
<tr>
<td>30,000 - 50,999</td>
<td>34.9</td>
</tr>
<tr>
<td>Family Job Status</td>
<td></td>
</tr>
<tr>
<td>Skilled, Blue Collar</td>
<td>21.7</td>
</tr>
<tr>
<td>Skilled, White Collar</td>
<td>23.4</td>
</tr>
<tr>
<td>Professional</td>
<td>24.6</td>
</tr>
</tbody>
</table>
psychological distress was associated with lower subjective well-being. These relationships are further elucidated in the sections that follow.

**Level of Family Distress**

The hypothesis that there would be a significant positive relationship between level of family distress and psychological maltreatment was tested and found to be significant, \( r(173) = .454, p < .05 \). In other words, as level of family distress rose, psychological maltreatment was more frequent. The hypothesis that there would be a significant positive relationship between level of family distress and symptoms of psychological distress was found to be significant, \( r(173) = .365, p < .05 \). In other words, as level of family distress rose, more symptoms of psychological distress were reported. The hypothesis that there would be a significant negative relationship between level of family distress and subjective well-being was found to be significant, \( r(173) = -.271, p < .05 \). In other words, as level of family distress rose, subjective well-being declined. The hypothesis that there would be a significant negative relationship between level of family distress and autonomy was not significant. The hypothesis that there would be a significant negative relationship between level of family distress and positive relations to
others was found to be significant, $r(173) = -.297, p < .05$. In other words, as level of family distress rose, the sense of positive relations to others declined. The hypothesis that there would be a significant negative relationship between level of family distress and self-acceptance was found to be significant, $r(173) = -.326, p < .05$. In other words, as level of family distress rose, the sense of self-acceptance declined. All significant relationships were in the expected direction. See Table 2 for a summary of the correlation coefficients.

**Level of Family Achievement Pressure**

The hypothesis that there would be a significant positive relationship between level of family achievement pressure and psychological maltreatment was tested and found to be significant, $r(173) = .190, p < .05$. In other words, as level of family achievement pressure rose, psychological maltreatment was more frequent. The hypothesis that there would be a significant positive relationship between level of family achievement pressure and symptoms of psychological distress was not significant. The hypothesis that there would be a significant negative relationship between level of family achievement pressure and subjective well-being was not significant. The
Table 2
Summary of Correlation Coefficients

<table>
<thead>
<tr>
<th>Variable</th>
<th>PM</th>
<th>SPD</th>
<th>SWB</th>
<th>Aut</th>
<th>PR</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Distress</td>
<td>.454</td>
<td>.365</td>
<td>-.271</td>
<td>-.114</td>
<td>-.297</td>
<td>-.326</td>
</tr>
<tr>
<td>Family Achieve. Pressure</td>
<td>.190</td>
<td>.092</td>
<td>.074</td>
<td>.184</td>
<td>-.040</td>
<td>-.137</td>
</tr>
<tr>
<td>Psyc. Maltreat.</td>
<td>.371</td>
<td>-.106</td>
<td>-.025</td>
<td>-.196</td>
<td>-.137</td>
<td></td>
</tr>
<tr>
<td>Symptoms of Psyc. Distress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-.411</td>
</tr>
</tbody>
</table>

Note. PM = psychological maltreatment; SPD = symptoms of psychological distress; SWB = subjective well-being; Aut = autonomy; PR = positive relations with others; SA = self-acceptance.

hypothesis that there would be a significant negative relationship between level of achievement pressure and autonomy was significant, but not in the opposite direction from what was expected, $r(173) = .184$, $p < .05$. In other words, as level of family achievement pressure rose, the sense of autonomy was higher. The hypotheses that there
would be a significant negative relationship between level of family achievement pressure and both positive relations to others and self-acceptance were both not significant. With the exception of the relationship to autonomy, all relationships were found to be in the expected direction. See Table 2 for a summary of the results.

Remaining Hypotheses

The hypothesis that there would be a significant positive relationship between psychological maltreatment and symptoms of psychological distress was found to be significant, $r(175) = .371, p < .05$. In other words, as psychological maltreatment was more frequent, more symptoms of psychological distress were reported. The hypotheses that there would be a significant negative relationship between psychological maltreatment and both subjective well-being and autonomy were both not significant. The hypothesis that there would be a significant negative relationship between psychological maltreatment and positive relations to others was significant, $r(175) = -.196, p < .05$. In other words, as psychological maltreatment was more frequent, the sense of positive relations to others declined. The hypothesis that there would be a significant negative relationship between psychological maltreatment and self-acceptance approached
significance, \( r(175) = -.137, p = .072 \). In other words, as psychological maltreatment was more frequent, the sense of self-acceptance declined. All relationships were found to be in the expected direction.

The hypothesis that there would be a significant negative relationship between symptoms of psychological distress and level of overall subjective well-being was significant, \( r(175) = -.411, p < .05 \). In other words, as more symptoms of psychological distress were reported, the sense of overall well-being declined. This relationship was found to be in the expected direction. See Table 2 for a summary of the results.

**Discussion**

The main goal of this study was to examine the relationships between family environment, psychological maltreatment, subjective well-being, and symptoms of psychological distress. Some hypotheses were directly related to previous research, while some were more exploratory in nature.

