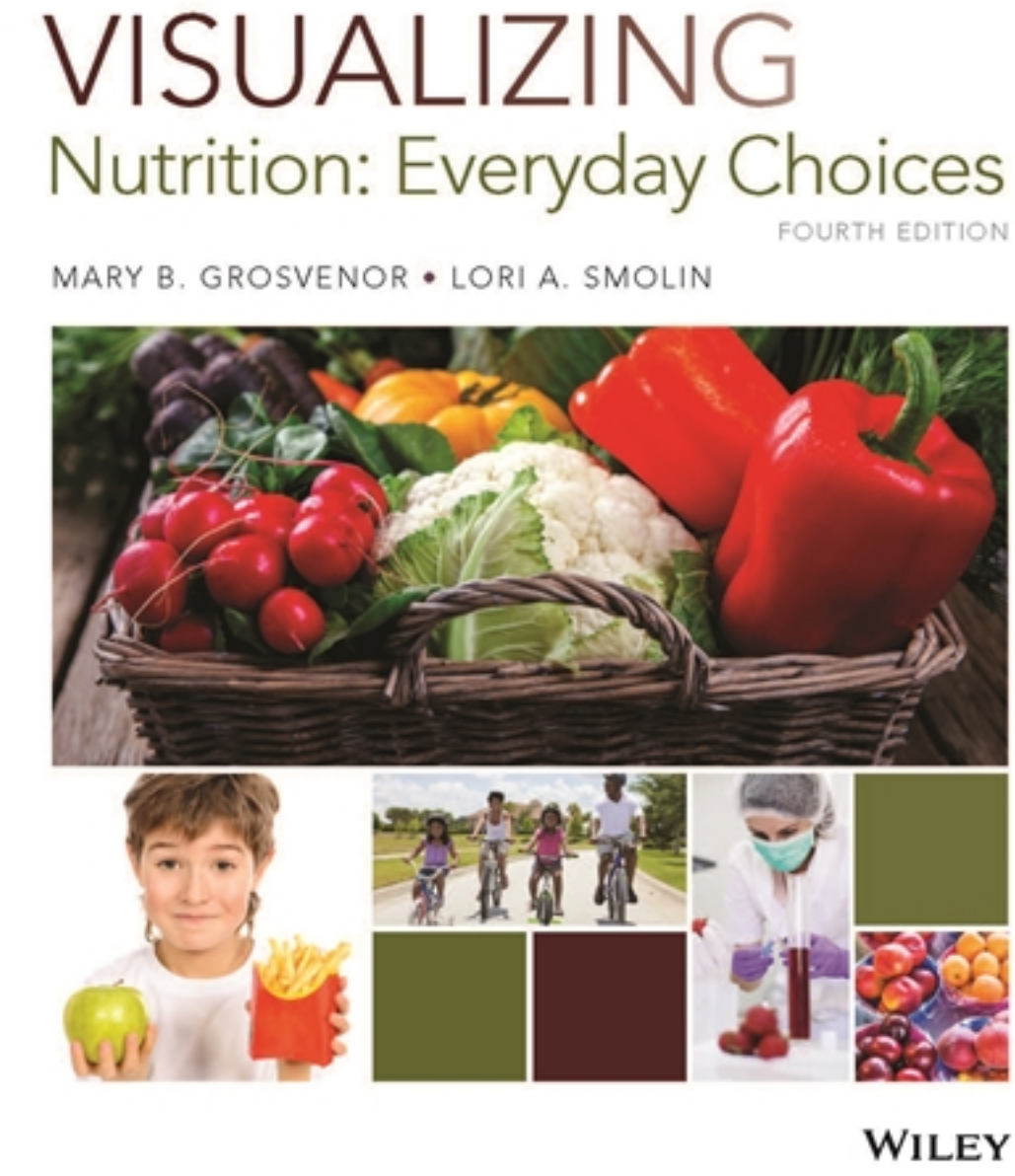
Test Bank for Visualizing Nutrition Everyday Choices 4th Edition by Grosvenor



Test Bank

Package Title: Test Bank
Course Title: grosvenor4e
Chapter Number: 01

Question Type: Multiple Choice

1) Which of the following is the best definition of essential nutrients?

a) Nutrients a person must consume to build muscle
b) Nutrients a person must consume in the diet to maintain health
c) Nutrients that should be taken as supplements
d) Nutrients that are provided by animal foods only

Answer: b

Difficulty: Easy
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.1 Define nutrient density.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

2) The unit of measure that is used in nutrition science that expresses the amount of energy provided by a food is a(n):

a) calorie.
b) nutrient.
c) nutrient-dense food.
d) unit of glucose.

