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Consuming Identities: Young Women, Eating Disorders and the Media

A Research Agenda and Annotated Bibliography

By Marie L. Hoskins
with Kristy Dellebuur

British Columbia
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Introduction

The purpose of this literature review was to survey contemporary research pertaining to adolescent girls, eating disorders, prevention, media and the self. It was our intent to understand how identities are formed in relation to the phenomena of eating disorders and body image disturbances, and how prevention efforts could be improved. In light of these interests, three primary questions were posed. First, what is our understanding of self and the construction of identity in girls? Second, how can we prevent eating disorders from becoming a primary source of identity construction? And third, given that eating disorders involve body image, how do images (particularly media images) become internalized into the self-concept? This report is organized around these questions and covers three broad areas: (i) the self and self-identity, (ii) prevention, and (iii) media. We have identified gaps in the literature and posed some essential research questions for each of the three areas. An annotated bibliography follows.

Self and Self-Indentity

A review of the contemporary literature on the self revealed that two distinct perspectives on selfhood exist. Modernist and postmodernist versions actually co-exist within the psychological literature. Psychoanalytic constructs still remain central within psychiatry, whereas what can be viewed as "postmodern theories" are often used by counselors, social workers, and other human-service professionals. The following summaries highlight the distinctions.

Less prevalent are theories that locate themselves within feminist and communication theories

A. Summary of the Literature

1. Modernist Versions of the Self

Dominant theories that have directed the course of psychological research frequently depict a self that is intrapsychic, singular, relatively stable over time, and linear in its development. Behaviorist, Psychoanalytic, and to a certain extent Humanistic models of the self all have these kinds of conceptualizations of the self embedded within their theories of psychopathology and development. While using these models to advance knowledge of human development, such theories have paid minimal attention to (a) gender, (b) self-in-relation, and (c) self-in-context. These are the theories, however, that have dominated research projects in the area of eating disorders. Less prevalent are theories that locate themselves within feminist and communication theories, and a group of psychological theories that come under the umbrella of what is referred to as Constructivist theories of development and change.

2. Postmodern Theories

Postmodern theories take a different perspective on the self. Rather than primarily focusing on stability, they tend to focus on the instability of human experience. The self as dynamic, multiple, and non-linear is how identities or subjectivities are conceptualized. Race, class, and gender position individuals to constitute certain realities, which in turn, influence how they create their own identities. What is relevant is the way in which media are understood as constitutive forces in the construction of self-identities. Media, it is argued, are not just an "add on"

to self-identity, but rather, are constitutive. In other words, media are central to how the self creates itself. This conceptualization of the self as "mediated" is essential when it comes to the area of eating disorders. Media may be more influential than genetics, temperament, and family environment in the development of eating disorders; yet, our understanding of media is lacking, to say the least.

There are several gaps in our current knowledge of self-identity and eating disorders.

Summary of Main Modern/Postmodern Distinctions

Modern	Postmodern
Self as singular, relatively stable, and autonomous	Self as multiple, evolving, and relational
Research as broad scale survey	Research as individual meaning-making perspectives
Validity represents accurate correspondence to reality	Validity represents strength of relationships between content, process, and form
Knowledge is separate from the knower	Knowing involves subjective processes
An emphasis on language as representation of reality	An emphasis on language as creating/constituting reality

B. Gaps in the Literature

Despite the abundance of research conducted on adolescent girls and eating disorders, there are few findings that have helped to explain and reduce the prevalence of eating disorders in North America. There are several gaps in our current knowledge of self-identity and eating disorders. In fact, many practitioners and researchers overlook the importance of considering how the identity of one with an "eating disorder" is held in place by the societal expectations for girls in our culture. From a developmental perspective, it is possible to understand that when girls choose to adopt an eating disorder they have an instant identity that comes with the categorization of the eating disorder itself. Terms such as "perfectionism", "resistant", and "other-focused" are often used to describe these girls regardless of their unique personalities. Despite individual differences, these popular labels define girls who have chosen this way of coping with developmental challenges. But there are several aspects of identity construction that we do not fully understand. Each will be listed as follows along with possible research questions.

C. Identity and Girls

Postmodern thought has transformed our understanding of the self. Traditional theories of the self as unitary,

Adolescent girls, therefore, can create their own identities, but are also limited by proscribed identities.

bounded, and relatively stable have been replaced by postmodern concepts such as self-in-relation (Gilligan, 1982), self-organizing (Mahoney, 1991), and autopoetic (Varela, Thompson, & Rosch, 1993). Such concepts position the self as a culture-bound phenomenon that is under constant revision. Particularly informative are post-structural, constructivist, discursive (Harre & Gillett, 1994), and narrative perspectives.

1. Poststructural Theory

(Davies, 1993; Weedon, 1987) contends that the self is both the product and producer of her world. We speak ourselves into existence or into identities in relation to the positions we hold (race, class, and gender). Much like a constructionist perspective, we are both the guards and prisoners of our own realities. Adolescent girls, therefore, can create their own identities, but are also limited by proscribed identities. Media *scripts* identities, as well as the larger cultural narratives of particular periods of time. In concrete terms, girls have the capacity to choose how they want to be in the world, but the models that they can choose from lack diversity and often encourage unhealthy behaviours. Social learning theory supports this perspective, although minimal attention is given to race, class, and gender.

2. Constructivist Theory

(Mahoney, 1991; Neimeyer & Mahoney, 1995) and **constructionists** (Gergen, 1991) emphasize language/discourse as a mediator of self-identity. Constructivist theory argues that we have the capacity to choose how and who we want to be. Minimal attention is given to gender, yet the focus is on self as organizer and meaning-maker.

3. Narrative Theories

have contributed to the idea that we "story" our identities over time. Storylines, scripts, and narratives are taken up. A young girl can adopt an identity as one with an eating disorder and readily pick up descriptors such as "perfectionist", "sensitive", "compliant", and so on. But not just any identity is possible. Identities are taken up, but only from the available narratives in a particular culture at a given time.

Anderson (1991, 1996) adds other dimensions to understanding self and identity. Values, history and politics all impinge on the construction of self-identities. Questions to consider are: What do young girls value? What does our culture value? How do these values interact with each other? What politics are at work? How do policies reflect or negate the values held and the values espoused?

D. Research Questions That Need to Be Addressed

There are several **gaps** in our understanding of self-identity and eating disorders and several **questions** that address these gaps.

Gap: We do not know enough about how the self constructs an identity within the context of a specific culture.
Question: How do media become mediating factors in the process of self-identity?

Gap: The process of self-construction is non-linear, shifting and evolving. These are complex and difficult to understand processes. They exist between self and other, and self and media.
Question: What are the non-linear relationships between self and media that position girls to take up identities of those who are eating disordered?

Gap: Individuals assign meanings to certain media portrayals. We do not all interpret media in the same ways.
Question: How do girls make meaning out of certain media representations?

Gap: Many girls do not develop eating disorders or engage in disordered eating. How some resist and others succumb to these behaviors is not really understood.
Question: How do some girls develop in healthy ways even when exposed to similar media messages? And how can we design programs and prevention strategies that will prepare them for resisting powerful and convincing media messages that dehumanize them?

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III

Prevention

The prevention of eating disorders is a complex, multifaceted task. Various approaches to primary and secondary prevention have been implemented in North America and parts of Europe. This section highlights some of the key findings about prevention strategies, identifies gaps in the research, and provides direction regarding possible future research endeavors.

A. Rationale for Prevention

Battle and Brownell (1996) cite three main reasons that prevention strategies need to be a priority.

• **Disordered eating is difficult to treat.** The authors highlight the results of a study of 76 severely ill anorexia patients who were followed over a 10-year period after being treated in a comprehensive inpatient program (Eckert, Halmi, Marchi, & Grove, 1995). At 10 years, only 24 per cent were fully recovered, 64 per cent developed binge eating, with 41 per cent bulimic at 10 years. Weight relapse occurred in 42 per cent in the first year, and the 10 year mortality rate was 7 per cent. Even with costly, intensive inpatient programs, success rates are discouraging.

• **Treatment for disordered eating is costly.** Treatment costs are approximately $1000-$1500 per day for inpatient care.

• **Treatment is available to relatively few people.** Beyond the systemic and economic reasons that eating disorder prevention is more cost-effective and accessible than secondary and tertiary treatment, it is important to consider the psychological and emotional costs.

In commenting on the prevalence of eating disorders in North America, Steiner-Adair (1994) asks:

"What is the matter? Why do so many women hate their bodies and reject their natural rounded female shape? Why is it that for 80 per cent of women in America, being female means feeling too fat? (Rodin, Silverstein, & Streigel-Moore, 1985) What is the matter when 31 per cent of 9-year-old girls are afraid of being fat? What is the matter when over

50 per cent of 9 and 10 year olds feel better about themselves when they are on a diet? (Millen et al., 1986) What is the matter when, at any given moment, one out of every three American white women is on a diet? (Rodin et al, 1985) What is the matter when women think they are better people if they don't eat? Why do we have a morality of orality?" (p. 389).

Young women are being conditioned to define themselves in terms of their bodies.

Young women are being conditioned to define themselves in terms of their bodies. Their ability to form and conform their body into a shape that society approves of becomes their defining characteristic (Wolf, 1990). Energy which may have been directed toward academics, political action, or community development is turned towards making the unacceptable female form more acceptable. This pressure to conform to weight and body shape ideals serves to keep women preoccupied, and less able to make lasting systemic changes within the culture which invalidates their being.

"Ironically, when women are demanding "more space" in terms of equality of opportunity, there is a cultural demand that they 'should shrink'...Thinness may be considered a sign of conforming to a constricting feminine image, whereas greater weight may convey a strong, powerful image" (Hesse-Biber cited in Rothblum, 1994, p. 61).

