UNDERSTANDING BODY EXPERIENCES AND THE RELATIONSHIPS AMONG ETHNIC IDENTITY, ACCULTURATION, AND INTERNALIZATION OF THE THINNESS IDEAL AMONG HISPANIC AND LATINA WOMEN.

A dissertation submitted to Kent State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy

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ACKNOWLEDGEMENTS

The completion of this dissertation is an accomplishment that should be shared with many people. Through the support of my family, friends, and of course, my advisor, I have been able to fulfill this achievement. My husband Jess has supported me throughout my graduate career and I am thankful to benefit from his love, generosity, and humor. I would also like to say many thanks to the rest of my family, including my mother, father, sister, and in-laws, who have offered love and encouragement in all my endeavors. Finally, I am thankful for the countless hours of support and assistance provided by my advisor Jan. This is truly a moment when it is clear how many important people are a part of my life. Thank you to each person listed here and to countless others who have helped me along the way.
CHAPTER 1

INTRODUCTION

In my family, being a good hijita meant more than simply being an obedient daughter. It also meant … Being of mind but not of body. … Real mujeres live life intensely – and their bodies show it. They feast on food, drink with revelry, and play hard. I look forward to watching my body develop more, to becoming more curvaceous. I’m ready for anything that happens, whether it’s cellulite or muscle definition. (from Becoming La Mujer by Marisa Navarro)

Eating disorders and subclinical eating disturbances are problematic for women in today’s society. For example, the point prevalence rates, reflecting the number of cases in the population at a given point in time, range from 1% to 3% for bulimia nervosa, and from 0.28% to 0.5% for anorexia nervosa (Hoek, 2002; Shisslak, Crago, & Estes, 1995). Moreover, estimates for binge eating range from 2% to 40% depending on the sample used (i.e. community versus weight loss clinic) (Hoek, 2002). The rate of eating disorders not otherwise specified ranges from 3% to 5% among community samples of adult women and 13% to 61% among patients seeking treatment for eating disorders (Hoek, 2002; Shisslak, Crago, & Estes, 1995). Although most epidemiological research focuses on the prevalence of eating disorders, estimates of the prevalence of subclinical disturbances in eating, including chronic dieting range from 8% to 55%, depending on the sample used and the manner in which dieting is assessed (Hoek, 2002). Other problematic behaviors include overexercise and less frequent abuse of laxatives, diuretics, or self-induced vomiting that falls below the threshold for diagnosis.

In one of the most prominent models of the development of bulimia nervosa, Stice (1994) emphasized the central role of body image disturbance, arguing that body
dissatisfaction mediates the relationship between internalization of the sociocultural pressures and the subsequent development of disordered eating patterns. The author identified the thinness ideal, or extreme standard of thinness desirable in Western society, as a sociocultural pressure in this model, along with a female gender role that emphasizes appearance and a society that measures accomplishment among women according to their appearance. These sociocultural pressures are transmitted through environmental agents such as media, family and peers. As a result of the internalization of this unrealistic ideal, women experience body dissatisfaction. According to Stice (1994), identity and self esteem moderate the relationship between the environmental influences and internalization, while weight moderates the relationship between internalization and body dissatisfaction (See Figure Below). Women with a lesser sense of their identity and lower self-esteem tend toward greater internalization of the thinness ideal and women who are heavier tend to have a greater discrepancy between their actual and ideal body image. These women are likely to experience greater body dissatisfaction.

Sociocultural Factors
(Thin Ideal & the Importance of Appearance to the Female Gender & Success)

Environmental Influences
(Family, Peer, Media)

Identity → Self-esteem

Internalization of sociocultural pressures

Weight

Body Dissatisfaction
Using Stice’s (1994) model as a framework, the present study explored relationships among ethnic identity, acculturation, internalization of the thinness ideal, and body image experiences among Hispanic and Latina women living in the United States. Body image disturbances among women of color have received comparatively less attention than among Caucasian women (Root, 1990; Striegel-Moore & Smolak, 1994). Less focus on these constructs among women of color is especially concerning as they are considered risk factors for subsequent eating disturbances, such as bulimia nervosa and binge eating disorder (e.g., Fitzgibbon et al., 1998; Perez et al., 2002; Shaw et al., 2004; Stice, 1994). Only in the past 10 years have studies begun to question pre-existing assumptions that women of color do not struggle with eating and body image disturbances. Embedded in older theories is the assumption that women of color were protected from eating and body image disturbances due to differences in cultural values and expectations (Striegel-Moore & Smolak, 1994). However, more recently, it has been proposed that differences in the prevalence of eating disorders and eating disturbances between Caucasian women and women of color may have been driven by differences in access to research or treatment participation and willingness to disclose behaviors incongruent with certain cultural values (Root, 1990).

The remainder of this introduction will cover first, a description of body image in the existing literature, including the components that will constitute body experiences in the current study; a review of literature concerning internalization of the thinness ideal, which plays a central role within the aforementioned model; past and current research on acculturation and ethnic identity, including distinguishing characteristics of each and a
review of equivocal findings; and discussion of methodological issues in the literature. Finally, an overview of the present study’s adaptation of Stice’s (1994) model, operationalization of variables under investigation, and proposed hypotheses will be presented.

Body Experiences

Body image is a multidimensional construct that is both complex and diverse (Garner & Garfinkel, 1981; Thompson, Heinberg, Altabe, & Tantleff-Dunn, 1999). The dimensions may include affective (i.e., anxiety related to body image), cognitive (i.e., unrealistic appearance ideal), behavioral (i.e., avoiding experiences related to the body), and perceptual components (i.e., overestimating body size) (Thompson, et al., 1999). Body image was also defined as self-perceptions of appearance or attractiveness. Further, Thompson et al. (1999) reviewed definitions of body image, and found it described by some researchers as either conscious or unconscious processes. Finally, many researchers related body image to self-concept, overestimation of body size, and body dissatisfaction.

Body image disturbance can be best explained as a continuum, in that there is a range of experiences from pathological to normative with most people categorized in the middle (Thompson et al., 1999). At the pathological end, people suffering with anorexia and bulimia have been shown to have high levels of body dissatisfaction and overestimation of body size, while at the normative end, concern with appearance has been shown to be widespread among average women. This common concern has been referred to as normative discontent (Rodin, Silberstein, and Striegel-Moore, 1985; In Thompson, et al., 1999). To attempt to clarify the dependent variable used in the present
study, the term body experiences will be used. It is most similar to the term body image disturbances, which has been chosen by a number of researchers because it captures multiple components of the definition. This distinction between body experiences and disturbances will be made in an attempt to maintain a relatively neutral connotation about experiences with body image.

Generally, women of color tend to have greater body satisfaction than Caucasian women, even when they are at higher weights (e.g., Cash & Henry, 1992; Harris & Koehler, 1992; Root, 1990; Rucker & Cash, 1992; Striegel-Moore & Smolak, 1994). This finding is consistent with past theories stating that women of color are protected from the development of eating and body disturbances by an acceptance of a wider range of sizes and shapes among their cultures. For example, one study found that African American women were less concerned with their weight and had less body dissatisfaction than Caucasians (Rucker & Cash, 1992). Another study found that African American women had significantly less emphasis on weight than Caucasian women, with fewer considering themselves to be overweight, fewer considering their body type as one that “easily” gains weight, fewer fearing weight gain, and fewer believing that gaining five pounds would make a significant difference in their attractiveness (Gray, Ford, & Kelly, 1987).

Although research on body image among African Americans has been increasingly more prevalent, there are relatively few studies examining body image among Hispanic and Latina women. Reviewing past empirical studies, Crago, Shisslak, & Estes (1996) concluded that Hispanic or Latina women may have similar rates of eating disturbances to Caucasian women, although they tend to have higher weights, be less concerned about
weight, and exercise less often. Other than the preceding review, to my knowledge, there are only nine empirical studies investigating weight concerns and body dissatisfaction among Hispanic and Latina women. Each of these will be reviewed in detail.

Two studies investigated concern about weight among various ethnic groups (Harris & Koehler, 1992; LeGrange, Stone, & Brownell, 1998). Harris and Koehler (1992) examined attitudes about weight among 61 Hispanics and 70 Southwestern Anglos using eight five-point questions. They also assessed eating behavior and attitudes about nutrition and weight loss. In general, the authors found that compared to Caucasians, Hispanics expressed less concern about weight and engaged in less exercise, even though they tended to weigh more and had gained more weight since the age of 20. Compared to Hispanics, Anglos had significantly greater beliefs that weight is under a person’s control. In a Consumer Reports survey study involving eating, weight and appearance attitudes, self-esteem, and weight loss or gain, LeGrange, Stone, and Brownell (1998) assessed 9,227 Caucasians, 125 Hispanics, 397 Asians, and 222 African Americans. They also used eight questions about weight and appearance concern (e.g., weight is not a concern), and concluded that there were few differences among groups. Although both of these studies are important as initial investigations of body concerns, the researchers did not include a comprehensive assessment of body image.

Researchers also have investigated body image among groups of women of color more comprehensively (Cash and Henry, 1992; Miller, Gleaves, Hirsch, Green, Snow, & Corbett, 2000). Using a nationally representative sample, Cash and Henry (1992) reported that body image comparisons were significantly different among groups of
women of color, with African Americans significantly more satisfied with appearance than both Hispanics and Caucasians based on the Appearance Evaluation, Body Areas Satisfaction, and Weight Preoccupation subscales of the Multidimensional Body-Self Relations Questionnaire (MBSRQ). Hispanics and Caucasians did not differ significantly. Miller et al. (2000) compared women of color in a University setting. Using 20 African Americans, 20 European Americans, and 20 Latina American participants, they compared groups on the MBSRQ, the Body Esteem Scale (BE), and additional items about eye, mouth, skin, and hair preferences. African Americans were significantly more satisfied with their appearance than European and Latina Americans based on the Appearance Evaluation, Illness Orientation, and Body Area Satisfaction subscales of the MBSRQ. African Americans were also significantly more satisfied with their appearance than the European and Latina Americans based on the Sexual Attractiveness subscale of the BES, and endorsed significantly higher self-esteem about weight based on the Weight Concern subscale of the BES. Further post-hoc comparisons showed that the African and Latina Americans were significantly more satisfied with hair thickness than European Americans, the Latina Americans were significantly more satisfied with hair color than other groups, and African Americans were significantly more satisfied with skin color and texture than other groups.

In an exemplary study examining aspects of body image among women of color, Altabe (1998) emphasized that weight-related and non-weight related dimensions of body image should be measured separately due to differences among women of color in satisfaction with these dimensions. The authors used the Body Dissatisfaction scale of the
Eating Disorder Inventory (EDI-BD), and the Figure Rating Scale to measure weight-related body image. On the Figure Rating Scale, the *feel-own* ideal discrepancy represents the difference between the ratings of the figure chosen to represent how they feel they look versus the figure chosen to represent their *own ideal* figure. Findings showed that Caucasians had significantly greater feel-own ideal figure rating discrepancies than African Americans and Asian Americans, while Hispanics had significantly greater discrepancies than African Americans. For non-weight-related body image, variables included attractiveness, height, tone, hair, and skin color (which were measured by the Body Image Automatic Thoughts Questionnaire) and self-ratings on physical attractiveness and physical appearance importance. The Physical Appearance Discrepancy Questionnaire (PADQ) was used as a qualitative measure of physical traits associated with actual, their ideal, and the cultural ideal. According to these measures, African Americans had significantly higher self-rated attractiveness than Hispanics, and Hispanics had significantly higher self-rated attractiveness than Caucasian or Asian Americans. Further, Asian Americans were significantly lower than the other groups on ratings of the importance of appearance to self-esteem while African Americans had significantly more positive body image thoughts than the other groups. Interestingly, the qualitative measure of their physical traits was used to identify the content of body image concerns by totaling the most common responses. For females across groups, height was popular, two groups wanted to be more “toned,” non-Caucasians wanted longer hair, and non-African Americans wanted darker skin.
In a study that provides evidence that differences among ethnic groups emerge relatively early, Robinson and colleagues (1996) compared prevalence and correlates of body dissatisfaction among 6th and 7th grade girls of color. Using the Body Dissatisfaction scale of the Eating Disorder Inventory, they found that Hispanic girls reported higher levels of body dissatisfaction with Asian girls intermediate and Caucasian girls lowest in body dissatisfaction. After controlling for body mass index, Hispanic and Asian girls reported similar levels of body dissatisfaction and they reported significantly more dissatisfaction than Caucasian girls when their weight in the lowest 25% of participants.

In perhaps the only study to not only examine differences among groups using a more comprehensive measure of body image, but also begin to explore predictive models for individual groups of women of color, Fitzgibbon, Spring, Avellone, Blackman, Pingitore, and Stolley (1998) assessed 55 Caucasian, 179 African American, and 117 Hispanic women. Body image ratings (using the Figure Rating Scale), along with age, education, body mass index (BMI), and depression (using the Beck Depression Inventory) were identified as possible correlates of binge eating. Hispanic women endorsed significantly higher levels of binge eating, higher levels of depression, and lower levels of education than the other ethnic groups. Results showed that across all groups, weight, depression, and preference for a slimmer body ideal were correlated with binge eating. Within group analyses for Hispanic women showed that body mass index and depression explained significant portions of the variance (11% and 9%, respectively) in binge eating severity.
In the most recent study on body image among Hispanic and Latina women, Warren and colleagues (2005) emphasized the role of internalization of the thin ideal. Comparing Mexican American, Spanish American, and European American women, they investigated one element of the sociocultural model. Their results showed that internalization of the thin ideal mediated the relationship between awareness of pressure for the thin ideal and body dissatisfaction. Further, ethnicity was found to moderate the relationship between both awareness and internalization, and internalization and body dissatisfaction, with European American women having higher rates of internalization of the thin ideal and body dissatisfaction than both Mexican American and Spanish American women. Mexican American women also had significantly higher internalization of the thin ideal than Spanish American women.

In summary, there is limited research on body image disturbance among Hispanic and Latina women. Of the existing studies, many lack a comprehensive assessment of body image (Altabe, 1998; Thompson, et al., 1999) and draw conclusions about differences among ethnic groups based on single questions assessing body or weight concerns (Altabe, 1998). Fitzgibbon and colleagues (1998) have investigated the relationship between BMI, body ideal preference, and binge eating. However, with one exception, models of body image development for Hispanic and Latina women are lacking in the research. Warren and colleagues (2005) examined a model involving relationships among important constructs and internalization of the thin ideal. However, their assessment of body dissatisfaction was not comprehensive and they used a convenience sample of
college age women. It may be useful to consider the suggestions by Altabe (1998) for a more encompassing conceptualization of body image among women of color.

Sociocultural Model & Internalization of the thinness ideal

Although body experiences are key to the development of later eating-related disturbances, the relationship between internalization of sociocultural pressures and body dissatisfaction warrants further examination (Stice, 1994). According to the sociocultural theory, eating and body-related disturbances are developed according to the “cultural meanings placed on thinness and eating associated with Westernized orientation,” (Gil-Kashiwarbara, 2002) and vulnerability to this development may be increased by familial and psychological risk factors (Gil-Kashiwarbara, 2002). Further, the unrealistic body type ideal, along with the stigma tied to obesity appear ubiquitous in today’s media and pop culture (Gil-Kashiwarbara, 2002). Feminist theorists have proposed that media influences contribute to the dissemination of our culture’s standards for thinness (Groesz, Levine, & Murnen, 2002). Currently, theorists conclude that these forces place extreme emphasis on thinness and “Whiteness” that may affect women through their sociocultural network and self-esteem.