Answer: a

Difficulty: Easy
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2:1.1.1 Define nutrient density.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

3) The term "calorie" is used in nutrition to mean the

a) amount of energy a food item provides when eaten.
b) amount of fat a food item contains.
c) heat contained within a food item.

d) total nutrient content of a food item.

Answer: a

Difficulty: Easy
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.1 Define nutrient density.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

4) Which of the following statements about fortified foods is false?

a) Fortification of foods began to help eliminate nutrient deficiencies in the population.
b) Milk with added vitamin D is an example of food fortification.
c) Voluntary food fortification may increase the likelihood of consuming an excess of some nutrients.
d) Voluntary fortification of foods is at the discretion of the federal government

Answer: d

Difficulty: Hard
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2:1.1.2 Compare fortified foods with dietary supplements as sources of nutrients.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

5) Substances found in plant foods that are not essential nutrients but may have health-promoting properties are

a) amino acids.
b) dietary supplements.
c) phytochemicals.
d) zoochemicals.

Answer: c

Difficulty: Easy
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.3 Distinguish essential nutrients from phytochemicals.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

6) Which of the following statements regarding phytochemicals is true?

a) They are essential for life.
b) They are always harmful to our health.
c) They are found in plant foods.
d) They contribute to the calories that we eat in our diet.

Answer: c

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.3 Distinguish essential nutrients from phytochemicals.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

7) Foods that have health-promoting and/or disease-preventing properties beyond basic nutritional functions are called

a) essential foods.
b) fortified foods.
c) functional foods.
d) phytochemicals

Answer: c

Difficulty: Easy
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.3 Distinguish essential nutrients from phytochemicals.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

8) Which would be best described as an emotional or psychologically– driven food choice?

a) Eating chocolate or ice cream after a bad day at work
b) Eating corn on the cob when in season
c) Eating ethnic foods you ate as a child
d) Eating foods specific to religious practices

Answer: a

Difficulty: Easy
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.

Learning Objective 2: 1.1.4 Identify factors in your food environment that influence your food choices.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

9) All of the following are macronutrients except

a) carbohydrate.
b) lipids.
c) protein.
d) vitamins.

Answer: d

Difficulty: Easy
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.1 List the six classes of nutrients.
Section Reference 1: Section 1.2 Nutrients and Their Functions

10) All of the following are examples of carbohydrates except

a) fiber.
b) proteins.
c) starches.
d) sugars.

Answer: b

Difficulty: Easy
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.1 List the six classes of nutrients.
Section Reference 1: Section 1.2 Nutrients and Their Functions

11) All of the following are examples of lipids except

a) cholesterol.
b) saturated fat.
c) sugars.
d) unsaturated fat.

Answer: c

Difficulty: Medium
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.

Learning Objective 2: 1.2.1 List the six classes of nutrients.
Section Reference 1: Section 1.2 Nutrients and Their Functions

12) Which of the following statements about proteins is false?

a) Dietary protein from animal sources better matches the amino acid needs of humans compared to dietary protein derived from plants sources.
b) Proteins are composed of amino acids.
c) Proteins are made of amino acids, vitamins, and minerals.
d) Proteins differ based on the combinations of amino acids used in each type of protein.

Answer: c

Difficulty: Hard
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.1 List the six classes of nutrients.
Section Reference 1: Section 1.2 Nutrients and Their Functions

13) With the exception of_____, all the classes of nutrients are involved in forming and maintaining the body's structure.

a) carbohydrates
b) lipids
c) minerals
d) vitamins

Answer: d

Difficulty: Hard
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.1 List the six classes of nutrients.
Section Reference 1: Section 1.2 Nutrients and Their Functions

14) The three main functions of nutrients include all of the following EXCEPT:

a) contributing to the structure of our body.
b) providing us with energy.
c) regulating biological processes in the body.
d) speeding up our metabolism.

