Research Ethics Board Application for
Ethical Review of Human Participant Research

Adler School of Professional Psychology - Vancouver Campus

1. RESEARCH TEAM

1.1. **Thesis Title**

AN EXPLORATORY ANALYSIS OF THE ASSOCIATION BETWEEN PRE-TREATMENT RESPONSIVITY FACTORS AND THE EFFICACY OF A CBT-BASED CORRECTIONAL PROGRAM ON THINKING AWARENESS IN A SAMPLE OF INMATES

1.2. **Applicant (usually Student Researcher)**

Name: Jocelyne Lemoine Phone: Email:

1.3 **Faculty Thesis Advisor (Supervising Researcher)**

Name: Dr. Larry Axelrod Email: laxelrod@adler.edu

1.4. **Second Reader/Committee Members/Consultants**

Name: Dr. Larry Axelrod Email: laxelrod@adler.edu Affiliation: Adler School of Professional Psychology

Name: Dr. Trevor Markesteyn Email: Trevor.Markesteyn@gov.mb.ca
Affiliation: Manitoba Justice – Corrections Division

Name: Dr. Michael Weinrath Email: m.weinrath@uwinnipeg.ca Affiliation: University of Winnipeg

1.5 **Researcher Experience**

Describe your training, experience, degrees, and/or courses that are relevant to the research

Honours thesis research at University of Manitoba, Research Methods courses at undergraduate and graduate levels, Psychologist at Headingley Correctional Centre (HCC; 'Psychologist' is a working title that has been given to me by my work and is not used outside of MB Justice)

Describe your supervisors' and additional committee members' training, experience and/or degrees that are relevant to the research study or population

Dr. Larry Axelrod – Ph.D in Social Psychology
(Local Supervisor) Dr. Trevor Markesteyn – Ph.D in Psychology, Chief Correctional Psychologist at Manitoba Justice – Corrections Division
(Local Supervisor) Dr. Michael Weinrath – M. A. in Criminal Justice, Ph.D in Sociology (Criminology/Methods), Professor and Chair of Criminal Justice Department at University of Winnipeg

1.6 **Additional Study Team Members (if applicable)**

Brenden Dufault (statistical support) – MSc in Statistics, University of Manitoba, Consultant for Biostatistical Consulting Unit
Dr. Theo Koulis (statistical support) – PhD in Statistics, University of Manitoba, Consultant for Statistical Advisory Service
Dave Stuart - presently the Superintendent of Programs at HCC (temporarily replacing Josh Cooney) –

oversees all aspects of programming; created the correctional program under investigation in this study; consultant for the TAG program
Michael Harvey – presently Supervisor of Programs at HCC, former program facilitator (temporarily replacing Dave Stuart). Michael will assist with the logistics of carrying out the study during data collection.
Marika Sharpe – Supervisor of Programs at Winding River (addictions unit) at HCC. Marika will assist with the logistics of carrying out the study during data collection in Winding River.
Michael Pierre – Elder at HCC; sits on the Oversight Committee for Cultural Sensitivity
Bonnie Prince – Aboriginal Liaison at HCC; sits on the Oversight Committee for Cultural Sensitivity

1.7 **Tri Council Policy Statement (TCPS 2) Tutorial**

Date applicant completed the TCPS 2 Tutorial: September 24, 2013

1.8 **Most Recent Date REB FAQs Checked**
September 21, 2013

1.9 **Submission Date**
October 1, 2013

2. SUMMARY OF STUDY AND RECRUITMENT

2.1 A. **Overview of research study (Maximum 300 words)**

Purpose

The primary purpose of this study is to evaluate the efficacy of the Thinking Awareness Group (TAG) program at HCC. The efficacy of TAG will be evaluated by measuring participant change from pre- to post- test using a measure called Thinking Awareness Scale (TAS). The TAS contains items that represent the three main learning objectives of the TAG program: every action and emotion starts with thinking; positive or negative self-talk impacts the way we feel and act; and by becoming more aware of how out thinking influences or behaviour, we begin to understand that by controlling or changing our thinking, we can control our behavior. The TAS measures the degree to which the study participants agree or disagreed with generic statement related to CBT and Relapse Prevention (RP) concepts. Higher scores reflect a greater understanding of the learning objectives. The TAS is the dependent variable of this study. The TAS is a questionnaire that was created by MB Corrections professionals and significantly revised by the Student-Researcher for the purposes of the study. The efficacy of TAG will be evaluated by comparing the results of the TAS between experimental and control groups (control groups will receive TAG the week after the experimental group has received the program).

TAG is a psycho-educational program (not a treatment program). It is a pre-existing CBT-based program that was created by MB Corrections professionals (i.e., Dave Stuart) and is a program that is regularly facilitated in Manitoba provincial jails – for these reasons, TAG is not considered a variable in this study. The purpose of the TAG program is to introduce CBT concepts that can be used to change behaviour, including offending behaviour (MB Corrections, 2012). More specifically, the TAG program teaches concepts and skills related to the CBT model and the Relapse Prevention (RP) model. The CBT model is a theoretical model that describes the connections between thoughts, feelings, and behaviours (Bandura, 1971, Beck, 1964, 1963). The RP model is a conceptual

representation of a maintenance strategy or self-control program that aims to prevent relapse by anticipating or coping with relapse (Marlatt & George, 1984). The TAG program is meant to prepare inmates for MB Corrections CBT-based treatment programs – these programs contain elements of TAG. Participant mastery of TAG concepts and skills is important given that it will likely help inmates succeed at future CBT-based MB Corrections treatment programs.

The secondary purpose of the study is to measure the association between the pre-treatment responsivity factor of motivation (and its 12 motivational domains) with treatment outcome as measured by change scores (i.e., the difference between pre- and post-test scores on the TAS) and post-test scores. Motivation is the independent variables of the study. Motivation is defined as: "the degree to which a person possesses skills, attributes, and circumstances related to behavior change" (Simourd & Olver, 2011, p. 5). Motivation is measured by the Self-Improvement Orientation Scale - Self Report (SOS-SR)

A responsivity factor is any personal characteristic that helps or hinders an offender's ability and motivation to learn from rehabilitation programs (Bonta, 1995). Examples include strengths, abilities, learning style, motivation, personality, and bio-social characteristics such as gender and race (Bonta & Andrews, 2007). Bonta (1995) puts forward additional offender responsivity factors including anxiety, depression, self-esteem, mental illness, poor social skills, inadequate problem-solving skills, concrete-oriented thinking, and poor verbal skills. This study will focus on motivation in particular as well other individual attributes (or specific responsivity factors) that could moderate the efficacy of the program including: age, race, education level, risk level, sentence status, past programming, marital status, employment history, number of previous convictions.