**Level of Family Distress**

It was hypothesized that families who were reported to have higher levels of distress (higher in control and conflict) would be related to more frequent psychological
maltreatment by parents, more symptoms of psychological distress, and lower overall well-being in their offspring. It was further hypothesized that higher levels of family distress would also be related more specifically to lower positive relations with others and lower self-acceptance in the offspring. These hypotheses were all supported. A high level of distress in the family environment was thus related to negative outcomes both in the parents' behavior (i.e., increased maltreatment) and their offspring's psychological status in adulthood. That is, distressed families had parents who engaged in more emotional abuse. The children in these families exhibited more psychological distress, and less sense of psychological well-being, including lower self-acceptance and decreased positive relations with others. This finding is supported by prior research (e.g., Moos & Moos, 1994).

Interestingly, level of family distress was not significantly related to autonomy, thus failing to support this hypothesis. It is possible that high control and conflict, coupled with high psychological maltreatment, may model poor interpersonal and intrapersonal relating, resulting in a lesser ability to relate to others and to oneself, as well as in symptoms of psychological distress. Autonomy may be less affected in that some amount of
control has been associated with fostering the autonomy of offspring (e.g., Baumrind, 1971). That is, children in families that were highly controlling may have reacted to this by asserting their separateness and independence from their highly conflicted families. It is possible that this finding is accurate for a college population (who by being in college are exhibiting resourcefulness and independence) but may not generalize to other populations who may be demoralized or in other ways negatively impacted by conflicted/controlling families. Thus, this family constellation may impact different populations in different ways depending on the child’s personal characteristics. What may also be at work are ways of coping, such as mentoring, that to some degree ameliorate the effects of the distressed family. It is also possible that the measure used to assess control is not sensitive enough to the higher levels of control that are associated with more negative outcomes, thus resulting in a ceiling effect. Further, it is possible that combining the factors of control and conflict may mask their independent relationships with the other variables. In the future, it may be useful to either separate the two, or to analyze them differently (e.g., multiple regression, partial correlation) to determine each factor’s weight in
relationship to the other variables. It is expected that control and conflict differentially affect psychological outcomes, and it is additionally expected that conflict would contribute more to the negative outcomes. In the future, it may also be useful to evaluate the impact of these factors in different population groups. Family levels of control in different cultures may vary according to expectations and associated outcomes.

**Level of Family Achievement Pressure**

It was hypothesized that families which exhibited higher levels of achievement pressure (higher in control and achievement orientation) would have parents who would be more likely to engage in psychological maltreating their children and that these children would exhibit more symptoms of psychological distress, and less overall well-being. In addition, that the children in these families would show less autonomy, positive relations with others, and self-acceptance. Interestingly, only the relationship between psychological maltreatment and autonomy was significant, but this relationship was in an unexpected direction - that is, families who engaged in maltreatment had children who were more likely to be autonomous. These findings are interesting for two reasons. First, only one offspring outcome was related. Second, this is opposite the
pattern found in families with higher level of distress, wherein autonomy was the only offspring outcome that was not related. The fact that we sampled a college population may explain this finding. It may be that pressure to achieve, when imposed on those who are competent and able to meet the achievement demands or pressure, may foster a sense of competence that facilitates engagement in activities that bring about a sense of autonomy and independence. Thus, what may be occurring here is a population effect. These are people who have already achieved a certain level of success. It would be helpful for future research to include a sample of less “successful” people and compare the patterns of outcomes in terms of their relation to achievement pressure.

It was expected that self-acceptance would be the outcome negatively related to achievement pressure, since this pressure can leave a person feeling “not good enough”. However, perhaps because this was a college population (a population perhaps more suited to “meet” the pressure imposed), the sense of being “not good enough” was not activated - these individuals were likely able to meet enough of the demands to feel okay about themselves. However, because there may have been ongoing pressure, they did not end up feeling “great” about themselves, simply
"good enough". This same explanation may account for the negligible relationship between family achievement pressure and psychological distress and overall well-being. In addition, the differential impact of control versus achievement orientation may need to be sorted out. We have suggested that control is one component of the family environment described that increases the family's risk of engaging in achievement pressure. It is possible that control may be the dimension influencing autonomy rather than achievement orientation per se. In this study, we combined these two constructs into one labeled "family achievement pressure". In the future, it may be useful to separate control and achievement orientation to determine their individual relationships with autonomy, as well as to the other outcomes. In addition, it may be useful to analyze them differently (e.g., multiple regression) to determine each factor's weight in relation to the other variables. It is expected that each component would have a differential effect on psychological outcomes. It is likely that control has the higher impact on negative outcomes. It would be useful to evaluate each component's impact in various groups, groups that differ in levels of success or accomplishments, and different cultural groups. It may be that different cultures respond differently to pressure to
achieve. That is, in some cultures this pressure may not be viewed as negative, even when levels of pressure are high. Since achievement pressure is an exploratory construct at this stage of the research, future research may benefit from a more precise operational definition and a more accurate way of measuring this variable. The current operational definition may not be an accurate reflection of the construct under consideration. Additionally, the control component may be suffering from the same ceiling effect outlined above, which would mask its negative impact at higher levels.

**Remaining Relationships**

It was hypothesized that higher levels of psychological maltreatment would be significantly related to more symptoms of psychological distress. This was supported in this study. The finding that psychological maltreatment is associated with symptoms of psychological distress is consistent with earlier research which, although it defines psychological maltreatment in differing terms, often finds similar types of outcomes (e.g., O’Hagan, 1995; Barnett et al., 1997). This suggests that psychological maltreatment, regardless of how narrowly or broadly it is defined, very likely impacts children’s psychological adjustment in negative ways and may
contribute significantly to the genesis of psychiatric disorders.

