Positive Psychology Coursework and Subjective Wellbeing

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POSITIVE PSYCHOLOGY COURSEWORK AND SUBJECTIVE WELLBEING

by

HEATHER WALKER

A thesis submitted in partial fulfillment of the requirements

for the Honors in the Major Program in Psychology

in the College of Sciences

and the Burnett Honors College

at the University of Central Florida

Orlando, Florida

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Thesis Chair: William Steven Saunders Psy.D.

ABSTRACT

Positive Psychology aims to shift the conversation of mental health from solely repairing mental dysfunction to focusing on individuals' positive qualities or strengths (Seligman, 2000). This study aims at exploring connections between a Positive Psychology college level coursework and students' self-reported wellbeing using an electronically administered survey containing multiple scales used to measure various aspects of wellbeing. Scales used were The Ryff Scale of Psychological Wellbeing, The Purpose in Life Test (PIL), the Alienation Scale, and questions related to the course content itself. Students who have higher wellbeing tend to have increased life benefits such as health, life-satisfaction, and flourishing aspects such as academic success (Coffey, 2014). Participants were also measured on their likelihood to use the curriculum in their day-to-day operations. Results show trends in increased measure scores in a small sample size. No significant correlations were found.

Keywords: positive psychology, wellbeing, happiness, college students, education

ACKNOWLEDGEMENTS

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INTRODUCTION

Wellbeing, or the "the state of being comfortable, healthy, or happy" is a value affecting many aspects of individuals' lives and how they function (Stein, 1978). The concept of obtaining and maintaining happiness in one's life has fascinated scientists for generations. Happiness is "a positive emotional state that is subjectively defined by each person" (Snyder, 2011). Life experiences and cultural differences can play roles in individual's perceptions of their lives and life satisfaction. Seligman describes happiness as the combination of emotions, strengths, and virtues (2002). Diener and Seligman's study on the top 10% happiest college students in the U.S. were found to have good mental wellbeing and strong social relationships with others (2002). As wellbeing influences daily life activities, it is important this research continue to reach a variety of populations, settings, and situations. Minimal domain-specific research has been done analyzing the subjective wellbeing of college students.

Traditional college students are typically young adults between the ages of 18-24 (Digest of Education Statistics, 2014). Jeffrey Arnett coined the term for this age group as "emerging adults," describing them as sharing a "feeling of in-between" as they journey from adolescence to new challenges presented in adulthood (2008). As students explore their growing self-identity perception, Arnett's research discusses how trends are found in this population of optimism, navigating through instability, and transitioning to new responsibilities (Munsey, 2006). Issues relating to mental health can "affect all aspects of the student's physical, emotional, cognitive, and interpersonal functioning" (Kitzrow, 2003). With additional responsibilities and social changes, wellbeing can play a large role aiding students' health. College students' mental health and wellbeing is an increasing concern now than it has been in previous years (American College

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Health Association, 2015). This study aims at exploring connections between what is taught in a Positive Psychology course and this population's self-reported wellbeing.

Background

Previous research has looked into Positive Psychology constructs of self-efficacy, gratitude, grit, connectedness, and life satisfaction of college students using measures such as the College Student Subjective Wellbeing Questionnaire, Academic Self-Efficacy Scale, and General Self-Efficacy Scale, Satisfaction of Life-Scale, and Happiness scales (Renshaw, 2014; 2015). This research, with its extensive use of measures, aids in understanding of how subjective wellbeing scales can be effective in measuring the potential benefits of positive psychology coursework itself.

Research conducted by Marrero (2016) shows promise for group administered positive psychology interventions. Marrero's interventions worked with specific activities over time, specifically aimed at increasing their participants' wellbeing levels. Although there is limited literature on the benefits of Positive Psychology coursework, these and other results indicated benefits of some of the constructs in a college population. Additional research done by Yuen (2015) also studies how fostering a curriculum aimed at increasing life-satisfaction and awareness can be effective tools for elevating participants' mood. The proposed study aims at exploring the relationship between these components of wellbeing and participation in a Positive Psychology course.

Importance of this Research

Previous research has shown that an individual's subjective wellbeing can influence overall health (Okun, 1984). Research suggests facets of Positive Psychology have been shown

to be useful tools to increase happiness levels. Happiness has been linked to benefits which reach into all aspects of daily living including increased problem solving, productivity, positive interpersonal relationships, increased coping mechanisms (Snyder et.al, 2011).

As the field of Positive Psychology is further developed, it is of value to research the various populations and settings where benefits can be found. Previous research shows how the constructs taught in Positive Psychology, if practiced, can individually benefit people. This study strives to explore the gap in research on the effects of a college-level Positive Psychology curriculum and students' wellbeing. Results could be used to gain insight on college populations, enhance curriculum to address needs, explore potential tools for addressing student performance, and broaden the variety of research done in the field of Positive Psychology.

Proposed Research

This research aims to find significant evidence of positive correlation between the intervention of introducing a Positive Psychology curriculum to a college population and the participants' subjective wellbeing, as well as other positive subjective changes. Wellbeing, as defined by this research, includes multidimensional concepts such as connectedness to the world, feeling meaning in one's life, positive relationships with others, autonomy, environmental mastery, positive self-attitudes, and sense of personal growth.

The proposed research will also investigate if students reported likelihood to implement constructs in their daily lives, solely due to the exposure of the course. As Positive Psychology is a relatively new branch of Psychology, there is limited research done on how the components of

this field influence people in various settings. There is generally a neglected link of the benefits of the positive psychology coursework itself.

H1

The first hypothesis is exposure to the curriculum will show an increase in participant's self-reported wellbeing. Wellbeing is a complex and multi-faceted concept with measures covering many sub-topics. The following scales were used to measure subjective wellbeing: the Ryff Scale of Psychological Wellbeing, the Purpose in Life (PIL) test, and the Alienation Scale.

