

Position Statement of the Department of Dietetics and Nutrition Science on Teaching Kitchen Practices

Teaching kitchen practices are conducted within the framework of the following courses: **Food Preparation Technology and Colloid Science**, and **Practical Dietetics**.

The aim of the program is to train healthcare professionals who will primarily enter the Hungarian labor market as dietitians or food service managers.

1. Course: Food Preparation Technology and Colloid Science

The aim of this course is to provide students with knowledge of food preparation practices recommended for the healthy population, taking into account contemporary nutritional guidelines and current national dietary recommendations. Within this framework, students acquire knowledge of:

- the basic food groups used in public catering and household nutrition,
- traditional and modern preparation methods,
- the composition and characteristics of raw materials,
- technological processes of food preparation,
- calculation of the nutrient content of dishes,
- principles of menu planning,
- and the fundamentals of serving and presentation.

Teaching kitchen practices are conducted in **semesters 1–3**, in alignment with the theoretical curriculum.

2. Course: Practical Dietetics

The aim of this course is to provide students with comprehensive knowledge of the process of dietetic practice, with particular emphasis on:

- the steps of dietetic care,
- dietary management and prevention of common diseases,
- dietary kitchen technologies and their applications,
- methods of transferring theoretical knowledge in various forms of professional counselling,
- and the interpretation and application of evidence levels and professional guidelines.

The course further aims to prepare students to:

- perform dietetic and nutritional tasks as members of a multidisciplinary care team,
- participate in preventive, curative, nursing, and rehabilitative activities,
- apply evidence-based professional guidelines,

- carry out dietotherapy independently,
- provide individual and group dietary counselling,
- and assume professional responsibility for their work.

Teaching kitchen practices are conducted in **semesters 5–8**, aligned with the current theoretical content. The menus prepared during these practices are designed according to the metabolic alterations associated with the diseases under study and relevant dietotherapeutic principles, thereby providing models for applicable dietary regimens.

3. Professional Significance of Teaching Kitchen Practices

Teaching kitchen practices play a key role in the development of practical competencies in both courses. Their purpose is to ensure the comprehensive acquisition of practical skills, taking into account Hungarian dietary habits and preferences, as well as the modernization of traditional dishes.

Tasting of prepared dishes is a mandatory component of the practices, ensuring that students become familiar with the:

- organoleptic properties of foods (including taste, aroma, texture, and appearance),
- and their rheological characteristics.

This requirement is essential from both a professional and quality assurance perspective, as dietitians are responsible for evaluating and approving prepared meals—often in cooperation with a physician—prior to their distribution to recipients.

4. Food Allergies and Special Dietary Considerations

In **semesters 1–3**, within the framework of standard food preparation:

- among medically certified food allergies and intolerances, **lactose intolerance** can primarily be taken into account during ingredient selection,
- in justified cases, and based on appropriate medical documentation, exemption from tasting may be granted.

In **semesters 5–8**:

- where permitted by the nature of the diet, a **lacto-vegetarian menu** may be prepared,
- in most cases, **pork-free dishes** are prepared,
- and exemption from tasting may also be granted based on medical justification.

5. Use of Animal-Derived Ingredients

The complete exclusion of animal-derived raw materials:

- is not feasible from a technological perspective,
- and is not professionally justified, as the acquisition of comprehensive competencies required to achieve the program's learning outcomes necessitates their inclusion.



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