

Chapter 3

Positive Psychological Assessment in Latin America

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3.1 Introduction

The present chapter aims to describe Latin-American development of psychological instruments to assess Positive Psychology (PP) constructs. As PP has not received as much attention in Latin America as in the United States (US), leading authors have suggested to conduct cross-cultural studies in order to extend and verify its dissemination in different cultural contexts (Delle Fave, Massimini, & Bassi, 2009). For this purpose, the International Positive Psychology Association (IPPA) has launched an Ibero-American chapter by creating an international committee – formed by Spain, Portugal and Latin-American countries – aiming to understand PP’s specificity in Spanish- and Portuguese-speaking contexts. In this regard, Latin America presents a double challenge: On the one hand, developing assessment tests from a new theoretical framework; and on the other hand, solving the debate over constructing new instruments or adapting tests previously developed.

When same psychological constructs are measured in different cultural contexts, it cannot be assumed that results would be similar and comparable among these groups. As intervention programs are established based on results from research studies and these might have evident cultural bias, instruments designed to measure psychological variables should be statically tested in order to establish structural and metric equivalences among different socio-cultural contexts (Byrne et al., 2009). The universality assumption is not only a theoretical problem but also an empirical concern (Casullo & Fernandez Liporace, 2006).

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However, there are several reasons why tests are commonly adapted from one language or culture to another one. One of the main motives is the possibility to conduct comparative studies among countries, and the fact that is quicker, more practical and less expensive than constructing a new test (Cardoso Ribeiro, Gómez-Conesa, & Hidalgo Montesinos, 2010; Hambleton, 1994).

Nevertheless, when an assessment instrument is adapted, the changing nature and specificity of the culture of origin should be considered. As culture is neither stable nor permanent, it must be taken into account by professionals that develop instruments as well as test's users who apply them with different populations (Fernandez Liporace, Cayssials, & Pérez, 2009).

3.2 Positive Psychological Assessment in Latin America

As explained in Chap. 1, Positive Psychology was introduced in Latin America by María Martina Casullo with the article *Salugenic or Positive Psychology: Some considerations* [Psicología salugénica o positiva. Algunas reflexiones] (Casullo, 2000). Only 2 years after PP's beginnings with Martin Seligman's inaugural speech as President of the American Psychological Association. Since then, a series of research projects were conducted in Argentina in order to address main areas of study that PP has developed in the US. As a complementary approach to the clinic model focused on patients' dysfunctional aspects, Casullo attempted to redirect professionals' attention towards salugenic factors and the construction of local instruments to assess them (Casullo, 2000). This initial interest was gradually disseminating in Latin America and currently, most countries in the region have professional associations dedicated to the study of Positive Psychology with a local approach. Countries, such as Argentina, Mexico and Peru, have a prolific research activity on assessment instruments while others are still in the initial phases of exploration and development.

For the purpose of this chapter, a literature review was conducted to explore Latin-American development on psychological tests to assess positive variables. Considering science as a social institution of public nature that can be pictured in scientific productions (Mariñelarena-Dondena & Klappenbach, 2010), main sources of publication were analyzed. For the present review, databases with a large production in Spanish language and mainly from Latin contexts, such as EBSCO – REDALYC – LILACS – SCIELO – PSYCINFO, were explored. Renowned indexed journals were considered, based on their high regional impact and the interest of researchers in publishing their findings in these publications. Same examples are: the 'Latin-American Journal of Psychology' [*Revista Latinoamericana de Psicología, RLP*], the *Inter-American Journal of Psychology* [*Revista Interamericana de Psicología, RIP*], the *Ibero-American Journal of Psychological Assessment* [*Revista Iberoamericana de Evaluación Psicológica, RIDEP*], the 'Journal of Psychology, Pontifical Catholic University of Peru' [*Revista de Psicología de la Pontificia Universidad Católica de Perú*], and *Psycho-debate Journal* [*Revista Psicodebate*].

Additionally, abstract books from regional congresses and scientific meetings that include studies on PP and cover the production of most Latin-American researchers were reviewed. In particular, the following events were considered: the 'Positive Psychology Ibero-American Meetings' [*Encuentros Iberoamericanos de Psicología Positiva*] held in Argentina between 2006 and 2011; the 'International Congresses of Research and Professional Practice in Psychology' [*Congresos Internacionales de Investigación y Práctica Profesional en Psicología/Jornadas de Investigación*] held between 2000 and 2011; and the '33rd Inter-American Congress of Psychology' [*XXXIII Congreso Interamericano de Psicología*] held in Colombia in 2011.

Both literature reviews, from databases and abstract books, only took into consideration articles whose authors were from Latin America, their topics focused on Positive Psychology and were published between 2000 and 2012. This period was chosen as 2000 is considered the foundational year for Latin-American Positive Psychology. Considering that research production is constant, the present literature review does not pretend to be a complete description of tests used in the region, but it is an exhaustive attempt to explore Latin-American positive psychological assessment.

In the conducted literature review, it was found that several Latin-American studies used "imported" instruments without their corresponding validity and reliability tests to demonstrate their psychometric properties. In many cases, only linguistic adaptations were made by translating and/or adjusting items. This might be the reason why the number of published articles on assessment instruments to measure positive constructs broadly exceeds the amount of studies that will be presented in this chapter, related to.

3.2.1 Assessment of Positive Psychology Pillars

The following sections introduce Latin-American development in relation to test construction and adaptation of instruments used to study concepts of Positive Psychology. Assessment tests are presented according to PP's pillars as proposed by Martin Seligman (2002): the study of *positive emotions*, *positive traits*, *positive institutions* and a fourth pillar, added in 2009, *positive relationships* (social life).