Research Questions/Hypotheses

Following are the hypotheses of the present study:

H1: Participants in the experimental group will demonstrate larger change scores compared to the control group.

H2: Motivation level can explain some of the variability in the post-test scores of experimental and control group participants.

H3: The motivational domains (i.e., pre-treatment responsivity factors) are associated with experimental and control participant post testscores.

Rationale

First, TAG is a new MB Corrections program. Its efficacy is unknown and so an efficacy study is in order (i.e., is the program meeting its learning objectives based on the TAS).

Second, there is little research on the relationship between responsivity factors and program efficacy (Loza-Fanous, 2003; Hollin, 1999; Serin & Kennedy, 1997; Baxter, Marion, & Goguen, 1995; Bonta, 1995). This study will evaluate the relationship between the responsivity factor of motivation (and its domains) and program efficacy and measured by TAS changes scores as well as other individual attributes such as age, race, education level, risk level, motivation level, sentence status, past programming, marital status, employment history, number of previous convictions. Knowing what specific responsivity factors Could help seperat successful program participatns form unsuccessful ones

Objectives

The main objective of this study is to determine the efficaciousness of the TAG program.

The secondary objective is to identify which offender characteristics within the context of motivation are most conducive to learning from correctional programming and which offenders stand to benefit most from programs like TAG. This study is an exploratory analysis of the pre-treatment responsivity factor of motivation (as well as other individual attributes) and treatment efficacy as measured by

program post testscores.
Knowing what responsivity factors are related to optimal learning can guide service providers to tailor interventions in ways that most benefit program participants, thus better meeting the responsivity principle of appropriate correctional service. This principle proposes that learning is optimal when correctional intervention consists of a cognitive-behavioural approach and is altered in ways that match the offender's strengths, abilities, motivation, and learning style (Bonta & Andrews, 2007).

2.1 B. **Summary of Research Procedures (Maximum 500 words)**
This study uses a repeated measures design (i.e., pretest-posttest testing program efficacy) with experimental and control groups.

Recruitment of Participants

Selection of participants and groups. Participants will be recruited from different locations (i.e., units) in HCC including Winding River (WR; unit for offenders struggling with addiction), Assiniboine Treatment Centre (ATC; unit for sex offenders), specific subunits of the Differential Needs Unit (DNU; unit for offenders held in protective custody and unit for gang members), Intensive Supervision Unit (ISU; unit for offenders held in protective custody and unit for gang members), and General Population (GP; location for offenders with no special needs or status). Experimental and control sub-unit pairs will be chosen at random by the Student-Researcher. TAG facilitators will then recruit for program participants from the experimental and control sub-units as usual – this includes posted sign-up sheets, referrals from Correctional Officers, and/or self-referrals. A list of inmate names will be given to the Student-Researcher by TAG facilitators. Inmates in the aforementioned units who agreed to participate in the program will be eligible to for consideration in the study. Note: TAG is a program that is regularly delivered by program facilitators at HCC – program facilitators would be recruiting for TAG program participants regardless of whether the study is running or not.

The Student-Researcher will approach each inmate who agreed to participate in the TAG program. The potential participant will be retrieved from his living location by unit Correctional Officers so that I may meet with the inmate in a private office in the jail (i.e., active recruitment). The Student-Researcher will confirm the inmate's participation in the upcoming TAG program and go over the Initial Participant Contact Script with the inmate. At this point, inmates may choose to participate in the study or not. Inmates may also choose to take some time to consider their participation. Inmates who do not participate in the study will still receive the TAG program (for which they signed up) as well as the TAS pre- post- test. The TAS was a pre-existing pre-post test that was significantly revised by the Student-Researcher for the purposes of this study and is now accepted as the official pre-post test measure of the TAG program (and is part of the TAG curriculum) – for this reason, study non-consenters will still fill out the TAS during program.

Procedures to be Followed
Inmates who meet the inclusion criteria (based on self-report) and who choose to participate in the study and will be included in the study. If the inmate agrees to participate in the study, the Student-Researcher will then go over the Informed Consent Form with these inmates. Once the inmate has signed the consent form, the participant will then fill out the Participant Identification Form as well as the SOS-SR.

Administration of questionnaires. ***Experimental group.*** Participants in the experimental group will fill out the Self-Improvement Orientation Scheme (SOS-SR)after signing the Informed Consent form and filling out the Participant Identification Form. This scale measures an individual's level of

motivation. The SOS-SR will be administered on an individual basis and will take place in a private office in the jail (in order to maintain confidentiality). The study participants will also fill out the TAS at the start of the program and end of program. This questionnaire will measure the degree to which the study participants agree or disagreed with generic statement related to CBT and RP concepts. This scale will be administered by the Student Researcher (to ensure the scale is administered appropriately) at the beginning and end of the program (as usual). This means that experimental study participants will fill out the TAS in a group format along with the other TAG group participants who refused to participate in the study (again, the TAS is part of the TAG curriculum and will be filled out by both study consenters and non-consenters). Confidentiality will still be maintained as study consenters and non-consenters are answering the exact same scale and the exact same time and are essentially indistinguishable. ***Control group.*** Participants in the control group will fill out the Self-Improvement Orientation Scheme (SOS-SR)after signing the Informed Consent form and filling out the Participant Identification Form. Control group participants will also fill out the TAS twice prior to taking the TAG program. The date on which control group will fill out the TAS pre-test and post-test will correspond to the date the experimental group is completing the TAS pre-test and post-test. The TAS will be administered on an individual basis and will take place in a private office in the jail (in order to maintain confidentiality).

Statistical Analyses

H1: Participants in the experimental group will demonstrate larger change scores compared to the control group.

It is predicted that participants in the experimental group will show larger change scores after undergoing the TAG program compared to the control group. An independent samples t-test will test whether a systematic difference (i.e., due to treatment) exists between the mean change scores of the experimental and control group. Also, an ANCOVA (unadjusted for covariates) can reveal the difference in the size of change scores (by modeling post-test scores adjusted for baseline) between experimental and control groups.

H_2: Motivation can be used to explain some of the variability in the post-test scores in experimental and control groups.

It is hypothesized that motivation, as measured by the SOS-SR Total score, can explain part of the variability in the TAS post test scores for experimental and control groups. ANCOVA with motivation as a covariate can be used to determine the variability in experimental and control group post-test scores.

H_3: Motivational subdomains can be used to explain some of the variability in post-test post-test scores in experimental and control groups.

It is hypothesized that the pre-treatment responsivity factor of motivation (i.e., SOS-SR Total and motivational domains) will be associated with the TAS post-test scores. ANCOVA with motivational subdomains as covariates can be used to determine some of the variability in experimental and control group change scores.

