

1. OVERVIEW

Subject Area	Menu Planning and Special Cooking Techniques
Degree	Bachelor's Degree in Human Nutrition and Dietetics
School/Faculty	School of Biomedical and Health Sciences
Year	4th year
ECTS	6 ECTS
Type	Optional
Language(s)	Spanish
Delivery Mode	On campus and blended
Semester	Semester 7
Coordinating professor	Dr Helena Marcos Pasero

2. INTRODUCTION

MENU PLANNING AND SPECIAL COOKING TECHNIQUES is an optional subject area worth 6 ECTS in the 4th year, and is part of Module 2: Food Sciences. The aim is to provide students with all the tools and techniques needed to plan menus for different groups: from calendars, templates and organisation, to their preparation, tweaking and development of nutritional guidelines.

The subject area also deals with dietary considerations and aspects of technology to be taken into account when developing menus. This includes adapted menus to circumstances such as modified textures, allergies, intolerances or other special situations with the aim of optimising food, ensuring that all nutritional requirements are covered and that food can be enjoyed. Throughout the subject area, students will work on different diet models, both traditional and new, their implications for health and society, and the importance of combining gastronomy and nutrition to achieve the best possible diet for people.

The contents of the subject are geared towards a practical approach and adapted to real situations in the professional practice of the dietitian/nutritionist in this area. We also following a learning model based on Simulated environments, cooperative learning and solving real-life case studies.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB2: Students can apply their knowledge to their work professionally and possess the necessary skills, usually demonstrated by forming and defending opinions, as well as resolving problems within their study area.

- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

General skills (CG, by the acronym in Spanish):

- CG7: Be able to write reports and complete records related to the professional activity of dieticians/nutritionists.
- CG8: Identify and classify foods and food products. Know how to analyse and determine their composition, properties, nutritional value, the bioavailability of their nutrients, organoleptic properties and the modifications they undergo as a result of technology and the cooking process.
- CG9: Be familiar with the basic processes involved in the production, processing and preservation of both animal and plant-based foods.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT1: Communication: ability to engage in active listening, ask questions and respond in a clear and concise way, as well as to effectively express ideas and concepts. This includes concise and clear written communication.
- CT2: Leadership: ability to offer ideas, approaches and interpretations through strategies which offer solutions to real-life problems.
- CT3: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals, evaluate and integrate contributions from the rest of the group members and create a good working environment.
- CT4: Adaptability: ability to detect, interpret and respond to a changing environment. Ability to equip themselves and work effectively in different situations and/or with different groups or individuals. This means adapting to change depending on circumstances or needs. It involves the confidence to take on crucial challenges on a personal or group level, maintaining a good physical and mental health to allow work to be carried out effectively.
- CT6: Problem solving: ability to solve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT7: Decision making: ability to choose between different options or methods to effectively solve different problems or situations.
- CT9: Ability to put knowledge into practice, using the skills acquired in the classroom to mock situations based on real life experiences that occur in the relevant profession.

Specific skills (CE, by the acronym in Spanish):

- CE50: Know about different cooking processes.
- CE52: Be aware of and use cooking techniques to prepare food and how they may be personalised for the diet of healthy and unwell people.
- CE53: Carry out menu planning, including the creation of templates and meal schedules.
- CE54: Be familiar with different diet models.
- CE55: Know how food is modified by cooking processes. Considerations for diet planning.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: Know how to manage and read databases and food composition tables.
- RA2: Know how to create templates and meal schedules, and set dietary guidelines.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CB3, CT7, CT9, CG8, CG9, CE50, CE52.	RA1: Know how to manage and read databases and food composition tables.
CB2, CB3, CB4, CT1, CT3, CT4, CT6, CG7, CG8, CT9, CE53, CE54, CE55	RA2: Know how to create templates and meal schedules, and set dietary guidelines.

4. CONTENTS

UNIT 1. MENU PLANNING FOR GROUPS

- Topic 1: Introduction to menu planning and dietary guidelines.
- Topic 2: Basic aspects of nutrition in menu planning.

