HUNU 541 2024W1 - SYLLABUS

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the *xʷməθkʷəy̓əm* (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Working and learning in a settler-run educational institution, we must seek to be in right relations with our host nation, and to learn from their experiences.

Food systems and specifically institutional food services - including production, consumption, nutrition, and healthcare integration - are intimately and directly connected with where and how we live. In this course, we will take time to regularly reflect on these interconnections in the context of historical and ongoing colonization.

"If we think of territorial acknowledgments as sites of potential disruption, they can be transformative acts that to some extent undo Indigenous erasure. I believe this is true as long as these acknowledgments discomfit both those speaking and hearing the words. The fact of Indigenous presence should force non-Indigenous peoples to confront their own place on these lands."
– Chelsea Vowel, Métis, Beyond Territorial Acknowledgements

Learn more about *xʷməθkʷəy̓əm:* https://www.musqueam.bc.ca/our-story/

Learn more about UBC's Indigenous Strategy Plan: https://isp.ubc.ca/

YOUR HEALTH

If you are sick, it's important that you stay home – no matter what you think you may be sick with (e.g., cold, flu, COVID, or other).

If you do miss class because of illness:

- You will be in a group of students in this class. You can help each other by sharing notes.
- Class recordings may not be available, depending on the permissions obtained from Guest Speakers. Slideshows are typically shared.
- Utilize instructor office hours by making an appointment.
- If you are concerned that you will need to miss a particular key activity due to illness, contact me to discuss.

For additional information about academic concessions, see the UBC policy here: https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/academic-concession

INSTRUCTOR HEALTH

If I (Anna) am sick: I will do my best to stay well, but if I am ill, then I will not come to class. If that happens, here's what you can expect:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may have a synchronous online session. If this happens, you will receive an email, or an announcement in Canvas telling you how to join the class. *You can anticipate that this would very likely be a last minute email.* Our classroom will still be available for you to sit and attend an online session, in this instance.
- If I am not well enough to teach during class time, you may receive a message from me with a recording of the lecture material for you to watch on your own time.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Food Sevice Systems Management	HUNU 541	3 Credits

PREREQUISITES

FNH 340

CONTACTS

Course Instructors	Contact Details	Office Location	Office Hours
Anna Brisco R.D. BSc. M.Ed.	Contact through Canvas Messages (preferred) Email: Anna.brisco@ubc.ca	FNH 324	By appointment (likely via Zoom). I will be available to all FNH 440 students during the tutorial, on Mondays from 3:00 – 3:50 p.m.

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

Anna Brisco: I am a Registered Dietitian (UBC, 2016) and chef who is passionate about relational pedagogies, body liberation, and delicious food! I have held many different roles in food, health and educational contexts including residential care, urban farming, community non-profits, and as an instructor at UBC since 2017. In 2022, I completed a Master of Education degree at OISE (Toronto, ON), which explored inclusive and holistic teaching approaches to emotionally and cognitively challenging topics.

As a non-Indigenous (settler) educator of mixed European ancestry, I continue to benefit from colonialism and White supremacy, including extractive capitalism and cognitive imperialism (i.e. valuing knowledge traditions of Europeans above other ways of knowing or being). Simultaneously, my being is marginalized by heterosexism and ableism, which label my (gender)queerness and neurodiversity as Other.

My multifaceted personal and professional experiences inform how I teach; I hope to create a space of mutual sharing and co-learning, since I believe that expertise comes from many sources. I am very grateful to all my teachers (formal and informal) and the wisdom they have generously shared with me over the years. I look forward to learning with you this term!

COURSE STRUCTURE

CLASSES: One, 2-hour lecture class weekly, Mondays from 1:00 p.m. – 2:50 p.m. in WESB 201 and one 1-hour seminar class weekly, Mondays from 3:00 p.m. – 4:00 p.m. in the same room. Your attendance is expected and is necessary for you to fully participate in the discussions, group work and presentations. Please show respect for our guest lecturers, your classmates and the instructor by arriving on time. In weeks where we do not meet on campus, there are asynchronous learning activities to ensure ongoing learning.

CLASS STRUCTURE: This is a course with both theoretical learning in a lecture format and practical learning involving supervising the preparation of foods in a food service setting, and discussions of assorted aspects of Food Service Supervision: Menu Planning; Recipe Development; Menu Forecasting; Food Distribution; IT systems; Equipment Purchasing, Food Waste, Human Resource issues and Emergency Planning .

COURSE WEBSITE: Important correspondence for the course will be posted on the FNH 440 course website. For access, go to Canvas and use your CWL login.

