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| **True / False** |

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| 1. A community is a grouping of people who reside in a specific locality and interact and connect through social structure.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 2. Communities exist only on local and regional levels.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 3. Community nutrition is a discipline that strives to improve the health, nutrition, and well-being of individuals and groups within communities.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 4. Policies are the instruments used by community nutritionists to seek behavior changes that improve nutritional status and health.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Understand | |

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| 5. The leading causes of morbidity and mortality in the United States today are chronic diseases such as heart disease, cancer, and chronic lung disease.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Remember | |

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| 6. Wellness is a state of complete physical, mental, and social well-being, not merely the absence of disease.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Remember | |

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| 7. The ultimate objective of public health is to increase the average life-expectancy of populations.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Understand | |

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| 8. The community dietician coordinates, directs, manages, and evaluates the nutrition of programs in government agencies.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 9. Most community nutrition positions require registration as a dietitian by the Academy of Nutrition and Dietetics.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 10. Professional certification is designed to protect the public, control malpractice, and ensure minimum standards of practice.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 11. In today’s market, community nutritionists are expected to manage projects, resources, and people.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 12. In most cases, the practice setting of community nutritionists is limited to schools and hospitals.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 13. The term “nutritionist” is legally defined in all states to standardize professional duties and responsibilities.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 14. Community dietitians are always registered dietitians or licensed dietitians.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 15. The job responsibilities of community nutritionists vary widely depending upon the practice settings.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 16. Public health nutrition refers to those community-based programs conducted by a government agency.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 17. ​Marketing skills and social media savvy are important skills for community nutritionists.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 18. Entrepreneurship is the creation of something of value through the creation of organization.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Entrepreneurship in Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.6 - Discuss the role of entrepreneurship in the practice of community nutrition. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 19. ​Intrapreneurs work independently to create business opportunities outside conventional workplaces.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Entrepreneurship in Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.6 - Discuss the role of entrepreneurship in the practice of community nutrition. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 20. Two of the major characteristics of entrepreneurs are creativity and innovation. ​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Entrepreneurship in Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.6 - Discuss the role of entrepreneurship in the practice of community nutrition. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 21. Secondary prevention is aimed at preventing disease by controlling risk factors that are related to disease.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.3 - Describe the three types of prevention efforts and identify an example of each. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 22. ​The social–ecological model emphasizes the idea that all elements of society combine to shape an individual’s food and physical activity choices or other health behaviors.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 23. *Healthy People 2020* is a set of goals and objectives that focuses on healthcare industry reforms.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 24. By 2020, more than 55% of the U.S. population is expected to complete some college study.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 25. ​Baby boomers were born prior to 1946 and are not completely comfortable with technology-based information.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 26. Living in the moment and earning to spend are characteristics of Generation X. ​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 27. Health disparities exist when a segment of the population bears a disproportionate incidence of a health condition or illness.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 28. ​Over the past 10 years the demographic profile of U.S. communities has changed very slowly and only slightly.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 29. Excess calorie intake and physical inactivity are the leading causes of overweight and obesity but offer the best opportunity for prevention and treatment.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 30. A sustainable food system exists when production, processing, distribution, and consumption are integrated to maintain natural resources.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| **Multiple Choice** |

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| 31. ​A(n) \_\_\_\_ has four components: people, space, social interaction, and shared values.   |  |  |  | | --- | --- | --- | |  | a. | ​population | |  | b. | ​community | |  | c. | ​government | |  | d. | ​ecosystem |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 32. The discipline that strives to prevent disease and improve the health and well-being of individuals is \_\_\_\_. ​   |  |  |  | | --- | --- | --- | |  | a. | ​epidemiology | |  | b. | ​community nutrition | |  | c. | ​food sciences | |  | d. | ​public health |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 33. ​A \_\_\_\_ is a course of action chosen by public authorities to address a given problem.   |  |  |  | | --- | --- | --- | |  | a. | ​law | |  | b. | ​regulation | |  | c. | ​policy | |  | d. | ​procedure |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Remember | |