It was also hypothesized that higher levels of psychological maltreatment would be significantly related to lower overall well-being and, more specifically, to lower autonomy, positive relations with others, and self-acceptance. Of these, the relationship to positive relations with others was the only one fully supported by analysis. That is, children who were maltreated had more difficulty forming positive relationships with others. This makes sense in that trust and secure attachments in childhood form templates for relationships in adulthood. If these are disrupted by abuse, the consequences will likely reverberate into adulthood.

The relationship between maltreatment and self-acceptance approached significance. This suggests that maltreatment does impact self-acceptance in negative ways. However, this impact was likely tempered or moderated by other factors. Noting that this is a college population, the potential negative effects of maltreatment may have been moderated by successes and "corrective" input by teachers and others who saw strengths in these college-bound students. It is somewhat surprising that autonomy was unrelated and self-acceptance was only marginally related,
since earlier research points to outcomes such as dependence and affective problems that suggest these would be related (e.g., O'Hagan, 1995; Barnett et al., 1997). Research does support the current finding that psychological maltreatment was negatively related to positive relations with others (Egeland et al., 1983; Barnett et al., 1997). It is possible that psychological maltreatment impacts only some areas, while others are more resilient (such as autonomy, possibly), i.e., that some potential negative effects are more readily mediated than others. For example, positive relations with others reflects attachment, which is a part of one's psychological make-up formed very early in life. It is possible that attachment problems are more difficult to overcome when psychological maltreatment has taken place than are autonomy or self-acceptance. Future research in the area of psychological maltreatment may benefit from exploring not only which outcomes are associated with this form of abuse, but also which outcomes are more readily treated when damage has occurred in this way. Future research in this area may also benefit from separating the impact of mother's psychological maltreatment towards her children from father's. It may be that children are impacted differentially according to which parent engages in this
type of abuse. It may also be that a gender effect would be in place. That is, do girls differ in their outcomes depending on whether the abuse took place by their mothers or fathers, and do boys differ in the same respect?

Finally, it was hypothesized that more symptoms of psychological distress would be significantly related to lower levels of overall well-being. This hypothesis was supported by this study. As mentioned earlier, it was a distinction of this study to assess both symptoms of psychological distress and subjective well-being, since most studies measure only symptoms. The usefulness of using both measures was threefold. First, it allowed for the assessment of two different kinds of outcomes - one more clinical and objective, and one more general and subjective. This allowed for each to demonstrate its own pattern of association with other variables, since each one was not related in the same way as the other. Second, this study allowed for their direct examination in relation to each other. Both measures were found to be related to each other, which is expected based on the idea that these measures both reflect psychological factors that can be impacted by the environment. Finally, this study’s demonstration of both similarity and distinction between the two measures supports well-being as a legitimate
measure of outcome, and also demonstrates the benefit of using both measures.

Final Comments

One pattern that emerges is the distinction of the outcome of autonomy. It did not appear to relate to family environment in the same way, generally, as the other components of well-being. It is possible that this outcome is more resilient than the others, or that a more complex relationship underlies the ones examined here.

A potential limitation of this study (mentioned earlier) is that the majority of respondents were female. It is possible that females may be affected differently than males by the same environment/factors. Future research would benefit from a more balanced gender ratio when examining similar relationships, as well as examining the different patterns of association of each gender. Another limitation is that the respondents were all college students, presumably a somewhat more resilient and successful group. Future research with a variety of population groups, both in level of success and in cultural background, would help clarify further the findings of this study.

Finally, it must be recognized that the use of a correlational design necessarily limits the inferences
possible from the current study. Since no causality inferences are possible, only the relationships between the variables may be discussed. Potential causal relationships described above are speculation only. Future research may determine the causal nature of some of the relationships described here.
CHAPTER FOUR
SUMMARY AND RECOMMENDATIONS

The purpose of the present study was to conduct an examination of the relationships between family environment, psychological maltreatment, subjective well-being and psychological distress in adults. Examination of the literature suggested certain family environments may be more at risk of engaging in psychological maltreatment than others. It also suggested that psychological maltreatment may have a harmful impact on a person's subjective sense of well-being, which in turn may negatively impact a person's vulnerability toward psychological symptoms of distress. A sample of 175 male and female college students participated in the study.

The analyses demonstrated several significant relationships and a number of non-significant relationships. Generally, a family's level of distress was associated with several negative outcomes. Specifically, level of family distress was associated with psychological maltreatment by parents, and more symptoms of psychological distress and lower well-being in their offspring. Additionally, level of family distress was associated with
decreased positive relations to others and decreased self-acceptance in the offspring.

In addition, a family’s level of achievement pressure was associated with one negative outcome and one positive outcome. Specifically, level of family achievement pressure was associated with psychological maltreatment by parents, and with a higher sense of autonomy in their offspring.

Psychological maltreatment was associated with more symptoms of psychological distress and with decreased positive relations to others. Additionally, there was an apparent trend in that psychological maltreatment appears related to decreased self-acceptance. Finally, symptoms of psychological distress was associated with a decreased overall subjective well-being.

There are several possible explanations for these results. These include results supported by prior research and those not supported by prior research. Detailed discussion of the results is outlined above. The discussion leads to several recommendations. First, as mentioned above, future research may benefit from splitting the constructs of level of family distress and level of family achievement pressure into their respective component parts to examine each factor’s independent relationship to outcome variables. Alternatively, analysis such as multiple
regression may shed more light into which factor is more directly involved in those relationships.

