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Chapter 02 - Behavior Modification

True / False

1. Scientific evidence shows that most people today are maintaining a healthy lifestyle program.
   a. True
   b. False

ANSWER: False
REFERENCES: Introduction
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

2. The food industry spends less money advertising a single food product than the federal government spends promoting MyPlate.
   a. True
   b. False

ANSWER: False
REFERENCES: Environmental Influence on Diet and Nutrition
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Understand

3. Indifference and helplessness underscore a defeatist thought process, i.e., that we have no control over our health.
   a. True
   b. False

ANSWER: True
REFERENCES: Barriers to Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Understand

4. People who believe they have control over what happens to them in life are said to have an external locus of control.
   a. True
   b. False

ANSWER: False
REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: PLFW.HOEG.16.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Understand

5. Motivation comes from within, but is influenced by external factors that control behavior.
   a. True
   b. False

ANSWER: True
REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: PLFW.HOEG.16.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Understand

6. The transtheoretical model of change illustrates change as a gradual process that involves several stages.
   a. True

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b. False

ANSWER: True
REFERENCES: Behavior Change Theories
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Remember

7. The humanistic theory of change states that people tend to share common goals when it comes to personal development.
a. True
b. False

ANSWER: False
REFERENCES: Behavior Change Theories
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Understand

8. In behavior modification, consciousness-raising involves obtaining information about the problem so you can make a better decision about the problem behavior.
a. True
b. False

ANSWER: True
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.
OTHER: Bloom's: Remember

9. When countering, a person will restructure physical surroundings to avoid problem behaviors and decrease temptations.
a. True
b. False

ANSWER: False
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.6 - Explain techniques that will facilitate the process of change.
OTHER: Bloom's: Understand

10. The "A" in SMART goals stands for acceptable goals that are compatible with those of others when a group effort is required.
a. True
b. False

ANSWER: True
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Understand

Multiple Choice

11. Your text describes the environment we live in as "____" when it comes to fitness and wellness.
a. negative
b. positive

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c. neutral
d. toxic
e. controlling

ANSWER: d
REFERENCES: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

12. Street design manuals in the United States recommend ____ on one side of the street only.
a. shoulders
b. curb cuts
c. utility poles
d. sidewalks
e. bicycle lanes

ANSWER: d
REFERENCES: Environmental Influences on Physical Activity
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

13. According to your text, today's modern conveniences have lulled us into overconsumption and:
a. sedentary living.
b. complacency.
c. underachievement.
d. loss of control.
e. self-efficacy.

ANSWER: a
REFERENCES: Environmental Influence on Diet and Nutrition
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

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
e. 9-10

ANSWER: c
REFERENCES: Environmental Influences on Physical Activity
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

15. Streets typically are rated by traffic engineers according to their:
a. length and width.
b. walkability.

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c. type of surface.
d. degree of use.
e. level of service.

ANSWER: e
REFERENCES: Environmental Influences on Physical Activity
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

16. Some communities today use a(n) "____" to rate how useful their streets are for pedestrians and bicyclists.
a. level of service
b. degree of use
c. safety standard
d. walkability score
e. accessibility ranking

ANSWER: d
REFERENCES: Environmental Influences on Physical Activity
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

17. Daily computer e-mailing, surfing the Internet, and conducting online transactions have been shown to decrease energy expenditure by _____ calories.
a. 10 to 50
b. nearly 100
c. 50 to 300
d. 300 to 500
e. 500 or more

ANSWER: c
REFERENCES: Environmental Influences on Physical Activity
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Understand

18. At restaurants, people are more likely to base their food choices on:
a. taste, convenience, and cost.
b. portion size and drink refills.
c. the ratio of meat to vegetables.
d. their diet plans.
e. coupons and daily specials.

ANSWER: a
REFERENCES: Environmental Influence on Diet and Nutrition
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Apply

19. The largest nucleus of the basal ganglia, known as the ____, plays a key role in habit formation.
a. trigger
b. midbrain

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c. striatum
d. nuclei
e. forebrain

ANSWER: c
REFERENCES: Your Brain and Your Habits
LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Remember

20. What "barrier to change" best applies to tanners who focus on the short-term attractiveness of bronze skin and disregard the long-term risk of skin cancer?
a. procrastination
b. gratification
c. preconditioned cultural belief
d. rationalization
e. indifference

ANSWER: b
REFERENCES: Barriers to Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Apply

