



Course Outline – FN3355B

Agriculture and Food Systems: Critical Conversations

School of Food and Nutritional Sciences

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

General Information

Course #:	FN3355B
Section #:	531
Term:	Winter
Year:	2022-23
Delivery:	Online synchronous
Course Day and Time:	Wednesday; 2:30pm – 5:30pm

Instructor Information

Name:	Dr. June Matthews, PhD, RD, P.H.Ec.
E-mail:	jmatth22@uwo.ca
Office hours:	Virtual office hours via Zoom: Tuesday 9:30am – 10:30am Please email me to arrange an appointment.

Course Description

This course will cover the processes and practices associated with food production in Canada. Appreciation of the whole food system (i.e., production, transformation, distribution, access, consumption, and food waste management), and the multiple aspects of sustainability, will provide a solid foundation for evidence-based conversations in future professional practice.

Prerequisite(s): Foods and Nutrition 1030E and Foods and Nutrition 2241A/B or Foods and Nutrition 1070A/B and Foods and Nutrition 1241A/B

Respectful appreciation of all points of view is encouraged and expected.

Students who enrolled in the HSp Nutr Diet prior to fall 2019 will be able to complete the module with the previous modular requirements and pre-requisites listed. These include: Foods and Nutrition 1030E, Registration in the Honors Specialization in Nutrition and Dietetics module, or by permission of the Department.

Required Course Materials

AgScape *Business of Food* (BOF) online modules (registration fee: TBA)
Farm & Food Care *The Real Dirt on Farming* (RDF) booklet (online: free)
“*Indigenous Voices: Sharing our Agricultural History and Journey*” film (online: free)
“*Food Evolution*” documentary (online: \$3.99)
Material/links posted on OWL

Learning Outcomes

Upon successful completion of this course, students will demonstrate the following objectives: Brescia Competencies of Communication, Critical Thinking, Inquiry & Analysis, Problem Solving, Self-Awareness & Development, Social Awareness & Engagement, and Valuing through the following learning objectives and evaluation components.

1. Analyze current topics in Canadian agriculture that are relevant to dietetics: Inquiry & Analysis [Level 3], Critical Thinking [Level 3]
2. Explain the contributions of Canadian agriculture to population health: Critical Thinking [Level 3], Inquiry & Analysis [Level 3], Social Awareness & Engagement [Level 3]
3. Develop confidence in discussing farm practices and food production systems to support evidence-based conversations with consumers and clients: Self-Awareness & Development [Level 3], Communication [Level 4], Valuing [Level 4]
4. Value the complexity of, and challenges and opportunities associated with, farming in Canada: Valuing [Level 4], Inquiry & Analysis [Level 3], Self-Awareness & Development [Level 2]
5. Reflect upon dietitians’ roles in communicating accurate, evidence-based information about agriculture: Critical Thinking [Level 3], Inquiry & Analysis [Level 3], Valuing [Level 4]
6. Synthesize learning through mid-term tests and online interactions: Problem Solving [Level 3], Communication [Level 4], Social Awareness & Engagement [Level 3]
7. Demonstrate professional skills and behaviours (e.g., time and workload management; effective and respectful written, oral, and interpersonal communication; leadership; self-reflection; ethics and judgment; as well as independent literature searching, retrieval, and management): Communication [Level 4], Critical Thinking [Level 3], Inquiry & Analysis [Level 3], Problem Solving [Level 3], Self-Awareness & Development [Level 3]

Brescia Competencies

Communication

The ability to exchange information and meaning across cultures, space, and time appropriately and correctly. This competency includes oral, written, and interpersonal communication, and the ability to use current or innovative media.

Critical Thinking

The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis

The ability to ask questions, examine issues, and reach informed conclusions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving

The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self-Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement

The ability to respect and be open to diversity (e.g., cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Valuing

The ability to make decisions or choose actions based on the consistent application of principles expressing fundamental values that are accepted on account of reason or spiritual insight.

ICDEP Competencies

The ICDEP were created by The Partnership for Dietetic Education and Practice (PDEP), a network of professionals from education, regulatory, and professional bodies/associations across Canada. There are 7 inter-related Domains (areas) of Practice Competencies: Food and Nutrition Expertise, Professionalism and Ethics, Communication and Collaboration, Management and Leadership, Nutrition Care, Population Health Promotion, and Food Provision. **Competencies in each of the 7 Domains will be covered in this course.**

See summary of the ICDEP on pages 6 and 7. For more information, please visit the UWO OWL FN UNDERGRADUATE RESOURCES AND INFORMATION site.

Teaching Methodology and Expectations of Students

Online modules and readings are listed by week in the Course Content table below. Content from the *Business of Food* online modules, *The Real Dirt on Farming* booklet, assigned documentaries, guest speaker presentations during class time, and material posted on OWL **will be covered** on the mid-term tests and the final exam. See 1-page course overview on OWL for details.

Use of Zoom Technology

Guest speakers and/or critical discussions will be held **during** class time via Zoom. Students are expected to abide by Western Technology Services rules for the use of Zoom, including, but not limited to, the following:

- Classes will be restricted to authenticated users (i.e., students in this course);
- Students must 'Sign in with SSO' (which will prompt for Western UserID and Password);
- Students must display their first and last names on their Zoom screen;
- Classes are not to be recorded; and
- Students are also asked to
 - not post group pictures of classes on social media
 - be mindful of what is in their background during classes
 - be aware of who can listen to the classes

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Component	Weight	Deadline	Brescia Competencies
Mid-term Test #1 (Weeks 1, 2, 3)	30%	Wed., Feb. 1, 2023	<i>Communication; Critical Thinking; Problem Solving</i>
Mid-term Test #2 (Weeks 5, 6, 7)	30%	Wed., Mar. 8, 2023	<i>Communication; Critical Thinking; Problem Solving</i>
Completion of <i>Business of Food</i> online modules (must achieve at least 70% in Part 1 and in Part 2)	10%	Wed., Apr. 5, 2023	<i>Critical Thinking; Inquiry and Analysis; Problem Solving</i>
Final Exam (Weeks 9, 10, 11, 12)	30%	Apr. 13-30, 2023 (consult schedule)	<i>Communication; Critical Thinking; Problem Solving</i>

Penalty for late exams

Exams are due on the date and time specified. There will be a **deduction of 20% of the value of the assignment/exam** for a late submission.

Academic Accommodation

For course components worth 10% or more of the total course grade, documentation will be required. Medical or other supporting documentation should be submitted to your Academic Advisor. Please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

Course Content

Week	Date	Description	Readings
1	Jan. 11	Agriculture in Canada	BOF Online Modules (Part 1 & Part 2): <i>Agriculture in Canada</i> RDF Booklet: 3-9, 39 FILM: <i>Indigenous Voices: Sharing our Agricultural History and Journey</i> Additional material/links posted on OWL Critical Conversation: <i>Why is it important for RDs to understand how food is produced?</i>
2	Jan. 18	Food Security	BOF Online Modules (Part 1 & Part 2): Food Security RDF Booklet: 30-32, 42, 47 Additional material/links posted on OWL Critical Conversation: <i>What contributes to sustainable food production and overall food security?</i>
3	Jan. 25	Farming Techniques and Approaches	BOF Online Modules (Part 1 & Part 2): <i>Conventional and Organic Agriculture</i> RDF Booklet: 18, 19, 33 Additional material/links posted on OWL Critical Conversation: <i>Why do farmers choose different farming techniques and approaches?</i>
4	Feb. 1	Mid-term Test #1	Covers weeks 1, 2, 3 (30%) POSTED Wed., Feb. 1 @ 2:30 PM; DUE Wed., Feb. 1 @ 5:30 PM
5	Feb. 8	Economic sustainability	BOF Online Modules (Part 1 & Part 2): <i>Business</i> RDF Booklet: 10, 34, 58 Additional material/links posted on OWL Critical Conversation: <i>What is the connection between food affordability and economic stability of the whole food system?</i>
6	Feb. 15	Environmental sustainability	BOF Online Modules (Part 1 & Part 2): <i>Environmental Initiatives</i> RDF Booklet: 20, 40, 41, 44-46 Additional material/links posted on OWL Critical Conversation: <i>How can RDs inform the public about environmental initiatives related to food production?</i>
Feb. 18-26		READING WEEK	
7	Mar. 1	Social sustainability	BOF Online Modules (Part 1 & Part 2): <i>Local Food</i> RDF Booklet: 11, 12, 35, 58, 59 Additional material/links posted on OWL Critical Conversation: <i>How can healthcare professionals contribute to the social sustainability of rural communities?</i>
8	Mar. 8	Mid-term Test #2	Covers weeks 5, 6, 7 (30%) POSTED Wed., Mar. 8 @ 2:30 PM; DUE Wed., Mar. 8 @ 5:30 PM

9	Mar. 15	Animal health and welfare	BOF Online Modules (Part 1 & Part 2): <i>Animal Health and Welfare</i> RDF Booklet: 16, 17, 24-29, 51-53 Additional material/links posted on OWL Critical Conversation: <i>Why is it important for RDs to understand animal health and welfare practices?</i>
10	Mar. 22	Food production technologies	BOF Online Modules (Part 1 & Part 2): <i>Biotechnology</i> RDF Booklet: 54-57 Documentary: <i>Food Evolution</i> Additional material/links posted on OWL Critical Conversation: <i>Why do growers use food production technologies like genetic modification?</i>
11	Mar. 29	Research and development	BOF Online Modules (Part 1 & Part 2): <i>Tech and Innovation</i> RDF Booklet: 21, 36, 37, 43, 48-50 Additional material/links posted on OWL Critical Conversation: <i>Why are technological advances more accepted in areas such as communication and healthcare but not in agriculture?</i>
12	Apr. 5	Climate change	BOF Online Modules (Part 1 & Part 2): <i>Climate change</i> RDF Booklet: 13-15, 22, 23, 38 Additional material/links posted on OWL Critical Conversation: <i>What agricultural strategies mitigate climate change?</i> Completion of all assigned BOF modules (10%)
	Apr. 13-30	Final Exam	Covers weeks 9, 10, 11, 12 (30%) See exam schedule

INTEGRATED COMPETENCIES FOR DIETETIC EDUCATION AND PRACTICE (ICDEP)

WHAT are the ICDEP?

The ICDEP were created by *The Partnership for Dietetic Education and Practice (PDEP)*, a network of professionals from education, regulatory, and professional bodies/associations across Canada. There are 7 inter-related Domains (areas) of **Practice Competencies**:

1. Food and Nutrition Expertise
2. Professionalism and Ethics
3. Communication and Collaboration
4. Management and Leadership
5. Nutrition Care
6. Population Health Promotion
7. Food Provision

Competencies from **EACH of the 7 DOMAINS** will be assessed in this course.

WHY are these Practice Competencies important?

By appropriately demonstrating abilities in all 7 Domains **prior to starting work as a Registered Dietitian**, candidates (i.e., students in academic programs, practicum students during practicum programs, or individuals writing the CDRE) are prepared for entry-level dietetic practice in Canada. By ensuring compliance with national standards, all accredited dietetic programs in Canada are assessed using the same criteria, allowing RDs to practice anywhere across the country.

HOW are Practice Competencies assessed?

Practice Competencies are assessed through **Performance Indicators** (observable behaviours) at **4 levels**: **KNOWS** – assessed through assignments, exams, team projects, etc. throughout students’ education and training.

KNOWS HOW and **SHOWS HOW** – assessed at higher levels of education and demand application of knowledge through complex cognitive activities (e.g., case studies, role playing, or interviewing a standardized patient)

DOES – candidates are assessed at this level by preceptors/supervisors during actual dietetic practice.

WHEN are Performance Indicators assessed?

- During the academic component of education programs (course assignments, exams, team projects, etc.)
- During the practicum component of education programs (evaluations of practicum students’ learning)
- Through the Canadian Dietetic Registration Examination (national qualifying exam to become an RD)

NOTE TO STUDENTS: Practice Competencies **will be taught (and assessed) in every course!** For example, “**Maintain client confidentiality and privacy**” (one of the Performance Indicators linked to the Practice Competency “Employ a client-centred approach”) is important in many areas of food and nutrition, not just clinical practice. Similarly, “**Write clearly and in an organized fashion**” (one of the Performance Indicators linked to the Practice Competency “Use effective written communication skills”) is relevant in every aspect of educational and professional life; therefore, it will be assessed throughout an individual’s journey to becoming a Registered Dietitian, not just in an essay course.

WHO uses the ICDEP?

The primary users of ICDEP are:

- Education programs, to guide curriculum and assessment of learning outcomes
- Developers and evaluators of the Canadian Dietetic Registration Exam
- The Accreditation Council, to evaluate compliance with standards for accrediting dietetic education programs

The Practice Competencies may also be useful to the public, employers, and other health professionals to enable a common understanding of entry-level dietetic practice.

Students can also refer to the ICDEP when completing applications for practicum programs or graduate schools to demonstrate the value and relevance of their work, volunteer, or extra-curricular activities.

Full document available at:

[**INTEGRATED COMPETENCIES FOR DIETETIC EDUCATION AND PRACTICE v3 2020**](#)

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

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 for illness 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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of

deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor

(https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

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 and warranted.

It is important to note that the Academic 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

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, https://brescia.uwo.ca/student_life/health_and_wellness/index.php and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

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.
