

**Kin 4276G – Psychology of Body & Movement
 Winter 2024**

<p>Instructor: Kristen Lucibello, PhD Email: klucibe@uwo.ca</p> <p>Office Hrs: 11:30AM-12:30PM Wed.</p> <p>TAs: Sara Stanley sstanl3@uwo.ca Hamid Elamin hmusta3@uwo.ca Zachary Staffell zstaffel@uwo.ca</p>	<p>Lectures: Mon/Wed/Fri. 10:30-11:30AM Instruction Mode: In-person</p> <p>Locations Lecture: Seminar:</p>
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NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

<p>Calendar Course Description (including prerequisites/anti-requisites): This course will explore psychological theory and application of body image as it applies to the context of Kinesiology. Body image conceptualization, measurement, and intervention will be discussed, ranging from psychopathology to positive embodiment. The role of the body contextualized to movement (e.g., exercise, sport) will be a particular focus.</p> <p>Prerequisite(s): Kinesiology 2276F/G Extra information: 3 x 1-hour lecture/seminar per week</p>
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You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Statement on Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

COURSE DESCRIPTION AND LEARNING OUTCOMES

This course will explore psychological theory and application of body image as it applies to the context of kinesiology. Body image conceptualization, measurement, and intervention will be discussed, ranging from psychopathology to positive embodiment. The role of the body contextualized to movement (e.g., exercise, sport) will be a particular focus.

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

1. Understand theoretical perspectives and applications of the psychology of body image.
2. Explore the intersections of body image and physical activity (including exercise, fitness, sport, physical education, and daily movement behaviours).
3. Evaluate various ways in which body image is assessed, and critically consider measurement issues associated with each approach.
4. Identify and understand the application of common prevention and therapeutic interventions.
5. Synthesize and critically evaluate empirical research in the field of body image as related to movement behaviours.

6. Consider how individual differences (e.g., gender, sexuality, ethnicity, race, weight) and their intersections impact body image and movement-based behaviours.
7. Develop and evaluate movement-based interventions that align with body inclusive theory and practice.

COURSE FORMAT

Two to three weekly 60-minute lectures and four total seminars

REQUIRED COURSE MATERIALS

There is no textbook for this course. Required readings will be provided in PDF form to OWL.

COMMUNICATION

Office hours & Appointments

If you have questions about course material or would like to discuss issues related to the course in more detail, you are always welcomed to make an individual appointment with the instructor or TAs, or talk to us before/after class (subject to availability).

Email Policy

If you have a question, please first consult this syllabus and the course website; there is a good chance your question can be answered through these resources, especially regarding course logistics or content (e.g., deadlines, assignments, course materials). You are also encouraged to use the forum on OWL to post questions to your peers and check to see if your question has already been answered! If you cannot find an answer to your question on the syllabus or course website, you may contact the instructor or TAs. For all email responses, please allow 48 business hours for a response. Also consider email as a chance to practice professional communication.

COURSE EVALUATION

Component	Grade Allocation	Due Date
Autobiographical Reflection Paper	15%	February 2, 2024
Midterm	20%	March 1, 2024
Intervention Proposal	10%	March 15, 2024
Intervention Paper	15%	April 5, 2024
Seminar Participation	10%	Throughout the term
Cumulative Final Exam	30%	TBD

Autobiographical Reflection Paper

This assignment involves reflecting on how your history in and movement-based behaviours (e.g., exercise, sport, physical activity, etc.) throughout your lifetime. You are expected to draw on course materials to support your interpretations and reflections. Reflective writing is a process of considering and recording a personal experience and what it means. It is most importantly an analytical process. As such, the purpose is to think about what an experience means in some depth; going beyond a mere description of what happened to describing what it meant emotionally, cognitively, physically, and so on. How did it make one feel? What was learned? What new ways of moving or thinking were experienced? and so on. This allows one to reflect on what went well or not so well, and to think about how the experience or outcome may be improved next time, or what one may want or need to do to prepare and experience the situation differently. Reflection and reflective writing provide an opportunity for students to describe a situation they experienced and think about what it means to them, particularly with regard to gaining new knowledge or insight. Approx. 5 to 7 pages typed double-spaced, 12-size

Times New Roman font, 1- inch margins, blank ink, adherent to APA 7th edition referencing and formatting. Due by 11:59PM on February 2, 2024.

