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THE UNIVERSITY OF BRITISH COLUMBIA

**PSYCHOLOGY OF BODY IMAGE
PSYCHOLOGY 380Y, SECTION 001
Summer Term II, 2022
July 4 – August 19 2022**

INSTRUCTOR: Kaylee Misener, MA, PhD Candidate

Office Hour: By appointment

Email: kaylee.misener@ubc.ca

Prerequisites: PSYO 111, PSYO 121, and 6 credits of 200-level Psychology

COURSE FORMAT:

The course will include online pre-recorded lectures, live activities (assigned and moderated virtual discussion groups), and time-limited activities (online quizzes and surveys). Lecture slides and accompanying video will be uploaded on Canvas. Lecture slides will serve as an outline of the course content and additional information will be presented throughout the video presentation. Media will be used to bring the course material to life. It is expected that you watch the online lectures and complete the required reading during the week they are posted to ensure you are prepared for the midterms and final.

COURSE DESCRIPTION:

The course pertains to the psychology of body image. Themes of the course include theories and measurement of body image, negative and positive body image, the development and prevention of body dissatisfaction, and eating disorders. Throughout, we will discuss how a variety of factors, such as age, gender, and ethnicity, relate to body image. Students who complete this course will develop a greater understanding for how body image develops and how individuals can make efforts to develop a more positive body image. Each lecture will begin with specific learning outcomes.

LEARNING OUTCOMES:

After completing this course, students should be able to:

1. Demonstrate knowledge and understanding of major theories of body image.
2. Demonstrate knowledge and understanding of empirical evidence supporting or contradicting the theories.
3. Demonstrate the ability to apply the theoretical knowledge in understanding the development of body image.
4. Demonstrate knowledge and understanding of how a variety of social and psychological factors influence the development of body image.
5. Demonstrate knowledge and understanding of how individuals can make choices that influence the development of positive body image.

REQUIREMENTS FOR ONLINE DELIVERY

In order to engage with this course online, students are required to **have a laptop or desktop computer and a stable internet connection**. While the lectures will be pre-recorded and posted, this course also **includes live activities** (assigned and moderated virtual discussion groups) which will **require a microphone; a camera is recommended**. Tests will be completed online during a set time (e.g., 8am Kelowna time). Please email me if you do not have any of these requirements.

PRIVACY IN THE CONTEXT OF THE COURSE

Please respect the necessity for privacy. Throughout the discussions of course material, students and the instructor may choose to share or disclose personal information. As such, it is important in the context of this course to ensure that each student understands and can agree to respect privacy of their classmates and the instructor. Self-disclosure is optional and not required to participate in discussions of course content however, the ability to maintain this stance is necessary to ensure the safety of all individuals. As such, the discussions, self-disclosures, and personal information should not be divulged to any persons outside of the class and will be viewed as a breach of privacy. No parts of the discussion groups shall be recorded (unless required as per the Disability Resource Centre) in order to maintain privacy.

EVALUATION CRITERIA AND GRADING:

This course is graded on a numeric (percentage) basis. Students will be asked to complete assignments, a midterm, and a final exam for evaluation to demonstrate they have met the learning objectives. Late assignments will be docked 10% per day unless suitable justification is provided.

Evaluation criteria (more detail provided below):

1. Online discussion group (5%)
2. Completing online quizzes (Canvas) and online surveys (Mentimeter) (5%)
3. Activism Assignment (30%)
4. Midterm (25%)
5. Final Exam (35%)

1. Online discussion group (5%)

Students will be assigned to 1 of 6 groups of approximately 10 students. Each group will have an assigned discussion date (see schedule below) in which they will meet with the instructor via Zoom and participate in a group discussion. Each student is required to **prepare and submit two discussion questions to the instructor (by email) by 12:30 pm PDT the day before their discussion group**. In addition, students are expected to **participate in the group discussion**, via Zoom, to demonstrate critical thinking and engagement with the course content. Students are expected to contribute to these discussions in a meaningful and respectful way, making active connections with the topics presented in lecture. Students are encouraged to use Canvas discussion boards to communicate in their groups in order to prevent overlap in the discussion questions submitted. The **discussion questions created should align with the course topics and lecture presented the week of the discussion group**. The topics of each discussion group are outlined below. Students within the same group are not required to stick to the same topic. For example, for group 1, some students may create discussion questions

related to stigma while others create questions related to the theories introduced in the first lecture.