Although the messages involving thinness are pervasive, it is the internalization of this thinness ideal that determines body and eating-related disturbances (e.g., Stice, 1994; Thompson & Stice, 2001). Internalization occurs when a person has the awareness of the thinness ideal and accepts standards of appearance that they then try to emulate by engaging in certain behaviors (Thompson et al., 1999). Specifically for body image,
theorists have proposed that internalization drives body dissatisfaction because of the difficulty for most women to approximate the ideal in reality (Thompson & Stice, 2001).

As mentioned earlier, Stice’s (1994) model most clearly demonstrates the importance of internalization of the thin ideal as it is conceptualized as a mediating variable between environmental influences and body dissatisfaction. Although it may be that sociocultural and environmental influences have direct effects on body image, the person’s awareness and acceptance of the cultural ideals for thinness promote body dissatisfaction. Research supporting this model has shown that pressure to be thin, internalization of the thin ideal, body dissatisfaction, negative affect and dieting work as risk factors in the development of bulimia (e.g., Stice, 2001; Stice, Nemeroff, & Shaw, 1996; Stice, Shaw, & Nemeroff, 1998; Stice, Ziemba, Margolis, & Flick, 1996).

Although prospective studies of the sociocultural model have included women of color in their samples, nationally representative samples have not been collected and generalizations are difficult to make using the available findings. For example, one study testing the relationships between factors in the sociocultural model had a sample comprised of approximately 2% of Hispanic, 4% African American, 1% Native American, 20% Asian, and 65% Caucasian women (e.g., Stice, 2001). Further, Shaw, Ramirez, Trost, Randall, and Stice (2004) compared groups of women of color on risk factors (i.e. perceived pressure to be thin, modeling, thin-ideal internalization, body dissatisfaction, dieting, negative affect, and self-esteem) and eating disorder symptoms using a sample comprised of 14% Hispanic, 6% African American, 8% Asian, and 72% Caucasian women. They concluded that there were few differences among groups on risk
factors and eating disorder symptoms, and that the relationship between risk factors and eating disorder symptoms was not moderated by ethnicity. Interestingly, internalization of the thinness ideal was significantly different among ethnic groups, with Hispanic and African American groups reporting lower levels than the Asian or Caucasian groups. Unfortunately, these results lacked investigation of identity and acculturation, and did not test the entire dual pathway model. As this may be the only study to investigate many components of the dual pathway model among ethnic groups, it is likely that further research could expand on these findings.

It is clear that Stice’s (1994) model provides an interesting framework to understand the role of sociocultural pressures and prospective studies have provided evidence for the relationships among the constructs (Stice, 2001; Shaw et al., 2004). Less is known about the relationships among environmental pressures, identity, and internalization of the thinness ideal among women of color. There is no research to date examining the role of identity among women of color within this framework, and it may be that a sociocultural model can clarify relationships among ethnic identity, acculturation and body image among these groups of women.

Acculturation/Ethnic Identity

For the sake of clarity, definitions of both ethnic identity and acculturation will be reviewed. Ethnic identity has been defined as “a dynamic, multidimensional construct that refers to one’s identity or sense of self as a member of an ethnic group” (Phinney, 63), while acculturation has been defined as “changes that result from sustained contact between two distinct cultures ... and the extent to which individuals learn the values,
behaviors, lifestyles, and language of the host culture” (Zane & Mak, 39). In general, most theorists conceptualize ethnic identity and acculturation as multidimensional constructs that evolve over time, or more specifically, an individual identifying with their cultural group, identifying with the *dominant* or another cultural group, or identifying with a third or multiple cultural groups. Ethnic identity and acculturation are important to consider because many researchers and clinicians argue that higher levels of identification with the mainstream culture (for our purposes, a Western culture that emphasizes appearance) are associated with adoption of the predominant ideals for dieting and thinness (e.g., Harris & Kuba, 1997; Root, 1990).

Unfortunately, there have been discrepant findings regarding the relationship between ethnic identity and disturbances in eating and body image (e.g., Abrams, Allen, & Gray, 1993; Gowen, Hayward, Killen, Robinson, Taylor, 1999; Lester & Petrie, 1998; Pumariega et al., 1994). Studies by Abrams, Allen, and Gray (1993), Pumariega (1986), and Silber (1986) showed that women of color with less identification with their culture or higher levels of acculturation had significantly higher levels of eating and body disturbances (e.g., restrained eating, general body dissatisfaction, drive for thinness). In one study, researchers examined experiences of 9th through 12th grade adolescents of color, including 132 Hispanics, 221 Asians, and 420 European Americans (Gowen, Hayward, Killen, Robinson, & Taylor, 1999). They assessed acculturation using two questions about length of time in the U.S. and language most often used, and found that the more acculturated Hispanic girls were more likely to be identified as having subclinical eating disorders.
On the other hand, studies by Akan and Grilo (1995), Powell and Kahn (1995), and Lester and Petrie (1998) have failed to find significant relationships between levels of ethnic identity and measures involving body dissatisfaction, perceived pressure to be thin, weight concerns, and bulimic symptomatology among African American women. To my knowledge, only one study (Joiner & Kashubeck, 1996) has investigated acculturation among Mexican American women. Using the Acculturation Rating Scale for Mexican Americans II (ARSMA-II) among 120, 12 to 18 year-old Mexican American women in lower socioeconomic brackets, Joiner and Kashubeck (1996) found that adolescents reported high levels of disordered eating attitudes and behaviors but acculturation level was not related to symptoms of eating disorders, self-esteem, body dissatisfaction, or choice of figures (i.e. present, ideal, and most attractive shape for the other gender). One general caveat for this area of research is that the researchers did not use the same instruments to measure any of the constructs of interest, and it appeared that they were conceptualizing constructs of ethnic identity and eating or body-related pathology using different criteria.

Rather than considering acculturation as a general concept, some research has examined differences among generational level and disordered eating patterns (Chamorro & Flores-Ortiz, 2000). In a recent study that investigated the relationship between acculturation and eating disturbances, Chamorro and Flores-Ortiz (2000) identified second-generation Mexican American women as the group most vulnerable to developing eating problems, finding that they tend to experience the highest levels of disturbed eating and acculturation. Additionally, among all generations, they found a positive
relationship between acculturation and the interpersonal experience of perceived pressure from others to gain weight.

Harris and Kuba (1997) attempted to clarify the role of ethnic identity, which they call *ethnocultural identity*, by explaining eating disturbances as symptoms of experiences with internalized oppression that may occur during the course of one’s ethnocultural identity formation. That is, women of color may experience oppression when the values, ideals, and self-image resulting from their culture of origin clash with those of the mainstream and lead to confusion that is internalized. As these women struggle to fit into their environment, they may fluctuate between accepting and rejecting the mainstream values regarding beauty and achievement. Along the development of self-concept and identity, this fluctuation may be expressed through cycling between restricting intake (accepting the mainstream) and overeating or bingeing (rejecting the mainstream). The authors report increasing prevalence rates of eating pathology in other ethnic groups and recent immigrants or exchange students as evidence of this type of oppression (Harris & Kuba, 1997).

According to some theorists, women of color struggle with a combined oppression because there are multiple oppressive experiences that women of color encounter during the development of their identity. These multiple types of oppression may be related to their gender and ethnicity, which likely influences body image and eating habits (Gil-Kashiwabara, 2002). Rather than limiting eating disturbances to Westernized cultures, this concept introduces a broader interpretation of the meanings of food refusal. It has been proposed that unlike eating habits driven by appearance-related criteria, some eating
patterns may serve to solve problems in life, such as using food to cope with physical or sexual abuse, sexism, racism, classism, and poverty. Others relate eating disturbances to disconnection, transition, and oppression, rather than to fear of fatness, dieting, and weight (Katzman & Lee, 1997).

Rather than considering risk as an all or none phenomenon among women of color, it may be helpful to consider levels of vulnerability. Recent theorists explain that the amount of stress to acculturate, or acculturative stress, experienced by the individual may be a more important determinant of risk than previous conceptualizations of acculturation (Gilbert, 2003; Lopez, Blix, & Blix, 1995; Perez, Voelz, Pettit, & Joiner, 2002; Rodriguez, Myers, Mira, Flores, & Garcia-Hernandez, 2002). Perez et al. (2002) examined the relationships among acculturative stress, body dissatisfaction, and bulimic symptomatology among Caucasian, African American, and Hispanic women. Results found that acculturative stress moderated the relationship between body dissatisfaction and symptoms of bulimia nervosa in women of color. At high levels of stress, there was a significant positive relationship between body dissatisfaction and symptoms of bulimia nervosa. Explaining this conclusion, the authors said that acculturative stress and body dissatisfaction may lead to eating disorder vulnerability for women of color, but not Caucasian women.

Yet to be examined are variables that may increase or decrease this type of stress, such as experiences with racism, emigrating to the United States, and levels of exposure to Western values and ideals (Gilbert, 2003). It is likely that these factors play an important role in a model of body satisfaction and eating attitudes and behaviors that
incorporates sociocultural risk factors, such as ethnic identity and acculturation. Likewise, it may identify therapeutic strategies for women of color by proposing factors that not only contribute to the development of eating and body-related pathology, but also maintain or increase the levels of symptoms across their lifespan.

It may be important to consider the moderating effects of identity confusion and self-esteem in the relationship between environment and internalization of the thinness ideal. To date, prospective studies of this model have included measures of self-esteem, but have not investigated the role of identity confusion (Stice, 2001; Shaw et al., 2004). Stice (2001) and Shaw et al. (2004) have argued that it is important to investigate ethnic identity as a moderating variable in the sociocultural model of the development of body dissatisfaction. However, no empirical studies have measured the role of ethnic identity as a variable that moderates the relationship between environmental influences and internalization of the thinness ideal, although researchers have identified acculturation and ethnic minority status as variables important to the eating and body experiences of women of color (e.g., Harris & Kuba, 1997; Root, 1990; Striegel-Moore & Smolak, 1994).

**Methodological & other problems in the existing research**

Although researchers have begun to respond to the need for investigation of the body experiences of women of color, many methodological problems remain unaddressed or ignored. Of the available research involving ethnic groups, most studies have tended to draw comparisons between Caucasian women and women of color (e.g., Abrams, Allen, & Gray, 1993; Anderson & Hay, 1985, Shaw et al., 2004; Smith & Krejci, 1991).
Further, of the comparative studies, most researchers have examined the experiences of African Americans, so research and theory on other women of color remains relatively unexplored (e.g., Gray, Ford, & Kelly, 1987; Hsu, 1987; Wifley, Schreiber, Pike, Streigel-Moore, Wright, & Rodin, 1996). Possibly, this focus on African Americans may be related to the availability of this population for study because they are a rather large percentage of the population. The focus may also be related to the relative lack of complications in the definition of ethnicity, immigrant status, and language competency that is problematic for research on other women of color.

In response to comparative studies between Caucasians and other groups of women of color, some researchers have emphasized the need for studying individual groups with multiple measures, rather than comparison between groups of women on single measures in order to facilitate a richer understanding of body image and eating disturbances among a single group (Altabe, 1998; Gilbert, 2003; Root, 1990; Striegel-Moore & Smolak, 1996). Likewise, studying groups individually takes the emphasis away from comparison, which often has a negative or derogative underpinning. As women of color were overlooked for so long in past research on eating and body-related disturbances, it should be a priority to spend time and consideration on experiences central to their individual groups.

Further, a significant limitation of the comparative studies is that the sample sizes of women of color are often proportionally smaller than the sample of Caucasian women, which may result in low power or findings that cannot be generalized to the population in the United States. Few researchers expend the effort it takes to investigate models for
each group of women that address the complicated nature of eating and body-related disturbances. It may be that studies examining the relationship between ethnic identity and eating pathology need to investigate possible third or confounding variables in order to resolve discrepant findings.

Debate over possible biases in the detection and reporting of eating disorders in women of color has increased with the recent attention given to these groups (Root, 1990; Striegel-Moore & Smolak, 1996). Often, the measures have been created and normed only on Caucasians, or have included other women of color as an afterthought. Again, the most often included women of color are African Americans, so extremely few measures have reliability and validity data available on other groups of women of color. Furthermore, the research on ethnic identity and acculturation often uses the terms interchangeably (even when only one of them is being assessed) or instruments that confound the two constructs by asking overlapping questions.

Finally, other issues brought to debate include inconsistencies in the definitions of ethnicity or race used in studies attempting to compare groups. In general, these debates often include problems with attempting to use a single question (or only a few questions) to measure complex constructs (i.e. ethnicity, acculturation, and identity). For example, researchers have used the single indicator of generational status to gauge a person’s level of acculturation.

**Purpose of the current study**

Given the dearth of research on body image disturbance among women of color, additional research is clearly needed. Since the role of culture is likely to be a key
component for any woman of color, the sociocultural model may provide a framework for understanding body experiences in women of color. As mentioned earlier, Stice’s model (1994) proposes multiple mediating and moderating variables that may influence the development of bulimia nervosa, identifying body dissatisfaction as an important component. The current study utilized only the first segment of this model to explore relationships among environmental influences, internalization of the thin ideal, and body experiences. The available research on this model has supported the relationships among the variables among Caucasian women (e.g., Stice, 1994; Stice, 2001; Stice & Shaw, 2002; Thompson & Stice, 2001).

Although this model has been used to explain the development of bulimia nervosa among Caucasian women, there has been virtually no research using this model to investigate body image concerns among Hispanic and Latina women. One exception has been a study described earlier, which compared several groups of women of color on the key variables in this model (Shaw, Ramirez, Trost, Randall, & Stice, 2004). Findings from this study indicated that there were group differences on internalization, with African Americans and Hispanic Americans reporting significantly lower internalization of the thin ideal than Asians or Caucasians. Likewise, Warren and colleagues (2005) also found that Spanish American and Mexican American women had significantly lower levels of internalization of the thin ideal than European American women, and the internalization of the thin ideal mediated the relationship between awareness of the thin ideal and body dissatisfaction. However, rather than looking for group differences, it may be more valuable to use the model as a framework to more comprehensively investigate
the experiences of women of color. That is, the internalization of sociocultural ideals that is driven by environmental pressures may occur among some women of color only when ethnic identity and acculturation (rather than just general identity) are considered. Possibly, among women of color, level of ethnic identity and acculturation are key to their internalization of the thinness ideal and subsequent development of body dissatisfaction. This component was not previously explored in the literature, so the current study aimed to investigate ethnic identity and acculturation as moderators of the relationship between environmental influences and the internalization of the thin ideal (See Figure below).

[Sociocultural Factors](Thin Ideal & the Importance of Appearance to the Female Gender & Success) → [Environmental Influences](Family, Peer, Media) → [Ethnic Identity](Internalization of the thinness Ideal) → [Acculturation] → [Body Dissatisfaction]

The present study explored relationships among environmental influences, ethnic identity, acculturation, internalization of the thinness ideal, and body image experiences among Hispanic and Latina women living in the United States. The first goal was to investigate whether the relationships in the model were applicable to Hispanic and Latina women, with internalization of the thinness ideal playing a key role in mediating the relationship between environment and body experiences. The second goal was to develop a model to understand the relationships between ethnic identity, acculturation and body...
experiences. Although not previously explored in the literature, the identity confusion component of Stice’s (1994) model was investigated using ethnic identity and acculturation. Moreover, the inclusion of both ethnic identity and acculturation will allow for the distinction between the cognitive-developmental and affective components of ethnic identity and behavioral components represented by acculturation. In addition to this goal, *acculturative stress*, or the importance of the pressure to change or acculturate perceived by the individual, was included as a component of the model that has been overlooked in the existing literature. A third goal was to include a broad conceptualization of body image, concerns, and dissatisfaction that went beyond previous studies to include major components of body experiences: perceptual, cognitive, affective, and behavioral. Likewise, the measures utilized spanned both weight- and non weight-related body experiences, in accordance with Altabe’s (1998) suggestion.

