

Western University  
Faculty of Health Sciences  
**School of Kinesiology**

**KIN4276G – Psychology of Body & Movement  
Winter 2022**

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| <b>Instructor:</b> Dr. Eva Pila<br><b>Office:</b> Arts & Humanities Bldg Rm 3G12<br><b>Email:</b> <a href="mailto:epila@uwo.ca">epila@uwo.ca</a><br><b>Phone:</b> 519-661-2111 x80248<br><b>Office Hrs:</b> Wednesdays 11:30AM – 12:30PM | <b>Lectures/Seminar:</b> Monday & Wednesday lectures, Friday seminars 10:30-11:20AM<br><b>Format:</b> In Person SEB2202 ( <i>Synchronous on Zoom while remote teaching in effect</i> )<br><b>Teaching Assistants:</b><br>Kelsey Sick <a href="mailto:ksick@uwo.ca">ksick@uwo.ca</a><br>MacLean Press <a href="mailto:mpress3@uwo.ca">mpress3@uwo.ca</a><br>Kirsten Dillon <a href="mailto:kdillon9@uwo.ca">kdillon9@uwo.ca</a> |
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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.

**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.

**Prerequisite(s):** Permission of Kinesiology.

**Recommended:** Completion of KIN2276A is required prior to taking this course.

**Extra Information:** 3 x 1 hour lecture/seminar per week.

*You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course. 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. 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.*

## 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 the context of 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 50-minute lectures and three total seminars.

## REQUIRED COURSE MATERIALS

There is no textbook for this course. Required readings will be provided in PDF form on 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 welcome to make an individual appointment with the instructor or TA's, 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 TA's. For all email responses, please allow 24 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 4 <sup>th</sup> 2022 |
| Midterm                           | 20%              | March 4 <sup>th</sup> 2022    |
| Intervention Paper                | 25%              | April 4 <sup>th</sup> 2022    |
| Seminar Participation             | 10%              | Throughout term               |
| Cumulative Final Exam             | 30%              | TBD                           |

### Autobiographical Reflection Paper

This assignment involves reflecting on how your history *in* and *with* your body have shaped your 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 8 pages typed double-spaced, 12-size Times New Roman font, 1-inch margins, blank ink, adherent to APA 7<sup>th</sup> edition referencing and formatting.

### 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 endeavours, 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 7<sup>th</sup> edition referencing and formatting.

### **Seminar Participation**

Each student is expected to actively contribute to all seminars. Attendance is expected, unless the student has academic consideration (i.e., self-reported absence or 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%) 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 will be provided with a specific rubric that provides a breakdown of participation grade allocation.

### **Academic Consideration with Documentation**

Assignments are due as stated in the course syllabus and will not be accepted late, except under medical or other compassionate circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. A missed assignment submission, without appropriate documentation will result in a zero (0) grade. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents, illness or death) or similar circumstances.

### **MISSED ASSESSMENT DEADLINES FOR KIN4276G**

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 (either self-reported absence or 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, or can opt to re-allocate their grade to the final exam. The new submission deadline will be established by a recommendation made by academic counselling, or the time set in the self-reported absence.

For a missed midterm – students are required to seek academic considerations from academic counselling or use the self-reported absence process. There will be no opportunity to re-write or make-up a missed midterm. If a student misses the midterm, the weighing 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 (worth 25%) – even with academic consideration or self-reported absence, the student will not have adequately met course objectives and therefore will not be able to pass the course.

