

Test Bank

for

Goud with Arkoff

Psychology and Personal Growth

Eighth Edition

prepared by

Nelson H. Goud

Allyn & Bacon

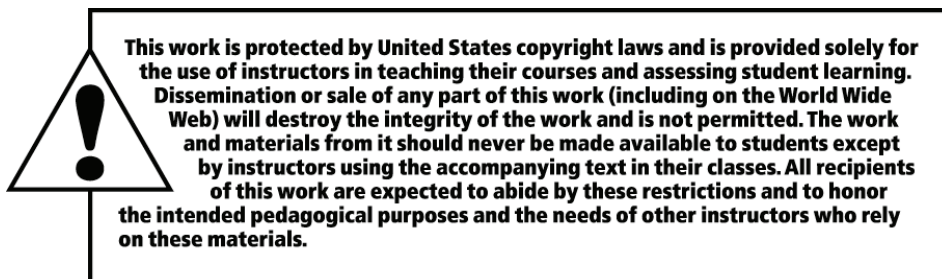
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Teaching Suggestions for a Personal Growth Course

A personal growth course can add new dimensions to a student's total college education. It places special emphasis on an individual's experiencing of the world and him/herself. First-hand knowledge, emotions, values, and human relationships are of primary concern. To become more fully human is the essence of a personal growth course. It is a person-centered endeavor.

While student learning and growth are the fundamental goals of a personal growth course, it is the teacher that makes it possible to happen. It is the teacher who sets the course tone, provides an atmosphere to pursue personal insight, and models the process of growth. Abraham Maslow said that the good facilitator of growth fully believes and acts as if growth were possible while also respecting the accompanying risks and fears.

While there are common qualities of effective teachers, the particular teaching styles can vary. Some teachers enjoy open-ended discussions and assignments. Others prefer more structured approaches. The suggestions listed below are an attempt to encompass this wide range of teaching strategies.

The following teaching suggestions are based on using Psychology and Personal Growth (8th ed.), Nelson Goud & Abe Arkoff, Eds.

INSTRUCTIONAL STRATEGIES

1. Discussion methods - Discussing a reading or other course material is especially valuable in a growth course. By talking about their learnings, students can further explore their thoughts and hear alternative views. It is highly recommended to have students complete one or more of the Follow-Up items if you assign readings. Sometimes this causes a student to consider the article from a different point of view. For example, reading the Kurt Vonnegut short story in Section I is usually entertaining to students. Many will need the Follow-Up items to make connections with their lives. Talking about these connections assists in the exploration. Here are some discussion technique options:
 - a. Dyad - Here two people pair up and discuss a reading, a Follow-Up item, Applied Activity, or other assigned topics. The topic is usually assigned prior to the meeting but this is not always necessary. Dyads can also meet outside the class. Dyads permit ease of expression and can help develop trust and a sense of belonging in the class. It is possible to rotate the membership of dyads so that several class members interact.
 - b. Small Group - These are groups of 4-6 classmates. I have found it best to keep the same group membership throughout the course in order to develop trust and continuity and more in-depth discussions. Small group assignments can include teacher-assigned reading selections and Follow-Up items, an Applied Activity (each book section has several), or other topics of your choice. A variation is to

have the group select a topic and appoint one of the members to lead the discussion in the next class. The student-leader is responsible for fully reading the selection and the Follow-Up items (or do the same for an Applied Activity), guiding the discussion, and making sure each member is heard. Try to have each group member share the leader role if you use this technique. If used consistently throughout the course, a small group allows students to express their feelings and thoughts in a low-threat setting. Another benefit is that a group can spot individual member themes or patterns which emerge in conversations over the course period.

- c. Whole Class - Sometimes you may want to have dyads or small groups to share their learnings to the whole class. If you desire this strategy, it is helpful to have the dyad or small group appoint a spokesperson at the start. Sometimes you may want to discuss a topic with the whole class without splitting them up into dyads or small groups.

