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**About the Instructor**

Instructor: Deborah Ocken  
Email Address: deborah.ocken@seattlecolleges.edu  
Message Number: 762-333-2231 (Google Voice Message)

My educational and professional background is in nutrition and wellness. I have worked in public health research, government programs and policy and in education.

My goals as your instructor are to provide a good scientific foundation so you can be informed and discerning consumers of nutrition and health information. This course will also give you the information and skills needed to know how to eat healthfully throughout life. I routinely updated course content to reflect current nutrition and health information and policy.

Anytime you have questions about this course, please email me.

**Prerequisites**

Eligibility for MAT 084 and ENG 101

**Required Materials**

**Textbook**

*Understanding Nutrition*, 12ed,  
by Whitney and Rolfes  
Wadsworth, Cengage Learning, 2011

You may purchase a new or used book.

**On-line Diet Analysis Software**

Free on-line diet analysis software, SuperTracker.  
[https://www.supertracker.usda.gov/default.aspx](https://www.supertracker.usda.gov/default.aspx)

Complete instructions for logging on and setting up a profile are found in the Lesson 1 Project instructions.

**Recommended Materials**

**Annual Editions: Nutrition**

McGraw-Hill/Dushkin  
A great source of current articles for the article summary assignments.

I create a blog for this course containing lectures, website links and electronic versions of all course materials. If you provided an email address to the college when registering, I will email you an invitation to the blog. Email me if you have not received an invitation to access this blog and would like one.

Textbook Website

If you are interested in accessing FREE on-line resources (website links for each chapter, flashcards, news videos, etc) from the textbook publisher go to: [http://login.cengage.com/sso/](http://login.cengage.com/sso/)

- Once logged on, you will need to click **Create a new Student Account**.
- On the new window that pops up, ignore the request for a code, instead, click on the link, **I Don't Have an Access Code or Course Key**.
- On the next screen, you will need to enter a ISBN for our text, **ENTER** this number: **1133108539**
- The image of our textbook will appear, click ADD.
- Now you will need to create an account and agree to the usual legal statement.
- Then you should have access to the free student site for the textbook.

Course Description

NTR 150 is an introduction to nutrition, emphasizing relationship of nutrition to growth, development, health, physical and mental functioning. Students will examine the sources, functions, interrelationships and human requirements of nutrients.

Learning Objectives

Upon completion of this course, students will be able to:

- identify credible, scientific sources of nutrition information.
- identify the essential nutrients, their functions and good food sources.
- describe food choices which promote optimal wellness.
- apply a food guide tool to assess and create a healthful diet.
- describe a safe and effective weight management program.
- describe signs and symptoms of eating disorders and a general approach to treatment.
- list the three types of fitness and describe the recommendations for each type.
- identify the risk factors for cardiovascular diseases, cancers and type 2 diabetes.
- describe how to prevent food poisoning.
- describe the benefits and controversies of food technology
- identify the unique nutrient needs of pregnancy, infancy and senior years.
- discuss food insecurity identify the causes, and programs which help alleviate

Assignments

Nutrition 150 by Correspondence is made up of ten lessons and one exam. The lessons are made up of the following assignments:

Reading Assignment & Lesson Objectives

See the Course Overview for each lesson’s reading assignment. Use the Lesson Objectives for each lesson as a study aid and a way to focus your reading time and prepare for the final exam.
Article Summaries (20 points)
For Lessons Two through Ten, follow these instructions for the article summary assignment. (See Lesson One for specific instructions for an assignment on finding and judging credible web sites.)

Instructions for Article Summary Assignments
Find an article on a topic from the lesson objectives. The article source will be a credible, science-based source published within the last five (5) years. Acceptable sources are credible, science-based websites, peer-reviewed journals and articles from Annual Additions: Nutrition (see Recommended Materials). Articles length should be a minimum of two pages (approximately 1000 words).

Do NOT use press or news releases. If the address (URL) of an on-line article has the word NEWS in it, it is a press release.

If you have any questions about a specific source you would like to use, email me.

In your summary, include the name of the source (for example, the name and address of the website) and the title of the article. Describe in about two to three sentences why you chose the article. Then paraphrase in your own words the key points of the article. If using a quote from the article, it should be very brief, no more than about two sentences. Use quotation marks to denote all quoted material.

Minimum required length: 400 words (or approximately one page typed, 12 point font, double spaced, one inch margins). Maximum suggested length 800 words.