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| 34. Programs are used by community nutritionist to \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​change laws | |  | b. | ​maintain natural resources | |  | c. | ​enact new policies | |  | d. | ​promote behavioral changes that improve health |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Remember | |

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| 35. The leading cause of morbidity and mortality in the United States is \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​cancer | |  | b. | ​HIV | |  | c. | ​cardiovascular disease | |  | d. | ​diabetes mellitus |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 36. Nonchronic diseases include \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​coronary artery disease and stroke | |  | b. | ​cancer | |  | c. | ​diabetes mellitus | |  | d. | ​influenza and pneumonia |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 37. Which intervention is considered a secondary prevention technique?​   |  |  |  | | --- | --- | --- | |  | a. | ​screenings and periodic examinations | |  | b. | ​treatment and acute care | |  | c. | ​rehabilitation | |  | d. | ​promotion of healthy behaviors and environments |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.3 - Describe the three types of prevention efforts and identify an example of each. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 38. ​A public health office is developing a program to reduce the risk of skin cancer in a local farming community. Which activity would be considered a primary prevention technique?   |  |  |  | | --- | --- | --- | |  | a. | ​A nutritional program for people with skin cancer | |  | b. | ​A program that promotes the use of sunscreen | |  | c. | ​A wellness fair that provides skin cancer screenings | |  | d. | ​A program designed to help skin cancer survivors with self-management |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.3 - Describe the three types of prevention efforts and identify an example of each. | | *KEYWORDS:* | Bloom’s: Apply | |

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| 39. Which set of characteristics is associated with lifestyle determinants of health?​   |  |  |  | | --- | --- | --- | |  | a. | ​age and race | |  | b. | ​housing and education | |  | c. | ​physical activity and diet | |  | d. | ​cultural beliefs and values |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Understand | |

