Western HealthSciences

Brescia School of Food and Nutritional Sciences

Food Leadership & Social Progress

General Information

Course #:	FN-9211B
Section #:	001
Term:	Winter
Year:	2024-25
Delivery:	In person

Instructor Information

Name:	Peggy O'Neil. PhD., PHEc., OCT.
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Course Description

Through a broad range of theories, laws/public policies, and landmark cases, this course presents a survey of philosophic foundations in leadership and human progress with an emphasis on school food and literacy in Canada.

Prerequisite(s):

Registration in the MScFN.

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

Learning Outcomes

Upon successful completion of this course, in the context of school food and literacy, students will be able to:

- Examine leadership and human progress in the context of ethics, duty to others, law/justice and humanity.
- Review, explore, and analyze current trends that affect organizational environments, values, operations, decision-making, resource allocation, and quality improvement.
- Research and resolve issues in government affairs, public policy, and advocacy.
- Self-assess for growth toward personal and professional values-based leadership and in broader professional and leadership contexts.

Teaching Methodology and Expectations of Students

This course is taught using a humanistic education philosophy which focuses on individual development toward the collective potential of humanity. This approach to teaching/learning emphasizes generated knowledge and shared experiences in the classroom; as such, the instructional method for the course is *communities of practice* (Wenger & Trayner), which includes experiential learning combined with self/team contributions, reflections, and assessments. Accordingly:

- Students are expected to foster **a culture of sharing, caring, dignity and respect** in all course-related interactions. Students will help each other during whole class and small group engagement activities, including debates, reflection, analysis, discussions, role play and other collaborative experiences.

- Weekly readings and other resources must be read/viewed **PRIOR to each class** in order to contribute to each student's own and to peers' growth and understanding.

- **Attendance and active contribution are mandatory**.

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.

Use of Generative AI

The use of generative Artificial Intelligence (AI) tools, includes but is not limited to writing assistants (e.g., ChatGPT, QuillBot) and translation services (e.g., Google translate). **Use of generative AI tools is prohibited or in a way not specifically allowed is a scholastic offence and subject to the penalties for a scholastic offence outlined in the Academic Calendar.**

Students Cannot Use AI in this course.

Evaluation

Component	**Weight**	**Date/ Deadline**

Literature Searches	40%	See Schedule
Leader Development Journal	20%	On-going & Mar. 31st
Research Presentation & Paper	40%	Mar. 31st

Evaluation Breakdown:

1. Literature Searches **(40%):**

Where indicated in the course schedule, each student will: a) choose three publications such as scholarly articles, news stories, or government reports/policies, etc., from 2020– 2025 on the topic of the week; and b) submit a written synopsis (no more than 250 words) on how the article(s) relate(s) to the leadership/human progress topic of the week; and c) deliver a 5-minute presentation to colleagues to expand their knowledge and judgement.

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%):**

In pairs, students will choose a topic in leadership/human progress of interest to them, and will 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 APA 7th edition citation style and general principles of scholarly writing: introduction, body (with appropriate sub-sections) summary, and relevance to practice.

Presentations/class engagement activities to the class will be scheduled during the last week 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 research and practice, 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, general areas in leadership/human progress for the major paper follow:

- Ethics (Virtue, duty to others, consequences)
- Giving Voice to Values
- Food Law/Policy
- Arts & Humanities
- Food System Transformation
- World Trade Organization
- Peacekeeping
- Sustainable Development
- Other topic of your choice (must be approved)

Course Content

Weekly Organizer:

Week	Date	Description	Assignments and/or Readings Due
1		INTRODUCTION: COURSE • Welcome and Warm-Up Exercise • Overview of Food Leadership and Human Progress • Communities of Practice • Reflective Practice	• OWL Resources • Article: Wenger & Trayner (2015) • Article: Schon (1987)
2		INTRODUCTION: SCHOOL FOOD & LITERACY • Canadian school food program • Ontario Bill 216 • Canada Bill C-322 • Ontario Science Curriculum (Gr. 1-8 & Gr. 9 Science) • Canada school food policy & funding	• OWL Resources • **DUE:** Research Paper Topic
3		ETHICS/VISION • Human Rights (Universal & Canadian) • Foundations in Ethics/Law • Sustainable Governance	• OWL Resources
4		MEDIA/ADVERTISING • Food environment Issues and Education • Marketing Integrity and the Law • Ontario School Food & Beverage Policy/Program Memorandum 150	• OWL Resources • **DUE:** 1st Lit. Search
5		HUMAN RESOURCES/LABOUR MARKETS/SOCIAL JUSTICE • Human Rights/ Labour Law	• OWL Resources

		• Professional Education	
6		FINANCE/PURCHASING • Money and Morals • Sustainable Public Food Procurement • School Meal Day Costs	• OWL Resources • **DUE**: 2nd Lit. Search
		• **READING WEEK**	
7		SERVICE DELIVERY • Ontario Healthy Food for Healthy Schools Act (2008) • Ontario Student Nutrition Program • Food Literacy & Progression through Grades • Case Study: Growing Chefs-Ontario	• OWL Resources
8		QUALITY ASSURANCE/MANAGING CHANGE • From Goodwill to Public Policy • Food Inspections • Food Integrity	• OWL Resources **DUE:** 3rd Lit. Search
9		LEADERSHIP/MOTIVATION • Leader Identity Development • Giving Voice to Values • Consumer Moral Leadership & Public Action	• OWL Resources
10	**.**	STRATEGIC MANAGEMENT/PROGRESS • Thought Leadership & Advocacy • Sustainable Governance • Innovation	• OWL Resources • **DUE:** 4th Lit. Search
11		• INDIVIDUAL MEETINGS WITH INSTRUCTOR	• See schedule
11		• Research Paper & Presentations	• **DUE:** Research Paper & Presentation • **DUE:** Leader Development Journal

Brescia School of Food & Nutritional Sciences Graduate Course Academic Policies and Regulations 2024-2025

Enrolment Restrictions
Enrollment in this course is restricted to graduate students in Brescia School of Food & Nutritional Sciences, as well as any 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.

Support Services
There are various support services around campus and these include, but are not limited to:
1. Academic Support and Engagement - http://academicsupport.uwo.ca
2. Wellness and Well-being - https://www.uwo.ca/health/
3. Registrar's Office -- http://www.registrar.uwo.ca/
4. Ombuds Office -- http://www.uwo.ca/ombuds/

Health and Wellness Services
Students who are in emotional/mental distress should refer to Mental Health Support at https://www.uwo.ca/health/psych/index.html for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence
Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html
To connect with a case manager or set up an appointment, please contact support@uwo.ca

Student Code of Conduct
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit https://www.uwo.ca/univsec/pdf/board/code.pdf

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

Additionally,
A) 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
Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or

video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Policy for Accommodation for class absence, late and/or missed assignments
In case of a class absence, the student will notify the instructor as soon as possible. The student is responsible for any missed material covered during class. 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. For missed work worth less than 10% of the overall grade, 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. A penalty of 10% will be applied for late work without accommodation. Missed assignment more than 7 days late will be assigned a mark of zero without accommodation. Students who have been denied accommodation by an instructor may appeal this decision to the Graduate Chair of the Brescia School of Food and Nutritional Sciences.

Use of Artificial Intelligence for the Completion of Course Work
Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

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 program.

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