

JOURNAL ARTIKEL

Author	Coauthor	Year of publication	Journal	Title
Abascal, L.	Bruning Brown, J.; Winzelberg, A.J.; Dev, P.; Taylor, C.B.	2004	Int J Eat Disord	Combining Universal and Targeted Prevention for School-Based Eating Disorder Programs
Austin B.		2000	Psychological Medicine	Prevention research in eating disorders: theory and new directions
Baranowski, M.J.	Hetherington, M.M.	2001	Int J Eat Disord	Testing the Efficacy of an Eating Disorder Prevention Program
Bearman, S. K.	Stice, E., & Chase, A.	2003	Behavior Therapy	Evaluation of an intervention targeting both depressive and bulimic pathology: A randomized prevention trial
Berger, U.		2006	Psychotherapeut	Primärprävention bei Essstörungen
Berger, U.		2006	No Journal publication	PriMa, Primäre-Prävention für Mädchen ab dem 6. Schuljahr, Evaluation der Durchführung des Projektunterrichts im Schuljahr 2004/2005
Berger, U.	Joseph, A.; Sowa, M.; Strauß, B.	2007	Psychother Psych Med	Die Barbie-Matrix: Wirksamkeit des Programms PriMa zur Primärprävention von Magersucht bei Mädchen ab der 6. Klasse
Berger, U.	Bormann, B.; Brix, C.; Sowa M.; Strauß, B.	2008	Ernährung	Evaluierte Programme zur Prävention von Essstörungen
Berger, U.	Sowa, M.; Bormann, B.; Brix, C.; Strauss, B.	2008	European Eating Disorders Review	Primary Prevention of Eating Disorders: Characteristics of Effective Programmes and How to Bring Them to Broader Dissemination
Buddeberg-Fischer, B.	Klaghofer, R; Gnam, G; Buddeberg, C	1998	Acta Psychiatr Scand	Prevention of disturbed eating behaviour: A prospective intervention study in 14- to 19-year-old Swiss students
Butters, J. W. *	Cash, T. F.	1987	Journal of Consulting and Clinical Psychology	Cognitive-behavioral treatment of women's body-image dissatisfaction
Canetti, L.	Bachar, E., Gut, E., Stein, D.	2009	Journal of Adolescence	The influence of a primary prevention program on eating-related attitudes of Israeli female middle-school students

Carter, J.C.	Stewart, D. A.; Dunn, V. J.; Fairburn, C.G.	1997	Int J Eat Disord	Primary Prevention of Eating Disorders: Might it Do More Harm than Good?
Celio, A.	Winzenberger, A.J. et al.	2000	J Consult Clin Psychol.	Reducing risk factors for eating disorders: Comparison of an internet- and classroom-delivered psychoeducational program
Crisp, A.	et al.	1988	International Journal of Eating Disorders	Some possible Approaches to Prevention of Eating and Body Weight/Shape Disorders, with Particular Reference to Anorexia Nervosa
Dalle Grave, R. D.,	De Luca, L; Campello, G	2001	Eating Disorders	Middle school primary prevention program for eating disorders: A controlled study with a twelve-month follow-up
Dannigkeit, N.	Köster, G., Tuschen-Caffier, B.	2005	Zeitschrift für Gesundheitspsychologie	Ist primäre Prävention von Essstörungen langfristig wirksam? Ergebnisse und Evaluation eines Trainingsprogramms an Schulen
Dworkin, S. H. *	Kerr, B. A.	1987	Journal of Counseling Psychology	Comparison of interventions for women experiencing body image problems
Franko, D. L.		1998	Eating Disorders	Secondary prevention of eating disorders in college women at risk.
Higgins, LC	Gray, W.	1998	Psychology & Health	Changing the body image concern and eating behaviour of chronic dieters: The effects of a psychoeducational intervention
Kaminski, P. L.	McNamara, K.	1996	Journal of Counseling and Development	A treatment for college women at risk for bulimia: A controlled evaluation
Kater, K. J.	Rohwer, J; Londre, K	2002	The Journal of school health	Evaluation of an upper elementary school program to prevent body image, eating, and weight concerns
Killen, J. D.	Taylor, C. B.; Hammer, L.; Litt, I.; Wilson, D. M.; Rich, T. et al.	1993	International Journal of Eating Disorders	An attempt to modify unhealthy eating attitudes and weight regulation practices of young adolescent girls
Koester, G.	Dannigkeit, N.; Tuschen-Caffier, B.	2001	Zeitschrift für Gesundheitspsychologie	Prävention von Essstörungen- Wirksamkeit eines Trainingsprogramms an Schulen
Koester, G.	Dannigkeit, N.; Tuschen-Caffier, B.	2005	Zeitschrift für Gesundheitspsychologie	Indizierte Prävention von Essstörungen: Eine Pilotstudie zu einem ambulanten Gruppenprogramm

