

COURSE PLAN

COURSE NO: NTR 301

COURSE TITLE: Management in Dietetics

**COURSE DESCRIPTION/
OBJECTIVE:** In-depth treatment of management theories, human resources management, financial management, information management, and other management topics related to food systems and clinical management. Application of management principles in simulations and case studies.

CREDITS: 3 credit hours

CLOCK HOURS/WEEK: 3 hours total, 3 hours didactic per week

INSTRUCTOR: Mary Cooley, MA, RD, LDN
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PREREQUISITES: Junior Standing

COURSE OUTCOMES:

1. Students will have a basic knowledge of:
 - A. Strategic management
 - Describe the types of organizational plans and give examples.
 - B. Organizational change theory
 - Discuss the kinds of organizational change.
 - Describe general principles of managing change to minimize resistance and stress.
 - C. Risk management
 - Identify possible liabilities of an organization and how a risk manager tries to minimize them.
2. Students will have a working knowledge of:
 - A. Management and leadership
 - Compare and contrast traditional and contemporary management theories and types of leadership.
 - Distinguish between management and leadership.
 - B. Human resource management, including labor relations
 - Define human resource management terms.
 - Identify types of workers and employment status in dietetics.
 - Describe the employment process, including legal implications.
 - Explain the purpose and typical procedures used for employee orientation and training.
 - Discuss each step in the performance management cycle.
 - Define discipline and give an example of a progressive discipline system.
 - Explain how a manager uses coaching, counseling, and documentation to enhance employee performance.
 - Identify and discuss major labor relations laws and their implications.
 - Discuss ways to work productively with unions and unionized employees.

- C. Financial management, including accounting principles
 - Explain general accounting principles.
 - Describe how typical operating reports, profit-and-loss statements, and balance sheets are completed.
 - State why fiscal accountability is necessary.
 - Differentiate between master budgets, operating budgets, and capital budgets.
 - Describe the advantages and disadvantages of the four kinds of operating budgets.
 - Describe how each type of budget is prepared.
 - Describe methods used to evaluate capital purchases.
 - Identify cost control methods for each area of food and nutrition services.
 - D. Quality improvement
 - Discuss the standard systems used for quality management.
 - Define and give examples of benchmarking.
 - E. Information management
 - Define information management.
 - State why it is necessary for organizations to manage information.
 - Discuss typical examples of information management in dietetics.
 - Discuss security issues related to information systems.
 - F. Diversity issues
 - Define diversity.
 - Identify ways to work with a diverse group of employees.
2. Students will demonstrate the ability to:
- A. Work effectively as a team member
 - B. Determine costs of services/operation
 - C. Prepare a budget
 - D. Interpret financial data
 - E. Determine menu prices

REQUIRED TEXT:

Management Practice in Dietetics by Nancy R. Hudson. Second edition-Wadsworth Pub., 2006

EVALUATION/ASSESSMENT:

Assessment of the student's progress is an ongoing process and involves the student as well as the instructor. The stated course objectives serve as the basis for evaluation. All assignments are due on the date scheduled.

Test #1	75 points
Test #2	75 points
Case Studies	200 points
<u>Participation/Attendance</u>	50 points
Final Exam, comprehensive	<u>100 points</u>
TOTAL	500 points

If you are late more than two times, or absent more than twice without a doctor's note, your final numerical grade (on a scale of 1 to 100) will be lowered by 3 points.

<u>POINTS</u>	<u>GRADE</u>
465+	A
450-464	A-
435-449	B+
415-434	B
400-414	B-
385-399	C+
365-384	C
350-364	C-
335-349	D+
300-334	D
<300	F

TEACHING METHODS:

1. Lecture/teacher-centered discussion
2. Student-centered discussion
3. Concept mapping
4. Scenario planning
5. Case studies
6. Simulation
7. Practice/skill rehearsal
8. Reading in textbooks, reference books, periodicals, newspapers, magazines, Internet
9. Assignments involving researching, organizing information and writing

WORK EXPECTED OF THE STUDENT

1. Students are expected to have read the assignment prior to class and to actively participate in class discussions.
2. Students are responsible for all terms defined in the textbook.
3. Written assignments must be word-processed and completed on 8-1/2" x 11" paper. Spelling, punctuation and grammar will constitute part of the grade for the assignment. One-inch margins and double-spacing is required. Indent for paragraphs.
4. Class attendance is expected. If you must miss a class, a phone call is expected, preferably prior to class.
5. Assignments are due on the date indicated.
6. If you must miss a test, you must call in before the test. Make-ups are given at the instructor's convenience
7. Students are expected to complete several case studies.

