

HUMAN DEVELOPMENT RESEARCH REVIEW

VOL 6 (8) AUGUST 2022



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](#)

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

An intervention to increase outdoor play in early childhood education centers (PROMoting Early Childhood Outside): protocol for a pilot wait-list control cluster randomized trial

Rachel Ramsden, Researcher (Pediatrics) UBC | PhD student (School of Population and Public Health), and co-authors

“The findings of this study will be useful for early childhood educators, ECEC providers, and policy makers to consider means for enhancing outdoor play provision and assessing the sustainability of the intervention in ECEC settings.”



Mental health inequities amid the COVID-19 pandemic: findings from three rounds of a cross-sectional monitoring survey of Canadian adults.

Emily Jenkins, Associate Professor (Nursing) UBC, and co-authors

“There is immediate need for population-based approaches to support mental health in Canada and globally. Approaches should attend to the root causes of mental health inequities through promotion and prevention, in addition to treatment.”



The influence of early-life residential exposure to different vegetation types and paved surfaces on early childhood development: a population-based birth cohort study.

Ingrid Jarvis, PhD candidate (Forestry) UBC, and co-authors

“Our findings indicate that increased early-life residential exposure to vegetation is positively associated with early childhood developmental outcomes, and that associations may be stronger for residential exposure to tree cover relative to grass cover.” ...more



HELP faculty and affiliates share insights and recommendations for better learning environments, access to mental health care.

How is the pandemic impacting children, families and educators in BC? New data help explore the emerging story

New funding awarded to Pan-Canadian research collaborative to explore the connection between early childhood outcomes and recent investments in poverty-reduction and early learning



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Jenkins EK, Slemon A, Richardson C, Pumarino J, McAuliffe C, Thomson KC, et al. **Mental health inequities amid the COVID-19 pandemic: findings from three rounds of a cross-sectional monitoring survey of Canadian adults.** Int J Public Health. 2022;67. Available from: <https://www.ssph-journal.org/articles/10.3389/ijph.2022.1604685>.
2. Jones LB, Judkowitz C, Hudec KL, Munthali RJ, Prescivalli AP, Wang AY, et al. **The World Mental Health International College Student Survey in Canada: Protocol for a Mental Health and Substance Use Trend Study.** JMIR Res Protoc. 2022;11(7):e35168. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9377443/>.
3. Magee C, Oberle E, Guhn M, Gadermann A, Puyat JH. **Risk of diagnosed adolescent-onset non-affective psychotic disorder by migration background in British Columbia: a retrospective cohort study.** Can J Psychiatr. 2022;0(0):07067437221100351. Available from: <https://journals.sagepub.com/doi/abs/10.1177/07067437221100351>.
4. Ramsden R, Han CS, Mount D, Loebach J, Cox A, Herrington S, et al. **An intervention to increase outdoor play in early childhood education centers (PROmoting Early Childhood Outside): protocol for a pilot wait-list control cluster randomized trial.** JMIR Res Protoc. 2022;11(7):e38365. Available from: <https://www.researchprotocols.org/2022/7/e38365>.

HELP RESOURCES

1. Human Early Learning Partnership. **HELP's unique approach [Relationships, Data, Expertise, Impact]....for more, visit the website.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2022; Available from: <https://earlylearning.ubc.ca/>.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Cantave CY, Brendgen M, Lupien S, Dionne G, Vitaro F, Boivin M, et al. **Association between the timing of family socioeconomic deprivation and adolescence hair cortisol among adolescent twins: A study of the genetic and environmental processes involved.** Psychoneuroendocrinology. 2022;144:105889. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35944454>.
2. McGill MG, Pokhvisneva I, Clappison AS, McEwen LM, Beijers R, Tollenaar M, et al. **Reply to: Crossing the “Birth Border” for Epigenetic Effects.** Biol Psychiatry. 2022;92(4):e25-e6. Available from: <https://doi.org/10.1016/j.biopsych.2021.12.008>.
3. Wade M, Parsons J, Humphreys KL, McLaughlin KA, Sheridan MA, Zeanah CH, et al. **The Bucharest Early Intervention Project: Adolescent mental health and adaptation following early deprivation.** Child Dev Perspect. 2022;16(3):157-64. Available from: <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdep.12462>.

CHILDCARE, ECD SERVICES

1. Abbes C, Macdonald R. **Exploring the business dynamics of self-employed child care service providers.** Ottawa, ON: Statistics Canada; 2022 Aug 24. Available from: <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2022008/article/00003-eng.htm>.

