

**BRESCIA UNIVERSITY COLLEGE
DIVISION OF FOOD & NUTRITIONAL SCIENCES**

HE 2222F – Professional Perspectives – Fall 2011

Dr. June Matthews, PhD, RD, P.H.Ec.
Email: jmatth22@uwo.ca
Office Hrs: Mon. 12:30 – 1:30 pm
Office Room No. 300 – St. James Building

COURSE OUTLINE

COURSE DESCRIPTION: Introduction to the philosophy of the human ecology professions in North America and the evolving concepts of human ecology as a field of study in higher education. Socialization toward professionalism will include the development of knowledge, skills and values appropriate to the profession.

OBJECTIVES: In this course, students will:

- describe the philosophy and purpose of human ecology theory and practice
- explain the development and current status of human ecology professions
- analyze relevant issues in human ecology / home economics (e.g., food, clothing, shelter, family relationships, and the environments within which families live)
- interpret systems theory as applied in human ecology / home economics
- assess and reflect on personal strengths, areas for improvement, values, and professional goals / career options
- discuss the concepts and legalities of professions and professionals
- identify and value relevant professional organizations and colleges
- demonstrate basic skills necessary for professional performance (e.g., time management, teamwork, written and oral communication skills, advocacy, leadership, social responsibility, self-reflection, problem-solving, ethics and judgement, literature searching and retrieval)

PREREQUISITE(S): Registration limited to students in the Foods and Nutrition programs or by permission of the Division.

FORMAT: Students are expected to prepare for lectures by reading assigned articles. Lectures will be supplemented by audio visuals, class discussions, and guest speakers. Students are encouraged to check out the support available through the Brescia Writing Centre http://www.brescia.uwo.ca/campus_life/campus_services/writing_center/index.html. Students are also encouraged to enrol in the University Student Toolkit program. This certificate program focuses on a variety of essential skills (e.g., exam preparation, note taking, time management, the research process, avoiding plagiarism, grammar, etc.) http://www.brescia.uwo.ca/academics/CertificatePrograms/student_tool_kit/index.html

CLASSROOM: Room 136, St. James Building
DAY & TIME: Section 530: Wednesday, 8:30 am – 11:30 am

EVALUATION:	<u>Component</u>	<u>Weight</u>	<u>Date</u>
	Mid-term Exam	35%	SAT. , Oct. 29, 2011
	Research Essay	30%	Nov. 30, 2011
	Final Examination	<u>35%</u>	Dec. 10 – 21 (check schedule)
	Total	100%	

* Instructions for the Research Essay will be provided separately.

SPECIFIC COURSE POLICIES

Penalty for late assignments: Assignments are due at the beginning of class on the date specified. There will be a **deduction of 20% of the value of the assignment** for a late submission. NO assignment will be accepted one (1) week after the due date, except for a confirmed personal illness or a death in the student's immediate family.

Accommodation for medical illness: Any student who misses a course component worth 10% or higher can request accommodation on medical grounds. **A UWO Student Medical Certificate (SMC) must be submitted to a Senior Academic Advisor.** The SMC can be downloaded from the Web (<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>).

Special examination: NO special examination will be given for a student who has missed a scheduled examination except for a confirmed personal illness (an SMC must be submitted to a Senior Academic Advisor) or a death in the student's immediate family (a public death notice is required).

TENTATIVE SCHEDULE OF TOPICS and READINGS

	Date	Topics	READINGS – Please read BEFORE coming to class.
1	Sept. 14	<ul style="list-style-type: none"> - Overview of course - Introduction to the profession of human ecology / home economics - Career options as a Professional Home Economist - Professional associations and colleges 	<ol style="list-style-type: none"> 1. Home Economics Institute of Australia. (2002). Understanding home economics education. Available at: http://www.heia.com.au/heiasa/Understanding%20Home%20Economics.pdf 2. Pereira, A. (2008, June-July). Home economics for a new generation. <i>University Affairs</i>. Available at: http://www.universityaffairs.ca/home-economics-for-a-new-generation.aspx 3. Lichtenstein, A. H., & Ludwig, D. S. (2010). Bring back home economics education. <i>Journal of the American Medical Association</i>, 202(18), 1857-58.
2	Sept. 21	<ul style="list-style-type: none"> - Name, mission, philosophy - History, events, and people in home economics / human ecology & dietetics 	<ol style="list-style-type: none"> 1. Clancy, K. (1999). Reclaiming the social and environmental roots of nutrition education. <i>Journal of Nutrition Education</i>, 31(4), 190-193. 2. Stage, S. (1997). Ellen Richards and the social significance of the home economics movement. In S. Stage & V. B. Vincenti (Eds.). <i>Rethinking home economics : Women and the history of the profession</i> (pp.17-33). Ithaca, NY : Cornell University Press. Available at www.lib.uwo.ca (under Course Reserves)
3	Sept. 28	<ul style="list-style-type: none"> - Characteristics of a profession - Toward becoming a professional: Knowledge, skills, and values - Reflective practice: <i>Professional Behaviour Development Form</i> - Home economics around the world 	<ol style="list-style-type: none"> 1. MacLellan, D., Lordly, D., & Gingras, J. (2011). Professional socialization in dietetics: A review of the literature. <i>Canadian Journal of Dietetic Practice and Research</i>, 72(1), 37-42. 2. International Federation for Home Economics (IFHE). Position Statement. (2008). Home Economics in the 21st Century. <i>International Journal of Home Economics</i>, 1(1), 6-7.

	Date	Topics	READINGS – Please read BEFORE coming to class.
4	Oct. 5	- Common systems models in human ecology	<ol style="list-style-type: none"> 1. Thompson, P. (2004). Introduction. In <i>Fatal abstractions: The parallogics of everyday life</i> (pp. xv-xix). New York: Peter Lang. 2. Ruff, R. (2003). Recipes for success: Integrating environmental education into home economics. <i>Green Teacher</i>, 71,16-19. 3. Capra, F. (n.d.) The new facts of life: Connecting the dots on food, health, and the environment. Available at: http://www.ecoliteracy.org/essays/new-facts-life
5	Oct. 12	Independent Study	(Corresponds with Thanksgiving for other section)
6	Oct. 19	<ul style="list-style-type: none"> - Specialization within the profession - A fine balance: Specialist and Generalist - Transdisciplinary education and practice 	<ol style="list-style-type: none"> 1. Pendergast, D. (2003). From the margins: Globalization with(out) home economics. <i>International Journal of Consumer Studies</i>, 27(4), 331-334. 2. United Nations Educational, Scientific and Cultural Organization (UNESCO). (n.d.). Education for Sustainable Development. A Transdisciplinary Approach to Education: An Instrument for Action.
7	Oct. 26	<ul style="list-style-type: none"> - Ethics and judgement - Concepts and legalities of professions and professionals - Research 	<ol style="list-style-type: none"> 1. Codes of Ethics 2. Jack, L. et al. (2010). Appraising quantitative research in health education: Guidelines for public health educators. <i>Health Promotion Practice</i>, 11(2), 161-165. 3. Endacott, R. (2004). Clinical research 1: Research questions and design. <i>Intensive and Critical Care Nursing</i>, 20: 232-235. 4. Harris, J. et al. (2009). An introduction to qualitative research for food and nutrition professionals. <i>Journal of the American Dietetic Association</i>, 109(1), 80-90. 5. Collingridge, D. S., & Gantt, E. E. (2008). The quality of qualitative research. <i>American Journal of Medical Quality</i>, 23(5): 389-395.
	SAT., Oct. 29	MID-TERM EXAM (35%)	2 hours Weeks 1 – 6 inclusive

	Date	Topics	READINGS – Please read BEFORE coming to class.
8	Nov. 2	<ul style="list-style-type: none"> - Families in Canadian society - Balancing personal and professional Obligations - The family meal 	<ol style="list-style-type: none"> 1. Lero, D. (2001). New families, new economy, new horizons. <i>Canadian Home Economics Journal</i>, 51(1), 5-7. Available at www.lib.uwo.ca (under Course Reserves) 2. Hamilton, S., & Hamilton Wilson, J. (2009). Family mealtimes: Worth the effort? <i>Infant, child, & adolescent nutrition</i>, 1(6), 346-350. 3. Fieldhouse, P. (2008). Eating together: The culture of the family meal. Available at: http://www.vifamily.ca/media/node/296/attachments/Eating_together_the_culture_of_the_family_meal.pdf
9	Nov. 9	<ul style="list-style-type: none"> - Human Ecology and Sustainability 	<ol style="list-style-type: none"> 1. Gussow, J. D. (1999). Dietary guidelines for sustainability: Twelve years later. <i>Journal of Nutrition Education</i>, 31(4), 194-200. 2. Condrasky, M. D., & Hegler, M. (2010, April). How culinary nutrition can save the health of a nation. <i>Journal of Extension</i>, 48(2), 1-6. Available at www.joe.org
10	Nov. 16	<ul style="list-style-type: none"> - Leadership - Power and politics - Advocacy 	<ol style="list-style-type: none"> 1. Perkins, D. F., Ferrari, T. M., Covey, M. A., & Keith, J. G. (2005). Getting dinosaurs to dance: Community collaborations as applications of ecological theory. In T. R. Chibucos & R. W. Leite (with D. L. Weis) (Eds.). <i>Readings in family theory</i> (pp. 345-357). Thousand Oaks, CA: Sage Publications. Available at www.lib.uwo.ca (under Course Reserves) 2. Dietitians of Canada Advocacy Approach. 3. Breitrose, P., et al. (n.d.). Getting an advocacy campaign off the ground. <i>The Community Toolbox</i>. Available at: http://ctb.ku.edu
11	Nov. 23	<ul style="list-style-type: none"> - Social determinants of health 	<ol style="list-style-type: none"> 1. Mikkonen, J. & Raphael, D., (2010). <i>Social determinants of health: The Canadian Facts</i>. Toronto: York University School of Health Policy and Management. pp. 7-27. Available at: http://www.thecanadianfacts.org/ 2. Williams, P. L. et al. (2010). Milk insecurity: Accounts of a food insecurity phenomenon in Canada and its relation to public policy. <i>Journal of Hunger & Environmental Nutrition</i>, 5(2), 142-57.

	Date	Topics	READINGS – Please read BEFORE coming to class.
12	Nov. 30	- The future of the profession Research Essays DUE (30%)	<ol style="list-style-type: none"> 1. Austin, E. (1999). Saving the home from Martha Stewart. <i>The Washington Monthly</i>, 31(12), 9-12. 2. Wilkins, J. L. et al. (2010). Beyond eating right: The emergence of civic dietetics to foster health and sustainability through food system change. <i>Journal of Hunger & Environmental Nutrition</i>, 5(1), 2-12. 3. McIntosh, J., Collin, E., & Collins, C. (2009). Home economics futures: Possible scenarios and where they take us. <i>International Journal of Home Economics</i>, 2(2), 85-101.
13	Dec. 7	Review	
	Dec. 10 – 21	FINAL EXAM (35%)	Covers Weeks 7 – 12 inclusive

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations document-ation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.