Handbook of Positive Psychology Assessment

Willibald Ruch
Arnold B. Bakker
Louis Tay
Fabian Gander
(Editors)

Psychological Assessment –
Science and Practice

hogrefe

Handbook of Positive Psychology Assessment

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

About the Editors

Willibald Ruch, PhD, is Professor for Personality and Assessment in the Department of Psychology at the University of Zurich, Switzerland. He is a fellow of the International Positive Psychology Association, a senior scientist at the VIA Institute of Character in Cincinnati, OH, USA, and past president of the Swiss Association for Positive Psychology and the International Society for Humor Studies. His research interests concern issues of defining and measuring personality and character, in particular character strengths, virtues, humor, cheerfulness, and positive emotions.

Arnold B. Bakker, PhD, is Professor of Work and Organizational Psychology at Erasmus University Rotterdam, The Netherlands, as well as a (distinguished) visiting professor at the University of Johannesburg and North-West University, South Africa, the University of Zagreb, Croatia, and the University of Bergen, Norway. He is a fellow of the Association for Psychological Science, the International Association of Applied Psychology, and the European Academy of Occupational Health Psychology as well as former president of the European Association of Work and Organizational Psychology. His research interests cover positive organizational phenomena such as job demands-resources theory, work engagement, flow, playful work design, and job crafting.

Louis Tay, PhD, is William C. Byham Associate Professor of Industrial-Organizational Psychology at Purdue University, West Lafayette, IN, USA. He obtained his PhD in industrial-organizational psychology at the University of Illinois at Urbana-Champaign. His research interests cover methodology (i.e., measurement, continuum specification, latent class modeling, Big Data / data science) and well-being (i.e., societal well-being, wellness programs, work–leisure [e.g., arts/humanities activities] interface).

Fabian Gander, PhD, is a postdoc in the Department of Psychology at the University of Basel, Switzerland. He received his PhD from the University of Zurich and he serves as co-editor of the *Journal of Happiness Studies*. His research interests are personality traits and well-being, with a special focus on changes in personality and well-being and their assessment.

Psychological Assessment – Science and Practice

Each volume in the series *Psychological Assessment – Science and Practice* presents the state-of-the-art of assessment in a particular domain of psychology, with regard to theory, research, and practical applications. Editors and contributors are leading authorities in their respective fields. Each volume discusses, in a reader-friendly manner, critical issues and developments in assessment, as well as well-known and novel assessment tools. The series is an ideal educational resource for researchers, teachers, and students of assessment, as well as practitioners.

Psychological Assessment – Science and Practice is edited with the support of the European Association of Psychological Assessment (EAPA).

Editor-in-Chief: Tuulia M. Ortner, Austria

Editorial Board: Itziar Alonso-Arbiol, Spain; Samuel Greiff, Luxembourg; Willibald Ruch, Switzerland; Karl Schweizer, Germany

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

Psychological Assessment – Science and Practice, Vol. 5

Handbook of Positive Psychology Assessment

Edited by
Willibald Ruch, Arnold B. Bakker, Louis Tay, and Fabian Gander

hogrefe

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

Library of Congress Cataloging in Publication information for the print version of this book is available via the Library of Congress Marc Database under the LC Control Number 2022942205

Library and Archives Canada Cataloguing in Publication
Title: Handbook of positive psychology assessment / edited by Willibald Ruch, Arnold B. Bakker, Louis Tay, and Fabian Gander.
Names: Ruch, W. (Willibald), editor. | Bakker, Arnold B., editor. | Tay, Louis (Psychologist), editor. | Gander, Fabian, editor.
Series: Psychological assessment--science and practice ; v. 5.
Description: Series statement: Psychological assessment--science and practice ; v. 5 | Includes bibliographical references.
Identifiers: Canadiana (print) 20220398461 | Canadiana (ebook) 20220398577 | ISBN 9780889376199 (softcover) | ISBN 9781616766191 (PDF) | ISBN 9781613346198 (EPUB)
Subjects: LCSH: Positive psychology. | LCSH: Psychological tests—Handbooks, manuals, etc.
Classification: LCC BF204.6 .H36 2022 | DDC 150.19/88—dc23

© 2023 by Hogrefe Publishing
http://www.hogrefe.com

The authors and publisher have made every effort to ensure that the information contained in this text is in accord with the current state of scientific knowledge, recommendations, and practice at the time of publication. In spite of this diligence, errors cannot be completely excluded. Also, due to changing regulations and continuing research, information may become outdated at any point. The authors and publisher disclaim any responsibility for any consequences which may follow from the use of information presented in this book.

