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GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH

# Nutrition

**MPH-RD**

**Foodservice Management Experience**

Summer 2020-2021

(Fall 2019 Cohort)

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## **TABLE OF CONTENTS**

<b>OVERVIEW OF THE FOODSERVICE MANAGEMENT EXPERIENCE</b>	<b>3</b>
COVID-19 Program Modifications	3
Purpose of the Foodservice Management Experience	3
Goals of the Foodservice Management Experience	4
Core Knowledge and Competencies	4
<b>FOODSERVICE MANAGEMENT EXPERIENCE PLANNING</b>	<b>4</b>
Planning and Scheduling	4
Time Commitment and Requirements	5
Policies and Procedures	17
Onboarding Requirements	17
Attendance Policy	17
Dress Code	17
Roles and Responsibilities	18
Responsibilities of the Practicum Coordinator	18
Responsibilities of the Site Preceptor	18
Responsibilities of the Student	19
<b>APPENDIX A: Deliverables Checklist</b>	<b>20</b>
<b>APPENDIX B: Foodservice Math</b>	<b>21</b>
<b>APPENDIX C: Campus Food Waste Project</b>	<b>22</b>
<b>APPENDIX D: Inventory Project</b>	<b>24</b>
<b>APPENDIX E: Final Competency Evaluation</b>	<b>26</b>

## **OVERVIEW OF THE FOODSERVICE MANAGEMENT EXPERIENCE**

The Foodservice Management Experience (FSM) is one of four distinct supervised practice experiences in the coordinated MPH/RD program. Students will complete online foodservice management modules (~25 hours) and take a ServSafe Manager's Training course and certification exam (10 hours) to prepare for 80 hours of unpaid, RD-supervised practice within a foodservice establishment. This handbook will provide both students and preceptors with guidance to navigate the Experience.

### ***COVID-19 Program Modifications***

Per [ACEND®](#), students are increasingly unable to complete their rotations at various practice sites due to COVID-19. It is estimated that the impact of the COVID-19 situation will be prolonged, resulting in the loss of practice sites and suspension of practicums for the current and incoming classes of students/interns. Programs such as UNC's are authorized to make decisions to provide coursework or supervised practice experiences differently than what was originally advertised when you applied to the program, as long as the program ultimately provides the necessary coursework to meet ACEND®'s curriculum requirements. Programs must ensure that students demonstrate they met all competencies before receiving a verification statement.

Due to the pandemic, ACEND® has expanded the requirements for field experiences so programs can offer additional supervised practice hours using simulations, case studies, role play and/or other practice activities. Authentic activities in real-world professional settings do not need to be in-person, but they must include real clients/patients and/or entail real-life situations.

### **Purpose of the Foodservice Management Experience**

Dietitians are increasingly being hired to manage foodservice programs in hospitals, corporate dining rooms, college and university campuses, school cafeterias, sports and entertainment arenas, and other public and private venues. In addition, they are taking on leadership roles in retail and other environments that require knowledge of wellness trends and programming, education of colleagues and staff, education of the public, agricultural and foodservice sustainability trends, government regulation, food labeling, recipe and menu development with chefs, product development, quality assurance, etc.

The purpose of the foodservice management experience is to enhance the knowledge and skills of the student through a) a series of management training modules providing foundational material for both work in foodservice and preparation for the registration examination, b) ServSafe training providing additional food safety training and certification, and c) a supervised work experience. This exposure will provide:

1. the skills and confidence necessary to perform at entry level in a foodservice management setting;
2. the perspective to choose areas of interest and expertise for those interested in foodservice management careers;
3. the opportunity to achieve competency measures established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®); and
4. 80 supervised practice hours toward eligibility to sit for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics.

## Goals of the Foodservice Management Experience

The goals of the supervised practice experience are:

1. To provide an opportunity for the student to observe the unique features of the field of foodservice and the role of the dietitian on the foodservice team;
2. To provide an opportunity for the student to practice the skills necessary to contribute to a successful foodservice team;
3. To guide and support the student in his or her ability to accept increasing responsibility in a foodservice management role.

## Core Knowledge and Competencies

The competencies taught in the Foodservice Management Experience meet ACEND® (Accreditation Council for Education in Nutrition and Dietetics) Future Education Model (FEM) standards. They are mapped to the Foodservice Management Experience through ServSafe Manager training and certification and a final preceptor evaluation.

The ServSafe Manager program will address the following learning objectives:

- Performance Indicator 1.12.1: Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures.
- Performance Indicator 5.5.1: Assesses potential and real risks to an individual, group, and/or organization.

On completion of the supervised practice experience, each preceptor will assess the student on the ACEND competencies and performance indicators found in [Appendix E](#). (For simulation activities in which you do not have a preceptor, Melissa Walter will act as your preceptor.) Performance indicators represent various ways that competencies may be met; preceptors may include other ways to meet these competencies that are best suited to their foodservice design, location, and function. Evaluations will be completed by Google evaluation that will be emailed to preceptors. Students will be evaluated on a 5 point scale (see [Appendix E](#)) with each score indicating the level at which the student is able to perform (knows what to do, knows how to do it, can demonstrate ability to do under supervision, can do independently, etc.) Students who do not achieve the required level of practice for each competency will be provided with remediation opportunities until they demonstrate professional competence.

## FOODSERVICE MANAGEMENT EXPERIENCE PLANNING

### Planning and Scheduling

The Foodservice Management Experience is scheduled after students have completed the preparatory modules and ServSafe Training. The following list summarizes the events that occur as the placements are made.

1. Students receive foodservice management training modules in the spring. They may complete these modules and quizzes at their leisure, but must complete them before beginning their foodservice rotations. The modules prepare students for both their foodservice management field experience and for the RD exam.

2. Students complete ServSafe Manager training before beginning their foodservice rotation. Servsafe, administered by the National Restaurant Association, trains students on essential food safety practices and regulatory requirements. Students will meet as a group to view online ServSafe training modules and take the proctored exam on a University computer. Students have the option to [purchase a textbook](#) (\$50) with supporting material, or may view the department copy of this textbook.
3. Students are assigned foodservice placements after clinical placements are secured, as many of these will be completed at the clinical site. Students who are at sites that are unable to accommodate this rotation will be assigned a rotation in Raleigh, Durham, or Chapel Hill.
4. Immunizations, background checks, and other onboarding documents/activities **required by individual sites** are completed by students. **These requirements—most of which should already have been met for clinical field experiences—are set by host facilities, NOT by the University, and are non-negotiable. Students who are not in compliance will not be permitted to complete their supervised practice hours.**

