



## Up the leash: Exploring canine handlers' perceptions of volunteering in canine-assisted interventions

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# Appendix A

## Coding Manuals for Responses to Open-Ended Questions



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**Coding Manual for Responses to Questions Addressing the *Benefits and Challenges* of Volunteering in the B.A.R.K. Program**

<b>Theme</b>	<b>Description</b>
<b>What are the benefits to participating in this program for you?</b>	
Personal Development	Individual skills, abilities or competencies (e.g., Increasing my communication & people skills, good on resumé, I always feel I have accomplished something “good” regardless of how I feel).
Positive Emotion	Gains experienced through positive emotional content (e.g., feeling good about being a positive difference, I always feel I have accomplished something “good” regardless of how I feel).
Research	Involvement in academic research (e.g., I like to stay connected to the university and the world of research).
Relationship with Dog	Facilitating the enhancement of the dog-handler relationship (e.g., quality time with my dog, it allows me to give [my dog] the same love he gives).
Sharing/Helping/Kindness	Gains experienced through acts of sharing, helping students and showing kindness (e.g., I enjoy helping others, sharing my dog with others, I really like being able to give in an area I am passionate about).
Social	Social aspects of volunteering (e.g., it’s a good social outing, it keeps me in contact with people I wouldn’t normally have contact with).
Students	Working the student population (e.g., supporting students, I get to spend ~1.5 hours with a diverse body of students).



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### **What are the benefits in participating in this program for your dog?**

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Affection	Gains from receiving signs of affection (e.g., receiving a steady stream of love and adoration, receives pets and hugs).
Attention	Receiving attention (e.g., enjoys being at the center of attention, she loves attention from people).
Challenge	The challenge of volunteering (e.g., a good ongoing challenge for her).
Job/Purpose	A sense of purpose from the volunteering responsibilities or a job to do (e.g., it makes him feel like he's doing a useful job, feels a sense of purpose when she puts her vest on).
Novel Experiences	Exposure to new environments and new situations (e.g., exposure to new things, leaning to handle new environments ).
Outing	A getaway from the household (e.g., go to new places, get her out of the house).
Relationship with Handler	Increased opportunities with the handler (e.g., increased time spent with his "mom").
Socialization	Increased opportunities to be around people (e.g., meet new people, he loves being with people).
Stimulation	Opportunity to expend physical and mental energy (e.g., he expends a lot of energy, mental stimulation).
Training	Opportunity to enhance obedience skills (e.g., work on her training, further develop obedience skills).

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**What aspects of volunteering in the program do you find especially rewarding?**

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General Benefits	General statement about benefits (e.g., it's such a happy place, seeing people happy and excited).
Connecting with Dog	Volunteering allows participant to connect/bond with their dog (e.g., I like spending so much time with my dog, we're bonding).
Helping/Giving/ Sharing	Volunteering allows participant to help others (e.g., I like that I can help people, giving to others, sharing my dog with others).
Impact on Dog	Rewards come from impact volunteering has on the dog (e.g., I see happiness in my dog, seeing my dogs get excited).
Impact on Students	Rewards come from impact volunteering has on the student (e.g., seeing how it cheers up and calms down students, students de-stressing).
Impact on Volunteer	Rewards come from impact volunteering has on the volunteer (e.g., it is my 'happy heart' place, it brings me satisfaction, I enjoy it).
Kinship/ Community	Volunteering builds kinship or community (e.g., being part of a community, being part of a group with the same interests).
Other Aspects	Could not be categorized into other themes (e.g., the expanding roles of the work, seeing different dogs each week, sharing knowledge).
Quality/ Uniqueness of Program	Rewarded by the program itself, or the program staff (e.g., the team atmosphere, organization of the program, the variety of the programs).
Social Interaction with Students	Interacting with students socially is the reward (e.g., talking to students, meeting the kids and hearing their stories, conversations with students).
Understand Importance of Program	Understanding of why program is needed or important (e.g., I understand not having a dog, university life is stressful, first year was hard for me).

