

Second Edition

# HUMAN NUTRITION

Science For Healthy Living



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Education

Tammy J. Stephenson | Wendy J. Schiff

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**Tammy J. Stephenson, PhD**  
*University of Kentucky*

**Wendy J. Schiff, MS, RDN**



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## HUMAN NUTRITION: SCIENCE FOR HEALTHY LIVING, SECOND EDITION

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# Brief Contents

Preface	vi
<b>1</b>	<b>Introduction to Nutrition</b> 1
<b>2</b>	<b>Evaluating Nutrition Information</b> 25
<b>3</b>	<b>Basis of a Healthy Diet</b> 45
<b>4</b>	<b>Human Digestion, Absorption, and Transport</b> 79
<b>5</b>	<b>Carbohydrates: Sugars, Starches, and Fiber</b> 109
<b>6</b>	<b>Lipids: Triglycerides, Phospholipids, and Sterols</b> 149
<b>7</b>	<b>Proteins: Amino Acids</b> 189
<b>8</b>	<b>Metabolism</b> 227
<b>9</b>	<b>Vitamin Overview and Fat-Soluble Vitamins</b> 266
<b>10</b>	<b>Water-Soluble Vitamins</b> 302
<b>11</b>	<b>Water and Major Minerals</b> 341
<b>12</b>	<b>Trace Minerals</b> 382
<b>13</b>	<b>Obesity, Energy Balance, and Weight Management</b> 415
<b>14</b>	<b>Eating Disorders and Disordered Eating</b> 456
<b>15</b>	<b>Nutrition for Fitness and Sport</b> 476
<b>16</b>	<b>Pregnancy and Lactation</b> 520
<b>17</b>	<b>Infants, Children, and Adolescents</b> 548
<b>18</b>	<b>Nutrition for Older Adults</b> 575
<b>19</b>	<b>Food and Water Safety</b> 598
<b>20</b>	<b>Global Nutrition</b> 635
Appendix A	English-Metric Conversions and Metric-to-Household Units A-3
Appendix B	Basic Chemistry Concepts A-5
Appendix C	Basic Anatomy and Physiology Concepts A-9
Appendix D	Chemical Structures: Amino Acids and Vitamins A-13
Appendix E	Vitamins Involved in Energy Metabolism A-19
Appendix F	Nutrition Assessment A-21
Appendix G	Daily Values Table A-31
Appendix H	Canada's Food Guide A-33
Appendix I	Food Composition Table A-39
Appendix J	Dietary Reference Intake (DRI) Tables A-109
Glossary	G-1
Index	I-1

# About the Authors



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*To Brian, Bailey, Kylie Mae,  
and Ansley*

—Tammy Stephenson



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*To Bill and Kevin*

—Wendy Schiff

# Welcome to Human Nutrition: Science for Healthy Living

Dear Students,

Welcome to the study of human nutrition! Before you begin your studies, it is important to understand that nutrition is a science that draws upon knowledge from other sciences, particularly biology, human anatomy and physiology, general chemistry, and biological chemistry. The science of human nutrition also involves learning scientific information about foods and nutrition, and how this information is used to develop dietary recommendations for healthy people and nutritional therapies for those who are not healthy. By understanding the contents of this introductory nutrition textbook, you will recognize the effects that peoples' food choices can have on their health. In addition, you will appreciate the valuable role that registered dietitian nutritionists (RDNs) play as members of the health care team and be well prepared to take more advanced human nutrition courses, if you decide to become a dietitian.

*Human Nutrition: Science for Healthy Living* has been developed by a team of nutrition educators who have extensive college teaching experience and a passion for teaching relevant, student-centered nutrition, foods, health, and wellness courses. Our goals with this textbook are to teach students the science of nutrition, while also preparing future health care professionals, and to make the study of introductory human nutrition enjoyable. Learning about any science can be challenging if the information is not presented in an appealing, interesting manner. We've made a distinct effort to write the content of this book in an understandable way and to provide clear descriptions of concepts that can be difficult to convey, such as the processes of digestion, absorption, and energy metabolism. To enhance your learning, numerous meaningful illustrations and photographs accompany the narrative. Such graphics facilitate learning for all students, but especially for those who are "visual learners." By reviewing this Preface, you will learn about the features of this book and how to use them to facilitate your study of human nutrition.

We hope you will enjoy using this textbook!



**About the Cover:** The cover of this edition reflects the "farm-to-table" theme that we used for the cover of the first edition of *Human Nutrition*. Farm-to-table can be broadly defined as selecting and eating foods grown or produced by local farmers, whenever it is possible. By doing so, consumers can follow a more nutrient-rich diet by increasing their intake of healthy food options, especially fresh fruits and vegetables. Such actions also enable consumers to support their local economy and contribute to a sustainable community.

The mixed greens' salad on this cover includes fresh leafy greens that are garnished with some pale purple flowers of salvia (*Salvia officinalis*). Salvia flowers are safe to eat occasionally and in small amounts. The leaves of salvia are also edible, but they are generally used in food preparation as a seasoning after they have been dried ("sage").

# Preface

Tammy Stephenson and Wendy Schiff had a vision of writing an interesting, engaging, and evidence-based introductory nutrition textbook that has a wide variety of pedagogical features to promote active learning. To that end, this second edition of *Human Nutrition: Science for Healthy Living* is learner-centered, easy to read, and richly illustrated with figures and images that clearly show physiological processes. Furthermore, the author team felt students and faculty would appreciate a textbook that was clinically oriented and provided ample opportunities for students to practice using their nutrition knowledge and critical thinking skills. *Human Nutrition: Science for Healthy Living* is the result of Tammy and Wendy's efforts.

The clinical emphasis of the textbook is of particular relevance to those studying nutrition, dietetics, or other health science professions, including nursing. Specific real-life examples, current statistics, and scientific evidence from professional resources are provided to support nutrition concepts. Features designed to attract students' interest, such as *Did You Know?* and *Fresh Tips* boxes, provide up-to-date information on current and sometimes controversial topics, as well as practical recommendations for everyday healthy living.

*Human Nutrition: Science for Healthy Living* provides the framework for students to *learn* how nutrition information is often interrelated and to *apply* the science of nutrition to clinical situations. Furthermore, students can use their foods and nutrition knowledge throughout their lives.

## Features Designed Around Student-Centered Learning

*Human Nutrition: Science for Healthy Living* was written by authors who have extensive experience teaching introductory nutrition classes to both majors and nonmajors. The authors recognize the diverse learning needs of today's students and how the modern learning environment in higher education—large lecture classes, online classes, and flipped/hybrid classrooms—often challenge even the most experienced nutrition educators. The textbook and its supportive interactive materials are designed to help instructors create a learner-centered teaching environment that maximizes student engagement and knowledge acquisition. This current, evidence-based introductory textbook has a wide variety of pedagogical features to promote active learning among students.

## What's New in This Edition?

This edition of *Human Nutrition: Science for Healthy Living* has been updated with the most current research and incorporates information from the *2015–2020 Dietary Guidelines for Americans*.

This list provides highlights of some of the additions and updates for the second edition of the textbook:

- Numerous new and modern photos have been included to engage the reader.
- References have been updated for all chapters to include the most current research and evidence-based practice recommendations.
- The Dietary Reference Intake tables are now included as Appendix J.
- Chapter 1 includes revised Figure 1.10, “Beverage Comparison,” and a new *Did You Know?* about seals of approval for dietary supplement labels.
- Chapter 2 includes new *Did You Know?* features on diet-related apps, as well as the sugar industry's role in influencing scientific opinions about diet and cardiovascular health in the mid-1960s. In addition, Figure 2.5, “Cohort Studies,” has been revised to make its content easier for students to understand.
- Chapter 3 has a figure that displays the new Nutrition Facts panel, and discusses how the new panel differs from the original panel, which is still in use.
- Chapter 4 has expanded content on gut microbiota, including information about probiotics, prebiotics, and gut microbiota (“fecal”) transplantation.
- Chapter 5 includes the latest research on diabetes, including updated Figure 5.14, “Regulating Blood Glucose,” and a new *Did You Know?* about diabetic alert service dogs that are trained to detect hyper- and hypoglycemia in humans.
- Chapter 6 provides updated information on trans fats and the Food and Drug Administration ban of partially hydrogenated oils. New recommendations for dietary cholesterol intake (“as low as possible”) are also summarized.
- Chapter 7 includes updates concerning food allergies, celiac disease, and phenylketonuria.
- Chapter 8 includes revised Figures 8.28, “Amino Acids and Energy Metabolism,” and 8.40, “Effects of Alcohol Metabolism on the Liver.” Tables 8.9, “Typical Effects of Alcohol at Various BAC Levels (Adults),” and 8.10, “Classifying Drinkers,” have also been updated.

- Chapters 9 and 10 have been updated to include the most current research on the effects of fat- and water-soluble vitamin intake on human health. A new *Did You Know?* on farmer's markets has been added to Chapter 9.
  - Chapters 11 and 12 summarize fluid balance and provide evidence-based recommendations for optimal mineral consumption. Tables 11.3, "Common Signs of Dehydration," and 12.5, "Signs and Symptoms of Iron Deficiency Anemia," have been revised.
  - Chapter 13 includes revised Figure 13.1, "Prevalence of Self-Reported Obesity among U.S. Adults," and new *Did You Know?* features about obesity, the risk of polycystic ovary syndrome, and weight-loss methods that are unreliable. The section on bariatric surgical methods has also been expanded.
  - Chapter 14 provides updates on the link between genetics and eating disorders and a new *Did You Know?* concerning the role of social media in glamorizing and spreading misinformation about eating disorders.
  - Chapter 15 has been revised based on the latest recommendations from the sports nutrition position paper of the Academy of Nutrition and Dietetics.
- Updates include Table 15.7, "Popular Energy Bars and Gels," as well as revisions to the sections on vitamin D status/needs of athletes and summary of the current research on popular ergogenic aids.
- The life cycle chapters, Chapters 16, 17, and 18, have also been updated based on the most current research. Examples of updates from these chapters include revised Figure 16.6, "Signs of Preeclampsia," recent recommendations concerning the introduction of peanuts and other hyperallergenic foods to a baby's diet, and new content on diabetic eye diseases.
  - Chapter 19 provides updated recommendations for preventing foodborne illness, including revised Tables 19.4, "USDA Recommended Safe Minimum Internal Temperatures," and 19.5, "Cold Storage Time Limits for Perishable Foods."
  - Chapter 20 includes a revised case study on a child experiencing malnutrition in a developing country. Tables 20.1, "Prevalence of Undernutrition Among Selected Countries," and 20.2, "Under-5 Mortality Rates for Selected Countries," have both been updated. Furthermore, a new *Did You Know?* on the Campus Kitchens Project has been added.




## Features

**Case Study**—Each chapter begins with a case study addressing a realistic scenario. These high-interest scenarios engage the student by showing how the chapter's content is relevant to their future professions and can be utilized in a practical or clinical situation. Students are encouraged to consider the case study as they study the chapter. A suggested **Case Study Response** is provided at the end of the chapter to allow students to self-assess their understanding of the chapter's material and its applications.

**Quiz Yourself**—This pretest, which is next to the *Case Study*, stimulates interest in reading the chapter. By taking the quiz, students may be surprised to learn how little or how much they know about the chapter's contents.

### CASE STUDY RESPONSE

#### MEETING PROTEIN NEEDS



BASED ON MANUEL'S BODY WEIGHT OF 175 POUNDS, he should consume approximately 64 grams of protein per day (0.8 g protein/kg body weight). He currently consumes nearly double this daily protein recommendation.