Answer: d

Difficulty: Medium
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.2 Discuss the three functions of nutrients in the body.
Section Reference 1: Section 1.2 Nutrients and Their Functions

15) Gram per gram,_____provide the most kcalories.

a) alcohol
b) carbohydrates
c) lipids
d) proteins

Answer: c

Difficulty: Easy
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.2 Discuss the three functions of nutrients in the body.
Section Reference 1: Section 1.2 Nutrients and Their Functions

16) Which of the following is associated with overnutrition?

a) Anemia
b) Failure to thrive
c) Obesity and Type 2 diabetes
d) Osteoporosis

Answer: c

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.1 Describe the causes of malnutrition.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

17) A deficient intake of_____is known to produce osteoporosis.

a) calcium
b) iron
c) Vitamin A
d) Vitamin C

Answer: a

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health..
Learning Objective 2: 1.3.1 Describe the causes of malnutrition.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

18) A deficient intake of_____is known to produce scurvy.

a) iron
b) Vitamin A
b) Vitamin C
d) Vitamin D

Answer: c

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.1 Describe the causes of malnutrition.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

19) Some nutrient deficiencies occur quickly, whereas others take more time to develop. Which of the following nutrient deficiencies are listed in the order reflecting most quickly to least quickly?

a) Dehydration, osteoporosis, scurvy
b) Scurvy, dehydration, osteoporosis
c) Osteoporosis, dehydration, scurvy
d) Dehydration, scurvy, osteoporosis

Answer: d

Difficulty: Hard
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.2 Explain ways in which nutrient intake can affect health in both the short term and the long term.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

20) The top three causes of death in the US include stroke, cancer, and heart disease. All of these conditions are thought to be exacerbated by

a) high intake of diet soda.

b) lack of sleep.
c) low intake of phytochemicals.
d) obesity.

Answer: d

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.2 Explain ways in which nutrient intake can affect health in both the short term and the long term.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

21) Ethan achieves his recommended intake of vegetables by eating a large baked potato every day. Which principle is he not achieving?

a) balance
b) moderation
c) nutrient density
d) variety

Answer: d

Difficulty: Medium
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.1 List three reasons it is important to eat a variety of foods.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

22) Which of the following statements illustrates the concept of variety?

a) If you can eat some extra fries, take a long walk in the afternoon.
b) Reduce your portions by using smaller bowls.
c) Skip the seconds or split your restaurant meal with a friend.
d) Try a new vegetable every week.

Answer: d

Difficulty: Medium
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.1 List three reasons it is important to eat a variety of foods.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

23) If you know you are going to order dessert at dinner tonight, which of these choices would illustrate the concept of balancing your choices?

a) Choosing a salad with fat-free salad dressing for lunch
b) Eating a big lunch as you will 'blow' your diet tonight anyway
c) Skipping breakfast
d) All of these illustrate balance.

Answer: a

Difficulty: Medium
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.2 Explain why you can sometimes eat foods that are low in nutrient density and still have a healthy diet.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

24) Which is NOT an example of moderation in your diet and lifestyle?

a) Going back for seconds on all dinner items, rather than just the item you like best
b) Eating dessert occasionally
c) Balancing an extra dessert with extra exercise
d) Sharing a restaurant entrée or dessert with your dinner companion

Answer: a

Difficulty: Hard
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.2 Explain why you can sometimes eat foods that are low in nutrient density and still have a healthy diet.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

25) Which of the following represents the correct order of steps of the scientific method?

a) Conduct the experiment, develop a hypothesis, form a theory, make an observation
b) Develop a hypothesis, conduct the experiment, make an observation, form a theory
c) Form a theory, conduct the experiment, develop a hypothesis, make an observation
d) Make an observation, develop a hypothesis, conduct the experiment, form a theory

Answer: d

Difficulty: Hard

Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition infomration.
Learning Objective 2: 1.5.1 List the steps of the scientific method and give an example of how it is used in nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

26) In nutrition, the scientific method is used to

a) develop nutrient recommendations.
b) learn about the role of nutrition in promoting health and preventing disease.
c) understand the functions of nutrients.
d) all of these choices

Answer: d

Difficulty: Medium
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.1 List the steps of the scientific method and give an example of how it is used in nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

27) The observations and hypotheses that arise from epidemiology can be tested using
a) clinical trials.
b) control group design.
c) experimental group design.
d) the peer review process.

