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| **True / False** |

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| 1. ​Epidemiology is the basic science of public health.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.1 - Define epidemiology. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 2. Within the field of epidemiology, the term distribution refers to the relationship between the health problem or disease and the treatment options available.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.1 - Define epidemiology. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 3. Factors such as race, age, sex, and a person’s physiological state are all considered determinants of disease.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.1 - Define epidemiology. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 4. Vital statistics are figures pertaining to risk and development of disease and illness.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 5. Crude birth and death rates are not useful for comparisons because population characteristics may differ greatly, particularly with respect to age.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 6. Prenatal exposure to alcohol is one of the leading preventable causes of mental retardation in the United States.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 7. Epidemiologic methodology can be used to determine whether syndromes are related to each other or represent distinct conditions.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 8. A single individual with a confirmed diagnosis of a disease is classified as a case.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 9. In a study on liver cancer, subjects with a high fat intake had a relative risk of 2.15, meaning they have double the risk of developing liver cancer than those with a low intake of fat.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 10. The prevalence of a disease is the number of new cases of a disease during a specific time period in a defined population.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.3 - Explain prevalence rates and how they differ from incidence rates. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 11. The rate of incidence of a disease is best measured using a cross-sectional study.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.3 - Explain prevalence rates and how they differ from incidence rates. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 12. A cohort is a well-defined group of people who are studied over a period of time to determine their incidence of disease, injury, or death.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 13. The first step of the scientific method is hypothesis development and prediction.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 14. A scientific study in which participants self-selected involvement would likely show error due to selection bias. ​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 15. A confounding factor is a “hidden” factor or characteristic that may cause an association that the researchers attribute to other factors.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 16. An important principle of the scientific method is that most research generates new questions, not final answers.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 17. Prospective cohort studies use existing longitudinal data to look back for a temporal relationship between exposure factors and outcome development.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 18. An ecological study focuses on groups of people and examines the relationship between exposure and disease.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 19. In an experimental study, investigators examine preventions and treatments for diseases by actively manipulating which groups receive the agent under study.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 20. The investigation of the correlation between fish consumption and breast cancer incidence in humans is an example of a correlation study.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 21. Cross-sectional studies examine the relationships among dietary intake, diseases, and other variables as they exist in a population at a particular time.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 22. A disadvantage of a case-control study is the need to study large numbers of subjects.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 23. A randomized clinical trial conducted as a double-blind experiment is the most rigorous evaluation of a dietary hypothesis.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 24. Case control studies are useful when rare diseases or diseases with long latency periods are being studied.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 25. One of the first applications of epidemiology to nutrition science was Lind’s controlled trial investigating the curative effects of citrus fruits on sailors with scurvy.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 26. ​Nutritional epidemiology today is primarily concerned with the major chronic diseases of the Western world.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 27. The complexity and variability of our diets makes it challenging to the study of the relationship of diet to disease.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 28. Food balance sheets measure the food actually ingested by a population.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 29. Dietary recalls are considered the best method of assessing dietary intake for individuals.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 30. Interpreting epidemiologic data involves evaluating the criterion for a causal association and assessing for the presence of bias and the contribution of chance.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Epidemiology and the Community Nutritionist | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| **Multiple Choice** |