B. Prevention Strategies

Griffiths and Farnill (1996) outline the current prevention strategies for disordered eating:

- schools and teachers engaging in didactic presentations and discussion groups
- didactic presentations given by teachers to students in health education classes
- discussion groups led by educators or peer group leaders
- discussion drawing upon experiences of individuals who have recovered
- media literacy instruction given in health education classes
- individual counseling for students already displaying disordered eating behavior
- early intervention and prevention programs designed to promote positive and realistic body image

To date, few of these types of programs have conducted in-depth outcome evaluations. Levine, Smolak and Schermer (1996) identified a need for primary prevention at the elementary school level.

Their rationale for implementing a program with students ages 9 to 11 was that although children are familiar with the slenderness ideal and some methods of weight management, only a minority are dieting with a serious intent to lose weight, and the "thinness schema" has not yet been elaborated and consolidated in these prepubertal children. The researchers advocate a media literacy component to prevention for the following reasons:

- research with girls age 11-14 indicates the extent to which magazine ads and articles influenced their conception of ideal body shape and how to create it. These accounted for 25 - 40 per cent of variance in self report drive for thinness, weight management behavior, and disordered eating (Levine et al, 1994 cited in Levine, Smolak and Schermer, 1996);
- media literacy skills help children understand how messages from various sources combine to create culture, and help them to be informed consumers who can resist these messages, and
- critical thinking skills learned through media literacy are transferable to other areas of learning and life.

Huon (1996) identifies three important goals in prevention:

- to assist girls in recognizing and reclaiming their control,
- to critically examine the diet industry and culture, and
- to examine North American culture's fear of fatness and its cultural and religious roots.

In conclusion, Huon asserts that girls need opportunities to recognize and value their own positive attributes and individuality.

Shisslak and Crago (1994) identify five main areas of focus in prevention:

- use media literacy techniques, explore ways in which fashion and cosmetic industries promote images that are psychologically or physically unhealthy;
- discuss the idea of negative body image and self-evaluation;
- explore sex role conflict and challenge the notion that for women, pursuing a career means sacrificing personal relationships;
- empower young women to set up peer support groups which aim to raise the consciousness of the collective and encourage solidarity;
- explore rituals and female centered spirituality to encourage the discovery of the sacred value of being female.

This is a top-down approach that often results in girls resisting the message and sometimes the messenger as well.

C. Summary of Key Findings

- Programs that attempt to **"fix the girls"** who are affected with eating disorders have produced disappointing results.

These programs focus on the symptoms of the problem instead of exploring the underlying issues that adolescent females face in our culture. Many adolescent girls believe that dieting and weight control measures are effective strategies for identity development and formation.

- **Psycho-educational programs** are too focused on individual behavior change, rather than exploring the risk factors that girls face in particular environments.

Psycho-educational prevention strategies focus on changing unhealthy behaviors and "teach" healthy eating and exercise programs. These approaches often use didactic teaching styles where "experts" provide information. This is a top-down approach that often results in girls resisting the message and sometimes the messenger as well. Conversely, Piran (1996) and Rosenvinge and Gresko (1997) cite the importance of engaging young women in the prevention process, possibly through the use of focus or support groups, or interactive workshops which empower the girls to be active participants in the educative process.

- **The history and background of the facilitator** impact how the prevention messages are delivered and received.

Modeling on the part of the facilitator plays an important role in prevention work. Understanding of the impact of the facilitators' beliefs about her or his body, dieting and weight is needed.

- **Programs must address gender inequality, weightism, social justice and personal meanings.**

In order to address the larger, macro issues, gender must be a central lens for understanding the prevalence of the phenomenon. Personal meanings must be worked with in order for prevention to have relevance for the participants.

- **Programs that deconstruct media messages** help participants to understand socially and culturally embedded norms.

An exploration and deconstruction of media is both informative and transformative for participants. Programs that have a strong media literacy component are showing promising results. More research, however, is needed.

- **Prevention strategies** need to be integrated into the school environ-

ment and other educational opportunities.

- Eating disorders are a complex phenomenon where **families have the capacity to counter some of the negative effects of media.** Whenever possible, family involvement can be helpful.

D. Recommendations for Prevention

Effective use of available resources

Levine, Smolak and Schermer (1996) identify a need to derive more engaging constructive methods from the field of media literacy in order to create effective media literacy strategies for eating disorders prevention. They also highlight the importance of working within a multidisciplinary framework in an attempt to create community accountability for eating disorders prevention.

Rosenvinge and Gresko (1997) underline the need for the teachers' role to be one of facilitator in the students' exploration of identity, with a commitment to positive values. Wertheim, Paxton, Schutz and Muir (1997) advocate for the effectiveness of a peer model in the prevention of disordered eating, and highlight the importance of including boys and family members in the prevention strategy. They also highlight the effective and systemic use of role models as an integral part of prevention.

Public policy

In addition to primary prevention strategies, a broader examination of public policy in regards to eating disorders prevention is important. Battle and Brownell (1996) highlight the need to take the focus away from the individual as bearing the sole responsibility for disordered eating. They identify the "toxic environment" in which we currently live:

"The damaging paradox is that while an extremely lean, contoured and sculpted body is the ideal, and that repeated, compelling exposure to this unrealistic ideal is the norm, the environment provides access to and encourages consumption of a diet that is high in fat, high in calories, delicious, widely available, and low in cost" (p. 761).

Along a similar vein, Myers and Biocca (1992) contend that "Not only are viewers presented with an unrealistically thin body image, they are often presented with one that remains thin despite frequent snacking and unbalanced meals" (p. 111). Policies that monitor advertising need to be created and implemented. But in order to do so, more research needs to be conducted in order to document the relationship between

toxic advertising and unhealthy self concepts.

Paradigm Shift

Both Battle and Brownell (1996) and Shisslak and Crago (1994) assert that attempts at prevention should counteract established customs of society and vested economic interests. Steiner-Adair (1994) suggests that for prevention programs to be successful, weightism needs to be named and attacked as a social justice issue and the real form of prejudice that it represents. She asserts that we should empower young women to fight the cultural messages that the diet and fashion industries propagate which exploit women and devalue female adulthood.

In addition to teaching and empowering young women to take action, we also need to encourage the media to be more responsible and accountable for the messages they create.

In addition to teaching and empowering young women to take action, we also need to encourage the media to be more responsible and accountable for the messages they create. Griffiths and Farnill (1996) suggest steps that the media could take to participate in disordered eating prevention strategies:

- advertise shapes and sizes which approximate the "real" rather than the "ideal",
- promote health rather than appearance,
- raise awareness about disordered eating through print media, radio and TV,
- publish provocative articles challenging female's maladaptive thoughts, beliefs, and values about weight and shape.

On a broader scale, Steiner-Adair (1994) suggests that there needs to be a substantial paradigm shift in the culture in which we raise adolescent females:

"As a culture, we need to challenge the notion that a woman's primary source of power is a reducing body, and recognize women as a natural resource that is currently undervalued, underused, and underpaid" (p. 389).

E. Research Questions That Need to Be Addressed

Researchers identify a need for research that explores:

- The long-term effects of media exposure over time (Myers and Biocca, 1992) and the effectiveness of primary prevention programs at an elementary school level need to be documented (Levine, Smolak and Schermer, 1996).

Question: What is the long-term outcome of prevention programs at the elementary level?

- Short and long-term prevention programs, as well as programs

which utilize peer discussion and interaction models, need to be evaluated (Griffiths and Farnill, 1996).

Question: What is the impact of prevention programs that move away from psycho-educational strategies to peer discussion and interaction models?

- Qualitative studies on the meaning that the viewer of the media is making of the messages and images to which she is exposed (Myers and Biocca, 1992).

Question: How do adolescents make sense of media messages? What meanings do they ascribe to certain messages? How are these messages decoded by the adolescents themselves?

- Research which assesses the frequency of "fat talk" and social comparison and its role in predicting and promoting dieting and body image concerns needs to be conducted (Wertheim, Paxton, Schutz and Muir, 1997).

Question: How do the everyday lives, including conversation, interactions, and social practices of adolescents promote dieting and body image concerns?

- Gaps we have identified in the amount of in-depth research into adolescent girls' experience of media. We believe that research which explores not only the meanings that the adolescent female viewer is making of the media to which she is exposed, but also how these meanings translate into their identities, can help us to design more effective prevention programs.

Question: How do the meanings derived from media become integrated into the self-concept?

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IV

Media and Self-Identity

How can we begin to identify aspects of our culture which have become so normalized that they are, in effect, invisible?

"To the fish the water is invisible."

The internalization of media is perhaps the most under-researched and, therefore, least understood aspect of the development of eating disorders. As the quote implies, media are like the water we live in because they are so pervasive, subtle, and insidious. On a recent television broadcast (Passionate Eye, April, 1999) it was pointed out that media, or advertising, have become the most powerful socialization process in our culture, moving the family and other cultural institutions to the background. But studying the impact of media is not an easy process. When the causes for eating disorders have been identified as a complex interplay between individual, familial and sociocultural factors, how can we factor out the role that media play in the propagation and glorification of the thin ideal as an influential, and perhaps primary factor? How can we begin to identify aspects of our culture which have become so normalized that they are, in effect, invisible?

These are the kinds of questions that researchers need to grapple with. The following is a summary of what we found to be some of the most promising kinds of efforts.

