FOODSERVICE SYSTEMS MANAGEMENT and SCHOOL NUTRITION EDUCATION LEARNING ACTIVITIES 2018-2019
Abbreviated for Preceptors

Message for Preceptors: Please note that you may assign tasks or projects that would be beneficial for interns in addition to those we have listed here. You know what types of experience will give the intern practice using the skills that are necessary in your position. Also, while it is the intern’s responsibility to complete the assignments required by the USU DI, you as their preceptor can ask to see the results of their work on those assignments and give them useful feedback on their performance. Some of the projects they do may provide data that could be useful for your program. Several assignments do include instructions to interns to share the results with the preceptor. Please ask for interns to submit them to you if the intern fails to do so on their own.

FSSM Rotation Objectives
At the end of this rotation the intern will be able to:
1. Effectively apply management skills and competency in a school food service setting.
2. Analyze and critically evaluate management ideas, arguments, and points of view.
3. Function as a productive member of the school food service team.
4. Effectively find and use appropriate resources to solve food service and management questions and problems.
5. Apply food service and management didactic knowledge while working in a school food service setting.

SNE Rotation Objectives
At the end of this rotation the intern will be able to:
1. Effectively apply nutrition education skills and competency in a school classroom setting.
2. Analyze and critically evaluate education and teaching ideas, arguments, and points of view.
3. Function as a productive member of the school nutrition education team.
4. Effectively find and use appropriate resources to solve nutrition education questions and problems.
5. Apply teaching and nutrition didactic knowledge while working in a school classroom setting.

Intern and Preceptor Meetings
The intern is responsible for setting up some conference calls during this rotation. One, at the beginning of the rotation, will be with the intern, the preceptor, and the internship faculty member. The other call is just between the intern and the internship faculty member.

General FSSM Assignments
1. PROFESSIONALISM POINTS
   DI Faculty will give interns Professionalism Points based on their conduct, completion of assignments, and communication during the course of the rotation.

2. FSSM WORKSHEET
   The intern completes this prior to beginning to the rotation, to prepare for what may be encountered during the rotation.

3. NSLP MEAL SERVICE DATA SHEET
   The intern must speak with personnel and participate in a variety of tasks that are specific to the operation of the NSLP (meal applications, department meetings, kitchen procedures, point of service). On this sheet they record information and dates about the activities completed.
4. **FSSM RESEARCH PROJECT**

The intern must conduct a research project and write a research paper. The project could be on any topic, and students may choose to combine this with one of the other assignments (such as the plate waste, or taste panel assignments). Ideas for possible topics are on the preceptor website, although the project does not have to come from that list. The paper will be submitted to and graded by internship faculty, however, the intern should provide you with a copy of the research results so you can use them in your program operation if desired.

- **4.1 – RESEARCH PROJECT PROPOSAL**

  The intern must submit a proposal to internship faculty to ensure the idea for their research will meet the assignment requirements.

- **4.2 – RESEARCH PROJECT**

  The project could be an experiment, a case study, a longitudinal design, or a cross-sectional design. The research paper must include each of the following sections: introduction, background/literature review, methods and design, results, and conclusions/discussion.

  *Tip:* Start early! This will take a significant amount of time to plan, prepare, and complete.

  *Tip:* This assignment can be combined with other assignments if you wish (i.e., the Plate Waste Study, Taste Panel, SNE Classroom Teaching, etc.).

5. **FOOD SERVICE & SYSTEMS MANAGEMENT DISCUSSION BOARDS**

Interns reflect on their experience in rotations and share with fellow interns via online discussion boards.

**FOOD: Planning, Preparing, Purchasing & Serving**

6. **FOOD DATA SHEET**

   The intern must speak with personnel and participate in a variety of tasks to select, procure, and store food (food product evaluations, procurement, physical inventory). On this sheet they record information and dates about the activities completed.

7. **SCHOOL MENU PLANNING WORKSHEET**

   The intern must create a one week lunch menu that follows the USDA regulations for the National School Lunch Program. They must submit a copy of the menu, a worksheet showing how the components are met, and a nutrient analysis of the week. The analysis can be done either with a software program that is used by the district, or students may use an online program, such as the USDA Database.