Manuel does not have to eat only meat to consume high-quality protein and meet his daily protein requirements. He can meet his protein needs by choosing meatless snacks and meal options, such as:

- Hummus on whole-grain pita bread or whole-grain crackers
- Peanut or soy nut butter on an apple or banana
- Bean (e.g., pinto or black) burrito or taco
- Vegetarian chili with beans and mixed vegetables
- Homemade trail mix with walnuts, almonds, sunflower seeds, and dried fruit, such as raisins

Like many Americans, Manuel is already exceeding his daily protein requirements. He is currently consuming 1.5 g/kg body weight of protein. Thus, Manuel does not need to consume a protein shake in addition to the protein he currently consumes. Excess may contribute to osteoporosis and dehydration. He should eat a well-balanced diet that includes protein from both animal and plant sources.

A 2 Tbsp serving of classic hummus (chickpeas, tahini, and garlic) provides approximately 70 kcal and 2 g protein.  
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# 7 Proteins: Amino Acids

## CASE STUDY

### Meeting protein needs

COLLEGE SENIOR MANUEL IS 6-FEET, 2-INCHES tall and weighs 175 pounds. Manuel is a former high school baseball player. Although he does not play the sport in college, he stays in shape by working out for 30 to 40 minutes three or four times per week. His workout program involves jogging 2 days per week and lifting weights 1 or 2 days per week.

Manuel eats a protein-rich diet that includes meat, poultry, or eggs at every meal. According to his calculations, his diet supplies between 120 and 150 g of protein daily. Despite his high intake of animal protein, he is considering adding a protein shake for snacks twice a day. The protein shake he would like to add to his diet provides 20 g of protein per serving.

- Calculate Manuel's RDA for protein. How does his current daily consumption compare to this recommendation?
  - Provide Manuel with five meatless food choices that supply at least 15 g of high-quality protein per serving of such foods.
  - Do you recommend that Manuel drink the protein shake twice a day? Why or why not?
- The suggested Case Study Response can be found at the end of the chapter.

 **connect** Check out the Connect site to further explore this case study.

## QUIZ Yourself

How much protein should a healthy adult consume daily? What happens if you eat more protein than your body needs? Before reading Chapter 7, take the following quiz to test your knowledge of protein. The answers are found at the end of the chapter.

1. Red meat is the only source of high-quality protein. \_\_T\_\_F
2. Americans typically consume inadequate amounts of protein. \_\_T\_\_F
3. Certain hormones and enzymes are proteins. \_\_T\_\_F
4. Vegetarian diets are often lower in saturated fat and calories than typical Western diets. \_\_T\_\_F
5. To maintain good health, individuals with celiac disease should follow a gluten-free diet. \_\_T\_\_F



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**Learning Outcomes**—Each major section of a chapter opens with a list of learning outcomes. The *Learning Outcomes* help students prepare for reading the section and also clarify major concepts they are expected to learn. These measurable outcomes are further supported by assessment methods and study aids found within the chapters and within McGraw-Hill Education's Connect®.

**Assess Your Progress**—These review questions, which appear at the end of each major section within a chapter, apply to the section's learning outcomes and often involve critical thinking skills. Such questions enable students to test their knowledge and understanding of information provided within that section.

## 5.7 Diabetes Mellitus

### LEARNING OUTCOMES

- 1 Describe type 1, type 2, and gestational diabetes.
- 2 Identify signs and symptoms of diabetes mellitus.
- 3 Discuss treatment options for diabetes.
- 4 Explain how hypoglycemia can occur.

### ASSESS YOUR PROGRESS

- 25 Does drinking sugar-sweetened soda contribute to obesity? Explain.
- 26 Identify at least three signs of metabolic syndrome.
- 27 Explain why some lactose-intolerant individuals are able to consume yogurt, cheese, and small amounts of milk without experiencing intestinal discomfort.
- 28 List at least three ways to increase one's fiber intake.
- 29 Discuss the health benefits of including soluble and insoluble fiber in diets.

**Fresh Tips**—These practical suggestions help students apply the chapter’s content to their current situations. The *Fresh Tips* are also valuable for future health care professionals who want to provide useful health, food, and nutrition advice to their clients. Such features include tips for including more fruits and vegetables in diets, maintaining a healthy body weight, preventing choking in children, and keeping foods safe to eat.

### DID YOU KNOW?

On April 14, 2016, the FDA approved the fortification of corn masa flour with folic acid. Corn masa flour, also called masa, is often used to make foods such as corn chips, tortillas, tortilla chips, tamales, and taco shells. These foods are frequently consumed by many individuals of Mexican and Central American descent. For women of childbearing potential who regularly consume products made from corn masa flour, the fortification with folic acid may reduce the risk of delivering a baby with a neural tube defect. This is important because Hispanic women living in the United States are 20% more likely to deliver a baby with a neural tube defect than non-Hispanic white women.<sup>22</sup> ©D. Hurst/Alamy RF



**Did You Know?**—This feature presents bits of information concerning topics that support the chapter’s content and are of interest to introductory nutrition students. Some of these features dispel beliefs about food and nutrition that are commonly held but inaccurate, such as “stick” margarine being more fattening than butter. Other *Did You Know* features report results of current and unusual areas of research or nutrition–related news, such as the fortification of corn masa flour with folic acid.

**Real People, Real Stories**—This unique feature provides information about real people, some of whom have recovered from or are currently living with nutrition–related conditions. Such conditions include PKU, celiac disease, type 1 diabetes, smell disorders, and hypertension. This feature is designed to help students recognize the daily challenges faced by people with such conditions and the roles that diet and physical activity play in managing one’s health.

## FRESH TIPS

Although sugary foods and products made from refined grains can be less expensive than produce, fruits and vegetables are more nutritious!<sup>10</sup> To eat more fruits and vegetables on a tight budget:

- Use canned or frozen fruits and vegetables.
- Visit farmer’s markets and choose locally grown produce. Many farmers sell their slightly damaged or day-old fruits and vegetables at a discount. Furthermore, purchasing fresh foods at farmer’s markets supports the local economy.
- Buy fruits and vegetables when they are in season; that is, when they are plentiful and their cost is lowest.



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## REAL People, REAL Stories

### Paul Appelbaum

**P**aul Appelbaum is a healthy 90-year-old father of three children, grandfather of two children, and great-grandfather of one child. He’s been married for 55 years. Several years ago, he retired from working as a businessman, but he hasn’t retired from taking excellent care of himself.

Some clues to Paul’s good health are in his lifestyle—past and present. “I grew up during the Great Depression,” he says. “I paid no attention to my diet, but I never went hungry. I ate a lot of home-cooked foods . . . vegetables, fruits, dairy foods, meat, seafood, chicken. . . I ate a balanced diet. I wasn’t fond of sweets . . . I’ve never been overweight.” Paul’s height is 5-feet, 8-inches, and his weight is 160 pounds.

“I’ve always been physically active. When I was a boy, my friends and I didn’t have sports teams. We just found empty spaces and played sandlot baseball and football,” he recalls. “In high school, I was on the track team. I was a good runner.

“I never had a desk job,” Paul says. “I was always on my feet, moving around. . . That’s partially what I owe my longevity and health to.” Compared to the average person who is his age, Paul is very active. For more than 20 years, he has maintained an impressive workout regimen. Six days a week, he walks for an hour and a half at a nearby community gymnasium. When Paul doesn’t walk, he rides a stationary bike for 20 minutes at an average speed of 12 miles per hour. In addition to his aerobic activity routine, he performs resistance exercises that focus on the muscles of his upper body three days a week. On three alternating days,



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Each chapter ends with the Case Study Response and the following features.

## Summary

**Critical Thinking**—These questions involve higher-level cognition skills, including applying, analyzing, synthesizing, and evaluating information.

**Practice Test**—This series of multiple-choice questions assess students' comprehension and recall of information presented in the chapter.

## References

## SUMMARY

### SECTION 15.1 Physical Activity and Health

- Physical fitness refers to the ability of an individual to perform moderate- to vigorous-intensity physical activity without becoming excessively fatigued. Regular physical activity has numerous health benefits, including weight control and prevention of heart disease.
- Aerobic exercises raise heart rate, and resistance exercises build muscle mass, muscle strength, and bone density.

### SECTION 15.2 Physical Activity Guidelines

- Adults under 65 years of age should perform moderate-intensity aerobic activity for at least 150 minutes per week. For moderate-intensity physical activity, an individual should exercise at 50 to 70% of their age-related maximum heart rate.
- At least 2 days per week, adults should engage in strength-training exercises, neuromotor exercises, and flexibility exercises.
- Physical fitness plans should be individualized and include three stages: initiation, improvement, and maintenance.

### SECTION 15.3 Energy Systems for Exercising Muscles

- The PCr-ATP energy system does not require oxygen and provides energy for quick bursts of physical activity. The lactic acid energy system does not require oxygen. The degradation of glucose to lactic acid provides energy during high-intensity physical activity that lasts up to 180 seconds.
- The oxygen energy system is the primary source of energy for most exercising muscles. The aerobic system enables cells to produce significantly more ATP energy than the PCr-ATP or lactic acid energy systems.
- The rate of intensity and duration of physical activity determine the fuel source for that activity. Muscle cells rely on a balance of carbohydrate and fat for fuel.

## Critical Thinking

1. Using the recommendations provided in this chapter, analyze your weekly physical activity habits. Does your participation in various activities meet the minimum recommendations? If not, which physical activities are you willing to include in your weekly routine to improve your fitness level?
2. Why is protein not a major source of energy for the body during physical activity?
3. Describe how taking a creatine supplement may improve performance in activities requiring short bursts of intense energy.
4. Develop a chart summarizing the fluid needs of a 170-pound male endurance runner before, during, and after a 3-hour race. Assume the runner lost 2 pounds of body weight during the race.
5. Explain why low-fat chocolate milk is considered a good recovery drink for athletes.

## Practice Test

Select the best answer.

1. Miranda is physically fit. She has
  - a. an increased risk of osteoporosis.
  - b. the strength, endurance, and flexibility to meet the demands of daily living.
  - c. a greater need for vitamins and minerals than other women.
  - d. the endurance to run an ultramarathon.
2. A \_\_\_ physical activity generally requires a high degree of exertion.
  - a. vigorous
  - b. basic
  - c. moderate
  - d. precise
10. According to recommendations, a healthy adult who participates in regular high-intensity interval training should consume \_\_\_ of body weight of protein per day.
  - a. 0.8 g/kg
  - b. 1.0 to 1.4 g/kg
  - c. 1.2 to 2.0 g/kg
  - d. 1.8 to 2.4 g/kg
11. Drinking at least 6 L of water daily
  - a. is recommended by the National Academies of Sciences.
  - b. is necessary for healthy persons, even if they are not thirsty.
  - c. can result in water intoxication.
  - d. improves athletic performance.
12. Sports drinks
  - a. are the best source of fluid for most athletes.
  - b. contain a mix of complex carbohydrates.

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The end of chapters may also include:

- Test Kitchen and
- Personal Dietary Analysis.

## TEST KITCHEN

### Modifying Recipes for Healthy Living



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**INGREDIENTS**

- 3 Tbsp melted butter
- 1/2 cup white sugar
- 1/4 cup brown sugar
- 1/4 cup all-purpose flour
- 1/4 cup whole milk
- 1 tsp baking powder
- Pinch of salt
- 2 cups frozen or fresh hulled strawberries, sliced into halves
- 1 Tbsp white sugar

You are working with a client who has recently been diagnosed with type 2 diabetes. Your client is concerned about the high amounts of sugar that are in many of her favorite desserts. She would like to know how to reduce the sugar content of this strawberry cobbler recipe. Indicate how to modify the recipe so that it is more “diabetes-friendly” and does not contain as much sucrose.

**PREPARATION STEPS**

1. Preheat oven to 375° F.
2. Grease the inside of an 8” square baking dish with melted butter.
3. Combine sugars, flour, baking powder, and salt in a small bowl. Add milk and blend well to form a batter.
4. Pour batter into the baking dish and add strawberries to the top of the batter. Sprinkle with tablespoon of white sugar.
5. Bake for 50 to 55 minutes; batter will be golden brown and a toothpick will come out of the batter clean when the cobbler is done.
6. Serve warm with whipped cream or a scoop of vanilla ice cream.

