Essential Elements for Effectiveness for Miami Dade College 7th edition Abascal Test Bank

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Abascal 7e TestBank | Chapter 2
Making Positive Choices

1. _____ is the view that every effect has a cause.
a) Positivism
b) Empiricism
c) Determinism
d) Associationism
Answer: c
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Topic: Determinism vs. Free Will
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

2. _____ refers to the notion that we can choose how and when to act, ignoring factors that supposedly determine our behaviors.
a) Structuralism
b) Free will
c) Utilitarianism
d) Fundamentalism
Answer: b
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Topic: Determinism vs. Free Will
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

3. Which theoretical approach is a deterministic perspective?
a) psychoanalytic theory
b) existentialism
c) humanism
d) cognitive-behavioral perspective
Answer: a
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Topic: Determinism vs. Free Will
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

4. Which theoretical approach adopts the free will perspective?
a) Behaviorism
b) genetics
c) Humanism
d) Psychoanalysis
Answer: c
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Topic: Determinism vs. Free Will
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

5. Which theoretical approach adopts the free will perspective?
a) Psychoanalysis
b) Behaviorism

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c) genetics
d) Existentialism
Answer: d
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Topic: Determinism vs. Free Will
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

6. The concordance rate for schizophrenia is much higher for _____ than it is for _____.
a) women; men
b) fraternal twins; identical twins
c) identical twins; fraternal twins
d) men; women
Answer: c
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Topic: Determinism vs. Free Will
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7. "Why do you act that way?" an exasperated Celia asks her friend Maria. "What makes you do what you do?" "I can't help it," Maria replies. "You can't fight biology; I am who I was made to be." Which view of human nature is Maria subscribing to?
a) genetic determinism
b) environmental determinism
c) psychic determinism
d) existentialism
Answer: a
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Topic: Determinism vs. Free Will
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

8. Psychoanalytic Theory holds that a person's current patterns of thoughts, feelings, and behavior are a product of _____.
a) the person's genetic inheritance
b) that person's early experiences, especially how she or he was raised
c) that person's learning history
d) the person's choices in the moment
Answer: b
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
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Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

9. "Why do you act that way?" an exasperated Maria asks her friend Celia. "What makes you do what you do?" Celia replies, "I'm a product of all I've learned in this world. I'm just a blank slate that's been written all over by conditioning and environmental forces." Which view of human nature is Celia subscribing to?
a) psychic determinism
b) Free Will
c) Behaviorism
d) Humanism
Answer: c

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Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

10. Jean-Paul Sartre and Albert Camus were proponents of _____, whereas Abraham Maslow and Carl Rogers were proponents of _____.
a) genetic determinism; psychic determinism
b) Behaviorism; Psychoanalysis
c) Humanism; Behaviorism
d) Existentialism; Humanism
Answer: d
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Topic: Determinism vs. Free Will
Difficulty Level: Difficult
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

11. How does an S-O-R model of human functioning differ from a traditional Behaviorist model of human functioning?
a) The S-O-R model posits that a thinking, choosing *organism* acts between the onset of a *stimulus* and the enactment of a *response*; the Behaviorists model is simply S-R psychology.
b) The S-O-R model developed from a blend of Humanism and Existentialism; the behaviorist model was developed primarily from laboratory observations of animals.
c) The S-O-R model is based on Psychoanalytic principles such as *superego*, *Oedipus*, and *repression*; the Behaviorist model is based solely on behavior.
d) They don't differ; the S-O-R model is a traditional Behaviorist model of human functioning.
Answer: a
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
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Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

12. A mixed view of human nature that combines elements of determinism and free will to "meet in the middle" of those extremes is called _____.
a) indeterminism
b) soft determinism
c) neuroplasticity
d) idiography
Answer: b
Learning Objective: LO 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Topic: Determinism vs. Free Will
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

13. A useful paradigm for an effective person to adopt is _____.
a) reactivity
b) imagination
c) displacement
d) proactivity
Answer: d
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.