Registered trademarks are not noted specifically as such in this publication. The use of descriptive names, registered names, and trademarks does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

PUBLISHING OFFICES

USA:	Hogrefe Publishing Corporation, 44 Merrimac St., Suite 207, Newburyport, MA 01950 Phone (978) 255 3700; E-mail customersupport@hogrefe.com
EUROPE:	Hogrefe Publishing GmbH, Merkelstr. 3, 37085 Göttingen, Germany Phone +49 551 99950-0, Fax +49 551 99950-111; E-mail publishing@hogrefe.com

SALES & DISTRIBUTION

USA:	Hogrefe Publishing, Customer Services Department, 30 Amberwood Parkway, Ashland, OH 44805 Phone (800) 228-3749, Fax (419) 281-6883; E-mail customersupport@hogrefe.com
UK:	Hogrefe Publishing, c/o Marston Book Services Ltd., 160 Eastern Ave., Milton Park, Abingdon, OX14 4SB Phone +44 1235 465577, Fax +44 1235 465556; E-mail direct.orders@marston.co.uk
EUROPE:	Hogrefe Publishing, Merkelstr. 3, 37085 Göttingen, Germany Phone +49 551 99950-0, Fax +49 551 99950-111; E-mail publishing@hogrefe.com

OTHER OFFICES

CANADA:	Hogrefe Publishing, 82 Laird Drive, East York, Ontario, M4G 3V1
SWITZERLAND:	Hogrefe Publishing, Länggass-Strasse 76, 3012 Bern

Copyright Information
The eBook, including all its individual chapters, is protected under international copyright law. The unauthorized use or distribution of copyrighted or proprietary content is illegal and could subject the purchaser to substantial damages. The user agrees to recognize and uphold the copyright.

License Agreement
The purchaser is granted a single, nontransferable license for the personal use of the eBook and all related files.

Making copies or printouts and storing a backup copy of the eBook on another device is permitted for private, personal use only. This does not apply to any materials explicitly designated as copyable material (e.g., questionnaires and worksheets for use in practice).

Other than as stated in this License Agreement, you may not copy, print, modify, remove, delete, augment, add to, publish, transmit, sell, resell, create derivative works from, or in any way exploit any of the eBook's content, in whole or in part, and you may not aid or permit others to do so. You shall not: (1) rent, assign, timeshare, distribute, or transfer all or part of the eBook or any rights granted by this License Agreement to any other person; (2) duplicate the eBook, except for reasonable backup copies; (3) remove any proprietary or copyright notices, digital watermarks, labels, or other marks from the eBook or its contents; (4) transfer or sublicense title to the eBook to any other party.

These conditions are also applicable to any files accompanying the eBook that are made available for download.

Should the print edition of this book include electronic supplementary material then all this material (e.g., audio, video, pdf files) is also available with the eBook edition.

Format: PDF

ISBN 978-0-88937-619-9 (print) • ISBN 978-1-61676-619-1 (PDF) • ISBN 978-1-61334-619-8 (EPUB)
https://doi.org/10.1027/00619-000

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

Contents

Part I Introduction

Chapter 1 Introduction 3
Willibald Ruch, Arnold B. Bakker, Louis Tay, and Fabian Gander

Part II Well-Being

Chapter 2 Assessing Psychological Flourishing: A Review of Theory and Instruments 7
Fanyi Zhang and Louis Tay

