

FN-9211B: Food Leadership & Social Progress

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 Provost and by the course instructor.

General Information

Course Number: FN-9211B

Term: Winter

Year: 2024

Course Day and Time: MONDAYS - 8:30 am to 11:30 am

Course Location: IN PERSON – UH-26

Instructor Information

Name: Dr. Peggy O’Neil, B.Ed., M.Ed., PhD. (Ed.), OCT, PHEc.

E-mail: poneil2@uwo.ca

Office hours for students: MONDAYS - 12:30 pm to 2:30pm

ONLINE - See Zoom Meeting Schedule posted in OWL

Office location: UH-324

Course Description

Through a broad range of theories, landmark cases, reflective practice, and social learning in school food and literacy, this course offers students a survey of philosophic foundations in school food and literacy leadership/management in public policy and operations with an emphasis on ethics, values, corporate social responsibility, sustainable governance, and human progress across a variety of Canadian and Ontario school food and literacy dimensions including but not limited to public goods, a good life, strategic management, and transformational leadership.

Prerequisite(s): Registration in the MScFN program

Extra Information: 3 lecture hours

Required Course Materials

- All weekly readings and resources are posted in OWL.
- Schön, D. A. (1987). Preparing Professionals for the Demands of Practice in *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions* (1st ed., pp 3-21). San Francisco: Jossey-Bass (ON RESERVE IN THE BRESCIA LIBRARY)

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Examine leadership and management in the context of ethics, duty to others, and the law in school food policy and literacy operations,
- Review, explore, and analyze current trends that affect institutional ethics and values in school food and literacy in national and provincial programming, public policy, advocacy and leadership,
- Research and resolve issues in government affairs, public policy, and operations in universal school food and literacy programming.
- Self-assess for growth toward personal and professional values-based leadership in school food and literacy, and in broader professional and administrative contexts.

Brescia Competencies

Upon successful completion of this course, students will be able to demonstrate the Brescia Competencies:

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.

5. 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.

6. 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.

7. 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.

Teaching Methodology and Expectations of Students

This in-person course is delivered using the social and professional learning method, *communities of practice* (Wenger & Trayner) and *reflective practice* (Schon, 1987). In-class time will be devoted to role-playing, debate, group exercises, discussion, and student-led dialogue. As such, attendance is mandatory, students must read all assigned readings before class, and contribute in a deep and meaningful way to our learning community.

Evaluation

Evaluation Summary:

Component	Weight	Date/Deadline	Learning Outcomes	Brescia Competencies
Literature Searches	40%	See Schedule	1, 2, 3, 4, 5	1, 2, 3, 5, 6, 7
Leader Development Journal	20%	On-going & Apr. 1 st	2, 3, 4, 5	1, 2, 3, 5, 6, 7
Research Presentation & Paper	40%	April 1 st	2, 3, 4, 5	1, 2, 3, 5, 6, 7

Evaluation Details:

1. Literature Searches (40%):

Where indicated in the course schedule, each student will choose three publications such as scholarly articles, news stories, or government reports/policies, etc., from 2019– 2024 on the topic of the week. Copies of the additional sources will be submitted with a written synopsis (no more than 250 words) with particular focus placed on how the article(s) relate(s) to the leadership/management topic of the week in school food and literacy.

2. Leader Development Journal (20%):

Each week, students will reflect on readings, cases, class discussions, presentations, and consider how these influence personal and professional knowledge, attitudes and beliefs. Your writing framework/approach should refer to Schon's (1987) reflective practice (SEE ABOVE), considering, in particular, your development in both creative and technical dimensions of leadership and food management.

3. Research Paper and Presentation/Engagement Activity (40%):

Choose a topic in leadership/management in school food and literacy that you are interested in and develop a major paper (15 pages of text, 12 font, double-spaced; excluding title page, minimum 20 references ---at least 15 of which scholarly publications--- graphs or other supporting documentation). Papers should be written according to a standard citation style and scholarly writing and should include an introduction, body (with appropriate sub-sections) summary, and relevance to practice.

