

ONLINE APPENDIX 5: ASSESSMENT FORM FOR ADULT INTRAPSYCHIC BRIGHTNESS AND DARKNESS

This form asks you to evaluate intrapsychic brightness and darkness in a variety of areas of the individual's life and in his life overall. Intrapsychic brightness and darkness is defined as the positive and negative affect the individual experiences in his life and conveys explicitly and implicitly in his account of his experiences.

I. GENERAL DIRECTIONS

Read the case and form a general impression of the participant before beginning to fill out this form. Conceptualize the participant's most important adult life experiences and his intrapsychic brightness and darkness overall before citing the specific evidence and crafting your explanations.

II. LIFE GOALS

Directions: Please list the participant's life goals. The life goals are the participant's own way of organizing his life efforts and/or the criteria he uses in evaluating his experiences. These goals may involve work, family, or other roles but rise to the level of a life goal because the individual organizes his life efforts, not merely his role efforts, around it. Here are some tips for identifying life goals.

- Explicitly stated
- Strong or visible emotion
- Discusses or thinks about at length
- Repeated mention
- Externally or self-directed (e.g., have a good family versus be a good father)
- Avoid a negative or seek out a positive (e.g., maintain security versus be a provider)
- Goals may not be visible, or only some goals may be visible to you, for certain cases
- Conceptualize the life goal at the highest level of abstraction that is still specific

A. There are three elements required in writing a life goal.

- a. Describe the broad principle or principles of the life goal.
- b. Explain how the goal manifests in the domains.
- c. Give examples of the goal manifesting in the domains you listed.

The objective is to frame life goals comprehensively, relate subparts to one another, and illustrate manifestations. (Separately, as a check on your life goals, confirm that major affect experienced in domains is related to a life goal.) Each broad principle may end up being a paragraph or more with its various subparts and examples.

B. Consider possible unseen life goals or unseen facets or related aspects of a life goal that you initially recognize.

- a. Consider life goals that avoid outcomes, or that contain conflicts, not just positively focused goals.
- b. Consider a hidden negative or a hidden positive aspect to a life goal with the opposite focus.
- c. Consider: Is any life goal a typical pattern of response to negative affect or related to one? (This relates to the section of your analysis looking at responses to unrealized life goals.)

Life goals

- 1.
- 2.

III. LEVEL OF POSITIVE AND NEGATIVE AFFECT IN EACH AREA

Check the areas of life most important to the participant’s overall affect. Do experiences in this area influence—or appear significantly to help explain—his overall affect? Rate the raw and adjusted ratings in each area.

- Base your rating on the intensity and pervasiveness of positive and negative affect in an area.
- You can include unstated or unconscious feelings that you perceive.
- Use only integers for your ratings.
- List the adjusted scores for all checked areas, even if you don’t feel able to provide raw scores (in which case write “NA” for the raw score).
- List participant self-ratings for all checked areas.
- Rate career and marriage for all participants, even if not checked.
- For domains, select a number from 1 to 7, as shown on the Scale of Domain Affect. For the overall rating, you will be instructed to select a rating also of 1 to 7, as shown on the Adult Scale of Intrapyschic Brightness and Darkness. (It has a broader range than the College Scale of Intrapyschic Brightness and Darkness.)

Scale of Domain Affect

1	2	3	4	5	6	7
Overall Dark		Mixed Range			Overall Bright	
Most dark	Dark	Tendency towards dark	Evenly mixed	Tendency towards bright	Bright	Most bright

Adult Scale of Intrapyschic Brightness and Darkness

1	2	3	4	5	6	7
Overall Dark		Mixed Range			Overall Bright	
Most dark	Dark	Tendency towards dark	Evenly mixed	Tendency towards bright	Bright	Most bright

