

NDFS 6350 SYLLABUS – FOOD SERVICE MANAGEMENT EXPERIENCE

Credit Hours: NDFS 6350-5 credits

Course Instructors: Maria Givler, Lacie Peterson, Nikki Kendrick

Course Teaching Assistants: TBA

Office Hours: Please schedule via email.

Course Description: NDFS 6350 includes the supervised experiential learning (SEL) components of your foodservice management rotation. This course is part of the Utah State University Master of Dietetics Administration program and meets part of the requirements for a Future Education Model (FEM) as outlined by the Accreditation Council for Education in Nutrition & Dietetics (ACEND).

Practicum Hours: The 8-week SEL includes practice hours completed in school foodservice settings. This course is completed in conjunction with NDFS 6351 (Advanced Food Service Management). As part of this experience, students will develop the knowledge, skills, and abilities needed to work in the area of foodservice management. Tasks and activities will be completed and evaluated by preceptors and program faculty.

Objectives

After completing this course, 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.

Course Materials:

Assignments and other learning materials are located in the USU learning management system called Canvas: <http://canvas.usu.edu>. You will login with your A# and password.

Required Texts/Resources: *(All students must have access to a foodservice textbook).*

- Gregoire, MB. Foodservice Organizations: A Managerial and Systems Approach, 9th ed. 2017. Available from www.amazon.com. Prices vary for new, used, or rental (best choice: most current edition).

Optional Texts/Recommended Resources which may be useful when studying for the RD Exam:

- Martin J, Oakley C. Managing Child Nutrition Programs, 2nd ed. 2008. Available from www.amazon.com. Prices vary for new, used, or rental (best choice: most current edition).
- Molt M. Food for Fifty, 14th ed. 2018. Available from www.amazon.com. Prices vary for new, used, or rental (best choice: most current edition).

UNIVERSITY POLICIES AND RESOURCES

Student Conduct Standards:

Students are expected to engage in reasonable and substantial preparation for their coursework and rotations, to follow guidelines as set forth in syllabi and program policies, and to complete all learning activities with integrity. All interactions with faculty, staff, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity.

Plagiarism:

Plagiarism includes knowingly "representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Artificial Intelligence:

Although AI has many positive and creative uses in higher education, it can also be used in dishonest and nefarious ways. We have given these tools much thought and have the following expectations for you in this course:

- We will **not** accept **any** assignments being **entirely** generated by AI tools (like ChatGPT).
- You are permitted to use ChatGPT and other AI tools to assist you in gathering information, idea generation, writing, and revising your assignments, but you are expected to cite the tool as a source.
 - You must include a disclosure statement describing which AI tool you used and how you used it. For example, *"ChatGPT was used to draft about 25 percent of this paper and to provide revision assistance. AI-produced content was edited for accuracy and style."*
- Failing to cite a direct quote or source of information can be considered an academic integrity violation - and this will include AI-generated content.
- You are expected to balance the use of any AI-generated content with your own, original content. It is critical to not rely on AI. An important outcome of this course is to strengthen your own abilities as a thinker and communicator.
- Assignments will be checked with online tools for both plagiarism and the use of chatbots.

If you are considering exploring or using AI-generated content in this course, we encourage you to be thoughtful and carefully gauge how it is used. **Ultimately, you are responsible for the content you submit, and you are responsible for showing your personal competence in these topics.** This is an exciting time as technology continues to evolve and impact your education—please be wise!

Discrimination:

USU prohibits treating anyone differently based on protected classes when it results in a negative impact to the person's employment or educational experience. Protected classes include race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity/expression, disability,

or status as a protected veteran. If you feel you are being discriminated against, please talk with your faculty or contact the USU Office of Equity. <https://equity.usu.edu/>

Sexual Harassment:

Sexual harassment is defined as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, please talk with your faculty or you may talk to or file a complaint with the Office of Equity at (435) 797-1266 or online <https://www.usu.edu/equity/>. USU DI faculty are required to report any disclosure from students who believe they are a victim of sexual harassment.

Students with Disabilities:

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities to ensure equal participation within the program." If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (435) 797-2444, preferably during the first week of the course. Any request for special consideration related to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials will be provided in alternative format upon request.