Answer: a

Difficulty: Medium
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.2 Discuss three different types of experiments used to study nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

28)_____are studies that explore the effects of altering people's diets.

a) Animal studies
b) Clinical trials
c) Epidemiological studies
d) Molecular biology studies

Answer: b

Difficulty: Medium
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.2 Discuss three different types of experiments used to study nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

29) For any nutrition study to provide reliable information, it must

a) be interpreted accurately.
b) collect quantifiable data from the right experimental population.
c) use proper experimental controls.
d) All of these are essential.

Answer: d

Difficulty: Hard
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.3 Describe the components of a sound scientific experiment.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

30) In a scientific experiment, the group of participants used as a basis of comparison is the_____group.

a) control
b) experimental
c) placebo
d) treatment

Answer: a

Difficulty: Medium
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.3 Describe the components of a sound scientific experiment.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

31) Which of the following is not a peer-reviewed journal?

a) *The American Journal of Clinical Nutrition*
b) *The International Journal of Sport Nutrition*
c) *The Journal of the American Dietetic Association*
d) *Men's Health*

Answer: d

Difficulty: Easy
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.4 Distinguish between reliable and unreliable nutrition information.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

32) All of the following statements are true regarding components of a nutrition study that provides reliable information except that

a) data must be quantifiable.
b) proper experimental controls should be used.
c) personal testimonials are appropriate type of data to collect.
d) the data must be interpreted accurately

Answer: c

Difficulty: Hard
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.3 Describe the components of a sound scientific experiment.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

33) After a nutrition experiment is completed, a report describing the project is read, analyzed, and evaluated by two or more researchers who were not involved in the research study. Before the article is published, they examine it to ensure that the experiment was not flawed and that the results were interpreted correctly. This process is called

a) experimental consultation.
b) experimental design.
c) journal critique.
d) peer review.

Answer: d

Difficulty: Medium

Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.3 Describe the components of a sound scientific experiment.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

34) When judging nutrition information, which is the least important factor?

a) How many people authored the study report
b) How the study was funded
c) The design of the study
d) What type of literature the study was published in

Answer: a

Difficulty: Hard
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.4 Distinguish between reliable and unreliable nutrition information.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

35) A registered dietitian is a nutrition professional who

a) has earned at least a bachelor degree in a nutrition-related field.
b) has met national certification requirements to provide nutrition education.
c) is an excellent source of credible nutrition information.
d) a registered dietitian is all of these.

Answer: d

Difficulty: Medium
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.4 Distinguish between reliable and unreliable nutrition information.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

Question Type: True/False

36) Foods with a high nutrient density contain more nutrients per calorie than do foods with a lower nutrient density.

Answer: True

Difficulty: Easy
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.1 Define nutrient density.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

37) Typically, less processed foods have lower nutrient density.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.1 Define nutrient density.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

38) A slice of apple pie has the same nutrient density as eating a medium-size apple.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.1 Define nutrient density.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

39) Dietary supplements provide nutrients and all the other benefits of food.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.2
Compare fortified foods with dietary supplements as sources of nutrients.
.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

40) Phytochemicals are found in plant foods and are classified as an essential nutrient.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.3 Distinguish essential nutrients from phytochemicals.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

41) Dietary supplements can be a source of nutrients and calories.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.2
Compare fortified foods with dietary supplements as sources of nutrients.
.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

42) The simplest functional foods are unmodified whole foods, such as broccoli, blueberries, and salmon.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.3 Distinguish essential nutrients from phytochemicals.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

43) Food provides sensory pleasure and helps to meet our emotional needs.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.4 Identify factors in your food environment that influence your food choices
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

44) Food preferences and eating habits are learned as part of an individual's family, cultural, national, and social background.

Answer: True

Difficulty: Easy
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.4 Identify factors in your food environment that influence your food choices.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

45) Minerals are classified as micronutrients.

Answer: True

Difficulty: Easy
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.1 List the six classes of nutrients.
Section Reference 1: Section 1.2 Nutrients and Their Functions

46) Carbohydrates, lipids, and proteins are all organic compounds that provide energy to the body.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.1 List the six classes of nutrients.
Section Reference 1: Section 1.2 Nutrients and Their Functions

47) Minerals are organic molecules that are needed in small amounts to maintain health.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.1 List the six classes of nutrients.
Section Reference 1: Section 1.2 Nutrients and Their Functions

48) Water makes up about 60% of an adult's body weight.