CAUTION: Assignments containing plagiarized content will be returned with a 0 score. Please review what plagiarism is and how to avoid: Read Plagiarism Information in the Appendix

Projects (25 points)
Eight lessons include a project assignment. See the Course Overview to see the lessons with project assignments and each lesson for complete project instructions.

TIPS for PROJECTS!
The essential objective of all assignments in the course is to show me what you are learning. When completing the project use these tips to approach how to answer the discussion questions.

Show me, don’t just tell me.
Answer the questions as though you were communicating with someone that knows nothing about the topic. Show what you are learning by adding details and specifics from the course materials. For example, this sentence, “I need to improve my the balance of my diet,” is a good start but it lacks details. What is meant by balance? And exactly can be changed to improve it? Consider this improved example answer “I need to improve the balance of my diet. I see from my diet reports that my diet is low in vegetable servings and over the recommended grain servings. To achieve better balance, I can reduce my servings of bread by two ounces (that is, two slices of bread) and add 1 c of vegetable servings by adding 1 cup of dark green vegetable like kale.” See the difference? Details like specific food examples with amounts, values taken from your diet analysis improve this answer.

The topics in this course are obviously personal, however, use your personal choices as examples and not as the answer to a question. For the projects, you may, at times, need to consider your own diet choices, behaviors and observations. Though food choices are a personal topic, the project objective is to show me what you learned from the course materials. For example, you may chose not to consume certain foods or types of foods.
someone practicing a vegan diet would not be able to show me everything they learned about protein if they limited the answer to only the foods in their personal diet.

By the way, your personal choices will never be scored in this course. If you think you diet is less than A+, no worries. Or if you do not agree with some of the information in this course and choose not to practice it, that is perfectly fine. Naturally, it is completely up to you if you don’t agree with, or practice, the information found in this course.

NTR 150 is a science course. Practice thinking and writing like a scientist. Avoid using phrases such as, “I feel,” “I believe,” or “In my opinion.” In science, conclusions are based on objective information. In your answers you may add some personal reflections but the most of the answers will be based on what you learned from the course materials or science-based sources of information.

Self-quizzes (5 points)
Each lesson includes a self-quiz. The 15 multiple-choice questions are based on the lesson objectives. The quiz answer key is found in the Appendix of this guide. The quizzes are study aids: Score your own quiz and submit your score to receive five (5) points credit regardless of your score on the quiz.

Submitting Completed Lesson Assignments

You may submit your lesson assignments in several different ways.

- **In-Person** at the SCCC Distance Learning Office
- **By mail** (slowest), address to: SCCC Distance Learning Office
  1701 Broadway, BE 1140
  Seattle, WA 98122
- **By email** (quickest), to your instructor, deborah.ocken@seattlecolleges.edu

To Submit **In-Person or by Mail** to the SCCC Distance Learning Office:
Attach a lesson ID form you received for each lesson to your assignments. (These forms are provided with your course study guide and course packet.) If you would like to have your lessons returned by mail, include a self-addressed, stamped envelope.

To Submit by **Email to your Instructor, Deborah**:
In the subject line of your message type the course name, the lesson number and your name.

For example: **NTR150, Lesson 1, Jones**
Report your quiz score by typing your score into the body of the message. Attach to this same message your article summary assignment as one attachment and your project as a second attachment.

**Accepted document formats for assignments:**
.doc, .docx, .rtf, and .pages.

No lesson ID form is needed if emailing assignments directly to your instructor.

**Feedback**
All lesson assignments are returned with scores and instructor feedback. Lessons dropped off or mailed to the Distance Learning Office will be returned as directed by the student—for pick-up or mailed (self-addressed, stamped envelope is required). Lessons emailed will be returned by email. Lessons submitted by email are returned within 7 to 10 days. The return times may be longer at the beginning and end of each quarter and during the Summer and December breaks.
Accepted Pace of Lesson Completion

I accept no more than two lessons in any seven (7) day period. I highly recommend a lesson completion pace of one lesson each week. If you have questions about these instructions or anything else related to this course, email me.

Examination

The course includes a proctored final examination. The exam consists of 100 multiple-choice questions and is comprehensive: it covers the material from Lessons 1 through 10. It is closed-book and timed with an 80 time limit. No notes, books or any electronic devices of any kind are allowed during testing (with the exception of translation devices).

You can choose to take the exam either with me, your instructor, as an on-line exam or on-campus, through the Correspondence Office as a traditional paper exam. For information about the on-line exam option, email me. For complete information about on-campus exams, see the Exam Request Form in the Student Handbook that came in your course packet.

