Nutrition Education 5th edition Contento Test Bank

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Chapter: Chapter 01 - Testbank

Multiple Choice

1. Nutrition education and health promotion are related in the following ways, *except*:
A) nutrition education includes other food issues besides health impacts.
B) health promotion focuses on other issues besides food issues.
C) health promotion is a subset of nutrition education.
D) nutrition education can focus on increasing availability and accessibility of food.
Ans: C
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
Subject: Chapter 1
Title: Nutrition Education for Today's Complex World

2. This book focuses on the tasks of the vast majority of nutrition educators, which does *not* include which of the following?
A) Engaging in activities and coalitions with others to support the public's ability to eat healthfully
B) Developing accompanying materials and activities
C) Providing site-based, in-person educational activities with groups
D) Working in a lab pipetting blood samples
Ans: D
Complexity: Moderate
Ahead: What Do Nutrition Educators Do? Settings, Audiences, and Scope for Nutrition Education
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3. Nutrition education involves a combination of educational strategies. These could include all the following, *except*:
A) policy activities related to food and nutrition.
B) participation in coalitions to change the food environment.
C) strategies to foster growth, development, and change.
D) changes in food assistance programs administration.
Ans: D
Complexity: Moderate
Ahead: A Contemporary Definition of Nutrition Education

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4. Nutrition education for the public can include all of the following, *except*:
A) engaging in food policy activities.
B) discouraging people from eating for reasons other than health if they so choose.
C) enhancing motivation.
D) assisting people to take food or nutrition-related action.
Ans: B
Complexity: Moderate
Ahead: A Contemporary Definition of Nutrition Education
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5. Dietary interventions are often integrated with interventions directed at the following other health-related behaviors, *except*:
A) increased physical activity.
B) smoking cessation.
C) blood pressure control.
D) computer programming skills.
Ans: D
Complexity: Moderate
Ahead: Why Nutrition Education?
Subject: Chapter 1
Title: Nutrition Education for Today's Complex World

6. Which of the following is *not* a life-stage group?
A) College students
B) Asian Americans
C) Pregnant and lactating women
D) Preschool children
Ans: B
Complexity: Easy
Ahead: What Do Nutrition Educators Do? Settings, Audiences, and Scope for Nutrition Education
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7. With respect to an elementary school child, the term *gatekeepers* likely refers to all of the following, *except*:
A) the Supplemental Food and Nutrition Program (SNAP).
B) a child's mother who purchases and prepares food.
C) the child's twin sister.
D) the foodservice manager at the child's school.
Ans: C
Complexity: Moderate
Ahead: What Do Nutrition Educators Do? Settings, Audiences, and Scope for Nutrition Education
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8. What is the name of the diet-related governmental document that provides recommendations for implementing national strategies to improve health and reduce disease?
A) Dietary Guidelines for Americans
B) Food Guide Pyramid
C) MyPlate
D) The National Guidelines
Ans: A
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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9. Nutrition education can participate in all of the following, *except*:
A) influencing policymakers.
B) enhancing motivation.
C) facilitating voluntary dietary change.
D) developing healthy food products.
Ans: D
Complexity: Moderate
Ahead: A Contemporary Definition of Nutrition Education
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10. The eating patterns of individuals may differ because:
A) their culture dictates foods different from other cultures.
B) their families serve foods different from other families.
C) they have unique experiences with food.
D) their social and cultural environment emphasizes certain foods.
Ans: C
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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11. “Arguing skillfully” about food and nutrition might include all the following, *except*:
A) presenting the benefits of taking action through group sessions.
B) food tastings for tasty healthful fruits and vegetables.
C) messages on grocery bags.
D) teaching knife skills.
Ans: D
Complexity: Moderate
Ahead: A Contemporary Definition of Nutrition Education
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12. Studies designed to examine the effectiveness of nutrition education have found all of the following, *except*:
A) nutrition education has been shown to improve eating patterns.
B) nutrition education can be cost-effective.
C) nutrition education usually helps people make major dietary changes quickly.
D) nutrition education often does not achieve across-the-board successes on all criteria of effectiveness.
Ans: C
Complexity: Moderate
Ahead: Nutrition Education Effectiveness
Subject: Chapter 1
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13. Which of the following is a potential audience for nutrition education?
A) A college football team
B) Older adults in a nursing facility
C) Media personnel
D) All of these are correct.
Ans: D
Complexity: Moderate
Ahead: What Do Nutrition Educators Do? Settings, Audiences, and Scope for Nutrition Education
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14. Which of the following would *not* represent the notion of *sensory-specific satiety?*
A) Sally ate a lot of casserole for dinner, but she still had room for ice cream for dessert.
B) After eating the same lunch for 2 weeks in a row, Max decided to change up his routine.
C) Sarah liked the new CSA because it gave her new fruits and vegetables to try every week.
D) Julie boasted she never got tired of potatoes; she ate them morning, noon, and night.
Ans: D
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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15. The “omnivore’s dilemma” is:
A) the dilemma of having to choose between danger and distaste for foods.
B) the dilemma of having to choose from so many different foods.
C) the need to seek variety in choosing foods.
D) the dilemma between choosing food variety to meet nutritional needs and possible dangerous consequences.
Ans: D
Complexity: Easy
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16. Which of the following is *not* part of the social structure and cultural environment that affects our food choices?