**STEP 1 Brainstorm**

Examine the recipe. What ingredients can you use to reduce the added sugar content of the recipe? What ingredients can you add or substitute to boost the recipe’s soluble fiber content? (Refer to Table 17 for substitutions.)

**STEP 2 Develop a modified version of this recipe**

List ingredients and amounts needed.  
List the preparation steps.

**STEP 3 Analyze nutrient contents of the original and modified recipes by using a computer software program**

Develop a table that compares the number of kcal and amounts of total carbohydrate, saturated fat, protein, fiber, and sugar in each strawberry cobbler recipe.  
How did your modifications change the nutrient composition of the cobbler?

**Test Kitchen: Modifying Recipes for Healthy Living**—This unique feature provides students with the opportunity to apply nutrition and food information to situations that commonly arise in clinical settings. Students modify an existing recipe to make it healthier, using information they have learned in the chapter. This feature allows students to experiment with recipe modifications, such as substituting “healthy” fats for “unhealthy” ones and using less sugar and salt in recipes.


## PERSONAL Dietary Analysis

**Using the DRIs**


1. Refer to your 3-day food log from the “Personal Dietary Analysis” feature in Chapter 5.
  - a. Find the RDA values for vitamins under your life stage/sex group category in the DRI tables (see Appendix J). Write those values under the “My RDA” column in the table on this page.
  - b. Review your personal dietary assessment. Determine your 3-day average intakes of vitamins A, D, E, thiamin, riboflavin, niacin, folate, vitamin B-12, and vitamin C. Write those values under the “My Average Intake” column of the table.
  - c. Calculate the percentage of the RDA you consumed for each vitamin by dividing your intake by the RDA amount and multiplying the figure you obtain by 100. For example, if your average intake of vitamin C were 100 mg/day and your RDA for the vitamin were 75 mg/day, you would divide 100 mg by 75 mg to obtain 1.25. To multiply this figure by 100, simply move the decimal point two places to the right, and replace the decimal point with a percentage sign (125%). Thus, your average daily intake of vitamin C was 125% of the RDA. Place the percentages for each vitamin under the “% of My RDA” column.
  - d. Under the “>, <, or =” column, indicate whether your average daily intake was greater than (>), less than (<), or equal to (=) the RDA.
2. Use the information you calculated in the first part of this activity to answer the following questions:
  - a. Which of your average vitamin intakes equaled or exceeded the RDA value? \_\_\_\_\_
  - b. Which of your average vitamin intakes was below the RDA value? \_\_\_\_\_
  - c. What foods would you eat to increase your intake of the vitamins that were less than the RDA levels? (Review sources of certain vitamins in this chapter and Chapter 9.) \_\_\_\_\_
- d. Turn in your completed table and answers to your instructor.

**Personal Dietary Analysis: Vitamins**

Vitamin	My RDA	My Average Intake	% of My RDA	>, <, or =
A				
D				
E				
Thiamin				
Riboflavin				
Niacin				
Folate				
Vitamin B-12				
C				



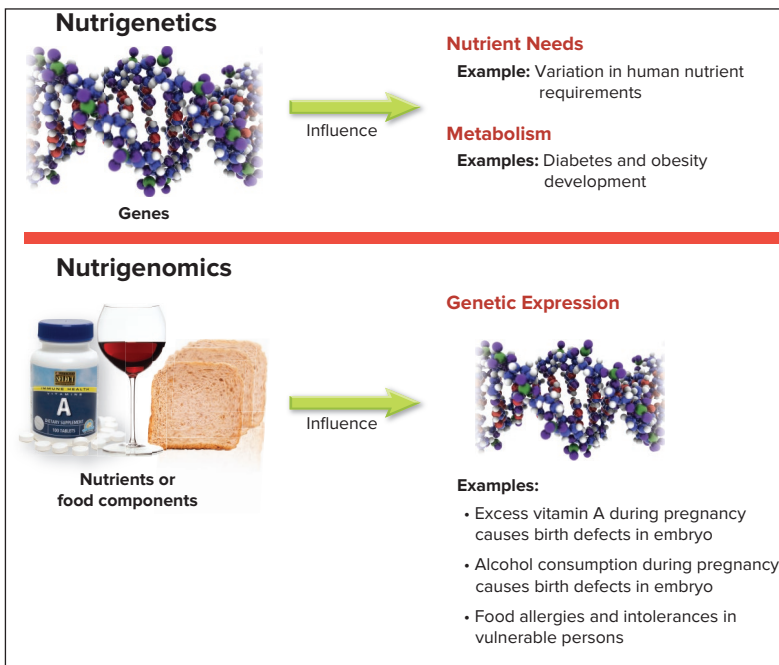
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**Personal Dietary Analysis**—Students can gain insight into their eating habits by completing this activity. Many of these activities can be completed with the use of a dietary analysis software program, such as NutritionCalc Plus.

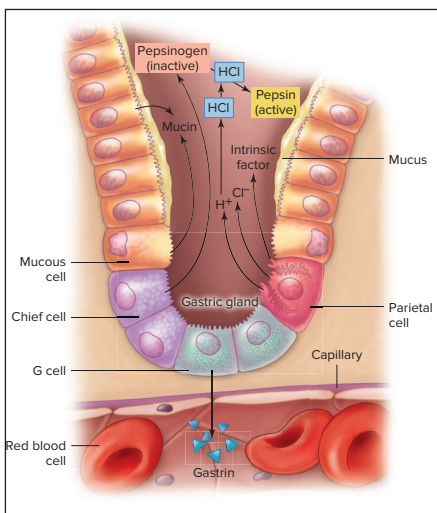
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**Dimensional, full-color illustrations**, some with numbered labels and explanatory text, help teach and/or show the progression of a complicated concept.

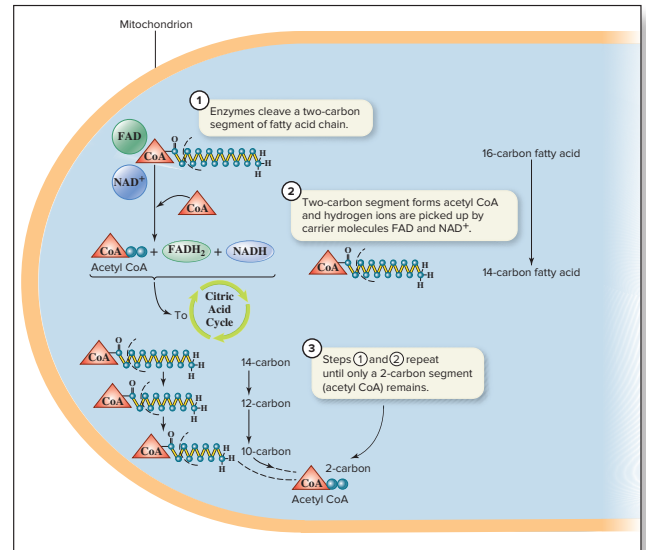


**FIGURE 7.22** Nutritional genomics.

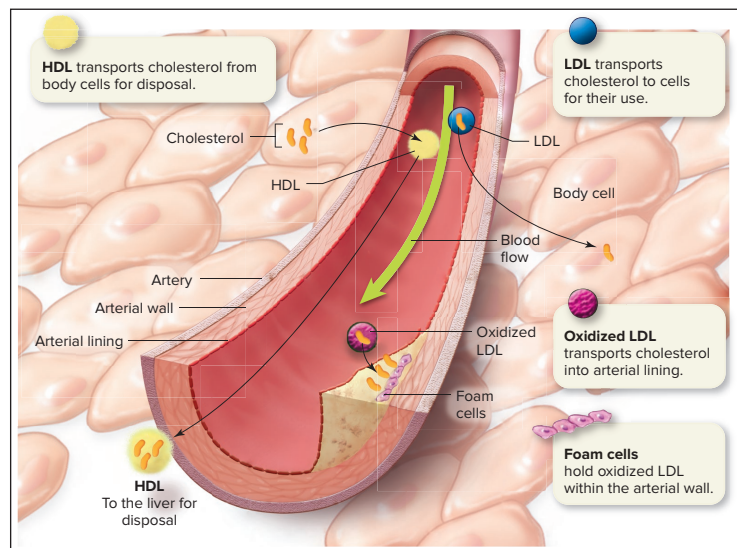
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**FIGURE 4.11** Gastric gland and its secretory cells.

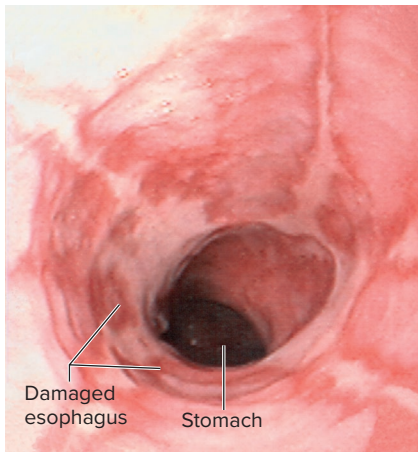


**FIGURE 8.24** Beta-oxidation.



**FIGURE 6.21** HDL, LDL, and oxidized LDL.

Numerous high-quality photos support the text and provide examples of nutrition-related medical conditions as well as microscopic views of clinical cases from the human body.



**FIGURE 4.23** Acid reflux damage.  
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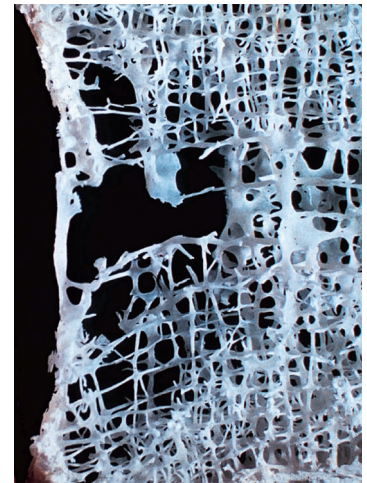
**FIGURE 6.16** Gallstones.  
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**FIGURE 7.19** Skin patch testing for allergies.  
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**FIGURE 11.14** Bone tissue.  
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**FIGURE 12.11** Kayser-Fleischer ring.  
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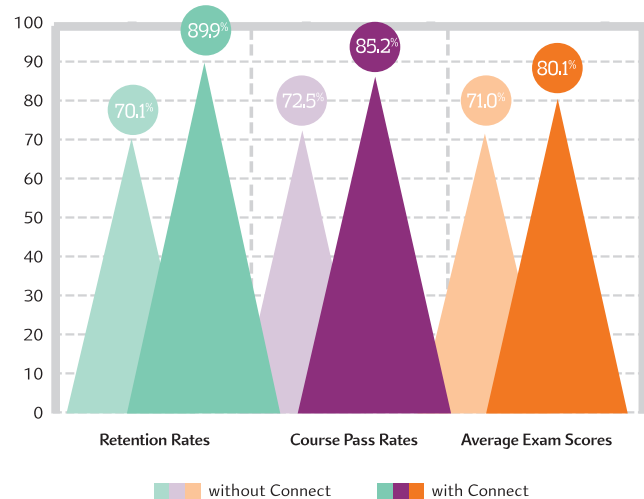
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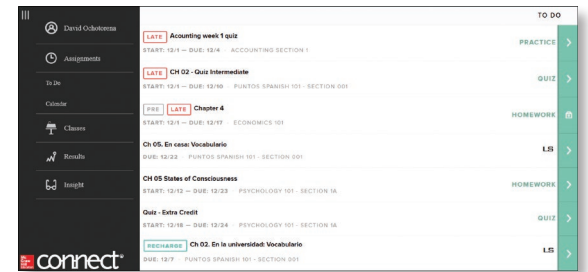