A. Summary of the Literature

Researchers have examined the relationship between media exposure and disordered eating symptomatology. Using a variety of measures, researchers converge on one main point: exposure to media and, more specifically, media which promote or depict thinness, correlates with body dissatisfaction, drive for thinness, decreased self-esteem, and disordered eating symptomatology (Harrison & Cantor, 1997; Berel & Irving, 1998; Stice, Schupak-Neuberg, Shaw, & Stein, 1994; Myers & Biocca, 1992; Thornton & Maurice, 1997). The main theme taken up by these research projects can be explained by three subheadings: 1) exposure to media messages, 2) motivation for using and consuming media messages, and 3) mechanisms that mediate the relationship between media and disordered eating behaviors.

1. Exposure

Most current research focuses on the explicit messages in text and image. Harrison and Cantor (1997) assessed the impact of media use on eating disorders symptomatology and related variables (including body dissatisfaction and drive for thinness) by surveying college-aged men and women on their consumption of magazines (diet/fitness, fashion, and gossip) and television programs which included a wide range of body types. Female characters with very thin body types, average body types and heavy body types were each represented in at least two of the six television programs identified in the study. Their findings indicate that media consumption, especially media which promoted or depicted thinness, significantly predicted women's eating disorder symptomatology.

Myers and Biocca (1992) found that watching as little as 30 minutes of media impacted a woman's feelings about her body. The authors propose the concept of an elastic body image, which they define as a mental construction which can deviate substantially from a person's objective physical characteristics, and which is unstable and responsive to social cues (p. 116). In contrast to their hypothesis, the authors found an increased acceptance of body and self immediately following exposure to body image commercials, which they attributed to the participants buying into what the advertiser was selling. They believe that the participants, instead of rejecting themselves as a result of viewing the ideal, identified with the possibility of themselves *becoming* the ideal (p. 127).

In their study of 176 college-aged women, Thornton and Maurice (1997) found that women exposed to 50 photographs of models, each shown for eight seconds (total duration of exposure = six minutes 40 seconds) expressed decreased self-esteem, heightened self-consciousness, physique anxiety, and body dissatisfaction. Furthermore, the affirmation of the cultural thin ideal as attractive did not appear to be a mediating factor. Low adherence to this ideal was associated with greater self-esteem, less physique anxiety and body dissatisfaction in the pretest. However, there was no indication that this made the subjects resistant or immune to the contrast effect experienced after exposure to the photographs. The authors assert that while "women with low adherence to (the thin) ideal may indeed choose not to expose themselves to media depicting cultural ideals of attractiveness, they may still be susceptible to the negative consequences that exposure to such

depictions is capable of eliciting" (p. 438). Thornton and Maurice also assert that repeated comparisons with a pervasive cultural ideal may result in the transient changes in self-concept becoming internalized, thus increasing the potential for disordered eating behaviors.

2. Motivation

Individuals who read magazines for the purposes of self-evaluation and self-improvement were more likely to compare themselves to models who were superior in physical attractiveness

Berel and Irving (1998) cite that in previous studies they conducted, college women reported greater pressure to be thin coming from the media than from peers and family, thereby implicating the media as the most salient carrier of the thin beauty standard. They also highlight the importance of understanding the reasons behind an individual's media consumption. They found that individuals who read magazines for the purposes of self-evaluation and self-improvement were more likely to compare themselves to models who were superior in physical attractiveness (1998). Citing another study (Meade, 1995), Berel and Irving also state women who read fashion magazines for the purpose of self-improvement or self-enhancement report more disturbed eating behavior. These findings suggest that media may be most hazardous to women who use media as a tool for self-evaluation.

3. Mediating Mechanisms

Stice, Schupak-Neuberg, Shaw and Stein (1994) propose that the main mediating mechanisms between media exposure and symptomatology may be endorsement of a thin ideal, and gender role endorsement through ideal body stereotype internalization. In their survey of 238 college-aged women, the authors found a direct effect of media exposure on eating disorder symptoms. This direct finding supports the assertion that exposure to the media-portrayed thin ideal is related to eating pathology and suggests that women may directly model disordered eating behavior presented in the media.

Henderson-King and Henderson-King (1997) also propose possible mediating factors between the media and body esteem. They point to social judgments of attractiveness, levels of self-monitoring, and current body weight as mediating messages in the media as they are translated into body esteem. Most importantly, they found that being exposed to messages that play on fears and insecurities can lead women with a high level of self-monitoring to engage in behaviors designed to alter their appearance.

Much of the research on media messages and disordered eating focuses on college-aged women

B. Gaps in the Literature

Research into the relationship between media and disordered eating needs to go further than an analysis of the impact of thinness-depicting and thinness-promoting media. Strausberg (1995) cites a 1988 study which examined more than 200 episodes of programs containing adolescent characters. The findings portray the need for a broader analysis of media messages and their role in the development of identity and disordered eating among adolescent females. The study found that:

- teenage girls' looks are portrayed as being more important than their brains,
- intelligent girls are sometimes depicted as being social misfits,
- teenage girls are more passive than their male counterparts on TV,
- TV frequently portrays teenage girls as being obsessed with shopping, grooming, and dating and incapable of having serious conversations about academic interests or career goals,
- 94 per cent of teenage girls on TV are middle-class or wealthy.

These findings illustrate the socially held belief that women in our culture are primarily identified as objects, and identified by their bodies. We must begin to examine the impact these female media identities have on how adolescent females define themselves.

Much of the research on media messages and disordered eating focuses on college-aged women, particularly undergraduate women. Although this research gives us a clearer picture of how women in early adulthood are processing media messages, it does not give us insight into the impact of media on adolescent females. Research which explores adolescent females' experience of the media would help us to understand the process of creating identities, and to design more effective media literacy programs for this age group in light of this knowledge. Additionally, research that focuses on, or at least includes, a qualitative component would provide us with important information about how the self of the adolescent female interacts with the media, and how her internal discourse about her body is affected by the media messages she consumes.

C. Research Questions That Need to Be Addressed

As stated previously, qualitative research into the interaction between media and self could provide us with important information about future directions in media literacy programs for eating disorder prevention. Re-

searchers have voiced the concern that prevention programs which focus on education about normal and disordered eating may unintentionally reinforce the behaviors they intend to eliminate (Berel & Irving, 1998). Media literacy programs which encourage girls and women to become more proactive, critical consumers of appearance-related media may help to prevent the internalization of societal beauty standards, the development of body dissatisfaction, and thus, the development of disordered eating.

- **What are the key aspects of effective media literacy programs for eating disorders prevention?**

Programs which combine communications knowledge and skills of media deconstruction with the feminist principles of empowerment, political activism, and deriving a sense of self-worth from sources other than one's body remove the focus from disordered eating, and encourage young women to become active participants in the culture which is actively working to define them.

Stice et al (1994) highlight the need to investigate the effects of media exposure on an individual's endorsement of the thin ideal, and encourage researchers to examine variables which may mediate the sociocultural influences involved in disordered eating. Henderson-King and Henderson-King (1997) also state the importance of further examining the social and individual factors which moderate the relationship between media exposure and body esteem.

- **What are the mediating sociocultural variables which buffer individuals to media exposure, and prevent them from developing unhealthy attitudes about food, weight and body?**

Henderson-King and Henderson-King (1997) also highlight a need to research the long-term effects of prolonged media exposure.

- **What are the long term effects of prolonged and frequent exposure to media on the development of self and identity for adolescent females?**

From the literature, and our experience in the field of eating disorders prevention, we also identify a need for research which explores the extent to which media are constitutive of identities.

- **How do the identities which are marketed to us through products and services impact the decisions that we make, and thus define us? What is the psychological process which mediates this identification with a media creation?**

We also identify a need to explore the extent to which media influences the development of self-esteem. While some of the literature highlights media as an influential factor in the development of disordered eating, we are still unsure as to the pressure this factor exerts when counterbalanced with peer influence, family and school interactions.

- **To what extent does media influence the development of self-esteem and self-concept in relation to other mediating factors such as peer influence, familial relationships, and school interactions?**

When the target audience is male, women's bodies are often used as a prop for products which are in no way related to the female body. For a female target audience, the female body is often used to elicit fears and insecurities in the viewer (Henderson-King & Henderson-King, 1997, 400).

D. References

Berel, S., & Irving, L. (1998). Media and disturbed eating: an analysis of media influence and implications for prevention. *The Journal of Primary Prevention, 18(4)*, 415-430.

Harrison, K., & Cantor, J. (1997). The relationship between media consumption and eating disorders. *Journal of Communication, 47(1)*, 40-67.

Henderson-King, E., & Henderson-King, D. (1997). Media effects on women's body esteem: Social and individual difference factors. *Journal of Applied Psychology, 27(5)*, 399-417.

Myers, P.N. Jr., & Biocca, F.A. (1992). The elastic body image: The effect of television advertising and programming on body image distortions in young women. *Journal of Communication, 42(3),* 108-133.

Stice, E., Schupak-Neuberg, E., Shaw, H.E., & Stein, R.I. (1994). Relation of media exposure to eating disorder symptomatology: An examination of mediating mechanisms. *Journal of Abnormal Psychology, 103(4),* 836-840.

Strausberg, V. (1995). Adolescents and the media: Medical and psychological impact, (pp. 1-17). Thousand Oaks, CA: Sage.

Thornton, B., & Maurice, J. (1997). Physique contrast effect: Adverse impact of idealized body images for women. *Sex Roles, 37(5/6),* 433-439.

V

Annotated Bibliography

A. Self and Self-Identity

Baldwin, M.W., & Holmes, J.G. (1987). Salient private audiences and awareness of the self. *Journal of Personality and Social Psychology, 52(6),* 1087-1098.

