

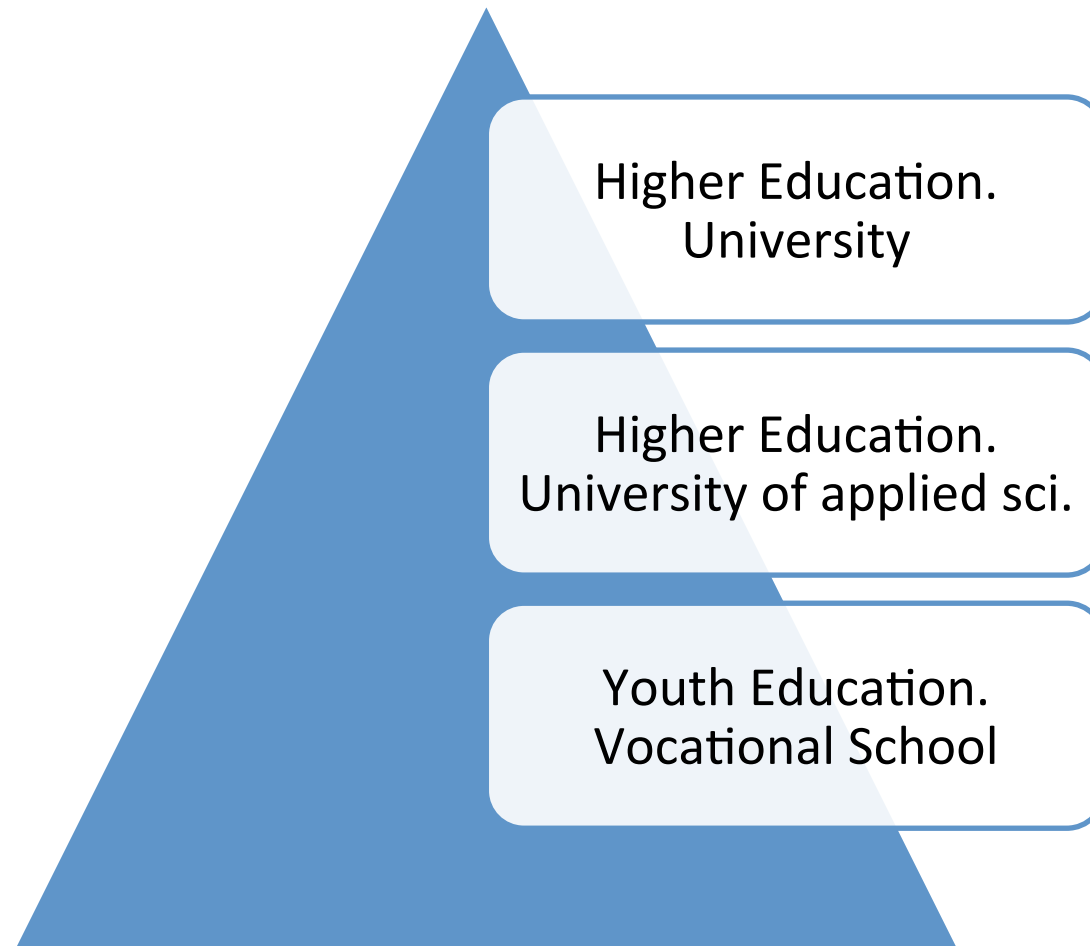
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Romani, AQ & Sudzina, F; Michel, S.; Bergmueller, A.

# Understanding health behaviour and body image among adolescent students – a cross national comparison -and other activities

Conference on Appearance Matters.  
Ljubljana. April 21-22

Abstract: Higher education has a considerable influence on how health behavior and body image among adolescents are dealt with. Young people in these facilities are both creators of future society as they are the subject of present policies and there is a growing concern on the fact that school and the facilities of higher education should bare targets of public policy. Understanding the relationship between health, health behavior and self perceived body image among adolescent students is therefore of considerable interest. The paper present the study methodology from the work that were conducted in working group 4 of the Appearance matters COST action. Health status perception and behaviour are important factors that have a strong influence on the well being of both citizens and societies. Universities play an important role in shaping the knowledge, skills and competencies of the future generation and hence in shaping future society. Students in higher educational facilities can be expected to be the decision makers of the future and as such their beliefs and attitudes as well as behaviour in relation to health are important factors that influence not only individuals but can be expected to have an impact on future societies. The study aimed at exploring health behaviour and body image perception and attachment style among university students at higher educations. It also aimed at investigating how self-perception of body image, health behaviour, and health status and attachment style, among university students is interrelated. It finally aimed at discussing policy implications of the findings including the need for training package for university teachers and tools for use in higher education and policy recommendations to decision makers and educational planners. The paper presents preliminary findings from the survey that was conducted in Germany, Portugal, Croatia and Czech Republic. The paper finally presents the activities and findings from the work that the group has been carrying out on health, health behaviour and body image in schools for vocational training.

# Three levels of education



## Planned activities

- Two activities were planned.
- 1) A survey on body image and health issues among students in higher education settings and
- 2) an intervention study on body image and health issues among students in vocational/disadvantaged settings based on existing case study interviews (Denmark).

Identify potential sources of funding & develop funding bids to underpin future research activities

Build relationships & partnerships to facilitate research during and beyond the life of the Action

Identify key stakeholders and experts and raise their awareness of the extent and impact of appearance dissatisfaction

Consider the particular needs of minority and socially marginalized groups

# EU FUNDED PROJECTS

*The combined experience of  
appearance psychology  
researchers and practitioners  
who work for organisations  
providing vocational training  
and/or guidance counselling at  
national and European levels.*

# WHY?

The practitioners has no or very limited knowledge about how concerns with appearance can influence health, behavioral and outcomes.



A stylized profile of a person's head, facing right. The left side of the head is white, and the right side is red. The boundary between the two colors is irregular, following the shape of the head. The background is a solid red color.

# APPEARANCE MATTERS

"Optimizing the outcomes for vocational guidance counselling and vocational training"



FACE VALUE



IHEM

Innovative Health  
Educational Module

Mirror, mirror Project- <http://www.mirrorproject.eu/>

Face value project- <http://www.facevalue.cc/>

IHEM project- <http://www.ihem.no/>

Appearance Matters project- <http://www.appearancetraining.com/>





# NEW PROPOSALS

- \***All Aboard**- training program development for youth workers in inclusion of youth with visible difference in core activities
- \***Manage IT**- Simplifying participation and project management processes for NGOs and Youth organisations
- \***ECTP**- Early care training programme for health care professionals working with children born with orafacial clefts and/or craniofacial conditions
- \***Corrective VET** - training for obesity prevention and healthy life style
- \***Safety First in Education**
- \***Migrant** Inter-cultural Generated Resources and Nursing Training
- \***I.D.E.A.** ! TOGETHER WE CAN! - Individual with Disabilities Education Aim
- \***Cutting Edge Training**: Optimising medical outcomes for patients undergoing appearance altering procedures via innovative training of professionals.
- \***Acknowledge me**. A Coaching Kit for creating Better Opportunities for Social inclusion, Learning and Employability in Europe

# Why are educational settings interesting ?

- Health Promoting University
- The lifelong learning perspective
- Universities as "sampling units"
- Schools as health promoting and "protected places"

# Aim & objectives

- To exploring health behaviour and body image perception and attachment style among university students at higher educations.
- Investigating how self-perception of body image, health behaviour, and health status and attachment style, among university students is interrelated.
- Discussing policy implications of the findings including the need for training package for university teachers and tools for use in higher education and policy recommendations to decision makers and educational planners.