A) Family origins
B) Influence of cultural practices
C) Food availability
D) Organizational membership
Ans: C
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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17. Which of the following are part of the economic environment?
A) Household structure, price, income, time use
B) Price, income, time use, transportation
C) Salary, taste, food availability, food accessibility
D) Income, food availability, taste, transportation
Ans: A
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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18. Why is focusing on specific behavior-change goals more effective than providing general nutrition information?
A) It allows for individualized diet plans to be created.
B) It helps motivate people by providing clear actions to take, leading to more successful outcomes.
C) It eliminates the need for environmental support.
D) It simplifies complex nutrition science for people.
Ans: B
Complexity: Moderate
Ahead: Meeting the Challenges for Nutrition Education
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19. Use of rewards by parents, daycare staff, or teachers can have which of the following effects?
A) When food is used as a reward for an activity, the activity will be liked more.
B) When dessert is used to reward children to eat their vegetables, children will come to like the vegetables.
C) When food is used as a reward for an activity, the food will be liked more.
D) When food is used as a reward for an activity, the liking for the food will decrease.
Ans: C
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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20. Which of the following would be the best strategy for promoting environmental supports for behavior change in a community?
A) Creating public awareness about general health and nutrition topics

B) Focusing only on motivating individuals without considering their environment
C) Encouraging people to make all food-related decisions on their own
D) Partnering with local institutions and businesses to make healthy food more accessible
Ans: D
Complexity: Moderate
Ahead: Meeting the Challenges for Nutrition Education
Subject: Chapter 1
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21. Personal factors influencing our food choices include which of the following?
A) Expected outcomes of taking action, skills, social structures
B) Values, skills, family of origin
C) Values, expected outcomes of taking action, social norms
D) Cultural norms, social structures, values
Ans: C
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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22. Interpersonal factors influencing our food choices include which of the following?
A) Social networks, families, shopping practices
B) Peers, families, social structures
C) Attitudes, social networks, peers
D) Social networks, peers, friends
Ans: D
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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23. What taste is associated with umami?
A) The subtleness of tofu in Japanese cuisine
B) The brothiness of soup or the meatiness in mushrooms
C) The taste of seaweed and hajiki
D) Umami is not officially a distinct taste.
Ans: B
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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24. Which of the following is *not* a person-related factor?
A) Social structures
B) Cultural practices
C) Sensory-specific satiety
D) Perceptions and beliefs
Ans: C

Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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25. Which of the following is a conditioned aversion?
A) An adult no longer eats rice pudding because his parents always gave him pudding when he was sick as a child.
B) A child will not try jicama because it is an unfamiliar food.
C) An adult enjoys ice cream because he remembers eating it at his birthday parties.
D) None of these is correct.
E) All of these are correct.
Ans: A
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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26. Which of the following is *not* a motivation to reject food according to Rozin and Fallon?
A) Sensory-affected beliefs that can lead to distaste
B) Anticipated consequences about possible harmful outcomes
C) Ideas about the nature of the food that can lead to disgust
D) All of these are motivations for food rejection.
Ans: D
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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27. Associative conditioning, when it comes to food, refers to:
A) learning from the positive or negative consequences people experience from eating a food.
B) learning about the associations between nutrients and health.
C) the biological consequences of eating certain foods.
D) the conditions under which food is served.
Ans: A
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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28. Nutrition education programs focus on changing all the following, *except*
A) cultural practices of communities.
B) preferences for healthful foods.
C) perceptions and attitudes toward foods.
D) accessibility of healthful foods.
Ans: A
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well