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| 40. Health \_\_\_\_ focuses on changing human behaviors by encouraging people to eat healthy, be active, get regular rest and achieve balance in life.​   |  |  |  | | --- | --- | --- | |  | a. | promotion​ | |  | b. | ​intervention | |  | c. | ​prevention | |  | d. | ​awareness |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 41. The \_\_\_\_ model focuses on the nature of people's interactions with their surrounding physical and sociocultural environments.​   |  |  |  | | --- | --- | --- | |  | a. | ​social–biological | |  | b. | ​social–psychological | |  | c. | ​social–ecological | |  | d. | ​environmental–ecological |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 42. According to social-ecological model, interpersonal levels of influence include \_\_\_\_. ​   |  |  |  | | --- | --- | --- | |  | a. | ​local, state, and federal laws | |  | b. | ​social norms and standards | |  | c. | ​family, peers, and social networks | |  | d. | ​attitudes, beliefs, and behaviors |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 43. A city council makes plans to update recreational areas to promote and facilitate physical activity. According to the social–ecological model, this is an example of changes at the \_\_\_\_ level.**​**​   |  |  |  | | --- | --- | --- | |  | a. | ​structures, policies and systems | |  | b. | ​community | |  | c. | ​interpersonal | |  | d. | ​institutional or organizational |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 44. Since the year 2000, almost no progress was made toward the *Healthy People 2010* targets for \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​life expectancy | |  | b. | ​death rates for heart disease and stroke | |  | c. | ​nutrition and obesity | |  | d. | ​calcium intake |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 45. The primary focus for the *Healthy People 2020* agenda is \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​healthcare reform | |  | b. | ​intervention | |  | c. | ​maintenance | |  | d. | ​prevention |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 46. Which of the following is **not** an essential practice for a community nutritionist?​   |  |  |  | | --- | --- | --- | |  | a. | ​To participate in nutrition surveillance and monitoring of communities | |  | b. | ​To participate in screening activities | |  | c. | ​​To work independently to develop nutritional programs | |  | d. | ​To conduct outcomes assessment of community-based food programs |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 47. ​Which terms refers to community-based nutrition programs conducted by a government agency?   |  |  |  | | --- | --- | --- | |  | a. | ​public health nutrition | |  | b. | ​private policy nutrition | |  | c. | ​community nutrition | |  | d. | ​health care nutrition |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 48. In which workplace setting might you find both a community dietician and a public health nutritionist?​   |  |  |  | | --- | --- | --- | |  | a. | ​fitness centers | |  | b. | ​daycare centers | |  | c. | ​hospitals | |  | d. | ​state health department |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 49. ​The minimum educational requirements for a community nutritionist include \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​a bachelor’s degree in nutrition or dietetics from an accredited college or university | |  | b. | ​registration with the Academy of Nutrition and Dietetics as a registered dietitian | |  | c. | ​graduate-level training in nutrition | |  | d. | ​an associate’s degree in nutrition or dietetics from an accredited college |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 50. ​Dietetic technicians, registered are most often employed in \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​government agencies | |  | b. | ​public health research offices | |  | c. | ​food-service sectors | |  | d. | ​universities |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 51. Which level of review is designed to ensure that dietetic practitioners are qualified, trained professionals?​   |  |  |  | | --- | --- | --- | |  | a. | ​college degree**​** | |  | b. | ​certification | |  | c. | ​licensure | |  | d. | ​accreditation |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 52. As of 2015, \_\_\_\_ states, the District of Columbia, and Puerto Rico have enacted legislation regulating the practice of dietetics.​   |  |  |  | | --- | --- | --- | |  | a. | ​20 | |  | b. | ​​34 | |  | c. | ​​44 | |  | d. | ​50 |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 53. Which basic competency of the community dietitian addresses the use of technology to develop, store, and analyze the quality, financial or productivity data?​   |  |  |  | | --- | --- | --- | |  | a. | ​practice management and use of resources | |  | b. | ​clinical and customer services | |  | c. | ​professional practice expectations | |  | d. | ​scientific and evidence base of practice |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 54. Which level of review is designed to limit the use of particular titles to persons meeting predetermined requirements?​   |  |  |  | | --- | --- | --- | |  | a. | ​college degree | |  | b. | ​certification | |  | c. | ​licensure | |  | d. | ​accreditation |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 55. Which of the following is **not** a role or responsibility of a community nutritionist?​   |  |  |  | | --- | --- | --- | |  | a. | ​Collaborate in basic science research. | |  | b. | ​Develop and implement community-based food and nutrition programs. | |  | c. | ​Participate in screening activities, such as measuring cholesterol levels. | |  | d. | ​Determine client’s eligibility for states and federal programs. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 56. In the context of entrepreneurship, which term refers to the orchestration of materials, people, and capital to deliver a product or service?​   |  |  |  | | --- | --- | --- | |  | a. | ​agency | |  | b. | ​organization | |  | c. | ​enterprise | |  | d. | ​strategy |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Entrepreneurship in Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.6 - Discuss the role of entrepreneurship in the practice of community nutrition. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 57. ​Which term best describes a risk taker whose job is located within a corporation, company, or other organization?   |  |  |  | | --- | --- | --- | |  | a. | ​entrepreneur | |  | b. | ​intrapreneur | |  | c. | ​consultant | |  | d. | ​strategist |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Entrepreneurship in Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.6 - Discuss the role of entrepreneurship in the practice of community nutrition. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 58. ​Which activity or characteristic is **not** associated with community nutrition entrepreneurship?   |  |  |  | | --- | --- | --- | |  | a. | ​identifying opportunities for new programs | |  | b. | ​having high self-esteem | |  | c. | ​engaging in team building and managing others | |  | d. | ​maintaining the same personal or professional behaviors when criticized |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Entrepreneurship in Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.6 - Discuss the role of entrepreneurship in the practice of community nutrition. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 59. ​Today’s community dietitians will need to understand the characteristics of \_\_\_\_\_ to better serve the needs of the aging population.   |  |  |  | | --- | --- | --- | |  | a. | ​generation X | |  | b. | ​baby boomers | |  | c. | ​generation Y | |  | d. | ​traditionalists |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 60. One of the major challenges facing community nutritionist in North America is \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​the lack of population diversity | |  | b. | ​the decrease in educational levels | |  | c. | ​an aging population | |  | d. | ​a decrease in life expectancy |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 61. What percentage of the U.S. population has a chronic disease or condition?​   |  |  |  | | --- | --- | --- | |  | a. | ​10 | |  | b. | ​20 | |  | c. | ​30 | |  | d. | ​40 |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 62. Which age group is the most rapidly growing segment of the U.S. population?​   |  |  |  | | --- | --- | --- | |  | a. | ​50-60 age group | |  | b. | ​60-70 age group | |  | c. | ​70-80 age group | |  | d. | ​80-plus age group |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 63. Health \_\_\_\_ exist when segments of the population bear a disproportionate incidence of health condition or illness. ​   |  |  |  | | --- | --- | --- | |  | a. | ​inequities | |  | b. | ​epidemics | |  | c. | ​disparities | |  | d. | ​pandemics |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 64. Which statement is correct regarding the ecological footprint?​   |  |  |  | | --- | --- | --- | |  | a. | ​The ecological footprint is a measure of the resources needed to support a region’s consumption of resources. | |  | b. | ​The ecological footprint is the same for every person within a particular region. | |  | c. | ​Shopping at farmers’ markets helps enlarge your region’s ecological footprint. | |  | d. | ​Sustainability practices will have no effect on your region’s ecological footprint because they rarely affect individuals. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| **Matching** |