<https://www.usu.edu/drc/>

Library Services

All students of an institution of higher education are entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where they are physically located in relation to the campus; where they attend class in relation to the institution's main campus; or the modality by which they take courses. Visit <https://library.usu.edu> for a list of services or email library.help@usu.edu

Mental Health

Counseling and Psychological Services (CAPS) supports student mental health development and self-reliance through short-term individual therapy, group therapy, workshops, referrals to outside long-term resources, and self-guided resources. Services are confidential and available at no cost to qualified students. For those outside of Utah, CAPS can help you in a time of crisis as well as connect you to resources close to home: <https://www.usu.edu/aggiewellness/mental-health>

Evaluation of Student Performance:

Grading Scale

A	100% to 94%	C+	< 80% to 77%
A-	< 94% to 90%	C	< 77% to 74%
B+	< 90% to 87%	C-	< 74% to 70%
B	< 87% to 84%	D+	< 70% to 67%
B-	< 84% to 80%	D	< 67% to 64%

LEARNING ACTIVITIES

1. PRE-SEL ROTATION ACTIVITIES

Contacting Preceptors

- Students are responsible for reaching out to their preceptors a minimum of two weeks before beginning the SEL rotation.
- You can email or call them on the phone, but you need to make contact with them in some way before your rotation begins.
 - If you reach out and don't hear back in a few days, reach out again and try another method of contacting them (e.g., by phone, if you emailed the first time).
- There are resources on Canvas that you can use to draft the email and handouts you can send your preceptor to help them prepare for your first day.

Student and Preceptor meetings:

To ensure you have adequate support and help throughout the MDA program, you will meet periodically with your assigned faculty through Zoom.

- There are **two** types of meetings:
 - **Student Meeting:** meet with your faculty **before** starting your FSSM rotation. If you are completing your rotation in multiple facilities, you only need one student meeting per rotation.
 - **Preceptor Meeting:** you, your preceptor and USU faculty. These meetings are scheduled **after** you have started your rotation.
 - Schedule the preceptor meeting during the first or second week of your rotation after you've had a chance to talk to your preceptor.
- To check your faculty's availability and schedule the meetings:
 - Go to the [USU Schedule Google Doc](#).
 - Select your faculty using the tabs at the bottom of the page, and
 - **Follow the directions** provided online to get your meeting scheduled. **Please schedule meetings at least 24 hours in advance.**

2. WEEKLY REPORTS, PRACTICE QUESTIONS & PROFESSIONALISM POINTS

Comp 6.1, 7.2

Weekly Reports: Students will complete a weekly report each week they are in rotation. Submit your weekly report on Canvas no later than **Sunday at 9pm**. Even if you are only in rotations for one day during the week, you will still submit a weekly report on Canvas. A new weekly report should be submitted each week. We encourage you to spend a little time reflecting on your experiences each day. Weekly reports should be approximately 400-750 words in length. Your weekly report can be in Word or PDF format. Faculty responses to your weekly report will occur in Canvas. A grade of 5 points will be entered into Canvas each week for your submitted weekly report.

- **Practice Questions:** As part of the program, we want to continue to expose you to nutrition topics through weekly RD Exam Practice Questions. You will find that there is one for every week of your rotation. If your rotation is extended for some reason, there are a few bonus questions too!
- **Professionalism Points:** Program faculty will award points for your professionalism and conduct throughout this rotation. At the end of your rotation the program faculty will update the score out

of 100 points to reflect the Professionalism Points rubric. Your Professionalism Points will account for the following aspects, and each is worth 20 points.

- Weekly reports are submitted on time throughout the rotation, and preceptor/student meetings are scheduled as required.
- Good communication is maintained throughout the rotation in the form of emails, phone calls, preceptor/student meetings, etc.
- Assignments are complete and submitted throughout the rotation without excessive returns for correction, indicating the student read the assignment instructions and followed them as closely as possible. If revisions are required, the student reads faculty feedback and applies it to resubmissions.
- All assignments, modules, quizzes, and practice exam are submitted within the established deadline of 1 week following the last day in the rotation.
- Professional conduct in all other aspects is maintained throughout the rotation.

3. FUNCTIONS OF ORGANIZATIONAL MANAGEMENT SKILLS SHEET

Comp 5.2

- Review the Functions of Organizational Management Skills Sheet found on Canvas.
- Address the questions and complete the tasks that are outlined on the skills sheet.
- Summarize your answers on the **Functions and Application of Organizational Management Skills Sheet**.
- Submit a PDF file on Canvas.

4. PRODUCTIVITY/TIME-STUDY WORKSHEET

Comps 2.1, 3.1, 3.2, 5.1, 5.2

Conduct a productivity/time study for preparing a food product or completing a task in the food service production facility.

