

FRAN 6740 Foodservice Management in Healthcare Winter 2018

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Class Times: Mondays 2:30 pm – 5:20pm

Classroom: MAC 331

Office Hour: TBA

Course Format: Seminar style with class discussions, guest speakers, and student presentations

Calendar Description:

Students will critically assess and integrate foodservice management literature and theories from undergraduate coursework to address the multifactorial issues of foodservice operations in healthcare. Case studies presented by expert guests and operational projects will support student synthesis and evaluation of the literature.

Objectives of the Course

Foodservice management in the healthcare setting is a complex, multi-dimensional endeavor. The individual who manages foodservice operations must draw upon his/her cross-disciplinary theoretical background related to dietetics, food science, food microbiology, human resources, operational and fiscal management and apply theory to a dynamic environment. Students will be asked to critically assess the literature in developing creative oral and written resolutions to the real world issues that arise in foodservice operations in healthcare.

By the end of this course the student will be able to:

- Apply theoretical management principles to the complex interplay of financial constraints and Ministry of Health and Long Term Care standards in a long term care foodservice operation
- Employ management strategies to translate Ministry of Health and Long Term Care standards into plans for menu development, staffing, staff education, meal service and nutrition care while considering labour relation issues
- Objectively appraise the role of Continuous Quality Improvement in the evaluation operational outcomes/expectations on all aspects of the operation from client satisfaction to fiscal management and employee retention.
- Integrate fiscal management principles in the completion of assignments and projects from the long term care foodservice context keeping in mind Ministry of Health and Long Term Care standards and best practices as identified in the literature.
- Incorporate principles of adult learning in the creation of an in-service plan for a specific target group in a foodservice/ healthcare setting

- Review key marketing principles and formulate marketing strategies for a long term care foodservice operation
- Formulate the product development process for an innovative food product or service to support client nutritional needs and budgetary constraints
- Objectively critique an emergency plan

Learning Activities and Evaluation

1. Operations SWOT Analysis (20%)

SWOT is an abbreviation used to describe strengths, weaknesses, opportunities, and threats within the context of strategic planning. SWOT analysis is used in strategic planning where an organization/department's mission, objectives, strategies and policies are developed as part of a long term plan.

Students will critically reflect on their past placement (an organization and/or department) and write an introduction, including relevant background information, on the organization/department(max 2 pages). Students will then identify, outline and rate in order of importance, strengths, weaknesses, opportunities and threats (approx 1 page each, bullet point form is acceptable). After analyzing and interpreting their SWOT information. students will identify **2** action plans they would recommend for the organization/department's strategic plan (max 2 pages).

2. In-Service Planning Project (20%)

Incorporating principles of adult learning, students will work in teams of 4 to develop and deliver a specific 15 minute In-Service to a defined target group on one of the following broad topic areas:

- ❖ Food Service Administration
- ❖ Menu Planning
- ❖ Food Production
- ❖ Nutrition Care
- ❖ Meal Service & Dining

Students will write an In-Service Plan outlining the following key topics:

- Needs Assessment / Problem Statement (1/2 page)
- Description of Target Group & Training Aides (1/2 page)
- In-Service Objectives (1/2 page)
- In-Service Content & Notes (Power Point Slides) - Maximum 8 slides
- In-Service Handout (1 page)
- In-Service Evaluation Tool (1/2 page)

Students will be evaluated on the effectiveness of the design of the In-Service Plan and the ability to engage the target audience during the presentation.

3. Journal Article Review & Discussion (10%)

Students will work in pairs to choose a Journal Article related to foodservice management (see below) and will critically evaluate the journal article drawing on feedback from FRAN 6740 students during class discussion (max 20 minutes). In a 1-2 page summary report, the student facilitators will outline how the literature findings of their chosen journal article could be used to resolve a real foodservice issue in a healthcare environment. Articles from the course readings can also be used.

- CQI (Continuous Quality Improvement)
- Effective Leadership & Management
- Financial Management
- Human Resource Management
- Product Development
- Marketing
- Emergency Planning
- Malnutrition in Health and Long Term Care
- Sustainability in Food Services

4. New Product presentation (20%)

Students will attend the Canadian Restaurant and Foodservice Association Annual Conference (Feb. 25 – 27, 2018, Enercare Centre, Toronto, <https://www.rcshow.com/>) and identify one new product or service applicable to the health or long-term care setting.

Students will present the product to the class, discuss its relevance to the foodservice environment and critically analyze its efficacy.

Include pictures of the item or the item itself (in the case of a service, include promotional materials).

- ❖ Explain the product/service intended use, features and benefits.
- ❖ Relate the uses to the health and/or long term care environment.
- ❖ Describe considerations for the use of the product/service – what is the downside?
- ❖ Outline similar products/services and their success (if you can find data related to this). What predictions do you have for the success of this new/product service and why?
- ❖ Include references and supporting documentation.

5. Long term care (LTC) Operations Assessment project (20%)

Students will assume a consulting role as they explore in great depth, Ministry of Health (MOHLTC) standards, legislation and best practices for nutrition, foodservice and meal service within the context of a long term care facility. Students will develop:

- A 1 week sample menu (including 3 meals and 3 snacks) that meets MOHLTC menu planning standards/ legislation and the unique needs of the population at the LTC facility you serve.
- One of these days will be fully costed and a comparison made to funding provided. You may use grocerygateway.com as your reference, understanding that likely the home may have discounts by being part of a buying group.
- One of these days will be modified for a dysphagia diet
- A one year operating budget including revenues and expenses for staff, food and supplies incorporating \$8.33/ raw food allowance/resident; .40/resident/day for supplies; and other MOHLTC standards related to staffing requirements.
- A summary (max 1 pg of your reflection on the challenges of meeting MOHLTC guidelines, funding and therapeutic modification.

Evaluation:

Operations SWOT Analysis 20%

Journal Critique (groups of 2) – 10%

In-Service Planning Project (groups of 4) 20%

New Product Presentation 20%

LTC Operations Assessment Project 20%

Class Participation 10%

Total - 100%

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course in writing, with your name, id#, and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1400.shtml

Drop Date

The last date to drop one-semester courses, without academic penalty, is Friday, March 9, 2018. Two-semester courses must be dropped by the last day of the add period in the second semester. Refer to the Graduate Calendar for the schedule of dates:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/sched/sched-dates-f10.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Graduate Calendar:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1687.shtml

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>