There were two major hypotheses in this research. First, it was hypothesized that internalization of the thinness ideal would serve as a mediator between environmental influences and body experiences among women of color. Second, it was hypothesized that ethnic identity and acculturation would moderate the relationship between the environmental influences and internalization of the thinness ideal, with women at lower levels of ethnic identity and higher levels of acculturation and acculturative stress experiencing greater internalization of the thinness ideal.
CHAPTER 2

METHODS

Participants

Participants included 351 self-identified Hispanic and Latina women recruited from the students and staff at various universities and through multicultural organizations in the United States. These women were recruited from mass emails to organizations, listserves, and word of mouth. Forty cases were excluded based on age in order to maintain an age distribution between 18 and 40, as was initially proposed for the study. Next, the number of scale items needed to score each scale was determined a priori. Thirty four cases were deleted due to missing data.

The final sample included 277 Hispanic and Latina women between 18 and 40 years of age, with a mean age of 26.83 (SD=5.12). Further, the mean BMI was 26.23 (SD=6.31). For this sample, the majority of the participants were 2\textsuperscript{nd} generation at 52.3% (n=145), whereas 18.8% (n=52) were 1\textsuperscript{st} generation, 9.7% (n=27) were 3\textsuperscript{rd} generation, 9.4% (n=26) were 4\textsuperscript{th} generation, and 9.4% (n=26) were 5\textsuperscript{th} generation.

Of these women, 48.4% (n=133) were currently students, and 51.6% (n=143) were not students. Further, 21.3% (n=59) indicated that they were employed part-time, 63.5% (n=176) were employed full-time, 10.8% (n=30) were not employed, 1.4% (n=4) were self-employed, and 2.8% (n=8) indicated “other employment status.” Marital status included 59.9% (N=166) currently single, 10.5% (N=29) currently living with a long-
term partner, 25.3% (N=70) currently married, and 4.0% (N=11) currently separated or divorced.

Regarding their education, 1.4% (n=4) had a high school diploma/GED, 0.4% (n=1) attended a trade school, 14.4% (n=40) had some college, 6.1% (n=17) had a 2-year college degree, 48.7% (n=135) had a 4-year college degree, 22.0% (n=61) had a master’s degree, and 6.9% (n=19) had doctoral degree. Finally, 1.4% (n=4) had a total household income of $5,000-9,999, 2.2% (n=6) had $10,000-14,999, 5.4% (n=15) had $15,000-24,999, 10.8% (n=30) had $25,000-34,999, 18.1% (n=50) had $35,000-49,999, 27.1% (n=75) had $50,000-74,999, 14.4% (n=40) had $75,000-$99,999, 11.6% (n=32) had $100,000-149,999, and 6.9% (n=19) had $150,000 or more.

Measures

Demographics Form

Demographic information were collected, including age, self-reported height and weight (used to calculate Body Mass Index, or BMI), ethnicity and personal/parental country of origin, employment status, participant’s education level, personal/household income, religious affiliation, and marital status. BMI was calculated using the following formula: Weight in pounds divided by height in inches squared. This calculation is then multiplied by 703.

Environmental Influences

Environmental influences were assessed using the following measures: the Physical Appearance Related to Teasing Scale, the Negative and Positive
Communication Scales, and the Perceived Sociocultural Pressure Scale.

*Physical Appearance Related to Teasing Scale (PARTS; Thompson, Fabian, Moulton, & Dunn, 1991).* The PARTS is an 18-item scale that assesses history of experiences with being teased about weight and general appearance. The measure uses a 5-point Likert scale from “never” (1) to “frequently” (5) and scores range from 18 to 90. Higher scores indicate greater levels of perceived teasing about weight and shape by parents, siblings, and friends. This measure yields two subscales about teasing experiences: Weight and Appearance. Both subscales have adequate internal consistency (Weight =.91; Appearance =.71) (cited in Cash et al., 1999). The total PARTS score was calculated and used in all of the analyses. For the current sample, the internal consistency was excellent (α=.91).

*Negative & Positive Communication Scales (NCS & PCS; Kichler & Crowther, 2001).* This questionnaire assesses the perceived frequency of negative or positive familial and peer communication directed at the daughter by various family members, including mother, father, and siblings. From this form, two total scores were calculated by measuring the perceived frequency of negative or positive comments about appearance, teasing, and encouragement to diet by family members (mother, father, siblings) and peers toward the girl. These scores are based on Likert ratings between 1 and 5, where higher scores represent higher frequencies of family members' negative or positive communication towards their daughter. The internal consistency for the negative familial communication variable has been demonstrated to be $\alpha =.88$ (Kichler &
Crowther, 2001). Only the NCS was used in the current analyses, and the internal consistency for this sample was excellent (\(\alpha=.85\)).

*Perceived Sociocultural Pressure Scale* (PSP; Stice & Agras, 1998). This is an 8-item measure of perceived family friends, romantic partners and media pressures to be thin. The measure uses a 5-point Likert scale. Scores range from “none” (1) to “always” (5) and are computed by summing and calculating the mean. Higher scores indicate greater frequency of perceived pressure to be thin from media and people in one’s environment. This measure has excellent internal consistency (\(\alpha = .88\)), and has been shown to have adequate reliability and predictive validity (Stice, 2001; Stice & Agras, 1998; Stice, Ziemba et al., 1996). For the current sample, the internal consistency was at an excellent level (\(\alpha=.84\)).

**Ethnic Identity**

Ethnic Identity was assessed using the Multigroup Ethnic Identity Measure.

*Multigroup Ethnic Identity Measure* (MEIM; Phinney, 1992). This is a 20-item, self-report measure of ethnic identity that can be used with any ethnic group. The scale measures three aspects of identity: ethnic behaviors and practices, affirmation and belonging, and ethnic identity achievement. The 5-item Ethnic Identity Search (SEARCH) assesses the developmental and cognitive component of identity, while the 7-item Affirmation, Belonging, and Commitment (ABC) subscale assesses the affective component of identity. The 6-item Other-group Orientation (OO) subscale assesses attitudes about and orientation toward other ethnic groups. The mean of the items from SEARCH and ABC can be used in analyses to represent both the both aspects of cultural
identity. The measure uses a 4-point Likert scale. Scores range from “strongly disagree” (1) to “strongly agree” (4) and are computed by reversing negatively worded items, summing, and calculating the mean. The MEIM has good internal consistency for an ethnically diverse college sample and a high school sample ($\alpha = .90$ and $.81$, respectively) (Phinney, 1992). For minority groups, ethnic identity had a significant, positive correlation with self-esteem in both groups of students, but was generally unrelated to self-esteem in Caucasian groups (Phinney, 1992). For the current study, the mean of SEARCH and ABC combined was used in all analyses and the internal consistency for this sample was good ($\alpha=.79$).

**Acculturation**

Acculturation was assessed using the Acculturation Rating Scale for Mexican-Americans – II and the Multidimensional Acculturative Stress Inventory.

*Acculturation Rating Scale for Mexican-Americans – II* (ARSMA-II; Cuellar, Arnold, & Maldonado, 1995). The ARSMA-II assesses the level of acculturation in people of Mexican origin living in the United States. There are two parts to the questionnaire. The first part consists of 30 items and measures the level of involvement in the Latino culture and Anglo culture, while the second part consists of 18 items that measures the acceptance of attitudes and behaviors within the cultures. Items are rated on a 5-point Likert scale, that ranges from “not at all” (1) to “extremely often or almost always” (5). Acculturative types are generated using cut scores, including Traditional (1), High Bicultural, Low Bicultural, Assimilated, and Acculturated (5), with the level 1 representing least acculturated and 5 representing most acculturated.
In addition, two subscales can be calculated by summing items related to greater Mexican orientation or Anglo orientation. Internal consistency ranges from .68 to .91 for the two subscales and they have adequate reliability and validity (Cuellar, Arnold, & Maldonado, 1995). For the ARSMA-II – Mexican Orientation Scale (ARMOS), the internal consistency for the current sample was excellent (α = .84). For the ARSMA-II – Anglo Orientation Scale (ARAOS), the internal consistency was adequate (α = .70). An Acculturation score (AS) can be calculated by subtracting ARMOS from ARAOS in order to examine the level of involvement in the mainstream culture, while accounting for the amount of involvement in the culture of origin. Acculturation level is determined using cutting scores based on standard deviation units from the mean of their sample. The linear score is mapped onto a continuum from level I, Very Mexican Oriented to level V, Very assimilated; Anglicized. The AS was used for all analyses in the current study.

Multidimensional Acculturative Stress Inventory (MASI; Rodriguez, Mira, Myers, Garcia-Hernandez, 2002). The MASI expands on the construct of acculturation in that it assesses the amount of perceived pressure a person experiences to engage in acculturated practices (i.e. cognitions, behaviors). This is a 36-item measure using a 5-point Likert scale, ranging from “not at all stressful” (1) to “extremely stressful” (5). The measure yields four event total and four subjective stress factors: Spanish competency pressures, English competency pressures, Pressure to acculturate, and Pressure against acculturation. For the event total, scores range from 36 to 180 and are computed by summing the items. The four subscales have been shown to have adequate reliability (from .77 to .93) and have adequate validity (Rodriguez, Mira, Myers, Garcia-Hernandez,
2002). For the current study, the Subjective Stress Associated with Pressure to Acculturate Subscale was used for all analyses and the internal consistency for this sample was good ($\alpha = .79$).

**Internalization of the Thinness Ideal**

Internalization of the thinness ideal was assessed using the Sociocultural Attitudes towards Appearance Scale – Revised.

*Sociocultural Attitudes towards Appearance Scale – Revised* (SATAQ-R; Cusumano & Thompson, 1997). The SATAQ-R is a 21-item self-report measure used to assess women’s recognition and acceptance of societally sanctioned standards of appearance. The measure uses a 5-point Likert scale from “completely disagree” (1) to “completely agree” (5). The measure yields two scores: Awareness and Internalization. The total score ranges from 0-105, with higher scores indicating greater levels of reported awareness and internalization of the thinness ideal. The Awareness and Internalization subscales have good internal consistencies among college age samples (respectively, $\alpha = .83$ and .89), as well as acceptable test-retest reliability and validity (as cited in Cash et al., 1999; Heinberg et al., 1995). The Internalization subscale was used in all subsequent analyses and the internal consistency was at an excellent level ($\alpha = .90$).

**Body Experiences**

Body experiences were assessed using the following measures: the Eating Disorder Inventory – 2 – Body Dissatisfaction Subscale, Body Checking Questionnaire,
Figure Rating Scale, Contour Drawing Rating Scale, Body Shape Questionnaire, and Body Areas Satisfaction Scale.


Participants’ satisfaction or dissatisfaction with their bodies will be assessed using the 9-item Body Dissatisfaction subscale of the EDI-2. This subscale consists of nine items used to assess satisfaction with various body parts (e.g., thighs, hips, stomach) that are typically of greatest concern to individuals with eating disorders. The measure uses a 6-point Likert scale. Scores range from 0 to 54, with higher scores being associated with greater body image dissatisfaction. The Cronbach’s alpha for this scale has been reported .91, and the reliability and validity of the scale have been well documented (Garner, 1991; Garner, Olmstead, & Polivy, 1983; Phelps & Wilczenski, 1993). For the current sample, the internal consistency was excellent ($\alpha=0.89$).

*Body Checking Questionnaire* (BCQ; Reas, D.L., Whisenhunt, B.L., Netemeyer, R., & Williamson, D.A., 2002). This is a measure of the behavioral component of body experiences, in that it measures ritualistic body checking related to overall appearance, checking of specific body parts, and idiosyncratic checking rituals. The measure consists of 23 questions that are rated on a five-point Likert scale, ranging from never (1) to very often (5). Total scores range from 23 to 115. Scores are computed by summing all of the items for each of the individual subscales. The subscales have good internal consistency (.88, .92, .82, respectively) and good test-retest reliability (.94) (Reas et al., 2002). In addition, validity for this measure has been demonstrated (Reas et al., 2002). For the
current study, the total score was used for all analyses and the internal consistency was excellent ($\alpha=.93$).

*Figure Rating Scale* (FRS; Stunkard, Sorenson, & Schlusinger, 1983). This measure includes nine silhouettes that range from underweight to overweight (See Appendix F) and participants are asked to pick which silhouette represents how they usually feel they look, and then how they think they actually look. Finally, they are asked which silhouette represents their own ideal and the ideal of both men and women in their culture. This measure yields a discrepancy score between how participants feel they look and their own ideal. This discrepancy score was used in all subsequent analyses. The scale has good test-retest reliability (feel=.83, actual=.89, ideal=.71) (Thompson, & Altabe, 1991).

*Contour Drawing Rating Scale* (CRS; Thompson & Gray, 1995). Similar to the FRS, this measure includes nine schematic figures that range in size (See Appendix F). The CRS, however, focuses on the curve, or contour of the figures presented with detailed features and graduated sizes. Participants are asked to pick which silhouette represents how they usually feel they look, and then how they think they actually look. Finally, they are asked which silhouette represents their own ideal and the ideal of both men and women in their culture. This measure yields a discrepancy score between how they feel they look and their own ideal and this score was used in all subsequent analyses. The scale has good test-retest reliability (.79) (Thompson & Gray, 1995).

*Body Shape Questionnaire* (BSQ; Cooper, Taylor, Cooper, & Fairburn, 1987). This is a 34-item, self-report questionnaire, which measures body shape evaluation. This questionnaire
measures perceptions about “feeling fat” for both clinical and non-clinical populations. The measure uses a 6-point Likert scale and the total score is computed by summing the items. Scores can range from 34 to 206, with higher scores indicating greater body dissatisfaction. The BSQ has acceptable concurrent validity \([r = 35-.61\) between the BSQ and the Eating Attitudes Test and the Eating Disorder Inventory\] (Cooper et al., 1987). This measure has significant criterion validity in predicting group membership among groups established by self-report diagnostic criteria \((t = 11.7, \ p < .001\) (Cooper et al., 1987). For the current sample, the internal consistency was excellent \(\alpha = .97\).

**Body Areas Satisfaction Subscale** (BASS; Cash, 2000). The BSS is a subscale of the Multidimensional Body Self-Relations Questionnaire and is a 9-item measure of satisfaction with the size or appearance of areas of the body, such as face, hair, torso, and muscle tone. Higher scores indicate more satisfaction with most areas of the body, while lower scores indicate less satisfaction with most areas of the body. This subscale has acceptable internal consistency among normative samples \(\.77\) and acceptable one-month test-retest reliability among college samples \(\.74\) (Cash, 2000). For the current sample, the internal consistency was excellent \(\alpha = .84\).

**Procedure**

Data were collected using a 45-minute, self-report questionnaire battery. A description of the study and requirements for research participation were emailed to contacts listed on the official websites of universities and organizations found through online web searches. After permission was granted by each organization, the study description and requirements were posted on listserves and mass emails, with the request
that interested participants contact the principal researcher via email. Once an email was received, the participant was sent another email reiterating the purpose of the study and a time-limited password to gain entry to the online questionnaire. Following informed consent, the participants completed the following measures: the Demographics Form, PSP, PARTS, NCS, PCS, MEIM, ARSMA-II, MASI, SATAQ-R, EDI-BD, BCQ, BCS, BSQ, and the BASS. Participants completed the questionnaires online using a web-based format.
CHAPTER 3

RESULTS

Data Preparation

First, skewness and kurtosis were calculated for the measured variables. Both BMI (Test Statistic = 9.06) and the Figure Rating Scale (Test Statistic = 7.64) were significantly kurtotic, and the BMI was significantly skewed (Test Statistic = 2.13). Therefore, a Log10 transformation was performed on each measure. Following the transformation, BMI approached normality for skewness (Test Statistic=.88) and kurtosis (Test Statistic= 1.60), but the FRS remained significantly kurtotic (Test Statistic = 4.40). As the FRS measures a construct similar to the CRS and they were highly correlated ($r=.60, p<.01$), the FRS was dropped from the analysis as an indicator of the body experiences variable.