The authors used self-awareness and cognitive priming methodologies to test the hypothesis that important aspects of the experience of self derive from the way one would be perceived and responded to by a private audience of internally represented significant others. In the first study, 40 undergraduate women visualized the faces of either two acquaintances from campus or two older members of their own family. Later, when they rated the enjoyableness of a sexually permissive piece of fiction, they tended to respond in ways that would be acceptable to their salient private audience. There was some evidence that this effect was especially pronounced for subjects made self-aware by the presence of a small mirror, whose responsivity to self-image concerns was presumably heightened. In the second study, 60 undergraduate men were exposed to a failure experience, and their resulting self-evaluations were assessed. Self-aware subjects' responses reflected the evaluative style of a recently visualized private audience. Strong negative self-evaluative reactions on a number of measures were evident when the salient audience tended to make acceptance contingent on successful performances, but not when the audience manifested relatively non-contingent acceptance. These results demonstrate the influence of internally represented significant relationships on the experience of the self.

Bloom, L.R. (1992). "How can we know the dancer from the dance?" Discourses of the self-body. *Human Studies, 15*, 313-334.

In this paper, the author focuses on illness as a mode of lived experience. Specifically, she explores how Sandy (pseudonym), in narrating her experiences of kidney disease and cancer, represents her body and self. The paper progresses as follows:

- M.M. Bakhtin's (1981) theory of authoritative and internally persuasive discourses. This theory is used both as a context in which to understand medical science as a discursive practice and as an interpretive framework for understanding Sandy's stories,
- Brief discussion of postmodern turn in medical science discourse,
- Conceptual framework of Sally Gadow (1982) for understanding unity of the ill body and self as a dialectic progression,
- Analysis of Sandy's narrative through both of the above-mentioned theories.

Burkitt, I. (1994). The shifting concept of self. *History of the Human Sciences, 7(2),* 7-28.

Within certain schools of thought in both sociology and social psychology the concept of the self has begun to move away from the traditional image of the isolated individual, towards a concept of selfhood which emphasizes the social nature of the person. The target of attack for this shifting concept has been twofold: first, the philosophical image of the self-contained individual, or monad, has been challenged by the focus on the social construction of self; and second, the notion of the possessive individual, so central to capitalism, has been critiqued by the idea that the self is a cultural and historical creation.

The main themes are: the discursive construction of selves, social relations and interdependence; from texts to relations; from cognition to the body, and social relations and the embodied self.

Cox, L.M., & Lyddon, W.J. (1997). Constructivist conceptions of self: A discussion of emerging identity constructs. *Journal of Constructivist Psychology, 10,* 201-219.

A significant feature of the postmodern turn in the socio-behavioral sciences focuses on the way self or identity is understood. In particular, postmodern scholars have challenged modernist notions of an essentialized self and have paved the way for the emergence of various constructivist conceptions of selfhood. In this article different constructivist theories of self are reviewed and discussed in relation to the current postmodern zeitgeist: self as (a) self theory, (b) evolving process, (c) transcendent, (d) narrative, and (e) social/economic/political construction. Critical points of convergence and divergence among these theories are discussed.

Epstein, S. (1994). Integration of the cognitive and the psychody-

namic unconscious. *American Psychologist, 49(8)*, 709-724.

Cognitive-experiential self-theory integrates the cognitive and the psychodynamic unconscious by assuming the existence of two parallel, interacting modes of information processing: a rational system and an emotionally driven experiential system. Support for the theory is provided by the convergence of a wide variety of theoretical positions on two similar processing modes: by real-life phenomena – such as conflicts between the heart and the head, the appeal of concrete, imagistic, and narrative representations, superstitious thinking, and the ubiquity of religion throughout recorded history – and by laboratory research including the prediction of new phenomena in heuristic reasoning.

Frederick, C.M., & Grow, V.M. (1996). A mediational model of autonomy, self-esteem, and eating disordered attitudes and behaviors. *Psychology of Women Quarterly, 20*, 217-228.

This study expands upon existing literature by examining how the relationship between autonomy deficits and low self-esteem may create a psychological environment conducive to the development of eating disordered behaviors. Findings supported a mediational model to account for eating disordered behaviors in 71 college women. In this model, lack of autonomy was related to decreased global self-esteem, which in turn was associated with bulimia, body dissatisfaction, and drive for thinness. Although only tentative and cross-sectional in nature, this study is of particular importance because it links autonomy and self-esteem in a coherent model predictive of eating disordered behaviors in college women. Developmental aspects of eating disorders and treatment implications are discussed.

Guidano, V.F. (1987). Some general remarks on selfhood processes, attachment, and identity. In V.F. Guidano, *Complexity of the self: A developmental approach of psychopathology and therapy.* New York: Guilford Press.

"Any information about the outside world inevitably corresponds to information about the self and, conversely, self-knowledge development parallels the process by which the individual comes to understand external reality…A subject's self-knowledge always involves his or her conception of reality, and conversely, every conception of reality is directly connected to the subject's view of self" (p. 30).

Hermans, H.J.M. (1989). The meaning of life as an organized process. *Psychotherapy, 26(1),* 11-22.

In this article the experienced meaning of one's life is conceived of as an organized process. The organizational aspect is characterized in terms of a number of personal valuations ordered into a composite whole. The process aspect is characterized in terms of the ongoing changes and reorganizations in one's life meaning over time. Two empirical studies are reported which rely on a self-confrontation procedure for assessing life meaning.

Hermans, J.M., Kempen, H.J.G., & van Loon, R.J.P. (1992). The dialogical self: Beyond individualism and rationalism. *American Psychologist, 47(1),* 23-33.

There is growing awareness among psychologists that the individualistic and rationalistic character of contemporary psychological theories of the self reflect an ethnocentric Western view of personhood. In opposition to this view, it is argued from a constructionist perspective that the self can be conceived of as dialogical, a view that transcends both individualism and rationalism. A comparison of three constructionist forerunners (Vico, Vaihinger, and Kelly) suggests that to transcend individualism and rationalism, the embodied nature of the self must be taken into consideration. Moving through space and time, the self can imaginatively occupy a number of positions that permit mutual dialogical relations. The classic Jamesian distinction between the I and the Me is translated in a narrative framework. The implications for three areas of psychological research – attribution theory, moral development, and the individual differences paradigm – are briefly discussed.

Hoskins, M., & Leseho, J. (1996). Changing metaphors of the self: Implications for counseling. *Journal of Counseling and Development, 74(Jan/Feb),* 243-252.

This article reviews some of the more prevalent metaphors used to describe the nature and character of the self. These metaphors include the unified and integrated selves as well as the postmodern perspectives of multiple selves. The authors contend that counselors have theories about the self, whether implicit or explicit, and that these theories directly influence their practice. They further contend that it is beneficial for counselors and other helping professionals to take the time to clarify their beliefs and assumptions about the self and that metaphors are useful conceptual tools. Various ethical questions associated with different

metaphors of the self are posed.

Jackson, L.A., Hodge, C.N., & Ingram, J.M. (1994). Gender and self-concept: A re-examination of stereotypic differences and the role of gender attitudes. *Sex Roles, 30(9/10)*, 615-631.

Gender differences in overall self-evaluation and in specific dimensions of self-concept were examined in primarily Caucasian college and high school students. The role of gender attitudes in the relationship between gender and self-concept was also examined. Findings indicated gender differences in overall self-evaluation that favored males, and gender differences in specific self-concept dimensions that were consistent with gender stereotypes. However, differences in overall self-evaluation were small, and the stereotypicality of differences was not consistent. Gender attitudes were unrelated to self-concept. Implications for changing self-concept are discussed.

Johnson, A. (1991). Selfhood and embodiment: Reflecting on pregnancy and its implications. *The Humanistic Psychologist, 19(Autumn),* 301-312.

In psychology, study of the self or person has been organized by assumptions regarding the self's boundedness, singularity, and integration. These assumptions are supported by phenomenological analyses of the self-body relationship, but are challenged by recent critics who suggest the self is better characterized by non-integration and decentered agency. A descriptive account of pregnancy experience and its effects on the body and self suggests the need for a re-evaluation of selfhood claims, particularly those related to singularity and boundedness, and raises the need for a context-based, plurality model for personal identity.

Larkin, J., Rice, C., & Russell, V. (1996). Slipping through the cracks: Sexual harassment, eating problems, and the problem of embodiment. *Eating Disorders, 4(1)*, 5-25.

The impact of sexual harassment on girls' and women's developing concept of their body and self has rarely been examined with the goal of expanding our understanding of weight and shape preoccupation. In this paper, the authors examine how this pervasive form of violence contributes to young women's uneasiness about their developing bodies and results in a disruption of healthy female development that often gets played out in disordered patterns of eating and intense body monitoring.

Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implica-

tions for cognition, emotion, and motivation. *Psychological Review, 98(2),* 224-253.

People in different cultures have strikingly different interpretations of the self, of others, and of the interdependence of the two. These interpretations can influence, and in many cases determine, the very nature of individual experience, including cognition, emotion, and motivation. Many Asian cultures have distinct conceptions of individuality that insist on the fundamental relatedness of individuals to each other. The emphasis is on attending to others, fitting in, and harmonious interdependence with them. American culture neither assumes nor values such an overt connectedness among individuals. In contrast, individuals seek to maintain their independence from others by attending to the self and by discovering and expressing their unique inner attributes. As proposed herein, these interpretations are even more powerful than previously imagined. Theories of the self from both psychology and anthropology are integrated to define in detail the difference between an interpretation of the self as independent and an interpretation of the self as interdependent. Each of these divergent interpretations should have a set of specific consequences for cognition, emotion, and motivation; these consequences are proposed and relevant empirical literature is reviewed. Focusing on differences in self-interpretations enables apparently inconsistent empirical findings to be reconciled, and raises questions about what have been thought to be culture-free aspects of cognition, emotion, and motivation.

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist, 41(9),* 954-969.