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Topic: Proactivity
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

14. Proactive individuals tend to _____.
a) have an internal locus of control
b) feel they have no control over their lives
c) be irresponsible
d) have an external locus of control
Answer: a
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Topic: Locus of Control
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

15. Saying to someone, "You made me angry," reflects _____.
a) proactivity
b) reactivity
c) an abandoned locus of control
d) genetic determinism
Answer: b
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Topic: Locus of Control
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

16. Theodore never wears his seat belt, either while he's driving or as a passenger in a car. What characteristic is likely to be true of Theodore?
a) He is proactive.
b) He has an internal locus of control.
c) He has an external locus of control
d) He copes well with stress.
Answer: c
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Topic: Locus of Control
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

17. Proactive people are more likely to be _____, whereas reactive people are more likely to be _____.
a) pessimists; optimists
b) older; younger
c) optimists; pessimists
d) younger; older
Answer: c
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Topic: Locus of Control
Difficulty Level: Easy

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Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

18. Approximately _____ of what we worry about never happens.
a) 80 percent
b) 60 percent
c) 35 percent
d) 10 percent
Answer: a
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Topic: Three Ways to Increase Proactivity
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

19. Which statement would a proactive person be likely to make?
a) "I feel nervous about my upcoming exam."
b) "The exam is making me nervous."
c) "The exam material will be too difficult."
d) "The week went by too quickly for me to study."
Answer: a
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Topic: Three Ways to Increase Proactivity
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

20. Proactive individuals realize that _____.
a) they live in a world of broken homes and dashed dreams
b) most circumstances are beyond their control
c) they are powerless to change their situation in life
d) they are ultimately in control of their feelings and emotions
Answer: d
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Topic: Three Ways to Increase Proactivity
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

21. Increasing proactive actions involves adopting which habit?
a) Surrendering personal control to others.
b) Making promises and keeping them.
c) Recognizing the futility of effort.
d) Decreasing feelings of optimism for the future.
Answer: b
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Topic: Three Ways to Increase Proactivity
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

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22. What is the bottom line of proactivity?
a) “Neither a borrower nor a lender be.”
b) “To be effective, you must be willing to do what is necessary.”
c) “The ends justify the means.”
d) “Death before dishonor.”
Answer: b
Learning Objective: LO 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Topic: Three Ways to Increase Proactivity
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

23. _____ refers to a person’s self-perception of competence.
a) Self-control
b) Self-awareness
c) Self-esteem
d) Self-efficacy
Answer: d
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Topic: Self-Efficacy
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

24. _____ is the cognitive component of self-efficacy, and _____ is the behavioral component.
a) Self-esteem; self-control
b) Reactivity; proactivity
c) Locus of control; proactivity
d) Understanding; feeling
Answer: c
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Topic: Self-Efficacy
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

25. What is the basic premise of Social Cognitive theory?
a) Humans learn by modeling or copying other humans.
b) Reinforcement is necessary for learning to occur.
c) Genetics determines behavior.
d) Inner conflicts direct human action.
Answer: a
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Topic: Self-Efficacy
Difficulty Level: Easy
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

26. High levels of self-efficacy are associated with _____.
a) less political participation
b) lower anxiety
c) poorer academic performance
d) lower pain tolerance
Answer: b
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.

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Topic: The Practical Impact of Self-Efficacy
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

27. How is self-efficacy related to coping with psychological problems?
a) Self-efficacy increases the likelihood of experiencing psychological problems.
b) Self-efficacy plays a protective role in coping with psychological problems.
c) Self-efficacy prevents the occurrence of psychological problems.
d) Self-efficacy is unrelated to coping with psychological problems.
Answer: b
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Topic: The Practical Impact of Self-Efficacy
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

28. How is self-efficacy related to physical health?
a) People with low levels of self-efficacy paradoxically have better health than people with high levels of self-efficacy.
b) People with high levels of self-efficacy demonstrate a greater incidence of healthy behaviors but also a greater incidence of unhealthy behaviors.
c) People with high levels of self-efficacy are likely to engage in healthy behaviors and eliminate unhealthy ones.
d) Self-efficacy applies to mental health, but is unrelated to physical health.
Answer: c
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Topic: The Practical Impact of Self-Efficacy
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

29. Velma asks her psychology professor for some effective strategies for increasing her self-efficacy. What will her professor likely tell her?
a) “Jump right in to trying the behavior on your own and hope for the best.”
b) “Wish, pray, and hope really hard that self-efficacy will come to you and perhaps it will.”
c) “Watch other people who have succeeded at the tasks you want to pursue and model their behavior.”
d) “Use fear and anxiety as a motivator to force yourself to try harder.”
Answer: c
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Topic: How to Increase Your Self-Efficacy
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology’s content domains.

