

NFS 1210 HF Fall 2015
Management of Community Food Systems
MPH (Community Nutrition) Field Observation and Program Lab III

COURSE SYLLABUS

Mondays 9am-12pm
Health Sciences Building, 155 College Street,
HS 108

Instructor team

Ashley Motran MPH, RD, CDE ashley.motran@utoronto.ca

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(Email correspondence preferred)

Office Hours: Monday 12-1pm, FG 141

ABOUT THE COURSE

This is the third course in the course series of NFS 1208, 1209, and 1210, field observation and nutrition program laboratory I, II, and III. It is a required course in the second year of the MPH (Community Nutrition) program. The goal of this course is to provide students with insight into the planning and operation of community food programs and services.

This course aims to enable students to demonstrate dietetic entry-level competencies (ICDEP):

- Population & Public Health (Domain 4) – *Promote the nutrition health of groups, communities and populations* with an emphasis on population food systems & food security.
- Management (Domain 5) – *Manage programs, projects and services* with an emphasis on food service systems.

Course Objectives

Learning activities in this course will enable students to:

- Create a schematic map or representation of a local food system
- Identify and describe the production, distribution, transformation and selection, and consumption components of food systems
 - Identify issues and challenges involved in providing safe, healthy and sustainable food to groups, communities and populations
 - Conduct an analysis of a community food program
 - Develop recommendations for improving a community food program and share with stakeholders

- Identify human resources issues involved in supporting food systems and food service roles
- Describe financial issues involved in managing food programs and services

Pre-requisite: NFS 1211 – Community Nutrition.

COURSE FORMAT

We will meet weekly as a class, Monday mornings, 9am – 12pm, except for October 12th due to Thanksgiving holiday.

Many classes will be in the classroom, Health Sciences Building HS 108 but a number will also be at various field locations. This will require students and instructors to travel. See the attached schedule for more information.

Blackboard: We will use Blackboard to post notices, PowerPoint presentations (after the class), links to course readings, and other resources. Blackboard will not be used as a primary mode of direct email communication for the course or to post grades. Resources will be posted in advance of when it is anticipated that you should need them, so please set your alerts or check Blackboard sufficiently frequently to mitigate any last-minute issues.

Check in and next steps time during each class will be used to deliberate as a large group on major project progress. We will use some of the topic overview time each class to discuss readings.

Attendance is required and expected at all seminars. All assignments are expected to be completed on time. Should you have any reason why you cannot attend a seminar, or why you cannot complete an assignment on time, you will be expected to act in a professional manner, consulting with the instructors as soon as possible with clear documentation of your reason, which should be compelling. We will then decide together what the reasonable course of action should be. This option is only to be used in an emergency situation where there is no other solution available.

ROLE OF STUDENTS and INSTRUCTORS

As instructors we are here to offer mentorship, guidance on substantive subject matter as well as research and consultation methods, and practical feedback on activities such as proposal development and community engagement. We expect all students in the class to take the lead in conceptualizing their project and taking action to move it forward. We are here to support you and lead you through an exciting journey. Please feel free to ask questions.

In addition to our in-class time, Ashley will be available for consultation during office hours (after class on Mondays, when class is on campus, room 141 Fitzgerald, 12-

13:00pm) or by appointment – please send email or discuss with her during/after class. We will respond to course-related emails within 48 hours of receipt.

ASSIGNMENTS

FOOD SYSTEM CONCEPTION (Individual, Assignments #1 and #4)

Our idea was to lay out a matrix along the food chain, and across different aspects of each stage.

The students would for assignment #1 fill in the first worksheet early on in the course, including experience they have had to date (in work, studies, volunteer activities etc), key impressions of that stage-aspect, and, if salient, any key references (internet, readings, films, whatever media) that capture it for them, to be listed at the end. They could add rows and columns as they see fit, and would provide a one-two page narrative on how they see the overall system, and their role to date in it.

At the end of the course, for assignment #3, the students will fill in the 2nd worksheet with reflections on what had changed, additions, etc. They would include this as part of a portfolio of materials i.e. again a 1-2 page narrative, a drawing of the food system as they see it then, plus other media linked into it. They could do it as a web page, a ppt, a network or spaghetti diagram etc.