Factor Scores

Separate principal components factor analyses were used to create factor scores for the environmental influences and body experiences variables. For the regression analyses, the factor analytic procedure was used rather than summing the scales within each construct because it allows for the weighted contribution of each score. To create the environmental influences variable, a factor analysis was conducted using the PARTS, NCS, and PSP. The factor loadings for each measure were as follows PARTS, .77; NCS,
.90; and PSP, .84. To create the body experiences variable, a factor analysis was conducted using the EDI-BD, BCQ, CRS, and BASS. The factor loadings for each measure were as follows EDI-BD, .92; BCQ, .74; CRS, .74; and BASS, .90. The participant’s factor scores were used on all subsequent hierarchical multiple regression analyses.

**Intercorrelations Among Variables**

First, descriptive statistics were reported for all variables included in the current study. Then, Pearson's bivariate correlations were conducted between demographic, predictor, and dependent variables. The following demographic variables were explored as possible covariates: BMI, age, employment status, highest level of education achieved, personal/household income, marital status, and generational status.

Table 1 summarizes the descriptive statistics and bivariate correlation among demographic, predictor, moderator, and dependent variables included in the current study. BMI was significantly correlated with environmental influences ($r = .43, p < .01$), BSQ ($r = .44, p < .01$), and body experiences ($r = .48, p < .01$). Highest level of education achieved (EDUC) also was significantly correlated with the Body Shape Questionnaire (BSQ; $r = -.14, p < .05$), and body experiences ($r = -.14, p < .05$). Finally, generational status (GEN) was significantly related to BSQ ($r = .17, p < .01$), and body experiences ($r = .17, p < .01$). Due to the significant correlations with predictor and dependent variables, BMI, highest level of education achieved, and generational status were entered as covariates in subsequent multiple regression analyses.
### Table 1

**Zero-Order Correlations among Demographic, Predictor, Moderator, and Dependent Variables**

<table>
<thead>
<tr>
<th></th>
<th>Mean (SD)</th>
<th>BMI</th>
<th>AGE</th>
<th>INC</th>
<th>EDUC</th>
<th>ATT</th>
<th>MAR</th>
<th>GEN</th>
<th>ENV</th>
<th>INT</th>
<th>AS</th>
<th>SS</th>
<th>IDENT</th>
<th>BSQ</th>
<th>BE</th>
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<tbody>
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<td>BMI</td>
<td>26.53 (6.33)</td>
<td>1.00</td>
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<tr>
<td>AGE</td>
<td>26.82 (5.12)</td>
<td>.04</td>
<td>1.00</td>
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<tr>
<td>INC</td>
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<td></td>
<td>.10</td>
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<tr>
<td>EDUC</td>
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<td>.44*</td>
<td>.10</td>
<td>1.00</td>
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<tr>
<td>ATT</td>
<td>3.91 (2.26)</td>
<td>.12*</td>
<td></td>
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<td></td>
<td></td>
<td>.20**</td>
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</tr>
<tr>
<td>MAR</td>
<td>1.76 (1.05)</td>
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<td>.53*</td>
<td>.18*</td>
<td>.15*</td>
<td>.16*</td>
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<tr>
<td>GEN</td>
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<td>.10</td>
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<td>-0.03</td>
<td>.07</td>
<td>.14*</td>
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</tr>
<tr>
<td>ENV</td>
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<td>-0.03</td>
<td>-0.03</td>
<td>.07</td>
<td>.07</td>
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<td>.11</td>
<td>-0.02</td>
<td>.12*</td>
<td>.04</td>
<td>.03</td>
<td>.11</td>
<td>.15*</td>
<td>1.00</td>
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<tr>
<td>AS</td>
<td>.34 (.75)</td>
<td>.03</td>
<td>.05</td>
<td>.14*</td>
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<td>-0.04</td>
<td>.03</td>
<td>.48**</td>
<td>.02</td>
<td>.20*</td>
<td>1.00</td>
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</tr>
<tr>
<td>SS</td>
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<td>-0.09</td>
<td>-0.10</td>
<td>.003</td>
<td>-0.10</td>
<td>.02</td>
<td>-0.13*</td>
<td>.36*</td>
<td>-. *</td>
<td>-. *</td>
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<tr>
<td>IDENT</td>
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<td>.06</td>
<td>-0.01</td>
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<td>.02</td>
<td>-0.03</td>
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<td>-.003</td>
<td>.13*</td>
<td>-.35**</td>
<td>.18**</td>
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<td></td>
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<tr>
<td>BSQ</td>
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<td>.09</td>
<td>-1.4*</td>
<td>.002</td>
<td>.10</td>
<td>.17**</td>
<td>.69*</td>
<td>.28*</td>
<td>.13*</td>
<td>.24**</td>
<td>-.12*</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>BE</td>
<td>0.00 (1.00)</td>
<td>.48**</td>
<td>.05</td>
<td>.10</td>
<td>-1.4*</td>
<td>.05</td>
<td>.07</td>
<td>.17**</td>
<td>.61*</td>
<td>.25*</td>
<td>.18**</td>
<td>.18**</td>
<td>-.12</td>
<td>.87**</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Note.** BMI=Body Mass Index; INC=Total household income from all sources; EDUC=Highest level of education achieved; ATT=Student Status; MAR=Marital Status; GEN=Generational Status; ENV=Environmental Influences Factor; AS=Acculturation Score; SS=Subjective Stress; IDENT=MEIM mean; INT=SATAQ-R Internalization subscale; BSQ=Body Shape Questionnaire; BE=Body Experiences Factor.

*p<.05, two-tailed; **p<.01, two-tailed; ***p<.001, two-tailed.
Table 2 summarizes intercorrelations among predictor, mediating, moderating, and dependent variables included in the current study. For the predictor variable, environmental influences was found to be significantly correlated with internalization of the thin ideal ($r=.15, p<.05$), BSQ ($r= .69, p<.01$) and body experiences ($r=.61, p<.01$). Significant correlations were found between internalization of the thin ideal and both BSQ ($r=.28, p<.01$) and body experiences ($r=.25, p<.01$). BSQ and body experiences also were significantly associated ($r=.87, p<.01$).

Environmental influences also was significantly correlated with subjective stress associated with pressure to acculturate ($r=.36, p<.01$). Internalization of the thin ideal was significantly correlated with acculturation score ($r=.20, p<.01$) and ethnic identity ($r=-.13, p<.05$). The two acculturation moderators, acculturation score and subjective stress associated with pressure to acculturate, were also significantly correlated ($r=-.25, p<.01$). Finally, among the acculturation and identity moderators, acculturation score and ethnic identity were significantly correlated ($r=-.35, p<.01$), and subjective stress and ethnic identity were significantly correlated ($r=.17, p<.01$).

Regression Analyses - Tests of Mediation

It was hypothesized that internalization of the thinness ideal would serve as a mediator between environmental influences and body experiences. Based on Baron and Kenny’s (1986) guidelines for testing mediation, a series of four hierarchical linear regressions were performed. First, environmental influences (predictor) was examined as
Table 2

Zero-Order Correlations among Variables in the Model

<table>
<thead>
<tr>
<th></th>
<th>Mean (SD)</th>
<th>BMI</th>
<th>ENV</th>
<th>AS</th>
<th>SS</th>
<th>IDENT</th>
<th>INT</th>
<th>BSQ</th>
<th>BE</th>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS</td>
<td>5.08 (5.22)</td>
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<td>.36**</td>
<td>-.25**</td>
<td>1.00</td>
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</tr>
<tr>
<td>IDENT</td>
<td>3.44 (.45)</td>
<td>.09</td>
<td>.03</td>
<td>-.35**</td>
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<td>1.00</td>
<td></td>
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<tr>
<td>INT</td>
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<td>-.003</td>
<td>-.13*</td>
<td>1.00</td>
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<td></td>
</tr>
<tr>
<td>BSQ</td>
<td>105.39 (36.20)</td>
<td>.44**</td>
<td>.69**</td>
<td>.13</td>
<td>.24**</td>
<td>-.12*</td>
<td>.28**</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>BE</td>
<td>0.00 (1.00)</td>
<td>.48**</td>
<td>.61**</td>
<td>.18**</td>
<td>.18**</td>
<td>-.12</td>
<td>.25**</td>
<td>.87**</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Note. BMI=Body Mass Index; ENV=Environmental Influences Factor; AS=Acculturation Score; SS=Subjective Stress; IDENT=MEIM mean; INT=SATAQ-R Internalization subscale; BSQ=Body Shape Questionnaire; BE=Body Experiences Factor.

*p<.05, two-tailed; **p<.01, two-tailed; ***p<.001, two-tailed.
a predictor of internalization of the thin ideal (mediator). Second, environmental influences (predictor) was examined as a predictor of body experiences (dependent variable). Third, internalization of the thin ideal (mediator) was examined as a predictor of body experiences (dependent). If these relationships were found to be significant, environmental influences (predictor) and internalization of the thin ideal (mediator) were examined as predictors of body experiences (dependent variable). Mediation occurs when the relationship between environmental influences (predictor) and body experiences (dependent variable) was reduced when environmental influences and internalization were entered simultaneously. As indicated earlier, BMI, highest level of education achieved, and generational status were used as covariates in all regression analyses.

Initial Mediation Tests: Internalization of the Thinness Ideal.

The first goal was to test whether internalization of the thinness ideal mediated the relationship between environmental influences and body experiences among Hispanic and Latina women. The results are summarized in Table 3. For this sample, environmental influences significantly predicted body experiences ($\beta = .50, t = 10.08, p < .001$) and internalization of the thin ideal ($\beta = .21, t = 3.19, p < .01$). In addition, internalization of the thin ideal was significantly related to body experiences ($\beta = .31, t = 6.20, p < .001$). When environmental influences and internalization of the thin ideal were entered simultaneously, the magnitude of the relationship between environmental influences and body experiences was reduced but remained significant ($\beta = .45, t = 9.37, p < .001$). Internalization of the thin ideal decreased the proportion of variance in body experiences.
Table 3

*Standardized Coefficients of Paths in Analyses of the Mediating Effects for Body Evaluation and Body Experiences*

<table>
<thead>
<tr>
<th>Predictor to mediator</th>
<th>Mediator to dependent</th>
<th>Predictor to dependent without mediator</th>
<th>Predictor to dependent with mediator</th>
<th>Sobel Test Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT mediates ENV &amp; BSQ</td>
<td>.21**</td>
<td>.31***</td>
<td>.50***</td>
<td>.45***</td>
</tr>
<tr>
<td>BSQ mediates ENV &amp; BE</td>
<td>.61***</td>
<td>.82***</td>
<td>.50***</td>
<td>.02</td>
</tr>
<tr>
<td>INT mediates ENV &amp; BSQ</td>
<td>.21***</td>
<td>.28***</td>
<td>.61***</td>
<td>.57***</td>
</tr>
</tbody>
</table>

*Note.* ENV=Environmental Influences Factor; INT=SATAQ-R Internalization subscale; BSQ=Body Shape Questionnaire; BE=Body Experiences Factor. BMI, highest level of education achieved, & generational status were entered first as a covariate in all analyses.

*p<.05, two-tailed; **p<.01, two-tailed; ***p<.001, two-tailed.
scores accounted for by environmental influences by 14.47%. The results of a Sobel test indicated that this reduction was statistically significant (Test Statistic \(=4.37, p < .001\)). In summary, results were consistent with partial mediation, such that the relationship between environmental influences and body experiences was partially mediated by internalization.

In the original analysis, BSQ was included in the factor analysis of body experiences. The factor loadings were BSQ, .93; EDI, .91; BCQ, .77; CRS, .70; and BASS, .89. Results of comparable multiple regression analyses indicated that environmental influences significantly predicted body experiences (\(\beta = .65, t = 14.21, p < .001\)) and internalization of the thin ideal (\(\beta = .15, t = 2.53, p < .05\)). In addition, internalization of the thin ideal was significantly related to body experiences (\(\beta = .28, t = 4.69, p < .001\)). When environmental influences and internalization of the thin ideal were entered simultaneously, the magnitude of the relationship between environmental influences and body experiences was reduced but remained significant (\(\beta = .63, t = 13.83, p < .001\)). Thus, whether the BSQ was or was not part of the body experiences variable, the regression analyses yielded similar findings.

**Structural Equation Modeling & Post hoc analyses**

Structural equation modeling (SEM) was used to examine the hypothesized relationships among variables. More specifically, SEM was conducted to assess internalization of the thin ideal as a mediator of the relationship between environmental influences and body experiences. In the hypothesized model presented in Figure 1, environmental influences and body experiences are latent variables while internalization
Figure 1. Initial SEM Model with Internalization of the Thin Ideal mediating the Relationship between Environmental Influences and Body Experiences.

Note. BMI represents the transformed variable. Lack of pathways indicates that the variable is free to float in the analyses.

*p < .05, two-tailed; **p < .01, two-tailed; ***p < .001, two-tailed.
of the thinness ideal is a measured variable. BMI initially was entered as a variable that was free to affect other variables.

Prior to testing the model, the assumptions of linearity and multivariate normality were assessed using SPSS and EQS. After the first test of the model, results identified three cases with the largest contribution to Mardia’s coefficient. Therefore, these three cases were removed from the sample and the final SEM analysis was based on 274 participants.

The model was tested using EQS, version 6.1 (Bentler, 2004). Maximum likelihood (ML) procedures were used, which assume multivariate normality. Results for this structural model demonstrated a poor fit of the data: $\chi^2 (32, N=277) = 473.94, p<.001$, $CFI = .74$, $RMSEA = .21$, $SRMR = .29$, providing only marginal support for the model. Modifications based upon the Wald test and the Lagrange Multiplier test were conducted to develop a more parsimonious model with improved fit. Because all of the hypothesized pathways were significant, none were eliminated during this step. However, based on the recommendations of the Lagrange Multiplier test, three pathways were added to the original model. First, direct pathways were added between environmental influences, BSQ, which is a measure of body shape evaluation, and body experiences. Second, direct pathways also were added between environmental influences, internalization and BSQ. Finally, direct pathways were added from the transformed BMI to both environmental influences and body experiences. Figure 2 represents the revised model including all new pathways.
Figure 2. Standardized Coefficients for Modified SEM Model with Internalization of the Thin Ideal, BMI, and BSQ mediating the Relationship between Environmental Influences and Body Experiences.

Note. Double lines indicate the pathways that were fixed to 1.00. Dotted lines indicate pathways added to the final SEM model.