Master Ratings Grid

Special Rating Rules		Check Areas Most Affecting Adult Intrapyschic Brightness and Darkness	Raw Affect Rating	Adjusted Affect Rating	Participant Self-Rating	Rating without Situational Effect
RATE FOR ALL CASES	CAREER	<input type="checkbox"/>				
RATE FOR ALL CASES	MARRIAGE/ROMANTIC RELATIONSHIPS	<input type="checkbox"/>				
<i>Do not rate if the person has no children.</i>	PARENTING	<input type="checkbox"/>				
<i>Do not rate if a person has little community life but does not seem to want one.</i>	COMMUNITY LIFE	<input type="checkbox"/>				
<i>Do not rate if the person is not involved with such social relationships and does not seem to want them.</i>	SOCIAL RELATIONSHIPS OUTSIDE NUCLEAR FAMILY	<input type="checkbox"/>				
	RECREATION	<input type="checkbox"/>				
<i>Do not rate if the person has no spiritual or religious life, unless he seems to want one and specifically comments on it.</i>	SPIRITUAL AND RELIGIOUS LIFE	<input type="checkbox"/>				
<i>Complete for all participants. Specify "none" if none.</i>	MENTAL HEALTH OR HEALTH	<input type="checkbox"/>				
<i>Do not include early life experiences in any rating you give.</i>	EXPERIENCE IN ADULthood WITH FAMILY OF ORIGIN	<input type="checkbox"/>				
<i>Rate only if no other domain fits.</i>	OTHER IMPORTANT AREAS OF THE ADULT LIFE, IF APPLICABLE	<input type="checkbox"/>				
RATE FOR ALL CASES	OVERALL ADULT INTRAPSYCHIC BRIGHTNESS AND DARKNESS					

IV. DEMOGRAPHICS, RATINGS, AND EXPLANATIONS FOR EACH RATED AREA

Step 1: Fill in the demographics for each rated area.

Step 2: Explain both the participant's experience in each rated area and your choice of rating for:

1. raw affect
2. adjusted affect
3. how the participant would rate himself *
4. any situationally adjusted score you would give**

- Write your rating number into your explanation.
- If you are uncertain or could go with two possible numbers, say so in your explanation.
- If you feel the participant is suppressing or shrouding affect or that data are inadequate to rate him, explain.
- Give only the most important reasons and pieces of evidence, not a list of details.
- Convey the larger context by using summary statements about periods or experiences.

**Participant Self-Rating:* Do you think the participant would rate himself differently than you did in any area or overall? Explain the general reasons in the box below and explain specifically in that area's explanation box what he sees differently. Note aspects of the participant's experience which you observed which you think he does not. Write "no" in the box if he would not rate himself differently.

***Rating without Effect of Situational Factors:* Do you see recent developments, or temporary influences, that you think influenced any of your ratings? In the appropriate explanation boxes list the situations and explain how they influenced the rating of the area and overall. Write "no" next to prompt for a rating without the effect of situational factors in the box if there are none. Examples are a new job, retirement (recent or imminent), recent successes or failures in the career, a new intimate relationship, death of a loved one.

Step 3: Each rating and analysis must be supported by evidence and citations from the interviews. Write these references in your prose by specifying the line number(s) and interview number(s). (Each interview contains line numbers.)

Career: List each career, career period (jobs the participant combines as a discrete part of his career), and types of jobs held. For each career segment, list the dates of the segment. For each job, list the job title, organization, and number of years the job was held. Also specify whether the person is currently working full time, working part time, is retired, is about to retire, or has no plans to retire soon.

Description:

Raw Affect Rating:

Adjusted Affect Rating:

Participant Self-Rating:

Rating without Situational Effect:

<p>Marriage/Romantic Relationships: For each significant relationship, list the name of the person and the years/period of the relationship. Indicate whether the person is currently married, in a relationship, or single.</p>
<p>Description:</p>
<p>Raw Affect Rating: Adjusted Affect Rating: Participant Self-Rating: Rating without Situational Effect:</p>

<p>Parenting: List the number of children and the name and age of each child or stepchild. Which, if any, children are living at home? Also note whether the participant has grandchildren.</p>
<p>Description:</p>
<p>Raw Affect Rating: Adjusted Affect Rating: Participant Self-Rating: Rating without Situational Effect:</p>

