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**COURSE NAME: FWS100 Role of the Food Service Worker**


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Credit Value:	2
Total Course Hours:	24
Prerequisite Course(s):	None
Corequisite Course(s):	None

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**COURSE DESCRIPTION**


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This is an introductory course that highlights the various topics to be covered throughout the Food Service Worker Program and responsibilities of the Food Service Worker in Long Term Care Homes. Food Service Operations, Quality Management and Risk Management, Ethical Issues, Standards and Legislation, Customer Service and Communication are introduced.

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**PLAR INFORMATION**


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This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

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**COURSE LEARNING OUTCOMES**


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Upon completion of this course, the student will have reliably demonstrated the ability to:

**1.0 Demonstrate an understanding of different types of food service operations.**

- 1.1 Describe and differentiate between types of food service operations where a Food Service Worker (FSW) may be employed.
- 1.2 Develop an understanding of the various types of food service systems (e.g., centralized vs. decentralized).
- 1.3 Discuss different types of food service delivery systems.
- 1.4 Identify and compare various food service systems from previous work experience to current place of employments.

**2.0 Demonstrate an understanding of the goals and mission of a Long Term Care (LTC) and Food Service/Dietary Department.**

- 2.1 Define the terms goal, philosophy, mission, vision and values.
- 2.2 Discuss the goal, philosophy, mission, vision and values as they relate to the students' long term care homes and the food service department.
- 2.3 Explain how personal beliefs, values and goals can influence behaviour and job performance.
- 2.4 Identify how the goals and objectives of the food services department contribute to the

overall goals and philosophy of the facility.

- 2.5 Determine and discuss how a Food Service Worker can demonstrate the goals and philosophy of their facility through their work.
- 2.6 Relate the mission statement to the role of the FSW in the organization as well as the role of other positions and departments

**3.0 Demonstrate an understanding of the standards and legislation which apply to the operation of a LTC Home.**

- 3.1 Identify the various agencies outside of the LTC Home that have a role in monitoring and evaluating quality of care and services (e.g., MOHLTC, Public Health ).
- 3.2 Describe the current Canadian Council on Health Services Accreditation process and become familiar with the standards for evaluation.
- 3.3 Identify and describe the MOHLTC Compliance Program for LTC Homes (e.g., Infoline, enforcement).
- 3.4 Identify and describe the current applicable standards for long term care, the role of the food service worker in promoting compliance and the consequences of non-compliance.
- 3.5 Identify and describe legislation affecting the Food Service Worker (e.g., Occupational

Health and Safety, Ministry of Labour, Public Health, Ministry of Environment).

3.6 Identify and describe the funding process for LTC Homes, including the classification of resident level of care, and MDS systems.

#### **4.0 Demonstrate an understanding for the concept of Quality Management and Risk Management.**

4.1 Define the role of the Food Service Worker in delivering quality care.

4.2 Discuss the concepts of quality management and process improvement.

4.3 State examples of quality control audits used in a foodservice department.

4.4 Demonstrate an understand the role of risk management in quality care.

#### **5.0 Demonstrate an understanding of the organizational structure of a LTC Home and the relationship of the food service department within this structure.**

5.1 Define organizational structure and examine examples of organization structures common in health care and food service operations.

5.2 Briefly describe the main functions of departments in a health care organization and their interrelationship with the food services department.

5.3 Describe the lines of authority and communication within the organizational structure.

5.4 Review samples of typical healthcare food service job descriptions and work schedules.

5.5 Describe the role and typical duties of a food service worker.

5.6 Explain the relationship of the food service worker within the department.

5.7 Compare the role and relationship of the food services to the facility as a whole.

5.8 Identify and recite typical job descriptions and job outlines for Food Service Workers.

#### **6.0 Demonstrate an understanding for the importance of customer service.**

6.1 Identify typical customers of food services.

6.2 Develop strategies for providing quality customer service.

6.3 Discuss the process for evaluation of customer service.

6.4 Identify the standards for excellent service in dining room service, tray service and cafeteria service.

6.5 Discuss how attitude and personal qualities can enhance a food service workers suitability for employment in a health care facility (caring, empathetic, life-long learner, team player, good communicator).

#### **7.0 Demonstrate an awareness of policies and procedures relevant to the Food Service Worker.**

7.1 Define the terms policy and procedure and be aware of how policy and procedure manuals guide the delivery of care.

7.2 Review policies and procedures that relate to the food service worker.

7.3 Discuss the main personnel policies relating to food service worker role (e.g., appearance, dependability, confidentiality, conduct).

7.4 Discuss the responsibility of the food service worker to meet expectations of employer (job descriptions, performance reviews, disciplinary process, code of conduct).

