

Course Outline – FN 4411G: Senior Research Project

School of Food and Nutritional Sciences

General Information

Course:	FN 4411G
Sections:	530
Term:	Winter
Year:	2022-23
Delivery:	In-person
Course Day and Time:	11:30-2:30 pm Mon
Course Location:	UH-252

Instructor Information

Name:	Paula Dworatzek, PhD, RD, FDC, PHEc
E-mail:	pdworatz@uwo.ca
Telephone number for office appointments:	Please arrange by email
Office hours for students:	Virtually or in-person, by appointment

Course Description

Students will develop a research proposal and analyze and interpret secondary data (qualitative or quantitative).

Antirequisite(s): [Human Ecology 4411F/G](#).

Prerequisite(s): [Foods and Nutrition 3390W/X](#). Registration in an Honours Specialization in Foods and Nutrition.

Extra Information: 3 lecture/seminar hours.

Special Circumstances

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/or the course instructor.

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations. Methods for dealing with missed work and course content are at the discretion of the instructor. Students should be aware that some learning outcomes cannot be easily made up and may need to be completed in a subsequent year. Your instructor will provide you with

further information as to how this applies within this course. Students who demonstrate a pattern of routinely missing coursework, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.

Students may be expected to wear triple layer, non-medical, paper masks in the classroom as per University policy and public health directives. Students who are unable to wear a mask must seek formal accommodation through Western Accessible Education, and present medical documentation. Students may not be permitted to eat or drink while in class to ensure masks stay in place.

Required Course Materials

Readings will be posted on OWL.

Optional Course Materials (available at Beryl Ivey Library course reserves)

Van Horn L, Beto JA. Research: Successful Approaches in Nutrition and Dietetics. 4th edition. Academy of Nutrition and Dietetics; 2019.

Field AP. Discovering Statistics Using IBM SPSS Statistics. 5th edition, North American edition. Sage Publications Inc.; 2018.

Bryman A, Bell E. Social Research Methods. 5th Canadian edition. Oxford University Press; 2019.

Learning Outcomes

Upon successful completion of this course, students will be able to demonstrate the Brescia Competencies of Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self Awareness and Development, Social Awareness and Engagement, and Valuing by:

1. demonstrating the ability to gather, review, interpret, evaluate, and utilize appropriate peer reviewed journal articles and reference materials to support a research project (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development);
2. developing a research proposal and scientific research manuscript, based on the specific assignment guidelines (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement, and Valuing);
3. formulating an original research question, objectives, hypotheses, and independent and dependent variables (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving);
4. describing and interpreting the results of research data (Communication, Critical Thinking, Problem Solving);
5. identifying and using the appropriate statistical test for the proposed data analysis (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Valuing);
6. presenting the research (oral and written) utilizing a research communications approach (Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement, and Valuing).

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 (Integrated Competencies for Dietetic Education and Practice)

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.

For more information on ICDEP competencies, please visit the [UWO OWL FN UNDERGRADUATE RESOURCES AND INFORMATION](#) site.

The competencies that will be addressed and/or assessed in this course include the following (the expectations of assessment are indicated by K-knows, KH-knows how, SH-shows how; however, these are the minimum and we may go beyond the minimum expectation in some instances):

1. Food and Nutrition Expertise

1.01 Apply understanding of food composition and food science

a. Demonstrate understanding of physical and chemical properties of food (KH)

f. Identify sources of micronutrients and macronutrients in food (K)

1.02 Apply understanding of food environments

a. Demonstrate knowledge of government policy in regulating food products in Canada (K)

1.04 Apply understanding of dietary requirements and guidelines

a. Demonstrate understanding of dietary requirements across the lifespan, in health and disease (KH)

c. Demonstrate understanding of current nutrition recommendations and dietary guidelines (KH)

2. Professionalism and Ethics

2.02 Act ethically and with integrity

b. Act in a manner that engenders trust (SH)

c. Act in accordance with ethical principles (SH)

e. Act in a manner that upholds the reputation of the profession (SH)

2.08 Manage time and workload

a. Prioritize activities (SH)

b. Meet deadlines (SH)

2.09 Employ an evidence-informed approach to practice

b. Demonstrate knowledge of the process of evidence-informed decision making (K)

c. Make evidence-informed decisions (KH)

2.12 Maintain comprehensive and current knowledge relevant to practice

a. Use relevant terminology (SH)

b. Identify relevant sources of information (KH)

c. Critically appraise information relevant to practice (KH)

d. Identify emerging information relevant to practice (K)

2.13 Use information management technologies to support practice

a. Demonstrate knowledge of information technologies relevant to practice (K)

b. Use information management systems (SH)

3. Communication and Collaboration

3.01 Use appropriate communication approaches

a. Identify opportunities for and barriers to communication relevant to context (KH)

b. Use communication approaches appropriate to context (SH)

c. Use language tailored to audience (SH)

3.02 Use effective written communication skills

a. Write in a manner responsive to audience (SH)

b. Write clearly and in an organized fashion (SH)

- 3.03 Use effective oral communication skills
- a. Speak in a manner responsive to audience (SH)
 - b. Speak clearly and in an organized fashion (SH)

- 3.05 Use effective interpersonal skills
- f. Seek and respond to feedback (SH)