The *first pillar* is purely hedonistic as considers that happiness is achieved by increasing and experiencing in life as many pleasant moments as possible. These happy states can be achieved by practicing skills such as mindfulness and savoring. However, there are also positive emotions related to the past, as gratitude and forgiveness, and to the future, as hope and optimism. The conducted literature review included instruments that assess positive emotions, happiness, life satisfaction and well-being (specifically subjective well-being).

Regarding the *second pillar*, one of its central concepts is flow, which refers to the mental state of operation and the pleasure obtained when committed to an effective task, having the sense of being absorbed by the activity and losing track of the time. A state of flow requires effort and is not as quickly reached as positive

emotions: It is necessary to use personal strengths to experience more flow in life. According to Peterson and Seligman (2006), strengths are another important aspect within this second pillar, as they are psychological ingredients that define *virtues*, understanding these latter ones as morally praiseworthy behavior. These authors claimed that there are six virtues that tend to be present: courage, justice, humanity, temperance, wisdom and transcendence. In the literature review conducted, assessments tests that measure flow and personal strengths were included as well as some instruments that assess variables associated with positive traits such as humor styles, resilience, values and openness to other.

The *third pillar* is related to the application of personal strengths in helping others to develop their potential and belonging and serving something that people believe is larger than themselves. That is, use one's skills to the service of others in order to get meaning in life (Castro Solano, 2010). Usually, this process takes place in different social institutions such as family, work, school and community. In the conducted literature review, it was included assessment tests that measure diverse aspects related to positive organizations and instruments that assess variables, such as spirituality, that might contribute to obtain meaning in life.

Finally, Seligman added a *fourth pillar* related to positive relationships, which includes the study of social ties. According to the author, research has shown that people tend to be happier when they are surrounded by others. As this PP's pillar is still under study and is not as systematized as the previously described, in the literature review were included instruments that assess aspects related to social relationships and related positive variables. The constructs reviewed were attachment, social support, parenting styles and love styles.

PP's pillars can be considered as different paths to increase well-being. In this line, the route of pleasure and positive emotions leads to what is known as *a pleasant life*, while the exercise of character strengths, the commitment to a task and the experience of flow would lead to *an engagement life*. The application of personal strengths to help others and the service to something bigger than oneself – e.g., spirituality– outlines a path that leads to *a meaningful life*. The combined presence of these routes formed what is known as *full life* (Seligman, Park, & Steen, 2004).

The findings found in the conducted review are presented in each pillar by analyzing country's contribution to the field of psychological assessment, the number of locally developed tests vs. adapted instruments, tests' psychometric properties, and theoretical models on which instruments are grounded.

3.3 Psychological Assessment of Positive Psychology First Pillar in Latin America

As previously mentioned, this first pillar mainly focused on the study of positive emotions and life satisfaction. Tables 3.1 and 3.2 present assessment instruments used in Latin America to measure positive emotions about the past, the present and the future and its related variables. These tables describe test's authors, year and country of origin of the research studies found in the conducted literature review.

Table 3.1 Instruments to assess PP's first pillar in Latin America: positive emotions (present moment), happiness, life satisfaction and well-being

| Instrument's name | Authors | Year | Country |
|---|--|-----------|-----------|
| Positive Emotions Questionnaire [<i>Cuestionario de Emociones Positivas, CEP</i>] | Schmidt | 2006 | Argentina |
| Trait Meta-Mood Scale, TMMS-24 ^a [<i>Escala de Metaconocimiento de Estados Emocionales</i>] | Regner | 2009 | Argentina |
| Positive and Negative Affect Scale [<i>Escala de Afectos Positivos y Negativos</i>] | Alarcón | 2008 | Peru |
| Positive and Negative Affect Schedule, PANAS ^a | Moriondo, Palma, Medrano and Murillo | 2012 | Argentina |
| Positive and Negative Affect Schedule, PANAS ^a | Robles and Páez | 2003 | Mexico |
| Satisfaction with Life Scale, SWLS ^a | Casullo and Castro Solano | 2000 | Argentina |
| Life Satisfaction Subscale for Elderly People [Sub-escala de Satisfacción de Vida en Adultos Mayores] | Bonilla Muñoz, Castro Cruz, Virseda Heras and Ramirez Aviles | 2011 | Mexico |
| Life Satisfaction Inventory-A, LSI-A ^a | Prado, Rojas and Marin | 2009 | Chile |
| Happiness Scale [Escala de Felicidad] | Alarcón | 2006 | Peru |
| Authentic Happiness Inventory ^a | Vásquez Velázquez | 2011 | Mexico |
| Happiness Index [Index de Felicidad] | Castro Solano and Lupano Perugini | 2011 | Argentina |
| Memorial University of Newfoundland Scale of Happiness, MUNSH ^a (adapted for elderly people) | Moyano Díaz, Flores Moraga and Soromaa, | 2010 | Chile |
| Couple Happiness Scale [Escala de Felicidad en la Pareja] | Pozos-Gutiérrez, Rivera-Aragón and Reyes-Lagunes | 2011 | Mexico |
| Multidimensional Scale for Assessing Subjective Well-being [Escala multidimensional para la medición del bienestar subjetivo] | Anguas Plata and Reyes Lagunes | 1999–2001 | Mexico |
| Subjective Well-being Scale [Escala de Bem-Estar Subjetivo, EBES]. | Albuquerque and Tôres Tróccoli | 2004 | Brazil |
| Elderly Caregivers Subjective Well-being Scale [Escala de Bienestar Subjetivo de Cuidadores de Adultos Mayores, EBEMS/CFAM] | Domínguez Guedea et al. | 2011 | Mexico |
| Subjective Well-being Inventory ^a | Omar, Paris, Aguiar de Souza, Silva, and Del Pino Peña | 2009 | Argentina |
| Subjective Well-being Inventory [Inventario de bienestar subjetivo] | Vera Noriega and Tánori Aguilar | 2002 | Mexico |
| Psychological Well-being Scale [Escala de bienestar psicológico-BIEPS] | Casullo | 2003 | Argentina |
| Psychological Well-being Scale ^a | Balcázar Nava, Loera Malvaez, Gurrola Peña, Bonilla Muñoz and Trejo González | 2008 | Mexico |
| Psychological Well-being Scale (29 items) [Escala de bienestar psicológico, 29 ítems] | Clavijo and Reynel | 2011 | Colombia |