### Time Commitment and Requirements

- **Foodservice Management Modules:** During the semester prior to the field experience, students will read a series of modules (provided in both PRISM and Sakai) and will complete quizzes (via Sakai) at the end of each module. Instructors will grade these and provide feedback as needed. **Modules will both prepare students for their foodservice management experience AND for the foodservice portion of the RD exam!**
- **ServSafe Manager Training and Exam:** Students will complete approximately 10 hours of ServSafe Manager training via an online workshop hosted at UNC followed by a proctored certification exam. The ServSafe Manager Certification verifies that a manager or person-in-charge has sufficient food safety knowledge to protect the public from foodborne illness. Individuals that successfully pass the 90-question, multiple-choice exam will receive a ServSafe Manager Certification and wallet card. The certification is valid for five years and accepted in most foodservice environments nationwide. The ServSafe Manager Certification is accredited by the American National Standards Institute (ANSI) under the Conference for Food Protection Standards. Instructors will also complete an evaluation of competencies met through training and certification.
- **Foodservice Field Experience:** Students normally complete an 80-hour, unpaid, supervised practice in a large foodservice—typically education (university or public school system), healthcare (hospital), retirement community, or other specialty foodservice. Time is spent onsite at the assigned facility working under dietitians, chefs, and other foodservice leaders. Schedules may vary according to the preceptors' schedules and students' academic schedules. The experience typically occurs just before or just after the Clinical Nutrition Experience, and often occurs in the same hospital. Students whose clinical sites are unable to accommodate a foodservice field experience are placed in a foodservice in Raleigh, Durham, or Chapel Hill, just before or after the Clinical Nutrition Experience. Transportation needs are considered; students are responsible for their own transportation.

**In Summer 2020, many students will complete alternate/simulation learning activities to ensure both student and preceptor/host staff safety due to COVID-19.** Whenever possible,

students will complete a two-week field experience at their clinical site in summer 2020 or 2021. However, many students will have to complete one week of field experience and one week of simulation at a later date. A few students will be required to complete two full weeks of simulation due to lack of host site availability. The following pages will document foodservice deliverables in these three scenarios; see [Appendix A](#) for a checklist:

**Foodservice deliverables (all due by the last date of your field experience OR, if remote, no later than June 30, 2021) include:**

- Foodservice Webinar Series *Simulation only; 10 remote hours*. If you are completing either 1 or 2 weeks of your foodservice rotation remotely, view the series of foodservice webinars posted to Sakai (Foodservice site/Resources/Webinars) and to PRISM (Foodservice rotation/Resources). Webinars include interviews with site preceptors to learn more about their career paths and how they utilize the foodservice information tied to each module. View each webinar, and for each, write at least one question that you wish the preceptors would have answered. Upload to PRISM deliverables no later than June 30, 2021.
- Foodservice Math *Week two of simulation only; 2 remote hours*. If you are completing 2 weeks of your foodservice rotation remotely, complete the math problems in [Appendix B](#) using your financial management module, calculations spreadsheet (PRISM), and module formulas as a resource. Show your work. Submit to PRISM.
- Food Waste Project. *Week two of simulation only; 15 remote hours*. If you are completing 2 weeks of your foodservice rotation remotely, work alone or with a team to design a food waste initiative for UNC’s campus. See [Appendix C](#) for details; submit to PRISM.
- Flow of Food Activity *5 remote hours*

2 weeks in field	1 week sim/1 week field	2 weeks simulation
(Field) Review modules on food safety (09) and facility planning (10). Diagram the flow of food in your foodservice, from receiving to storage to production to service. Define risks at each point, as well as strategies that your foodservice implements (or should implement) to reduce risk.	(Remote) Review modules on food safety (09) and facility planning (10). <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), you may create a flow of food diagram for your organization (receiving, storage, distribution). Again, define risks at each point and strategies to mitigate risk. Submit your diagram and list of risks/strategies to PRISM	(Remote) Review modules on food safety (09) and facility planning (10). <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), you may create a flow of food diagram for your organization (receiving, storage, distribution). Again, define risks at each point and strategies to mitigate risk. Submit your diagram and list of risks/strategies to PRISM

	<p>with your preceptor's evaluation</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, a foodservice flow of food video was to be posted for you; however, due to COVID-19 kitchen complications, our contributing sites have been unable to create this video to date. Please diagram the flow of food in your own home—from your vehicle to your table. Again, define risks at each point and strategies to mitigate risk. Submit your diagram and list of risks/strategies to PRISM for evaluation. <i>5 remote hours</i></p>	<p>with your preceptor's evaluation</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, a foodservice flow of food video was to be posted for you; however, due to COVID-19 kitchen complications, our contributing sites have been unable to create this video to date. Please diagram the flow of food in your own home—from your vehicle to your table. Again, define risks at each point and strategies to mitigate risk. Submit your diagram and list of risks/strategies to PRISM for evaluation. <i>5 remote hours</i></p>
<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>● <i>1.3: Applies knowledge of microbiology and food safety.</i></li> <li>● <i>1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.</i></li> <li>● <i>3.3 Applies principles of food safety and sanitation to the storage, production and service of food.</i></li> <li>● <i>5.5.1 Assesses potential and real risks to an individual, group, and or organization.</i></li> <li>● <i>5.5.2 Identifies and takes action to manage, reduce, and or eliminate</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>● <i>1.3: Applies knowledge of microbiology and food safety.</i></li> <li>● <i>1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.</i></li> <li>● <i>3.3 Applies principles of food safety and sanitation to the storage, production and service of food</i></li> <li>● <i>5.5.1 Assesses potential and real risks to an individual, group, and or organization.</i></li> <li>● <i>5.5.2 Identifies and takes action to manage, reduce, and or eliminate</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>● <i>1.3: Applies knowledge of microbiology and food safety.</i></li> <li>● <i>1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food.</i></li> <li>● <i>3.3 Applies principles of food safety and sanitation to the storage, production and service of food</i></li> <li>● <i>5.5.1 Assesses potential and real risks to an individual, group, and or organization.</i></li> <li>● <i>5.5.2 Identifies and takes action to manage, reduce, and or eliminate</i></li> </ul>

<p><i>risk to self, others and the organization.</i></p> <ul style="list-style-type: none"> <li>3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines, and regulations.</li> </ul>	<p><i>risk to self, others and the organization.</i></p> <ul style="list-style-type: none"> <li>3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines, and regulations.</li> </ul>	<p><i>risk to self, others and the organization.</i></p> <ul style="list-style-type: none"> <li>3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines, and regulations.</li> </ul>
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- Foodservice Framework 4 remote hours.