If you plan to use dyads or small group discussion strategies, I have found it necessary to have students learn basic skills in disclosure and listening. Section II (Human Communication) is recommended here. The following readings and Follow-Up items are especially helpful:

“Interpersonal Communication” by Warner Burke
“To Hear and To Be Heard” by Carl Rogers
“Self-Disclosure” by Nelson Goud
Sender-Receiver Exchange (a key Applied Activity)

2. Student Journal Notebook - Here the student writes about his/her learnings in the course. The topics can be either student or teacher chosen. The entries can vary in length. It is helpful to establish a total number of pages for the journal in order to have some boundaries. Common topics include: readings and the Follow-Up questions from the text, a report on an Applied Activity, learnings from in-class discussions, extra readings (books, articles, etc.). Each notebook entry should contain two elements:

- a. A concise summary of the stimulus activity (reading, Applied Activity, class discussion, etc.). No more than a third of the entry should be devoted to this summary.
- b. An interpretation or application of the topic which shows how it relates to his/her life. This should comprise two-thirds of the entry.

I have found the Student Journal Notebook to be the most effective single method for students to express what they have learned. Journal notebook entries are also excellent topics for dyad and small group discussions.

3. Book Report - Here students are asked to read an extra book of their choice on any topic related to the course. This allows a student to pursue a more in-depth investigation or to

explore an area not covered in the text or class sessions. Book selections can be found throughout the text. Another source is local bookstores (under Self-Improvement or Psychology). If you have a collection of these books, consider setting up a loan system for your students.

4. Other Methods - Some methods which can be occasionally used in a personal growth class include: guest speakers, films (including major motion pictures), instructor-designed applications, original lectures, trust walks, challenge and ropes course activities (check with your Physical Education and Recreation Department), and guided imagery.

I encourage students to go on a “Solo” in order to hear some of their deeper but quieter voices. This is a 12-24 hour experience of solitude with a minimum of normal duties and distractions. For helpful suggestions on how to arrange a solo, read “Active Solitude” by Carin Rubenstein and Phillip Shaver in the text (Section VI).

A variety of instructional methods will have the greatest likelihood of reaching the diverse learning preferences of your students, and also adds novelty and interest. The specific selection and balance of the instructional methods are determined by your own style and course teaching factors (e.g., class size). I have yet to find an exact and repeated mix of methods, and I have taught the same personal growth course over 85 times. In short, it helps to keep experimenting and growing as a teacher too.

EVALUATION STRATEGIES

Just as instructional strategies can vary, so do those of evaluation. Here are some possible ways to assess student learnings:

1. Student Journal Notebook (see description above).
2. Tests-Objective and/or Short Essay - There are several options on how to have students take tests: In class with no book, in class with open book, take-home tests.
3. Book Report.
4. Short Papers/Oral Reports - The topics here would be Text Readings, Follow-Up Questions, and Applied Activities.
5. Special Interest Project - Here a student examines a single, personal growth theme (e.g., anger, intimacy, identity). Possible methods for researching and exploring this theme include: Reading, observing, interviewing, applying the theme in his/her life. The student then presents his/her learnings in a written or oral report.

It is recommended that students be given at least two different ways to present their learnings. This increases the chances of capturing their preferred modes of explanation and knowing.

If you use multiple evaluation strategies, it is helpful to develop a point system (e.g., a total of 100 points). Each evaluation strategy would then receive a point total. Some instructors list several evaluation options, their point totals, and allow students to choose the ways in which to earn their points. Other instructors predetermine the evaluation strategies and their point totals.

An invitation - The above suggestions are not all that is possible within the confines of a personal growth course. If you have some other ideas, please let me know. Also, any comments or suggestions concerning the text are welcome. Please write me at the following address:

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Test Bank Items for Psychology and Personal Growth (8th Edition)

This test bank contains multiple-choice, true-false, and short-answer items for each text reading. The correct answers for the multiple-choice and true-false items are located on the right margins. The number of questions per reading generally corresponds to the length of the article. You are encouraged to write additional items if needed.

Most of the items require memory and comprehension of the main ideas. Difficulty levels will vary according to whether it is an open or closed-book test and on the number of articles being tested. If you are using the test bank for grading purposes, it is recommended that frequent quizzes be given rather than larger, comprehensive exams. Frequent quizzes help students focus on a few articles and aid in preparing for class discussions.

The short-answer items can be used for in-class essay tests or for take-home tests. Some instructors allow students to choose the articles for take-home tests.

The test bank can also be used for non-grading purposes. For example, you could assign an article or two and during the next class meeting have students attempt to answer the test items in small groups. The test bank then becomes another instructional method. Most students enjoy quizzes; it is the grading of quizzes which is disliked.

Again, if you have concerns or suggestions regarding the test bank items, please write me at the address given previously.