Intervention Proposal and Intervention Paper

This assignment involves (i) developing the contents, structure, and delivery of a psychological intervention and (ii) designing a research study to test the effectiveness of this program in having the intended effects on outcomes of interest. The intervention or program can target or draw on psychological aspects related to body image and movement-based behaviours (e.g., exercise, recreational sport, competitive sport, physical education, fitness endeavors, functional activities of daily living, etc.). Students can select any target group of interest in terms of development (e.g., youth, adolescents, adults, older adults) and other characteristics relevant to body image (e.g., gender, sexuality, ethnicity, race, weight, activity status, disorder or dysfunction etc.). Students can also select the targeted outcome of interest (e.g., body image or psychological outcomes, movement-based cognitions or behavioural outcomes, dysfunctional or disordered cognitions, behaviours, etc.). The intervention must align with body image theory and empirical evidence. Students are expected to draw on theoretical frameworks, use appropriate measurement and assessment instruments, and effectively appraise empirical evidence. Maximum 10 pages typed double-spaced (approx. 2500 words), 12-size Times New roman font, 1-inch margins, black ink, adherent to APA 7th edition referencing and formatting. The intervention paper is due by 11:59PM on April 5, 2024.

Seminar Participation

Each student is expected to actively contribute to all seminars. Attendance is expected, unless the student has academic consideration (via academic counselling). It is expected that each student will read the assigned readings prior to seminar, critically reflect upon the readings and be prepared to discuss with peers. Full grades will be awarded (10%, 2.5% per seminar) for students who attend all seminars (or have appropriate documentation) and always contribute meaningfully to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class perspective, and appropriately challenging assumptions and perspectives. Students who do not attend a seminar without academic consideration will not receive a participation grade for that week. Students will be provided with a specific rubric that provides a breakdown of participation grade allocation.

MISSED ASSESSMENT DEADLINES FOR KIN427G

For missed lectures and seminars, please review the posted slides and required readings, and ask another student in the class for content you may have missed. All lecture and seminar content are testable. It will be the student's responsibility to catch up on missed lecture and seminar material. There is no make-up for a missed seminar. If you miss a seminar and have appropriate accommodation (via academic counselling), the seminar grade will be waived.

For missed assignments – students who have appropriate accommodation are expected to complete and submit the assignment(s) following their absence. The new submission deadline will be established at the instructor's discretion based on recommendations made by an academic advisor. Submission deadlines are no later than 11:59PM on the due date. Late assignments will be deducted 10% for each day past the deadline it was submitted (i.e., two days past deadline, deducted 20%).

For a missed midterm – students are required to seek academic considerations from academic advising. Students will be provided with the opportunity to make-up a missed midterm. Otherwise, with the appropriate academic accommodation, if a student misses the midterm, their grade will be re-allocated to the final exam (which will subsequently be worth 50%).

To pass the course, students must not miss more than 40% of the assessments prior to the final exam. Therefore, if a student misses both the midterm (worth 20%) and the intervention paper/proposal (worth 25%) – even with academic consideration, the student will not have adequately met course objectives and therefore will receive an F in the course. Further, to meet the essay component of the course, students must complete and receive at least a D on the whole Intervention proposal/paper (worth 25%), or all other assignments (worth 25%) to pass the essay requirement of this course.