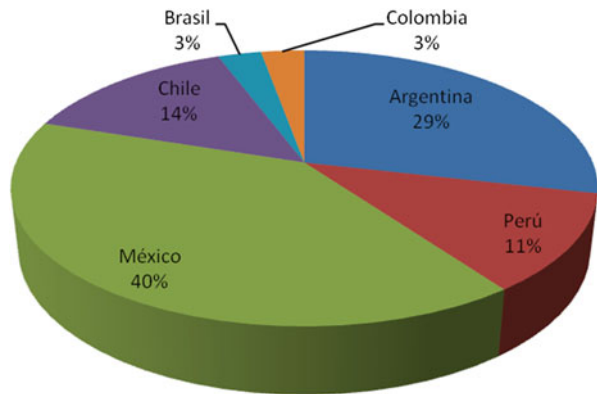
Note: Instruments with ^a are local adaptations of international tests

Table 3.2 Instruments to assess PP’s First Pillar in Latin America: Positive emotions (past and future moments)

| Instrument’s name | Authors | Year | Country |
|--|---|------|-----------|
| Dispositional Gratitude Scale [<i>Escala de Gratitud Disposicional, EGRADI</i>] | Moyano et al. | 2011 | Argentina |
| Gratitude Scale [<i>Escala de Gratitud</i>] | Alarcón | 2011 | Peru |
| Forgiveness Scale [<i>Escala de Capacidad de Perdonar, CAPER</i>] | Casullo | 2004 | Argentina |
| Revised Life Orientation Test, LOT-R ^a | Vera Villarroel, Córdova-Rubio and Celis-Atenas | 2009 | Chile |
| Dispositional Optimism/Pessimism Scale [<i>Escala de Optimismo/ Pesimismo Disposicional</i>] | Diaz Sosa | 2011 | Mexico |
| Herth Hope Scale ^a | Arnau, Martínez, de Guzmán, Herth, and Konishi | 2010 | Peru |
| Hope Scale for Elderly People [<i>Escala de Esperanza para adultos mayores</i>] | Sánchez Estrada et al. | 2011 | Mexico |

Note: Instruments with ^a are local adaptations of international tests

Fig. 3.1 Percentages of scientific production to assess PP’s first pillar per country



Regarding countries’ scientific production and contribution to the field of positive psychological assessment, as shown in Fig. 3.1, most tests that measure positive emotions were developed or adapted in Mexico and Argentina. These two countries respectively represent 40 and 29 % of the published studies, followed by Chile, Peru, Brazil and Colombia with lower contribution rates.

In relation to the number of test locally developed vs adapted versions of international instruments, Fig. 3.2 shows that the number of assessment tools developed in Latin America exceeds the amount of tests adapted in the region. However, it is worth mentioning that most of the instruments constructed in Latin-American countries are essentially based on already designed tests.

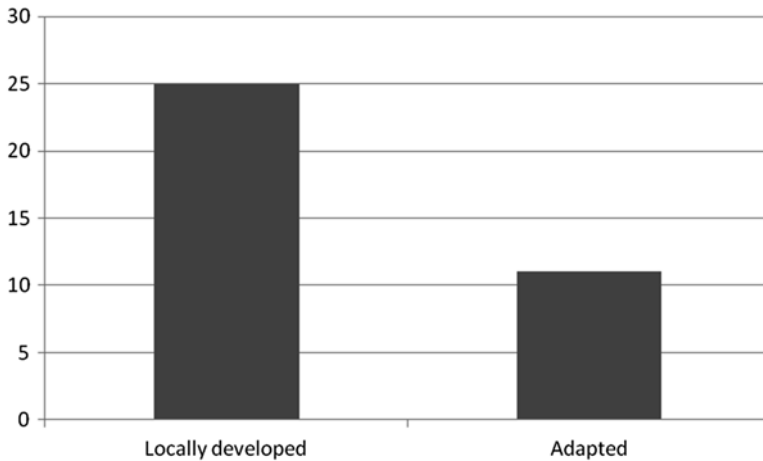


Fig. 3.2 Number of instruments to assess PP's first pillar adapted and locally developed

Regarding psychometric properties -*test reliability* and *test validity* – all instruments described in the present chapter have met acceptable statistical levels. Most studies have employed *exploratory factor analysis* and in some cases *confirmatory factor analysis* in order to explore test validity and the multidimensional or unidimensional nature of the construct evaluated. Only a few studies have also explored *convergent validity*, correlating results from the instrument on validation process with the results from existing and already validated tests. In terms of *test reliability*, almost all studies obtained *internal consistency*. In most cases, results showed a Cronbach's alpha coefficient above .75, an adequate statistical level.

Only few studies found for this first pillar used different procedures from the previously mentioned. For instance, for the Brazilian *Subjective Well-being Scale* an item analysis was performed applying the Item Response Theory (IRT), while the Modified Natural Semantic Network technique was used in order to construct and validate the *Multidimensional Scale for Assessing Subjective Well-being*.

