

# **Test Bank<sup>1</sup> for *Principles & Labs for Physical Fitness 9e***

## **Chapter 2 – Behavior Modification**

### **Chapter Learning Objectives**

1. Learn the effects of environment on human behavior.
2. Understand obstacles that hinder the ability to change behavior.
3. Explain the concepts of motivation and locus of control.
4. Identify the stages of change.
5. Describe the processes of change.
6. Explain techniques that will facilitate the process of change.
7. Describe the role of SMART goal setting in the process of change.
8. Be able to write specific objectives for behavioral change.

### **True/False**

LO#   An.   Question

- |   |   |  |
|---|---|--|
| 1 | F | 1. As the scientific evidence continues to mount each day, most people are adhering to a healthy lifestyle program.                                  |
| 1 | F | 2. The food industry spends less money advertising a single food product than the federal government spends promoting MyPlate.                       |
| 2 | F | 3. Individuals who are indifferent and helpless believe that consequences of unhealthy behaviors often don't manifest themselves until years later.  |
| 3 | F | 4. People who believe they have control over events are said to have an external locus of control.   |
| 3 | T | 5. Motivation can be controlled by external factors.   |
| 4 | T | 6. The transtheoretical model of change illustrates change as a gradual process that involves several stages.  |
| 4 | T | 7. The action stage requires the greatest commitment of time and energy on the part of the individual.   |
| 5 | T | 8. The consciousness-raising process involves obtaining information about the problem, so you can make a better decision about the problem behavior. |
| 6 | F | 9. In countering, the person restructures the physical surroundings to avoid problem behaviors and decrease temptations.                             |
| 7 | T | 10. An acceptable goal must be compatible with those of the other people involved.   |

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<sup>1</sup> By Paul A. Smith, PhD, McMurry University (Abilene, Texas).

## Multiple Choice

LO# An. Question

- 1 d 11. Which of the following is NOT an example of a toxic environment for wellness?
- a. remote controls and cellular phones
  - b. super-sized fries and hamburgers
  - c. television and the Internet
  - d. bicycle lanes and jogging trails
- 1 d 12. For each car in the United States, how many parking spaces are there?
- a. 1
  - b. 3
  - c. 5
  - d. 7
- 1 a 13. Which of the following statements is true?
- a. On average, American women consume 335 more daily calories than they did 20 years ago.
  - b. On average, American women consume 170 more daily calories than they did 20 years ago.
  - c. On average, American men consume 335 more daily calories than they did 20 years ago.
  - d. On average, American men consume 200 more daily calories than they did 20 years ago.
- 1 c 14. Health experts recommend that to be considered active, a person accumulate the equivalent of \_\_\_\_ miles of walking per day.
- a. 1-2
  - b. 3-4
  - c. 5-6
  - d. 7-8
- 1 b 15. Which of the following encourages walking and cycling?
- a. straight and wide street
  - b. traffic-calming strategy
  - c. sufficient parking space
  - d. smooth and wide street
- 1 d 16. Which of the following elements of modern-day architecture reinforce healthy behaviors?
- a. automatic doors
  - b. accessible elevators
  - c. elegant escalators
  - d. accessible stairways
- 1 c 17. Daily computer e-mailing, surfing the Net, and conducting online transactions decrease energy expenditure by \_\_\_\_ calories.
- a. 3 to 10
  - b. 5 to 10
  - c. 50 to 300
  - d. 50 to 200

