
UBC VANCOUVER COURSE SYLLABUS TEMPLATE

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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.

COVID SAFETY IN THE CLASSROOM

Since June 30th, 2022, public health data has indicated that BC has passed the 6th wave of the pandemic. After consulting with internal stakeholders, and consistent with the position of the BC Provincial Health Officer, the university has made the decision to no longer require masks in public indoor spaces on campus after June 30.

Although we are no longer requiring masks on campus, it is important to continue to maintain a safe environment by doing the following:

- Know the symptoms of COVID-19 and complete a daily health assessment. If you are sick, stay at home. Learn about the self-assessment tool at <https://bc.thrive.health>.
- Wash your hands regularly.
- We strongly recommend that all UBC community members get vaccinated and if eligible, receive their booster dose. You can learn more at <https://immunizebc.ca>.
- As a reminder, in BC, free vaccines are available to students arriving from international destinations and other provinces.

UBC appreciates that some members of our community may wish to continue wearing masks, and we *ask all our students, faculty and staff to be respectful of these decisions*. Individuals may also want to use their discretion regarding mask wearing when gathering in small spaces. As we have seen during the last two years, it is important to show empathy for one another, understanding that everyone has different circumstances as we move through the pandemic.

UBC will continue to monitor the situation regarding COVID-19 as we head into the fall, and is well placed to adjust its approach if required.

YOUR PERSONAL HEALTH

If you're 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.

- Consult the class resources on Canvas. I will post the slides before each class, and audio recordings (with the slides) for each class day.
- Utilize the virtual 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:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

INSTRUCTOR HEALTH

If I (Gerry) am sick: I will do my best to stay well, but if I am ill, develop Covid symptoms, or test positive for Covid, 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 or two. 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.
- 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 Service Systems Management	FNH 440	3 Credits

PREREQUISITES

FNH 340

CONTACTS

Course Instructors	Contact Details	Office Location	Office Hours
Gerry Kasten, H.Dip (Comm Cooking), RD, MSc, FDC	email: gerryk@mail.ubc.ca (Preferred Contact) Call or Text: (604) 319-2460	FNH 324	By appointment. 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

I love food! I was born to a farming family and still help my brother bring in the harvest each year. I have an Honours Diploma in Commercial Cooking and have both Bachelors and Masters degrees in Nutrition. My Master's research was on food choices amongst gay men. I worked in Public Health in BC for thirty years, and have led the boards of directors of both Dietitians of Canada and the BC Agriculture in the Classroom Foundation. My chequered past has led me to a critical analysis of the constructions of gender, particularly as they are enacted through food.

I want to live in a world where people celebrate food, sharing it with those they love, taking its pleasure without restraint because its flavour saturates their most sensuous appetites.

COURSE STRUCTURE

CLASSES: One, 2-hour lecture class weekly, Mondays from 1:00 p.m. – 2:50 p.m. in FNH 30 and one 1-hour seminar class weekly, Mondays from 3:00 p.m. – 4:00 p.m. in FNH 30. Your attendance is expected and is necessary for you to fully participate in the discussions, group work and presentations. Please show respect for your classmates and instructor by arriving on time.

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 e-file copies of the weekly presentations.

SCHEDULE OF TOPICS

Sept 12 th :	Orientation, Systems Theory and Functions of Management, & Karen Giesbrecht
Sept 19 th :	<i>National day of mourning in honour of Queen Elizabeth II</i>
Sept 26 th :	José Morais, & Product Recall Presentations and Equipment Specifications
Oct 3 rd :	Production Planning w Elaine Chu, & Menu Planning and Recipe Development
Oct 10 th :	<i>Thanksgiving Statutory Holiday</i>
Oct 17 th :	Forecasting, Production and Recipe Costing; Food Safety and HACCP
Oct 24 th :	Food and Ethnicity w Helen Yeung
Oct 31 st :	Waste and Waste Audits
Nov 7 th :	Food Distribution w Suzanne Quiring
Nov 9 th – 11 th :	<i>MidTerm Break</i>
Nov 14 th :	Human Resources; Recruitment and Performance Assessment w Geri Grigg
Nov 21 st :	IT Systems and Food Services w Patricia Imlah; & Emergency Preparedness
Nov 28 th :	Project Presentations
Dec 5 th :	Project Presentations

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:

- *assume responsibility that food should be delicious and how it could be made more delicious*
- *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*

- *see themselves as interactive and empathetic administrators who support people to prepare and deliver delicious food*
- *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.*
- *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.*
- *commit to making delicious food while meeting budget constraints: by critiquing foods and activities against standards, designing or redesigning recipes; producing the food and re-evaluating its deliciousness*

LEARNING ACTIVITIES

Product Recall Presentation Assignment (10%): 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. Each group will present for 10 - 15 minutes stating the group's plan of action, using the questions provided as a framework. A summary of the case and its resolution should also be posted to the general discussion board for other groups to review.

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.

Equipment Specification Assignment (10%): 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.

Major Project:

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.

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.

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.

Major Project Presentation (5%): 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.

Major Project Final Report (25%): 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.

Facility Advisor/Liaison Evaluation and Feedback (10%):

LEARNING MATERIALS

You will be responsible for printing or saving e-file copies of the weekly presentations.

ASSESSMENTS OF LEARNING

Major Project/Event	Total of 55%:
Recipe Development, Costing Specifications	5%
Food Safety Plan	5%
Production Schedule	5%
Major Project Presentation	5%
Major Project Report	25%
Facility Advisor Evaluation and Feedback	10%
Menu Plan Revision Assignment	20%

Product Recall Presentation	10%
Equipment Specification Assignment	10%
Peer Evaluation	5%

Late assignments are not accepted, except by prior arrangement with the instructor. Presentations must occur on the scheduled date, to align with learnings in that class.

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. 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](#).

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Recording classes is problematic, as noise levels in the classroom interfere with sound clarity.

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