

### **FN 397/597: Sustainable Food Systems Field Work**

(summer 2: Understanding community food systems through one community stakeholder and their programs while developing professional skills)

UWSP Course Catalog Description: Supervised training work program in a cooperating off-campus establishment; work experience and supervision followed by an evaluation of individual progress.

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Course Description applied to Sustainable Food Systems: The purpose of the field work experiences within the Sustainable Food System major is increased knowledge and integration of your community food system. Field work is to prepare you for fully engaging within your community food system with increasing professional skills. The culmination of your work is your senior project or research which will address an issue in your community food system.

#### Summer 2: Professional integration into community food systems

The second summer field work experience is gaining a deeper understanding of your community through a deep investigation into **one organization** and the key players (stakeholders) that are involved with this community organization. You will see the interconnectedness between key players and analyze issues from the various key player perspectives to gain a deeper understanding of your community's foodways through the lens of a community key player.

The Summer 2 FN 397 course meets the following competencies of the Sustainable Food and Nutrition Program:

- Use a systems approach to analyze food and nutrition issues, with consideration of the social determinant of health, historical perspectives and current beliefs and practices.
- Assess the economic, cultural, social, political and environmental subsystems to support sustainability and resilience of a community food and water system and recommend improvements.
- Demonstrate critical thinking, collaborative leadership and community-participatory research skills in fostering community development.
- Demonstrate an understanding regarding the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

#### Assignments:

- A short paper that introduces the community and community organization that you are investigating.
- A series of short descriptive key player reports (5-6 pages) of a community key player with the relevant key players associated with your target community entity that pertains to the food and water system in your community.
- Final report with summary and reflection of your investigation and the possible final project which can grow out of this understanding. One of the purposes is for you to establish a relationship with a community stakeholder to work with for your final project in your last semester.

**Graduate Students: Please email me with possible meeting dates during the first week to discuss your field work.**

Introduction and Statement of Purpose Paper	50 pts.
Field Work and Research Reports about Key Player (Minimum of 5 key players-must include the intended participant as one key player )	100 pts. Each (see rubric below)
Final report with summary and reflection paper	100
Total	650 pts.
Graduate project: integration of research and community program (design, assessment, evaluation), application of food and nutrition education.	+100 pts
Graduate student: total points	750 pts.

Tentative Grading Scale:	
Grade	Percentage
A	95-100%
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

### Field Work Process and Reports

SFN field work follows a process adapted from anthropology and sociology methodology that includes both quantitative and qualitative research. You will produce one report for each of the following topics:

- Choose an organization/entity who is involved in your community's food and water system and is making efforts to support a sustainable and resilient food system. This might be a nonprofit community organization that has food and water related programs such as Boys & Girls Club, local food pantry, local community meal or a community program that is organized by a government or for-profit groups such as Farm to School Programs, Farmer's Markets, UW-Extension agriculture or nutrition programs, WIC Farmer's market coupon program, Older Adult noon meal program or farmer's market coupon program, CSA organization or farmer, local restaurant that focuses on sustainable food choices (local foods, whole foods, scratch cooking, etc.), summer youth meal program, school lunch, etc.
- Follow the field work process and report structure described below. Note that you will submit a minimum of 5 key player reports, one report must be about the community organization or entity that you are working with and the others are key players that are related to this community organization. For example, if my community organization is a local food pantry, then other key players might include the grocery store that donates food, the government office that monitors the health and safety, a volunteer organization that might be involved, the last may be a local farmer that donates food. Think about the food system and the key players that precede or follow the community organization or the government agencies that would determine the regulations and laws that guide the group. You can also think of the recipients that are impacted by this community key player.

#### Field work process:

- Introduction and Statement of Purpose (Planning phase) (not more than 2 pages)
  - Describe your community using relevant details about the people and food system.
  - Describe what you are expecting from your observation about this community key player and your community- what do you hope to learn with this in-depth examination?
  - Statement of Purpose for my field work-clearly articulate your purpose that will guide your research. With each phase of your work, you will become more comfortable with your statement of purpose. Your statement might include a deeper understanding of an issue, a practice, your community, a specific population, etc. This statement reflects your interest and passion for your community and its food system. This is your personal/professional purpose and not the purpose of the organization/entity
  - Grading rubric:

Community description: the reader has a sense of the community, where it is located, relevant information that helps "place" the key community organization.	15
Your expectations: you have considered your interests and passions within the context of your	20

community and clearly articulate what you hope will result from this research.	
Statement of Purpose: considering the first two steps, you have crafted a clear statement of purpose that connects your interest and passion to this aspect of your community and recognizes the value of this aspect of the food & water system that you are investigating.	15
You have submitted a well-written paper, free of spelling and grammar mistakes, above the 13th grade level with clearly organized paragraphs. Follow the formatting instructions within this syllabus.	(minus points)

