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## LESSON PLAN LO2-A-B-2

**Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals**

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## Introduction

This template would allow to formalize a suggested approach to the teaching of LO2-A-B-2. Once completed it can be used by teachers in order to design their own lessons addressing the specific LO.

## Lesson plan for LO2-A-B-2

<b>LO2-A-B-2</b>	
<b>Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals</b>	
<b>KNOWLEDGE</b> He/she is able to: <ul style="list-style-type: none"><li>• Know common diseases and conditions affecting taste and smell</li><li>• Understand consequences of diseases affecting taste and smell</li><li>• Recognize and describe food needs of people with diseases affecting the smell and taste</li><li>• Identify possible food needs of people with diseases affecting the smell and taste</li></ul>	<b>SKILLS</b> He/she is able to: <ul style="list-style-type: none"><li>• Comply with scientific standards for a culinary approach to diseases affecting taste and smell</li><li>• Promote ongoing compliance with the scientific standards of treatment of taste and smell deterioration</li><li>• Apply the knowledge about physiology of taste and smell in daily cooking techniques</li><li>• Apply relevant standards of health needs of people with taste and smell deterioration in collaboration with health professionals</li><li>• Document results of the assessment</li><li>• Plan the future intervention for the of taste and smell together with health professionals</li></ul>



## Lesson Plan LO2-A-B-2

### PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Collaborate with other members of the interdisciplinary health team during the taste assessment of the client
- Acknowledge professional boundaries of the own profession and those of other health professions

**MANDATORY OR OPTIONAL:** *MANDATORY*

**LINK TO OTHER LOs:**

*Fundamental to: LO2-A-B-1*

*Linked to: LO2-A-B-3 LO2-C-D-1*

**EQF LEVEL: EQF5**

**OTHER NOTES:** *Team working competencies are addressed in LO7-A-2 LO7-C-1 LO7-C-3*

## PREPARATORY LOS

The following LO should be introduced before addressing LO2-A-B-2 since there is a direct thematic connection and some overlapping of content:

- LO2-A-B-1: Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa

## FLEXIBILITY TABLE SUGGESTIONS ABOUT EDUCATIONAL STRATEGY

Lecture:	face to face or online
Individual study:	face to face or online
Group work:	NO
Lab:	face 2 face
WBL:	NO

## HOW TO ADDRESS THE NEEDED KNOWLEDGE (EQF 5)

### CONTENTS AND MATERIALS

KNOWLEDGE TO BE ADDRESSED	RELATED CONTENTS	EDUCATIONAL MATERIALS
Introduction of the LO (Why is it important for chefs to understand the physiology of people and how it impacts health-related quality of life, Representation of the human ecosystem in different settings for illustration (hospital, nursing home, care at home)		Ice Breaker in face-to-face class asking participants for their most disgusting taste experience during a cold.  Agenda of the module and expected work and input from participants. Glossary as pdf document.  Short face to face lecture and/or MOOC for the background involving Feedbacks (via Mentimeter) to deepen learning
Know common diseases and conditions affecting taste and smell	<ul style="list-style-type: none"> <li>• Basic physiology in taste and smell versus impaired taste and smell</li> <li>• Based on LO2-A-B-1 presentation of in-depth content regarding common diseases affecting taste and/or smell.</li> <li>• Additional supplemental content:</li> <li>• Special conditions and reasons affecting taste and/or smell: respiratory infections,</li> </ul>	MOOC and/or ppt Presentation in face-to-face meeting  Pdf material on the process of smell and taste  Quiz at the beginning using an interactive tool (e.g. TED System, Mentimeter) to refreshen LO2-A-B-1  Input – face to face PowerPoint (ppt) presentation followed by individual case-based work and



