

The Resilience, Adaptation and Well-Being Project



Family Schema - Ethnic

FSCH-E

FSCH-E:

Family Schema-Ethnic

Overview

The Family Schema-Ethnic (FSCH-E) Index was developed by Hamilton McCubbin, Anne Thompson, Kelly Elver, and Kera Carpenter (1992) to measure the degree to which a family has cultivated a family schema, a world view which is inclusive of cultural and ethnic values, and which is an important part of the family's identity. Family schema is a generalized structure of shared values, beliefs, goals, expectations and priorities, shaped and adopted by the family unit, thus formulating a generalized informational structure against and through which information and experiences are compared, sifted, and processed. . A family schema evolves over time and serves as a dispositional world view and framework for families to evaluate crisis situations and legitimate adherence to change in, and affirmation of the family's established patterns of functioning, problem solving, and coping responses.

While fostering family problem solving and coping, and its established patterns of functioning and family paradigms for functioning (see Chapter 1), the family schema has as one of its central functions the development of family meanings. This aspect of family appraisal involves the creation of family stories or understandings shared by family members for the purpose of facilitating the family's adaptation in the crisis situation which calls for changes in the family's established patterns of functioning. These meanings transcend the immediate stressor and the situation and place the crisis in a larger context of experiences. From this perspective, the family schema facilitates the development of meaning through the processes of: classification (framing the situation in terms of shared values and expectations), spiritualization (framing the situation in context of the family's shared beliefs), temporalization (framing the situation in terms of the long view and long-term consequences as well as the positive aspects of the present), and contextualization (framing the situation in terms of nature and its order of things, as well as the community and personal relationships and the interpersonal order of things).

Development of FSCH-E

Following a systematic review of the literature on family meanings, values, and world views, items were generated which covered these domains and which reflected cultural or ethnically oriented factors of family life which could be parts of the family's schema. These items were integrated as part of FSCH-E.

Conceptual Organization

FSCH-E is a 39-item instrument which uses a 4-point Likert scale ranging from False and Mostly False, to Mostly True and True. FSCH-E is designed to record what are the core aspects of the family's identity, values, beliefs, rules, and boundaries and the degree to which the family has cultivated a sense of cultural and ethnic values.

Reliability

The internal reliability (Cronbach's alpha) of the FSCH-E measure is .87.

Validity

In a study of Native Hawaiian families (H.I. McCubbin, A.I. Thompson, E.A. Thompson, & M.A. McCubbin, 1994), Family Schema Ethnic was positively correlated with family problem solving communication and family sense of coherence. Additionally, Family Schema-Ethnic was indirectly related to family hardiness (via coherence) and negatively related to family dysfunction via problem solving communication. The importance of Family Schema Ethnic is confirmed for single-parent families with its significant correlation with family coherence and indirect relationship to family dysfunction via family problem solving and family hardiness.

Test-Retest Reliability

The same instrument was readministered to a randomly selected subset of the original sample several weeks after the original data collection, and the instrument was found to be very stable over time with a correlation coefficient of .82.

Additional Validity Checks

No additional validity information is available at this time.

Scoring Procedures

The total score for FSCH-E is obtained by simply summing the number circled by the respondent (i.e., 0 = False, 1 = Mostly False, 2 = Mostly True, 3 = True) for all 39 items.

Norms and/or Comparative Data

Comparative data are available for families of Native Hawaiian ancestry and are presented as percentiles and standard scores, means and standard deviations in Table 24.1.

Instrument Utilization for Research

The FSCH-E instrument is currently being tested within the Family Stress, Coping and Health Project and by other investigators. The few studies that have included this instrument have already been cited in the validity section of this chapter and are included in the references. Therefore, a summary table of related publications is not available at this time.

Notes

1. The availability of additional psychometrics and bibliographies of other users is limited at the date of publication due to the recent development of the instrument. Upon publication of this material, wider usage is expected, and as subsequent publications become available they will be added to our database. If you would like to inquire about more recent studies, please write to us at the Center for Excellence in Family Studies, Family Stress, Coping and Health Project, University of Wisconsin-Madison, 1300 Linden Drive, Madison, WI 53706 or send email to manual@macc.wisc.edu. There will be a charge for these additional materials.
2. When referencing this instrument, the proper citation is: McCubbin, H.I., Thompson, A.I., Elver, K.M., & Carpenter, K. (1992). Family Schema-Ethnic (FSCH-E). In H.I. McCubbin, A.I. Thompson, & M.A. McCubbin (1996). *Family assessment: Resiliency, coping and adaptation-Inventories for research and practice*. (pp. 713-721). Madison: University of Wisconsin System.