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| 31. ​The discipline of epidemiology has expanded from its origin as the study of epidemics to include \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​the health and wellness of individuals | |  | b. | ​medicine | |  | c. | ​laboratory science | |  | d. | ​health problems of populations |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.1 - Define epidemiology. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 32. In the context of epidemiology, the term \_\_\_\_ refers to the causes and factors that affect the risk of disease.​   |  |  |  | | --- | --- | --- | |  | a. | ​distribution | |  | b. | ​determinants | |  | c. | ​host factors | |  | d. | ​incidence |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.1 - Define epidemiology. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 33. In the 1990s, epidemiologic studies established that women could reduce their risk of bearing a child with neural tube birth defects by increasing their intake of \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​vitamin B | |  | b. | ​vitamin C | |  | c. | ​folic acid | |  | d. | ​ascorbic acid |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.1 - Define epidemiology. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 34. Over the past decade, epidemiologic data have been used to develop \_\_\_\_ methods for identifying women at high risk of giving birth to a child with fetal alcohol spectrum disorder (FASD). ​   |  |  |  | | --- | --- | --- | |  | a. | ​surveillance | |  | b. | ​pervasive | |  | c. | ​intervention | |  | d. | ​determinant |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 35. ​Prenatal exposure to \_\_\_\_ is one of the leading preventable causes of mental retardation in the United States.   |  |  |  | | --- | --- | --- | |  | a. | ​nicotine | |  | b. | ​alcohol | |  | c. | ​cocaine | |  | d. | ​marijuana |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 36. Which of the following is **not** considered a vital statistic?​   |  |  |  | | --- | --- | --- | |  | a. | ​cause-specific death rate | |  | b. | ​fetal death rate | |  | c. | ​infant mortality rate | |  | d. | ​drug-usage rate |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 37. To an epidemiologist studying factors that contribute to diabetes, an individual with a confirmed case of diabetes is a(n) \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​incidence | |  | b. | ​prevalence | |  | c. | ​case | |  | d. | ​risk factor |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.3 - Explain prevalence rates and how they differ from incidence rates. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 38. An epidemiologic study evaluated the relationship between caffeine and developing high blood pressure. The relative risk of the group drinking five caffeinated drinks a day in comparison to the group drinking no caffeinated drinks a day was 0.99. This means that if a person drinks five caffeinated drinks a day, he or she \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​has a 99 percent chance of developing high blood pressure | |  | b. | ​has a 99 percent chance of NOT developing high blood pressure | |  | c. | ​is not at increased risk of high blood pressure | |  | d. | ​will almost certainly develop particularly severe high blood pressure |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Apply | |

