Chapter 6 – Just the section on Flow

26. Motivation
Flow is maximized when you are competing against an opponent

   a. of equal ability
   b. of better ability than yours
   c. of worse ability than yours
   d. of the same gender

27. Motivation
Which of the following is NOT a dimension of flow?

   a. balance of skill and challenge
   b. clear goals
   c. merging of action and awareness
   d. high levels of arousal
   e. loss of self-consciousness
Chapter 11 – Psychological Skills

4. Psychological Skills 4
Which of the following explain(s) why players and coaches often neglect psychological skills training?

   a. lack of knowledge
   b. lack of time
   c. viewing psychological skills as unchangeable
   d. all of the above
   e. a and c

5. Psychological Skills 5
Which of the following is (are) FALSE concerning psychological skills training?

   a. PST is only for problem athletes.
   b. PST is for athletes of various abilities.
   c. PST will not provide quick solutions to problems.
   d. PST has developed a knowledge base using elite athletes.
   e. a and b

11. Psychological Skills11
In conducting research on the mental preparation of Canadian Olympic athletes, Orlick and Partington found that athletes who performed up to their potential

   a. developed competitive plans
   b. received more feedback from coaches
   c. had more extroverted personalities
   d. a and b
   e. a and c

17. Psychological Skills17
When new psychological skills are being learned, how long should they generally be practiced?

   a. 5 days a week, 60 minutes a day
   b. 3 to 5 days a week, 15 to 30 minutes a day
   c. twice a week, 30 minutes a day
   d. 5 days a week, 45 to 60 minutes a day
   e. 3 days a week, 60 minutes a day

20. Psychological Skills20
A baseball player's slump can be caused by what kind(s) of problems?

   a. psychological
   b. biomechanical
   c. physiological
   d. all of the above
   e. a and c
21. Psychological Skills
What is the best way to get information concerning an athlete's psychological strengths and weaknesses?

a. psychological inventories
b. an oral interview
c. an oral interview and psychological inventories
d. projective and objective psychological inventories

28. Psychological Skills
Which of the following is NOT a phase in PST?

a. education phase
b. practice phase
c. intervention phase
d. acquisition phase

38. Psychological Skills
Experts compared to non-experts (from Motor Learning research)

a. anticipated opponents' intentions quicker
b. had shorter "quiet eye" periods
c. are equal in terms of visual function and visual acuity
d. a and c
e. a and b
2. Arousal Regulation 2
A good starting point for increasing awareness of arousal states is to

a. reflect on and discuss your best and worst performances
b. visualize only your best performance
c. develop relaxation skills
d. learn transcendental meditation
e. learn autogenic training

4. Arousal Regulation 4
The two sensations that are emphasized in autogenic training are

a. warmth and cold
b. warmth and heaviness
c. kinesthetic and heaviness
d. warmth and kinesthetic
e. cold and kinesthetic

6. Arousal Regulation 6
The state of mind produced by the relaxation response is similar to that described during

a. imagery
b. peak performance
c. transcendental meditation
d. deep sleep
e. progressive relaxation

7. Arousal Regulation 7
The “most distinguishing” premise (aspect) of stress inoculation training is that it involves:

a. expose the person to increasing amounts of stress, thereby enhancing the person’s immunity to stress
b. teach both somatic and cognitive anxiety skills
c. teach people that stress is predominantly in their minds
d. teach people to appraise stressful situations

8. Arousal Regulation 8
Relaxation (anxiety reduction) techniques are usually classified as

a. cognitive and somatic
b. state and trait
c. sport specific and general
d. cognitive and appraisal
e. somatic and visceral
9. Arousal Regulation
Using an electronic monitoring device that can detect and amplify internal physiological responses (such as HR or sweating) not ordinarily available to us is known as

a. systematic desensitization
b. classical conditioning
c. biological mapping
d. biofeedback
e. biological conditioning