21. "I'll deal with the consequences later" is an expression that best illustrates the _____ "barrier to change."
a. illusion of invincibility
b. indifference
c. rationalization
d. risk complacency
e. lack of core values

ANSWER: d
REFERENCES: Barriers to Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Apply

22. Feeling overwhelmed by all the changes needed to live a healthy lifestyle best applies to the _____ "barrier to change."
a. complexity
b. gratification
c. procrastination
d. rationalization
e. lack of core values

ANSWER: a
REFERENCES: Barriers to Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Apply

23. The belief in one's own ability to perform a given task is known as:
a. self-motivation.

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b. self-efficacy.
c. self-regard.
d. self-esteem.
e. self-starting.

ANSWER: b
REFERENCES: Self-Efficacy
LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Remember

24. The least significant source of self-efficacy beliefs are ____ that people experience when facing a challenge.
a. social norms
b. illusions of invincibility
c. feelings of helplessness
d. past performances
e. physiological cues

ANSWER: e
REFERENCES: Self-Efficacy
LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Apply

25. What is the drive that dictates human behavior by providing direction, energy, and persistence?
a. gratification
b. self-efficacy
c. motivation
d. self-confidence
e. willpower

ANSWER: c
REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: PLFW.HOEG.16.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Remember

26. People with an internal locus of control have a(n):
a. higher risk for illness.
b. urge to control the behavior of others.
c. easier time adhering to a wellness program.
d. inclination to say things happen by chance.
e. greater sense of vulnerability.

ANSWER: c
REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: PLFW.HOEG.16.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Apply

27. People with an external locus of control believe that:
a. they are at less risk for illness.

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b. they can control the behavior others.
c. they can easily adhere to a wellness program.
d. things happen to them by chance, despite their behavior.
e. their behavior helps them maintain control.

ANSWER: d
REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: PLFW.HOEG.16.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Apply

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 goals.
e. recognize your limitations and do the best you can.

ANSWER: a
REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: PLFW.HOEG.16.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Apply

29. Problems of confidence, as an impediment to quit smoking, surface when people do **not**:
a. have the skills to quit smoking.
b. believe they can quit smoking.
c. believe smoking is that harmful.
d. know the benefits of not smoking.
e. care if they can quit smoking.

ANSWER: b
REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: PLFW.HOEG.16.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Apply

30. Problems of motivation, as an impediment to quit smoking, surface when people do **not**:
a. have the skills to quit smoking.
b. believe they can quit smoking.
c. believe quitting is that important.
d. have the time to quit smoking.
e. have the external support to quit smoking.

ANSWER: c
REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: PLFW.HOEG.16.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Apply

31. What simple statement applies to the two-stage change model of unhealthy behavior and healthy behavior?
a. Change is good for the soul.

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b. Fish or cut bait.
c. The joy of living beats the fear of dying.
d. You only live once.
e. Either you do it or you don't.

ANSWER: e
REFERENCES: Changing Behavior
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

32. Critical in the transition from the precontemplation stage to the contemplation stage of the transtheoretical model is for people to:
a. begin an exercise program.
b. control the environment.
c. recognize the importance of self-responsibility.
d. set goals to change behavior.
e. experiment with a new behavior.

ANSWER: c
REFERENCES: Behavior Change Theories
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

33. In the preparation stage of the transtheoretical model, people are:
a. planning to change a behavior within six months.
b. wondering whether a change is possible.
c. weighing the pros and cons of a change.
d. following the guidelines of a new behavior.
e. taking initial steps for change.

ANSWER: e
REFERENCES: Behavior Change Theories
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

34. The action stage of the transtheoretical model requires:
a. the greatest commitment of time and energy.
b. the realization that a relapse is inevitable.
c. an immediate transition to the termination or adoption stage.
d. more education about the problem behavior.
e. a temporary regression to a previous stage.

ANSWER: a
REFERENCES: Behavior Change Theories
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

35. During the ____ stage of the transtheoretical model, people continue the new behavior for up to five years.
a. adoption

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b. process
c. maintenance
d. termination
e. action

ANSWER: c
REFERENCES: Behavior Change Theories
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

36. In the transtheoretical model, a relapse:
a. means the change has failed.
b. frequently occurs during the precontemplation stage.
c. occurs during the action or maintenance stage.
d. may occur at any level of the model.
e. tends to happen without warning.