Mann, T.	Nolen-Hoeksema, S., Huang, K., Burgard, D., Wright, A., & Hanson, K.	1997	Health Psychology	Are two interventions worse than none? Joint primary and secondary prevention of eating disorders in college females.
Martz, D. *	Bazzini, D.	1999	Journal of College Student Development	Eating disorders prevention programming may be failing: Evaluation of two one-shot programs
Matusek, A.J.	Wendt, S., Wiseman, C.V.	2004	Int J Eat Disord	Dissonance Thin-Ideal and Didactic Healthy Behavior Eating Disorder Prevention Programs: Results From a Controlled Trial
McVey G.L.	Davis R.	2002	The Journal of Early Adolescence	A Program to Promote Positive Body Image:: A 1-Year Follow-Up Evaluation
McVey G.L.	Davis, R.; Tweed, S.; Shaw, B. F.	2004	Int J Eat Disord	Evaluation of a School-Based Program Designed to Improve Body Image Satisfaction, Global Self-Esteem, and Eating Attitudes and Behaviors: A Replication Study
McVey G.L.	Lieberman, M., Voorberg, N., Wardrobe, D., & Blackmore, E.	2003	Eating Disorders: Journal of Treatment and Prevention	School-based peer support groups: A new approach to the prevention of disordered eating
Moreno, A. B.	Thelen, M. H.	1993	Journal of Youth and Adolescence	A preliminary prevention program for eating disorders in a junior high school population
Mutterperl, J. A.	Sanderson, C. A.	2002	Health Psychology	Mind over matter: Internalization of the thinness norm as a moderator of responsiveness to norm misperception education in college women
Nebel, M. A.		1995	No Journal publication	Prevention of disordered eating among college women: A clinical intervention
Neumark-Sztainer, D.	Sheerwood, N., Collier, T.; Hannan, P.	2000	J Am Diet Assoc	Primary prevention of disorderd eating among preadolescent girls: Feasibility and short term effect among of a community based programm
Nicolino, J. C.	Martz, D. M.; Curtin, L.	2001	Eating Behaviors	Evaluation of a cognitive-behavioral therapy intervention to improve body image and decrease dieting in college women
O'Dea, J. A.	Abraham, S.	2000	Int J Eat Disord	Improving the Body Image, Eating Attitudes, and Behaviors of Young Male and Female Adolescents: A New Educational Approach that Focuses on Self-Esteem

Paxton, S. J.		1993	Health Education Research	A prevention program for disturbed eating and body dissatisfaction in adolescent girls: A 1 year follow-up
Piran, N		1999	The Journal of primary prevention	Eating Disorders: A trial of prevention in a high risk school setting
Posavac, HD	Steven S. Posavac, Richard G. Weigel	2001	Journal of Social and Clinical Psychology	Reducing the impact of media images on women at risk of body image disturbance: Three targeted interventions.
Presnell, K.	Stice, E.	2003	Journal of Abnormal Psychology	An experimental test of the effect of weight-loss dieting on bulimic pathology: Tipping the scales in a different direction
Richman, R. D. *		1993, 1998	No Journal publication	Primary prevention of eating disorders: A pilot program (1993), Preventing disordered eating: Promoting healthy attitudes and behaviors: A school-based program (1998)
Rosen, J. C.	Saltzberg, E., & Srebnik, D.	1989	Behavior Therapy	Cognitive behavior therapy for negative body image
Rosenvinge, JH	Borresen Gresko, R	1997	Eating Disorders: The Journal of Treatment and Prevention	Do we need a prevention model of eating disorders? Recent developments in norwegian school-based prevention model.
Ruuska J.	Koivisto AM, Rantanen P, Kaltiala-Heino R.	2007	Nord J Psychiatry	Psychosocial functioning needs attention in adolescent eating disorders.
Santonastaso, P.	Zanetti, T., Ferrara, S., Olivotto, M. C., Magnavita, N., Savaro, A	1999	Psychotherapy and Psychosomatics	A preventive intervention program in adolescent school girls: A longitudinal study
Schwartz M.B.	Thomas J.J., Bohan K.M., Vartanian L.R.	2007	Int J Eat Disord	Intended and Unintended Effects of an Eating Disorder Educational Program: Impact of Presenter Identity
Smolak L.	Levine, M.; Schermer, F.	1998	Journal of Psychosomatic Research	A controlled evaluation of an elementary school primary prevention program for eating problems
Smolak L.	Levine M.P.	2001	Eating Disorders	A Two-Year Follow-Up of a Primary Prevention Program for Negative Body Image and Unhealthy Weight Regulation
Steiner- Adair, C.	Sjostrom, A. et. Al.	2002	Int J Eat Disord	Primary prevention of risk factors for eating disorders in adolescent girls: Learning from practice