10. Arousal Regulation
Effective breathing occurs from the

a. diaphragm
b. central chest
c. upper chest
d. throat

14. Arousal Regulation
Progressive relaxation was developed by

a. Herbert Benson
b. Ken Ravizza
c. Edmund Jacobson
d. Timothy John Bacon, BPHE, M.A. Ph.D. (ABD), Level 4 Squash Coach, Level 3 Tennis Coach, ping pong expert, Linguistics Guru
e. Daniel Gould

16. Arousal Regulation
Excess anxiety can produce

a. inappropriate muscle tension
b. inappropriate thoughts
c. somatic (physiological) reactions
d. all of the above
e. a and c

17. Arousal Regulation
A good way to increase awareness of psychological states in sport is to

a. monitor and record your psychological states immediately after practice and competition
b. talk to teammates
c. practice relaxation techniques
d. practice cognitive restructuring

19. Arousal Regulation
The matching hypothesis refers to

a. matching athletes with coaches to reduce anxiety levels
b. matching athletes with other athletes of similar anxiety levels
c. matching the type of anxiety management technique to the specific anxiety problem of each athlete
d. matching athletes to the sport that is least anxiety provoking to them
26. Arousal Regulation

Both Ron Smith’s cognitive-affective stress management training and Don Meichenbaum's stress inoculation training are examples of ________ anxiety programs.

a. multimodal  
b. multidisciplinary  
c. multivariate  
d. cognitive appraisal  
e. somatic appraisal

27. Arousal Regulation

The two most widely accepted coping categories are known as

a. problem-focused and cognitive-focused coping  
b. problem-focused and emotion-focused coping  
c. cognitive-focused and somatic-focused coping  
d. emotion-focused and somatic-focused coping  
e. emotion-focused and cognitive-focused coping

29. Arousal Regulation

Which of the following can increase activation?

a. using positive mood words  
b. slowing down the breathing rate  
c. listening to energizing music  
d. a and c  
e. b and c

30. Arousal Regulation

An athlete who is underactivated commonly experiences which of the following?

a. heavy feeling in the legs  
b. mind wandering  
c. feelings of anxiety  
d. a and b  
e. b and c

31. Arousal Regulation

Which of the following can be useful as an on-site strategy to help reduce tension?

a. Smile when the pressure is coming on.  
b. Slow down.  
c. Stay focused in the present.  
d. all of the above  
e. a and c
4. Arousal Anxiety 4
Physiological responses (e.g., HR, BP, sweating) occur in which stage of the stress process?

a. stage 1
b. stage 2
c. stage 3
d. stage 4
e. stage 5

6. Arousal Anxiety 6
Which of the following is NOT a physical manifestation of excess state anxiety?

a. worry
b. muscle tension
c. attentional problems
da. a and c
e. b and c

8. Arousal Anxiety 8
Which personality disposition(s) is (are) related to change in state anxiety?

a. trait anxiety
b. self-esteem
c. optimism
da. a and b
e. a and c

9. Arousal Anxiety 9
A highly trait-anxious athlete (compared to a less trait-anxious athlete) would perceive competition as

a. more threatening and less anxiety producing
b. less threatening and less anxiety producing
c. more threatening and more anxiety producing
d. less threatening and more anxiety producing

1. Personality (Chapter 2) Trait anxiety refers to ________ anxiety, whereas state anxiety refers to ________ anxiety.

a. general; momentary
b. momentary; general
c. competitive; noncompetitive
d. noncompetitive; competitive
11. Arousal Anxiety
Which theory predicts a linear relationship between arousal and performance?

a. catastrophe theory  
b. drive theory  
c. inverted theory  
d. individualized zones of optimal functioning  
e. reversal theory

12. Arousal Anxiety
The linear relationship between arousal and performance suggests that

a. as arousal increases, performance decreases  
b. as arousal decreases, performance decreases  
c. as arousal increases, performance increases  
d. as arousal decreases, performance increases  
e. arousal performance increases to an optimal level, and beyond this, performance decreases

13. Arousal Anxiety
A moment-to-moment change in one's perceived physiological activation is referred to as

a. cognitive state anxiety  
b. somatic state anxiety  
c. activation  
d. trait anxiety  
e. stress