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| 39. Which characteristic is associated with the incidence rate of disease development?​   |  |  |  | | --- | --- | --- | |  | a. | ​All cases in a single survey are counted. | |  | b. | ​It is measured in a single point in time. | |  | c. | ​All individuals are examined including cases and non-cases. | |  | d. | ​It is measured most efficiently in a cohort study. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.3 - Explain prevalence rates and how they differ from incidence rates. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 40. Which risk factor for heart disease cannot be changed by lifestyle modifications?​   |  |  |  | | --- | --- | --- | |  | a. | ​genetics | |  | b. | ​obesity | |  | c. | ​high blood pressure | |  | d. | ​physical activity |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 41. Which step of the scientific method occurs immediately after the identification of the problem?​   |  |  |  | | --- | --- | --- | |  | a. | ​experimental design | |  | b. | ​data collection | |  | c. | ​hypothesis formulation | |  | d. | ​theory development |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 42. ​During statistical analysis, the investigator may consider searching for statistical associations among various groups that may suggest a cause–effect relationship, without having generated prior hypotheses about these groups. This is known as \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​selection bias | |  | b. | ​data dredging | |  | c. | ​measurement testing | |  | d. | ​confounding bias |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 43. \_\_\_\_\_ bias is the presence of another variable that accounts for an observation.**​**​   |  |  |  | | --- | --- | --- | |  | a. | ​Confounding | |  | b. | ​Measurement | |  | c. | ​Selection | |  | d. | ​Control |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 44. One of the first large population studies to examine the relationship between blood cholesterol levels and risk of CHD was the Seven Countries Study. This study is an example of \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​observing | |  | b. | ​counting cases | |  | c. | ​relating cases to the population at rise | |  | d. | ​making comparisons |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 45.  \_\_\_\_\_ bias may occur if study participants are not picked randomly from the population of interest.​   |  |  |  | | --- | --- | --- | |  | a. | ​Confounding | |  | b. | ​Measurement | |  | c. | ​Sample | |  | d. | ​Selection |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 46. In a(n) \_\_\_\_ trial, subjects are assigned to intervention alternatives by a method that is not random.​   |  |  |  | | --- | --- | --- | |  | a. | ​observational | |  | b. | ​cross-sectional | |  | c. | ​trend | |  | d. | ​nonrandomized controlled |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 47. In a(n) \_\_\_\_ study, exposure factors and outcomes are observed or measured at a single point in time in a sample from the population being studied.​   |  |  |  | | --- | --- | --- | |  | a. | ​cross-sectional | |  | b. | ​experimental | |  | c. | ​randomized controlled | |  | d. | ​cohort |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 48. In a(n) \_\_\_\_ study, groups of people are studied to examine the relationship between exposure and disease.​   |  |  |  | | --- | --- | --- | |  | a. | ​trend | |  | b. | ​ecological | |  | c. | cohort​ | |  | d. | ​case-control |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 49. In a(n) \_\_\_\_ study, systematic, quantitative methods are used to combine the results of all relevant studies to produce an overall estimate.​   |  |  |  | | --- | --- | --- | |  | a. | ​trend | |  | b. | ​experimental | |  | c. | ​non-biased | |  | d. | ​meta-analysis |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 50. An investigation of the correlation between consumption of genetically modified corn and colon cancer incidence and mortality rates in humans is an example of a(n) \_\_\_\_ study.​   |  |  |  | | --- | --- | --- | |  | a. | ​observational | |  | b. | ​ecological | |  | c. | ​experimental | |  | d. | ​meta-analysis |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 51. A study that follows a group of individuals free of the disease or condition of interest into the future is an example of a(n) \_\_\_\_ study.​   |  |  |  | | --- | --- | --- | |  | a. | ​retrospective cohort | |  | b. | ​prospective cohort | |  | c. | ​retrospective cross-sectional | |  | d. | ​prospective cross-sectional |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 52. The most appropriate use of a correlational study is to \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​generate hypotheses | |  | b. | ​draw conclusions | |  | c. | ​change public policy | |  | d. | ​validate previous studies |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 53. ​The major objective of the *Nurse’s Health Study I* was to \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​investigate the development of cardiovascular disease | |  | b. | ​prevent or delay the development of type 2 diabetes | |  | c. | ​investigate diets and lifestyle risk factors for chronic disease in women | |  | d. | ​evaluate men’s health and fitness to incidence of serious illness |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 54. ​Nutritional epidemiology \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​is a fairly new area of study | |  | b. | ​focuses on the role of Western diet and chronic disease | |  | c. | ​always utilizes controlled, clinical trial protocols | |  | d. | ​currently focuses on deficiency diseases |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 55. ​A single 24-hour dietary recall \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​is considered the best method of assessing dietary intake | |  | b. | ​uses a questionnaire to assess nutrient intake | |  | c. | ​requires the subject to make judgments about their usual food habits | |  | d. | ​may not give an adequate picture of a specific individual’s usual intake |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 56. The \_\_\_\_ method of assessing intake is time consuming, and the results may not be accurate if subjects modify their eating habits during the time of the study.​   |  |  |  | | --- | --- | --- | |  | a. | ​twenty-four-hour recall | |  | b. | ​food record | |  | c. | ​food frequency | |  | d. | ​diet history |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 57. ​Food \_\_\_\_ measure the food available for consumption from imports and domestic food production minus the food through exports, waste, or spoilage.   |  |  |  | | --- | --- | --- | |  | a. | ​records | |  | b. | ​histories | |  | c. | ​balance sheets | |  | d. | ​questionnaires |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 58. In Basiotis et al.’s year-long food intake study, which food component required the largest number of days of food intake records to yield a “true” average intake?​   |  |  |  | | --- | --- | --- | |  | a. | ​food energy | |  | b. | ​carbohydrates | |  | c. | ​iron | |  | d. | ​vitamin A |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 59. Methods of assessing household food consumption include \_\_\_\_.​   |  |  |  | | --- | --- | --- | |  | a. | ​records of food wasted, spoiled, or fed to pets | |  | b. | ​records of number of meals eaten at home or away from the home | |  | c. | ​per capita export data | |  | d. | ​food disappearance data |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 60. When evaluating epidemiological data, plausibility refers to the \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​consistency of the association with other knowledge | |  | b. | ​similarity of findings with other studies | |  | c. | ​likelihood of a casual association | |  | d. | ​chronology of exposure and disease onset |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Epidemiology and the Community Nutritionist | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Understand | |

