

DOWNLOAD PDF CHILDHOOD OVERWEIGHT OBESITY RITA DEBATE, CAROL BRYANT, AND MARISSA ZWALD

Chapter 1 : Holdings : Social and behavioral foundations of public health / | York University Libraries

Social and Behavioral Foundations of Public Health is intended as a core textbook for Rita DeBate, Carol Bryant, Marissa Zwald. *Childhood Overweight & Obesity*.

A full resource which is highly practical for trainee social workers Selling Points Full of activities and exercises designed to encourage active and collaborative learning Well written for introductory level students Assists students in articulating their own personal value systems and helps to develop a framework for examining human problems that integrate both their personal values and the values of the profession Description The Social Work-Out Book is for the social work or social welfare student fortunate enough to be offered active or collaborative learning right from the start. Picking up on the topics of the typical mega textbook, Alice Lieberman invites the students to apply critical thinking to the fierce debates and issues which lie underneath the bland interior of their textbook, and debate them with their fellow students. A few of the projects: Discuss what can we get out of the technology? Readership Students of social work and social welfare Previous Edition Paper: Selling Points A comprehensive resource for obesity measures and assessment of problem weight behavior Provides an accurate and consistent way to measure issues related to this population Introduction that will highlight and emphasize the importance research in this area and how things have changed in the past decade Description This handbook an essential reference for researchers who specialize in obesity research and individuals that specialize in working with clients with problem eating behaviors and how to measure and assess their attitudes, beliefs and behaviors with regard to food. It is much broader than eating disorders as it deals with obesity an area that has reached epidemic proportions in the US and problem eating behaviors. Its collection is truly unique as no other volume offers such a comprehensive collection all in one place dealing with and focusing on assessments and measures related to eating behaviors. Readership Researchers and clinicians that work with people with problem eating behaviors About the Author David B. Allison received his Ph. In , he joined the faculty of the University of Alabama, Birmingham where he is currently Professor of Biostatistics. Selling Points Broad cross disciplinary approach with engaging examples and case studies New ancillary package to help instructors teach the course Offers a comprehensive guide from a social and behavioral perspective Description This book is intended as a core textbook for courses in public health that examines current issues in health from a social and behavioral science perspective. The authors wrote the book because they were dissatisfied with the way other texts apply social science to public health and found that many texts being used were from related fields such as medicine, nursing or general health. The authors are planning to do a major revision based on reviews they have collected and the reviews we have collected. We believe the revised edition will essentially be a new text based on rich feedback. They will include new theory, new cases, new research, and a rich ancillary package. They will also reduce the frameworks presented to make the book more readable to students. JBS Ten Second Sell A practical workbook for Social Work students that presumes no prior clinical experience and uses no technical psychological jargon. Selling Points has space to write and reflect on activities and learning includes practical exercises to build clinical competency Description Introduction to Social Work Practice introduces students to the role of a social worker through a five step problem solving model that is easy to use and remember. It takes them through the clinical process, from assessment through to termination. Where Is the Client Now? Where Does the Client Want to Be?

DOWNLOAD PDF CHILDHOOD OVERWEIGHT OBESITY RITA DEBATE, CAROL BRYANT, AND MARISSA ZWALD

Chapter 2 : Social and behavioral foundations of public health | Ksi™garnia BookMaster

Social and behavioral foundations of public health. Rita Rita DiGiacchio DeBate, Carol A. Bryant, and Marissa Zwald Childhood overweight and obesity / Rita.