<p>Community Life (formal sociality): Name the communities in which the person is actively involved (in a role or otherwise), e.g., religious or social cause. Community may grow out of religion and hobbies but goes beyond what is required to be a practitioner or participant. Religious service attendance is part of religious life but being a volunteer for a church ministry is rated as part of community life.</p>
<p>Description:</p>
<p>Raw Affect Rating: Adjusted Affect Rating: Participant Self-Rating: Rating without Situational Effect:</p>

<p>Social Relationships outside Nuclear Family (informal sociality): List most important social relationships or friendships (outside nuclear family) or groups of friendships. Social relationships may involve people from work, sports/hobbies, or community involvements but would entail interactions separate from these contexts to be rated here.</p>
<p>Description:</p>
<p>Raw Affect Rating: Adjusted Affect Rating: Participant Self-Rating: Rating without Situational Effect:</p>

<p>Recreation: <i>List major hobbies and interests that are pursued outside of work and community life.</i></p>
<p><i>Description:</i></p> <p><i>Raw Affect Rating:</i> <i>Adjusted Affect Rating:</i> <i>Participant Self-Rating:</i> <i>Rating without Situational Effect:</i></p>

<p>Spiritual and Religious Life: <i>Name the religions and religious and spiritual practices the participant participates in.</i></p>
<p><i>Description:</i></p> <p><i>Raw Affect Rating:</i> <i>Adjusted Affect Rating:</i> <i>Participant Self-Rating:</i> <i>Rating without Situational Effect:</i></p>

<p>Mental Health or Health: <i>Has the participant been diagnosed with a mental health disorder, or is he currently displaying symptoms of mental illness? Is participant receiving psychotherapy or medications, or has he in the past? Does the participant identify serious or life-threatening diseases or impairments? (Fill out this section of the rating form for all participants. Specify “none” if there are no mental or physical health problems or treatments.)</i></p> <p>Diagnosed mental illness or symptoms: Treatments: Physical health problems:</p>
<p><i>Description:</i></p> <p><i>Raw Affect Rating:</i> <i>Adjusted Affect Rating:</i> <i>Participant Self-Rating:</i> <i>Rating without Situational Effect:</i></p>

<p>Experience in Adulthood with Family of Origin: <i>Specify number of siblings, name and age (or year of death) for each sibling, age or year of death for each parent. Specify father’s level of education and institution, father’s occupation. Are participant’s parents or significant other’s parents living with them?</i></p>
<p><i>Description:</i></p> <p><i>Raw Affect Rating:</i> <i>Adjusted Affect Rating:</i></p>

Participant Self-Rating:
Rating without Situational Effect:

Other Important Areas of Adult Life, if Applicable: *What other important area(s) with significant affect, if any, are not represented in other domains? This field is sometimes used to discuss the participant’s conveyance of the importance of geography or region, among other possibilities.*

Description:

Raw Affect Rating:
Adjusted Affect Rating:
Participant Self-Rating:
Rating without Situational Effect:

V. RESPONSE TO LIFE GOALS NOT ACHIEVED

Step 1: Has the participant achieved his life goals? Partly achieved goals go in both boxes.

Life Goals Achieved	Life Goals Not Achieved
1.	1.
2.	2.
3.	3.

Step 2: How does the participant respond to the life goals that he has not achieved?

The purpose of this section is twofold. First, to assess whether the person’s response helps mitigate the negative affect, perpetuate it, or worsen it. If it mitigates the affect, then an adjusted score should be assigned. Second, to focus the rater’s attention on the believability of the affect conveyed in various aspects of the participant’s life. Does the account hold up, or is there leakage, inconsistency across domains, inconsistency between his life and the interview behavior, flatness or one dimensionality, or a skewed or packaged quality? A participant self-rating should be assigned if the account doesn’t hold up. It means the person is trying to see or present himself in a way that is incongruent with the experiences he conveys implicitly.

Tip: For these two analyses, look for consistency of patterns involving perception, cognition, behavior, and affect which convey how the person handles negative affect. Look for consistency between the interview and the life. Examples include: focuses on a more positive area and reframes; projects, escapes, distances from; focuses energy on solving the problem; metabolizes. Note that we are not looking at psychoanalytic defense or coping mechanisms. We are looking for behaviors that a person characteristically exhibits in response to negative affect.

