

## References

- Abel, M. H. (1996). Self-esteem: Moderator or mediator between perceived stress and expectancy of success? *Psychological Reports*, 79 (2), 635-641.
- Abramson, L. Y., Seligman, M. E. P., & Teasdale, J. E. (1978). Learned helplessness in humans: Critique and reformulation. *Journal of Abnormal Psychology*, 87, 49-74.
- Amirkhan, J. H. (1990). Applying attribution theory to the study of stress and coping. In S. Graham, & V. S. Folkes (Eds.), *Attribution Theory: Applications to Achievement, Mental Health, and Interpersonal Conflict* (pp. 79-102). NJ: Erlbaum.
- Amirkhan, J. H. (1998). Attributions as predictors of coping and distress. *Personality and Social Psychology Bulletin*, 24 (9), 1006-1018.
- Anderson, C. A., & Deuser, W. E. (1993). The primacy of control in causal thinking and attributional style: An attributional functionalism perspective. In Weary, G., Gleicher, F., & Marsh, K. L. (Eds.), *Control Motivation and Social Cognition* (pp. 94-119): NY: Springer-Verlag.
- Antony, M. M., Bieling, P. J., Cox, B. J., Enns, M. W., & Swinson, R. P. (1998). Psychometric properties of the 42-item and 21-item versions of the Depression Anxiety Stress Scales (DASS) in clinical groups and a community sample. *Psychological Assessment*, 10, 176-181.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84 (2), 191-215.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37 (2), 122-147.
- Barkley, R. A., Fischer, M., Edelbrock, C. S., & Smallish, L. (1990). The adolescent outcome of hyperactive children diagnosed by research criteria: 1. An 8-year prospective follow-up study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 29, 546-557.
- Bernstein, W. M., Stephan, W. G., & Davis M. H. (1979). Explaining attributions for achievement: A path analytic approach. *Journal of Personality and Social Psychology*, 37, 1810-1821.
- Bosari, B., Neal, D. J., Collins, S. E., & Carey, K. B. (2001). Differential utility of three indexes of risky drinking for predicting alcohol problems in college students. *Psychology of Addictive Behaviors*, 15 (4), 321-324.

- Brunson, B. I., & Matthews, K.A. (1981). The type A coronary-prone behavior pattern and reactions to uncontrollable stress: An analysis of performance strategies, affect, and attributions during failure. *Journal of Personality and Social Psychology*, 40 (3), 906-918.
- Burger, J. M. (1986). Desire for control and the illusion of control: The effects of familiarity and sequence of outcomes. *Journal of Research in Personality*, 20 (1), 66-76.
- Burger, J. M. (1992). *Desire for control: Personality, Social, and Clinical Perspectives*. New York: Plenum Press.
- Burger, J. M., & Cooper, H. M. (1979). The desirability of control. *Journal of Motivation and Emotion*, 3, 381-393.
- Burger, J. M., & Hemans, L.T. (1988). Desire for control and the use of attribution processes. *Journal of Personality*, 56 (3), 531-546.
- Burger, J. M., & Solano, C. H. (1994). Changes in desire for control over time: Gender differences in a ten-year longitudinal study. *Sex Roles: A Journal of Research*, 31, 465-472.
- Camargo C. A., Vranizan, K. M., Thorense, C. E., & Wood, P. D. (1986). Type A behavior pattern and alcohol intake in middle-aged men. *Psychosomatic Medicine*, 48 (8), 575-581.
- Cappell, H., & Greeley, J. (1987). Alcohol and tension reduction: An update on research and theory. In H. T. Blane, & K. E. Leonard (Eds.), *Psychological theories of drinking and alcoholism*. NY: Guildford Press.
- Carey, K. B. (2001). Understanding Binge Drinking: Introduction to the special issue. *Psychology of Addictive Behaviors*, 15 (4), 283-286.
- Chaney, L. A., & Bugental, D. B. (1982). An attribution approach to hyperactive behavior. In C. Antaki, & C. Brewin (Eds.), *Attributions and Psychological Change*. London: Academic Press.
- Colder, C. R. (2001). Life stress, physiological and subjective indexes of negative emotionality, and coping reasons for drinking: Is there evidence for a self-medication model of alcohol use? *Psychology of Addictive Behaviors*, 15 (3), 237-245.
- Cooper, J., Zanna, M. P., & Taves, P. A. (1978). Arousal as a necessary condition for attitude change following induced compliance. *Journal of Personality and Social Psychology*, 35 (10), 1101-1106.
- Cox, W. M. (1979). The alcoholic personality: A review of the evidence. *Progress in Experimental Personality Research*, 9, 99-148.
- Davies, J. B. (1992). *The Myth of Addiction*. Switzerland: Harwood Academic Publishers.

