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APPENDIX A – STUDY 1

THE CAUSES AND CONSEQUENCES OF SHAME

Instructions

Please read all the instructions carefully before answering any questions.

The present study is aimed at developing an understanding of the different ways in which people experience the emotion of shame. After providing some general information in a brief survey you will be asked to describe a situation which resulted, for you, in feelings of intense shame. Please use your own understanding of shame in order to identify such a situation. We know that such experiences can be painful and difficult to talk about, but psychologists know little about this emotion and your contribution would be greatly appreciated by the researchers.

You will also be asked to answer a series of questions relating to your experience of this situation in terms of how you felt, the thoughts you had, urges you may have experienced, and any behaviours or actions taken as a consequence of the incident. In order to do this, try to imagine yourself in the actual situation you have identified. You may like to close your eyes for a few minutes while you relive the experience.

Sometimes an emotional response to a situation can be brief. At other times the impact may be ongoing, lasting hours, days, weeks or even years. You will be asked to consider the long-term as well as the short-term impact of your experience of shame.

Please now take a couple of minutes to immerse yourself in the experience you wish to describe. When you feel ready, proceed to the next page. Please note that there are *five* parts (A, B, C, D, & E) to this study. Please answer all questions carefully.

PART A – General Information

1. Age: _____
2. Gender: Male ☐
Female ☐
3. Religion: _____

PART B

Using your own understanding of the emotion of shame, describe, in detail, a situation in which you felt ashamed. Please note that the confidentiality of your response will remain paramount for the researchers.

PART C

Please answer the following questions in relation to the experience of shame you described in Part B. Questions 1-6 relate to the period of time immediately after the incident.

1. How did you *feel* immediately after the incident?
2. Describe any *physical responses* or *sensations* you may have experienced.
3. Describe any *urges* you may have had to do or say things which you may not have actually followed through on.
4. What *thoughts* were going through your mind? Please provide a detailed response here.
5. Did you *say* anything? If yes, what did you say and to whom? If no, why not?
6. Did you *do* anything? Please describe any behaviours or actions which may have followed immediately after the shameful experience.

Questions 7-10 relate to the ongoing impact of the experience you have identified.

7. Describe the impact this experience of shame had on you over the course of the next *twenty four hours*.
8. Describe the impact this experience of shame had on you over the course of the following *week*.
9. Describe the impact this experience of shame had on you over the course of the following *month*.
10. Describe any impact of the experience of shame which may have endured for periods *in excess of one month*.

Questions 11 relates to the overall experience of shame.

11. Describe any techniques you may have used in order to cope with or help manage the impact of the shame experience.

PART D

1. Please rate the intensity of the shame you experienced in your described situation (Circle the appropriate number).

1 2 3 4 5 6 7
Very Mild Extremely Intense

2. Sometimes situations which cause us to feel ashamed can also induce other emotions. Please rate the intensity of the following emotions in relation to the shaming situation which you described.

a) Anger

1	2	3	4	5	6	7
Very Mild						Extremely Intense

b) Sadness

1	2	3	4	5	6	7
Very Mild						Extremely Intense

c) Guilt

1	2	3	4	5	6	7
Very Mild						Extremely Intense

d) Disgust

1	2	3	4	5	6	7
Very Mild						Extremely Intense

e) Anxiety

1	2	3	4	5	6	7
Very						Extremely
Mild						Intense

3. Sometimes shame can make us feel like a failure. Please rate the intensity of your feelings of being a failure?

1	2	3	4	5	6	7
Very						Extremely
Mild						Intense

4. Did you feel a sense of inferiority? Please rate the intensity of your feelings of inferiority.

1	2	3	4	5	6	7
Very						Extremely
Mild						Intense

5. Did you feel a sense of exposure? Please rate the intensity of your feelings of exposure.

1	2	3	4	5	6	7
Very						Extremely
Mild						Intense

PART E

The Relationship Questionnaire

(Bartholomew & Horowitz, 1991)

Following are four general relationship styles that people often report. Place a checkmark next to the letter corresponding to the style that best describes you or is closest to the way you are.

___ A. It is easy for me to become emotionally close to others. I am comfortable depending on them and having them depend on me. I don't worry about being alone or having others not accept me.

___ B. I am uncomfortable getting close to others. I want emotionally close relationships, but I find it difficult to trust others completely, or to depend on them. I worry that I will be hurt if I allow myself to become too close to others.

___ C. I want to be completely emotionally intimate with others, but I often find that others are reluctant to get as close as I would like. I am uncomfortable being without close relationships, but I sometimes worry that others don't value me as much as I value them.

___ D. I am comfortable without close emotional relationships. It is very important to me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me.

Now please rate each of the relationship styles above to indicate how well or poorly each description corresponds to your general relationship style.