30. Pedro asks his psychology professor for some effective strategies for increasing his self-efficacy. What will the professor tell him?
a) “Focus only on the future; forget the past and what you’ve done before.”
b) “Imagine a time when you failed horribly at a task, and then mentally undo all the things you did in that instance.”
c) “Maintain a high level of vigilance and alertness, and use that tension to focus on defeating others at the task at hand.”
d) “Recall in vivid detail effective experiences you’ve had in the past.”
Answer: d
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Topic: How to Increase Your Self-Efficacy
Difficulty Level: Moderate

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Skill Level: Apply What You Know
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

31. Which attribute contributes to increasing self-efficacy?
a) a sense of humor
b) blocking all memories of the past
c) engaging in solitary reflection
d) noting bad models and consciously avoiding doing what they do
Answer: d
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Topic: How to Increase Your Self-Efficacy
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

32. Jose wants to increase his athletic self-efficacy on the basketball court. After reading about the Social Cognitive model, he studiously observes every move—both on and off the court—of the top celebrity basketball player in the NBA. Which outcome is most likely for Jose?
a) He will quickly play just like the NBA star; watching and copying are all it takes to succeed.
b) He will avoid playing basketball in school or in the park, and instead quietly imagine himself playing basketball in the darkness of his own bedroom.
c) Research shows that it takes 5 months, on average, to achieve any desired level of success; at that time, Jose will have achieved full self-efficaciousness.
d) His behavior will fall short of his chosen model because the model provided an unrealistic standard that was very unlikely to be achieved.
Answer: d
Learning Objective: LO 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Topic: How to Increase Your Self-Efficacy
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

33. "If I don't get an A on my exam, I'll flunk out of school!" Maurice wails. "My parents will disown me, I'll become homeless, and I'll probably lose my mind!!" What form of irrationality is Maurice displaying?
a) controlled thinking
b) Type II error
c) catastrophizing
d) self-efficacy
Answer: c
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: Dealing with Irrational Self-Talk
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

34. The running commentary that goes through each person's mind throughout the day has been termed _____.
a) self-talk
b) defeatist patter
c) mental narration
d) personal jargon
Answer: a
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: Dealing with Irrational Self-Talk
Difficulty Level: Easy
Skill Level: Remember the Facts

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

35. Self-talk tends to be _____ in nature.
a) linear
b) circular
c) parallel
d) concave
Answer: b
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: Dealing with Irrational Self-Talk
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

36. In the S-O-R (Stimulus - Organism - Response) model, where does self-talk occur?
a) S
b) O
c) R
d) after the cycle has been completed
Answer: b
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: Dealing with Irrational Self-Talk
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

37. Which statement represents an irrational belief?
a) “Mistakes are sure proof that you are a failure.”
b) “Life is a process of learning and growing.”
c) “We all need a little help from others sometimes.”
d) “Relationships take work to maintain.”
Answer: a
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: Dealing with Irrational Self-Talk
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

38. Which statement represents a rational substitution for an irrational belief?
a) “Everyone needs to like me.”
b) “I will be rejected if I don’t constantly please others.”
c) “My romantic relationship should be perfect and conflict-free.”
d) “I can get along with most people, but I can’t be friends with everyone.”
Answer: d
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: Dealing with Irrational Self-Talk
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

39. What does the acronym ACT stand for?
a) act first, consult second, think third
b) always consider truth
c) accept your thoughts and feelings, choose your values, take action
d) answer the call to help others, consult the ones who love you, talk to those you love

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Answer: c
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: What if Cognitive Restructuring Fails to Work?
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

40. A _____ exists when we perceive an association between events that does not really exist.
a) cognitive restructuring
b) spurious correlation
c) positive correlation
d) negative correlation
Answer: b
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: Correlation ≠ Causation
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

41. A strong correlation exists between a person's risk-taking behavior and that person's number of tattoos. What can be conclusively determined from this observation?
a) The amount of risk-taking and number of tattoos a person has are associated with one another.
b) Greater risk-taking behavior causes people to get more tattoos.
c) Having a lot of tattoos causes people to take greater risks.
d) A third factor causes both risk-taking behavior and tattoo acquisition.
Answer: a
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: Correlation ≠ Causation
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

42. A global citizen _____.
a) knows that countries are simply constructs we've created
b) is able to speak many languages and has visited many cultures
c) does not have an affiliation with any particular country
d) emphasizes individual choice in an interconnected setting, for the greater good
Answer: d
Learning Objective: LO 2.4 Identify strategies for identifying and replacing irrational beliefs.
Topic: Dealing with Irrational Self-Talk
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

43. Which explanatory style do optimists adopt when explaining a negative outcome in their lives?
a) They make attributions that are external, variable, and specific.
b) They make attributions that are internal, variable, and global.
c) They make attributions that are internal, stable, and global.
d) They make attributions that are external, stable, and specific.
Answer: a
Learning Objective: LO 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Topic: Optimism
Difficulty Level: Difficult
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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44. Greater optimism tends to be associated with _____.
a) being physically taller
b) lowered work productivity
c) greater physical health
d) greater vulnerability to depression
Answer: c
Learning Objective: LO 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Topic: The Benefits of an Optimistic Life Outlook
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

45. How is the Content Analysis of Verbal Explanations (CAVE) technique applied to the study of explanatory style?
a) It determines whether a person is likely to succumb to pessimistic thinking ("cave-in") or marshal the resources needed for optimistic thinking ("excavate").
b) It allows researchers to analyze verbal and written statements by historical figures to estimate how levels of optimism and pessimism might be related to later behavioral outcomes.
c) It computes the correlation between optimism and pessimism over time for a single individual, then extrapolates to that person's social group.
d) It analyzes how group-level pessimism leads to faulty decision-making in corporate settings.
Answer: b
Learning Objective: LO 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Topic: Impact of Optimism on History
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

46. _____ refers to the belief that nothing can alter one's circumstances or outcomes, and therefore the only choice is to give up.
a) Learned helplessness
b) Defensive pessimism
c) Illusory correlation
d) Deferred optimism
Answer: a
Learning Objective: LO 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Topic: Optimism and Effectiveness
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

47. In order to be an effective person, optimism needs to be blended with _____.
a) pessimism
b) overestimation of positive outcomes
c) self-efficacy
d) unattainable goals
Answer: c
Learning Objective: LO 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Topic: The Limits of Optimism
Difficulty Level: Easy
Skill Level: Understand the Concepts

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APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

48. Most people believe that the future will be better than either the present or the past. What is this belief called?
a) positivity prediction
b) optimism bias
c) forward feedback
d) "Loop 360"
Answer: b
Learning Objective: LO 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Topic: The Optimism Bias: How Evolution Has Shaped Brain Functioning
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.2 Develop a working knowledge of psychology's content domains.

49. _____ are anxious about outcomes in the future, but use their predictions to avoid those outcomes. _____ are negative thinkers in general, and typically experience poor outcomes in life.
a) Dispositional pessimists; dispositional optimists
b) Dispositional pessimists; defensive pessimists
c) Dispositional optimists; defensive pessimists
d) Defensive pessimists; dispositional pessimists
Answer: d
Learning Objective: LO 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Topic: Defensive Pessimism
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

50. What is the "Ehrenreich error?"
a) confusing optimism that does not influence reality with optimism that can influence reality
b) confusing defensive pessimism with dispositional optimism
c) equating learned helplessness with an absence of learned optimism
d) inferring correlation from causality
Answer: a
Learning Objective: LO 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Topic: The Ehrenreich Error
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

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Revel Quizzes
The following questions appear at the end of each module and at the end of the chapter in Revel for *Essential Elements for Effectiveness,* Seventh Edition.

QUIZ: Determinism vs. Free Will

EOM Q2.1.1
Theories of personality and behavior fall somewhere on a continuum between _____ and _____.
A. determinism; free will
B. internal; external
C. operant conditioning; classical conditioning
D. liberal; conservative
Consider This: Which of these dimensions is most likely to apply to personality and behavior? 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Skill: Remember
Difficulty: Easy
Objective: 2.1 Describe the concept of soft determinism and how it relates to positive psychology.

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EOM Q2.1.2
The _____ theory of personality claims that you are who you are because of your learning and reinforcement history.
A. Behaviorist
B. Psychoanalytic (Freudian)
C. Biological
D. Humanistic
Consider This: This school of thought emphasized the role of the environment in shaping an individual. 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Skill: Understand
Difficulty: Easy
Objective: 2.1 Describe the concept of soft determinism and how it relates to positive psychology.

EOM Q2.1.3
The _____ theory of personality claims that you are who you are because of your early upbringing.
A. Psychoanalytic
B. Behaviorist
C. Humanistic
D. Biological
Consider This: This school of thought emphasized the importance of childhood experiences and internal conflicts in shaping personality. 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Skill: Understand
Difficulty: Easy
Objective: 2.1 Describe the concept of soft determinism and how it relates to positive psychology.