The first scale is an established wellbeing measure, the Ryff Scale of Psychological Wellbeing-42 item version. This scale has been widely used and includes a variety of wellbeing components including autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance (Steifert, 2005).

The second scale is the Purpose in Life (PIL) test. The PIL measure uses a 1 (low purpose) to 7 (high purpose) Likert scale, and was developed to measure an individual's sense of meaning (Crumbaugh, 1968). One's views on their life and purpose can play a key role in one's perception of self-happiness. College students sense of being connected or plugged-in to their own lives has been shown to be connected to mental health and a decrease in reported suicide ratings for this population (Drum, 2017).

The third scale used is the Alienation scale, which uses a Likert scale to measure one's sense of meaningfulness and beliefs of how isolated one is from others (Jessor & Jessor, 1977). This meaningfulness is rooted in feelings on an individual's powerlessness and normalcy (Dean,

1961). Alienation can affect one's perception of their life, and thus influences their psychological wellbeing.

H2

The second hypothesis predicts participants are more apt to engage in constructs taught throughout the progression of the course. The main constructs include empathy, altruism, flow, self-efficacy, gratitude, and mindfulness. These constructs influence students' investment in interactions with others throughout the rest of their school journey and professional lives. Students were asked to report how likely they would be to implement these constructs in their daily lives after learning of the value of these constructs. It is predicted that students will report an increased willingness to engage in these positive psychology related actions.

H3

The final hypothesis is participants will report a positive change of some kind after exposure to the curriculum. Participants' view on the world, themselves, or their values are examples of potential changes.

METHODOLOGY

Design/Materials

Pre and post surveys were created and administered electronically through Qualtrics. Links to the surveys were distributed to students' emails by the course professor, at the beginning and towards the end of the course. Participants were presented with an informed consent form and were required to acknowledge consent in order to begin the survey. Course extra credit points were provided as compensation for participation in the study. The 98-question survey contained an informed consent, a demographic questionnaire, three personality and social psychological attitudes quantitative measures, questions assessing likelihood to exhibit curriculum constructs, and an informal qualitative question. Control questions such as "answer with a 6" were used to confirm active survey engagement. Approximate survey completion time was 13.6 minutes.

The demographic questionnaire included questions relating to age, gender, ethnicity, religious affiliation, and class standing. In addition, it was asked if they were in their first semester in college. Participants were informed of the anonymity of their results, and no information was collected which may break confidentiality. The personality and social psychological attitudes section was comprised of the Purpose in Life Test (PIL), the Alienation Scale, and the Ryff Scale of Psychological Wellbeing. Sub-measures of the Ryff scale include themes of autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The 42-item version of the Ryff scale was used to reduce survey fatigue. This thorough but more concise variation has been tested to be a reliable version, although more brief than the full version. The post-survey contained identical questions to the pre-survey, with

the inclusion of the qualitative question. The qualitative question inquired if the students felt the course impacted or changed them in some way.

Participants

Two Positive Psychology classes of approximately 30 students each, at a Community College, were issued the surveys, 14 of which actively participated in both the pre and post survey. Of the two courses, one was taught in-person and the other online. The demographics of the 14 participants (ages 18-29, M=20) were determined based on those who voluntarily signed-up for the specific courses chosen to participate in the experiment, and who voluntarily opted to participate in the study. A breakdown chart of participant demographics can be found in Figure 1. Students under the age of eighteen who were enrolled in these courses were ineligible to participate in the study. Additionally, some results were dropped due to inaccurate survey completion, measured through control questions.

Demographics	
Age	Mean = 20.2939
Gender	
Male	n = 6
Female	n = 12
Year in College	
Freshman	n = 3
Sophomore	n = 11
Ethnicity	
Black	n = 1
Caucasian	n = 6
Hispanic/Latino	n = 7
Religion	
Agnostic	n = 1
Atheist	n = 2
Spiritual	n = 3
Christian	n = 8
First College Semester	n = 0

Figure 1

RESULTS

All data were analyzed using SPSS v.25.