<b>2 weeks in field</b>	<b>1 week sim/1 week field</b>	<b>2 weeks simulation</b>
<p>(Field) Interview your preceptor/foodservice manager. What is your foodservice's mission? What legislation and guidelines create the framework or boundaries within which the foodservice operates? How are these monitored and enforced (both within the foodservice and through outside inspectors)? Write a short paper and submit to PRISM.</p>	<p>(Remote) Interview a foodservice manager: campus dining, hospital, or restaurant. <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), interview that preceptor. What is your organization's mission? What legislation and guidelines create the framework or boundaries within which the organization operates? How are these monitored and enforced (both within the organization and through outside inspectors)? Submit a short paper to PRISM.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, you may either reach out to Melissa to connect with a local preceptor and interview him or her, OR you may</p>	<p>(Remote) Interview a foodservice manager: campus dining, hospital, or restaurant. <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), interview that preceptor. What is your organization's mission? What legislation and guidelines create the framework or boundaries within which the organization operates? How are these monitored and enforced (both within the organization and through outside inspectors)? Submit a short paper to PRISM.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, you may either reach out to Melissa to connect with a local preceptor and interview him or her, OR you may</p>

	reach out to any foodservice manager (including restaurant manager/owner) that you would like to learn about their mission, guidelines, etc. Submit a short paper to PRISM. <i>4 remote hours</i>	reach out to any foodservice manager (including restaurant manager/owner) that you would like to learn about their mission, guidelines, etc. Submit a short paper to PRISM. <i>4 remote hours</i>
<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>• <i>3.3.1 Maintains currency in and follows applicable legislation and guidelines.</i></li> <li>• <i>3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies.</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>• <i>3.3.1 Maintains currency in and follows applicable legislation and guidelines.</i></li> <li>• <i>3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies.</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>• <i>3.3.1 Maintains currency in and follows applicable legislation and guidelines.</i></li> <li>• <i>3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies.</i></li> </ul>

- Foodservice Inventory Project *15 remote hours.*

<b>2 weeks in field</b>	<b>1 week sim/1 week field</b>	<b>2 weeks simulation</b>
<p>(Field) Observe and interview preceptor/foodservice manager in the process of analyzing both recipes and organizational demands to forecast needs for food and supplies of the foodservice operation. Describe your foodservice's policies and procedures related to inventory control, including things like current stock, production needs, available storage, budget, special considerations (like pandemics, threats to future supply, etc.), and other relevant considerations. Submit written analysis to PRISM.</p>	<p>(Field) Observe and interview preceptor/foodservice manager in the process of analyzing both recipes and organizational demands to forecast needs for food and supplies of the foodservice operation. Describe your foodservice's policies and procedures related to inventory control, including things like current stock, production needs, available storage, budget, special considerations (like pandemics, threats to future supply, etc.), and other relevant considerations. Submit written analysis to PRISM.</p>	<p>(Remote) <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), and your organization is required to do any sort of recipe analysis, food forecasting, stocking, budgeting, etc., please work with your preceptor to meet your competencies onsite.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, complete the home forecasting and inventory</p>

		project in <a href="#">Appendix D</a> . 15 remote hours
<p>Competencies/Performance Indic</p> <ul style="list-style-type: none"> <li>3.2 Oversees the purchasing, receipt and storage of products used in food production and services.</li> <li>3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation.</li> <li>3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.</li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>3.2 Oversees the purchasing, receipt and storage of products used in food production and services.</li> <li>3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation.</li> <li>3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.</li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>3.2 Oversees the purchasing, receipt and storage of products used in food production and services.</li> <li>3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation.</li> <li>3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.</li> </ul>

- Supply Chain Evaluation 5 remote hours.

2 weeks in field	1 week sim/1 week field	2 weeks simulation
<p>(Field) Write a rough outline of the food supply chain for your organization. What do you see as three primary risks to this supply chain? Describe one way to mitigate each risk. Submit to PRISM.</p>	<p>(Remote) Write a rough outline of the food supply chain for your organization. What do you see as three primary vulnerabilities in this supply chain during the COVID-19 pandemic? Describe one way to mitigate each risk. <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), please work with your preceptor to determine information about your organization's supply chain. Submit your analysis to</p>	<p>(Remote) Write a rough outline of the food supply chain for your organization. What do you see as three primary vulnerabilities in this supply chain during the COVID-19 pandemic? Describe one way to mitigate each risk. <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), please work with your preceptor to determine information about your organization's supply chain. Submit your analysis to</p>

	<p>PRISM.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, write a rough outline of your community's food supply chain. (Choose a grocery, campus or healthcare organization, farmers market, or similar if you need a clear food destination prior to consumer.) What do you see as three primary vulnerabilities in this supply chain during the COVID-19 pandemic? Describe one way to mitigate each risk. Submit your analysis to PRISM. 5 remote hours</p>	<p>PRISM.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, write a rough outline of your community's food supply chain. (Choose a grocery, campus or healthcare organization, farmers market, or similar if you need a clear food destination prior to consumer.) What do you see as three primary vulnerabilities in this supply chain during the COVID-19 pandemic? Describe one way to mitigate each risk. Submit your analysis to PRISM. 5 remote hours</p>
<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>3.3.3 <i>Develops a plan to minimize vulnerabilities in the food supply chain.</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>3.3.3 <i>Develops a plan to minimize vulnerabilities in the food supply chain.</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>3.3.3 <i>Develops a plan to minimize vulnerabilities in the food supply chain.</i></li> </ul>

- Food Allergen Analysis 4 remote hours.

2 weeks in field	1 week sim/1 week field	2 weeks simulation
<p>(Field) Create a list of food allergies that are commonly seen in your foodservice. When a patient, student, or other client has a food allergy, what is your site's procedure for identifying allergens and handling food on the traylines or in the cafeterias? How is the patient or student's safety ensured, from the time of arrival/order to the time of food delivery/consumption? Write a short paper and submit to PRISM.</p>	<p>(Remote) Create a list of food allergies that are commonly seen in your foodservice. When a patient, student, or other client has a food allergy, what is your site's procedure for identifying allergens and handling food on the traylines or in the cafeterias? How is the patient or student's safety ensured, from the time of arrival/order to the time of food delivery/consumption? <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food</p>	<p>(Remote) Create a list of food allergies that are commonly seen in your foodservice. When a patient, student, or other client has a food allergy, what is your site's procedure for identifying allergens and handling food on the traylines or in the cafeterias? How is the patient or student's safety ensured, from the time of arrival/order to the time of food delivery/consumption? <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food</p>

