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, Indigenous 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. 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

Perceived challenges of early childhood educators in promoting unstructured outdoor play: an ecological systems perspective.
Mariana Brussoni, Director, Human Early Learning Partnership, and co-authors

“We conducted five focus groups with 40 professionals working in the early childhood education field in British Columbia, Canada, to examine their experiences and perceived challenges in promoting children’s unstructured outdoor play.”

Neighborhood environmental exposures and incidence of attention deficit/hyperactivity disorder: A population-based cohort study.
Martin Guhn, Assistant Professor, Human Early Learning Partnership, and co-authors

“We found evidence suggesting environmental inequalities where children living in greener neighborhoods with low air pollution had substantially lower risk of ADHD compared to those with higher air pollution and lower greenspace exposure.”

Children’s screen use and school readiness at 4-6 years: prospective cohort study.
Magdalena Janus, Affiliate Associate Professor, School of Population and Public Health, UBC, and co-authors.

“Mean daily screen use was 4.8 (2.3) hours. The top 10% of daily screen users (n = 85), reported 8+ hours of daily screen use. A total of 131 participants (17%) were classified as “vulnerable” on the EDI tool.”

Anne Gadermann, Associate Professor, Human Early Learning Partnership, and Emily Jenkins

“Far from feeling the pandemic is over, most people in Canada are stressed about what’s next, with 64% worried about new variants and 57% worried about COVID-19 circulating in the population for years to come. Two years of pandemic-related stressors, including grief and trauma, are likely to lead to significant long-term mental health effects on both our population and the frontline mental health providers caring for them.”
HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES


BIOLOGY/NEUROBIOLOGY (“early experiences”)


CHILDCARE, ECD SERVICES


CHILD DEVELOPMENT (GENERAL)


Literacy, Language

INDIGENOUS


MIDDLE YEARS


PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES
POLICY, PRACTICE, INTERVENTIONS


SCREENING (tools, methods, school readiness, etc)


SOCIAL DETERMINANTS


SOCIOEMOTIONAL


MEDIA (HELP general)

1. Faculty of Medicine News Staff. **British Columbians worried pandemic will never end, and climate change is only adding to the fear.** Vancouver, BC: University of British Columbia, Faculty of Medicine; 2022 Mar 1. Available from: https://www.med.ubc.ca/news/british-columbians-worried-pandemic-will-never-end-and-climate-change-is-only-adding-to-the-fear/.


SPECIAL (Children’s Environmental Health; COVID-19)

**Children’s Environmental Health**


**COVID-19**