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**Do you encounter any challenges in being a B.A.R.K. volunteer?**

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Conversations	Engaging students in conversations or finding topics of discussion (e.g., I sometimes have trouble initiating conversations with people I don't know).
Dog Behaviour/ Development	Dog qualities that make the volunteering situation more difficult (e.g., my barking dog, not knowing how my dog will do, my dog is young, he still hasn't settled).
Fear of Student Distress	Worry associated with encountering and inappropriately responding to student distress (e.g., I am concerned that I won't pick up on signs of someone needing some real help).
Logistics	Organisational challenges that arise in preparation for volunteering sessions (e.g., picking up my dog and going back to the university, university employers' concerns my therapy dog on days being on campus on days we volunteer).
No Challenges	Participants expressed that they had not encountered challenges (e.g., no, none, not yet).
Overcrowding	The feeling of having too many clients or dog-handler teams (e.g., sometimes the drop-in can be very overcrowded, I wish there was an option for ring my dog for one-on-one times, without 30 other dogs).
Personal Challenges	Personal states that have become barriers to the volunteering context (e.g., I have sent allergies, room acoustics, I sometimes feel self-conscious).
Relationship with Handlers	Lack of socialization with other handlers (e.g., I would like to see the volunteer interact a bit more together).
Scheduling/ Availability	Challenges associated with scheduling conflicts (e.g., aligning schedules, not being able to do every request the program gets).
Student Inexperience with Dogs	Students having a lack of experience interacting with dogs (e.g., having to step in occasionally when students are inappropriately handling my dog).

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**What aspect of volunteering with university students is particularly rewarding?**

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Connecting dog with Students	Connecting or building relationships between dog and students (e.g., their love of my dog, positive interaction between the students and my dog)
Diversity	Diversity of university students (e.g., cultural diversity, meeting kids from all over the world, diverse group of volunteers).
Helping Others	Rewards come from helping other people (e.g., it can totally change someone's day, helping them when they're homesick).
Other Aspects	Could not be categorized into other themes (e.g., info sessions, that the university supports this amazing program).
Social Connection/ Community/ Story Swapping	Rewards come from connecting socially with students (e.g., chatting with them and having them open up, learning about them, building community)
Student Dispositions/ Outlook	Student dispositions or outlooks (e.g., their fresh optimistic outlook, their youth, energy, or positivity).
Understand Pressures/ Demands of University	An understanding of demands of university life (e.g., student life is stressful, university can be hard).
Volunteer Satisfaction/Benefit	Rewards come from benefits to volunteer directly (e.g., I find it rewarding, it brings me joy, it's fulfilling).

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### **What are the challenges in volunteering with university students as the clientele?**

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To Be Determined	New volunteer that have indicated not having identified challenges yet. (e.g., to be determined).
Conversations	Engaging students in conversations or finding topics of discussion (e.g., sometimes finding things to talk about that don't seem superficial).
Insufficient Time	Time spent with students is short (e.g., I find it hard to connect when there are so many [students] and they come and go so quickly).
Language Barriers	Language barriers (e.g., occasionally, culture or language barriers are tough).
No Challenges	Participants expressed that they had not encountered challenges (e.g., no, none that I can think of, none so far).
Personal	Personal struggles (e.g., the odd time you see the real stress or struggle and not being able to take them all home and tell them everything will be fine).
Student Inexperience with Dogs	Students having a lack of experience interacting with dogs (e.g., student who have not grown up around pets may be uncomfortable & not know suitable ways of interacting with animals).
Student Qualities	Connecting with student perspectives or student personalities (e.g., every once in a blue moon I feel a personality I don't mesh with).

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## Coding Manual for Responses to Questions Addressing Participants' Motivations to Volunteer

Theme	Description
<b>What initially drew you to volunteering in the program?</b>	
Benefit for Dog	Benefits for dog indicated (e.g., to socialize our new dog, he/she is happy).
Dog Qualities	Dog possesses qualities or skills that would make them a good fit for therapy work (e.g., she/he is friendly, he/she is super cuddly).
Helping Others	Helping other people (e.g., provide comfort to others, a way to give back, combat stress).
Previous Handling Experience	Indicated prior experience in working with dogs (e.g., dog volunteered in another organization, I used to be a dog trainer).
Importance of the Program	Understanding of why program is needed or important (e.g., I understand stress and loneliness that students experience, personal experience of mental health challenges).
Aspects of the Program	An aspect of the program/staff was appealing, including recommendations to volunteer (e.g., I heard amazing things about the program, I met the program director, a friend suggested it).
Other	Could not be categorized into other themes (e.g., I want to show that rescue dogs are great, we were involved from the start).
Volunteer Benefits	Personal rewards or benefits to the handler (e.g., enjoyment, satisfaction, fulfillment).
Working with Dog	Working alongside dog or bonding with dog (e.g., neat being able to volunteer with dog, I get to spend more time with my dog).