The concept of possible selves is introduced to complement current conceptions of self-knowledge. Possible selves represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation. Possible selves are the cognitive components of hopes, fears, goals, and threats, and they give specific self-relevant form, meaning, organization, and direction to these dynamics. Possible selves are important, first, because they function as incentives for future behavior (i.e. they are selves to be approached or avoided) and second, because they provide an evaluative and interpretive context for the current view of self. A discussion of the nature and function of possible selves is followed by an exploration

of their role in addressing several persistent problems, including the stability and malleability of the self, the unity of the self, self-distortion, and the relationship between the self-concept and behavior.

Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Ann. Rev. Psychol., 38,* 299-337.

"Key topics discussed in this article are: the multifaceted self-concept, types of self-representations, sources of self-representations, the working self-concept, goal-setting, cognitive preparation for action, cybernetic cycle, the involvement of self-concept in self-regulation, the dynamic self-concept, intrapersonal processes mediated by the self-concept, information processing, affect regulation, motivation, interpersonal processes mediated by the self-concept, social perception, situation and partner choice, interaction strategies, and reactions to feedback."

Oyserman, D., & Markus, H.R. (1990). Possible selves and delinquency. *Journal of Personality and Social Psychology, 59(1),* 112-125.

The relationship between possible selves and delinquency is explored. In this study 238 youths between the ages of 13-16 who varied in the degree of their delinquency were asked to describe their possible selves. Although many similarities were found among their hoped-for selves, the groups of youth differed markedly in the nature of their expected and feared selves. The balance between expected possible selves and feared possible selves was the particular focus. Balance is hypothesized to occur when expected possible selves are offset by countervailing feared selves in the same domain (e.g. expecting a job, but fearing being unemployed). It was found that the officially non-delinquent youths were quite likely to display balance between their expectations and fears, unlike the most delinquent youth. In contrast, a conventional measure of self-esteem that indicates how people feel about themselves currently did not predict degree of delinquency.

Patai, D. (1988). Constructing a self: A Brazilian life story. *Feminist Studies, 14(1)*, 143-166.

The author recounts her experience of collecting oral histories from 60 women in Brazil. She focuses on the narrative of one woman:

"The observation that 'a fundamental question about a culture is what kinds of lives its members are allowed to lead,' {the author} would add the equally fundamental question of how the individual self, constructed within a given society, in turn sus-

tains that society's givens" (p. 143).

Peck, T.A. (1986). Women's self-definition in adulthood: From a different model? *Psychology of Women Quarterly, 10,* 274-284.

This article examines criticisms of existing models of adult development from both feminist and developmental psychologists. To answer these criticisms, a model of women's adult self-definition is presented that is based upon current research on women's adult experience. The model combines a dialectical approach, which considers the effects of social/historical factors, with a feminist approach, which emphasizes the importance of caring and relationships, to illustrate the critical factors affecting women's self-knowledge during the adult years.

Rhodes, B., & Kroger, J. (1992). Parental bonding and separation-individuation difficulties among late adolescent eating disordered women. *Child Psychiatry and Human Development, 22(4)*, 249-263.

This study is an exploration of both interpersonal and intrapsychic factors associated with eating disorders in late-adolescent women. It examines perceived parental bonding characteristics and resolution of the second separation-individuation process for both eating and non-eating disordered subjects. Subjects were 20 late-adolescent, eating disordered women and 20 symptom-free, late-adolescent female university students. All subjects received the Eating Disorder Inventory, the Parental Bonding Inventory, and the Separation-Individuation Test of Adolescence. Late-adolescent, eating disordered women reported significantly higher levels of maternal overprotectiveness during childhood and had significantly higher levels of separation anxiety and lower healthy separation scores than non-eating disordered students.

Romney, P. (1995). The struggle for connection and individuation in anorexia and bulimia. *Journal of Feminist Family Therapy, 6(4),* 45-62.

This paper, a journey through the author's learning about eating disorders, discusses developmental themes in the lives of young women with eating disorders. Based on her work over the last 14 years with eating disordered clients, the author concludes that these young women experience a struggle between the desire for individuation and the desire for connection, and that this struggle is particularly difficult for those clients who have a history of abuse. The author proposes a both/and orienta-

tion toward the themes of individuation and connection and discusses the implications for treatment.

Ruvolo, A.P., & Markus, H.R. (1992). Possible selves and performance: The power of self-relevant imagery. *Social Cognition, 10(1),* 95-124.

Possible selves are elements of the self-concept that represent what individuals could become, would like to become, and are afraid of becoming. These representations of the self in the future are hypothesized to be an important component of effective performance. Three studies are explained, using three different scenarios of possible selves (successful, failure due to hard work or good/bad luck). The results suggest an important role for future-oriented representations of the self in performance.

Sampson, E.E. (1985). The decentralization of identity: Toward a revised concept of personal and social order. *American Psychologist, 40(11),* 1203-1211.

Three main ideas are examined. First, a central theme in our culture is its underlying belief that order and coherence are achieved by means of personal control and mastery. Our culture's ideal of personhood reflects this theme in portraying a character designed to be the architect of control and mastery. The author describes this ideal as a centralized equilibrium structure. Second, developments in non-equilibrium theory in physics, deconstructionism in literary criticism, and decentralized, anarchic notions of governance introduce a different understanding of the means whereby order and coherence exist and thus open the possibility for a revised ideal of personhood: a decentralized, non-equilibrium ideal, whose very being hinges on its continuous becoming. Finally, several implications of the revised conception for social problem-solving are noted.

Saukko, P. (1996). Anorexia nervosa: Rereading the stories that became me. *Cultural Studies, 1,* 49-65.

This article is an auto-ethnography about the author's 20-year struggle with the discourses that have defined anorexia nervosa/her. The number of explanations, and definitions of anorexia are myriad; yet a few core narratives repeat in the research and in the media. These have solidified into the standard portrait of the anorexic as a victim of the thin body ideal, a perfectionist, and someone afraid to grow into a woman. The author rubs these core stories against her own storied experience in order to destabilize them, to open space for a freer articulation of anorexia. As an anorexic, the author

felt she was commanded by unknown forces to act and think in a way that caused intense physical and emotional pain. This article attempts to shatter the forces that after recovery have pushed her into a particular set of molds, again demanding her to think and act in a certain way.

Schupak-Neuberg, E., & Nemeroff, C.J. (1993). Disturbances in identity and self-regulation in bulimia nervosa: Implications for a metaphorical perspective of "Body as Self". *International Journal of Eating Disorders, 13(4),* 335-347.

This study investigates a metaphorical account of bulimia that proposes that bulimics lack a clearly defined sense of self, and subsequently utilize their physical bodies as a means of self-definition and regulation. Three major aspects of this perspective were assessed: identity disturbance, use of the binge and purge as a means of emotional regulation, and sensitivity to interpersonal contact. Differences among bulimics, binge eaters, and normal controls were explored. Bulimics reported greater amounts of identity confusion, enmeshment, and overall instability in self-concept than normal controls and binge eaters. The binge led to an escape from self-awareness for bulimics, and the purge served to manage the negative affect. Bulimics also showed greater sensitivity to interpersonal contact with positive people and with their mothers than both binge eaters and controls. Implications of the findings are discussed as well as future directions for research.

Sobal, J., & Bursztyn, M. (1998). Dating people with anorexia nervosa and bulimia nervosa: Attitudes and beliefs of university students. *Women and Health, 27(3),* 73-88.

Attitudes and beliefs about dating people with eating disorders were investigated in men and women using a questionnaire administered to 752 university students. Students believed that people with anorexia nervosa and bulimia nervosa had a difficult time dating, dates would involve conflict, and dating would be a negative experience. Students were more comfortable in casual interactions than more serious dating activities with people with anorexia nervosa and bulimia nervosa. Men were somewhat comfortable dating people with anorexia nervosa or bulimia nervosa, but less so for obesity. Most students believed dating people with anorexia nervosa and bulimia nervosa would not be a positive experience, and men stigmatized people with eating disorders differently than did women.

Spitzack, C. (1993). The spectacle of anorexia nervosa. *Text and Performance Quarterly, 13,* 1-20.

Critical examinations of post-industrialized culture have identified the body as an important site of ideological labour. By questioning the existence of essences and the possibility of a subjectivity untainted by power mechanisms, scholars from numerous disciplines examine various body practices to show that articulations of the body are always positioned in, and productive of, particular cultural, historical, and ideological conditions. Placed in performative terms, Dwight Conquergood, Judith Butler, Sandra Bartky, among others, suggest that everyday body performances, far from being artificial or fictional enactments, represent an active negotiation of the normalizing strategies and categorical schemes of cultural life. This essay examines anorexia nervosa as a spectacle of femininity in contemporary society. The enactment of anorexia is shown to be a spectacle characterized by a crisis of the female body and its quest for identity within a cultural climate that demands of its actors a concealment of performative criteria, thereby preserving the illusion of an essential female identity for spectators. The dynamics of this disease are then placed in historical context to show that the promise of singular identity through consumption and self-examination emerges in the intersection of modernism and postmodernism, where the spectacle and the confession conjoin to produce sanctioned yet conflicted performances of femininity.

Steiner-Adair, C. (1990). The body politic: Normal female adolescent development and the development of eating disorders. In C. Gilligan & N.P. Lyons (Eds.), *Making connections: The relational worlds of adolescent girls at Emma Willard School,* (pp. 162-182). Cambridge, MA: Harvard University Press.

"It is equally possible that there are repressive cultural forces in the later 20th century that are developmentally disabling to young females, and along with individual and familial experiences, are producing the current eating disordered symptomatology."

"…It may be that certain sociocultural influences make anorexia nervosa, bulimia, and anorexic-like behavior a seemingly adaptive response to the developmental demands of growing up female in certain populations at this time in history (i.e., the Western World)."