Style A

1	2	3	4	5	6	7
Not at all like me			Neutral/ Mixed			Very much like me

Style B

1	2	3	4	5	6	7
Not at all like me			Neutral/ Mixed			Very much like me

Style C

1	2	3	4	5	6	7
Not at all like me			Neutral/ Mixed			Very much like me

Style D

1	2	3	4	5	6	7
Not at all like me			Neutral/ Mixed			Very much like me

APPENDIX B – STUDY 2A

LIFE EXPERIENCES

Instructions

This task consists of providing some general information about yourself plus the completion of a series of psychological scales. You are asked to answer *every* question. There are no right or wrong answers.

PART A – General Information

4. Age: _____
5. Gender: Male ☐
Female ☐
6. Major _____

TOSCA
(Tangney et al., 1989)

Below are situations that people are likely to encounter in day-to-day life, followed by several common reactions to those situations.

As you read each scenario, try to imagine yourself in that situation. Then indicate how likely you would be to react in each of the ways described. We ask you to rate *all* responses because people may feel or react more than one way to the same situation, or they may react different ways at different times.

For example:

A. You wake up early one Saturday morning. It is cold and rainy outside.

- | | |
|--|--|
| a) You would telephone a friend to catch up on news. | ①---2---3---4---5
not likely very likely |
| b) You would take the extra time to read the paper. | 1---2---3---4---⑤
not likely very likely |
| c) You would feel disappointed that it's raining. | 1---2---③---4---5
not likely very likely |
| d) You would wonder why you woke up so early. | 1---2---3---④---5
not likely very likely |

In the above example, I've rated *all* of the answers by *circling* a number. I circled a "1" for answer (a) because I wouldn't want to wake up a friend very early on a Saturday morning – so it's not at all likely that I would do that. I circled a "5" for answer (b) because I almost always read the paper if I have time in the morning (very likely). I circled a "3" for answer (c) because for me it's about half and half. Sometimes I would be disappointed about the rain and sometimes I wouldn't – it would depend on what I had planned. And I circled a "4" for answer (d) because I would probably wonder why I had awakened so early.

Please do not skip any items – rate all responses.

1. You make plans to meet a friend for lunch. At 5 o'clock, you realise you stood him up.

- | | |
|--|--|
| a) You would think: "I'm inconsiderate." | 1---2---3---4---5
not likely very likely |
| b) You would think: "Well, they'll understand." | 1---2---3---4---5
not likely very likely |
| c) You would try to make it up to him as soon as possible. | 1---2---3---4---5
not likely very likely |
| d) You would think: "My boss distracted me just before lunch." | 1---2---3---4---5
not likely very likely |

2. You break something at work and then hide it.

- | | |
|--|--|
| a) You would think: "This is making me anxious. I need to either fix it or get someone else to." | 1---2---3---4---5
not likely very likely |
| b) You would think about quitting. | 1---2---3---4---5
not likely very likely |
| c) You would think: "A lot of things aren't made very well these days." | 1---2---3---4---5
not likely very likely |
| d) You would think: "It was only an accident." | 1---2---3---4---5
not likely very likely |

3. You are out with friends one evening, and you're feeling especially witty and attractive. Your best friend's spouse seems to particularly enjoy your company.

- | | |
|---|--|
| a) You would think: "I should have been aware of what my best friend is feeling." | 1---2---3---4---5
not likely very likely |
| b) You would feel happy with your appearance and personality. | 1---2---3---4---5
not likely very likely |
| c) You would feel pleased to have made such a good impression. | 1---2---3---4---5
not likely very likely |
| d) You would think your best friend should pay attention to his/her spouse. | 1---2---3---4---5
not likely very likely |
| b) You would probably avoid eye-contact for a long time. | 1---2---3---4---5
not likely very likely |

4. At work, you wait until the last minute to plan a project, and it turns out badly.

- | | |
|--|---|
| a) You would feel incompetent. | 1---2---3---4---5 |
| | not likely very likely |
| b) You would think: "There are never enough hours in the day." | 1---2---3---4---5 |
| | not likely very likely |
| c) You would feel: "I deserve to be reprimanded." | 1---2---3---4---5 |
| | not likely very likely |
| d) You would think: "What's done is done." | 1---2---3---4---5 |
| | not likely very likely |

5. You make a mistake at work and find out a co-worker is blamed for this error.

- | | |
|---|---|
| a) You would think the company did not like the co-worker. | 1---2---3---4---5 |
| | not likely very likely |
| b) You would think: "Life is not fair." | 1---2---3---4---5 |
| | not likely very likely |
| c) You would keep quiet and avoid the co-worker. | 1---2---3---4---5 |
| | not likely very likely |
| d) You would feel unhappy and eager to correct the situation. | 1---2---3---4---5 |
| | not likely very likely |

6. For several days you put off making a difficult phone call. At the last minute you make the call and are able to manipulate the conversation so that all goes well.