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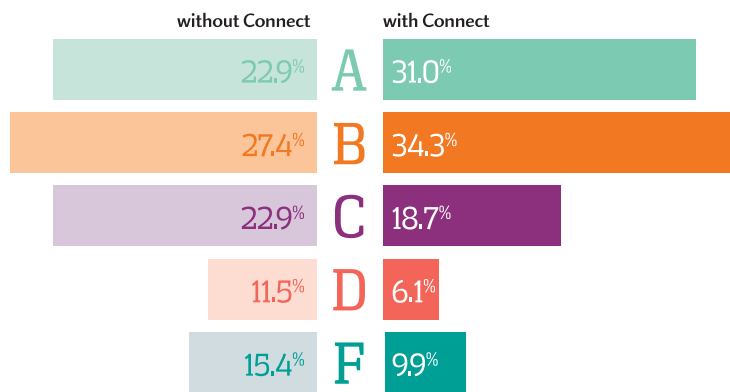
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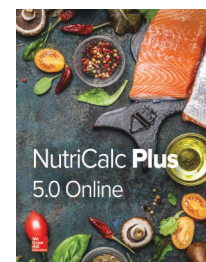
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# Acknowledgments

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Tammy J. Stephenson



Wendy J. Schiff



# Contents

Preface vi

## 1 Introduction to Nutrition 1

- 1.1 The Importance of Nutrition 2**
  - Why Study Nutrition? 2
  - How to Use This Textbook 2
- 1.2 The Nutrients 3**
  - The Six Classes of Nutrients 3
  - Nutrients: Elements 4
  - Essential Nutrients 5
  - Macronutrients and Micronutrients 6
  - Phytochemicals 6
- 1.3 Food as Fuel 7**
  - Direct Calorimetry 8
  - Calculating Food Energy 8
- 1.4 Does Diet Matter? 9**
  - Risk Factors 9
- 1.5 Factors That Influence Eating Habits 11**
  - Biological and Physiological Factors 12
  - Cognitive and Psychological Factors 12
  - Environmental Factors 13
- 1.6 Key Nutrition Concepts 13**
  - Concept 1: Most Foods Are Mixtures of Nutrients 14
  - Concept 2: Variety, Moderation, and Balance Can Help Ensure a Diet's Nutritional Adequacy 15
  - Concept 3: Food Is the Best Source of Nutrients 15
  - Concept 4: Foods and the Nutrients They Contain Are Not Cure-Alls 17
  - Concept 5: Malnutrition Includes Overnutrition as Well as *Undernutrition* 18
  - Concept 6: Nutrition Is a Dynamic Science 18
- Summary 19

## 2 Evaluating Nutrition Information 25

- 2.1 Dr. Goldberger's Discovery 26**
  - Identification of the Missing Dietary Substance 26
- 2.2 Understanding the Scientific Method 27**
  - Animal Research: Laboratory Experiments 27
  - Human Research: Experimental (Intervention) Studies 29
  - Human Research: Epidemiological Studies 30
  - Limitations of Nutrition-Related Studies 31
  - Reporting Findings 33
  - Following Up with More Research 34
- 2.3 Nutrition Information: Fact or Fiction 35**
  - Ask Questions 36
  - Using the Internet Wisely 37
  - Directing Questions at Reliable Experts 39
- 2.4 Nutrition Experts: Registered Dietitian Nutritionists 39**
  - Becoming a Registered Dietitian Nutritionist 40
  - Summary 40

## 3 Basis of a Healthy Diet 45

- 3.1 What Is a Nutrient Requirement? 46**
- 3.2 Dietary Reference Intakes: Nutrient and Calorie Standards 46**
  - Estimated Average Requirement 47
  - Recommended Dietary Allowances 47
  - Adequate Intakes 47
  - Tolerable Upper Intake Level 48
  - Acceptable Macronutrient Distribution Ranges 48
  - Applying Nutrient Standards 48

### 3.3 Major Food Groups 50

- Grains 50
- Dairy Foods 51
- Protein Foods 51
- Fruits 51
- Vegetables 51
- Oils 52

### 3.4 U.S. Dietary Guidelines 53

- Summary of the 2015–2020 *Dietary Guidelines for Americans* 53
- Applying the Dietary Guidelines 54

### 3.5 Food Guides for Dietary Planning 56

- MyPlate 56
- Other Menu-Planning Tools 60

### 3.6 Food and Dietary Supplement Labels 60

- Daily Values 61
- Nutrition Facts Panel 61
- Health Claims 63
- Structure/Function Claims 64
- Nutrient Content Claims 64
- Other Descriptive Labeling Terms 65
- Dietary Supplement Labels 65
- Organic Food 66

### 3.7 Food and Culture: The Melting Pot 68

- Hispanic Diet 68
- Southern European Diet 69
- African Heritage Diets 69
- Asian Diet 71
- Native American Indian Diets 71
- Religious Influences 72

Summary 73

## 4 Human Digestion, Absorption, and Transport 79

### 4.1 Overview of the Digestive System 80

- The Wall of the GI Tract 80
- Sphincters Control the Flow of GI Contents 80
- Mechanical and Chemical Digestion 81

### 4.2 The Mouth 82

- Salivary Glands 82
- Taste Buds 82
- Disorders of Taste and Smell 83

### 4.3 The Esophagus 85

- Choking 85
- Peristalsis 86

### 4.4 The Stomach 87

- Secretions of the Stomach 87
- Digestion in the Stomach 88

### 4.5 The Small Intestine 90

- Accessory Organs: The Liver, Gallbladder, and Pancreas 90
- Digestion in the Small Intestine 91
- Nutrient Absorption and Transport 92

### 4.6 The Large Intestine 94

- Functions of the Large Intestine 94

### 4.7 Microbes in the Digestive Tract 96

- Actions of Intestinal Bacteria 96
- Probiotics and Prebiotics 96
- Gut Microbiota Transplantation 97

### 4.8 Hormonal Regulation of Digestion 97

- Gastrin, Secretin, and Cholecystokinin 98

### 4.9 Common Digestive Tract Disorders 98

- Constipation 99
- Diverticulosis and Diverticulitis 99
- Diarrhea 100
- Vomiting 100
- Acid Reflux (Gastroesophageal Reflux) 101
- Peptic Ulcer 102
- Irritable Bowel Syndrome 102
- Inflammatory Bowel Disease 103
- Summary 105

## 5 Carbohydrates: Sugars, Starches, and Fiber 109

### 5.1 Introducing Carbohydrates 110

### 5.2 Simple Carbohydrates 111

- Monosaccharides 111
- Disaccharides 112
- What Is High-Fructose Corn Syrup? 113
- Nutritive Sweeteners 113
- Alternative Sweeteners 114

### 5.3 Complex Carbohydrates 117

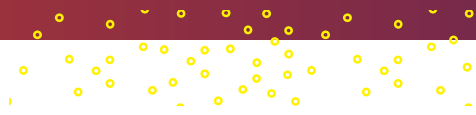
- Oligosaccharides 117
- Starch and Glycogen 117
- Fiber 118

### 5.4 Carbohydrate Consumption Patterns 120

- Added Sugar Consumption 121

### 5.5 Carbohydrates: Digestion and Absorption 122

- Carbohydrate Digestion 122



Carbohydrate Absorption 123  
Fiber 123

**5.6 Maintaining Normal Blood Glucose Levels 124**

Glucose for Energy 125

**5.7 Diabetes Mellitus 126**

What Is Diabetes? 126  
Testing for Diabetes 129  
Controlling Diabetes 130  
Can Diabetes Be Prevented? 132  
What Is Hypoglycemia? 133

**5.8 Carbohydrates and Health 134**

Are Carbohydrates Fattening? 134  
Metabolic Syndrome 135  
Tooth Decay (Dental Caries) 136  
Lactose Intolerance 136  
Does Sugar Cause Hyperactivity? 137  
Fiber and Health 137

Summary 140

**6 Lipids: Triglycerides, Phospholipids, and Sterols 149**

**6.1 Introducing Lipids 150**

Classes of Lipids 150  
Major Functions of Lipids 150

**6.2 Fatty Acids 151**

Saturation 151  
Omega Fatty Acids 151  
Essential Fatty Acids 153  
What Are Trans Fats? 153

**6.3 Triglycerides 155**

Triglycerides in Foods 155

**6.4 Phospholipids 157**

**6.5 Cholesterol and Other Sterols 159**

Plant Sterols and Stanols 160

**6.6 Lipid Digestion, Absorption, and Transport 160**

Lipid Digestion 160  
Lipid Absorption 162  
Lipid Transportation 163  
Enterohepatic Circulation of Bile 165  
Lipid Storage Diseases 166

**6.7 Lipid Consumption Patterns 167**

**6.8 Lipids and Cardiovascular Disease 168**

From Atherosclerosis to Cardiovascular Disease 168  
CVD: Major Risk Factors 170  
Assessing Risk of Atherosclerosis 173

**6.9 Reducing Risk of Atherosclerosis: Dietary Changes 175**

What About Omega-6 and Omega-3 Fats? 175  
What About Dietary Cholesterol? 176  
Food Selection and Preparation 177  
Other Dietary Modifications 178  
Weight Loss and Physical Activity 178  
What If Lifestyle Changes Do Not Work? 179

Summary 180

**7 Proteins: Amino Acids 189**

**7.1 Introducing Proteins 190**

Proteins' Major Functions in the Body 190

**7.2 Amino Acids 191**

Essential Amino Acids 191  
Derivatives of Amino Acids 192

**7.3 Protein Synthesis and Structure 192**

Protein Structure 193  
Protein Denaturation 195

**7.4 Proteins in Foods 195**

Protein Quality 196  
Protein: RDA 197

**7.5 Protein Digestion, Absorption, and Transport 198**

Protein Digestion 198  
Protein Absorption and Transport 198

**7.6 Protein Metabolism 199**

Transamination and Deamination 200  
Nitrogen Balance 201

**7.7 Meeting Protein Needs 202**

Combining Complementary Proteins 202

**7.8 Protein Malnutrition 205**

Excessive Protein Intake 205  
Protein Deficiency 205

**7.9 Food Allergies, Food Intolerances, and Phenylketonuria 207**

What Is a Food Allergy? 207  
Food Intolerances 208  
Phenylketonuria 209

### 7.10 Celiac Disease and Gluten Sensitivity 211

- Diagnosing Celiac Disease 211
- Treating Celiac Disease 211
- Gluten Sensitivity 212
- Planning a Gluten-Free Diet 212
- Diet and Autism Spectrum Disorders 213

### 7.11 Vegetarianism 214

- Classifying Vegetarian Diets 214
- Is Vegetarianism a Healthy Lifestyle? 214
- Meatless Menu Planning 216

### 7.12 Nutritional Genomics 217

- Personalized Nutrition 218
- The Future of Nutritional Genomics 218
- Summary 218

## 8 Metabolism 227

### 8.1 Fueling the Body 228

- What Is Energy? 228

### 8.2 Energy Metabolism 228

- The Roles of Enzymes and Coenzymes 229
- ATP (Adenosine Triphosphate) 230
- Mitochondria: The Cell's Powerhouses 230

### 8.3 Obtaining Energy from Carbohydrate 231

- Carbohydrate Catabolism 231
- Glycogenolysis 235
- Alternative Sources of Glucose 237
- Carbohydrate Catabolism: Putting the Puzzle Together 237

### 8.4 Obtaining Energy from Fat 238

- Beta-Oxidation: Fatty Acids to Acetyl CoA 239
- "Fat Burns in a Flame of Carbohydrate" 241
- What Is Ketogenesis? 241
- Fat Catabolism: Putting the Puzzle Together 242

### 8.5 Obtaining Energy from Protein 244

- Preparing Amino Acids for Catabolism: Removing Nitrogen 244
- Using Amino Acids for Energy 244
- Protein Catabolism: Putting the Puzzle Together 244