Other covariates will be computed into the ANCOVA to identify any other possible individual attributes (or responsivity factors) that may explain variance in post test scores of experimental and control groups including (exploratory analysis): age, race, education level, risk level, sentence status, past programming, marital status, employment history, number of previous convictions. (Also, accounting for these variables will help make experimental and control groups equal in terms of

individuals attributes that may affect the change scores and post test scores).

2.2 **Inclusion Criteria**

Participants must meet the following conditions:

1) You are at least 19 years old.

- HCC is an adult (18+) correctional facility and will include adult participants only. Participants 19 years of age or more are deemed capable of providing informed consent (according to TCPS 2) and are eligible to participate in the study.

2) You can communicate well in the English language.

- The TAG program will be delivered in English. Individuals who are not able to communicate in English effectively would not be appropriate for the study given the nature and purpose of this study (as mentioned above).

3) You can read and write well in the English language.

- The TAG program features many homework and class assignments that requires being able to read and write in English. Given the nature and purpose of this study (as mentioned above), individuals who are illiterate would not be appropriate for the study.

2.3. **Exclusion Criteria**

4) You are a Vulnerable Person (I.Q. below 70) as designated by MB Corrections.

- Individuals with the designation of Vulnerable Person (VP) are those identified as having an I.Q. of 70 or less. Given the nature of the study (i.e., testing the efficacy of TAG based on the participants' comprehension of the material), VP individuals would not be appropriate for the purpose of this study.

5) You are a former or current therapy client of the Student-Researcher.

- Potential study participants who have a former or present therapeutic relationship with the Student-Researcher will not be approached to participate in the study – this is to manage a conflict of interest (i.e., dual role).

2.4 **Recruitment**

Selection of participants and groups. Participants will be recruited from different locations in HCC including Winding River (WR; unit for offenders struggling with addiction), Assiniboine Treatment Centre (ATC; unit for sex offenders), specific subunits of the Differential Needs Unit (DNU; unit for offenders held in protective custody and gang members), Intensive Supervision Unit (ISU; unit for offenders held in protective custody and gang members), and General Population (GP; location for offenders with no special needs or status). Recruitment will take place between March 1, 2014 and March 1, 2015. Facilitators of the TAG program will recruit for program participants from sub-units as usual (i.e., sign-up sheets, requests from inmates, requests from Correctional Officers, etc.). Facilitators will recruit from two sub-units (experimental and control pairs) at one time. The two sub-units will be chosen at random by the Student-Researcher from across jail units.

Inmates recruited for each TAG program will be eligible for consideration in the study. The names of TAG program participants will be given to the Student-Researcher by TAG facilitators. The Student-Researcher will then approach each candidate for the study – individual meetings will be held in a private office at HCC. The Initial Contact Script will be read to the potential participant by the

Student-Researcher. Inmates may choose not to participate in the study at this point.
Inmates who meet the inclusion criteria (based on self-report) and who would like to participate in the study will then be read the Informed Consent form. The participant who agrees to participate in the study will then sign the consent form. Next, the study procedures would be carried out (see Procedures to be followed above).

2.5 **External Approvals**

Headingley Correctional Centre is a provincial jail in Manitoba that holds inmates sentenced to less than two years of imprisonment as well as remanded individuals.
External approval for conducting this study at HCC has already been approved by the acting Superintendent of Programs Dave Stuart (who is filling in for Josh Cooney – Josh Cooney has also approved this study).
Contact information: (ph.) 831- 4685, (email) David.Stuart@gov.mb.ca

2.6 **Number of Participants**

Sample Size, Power, and Precision

T-test: There are two condition: experimental and control. For each subject, the response is the change score between post- and pre-test. The hypothesis is that the mean change for the experimental group is greater than the mean change for the control group. We use a one-sided two-sample t-test for testing the difference in treatment means at a significance level of 0.05.

I make the assumption that the mean change score for the control is 0.0. I assume that the mean change score for the experimental group is 0.2 (based on pilot data). I also assume a standard deviation of 0.75 for the change score distribution (based on pilot data). Given these assumptions, we require 175 subjects for both the experimental and control group (350 total) to obtain a power of 80%.

ANCOVA: With the dependent variable measured as post-test scores, an effect size of 0.25, standard deviation of 0.75 (without covariate adjustment), correlation of 0.5 between pre and post test scores, and power of 0.8, the total sample size needed is 214 or 107 per (experimental and control) condition.

A.
How many participants will be enrolled in the entire study? (i.e. the entire study world-wide; applies if yours is part of a larger research project)

350participants

B.
How many control participants will be enrolled in the study that you are conducting?

175 participants

2.7 **Access to Records**

All participants in this study will have the following information collected: age, education level, race, pre-arrest employment status, risk of reconviction (LS/CMI scores), number of previous offences,

offence types, total amount of time served, number of incarcerations, ISA scores, jail location (i.e., unit and sub-unit), marital status, sentence status, past correctional programming, and number of previous TAG program taken. This data will be gathered by the Student-Researcher through a provincial computer system called Corrections Offender Management System (COMS). As a MB Justice employee, I have access to COMS at HCC. The data will be kept on a USB that is password protected and encrypted and kept in a locked cabinet. This informationwill be used for descriptive statistics, demographic information for data analysis, and possibly for matching experimental and control group participants. Participants will be aware that the above information will be collected should they consent to participate in the study – this noted in the Informed Consent Form.

As a psychologist working at HCC, I have access to all the above information and so no special permission is needed. This information will not be used to identify potential participants – (the list of names provided to me by TAG facilitators will identify potential participants and TAG participants may choose to self-select into the study after the Initial Contact Script has been read to them).

2.8 **Deception:**
Is deception being used in this research?

No.

3. STUDY DATES AND FUNDING INFORMATION

Project Period
The REB will grant up to one year for application approvals. In order to extend the proposed end date of the project beyond one year, you must submit an Annual Status Report (found on Moodle) to the REB**.**

Data collection will begin March 1st, 2014 and will continue until March 1st, 2015 (12 months; approx. 30 participants per month – 18 experimental and control (9 pairs) – for a total of 350 participants).

3.1 A.
Start date: March1st, 2014

3.1 B.
End date: March 1st, 2015

Data collection will take about 12 months depending on the size of the groups.

3.2 **Source of Funds**
If you are getting financial support for this study please identify the type of funds, and which organization or individual is funding this?

N/A

3.3 **Restrictions on Disclosures**
N/A

3.4 **Actual or Perceived Conflict of Interest**

Do any of the following statements apply to the Faculty Thesis Advisor, Applicant and/or their partners'/immediate family members? If you answer "Yes" to any of the points below, please explain the situation/connection and explain how you plan to mitigate the actual or perceived conflict of interest.