COURSE SCHEDULE

	Dates	Topics (Subject to Change)	Required Readings
Week 1	January 8 th January 10 th January 12 th	Introduction to Course & Psychology of Body Image Introduction to Body Image in Movement Domains Sociocultural Theories	Sabiston et al (2022) Tiggemann (2012)
Week 2	January 15 th January 17 th January 19 th	Sociocultural Theories Cognitive Behavioral Theories Seminar 1 – Groups A & B	Calogero (2012) Cash (2012)
Week 3	January 22 nd January 24 th January 26 th	Positive Body Image Positive Body Image Seminar 1 – Groups C & D	Menzel & Levine (2011) Piran (2019) Tylka & Wood-Barcalow (2015)
Week 4	January 29 th January 31 st February 2 nd	Assessment & Measurement Assessment & Measurement Body, Physical Activity & Sport (Reflection Due)	Sabiston et al. (2019) Thompson (2004) Thompson et al. (2012) Webb et al. (2015)
Week 5	February 5 th February 7 th February 9 th	Social Influences Social Influences Seminar 2 – Groups A & B	Bell et al. (2021) Fardouly & Vartanian (2016) Prichard et al. (2020)
Week 6	February 12 th February 14 th February 16 th	Development in Youth and Adolescence Development in Youth and Adolescence Seminar 2 – Groups C & D	Fox (1997) Inchley et al. (2011) Crocker et al. (2006)
Week 7	February 17-25 th	Spring Reading Week	
Week 8	February 26 th February 28 th March 1 st	Body & Gender Body, Race & Ethnicity Midterm	Murnen & Karazsia (2017) Calogero & Thompson (2009) McClure et al. (2011) Capodilupo & Kim (2014)
Week 9	March 4 th March 6 th March 8 th	Body & Sexuality Body & Sexuality Seminar 3 – Groups A & B	Dahlenburg et al. (2020) Morrison et al. (2020)
Week 10	March 11 th March 13 th March 15 th	Weight Stigma & Discrimination Weight Stigma & Discrimination Seminar 3 – Groups C & D (Proposal Due)	Myre et al. (2022) Pickett & Cunningham (2017) Tylka et al. (2014)
Week 11	March 18 th March 20 th March 22 nd	Psychosocial Interventions Psychosocial Interventions Seminar 4 – Groups A & B	Alleva et al. (2015) Guest et al. (2019) Mensinger & Meadows (2017)
Week 12	March 25 th March 27 th March 29 th	Movement-based Interventions Movement-based Interventions Good Friday (no class)	Campbell & Hausenblas (2009) Ginis et al. (2013)
Week 13	April 1 st April 3 rd April 5 th	Dysfunctions & Disorders Promotion & Prevention Seminar 4 – Groups C & D (Intervention Paper Due)	Hallward et al. (2021) Lavender et al. (2017) Petrie & Greenleaf (2012)
Week 14	April 8 th	Exam Review	
Exam period	TBD	Final exam	

Course/University Policies

1. The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. 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, in the Academic Calendar (westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

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.

3. Use of Electronic Devices

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 malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

4. 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 University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic

counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

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 academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining

course content will be delivered entirely 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). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

6. Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

7. Grades

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date on March 7th, 2024.

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student,

or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)

8. Support Services

Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:
Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

9. 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>

INSTRUCTOR STATEMENT OF EQUITY, DIVERSITY, AND INCLUSION

Diverse perspectives and experiences are not only welcome but deeply valued within our classroom. As your instructor, I am committed to ensuring that every student has an opportunity to succeed in our course. We aim to cultivate an environment where every student feels secure and respected when sharing their unique opinions, perspectives, and experiences. Each student is expected to actively participate in the creation and maintenance of an inclusive and respectful learning environment.

Any instance of bias, discrimination, or harassment will not be tolerated in our classroom (both in-person and through our online forums). I am readily available through email or office hours to engage in conversations and receive feedback on ways that I can improve my instruction, our course content, and/or our classroom environment.

I also want to bring your attention to Western University's Office of Equity, Diversity & Inclusion which offers valuable resources (<https://www.edi.uwo.ca/resources/>). Their staff is also available to assist you should you have any questions or concerns (edi@uwo.ca).

I am truly so excited to welcome each of you to our course. It is my sincerest hope that together, we can build a welcoming and nurturing space for learning that embraces and celebrates our diverse perspectives and lived experiences.