- Dejong, W. (2001). Finding common ground for effective campus-based prevention. *Psychology of Addictive Behaviors*, 15, 292-296.
- Devilly, G. J. (2002). The psychological effects of a lifestyle management course on war veterans and their spouses. *Journal of Clinical Psychology*, 58, 1119-1134.
- Donovan, D. M., & O'Leary, M. R. (1979). Control orientation among alcoholics: A cognitive social learning perspective. *American Journal of Drug and Alcohol Abuse*, 6, 487-499.
- Donovan, D. M., & O'Leary, M. R. (1983). Control orientation, drinking behavior, and alcoholism. In H. M. Lefcourt (Ed.), *Research with the Locus of Control Construct*, 2, (pp. 107-153). New York: Academic Press.
- Dowdall, G. W., Wechsler, H. (2002). Studying college alcohol use: Widening the lens, sharpening the focus. *Journal of Studies on Alcohol*, 14, 14-22.
- Edmundson, E. W., Clifford, P., Serrins, D. S., & Wiley, D. (1994). The development of a model to predict drinking behavior from attitudes in university students. *The Journal of Primary Prevention*, 14, 243-277.
- Farmer, H. S., Vispoel, W., and Maehr, M. L. (1991). Achievement contexts: Effect on achievement values and causal attributions. *Journal of Educational Research*, 85 (1), 26-38.
- Ferguson, E., Dodds, A., Ng, L., & Flannigan H. (1994). Perceived control: Distinct but related levels of analysis? *Personality and Individual Differences*, 16 (3), 425-432.
- Festinger, L. (1957). *A theory of Cognitive Dissonance*. NY: Row, Peterson & Co.
- Forsterling, F. (1985). Attributional Training: A Review. *Psychological Bulletin*, 98, 495-512.
- Forsterling, F. (1988). *Attribution Theory in Clinical Psychology*. NY: John Wiley & Sons.
- Frankenhaeuser, M., Lundberg, U., Forsman, L. (1980). Dissociation between sympathetic-adrenal and pituitary-adrenal responses to an achievement situation characterized by high controllability: Comparison between Type A and Type B males and females. *Biological Psychology*, 10, 79-91.
- Friedland, N. (1992). On luck and chance: Need for control as a mediator of the attribution of events to luck. *Journal of Behavioral Decision Making*, 5, 267-282.
- Fromme, K., & D'Amico, W. J. (1999). Neurobiological bases of alcohol's psychological effects. In K. E. Leonard, & H. T. Blane (Eds.), *Psychological Theories of Drinking and Alcoholism*, 2, (pp. 422-455). NY: The Guilford Press.

- Garg, R. (1992). Academic and nonacademic self-concepts: Influence of recent life-change experiences and demographic, social, and health variables. Psychological Reports, 70, 871-882.
- Gittelman, R., Mannuzza, S., Shenker, R., & Bonagura, N. (1985). Hyperactive boys almost grown up: I. Psychiatric status. Archives of General Psychiatry, 42, 937-947.
- Glass, D. C. (1977). Behavior Patterns, Stress and Coronary Disease. Hillsdale, NJ: Erlbaum.
- Glass, D. C., & Carver, C. S. (1980). Helplessness and the coronary-prone personality. In J. Garber, & M. E. P. Seligman (Eds.), Human Helplessness: Theory and Applications. NY: Academic Press.
- Goldman, C. S., & Wong, E. H. (1997). Stress and the college student. Education, 117 (4), 604-610.
- Greeley, J., & Oei, T. (1999). Alcohol and tension reduction. In K. E. Leonard and H. T. Blane (Eds.), Psychological Theories of Drinking and Alcoholism, 2, 14-53. NY: Guilford Press.
- Heider, F. (1958). The Psychology of Interpersonal Relationships. NY: John Wiley & Sons.
- Henker, B., & Whalen, C. K. (1989). Hyperactivity and attention deficits. American Psychologist, 44, 216-223.
- Hinrichsen, J. J. (1976). Locus of control among alcoholics: Some empirical and conceptual issues. Journal of Studies on Alcohol, 37 (7), 908-916.
- Johnson, C. C., Hunter, S. M., Amos, C. I., Elder, S. T., & Berenson, G. S. (1989). Cigarette smoking, alcohol, and oral contraceptive use by Type A adolescent - the Bogalusa heart study. Journal of Behavioral Medicine, 12, 13-24.
- Jones, E. E., & Davis, K. E. (1965). From acts to dispositions: The attribution process in person perception. In L. Berkowitz (Ed.), Advances in experimental social psychology, 2, (pp. 219-266). New York: Academic Press.
- Kelley, G. A. (1955). A Theory of Personality. New York: Norton & Co.
- Kelley, H. H. (1967). Attribution theory in social psychology. In D. Levine (Ed.), Nebraska Symposium on Motivation, 15, 192-240. NE: University of Nebraska Press.
- Lange, J. E., & Voas, R. B. (2001). Defining binge drinking quantities through resulting blood alcohol concentrations. Psychology of Addictive Behaviors, 15, 310-316.
- Langer, E. J. (1977). The psychology of chance. Journal of the Theory of Social Behavior, 7, 185-207.

