



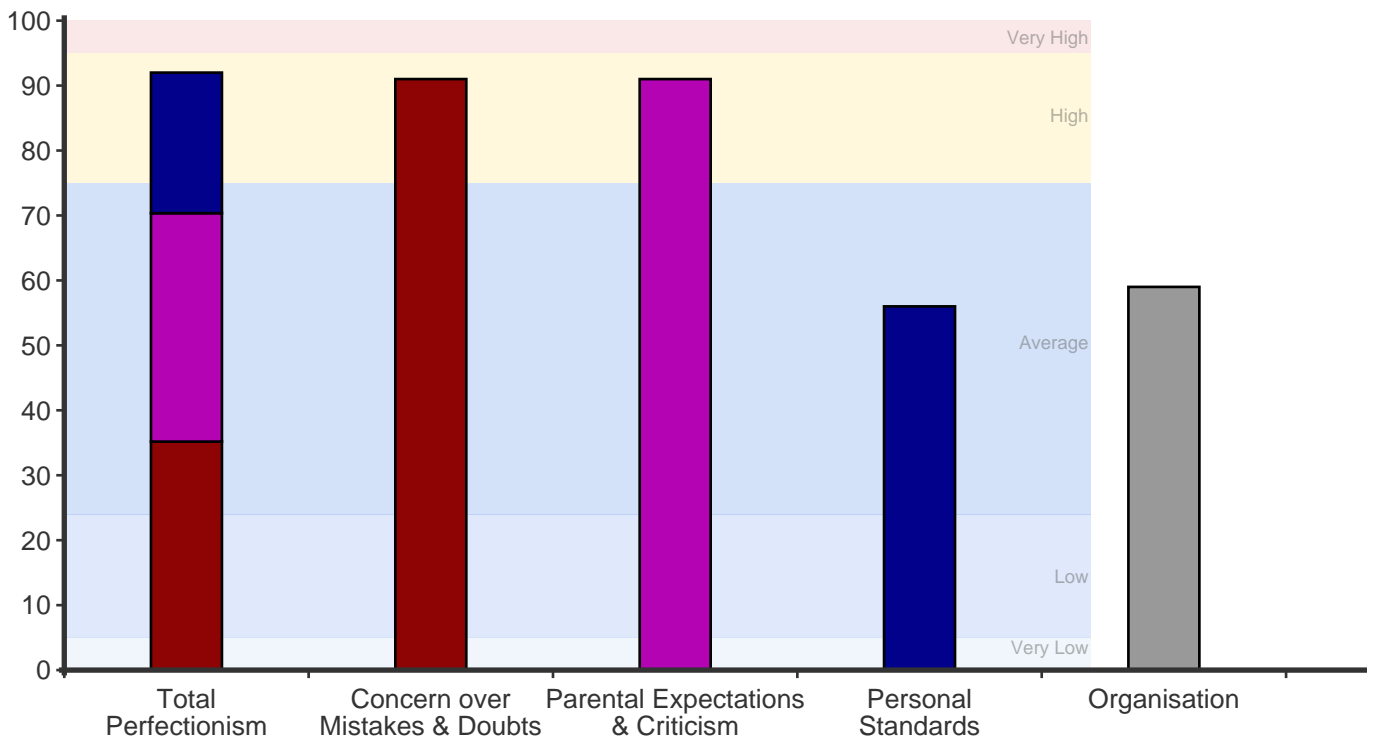
Frost Multidimensional Perfectionism Scale (FMPS)

<i>Client Name</i>	Client Generic	<i>Date administered</i>	1 Jan 2026
<i>Date of birth (age)</i>	1 Jan 1990 (36)	<i>Time taken</i>	29s
<i>Assessor</i>	Dr Emerson Bartholomew		

Results

	Raw Score	Community Percentile	Descriptor
Total Perfectionism	96	92	High
Concern over Mistakes & Doubts	43	91	High
Parental Expectations & Criticism	31	91	High
Personal Standards	22	56	Average
Organisation	22	59	Average

FMPS Community Percentiles



Note: Organisation is not included in the Total Perfectionism score, as high organisation is not inherently a problematic component of perfectionism.

Interpretation

The Frost Multidimensional Perfectionism Scale (FMPS) was administered on 01 January 2026.

The client obtained a Total Perfectionism score of 96 out of a possible 145, which falls at the 92nd percentile compared to a non-clinical university sample. This score is in the High range, indicating elevated overall perfectionism compared to the normative sample. The client reports a



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pattern of perfectionistic beliefs and behaviours that exceeds what is typical, and this elevation may be associated with increased vulnerability to psychological distress. Notably, the profile shows relatively lower personal standards, suggesting achievement striving may be less central to the client's perfectionism.