Presentations/class engagement activities to the class will be scheduled during the last two weeks of classes; order of presentation TBA; for 20 minutes with an additional 5 minutes for question and answer.

Written papers are due on the last day of class and will be marked based on coherence, fruitfulness of research, contribution to the literature, overall content, clarity of writing, and scholarship. Presentations will be evaluated based on effectiveness of presentation, e.g. use of effective visual aids, audience engagement, ability to answer questions, etc.

Some suggested, not mandatory, topics for the major paper follow:

- Human Rights and the special moral status of food
- School Food and Literacy in the Law
- Giving Voice to Values in school food & literacy
- Professional Education in school food and literacy
- Public Education and Consumer Moral Leadership
- Philosophy, policy & values in school food and literacy
- Food systems education and environmental/social sustainability
- Other topic of your choice (must be approved)

Course Content

Weekly Organizer: (TENTATIVE – Dates are subject to change)

Week	Date	Description	Assignments and/or Readings Due
1	Jan. 8	INTRODUCTION: COURSE <ul style="list-style-type: none"> Welcome and Warm-Up Exercise Overview of Food Leadership and Social Progress Communities of Practice Reflective Practice 	<ul style="list-style-type: none"> OWL Resources Article: Wenger & Trayner (2015) Article: Schon (1987)
2	Jan. 15	INTRODUCTION: SCHOOL FOOD & LITERACY <ul style="list-style-type: none"> Canadian school food program Ontario Bill 216 Canada Bill C-322 Ontario Science Curriculum (Gr. 1-8 & Gr. 9 Science) 	<ul style="list-style-type: none"> OWL Resources DUE: Research Paper Topic
3	Jan. 22	ETHICS/VISION <ul style="list-style-type: none"> Human Rights (Universal & Canadian) Foundations in Ethics/Law Sustainable Governance 	<ul style="list-style-type: none"> OWL Resources
4	Jan. 29	MEDIA/ADVERTISING <ul style="list-style-type: none"> Food environment Issues and Education Marketing Integrity and the Law Ontario School Food & Beverage Policy/Program Memorandum 150 	<ul style="list-style-type: none"> OWL Resources DUE: 1st Lit. Search
5	Feb. 5	HUMAN RESOURCES/LABOUR MARKETS/SOCIAL JUSTICE <ul style="list-style-type: none"> Human Rights/ Labour Law Professional Education 	<ul style="list-style-type: none"> OWL Resources
6	Feb. 12	FINANCE/PURCHASING <ul style="list-style-type: none"> Money and Morals Sustainable Public Food Procurement School Meal Day Costs 	<ul style="list-style-type: none"> OWL Resources DUE: 2nd Lit. Search
		<ul style="list-style-type: none"> READING WEEK 	

7	Feb. 26	SERVICE DELIVERY <ul style="list-style-type: none"> Ontario Healthy Food for Healthy Schools Act (2008) Ontario Student Nutrition Program Food Literacy & Progression through Grades Case Study: Growing Chefs-Ontario 	<ul style="list-style-type: none"> OWL Resources
8	Mar. 4	QUALITY ASSURANCE/MANAGING CHANGE <ul style="list-style-type: none"> From Goodwill to Public Policy Food Inspections Food Integrity 	<ul style="list-style-type: none"> OWL Resources DUE: 3rd Lit. Search
9	Mar. 11	LEADERSHIP/MOTIVATION <ul style="list-style-type: none"> Leader Identity Development Giving Voice to Values Consumer Moral Leadership & Public Action 	<ul style="list-style-type: none"> OWL Resources
10	Mar. 18	STRATEGIC MANAGEMENT/PROGRESS <ul style="list-style-type: none"> Thought Leadership & Advocacy Sustainable Governance Innovation 	<ul style="list-style-type: none"> OWL Resources DUE: 4th Lit. Search
11	Mar. 25	<ul style="list-style-type: none"> INDIVIDUAL MEETINGS WITH INSTRUCTOR 	<ul style="list-style-type: none">
11	Apr. 1	<ul style="list-style-type: none"> Research Paper & Presentations 	<ul style="list-style-type: none"> DUE: Research Paper & Presentation DUE: Leader Development Journal

Brescia Graduate Course Academic Policies and Regulations

Enrolment Restrictions

Enrolment in this course is restricted to graduate students in the MScFN program with the possible exception to include a student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Statement on Academic 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 the following website

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Additionally;

A) When written work is assigned, 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 (<http://www.turnitin.com>).