- Langer, E. J. (1983). The Psychology of Control. CA: Sage
- Lazarus, R. S., DeLongis, A., Folkman, S., & Gruen, R. (1985). Stress and adaptational outcomes. American Psychologist, 46 (7), 770-779.
- Liu, T. J., & Steele, C. M. (1986). Attributional analysis as self-affirmation. Journal of Personality and Social Psychology, 51, 531-540.
- Loeb, R., & Magee, P. (1992). Changes in attitudes and self-perceptions during the first two years of college. Journal of College Student Development, 33, 348-355.
- Lovibond, S. H., & Lovibond, P. F. (1995a). Manual for the Depression Anxiety Stress Scales. (2nd. ed.) Sydney: Psychology Foundation.
- Lovibond, P. F., & Lovibond, S. H. (1995b). The structure of negative emotional states: Comparison of the Depression Anxiety Stress Scales (DASS) with the Beck Depression and Anxiety Inventories. Behaviour Research and Therapy, 33, 335-343.
- McHugh, M., Beckman, L., & Frieze, I. H. (1979). Analyzing alcoholism. In I. H. Frieze, D. Bar-Tal, & J. S. Carroll (Eds.) New Approaches to Social Problems, (pp. 168-208). CA: Jossey-Bass
- McNally, A. M., Palfai, T. P. (2001) Negative emotional expectancies and readiness to change among college student binge drinkers. Journal of Addictive Behaviors 26 (5), 721-734.
- Mehrabian, A., & Russell, J. A. (1974). An Approach to Environmental Psychology. Cambridge, MA: MIT Press.
- Molina, B. S. G., Bukstein, O. G., & Lynch, K. G. (2002). Attention-deficit/hyperactivity disorder and conduct disorder symptomatology in adolescents with alcohol use disorder. Psychology of Addictive Behaviors, 16 (2), 161-164.
- Moore, S. M., & Ohtsuka, K. (1999). Beliefs about control over gambling among young people, and their relation to problem gambling. Psychology of Addictive Behaviors, 13 (4), 339-347.
- O'Leary, M. R., Donovan, D. M., & O'Leary, D. E. (1978). Drinking patterns of alcoholics differing in levels of perceived and experienced control. Journal of Studies on Alcohol, 39 (9), 1499-1505.
- O'Neill, S. E., Parra, G. R., & Sher, K. J. (2001). Clinical relevance of heavy drinking during the college years: Cross-sectional and prospective perspectives. Psychology of Addictive Behaviors, 15 (4), 350-359.
- Perkins, H. W., DeJong, W., & Linkenbach, J. (2001). Estimated blood alcohol levels reached by "binge" and "nonbinge" drinkers: A survey of young adults in Montana. Psychology of Addictive Behaviors, 15 (4), 317-320.

- Pittman, N. L., & Pittman, T. S. (1979). Effects of amount of helplessness training and internal-external locus of control on mood performance. Journal of Personality and Social Psychology, 37, 39-47.
- Pittman, N. L., & Pittman, T. S. (1980). Deprivation of control and the attribution process. Journal of Personality and Social Psychology, 39 (3), 377-389.
- Rhodewalt, F., & Davison, J. Jr. (1983). Reactance and the coronary-prone behavior pattern: The role of self-attribution in responses to reduced behavioral freedom. Journal of Personality and Social Psychology, 44 (1), 220-228.
- Rhodewalt, F., Strube, M. J., Hill, C.A., & Sansone, C. (1988). Strategic self-attribution and Type A behavior. Journal of Research in Personality, 22, 60-74.
- Rohsenow, D. J. & O'Leary, M. R. (1978a). Locus of control research on alcoholic populations: A review. 1. Development, scales, and treatment. The International Journal of the Addictions, 13 (2), 55-78.
- Rohsenow, D. J. & O'Leary, M. R. (1978b). Locus of control research on alcoholic populations: A review. 1. Relationship to other measures. The International Journal of the Addictions, 13 (2), 213-226.
- Rothbaum, F., Wiesz, J. R., & Snyder, S. S. (1982). Changing the world and changing the self: A two-process model of perceived control. Journal of Personality and social Psychology, 42 (1), 5-37.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs: General and Applied, 80 (1), Serial No. 609).
- Rotter, J. B., & Hochreich, D. J. (1975). Personality. USA: Scott, Foresman & Co.
- Ross, D. M., & Ross, S. A. (1982). Hyperactivity: Current issues, research, and theory. NY: John Wiley & Sons. Inc.
- Seligman, M. E. P. (1975). Helplessness. NY: Freeman.
- Seligman, M. E. P., Abramson, L.Y., Semmel, A., & Von Baeyer, C. (1979). Depressive attributional style. Journal of Abnormal Psychology, 88 (3), 242-247.
- Skinner, E. A. (1990). Age differences in the dimensions of perceived control during middle childhood: Implications for developmental conceptualisations and research. Child Development, 61, 1882-1789.
- Skinner, E. A. (1991). Development and perceived control: A dynamic model of action in context. In M. Gunnar, & L. A. Sroufe (Eds.), Minnesota Symposium on Child Psychology, 63, 167-216. Chicago: University of Chicago Press.
- Skinner, E. A. (1995). Perceived control, motivation & coping. CA: Sage Publications Inc.