Answer: True

Difficulty: Easy
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.1 List the six classes of nutrients.
Section Reference 1: Section 1.2 Nutrients and Their Functions

49) Water, vitamins, and minerals do not provide energy.

Answer: True

Difficulty: Easy
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.2 Discuss the three functions of nutrients in the body.
Section Reference 1: Section 1.2 Nutrients and Their Functions

50) Alcohol, although it is not a nutrient because it is not needed for life, provides about 7 calories per gram.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.2 Discuss the three functions of nutrients in the body.
Section Reference 1: Section 1.2 Nutrients and Their Functions

51) All six classes of nutrients play important roles in regulating body processes.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.2 List the six classes of nutrients and their functions.
Learning Objective 2: 1.2.2 Discuss the three functions of nutrients in the body.
Section Reference 1: Section 1.2 Nutrients and Their Functions

52) Over time, consuming excess or insufficient amounts of one or more nutrients will result in malnutrition.

Answer: True

Difficulty: Medium

Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.1 Describe the causes of malnutrition.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

53) Malnutrition is a condition resulting from an energy or nutrient intake either above or below that which is optimal.

Answer: True

Difficulty: Easy
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.1 Describe the causes of malnutrition.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

54) Dehydration can cause symptoms in a matter of hours.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.1 Describe the causes of malnutrition.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

55) Chronic overconsumption of kcalories and certain nutrients from foods can cause health problems.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.1 Describe the causes of malnutrition.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

56) It has been estimated that about 25% of deaths in the United States can be attributed to poor diet and a sedentary lifestyle.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.2 Explain ways in which nutrient intake can affect health in both the short term and the long term.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

57) Your genetic makeup determines the impact a certain nutrient will have on you.

Answer: True

Difficulty: Easy
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.3 Discuss how the genes you inherit affect the impact your diet has on your health.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

58) Nutrigenomics explores the interaction between genetic variation and nutrition.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.3 Discuss how the genes you inherit affect the impact your diet has on your health.
Section Reference 1: Section 1.3 Nutrition in Health and Disease

59) A healthy diet is based on variety, balance, and moderation.

Answer: True

Difficulty: Easy
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.1 List three reasons it is important to eat a variety of foods.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

60) Choosing a variety of foods is important because no single food can provide all the nutrients the body needs for optimal health.

Answer: True

Difficulty: Easy
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.1 List three reasons it is important to eat a variety of foods.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

Question Type: True/False

61) Moderation is a concept that makes it easier to balance your diet and include the foods you like.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.1 List three reasons it is important to eat a variety of foods.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

62) Making varied choices both from the different food groups and from within each food group is important because nutrients and other food components interact.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.1 List three reasons it is important to eat a variety of foods.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

63) Healthy eating requires you to give up your favorite low nutrient-dense foods.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.2 Explain why you can sometimes eat foods that are low in nutrient density and still have a healthy diet.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

64) A varied diet also balances the calories you take in with the calories you use up in your daily activities so that your body weight stays in the health range.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.2 Explain why you can sometimes eat foods that are low in nutrient density and still have a healthy diet.
Section Reference 1: Section 1.4 Choosing a Healthy Diet

65) A hypothesis is a proposed explanation for an observation or scientific problem that can be tested through experimentation.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.1 List the steps of the scientific method and give an example of how it is used in nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

66) A proposed explanation for an observation is called a theory.

Answer: False

Difficulty: Easy
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.1 List the steps of the scientific method and give an example of how it is used in nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

67) Results from a single experiment are not enough to develop a theory.

Answer: True

Difficulty: Medium
Learning Objective 1:

Learning Objective 2: 1.5.1 List the steps of the scientific method and give an example of how it is used in nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

68) Epidemiological studies determine cause-and-effect relationships.

Answer: False

Difficulty: Medium
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.2 Discuss three different types of experiments used to study nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

69) Epidemiological studies are most beneficial when the researchers are looking for cause-and-effect relationships.

Answer: False

Difficulty: Easy
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.2 Discuss three different types of experiments used to study nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

70) In the scientific method, the experimental group acts as the standard of comparison for the variable being studied.