- Are you currently or have you in the past been affiliated with, have a dual relationship with, or receive funds from any person or organization that you will be working with or recruiting from in order to complete your research (i.e. current/past workplace, practicum site, volunteer site etc)?

Yes

If applicable, please explain:

I am affiliated with HCC – I work as a Psychologist in the jail. TAG is a pre-existing (yet new) program at HCC. TAG is related to my M.A. thesis.

The potential for a dual role with my participants exists (i.e., therapist and Student-Researcher). Former or current clients will not be approached to participate in the study. (This is not likely to happen anyway given that the sub-units from which I have clients are excluded from this study i.e., mentally disordered offender sub-units – these sub-units generally hold Vulnerable Persons, illiterate individuals, persons with learning disabilities, persons with fetal alcohol syndrome, individuals who experience psychosis, and individuals with major Axis I and II disorders – individuals who are not appropriate for this study and who have been excluded. As a therapist at HCC, I am restricted to working with the sub-units to which I have been assigned.)

Risk of breach of confidentiality will be minimized by ensuring that data and materials related to the study will be stored appropriately and data will be coded (apart from the Participant Identification form). This will be discussed with the participant in the Informed Consent Form.

• Will you receive personal benefits in connection with this study over and above the direct cost of conducting this study? For example, being paid by the organization for consulting. (Reminder: receiving a "finder's fee" for each participant enrolled is not allowed).

N/A

If applicable, please explain:

• Do you have a non-financial relationship with the organization or individuals affiliated with the organization from which participants will be recruited (such as practicum student, intern, unpaid consultant, advisor, board member or other nonfinancial interest)?

N/A

If applicable, please explain:

• Do you have direct financial involvement with the sponsor (source of funds) via ownership of stock, stock options, or membership on a board?

N/A

If applicable, please explain:

• Do you hold patent rights or intellectual property rights linked in any way to this study or its sponsor (source of funds).

N/A

4. RISK LEVEL

4.1. **Sites for Study**

The research will be conducted at Headingley Correctional Centre – a provincial jail in Manitoba. The study will be carried out in a private office (i.e., Consent form, Participant Information form, SOS-SR, TAS) and in a class room setting (i.e., TAS, TAG program, and TAG Process Evaluation).

4.2 **Determining Level of Risk**

After reviewing the risk criteria outlined in the TCPS 2, state level of risk in your study and explain your rationale for why you have chosen this level.

Minimal

As a result of reflecting on and answering self-report questionnaires about thinking awareness and motivation level, there is a minimal risk of participants experiencing some degree of stress while participating in this study. If any stress or discomfort is experienced as a result of participating in the study, participants are instructed in the Informed Consent Form to speak to the Student-Researcher about their concerns so that they may be addressed appropriately (i.e., referral for counselling, taking a break, or dropping out). Moreover, participants are informed in the Informed Consent Form that they are able to withdraw from the study at any time without penalty.

There is also the risk of breach of confidentiality. The Student-Researcher is taking measure to protect the participant information (i.e., keeping study materials in locked filing cabinet and password-protected and/or encrypted USB).

4.3. **Peer Review**

For research that is more than minimal risk, the REB must be satisfied about both the **value and the scientific validity** of the study. Under some circumstances, and depending on the level of risk, the REB may request that a peer review be conducted as a condition of approval to assess value and/or scientific validity.

N/A

5. PARTICIPANT INFORMATION AND CONSENT PROCESS

5.1. **Time Requested of Participants** (Includes full participation, waitlist, control group, volunteers)

How much time will a participant be asked to dedicate to the research study?

Experimental group

This group will spend about 5 mins filling out the Participant Identification form) and about 30 mins filling out a 72-item scale (i.e., SOS-SR) prior to the start of the TAG program. This group will also fill out the 12-item TAS twice during the study – this will take about 10 mins in total (once at the start of the program and once at the end of the program). Total time for participation is 45mins.

Control group

This group will spend about 5 mins filling out the Participant Identification form and about 30 mins filling out a 72-item scale (i.e., SOS-SR) prior to the start of the TAG program. In addition, the control group will fill out the 12-item TAS twice (on the same days as the experimental group) – this will take about 10 mins in total. Total time for participation is 45 mins

5.2 **Risks**

Describe what is known about the risks (harm) of participating in the proposed research and any possible vulnerability that needs to be considered, including relevant literature related to the risks. In what ways will you address these risks should they arise?

Risks to participants

- As a result of reflecting on and answering self-report questionnaires about thinking awareness, motivation level - there is a minimal risk of participants experiencing some degree of stress while participating in this study.

- There is the risk of breach of confidentiality.

Management of risks

- If any stress or discomfort is experienced as a result of answering self-report questionnaires in the study, participants are instructed in the Informed Consent Form to speak to the Student-Researcher about their concerns so that they may be addressed appropriately. This may include:
  1/ decide not to answer a particular question
  2/ take a break from answering questions
  3/ decide not to participate in the study anymore before your part in the research is finished
  Moreover, participants are informed in the Informed Consent Form that they are able to withdraw from the study at any time.
  The Student-Researcher will be accessible to the participant at HCC Monday-Friday 8-4. Participants have access to her direct phone line – phone calls are granted by Correctional Officers at the inmate's request.

- The Student-Researcher is taking measure to protect participant information (i.e., keeping study materials in locked filing cabinet and password-protected and/or encrypted USB).
- Article 9.1 of the TCPS2 requires researchers to seek community engagement in a number of situations involving Aboriginal research. Mr. Michael Pierre is an Elder at HCC and Miss Bonnie Prince is an Aboriginal Liaison at HCC. They have agreed to sit on the Oversight Committee for Cultural Sensitivity. Mr. Pierre and Miss Prince have agreed to provide consultation with regards to collecting and interpreting data. This will require a few hours of review and discussion with Jocelyne Lemoine prior to the start of the study. This will also require a few hours of review and discussion with Jocelyne Lemoine once results have been obtained. There will also be communication during the data collection phase as needed. The data collection is expected to take up to one year from the study's start date (i.e., March 2014).

5.3 **Benefits**

Describe what is known about the potential benefits that could arise from participating in the proposed research for participants, the profession and for wider society. For research that is moderate or high risk, include relevant literature related to the benefits of participating in the study.

The benefits include:

In terms of benefits, it is possible that participants may experience a certain degree of increased insight and self-awareness as a result of reflecting on and answering self-report questionnaires.

5.4 **Reimbursements and Incentives for Participation**

Describe any reimbursement for expenses (e.g. meals, parking, medications, transportation costs) or payments/gifts-in-kind (e.g. honoraria, gifts, prizes, lotteries or draws, credits) to be offered to the participants. Provide full details of the amounts, payment schedules, and value of gifts-in-kind.