Ryff Scale of Psychological Wellbeing

14 participants were given the Ryff Scale of Psychological Wellbeing before and after their participation in a Positive Psychology course. This established scale looks at wellbeing as a "dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviors" (Seifert, 2005). This wellbeing scale contains six subscales of self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth. In all scales, high scores indicate a higher relationship to the measure being recorded. A paired sample t-test was conducted on the data. Results indicated that participants' measure of autonomy (*M*=30.29, *SD*=4.75) increased (*M*=32.79, *SD*=5.13, *t* (13) = 1.955, *n.s.*, $n_p2 = 0.522$), environmental mastery (*M*=27.21, *SD*=3.93) increased (*M*=29.21, *SD*=4.25, *t* (13)=2.505, *n.s.*, $n_p2 = 0.669$), personal growth (*M*=31.64, *SD*=3.03) increased (*M*=32.36 *SD*=3.10, *t* (13)=1.059, *n.s.*, $n_p2 = 0.283$), positive relations (*M*=32.86, *SD*=7.08) increased (*M*=34.43, *SD*=5.74, *t* (13)=1.147, *n.s.*, $n_p2 = 0.307$), purpose in life (*M*=31.64, *SD*=3.03) increased (*M*=32.36, *SD*=3.10, *t* (13)=1.059, *n.s.*, $n_p2 = 0.283$), and self-acceptance (*M*=29.14, *SD*=4.96) increased (*M*=29.79, *SD*=4.28, *t* (13)=0.563, *n.s.*, $n_p2 = 0.346$). See Figure 2 for a score breakdown. Total scores for the Ryff (*M*=181.72, *SD*=20.26) increased (*M*=187.79, *SD*=20.80, *t* (13)=1.639, *n.s.*, $n_p2 = 0.438$). See Figure 3 for a score breakdown.
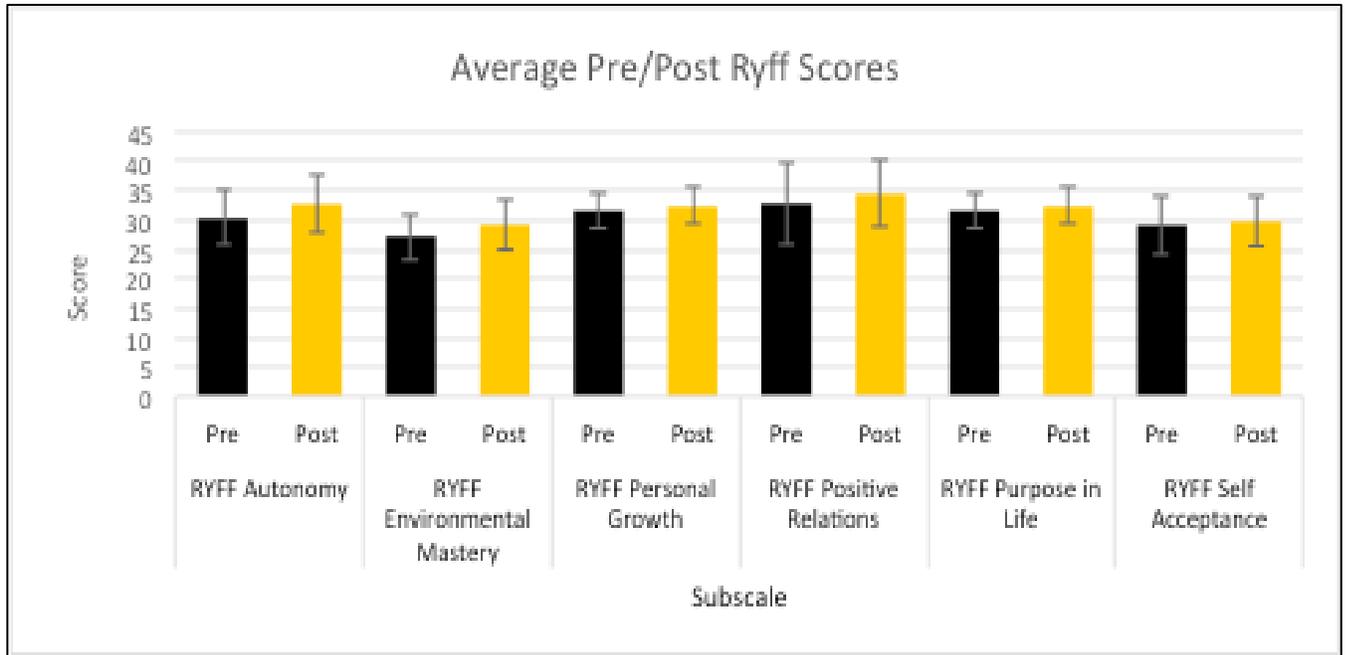
Figure 2
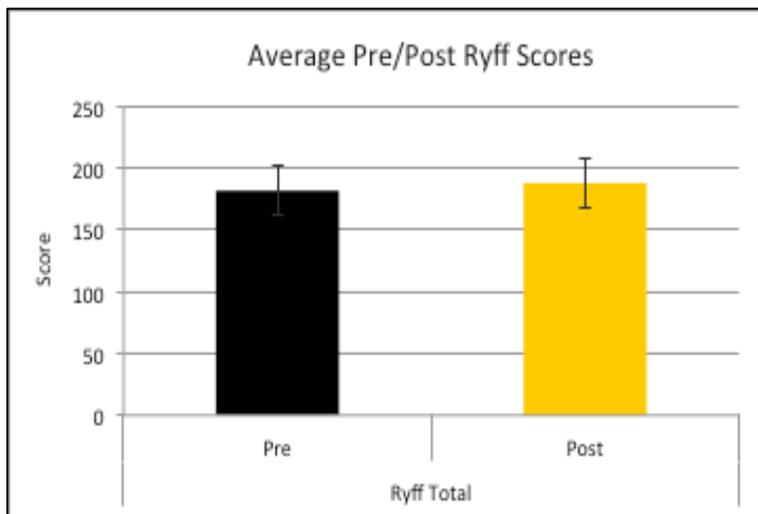
Figure 3

Alienation Scale

14 participants were given the Alienation scale before and after their participation in a Positive Psychology course. Jessor and Jessor's Alienation scale (1977), as cited in Robinson's book of measures, was used to assess alienation, comprised of 15 questions targeting feelings of isolation, powerlessness, nihilism, adventurousness, and vegetativeness (Robinson et.al., 1991). Lower scores indicate lower alienation or isolation from others. A paired sample t-test was conducted on the data. Results indicated participants' alienation score (M=41.43, SD=6.87) decreased (M=37.86, SD=5.36, t (13) =2.09, $n.s.$, n_p2 = 0.558). See Figure 4 for a score breakdown.
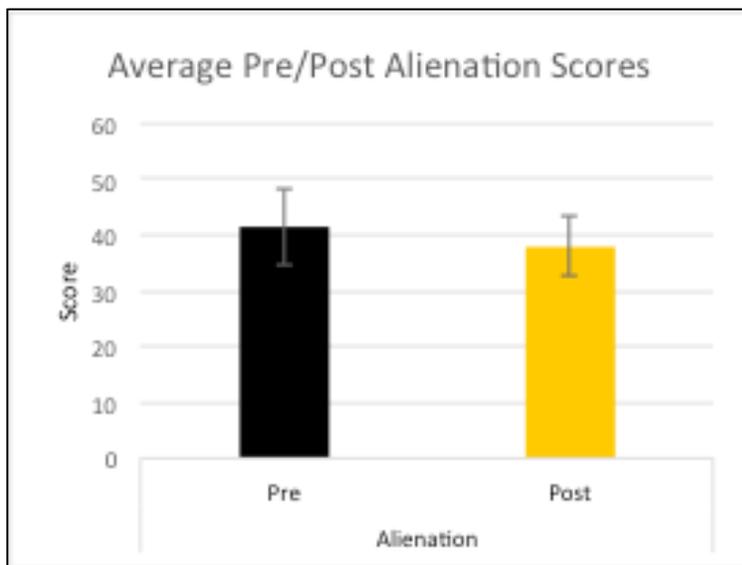
Figure 4