QUIZ: Proactivity

EOM Q2.2.1
Students who take responsibility for their performance if they fail a test have a(n) _____ locus of control, while students who blame the teacher if they do poorly have a(n) _____ locus of control.
A. internal; external
B. pessimistic, optimistic
C. external; internal
D. reactive; proactive
Consider This: Locus of control varies along a continuum; can you recall what the endpoints of that continuum are? 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Skill: Remember
Difficulty: Moderate
Objective: 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.

EOM Q2.2.2
Proactivity is a characteristic typical of _____ individuals.
A. effective
B. ineffective
C. irresponsible
D. pessimistic
Consider This: Being proactive means exercising freedom of choice. 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Skill: Analyze
Difficulty: Difficult

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Objective: 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.

EOM Q2.2.3
In order to increase proactivity, you need to focus on your _____.
A. thoughts, language, and actions
B. values, morals, and behaviors
C. friends, family, and social media postings
D. do's, don'ts, and manners
Consider This: These elements form the basis for most human activities, proactive or otherwise. 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Skill: Understand
Difficulty: Moderate
Objective: 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.

QUIZ: Self-Efficacy

EOM Q2.3.1
The Self-Efficacy model is derived from which learning theory?
A. observational learning or modeling
B. operant conditioning
C. classical conditioning
D. locus of control
Consider This: Albert Bandura formulated Social Cognitive theory based on this approach to learning; Self-Efficacy is an outgrowth of that general approach. 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Skill: Remember
Difficulty: Moderate
Objective: 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.

EOM Q2.3.2
If you want to enhance your personal level of self-efficacy it would be useful to _____.
A. watch others who are successful and study how they behave
B. recall failure experiences you have had in vivid detail
C. learn how to manipulate people
D. avoid copying the behavior of others to preserve your individuality
Consider This: Self-efficacy is an outgrowth of observational learning theory. 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Skill: Apply
Difficulty: Moderate
Objective: 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.

EOM Q2.3.3
High levels of self-efficacy _____.
A. play a protective role in physical and psychological health
B. are not compatible with proactivity
C. are associated with an external locus of control
D. require that you never study nor copy the successful behaviors of others.
Consider This: Being self-efficacious sounds like it should be a really good thing. 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.
Skill: Analyze
Difficulty: Difficult

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Objective: 2.3 Define the concept of self-efficacy and list some of the ways it can be increased.

QUIZ: Dealing with Irrational Self-Talk

EOM Q2.4.1
Irrational self-talk typically involves statements that _____ and statements that involve _____.
A. catastrophize; absolutes
B. are proactive; reactivity
C. disparage; judgments
D. are dishonest; wishful thinking
Consider This: Irrationality implies a distorted view of one's situation or circumstances. 2.4 Identify strategies for identifying and replacing irrational beliefs.
Skill: Remember
Difficulty: Moderate
Objective: 2.4 Identify strategies for identifying and replacing irrational beliefs.

EOM Q2.4.2
A potent, healthy strategy for defusing irrational thoughts involves _____.
A. cognitive restructuring
B. denial and suppression
C. repeating positive affirmations to yourself
D. exploring correlations
Consider This: Active, positive approaches sound better than passive, negative ones. 2.4 Identify strategies for identifying and replacing irrational beliefs.
Skill: Understand
Difficulty: Moderate
Objective: 2.4 Identify strategies for identifying and replacing irrational beliefs.

EOM Q2.4.3
Correlation _____.
A. does not necessarily equal causation
B. is always spurious
C. does not exist in the real world
D. is proof of causation
Consider This: There is a reason why correlation is called "co-relation" rather than some other term. 2.4 Identify strategies for identifying and replacing irrational beliefs.
Skill: Remember
Difficulty: Easy
Objective: 2.4 Identify strategies for identifying and replacing irrational beliefs.

QUIZ: Keys to Effectiveness: The Power of Positive Thinking

EOM Q2.5.1
Defensive pessimists need to _____ and _____ in order to perform their best.
A. worry; plan
B. whine; complain
C. calm down; detach
D. sleep; exercise
Consider This: Think about how a pessimistic person might anticipate and defend against threats to the self. 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Skill: Remember
Difficulty: Easy

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Objective: 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.

EOM Q2.5.2
The belief that the future will most likely be better than the past or the present is referred to as _____.
A. the optimism bias
B. defensive pessimism
C. the negativity bias
D. proactivity
Consider This: Every cloud has a silver lining; remember, the sun will come out tomorrow. 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Skill: Remember
Difficulty: Easy
Objective: 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.