ANSWER: d
REFERENCES: Behavior Change Theories
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

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
e. termination

ANSWER: a
REFERENCES: Behavior Change Theories
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

38. John has maintained a healthy body weight by exercising regularly and eating right for more than five years. He is considered to be in the _____ stage of the transtheoretical model.
a. success
b. action
c. maintenance
d. adoption
e. non-relapse

ANSWER: d
REFERENCES: Behavior Change Theories
LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

39. A common technique of ____ is referred to as "urge surfing," which directs the person to notice the urge, pay attention

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to the way the urge feels as it builds, and then simply continue noticing it as the urge subsides.

a. self-analysis
b. mindfulness
c. behavior analysis
d. commitment
e. self-reevaluation

ANSWER: b
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.6 - Explain techniques that will facilitate the process of change.
OTHER: Bloom's: Apply

40. As a process of change, ____ involves obtaining information about the problem so you can make a better decision about the problem behavior.

a. social liberation
b. consciousness-raising
c. self-analysis
d. behavior analysis
e. commitment

ANSWER: b
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

41. Non-smoking areas, policy interventions, and advocacy groups are examples of:

a. dramatic release.
b. positive outlook.
c. self-analysis.
d. social liberation.
e. consciousness-raising.

ANSWER: d
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

42. What process of change applies to a woman who quits smoking after seeing an aunt die of lung cancer?

a. emotional arousal
b. commitment
c. self-analysis
d. behavior-analysis
e. consciousness-raising

ANSWER: a
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

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43. When you write down a(n) ____, it becomes "real" and a contract with yourself.
    a. action
    b. emotion
    c. goal
    d. urge
    e. change

ANSWER: c
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.8 - Be able to write specific objectives for behavioral change.
OTHER: Bloom's: Understand

44. As a process of change, having a(n) ____ means taking an optimistic approach from the beginning and believing in yourself.
    a. self-analysis
    b. advantage
    c. emotional urge
    d. commitment
    e. positive outlook

ANSWER: e
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

45. Commitment as a process of change is best defined as:
    a. becoming cognizant of a need for change.
    b. researching and defining the behavior problem.
    c. recognizing the urge to change an unhealthy behavior.
    d. accepting the responsibility to change.
    e. analyzing the pros and cons of a certain behavior.

ANSWER: d
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

46. What process of change involves substituting healthy behaviors for a problem behavior?
    a. countering
    b. behavior analysis
    c. social liberation
    d. self-analysis
    e. mindfulness

ANSWER: a
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.
OTHER: Bloom's: Remember

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47. What process of change involves surrounding yourself with people who will work toward a common goal with you or who care about you and will encourage you along the way?

a. social liberation
b. helping relationships
c. countering
d. environmental control
e. monitoring

ANSWER: b
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.
OTHER: Bloom's: Understand

48. Tracking your daily food consumption and identifying sources of excessive calories and fat in the diet is an example of:

a. commitment.
b. monitoring.
c. countering.
d. environment control.
e. willpower.

ANSWER: b
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

49. Studies shows that individuals who log daily caloric intake ____ as those who don't.

a. consume half as many calories
b. lose half as much weight
c. lose twice as much weight
d. eat less than half as much
e. exercise twice as much

ANSWER: c
REFERENCES: The Process of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.6 - Explain techniques that will facilitate the process of change.
OTHER: Bloom's: Remember

50. Once you have identified and written down a specific goal, write ____ that will help you reach that goal.

a. the specific actions
b. a general outline
c. a commitment plan
d. a countering guide
e. the behavior rationales

ANSWER: a
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Understand

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51. The “R” in SMART goals stands for:
    a. realistic.
    b. rational.
    c. rewarding.
    d. reasonable.
    e. registered.

ANSWER: a
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom’s: Remember

52. Whenever possible, goals and objectives should be:
    a. immeasurable.
    b. measurable.
    c. unwritten.
    d. cataloged.
    e. short-term.

ANSWER: b
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom’s: Understand

53. The time-specific component of SMART goals refers to having a specific:
    a. log created for monitoring.
    b. time set for reevaluation
    c. date set for completion.
    d. day set for rest and/or reward.
    e. date set for beginning.

ANSWER: c
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom’s: Understand

54. If you are failing to meet a goal, make a list with two columns: ____ behaviors and ____ behaviors.
    a. selfish; caring
    b. mindless; mindful
    c. emotional; rational
    d. helpful; damaging
    e. unavoidable; avoidable

ANSWER: d
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom’s: Remember

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55. If your goal is unreachable, despite your full commitment and best efforts, you should:
    a. consult a professional.
    b. start over after a few days of rest.
    c. set lower standards.
    d. rewrite the SMART guidelines.
    e. reassess the goal.