The Purpose in Life Test

14 participants were administered Crumbaugh's Purpose in Life (PIL) test (1968) before and after their participation in a Positive Psychology course. This scale was used to assess "the degree to which a person experiences a sense of meaning or purpose in life" (Robinson et.al.,

1991). This scale contained 20 questions rated from 1 (low purpose) to 7 (high purpose). Higher

scores indicate higher self-reported purpose, with average scores clustering towards the higher

end (Robinson et.al., 1991). A paired sample t-test was conducted on the data. Results indicated

participants' PIL score (M=99.29, SD=14.84) increased (M=104.21, SD=14.82, t (13) =1.24, $n.s.$,

n_p2 = 0.331). See Figure 5 for a score breakdown.
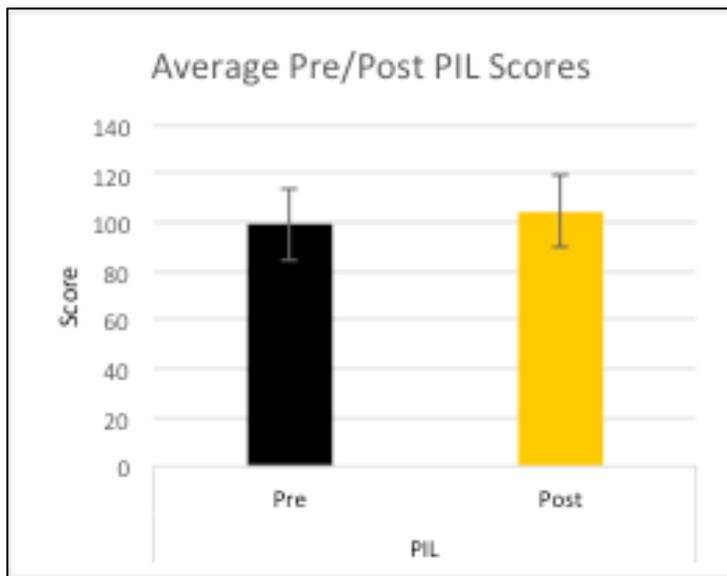
Figure 5

<div align="center">Positive Psychology Course Constructs</div>

14 participants were administered the set of questions, regarding participant's fostering

the Positive Psychology constructs into their lives, before and after their participation in a

Positive Psychology course. Students were asked to self-report their likelihood, on a Likert scale,

to personally exhibit core qualities discussed at length in the course into their daily lives after

exposure to the class. Course constructs measured were empathy, altruism, flow, self-efficacy,

gratitude, mindfulness and flourishing, as they were defined in the course textbook. A paired

sample t-test was conducted on the data. Results indicated participants' empathy score (M=6.50, SD=0.65) decreased (M=6.43, SD=0.76, t (13) =0.32, $n.s.$, n_p2 = 0.086). Participants' altruism score (M=6.07, SD=0.98) increased (M=6.14, SD=0.95, t (13) =0.27, $n.s.$, n_p2 = 0.072). Participants' flow score (M=5.79, SD=0.80) increased (M=5.86, SD=1.03, t (13) =0.23, $n.s.$, n_p2 = 0.063). Participants' self-efficacy score (M=5.79, SD=1.19) increased (M=5.93, SD=0.73, t (13) =0.38, $n.s.$, n_p2 = 0.102). Participants' gratitude score (M=6.14, SD=0.86) increased (M=6.21, SD=0.80, t (13) =0.27, n.s., n_p2 = 0.072). Participants' mindfulness score (M=5.79, SD=0.89 increased (M=6.07, SD=0.83, t (13) =1.30, $n.s.$, n_p2 = 0.346). Participants' flourishing score (M=6, SD=1.11) increased (M=6.29, SD=0.73, t (13) =1.00, n.s., n_p2 = 0.267). See Figure 6 for a score breakdown.
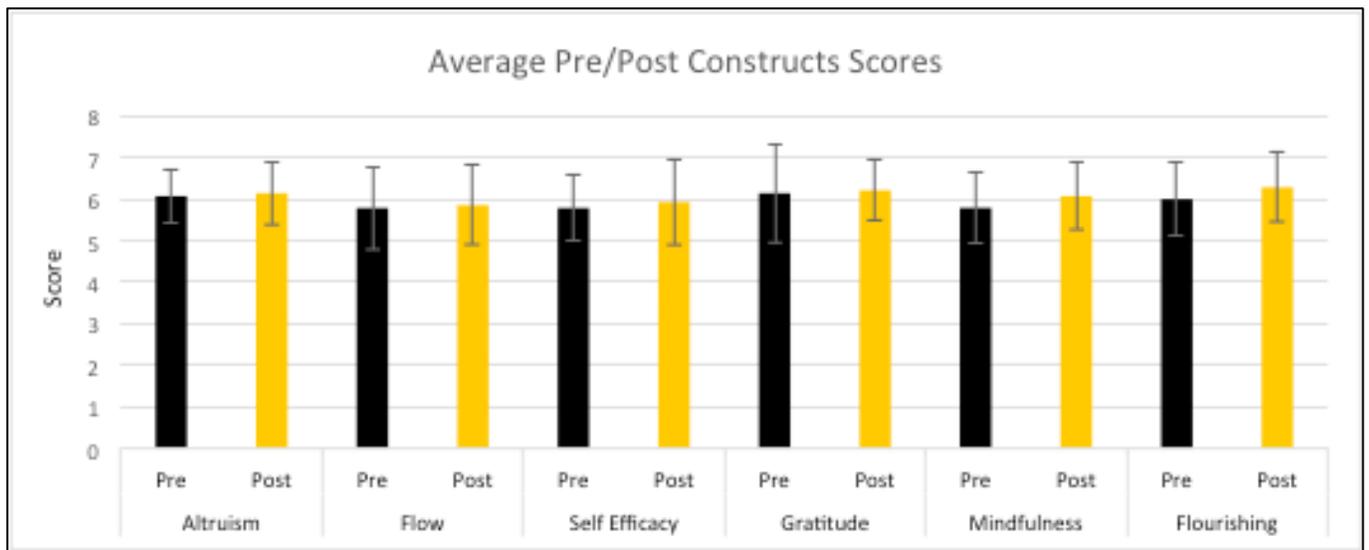
Figure 6