## Lesson Plan LO2-A-B-2

	<p>head injuries, smoking, other diseases...</p> <ul style="list-style-type: none"> <li>• common medication affecting taste, smell and/ or food uptake</li> </ul>	<p>following discussion within the lecture to deepen understanding</p> <p>Overflow to MOOC content offering homework (based on a pre-defined template clinically relevant diseases and known taste disturbances, will be discussed during the module)</p> <p>Running document for future additions of possible culinary interventions overcoming or dealing with this issue in practice.</p>
Understand consequences of diseases affecting taste and smell	<ul style="list-style-type: none"> <li>• Nutrition related consequences: based on LO2-A-B-1 presentation of in-depth content regarding Malnutrition (characteristics, forms)</li> <li>• Nutrition independent consequences: e.g. danger due to the lack of the sense of smell (spoiled food, fire), decreased quality of life</li> </ul>	<p>MOOC and/or face to face ppt presentation</p> <p>MOOC and/or face to face presentation</p>
Recognize and describe food needs of people with diseases affecting the smell and taste	<ul style="list-style-type: none"> <li>• Methods to measure food needs with respect to taste/smell deterioration – Assessment of taste and/ or smell impairments</li> <li>• Responsibilities of relevant professional groups in this process</li> </ul>	<p>MOOC and/or face to face ppt presentation</p> <p>Reading material in PDF</p> <p>Simulation of taste/smell assessments in a lab situation – testing the assessment method(s) on the peers (student's)</p>
Identify possible food needs of people with diseases affecting the smell and taste	See contents line/ row above	See contents line/ row above

### **SUGGESTED ACTIVITIES FOR ADDRESSING THE NEEDED KNOWLEDGE (in compliance with flexibility table)**

#### **How can you share with students the needed contents?**

A face to face or online lesson as well as the Nectar MOOC will deal with an introduction of the LO and provides an overview of contents, educational materials or rather expectations to be met by the students. In further lessons, the contents listed in the table above will be addressed by the same educational strategies, using personas (case-based learning) (where appropriate) in order to illustrate typical representatives of the target group (older adults) and facilitate understanding, imagination and retentiveness.

As part of the lecture (face to face or online/MOOC), additional strategies such as using interactive tools are included in order to collect feedback and test prior knowledge of students through quizzes (knowledge of previous LO).

Beside the lecture and/or MOOC content, individual mostly case-based learning and a simulation of assessment method(s) by using the educational strategy of a lab is also incorporated. The lab simulation in this context can be described as similar to an interactive workshop, offering the



opportunity to work with content provided alongside the (online or face-to-face) lecture as well as additional material.

The following documents/ papers will be distributed among the lecture (either face to face or online) or shared on local learning platforms for continuing self-learning (individual study):

- An agenda and a glossary, provided at the beginning of the LO to facilitate reading and learning
- Illustration of the process of smell and taste (physiology – graphic presentation of the primarily involved sensory organs)
- Running document for potential culinary interventions (interactive document)
- Assessment methods of taste/ smell (pdf material)
- Templates/ working sheets for case-based scenarios (self-study)

## HOW TO ADDRESS THE NEEDED SKILLS (EQF 5)

List the “crucial professional steps/activities characterizing the CGE” with respect to the skills addressed by this LO. They should be addressed by the training in order to assure that they will be transferred/reproduced by students in their daily practice.

- a. Learn and internalize what scientific standards are (how to work scientifically)
  - Will be addressed through teaching style referencing source data and also delivering reading material
- b. Promote compliance with scientific standards
  - See a.) and doing homework based on individual study using templates, which force participants to communicate and argue their approach
- c. Acquire knowledge in compliance with scientific standards
  - See a.)
- d. Implement knowledge, gained through scientific processes in collaboration with health professionals to daily cooking routines/ techniques
  - Lab trainings with follow up discussions in lectures lessons
- e. Monitor and document the results of introduced knowledge according to appropriate/ organizational standards in collaboration with health professionals
  - Will be achieved through the design of templates used to document lab training achievements
- f. Adapt or retain the intervention according to the results in collaboration with health professionals
  - See e.)

## DESCRIBE HOW THESE SKILLS CAN BE ADDRESSED

Work-based learning is not foreseen/ planned within the present LO

## ADDITIONAL HINTS ABOUT HOW TO ADDRESS PERSONAL AND TRANSVERSAL COMPETENCES

- In terms of promoting collaboration between the interdisciplinary team:
  - Striving for patient case reviews in the multi-professional team at the beginning of the admission
  - Communication at workplace
- Create awareness of why or rather for what contents individual professional groups are important and responsible as well as recognize professional boundaries
  - Graphic representation of the relevant professions with a short description of the professional profile
  - Representation of the human ecosystem in different settings for illustration (hospital, nursing home, care at home) in the introduction section to the LO