

**KINESIOL 4276G - PSYCHOLOGY OF BODY & MOVEMENT
Winter 2025**

<p>Instructor: Dr. Eva Pila Office: Thames Hall 4171 Email: epila@uwo.ca Phone: 519-661-2111 x80248</p> <p>Teaching Assistants: Samantha Adler - sadler9@uwo.ca Zachary Staffell - zstaffel@uwo.ca Megan Sutton - msutto6@uwo.ca</p>	<p>Lectures: Mon & Wed 10:30am – 11:30am</p> <p>Seminars: Fri 10:30am – 11:30am</p> <p>Instruction Mode: In-Person</p> <p>Lecture location: HSB-35</p> <p>Seminar Location: Section 002: UCC-65 Section 003: UCC-3225 Section 004: UCC-54B Section 005: UCC-61</p> <p>Office Hours: Drop-in TH4171 Every Wednesday 11:30am – 12:30pm</p>
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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): KIN2276F is required prior to taking this course.

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.

LEARNING OUTCOMES

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

Monday and Wednesday in-person lectures, Friday in-person tutorials. Notes will be posted via OWL Brightspace in advance of each lecture and tutorial.

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements.

RECOMMENDED COURSE MATERIAL

While there are no required materials for this course, recommended readings posted on OWL Brightspace can be useful to supplement the lectures. Content directly from readings (that is not also covered in lecture) will not be testable.

COURSE EVALUATION

Component	Grade Allocation	Due Date
Autobiographical Reflection Paper	15%	January 31 st 2025
Midterm	20%	February 26 th 2025
Intervention Paper	25% Total	
Proposal	10%	March 14 th 2025
Final Paper	15%	April 4 th 2025
Seminar Participation	10%	Throughout term
Cumulative Final Exam	30%	TBD – Set by Registrar’s Office

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, black ink, adherent to APA 7th 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 7th 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 (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.

COURSE SCHEDULE

	Dates	Tentative Topics	Readings
Week 1	January 6 th January 8 th January 10 th	Introduction to Course & Psychology of Body Image Introduction to Body Image in Movement Domains <i>No Seminar</i>	Vani, Murray & Sabiston (2021) Tiggemann (2012)
Week 2	January 13 th January 15 th January 17 th	Theories I Theories II Seminar 1A	Calogero (2012) Cash (2012)
Week 3	January 29 th January 22 nd January 24 th	Positive Body Image Positive Body Image Seminar 1B	Tylka & Wood-Barcalow (2015) Piran (2019) Menzel & Levine (2011)
Week 4	January 27 th January 29 th January 31 st	Assessment & Measurement Assessment & Measurement <i>No Seminar (Autobiographical Reflection Due)</i>	Thompson (2004) Thompson et al. (2012) Webb et al. (2015)
Week 5	February 3 rd February 5 th February 7 th	Social Influences Social Influences Seminar 2A	Dignard & Jarry (2020) Fardouly & Vartanian (2016) Prichard et al. (2020)
Week 6	February 10 th February 12 th February 14 th	Development in Youth and Adolescence Development in Youth and Adolescence Seminar 2B	Fox (1997) Inchley et al (2011)
Week 7	Feb 17 th – Feb 21 st	<i>Spring Reading Week (No Class)</i>	None assigned
Week 8	February 24 th February 26 th February 28 th	Body, Race & Ethnicity Midterm <i>No Seminar</i>	Murnen & Karazsia (2017) Morrison et al. (2020)
Week 9	March 3 rd March 5 th March 7 th	Body & Gender Body & Sexuality Seminar 3A	Dahlenburg et al. (2020) Capodilupo & Kim (2014)
Week 10	March 10 th March 12 th March 14 th	Weight Stigma & Discrimination Weight Stigma & Discrimination Seminar 3B (Intervention Proposal Due)	Myre et al. (2022) Pickett & Cunningham (2017) Tylka et al. (2014)
Week 11	March 17 th March 19 th March 21 st	Psychosocial Interventions Psychosocial Interventions Seminar 4A	Alleva et al. (2015) Guest et al. (2019)
Week 12	March 24 th March 26 th March 28 th	Movement-Based Interventions Movement-Based Interventions Seminar 4B	Martin Ginis et al. (2013) Campbell & Hausenblas (2009) Salci. & Martin Ginis (2017)
Week 13	March 31 st April 2 nd April 4 th	Dysfunctions & Disorders Exam Review No Seminar (Intervention Final Paper Due)	Meyer et al. (2011) Lavender et al. (2017) Petrie (2020)

Missed Lectures, Seminars, and Assessment Deadlines for KIN4276F

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.

Missed midterm: Students are required to seek academic considerations from academic counselling. There will be no opportunity to re-write or make-up a missed midterm. If a student misses the midterm, the grade allocation will be re-allocated to the cumulative final exam (which will subsequently be worth

50%).

Missed Intervention Paper deadline: Completion of the Intervention Paper assessment is critical to meeting the course objectives and must be submitted to meet the requirements for this course. Students are expected to submit this assignment by the deadline listed. Should extenuating circumstances arise, students are permitted to submit this assignment up to 24 hours past the deadline without a late penalty. No Academic Consideration is required for this extension. Students submitting their assessment beyond the automatic 24-hour extension will receive a penalty of 1% per hour that it is late. Academic Consideration requests may be granted only for extenuating circumstances that began before the deadline and lasted longer than the extension.

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.

Note on Instructor Communication

The instructor will make efforts to respond to student emails within 1-2 business days.

After a grade has been posted and/or a graded assessment has been returned to the student, the student should wait at least 24 hours before contacting the instructor to discuss the grade.

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the OWL Brightspace Help page. Alternatively, they can contact the Western Technology Services Helpdesk online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Academic Policies and Statements

Support Services

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

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

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

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

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>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

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, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

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).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., “ChatGPT”) in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

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.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

Correspondence Statement

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 their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

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 (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

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.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. 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.

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 Brightspace 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.

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>.

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.

- November 13th, 2024 (for first term half-courses)
- November 30th, 2024 (for full-year courses)
- March 7th, 2025 (for second term half-courses)

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. No additional assignments will be offered to enhance a final grade; nor will requests to change a grade because it is needed for a future program be considered.

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).