Section One Identity

“The Search for Identity: A Modern Problem” by Carl Rogers

1. Rogers equates identity with
 - a. one’s social roles.
 - b. one’s real self.
 - c. how others, including social institutions, define us.
 - d. family origins.

b

2. Rogers contends that compared to very early historical periods,
 - a. identity formation is now more difficult.
 - b. identity formation is somewhat easier.
 - c. identity formation has about the same difficulty.
 - d. identity formation is now more rigidly defined.

a

3. Identity self-discovery is essentially
 - a. completed by the age of 21.
 - b. formed at the time of birth.
 - c. a life-long process.
 - d. established by middle age.

c

4. According to Rogers, which identity search generally causes the most discomfort and anxiety?
 - a. committing oneself to a rigorous ideology
 - b. joining a peacetime army
 - c. becoming a member of a political or religious sect
 - d. individual initiative and responsibility

d

5. The artist Georgia O’Keefe found her artistic identity by
 - a. painting images she had never seen elsewhere but in her mind.
 - b. observing works of painting masters.
 - c. following the advice of a trusted teacher.
 - d. a revelation while wandering in the desert.

a

Short-answer questions

1. Why is it more difficult in modern times to discover one's identity?
 2. Name one advantage and disadvantage each for (a) having your identity defined by someone else and (b) discovering and creating your identity.
-

"Rubricizing" by Nelson Goud

1. Rubricizing is
 - a. placing a person into a category.
 - b. a form of massage developed in Sweden.
 - c. the same as stereotyping.
 - d. a process for perceiving uniqueness.a
2. Self-rubricizing is
 - a. not possible.
 - b. freezing your own identity.
 - c. freezing another's identity.
 - d. a health-enhancing behavior.b

True(T) or False(F)

- | | | | | |
|----|---|---|---|---|
| 3. | T | F | Rubricizing can be a very individual experience. | T |
| 4. | T | F | Rubricizing is usually our first perceptual response. | T |
| 5. | T | F | Rubricizing is helpful when dealing with change. | F |
| 6. | T | F | Positive rubrics are often resisted. | T |
| 7. | T | F | Rubricizing is always an incomplete perception. | T |
| 8. | T | F | Rubricizing rarely occurs with someone you know. | F |

Place an X on any item which lessens negative rubricizing:

- | | | | |
|-----|-----|--|---|
| 9. | ___ | Be aware of language usage. | X |
| 10. | ___ | Ask "What do you do?" to new people. | |
| 11. | ___ | Know your "rubric triggers." | X |
| 12. | ___ | Do <u>not</u> be aware of "rubric triggers." | |
| 13. | ___ | Talk about new topics. | X |
| 14. | ___ | Look at someone as if for the first time. | X |
| 15. | ___ | Ask someone else what kind of person a new co-worker is. | |

Short-answer questions

1. Describe what rubricizing is and provide examples.
2. Explain how rubricizing can be both helpful and hindering.

3. Name and describe two ways to lessen negative rubricizing.
 4. Describe and give an example of self-rubricizing.
-

“The American Inquisition” Carlos Hipolito-Delgado

1. When asked “Where are you from?” the author found this question to be personally intrusive.

*True False

2. The questioners in this article were attempting to determine the author’s

- a. occupation
- b. ethnicity
- c. last name
- d. hometown

b

True(T) or False(F)

3. T F The author was not an American citizen.

F

Short answer item:

Describe the author’s reaction to being asked “Where are you from?”

“Tomorrow’s Sunset” Nelson Goud

True(T) or False(F)

1. T F The author believes that personality changes are normally abrupt and easily recognizable.

F

2. T F The vast majority of personality traits which change are negative.

F

Short answer item:

Explain the main theme of “Tomorrow’s Sunset”

“Suddenly I’m the Adult?” by Richard Cohen

1. Cohen’s sudden realization that he became an adult occurred when he
 - a. voted for the first time.
 - b. became a parent.
 - c. paid for a restaurant meal.
 - d. bought a house. c

2. Which of the following is not a milestone mentioned by Cohen?
 - a. death of a parent
 - b. realizing that he would not be a pro athlete
 - c. a woman reaching the age when she cannot have children
 - d. a major job promotion. d

Short-answer question

1. Describe what Cohen meant by “milestones” and provide two examples.
-

“Challenges of the Emerging Adult” by Nelson Goud

1. Emerging adulthood refers to
 - a. persons in their late teens.
 - b. persons in their twenties.
 - c. persons in Erik Erikson’s Identity vs Identity Diffusion stage.
 - d. persons who have a steady job and mature social relations. b

2. Freedom is often seen as a burden for the emerging adult, because
 - a. they want others to make decisions.
 - b. they do not have the intellectual ability to handle it.
 - c. too many choices creates uncertainty.
 - d. none of the above c

3. The “unknown next” refers to
 - a. no new goal in one’s lifeplan.
 - b. not knowing who will be a lifetime partner.
 - c. not knowing when you will die.
 - d. the future. a

Short-answer questions

1. Describe two of the main issues facing many emerging adults.
2. Provide a description or example of: dashed expectations, burden of too many choices, and the “unknown next.”