Qualitative Question

  14 participants were administered a qualitative question inquiring self-reported change after their participation in a Positive Psychology course. Trends in the results showed both

internal, reflecting inside one's self, and external positive changes, as well as neutral responses. Internal changes focused on internal reflection on oneself, whereas external changes were differences in views on others or the world as a whole. Positively phrased changes including the words 'myself, my emotions, me as an individual, personal life, my comfort zone, my coping skills, self-reflection, self-awareness, and self-care' were defined as internally themed. Positively phrased changes including the words 'world, people, others, strangers, everyone, everyday occurrence, and life' were defined as internally themed. Frequently recurring words included 'interaction, outlook, understanding, helped, learned, opened, mentally, and more positive.' Of those who took both the pre and the post survey there were 11 positive responses and 3 neutral. Including the additional post-survey data only, there was a total of 15 positive responses and 4 neutral. See Figure 7 for s score breakdown. In this qualitative section, students also expressed positive interest in the Positive Psychology class itself, "to me, I feel like everyone should take this course."
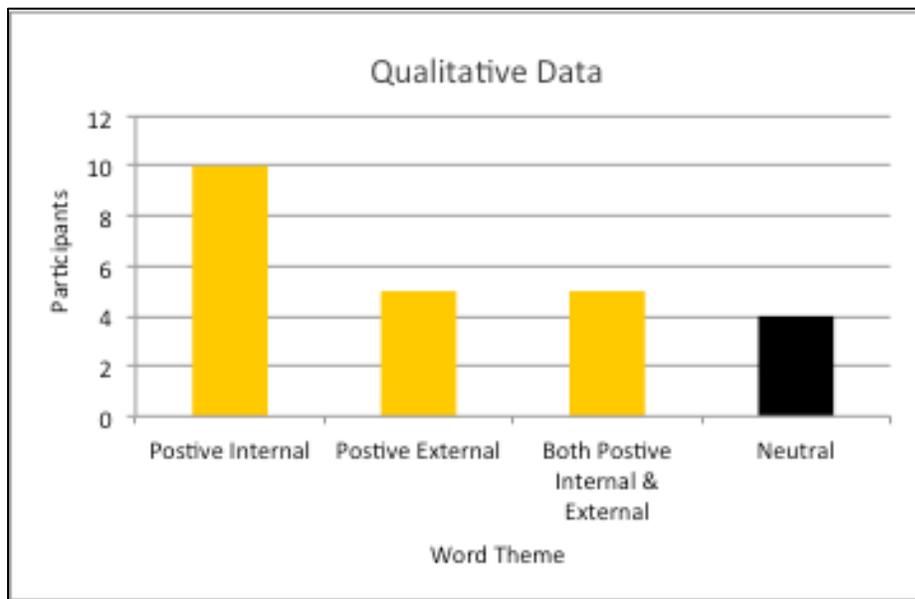
Figure 7

DISCUSSION

Results suggest a trend of increased scores for almost each measure conducted, although none significant. The small sample size could account for this. Larger sample sizes in other studies on this topic have shown significant results. Renshaw's work with the College Student Subjective Wellbeing Questionnaire in a sample size of N=387, "demonstrated strong internal consistency and concurrent validity with several global indicators of subjective wellbeing" (2014). As the same of a sample increases, the power also increases (Cooper, 1982). With many of the analyses of the data reporting Cohen's d values of over .2, increasing the number of participants may allow for a more accurate reflection of potential significant relationships, that are not currently represented.

Interestingly scores for the construct of empathy slightly decreased. This decrease in scores could be due participants gaining a better understanding of the term after learning context from the course curriculum. Humanity is typically hopeful to believe they are inherently kind and would exhibited empathy to others in daily life. The course discusses how one would go about cultivating empathy, but also how egoism can play a role in motivations for responding positively to others. Upon deeper understanding of this tool, and introspective reflection on one's own life, understanding how it is challenging to exhibit a true empathetic response over baseline kindness could account for this difference. Another possibility on why this score decreased is students tend to have increased coursework and busier schedules towards the end of the semester compared to the beginning. Students could be in the mindset of focusing on their own journey to succeed, than on that of others.

The scales chosen to measure subjective wellbeing were picked so there was diverse data on different aspects of wellbeing in a college population. The Ryff scale has been used in this population previously and is a frequently used measure (Seifert, 2005). The Purpose in Life test has also yielded significant results in past studies (Robinson, 1991). The Alienation Scale has shown reliability in past studies, and has been tested and retested showing stability for over a one-year interval (Robinson, 1991). The construct evaluating questions were created with the specific course's textbook in mind to measure values taught.

The main constructs emphasized in the Positive Psychology course curriculum that were measured were: empathy, altruism, flow, self-efficacy, gratitude, flourishing, and mindfulness, as they were defined in the course textbook. Empathy was defined in the course as an "emotional response to a perceived negative situation of another person." Altruism was defined as exhibiting "actions or behaviors that are intended to benefit another person". Flow was defined as a "pleasurable experience resulting from engagement in an interesting activity that properly matches or challenges a person's skills and abilities." Self-efficacy was defined as the "belief that one's skills and capabilities are enough to accomplish one's desired goals in a specific situation." Gratitude was defined as "being thankful for and appreciating the actions of another, or of situations." Flourishing was defined as putting forth effort into relationships (friends, peers, family) to "continue to strengthen the relationship, and increase one's levels of social, emotional, and psychological well-being." Mindfulness was defined as "cultivating an awareness of everyday happenings and physiological and psychological sensations" (Snyder, et.al, 2011). Students were reminded of the working definition of each term within the survey as well to avoid

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misunderstandings. These constructs were chosen from the course text, as they were chapter themes or vocabulary words emphasized strongly in the curriculum.

