
APPENDIX 28.1: Baseline and Follow-Up Questionnaires

Instructions for instructors: Below are the questions that we included in the Google Form listed in the activity. Should you choose to print your own handouts for the class, the below may be useful for this purpose. Note that depending on your teaching strategy, you may want to delete the scoring instructions and/or change the names of the scales so there is no reactance or expectation effects.

1. Positive Feelings of Self-Worth

Instructions: Complete the following based on how well each statement characterizes how you feel right now.

1. I currently feel proud.

1	2	3	4	5	6	7	8	9
not at all								completely

2. I currently feel confident.

1	2	3	4	5	6	7	8	9
not at all								completely

3. Overall, I feel positively toward myself right now.

1	2	3	4	5	6	7	8	9
not at all								completely

4. I feel like a successful individual.

1	2	3	4	5	6	7	8	9
not at all								completely

5. I currently feel pleased with myself.

1	2	3	4	5	6	7	8	9
not at all								completely

6. I feel good about myself right now.

1	2	3	4	5	6	7	8	9
not at all								completely

7. I feel very much like a person of worth.

1	2	3	4	5	6	7	8	9
not at all								completely

8. I do not feel very confident in myself right now.

1	2	3	4	5	6	7	8	9
not at all								completely

Scoring instructions: Add the values for numbers 1–7 and subtract the value of number 8 to get your total score. Divide your total score by 8.

2. Negative Feelings of Self-Worth

Instructions: Complete the following based on how well each statement characterizes how you feel right now.

1. I currently feel uneasy.

1	2	3	4	5	6	7	8	9
not at all								completely

2. I currently feel humiliated.

1	2	3	4	5	6	7	8	9
not at all								completely

3. I currently feel ashamed.

1	2	3	4	5	6	7	8	9
not at all								completely

4. I currently feel bothered.

1	2	3	4	5	6	7	8	9
not at all								completely

5. I feel inferior at this moment.

1	2	3	4	5	6	7	8	9
not at all								completely

6. I am frustrated or rattled.

1	2	3	4	5	6	7	8	9
not at all								completely

Scoring instructions: Add the values for numbers 1–6 and divide the total score by 6.

3. Feelings of Belonging

Instructions: Please complete the following questions based on how you feel right now.

1. I feel like I belong at my university.

1	2	3	4	5	6	7
strongly						strongly
disagree						agree

2. I feel like I belong in my major department.

1	2	3	4	5	6	7
strongly						strongly
disagree						agree

3. I feel confident that other people think I belong in my major department.

1	2	3	4	5	6	7
strongly						strongly
disagree						agree

Scoring instructions: Add the value of numbers 1–3 and divide by 3.

4. Perception of Threat

Instructions: Please answer the following statements based on how you feel generally.

1. I often worry about my performance on exams.

1	2	3	4	5	6	7
strongly						strongly
disagree						agree

2. It is important for me to do well on tests in school.

1	2	3	4	5	6	7
strongly						strongly
disagree						agree

3. If I do not do well on an exam, I feel like a bad student.

1	2	3	4	5	6	7
strongly						strongly
disagree						agree

Scoring instructions: Add the values of your responses to numbers 1–3 and divide by 3.

Follow-Up-Only Questionnaire

For instructors: The below questions are for the follow-up assessment only, but the baseline questionnaires (e.g., Positive Feelings of Self-Worth, Negative Feelings of Self-Worth, Feeling of Belonging, and Perception of Threat) should also be assessed at follow-up so that you can examine change from pre- to postaffirmation.

5. Perspective

Instructions: To what extent did the exercise prompt perspective on the threatened identity (e.g., made me think of one or more aspects of myself beyond my academic self)?

Report on what the exercise prompted you to think about or do, regardless of whether the instructions explicitly instructed you to or you did so spontaneously.

1. Writing about my values made me think of other aspects of myself beyond my academic self.

1	2	3	4	5	6	7
strongly						strongly
disagree						agree

2. Writing about my values led me to identify one or more of my nonacademic identities.

1	2	3	4	5	6	7
strongly						strongly
disagree						agree

3. Writing about my values led me to appreciate that I have multiple parts of who I am.

1	2	3	4	5	6	7
strongly						strongly
disagree						agree

Scoring instructions: Add the values of your responses to numbers 1–3 and divide by 3.

APPENDIX 28.2: Example List of Values

Instructions: The following pages will not be graded. You will have approximately 15 minutes to complete this activity. First, please take a few minutes to circle the values that are MOST important to you. Write numbers 1, 2, and 3 next to the ones that are most important, with 1 meaning the MOST important:

- Art/music/theater _____
- Creativity _____
- Community/relationships with family and friends _____
- Political views _____
- Independence _____
- Learning and gaining knowledge _____
- Money, wealth, or status _____
- Your social/cultural/racial identity _____
- Honesty or integrity _____
- Helping society _____
- Achievement in athletics _____
- Connection with nature/the environment _____
- Career success _____
- Athleticism, fitness _____
- Morality, spirituality, or religion _____
- Sense of humor/having fun _____
- Other? _____

Now take 10 minutes to write about your most important value (the value you ranked as No. 1), focusing on times when this value was important to you and why this value is important to you. Focus on your thoughts and feelings—don't worry about spelling, grammar, or how well-written it is.

APPENDIX 28.3: In-Class or Take-Home Assignment Questions

1. What aspects of an intervention are necessary to make self-affirmations effective?
2. What are other situations in which you might apply self-affirmation?
3. Under what circumstances might self-affirmations be less effective? Why?
4. What can you glean from the class survey results? Was there any observable benefit to the class from doing this exercise? If not, why do you think this is?