Answer: False

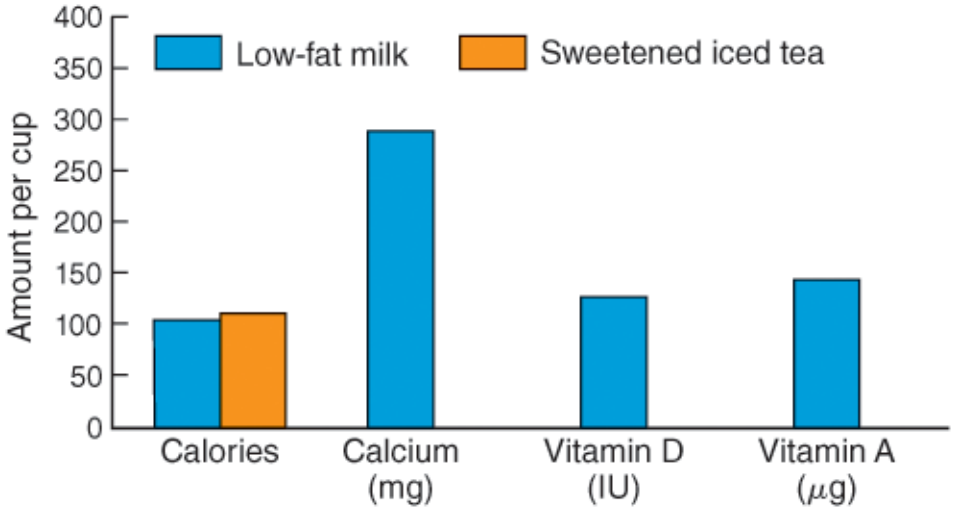
Difficulty: Easy
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.2 Discuss three different types of experiments used to study nutrition.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

71) Reliable nutrition information and current dietary recommendations are based on results of scientific, peer-reviewed research.

Answer: True

Difficulty: Medium
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.4 Distinguish between reliable and unreliable nutrition information.
Section Reference 1: Section 1.5 Evaluating Nutrition Information

72) According to the graph, 1 cup of sweetened iced tea as compared to 1 cup of low fat milk is more nutrient dense for calcium and potassium, but not vitamin D.



Answer: False

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.1 Define nutrient density.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake

Question Type: Essay

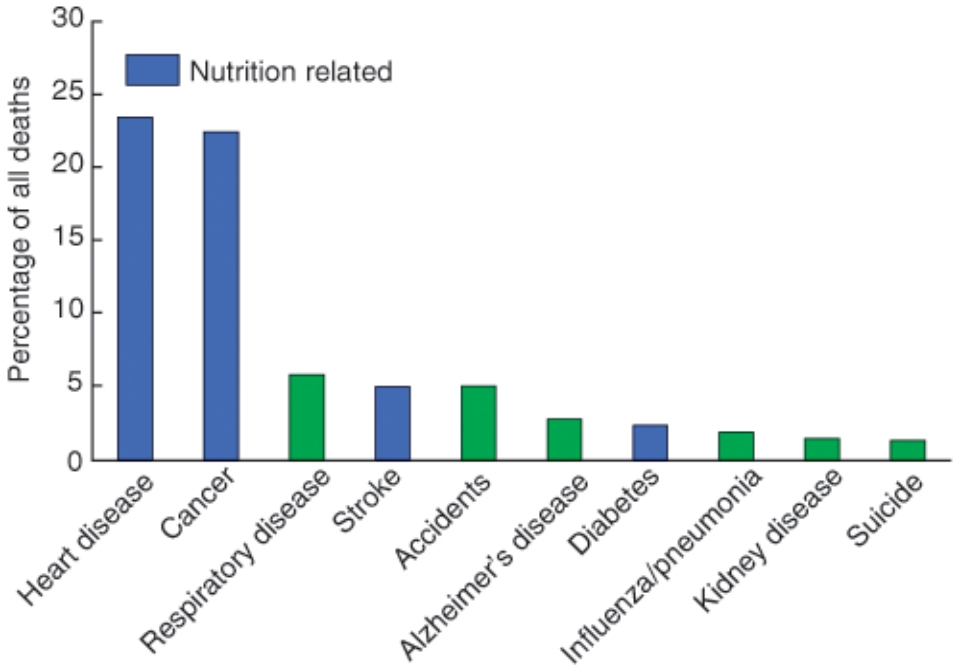
73) Explain why this child is malnourished.

Answer:

Difficulty: Hard

Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.1 Describe the causes of malnutrition.
Section Reference 1: Section 1.3 Nutrition in Health and Disease
Solution: The little boy is more obviously undernourished. Weight status is only one component of nutritional status. Nutritional deficiencies may only have visual impairments in the later stages of the deficiencies.