- 2 a 18. When people recognize the benefits of a healthy lifestyle but are unwilling or unable to trade convenience for health or other benefits, they:
- exhibit a lack of core values.
  - practice procrastination.
  - have instant gratification.
  - have an illusion of invincibility.
- 2 c 19. When people think that tomorrow, next week, or after the holiday is the best time to start change, they are practicing the \_\_\_\_ barrier to change.
- gratification
  - indifference
  - procrastination
  - rationalization
- 2 b 20. Tanners focusing on the short-term darker skin look and ignoring the long-term risk of skin cancer are practicing the \_\_\_\_ barrier to change.
- complexity
  - gratification
  - cultural beliefs
  - rationalization
- 2 d 21. Saying, "I'll deal with the consequences later" demonstrates the \_\_\_\_ barrier to change.
- illusions of invincibility
  - indifference
  - rationalization
  - risk complacency
- 2 a 22. Being overwhelmed by all the changes needed for a healthy lifestyle is the \_\_\_\_ barrier to change.
- complexity
  - gratification
  - procrastination
  - rationalization
- 2 b 23. The belief that our destiny is in our genes is the \_\_\_\_ barrier to change.
- illusions of invincibility
  - indifference and helplessness
  - preconditioned cultural beliefs
  - rationalization
- 2 d 24. Falsely concluding that their lifestyle is healthy, people employ the \_\_\_\_ barrier to change.
- gratification
  - illusions of invincibility
  - indifference
  - rationalization
- 2 c 25. The belief that unhealthy behaviors might harm others but not oneself is a(n) \_\_\_\_ barrier to change.
- gratification
  - helplessness
  - illusions of invincibility
  - procrastination

- 3 c 26. People with an internal locus of control:
- a. are at less risk for illness.
  - b. believe they control others.
  - c. have better exercise adherence.
  - d. say things happen by chance.
- 3 d 27. People with an external locus of control:
- a. are at less risk for illness.
  - b. believe they control others.
  - c. have better exercise adherence.
  - d. say things happen by chance.
- 3 a 28. The solution to problems of competence is to:
- a. master the skills you need to participate.
  - b. visualize yourself doing the task and getting it done.
  - c. divide a goal into smaller, more realistic objectives.
  - d. get educated about the problems and set objectives.
- 3 b 29. Problems with confidence, one of the three impediments that can keep one from quitting smoking, arise when an individual does not:
- a. have the skills to quit smoking.
  - b. believe that she can quit smoking.
  - c. believe smoking causes any harm.
  - d. know the benefits of quitting smoking.
- 3 c 30. Problems of motivation, one of the three impediments that can keep one from quitting smoking, arise when an individual:
- a. does not have the skills to quit smoking.
  - b. does not believe that she can quit smoking.
  - c. does not believe smoking causes any harm.
  - d. is afraid that she cannot succeed in quitting.
- 4 c 31. Which of the following theories/models proposes that behavior change is influenced by the environment, self-efficacy, and characteristics of the behavior itself?
- a. problem-solving model
  - b. learning theories
  - c. social cognitive theory
  - d. relapse prevention model
- 4 c 32. Critical in the move from the precontemplation stage to the contemplation stage of the transtheoretical model is for the individual to:
- a. begin an exercise program.
  - b. control the environment.
  - c. get educated about the problem.
  - d. set goals to change behavior.
- 4 c 33. During the contemplation stage of the transtheoretical model, people usually:
- a. are immediately ready for change.
  - b. remain in the stage for a few months.
  - c. weigh the pros and cons of changing.
  - d. are unaware of the need for change.
- 4 a 34. The action stage of the transtheoretical model:
- a. requires the greatest commitment of time and energy.

- b. requires no need to prevent relapse or regression.
  - c. leads to the termination or adoption stage directly.
  - d. requires education about the problem behavior.
- 4 c 35. During the \_\_\_\_\_, the person continues the new behavior for up to five years.
- a. contemplation stage
  - b. preparation stage
  - c. maintenance stage
  - d. termination stage
- 4 d 36. Relapse in the transtheoretical model:
- a. means the failure of the individual.
  - b. happens at the preparation stage only.
  - c. happens at the precontemplation stage.
  - d. may occur at any level of the model.
- 4 a 37. John does not believe that he will get lung cancer from smoking cigarettes, so he does not want to quit smoking. John is in the \_\_\_\_\_ stage of the transtheoretical model.
- a. precontemplation
  - b. contemplation
  - c. preparation
  - d. maintenance
- 4 d 38. John has maintained his healthy body weight by exercising regularly and eating right for over five years. He is considered to be in the \_\_\_\_\_ stage of the transtheoretical model.
- a. contemplation
  - b. action
  - c. maintenance
  - d. adoption
- 4 b 39. To manage his weight, John stopped eating at McDonald's. He has been packing a fruit, a turkey or tuna sandwich, and a bottle of water for lunch for four months. He is considered to be in the \_\_\_\_\_ stage of the transtheoretical model.
- a. contemplation
  - b. action
  - c. maintenance
  - d. adoption
- 5 b 40. Obtaining information about the problem so you can make a better decision about the problem behavior is:
- a. social liberation.
  - b. consciousness-raising.
  - c. self analysis.
  - d. behavior analysis.
- 5 d 41. Non-smoking areas, health-oriented cafeterias, and advocacy groups are examples of:
- a. dramatic release.
  - b. positive outlook.
  - c. self-analysis.
  - d. social liberation.