As part of the the PARA that can influence venue use. Whereas the development of a community-based PA program, a PA PARA can be a useful needs assessment and program asset assessment was conducted in two low-income urban planning tool for community-based PA programs, supple- neighborhoods that support elementary schools serving mentoring PARA data with community-based input may minority youth. Resources were rated using an adapted reduce contextual error in program development. Sev- Childhood obesity enty-one child-centric venues e. Introduction Numerous studies underscore the positive effects of phys- R. Looney and Caucasian youth are more likely to meet physical e-mail: Trainor [8], variations in youth physical activity are correlated with e-mail: Zwald Thus, a presumed reason for racial and ethnic differences is e-mail: Bryant where access to safe places to engage in physical activity is e-mail: Some evidence specifically erate physical activity [34]. Children of Purpose parents with less income and education have less involvement in organized physical activity [15] and exhibit The current study was part of the development process for more sedentariness [8, 14, 16]. Moreover, working parents a community-based physical activity program located in may not be available to supervise their children for safe two priority urban neighborhoods in Tampa, Florida outdoor play after school, thereby contributing further to anchored, in part, through their local elementary schools. Low SES areas marked by high levels points of public health intervention programs to combat of material deprivation, the inability of individuals or obesity and overweight among youth [35]. The purpose of households to afford typical consumptive goods and this study was to conduct a physical activity asset assess- activities [18, 19], also correlate with less physical activity ment to determine physical activity resources located in the [20â€™23] and poor overall health [21, 24]. Moreover, envi- two neighborhoods. As a major component of this process, ronmental challenges such as high crime and traffic, the PARA was used to assess the physical activity inadequate or unsafe conditions associated with recrea- resources in these neighborhoods for their availability and tional facilities, and lack of access to recreational spaces suitability as action outlets for child-centric physical are associated with low physical activity [25â€™28]. Whereas lack of access may be a factor in low physical activity, some Methods investigators note less studied and understood qualitative elements as well [29]. Until the last decade there has been Project Site and Priority Audience little researcher interest for investigating the relationship between the physical environment and physical activity The information in Table 1 shows some of the neighbor- [30]. Recent technological advances such as geographic hood characteristics. The elementary schools share the information systems and the Internet have facilitated same name as the neighborhoods in which they reside e. Elementary between environmental factors and physical activity. Thus, interventions aimed at sustaining physical activity resources [29]. Additionally, and vigorous physical activity for residents of public gender differences in physical activity also have been housing developments. Across all age groups, girls tend to be less physically ter, vandalism, unattended dogs, etc. These are census-tract level data Sources: Conse- The original PARA was pilot-tested by three researchers quently, offering physical activity settings that provide at five locations. Subsequently, the instrument and protocol opportunities for participation and valuation of activities, guide were adapted to fit the sub-tropical climate and and that also are safe and esthetically pleasing may be urban-metropolitan setting of the original research site. We especially relevant for engaging girls in physical activity further modified the original PARA for the assessment of [37]. Only one amenity decorative fountains and Application of the PARA one incivility dogs unattended were removed, and a few items were reworded for clarity. The scoring of incivilities Physical activity resources within a three-mile radius of the was reversed so that a 0 became not present, 1 represented elementary school located within each the neighborhoods a lot, 2 reflected a medium amount, and 3 translated as a were assessed using the PARA. Resources were first cat- littleâ€™thereby maintaining the consistency of

