

The California Psychological Inventory as an
Assessment Method of Behavioral Change
in First-time Expectant Fathers

Thesis submitted to
Graduate College of
Marshall University

In partial fulfillment of the
Requirements for the Degree of
Master of Arts
Psychology

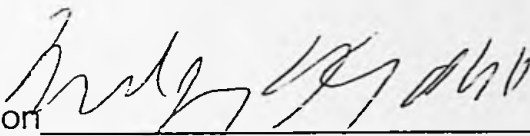
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2002

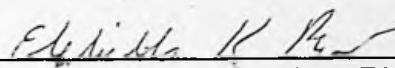
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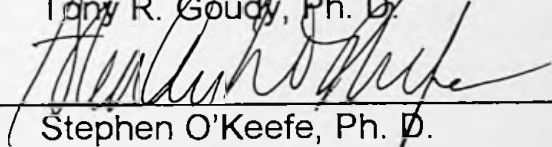
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Abstract

Thirty-four randomly recruited first-time expectant fathers, ages 24 years to 38 years were individually administered the California Psychological Inventory (CPI) during the first and third trimester of their wife's pregnancy. The purpose of this study is to assess whether there are attitudinal, behavioral, and personality changes that occur in an expectant father over the course of his wife's pregnancy. It was hypothesized that the California Psychological Inventory (CPI), which is designed to measure interpersonal behavioral attitudes, behavioral patterns, and personality traits, was able to detect that change. The results suggested that no significant change occurred in the expectant father's attitude, behavior, or personality over the course of his wife's pregnancy.

Acknowledgements

It is difficult to know where to begin when one needs to thank the many people whose support and guidance have made completing this program possible. There are several individuals who require personal thanks in helping me reach my goals.

First, my appreciation is extended to Dr. Fred Jay Krieg. He has, through the years been a mentor and a “guide from the side”. He brought the school psychology program to the Wheeling area, and strongly encouraged me to pursue this degree.

Second, my thanks are extended to the rest of the faculty from Marshall University Graduate College, with whom I had the pleasure to make my acquaintance. In particular, my sincerest gratitude goes to Dr. Mike Marshall. Not only did he teach several of the required classes in research design and statistics, he dedicated his time and patience to ensuring that I really understood the information he presented. Thank you so much for your Sundays (and your Tuesdays, Thursdays, Friday evenings...).

Next, I need to thank my cohort group, as they have come to be called. Without their constant support and commitment to this project, I am not sure I would have made it.

Finally, and most importantly, my love and gratitude are due to my parents, and my husband, Dan. They have always encouraged me to strive for my goals, and have provided every type of support possible to help me through these past three years. This is the second Master’s degree that they have seen me through, and have been a never-ending source of strength. Mom, Dad, and Dan, you have my deepest love, appreciation, and respect.

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California Psychological Inventory as an Assessment Method of Behavioral Change in First time Expectant Fathers

Historically, a man's importance in the role of the expectant father was based upon his level of support for the pregnant mother. According to societal norms, little more was expected. However, in the last twenty-five years there has been a great upheaval and blurring of the traditional father role, culminating in a transition of the expected norms. Men now see themselves as expectant fathers, rather than simply being married to pregnant women (Jones, 1982). The expectant father is now expected to take a more active role in the preparation of childbirth and parenting. This new role is due, in part, to the fact that the traditional view of the father's role is changing. There is greater recognition of the emotional importance of fatherhood to the family, the changing family structure, and shifts in the way that masculinity is defined, as well as an increased sophistication concerning interpersonal relations. While there have been great changes in the perception and experiences of the man as a father, there is still much information missing with regard to the experiences of the man as an expectant father.

There has been significant documentation, information and research conducted on the experience of pregnancy for the mother, but few research studies have been conducted regarding the experiences of the pregnant father. The father is considered to be "once removed" from his wife's pregnancy as he does not have the immediacy of involvement or physical experience of being pregnant. Does this indicate that the expectant father does not experience any changes, physically, psychologically, or emotionally throughout the pregnancy?

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Prior to 1950, there were few scientific articles written pertaining to the expectant father. In the 1960's, research focused primarily on psychopathology and deviant behavior observed in expectant fathers (May, 1980). This research focused more on expectant parenthood as a crisis, rather than a normative event for an expectant father. Field studies and data-gathering studies published in the 1970's revealed a lack of knowledge about the male pregnancy experience, and identified how the secondary experience of pregnancy may contribute to a feeling of isolation. The consequence of isolation, as acknowledged by LaCoursiere in 1972 may be viewed in the elevated incidence of deviant behavior and emotional problems observed in expectant fathers (May, 1980). He further indicated that while the expectant father experiences feelings of isolation due to his wife's increased focus on her own changing physical and psychological needs, his own dependency needs increase. As proposed by Benedek (1970), if there are any unresolved issues from earlier conflicts in his development, depression may result in the father adapting poorly to the pregnancy, birth, and finally to parenthood (Fedele, Golding, Grossman, and Pollack, 1988).

Kathryn Antle May (1980) performed an exploratory study of first-time expectant fathers that resulted in a grounded theory that partly explained the role and involvement of the father in his wife's pregnancy. Her theory helped to explain how first-time expectant fathers establish detachment or involvement during the pregnancy. Through a volunteer study consisting of 20 first time expectant fathers and their wives, an open-ended interview was conducted. The interviews were unstructured and focused on the man's experience of the pregnancy. The twenty couples were divided into eleven, who

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were interviewed only once during the pregnancy; and the remaining nine, who were interviewed two times or more. This study provided the researcher an opportunity to compare the data from the cross-sectional group with data from the longitudinal group.

One aspect identified in the study was that the involvement of the father is not an "all or nothing" experience. Instead, it seems to fall on a continuum from close involvement with continuous contact to extreme detachment with no contact (May, 1980). Three different styles of detachment and involvement evolved from this study. According to this study, these styles are generalized feeling and behavior patterns that indicate the way first time fathers view themselves in relation to the pregnancy. The first is observer style, in which the man keeps himself distanced emotionally from the pregnancy, according to the study. Forty-five percent of the men fell into this category, which is considered to be significant. The second, or expressive style is reported by the man as high emotional investment, and a feeling of being a full partner in the pregnancy. This group comprised thirty-five percent of the men in this study. The final style, known as instrumental, is where the man carries out the traditional roles of husband and father, and appears to see himself as the manager of the pregnancy. Twenty percent of the men were characterized by this style. The conclusions of this study indicated that readiness for the pregnancy contributed to the first time father's involvement style. May also indicated the need for future research to address and assess the father's involvement style in the pregnancy, as it may be helpful in determining later parenting problems.

Gurwitt (1976) wrote of a case study of a first-time father's reaction to his wife's pregnancy, as presented to him during psychoanalysis. He described the patient's

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phenomenon as clearly a reaction to the wife's developing pregnancy, as well as an indirect reflection of the pregnancy and its effect on the patient. Gurwitt identified three divisions or periods that the patient experienced: preparation, impregnation and conception, and adaptation and reconciliation to his wife's pregnancy. Throughout the pregnancy, the patient also examined and reframed his relationship with his family, particularly his father and his wife, as well as a shift in his perception of himself.

Gurwitt's case study revealed the idea that a father-child relationship begins well before birth. He likened his patient's experience as an internal upheaval similar to the crisis of entering adolescence (Machtlinger, 1981). Through this case study, Gurwitt provided evidence to indicate that attention should be given to the role and involvement of the expectant father.

Benvenuti, Marchetti, Niccheri, & Pazzagli (1985) suggested that becoming a father may be considered a risk factor for the onset of psychological disorders and psychopathological manifestations similar to those seen in women with post-partum difficulties. This "psychosis of fatherhood" is classified as an acute delusional disorder" and has been psychodynamically correlated with preoedipal conflicts (Benvenuti, et al, 1985). In this study, it was hypothesized that psychopathological behavior became clinically manifested when triggered by impending fatherhood. The study describes six case histories of men who were hospitalized for psychotic problems that manifested when they became fathers. Based upon criteria from the DSM-III-R, three of the men were diagnosed with brief reactive psychosis; two with paranoid disorder; and one with manic episode with mood-incongruent psychotic features. All six men had similar biographical

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characteristics in their case histories. These are as follows: a.) first-time expectant father; b.) no previous personal or familial psychiatric incident; c.) parental conflict, but close with mother; d.) and a significantly exclusive relationship with their wife. In all but one case, the man left his wife and child, and moved in with a biological family member.

Based on this study, impending fatherhood appeared to trigger psychotic symptoms that had common features linked to Oedipal problems.

An exploratory study completed by Robert Fein in 1973, was an effort to understand men's perinatal experiences from a "non-crisis" point of view. Thirty couples were interviewed at home four weeks prior and 6 weeks after the birth of their first child. The obtained data was analyzed to study father's changes from before to after the birth of their child, and to assess any relationships between their participation in infant care and other home-life related activities, and a change in father's general anxiety levels, infant related anxiety levels and wishes and concerns for emotional support (Fein, 1976). Major findings suggested that men had significant decreases in their levels of generalized anxiety, infant-related anxiety, and wishes for emotional support, from before to after the births. However, there was no decrease in their concerns for emotional support. While general anxiety levels showed a marked decrease, the men's anxiety about their babies decrease less rapidly, suggesting that 6 weeks after the birth, post partum men were still moderately anxious about being a father. This data suggests that the "crisis" for these men came before the birth, and in the first 2 weeks after the baby was born. By six weeks post partum, the men were adapting to the role of being a father (Fein, 1976).

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The above-described study does not point to a relationship between men's level of home-life sharing and changes in levels of wishes for emotional support concerns about emotional support, general anxiety, and infant-related anxiety. However, there is a suggestion that the process of caring for their infant may have facilitated men's post partum adjustment to family life (Fein, 1976).

Two major points were drawn from the results of the study. The first indicates that effective post partum adjustment in men was related to their developing some kind of (coherent) role, which met their needs and the needs of their wives and babies. The second point suggests that the different relationships men developed with their infants in the post partum period did not appear to affect their adjustments to post partum family life. The data further suggests that the men's lives were enhanced by their active involvement in infant care taking (Fein, 1976). The results of that study suggest the need for an increase in the men's preparation for parenting; their involvement in the birth process; and post partum options to shape and share in their family lives.

Glazer (1989) conducted an exploratory study to identify anxiety levels and stressors in expectant fathers. According to Glazer, these fathers may react to the "crisis" of pregnancy with anxiety. This anxiety may be produced for two reasons: a.) the pregnancy as a crisis in itself experienced by the father, and b.) the expectant father may divert energy from his own needs, in order to support his wife's needs during pregnancy (Glazer, 1989). 108 men, ranging from first-time expectant fathers to those who had experienced previous pregnancies, who were attending childbirth education class, were selected for that study. They were administered the State-Trait Anxiety Inventory

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(STAI), which measures state anxiety; the Feelings of Pregnancy Questionnaire (FOPQ), which provides numbers and intensity of stressors; and an information data sheet for demographic and descriptive data. These were administered on two separate occasions. The obtained data indicated that all 79 stressors identified on the FOPQ were identified by at least one of the expectant fathers, and 29 specific stressors were identified by more than 50% of expectant fathers (Glazer, 1989). The stressors that were related to childbirth, finances and the baby were those most often identified by the expectant father. The fathers that participated in the study did not demonstrate high anxiety levels on the STAI. Based upon the data, it is suggested that their involvement in the childbirth education may have aided in the reduction of anxiety. It is interesting to note that the results of the Glazer study is in direct opposition with the results of the Fein study (1976) previously indicated in this paper. This difference may be due to the fact that the men in the Glazer study were actively involved in the pregnancy as evidenced by their attendance at childbirth classes. Fein's results had suggested that if a father's became more actively involved and better prepared for the impending pregnancy, anxiety levels, and the transition to fatherhood might occur more smoothly.

Herzog (1982) conducted a study of 103 first time fathers, whose wives had given birth to premature infants. Prematurity was defined as an unexpected birth between the gestation period of 25 and 39 weeks. Herzog utilized a technique that required retrospective analytically oriented interviews of the fathers. These interviews occurred soon after the birth, and subsequent meetings occurred up to 24 months after the birth of the child. The father's were asked to reconstruct what their experiences during the

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pregnancy had been (Herzog, 1982). The purpose of this research was to determine where the father had been in the course of the pregnancy, before the interruption of the early delivery. Herzog (1982) argued that men's experiences of their wives pregnancies are different, due to the fact that they are able to choose their level of involvement. This level will, in turn, determine the degree of psychological response to their wives physiological changes. He indicated that while there is a relatively consistent pattern of concerns, feelings and preoccupations experienced by the men, not all are available or equally felt by all of the men. He stated that the men could be divided into two different groups: those who were in touch with their emotions and wishes for the pregnancy, and those individuals who were not. In that study, it was noted that the pregnancy had individual and personal meanings for each father. It appears that a father's psychological investment in the pregnancy is related to previous life experiences, conflicts, and the resolutions to those conflicts. Herzog conducted a further study on 35 fathers who were described to be the most "in tune" to their wives needs. Throughout that study his results corroborated with Gurwitt's study and agreed that there were certain stages or characteristic behaviors of expectant father's in this subgroup.

Previous life experiences may contribute to an expectant parent's mental health.

In a 2002 study conducted by Riggs and Jacobvitz, an attempt was made to determine an association between an adult's mental representation of early attachment relationships and personal or family history of mental health. That study was part of a larger, longitudinal study investigating the transition to parenthood and family relationships. It was hypothesized that insecure attachment can be associated with reports of substance

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abuse, criminal behavior, emotional distress and suicidal ideation (Riggs & Jacobvitz, 2002). Two hundred and thirty-three participants in the third trimester of a first-time pregnancy were administered a depression scale, the Mental Health Survey, and the Adult Attachment Interview (AAI). The AAI examines the relationships between adult's current state of mind with respect to early attachment relationships and emotional disorders (Riggs & Jacobvitz, 2002). From this interview, four major attachment classifications were assigned: Secure, Dismissing, Pre-occupied and Unresolved. The results of the AAI were then analyzed with the results of the Mental Health Survey and the depression scale. As predicted, securely attached adults were unlikely to report mental health problems, either personally or within the family of origin. However, insecure attachment was associated with indications of psychological disturbance and associated with a greater likelihood of growing up in a broken home, may have experienced physical or sexual abuse (Riggs & Jacobvitz, 2002). While the findings of that study do not provide a direct link between early attachment and an expectant parent's experience of transition to parenthood, it does provide some information for future study. It may be beneficial to identify an expectant father's perception of his early attachment with his parents, which may provide some insight as to how he may transition into parenthood himself, and possibly detect mental health issues.

Cox and Paley (1999) investigated the role of individual depression, sex of the child, the couple's problem-solving competence, and planned vs. unplanned pregnancies on predicting patterns of observed problem-solving behavior and self-reports of marital satisfaction during the transition to parenthood. The quality of the marital relationship

prior to the onset of pregnancy may have possible consequences on the successful transition to parenthood. That study investigated the interaction of couples during a problem-solving task and obtained self-reports from each spouse regarding their marriage, prior to the birth of their first child, and then on an intermittent basis until the child's second birthday. Patterns of change were related to whether the pregnancy was planned, to depressive symptoms of spouses, problem-solving behavior, and the child's gender (Cox and Paley, 1999).

The results of that study suggest that depression may be a significant risk factor during the transition to parenthood. Couples with more depressive symptoms reported decreasing levels of marital satisfaction during the child's first year, than during the prenatal assessment (Cox & Paley, 1999). Husbands and wives with unplanned pregnancies demonstrated a decrease in marital satisfaction, in comparison to those whose pregnancies were planned. Unplanned pregnancies also contributed to lower levels of positive interaction. The gender of the child played a role in marital satisfaction and interaction. The birth of a son appeared to initially de-escalate the negative effects of the transition to parenthood, and also the negative effects of an unplanned pregnancy, but the birth of a daughter did not (Cox & Paley, 1999). Finally, better problem-solving abilities in couples were associated with higher prenatal marital satisfaction, and less of a decline in post partum marital satisfaction.

The birth of the first child and the need for the couple to reorganize around caring for the infant impact both the individual and the marital relationship, which in turn, impact each other (Cox & Paley, 1999). Depression in new parents and its association

with the couple's marital adaptation and satisfaction over time is an important issue. Qualities of the child, in this case gender, may influence the adjustment and the way the couple views the experience of parenting. The couple's ability to solve problems together also influences this reorganization process, as does whether the pregnancy was planned or unplanned. These results appear to have a significant impact on husbands' and wives' satisfaction and marital behavior during the transition to parenthood (Cox & Paley, 1999).

Leathers and Kelly (2000) conducted a study that further investigated the impact of an unintended or unexpected pregnancy. This study suggested that the occurrence of an unintended pregnancy might contribute to maternal and paternal post partum depression. These depressive symptoms can lead to parenting difficulties and subsequent adjustment difficulties in children. Previous studies conducted on women, both married and unmarried provide evidence that indicated that an unintended pregnancy could be linked to post partum depression. And although largely unexplored, the few studies completed on men also suggest that an unintended pregnancy could have a negative effect, and might lead to feelings of powerlessness. Couples with inadequate support systems may be less likely to plan pregnancy, and if one unintentionally occurs, may then be a greater risk for distress (Leathers & Kelly, 2000).

A study conducted by Bost, Cox, Burchinal and Payne (2002) examined the patterns of change in couples' social networks and supports during the transition to parenthood, stability in individual differences over time, as well as parental adjustment and depression with regard to changes that occurred in the social systems. Social

network and support research has been crucial for understanding family interaction and processes and factors that enhance well being (Bost, et al., 2002).

The participants of this study were 137 couples recruited prior to the birth of their first child. The four data collection periods occurred during the prenatal period and at 3, 12, and 24 months of age. The participants were individually interviewed and administered social support, depression, and adjustment scales. The results suggested that there is continuity in social systems over time for first-time mothers and fathers. The stability of social networks, social supports, depression and adjustment measures over the course of two years reinforces the notion that some interpersonal and social networks remain stable in the context of great change (Bost, et al., 2002). The data further indicated that couples' social networks and supports become extremely important in times of great stress or change, such as the birth of a first child.

During the transition to parenthood, fathers are as likely as mother's to attempt to envision themselves as future parents. There is a potential for the actual parental self to be compared with the possible parental self. Studies have found that a discrepancy between the real and the ideal self may influence the father's role experiences, as well as psychological well being. This discrepancy may lead to an increase in depressive symptoms and less involvement in child-care activities. Possible-self was a social-psychological concept investigated by Strauss and Goldberg in 1998. Their main objective was to examine the concept of possible selves in order to understand internal and psychological changes in first-time expectant fathers, as evidenced in self-concept, attitudes toward child-rearing and psychological well-being, as well as behavioral

changes in the amount and type of parental involvement with the child, which occurs in men when they transition to fatherhood (Strauss & Goldberg, 1998).

Data was obtained from a sample of 104 first-time fathers completing a pre-natal assessment during the last trimester of their wives pregnancy, and 56 of these men also completing a post-natal assessment at 24 months. Assessment measures included a pre-birth questionnaire; the Pie (developed by C.P. Cowan in 1978), which measures men and women's psychological sense of self, through the use of paper pie pieces that represent the different roles occupied prior to and after the birth of their first child (Strauss & Goldberg, 1998); a depression scale; a father involvement scale, and a parental attitude toward children scale. The results suggest a consistency with previous studies, in that the men began to place the role of the father as more important, and less importance on their role as a spouse, throughout the transition to fatherhood. The amount of discrepancy found between the prenatal real and possible self was related to the amount of postnatal role change that occurred. Fathers who were not meeting their possible, or ideal roles were more likely to report depression than fathers who came closer to meeting their possible, or ideal selves (Strauss & Goldberg, 1998).

The results of this study provide more information with regard to how men change the way that they view themselves as a result of becoming a father and how these views influence their motivation for change throughout the transition to fatherhood, attitudes toward child-rearing, participation in child-care activities, and their psychological well-being (Strauss and Goldberg, 1998).

Another factor that may lead to a "crisis" of sorts for expectant fathers is the change in personal goals. A study conducted by Salmela-Aro, Nurmi, Saisto, and Halmesmaki (2000) in Finland suggested that the transition to parenthood revolves around a sequence of events; the planning to have a child; subsequent pregnancy; childbirth and care of the child. Obviously, the transition for the mother encompasses a more radical shift that includes both physiological and psychological changes. She tends to shift from a world of work to a world at home, which is more nurturing. The father, on the other hand, transitions more slowly with his first parental thought of being a provider. During the transition process, both expectant parents assume more traditional, gender specific roles. When this occurs, there is a reconfiguration of personal goals (Salmela, et al., 2000). Their study was an attempt to investigate the types of personal goals that men and women construct during the transition to parenthood (Salmela-Aro, et al, 2000). The results suggest that individuals continue to reconstruct their personal goals to fit new demands and challenges of the life transition (Salmela-Aro, et al, 2000). The personal goals of the women reflected the transition to motherhood and the various stages that occur during this transition. While this was in part, true for the men, the changes in their goals were less substantial (Salmela-Aro, et al., 2000).

These studies and observations have set the foundation for further research to be conducted on the experiences of the first time expectant father. All of the above studies provide evidence that suggest the importance of psychological wellness be maintained in the expectant father. With this in mind, this current study is designed to detect psychological and behavioral changes that occur throughout the pregnancy experience in

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expectant fathers during the course of their wives' pregnancies. This study attempts to provide evidence for the hypothesis that there are psychological and behavioral changes that occur in an expectant father over the course of his wife's pregnancy. It is hypothesized that the California Psychological Inventory (CPI), which is designed to measure interpersonal behavioral attributes, behavioral patterns, and personality traits, can determine whether an expectant father experiences attitudinal and/or behavioral changes over the course of his wife's pregnancy.

Methods

Purpose

While extensive research has been conducted on the myriad of physiological and psychological changes that occur in the pregnant woman, little research has been conducted on the father's transition from pregnancy to parenthood. This current study will utilize the California Psychological Inventory (CPI) in an attempt to identify any psychological and behavioral changes that may occur with first time expectant fathers. This research is a part of a larger group project. It is hypothesized that through the use of this particular testing instrument, a change in score during the course of pregnancy will correlate with psychological and/or behavioral changes in the first-time father.

Instrumentation

The California Psychological Inventory (CPI) is a self-administered, paper-and-pencil test. The CPI was originally developed by Harrison Gough and published in 1957 and later revised in 1987. His intention for the test was that it measure interpersonal

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behavioral attributes, behavior patterns, and personality traits, or “folk constructs” that are common to all societies and cultures (Craig, 1999). The original version had 480 true-false statements, with 178 of the items taken directly from the Minnesota Multiphasic Personality Inventory (1943) (see Appendix A).

While the MMPI focuses on maladjustment and/or psychiatric problems, the CPI stresses more positive, normal aspects of personality (Aiken, 1989). In the Manual for the California Psychological Inventory (1957, 1987), Gough described the developmental process of the CPI. He indicated two goals of personality assessment. The first, which is theoretical, was to use and develop descriptive concepts, which possess broad personal and social relevance regarding characteristics of personality, which have a wide and pervasive applicability to human behavior. In addition, these concepts are related to the favorable and positive aspects of personality, rather than the morbid and pathological aspects (Gough, 1957, 1987). The second goal was to devise brief, accurate and dependable sub-scales for identification and measurement of the variables chosen for inclusion in the inventory. The 480 items on the original version of the test yield 18 standard scores. Each scale is intended to assess one important facet of interpersonal psychology. The total set is intended to furnish a comprehensive survey from a social interaction or “folk concept” point of view (Gough, 1957, 1989). The test is designed for group administration, although it may also be administered individually. Even though the test has been used to evaluate individuals between the ages of 12 and 70, it is most suitable for use with high school, college, and young adults having a minimum of a fourth-grade reading ability. The CPI items request information concerning an

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individual's typical behavior patterns, usual feelings, and opinions, and attitudes relating to social, ethical, and family matters (Groth-Marnat, 1990).

In its original form (1957), the CPI is scored for 18 scales. The main purpose of each scale is to identify certain behaviors in individuals. Therefore, the names of the scales describe to an extent possible, the behaviors they are designed to reflect (see Appendix B). The scales are then divided into four classes: Class I, which measures poise, ascendancy, self-assurance, and interpersonal inadequacy, is comprised of Dominance (Do), Capacity for status (Cs), Sociability (Sy), Social presence (Sp), Self-acceptance (Sa), and Well-being (Wb); Class II measures socialization, maturity, responsibility, and intrapersonal structuring of values through the scales of Responsibility (Re), Socialization (So), Self-control (Sc), Tolerance (To), Good impression (Gi), Communality (Cm); Class III measures achievement potential and intellectual efficiency by the scales of Achievement via conformance (Ac), Achievement via independence (Ai), and Intellectual efficiency (Ie); and Class IV is comprised of measures of intellectual and interest modes through Psychological-mindedness (Py), Flexibility (Fx), and Femininity/masculinity scales (F/M). (Adapted from Gough Manual). In The Handbook of Psychological Assessment (1990), Groth-Marnat provides detailed definitions and information pertaining to each of the 20 scales, as well as proposed interpretations of high, middle, and low scores.

In the original version of the CPI, the 18 scales are divided into 15, which are personality scales, and the remaining 3 scales, which are validity scales. The purpose of which is to detect invalid profiles. The Well-being (Wb) and Good impression (Gi)

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scales are items designed to establish "Fake bad" or "fake good", respectively. Very high Wb scores may indicate a denial or minimization of problems, while a very low Wb score may indicate an exaggeration or wanting to appear dysfunctional. Similarly, a high Gi score may indicate an individual is trying to minimize or deny his/her problems. Finally, random responses are indicated by a low score on the Cm scale (Aiken, 1989). Profile invalidity is also determined by extremely low scores on the Well-being (Wb) sub-scale. This scale identifies persons who minimize their worries and complaints, and are relatively free from self-doubt and disillusionment (Gough, 1957). A T-score of 27 or less, may suggest that the subject is "faking bad." A subject who "fakes bad" may not necessarily be maladjusted, rather he may be distorting due to a need to create an impression of the seriousness of his problem (Groth-Marnat, 1990). To determine whether a subject may be "faking good," the Good-impression (GI) scale is utilized. This scale identifies persons capable of creating a favorable impression, and is concerned as to how others react to them (Gough, 1957). A high T-score of 69 or more may indicate that a subject is "faking good" however, it is important to note that it may be difficult to differentiate between someone who has a superior level of adjustment and someone who is "faking good." Individual subject history will be necessary to determine the particular answer to this issue. Interestingly, a low T-score of 39 or less, in males, on the Gi scale may be associated with "faking bad" in males (Groth-Marnat, 1990).

In 1987, the CPI was revised and two more scales, empathy and independence were added. Gough also added 3 vector or structural scales based on factor analysis, in order to measure Interpersonal (extraversion-introversion), Normative (norm-favoring vs.

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norm-questioning), and the degree of Self-realization (Groth-Marnat, 1990). When the orientations Interpersonal and Normative are combined, they produce four life styles Gough (1987) indicated that there were psychological expectations or definitions of each life-style. These have been labeled: Alphas, who are enterprising, dependable, and outgoing; Betas, who are reserved, responsible and pleasure seeking; Gammas, who are adventurous, restless, and pleasure-seeking; and Deltas, who are considered to be withdrawn, private, and discontented. The degree to which these life-style expectations are realized is indicated on the Self-realization scale. High scores tend to depict optimism about present and future, while low scores perceive a vulnerability of life's difficulties, and are perhaps less self-actualized (Walsh, 1989).

The original version of the CPI was standardized on 6,000 males and 7,000 females of various ages, socio-economic status, and geographic location. The 1987 revision was standardized on 1,000 males and 1,000 females selected from the CPI archives as representatives of the population in the United States. The CPI scores are given in a standard T-score, with a mean of 50, and a standard deviation of 10 (Lanyon & Goldstein, 1997).

Reliability and validity of the CPI is well researched and documented. Reliability coefficients were computed on samples of 200 college males and 200 college females randomly selected from the CPI archives of college students. Alpha coefficients were also computed on the combined sample. For the male college students, the Alpha coefficient ranged from a low of 0.45 to a high of 0.85. The Alpha coefficient range for female college students was 0.39 to 0.83. The Alpha range for the entire sample of 400

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was 0.52 to 0.85. The overall median reliability was reported to be 0.70 (Groth-Marnat, 1990). Reliability of the scales was tested by the test-retest method on a sample of high school students.

