1. Social psychologists have documented one of the most important contributions to well-being, which is

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| --- | --- |
| a. | the powerful connection between relationships with others and personal happiness. |
| b. | the universality of the meaning of happiness. |
| c. | the powerful connection between economic growth and the happiness of a society. |
| d. | the genetic basis of a happy temperament. |

2. One positive function of self-esteem is that self-esteem

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| --- | --- |
| a. | provides a coping resource that buffers the stress associated with life events that threaten or deflate our self-image. |
| b. | is entirely subjective, our own view of ourselves, so even in the face of failure and rejection we can remain unaffected. |
| c. | enhances our social image and social acceptance. |
| d. | offers an ongoing basis for quality relationships. |

3. Religion and spirituality have been shown to have

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| --- | --- |
| a. | a small but consistently positive relationship to well-being. |
| b. | no relation to happiness and well-being. |
| c. | a mixed relation with as many negative as positive effects. |
| d. | a negative relationship to happiness and well-being. |

\_\_\_\_ 4. Within psychology’s recent history, \_\_\_\_\_\_\_\_\_\_\_\_ psychology has been one of the stronger voices for a more positive approach to the study of human behavior.

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| --- | --- |
| a. | evolutionary |
| b. | psychoanalytic |
| c. | humanistic |
| d. | existential |

 5. Is positive psychology opposed to traditional psychology?

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| --- | --- |
| a. | No – the concern is with what has *not* be studied not what *has*been studied. |
| b. | Yes – the hope is to replace “negative” traditional psychology with positive psychology. |
| c. | No – positive psychology is just a new area of psychology with no desire to change he field as a whole. |
| d. | Yes – traditional psychology has done little to help people lead better lives. |

\_\_\_\_ 6. The major finding of the Nun Study was that

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| --- | --- |
| a. | positive emotions predicted the quality but not the quantity of life. |
| b. | the presence of negative emotions, but not the presence of positive emotions, predicted longevity. |
| c. | only those nuns who used their positive outlook as a coping resource lived longer. |
| d. | cheerful and upbeat nuns lived significantly longer that less cheerful nuns. |

\_\_\_\_ 7. Attributing one's own thoughts or motives to others defines

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| --- | --- |
| a. | reaction formation |
| b. | regression |
| c. | projection |
| d. | rationalization |

\_\_\_\_ 8. One of the more noteworthy findings of survey researchers studying subjective well-being or happiness is that the connection [between money and happiness is](https://essaydocs.org/short-story-of-independence-of-india-by-dr-h-k-gandhi-main-the.html)

|  |  |
| --- | --- |
| a. | overall, very weak except for the very poor. |
| b. | dependent on how a person uses her or his money. |
| c. | stronger than we imagine. |
| d. | not evident even among the very poor. |

\_\_\_\_ 9. Self-determination theory specifies three needs as the foundation for well-being. These are

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| --- | --- |
| a. | autonomy, competence, and relatedness. |
| b. | independence, esteem, and belongingness. |
| c. | autonomy, self-esteem, and success. |
| d. | autonomy, self-esteem, and nurturance. |

\_\_\_\_ 10. The difference between hedonic and eudaimonic conceptions of happiness boils down to the difference between

|  |  |
| --- | --- |
| a. | serving the self and serving others. |
| b. | pleasure and happiness. |
| c. | short-term and long-term satisfaction. |
| d. | pleasure/happiness and meaning/personal expressiveness. |

11. Both physiological and self-report studies suggest that positive and negative affect are best regarded as

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| a. | two basic dimensions of our emotional experience. |
| b. | a complex mixing of physiology, emotional experience and positive and negative feelings. |
| c. | more a matter of general mood than distinguishable emotional experiences. |
| d. | a misleading dichotomy that oversimplifies the diversity of our emotional experiences. |

\_\_\_\_ 12. Which of the following is true concerning the effects of social relationships on well-being? Relationships

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| --- | --- |
| a. | are more important for well-being in individualistic cultures than in collectivist cultures where family relations are more highly valued. |
| b. | have declined in importance for well-being as the divorce rate has soared over the last 40 years in Western cultures. |
| c. | predict happiness across different cultures, are as important as smoking and obesity to physical health, and are a major contributor to mental health. |
| d. | contribute significantly more to physical than to mental health. |

\_\_\_\_ 13. What stages of life do most people assume are the most unhappy and least rewarding?