ANSWER: e
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Understand

56. SMART goals refer to those that are best described as:
    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 time-specific.
    e. behavior guidelines set by the National Weight Control Registry.

ANSWER: c
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Remember

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% body fat in 20 weeks."
    b. "I will reduce my body fat to 20% body fat in 2 weeks."
    c. "I will reduce my body fat to 20% body fat through exercising."
    d. "I will reduce my body fat to 20% body fat through eating right."

ANSWER: a
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Apply

58. "I will reduce my body fat to 20% body fat in 2 weeks" is best described as a goal that is:
    a. too specific.
    b. immeasurable.
    c. unrealistic.
    d. time-specific.
    e. admirable.

ANSWER: c
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Apply

59. "I will reduce my body fat to 20% body fat through exercising" is best described as a goal that is **not**:
    a. acceptable.

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b. measurable.
c. reasonable.
d. time-specific.
e. helpful.

ANSWER: d
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Apply

60. When asking yourself whether you have the time, commitment, and necessary skills to accomplish a goal, you are considering whether the goal is:
a. time-specific.
b. measurable.
c. acceptable.
d. realistic.
e. helpful.

ANSWER: c
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Apply

61. When writing goals, state exactly and in a positive manner what you would like to:
a. avoid.
b. win.
c. lose.
d. accomplish.
e. see.

ANSWER: d
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.8 - Be able to write specific objectives for behavioral change.
OTHER: Bloom's: Understand

62. "Monitor body weight before breakfast every morning" is best described as a:
a. long-term goal.
b. short-term goal.
c. specific action.
d. specific goal.
e. measurable action.

ANSWER: c
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.8 - Be able to write specific objectives for behavioral change.
OTHER: Bloom's: Apply

63. ____ goals set you up for failure, discouragement, and loss of interest.
a. Challenging

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b. Time-specific
c. Unattainable
d. Damaging
e. Unrewarding

ANSWER: c
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.8 - Be able to write specific objectives for behavioral change.
OTHER: Bloom's: Understand

64. An example of a measurable objective is:
a. "I will eat healthier starting tomorrow."
b. "I will lose weight in five months."
c. "I will go to bed earlier every day."
d. "I will go to bed at 10 p.m. every day."
e. "I will eat breakfast more often."

ANSWER: d
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.8 - Be able to write specific objectives for behavioral change.
OTHER: Bloom's: Apply

65. April's long-term goal is to attain her recommended body weight by losing 50 pounds. Which objective is most likely to help April reach her long-term goal?
a. Lose 5 pounds in one week.
b. Lose 1 pound per week.
c. Lose 25 pounds in two months.
d. Lose 10 pounds in two weeks.
e. Lose 1 pound per day.

ANSWER: b
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.8 - Be able to write specific objectives for behavioral change.
OTHER: Bloom's: Analyze

Subjective Short Answer

66. Briefly summarize the components of our environment that influences our behavior.
ANSWER: Answers may vary. This environment includes families, friends, peers, homes, schools, workplaces, television, radio, and movies, as well as our communities, country, and culture in general.
REFERENCES: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Apply

67. Who profits most from "value marketing"?
ANSWER: Answers may vary. Many of us consider cost ahead of nutrition when we choose foods. Restaurants and grocery stores often appeal to this sense of thrift by using "value marketing," meaning that they offer us a larger portion for only a small price increase. Customers think

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they are getting a bargain, and the food providers turn a better profit because the cost of additional food is small compared with the cost of marketing, production, and labor.

REFERENCES: Environmental Influence on Diet and Nutrition

LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.

OTHER: Bloom's: Analyze

68. What is the "barrier to change" known as rationalization and what are some ways to overcome it?

ANSWER: Answers may vary. Even though people are not practicing healthy behaviors, they rationalize by telling themselves that they do get sufficient exercise, that their diet is fine, that they have good, solid relationships, or that they don't smoke/drink/get high enough to affect their health.
Tips to initiate change: Learn to recognize when you're glossing over or minimizing a problem. You'll need to face the fact that you have a problem before you can commit to change. Your health and your life are at stake. Monitoring lifestyle habits through daily logs and then analyzing the results can help you change self-defeating behaviors.

