

**BRESCIA UNIVERSITY COLLEGE**  
**DIVISION OF FOOD & NUTRITIONAL SCIENCES**  
**HE 2222G – Professional Perspectives – Winter 2014**

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**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 judgment, literature searching and retrieval)

**PREREQUISITE(S):** Registration limited to students in the *Foods and Nutrition* modules, the *Nutrition and Families* modules, 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/academics/writing\\_center/index.html](http://www.brescia.uwo.ca/academics/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](http://www.brescia.uwo.ca/academics/CertificatePrograms/student_tool_kit/index.html)

**DAY & TIME:** **Section 530:** Thursday, 2:30 pm – 5:30 pm, Room BR-MRW 153, Ursuline Hall

<b>EVALUATION:</b>	<b>Component</b>	<b>Weight</b>	<b>Date</b>
	Online essay questions*	20%	Jan. 23, 2014
	2 worth 10% each		Mar. 20, 2014
	Mid-term Exam	30%	Feb. 13, 2014
	Group Video Project*	20%	April 3, 2014
	Final Examination	<u>30%</u>	April 11-30 (check schedule)
	Total	100%	

\* Instructions for the online essay questions and group video project will be provided separately.

**TENTATIVE SCHEDULE OF TOPICS and READINGS**

	<b>Date</b>	<b>Topics</b>	<b>READINGS – Please read BEFORE coming to class.</b>
1	Jan. 9	<ul style="list-style-type: none"> <li>- Overview of course</li> <li>- Introduction to the profession of human ecology / home economics</li> <li>- Career options as a Professional Home Economist</li> <li>- Home economics around the world</li> </ul>	<ol style="list-style-type: none"> <li>1. Pereira, A. (2008, June-July). Home economics for a new generation. <i>University Affairs</i>. Available at: <a href="http://www.universityaffairs.ca/home-economics-for-a-new-generation.aspx">http://www.universityaffairs.ca/home-economics-for-a-new-generation.aspx</a></li> <li>2. Lichtenstein, A. H., &amp; Ludwig, D. S. (2010). Bring back home economics education. <i>Journal of the American Medical Association</i>, 202(18), 1857-58.</li> <li>3. Lordly, D. (2012). Students’ perceptions of males entering the dietetic profession. <i>Canadian Journal of Dietetic Practice and Research</i>, 73(3), 111-116.</li> </ol>
2	Jan. 16	<ul style="list-style-type: none"> <li>- Name, mission, philosophy</li> <li>- History, events, and people in home economics / human ecology &amp; dietetics</li> </ul>	<ol style="list-style-type: none"> <li>1. Clancy, K. (1999). Reclaiming the social and environmental roots of nutrition education. <i>Journal of Nutrition Education</i>, 31(4), 190-193.</li> <li>2. Stage, S. (1997). Ellen Richards and the social significance of the home economics movement. In S. Stage &amp; 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 <a href="http://www.lib.uwo.ca">www.lib.uwo.ca</a> (under Course Reserves)</li> </ol>
3	Jan. 23	<p><b>-ONLINE ESSAY QUESTION DUE AT 2:30 PM</b></p> <ul style="list-style-type: none"> <li>- Characteristics of a profession</li> <li>- Toward becoming a professional: Knowledge, skills, and values</li> <li>- Reflective practice: <i>Professional Behaviour Development Form</i></li> <li>- Professional associations and colleges</li> </ul>	<ol style="list-style-type: none"> <li>1. Brady, J., Lordly, D., MacLellan, D., &amp; Gingras, J. (2012). New dietetic practitioners’ perspectives on their education and training. <i>Canadian Journal of Dietetic Practice and Research</i>, 73(3), 117-121.</li> <li>2. Morgan, G. (2009). Reflective practice and self-awareness. <i>Perspectives in Public Health</i>, 129(4), 161-162.</li> </ol>
4	Jan. 30	<ul style="list-style-type: none"> <li>- Common systems models in human ecology</li> </ul>	<ol style="list-style-type: none"> <li>1. Novilla, M. L. B., Barnes, M. D., De La Cruz, N. G., Williams, P. N., &amp; Rogers, J. (2006). Public health perspectives on the family: An ecological approach to promoting health in the family and community. <i>Family and Community Health</i>, 29(1), 28-42.</li> <li>2. Capra, F. (n.d.) The new facts of life: Connecting the dots on food, health, and the environment. Available at: <a href="http://www.ecoliteracy.org/essays/new-facts-life">http://www.ecoliteracy.org/essays/new-facts-life</a></li> </ol>
5	Feb. 6	<ul style="list-style-type: none"> <li>- Specialization within the profession</li> <li>- A fine balance: Specialist and Generalist</li> <li>- Transdisciplinary education and practice</li> </ul>	<ol style="list-style-type: none"> <li>1. Pendergast, D. (2003). From the margins: Globalization with(out) home economics. <i>International Journal of Consumer Studies</i>, 27(4), 331-334.</li> <li>2. United Nations Educational, Scientific and Cultural Organization (UNESCO). (n.d.). Education for Sustainable Development. A Transdisciplinary Approach to Education:</li> </ol>