CLASSROOM PROTOCOL

Appropriate classroom behavior is implicit in the Cedar Crest honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Honor Code:

The Cedar Crest Honor Code will prevail at all times. Please verify on each test and assignment that the work done is your own with your SIGNATURE. You are not to consult with ANY OTHER STUDENTS when you are given take-home tests, projects, and assignments. PLAGIARISM or any other form of academic dishonesty will result in no points on the paper/exam on which you plagiarized or cheated. In addition, such an act may result in failing the entire course. Please refer to your customs book for a complete explanation of the Cedar Crest Honor Code.

STYLE GUIDE FOR NUTRITION ASSIGNMENTS

Effective: August 2002

1. **Type on 8-1/2" x 11" white paper.** Type on one side of paper.
2. Use **Times New Roman font** (or similar, if not available) in **size 12**. Black ink only.
3. Type a **Title Page**. Center the title slightly above mid-page. Do not capitalize it in full or underline it. Capitalize only first letters of principal words, including the first and last and any word after a colon, but otherwise not conjunctions, articles, or prepositions. Double space, and center your name. Double space again and center the name of the course and semester/year (Foundations of Dietetics, Fall 2000).
4. **Margins** on all sides should be 1-inch to 1-1/4-inch.
5. **Double-space text** and **indent** first sentence of each paragraph.
6. Use an **unjustified right margin** (on Word, this means "align left").
7. If your paper contains more than one section, use **headings** to separate out the sections. The main heading should be centered with the first letters of principal words capitalized. The second level of heading (also called a B head) should be flush left, first letters capitalized, and the heading underlined. If a third level of heading (C head) is needed, use the same style as the second level and simply indent it. For example:

Case Study (Main or "A" Heading)

Background of Case Study (Sub or "B" Head)

Assessment

Anthropometric ("C" Head)

8. All **numbers** from one to nine are spelled out. Any number from 10 up can be written as a figure.
9. Most **abbreviations** are not allowed, except for mg., RE, or similar terms. If you are writing about the American Dietetic Association, for example, you must spell it out the first time and put the abbreviation after it in parentheses (ADA). Then you can refer to ADA instead of spelling it out.
10. **Plagiarism** is the use of another's words or ideas as if they are your own. If just one sentence is copied from a source without it being in quotation marks, it is plagiarism. If you hand in a paper that is plagiarized, you will receive no points on that paper. You may also fail the course, be suspended from the college, or even be expelled.
11. Whether you are quoting from a book or mentioning someone else's ideas, you must give **credit to the source** in parentheses after the quote or statement (usually at the end of the sentence). If you are quoting a source, put the author, year, and page number in parentheses after the quote. If you are stating someone else's ideas, put the author and year in parentheses. Here are examples.

Quotation: The author feels that "the final, but very important, component of any nutrition education program is evaluation" (Smith, 1999, p. 193).

Citing a source with two authors: For example, a nutrition education-through-gardening program was undertaken at three different locations in the United States (Hackman & Wagner, 1990).

Citing a source with four authors: Older adults in rural areas reported in a survey that nutrition education should include the benefits of healthful eating behaviors (Fischer, Crockett, Heller, & Skauge, 1991).

Citing a source with six or more authors: Older adults often lose the ability to discriminate between sounds as they get older (Weinstein et al., 1998).

Citing two or more sources: The following can be done to manage these concerns (Carter, McKenna, Martin & Andresen, 1989; Pocinki, 1991; Ralph, 1982; Weinrich et al., 1989).

NOTICE: When you cite a source, do NOT use first names or initials. Also, use “&” instead of “and.” When citing two or more sources, use semicolons to separate each citation, and arrange the citations in alphabetical order.

12. All **references** must be listed on a separate sheet(s) put behind your paper. Type “References” centered on the first line and proceed as follows.

For books:

Administration on Aging. (1983). An evaluation of the nutrition services for the elderly. Washington D.C.: United States Department of Health and Human Services.

