

## Psy409 Positive Psychology Questions Answers

### Q1. Scenario related to attachment style

- **Scenario:** A child avoids expressing needs to parents and prefers playing alone.
- **Attachment style: Avoidant attachment** – characterized by emotional distance and self-reliance.
- **Impact:** May develop difficulty in trusting others and forming close relationships in adulthood.
- **Counseling implication:** Therapist encourages safe emotional expression, builds trust, and promotes secure attachment behaviors.

### Q2. Benefits of spirituality

1. **Emotional well-being:** Reduces anxiety, depression, and stress.
2. **Resilience:** Helps cope with adversity and chronic illness.
3. **Life satisfaction:** Provides purpose, meaning, and hope.
4. **Health benefits:** Associated with better immune function and lower blood pressure.
5. **Social connection:** Strengthens community and social support.

### Q3. How altruism is influenced by gratitude

- **Mechanism:** Gratitude increases awareness of others' contributions and fosters a desire to reciprocate.
- **Examples:**
  1. Someone thanks a colleague for help → motivated to help others in return.
  2. A student feels grateful to a teacher → volunteers to mentor juniors.
- **Impact:** Enhances social bonds, well-being, and prosocial behaviors.

### Q4. How a counselor can help married couples – Gottman's work

- **Gottman's approach:** Focuses on strengthening friendship, managing conflict, and building shared meaning.
- **Counseling steps:**
  1. **Enhance love maps:** Couples understand each other's world and preferences.
  2. **Turn toward each other:** Encourage positive interactions and support.
  3. **Manage conflict:** Teach healthy problem-solving and compromise.
  4. **Build shared meaning:** Develop joint goals, rituals, and values.
- **Outcome:** Reduces negative cycles, increases intimacy, and promotes marital satisfaction.

### Q5. Describe three orientation cases of distress – with examples

1. **Individual distress:** Anxiety, depression, or stress due to personal issues.
  - *Example:* A student feels overwhelmed by exams; therapy teaches coping strategies.

2. **Relational distress:** Problems arising from conflicts with family, friends, or partners.
  - *Example:* Couple fights frequently over finances; counseling focuses on communication skills.
3. **Community/social distress:** Stress due to societal factors like discrimination, poverty, or natural disasters.
  - *Example:* Flood-affected families receive support groups to manage trauma.

#### Q6. Describe primary enhancement

- **Definition:** Interventions aimed at **enhancing strengths, well-being, and optimal functioning** rather than treating pathology.
- **Examples:**
  1. Teaching resilience and coping strategies.
  2. Encouraging mindfulness and gratitude practices.
  3. Strength-based counseling to build character and talents.

#### Q7. Three pathways of spirituality – with examples

1. **Religious pathway:** Participation in organized religion, rituals, and prayer.
  - *Example:* Attending church or mosque services regularly.
2. **Existential pathway:** Seeking meaning, purpose, and connection beyond self.
  - *Example:* Volunteering to help marginalized communities.
3. **Personal/spiritual pathway:** Individual practices like meditation, mindfulness, or reflection.
  - *Example:* Daily meditation to foster inner peace and personal growth.

#### Q8. Enlist positive and negative emotions and describe Positive and Negative Emotion Schedule (PANAS)

- **Positive Emotions:** Joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, love.
- **Negative Emotions:** Fear, sadness, anger, guilt, shame, disgust, nervousness, hostility, irritability.

#### Positive and Negative Affect Schedule (PANAS):

- **Definition:** A psychological tool to measure **positive and negative emotions separately**.
- **Structure:** Contains **two scales** – Positive Affect (PA) and Negative Affect (NA), each with 10 items.
- **Purpose:** Measures frequency and intensity of experienced emotions over a given period.
- **Use:** Helps researchers assess emotional states, mood changes, and well-being interventions.

#### Q9. Definition of concept, teaching, and calling

1. **Concept:** A mental representation of a category or idea that helps organize knowledge.

- *Example:* Concept of “happiness” includes joy, contentment, and life satisfaction.
- 2. **Teaching:** The process of facilitating learning, transferring knowledge, skills, or values to others.
- 3. **Calling:** A deep sense of purpose or vocation, often linked to meaningful work or service that aligns with one’s values.

**Q10. According to Balance and Berlin theory – characteristics of wise people**

- **Wise people exhibit:**
  1. **Open-mindedness:** Ability to consider multiple perspectives.
  2. **Emotional regulation:** Managing emotions in challenging situations.
  3. **Reflective thinking:** Analyzing and learning from experiences.
  4. **Empathy and compassion:** Understanding and caring for others.
  5. **Practical knowledge:** Applying knowledge to solve real-life problems effectively.

**Q11. Define Front Four Theory**

- **Front Four Theory:** Focuses on **four key traits contributing to positive functioning and well-being:**
  1. **Conscientiousness** – Being organized, responsible, and disciplined.
  2. **Agreeableness** – Cooperativeness, kindness, and social harmony.
  3. **Emotional stability** – Resilience and ability to handle stress.
  4. **Openness to experience** – Curiosity, creativity, and willingness to learn.

**Q12. Define a research regarding anxiety and religiosity in Pakistan in your own words**

- **Summary:** Research in Pakistan explored how **religiosity influences anxiety levels** among individuals.
- **Findings (in own words):**
  1. People with higher religiosity reported **lower anxiety**, suggesting that faith provides coping mechanisms.
  2. Spiritual practices like prayer and meditation improved **emotional regulation**.
  3. Social support from religious communities also contributed to reduced stress.

**Q13. What did Blates find after analyzing cultural, historical, and psychological writings?**

- **Blates’ findings:**
  1. Wisdom, virtue, and positive traits are **universally valued** across cultures.
  2. Cultural and historical contexts shape **expression of emotions and strengths**.
  3. Psychological literature supports that **character strengths promote well-being** and societal cohesion.

**Q14. What is meant by Positive Youth Development (PYD) program?**

- **Definition:** PYD is an approach to **foster healthy, resilient, and competent youth** through supportive environments and skill development.
- **Core idea:** Focus on strengths rather than deficits.
- **Components:**
  1. Building competence (social, cognitive, emotional).
  2. Encouraging confidence and self-efficacy.
  3. Promoting connection with family, peers, and community.
  4. Encouraging character, caring, and contribution to society.

#### Q15. REACH – Definition with Example

- **Definition:** REACH is a model for practicing forgiveness (Fred Luskin). Each letter represents a step:
  1. **R – Recall the hurt:** Remember what happened.
  2. **E – Empathize:** Try to understand the other person’s perspective.
  3. **A – Altruistic gift of forgiveness:** Decide to forgive freely.
  4. **C – Commit:** Verbally or mentally commit to forgive.
  5. **H – Hold on to forgiveness:** Maintain forgiveness over time.
- **Example:** A colleague took credit for your work. Using REACH, you recall the event, empathize with their pressure, decide to forgive, commit to it, and let go of resentment.

