

- Parenthetical Citation:
For example: “. . . (Source)”

- Embedded Citation:
For example: “According to Source

Introduction

, . . . ”

Question Instructions:

This question has three parts: Part A, Part B, and Part C. Use the three sources provided to answer all parts of the question.

For Part B and Part C, you must cite the source that you used to answer the question. You can do this in two different ways:

Source 1

In this study, researchers examined the impact of daily gratitude practices on reported happiness among persons with neuromuscular disease.

Participants

The sample consisted of people (women, men) with a neuromuscular disorder. Neuromuscular disorders affect the nerves that control voluntary muscles and the nerves that communicate sensory information back to the brain. The participants ranged in age from to years, with a mean age of years. Participants were recruited through a mailing list compiled by the researcher’s institution.

Method

Participants were randomly assigned one of two conditions: a gratitude condition (participants) and a control condition (participants). Both groups completed daily ratings of their subjective well-being. However, participants in the gratitude condition were also asked to respond to the following prompt:

There are many things in our lives, both large and small, that we might be grateful about. Think back over the past day and write down up to five things in your life that you are grateful or thankful for.

Participants were provided with a packet of daily experience rating forms and envelopes for mailing their forms directly back to the researchers. They were instructed to fill out the form as close to the end of the day as possible. They were told that their ratings were meant to summarize the day as a whole. The daily form took approximately minutes to complete each evening. Participants were asked to mail in their forms once a week and were paid if they completed all the forms.

The “daily experience rating forms” measured subjective well-being in three ways:

- Participants were asked to rate how they felt about their life as a whole on a to scale, with meaning *terrible* and meaning *delighted*.

- Participants rated their expectations for the upcoming week, also on a *expect the worst* and labeled *optimistic*, *expect the best*.
- Participants indicated how connected they felt with others (where

Results and Discussion

to scale, with

isolated and

meaning *pessimistic*,

well-connected).

Participants in the gratitude condition reported more satisfaction with their lives as a whole, felt more optimism about the upcoming week, and felt more connected with others than did participants in the control condition. Mean ratings for each measure are reported in the table.

Comparisons of Groups by Measures of Subjective Well-Being

The differences between the groups were statistically significant for each of the three measures.

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality*

<i>Dependent Variable</i>	<i>Gratitude</i>	<i>Control</i>
Life as whole		
Upcoming week		
Connected with others		

and *Social Psychology*, 84(2), 377–389. <https://doi.org/10.1037/0022-3514.84.2.377>

Introduction

Source 2

In this study, subjective well-being was measured in a sample of several thousand middle-aged twin pairs. Comparing levels of similarity between identical and fraternal twins in the sample allowed researchers to investigate the extent to which genetic factors influence happiness.

Participants

Participants were members of a large twin registry who were born between and . The twins provide a representative sample of the population of Minnesota, which was predominantly White at the time (fewer than of Minnesota births were to African or Native Americans during this period). Their socioeconomic levels were representative of Minnesota-born adults.

Method

A self-rating questionnaire was administered to all participants. One of the questionnaire items read, “Taking the good with the bad, how happy and contented are you on the average now, compared with other people?” The twins were asked to make their ratings on a -point scale: *the lowest of the population, the lower, the middle, the upper, and the highest*.

Results and Discussion

Most of the participants exhibited considerable contentment, and no substantial differences were found between male and female subjects. As shown in Graph , of the twins rated themselves in the top in overall contentment.

Graph : Contentment Self-Ratings

Researchers found that one twin’s score on a measure of subjective well-being was predictive of the second twin’s score, but only for identical twins. Fraternal twins’ scores did not correlate with each other. This was true both for twin pairs raised together and for twin pairs who had been raised apart.

Table : Corrections on contentment for middle-age twins reared together and reared apart

The reported well-being of one’s identical twin is a better predictor of one’s self-rated happiness than is one’s own educational attainment, income, or status. Based on the correlations indicated above in Table , researchers estimate the heritability of subjective well-being to be nearly .

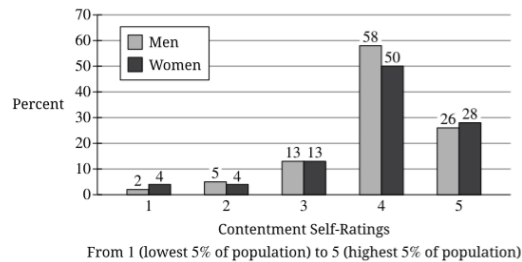
Introduction

Participants

Lykken, D. & Tellegen, A. (1996). Happiness is a stochastic phenomenon. *Psychological Science*, 7, 186-89. <https://www.jstor.org/stable/40062939>

Source 3

This study investigated the impact of performing acts of kindness on reported happiness levels among employees in a corporate workplace environment.



