



Course Outline Professional Perspectives

General Information

Course #: HE2222A
Section #: 001
Term: Fall
Year: 2024-25
Delivery: In-person
Course Day and Time:
Course Location:

Instructor Information

Name: **Dr. Matthews**
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Telephone number for office appointments:
Office hours:
Office location:

Course Description

Introduction to the history, mission, and philosophy of the Human Ecology/Home Economics professions in North America and the evolving concepts of Human Ecology/Home Economics as a field of study in higher education. Socialization toward professionalism will include the development of knowledge, skills and values appropriate to the profession.

Antirequisite: The former Human Ecology 2222F/G.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Required Course Materials

Required Reading List posted on OWL Brightspace.

Learning Outcomes

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

1. Explain the profession and philosophy of human ecology/home economics.
2. Describe how to obtain two professional designations related to human ecology/home economics.
3. Describe events and people in human ecology/home economics history.

4. Interpret systems theory related to human ecology/home economics.
5. Evaluate strategies to balance personal and professional obligations.
6. Explain strategies for becoming a professional.
7. Explain strategies for, and the importance of, reflective practice.
8. Evaluate interprofessional communication and collaboration.
9. Describe cultural competence and cultural humility.
10. Demonstrate knowledge of the Integrated Competencies for Dietetic Education and Practice.
11. Describe some legalities of professions and professionals.
12. Investigate social and economic determinants of health.
13. Explain ecological determinants of health.
14. Summarize the philosophy of human ecology/home economics
15. Generate career possibilities for the future of the profession.
16. Analyze current issues in human ecology/home economics (e.g., food, clothing, shelter, family relationships, and the environments within which families live).
17. Demonstrate basic skills necessary for professional performance (e.g., time and workload management; effective and respectful written, oral, and interpersonal communication; leadership; self-reflection; ethics and judgment; independent literature searching, retrieval, and management).

Integrated Competencies for Dietetic Education and Practice (ICDEP)

(Specific to the Brescia School of Food and Nutritional Sciences, Honors Specialization in Nutrition and Dietetics)

As an accredited dietetic program in Canada, we are required to meet the ICDEP. These competencies consist of 7 interrelated 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. This course is designed to ensure that students who complete the course as outlined obtain certain competencies in the above domains. This is required to meet entry level dietetic practice.

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

Teaching Methodology and Expectations of Students

Students are expected to search for and read assigned articles before class (Reading List posted on OWL Brightspace). Attendance at lectures and active engagement in class discussions is required.

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, videorecording, 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

For this course, students may not use generative AI (e.g., Chat GPT, QuillBot) for graded course assessments. Use of generative AI will be considered a scholastic offence which may be subject to the penalties outlined in the academic calendar.

Evaluation

Component	Weight	Date/Deadline	Learning Outcomes
Mid-term 1	30%	Oct. 1, 2024	Students will be able to:

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. 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.

Personal Response Systems ("clickers") may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is

Use of Statistical Pattern Recognition on Multiple Choice 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.

Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as "heavy load" conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request acade