#### Q16. Psychological Courage with Example

- **Definition:** The ability to face **fear, anxiety, or emotional distress** while acting ethically or for personal growth.
- **Example:** A student stands up against bullying despite being afraid of social backlash.

#### Q17. Labeling mistakes by clinicians/psychologists and their effects – with Example

- **Definition:** Assigning **stereotypical or incorrect labels** to clients that may misrepresent their behavior or condition.
- **Effects:**
  1. Self-fulfilling prophecy – client behaves according to label.
  2. Stigmatization – social exclusion or discrimination.
  3. Reduced self-esteem and motivation.
- **Example:** Labeling a shy child as “antisocial” may lead the child to withdraw further and avoid social interaction.

#### Q18. Courage and Wisdom as Companions to Spirituality and Fearlessness – Example

- **Explanation:** Spirituality encourages purpose, meaning, and connection, while courage and wisdom help face challenges fearlessly.
- **Example:** A healthcare worker volunteering in disaster relief demonstrates courage, applies wisdom in decisions, and practices spiritual compassion.

#### Q19. Fundamental Attribution Failure with Example

- **Definition:** The tendency to **overemphasize personal traits** and underestimate situational factors when explaining others' behavior.
- **Example:** Assuming a driver cuts you off because they are rude, ignoring that they may be rushing to an emergency.

#### Q20. Flow and Advantages of Flow

- **Flow – Definition:** A state of **complete immersion, focus, and enjoyment** in an activity (Csikszentmihalyi).
- **Characteristics:** Loss of self-consciousness, altered sense of time, balance between challenge and skill.
- **Advantages:**
  1. Enhances learning and skill development.
  2. Increases intrinsic motivation.
  3. Boosts creativity and productivity.
  4. Improves well-being and satisfaction.

#### Q21. Forgiveness – Definition and Characteristics

- **Definition:** Forgiveness is the **deliberate decision to release resentment or vengeance** toward a person who has harmed you.
- **Characteristics:**
  1. Reduces negative emotions like anger and resentment.
  2. Promotes empathy and understanding.
  3. Improves mental and physical health.
  4. Involves commitment to maintain forgiveness.
  5. Enhances social harmony and relationships.

#### Q22. Desensitization of Fear and How it Works

- **Definition:** Desensitization is a **behavioral technique** used to reduce fear or anxiety by gradual exposure to the feared stimulus while practicing relaxation.
- **How it works:**
  1. **Relaxation training:** Individual learns deep breathing, progressive muscle relaxation, or mindfulness.
  2. **Fear hierarchy:** List situations from least to most anxiety-provoking.
  3. **Gradual exposure:** Start with least fearful situation while remaining relaxed.
  4. **Progression:** Move step by step to more challenging situations.
  5. **Outcome:** Fear response is replaced by calm response; anxiety decreases over time.
- **Example:** A person afraid of spiders first visualizes a spider, then looks at pictures, eventually handling a toy spider, and finally a real spider, all while practicing relaxation.

#### Q23. Enlist three benefits of Flow

1. **Enhanced focus and performance:** Complete immersion improves skill execution.

2. **Increased intrinsic motivation:** Enjoyment of the activity encourages persistence.
3. **Psychological well-being:** Boosts satisfaction, reduces stress, and fosters positive emotions.

**Q24. How gratitude is the basis of motivation for altruism**

- **Explanation:** Gratitude fosters **awareness of others’ contributions**, creating desire to **reciprocate or give back**.
- **Mechanism:**
  1. Recognizing kindness increases empathy and prosocial behavior.
  2. Motivates helping others, volunteering, or charitable acts.
- **Example:** A student feels grateful for teacher’s mentorship → volunteers to tutor peers.

**Q25. Difference between Primary and Secondary Enhancement**

Feature	Primary Enhancement	Secondary Enhancement
Focus	Developing <b>strengths and optimal functioning</b>	Improving <b>specific skills or correcting deficits</b>
Goal	Promote well-being and flourishing	Improve performance or fix weaknesses
Example	Teaching mindfulness, resilience, gratitude	Providing cognitive training for low attention

**Q26. What is Goal Adaptation?**

- **Definition:** Adjusting or modifying goals in response to **changing circumstances, abilities, or priorities**.
- **Purpose:** Maintains motivation, reduces frustration, and ensures achievable outcomes.
- **Example:** A student unable to attend full-time classes adapts by enrolling in online courses to achieve academic goals.

**Q27. Moral Courage – Definition and Daily Examples**

- **Definition:** The ability to **stand up for ethical principles** despite risk, fear, or social pressure.
- **Daily examples:**
  1. Reporting workplace misconduct.
  2. Standing up for a bullied peer.
  3. Speaking the truth even when unpopular.

**Q28. How are diagnosis labels of clients assigned from clinical problems?**

- **Definition:** Clinical diagnosis labels classify **psychological or behavioral problems** based on standardized criteria (DSM-5, ICD-10).
- **Process:**

1. **Assessment:** Collect history, symptoms, and behavioral observations.
  2. **Analysis:** Compare findings with diagnostic criteria.
  3. **Labeling:** Assign diagnostic label to guide treatment and intervention.
- **Caution:** Labels should be used to **understand and treat**, not stigmatize the client.
  - **Example:** Anxiety disorder label assigned after identifying excessive worry, restlessness, and impaired daily functioning.

### Q29. Fear and Courage – Difference

Feature	Fear	Courage
Definition	Emotional response to <b>threat or danger</b>	Ability to <b>face fear, risk, or adversity</b>
Focus	Avoidance, protection	Action despite risk or anxiety
Outcome	Can cause paralysis, avoidance, stress	Enables growth, ethical actions, achievement
Example	Feeling scared to speak in public	Giving a speech despite fear

### Q30. Mindfulness Meditation

- **Definition:** A practice of **focusing attention on the present moment non-judgmentally**, often including breathing awareness and body scan.
- **Benefits:**
  1. Reduces stress, anxiety, and depression.
  2. Enhances focus, attention, and emotional regulation.
  3. Improves overall well-being and life satisfaction.
- **Example:** Daily 10–15 minutes of focusing on breath while noticing thoughts without judgment.

### Q31. Markidan and Richards

- **Explanation:** Researchers who emphasized the **role of positive experiences and traits in human development and learning**.
- **Contribution:** Highlighted **how optimism, hope, and constructive feedback** influence motivation, well-being, and skill acquisition.
- **Example:** Teaching students with praise and hope can increase engagement and resilience.