Next, it is recommended that the construct of achievement pressure continue to be explored in future research. It is also recommended that this research more precisely operationally define the construct, and more accurately measure it as well.

Next, it is recommended that future research examine not only the outcomes associated with psychological maltreatment, but also which of those factors are more resilient/readily treated when damaged by this form of abuse. Additionally, the current study’s demonstration of the differential patterns of association between symptoms of psychological distress and subjective well-being suggests that using both measures better informs the examination of these outcomes in research. Finally, larger and more varied samples including men and women who are not college students will clarify the impact of families in different population groups.

The general implications derived from the current study are very relevant to the clinical setting. A better understanding of psychological maltreatment is important in treating both the individual and the family. Having additional understanding of the family dynamics that may be
associated with psychological maltreatment is of great use in the therapeutic setting, whether in helping the family that fits that model, or in helping the individual overcome childhood wounds. Additionally, it may be very useful to have further insight into the impact of psychological maltreatment; it may be helpful to know where the impact is greatest: in subjective well-being or in psychological symptoms. Further understanding in this area will help determine an appropriate course of treatment. The general findings of the current study, in addition to prior research reviewed, suggest that it may be helpful to educate parents about psychological abuse. They may benefit from knowing its forms and its impact so that they can better monitor their own behavior towards their children. Additionally, it may be helpful to suggest to parents that pressuring their children to achieve may not be in the child’s best interest when this pressure becomes unrealistic or extreme. They may benefit from knowing that this pressure may induce stress in their child and possibly result in other negative outcomes, such as psychological symptoms. Overall, these elements have implications in clinical treatment by suggesting where to look when family problems, psychological maltreatment and/or achievement pressure are the presenting problems of clients.
APPENDIX A:

FAMILY ENVIRONMENT SCALE
Instructions: Please respond to the following statements with your family of origin (the family you grew up with) in mind. To what extent are these statements true of the family you grew up in? There are no right or wrong answers, we would like to know how you see/saw your family. Please circle the number that best applies:

1 = almost never 2 = sometimes 3 = often 4 = almost always

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family members really help and support one another.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Family members often keep their feelings to themselves.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. We fight a lot in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. We don’t do things on our own very often in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. We feel it is important to be the best at whatever you do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. We often talk about political and social problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>7. We spend most weekends and evenings at home.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>8. Family members attend church, synagogue, or Sunday School fairly often</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>9. Activities in our family are pretty carefully planned.</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>10. Family members are rarely ordered around.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. We often seem to be killing time at home.</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>12. We say anything we want to around home.</td>
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<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>13. Family members rarely become openly angry.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. In our family, we are strongly encouraged to be independent.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>15. Getting ahead in life is very important in our family.</td>
<td>1</td>
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<td>4</td>
</tr>
<tr>
<td>16. We rarely go to lectures, plays or concerts.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>17. Friends often come over for dinner or to visit.</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>18. We don’t say prayers in our family.</td>
<td>1</td>
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<td>4</td>
</tr>
<tr>
<td>19. We are generally very neat and orderly.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>20. There are very few rules to follow in our family.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>1=almost never</td>
<td>2=sometimes</td>
<td>3=often</td>
<td>4=almost always</td>
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<tr>
<td>21. We put a lot of energy into what we do at home.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>22. It's hard to &quot;blow off steam&quot; at home without upsetting somebody.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>23. Family members sometimes get so angry they throw things.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>24. We think things out for ourselves in our family.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>25. How much money a person makes is not very important to us.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>26. Learning about new and different things is very important to us.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>27. Nobody in our family is active in sports, Little League, bowling, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>28. We often talk about the religious meaning of Christmas, Passover, or other holidays.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29. It's often hard to find things when you need them in our household.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>30. There is one family member who makes most of the decisions.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>31. There is a feeling of togetherness in our family.</td>
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<tr>
<td>32. We tell each other about our personal problems.</td>
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<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>33. Family members hardly ever lose their tempers.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>34. We come and go as we want to in our family.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>35. We believe in competition and &quot;may the best man win&quot;.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>36. We are not that interested in cultural activities.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>37. We often go to movies, sports events, camping, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. We don't believe in heaven or hell</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>39. Being on time is very important in our family.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>1=almost never</td>
<td>2=sometimes</td>
<td>3=often</td>
<td>4=almost always</td>
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<tr>
<td>40. There are a set of ways of doing things at home.</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>41. We rarely volunteer when something has to be done at home.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>42. If we feel like doing something on the spur of the moment we often just pick up and go.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>43. Family members often criticize each other.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44. There is very little privacy in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>45. We always strive to do things just a little better the next time.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>46. We rarely have intellectual discussions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>47. Everyone in our family has a hobby or two.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>48. Family members have strict ideas about what is right and wrong.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>49. People change their minds often in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>50. There is a strong emphasis on following rules in our family.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>51. Family members really back each other up.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>52. Someone usually gets upset if you complain in our family.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>53. Family members sometimes hit each other.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>54. Family members almost always rely on themselves when a problem comes up.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>55. Family members rarely worry about job promotions, school grades, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>56. Someone in our family plays a musical instrument.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>57. Family members are not very involved in recreational activities outside work or school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>58. We believe there are some things you just have to take on faith.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>59. Family members make sure their rooms are neat.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1=almost never</td>
<td>2=sometimes</td>
<td>3=often</td>
<td>4=almost always</td>
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</tr>
<tr>
<td>60.</td>
<td>Everyone has an equal say in family decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>61.</td>
<td>There is very little group spirit in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>62.</td>
<td>Money and paying bills is openly talked about in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>63.</td>
<td>If there’s a disagreement in our family, we try hard to smooth things over and keep the peace.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>64.</td>
<td>Family members strongly encourage each other to stand up for their rights.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>65.</td>
<td>In our family, we don’t try that hard to succeed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>66.</td>
<td>Family members often go to the library</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>67.</td>
<td>Family members sometimes attend courses or take lessons for some hobby or interest (outside of school).</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>68.</td>
<td>In our family each person has different ideas about what is right and wrong.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>69.</td>
<td>Each person’s duties are clearly defined in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>70.</td>
<td>We can do whatever we want to in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>71.</td>
<td>We really get along well with each other.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>72.</td>
<td>We are usually careful about what we say to each other.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>73.</td>
<td>Family members often try to one-up or out-do each other.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>74.</td>
<td>It’s hard to be by yourself without hurting someone’s feelings in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>75.</td>
<td>“Work before play” is the rule in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>76.</td>
<td>Watching T.V. is more important than reading in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>77.</td>
<td>Family members go out a lot.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>78.</td>
<td>The Bible is a very important book in our home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>79.</td>
<td>Money is not handled very carefully in our family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>80.</td>
<td>Rules are pretty inflexible in our household.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
1=almost never  2=sometimes  3=often  4=almost always