EOM Q2.5.3
The Ehrenreich Error confuses _____ reality with _____ reality.
A. reflexive; non-reflexive
B. objective; subjective
C. internal; external
D. optimistic; pessimistic
Consider This: Recall the different versions of reality that a person might focus on. 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Skill: Remember
Difficulty: Difficult
Objective: 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.

CHAPTER QUIZ: Making Positive Choices

EOC Q2.1
The combination of an internal locus of control and proactivity can produce a high level of _____.
A. self-efficacy
B. reactivity
C. irrational self-talk
D. defensive pessimism
Consider This: Both proactivity and an internal locus of control sound like helpful attributes that should contribute to beneficial outcomes. 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.
Skill: Understand
Difficulty: Easy
Objective: 2.2 Explain the ways in which the paradigm of proactivity guides the behavior of effective individuals.

EOC Q2.2
Deterministic theories hold that _____.
A. heredity is vitally important
B. if you are determined, you will succeed
C. free will is an illusion
D. our choices determine everything
Consider This: What aspect of the human species would be deterministic, affording an individual little control over it? 2.1 Describe the concept of soft determinism and how it relates to positive psychology.
Skill: Remember
Difficulty: Difficult

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Objective: 2.1 Describe the concept of soft determinism and how it relates to positive psychology.

EOC Q2.3
Spurious correlations are often perceived because we unconsciously use _____ to reinforce our pre-conceived beliefs or stereotypes.
A. selective attention
B. irrational self-talk
C. proactivity
D. cognitive restructuring
Consider This: Seeing what you want to see can lead you to conclude what you want to conclude. 2.4 Identify strategies for identifying and replacing irrational beliefs.
Skill: Understand
Difficulty: Moderate
Objective: 2.4 Identify strategies for identifying and replacing irrational beliefs.

EOC Q2.4
Optimism is an explanatory style which uses attributions that are _____.
A. external, temporary, and specific
B. internal, permanent, and global
C. realistic, rational, and permanent
D. unrealistic, irrational, and temporary
Consider This: The attributions we make for an event can shape our expectations about that event. 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Skill: Remember
Difficulty: Moderate
Objective: 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.

EOC Q2.5
A reliable relationship between variables is termed _____.
A. a correlation
B. a prediction error
C. locus of control
D. self-efficacy
Consider This: A reliable relationship between variables means that they co-occur in some predictable fashion. 2.4 Identify strategies for identifying and replacing irrational beliefs.
Skill: Remember
Difficulty: Easy
Objective: 2.4 Identify strategies for identifying and replacing irrational beliefs.

EOC Q2.6
The four traits manifested by happy people include: (1) extroversion; (2) healthy self-esteem; (3) an internal locus of control and (4) _____.
A. optimism
B. pessimism
C. learned helplessness
D. reactivity
Consider This: Think about traits that are likely to contribute to happiness. 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Skill: Remember
Difficulty: Easy
Objective: 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.

EOC Q2.7
Luck is a function of _____.

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A. optimism plus certain personality characteristics
B. pessimistic mindset
C. random chance
D. inheriting money from your relatives
Consider This: Luck is not always what you think it is; forces may combine to produce a lucky outcome. 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Skill: Understand
Difficulty: Moderate
Objective: 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.

EOC Q2.8
The discrepancy between what you expect and what can actually happen is called _____.
A. a prediction error
B. a spurious correlation
C. external locus of control
D. learned helplessness
Consider This: Everybody wants to rule the world; but we cannot. What we think should happen or want to have happen is not always what does happen. 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Skill: Remember
Difficulty: Moderate
Objective: 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.

EOC Q2.9
From an evolutionary standpoint, humans are hardwired to be optimistic because _____.
A. it increases our odds of survival
B. defensive pessimism is dangerous
C. ignorance is bliss
D. of neuroplasticity
Consider This: Recall one of the primary tasks that all humans face, according to evolutionary theory. 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Skill: Understand
Difficulty: Easy
Objective: 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.

EOC Q2.10
Optimism and pessimism _____.
A. can co-exist within the same person
B. are mutually exclusive and cannot occur together
C. have been experimentally disproven
D. have no relationship to effectiveness
Consider This: You cannot have yin without yang, black without white, or above without below. 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.
Skill: Remember
Difficulty: Easy
Objective: 2.5 Identify some practical ways to develop an optimistic outlook and lead a more effective life.

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