MAJOR GROUP ASSIGNMENT (Group, Assignment #2 & #3)

The objective of the major project is to bring the course theory and methods to life through a real-world initiative. This project will allow you to work both independently and as a team to develop a collective strategy and plan. The class will be divided into small groups, depending on final enrollment. Each small group will be responsible for one of three major projects:

1. Vulnerable group-based project: Community Food Security Enhancement Initiative (Women's Health in Women's Hands Community Health Centre)
2. Retail sector-based project: Development of a Communication Plan and Tools for Meal Planning based on Brazil's Food Guide (Loblaws)
3. Production-based project: Urban Garden Inventory and Profiles (Toronto Public Health – Food Policy Council, Toronto Urban Growers)

We will cover the topics relevant to your project through course sessions, so everyone will have a foundation of knowledge by the end of the term. Guest speakers are invited to describe their learning and experiences from implementing their own initiatives in organizations. While speakers will come from different organizations, you

will learn about the process involved in assessing a community food system. Your small group will be responsible for developing special in-depth expertise on your major project, to help guide our classroom discussions and decision making.

Each small group will need to carry out their work in coordination with others. We will make time for this type of check-in and large group deliberation during each class, with all of the Nov 2nd session available for work with instructors. We also expect that some of this interaction will also need to happen outside of class time. The project requires students to be creative and collaborative. When working in an organization or across organizations it is important to consider all possible options that will provide the optimal plan.

Towards the end of the term, you will present the results of your project proposal to key decision makers at the end of the course, and find out what they have to say about it.

All students are expected to work with a high level of independence and discretion. This course is an opportunity for career development, to test your skills, apply what you have learned in the field observatories to date, and network with actors in our local food system. You will be expected to adhere to all relevant University of Toronto policies as well as engaging at a practicing professional level in working with relevant stakeholders and organizations as part of the major project. You will need to develop excellent problem solving strategies, apply critical thinking skills, be nimble and open to diverse feedback, engage in careful reflection, actively contribute to class deliberations, and communicate clearly and efficiently to different audiences.

STUDENT ASSESSMENT

Each of the three assignments will be graded by one of us, with discussion with the other instructor(s) as required. The aim is to provide more formative feedback early in the course. We will post more detailed instructions for each assignment on Blackboard, including a grading rubric.

Assignment	Written/Oral	Solo/ Group	% of Grade	Due Date
1. Food System Matrix Completed worksheet and 1-2 page reflection on past experiences, knowledge of food systems.	Written	Solo	15%	Sept 25
2. Major Group Assignment Written Report including appendices and diagrams	Written	Group	40%	Nov 16

3. Major Group Assignment Presentation to panel of food system stakeholders	Oral	Group	20%	Nov 23
4. Food System Reflection Completed 2 nd worksheet and 2-3 page reflection on learnings during the course	Written, drawn +/- appropriate media	Solo	25%	Dec 7

Note on Submission of Assignments: All written assignments should be submitted **electronically** (MS Word, EXCEL documents and associated files as appropriate) sent to all instructors via emails (by the Friday afternoon at 17:00. You will receive an e-mail confirming the receipt of your assignment. Please indicate clearly on the cover page for each assignment: your full name, ID#, course number and title, and the MPH (Community Nutrition) program of which you are a part at the University of Toronto. Please include this information for all team members when submitting the major report.

Late Assignments: A late penalty of 2% per day late will deducted from the grade for any written assignments submitted after the due date. If you have made an electronic error and submitted the wrong file as your assignment, send us an email as soon as you detect the error, noting that you have sent the wrong file and would like us to disregard it. You will still be responsible, even with a file error, for handing in your assignment on time.

NOTE LAST ASSIGNMENT DUE 1 week after last class on December 7th by noon – Assignment #4 Final Paper 25% (written – individual)

UNIVERSITY OF TORONTO POLICIES

The University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel approach me or Accessibility Services so we can assist you in achieving academic success in this course.

ACADEMIC INTEGRITY STATEMENT

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of

cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncilutoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

IN PAPERS AND ASSIGNMENTS: Using someone else's ideas or words without appropriate acknowledgement. Submitting your own work in more than one course without the permission of the instructor. Making up sources or facts. Obtaining or providing unauthorized assistance on any assignment.

ON TESTS AND EXAMS: Using or possessing unauthorized aids. Looking at someone else's answers during an exam or test. Misrepresenting your identity.

IN ACADEMIC WORK: Falsifying institutional documents or grades. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>).

APPROPRIATE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

For reasons of privacy as well as protecting copyright, unauthorized video or audio recording in the classroom is prohibited.

COURSE EVALUATION

In addition to the usual DLSPH graduate course feedback form completion at the end of the last session of class, we would value comments and inputs throughout the course to assist us in improving the course both during it and in subsequent years.