Below is a more elaborate list of response patterns individuals sometimes exhibit.

- Individual is not overinvolved in one area of life (not all eggs are in one basket)
- Negative experience does not overwhelm individual
- Able to compensate or be buoyed by other areas/experiences
- Able to adapt to new situations
- Able to bound affect, or to distance from affect
- Reframes negative affect to something less negative or positive
- Effort geared at trying to planfully take action to solve the unrealized goals
 - developing a new strategy to achieve goal
 - continuing old strategy to achieve goal
- Defensive (overly distances self from negative emotions)
- His reaction intensifies or expands the impact of the negative felt in one area of experience
- Pervasive negative affect or pessimism reduces positive areas or exacerbates negative areas of experience
- Clinical depression
- One area depresses affect felt in another area
- Clear interference with functioning
 - work
 - relationships
 - constricted social radius

Write up this section as follows.

1. List response patterns that capture how the person responds to negative affect visible in life goals not realized, in domains and in the interview behaviors.
 - a. Describe the coping pattern.
 - b. Describe the unachieved life goals it is used to cope with.
 - c. Describe the domains in which it appears, and give examples.
 - d. Use graduated bullets to list the coping patterns, domain manifestations, and examples.
2. Review the life goals to see if the coping pattern is related to one, or if a new life goal should be added.

Coping Pattern	Impact on Affect
1.	<i>Reduces negative affect</i> <i>Increases negative affect</i> <i>No effect</i>
2.	<i>Reduces negative affect</i> <i>Increases negative affect</i> <i>No effect</i>
3.	<i>Reduces negative affect</i> <i>Increases negative affect</i> <i>No effect</i>

VI. AFFIRM NO AREAS ARE MISSING FROM ANALYSIS

Review the aspects of domains to be considered in rating provided at the end of this form to ensure that important considerations have not been overlooked.

VII. EXPLANATION AND RATING OF ADULT INTRAPSYCHIC BRIGHTNESS AND DARKNESS

Take into account the important areas of the person's life and his life goals and rate the participant's overall affect, i.e., Adult Intrapyschic Brightness and Darkness. Fill in your ratings in the Master Ratings Grid. Then explain participant's experience and your choice of rating for:

1. raw affect
2. adjusted affect
3. how the participant would rate himself
4. any situationally adjusted score you would give

Some life goals (achieved or unachieved) reflect aspects of character visible in the life history, whereas others appear more to reflect circumstance. Weigh life goals in Adult Intrapyschic Brightness and Darkness based on how much effect each has.

Heuristics for determining how much brightness or darkness there is in the person's intrapsychic world, and for classifying on the Adult Scale of Intrapyschic Brightness and Darkness:

- Overall negative affect: there is little brightness or the brightness is clearly muted within a generally negative paradigm.
- Overall positive affect: the brightness is dominant and any negatives are subsumed within it.
- Caveat about 1 and 7 on the Scale: can include some of the opposite affect but overall affect stands out as being most unhappy or most happy in relation to other participants or to your sense of what these extremes mean.
- Mixed: there is strong affect in both directions and can't be put into the overall positive or negative.
- Caveat about 3 and 5 on the Scale: capture some tendency towards positive or negative but the tendency doesn't stand out as dominant.
- Suppressed or inadequate information: you can't see enough to give a rating with confidence. This is not mixed.

Rating of Adult Intrapyschic Brightness and Darkness:

Description:

Raw Affect Rating:

Adjusted Affect Rating:

Participant Self-Rating:

Rating without Situational Effect:

VIII. ASPECTS OF VARIOUS DOMAINS TO BE CONSIDERED IN RATING

A participant may feel or express affect in the different areas of his life in some of the ways listed below.