16. Arousal Anxiety
Increased arousal affects attentional focus in which of the following ways?

a. narrowing of focus  
b. broadening of focus  
c. increase of scanning  
d. a and b  
e. b and c

17. Arousal Anxiety
A quarterback needs to shift his attentional focus from surveying the field for receivers to delivering a pass. This shift would be from

a. broad-external to broad-internal  
b. broad-external to broad-external  
c. broad-external to narrow-external  
d. broad-external to narrow-internal  
e. narrow-external to broad-external
18. Arousal Anxiety
One’s general level of anxiety that stays relatively stable over time refers to

a. trait anxiety  
b. state anxiety  
c. cognitive anxiety  
d. somatic anxiety  
e. arousal

19. Arousal Anxiety
In evaluative situations, individuals with high trait anxiety tend to exhibit

a. high arousal  
b. low state anxiety  
c. high state anxiety  
d. high somatic anxiety  
e. low cognitive anxiety

20. Arousal Anxiety
The inverted-U hypothesis predicts that

a. as arousal increases, performance decreases  
b. arousal can be either too low or too high  
c. top performance occurs at a moderate level of arousal  
d. a and c  
e. b and c

24. Arousal Anxiety
Which of the following is NOT symptomatic of heightened state anxiety?

a. profuse sweating  
b. slowed breathing  
c. increased muscle tension  
d. inability to concentrate  
e. sleeping difficulties

25. Arousal Anxiety
Multidimensional anxiety theory predicts

a. a negative relationship between cognitive anxiety and performance  
b. an inverted-U relationship between somatic anxiety and performance  
c. an inverted-U relationship between cognitive anxiety and performance  
d. a and c  
e. a and b
27. Arousal Anxiety
Which of the following is (are) true?

a. Increased anxiety is always debilitating to performance.
b. Athletes who perceive their anxiety as facilitating rather than harming their performances exhibit higher levels of performance.
c. The intensity of anxiety is more important than its direction.
d. a and b
e. b and c
Chapter 16 - Concentration

1. Concentration
Which of the following would NOT be classified as an internal distracter?

a. attending to past events  
b. attending to future events  
c. overly analyzing body mechanics  
d. crowd noise  
e. fatigue

2. Concentration 2
Which of the following is NOT a key element included in most definitions of concentration?

a. the ability to focus attention on the relevant cues  
b. maintaining attentional focus for the duration of the competition  
c. the ability to narrow attentional focus in all situations  
d. having the proper attentional focus depending on the situation

3. Concentration 3
High scores on the BIT subscale of Nideffer's TAIS indicate

a. an ability to effectively integrate many external stimuli simultaneously  
b. an ability to effectively integrate several ideas at one time  
c. a tendency to become confused and overloaded with external stimuli  
d. chronically narrowed attention  
e. an ability to effectively narrow attention when it is appropriate

5. Concentration 5
The narrowing and internal focus associated with choking can result in

a. impaired timing  
b. increased coordination  
c. poor judgment and decision making  
d. a and c  
e. a and b

8. Concentration 8
Athletes with a preference for a broad-external focus

a. are seldom distracted by an audience  
b. rarely try too hard to please others  
c. seem to notice everything that is happening around them  
d. are well prepared to act as a coach or informal leader  
e. b and c
12. Concentration
Research investigating differences between experts and novices in racquet sports, concludes that these differences are in large part due to experts' ability to

a. attend more to advance information to make faster decisions
b. predict the flight pattern of a ball
c. use "tunnel vision"
d. a and b

14. Concentration
If a pole-vaulter shifts attention from imagining the approach to the pit to focusing on actually seeing the runway, his attentional focus has changed from _____ to _____.

a. narrow-external; narrow-internal
b. narrow-internal; broad-external
c. broad-internal; narrow-external
d. broad-external; narrow-external
e. narrow-internal; narrow-external