- | | |
|--|---|
| a) You would think: "I guess I'm more persuasive than I thought." | 1---2---3---4---5 |
| | not likely very likely |
| b) You would regret that you put it off. | 1---2---3---4---5 |
| | not likely very likely |
| c) You would feel like a coward. | 1---2---3---4---5 |
| | not likely very likely |
| d) You would think: "I did a good job." | 1---2---3---4---5 |
| | not likely very likely |
| b) You would think you shouldn't have to make calls you feel pressured into. | 1---2---3---4---5 |
| | not likely very likely |

7. You make a commitment to diet, but when you pass the bakery you buy a dozen donuts.

- | | |
|--|--|
| a) Next, meal, you would eat celery to make up for it. | 1---2---3---4---5
not likely very likely |
| b) You would think: "They looked too good to pass by." | 1---2---3---4---5
not likely very likely |
| c) You would feel disgusted with your lack of will power and self-control. | 1---2---3---4---5
not likely very likely |
| d) You would think: "Once won't matter." | 1---2---3---4---5
not likely very likely |

8. While playing around, you throw a ball and it hits your friend in the face.

- | | |
|---|--|
| a) You would feel inadequate that you can't even throw a ball. | 1---2---3---4---5
not likely very likely |
| b) You would think maybe your friend needs more practice at catching. | 1---2---3---4---5
not likely very likely |
| c) You would think: "it was just an accident." | 1---2---3---4---5
not likely very likely |
| d) You would apologise and make sure your friend feels better. | 1---2---3---4---5
not likely very likely |

9. You have recently moved away from your family, and everyone has been very helpful. A few times you needed to borrow money, but you paid it back as soon as you could.

- | | |
|---|--|
| a) You would feel immature. | 1---2---3---4---5
not likely very likely |
| b) You would think: "I sure ran into some bad luck." | 1---2---3---4---5
not likely very likely |
| c) You would return the favour as quickly as you could. | 1---2---3---4---5
not likely very likely |
| d) You would think: "I am a trustworthy person." | 1---2---3---4---5
not likely very likely |
| b) You would be proud that you repaid your debts. | 1---2---3---4---5
not likely very likely |

10. You are driving down the road, and you hit a small animal.

- | | |
|---|--|
| a) You would think the animal shouldn't have been on the road. | 1---2---3---4---5
not likely very likely |
| b) You would think: "I'm terrible." | 1---2---3---4---5
not likely very likely |
| c) You would feel: "Well, it was an accident." | 1---2---3---4---5
not likely very likely |
| d) You would probably think it over several times wondering if you could have avoided it. | 1---2---3---4---5
not likely very likely |

11. You walk out of an exam thinking you did extremely well. Then you find out you did poorly.

- | | |
|---|--|
| a) You would think: "Well, it's just a test." | 1---2---3---4---5
not likely very likely |
| b) You would think: "The instructor doesn't like me." | 1---2---3---4---5
not likely very likely |
| c) You would think: "I should have studied harder." | 1---2---3---4---5
not likely very likely |
| d) You would feel stupid. | 1---2---3---4---5
not likely very likely |

12. You and a group of co-workers worked very hard on a project. Your boss singles you out for a bonus because the project was such a success.

- | | |
|---|--|
| a) You would feel the boss is rather short-sighted. | 1---2---3---4---5
not likely very likely |
| b) You would feel alone and apart from your colleagues. | 1---2---3---4---5
not likely very likely |
| c) You would feel your hard work had paid off. | 1---2---3---4---5
not likely very likely |
| d) You would feel competent and proud of yourself. | 1---2---3---4---5
not likely very likely |
| b) You would feel you should not accept it. | 1---2---3---4---5
not likely very likely |

13. While out with a group of friends, you make fun of a friend who's not there.

- | | |
|---|--|
| a) You would think: "It was all in fun; it's harmless." | 1---2---3---4---5
not likely very likely |
| b) You would feel small...like a rat. | 1---2---3---4---5
not likely very likely |
| c) You would think that perhaps that friend should have been there to defend himself/herself/ | 1---2---3---4---5
not likely very likely |
| d) You would apologise and talk about that person's good points. | 1---2---3---4---5
not likely very likely |

14. You make a big mistake on an important project at work. People were depending on you, and your boss criticises you.

- | | |
|--|--|
| a) You would think your boss should have been more clear about what was expected of you. | 1---2---3---4---5
not likely very likely |
| b) You would feel like you wanted to hide. | 1---2---3---4---5
not likely very likely |
| c) You would think: I should have recognised the problem and done a better job." | 1---2---3---4---5
not likely very likely |
| d) You would think: "Well, nobody's perfect." | 1---2---3---4---5
not likely very likely |

15. You volunteer to help with the local Special Olympics for handicapped children. It turns out to be frustrating and time-consuming work. You think seriously about quitting, but then you see how happy the kids are.

