



Does a Presenter's Self-Disclosure of a Past Eating Disorder Impact The Effectiveness of Prevention Messages?

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+ Webinar Outline

- What are eating disorders?
- Causes of eating disorders and statistics
- Eating disorder prevention strategies
- Current issues in the prevention of eating disorders
- Our recent research project with NEDIC
 - Purpose, method, results
- Clinical implications and future research ideas

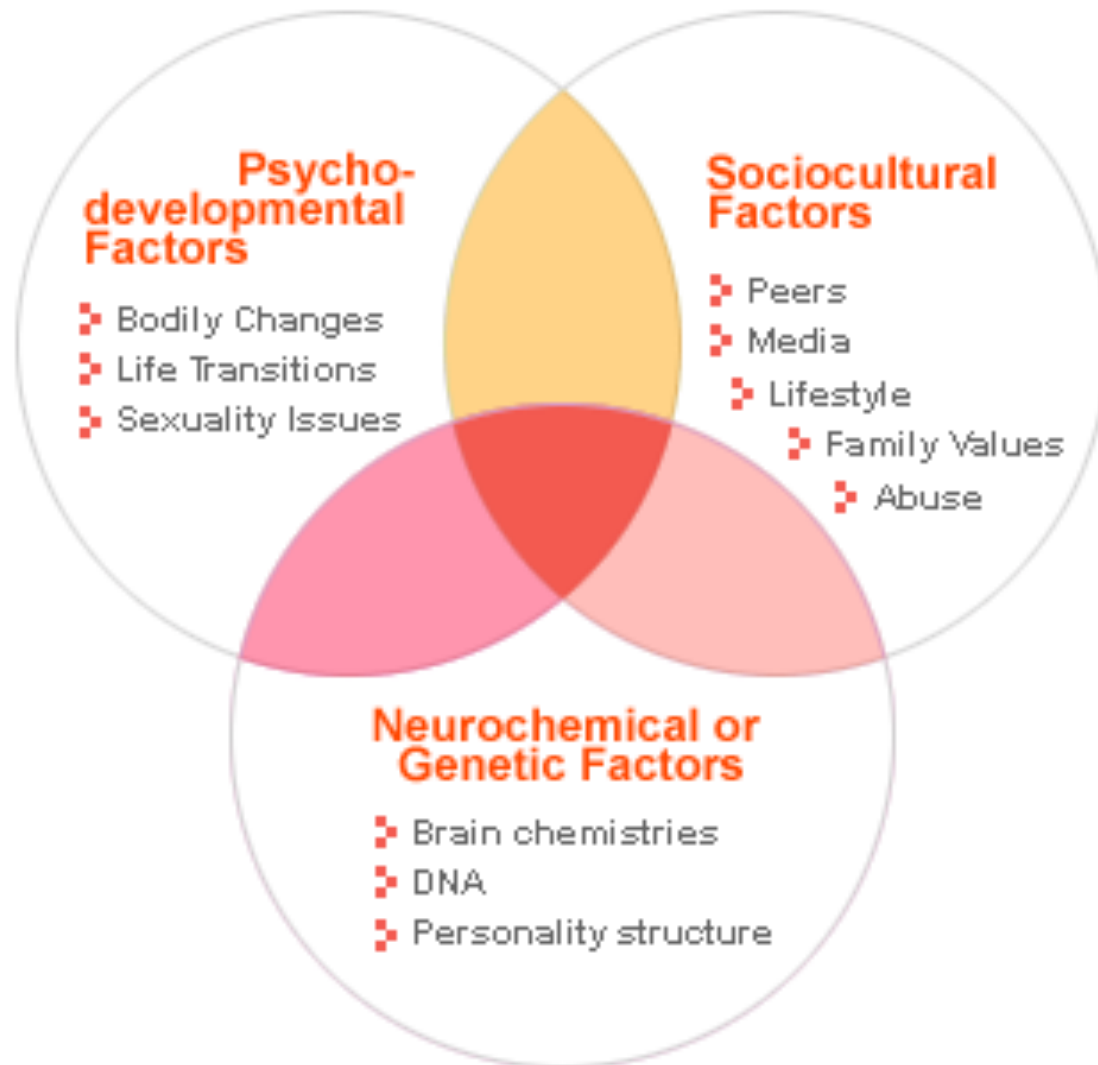


+ The Eating Disorders

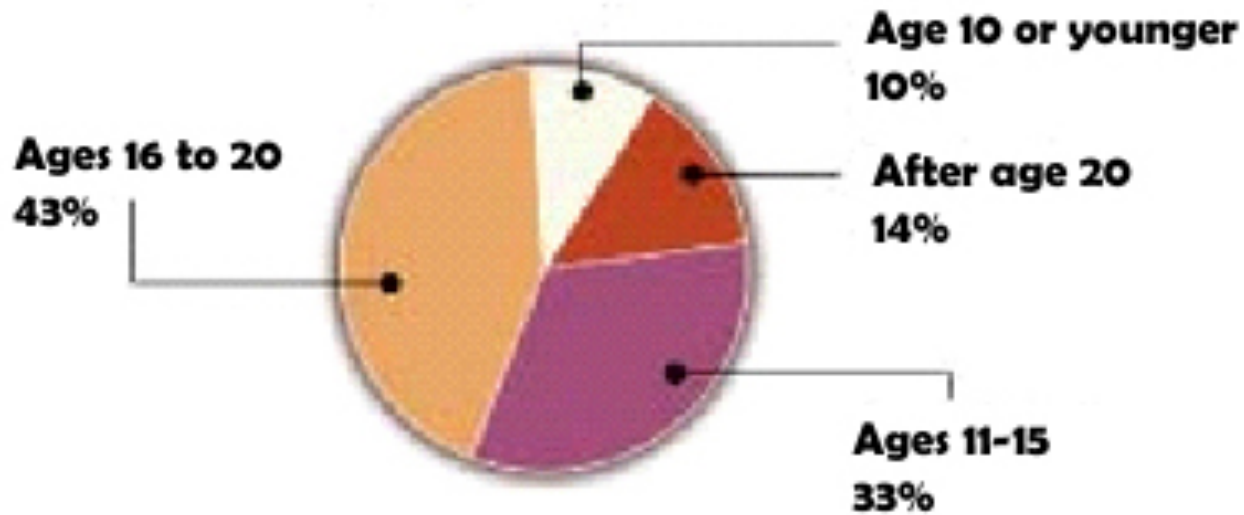


- Anorexia Nervosa
- Bulimia Nervosa
- Binge Eating Disorder
- Other Specified Feeding or Eating Disorder
- Avoidant/Restrictive Food Intake Disorder
- “Diabulimia”

+ Causes of Eating Disorders



Onset of Illness



Duration of Illness



** National Association of Anorexia Nervosa and Associated Disorders ten year study*

+ Eating Disorder Prevention

- The Body Project in the U.S.
- Strategic Training Initiative for the Prevention of Eating Disorders (STRIPED)
- Ontario Community Outreach Program for Eating Disorders
- Beyond Images
 - 20-lesson curriculum aimed at grades 4-8
 - Online lesson plans on media literacy