Aspects of Career

Skills	Relationship Quality	Purpose / Meaning	Status	Goals	Work Preferences	Person's Fit with Role and Culture
<ul style="list-style-type: none"> - Used - Challenged - Recognized - Sense of mastery 	<ul style="list-style-type: none"> - Colleagues - Clients - Mentors 	<ul style="list-style-type: none"> - Impact people - Impact organization or profession - Intrinsic pleasure in work 	<ul style="list-style-type: none"> - Social - Monetary - Within place of work - Within field 	<ul style="list-style-type: none"> - Close to (perceived) original goals at beginning of career - Achieved professional potential 	<ul style="list-style-type: none"> - Autonomy - Security - Creativity - Financial 	<ul style="list-style-type: none"> - Work-life balance - Types of people - Types of values

Aspects of Marriage/Romantic Relationships

Stability	Emotional Closeness and Support	Values	Interests and Companionship	Physical intimacy	Appreciation of Wife/ Partner
<ul style="list-style-type: none"> - Current relationship -Conflict contained? -Entertain thought of exiting the relationship? -Expect relationship to last - Longevity of past relationships - Reasons for end of past relationships unique or a pattern 	<ul style="list-style-type: none"> - Awareness of partner's thoughts and feelings - Feels supported and respected by partner - Feelings of relatedness or aloneness - Do personality differences enhance or diminish intimacy? - Open to being influenced by wife/partner - Feels he has positive impact on wife/partner 	<ul style="list-style-type: none"> - Centrality of family v. other areas - Model of gender roles: agreement v. disagreement - Expectations around children and parenting, and whether to have them - Social - Monetary - Religious 	<ul style="list-style-type: none"> - Vacation well - Enjoy similar activities - Do things together or alone 	<ul style="list-style-type: none"> - Mentioned as a problem? 	<ul style="list-style-type: none"> - Identifies positive traits - Respect

Aspects of Parenting

Involvement in Child(ren)'s Life	Quality of Relationship with Child(ren)	How Child(ren) Will Turn Out/Have Turned Out	Father's Impact on Child(ren)'s Life	Interests and Companionship
<ul style="list-style-type: none"> - Appropriate level of financial support - Proximity - Frequency and quality of interactions; mutual enjoyment of time? - Helped with adolescent schooling problems? - Feels good about balance of work and family 	<ul style="list-style-type: none"> - Awareness of child's thoughts, feelings, concerns, struggles - Feelings of relatedness or aloneness - Child's response to parent as advisor, role model, or respected caregiver (age-appropriate) - Able to maintain constructive relating in face of problems/conflict 	<ul style="list-style-type: none"> - How much respect and appreciation he feels - As people; values - In education and career - In family formation and role 	<ul style="list-style-type: none"> - Feels able to impact child's life positively? Child open to parent's influence. - Created opportunities for children? - Feels he hasn't had negative impact? - Minimized adverse effect of divorce? 	<ul style="list-style-type: none"> - Vacation well - Enjoy similar activities - Do things together or alone

Aspects of Community Life

Activities and Roles	Motivation and Reward
<ul style="list-style-type: none"> - Is the person involved in activities and roles outside of family and work? Church, charity, PTA, theater troupe, book club, coaching, etc. - If the person verbally expresses a wish to be involved but is not, you still rate this area. 	<ul style="list-style-type: none"> - Is the person experiencing enrichment in activities/roles? <ul style="list-style-type: none"> -Intellectual stimulation -Relational connections (makes friends or has social contact) -Feelings of impact or purpose -Staying engaged after retirement -Giving back -Reaffirming identity culturally or religiously

Aspects of Social Relationships outside Nuclear Family

Types of Social Relationships	Quality of Relationship
<ul style="list-style-type: none"> - Friends from educational experiences, work, extended family, hobbies, sports, other roles or activities outside of work and nuclear family 	<ul style="list-style-type: none"> - Does the person have the number and quality of social relationships he wants? - Are his social relationships rewarding? (Too few, too many, too superficial?) - Would the person clearly benefit from more social interaction? Is he lonely and can't see it? - Does person have friends outside of friends formed with spouse? - Are they friends to do activities with, to share emotional experiences with? - Does the person feel satisfied with the quality of this/these relationship/s?