### Q32. Characteristics of Gainful Employment

1. **Job security:** Stable position that supports livelihood.
2. **Skill utilization:** Work matches individual's abilities and talents.
3. **Fair compensation:** Adequate salary or rewards.
4. **Personal growth:** Opportunities for learning and advancement.
5. **Social contribution:** Work creates meaningful impact for society.

### Q33. Sternberg's Balance Theory of Wisdom

- **Definition:** Wisdom is the **ability to balance personal, interpersonal, and societal interests** to achieve a common good.
- **Components:**
  1. **Cognitive:** Knowledge of life and problem-solving.
  2. **Reflective:** Self-awareness and perspective-taking.
  3. **Affective:** Compassion and empathy for others.
- **Goal:** Make decisions that are **beneficial, ethical, and long-term oriented**.

### Q34. Three Wise Professions

1. **Counseling/Psychotherapy:** Guides individuals using insight, empathy, and ethical principles.
2. **Judiciary (Judges/Lawyers):** Applies knowledge and ethics to deliver fair judgments.
3. **Teaching/Education:** Shapes future generations using wisdom, patience, and understanding.

### Q35. Three Characteristics of Positive Psychology

1. **Focus on strengths:** Studies human virtues, resilience, and flourishing rather than pathology.
2. **Emphasis on well-being:** Prioritizes happiness, life satisfaction, and positive emotions.
3. **Scientific approach:** Uses empirical research to understand optimal functioning and interventions.

### Q36. Consequences of Unemployment in Pakistani Society

1. **Economic hardship:** Reduced income leads to poverty, inability to meet basic needs.
2. **Mental health issues:** Stress, anxiety, depression, and low self-esteem.
3. **Social problems:** Increased family tension, crime, and social unrest.
4. **Loss of purpose:** Reduced sense of identity and motivation.
5. **Health effects:** Poor nutrition, lack of access to healthcare, and physical health decline.

### Q37. Gratitude – Definition and Importance

- **Definition:** Gratitude is a **recognition and appreciation of positive aspects and kindness from others**.
- **Importance:**
  1. Enhances positive emotions and life satisfaction.
  2. Strengthens relationships and prosocial behaviors.
  3. Reduces stress, anxiety, and depressive tendencies.
- **Example:** Regularly thanking teachers, peers, or family improves emotional bonding and well-being.

### Q38. Fostering Flow – How to Encourage it

- **Techniques to foster flow:**
  1. **Balance challenge and skill:** Assign tasks that are neither too easy nor too difficult.
  2. **Clear goals:** Set specific, achievable objectives for tasks.
  3. **Immediate feedback:** Provide guidance to help improve performance continuously.
  4. **Minimize distractions:** Encourage focused attention.
  5. **Encourage intrinsic motivation:** Focus on enjoyment and mastery rather than external rewards.
- **Example:** In a sports class, giving students slightly challenging drills with feedback promotes flow experience.

### Q39. Courage – Related Theories

- **Types of Theories:**
  1. **Positive Psychology Theory:** Courage as a character strength to overcome fear and act ethically.
  2. **Behavioral Theory:** Courage develops through exposure, modeling, reinforcement, and overcoming fear.
- **Examples:**
  - Speaking up against injustice (Positive Psychology).
  - Practicing small fearful tasks gradually to face larger challenges (Behavioral Theory).

### Q40. REACH – Definition

- **Definition:** REACH is a **forgiveness model** by Luskin, helping individuals forgive others systematically:
  1. **R – Recall the hurt**
  2. **E – Empathize with the offender**
  3. **A – Altruistic gift of forgiveness**
  4. **C – Commit to forgive**
  5. **H – Hold on to forgiveness**
- **Example:** Forgiving a friend who betrayed your trust using the REACH steps to reduce anger and restore the relationship.

### Q41. Pathways of Spirituality with Examples

1. **Religious pathway:** Participation in organized religion and rituals.
  - *Example:* Daily prayer or attending mosque/church.
2. **Existential pathway:** Seeking meaning and purpose in life.
  - *Example:* Volunteering for community service.
3. **Personal/spiritual pathway:** Individual practices like meditation or reflection.
  - *Example:* Daily mindfulness or yoga practice for inner peace.

### Q42. Mindful Eating – Techniques to Endorse

- **Definition:** Mindful eating is **paying full attention to the experience of eating** and the body's hunger cues.
- **Techniques:**
  1. Eat slowly and savor each bite.
  2. Focus on the food's taste, texture, and aroma.
  3. Avoid distractions like TV or phone during meals.
  4. Listen to hunger and fullness cues to prevent overeating.
  5. Reflect on gratitude for the food and those who provided it.
- **Benefit:** Promotes healthy eating habits, reduces emotional eating, and improves digestion and satisfaction.

#### Q43. Schooling and Positive Psychology – Role in Health and Well-being

- **Explanation:** Schools can foster positive traits, emotional regulation, and well-being among children.
- **Ways:**
  1. Teaching social-emotional learning (SEL) and coping skills.
  2. Encouraging gratitude, kindness, and altruism.
  3. Promoting physical activity and mindfulness practices.
  4. Creating a supportive and inclusive learning environment.

#### Q44. Courage – Related Theories

1. **Positive Psychology Theory of Courage**
  - **Definition:** Courage is a **character strength** that allows a person to act ethically, overcome fear, and pursue personal or societal goals.
  - **Example (short):** A student speaks against unfair treatment despite fear of peer criticism.
  - **Long explanation:** This theory emphasizes courage as a core **virtue**, part of character strengths framework. It focuses on **resilience, moral decision-making, and ethical action**. Courage is developed by reinforcing behaviors that confront fear while staying true to values.
2. **Behavioral Theory of Courage**
  - **Definition:** Courage develops through **exposure, modeling, reinforcement, and practice** in real-life situations.
  - **Example (short):** Gradually learning to give public presentations to reduce anxiety.
  - **Long explanation:** According to behavioral theory, repeated exposure to fearful situations, guided by reinforcement and social modeling, strengthens courageous responses. Over time, individuals act despite fear, showing **adaptive coping and personal growth**.

#### Q45. REACH – Definition

- **Definition:** REACH is a systematic model for practicing forgiveness (Fred Luskin).
  - **R – Recall the hurt**
  - **E – Empathize** with the offender
  - **A – Altruistic gift of forgiveness**
  - **C – Commit** to forgive
  - **H – Hold on** to forgiveness
- **Example:** A friend betrays trust. Using REACH, you recall the hurt, empathize, decide to forgive, commit, and maintain forgiveness over time.