### 8.6 Energy Storage 245

- Synthesizing and Storing Triglycerides 245
- Storing Glucose as Glycogen 246
- Excessive Glucose 246
- When Amino Acids Are in Excess 246

### 8.7 Hormonal Responses to Changing Energy Needs 247

- Insulin: Anabolic Metabolism 248
- Glucagon, Cortisol, and Epinephrine: Catabolic Metabolism 249
- Thyroid Hormone: Adaptation to Changing Conditions 249

### 8.8 The Energy Balancing Act 250

- Metabolic Responses to an Overnight Fast 251
- Metabolic Responses to Starvation 251
- Obesity and Insulin Resistance 251

### 8.9 Putting the Metabolism Puzzle Together 252

### 8.10 Alcohol as an Energy Source 254

- Alcohol Absorption 254
- Alcohol Metabolism 254
- Alcohol's Effects on the Body 257
- Alcohol Use Disorder 259

- Summary 261

## 9 Vitamin Overview and Fat-Soluble Vitamins 266

### 9.1 Introducing Vitamins 267

### 9.2 Vitamins: The Basics 267

- Classifying Vitamins 268
- Roles of Vitamins 269
- Sources of Vitamins 271
- Vitamin Absorption 272
- Deficiency and Toxicity of Vitamins 273
- Preserving the Vitamin Content of Foods 273

### 9.3 An Overview of Fat-Soluble Vitamins 275

### 9.4 Vitamin A 276

- Classifying Forms of Vitamin A 276
- Functions of Vitamin A 277
- Food Sources of Vitamin A 279
- Carotenoids 279
- Dietary Adequacy 280
- Vitamin A and Chronic Disease 281

### 9.5 Vitamin D 282

- Classifying Forms of Vitamin D 283
- Functions of Vitamin D 284
- Food Sources of Vitamin D 284
- Dietary Adequacy 286

### 9.6 Vitamin E 288

- Classifying Forms of Vitamin E 288
- Functions of Vitamin E 289
- Food Sources of Vitamin E 289
- Dietary Adequacy 289
- Vitamin E and Chronic Disease 290

## 9.7 Vitamin K 291

- Digestion and Absorption of Vitamin K 291
- Functions of Vitamin K 292
- Food Sources of Vitamin K 292
- Dietary Adequacy 292
- Vitamin K and Osteoporosis 293

## 9.8 Cystic Fibrosis and Fat-Soluble Vitamins 294

- What Is Cystic Fibrosis? 294
- Symptoms and Diagnosis 294
- Treatment 295
- Summary 296

# 10 Water-Soluble Vitamins 302

## 10.1 Introducing Water-Soluble Vitamins 303

- Water-Soluble Vitamins: Basic Concepts 303
- Water-Soluble Vitamins as Coenzymes 303

## 10.2 Thiamin 305

- Functions of Thiamin 305
- Food Sources of Thiamin 306

## 10.3 Riboflavin 307

- Food Sources of Riboflavin 307
- Dietary Adequacy 307

## 10.4 Niacin 308

- Food Sources of Niacin 309
- Dietary Adequacy 309

## 10.5 Pantothenic Acid 311

- Food Sources of Pantothenic Acid 311
- Dietary Adequacy 311

## 10.6 Biotin 312

- Food Sources of Biotin 312
- Dietary Adequacy 312

## 10.7 Vitamin B-6 313

- Food Sources of Vitamin B-6 313
- Dietary Adequacy 313

## 10.8 Folate 315

- Sources of Folate 315
- Digestion and Absorption of Folate 316
- Dietary Adequacy 317

## 10.9 Vitamin B-12 320

- Food Sources of Vitamin B-12 320
- Digestion and Absorption of Vitamin B-12 321
- Dietary Adequacy 321

## 10.10 Vitamin C 323

- Functions of Vitamin C 323
- Food Sources of Vitamin C 324
- Dietary Adequacy 324

## 10.11 Vitamin-Like Compounds 326

- Choline 327
- Carnitine 328
- Inositol 328
- Taurine 329
- Lipoic Acid 329

## 10.12 Diet and Cancer 329

- What Is Cancer? 329
- What Causes Cells to Become Cancerous? 331
- The Role of Diet in Cancer Development 332
- Diet and Cancer Prevention 332
- Reducing the Risk 333
- Summary 333

# 11 Water and Major Minerals 341

## 11.1 Water 342

- Water and Body Composition 342
- Functions of Water 342
- Water and Membrane Transport 342
- Water Distribution: Intracellular and Extracellular Water 343
- Sources of Water 343

## 11.2 Water Balance and Hydration 345

- Water Balance 345
- Hydration Status 347

## 11.3 Minerals: The Basics 349

- Functions of Minerals 350
- Sources of Minerals 350
- Major Minerals 352

## 11.4 Calcium 354

- Maintaining Normal Blood Calcium Levels 355
- Sources of Calcium 355
- Calcium Absorption 357
- Dietary Adequacy 358
- Calcium, Heart Disease, and Weight Control 361

## 11.5 Phosphorus 361

- Food Sources of Phosphorus 362
- Dietary Adequacy 362

- 11.6 Sodium 364**
  - Food Sources of Sodium 364
  - Dietary Adequacy 364
  - Sodium and Hypertension 365
- 11.7 Potassium 368**
  - Sources of Potassium 369
  - Dietary Adequacy 369
- 11.8 Magnesium 370**
  - Sources of Magnesium 371
  - Dietary Adequacy 372
- 11.9 Chloride 373**
  - Food Sources of Chloride 373
  - Dietary Adequacy 373
- 11.10 Sulfur 374**
  - Summary 375

## 12 Trace Minerals 382

- 12.1 What Is a Trace Mineral? 383**
- 12.2 Iron 384**
  - Food Sources of Iron 385
  - Iron Absorption, Storage, and Transport 386
  - Dietary Adequacy 388
- 12.3 Iodine (Iodide) 393**
  - Function of Iodine 393
  - Sources of Iodine 394
  - Iodine Absorption 394
  - Dietary Adequacy 395
- 12.4 Zinc 396**
  - Functions of Zinc 396
  - Sources of Zinc 396
  - Dietary Adequacy 397
- 12.5 Selenium 399**
  - Functions of Selenium 399
  - Sources of Selenium 400
  - Dietary Adequacy 400
  - Selenium and Health 401
- 12.6 Fluoride 401**
  - Functions of Fluoride 401
  - Sources of Fluoride 401
  - Dietary Adequacy 402
- 12.7 Chromium 403**
  - Function of Chromium 403
  - Sources of Chromium 404
  - Dietary Adequacy 404
- 12.8 Copper, Manganese, and Molybdenum 405**
  - Copper 405

- Manganese 407
- Molybdenum 407

- 12.9 Possible Essential Minerals 407**
  - Arsenic in Food 408
  - Summary 409

## 13 Obesity, Energy Balance, and Weight Management 415

- 13.1 Overweight and Obesity 416**
  - Prevalence of Overweight and Obesity 416
  - Health Consequences of Obesity 417
  - Economic Consequences of Obesity 417
- 13.2 Body Mass Index 418**
  - BMI: Limitations 419
- 13.3 Body Composition and Fat Distribution 420**
  - Subcutaneous and Visceral Fat 420
  - Estimating Percent Body Fat 421
  - How Much Body Fat Is Healthy? 424
  - Body Fat Distribution 424
- 13.4 Energy Intake and Expenditures 425**
  - Energy Expenditures 426
  - Estimating Total Energy Expenditure 429
- 13.5 Measuring Energy Expenditure 430**
  - Calorimetry 430
  - Other Methods of Estimating TEE 430
- 13.6 The Body's Energy States 431**
  - Predicting Weight Change over Time 433
- 13.7 Factors That Influence Body Weight 433**
  - Genetic Factors 434
  - Physiological Factors: Regulation of Eating Behavior 435
- 13.8 Voluntary Weight Loss 439**
  - The Importance of Physical Activity 439
  - Behavioral Change 439
  - Recommended Weight-Loss Practices 440
  - Lessons Learned from Successful Weight-Loss Experiences 440
- 13.9 Nonrecommended Methods of Weight Loss 443**
  - Fad Diets 443
  - Dietary Supplements for Weight Loss 444
- 13.10 Medical Treatment of Obesity 446**
  - Weight-Loss Medications 446
  - Bariatric Surgical Procedures 446
- 13.11 Underweight 449**
  - Summary 450



## 14 Eating Disorders and Disordered Eating 456

### 14.1 Introduction to Eating Disorders and Disordered Eating 457

Continuum of Eating Behaviors 457  
Major Types of Eating Disorders 457  
Causes of Eating Disorders 459

### 14.2 Anorexia Nervosa 460

Signs and Symptoms 461  
Diagnosis 461  
Physiological Consequences 462

### 14.3 Bulimia Nervosa 462

Signs and Symptoms 463  
Health Risks 463

### 14.4 Binge-Eating Disorder 464

Prevalence and Health Risks 464

### 14.5 Night Eating Syndrome and Other Feeding or Eating Disorders 465

Night Eating Syndrome 465  
Diabulimia, Orthorexia, and Muscle Dysmorphia 466

### 14.6 Female Athlete Triad 467

Health Consequences of the Female Athlete Triad 468

### 14.7 Prevention and Treatment of Eating Disorders 468

Preventing Eating Disorders 468  
Treating Eating Disorders 469

Summary 471

## 15 Nutrition for Fitness and Sport 476

### 15.1 Physical Activity and Health 477

What Is Physical Activity? 477  
Health Benefits of Regular Physical Activity 477  
Physical Activity Habits of Americans 477  
Physical Activity Pyramid 478

### 15.2 Physical Activity Guidelines 480

Determining the Intensity of Physical Activity 480  
Aerobic Training 481  
Strength Training 482  
Developing a Physical Fitness Plan 482  
Components of an Enduring Fitness Plan 483

### 15.3 Energy Systems for Exercising Muscles 484

Energy Metabolism During Exercise 484  
Aerobic Capacity 488  
Fat or Carbohydrate for Fueling Exercise? 489

### 15.4 Basics of Sports Nutrition 490

Energy Needs 490

### 15.5 Carbohydrate Needs of Athletes 491

Carbohydrate Needs 491  
Pre-Event Meals and Snacks 492  
Consuming Carbohydrate During Events 495  
Consuming Carbohydrates During Exercise Recovery 495

### 15.6 Fat Needs of Athletes 496

Fats Utilization During Exercise 496  
Fat Needs 496

### 15.7 Protein Needs of Athletes 497

Protein Intake of Athletes 497  
Importance of Protein for Physical Activity 497  
Protein Recommendations for Athletes 498  
Protein Supplements for Athletes 499

### 15.8 Micronutrient Needs of Athletes 501

Antioxidant Vitamins 501  
Iron 502  
Calcium and Vitamin D 502

### 15.9 Fluid and Electrolyte Needs of Athletes 503

Fluid Recommendations 504  
Heat-Related Illness 504  
Replenishing Fluids 505  
Hyponatremia 507

### 15.10 Ergogenic Aids 508

What Is an Ergogenic Aid? 508  
Safety and Effectiveness of Ergogenic Aids 512  
Summary 513

## 16 Pregnancy and Lactation 520

### 16.1 Preparing for Pregnancy: Nutrition Concerns 521

The Preconception Period 521  
Mother's Age and the Outcome of Pregnancy 521

### 16.2 The Prenatal Period 522

The First Trimester 522  
The Second and Third Trimesters 523

### 16.3 Pregnancy: Maternal Physiological Adjustments 524

Common Signs and Symptoms of Pregnancy 524  
Maternal Weight Gain During Pregnancy 525  
Physical Activity in Pregnancy 527