 - Free
- School-based approaches

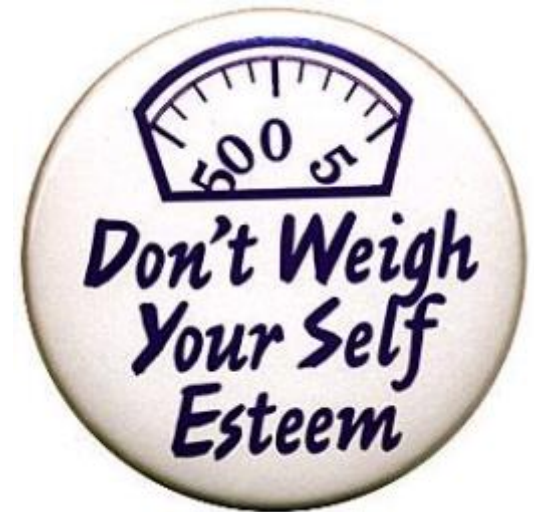




Current Issues



- Myth: Eating disorder prevention makes things worse
- Where to focus our attention: targeted vs universal?
- How do we translate into public policy?
- Research on young women's opinions of common eating disorder messages (Mills, Vu, Manley, & Tse, 2017)
- We need to be more inclusive
 - Members of the LGBTQ+ community
 - Men

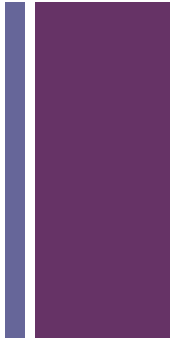




The Current Study

■ Research Questions:

- How does presenter self-disclosure impact the students' ratings of message relevance, believability and emotional impact?
- Will presenter self-disclosure decrease students intention to diet and compare themselves to others?
- In this gender neutral presentation, will male participants rate the messages and presenter the same as female participants?
- Will an interaction effect be present between gender and condition?





Method



- **Methodologies:** Community Based Approach & Feminist Focus
- **Recruitment:** Contacted schools across Southern Ontario and offered a free eating disorder prevention presentation if their students could provide feedback in a questionnaire afterwards.