	<p>Shuttle, Farmer Foodshare, or similar), please work with your preceptor to determine whether allergens pose a risk to your clients, customers, or patients. If so, please complete the assignment above for identifying and managing allergens. Submit your analysis to PRISM with your preceptor's evaluation, below.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, you may choose from the following options:</p> <ul style="list-style-type: none"> <li>• Interview a foodservice manager (talk to Melissa Walter for an introduction; you may do a small group Zoom/phone interview but must write separate papers) or research an organization online. Based on this information, create a list of food allergies that are commonly seen in that foodservice or type of foodservice. When a patient, student, or other patron has a food allergy, what are the site's procedures for identifying allergens and handling food in the restaurant, on the traylines, or in the cafeterias/kitchens? How is the patron's safety ensured, from the time of arrival/order to the time of food delivery/consumption? Write a short paper and submit to PRISM for evaluation. OR</li> <li>• Obtain ServSafe Allergens Certification: "The ServSafe Allergens</li> </ul>	<p>Shuttle, Farmer Foodshare, or similar), please work with your preceptor to determine whether allergens pose a risk to your clients, customers, or patients. If so, please complete the assignment above for identifying and managing allergens. Submit your analysis to PRISM with your preceptor's evaluation, below.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, you may choose from the following options:</p> <ul style="list-style-type: none"> <li>• Interview a foodservice manager (talk to Melissa Walter for an introduction; you may do a small group Zoom/phone interview but must write separate papers) or research an organization online. Based on this information, create a list of food allergies that are commonly seen in that foodservice or type of foodservice. When a patient, student, or other patron has a food allergy, what are the site's procedures for identifying allergens and handling food in the restaurant, on the traylines, or in the cafeterias/kitchens? How is the patron's safety ensured, from the time of arrival/order to the time of food delivery/consumption? Write a short paper and submit to PRISM for evaluation. OR</li> <li>• Obtain ServSafe Allergens Certification: "The ServSafe Allergens</li> </ul>
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	<p>online, interactive course and exam drive home critical information your employees and managers need in order to accommodate guests with food allergies. The ServSafe Allergens online course covers such topics as identifying allergens, communication with the guest, preventing cross-contact, food labels and more.” \$22 Complete the ServSafe course (go to website; use the login you created for your UNC ServSafe certification) and submit your certificate to PRISM.</p>	<p>online, interactive course and exam drive home critical information your employees and managers need in order to accommodate guests with food allergies. The ServSafe Allergens online course covers such topics as identifying allergens, communication with the guest, preventing cross-contact, food labels and more.” \$22 Complete the ServSafe course (go to website; use the login you created for your UNC ServSafe certification) and submit your certificate to PRISM.</p>
<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>• <i>3.3.4 Takes into consideration food allergies when preparing menus and foods.</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>• <i>3.3.4 Takes into consideration food allergies when preparing menus and foods.</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>• <i>3.3.4 Takes into consideration food allergies when preparing menus and foods.</i></li> </ul>

- Sustainability Project: Reflection Paper: 6 remote hours.

<b>2 weeks in field</b>	<b>1 week sim/1 week field</b>	<b>2 weeks simulation</b>
<p>(Field) Watch Foodservice Management: Systems Thinking panel discussion (video to be posted 5/19 or 5/20 in Sakai/PRISM) and talk with your preceptor about food systems within your foodservice, then respond to the following prompt: In response to the coronavirus pandemic, your foodservice will be operating with reduced staff and offering reduced services. What ethical</p>	<p>(Field) Watch Foodservice Management: Systems Thinking panel discussion (video to be posted 5/19 or 5/20 in Sakai/PRISM) and talk with your preceptor about food systems within your foodservice, then respond to the following prompt: In response to the coronavirus pandemic, your foodservice will be operating with reduced staff and offering reduced services. What ethical</p>	<p>(Remote) Read the description of the field experience. <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), please work with your preceptor to determine whether this is an appropriate assignment for you to complete there. (For example, do you make food deliveries</p>

<p>decisions must your foodservice management team make as they choose who to continue serving and how to do this with reduced resources? What decisions must your foodservice management team make as they balance changing needs, reduced resources, compromised food systems/supply chains, human safety, food safety, and a <u>desire to maintain sustainable food production with minimal environmental impact</u>? Consider what you've heard in preceptor webinars about the need for disposable items but the increased waste from these; what other issues may arise, and how do you address these? Submit 2-3 page reflection paper to PRISM.</p>	<p>decisions must your foodservice management team make as they choose who to continue serving and how to do this with reduced resources? What decisions must your foodservice management team make as they balance changing needs, reduced resources, compromised food systems/supply chains, human safety, food safety, and a <u>desire to maintain sustainable food production with minimal environmental impact</u>? Consider what you've heard in preceptor webinars about the need for disposable items but the increased waste from these; what other issues may arise, and how do you address these? Submit 2-3 page reflection paper to PRISM.</p>	<p>in the community? Could you be forced to alter services to people in need to ensure your staff safety or theirs, or to manage workplace shortages?) If so, please complete the assignment above for your host site. Submit your analysis to PRISM.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, please interview a foodservice manager (talk to Melissa Walter for an introduction; you may do a small group Zoom/phone interview but must write separate papers) or do online research to learn what foodservices are being challenged with at this time and how they are coping. There are many great articles and webinars out now! Write a 2-3 page analysis and submit to PRISM. <i>6 remote hours</i></p>
<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>● <i>3.1.8 Investigates and optimizes opportunities to reduce the environmental impact of foodservice operations and to enhance sustainability.</i></li> <li>● <i>3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>● <i>3.1.8 Investigates and optimizes opportunities to reduce the environmental impact of foodservice operations and to enhance sustainability.</i></li> <li>● <i>3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>● <i>3.1.8 Investigates and optimizes opportunities to reduce the environmental impact of foodservice operations and to enhance sustainability.</i></li> <li>● <i>3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources</i></li> </ul>

○ Risk Management Project 6 remote hours.

2 weeks in field	1 week sim/1 week field	2 weeks simulation
<p>(Field) Using the prior coronavirus scenario from the Sustainability Project above, what are real and potential risks (to the supply chain, foodservice, staff, patrons, etc.) during this time? Select one risk and develop a risk management plan and protocols to manage, reduce, and/or eliminate risk to self, others, and/or the organization. This may or may not be a HACCP plan; work with your preceptor to determine the most appropriate format and submit in PRISM your risk list with your plan. You may use the <i>Aramark Global Pandemic/Coronavirus Planning</i> document in PRISM Resources as a guide.</p>	<p>(Remote) Read the field experience description. <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), please complete your risk management project for that site. Work with your preceptor to determine your organization's risk and develop a risk management plan based on this. Submit your list of potential risks and your risk management plan in PRISM with your preceptor's evaluation, below.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, you may either reach out to Melissa to connect with a local preceptor and interview him or her, OR you may consider risk to a local food outlet (grocery store, farmer's market, food pantry, etc.) and research risks here to address. Again, develop a risk management plan based on this. Submit your list of potential risks and your risk management plan in PRISM for evaluation. <i>6 remote hours</i></p>	<p>(Remote) Read the field experience description. <u>If you are completing your PHNE or ANE experience with a food-related organization</u> (Interfaith Food Shuttle, Farmer Foodshare, or similar), please complete your risk management project for that site. Work with your preceptor to determine your organization's risk and develop a risk management plan based on this. Submit your list of potential risks and your risk management plan in PRISM with your preceptor's evaluation, below.</p> <p><u>If you are NOT completing your PHNE or ANE experience with a food-related organization</u>, you may either reach out to Melissa to connect with a local preceptor and interview him or her, OR you may consider risk to a local food outlet (grocery store, farmer's market, food pantry, etc.) and research risks here to address. Again, develop a risk management plan based on this. Submit your list of potential risks and your risk management plan in PRISM for evaluation. <i>6 remote hours</i></p>
<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>● <i>5.5 Develops and leads implementation of risk management strategies and programs.</i></li> <li>● <i>5.5.1 Assesses potential and real risks to an individual, group, and or organization.</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>● <i>5.5 Develops and leads implementation of risk management strategies and programs.</i></li> <li>● <i>5.5.1 Assesses potential and real risks to an individual, group, and or organization.</i></li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>● <i>5.5 Develops and leads implementation of risk management strategies and programs.</i></li> <li>● <i>5.5.1 Assesses potential and real risks to an individual, group, and or organization.</i></li> </ul>