# Countries



# Methods

**surveyXact**



Spørgeskemaer

Spørg

Kolik je

Jste

☐ muž

☐ žena

Jaký b

kalend

jakých

penzije

☐ Méně

☐ 17 000 Kč nebo více

☐ primary school only (or less)

**Cinsiyetiniz nedir?**

- (1) ☐ erkek
- (2) ☐ kadın

Ebeveynlerinizin geçen yıl içindeki maaş, gündelik ücretler, serbest meslek kazancı ve işsizlik maaşı vb ödemeler ya da emeklilik maaşı dahil olmak üzere aylık geliri nedir?

8300 türk lirasından az






8300 türk lirası ya da üzeri

**Annenizin en son tamamladığı eğitim düzeyi nedir?**

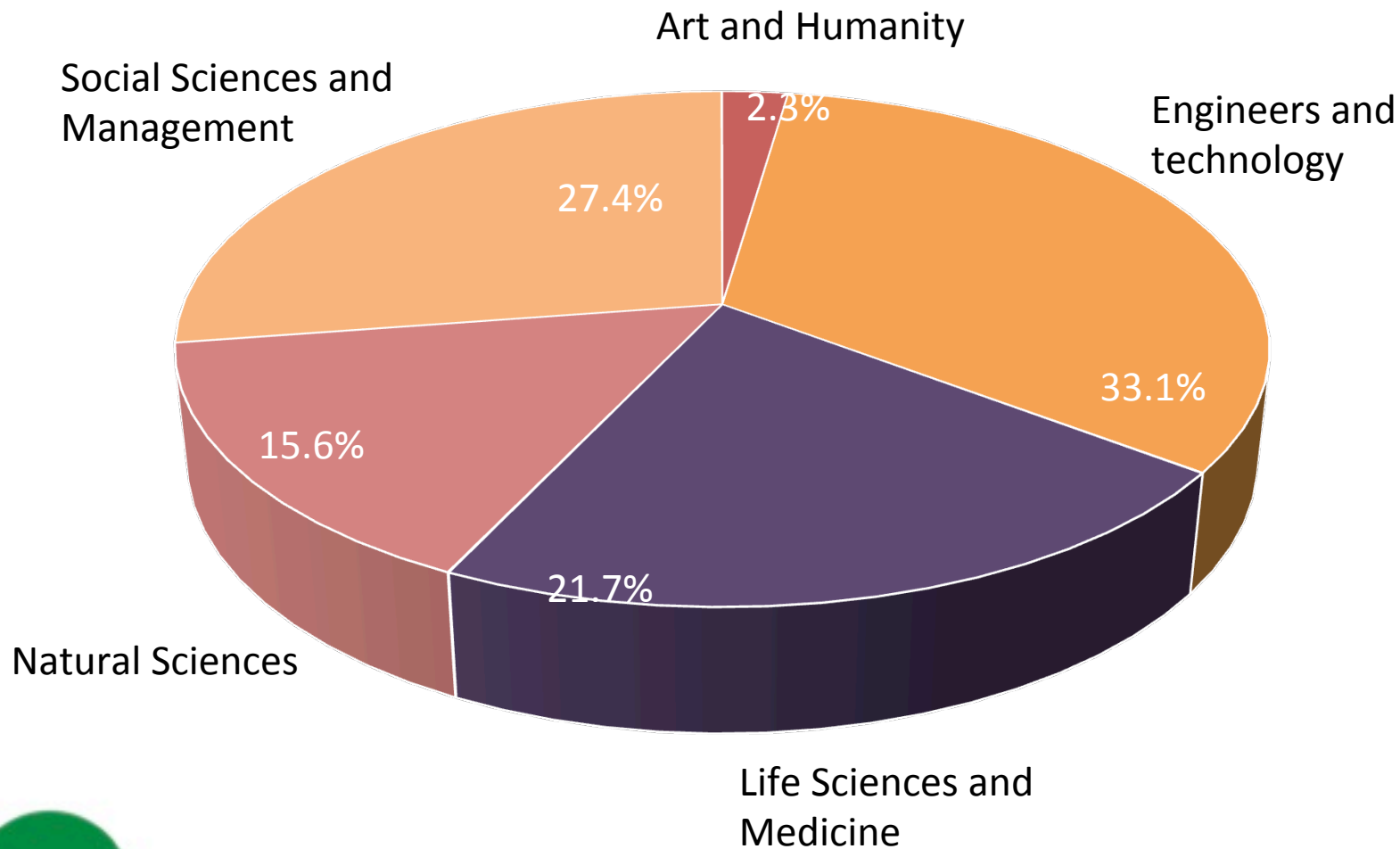
- (1) ☐ üniversite, yüksek okul ya da eşdeğeri
- (2) ☐ lise veya meslek yüksekokulu (ör. Mesleki eğitim)
- (3) ☐ ortaokul
- (4) ☐ ilkokul (ya da daha azı)