Chapter 3 Assessing Subjective Well-Being: A Review of Common Measures ... 38
William Tov, Jun Sheng Keh, Yan Qiang Tan, Qin Ying Tan, and Indra Alam Syah Bin Aziz

Chapter 4 Measuring Positive Affect, Positive Emotions, and Positivity Resonance 58
Jieni Zhou and Barbara L. Fredrickson

Chapter 5 Health-Related Quality of Life 82
Stefan Höfer

Part III Positive Traits, States, and Behaviors

Chapter 6 Assessing Character Strengths 101
Lisa Wagner and Willibald Ruch

Chapter 7 Assessing Humor and Its Kin 122
Sonja Heintz and Jennifer Hofmann

Chapter 8 Assessing Playfulness: Current Challenges and Overview 145
René T. Proyer and Kay Brauer

Chapter 9 Measuring Meaning and Purpose in Life: A Review and Recommendations 162
Michael F. Steger and Frank Martela

Chapter 10 Assessing Flow: State of the Art and Challenges for the Future 175
Antonella Delle Fave and Marta Bassi

Chapter 11 Self-Efficacy 207
Ralf Schwarzer and Aleksandra Luszczynska

Chapter 12 Assessing the Trait of Appreciation of Beauty 218
Rhett Diessner

Chapter 13 Assessing Posttraumatic Growth 234
Sara Etz Mendonca, A. Demaske, Emma Sims, and Eranda Jayawickreme

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

Chapter 14 On the Passion Scale: Theory, Research, and Psychometric Properties ... 248
Robert J. Vallerand and Sonia Rahimi

Chapter 15 Work Engagement: A Critical Assessment of the Concept and Its Measurement ... 273
Wilmar B. Schaufeli and Arnold B. Bakker

Part IV Applied Settings

Chapter 16 School-Based Approaches for the Universal Assessment of Adolescent Psychosocial Strengths ... 299
Jennica Paz, Eui Kyung Kim, Erin Dowdy, Michael J. Furlong, Tameisha Hinton, José A. Piqueras, Tíscar Rodríguez-Jiménez, Juan C. Marzo, and Susan Coats

Chapter 17 Dyadic Coping as a Concept of Positive Psychology ... 317
Mirjam Senn and Guy Bodenmann

Chapter 18 Health and Clinical Settings ... 336
Carmelo Vazquez, Gonzalo Hervas, Cristian Ochoa, Covadonga Chaves, and Pablo Roca

Chapter 19 Measuring Leisure: Synopsis of Perspectives and Instruments ... 351
Lynn A. Barnett and Joel A. Blanco

Chapter 20 Monitoring Well-Being Changes in Positive Psychology Interventions ... 368
Fabian Gander

Part V New Directions

Chapter 21 Measuring Primal World Beliefs ... 385
Jeremy D. W. Clifton

Chapter 22 Imagination ... 402
Darya L. Zabelina

Chapter 23 Assessing Self-Transcendent Experience ... 418
David Bryce Yaden and Marianna Graziosi

Chapter 24 Measuring Nostalgia ... 443
Tim Wildschut and Constantine Sedikides

Contributors ... 459

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

Part I

Introduction

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

Chapter 1

Introduction

Willibald Ruch[1], Arnold B. Bakker[2], Louis Tay[3], and Fabian Gander[4]

[1]Department of Psychology, University of Zurich, Switzerland
[2]Center of Excellence for Positive Organizational Psychology, Erasmus University Rotterdam, The Netherlands
[3]Department of Psychological Sciences, Purdue University, West Lafayette, IN, USA
[4]Department of Psychology, University of Basel, Switzerland

Since the advent of positive psychology around the turn of the millennium, research and practice in this area have flourished. Not only has research into existing positive concepts increased but numerous new concepts have also been introduced and new assessment instruments and methods have been developed. For many topics, this has led to a plethora of – often competing – approaches to measurement. Today, researchers and practitioners alike are often faced with the challenging task of finding their way through a maze of alternative approaches when aiming to assess a particular concept. In addition, relatively little research explicitly addresses diagnostic issues, compares instruments, or even offers specific guidelines and recommendations about which measure is particularly suitable for which situation.

