Lifetime Physical Fitness and Wellness A Personalized Program 14th edition Hoeger Test Bank

SKU: 9781305638020-TEST-BANK

Chapter 02 - Behavior Modification

1. Health experts recommend five to six miles of walking per day.
    a. True
    b. False

ANSWER: True
REFERENCES: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: LPFW.HOEG.17.2.1 - 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: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: LPFW.HOEG.17.2.1 - 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: LPFW.HOEG.17.2.2 - 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: LPFW.HOEG.17.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Understand

5. Habits can be changed by deliberate choice.
    a. True
    b. False

ANSWER: True
REFERENCES: Your Brain and Your Habits
LEARNING OBJECTIVES: LPFW.HOEG.17.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Understand

6. The social cognitive theory of change illustrates change as a gradual process that involves several stages.
    a. True
    b. False

ANSWER: False

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REFERENCES: Changing Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.5 - Describe the processes of change.
OTHER: Bloom's: Remember

7. Precontemplation is the first stage in the process of willful change.
   a. True
   b. False
ANSWER: True
REFERENCES: Changing Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.4 - Identify the stages of change.
OTHER: Bloom's: Remember

8. As a process of change, social liberation means accepting the responsibility to change and believing in your ability to do so.
   a. True
   b. False
ANSWER: False
REFERENCES: The Process of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.5 - Describe the processes of change.
OTHER: Bloom's: Remember

9. Countering involves restructuring physical surroundings to avoid problem behaviors and decrease temptations.
   a. True
   b. False
ANSWER: False
REFERENCES: The Process of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.6 - 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: LPFW.HOEG.17.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Understand

11. 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

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REFERENCES: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: LPFW.HOEG.17.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

12. 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: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: LPFW.HOEG.17.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

13. Streets typically are rated by traffic engineers according to their ____.
    a. length and width
    b. walkability
    c. type of surface
    d. degree of use
    e. level of service

ANSWER: e
REFERENCES: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: LPFW.HOEG.17.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

14. Some communities 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: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: LPFW.HOEG.17.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Remember

15. At restaurants, people are most 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

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REFERENCES: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: LPFW.HOEG.17.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Apply

16. The largest nucleus of the brain's basal ganglia, known as the ____, plays a key role in habit formation.
    a. trigger
    b. midbrain
    c. striatum
    d. nuclei
    e. forebrain

ANSWER: c
REFERENCES: Your Brain and Your Habits
LEARNING OBJECTIVES: LPFW.HOEG.17.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Remember

17. 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: LPFW.HOEG.17.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Apply

18. Feeling overwhelmed by all the changes needed to live a healthy lifestyle is most characteristic of which "barrier to change"?
    a. complexity
    b. gratification
    c. procrastination
    d. rationalization
    e. lack of core values

ANSWER: a
REFERENCES: Barriers to Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Apply

19. The belief in one's own ability to perform a given task is known as ____.
    a. self-motivation
    b. self-efficacy
    c. self-regard
    d. self-esteem
    e. self-starting

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ANSWER: b
REFERENCES: Self-Efficacy
LEARNING OBJECTIVES: LPFW.HOEG.17.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Remember

20. Which term refers to 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: LPFW.HOEG.17.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Remember

21. 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: LPFW.HOEG.17.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Apply

22. People with an external locus of control believe that ____.
    a. they are at less risk for illness
    b. they can control the behavior of 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: LPFW.HOEG.17.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Apply

23. Problems of confidence, as an impediment to quitting smoking, surface when people ____.
    a. lack the skills to quit smoking
    b. do not believe they can quit smoking
    c. deny that smoking is harmful
    d. fail to grasp the benefits of not smoking
    e. lack the motivation to quit smoking

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ANSWER: b
REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: LPFW.HOEG.17.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Apply

24. Which statement applies to the simplest model of change, the two-stage change model of unhealthy behavior and healthy behavior?
a. Change is good for the soul.
b. Mind triumphs over matter.
c. The joy of living beats the fear of dying.
d. Whatever floats your boat!.
e. Either you do it or you don't.