REFERENCES: Barriers to Change

LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.

OTHER: Bloom's: Apply

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. Who is more likely to initiate and adhere to a wellness program?

ANSWER: John has an internal locus of control, meaning he believes he has control over events in his life, and is more likely to initiate and adhere to a wellness program than Jane. She has an external locus of control, meaning she believes what will happen to her is inevitable despite her behavior. 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).

REFERENCES: Motivation and Locus of Control

LEARNING OBJECTIVES: PLFW.HOEG.16.2.3 - Explain the concepts of motivation and locus of control.

OTHER: Bloom's: Analyze

70. What is the social cognitive theory of behavior change?

ANSWER: In social cognitive theory, behavior change is influenced by the environment, self-efficacy, and characteristics of the behavior itself. You can increase self-efficacy by educating yourself about the behavior, developing the skills to master the behavior, performing smaller mastery experiences successfully, and receiving verbal reinforcement and vicarious experiences.

REFERENCES: Behavior Change Theories

LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.

OTHER: Bloom's: Apply

71. What are "traffic-calming" strategies and how do they promote physical activity? List two examples.

ANSWER: Answers may vary. One measure that encourages activity is the use of "traffic-calming" strategies: intentionally slowing traffic to make the pedestrian's role easier. These strategies were developed and are widely used in Europe. Examples include narrower streets, rougher pavement (cobblestone), pedestrian islands, and raised crosswalks.

REFERENCES: Environmental Influences on Physical Activity

LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.

OTHER: Bloom's: Apply

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72. From a nutrition standpoint, how do meals served at restaurants and fast-food outlets compare with home-cooked meals?

ANSWER: Compared with home-cooked meals, restaurant and fast-food meals are higher in calories, fat, saturated fat, and sodium and lower in vitamins, minerals, and fiber. Today, the average restaurant meal contains more than half of an entire day's caloric and fat allowance and a day and a half's worth of the recommended amount of sodium.

REFERENCES: Environmental Influence on Diet and Nutrition

LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.

OTHER: Bloom's: Analyze

73. What are the primary sources of self-efficacy? Briefly explain why.

ANSWER: The best contributors to self-efficacy are mastery experiences, or personal experiences that one has had with successes and failures. Successful past performances greatly enhance self-efficacy: "Nothing breeds success like success." Failures, on the other hand, can undermine confidence, in particular if they occur before a sense of efficacy is established.

REFERENCES: Self-Efficacy

LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.

OTHER: Bloom's: Analyze

74. Why should a SMART goal for behavior change be realistic? Use an example.

ANSWER: Answers may vary. A SMART goal should be realistic, or within reach. For example, if you currently weigh 190 pounds and your target weight is 140 pounds, setting a goal to lose 50 pounds in a month would be unsound, if not impossible. Such a goal does not allow you to implement adequate behavior modification techniques or ensure weight maintenance at the target weight. Unattainable goals only set you up for failure, discouragement, and loss of interest.

REFERENCES: Behavior Change Theories

LEARNING OBJECTIVES: PLFW.HOEG.16.2.7 - Describe the role of SMART goal setting in the process of change.

OTHER: Bloom's: Apply

75. What five general categories of behavior are addressed in the process of willful change?

ANSWER: The five general categories of behaviors addressed in the process of willful change are:

1. Stopping a negative behavior
2. Preventing relapse to a negative behavior
3. Developing a positive behavior
4. Strengthening a positive behavior
5. Maintaining a positive behavior

REFERENCES: Changing Behavior

LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.

OTHER: Bloom's: Remember

Essay

76. Discuss the goals and motivations of people who ascribe to the humanistic theory of change. Include an explanation of self-actualization.

ANSWER: Answers may vary. Humanists believe in the basic goodness of humanity and respect for mankind. At the core of the theory is the belief that people are unique in the development of personal goals—with the ultimate goal being self-actualization. Self-actualized people are

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independent, are creative, set their own goals, and accept themselves. Humanists also propose that people are motivated by a hierarchy of needs that include approval, recognition, achievement, and the fulfillment of each person's potential. In this hierarchy, each need requires fulfillment before the next need becomes relevant. The present is the most important time for any person rather than the past or the future. For instance, a person will not exercise unless he or she has had something to eat within a reasonable amount of time. Similarly, a person who uses cigarette smoking to maintain weight will not give up smoking unless proper weight management is accomplished by other means (healthy eating habits and increased physical activity). The challenge, then, is to identify basic needs at the core of the hierarchy (acceptance, independence, recognition) before other healthy behaviors (exercise, stress management, altruism) are considered.