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| Match the characteristic in the left column with its correct current American generation.​   |  |  | | --- | --- | | a. | ​Matures/Traditionalists (pre-1946) | | b. | ​The Baby Boomers (1946-1964) | | c. | ​Generation X (1965-1980) | | d. | ​Generation Y (1981-1995) | | e. | ​Generation Z (1998-?) |  |  |  | | --- | --- | | *REFERENCES:* | Social and Economic Trends for Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 65. ​This generation prefers being tech-savvy, multi-tasking, and working in collaborative efforts.   |  |  | | --- | --- | | *ANSWER:* | d | |

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| 66. This generation is focused on personal growth, and interested in removing outdated work models.​   |  |  | | --- | --- | | *ANSWER:* | c | |

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| 67. First generation to be born into a digital world and the most electronically connected generation in history.​   |  |  | | --- | --- | | *ANSWER:* | e | |

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| 68. This generation gives information on a “need to know” basis, and is respectful of authority.​   |  |  | | --- | --- | | *ANSWER:* | a | |

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| 69. This generation is interested in interpersonal communication, gently questions the status quo, and wants to see the big picture of the organization.​   |  |  | | --- | --- | | *ANSWER:* | b | |

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| ​Match the definition in the left column with the appropriate term in the right column.   |  |  | | --- | --- | | a. | ​policy | | b. | ​entrepreneur | | c. | ​public health | | d. | ​programs | | e. | ​intervention | | f. | ​intrapreneur | | g. | ​community | | h. | ​surveillance | | i. | ​health | | j. | ​risk factors |  |  |  | | --- | --- | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 70. ​An approach to collecting data on a population’s health and nutritional status in which data collection occurs regularly and repeatedly.   |  |  | | --- | --- | | *ANSWER:* | h | |

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| ​Match the definition in the left column with the appropriate term in the right column.   |  |  | | --- | --- | | a. | ​policy | | b. | ​entrepreneur | | c. | ​public health | | d. | ​programs | | e. | ​intervention | | f. | ​intrapreneur | | g. | ​community | | h. | ​surveillance | | i. | ​health | | j. | ​risk factors |  |  |  | | --- | --- | | *REFERENCES:* | Entrepreneurship in Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.6 - Discuss the role of entrepreneurship in the practice of community nutrition. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 71. A risk taker whose job is located within a corporation, company, or other organization.   |  |  | | --- | --- | | *ANSWER:* | f | |