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| **Matching** |

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| Match the advantage or disadvantage in the left column with its correct type of study. Items will be used more than once.​   |  |  | | --- | --- | | a. | ​case-control study | | b. | ​cohort study |  |  |  | | --- | --- | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 61. ​Relies on recall or existing records about past exposures   |  |  | | --- | --- | | *ANSWER:* | a | |

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| 62. Difficult to select suitable comparison group​   |  |  | | --- | --- | | *ANSWER:* | a | |

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| 63. Can calculate and compare rates in exposed and unexposed​   |  |  | | --- | --- | | *ANSWER:* | b | |

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| 64. Need to study large numbers of individuals and which may take years to accomplish​   |  |  | | --- | --- | | *ANSWER:* | b | |

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| 65. Relatively quick and inexpensive as it requires relatively few subjects​   |  |  | | --- | --- | | *ANSWER:* | a | |

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| 66. May provide incomplete data from subject loss to follow-up​   |  |  | | --- | --- | | *ANSWER:* | b | |

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| ​Match the step in the scientific method in the left column with its correct description in the right column.   |  |  | | --- | --- | | a. | ​experiment | | b. | ​hypothesis & prediction | | c. | ​observation & question | | d. | ​results & interpretations | | e. | ​theory |  |  |  | | --- | --- | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 67. ​The problem is identified.   |  |  | | --- | --- | | *ANSWER:* | c | |

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| 68. A tentative solution to the problem is formulated.​   |  |  | | --- | --- | | *ANSWER:* | b | |

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| 69. A study is designed and conducted to collect relevant data.​   |  |  | | --- | --- | | *ANSWER:* | a | |

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| 70.  Conclusions are drawn based on collected data.​   |  |  | | --- | --- | | *ANSWER:* | d | |

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| 71. Conclusions of studies that support the hypothesis are integrated.​   |  |  | | --- | --- | | *ANSWER:* | e | |

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| Match the definitions in the left column with the appropriate terms in the right column.​   |  |  | | --- | --- | | a. | ​risk | | b. | confounding factor | | c. | ​prevalence | | d. | ​determinants | | e. | ​case | | f. | ​cohort | | g. | ​incidence | | h. | ​case-control study | | i. | ​vital statistics | | j. | ​food balance sheets |  |  |  | | --- | --- | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.3 - Explain prevalence rates and how they differ from incidence rates. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 72. ​The number of existing cases of a disease in a given population   |  |  | | --- | --- | | *ANSWER:* | c | |

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| 73. The number of new cases of a disease during a specific time period in a defined population​   |  |  | | --- | --- | | *ANSWER:* | g | |

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| Match the definitions in the left column with the appropriate terms in the right column.​   |  |  | | --- | --- | | a. | ​risk | | b. | confounding factor | | c. | ​prevalence | | d. | ​determinants | | e. | ​case | | f. | ​cohort | | g. | ​incidence | | h. | ​case-control study | | i. | ​vital statistics | | j. | ​food balance sheets |  |  |  | | --- | --- | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 74. A well-defined group of people who are studied over a period of time   |  |  | | --- | --- | | *ANSWER:* | f | |

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| 75. A type of observational analytic study   |  |  | | --- | --- | | *ANSWER:* | h | |

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| 76. ​A “hidden” characteristic that is distributed differently in the study and control groups that may cause an association that the researchers attribute to other factors   |  |  | | --- | --- | | *ANSWER:* | b | |