Group number	Date	Time	Eligible Topics
Group 1	July 14 th	8:30 am – 9:15 am PDT	Introduction and theories; Weight stigma; & Culture
Group 2	July 14 th	9:15 am – 10:00 am PDT	Introduction and theories; Weight stigma; & Culture
Group 3	July 28 th	9:15 am – 10:00 am PDT	Media Effects; & Age, Attractiveness, and Sexuality
Group 4	August 4 th	8:30 am – 9:15 am PDT	Ethnicity and Social Class; & Prevention, intervention and body positivity
Group 5	August 4 th	9:15 am – 10:00 am PDT	Ethnicity and Social Class; & Prevention, intervention and body positivity
Group 6	August 11 th	9:15 am – 10:00 am PDT	Eating disorders; & Sports and exercise

2. Completing online quizzes (Canvas) and online surveys (Mentimeter) (5%)

Both the online Canvas quizzes and Mentimeter surveys will be for completion marks only (i.e., participation grades are earned through participation, regardless of content of responses). Students will be notified when Canvas quizzes and Mentimeter survey links are available and they will have **48 hours to complete them**. For menti surveys, students will be asked to enter their student ID to ensure participation marks are assigned accordingly.

3. Activism Assignment (30%)

This assignment consists of two parts. First, students will write a 3-page research-based paper on a specific body image topic (20%). The paper will summarize the literature, address personal learning, and explain the role of advocacy in furthering their topic. Second, students will distill the literature into their own Instagram-appropriate slideshow on their topic (10%). The slideshow should be designed to educate and promote action.

4. Midterm (25%)

The midterm will consist of multiple-choice questions and short-answer questions. Questions will be drawn from lecture content and assigned readings.

5. Final Exam (35%)

The final exam will consist of multiple-choice questions and short-answer questions. Questions will be drawn from lecture content and assigned readings. The exam will be cumulative with the material after the midterm weighted more heavily. The exam date will be set by the Registrar's Office within the period of June 21, 2021 to June 25 2021.

Note: Midterm & Final Exam: All tests are to be written on the date specified below. If you are unable to write the midterm at the specified time, written documentation (i.e., medical note detailing how your illness rendered you incapable of writing the exam) is **required** and I must be notified **before** the midterm. **The final exam must be completed at the specified time.** Requests for changing/making up final exams must go through the dean's office.

REQUIRED READINGS:

Textbook: Grogan, S. (2022). *Body image: Understanding body dissatisfaction in men, women and children* (4th ed.). <https://doi.org/10.4324/9781003100041>

You can view an e-book version free of charge from the library using your CWL login. There are no restrictions on how many students may view the text at one time. Please note that while lectures will draw from the textbook, only some chapters are assigned for student reading. Students who prefer to obtain a hard copy can do so by ordering online; the book is available on Amazon.

Other required readings/podcasts: Students are asked to familiarize themselves with the key conclusions of the podcasts and other required readings below prior to viewing the lecture recordings. Readings are listed in the schedule and PDF versions of the readings are available on Canvas for students to review at their discretion. **Please keep in mind that reading and podcast-based questions are testable exam material.** For your convenience, these are listed in the order that they need to be accessed (i.e., this is *not* APA formatting).