Points, Scoring Rubrics & Course Grades

Course Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Total Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects</td>
<td>8 @ 25 points</td>
<td>200</td>
<td>36</td>
</tr>
<tr>
<td>Article Summaries</td>
<td>10 @ 20 points</td>
<td>200</td>
<td>36</td>
</tr>
<tr>
<td>Self-Quizzes</td>
<td>10 @ 5 points</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td>Exam</td>
<td>100 points</td>
<td>100</td>
<td>18</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>550</strong></td>
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Scoring Rubric for Projects

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings (25 points total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>excellent</td>
</tr>
<tr>
<td>Completeness</td>
<td>7</td>
</tr>
<tr>
<td>All questions answered and instructions followed. Discussion answers address question asked.</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>7</td>
</tr>
<tr>
<td>Numerical answer and concepts discussed are accurate.</td>
<td></td>
</tr>
<tr>
<td>Application of Objective</td>
<td>7</td>
</tr>
<tr>
<td>Answers demonstrates understanding of objectives stated in project instructions. (Specifics and details used in answer.)</td>
<td></td>
</tr>
<tr>
<td>Academic Excellence</td>
<td>4</td>
</tr>
<tr>
<td>Including, but not limited to, organization, spelling and English usage.</td>
<td></td>
</tr>
</tbody>
</table>
### Scoring Rubric for Article Summaries

<table>
<thead>
<tr>
<th>Criteria</th>
<th>excellent</th>
<th>very good</th>
<th>satisfactory</th>
<th>passing</th>
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<tbody>
<tr>
<td><strong>Topic Choice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic of article selected from current lesson objectives.</td>
<td>3</td>
<td>2.5</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of article met minimum length requirements. Includes source citation and brief statement about reason article was selected and paraphrasing of key points from article.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Article Source</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article source met criteria for credibility. (See Lesson 1 assignment on evaluating web sites.)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A balanced and accurate summation of key points of article.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Academic Excellence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization, spelling and English usage.</td>
<td>3</td>
<td>2.5</td>
<td>2</td>
<td>1</td>
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### Course Grades

<table>
<thead>
<tr>
<th>Percentage of Total Points</th>
<th>Letter Grade</th>
<th>Numerical Grade (4.0 scale)</th>
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<tr>
<td>90 to 100%</td>
<td>A</td>
<td>3.5 to 4.0</td>
</tr>
<tr>
<td>80 to 89%</td>
<td>B</td>
<td>2.5 to 3.4</td>
</tr>
<tr>
<td>70 to 79%</td>
<td>C</td>
<td>1.5 to 2.4</td>
</tr>
<tr>
<td>60 to 69%</td>
<td>D</td>
<td>1.0 to 1.4</td>
</tr>
<tr>
<td>below 60%</td>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Americans with Disabilities Act Statement

If you need course adaptations or accommodation because of a disability, if you have emergency medical information to share with your instructor, please email your instructor as soon as possible.

For more information, click >> SCCC Disability Support Services
http://seattlecentral.edu/disability-support/index.php
## Course Outline

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Project</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Nutrition</td>
<td>Chapter 1 Highlight 1</td>
<td>Record and Analyze Your Diet</td>
</tr>
<tr>
<td>2</td>
<td>Healthful Diet Design</td>
<td>Chapters 2 &amp; 3</td>
<td>Use a Food Group Guide to create a Balanced Diet</td>
</tr>
<tr>
<td></td>
<td>Food &amp; Physiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Carbohydrates</td>
<td>Chapter 4 Highlight 4 plus pages 620 - 625</td>
<td>Evaluate Fiber Intake &amp; Explore Balance</td>
</tr>
<tr>
<td>4</td>
<td>Lipids</td>
<td>Chapter 5 Highlight 5 pages 608 - 618</td>
<td>Evaluate Fat Intake &amp; Explore Nutrient Density</td>
</tr>
<tr>
<td>5</td>
<td>Protein</td>
<td>Chapter 6 Highlight 2 pages 625 - 629</td>
<td>Evaluate Protein Sources &amp; Explore Variety</td>
</tr>
<tr>
<td>6</td>
<td>Energy, Weight &amp; Activity</td>
<td>Chapter 7, 8, 9 &amp; 14 Highlights 8 &amp; 9</td>
<td>Record and Analyze Your Activity</td>
</tr>
<tr>
<td>7</td>
<td>Vitamins</td>
<td>Chapters 10 &amp; 11 Highlights 10 &amp; 11</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Minerals</td>
<td>Chapters 12 &amp; 13 Highlights 12 &amp; 13 pages 618 - 620</td>
<td>Improve Vitamins &amp; Minerals Intakes</td>
</tr>
<tr>
<td>9</td>
<td>Life Cycle Nutrition</td>
<td>Chapters 15, 16 &amp; 17 Highlights 7, 15 &amp; 16</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Consumer &amp; Global Nutrition</td>
<td>Chapters 19 &amp; 20 Highlights 19 &amp; 20</td>
<td>Create an Ideal Diet</td>
</tr>
</tbody>
</table>