ANSWER: e
REFERENCES: Changing Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

25. In the preparation stage of the transtheoretical model of change, 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 for a new behavior
e. taking initial steps for change

ANSWER: e
REFERENCES: Changing Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

26. The action stage of the transtheoretical model of change 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: Changing Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

27. 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 of change.
a. precontemplation
b. contemplation
c. preparation
d. maintenance

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e. termination

ANSWER: a
REFERENCES: Changing Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.4 - Identify the stages of change.
OTHER: LPFW.HOEG.17.2.4

28. Carolyn has maintained a healthy body weight by exercising regularly and eating right for more than five years. She is considered to be in the _____ stage of the transtheoretical model of change.

a. success
b. action
c. maintenance
d. adoption
e. non-relapse

ANSWER: d
REFERENCES: Changing Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.4 - Identify the stages of change.
OTHER: Bloom's: Apply

29. "Urge surfing," which directs you to notice the urge, pay attention to how the urge feels as it builds, and continue to notice the urge as it subsides, is characteristic of which process of change?

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

ANSWER: b
REFERENCES: The Process of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.6 - Explain techniques that will facilitate the process of change.
OTHER: Bloom's: Apply

30. 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: LPFW.HOEG.17.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

31. Non-smoking areas, policy interventions, and advocacy groups are examples of ____.

a. dramatic release
b. positive outlook

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c. self-analysis
d. social liberation
e. consciousness-raising

ANSWER: d
REFERENCES: The Process of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

32. Which 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: LPFW.HOEG.17.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

33. When you write down your ____, and preferably share them with others, you are signing a behavioral contract for change.
a. actions
b. emotions
c. goals
d. urges
e. faults

ANSWER: c
REFERENCES: The Process of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.8 - Be able to write specific objectives for behavioral change.
OTHER: Bloom's: Understand

34. 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: LPFW.HOEG.17.2.5 - Describe the processes of change.
OTHER: Bloom's: Apply

35. Which 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

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b. helping relationships
c. countering
d. environmental control
e. monitoring

ANSWER: b
REFERENCES: The Process of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.5 - Describe the processes of change.
OTHER: Bloom's: Understand

36. Tracking your daily food consumption—and thus 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: LPFW.HOEG.17.2.6 - Explain techniques that will facilitate the process of change.
OTHER: Bloom's: Apply

37. Once you have identified and written down a specific goal, you should 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 rationales

ANSWER: a
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Understand

38. 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: LPFW.HOEG.17.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Remember

39. Whenever possible, goals and objectives should be ____.

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a. immeasurable
b. measurable
c. unwritten
d. cataloged
e. short-term

ANSWER: b
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Understand

40. 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: LPFW.HOEG.17.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Understand

41. 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: LPFW.HOEG.17.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Understand

42. Which goal 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: LPFW.HOEG.17.2.7 - Describe the role of SMART goal setting in the process of change.
OTHER: Bloom's: Apply

43. A belief in the basic goodness of humanity and respect for mankind are the core beliefs of which theory of behavior change?

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a. social cognitive theory
b. relapse prevention model
c. humanistic theory
d. transtheoretical model
e. problem-solving model

ANSWER: c
REFERENCES: Changing Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.4 - Identify the stages of change.
OTHER: Bloom's: Remember

44. Which theory holds that behavior change is influenced by the environment, self-efficacy, and characteristics of the behavior itself?

a. social cognitive theory
b. relapse prevention model
c. humanistic theory
d. transtheoretical model
e. problem-solving model

ANSWER: a
REFERENCES: Changing Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.4 - Identify the stages of change.
OTHER: Bloom's: Remember

45. In the context of SMART goals, "monitor body weight before breakfast every morning" is best described as a ____.

a. rewarding behavior
b. short-term goal
c. specific action
d. realistic step
e. time-specific goal

ANSWER: c
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.8 - Be able to write specific objectives for behavioral change.
OTHER: Bloom's: Understand