*p<.05, two-tailed; **p<.01, two-tailed; ***p<.001, two-tailed.
Results from the revised model provided a better fit to the data than the original model, $\chi^2 (31, N=274) = 197.46, p < .001, CFI = .90, RMSEA = .14, SRMR = .06$. This model converged on 15 iterations. Although the significant chi-square test is relatively high for the revised model, it does not indicate a poor model fit. The significance of the chi-square test is not a reliable way to assess the overall fit of the model with large sample sizes (Hoyle, 1995). A more appropriate method to measure the fit is to examine the corrected comparative fit index (CFI) and the standardized root mean square residual (SRMR, Hoyle, 1995). Hu and Bentler (1999) suggest using a “2-index presentation strategy.” They have suggested using cutoff values close to .90 for CFI, .08 for SRMR, and .06 for RMSEA for evaluating the adequacy of fit between the hypothesized model and the observed data. The cutoff recommended for the CFI indicates that 90% of the covariation in the data can be reproduced by the model. Although the CFI and SRMR from the current findings indicate adequate fit, the RMSEA remains relatively high. As seen in Figure 2, the standardized estimates for the revised model suggest that both INT and BSQ mediate the relationship between environmental influences and body experiences.

BMI exerted direct effects on environmental influences (standardized coefficient = .53) and body experiences (standardized coefficient = .22). Further, environmental influences were predictive of internalization of the thin ideal (standardized coefficient = .15) and BSQ (standardized coefficient = .76). Finally, internalization of the thin ideal was predictive of BSQ (standardized coefficient = .14) and body experiences (standardized coefficient = .10). BSQ (standardized coefficient = .77) was predictive of
body experiences. These results suggest that internalization of the thin ideal mediated the relationship between environmental influences and body shape evaluation and environmental influences and body experiences. Body shape evaluation also mediated the relationship between environmental influences and body experiences.

Post hoc Regression Analyses – Mediation

Based on the post hoc model modifications in SEM, two additional series of multiple hierarchical regression analyses were conducted to examine the two additional mediation pathways. One set of analyses examined BSQ as a mediator of the relationship between environmental influences and body experiences, while the second set of analyses examined internalization as a mediator of the relationship between environmental influences and BSQ. For each set, four hierarchical regressions were run using the aforementioned procedures indicated by Baron and Kenny (1986). BMI, highest level of education achieved, and generational status were used as covariates in all analyses.

The first set of multiple regression analyses tested whether a measure of body evaluation (BSQ) mediated the relationship between environmental influences (ENV) and body experiences (BE) among Hispanic and Latina women. As summarized in Table 3, results indicated environmental influences significantly predicted body experiences scores (β = .50, t = 10.08, p < .001) and BSQ scores (β = .61, t = 12.92, p < .001). In addition, BSQ was related significantly to body experiences scores (β = .82, t =24.80, p < .001). When environmental influences and BSQ were entered simultaneously, the magnitude of the relationship between environmental influences and body experiences was reduced and became nonsignificant (β =.02, t = .43, p = .67). BSQ decreased the
The second set of multiple regression analyses tested whether internalization of the thinness ideal (INT) mediated the relationship between environmental influences and BSQ among Hispanic and Latina women. Results indicated environmental influences significantly predicted BSQ scores ($\beta = .61, t = 12.92, p < .001$) and internalization of the thin ideal scores ($\beta = .21, t = 3.19, p < .01$). In addition, internalization of the thin ideal was related significantly to BSQ scores ($\beta = .28, t = 5.38, p < .001$). When environmental influences and internalization of the thin ideal were entered simultaneously, the magnitude of the relationship between environmental influences and BSQ was reduced but remained significant ($\beta = .57, t = 12.27, p < .001$). Internalization of the thin ideal decreased the proportion of variance in BSQ scores accounted for by environmental influences by 12.20%. The results of a Sobel test were significant, suggesting that internalization partially mediated the relationship between environmental influences and body shape evaluation (Test Statistic = 4.20, $p < .001$).

Multiple Regression Analyses - Tests of Moderation

In the current study, it was hypothesized that acculturative experiences, acculturative stress, and ethnic identity would moderate the relationship between the environmental influences and internalization of the thinness ideal, with women endorsing lower levels of ethnic identity and higher levels of acculturation and acculturative stress experiencing greater internalization of the thinness ideal. Three moderators were
investigated: acculturation score, subjective stress associated with pressure to acculturate, and ethnic identity.

Separate multiple regression analyses were run for each of the three moderators. Using internalization of the thin ideal scores as the dependent variable, BMI, highest level of education achieved, and generational status were entered first as control variables, the predictor variable (environmental influences) was entered second, the potential moderator (e.g., acculturation score) was entered third, and the interaction between the predictor and moderator (e.g., environment x acculturation score) last. Centered scores were used for all analyses. Baron and Kenny (1986) specify that moderation occurs when the interaction term adds variance significantly beyond the main effects of the predictors. For each significant interaction term, a decomposition analysis was run to see if the slope of the internalization of the thin ideal scores was significantly different from zero at either high or low levels of the moderator (one standard deviation above or below the mean, respectively) (Jaccard, Turrisi, & Wan, 1990).

Table 4 summarizes the results for acculturation. Results indicated that the covariates, the main effects of environmental influences and acculturation score, and the interaction term were significant. The covariates accounted for a significant portion of the variance in internalization of the thin ideal (3.2%), \( F(1,270)=2.99, p<.05 \), the main effect of environmental influences accounted for an additional 6.7% of the variance, \( F(1,269)=10.16, p<.01 \), the main effect of acculturation score accounted for an additional 9.8% of the variance \( F(1,268)=9.19, p<.01 \), and the interaction term accounted for an additional 11.3% of the variance, \( F(1,267)=4.45, p<.05 \). From the decomposition, the
Table 4

*Hierarchical Regression – Acculturation Score as a Moderator between Environmental Influences and Internalization of the Thin Ideal*

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>$R^2$</th>
<th>$\Delta R^2$</th>
<th>$\Delta R^2$ (F)</th>
<th>$\beta$</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI</td>
<td>.18</td>
<td>.03</td>
<td>.03</td>
<td>2.99*</td>
<td>-.15*</td>
</tr>
<tr>
<td>EDUC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.12*</td>
</tr>
<tr>
<td>GEN</td>
<td></td>
<td></td>
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<td></td>
<td>.02</td>
</tr>
<tr>
<td>ENV</td>
<td>.26</td>
<td>.07</td>
<td>.04</td>
<td>10.16**</td>
<td>.22***</td>
</tr>
<tr>
<td>AS</td>
<td>.31</td>
<td>.10</td>
<td>.03</td>
<td>9.19**</td>
<td>.18**</td>
</tr>
<tr>
<td>ENVxAS</td>
<td>.34</td>
<td>.11</td>
<td>.02</td>
<td>4.45*</td>
<td>.12*</td>
</tr>
</tbody>
</table>

*Note.* ENV=Environmental Influences Factor; AS=Acculturation Score. BMI, highest level of education achieved (EDUC), & generational status (GEN) were entered first as a covariate in all analyses. $\beta$ represents the level of significance of each variable in the final regression model.

*p<.05, two-tailed; **p<.01, two-tailed; ***p<.001, two-tailed.
slope was significantly different from zero at high levels of the acculturation score, \( t(270)=3.90, p<.01 \), but not low levels of the acculturation score, \( t(270)=1.41, p>.05 \). As Figure 3 indicates, the results indicate that at high levels of acculturation, there is a significant positive relationship between environmental influences and internalization of the thinness ideal.

As shown in Table 5, results for subjective stress associated with pressure to acculturate also yielded significant findings. The covariates accounted for a significant portion of the variance in internalization of the thin ideal (3.2\%), \( F(1,270)=2.99, p<.05 \). Further, the main effect of environmental influences accounted for an additional 6.7\% of the variance, \( F(1,269)=10.16, p<.01 \), the main effect of subjective stress accounted for an additional 7.0\% of the variance, \( F(1,268)=.61, p>.05 \), and the interaction term accounted for an additional 9.3\% of the variance, \( F(1,267)=7.01, p<.01 \). From the decomposition, the slope was significantly different from zero at low levels of subjective stress, \( t(270)=4.26, p<.01 \), but not at high levels of subjective stress, \( t(270)=1.48, p>.05 \). As depicted in Figure 4, the results indicate that at low levels of subjective stress related to pressure to acculturate, there is a significant positive relationship between environmental influences and internalization of the thinness ideal.

As Table 6 indicates, ethnic identity was not a significant moderator of the relationship between environmental influences and internalization of the thin ideal scores.
Figure 3. Acculturation Score as a Moderator of the Relationship between Environmental Influences and Internalization of the Thin Ideal.

Note.  *p<.05, two-tailed; **p<.01, two-tailed; ***p<.001, two-tailed.
### Table 5

**Hierarchical Regression – Subjective Stress as a Moderator between Environmental Influences and Internalization of the Thin Ideal**

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>$R^2$</th>
<th>$\Delta R^2$</th>
<th>$\Delta R^2$ (F)</th>
<th>$\beta$</th>
</tr>
</thead>
<tbody>
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<td>BMI</td>
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<td>.03</td>
<td>2.99*</td>
<td>-.15*</td>
</tr>
<tr>
<td>EDUC</td>
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<td>.61</td>
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<td>.09</td>
<td>.02</td>
<td>7.01**</td>
<td>-.17**</td>
</tr>
</tbody>
</table>

**Note.** ENV=Environmental Influences Factor; SS=Subjective Stress. BMI, highest level of education achieved (EDUC), & generational status (GEN) were entered first as a covariate in all analyses. $\beta$ represents the level of significance of each variable in the final regression model.  

*p<.05, two-tailed; **p<.01, two-tailed; ***p<.001, two-tailed.
Figure 4. Subjective Stress as a Moderator of the Relationship between Environmental Influences and Internalization of the Thin Ideal.

Note.  *p<.05, two-tailed;  **p<.01, two-tailed;  ***p<.001, two-tailed.
Table 6

*Hierarchical Regression – Ethnic Identity as a Moderator between Environmental Influences and Internalization of the Thin Ideal*

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>R²</th>
<th>ΔR²</th>
<th>ΔR² (F)</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI</td>
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<td>.03</td>
<td>.03</td>
<td>2.99*</td>
<td>-.15*</td>
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<tr>
<td>EDUC</td>
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<td>.12*</td>
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<tr>
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<tr>
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<td>.15</td>
<td>-.02</td>
</tr>
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</table>

*Note.* ENV=Environmental Influences Factor; IDENT=MEIM mean. BMI, highest level of education achieved (EDUC), & generational status (GEN) were entered first as a covariate in all analyses. β represents the level of significance of each variable in the final regression model.

*p<.05, two-tailed; **p<.01, two-tailed; ***p<.001, two-tailed.*
The covariates accounted for a significant portion of the variance in internalization of the thin ideal (3.2%), $F(1,270)=2.99, p<.05$. The main effects of environmental influences and ethnic identity were significant. The main effect of environmental influences accounted for an additional 6.7% of the variance, $F(1,269)=10.16, p<.01$, while the main effect of ethnic identity accounted for an additional 8.7% of the variance, $F(1,268)=5.73, p<.05$. Although not significant, the interaction term accounted for an additional 8.7% of the variance, $F(1,267)=.15, p>.05$.

**Post hoc SEM Analyses – Moderation**

To further investigate the moderating effect of acculturation on the relationship between environmental influences and internalization of the thin ideal, the revised model shown in Figure 2 was examined using SEM. To conduct this analysis, scores for the upper and lower tertiles of the acculturation score were calculated, yielding a high acculturation sample of 103 participants and a low acculturation sample of 105 participants, respectively. Then, the model was tested at each level of acculturation in order to compare the unstandardized path coefficients at high and low levels of acculturation. In each case, the same procedures described earlier in the initial SEM analyses were used.

Results showed that both of the two SEM analyses converged. The fit indices were examined at high [(χ² (31, N=103) = 104.93, $p < .001$, CFI = .87, RMSEA = .16, SRMR = .085)] and low [(χ² (31, N=105) = 92.84, $p < .001$, CFI = .89, RMSEA = .14, SRMR = .065)] levels of acculturation. Although the CFI fit indices were close, they fell
below the .90 cutoff recommended by Hu and Bentler (1999) that indicates acceptable fit. The RMSEA’s also were elevated.

Because this study focused on acculturation as a moderator between environmental influences and internalization of the thin ideal, the paths between environmental influences and internalization of the thin ideal were examined. As Figures 5 and 6 indicate, the unstandardized path coefficients between environmental influences and internalization of the thin ideal were .32 for highly acculturated individuals and -.09 for less acculturated individuals. Interestingly, the unstandardized path coefficients between environmental influences and body shape evaluation were 3.32 for highly acculturated individuals and 4.74 for less acculturated individuals. From these findings, the relationship between environmental influences and internalization of the thin ideal was stronger for those endorsing higher levels of acculturation, while the relationship between environmental influences and body shape evaluation was stronger for those endorsing lower levels of acculturation.
Figure 5. Unstandardized Coefficients for Post hoc Moderation Analyses with Highly Acculturated Individuals.

Note. Double lines indicate the pathways that were fixed to 1.00. Dotted lines indicate pathways added to the final SEM model.
Figure 6. Unstandardized Coefficients for Post hoc Moderation Analyses with Low Acculturated Individuals.

Note. Double lines indicate the pathways that were fixed to 1.00. Dotted lines indicate pathways added to the final SEM model.
CHAPTER 4

DISCUSSION

This research investigated internalization of the thin ideal as a mediator of the relationship between environmental influences and body experiences and ethnic identity and acculturation as moderators of the relationship between environmental influences and internalization of the thin ideal. As hypothesized, results indicated that internalization of the thinness ideal mediated the relationship between environmental influences and body experiences. More specifically, internalization of the thin ideal partially mediated the relationship between environmental influences and body experiences, with more negative communication and pressure from friends and family associated with greater internalization of the thin ideal, and greater internalization of the thin ideal, in turn, associated with more negative body experiences. Relatively low path coefficients between environmental influences, internalization of the thin ideal, and body experiences were unexpected results. Further, one intriguing finding involved the role of body shape evaluation, which emerged as a mediator of the relationship between environmental influences and body experiences.

Although it was hypothesized that both ethnic identity and acculturation would moderate the relationship between environmental influences and internalization of the thin ideal, the support for this hypothesis was mixed. Although both level of acculturation and subjective stress associated with pressure to acculturate were significant moderators,
ethnic identity was not. Findings revealed that at high levels of acculturation, the relationship between environmental influences and internalization of the thin ideal was significant, whereas at low levels of acculturation score, the relationship between environmental influences and internalization of the thin ideal was nonsignificant. Further, the relationship between environmental influences and internalization of the thin ideal was only significant at low rather than high levels of subjective stress associated with pressure to acculturate.

*Role of Internalization of the Thin Ideal*

Consistent with previous theory and research, the current findings indicate that more negative communication and pressure about appearance from friends and family is associated with greater internalization of the thin ideal, and greater internalization of the thin ideal is associated with more negative body experiences (Stice, 1994; Stice & Shaw, 2004; Warren et al., 2005). These relationships support those proposed in Stice’s (1994) model, although the magnitude of the relationships was not as strong as expected. Nevertheless, the current findings represent a first attempt to examine comprehensively the sociocultural model in a Hispanic and Latina population.

These results are consistent with those of Warren and colleagues (2005). Similar to the current study, they explored a model emphasizing the mediating role of thin ideal internalization and found that internalization of the thin ideal mediated the relationship between awareness of the thin ideal and body dissatisfaction, although they used awareness of sociocultural pressures for thinness instead of environmental influences as the predictor. In addition, their results indicated that Spanish American and Mexican
American women have lower rates of internalization of the thin ideal and body dissatisfaction than European American women. Similarly, Stice and Shaw (2004) found that compared to Asians and White women, Hispanic and Latina women had significantly lower levels of internalization of the thin ideal. Internalizing the thin ideal has been assumed to act as a powerful risk factor for body dissatisfaction (Stice, 1994). However, it may be that Hispanic and Latina women are protected by lower levels of internalization of this ideal, or it may be that other factors, such as evaluation of body shape, are more important predictors of negative body experiences. These results are an important step in understanding the intricacies of body experiences among Hispanic and Latina women.