2. Garon-Carrier G, Ansari A, Letarte M-J, Fitzpatrick C. **Early childcare enrollment and the pursuit of higher education: A Canadian longitudinal study.** Learning & Instruction. 2022;80. Available from: <https://doi.org/10.1016/j.learninstruc.2022.101615>.
3. McCuaig K. **Why doesn't Canada let schools provide child care?** . The Conversation. 2022. Available from: <https://theconversation.com/why-doesnt-canada-let-schools-provide-child-care-188419#:~:text=In%20Ontario%2C%20where%20full%20day,the%20budgets%20of%20affected%20families>.
4. Traynor O, Martin A, Johnstone A, Chng NR, Kenny J, McCrorie P. **A Low-Cost Method for Understanding How Nature-Based Early Learning and Childcare Impacts Children's Health and Wellbeing.** Front Psychol. 2022;13. Available from: <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.889828>.

CHILD DEVELOPMENT (GENERAL)

1. Aishworiya R, Magiati I, Phua D, Daniel LM, Shek LP, Chong YS, et al. **Are There Bidirectional Influences Between Screen Time Exposure and Social Behavioral Traits in Young Children?** Journal of developmental and behavioral pediatrics : JDBP. 2022;43(6):362-9. Available from: <https://doi.org/10.1097/dbp.0000000000001069>.
2. Alexandre S, Xu Y, Washington-Nortey M, Chen C-C. **Informal STEM Learning for Young Children: A Systematic Literature Review.** Int J Environ Res Public Health. 2022;19(14):8299. Available from: <https://www.mdpi.com/1660-4601/19/14/8299>.
3. Ayotte-Beaudet J-P, Berrigan F. **Outdoor education has psychological, cognitive and physical health benefits for children.** The Conversation. 2022 Jul 18. Available from: <https://theconversation.com/outdoor-education-has-psychological-cognitive-and-physical-health-benefits-for-children-183763>.
4. Education Scotland. **Successful approaches to learning outdoors.** Scotland: Education Scotland; 2022 Feb. Available from: <https://education.gov.scot/media/wonmplgv/learning-outdoors-23-02-22.pdf>.
5. Keyvanfar A, Shafaghat A, Rosli NAL. **A Decision Support Toolkit for the Design of Children-Oriented Urban Outdoor Learning Environments.** Journal of Urban Planning & Development. 2022;148(3):1-15. Available from: <https://ascelibrary.org/doi/abs/10.1061/%28ASCE%29UP.1943-5444.0000864>.
6. Lee E-Y, de Lannoy L, Li L, de Barros MIA, Bentsen P, Brussoni M, et al. **Play, Learn, and Teach Outdoors—Network (PLaTO-Net): terminology, taxonomy, and ontology.** Int J Behav Nutr Phys Activity. 2022;19(1):66. Available from: <https://doi.org/10.1186/s12966-022-01294-0>.
7. Loudoun FM, Boyle B, Larsson-Lund M. **Children's experiences of play in digital spaces: A scoping review.** PLoS One. 2022;17(8):e0272630. Available from: <https://doi.org/10.1371/journal.pone.0272630>.
8. Moore A, Lynch H, Boyle B. **Can universal design support outdoor play, social participation, and inclusion in public playgrounds? A scoping review.** Disabil Rehabil. 2022;44(13):3304-25. Available from: <https://doi.org/10.1080/09638288.2020.1858353>.
9. North Vancouver School District. **Outdoor learning.** North Vancouver, BC: NVSD; Available from: <http://nvسد44curriculumhub.ca/outdoor-school-curriculum-and-instruction-planning/>.
10. Puzio D, Makowska I, Rymarczyk K. **Raising the Child: Do Screen Media Help or Hinder? The Quality over Quantity Hypothesis.** Int J Environ Res Public Health. 2022;19(16):9880. Available from: <https://www.mdpi.com/1660-4601/19/16/9880>.

11. Smith PK, Hart CH, editors. **The Wiley-Blackwell Handbook of Childhood Social Development, 3rd Edition**. New York, NY: Wiley; 2022. Available from: <https://www.wiley.com/en-mx/The+Wiley+Blackwell+Handbook+of+Childhood+Social+Development%2C+3rd+Edition-p-9781119678991>.
12. Song W, Feng L, Wang J, Ma F, Chen J, Qu S, et al. **Play Smart, Be Smart? Effect of Cognitively Engaging Physical Activity Interventions on Executive Function among Children 4~12 Years Old: A Systematic Review and Meta-Analysis**. *Brain Sciences*. 2022;12(6):762. Available from: <https://www.mdpi.com/2076-3425/12/6/762>.
13. Taylor LG, Vanderloo LM, Arbour-Nicitopoulos KP, Leo J, Gilliland J, Tucker P. **Playground Inclusivity for Children With a Disability: Protocol for a Scoping Review**. *JMIR Res Protoc*. 2022;11(7):e37312. Available from: <https://doi.org/10.2196/37312>.
14. Tunçeli H, Fide E. **Parents' Metaphors About Outdoor Play**. 2022:2022. Available from: https://www.researchgate.net/publication/362667534_Parents%27_Metaphors_About_Outdoor_Play.