**FINAL EXAM**
**Reminder:** If submitting lessons to the Distance Learning Office in person or through the mail, attach a completed *Lesson Identification Form* and barcode sticker to the front of each assignment.

**LESSON ONE: Introduction**

**Reading Assignment & Lesson Objectives**

**Chapter 1: An Overview of Nutrition**  
**Highlight 1: Nutrition Information and Misinformation**

- Briefly describe the relationship of nutrition to health.
- List the leading causes of death and note which are related to diet.
- List the six groups of nutrients.
- List the nutrients which provide energy and how many calories per gram each of these provides.
- Identify the recommended intakes (as a percent of total calories) of each of the three nutrients that provide energy. (These recommendations are known as the AMDRs).
- Describe the type of nutrient intake recommendations (that is, the EARs, RDAs, AIs, and the ULs) which make up the Dietary Reference Intakes (DRIs) and explain the purpose of each.
- Identify several sources of reliable nutrition information. (List both types of professionals and organizations as well as web sites.)
- For consumers of nutrition information, discuss the differences between the results of an epidemiological study, a laboratory study and a human study (also may be called an intervention or clinical study).

*Define the following terms:*
- essential nutrient
- calorie
- gram
- processed
- refined
- organic
- control group
- randomized
- blind study and a double-blind study
- placebo and the placebo effect
- peer-review

**Assignment: Finding & Judging Credible Web Sites (20 points)**

Before starting the article summary assignments, learn more about how to find good sources of information for those articles. If using the internet to search for articles, it is essential to use only the most credible web sites.

Please use ONE or more of these resources to learn about how to evaluate web sites:


I highly recommend this SCCC Library resources as well: A very quick and informative tutorial on the World Wide Web ([http://seattlecentral.edu/iris/types/web/web.shtml](http://seattlecentral.edu/iris/types/web/web.shtml)). We all use it but do we really understand it?

In addition, pages 28 - 29 in your text provides a list of questions to help determine the credibility of a website.

After exploring these sources, find **two different web sites** which focus on the topic of nutrition. Apply the information from one of the tutorials above to evaluate both of your websites. In your assignment, state each of the evaluation criteria given in the tutorial and apply it to the sites, that is, discuss how the web site did or did not meet it. I suggest finding a web site that you believe **is a credible source** of information and **a second one that you believe may NOT be a credible source**. That way you can compare and contrast the two sites.

Submit the names and addresses of both sites and your complete evaluation of both. Conclude each evaluation with your answer to this question: **Is this website a credible source of information?** **Minimum length requirement:** 300 words.

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**Project One: Five-Day Diet Record & Analysis (25points)**

**Objective**

Observe and record your diet, then use diet analysis software to analyze your diet for most nutrients. You will use the results (the nutrient reports) from this analysis on several future diet projects.

**Materials**

- FREE on-line diet analysis software, SuperTracker, [https://www.supertracker.usda.gov/default.aspx](https://www.supertracker.usda.gov/default.aspx)
- Adobe Acrobat Reader

If you do not have this free and safe software on your computer, click: [Adobe Acrobat Reader](https://www.adobe.com/)

**What to Submit**

Your reports from this software (as PDFs). See instructions below.

**Instructions**

**Record Your Diet**

The first step of this diet analysis is to keep a **five-day diet record**. A five day diet record gives a better perspective of your diet compared to a one or two-day record. For five days, you will write down **EVERYTHING** you eat and drink. You may keep track of your diet for five consecutive days or record your diet every other day.