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### What keeps you volunteering in this program?

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Program Excellence	The quality or excellence of the program itself or the program staff (e.g., professionalism of the organizers, attention to detail, the care taken of handlers and dogs).
Benefit to Dog	The impact volunteering has on the dog (e.g., my dogs enjoy it, seen a great change in my dog's confidence).
Benefit to Client	The impact volunteering has on the clientele (e.g., provide comfort to others, students express how calm they feel, proven impacts on wellbeing).
Benefit to Volunteer	The impact volunteering has on the volunteer themselves (e.g., joy, satisfaction, fun, I find it rewarding, I feel taken care of).
Helping Others	Helping others (e.g., feeling like I give back, community service).
Other	Could not be categorized into other themes (e.g., UBC alumni, this will be my first experience).
Social Connections/ Community	Building connections or community (e.g., talking to the students, being around others who like dogs, community connections, everyone is nice).
Working with Dog	Being able to work alongside their dog (e.g., it's nice to be able to spend it with my dog, additional time with dog).

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**Question 10: What role generally does volunteering play in your life?**

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Big Role in Life	Volunteering is a highly valued, or constant activity in their life (e.g., volunteering for 20 years, It's my priority, consistent part of my routine).
General Way to Give Back	Participant volunteers in order to give back to other people (e.g., make a difference in someone's day, community service, commitment to help).
Other	Could not be categorized into other themes (e.g., whenever time permits, knowing my limits in terms of what I can take on, work-life balance).
Plays Role in Family Life	Volunteering is part of their family unit/lifestyle (e.g., I grew up with family who always volunteered, my kids and I volunteer together).
Small Role in Life	Volunteering plays a small role in lifestyle (e.g., not a big role, I only volunteer with this program).
Way to Bring Benefit to Volunteer	Volunteering brings benefits to the volunteer (e.g., it keeps me socially connected, a break from work, it warms my heart).

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### What initially drew you to volunteering with university students?

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Program Uniqueness in Relation to dog Therapy	Drawn to the program's uniqueness in being a canine-assisted intervention (e.g., I wanted to volunteer with dog, I wanted to fill void for people who don't have dogs in their life, participating with my dog).
Have Connections with University Students	Has a close connection to university student such as friend, relative or they work with students (e.g., my children are students, I work with them)
Learn more about Students/ University Life	Wanted to learn more about students or university life in general (e.g., better understand my students and their pressures, I missed out on university and wanted to know what it was like).
Other	Could not be categorized into other themes (e.g., good fit for my therapy dogs, knew my dog would enjoy it, I work in middle school)
Personal University Experience	Volunteer is or has recently been a student themselves (e.g., I am a student, I recently graduated when I started volunteering).
Proximity/Easily Accessible/Work at UBC	Drawn to program for its convenience (e.g., I work at UBC already, it's close to where I live, I'm employed here so it made sense).
Program Itself	The program itself or the program staff (e.g., Dr. Binfet, because it is innovative and supported by research, aligns with my values).
Students/Campus Atmosphere	Characteristics of students was the draw (e.g., the students are fun, I wanted to be part of the campus atmosphere, the positive environment)
Understand Demands/ Pressures/Need	Understanding of why program is needed or important (e.g., I know what the experience is like, I had a hard time in my first year).
Unintentional/ Not a Determining Factor	Choosing a program volunteering at university was a coincidence or not a determining factor in the decision (e.g., not intentional, it just happened).



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**What initially drew you to volunteering with university students?**

Want to Help  
with Mental  
health

Wanted to do something to help mental health (e.g., I saw the need for more resources on campus to deal with mental health issues).