|  |  |
| --- | --- |
| a. | adulthood and becoming parents |
| b. | young adulthood and adulthood |
| c. | middle age and old age |
| d. | adolescence and old age |

\_\_\_\_ 14. Researchers in the Nun Study assessed positive [and negative emotions by](https://essaydocs.org/reflection-paper.html)

|  |  |
| --- | --- |
| a. | interviewing church officials who knew each nun. |
| b. | mailing questionnaires to each nun in the study. |
| c. | emotional coding of autobiographical sketches written early in the nun’s life. |
| d. | having nuns keep daily diaries of their emotional experiences. |

15. The word “daimon” in eudaimonia refers to

|  |  |
| --- | --- |
| a. | God or a transcendent power. |
| b. | happiness. |
| c. | true self or spirit. |
| d. | personal fate. |

\_\_\_\_ 16. Research shows that the objective features of people’s lives, such as income, gender, age, and education account for about \_\_\_\_\_\_\_\_\_\_\_ of the differences in people’s self-reported level of happiness.

|  |  |
| --- | --- |
| a. | 50 to 60% |
| b. | 8 to 20% |
| c. | less than 1% |
| d. | 25 to 35% |

\_\_\_\_ 17. Selection of effects in marriage refer to the possibility that

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| --- | --- |
| a. | that arranged marriages or cases where others influence our decision of whom to marry generally lead to poor choices and unhappiness. |
| b. | evolution helps select the type of person that is right for us. |
| c. | people may select the right or wrong person to marry. |
| d. | people who marry are simply happier to begin with compared to people who don’t marry. |

18. Within positive psychology a trait is considered “positive” because it contributes to or is associated with

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| --- | --- |
| a. | longevity, quality of life, quality of relationships, and success. |
| b. | health or happiness. |
| c. | positive emotion, optimism, self-esteem, or well-being. |
| d. | happiness, emotional health, physical health, or virtue. |

\_\_\_\_ 19. The relationship between the traits of self-esteem and optimism to physical/emotional health may be based on the connection of these two traits to

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| --- | --- |
| a. | success and competence. |
| b. | positive emotions. |
| c. | a “can do” attitude. |
| d. | the emotional support of others. |

20. Abraham Maslow called the need to fulfill one's potential the need for

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| --- | --- |
| a. | self-actualization |
| b. | power |
| c. | achievement |
| d. | affiliation |

21. According to Fredrickson, positive emotions have four effects. These are

|  |  |
| --- | --- |
| a. | broadening [thought-action repertoires](https://essaydocs.org/repertoires-cycles-and-frames-accounts-of-vigilantism-and-lync.html), undoing the effects of negative emotions, reducing the negative influence of others, and making us more creative in finding the source of our own personal happiness. |
| b. | broadening thought-action repertoires, undoing the effects of negative emotions, building personal resilience resources, and creating an upward spiral of well-being. |
| c. | broadening thought-action repertoires, helping us overcome stress and challenge, increasing the quality of our interpersonal relationships, and building happiness based on our unique personal strengths. |
| d. | broadening thought-action repertoires, building personal resilience resources, creating a positive life outlook, and finding the deeper meanings of a happy life. |

\_\_\_\_ 22. To achieve its goal of restoring balance to the discipline of psychology, positive psychology needs further development in research and theory focused on

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| --- | --- |
| a. | the origins of negative behaviors. |
| b. | positive behaviors and descriptions of positive mental health. |
| c. | the positive side of negative behaviors. |
| d. | how to overcome the negative effects of the disease model. |

\_\_\_\_ 23. In one of Fredrickson’s studies, college students became very nervous after they were told they had one minute to prepare a speech to give in front of their peers. After preparing their speeches, students were assigned to different conditions [to watch films with a neutral](https://essaydocs.org/watch-association-first-respondent-aubrey-ngcobo-no-second-res.html), positive, or negative emotional content. The findings of this study supports the value of positive emotions

|  |  |
| --- | --- |
| a. | in increasing personal satisfaction because students in the positive film group were more satisfied with the speeches they gave. |
| b. | in broadening our thinking because students in the positive emotion film condition gave better speeches. |
| c. | in undoing the effects of negative emotions because students in the positive film group obtained more positive support from other students. |
| d. | in undoing the effects of negative emotions because of the faster rate of return to baseline heart-rate among students in the positive emotion film group. |