Type of Twin Pair Correlation Coefficient	
Twins reared together	
Identical	
Fraternal	
Twins reared apart	
Identical	
Fraternal	

Employees were recruited from a large corporation in Madrid, Spain. Of the approximately employees, (female) participated in the study. Participants’ ages ranged from to , and they worked in a variety of

departments across the company. They were given both a prize of university merchandise and a donation to a charitable organization based on enrollment in the study.

Method

All participants were told that they would be practicing a potentially happiness-boosting activity over a number of weeks. They were informed that a computer would randomly assign them to an activity, that it might change from week to week, and that some would not be assigned any activity for the duration of the study. Participants were instructed to keep their activities confidential and focus only on completing their assignments to the best of their abilities.

Participants were then randomly assigned to one of three groups: Givers (participants), Receivers (participants) and Controls (participants). No participants were aware of their group assignment. Thus, Receivers were not aware that Givers had been assigned to do acts of kindness on their behalf.

Givers were instructed to perform five acts of kindness in one day for recipients on a specific list. They were allowed to choose the specific kinds of activities they did, when they performed them, and whom they chose from their randomized lists of Receivers. Some examples were provided to help them select activities, such as “bringing someone a beverage” or “emailing a thank-you note.” This process was repeated each week for the four weeks of the study, and each Giver was provided a new list of Receivers to select from during each week. Neither Receivers nor Controls performed any other activity assignments throughout the study.

All participants logged into the study website every week for weeks to complete surveys that measured happiness and life satisfaction, depression symptoms, and job satisfaction. In a follow-up measure, participants repeated these surveys one month after the acts of kindness assignments had been completed.

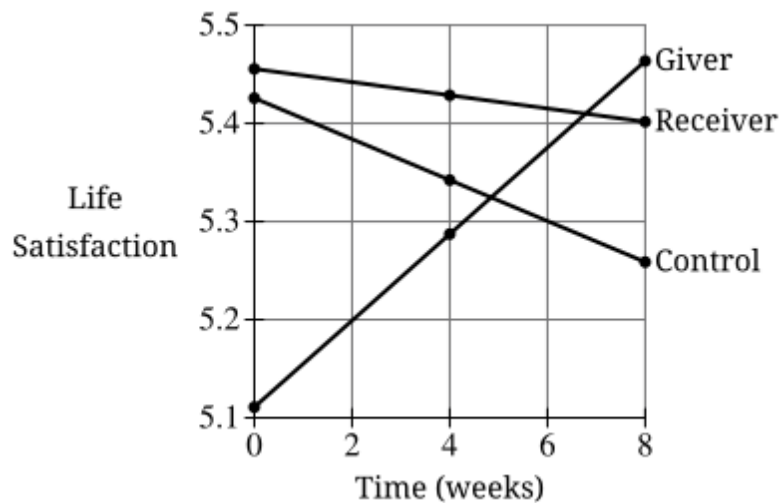
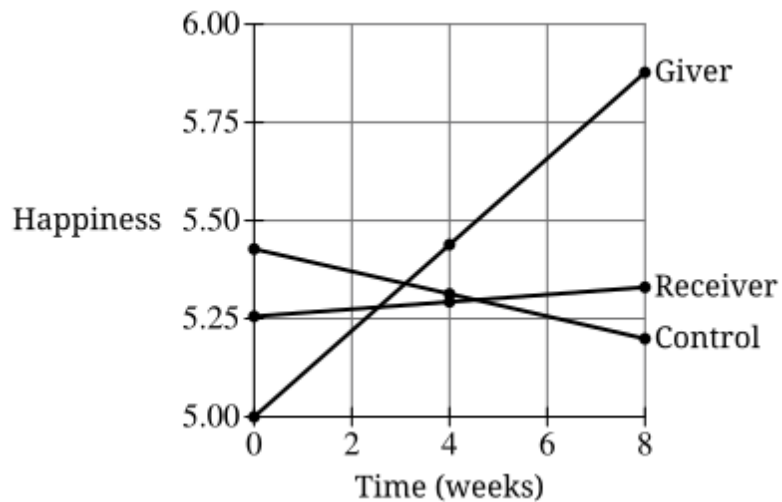
Results and Discussion

Results indicated that both Givers and Receivers benefited from the intervention. At the one-month follow-up, Givers showed statistically significant increases in life satisfaction and job satisfaction and decreases in depressive symptoms. Increases in happiness measures were also observed in Givers, though they were not statistically significant. Receivers showed increases in happiness that were statistically significant.