In relation to the theoretical model on which instruments are grounded, Positive Psychology embraces different perspectives on well-being. This construct is considered to comprise three aspects: *positive affect*, *negative affect* and *life satisfaction*. Several studies focused on the assessment of emotional states, in order to identify whether well-being increases as a consequence of positive emotions' intensity or emotions' frequency (e.g., Diener, 1984; Diener, Colvin, Pavot, & Allman, 1991). Other studies have explored life satisfaction, a cognitive component more stable than emotional states, resulting from people's global judgment about how their lives have been. This broad conceptualization of well-being is usually referred as subjective well-being (Diener, 1984, 2000). It should be noted that, although based on different theoretical definitions and approaches of well-being, most studies obtained similar results and arrived to similar conclusions (DeNeve & Cooper, 1998).

This *hedonic perspective* of well-being considers that happy individuals tend to experience more positive than negative emotions. That is, the model of life satisfaction strongly emphasized and promoted in Western cultures (Castro Solano, 2010). For instance, many of the instruments presented in Table 3.1 are based on this hedonic theory of well-being, such as the *Positive and Negative Affect Scale*; the *Satisfaction with Life Scale*; the *Happiness Scale*; and the *Subjective Well-being Scale*.

However, there are other definitions of well-being based on a *eudaimonic approach* that recovers the concept from the Greek tradition and considers well-being as a multidimensional process. In particular, Carol Ryff (1989) questioned the classic unidimensional approach to the study of satisfaction that has understood psychological well-being as the absence of distress or disorders, ignoring theories about self-realization, life cycles, optimal mental functioning and meaning in life (Ryff, 1989; Ryff & Keyes, 1995). Some researchers proposed that, when studying well-being, it is necessary to take into account the relationship between the individual and the context in addition to individual characteristics related to positive and negative affect and life satisfaction. Other authors have also emphasized that, beyond just experiencing intense emotions, it is important to consider variables such as having purpose and meaning in life. From this perspective, it would be possible to achieve happiness in more stable way (Peterson, Park, & Seligman, 2005).

Instruments described in Table 3.1 that are grounded on a eudaimonic perspective are mainly based on Ryff's original instrument to assess psychological well-being (Ryff, 1989; Ryff & Keyes, 1995). Tests developed under this conceptualization, such as Casullo's psychological well-being scale, usually include different dimensions: for instance, autonomy, control of situations, personal relationships, projects and self-acceptance.

PP's first pillar also includes psychological tests to assess past and future affect. As shown in Table 3.2, instruments designed to measure past-oriented emotions focus on the assessment of gratitude and forgiveness. These scales are mainly based on Emmons, McCullough, Hargrave and Sells' concepts, understanding these emotions as states of recognition and restoration that lead to individuals' well-being (Emmons & McCullough, 2003; McCullough, 2000; Sells & Hargrave, 1998). Regarding tests to measure future-oriented emotions, there are instruments based on Scheier, Carver, and Bridges's (1994) dispositional optimism, and on Herth's (1990) and Snyder's (2000) theories of hope.

3.4 Psychological Assessment of Positive Psychology Second Pillar in Latin America

When a literature review was conducted in order to identify psychological tests to assess constructs from the second pillar such as, flow, strengths and virtues, it was found that research on these topics are scarce in Latin America. As shown is Table 3.3, Argentina is the only country that have published studies on the construction of instruments to assess these variables.

Table 3.3 Instruments to assess PP's second pillar in Latin America: flow, strengths and virtues

| Instrument's name | Authors | Year | Country |
|---|--------------------------------|------|-----------|
| <i>Optimal Experience Scale for Children</i> [Cuestionario de experiencia óptima (flow) para niños y adolescentes] | Mesurado | 2008 | Argentina |
| <i>Virtues and Strengths Inventory</i> [Inventario de Virtudes y Fortalezas-IVyF] | Cosentino and Castro Solano | 2010 | Argentina |
| <i>Structured Interview to Assess Children's and Adolescents' Strengths</i> [Entrevista estructurada para evaluar fortalezas en niños y adolescents, EFNA] | Mikulic and Fernandez | 2006 | Argentina |

Regarding *test design*, the first two instruments described in Table 3.3 are presented in an inventory-format (Cosentino & Castro Solano, 2010; Mesurado, 2008), while the last one was originally designed as part of an exploratory-descriptive study consisting of a structured interview (Mikulic & Fernandez, 2006). In terms of test validity and reliability, all instruments have demonstrated adequate psychometric properties.

Another series of instruments found in the literature review to assess concepts related to the second pillar, measure variables such as *humor styles*, *resilience* and *values*. Regarding *humor styles*, there are adaptations of Martin's *Humor Styles Questionnaire (HSQ)* (Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003) conducted in Argentina, Venezuela and Peru (Refer to Cassaretto & Martinez, 2010; Cayssials & Perez, 2005; Rodriguez Torres & Feldman, 2009). In relation to *resilience* assessment, some instruments were developed in Latin America based on Rutter's (1993) and Luthar, Cicchetti, and Becker's (2000) perspectives, such as the *Scale of Resilience in Mexicans (RESI-M)* in Mexico (Paloma Gómez Lever & Valdez, 2010), the *Resilience Factors Inventory* in Peru (Lévano Salgado, 2005) and the *Family Resilient Potential Inventory* in Argentina (Caruso & Mikulic, 2010).