Over 1,500 studies have been done in order to investigate the validity of the CPI in terms of concurrent and/or predictive validity of the scales. While the validity coefficients for the individual scales tend to be low, there has been success in the use of multiple scales to predict certain criteria (Walsh, 1995).

The CPI requires no time limit, however in the Handbook of Psychological Assessment (1990), length of time has some factors for interpretation. For example, 1-½ hours or more may indicate a major psychological disturbance, while tests completed in less than 20 minutes may suggest an invalid profile, an impulsive personality, or a combination of the two. Further interpretation begins with reviewing the individual T-scores. T-scores greater than 50 usually suggests an area of positive adjustment, while a T-score lower than 50 may indicate an area of difficulty (Gough, 1957). It is then suggested that patterns of high/low scores on different classes to be considered. Again, high scores in a particular cluster indicate an area of strength, while low scores represent difficulty. At this point, the individual meaning of each scale should be considered in terms of the score. This information will help the researcher to develop a description of the dynamics involved in this scale (Groth-Marnat, 1990).

The main focus of research with the California Psychological Inventory (CPI) has been to develop accurate, long and short-term behavioral predictions. Interpretations of the CPI focus on evaluating and predicting interpersonal behaviors and orientations in

normal populations (Groth-Marnat, 1990). The CPI focuses on diagnosing and understanding interpersonal behavior within normal populations, by assessing such areas as self-control, dominance and achievement rather than simply psychopathology. In spite of the emphasis on normal variations, extreme scores also provide important information about a person's expression of maladjustment, particularly with regard to interpersonal relations (Groth-Marnat, 1990).

Subjects

The individuals selected to participate in this study consisted of 34 first-time fathers, who are married and between the ages of 24 and 38 years, with a mean age of 29.76. Thirty-three of the men were Caucasian, and one was African-American. Educational history ranged from two participants having high-school diplomas, and the remaining participants having schooling beyond high school. Length of marriage ranged from six months to ten years, with the average length of marriage being 3.69 years. Eleven of the participants had been married for five years or more (see Appendix C). The participants for this project were recruited from OB/GYN clinics, practices, hospitals and word of mouth from an approximate 200-mile radius of Wheeling, WV, extending as far as Pittsburgh, PA and Columbus, OH. Each subject was screened for eligibility through an intake interview and questionnaire (see Appendix F). The subject's participation is strictly voluntary. They were not compensated financially or otherwise for their participation in this study. The subjects were unknown to the interviewer at the beginning of the study.

Procedures

Each participant completed a battery of tests as part of a larger study. This battery included a behavioral assessment questionnaire, the California Psychological Inventory (CPI), the Clinical Anxiety Scale (CAS), Selfism (NS), the Index of Self-Esteem (ISE), the Non-Physical Abuse of Partner Scale (NPAPS), the Aggression Inventory (AI), the Love Attitude Scale (LAS), the Relationship Assessment Scale (RAS), the Index of Marital Satisfaction (IMS), and the Multidimensional Scale of Perceived Social Support (MSPSS). For purposes of this study, all CPI's were administered over the first and third trimester.

Data was collected through the completion of the test battery over the course of nine months consistent with the wife's pregnancy. The expectant father was individually interviewed and assessed with the described testing instruments at the end of the first, second, and third trimester of the pregnancy. Each subject was assigned a code in order to insure confidentiality and anonymity. They provided verbal consent in order to share gathered information with the larger group and research study. All data and information received was centrally controlled and analyzed.

The initial step of this research project was carried out by a cohort group of 13 students from Marshall University Graduate College. Each graduate student interviewed first time fathers using the test battery format. The California Psychological Inventory (CPI) was included in this battery. The participants were tested and interviewed at three different times over the course of the pregnancy. During the first and third trimester, the full battery of tests was administered to each participant. The second trimester

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assessment battery consisted of the Clinical Anxiety Scale (CAS), Selfism (NS), Index of Self Esteem (ISE), Love Attitude Scale (LAS), Relationship Assessment Scale (RAS), Index of Marital Satisfaction (IMS), and the Multidimensional Scale of Perceived Social Support (MSPSS), respectively.

At the completion of the third trimester assessment battery, all data was compiled and analyzed with statistical tests in order to determine levels of significant difference. The compiled data was further analyzed for significance by computation of an overall behavioral assessment measure and compared with scores obtained for behavior specific, attitude, relationships, and perceived social support measures. This analysis was done through regression. Based upon the exploratory nature of this current study, which is descriptive, no statistical analyses were run. The raw scores of the CPI were converted to standard scores, and comparisons of these scores from each administration were made. The goal was to determine whether or not personality attributes remained stable over the course of the pregnancy. While it is possible for attitudes and behaviors to modify, individual personality tends to remain stable.

Results

An analysis of the California Psychological Inventory (CPI) does not produce one overall score. Rather, the inventory breaks down into 18 sub-scales, whose raw scores are converted to standard scores, with a mean of 50 and a standard deviation of 10 (see Appendix D). Due to the descriptive nature of this study, the scores of each subject were analyzed individually in an effort to determine whether there had been any change in personality over the course of the nine months. In this particular study, change in

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personality, behavior, or attitudes were assessed through observation of and a comparison between the results of the first CPI administration (T1) and the second CPI administration (T2).

The validity of each profile was determined through several methods. The initial determination of each profile's validity began with an observation of the number of items not completed on the inventory. If thirty or more spaces are left unmarked, the test results may not be valid (Groth-Marnat, 1990). A review of all the administered CPI score sheets indicated that this was not an issue with this study.

The validity of a subject's profile may be affected by the possibility of random answering. This is ascertained by a T score of 29 or less (in males), on the Communality (CM) scale (Groth-Marnat, 1990). The following subjects obtained a T score of 29 or below on the CM scale on the 1st, 2nd or both administrations of the CPI:

Subject	1 st	2 nd
#0103	26	NS
#1101	4	8
#0104	26	49
#2103	26	40

The following subjects obtained a standard score of 27 or less on the Well-being

(Wb) sub-scale:

Subject	1 st	2 nd
#0101	46	21
#0102	21	36
#0501	9	56
#0502	31	NS
#0901	36	24
#1101	1	11

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The following subject obtained a high T-score of 69 or more on the Good-impression (Gi) sub-scale:

Subject	1 st	2 nd
#0103	72	68

A number of subjects obtained a T-score of 39 or less on the Good-impression (Gi) sub-scale, which may suggest, "faking bad." They are as follows:

Subject	1 st	2 nd
#0101	38	37
#0102	30	37
#0104	38	35
#0401	33	37
#0403	33	40
#0701	35	43
#0802	33	25
#0803	38	27
#0901	32	35
#1102	37	42

Based upon the above factors, fifteen subjects could be considered to have invalid profiles. This will be further addressed in the discussion section.

Once the face validity of the CPI results from the first and second administration was established, the individual subject's test scores were further evaluated. The mean of the standard scores of both the first and second CPI tests was obtained, and a comparison made between the two scores. The difference between the mean from the first testing administration to the second test administration ranged from -13.66 to 7.62 points.

While there was some score change on each subscale between the first administration and the second administration of the CPI, the majority of changes were insignificant. Only

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four participants demonstrated a significant discrepancy between the first and second test administrations, and obtained a change in mean score of -13.66, -8.16, 7.62, and 7.0, respectively. The other thirty subjects demonstrated non-significant changes between the first and second testing administration mean scores (see Appendix D).

The individual raw scores obtained for each subscale were plotted on the "Male" Profile Sheet for the California Psychological Inventory. These scores were then connected with a line graph, in order to obtain an overall picture or profile of the participant (see Appendix E). The profile provides evidence of high and low scores that occur in the classes or clusters that are outlined in the CPI interpretive manual. For the most part, the individual subjects demonstrated little change in scores between the first and second administration of the CPI. The patterns exhibited on the individual profile sheets did change somewhat between tests, but none of the changes appeared to be very significant, specifically when examined in terms of specific classes or clusters. For example, if a subject scored low (below the mean) on the Class III scales during the first testing administration, he tended to follow the same pattern within five points on the second administration. However, while the pattern demonstrated from T1 to T2 was for the most part similar, several subjects did demonstrate a significant "spiking" or conversely, a drop in score on a subscale between administrations. Subscales where this significant change in score occurred were the Dominance (Do), Social Presence (Sp), and Well-being (Wb) in Class I; Self-Control (Sc) and Communality (Cm) in Class II; Intellectual Efficiency (Ie) in Class III; and Flexibility (Fx) and Femininity (Fe) in Class

IV. However, these significant "spikes" or "drops" were not consistent in all thirty-four subjects, and therefore cannot be attributed as a reaction to the pregnancy.

Discussion

The findings of this particular study provide some evidence to support the studies cited earlier in this paper. This particular study suggests that there are no distinctive or definitive psychological and/or behavioral changes in expectant fathers detected during the course of their wife's pregnancy. The California Psychological Inventory (CPI) did not show changes in personality from T1 to T2 that could be directly linked to the pregnancy. The results obtained from the CPI were similar to the results generated in the other studies that utilized an assessment tool in order to determine some sort of behavioral and/or attitudinal change in first-time expectant fathers, in that little to no change was detected, and if a change did occur, it could not be directly attributed to the wife's pregnancy. The test results may also suggest that the CPI does not measure attitudes and behavior, per say, but rather personality attributes that are consistent over time. An analysis of the results of the two testing administrations of the California Psychological Inventory (CPI) as an indicator for psychological and behavioral changes in expectant fathers is therefore inconclusive. While some changes in scores were documented between the first and second CPI administration, none of the scores demonstrated a severe discrepancy. There were two to three subjects that had an overall mean score change or difference in score between administrations, however, this does not directly indicate a change in psychological or behavioral make-up. It is not possible to ascertain whether this change is a result of the expectant father's reaction to his wife's

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pregnancy, or some other underlying factor in his life. The evaluation of the CPI results from the thirty-four subjects identified several problems, particularly in the area of validity. Scores on the Communality, Well-being, and Good Impression scale were significantly elevated or depressed on either the first, second or both administrations, for fifteen subjects. These scales tend to evaluate response bias, or "faking" behaviors. It is difficult to determine whether these were true scores, or the result of test-fatigue or disinterest in the testing process.

There are other limitations to this current research. Based upon the population utilized, there was little diversity. All participants have been recruited within a 200-mile radius between Pittsburgh, PA and Columbus, OH, which does not have a significant cross-cultural population. Of the thirty-four participants, there was only one African-American who completed the three testing batteries. The overall educational background of the participants is very similar, with thirty-two participants having education beyond the high school diploma. This lack of diversity has repercussions on the ability to generalize results to the larger population, and not providing information in reference to a heterogeneous population. There was significant difficulty in obtaining participants for this study, as the demographic area has an older population, and is quite spread-out geographically. In addition, the population may be skewed, as the research is conducted on first-time expectant fathers who are married, and are between 24 and 38 years of age. The gender of the interviewer may have inhibited the participant's responses to questions on some of the scales. The participant may not answer truthfully about his negative feelings about the pregnancy to a female interviewer in order to maintain a good

impression. A final limitation may be the method used to gather the research data. There may have been differences in the way the interviewer approached each interview, which may have contributed to differences in the delivery of the assessment tool.

Based upon research for this thesis, there have been no other studies that have utilized the CPI as an instrument to measure attitudinal, behavioral or personality in first time expectant fathers. Therefore, it is not possible to ascertain agreement or disagreement of results with prior studies. The information obtained from this specific study does little to indicate that it is a valid study based upon the limitations cited earlier.

It is thought that in order to make this a more valid study that a larger, more diverse sample size needs to be considered. It would also prove helpful to have a thorough subject history. Should the CPI be used again as a measure to determine any attitudinal and/or behavioral change in expectant fathers, the study should be longitudinal in nature. For example, the initial administration could be done when the man turns 21, and then repeated as he transitions through life events. In this way, baseline data are established and may provide increased evidence for any change that may occur in response to life transitions. Also, having the CPI administered three times; twice during the course of the pregnancy and once 2-3 months post partum, would provide additional information with regard to the expectant father's possible attitudinal, behavioral, as well as, attitudinal and/or behavioral changes that may occur once the transition to fatherhood has been completed.

The CPI should also be analyzed in terms of one or two of the subscales, or classes of subscales. The subscales and classes have specific definitions and purposes;

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the names of the scales were chosen to describe the kind of behavior they are designed to reflect (Gough, 1957). Investigating a change in score in a specific area, for example the Sociability (Sy) subscale, which demonstrates a specific personality trait, may provide more definitive information than simply looking at the entire inventory for any change. Correlating the results of the CPI, with another instrument that measures personality traits, may provide more evidence that specific characteristics are being analyzed.

Summary

The transition to becoming a parent represents a major life change, in both women and men. Deutsch, in 1945, concluded that the birth of a child fulfills a crucial positive developmental and psychological need for the mother. For men, on the other hand, pregnancy and the subsequent transition to parenthood have been characterized as a period of crisis (C. Heinicke, 1995). Information gathered through research suggests that the transition to parenthood occurs more smoothly when certain personality and mental characteristics remain stable. These characteristics include; marital satisfaction, role satisfaction and self-esteem. This is not to say that these characteristics are not impacted during the course of the pregnancy, but that any changes that do occur do not unsettle them (Heinicke, 1995).

Historically, the perception of the role of the expectant father in his wife's pregnancy has been limited to his being in the waiting room waiting for his child to be born. Little research has been done to assess his attitudinal and behavioral changes that occur throughout the course of the pregnancy. This research study represents the first step of a larger project to address this issue. The California Psychological Inventory did

detect some changes in the expectant father between testing administrations, however, none of these changes can be deemed significant based upon the current study. This change cannot be directly attributed to the wife's pregnancy, nor can it be successfully concluded whether or not these changes would have occurred at any other time period.

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APPENDIX A

CHARACTERISTICS

DIRECTIONS: Read the following list of traits and check the one that best describes you. If you are unsure, check the one that is closest to you. If you are sure, check the one that is most like you. If you are sure, check the one that is most like you.

- 1. Warm and friendly
- 2. Reserved and dignified
- 3. Warm and friendly
- 4. Reserved and dignified
- 5. Warm and friendly
- 6. Reserved and dignified
- 7. Warm and friendly
- 8. Reserved and dignified
- 9. Warm and friendly
- 10. Reserved and dignified
- 11. Warm and friendly
- 12. Reserved and dignified
- 13. Warm and friendly
- 14. Reserved and dignified
- 15. Warm and friendly
- 16. Reserved and dignified
- 17. Warm and friendly
- 18. Reserved and dignified
- 19. Warm and friendly
- 20. Reserved and dignified
- 21. Warm and friendly
- 22. Reserved and dignified
- 23. Warm and friendly
- 24. Reserved and dignified
- 25. Warm and friendly
- 26. Reserved and dignified
- 27. Warm and friendly
- 28. Reserved and dignified
- 29. Warm and friendly
- 30. Reserved and dignified
- 31. Warm and friendly
- 32. Reserved and dignified
- 33. Warm and friendly
- 34. Reserved and dignified
- 35. Warm and friendly
- 36. Reserved and dignified
- 37. Warm and friendly
- 38. Reserved and dignified
- 39. Warm and friendly
- 40. Reserved and dignified
- 41. Warm and friendly
- 42. Reserved and dignified
- 43. Warm and friendly
- 44. Reserved and dignified
- 45. Warm and friendly
- 46. Reserved and dignified
- 47. Warm and friendly
- 48. Reserved and dignified
- 49. Warm and friendly
- 50. Reserved and dignified



For Research Purposes Only

California Psychological Inventory

HARRISON G. GOUGH, Ph.D.

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This booklet contains a series of statements. Read each one, decide how you feel about it, and then mark your answer *on the special answer sheet*. MAKE NO MARKS ON THE TEST BOOKLET. If you *agree* with a statement, or feel that it is true about you, answer TRUE. If you *disagree* with a statement, or feel that it is not true about you, answer FALSE.

If you find a few questions which you cannot or prefer not to answer, they may be omitted. However, in marking your answers on the answer sheet, make sure that the number of the statement is the same as the number on the answer sheet.

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Printed in U.S.A.

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TRADEMARK

1. I enjoy social gatherings just to be with people.
2. The only interesting part of the newspaper is the "funnies."
3. I looked up to my father as an ideal man.
4. A person needs to "show off" a little now and then.
5. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
6. I have a very strong desire to be a success in the world.
7. When in a group of people I usually do what the others want rather than make suggestions.
8. I liked "Alice in Wonderland" by Lewis Carroll.
9. I usually go to the movies more than once a week.
10. Some people exaggerate their troubles in order to get sympathy.
11. People can pretty easily change me even though I thought that my mind was already made up on a subject.
12. I often feel that I made a wrong choice in my occupation.
13. I am very slow in making up my mind.
14. I always follow the rule: business before pleasure.
15. Several times a week I feel as if something dreadful is about to happen.
16. There's no use in doing things for people; you only find that you get it in the neck in the long run.
17. I would like to be a journalist.
18. A person who doesn't vote is not a good citizen.
19. I think I would like the work of a building contractor.
20. I have had very peculiar and strange experiences.
21. My daily life is full of things that keep me interested.
22. When a person "pads" his income tax report so as to get out of some of his taxes, it is just as bad as stealing money from the government.
23. In most ways the poor man is better off than the rich man.
24. I always like to keep my things neat and tidy and in good order.
25. Clever, sarcastic people make me feel very uncomfortable.
26. It's a good thing to know people in the right places so you can get traffic tags, and such things, taken care of.
27. It makes me feel like a failure when I hear of the success of someone I know well.
28. I think I would like the work of a dress designer.
29. I am often said to be hotheaded.
30. I gossip a little at times.
31. I doubt whether I would make a good leader.
32. I tend to be on my guard with people who are somewhat more friendly than I had expected.
33. Usually I would prefer to work with women.
34. There are a few people who just cannot be trusted.
35. I become quite irritated when I see someone spit on the sidewalk.
36. When I was going to school I played hooky quite often.
37. I have very few fears compared to my friends.
38. It is hard for me to start a conversation with strangers.
39. I must admit that I enjoy playing practical jokes on people.
40. I get very nervous if I think that someone is watching me.
41. For most questions there is just one right answer, once a person is able to get all the facts.

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42. I sometimes pretend to know more than I really do.
43. It's no use worrying my head about public affairs; I can't do anything about them anyhow.
44. Sometimes I feel like smashing things.
45. As a child I used to be able to go to my parents with my problems.
46. I think I would like the work of a school teacher.
47. Women should not be allowed to drink in cocktail bars.
48. Most people would tell a lie if they could gain by it.
49. When someone does me a wrong I feel I should pay him back if I can, just for the principle of the thing.
50. I seem to be about as capable and smart as most others around me.
51. Every family owes it to the city to keep their sidewalks cleared in the winter and their lawn mowed in the summer.
52. I usually take an active part in the entertainment at parties.
53. I think I would enjoy having authority over other people.
54. I find it hard to keep my mind on a task or job.
55. Some of my family have quick tempers.
56. I hate to be interrupted when I am working on something.
57. I have sometimes stayed away from another person because I feared doing or saying something that I might regret afterwards.
58. I get very tense and anxious when I think other people are disapproving of me.
59. The trouble with many people is that they don't take things seriously enough.
60. I have often met people who were supposed to be experts who were no better than I.
61. I liked school.
62. I think Lincoln was greater than Washington.
63. It is always a good thing to be frank.
64. A windstorm terrifies me.
65. I think I would like the work of a clerk in a large department store.
66. Sometimes I feel like swearing.
67. I feel sure that there is only one true religion.
68. I am embarrassed by dirty stories.
69. I would disapprove of anyone's drinking to the point of intoxication at a party.
70. Sometimes I cross the street just to avoid meeting someone.
71. I get excited very easily.
72. I used to keep a diary.
73. Maybe some minority groups do get rough treatment, but it's no business of mine.
74. It is very hard for me to tell anyone about myself.
75. We ought to worry about our own country and let the rest of the world take care of itself.
76. I often feel as if the world was just passing me by.
77. When I get bored I like to stir up some excitement.
78. I like to boast about my achievements every now and then.
79. I am afraid of deep water.
80. There have been times when I have been very angry.
81. I must admit I often try to get my own way regardless of what others may want.
82. I think I would like the work of a garage mechanic.
83. I usually feel nervous and ill at ease at a formal dance or party.
84. I have at one time or another in my life tried my hand at writing poetry.
85. I don't like to undertake any project unless I have a pretty good idea as to how it will

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86. Most of the arguments or quarrels I get into are over matters of principle.
87. I like adventure stories better than romantic stories.
88. I do not like to see people carelessly dressed.
89. Once a week or oftener I feel suddenly hot all over, without apparent cause.
90. As long as a person votes every four years, he has done his duty as a citizen.
91. Sometimes I think of things too bad to talk about.
92. People often expect too much of me.
93. I would do almost anything on a dare.
94. With things going as they are, it's pretty hard to keep up hope of amounting to something.
95. The idea of doing research appeals to me.
96. I take a rather serious attitude toward ethical and moral issues.
97. I would like the job of a foreign correspondent for a newspaper.
98. People today have forgotten how to feel properly ashamed of themselves.
99. I cannot keep my mind on one thing.
100. I prefer a shower to a bathtub.
101. I must admit that I often do as little work as I can get by with.
102. I like to be the center of attention.
103. I like to listen to symphony orchestra concerts on the radio.
104. I would like to see a bullfight in Spain.
105. I am fascinated by fire.
106. The average person is not able to appreciate art and music very well.
107. I can be friendly with people who do things which I consider wrong.
108. I have no dread of going into a room by myself where other people have already gathered and are talking.
109. I get pretty discouraged sometimes.
110. The thought of being in an automobile accident is very frightening to me.
111. When in a group of people I have trouble thinking of the right things to talk about.
112. I set a high standard for myself and I feel others should do the same.
113. School teachers complain a lot about their pay, but it seems to me that they get as much as they deserve.
114. At times I feel like picking a fist fight with someone.
115. Sometimes I have the same dream over and over.
116. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
117. I don't blame anyone for trying to grab all he can get in this world.
118. I believe we are made better by the trials and hardships of life.
119. Planning one's activities in advance is very likely to take most of the fun out of life.
120. I do not always tell the truth.
121. I was a slow learner in school.
122. I like poetry.
123. I think I am stricter about right and wrong than most people.
124. I am likely not to speak to people until they speak to me.
125. There is something wrong with a person who can't take orders without getting angry or resentful.
126. I do not dread seeing a doctor about a sickness or injury.
127. I always try to consider the other fellow's feelings before I do something.
128. It takes a lot of argument to convince most people of the truth.
129. I think I would like to drive a racing car.
130. Sometimes without any reason or even when things are going wrong I feel excitedly happy, "on top of the world."

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131. One of my aims in life is to accomplish something that would make my mother proud of me.
132. I fall in and out of love rather easily.
133. I feel as good now as I ever have.
134. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of thing.
135. I wake up fresh and rested most mornings.
136. Most people make friends because friends are likely to be useful to them.
137. I wish I were not bothered by thoughts about sex.
138. I seldom or never have dizzy spells.
139. It is all right to get around the law if you don't actually break it.
140. I enjoy hearing lectures on world affairs.
141. Parents are much too easy on their children nowadays.
142. Most people will use somewhat unfair means to gain profit or an advantage rather than to lose it.
143. I like to be with a crowd who play jokes on one another.
144. I am somewhat afraid of the dark.
145. I have a tendency to give up easily when I meet difficult problems.
146. I would like to wear expensive clothes.
147. I certainly feel useless at times.
148. I believe women should have as much sexual freedom as men.
149. I consider a matter from every standpoint before I make a decision.
150. Criticism or scolding makes me very uncomfortable.
151. I have strange and peculiar thoughts.
152. I read at least ten books a year.
153. If I am not feeling well I am somewhat cross and grouchy.
154. I like tall women.
155. A person should adapt his ideas and his behavior to the group that happens to be with him at the time.
156. I hardly ever get excited or thrilled.
157. I have the wanderlust and am never happy unless I am roaming or traveling about.
158. I frequently notice my hand shakes when I try to do something.
159. I feel nervous if I have to meet a lot of people.
160. I would like to hear a great singer in an opera.
161. I am sometimes cross and grouchy without any good reason.
162. Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasures.
163. I like parties and socials.
164. My parents have often disapproved of my friends.
165. I do not mind taking orders and being told what to do.
166. In school I always looked far ahead in planning what courses to take.
167. I should like to belong to several clubs or lodges.
168. My home life was always happy.
169. Teachers often expect too much work from the students.
170. I often act on the spur of the moment without stopping to think.
171. I think I could do better than most of the present politicians if I were in office.
172. I do not have a great fear of snakes.
173. My way of doing things is apt to be misunderstood by others.
174. I never make judgments about people until I am sure of the facts.
175. I have had blank spells in which my activities were interrupted and I did not know what was going on around me.

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176. I commonly wonder what hidden reason another person may have for doing something nice for me.
177. I am certainly lacking in self-confidence.
178. Most people are secretly pleased when someone else gets into trouble.
179. When I work on a committee I like to take charge of things.
180. My parents have generally let me make my own decisions.
- 181.** I always tried to make the best school grades that I could.
182. I would rather go without something than ask for a favor.
183. Sometimes I feel as if I must injure either myself or someone else.
184. I have had more than my share of things to worry about.
185. I often do whatever makes me feel cheerful here and now, even at the cost of some distant goal.
186. I usually don't like to talk much unless I am with people I know very well.
187. I am inclined to take things hard.
188. I am quite often not in on the gossip and talk of the group I belong to.
189. In school my marks in deportment were quite regularly bad.
190. Only a fool would ever vote to increase his own taxes.
191. I can remember "playing sick" to get out of something.
192. When I meet a stranger I often think that he is better than I am.
193. I would be ashamed not to use my privilege of voting.
194. I like to keep people guessing what I'm going to do next.
195. The most important things to me are my duties to my job and to my fellowman.
- 196.** I think I would like to fight in a boxing match sometime.
197. Once in a while I laugh at a dirty joke.
198. Before I do something I try to consider how my friends will react to it.
199. I would like to be a soldier.
200. In a group of people I would not be embarrassed to be called upon to start a discussion or give an opinion about something I know well.
201. I have no patience with people who believe there is only one true religion.
202. If given the chance I would make a good leader of people.
203. When things go wrong I sometimes blame the other fellow.
204. I like to plan a home study schedule and then follow it.
205. I enjoy a race or game better when I bet on it.
206. I have often found people jealous of my good ideas, just because they had not thought of them first.
207. Sometimes at elections I vote for men about whom I know very little.
208. I like to go to parties and other affairs where there is lots of loud fun.
209. Most people are honest chiefly through fear of being caught.
210. I very much like hunting.
- 211.** I have frequently found myself, when alone, pondering such abstract problems as freewill, evil, etc.
212. I have never been in trouble with the law.
213. It makes me angry when I hear of someone who has been wrongly prevented from voting.
214. In school I was sometimes sent to the principal for cutting up.
215. I would like to write a technical book.
216. At times I have worn myself out by undertaking too much.
217. I think I would like the work of a librarian.
218. I love to go to dances.

