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LESSON PLAN LO7-C-1

Awareness on roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team (maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation)

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Introduction

This template would allow to formalize a suggested approach to the teaching of LO7-C-1. Once completed it can be used by teachers to design their own lessons addressing the specific LO.

Lesson plan for LO7-C-1

LO7-C-1

Be aware of the main roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team, maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation

KNOWLEDGE

He/she is able to:

- Describe in detail roles and responsibilities of the various staff members or collaborators and of health/social care professionals in food care
- Understand the complexity of the hospital catering service profiles: hygienic-nutritional, gastronomic-hotel, economic-financial, administrative-managerial, communication and preventing malnutrition

SKILLS

He/she is able to:

- Establish cooperation with other professionals
- Act as a member of an interprofessional team, maximizing the added value of each professional
- Identify possibilities for interdisciplinary development and cooperation
- Work at interdisciplinary projects in interdisciplinary teams.
- Participate in working groups and support the monitoring of objective and measurable requirements within the framework of defined principles of quality and effectiveness

PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- AUTONOMOUSLY Identify possibilities for interdisciplinary development and cooperation
- Receive the nutritional information contained in the nutritional prescription (hospital and / or extra-hospital) with specification of the type of diet and the bromatological composition of the menu (common food, standard diet or therapeutic diet for specific pathologies)



MANDATORY OR OPTIONAL: *mandatory*

LINK TO OTHER LOs:

Linked to LO7-C-2

EQF LEVEL: **EQF4**

OTHER NOTES:

Competences related to effective teamwork are addressed by LO7-C-2

PREPARATORY LOs

These LOs should be introduced before addressing LO7-C-1

LO6-D-2: Know the chemical composition of fortified food and correctly perform fortification in meals

LO6-D-1: Prepare consistency changes in a balanced and flavourful way

LO2-A-B-2: Know basics in physiology of taste/smell, during the life course, including development and ageing, be aware of how different diseases affect taste/smell and of possible clients' needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals

LO2-A-B-3: Be aware of the main swallowing problems or other medical conditions (e.g. Dementia, diabetes, kidney diseases) which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals

LO3-D-1: Know the chemistry of food and combine food items to both respect nutritional balance and obtain appetizing menus according to national catering standard adapted to care setting

LO6-A-B-3: Prepare cold and hot dishes (or supervise their preparation) according to clients' requirements and the meal plan approved by healthcare professionals, considering food intolerances and allergies

FLEXIBILITY TABLE SUGGESTIONS ABOUT EDUCATIONAL STRATEGY

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

HOW TO ADDRESS THE NEEDED KNOWLEDGE (EQF 5)

CONTENTS AND MATERIALS

KNOWLEDGE TO BE ADDRESSED	RELATED CONTENTS	EDUCATIONAL MATERIALS
Define, describe in detail and be critically aware of the daily processes in the kitchen	E.g. description of the daily process in the kitchen	To be decided
Describe the main elements of an effective work schedule	E.g. list of the main elements of an effective work schedule	To be decided
Describe the main criteria to balance team capability to plan effective shifts	E.g. list/description of the main criteria to balance team capability	To be decided
Understand the different capabilities and needs of kitchen team when planning work schedule and shifts	E.g. list/description of different capabilities and needs of kitchen team member	To be decided



Lesson Plan LO7-C-1

Identify, categorize, and define the activities that the kitchen staff should carry out in each shift	E.g. an example of a list of activities that the kitchen staff should carry out in each shift	To be decided
Outline tools to evaluate staff capacities	E.g. a list of tools to evaluate staff capacities and a description of their main features	To be decided