Regarding the construct *values*, most assessment tests are based on Schwartz's (2001) theory and define them as desirable and transsituational goals that vary in importance and serves as guiding principles in people's lives. This model proposes ten *motivational types of values* – self-direction, universalism, benevolence, conformity, tradition, security, power, achievement, hedonism, and stimulation – organized in two bipolar dimensions: Openness to change/conservation and self-transcendence/self-enhancement (Schwartz, 1994, 2001). Countries such as Argentina, Chile and Peru have local adaptations of Schwartz's *Portrait Values Questionnaire (PVQ)* (Refer to Barría et al., 1999; Ezcurra, 2003; Fernandez Liporace, Ongarato, Saavedra, & Casullo, 2005). Additionally, there are psychological assessment tests to study values that, based on the same theoretical model, have been constructed in Latin America. Some examples are the Self-report Scale of 55-Values [*Escala Autoplicada de 55 Valores*] in Venezuela (Angelucci et al., 2009); and the Contextualized Values Questionnaire [*Cuestionario de Valores Contextualizados –VAL*] (Casullo & Castro Solano, 2004) and the Survey of

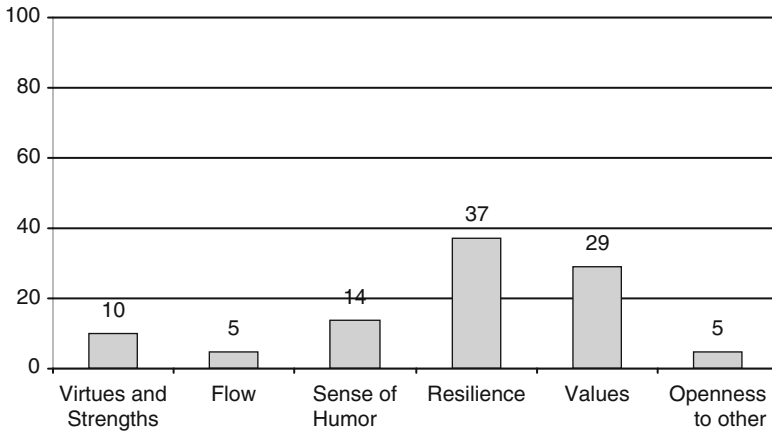


Fig. 3.3 Percentage of instruments to assess PP's second pillar per construct

Interpersonal Values [*Cuestionario de Valores Interpersonales*] (Soto, Wichern, & Rivas, 2004), both in Argentina.

Another construct that can be considered as part of this second pillar is *openness to other*. It implies a genuine interest in relating with people from a different culture (Fowers & Davidov, 2006). In Argentina, Cosentino, Torres, and Castro Solano (2010) designed a questionnaire named *Openness to Other Questionnaire* that has been tested with military and civilian samples.

However, it is worth mentioning that other countries, such as Colombia, are currently performing studies but their results have not been published yet (Salazar Piñeros, 2011). Hence, in terms of countries' scientific production and contribution to the assessment of PP's second pillar, it was found that Argentina has the highest rate with 48 % of the psychological tests studied in the region, followed by Peru and Mexico with 14.2 % and Chile, Brazil and Colombia with 4.7 %.

Regarding the number of tests developed or adapted per PP construct, as shown in Fig. 3.3, most instruments found in the literature review focused on the assessment of *resilience* and *values*. However, the main topics of this second pillar, flow and virtues, have not received as much attention and assessment instruments for their study are scarce.

3.5 Psychological Assessment of Positive Psychology's Third Pillar in Latin America

The results from the literature review for this third pillar show that regarding countries' contribution to the field of PP psychological assessment, Brazil has the highest rate of scientific production (63 %), followed by Argentina (27 %)

and Mexico (9 %). It is worth noting that a significant less number of studies on assessment instruments was found for this pillar-positive institutions – than for the previous ones – positive emotions and positive traits.

Positive organizations, a central topic of this pillar, is associated with the *Positive Organizational Psychology*, an area within PP that focuses on the study of psychological skills and strengths that can be measured, developed and effectively managed to improve work performance (Nelson & Cooper, 2007). In Argentina, Alicia Omar has been working on this topic since 2001 and adapted the *Organizational Commitment Scale* (Omar, 2005). This instrument measures the extent to which a person identifies with an organization and is willing to continue working for it, a commitment that, in turn, increases employee's efficiency and well-being. Another important work in the area is the design of the *Psychological Capital Scale* for adults (Omar, Salessi, & Vaamonde, 2011). Psychological capital has been defined as a positive and developmental state characterized by high self-efficacy, optimism, hope and resiliency (Luthans & Youssef, 2007).

In Brazil, several studies have been conducted in order to assess well-being at work. Paschoal and Tamayo (2008) designed the 'Work Well-being Scale' [*Escala de bem-estar no trabalho*] to assess job related well-being, according to the dimensions obtained by factorial analyses: positive and negative affect and sense of accomplishment. Campos Dessen and Torres da Paz (2010) developed an instrument to identify personnel indicators of well-being at work (*Instrumento de indicadores de bem-estar pessoal nas organizacoes*). For this instrument, items were based on existing research and drawn from data gathered through interviews with personnel. After conducting factorial analyses and experts' reviews of the resulting factors, ten indicators of well-being at work were obtained: salary, relationship with colleagues and superiors, recognition and growth opportunities, among others. Based on this study, Tamayo, Pinheiro, Tróccoli, and Paz (2000) developed a scale named 'Perceived Organizational Support Scale' [*Escala de Suporte Organizacional Percebido, ESOP*] to assess organizational resources and support that allow employees managing work overload more effectively.

It was also found for this pillar a series of instruments that were designed to assess *work values*. Porto and Tamayo (2003) defined work values as principles or beliefs about goals or desired rewards that people try to achieve in working settings. These values are organized hierarchically and not only guide individuals' behavior but also their evaluations of work's environment, alternatives and outcomes. Two tests were designed to assess values in Brazil, the 'Revised Work Values Scale' [*Escala Revisada de Valores Relativos ao Trabalho, EVT-R*] (Porto & Tamayo, 2003) and the 'Organizational Values Inventory' [*Inventário de Valores Organizacionais*] (Tamayo, Mendes, & Torres da Paz, 2000). While the former scale assesses values, such as professional accomplishment and prestige; the latter one explores dimensions such as autonomy versus conservatism, concepts related to the theoretical model discussed in the previous section.

