



COURSE
EXTENSIVE



MESTRADO
PROFISSIONAL
ENSINO EM CIÊNCIAS
DA SAÚDE E DO MEIO AMBIENTE

Management of the food and nutrition unit: teaching proposal

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Course: Management of the food and nutrition
unit

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MESSAGE TO THE LEADERS

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The tool
The most important
thing for a leader
is his own
example."

John Wooden



SUMMARY

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1. INTRODUCTION

The food market includes meals made away from home, that is, it is represented by all establishments involved with the production and distribution of food, ingredients, equipment and meals, for any type of community, these are called collective food and commercial food, such as those served in companies, schools, hospitals, nursing homes, prisons, restaurants, among others (MUTTONI, 2017).

In the last two decades, companies and institutions have undergone radical changes in their management models. In this sense, words such as quality, productivity, costs and customer satisfaction have taken over the market and become basic factors for organizational survival. These changes have intensified, requiring the collective food market to follow this trend by updating technical and administrative knowledge in the management of Food and Nutrition Services, also more recently called Food and Nutrition Units (UAN) (SANTOS , 2019).

The training of health professionals who are critical, reflective and transform their realities is closely linked to pedagogical concepts that encourage self-learning, which can be adopted in the professional practices required in the job market. Therefore, the discussion and experience of learning methods can become an important strategy for the instrumentalization and performance of the professional (MACEDO et al., 2018).

1. INTRODUCTION

The training of the professional nutritionist needs to be aligned with the growing demands of the collective food market. In this area of activity, the activities relevant to the nutritionist take place in the food and nutrition units (AGUIAR; KRAEMER; MENEZES, 2013).

The nutritionist in the food and nutrition unit is responsible for all the activities necessary for the production of food for the meals that will be served to a clientele, in addition to promoting an educator role in actions that encourage good healthy habits. To develop their functions well, the nutritionist needs to know their clientele, the profile and the sociocultural aspects involved, so the professional training needs to occur in an expressive and continuous way. The job market you will find is full of legal aspects that imply your responsibility for the health of the collective, as well as the social aspects of nutrition and food, where we find interaction factors, tastes, feelings and emotions. In this sense, the Nutritionist is the professional who, in the food and nutrition unit, will act in the job market, technically responsible for the entire management of the unit.

2. GETTING TO KNOW THE COURSE



Goal

To promote the development of students' skills and competences, making them reflect on their professional behavior in the face of decision-making, being able to build knowledge on top of the exchange of information and influence of the author's experience.



menu

The menu for the course in Management of a food and nutrition unit was chosen based on the curriculum of the undergraduate nutrition course, the theoretical framework researched and the author's professional experience.



Target Audience

Nutritionists, with a degree recognized by the Ministry of Education, or declaration of completion of a course recognized by the Ministry of Education.



Duration of the course

The workload of 40 hours/theoretical classes and 20 practical hours was designed so that it can provide participants with a moment for a theoretical basis, but also for an opening to discussions and external technical visits, so that they can awaken their sense critical analysis of the students and exchange of experiences and the observation of the professional's behavior.

Learning process



The learning process for the proposed product is anchored in the theory of social cognitive learning, which is translated into the ability to reproduce the behavior, in the imitation of what was observed. In this process we learn by imitating, observing and reproducing the behavior of others, that is, most of our learning takes place through the observation of existing behaviors with which we identify (PORTO EDITORA, [nd]).

Socialization is defined as the sequence of social learning experiences whose result is the integration of the individual into society. Thus, social learning is the fundamental process of socialization, understood as any change in knowledge or behavior as a result of interaction with the people who make up our social environment.

The first assumption dictates that learning occurs through observation of a model, which implies the occurrence of four phases: the modeling phase (observation itself), the reproduction or practice of the observed behavior, the monitoring phase and, finally, the improvement and reinforcement phase. The second assumption determines that people, behaviors and environments interact reciprocally. Finally, the assumption of self-efficacy establishes that either learning takes place directly through practice, or learning that takes place indirectly through observation or persuasion, they are always cognitively oriented through the construction of self-efficacy theories that regulate the behavior of individuals by establishing tasks. they choose, as well as the effort and persistence in carrying out the same actions (PORTOEDITORA,[nd])

In this approach, a model is chosen and then we move on to observation and, finally, we memorize and observe whether it will be useful for us to imitate or not. A model and observation are not enough for the behavior to be practiced. The model must be attractive and of interest to the person who is modeling. This is thanks to the ability to see ourselves in the behavior of others. Thus, we will follow 4 steps in the process of modeling Albert Bandura's learning theory: 1. Attention: the attention of the modeler or learner must focus on the model, otherwise the learning will be interrupted.

2. Memory: the individual must retain what he observed and then execute it.
- 3.Reproduction: the behavior is initiated and the person must be able to imitate it, not necessarily the same, but they must perform it.
4. Motivation: in this part it is necessary to know what led the person to perform the behavior.

3. COURSE STRUCTURE

We divided the course into 05 modules. Each module will last 8 hours of theoretical hours/classes, and 20 hours of practice, making a total of 60 hours/classes. The first module will be the introduction to the subject of administration in UAN, this subject will aim to familiarize the participant with the management of the food and nutrition unit, by studying the administration of the UAN, its concepts and its mandatory documents. The second module will be dedicated to the history of administration theory, the third and fourth modules will address the costs of material and physical resources and the fifth module will address the quality programs for the types of services of a FNU. Table 4 below shows the modules of the UAN Management Course, the themes and objectives.



Module 1 - UAN administration

- Identify the main concepts of the different types of services in Food and Nutrition Units and the role of the nutritionist.
- Recognize the different types of food service concessionaires.

Module 2 - history and theories

- Describe the main administrative theories applied to the administration of food services.
- Identify concepts related to the SWOT matrix and benchmarking analysis.



Module 3 - cost management and materials

- Identify the most important points in material cost management.
- Relate the applicability of inventory control and the list of purchase.

Module 4 - costs and resources physicists

- Identify the most important points in managing costs and materials in a Food and Nutrition Unit or in a commercial restaurant.
- Relate the applicability of physical resources and equipment in a Food and Nutrition Unit or a commercial restaurant to the daily routine reality of a nutritionist's work.



Module 5 - quality programs

- Know the main fundamentals of quality and the main quality programs used in the food and nutrition unit.
- Know the Legislation applied to the practice of nutritionalists in UAN; Know the Qualitative Methods of Menu Preparations (APPCC) and Characterize Sustainability and the National Solid Waste Policy.

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