One significant strength of the current study is that it extends the results to an older population. The current sample had a mean age of 26.83 and a mean BMI of 26.22, which is much older and heavier than that of previous research involving the sociocultural model. For example, the samples in the Warren et al. (2005) study had mean ages of 18.66 and 19.79 years and mean BMI’s of 21.16 and 23.68, which are much younger and thinner than the current sample. One question that may arise is whether the greater age of the current sample tempered the results with respect to the relationship among environmental influences, internalization of the thin ideal, and body experiences. However, in this sample, age was not significantly related to the predictor or dependent variables, although BMI was significantly related to environmental influences, BSQ scores, and body experiences. If one examines larger, more representative samples of Hispanic and Latina women, they tend to have higher BMI’s. Thus, these findings may have greater relevance for this population.
Role of Body Shape Evaluation

The emergence of body shape evaluation as a mediator of the relationship between environmental influences and body experiences was an interesting finding. Although initially not hypothesized or tested, body shape evaluation fully mediated the relationship between environmental influences and body experiences, whereas internalization of the thin ideal only partially mediated the relationship. Indeed, the strength of the path coefficients between environmental influences, body shape evaluation and body experiences were higher than those between environmental influences, internalization of the thin ideal, and body experiences. These findings indicate that for Hispanic and Latina women, it may be that their own evaluation of their body shape is more central to their experiences with body image than internalization of the dominant cultural ideals for thinness. These results suggest that body shape evaluation may be an important risk factor for negative body experiences requiring further study among Hispanic and Latina women. Unfortunately, it is unclear whether this relationship applies only to Hispanic and Latina women or more broadly to other women of color and Caucasian women.

In the past, researchers have conceptualized body image as a complex and multidimensional construct. Some have identified the importance of perceptual, affective, cognitive, and behavioral elements (Rosen, 1992; Thompson et al., 1999). Cooper and colleagues (1987) emphasized two separate but related parts of body image: body shape concerns and incorrect estimation of body size. Further, they highlighted experiences of “feeling fat” and developed the Body Shape Questionnaire to assess concerns about shape as phenomenologically distinct from other measures in the literature, such as those
examining dissatisfaction with body parts, bodily appearance, sensations in the body that are unpleasant, cosmetic appearance, and physical attractiveness.

These results support the unique role of the evaluation of body shape and feelings of “fatness” from other aspects of general body dissatisfaction described by previous theory and research. In this study, evaluation of one’s body shape emerged as a variable distinct from other perceptual, cognitive, and behavioral elements of body experiences, including a discrepancy between the perceptual judgment of how one feels she looks and her ideal body contour, satisfaction with specific body parts, and body checking behaviors. More importantly, these results suggest that for Hispanic and Latina women, higher levels of negative communication and pressure about appearance from friends and family are associated with their phenomenological experiences of their body, which then are associated with specific body-related cognitions and behaviors. For Hispanic and Latina women, it would appear that these negative environmental influences may affect how women feel about their bodies and the affective or feeling component of body image is then predictive of other body-related experiences. Prospective research may continue to refine the role of body shape evaluation in the development of body dissatisfaction and subsequent maladaptive eating attitudes and behaviors.

Role of Acculturative Experiences and Ethnic Identity

To my knowledge, no research has attempted to examine the relationships of acculturation and ethnic identity within the sociocultural model for Hispanic and Latina women. However, since the model was proposed in 1994, researchers have often identified the need to understand the impact of these variables on thin ideal
internalization. In the current study, acculturation, measured as the difference between mainstream orientation and orientation to one’s culture of origin, and subjective stress associated with pressure to acculturate were significant moderators. Contrary to the initial hypothesis, ethnic identity did not moderate the relationship between environmental influences and internalization of the thin ideal. These results highlight the complexity of the role of culture in the internalization of standards of beauty consistent with the thin ideal and indicate that both level of acculturation and acculturative stress are uniquely important.

According to the theories about the sociocultural model, body-related disturbances are developed in part based on one’s cultural interpretation of the standards of beauty regarding the thin ideal and risk may be increased by certain environmental factors (Gil-Kashiwarbara, 2002). In terms of the role of level of acculturation, past researchers have proposed that greater identification with the mainstream culture would be related to the adoption of the predominant ideals for dieting and thinness (e.g., Harris & Kuba, 1997; Root, 1990). The pressure to conform to western ideals has been labeled as an oppressive stress that impacts women of color in multiple ways. Results of the hierarchical multiple regression analyses support these suppositions as acculturation was a significant predictor of internalization of the thin ideal. What is interesting is that there is a significant relationship between negative communication and pressure from friends and family and internalization of the thin ideal only at higher levels of acculturation.

One possible explanation focuses on acculturation as a process of changing values related to appearance or beauty. Because highly acculturated women have adopted
mainstream beliefs and values, negative communication and pressure from family and friends may lead these women to value and adopt the thin ideal of Western society rather than the more curvaceous beauty ideal of Hispanic and Latino culture. Less acculturated individuals may be more comfortable with the curvaceous beauty ideal and negative communication and pressure may lead to more affectively based evaluation and concern of their body shapes.

Further, the role of shared Latino American cultural values also may aid in understanding the results regarding the experiences of the less acculturated women in this sample (Nagayama Hall & Barongan, 2002). Many Latino cultures value interdependence. For example, in familismo, family relationships and support outweigh the importance of the individual. In addition, for some women, the value of marianismo involves adopting the Virgin Mary as a model, by emphasizing spirituality, ability to withstand suffering, and expectations about sexual purity. In general, research on acculturation postulates that a person’s involvement and adherence to cultural values varies by their level of acculturation to the mainstream culture. Thus, it may be that for less acculturated women, adherence to these more traditional values may be more important than adoption of the thin ideal. Results from the current study are consistent with the supposition that acculturation changes the nature of the relationships between pressure from one’s social network and adopting mainstream values for beauty. The relationship between negative social pressure and affectively based evaluation of their body was stronger for less acculturated women than for those endorsing greater acculturation.
Rodriguez and colleagues’ (2002) have emphasized understanding the stress resulting from “cultural change.” This study not only addressed the role of acculturation, but also the perceived stress associated with it. These results indicated that at low levels of subjective stress related to pressure to acculturate, the relationship between environmental influences and internalization of the thinness ideal is significant and positive. Thus, the association between negative communication about appearance by friends and family and internalization of the thin ideal is exacerbated by less perceived pressure to acculturate.

Initially, this finding seems counterintuitive. For Hispanic and Latina women, it may be that negative environmental influences are associated with greater vulnerability to internalization of the thin ideal at low levels of pressure to acculturate because these women are either already engaging in acculturative practices or they believe that acculturation is positive and experience little conflict about mainstream values and ideals. The correlational analyses support this supposition as there was a significant negative correlation (r=-.24, representing a medium effect size) between acculturation score and subjective stress associated with pressure to acculturate. Perhaps, those who experience less stress about acculturating respond to negative comments and pressures about appearance by internalization the thin ideal. On the other hand, those who perceive higher levels of pressure to acculturate may feel strongly that the appearance ideals of their culture are more important than those of mainstream, and respond to negative communication and pressure from family and friends in other ways.
In perhaps the only study to examine a model incorporating acculturative stress, Perez and colleagues (2002) identified acculturative stress as a moderator between body dissatisfaction and symptoms of bulimia nervosa. Unfortunately, they did not explore the role of acculturative stress or body experiences in the same manner as the current study, so the results cannot be readily compared. However, one interesting point from their study that is applicable to the current one is that they argued that greater acculturative stress was a risk factor for a host of negative outcomes related to body image and eating disorder symptoms. The current results support this argument, as subjective stress associated with pressure to acculturate was significantly related to both negative body shape evaluation and body experiences.

Contrary to the initial hypothesis, ethnic identity did not moderate the relationship between environmental influences and internalization of the thin ideal. However, although ethnic identity was not a significant moderator, ethnic identity was significantly negatively related to internalization of the thin ideal and body shape evaluation and emerged as a significant predictor of internalization of the thin ideal. The current findings are consistent with the previous research on ethnic identity among women of color (Abrams, Allen, & Gray, 1993, Pumariega, 1986, Silber, 1986) that indicates that higher levels of ethnic identity are related to lower levels of eating and body related disturbances. These results suggest that ethnic identity still plays an important role in the experiences of Hispanic and Latina women. The negative relationships between both ethnic identity and internalization of the thin ideal and ethnic identity and body shape evaluation indicate that ethnic identity may provide some protection against Hispanic and
Latina women’s internalization of mainstream ideals for appearance and their evaluative experiences of their body shape.

One strength of this study is the relatively comprehensive assessment of the role of culture compared to that of previous research. That is, the current study emphasized consideration of each individual’s level of vulnerability using a more recent measure of the amount of subjective stress associated with acculturation, rather than just looking at level of ethnic identity, acculturation, or generation status. Consistent with previous theory (Gilbert, 2003; Lopez, Blix, & Blix, 1995; Perez, Voelz, Pettit, & Joiner, 2002; Rodriguez, Myers, Mira, Flores, & Garcia-Hernandez, 2002), findings indicated that acculturation and acculturative stress are important factors in the relationship between environmental influences and internalization of mainstream appearance ideals.

Limitations and Future Studies

First, although one aim was to include a broader range of ages, socioeconomic classes, and education levels, the current sample is by no means representative of all women, nor are the current results generalizable to clinical populations. All participants volunteered and self-identified as Hispanic or Latina. Therefore, these findings may only be applicable to populations similar in age, education, and generational status. Future studies should seek to replicate the current methods and results with as generalizable a sample as possible to the Hispanic and Latina population living in the United States. With large representative sample sizes, future research could examine the within group differences among Hispanic and Latina women of various nationalities. Further, looking at these relationships among a clinical sample of Hispanic and Latina women may yield
different patterns among the relationships tested, along with more direction for further research and treatment.

A second limitation is that the data for this study were collected on the Internet only, which raises questions regarding the validity of these findings. Fortunately, recent research indicates that online behavioral research tends to yield the same findings as laboratory research, so it is unlikely that generalizability of the results are limited to those who participate in online research (Birnbaum, 2001). A third limitation of the study is the self-report nature of the measures and potential for the impact of social desirability. Therefore, it may be that a host of factors influenced responses given by the participants. Although it would have been preferable to collect additional information from medical records, peers, employers, or family members, a multi-method approach was implausible due to temporal and financial limitations. A final limitation is that due to the cross-sectional design of the current study, causal inferences cannot be made with any certainty. Although the relationships among the constructs as drawn imply causality, the causal direction of the pathways cannot be assumed. Rather, longitudinal investigation of these relationships would be necessary to address the role of environmental influences, internalization of the thin ideal, and body shape evaluation.

In the original sociocultural model, Stice (1994) proposed additional variables that may play significant roles in the internalization of the thin ideal, body dissatisfaction, and the subsequent development of maladaptive eating attitudes and behaviors. Several additional variables that could be incorporated in future research are self-esteem, negative affect, restrained eating, and maladaptive eating attitudes and behaviors within several
groups of women of color. Based on research indicating a high prevalence of binge eating among women of color in particular, possible factors involved in the development and maintenance of binge eating disorder may be important (Fitzgibbon, et al, 1998). Although research has noted relatively high rates of prevalence of binge eating disorder and purging behaviors (i.e. laxative abuse), limited research exists to investigate within group characteristics that increase vulnerability to binge eating behavior (e.g., Fitzgibbon et al., 1998; Perez et al., 2002; Shaw et al., 2004; Stice, 1994). Variables of interest to be studied could include depression, state or trait anxiety, locus of control, and perceived stress and coping style to examine the perceived lack of control over eating and eating in service of mood regulation.

A final area of research is the need for greater emphasis on acculturation and acculturative stress. Although the current study attempted to investigate experiences with acculturation more comprehensively, it may be necessary to explore factors that increase or decrease this type of stress, such as experiences with racism, emigration status, and amount of exposure to Western values and ideals (Gilbert, 2003). As was discussed earlier, these variables could affect the amount of awareness and internalization of the thin ideal and prompt treatment implications for women of Hispanic or Latina origin. A prospective study involving acculturation, pressure to acculturate, and the perceived amount of stress related that that pressure may provide insight into the role of this complex construct, along with identifying possible changes to expect across the lifespan.

In summary, the current study investigated the sociocultural model by examining relationships among environmental influences, internalization of the thin ideal, and body
experiences. The role of body shape evaluation was identified as an unexpected but key variable for this Hispanic and Latina sample. More specifically, the phenomenological experience of one’s body shape emerged as a stronger predictor of the relationships in the sociocultural model than internalization of the thin ideal. Further, negative communication and pressure about appearance from the environment was also a significant predictor of both internalization of the thin ideal and negative body shape evaluation. Although unexplored in previous research, the moderating roles of acculturation and acculturative stress were highlighted by this study. It is clear that each aspect of culture plays a unique and separate role in women’s internalization of mainstream ideals for appearance. The findings indicate that future research should aim to replicate these findings and seek to explore within group experiences of each group of women of color living in the United States.
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the development of eating disorders. In Vandereycken, W., & Noordenbos, G., (Eds.). 