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| 72. One who undertakes the risk of a business or enterprise.​   |  |  | | --- | --- | | *ANSWER:* | b | |

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| ​Match the definition in the left column with the appropriate term in the right column.   |  |  | | --- | --- | | a. | ​policy | | b. | ​entrepreneur | | c. | ​public health | | d. | ​programs | | e. | ​intervention | | f. | ​intrapreneur | | g. | ​community | | h. | ​surveillance | | i. | ​health | | j. | ​risk factors |  |  |  | | --- | --- | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 73. A course of action chosen by public authorities to address a given problem.   |  |  | | --- | --- | | *ANSWER:* | a | |

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| 74. Associated with an increased probability of acquiring a disease.   |  |  | | --- | --- | | *ANSWER:* | j | |

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| 75. ​Focuses on protecting and promoting people’s health through the actions of society.   |  |  | | --- | --- | | *ANSWER:* | c | |

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| 76. A group of people who are located in a particular space, have shared values, and interact within a social system.​   |  |  | | --- | --- | | *ANSWER:* | g | |

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| 77. A health promotion activity aimed at changing the behavior of a target audience.​   |  |  | | --- | --- | | *ANSWER:* | e | |

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| 78. A state of complete physical, mental, and social well-being.​   |  |  | | --- | --- | | *ANSWER:* | i | |

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| 79. ​Instruments used by community nutritionists to seek behavior changes that improve nutritional status and health.   |  |  | | --- | --- | | *ANSWER:* | d | |

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| **Subjective Short Answer** |

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| 80. List three challenges a community nutritionist faces.​   |  |  | | --- | --- | | *ANSWER:* | * The challenge of improving the nutritional status of different kinds of people with varying education and income levels and different health and nutrition needs * The challenge of forming partnerships with colleagues, business leaders, and the public to advocate for change * The challenge of studying the scientific literature for new angles on how to help people make good food choices for good health * The challenge of mastering technologies to help meet the needs of clients and communities * The challenge of doing more with fewer resources ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 81. List three different communities in which a community nutritionist may work.​   |  |  | | --- | --- | | *ANSWER:* | Answers will vary, but they will tend to be segmented by demographics, disease states, or wellness interests.  ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 82. What are the three arenas of focus for community nutrition?​   |  |  | | --- | --- | | *ANSWER:* | ​People, policy, and programs. | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 83. ​List three ways in which a community nutritionist might be involved in public policy.   |  |  | | --- | --- | | *ANSWER:* | •     Letter writing to government officials  •     Policy making at the local or state level  •     Lobbying to legislators, advocating for a public policy change  •      Networking with other community nutritionists and health professionals on issues related to overall health and well-being  ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 84. List the four goals of *Healthy People 2020*.​   |  |  | | --- | --- | | *ANSWER:* | The four goals of *Healthy People 2020* are as follows:  Goal 1: Attain high-quality, longer lives free of preventable disease, disability, injury, and premature death.  Goal 2: Achieve healthy equity, eliminate disparities, and improve the health of all groups.  Goal 3: Create social and physical environments that promote good health for all.  Goal 4: Promote healthy development and healthy behaviors across every stage of life.  ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 85. ​What is the main difference between an entrepreneur and an intrapreneur?   |  |  | | --- | --- | | *ANSWER:* | An intrapreneur seeks to better the existing state of affairs within his or her organization through creative problem solving, whereas entrepreneurs tend to work for themselves in private practice. ​ | | *REFERENCES:* | Entrepreneurship in Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.6 - Discuss the role of entrepreneurship in the practice of community nutrition. | | *KEYWORDS:* | Bloom’s: Understand | |

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| Use the following case scenario to answer short answer items 6-9.  Mary is a newly graduated registered and licensed dietitian who will begin her career as a WIC nutritionist in a small, rural Midwest community. In this role, she will be primarily responsible for a case load of 300 clients within her county. Answer the questions below based on this brief scenario. |