Prior to the start of the study, participants will have the opportunity to indicate on the Participant Identification Form and Informed Consent Form whether they would like to receive a Certificate of Participation. The Student-Researcher will provide the certificate after all data collection has been completed. Completion of this study is not required for participants to receive the certificate; therefore, if participants choose to withdraw from the study at any time, they may still receive the certificate.

5.5 **Assessment of Capacity**

A. **Initial assessment of capacity for the purposes of informed consent**

Will every participant have the capacity to give fully informed consent on his/her own behalf? Please provide rationale for your decision.

Yes

It is assumed that all participants will have capacity to consent on his own behalf – all participants will be adults;literate; fluent in English; and intelligent (i.e., Vulnerable Persons defined as persons with I.Q. below 70 will be screened out). In addition, the study is straightforward and contains no deception.

Because of the aforementioned points, it is assumed that all participants will have the capacity to understand relevant information presented about a research project, and to appreciate the potential consequences of their decision to participate or not participate.

B. **Ongoing assessment of capacity**

How would capacity be assessed throughout the research? This includes each occasion in which you are in contact with your participants.

Experimental Group

Aside from the initial meeting (i.e. recruiting/consent), the Student-Researcher will meet with experimental group participants once more at the end of the TAG program to administer the TAG Process Evaluation – the Informed consent will be revisited prior to filling out this form.

Control Group

Aside from the initial meeting (i.e. recruiting/consent), the Student-Researcher will meet with control group participants two more times during the study – two TAS administrations prior to the TAG program – the Informed consent will be revisited prior to filling out the second TAS.

It is unlikely that the status (age, I.Q., literacy, and fluency in English) of study participants will change for the duration of the study (approx. 1 week for experimental group participants and control group participants). In addition, all study participants will be made aware in the Informed Consent Form that they can contact the Student-Researcher at any point during the study if they have questions (i.e.,Should I have any questions for the Student-Researcher in the future, I know I can call her at the number listed above.)

5.6 **Explanation of Consent and Assent Forms to Potential Participants**

Please explain the general process for consent:

- How would consent form be reviewed?

The Student-Research and prospective participant will meet in a private office in the jail. The Initial Contact Script will be read the prospective participant. At this point, the prospective participant may choose not to participate in the study. If the prospective participant is interested in participating in the study at that time, the Student-Researcher will review the Informed Consent Form with the prospective participant (that explains this study in detail). The consent form will be read to the prospective participant while ensuring that the participant understands the information (by checking in with the prospective participant about whether clarification is needed and by giving opportunities for questions).

- Who would be involved in each step of this process?

Only the student-researcher will be involved during the initial consent process.

- How will time be considered in this process to assure that there is no undue influence present?

The Initial Contact Script states the following: "If you are interested in participating in the study at this time, I will review a form with you that explains this study in detail. After we review the form, you may decide that you want to participate in the study. Or, you may decide that you want more time to think about whether you want to participate. In that case, I would leave the form with you and advise you to take as much time as you need to review the form; however, I would like to check back with you within a day or two. You may also call me at *** with questions."

The first assessment (i.e., SOS-SR) for the experimental group does not have to take place immediately after the consent form is read. The SOS-SR can be administered (in a private office) whenever the potential participant agrees to participate in the study and signs the consent form.

The prospective participant will have about two weeks to consider his participation given that TAG facilitators will provide the Student-Researcher with a list of program participants about2 weeks prior to the delivery of the program.

5.7 **Explanation of Assent Forms to Potential Participants**

Please explain whether or not you will be using an assent form in your study, and if so, the general process for assent:

I will not be using an assent from in my study. It is assumed that all eligible participants (which excludes Vulnerable Persons i.e., IQ below 70 and minors) will be able to understand the nature and consequences of the research and have the capacity to make the decision to participate or not.

5.8. **Assistance with Consent**

If you are including individuals who may require accommodations regarding consent, what are your plans for making those accommodations?

N/A. No accommodations have been made.

SECURITY OF DATA AND CONFIDENTIALITY OF PERSONAL INFORMATION FOR STUDY

6.1. **Confidentiality of Data**

How will data be stored?

Research materials such as the Informed Consent Form, Participant Identification Form, questionnaires etc., will be kept in a locked filing cabinet at HCC. All electronic data will be kept on a password-protected (and encrypted if possible) external hard drive (i.e., USB) that will be stored in a locked filing cabinet at the correctional centre.

In the event that data needs to be transported, all identifying information will be removed from the data (i.e., coded information). The data will be stored on a password-protect (and encrypted if possible) USB and transported in a locked portable safe.

Data will be analyzed using SPSS on my personal lap topoutside of HCC – all work on SPSS (i.e., data input and statistical analyses) will be saved on the password-protected (and encrypted if possible) USB (this means data will not be stored/saved on my laptop – it will be stored/saved on a USB). The USB will be kept in a locked file cabinet in the Student-Researcher's home when not kept at HCC.

Personal information on participants retrieved from the COMS system will be organized and kept in Excel spreadsheets/Word documents and stored/saved on a password-protected (and encrypted if possible) USB that will be kept in a locked file cabinet at HCC.

How will security of the data be maintained?

All research materials and electronic data will be kept in a locked filing cabinet at the correctional centre. Only the Student-Researcher will have a key to the cabinet.

Describe how the personal information and identity of research participants will be protected both during and after the research study, including how participants will be identified on data collection forms.

Any information related to participants' personal identity resulting from research will be kept confidential. Only the Participant Identification Form will include the participant's first name, last

name, date of birth, and offender number (identifying information). The Consent from will also contain the participant's first and last name. The Participant Identification Form and Consent Form will be kept in a locked file cabinet in the correctional centre at all times. All other research materials (i.e., forms, questionnaires, scales) will be identified by participant number only (coded information). Data from forms, questionnaires, scales, and COMS will also be transferred onto excel spreadsheets saved on a password protected(and encrypted of possible) external hard drive (i.e. coded information).

If any data or images are to be kept on the Web, what precautions have been taken to prevent it being copied?

N/A

6.2. **Access to the Data by Persons within the School**
Who will have access to the data?

Only the Student-Researcher, Jocelyne Lemoine, and her research advisor Dr. Larry Axelrod will have access to the research materials and data.

How will all of those who have access to the data be made aware of his or her responsibilities?

Dr. Axelrod has experience with social science research and is familiar with procedures for confidentiality, storage, and transportation of data. He may also wish to refer to the Consent Form and/or Student Researcher for addition guidance.

6.3. **Access to Data by Persons Outside of the School**
A.
Will any data that identifies individuals be available to persons or agencies outside of the Adler School of Professional Psychology-Vancouver Campus?