74) This graph illustrates the percent of deaths in the US from various diseases. Choose one of the diseases listed in this table and discuss the dietary choices people are making that may contribute to this disease. What is a realistic way that someone at risk for this disease could emphasize in their diet to help prevent this from occurring?



Answer:

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.2 Explain ways in which nutrient intake can affect health in both the short term and the long term.
Section Reference 1: Section 1.3 Nutrition in Health and Disease
Solution: The responses students are most likely to choose include diabetes, stroke, cancer, and heart disease. a – obesity contributes to diabetes, stroke (indirectly), cancer and heart disease. Other dietary choices students are likely to list include diabetes – high sugar intake, stroke - high sodium intake, cancer – low fruit and vegetable intake, heart disease – high fat intake.
For all of these disease states, following the DASH diet (Dietary Approaches to Stop

Hypertension) would be advised. The basis of this diet is whole grains, low fat dairy choices, plenty of fresh fruits and vegetables, and healthy fat choices (restricting saturated fat intake, emphasizing mono– and poly-unsaturated fat sources).

75) Define nutrigenomics and its value in treating nutrition-related diseases.

Answer:

Difficulty: Hard
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.3 Discuss how the genes you inherit affect the impact your diet has on your health.
Section Reference 1: Section 1.3 Nutrition in Health and Disease
Solution: Nutrigenomics is the study of how diet affects our genes and how individual genetic variation can affect the impact of nutrients or food components on health. Research in this area has led to the development of "personalized nutrition," the idea that a diet based on the genes an individual has inherited can be used to prevent, moderate, or cure chronic disease.

76) Oftentimes food is used to commemorate milestones such as birthdays or to celebrate a holiday. Describe a recent food choice you have made and discuss two reasons why you made that food choice.

Answer:

Difficulty: Medium
Learning Objective 1: 1.1 Describe the nutrients found in foods and the importance of sensible food choices for health.
Learning Objective 2: 1.1.4 Identify factors in your food environment that influence your food choices.
Section Reference 1: Section 1.1 Food Choices and Nutrient Intake
Solution: The response you are looking for is that students made a food choice that they can clearly describe to you and thought about why they made that decision. For example, a student may have chosen to eat granola as a snack because it was a convenient purchase and because when they think of granola they think "healthy" or "natural".

77) It has been estimated approximately 15% of all deaths in the US can be attributed to poor diet and sedentary lifestyle. Describe one dietary practice that is popular among college students that you believe is unhealthy. What health conditions might occur if this dietary condition is continued? What would be a healthy, realistic alternative dietary practice?

Answer:

Difficulty: Hard
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.2 Explain ways in which nutrient intake can affect health in both the short term and the long term.
Section Reference 1: Section 1.3 Nutrition in Health and Disease
Solution: The response should show that students are reflecting on their current dietary practices, how these practices increase their risk for disease, and a realistic healthier alternative to this practice. For example, many students choose fast food because it is convenient and readily available. Fast food is energy dense, providing high amounts of calories that increase overweight/obesity. Students are likely to identify diabetes, stroke, cancer, or heart disease as health conditions associated with the dietary practice. A healthy, realistic alternative would be choosing foods that are not fried or processed and packing fruits, vegetables, nuts, or hard boiled egg as a snack.

78) Sara is perplexed by the following situation – Grandmother Matilda (mother's mother) eats all of the salt she wants and her blood pressure is normal. On the other hand, her Uncle Frank (father's brother) never salts his food at the table and avoids foods that are high in sodium, and he has to take medication so that is blood pressure is normal. How would you explain to Sara why salt restriction works for some, but not all people, for control of blood pressure?

Answer:

Difficulty: Medium
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.3 Discuss how the genes you inherit affect the impact your diet has on your health.
Section Reference 1: Section 1.3 Nutrition in Health and Disease
Solution: Diet affects health, but diet alone does not determine if someone will develop a particular disease. Each of us inherits a unique combination of genes, some of which affect risk of developing chronic disease, such as high blood pressure. Uncle Frank inherited a combination of genes that resulted in a tendency to have high blood pressure, so that when he consumes even an average amount of sodium, his blood pressure increases. Grandmother Matilda inherited genes that allow her to consume more sodium without a rise in blood pressure.