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**Coding Manual for Responses to Questions Addressing Participants' *Personal Insights About the Canine handler Volunteering Experience***

<b>Theme</b>	<b>Description</b>
<b>A good or strong canine handler must be able to...</b>	
Ability to Manage Dogs' Needs/ Behaviours	Ability to take action for dogs' wellbeing (e.g., take him out to pee, keep the dog calm).
Friendly/Kind/ Empathetic Disposition	Have friendly/kind/empathetic disposition (e.g., be compassionate, be caring, be kind).
Good Awareness of Dog	Being aware of dogs' needs (e.g., be in-tune with dog, understand dog, know their strengths and weaknesses).
Good Awareness of Environment	Being aware of surroundings (e.g., read the room, observe, evaluate situation).
Good Awareness of Students' wellbeing	Being aware of students' wellbeing (e.g., recognize a student in trouble, understand students' needs).
Good Communication Skills	Ability to communicate and connect with others (e.g., engage with people, facilitate conversations).
Other	Could not be categorized into other themes (e.g., be strict with dog, be committed, commit to ongoing training in positive manner).
Relaxed/Calm/ Confident	Ability to stay calm, confident and/or relaxed (e.g., be relaxed and have fun, be patient, emotionally self-regulate).
Secure Relationship with Dog	Have a healthy working relationship with dog (e.g., relate with dog, have a trusting relationship, not fear-based connection)



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### **In your view what makes a good therapy dog?**

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Happy/Content/ Enjoys Program	Dog is happy to be involved in program (e.g., happy, content, enthusiastic about being a therapy dog).
Likes Physical Touch	Dog likes physical touch (e.g., loves to be cuddled, affectionate, enjoys being touched).
Not Stressed	Dog shows no signs of stress when volunteering (e.g., stress-free, works well with lots of stimulus, not skittish or afraid)
Other	Could not be categorized into other themes (e.g., non-robotic personality, a dog with personality)
Overall Needs Met	Dog's needs have been met prior to attending (e.g., lives in a positive environment, has been fed and exercised, well taken care of).
Relaxed/Calm/ Respectful	Dog has a relaxed/calm/respectful disposition (e.g., grounded, relaxed, easy going, soft-hearted).
Responsive to Handler Cues/ Training/Well Behaved	Dog is responsive to cues/training from handler, or is well-behaved (e.g., good listener, follows direction, obedient).
Sociable/Personable/ Engaging/Friendly	The dog is good at engaging with people (e.g., loves people and can read emotions, approachable, friendly, lovable).

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### **What three words best describe how you feel after a session?**

A coding manual was not applicable to this question. Keywords were as they were written by the participants.

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### **What three words best describe how you think your dog feels after a session?**

A coding manual was not applicable to this question. Keywords were as they were written by the participants.

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### What have you learned about yourself in being a B.A.R.K. volunteer?

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Benefits Emotionally	Volunteer gets an emotional benefit from volunteering (e.g., I am definitely more optimistic, I really enjoy it, I get happiness and positive attitude)
Connect Well with Others	Volunteer has learned that they connect well with people (e.g., I am relatable and approachable, I'm good at small talk, I am good with people)
Do not Possess Skills	Increased awareness of skills they do not possess/possess less of (e.g., I am not as good of a listener as I thought, I have lots to improve).
Dog-Handler Relationship	Learned more about their relationship with their dog (e.g., I have a strong relationship with my dog, how to recognize my dog's feelings or needs).
Don't Know Yet/Cannot Say	Participant is unsure of what they have learned, or that they haven't learned anything at all (e.g., nothing yet, I can't say I've learned anything new yet).
Enjoy Volunteering/ Helping Others	Participant enjoys volunteering or helping others (e.g., reinforced my passion for helping, how fulfilling volunteering is, I need to volunteer).
Found New Passion/Future Life Path	Volunteer has discovered a new passion or future (e.g., learned this is what I'm supposed to do, I found my passion project, it has me thinking of a new career path)
Other Aspects	Could not be categorized into other themes (e.g., I've learned I always have more to learn, the rewards I receive from the program)
Possess New/ Unknown Skills	Discovered new or unknown skills (e.g., people think I'm funny, I'm learning patience with my dog, I like being in a supportive role).
Working Alongside Dog	Volunteer enjoys that they can have a role alongside their dog (e.g., I like that it pairs people and dogs to volunteer together, my dog is a great catalyst for me to socially connect with other people).