No one apart from the Student-Researcher will have access to participants' identifying information. The corrections staff and facility will not be given any of the personal information I have gathered for the purposes of this study. Statisticians Brenden Dufault and Dr. Koulis will have access to coded data for data analysis purposes. Brenden Dufault and Dr. Koulis have experience with social science research and are familiar with procedures for confidentiality, storage, and transportation of data. Dr. Markesteyn and Dr. Weinrath may also have access to coded data for input/discussion purposes with the Student-Researcher. Dr. Markesteyn and Dr. Weinrath also have experience with social science research and are familiar with procedures for confidentiality, storage, and transportation of data

B.
If YES, describe in detail.

N/A

6.4 **Storage of Data**
Give details of how and where the data will be stored in a secure manner a) during your research

study, and b) for the 5 years once your research is complete. Also provide information about how you plan to destroy the data (including any recordings) after the 5 year time frame.

All research materials and data (i.e., forms, questionnaires, and scales) will be kept in a locked filing cabinet belonging to the Student-Researcher at the correctional centre. All electronic data will be kept on a password-protected (and encrypted if possible) external hard drive that will be stored in the locked filing cabinet belonging to the Student-Researcher at the correctional centre.

After the study has been presented, all of the physical materials (i.e., forms, questionnaires, scales) and electronic data will be kept for five years in the locked cabinet at HCC then destroyed either by shredding or deleting.

6.5 **Future Use of Data**

The following is noted in the Consent form: "The Student Researcher will publish the results of the research in her thesis. She may also write or speak about the research. Your name and other information about you will NOT be included in any writing or presentation."

6.6 **Summary of Results to Participants**

Participants will be made aware of the option to receive a summary of the study finding in the Consent form. Participants will indicate whether they would like a summary of the study findings on the Participant Identification form and will provide an address at which it can be mailed. Providing a summary of results to the participants is a common research practice. This is based on the ethical principle of beneficence.

6.7 **Withdrawal of Data**

How will participants be informed of their right to request their data be withdrawn from the study, and what procedures would need to happen for that to take place? (i.e. information on consent form, script for withdrawal options or process, etc.)

Participants will be made aware of their right to withdraw their data from the study in the Informed Consent form: "I have the option of removing my data from the study before data analysis begins (i.e., March, 2015"

In order to withdraw data prior to data analysis, the Student-Research will match the participant number (i.e., coded data) with the participant's name and delete/destroy all data associated with the participant code.

For more details see TCPS 2 Chapter 3, Article 3.2 Section D

7. APPLICATION SUBMISSION AND DOCUMENTATION

7.1 **Process for Submitting REB Application**

1) REB Submission Form

2) This Application

3) TCPS 2 Tutorial Certificate

7.2 **Letter of Initial Contact with External Institutions or Agencies**

Include scripts or written communication with external organizations seeking assistance from or for recruitment:

None.

7.2. **Advertisements to Recruit Participants**

There are no advertisements. TAG facilitators will provide me with the list of participants who sign up for the programs. I will approach participants from the list.

7.3. **Script(s) for Initial Contact with Participants**

Scripts for verbal contact or copies of written text for initial participant contact:
Appendix A is the initial participant contact script.

After the participant has agreed to participate in the study and has signed the Informed Consent Form, the Participant Identification form in Appendix B will be filled out.

7.4. **Consent Forms**

*Participant Consent form – See Appendix C and D

- There are two versions of the Informed Consent Form – one for the experimental group ('Group A') and one for the control group ('Group B'). To enhance the scientific rigour of the study, study participants will not be told whether they are part of the experimental or control group – these labels may prime participants to respond in expected ways. Rather, participants will be assigned to 'Group A' or 'Group B'.

7.5. **Assent Forms**

N/A

7.6. **Research Methods**

Appendix E contains the Thinking Awareness Scale (TAS); Appendix F contains the Self-Improvement Orientations Scheme – Self Report (SOS-SR);

7.7. **Additional Appendices**

A. **Other documents**

Appendix G contains an example of the Certificate of Participation for study participants – the actual certificate will be similar.

B. **Web site use**

N/A

Please insert all Appendices below:

Appendix A

Initial Contact Script

My name is Jocelyne Lemoine and I am a Student-Researcher and psychologist at Headingley. It has come to my attention that you have signed up for a program called Thinking Awareness Group (TAG). I'm running a study at Headingley connected to the TAG program. The purpose of the study is to determine how helpful the TAG program is for its participants. As a participant in this study, you would answer questionnaires. Your participation in these questionnaires will not affect your participation in the TAG program. Also, you are able to receive a Research Participation Certificate if you choose to participate in this study. If you would like to participate, you must meet the following conditions:

1) You are at least 19 years old.
2) You are not a Vulnerable Person (I.Q. below 70) as designated by MB Corrections.
3) You are able to communicate well in the English language.
4) You are able to read and write well in the English language.
5) You are not a past or present therapy client of the Student-Researcher.

If you are interested in participating in the study at this time, I will review a form with you that explains this study in detail. After we review the form, you may decide that you want to participate in the study. Or, you may decide that you want more time to think about whether you want to participate. In that case, I would leave the form with you and advise you to take as much time as you need to review the form; however, I would like to check back with you within a day or two. You may also call me at *** with questions.

Your decision to participate in this study is completely voluntary and refusal to participate will not change anything about your present circumstances at Headingley.

Appendix B

Participant Identification Form

Participant No. _____
Name (first and last): *(Please Print)* _____
Date of birth: _____
Offender number: _____
Unit: _____ Sub-unit: _____
Sentence status: _____ Remand status _____ Dual status _____ Sentenced
Dropped out _____ *Removed* _____ *Transferred* _____

Eligibility Criteria

_____ Your are at least 19 years of age
_____ You are not not a Vulnerable Person (i.e., IQ below 70) as designated by MB Corrections
_____ You are able to communicate well in the English language.
_____ You are able to read and write well in the English language.
_____ You are not a former or current therapy client of the Student-Researcher.

Participant Incentive

_____ Yes, I would like a Research Participation Certificate following the collection of data.

Findings

_____ Yes, I would like a summary of the findings of the study.
Address:
_____
_____
_____

_____ Group A	_____ Group B

Appendix C

Informed Consent Form (Group A

The Researcher

This research is being done by **Student Researcher Jocelyne Lemoine**. She is doing this research for her Masters Thesis at Adler School of Professional Psychology. Jocelyne also works at Headingley Correctional Centre. Her contact information is below:

Student-Researcher: Jocelyne Lemoine B.A. (Hons.) ***

Jocelyne is working with a Faculty Advisor from her School. His contact information is below:

Faculty Advisor: Larry Axelrod PhD (604) 482-5513
E-mail: laxelrod@adler.edu

The research has been approved by Dave Stuart, the Superintendent of Programs, and by the Adler School Research Ethics Board (REB). **If you have any concerns about the Research** you can contact the Chair of the REB. Her contact information is below

REB Chair: Debbie Clelland PhD (604) 699 3570
E-mail: dclelland@adler.edu

The Research

The purpose of this research is to determine how helpful the TAG program is for its participants.