1. Craddock, N. (Producer). (2021, January). *Appearance Matters Episode 55: Body Dissatisfaction is a Public Health Issue*. [Audio podcast]. Retrieved from <https://soundcloud.com/appearance-matters/55-body-dissatisfaction-is-a-public-health-issue>
2. Matheson, E. M., King, D. E., & Everett, C. J. (2012). Healthy lifestyle habits and mortality in overweight and obese individuals. *Journal of the American Board of Family Medicine*, 25, 9-15. doi:10.3122/jabfm.2012.01.110164
3. Tylka, T. L., Annunziato, R. A., Burgard, D., Daniélsdóttir, S., Shuman, E., Davis, C., & Calogero, R. M. (2014). The weight-inclusive versus weight-normative approach to health: Evaluating the evidence for prioritizing well-being over weight loss. *Journal of Obesity*, 983495-18. doi:10.1155/2014/983495
4. Cifelli, C. (Producer). (2020, September). *Love Your Bod Pod: #99 Weight Science & Stigma: Why it's So Hard to Lose Weight and Keep it Off with Dr. Janet Tomiyama, UCLA Researcher*. [Audio podcast]. Retrieved from <https://anchor.fm/love-your-bod-pod/episodes/99-Weight-Science--Stigma-Why-Its-So-Hard-to-Lose-Weight-and-Keep-It-Off-with-Dr--Janet-Tomiyama--UCLA-Researcher-ejkv37>
5. Anderson-Fye, E. P. (2011). Body images in non-Western culture. In T.F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (2nd ed., pp. 244-253), Guilford Press. <https://ebookcentral.proquest.com>
6. Craddock, N. (Producer). (2018, July). *Appearance Matters Episode 28: Male Body Image* [Audio podcast]. Retrieved from <https://soundcloud.com/appearance-matters/episode-28-male-body-image>
7. Carbonneau, N., Hamilton, L., & Musher-Eizenman, D. R. (2021). From dieting to delight: Parenting strategies to promote children's positive body image and healthy

- relationship with food. *Canadian Psychology*, 62(2), 204-212.
<https://doi.org/10.1037/cap0000274>
8. Harrison, C. (Producer). (2019, May). Food Psych Podcast: #196 Diet Culture's Racist Roots with Sabrina Strings, Sociologist and author of *Fearing the Black Body* [Audio podcast]. Retrieved from <https://christyharrison.com/foodpsych/6/the-racist-roots-of-diet-culture-with-sabrina-strings-sociologist-and-author-of-fearing-the-black-body>
 9. Craddock, N. (Producer). (2018, December). *Appearance Matters Episode 32: Positive Body Image* [Audio podcast]. Retrieved from <https://soundcloud.com/appearance-matters/episode-32-positive-body-image>
 10. Ricciardelli, L. A., & Yager, Z. (2016). Preventing body dissatisfaction and promoting positive body image. In *Adolescence and body image: From development to preventing dissatisfaction*. London: Routledge Ltd. doi:10.4324/9781315849379
 11. Keel, P. K. (2017). Introduction: What are eating disorders? In *Eating disorders* (2nd ed.) (pp. 1-15). New York: Oxford University Press.
 12. Craddock, N. (Producer). (2021, April). *Appearance Matters Episode 57: Eating Disorders and Recovery in Lockdown* [Audio podcast]. Retrieved from <https://soundcloud.com/appearance-matters/57-eating-disorders-recovery-lockdown>
 13. Petrie, T. A. & Greenleaf, C. (2012). Body image and sports/athletics. In T.F. Cash (Eds.), *Encyclopedia of body image and human appearance* (pp. 160-165), Academic Press. doi:10.1016/B978-0-12-384925-0.00018-3
 14. Santos, L. (Producer). (2021, January). *The Happiness Lab with Dr. Laurie Santos: Move More... But for the Right Reasons*. [Audio podcast]. Retrieved from <https://www.happinesslab.fm/2021-new-year-mini-season/episode-4-move-more-but-for-the-right-reasons>

COURSE SCHEDULE:

The below schedule should be considered tentative as the pace of the course and content covered each class may vary throughout the semester. The examination dates will remain fixed. All assigned readings are to be completed before viewing the recorded lecture they correspond with.

