HUMAN DEVELOPMENT RESEARCH REVIEW
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CONTENTS

- HELP FACULTY and AFFILIATE
- BIOLOGY/NEUROBIOLOGY ("early experiences")
- CHILDCARE, ECD SERVICES
- CHILD DEVELOPMENT (GENERAL)
- INDIGENOUS
- MIDDLE YEARS
- PARTNERSHIPS, HUBS, INTEGRATED SERVICES
- POLICY, PRACTICE, INTERVENTIONS
- SCREENING
- SOCIAL DETERMINANTS (Income, Employment, Housing, Food Security, Inequity, etc)
- SOCIOEMOTIONAL
- MEDIA
- SPECIAL (Children’s Environmental Health)

Human Development Research Review: Aims and Scope
HELP’s Human Development Research Review (HELP Reads) aims to expand awareness of topics in human development, particularly social epigenetics, social determinants of health, socio-emotional learning, Aboriginal children and youth, and family policy. HELP Reads connects health academics, advocates, and professionals with online and publicly available research, news, and information. This review focuses on listing articles relevant to human development research activities at HELP. The review accepts and welcomes contributions provided they meet HELP Reads standards. This review is not official or peer reviewed. It does not cover all research, news, and information, and HELP is not responsible for the accuracy of the content from media or databases. How to access the items? Click on the link related to each entry and it should take you to the item. Not all links are open access; some are abstract links where paid journal subscription is required. HELP Reads is posted monthly; please see: www.earlylearning.ubc.ca/library/citations
EDITOR PICKS

Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects

Co author: Eva Oberle, Assistant Professor, Human Early Learning Partnership, UBC

“Social-emotional learning programs teach the skills that children need to succeed and thrive in life. We know these programs have an immediate positive effect so this study wanted to assess whether the skills stuck with students over time, making social-emotional learning programs a worthwhile investment of time and financial resources in schools.”

Profiles of children’s socio-emotional health at school entry and associated income, gender and language inequalities: a cross-sectional population-based study in British Columbia, Canada

Lead author: Kimberly Thomson, HELP PhD student; 2017.

“Over 40% of children exhibited some vulnerability in early social–emotional health, and profiles were associated with sociodemographic factors... This study adds to our understanding of population-level distributions of children’s early social–emotional health and identifies profiles of strengths and vulnerabilities that can inform future intervention efforts.”

Epigenomic susceptibility to the social world: plausible paths to a “newest morbidity”

Dr. W Thomas Boyce, Adjunct Professor, UBC

In this paper, Boyce details how the research agenda has led, over the past forty years, to the advent of psychoneuroimmunology as a field of study, to the recognition of childhood stress and adversity as potential etiologic agents among childhood morbidities, and to the discovery of differential susceptibility to social adversities within populations of children.

Kind communities – a bridge to youth mental wellness

Lady Gaga Foundation – “Some of our key survey findings include: kindness matters, peer networks matter, and mental health resources matter...”
HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES


BIOLOGY/NEUROBIOLOGY (“early experiences”)


CHILDCARE, ECD SERVICES

1. EYPD. Early Years Professional Development online portal. Available from: https://earlyyearsbc.ca/

CHILD DEVELOPMENT (GENERAL)


INDIGENOUS

2. Government of Canada Panel on Research Ethics. TCPS 2 - Chapter 9 Research Involving the First Nations, Inuit and Métis Peoples of Canada: Respect for Community Customs and Codes of Practice. Ottawa,


MIDDLE YEARS


PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES


POLICY, PRACTICE, INTERVENTIONS


SCREENING (tools, methods, school readiness, etc)

SOCIAL DETERMINANTS

SOCIOEMOTIONAL

MEDIA (HELP general)
MEDIA (Kershaw, Generation Squeeze)


SPECIAL