

## Review Questions

This study guide for the early sections of the course is intended to highlight important concepts from class and to help students prepare for class and exams. Please note that it may be revised during the semester. Any announcements about revisions will be made on Insight. An updated file containing other sections will be available later in the semester.

### Course Introduction (from first day of class, not the textbook)

- 1) Which is a healthier choice: a candy bar or fruit? Does the context play a role in defining whether one food choice is a better option than another?

### Preface

- 1) Information presented in Eat Well sometimes conflicts with information presented in conventional textbooks. Discuss the role that author bias may play in explaining these discrepancies. Think about these questions:
  - a) Are conventional nutrition textbooks biased? If so, what might influence that bias?
  - b) Is Eat Well biased? If so, what might influence that bias?

### Why Do You Choose the Foods You Do?

- 1) What is important to you when you choose foods?
- 2) Do these reasons differ at different times? For example, do you have different considerations at restaurants than you do at home? How about on a school day vs. a weekend? Or before class vs. before an athletic event?

### Introduction to Nutrition

This section requires that you learn information beyond what is discussed in class.

- 1) What is nutrition?
- 2) In Eat Well, I refer to the “power of the fork.” What did I mean by this? In other words, what kind of an impact can your food choices have?
- 3) Why do we need nutrients?
- 4) What is nutrient density? (Be prepared to compare the nutrient density of foods, given nutrient information.)
- 5) What does the term “empty calorie” food refer to?
- 6) What is an essential nutrient?
- 7) What is a macronutrient?
- 8) Be aware of the major functions of each macronutrient and name the types of carbohydrates and fats. (I don’t expect you to know this well at this point, but I do expect you to be conversant with the terms so we can use them prior to discussing each macronutrient in more depth.)
- 9) Which nutrients provide the body with usable energy?
- 10) Name the categories of food sources for each of the following: sugars, starches, fiber, saturated fat, unsaturated fat, cholesterol, and protein. (Again, I don’t expect you to know these well yet, but you’ll find it helpful to get an early start on learning these. I suggest you start by memorizing the big categories now and reading food labels of the foods you eat and common foods in grocery stores to understand them better.)
- 11) What is a micronutrient?
- 12) Describe the major functions of water, vitamins and minerals. (Again, I don’t expect you to know these in any depth at this point, but I do expect you to be conversant with the terms so we can use them prior to discussing each in more depth.)

- 13) What is a phytochemical and what kinds of foods are they found in?
- 14) What is a free radical or an oxidant, and how do they affect our health?
- 15) What does the term “oxidation” refer to?
- 16) Where do oxidants that are in our body come from?
- 17) Which foods are more likely to be oxidized?
- 18) What is an anti-oxidant and why are they valuable?
- 19) Where do the anti-oxidants in our body come from?
- 20) Which foods are more likely to be rich in anti-oxidants?
- 21) Summarize the nutrition recommendations for reducing oxidative damage and maximizing anti-oxidant protection in your body.
- 22) Define these terms: omnivore, carnivore, vegetarian, vegan.
- 23) What does sustainable agriculture refer to?

#### Food Politics

- 1) Name the two practices the food industry employs in order to increase profits. (I am referring to general goals here as opposed to techniques used to accomplish these goals such as advertising or manipulating nutrition recommendations.)
- 2) Why is super-sizing beneficial for the food industry?
- 3) What are some other ways that the food industry encourages over-eating?
- 4) Consider the ways industry exerts their influence and the implications that it has for public health.
- 5) Consider how bias has influenced the information presented in this class and your understanding of nutrition.
- 6) Is public health the only concern when the government establishes dietary recommendations? What influences how the dietary recommendations get established?
- 7) Can you trust the media to give you accurate nutrition information? Why or why not?
- 8) Can you trust endorsements made by non-profit agencies? Why or why not?
- 9) Are researchers and educators influenced by private industry? If so, give examples.
- 10) Are physicians required to be well trained in nutrition?
- 11) What is the primary governmental body responsible for public nutrition education? What is the other role of that organization? What are the implications of holding these dual roles?
- 12) Does the food industry influence public education about nutrition? If so, provide an example.

#### Eating in a Disordered Culture

- 1) I describe commonly promoted eating habits as part of a cultural eating disorder and propose a contrasting view of what I see as “normal, healthy eating.” What do I mean when I refer to each of these? Describe how each of these paradigms recommends that we make decisions about **when to eat and stop eating** as well as **what to eat**.
- 2) What are the limitations in considering certain foods to be “good” or “bad”?
- 3) What do I mean when I suggest we keep nutrition in perspective?

#### Pleasure and Taste

- 1) Name some of the elements that play a role in the flavor you perceive in foods, both sensory and non-sensory.
- 2) Which plays the larger role in the flavor you perceive in foods, your taste buds or your nose?

- 3) Are your food preferences influenced by your genes?
- 4) Do your genes dictate your food preferences or are there other influences?
- 5) At what point in the lifespan are food preferences most strongly developed?
- 6) What is a “processed” food?
- 7) Does food processing affect the flavor and the nutritional content of food? If so, how?
- 8) What does “natural flavor” refer to and why do some consider this term deceptive?
- 9) If a nutrition label states that the product contains “natural strawberry flavor,” does that mean that the flavor in the product was derived from strawberries?
- 10) Are “natural flavors” better for you than “artificial flavors?”
- 11) What is your reaction to the manipulation of artificial and natural flavorings? Do you see it as a positive or negative practice?
- 12) How can consumers have an impact on improving the quality of food processing?
- 13) Suggest some strategies people can employ to change their tastes.
- 14) What are some strategies that will be helpful for *you* to change your tastes?

#### Food Labels

Be able to discuss the information that may appear on a food label. Examples:

- 1) Why is it important to check the serving size?
- 2) How much energy is supplied by each of the macronutrients, and by vitamins, minerals and water?
- 3) Be able to calculate the energy content of foods (and the specific macronutrients contained in those foods) and the percentage of the total energy derived from each nutrient. Make sure you understand what a percentage means.
- 4) What does the order of ingredients tell you?
- 5) If a micronutrient isn't listed, does that mean it's not in the product?
- 6) Can you trust nutritional claims and certifications found on labels?
- 7) Discuss some of the ways in which labels can be deceptive. (Pay attention to food labels and come up with some ideas that weren't mentioned in class.)
- 8) Practice reading labels and interpreting information.