This research asks you to answer two different sets of questions.You will answer the first set of questions before you begin the Thinking Awareness Group (TAG). This set of questions looks at your motivation –things about you related to changing your behaviour This will take about 30 minutes. You will answer the second set of questions twice – once before you begin of TAG and once after you finish TAG. The second set of questions looks at how much you agree with different statements related to changing your behaviour. This will take about 5 minutes each time.

Before you begin, the research also asks you some questions about yourself - your name, offender number, date of birth, jail location, and sentence status. This will take about 5 minutes.

This whole process will take about 45 minutes of your time in total.
In order to better understand the information gathered, the Student Researcher will also use information about you from the province's computer system. The Corrections Offender Management System (COMS) has information about things like your age, race, education, past correctional programs taken, and history of offences.

The Research is Confidential

You will be given a Research Number at the beginning of the Research. Only the Student Researcher will know which Number goes with which name. No one else will know what your answers are to the different questions. The information collected will be kept in a locked cabinet for five years and then it will be destroyed.

The Research is Voluntary

You can decide if you want to participate in the research. There will be no penalty if you say "no."

The Results of the Research

The Student Researcher will publish the results of the research in her thesis. She may also write or speak about the research. Your name and other information about you will NOT be included in any writing or presentation.

If you want a summary of the results you can ask for them below on this form.

The Risks and Benefits

You might feel some stress when answering the two sets of questions. If you feel more stress than you want, you can:

1/ decide not to answer a particular question
2/ take a break from answering questions
3/ decide not to participate in the study anymore before your part in the research is finished

You may also feel you have learned something about yourself as a result of answering the questions.

If you decide to participate, you can receive a Research Completion Certificate. The Certificate is meant to recognize your participation in this study.

There is always the risk ofyour information being shared accidentally. The Student Researcher is taking steps to prevent this from happening by providing you with a Participant Number and storing your information securely.

Consent for this Research:

- I understand that this research is voluntary and confidential.
- I can refuse to answer any question.
- I can choose to stop participating at any time until my part in the research is finished
- I have the option of removing my data from the study before data analysis begins
- I agree that the Student Researcher can use information from COMS, including:
  age, education level, marital status, pre-arrest employment status, sentence status, race, risk of reconviction (LS/CMI scores), number of previous offences, offence types, total amount of time served, number of incarcerations, ISA scores, jail location (i.e. unit and sub-unit), sentence status, past correctional programs taken, and number of previous TAG program taken.
- I understand that I have not given up any legal rights concerning this research by consenting

I have read and understood this consent form.
I have received a copy of this consent form for my own records.
Should I have any questions for the Student-Researcher in the future, I know I can call her at the number listed above.
By signing below, I am giving my consent to participate in this study.

_____ _____
Participant Signature Date

_____
Participant Name (Print)

I would like to receive a summary of the results of this research:

_____ Yes

Appendix D

Informed Consent Form (Group B)

The Researcher

This research is being done by **Student Researcher Jocelyne Lemoine**. She is doing this research for her Masters Thesis at Adler School of Professional Psychology. Jocelyne also works at Headingley Correctional Centre. Her contact information is below:

Student-Researcher: Jocelyne Lemoine B.A. (Hons.) ***

Jocelyne is working with a Faculty Advisor from her School. His contact information is below:

Faculty Advisor: Larry Axelrod PhD (604) 482-5513
E-mail: laxelrod@adler.edu

The research has been approved by Dave Stuart, the Superintendent of Programs, and by the Adler School Research Ethics Board (REB). **If you have any concerns about your participation in this research,** you can contact the Chair of the REB. Her contact information is below

REB Chair: Debbie Clelland PhD (604) 699 3570
E-mail: dclelland@adler.edu

The Research

The purpose of this research is to determine how helpful the TAG program is for its participants.

This research asks you to answer two different sets of questions. You will answer the first set of questions before you begin the Thinking Awareness Group (TAG). This set of questions looks at your motivation –things about you related to changing your behaviour This will take about 30 minutes. You will answer the second set of questions twice before you begin of TAG. The second set of questions looks at how much you agree with different statements related to changing your behaviour. This will take about 5 minutes each time.

Before you begin, the research also asks you some questions about yourself - your name, offender number, date of birth, jail location, and sentence status. This will take about 5 minutes.

This whole process will take about 45 minutes of your time in total.

In order to better understand the information gathered, the Student Researcher will also use information about you from the province's computer system. The Corrections Offender

Management System (COMS) has information about things like your age, race, education, past correctional programs taken, and history of offences.

The Research is Confidential

You will be given a Research Number at the beginning of the Research. Only the Student Researcher will know which Number goes with which name. No one else will know what your answers are to the different questions. The information collected will be kept in a locked cabinet for five years and then it will be destroyed.

The Research is Voluntary

You can decide if you want to participate in the research. There will be no penalty if you say "no."

The Results of the Research

The Student Researcher will publish the results of the research in her thesis. She may also write or speak about the research. Your name and other information about you will NOT be included in any writing or presentation.

If you want a summary of the results you can ask for them below on this form.

The Risks and Benefits

You might feel some stress when answering the two sets of questions. If you feel more stress than you want, you can:

1/ decide not to answer a particular question
2/ take a break from answering questions
3/ decide not to participate in the study anymore before your part in the research is finished

You may also feel you have learned something about yourself as a result of answering the questions.

If you decide to participate, you can receive a Research Completion Certificate. The Certificate is meant to recognize your participation in this study.

There is always the risk of your information being shared accidentally. The Student Researcher is taking steps to prevent this from happening by providing you with a Participant Number and storing your information securely.

Consent for this Research:

- I understand that this research is voluntary and confidential.

- I can refuse to answer any question.
- I can choose to stop participating at any time until my part in the research is finished
- I have the option of removing my data from the study before data analysis begins)
- I agree that the Student Researcher can use information from COMS, including:
  age, education level, marital status, pre-arrest employment status, sentence status, race, risk of reconviction (LS/CMI scores), number of previous offences, offence types, total amount of time served, number of incarcerations, ISA scores, jail location (i.e. unit and sub-unit), sentence status, past correctional programs taken, and number of previous TAG program taken.
- I understand that I have not given up any legal rights concerning this research by consenting

I have read and understood this consent form.
I have received a copy of this consent form for my own records.
Should I have any questions for the Student-Researcher in the future, I know I can call her at the number listed above.
By signing below, I am giving my consent to participate in this study.