#### Q46. Pathways of Spirituality with Examples

1. **Religious pathway:** Participation in organized religion or rituals.
  - *Example:* Daily prayers, mosque/church attendance.
2. **Existential pathway:** Seeking meaning and purpose in life.
  - *Example:* Volunteering or community service.
3. **Personal/spiritual pathway:** Individual reflection, meditation, or mindfulness practices.
  - *Example:* Practicing yoga or meditation for inner peace.

#### Q47. Techniques to Endorse Mindful Eating

- **Definition:** Mindful eating involves **full attention to the eating experience** and body's hunger cues.
- **Techniques:**
  1. Eat slowly and savor each bite.
  2. Focus on the food's taste, texture, and aroma.
  3. Avoid distractions like TV or phone.
  4. Listen to hunger and fullness cues.
  5. Reflect on gratitude for the food and its source.
- **Benefits:** Promotes healthy eating, reduces emotional eating, improves digestion, and increases satisfaction.

#### Q48. Role of Schooling in Positive Psychology

- **Explanation:** Schools help foster **well-being, emotional regulation, and positive traits.**
- **Ways:**
  1. Social-emotional learning (SEL) and coping skills programs.
  2. Teaching gratitude, kindness, and prosocial behaviors.
  3. Promoting physical activity and mindfulness.
  4. Creating a supportive, inclusive learning environment.
- **Example:** A school implementing SEL programs improves student resilience and reduces stress.

#### Q49. Gratitude – Short and Long Points

- **Short:** Gratitude is **recognition and appreciation of positive aspects and acts of kindness.**

- **Long (Importance):**
  1. Enhances **positive emotions and life satisfaction**.
  2. Strengthens **social bonds and prosocial behavior**.
  3. Reduces **stress, anxiety, and depressive tendencies**.
  4. Improves **physical and mental health outcomes**.
- **Example:** Thanking peers, teachers, or family regularly improves emotional bonds and personal well-being.

### Q50. Fostering Flow

- **Definition:** Flow is a **state of complete immersion and enjoyment** in an activity (Csikszentmihalyi).
- **Ways to Foster Flow:**
  1. **Balance challenge and skill:** Tasks should not be too easy or too hard.
  2. **Clear goals:** Specific objectives improve focus.
  3. **Immediate feedback:** Helps correct and improve performance.
  4. **Minimize distractions:** Full attention to the task.
  5. **Encourage intrinsic motivation:** Enjoyment and mastery over external rewards.
- **Example:** In sports or arts, assigning slightly challenging tasks with guidance promotes flow experience.

### Q51. Consequences of Unemployment in Pakistani Society

1. Economic hardship and poverty.
2. Mental health issues: stress, anxiety, depression.
3. Social problems: family tension, crime, unrest.
4. Loss of purpose and identity.
5. Health decline due to poor nutrition and lack of healthcare.

### Q52. Webstar Self-Report Measure in Values in Action (VIA)

- **Definition:** A self-report questionnaire developed to **assess an individual's character strengths** according to the VIA classification.
- **Purpose:** Helps identify strengths like wisdom, courage, humanity, justice, temperance, and transcendence.
- **Example:** An individual scoring high in gratitude, perseverance, and kindness can use these strengths in personal and professional life.

### Q53. Measures of Wisdom

1. **Three-Dimensional Wisdom Scale (3D-WS):**
  - Measures **cognitive, reflective, and affective aspects** of wisdom.
  - Cognitive: Knowledge and understanding.
  - Reflective: Perspective-taking, insight.
  - Affective: Compassion and concern for others.
2. **Self-Assessed Wisdom Scale (SAWS):**

- Assesses personal **perceived wisdom** across critical thinking, emotional regulation, openness to experience, and life reflection.
- Useful in psychological research and interventions to develop wisdom.

#### Q54. Measures of Forgiveness (Two Measures)

1. **Enright Forgiveness Inventory (EFI):**
  - Measures **forgiveness toward specific offenders** using self-report scales.
  - Domains: Positive affect, empathy, and self-perception of forgiving.
2. **Transgression-Related Interpersonal Motivations Inventory (TRIM):**
  - Measures **motivation to avoid, retaliate, or forgive** after a transgression.
  - Helps understand emotional and behavioral aspects of forgiveness.

#### Q55. Qualities of Mindfulness

1. **Awareness:** Paying attention to the present moment.
2. **Non-judgmental:** Observing thoughts, feelings, and sensations without evaluation.
3. **Acceptance:** Embracing experiences as they are.
4. **Focus:** Maintaining attention on chosen objects or tasks.
5. **Compassion:** Being kind toward oneself and others.

#### Q56. Qualities of Spirituality

1. **Purpose and meaning in life:** Understanding life beyond material existence.
2. **Connectedness:** Feeling connected with self, others, and universe.
3. **Compassion and altruism:** Caring for others and promoting well-being.
4. **Hope and resilience:** Maintaining optimism and perseverance during adversity.
5. **Self-transcendence:** Going beyond ego, focusing on higher values or service.

#### Q57. Gottman – Source of Multidimensional Ideas

- **Answer: A. Role theory** ✓
- **Explanation:** Gottman developed his **multidimensional approach to couple relationships** based on role theory and observational research, integrating multiple dimensions of interaction, conflict resolution, and communication patterns in marital relationships.

#### Q58. Courage – Related Theories (Short and Long)

1. **Positive Psychology Theory of Courage**
  - **Short:** Courage is a **character strength** that enables ethical action despite fear.
  - **Long:** Emphasizes courage as a **virtue** and part of human character strengths. It involves **resilience, moral decision-making, and acting despite fear**.
  - **Example:** Speaking up against injustice even if socially risky.
2. **Behavioral Theory of Courage**
  - **Short:** Courage develops through **practice, exposure, and reinforcement**.

- **Long:** According to this theory, repeated exposure to fearful situations with guidance and support strengthens courageous behavior. Over time, individuals act **adaptively despite fear**.
- **Example:** Gradually learning public speaking to overcome anxiety.

### Q59. REACH – Definition

- **Definition:** A forgiveness model helping systematic forgiveness (Fred Luskin).
- **Steps:**
  1. **R – Recall the hurt**
  2. **E – Empathize** with offender
  3. **A – Altruistic gift of forgiveness**
  4. **C – Commit** to forgive
  5. **H – Hold on** to forgiveness
- **Example:** Forgiving a friend using REACH reduces anger and restores relationship.

### Q60. Pathways of Spirituality with Examples

1. **Religious pathway:** Participation in organized rituals or practices.
  - *Example:* Daily prayer or mosque/church attendance.
2. **Existential pathway:** Seeking purpose and meaning in life.
  - *Example:* Volunteering or community service.
3. **Personal/spiritual pathway:** Individual reflection, meditation, or mindfulness practices.
  - *Example:* Yoga or mindful meditation for inner peace.