When completing your food record, follow these important instructions:

- Record days that reflect your typical diet. If you are sick, traveling, or otherwise eating in an atypical way, avoid recording these days.
- Write down everything you eat and drink on the **same day** you consume it. I recommend using the software to enter your diet AFTER COMPLETING the FIRST DAY of your record. That way, you will have a better idea of the kinds of details to record.
- **Measure** the amount of each food/beverage, especially the first time. **Most people underestimate their portion size by as much as 30%**.
- Use common American household measures. Use measures like cups, tablespoons, and ounces. Use grams if you know the weight in grams or are comfortable with the metric system.
- Use food labels to help you determine your portion.
- For more accurate results, **list the ingredients for mixed dishes separately.** Estimate the amount of each ingredient. For example, for "bean burrito," list and estimate the amount for each of the ingredients: "beans, tortilla, salsa and rice."

**Enter Your Diet Record into Diet Analysis Software**
After completing the first day of your diet record, you can begin entering your diet into the on-line software. Eventually, you will enter five (5) days of your recorded diet.


**Create a Profile**
You will need to create a profile the first time you use SuperTracker. Click on the **Create a Profile** link. Create a username and password PLUS enter your profile information, that is, your profile name and personal information. This personal information is needed to determine your nutrient recommendations.

**Register to Save your Profile.**
Click on the Submit button to submit the information you entered into the profile/login. Once you click on the Submit button, you will be congratulated for registering successfully.

You will want to save your work in this website and refer to it through the course. It is important not lose your information! Write down your username and password and bookmark this web site.

**Enter Your Diet Record**
On the SuperTracker Home Page. . .
- Click on **Food Tracker** link to open up the window for this feature.
- The date will of this diet record will default to the current date. Using the arrows, you can change the date.
- Type your first item into the window, **“Type in your food here.”** Click **Go.** A new page appears with your search results for that item.
- Click on the result that most closely matches the food you consumed. (It may not be possible to find an exact match. Select the item that it most similar.
- Once you’ve selected your food, the page changes again.
- Enter the amount of the food you ate using the two drop down menus.
- Then click the meal option. (*Breakfast, Lunch, Dinner, Snacks*)
- Click the **Add+** button.

The food now appears in the middle column under **Meals.** Repeat this process to entered all foods consumed on this one day. Once you have recorded additional days of your diet, enter next day’s food record into this software. You will enter a total of five (5) days of your recorded diet.

**Write down the dates of each of the days you enter your diet.** These dates are useful when you need to later access this information and create reports.

**EXPLORE this software.**
This software has many interesting and useful features. See the **My Favorite** button under an entered food (listed in the Meals for that day). If this is a food you eat routinely, click this button to copy this food and amount to the **My Favorite Foods** List. Now you can simply select the food to enter again on that day or a new day.

You can also **Create a Recipe.** See the button under the **Meals** heading. Enter the key ingredients for a recipe and then you can enter the amount you consumed, the software does the math.
TIPS!!
Enter your diet into the software on the same day. The software gives many options when searching for a food and the units of measure for your portion size. Your memory will be better if you enter your diet on the same day you eat it.

If the software lists do not match the exact food you ate, then find a food that closely resembles the food you consumed. Think in terms of what kind of nutrients the food you ate contained.

USE ONLY generic choices (versus brand-named items) that come up when searching for foods. Though these foods may not be an exact match to the food you ate BUT the generic items provide COMPLETE nutrition information. Your results will look artificially deficient if brand-named entries are used.

Create, Save & Submit Four Nutrient Reports
Once you've entered your all five days of your diet record, you will create and save a set of four different reports.

Go to the My Reports tab at the very top of the page. The MyReports page shows you several different report options.

Start with creating the first report, the Food Groups & Calories report.

- Click on the Food Groups & Calories link.
- Click on the tiny calendar icons to select the first day and the last day of your entered 5-day diet.
- Click Create Report.
  You will now see a report which shows the averages of the five-day diet entered.
- Click on each of the + signs to the left of the words: Grains, Vegetables, Fruits, Dairy, Protein Foods, and Oils. Now you will see more information about the foods that belong to these food groups. (No need to click on all of the + signs.)
- Click on the PDF button, see the upper right corner of the report window, Export Report As: The report will now open in Adobe Acrobat as a PDF.
- Add your name to the file name and SAVE to your computer.

Repeat this process for the other three reports: Nutrients, Food Details, Meal Summary reports.

To print the Nutrients Report . .
- Click on the My Reports link to return to the main reports page.
- Click on the Nutrients Report link.
- Select first and last dates for your entered five day diet.
- Click Create Report button, then export report as PDF, add your name to the file name and save.