- 5 a 42. Examples of the social liberation process of the transtheoretical model include:
- a. becoming aware of non-smoking areas.
  - b. obtaining information about the problem.
  - c. preparing a list of reasons for changing.
  - d. accepting the responsibility to change.
- 5 c 43. Thinking about controlling your excessive weight after seeing a neighbor die from a heart attack due to obesity is an example of:
- a. behavior analysis.
  - b. countering.
  - c. emotional arousal.
  - d. positive outlook.
- 5 d 44. Being optimistic and focusing on the desired outcome is the transtheoretical model process of:
- a. behavior analysis.
  - b. countering.
  - c. emotional arousal.
  - d. positive outlook.
- 5 d 45. Commitment as a process of the transtheoretical model involves:
- a. becoming aware of non-smoking areas.
  - b. obtaining information about the problem.
  - c. preparing a list of reasons for changing.
  - d. accepting the responsibility to change.
- 5 a 46. Journaling your habits is an example of the transtheoretical model process of:
- a. behavior analysis.
  - b. emotional arousal.
  - c. environmental control.
  - d. self-analysis.
- 5 b 47. After seeing his father die of lung cancer due to smoking, John decided to quit smoking. This is an example of the: transtheoretical model process of:
- a. behavior analysis.
  - b. emotional arousal.
  - c. environmental control.
  - d. self-analysis.
- 5 b 48. Instead of watching TV after dinner, Joanne started walking. This is an example of the transtheoretical model process of:
- a. behavior analysis.
  - b. countering.
  - c. emotional arousal.
  - d. positive outlook.
- 6 c 49. The use of positive self-talk ("good job," "that felt good," "I did it") is an example of techniques to help one through the \_\_\_\_ process of change.
- a. countering
  - b. monitoring
  - c. rewards
  - d. self-analysis
- 6 a 50. Reading the book *Principles and Labs for Physical Fitness* helps Jane through the \_\_\_\_ process of change.

- a. consciousness-raising
  - b. environment control
  - c. emotional arousal
  - d. self-reevaluation
  
- 6 a 51. Using various techniques to avoid unnecessary snacking helps one through the \_\_\_\_ process of change.
  - a. countering
  - b. monitoring
  - c. rewards
  - d. self-analysis
  
- 6 a 52. Jane decides to study in the library so that she won't snack while studying. She is using this technique to help her through the \_\_\_\_ process of change.
  - a. social liberation
  - b. dramatic release
  - c. self-commitment
  - d. commitment
  
- 6 b 53. John replaced his TV with a treadmill. He used this technique to help him through the \_\_\_\_ process of change.
  - a. consciousness-raising
  - b. environment control
  - c. emotional arousal
  - d. self-reevaluation
  
- 6 b 54. To help her quit drinking alcohol, Joanne joined AA. She used this technique to help her through the \_\_\_\_ process of change.
  - a. consciousness-raising
  - b. environment control
  - c. emotional arousal
  - d. self-reevaluation
  
- 6 d 55. To help himself lose weight, John associated himself with some friends who also want to lose weight. This technique helps John through the \_\_\_\_ process of change.
  - a. consciousness-raising
  - b. behavioral analysis
  - c. emotional arousal
  - d. helping relationships
  
- 7 c 56. SMART goals refer to those that are:
  - a. written based on a thorough analysis of problem behaviors.
  - b. written for anyone who wishes to change a problem behavior.
  - c. specific, measurable, acceptable, realistic, and time specific.
  - d. special, meaningful, accountable, reasonable, and treatable.
  
- 7 a 57. Which of the following goals is most likely to help Jane reduce her body fat from 30% to 20%?
  - a. "I will reduce my body fat to 20 percent body fat in 20 weeks."
  - b. "I will reduce my body fat to 20 percent body fat in 2 weeks."
  - c. "I will reduce my body fat to 20 percent body fat through exercising."
  - d. "I will reduce my body fat to 20 percent body fat through eating right."

- 7 c 58. The goal, "I will reduce my body fat to 20 percent body fat in 2 weeks" is not:
- specific.
  - measurable.
  - realistic.
  - time specific.
- 7 d 59. The goal, "I will reduce my body fat to 20 percent body fat through exercising" is not:
- specific.
  - measurable.
  - realistic.
  - time specific.
- 7 c 60. When asking yourself the question, "Do I have the time, commitment, and necessary skills to accomplish this goal?," you are considering whether your goal is:
- specific.
  - measurable.
  - acceptable.
  - too difficult.
- 8 d 61. "I will reduce my body fat to 20 percent body fat (137 pounds) in 12 weeks" is an example of a:
- long-term goal.
  - short-term goal.
  - specific objective.
  - specific goal.
- 8 c 62. "Monitor body weight before breakfast every morning" is an example of a:
- long-term goal.
  - short-term goal.
  - specific objective.
  - specific goal.
- 8 c 63. Making goals realistic involves a(n):
- guarantee of results.
  - short time frame for results.
  - understanding of likely results.
  - positive reward system.
- 8 d 64. An example of a measurable objective is:
- "I will eat healthier starting tomorrow."
  - "I will lose weight in five months."
  - "I will go to bed earlier every day."
  - "I will go to bed at 10 p.m. every day."
- 8 b 65. April's long-term goal is to attain recommended body weight. She is currently 50 pounds overweight. Which of the following is most likely to help April achieve her long-term goal?
- Lose 5 pounds in one week.
  - Lose 1 pound per week.
  - Lose 50 pounds in two months.
  - Lose 10 pounds in one week.



## Critical Thinking/Short Answer

### LO# Question

- 1     66. Use three examples of the environmental influences on physical activities and on diet and nutrition to explain the notion: "When it comes to fitness and wellness, we live in a 'toxic' environment."

Answer: Responses will vary. Sample answers:

*Influences on physical environment:* Most activities of daily living, which a few decades ago required movement or physical activity, now require almost no effort and negatively impact health, fitness, and body weight. Small movements that have been streamlined out of daily life quickly add up, especially when we consider these over 7 days a week and 52 weeks a year. Walking, jogging, and bicycle trails are too sparse in most cities, further discouraging physical activity. Modern-day architecture reinforces unhealthy behaviors.

*Influences on diet and nutrition:* The amount of daily food supply available in the United States is about 3,900 calories per person, before wastage. Many activities of daily living in today's culture are associated with eating. We now eat out more often than in the past, portion sizes are larger, and we have an endless variety of foods to choose from. We also snack more than ever before. Unhealthy food is relatively inexpensive and is sold in places where it was not available in the past.

- 8     67. Design a behavior modification plan to change one negative behavior in your life. Include short- and long-term goals that are realistic, measurable, and time specific.

Answer: Responses will vary.

- 2     68. List the possible reasons why a person believes change is too complex.

Answer: There are numerous aspects to a healthy lifestyle, all of which cannot be changed at once. They include exercise, good nutrition, controlling substances, managing stress, wearing seat belts, practicing safe sex, getting regular physicals, taking needed supplements, and fostering spirituality.

- 3     69. John believes that his weight problem is caused by his lack of exercise and daily visits to McDonald's, while Jane believes that she inherited the weight problem from her parents. Discuss who is more likely to initiate and adhere to a wellness program. Explain why.

Answer: People who believe that they have control over events in their lives are said to have an internal locus of control. People with an external locus of control believe that what happens to them is a result of chance or the environment and is unrelated to their behavior. People with an internal locus of control generally are healthier and have an easier time initiating and adhering to a wellness program than those who perceive that they have no control and think of themselves as powerless and vulnerable. The latter people also are at greater risk for illness. When illness does strike a person, establishing a sense of control is vital to recovery. John has an internal locus of control and is more likely to initiate and adhere to a wellness program than Jane, who has an external locus of control. John knows that he can control his weight by increasing his activity levels and eating right whereas Jane believes that her weight problem is out of her control (inherited).

- 4     70. Use the transtheoretical model to describe the characteristics of college students in each stage regarding adopting healthy eating behaviors.

Answer: Responses will vary. Sample answers:

Students can be categorized into six groups according to the six stages in the transtheoretical model.

1. Individuals in the precontemplation stage are not considering eating healthy or do not want to change the unhealthy eating behavior. They typically deny having a problem and have no intention of changing in the immediate future. These people are usually unaware or underaware of the problem. Other people around them, including family, friends, health care practitioners, and coworkers, however, identify the problem clearly. Precontemplators do not care about the problem behavior and may even avoid information and materials that address the issue. They tend to avoid free screenings and workshops that might help identify and change the problem, even if they receive financial compensation for attending. Often they actively resist change and seem resigned to accepting the unhealthy behavior as their "fate."

Precontemplators are the most difficult people to inspire toward behavioral change.

Typically, they initiate change only when people they respect or job requirements pressure them to do so.

2. In the contemplation stage, individuals acknowledge that their current food choices are a problem and begin to think seriously about overcoming it. Although they are not quite ready for change, they are weighing the pros and cons of changing. Core values are starting to change. Even though they may remain in this stage for years, in their minds they are planning to take some action within the next six months. Education and peer support remain valuable during this stage.

3. In the preparation stage, individuals are seriously considering change and planning to start a healthy eating behavior within the next month. They are taking initial steps for change and may even try to prepare healthy lunches. During this stage, people define a general goal for behavioral change to accomplish this goal. Continued peer and environmental support is helpful during the preparation stage.

A key concept to keep in mind during the preparation stage is that in addition to being prepared to address the behavioral change or goal you are attempting to reach, you must prepare to address the specific objectives (supportive behaviors) required to reach that goal.

4. The action stage requires the greatest commitment of time and energy. Here, the individual is actively doing things to adopt the healthy eating behavior. The action stage requires that the person follow the nutrition guidelines.

Relapse is common during this stage, and the individual may regress to a previous stage. If unsuccessful, a person should reevaluate his or her readiness to change supportive behaviors as required to reach the overall goal. Problem solving that includes identifying barriers to change and specific strategies (objectives) to overcome supportive behaviors is useful during relapse. Once people are able to maintain the action stage for six consecutive months, they move into the maintenance stage.

5. During the maintenance stage, the person continues eating healthy for up to five years. This stage requires the person to continue to adhere to the nutrition guidelines. At this time, the person works to reinforce the gains made through the various stages of change and strives to prevent lapses and relapses.
6. Those students who have maintained healthy eating for more than five years are considered to be in the adoption stage and exit from the cycle of change without fear of relapse.

## Essay

### LO# Question

5 71. Use a specific example to describe five of the processes of change.

Answer: Responses will vary. Sample answers (students should relate each process to their chosen example):

#### **Consciousness-Raising**

The first step in a behavior modification program is consciousness-raising. This step involves obtaining information about the problem, so you can make a better decision about the problem behavior. Consciousness-raising may continue from the precontemplation stage through the preparation stage.

#### **Social Liberation**

Social liberation stresses external alternatives that make you aware of problem behaviors and make you begin to contemplate change. Social liberation often provides opportunities to get involved, stir up emotions, and enhance self-esteem—helping you gain confidence in your ability to change.

#### **Self-Analysis**

The next process in modifying behavior is developing a decisive desire to do so, called self-analysis. If you have no interest in changing a behavior, you won't do it. You will remain a precontemplator or a contemplator. In your self-analysis, you may want to prepare a list of reasons for continuing or discontinuing the behavior. When the reasons for changing outweigh the reasons for not changing, you are ready for the next stage—either the contemplation stage or the preparation stage.

#### **Emotional Arousal**

In emotional arousal, a person experiences and expresses feelings about the problem and its solutions. Also referred to as "dramatic release," this process often involves deep emotional experiences.

#### **Positive Outlook**

Having a positive outlook means taking an optimistic approach from the beginning and believing in yourself. Designing a plan so you can work toward change can help you remain enthused about your progress. Also, you may become motivated by looking at the outcome—how much healthier you will be, how much better you will look, or how far you will be able to jog.

#### **Commitment**

Upon making a decision to change, you accept the responsibility to change and believe in your ability to do so. During the commitment process, you engage in preparation and may draw up a specific plan of action.

#### **Behavior Analysis**

How you determine the frequency, circumstances, and consequences of the behavior to be altered or implemented is known as behavior analysis.

#### **Goals**

Goals motivate change in behavior. The stronger the goal or desire, the more motivated you'll be either to change unwanted behaviors or to implement new, healthy behaviors.

#### **Self-Reevaluation**

During the process of self-reevaluation, individuals analyze their feelings about a problem behavior. The pros and cons or advantages and disadvantages of a certain behavior can be reevaluated at this time. You also might visualize what it would be like if you were successful at changing.

#### **Countering**

The process whereby you substitute healthy behaviors for a problem behavior, known as countering, is critical in changing behaviors as part of the action and maintenance stages. You need to replace unhealthy behaviors with new, healthy ones.

## Monitoring

During the action and maintenance stages, continuous behavior monitoring increases awareness of the desired outcome. Sometimes this process of monitoring is sufficient in itself to cause change.

## Environment Control

In environment control, the person restructures the physical surroundings to avoid problem behaviors and decrease temptations.

## Helping Relationships

Surrounding yourself with people who will work toward a common goal with you or those who care about you and will encourage you along the way—helping relationships—will be supportive during the action, maintenance, and termination/adoption stages.

Peer support is a strong incentive for behavioral change, so the individual should avoid people who will not be supportive.

## Rewards

People tend to repeat behaviors that are rewarded and to disregard those that are not rewarded or are punished. Rewarding oneself or being rewarded by others is a powerful tool during the process of change in all stages.

- 6      72. Use a specific example to describe five techniques that will facilitate the process of change.

Answer: Responses will vary. Sample answers:

Learning about the benefits of exercise or the difference in benefits between physical activity and exercise can help you **raise your consciousness** and decide the type of fitness program (health or high fitness) that you want to pursue.

Pedestrian-only traffic areas, nonsmoking areas, health-oriented cafeterias and restaurants, advocacy groups, civic organizations, policy interventions, and self-help groups are examples of **social liberation**.

**Emotional arousal** might be prompted by a dramatization of the consequences of drug use and abuse, a film about a person undergoing open-heart surgery, or a book illustrating damage to body systems as a result of unhealthy behaviors.

Following the guidelines in this chapter will help you design a plan so you can work toward change and remain enthused about your progress—**positive outlook**.

Write down your goals and, preferably, share them with others. In essence, you are signing a behavioral contract for change. You will be more likely to adhere to your program if others know you are **committed** to change.

Use exercise to combat sedentary living, smoking, stress, or overeating. Or you may use exercise, healthful diet, yard work, volunteer work, or reading to prevent overeating and achieve recommended body weight—**countering**.

Keeping track of daily food intake reveals sources of excessive fat in the diet. This can help you gradually cut down or completely eliminate high-fat foods—**monitoring**.

- 7      73. Using maintaining healthy body weight as the target behavior, describe the process of writing SMART goals.

Answer: The SMART acronym is used in reference to goals that are specific, measurable, acceptable, realistic, and time specific. Responses will vary.

- 8      74. The goal is to change from 30% body fat to 15% body fat. Write three appropriate objectives to accompany this goal and explain why they are important or necessary.

Answer: Responses will vary.