Elevated Subscales

The client obtained a score of 43 on Concern over Mistakes and Doubts about Actions, which falls at the 91st percentile (High). This score suggests very high endorsement, relative to the normative sample, of items relating to interpreting mistakes as personal failure, fearing loss of respect following errors, and experiencing uncertainty about the quality of one's actions. Elevations on this dimension have been associated in research with higher levels of depression, anxiety, and general psychological distress. In clinical contexts, this pattern may contribute to heightened self-criticism, difficulty tolerating mistakes, or hesitancy in completing tasks. Highest-scoring items in this domain include:

- 13. *If someone does a task at work/school better than I do, then I feel as if I failed the whole task. (Strongly agree)*
- 17. *Even when I do something very carefully, I often feel that it is not quite right. (Strongly agree)*
- 25. *If I do not do well all the time, people will not respect me. (Strongly agree)*

The client obtained a score of 31 on Parental Expectations and Criticism, which falls at the 91st percentile (High). This elevated score suggests very high endorsement, relative to the normative sample, of items relating to perceived high parental standards and critical responses to mistakes. These perceived parental attitudes may be associated with internalised beliefs about performance and evaluation that influence current perfectionistic patterns. This subscale assesses perceptions of parental expectations and criticism and should be interpreted within the broader clinical context. This pattern may be clinically relevant when exploring the client's developmental experiences and beliefs about evaluation. Highest-scoring items in this domain include:

- 3. *As a child, I was punished for doing things less than perfectly. (Strongly agree)*
- 22. *I never feel that I can meet my parents' expectations. (Strongly agree)*
- 35. *I never feel that I can meet my parents' standards. (Strongly agree)*

Scoring and Interpretation Information

FMPS Total and Subscale Scores

The FMPS produces a Total Perfectionism score and four subscale scores. The Total Perfectionism score is calculated as the sum of three of the four subscales (29 items, ranging 29–145). Higher scores indicate greater endorsement of perfectionistic beliefs and behaviours in a particular domain.

-Concern over Mistakes and Doubts about Actions (13 items: 9, 10, 13, 14, 17, 18, 21, 23, 25, 28, 32, 33, 34; score range 13–65): reflects the tendency to equate mistakes with failure, fear loss of respect, and doubt the quality of one's performance.

-Parental Expectations and Criticism (9 items: 1, 3, 5, 11, 15, 20, 22, 26, 35; score range 9–45): reflects perceived parental pressure to be perfect and criticism for falling short.

Personal Standards (7 items: 4, 6, 12, 16, 19, 24, 30; score range 7–35): reflects the setting of excessively high personal standards and goals.



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-Organisation (6 items: 2, 7, 8, 27, 29, 31; score range 6–30), reflects the importance placed on order, neatness, and organisation. High organisation is not inherently problematic; however, high Organisation combined with elevated scores on the other subscales may exacerbate perfectionistic dysfunction.

FMPS Percentiles

All scores are presented as raw totals as well as percentiles, so clinicians can see both the client's actual responses and how those scores compare with a normative sample. Percentile ranks are calculated based on Stöber's (1998) normative sample of university students (N = 243, mean age 26.30). A percentile of 50 indicates an average level of perfectionism relative to this comparison group. Given that the normative sample consists of university students, percentiles should be interpreted with appropriate caution when applied to clinical populations, individuals from different age groups, or those from culturally diverse backgrounds. Percentiles provide a relative comparison point rather than absolute clinical thresholds.

FMPS Descriptors

The following percentile-anchored descriptors are used to aid interpretation of FMPS scores. These bands were developed by NovoPsych to assist interpretation, and should be treated as a practical guide rather than empirically validated clinical thresholds.

These descriptors are based on where a score falls in the normative distribution, rather than on the response scale labels (Strongly Disagree to Strongly Agree). This is because those labels reflect how strongly someone agrees with a statement, not how clinically elevated their perfectionism is.