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| Match the definitions in the left column with the appropriate terms in the right column.​   |  |  | | --- | --- | | a. | ​risk | | b. | confounding factor | | c. | ​prevalence | | d. | ​determinants | | e. | ​case | | f. | ​cohort | | g. | ​incidence | | h. | ​case-control study | | i. | ​vital statistics | | j. | ​food balance sheets |  |  |  | | --- | --- | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 77. National accounts of the annual production of food, changes in stocks, imports/exports, and food distribution   |  |  | | --- | --- | | *ANSWER:* | j | |

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| Match the definitions in the left column with the appropriate terms in the right column.​   |  |  | | --- | --- | | a. | ​risk | | b. | confounding factor | | c. | ​prevalence | | d. | ​determinants | | e. | ​case | | f. | ​cohort | | g. | ​incidence | | h. | ​case-control study | | i. | ​vital statistics | | j. | ​food balance sheets |  |  |  | | --- | --- | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.2 - Describe various vital statistics used by epidemiologists to monitor a population’s health status. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 78. The probability that people will acquire a disease   |  |  | | --- | --- | | *ANSWER:* | a | |

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| 79. ​Figures pertaining to certain life events   |  |  | | --- | --- | | *ANSWER:* | i | |

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| 80. ​A particular instance of a disease or outcome of interest   |  |  | | --- | --- | | *ANSWER:* | e | |

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| Match the definitions in the left column with the appropriate terms in the right column.​   |  |  | | --- | --- | | a. | ​risk | | b. | confounding factor | | c. | ​prevalence | | d. | ​determinants | | e. | ​case | | f. | ​cohort | | g. | ​incidence | | h. | ​case-control study | | i. | ​vital statistics | | j. | ​food balance sheets |  |  |  | | --- | --- | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.1 - Define epidemiology. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 81. Causes and factors that affect the risk of disease   |  |  | | --- | --- | | *ANSWER:* | d | |

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| **Subjective Short Answer** |

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| 82. List different controllable and non-controllable risk factors of heart disease.​   |  |  | | --- | --- | | *ANSWER:* | Controllable risk factors include high LDL cholesterol, low HDL cholesterol, high blood pressure, cigarette smoking, diabetes, physical inactivity, obesity, an atherogenic diet, and stress. Non-controllable risk factors include age, gender, and genetics.​ | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.2 - Describe various vital statistics used by epidemiologists to monitor a population’s health status. | | *KEYWORDS:* | Bloom’s: Remember | |

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| 83. List the steps of the scientific method in order.​   |  |  | | --- | --- | | *ANSWER:* | Observation and question; hypothesis and prediction; experiment; results and interpretation; support or rejection of hypothesis; and formation of theory, if hypothesis was supported, or development of new questions/hypotheses, if hypothesis was not supported.​ | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 84. Define confounding factors. List possible confounding factors in an epidemiological study.​   |  |  | | --- | --- | | *ANSWER:* | Confounding factors are “hidden” factors or characteristics that are distributed differently in the study and control groups and may cause an association that the researchers attribute to other factors. Possible confounding factors include: age, gender, race, ethnicity, and dietary or lifestyle factors. ​ | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 85. Can data derived from an ecological study accurately yield a final conclusion that consumption (or lack thereof) of a specific nutrient can lead to the development of a given disease? Why or why not?​   |  |  | | --- | --- | | *ANSWER:* | No; the data from an ecological study cannot be used to draw these conclusions as the dietary data obtained are based on population food disappearance data and are therefore not particularly specific. ​ | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 86. What is the main difference between a retrospective and prospective cohort study?​   |  |  | | --- | --- | | *ANSWER:* | A retrospective cohort study examines previous data in an effort to look back in time to reconstruct exposures and health outcomes, whereas prospective cohort studies follow a group into the future. | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 87. Define the term relative risk and explain what a relative risk of greater than 1.0 means.​   |  |  | | --- | --- | | *ANSWER:* | The relative risk is a comparison of the risk of some health-related event, such as disease or death, in two groups. If the relative risk is greater than 1.0, the exposed group is at greater risk of the health-related event than the unexposed group.​ | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.2 - Describe various vital statistics used by epidemiologists to monitor a population’s health status. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 88. Make an observation on the diet-cancer relationship as it is understood today.​   |  |  | | --- | --- | | *ANSWER:* | ​ Answers will vary, but could include the following: Those who consume a low-fiber, low-antioxidant, low–fruit and -vegetable diet have an increased risk of developing cancer. | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Apply | |