INDIGENOUS

1. Blankinship S, Lamb L. **Exploring First Nation Community Well-being in Canada: The Impact of Geographic and Financial Factors**. *Economic Papers: A journal of applied economics and policy*. 2022;41(2):128-54. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/1759-3441.12358>.
2. Gerlach AJ, McFadden A. **Re-Envisioning an Early Years System of Care towards Equity in Canada: A Critical, Rapid Review**. *Int J Environ Res Public Health*. 2022;19(15):9594. Available from: <https://www.mdpi.com/1660-4601/19/15/9594>.
3. Liu PP, King M, King A. **Achieving Health Equities in Indigenous Peoples in Canada: Learnings Adaptable for Diverse Populations**. *Circulation*. 2022;146(3):153-5. Available from: <https://www.ahajournals.org/doi/abs/10.1161/CIRCULATIONAHA.122.060773>.
4. Northwest Territories Network Environment for Indigenous Health Research. **Glossary and Indigenous word of the day**. Institute of Circumpolar Health Research; 2022; Available from: <https://ntnehr.ca/glossary/>.
5. Pilkington C. **Health researchers launch Indigenous language resource**. *Cabin Radio*. 2022 Aug 15. Available from: <https://cabinradio.ca/101882/news/arts/health-researchers-launch-indigenous-language-resource/>.
6. Quinn A, Fallon B, Joh-Carnella N, Saint-Girons M. **The overrepresentation of First Nations children in the Ontario child welfare system: A call for systemic change**. *Children Youth Serv Rev*. 2022;139. Available from: <https://doi.org/10.1016/j.childyouth.2022.106558>.
7. Smylie J, Harris R, Paine S-J, Velásquez IA, Nimatuj, Lovett R. **Beyond shame, sorrow, and apologies—action to address indigenous health inequities**. *BMJ*. 2022;378:o1688. Available from: <https://www.bmj.com/content/bmj/378/bmj.o1688.full.pdf>.

MIDDLE YEARS

1. Dion J, Hamel C, Clermont C, Blackburn M-È, Hébert M, Paquette L, et al. **Changes in Canadian Adolescent Well-Being since the COVID-19 Pandemic: The Role of Prior Child Maltreatment**. *Int J Environ Res Public Health*. 2022;19(16):10172. Available from: <https://www.mdpi.com/1660-4601/19/16/10172>.

2. Richard J, Rebinsky R, Suresh R, Kubic S, Carter A, Cunningham JEA, et al. **Scoping review to evaluate the effects of peer support on the mental health of young adults.** BMJ Open. 2022;12(8):e061336. Available from: <https://bmjopen.bmj.com/content/bmjopen/12/8/e061336.full.pdf>.
3. Shpiegel S, Simmel C, Sapiro B, Ramirez Quiroz S. **Resilient Outcomes among Youth Aging-Out of Foster Care: Findings from the National Youth in Transition Database.** Journal of Public Child Welfare. 2022;16(4):427-50. Available from: <https://doi.org/10.1080/15548732.2021.1899098>.

PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

1. Chaisson K, Gougeon L, Patterson S, Allen Scott LK. **Multisectoral partnerships to tackle complex health issues at the community level: lessons from a Healthy Communities Approach in rural Alberta, Canada.** Can J Public Health. 2022. Available from: <https://doi.org/10.17269/s41997-022-00653-5>.

POLICY, PRACTICE, INTERVENTIONS

1. Fabri E, Thomas M. **Investigation of supportive policy for active school travel. Evidence-based recommendations for policies to promote active transportation for school journeys.** London, ON: Human Environments Analysis Laboratory, Western University; Ontario Active School Travel Council; Green Communities Canada; 2022. Available from: <https://ontarioactiveschooltravel.ca/wp-content/uploads/2022/08/Supportive-Policy-Report-AST-2022.pdf>.
2. University of Calgary School of Public Policy. **A Guaranteed Basic Income for Canadians: Off the Table or Within Reach?** Canada: School of Public Policy, University of Calgary; 2022 Jun 27. Available from: <https://policycommons.net/artifacts/2621107/a-guaranteed-basic-income-for-canadians/>.
3. Webb JM, Giles AR, Darroch FE. **Absent and Problematic: The Representation of Fathers in the Program Policies of Organizations that Provide Family-Centred Services in Vancouver's Downtown Eastside.** J Child Fam Stud. 2022. Available from: <https://doi.org/10.1007/s10826-022-02385-z>.

SCREENING (tools, methods, school readiness, etc)

1. Bastian A, Parks C, McKay FH, van der Pligt P, Yaroch A, McNaughton SA, et al. **Development of a Comprehensive Household Food Security Tool for Families with Young Children and/or Pregnant Women in High Income Countries.** Int J Environ Res Public Health. 2022;19(17):10543. Available from: <https://www.mdpi.com/1660-4601/19/17/10543>.

