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Intuitive Eating, Diet Composition, and the Meaning of Food in Healthy Weight Promotion

TeriSue Smith and Steven R. Hawks

Intuitive eating (an anti-dieting, hunger-based approach to eating) has been popularized as a viable approach to healthy weight management. The purpose of this study was to evaluate the relationship between intuitive eating, diet composition, and the meaning of food. The convenience sample included 343 students enrolled in a general education course at a Western university. Participants were given paper-and-pencil surveys containing the Intuitive Eating Scale and a variety of diet-related scales adapted from other studies. Each scale/subscale was evaluated for internal consistency and deemed acceptable. Those scoring high in intuitive eating had lower BMI scores ($r = -.327$, $p < .001$), less health-consciousness in relation to food ($r = -.209$, $p < .001$), and higher levels of pleasure associated with food and eating ($r = .484$, $p < .001$). No negative aspect of diet composition was correlated with intuitive eating or any of its sub-scales. Mean comparisons showed a significant difference between males and females in intuitive eating, dieting, health consciousness, and eating for pleasure ($p < .001$). In general, high intuitive eating scores were associated with an increase in the enjoyment and pleasure of food, lower BMI scores, and fewer dieting behaviors and food anxieties. The promotion of intuitive eating as one approach to healthy weight management should continue to be explored.

Using the NCHEC Areas of Responsibility to Assess Service Learning Outcomes in Undergraduate Health Education Students

Nicole Champagne

This study used the areas of responsibility developed by the National Commission for Health Education Credentialing (NCHEC) as a framework for the assessment of Service Learning experiences of undergraduate health education students. In the present study, six Service Learning projects involving 12 students were evaluated using multiple strategies, including (1) students' written reflections, (2) a survey, and (3) annotated portfolios. Written reflections focused on students' impact on the target population, progress during the project, and development of skills associated with the areas of responsibility. The survey assessed students' perceptions regarding their development of competency, and annotated portfolios documented tangible evidence of students' work related to each of the seven areas of responsibility. Triangulation of these data sources demonstrated that students' written reflections and perceptions of their development of competency are solid indicators of how well they will be able to produce tangible evidence of their progress in the areas of responsibility. Therefore, assessment and reflection conducted early in the Service Learning experience and often throughout will provide essential information regarding the students' likelihood of producing documentation regarding their development of competency. The early assessment may

allow for the modification of a project to increase its likelihood of developing the students' professional skills.

Do the Depictions of Sexual Attire and Sexual Behavior in Music Videos Differ Based on Video Network and Character Gender?

Keith King, Rebecca A. Laake, and Amy Bernard

This study examined the sexual messages depicted in music videos aired on MTV, MTV2, BET, and GAC from August 2, 2004 to August 15, 2004. One-hour segments of music videos were taped daily for two weeks. Depictions of sexual attire and sexual behavior were analyzed via a four-page coding sheet (interrater-reliability = .93). Results indicated that there were 39,559 depictions of female sexual attire ($M = 278.58$ per video, $SD = 626.93$) and 3,032 depictions of male sexual attire ($M = 21.35$ per video, $SD = 55.14$). There were 7,291 depictions of sexual behavior for females ($M = 51.35$ per video, $SD = 135.07$) compared to 2,511 sexual behaviors for males ($M = 17.68$ per video, $SD = 40.35$). Female sexual attire and sexual behavior were displayed more frequently than male sexual attire and sexual behavior. Sexual attire and sexual behavior were displayed significantly more frequently on BET than on MTV, MTV2, or GAC. Music videos on BET scored an average of 758.88 sexual depictions per video, followed by MTV with an average of 206.75 sexual depictions per video. Potential implications of these results and recommendations for future research are offered.

Influencing State Policy: Information, Access and Timing

Cynthia Jackson-Elmoore

Increasingly, public health promotion is about more than influencing individual behavior. Rather, it is equally important to undertake efforts to impact social, environmental, and political factors. Having a clear understanding of the inner workings of the legislative process enhances one's ability to effectively influence policy. It is important to know who can use information from public health and related professions, what type of information to provide, when, and how. With that in mind, this article provides a conceptual framework for how to get state legislators to pay attention to information from the field and how to effectively navigate the legislative process. It provides examples of what health educators can do to influence public policy and highlights some of the issues that health educators might address.

Motivation for Healthy Behavior: A Review of Health Promotion Research

Sarah Dunsmore and Patricia Goodson

Authors reviewed the theoretical history of the "motivation" construct, and its utilization within past/current health behavior research. Textbooks and review articles functioned as sources for the theoretical history review. Research published within a 10-year period (1993–2002) in four health promotion journals (all with impact factors ≥ 1.0) comprised the systematically reviewed data. Only empirical studies containing the term "motivation" in the title/abstract were included. Studies were excluded if they did not examine motivation as a focal variable and/or assessed non-health behaviors. Data abstracted included the definition of motivation; theoretical framework; measurement tool(s) used; type of behavior being studied; and indicators measured. Abstracted data were coded and organized into a matrix. Data matrixes were qualitatively assessed.

Among reviewed studies, only four (9%) provided a definition of motivation. Only eleven studies specifically measured motivation despite all included studies having “motivation” in the title/abstract (25%). The most common indicator used to measure motivation was intention. While seventy-three percent of the studies (n=32) were theory-based, 21 different theories were used. Eleven of the studies (25%) focused on preventive behaviors (n=11). The studies reviewed varied in the conceptualization and measurement of motivation. Such variability may significantly affect the development and evaluation of motivation-focused interventions.