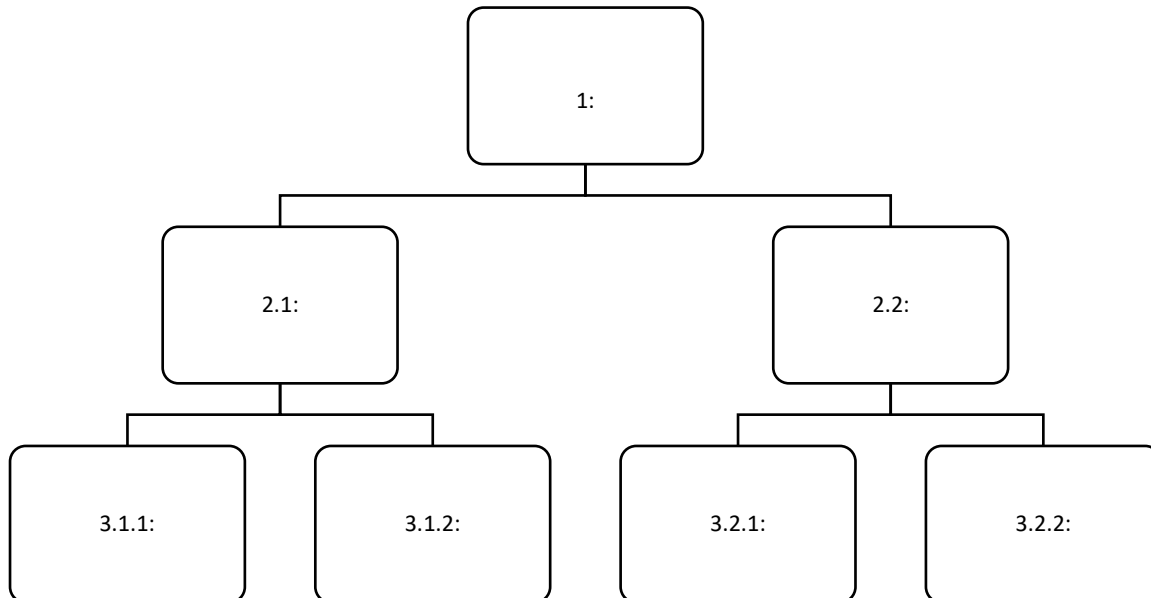
2. During the research (Data phase) As evidence of your research process, you will include a summary of your research process that includes your field notes. Field notes list the major findings and important points, these include published, peer-reviewed literature, people, community documents or historical websites, etc.. which will form the basis of your knowledge. Field notes also include observations. The research notes should include a chronological summary of your research steps.
  - a. What are my resources? Each field note section is a running diary/journal of your project. Keep a record of your knowledge gathering, which may include data, notes from an interview, relationships between key players, etc. At the end of each day of your project be sure to add complete your field notes. You will submit this continuous Field Notes Journal section within the Appendices of each paper that will include the minimum:
    - i. Create an Appendix A: Field Notes. This is a running journal/diary that you will continue to add to with each paper submitted. Each entry is identified with the date and the source of your knowledge and a short summary. Individual interviews or conversations are identified by name, descriptor of the person's place within the community and date of conversation. Peer-review research is noted for the key points and the citation follows the entry
      1. Example entry:  
 May 29, 2022, conversation with Dave from the Stevens Point Historical Society at his booth during the Nelsonville Art Show. The Society has walking tours of the Farmers' Markets and presentations. Contact the Director for more information and set-up a tour or class presentation. Historical tours are offered this summer by the Society, check for the topics. .
    - ii. Appendix B: Resources is the master list of all the resources for this project. This will be arranged in alphabetical order by author's last name.
    - iii. Appendices are related to individual papers which may be short notes, bullet format or phrases and may be different format for the type of data that you are compiling. You must include both quantitative and qualitative data. Be sure to cite your sources using the format cited below. You can organize these remaining Appendices in the most logical way that reflects your research process. You will refer to each Appendices in your summary paper so that the process and each Appendix is connected and briefly described.
    - iv. Pictures are encouraged to your document in the Appendices.
3. Key Player/Stakeholder Research (data phase continued) To have a deeper understanding of your community and how key players are connected to each other, you will more closely examine the community key player and 4 other key players that are connected to this one (5 total key player papers).
  - a. Description of the key player.
    - i. For the community organization/entity: give a complete description of the key player including what their goal and objectives are, their connection to your community food & water system, their funding, etc. If they are an entity within the government, be sure to add the county, state and federal information as necessary. If an organization that is a branch of the larger organization, describe this.
    - ii. For other key players- Briefly describe this key player. Describe the relationship between this key player and the community entity.