81. There is plenty of time and attention for everyone in our family.  
1 2 3 4

82. There are a lot of spontaneous discussions in our family.  
1 2 3 4

83. In our family, we believe you don’t ever get anywhere by raising your voice.  
1 2 3 4

84. We are not really encouraged to speak up for ourselves in our family.  
1 2 3 4

85. Family members are often compared with others as to how well they are doing at work or school.  
1 2 3 4

86. Family members really like music, art and literature.  
1 2 3 4

87. Our main form of entertainment is watching T.V. or listening to the radio.  
1 2 3 4

88. Family members believe that if you sin you will be punished.  
1 2 3 4

89. Dishes are usually done immediately after eating.  
1 2 3 4

90. You can’t get away with much in our family.  
1 2 3 4
APPENDIX B:

PSYCHOLOGICAL MALTREATMENT SCALE
Verbal arguments and punishment can range from quiet disagreement to yelling, insulting, and more severe behaviors. When you were **16 or younger**, how often did the following happen to you in the average year? Answer for your mother or stepmother or foster mother, and for your father, stepfather or foster father using the following code:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>never</td>
</tr>
<tr>
<td>1</td>
<td>once a year</td>
</tr>
<tr>
<td>2</td>
<td>twice a year</td>
</tr>
<tr>
<td>3</td>
<td>3-5 times a year</td>
</tr>
<tr>
<td>4</td>
<td>4-10 times a year</td>
</tr>
<tr>
<td>5</td>
<td>11-20 times a year</td>
</tr>
<tr>
<td>6</td>
<td>more than 20 times a year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yell at you</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Insult you</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Criticize you</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. Try to make you feel guilty</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>5. Ridicule or humiliate you</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>6. Embarrass you in front of others</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>7. Make you feel like you were a bad person</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>
APPENDIX C:

SCALE OF PSYCHOLOGICAL WELL-BEING
Please respond to each of the following items by circling the number that most closely corresponds to what you believe is accurate for you, on a scale ranging from (1) strongly disagree to (6) strongly agree.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 = strongly disagree</td>
<td>2 = somewhat disagree</td>
<td>3 = slightly disagree</td>
<td>4 = slightly agree</td>
<td>5 = somewhat agree</td>
<td>6 = strongly agree</td>
</tr>
<tr>
<td>1. Sometimes I change the way I act or think to be more like those around me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. In general, I feel I am in charge of the situation in which I live.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. I am not interested in activities that will expand my horizons.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. Most people see me as loving and affectionate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. I feel good when I think of what I’ve done in the past and what I hope to do in the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. When I look at the story of my life, I am pleased with how things have turned out.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. The demands of everyday life often get me down.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9. In general, I feel that I continue to learn more about myself as time goes by.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10. Maintaining close relationships has been difficult and frustrating for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11. I live life one day at a time and don’t really think about the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12. In general, I feel confident and positive about myself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>13. My decisions are not usually influenced by what everyone else is doing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Please respond to each of the following items by circling the number that most closely corresponds to what you believe is accurate for you, on a scale ranging from (1) strongly disagree to (6) strongly agree.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>I do not fit very well with the people and the community around me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>15.</td>
<td>I am the kind of person who likes to give new things a try</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>16.</td>
<td>I often feel lonely because I have few close friends with whom to share my concerns.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>17.</td>
<td>I tend to focus on the present, because the future nearly always brings me problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>18.</td>
<td>I feel like many of the people I know have gotten more out of life than I have.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>19.</td>
<td>I tend to worry about what other people think of me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>20.</td>
<td>I am quite good at managing the many responsibilities of my daily life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>21.</td>
<td>I don't want to try new ways of doing things – my life is fine the way it is.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>22.</td>
<td>I enjoy personal and mutual conversations with family members or close friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>23.</td>
<td>I have a sense of direction and purpose in life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>24.</td>
<td>Given the opportunity, there are many things about myself that I would change.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>25.</td>
<td>Being happy with myself is more important to me than having others approve of me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>26.</td>
<td>I often feel overwhelmed by my responsibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>27.</td>
<td>I think it is important to have new experiences that challenge how you think about yourself and the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Please respond to each of the following items by circling the number that most closely corresponds to what you believe is accurate for you, on a scale ranging from (1) strongly disagree to (6) strongly agree.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>strongly disagree</td>
<td>2</td>
<td>somewhat disagree</td>
<td>3</td>
<td>slightly disagree</td>
</tr>
</tbody>
</table>