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### What have you learned about your dog since being in B.A.R.K.?

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Calm/Relaxed/ Patient/ Adaptable	Insights relate to calm/relaxed/patient nature of dog (e.g., he calmed very easily, my dog is extremely patient, resilient, adaptable)
Enjoys the Program	Insights relate to dogs' enjoyment of the program (e.g., he/she was so happy there, genuinely loves the program, enjoys being a therapy dog).
General Positive Statement about Dog	General positive statement about dog (e.g., he/she is exceptional, they love to please, they're special).
Good Relationship with Handler	Dog and handler have good relationship (e.g., They trust me, my leadership allows them to do what they need to do).
Has Limits	Volunteer has learned the limitations the dog has or boundaries of the dog (e.g., he has his limits too, she's got more work to do, they can get thirsty)
Individual Development/ Training	Gained benefits in individual development/training (e.g., has matured over the years, is constantly growing or learning).
Makes a Good Therapy Dog	Volunteer has learned that the dog makes a good therapy dog (e.g., ideally suited to doing therapy work, they were meant for this).
Other Aspects	Could not be categorized into other themes (e.g., he loves his red vest, tribute to good pedigree, has favourites, is human-focussed).
Smart/Intelligent/ Understanding	Insights relate to intelligence or understanding of dog (e.g., knows it's not play time, learns quickly, in-tune with people, intuitive)
Social/Friendly/ Loving	Insights relate to the social/friendly nature of the dog (e.g., they enjoy connecting with lots of people, incredibly loving to new faces, loves unconditionally).

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### What have you learned about university students?

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B.A.R.K./C.A.I.s Benefit(s) Students	Benefit that the program or canine-assisted interventions in general has on students (e.g., the dogs help students cope with stress, hands on dog is the fastest way to help them).
B.A.R.K. has Value	The program has value within the student community (e.g., B.A.R.K. is appreciated, they need us, students rely on the program).
Connections with Dog	Insights relate to client-dog connections (e.g., people seem to gravitate toward dogs that remind them of their own, they are more willing to chat when you have a cuddly dog).
More Needs to Be Done to Help	Volunteer has learned that more needs to be done to help (e.g., I think we need even more resources on campus, students need healthy ways to de-stress).
Nothing New	No new insights about students (e.g., not yet but I'm brand new, nothing new)
Other Aspects	Could not be categorized into other themes (e.g., students cannot enjoy an experience without capturing it on their phones, students love a good distraction, they are open)
Students are Stressed	Insights relate to student stress (e.g., there's so much stress, they experience a lot of stress and pressure, they are experiencing more stress than I realized)

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### **Appendix B**

## **Selection of Comparative Samples**



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**Flourishing Scale.** Comparative data for this measure included 689 college students (68% female) from various locations (Diener et al. 2010).

**Friendship Scale.** Participants from the comparative sample for this measure included a community sample of 829 older Australian adults (Mean age ( $M_{\text{age}}$ ) = 75,  $SD$  = 9, 57% female, 60 % married, 75% retired or homemakers; Hawthorne 2006).

**GQ-6.** Participants from the normative data for this measure included 1,228 adult volunteers ( $M_{\text{age}} = 44.6$ ,  $SD = 12.0$ , range = 18–75 years, 80% female, 91% White/Caucasian; McCullough et al. 2002).

**MDORS.** Participants from the comparative sample for this measure included 1,140 Spanish-speaking adult dog owners ( $M_{\text{age}} = 39.86$ ,  $SD = 10.24$ , 72% female) from Spain (Calvo et al. 2016). Wherein, this study used the Spanish version of the measure.

**PANAS.** Participants from the normative non-clinical sample for this measure included 1,003 adults (54% female,  $M_{\text{age}} = 42.9$ ,  $SD = 15.7$ , range = 18–91 years) from the UK estimated to be broadly representative of the general adult population (Crawford and Henry 2004).