46. Goals that are ____ set you up for failure, discouragement, and loss of interest.

a. challenging
b. time specific
c. unattainable
d. measurable
e. unrewarding

ANSWER: c
REFERENCES: Techniques of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.8 - Be able to write specific objectives for behavioral change.
OTHER: Bloom's: Understand

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47. Restaurant food is often ____.
    a. healthier than we imagine
    b. served in dimly lit settings
    c. less tasty than we think
    d. less healthy than we think
    e. served in small portions

ANSWER: d
REFERENCES: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: LPFW.HOEG.17.2.1 2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Understand

48. Nothing adds more sugar to the American diet than ____.
    a. cakes and cookies
    b. soft drinks
    c. dairy products
    d. appetizers
    e. sweet tea

ANSWER: b
REFERENCES: Living in a Toxic Health and Fitness Environment
LEARNING OBJECTIVES: LPFW.HOEG.17.2.1 2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Understand.

49. In adopting a new habit, ____ is critical.
    a. understanding
    b. acceptance
    c. exercise
    d. repetition
    e. preparation

ANSWER: d
REFERENCES: Your Brain and Your Habits
LEARNING OBJECTIVES: LPFW.HOEG.17.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Understand.

50. Researchers have found an actual growth in gray matter in the brain's ____ as individuals build self-control.
    a. basal ganglia
    b. prefrontal cortex
    c. corpus striatum
    d. stem
    e. cerebellum

ANSWER: b
REFERENCES: Willpower
LEARNING OBJECTIVES: LPFW.HOEG.17.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Understand

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Select the key term that is most associated with the description below. Each term is used only once.

a. values
b. lapse
c. relapse prevention model
d. motivation
e. behavior
f. termination stage
g. goals
h. learning theories
i. emotional arousal
j. willpower

REFERENCES: Willpower
Values and Behavior
LEARNING OBJECTIVES: LPFW.HOEG.17.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Apply

51. self-control
ANSWER: j

52. core beliefs and ideals
ANSWER: a

53. what people do
ANSWER: e

Select the key term that is most associated with the description below. Each term is used only once.

a. values
b. lapse
c. relapse prevention model
d. motivation
e. behavior
f. termination stage
g. goals
h. learning theories
i. emotional arousal
j. willpower

REFERENCES: Motivation and Locus of Control
LEARNING OBJECTIVES: LPFW.HOEG.17.2.3 - Explain the concepts of motivation and locus of control.
OTHER: Bloom's: Apply

54. desire to do something
ANSWER: d

Select the key term that is most associated with the description below. Each term is used only once.

a. values
b. lapse

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c. relapse prevention model
d. motivation
e. behavior
f. termination stage
g. goals
h. learning theories
i. emotional arousal
j. willpower

REFERENCES: The Process of Change
Changing Behavior

LEARNING OBJECTIVES: LPFW.HOEG.17.2.5 - Describe the processes of change.

OTHER: Bloom's: Apply

55. dramatic release
ANSWER: i

56. maintain that most behaviors are learned
ANSWER: h

57. motivate change in behavior
ANSWER: g

58. elimination of undesirable behavior
ANSWER: f

59. short-term failure
ANSWER: b

60. advises anticipating high-risk situations and developing action plans
ANSWER: c

61. 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 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: Changing Behavior

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LEARNING OBJECTIVES: LPFW.HOEG.17.2.5 - Describe the processes of change.
OTHER: Bloom's: Analyze

62. Explain why "Rewards" should be included as a process of change.
ANSWER: (Answers 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: The Process of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.6 - Explain techniques that will facilitate the process of change.
OTHER: Bloom's: Analyze

63. 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: Willpower
LEARNING OBJECTIVES: LPFW.HOEG.17.2.2 - Understand obstacles that hinder the ability to change behavior.
OTHER: Bloom's: Analyze

64. 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 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.

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REFERENCES: The Process of Change
LEARNING OBJECTIVES: LPFW.HOEG.17.2.6 - Explain techniques that will facilitate the process of change.
OTHER: Bloom's: Analyze

65. 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: LPFW.HOEG.17.2.1 - Learn the effects of environment on human behavior.
OTHER: Bloom's: Analyze

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