28. It is important to me to be a good listener when close friends talk to me about their problems. 1 2 3 4 5 6
29. My daily activities often seem trivial and unimportant to me. 1 2 3 4 5 6
30. I like most aspects of my personality. 1 2 3 4 5 6
31. I tend to be influenced by people with strong opinions. 1 2 3 4 5 6
32. If I were unhappy with my living situation, I would take effective steps to change it. 1 2 3 4 5 6
33. When I think about it, I haven’t really improved much as a person over the years. 1 2 3 4 5 6
34. I don’t have many people who want to listen when I need to talk. 1 2 3 4 5 6
35. I don’t have a good sense of what it is I’m trying to accomplish in life. 1 2 3 4 5 6
36. 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
37. People rarely talk me into doing things I don’t want to do. 1 2 3 4 5 6
38. I generally do a good job of taking care of my personal finances and affairs. 1 2 3 4 5 6
39. In my view, people of every age are able to continue growing and developing. 1 2 3 4 5 6
40. I feel like I get a lot out of my friendships. 1 2 3 4 5 6
41. I used to set goals for myself, but that now seems like a waste of time. 1 2 3 4 5 6
42. In many ways, I feel disappointed about my achievements in life. 1 2 3 4 5 6
Please respond to each of the following items by circling the number that most closely corresponds to what you believe is accurate for you, on a scale ranging from (1) strongly disagree to (6) strongly agree.

1 = strongly disagree  
2 = somewhat disagree  
3 = slightly disagree  
4 = slightly agree  
5 = somewhat agree  
6 = strongly agree

43. It is more important to me to (fit in) with others than to stand alone on my principles.  
44. I find it stressful that I can’t keep up with all of the things that I have to do each day.  
45. With time, I have gained a lot of insight that has made me a stronger, more capable person.  
46. It seems to me that most other people have more friends than I do.  
47. I enjoy making plans for the future and working to make them a reality.  
48. For the most part, I am proud of who I am and the life I lead.  
49. I have confidence in my own opinions, even if they are contrary to the general consensus.  
50. I am good at juggling my time so that I can fit everything in that needs to get done.  
51. I have the sense that I have developed a lot as a person over time.  
52. People would describe me as a giving person, willing to share my time with others.  
53. I am an active person in carrying out the plans I set for myself.  
54. I envy many people for the lives they lead.  
55. It’s difficult for me to voice my own opinions on controversial matters.  
56. My daily life is busy, but I derive a sense of satisfaction from keeping up with everything.
Please respond to each of the following items by circling the number that most closely corresponds to what you believe is accurate for you, on a scale ranging from (1) strongly disagree to (6) strongly agree.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th></th>
<th>Slightly agree</th>
<th></th>
<th>Somewhat disagree</th>
<th></th>
<th>Somewhat agree</th>
<th></th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>I do not enjoy being in new situations that require me to change my old familiar ways of doing things.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>I have not experienced many warm and trusting relationships with others</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Some people wander aimlessly through life, but I am not one of them</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>My attitude about myself is probably not as positive as most people feel about themselves</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>I often change my mind about decisions if my friends or family disagree</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>I get frustrated when trying to plan my daily activities because I never accomplish the things I set out to do</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>For me, life has been a continuous process of learning, changing, and growth</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>I often feel like I’m on the outside looking in when it comes to friendships</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>I sometimes feel as if I have done all there is to do in life</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Many days I wake up feeling discouraged about how I have lived my life</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>I am not the kind of person who gives in to social pressures to think or act in certain ways.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>My efforts to find the kinds of activities and relationships that I need have been quite successful</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>I enjoy seeing how my views have changed and matured over the years</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>I know that I can trust my friends, and they know they can trust me</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please respond to each of the following items by circling the number that most closely corresponds to what you believe is accurate for you, on a scale ranging from (1) strongly disagree to (6) strongly agree.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

1 = strongly disagree
2 = somewhat disagree
3 = slightly disagree
4 = slightly agree
5 = somewhat agree
6 = strongly agree

71. My aims in life have been more a source of satisfaction than frustration to me
1  2  3  4  5  6

72. The past had its ups and downs, but in general, I wouldn’t want to change it
1  2  3  4  5  6

73. I am concerned about how other people evaluate the choices I have made in my life.
1  2  3  4  5  6

74. I have difficulty arranging my life in a way that is satisfying to me
1  2  3  4  5  6

75. I gave up trying to make big improvements or changes in my life a long time ago
1  2  3  4  5  6

76. I find it difficult to really open up when I talk with others
1  2  3  4  5  6

77. I find it satisfying to think about what I have accomplished in life
1  2  3  4  5  6

78. When I compare myself to friends and acquaintances, it makes me feel good about who I am
1  2  3  4  5  6

79. 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

80. 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

81. There is truth to the saying that you can’t teach an old dog new tricks
1  2  3  4  5  6

82. My friends and I sympathize with each others’ problems
1  2  3  4  5  6

83. In the final analysis, I’m not so sure that my life adds up to much
1  2  3  4  5  6

84. Everyone has their weaknesses, but I seem to have more than my share
1  2  3  4  5  6
Please respond to each of the following items by circling the number that most closely corresponds to what you believe is accurate for you, on a scale ranging from (1) strongly disagree to (6) strongly agree.

1 = strongly disagree
2 = somewhat disagree
3 = slightly disagree
4 = slightly agree
5 = somewhat agree
6 = strongly agree

85. In general, I feel I am in charge of the situation in which I live. 1 2 3 4 5 6
APPENDIX D:

SYMPTOM CHECKLIST 90, REVISED
Here is a list of things people report experiencing. Please circle how often you have experienced each of the following in the last three months.

<table>
<thead>
<tr>
<th>HOW OFTEN DID YOU:</th>
<th>Not At All</th>
<th>Occasionally</th>
<th>Frequently</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have headaches</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Feel nervous or shaky inside</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Unable to get rid of bad thoughts or ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Suffer from fainting or dizziness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Feeling outside of your body</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Experience loss of sexual interest or pleasure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Feel critical of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Have bad dreams</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Experience difficulty speaking when you are excited</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Have trouble remembering things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Worry about sloppiness or carelessness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Not feeling like your real self</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Feel easily annoyed or irritable</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Suffer from pains in the heart or chest</td>
<td>1</td>
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<td>15. Suffer from itching</td>
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<tr>
<td>16. Feeling slowed down or low in energy</td>
<td>1</td>
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<tr>
<td>17. Have thoughts of ending your life</td>
<td>1</td>
<td>2</td>
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<tr>
<td>18. &quot;Spacing Out&quot;</td>
<td>1</td>
<td>2</td>
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<tr>
<td>19. Sweating</td>
<td>1</td>
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<td>20. Trembling</td>
<td>1</td>
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<td>21. Feel confused</td>
<td>1</td>
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<td>22. Have poor appetite</td>
<td>1</td>
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<tr>
<td>HOW OFTEN DID YOU:</td>
<td>Not At All</td>
<td>Occasionally</td>
<td>Frequently</td>
<td>Very Often</td>
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<td>---------------------------------------------------------</td>
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<td>23. Cry easily</td>
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<tr>
<td>24. Losing touch with reality</td>
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<td>25. Feel shy or uneasy with the opposite sex</td>
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<tr>
<td>26. Have feelings of being trapped or caught</td>
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<tr>
<td>27. Feel suddenly scared for no reason</td>
<td>1</td>
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<tr>
<td>28. Have temper outbursts you could not control</td>
<td>1</td>
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<tr>
<td>29. Suffer from constipation</td>
<td>1</td>
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<tr>
<td>30. Watching yourself from far away</td>
<td>1</td>
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<tr>
<td>31. Blame yourself for things</td>
<td>1</td>
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<tr>
<td>32. Feeling blocked or stymied in getting things done</td>
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<tr>
<td>33. Feeling lonely</td>
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<tr>
<td>34. Suffer from pains in the lower part of your back</td>
<td>1</td>
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<td>35. Feeling blue</td>
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<tr>
<td>36. Worry or stew about things</td>
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<td>37. Feel no interest in things</td>
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<td>38. Feel fearful</td>
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<td>39. Get your feelings easily hurt</td>
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<td>40. Have to ask others what you should do</td>
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<td>41. Feel that others do not understand</td>
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<td>42. Feel that people are unfriendly or dislike you</td>
<td>1</td>
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<tr>
<td>43. Having to do things very slowly to be sure that you are doing them right</td>
<td>1</td>
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<tr>
<td>44. Feel your heart pounding or racing</td>
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<td>45. Experience nausea or upset stomach</td>
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<tr>
<td>HOW OFTEN DID YOU:</td>
<td>Not At All</td>
<td>Occasionally</td>
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<td>Very Often</td>
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<td>46. Feel inferior to others</td>
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<td>47. Suffer from sore muscles</td>
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<td>48. Suffer from loose bowels</td>
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<tr>
<td>49. Have difficulty falling asleep or staying asleep</td>
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<td>50. Have to check and double check what you do</td>
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<td>51. Have difficulty making decisions</td>
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<td>52. Want to be alone</td>
<td>1</td>
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<td>53. Have trouble getting your breath</td>
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<td>54. Hot or cold spells</td>
<td>1</td>
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<td>55. Having to avoid certain places or activities because they frighten you</td>
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<td>56. Your mind going blank</td>
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<td>57. Numbness or tingling in parts of your body</td>
<td>1</td>
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<tr>
<td>58. A lump in your throat</td>
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<td>59. Feeling hopeless about the future</td>
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<td>60. Trouble concentrating</td>
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<td>61. Weakness in parts of your body</td>
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<td>62. Feeling tense or keyed up</td>
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<tr>
<td>63. Heavy feelings in your arms or legs</td>
<td>1</td>
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</table>
APPENDIX E:

DEMOGRAPHIC QUESTIONNAIRE
PLEASE NOTE THAT YOUR RESPONSES ARE STRICTLY CONFIDENTIAL. PLEASE TRY TO ANSWER AS MANY QUESTIONS AS POSSIBLE TO THE BEST OF YOUR KNOWLEDGE. THANK YOU FOR YOUR PARTICIPATION.