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| 89. Develop a hypothesis to be tested that is relevant to the diet-cancer relationship.​   |  |  | | --- | --- | | *ANSWER:* | Answers will vary; however, in an experimental trial, the investigator will need to identify a cause-effect comparison. ​ | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Apply | |

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| 90. Would a cohort study be appropriate to investigate your hypothesis? Why or why not?​   |  |  | | --- | --- | | *ANSWER:* | Answers will vary; however, in most situations a cohort study could be appropriate because it allows comparisons of groups. | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Apply | |

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| 91. ​What role might the community nutritionist play in this study?   |  |  | | --- | --- | | *ANSWER:* | Answers will vary, but could include the following:   * Identifying nutritional problems within the community * Interpreting the scientific literature for the public and other health professionals * Critically evaluating the scientific literature before formulating new nutrition policies or offering advice about eating patterns ​ | | *REFERENCES:* | Epidemiology and the Community Nutritionist | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.2 - Describe various vital statistics used by epidemiologists to monitor a population’s health status. | | *KEYWORDS:* | Bloom’s: Understand | |

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| **Essay** |

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| 92. Define epidemiology and its relationship to community nutrition.​   |  |  | | --- | --- | | *ANSWER:* | Epidemiology is the study of the distribution and determinants of health-related states and events in specified populations and the applications of this study to the control of health problems. The epidemiologist works to identify the causes of disease and to propose strategies for controlling or preventing health and nutrition problems. ​ | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.1 - Define epidemiology. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 93. Describe two examples of how the results of epidemiological studies have impacted the nutritional status of Americans.​   |  |  | | --- | --- | | *ANSWER:* | * The relationship between adequate folic acid consumption and the lowered risk of neural tube defects led to the national policy of all grain products being fortified with folic acid. * The relationship between diets low in fruits and vegetables and an increased risk of certain types of cancer led to an approved health claim on food labels. ​ | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.2 - Describe various vital statistics used by epidemiologists to monitor a population’s health status. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 94. Describe major vital statistics used by epidemiologists to monitor a population’s health status.​   |  |  | | --- | --- | | *ANSWER:* | ​   * *Crude birth rate* is the ratio of the number of live births during the year as compared to the average mid-year population multiplied by 1000. * *Crude death rate* is the number of deaths during the year as compared to the average midyear population multiplied by 1000. * *Age-specific death rate* is the ratio of the number of deaths to people in a particular age group as compared to the average midyear population in a specified age group multiplied by 1000. * *Cause-specific death rate* is the ratio of the number of deaths due to a particular cause during the year as compared to the average midyear population multiplied by 1000. * *Infant mortality rate* is the number of deaths of infants under the age of 1 as compared to the number of live births in the same year multiplied by 1000. * *Neonatal mortality rate* is the number of deaths of infants under the age of 28 days during the year as compared to the number of live births in the same year multiplied by 1000. * *Fetal death rate* is the number of fetal deaths (>20 weeks of gestation) during the year as compared to the number of live births and fetal deaths in the same year multiplied by 1000.   *Maternal mortality rate* is the number of pregnancy-related deaths during the year as compared to the number of live births in the same year multiplied by 100,000.  ​ | | *REFERENCES:* | The Practice of Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.2 - Describe various vital statistics used by epidemiologists to monitor a population’s health status. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 95. Explain prevalence rates and how they differ from incidence rates.​   |  |  | | --- | --- | | *ANSWER:* | The prevalence rate is the fraction or proportion of a group possessing a disease or condition at a specific time, whereas the incidence rate is the fraction or proportion of a group initially free of a disease or condition that develops the disease or condition over a period of time. By calculating and comparing rates, epidemiologists can determine the strength of the association between risk factors and the health problem being studied. ​ | | *REFERENCES:* | Basic Epidemiologic Concepts | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.3 - Explain prevalence rates and how they differ from incidence rates. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 96. Discuss two reasons why data that is collected may not be valid.​   |  |  | | --- | --- | | *ANSWER:* | ​  Two possible explanations for incorrect or invalid results include:   * They are biased due to a systematic error in measuring one or more outcome variables or there were systematic differences in the populations studied. * The results are due to chance and do not represent the true state of affairs; that is, the observations made arose from random variations within the sample. | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 97. Compare and contrast the major strengths and limitations of cohort studies and case-control studies.​   |  |  | | --- | --- | | *ANSWER:* | A comparison of the major strengths and limitations is presented in Table 5.5 in the text. Essentially, a cohort study may provide complete data on the cases and stages of a disease in which calculations and comparisons can be made between those who were exposed and not exposed. These studies tend to be expensive and take many years to complete, thus increasing the amount of non-response data and limiting the control of confounding variables. Case-control studies are relatively quick and inexpensive studies that are an excellent way to study rare diseases and diseases with long latency periods. Oftentimes, existing records can be utilized on a relatively few study subjects. Limitations of this type of study include that the mechanism of the disease is not studied, with validation of data difficult to achieve. ​ | | *REFERENCES:* | Types of Epidemiologic Studies | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.4 - Describe the strengths and weaknesses of various types of epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 98. Explain how the complexity of our diets creates challenges in studying the relationship of diet to disease.​   |  |  | | --- | --- | | *ANSWER:* | ​   * The complexity and diversity of chemicals found in the foods and supplements we consume * The need for long-term dietary intake to be examined * The variety of foods consumed throughout the year * The variety of foods consumed day-to-day (within-person variation) ​ | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 99. Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies.   |  |  | | --- | --- | | *ANSWER:* | If only one day’s intake is determined, then, the true long-term nutrient intake may be misrepresented, leading to a false assessment of nutritional status. ​ | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.5 - Explain why the day-to-day variation in an individual’s nutrient intake can have important implications for nutritional epidemiologic studies. | | *KEYWORDS:* | Bloom’s: Understand | |

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| 100. ​Differentiate among the methods of collecting food consumption data at the national, household, and individual levels.   |  |  | | --- | --- | | *ANSWER:* | The primary method of assessing the available food supply at the national level is based on food balance sheets. Food balance sheets measure the food available for consumption from imports and domestic food production, less the food “lost” through exports, waste, or spoilage, on a per capita basis. It is not a measure of actual food consumption, but availability.  Methods of assessing household food consumption consider the per capita food consumption of the household, taking into account the age and sex of persons in the household (or institution), the number of meals eaten at home or away from home, income, shopping practices, and other factors.  Four different methods used to assess food consumption at the individual level include: diet history, 24-hour dietary recall, food record or diary, and food frequency questionnaire. Dietary recalls are appropriate for assessing the intakes of groups of people, but a single 24-hour recall may not give an adequate picture of a specific individual’s usual intake. Food records are often considered the best method of assessing dietary intake, but they are time consuming, and the results may not be accurate if subjects modify their eating habits during the time of the study. Diet histories can provide detailed information, but they require subjects to make judgments about their usual food habits. Food frequency questionnaires provide less detailed information, but are well suited for use with large groups.  ​ | | *REFERENCES:* | Nutritional Epidemiology | | *LEARNING OBJECTIVES:* | CNIA.BOYL.17.2.6 - List the advantages and disadvantages of various dietary assessment methods. | | *KEYWORDS:* | Bloom’s: Understand | |