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219. Most people inwardly dislike putting themselves out to help other people.
220. I feel uneasy indoors.
221. People have a real duty to take care of their aged parents, even if it means making some pretty big sacrifices.
222. I would like to belong to a discussion and study club.
223. I keep out of trouble at all costs.
224. I usually expect to succeed in things I do.
225. People pretend to care more about one another than they really do.
- 226.** Most people worry too much about sex.
227. It is hard for me to find anything to talk about when I meet a new person.
228. I like to read about history.
229. I much prefer symmetry to asymmetry.
230. I would rather be a steady and dependable worker than a brilliant but unstable one.
231. I am apt to show off in some way if I get the chance.
232. Sometimes I feel that I am about to go to pieces.
233. A person does not need to worry about other people if only he looks after himself.
234. We ought to pay our elected officials better than we do.
235. I can honestly say that I do not really mind paying my taxes because I feel that's one of the things I can do for what I get from the community.
236. I am so touchy on some subjects that I can't talk about them.
237. The future is too uncertain for a person to make serious plans.
238. Sometimes I just can't seem to get going.
239. I like to talk before groups of people.
240. I would like to be a nurse.
- 241.** The man who provides temptation by leaving valuable property unprotected is about as much to blame for its theft as the one who steals it.
242. I am a good mixer.
243. I am often bothered by useless thoughts which keep running through my mind.
244. If I were a reporter I would like very much to report news of the theater.
245. Most of the time I feel happy.
246. I like to plan out my activities in advance.
247. When a man is with a woman he is usually thinking about things related to her sex.
248. I must admit that I have a bad temper, once I get angry.
249. I like mechanics magazines.
250. I must admit I find it very hard to work under strict rules and regulations.
251. I like large, noisy parties.
252. I sometimes feel that I am a burden to others.
253. When prices are high you can't blame a person for getting all he can while the getting is good.
254. I have never deliberately told a lie.
255. Only a fool would try to change our American way of life.
- 256.** I want to be an important person in the community.
257. I often feel as though I have done something wrong or wicked.
258. In school I found it very hard to talk before the class.
259. I usually feel that life is worthwhile.
260. I always try to do at least a little better than what is expected of me.
261. We ought to let Europe get out of its own mess; it made its bed, let it lie in it.
262. There have been a few times when I have been very mean to another person.
263. Lawbreakers are almost always caught and punished.
264. I would be very unhappy if I was not successful at something I had seriously started to do.

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265. I dread the thought of an earthquake.
266. I think most people would lie to get ahead.
267. I am a better talker than a listener.
268. At times I have been very anxious to get away from my family.
269. I like science.
270. I often lose my temper.
- 271.** My parents were always very strict and stern with me.
272. I must admit I feel sort of scared when I move to a strange place.
273. I am bothered by people outside, on street-cars, in stores, etc., watching me.
274. I'm pretty sure I know how we can settle the international problems we face today.
275. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.
276. I have very few quarrels with members of my family.
277. I have no fear of water.
278. If I get too much change in a store, I always give it back.
279. I often get disgusted with myself.
280. I enjoy many different kinds of play and recreation.
281. Society owes a lot more to the businessman and the manufacturer than it does to the artist and the professor.
282. A large number of people are guilty of bad sexual conduct.
283. I like to read about science.
284. It is hard for me to act natural when I am with new people.
285. I refuse to play some games because I am not good at them.
- 286.** I have never done anything dangerous for the thrill of it.
287. I think I would like to belong to a singing club.
288. As a youngster I was suspended from school one or more times for cutting up.
289. There have been times when I have worried a lot about something that was not really important.
290. I have never been in trouble because of my sex behavior.
291. I think I would like to belong to a motorcycle club.
292. I used to like it very much when one of my papers was read to the class in school.
293. Every now and then I get into a bad mood, and no one can do anything to please me.
294. I feel that I have often been punished without cause.
295. I would be willing to give money myself in order to right a wrong, even though I was not mixed up in it in the first place.
296. I would like to be an actor on the stage or in the movies.
297. At times I have a strong urge to do something harmful or shocking.
298. I often get feelings like crawling, burning, tingling, or "going to sleep" in different parts of my body.
299. I don't seem to care what happens to me.
300. Police cars should be especially marked so that you can always see them coming.
- 301.** I am afraid to be alone in the dark.
302. I have often gone against my parents' wishes.
303. We should cut down on our use of oil, if necessary, so that there will be plenty left for the people fifty or a hundred years from now.
304. When the community makes a decision, it is up to a person to help carry it out even if he had been against it.
305. I often wish people would be more definite about things.
306. I have nightmares every few nights.
307. If I am driving a car, I try to keep others from passing me.
308. I have a great deal of stomach trouble.

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309. I have been afraid of things or people that I knew could not hurt me.
310. I would rather have people dislike me than look down on me.
311. I cannot do anything well.
312. Any man who is able and willing to work hard has a good chance of succeeding.
313. I hardly ever feel pain in the back of the neck.
314. I must admit I try to see what others think before I take a stand.
315. People should not have to pay taxes for the schools if they do not have children.
- 316.** My parents wanted me to "make good" in the world.
317. I often think about how I look and what impression I am making upon others.
318. When I was a child I didn't care to be a member of a crowd or gang.
319. In a group, I usually take the responsibility for getting people introduced.
320. I would be willing to describe myself as a pretty "strong" personality.
321. I almost never go to sleep.
322. I do not like to loan my things to people who are careless in the way they take care of them.
323. I have never done any heavy drinking.
324. Voting is nothing but a nuisance.
325. When I am feeling very happy and active, someone who is blue or low will spoil it all.
326. It is annoying to listen to a lecturer who cannot seem to make up his mind as to what he really believes.
327. I find it easy to "drop" or "break with" a friend.
328. I find that a well-ordered mode of life with regular hours is congenial to my temperament.
329. It is hard for me to sympathize with someone who is always doubting and unsure about things.
330. Everything tastes the same.
- 331.** I often start things I never finish.
332. I could be perfectly happy without a single friend.
333. Education is more important than most people think.
334. I get nervous when I have to ask someone for a job.
335. There are times when I act like a coward.
336. Sometimes I used to feel that I would like to leave home.
337. Much of the time my head seems to hurt all over.
338. I never worry about my looks.
339. I have been in trouble one or more times because of my sex behavior.
340. Our thinking would be a lot better off if we would just forget about words like "probably," "approximately," and "perhaps."
341. My people treat me more like a child than a grown-up.
342. Some people exaggerate their troubles in order to get sympathy.
343. In school most teachers treated me fairly and honestly.
344. I am made nervous by certain animals.
345. I go out of my way to meet trouble rather than try to escape it.
- 346.** I must admit I am a pretty fair talker.
347. I never make judgments about people until I am sure of the facts.
348. I usually try to do what is expected of me, and to avoid criticism.
349. If a person is clever enough to cheat someone out of a large sum of money, he ought to be allowed to keep it.
350. A person should not be expected to do anything for his community unless he is paid for it.
351. Some of my family have habits that bother and annoy me very much.

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352. I must admit I have no great desire to learn new things.
353. No one seems to understand me.
354. A strong person will be able to make up his mind even on the most difficult questions.
355. I have strong political opinions.
356. I seldom worry about my health.
357. For most questions there is just one right answer, once a person is able to get all the facts.
358. I dream frequently about things that are best kept to myself.
359. I think I am usually a leader in my group.
360. It is impossible for an honest man to get ahead in the world.
- 361.** I like to have a place for everything and everything in its place.
362. I have never seen a vision.
363. I don't like to work on a problem unless there is the possibility of coming out with a clear-cut and unambiguous answer.
364. It bothers me when something unexpected interrupts my daily routine.
365. The future seems hopeless to me.
366. I never seem to get hungry.
367. My home life was always very pleasant.
368. I have had no difficulty starting or holding my urine.
369. I seem to do things that I regret more often than other people do.
370. Disobedience to any government is never justified.
371. I would rather be a steady and dependable worker than a brilliant but unstable one.
372. I have reason for feeling jealous of one or more members of my family.
373. My table manners are not quite as good at home as when I am out in company.
374. I would never go out of my way to help another person if it meant giving up some personal pleasure.
375. There are certain people whom I dislike so much that I am inwardly pleased when they are catching it for something they have done.
- 376.** I enjoy planning things, and deciding what each person should do.
377. Most of the arguments or quarrels I get into are over matters of principle.
378. I doubt if anyone is really happy.
379. I would rather not have very much responsibility for other people.
380. I am known as a hard and steady worker.
381. My mouth feels dry almost all the time.
382. Success is a matter of will power.
383. I usually have to stop and think before I act even in trifling matters.
384. Most people would be better off if they never went to school at all.
385. It is pretty easy for people to win arguments with me.
386. I know who is responsible for most of my troubles.
387. I don't like things to be uncertain and unpredictable.
388. When I am cornered I tell that portion of the truth which is not likely to hurt me.
389. I get pretty discouraged with the law when a smart lawyer gets a criminal free.
390. I have not lived the right kind of life.
- 391.** I am quite a fast reader.
392. I daydream very little.
393. I have used alcohol excessively.
394. Even when I have gotten into trouble I was usually trying to do the right thing.
395. It is very important to me to have enough friends and social life.
396. I sometimes wanted to run away from home.
397. Once I have my mind made up I seldom change it.
398. Life usually hands me a pretty raw deal.

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399. At times I have been so entertained by the cleverness of a crook that I have hoped he would get by with it.
400. I think I am stricter about right and wrong than most people.
401. Most young people get too much education.
402. I have had attacks in which I could not control my movements or speech, but in which I knew what was going on around me.
403. I have a natural talent for influencing people.
404. I am in favor of a very strict enforcement of all laws, no matter what the consequences.
405. People often talk about me behind my back.
- 406.** I have one or more bad habits which are so strong that it is no use fighting against them.
407. I have had no difficulty in starting or holding my bowel movement.
408. I always see to it that my work is carefully planned and organized.
409. I would never play cards (poker) with a stranger.
410. I regard the right to speak my mind as very important.
411. I am bothered by acid stomach several times a week.
412. I like to give orders and get things moving.
413. I get all the sympathy I should.
414. I do not read every editorial in the newspaper every day.
415. I have felt embarrassed over the type of work that one or more members of my family have done.
416. I don't think I'm quite as happy as others seem to be.
417. Any job is all right with me, so long as it pays well.
418. I am embarrassed with people I do not know well.
419. It often seems that my life has no meaning.
420. I used to steal sometimes when I was a youngster.
- 421.** I don't really care whether people like me or dislike me.
422. I feel like giving up quickly when things go wrong.
423. If people had not had it in for me I would have been much more successful.
424. The one to whom I was most attached and whom I most admired as a child was a woman (mother, sister, aunt, or other woman).
425. I have often felt guilty because I have pretended to feel more sorry about something than I really was.
426. There have been times when I have been very angry.
427. There are a few people who just cannot be trusted.
428. My home as a child was less peaceful and quiet than those of most other people.
429. Even the idea of giving a talk in public makes me afraid.
430. The things some of my family have done have frightened me.
431. As a youngster in school I used to give the teachers lots of trouble.
432. I am not afraid of picking up a disease or germs from doorknobs.
433. It is more important that a father be kind than that he be successful.
434. My skin seems to be unusually sensitive to touch.
435. If the pay was right I would like to travel with a circus or carnival.
- 436.** I never cared much for school.
437. I am troubled by attacks of nausea and vomiting.
438. I would have been more successful if people had given me a fair chance.
439. The members of my family were always very close to each other.

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California Psychological Inventory

440. There are times when I have been discouraged.
441. I have often been frightened in the middle of the night.
442. The trouble with many people is that they don't take things seriously enough.
443. I'm not the type to be a political leader.
444. My parents never really understood me.
445. I would fight if someone tried to take my rights away.
446. I must admit that people sometimes disappoint me.
447. If I saw some children hurting another child, I am sure I would try to make them stop.
448. People seem naturally to turn to me when decisions have to be made.
449. Almost every day something happens to frighten me.
450. I get sort of annoyed with writers who go out of their way to use strange and unusual words.
- 451.** I set a high standard for myself and I feel others should do the same.
452. I dislike to have to talk in front of a group of people.
453. I work under a great deal of tension.
454. My family has objected to the kind of work I do, or plan to do.
455. There seems to be a lump in my throat much of the time.
456. I have more trouble concentrating than others seem to have.
457. A person is better off if he doesn't trust anyone.
458. People who seem unsure and uncertain about things make me feel uncomfortable.
459. My sleep is fitful and disturbed.
460. A strong person doesn't show his emotions and feelings.
461. It seems that people used to have more fun than they do now.
462. Even though I am sure I am in the right, I usually give in because it is foolish to cause trouble.
463. It is hard for me just to sit still and relax.
464. From time to time I like to get completely away from work and anything that reminds me of it.
465. I must admit that I am a high-strung person.
- 466.** I am a very ticklish person.
467. At times I think I am no good at all.
468. I like to eat my meals quickly and not spend a lot of time at the table visiting and talking.
469. I must admit that it makes me angry when other people interfere with my daily activity.
470. If a person doesn't get a few lucky breaks in life it just means that he hasn't been keeping his eyes open.
471. I sometimes feel that I do not deserve as good a life as I have.
472. I feel that I would be a much better person if I could gain more understanding of myself.
473. I can't really enjoy a rest or vacation unless I have earned it by some hard work.
474. I sometimes tease animals.
475. I have a good appetite.
476. I had my own way as a child.
477. I get tired more easily than other people seem to.
478. I would be uncomfortable in anything other than fairly conventional dress.
479. I sweat very easily even on cool days.
480. I must admit it would bother me to put a worm on a fish hook.

(For Research Purposes Only)

California Psychological Inventory

START
HERE

DIRECTIONS: Be sure to fill in your name and other information requested. Then answer TRUE (T) or FALSE (F) for each statement by putting an X in the appropriate box, as in the example at right.

EXAMPLE ONLY

T
F

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3

NAME (Please print)

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391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480

AGE

SEX

DATE

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DO NOT MARK BELOW THIS LINE

Do Cs Sy Sp Sa Wb Re So Sc To Gi Cm Ac Ai Ie Py Fx Fa



APPENDIX B

(Adapted from California Psychological Inventory manual)

CLASS I- measures poise, ascendancy, self-assurance and interpersonal adequacy.

Dominance (Do)- measures areas of leadership ability

Capacity for Status (Cs)-measures specific trait variables that lead to status

Sociability (Sy)-measures sociability and outgoing characteristics

Social Presence (Sp)- assess factors of poise and self-confidence (personal and social)

Self-acceptance (Sa)- assess sense of personal worth; capacity for independent thought

Well-being (Wb)-identify individuals free from self-doubt, and minimize worries

CLASS II- measures socialization, maturity, responsibility, and intrapersonal structuring of values.

Responsibility (Re)- measures responsibility, dependability and temperament

Socialization (So)-measures degree of social maturity and integrity attained

Self-control (Sc)-measures degree of self-regulation and self-control and freedom from impulsivity and self-centeredness

Tolerance (To)-identify permissive, non-judgmental social beliefs and attitude

Good impression (Gi)-identify those capable of creating a favorable impression, and are concerned with how others react to them

Communality (Cm)-indicates the degree to which reactions and responses correspond to the "common" pattern established for the inventory

CLASS III- measures achievement potential and intellectual efficiency

Achievement via conformance (Ac)-measure factors of interest and motivation, which facilitate achievement in any setting where conformance is a positive behavior

Achievement via independence (Ai)-measure factors of achievement where autonomy and independence are positive behaviors

Intellectual efficiency (Ie)- degree of attained personal and intellectual efficiency

CLASS IV- measures intellectual and interest modes

Psychological mindedness (Py)-measure degree of interest and response to inner needs, motives and experiences of others

Flexibility (Fx)-measures adaptability of thinking and social behavior

Femininity (Fe)-assess masculinity or femininity of interests

Appendix C

Demographic Data

Subject	0101	0102	0103	0104	0105
Age	26	26	32	25	28
Birth Date	6-12-75	4-28-75	12-26-69	8-4-76	9-21-78
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	Associate	Trade School	B.A.	B.A.	B.A.
Employed	Yes	Yes	Yes	Yes	Yes
Married	2 years	3.5 years	4 years	3 years	4 years
Due Date	8-17-02	6-25-02	8-1-02	8-10-02	7-6-02

Subject	0107	0201	0202	0301	0302
Age	24	28	35	35	32
Birth Date	2-1-78	12-31-73	8-16-66	8-19-66	11-21-69
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	High School	4 yr college	Mortuary Degree	B.A.	B.A.
Employed	Yes	Yes	Yes	Yes	Yes
Married	.5 years	3 years	5 years	3 years	4 years
Due Date	9-13-02	7-10-02	8-9-02	6-20-02	5-06-02

Subject	0303	0305	0306	0401	0403
Age	30	35	33	31	32
Birth Date	10-19-71	7-14-66	6-13-68	8-20-70	5-24-69
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	M.A.	MBA/J.D.	MBA	B.A.	4 years + law school
Employed	Yes	Yes	Yes	Yes	Yes
Married	7 months	1.5 years	3 years	9 years	7 years
Due Date	5-21-02	5-20-02	8-19-02	8-08-02	7-02

Subject	0501	0502	1503	0701	0801
Age	25	24	30	27	27
Birth Date	1-01-77	5-09-78	7-14-71	3-26-74	9-20-74
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	2 year college	M.A.	M.A.	M.A.	4 years college
Employed	Yes	Yes	Yes	Yes	Yes
Married	5 years	3 years	6 years	1 year	1.5 years
Due Date	8-01-02	7-29-02	7-02	8-02-02	7-16-02

Subject	0802	0803	0901	1101	1102
Age	25	24	27	31	26
Birth Date	3-30-76	9-06-77	9-12-74	7-30-70	6-09-75
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	4 years college	Some college	B.S./B.A.	4 years of college	2 years of college
Employed	Yes	Yes	Yes	Yes	Yes
Married	1 year	1 year	2.5 years	5 years	5 years
Due Date	6-26-02	7-05-02	6-21-02	6-28-02	8-11-02

Subject	1103	1104	1105	1301	1302
Age	31	30	35	35	34
Birth Date	5-12-70	2-20-72	11-02-66	8-05-64	9-12-65
Race	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Education	M.A.	4 years of college	4 years of college	B.S.	Associates Degree
Employed	Yes	Yes	Yes	Yes	Yes
Married	1.5 years	5 years	10 years	4 years	5 years
Due Date	7-10-02	6-13-02	6-21-02	10-02	8-02

AFRICAN - AMERICAN

Subject	1304	2101	2102	2103
Age	27	32	32	38
Birth Date	7-14-80	9-17-69	8-17-69	11-22-63
Race	Caucasian	Caucasian	Caucasian	Caucasian
Education	B.A.	MBA	M.A.	High School
Employed	Yes	Yes	Yes	Yes
Married	2 years	9 years	8 years	1.5 years
Due Date	9-11-02	6-19-02	4-30-02	8-15-02

APPENDIX D

CPI Standard Scores (M=50; SD=10)

Subject#	Do	Do	Cs	Cs	Sy	Sy	Sp	Sp
	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2
101	40	48	28	28	39	39	55	40
102	56	58	36	60	41	45	50	52
103	42	42	54	54	49	29	55	44
104	58	50	36	23	47	43	46	46
105	56	62	49	54	59	63	50	57
107	50	48	52	46	51	51	46	37
201	58	52	46	49	57	51	69	63
202	42	39	49	46	37	33	37	37
301	60	42	49	54	43	35	52	48
302	46	48	49	39	31	39	54	46
303	52	56	57	54	61	65	59	50
305	68	66	44	39	43	41	50	42
306	58	68	57	57	69	67	61	61
401	68	68	49	46	59	57	67	74
403	54	50	44	44	49	49	57	57
500	52	54	54	52	39	35	48	48
501	50	35	36	46	31	31	29	42
502	48	33	41	31	45	35	33	40
701	60	50	33	33	67	67	48	44
801	44	48	54	44	45	53	61	61
802	52	54	41	23	45	47	55	52
803	76	76	57	54	63	61	74	76
901	66	64	57	52	51	55	59	61
1101	48	40	46	44	33	37	42	46
1102	46	50	39	57	53	55	61	69
1103	68	76	52	54	53	57	54	55
1104	29	39	33	49	35	49	44	54
1105	54	60	52	54	49	47	54	48
1301	52	50	57	57	51	47	69	64
1302	48	39	44	41	43	39	50	48
1303	66	64	54	60	63	59	67	70
2101	68	54	65	60	63	61	72	69
2102	74	44	52	54	59	61	54	57
2103	44	66	62	57	67	65	69	74

Do- Dominance
 Cs- Capacity for Status
 Sy-Sociability
 Sp-Social Presence

Subject#	Sa	Sa	Wb	Wb	Re	Re	So	So
	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2
101	52	49	46	21	36	34	62	68
102	52	58	21	36	30	30	52	44
103	47	41	61	51	44	38	60	52
104	66	55	34	39	30	26	54	68
105	60	68	59	54	40	38	72	NS
107	49	47	41	31	40	36	NS	NS
201	63	71	31	51	34	42	66	68
202	44	39	54	54	34	34	60	48
301	58	44	56	51	52	40	68	52
302	44	47	51	54	52	48	70	56
303	66	66	46	46	52	46	72	68
305	58	58	54	49	60	58	72	NS
306	66	71	51	56	42	46	66	66
401	76	76	29	31	26	28	48	54
403	60	60	39	39	16	24	64	62
500	47	58	59	59	56	56	68	68
501	25	39	9	56	46	50	48	70
502	44	49	31	NS	28	38	48	38
701	60	55	41	41	50	56	59	65
801	52	58	54	56	44	44	62	66
802	60	49	44	44	40	50	48	56
803	71	76	51	46	42	38	54	52
901	74	74	36	24	38	48	64	66
1101	47	55	1	11	36	22	44	38
1102	55	55	51	49	42	50	NS	NS
1103	66	60	61	59	58	56	64	60
1104	52	52	56	54	42	54	70	72
1105	49	63	56	54	46	48	NS	72
1301	66	71	46	44	46	36	70	64
1302	63	49	51	46	38	26	62	44
1303	79	82	54	46	36	40	54	54
2101	63	60	56	64	50	54	60	58
2102	66	63	49	56	52	48	72	60
2103	71	63	64	61	52	34	54	52

Sa- Self-Acceptance

Wb- Well-being

Re- Responsibility

So- Socialization

CPI Standard Scores (M=50; SD=10)

p.3

Subject#	Sc	Sc	To	To	Gi	Gi	Cm	Cm
	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2
101	49	32	40	35	38	37	54	40
102	27	27	25	38	30	37	49	35
103	72	68	59	63	72	68	26	NS
104	38	36	29	35	38	35	22	49
105	58	61	54	61	53	57	54	58
107	47	47	42	40	42	45	54	45
201	51	54	48	35	45	45	63	63
202	62	59	42	46	62	48	58	58
301	66	68	48	61	62	63	35	NS
302	65	61	59	54	53	43	49	58
303	50	49	52	59	47	40	63	58
305	63	58	48	40	60	57	58	54
306	43	43	52	48	55	48	58	58
401	30	42	33	33	33	37	49	49
403	32	39	40	38	33	40	49	49
500	58	68	46	54	52	55	63	58
501	49	70	38	46	53	67	NS	54
502	47	41	48	33	48	40	NS	31
701	46	31	38	42	35	43	58	58
801	61	55	54	59	47	47	58	63
802	45	28	50	44	33	25	54	49
803	34	28	50	54	38	27	49	54
901	32	35	38	42	32	35	58	58
1101	36	45	27	42	45	52	4	8
1102	43	42	40	48	37	42	63	63
1103	53	55	61	50	48	58	49	49
1104	54	58	52	54	55	48	40	45
1105	65	68	59	54	55	63	54	54
1301	53	55	52	50	53	55	45	35
1302	57	51	33	27	53	57	49	45
1303	45	45	48	40	53	53	63	63
2101	55	61	56	63	55	63	49	63
2102	54	50	46	48	52	50	58	54
2103	49	45	65	63	63	63	26	40

Sc-Self-Control

To- Tolerance

Gi- Good Impression

Cm- Communnality

CPI Standard Scores (M=50; SD=10)

p.4

Subject#	Ac	Ac	Ai	Ai	Ie	Ie	Py	Py
	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2
101	33	44	46	34	34	26	54	36
102	31	31	44	46	21	8	46	43
103	58	47	72	72	60	36	71	68
104	42	44	32	32	21	23	50	39
105	64	62	56	46	54	56	75	68
107	38	36	51	51	41	43	57	57
201	55	51	46	53	45	45	61	57
202	53	51	48	48	36	21	39	39
301	49	49	37	72	34	39	50	64
302	60	60	72	70	49	34	46	50
303	53	58	56	60	56	52	46	54
305	58	49	65	60	58	54	57	50
306	58	49	48	46	49	54	54	54
401	33	31	41	39	36	36	50	50
403	29	29	34	32	28	30	46	46
500	58	47	60	65	49	54	61	57
501	40	53	56	58	26	39	46	43
502	40	29	53	46	32	52	61	54
701	62	58	51	53	43	47	46	50
801	58	55	53	56	49	56	54	54
802	42	31	63	37	52	34	39	46
803	42	44	46	48	52	49	50	50
901	40	49	41	46	39	52	46	39
1101	29	31	34	32	13	36	46	39
1102	64	60	44	51	54	49	50	57
1103	60	60	56	58	56	62	46	57
1104	51	60	58	63	56	60	46	57
1105	66	64	56	58	58	52	61	57
1301	47	44	56	53	52	43	54	54
1302	51	40	48	48	36	34	39	32
1303	47	47	56	48	52	49	54	61
2101	58	71	58	70	54	62	64	68
2102	51	58	56	68	54	47	61	64
2103	53	55	68	53	71	64	68	57

Ac- Achievement via conformance

Ai- Achievement via independence

Ie- Intellectual efficiency

Py- Psychological mindedness

CPI Standard Scores (M=50; SD=10)

p.5

Subject#	Fx Battery1	Fx Battrey2	Fe Battery1	Fe Battery2		Mean Score T1	Mean Score T2	M1-M2
101	39	39	42	55		43.72	39.17	4.55
102	47	33	60	57		39.88	38.72	1.16
103	79	84	62	65		57.94	51.22	6.72
104	64	30	57	55		42.44	40.44	2.00
105	61	53	55	55		57.16	54.05	3.11
107	41	41	44	52		43.66	41.83	1.83
201	50	53	49	37		52.05	52.22	-0.17
202	36	41	52	42		46.94	43.50	3.44
301	44	84	44	62		50.38	51.55	-1.17
302	61	56	60	55		50.88	48.55	2.33
303	53	44	42	42		54.61	53.72	0.89
305	33	41	55	62		55.77	48.77	7.00
306	39	30	42	34		53.77	53.11	0.66
401	41	70	49	44		45.38	48.05	-2.67
403	70	47	37	44		43.38	43.27	0.11
500	56	61	52	57		54.33	55.88	-1.55
501	56	44	39	80		37.61	51.27	-13.66
502	70	50	65	57		41	38.72	2.28
701	36	36	57	49		49.44	48.77	0.67
801	47	53	39	42		52	53.88	-1.88
802	39	36	44	24		47	39.38	7.62
803	64	50	39	34		52.88	50.94	1.94
901	61	47	49	49		48.94	49.77	-0.83
1101	50	64	52	52		35.16	38.55	-3.39
1102	41	61	60	60		46.83	51	-4.17
1103	67	61	52	49		56.88	57.55	-0.67
1104	56	50	49	44		48.77	53.44	-4.67
1105	41	47	47	57		48.5	56.66	-8.16
1301	61	61	44	49		54.11	51.77	2.34
1302	41	47	44	47		41.66	40.55	1.11
1303	47	47	37	26		54.16	53	1.16
2101	67	64	49	49		59	61.88	-2.88
2102	61	53	55	55		57	55	2.00
2103	76	53	39	29		58.94	55.22	3.72

Fx- Flexibility

Fe- Femininity

APPENDIX E
CPI Raw Scores

Subject #	Do	Do	Cs	Cs	Sy	Sy	Sp	Sp
	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2
101	22	26	11	11	19	19	37	29
102	30	31	14	23	20	22	34	35
103	23	23	21	21	24	14	37	31
104	31	27	14	9	23	21	32	32
105	30	33	19	21	29	31	34	38
107	27	26	20	18	25	25	32	27
201	31	28	18	19	28	25	44	41
202	23	21	19	18	18	16	27	27
301	32	23	19	21	21	17	35	33
302	25	26	19	15	15	19	36	32
303	28	30	22	21	30	32	39	34
305	36	35	17	15	21	20	34	30
306	31	36	22	22	34	33	40	40
401	36	36	19	18	29	28	43	47
403	29	27	17	17	24	24	38	38
500	28	29	21	20	19	17	33	33
501	27	19	14	18	15	15	23	30
502	26	18	16	12	22	17	25	29
701	32	27	13	13	26	26	33	31
801	24	26	21	17	22	26	40	40
802	28	29	16	9	22	23	37	35
803	40	40	22	21	31	30	47	48
901	35	34	22	20	25	27	39	40
1101	26	22	18	17	16	18	30	32
1102	25	27	15	22	26	27	40	44
1103	36	40	20	21	26	28	36	37
1104	16	21	13	19	17	24	31	36
1105	29	32	20	21	24	23	36	33
1301	28	27	22	22	25	23	44	43
1302	26	21	17	16	21	19	34	33
1303	35	34	21	23	31	29	43	45
2101	36	29	25	23	31	30	46	44
2102	39	24	20	21	29	30	36	38
2103	24	35	24	22	33	32	44	47