<ul style="list-style-type: none"> <li>• 5.5.2 Identifies and takes action to manage, reduce, and or eliminate risk to self, others and the organization.</li> <li>• 5.5.3 Develops risk management plans and protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• 5.5.2 Identifies and takes action to manage, reduce, and or eliminate risk to self, others and the organization.</li> <li>• 5.5.3 Develops risk management plans and protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• 5.5.2 Identifies and takes action to manage, reduce, and or eliminate risk to self, others and the organization.</li> <li>• 5.5.3 Develops risk management plans and protocols..</li> </ul>
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○ Workplace Culture Activity 6 remote hours.

2 weeks in field	1 week sim/1 week field	2 weeks simulation
<p>(Field) Review the following readings/websites, then write a short reflection describing how you, as a foodservice manager, might create a foodservice culture that is ethical and free of safety and health hazards. Review with site preceptor for feedback and upload reflection and attached assessment.</p> <ul style="list-style-type: none"> <li>• <a href="#">Listening to food workers: Factors that impact proper health and hygiene practice in food service</a></li> <li>• <a href="https://www.jamesbeard.org/blog/its-time-to-speak-out-on-the-kitchens-toll">https://www.jamesbeard.org/blog/its-time-to-speak-out-on-the-kitchens-toll</a></li> <li>• <a href="https://www.copperandheat.com/about-1">https://www.copperandheat.com/about-1</a> (foodservice podcast)</li> <li>• <a href="https://www.thenation.com/article/archive/women-harassment-is-the-price-of-a-job/">https://www.thenation.com/article/archive/women-harassment-is-the-price-of-a-job/</a></li> <li>• <a href="https://big-table.com/about/">https://big-table.com/about/</a></li> <li>• <a href="https://www.fairkitchens.com/">https://www.fairkitchens.com/</a></li> <li>• <a href="http://chefswithissues.com/">http://chefswithissues.com/</a></li> <li>• <a href="https://www.bensfriedshope.com/scott">https://www.bensfriedshope.com/scott</a></li> </ul>	<p>(Remote) Review the following readings/websites, then write a short reflection describing how you, as a foodservice manager, might create a foodservice culture that is ethical and free of safety and health hazards. Upload reflection to PRISM. 6 remote hours</p> <ul style="list-style-type: none"> <li>• <a href="#">Listening to food workers: Factors that impact proper health and hygiene practice in food service</a></li> <li>• <a href="https://www.jamesbeard.org/blog/its-time-to-speak-out-on-the-kitchens-toll">https://www.jamesbeard.org/blog/its-time-to-speak-out-on-the-kitchens-toll</a></li> <li>• <a href="https://www.copperandheat.com/about-1">https://www.copperandheat.com/about-1</a> (foodservice podcast)</li> <li>• <a href="https://www.thenation.com/article/archive/women-harassment-is-the-price-of-a-job/">https://www.thenation.com/article/archive/women-harassment-is-the-price-of-a-job/</a></li> <li>• <a href="https://big-table.com/about/">https://big-table.com/about/</a></li> <li>• <a href="https://www.fairkitchens.com/">https://www.fairkitchens.com/</a></li> <li>• <a href="http://chefswithissues.com/">http://chefswithissues.com/</a></li> <li>• <a href="https://www.bensfriedshope.com/scott">https://www.bensfriedshope.com/scott</a></li> </ul>	<p>(Remote) Review the following readings/websites, then write a short reflection describing how you, as a foodservice manager, might create a foodservice culture that is ethical and free of safety and health hazards. Upload reflection to PRISM. 6 remote hours</p> <ul style="list-style-type: none"> <li>• <a href="#">Listening to food workers: Factors that impact proper health and hygiene practice in food service</a></li> <li>• <a href="https://www.jamesbeard.org/blog/its-time-to-speak-out-on-the-kitchens-toll">https://www.jamesbeard.org/blog/its-time-to-speak-out-on-the-kitchens-toll</a></li> <li>• <a href="https://www.copperandheat.com/about-1">https://www.copperandheat.com/about-1</a> (foodservice podcast)</li> <li>• <a href="https://www.thenation.com/article/archive/women-harassment-is-the-price-of-a-job/">https://www.thenation.com/article/archive/women-harassment-is-the-price-of-a-job/</a></li> <li>• <a href="https://big-table.com/about/">https://big-table.com/about/</a></li> <li>• <a href="https://www.fairkitchens.com/">https://www.fairkitchens.com/</a></li> <li>• <a href="http://chefswithissues.com/">http://chefswithissues.com/</a></li> <li>• <a href="https://www.bensfriedshope.com/scott">https://www.bensfriedshope.com/scott</a></li> </ul>

<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>• 3.1.7 Establishes a culture that is ethical and free of safety and health hazards.</li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>• 3.1.7 Establishes a culture that is ethical and free of safety and health hazards.</li> </ul>	<p>Competencies/Performance Indicators:</p> <ul style="list-style-type: none"> <li>• 3.1.7 Establishes a culture that is ethical and free of safety and health hazards.</li> </ul>
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## Policies and Procedures

### Onboarding Requirements

All onboarding requirements are generally met with the completion of clinical nutrition onboarding requirements; you will be notified in ample time if this is not the case. As noted in the MPH-RD Handbook, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student.

### Attendance Policy

The length of the Foodservice Management Experience (80 hours) is based on the number of supervised practice hours required for licensure by the [North Carolina Board of Dietetics/Nutrition \(NCBDN\)](#) and on competencies that must be met during this experience. All students will track their time and submit timesheets provided in [PRISM](#). Failure to complete hours will lead to an incomplete supervised practice experience. All missed time will need to be made up; this will be scheduled directly with and approved by your site preceptor.

**If a student is unable to work, the student must notify both the Practicum Coordinator and the Site Preceptor prior to the time she or he is expected to begin duty.** After the second day of medical leave, students must have a doctor's permission to return to work.

### Dress Code

All students enrolled in the Foodservice Management Experience are expected to dress in a professional manner during duty hours at all facilities. The Department of Nutrition dress code for foodservice is as follows:

1. Business casual to include full-length dress pants (no capri or other short pants).
2. Short sleeved or long sleeved blouses or shirts. Tank tops, low-cut tops, t-shirts, and shirts with words/text/pictures are not permitted.
3. Hose, tights, or socks.
4. Closed toe and closed heel, non-slip shoes (e.g. Safe-T-Step, Shoes for Crews, etc.) Note that these non-slip shoes provide increased floor grip in the presence of moisture, grease, or oil, while most tennis or basketball shoes have soles that are made to grip on dry surfaces, not wet ones.