- Low (5th and lower percentile, score 29-44): Scores at this level are well below the normative average, suggesting minimal endorsement of perfectionistic beliefs or behaviours in this domain.
- Below Average (6th–24th percentile, score 45-60): Scores at this level are below the normative average, suggesting relatively low levels of perfectionism in this domain.
- Average (25th–75th percentile, score 61-83): Scores at this level fall within the typical range for the normative sample, suggesting perfectionism levels consistent with the general population.
- Above Average (76th–94th percentile, score 84-99): Scores at this level are above the normative average, suggesting elevated perfectionism in this domain that may warrant clinical consideration.
- High (95th and higher percentile, score 100-145): Scores at this level are well above the normative average, suggesting highly elevated perfectionism in this domain that may be clinically significant.

FMPS Tracking Progress

In the absence of a formally validated Reliable Change Index (RCI) or minimally important difference (MID) for the FMPS, changes of at least 0.5 standard deviations in scores may suggest potentially meaningful change (Norman et al., 2003; Turner et al., 2010).

Using the Stöber (1998) normative data, the following score changes may signal meaningful change:

- Total Perfectionism: approximately 9 points



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- Concern over Mistakes and Doubts about Actions: approximately 6 points
- Parental Expectations and Criticism: approximately 5 points
- Personal Standards: approximately 3 points
- Organisation: approximately 3 points

These thresholds should be interpreted as approximate guides rather than definitive benchmarks, as they are derived from a non-clinical normative sample rather than treatment outcome data.

FMPS Graphs

Results are also presented in a table that lists raw scores, percentiles, and descriptors for Total Perfectionism and all four subscales.

On first administration, a percentile bar chart is presented, displaying the percentile scores for each subscale with descriptor bands (Low, Below Average, Average, Above Average, High) as background shading. Each bar reflects the client's score on a 0–100 scale relative to a community sample.

Because all scores are converted to percentiles, each subscale is displayed on the same scale. This allows clinicians to quickly see which domains are most elevated, regardless of differences in the number of items per subscale. Higher bars indicate greater endorsement of perfectionistic traits in that domain relative to the normative sample.

On subsequent administrations, a line graph displays subscale percentile scores over time, with descriptor bands as background shading, allowing clinicians to track changes across administrations.

Client Responses

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	My parents set very high standards for me.	1	2	3	4	5
2	Organization is very important to me.	1	2	3	4	5
3	As a child, I was punished for doing things less than perfectly.	1	2	3	4	5
4	If I do not set the highest standards for myself, I am likely to end up a second-rate person.	1	2	3	4	5
5	My parents never tried to understand my mistakes.	1	2	3	4	5



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Client Responses (cont.)

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
6	It is important to me that I be thoroughly competent in what I do.	1	2	3	4	5
7	I am a neat person.	1	2	3	4	5
8	I try to be an organized person.	1	2	3	4	5
9	If I fail at work/school, I am a failure as a person.	1	2	3	4	5
10	I should be upset if I make a mistake.	1	2	3	4	5
11	My parents wanted me to be the best at everything.	1	2	3	4	5
12	I set higher goals than most people.	1	2	3	4	5
13	If someone does a task at work/school better than I do, then I feel as if I failed the whole task.	1	2	3	4	5
14	If I fail partly, it is as bad as being a complete failure.	1	2	3	4	5
15	Only outstanding performance is good enough in my family.	1	2	3	4	5
16	I am very good at focusing my efforts on attaining a goal.	1	2	3	4	5
17	Even when I do something very carefully, I often feel that it is not quite right.	1	2	3	4	5
18	I hate being less than the best at things.	1	2	3	4	5
19	I have extremely high goals.	1	2	3	4	5
20	My parents expect excellence from me.	1	2	3	4	5
21	People will probably think less of me if I make a mistake.	1	2	3	4	5
22	I never feel that I can meet my parents' expectations.	1	2	3	4	5
23	If I do not do as well as other people, it means I am an inferior being.	1	2	3	4	5
24	Other people seem to accept lower standards from themselves than I do.	1	2	3	4	5



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Client Responses (cont.)

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
25	If I do not do well all the time, people will not respect me.	1	2	3	4	5
26	My parents have always had higher expectations for my future than I have.	1	2	3	4	5
27	I try to be a neat person.	1	2	3	4	5
28	I usually have doubts about the simple everyday things that I do.	1	2	3	4	5
29	Neatness is very important to me.	1	2	3	4	5
30	I expect higher performance in my daily tasks than most people.	1	2	3	4	5
31	I am an organized person.	1	2	3	4	5
32	I tend to get behind in my work because I repeat things over and over.	1	2	3	4	5
33	It takes me a long time to do something "right".	1	2	3	4	5
34	The fewer mistakes I make, the more people will like me.	1	2	3	4	5
35	I never feel that I can meet my parents' standards.	1	2	3	4	5