- Skinner, E. A. (1996). A guide to constructs of control. Journal of Personality and Social Psychology, 71, 3, 549-570.
- Skinner, E. A., Chapman, M., & Baltes, P. B. (1998). Control, means-ends, and agency beliefs: A new conceptualization and its measurement during childhood. Journal of Personality and Social Psychology, 74, 117-133.
- Skinner, E. A., Zimmer-Gembeck, M. J., & Connell, J. P. (1998). Individual differences and the development of perceived control. Monographs of the Society for Research in Child Development, 63, 2-3, Serial No. 254.
- Snyder, M. L., Stephan, W. G., & Rosenfeld, D. (1976). Egotism and attribution. Journal of Personality and Social Psychology, 33, 435-441.
- Steele, C. M., Southwick, L. L., & Critchlow, B. (1981). Dissonance and alcohol: Drinking your troubles away. Journal of Personality and Social Psychology, 41 (5), 831-846.
- Strickland, B. R. (1989). Internal-external control expectancies: From contingency to creativity. American Psychologist, 44 (1), 1-12.
- Strube, M. J. (1985). Attributional style and the Type A coronary-prone behavior pattern. Journal of Personality and Social Psychology 49 (2), 500-509.
- Tabachnick, B. G., & Fidell, L. S. (1989). Using Multivariate Statistics. (2nd ed.) NY: Harper Collins.
- Turrisi, R., Wiersma, K. A., & Hughes, K. K. (2000). Binge-drinking-related consequences in college students: Role of drinking beliefs and mother-teen communications. Psychology of Addictive Behaviors, 14 (4), 243-355.
- Wall, A., Hinson, R. E., & McKee, S. (1998). Alcohol outcome expectancies, attitudes toward drinking and theory of planned behavior. Journal of Studies on Alcohol, 59 (4), 409-419.
- Weiner, B. (1979). A theory of motivation for some classroom experiences. Journal of Educational Psychology, 71, 3-25.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. Psychological Review, 92, 545-573.
- Weiner, B. (1986). An attributional theory of motivation and emotion. NY: Springer-Vertag.
- Weiner, B. (1990). Searching for the roots of applied attribution theory. In S. Graham, & V. S. Folkes (Eds.), Attribution Theory: Applications to Achievement, Mental Health, and Interpersonal Conflict, 1, (pp, 1-13). NJ: Erlbaum.

- Weiner, B. (1992). Human Motivation: Metaphors, Theories, and Research. CA: Sage Publications, Inc.
- Weiner, B., & Kukla, A. (1970). An attributional analysis of achievement motivation. Journal of Personality and Social Psychology, 15 (1), 1-20.
- Weiner, B., & Potepan, P. A. (1970). Personality characteristics and affective reactions toward exams of superior and failing college students. Journal of Educational Psychology, 61, 144-151.
- Weiner, B., Nierenberg, R., & Goldstein, M. (1976). Social learning (LOC) versus attributional (causal stability) interpretations of expectancy of success. Journal of Personality, 44, 52-68.
- Wechsler, H., & Nelson, T. F. (2001). Binge drinking and the American college student: What's five drinks? Psychology of Addictive Behaviors, 15, 287-291.
- Williams, A., Clark, D. (1998). Alcohol consumption in university students: the role of reasons for drinking, coping strategies, expectancies, and personality traits. Journal of Addictive Behaviors, 23 (3), 371-378.
- Wilson, T. D., & Linville, P. W. (1982). Improving the academic performance of college freshmen: Attribution therapy revisited. Journal of Personality and Social Psychology, 42 (2), 367-376.
- Wilson, T. D., & Linville, P. W. (1985). Improving the performance of college freshmen with attributional techniques. Journal of Personality and Social Psychology, 49 (1), 287-293.
- Wortman, C. B. (1975). Some determinants of perceived control. Journal of Personality and Social Psychology, 31 (2), 282-294.
- Wortman, C. B. (1976). Causal Attributions and Personal Control. In J. H. Harvey, W. J. Ickes, & R. F. Kidd (Eds.), New Directions in Attribution Research: Vol. 1. NJ: Elbaum.
- Wortman, C. B., & Brehm, J. W. (1975). Responses to uncontrollable outcomes: An integration of reactance theory and the learned helplessness model. In L. Berkowitz (Ed.), Advances in Experimental Social Psychology, 8, NY: Academic Press.
- Wortman, C. B., & Dintzer, L. (1978). Is an attributional analysis of the learned helplessness phenomenon viable?: A critique of the Abramson-Seligman-Teasdale reformulation. Journal of Abnormal Psychology 87 (1), 75-90.