#### **8.0 Demonstrate an awareness of the importance of menu and budget control.**

8.1 Demonstrate an understanding for the importance of the menu as the basis of food service operation.

8.2 Discuss the factors involved in menu planning including limitations relating to legislation, budget, nutrition and facilities.

8.3 Differentiate between capital, operating, and global budgets.

8.4 Explain MOHLTC funding related to food service.

8.5 Describe the role of the Food Service Worker in maintaining budget control.

#### **9.0 Demonstrate an understanding of the importance for effective communication.**

9.1 Describe the communications process and the value of effective communications in the workplace.

9.2 Demonstrate an understand for the importance of active listening in effective communication.

9.3 Identify effective communication strategies that can be used by the Food Service Worker

(dealing with customers and co-workers, giving and receiving feedback).

9.4 Deduce why conflict may take place in the LTC Home.

9.5 Identify areas of common workplace conflicts.

9.6 Identify uses of computers in food service.

#### **10.0 Demonstrate an understanding of the importance of teamwork.**

10.1 Define members of a team and give examples of various teams in LTC Homes.

10.2 Summarize how teams are formed.

10.3 Identify the benefits of teamwork and consequences of poor teamwork.

10.4 Identify positive characteristics of effective team members.

10.5 Identify possible barriers to teamwork and how to overcome these barriers in the workplace.

10.6 Discuss the importance of motivation within a team.

#### **11.0 Demonstrate an understanding of the importance for safety and sanitation principles in the day-to-day operation of a food services department.**

11.1 Identify the causes of food borne illness.

11.2 Describe the role of the food service worker in minimizing the risk of foodborne illness.

11.3 Review and discuss HACCP principles using a HACCP flowchart showing the critical control points of a potentially hazardous food from receiving to service.

#### **12.0 Identify and explain the importance of workplace health and safety.**

12.1 Identify legislation, policies, and procedures related to Occupational Health and Safety.

12.2 Identify and explain the safe use, care/cleaning and storage of various pieces of common kitchen equipment.

12.3 Identify the role of the employee, employer, supplier, and manufacturer in the handling of hazardous materials (WHMIS).

12.4 Identify various potential hazards in food services and the role of the employee in managing these.

#### **13.0 Demonstrate an understanding of the importance of a healthy lifestyle to effective work performance.**

13.1 Identify the main components of a healthy lifestyle and the relationship of a healthy body to effective work performance.

13.2 Discuss the principles of healthy eating according to Canada's Food Guide.

13.3 Identify and explain the purpose of the Canada's Physical Activity Guide.

13.4 Cite and describe the body's responses to stress and strategies to manage stress.

13.5 Cite and describe current food facts and fallacies related to a healthy lifestyle.

13.6 Explain the effects of change in the workplace.

#### **14.0 Tour an LTC home in operation.**

14.1 Tour an LTC Home to observe resident care areas, servicers, dining rooms, and kitchen.

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### **GENERAL EDUCATION**

This is not a General Education course.

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### **PROGRAM VOCATIONAL OUTCOMES**

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

#### **Food Service Worker**

1. Understand and apply nutritional concepts as they relate to food production, institutional policies and protocols in the health care food service environment.

2. Provide a safe and healthy dietary environment by adhering to Government and Departmental regulations

relating to food safety while utilizing injury and hazard prevention strategies.

3. Maintain and execute ongoing professional development strategies by applying interpersonal skills that enhance performance within internal and external clients.

4. Apply the principals and techniques in the assembly of therapeutic meals that adhere to the standards and principals of diet therapy in a health care food service department as they relate to industry work standards

### **ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES**

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This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

### **EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS**

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### **COURSE EVALUATION**

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Assignments (4 assignments @ 25%) 100%

### **PROGRAM SPECIFIC GRADING**

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Per College Grading System

### **GRADING SYSTEM**

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A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

\*For a complete detailed description please refer to the College website.

### **LEARNING RESOURCES**

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Required: Electronic materials provided on course website (iLearn/D2L).

*Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.*

## **LEARNING ACTIVITIES**

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Individual Assignments

## **DELIVERY MODE**

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Correspondence

## **ACADEMIC POLICIES**

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- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

## **COLLEGE POLICIES**

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- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

## **STUDENT SUCCESS SERVICES**

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### **YOUR SUCCESS MATTERS!**

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an

appointment please call 1-705-474-7600 ext. 5205.

**FIRST PEOPLES' CENTRE:**

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

**WAIVER OF RESPONSIBILITY**

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Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

**HISTORICAL COURSE OUTLINES**

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Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.