DOWNLOAD PDF CHILDHOOD OVERWEIGHT OBESITY RITA DEBATE, CAROL BRYANT, AND MARISSA ZWALD

scoring for egorized by venue e. Some operational were noted. The instrument requires that data collectors definitions were revised to improve clarity and relevance. Feature total scores ranged from 0 to 39, and condition of 12 amenities e. Each element is rated on a four- scores indicating higher quality and variety. Ratings to point scale, where 0 is not present, 1 is poor, 2 is mediocre, calculate incivility scores were reverse-coded, restoring the and 3 is good with specific operational definitions for the scoring to its original format. Incivility ratings of 0 and 3 possible ratings for each item in a given category. The were merged together to control for the subjective dis- PARA also involves rating nine possible incivilities that tinction between the two during field visits; both ratings reduce the esthetics of using that resource. Incivilities are rated on a subscale; possible scores ranged from 0 to 22, with a higher four-point scale ranging from 1 a lot to 4 not present. Adapt PARA instrument To adapt an existing instrument to better suit the needs of the priority population children ages 8â€™12 , and the setting an urban metropolis with a sub-tropical climate 2. Generate list of resources To create a starting point for assessing resources for children to be physically active 3. Telephone confirmation of To streamline the field assessments by eliminating any defunct sites and determining their hours of operation resources 4. Assess community resources To determine the environmental barriers and facilitators to physical activity in the field To locate businesses and facilities that could potentially serve as action outlets 5. Coalition meeting To confirm or disprove the accuracy or the results To gain community feedback and insight into which resources should become action outlets 6. Interviews with parents and To determine parent and child perceptions of potential action outlets children To uncover any additional barriers and facilitators to using resources not found from the PARA assessments Physical activity resources were identified and assessed Assessments occurred during daylight hours over two using a three-step process Table 2. First, we generated a weeks in January Each took about 15 min to com- list of all physical activity resources within a three-mile plete, although larger resources took 30 min or more. Searches children were not assessedâ€™13 facilities that were locked, were conducted using terms such as school, physical under construction, out of business, or did not permit activity, sports, health club, gym, dance, bike, martial arts, children e. Thus, park, playground, fitness, library, community center, and 58 of the 71 resources were accessible and appropriate for dance studio. Unlike the Lee et al. Interview participants activity resources within a three-mile radius of both were recruited by school personnel, particularly by the schools, but 77 other schools both public and private were school nurse. Whereas there was an effort to obtain a wide- later omitted because of limited ability to share their ranging sample of parents and children and have scheduled physical activity resources i. An additional A semi-structured interview guide was developed with challenge to using schools was the need for administrator questions directed towards various aspects of the action presence whenever a school-hosted event occurred. Parents and children were both shown pictures of the accuracy of the Internet data and to identify hours of four potential action outlets ones with the highest PARA operation. Resources no longer in existence were removed scores and asked if they were unlikely, not sure, or likely from the list. The final step was to assess the remaining to go there themselves child , or allow their child to go resources. Thus, 71 resources were examined by four parent. A follow-up item queried them about the rationale researchers in teams of two using the modified PARA. Photos of each site were taken as a visual reminder of the We performed the interviews in pairs, with one team condition, type, features, amenities, and incivilities of each member interviewing the child, and the other interviewing resource. Photos also were useful later for sharing findings the parent. Parents signed an informed consent docu- with neighborhood residents who helped embellish and ment and children gave verbal assent. Interviews lasted interpret the PARA results. Afterwards, parents J Community Health Most participants answered either likely or unlikely that they would use the location rather than not sure. Reasons for likely use included: Reasons for unlikely use included: Further barriers to use were limited hours of operation and perceived safety issues, especially worries about broken glass, fights, over- Fig. Some individuals reported that there per dyad. Most individuals reported that action outlets with high favorable PARA scores were too far Results away. Whereas some individuals who indicated that dis- tance was a barrier said they were unlikely to use such a Physical