#### **16.4 Nutrition for a Healthy Pregnancy 527**

Energy, Protein, and Essential Fatty Acid Needs 527  
Vitamin and Mineral Needs 528  
Special Supplemental Nutrition Assistance Program for Women, Infants, and Children 529

#### **16.5 Substances to Limit or Avoid During Pregnancy 530**

Alcohol 531  
Caffeine 531  
Lead 531  
Nicotine 532  
Methylmercury 532

#### **16.6 Pregnancy: Nutrition-Related Health Conditions 533**

Diabetes in Pregnancy 533  
Hypertensive Disorders of Pregnancy 533  
Anemia of Pregnancy 534  
Gastrointestinal Problems 535

#### **16.7 Physiology of Lactation 536**

Trends in Breastfeeding 536  
Physiology of Lactation and Breastfeeding 536  
Stages of Breast Milk 537  
Recommendation for the Duration of Breastfeeding 538

#### **16.8 Breastfeeding 538**

Nutritional Qualities of Human Milk 539  
Immunological Qualities of Human Milk 540  
Dietary Planning for Lactating Women 540  
Benefits of Breastfeeding 540

Summary 542

## **17 Infants, Children, and Adolescents 548**

#### **17.1 Infancy: Birth to 12 Months 549**

Reflexes 550  
Developmental Milestones 550  
Infant Formula 551  
Energy and Nutrient Needs 552  
Complementary Foods 554  
Physiological Readiness for Weaning 555

#### **17.2 Toddlers and Preschool-Age Children 557**

Growth and Development 557  
Energy and Nutrient Needs 557  
Diet-Related Concerns 559

#### **17.3 School-Age Children 560**

Nutritional Concerns 560

Planning Nutritionally Adequate Meals and Snacks 560  
School Lunches 561

#### **17.4 Adolescence 562**

Growth and Development 562  
Nutrient Recommendations and Status 564  
Nutrition-Related Concerns of Adolescents 565

#### **17.5 Overweight and Obesity in Children 566**

Defining Obesity in Children 566  
Health Problems Associated with Childhood Obesity 566  
Childhood Obesity: Contributing Factors 567  
Preventing Childhood Obesity 568  
Treating Childhood Obesity 568

Summary 569

## **18 Nutrition for Older Adults 575**

#### **18.1 Older Adults 576**

Defining *Older Adult* 576  
What Is Life Expectancy?  
Theories on Aging 577

#### **18.2 Physiological Aspects of Normal Aging 578**

#### **18.3 Nutrient Needs of Healthy Older Adults 579**

Energy 580  
Macronutrients 581  
Water 581  
Vitamin D 581  
Vitamin B-12 582  
Calcium 582  
Sodium and Potassium 582

#### **18.4 Common Health Concerns of Older Adults 583**

Weight Loss 583  
Obesity 583  
Diseases and Conditions That Affect Vision 585  
Diabetic Eye Disease 585  
The Aging Digestive Tract 586  
Arthritis 587  
Depression 588  
Heart Failure 588  
Polypharmacy and Food-Drug Interaction 589

#### **18.5 Dementia 589**

Age-Related Dementia 590

#### **18.6 Food Insecurity Among Older Adults 592**

Administration for Community Living's Nutrition Program 592

Summary 593

## 19 Food and Water Safety 598

- 19.1 Protecting the Food Supply 599**
  - History of Food Safety Legislation 599
  - Key Federal Food Safety Agencies 599
  - State and Local Health Departments 600
- 19.2 Pathogens in Food 601**
  - Where Are Pathogens Found? 601
  - Potentially Hazardous Foods 602
- 19.3 Food-Borne Illness 603**
  - Causes of Food-Borne Illness 603
  - High-Risk Populations 604
- 19.4 Common Food-Borne Pathogens 605**
  - Bacteria 605
  - Viruses 606
  - Protozoa and Parasitic Worms 608
  - Toxins 608
  - Prions 609
- 19.5 Preventing Food-Borne Illnesses 610**
  - Food Selection 610
  - Food Preparation 610
  - Raw Fish 614
  - Ground Meats, Poultry, and Cooked Fish 614
  - Storing and Reheating Food 614
  - Check Your Steps Program 616
- 19.6 Food Preservation 617**
  - Food Preservation Techniques 617
  - Canned Foods 617
  - Irradiation 618
- 19.7 Food Additives 619**
  - Intentional and Unintentional Food Additives 619
  - Food Safety Legislation: Food Additives 619
  - Accidental Food Contaminants 621
- 19.8 Public Water Supply and Safety 625**
  - Comparing Bottled and Tap Water 625
- 19.9 Preparing for Disasters 626**
  - Emergency Water Supply 627
  - Emergency Food Supply 628
  - Summary 628

## 20 Global Nutrition 635

- 20.1 Malnutrition: A Worldwide Concern 636**
  - Chronic Undernutrition 636
  - Factors That Contribute to Undernutrition 636
  - Consequences of Chronic Undernutrition 637
- 20.2 Undernutrition: Common Micronutrient Deficiencies 640**
  - Vitamin A 640
  - Iron 640
  - Iodine 641
  - Zinc 641
- 20.3 Food Insecurity in the United States 642**
  - Hunger in the United States 642
  - Eliminating Food Deserts 643
  - Major U.S. Food Assistance Programs 644
  - Taking Action Against Food Insecurity 646
- 20.4 Preventing and Treating Undernutrition 648**
  - Biotechnology 649
  - Fortification of Foods 649
  - Sustainable Living Practices 650
  - Summary 651

- Appendix A English-Metric Conversions and Metric-to-Household Units A-3
- Appendix B Basic Chemistry Concepts A-5
- Appendix C Basic Anatomy and Physiology Concepts A-9
- Appendix D Chemical Structures: Amino Acids and Vitamins A-13
- Appendix E Vitamins Involved in Energy Metabolism A-19
- Appendix F Nutrition Assessment A-21
- Appendix G Daily Values Table A-31
- Appendix H Canada's Food Guide A-33
- Appendix I Food Composition Table A-39
- Appendix J Dietary Reference Intake (DRI) Tables A-109
- Glossary G-1
- Index I-1

# 1 Introduction to Nutrition

## CASE STUDY

### Healthy eating while on campus

EACH CHAPTER IN THE TEXTBOOK is introduced with a real-life application “Case Study” that describes a person’s background, including his or her health and food choices. Begin by reviewing the case study and writing down potential responses to the case study questions. Then, after reading and studying the chapter, review your initial answers and make changes, if necessary. Compare your responses with the suggested responses to the case study that are provided at the end of each chapter.

Jorge has become concerned about his eating practices since he started college last month. He lives in a residence hall that has an all-you-can-eat dining facility in the basement and the Student Union is nearby. Several fast-food chain restaurants are in the Student Union, including burger, sandwich, and smoothie shops.

After moving in, Jorge began a daily routine of eating a fast-food breakfast sandwich, large chocolate chip muffin, and sugar-sweetened coffee at the Student Union before his 10 A.M. class. Between classes he would drink sugary soft drinks and then eat three slices of pizza or a couple of hamburgers and a large portion of French fries in the dining facility at night. He knows he should eat more nutritious foods, but he thinks he does not have enough time to eat fresh salads or fresh fruit. Jorge wants your advice concerning how he can improve his food choices.

- Consider Jorge’s current eating practices. Do his food choices reflect a nutritionally adequate pattern?
- What steps can Jorge take to improve his eating practices?

The suggested Case Study Response can be found at the end of the chapter.



**connect**

Check out the Connect site to further explore this case study.

## QUIZ Yourself

Each chapter of this textbook begins with “Quiz Yourself,” a brief true-or-false quiz to test your knowledge of the material covered in the chapter. Before reading Chapter 1, test your basic nutrition knowledge by taking the following quiz. The answers are found at the end of this chapter.

1. There are six classes of nutrients: carbohydrates, lipids, proteins, vitamins, minerals, and water. T F
2. Vitamins and minerals are sources of energy. T F
3. A healthy diet is one that contains no carbohydrate or fat. T F
4. Heart disease is the leading cause of death in the United States. T F
5. The Food and Drug Administration regulates the safety and effectiveness of dietary supplements that are sold in the United States. T F



## 1.1 The Importance of Nutrition

### LEARNING OUTCOMES

- 1 Explain why it is important to study nutrition.
- 2 Describe Americans' current food-buying practices and how they compare to dietary recommendations.

Many college students do not pay much attention to the foods they consume regularly, possibly because they are healthy now and they think poor health is unlikely to affect them until they are much older. Why should young adults focus more on what and how much they eat? What is nutrition? In this textbook, we will provide a framework of understanding nutrition and making healthy food choices.

### Why Study Nutrition?

**nutrients** life-sustaining substances in food

**nutrition** scientific study of nutrients and how the body uses them

**diet** a person's usual pattern of food choices

Food is a basic human need for survival: people become hungry and search for something to eat when their body needs **nutrients**, the life-sustaining substances in food. Nutrients are necessary for the growth, maintenance, and repair of the body's cells. **Nutrition** is the scientific study of nutrients and how the body uses them.

Humans have no instinctive ability to select the appropriate mix of nutrients their bodies require for proper functioning. To eat well, people need to learn about the nutritional value of foods and the effects that their **diet**, their usual pattern of food choices, can have on health.

Simply having information about nutrients and their importance to good health may not be enough for people to change ingrained food-related behaviors and purchase healthier foods: a person must be motivated to make such changes. Some people strive to improve their diets because they want to lose or gain weight. Others are so concerned about their health, they are motivated to change their eating habits in specific ways, such as by eating fewer salty foods or more whole-grain products.

### What People Eat in America

According to a recent analysis of food spending patterns, most Americans do not purchase recommended amounts of fruits, vegetables, whole grains, fish, and low-fat dairy products.<sup>1</sup> Americans, however, tend to buy more than recommended amounts of red meats; candies; cheese; sugary beverages, such as sugar-sweetened fruit and soft drinks; and *refined* grain products. Raw foods often undergo some form of processing, such as refining, canning, freezing, or cooking, before they are eaten. Processing can make a food more nutritious, safer to eat, and less likely to spoil. However, some forms of processing remove nutrients that were naturally in the food and/or add unhealthy amounts of sodium, sugar, and “solid” fat to foods.<sup>2</sup>

Public health experts are concerned with Americans' eating habits, because many serious diseases, including obesity and type 2 diabetes, are associated with certain dietary practices. Over the past 30 years, these disorders have become increasingly more common, not only among Americans, but also among populations of other countries. People may be able to live longer, healthier lives by improving the nutritional quality of their diets.

### How to Use This Textbook

Every major section of a chapter begins with a set of “Learning Outcomes” and ends with “Assess Your Progress” questions for you to evaluate your knowledge of the material. Key terms that you need to know when learning about nutrition are displayed in bold type within the narrative. The terms and their definitions are in the margins, but you can also look up the definitions in the Glossary.

At the end of each chapter, you will find a summary of key points; a set of “Critical Thinking” questions; and “Practice Test,” a group of multiple-choice questions that check your understanding of the material in the chapter. Answers to the “Practice Test” questions are provided at the end of the test. Many chapters also have a “Personal Dietary Analysis” activity and “Test Kitchen,” a case study in which you modify a recipe to accommodate a client’s special dietary needs.

## ASSESS YOUR PROGRESS

- 1 Why is it important to learn about nutrition?
- 2 Which foods do Americans tend to buy in amounts that are higher than recommended?