This research is important, as a more thorough comprehension of wellbeing and happiness can lead to positive life outcomes. The shift in participants' willingness to engage in constructs taught in the course is of value, as actively engaging in these constructs have been seen to be related to overall happiness (Snyder, 2011). Given the importance of these values, a rerun of this study is planned.

LIMITATIONS & FUTURE RESEARCH

This study contained several limitations to be addressed. First, the study's sample size started off fairly small as 24 of the 60 students presented the survey choosing to participate. A large number of participants did not choose to complete the full study, resulting in a dropout rate of 41.6%, leaving only 14 participants having provided complete and accurate data. Course extra credit was provided as an incentive, however due many unknown factors such as students may have busier schedules at the end of a semester compared to the beginning of the semester, a limited amount of participants completed both the pre and the post test. One way this can be addressed in future research is to enlarge the sample pool.

The second limitation to be addressed is the planned Positive Psychology course at another institution was not offered at the desired time. This study will be recreated and administering to Positive Psychology courses occurring concurrently at both a state college as well as a large research University. Surveying a four-year institution will allow for broadened age range variation in the sample. Administering this survey to multiple institutions would account for differences in student demographics, instructor teaching styles, institution values, class standing variety, and course content. Increasing the sample size would allow the study to more accurately reflect relationships between Positive Psychology coursework and participants' subjective wellbeing.

The third limitation to be addressed is the opportunity of anticipated courses to be used as a comparison fell through. Future research can address this by having the survey additionally administered to alternate Psychology courses, offered by the same professors as the Positive Psychology courses, to be used as controlled data.

The fourth limitation is the wording of the qualitative question. The question presented, "Has this course changed you, your feelings, your perspective of the world, or how you will interact with others? Please explain." prompts specific response themes. Although the way the question was constructed influences certain words being used in responses, alternate useful data unrelated to these words was still able to be collected. Future research will have a stronger, more reliable question aimed at attaining the same type of response data. By rewording the question to be open-ended, we can expect participants to provide more useful feedback, and can prepare a better thematic analysis. Additionally, a number of students were unable to participate in pre, but provided post data, which were used for this Qualitative data portion. Although useful for this section of the study due to limited overall responses, the proposed future study will strive for consistency in only allowing those who participated in a pre-survey to engage in a post-survey.

The fifth limitation is due to time constraints of the Honors in the Major submission deadlines, post data had to be collected before the final class project, a key class milestone, was done. This project plays an essential role in curriculum absorption, as it requires students to actively participate by not only engaging with their peers, but also hearing other's perspectives. The design of the project has students to work in groups thoroughly exploring a single construct, which is not only a great learning opportunity about how to collaborate with others, but also requires students to gain a deeper understanding of the construct they present to the rest of the class to be able to succeed in the project. Students also accrue insight on the other constructs being presented in their peers' presentations. By practicing these themes and hearing how others used them, students are able to see how they can realistically incorporate Positive Psychology into their own lives.

The sixth limitation to be considered is the absence of a method for differentiating between data for the online and the in-person courses. Classes are often taught online, in-person, or in a mixed method. For this particular study, the course was offered as both online and in-person. Controlling for the differences in how the course content was distributed to students could be achieved by adding a question that asks students which course type they are enrolled in.

The final limitation is socioeconomic status was not considered or collected in this study's demographic questionnaire. Socioeconomic status, as mentioned in various studies in the Positive Psychology course text, has been seen to affect happiness levels and values (Snyder, 2011). This demographic data will be collected in the future study.

With these limitations in mind, it is apparent future research needs to be done to improve understanding of the effects of Positive Psychology coursework and college students' subjective wellbeing. This study will be recreated in the future with an improved study design addressing all of these listed limitations.

APPENDIX A:

EXPLANATION OF RESEARCH

University of
Central Florida

Title of Project: Positive Psychology Coursework and Subjective Wellbeing

Principal Investigator: Heather Walker

Faculty Supervisor: W. Steven Saunders, Psy.D.

You are being invited to take part in a research study. Whether you take part is up to you.

- The purpose of this study is to gauge a correlation of subjective wellbeing and Positive Psychology coursework.

- You will be asked to fill out a pre and a post-survey electronically.

- The surveys can take approximately between 10-30 minutes, depending on the individual.

- You must be 18 years of age or older to take part in this research study.

- Not participating in this study will not negatively affect your course grade. You will be compensated, however, with extra credit points in your course for participating in this research study.

- Please notify your instructor if you are under 18 or if you do not wish to participate, and you will be given an alternative assignment of equal time commitment that can be completed for the same amount of extra credit points.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints please email Heather Walker at heatherwalker@knights.ucf.edu.

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

APPENDIX B:

SURVEY QUESTIONS

SURVEY

Demographics

1. Have you read the Consent Document and are you at least 18 years old?

*(If you do not understand, or if you are under 18, please reach out to your course instructor and do **not** take this survey.*

2. Please indicate your age in years.

3. Please specify your ethnicity.

4. To which gender do you identify with?

5. What is your religious affiliation?

6. What level in college are you?

Freshmen

Sophomore

Junior

Senior

7. Is this your first semester in college?

Likelihood to Exhibit Constructs

8. In your day-to-day life, how likely are you to engage in showing **empath**y for others?

Empathy is defined as an emotional response to a perceived negative situation of another person. It is similar to sympathy, only it involves trying to understand what the individual may be feeling.