In Argentina, Góngora and Grinhauz (2011) have adapted the *Meaning in Life Questionnaire* – developed by Steger, Oishi, and Kashdan (2009) – an instrument

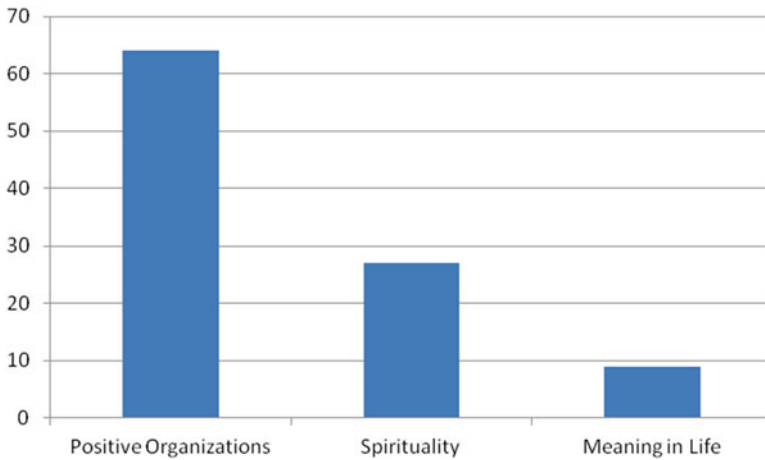


Fig. 3.4 Percentage of instruments to assess PP's third pillar per construct

that measures one of the central construct of this third pillar. The presence of meaning in life refers to the extent to which people comprehend, make sense of, or see significance in their lives, accompanied by the degree to which they perceive themselves to have a purpose, mission, or over-arching aim in life. The adapted scale has two dimensions, *presence of* and *search for*, depending on whether people have goals and purpose in life or whether they believe have to search for them.

Latin America also counts with instruments to assess *spirituality*, a construct that might be included within this third pillar as it is an important aspect to achieve a meaningful life. Spirituality has been defined as a set of thoughts, positive emotions and actions that lead to the search for something sacred that has an existential impact on people's well-being (McDonald, 2000). In Brazil, Panzini and Bandeira (2006) validated the Spiritual/Religious Coping Scale [*Escala de Coping Religioso Spiritual, CRE*] based on the Religious Coping Scale, RCOPE (Pargament, Koenig, & Perez, 2000). In Mexico, Vásquez Velázquez (2011) designed a spirituality scale that measures spiritual positive states, perceptions of spirituality and spiritual experiences. All these instruments attempt to explore the relationship between spirituality and well-being.

All instruments described in this section have demonstrated adequate psychometric properties for its use.

In sum, as shown in Fig. 3.4, most assessment tests related to PP's third pillar have been developed to measure positive organizations and factors that contribute to that perception. Variables such as spirituality and meaning in life, essential in this route to achieve a full life, have received significant less attention in the field of psychological testing.

3.6 Psychological Assessment of Positive Psychology's Fourth Pillar in Latin America

In order to conduct the review for this pillar, different positive variables related to positive relationships, such as attachment, social support, parenting styles and love styles were chosen. Given the large number of instruments found, findings will be presented in separate tables organized by the constructs explored.

Regarding countries' contribution, tests developed in the region are evenly distributed among Argentina, Brazil, Chile, Colombia, and Mexico. In terms of test construction vs adaptation, almost half of the instruments found in the literature review are adapted versions of international tests.

Regarding *attachment*, all the scales mentioned in Table 3.4 are based on Bowlby's attachment theory (1969, 1979) that defines attachment as a intense and affectional bond that infants establish with the primarily caregiver that provides security. These early experiences are internalized and lead to different attachment styles, such as secure, avoidant and resistant. Most of the instruments mentioned are designed to measure adult attachment style, except for the *Inventory of Parents and Peers Attachment* that assesses adolescents' perception of attachment quality (Pardo, Pineda, Carrillo, & Castro, 2006).

Considering that the attachment style developed during infancy tends to influence the way adults interact with significant others, it seemed appropriate to include in

Table 3.4 Instruments to assess PP's fourth pillar in Latin America: attachment

| Instrument's name | Authors | Year | Country |
|--|--|------|-----------|
| <i>Romantic/Non-romantic Attachment Scale</i> [Escala de Apego Romántico/No romántico] | Casullo and Fernández Liporace | 2005 | Argentina |
| <i>Inventory of Parents and Peers Attachment, IPPA^a</i> | Pardo, Pineda, Carrilo and Castro | 2006 | Colombia |
| <i>Questionnaire of Attachment Evaluation in Adults^a</i> [Cuestionario de Evaluación del Apego en el Adulto, CAMIR] | Garrido, Santelices, Pierrehumbert and Armijo | 2009 | Chile |
| <i>Adult Attachment Prototype Interview^a</i> [Entrevista de Prototipos de Apego Adulto, EPAA] | Guzmán and Medina | 2007 | Chile |
| <i>Adult Attachment Styles Scale</i> [Escala de Estilos de Apego Adulto] | Márquez Domínguez, Rivera Aragón and Reyes Lagunes | 2009 | Mexico |
| <i>Attachment Style Inventory for Adults</i> [Inventario de Estilos de Apego para Adultos, IEAP-A] | Ojeda | 2003 | Mexico |
| <i>Romantic Attachment Questionnaire</i> [Cuestionario de Apego Romántico] | Matos, Barbosa and Costa | 2001 | Brazil |