- | | |
|---|--|
| a) You would feel selfish and you'd think you are basically lazy. | 1---2---3---4---5
not likely very likely |
| b) You would feel you were forced into doing something you did not want to do. | 1---2---3---4---5
not likely very likely |
| c) You would think: "I should be more concerned about people who are less fortunate." | 1---2---3---4---5
not likely very likely |
| d) You would feel great that you had helped others. | 1---2---3---4---5
not likely very likely |
| b) You would feel very satisfied with yourself. | 1---2---3---4---5
not likely very likely |

Self-State Inventory (Young, 1999)

Please circle the number that best represents how you feel about yourself at the present time.

More.....or.....More
3 2 1 0 1 2 3

focused.....or.....distracted
3 2 1 0 1 2 3

weak.....or.....strong
3 2 1 0 1 2 3

tired.....or.....energetic
3 2 1 0 1 2 3

bored.....or.....interested
3 2 1 0 1 2 3

productive.....or.....unproductive
3 2 1 0 1 2 3

sad.....or.....happy
3 2 1 0 1 2 3

social.....or.....isolated
3 2 1 0 1 2 3

joyful.....or.....glum
3 2 1 0 1 2 3

failing.....or.....succeeding
3 2 1 0 1 2 3

calm.....or.....nervous
3 2 1 0 1 2 3

hopeful.....or.....discouraged
3 2 1 0 1 2 3

insecure.....or.....confident
3 2 1 0 1 2 3

proud.....or.....ashamed
3 2 1 0 1 2 3

ambitious.....or.....unmotivated
3 2 1 0 1 2 3

satisfied.....or.....disappointed
3 2 1 0 1 2 3

APPENDIX C

SELF-STATE INVENTORY: VALIDATION AND RELIABILITY STUDY

The Self-State Inventory (SSI; Young, 1999) (see Appendix B) was developed as a measure of the level of self-cohesion as defined by Kohut (1971, 1977) (see Chapter Eight for details). The term self-cohesion essentially reflects the optimal level of human functioning and experience. It is a state of being, however, which is fragile and subject to both transient and prolonged fragmentation.

The sub-scales of the SSI invite respondents to report current feelings on a range of dimensions, identified by Kohut, as reflective of this fragmentation/cohesion continuum. The person who is functioning at the highest level of self-cohesion is likely to experience positive affects such as joy and pride as well as being fully engaged with life such that feelings of interest, being successful, focused and energised are likely to be dominant. The cohesive self is also likely to have a positive view of the future; feeling hopeful and ambitious as well as experiencing an overall sense of calm. On the other hand, as fragmentation becomes more dominant, feelings of sadness, boredom, distraction, fatigue, failure, and a distinct lack of motivation are likely to emerge.

While many of life's experiences impact on the level of self-cohesion in either a minor or major way, one activity which has been shown to have both immediate and long-term *positive* effects, on a wide range of self-based perceptions and feelings, is yoga.

While a variety of schools of yoga exists, each with their own unique characteristics, all approaches address two general realms of human functioning; the physical and the experiential (Baladhi, 1986). The physical aspect of yoga refers to the postures and breathing exercises which are designed to balance and strengthen the body (Kramer, 1980; Rao, 2000; Sarawati, 2001; Yogasindhu, 1997). At the experiential level, yoga is seen to calm the mind (Yogasindhu, 1997), allowing the “true self” to emerge (Malhotra, 2003) and to transcend previously existing limitations (Kramer, 1980).

In general, yoga has been described as improving the quality of life (Malathi et al., 1999), enhancing the sense of well-being (Latha, 2003; Yogasindhu, 1997), promoting self-actualisation (Malathi et al., 1999; Yogasindhu, 1997) and inducing “...a higher order stability and equilibrium of the personality...” (Balhodi, 1986, p. 133). On a more specific level, yoga is reported to promote relaxation (Bhushan & Sinha, 2001; Gura, 2002; Latha, 2003; Rao, 1995, 2000; Saraswati, 2001) reduce negative and increase positive moods (Bhushan & Sinha, 2001; Netz & Lidor, 2003; Yogasindhu, 1997), reduce stress and anxiety (Bhushan & Sinha, 2001; Malathi et al., 1999, Rao, 1995, 2000) and to stimulate increased levels of energy (Kramer, 1980; Latha, 2003; Rao, 2000). Moreover, the mind is seen to become more focused (Kramer, 1980), with improvements in memory and concentration (Bhushan, 2003), and there is a general improvement in the sense of confidence, self-mastery and personal awareness (Rao, 1995; Saraswati, 2001; Yogasindhu, 1997).

Although the terminology differs, the outcomes and goals of yoga are undeniably concordant with the characteristics of the cohesive self as defined by Kohut (1971,

1977). It is thus suggested here, that the practice of yoga provides a means by which the validity of the Self-State Inventory can be assessed.

METHOD

Participants

The participants in this study were 35 adult students of Iyengar yoga. Thirteen of these students were enrolled in an introductory yoga course, 12 in an intermediate level course and 10 in an advanced course.

Procedure

Permission to conduct the study was firstly obtained from the yoga teacher. While students were preparing for their classes, the requirements of the study were explained and students were invited to contribute to the project. Participation was voluntary. Those who agreed to participate then completed the Self-State Inventory (SSI). Each participant identified their contribution by writing their initials on the scale. All inventories were collected. The SSI was completed for a second time immediately after each class was completed. The same identification was included on the scale so that all contributions could be matched (before and after) for each participant.

RESULTS

A oneway analysis of variance was used to compare the SSI total scores and sub-scale ratings for the three classes (introductory, intermediate and advanced). No differences were found for the before class ratings and only one difference was found for the after class ratings. The advanced students reported feeling less ambitious ($M = 4.60$) than the students in either the beginner ($M = 5.62$) or intermediate ($M = 5.75$) classes ($F = 4.87; p = .014$). This may have been due to the fact that the advanced class included a lengthy period of meditation prior to the conclusion of the class. The introductory and intermediate classes did not include meditation. However, this distinction between the groups was considered to be minor and thus all participants were pooled for the remainder of the analysis.

Validity

The before and after scores and ratings were compared, via paired t-test analysis, in order to determine whether the SSI did indeed identify the change in self-state which was anticipated as a result of participation in a yoga class. As shown in Table 38, the mean total SSI score *after* ($M = 86.29$) the yoga class was significantly higher than the mean score *before* ($M = 74.46$) the class ($t = -6.094; p = .000$). In addition, the mean ratings for each of the sub-scales increased following the class; significantly so for 11 out of the 15 scales. Only the unproductive/productive, isolated/social, insecure/confident and ashamed/proud dimensions failed to record significant improvements as a result of participation in a yoga class.

Table 40

Comparison of Self-State Total and Sub-Scales Before and After Yoga Class

Sub-scale	Time re yoga	Mean	SD	t(129)	p-value
SSI Total	Before After	74.4571 86.2857	13.3842 9.9693	-6.094	.000
<u>Sub-Scales</u>					
Distracted/focused	Before After	4.1400 5.9700	1.7700 .9800	6.614	.000
Weak/Strong	Before After	4.0300 5.7400	1.5800 1.2700	5.767	.000
Tired/Energetic	Before After	3.3400 5.2300	1.6800 1.3300	4.996	.000
Bored/Interested	Before After	5.5400 6.0000	1.0700 .9100	2.604	.014
Unproductive/Productive	Before After	4.8600 5.4000	1.5600 1.0300	1.945	.060
Sad/Happy	Before After	5.6000 6.1700	1.1700 1.1700	3.454	.001
Isolated/Social	Before After	5.3700 5.4600	1.2900 1.0400	.338	.738
Glum/Joyful	Before After	5.4000 5.8000	1.1900 .9000	2.353	.025
Failing/Succeeding	Before After	5.0000 5.5400	1.2800 .9500	2.404	.022
Nervous/Calm	Before After	5.0000 6.0900	1.4800 1.2000	3.408	.002
Discouraged/Hopeful	Before After	5.3400 5.9700	1.4700 .8900	2.946	.006
Insecure/Confident	Before After	5.4000 5.6900	1.2400 1.1300	1.260	.216
Ashamed/Proud	Before After	5.2300 5.5400	1.3500 1.0700	1.482	.148
Unmotivated/Ambitious	Before After	5.0000 5.3700	1.3300 1.0300	2.192	.035
Disappointed/Satisfied	Before After	5.2000 6.3100	1.1100 .8700	4.677	.000

Reliability

The internal reliability of the SSI was examined via correlation analysis and calculation of Cronbach's Alpha. An alpha of .899 for the before yoga SSI ratings and .897 for the after yoga ratings suggests that these sub-scales do indeed contribute to the measurement of a single construct.

In addition the correlation matrices revealed a strong positive correlation between the total SSI score and each of the sub-scales for both the before (Table 39) and after yoga (Table 40) measurements of self-state.