Stewart, D.A.	Carter, C. et al.	2001	Int J Eat Disord	Modification of Eating Attitudes and Behavior in Adolescent Girls: A Controlled Study
Stice E.	Mazotti, L., Weibel, D., & Agras, W. S.	2000	Int J Eat Disord	Dissonance prevention program decreases thin-ideal internalization, body dissatisfaction, dieting, negative affect, and bulimic symptoms: A preliminary experiment
Stice E.	Ragan, J.	2002	Int J Eat Disord	A Preliminary Controlled Evaluation of an Eating Disturbance Psychoeducational Intervention for College Students
Stice E.	Trost, A.; Chase, A.	2003	Int J Eat Disord	Healthy Weight Control and Dissonance-Based Eating Disorder Prevention Programs: Results from a Controlled Trial
Stice E.	Orjada, K.; Tristan, J.	2006	Int J Eat Disord	Trial of a Psychoeducational Eating Disturbance Intervention for College Women: A Replication and Extension
Stice E.	Shaw, H.; Burton, E.; Wade, E.	2006	J Consult Clin Psychol	Dissonance and Healthy Weight Eating Disorder Prevention Programs: A Randomized Efficacy Trial
Stice E.	Presnell K, Gau J, Shaw H	2007	J Consult Clin Psychol.	Testing mediators of intervention effects in randomized controlled trials: An evaluation of two eating disorder prevention programs.
Stice E.	Marti CN, Spoor S, Presnell K, Shaw H.	2008	J Consult Clin Psychol	Dissonance and Healthy Weight Eating Disorder Prevention Programs: Long term effects from a Randomized Efficacy Trial
Varnado-Sullivan, P.V.	Zucker, N.; Williamson, D. A.; Reas, D.; Thaw, J.; Netemeyer, S. B.	2001	Cognitive and Behavioral Practice	Development and implementation of the Body Logic Program for adolescents: A two-stage prevention program for eating disorders
Varnado-Sullivan, P.V.	Horton, R.A.	2006	Inc. J Clin Psychol	Acceptability of Programs for the Prevention of Eating Disorders
Wade T.	Davidson S., O'Dea J.A.	2003	International Journal of Eating Disorders	A Preliminary Controlled Evaluation of a School-Based Media Literacy Program and Self-Esteem Program for Reducing Eating Disorder Risk Factors
Weiss, K. R.		2000	No Journal publication	An evaluation of a primary prevention program for disordered eating in adolescent girls: Examining responses of high- and low-risk girls
Winzelberg, A. J.	Taylor, C. B., Sharpe, T., Eldredge, K. L., Dev, P., & Constantinou, P. S.	1998	Int J Eat Disord	Evaluation of a computer-mediated eating disorder intervention program

Winzelberg, A. J.	Eppstein, Dori; Eldredge, Kathleen L.; Wilfley, Denise; Dasmahapatra, Radhika; Dev, Parvati; Taylor, C. Barr	2000	Journal of Consulting and Clinical Psychology	Effectiveness of an Internet-based program for reducing risk factors for eating disorders.
Withers, G. F.	Twigg, K.; Wertheim, E. H.; Paxton, S. J.	2002	Journal of Psychosomatic Research	A controlled evaluation of an eating disorders primary prevention videotape using the elaboration likelihood model of persuasion.
Yager, Z.	O'Dea, J. A.	2008	Health Promotion International	Prevention programs for body image and eating disorders on University campuses: a review of large, controlled interventions
Zabinski, K. J.	Calfas, K. J., Gehrman, C. A., Wilfley, D. E., & Sallis, J. F.	2001	Annals of behavioral medicine	Effects of a physical activity intervention on body image in university seniors: Project GRAD

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ABSCHLUSSARBEITEN**

Author	Coauthors	Year of publication	Dissertation/ Master Thesis	Title
Chase, A. K.		2001	No Journal publication	Eating disorder prevention: An intervention for at risk college women
Jerome, L. W.		1987, 1991	No Journal publication	Primary intervention for bulimia: The evaluation of a media presentation for an adolescent population (1987); Primary intervention for bulimia: The evaluation of a media presentation for an adolescent population (1991)
Kusel, A. B.		1999	No Journal publication	Primary prevention of eating disorders through media literacy training of girls
Outwater, A. D.		1991	No Journal publication	An intervention project to improve body image and self-esteem in 6th grade boys and girls as a potential prevention against eating disorders
Shepard, R. E.		2001	No Journal publication	The body and soul program: Evaluation of a peer educator-led eating disorder education and prevention program
Smolak, L.	Levine, M.; Schermer, F.	1998	No Journal publication, chapter in Vandereyken	Lessons from lessons: An evaluation of an elementary school prevention program. In W. Vandereyken & G. Noordenbos (Eds.), <i>The prevention of eating disorders</i> (pp. 137–172)→ siehe unten!
Wolf-Bloom, M. S.		1999	No Journal publication	Using media literacy training to prevent body dissatisfaction and subsequent eating problems in early adolescent girls

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BÜCHER***

Author	Coauthors	Year of publication	Book	Title
Buddeberg-Fischer	Reed V.	2000	Schattauer	Früherkennung und Prävention von ED
Piran, N	Levine, M.P., Steiner-Adair, C.	1999	Philadelphia	Preventing Eating Disorders
Vandereycken, W.	Noordenbos, G.	1998	New York	Prevention of Eating Disorders

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KURZZUSAMMENFASSUNG DES LITERATUR-REVIEWS:

Prävention von Essstörungen im Kindes- und Jugendalter (Zeitraum 1980-2009)