## 1.2 The Nutrients

### LEARNING OUTCOMES

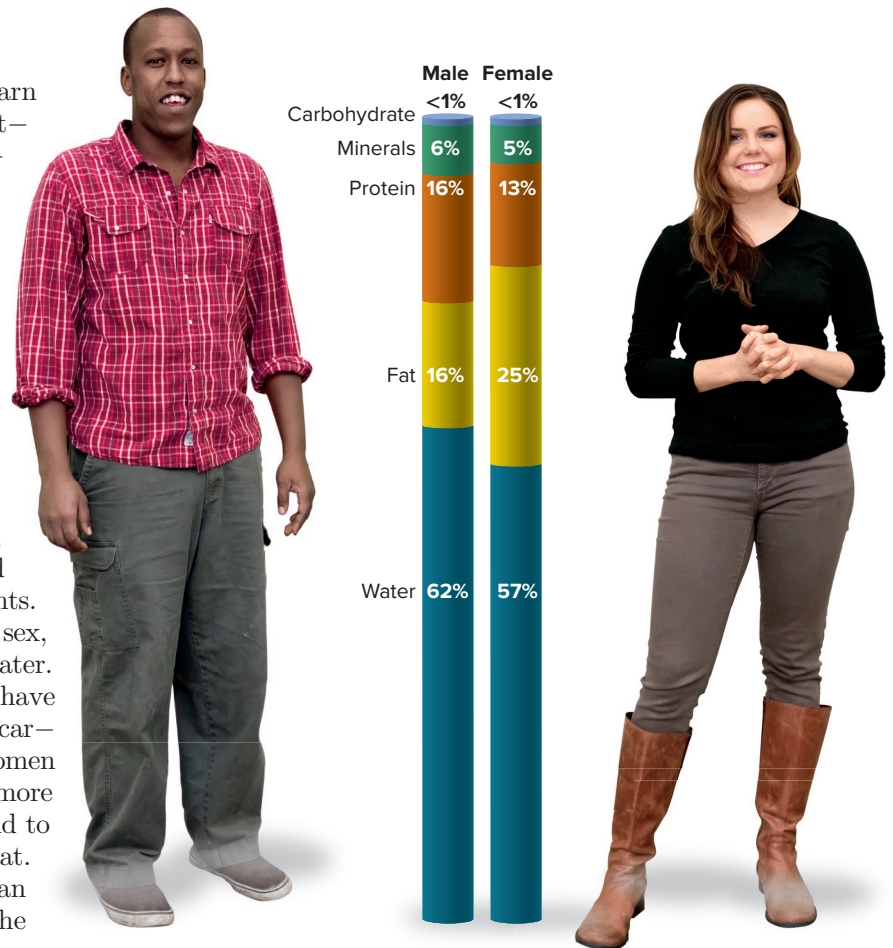
- 1 List the six classes of nutrients, and identify major roles of each class of nutrient in the body.
- 2 Identify the key features of an essential nutrient.
- 3 Categorize nutrients based on whether they are essential and their designation as a micronutrient or macronutrient.
- 4 Identify rich food sources of phytochemicals.

To understand nutrition, students need to learn about and use information from biology, anatomy, physiology, and chemistry. This chapter introduces the nutrients and their general functions. Chapter 4 focuses on the structures and functions of the human digestive system. Appendices B and C provide brief reviews of basic chemistry and physiology concepts that form the foundation for understanding the science of nutrition.

### The Six Classes of Nutrients

There are six classes of nutrients: carbohydrates, lipids (such as fats and oils), proteins, vitamins, minerals, and water. Both food and the human body are comprised of these nutrients. Although the percentage varies with age and sex, about 50 to 70% of the body’s total weight is water. On average, healthy young men and women have similar amounts of vitamins, minerals, and carbohydrates in their bodies, but the young women have less water and protein, and considerably more fat (Fig. 1.1). Bodies with high fat content tend to have less water in them than bodies with less fat.

Each nutrient typically has more than one physiological role, that is, function in the body (Table 1.1). In general, the body uses certain nutrients for energy, growth and development, and regulation of processes, including the repair and maintenance of cells. Cells do not need food to survive, but they need the nutrients *in* food to



**FIGURE 1.1 Comparing body composition.** These illustrations present the approximate percentages of nutrients that comprise the bodies of a healthy man and woman. Note that the amount of vitamins in the human body is so small, it is not shown. Man, woman: ©McGraw-Hill Education. Aaron Roeth Photography

**TABLE 1.1 Nutrients**

Nutrient Class	Major Functions
Carbohydrates	<ul style="list-style-type: none"> <li>• Major source of energy (most forms)</li> <li>• Maintenance of normal blood glucose levels</li> <li>• Elimination of solid waste from gastrointestinal tract (fiber)</li> </ul>
Lipids	<ul style="list-style-type: none"> <li>• Major source of energy (fat)</li> <li>• Cellular development, physical growth and development</li> <li>• Regulation of body processes (certain hormones, for example)</li> <li>• Growth and development of the brain</li> <li>• Absorption of fat-soluble vitamins</li> </ul>
Proteins	<ul style="list-style-type: none"> <li>• Production of structural components, such as cell membranes, and functional components, such as enzymes</li> <li>• Cellular development, growth, and maintenance</li> <li>• Regulation of body processes (certain hormones, for example)</li> <li>• Transportation of substances within the blood</li> <li>• Energy (normally a minor source)</li> </ul>
Vitamins	<ul style="list-style-type: none"> <li>• Regulation of body processes</li> <li>• Immune function</li> <li>• Production and maintenance of cells</li> <li>• Protection against agents that can damage cellular components</li> </ul>
Minerals	<ul style="list-style-type: none"> <li>• Regulation of body processes, including fluid balance and energy metabolism</li> <li>• Formation of certain chemical messengers</li> <li>• Formation of structural and functional components of various substances and tissues</li> <li>• Cellular development, growth, and maintenance</li> </ul>
Water	<ul style="list-style-type: none"> <li>• Maintenance of fluid balance</li> <li>• Regulation of body temperature</li> <li>• Elimination of wastes</li> <li>• Transportation of substances</li> <li>• Participation in many chemical reactions</li> </ul>

**metabolism** total of all chemical processes that occur in living cells

carry out their metabolic activities. **Metabolism** is the total of all chemical processes that occur in living cells, including chemical reactions involved in supplying energy, making proteins, and eliminating waste products.

### Nutrients: Elements

**element** substance that cannot be separated into simpler substances by ordinary chemical or physical means

Nutrients are sources of elements that the body needs to carry out its activities (Table 1.2). An **element** is a substance, such as carbon and oxygen, that cannot be separated into simpler substances by ordinary chemical or physical means.

**TABLE 1.2 Elements in Nutrients**

Nutrient Class	Elements*
Carbohydrates	Carbon, hydrogen, and oxygen
Lipids	Carbon, hydrogen, and oxygen; phosphorus (phospholipids); nitrogen (certain phospholipids)
Proteins	Carbon, hydrogen, oxygen, nitrogen Sulfur (methionine and cysteine)
Vitamins	Carbon, hydrogen, oxygen Nitrogen, sulfur, phosphorus, cobalt
Minerals	Sodium, magnesium, potassium, calcium, chromium, manganese, iron, cobalt, copper, zinc, molybdenum, phosphorus, sulfur, chlorine, selenium, iodine, fluorine
Water	Hydrogen, oxygen

\* Not every element listed may be a component of a particular nutrient in each class.

Elements are the basic substances that make up all things, including life forms such as human beings. Note that almost 98% of the human body (by weight) is composed of only five elements: oxygen, carbon, hydrogen, nitrogen, and calcium (Fig. 1.2).<sup>3</sup> Several elements, such as calcium, are minerals that the body needs for a variety of functions. In Figure 1.2, the mineral elements are highlighted in green.

In chemistry, the term **organic** refers to compounds that contain carbon. Carbohydrates, lipids, proteins, and vitamins are organic nutrients, because they contain carbon. **Inorganic** nutrients, such as minerals and water, are substances that do not contain carbon.

## Essential Nutrients

All nutrients are important for health, but the body can use the “raw materials” from food to synthesize (make) many nutrients, such as cholesterol and fats (types of lipids). The remaining nutrients, about 50 of them, are dietary essentials. An **essential nutrient** must be supplied by food, because the body does not synthesize the nutrient or make enough to meet its needs. Water is the most essential nutrient, because the body can survive for only a few days without it.

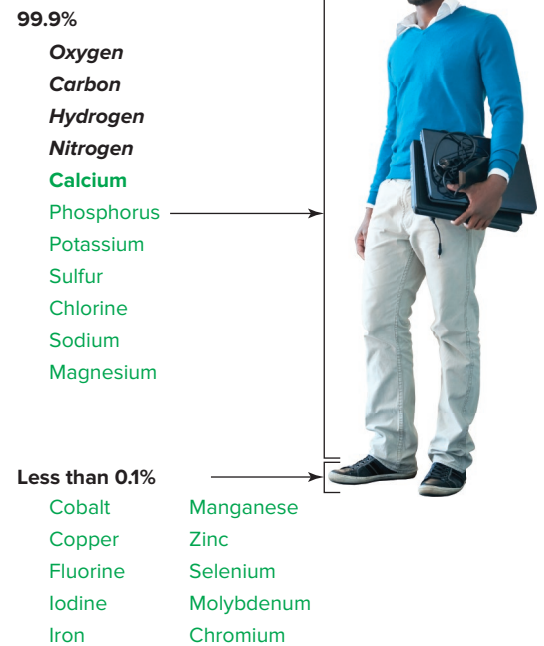
Nutrition scientists use the following factors to help determine whether a nutrient is essential:

- If the nutrient is missing from the diet, a deficiency disease occurs as a result. A **deficiency disease** is a state of health characterized by certain abnormal physiological changes. Changes that are observable or measurable are **signs** of disease. Disease signs include rashes, failure to grow properly, and elevated blood pressure. **Symptoms** are subjective complaints of ill health that are difficult to observe and measure, such as dizziness, fatigue, and headache.
- When the missing nutrient is added to the diet, the abnormal physiological changes are corrected. As a result, signs and symptoms of the deficiency disorder resolve as normal functioning is restored and the condition is cured.
- After scientists identify the nutrient’s specific roles in the body, they can explain why the abnormalities occurred when the substance was missing from the diet.

To test an adult male human’s need for vitamin C, for example, scientists would have the subject avoid consuming foods or vitamin supplements that contain the vitamin. When the amount of vitamin C in the subject’s white blood cells (leukocytes) became too low for them to function normally, the person would develop physical signs of scurvy, the vitamin C deficiency disease. When the person brushed his teeth, his gums would bleed from the pressure of the toothbrush (Fig. 1.3). If he cut himself, the wound would heal slowly or not at all.

If the scientists began to feed foods that contain vitamin C to the subject again, the man’s deficiency signs and symptoms would disappear within a few days, because his body was recovering. Chapter 10 provides information about the physiological roles of vitamin C. One of those roles is maintaining *collagen*, the protein in the body that holds cells together, including the cells that form tiny blood vessels in skin. Collagen is also needed to produce scar tissue for wound healing. When the vitamin is lacking, the tiniest blood vessels in the gums begin to leak blood where they are compressed, and even minor cuts have difficulty healing. Thus, vitamin C meets all the required features of an essential nutrient. Table 1.3 lists nutrients that are generally considered to be essential.

Some nutrients that are normally nonessential can become essential under certain conditions, such as in metabolic disorders or serious diseases, and during prenatal (before birth) development. In these conditions, **conditionally essential nutrients** may be made by the body but in amounts that are inadequate and must be supplemented by the diet. Chapter 7 discusses some amino acids that are



**FIGURE 1.2** Nutrient-related elements in the human body. Minerals are highlighted in green; calcium is the most plentiful mineral element in the body.