Table 41
Intercorrelations of SSI Total and Sub-Scales – Before Yoga Class

Sub-scale	1	2	3	4	5	6	7	8
1. Total	1.000							
2. Distracted/ Focused	.722***	1.000						
3. Weak/Strong	.815***	.682***	1.000					
4. Tired/Energetic	.338*	.379*	.306	1.000				
5. Bored/Interested	.499**	.613***	.427*	.189	1.000			
6. Unproductive/ Productive	.659***	.467**	.695***	.154	.349*	1.000		
7. Sad/Happy	.842***	.470**	.659***	.102	.345*	.421*	1.000	
8. Isolated/Social	.677***	.403*	.545**	-.102	.385*	.439**	.729***	1.000
9. Glum/Joyful	.659***	.418*	.540**	.018	.125	.396*	.646***	.572***
10. Failing/ Succeeding	.579***	.207	.319	.123	.236	.265	.510**	.339*
11. Nervous/Calm	.626***	.417*	.504**	.166	.262	.269	.597***	.264
12. Discouraged/ Hopeful	.609***	.364*	.311	.438**	.177	.150	.560***	.272
13. Insecure/ Confident	.697***	.308	.414*	-.068	.164	.350*	.641***	.531**
14. Ashamed/Proud	.623***	.281	.478**	-.023	.136	.399*	.581***	.474**
15. Unmotivated/ Ambitious	.682***	.363*	.448**	.040	.291	.541**	.493**	.568***
16. Disappointed/ Satisfied	.794***	.511**	.535**	.231	.204	.513**	.656***	.422*

*** p < 0.001, ** p < 0.01, * p < 0.05

Table 41 cont.

Intercorrelations of SSI Total and Sub-Scales – Before Yoga Class

Sub-scale	9	10	11	12	13	14	15	16
1. Total								
2. Distracted/ Focused								
3. Weak/Strong								
4. Tired/Energetic								
5. Bored/Interested								
6. Unproductive/ Productive								
7. Sad/Happy								
8. Isolated/Social								
9. Glum/Joyful	1.000							
10. Failing/ Succeeding	.250	1.000						
11. Nervous/Calm	.418*	.202	1.000					
12. Discouraged/ Hopeful	.472**	.264	.433**	1.000				
13. Insecure/ Confident	.465**	.628***	.578***	.405*	1.000			
14. Ashamed/Proud	.306	.559***	.280	.166	.610***	1.000		
15. Unmotivated/ Ambitious	.390*	.466**	.240	.330	.482**	.540**	1.000	
16. Disappointed/ Satisfied	.562***	.497**	.487**	.606***	.518**	.499**	.620***	1.000

*** p < 0.001, ** p < 0.01, * p < 0.05

Table 42
Intercorrelations of SSI Total and Sub-Scales – After Yoga Class

Sub-scale	1	2	3	4	5	6	7	8
1. Total	1.000							
2. Distracted/ Focused	.513**	1.000						
3. Weak/Strong	.748***	.630***	1.000					
4. Tired/Energetic	.467**	.364*	.437**	1.000				
5. Bored/Interested	.673***	.560***	.639***	.244	1.000			
6. Unproductive/ Productive	.681***	.242	.372*	.081	.407*	1.000		
7. Sad/Happy	.755***	.297	.467**	.393**	.315	.436**	1.000	
8. Isolated/Social	.476**	.186	.181	.327	.218	.290	.526	1.000
9. Glum/Joyful	.763***	.225	.520**	.309	.540**	.435**	.683***	.289
10. Failing/ Succeeding	.815***	.300	.510**	.155	.546**	.730***	.480**	.278
11. Nervous/Calm	.469**	.002	.228	.117	.271	.185	.194	.109
12. Discouraged/ Hopeful	.786***	.267	.488**	.105	.509**	.683***	.650***	.237
13. Insecure/ Confident	.782***	.203	.475**	.186	.487**	.487**	.566***	.276
14. Ashamed/Proud	.640***	.155	.432**	.221	.273	.410*	.427*	.221
15. Unmotivated/ Ambitious	.627***	.127	.435**	.108	.283	.573***	.478**	.276
16. Disappointed/ Satisfied	.605***	.459**	.397*	.267	.337*	.479**	.624***	.260

*** p < 0.001, ** p < 0.01, * p < 0.05

Table 42 cont.