You will be responsible for printing or saving copies of the weekly presentations and other course resources from the Canvas site before the end of the term, when the Canvas site will become inaccessible.

SCHEDULE OF TOPICS

Week	Date	Topics and Guests
Week 1	Sep 2 - No Class (due to Labour Day)	Review Syllabus and Assignments on Canvas
Week 2	Sep 9th	Course Orientation Equipment Specifications Assignment
Week 3	Sep 16th	Guest Elaine Chu: *Food Production Systems* Major Project Review & Group Formation
Week 4*	Sep 23rd	The Menu – Anchoring the food service system
Week 5	Sep 30 - No Class (due to National Day for Truth and Reconciliation)	*Asynchronous: Take Action for Indigenous Foodways discussion*
Week 6	Oct 7	Guest Helen Yeung: *Culturally-relevant food provision* Forecasting, Production, and Recipe Costing
Week 7	Oct 14 – No Class (due to Thanksgiving)	*Asynchronous: Review Food Safety & HAACP content*
Week 8	Oct 21	Guest Suzanne Quiring: *Food Distribution Systems*
Week 9*	Oct 28	Quality Assurance, Quality Improvement & Sustainability in Food Provision
Week 10	Nov 4	Food Recall Presentations *(MND student-led)* HR in Food Services
Week 11	Nov 11 – No Class (due to Midterm Break)	*Asychronous: Take Action for Sustainability in Food Services discussion*
Week 12	Nov 18	IT in Food Services - with guests
Week 13	Nov 25	Emergency planning in food provision Group Presentations
Week 14	Dec 2	Group Presentations Guest Speaker: *Aging, food provision, and quality of life.*
Week 15	Dec 9	Group Presentations Course Wrap Up

*There may be extra guests in class on these dates to observe Anna's teaching for their Summative Peer Review.

BIG IDEAS & LEARNING OUTCOMES

You know how people sometimes say hospital food is bad?

Well, this course is about making it *delicious*! We'll work together to learn how to prioritize the values that contribute to creating and serving delicious food, practice these in projects and importantly, have some special guest stars who've made food better, healthier, tastier in the places where they work.

The Big Idea: ***Delicious Food is about People***

In this course we hope to answer the questions:

How will we be changed once we understand why food is so important to people?
What larger issues, problems and concepts underlie delivering delicious food to people?
If this course were a story, what would be the moral of the story?

By the end of the course, learners will:

1. Assume responsibility that food should be delicious and understand how it could be made more delicious
2. Recognize and remember that food is important to people for a variety of reasons, identify ways to value and empathize with the reasons for their choices, and respond with action to change food service to align with the reasons food is important.
3. See themselves as interactive and empathetic administrators who support people to prepare and deliver delicious food by:
    a. Integrating nutrition care principles in the planning, development, and communication of a therapeutic menu.
    b. Determining food provision requirements of a target audience that integrates socio-cultural and nutritional considerations.
4. Develop ideas in order to advocate for different, more or reprioritized funds, equipment, staff, facilities (et cetera…) and have the advocacy skills to do so.
5. Reflect on the experience of others working in Food Service, interact with others about their vision of optimizing food service, and act as a facilitator of change.
6. Commit to making delicious food while meeting budget, dietary, and ecological impact constraints by
    a. critiquing foods and activities against standards,
    b. designing or redesigning recipes,
    c. producing the food, and
    d. re-evaluating its deliciousness
7. Apply principles of emergency preparedness, food safety, and equipment management to food service administration case studies
8. Apply knowledge and skills developed in Food Safe Level 2 throughout course assignments

Successful completion of these learning outcomes enables students to at minimum meet the folloiwng ICDEP (2020) Performance Indicators (K=Knows, KH= Knows How, SH=Shows How, D=Does):

1.05 b. Demonstrate understanding of social aspects of food choice and eating KH
e. Demonstrate awareness of the role of Indigenous traditional / country foods in dietary practices K
f. Demonstrate awareness of the role of religion and culture in dietary practices K
g. Demonstrate knowledge of trends in food consumption K

1.08 a. Demonstrate understanding of food provision strategies that foster health KH
b. Demonstrate understanding of strategies that support sustainable food provision KH
c. Demonstrate knowledge of approaches to food marketing K
d. Demonstrate knowledge of food provision in emergency planning K

2.07 a. Identify risks and hazards in the practice setting D
b. Contribute to an organizational culture of safety D