A full month after Givers finished practicing their acts of kindness, the long-term benefits remained, and they were strongest for Givers themselves. The study's results indicate that acts of kindness produce improvements in well-being for both Givers and Receivers, though Givers benefit more. Results are depicted in the graphs.

Happiness Ratings Across Weeks

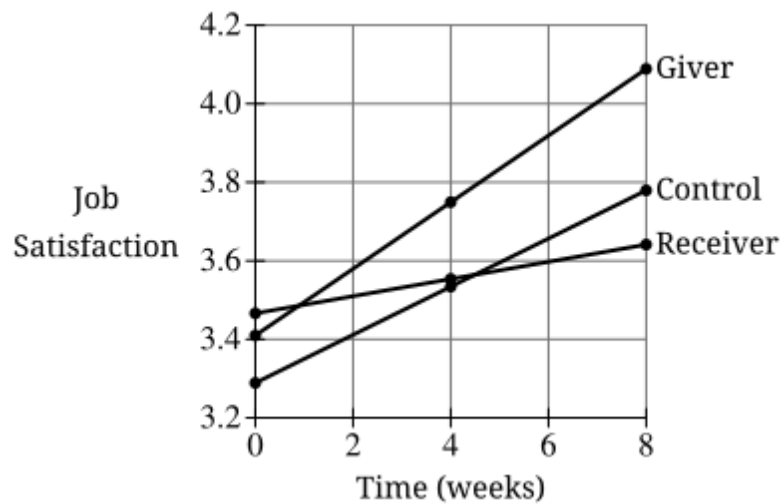
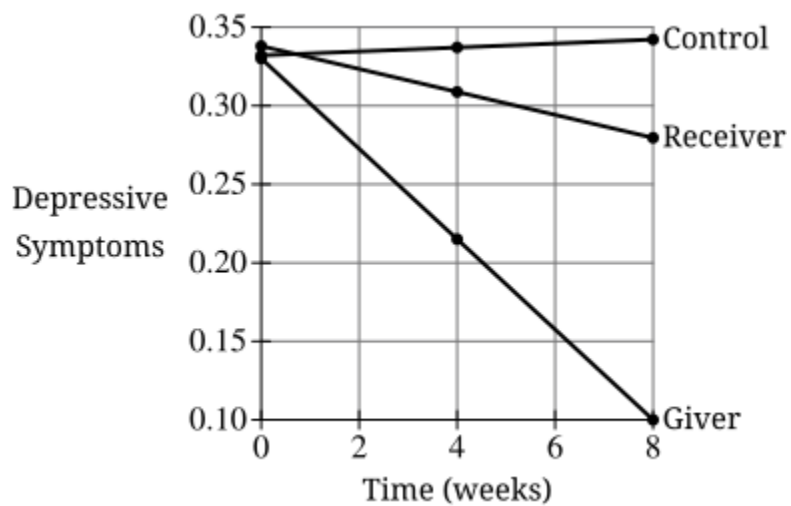
Life Satisfaction Ratings Across Weeks



Depressive Symptoms Ratings Across Weeks

Job Satisfaction Ratings Across Weeks

Chancellor, J., Margolis, S., Jacobs Bao, K., & Lyubomirsky, S. (2018). Everyday prosociality in the workplace: The reinforcing benefits of giving, getting, and glimpsing. *Emotion*, 18(4), 507-517. <https://doi.org/10.1037/emo0000321>



1. Write the response to each part of the question in complete sentences. Use appropriate psychological terminology. Using the sources provided, develop and justify an argument about the best way to increase one's level of

happiness.

A. Propose a specific and defensible claim based in psychological science that responds to the question.

B

- (i) Support your claim using at least one piece of specific and relevant evidence from one of the sources.
- (ii) Explain how the evidence from Part B (i) supports your claim using a psychological perspective, theory, concept, or research finding learned in AP Psychology.

C

- (i) Support your claim using an additional piece of specific and relevant evidence from a different source than the one that was used in Part B (i).
- (ii) Explain how the evidence from Part C (i) supports your claim using a different psychological perspective, theory, concept, or research finding learned in AP Psychology than the one that was used in Part B (ii).