

ONLINE APPENDIX 6: ASSESSMENT FORM FOR COLLEGE INTRAPSYCHIC BRIGHTNESS AND DARKNESS

This form asks you to evaluate intrapsychic brightness and darkness in a variety of areas of the individual's life as well as in his life overall. Intrapsychic brightness and darkness is defined to be the positive and negative affect the individual experiences in his life and conveys explicitly and implicitly in his account of his experiences. In making your evaluation, use the full sweep of the interviews over the years of college to assess how the participant felt at the end of college. Earlier interviews may inform your reading of what is conveyed in the participant's final interviews at the end of college.

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 as of the end of college. 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 academic college life, extracurricular college life, romantic relationships, 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., get good grades versus pursue intellectual interests)
- Avoid a negative or seek out a positive (e.g., avoid being drawn into a particular career versus pursuing a desired career)
- 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.

1. Consider life goals that avoid outcomes, or that contain conflicts, not just positively focused goals.
2. Consider a hidden negative or a hidden positive aspect to a life goal with the opposite focus.

3. 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.)

C. Lastly, characterize the life goals you listed.

1. Whether the participant is hopeful of achieving the life goal.
2. Whether the goal seems oriented towards serving the well-being of the participant or the well-being of others.
3. Whether—or not—the goal is designed to fix an aspect of the individual or his life (self-repair).

Life Goal In outline bullet points, specify the highest framing of the life goal and its subparts and the domain manifestations of each subpart. Give examples as evidence of each manifestation.	Hope of Achieving? Write: "Hopeful" or "Not"	Self or Others? Write: "Self" or "Others"	Self-Repair? Yes, if checked. No, if not.
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>

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 raw and adjusted affect 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 experience in family of origin for all participants, even if not checked.
- For two domains—family and extended family—not only current experiences during college but also historical material reported by the participant counts, to the extent that it influences how a participant feels at the end of college. For all other domains, restrict your focus to the experiences occurring during college.
- 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 of 2, 3, 4, or 5, as shown on the College Scale of Intrapsychic Brightness and Darkness. (Note that it has a narrower range than the Adult Scale of Intrapsychic 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

College Scale of Intrapsychic Brightness and Darkness

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

Master Ratings Grid

	Check Areas Most Influencing College Intrapyschic Brightness and Darkness	Raw Affect Rating	Adjusted Affect Rating	Participant Self-Rating
FAMILY OF ORIGIN (Rate for all cases)	<input type="checkbox"/>			
EXTENDED FAMILY	<input type="checkbox"/>			
ACADEMIC COLLEGE LIFE	<input type="checkbox"/>			
EXTRACURRICULAR COLLEGE LIFE	<input type="checkbox"/>			
ROMANTIC RELATIONSHIPS	<input type="checkbox"/>			
SOCIAL RELATIONSHIPS	<input type="checkbox"/>			
CAREER DEVELOPMENT	<input type="checkbox"/>			
INTELLECTUAL DEVELOPMENT AND ENGAGEMENT	<input type="checkbox"/>			
MENTAL HEALTH OR HEALTH	<input type="checkbox"/>			
OTHER IMPORTANT AREAS, IF APPLICABLE	<input type="checkbox"/>			
OVERALL COLLEGE INTRAPSYCHIC BRIGHTNESS AND DARKNESS				

IV. RATINGS AND EXPLANATIONS FOR EACH RATED AREA

Step 1: Give a brief description of the positive and negative affect the participant experiences in each domain. See the end of this form for a list of thematic areas often exhibited in domains. After describing the affective experience in each domain, account for your ratings of each of the following:

1. raw affect
2. adjusted affect
3. how the participant would rate himself *

(Note that in contrast with the adult rating form, this one does not ask you to rate the effect of situational factors, because the interviews span multiple years and provide sufficient context to discern the effect of recent developments on how the participant felt at the point in time at which you are assessing his experiences.)

- 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.

Step 2: 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.)

Family of Origin: <i>How he feels about parents, siblings, and family, and about himself in this family. Historical experiences, not only current ones, count in this domain.</i>
<i>Description:</i>
<i>Raw Affect Rating:</i>
<i>Adjusted Affect Rating:</i>
<i>Participant Self-Rating:</i>

Extended Family: <i>Historical experiences, not only current ones, count in this domain.</i>
<i>Description:</i>
<i>Raw Affect Rating:</i>
<i>Adjusted Affect Rating:</i>
<i>Participant Self-Rating:</i>

Academic College Life: <i>Includes classes, thesis, and other academic experiences. Experiences with college workload, grade pressures, and academic requirements are part of this domain.</i>
<i>Description:</i>
<i>Raw Affect Rating:</i>
<i>Adjusted Affect Rating:</i>
<i>Participant Self-Rating:</i>

Extracurricular College Life: <i>Formal extracurricular (e.g., Crimson, clubs, sports) and informal extracurricular (e.g., "bull sessions," weekend trips, watching movies).</i>
<i>Description:</i>
<i>Raw Affect Rating:</i>
<i>Adjusted Affect Rating:</i>
<i>Participant Self-Rating:</i>

Romantic Relationships
<i>Description:</i>
<i>Raw Affect Rating:</i>
<i>Adjusted Affect Rating:</i>
<i>Participant Self-Rating:</i>