5. Hair in a style that is out of the face and neatly groomed. Neatly trimmed sideburns, beard or moustache.
6. No jewelry or nail polish.
7. Hairnets available for use when working with food. Some sites will provide hairnets.

Each student should talk with his or her preceptor regarding site-specific dress codes. The above dress code should be adhered to until the student learns the specific requirements for his or her site.

## **Roles and Responsibilities**

The successful completion of the Foodservice Management Experience involves the active commitment of all involved: the practicum coordinators, site preceptors, and students. All parties involved should periodically review their responsibilities, below, and bring any concerns to the attention of the practicum coordinator. Should any concerns arise while onsite, please bring these to the attention of the practicum coordinator in a timely fashion.

### **Responsibilities of the Practicum Coordinator**

The practicum coordinator is employed by the University and is responsible for the organization of the Foodservice Management Experience. Responsibilities include:

1. Developing and maintaining relationships with sites;
2. Assigning students to sites that are felt to best meet the needs of both students and sites;
3. Providing the knowledge base for the field work through learning modules and ServSafe training;
4. Orienting preceptors and students to the purposes and objectives of the Experience;
5. Maintaining contact by telephone or personal visit to each field site to resolve problems and assess the students' performance and learning;
6. Providing support to students throughout their Experience;
7. Ensuring that all students have met site-specific onboarding requirements;
8. Ensuring that each student is covered by professional liability insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate;
9. Ensuring that students understand their responsibility for their own transportation, including parking at some sites, while involved in the learning experiences associated with the site;
10. Terminating an individual student's experience if his or her performance is shown to be detrimental to client or patient welfare.

### **Responsibilities of the Site Preceptor**

Site preceptors are the individual dietitians who are responsible for training students. Preceptors are responsible for:

1. Being an example to the student in the area of professionalism, confidentiality, and the role of the dietitian in the team approach to service by following the Code of Ethics for the Profession of Dietetics.
2. Introducing the student to other team members.
3. Introducing and demonstrating skills and supervising the foodservice activities of the student.
4. Providing the student with resources that will enrich the learning experience.

5. Aiding the student in determining an appropriate quality improvement initiative and providing the student with necessary resources.
6. Providing ongoing informal feedback in a timely manner and completing an evaluation on the student's performance.
7. Meeting or talking as needed with the practicum coordinator to review the progress of the student.

## Responsibilities of the Student

Student responsibilities include:

1. Maintaining appropriate health insurance throughout the experience.
2. Receiving the appropriate immunizations required by the facility prior to the start of the experience and being able to provide documentation that such has been received.
3. Conducting himself or herself as a responsible and mature professional during the Experience and complying with the site's code of conduct and standards for professionalism. The principles contained in the Code of Ethics for the Profession of Dietetics pertain to the student as well as the credentialed RD.
4. Arriving at his or her workstation in sufficient time to be prepared to start working at the assigned hour, and being considerate of others' space in shared workstations.
5. Complying with agency policies and procedures as well as general food safety guidelines, policies, and procedures, including dressing appropriately to maintain a professional image and maintain safety in the foodservice environment.
6. Welcoming and integrating feedback on his or her performance; accepting responsibility for time management, resource-finding, and quality performance.
7. Completing assignments made by the site at appropriate times during the experience and communicating to the preceptor any problems or situations that may interfere with completing any assigned work.
8. Referring to the MPH-RD handbook and orientation materials in [PRISM](#) to make sure that requirements are being met throughout.
9. Using time in an appropriate manner.
10. Phoning the preceptor before the expected arrival time on any morning when illness, bad weather or any emergency prevents the student from participating in the Experience (and communicating this to the UNC practicum coordinator by phone or email).

## APPENDIX A: Deliverables Checklist

2 weeks in field	1 week sim/1 week field	2 weeks simulation
<p><b>The following activities will be completed during the Food Service Management Experience, in addition to facility tours and hands-on activities as determined by the preceptor:</b></p> <ul style="list-style-type: none"> <li>✓ Flow of Food Activity</li> <li>✓ Foodservice Framework</li> <li>✓ Foodservice Inventory Project</li> <li>✓ Supply Chain Evaluation</li> <li>✓ Risk Management Project</li> <li>✓ Food Allergen Analysis</li> <li>✓ Sustainability Project</li> <li>✓ Workplace Culture Activity</li> </ul>	<p><b>The following activities will be completed remotely based on readings and research (40 hours):</b></p> <ul style="list-style-type: none"> <li>✓ Foodservice Webinars with Preceptors: <i>10 hours</i></li> <li>✓ Flow of Food Activity <i>5 hours</i></li> <li>✓ Foodservice Framework <i>4 hours</i></li> <li>✓ Supply Chain Evaluation <i>5 hours</i></li> <li>✓ Risk Management Project <i>6 hours</i></li> <li>✓ Food Allergen Analysis <i>4 hours</i></li> <li>✓ Workplace Culture Activity <i>6 hours</i></li> </ul> <p><b>The following activities will be completed in the field:</b></p> <ul style="list-style-type: none"> <li>✓ Foodservice Inventory Project</li> <li>✓ Sustainability Project</li> <li>✓ Facility tours and hands-on activities as determined by the preceptor</li> </ul>	<p><b>The following activities will be completed remotely (80 hours):</b></p> <ul style="list-style-type: none"> <li>✓ Foodservice Webinars with Preceptors: <i>10 hours</i></li> <li>✓ Foodservice Math <i>2 hours</i></li> <li>✓ Food Waste Activity <i>15 hours</i></li> <li>✓ Flow of Food Activity <i>5 hours</i></li> <li>✓ Foodservice Framework <i>4 hours</i></li> <li>✓ Foodservice Inventory Project <i>15 hours</i>.</li> <li>✓ Supply Chain Evaluation <i>5 hours</i></li> <li>✓ Risk Management Project <i>6 hours</i></li> <li>✓ Food Allergen Analysis <i>4 hours</i></li> <li>✓ Sustainability Project <i>8 hours</i></li> <li>✓ Workplace Culture Activity <i>6 hours</i></li> </ul>

## APPENDIX B: Foodservice Math

2 remote hours. Complete the problems, showing your math, and submit to PRISM. Use your foodservice modules and the following online textbook chapter as resources:

<https://opentextbc.ca/basickitchenandfoodservicemanagement/chapter/the-basic-calculation-of-operating-costs/>