©Eric Audras/Getty Images RF

**organic** (chemistry) refers to compounds that contain carbon

**inorganic** refers to substances that do not contain carbon

**essential nutrient** nutrient that must be supplied by food

**deficiency disease** state of health characterized by certain abnormal physiological changes that occur when the body lacks a nutrient

**signs** physical changes associated with a disease state that are observable or measurable

**symptoms** subjective complaints of ill health that are difficult to observe and measure

**conditionally essential nutrients** nutrients that are normally not essential but become essential under certain conditions, such as during a serious illness



**FIGURE 1.3** Sign of scurvy.

Source: Centers for Disease Control and Prevention



**TABLE 1.3 Essential Nutrients for Humans**

Carbohydrates	Proteins (Amino Acids*)	Lipids	Vitamins	Minerals	Water
Glucose	The following amino acids are generally recognized as essential: Histidine Leucine Isoleucine Lysine Methionine Phenylalanine Threonine Tryptophan Valine	Fats that contain: Linoleic acid Alpha-linolenic acid	A Thiamin Riboflavin Niacin Pantothenic acid Biotin Folate B-6 B-12 C D <sup>†</sup> E K Choline <sup>‡</sup>	<b>Major minerals:</b> Calcium Chloride Magnesium Phosphorus Potassium Sodium Sulfur <b>Trace minerals:</b> Chromium Copper Iodine Iron Manganese Molybdenum Selenium Zinc	Water

\* Amino acids are the basic units that make up proteins.

<sup>†</sup> The body makes vitamin D after exposure to sunlight, but a dietary source of the nutrient is often necessary.

<sup>‡</sup> The body makes choline but may not make enough to meet needs. Choline is classified as a *vitamin-like* compound.

conditionally essential. Amino acids are the nitrogen-containing compounds that make up protein molecules.

## Macronutrients and Micronutrients

So far, we have organized nutrients based on their chemical composition and essentiality. A third way to classify nutrients is based on amounts that the body needs. Carbohydrates, fats, and proteins are **macronutrients**, because the body requires relatively large amounts of these nutrients daily (*macro* = large). Vitamins and minerals are **micronutrients**, because the body needs very small amounts of them to function properly (*micro* = small).

In general, a serving of food supplies grams (g) of carbohydrate, fat, and protein, and milligram (mg) or microgram ( $\mu\text{g}$  or mcg) quantities of vitamins and minerals. For example, a serving of a commercially prepared pumpkin pie ( $\frac{1}{8}$  of a 9" pie) provides about 54 g of carbohydrate, 15 g of fat, 6 g of protein, 514  $\mu\text{g}$  of vitamin A, and 1.4 mg of iron.

Macronutrients supply energy for cells, whereas micronutrients are not sources of energy. Although the body requires large amounts of water, this nutrient does not provide energy and is not usually classified as a macronutrient.

## Phytochemicals

Plants make hundreds of substances called **phytochemicals** (*phyto* = plant), which are not nutrients (nonnutrients), yet they may have healthful benefits. The stimulant caffeine, for example, is a phytochemical made by coffee plants. Beta-carotene is a phytochemical in many fruits and vegetables that the body can convert to vitamin A. Table 1.4 identifies rich food sources of several phytochemicals that scientists are studying. The table indicates some effects of the chemicals of the body, including possible health benefits.

Not all phytochemicals have beneficial effects on the body. Some phytochemicals, such as nicotine in tobacco leaves, ricin in castor beans, and oxalic acid in rhubarb leaves, are toxic or can interfere with the absorption of nutrients. Information about several phytochemicals that have known effects on human health is woven into chapters of this textbook where it is appropriate.

**macronutrients** nutrients that the body needs in large amounts

**micronutrients** nutrients that the body needs in very small amounts

**phytochemicals** substances in plants that are not nutrients but may have healthful benefits



Most foods are mixtures of nutrients. Pumpkin pie is a rich source of carbohydrate and fat, but the dessert also contributes some protein, vitamin A, and iron to diets.

©Wendy Schiff

**TABLE 1.4** Phytochemicals That Are of Scientific Interest

Classification and Examples	Biological Effects/Possible Health Benefits	Rich Food Sources
<b>Carotenoids</b> Alpha-carotene, beta-carotene, lutein, lycopene, zeaxanthin	May reduce risk of certain cancers and macular degeneration (a major cause of blindness in the United States)	Orange, red, yellow fruits and vegetables; egg yolks
<b>Phenolics</b>	Antioxidant activity; may inhibit cancer growth and reduce risk of heart disease	
Quercetin		Apples, tea, red wine, onions, olives, raspberries, cocoa
Catechins		Green and black tea, chocolate, plums, apples, berries, pecans
Anthocyanins		Red, blue, or purple fruits and vegetables
Resveratrol		Red wine, purple grapes and grape juice, dark chocolate, cocoa
Isoflavonoids		Soybeans and other legumes
Tannins		Tea, coffee, chocolate, blueberries, grapes, persimmons
Monoterpenes		Oranges, lemons, grapefruit, cherries
<b>Organosulfides</b> Isothiocyanates, indoles, allylic sulfur compounds	Antioxidant effects; may improve immune system functioning and reduce the risk of heart disease	Garlic, onions, leeks, cruciferous vegetables (broccoli, cauliflower, cabbage, kale, bok choy, collard and mustard greens)
<b>Alkaloids</b> Caffeine	Stimulant effects	Coffee, tea, “energy drinks,” kola nuts, cocoa
<b>Capsaicinoids</b> Capsaicin	May provide some pain relief	Chili peppers

## ASSESS YOUR PROGRESS

- 3 List the six major classes of nutrients, and identify at least one physiological role for each class.
- 4 Explain the meaning of organic in the context of chemical compounds.
- 5 What are three key factors that determine whether a substance is an essential nutrient?
- 6 Distinguish between macronutrients and micronutrients, and provide examples of each.
- 7 List at least seven foods that are rich sources of phytochemicals.

## 1.3 Food as Fuel

### LEARNING OUTCOMES

- 1 Distinguish between calorie and kilocalorie.
- 2 Estimate the amount of energy (kcal) in a serving of food based on the grams of carbohydrate, protein, fat, and alcohol present.

Most foods are sources of biological fuels, because they provide energy for cells. The human body uses energy while running, sitting, studying, and even sleeping. Every cell in the body needs energy to carry out its various activities. Therefore, people need to consume energy-containing foods and beverages to survive.

A **calorie** is the amount of heat (a form of energy) necessary to raise the temperature of 1 g (1 mL) of water 1° Celsius (C). A calorie is such a small unit of measurement that the amount of energy in food is reported in 1000-calorie units called kilocalories or Calories. Thus, a **kilocalorie (kcal)** or **Calorie** is the heat energy needed to raise the temperature of 1000 g (1 liter) of water 1° Celsius (C).

**calorie** amount of heat necessary to raise the temperature of 1 g (1 mL) of water 1° Celsius (C)

**kilocalorie (kcal)** or **Calorie** the heat energy needed to raise the temperature of 1000 g (a liter) of water 1° Celsius (C)

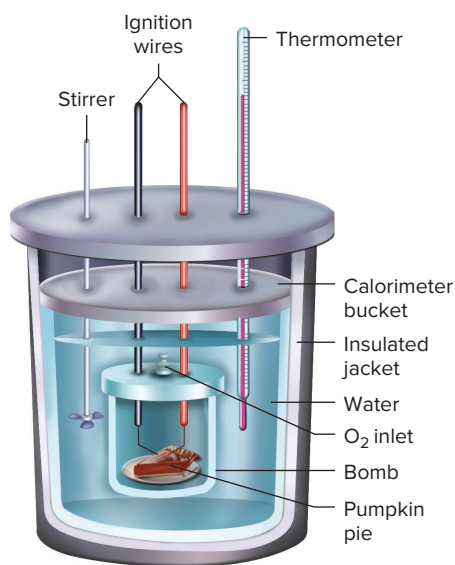


FIGURE 1.4 Bomb calorimeter.

**bomb calorimeter** device used to measure the calories in a sample of food

A small apple, for example, supplies 40,000 calories or 40 kcal or 40 Calories. If no number of kilocalories is specified, it is appropriate to use *calories*. In this textbook, the term *calories* is interchangeable with *food energy* or simply *energy*. Appendix I is a food composition table that lists energy and nutrient contents of many commonly consumed foods and beverages.

## Direct Calorimetry

The calorie content of a food or beverage can be determined through direct calorimetry, which involves placing a specific amount of food in a **bomb calorimeter** (*kal-oh-rim'-eh-ter*). As shown in Figure 1.4, the “bomb” is a small chamber surrounded by a jacket of water. An electrical spark ignites the food and, under the conditions inside the bomb, the food burns completely. As the food burns, it releases heat, which raises the temperature of the water in the surrounding chamber. A thermometer measures the increased water temperature, and scientists use this information to determine the number of calories in the food.

Compared to the human body, a bomb calorimeter is much more efficient at using the energy-yielding nutrients in foods as fuel. Therefore, scientists must correct for this difference in efficiency when developing food composition tables, such as the one in Appendix I.

## Calculating Food Energy

Consumers can calculate the number of kcal in their diets by knowing amounts of macronutrients and the nonnutrient alcohol in their foods and beverages. A gram of carbohydrate and a gram of protein each supply about 4 kcal; a gram of fat provides about 9 kcal (Fig. 1.5). Alcohol is not a nutrient, because the



FIGURE 1.5 Energy sources for the body.

Bread, beer: ©FoodCollection/StockFood RF;  
Can of tuna: ©McGraw-Hill Education;  
Butter: ©Comstock/Jupiter Images RF

human body does not need the chemical to survive. Alcohol, however, is a source of energy; a gram of pure alcohol supplies 7 kcal. Chapter 8 discusses alcohol, including its effects on health.

Let us use the serving of pumpkin pie that we mentioned earlier as an example for estimating the caloric content of a food. The piece of pie contains about 54 g of carbohydrate, 15 g of fat, and 6 g of protein. To estimate the number of kcal provided in a serving of this food:

STEP 1: Determine how many kcal are provided by each type of macronutrient.

$$\begin{array}{rcl} 54 \text{ g carbohydrate} & \times & 4 \text{ kcal/g carbohydrate} & = & 216 \text{ kcal} \\ 15 \text{ g fat} & \times & 9 \text{ kcal/g fat} & = & 135 \text{ kcal} \\ 6 \text{ g protein} & \times & 4 \text{ kcal/g protein} & = & 24 \text{ kcal} \end{array}$$

STEP 2: Add the individual kcal from carbohydrate, fat, and protein together to estimate the total kcal per serving of the food.

$$\text{Total kcal} = 216 \text{ kcal (carbohydrate)} + 135 \text{ kcal (fat)} + 24 \text{ kcal (protein)} = 375 \text{ kcal}$$

This food provides approximately 375 kcal per serving.

## ASSESS YOUR PROGRESS

- 8 What is the difference between a calorie and a kilocalorie?
- 9 A slice of whole-wheat bread supplies approximately 13 g of carbohydrate, 1 g of fat, 3 g of protein, and 11 g of water. Based on this information, estimate the number of kilocalories this serving of food provides.
- 10 An alcoholic beverage contains 4 g of carbohydrate and 10 g of alcohol. In this drink, how many kilocalories are provided by the alcohol?

## 1.4 Does Diet Matter?

### LEARNING OUTCOMES

- 1 Identify the 10 leading causes of death in the United States.
- 2 Describe lifestyle factors that contribute to many of the leading causes of death in the United States.
- 3 Identify two nutrition-related objectives of Healthy People 2020.

In the beginning of this chapter, we mentioned that public health officials are concerned about the impact that poor food choices can have on the health of Americans. The graph shown in Figure 1.6 indicates the 10 leading causes of deaths in the United States and the approximate percentages of deaths that were attributed to each of them in 2015. Note that heart disease was the leading cause of death and cancer was the second leading cause of death. In 2015, these two diseases accounted for almost half of all deaths.<sup>4</sup> Also note that several of the leading causes of death are diet-related and responsible for the premature (early) deaths of thousands of adult Americans.

### Risk Factors

Heart disease, diabetes, and cancer are chronic diseases. **Chronic** diseases are long-term conditions that usually take many years to develop and have complex causes.

**chronic** long-term