To print the Food Details Reports (five reports!) . .
- Click on the My Reports link to return to the main reports page.
- Click on the Food Details Report link.
  Create a report for EACH day of your 5-day diet.
- Click on the tiny calendar icon to select one of the entered days of your diet.
- Click on the Select All link for each category, Food Groups & Oils, Limits and Nutrients.
- Click on Create Report.
- Click on PDF button to Export Report As.
- Add your name and a day number (#1, for example) or a date to the name of the report and save.
- Repeat until all five (5) days of Food Details reports are created and saved.
To print the *MySummary Report* . . .

- Click on the **My Reports** link to return to the main reports page.
- Click on the **Meal Summary** Report link.
- Click on the first day and the last day of your entered 5-day diet.
- Select **All** box to select all meals/snacks options for the report.
- Click on **Create Report** button then export your report as **PDF**, add your name to the file name and save.

**Submit all eight (8) PDF files. Make sure your name appears on each file.**

### Self-Quiz

Use this **QUIZ** as a study aid. Correct your answers using the key found in the back of this guide. Submit ONLY your score(s) for the quiz. You will receive 5 points credit regardless of your score.

1. Features of a chronic disease include all of the following **except**:
   a. it develops slowly.
   b. it lasts a long time.
   c. it produces sharp pains.
   d. it progresses gradually.

2. Which of the following is not one of the six classes of nutrients?
   a. fiber
   b. protein
   c. minerals
   d. vitamins

3. Which of the following describes the use of a *placebo* in an experiment?
   a. All subjects are similar.
   b. All subjects receive some type of treatment though one treatment is inactive.
   c. Neither subjects nor researchers know who is receiving treatment.
   d. One group of subjects receives a treatment and the other group receives nothing.

4. An **essential** nutrient is one that **cannot** be:
   a. found in food.
   b. degraded by the body.
   c. made in sufficient quantities by the body.
   d. used to synthesize other compounds in the body.

5. Gram for gram, which of the following provides the most energy?
   a. fats
   b. alcohol
   c. proteins
   d. carbohydrates

6. What is the definition of a **double-blind** experiment?
   a. Both subject groups take turns getting each treatment.
   b. Neither subjects nor researchers know which subjects are in the control or experimental group.
   c. Neither group of subjects knows whether they are the control or experimental group, but researchers know.
   d. Both subject groups know whether they are in the control or experimental group, but researchers do not know.
7. What is the benefit of using controls in an experiment?
   a. The size of the groups can be very large.
   b. The subjects do not know anything about the experiment.
   c. The subjects who are treated are balanced against the placebos.
   d. The subjects are similar in all respects except for the treatment being tested.

8. Which of the following is NOT a set of values within the Dietary Reference Intakes (DRIs)?
   a. adequate Intakes
   b. food Group Serving Recommendations
   c. tolerable Upper Intake Levels
   d. recommended Dietary Allowances

9. What does the Tolerable Upper Intake Level (UL) of a nutrient represent?
   a. The maximum amount allowed for fortifying a food.
   b. A number calculated by taking twice the Recommended Dietary Allowances (RDA) or three times the Adequate Intakes (AI).
   c. The maximum allowable amount available in supplement form.
   d. The maximum amount from all sources that appears safe for most healthy people.

10. The Dietary Reference Intakes may be used to:
   a. treat people with diet-related disorders.
   b. assess adequacy of all required nutrients.
   c. plan and evaluate diets for healthy people.
   d. assess adequacy of only vitamins and minerals.

11. Which of the following leading causes of death in the U.S. does not bear a relationship to diet?
    a. cancer
    b. heart disease
    c. diabetes mellitus
    d. pneumonia and influenza

12. Carbohydrates, lipids, protein and vitamins are all organic compounds. Organic compounds contain the element _________.
    a. hydrogen
    b. carbon
    c. oxygen
    d. krypton

13. Which of the following describes the association between a risk factor and the development of a disease?
    a. All people with the risk factor will develop the disease.
    b. The absence of a risk factor guarantees freedom from the disease.
    c. The more risk factors for a disease, the greater the chance of developing that disease.
    d. The presence of a factor such as heredity can be modified to lower the risk of degenerative diseases.

14. How are the DRIs for almost all vitamin and mineral intakes set?
    a. low, to reduce the risk of toxicity
    b. high, to cover virtually all healthy individuals
    c. extremely high, to cover every single person
    d. at the mean, to cover most healthy individuals

15. Carbohydrates and proteins provide ____ calories/gram. Fats provide ____ calories/gram.
    a. 3; 6
    b. 4; 9
    c. 5; 7
    d. 9; 4