\_\_\_\_ 24. The relationship between more education and higher levels of happiness probably results from the fact that

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| --- | --- |
| a. | more education means you are more self-aware, more in tune with the big picture of life, and more likely to sacrifice short-term rewards for long-term gains. |
| b. | intelligence is related to happiness and more education requires more intelligence. |
| c. | more education leads to more satisfying and financially rewarding jobs. |
| d. | more education makes you more competent and therefore happier. |

25. The sickly child who goes on to become a forceful, physically active adult is engaging in what Adler called

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| --- | --- |
| a. | compensation |
| b. | regression |
| c. | displacement |
| d. | fixation |

26. Studies of identical and fraternal twins suggest that about \_\_\_\_\_\_\_\_of people’s typical level of positive/negative affect and happiness is determined by genetics.

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| --- | --- |
| a. | 10% |
| b. | 25% |
| c. | over 75% |
| d. | 50% |

\_\_\_\_ 27. The most recent studies in health psychology are of particular interest to positive psychologists because they suggest that

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| --- | --- |
| a. | positive emotions help during recovery, but do not appear to effect the basic functioning of the immune system before the onset of illness. |
| b. | positive emotions may effect our health in ways that are essentially opposite from those for negative emotions. |
| c. | positive emotions are not connected to our basic biological make-up, but rather develop as a result of experience. |
| d. | negative emotions are not nearly as damaging to our health as previously thought. |

28. An individual's unique constellation of consistent behavioral traits is known as

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| --- | --- |
| a. | an archetype |
| b. | collectivism |
| c. | personality |
| d. | individualism |

\_\_\_\_ 29. From a biological and evolutionary perspective, the effect of negative emotions, [like fear and anger](https://essaydocs.org/human-emotions-course-syllabus-revised-jan-14-regarding-textbo.html), is described by the idea of *specific action tendencies*, meaning that negative emotions

|  |  |
| --- | --- |
| a. | result in a consistent pattern of body reactions. |
| b. | are usually socially caused, resulting from the specific actions of others. |
| c. | tend to narrow the focus of our thoughts and possible actions. |
| d. | depend on the temperament of the person. |

\_\_\_\_ 30. Human resilience refers to

|  |  |
| --- | --- |
| a. | the ability to recover after working through a traumatic event |
| b. | good outcomes despite serious threats and challenge. |
| c. | the point dividing a distressful from an adaptive response to challenge. |
| d. | neutral response in the face of tragedy. |

\_\_\_\_ 31. Harker and Kletner examined the type of smile women showed in their women’s college yearbook photographs and related smile-type to life outcomes 30 years later. What kind of smile predicted what life outcomes?

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| --- | --- |
| a. | Duchenne smiles predicted success and happiness, but were confounded with the effects of physical attractiveness. |
| b. | Non-Duchenne smilers were generally unhappy and depressed. |
| c. | Duchenne smiles were related to greater health and happiness and more stable and satisfying marriages. |
| d. | Duchenne and non-Duchenne smiles only predicted people’s general feelings about life and not their actual competence, marital stability/satisfaction or health. |

32. Subjective well-being (SWB) is defined and measured by

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| --- | --- |
| a. | life satisfaction and positive affect . |
| b. | life satisfaction, positive affect, and negative affect. |
| c. | happiness and health. |
| d. | personal expressiveness and happiness. |

\_\_\_\_ 33. Positive and negative affectivity as measured by Watson’s PANAS scale refers to the

|  |  |
| --- | --- |
| a. | influence of people’s physical and social environment on the emotionsthey experience. |
| b. | long-term consistency in peoples’ experience of positive and negative emotions. |
| c. | influence of positive and negative emotions on a person’s health and happiness. |
| d. | fluctuation of short-term positive and negative emotions in response to situational events. |

\_\_\_\_ 34. Self-esteem refers to

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| --- | --- |
| a. | people’s feelings of competence when judged against objective standards of performance. |
| b. | the degree of alignment between actual and ideal self. |
| c. | evaluations of worth and value resulting from our comparisons to others. |
| d. | feelings of self-worth and value that results when the self judges itself. |

\_\_\_\_ 35. [According to Carl Rogers](https://essaydocs.org/an-analysis-of-carl-rogers-theory-of-personality.html), when parents make their affection unconditional and show acceptance of their children's behavior, they are promoting

|  |  |
| --- | --- |
| a. | incongruence between their children's self concept and their actual experiences |
| b. | observational learning and identification |
| c. | congruence between their children's self concept and their actual experiences |
| d. | the resolution of the Oedipal conflict |