CPI Raw Scores (p. 3)

Subject#	Sc	Sc	To	To	Gi	Gi	Cm	Cm
	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2
101	30	18	18	16	13	12	26	23
102	14	14	11	17	8	12	25	22
103	47	44	27	29	33	31	20	14
104	22	21	13	16	13	11	19	25
105	37	39	25	28	22	24	26	27
107	29	29	19	18	15	17	26	24
201	32	34	22	16	17	17	28	28
202	40	38	19	21	27	19	27	27
301	43	44	22	28	27	28	22	14
302	42	39	27	25	22	16	25	27
303	31	30	24	27	18	14	28	27
305	41	37	22	18	26	24	27	26
306	26	26	24	22	23	19	27	27
401	16	25	15	15	10	12	25	25
403	18	23	18	17	10	14	25	25
500	37	44	21	25	21	23	28	27
501	30	46	17	21	22	30	13	26
502	29	24	22	15	19	14	11	21
701	28	35	17	19	11	16	27	27
801	39	35	25	27	18	18	27	28
802	27	15	23	20	10	5	26	25
803	19	15	23	25	13	6	25	26
901	18	20	17	19	9	11	27	27
1101	21	27	12	19	17	21	15	16
1102	26	25	18	22	12	15	28	28
1103	33	35	28	23	19	25	25	25
1104	34	37	24	25	23	19	23	24
1105	42	44	27	25	23	28	26	26
1301	33	35	24	23	22	23	24	22
1302	36	32	15	12	22	24	25	24
1303	27	27	22	18	22	22	28	28
2101	35	39	26	29	23	28	25	28
2102	34	31	21	22	21	20	27	26
2103	30	27	30	29	28	28	20	23

CPI Raw Scores (p. 4)

Subject#	Ac	Ac	Ai	Ai	Ie	Ie	Py	Py
	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2	Battery1	Battery2
101	20	25	17	12	32	28	12	7
102	19	19	16	17	26	20	10	9
103	31	26	28	28	44	33	17	16
104	24	25	11	11	26	27	11	8
105	34	33	21	17	41	42	18	16
107	22	21	19	19	35	36	13	13
201	30	28	17	20	37	37	14	13
202	29	28	18	18	33	26	8	8
301	27	27	13	28	32	34	11	15
302	32	32	28	27	39	32	10	11
303	29	31	21	23	42	40	10	12
305	31	27	25	23	43	41	13	11
306	31	27	18	17	39	41	12	12
401	20	19	15	14	33	33	11	11
403	18	18	12	11	29	30	10	10
500	31	26	23	25	39	41	14	13
501	23	29	21	22	28	34	10	9
502	23	18	20	17	31	40	14	12
701	33	31	19	20	36	38	10	11
801	31	30	20	21	39	42	12	12
802	24	19	24	13	40	32	8	10
803	24	25	17	18	40	39	11	11
901	23	27	15	17	34	40	10	8
1101	18	19	12	11	22	33	10	8
1102	34	32	16	19	41	39	11	13
1103	32	32	21	22	42	45	10	13
1104	28	32	22	24	42	44	10	13
1105	35	34	21	22	43	40	14	13
1301	26	25	21	20	40	36	12	12
1302	28	23	18	18	33	32	8	6
1303	26	26	21	18	40	39	12	14
2101	31	37	22	27	41	45	15	16
2102	28	31	21	26	41	38	14	15
2103	29	30	26	20	49	46	16	13

CPI Raw Scores (p. 5)

Subject#	Fx Battery1	Fx Battrey2	Fe Battery1	Fe Battery2				
101	5	5	13	18				
102	8	3	20	19				
103	19	21	21	22				
104	14	2	19	18				
105	13	10	18	18				
107	6	6	14	17				
201	9	10	16	11				
202	4	6	17	13				
301	7	21	14	21				
302	13	11	20	18				
303	10	7	13	13				
305	3	6	18	21				
306	5	2	13	10				
401	6	16	16	14				
403	11	13	17	19				
500	11	7	12	28				
501	16	9	22	19				
502	8	10	12	13				
701	4	4	19	16				
801	8	10	12	13				
802	5	4	14	6				
803	14	9	12	10				
901	13	8	16	16				
1101	9	14	17	17				
1102	6	13	20	20				
1103	15	13	17	16				
1104	11	9	16	14				
1105	6	8	15	19				
1301	13	13	14	16				
1302	6	8	14	15				
1303	8	8	11	7				
2101	15	14	16	16				
2102	13	10	18	18				
2103	18	10	12	8				

Name # 0101

Age 26

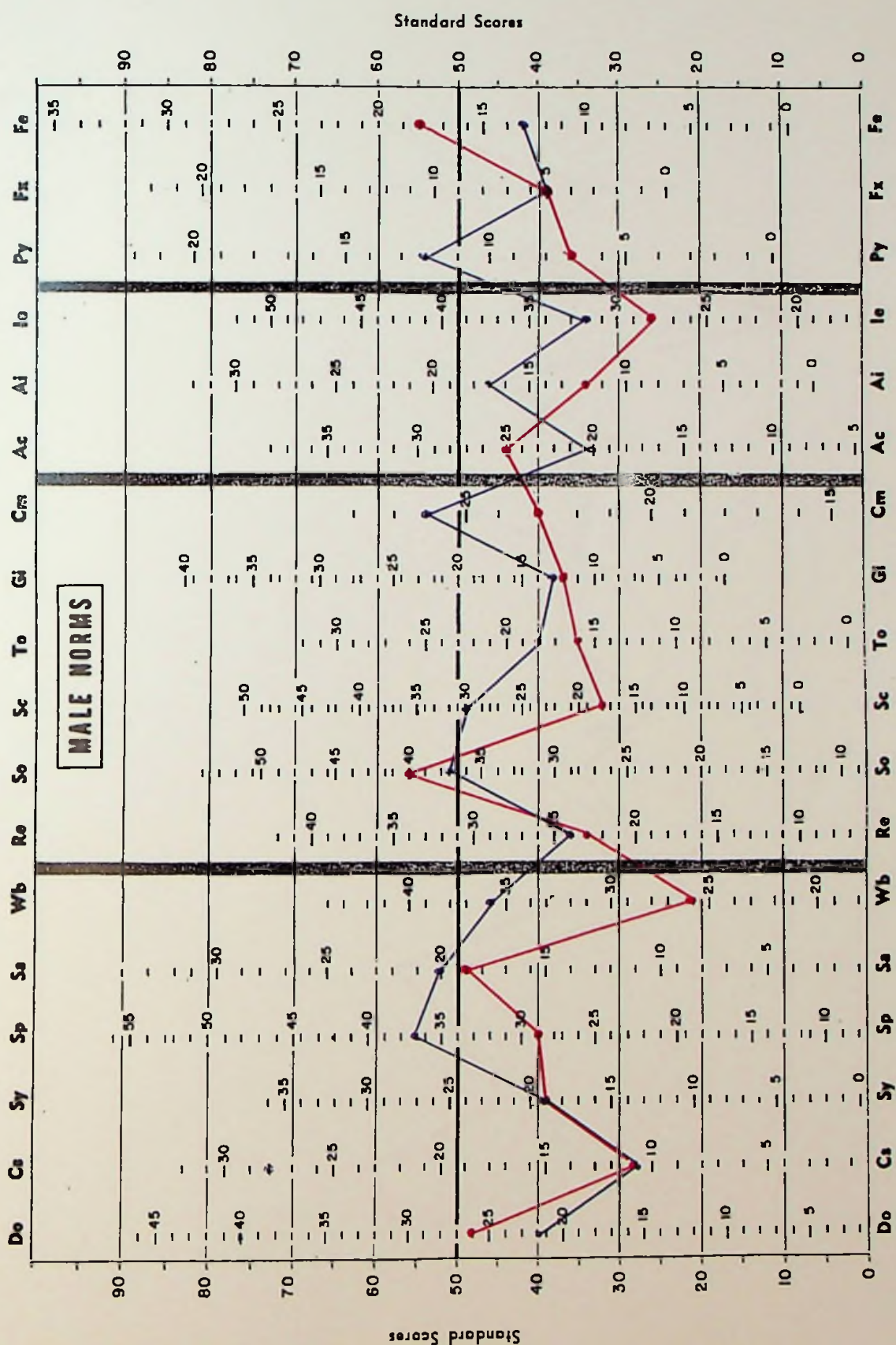
Date Tested

Other Information

Notes:

T₁ - blue
T₂ - red

For Research Purposes Only



Male Norms

Name # 0102

Age 26

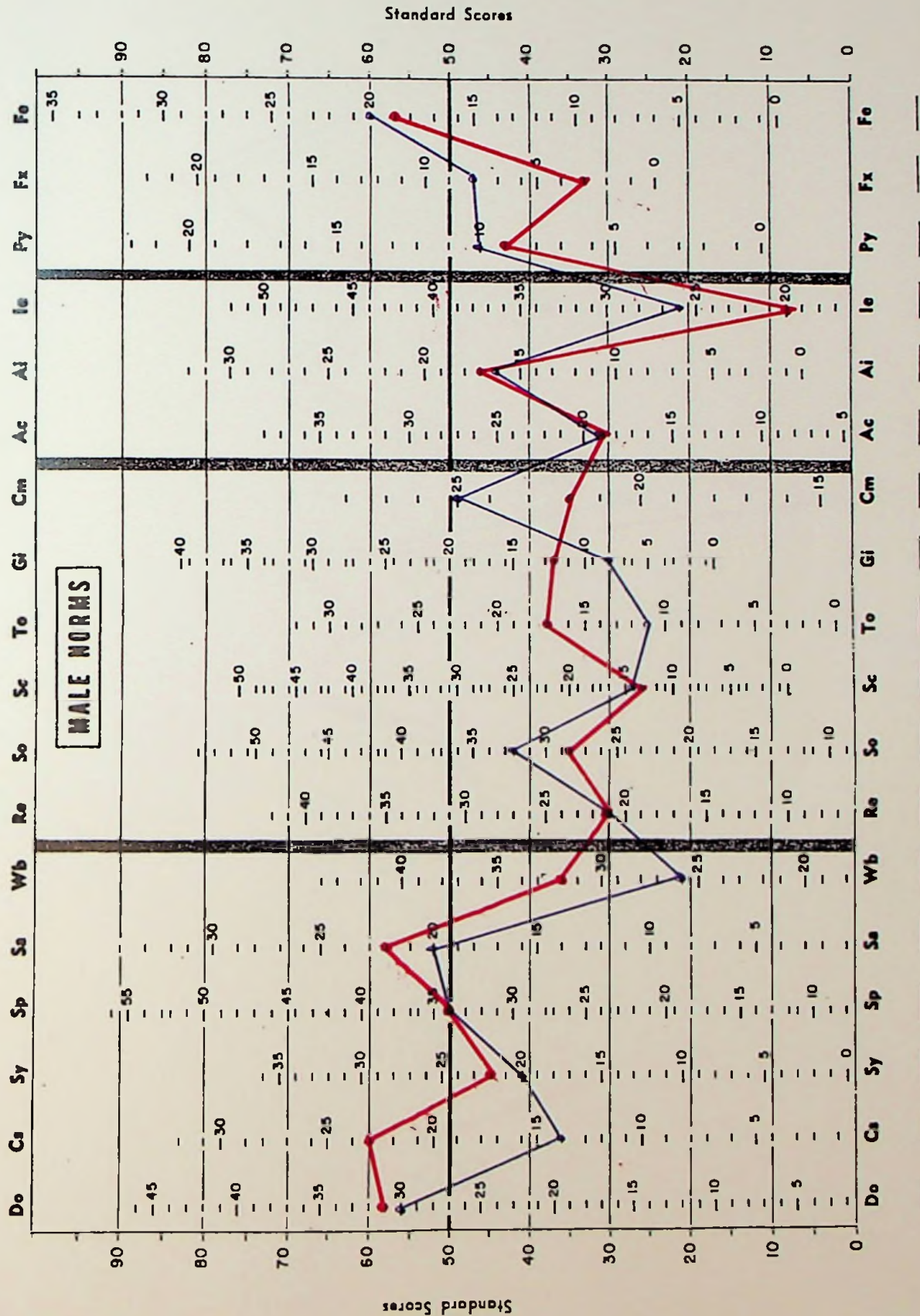
Date Tested

Other Information

Notes:

T₁ - blue

T₂ - red



For Research Purposes Only

Male Norms

Name # 0103

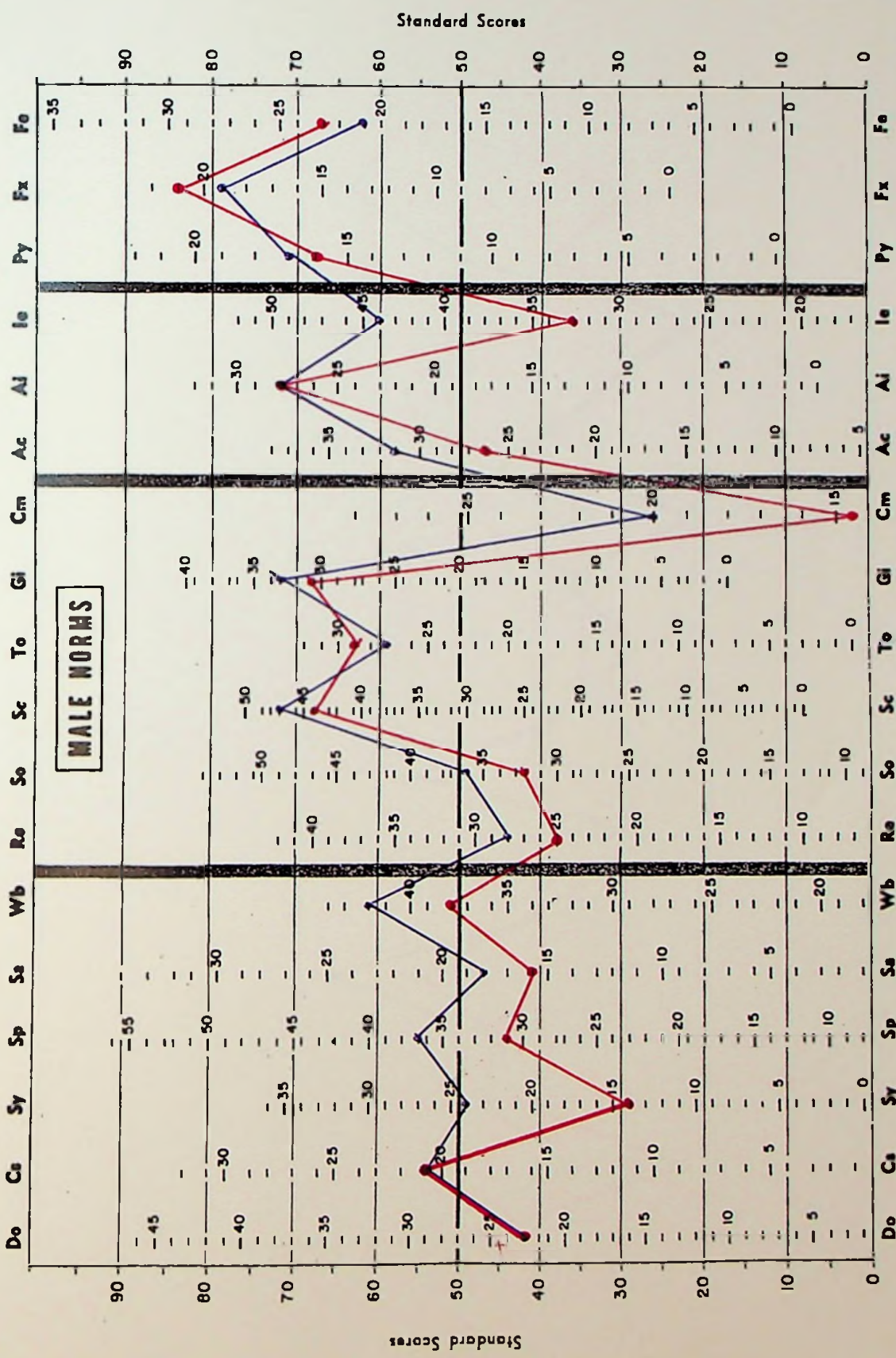
Age 32

Date Tested

Other Information

Notes:

T₁ - blue
T₂ - red



Male Norms

For Research Purposes Only

Name # 0104

Age 25

Date Tested

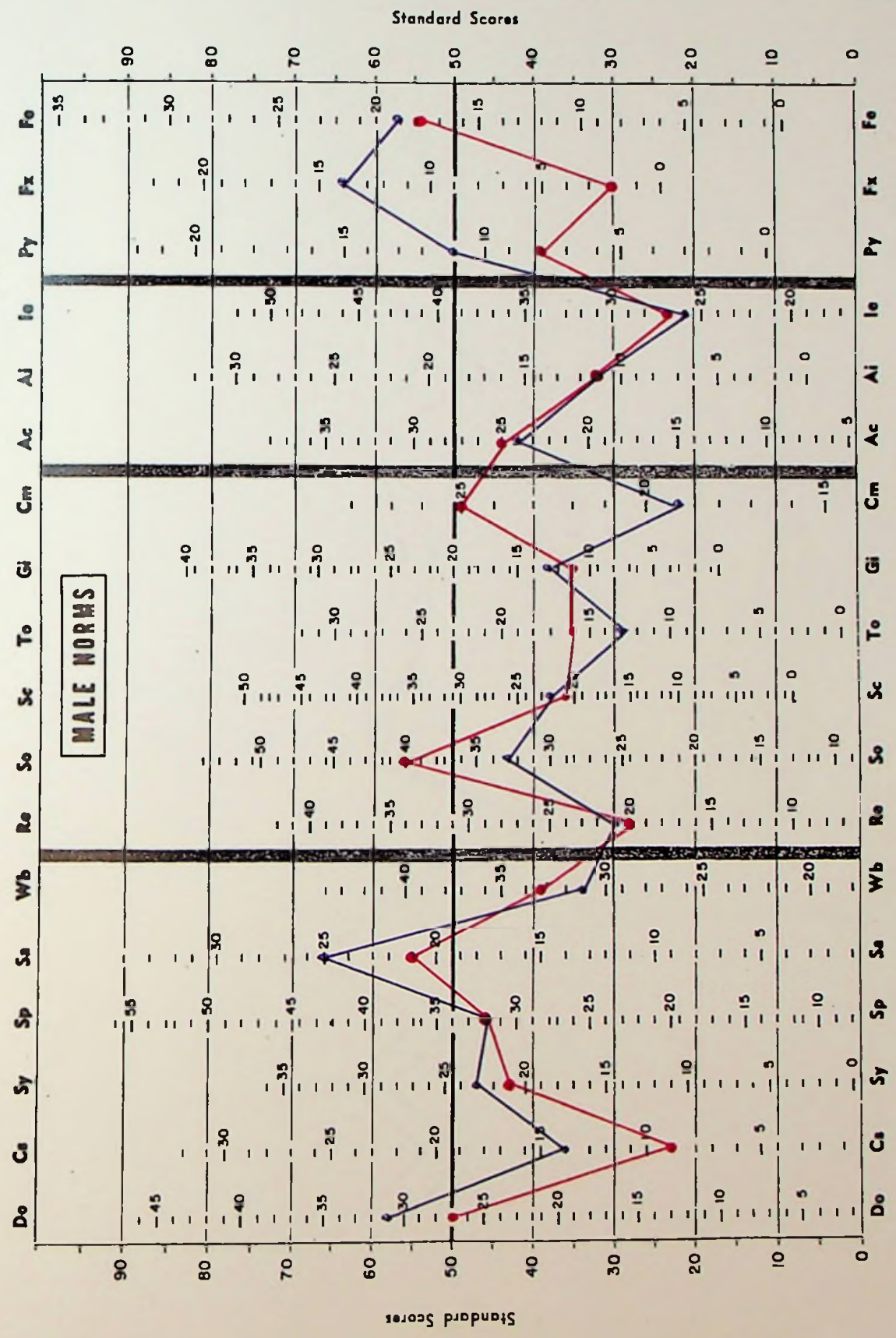
Other information

Notes:

T₁ - blue

T₂ - red

For Research Purposes Only



Male Norms

Name # 6105

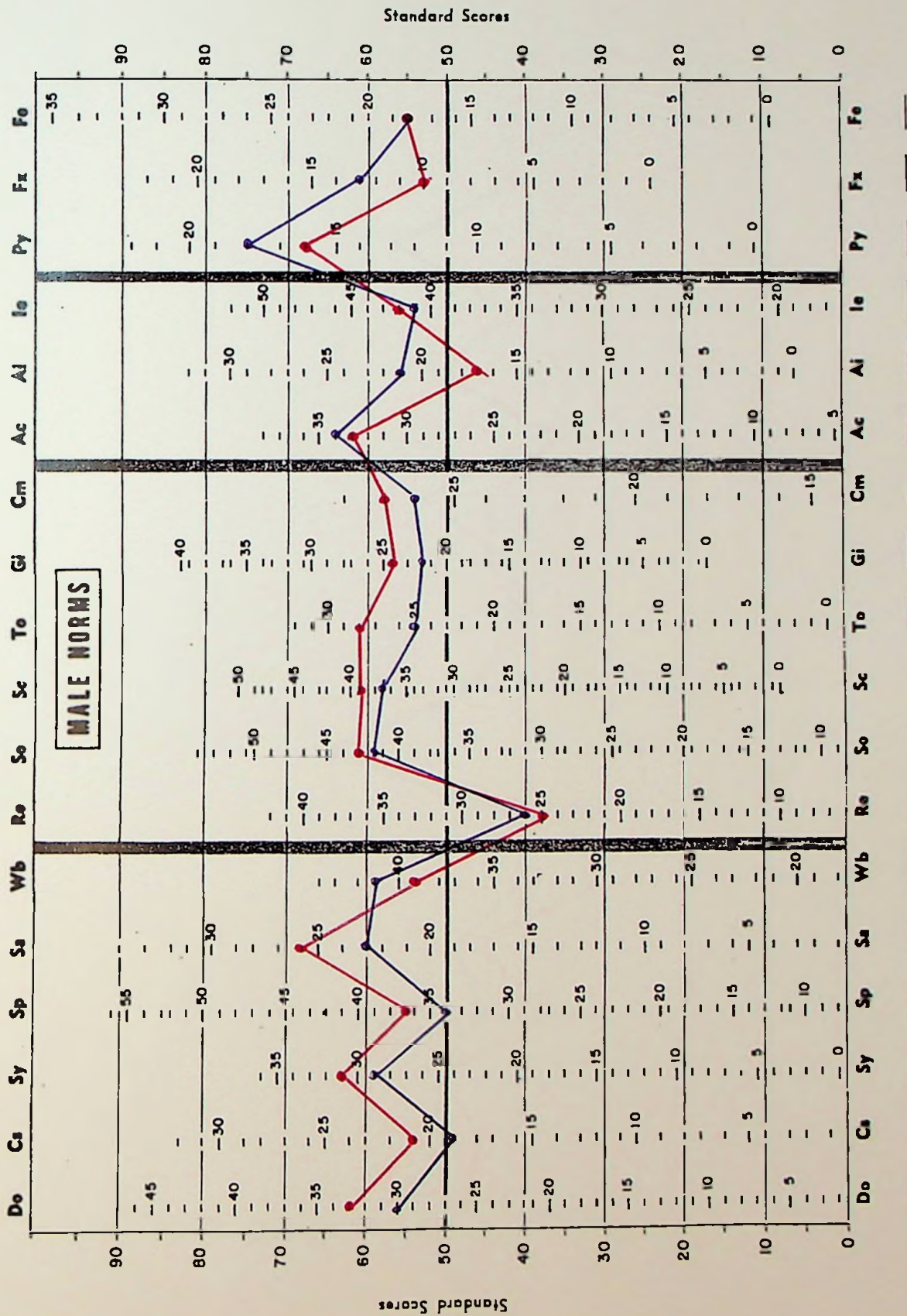
Age 28

Date Tested

Other Information

Notes:

T₁-blue
T₂-red



For Research Purposes Only

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #0107

Age 24

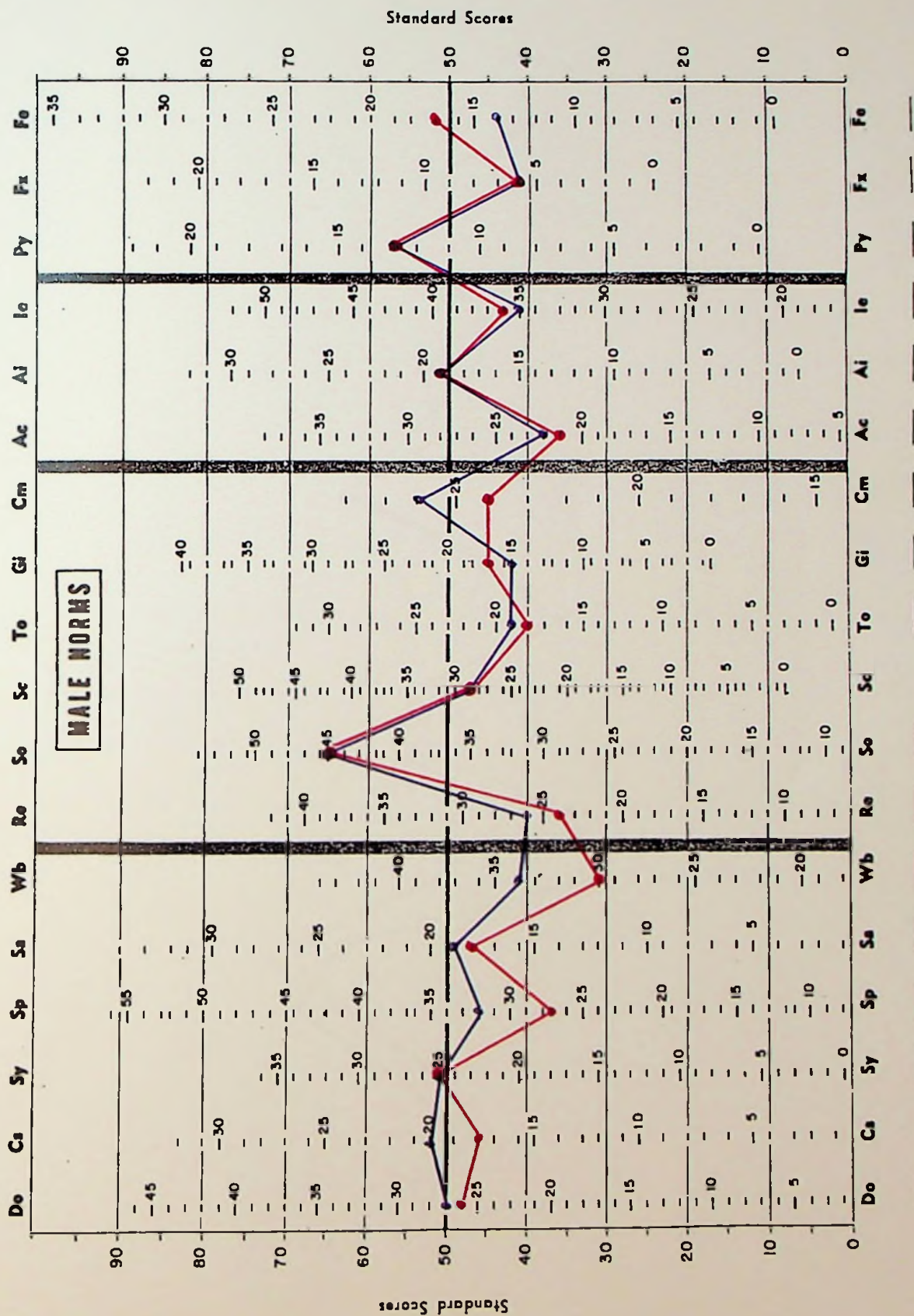
Date Tested

Other Information

Notes:

T₁ - blue

T₂ - red



For Research Purposes Only

Male Norms

Name # 0201

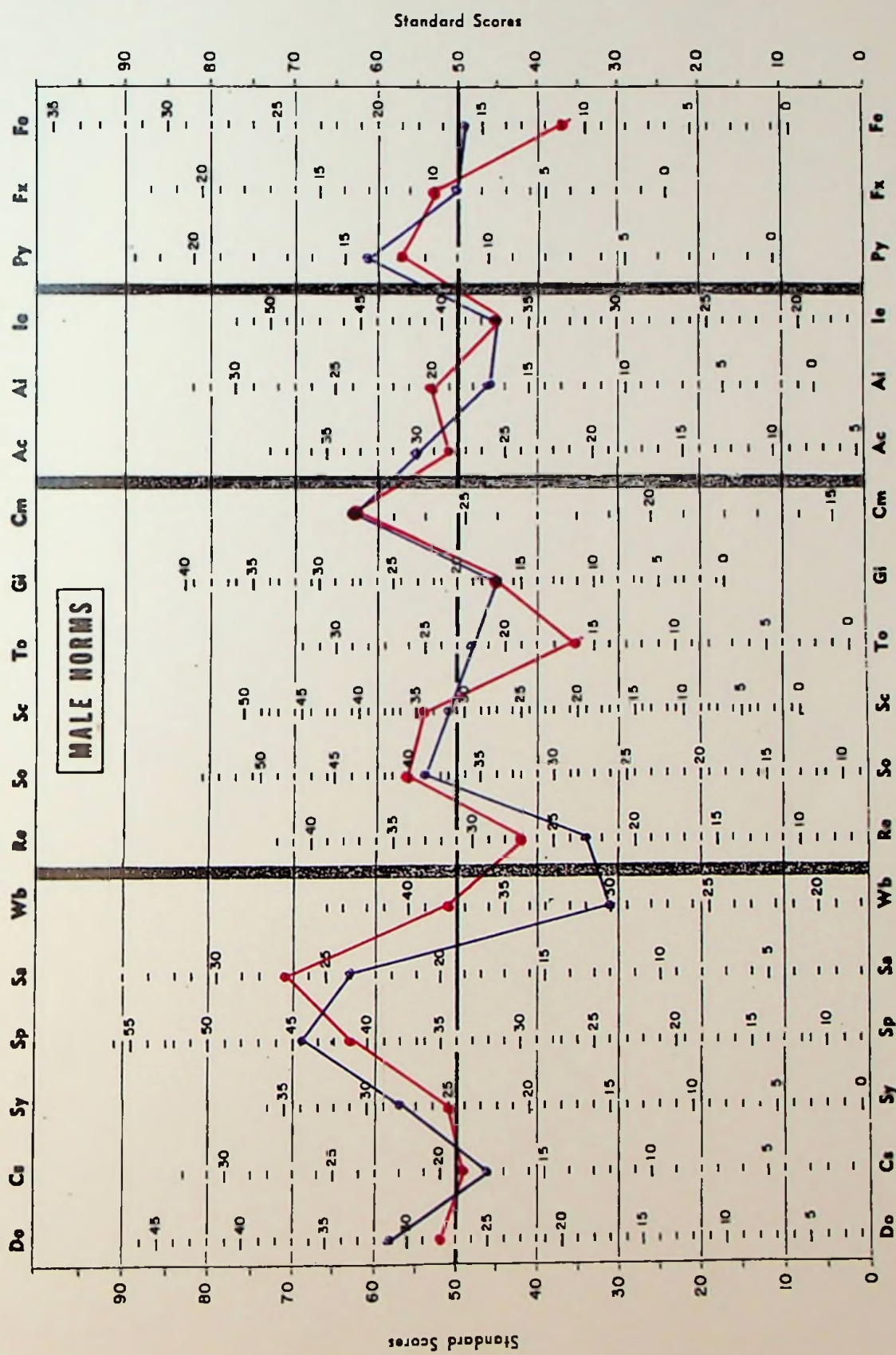
Age 28

Date Tested

Other Information

Notes:

T1-blue
T2-red



For Research Purposes Only

Male Norms

Name #0202

Age 35

Date Tested

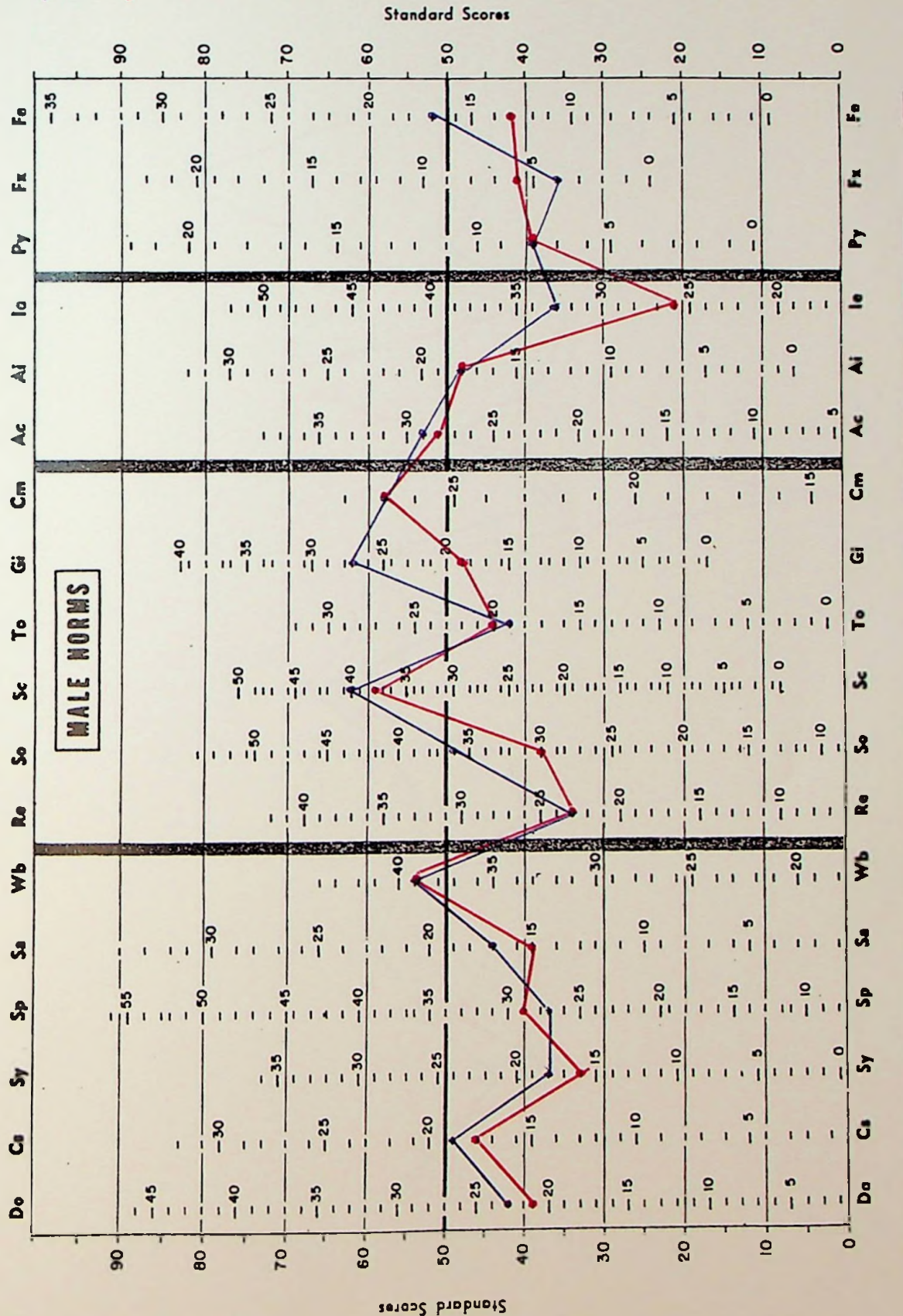
Notes:

T1 - blue

T2 - red

For Research Purposes Only

Other Information



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 0301

Age 35

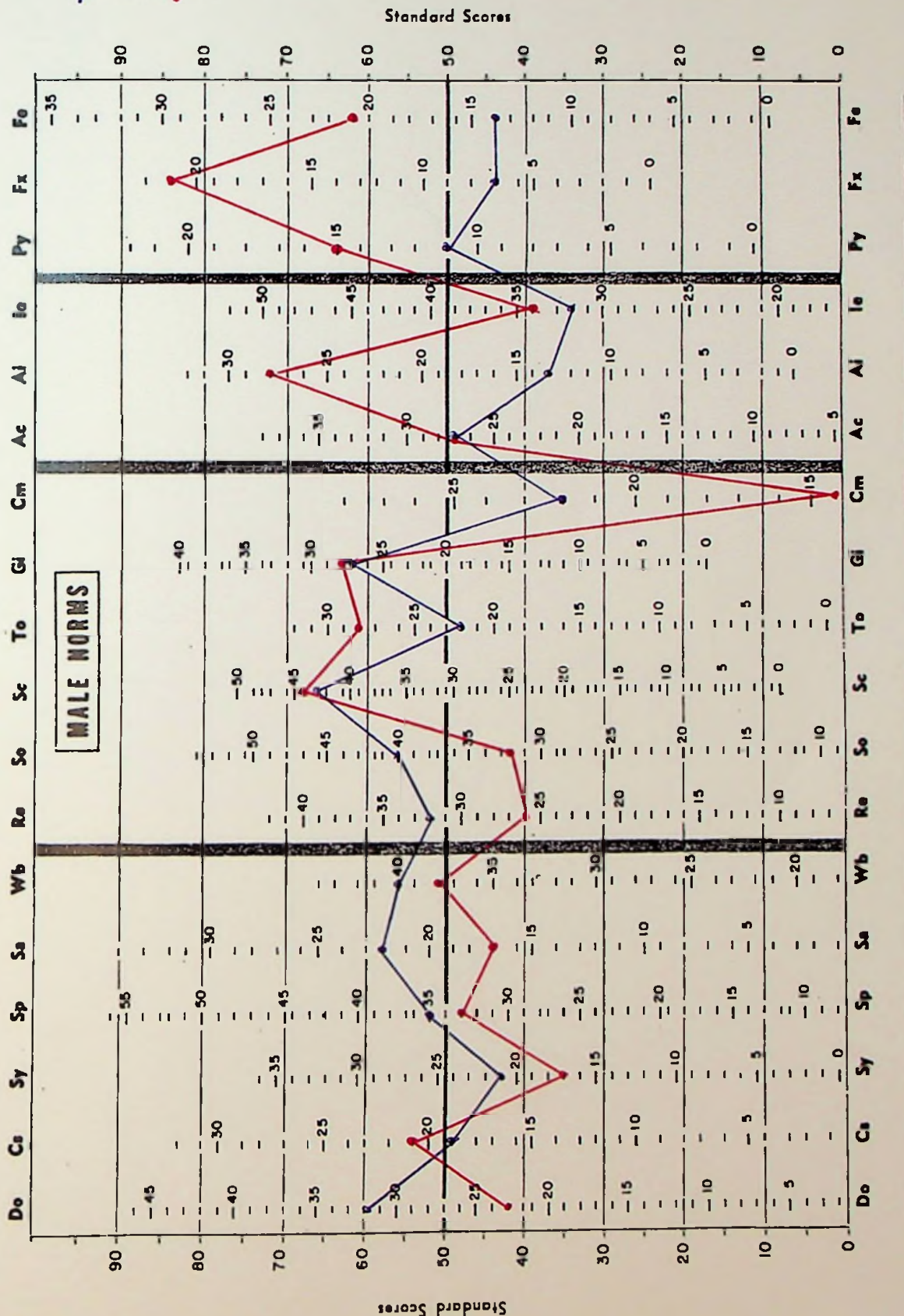
Date Tested

Other Information

Notes:

T₁ - blue

T₂ - red



Male Norms

For Research Purposes Only

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 0302

Age 32

Date Tested

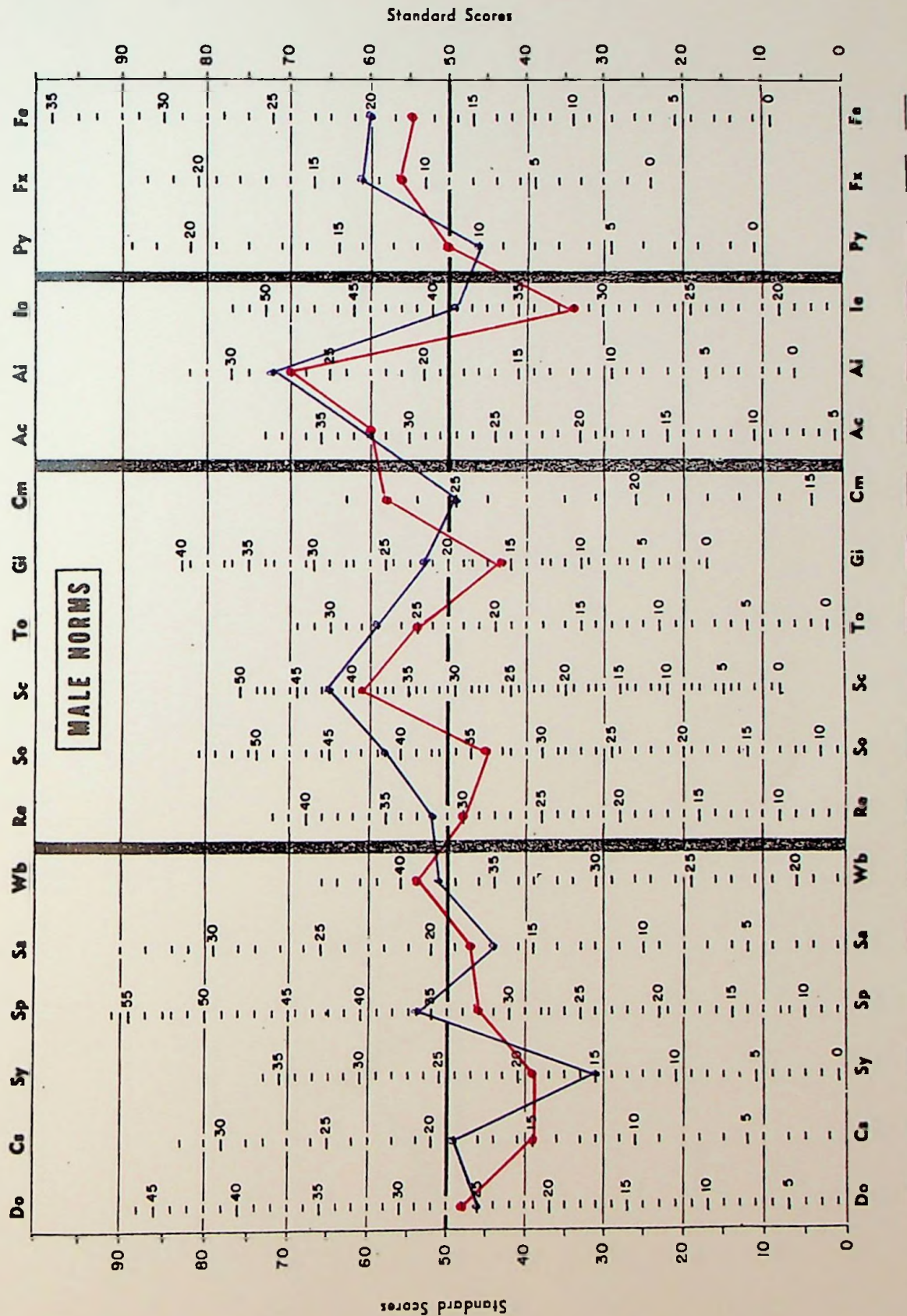
Other Information

Notes:

T₁ - blue

T₂ - red

For Research Purposes Only



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 0303

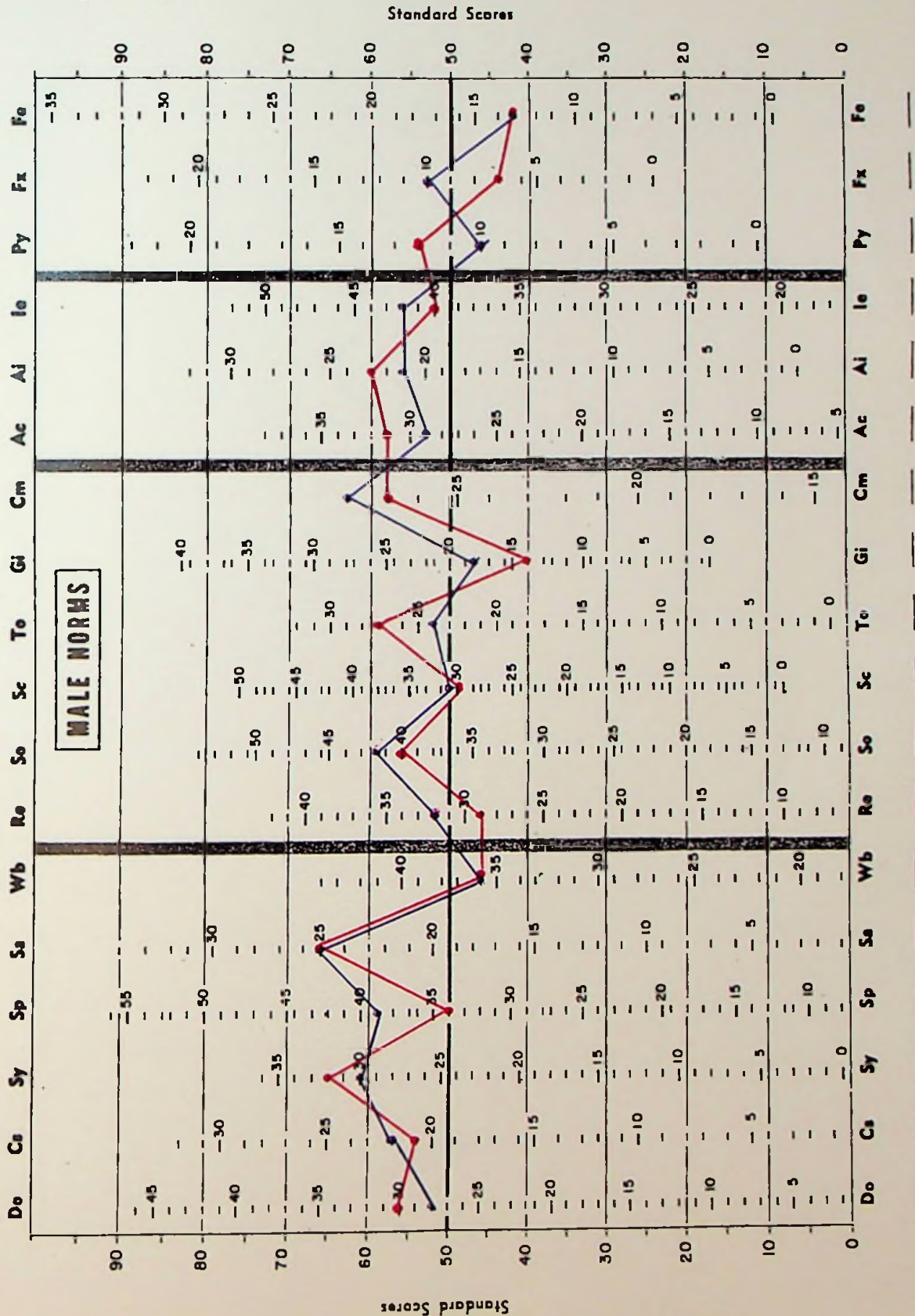
Age 30

Date Tested

Other information

Notes:

T₁ - blue
T₂ - red



For Research Purposes Only

Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 0305

Age 35

Date Tested

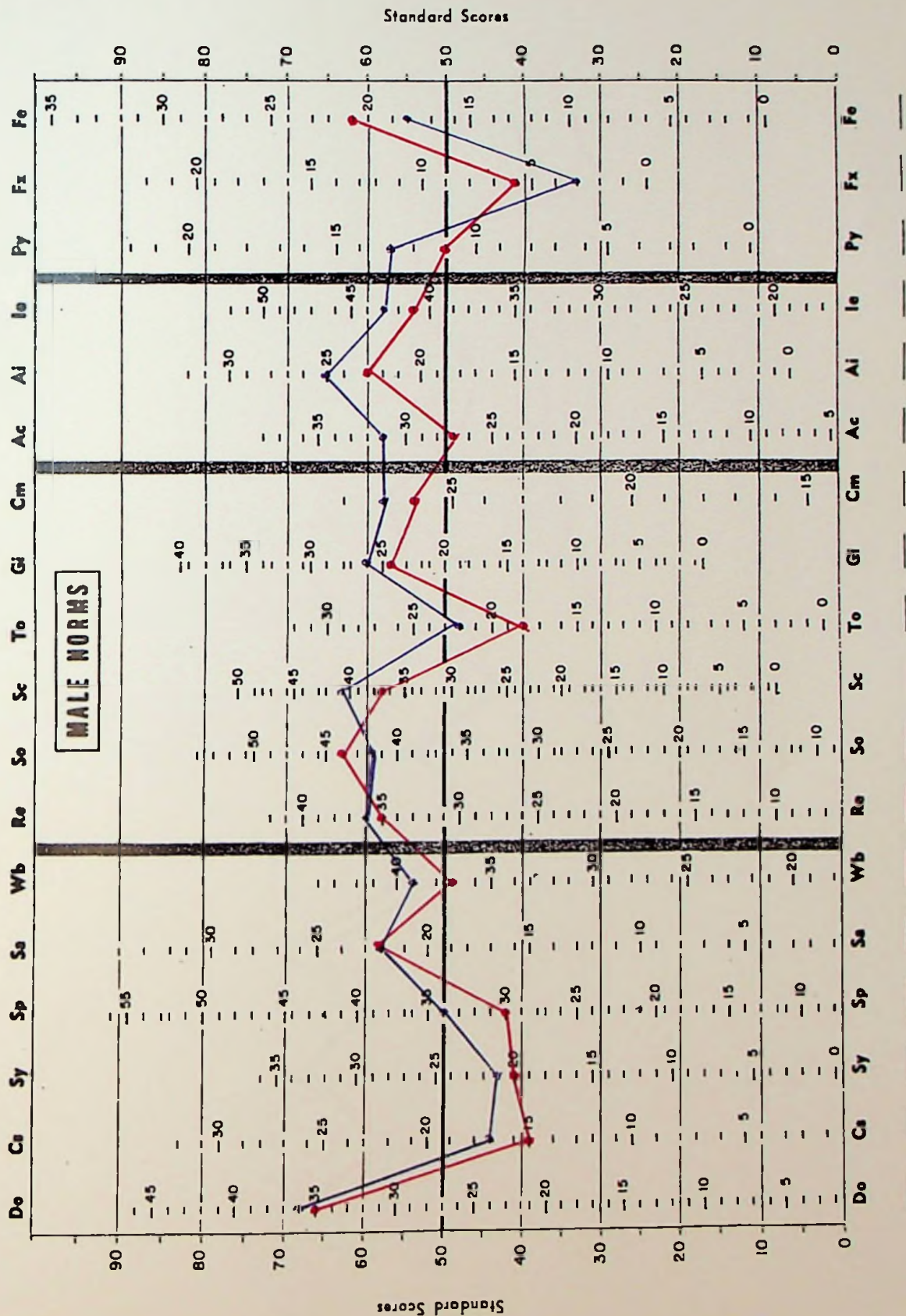
Other Information

Notes:

T₁-blue

T₂-red

For Research Purposes Only



Male Norms

Name # 0306

Age 33

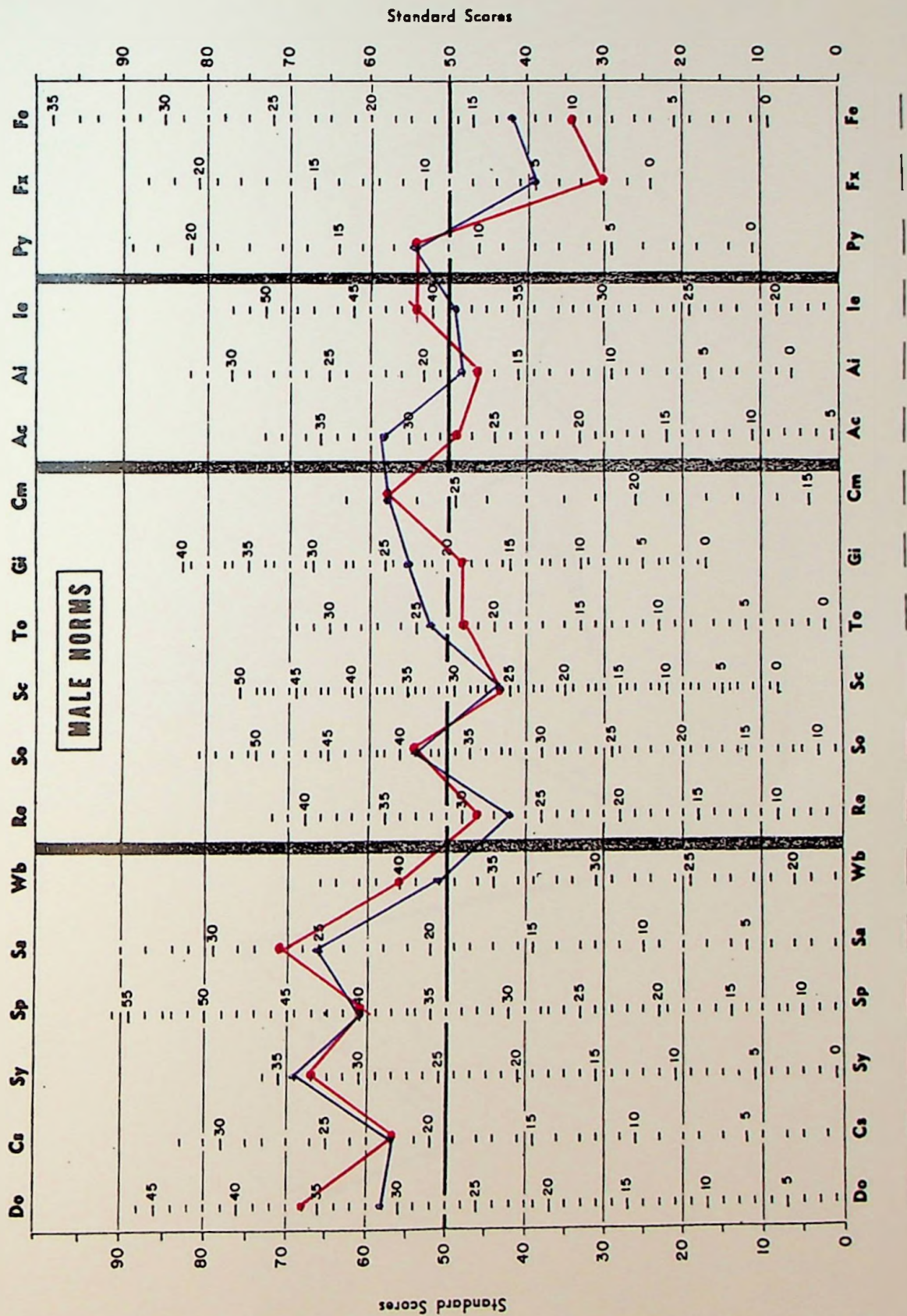
Date Tested

Other Information

Notes:

T₁ - blue
T₂ - red

For Research Purposes Only



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 0401

Age 31

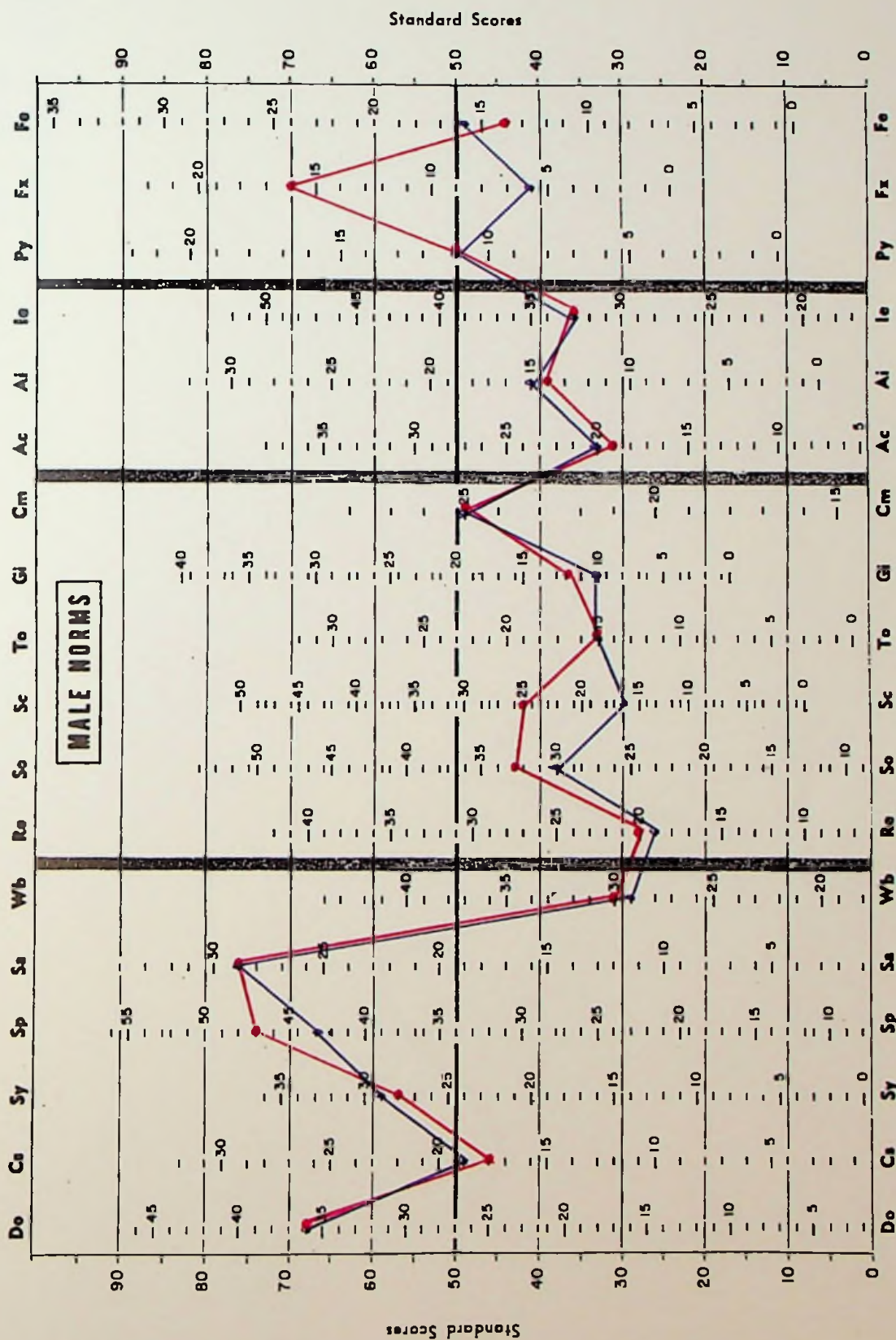
Date Tested

Other Information

Notes:

T₁-blue

T₂-red



Male Norms

For Research Purposes Only

GRAPHIC SPEEL FOR THE California Psychological Inventory: MALE

Name # 0403

Age 32

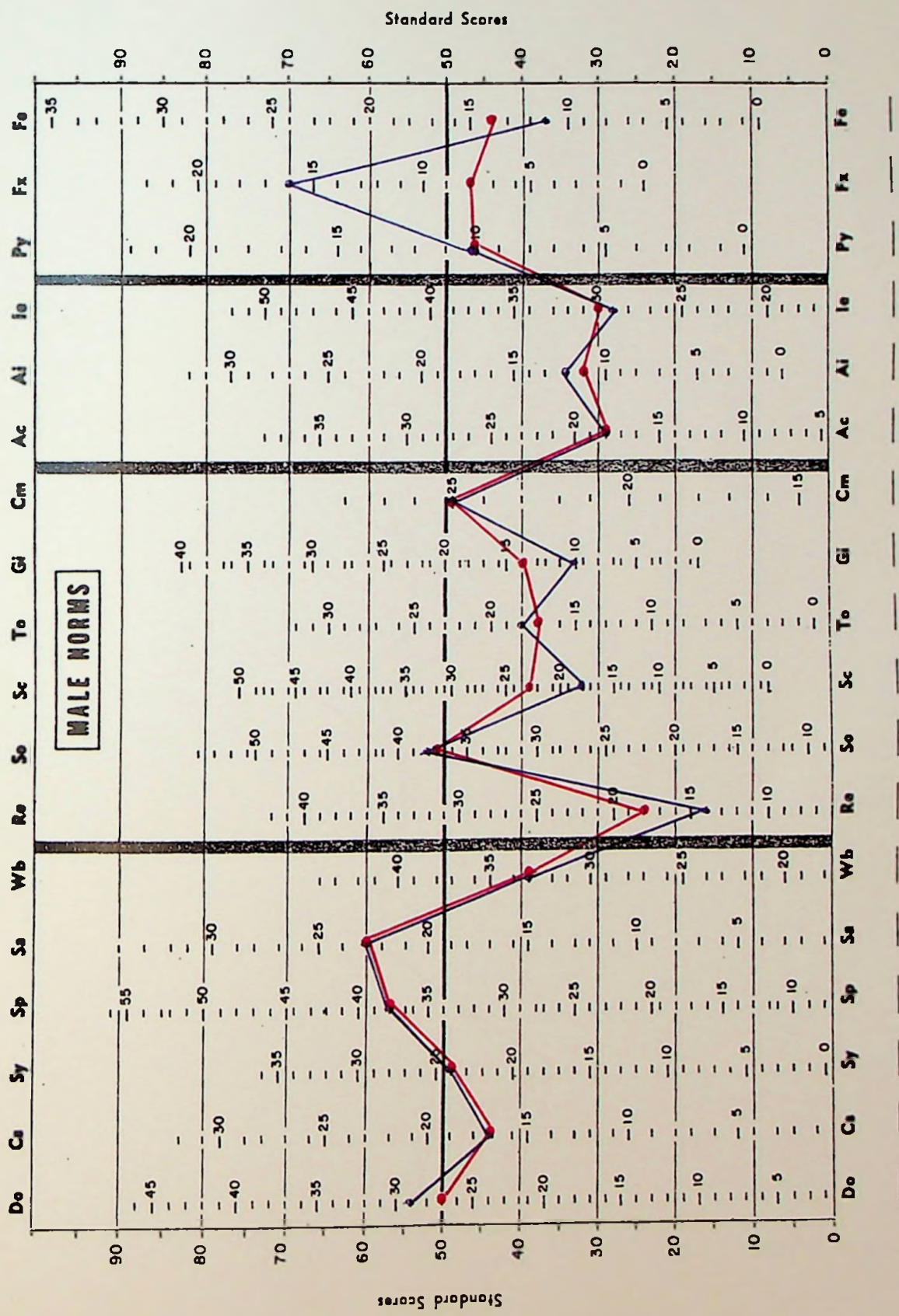
Date Tested

Other Information

Notes:

T₁ - blue

T₂ - red



Male Norms

For Research Purposes Only

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 0501

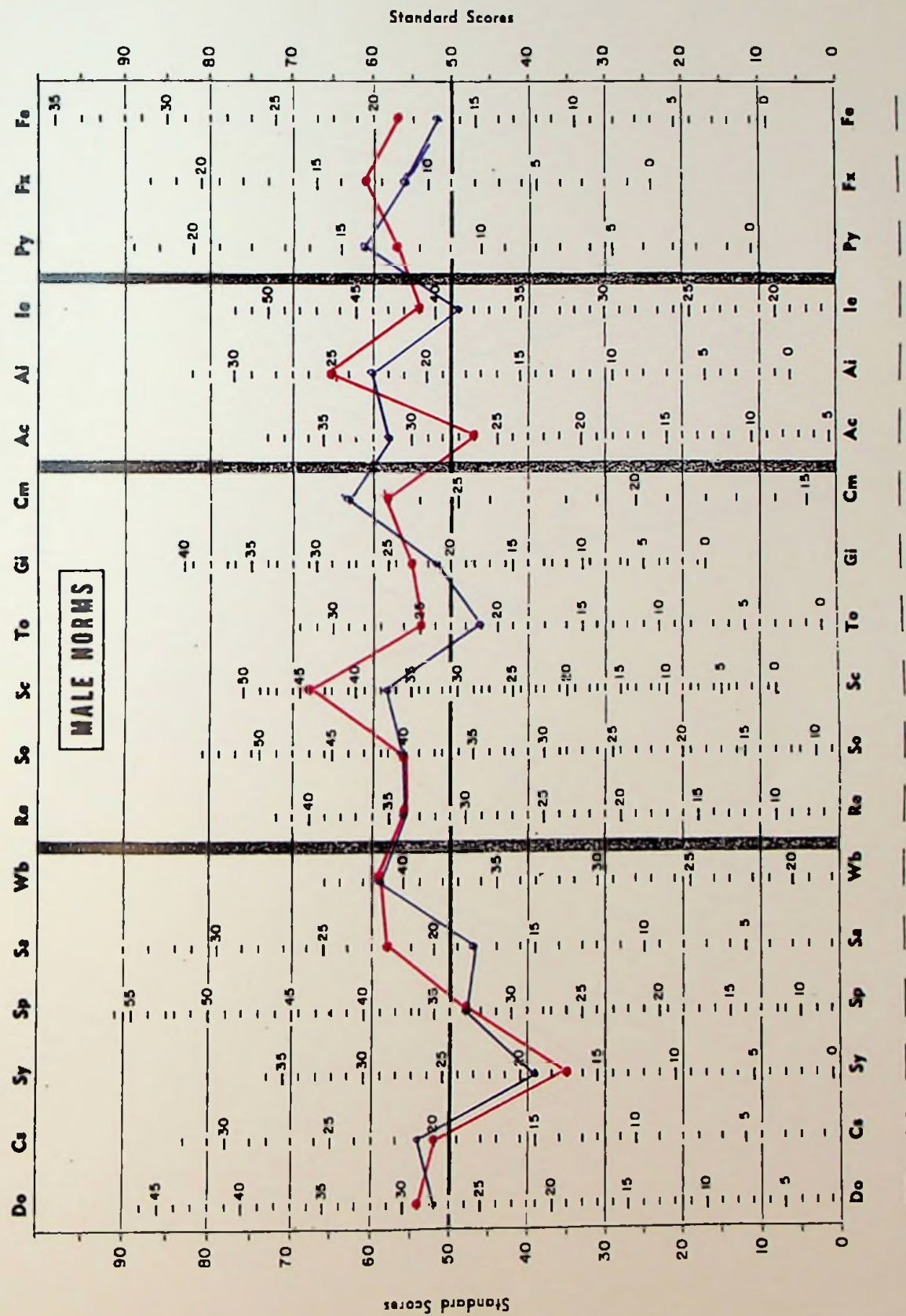
Age 25

Date Tested

Other Information

Notes:

T₁ - blue
T₂ - red



For Research Purposes Only

Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #0502

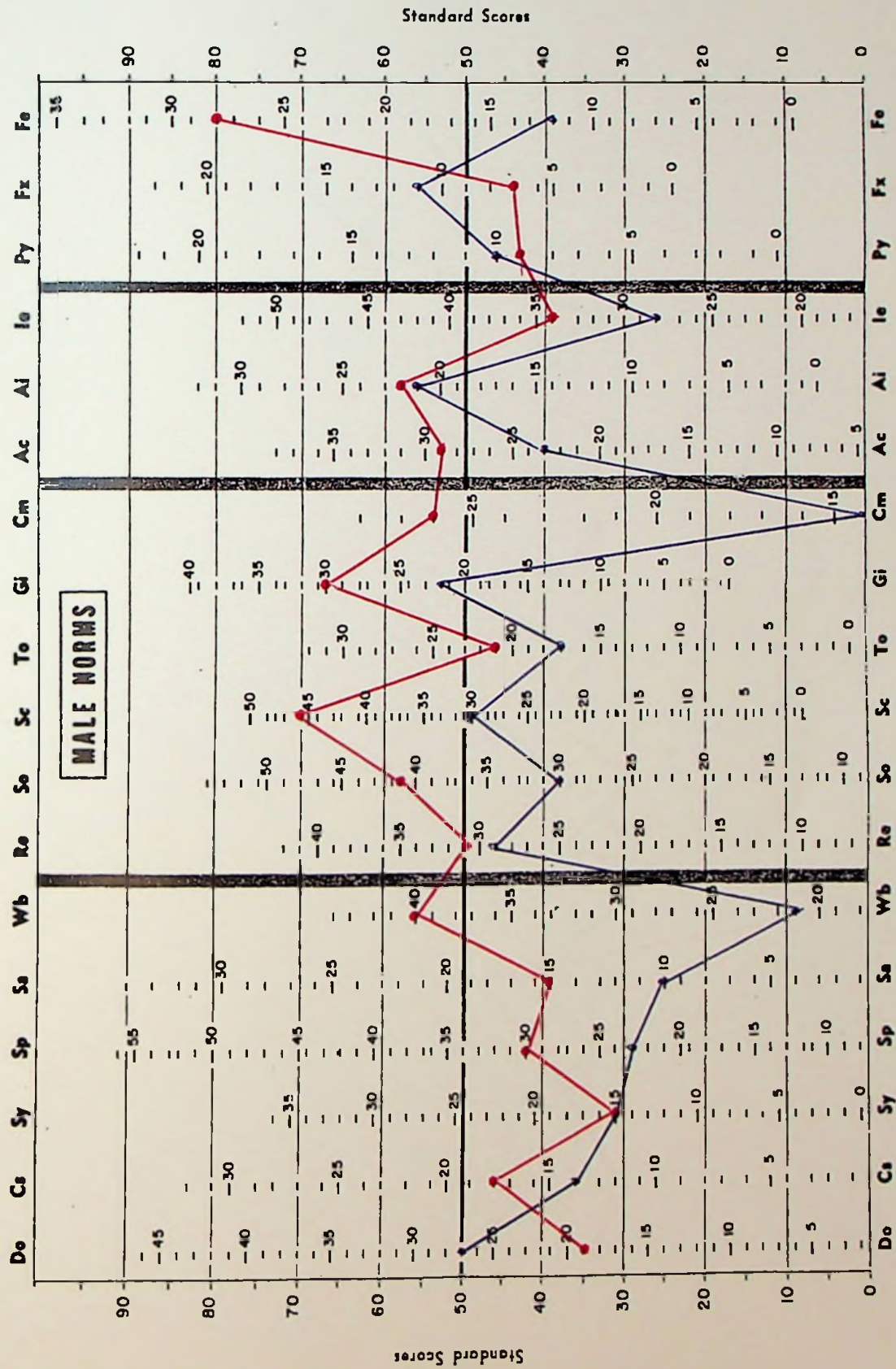
Age 24

Date Tested

Other Information

Notes:

T₁ - blue
T₂ - red



For Research Purposes Only

Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 0503

Age 30

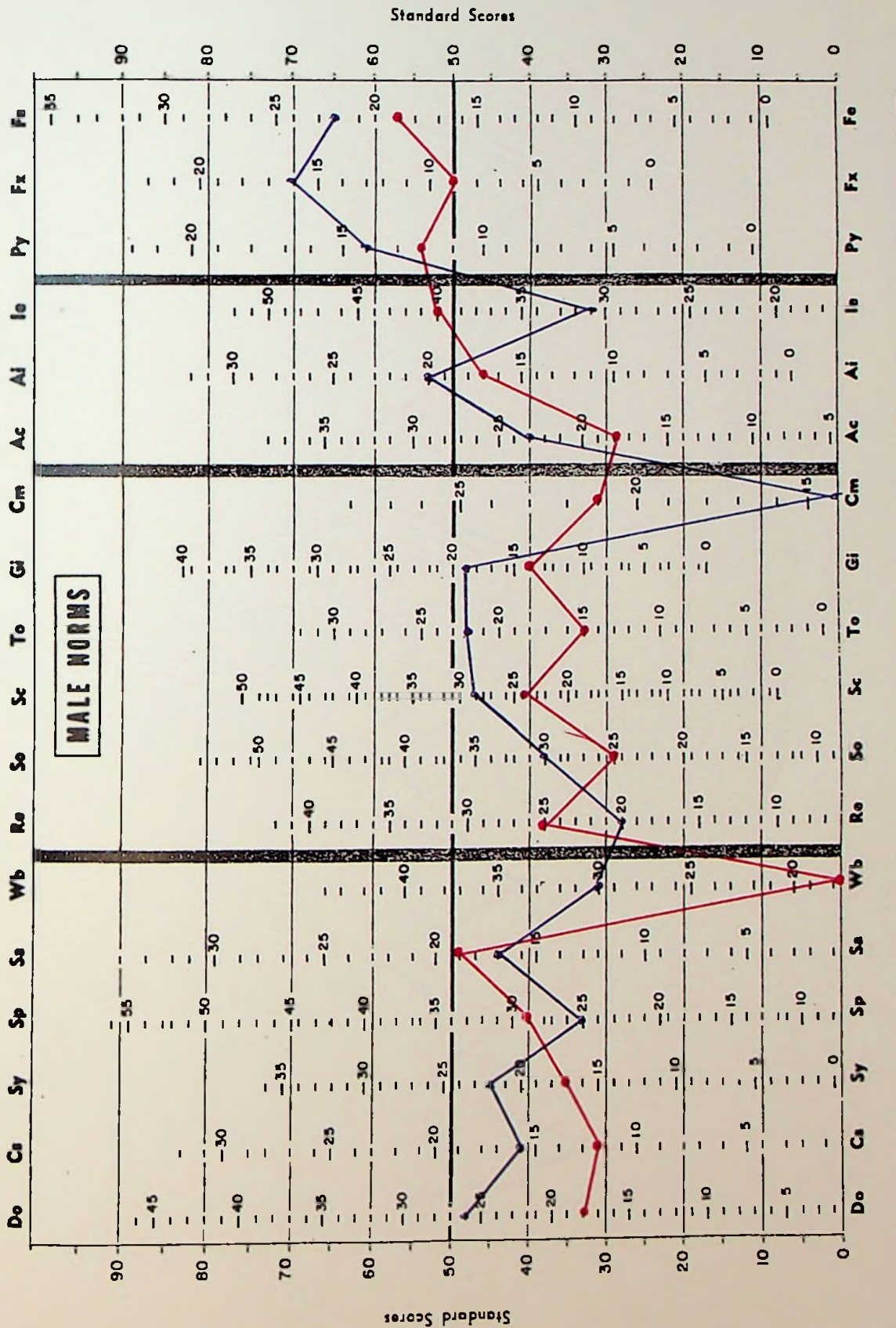
Date Tested

Other Information

Notes:

T₁-blue
T₂-red

For Research Purposes Only



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #0701

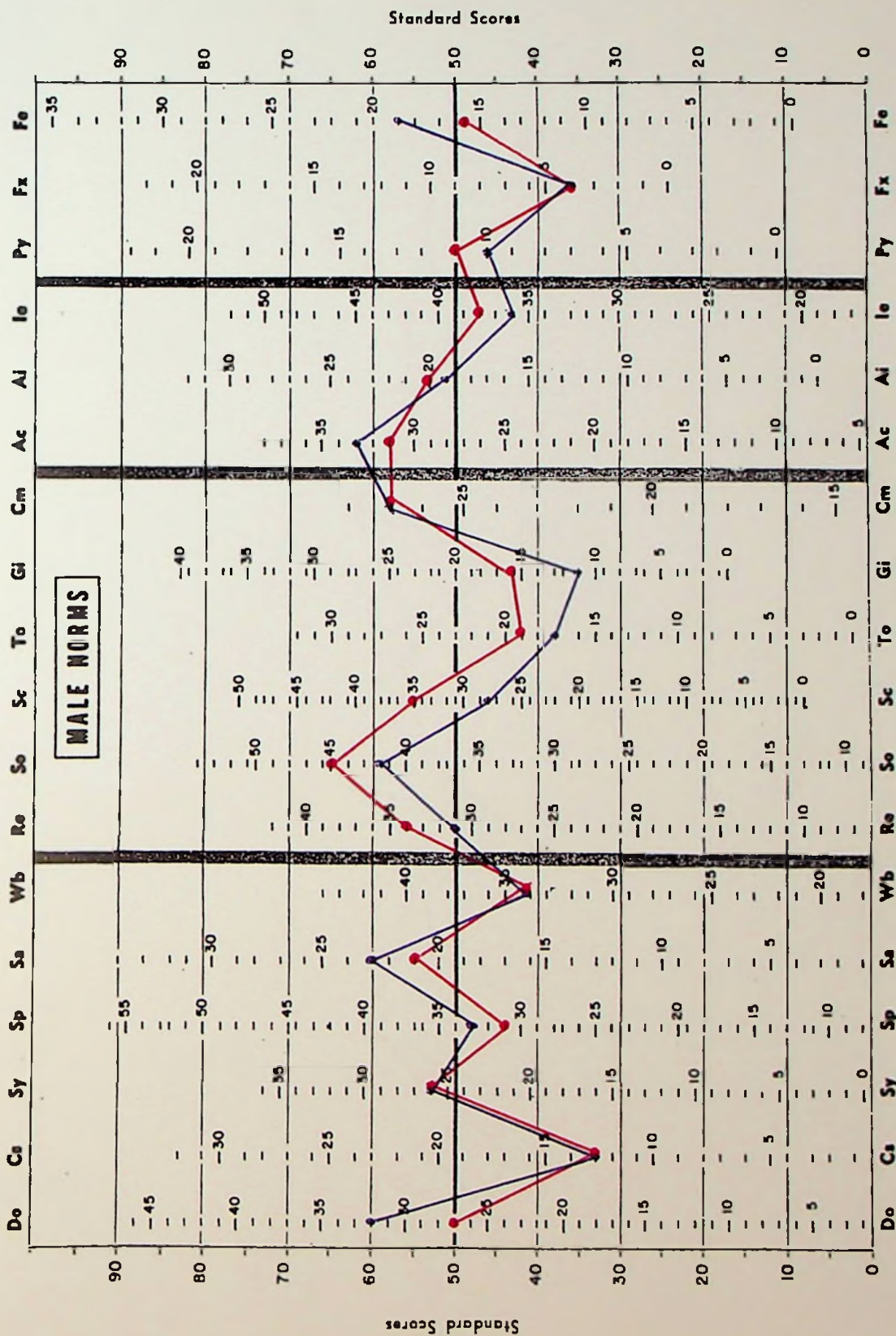
Age 27

Date Tested

Other information

Notes:

T₁-blue
T₂-red



For Research Purposes Only

Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 0801

Age 27

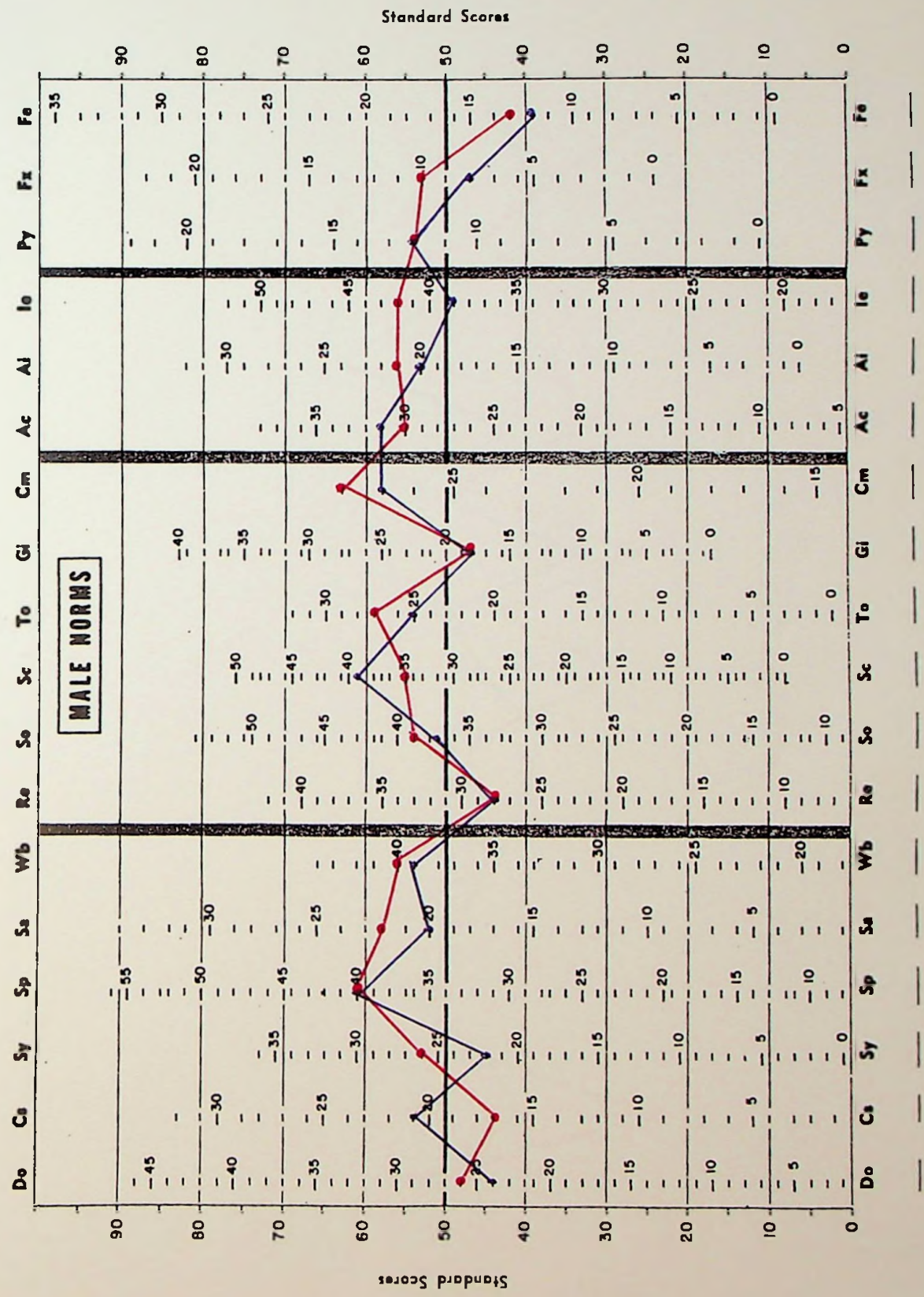
Date Tested

Other Information

Notes:

T₁ - blue
T₂ - red

For Research Purposes Only



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #0802

Age 25

Date Tested

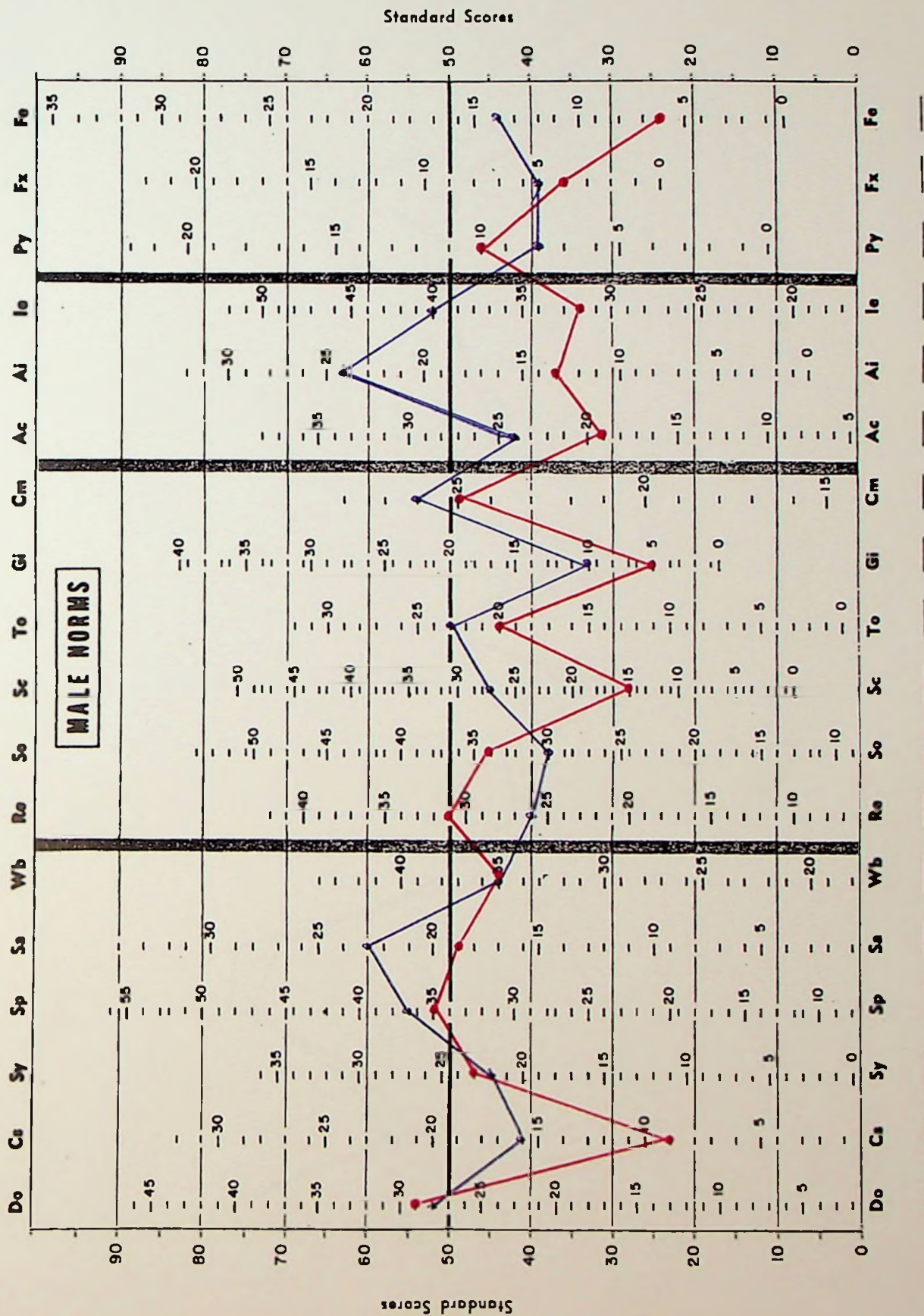
Other Information

Notes:

T₁-blue

T₂-red

For Research Purposes Only



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #0803

Age 24

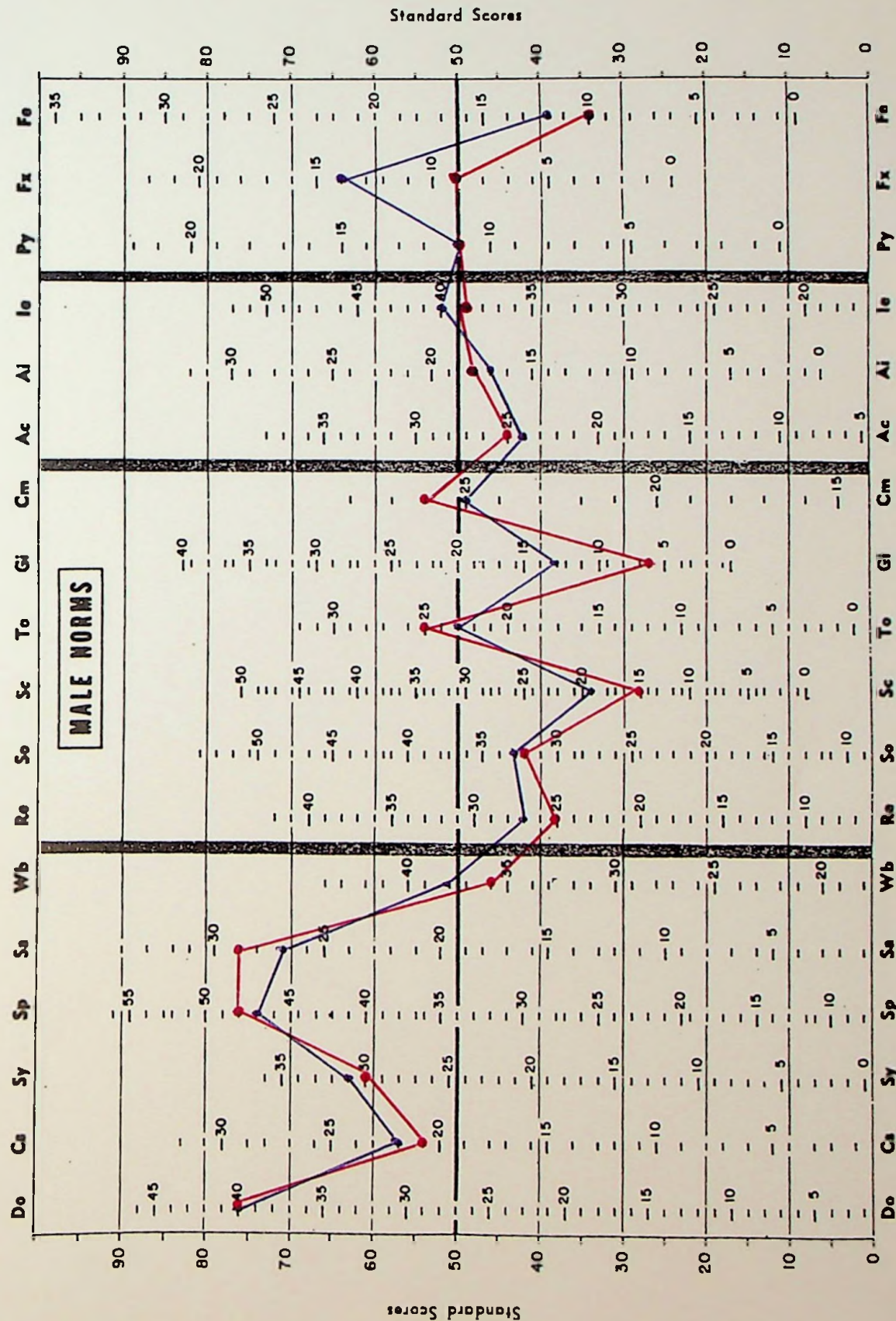
Date Tested

Other Information

Notes:

T₁ - blue

T₂ - red



For Research Purposes Only

Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #0901

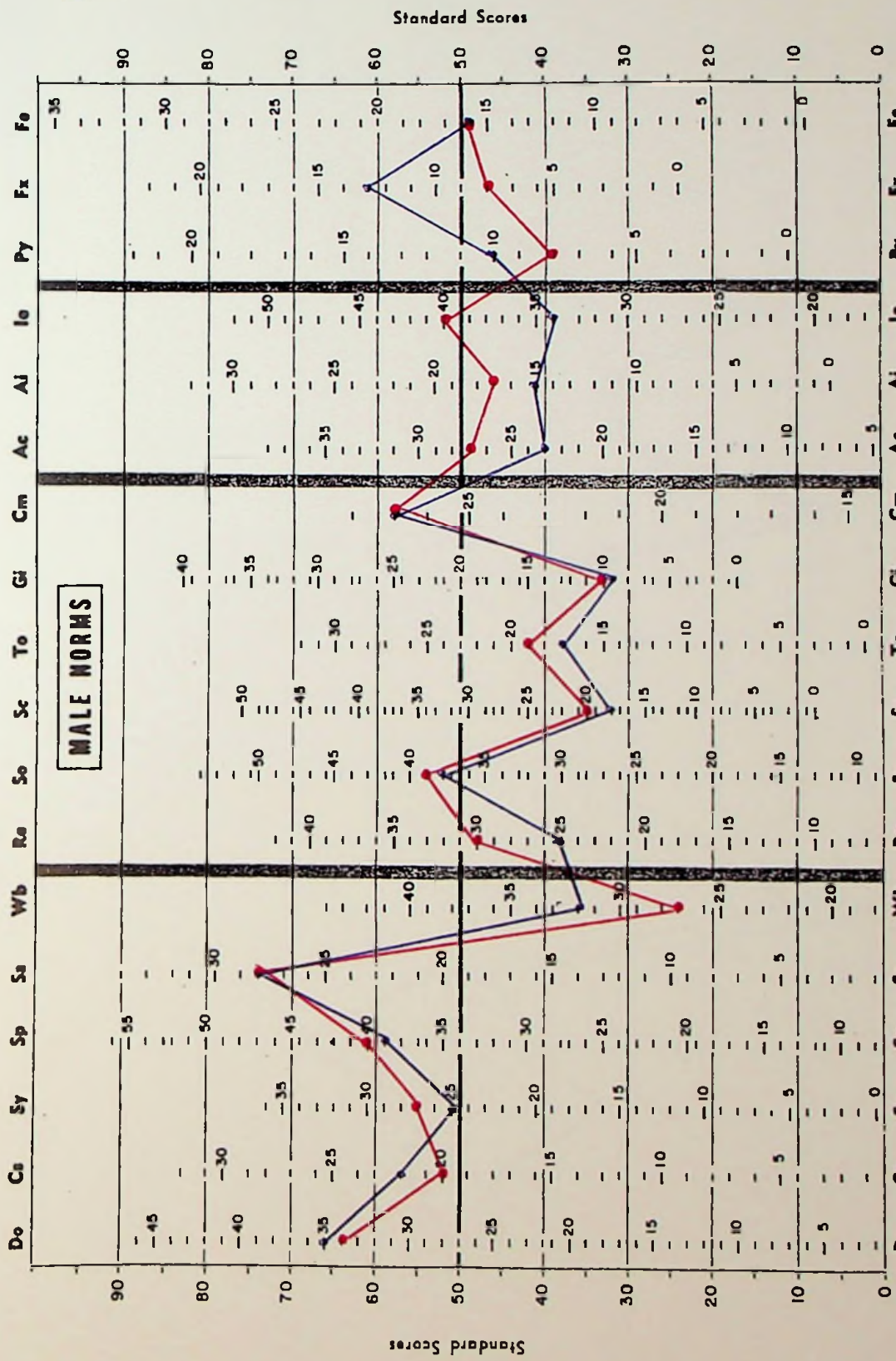
Age 27

Date Tested

Other Information

Notes:

T₁ - blue
T₂ - red



For Research Purposes Only

Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #1101

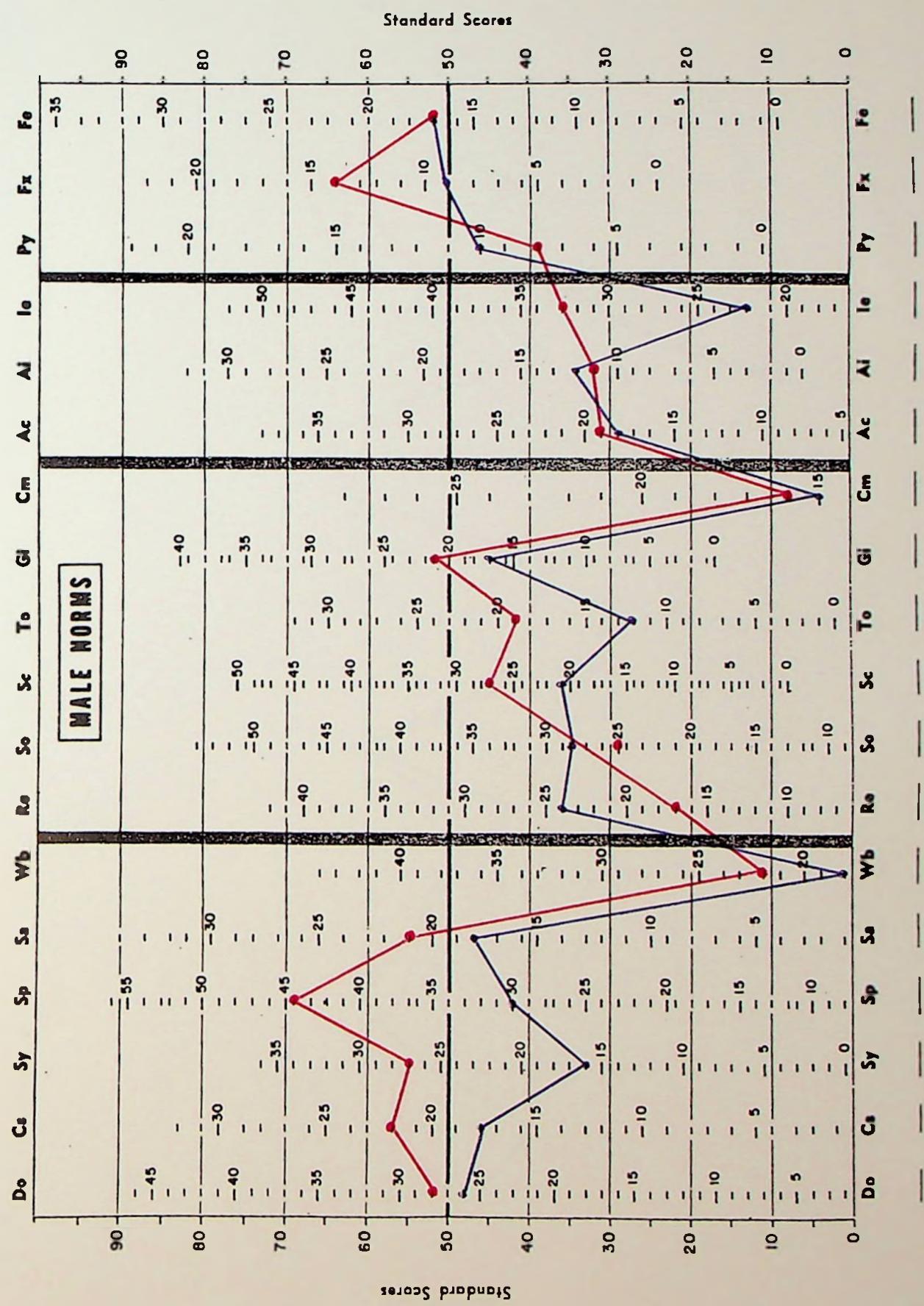
Age 31

Date Tested

Other information

Notes:

T₁ - blue
T₂ - red



For Research Purposes Only

Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 1102

Age 26

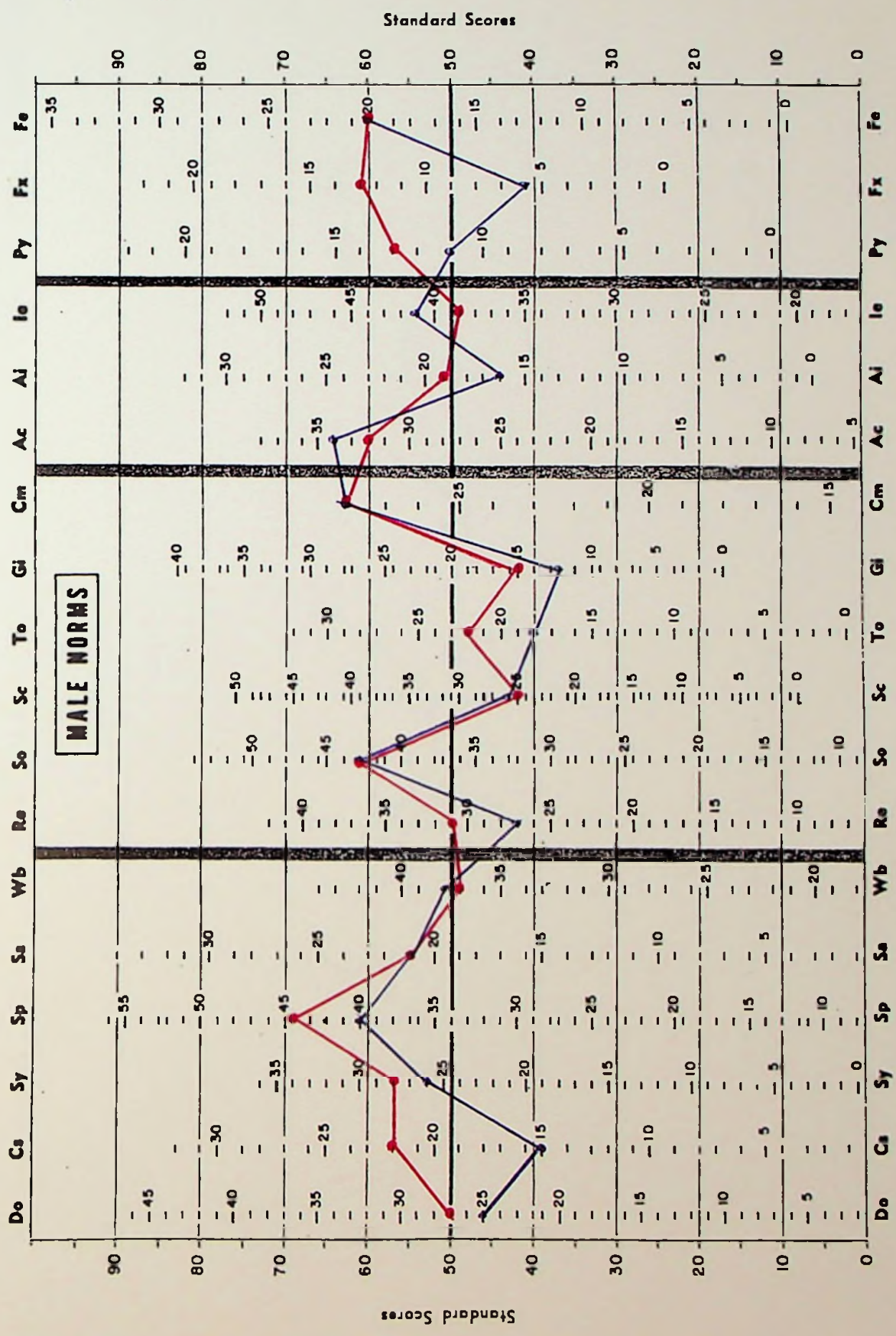
Date Tested

Other information

Notes:

T₁-blue
T₂-red

For Research Purposes Only



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 1103

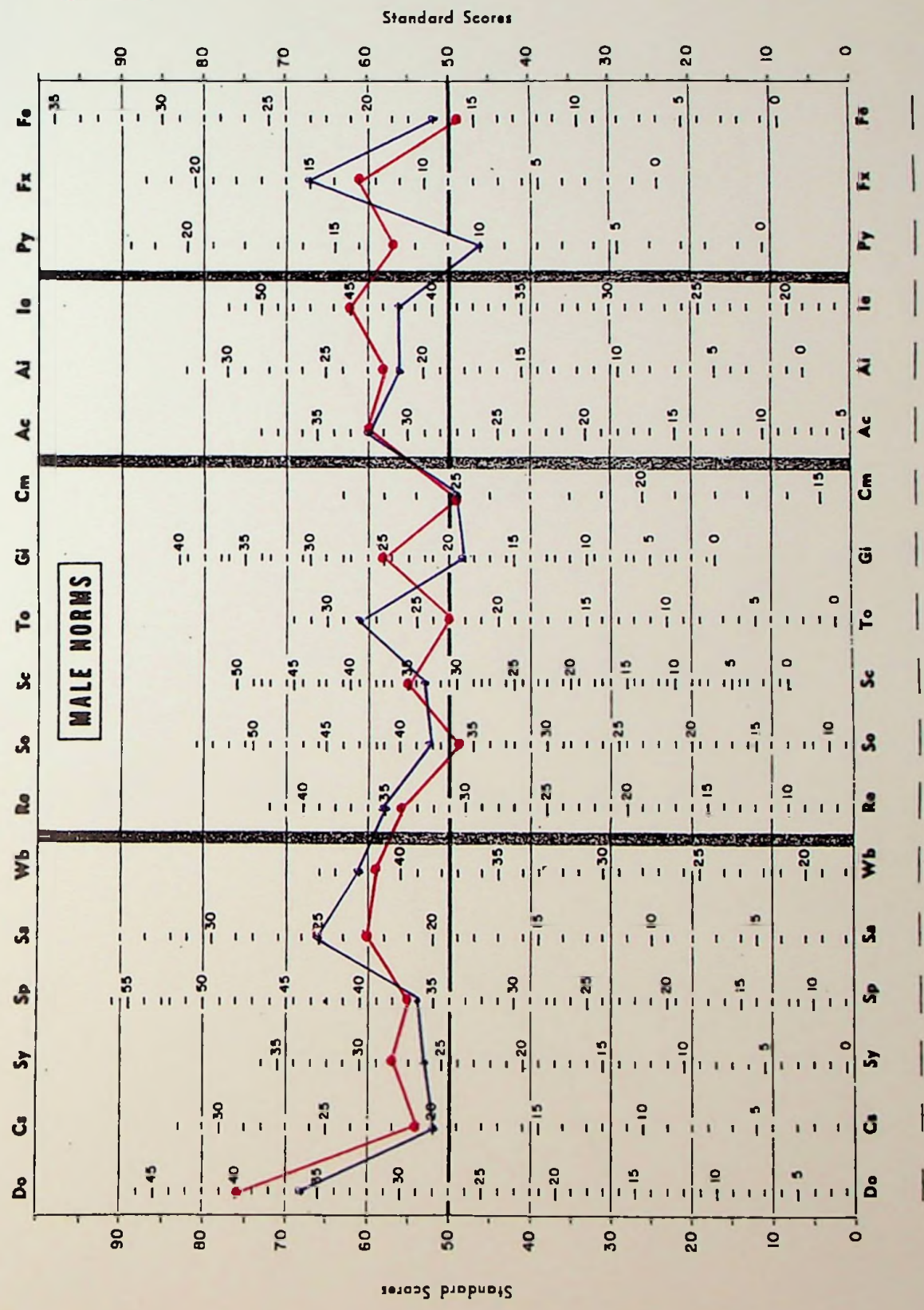
Age 31

Date Tested

Other information

Notes:

T₁ - blue
T₂ - red



For Research Purposes Only

Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #1104

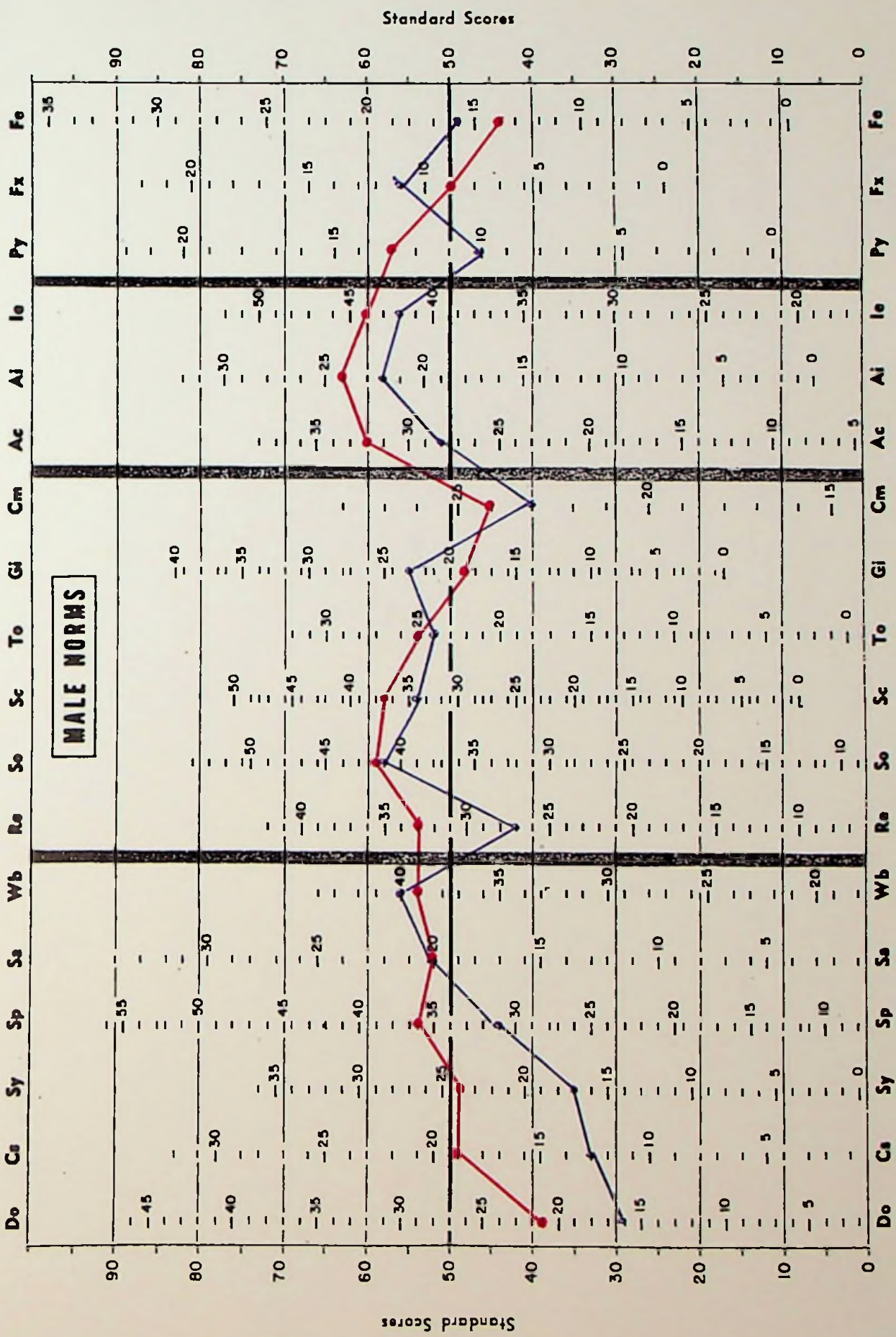
Age 30

Date Tested

Other Information

Notes:

T₁-blue
T₂-red



Male Norms

For Research Purposes Only

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 1105

Age 35

Date Tested

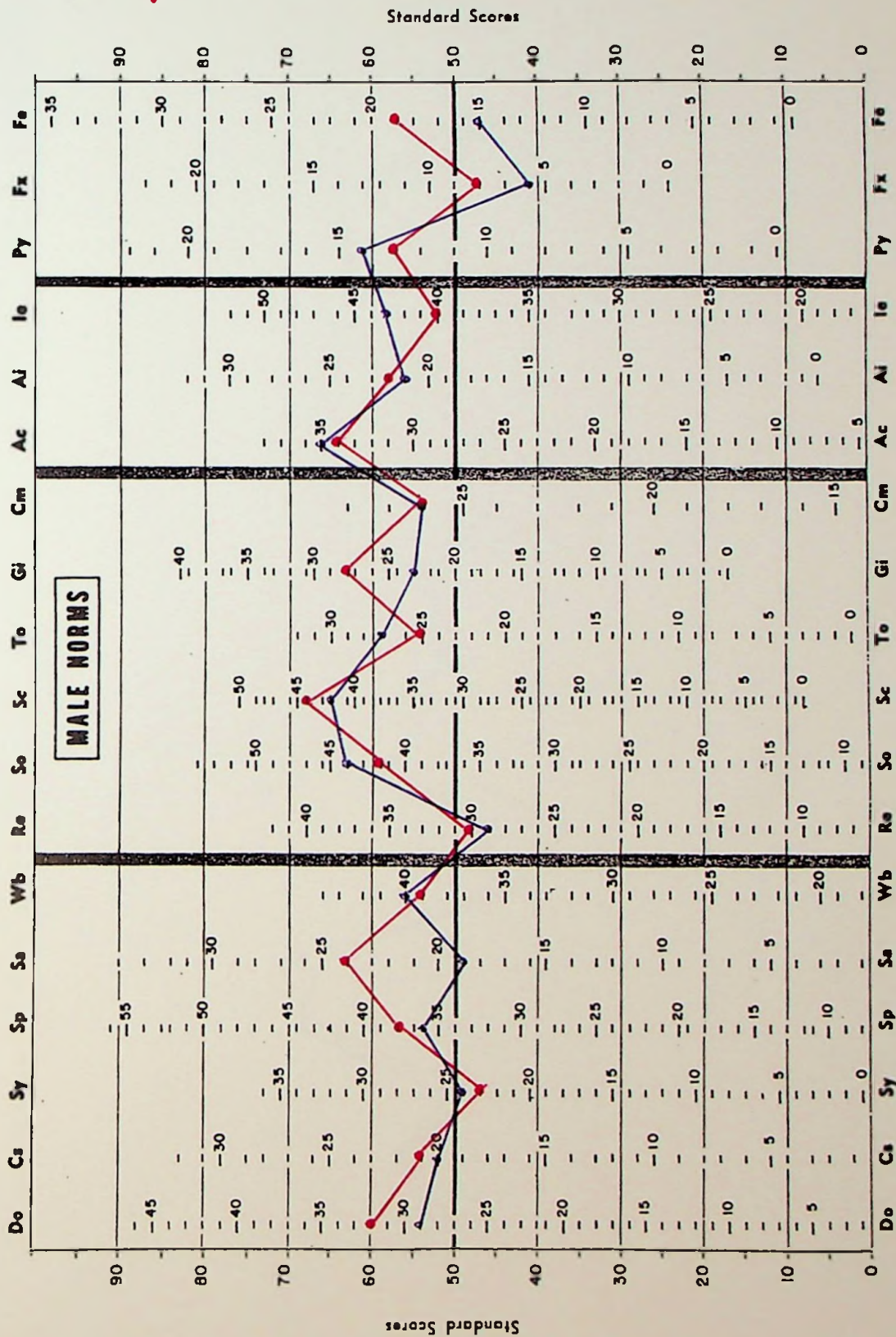
Other information

Notes:

T₁ - blue

T₂ - red

For Research Purposes Only



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #1301

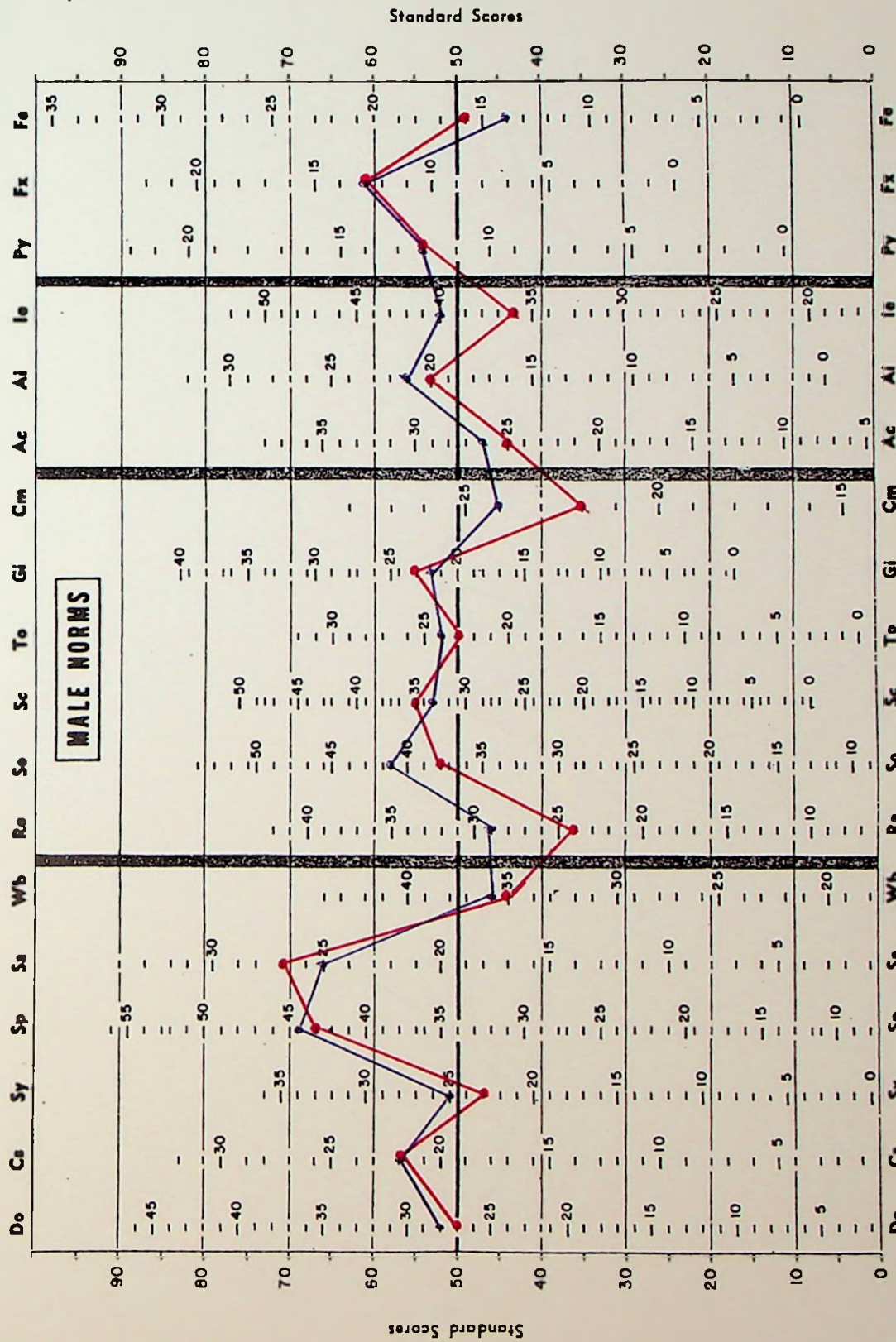
Age 35

Date Tested

Other Information

Notes:

T₁-blue
T₂-red



Male Norms

For Research Purposes Only

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #1302

Age 34

Date Tested

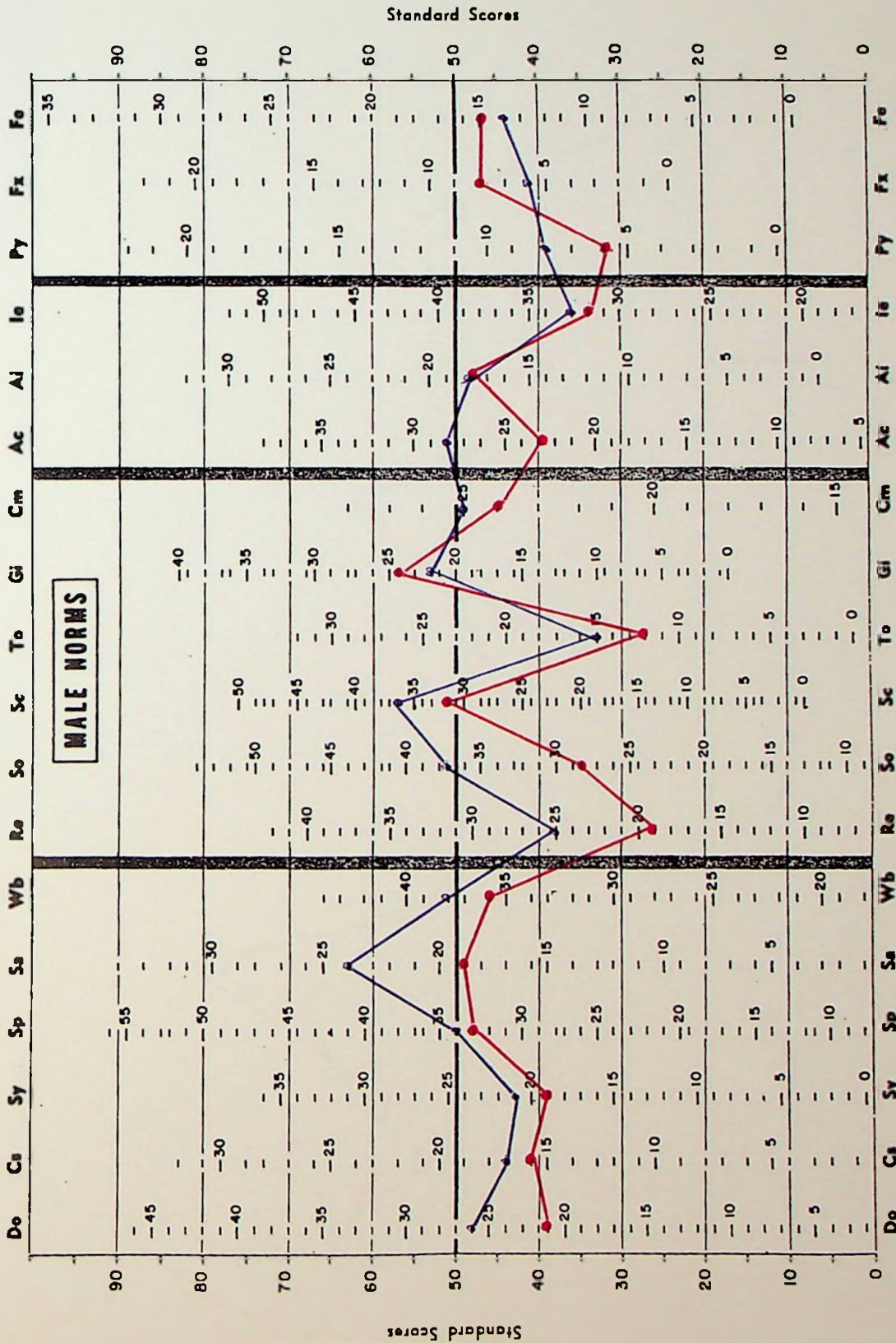
Other Information

Notes:

T₁-blue

T₂-red

For Research Purposes Only



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #1304

Age 27

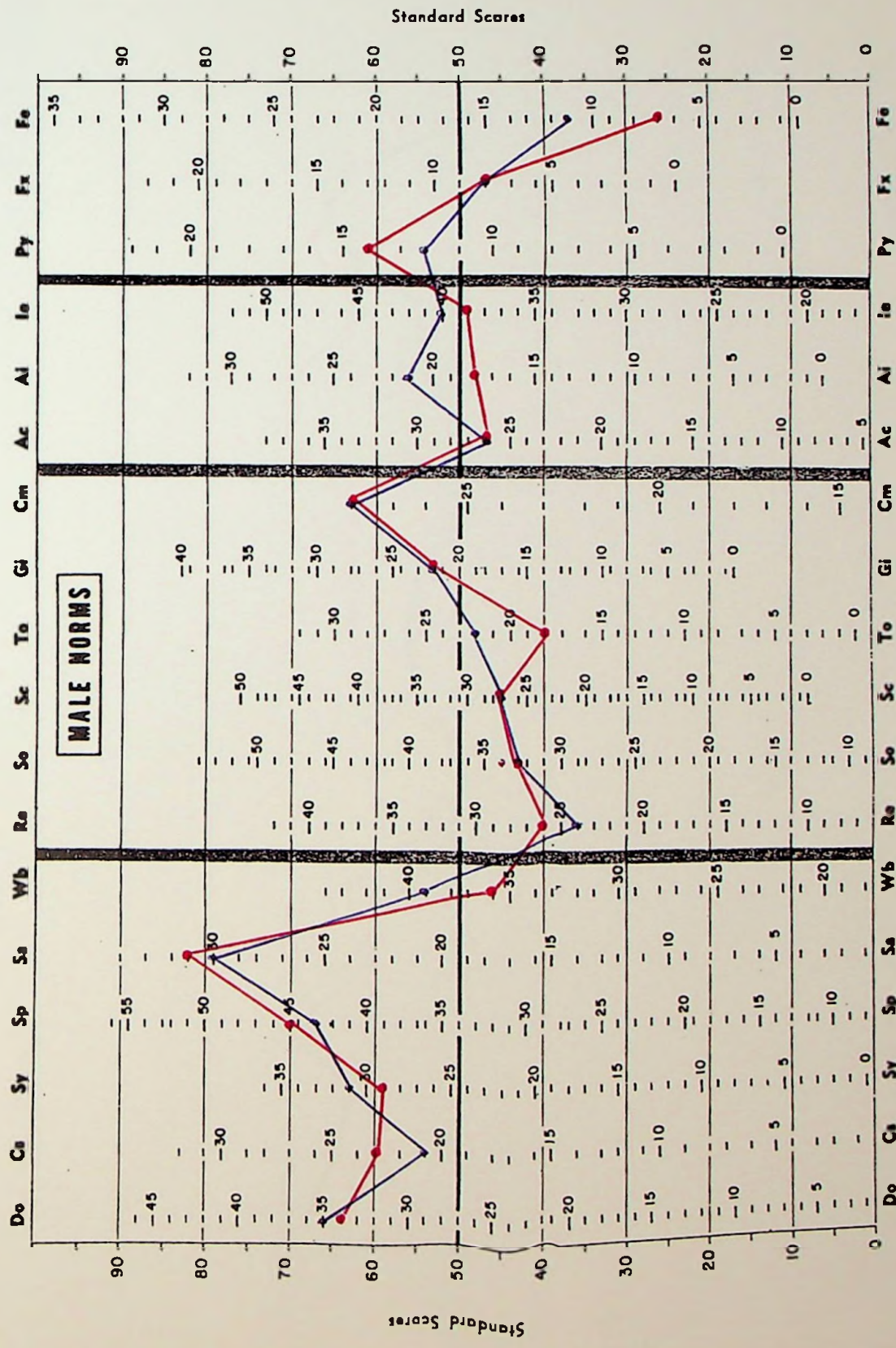
Date Tested

Other Information

Notes:

T₁-blue

T₂-red



For Research Purposes Only

Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #2101

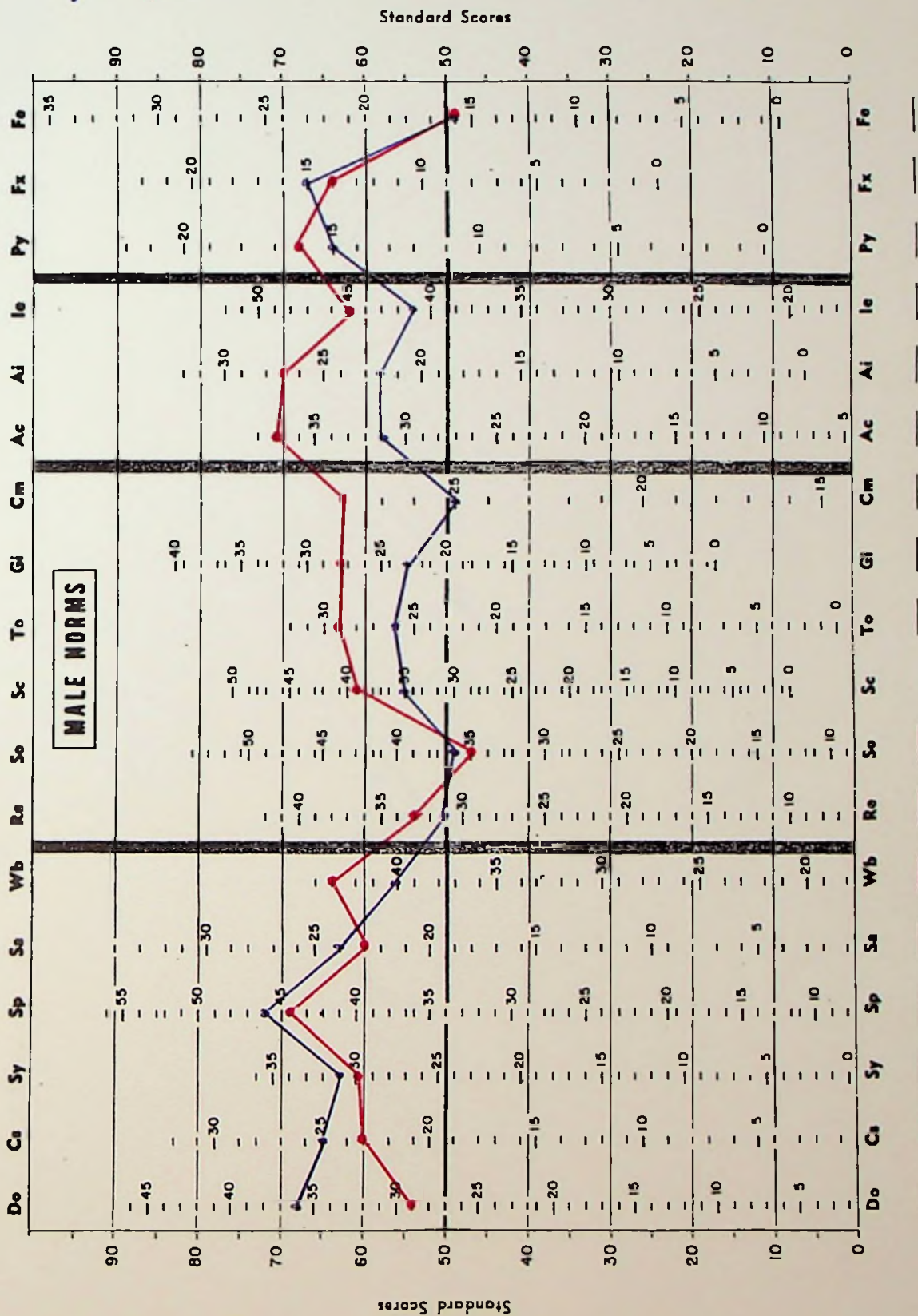
Age 32

Date Tested

Other Information

Notes:

T₁-blue
T₂-red



Male Norms

For Research Purposes Only

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name #2102

Age 32

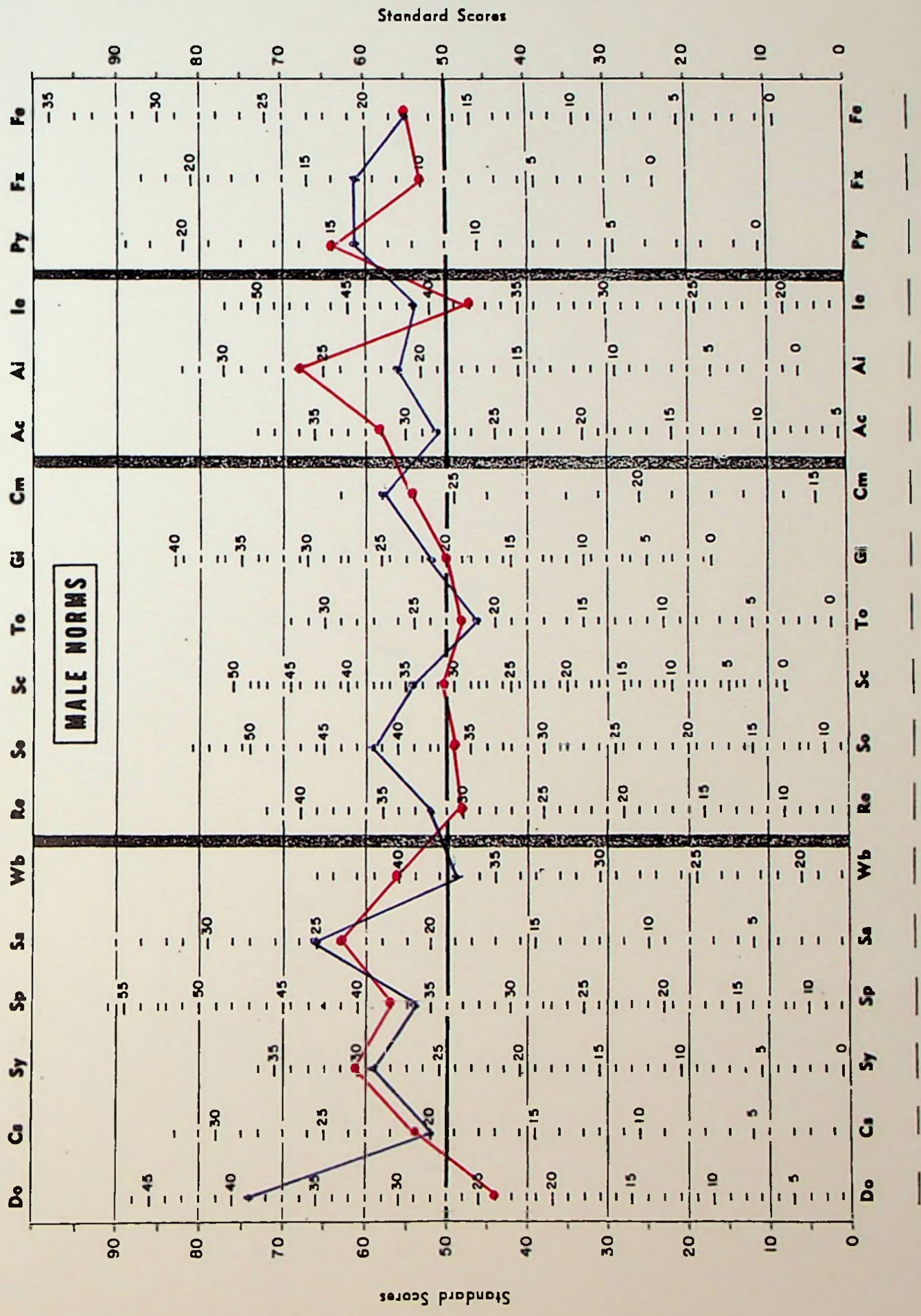
Date Tested

Other Information

Notes:

T₁-blue
T₂-red

For Research Purposes Only



Male Norms

PROFILE SHEET FOR THE California Psychological Inventory: MALE

Name # 2103

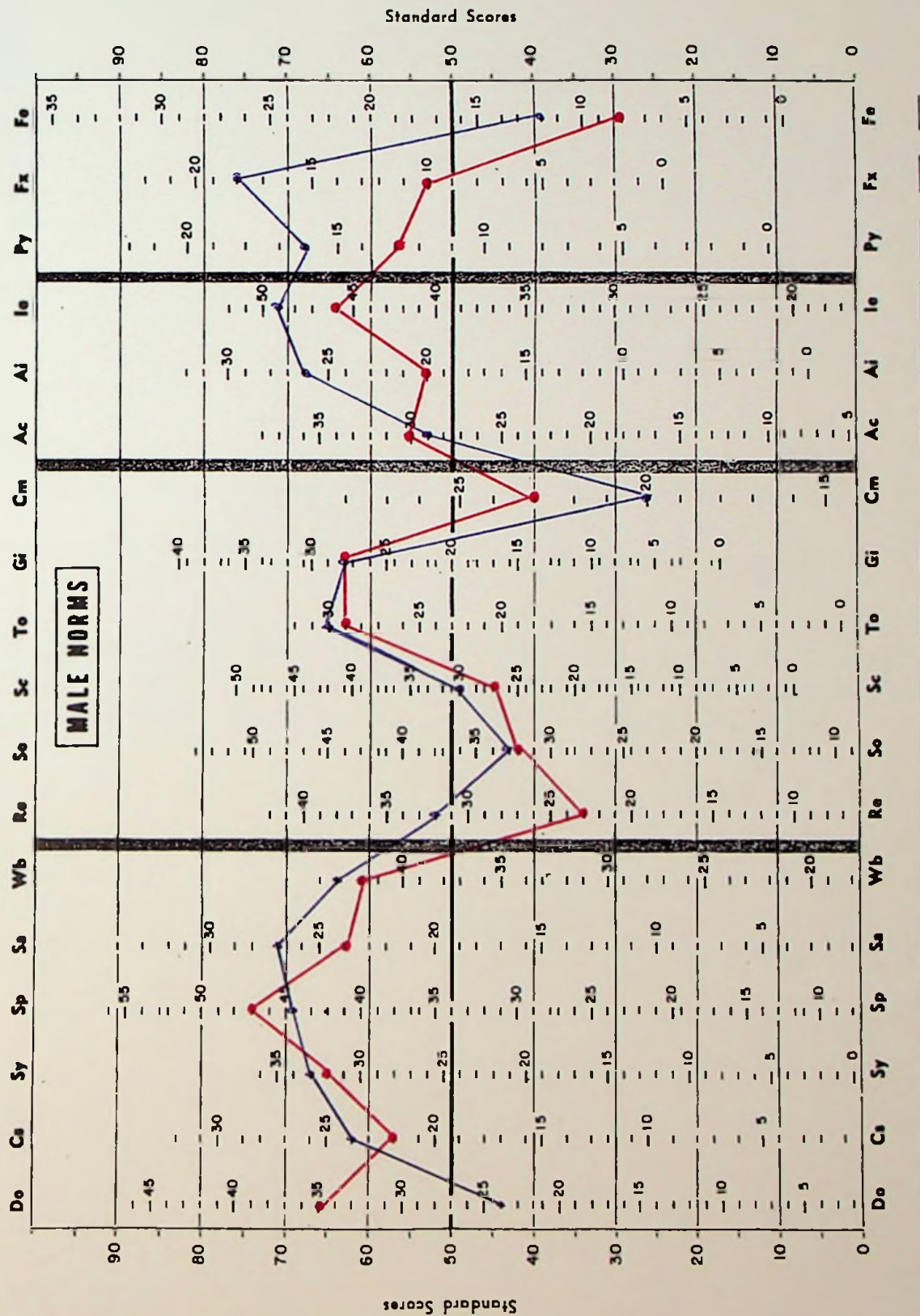
Age 38

Date Tested

Other Information

Notes:

T₁ - blue
T₂ - red



Male Norms

For Research Purposes Only

APPENDIX F

1. The first paragraph of the first section of the first article of the Constitution of the United States provides that the legislative power shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

2. The second paragraph of the first section of the first article of the Constitution of the United States provides that the House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

3. The third paragraph of the first section of the first article of the Constitution of the United States provides that the House of Representatives shall elect their Speaker and other Officers; and they shall choose their Clerks.

4. The fourth paragraph of the first section of the first article of the Constitution of the United States provides that the House of Representatives shall have the sole Power of Impeachment.

5. The fifth paragraph of the first section of the first article of the Constitution of the United States provides that the Senate shall be composed of two Senators from each State, chosen by the Legislature of the State for which they are elected, and they shall hold their Offices during the Term of their respective States, until their Successors be chosen.



Marshall University Graduate College
100 Angus E. Peyton Drive
South Charleston, West Virginia 25303-1600
(304) 746-1932 • FAX (304) 746-8951

*Graduate School of Education and Professional Development
School Psychology Program*

Dear First Time Dad,

Congratulations! You are now entering the exciting and ever changing world of fatherhood. Over the next months you may experience many new events and emotions that you never thought possible. You also have a unique opportunity to be an integral part of some exciting new information.

Over the years, there have been countless studies and books on pregnancy, childbirth and motherhood. Unfortunately, the same is not true for expectant fathers. You may have already noticed this lack of information if you have tried to find books or information written strictly for dads. Our study gives you a chance to change that.

Marshall University Graduate College faculty and students are gathering as much information from first time fathers as possible. "To tell the stories" of fatherhood.

The information will be confidential and used as part of a larger research project on first time fathers.

Please be a part of this experience by contacting Michaela Jellen-Tennant, graduate student, at (304) 336-7264 (304) 639-5073 (cell phone), or Dr. Fred Jay Krieg, professor of psychology, 1-800-642-9842, ext. 2067, for more information regarding this project.

Sincerely,

Fred Jay Krieg, Ph.D.
Professor of Psychology
Marshall University Graduate College

Sincerely,

Michaela Jellen-Tennant
Graduate Student
Marshall University Graduate College

INTAKE/HISTORY FORM

SUBJECT CODE NUMBER _____

SCREENING TOOL FOR INITIAL PHONE CONTACT:

- 1.) AGE _____
- 2.) MARRIED? YES ___ NO ___
- 3.) FIRST MARRIAGE? YES ___ NO ___
- 4.) IS THIS YOUR FIRST CHILD? YES ___ NO ___
- 5.) ANY OTHER CHILDREN LIVING IN THE HOME? YES ___ NO ___
- 6.) BABY DUE DATE? _____

DATE OF FIRST TRIMESTER TESTING BATTERY: _____

DEMOGRAPHIC DATA:

NAME _____
ADDRESS _____

TELEPHONE NUMBER _____

DATE OF BIRTH _____

WIFE'S NAME _____

PHYSICIAN: a.) FAMILY _____

b.) OB/GYN _____

RACE: CAUCASIAN ___ HISPANIC ___ AFRICAN-AMERICAN ___ ASIAN ___
OTHER _____

MARRIAGE HISTORY: 1st? Y/N

2nd? Y/N

NUMBER OF YEARS _____

EDUCATION HISTORY: Highest grade completed _____

College _____

Graduate/Professional Degree _____

HISTORY OF MILITARY SERVICE: YES ___ NO ___

OCCUPATIONAL HISTORY: Employed ___ Unemployed ___

WIFE OCCUPATION: Employed ___ Unemployed ___

PREGNANCY/FAMILY DATA:

OTHER CHILDREN FROM PREVIOUS MARRIAGE? YES ___ NO ___

WAS THIS A PLANNED PREGNANCY? YES ___ NO ___

FATHER FAMILY HISTORY: Intact? _____

Divorced? _____

Remarriage? _____

ARE YOU ATTENDING YOUR WIFE'S MEDICAL APPOINTMENTS?

YES ____ NO ____

OBSERVATIONAL DATA:

How would you describe your relationship with your wife prior to the pregnancy?

General thoughts about becoming a father?

DATE OF SECOND TRIMESTER TESTING BATTERY: _____

Additional information about pregnancy?

Medical complications/Changes during pregnancy?

Pregnancy progressing normally?

DATE OF THIRD TRIMESTER TESTING BATTERY: _____

Additional Information?