"…A curious and striking paradox occurs: What is put forward in the cultural ideal of physical and mental

health for contemporary female adolescents is tied to the emergence of psychopathology in the form of eating disorders."

Steinhausen, H.C., & Vollrath, M. (1993). The self-image of adolescent patients with eating disorders. *International Journal of Eating Disorders, 13(2)*, 221-227.

Forty German adolescent anorectic patients were assessed with regard to self-image components as measured by the Offer Self-Image Questionnaire (OSIQ). The profile of this group deviated negatively from the German standardization group of healthy subjects on measures of impulse control, emotional tone, body image, social relationships, sexual attitudes, and psychopathology. In addition, the OSIQ profile of this German sample was remarkably similar to the profiles of samples reported in two American studies. Finally, it was found that inpatient treatment served to improve the psychological condition of the patients with regard to certain but not all self-image components. Despite a trend of improvement, some of the scores did not fully normalize in this sample.

Watson, J.C., & Rennie, D.L. (1994). Qualitative analysis of clients' subjective experience of significant moment during the exploration of problematic reactions. *Journal of Counseling Psychology, 41(4)*, 500-509.

In this study, eight clients participated in interpersonal process recall interviews (N. Kagan, 1975) to review therapy sessions in which they explored problematic reactions. The reports of their recalled experience during the sessions were analyzed qualitatively by means of the grounded theory method (B.G. Glaser & A. Strauss, 1967). The analysis resulted in a model of the cognitive-affective operations characterizing the clients' internal processes during the sessions. The model's main categories were client operations and session momentum. The first category subsumed the following lower order categories: symbolic representation of experience, reflexive self-examination, new realizations, and revisioning self. The second category subsumed the positive and negative dimensions of the clients' experiences during the session. The theoretical and practical implications of the model are discussed.

B. Prevention

Battle, E.K., & Brownell, K.D. (1996). Confronting a rising tide of eating disorders and obesity: Treatment vs. prevention and policy. *Addictive Behaviors, 21(6*), 755-765.

Eating disorders and obesity are

rising in prevalence and are problems of considerable public health significance. Prevailing treatments have a limited impact on public health because the disorders do not yield easily to intervention and because the treatments are costly and available to few. Shifting from a medical to a public health model argues for increased focus on both prevention and public policy. Research on prevention is in its early stages but must be aggressively pursued. Even less is known about policy, but recommendations are made to alter policy so that consumption of healthful foods increases, consumption of unhealthful foods decreases, and levels of physical activity are enhanced.

Button, E. (1990). Brief report: Self-esteem in girls aged 11-12: baseline findings from a planned prospective study of vulnerability to eating disorders. *Journal of Adolescence, 13,* 407-413.

This paper reports on the first stage of a planned prospective study of self-esteem and risk for eating disorders in 594 schoolgirls aged 11-12. Subjects completed a short questionnaire which incorporated the Rosenberg Self-Esteem Scale and a few "problem" questions, including one on fatness concern. Low self-esteem was associated with increased fatness concern, but also with problems in general. The girls will be followed up in detail at age 15-16, with a view to clarifying whether low self-esteem is predictive of clinically significant eating disorders.

Carter, J.C., Stewart, D.A., Dunn, V.J., & Fairburn, C.G. (1997). Primary prevention of eating disorders: Might it do more harm than good? *International Journal of Eating Disorders, 22,* 167-172.

The aim of this pilot study was to evaluate a new school-based eating disorder prevention program designed to reduce dietary restraint. Forty-six school-girls, aged 13-14 years, took part. The intervention consisted of eight weekly 45-minute sessions. A battery of self-report questionnaires was administered before and after the intervention and six months later. Unlike previous prevention studies, there was not only an increase in knowledge at post-intervention, but there was also a decrease in target behavior and attitudes. However, these effects were short-lived since they had disappeared six months later: indeed at six-month follow-up there was an increase in dietary restraint compared with baseline. These findings suggest that the intervention had been counterproductive since it led to an increase in dietary restraint. They imply that school-based pre-

vention programs may do more harm than good.

Dellebuur, K. (1997). Child and youth care practice and eating disorders. *Journal of Child and Youth Care, 11(2),* 61-69.

The impact of eating disorders is discussed in terms of its relationship to child and youth care practice. Medical and feminist treatment models are compared and the benefits of each are discussed. The author's personal reflections on her experience as an eating disorders prevention worker are presented with practical recommendations for child and youth care practitioners who work with youth at risk for or struggling with eating disorders.

Fallon, P., Katzman, M.A., & Wooley, S.C. (1994). *Feminist Perspectives on Eating Disorders.* New York: Guilford Press. (especially chapters 2, 3, 4, 15, 19, 20, 21, 22.)

"This anthology of feminist writings on eating disorders is divided into five sections: 1) A Gendered Disorder: Lessons from History, 2) A Place for the Female Body, 3) Treatment Issues: A Feminist Reanalysis, 4) Reconstructing the Female Text, and 5) Possibility. Within these pages, the reader finds sociocultural analyses of disordered eating, reframing of treatment modalities, and possibilities for prevention and future research."

Griffiths, R.A., & Farnill, D. (1996). Primary prevention of dieting disorders: An update. *Journal of Family Studies, 2(2),* 179-191.

Dieting can result in several physical and psychological problems. A most serious consequence resulting from dieting has been the increasing prevalence of the dieting disorders: anorexia nervosa and bulimia nervosa. Recent interest in primary prevention has been to target those people at risk such as children, adolescents, college students, and young adults. Several agencies have important roles to play and include: schools and teachers, parents, relatives, and friends, sporting coaches and dance instructors and the media. This paper reviews the techniques, programs and strategies available to these agencies and provides suggestions and recommendations for primary prevention.

Huon, G. (1996). Health promotion and the prevention of dieting-induced disorders. *Eating Disorders, 4(1),* 27-32.

A conventional approach to preventing anorexia nervosa and bulimia nervosa focuses on the predisposing characteristics and risk factors that

must be modified in order to reduce the prevalence of these illnesses. Interest in and support for health promotion have, however, grown steadily since the mid-1980s. The current emphasis within public health is on facilitating the conditions that allow individuals to gain control over the determinants of their health; this encompasses all aspects of their physical, psychological, and social well-being. Thus, attention should be paid to the factors that cause young women and girls to feel they are not in control. Opportunities should be provided for them to define what and who they would like to be, and to facilitate their endeavors toward achieving their potential.

Huon, G.F., Roncolato, W.G., Ritchie, J.E., & Braganza, C. (1997). Prevention of dieting-induced disorders: Findings and implications of a pilot study. *Eating Disorders, 5(4)*, 280-293.

This article outlines selected findings from a preliminary evaluation of an intervention aimed at improving the food- and body-related attitudes of young girls. The authors' principal purpose in presenting these data is to illustrate the difficulties that confront researchers in assessing the efficacy of preventative interventions for the dieting-induced disorders anorexia nervosa and bulimia nervosa, especially within the context of current approaches to prevention.

Levine, M.P., Smolak, L., & Schermer, F. (1996). Media analysis and resistance by elementary school children in the primary prevention of eating problems. *Eating Disorders, 4(4),* 310-322.

This paper describes the authors' efforts to promote "media literacy" and media resistance skills in boys and girls ages 9-11 who were participating in a controlled evaluation of a 10-lesson prevention program designed to improve nutrition and exercise behavior and to promote self-acceptance and body esteem. The authors' approach to a critical evaluation of mass media focused on student content analyses of nutritional and body shape messages, followed by consideration of the disparity of their findings and emphasis on healthy messages about eating, weight, and shape in the entire curriculum. This approach was by and large ineffective in both grades, and was not well-received by nearly a third of the teachers. However, the entire curriculum was moderately successful in increasing knowledge, and it had a positive effect on 5th graders' attitudes toward fat.

Mann, R., Nolen-Hoeksema, S., Huang, K., Burgard, D., Wright, A., & Hanson, K. (1997). Are two

interventions worse than none? Joint primary and secondary prevention of eating disorders in college females. *Health Psychology, 16(3),* 215-225.

Prevention programs for eating disorders attempt to simultaneously prevent new cases from arising (primary prevention) and encourage students who already have symptoms to seek early treatment (secondary prevention), even though ideal strategies for these two types of prevention may be incompatible with each other. In the present study, an eating disorder prevention program was evaluated in a sample of female college freshmen. In the intervention, classmates who had recovered from eating disorders described their experiences and provided information about eating disorders. At follow-up, intervention participants had slightly more symptoms of eating disorders than did controls. The program may have been ineffective in preventing eating disorders because by reducing the stigma of these disorders (to encourage students with problems to seek help), the program may have inadvertently normalized them.

Martz, D.M., Graves, K.D., & Sturgis, E.T. (1997). A pilot peer-leader eating disorders prevention program for sororities. *Eating Disorders, 5(4),* 294-308.

This study assesses a peer-leader intervention for the prevention of eating disorders in sororities. Within a two-group quasi-experimental design, peer leaders were selected from the experimental sororities and trained to advocate no dieting, healthy eating, and exercise and how to make psychotherapy referrals. Three psychotherapy referrals were made. No significant differences were found between experimental and control participants. However, sorority members who participated more fully in the intervention reported better physical condition and trends for less dieting and more exercise self-efficacy.

Myers, P.N. Jr., & Biocca, F.A. (1992). The elastic body image: The effect of television advertising and programming on body image distortions in young women. *Journal of Communication, 42(3),* 108-133.