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| 86. Define the communities in which Mary will be providing nutrition interventions.​   |  |  | | --- | --- | | *ANSWER:* | Mary will work in a variety of communities: pregnant, lactating, and postpartum low-income women; infants and children under the age of 5; her geographical community of the county; and perhaps low-literacy groups. ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Apply | |

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| 87. What policies might Mary need to become familiar with as she starts her new job?​   |  |  | | --- | --- | | *ANSWER:* | The policies of WIC; her county office’s policies; WIC legislation; and reimbursement and qualifying guidelines are all examples of policies that Mary would need to become familiar with. ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Apply | |

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| 88. Is Mary’s job an example of a public health nutritionist or community nutritionist? Explain.​   |  |  | | --- | --- | | *ANSWER:* | Mary is a public health nutritionist as she works for a government program.​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Apply | |

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| 89. Which of the *Healthy People 2020* objectives might Mary be most interested in reviewing?​   |  |  | | --- | --- | | *ANSWER:* | Those objectives related to breastfeeding, healthy pregnancies, and the health and well-being of children, and perhaps those related to health disparities among low-income families.  ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Apply | |

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| 90. ​Explain how the three arenas of community nutrition work in tandem.   |  |  | | --- | --- | | *ANSWER:* | The three arenas of community nutrition practices are people, policy, and programs. Policy is a course of action chose by public authorities to address a given problem. Programs are based on the needs identified by policy. Within the policy, target audiences (people) who have the greatest need for the programming are identified.  ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 91. Define “health” and explain why understanding the causes of disease and ill health does not necessarily lead to an understanding of the causes of good health.​   |  |  | | --- | --- | | *ANSWER:* | Health can be viewed as the absence of disease and pain, or it can be pictured as a continuum along which the total living experience can be placed. On this continuum, the presence of disease, impairment, or disability is placed at one end and freedom from disease or injury at the other. Many times, we define health simply as feeling “good,” when in essence, health is inclusive of the physical, mental, and spiritual capacity to live, work, and interact joyfully with other human beings. While knowledge of health is great, we need to take that knowledge and use it in making behavior changes.  ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.1 - Describe the three arenas of community nutrition practice. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 92. ​Explain how community nutrition practice fits into the larger realm of public health.   |  |  | | --- | --- | | *ANSWER:* | Community nutrition is one piece of public health that focuses on the improvement of health, nutrition, and well-being of individuals within communities. Public health can be defined as an effort organized by society to protect, promote, and restore the people’s health through the application of science, practical skills, and collective actions. ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Understand | |

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| 93. Differentiate between the terms “community nutrition” and “public health nutrition.”​   |  |  | | --- | --- | | *ANSWER:* | *Community nutrition* is the broader of the two terms and encompasses any nutrition program whose target is the community, regardless of the funding source. *Public health nutrition* refers to those community-based programs conducted by a government agency whose official mandate is the delivery of health services to the individuals living in a particular area.  ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.2 - Explain how community nutrition practice fits into the larger realm of public health | | *KEYWORDS:* | Bloom’s: Understand | |