Author	Sample	Intervention/ Executor	Findings	Limitations
Abascal (2004)	n=78 (female) Age M=15.3; SD=0.6 [13-16] private high-school USA, second year	computer based Computer	Students in first group (higher risk and higher motivation) made significantly fewer negative ($p<.03$) and more positive ($p<.00$) comments in online group discussion than higher risk and higher motivated participants in combined group	moderate sample size, selected student population, no long-term follow-up
Baranowski (1999)	n = 29 (female) Age= [11;12] 2 schools in Dundee (Scotland)	psycho-educational interactive k.A.	Dietary restraint in both groups decreased following the interventions Self-esteem improved in experimental group (marginally significant) 6-month follow-up not significant	Dietary restraint levels fairly low in current sample, small sample size, no significance
Bearman (2003)	n=74 (female) Age M=18.9 [17-20] Flyers in an educational context (University)	CBT program clinical psychologist	Intervention reduced body dissatisfaction, negative affect, depressive symptoms, and bulimic symptoms, but not dieting Effects persisted through 3-month follow-up, most faded by 6-month follow-up	Self-report measures, moderate sample size, lack of empirical evidence of treatment integrity and fidelity to intervention
Berger (2007)	n=173 (505) (female) Age M=11.9; SD=0.7 Treatment: 10 secondary schools, 8 regular schools Control: 10 secondary schools, 10 regular schools, 1 special school and 1 comprehensive school	interactive trained teachers	3-month follow-up Significant improvements on all variables reached for the higher risk group (practically significant change effect) at all three times of measurement	Results only significant because of a selected sample

Buddeberg-Fischer (1998)	n=314 (1.944) (female & male) Age M=16,1 [14-19] students, 20 classes (Switzerland)	psycho-educational interactive psychologists	Improvement on all three symptom scales for both groups between t2 (shortly before) and t3 (3 months after) No significant differences between the IGHR (intervention group, high-risk) and CGHR (control group, high-risk) groups	Lack of structure of program, breaks between lessons too long, dubious sensitivity of measuring instrument, incompatible for context of school
Canetti (2009)	n=231 (female) Age: 7th graders Small town middle-school (Israel)	interactive 2 clinical psychologists, 1 diet assistant, physical education teacher	103 experimental students and 37 controls were re-evaluated after one year (1-year follow-up) Significant post-intervention Some improvements compared to baseline Attitudinal changes were significantly more favorable in prevention program participants (post-intervention and 1-year follow-up)	Many drop-outs, data do not enable to identify what aspect(s) of program are responsible for reported changes, upper middle class population
Carter (1997)	n=46 (female) Age= [13;14] In each case 1 secondary class of 1 private school, 1 public school	interactive clinical psychologists of task group and other psychologist	Increase in knowledge and decrease in target behavior and attitudes Effects disappeared after 6 months, there was even increase in dietary restraint (intervention = counterproductive)	Small sample size, no control group, relies on self-report data Negative effect!
Celio (2000)	n=76 (female) Age M=19.6; SD=2,2 private university, flyers, mailing list of the university EG1: Internet-delivered EG2: classroom-delivered	psycho-educational interactive EG1: face-to-face-author (psych.) EG2: graduate student in school of education	Post treatment and 4-month follow-up At post treatment, significance only found between one (EG1) of two intervention groups and control group Internet-delivered (EG1) intervention had significant impact on reducing risk factors for eating disorders	High drop-out rate, need to be replicated with larger group and more diverse students and followed for a much longer time

Dalle Grave (2001)	n=106 (female & male) Age M=11.6 [11-12] students, middle school (Italy)	skill-based two psychologists	Two booster sessions of two hours after 6 months for experimental group Increase in knowledge and decrease in some dysfunctional eating attitudes maintained in experimental group at 12-month follow-up	Moderate sample size, self-report measures, experimental group had more pathological eating attitudes compared to control, only one school
Dannigkeit (2005)	n=153 (female & male) Age M=11.6 students, 6 th (t1) and 8 th (t2) grade, secondary school (Germany)	psycho-educational interactive k.A.	Pre-post-control-group-design with follow-up (after 3 months) Significant increase in knowledge compared to control group In long-term process significant difference between groups in eating behavior and self esteem	No randomized classification of groups, systematic differences between schools can't be count out To generalize results need of bigger sample size and inclusion of other school forms
Franko (1998)	n=19 (female) newspaper advertisements and announcements at University of Massachusetts (USA)	psycho-educational interactive k.A.	Positive changes in body image concerns and importance of appearance No changes in control group	Small sample size, self-report measures, no follow-up
Higgins (1998)	n=82 (female) Age M= 44.4; SD=10.1 Radio and newspaper advertisement, for chronic dieters	psycho-educational interactive k.A.	Strong, positive and enduring intervention effect (over 12 months) Positive relationship found between extent of natural eating (unrestrained and physiologically cued eating) and likelihood of weight loss or weight maintenance	Subjects recruited on convenience basis, broad categories of measures and no validity test, impact of program on body weight was assessed in abrasive manner
Kaminski (1996)	n=26 (female) Age M=18.3 College: Presented within introductory psychology courses, recruiting for Screening	psycho-educational interactive 2 female graduate students in counseling psychology, supervised by counseling psychologist	Significantly improved levels of self-esteem and body satisfaction at posttest (1 week) and follow-up (5 weeks)	Small sample size, homogeneity of sample (very selective), only no-treatment-control-group, only short-term follow-up, program only for bulimia