REFERENCES: Behavior Change Theories

LEARNING OBJECTIVES: PLFW.HOEG.16.2.4 - Identify the stages of change.

OTHER: Bloom's: Analyze

77. Using examples, discuss the purpose of self-reevaluation as a process of change.

ANSWER: Answers may vary. 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. For example, you may decide that strength training will help you get stronger and tone up, but implementing this change will require you to stop watching an hour of TV three times per week. If you presently have a weight problem and are unable to lift certain objects around the house, you may feel good about weight loss and enhanced physical capacity as a result of a strength-training program. You also might visualize what it would be like if you were successful at changing.

REFERENCES: The Process of Change

LEARNING OBJECTIVES: PLFW.HOEG.16.2.6 - Explain techniques that will facilitate the process of change.

OTHER: Bloom's: Analyze

78. Explain why "Rewards" should be included as a process of change.

ANSWER: Responses may vary. 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. If you have successfully cut down your caloric intake during the week, reward yourself by going to a movie or buying a new pair of shoes. Do not reinforce yourself with destructive behaviors such as eating a high-fat/calorie-dense dinner. If you fail to change a desired behavior (or to implement a new one), you may want to put off buying those new shoes you had planned for that week. When a positive behavior becomes habitual, give yourself an even better reward. Treat yourself to a weekend away from home or buy a new bicycle.

REFERENCES: Behavior Change Theories

LEARNING OBJECTIVES: PLFW.HOEG.16.2.5 - Describe the processes of change.

OTHER: Bloom's: Analyze

79. Discuss the function of the brain's prefrontal cortex in the context of behavior and goals. Provide an example of the prefrontal context at work.

ANSWER: Answers may vary. The prefrontal cortex is responsible for reminding us of who we are and of our long-term goals. The prefrontal cortex is also responsible for personality expression; social behavior; and complex thought processing, such as predicting likely outcomes based on prior experience and weighing competing thoughts. When you find yourself getting out of bed in the morning to go to work or stopping yourself from checking a new text message because you are driving, you are experiencing your prefrontal cortex at work, placing long-

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term desires ahead of your short-term urges.

REFERENCES: Your Brain and Your Habits

LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.

OTHER: Bloom's: Analyze

80. Describe the role that willpower can play in behavior change and, using an example, discuss when this limited resource is best used and how it can be depleted.

ANSWER: Answers may vary. Understanding the concept of willpower, or self-control, is helpful in the process of behavioral change. Scientists have found that self-restraint against impulses can be built, like a muscle, if built slowly and gradually. Start with something small. If you feel you need to read every text message the moment it arrives, you may try to learn to wait a few minutes and finish the activity you are working on and then read your text message. As you do so, your ability to exert self-control increases. Studies have found that willpower is a limited resource. It is highest in the morning and is depleted as we use it throughout the day, primarily when confronted with difficult challenges and stress. When you are planning to take on a significant task, help yourself be successful by doing it at a time when you can put aside as many other demands and stressors as possible. Studies indicate that willpower reserve can be increased through exercise, balanced nutrition, a good night's sleep, and quality time spent with important people in your life. Willpower, on the other hand, decreases in times of depression, anxiety, anger, and loneliness.

REFERENCES: Your Brain and Your Habits

LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.

OTHER: Bloom's: Analyze

81. Using examples, discuss how modern architecture promotes unhealthy behavior.

ANSWER: Answers may vary. Even modern-day architecture reinforces unhealthy behaviors. Elevators and escalators are often of the finest workmanship and located conveniently. Many of our newest, showiest shopping centers and convention centers don't provide accessible stairwells, so people are all but forced to ride escalators. If they want to walk up the escalator, they can't because the people in front of them obstruct the way. Entrances to buildings provide electric sensors and automatic door openers. Without a second thought, people walk through automatic doors instead of taking the time to push a door open.

REFERENCES: Environmental Influences on Physical Activity

LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.