Table 24.1
Families of Native Hawaiian Ancestry Family Schema Ethnic
(N=141)

Raw Scores	Standard Scores	Cumulative Percentiles
0-43	-3.9	.7
44-56	-2.8	1.4
57-59	-2.5	2.1
60-65	-2.1	3.5
66-67	-1.9	4.3
68	-1.8	5.7
69-70	-1.7	8.5
71-74	-1.3	9.2
75-76	-1.2	11.3
77	-1.1	12.8
78	-1.0	15.6
79	-0.9	18.4
80-81	-0.8	19.9
82	-0.7	22.0
83	-0.6	24.1
84	-0.5	29.1
85	-0.4	31.2
86-87	-0.3	36.9
88	-0.2	39.0
89	-0.1	41.1
90	0.0	46.1
91-92	+0.1	53.9
93	+0.2	58.9
94	+0.3	63.8
95	+0.4	66.0
96-97	+0.5	74.5
98	+0.6	74.2
99	+0.7	76.6
100	+0.8	80.1
101-103	+1.0	85.8
104	+1.1	87.2
105	+1.2	89.4
106	+1.3	92.2
107-108	+1.4	95.0
109	+1.5	96.5
110	+1.6	97.9
111	+1.7	98.6
112	+1.8	99.3
113-117	+1.9	100.0

Mean = 90.291

SD = 12.275

Range = 71

Kurtosis = 1.057

Skewness = -.718

Mode = 84.0

FSCH-E

FAMILY SCHEMA-ETHNIC

English Version



FSCH-E

FAMILY SCHEMA-ETHNIC ©

Hamilton I. McCubbin Anne I. Thompson Kelly M. Elver K. Carpenter

Directions:

Decide how well each statement describes your family. If the statement describes your family well, circle #3, True. If the statement does not fit your family, circle 0, False. If the statement fits your family to some degree, circle #2, Mostly True. Circle #1 if the statement describes your family a little.

<i>In our family:</i>	False	Mostly False	Mostly True	True
1. We believe that the land we live on is an important part of who we are.	0	1	2	3
2. If we have more than we need, we share with others.	0	1	2	3
3. We give up things we want for the good of others.	0	1	2	3
4. Children are precious because they carry our spirit on to the future	0	1	2	3
5. We believe that if we destroy the land, water and air, we are hurting ourselves.	0	1	2	3
6. We will sacrifice personal goals for the family.	0	1	2	3
7. We help each other without being asked.	0	1	2	3
8. We believe children need strict discipline.	0	1	2	3
9. We don't hold grudges, we forgive and move on.	0	1	2	3
10. We expect members to place the family first.	0	1	2	3
11. When there are problems, family members will come home to help out.	0	1	2	3
12. We encourage family members to take advantage of opportunities even if it means moving away.	0	1	2	3
13. Our ethnic/cultural roots (e.g. being Caucasian, African-American, Native American, Hawaiian, Hispanic, Alaskan, Asian) give strength to us.	0	1	2	3

In our family:

	False	Mostly False	Mostly True	True
14. Music teaches us about our ethnic/cultural roots.	0	1	2	3
15. Dancing teaches us about our ethnic/cultural roots.	0	1	2	3
16. Using our native language helps us appreciate and value our ethnic/cultural roots.	0	1	2	3
17. When we try to fit in, we lose our identity.	0	1	2	3
18. We don't make a big deal of things.	0	1	2	3
19. In our family, we do not keep secrets for very long.	0	1	2	3
20. We believe that all families must take care of the land, water and air.	0	1	2	3
21. When we try to fit in, we lose our self-respect.	0	1	2	3
22. We do things for pleasure, not for personal gain.	0	1	2	3
23. We value and respect our elders (grandparents, parents, etc.).	0	1	2	3
24. Children are respected.	0	1	2	3
25. We do a lot to hold on to our ethnic/cultural identity and beliefs.	0	1	2	3
26. We are easy going and open to others.	0	1	2	3
27. We believe that the future will depend on our taking care of the land, water and air.	0	1	2	3
28. We believe that giving to others or sharing is important.	0	1	2	3
29. Grandparents, aunts and uncles have some say in the decisions we make.	0	1	2	3
30. We teach children to support each other.	0	1	2	3
31. Storytelling is how we pass on information about our ethnic/cultural roots.	0	1	2	3
32. We are taught not to say anything that might upset others.	0	1	2	3
33. We only take from the land and water what we feel is necessary.	0	1	2	3
34. Happiness is more important than success.	0	1	2	3
35. We teach our children to listen to our elders and their opinions.	0	1	2	3
36. We practice and believe in traditions and celebrations.	0	1	2	3
37. We believe it is good to say what we feel or think in front of others.	0	1	2	3
38. We try to make our ethnic/cultural roots a part of our daily lives.	0	1	2	3
39. Children should be seen and not heard.	0	1	2	3