15. Concentration
If a golfer shifts attention just before a tee shot, from the length of the fairway and the direction of the wind to focusing only on the ball, her attention has shifted from _____ to _____.

a. broad-internal; narrow-external
b. broad-internal; narrow-internal
c. broad-external; narrow-internal
d. broad-external; narrow-external

16. Concentration
An example of Nideffer's broad-external type of attentional focus is

a. a basketball point guard's rapidly assessing the positioning of the defense while on a fast break
b. a coach's analyzing the game plan prior to the start of the competition
c. a baseball pitcher's focusing on the catcher's mitt just before beginning his pitch
d. a wrestler's practicing mental imagery on the bus ride to a meet
e. a basketball player's sighting the rim while on the free-throw line

19. Concentration
Using a trigger word to stop negative self-statements is called

a. thought stopping
b. attentional narrowing
c. external attentional focus
d. peripheral narrowing
e. tunnel vision
22. Concentration
Developing competitive (Focus) plans should focus on what type of goals?

a. outcome goals
b. technical goals
c. performance goals
d. process goals
e. product goals

23. Concentration
In preparing for a major competition, many elite athletes structure training to put themselves under the same sort of pressure encountered during the actual competition. This is an example of

a. mental rehearsal (i.e., imagery, visualization)
b. precompetitive routines
c. precompetitive plans
d. simulation training
e. cognitive-behavioral interventions

27. Concentration
Which of the following is NOT a subscale of the Test of Attentional and Interpersonal Style (TAIS)?

a. external overload
b. reduced focus
c. broad-internal
d. internal overload
e. broad-narrow

40. Concentration
The concept of attentional alertness operates under the assumption that increases in arousal

a. narrows attention
b. broadens attention
c. enhances attention
d. disrupts attention
Chapter 15 – Goal Setting

1. Goal Setting
It is recommended that appropriate goals be

a. short-term only
b. long-term only
c. a combination of short- and long-term
d. short-term early in the season, then long-term midway through the season
e. either short-term or long-term depending on the way you phrase your generalized goals

2. Goal Setting 2
Focusing on performance (as opposed to outcome goals) during competition has been shown to be associated with _____ anxiety and _____ performance.

a. more; poorer
b. less; superior
c. more; superior
d. less; poorer
e. none of the above

7. Goal Setting 7
The mechanistic explanation for the effectiveness of goal setting includes

a. directing the performer's attention to important elements of a skill
b. mobilizing effort and increasing persistence by providing incentives
c. the development and employment of new learning strategies
d. all of the above
e. a and b

11. Goal Setting 11
According to the text, goals should be

a. extremely difficult so that only 10% of your players can reach them
b. easy enough to achieve so that self-esteem is enhanced
c. difficult enough to be a challenge, yet realistic enough to achieve
d. set to the same value (e.g., the same score, the same time) for everyone on the same team so that no one is singled out as a favorite
e. c and d

12. Goal Setting 12
Which of the following is NOT a common obstacle in setting goals?

a. It is too time consuming.
b. There are previous negative experiences in setting goals.
c. Goals are too unstructured.
d. a and c
e. b and c
15. Goal Setting
Which of the following is (are) a common problem(s) when setting goals?

a. setting too few goals
b. failing to adjust goals
c. failing to recognize individual differences
d. b and c

19. Goal Setting
In developing a goal-setting program, it is important for individuals to set

a. only performance goals
b. performance and process goals
c. process and outcome goals
d. process, performance, and outcome goals
e. performance and outcome goals

22. Goal Setting
"Chip a bucket of golf balls onto a practice green three days a week" is an example of

a. a goal that is much too general to be effective
b. a performance goal that is both specific and realistic
c. a strategy for attaining the goal of "lower my handicap by three strokes"
d. an inflexible strategy for attaining a goal because it leaves no room for possible interruptions in your schedule
e. a and d

23. Goal Setting
Simply telling an athlete to "do your best" is

a. fine for younger kids
b. effective when the sport is well learned
c. not specific enough
d. effective for developing an athlete's commitment