+ Participants

- Experimental Condition (Presenter disclosed)
 - $n = 75$
 - Age ($M = 16.68, SD = .81$)
- Control Condition (Presenter did not disclose)
 - $n = 86$
 - Age ($M = 17.15, SD = .63$)



+ Materials

- ED Prevention Presentation (Powerpoint)
 - NEDIC content & approval
 - Representative of presentations given to this age group
- Demographic Questionnaire
- Message Evaluation Questionnaire
 - Derived from Mills et al., 2017
- Presentation Evaluation Questionnaire
 - Derived from Mills et al., 2017





Message Evaluation Questions

1. Message importance
2. Message interest
3. Message novelty
4. Message believability
5. How “convincing”
6. Message understanding
7. How message made participants feel about themselves
8. How message impacted likelihood to worry about weight
9. How message impacted likelihood to diet
10. How message impacted likelihood to compare self to others
11. Is there anything you didn’t like in the message?
12. Is there anything that you really liked about the message?



Presenter Evaluation Questions

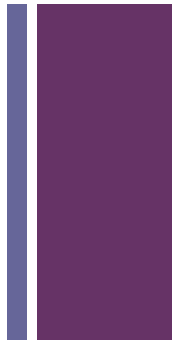
1. How attractive was the presenter?
2. How much does attractiveness matter in presenting these messages?
3. How credible was the presenter?
4. How much does credibility matter in presenting these messages?
5. Which gender do you think would be the most convincing in presenting these messages?
6. Did your presenter disclose a past history of having an eating disorder?
7. Who do you think should present this kind of message?
8. Who do you think would be the ideal target audience for these messages?
9. Where do you think these messages would be most effective?
10. Please write down any other thoughts you had about the presentation/presenter.

+ Procedure

- Students were told that NEDIC is coming to do a presentation
- Depending on the group that the classroom was randomly assigned to, Amanda introduced herself as either:
 - **Control Group:** “A NEDIC education and outreach volunteer, who is also student studying social work”
 - **Experimental Group:** “A NEDIC education and outreach volunteer who has recovered from an Eating Disorder.”
- The presentation for both groups was entirely the same with an exception of Amanda’s introduction and any specific questions the students inquired about.
- Once the presentation commenced students were asked to complete the questionnaires on the presentation independently.



Results: Participant Characteristics



Participant Ethnicity as a Function of Condition		
	Ethnicity <i>n</i> (%)	
	Experimental	Control
	(<i>n</i>=75)	(<i>n</i>=86)
Caucasion/European	37 (53.6)	51 (61.4)
Hispanic/Latino	5 (7.1)	3 (3.6)
Black/African American	5 (7.1)	4 (4.8)
Native American/ American Indian	3 (4.3)	9 (10.8)
Asian/ Pacific Islander	6 (8.7)	10 (12.0)
Other	13 (18.8)	6 (7.2)



Results: Ratings of message evaluation

Means for MANOVA	Females		Males	
Questionnaire Item	Disclosure	Non-Disclosure	Disclosure	Non-Disclosure
Message Evaluation Questionnaire				
1. Message importance	3.88	4.15	2.77	3.08
2. Message interest	3.81	4.25	2.81	3.12
3. Message novelty	2.37	2.24	2.23	1.92
4. Message believability	4.42	4.63	3.81	3.36
5. Message “convincing”	4.07	3.93	3.19	3.24
6. Message understanding	4.72	4.76	4.10	4.60
7. How message made participants feel about themselves	3.70	3.59	3.45	3.28
8. How message impacted likelihood to worry about weight	3.79	3.63	3.19	3.28
9. How message impacted likelihood to diet	3.84	3.53	3.32	3.12
10. How message impacted likelihood to compare self to others	3.93	3.73	3.39	3.56