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APPENDIX A

DEMOGRAPHIC QUESTIONNAIRE
Demographic Information

Age _____  Height _____  Weight _____

How often do you weigh yourself? (check one):
____  1)  at the doctor’s office or for sports only
____  2)  monthly
____  3)  weekly
____  4)  daily
____  5)  more than once daily
____  6)  other ____________________________

When was the last time you weighed yourself? (check one):
____  1)  more than 1 year ago
____  2)  6 months ago
____  3)  in the past 3-4 months
____  4)  in the last month
____  5)  today
____  6)  other ____________________________

Education level (check highest level obtained):
____  1)  less than 8th grade
____  2)  8th grade
____  3)  some high school
____  4)  high school
____  5)  trade school
____  6)  some college
____  7)  2-year college
____  8)  4-year college
____  9)  Master’s level
____ 10)  Doctoral level

Employment status (check one):
____  1)  not currently employed
____  2)  employed part-time
____  3)  employed full-time
____  4)  other ____________________________

Occupation/job _____________________________

Your Annual Income (check one):
____  1)  Less than $5,000
____  2)  $5,000 to $9,999
____  3)  $10,000 to $14,999
____  4)  $15,000 to $24,999
____  5)  $25,000 to $34,999
____  6)  $35,000 to $49,999
____  7)  $50,000 to $74,999
85

___ 8) $75,000 to $99,999
___ 9) $100,000 to $149,999
___ 10) $150,000 or more

Your Household’s Annual Income (check one for all sources of income in your household):
___ 1) Less than $5,000
___ 2) $5,000 to $9,999
___ 3) $10,000 to $14,999
___ 4) $15,000 to $24,999
___ 5) $25,000 to $34,999
___ 6) $35,000 to $49,999
___ 7) $50,000 to $74,999
___ 8) $75,000 to $99,999
___ 9) $100,000 to $149,999
___ 10) $150,000 or more

Who lives in your household? (check one):
___ 1) I live alone
___ 2) I live with one person (Please list relationship)
___ 3) I live with two people (Please list relationships)
___ 4) I live with three people (Please list relationships)
___ 5) Other (Please specify # and relationships):

Your ethnic origin (check one):
___ 1) American Indian or Alaskan Native
___ 2) African American/Black
___ 3) Asian, Asian American, Asian Indian, or Pacific Islander
___ 4) Caucasian/White
___ 5) Hispanic/Latina
___ 6) Other (please specify: ________________________________)

Your nation of origin (Where you were born): _______________________

Mother’s ethnic origin (check one):
___ 1) American Indian or Alaskan Native
___ 2) African American/Black
___ 3) Asian, Asian American, or Pacific Islander
___ 4) Caucasian/White
___ 5) Hispanic/Latina
___ 6) Other (please specify: ________________________________)

Mother’s nation of origin (Where she was born): ___________________
Father’s ethnic origin (check one):
___ 1) American Indian or Alaskan Native
___ 2) African American/Black
___ 3) Asian, Asian American, or Pacific Islander
___ 4) Caucasian/White
___ 5) Hispanic/Latino
___ 6) Other (please specify: ____________________________)

Father’s nation of origin (Where he was born): _________________________

Your religious affiliation (check one):
___ 1) Catholic
___ 2) Methodist
___ 3) Presbyterian
___ 4) Lutheran
___ 5) Jewish
___ 6) Other (please specify: ____________________________)

Your marital status (check one):
___ 1) Single
___ 2) Living with long-term partner
___ 3) Married
___ 4) Married, but separated
___ 5) Divorced
___ 6) Widowed

Have you ever sought or received treatment for an eating problem?
___ 1) Yes (please specify: ____________________________)
___ 2) No

Have you ever been diagnosed with an eating disorder?
___ 1) Yes (please specify: ____________________________)
___ 2) No
APPENDIX B

ENVIRONMENTAL INFLUENCES
<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When you were a child, did you feel that your peers were staring at you because you were overweight?</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>2. When you were a child, did you ever feel like people were making fun of you because of your weight?</td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td>3. Were you ridiculed as child about being overweight?</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td>4. When you were a child, did people make jokes about your being too big?</td>
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<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>5. When you were a child, were you laughed at for trying out for sports because you were heavy?</td>
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<td>5</td>
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<tr>
<td>6. Did your brothers or other male relatives call you names like “fatso” when they got angry at you?</td>
<td></td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>7. Did your father ever make jokes that referred to your weight?</td>
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<td>1</td>
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<td>3</td>
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<td>5</td>
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<tr>
<td>8. Did other kids call you derogatory names that related to your size of weight?</td>
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<td>3</td>
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<td>5</td>
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<tr>
<td>9. Did you ever feel like people were pointing at you because of your size or weight?</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>10. Were you the brunt of family jokes because of your weight?</td>
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<td>5</td>
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<tr>
<td>11. Did people point you out of a crowd because of your weight?</td>
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<tr>
<td>12. Did you ever hear your classmates snicker or laugh when you walked into a classroom alone?</td>
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<td>13. When you were growing up, did people say you dressed funny?</td>
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<td>4</td>
<td>5</td>
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<td>14. Did people say you had funny teeth?</td>
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<td>5</td>
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<td>15. Did kids call you funny looking?</td>
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<tr>
<td>16. Did other kids tease you about wearing clothes that didn’t match or were out of style?</td>
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<tr>
<td>17. Did other kids make jokes about your hair?</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td>18. When you were a child, were you scoffed at for looking like a weakling?</td>
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<td>1</td>
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</tbody>
</table>
**NCS & PCS**

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How frequently are you teased about your weight?</td>
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<tr>
<td>2. How frequently has your mother encouraged you to lose weight?</td>
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<tr>
<td>3. How frequently has your mother encouraged you to GAIN weight?</td>
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<tr>
<td>4. How frequently has your father encouraged you to lose weight?</td>
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<tr>
<td>5. How frequently has your father encouraged you to GAIN weight?</td>
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<tr>
<td>6. How frequently has your siblings (brothers &amp; sisters) encouraged you to lose weight?</td>
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</tr>
<tr>
<td>7. How frequently has your siblings (brothers &amp; sisters) encouraged you to GAIN weight?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8. How frequently have your friends encouraged you to lose weight?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How frequently have your friends encouraged you to GAIN weight?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. How frequently has your mother made negative comments about your physical appearance?</td>
<td></td>
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</tr>
<tr>
<td>11. How frequently has your mother made positive comments about your physical appearance?</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>12. How frequently has your father made negative comments about your physical appearance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. How frequently has your father made positive comments about your physical appearance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. How frequently have your siblings (brothers &amp; sisters) made negative comments about your physical appearance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. How frequently have your siblings (brothers &amp; sisters) made positive comments about your physical appearance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. How frequently have your friends made negative comments about your physical appearance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. How frequently have your friends made positive comments about your physical appearance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using the following scale, please circle the response that best captures your own experience.

Never  Rarely  Sometimes  Often  Always
1   2   3   4   5

1. I’ve felt pressure from my friends
to lose weight.
   1   2   3   4   5

2. I’ve noticed a strong message from
my friends to have a thin body.
   1   2   3   4   5

3. I’ve felt pressure from my family to
lose weight.
   1   2   3   4   5

4. I’ve noticed a strong message from
my family to have a thin body.
   1   2   3   4   5

5. I’ve felt pressure from people I’ve
dated to lose weight.
   1   2   3   4   5

6. I’ve noticed a strong message from
people I have dated to have a thin
body.
   1   2   3   4   5

7. I’ve felt pressure from the media
(e.g., TV, magazines) to lose
weight.
   1   2   3   4   5

8. I’ve noticed a strong message from
the media to have a thin body.
   1   2   3   4   5
APPENDIX C

ETHNIC IDENTITY
In this country, people come from a lot of different cultures and there are many different words to describe the different backgrounds or ethnic groups that people come from. Some examples of the names of ethnic groups are Mexican-American, Hispanic, Black, Asian-American, American Indian, Anglo-American, and White. Every person is born into an ethnic group, or sometimes two groups, but people differ on how important their ethnicity is to them, how they feel about it, and how much their behavior is affected by it. These questions are about your ethnicity or your ethnic group and how you feel about it or react to it.

Use the numbers given below to indicate how much you agree or disagree with each statement.

<table>
<thead>
<tr>
<th></th>
<th>4: Strongly agree</th>
<th>3: Somewhat agree</th>
<th>2: Somewhat disagree</th>
<th>1: Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have spent time trying to find out more about my own ethnic group such as its history, traditions, and customs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>I am active in organizations or social groups that include mostly members of my own ethnic group.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>I have a clear sense of my ethnic background and what it means for me.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>I like meeting and getting to know people from ethnic groups other than my own.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>I think a lot about how my life will be affected by my ethnic group membership.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>I am happy that I am a member of the group I belong to.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>I sometimes feel it would be better if different ethnic groups didn’t try to mix together.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>I am not very clear about the role of my ethnicity in my life.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>I often spend time with people from ethnic groups other than my own.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>I really have not spent much time trying to learn more about the culture and history of my ethnic group.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>I have a strong sense of belonging to my own ethnic group.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>I understand pretty well what my ethnic group membership means to me, in terms of how to relate to my own group and other groups.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>13.</td>
<td>In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>14. I have a lot of pride in my ethnic group and its accomplishments.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. I don’t try to become friends with people from other ethnic groups.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. I participate in cultural practices of my own group, such as special food, music, or customs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. I am involved in activities with people from other ethnic groups.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. I feel a strong attachment towards my own ethnic group.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. I enjoy being around people from ethnic groups other than my own.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20. I feel good about my cultural or ethnic background.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX D

ACCULTURATION
a) Last grade you completed in school: (Circle your choice)
   1. Elementary-6
   2. 7-8
   3. 9-12
   4. 1-2 years of college
   5. 3-4 years of college
   6. College graduate and higher

b) In what country? _______________________

c) Circle the generation that best applies to you. Circle only one.
   1. 1st generation = You were born in a country other than USA.
   2. 2nd generation = You were born in USA; either parent born in another country.
   3. 3rd generation = You were born in USA, both parents born in USA and all grandparents born in another country.
   4. 4th generation = You and your parents born in USA and at least one grandparent born in another country with remainder born in the USA.
   5. 5th generation = You and your parents born in the USA and all grandparents born in the USA.
### SCALE 1

(Circle a number between 1-5 next to each item that best applies.)

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Very little or not very often</th>
<th>Moderately</th>
<th>Much or very often</th>
<th>Extremely often almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I speak Spanish.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I speak English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I enjoy speaking Spanish.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I associate with Anglos.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>I associate with Hispanics and/or Hispanic Americans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>I enjoy listening to Spanish language music.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>I enjoy listening to English language music.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>I enjoy Spanish language TV.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>I enjoy English language TV.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>I enjoy English language movies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>I enjoy Spanish language movies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>I enjoy reading (e.g., books in Spanish).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>I enjoy reading (e.g., books in English).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>I write (e.g., letters in Spanish).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>I write (e.g., letters in English).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>My thinking is done in the English language.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>My thinking is done in the Spanish language.</td>
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<td>2</td>
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<tr>
<td>13.</td>
<td>My contact with Hispanic countries has been:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14.</td>
<td>My contact with the USA has been:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>My father identifies or identified himself as Hispanic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>My mother identifies or identified herself as Hispanic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>My friends, while I was growing up, were of Hispanic origin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18.</td>
<td>My friends while I was growing up, were of Anglo origin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19.</td>
<td>My family cooks Hispanic foods.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>My friends now are of Anglo origin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>My friends now are of Hispanic origin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>I like to identify myself as an Anglo American.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>I like to identify myself as a Hispanic American.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
<td>I like to identify myself as Hispanic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>I like to identify myself as an American.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>Not at all</td>
<td>Very little or not very often</td>
<td>Moderately</td>
<td>Much or very often</td>
<td>Extremely often almost always</td>
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</tr>
<tr>
<td>1</td>
<td>I have difficulty accepting some ideas held by Anglos.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I have difficulty accepting certain attitudes held by Anglos.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I have difficulty accepting some behaviors exhibited by Anglos.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I have difficulty accepting some values held by some Anglos.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I have difficulty accepting certain practices and customs commonly found in some Anglos.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I have, or think I would have, difficulty accepting Anglos as close personal friends.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I have difficulty accepting ideas held by some Hispanics.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I have difficulty accepting certain attitudes held by Hispanics.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I have difficulty accepting some behaviors exhibited by Hispanics.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I have difficulty accepting some values held by some Mexicans.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I have difficulty accepting certain practices and customs commonly found in some Hispanics.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Use the same scale to Answer question 1-18 below).
<table>
<thead>
<tr>
<th></th>
<th>Very little or not very often</th>
<th>Moderately</th>
<th>Much or very often</th>
<th>Extremely often or almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I have, or think I would have, difficulty accepting Hispanics as close personal friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. I have difficulty accepting ideas held by some Hispanic Americans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. I have difficulty accepting certain attitudes held by Hispanic Americans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. I have difficulty accepting some behaviors exhibited by Hispanic Americans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. I have difficulty accepting some values held by Hispanic Americans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. I have difficulty accepting certain practices and customs commonly found in some Hispanic Americans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. I have, or think I would have, difficulty accepting Hispanic Americans as close personal friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Below is a list of situations that as a Mexican/Latino you may have experienced. Read each item carefully and first decide whether or not you have experienced that situation during the past 3 months. If you have experienced the situation during the past 3 months, circle YES. Then circle the number that best represents HOW STRESSFUL the situation has been for you. If you have not experienced the situation during the past 3 months, circle NO, and go to the next item.

1. I have a hard time understanding others when they speak English.
   YES           NO
   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #2.

   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful

2. I have a hard time understanding others when they speak Spanish.
   YES           NO
   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #3.

   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful

3. I feel pressure to learn Spanish.
   YES           NO
   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #4.

   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful

4. It bothers me that I speak English with an accent.
   YES           NO
   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #5.

   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful
5. It bothers me that I speak Spanish with an accent.

   YES       NO

   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #6.

   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful

6. Since I don’t speak English well, people have treated me rudely or unfairly.

   YES       NO

   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #7.

   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful

7. I have been discriminated against because I have difficulty speaking English.

   YES       NO

   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #8.

   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful

8. I don’t speak English or don’t speak it well.

   YES       NO

   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #9.

   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful

9. I don’t speak Spanish or don’t speak it well.

   YES       NO

   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #10.

   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful

10. I feel pressure to learn English.

    YES       NO
If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #11.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tr>
<td></td>
<td>Not At All</td>
<td>A Little</td>
<td>Somewhat</td>
<td>Very</td>
<td>Extremely</td>
</tr>
<tr>
<td></td>
<td>Stressful</td>
<td>Stressful</td>
<td>Stressful</td>
<td>Stressful</td>
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</tr>
</tbody>
</table>

11. I feel uncomfortable being around people who only speak English.

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #12.

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<td>Not At All</td>
<td>A Little</td>
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12. I feel uncomfortable being around people who only speak Spanish.

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #13.

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13. It bothers me when people assume that I speak English.

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #14.

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<td>Stressful</td>
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</table>

14. It bothers me when people assume that I speak Spanish.

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #15.

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</table>

15. Since I don’t speak Spanish well, people have treated me rudely or unfairly.

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #16.

<table>
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</tbody>
</table>
16. I have been discriminated against because I have difficulty speaking Spanish.
   
   YES  NO
   
   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #17.
   
   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful
   
   17. It bothers me when people pressure me to assimilate to the American ways of doing things.
   
   YES  NO
   
   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #18.
   
   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful
   
   18. It bothers me when people don’t respect my Hispanic/Latino values (e.g., family).
   
   YES  NO
   
   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #19.
   
   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful
   
   19. It bothers me when people don’t respect my American values (e.g., independence).
   
   YES  NO
   
   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #20.
   
   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful
   
   20. I am self-conscious about my Hispanic/Latino background.
   
   YES  NO
   
   If you answered YES, how stressful has this situation been during the past 3 months?
   If you answered NO, go to #21.
   
   1 2 3 4 5
   Not At All A Little Somewhat Very Extremely
   Stressful Stressful Stressful Stressful Stressful
   
   
   YES  NO
If you answered YES, how stressful has this situation been during the past 3 months?  
If you answered NO, go to #22.

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</table>

22. Because of my cultural background, I have a hard time fitting in with Americans.  
   YES     NO  
   If you answered YES, how stressful has this situation been during the past 3 months?  
   If you answered NO, go to #23.

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</table>

23. Because of my cultural background, I have a hard time fitting in with Mexicans/Latinos.  
   YES     NO  
   If you answered YES, how stressful has this situation been during the past 3 months?  
   If you answered NO, go to #24.

<table>
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</table>

24. I don’t feel accepted by Hispanics/Latinos.  
   YES     NO  
   If you answered YES, how stressful has this situation been during the past 3 months?  
   If you answered NO, go to #25.

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</table>

25. I don’t feel accepted by Americans.  
   YES     NO  
   If you answered YES, how stressful has this situation been during the past 3 months?  
   If you answered NO, go to #26.

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</table>

26. I have had conflicts with others because I prefer American customs (e.g., celebrating Halloween, Thanksgiving) over Hispanic/Latino ones (e.g., celebrating Dia de los Muertos, Quinceañeras).  
   YES     NO  
   If you answered YES, how stressful has this situation been during the past 3 months?  
   If you answered NO, go to #27.

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</table>
27. I have had conflicts with others because I prefer Hispanic/Latino customs (e.g., celebrating Dia de los Muertos, Quinceañeras) over American ones (e.g., celebrating Halloween, Thanksgiving).

YES   NO

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #28.

1  2  3  4  5
Not At All  A Little  Somewhat  Very  Extremely
Stressful  Stressful  Stressful  Stressful  Stressful

28. People look down upon me if I practice Hispanic/Latino customs.

YES   NO

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #29.