Note: Instruments with ^a are local adaptations of international tests

Table 3.5 Instruments to assess PP's fourth pillar in Latin America: parenting styles

| Instrument's name | Authors | Year | Country |
|---|--|------|-----------|
| <i>Parental Practices Questionnaire</i> [Cuestionario de prácticas parentales] | Gaxiola Romero, Frias Armenta, Cuamba Osorio, Betanzos and Olivas Salido | 2006 | Mexico |
| <i>Children Rearing Practices Perception Scale</i> [Escala de Percepción de Prácticas Parentales de Crianza para Niños, EPPPCN] | Flores Galaz, Cortés Ayala and Góngora Coronado | 2009 | Mexico |
| <i>Parent-Child Relationship Inventory, PCRI-M^a</i> | Becerra, Roldán and Aguirre | 2008 | Peru |
| <i>Childrens' Perception of Parental Behavior: Self-Report Inventory, 4 a 6–8 a 12 year-old subjects</i> [Autoinforme de percepción de relación con padres, 4 a 6–8 a 12] | Richaud de Minzi | 2007 | Argentina |
| <i>Perceived Parenting Styles and Inconsistency Scale</i> [Escala de Estilos Parentales e Inconsistencia Parental Percibida, EDIPP] | de la Iglesia, Ongarato and Fernandez Liporace | 2011 | Argentina |

Note: Instruments with ^a are local adaptations of international tests

this pillar variables such as *attitudes toward love* and *relationship satisfaction*. There are several studies on marital satisfaction and close relationships developed in Mexico by Rolando Diaz Loving, a well-known author on this topic. Regarding assessment tools, the Multifaceted Marital Satisfaction Inventory (Cañetas, 2000) was developed in Mexico, and the Marital Satisfaction Scale (Roach, Frazier, & Bowden, 1981) was adapted in that country by Arias-Galicia (2003).

Some tests to evaluate *love styles* have been developed based on Hendrick and Hendrick's (1986) instrument and Lee's (1977) conceptualization of love (eros, ludus and storge). There are adaptations of this assessment tests in Argentina (Brenlla, Brizzio, & Carreras, 2004) and in Mexico (Ojeda, 1998, 2003). Another important theory about love is Sternberg's triangular model which considers three components: intimacy, passion and commitment. In particular, a smaller version of this triangular love scale has been studied in Brazil (Refer to Veloso Gouveia, Nunes de Fonseca, Palmeira Nóbrega Cavalcanti, Diniz da Costa, & Chacon Dória, 2009).

In the same line, another variable that influences the type of relationship people establish with others is *parenting styles*. Table 3.5 shows instruments developed and adapted in Latin America. Most of them assess parental rearing styles were based on Baumrind's (1966, 1996) theory and other authors (Maccoby & Martin, 1983; Schaefer, 1997), which proposes different styles: *authoritarian*, *permissive*, *authoritative*, *negligent* and *overprotective* style. While the majority of the instruments to assess parenting styles are self-report inventories from children's perspective about their parents' behavior, the Peruvian adaptation of the Parent-child relationship inventory measures parental attitudes toward child-rearing. The parenting practices questionnaire, developed in Mexico by Gaxiola Romero, Frias Armenta, Cuamba Osorio, Betanzos, and Olivas Salido (2006), also focuses on parents' perspective.

Table 3.6 Instruments to assess PP's fourth pillar in Latin America: social support

| Instrument's name | Authors | Year | Country |
|--|--|------|-----------|
| <i>Students Social Support Scale</i> ^a | Fernández Liporace and Ongarato | 2005 | Argentina |
| <i>Mannheim Interview on Social Support, MISS</i> ^a | Sacchi y Richaud de Minzi | 2002 | Argentina |
| <i>Perceived Social Support – Family Scale (PSS-Fa) and Perceived Social Support – Friends Scale (PSS-Fr)</i> ^a | Dominguez Espinosa, Menotti, Contreras Bravo and Procidano | 2011 | Mexico |
| <i>Interpersonal Trust Questionnaire, ITQ</i> ^a | Guarino y Sojo | 2009 | Venezuela |
| <i>The Convoy of Social Support</i> ^a [<i>Medida de apoyo social, Diagrama da Escolta</i>] | Pinheiro, Koller, Novo and Sanchez Soares | 2008 | Brazil |
| <i>The MOS Social Support Survey</i> ^a | Rodriguez Espínola and Enrique | 2006 | Argentina |
| <i>Social Support Questionnaire</i> ^a | Zanini, Verolla-Moura and Pinheiro de Abreu Rabelo Queiroz | 2009 | Brazil |

Note: Instruments with ^a are local adaptations of international tests

In relation to the fourth pillar, it also worth mentioning tests developed to assess *social support*. This is pivotal component for people's subjective well-being (Diener & Fujita, 1995) and promotes and maintains mental health. Generally, individuals with lower levels of social support are at greater risk for developing psychological problems than people with higher levels of support (Park, 2004). As observed in Table 3.6, there is a wide variety of conceptualizations of social support. Different theories attempt to describe construct's dimensions, such as direction of support – receiving or giving – and sources of support – emotional or material – (Refer to Barrera, 1981; Cohen, Gottlieb, & Underwood, 2000; House, 1981; Tardy, 1985). Other studies are based on Lazarus and Folkman's (1984) theoretical model, defining social support as one of the main coping strategies that people have when facing stressful situations.

Regarding test's design, the majority of the assessment tests on social support use an inventory format, except for the *Mannheim Interview on Social Support* (Veiel, 1990), an instrument that has been adapted in Argentina by Sacchi and Richaud de Minzi (2002).

As explained for previous pillars, all assessment instruments introduced in this section have demonstrated adequate psychometric properties.