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| 94. Discuss how the “health continuum” could be utilized when planning health promotion.**​**​   |  |  | | --- | --- | | *ANSWER:* | The “health continuum” (see Figure 1-2) depicts health as a continuum from a well population to a population at risk to a population with an established disease to one with a controlled chronic disease. Health promotion is more effective when the programming is targeted to the level of health within the population. Primary prevention activities are best for those who are well whereas tertiary prevention activities are more appropriate for those with an established chronic disease.​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.3 - Describe the three types of prevention efforts and identify an example of each. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 95. ​Describe and give an example of each of the three levels of prevention.   |  |  | | --- | --- | | *ANSWER:* | The three types of prevention efforts are illustrated in Figure 1-2. Primary prevention is aimed at preventing disease by controlling risk factors that are related to injury and disease. Heart-healthy cooking classes are an example. Secondary prevention focuses on detecting disease early through screening and other forms of risk appraisal. Public screenings for hypertension, diabetes, or anemia at a health fair are examples of secondary prevention efforts. Tertiary programs aim to treat and rehabilitate people who have experienced illness or injury. Education programs for people recently diagnosed with diabetes or heart disease are examples of tertiary efforts. ​ | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.3 - Describe the three types of prevention efforts and identify an example of each. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 96. Briefly discuss the history of the global goal of “health for all.”​   |  |  | | --- | --- | | *ANSWER:* | ​In 1978, the World Health Organization and the United Nations Children’s Fund jointly established the goal of the world community to “protect and promote the health of all people of the world.” The commitment was re-affirmed in 1998, and in 2002, the World Summit on Sustainable Development highlighted that health was both a resource for and an outcome of sustainable development. The working groups of the European Region of the WHO have outlined four prerequisites of health that require both political and public support for achievement. | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 97. Discuss the premise of the *Healthy People* initiative.​   |  |  | | --- | --- | | *ANSWER:* | ​*Healthy People* is a set of goals and objectives with 10-year targets designed to guide national health promotion and disease prevention efforts to improve the health of all people in the U.S. For the past three decades, *Healthy People* has provided a framework for promoting health and avoiding preventable disease. | | *REFERENCES:* | The Concept of Community | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.4 - List three major health objectives for the nation and explain why each is important. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 98. Outline the educational requirements, practice settings, and roles and responsibilities of community nutritionists.​   |  |  | | --- | --- | | *ANSWER:* | The minimum educational requirements for a community nutritionist include a bachelor’s degree in community nutrition, foods and nutrition, or dietetics from an accredited college or university. Most community nutrition positions require the individual to be a registered and licensed dietitian. Community nutritionists practice in schools, worksites, cooperative extension agencies, universities, colleges, medical schools, voluntary and nonprofit health organizations, public health departments, home healthcare agencies, day care centers, residential facilities, fitness centers, and many other settings. Roles and responsibilities are numerous and include managing nutrition care interventions for diverse population groups across the life span; participating in nutrition surveillance and monitoring of communities; developing and implementing community-based food and nutrition programs; conducting outcome assessment and evaluation of community-based food and nutrition programs; and participating in screening activities. ​ | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 99. What is meant by the concept that community nutritionists are expected to be multiskilled?​   |  |  | | --- | --- | | *ANSWER:* | Multiskilling, or being cross-trained, occurs when the community nutritionist performs more than one function, often in more than one discipline. The multiskilled community nutritionist knows how to conduct a needs assessment and provide dietary guidance as well as how to design and conduct a survey, use the Internet for marketing health messages, and obtain funding to support a program’s promotional plan.**​** ​ | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 100. Describe the personality characteristics and personal competencies of the entrepreneur/ intrapreneur.​   |  |  | | --- | --- | | *ANSWER:* | Entrepreneurs and intraprenuers are achievers, setting high goals for themselves. They work hard, are good organizers, enjoy managing a project to completion, and accept responsibility for their ventures. They strive for excellence and are optimistic, believing that now is the best of times and anything is possible. They are reward oriented, seeking recognition and respect for their ventures and ideas. ​ | | *REFERENCES:* | Entrepreneurship in Community Nutrition | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.6 - Discuss the role of entrepreneurship in the practice of community nutrition. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 101. Describe how you might demonstrate to schools that regularly scheduled periods set aside for physical education during the school day can boost academic achievement by students​   |  |  | | --- | --- | | *ANSWER:* | A presentation of the results of research articles on this topic as well as the incorporation of statistics would be a place to start. If there are any local schools participating in innovative studies, inclusion of this would be helpful.  ​ | | *REFERENCES:* | Community Nutrition Practice | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.1.5 - Outline the educational requirements, practice settings, and roles and responsibilities of community and public health nutritionists. | | *KEYWORDS:* | Bloom’s: Understand | |