Subject: Chapter 1
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29. Preferences for most foods we eat on a daily basis are based primarily on:
A) biological factors.
B) learning through repeated experience with food.
C) what parents insisted that we eat as children.
D) what teachers in schools taught us to eat.
Ans: B
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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30. Which of the following is *not* an example of a place where nutrition education can be provided?
A) Elementary schools
B) An automobile company
C) A hospital
D) All of these are viable options for nutrition education.
Ans: D
Complexity: Moderate
Ahead: What Do Nutrition Educators Do? Settings, Audiences, and Scope for Nutrition Education
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31. Processed food products are often engineered with which of the following nutrients?
A) Sugar, vitamin B_{12}, salt
B) Salt, sugar, fat
C) Salt, fat, protein
D) Fat, sugar, vitamin B_{12}
Ans: B
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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True/False

1. True or False? The Society for Nutrition Education and Behavior is the foremost nutrition education professional organization.
Ans: True
Complexity: Easy
Ahead: A Contemporary Definition of Nutrition Education
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2. True or False? Using collaboration is a critical consciousness-raising approach where people ultimately plan ways to organize to take action.
Ans: Easy
Complexity: Moderate
Ahead: Nutrition Education Involves the Integration of Several Disciplines
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3. True or False? Consumers primarily need information on nutrients.
Ans: Easy
Complexity: Moderate
Ahead: A Contemporary Definition of Nutrition Education
Subject: Chapter 1
Title: Nutrition Education for Today's Complex World

4. Food preference in humans is largely due to learning through associative conditioning.
Ans: False
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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5. True or False? Humans begin to learn food preferences and food acceptance prenatally.
Ans: True
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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6. True or False? Media and advertising are part of the economic environment.
Ans: False
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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7. True or False? Our food choices and practices are influenced more by our beliefs and attitudes than biological factors.
Ans: True
Complexity: Easy
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8. True or False? A national survey that found that about one-third of individuals thought that the recommended number of servings of fruit and vegetables per day was two or three, which shows that many Americans lack nutrition literacy.
Ans: True
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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9. True or False? Making changes to make the healthier options be more attractive, convenient, and normative can nudge people to eat healthier options.
Ans: True
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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10. True or False? Humans appear to be born with an unlearned predisposition toward liking sweet taste.
Ans: True
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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11. True or False? One's sense of fullness is influenced by associative learning and can be conditioned.
Ans: True
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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12. True or False? Eaters need both critical thinking skills and affective skills such as assertiveness, self-management, and negotiation skills to enhance their empowerment.
Ans: True
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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13. True or False? Nutrition education is synonymous with dissemination of information.
Ans: False
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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Title: Nutrition Education for Today's Complex World

14. True or False? The foods that most likely contribute to obesity tend to also be those that require considerable resources such as fertilizers, pesticides, fossil fuels, and packaging materials.
Ans: True
Complexity: Easy
Ahead: Why Nutrition Education?
Subject: Chapter 1
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15. True or False? Nutrition literacy, such as reading nutrition facts labels, is easy for most consumers.
Ans: False
Complexity: Easy
Ahead: Why Nutrition Education?
Subject: Chapter 1
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16. True or False? Many people in developing countries believe imported, processed items are better for health than locally grown whole foods.
Ans: True
Complexity: Easy
Ahead: Why Nutrition Education?
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17. True or False? When rats were fed a diet of tasty, energy-dense, low-nutrient food items, they remained thin, indicating that having “body wisdom” is a viable possibility.
Ans: False
Complexity: Easy
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Short Answer