The emphasis the media place on the thin ideal body image may be responsible for body size overestimations that women make, and indirectly cause increases in anorexia nervosa and bulimia. In this experimental study, two variables – ideal-body programming and ideal-body commercials – had an effect on female subjects' self-perceived body images and moods. Ideal-body image commercials lowered body size overestimations and subject

depression levels. This study supports the notion of an elastic body image in which actual body size is in conflict with a mediated ideal-body image and an unstable self-perceived body image. Results of this study suggest that watching even 30 minutes of television programming and advertising can alter a woman's perception of the shape of her body.

Nagel, K.L., & Jones, K.H. (1992). Predisposition factors in anorexia nervosa. *Adolescence, 27(106)*, 381-386.

Since its first recognition, a number of researchers have endeavored to link anorexia nervosa to underlying pathology. For example, in the past, attempts were made to associate anorexia with such psychiatric disturbances as schizophrenia, anxiety disorders, and obsessive-compulsive and antisocial personality disorders. Most recent efforts have focused on the possible link between anorexia nervosa and affective disorders. This article reviews the literature concerned with investigating psychiatric disturbances and genetic variables hypothesized as predisposing factors in the etiology of anorexia nervosa. Particular emphasis is given to research which discusses the association between anorexia nervosa and depression. Psycho-pharmacological evidence and family genetics studies are reviewed. Suggestions for future research are also made.

Neumark-Sztainer, D., Story, M., & Coller, T. (1999). Perceptions of secondary school staff toward the implementation of school-based activities to prevent weight-related disorders: A needs assessment. *American Journal of Health Promotion, 13(3),* 153-156.

The purpose of this study was to assess attitudes among secondary school staff regarding the implementation of a school-based program aimed at the prevention of weight-related disorders and to assess current involvement of staff in related activities. Neumark-Sztainer has proposed a framework for a comprehensive school-based program aimed at the prevention of weight-related disorders. The suggested components of this framework include: staff training; a module focusing on prevention for all students; integration of prevention material into the existing curricula; more intensive activities targeted at the secondary prevention of eating disorders and obesity; a referral system between school and community health care services; opportunities for healthy eating at school; modifications in physical education and sport activities, and school/community outreach activities.

Ng, S.H., Dunne, M., & Cataldo, M. (1995). Feminist identities and preferred strategies for advancing women's positive self-concept. *The Journal of Social Psychology, 135(5),* 561-572.

This study was an attempt to (a) determine the generalizability of the American-based Feminist Identity Development Scale (FIDS; Bargard & Hyde, 1991) to female students in a New Zealand university and (b) examine the relationship between feminist identities (as measured by the FIDS) and preferred strategies for advancing women's self-concept. Female undergraduate university students (N=145) were given the FIDS and a self-concept strategy questionnaire. The factor structure of the FIDS was replicated for four of the five stages reported by Bargard and Hyde. Failure to replicate the remaining stage (revelation) was attributed to differences in the sample populations and the wording of the sub-scale. Positive correlations were found between the early stage of feminist identity development and individual-oriented self-concept strategies and also |between the late stage of feminist identity development and group-oriented self-concept strategies. These results suggest that as a woman's feminist identity develops, the strategies for advancing that self-concept change from being individual to group-oriented.

O'Mahony, J.F., & Hollwey, S. (1995). Eating problems and interpersonal functioning among several groups of women. *Journal of Clinical Psychology, 51(3),* 345-351.

This paper examines the relationship between eating disorders and problems in interpersonal functioning. Questionnaires that measure eating problems, interpersonal adjustment, and general neuroticism were completed by several groups of women: anorexic patients, persons whose interests or occupations involved a concern about bodily shape or condition (dancers, models, and athletes), and members of the general public. A substantial and significant relationship was found between eating symptomatology and interpersonal functioning in all groups. However, this association survived only in the anorexic patient group when general neuroticism was partialled out. The authors take this to imply that psychosocial difficulties are unlikely to play a strong role in the initial development of eating problems.

Rosenvinge, J. H., & Gresko, R.B. (1997). Do we need a prevention model for eating disorders? Recent developments in the Norwegian school-based prevention model.

Eating Disorders, 5(2), 110-118.

This article outlines main goals and implementation strategies of the Norwegian school-based model for the prevention of eating disorders. Initially, the model focused on the integration of information about eating disorders and attitudinal change. Secondary prevention strategies were also employed in the model. They included information about eating disorders for teachers and health care professionals, as well as guidelines to facilitate the provision of adequate levels of care to students. In view of critical reconsiderations, the authors outline new directions for prevention.

Schlberg, S. (1990). Personality, life stress and the course of eating disorders. *Acta Psychiatr Scand Suppl, 361(82)*, 29-33.

The authors tested whether personality disturbance and stressful life events can help explain why some patients with anorexia nervosa or bulimia nervosa remain ill for several years. In a follow-up of 37 patients, both factors were found to be significantly associated with a poorer outcome after a year, and preliminary data suggest this trend continues after two years. Further follow-up is necessary, but the data so far suggest that treatment goals and methods must be tailored to widely dissimilar needs. They also imply that therapeutic efforts to help patients cope with stressful events may be rewarded by measurably reduced morbidity.

Steiner-Adair, C., & Purcell, A. (1996). Approaches to mainstreaming eating disorders prevention. *Eating Disorders, 4(4),* 294-309.

In order for eating disorders prevention to be effectively woven into the fabric of what is considered essential school-based preventative mental and health education, the field needs to offer several paradigms and approaches that join with other prevention initiatives. In this article, both theoretical and practical suggestions are offered that should support the increasing recognition of the necessity for school-based eating disorders prevention.

Central to this paper are the following ideas: 1) Eating disorders per se are not “the problem” but, rather, behaviors that many girls and some boys turn to in order to deal with a wide range of experiences. 2) Body intolerance, disordered eating and eating disorders are a culturally informed and mediated problem. 3) Therefore, students need knowledge and skills that enable them to challenge cultural messages and norms that lead to disordered eating behavior and body intolerance. 4) Eating disorders need to be linked to weightism (Steiner-Adair, 1978,

1993) and reframed as a social justice issue. 5) Misperceptions that exist about who is affected by disordered eating and eating disorders influence whether eating disorders prevention is acknowledged as a priority in health education.

Vervaet, M., van Heeringen, C. & Jannes, C. (1998). Weight concerns and eating patterns in school -boys and -girls. *Eating Disorders, 6(1),* 41-50.

In this study, weight concerns and eating patterns were assessed in a large group of school-aged adolescents by means of questionnaires. Girls far more commonly reported problems related to eating and body weight, restrained eating with counting of calories, and abuse of laxatives. Loss of control over eating was reported by more than half of the girls. The occurrence of eating problems and associated behavioral characteristics among girls clearly increased with age, even though young girls reported problems related to body weight and eating patterns to such an extent that the introduction of prevention programs should be considered in the first years of secondary school.

Wertheim, E.H., Paxton, S.J., Schutz, H.K., & Muir, S.L. (1997). Why do adolescent girls watch their weight? An interview study examining sociocultural pressures to be thin. *Journal of Psychosomatic Research, 42(4)*, 345-355.

Body concerns, dieting, and weight watching were examined in 30 10-year-old adolescent girls. Semi-structured interviews consisting of open-ended and rated questions assessed descriptions of and reasons for weight loss attempts, with an emphasis on noting sociocultural influences. Audiotaped and transcribed interviews were assessed for themes, coded and rated. Findings suggested a strong role of sociocultural influences leading to both unhealthy and healthy body attitudes and eating behaviors. Media and fashion were reported to exert the strongest pressures to be thin for subjects. While a few subjects reported direct pressures to diet from friends and parents, indirect social influences were more common. These influences included social comparison, joint dieting and avoidance of social disapproval.

C. Media Literacy

Appels, A. (1986). Culture and disease. *Soc. Sci. Med, 23(5)*, 477-483.

Both art and the kinds of lifestyles which predispose one to disease reflect the culture of an era. Might the history of art give some insight into the origins of behaviors which

are conducive to particular diseases? An attempt is made to answer this question by looking at the perception of time and space in modern and contemporary art and in the behaviors which lead to coronary proneness and anorexia nervosa.

Becker, A.E., & Hamburg, P. (1996). Culture, the media and eating disorders. *Harvard Review of Psychiatry, 4,* 163-167.

This paper is a discussion of the interplay between cultural ideals, the media's role in promoting and representing these ideals, and the development of eating disordered behaviors. The authors' main point is that the primary issue in understanding the role of media in eating disorders is not which images are presented as ideal, but how these images are rendered so compelling. They also bring into question the media's role in promoting disordered eating as an identity formation tool, and a way for young women to "organize" the feelings of distress they are experiencing. The authors assert that the media "support and disseminate more than a particular image: they peddle the very possibility of recreating the body as an image" (p. 164). They echo Steiner-Adair's assertion that prevention for eating disorders must address the cultural values that support the problem.

Berel, S., & Irving, L. (1998). Media and disturbed eating: an analysis of media influence and implications for prevention. *The Journal of Primary Prevention, 18(4)*, 415-430.

Research has linked the thinning standard of beauty portrayed in the media to increased rates of weight preoccupation and eating disturbance in women. In this paper, the authors review and evaluate how media influence has been defined and measured in psychological research on women's patterns of viewing and ways of responding to media, discuss the implications of this research for programs to prevent the development of eating problems by teaching girls and women to evaluate media more critically, and consider what communications research and feminist therapy perspectives might contribute to the design of effective prevention.

Carpenter, L.M. (1998). From girls into women: Scripts for sexuality and romance in *Seventeen* magazine, 1974-1994. *The Journal of Sex Research, 35(2)*, 158-168.