**APPENDIX A****Student Survey**

**This questionnaire contains items concerning alcohol use and drinking behaviour. If you are disturbed by these items on the questionnaire, please contact the UNE Counselling Service for assistance. Phone: (02) 6773 2897 Fax: (02) 6773 3763 Web: <http://www.une.edu.au/counselling>.**

---

**Section 1.**

**Age:** (*Please tick the appropriate box*)

- |                          |       |                          |       |
|--------------------------|-------|--------------------------|-------|
| <input type="checkbox"/> | 18-20 | <input type="checkbox"/> | 21-30 |
| <input type="checkbox"/> | 31-40 | <input type="checkbox"/> | 41+   |

**Gender:**

- |                          |      |                          |        |
|--------------------------|------|--------------------------|--------|
| <input type="checkbox"/> | Male | <input type="checkbox"/> | Female |
|--------------------------|------|--------------------------|--------|

**University entry:** Did you gain entry to University as?

- |                          |                     |                          |                          |
|--------------------------|---------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | School leaver (TER) | <input type="checkbox"/> | Mature age entrant (22+) |
| <input type="checkbox"/> | Other.....          |                          |                          |

**Did you have to move away from home to attend UNE?**

- |                          |     |                                       |
|--------------------------|-----|---------------------------------------|
| <input type="checkbox"/> | Yes | <i>Where did you live previously?</i> |
|--------------------------|-----|---------------------------------------|

Town.....State.....Country.....

- |                          |    |
|--------------------------|----|
| <input type="checkbox"/> | No |
|--------------------------|----|

**Former Residential information:**

- I lived alone before moving to UNE.
- I lived with my parents before moving to UNE.
- I lived with my partner before moving to UNE.
- I lived with friends before moving to UNE.
- I lived with a relative/s before moving to UNE.

**Current Residential information:**

- I live with my parents.
- I now live on campus at.....College.
- I now live in the University flats.
- I now live by myself in a residence off-campus.
- I now share a residence off-campus with other students.
- I now share a residence off-campus with relatives.
- I now share a residence off-campus with other adult/s.

**Important Others:** (Please tick the appropriate box for the person/s you would turn to for advice about important personal problems now that you are at UNE).

Now that I am at UNE, I would probably seek advice from:-

- |   |  |
|---|--|
| <input type="checkbox"/> My mother or father  | <input type="checkbox"/> A new friend                |
| <input type="checkbox"/> A close relative     | <input type="checkbox"/> An old friend               |
| <input type="checkbox"/> My sister or brother | <input type="checkbox"/> A Counsellor/Lecturer/Tutor |

Has this person/s you would seek advice from changed since arriving at UNE?       Yes       No

If yes, who did you seek advice from prior to arriving at UNE? .....

.....

**Please tick the appropriate box to indicate if marks on your current university assignments or tests have been similar to your previous experience either at high school, TAFE or other educational courses:**

- Lower than previous experience.
- Equal to previous experience.
- Higher than previous experience.

**Please tick the box that appropriately describes how you feel about the marks on your recent university assignments or tests:**

- I am extremely unsatisfied with my marks this semester.
- I am not satisfied with my marks this semester.
- I am satisfied with my marks this semester.
- I am extremely satisfied with my marks this semester.

**Please read the key below and indicate the level of anxiety you feel about future marks on assignments or tests by circling one of the five numbers:**

- |   |                      |
|---|----------------------|
| 1 | = no anxiety at all  |
| 2 | = slightly anxious   |
| 3 | = moderately anxious |
| 4 | = very anxious       |
| 5 | = extremely anxious  |
- 

#### Section 2:

**Below you will find a series of statements. Please read each statement carefully and respond to it by expressing the extent to which you believe the statement applies to you in the \_\_\_\_\_ space provided. For all items, a response from 1 to 7 is required. Use the number from 1 - 7 (in the scale described below) that best reflects your own beliefs:**

- [1] = The statement does not apply to me at all
- [2] = The statement usually does not apply to me
- [3] = Most often, the statement does not apply
- [4] = I am unsure about whether or not the statement applies to me, or it applies to me about half the time.
- [5] = The statement applies more often than not
- [6] = The statement usually applies to me
- [7] = The statement always applies to me

- 1. I prefer a job where I have a lot of control over what I do and when I do it.
  - 2. I enjoy political participation because I want to have as much of a say in running government as possible.
  - 3. I try to avoid situations where someone else tells me what to do.
  - 4. I would prefer to be a leader than a follower.
  - 5. I enjoy being able to influence the actions of others.
  - 6. I am careful to check everything on an automobile before I leave for a long trip.
  - 7. Others usually know what is best for me.
  - 8. I enjoy making my own decisions.
  - 9. I enjoy having control over my own destiny.
  - 10. I would rather someone else take over the leadership role when I'm involved in a group project.
  - 11. I consider myself to be generally more capable of handling situations than others are.
  - 12. I'd rather run my own business and make my own mistakes than listen to someone else's orders.
  - 13. I like to get a good idea of what a job is all about before I begin.
  - 14. When I see a problem, I prefer to do something about it rather than sit by and let it continue.
  - 15. When it comes to orders, I would rather give them than receive them.
  - 16. I wish I could push many of life's daily decisions off on someone else.
  - 17. When driving, I try to avoid putting myself in a situation where I could be hurt by another person's mistake.
  - 18. I prefer to avoid situations where someone else has to tell me what it is I should be doing.
  - 19. There are many situations in which I would prefer only one choice rather than having to make a decision.
  - 20. I like to wait and see if someone else is going to solve the problem so that I don't have to be bothered with it.
- 

### Section 3.

Please circle the number from 1 - 4 from the scale below which best indicates the strength to which you agree or disagree with each individual statement according to your own beliefs:

[1]= disagree strongly

[2]= disagree

[3]= agree

[4] = agree strongly.