Extremely likely

Moderately likely

Slightly likely

Neither likely nor unlikely

Slightly unlikely

Moderately unlikely

Extremely unlikely

9. In your day-to-day life, how likely are you to express or show **gratitud**e?

Gratitude is defined as being thankful for and appreciating the actions of another, or of situations.

Extremely likely

Moderately likely

Slightly likely

Neither likely nor unlikely

Slightly unlikely

Moderately unlikely

Extremely unlikely

10. In your day-to-day life, how likely are you to be **altruistic**?

Altruism is defined as exhibiting actions or behaviors that are intended to benefit another person.

Extremely likely

Moderately likely

Slightly likely

Neither likely nor unlikely

Slightly unlikely

Moderately unlikely

Extremely unlikely

11. In your day-to-day life, how likely are you to engage in **flow**?

Flow is defined as pleasurable experience resulting from engagement in an interesting activity that properly matches or challenges a person's skills and abilities.

Extremely likely

Moderately likely

Slightly likely

Neither likely nor unlikely

Slightly unlikely

Moderately unlikely

Extremely unlikely

12. In your day-to-day life, how likely are you to engage in **flourishing** your

relationships?

Flourishing is defined as putting forth effort into relationships (friends, peers, and family) to continue to

strengthen the relationship, and increase one's levels of social, emotional, and psychological well-being.

Extremely likely

Moderately likely

Slightly likely

Neither likely nor unlikely

Slightly unlikely

Moderately unlikely

Extremely unlikely

13. In your day-to-day life, how likely are you to practice **mindfulness**?

Mindfulness is defined as cultivating an awareness of everyday happenings and physiological and

psychological sensations.

Extremely likely

Moderately likely

Slightly likely

Neither likely nor unlikely

Slightly unlikely

Moderately unlikely

Extremely unlikely

14. In your day-to-day life, how likely are you to work on your **self-efficacy**?

Self-efficacy is defined as belief that one's skills and capabilities are enough to accomplish one's desired goals in a specific situation.

Extremely likely

Moderately likely

Slightly likely

Neither likely nor unlikely

Slightly unlikely

Moderately unlikely

Extremely unlikely

Alienation Scale

Please choose the one that closest represents your answer.

15. I sometimes feel that peers (classmates and people you interact with) I know are not too friendly.

Strongly Agree

Agree

Disagree

Strongly Disagree

*16. Most of my academic work in school seems worthwhile and meaningful to me.

Strongly Agree

Agree

Disagree

Strongly Disagree

17. I sometimes feel uncertain about who I really am.

Strongly Agree

Agree

Disagree

Strongly Disagree

18. I feel that my family is not as close to me as I would like.

Strongly Agree

Agree

Disagree

Strongly Disagree

*19. When peers I know are having problems, it is my responsibility to try and help.

Strongly Agree

Agree

Disagree

Strongly Disagree

20. I often wonder whether I am becoming the kind of person I want to be.

Strongly Agree

Agree

Disagree

Strongly Disagree

21. It is hard to know how to act most of the time, since you cannot tell what others expect.

Strongly Agree

Agree

Disagree

Strongly Disagree

22. Please choose disagree for this question.

Strongly Agree

Agree

Disagree

Strongly Disagree

24. I often feel left out of things that others are doing.

Strongly Agree

Agree

Disagree

Strongly Disagree

25. Nowadays you cannot really count on other people when you have problems or need

help.

Strongly Agree

Agree

Disagree

Strongly Disagree

26. Most people do not seem to accept me when I am just being myself.

Strongly Agree

Agree

Disagree

Strongly Disagree

27. I often find it difficult to feel involved in the things I am doing.

Strongly Agree

Agree

Disagree

Strongly Disagree

28. Hardly anyone I know is interested in how I really feel inside.

Strongly Agree

Agree

Disagree

Strongly Disagree

*29. I generally feel I have a lot of interest in common with the other students at this

school.

Strongly Agree

Agree

Disagree

Strongly Disagree

30. Please choose strongly agree for this question.

Strongly Agree

Agree

Disagree

Strongly Disagree

31. I often feel alone when I am with other people.

Strongly Agree

Agree

Disagree

Strongly Disagree

32. If I really had my choice I would live my life in a very different way than I do now.

Strongly Agree

Agree

Disagree

Strongly Disagree

The Purpose in Life Test

For each of the following statements, choose the number that would be the most true for

you. Note that the numbers always extend from one extreme feeling to its opposite kind of

feeling. Neutral implies no judgment either way. Use neutral sparingly.

33. I am usually:

1 completely bored

2

3

4 (neutral)

5

6

7 enthusiastic

34. Life to me seems:

7 always exciting

6

5

4 (neutral)

3

2

1 completely routine

35. In life I have:

1 no goals or aims at all

2

3

4 (neutral)

5

6

7 very clear goals and aims

36. My personal existence is:

1 utterly meaningless, without purpose

2

3

4 (neutral)

5

6

7 very purposeful and meaningful

37. Every day is:

7 constantly new and different

6

5

4 (neutral)

3

2

1 exactly the same

38. If I could choose, I would:

1 prefer never to have been born

2

3

4 (neutral)

5

6

7 like nine more lives just like this one

39. After retiring, I would:

7 do some of the exciting things I have always wanted to do 6

5

4 (neutral)

3

2

1 loaf completely the rest of my life

40. For the following choose choice three:

1 survey attentiveness measure

2

3

4 (neutral)

5

6

7 survey attentiveness measure

41. In achieving life goals I have:

1 made no progress

2

3

4 (neutral)

5

6

7 progressed to complete fulfillment

42. My life is:

1 empty, filled only with despair

2

3

4 (neutral)

5

6

7 running over with exciting good things

43. If I should die today, I would feel that my life has been:

7 very worthwhile

6

5

4 (neutral)

3

2

1 completely worthless

44. In thinking of my life, I:

1 often wonder why I exist

2

3

4 (neutral)