### Q61. Techniques to Endorse Mindful Eating

- **Definition:** Mindful eating is paying full attention to the experience of eating and body's hunger cues.
- **Techniques:**
  1. Eat slowly and savor each bite.
  2. Focus on taste, texture, and aroma.
  3. Avoid distractions like TV or phone.
  4. Observe hunger and fullness cues.
  5. Reflect gratitude for the food.
- **Benefits:** Promotes healthy eating, reduces emotional eating, improves digestion, and increases satisfaction.

### Q62. Role of Schooling in Positive Psychology

- **Explanation:** Schools foster **well-being, emotional regulation, and positive traits** in children.
- **Ways:**
  1. Social-emotional learning (SEL) programs and coping skills.
  2. Teaching gratitude, kindness, and prosocial behavior.
  3. Promoting physical activity and mindfulness practices.

- 4. Creating a supportive and inclusive learning environment.
- **Example:** A school implementing SEL programs improves resilience, reduces stress, and enhances social skills in students.

### Q63. Easy MCQ from Paper

**Question:** Performing well at work is likely to occur when workers have:

**Options:**

- A. A good environment
- B. Good relation
- C. Clear goals ✓
- D. Variety in job

**Answer: C. Clear goals**

- **Explanation:** Clear goals provide direction, motivation, and measurable outcomes, increasing performance and engagement at work.

### Q64. Ghazala – Job Satisfaction Rate

- **Answer: 0.39**
- **Explanation:** Ghazala's study measured correlation between job satisfaction and workplace factors. A value of 0.39 indicates a **moderate positive relationship**, showing satisfaction increases as positive factors in the workplace increase.

### Q65. Scenario-based Answer – Positive Reinforcement

- **Scenario:** An employee is rewarded for completing tasks efficiently, leading to repeated desired behavior.
- **Answer: Positive reinforcement**
- **Explanation:** Positive reinforcement strengthens behavior by **providing rewards after desired actions**, encouraging repetition.

### Q66. Adverse Effect – Scenario

- **Scenario:** Exposure to negative conditions or unfair treatment in the workplace.
- **Answer: Adverse effect**
- **Explanation:** Adverse conditions negatively impact **motivation, satisfaction, and mental health**, leading to reduced performance or stress.

### Q67. Profession Suffering from Burnout

- **Answer: All professional, teachers, business**
- **Explanation:** Burnout occurs due to **chronic work stress**, emotional exhaustion, depersonalization, and reduced accomplishment, affecting multiple professions.

### Q68. Early Intervention

- **Answer: Effective**
- **Explanation:** Early intervention strategies in workplace stress, education, or health psychology prevent **long-term negative outcomes**, improve coping, and enhance performance.

### Q69. Work Performance and Job Satisfaction

- **Answer: Clear goals**
- **Explanation:** Employees perform best when they have **clear, measurable, and achievable goals**, as it increases focus, motivation, and accountability.

### Q70. Gratitude Scale – Number of Statements

- **Answer: 44 statements**
- **Explanation:** The Gratitude Questionnaire (GQ-6 or extended forms) measures gratitude, and in this version, **44 statements assess multiple dimensions** of gratitude in daily life and social interactions.

### Q71. Forgiveness – Enright Work

- **Author: Enright**
- **Explanation:** Enright developed models of **interpersonal forgiveness**, focusing on reducing **resentment and anger** after being wronged.
- **Key Points:**
  1. Forgiveness is **intentional and voluntary**.
  2. Reduces negative affect and promotes psychological well-being.
  3. Involves phases: **recall hurt, empathize, altruistic gift, commit, hold on**.

### Q72. Hansberger – Job Satisfaction & Age

- **Finding:** Job satisfaction tends to **increase with age**.
- **Explanation:** Older employees report more satisfaction due to **experience, stability, and realistic expectations** in work roles.

### Q73. Gratitude – Three Characteristics

1. **Recognition of Goodness:** Acknowledging positive aspects in life.
2. **Appreciation of Others:** Recognizing others' efforts and kindness.
3. **Positive Affect:** Gratitude increases **happiness, life satisfaction, and emotional resilience**.

### Q74. Note on Gratitude

- **Definition:** Gratitude is a **positive emotion and character strength** that focuses on noticing and appreciating benefits received.
- **Importance:**
  1. Improves **mental health** by reducing stress, anxiety, and depressive tendencies.
  2. Strengthens **social bonds** and encourages prosocial behavior.
  3. Promotes **physical health**, better sleep, and overall well-being.
- **Example:** Thanking colleagues or family improves relationships and personal happiness.

#### Q75. Professional Characteristics – Three Points

1. **Competence:** Knowledge, skill, and ability to perform duties effectively.
2. **Integrity:** Ethical behavior, honesty, and adherence to moral principles.
3. **Social Responsibility:** Contributing positively to society and community welfare.

#### Q76. Strategies for Older Adults to Live in Society (3 Points)

1. **Active Engagement:** Participating in community activities, volunteering, or social clubs.
2. **Continuous Learning:** Lifelong education, skill development, and hobbies.
3. **Social Support Networks:** Maintaining family, friends, and intergenerational connections.

#### Q77. Positive Schooling – Societal Effectiveness

- **Explanation:** Schools promoting positive psychology **enhance societal well-being**.
- **Ways:**
  1. Social-emotional learning (SEL) programs to improve empathy, resilience, and cooperation.
  2. Encouraging mindfulness, gratitude, and prosocial behavior.
  3. Creating inclusive, supportive, and engaging learning environments.
- **Outcome:** Students become **emotionally intelligent, socially responsible, and productive citizens**.

#### Q78. Engagement and Variety of Jobs – Gainful Employment

- **Explanation:** Gainful employment occurs when work provides:
  1. **Engagement:** Full attention and immersion in tasks.
  2. **Variety:** Diverse responsibilities that prevent boredom.
  3. **Clear Goals and Feedback:** Tasks with clear objectives and performance feedback.
- **Benefit:** Increases **job satisfaction, motivation, and psychological well-being**.

#### Q79. Working in Society with Positive Outcomes

- **Explanation:** Positive workplaces or societies foster:
  1. Employee **well-being and satisfaction**.
  2. **Collaboration, innovation, and productivity**.

3. Reduced stress, burnout, and conflicts.
- **Example:** Companies promoting **positive reinforcement, recognition, and supportive culture** show higher performance and employee retention.

#### Q80. Gratitude – Three Questions (Typical)

1. How does gratitude **enhance social bonds**?
  - By promoting **recognition, appreciation, and reciprocity**, gratitude strengthens relationships.
2. How does gratitude **affect mental health**?
  - Reduces stress, anxiety, depression, and promotes **positive emotions and life satisfaction**.
3. What role does gratitude play in **motivation and altruism**?
  - Gratitude motivates **prosocial behaviors**, encouraging helping and generosity toward others.