Kater (2002)	n=415 (female & male) (CG: n=58) Age M=10 [9-13] students, elementary school (grade 4-6) (USA)	skill-based teachers (self-training)	Improvement from pretest (1 week before treatment) to posttest (1 week after treatment) related to body image, knowledge about biology of size, shape, and restricted hunger or dieting body size prejudice, media awareness, self-image and lifestyle behavior	Time between pre- and posttest insufficient to assess long-term changes Only comparison between pre- and posttest (not treatment/ control) Control group too small Not enough ethnically diverse
Killen (1993)	n=838 (female) Age M=12,4 [11-13] 6-8th grade students, middle school (USA)	psycho-educational k.A.	significant increase in knowledge among girls receiving intervention and among high-risk students, small statistically significant effect on body mass index (follow-up 18 weeks or 7 months)	Self-report, only one slideshow, only effects on knowledge
Köster (2001)	n=204 (female & male) Age M=11,6 [11-12] 2 secondary schools, four 8th grade classes of each school (Germany)	CBT program psychologists	3-month follow-up, significant increase in knowledge, no effects on self-image and eating behaviors	Quasi-experimental design, no attention on individual risk factors
Köster (2005)	n=11 (female) Age [16-25]	CBT program k.A.	Improvements and more knowledge from pre- to posttest while no change in control group	More like a therapy for partial eating disorders as a prevention program, based on cognitive therapy, small sample size
Mann (1997)	n=597 (329 (T2), 379 (T3), 113 for all) (female) Age M=17,9 students, fresh-man-year College (USA)	psycho-educational interactive 2 female students with remitted ED (AN and BN)	Ineffective in preventing eating disorders because by reducing the stigma of these disorders the program may have inadvertently normalized them	Ineffective study, negative effect at T2, focus on procurement of knowledge (not skills)

Matusek (2004)	n=84 (female) Age [18-23] Flyers and bulletin boards at private northeastern women's liberal arts college	psycho-educational interactive two different supervisors	At 4-week follow-up both experimental groups reported an improvement in body image, thin-ideal internalization, and eating behaviors	Short follow-up period, self-report data, moderate sample size, homogeneity of sample, only 90-minute session
McVey (2002)	n=263 (female) Age M=10.9; SD=.43 students, 4 school, 6th grade (Canada)	skill-based psychologists	Pre- and posttest (1 week before and after), follow-up 6 and 12 months later No program effect Significant increases in body image satisfaction and decreases in eating problem scores over time for participants in prevention and control groups	Participants not randomly assigned, transmitted information by program facilitator at control group (could explain the improvements in body image satisfaction in CG)
McVey (2003)	n= 214 (female) Age: M=12.5 Grade 7/8 of 12 suburban senior elementary schools	skill-based public health nurse	Follow-up 3 months later Increases in weight-related esteem and decreases in dieting in 10-session group	Short-term follow-up period, absence of random assignment to groups, uncertain fidelity of program, material provided at whole school
McVey (2004)	n=258 (female) Age M=11.6; SD=.38 students, 4 schools, 6-8th grade (Canada)	skill-based psychologists	6- and 12-month follow-up intervention successful in improving body image satisfaction, global self-esteem and reducing dieting attitude scores at post intervention only, no maintenance at 12-month follow-up	Follow-up period didn't extend to later adolescence, facilitated by first author (equally effective when delivered by teachers?)
Moreno (1993)	n=219 (female) (Study I KG 135/74 vs. EG 82/32) (study II 104/65 vs. EG 63/50) Age M=13.75 students, 3 middle schools (USA)	psycho-educational Psychology student and home economics teacher	Posttest four days and one month after pretesting Experimental program was successful in changing subject's knowledge, attitudes and behavioral intentions regarding some aspects of their eating behavior (at 1-month follow-up)	High quantity of drop-outs, demand characteristics possible (socially desirable responses), divided in two studies