- b. Impact analysis: For each key player, conduct an impact analysis: You can use the statement, “By supporting the actions of this community key player, this (primary) impact happens. Try to think about this from the key player perspective as much as possible.
  - i. Complete the impact analysis for each of the following areas: ecological, agricultural, economic, social/cultural. Try to see these impacts from the key player perspective as much as possible.
  - ii. Identify 2 primary impacts and for each primary list 2 secondary impact and for each secondary impact, identify 2 tertiary impacts. (1 primary → 2 secondary → 4 tertiary = 7 impacts x 2 = 14 impacts per area of impact).
  - iii. Please attach this analysis at the end of your paper and use the graphic model that is listed below.
- c. Measuring sustainability: Each key player has an impact on sustainability, as analyzed in the impact analysis. Consider the areas of impact and sustainability measurements in each of these areas. Given the global priorities for retaining biodiversity and reducing greenhouse gas emissions that will reduce climate change, these will be considered as standard for each key player. There are many measurements already in place (soil fertility, gas emissions per gallon of gas burned, sustainable diet metrics, etc. We will discuss these in the beginning weeks of the course but you will also be researching to find more assessments.
- d. Summarize your findings in your key player paper. You will begin to see more connections and impacts to the overall food and water system with each key player that you examine. This will give you a deeper appreciation of the system, the people and your community.

<b>Grading Rubric for each Key Player Report:</b>	
Parameter	Points
Key player description is complete. The connection of the key player to the issue and each other is apparent. The community is considered and deeper understanding of the system is apparent.	12
Impact analysis (0.5 pts for each impact) All 5 areas are included. There are 14 impacts for each area.	28
Measuring sustainability: measurements in use by the key player are identified and described with any improvements in sustainability noted. Recommended measurements are provided for impact areas that are not already in use.	25
Summary- the major points are summarized succinctly and accurately, the results of the impact analysis is integrated to describe a more comprehensive understanding of the key players and their relationship to the issue, community and food system. Note this requires your deeper thinking, not just reporting. Each paper should help you understand the system and community more comprehensively.	35
Writing meets or exceeds 13 <sup>th</sup> grade level. There are no grammar or spell mistakes. Writing is well-organized with a logical flow and well-written paragraphs. (See resources on Canvas) Format is followed.	Minus points
Total points	100

e.

- f. Impact analysis format: Cut and paste this as a Smart-Art Design, not as an image so that you can write in the text boxes and so can I when I add comments and grades. Each level is already numbered to designate the primary, secondary and tertiary levels. Add your text after the numbers and colon in each level.



4. After the research (Summary and Reflection phase) (approximately 4 pages, not including the Appendices)
  - a. Summary of field notes and research.
    - i. Return to your statement of purpose. Did you accomplish what you wanted?
    - ii. Major points from your research are presented.
    - iii. Community context: What did you learn about your community? What did you learn about this aspect of the food and water system? What can you say about the sustainability of the food and water system, including positive and negative aspects? How are we successfully tracking sustainability? Be sure to consider overall sustainability that connects the areas of impact, the Earth and the community.
  - b. Reflection-Your personal response to the summary:
    - i. How does this impact your own food and water system?
    - ii. How does this impact your knowledge of and relationship with people in your community?
  - c. Reflection-Your professional response to the summary:
    - i. What did you learn about your community that is important to your role as a food and nutrition professional?
    - ii. What key players are involved in this area of the food & water system?
    - iii. What are the most significant impacts that you found (consider the socio-ecological model, food-water-energy nexus, areas of impact, tracking/measuring sustainability change)?
    - iv. How does this contribute to your understanding of sustainability?
    - v. How does this contribute to your understanding of a community food & water system?
5. Formatting & professional written communication
  - a. Text is written at a minimum 13<sup>th</sup> grade level without spelling or grammar mistakes. (See resources on Canvas for adding the readability score to spell-check)
  - b. Paper is organized to be logical and each paragraph has one main sentence with supporting sentences. (See the Rule of 5 resource in Canvas resources for tips. Outlining your work is very helpful for organization.)
  - c. Editing is apparent-do not submit your first draft. This is evidence of your best writing.
  - d. Use 0.7-inch margins, single-spaced
  - e. Use 10-point font, Calibri
  - f. Add page numbers to the upper right corner, your name in the upper left corner.
  - g. For citations, use an acceptable format. See the Reference and Citation guide that is posted under Resources.

- h. Submit in Word format (not pdf) in the Canvas Assignment folder. Title the document using this format: "Lastname\_FN397-2\_assignment name"

<b>Grading Rubric for Final Report:</b>	
Parameter	Points
Field Notes & Research Summary: <ul style="list-style-type: none"> <li>• You have connected your research with your statement of purpose and examined your process within this context.</li> <li>• Major points are presented clearly and succinctly.</li> <li>• Community context has been examined and summarized and includes thinking about your impact analysis and the overall food &amp; water system within the community. Community strengths and concerns are identified.</li> <li>• Appendices: field notes are well-organized and detailed, sources are identified and recognized for their contribution to field research</li> </ul>	20
Thoughtful and specific application to your personal life and your life as a community member is clearly articulated. There is evidence of deep thinking, not just reporting, in your reflection.	40
Thoughtful and specific application to your professional life is clearly articulated. You have clearly applied the tools that you learned last summer and your courses to frame your response. There is evidence of deep thinking, not just reporting, in your reflection.	40
Writing meets or exceeds 13 <sup>th</sup> grade level. There are no grammar or spell mistakes. Format is followed.	Minus points
<b>Total points</b>	<b>100</b>