			An Instrument for Action.
	Date	Topics	READINGS – Please read BEFORE coming to class.
6	Feb. 13	<b>Mid-term Exam covering all material from weeks 1 -5. Location TBA</b>	
7	Feb. 20	<b>Reading Week – No Class</b>	
8	Feb. 27	- Ethics and judgment  - Concepts and legalities of professions and professionals  - Research	<ol style="list-style-type: none"> <li>1. Codes of Ethics</li> <li>2. Jack, L. et al. (2010). Appraising quantitative research in health education: Guidelines for public health educators. <i>Health Promotion Practice, 11</i>(2), 161-165.</li> <li>3. Bisogni, C., Jastran, M., Seligson, M., &amp; Thompson, A. (2011). How people interpret healthy eating: Contributions of qualitative research. <i>Journal of Nutrition Education and Behavior, 44</i>, 282-301.</li> </ol>
9	Mar. 6	- Families in Canadian society  - Balancing personal and professional Obligations  - The family meal	<ol style="list-style-type: none"> <li>1. Waisman, M.S. (2012). Stepping out: dare to step forward, step back or just stand still and breathe. <i>Canadian Journal of Dietetic Practice and Research, 73</i>(3), 147-150.</li> <li>2. Chittenden, E.H. and Ritchie, C.S. (2011). Work-life balancing: challenges and strategies. <i>Journal of Palliative Medicine, 14</i>(7), 870-874.</li> <li>3. Fieldhouse, P. (2007, Dec. 20). Eating together: the culture of the family meal. <i>Transition Magazine: families and food, 37</i>(4) 3-6. Available at: <a href="http://www.vanierinstitute.ca/transition_magazine">http://www.vanierinstitute.ca/transition_magazine</a></li> </ol>
10	Mar. 13	- The future of the profession	<ol style="list-style-type: none"> <li>1. Austin, E. (1999). Saving the home from Martha Stewart. <i>The Washington Monthly, 31</i>(12), 9-12.</li> <li>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 &amp; Environmental Nutrition, 5</i>(1), 2-12.</li> <li>3. Franz, N. K. &amp; Van Ginkel, M. (2011). Determining and sharing the public value of FCS: Telling the story. <i>Journal of Family and Consumer Sciences, 103</i>(4), 53-54.</li> </ol>
11	Mar. 20	<b>-ONLINE ESSAY QUESTION DUE AT 4:30 PM</b> - Human Ecology and Sustainability	<ol style="list-style-type: none"> <li>1. Gussow, J. D. (1999). Dietary guidelines for sustainability: Twelve years later. <i>Journal of Nutrition Education, 31</i>(4), 194-200.</li> <li>2. Condrasky, M. D., &amp; Hegler, M. (2010, April). How culinary nutrition can save the health of a nation. <i>Journal of Extension, 48</i>(2), 1-6. Available at <a href="http://www.joe.org">www.joe.org</a></li> <li>3. Ruff, R. (2003). Recipes for success: integrating environmental education into home economics. <i>Green Teacher, 71</i>, 16-19.</li> </ol>

12	Mar. 27	<ul style="list-style-type: none"> <li>- Leadership</li> <li>- Power and politics</li> <li>- Advocacy</li> </ul>	<ol style="list-style-type: none"> <li>1. Dietitians of Canada Advocacy Approach.</li> <li>2. Breitrose, P., et al. (n.d.). Getting an advocacy campaign off the ground. <i>The Community Toolbox</i>. Available at: <a href="http://ctb.ku.edu">http://ctb.ku.edu</a></li> <li>3. O’Keeffe, D. F. (2012). Leadership. <i>Current Opinion in Obstetrics and Gynecology</i>, 24(6), 436-439.</li> </ol>
13	Apr. 3	<b>DUE: Major Project</b>	<b>All groups will present their projects to the class</b>
		<b>Final Exam (30%)</b>	<b>3 hours; covers weeks 8 - 12</b>

### 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 (an SMC must be submitted to a Senior Academic Advisor) or a death in a student’s immediate family (a public death notice is required).

**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).

## 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.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, 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 documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** 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/2013/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](http://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](http://www.brescia.uwo.ca/academics/registrar_services/index.html) . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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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.