- |  |         |
|--|---------|
| 1. When I don't do well in a subject, it's because of bad luck.                  | 1 2 3 4 |
| 2. I don't have the brains to do well at university.                             | 1 2 3 4 |
| 3. When I'm doing assignments, I can really work hard at it.                     | 1 2 3 4 |
| 4. I have trouble working hard at university.                                    | 1 2 3 4 |
| 5. I can't stop myself from doing poorly at university                           | 1 2 3 4 |
| 6. When I'm doing assignments, I can't seem to work hard.                        | 1 2 3 4 |
| 7. I'm pretty lucky when it comes to getting marks.                              | 1 2 3 4 |
| 8. I can't get along with my lecturers/tutors.                                   | 1 2 3 4 |
| 9. When it comes to marks, I'm unlucky.  | 1 2 3 4 |
| 10. I can't get good marks, no matter what I do.                                 | 1 2 3 4 |
| 11. As far as doing well at University goes, I'm pretty lucky.                   | 1 2 3 4 |
| 12. I think I'm pretty smart at university.                                      | 1 2 3 4 |
| 13. I'm just not able to get on with my lecturers/tutors.                        | 1 2 3 4 |
| 14. I can't do well at University, even if I want to.                            | 1 2 3 4 |
| 15. Getting good marks depends on how smart I am.                                | 1 2 3 4 |
| 16. To do well at university, I have to be lucky.                                | 1 2 3 4 |
| 17. I can get my lecturers/tutors to like me.                                    | 1 2 3 4 |
| 18. I can't get my lecturers/tutors to like me.                                  | 1 2 3 4 |
| 19. When it comes to university, I'm pretty smart.                               | 1 2 3 4 |
| 20. Getting good marks for me is a matter of luck.                               | 1 2 3 4 |
| 21. I don't seem able to get my lecturers/tutors to like me.                     | 1 2 3 4 |
| 22. If I want to do well on assignments, I just need to try hard.                | 1 2 3 4 |
| 23. If I get good marks on a test, I usually don't know why.                     | 1 2 3 4 |
| 24. When I'm working on assignments, I can work hard.                            | 1 2 3 4 |
| 25. The best way for me to get good marks is to work hard.                       | 1 2 3 4 |
| 26. I don't know how to keep myself from getting bad marks.                      | 1 2 3 4 |
| 27. If I do badly at university, I usually can't figure out why.                 | 1 2 3 4 |
| 28. I can work really hard at university.  | 1 2 3 4 |
| 29. If I'm not smart in a subject, I won't do well at it.                        | 1 2 3 4 |
| 30. I am unlucky when it comes to assignments.                                   | 1 2 3 4 |
| 31. I'm not very smart when it comes to assignments.                             | 1 2 3 4 |
| 32. If I get good marks, it's because I'm lucky.                                 | 1 2 3 4 |
| 33. If I'm not smart, I won't get good marks.                                    | 1 2 3 4 |
| 34. If I get bad marks, it's because I don't get along with my lecturer/tutor.   | 1 2 3 4 |
| 35. If I decide to learn something hard, I can.                                  | 1 2 3 4 |
| 36. If I do well at university, I usually can't figure out why.                  | 1 2 3 4 |
| 37. If I don't do well on my assignments, it's because I didn't try hard enough. | 1 2 3 4 |
| 38. If my lecturer/tutor doesn't like me, I won't do well in assignments.        | 1 2 3 4 |

39.	If I don't do well at university, it's because I didn't work hard enough.	1 2 3 4
40.	If I get a bad mark for an assignment, I usually don't understand why I got it.	1 2 3 4
41.	If I'm not already good at a subject, I won't do well at it.	1 2 3 4
42.	I would say I'm pretty smart at university.	1 2 3 4
43.	If I get bad marks, it's because I didn't try hard enough.	1 2 3 4
44.	I don't know what it takes for me to get good marks for assignments.	1 2 3 4
45.	I am lucky at university.	1 2 3 4
46.	I have to be smart to get good grades at university.	1 2 3 4
47.	I am able to get my lecturers/tutors to like me.	1 2 3 4
48.	To do well at university, I just have to get the lecturers/tutors to like me.	1 2 3 4
49.	If I get bad marks, it's because I'm unlucky.	1 2 3 4
50.	I can do well at university if I want to.	1 2 3 4
51.	If I want to get good marks in a subject, I have to get along with my lecturer/tutor.	1 2 3 4
52.	When it comes to assignments, I don't think I'm very smart.	1 2 3 4
53.	I won't do well at university, if my lecturers/tutors don't like me.	1 2 3 4
54.	For me to do well at university, all I have to do is work hard.	1 2 3 4
55.	If I want to do well at university, I have to be smart.	1 2 3 4
56.	If I don't get good marks for assignments, it's because of bad luck.	1 2 3 4
57.	I can't seem to try very hard at university.	1 2 3 4
58.	I can get good marks at university.	1 2 3 4
59.	The best way for me to get good marks is to get the lecturer/tutor to like me.	1 2 3 4
60.	I am unlucky with my university assignments.	1 2 3 4