“CrazyBusy” Edward H. Hallowell, M. D.

1. According to the author, the greatest damage from being too busy is that it
 - a. causes lower productivity
 - b. hampers intimacy
 - c. increases blood pressure
 - d. keeps one from what is most important

d

True(T) or False(F)

2. T F The more we respond to the demands on our lives, the more control we have over it.

F
3. T F If you concentrate, you can perform multiple tasks simultaneously as well as performing them singly.

F
4. T F Multi-tasking is to be avoided when performing important activities.

T
5. The more information we experience, the better the chance of becoming an independent thinker.

F

Short answer items:

Describe the signs of being CrazyBusy and at least two consequences.

Discuss when multi-tasking is harmful.

“Harrison Bergeron” Kurt Vonnegut, Jr.

1. Which is not a theme in “Harrison Bergeron”?
 - a. having state-enforced handicaps can be socially desirable
 - b. individual excellence is a desired societal objective
 - c. equality means sameness
 - d. trying hard is what counts
- b
2. The Handicapper General
 - a. administered and enforced handicaps
 - b. was the chief of the government’s disability unit
 - c. punished those who mocked the handicapped
 - d. was the person with the greatest number of disabilities
- a

True(T) or False(F)

3. T F Harrison Bergeron was the ideal role model for citizens.

F

Short answer item:

Describe how equality was achieved in this story. Explain why this is a good or poor idea.

“The Work World and the Emerging Adult” by Nelson Goud

True(T) or False(F)

- | | | | | |
|----|---|---|---|---|
| 1. | T | F | Job-hopping for twentysomethings is not as negative as it was in the past. | T |
| 2. | T | F | One of the guidelines for improving one’s attitude toward work is not to think of negative aspects. | F |
| 3. | T | F | It is advised to not change your routine if dissatisfied with your job. | F |

Short-answer question

1. Describe two ways to make your work more satisfactory according to the article.
-

“You’re in Prison” John Purugganan

1. For the author, the major factor causing emotional stress was
- a. fear of sexual attack
 - b. taking a shower
 - c. boredom
 - d. brutal and unjust guards
- c
2. Convicted of first-degree murder, the author attributes the killing to
- a. effect of a cocaine binge
 - b. gang fight
 - c. unstable and abusive childhood
 - d. insanity
- a

True(T) or False(F)

3. T F The author’s family provided emotional support throughout his imprisonment

F

4. T F The author found fellow inmates to be more polite than hostile.

T

Short answer item:

Describe two main reactions the author experiences during imprisonment.

“If I Were A Car, I’d Be A Lemon” by Denise Karuth, and “Think ‘People First’” Ohio Public Images/Public Images Network

True(T) or False(F)

- | | | | | |
|----|---|---|---|---|
| 1. | T | F | The author’s disabilities include deafness. | F |
| 2. | T | F | Karuth’s inability to control her body has broken her spirit and makes it difficult to find joy. | F |
| 3. | T | F | Karuth advises others to first identify themselves when encountering someone you know is blind. | T |
| 4. | T | F | Of the 168 hours in a week, the author can spend about one-third of it out of bed. | F |
| 5. | T | F | The author believes that having a major disability simplifies one’s life. | F |
| 6. | T | F | The author’s best friend is her boyfriend. | F |
| 7. | T | F | Disability advocates prefer the phrase “confined to a wheelchair” rather than “she uses a wheelchair.” | F |
| 8. | T | F | Disability advocates recommend viewing a person with a disability as one who is <u>not</u> a superhuman model of courage. | T |

Short-answer questions

1. Describe at least two major ways in which the author’s life differs from a non-disabled person.
 2. According to the article and the boxed piece “Think ‘People First’,” what are two recommended ways to speak to and about persons with disabilities? Provide examples.
-