#### Q81. Positive Youth Development Program (PYD)

- **Definition:** A program designed to **promote healthy development in adolescents** by building strengths rather than focusing on problems.
- **Key Components:**
  1. **Competence:** Skills in social, cognitive, and emotional domains.
  2. **Confidence:** Self-worth and belief in abilities.
  3. **Connection:** Positive bonds with family, peers, and community.
  4. **Character:** Ethical behavior and integrity.
  5. **Caring/Compassion:** Empathy and concern for others.
- **Example:** School-based mentorship programs enhancing **resilience, social skills, and community engagement**.

#### Q82. Implicit Theories

- **Definition:** Beliefs about the **malleability of personal traits** (Dweck, 2006).
- **Two Types:**
  1. **Entity Theory:** Traits are fixed; intelligence or personality cannot change.
  2. **Incremental Theory:** Traits are malleable; abilities can improve through effort.
- **Example:** Students with incremental mindset **persist through challenges**, while entity-focused students give up easily.

#### Q83. Moral Courage – Definition & Historical Examples

- **Definition:** The ability to **take ethical action despite fear, pressure, or adverse consequences**.
- **Examples:**
  1. **Rosa Parks:** Refused to give up her bus seat, advancing civil rights.
  2. **Malala Yousafzai:** Advocated for girls' education under life-threatening conditions.

#### Q84. Physical Exercise as a Primary Enhancement

- **Definition:** Using exercise to **improve overall health, well-being, and psychological functioning.**
- **Benefits:**
  1. Enhances **mood, cognition, and energy levels.**
  2. Reduces risk of chronic diseases and improves **cardiovascular health.**
- **Example:** Regular aerobic or strength training improves **focus, resilience, and self-esteem.**

#### Q85. Mindfulness Qualities (Shapiro et al., 2002)

- **Three Core Qualities:**
  1. **Intention:** Purposeful engagement with experience.
  2. **Attention:** Focusing awareness on the present moment.
  3. **Attitude:** Observing experiences non-judgmentally and with acceptance.
- **Scales (Two Examples):**
  1. **Mindful Attention Awareness Scale (MAAS)**
  2. **Five Facet Mindfulness Questionnaire (FFMQ)**

#### Q86. Mindfulness Stretching Exercises

- **Definition:** Combining gentle physical stretches with **focused awareness of breathing and sensations.**
- **Example Exercises:**
  1. **Body Scan Stretch:** Slowly stretch limbs while focusing on muscle sensations.
  2. **Yoga-based mindful stretching:** Pay attention to posture, breath, and sensations.
- **Benefit:** Reduces stress, enhances flexibility, and promotes mind-body connection.

#### Q87. Attachment-Related Scenario

- **Concept:** Attachment style influences **behavior, coping, and relationships.**
- **Types:**
  1. **Secure:** Comfortable with intimacy, seeks support.
  2. **Avoidant:** Keeps distance, avoids emotional closeness.
  3. **Anxious/Ambivalent:** Seeks closeness but fears abandonment.
- **Example:** A student modeling teacher's behavior shows **secure attachment leading to positive learning.**

#### Q88. Primary Invention

- **Definition:** Early or initial intervention to **prevent negative outcomes** before they occur.
- **Example:** Teaching mindfulness, coping skills, and emotional regulation in schools to **prevent adolescent mental health issues.**

#### Q89. Gratitude – Notes

- **Definition:** A **positive emotional response** recognizing and appreciating benefits received from others or life events.
- **Characteristics:**
  1. Encourages **social bonds** and reciprocity.
  2. Promotes **psychological well-being** and reduces stress.
  3. Motivates **altruistic and prosocial behavior**.
- **Example:** Regular gratitude journaling improves **mood, sleep, and life satisfaction**.

#### Q90. Attachment Styles – Four Types

1. **Secure Attachment:** Comfortable with intimacy, seeks support, trusts others.
  2. **Avoidant Attachment:** Maintains distance, avoids emotional closeness.
  3. **Anxious/Ambivalent Attachment:** Seeks closeness but fears rejection or abandonment.
  4. **Disorganized Attachment:** Inconsistent behavior; shows fear and confusion in relationships.
- **Example:** A student modeling teacher’s behavior effectively shows **secure attachment**.

#### Q91. Teaching Hope

- **Definition:** Hope is a **cognitive-motivational construct** that includes agency (goal-directed energy) and pathways (planning to achieve goals).
- **Ways to Teach Hope:**
  1. Encourage **goal setting** (short-term and long-term).
  2. Help students **identify multiple pathways** to reach goals.
  3. Foster **agency thinking** – belief in one’s ability to achieve goals.
- **Example:** School programs guiding students to create actionable plans for academic and personal goals.

#### Q92. Measurement of Gratitude

- **Scales:**
  1. **Gratitude Questionnaire (GQ-6 / extended 44 items)** – measures trait gratitude.
  2. **Gratitude Resentment and Appreciation Test (GRAT)** – measures appreciation and absence of resentment.
- **Purpose:** Assess gratitude as a **stable personality trait or daily practice**.

#### Q93. Three Characteristics of Flow

1. **Complete Absorption:** Total immersion in the task with no distraction.
2. **Merging of Action and Awareness:** Feeling “one with the activity.”
3. **Loss of Self-Consciousness:** Awareness of time and self diminishes, enhancing enjoyment and performance.

#### Q94. Differentiate Between Vital Courage and Psychological Courage

Feature	Vital Courage	Psychological Courage
<b>Definition</b>	Physical bravery in the face of danger	Moral and emotional courage to act rightly despite fear or difficulty
<b>Focus</b>	Survival, protecting self or others	Ethical, moral, and personal development
<b>Example</b>	Firefighter rescuing victims	Speaking up against injustice or advocating for vulnerable individuals

### Q95. Three Characteristics of Gainful Employment

1. **Engagement:** Full attention, immersion, and active participation in work.
2. **Variety of Tasks:** Diverse responsibilities preventing boredom and monotony.
3. **Clear Goals and Feedback:** Employees know expectations and receive performance feedback, enhancing motivation and satisfaction.

### Q96. Two Attachment Styles (Short)

1. **Secure Attachment:** Comfortable in relationships, seeks help, trusts others.
2. **Avoidant Attachment:** Maintains distance, avoids intimacy, suppresses emotional needs.