3.7 Instruments to Assessment Positive Psychology Pillars: A Summary of the Literature Review

Results from the literature review show that instruments to assess PP constructs are mainly focused on the measurement of PP pillars independently. However, Castro Solano (2011) has developed a scale to measures the three first pillars in a single test,

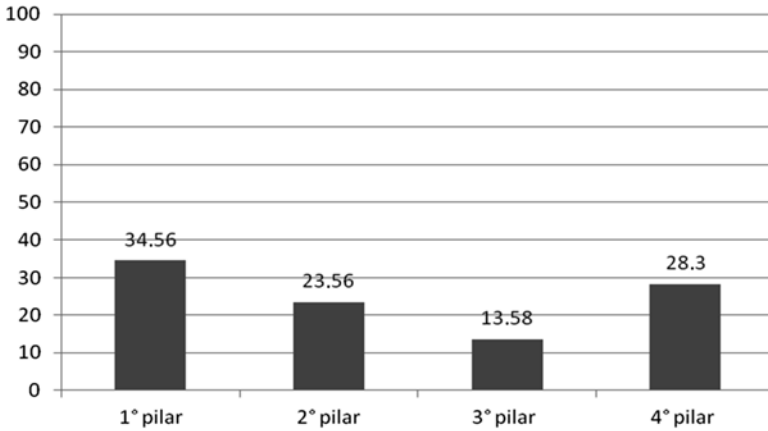


Fig. 3.5 Percentage of assessment instruments found per PP's pillar

named as 'Three Routes to Access Well-being Scale' [*Escala de Tres Rutas de Acceso al Bienestar, ERBIEN*].

As shown in Fig. 3.5, scientific production was mainly distributed between the first and the fourth pillars. That is, instruments that assess variables related to a pleasant life and a social life. While a systematic theoretical framework was used to measure well-being and positive emotions; positive relationships were evaluated based on related constructs. Results from the literature review show that PP's interest on the second pillar-positive traits and flow- has not been accompanied in Latin America for the development of assessment instruments, and that the third pillar, presented the lowest rate of instrument development. Therefore, considering the importance of attaining a meaningful life, it would be necessary increasing the number of psychological tests to assess this pillar.

Regarding countries' contribution, Argentina and Mexico lead the scientific production in the region. Colombia and Venezuela have shown a growing interest in test construction, however, they do not count yet with a significant research production (Fig. 3.6). Although the majority of the tests reviewed in this chapter are constructed in Latin America –with 43.2 % being adapted versions of foreign instruments – this distribution should be different, favoring a greater development of local instruments.

In relation to sample characteristics, in most cases, tests developed in Latin America have been designed to be applied with adult population and, in some cases, with elderly people. Approximately 12 % of the instruments address children and adolescents' perspective, but they are mainly associated with variables such as attachment and social support.

Regarding instrument's design, the most commonly used are self-report inventories, while some tests are designed as checklists where people simply select adjectives that best describe them. Only a few instruments have a structured-interview format. Although self-reports are the most frequently used, they are not exempt

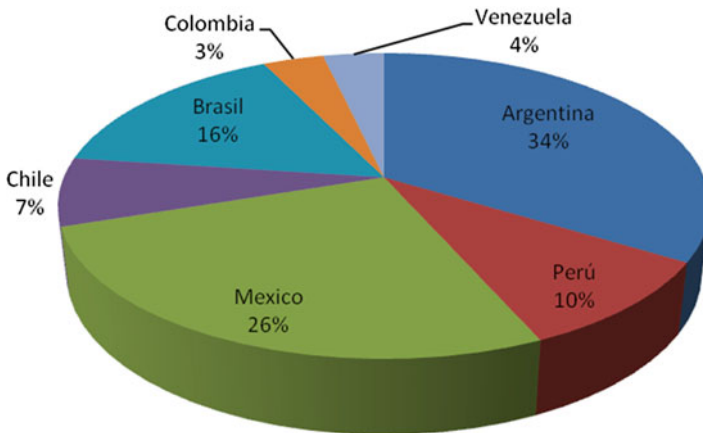


Fig. 3.6 Percentages of scientific production per country

from criticism as it is difficult to determine the validity of participants' judgment (Castro Solano, 2010).

Finally, it should be noted that all assessment instruments included in the literature review have proven to meet standards of scientific rigor, such as validity and reliability properties; and have been published in indexed journals or presented at renowned conferences in the field of psychology.

3.8 Conclusion

The aim of this chapter was to present Latin-American development of psychological instruments to assess Positive Psychology's main constructs. The review conducted for this purpose could not possibly cover all the tests developed in the region, as some authors might have published their work in journals that were not included in the consulted databases. Nevertheless, the conducted research reveals a growing interest in the region to measure salogenic and positive variables, after decades of focusing on abnormal aspects of people's functioning and mental health.

Due to the challenge that implies the study of psychological phenomena considering cultural differences, along this chapter, instruments were discriminated between tests locally designed and adapted versions of international instruments. This review highlights the importance of conducting cross-cultural studies in order to explore contextual particularities for each psychological aspect studied. This is critical as intervention programs should be designed based on context characteristics and conceptualizations rather than derived from models that assume universality (Norenzayan & Heine, 2005).

Another important aspect to consider is the uneven levels of production among PP pillars. Furthermore, it is noteworthy how the growing interest on some

pillars is not accompanied by the development of assessments tools for the variables associated.

It is known that an adequate integration of methodologies, both assessment and intervention, is fundamental in the practice of a good positive psychologist. Thus, it is necessary to construct assessment instruments for different areas where positive psychologists works, such as clinical, educational, and organizational, among others.

In sum, the interest in the development of assessments instruments to measure PP' constructs in Latin America, as in other regions, must go together with the consolidation of an integrated body of knowledge – without overlapping concepts and aiming to achieve people's well-being – in order to develop instruments with unquestionable validity (Castro Solano, 2010; Casullo, 2008; Gancedo, 2009; Lazarus, 2003; Vazquez & Hervás, 2009).

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