3.05 Use effective interpersonal skills D

3.06 Engage in teamwork D
3.07 Participate in collaborative practice D
4.01 a. Demonstrate understanding of management principles KH
c. Contribute to human resource management SH
d. Contribute to financial management SH
e. Contribute to physical resource management SH
4.05 a. Identify opportunities for advocacy K
b. Identify strategies for effective advocacy KH
4.08 h. Demonstrate food preparation techniques KH/D
i. Engage with client in building food skills KH/D
5.03 c. Determine dietary modifications SH
7.01 Determine food provision requirements of a group / organization
a. Identify types and sources of information required to assess food provision needs D
b. Access relevant information D
c. Interpret situational factors that impact food provision D
d. Assess food provision requirements D
e. Integrate findings to determine food provision priorities D
7.02 Plan food provision
a. Participate in development of goals and objectives D
b. Identify strategies to meet goals and objectives D
c. Identify required resources and supports D
d. Participate in identification of evaluation strategies D
7.03 Manage food provision
a. Identify facility layout and equipment requirements for food production D
b. Participate in purchasing, receiving, storage, inventory control and disposal of food D
c. Develop and standardize recipes D
d. Participate in menu planning D
e. Participate in management of food production and distribution procedures D
f. Participate in maintaining safety, and quality control D
7.04 Monitor and evaluate food provision
a. Participate in monitoring food provision activities D
b. Contribute to evaluation of food provision activities D
c. Propose adjustments to food provision to increase effectiveness or meet modified goals and objectives

LEARNING ACTIVITIES

In this course, students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments, except where noted. However, students are ultimately accountable for the work they submit, and must comply with UBC policies and practices related to Academic Integrity.

Any content generated or supported by an artificial intelligence tool must be cited appropriately. The **American Psychological Association** (APA), **Modern Language Association** (MLA) and the **Chicago Manual of Style** have all provided recommendations in this area.

- Firstly, it is important to note that AI tools are susceptible to errors and may incorporate discriminatory ideas in their output. As a student, it is your responsibility to ensure the quality and appropriateness of the work you submit in this course.
- Secondly, please be mindful of the data you provide to these systems, as your assignments contain private information, not just your own but also that of others. For example, DO NOT enter any proprietary data shared by your site liaison, such as pricing information or internal HR, food safety, or other procedures.
- Thirdly, there is a risk of inadvertently plagiarizing when using these tools. Many AI chatbots and image generators create content based on existing bodies of work without proper citation. UBC's plagiarism policy will apply to all assignment submissions, and "AI did it!" will not excuse any plagiarism.
- Lastly, be aware of the dangers of becoming overly dependent on these tools. While they can be incredibly useful, relying on them too much can diminish your own critical thinking and writing skills.

If you use a generative AI tool to get ideas and/or partial answers for an assignment and/or to generate any text for a draft or final version of any part of an assignment, ***you must declare that you have used it,*** with a couple sentences describing the extent to which it was used, *and you must save any generated text from this tool in case it is requested.* A TA or the instructor may ask you to provide the generated text in order to help with grading decisions. In this case, your (or your group's) *original* contributions will be evaluated.

Individual Assignments

Equipment Specification Assignment (8%): Dietitians working as Food Service Administrators oversee production operations and are regularly involved in the capital purchases of major equipment. *Your equipment specification assignment submission should be written for another person to be able to purchase the item for you: a purchasing department or an equipment buyer.* Required features of the particular piece of equipment are itemized in a *specification* which is then sent to various suppliers and upon which they base their quote. Instructions and due dates available on Canvas. *Generative AI use: not allowed for this assignment*

Discussion Assignments (8% = 4% each): Dietitians need to engage in ongoing learning and reflection in order to better understand, respond and support emerging needs of the populations they serve. To this end, please complete both the Truth and Reconcilitation discussion and Sustainable Food System discussions assignments. Instructions and due dates will be available on Canvas. *Generative AI use: not allowed for this assignment*

Group Assignments

Menu Plan Revision Assignment (20%): Dietitians working in Food Service Administration need to have menu planning and menu revising skills: The menu is the basis for all processes and protocols in Food Service: food ordering, delivery and receiving; staff scheduling; and delivery of the food to patients, clients and residents. Menus are planned to provide appetizing, nutritionally balanced and cost-effective

meals and beverages. For this assignment, each project group will review and critique a one-week menu for an adult population, and update 3 days of the menu to provide therapeutic modifications, and expand it from a non-selective to a selective menu. *Generative AI use: limited to brainstorming menu ideas, do not use for menu critique.*

Food Recall Presentation (4%): Dietitians working as Food Service Administrators need to have action plans in place for when the food products in use at a facility are recalled. For this assignment, each group will be given a different product recall case scenario to discuss and resolve. Prepare a short presentation (maximum 10 minutes) addressing the prompting questions for your case. *Generative AI use: not allowed for this assignment.*

Peer Assessments (5%): Twice during the year, at midterm and again at the end of term, all members of your group will complete the peer evaluations on iPeer (access via Canvas.) You will need to assess the performance of all team members, including yourself, on each occasion.