This handbook aims to relieve that predicament by providing a state-of-the-art overview of current theories, approaches, issues, and assessment instruments in the field of positive psychology. It is aimed at researchers, instructors, students, and practitioners and serves to guide both researchers and practitioners in selecting appropriate instruments by providing specific recommendations. Thus, the book's overarching goal is to contribute to both theory *and* practice of positive psychological assessment and stimulate further advances in the field by illuminating current gaps in the literature and discussing general issues in the assessment of positive psychological concepts.

Of course, given the breadth of the field and the numerous existing concepts and measurement approaches, this handbook cannot provide an exhaustive overview of the field but rather must be selective. In our selection of topics, we aimed to both cover rather traditional positive psychological concepts and include comparatively new and emerging ones as well. We believe this approach provides readers with the foundational positive psychological concepts while also introducing more novel perspectives.

The chapters are authored by renowned experts in their field. The authors were asked to describe their own work as well as other important contributions to the respective topic. Also, they were invited to not just give a purely neutral and descriptive view of their field

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

but to include their expert evaluations and opinions on the topic to provide some guidance for the interested reader.

Each chapter begins with an introduction to the theoretical background, which elaborates on the relevance of the topic at hand, followed by an overview of the most relevant assessment instruments in the field, including a discussion of their psychometric properties and a selection of key research findings. Finally, each chapter discusses specific assessment-related challenges regarding the respective topic and provides recommendations for selecting assessment instruments.

The book is divided into four main sections. The first section focuses on well-being. Given the large number of competing theories, models, and assessment instruments on well-being and related concepts (e.g., happiness, flourishing, thriving, positive affect, quality of life), we deemed a current overview of existing approaches to be urgently needed.

The second section of the book covers traits, states, and behaviors. In this section, we had to be the most selective and decided to focus on certain specific topics and cover them in considerable detail: character, humor, playfulness, meaning and purpose, flow, self-efficacy, appreciation of beauty, posttraumatic growth, passion, and work engagement.

The third section of the book focuses on assessment in specific contexts, namely, in school settings, romantic relationships, health and clinical settings, leisure, and positive psychology interventions.

The fourth and final section covers topics that have recently been introduced or have yet to be considered from a positive psychology perspective: primal world beliefs, imagination, self-transcendent experiences, and nostalgia.

Acknowledgments

We thank everyone who contributed to the creation of this book. Foremost, of course, we acknowledge the invaluable contributions of the authors of the individual chapters, who invested their effort and expertise in creating comprehensive overviews of the role of psychological assessment in their respective field. Furthermore, we are very grateful for the contributions of numerous anonymous reviewers who provided critical feedback on the manuscripts and thereby helped to improve the quality of the individual chapters.

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

Chapter 4

Measuring Positive Affect, Positive Emotions, and Positivity Resonance

Jieni Zhou and Barbara L. Fredrickson

Department of Psychology and Neuroscience, University of North Carolina, Chapel Hill, NC, USA

Positive emotions – and positive affective phenomena more generally – are key drivers of positive psychology. By definition, emotions are subtle and fleeting experiences. Even so, in aggregate, everyday pleasant affective states become potent drivers of positive human processes. Past studies have shown, for instance, that when sufficiently frequent, even mild positive affective states can (a) enhance individuals' mental health and life satisfaction by raising mindfulness and resilience (Catalino & Fredrickson, 2011; Cohn et al., 2009), (b) energize dyadic interactions to build trust, comradery, and physical health (Fredrickson, 2016; Kok et al., 2013), and (c) fuel positive organizing, teamwork, and improve group performance (Meneghel et al., 2016). This chapter serves to aid researchers who endeavor to deepen the scientific knowledge base regarding the value of pleasant affective phenomena within positive psychology.