1. If your starting inventory is \$15,800.00, you purchase \$36,000.00 in food, and at the end of the month you have \$18,000.00 left in inventory, what was your food cost in dollars?
2. If your food cost was \$33,800.00 and the starting inventory was \$15,800.00 plus purchases of \$44,000.00 what would your ending inventory be?
3. Using the example of question #2, what would your average inventory be?
4. What would your inventory turnover ratio be if the following conditions existed?  
*Beginning inventory \$22,000.00*  
*Purchases \$27,000.00*  
*Ending inventory \$7,000.00*  
*Food sales \$145,000.00*
5. If you charge \$9.50 for a spaghetti dinner and your food cost percentage is 30%, what is the cost of your food portion in dollars?
6. A restaurant wants to maintain a 31 % food cost. If a pork chop dinner has a food cost per portion of \$5.10, what should the menu price be?
7. You know the selling price of your items must represent a 30% food cost, what must you charge for a meal where your food cost is \$8.50?
8. The actual food cost was \$50,000.00 and the actual beverage cost was \$20,000.00. In addition sales were \$225,000.00. What was the contribution margin percentage?
9. If your revenue was \$50,000.00, management salaries are \$2,500.00, cook salaries are \$3,000.00, server salaries are \$1,500.00, and food and beverage costs are \$14,000.00, determine the labor cost percentage. And what is your food cost percentage?
10. You want to clear \$110,000.00 in your restaurant this year. With a 30 % tax rate, how much profit do you have to make before taxes?
11. How many guests do you need to serve in order to break even? (Break even happens when contribution margin is sufficient to cover fixed costs).  
*Monthly revenue \$57,000.00*  
*Fixed costs \$8,000.00*  
*Variable costs \$31,000.00*  
*Number of guests 6000*
12. You want to bid on a senior meal program. You will be paid \$4.50 per meal and your variable costs per meal are \$3.10. Your fixed costs for truck payment, insurance and other fixed expenses will be \$1,700.00 per month. How many meals do you need to serve per month to break even?
13. What is the portion cost of this item?  
*Cost of main ingredients. \$44.00*  
*Product loss during cooking is 8%*  
*Cost of additional seasonings is 10% of main ingredients*  
*The recipe yields 21 portions*

14. What is the portion cost of this item?  
*Cost per lb. is \$4.40*  
*Portion is 7 oz.*  
*Yield is 82%*
15. Did you attain your budgeted food cost given the following data?  
*Beginning food inventory: \$18,000.00*  
*Ending food inventory: \$12,000.00*  
*Food purchases : \$27,000.00*  
*Budgeted food sales were \$100,000.00*  
*Actual food sales were 8% over budget.*  
*Budgeted food cost was 31%*
16. Last year you served 45,000 people and the per person check average was \$7.80. This year you expect to serve 48,000 people. You want to have 15% more in sales. What must your check average be in order to do that?
17. How much do you charge for a scotch on the rocks for a 1.5 ounce serving if you paid \$38.00 for the liter bottle and desire a 30% liquor cost?
18. You are estimating \$615,000.00 in sales and your non-food (fixed) costs are estimated at \$205,000.00. If your goal is \$180,000.00 in profit, what do you need your food cost (variable)% to be to achieve your goal?
19. A restaurant desires a 27% cost for wine. What is the mark up multiplier and how much should they charge for a bottle that cost them \$9.50?
20. Last year, the average reservations were 380 per night but the actual customer count ranged from 350 – 410. Tomorrow, your reservations are 450. How many customers should you prepare for?
21. You sell a French dip sandwich containing 5 oz. of roast beef for \$7.75. The AP price of the beef is \$5.22 per pound. Your executive chef estimates the product loss for trim to be 12%. What is the actual cost of the roast beef portion?
22. If your budgeted food cost is 28%, what is your selling price of the item in the previous question?
23. If you need to reduce the food cost to 25%, how much would you have to increase the selling price?
24. When analyzing the yield on prime rib, you find the AP weight is 14 lb. 2 oz. while the EP weight is 11 lb. 9 oz. What is your actual yield %?

## **APPENDIX C: Campus Food Waste Project**

*For students completing two weeks of simulation. 15 remote hours.* Students may work alone or in teams of up to 4 people and submit one project. Many of you are unlikely to know whether you will complete two weeks of simulation until you are closer to the end of your program. Contact Melissa Walter if you would like to know which other students are completing a second week of simulation.

1. Review background readings on food waste, provided by the Academy of Nutrition and Dietetics, then learn what you can about food waste on UNC's campus. (This may involve online research into campus waste at other schools, emails or phone calls to foodservice professionals on campus, etc.)
2. Review the IDEO Food Waste Challenge (PRISM Resources and/or Food Waste Deliverable).
3. Adapt an idea that you've studied or create a new one to address food waste on UNC's campus. Create a poster or slides pitching your idea. You may also make a supplementary short video to pitch your idea, if you choose. Your presentation should include background into the problem globally, what you've learned about UNC's food waste challenges, your idea, and the challenges/necessary resources to implement your idea. Consider that a future cohort may be challenged with implementation!
4. Post your presentation to PRISM.

### **Background Reading (links below; pdfs also in Sakai and PRISM):**

- Wasted: How America is losing up to 40 percent of its food from farm to fork to landfill - Natural Resources Defense Council: <http://www.nrdc.org/food/files/wasted-food-ip.pdf>
- Food and Agriculture Organization of the United Nations. Food wastage footprint: impacts on natural resources: summary report: <http://www.fao.org/docrep/018/i3347e/i3347e.pdf>
- Vogliano C, Brown K. The State of America's Wasted Food & Opportunities to Make a Difference. Academy of Nutrition and Dietetics Foundation. 2016: <http://eatrightfoundation.org/wp-content/uploads/2016/09/The-State-of-Americas-Food-Waste-Report.pdf>

### **Websites:**

- EPA Food Recovery Hierarchy <https://www.epa.gov/sustainable-management-food/food-recovery-hierarchy>
- USDA MyPlate Let's Talk Trash <https://www.choosemyplate.gov/resources/lets-talk-trash>
- Further with Food Website <http://furtherwithfood.org/>

### **Academy of Nutrition and Dietetics Infographics:**

- Academy of Nutrition and Dietetics. Feed People, Not Landfills: <https://www.eatright.org/homefoodsafety/multimedia/infographics/reducing-food-waste-infographic>
- Academy of Nutrition and Dietetics. How to keep Produce Fresh Longer: <http://www.eatright.org/resource/homefoodsafety/multimedia/infographics/how-to-keep-produce-fresh-longer-infographic>
- Academy of Nutrition and Dietetics Foundation. Tossed Treasures: <http://eatrightfoundation.org/wp-content/uploads/2017/01/TossedTreasures.pdf>

## **APPENDIX D: Inventory Project**

*15 remote hours. Meets Competency 3.2 Oversees the purchasing, receipt and storage of products used in food production and services; Performance Indicator 3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation; and Performance Indicator 3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand.*