Intercorrelations of SSI Total and Sub-Scales – After Yoga Class

Sub-scale	9	10	11	12	13	14	15	16
1. Total								
2. Distracted/ Focused								
3. Weak/Strong								
4. Tired/Energetic								
5. Bored/Interested								
6. Unproductive/ Productive								
7. Sad/Happy								
8. Isolated/Social								
9. Glum/Joyful	1.000							
10. Failing/ Succeeding	.543**	1.000						
11. Nervous/Calm	.562***	.449	1.000					
12. Discouraged/ Hopeful	.689***	.610***	.333	1.000				
13. Insecure/ Confident	.629***	.656***	.693***	.691***	1.000			
14. Ashamed/Proud	.361*	.658***	.262	.481**	.511**	1.000		
15. Unmotivated/ Ambitious	.304	.659***	.021	.556**	.456**	.613***	1.000	
16. Disappointed/ Satisfied	.459**	.465**	.002	.583***	.314	.192	.326	1.000

*** p < 0.001, ** p < 0.01, * p < 0.05

DISCUSSION

The SSI did indeed identify the anticipated improvement in self-state resulting from participation in a yoga class. The highly significant result suggests that the SSI is a sensitive measure, able to detect rapid and immediate changes in self-state. Moreover, the internal reliability of the SSI was shown to be highly satisfactory. It would be of considerable interest to further examine the capacity of the SSI to detect changes in self-state which could be expected following a range of activities or experiences such as

seeing a scary movie, riding a roller coaster, successfully completing a challenging task, or reuniting with an old friend. The SSI would appear to be a scale which holds much potential for understanding the way in which life's various experiences impact on the sense of self-cohesion. In particular, comparative studies examining, say, the impact of different interventions on the self-state of people who are suffering from depression, may be helpful in identifying beneficial treatment strategies.

APPENDIX D – STUDY 2B

Instructions: Experimental Groups

The present study is aimed at developing an understanding of the impact of emotional experiences on our lives. You are now asked to describe a situation which resulted, for you, in feelings of intense **shame**. Please use your own understanding of shame in order to identify such a situation. We know that such experiences can be painful and difficult to talk about, but psychologists know little about this emotion and your contribution would be greatly appreciated by the researchers.

Before you begin take a moment to imagine yourself in the actual situation you have identified. You may like to close your eyes for a few minutes while you re-live the experience. When you have done this you may begin writing. Please describe the situation, along with associated thoughts and feelings, in as much detail as possible.

Instructions: Control Group

The present study is aimed at developing an understanding of the impact of emotional experiences on our lives. You are now asked to describe a situation which you experienced as **pleasant**. Please use your own understanding of the word 'pleasant' in order to identify such a situation. Please describe the experience in as much detail as possible.

APPENDIX E

Abbreviated Diagnostic Criteria for Posttraumatic Stress Disorder, DSMIV (American Psychiatric Association, 1994)

- A.** Both of the following were present
 - 1.** The person experienced, witnessed, or was confronted with an event or events that involved actual or threatened death or serious injury, or a threat to the physical integrity of self or others.
 - 2.** The person's response involved intense fear, helplessness, or horror.
- B.** The traumatic event is persistently re-experienced in one (or more) of the following ways:
 - 1.** Recurrent and intrusive distressing recollections of the event.
 - 2.** Recurrent distressing dreams of the event.
 - 3.** Acting or feeling as if the traumatic event were recurring.
 - 4.** Intense psychological distress at exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.
 - 5.** Physiological reactivity on exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.
- C.** Persistent avoidance of stimuli associated with the trauma and numbing of general responsiveness, as indicated by three (or more) of the following:
 - 1.** Efforts to avoid thoughts, feelings, or conversations associated with the trauma.
 - 2.** Efforts to avoid activities, places, or people that arouse recollections of the trauma.
 - 3.** Inability to recall an important aspect of the trauma.
 - 4.** Markedly diminished interest or participation in significant activities.
 - 5.** Feeling of detachment or estrangement from others.
 - 6.** Restricted range of affects.
 - 7.** Sense of foreshortened future.
- D.** Persistent symptoms of increased arousal, as indicated by two (or more) of the following:
 - 1.** Difficulty falling or staying asleep.
 - 2.** Irritability or outbursts of anger.
 - 3.** Difficulty concentrating.
 - 4.** Hypervigilance.
 - 5.** Exaggerated startle response.
- E.** Duration of the disturbance is more than 1 month.
- F.** The disturbance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.

APPENDIX F

DEFENSE MECHANISMS

Defense mechanisms identified here are those contained in the 40-item Defense Style Questionnaire (Andrews, Singh, & Bond, 1993). In addition, the defense mechanisms of 'withdrawal' and 'consumption' from the original Defense Style Questionnaire (Bond, Gardner, Christian, & Sigal, 1983), has been included due to their particular relevance to shame. Definitions 1 to 18 and 20 are from the Diagnostic and Statistical Manual of Mental Disorders (DSM) – Fourth Edition (American Psychiatric Association, 1995). Definition 19 is from DSMIII-R (1987). Examples of withdrawal and consumption are provided in lieu of definitions.