Mutterperl (2002)	<p>n=107 (female)</p> <p>Alter M=18,1; SD= 0.57</p> <p>First year College (USA)</p> <p>Voluntary participation to test the effectiveness of different health brochures</p>	<p>psycho-educational</p> <p>Brochure</p>	<p>Follow-up 3 months later</p> <p>No main effect of brochure condition (also not at follow-up)</p> <p>Participants who primarily compared themselves with other college women and who read the norm misperception brochure had higher actual and ideal weight as well as less frequent disordered eating</p>	<p>Highly selective college, light self-selection</p> <p>receiving norm misperception education could be detrimental for women who tend to compare themselves with the idealized media images of women</p>
Neumark-Sztainer (2000)	<p>n=226 (female)</p> <p>Age M=10,6; SD=0,7</p> <p>Boy Scouts (out of 24 groups)</p> <p>students, 5th& 6th grade (USA)</p>	<p>Interactive</p> <p>Group leader of Boy Scouts group (3 hours trained)</p>	<p>Post intervention and 3-month follow-up</p> <p>Notable positive influence on media-related attitudes and behaviors</p> <p>Modest program effect at posttest and no effect at follow-up</p>	<p>Short duration of intervention and follow-up evaluation, self-constructed questionnaires</p>
Nicolino (2001)	<p>n=85 (female)</p> <p>Age M=18,9; SD=2.5</p> <p>students (freshman college) from gen. Psycholog. courses</p>	<p>CBT program</p> <p>Master degrees student in clinical psychology</p>	<p>Follow-up 1 month later</p> <p>No effects (only 1 trend) were found</p>	<p>Possible that intervention doesn't fit using nonclinical individuals, despite randomization big differences between groups</p>
O'Dea (2000)	<p>n=470 (female & male)</p> <p>Age M=12,9 [11-14]</p> <p>2 schools: coeducational public & non-public girls' school (Australia)</p>	<p>interactive</p> <p>k.A.</p>	<p>Follow-up after 12 months</p> <p>Significant improvements in body satisfaction and change in aspects of their self-esteem</p> <p>Changes still present at follow-up</p>	<p>Lack of theoretical foundation, skill-based approach, only main effects assessed</p>

Paxton (1993)	n=136 (female) Age M=14,1 students 9th grade, 3 private high schools with on average high socioeconomic background (Australia)	interactive S.J. Paxton and psychologist (1 hour)	Follow-up after 1 and 12 months No effect of intervention program	Grade 9 too late for effective intervention (?), lack of theoretical foundation
Piran (1999)	n=370 (female) Age: students 7-9th grade and 10-12th grade 3 cohorts (1987, 1991, 1996) Only ballet students	interactive k.A.	Significant reductions in disordered eating patterns and disturbed attitudes about eating and body shape, also increases in healthy eating patterns No follow-up	Small group sizes, changes do not reflect changed selection criteria of new students (changes could be due to transformation of school system)
Presnell (2003)	n=82 (female) Age: [18-28] University and community Women interested in weight-education-study	Interactive k.A.	Dieting resulted in significant decreases in bulimic symptoms relative to the control condition Results hold well at 6-month follow-up	Only self-report, moderate sample size, no significant differences on measures of target behavior (lack of specificity in outcome)
Rosen (1989)	n=23 (female) Age M=19 college students a) Reaction to advertisement b) Psychology students interested in Treatment	CBT program 2 female Senior undergraduate psychology students (Supervision after each lesson)	Post treatment (2 months) and follow-up (keine Angabe wann) Subjects in CBT showed greater improvements in size overestimation, body dissatisfaction, and behavioral avoidance compared to subjects in minimal treatment	Small sample size, short follow-up, only college women

Santonastaso (1999)	n=308 (female) Age M=16.1; SD=0.8 students, 2 vocational schools (above-average socioeconomic status possible)	psycho-educational interactive psychiatrist and psychologist experienced in field of eating disorders	1-year follow-up Among high-risk subjects, no significant differences were found between prevention and control group preventive program reduced significantly body dissatisfaction and decreased risk of bulimic attitudes in low-risk subjects	Dubious randomization, only mean effects (no calculation of interaction), number of high-risk subjects too small to reach definite conclusions, not specific enough or too short
Schwartz (2007)	n=359 (female) Age M=15.5; SD=1.16 [12-18] all-female high school 9-11 classes of school	psycho-educational clinical psychologist	both groups reported increased knowledge about eating disorders increased endorsement of number of implicit messages (particularly among those in "recovered patient" group) no follow-up	All female high-school, indices of reliability and validity unknown, impact of implicit messages not assessed
Smolak (1998)	n=253 (222) (female & male) Age M=10 students, 6 elementary schools, 11 classes	psycho-educational class room teachers (2 hours preparation)	knowledge broadly improved (in terms of nutrition, effects of dieting and causes of body fat) Attitudinal changes less pronounced (although positively effect on attitudes towards fat people) Behavior (eating patterns, exercise patterns, weight reduction attempts, and teasing of fat children) didn't change Posttest 2 to 6 months after pretest	Possible that several teachers couldn't complete all parts of all lessons, sometimes control group in same school as experimental group, no randomization, program seems to be overcharged, no possibility to interact
Smolak (2001)	n=519 (female & male) Age M=12 [11-13] students, elementary schools	psycho-educational class room teachers (2 hours preparation)	Scores on program-related knowledge positively correlated with better body esteem and less frequent use of weight loss techniques and higher body esteem (particularly girls) No effect in key attitudinal and behavioral variables at 2-year follow-up	Spill-over effect, lack of pretest data for new control group (interpretation impossible!)