5

6

7 always see a reason for my being here

45. For the following question please choose choice 6:

1 survey attentiveness measure

2

3

4 (neutral)

5

6

7 survey attentiveness measure

46. As I view the world in relation to my life, the world:

1 completely confuses me

2

3

4 (neutral)

5

6

7 fits meaningfully with my life

47. I am a:

1 very irresponsible person

2

3

4 (neutral)

5

6

7 responsible person

48. Concerning man's freedom to make his own choices, I believe man is:

7 absolutely free to make all life choices

6

5

4 (neutral)

3

2

1 completely bound by limitations of heredity and environment

49. With regard to death, I am:

7 prepared and unafraid

6

5

4 (neutral)

3

2

1 unprepared and frightened

50. With regard to suicide, I have:

1 thought of it seriously as a way out

2

3

4 (neutral)

5

6

7 never given it a second thought

51. I regard my ability to find a meaningful, purpose, or mission in life as:

7 very great

6

5

4 (neutral)

3

2

1 practically none

52. My life is:

7 in my hands and I am in control of it

6

5

4 (neutral)

3

2

1 out of my hands and controlled by external factors

53. Facing my daily tasks is:

7 a source of pleasure and satisfaction

6

5

4 (neutral)

3

2

1 a painful and boring experience

54. I have discovered:

7 no mission or purpose in life

6

5

4 (neutral)

3

2

1 clear-cut goals and a satisfying life purpose

Ryff Scale of Psychological Wellbeing

Please indicate your level of agreement to the following sentences.

55. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.

Strongly Disagree   Strongly Agree

    1   2   3   4   5   6

56. In general, I feel I am in charge of the situation in which I live.

Strongly Disagree   Strongly Agree

    1   2   3   4   5   6

*57. I am not interested in activities that will expand my horizons.

Strongly Disagree   Strongly Agree

    1   2   3   4   5   6

58. Most people see me as loving and affectionate.

Strongly Disagree   Strongly Agree

    1   2   3   4   5   6

*59. I live life one day at a time and do not really think about the future.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

60. When I look at the story of my life, I am pleased with how things have turned out.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

61. My decisions are not usually influenced by what everyone else is doing.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

62. The demands of everyday life often get me down.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

63. It is important to have new experiences that challenge how you think about yourself and the world.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

*64. Maintaining close relationships has been difficult and frustrating for me.

Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

65. I have a sense of direction and purpose in life.

Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

66. In general, I feel confident and positive about myself.

Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

*67. I tend to worry about what other people think of me.

 Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

68. Respond with two for this statement.

Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

*69. I do not fit very well with the people and the community around me.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

*70. When I think about it, I have not really improved much as a person over the years.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

*71. I often feel lonely because I have few close friends with whom to share my

concerns.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

*72. My daily activities often seem trivial and unimportant to me.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

*73. I feel like many of the people I know have gotten more out of life than I have.

Strongly Disagree   Strongly Agree

        1   2   3   4   5   6

*74. I tend to be influenced by people with strong opinions.

Strongly Disagree   Strongly Agree

1   2   3   4   5   6

75. I am quite good at managing the many responsibilities of my daily life.

Strongly Disagree   Strongly Agree

1   2   3   4   5   6

76. I have the sense that I have developed a lot as a person over time.

Strongly Disagree   Strongly Agree

1   2   3   4   5   6

77. I enjoy personal and mutual conversations with family members or friends.

Strongly Disagree   Strongly Agree

1   2   3   4   5   6

*78. I do not have a good sense of what it is I am trying to accomplish in life.

Strongly Disagree   Strongly Agree

1   2   3   4   5   6

79. I like most aspects of my personality.

Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

80. I have confidence in my opinions, even if they are contrary to the general consensus.

Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

*81. I often feel overwhelmed by my responsibilities.

Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

*82. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.

  Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

83. People would describe me as a giving person, willing to share my time with others.

Strongly Disagree   Strongly Agree

     1   2   3   4   5   6

84. I enjoy making plans for the future and working to make them a reality.

Strongly Disagree   Strongly Agree

       1   2   3   4   5   6

*85. In many ways, I feel disappointed about my achievements in life.

Strongly Disagree   Strongly Agree

       1   2   3   4   5   6

*86. It is difficult for me to voice my own opinions on controversial matters.

Strongly Disagree   Strongly Agree

       1   2   3   4   5   6

*87. I have difficulty arranging my life in a way that is satisfying to me.

Strongly Disagree   Strongly Agree

       1   2   3   4   5   6

88. For me, life has been a continuous process of learning, changing, and growth.

Strongly Disagree   Strongly Agree

       1   2   3   4   5   6

*89. I have not experienced many warm and trusting relationships with others

Strongly Disagree   Strongly Agree

      1   2   3   4   5   6

90. Some people wander aimlessly through life, but I am not one of them.

Strongly Disagree   Strongly Agree

      1   2   3   4   5   6

*91. My attitude about myself is probably not as positive as most people feel about themselves.

Strongly Disagree   Strongly Agree

      1   2   3   4   5   6

92. I judge myself by what I think is important, not by the values of what others think is important.

Strongly Disagree   Strongly Agree

      1   2   3   4   5   6

93. I have been able to build a home and a lifestyle for myself that is much to my liking.

Strongly Disagree   Strongly Agree

      1   2   3   4   5   6

*94. I gave up trying to make big improvements or changes in my life a long time ago.

Strongly Disagree   Strongly Agree

      1   2   3   4   5   6

95. I know that I can trust my friends, and they know they can trust me.

Strongly Disagree   Strongly Agree

      1   2   3   4   5   6

*96. I sometimes feel as if I have done all there is to do in life.

Strongly Disagree   Strongly Agree

      1   2   3   4   5   6

97. When I compare myself to friends and acquaintances, it makes me feel good about who I am.

Strongly Disagree   Strongly Agree

      1   2   3   4   5   6

98. Has this course changed you, your feelings, your perspective of the world, or how you will interact with others? Please explain.

*Reversed scored items

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