- Discuss with your preceptor a food product or task study that would be useful for the facility.
- Select one food product or task to include in your study. Some common types of time/productivity studies include:
 - **Readymade vs. Made-from-scratch** – Determine which is a more cost-effective choice. (i.e. frozen rolls vs. made-from-scratch rolls.)
 - **Comparing Two Employees** – Determine which employee has a more effective method of doing the same recipe/task. (i.e., compare a cook in one school preparing enchiladas and a cook in another school preparing the same enchilada recipe – which makes more efficient use of time/resources?)
 - **New Product** – Determine if it is reasonable to put the new product on the menu. Look at the cost of the new product item after adding in the labor cost of preparing it.
- Summarize your results and what you learned on the **Productivity/Time Study Worksheet**.
- **Share the results!** Provide your preceptor with a copy of your data. Although they do not need to evaluate or grade it, the results may be useful to their program.
- Submit the worksheet as a PDF file on Canvas.

5. LEADERSHIP & MANAGEMENT PRACTICE

Comps 5.1, 5.2, 6.1, 7.1, 7.2

Demonstrate your ability to apply the skills and knowledge you have acquired during your FSSM rotation to a leadership and management position. This will likely take place towards the end of your FSSM experience but can take place at any time during your rotation.

- Discuss with your preceptor early on in your rotation to determine what aspect of the operation you can/want to supervise. There is a list on Canvas of possible roles/responsibilities that can be used for this experience. You and your preceptor may also select another appropriate experience; it doesn't have to be from that list.
 - If you have any questions about what role to take on, please contact your USU faculty mentor.
- This should be about 2 weeks' or 80 hours' worth of time. It doesn't necessarily have to be a solid block of time and can be completed in smaller blocks that add up to 80 hours.
 - You can also take on more than one role and combine time to add up to 80 hours (i.e. 40 hours in one leadership role, and 40 hours in another).
- Review the **Leadership & Management Worksheet** prior to starting your leadership and management experience to be aware of the questions you'll need to answer and submit.
 - Aim for experiences similar to what a registered dietitian might do in that district or take on another type of leadership or management position. (i.e. production manager, coordinator, menu analysis, etc.).
- Find a win-win situation—balance between your own career goals with what the district/facility can let you do as a student/volunteer.
 - You should be in a situation where the employees will be open to having a temporary manager-in-training and it is a positive learning experience for you. It would not be ideal to be placed in a school with numerous problems, or with employees who are hostile to the idea of a temporary student "manager".
 - You should have a person in the nutrition department who is your preceptor for the experience, someone who can help you or answer any questions you may have; someone who is still accountable to the school district for the operation of the school lunch program.
- If you have questions about the Leadership & Management Practice assignment, please ask your USU faculty mentor.
- Summarize your experience on the **Leadership & Management Worksheet** and submit on Canvas.

6. MOCK INTERVIEW and HUMAN RESOURCES WORKSHEET

Comps 5.1, 5.2, 6.1, 7.1, 7.2

Increase your understanding of and practice the protocol for posting positions and interviewing applicants in your facility.

- Discuss with your preceptor the process and steps followed to post and fill positions in the food service department. Use the **Mock Interview and Human Resources Worksheet** as a guide for some things to look for and evaluate.
- Practice conducting a mock application review and job interview for a potential position in the food service department. You will practice as the person conducting the interview. Ask your preceptor or another appropriate staff member to act as an applicant for the position.
 - This can be for any position in the district and does not have to be a position for which they are currently hiring.
- Follow your district's actual process of interviewing as closely as you can (i.e., use the same questions they would use for that position, etc.)
- It would also be appropriate if you have the opportunity to participate in an actual interview.
- Summarize your experience and what you learned on the **Mock Interview and Human Resources Worksheet**.
- Submit the worksheet as a PDF file on Canvas.

7. IN-SERVICE LESSON PLAN & TEACHING EVALUATION

Comps 5.1, 5.2, 6.3, 7.2

Develop a lesson plan to teach adults in a food service setting on a nutrition or food service topic. This should be a new topic/lesson plan that you create.

- Do a general assessment on the potential group that might be taught (demographics, cultural diversity, level of education and level of nutrition knowledge).
- Tailor your topic, length, and level of materials to the group and the situation. Use the **Lesson Plan Template** and the lesson plan guidance provided in Canvas to craft your lesson plan.
- Present your new lesson plan.
- Have your preceptor evaluate your teaching using the **Teaching Evaluation**.
- Submit the following as PDF files via Canvas:
 - a copy of your lesson plan
 - a copy of all materials used in the lesson (Power Point, handouts, etc.)
 - teaching evaluation form

8. NUTRITION PROMOTION EVENT FORM

Comps 1.12, 2.1, 3.2, 5.1, 5.2, 5.3, 5.4, 7.2

Plan, organize, implement, and evaluate a nutrition themed promotional event for a school, a cafeteria, or the district. The theme must be **nutrition** related. You must also include a taste panel in this assignment.