UNIT 2. MENU DESIGN FOR GROUPS

- Topic 3: Phases of menu design and planning.
- Topic 4: Food groups in group menus (part 1).
- Topic 5: Food groups in group menus (part 2).

UNIT 3. MENU PLANNING IN THE WORKPLACE AND SCHOOLS

- Topic 6: Menu planning in workplace settings.
- Topic 7: Menu planning in schools.

UNIT 4. ADAPTED MENUS FOR FOOD ALLERGIES AND INTOLERANCES

- Topic 8: Planning menus adapted to allergies and intolerances 1.
- Topic 9: Planning menus adapted to allergies and intolerances 2.

UNIT 5. MENU PLANNING IN HEALTH AND SOCIAL CARE CENTRES

- Topic 10: Menu planning in nursing homes.
- Topic 11: Menu planning in hospitals.

UNIT 6. THERAPEUTIC MENU PLANNING

- Topic 12: Planning of modified texture menus.
- Topic 13: Planning of progressive hospital menus.
- Topic 14: Planning of other therapeutic menus.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture.
- Case studies.

- Problem-based learning.
- Collaborative learning.
- Simulated environments
- Spoken presentations by students.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lecture	30
Independent working	25
Case studies	20
Debates and discussions	12
Spoken presentations by students	10
Written reports and essays	8
Lab work	18
Tutorials	20
Knowledge test	7
TOTAL	150

Blended learning

Learning activity	Number of hours
Reading of content	15
Online seminars	15
Independent working	25
Lab work	18
Online tutorials	20
Debates and discussions	12
Spoken presentations	10
Case studies	20
Written reports and essays	8
Knowledge test	7
TOTAL	150

7. ASSESSMENT

The assessment methods, together with their respective weighting towards the final grade for the subject, are as follows:

On-campus and blended learning:

Assessment method	Weighting
Analysis of case studies and problem-solving	20%
Submission of reports	20%
Spoken presentation	5%
Participation in debates	5%
Laboratory work	20%
Knowledge test	30%
TOTAL	100%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities, including the deadlines and assessment procedures for each activity.

8. BIBLIOGRAPHY

The core bibliography is indicated below:

- ✓ Coral S, Gómez C, López C, López B. (2015). Manual de alimentación: planificación alimentaria. Madrid: librería UNED.
- ✓ Gil A. (2017) Tratado de Nutrición: composición y calidad nutritiva de los alimentos. España: editorial médica Panamericana.
- ✓ Gil A. (2017) Tratado de Nutrición: nutrición humana en el estado de salud. España: editorial médica Panamericana.

Recommended bibliography:

- ✓ Aranceta J. (2010) Restauración colectiva social y hospitalaria. En Gil A "Tratado de Nutrición "Tomo III. Madrid; editorial Panamericana.
- ✓ Arencibia T. Domenech I. (2007). El código de dietas hospitalario. En: Oliveira Fuster G (Editor). "Manual de Nutrición Clínica y Dietética". Madrid: Díaz de Santos.
- ✓ Fundación Española de Nutrición (FEN). Guía de comedores escolares. España: Ministerio de Sanidad y Consumo, Agencia Española de Seguridad Alimentaria y Nutrición, y Ministerio de educación, política social y deporte.
- ✓ Moreiras O, Carbajal A, Cabrera L, Cuadrado C (2018). Tablas de composición de alimentos. Madrid: Ediciones Pirámide. (19ª ed. Ampliada y revisada).
- ✓ Moreno E, Martínez M. (2004) Manual de planificación de dietas de centros sociosanitarios. Valencia: Generalitat Valenciana, Conselleria de Bienestar Social.
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- ✓ Vázquez Martínez, C. et al. (2002). Planificación de restauración en instituciones geriátricas. En: Rubio, M.A.: Manual de alimentación y nutrición en el anciano. España: Scientific Communication Management.