8. **BID PROCESS WORKSHEET**

   The intern must learn about the bidding process and write a mock bid request. Information to write a mock bid will be provided, or they can use information from the district. The bid is not required to be posted for responses.

9. **POST SERVING ANALYSIS WORKSHEET**

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

10. **PLATE WASTE STUDY**

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

   *Tip:* This can be coordinated with the Taste Panel or HACCP/Recipe Standardization assignments.
11. TASTE PANEL
The intern must conduct a taste panel evaluation, with children as panelists, on one new food product or recipe. The intern must develop an age-appropriate evaluation tool. In a write-up, the intern will describe the methodology that was followed, a summary of the results with categories by grade or age level, and whether or not they would recommend adding the item to the menu. The intern should provide you with a copy of the results so you can use them in your program operation if desired.

Tip: This can be coordinated with the HACCP/Recipe Standardization or Plate Waste Study assignments.

HUMAN RESOURCES: It’s all about People and Getting Things Done!
12. HUMAN RESOURCES DATA SHEET
The intern must speak with personnel and participate in a variety of tasks that are specific to human resources aspects (interviewing, disciplinary action, staffing/scheduling). On this sheet they record information and dates about the activities completed.

13. MOCK INTERVIEW WORKSHEET
The intern must speak with personnel about the job position posting and interviewing process, and conduct a mock interview for a position in the food service department. This can be any position level, and may be completed with the preceptor or other appropriate personnel.

14. IN-SERVICE LESSON PLAN & PRESENTATION
The intern must develop a lesson plan on a nutrition or food service topic that is directed to staff members in a food service setting. This should be a new topic/lesson plan. The intern must also teach a lesson plan to adults in a food service setting. It could be the lesson plan the intern created, or a lesson plan that had already been on file. The preceptor will evaluate the presentation using the Teaching Evaluation.

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

Tip: This can be coordinated with the Plate Waste Study or Taste Panel assignments.

SAFETY: People, Places, & Food
16. SAFETY DATA SHEET
The intern must speak with personnel and participate in a variety of tasks that are specific to safety (physical plant analysis, safety, sanitation). On this sheet they record information and dates about the activities completed.

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

18. KITCHEN EVALUATION
The intern must critically evaluate one school kitchen considering many aspects of importance for kitchen design and fill out an evaluation form.
MONEY: Spending Money & Measuring Value

19. MONEY DATA SHEET CRDN 1.1, 1.6, 2.4, 4.3, 4.5
The intern must speak with personnel and participate in a variety of tasks that are specific to money and financial aspects (accounting, quality management). On this sheet they record information and dates about the activities completed.

20. MANAGEMENT REPORTS WORKSHEET CRDN 1.6, 2.10, 4.5
The intern must review various management reports (i.e. budget, labor cost, food cost, capital equipment, etc.) and analyze for trends and effectiveness, and make recommendations for improvement.

21. COST BENEFIT ANALYSIS CRDN 1.3, 1.6, 4.7
The intern must conduct a feasibility study on a new product, program or service that the School Nutrition Department wants to offer. In a write-up, the intern will describe the product/program/service, projected costs, projected savings or benefits, and summarize with a recommendation of whether or not they would suggest proceeding with the purchase or implementing the program/service. The intern should provide you with a copy of the results so you can use them in your program operation if desired.

LEADERSHIP: DOING IT! Leadership & Management Practice

22. LEADERSHIP & MANAGEMENT PRACTICE CRDN 1.6, 2.3, 2.7, 2.8; SFSM 1.2
The intern must take on a leadership/management position within the facility where they can apply the skills and knowledge they have gained during the rotation. This could be experience similar to what a registered dietitian might do in that district, or taking on another type of leadership or management position. The intern should be placed in a situation where the employees will be open to having a temporary manager-in-training and it will be a positive learning experience. There should still be a person at the nutrition department who is the preceptor for the experience, someone who can take the intern’s calls for help or answer any questions they may have, someone who is still accountable to the school district for the operation of the school lunch program.