## COURSE SCHEDULE

|             | Dates   | Topics (Subject to Change)  | Required Readings  |
|-------------|---|---|--|
| Week 1      | January 10 <sup>th</sup><br>January 12 <sup>th</sup><br>January 14 <sup>th</sup>    | Introduction to Course & Psychology of Body Image<br>Introduction to Body Image in Movement Domains<br>Sociocultural Theories | Vani, Murray & Sabiston (2021)<br>Tiggemann (2012)   |
| Week 2      | January 17 <sup>th</sup><br>January 19 <sup>th</sup><br>January 21 <sup>st</sup>    | Sociocultural Theories<br>Cognitive Behavioural Theories<br>Seminar 1 – Groups A & B  | Calogero (2012)<br>Cash (2012)   |
| Week 3      | January 24 <sup>th</sup><br>January 26 <sup>th</sup><br>January 28 <sup>th</sup>    | Positive Body Image<br>Positive Body Image<br>Seminar 1 – Groups C & D  | Tylka & Wood-Barcalow (2015)<br>Piran (2019)<br>Menzel & Levine (2011)                     |
| Week 4      | January 31 <sup>st</sup><br>February 2 <sup>nd</sup><br>February 4 <sup>th</sup>    | Assessment & Measurement<br>Assessment & Measurement<br>(No Class) <b>Autobiographical Reflection Due</b>                     | Thompson (2004)<br>Thompson et al. (2012)<br>Webb et al. (2015)                            |
| Week 5      | February 7 <sup>th</sup><br>February 9 <sup>th</sup><br>February 11 <sup>th</sup>   | Social Influences<br>Social Influences<br>Seminar 2 – Groups A & B  | Dignard & Jarry (2020)<br>Fardouly & Vartanian (2016)<br>Prichard et al. (2020)            |
| Week 6      | February 14 <sup>th</sup><br>February 16 <sup>th</sup><br>February 18 <sup>th</sup> | Development in Youth and Adolescence<br>Development in Youth and Adolescence<br>Seminar 2 – Groups C & D                      | Fox (1997)<br>Inchley et al (2011)   |
| Week 7      | February 21 <sup>st</sup> to 25 <sup>th</sup>                                       | Spring Reading Week   |  |
| Week 8      | February 28 <sup>th</sup><br>March 2 <sup>nd</sup><br>March 4 <sup>th</sup>         | Body & Gender<br>Body & Sexuality<br><b>Midterm</b>   | Murnen & Karazsia (2017)<br>Morrison et al. (2020)   |
| Week 9      | March 7 <sup>th</sup><br>March 9 <sup>th</sup><br>March 11 <sup>th</sup>            | Body, Race & Ethnicity<br>Weight Stigma & Discrimination<br>Weight Stigma & Discrimination                                    | McClure et al. (2011)<br>Tylka et al. (2014)<br>Pickett & Cunningham (2017)                |
| Week 10     | March 14 <sup>th</sup><br>March 16 <sup>th</sup><br>March 18 <sup>th</sup>          | Psychosocial Interventions<br>Psychosocial Interventions<br>Seminar 3 – Groups A & B  | Alleva et al. (2015)<br>Guest et al. (2019)  |
| Week 11     | March 21 <sup>st</sup><br>March 23 <sup>rd</sup><br>March 25 <sup>th</sup>          | Exercise Interventions<br>Exercise Interventions<br>Seminar 3 – Groups C & D  | Martin Ginis et al. (2013)<br>Campbell & Hausenblas (2009)<br>Salci. & Martin Ginis (2017) |
| Week 12     | March 28 <sup>th</sup><br>March 30 <sup>th</sup><br>April 1 <sup>st</sup>           | Dysfunctions & Disorders<br>Dysfunctions & Disorders<br>Dysfunctions & Disorders  | Meyer et al. (2011)<br>Lavender et al. (2017)<br>Petrie (2020)                             |
| Week 13     | April 4 <sup>th</sup><br>April 6 <sup>th</sup><br>April 8 <sup>th</sup>             | (No Class) <b>Intervention Paper Due</b><br>Exam Review<br>Exam Review  | None   |
| Exam Period | TBD   | <b>Final Exam</b>   |  |

## COVID-RELATED COURSE POLICIES

### Course Delivery with Respect to the COVID-19 Pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered 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 assessments affected will be conducted online as determined by the course instructor.

*When deemed necessary*, tests and examinations in this course will 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>.

### Notice of Recording

All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in

the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

### **Masking Guidelines**

Students will be expected to wear triple layer, non-medical, paper masks at all times in the classroom as per University policy and public health directives. Students who are unable to wear a mask must seek formal accommodation through Western Accessible Education, and present medical documentation. Students are not permitted to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks. Students unwilling to wear a mask as stipulated by Western policy and public health directives will be referred to the Dean, and such actions will be considered a violation of the student Code of Conduct.

### **Course Absences due to Daily COVID Screening Questionnaire for all Courses**

Missed assessments (e.g., assignments, seminars, midterms, etc.) require formal academic considerations (typically self-reported absences and/or academic counselling). Methods for dealing with missed work and course content are at the discretion of the instructor and are presented in the subsequent section for this particular course. Students should be aware that some learning outcomes cannot be easily made up and may need to be completed in a subsequent year. Your instructor will provide you with further information as to how this applies within this course. Students who demonstrate a pattern of routinely missing coursework due to self-reported COVID symptoms, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.

## **COURSE AND UNIVERSITY POLICIES**

### **Statement on Use of Personal Response Systems (“Clickers”)**

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

### **Academic Offences**

They 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:  
[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). 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 Western University 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.

## Electronic Device Usage

**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 of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

**During Lectures and Seminar:** Although you are welcome to use a computer during lecture and seminar 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. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. 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.**

## 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.

## Support Services

There are various support services around campus and these include, but are not limited to:

1. *Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>
2. *Student Health & Wellness* -- <http://www.health.uwo.ca/>
3. *Registrar's Office* -- <http://www.registrar.uwo.ca/>
4. *Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

## Documentation for Academic Accommodation (Illness, Medical/Non-Medical Absences):

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence (see below for conditions)
- (ii) For medical absences exceeding 48 hours, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to their Academic Counselling in their Faculty of registration in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences exceeding 48 hours, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

## The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above will require students to present a Student Medical Certificate (SMC) or appropriate documentation supporting extenuating

- circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
  - d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
  - e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
  - f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
  - g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

For medical and non-medical absences that are not eligible for self-reporting Kinesiology students must submit an Academic Consideration Request form found online [https://www.uwo.ca/fhs/kin/undergrad/files/accommodation\\_request.pdf](https://www.uwo.ca/fhs/kin/undergrad/files/accommodation_request.pdf) in addition to an SMC or appropriate documentation in the event of a non-medical absence. These 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.

**Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Generally, students can expect some form of feedback on their performance in a course before the drop date on March 14, 2022 (for second term half-courses).

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| 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</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. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; 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".

**Classroom Behaviour:** Class will begin promptly at the time specified at the top of page one of this syllabus. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. Please keep all electronic devices on silent and avoid distracting classmates.

### **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>

**Online Etiquette:** Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

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.

### **Online Learning Support**

If you require support with online learning tools and resources, please refer to the Faculty of Health Sciences Online Teaching and Learning Support [Jira request links](#) for students

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