OTHER: Bloom's: Analyze

82. Discuss the biological brain processes that transform habits from planned to automatic behavior.

ANSWER: Answers may vary. There is a biological explanation for the way habits go from planned to automatic behavior. The area of our brain where habits are formed is known as the basal ganglia, composed of a cluster of nuclei. The basal ganglia are situated where they can communicate with both the forebrain, involved in decision making, and the midbrain, which controls motor movement. The largest nucleus of the basal ganglia, known as the striatum (corpus striatum), plays a key role in habit formation. The striatum is activated by events that are rewarding, exciting, unexpected, and intense, as well as by cues from the environment that are associated with those events. The striatum then memorizes events that are pleasurable and rewarding. For example, most people love cake because its taste is much more pleasurable (immediate reward) than that of a green salad, even though the latter provides better nutrition and is conducive to weight management (long-term gratification).
The neurotransmitter dopamine is abundant in the striatum. Dopamine has many functions in the brain, including cognition, learning, behavior, motivation, and reward and punishment.

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As such, it plays a key role in habit formation. Any activity that links an action to a reward involves dopamine. Following repeated pairings with a reward, the behavior becomes a conditioned response that is now hard-wired in the brain. This behavior is triggered by a familiar environmental cue, upon which the brain automatically responds by performing the habit. As these behaviors become "ingrained" in the brain, we lose awareness as they are carried out. Once we recognize the familiar trigger, we often perform the habit whether it is helpful or detrimental, and therefore often sabotage the desire for willful change.

REFERENCES: Your Brain and Your Habits
LEARNING OBJECTIVES: PLFW.HOEG.16.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Analyze

83. Discuss how watching too much television can lead to or exacerbate a pattern of unhealthy eating.
ANSWER: Answers may vary. Television viewing is more than just a sedentary activity. Think about people's habits before they sit down to watch a favorite show. They turn on the television, then stop by the kitchen for a box of crackers and processed cheese. They return to watch the show, start snacking, and are bombarded with commercials about soft drinks, beer, and unhealthy foods. Viewers are enticed to purchase and eat unhealthy, calorie-dense foods in an unnecessary and mindless "snacking setting." Television viewing has been shown to reduce the number of fruits and vegetables some people consume, most likely because people are eating the unhealthy foods advertised on television. A similar result has been observed in those playing video games. Calorie intake has been found to go up regardless of the individual's hunger cues.
REFERENCES: Environmental Influences on Physical Activity
LEARNING OBJECTIVES: PLFW.HOEG.16.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Analyze

84. If you fail to reach your goal, why not admit defeat rather than reassessing the goal, and reviewing helpful behaviors and damaging behaviors?
ANSWER: Answers may vary. You may find that after you have fully committed and put all your effort into a goal, that goal may be unreachable. If so, reassess the goal. Make a list with two columns: *helpful behaviors* and *damaging behaviors*. Helpful behaviors actually help you reach your goal. Damaging behaviors interfere with your ability to achieve the goal. Work on the damaging behaviors and make the necessary changes to overcome them. Meeting your goal will become easier once you are able to eliminate damaging behaviors.
Recognize that you will face obstacles and you will not always meet your goals. Use your setbacks and learn from them. Rewrite your goal and create a plan that will help you get around self-defeating behaviors in the future. Once you achieve a goal, set a new one to improve upon or maintain what you have achieved. Goals keep you motivated.

REFERENCES: Techniques of Change
LEARNING OBJECTIVES: PLFW.HOEG.16.2.6 - Explain techniques that will facilitate the process of change.
OTHER: Bloom's: Analyze

85. Discuss "point-of-decision-prompts" as an environment control and, using examples, explain how you can deploy them on a personal level to change unhealthy behaviors.
ANSWER: Answers may vary. You can create an environment in which exceptions become the norm, and then the norm can flourish. You may leave yourself reminders or prompts that you are likely to see as you are making healthy choices. Such reminders, also referred to as "point-of-decision-prompts," have been used successfully on a public level. For example, reminders on soda machines that "calories count" encourage consumers to look at the calories listed by

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each soda selection prior to making a choice. You can also place notes to yourself on the refrigerator and pantry to avoid unnecessary snacking. Put baby carrots or sugarless gum where you used to put cigarettes. Post notes around the house to remind you of your exercise time. Leave exercise shoes and clothing by the door so they are visible as you walk into your home. Instead of bringing home cookies for snacks, bring fruit. Put an electric timer on the TV so it will shut off automatically at 7:00 p.m. All of these tactics will be helpful throughout the action, maintenance, and termination/adoption stages.

REFERENCES: The Process of Change

LEARNING OBJECTIVES: PLFW.HOEG.16.2.6 - Explain techniques that will facilitate the process of change.

OTHER: Bloom's: Analyze

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