1. Your sex (circle one) a. male  b. female

2. Your age at last birthday

3. Your marital status?
   1. Single (never married)
   2. Married
   3. Separated
   4. Divorced
   5. Widowed

4. When you were age 12, what was the highest educational level (grade) of:
   1. your father
   2. your mother

5. At age 12, what was your family's yearly income (your best estimate). Please circle the number which applies:
   1. $5,000/yr or less ($416/mo or less)
   2. $5,000/yr to $9,999/yr ($417/mo to $832/mo)
   3. $10,000/yr to $14,999/yr ($833/mo to $1249/mo)
   4. $15,000/yr to $19,999/yr ($1250/mo to $1666/mo)
   5. $20,000/yr to $29,999/yr ($1667/mo to $2499/mo)
   6. $30,000/yr to $50,999/yr ($2500/mo to $4166/mo)
   7. $50,000/yr or more ($4167/mo or more)

6. At age 12, which of the following best describes the neighborhood in which you lived?
   1. Urban poor (e.g., mainly low-income dwellings, high unemployment, etc.)
   2. Stable working-class (e.g., mainly small, relatively inexpensive private homes)
   3. Transitional working-class (e.g., combination of low-income dwellings, small private homes, etc.)
   4. Stable middle-class (e.g., medium size and medium priced homes, educated residents)
   5. Upper middle-class or better (e.g., large, expensive homes rather affluent neighbors)

7. At age 12, which of the following best described your family's social status? (please circle)
   1. Unemployed
   2. Unskilled laborer
   3. Skilled, blue collar worker
   4. Skilled, white collar worker (e.g., sales, clerical, service jobs, etc.)
   5. Manager
   6. Professional (e.g., nurse, teacher)
   7. Executive, high-income Professional

8. Which of the following best describes your birth family's racial background? (please circle)
   1. Afro-American
   2. Latino
   3. White
   4. Asian
   5. Other ________ (please specify)
APPENDIX F:

INFORMED CONSENT FORM
INFORMED CONSENT FORM
Childhood Experiences and Current Adjustment in College Students

I am volunteering to participate as a subject in this study. I understand that the purpose of the study is to investigate the impact of early childhood experiences and childhood family environment on later adjustment in college students. I understand that I will be asked to complete a paper and pencil questionnaire which will include questions about any childhood stressors (family death, major illness, natural disaster, physical abuse or assault, sexual abuse or assault) I may have experienced. I will also be asked questions about my psychological health, drug use, how I feel about myself and to what I attribute some of the events in my life. I am aware that some of the questions will be personal and while I may feel uncomfortable, they represent minimal risk to me.

I understand my name will NOT be included on the survey itself and that my ANONYMITY WILL BE MAINTAINED AT ALL TIMES. I also understand that my participation in this study is voluntary, that all my questions will be answered, that I may refuse to answer any questions at any time, and that I may withdraw from the study at any time without penalty. This questionnaire will take 60-90 minutes to complete.

I understand that all information collected in this study will be treated as anonymous, with no details released to anyone outside the research staff, and that the data will be reported in summary form. I understand that I may derive no specific benefit from participation in this study, except perhaps from feeling that I have contributed to the development of knowledge about childhood experiences and how they may affect later adjustment. I hereby allow this research project to publish the results of the study in which I am participating. These results will be reported in group form only.

This study has been approved by CSUSB’s Department of Psychology Institutional Review Board and is being conducted by Faith H. McClure, Ph.D., & M. Jean Peacock, Ph.D., Psychology Department, California State University, San Bernardino, (909) 880-5598/880-5579 I may contact Professors McClure or Peacock at any time with my questions, comments, or concerns. If I have any further questions, comments, or concerns about the study or the informed consent process, I may also contact the CSUSB Human Subjects Institutional Review Board through the Office of the Dean of Graduate Studies, AD 128, (909) 880-5027.

By placing an “X” on the line below I am acknowledging that I freely consent to participate and that I am at least 18 years old.

Place Check Mark here

Date
APPENDIX G:

DEBRIEFING STATEMENT
Thank you for participating in this study. As indicated in the informed consent form, the purpose of the study is to examine the relationship between childhood experiences, family environment, assumptions people have about themselves and events in their life, and current adjustment. It is hoped that the results of this study will help us gain an increased understanding of how these variables are related. We are, in particular, interested how they either increase or decrease the likelihood of good functioning in adulthood. We are also interested in finding out if childhood experiences and their impact differ in men and women and in people of different ethnic backgrounds.

If you have had a stressful childhood experience and would like to talk to a counselor or join a support group, there are several available local resources. These include CSUSB’s Student Counseling Center (housed in the Health Center, 880-5040), the Psychology Department’s Community Counseling Center (housed in the trailers on the north side of campus, 880-5569), San Bernardino County’s Department of Mental Health (387-7053) and Riverside County’s Department of Mental Health (358-4500). Information about local support groups may also be obtained from the California Self-Help Center, toll free (800) 222-link.

The results of this project will be available Spring 2001. If you have any questions about this research project or would like to find out what the results are when completed, please contact:

Faith H. McClure, Ph.D. CSUSB, Psychology Dept (Jack Brown 238) Phone: 880-5598

OR

M. Jean Peacock CSUSB, Psychology Dept (Jack Brown 224) Phone: 880-5579

Thank you.
REFERENCES