---

#### Section 4.

The following are questions concerned with alcohol consumption. Please be assured that this information will be treated as highly confidential and will not be used for any other reason than quantitative data for this study. Second, no names will be attached to any of the information on this questionnaire for data entry purposes and all the questionnaires will be destroyed once the study is complete.

It is understood that the following section might be difficult to fill out but for the sake of any important findings that this study may produce, it is asked of you to please be honest with your answers.

**Please tick the appropriate box that applies to your drinking habits as follows:-**

**How many days per week would you drink alcohol?**

Nil       1-2       3-4       5-6       7

**How many alcoholic beverages would you drink on a weekly basis?**

Nil       1-2       3-4       5-6       7+

**Would you drink most of your stated weekly alcohol consumption on one occasion?**

No       Yes

**Would you consume alcohol strictly on social occasions?**

No       Yes

**Do you believe that you use alcohol to relieve stress or to get relief from any problems you might be experiencing?**

never       rarely       sometimes       often       always

**Do you believe that pressure from your peers is the main reason you go out and get involved in drinking alcohol?**

never       rarely       sometimes       often       always

**Do you believe that you engage in binge drinking? That is, deciding to go out (or stay at home) with the deliberate intention of getting very drunk?**

never       rarely       sometimes       often       always

**How frequently has your drinking caused you to vomit due to over consumption of alcohol?**

never       rarely       sometimes       often       always

Thank you for taking the time to participate in this study. If you are interested in the findings produced from this questionnaire you are most welcome to contact me through the School of Psychology or e-mail me on < murfr@connect.com.au >.

As this questionnaire is preliminary to a study that will be conducted at UNE, would you be interested in participating? The study will be conducted in second semester and should only take up about half an hour of your time. If you would be interested, please fill out the following page and return it with this questionnaire.

I would be interested in participating further in this study.       Yes     No

I would be interested in the findings produced from this questionnaire.  Yes     No

Name: .....

Contact Phone No: .....

Contact Address: .....

**APPENDIX B****Student Survey****Section 1.**

**Q1. Age:** (*Please tick the appropriate box for both age and gender.*)

- |  |   |
|--|---|
| <input type="checkbox"/> 18-20<br><input type="checkbox"/> 26-30 | <input type="checkbox"/> 21-25<br><input type="checkbox"/> 31-40+ |
|--|---|

**Q2. Gender:**

- |                               |                                 |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

**Q3. At what College do you reside?** \_\_\_\_\_

**Q4. Please tick the box below that indicates whether marks on your assignments or tests for last semester have been similar to, or different from, your previous experience either at high school, TAFE or other educational courses:**

- Lower than previous experience.
- Equal to previous experience.
- Higher than previous experience.

**Q5. Please tick the box below that appropriately describes how you feel about the marks on last semesters university assignments or tests:**

- I am extremely *unsatisfied* with my marks last semester.
- I am *not* satisfied with my marks last semester.
- I am satisfied with my marks last semester.
- I am extremely satisfied with my marks last semester.

**Q6. Please read the following 14 statements concerning your last semester marks and circle a number from 1 to 5 (see key below) which indicates the strength you agree or disagree with each statement.**

- |    |                             |
|----|-----------------------------|
| 1  | <b>Do not agree at all.</b> |
| 2  | <b>Agree slightly.</b>      |
| 3  | <b>Agree somewhat.</b>      |
| 4  | <b>Agree strongly.</b>      |
| 5. | <b>Agree completely.</b>    |

1. The marks I received were due to badly constructed courses of study.

1 2 3 4 5

2. The marks I received were due to my own efforts.

1 2 3 4 5

3. The marks I received were due to good luck.

1 2 3 4 5

- |     |  |           |
|-----|--|-----------|
| 4.  | The marks I received were due to my ability                        | 1 2 3 4 5 |
| 5.  | The marks I received were due to well structured courses of study. | 1 2 3 4 5 |
| 6.  | The marks I received were due to my good study techniques.         | 1 2 3 4 5 |
| 7.  | The marks I received were due to difficult assignments and exams.  | 1 2 3 4 5 |
| 8.  | The marks I received were due to good lecturers and tutors.        | 1 2 3 4 5 |
| 9.  | The marks I received were due to bad luck.                         | 1 2 3 4 5 |
| 10. | The marks I received were due to easy assignments and exams.       | 1 2 3 4 5 |
| 11. | The marks I received were due to my lack of effort.                | 1 2 3 4 5 |
| 12. | The marks I received were due to bad lecturers and tutors.         | 1 2 3 4 5 |
| 13. | The marks I received were due to my bad study techniques.          | 1 2 3 4 5 |
| 14. | The marks I received were due to my lack of ability.               | 1 2 3 4 5 |