### Q97. Who is More Helpful – Males or Females?

- **Conceptual Answer:**
  - Research suggests that **helping behavior** can vary by context, type of help, and social expectations.
  - **Females:** Often more helpful in **emotional, nurturing, and caregiving situations** due to socialization and empathy tendencies.
  - **Males:** May be more helpful in **instrumental or physical tasks** requiring strength or risk.
- **Example:** A female colleague may offer emotional support during stress, whereas a male colleague may help with moving heavy objects.
- **Note: Situational and cultural factors** strongly influence helping behavior; it cannot be generalized strictly by gender.

### Q98. Five Models of True Relationship

1. **Mutual Respect Model:** Based on **reciprocal respect and understanding** between individuals.
2. **Attachment-Based Model:** Focuses on **secure emotional bonds** and trust.
3. **Interpersonal Communication Model:** Emphasizes **open, honest, and effective communication**.
4. **Shared Goals Model:** Relationships thrive when partners **work toward common objectives**.

5. **Empathy and Support Model:** Strong relationships are characterized by **empathy, care, and mutual support.**

### Q99. Five Characteristics of a Teacher Who Motivates Students

1. **Enthusiasm:** Shows passion for subject matter and teaching.
2. **Empathy:** Understands student needs and challenges.
3. **Encouragement:** Provides positive feedback and reinforcement.
4. **Clear Communication:** Explains concepts effectively and sets achievable goals.
5. **Role Modeling:** Demonstrates behaviors, values, and attitudes worth emulating.

### Q100. Differentiate Between Religious and Life Satisfaction

Feature	Religious Satisfaction	Life Satisfaction
<b>Definition</b>	Contentment derived from <b>spiritual beliefs, faith practices, and religious community involvement</b>	Overall contentment with <b>life circumstances, achievements, and personal goals</b>
<b>Focus</b>	Spiritual fulfillment, connection with higher power	Psychological well-being, emotional balance, and material/social outcomes
<b>Measurement</b>	Religious involvement, prayer frequency, perceived spiritual support	Standardized scales (e.g., SWLS) measuring perceived life satisfaction
<b>Example</b>	Feeling peace through daily prayer	Feeling happy with career, family, and personal accomplishments

### Q101. Fostering Flow Practices

- **Definition:** Techniques to help individuals **enter flow state** for optimal experience and performance.
- **Practices:**
  1. **Set Clear Goals:** Break tasks into achievable steps.
  2. **Challenge-Skill Balance:** Ensure tasks match skill level for engagement.
  3. **Minimize Distractions:** Focus solely on the task.
  4. **Immediate Feedback:** Provides guidance and correction.
  5. **Mindfulness & Presence:** Encourage awareness of the present moment.

### Q102. Positive Youth Development Program (PYD)

- **Definition:** Programs designed to **build strengths, resilience, and social-emotional skills** in adolescents rather than focusing solely on deficits.
- **Key Components:** Competence, Confidence, Connection, Character, Caring (5 Cs).
- **Example:** School mentorship programs guiding adolescents in skill development, goal setting, and community engagement.

### Q103. Courage – Two Questions

1. **Definition of Moral Courage:** Taking **ethical action** despite fear, social pressure, or personal risk.
  2. **Example Questions:**
    - Rosa Parks refusing to give up her bus seat.
    - Malala Yousafzai advocating for girls' education under life-threatening conditions.
- **Psychological Courage:** Facing internal fears, emotional challenges, or moral dilemmas.

#### Q104. Primary Enhancement

- **Definition: Interventions aimed at improving physical, cognitive, or emotional functioning** before problems arise.
- **Examples:**
  1. **Physical Exercise:** Enhances mental health, resilience, and mood.
  2. **Mindfulness Practices:** Improves focus, emotional regulation, and stress coping.
  3. **Skill Development Programs:** Builds cognitive and social-emotional strengths in youth.

#### Q105. Altruism

- **Definition: Selfless concern for the well-being of others** without expecting reward.
- **Characteristics:**
  1. Voluntary helping behavior.
  2. Motivated by empathy and compassion.
  3. Promotes prosocial relationships and social cohesion.
- **Example:** Donating to charity or helping a stranger in need.

#### Q106. Empathy-Based Approach (Conceptual Question)

- **Definition:** Interventions or behaviors guided by the **ability to understand and share another person's feelings**.
- **Application in Psychology:**
  1. Counseling and therapy – enhancing **rapport and client trust**.
  2. Positive education – encouraging **empathy among students**.
  3. Workplace – promoting **cooperation and prosocial behavior**.
- **Example:** Teacher notices a struggling student's emotional state and **adapts teaching style** accordingly.

#### Q107. Three Characteristics of Flow

1. **Complete Absorption:** Full focus on task with no distraction.
2. **Merging of Action and Awareness:** Feeling “one with the activity.”
3. **Loss of Self-Consciousness:** Time and self-awareness diminish, enhancing performance and enjoyment.

### Q108. Differentiate Between Vital Courage and Psychological Courage

Feature	Vital Courage	Psychological Courage
<b>Definition</b>	Physical bravery in dangerous situations	Moral or emotional bravery in facing ethical, psychological, or personal challenges
<b>Focus</b>	Survival or physical protection	Ethical actions, personal growth, resilience
<b>Example</b>	Firefighter rescuing victims	Speaking against injustice or advocating for mental health

### Q109. Three Characteristics of Gainful Employment

1. **Engagement:** Full attention and immersion in work tasks.
2. **Variety of Tasks:** Diverse responsibilities prevent boredom.
3. **Clear Goals and Feedback:** Employees understand expectations and receive feedback for improvement.

### Q110. Two Attachment Styles (Short)

1. **Secure Attachment:** Comfortable with intimacy, trusts others, seeks support when needed.
2. **Avoidant Attachment:** Maintains emotional distance, suppresses needs, avoids closeness.

### Q111. Difference Between Religious and Life Satisfaction

Feature	Religious Satisfaction	Life Satisfaction
<b>Definition</b>	Contentment derived from <b>faith, spiritual practices, and religious community involvement</b>	Overall contentment with <b>personal life circumstances, achievements, and goals</b>
<b>Focus</b>	Spiritual fulfillment, connection with higher power	Psychological well-being, emotional balance, and material/social outcomes
<b>Measurement</b>	Frequency of prayer, spiritual engagement, perceived divine support	Standardized scales like SWLS (Satisfaction With Life Scale)
<b>Example</b>	Feeling peace and purpose through daily prayer	Feeling satisfied with career, family, and personal achievements

### Q112. Diagnostic Problems Clients Face with Different Clinicians/Practitioners

- **Concept:** Clients may experience **conflicting diagnoses, labels, or treatment plans** due to:
  1. **Subjective judgment differences** among clinicians.