**Babanızın en son tamamladığı eğitim düzeyi nedir?**

- (1) ☐ üniversite, yüksek okul ya da eşdeğeri
- (2) ☐ lise veya meslek yüksek okulu (ör. Mesleki eğitim)
- (3) ☐ ortaokul
- (4) ☐ ilkokul (ya da daha azı)

	Sample size	Educational programmes	Remarks	Gender
	158	Engineering and technology, Life Sciences , Natural Sciences, Art and humanity and Social Sciences and Management		39 males; 119 females
	281	Engineering and technology, Art and humanity, and Social Sciences and Management		166 male; 109 female
 	301	Engineering and technology, Life Sciences and Medicine, Natural Sciences, and Social Sciences and Management	> 50 from each	95 male; 206 female
	105	Law, Agriculture, Educational/rehabilitation		45 male, 60 female

# Scientific areas in sample





# Methods



WBQ

Response at campus

Different educational programs

In CR during individual check ups



# Survey Methodology

- Only validated instruments/scales were used and no new ones were developed.
- The part of the questionnaire that dealt with body esteem scale (Mendelson (1997); Rosenberg (1979), Franzoi (1984)
- The vulnerable attachment style (Bifulco, 2003)
- Validation of the Portuguese Body-Esteem scale (Brandao, under review)
- In addition questions on alcohol, tobacco use, sexual behaviour, internet as well as eating behaviour, smoking and physical activity was added based on methodology from HBSC (health behaviour of school aged children).
- English version of the questionnaire was used to design a web based questionnaire (WBQ) so that the questionnaire could be circulated simply by a hyperlink and so that data could be collected automatically to a spreadsheet.
- National contact points and LSSC's were offered and option to translate it into national language and to do their own data-collection. This included an option of using paper-based questionnaires.

# I worry about the way I look

	Area of study					
	Art and Humanity	Engineers and technology	Life Sciences and Medicine	Natural Sciences	Social Sciences and Manageme nt	Total
never	5,30%	3,80%	3,90%	17,80%	16,00%	9,40%
rare	5,30%	7,60%	14,40%	12,40%	16,40%	12,30%
seldom	0,00%	18,30%	<b>38,90%</b>	17,80%	15,10%	21,40%
often	<b>31,60%</b>	18,30%	28,30%	20,90%	20,40%	21,80%
always	<b>57,90%</b>	<b>52,10%</b>	14,40%	31,00%	32,00%	35,00%

# I worry about the way I look

	gender		Total
	male	female	
never	10,10%	8,80%	9,30%
rare	10,40%	13,20%	12,10%
seldom	17,60%	24,40%	21,60%
often	19,90%	23,00%	21,80%
always	<b>42,00%</b>	30,50%	35,20%

# Vocational school

Some results from the Gearing  
Up the Body Intervention



- Dietary behaviours have been shown to be associated with SES.
- Males with low adult SES unlike females had a dietary pattern rich in meat, sauce, potato, fast food, sweets and rye bread.
- Adults with high SES were shown to have intakes more dominated by a green food pattern rich in fruits and vegetables.