**PAQ.** Participants from the comparative sample for this measure included 120 Israeli owners of dogs or cats ( $M_{\text{age}} = 30.4$ ,  $SD = 10.8$ , range = 18-67 years, 51% female, Zilcha-Mano et al. 2012).

**PSS.** The normative data for this measure is gender specific (Cohen et al. 1983). As such, the total sample of 2,389 individuals included a sample of 926 self-identified males that obtained average stress score of 12.1 ( $SD = 5.9$ ), and a sample of 1,406 self-identified females that obtained an average stress score of 13.7 ( $SD = 6.6$ ). For the purpose of this study we have combined the two samples to remain consistent in using total samples for independent sample  $t$  tests.

**SCS-R.** Participants from the comparative sample for this measure included 218 undergraduate students (51% male,  $M_{\text{age}} = 19.55$  years,  $SD = 3.32$ , range = 17 to 50 years, freshmen = 68%, living away from parent = 80%; Lee et al. 2001).

**SCS-SF.** Participants from the comparative sample for this measure included 415 students ( $M_{\text{age}} = 20.62$ ,  $SD = 1.74$ , range = 18-42, 66% female, 54% Caucasian) at the University of Texas at Austin (Raes et al. 2011).

**Subjective Happiness Scale.** Participants from the comparative sample for this measure included 198 adults ( $M_{\text{age}} = 55.0$ , range = 20 to 94 years) of a community sample (Lyubomirsky and Lepper 1999).

**UCLA Loneliness Scale (Version 3).** Participants from the comparative sample for this measure included 311 public school teachers (70% female) in Iowa (Russell 1996). Statistics for this sample were based on a 10-item version of the UCLA Loneliness Scale. Specifically, items 2, 6, 10, 11, 13, 14, 16, 18, 19, 20 were used both for the comparative sample and for the sample of the current study.

**SWLS.** Participants from the normative data for this measure included 358 American college students (Pavot and Diener 2009).

**VFI.** Participants from the comparative sample for this measure included 304 on-campus volunteers from an honor society ( $M_{\text{age}} = 50.08$  years,  $SD = 13.89$  years, range = 19 to 77 years, 66% female, 55% with a doctoral degree, 86% White, 47% faculty members) at the University of Maine (Carleson 2013).



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### **Appendix C**

## **Results of t tests comparing handler sample to comparative samples**



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Measure	<i>t</i>	DF	<i>p</i>	<i>p</i> <sub>adj</sub>	Difference	Cohen's <i>d</i>
Flourishing	6.17	739	<.001	<.001	4.05	0.71
Friendship	0.11	886	.91	>.999	-0.06	-0.02
GQ-6	2.81	1285	.005	.11	1.52	0.34
MDORS - S1	7.12	1197	<.001	<.001	2.92	0.74
MDORS - S2	2.85	1196	.004	.01	-2.11	-0.39
MDORS - S3	0.62	1198	.54	>.999	0.42	0.08
PANAS NA	0.28	1059	.777	>.999	0.19	0.04
PANAS PA	10.77	1060	<.001	<.001	7.69	1.19
PAQ Anxiety	1.43	176	.16	>.999	-0.19	-0.22
PAQ Avoidant	8.22	177	<.001	<.001	-0.70	-1.16
PSS	1.03	2445	.30	>.999	-0.79	-0.13
SCS-R	4.37	275	<.001	<.001	10.08	0.63
SCS-SF	4.30	472	<.001	<.001	5.41	0.65
SHS	0.00	256	>.999	>.999	0.00	0.00
UCLA Loneliness	2.40	369	.02	.37	-1.94	-0.35
SWLS	5.08	137	<.001	<.001	5.62	0.85
VFI Career	0.43	361	.67	>.999	-0.53	-0.06
VFI Enhance	5.19	362	<.001	<.001	4.59	0.67
VFI Protective	5.37	361	<.001	<.001	5.06	0.76
VFI Social	1.81	359	.07	>.999	1.87	0.26
VFI	5.65	361	<.001	<.001	4.30	0.71
Understanding						
VFI Values	6.40	361	<.001	<.001	3.61	0.74

Note. *p*<sub>adj</sub> = *p* values adjusted with a Bonferroni correction for 22 tests.