4. Management and Leadership

- 4.03 Participate in practice-based research activities
- a. Frame question(s) (SH)
 - b. Critically appraise literature (SH)
 - c. Identify relevant methodology (SH)
 - d. Interpret findings (SH)
 - e. Communicate findings (SH)

- 4.04 Undertake knowledge translation
- a. Identify food and nutrition knowledge relevant to others (K)
 - b. Reframe knowledge into a format accessible to others (SH)

6. Population Health Promotion

- 6.01 Assess food- and nutrition-related situation of communities and populations
- a. Identify types and sources of information required to assess food and nutrition-related situation of communities and populations (KH)
 - d. Interpret food and nutrition surveillance data (KH)
- 6.02 Determine food- and nutrition-related issues of communities and populations
- a. Integrate assessment findings to identify food- and nutrition-related assets, resources and needs (KH)

Teaching Methodology and Expectations of Students

1. In-person lectures and discussions on the components of the research process. Students are expected to **come to class prepared**, having read the required readings.
2. Self-directed learning and independent study to allow students to develop their research proposal/manuscript and present a concise summary of it in class.
3. Individual consultation with the Instructor to provide feedback on the components of the research proposal/ manuscript, as necessary.

Specific Course Policies:

1. Assignments are due on the date and time noted. Late assignments will be reduced by 10% of the value of the assignment for each day late. Assignments more than seven days late will NOT be accepted without academic accommodation.
2. Requests for academic accommodation must be submitted through an academic advisor.

3. **Regrading:** If you receive a grade on an assignment that you wish to have reevaluated, please re-read the assignment instructions and review the grading scheme and comments carefully. If you are still convinced that you have not received the grade that you deserve, prepare a half-page written explanation highlighting where and why you should have earned a different grade, and submit it with the original assignment and marking scheme. The assignment will be reevaluated based on the strength of your explanation as well as the assignment instructions and grading scheme. There is no guarantee that your grade will go up after re-evaluation, in fact, it could go down. Remember to communicate respectfully and clearly why you believe a grade should be reconsidered. Requests for regrades must be submitted within one week of return of an assignment.

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 Breakdown

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Introduction and Proposed Research Plan	25%	Feb. 6/23 at 11:59 PM (upload to OWL Dropbox)	1, 2, 3	Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self Awareness and Development, Social Awareness and Engagement
Results (text and figures/tables)	25%	March 13/23 at 11:59 PM (upload to OWL Dropbox)	3, 4, 5, 6	Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self Awareness and Development, Valuing
Final Research Paper (as per the Canadian Journal of Dietetic Practice and Research Guidelines for Authors,	35%	Apr. 6/23 by 6:00 PM (upload to OWL dropbox)	1, 2, 3, 4, 5	Communication, Critical Thinking, Problem Solving, Social Awareness

https://dcjournal.ca/authors/guidelines)				and Engagement, Valuing
PowerPoint Research Presentation	15%	Upload to OWL dropbox before your presentation; Apr. 10/23	6	Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Valuing

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

Course Content

Weekly Organizer: CHECK OWL FOR COURSE READINGS AND SLIDES THE WEEK BEFORE CLASS

Class/Topic	Week of	Description	Come to lectures prepared by reviewing postings on OWL, i.e., slides, assigned readings /videos). Assignments Due.
1	Jan 9	Review of Course Outline; Canadian Community Health Survey; Peer Reviewed Journal Articles	Read course outline and assignment guidelines thoroughly. Read assigned reading(s).
2	Jan 16	Odesi (Caroline Whippey); Selection of Variables; Statistics	Review CCHS documents (posted on OWL). Review notes from FN 3390W/X on statistics.
3	Jan 23	Review and Critique CCHS Research Papers	Review CCHS research papers (posted on OWL). Investigate the variables available in Odesi and formulate your research plan.
4	Jan 30	Independent study; consultation with instructor re: research plan (come prepared with ideas and questions) (times to be assigned)	Come prepared with a plan in mind; have questions ready.

5	Feb 6	CJDPR Author Guidelines Statistical Procedures - SPSS	Upload Introduction and Proposed Research Plan to OWL dropbox by Feb. 6/23 by 11:59 PM.
6	Feb 13	Statistical procedures - SPSS	Review statistics notes from FN 3390W/X. Review assigned readings/videos (OWL).
7	Feb. 20	Reading Week	
8	Feb 27	Data presentation – graphing, tables, figures – writing up results	Review assigned readings (OWL).
9	Mar 6	Data Interpretation and writing up research results	Review assigned readings (OWL).
10	Mar 13	Independent work	Submit Results to OWL dropbox by March 13/22 by 11:59 PM.
11	Mar 20	Independent study; consultation with instructor re: research paper (come prepared with ideas and questions) (times to be provided)	Come prepared with questions
12	Mar 27	Research Communications - Presentations	Review assigned readings/videos (OWL).
13	Apr 3	Independent study; consultation with instructor if requested. Make appointment as necessary.	Submit Final Research Manuscript/Paper to OWL dropbox by Apr. 6/23 by 6:00 PM.
14	Apr 10	Powerpoint Presentations (times to be provided)	Submit Powerpoint Presentation to OWL Dropbox before your research presentation Apr. 10/23 in class.

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.