Steiner-Adair (2002)	n=499 (411) (female) Age [12-14] 7th grade classes of 24 schools (5 private) in Oklahoma (USA)	interactive 2 skilled, resident supervisors (teachers, nurses, guidance counselors)	Significant differences between participants and controls on measures of knowledge and weight-related body esteem, which maintained at 6-month follow-up Eating related behaviors (skipping meals and dieting) unaffected by program participation	Self-report measures, very small significant effects, self-selection bias, no random assignment, no model for theoretical construction, spill-over effect possible
Stewart (2001)	n=459 (female) Age M=13.4; SD=0.5 [13-14] students of girls' schools (private school, state grammar and state comprehensive school) in Oxfordshire (England)	interactive CBT program Non-clinical psychologist (experiences with adolescent girls), clinical psychologist, psychiatrist, research psychologist, class teacher present	Pre- and posttest, 6-month follow-up small reduction in dietary restraint and attitudes to shape and weight in index group reduction didn't maintain at 6-month follow-up (although dietary restraint scores of index group remained lower)	Schools not randomly assigned to groups, sample too old (?), brief intervention, no boys included, small significant effects due to big sample size
Stice (2000)	n=30 (female) Age [18-22] (mode=18) Undergraduates with elevated body image concerns, Stanford University (USA)	interactive CBT program Stice and undergraduate co-leader	Decrease in thin-ideal internalization, body dissatisfaction, dieting, negative affect, and bulimic symptomatology Most changes remained at 1-month follow-up	Small sample size, no randomization, short period, some effects faded after only 1 month
Stice & Ragan (2002)	n=66 (female) Age M= 21 [17-55] undergraduates of the psychological Institute of the University of Texas (USA)	psycho-educational interactive k.A.	significant decreases in thin-ideal internalization, body dissatisfaction, dieting, eating disorder symptoms, and weight over 4-month study period control participants didn't show changes only posttest, no follow-up	Self-selection, no randomization, small sample size, effects persist over time? (no follow-up!)

Stice & Trost (2003)	<p>n=148 (female)</p> <p>Age M=17,4 [13-20]</p> <p>Bulletin boards and advertisements in high schools and universities (USA)</p>	<p>psycho-educational interactive</p> <p>PhD-student and undergraduate</p>	<p>Decreased thin-ideal internalization, negative affect, and bulimic symptoms at termination and follow-up (1, 3, and 6-month) relative to controls</p> <p>No effects on body dissatisfaction or dieting</p> <p>Effects diminished over time</p>	<p>Self-report measures, facilitator training less than adequate, longer period of follow-up would be better, “swoosh” influences similarly as manipulation</p>
Stice & Shaw (2006)	<p>n=481 (female)</p> <p>Age M=17,0; SD=1,4</p> <p>Bulletin boards and advertisements in high schools and universities (USA)</p>	<p>interactive</p> <p>PhD-student and undergraduate</p>	<p>Dissonance participants showed significantly greater reductions in eating disorder risk factors and bulimic symptoms</p> <p>Healthy weight participants showed significantly greater reductions in risk factors and symptoms from pre- to posttest</p> <p>Effects faded over 6- and 12-month follow-ups</p> <p>Dissonance and healthy weight participants showed significantly lower binge eating and obesity onset and reduced service utilization through 12-month follow-up</p>	<p>Self-report data, small cell sizes, undergraduates as raters, already small information leads to change in groups</p>
Stice & Orjeda (2006)	<p>n=95 (75) (female)</p> <p>Age M= 21,3 [19-40]</p> <p>undergraduates of the psychological Institute of the University of Texas (USA)</p>	<p>psycho-educational interactive</p> <p>k.A.</p>	<p>Significantly greater reductions in thin-ideal internalization, body dissatisfaction, dieting, eating disorder symptoms, significantly less weight gain, relative to matched controls</p> <p>Intervention effects tended to be larger at 6-month follow-up than at posttest</p>	<p>No randomization, self-report measure, bias caused by students?</p>

Stice, Presnell, Gau, Shaw (2007)	n=335 (female) Age M=17.1; SD=1.4 Flyers, advertisement etc. at high schools and universities	interactive k.A.	dissonance intervention produced significant reductions in outcomes (body dissatisfaction, dieting, negative affect, bulimic symptoms) and the mediator (thin-ideal internalization)	Self-report data, limited data on reliability and validity of healthy eating and physical activity measures, no assessment of intervention effects, possible that change in thin-ideal internalization only partially mediated the intervention effects
Stice, Marti, Shaw, O'Neil (2008)	n=481 (female) Age M=17; SD=1.4 [14-19] Flyers, advertisements and emails, high schools and universities	interactive k.A.	2- and 3-year follow-up Dissonance participants showed a 60% reduction in risk for eating pathology onset, healthy weight participants showed a 61% reduction in risk for eating pathology onset and a 55% reduction in risk for obesity onset relative to assessment-only controls through 3-year follow-up	Self-report data, raters weren't skilled clinicians, small portion of high-risk adolescent girls
Varnado-Sullivan (2001)	n=287 (female & male) Age M=12 6th-7th grade students, 2 private schools	interactive graduate student in clinical psychology	Decreases in scares („Fear of Fatness“ and “Avoidance of forbidden foods”), maintained at 10.5-week follow-up No significant effects for male participants (low baseline)	Private schools with middle to high socioeconomic status, lack of long-term follow-up data
Varnado-Sullivan (2006)	n=347 (female & male) Age M=20.85 (male), M=21.65 (female) undergraduates, recruited over online sign-up system	k.A. Not important because case studies	Programs focused on information about eating disorders and their consequences were rated most acceptable Ratings of the importance of eating disorder prevention disappointing No follow-up	Homogeneous sample, self-report measures, small mean differences and effect sizes, conducted at college because schools didn't want to participate