**TABLE 3**

Mean difference in food pattern scores by SES reported separately for men and women<sup>1</sup>

	Traditional-western food pattern		Green food pattern	
	Women, <i>n</i> = 364	Men, <i>n</i> = 280	Women, <i>n</i> = 364	Men, <i>n</i> = 280
Adult SES		<i>β</i> ± <i>SE</i>		
Crude <sup>2</sup>				
Low SES	0 (ref)	0 (ref)	0 (ref)	0 (ref)
Medium SES	−0.11 ± 0.14	−0.55** ± 0.17	0.25 ± 0.16	−0.04 ± 0.18
High SES	−0.15 ± 0.10	−0.64*** ± 0.14	0.31** ± 0.12	0.52*** ± 0.14
Moderately adjusted <sup>3</sup>				
Low SES	0 (ref)	0 (ref)	0 (ref)	0 (ref)
Medium SES	−0.02 ± 0.08	−0.01 ± 0.10	0.29* ± 0.14	0.18 ± 0.17
High SES	−0.11 ± 0.06	−0.21** ± 0.08	0.29** ± 0.11	0.67*** ± 0.14
Fully adjusted <sup>4</sup>				
Low SES	0 (ref)	0 (ref)	0 (ref)	0 (ref)
Medium SES	−0.02 ± 0.08	0.02 ± 0.10	0.28* ± 0.14	0.16 ± 0.17
High SES	−0.08 ± 0.06	−0.18* ± 0.08	0.25* ± 0.10	0.64*** ± 0.13

# Skewedness in gender

- In addition to the social skewedness there is a gender dimension since women generally eat more in accordance with the official dietary guidelines compared to men<sup>15</sup>.
- It is shown that men in general have less regular meals than women. Especially breakfast and lunch<sup>15</sup>.
- Men eat less dietary fibre than women, and they consume more fat and alcohol<sup>15</sup>.

15. Christensen LM, Kørup K, Trolle E, Fagt S. (2013). Meal habits for adults with short education. 2005-2008 [Måltidsvaner for voksne med kort uddannelse 2005-2008]. Søborg: DTU Fødevareinstituttet.

# Vocational schools agenda DK

- High Drop out
- High absenteeism
- "we can't be sociologists all of us"
- New focus on handicraft
- Study ambience and health as "a remedy"
- New school reform 45 min PA /8 hours teaching

<https://www.youtube.com/watch?v=uizKQ7BrKc8>







UCH foodscapes





# Its ancillary

*“I think there is something morally to how much to we engage in people's lives since we have a right to choose how we live our lives. But I feel that the school has a responsibility to influence the young people but we also have a moral responsibility to stop when the going is good.”*

***Middle managers***

# Not a core business

*“The students and the teachers are here in order develop professional skills as the first priority but off course topics such as diet and nutrition and how to live a healthy life need to go into their mindset and this is not how we used to work in the school.”*

***Senior managers***

# Process needed

*“We need a process where we discuss health along with the teachers that is supposed to implement it in real life, get an understanding of what health is and make them want to grow it from the shop floor level.”*



# Norms for participation

*“.....so they were unhealthy many of them  
and did not want to expose themselves in  
public doing exercise and the norm was that  
it was OK to sit inside the class drinking  
energy drinks instead of exercising”*

***Middle managers***

the “social” is important

*“For the breakfast we at the  
transport and logistics really  
managed to turn it into a social  
event”*

***Middle managers***

# the right tools missing

*“We do not have the necessary facilities to pump up the pulse and make them sweat”*

***Middle managers***



# Recommendation

- Integrate mental & physical health in curricula
- Develop tools for students
- Develop “train-the-trainer” program
- Create awareness
- Make policy

## Next step

- Finalise the full 5(6) country study
- Publish in ICCAS 2017 Proceedings
- Publish a full paper

# Many thanks for your attention!

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