_____ _____

Participant Signature Date

_____

Participant Name (Print)

I would like to receive a summary of the results of this research:

_____ Yes

Appendix E

Thinking Awareness Scale

Participant No. _____ **Date** _____

THINKING AWARENESS SCALE

1	2	3	4	5	6	7
STRONGLY DISAGREE	**DISAGREE**	**SLIGHTLY DISAGREE**	**NEUTRAL**	**AGREE SLIGHTLY**	**AGREE**	**STRONGLY AGREE**

1.	How I think determines how I act.	1 2 3 4 5 6 7
2.	Often things just happen and I have no control over my behaviour.	1 2 3 4 5 6 7
3.	I am in control of my behaviour.	1 2 3 4 5 6 7
4.	Fate or luck determine what happens to me.	1 2 3 4 5 6 7
5.	Being aware of what I am thinking before I act puts me in control of my behaviour.	1 2 3 4 5 6 7
6.	Other people and events control me more than I do.	1 2 3 4 5 6 7
7.	How I feel determines how I act.	1 2 3 4 5 6 7
8.	My beliefs and my values influence my thinking.	1 2 3 4 5 6 7
9.	My thoughts determine how I feel.	1 2 3 4 5 6 7
10.	When things go wrong they go very wrong – there's no turning back.	1 2 3 4 5 6 7
11.	I am not in control of my emotions.	1 2 3 4 5 6 7
12.	Thinking of consequences before I act put me in control of my behaviour.	1 2 3 4 5 6 7

Appendix F

Self-Improvement Orientation Scheme – Self Report

Participant No. _____ Date _____

This questionnaire seeks your opinion about various aspects of your life and current situation. Read each question and consider how it may apply to you at this point in time. Using the scale at the top of each page, rate the degree to which you agree or disagree with each question and put the number on the line beside the corresponding question.

-2	-1	0	+1	+2
STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

_____ 1. I can think of at least one positive thing that has happened to me during the past year.
_____ 2. I have a good understanding of my strengths and weaknesses.
_____ 3. I enjoy being around other people.
_____ 4. I think I am open-minded about most things.
_____ 5. I plan regular exercise into my day-to-day routine.
_____ 6. I often think about making a few changes in my life.
_____ 7. When I get sick, I usually go to the doctor right away.
_____ 8. If I really think about it, there are things I could change to make my life better.
_____ 9. I would rather watch a movie with lots of action rather than a deep story.
_____ 10. I try to remember new words or phrases when I hear them.
_____ 11. I usually 'tune out' people who disagree with me.
_____ 12. Love and happiness aren't that important to me.
_____ 13. I am willing to make the necessary sacrifices to accomplish my goals.
_____ 14. I think I am doing what is needed to improve my life.
_____ 15. Some people have their doubts about my chances of having a better life.
_____ 16. Counseling or a special program would help me make changes in my life.
_____ 17. People close to me are willing to help me improve my life.
_____ 18. I feel really determined to improve things in my life right now.
_____ 19. I use my 'head' rather than 'heart' when making decisions.
_____ 20. Making changes in my life is not that easy.
_____ 21. I don't like to admit my mistakes to others unless I have to.
_____ 22. My lack of confidence prevents me from accomplishing things in life.
_____ 23. I have no complaints about how my life has turned out.
_____ 24. People think I should change my life, but I think I'm fine the way I am.
_____ 25. I have strong willpower when I want to.
_____ 26. I think people with problems can benefit by taking a treatment program.
_____ 27. It doesn't really bother me that I haven't done more with my life.
_____ 28. I am the type of person who accepts challenges and believes I will succeed.
_____ 29. If I want something to happen, I do it myself rather than wait for someone else to do it.
_____ 30. Most people would describe me as shy and distant.
_____ 31. I often ignore problems.
_____ 32. If I try to improve my life it will only be to please other people.

_____ 33. Changing my life will be difficult because of where I live or work.
_____ 34. People who know me, approve of me trying to change my life.
_____ 35. 'Professional help' can be useful for a person who wants to change.
_____ 36. People who know me, would say that I like to take the easy way out of things.
_____ 37. I usually have a poor attitude about myself.
_____ 38. Most of the things that haven't worked out for me were due to bad luck.
_____ 39. I have trouble taking advice from others.
_____ 40. I would consider making changes in my life, but now is not a good time to start.
_____ 41. I know I need to change something in my life, but I just don't know what it is.
_____ 42. There are too many obstacles preventing me from getting the help I need to change my life.
_____ 43. When it gets right down to it, I have never made a serious effort to improve my life.
_____ 44. 'Professional help' may be useful in making my life better.
_____ 45. Other people should just accept me the way I am rather than expect me to change.
_____ 46. Even though I have a few faults, I think I am a pretty good person.
_____ 47. When I make decisions, I listen to what others have to say before making up my own mind.
_____ 48. At this point in time, I am not overly keen to make changes in my life.
_____ 49. There is enough help available to me if I want to change my life.
_____ 50. Whenever I tried to improve my life, I've felt good about trying even if things haven't worked out in the long run.
_____ 51. There really is nothing stopping me from accomplishing my goals.
_____ 52. I want to make changes in my life so I feel better about myself.
_____ 53. Once I make a decision, it is pretty hard for me change my mind.
_____ 54. I usually deal with stress by trying to figure out why I am stressed in the first place.
_____ 55. I have friends or family who have made better lives for themselves.
_____ 56. People will lose trust in me unless I make changes in my life.
_____ 57. Even though I have some faults, they really won't get in the way of improving my life.
_____ 58. I don't enjoy reading.
_____ 59. My life could be better if I make some small changes right now.
_____ 60. If I'm to make changes in my life, I'll probably need to take a specific program.
_____ 61. When I have problems, my first instinct is to try to forget about them.
_____ 62. When learning something new, I usually pay attention to the basics rather than the details.
_____ 63. When I have problems, I usually try to 'cool down' before dealing with the problem.
_____ 64. I have taken several courses/programs that were supposed to change my life.
_____ 65. I believe my life will turn out the way I want it to.
_____ 66. There are some things I am not very good at.
_____ 67. I can be easily influenced by other people.
_____ 68. I think I do some things better than most people.
_____ 69. When I have a problem, I usually think things through before acting.
_____ 70. I like to spend my free time alone doing my own thing.
_____ 71. It is easy for me to adjust my daily schedule to get the help I need.
_____ 72. I can improve my life on my own.

Appendix G

Certificate of Participation

Certificate of Participation

This award is presented to

_____

for participation in

_____

by: _____

On the _____ Day of _____ In the Year _____.

Signed,

_____

Certificate Provided by www.hooverwebdesgin.com