Social Relationships: <i>Forming friendships and feelings about relationships with friends, roommates, social circles, mentors. General competence with people.</i>
<i>Description:</i>
<i>Raw Affect Rating:</i>
<i>Adjusted Affect Rating:</i>
<i>Participant Self-Rating:</i>

Career Development: <i>Identification of career interests, goals, taking steps, expectations for the future. This is separate from academic performance with grades and time management, unless the work in college is directly preparatory or seen to be preparatory for the career (e.g., academia).</i>
<i>Description:</i>

Raw Affect Rating:
Adjusted Affect Rating:
Participant Self-Rating:

Intellectual Development and Engagement: *Separate from career interests and separate from academics.*

Description:

Raw Affect Rating:
Adjusted Affect Rating:
Participant Self-Rating:

Mental Health or Health: *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 and physical health problems or treatments.)*

Diagnosed mental illness or symptoms:
Treatments:
Physical health problems:

Description:

Raw Affect Rating:
Adjusted Affect Rating:
Participant Self-Rating:

Other Important Areas: *What other important area(s) with significant affect, if any, are not represented in other domains? This field is sometimes used to discuss an experience of class injury, cultural adjustment problems at Harvard, etc.*

Description:

Raw Affect Rating:
Adjusted Affect Rating:
Participant Self-Rating:

V. RESPONSE TO LIFE GOALS NOT ON TRACK

Step 1: Does the participant feel on track towards achieving his life goals? Partly on track goals go in both boxes.

Life Goals on Track	Life Goals off Track
1.	1.
2.	2.
3.	3.

Step 2: How does the participant respond to the life goals that he does not feel on track towards achieving?

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 in:
 - academics
 - extracurriculars
 - socially

Write up this section as follows.

1. List coping patterns that capture how the person responds to negative affect visible in life goals not felt by him to be on track, in domains and in the interview behaviors.
 - a. Describe the coping pattern.
 - b. Describe the not-on-track 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 COLLEGE INTRAPSYCHIC BRIGHTNESS AND DARKNESS

Take into account the important areas of the person’s life and his life goals and rate College 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

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

- Overall negative affect: there is little brightness or the brightness is clearly muted within a generally negative paradigm.
- 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 College Intrapyschic Brightness and Darkness

Description:

Raw Affect Rating:

Adjusted Affect Rating:

Participant Self-Rating:

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 Family of Origin

Reported Parental Behavior	Parent-Child Relationship	Family Environment	Health of Family Members	Siblings	Culture and Family Background
Rejecting Loving Neglecting Overprotective Encourage autonomy/self-esteem Role-reversing Pressure to achieve/punitive - Supportive	Understanding: confided in parent, hid things, felt aloof from Discipline: rules and punishment - Seen as helpful v. harmful Disciplinary styles and practices perceived as fair, good v. unfair, bad, overprotective Source of wisdom and advice Sense of safety and security Activities/time spent together	Warmth or support between family members Physical affection Coldness or conflict in family Sense of family stability or instability	Death Debilitating illness Good health?	Siblings v. only child? Who's living at home? Sibling rivalry Lack of mutual activities and interaction Companionship Close in age Distant in age Siblings as role model or follower Sibling problems or set high standards Illness and death of siblings	Features that shape family's social world Immigration or language issues (for self or parents or both) Ethnicity Religious values, affiliation, and practices Poverty Wealth

Aspects of Extended Family

Are there grandparents, aunts, uncles, cousins, governesses/nannies, others?

- Involvement
- Role models or mentors
- Sources of support: emotional, financial, advice, etc.
- Sources of refuge/additional venue outside of home
- Provide sense of a larger world
- Is there a nanny or nonnuclear family member at home?
- Death or debilitating illness

Aspects of Academic College Life

- Intellectual standards
- Performance (grades, thesis, advisor interest in him, effectiveness at studying, acceptance to grad school)
- Feelings about own efficacy
- Feelings about competition
- Courses that affected them
- Major and interests
- Engaging, enriching v. not?

Aspects of Extracurricular College Life

Hobbies/Interests	Nonacademics
<ul style="list-style-type: none"> - Reading - Sports - Outdoor activities - Camp - Church - Boy Scouts - Formal social involvements besides school (and family) 	<ul style="list-style-type: none"> - Interests - Clubs - Extracurriculars - Charitable - Religious involvements - Harvard Student Study - Work while in college - Where he lived

Aspects of Romantic Relationships

- Amount and satisfaction with...
 - Dating
 - Early marriage/fatherhood
 - Feelings towards commitment
 - Sexuality

Aspects of Social Relationships

Social Involvements	Harvard Culture	People
<ul style="list-style-type: none"> - Amount and satisfaction with... -Dating -Individual friends (other than siblings) -Groups of friends -Social acceptance and involvement 	<ul style="list-style-type: none"> - Feels accepted in culture - Adjustment to aspects of culture <ul style="list-style-type: none"> o Elitism and concern for prestige o Prep v. public background o Urban v. rural o East Coast v. not o On scholarship v. not o Autonomy and independence 	<ul style="list-style-type: none"> - Teachers he liked - Coaches, administrators, and other adults important to him? - Staff of the Harvard Student Study

Aspects of Career Development

- Sense of social or parental pressure
- Freedom to make an autonomous decision?
- Freedom to follow individual interests?
- Economic or social goals

Aspects of Mental Health of Health

- Physical disabilities or illness
- Symptoms of mental illness or diagnosed mental illness