DOWNLOAD PDF CHILDHOOD OVERWEIGHT OBESITY RITA DEBATE, CAROL BRYANT, AND MARISSA ZWALD

Activity Resources facility, others noted interest in going to these locations. Figure 1 provides an overview of identified resources. Almost two-thirds of the 58 Previous studies have demonstrated the potential role of resources. The environmental factors in facilitating desirable health neighborhood surrounding Sanders Elementary had 37 behaviors [38–42] and improving selected health outcomes resources, 11 of which were within one mile of the school, [34]. Application of the PARA was one activity in the 14 of which were between one and two miles away, and 12 development of a community-based physical activity pro- of which were between two and three miles away. In gram in two urban low-income neighborhoods. Based on contrast, the neighborhood surrounding Randolph Ele- the findings from the PARA, the number, variety, and mentary had more resources that were potential action condition of physical activity resources in close proximity outlets, but they tended to be farther away from school. In their study of six Chicago neighborhoods, mile of the school, 13 between one and two miles away, Powell et al. Figure 2 shows the mean total scores for features, Although the neighborhoods surrounding the two amenities, and incivilities by school and geographic dis- schools in the current study had a similar range of physical tance. These scores were 9. The neighborhood surrounding Ran- for Randolph. Whereas resources within one mile had fewer fea- Six parent–child dyads were interviewed, with five mothers tures, they had more amenities. Resources more distant and one father. All of the parents interviewed lived in the from Sanders Elementary tended to have more amenities, J Community Health Distance notwithstanding, hood perceptions of the resources or the people who access physical activity resources surrounding both schools tended them. As was discovered through informal discussions with to have relatively few features, only mid-level amenities, neighborhood residents who comprised the community- but fortunately, few incivilities. In other words, physical based physical activity intervention planning team and activity resources surrounding both schools existed that formal interviews with parent–child dyads, perceptions of were of fair to good quality; however, the resources did not which resources are safe, easily accessed, and socially allow for a broad range of activities. Moreover, feedback comfortable sometimes contrast with interpretation of from residents on the community intervention planning PARA scores alone. Such perceptions are likely to be a team and data obtained in the parent–child dyad interviews major determinant of participation in a structured physical indicated that although the PARA scores were accurate activity intervention introduced to these neighborhoods reflections of the available physical activity resources, [43]. First, the instrument may be biased toward Although parents identified cost and hours of operation that large resources that deliver a variety of activities, and are already included in the PARA as influencing their therefore, produce higher scores. Interestingly, whereas the PARA Second, PARA scores resulted from a single visit that scores indicated these four venues to be reasonably safe, provided a snapshot in time as opposed to a more com- parents and the children repeatedly mentioned perceived prehensive assessment performed at periodic intervals. Third, and perhaps school, she replied that she would not allow her to go due J Community Health All of the dren who frequented the park. Although these qualitative data who act as judges or decision makers about what their are limited, they introduce issues such as transportation children do or where they are permitted to go. In addition, barriers, interest and convenience that have implications the parent–child dyad interviewers were Caucasian, but all for the use of local resources, and how the action outlets interviewees were African American. Whether this differ- need to be changed or designed. Child-centric action outlets have different properties Other aspects of researcher bias may exist. Researcher than ones designed primarily for adults. The current study and resident views of the community may be highly con- confirmed the ability of the adapted PARA to make trasting. Although some parents found even familiar ven- assessments concerning features, amenities, and incivili- ues that were close to home and school to be potentially ties, and to a lesser extent, to differentiate their availability unsafe, the role of access as a function of proximity and access.

DOWNLOAD PDF CHILDHOOD OVERWEIGHT OBESITY RITA DEBATE, CAROL BRYANT, AND MARISSA ZWALD

Social and Behavioral Foundations of Public Health is intended as a core textbook for graduate courses in public health and health care management that examine current issues in health from a social and behavioral sciences perspective.

Chapter 4 : Social and behavioral foundations of public health (eBook,) [calendrierdelascience.com]

Bibliographic record and links to related information available from the Library of Congress catalog Note: Electronic data is machine generated. May be incomplete or contain other coding.

Chapter 5 : Encyclopedia of health services research - . 11

The lowest-priced brand-new, unused, unopened, undamaged item in its original packaging (where packaging is applicable). Packaging should be the same as what is found in a retail store, unless the item is handmade or was packaged by the manufacturer in non-retail packaging, such as an unprinted box or plastic bag.

Chapter 6 : Test Bank, Manual Solution, Solution Manual

Auto Suggestions are available once you type at least 3 letters. Use up arrow (for mozilla firefox browser alt+up arrow) and down arrow (for mozilla firefox browser alt+down arrow) to review and enter to select.

Chapter 7 : Publications Authored by Carol A Bryant | PubFacts

Social and Behavioral Foundations of Public Health Rita DeBate, Carol Bryant, Marissa Zwald. Childhood Overweight & Obesity.

Chapter 8 : 1 Oliverâ€™s Yard 55 City Road, London ec1Y 1SP - 19

Childhood Overweight & Obesity - Rita DeBate, Carol Bryant, Marissa Zwald, Mental Health and Illness - Stephanie L. Marhefka, Prevention of Unintentional Injuries - Karen Liller,

Chapter 9 : Publications Authored by Robert J McDermott | PubFacts

The importance of the relationship of selective social factors in preventive health behavior / by Eugene J. Clark.