- Discuss your ideas with the nutrition director and get input from staff and students.
 - Examples of events: promote School Food Service Month, National Nutrition Month, school breakfast, a health fair, an ethnic-themed menu, a holiday with a nutrition theme.
- Use and complete the **Nutrition Promotion Event Form** as an outline for your promotion. Review it so all components are covered while planning for and putting on the event.
- Plan ahead – get on the agenda for meetings that may already be taking place with staff, kids, or parents in order to discuss your ideas. This sometimes helps you obtain buy-in from those you present your ideas to. Some may even volunteer to help.
- An event like this will require collaboration with others, but as the primary organizer, you should play a significant part in coordinating the event.
- Create marketing materials to advertise your promotion event. This could be a poster, flier, social media post, newsletter article, etc.
- Include and conduct a taste panel evaluation as part of the promotional event for one new food product or recipe, with students as the panelists.
- Develop an age-appropriate evaluation tool and determine the logistics for the taste panel (i.e. what food product or recipe you will test, how many students will participate, how you will choose the students to participate, where and when it will take place).
- Share your taste panel findings with your preceptor (for their interest).
- Have someone take a photo of you at your event (**do not include students** in the photo!) to submit with your assignment. Other adults, such as school or district personnel, may be in the photo with you.
- Have your preceptor fill out the **Nutrition Promotion Event Evaluation**.
- Submit the following as a PDF or .jpeg/.png files via Canvas:
 - the **Nutrition Promotion Event Form**
 - **A copy of your marketing materials**
 - the **Nutrition Promotion Event Evaluation**

- **A copy of your taste panel evaluation tool.**
- your photo(s) (.jpeg or .png files)

9. PROCUREMENT, PRODUCTION, DISTRIBUTION, AND SERVICE SKILLS SHEET

Comp 3.2

Increase your understanding of Procurement, Production, Distribution, and Service followed by your facility.

- Review the Procurement, Production, Distribution, and Service Skills Sheet found on Canvas.
- Address the questions and complete the tasks that are outlined on the Procurement, Production, Distribution, and Service Skills Sheet.
- Summarize your answers and record appropriate dates for activities on the **Procurement, Production, Distribution, and Service Skills Sheet.**
- Submit the skills sheet as a PDF file on Canvas.

10. POST SERVING ANALYSIS WORKSHEET

Comps 1.13, 3.2

Determine the popularity index of several menu items using a post-serving analysis.

- Talk with your preceptor and/or one of the school managers about forecasting techniques and practices followed in the department.
- Develop a tracking or tally sheet and use it to keep track of the following information for at least one week. You can also view an example of a tracking sheet on Canvas:
 - The servings of each menu item received and/or produced
 - The number of each menu item served
 - The number of portions of each item left over
- Calculate the popularity index, also known as the acceptability factor or percent served ($\# \text{ portions served} \div \text{total} \# \text{ customers} = \text{popularity index}$) for all menu items.
- **Share the results!** Provide your preceptor with a copy of your data. Although they do not need to evaluate or grade it, the results may be useful to their program.
- Summarize what you learned and record the results on the **Post Serving Analysis Worksheet.**
- Submit the following as PDF files via Canvas:
 - the **Post Serving Analysis Worksheet**
 - your tracking/tally form

11. PLATE WASTE STUDY

Comps 1.6, 3.1

Conduct a plate waste study for at least one item on the menu.

- Develop a recording form and determine what procedures you will use to complete the study.
- Conduct a plate waste study during at least one school meal on at least one menu item.
- Analyze the recorded information and write a summary paper of your findings (max 2-3 pages long). Your written analysis should include:
 - The methodology or procedure
 - Summary of results, categorized as appropriate (i.e. by grade, age, etc.). Use graphs and/or tables if desired to display the results.
 - Discuss what actions/changes to the menu may be needed to meet customer service objectives.
 - How does the plate waste of the item(s) you studied impact your resources (i.e., employees, money, time, water, energy, food, disposable goods, etc.) and the environment? What

changes would you propose to use these resources more efficiently and protect the environment?