79) Why might the diet that optimizes health be different for different people?

Answer:

Difficulty: Hard
Learning Objective 1: 1.3 Explain the different kinds of malnutrition and the relationship between diet and your genes on health.
Learning Objective 2: 1.3.3 Discuss how the genes you inherit affect the impact your diet has on your health.
Section Reference 1: Section 1.3 Nutrition in Health and Disease
Solution: Your actual risk of disease results from interplay between the genes you inherit and the diet and lifestyle choices you make. The genes you inherit may give you a greater or lesser tendency to develop conditions like obesity, heart disease, high blood pressure, or diabetes. The nutrients and food components you consume and the amount of exercise you get can increase or decrease your risk of developing nutrition-related diseases.

80) Shanna had a Pop Tart for breakfast and she will be eating pizza tonight for dinner with friends. What is wrong with Shanna's diet? Should her main concern be eating a variety of foods, balancing her food choices, or practicing moderation? Explain your response. How should she eat for snacks, lunch, and dinner tonight to make her diet for today healthy?

Answer:

Difficulty: Hard
Learning Objective 1: 1.4 Describe the basic considerations in a healthy diet, including variety, balance, and moderation.
Learning Objective 2: 1.4.2 Explain why you can sometimes eat foods that are low in nutrient density and still have a healthy diet.
Section Reference 1: Section 1.4 Choosing a Healthy Diet
Solution: Shanna needs more balance in her diet – from what we are seeing, her diet is high in simple sugar. Students could justify a response for any of the concerns listed Shanna would benefit from adding a variety of foods within and among the food groups, currently her diet is high in carbohydrate but low in fiber, so modifying her carbohydrate choices to include whole grains is warranted. Balancing her food choices is also recommended. For example, Shanna would benefit from adding other high-fiber sources to her diet, including fresh fruits and vegetables, and other low– fat calcium sources to her diet, including low fat/fat free milk, yogurt, and low fat cheese. The portion sizes the Shanna eats is also important, restricting her intake of foods that are high in simple sugar (Pop Tarts) and may be high in fat (pizza – depending on what toppings are included) is advised. Snack, lunch, and dinner choices should emphasize high fiber (whole grain carbohydrate choices, fresh fruits and vegetables), low fat/fat free dairy, lean sources of protein, and healthy fat (mono– and poly-unsaturated fats). Examples of choices could include low fat, sugar free vanilla yogurt and a banana for an afternoon snack, a green salad with grilled chicken breast and balsamic vinegar dressing and a whole wheat roll for lunch, and a handful of almonds as an evening snack.

81) Who is responsible for the poor dietary habits of adults in the United States?

Answer:

Difficulty: Hard
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.4 Distinguish between reliable and unreliable nutrition information.
Section Reference 1: Section 1.5 Evaluating Nutrition Information
Solution: Students should be able to discuss the viewpoint that the food environment is responsible for America's unhealthy eating habits more than personal irresponsibility. Students should cite Brownell who argues that the government should have regulations to ensure that the foods sold and served in restaurants provide nutritional value and do not contribute to chronic disease.

82) One option to encourage healthier food choices is to tax the low nutrient-dense foods. Do you believe that this will assist lower income individuals to select more healthy options? Justify your response.

Answer:

Difficulty: Hard
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.
Learning Objective 2: 1.5.4 Distinguish between reliable and unreliable nutrition information.
Section Reference 1: Section 1.5 Evaluating Nutrition Information
Solution: The student's answer should discuss how a tax on junk food could be viewed as an infringement on personal freedom and that people in the low-income group may be further limited in food choices. Some pros would be pressure on the food industry to make healthier foods. The government could also subsidize fruits and vegetables and make them more affordable.

83) One option to encourage healthier food choices is to print the number of kcalories and fat grams in various fast food restaurants on the menu board. Do you believe that consumers will select healthier options with this information? Justify your response.

Answer:
Difficulty: Hard
Learning Objective 1: 1.5 Describe how the scientific method can be applied to the evaluation of nutrition information.

Learning Objective 2: 1.5.4 Distinguish between reliable and unreliable nutrition information.
Section Reference 1: Section 1.5 Evaluating Nutrition Information
Solution: The student's answer should include a discussion of pros and cons. Posting calorie counts on menu's might guide people to make better choices but many people do not want to know this information. Often when people eat out they view it as their splurge meal or treat.