The rise of affective science over the past 30 years began with a near-exclusive focus on negative emotions, such as fear, anger, and despair. A robust scientific literature on positive emotions has emerged only over the past 15 years or so. Early theoretical accounts cast the function of pleasant affect as to reward adaptive actions and motivate subsequent approach behaviors to regain natural rewards (Cabanac, 1971; Cacioppo et al., 1999; Clore 1994). Extending this view, Fredrickson's broaden-and-build theory of positive emotions (1998, 2001; for a review, see 2013) identified an additional function of positive emotions as to build an individual's enduring resources for survival, resources such as resilience, social bonds, intelligence, and physical health. This adaptive "build" function is supported by the "broaden" effect of positive emotions – the observation that many positive emotional states temporarily expand cognitive awareness in ways that enable individuals to take in "the bigger picture" and to creatively integrate disparate ideas. Such openness is theorized to fuel trajectories of growth marked by the accrual of beneficial resources. A subset of these resources (termed "vantage resources") also increase the odds that individuals experience subsequent positive emotions, with their further broaden-and-build benefits, thus establishing the conditions for reciprocal "upward spiral" dynamics. These

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

are the processes that allow positive affective phenomena to energize human well-being and thus form a foundation within the field of positive psychology.

The structure of this chapter reflects the fact that pleasant affective phenomena can be conceptualized and assessed at multiple levels of analysis. At the most biologically primitive level, researchers have identified "core affect" as the combination of two underlying dimensions in body and brain states, one as affective valence (i.e., degrees of pleasantness or unpleasantness) and another as arousal (i.e., degrees of activation or calm; Barrett, 2005). Stepping up one level of analysis, a more differentiated emotion, such as anger or gratitude, can result when core affect is combined with situational specifics plus an individual's unique history. Up yet another level of analysis, to the interpersonal level, Fredrickson (2016) has argued for the unique value of "positivity resonance" defined as the coexperience – between and among individuals – of (a) shared positive affect, (b) mutual care and concern, and (c) synchrony evident in both behavior and biology. The measurement approaches we feature in this chapter follow these three levels of analyses, targeting positive affect, positive emotions, and positivity resonance in turn.

Consider Theoretical Stance

Dimensional Perspectives

Multiple dimensional perspectives have been advanced to describe variations in human affective experiences. Whether or not positive and negative affect are best represented as independent vs. opposing (bipolar) dimensions forms the crux of differing perspectives. The concept of "core affect" takes pleasant and unpleasant affect to oppose one another on a single, bipolar dimension of affective valance. This view stems from Russell's (1980) circumplex model of affect, which holds that each affective state can be decomposed into a linear combination of valence and arousal. Contentment, for instance, is defined as a pleasant affective state associated with low activation/arousal. An important finding relevant to assessment is that people tend to weigh the valence dimension more than the arousal dimension when making self-ratings of their affective states (Feldman, 1995).

A contrasting approach – one that has shaped considerable research on positive affect – is Watson and Tellegen's (1985) two-factor model, which posits two independent dimensions of positive and negative affect. Positive affect, in this view, is defined as the extent to which people experience pleasant activation, whereas negative affect is the extent to which they feel unpleasant activation. Accordingly, interest and enjoyment comprise high positive affect, whereas sadness is an example of low positive affect, and anger and fear are considered high negative affect. Following this model, Watson et al. developed the Positive and Negative Affect Schedule (PANAS), described in a later section (Watson et al., 1988). Although rarely recognized, in the late 1990s the authors of the PANAS renamed their scale to emphasize activation over affect: "To avoid terminological ambiguity, we have renamed the two factors Positive Activation and Negative Activation, respectively, and use the abbreviations PA and NA in reference to these new labels only" (Tellegen et al., 1999, p. 298).

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

Table 4.2. continued

Measures title	Response scale	Example items	Time instructions	Reliability	Citation
MAACL-R (Multiple Affect Adjective Check List)	Five dimensions: Anxiety, Depression, Hostility, Positive Affect, and Sensation Seeking Long form: 132 adjectives Short form: 66 adjectives	Nervous, lonely, good-natured, adventurous	The State Form asks subjects to describe how they feel "now-today," the Trait Form asks them to check adjectives describing how they "generally feel."	Internal consistency Long Form Cronbach's αs of the subscales [.70, .92] Short Form Cronbach's αs of the subscales [.68, .91] Sensation Seeking subscale has the lowest internal consistency among others in both short and long forms	Zuckerman & Lubin (1985) Lubin & Zuckerman (1999)
DES (Differential Emotional Scale)	36 items 1 = *never/rarely*, 5 = *very often* 12 subscales: Interest, Joy, Surprise, Sadness, Anger, Disgust, Contempt, Self-Hostility, Fear, Shame, Shyness, and Guilt	1. Feel regret, sorry about something you did 2. Feel like something stinks, puts a bad taste in your mouth	Rate how often you experienced each emotion item during the experience you described	Trait version: Test–retest reliability Cronbach's α = .77	Izard (1977, 1993) Boyle (1984) McHugo et al. (1982) Philippot (1993)
			Rate the extent to which you felt each state as you were watching the film clip.	State version: Internal consistency Cronbach's α = .81 (Average; subscales ranges [.56, .88])	

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

ough literature research before selecting a suitable instrument for an individual research project.

Table 5.1. Overview of QoL measures

Instrument name	Authors	Focus	Number of items	Reliability	Validity	Further information
SF-36 (V1, V2)		Generic (adults)	36	α: .57–.93	CV, DV, PV	https://www.optum.com/ https://rand.org
WHOQOL		Generic (adults)	100	α: .59–91	CV, DV, PV	https://who.int
EQ-5D	EuroQoL Group (1990)	Generic (adults)	5	ICC: 0.43–82	CV, DV, PV	https://www.euroqol.org
SEIQoL	O'Boyle et al. (1992)	Generic (adults)	30	$R^2 > .70$	CV, DV, PV	e-publications@RCSI
PedsQL	Varni et al. (1999)	Generic (children)	23	α: .88–.90	CV, DV, PV	https://www.pedsql.org/
KINDL	Bullinger et al. (1994)	Generic (children)	24	α: .85	CV, DV, PV	http://kindl.org
QLQ-C30	Aaronson et al. (1993)	Disease-specific (cancer, adults)	30	α: .62–.92 r_{tt}: .63–.91	CV, DV, PV	https://qol.eortc.org
MacNew	Oldridge et al. (1991)	Disease-specific (heart disease, adults)	27	α: .91–.96 r_{tt}: .75–.86	CV, DV, PV	http://www.macnew.org
QOLIBRI	v. Steinbüchel et al. (2010)	Disease-specific (traumatic brain injury, adults)	37	α: .75–89 r_{tt}: .78–85	CV, DV, PV	http://www.qolibrinet.com

Note. SF-36 = 36-Item Short Form Survey (V1 = version 1, V2 = version 2); SEIQoL = Schedule for the Evaluation of Individual Quality of Life; PedsQL = Pediatric Quality of Life Inventory; QLQ-C30 = Quality of Life of Cancer Patients Questionnaire; MacNew = MacNew Heart Disease Health-Related Quality of Life Instrument; QOLIBRI = Quality of Life After Brain Injury. α = Cronbach's α. CV = content validity, DV = discriminant validity, PV = predictive validity.

Brief Description of the Main Instruments

The WHOQOL

The WHOQOL is based on the WHO definition of QoL (see above) and is also considered a generic QoL instrument. Its development took particular cultural aspects into ac-

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

Chapter 16

School-Based Approaches for the Universal Assessment of Adolescent Psychosocial Strengths

Jennica Paz[1], Eui Kyung Kim[2], Erin Dowdy[3], Michael J. Furlong[3], Tameisha Hinton[3], José A. Piqueras[4], Tíscar Rodríguez-Jiménez[5], Juan C. Marzo[4], and Susan Coats[6]

