

Utah State University Master of Dietetics Administration

GUIDELINES FOR FOODSERVICE MANAGEMENT LEARNING ACTIVITIES

Abbreviated for Preceptors

Message for Preceptors: Please note that you may assign tasks or projects that would be beneficial for students in addition to those we have listed here. You know what types of experiences will provide students with practice using the skills that are necessary for your position. Also, while it is the student's responsibility to complete the assignments required by the USU MDA, you, as their preceptor, can ask to see the results of their work on those assignments and give them useful feedback on their performance. Some of the projects they do may provide data that could be useful for your program.

FSSM Rotation Objectives

After completing this rotation, the student will be able to:

- Apply food service management knowledge and skills in a school food service setting.
- Function as a contributing member of the school food service team.
- Identify and use appropriate resources to solve food service/management questions and problems.
- Demonstrate at least entry-level proficiency of ACEND competencies outlined in this course.

STUDENT AND PRECEPTOR MEETINGS

The student is responsible for setting up a call between the student, preceptor and MDA faculty during this rotation. This should occur in the first 1-2 weeks of the rotation.

FSSM Rotation Assignments

WEEKLY REPORTS and PROFESSIONALISM POINTS

MDA Faculty will give students Professionalism Points based on their conduct, completion of assignments, and communication during the course of the rotation.

FSSM WORKSHEET

The student completes this prior to beginning the rotation, to prepare for rotation assignments and experiences.

FUNCTIONS OF ORGANIZATIONAL MANAGEMENT SKILLS SHEET

The student will speak with personnel and address the questions and complete the tasks that are outlined on the skills sheet. The student will review various management reports (i.e. budget, labor cost, food cost, capital equipment, etc.) and analyze them for trends and effectiveness, and make recommendations for improvement.

PRODUCTIVITY/TIME STUDY WORKSHEET

The student will conduct a one-time productivity study for preparing a food product or completing a task in the foodservice production facility. This can take on a variety of forms, such as comparing a readymade item vs. made from scratch; comparing a process of two employees; or determining if a new product is reasonable to add to the menu. The student should provide you with a copy of the results so you can use them in your program operation if desired.

LEADERSHIP & MANAGEMENT PRACTICE

The student will take on a leadership/management position within the facility where they can apply the skills and knowledge they have gained during the rotation. This could be an experience similar to what a registered dietitian might do in that district or take on another type of leadership or management position. The student should be placed in a situation where the employees will be open to having a temporary manager-in-training, thus supporting a positive learning experience. There should still be a person in the nutrition department who is the preceptor for the experience: someone who can take the student's calls for help or answer any questions they may have; someone who is still accountable to the school district for the operation of the school lunch program.

MOCK INTERVIEW AND HUMAN RESOURCES WORKSHEET

The student will speak with personnel and participate in a variety of tasks that are specific to human resources (interviewing, understanding the disciplinary action process, staffing/scheduling). The student will conduct a mock (or actual if appropriate) application review and job interview for any position in the district. On this sheet they record information and dates about the activities completed.

IN-SERVICE LESSON PLAN & PRESENTATION

The student will develop a lesson plan and then teach on a nutrition or food service topic that is directed to staff members (adults) in a food service setting. The preceptor will evaluate the presentation using the Teaching Evaluation.

NUTRITION PROMOTION EVENT

The student will plan a **nutrition** themed promotional event for a school, a cafeteria, or the district. The primary target audience will be students (not parents or teachers). The event could be in conjunction with National Nutrition Month, National School Breakfast Week, etc. Students are encouraged to discuss ideas with the nutrition director and plan ahead to coordinate with anyone who may be involved. This event will include a taste panel, where students can try and evaluate a food (menu item/new product/etc.). The preceptor will evaluate the event using the Nutrition Promotion Event Evaluation.

SCHOOL MENU PLANNING WORKSHEET

The student will write a school lunch menu according to USDA regulations for the National School Lunch Program (NSLP). The student can talk with the person responsible for planning and analyzing the menus at your facility and participate in a menu planning meeting, if possible. The student can also review the USDA regulations and other state regulations related to school lunch menus.

PROCUREMENT, PRODUCTION, DISTRIBUTION, AND SERVICE SKILLS SHEET

The student will learn about procurement, production, distribution, and service in the school district.

POST SERVING ANALYSIS WORKSHEET

The student will determine the popularity index of several menu items using a post-serving analysis. The student will keep track of foods served and left overs and calculate the popularity index of each item. The student should provide you with a copy of the results so you can use them in your program operation if desired.

HACCP/STANDARDIZED RECIPE WORKSHEET

The student will write a recipe that has been standardized for a large-scale production and that follows HACCP format. This could be a home-sized recipe standardized for an increased yield; a healthier version of a recipe; or a recipe that has not already been standardized. The recipe must include CCPs, SOPs, and SSOPs, as well as any corrective action that may be needed if CCPs are not met.

PLATE WASTE STUDY

The student will conduct a plate waste study for at least one item on the menu. In written format, the student will describe the methodology or procedure that was followed, a summary of the results with categories by grade or age level, some actions or changes that may be needed to meet customer service objectives, and ideas to more effectively use resources. The student should provide you with a copy of the results so you can use them in your program operation if desired.

KITCHEN AUDIT

The student will critically evaluate one school kitchen, considering the many important aspects of kitchen sanitation and safety.

CLASSROOM OBSERVATION and CURRICULUM SKILLS SHEET

The student will observe at least one of the classrooms he/she will teach in and complete the skills sheet.

CLASSROOM TEACHING AND EVALUATIONS

The student will develop two lesson plans (two different topics) and teach twice, to students of two different age groups (at least three grades apart). The teacher will remain in the classroom and evaluate the student's teaching experience. The student may need your help to coordinate with teachers in the district to accomplish the teaching experience.

OTHER EVALUATIONS AND LOGS

The student must complete various other evaluations and logs for their experiences. Some of these may need to be signed by the preceptor. The preceptor will be asked to complete a Mid-Point Evaluation about halfway through the rotation, and a Final Evaluation at the end of the rotation to evaluate the student's overall performance in specific areas.

LEARNING MODULES, APPLICATION, and PRACTICE EXAM

The student must complete various lectures and quizzes online. The practice exam is proctored through an online program called Proctorio. In the event the Proctorio system does not work, the student may ask a preceptor to proctor their exam.

The following ACEND competencies will be covered in this course:

- 1.3 Applies knowledge of microbiology and food safety
- 1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.
- 1.7 Integrates the principles of cultural competence within own practice and when directing services.
- 1.12 Demonstrates knowledge of and is able to manage food preparation techniques.
- 1.13 Demonstrates computer skills and uses nutrition informatics in the decision-making process.
- 2.1 Applies a framework to assess, develop, implement and evaluate products, programs, and services.
- 2.4 Implements or coordinates nutritional interventions for individuals, groups, or populations
- 3.1 Directs the production and distribution of quantity and quality food products
- 3.2 Oversees the purchasing, receipt and storage of products used in food production and services.
- 3.3 Applies principles of food safety and sanitation to the storage, production and service of food.
- 5.1 Demonstrates leadership skills to guide practice.
- 5.2 Applies principles of organization management.
- 5.5 Develops and leads implementation of risk management strategies and programs
- 6.1 Incorporates critical thinking skills in practice.
- 6.3 Applies current research and evidence-informed practice to services.
- 7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.
- 7.2 Uses effective communication, collaboration, and advocacy skills.