**Q8. Do you think your future success at university is under your personal control or dependent on sources outside your control? Please use scoring scale from 1 to 5 as per Q7 above.**

- |    |  |           |
|----|--|-----------|
| 1. | My success at university is definitely under my own control. | 1 2 3 4 5 |
| 2. | My success at university is dependent on outside sources.    | 1 2 3 4 5 |
- 

## Section 2.

Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you over the past week. There are no right or wrong answers. Do not spend too much time on any statement. The rating scale is as follows:-

- |   |  |
|---|--|
| 0 | <b>Did not apply to me at all.</b>                                     |
| 1 | <b>Applied to me to some degree, or some of the time.</b>              |
| 2 | <b>Applied to me to a considerable degree, or a good part of time.</b> |
| 3 | <b>Applied to me very much, or most of the time.</b>                   |

- |     |   |         |
|-----|---|---------|
| 1.  | I found it hard to wind down.   | 0 1 2 3 |
| 2.  | I was aware of dryness of my mouth.   | 0 1 2 3 |
| 3.  | I couldn't seem to experience any positive feeling at all.  | 0 1 2 3 |
| 4.  | I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion). | 0 1 2 3 |
| 5.  | I found it difficult to work up the initiative to do things.  | 0 1 2 3 |
| 6.  | I tended to over-react to situations.   | 0 1 2 3 |
| 7.  | I experienced trembling (e.g., in the hands).   | 0 1 2 3 |
| 8.  | I felt that I was using a lot of nervous energy.  | 0 1 2 3 |
| 9.  | I was worried about situations in which I might panic and make a fool of myself.  | 0 1 2 3 |
| 10. | I felt that I had nothing to look forward to.   | 0 1 2 3 |
| 11. | I found myself getting agitated.  | 0 1 2 3 |
| 12. | I found it difficult to relax.  | 0 1 2 3 |
| 13. | I felt down-hearted and blue.   | 0 1 2 3 |

- |     |   |                  |
|-----|---|------------------|
| 14. | I was intolerant of anything that kept me from getting on with what I was doing.  | 0    1    2    3 |
| 15. | I felt I was close to panic.  | 0    1    2    3 |
| 16. | I was unable to become enthusiastic about anything.   | 0    1    2    3 |
| 17. | I felt I wasn't worth much as a person.   | 0    1    2    3 |
| 18. | I felt that I was rather touchy.  | 0    1    2    3 |
| 19. | I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat). | 0    1    2    3 |
| 20. | I felt scared without any good reason.  | 0    1    2    3 |
| 21. | I felt that life was meaningless.   | 0    1    2    3 |
- 

### **Section 3.**

The following are questions concerned with alcohol consumption. Please be assured that this information will be treated as highly confidential and will not be used for any other reason than quantitative data for this study. Second, no names will be attached to any of the information on this questionnaire for data entry purposes and all the questionnaires will be destroyed once the study is complete.

It is understood that the following section might be difficult to fill out but for the sake of any important findings that this study may produce, it is asked of you to please be honest with your answers.

**Please tick the appropriate box that applies to your drinking habits as follows:-**

**Q1. How many alcoholic beverages would you drink on a weekly basis?**

Nil       1-2       3-4       5-6       7+

**Q2. Would you drink most of your stated weekly alcohol consumption on one occasion?**

never       rarely       sometimes       often       always

**Q3. Do you believe that you use alcohol to relieve stress or to get relief from any problems you might be experiencing?**

never       rarely       sometimes       often       always

**Q4. Do you believe that pressure from your peers is the main reason you go out and get involved in drinking alcohol?**

never       rarely       sometimes       often       always

**Q5. Do you believe that you engage in binge drinking? That is, deciding to go out (or stay at home) with the deliberate intention of getting very drunk?**

never       rarely       sometimes       often       always

**Q6. How frequently has your drinking caused you to vomit due to over consumption of alcohol?**

never       rarely       sometimes       often       always

**Q7. If you stated that you use alcohol to relieve stress or to get relief from any problems you might be experiencing, could you state below one or more stressful events that has caused you to drink alcohol in the past:**

---

---

---

---

---

---

If filling out this questionnaire has made you aware that you might need advice on any of the subject matter in any of the above sections, please do not hesitate to contact a counsellor at the UNE Counselling and Careers Services, telephone (02) 6773 2897 or email <counselling.service@metz.une.edu.au>.

Thank you for taking the time to participate in this study. If you are interested in the findings produced from this questionnaire you are most welcome to contact me through the Psychology Department or e-mail <murfr@connect.com.au>.

I will be available for any follow-up questions by the researcher:     Yes     No

Name: .....

Contact Phone No: .....

Contact Address: .....

---