Mature Factor

1. **Sublimation:** The individual deals with emotional conflict or internal or external stressors by channeling potentially maladaptive feelings or impulses into socially acceptable behavior (eg., contact sports to channel angry impulses).
2. **Humor:** The individual deals with emotional conflict or external stressors by emphasizing the amusing or ironic aspects of the conflict or stressor.
3. **Anticipation:** The individual deals with emotional conflict or internal or external stressors by experiencing emotional reactions in advance of, or anticipating consequences of, possible future events and considering realistic, alternative responses or solutions.
4. **Suppression:** The individual deals with emotional conflict or internal or external stressors by intentionally avoiding thinking about disturbing problems, wishes, feelings, or experiences.

Neurotic Factor

5. **Undoing:** The individual deals with emotional conflict or internal or external stressors by words or behavior designed to negate or to make amends symbolically for unacceptable thoughts, feelings, or actions.
6. **Altruism:** The individual deals with emotional conflict or internal or external stressors by dedication to meeting the needs of others. Unlike the self-sacrifice sometimes characteristic of reaction formation, the individual receives gratification either vicariously or from the response of others.
7. **Idealization:** The individual deals with emotional conflict or internal or external stressors by attribution exaggerated positive qualities to others.

8. **Reaction Formation:** The individual deals with emotional conflict or internal or external stressors by substituting behavior, thought, or feelings that are diametrically opposed to his or her own unacceptable thoughts or feelings (this usually occurs in conjunction with their repression).

Immature Factor

9. **Projection:** The individual deals with emotional conflict or internal or external stressors by falsely attributing to another his or her own unacceptable feelings, impulses, or thoughts.
10. **Passive Aggression:** The individual deals with emotional conflict or internal or external stressors by indirectly and unassertively expressing aggression toward others. There is a facade of overt compliance masking covert resistance, resentment, or hostility. Passive aggression often occurs in response to demands for independent action or performance or the lack of gratification of dependent wishes but may be adaptive for individuals in subordinate positions who have no other way to express assertiveness more overtly.
11. **Acting Out:** The individual deals with emotional conflict or internal or external stressors by actions rather than reflections or feelings. This definition is broader than the original concept of the acting out of transference feelings or wishes during psychotherapy and is intended to include behavior arising both within and outside the transference relationship. Defensive acting out is not synonymous with “bad behavior” because it requires evidence that the behavior is related to emotional conflicts.
12. **Isolation of Affect:** The individual deals with emotional conflict or internal or external stressors by the separation of ideas from the feelings originally associated with them. The individual loses touch with the feelings associated with a given idea (eg., a traumatic event) while remaining aware of the cognitive elements of it (eg., descriptive details).
13. **Devaluation:** The individual deals with emotional conflict or internal or external stressors by attributing exaggerated negative qualities to self or others.
14. **Autistic Fantasy:** The individual deals with emotional conflict or internal or external stressors by excessive daydreaming as a substitute for human relationships, more effective action, or problem solving.
15. **Denial:** The individual deals with emotional conflict or internal or external stressors by refusing to acknowledge some painful aspect of external reality or subjective experience that would be apparent to others. The term *Psychotic denial* is used when there is gross impairment in reality testing.

16. **Displacement:** The individual deals with emotional conflict or internal or external stressors by transferring a feeling about, or a response to, one object onto another (usually less threatening) substitute object.
17. **Dissociation:** The individual deals with emotional conflict or internal or external stressors with a breakdown in the usually integrated functions of consciousness, memory, perception of self or the environment, or sensory/motor behavior.
18. **Splitting:** The individual deals with emotional conflict or internal or external stressors by compartmentalizing opposite affect states and failing to integrate the positive and negative qualities of the self or others into cohesive images. Because ambivalent affects cannot be experienced simultaneously, more balanced views and expectations of self or others are excluded from emotional awareness. Self and object images tend to alternate between polar opposites: exclusively loving, powerful, worthy, nurturant, and kind – or exclusively bad, hateful, angry, destructive, rejecting, or worthless.
19. **Rationalization:** The individual deals with emotional conflict or internal or external stressors by concealing the true motivations for his or her own thought, actions, or feelings through the elaboration of reassuring of self-serving but incorrect explanations.
20. **Somatization:** A mechanism in which the person becomes preoccupied with physical symptoms disproportionate to any actual physical disturbance.
21. **Withdrawal:** Items from original DSQ (Bond, Gardner, Christian, & Sigal, 1983) are:
 - I withdraw from people when I feel hurt.
 - I withdraw when I'm angry.
 - I withdraw when I'm sad.
22. **Consumption:** Items from the original DSQ are:
 - When I'm depressed or anxious, eating makes me feel better.
 - I take drugs, medicine or alcohol when I'm tense.
 - I smoke when I'm nervous.