### **Step 1. Create a one-week menu for your household.**

- Write a one-week cycle menu for your entire household to properly plan, forecast, procure and produce meals for the next five weeks during the COVID-19 quarantine (assume you cannot leave the house, you only have one opportunity to procure your food items). The same menu will be served for three straight weeks.
- Your one-week menu should include breakfast, lunch, dinner, and any desired snack(s) for all 7 days of the week. Each day should total 2000 calories (+/- within reason) for each adult, between the three meals & snacks. Include a footnote or a paragraph describing the number and ages of household members for whom you are planning meals.
  - Daily meals must follow the [Dietary Guidelines](#) (see Appendices 2-5; shown below is Appendix 3, Healthy US Style Eating Pattern, 2000 calories):
    - 2 cups of fruit
    - 2.5 cups of vegetables
    - 6 ounces whole grains
    - 5.5 ounces of protein
    - 3 cups dairy or non-dairy equivalent
    - Less than 2300 mg/day of sodium
    - Less than 50 g added sugar per day from added sugars
    - Less than 22 g of saturated fat per day
    - *Include nutrient analysis for each day; use MyFitnessPal or other analytical app/software of your choice*
- Meals should take into consideration variety and feasibility during these trying times (foods that can be frozen or are shelf stable, not too much fresh produce that could spoil over five weeks, etc.).
- Put the menu into table format; include serving size (for one person) of each item (e.g. 4oz pasta, 3oz sauce, 4 meatballs; or chicken salad sandwich - 3oz chicken breast from frozen, 1oz Swiss cheese, 2 Tbsp. mayonnaise, and 2 slices bread).

### **Step 2. Total ingredient amounts needed to fulfill entire menu for 3 weeks**

- Indicate the number of people in the household (this is your scaling factor)
- In a table, list each *individual* food item/ingredient needed to make all meals and snacks in your one-week menu (column 1) \*\*if you need mayonnaise for 2 meals, only list this ingredient/food item once
- Column 2 list amounts needed based on the one-week menu \*\*If you need mayonnaise for multiple meals, total the amounts needed for the week
- Column 3, multiple each ingredient by your scaling factor, and provide total amount of each food item needed to execute this menu for every person in the house

**Step 3. Take inventory of your current pantry, refrigerator and freezer**

- Make a list of your current inventory. Include food item, pack size (e.g., 16oz can, 1 loaf bread ~20 slices, 8oz jar etc.), and current amount left (e.g., ½ of 16oz can [8oz], ¼ loaf bread ~ 5 slices, ⅓ of a 8oz jar [~3oz], etc.). List in column of table. Deduct your inventory from your ingredient amounts needed.

**Step 4. Develop a purchase order (PO)**

- Using the Price Chopper website, <https://shop.pricechopper.com> or the website for your local grocery store, in table format make a PO that includes the food item/ingredient, description (fresh/frozen/canned), total quantity needed (identified in steps 2-3), pack size with units (eggs: 1 doz; Peanut Butter: 8oz jar, etc), number of units needed to purchase (e.g. 3 doz eggs), unit price (1 doz eggs = \$1.49) and total cost (3doz x \$1.49 = \$4.47). Total all costs at end, including any taxes, delivery fees, etc.

**Step 5. Analyze total cost of your PO**

- Are there any changes you would make to your menu after analyzing the total food cost?

**Step 6. Additional Justifications/Considerations [1.6]**

- Summarize information about the people for whom you are preparing a menu (ages, special dietary needs, etc); why you chose specific food items for your menu; considerations as to food stability, storage restrictions, finances, etc.; and any changes you would make after analyzing your food cost.

Upload to PRISM your menu and menu analysis, food need/inventory table, purchase order; and summary.

## APPENDIX E: Final Competency Evaluation

Upon completion of the field experience, each preceptor will evaluate the performance of his or her student(s) using a Google evaluation/form. Preceptors will also have the opportunity to describe learning opportunities available to the student, competencies that cannot be met at the site, challenges the student(s) faced, and/or special student achievements. **Assessment questions will be based on the ACEND competencies and performance indicators below. Students will be evaluated on the following 5-point scale. The required level of competency is indicated in parentheses after each competency listed. Students who are unable to meet competencies during the experience will be provided with opportunities for remediation until they achieve the required level of performance.**

5	DOES: The student is able to <u>function independently</u> , in utilizing his or her knowledge of the competency in a professional setting.
4	SHOWS: The student is able to <u>demonstrate</u> that, in a supervised practice setting, he or she can perform actions related to this competency based on his or her knowledge of the competency in a professional setting.
3	KNOWS HOW: The student <u>knows how</u> to use their knowledge of this function as a competent professional and has demonstrated this in a classroom setting.
2	KNOWS: The student <u>knows what</u> is required to carry out this function as a competent professional.
1	The student lacks adequate knowledge to practice and perform this function as a competent professional.

### **Flow of Food Activity**

- Competency 1.3: Applies knowledge of microbiology and food safety (4)
  - Performance Indicator 1.3.2: Implements key principles and practices to make foods safe for consumption at all stages during the flow of food. (4)
- Competency 3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (5)
  - Performance Indicator 5.5.1 Assesses potential and real risks to an individual, group, and or organization.
  - Performance Indicator 5.5.2 Identifies and takes action to manage, reduce, and or eliminate risk to self, others and the organization. (5)
  - Performance Indicator 3.2.6: Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines, and regulations. (5)

### **Foodservice Framework**

- Performance Indicator 3.3.1: Maintains currency in and follows applicable legislation and guidelines. (5)

- Performance Indicator 3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies. (5)

### **Foodservice Inventory Project**

- Competency 3.2 Oversees the purchasing, receipt and storage of products used in food production and services. (5)
  - Performance Indicator 3.2.5: Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation. (3)
  - Performance Indicator 3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand. (5)

### **Supply Chain Evaluation**

- Performance Indicator 3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain. (5)

### **Food Allergen Analysis**

- Performance Indicator 3.3.4 Takes into consideration food allergies when preparing menus and foods. (5)

### **Sustainability Project**

- Performance Indicator 3.1.8: Investigates and optimizes opportunities to reduce the environmental impact of foodservice operations and to enhance sustainability. (5) *Also met remotely through Food Waste Audit*
- Performance Indicator 3.2.2: Applies ethical decision making to determine the need for reduction or increase in resources. (5)

### **Risk Management Project**

- Competency 5.5: Develops and leads implementation of risk management strategies and programs. (5)
  - Performance Indicator 5.5.1: Assesses potential and real risks to an individual, group, and or organization. (5) *Also assessed via ServSafe certification exam and Flow of Food Activity*
  - Performance Indicator 5.5.2 Identifies and takes action to manage, reduce, and or eliminate risk to self, others and the organization. (5) *Also assessed via Flow of Food Activity*
  - Performance Indicator 5.5.3 Develops risk management plans and protocols. (5)

### **Workplace Culture Activity**

- Performance Indicator 3.1.7: Establishes (or participates in) a culture that is ethical and free of safety and health hazards. (5)

### **Final (Overall) Assessment**

- Competency 1.12: Demonstrates knowledge of and is able to manage food preparation techniques. (5) *Also measured in NUTR 650*
  - Performance Indicator 1.12.1: Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. (3) *Also assessed via ServSafe certification exam, NUTR 650 if all foodservice activities are remote*