B) 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.

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.

Policy for Accommodation for Illness or Other Exceptional, Extenuating Circumstances

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by physical or mental illness, or other exceptional, extenuating circumstances. The University recognizes and respects the need for privacy and confidentiality in these matters. However, to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be considered only in those cases where there is documentation indicating that the student was seriously affected by illness or other exceptional, extenuating circumstances and could not reasonably be expected to meet their academic responsibilities.

When Seeking Accommodation for Work Representing 10% or More of the Overall Grade: The course instructor should be notified in advance of deadlines and documentation shall be submitted as soon as possible in accordance with the below guidelines. Students should submit documentation to the Graduate Program Coordinator in the School of Food and Nutritional Sciences. For students enrolled in a graduate program outside of the School of Food and Nutritional Sciences, contact the Graduate Program Office in your program for accommodation and have them notify the School of Food and Nutritional Sciences instructor(s).

Once the supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the student's home Graduate Program office in consultation with the course instructor(s). Academic accommodation may include an extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, reweighting course requirements, or granting late withdrawals without academic penalty. Academic accommodation shall be considered and granted only where the proper documentation is received, using the guidelines noted below, and the severity of the illness/condition is such that the student could not reasonably be expected to complete their academic responsibilities. The medical professional providing the documentation must be able to make a reasonable assessment of the student's physical or mental state during the period for which accommodation is sought. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Note that there is no expectation that a student must be in optimum condition to carry out their academic responsibilities.

When Seeking Accommodation for Work Worth Less Than 10% of the Overall Grade in a Course: the student must contact the instructor in advance of missing the deadline. In arranging accommodation, instructors will use good judgment and ensure fair treatment for all students. Instructors must indicate whether documentation will be required for absences, late assignments or essays, missed tests, laboratory experiments or tutorials, etc. Where medical or other documentation is required, the guidelines for accommodation for 10% or more should be followed. Students who have been denied accommodation by an instructor may appeal this decision to the Chair of the School of Food and Nutritional Sciences.

Non-medical / Non-emergency Need to Miss a Class or Course Responsibility: If a student will need to miss a class or a course requirement for non-medical or other non-emergency reasons, the Course Instructor must be notified a minimum of two weeks prior to missing the class and/or deadline. It is the student's responsibility to obtain and review material for any classes they have missed. For graded course requirements, it is the student's responsibility to ensure accommodation arrangements are approved by the course instructor well in advance of missed deadlines. Relevant documentation may be required.

Medical (Or Other) Documentation Required for Accommodation: must be sought immediately, indicate a timeline including when the student should be able to resume academic responsibilities and include the professional person's name, qualifications, the professional office name and contact details, the student name, and the date. Documentation will be retained in the student's file within their home Graduate Program Office and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy.

Related Student Resources:

Academic Advising: Please contact the Graduate Program Coordinator in your home Graduate Program Office for academic advising and support.

Students who are in emotional/mental distress or are worried about the emotional health of a peer should refer to Mental Wellbeing @Western <https://www.uwo.ca/health/> and

<https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain appropriate help. Crisis contact details can be found at <https://uwo.ca/health/crisis.html>

Accessible Education Western (AEW): Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate programs.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with [Accessible Education Western \(AEW\)](#), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Sexual Violence: All members of the Western University community have a right to work and study in an environment that is free from any form of sexual violence. Western University recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence will not be tolerated. The university is committed to preventing Sexual Violence and creating a safe space for anyone who has experienced Sexual Violence. If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://safecampus.uwo.ca/sexual_violence/

Health and Wellness Services: As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca>