# Answers to Questions in the Workbook, Chapter 24, Basic Nutrition

# Activity A MULTIPLE CHOICE

1. d. The process of taking in and using food
2. c. Fats
3. d. Complex carbohydrates
4. b. They rebuild tissues that break down from normal use or as a result of illness or injury.

# Activity B MATCHING

1. c
2. d
3. a
4. b

# Activity C TRUE OR FALSE

# 1. F. The energy to power our bodies comes from FOOD.

2. T

3. T

4. F. Vitamin K helps the blood to clot, and calcium helps to build strong bones.

# Activity D MATCHING

1. b
2. d
3. c
4. a
5. f
6. e

**Activity E FILL IN THE BLANKS**

1. fruits
2. half
3. protein
4. sodium
5. less

**Activity F SHORT ANSWER**

Factors that influence food choices include religion, individual taste, culture and geography, appetite, and economics. Examples given will vary, depending on the students’ personal experiences.

**Activity G MATCHING**

1. d
2. g
3. e
4. f
5. b
6. c
7. a

**Activity H TRUE OR FALSE**

1. F. Foods that are considered FULL liquids include milk, vanilla ice cream, and juice.

2. F. A person on a sodium-restricted diet may be allowed to have a small amount of salt, or none at all.

3. F. Nutritional supplements are used in addition to meals.

**Activity I FILL IN THE BLANKS**

1. OBRA requires that meals meet the individual nutritional needs of each resident.
2. Foods must be served at the proper temperature.
3. Meals must be attractive to look at, and seasoned to the individual resident’s preference.
4. Special diets, such as those followed for health or religious reasons, must be provided for those residents who need them.
5. Dining in the company of others is also recommended.

**Activity J SHORT ANSWER**

Five things that can decrease a person’s appetite are feelings of loneliness, pain, anxiety, medication side effects, and specific dietary restrictions. Actions that nursing assistants take to encourage people to eat include presenting food in an attractive way, assisting with oral hygiene before meals (because a clean, fresh mouth makes food taste better), offering small portions of favorite foods frequently throughout the day, and providing a pleasing environment and making pleasant conversation while assisting with the meal.

**Activity K CHOOSE THE RIGHT ANSWER**

1. X
2. X
3. X
4. X

**Activity L MATCHING**

1. b

2. c

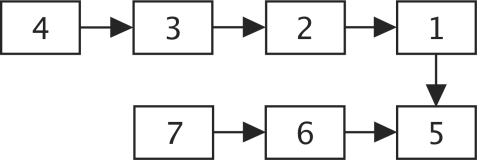
3. a

**Activity M SHORT ANSWER**



You might say, “Mrs. Giamelli, your pork chop is at 3 o’clock. A serving of peas is at 8 o’clock, and a serving of rice is at 12 o’clock.”

**Activity N REARRANGE IN THE RIGHT ORDER**



**Activity O RECORD THE PERCENTAGE**1.50%Chicken

2. 100% Mashed potatoes

3. 50%Salad

4. 100% Ice cream

**Activity P TRUE OR FALSE**

1. T

2. F: When assisting a person with a meal, it IS important to talk.

3. T

**Activity Q SHORT ANSWER**

Talking with Mrs. Li about why she did not eat her soup would be useful because you might find out important information about Mrs. Li’s preferences that you could then communicate to the nurse or the dietitian. The nurse and the dietitian would use this information to plan future meals for Mrs. Li. Being responsive to Mrs. Li’s likes and dislikes indicates to Mrs. Li that the health care team cares about her as an individual.

To initiate the conversation about why Mrs. Li did not eat her soup, you would greet her and ask her about her dinner. You might say, “Oh! I see you didn’t have your soup. Are you full, or do you just not like it?” Asking an open-ended question is less confrontational and might yield more information.

**Activity R FILL IN THE BLANKS**

1. To help avoid regurgitation and aspiration, the head of the bed is raised during enteral feeding and for at least an hour afterward.

2. Intravenous therapy is not a source of complete nutrition, but it is useful when a person needs fluids.

3. Enteral feedings may be given at scheduled times or continuously by an infusion pump.

4. In total parenteral nutrition, nourishment is delivered directly into the bloodstream through a large catheter inserted into a large vein near the heart.

5. Enteral nutrition involves placing food directly into the stomach or intestines, which eliminates the need for the person to chew or swallow.

**Activity S JUMBLED WORDS**

1. Nasogastric

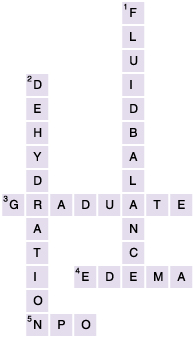
2. Gastrostomy

3. Jejunostomy

**Activity T SHORT ANSWER**

An intake and output (I&O) will be used to track Mr. Spreewell’s fluid balance. Each time Mr. Spreewell takes in fluids, or fluids leave his body, the amount should be recorded. To measure fluid intake, calculate the amount of fluids on Mr. Spreewell’s tray before each meal. After the meal, empty the fluids that are left into a graduate. Subtract the amount that is left from the starting amount to find out how much was consumed. Fluid output is measured by having Mr. Spreewell urinate into a urinal or commode hat, and then pouring the urine into a graduated cylinder (“graduate”) to measure it. The amounts for both intake and output are totaled at the end of the shift and again at the end of the 24-hour reporting period. The amount of intake can then be compared with the amount of output to monitor Mr. Spreewell’s fluid balance.

**Activity U CROSSWORD**



**Activity V CHOOSE THE RIGHT ANSWER**

**1.** \_\_\_\_\_\_\_\_ Serve room temperature water

* + - 1. \_X\_\_\_\_\_\_ Serve fluids that taste good
      2. \_X\_\_\_\_\_\_ Serve coffee, tea, and soda at the appropriate temperature
      3. \_X\_\_\_\_\_\_ Provide frequent oral hygiene
      4. \_X\_\_\_\_\_\_ Offer small amounts of a drink frequently throughout the day
      5. \_\_\_\_\_\_\_\_ Offer large amounts of a drink three times daily, with meals
      6. \_X\_\_\_\_\_\_ Fill the pitcher regularly with fresh, cold water
      7. \_X\_\_\_\_\_\_ Know about the amount and type of fluids that should be offered
      8. \_\_\_\_\_\_\_\_ Set an example by drinking fluids while providing patient or resident care

**Activity W SHORT ANSWER**

1.

* + - * 1. Mr. Sanchez’s intake measurement: 660 mL
        2. Ms. Bhattacharya’s intake measurement: 450 mL
        3. Mr. Ray’s intake measurement: 600 mL

2.

**a**. 8 ounces = 240 mL

**b.** 16 ounces = 480 mL

**c.** 12 ounces = 360 mL

* + - * 1. 32 ounces = 960 mL
        2. 4 ounces = 120 mL
        3. 10 ounces = 300 mL
        4. 5 ounces = 150 mL

**Activity X CROSSWORD**