The key elements are that the intern is in a position to make decisions, resolve conflicts, take on a leadership role, work with a team, and use communication skills. Ideas for possible roles are on the preceptor website, but the experience does not have to come from that list. The total amount of time to be spent in this experience is ~80 hours. It can be done in one block of time, or broken up across the rotation. It can also be done by taking on one role, or combining hours in a couple of different roles. Ideas for possible positions/roles that could work for this experience are listed below. Other roles and responsibilities may also be applied this this experience.

Interns should discuss with preceptors to determine a role that will be appropriate for the experience, work within the design of the district, and be of interest to the intern.

TEACH: School Nutrition Education

23. SCHOOL WELLNESS & PUBLIC RELATIONS DATA SHEET CRDN 1.6, 2.4
The intern must speak with personnel and participate in a variety of tasks that are specific to wellness and public relations (wellness policies, marketing, public relations). On this sheet they record information and dates about the activities completed.

24. NUTRITION PROMOTION EVENT CRDN 1.6, 2.3, 2.4, 2.7, 2.10, 3.3, 3.4, 3.7; SNE 2.1
The intern must plan a nutrition themed promotional event for a school, a cafeteria, or the district. It is the intern’s choice of how big to make this. It needs to be a NUTRITION theme, not current popular movie and not a product promotion. The primary target audience must be students (not parents or teachers). It could be in conjunction with National Nutrition Month, School Breakfast Week, etc. Interns are encouraged to
discuss ideas with the nutrition director, and plan ahead to coordinate with anyone who may be involved. The preceptor will evaluate the event using the Nutrition Promotion Event Evaluation.

_Tip:_ This can be coordinated with the Marketing/Public Relations Assignment

25. MARKETING/PUBLIC RELATIONS  
The intern must develop a marketing or PR piece that can be used in the school district. This could be a press release, school newsletter article, website article, radio spot, interview speaking points, social media posts, etc. It is not required that the marketing piece actually be produced or used by the district. The intern should provide you with a copy of their piece so you can use it in your program operation if desired.

_Tip:_ This can be coordinated with the Nutrition Promotional Event

26. CLASSROOM INSTRUCTION  
The intern must teach in both elementary and secondary schools. The intern must teach at least THREE classes in elementary school(s) and THREE classes in secondary school(s). The intern is encouraged to schedule as many classes as they can, but it shouldn’t exceed about 40 hours of teaching time.

- **26.1 – CLASSROOM OBSERVATION & CURRICULUM DATA SHEET**  
  - The intern must observe in at least one of the classrooms they will be teaching in, and speak with personnel about curriculum development.

- **26.2 – SNE LESSON PLANS & REVISIONS**  
  - The intern must develop at least two lesson plans: one to teach elementary, and one to teach secondary students. These should be new lesson plans. The intern must make adjustments to at least one of the lesson plans after the first presentation.

- **26.3 – CLASSROOM TEACHING EVALS & DATA SHEET**  
  - The intern must use their prepared lesson plans, and teach at least THREE elementary and THREE secondary classes. The teacher must remain in the classroom. The teacher or preceptor must fill out the Teaching Evaluation for each presentation. If the intern teaches several times for one teacher, the evaluation can be done on just the first and last presentations. The preceptor does not have to be at all of the classroom teachings, but should try to go to at least one to evaluate the intern’s performance using the Teaching Evaluation.

**Additional Items**

27. OTHER EVALUATIONS AND LOGS  
The intern must complete various other evaluations and logs on their experience. Some of these may need to be signed by the preceptor. The preceptor will be asked to complete a Mid-Point Evaluation about halfway through the rotation, and a Final Evaluations at the end of the rotation to evaluate the intern’s overall performance in specific areas.

28. LEARNING MODULES, APPLICATION, AND COMPREHENSIVE EXAM  
The intern must complete various lectures and quizzes online. The comprehensive exam is proctored through an online program called Proctorio. In the event the Proctorio system does not work an intern may ask a preceptor to proctor their exam.