1  2  3  4  5
Not At All  A Little  Somewhat  Very  Extremely
Stressful  Stressful  Stressful  Stressful  Stressful

29. People look down upon me if I practice American customs.

YES   NO

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #30.

1  2  3  4  5
Not At All  A Little  Somewhat  Very  Extremely
Stressful  Stressful  Stressful  Stressful  Stressful

30. I feel uncomfortable when I have to choose between Hispanic/Latino and American ways of doing things.

YES   NO

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #31.

1  2  3  4  5
Not At All  A Little  Somewhat  Very  Extremely
Stressful  Stressful  Stressful  Stressful  Stressful

31. I feel uncomfortable because my family does not know American ways of doing things.

YES   NO

If you answered YES, how stressful has this situation been during the past 3 months?
If you answered NO, go to #32.

1  2  3  4  5
Not At All  A Little  Somewhat  Very  Extremely
Stressful  Stressful  Stressful  Stressful  Stressful

32. I feel uncomfortable because my family does not know Hispanic/Latino ways of doing things.

YES   NO
If you answered YES, how stressful has this situation been during the past 3 months? 
If you answered NO, go to #33.

1  2  3  4  5  
Not At All  A Little  Somewhat  Very  Extremely 
Stressful  Stressful  Stressful  Stressful  Stressful

33. I feel uncomfortable when others expect me to know American ways of doing things.  
YES  NO 

If you answered YES, how stressful has this situation been during the past 3 months? 
If you answered NO, go to #34.

1  2  3  4  5  
Not At All  A Little  Somewhat  Very  Extremely 
Stressful  Stressful  Stressful  Stressful  Stressful

34. I feel uncomfortable when others expect me to know Hispanic/Latino ways of doing things.  
YES  NO 

If you answered YES, how stressful has this situation been during the past 3 months? 
If you answered NO, go to #35.

1  2  3  4  5  
Not At All  A Little  Somewhat  Very  Extremely 
Stressful  Stressful  Stressful  Stressful  Stressful

35. At times, I wish that I were more American.  
YES  NO 

If you answered YES, how stressful has this situation been during the past 3 months? 
If you answered NO, go to #36.

1  2  3  4  5  
Not At All  A Little  Somewhat  Very  Extremely 
Stressful  Stressful  Stressful  Stressful  Stressful

36. At times, I wish that I were more Hispanic/Latino.  
YES  NO 

If you answered YES, how stressful has this situation been during the past 3 months? 
If you answered NO, go to #36.
APPENDIX E

INTERNALIZATION OF THE THINNESS IDEAL
SATAQ-R

Please read each of the following items, and circle the number that best reflects your agreement with the statement.

<table>
<thead>
<tr>
<th>Completely Disagree</th>
<th>Neither disagree or agree</th>
<th>Completely Agree</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>5</td>
<td>1</td>
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</tbody>
</table>

1. I would like my body to look like the women who appear in TV shows and movies.
   1 2 3 4 5

2. I believe that clothes look better on women that are in good physical shape.
   1 2 3 4 5

3. Music videos that show women who are in good physical shape make me wish that I were in better physical shape.
   1 2 3 4 5

4. I do not wish to look like the female models who appear in magazines.
   1 2 3 4 5

5. I tend to compare my body to TV and movie stars.
   1 2 3 4 5

6. In our society, fat people are regarded as attractive.
   1 2 3 4 5

7. Photographs of physically fit women make me wish that I had a better muscle tone.
   1 2 3 4 5

8. Attractiveness is very important if you want to get ahead in our culture.
   1 2 3 4 5

9. It’s important for people to look attractive if they want to succeed in today’s culture.
   1 2 3 4 5

10. Most people believe that a toned and physically fit body improves how you look.
    1 2 3 4 5

11. People thin that the more attractive you are, the better you look in clothes.
    1 2 3 4 5

12. In today’s society, it’s not important to always look attractive.
    1 2 3 4 5

13. I wish I looked like the women pictured in magazines who model underwear.
    1 2 3 4 5

14. I often read magazines and compare my appearance to the female models.
    1 2 3 4 5

15. People with well-proportioned bodies look better in clothes.
    1 2 3 4 5
<p>| | | | | |</p>
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<tr>
<td>16. A physically fit women is admired for her looks more than someone who is not fit and tones.</td>
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<td>4</td>
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<tr>
<td>17. How I look does not affect my mood in social situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>18. People find individuals who are in shape more attractive than individuals who are not in shape.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>19. In our culture, someone with a well-built body has a better chance of obtaining success.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>20. I often find myself comparing my physique to that of athletes pictured in magazines.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>21. I do not compare my appearance to people I consider very attractive.</td>
<td>1</td>
<td>2</td>
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</table>
APPENDIX F

BODY EXPERIENCES
EDI – BD

The items below ask about your attitudes and feelings about your body. For each item, decide if the item is true about you Always, Usually, Often, Sometimes, Rarely, or Never. Circle the word that describes what is true for you. For example, if your answer for an item is Often, you would circle the word Often for that item. Answer all of the items, making sure that you circle the word for the answer that is true about you. If you need to change an answer, erase cleanly and then circle the correct word.

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<tbody>
<tr>
<td>1.</td>
<td>I think my stomach is too big.</td>
<td>Always</td>
<td>Usually</td>
<td>Often</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Never</td>
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<tr>
<td>2.</td>
<td>I think my thighs are too big.</td>
<td>Always</td>
<td>Usually</td>
<td>Often</td>
<td>Sometimes</td>
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<tr>
<td></td>
<td>Never</td>
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<tr>
<td>3.</td>
<td>I think my stomach is the right size.</td>
<td>Always</td>
<td>Usually</td>
<td>Often</td>
<td>Sometimes</td>
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<tr>
<td></td>
<td>Never</td>
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<tr>
<td>4.</td>
<td>I feel happy with the shape of my body.</td>
<td>Always</td>
<td>Usually</td>
<td>Often</td>
<td>Sometimes</td>
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<tr>
<td></td>
<td>Never</td>
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<td>5.</td>
<td>I like the shape of my buttocks.</td>
<td>Always</td>
<td>Usually</td>
<td>Often</td>
<td>Sometimes</td>
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<td></td>
<td>Never</td>
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<td>6.</td>
<td>I feel fat.</td>
<td>Always</td>
<td>Usually</td>
<td>Often</td>
<td>Sometimes</td>
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<td></td>
<td>Never</td>
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<td>7.</td>
<td>I think my legs are the right size.</td>
<td>Always</td>
<td>Usually</td>
<td>Often</td>
<td>Sometimes</td>
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<td></td>
<td>Never</td>
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<td>8.</td>
<td>I think my behind is too large.</td>
<td>Always</td>
<td>Usually</td>
<td>Often</td>
<td>Sometimes</td>
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<td></td>
<td>Never</td>
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<tr>
<td>9.</td>
<td>I think my hips are just the right size.</td>
<td>Always</td>
<td>Usually</td>
<td>Often</td>
<td>Sometimes</td>
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<td></td>
<td>Never</td>
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**BCQ**

Circle the number which best describes how often you engage in these behaviors at the present time.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
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<tbody>
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</table>

1. I check to see if my thighs spread when I’m sitting down. | 1 2 3 4 5 |
2. I pinch my stomach to measure fatness. | 1 2 3 4 5 |
3. I have special clothes, which I try on to make sure they still fit. | 1 2 3 4 5 |
4. I check the diameter of my wrist to make sure it’s the same size as before. | 1 2 3 4 5 |
5. I check my reflection in glass doors or car windows to see how I look. | 1 2 3 4 5 |
6. I pinch my upper arms to measure fatness. | 1 2 3 4 5 |
7. I touch underneath my chin to make sure I don’t have a “double chin.” | 1 2 3 4 5 |
8. I look at others to see how my body size compares to their body size. | 1 2 3 4 5 |
9. I rub (or touch) my thighs while sitting to check for fatness. | 1 2 3 4 5 |
10. I check the diameter of my legs to make sure they’re the same size as before. | 1 2 3 4 5 |
11. I ask others about their weight or clothing size so I can compare my own weight/size. | 1 2 3 4 5 |
12. I check to see how my bottom looks in the mirror. | 1 2 3 4 5 |
13. I practice sitting and standing in various positions to see how I would look in each position. | 1 2 3 4 5 |
14. I check to see if my thighs rub together. | 1 2 3 4 5 |
15. I try to elicit comments from others about how fat I am. | 1 2 3 4 5 |
16. I check to see if my fat jiggles. | 1 2 3 4 5 |
17. I suck in my gut to see what it is like when my stomach is completely flat. | 1 2 3 4 5 |
18. I check to make sure my rings fit the same way as before. | 1 2 3 4 5 |
19. I look to see if I have cellulite on my thighs when I am sitting. | 1 2 3 4 5 |
20. I lie down on the floor to see if I can feel my bones touch the floor. | 1 2 3 4 5 |
<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
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</table>

21. I pull my clothes as tightly as possible around myself to see how I look.
   1 2 3 4 5

22. I compare myself to models on TV or in magazines.
   1 2 3 4 5

23. I pinch my cheeks to measure fatness.
   1 2 3 4 5
PADQ

Please list the physical appearance attributes of the type of person YOU believe you actually are NOW.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

For each physical appearance attribute above, rate the extent to which YOU believe you ACTUALLY possess the attribute, using the following scale.

1  2  3  4
slightly moderately a great deal extremely

Please list the physical appearance attributes of the type of person YOU believe you would IDEALLY like to be (i.e., wish, desire, or hope to be).
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

For each physical appearance attribute above rate the extent to which YOU believe you would IDEALLY like to possess the trait, using the following scale.

1  2  3  4
slightly moderately a great deal extremely

Please list the physical appearance attributes of the type of person YOUR SOCIETY/CULTURE would IDEALLY like you to look like.
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
For each physical appearance attribute above, rate the extent to which YOUR SOCIETY/CULTURE would IDEALLY like you to possess the attribute, using the following scale.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>slightly</td>
<td>moderately</td>
<td>a great deal</td>
<td>extremely</td>
</tr>
</tbody>
</table>
BSQ

We would like to know how you have been feeling about your appearance over the past four weeks. Please read each question and choose the appropriate number. Please answer all the questions.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
<td>Very Often</td>
<td>Always</td>
</tr>
</tbody>
</table>

OVER THE PAST FOUR WEEKS:

1. Has feeling bored made you brood (think a lot) about your shape?  
2. Have you ever been so worried about your shape that you have been feeling that you ought to diet?  
3. Have you thought that your thighs, hips or bottoms are too large for the rest of you?  
4. Have you been afraid that you may become fat (or fatter)?  
5. Have you worried about your flesh not being firm enough?  
6. Has feeling full (e.g., after a large meal) made you feel fat?  
7. Have you felt so bad about your shape that you have cried?  
8. Have you avoided running because your flesh might wobble?  
9. Has being with thin women made you feel self-conscious about your shape?  
10. Have you worried about your thighs spreading out when sitting down?  
11. Has eating even a small amount of food made you feel fat?  
12. Have you noticed the shape of other women and felt self-conscious about your shape?  
13. Has thinking about your shape interfered with your ability to concentrate (e.g., while watching TV, reading, listening to conversations)?  
14. Has being naked, such as when taking a bath, made you feel fat?  
15. Have you avoided wearing clothes, which make you particularly aware of the shape of your body?
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Have you imagined cutting off fleshy areas of your body?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>17.</td>
<td>Has eating sweets, cakes, or other high calorie food made you feel fat?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>18.</td>
<td>Have you not gone to social occasions (e.g., parties) because you have felt bad about your shape?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>19.</td>
<td>Have you felt excessively large and rounded?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>20.</td>
<td>Have you felt ashamed of your body?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>21.</td>
<td>Has worry about your shape made you diet?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>22.</td>
<td>Have you felt happiest about your shape when your stomach has been empty (e.g., in the morning)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>23.</td>
<td>Have you thought that you are the shape you are because of your lack of self-control?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>24.</td>
<td>Have you worried about other people seeing rolls of flesh around your waist or stomach?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>25.</td>
<td>Have you felt that it is not fair that other women are thinner than you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>26.</td>
<td>Have you vomited in order to feel thinner?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>27.</td>
<td>When in company have you worried about taking up too much room (e.g., sitting on a sofa or a bus seat)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>28.</td>
<td>Have you worried about your flesh being dimply?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>29.</td>
<td>Has seeing your reflection (e.g., in a mirror or shop window) made you feel bad about your shape?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>30.</td>
<td>Have you pinched areas of your body to see how much fat is there?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>31.</td>
<td>Have you avoided situations where people could see your body (e.g., communal changing rooms or swimming baths)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>32.</td>
<td>Have you taken laxatives in order to feel thinner?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>33.</td>
<td>Have you been particularly self-conscious about your shape when in the company of other people?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
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<td>6</td>
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<td></td>
</tr>
</tbody>
</table>

40. Has worry about your shape made you feel you ought to exercise?  
41. When you see your reflection, how often do you think, “I am fat or overweight”?  
42. How often do you look at your reflection and think about anything besides your weight/shape? (i.e. “I feel competent”)  
43. When you have performed poorly at a task (i.e. in school, at your job), how often do you think, “I would have done better if I were thinner”?  
44. How often do you think to yourself, “I need to change my body”?  
45. How often do you think to yourself, “My weight and appearance are where they should be”?  
46. When you have performed poorly in an interpersonal situation (i.e. with friends, family, romantic partners), how often do you think, “I would have fewer problems if I were thinner”?  
47. How often do you think to yourself, “My body is acceptable to me”?
BASS
Use this 1 to 5 scale to indicate how dissatisfied or satisfied you are with each of the following areas of aspects of your body:

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Mostly Dissatisfied</th>
<th>Neither Satisfied nor dissatisfied</th>
<th>Mostly Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Face (Facial features, complexion)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>If you said very dissatisfied, which features and why?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Hair (color, thickness, texture)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>If you said very dissatisfied, which features and why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Lower torso (buttocks, hips, thighs, legs)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>If you said very dissatisfied, which features and why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Mid torso (waist, stomach)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>If you said very dissatisfied, which features and why?</td>
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<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Upper torso (chest or breasts, shoulders arms)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>If you said very dissatisfied, which features and why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Muscle tone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>If you said very dissatisfied, why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Weight</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>If you said very dissatisfied, why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Height</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>If you said very dissatisfied, why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Overall appearance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>If you said very dissatisfied, why?</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
CRS

Answer the questions below by writing the appropriate number that corresponds with your figure choice in the blank provided.

1. For the figures below, please identify the figure that best resembles your current figure.

2. For the figures below, please identify the figure that best resembles the figure you would most like to have.

3. For the figures below, please identify the figure that the opposite sex finds most attractive.

4. For the figures below, please identify the figure that you find most attractive in the opposite sex.
BC

Please answer the following questions using the appropriate figure scale shown below. Write your choice on the blank provided.

5. For the figures above, please identify the figure that best resembles your current figure. ____________

6. For the figures above, please identify the figure that best resembles the figure you would most like to have. ______________

7. For the figures above, please identify the figure that the opposite sex finds most attractive. ______________

8. For the figures above, please identify the figure that you find most attractive in the opposite sex. ____________
FRS

Please answer the following questions using the appropriate figure scale shown below. Write in your answer choice on the blank provided.

9. Which figure do you believe *most* resembles your current figure?
   ______________________

10. Which figure would you *most* like to have? ___________

11. Which figure do you believe your partner *most* wants for you?
   ______________________

12. Which figure would you *most* want your partner to have?
   ______________________

13. Which figure *most* resembles your partner’s figure?
   ______________________