\_\_\_\_ 36. According studies by Csikszentmihalyi, the flow experience is characterized by

|  |  |
| --- | --- |
| a. | daydreaming, wandering attention, and self-absorption. |
| b. | relaxation, contentment, and inner peace. |
| c. | self-control, internal talk, and self-insight. |
| d. | total absorption, loss of self, and exhilaration. |

\_\_\_\_ 37. The focus of Fredricksons’ broaden-and-build theory of positive emotions is on

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| --- | --- |
| a. | all of the above |
| b. | emotions associated with simple sensory pleasures such as eating and sex. |
| c. | positive feelings associated with being in a good mood. |
| d. | discrete [positive emotions such as joy](https://essaydocs.org/the-role-of-positive-emotions-in-play-and-exploration.html), love, interest and contentment. |

\_\_\_\_ 38. The portion of the personality that mediates between instinctual demands and the world of reality is the

|  |  |
| --- | --- |
| a. | ego ideal |
| b. | ego |
| c. | superego |
| d. | id |

\_\_\_\_ 39. According to Carl Rogers, troublesome anxiety is caused by

|  |  |
| --- | --- |
| a. | the use of defense mechanisms |
| b. | unconditional love |
| c. | threats to our self-concept |
| d. | unresolved sexual conflicts |

\_\_\_\_ 40. The Grinch bites his nails, but he can't seem to stop himself from doing this. According to Freud, the Grinch’s nail biting may be evidence of fixation at the

|  |  |
| --- | --- |
| a. | phallic stage of development |
| b. | oral stage of development |
| c. | latency stage of development |
| d. | anal stage of development |

\_\_\_\_ 41. Martin Seligman combines the major elements of hedonic and eudaimonic perspectives in describing a three-part analysis of happiness. According to Seligman the three components of a happy life are

|  |  |
| --- | --- |
| a. | a [pleasant life](https://essaydocs.org/results-from-pleasant-hope-9252012-junior-high-girls-pleasant.html), an engaged life, and a meaningful life. |
| b. | positive emotion, resilience, and transcendence. |
| c. | a pleasant life, a healthy life, and a virtuous life. |
| d. | frequent positive emotion, infrequent negative emotion, and life satisfaction. |

\_\_\_\_ 42. Studies of negative affect across the life span consistently show that negative affect (emotion) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_as we get older.

|  |  |
| --- | --- |
| a. | decreases or increases depending on our coping skills |
| b. | decreases |
| c. | does not change |
| d. | increases |

\_\_\_\_ 43. Seligman’s three-part description of happiness describes a pleasant life, an engaged life, and a meaningful life. In his analysis a **meaningful life** derives from

|  |  |
| --- | --- |
| a. | the inevitable tragedies of life. |
| b. | involvement in activities that express our strengths and interests. |
| c. | events and personal qualities associated with happiness. |
| d. | going beyond self-interest through involvements in something larger than the self, such as serving others. |

\_\_\_\_ 44. A basic premise of positive psychology is that the field of psychology

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| --- | --- |
| a. | is out of balance with too much focus on negative human behaviors. |
| b. | has not examined how every “negative” contains a “positive.” |
| c. | needs more effective methods for treating mental illness. |
| d. | has placed too much emphasis [on genetic determinants](https://essaydocs.org/application-for-licence-for-dealings-involving-an-intentional.html), leaving little room for positive change. |

\_\_\_\_ 45. As used by psychologists, traits refer to

|  |  |
| --- | --- |
| a. | family determinants of behavior. |
| b. | all of the above |
| c. | external circumstances that influence people’s behavior. |
| d. | internal dispositions that influence how we look at the world. |

**Positive Psychology Study Guide**

**Answer Section**
**MULTIPLE CHOICE**
1. A
2. A
3. A
4. C
5. A
6. D
7. C
8. A
9. A
10. D
11. A
12. C
13. D
14. C
15. C
16. B
17. D
18. D
19. B
20. A
21. B
22. B
23. D
24. C
25. A
26. D
27. B
28. C
29. C
30. B
31. C
32. B
33. B
34. D
35. C
36. D
37. D
38. B
39. C
40. B
41. A
42. B
43. D
44. A
45. D