Date	Topic	Readings/Podcasts	Notes
July 4 th	Introduction to Body Image	- Chapter 1; - Appearance Matters Episode 55: Body Dissatisfaction is a Public Health Issue	
July 7 th	Weight Stigma and Body Image	- Matheson et al., 2012; - Tylka et al., 2014; - Love Your Bod Pod: #99 Weight Science & Stigma	
July 11 th	Culture and Body Image	- Chapter 2; - Anderson-Fye, 2011	
July 14 th	Body Dissatisfaction Across Genders	- Chapter 3; - Chapter 4; - Appearance Matters Episode 28: Male Body Image	Discussion Group 1: 8:30 am – 9:15 am PDT Discussion Group 2: 9:15 am – 10:00 am PDT
July 18 th	Midterm Exam	- Material up to this point	Must be completed between 8:30 – 10:00 am PDT
July 21 st	Media Effects	Chapter 5	
July 25 th	Age, Attractiveness, and Sexuality	- Chapter 6 (pp. 163- 179 & 187 – 204); - Carbonneau et al., 2021	
July 28 th	Ethnicity and Social Class	- Chapter 6 (pp. 179 – 187); - Food Psych Podcast: #196 Diet Culture's Racist Roots	Discussion Group 3: 9:15 am – 10:00 am PDT
August 1 st	NO LECTURE	-	-
August 4 th	Prevention, Intervention, and Body Positivity	- Ricciardelli & Yager, 2016; - Appearance Matters Episode 32: Positive Body Image	Discussion Group 4: 8:30 am – 9:15 am PDT Discussion Group 5: 9:15 am – 10:00 am PDT
August 8 th	Eating Disorders	- Keel, 2017; - Appearance Matters Episode #57: Eating Disorders and Recovery in Lockdown	Activism Assignment Due
August 11 th	Body Image, Sports and Exercise	- Petrie & Greenleaf, 2012; - The Happiness Lab with Dr. Laurie Santos: Move More... But for the Right Reasons.	Discussion Group 6: 9:15 am – 10:00 am PDT
August 15 th – 19 th	Final Exam Period	Cumulative	Exam Date TBA

Important UBC Policies and Resources

Missed Graded Work

Students who, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given to them at the start of the course. Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. If ill health is an issue, students are encouraged to seek attention from a health professional. Campus Health and Counselling will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found at:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

IMPORTANT: Students who miss an exam must provide written documentation (i.e., doctor's note) of the absence to the instructor and must arrange to make up the exam before the next scheduled class. Students who do not write the exam by the next scheduled class will receive a "0" for the exam. Students must contact the instructor **BEFORE** the scheduled examination to indicate they are unable to write.

Academic Integrity

The academic enterprise is founded on *honesty, civility, and integrity*. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>

Final Examinations

The examination period for **Term II of Summer 2022 is August 15, 2022 to August 19, 2022**. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and

changes in the requirements of an ongoing job. Further information on Academic Concession can be found under Policies and Regulation in the Okanagan Academic Calendar <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

Out-of-time examination forms can be found at <https://fass.ok.ubc.ca/student-resources/undergrad/student-forms/> and **must be sent to the Dean's office.**

Technical Issues During Examinations

As per UBC policy, all examinations must be completed during the scheduled course time. Out of fairness to all students, there are no exceptions to this policy. The instructor will be available during all examinations via Zoom should students encounter technical difficulties. It is the responsibility of the student to ensure that any technical issues are reported to the instructor immediately. If you cannot connect with the instructor via Zoom, please document the issue or technical concern via a screenshot (*you should not screenshot exam questions*). Failing to report technical issues in a timely manner, may result in the issue not being resolved and may negatively impact your grade.

Grading Practices

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Academic Calendar. ***Please note I do not "round up" final grades.*** It is policy in this course that final grades cannot be adjusted (through extra assignments, reweighing exams, or otherwise) in order to achieve a passing mark, higher letter grade etc. In order to maintain fairness within this course, requests for additional assignments as well as requests to round final grades will not be considered.

Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school

(<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

Student Service Resources

UBC Okanagan Disability Resource Centre

UBC Okanagan Disability Resource Centre ensures educational equity for students with Disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

UNC 214 250.807.9263

email earllene.roberts@ubc.ca

Web: www.ubc.ca/okanagan/students/drc

UBC Okanagan Equity and Inclusion Office

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment.

UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual

orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

UNC 227C 250.807.9291

email: equity.ubco@ubc.ca

Web: www.ubc.ca/okanagan/equity

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337 250.807.9270

email: healthwellness.okanagan@ubc.ca

Web: www.students.ok.ubc.ca/health-wellness

Aspiria, the UBC Student Assistance Program

This is a free, 24/7 wellness resource for students. Services include personal counselling, life coaching, group programs and more based on your needs. Services are offered in multiple languages. Access the service through phone or the website. Immediate support and booked appointments available.

If you're within North America, call toll-free 1 833 590 1328.

If you're outside of North America, call collect 1 604 757 9734.

Web: <https://students.ok.ubc.ca/health-wellness/student-assistance-program/>

UBCO Walk-in Well-Being Clinic (Unavailable July & August, Service Resumes in September)

A barrier-free wellness clinic, accessible without an appointment to students, staff, faculty and community members. Complete a brief meeting with a graduate clinician supervised by a registered psychologist for 30 minutes to develop the right wellness plan for you. Services are free of charge. Must be in British Columbia to receive services.

Tuesdays & Thursdays 10:00 – 3:00 PM Pacific Daylight Savings Time (Kelowna time)

Email: ipc.ok@ubc.ca Voicemail: (250) 807-8241

Web: <https://psych.ok.ubc.ca/psychology-clinic/thrive-thursdays/>

Hotlines

24 Hour Crisis line 1-800-784-2433 (1-800-SUICIDE)

Interior Crisis Line (1-888-353-2273)

24 Hour Nurses Help Line 811

National Eating Disorder Information Center: 1-866-NEDIC-20 (1-866-633-4220)

Monday to Friday 6:00 am – 6:00 pm

Copyright Disclaimer

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>. Some of these figures and images are subject to copyright and will not be posted to *Connect*. All material uploaded to *Connect* that contain diagrams and figures are used with permission of the publisher; are in the

public domain; are licensed by Creative Commons; meet the permitted terms of use of UBC's library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff.

Access to the *Canvas* course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the instructor. Distribution of this material to a third party is forbidden.

Continued Learning (Additional Readings)

The list below are additional readings that may interest you. **These are NOT required course readings and they will NOT be tested or evaluated.** This is simply a list of recommendations for those who are very interested in this material and would like to continue their learning outside of this course.

Bacon, L. (2020). *Radical belonging: How to survive and thrive in an unjust world (while transforming it for the better)*. BenBella Books.

Bacon, L. (2010). *Health at every size: The surprising truth about your weight*. BenBella Books.

Brooks, A. T. (2017). *The ways women age: Using and refusing cosmetic intervention*. New York University Press.

Cash, T. F., & Smolak, L. (2011). *Body image: A handbook of science, practice, and prevention* (2nd ed.). Guilford Press.

Cash, T. F. (2012). *Encyclopedia of body image and human appearance*. Academic Press.

Cook-Cottone, C. (2020). *Embodiment and the treatment of eating disorders: The body as a resource in recovery*. W. W. Norton.

Crabbe, M. J. (2018). *Body positive power: Because life is already happening and you don't need flat abs to live it*. Basic Books.

Kite, L., & Kite, L. (2020). *More than a body: Your body is an instrument, not an ornament*. Houghton Mifflin Harcourt.

Piran, N., & Tylka, T. L. (2019). *Handbook of positive body image and embodiment: Constructs, protective factors, and interventions*. Oxford University Press.

Strings, S. (2020). Fat as a floating signifier: Race, weight, and femininity in the national imaginary. In N. Boero, & K. Mason (Eds.), *The oxford handbook of the sociology of body and embodiment*. Oxford University Press.

<https://doi.org/10.1093/oxfordhb/9780190842475.013.9>

Strings, S. (2019). *Fearing the black body: The racial origins of fat phobia*. New York University Press.

Taylor, S. R. (2021). *Body is not an apology* (2nd ed.). Berrett-Koehler Publishers.

Tribole, E., Resch, E. (2020). *Intuitive eating: A revolutionary anti-diet approach* (4th ed.). St. Martin's Publishing Group.

Wolf, N. (2009). *The beauty myth: How images of beauty are used against women*. HarperCollins.