

**Muscle Dysmorphia: A New Form of Eating Disorder? Kimberly R. Goodale, Patti Lou Watkins, and Bradley J. Cardinal**

*Muscle dysmorphia (MD) has been put forth as a variation of the eating disorders anorexia and bulimia nervosa. In this case, individuals believe that their physiques are too small (i.e., unmuscular) rather than too large. Psychosocial distress and various compensatory behaviors are thought to accompany such misperceptions. Research on this novel diagnostic entity has just begun, with most studies to date examining MD in small samples of male bodybuilders and powerlifters. Instead, the present study examined MD in a relatively large, nonclinical, mixed-gender sample of 323 college students. Results revealed that MD symptomology does appear in the general population, and that men and women experience it to the same extent. Furthermore, MD was significantly associated with eating disorder pathology and depression, and to a lesser extent impaired social support. Sociocultural influences also appear to contribute to this disorder. Hence, treatment is recommended on both the individual and societal level. Individual treatment might entail cognitive-behavioral techniques similar to those applied to individuals with anorexia and bulimia nervosa, whereas societal-level interventions might involve media advocacy and activism approaches.*

**Superintendents' Intentions Toward DARE: Results from a Statewide Survey  
Dennis L. Thombs and Jennifer Ray-Tomasek**

*This investigation assessed superintendents' beliefs and intentions toward Drug Abuse Resistance Education (DARE) and drug prevention programming, using a modified Theory of Planned Behavior as a framework. The study's primary purpose was to predict intentions toward future reliance on DARE. In June 2000 an anonymous mail survey was sent to all 611 public school superintendents in Ohio. The response rate was 71.5%. DARE was used by 85 to 87% of the state's public school districts. A large majority of the superintendents (88.2%) reported that they intended to rely on the program in the future. Most held either incorrect information about DARE's efficacy (29.0%) or acknowledged that they were uninformed about DARE outcome research (33.6%). A multiple logistic regression analysis found that intention to use DARE in the future was positively associated with normative beliefs about community support for the program and negatively related with perceptions of their ability to replace drug prevention curricula in their district. The findings suggest that superintendents' positive intentions toward DARE were formed to avert conflict with adults in the school district and community. The dissemination of evidence-based drug prevention strategies will likely require stimulating parental demand for efficacious programming, in addition to educating school officials.*

**Primary Prevention for Mental Health: A Stress Inoculation Training Course for  
Functioning Adults  
Glenn R. Schiraldi and Stephen L. Brown**

*A college course is described that explores diverse cognitive-behavioral skills that facilitate coping, are preventive in nature, and are suitable for learning by healthy individuals in educational settings. The course was previously found to significantly reduce symptoms of anxiety, depression, and hostility, and significantly raise self-esteem in participants. The need to expand preventive efforts regarding mental illness is suggested.*

**A Study of Suicide-Related Behaviors among Colombian Youth: Reflections on Prevention and Implications for Health Education Helda Pinzon-Perez and Miguel A. Perez**

*This study examined risk behaviors related to depression and suicide among adolescent students enrolled in public schools in Bogota, Colombia. Data were collected from 1,692 respondents who completed a modified version of the CDC Youth Risk Behavior Survey. Measures of central tendency, chi-square, and analysis of variance tests were used to analyze the data. Findings from this study revealed that 21% of the participants expressed suicidal ideation; fantasizing about suicide transcended to an actual plan in 19% of the cases; and 16% reported at least one attempt in the 30 days preceding the study. This article presents selected literature on the relationship between culture and suicidal risk behavior, methodological considerations in cross-cultural research, and implications for suicide prevention for Colombian adolescents and U.S. health educators.*

**Does Spirituality Make a Difference? Psychosocial and Health-Related Characteristics of Spiritual Well-Being  
Jon Hammermeister and Margaret Peterson**

*This investigation examined the relationship among differing levels of spiritual well-being and 11 psychosocial and health-related characteristics. This study assessed the hypothesis that spiritual health is a powerful contributor to overall health. Participants were 462 college students at two separate colleges in the Pacific Northwest. Results revealed that those subjects scoring higher on the measure of spiritual health displayed better outcomes on psychosocial measures such as loneliness, self-esteem, and hopelessness. Alcohol and drug use were also significant discriminators between the high and the low spiritual well-being groups. Results of this study suggest that spiritual well-being interventions may be useful to address a variety of adverse health indicators in a college student population.*

**Developing a Community Response to Reduce Youth Risk Behaviors Jeanne  
M. Martino-McAllister, Jon M. Thompson, and Patricia Caulkins**

*Reduction of youth risk behavior calls for schools and communities to work together. To accomplish this, leaders must objectively assess where they are, plan where they want to be, implement a series of strategies, and evaluate progress. This article describes a collaborative community response coordinated by a local school health advisory board that addresses key findings from a youth risk behavior survey.*

**Hatred in the Hallways: Violence and Discrimination Against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools Human Rights Watch**

*This report contains evidence of the substantial failure of the government at the local, state, and federal level to protect lesbian, gay, bisexual, and transgender students from human rights violations, including harassment, violence, and deprivation of the right to education. In this report,*

*Human Rights Watch calls on state authorities to end legal and de facto discrimination based on sexual orientation and gender identity, to compel school officials to protect all students from harassment and violence, to create models for intervention to stop harassment and its devastating impact on students, and to monitor school systems throughout the country to ensure compliance with the principle of nondiscrimination.*

**Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School**  
**American Association of University Women**

*This report summarizes the findings of a national survey of 2,064 public school students in 8th through 11th grades regarding their perceptions of and experiences with bullying and sexual harassment in schools. According to the students surveyed, sexual harassment — words and actions — in school happens often, occurs under teachers' noses, begins in elementary school, and is very upsetting to both girls and boys. The results indicate that schools have much more work to do in educating students and training teachers and administrators how to deal appropriately with sexual harassment.*