- **At least one suggestion/idea should relate to reducing waste**
- **At least one suggestion/idea should relate to protecting the environment**
- Write your paper in a professional manner, with section headings and in paragraph format. It should be unbiased, objective, no first person, etc.
- **Share the results!** Provide your preceptor with a copy of your data. Although they do not need to evaluate or grade it, the results may be useful to their program.
- Submit the following as a PDF file via Canvas:
 - your Plate Waste summary report.

12. KITCHEN AUDIT

Comps 1.3, 3.1, 3.3, 5.5

Critically evaluate one school kitchen, considering the many important aspects of kitchen sanitation and safety.

- Evaluate one school kitchen in your district using the **Kitchen Audit Evaluation Form** found on Canvas.
- As you evaluate the kitchen, briefly summarize elements in compliance, and those that could be improved and how you might improve them if you were the food service manager in this district.
- Complete the **Kitchen Audit Evaluation Form**.
- Submit the completed evaluation as a PDF file on Canvas.

13. CLASSROOM OBSERVATION SKILLS SHEET

Comps 1.7, 6.1

Observe at least one of the classrooms you will be teaching in. Complete the **Classroom Observation & Curriculum Skills Sheet**.

Arrange to speak with the curriculum coordinator for the school district, or the teacher for whom you will be teaching, in person, by phone, or by email to gain tips for teaching the grade level(s) you have chosen. Fill out the information on the **Classroom Observation & Curriculum Skills Sheet**.

Submit the skills sheet as a PDF file on Canvas.

14. CLASSROOM TEACHING AND TEACHING EVALUATIONS

Comps 2.4, 6.1, 6.3

Before teaching in the classroom, observe at least one of the classrooms you will be teaching in.

Complete the Classroom Observation and Curriculum Skills Sheet (above assignment).

- Using your prepared lesson plans, teach twice, to students of two different age groups (at least three grades apart).
- Develop two lesson plans, each consisting of a different topic.
- The teacher must remain in the classroom. You are a guest speaker, and not solely responsible for the class.
- Ask the teacher to fill out the **Teaching Evaluation** for your presentation.
- Record the dates you taught, the number of students in each classroom taught, and the total number of students taught on the **Teaching Documentation Sheet**.
- Submit the following as PDF files via Canvas:
 - *the Teaching Documentation Sheet*
 - *the Teaching Evaluations* for both grades

15. MID-POINT EVALUATION

Your preceptor will fill this out. Submit by the end of week 4 of your rotation. The mid-point evaluation is an opportunity for you and your preceptor to discuss your progress, goals for the remainder of the rotation, and any concerns.

16. PRECEPTOR EVALUATION

Complete a preceptor evaluation for each of your preceptors at each site. If you are at a site with multiple preceptors, compile all of your feedback on one evaluation. You are not required to share your feedback with preceptors but may if you would like to. Scan and submit on Canvas at the end of each experience.

17. FSSM SEL FINAL EVALUATION

You will receive a final evaluation from your preceptor at each facility where you train. Sign the evaluation after reviewing with your preceptor and sign. Scan and submit the signed copy to Canvas.

18. DAILY HOUR LOG

Maintain a daily record of your activities and the amount of time you complete in your rotation.

- Tabs at the bottom of the Excel form describe the type of hour logs that are available so you can select the one that works best for the breakdown of your rotations.
- Track your hours daily. This will help you keep track of hours that need to be made up and ensure that you accrue the required number of hours for this SEL rotation.
- Remember **ONLY** Supervised Experiential Learning (SEL) hours should be counted and recorded:
 - Supervised Experiential Learning (SEL) is defined as hours spent in activities in work environments under the guidance and oversight of a qualified practitioner designated as a preceptor.
 - Learning activities performed by students that are NOT typically performed as part of the preceptor's work responsibilities, such as writing papers, completing a study guide or other homework should NOT be counted towards fulfilling hours.
 - If you have questions or concerns, please contact your USU Faculty.
- Once completed, show the log to your preceptor and have them sign the separate **Daily Hour Log Verification Page** to verify the information is accurate. You will also sign the verification page to verify the time you have recorded is accurate.
- Submit PDF copies of the **Daily Hour Log(s)** and the **Daily Hour Log Verification Page** on Canvas.
- If you are doing your rotation in more than one facility, you can submit individual logs for each facility or wait and submit the full log after finishing at all facilities.

19. COURSE EVALUATION

Once you have completed the FSSM SEL, please take a few minutes to complete the online course evaluation.

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.
- 5.3 Applies project management principles to achieve project goals and objectives.
- 5.4 Leads quality and performance improvement activities to measure, evaluate, and improve program services, products, and initiatives.
- 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.