Doak, C. C., Doak, L. G., & Root, J. H. (1996). Teaching patients with low literacy skills. (2nd ed.). Philadelphia: J. B. Lippincott Company.

For journal articles:

Betts, N. M. (1985). A method to measure perceptions of food among the elderly. Journal of Nutrition for the Elderly, 4(4), 15-19.

Gibbs, R. D., Gibbs, P. H., & Henrich, J. (1987). Patient understanding of commonly used medical vocabulary. The Journal of Family Practice, 25(2), 176-178.

For information from web site (be very critical of what information you take from the web):

Betts, N. M., & Gibbs, R.D. (2000). Nutrients in Soy Foods [On-line: Soy Foods Web Site] Available: www.soyfoods.com.

13. Any **tables or figures** must be given a number (Table 1, Table 2, etc.) and placed behind the text and in front of the Reference section. Tables and figures must be mentioned in the text.
14. Always **proofread** your paper for spelling, punctuation, subject-verb agreement, and accuracy of quotations and references. Part of your grade is based on these.
15. When you hand in your paper, please **staple** it together. No clips and no covers please!
16. This style guide is based in most parts on The Publication Manual of the American Psychological Association (4th edition), 1994. If you have any further questions, consult this book (one is available in the secretary’s office) or ask your instructor.

Date	Topics	Assignment
Week #1 8/25	Management Roles of Dietetics Professionals Management Functions	Chapter 1
Week #2 9/1	Managing Within an Organization	Chapter 2
Week #3 9/8	Leadership	Chapter 3
Week #4 9/15	Communication & Decision-Making Case Study #1 DUE	Chapters 4 & 5
Week #5 9/22	<u>Test #1</u>	
Week #6 9/29	Performance Reports Meal Equivalents/ Menu Pricing	ASHFSA Booklet: Meal Equivalents Cost Allocation, Menu Pricing Handout
Week #7 10/6	Types of Budgets, Preparing Operating & Capital Budgets	Chapter 14 Budget Workshop
10/13 FALL BREAK		
Week #8 10/22	Cost Control/Cash Handling, Income Statements, Balance Sheets Case Study #2 DUE (Operating budget)	Chap. 15
Week #9 10/27	Human Resource Management, The Workforce and Staffing Case Study #2 DUE (Capital budget)	Chapters 7 - 8
Week #10 11/3	Human Resource Management Performance Management and Discipline	Chapters 9 - 10
Week #11 11/10	<u>Test #2</u>	
Week #12 11/17	Diversity in the Workplace Labor Relations, Training Sexual Harassment, Employment at Will Case Study #3 DUE	Handouts <u>Distribute Case study on Scheduling</u>
Week #13 11/24	Managing Work: Workflow, Productivity and Quality Improvement	Chapters 12 - 13

Week #14
12/1

Information Management
Organizational Change
Case Study #4 DUE

Chapters 16-17

Week #15
12/8

Comprehensive Final Exam

CASE STUDIES

OBJECTIVES

- To apply management and human resource management principles.
- To encourage critical thinking and creativity.
- To work effectively as a team member.
- To determine costs of services/operation
- To prepare a budget
- To interpret financial data

PROCEDURES

- Case Study #1: Chapter 2, Activity 2, **pg. 45** (Use Organizational Chart on pg. 29)
Chapter 3, Activity 2, **pg. 72 – 74** (Leadership)
- Case Study #2: Budget Worksheet (**Handout from instructor**: Operating, Capital budgets)
- Case Study #3: Chapter 8, Activity 1 **pg. 207** (Job Description, Job Specification, Job Analysis)
Chapter 10, Activity 4 **pg. 254-256** (Discipline)
- Case Study #4: Chapter 12 (**Scheduling Handout from instructor**)
Chapter 13, Activity 2, **pg. 340** (Productivity Outcome Measurements)

EVALUATION

Case studies do not always have right or wrong answers. There are often multiple solutions to a problem. The instructor will be looking at, for instance, how you:

- Focused on the question,
- Analyzed different points of view,
- Examined, balanced, and weighed the facts,
- Decided on actions, and
- Presented your position.

Some case studies will involve use of financial management principles. In these situations, you will be graded on how accurate your answers are.

FOR DUE DATES: SEE SCHEDULE

Office Hours after class and by Appointment.