Drawing on the scripting approach to sexual behavior, the author uses a combination of quantitative and qualitative content analysis to evaluate 244 articles on sexuality and romance from *Seventeen*, a teen

magazine. The author highlights changes and continuities in the magazine's depiction of sexuality from 1974-1994. Over this period, the variety of sexual scripts available in *Seventeen* expanded to recognize female desire, ambivalence about sexuality, homosexuality, masturbation, oral sex, and even recreational sexual activity. However, *Seventeen*'s editors generally resolved controversies in ways that reinforced dominant gender and sexual norms. Sexual scripts in popular media may have profound real-life effects. Young women who encounter scripts that acknowledge their own experiences may be more receptive to messages about practicing safer sex. In addition, young women who are encouraged to balance sexuality and romance with other aspects of life may get a head start on important developmental processes. But to the extent that magazine editors favor traditional sexual scripts, they may discourage challenges to the sexual and gender status quo, on both individual and collective levels.

Coleman, C.L. (1993). The influence of mass media and interpersonal communication on societal and personal risk judgments. *Communication Research, 20(4),* 611-628.

The study described in this article examines the influences of mass media, interpersonal channels, and self-efficacy on risk judgment, using data from a sample of New York state residents. Risk judgment is conceptualized on two distinct domains: personal-level risk judgment and social-level risk judgment. The health and risk communication literature suggests that mass media channels are more likely to influence social-level risk judgment, and the current study bears out this hypothesis. But, unlike typical findings, personal-level risk was found to be influenced to some degree by mass media channels. Interpersonal channels account for a portion of the variance on social-level risk judgment, as does self-efficacy. The health risks examined include heart disease, AIDS, smoking, and hazards from drinking water, household radon, chemicals on food, household chemicals and low-level radioactive waste.

Harrison, K. (1997). Does interpersonal attraction to thin media personalities promote eating disorders? *Journal of Broadcasting and Electronic Media, 41(Fall),* 478-500.

A study was conducted to examine the link between college women's interpersonal attraction to female media personalities of various body sizes, and several indices of disordered eating symptomatology. Interpersonal attraction to thin television characters and magazine

models, operationalized as a combination of liking, feeling similar to, and wanting to be like these individuals, was expected to be positively related to disordered eating symptomatology. The theoretical proposition that attraction to social agents facilitates modeling of these agents' behavior was proposed to account for the observed relationships. Attraction to thin media personalities predicted six of seven eating disorder indices, even when exposure to thinness-depicting and thinness-promoting (TDP) media was controlled. The authors advance the argument that interpersonal attraction to thin media personalities is an important element in the relationship between consumption of TDP media and disordered eating, and exerts an influence on disordered eating beyond the influence of mere media exposure.

Harrison, K., & Cantor, J. (1997). The relationship between media consumption and eating disorders. *Journal of Communication, 47(1)*, 40-67.

This study examined the relationship between college women's media use and two sets of variables (disordered-eating symptomatology and a set of related variables, including body dissatisfaction and drive for thinness) and assessed the relationship between college men's media use and their endorsement of thinness for themselves and for women. The authors expected to find consumption of thinness-depicting and thinness-promoting (TDP) media related to disordered eating and thinness endorsement, with the social learning process of modeling accounting for the relationships. For women, media use predicted disordered eating symptomatology, drive for thinness, body dissatisfaction, and ineffectiveness. For men, media use predicted endorsement of personal thinness and dieting, and select attitudes in favor of thinness and dieting for women. Magazine reading was a more consistent predictor than television viewing. Several relationships remained significant when interest in fitness and dieting as media topics was partialled out of the analyses. Exposure to TDP media appears to be associated with subsequent increase in eating disorder symptomatology. Selective exposure to these media based on initial interest in fitness and dieting as media topics is not a viable alternative explanation for this association.

Henderson-King, E., & Henderson-King, D. (1997). Media effects on women's body esteem: Social and individual difference factors. *Journal of Applied Psychology, 27(5)*, 399-417.

This study examined individual difference and social factors in moderating the effects of media images on women's body satisfaction. Participants heard a conversation wherein two people either were judgmental about a mutual friend's weight gain or discussed their friend's recent move. Participants then viewed slides which were either neutral or depicted "ideal" images of women. Results underscored the importance of individual differences. When exposed to ideal images, thinner women more positively evaluated their sexual attractiveness, while heavier women reported more negative self-evaluations. Compared to low self-monitors, high self-monitors who were exposed to ideal images were more positive about their physical condition. The findings demonstrate that media images do not similarly affect all women's body esteem.

Kaiser, S.B., Nagasawa, R.H., & Hutton, S.S. (1991). Fashion, postmodernity and personal appearance: A symbolic interactionist formulation. *Symbolic Interaction, 14(2),* 165-185.

A theoretical explanation of fashion change is offered, drawing upon symbolic-interactionist insights on fashion and appearance, and developing macro-micro connections between cultural ambivalence and the negotiation of meaning as inspired by symbolic ambiguity in appearances. The postmodern condition, connected with advanced capitalism, spawns cultural ambivalence and a plethora of clothing styles that emerge, in part, to clarify and lend expression to ambivalence. A broad variety of clothing styles, however, coupled with tendencies toward production of self, contributes to a high degree of ambiguity in individually constructed appearances, the meaning of which must then be collectively negotiated in social interaction. Failure of clothing styles to resolve cultural ambivalence results in fashion change in an ongoing dialectic.

Muffoletto, R. (1984). *Towards a Critical Pedagogy of Media Education: An introduction.* Madison: U. of Wisconsin.

This article explores the development of media as an educational tool, from the use of photographs to the implementation of computer-based education. The history of educational technology (instructional technology) is also representative of various ideologies, visions of the world and the history of benefit. The representations are found in the images of schooling, official documents, curriculum, and many other social texts. What must be remembered is that any history, any reading, or interpre-

tation of the text is not neutral, but reflective of an historical ideological position.

Stice, E., Schupak-Neuberg, E., Shaw, H.E., & Stein, R.I. (1994). Relation of media exposure to eating disorder symptomatology: An examination of mediating mechanisms. *Journal of Abnormal Psychology, 103(4)*, 836-840.

Although investigators have postulated that the thin ideal for women espoused in the media is related to the high rates of eating disorders among females, little research has examined the relation between media exposure and eating pathology. This study assessed the relation of media exposure to eating disorder symptoms and tested whether gender-role endorsement, ideal-body stereotype internalization, and body satisfaction mediated this effect. In data from 238 female undergraduates, structural equation modeling revealed a direct effect of media exposure on eating disorder symptoms. Furthermore, mediational linkages were found for gender-role endorsement, ideal-body stereotype internalization, and body satisfaction. The results support the assertion that internalization of sociocultural pressures mediate the adverse effects of the thin ideal.

Tella, S. (1998). The concept of media education revisited: From a classificatory analysis to a rhizomatic overview. In Tella, S. (Ed.) Aspects of media education: Strategic imperatives in the information age. *Media Education Publication, 8,* 85-150.

The purpose of this article is to analyze the concept of media education. The analysis is first based on some preliminary ideas already presented in Tella (1997c). In addition, this article aims to shed some light on the relationship between different domains of knowledge and disciplines on the one hand, and media education on the other. The intrinsic purpose is to create a classification or a general overview that can then be commented upon by all people concerned. This classification is later changed into a rhizomatic overview.

One of the main findings in this analysis is the fact that the conceptual domain of media education has widened to include a wide variety of concepts from other disciplines and domains of knowledge. At the same time, a couple of megatrends have come into light, viz. communication and mediation.

Tella, S. (1997). Media and man – On whose terms? Aspects of media education. In Tella, S. (Ed.) Media in today's education. *Research Report, 178*, 11-21 (translated from Finnish into English).

The purpose of this article is to briefly analyze the differences between the "mainstream" media education and the teleologically defined media education. The former tends to focus on analyzing the messages of mass communication, while the latter is more interested in the educational applications of modern information and communication technologies, open and distance learning, and virtual pedagogy. The article also argues that media education is going through a period of transformation as some of its foci are changing and some of its emphases are being restructured. A number of central principles of media education are described, with a view to an information-based communication society.

Thornton, B., & Maurice, J. (1997). Physique contrast effect: Adverse impact of idealized body images for women. *Sex Roles, 37(5/6)*, 433-439.

Adherence to an attractiveness ideal was considered as a possible mediator of a physique contrast effect among Caucasian women. Following exposure to photographs of models typifying idealized thin physiques, women displayed decreased self-esteem and increased self-consciousness, social physique anxiety, and body dissatisfaction. Although women with low adherence to an attractiveness ideal seemed to be advantaged by having greater self-esteem, less self-consciousness, and lower physique anxiety or dissatisfaction than their high adherence counterparts, these women did not display any unique resistance to the contrast effect. High affirmation of an attractiveness ideal was associated with exceptionally high potential for disordered eating. Eating disorder potential did not show influence of the contrast effect, but long term implications were considered.

Worden, J.K., Flynn, B.S., Solomon, L.J., Secker-Walker, R.H., Badger, G.J., & Carpenter, J.H. (1996). Using mass media to prevent cigarette smoking among adolescent girls. *Health Education Quarterly, 23(4),* 453-468.

This article describes the development of a mass media smoking prevention intervention targeted primarily at adolescent girls at increased risk for smoking, and assesses its outcomes. A cohort of 5,458 students was surveyed at baseline in Grades 4-6 and annually for four years. Through diagnostic and formative research, media messages were created to appeal especially to girls. Students beginning in Grades 5-7 received the four-year media intervention and a school program in two communities, while

students in two matched communities received the school program alone. Media targeting techniques resulted in high levels of message appeal and exposure consistent with effects on mediating variables and 40 per cent lower weekly smoking at Grades 8-10 for girls receiving the media and school interventions compared to school alone. Smoking behavior effects were maintained at Grades 10-12. These results indicate that mass media interventions targeting specific audience segments can reduce substance use behavior for those segments.

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