Major Project: *Gen AI use is allowed; however, consider the ethical and reliability limitations of any tool, and provide clear citations, as described above.*

Recipe Development, Specifications and Costing Assignment (5%): For the Major Project, each group will be presenting a meal service at the facility they have been assigned to. As part of the planning for this meal service, the group will need to develop a menu in collaboration with the their facility liaison. You may also need to ensure that the menu items chosen can be adapted for therapeutic modifications. Your group will need to scale the recipes to produce enough servings to meet the needs of the facility. Your group may, or may not be doing the ordering for your meal service. In order that you receive that ingredients that you want, you will need to develop specification for each ingredient, so that someone besides your self can order the exact product that you want. Your group will also need to cost each of the menu items for the food service you have developed. Due at least three weeks before your event. Your initial submission will be returned with feedback as needed, and may be resubmitted with corrections (with your final report) for full marks.

Production Scheduling Assignment (5%): Your group will need to analyze the menu you have developed for the steps necessary to successfully complete each recipe, and, in turn, the entire menu. Each step will have to be analyzed to determine the skills necessary to complete that step. Similarly, groups will need to determine what staff will be available to them for the food preparation. Groups will then need to decide which staff member will be best suited to perform and/or complete a particular step, and sequence the steps to arrive at a completes recipe. Each group will develop a production schedule for the each of the workers available for their planned menu, indicate the production volume for each item to be prepared and include a rationale for the amount of time allocated for the main tasks. Due at least two weeks before your event. Your initial submission will be returned with feedback as needed, and may be resubmitted with corrections (with your final report) for full marks.

Food Safety Plan (5%): Student groups will develop a food safety plan (HACCP) for each recipe/individual menu food item for the menu of their major project. Due at least one week

before your event.Your initial submission will be returned with feedback as needed, and may be resubmitted with corrections (with your final report) for full marks.

Major Project Presentation (5%): 20-25 minutes - This presentation will provide an overview of your major Project event for the rest of the class: The location, the menu, the budget and final costs, how staff were coordinated, the food safety plan and issues that may have arisen, the event marketing and promotions, decorations, the evaluation of the menu items by the patrons, and the liaisons with the Facility advisor. The presentation schedule will be developed after your event dates are set.

Major Project Final Report (23%): This referenced report with provide a detailed itemization of the group's event, including an executive summary, an introduction to the event, marketing and promotions, operational details, financial details, management of quality control. Evaluation will include assessment of the report's format, grammar, spelling, relevant tables and graphs, and how engaging the report is. See Canvas for due date and detailed rubric.

Facility Advisor/Liaison Evaluation and Feedback (10%): Your faculty liaison will submit a midpoint (formative only) and final evaluation form (10% of final grade) through Qualtrics.

LEARNING MATERIALS

All learning materials for this course will be available on Canvas. You will be responsible for printing or saving e-file copies of the weekly presentations and other learning materials so that they are accessible to you during class.

ASSESSMENTS OF LEARNING

Major Project/Event	Total of 55%:	
	Team Charter/Individual goal setting	2%
	Recipe Development, Costing Specifications	5%
	Food Safety Plans	5%
	Production Schedule	5%
	Major Project Presentation	5%
	Major Project Report	23%
	Facility Advisor Evaluation and Feedback	10%
Menu Plan Revision Assignment		20%
Equipment Specification Assignment		8%
Discussion Assignments (4% each)		8%
Food Recall Presentation		4%
Peer Evaluation		5%

Late assignments are not accepted, except by prior arrangement with the instructor. Late submissions will have marks deducted after the initial grace period. Presentations must occur on the scheduled date, to align with learnings in that class.

Final grades are determined using the faculty-specific grading schemes in the UBC Vancouver Academic Calendar (https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/grading-practices/introduction). Note that the passing grade for MND students is 60%, and only 6 credits of an entire degree may receive grades between 60-68% (https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/academic-regulations/academic-progress)

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence.

UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom.

UBC provides appropriate accommodation for students with disabilities and for religious observances. Students will academic accommodation letters should submit them to the course instructor at the start of the term.

UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on **the UBC Senate website.**

Students must also be aware of and follow Dietetics Program Policies, which are available on the Program Website: https://dietetics.landfood.ubc.ca/about/program-policies/

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Version: September 4th 2024