Wade (2003)	n=86 (female & male) Age M=13,4; SD=.39 students, 1 private school, 8 th grade, 4 classes	interactive regular teachers (men), at interventions clinical psychology student as assistant	At post intervention the media literacy group had lower mean scores on weight concern than the control group (p =0.007), not the self-esteem group Some differences on self-esteem measures at 3-month follow-up	Moderate sample size, small number of girls, time restraints, only one school
Weiss (2005)	n=173 (female) Age [14;16,9] Catholic private schools (Australia), 3 classes in each school	psycho-educational interactive psychologist and student assistant	High-risk girls reported significant improvements in body dissatisfaction, drive for thinness, and interoceptive awareness at post-intervention Didn't maintain at 3-month follow-up, only trends	Small effect sizes, middle and upper socioeconomic status of schools, self esteem loses its importance in course of study
Winzelberg (1998)	n=57 (female) Age: M=19.7 Undergraduates, private university advertisements in campus newspaper, flyers, electronic bulletin boards	psycho-educational interactive computer, moderated forum and email support by psychologist	3 months post intervention, and 3-month follow-up Intervention group subjects significantly improved their scores on all psychological measures over time Compared to control group, only the intervention group's improvements on the Body Shape Questionnaire were statistically significant	Perceived lack of privacy, structural problems with software, small sample size, significant overall time effect on all psychological measures (CG), drop-out until posttest 21 %
Winzelberg (2000)	n=60 (female) Age M=20.0; SD=2.8 advertisements in newspapers, flyers and program presentations in dormitories and sororities, public university	psycho-educational interactive k.A.	3-month follow-up At follow-up, intervention participants (compared with controls) reported a significant improvement in body image and a decrease in drive for thinness	Small sample size, weekly decreasing compliance (on average participants completed less than 2/3 of program), issue of privacy, participants reported only moderate level of social support

Withers (2002)	<p>n=242 (female)</p> <p>Age M=12,7 [12-13] (13,3 in CG)</p> <p>students, 7th grade, 3 private schools in Melbourne (Australia)</p> <p>(middle and upper socioeconomic status)</p>	<p>psycho-educational</p> <p>video</p>	<p>Pre-, post- and 1-month follow-up</p> <p>Intervention group significantly more positive changes in attitude and knowledge at post-intervention, but only in knowledge at follow-up</p>	<p>Significant difference in age and BMI between control and experimental group, 1-month follow-up examined only short-term maintenance</p>
Zabinski (2001)	<p>n=338 (female & male)</p> <p>Age M=24; SD=1.95</p> <p>university seniors, California (USA)</p> <p>Secondary results of study for improvement of corporal activity at access to professional life</p>	<p>psycho-educational interactive</p> <p>psychology professor (lecture) and skilled peer health facilitators</p>	<p>Compared to control group, women in intervention group showed significant increase in drive for thinness without any changes in body dissatisfaction</p> <p>No significant changes for men</p>	<p>Improvement of fitness led to increase in drive of thinness, topic of body image and body dissatisfaction occurred to late (week 9), it would be necessary to teach specific skills to change beliefs about one's body, study shows that health promotion studies can have negative side effects</p>

DISSERTATIONEN/MASTERARBEITEN

Author	Sample	Intervention	Findings
Dannigkeit (2004)	n=204 (114 female & 88 male) Age M=11.58 (EG), 11.71 (KG) 6 th grade (t1), 8 th grade (t2)		Pre- and posttest, 3-month follow-up Significant increase in knowledge in EG, increase in dietary restraint in both groups, self-esteem higher in EG but overall stable in both groups Limitations: no randomization, spill-over-effect
Jerome (1987)	n=135 (female & male) Age M=15,1 students, high school	psycho-educational	
Kusel (2002)	n=172 (female) Age M=10,1 students, middle school	interactive	
Nebel (1995)	n=203 (female) Age M=19,6; SD=1,74 4 sororities of a university	psycho-educational	experimental group displayed significantly lower scores on Ineffectiveness sub-scale and Bulimia sub-scale of the Eating Disorder Inventory (Limitations: Permanent behavior patterns?)
Outwater (1991)	n=50 (female & male) Age M=11,5 students, middle school	psycho-educational	
Richman (1998)	n=605 (follow-up sample n=191) (female & male) Age M=10.98 [9-14] 13 classes, 5-7th grades (Canada)	psycho-educational	
Shepard (2001)	n=153 (female) Age M=14,1 students, high school	psycho-educational interactive	Pre- and Posttest (1 week before and after), 2-month follow-up decreases in acceptance and internalization of cultural standards of physical attractiveness (not at follow-up) increases in eating disorders knowledge (also at follow-up)