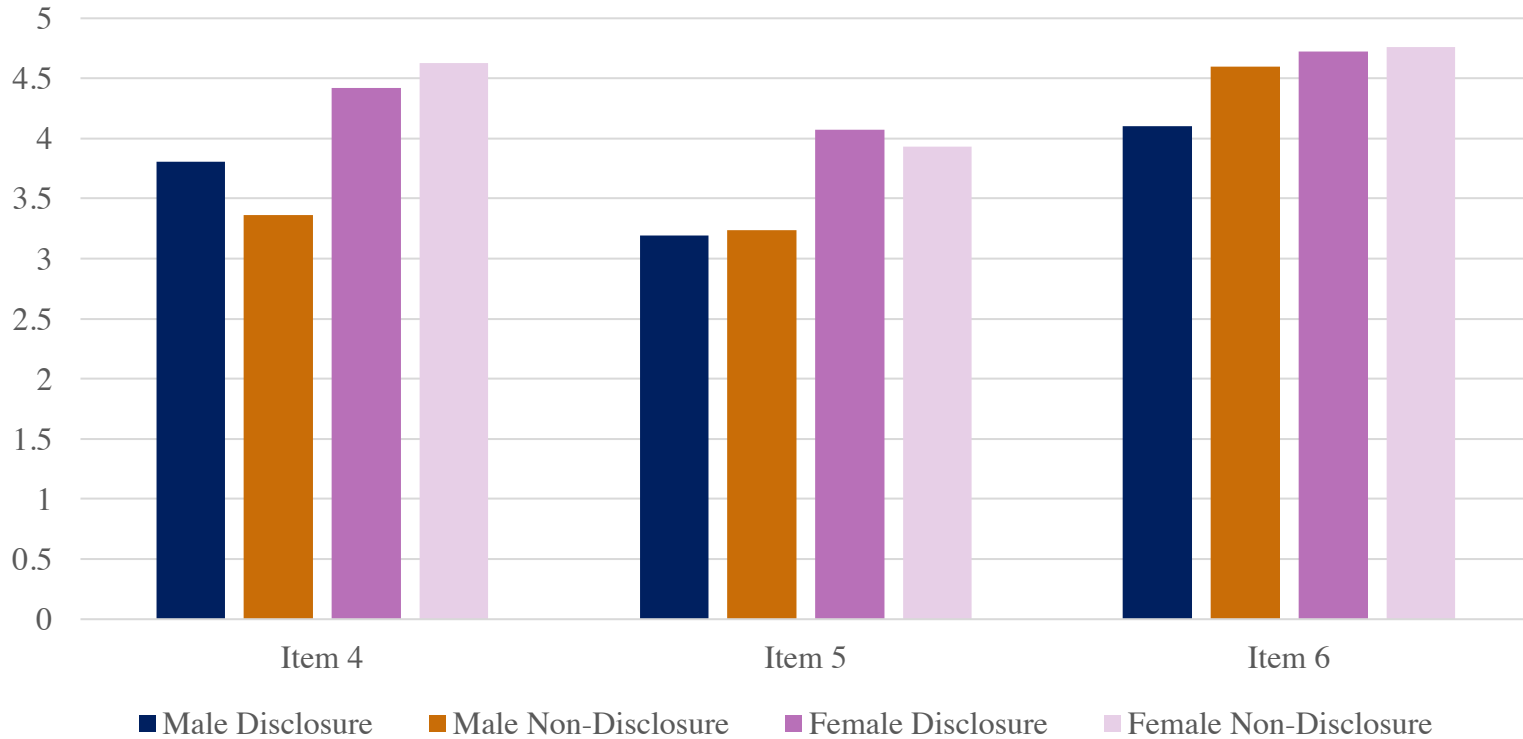


Results: Qualitative Findings for Message Evaluation



- Dislikes:
 - HAES
 - Not enough diversity in images
- Likes:
 - Video on Body Shame
 - Body Acceptance Message
 - HAES

+ Results: Interaction Effect





Results: Ratings of Presenter Evaluation



Means for MANOVA	FEMALE Disclosure	FEMALE Non-Disclosure	Male Disclosure	Male Non-Disclosure
1. How attractive was the presenter?	2.47	2.56	2.02	2.21
2. How much does attractiveness matter in presenting these messages?	4.14	3.98	3.17	3.40
3. How credible was the presenter?	1.65	1.90	2.20	2.08
4. How much does credibility matter in presenting these messages?	1.67	1.64	1.97	1.68

Reverse scoring on this questionnaire. Lower scores are representative of higher ratings.



Results: Qualitative Findings for Presenter Evaluation



- **Participants Gender Preference for Presenter**
 - Female

- **Who Should Deliver ED Prevention Messages?**
 - 1. Someone recovered from an eating disorder
 - 2. Mental Health Professional
 - 3. Medical Professional

- **Where Should ED Prevention Messages Be Delivered?**
 - 1. Schools
 - 2. Community Programs
 - 3. Parents

- **Who Should Receive ED Prevention Messages?**
 - Students indicated ages 10-25 and grades 7-12 would be most appropriate



Conclusions



- Very few conditional differences with self- disclosure.
- Self-disclosure does promote more audience involvement with females
- Males did not feel the ED prevention messages were relevant or important to them.
- HAES was misunderstood and/or not received well from this age group
- Students in this age group enjoy videos to support ED prevention messages being discussed
- Further research is mandated:
 - Exploring self-disclosure in targeted prevention (i.e., clinical population)
 - Exploring how risk influences the effect of self-disclosure and message/presenter ratings
 - Study examining what would be effective for male audiences receiving ED prevention messages and how organizations can represent males better in prevention efforts.

+ “How can I help?”

- Model healthy behaviours for children and adolescents
- Provide an environment that makes it easy to make healthy choices
- Focus very little on weight, and more on behaviours and overall health and well-being
- Provide a supportive environment with lots of listening and less talking



+ Community Input



- We welcome input regarding ED prevention from members of the community, including educators, professionals, and young people.
- If you have any ideas on how eating disorder prevention can and should be improved, please let us know: email me at jsmills@yorku.ca or contact NEDIC.

+ Acknowledgements

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