1. In the definition of *nutrition education*, the word _____ is used to emphasize the fact that educators can only assist people to make diet-related changes.
Ans: facilitate
Complexity: Moderate
Ahead: A Contemporary Definition of Nutrition Education
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2. Expenditures for food advertising are _____ than expenditures for food recommendations of MyPlate.
Ans: greater
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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3. Many factors that influence our eating are explored in greater detail in this chapter. For the purposes of this book, these factors are referred to as _____.
Ans: determinants
Complexity: Easy
Ahead: The Challenge of Educating People About Eating Well
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4. Making healthier options more attractive, convenient, and normative to nudge people to eat the healthier options is an example of _____.
Ans: behavioral economics
Complexity: Moderate
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Essay

1. Explain the term “sensory-specific satiety.”
Ans: As people eat more of a particular food (e.g., salty food) in the course of a meal, they come to like its taste less but the desire for other foods offered (e.g., sweet desserts) remains relatively unchanged. This is sensory-specific satiety. This biological predisposition ensured that humans would consume a varied diet, and when the varied diet was from whole, ancestral foods, it ensured individuals would get all the nutrients they needed.
Complexity: Difficult
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2. Name four different settings where nutrition education is provided.
Ans: Nutrition education is provided in: community settings, such as at WIC centers of Head Start programs; food and food-system-related community sites such as food banks and soup kitchens; schools; workplaces; healthcare settings.
Complexity: Moderate
Ahead: What Do Nutrition Educators Do? Settings, Audiences, and Scope for Nutrition Education
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3. Name at least three diseases that are associated with current eating patterns.
Ans: 1. Coronary heart disease; 2. Some types of cancer; 3. Type 2 diabetes; 4. Osteoporosis
Complexity: Moderate
Ahead: Introduction
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4. Name at least three reasons why nutrition education is needed.
Ans: Nutrition education is currently needed because: Dietary patterns are not optimal; there is a complex food choice environment; there is a complex information environment; there is consumer bewilderment and concern; individuals are often not motivated to select healthy food.
Complexity: Moderate
Ahead: Why Nutrition Education?
Subject: Chapter 1
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5. Describe three key features of the definition of nutrition education.
Ans: 1. Nutrition education focuses on the adoption of specific behaviors or actions; 2. Its role is to facilitate the voluntary adoption of healthful food choices and diet-related behaviors; 3. It includes activities at multiple levels—individual, community, and policy levels; 4. The activities are systematically planned.
Complexity: Moderate
Ahead: A Contemporary Definition of Nutrition Education
Subject: Chapter 1
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6. Eating habits intertwine biological preferences and cultural influences. What are the major cultural influences on today’s U.S. eating patterns?
Ans: Major cultural influences include: The importance of convenience or quickness in preparing or obtaining food; the importance of buying low-cost food; foods products available are highly processed; food products are highly promoted by the instruments of mass culture (television, advertising).
Complexity: Difficult
Ahead: The Challenge of Educating People About Eating Well
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7. What advice can nutrition educators give parents and caregivers about helping children learn to self-regulate the amount of food they eat?
Ans: Provide a variety of healthful foods from which children may choose; children choose how much of that food to eat; offer healthful foods frequently to increase familiarity; offer healthful foods in a positive social atmosphere
Complexity: Moderate
Ahead: The Challenge of Educating People About Eating Well
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8. Describe three environmental factors that influence people's food choices and dietary practices. For each, state one implication for nutrition education.
Ans: Food environment: nutrition educators can help parents create a healthful food environment for their children at home; advocate for availability and accessibility of healthful foods in such places as workplaces and schools; Economic environment: Understand the importance of realistic recommendations that take into account people's budgets; Information environment: Help people analyze specific media /information environments; use media.
Complexity: Difficult
Ahead: The Challenge of Educating People About Eating Well
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9. Individuals with limited resources often buy processed foods with added fat and sugar rather than fruits and vegetables because they are cheaper. Provide at least one reason why processed foods may be cheaper.
Ans: They are cheaper to *manufacture and transport*; they are cheaper to *store* than perishable items such as meat, dairy and fresh produce; a*gricultural subsidies* make foods with added fat and sugar cheaper than fresh produce. Thus, a diet with refined grains can be had for about $2 a day; animal protein foods can be 5 to 50 times higher in price per calorie; and fruits and vegetables 50 to 100 times higher per calorie.
Complexity: Moderate
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