2. **Variations in assessment tools** and interpretation of symptoms.
  3. **Communication gaps** between multi-disciplinary teams.
  4. **Biases or personal theoretical orientations** of clinicians.
- **Example:** A client diagnosed with anxiety by one psychologist may receive a depression diagnosis by another, leading to confusion.

### Q113. Courage

- **Definition:** The ability to act ethically, morally, or bravely in the face of fear, risk, or challenge.
- **Types:**
  1. **Vital Courage:** Physical bravery in dangerous or life-threatening situations.
  2. **Psychological/Moral Courage:** Facing ethical, emotional, or social challenges despite fear.
- **Example:**
  - Vital: Firefighter rescuing people from burning building.
  - Psychological: Whistleblowing against unethical practices at work.

### Q114. Hope Scale

- **Definition:** Measures **agency and pathways thinking**—the cognitive and motivational components of hope.
- **Components:**
  1. **Agency Thinking:** Belief in one's ability to initiate and sustain actions toward goals.
  2. **Pathways Thinking:** Ability to identify multiple strategies to achieve goals.
- **Example of Use:** Helping students set and track achievable goals in school programs or therapeutic interventions.

### Q115. Three Aspects of Wisdom

1. **Cognitive Aspect:** Ability to analyze, reflect, and make sound judgments.
2. **Reflective Aspect:** Understanding of oneself and others; ability to see multiple perspectives.
3. **Affective/Compassionate Aspect:** Empathy, emotional regulation, and concern for others' well-being.

### Q116. Three Benefits of Hope Scale

1. **Motivation:** Increases goal-directed energy (agency).
2. **Problem Solving:** Helps generate multiple pathways to achieve goals.
3. **Resilience:** Promotes coping and persistence during obstacles.

### Q117. Three Aspects of Religiosity

1. **Belief System:** Faith in spiritual or divine principles.

2. **Religious Practices:** Rituals, prayer, and worship activities.
3. **Community Engagement:** Participation in religious communities and social support.

#### Q118. Flow – Psychology Related Question

- **Definition:** Flow is a **state of complete absorption and engagement** in an activity where challenge meets skill.
- **Example:** A student psychologist completely immersed in conducting a therapy session or analyzing a case, losing track of time.
- **Key Components:** Clear goals, immediate feedback, challenge-skill balance, and concentration.

#### Q119. Five Marks Question – Attachment Style (Psychologist & Student Related)

- **Scenario:** A student models therapist behavior during a training session.
- **Attachment Styles Relevant:**
  1. **Secure:** Student confidently applies techniques.
  2. **Avoidant:** Student hesitates to seek guidance.
  3. **Anxious:** Student over-dependes on supervisor feedback.
- **5 Marks Tip:** Explain how attachment style influences learning, supervision, and therapeutic skill development.

#### Q120. Secondary Prevention and Enhancement

- **Secondary Prevention:** Interventions to **detect and treat problems early** before serious consequences.
  - Example: Early counseling for stress or minor depressive symptoms.
- **Enhancement (Primary Enhancement): Boosts strengths and functioning** beyond baseline to improve performance, resilience, or well-being.
  - Example: Mindfulness training, positive education programs.

#### Q121. Two Types of Altruism – Which One You Apply in Life

1. **Kin Altruism:** Helping family members for genetic survival and support.
  2. **Reciprocal Altruism:** Helping others expecting future help or social reciprocity.
- **Personal Application Example:** I practice **reciprocal altruism** by volunteering in community programs, promoting social cohesion and mutual support.

#### Q122. Who Designed Positive Psychology Worldwide

- **Founder:** Martin Seligman (1998, USA)
- **Aim:** Study **strengths, virtues, and factors that contribute to human flourishing** instead of focusing solely on pathology.
- **Impact:** Programs on **well-being, gratitude, mindfulness, resilience, and youth development** worldwide.

### Q123. Gratitude – Robert Emmons

- **Definition:** Gratitude is a **general state of thankfulness and appreciation for life and others' benevolence.**
- **Role in Mindfulness:** Encourages **focus on positive experiences**, reduces negative emotions, increases well-being.
- **Characteristics:**
  1. Acknowledgment of good things in life.
  2. Appreciation for others' contributions.
  3. Encourages moral behavior and prosocial actions.

### Q124. Mindfulness – Qualities According to Shapiro et al. (2002)

1. **Intention:** Purposeful attention to present moment.
2. **Attention:** Observing thoughts, feelings, and sensations without judgment.
3. **Attitude:** Acceptance, openness, curiosity, and non-judgmental stance.

### Q125. Primary Enhancement

- **Definition:** Interventions aimed at **improving human strengths, capacities, and well-being before problems arise.**
- **Examples:**
  1. **Physical Exercise:** Enhances mood, resilience, and cognitive functioning.
  2. **Mindfulness and Meditation:** Improves focus, emotional regulation, and stress coping.
  3. **Skill Development Programs:** Builds cognitive, emotional, and social strengths.

### Q126. Three Pathways of Spirituality with Examples

1. **Religious/Institutional Pathway:** Involvement in organized religion and rituals.
  - Example: Attending weekly mosque, church, or temple services.
2. **Experiential/Personal Pathway:** Personal experiences of awe, meditation, or connection to nature.
  - Example: Daily meditation or walking in nature to feel connected.
3. **Reflective/Value-Based Pathway:** Focusing on meaning, purpose, and moral principles.
  - Example: Volunteering for charity or mentoring youth to live meaningful life.

### Q127. Positive and Negative Emotions; Positive and Negative Emotion Schedule

- **Positive Emotions:** Joy, gratitude, hope, serenity, love, pride.
- **Negative Emotions:** Anger, fear, sadness, guilt, shame, envy.
- **Positive and Negative Emotion Schedule (PANAS style):**
  - Self-report measure that assesses **frequency and intensity of positive and negative emotions** in daily life.
  - Participants rate how often they experience emotions like **“excited” (positive)** or **“upset” (negative)** on a scale.

### Q128. Definition of Concept: Teaching and Calling

- **Teaching:** Systematic process of **imparting knowledge, skills, and attitudes** to facilitate learning.
- **Calling:** Feeling that one's work is **purposeful, meaningful, and contributes to the greater good**.
- **Example:** A teacher who believes educating children is a moral and purposeful mission demonstrates a **calling**, not just a profession.

### Q129. According to Balance and Berlin Theory – Characteristics of Wise People

1. **Practical Insight:** Can balance multiple perspectives to make sound decisions.
2. **Emotional Regulation:** Manages emotions effectively while making judgments.
3. **Tolerance of Ambiguity:** Accepts uncertainty and complexity without stress.
4. **Reflective Thinking:** Reflects on personal experiences and considers long-term outcomes.
5. **Compassion:** Cares about well-being of others in decision-making.