[1]College of Education, San Diego State University, CA, USA
[2]Graduate School of Education, University of California Riverside, CA, USA
[3]International Center for School-Based Youth Development, University of California Santa Barbara, CA, USA
[4]Department of Health Psychology, University Miguel Hernandez de Elche, Spain
[5]Department of Health Psychology, Catholic University of Murcia, Spain
[6]California Association of School Psychologists

Several terms are used to describe youth strengths such as psychological assets, attributes, functioning, and orientation. This chapter uses the term *psychosocial strengths* to refer to the combination of positive psychological domains that are conceptualized in the Covitality framework. The assessment of psychosocial strengths in adolescents has focused on the measurement of single traits and constructs, such as grit (Christopoulou et al., 2018), optimism (Oberle et al., 2018), hope (Pedrotti, 2018), and gratitude (Gottlieb & Froh, 2019). Although there is substantial value in assessing and evaluating the beneficial correlates of individual constructs, we suggest that a whole-child paradigm (Alford & White, 2015) provides the opportunity to examine the contributions of comprehensive measures of psychosocial strengths to better understand adolescents' quality of life. Note that several terms are used to describe positive life functioning such as quality of life, psychological well-being, mental well-being, and life satisfaction. Throughout, this chapter uses the term *quality of life.*

Strength-based measures have a clinical purpose when used by school psychologists as part of an individual child psychoeducational assessment. In addition, such measures have broader benefits when used to monitor the psychosocial strengths of *all* students within the context of local education agencies. This chapter focuses on two strength-

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.

based measures developed for schoolwide universal monitoring among adolescents that emerged from the positive education movement (Seligman et al., 2009; Waters & Loton, 2019).

Comprehensive Strengths Assessment Frameworks for School Contexts

This chapter reviews two comprehensive, strength-focused assessments that monitor components of psychosocial strengths of all youth specifically designed to support positive education research and practice. We advocate for a holistic approach that examines strengths in combination rather than in isolation; that is, the assessment of the integrative effects of the core components of positive psychosocial development (Lenzi et al., 2015). The assessments included in this chapter were selected based on (a) being grounded in a conceptual framework of positive education psychosocial strengths, (b) feasibility and utility as school-based universal screening measures (reasonable length and availability of self-report), and (c) evidence of compelling psychometric properties, including replicated validity and generalizability with diverse, crossnational samples of adolescents across three or more separate studies. We note that there are other assessments of youth personal character strengths that we did not review because their primary applications are not in school settings, or because they are discussed elsewhere in this volume. One example is the Values in Action (VIA) Youth Survey, which measures 24 strength constructs among youth aged 10 to 17 years. However, it is not used for schoolwide universal screening, and its many items (i.e., 96–198 items) limit practical use in schools. Another example is Lerner et al.'s (2005; Geldhof et al., 2014) Five Cs Framework of Positive Development (Competence, Confidence, Connection, Character, Caring), which has been used primarily in the United States to evaluate community youth-development initiatives. There are certainly other assessments such as those measuring specific strength constructs (e.g., school connectedness) and teacher ratings which we did not include because of this chapter's focus on comprehensive strength-based measures using adolescent self-reports, which is a practical method for schoolwide universal screening/monitoring that also recognizes the value of incorporating student voice (Halliday et al., 2019).

Two frameworks and their measures meet the above criteria and were thus selected for review: (a) Kern et al.'s (2016) Engagement, Perseverance, Optimism, Connectedness, and Happiness (EPOCH) framework and (b) Renshaw et al.'s (2014) Covitality Integrated Framework (Belief-in-Self, Belief-in-Others, Emotional Competence, and Engaged Living). For each measure, we provide an overview of the conceptual framework, a summary of the key psychometric studies, and illustrations of how the measures are being used in school-based research and practice. We include examples of how comprehensive positive psychology measures are employed by researchers and local education agencies in Spain and the United States. Additionally, we provide readers with descriptions of, and access to, online sources of information about school-based strength assessments.

This document is for personal use only. Reproduction or distribution is not permitted.
From Willibald Ruch et al.: *Handbook of Positive Psychology Assessment* (ISBN 9781616766191) © 2023 Hogrefe Publishing.