SOCIAL DETERMINANTS

1. Australian Institute of Health and Welfare. **The relationship between health risk factors and the neighbourhood environment.** Hawthorn, VIC Australia: Australian Institute of Health and Welfare; 2022 Aug 9. Available from: <https://apo.org.au/node/318915>.
2. Farmer G, Lowe SAJ, McDonald S, Yamamoto SS, Chari R, Pabayo R. **Do social support and community engagement act as mechanisms in the association between neighbourhood income inequality and the mental health of mothers in Calgary, Canada? A mediation analysis.**

- Health & Place. 2022;76:102851. Available from:
<https://www.sciencedirect.com/science/article/pii/S1353829222001125>.
3. McKenzie KNA, Comeau J, Reid GJ. **Examining the interactive association of family- and neighborhood-level socio-economic characteristics on children’s sleep beyond the associations of residency and neighborhood violence.** Sleep health. 2022. Available from:
<https://doi.org/10.1016/j.sleh.2022.06.002>.
 4. O’Connor M, Guo S, Letcher P, Sanson A, Goldfeld S, Olsson CA. **Developmental relationships between socio-economic disadvantage and mental health across the first 30 years of life.** Longitudinal and Life Course Studies. 2022;13(3):432-53. Available from:
<https://bristoluniversitypressdigital.com/view/journals/llcs/13/3/article-p432.xml>.

SOCIOEMOTIONAL

1. Alaazi DA, Salami B, Gabriel Ojakovo O, Nsaliwa C, Okeke-Ihejirika P, Salma J, et al. **Mobilizing communities and families for child mental health promotion in Canada: Views of African immigrants.** Children Youth Serv Rev. 2022;139. Available from:
<https://doi.org/10.1016/j.childyouth.2022.106530>.
2. Foster D, Rodrigues M, Somir I, Aziz T, Patel R, Ragnathan S, et al. **Paternal Positivity and Child Mental Health: A Meta-Analysis.** Journal of Child and Family Studies. 2022. Available from:
<https://doi.org/10.1007/s10826-022-02361-7>.
3. Statistics Canada. **Having someone to count on, January to March, 2022.** Ottawa, ON: Statistics Canada; 2022 Aug 9. Available from: <https://www150.statcan.gc.ca/n1/en/daily-quotidien/220809/dq220809a-eng.pdf?st=HNSoTQFy>.

MEDIA (HELP general)

1. **New funding awarded to Pan-Canadian research collaborative to explore the connection between early childhood outcomes and recent investments in poverty-reduction and early learning.** 2022. Available from: <https://earlylearning.ubc.ca/new-funding-awarded-to-pan-canadian-research-collaborative-to-explore-the-connection-between-early-childhood-outcomes-and-recent-investments-in-poverty-reduction-and-early-learning/>.
2. **How is the pandemic impacting children, families and educators in BC? New data help explore the emerging story.** 2022. Available from: <https://earlylearning.ubc.ca/how-is-the-pandemic-impacting-children-families-and-educators-in-bc-new-data-help-explore-the-emerging-story/>.
3. **HELP faculty and affiliates share insights and recommendations for better learning environments, access to mental health care.** 2022. Available from: <https://earlylearning.ubc.ca/spring-research-round-up/>.

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

COVID-19

1. Caldwell HAT, Faulkner G, Tremblay MS, Rhodes RE, de Lannoy L, Kirk SFL, et al. **Regional differences in movement behaviours of children and youth during the second wave of the COVID-19 pandemic in Canada: follow-up from a national study.** Can J Public Health. 2022;113(4):535-46. Available from: <https://doi.org/10.17269/s41997-022-00644-6>.
2. Kourgiantakis T, Markoulakis R, Hussain A, Lee E, Ashcroft R, Williams C, et al. **Navigating inequities in the delivery of youth mental health care during the COVID-19 pandemic: perspectives of**

- youth, families, and service providers.** Can J Public Health. 2022. Available from: <https://doi.org/10.17269/s41997-022-00670-4>.
3. Sadarangani M. **COVID-19 and back-to-school.** Vancouver, BC: University of British Columbia, Faculty of Medicine; 2022 Aug 22. Available from: <https://www.med.ubc.ca/news/covid-19-and-back-to-school/>.
 4. Sanders C, Frank TJ, Amyot T, Cornish K, Koopmans E, Usipuk M, et al. **Day-to-day life during the COVID-19 pandemic: A longitudinal qualitative study with Canadian parents of young children.** Contemporary Issues in Early Childhood. 2022;0(0):14639491221115475. Available from: <https://journals.sagepub.com/doi/abs/10.1177/14639491221115475>.
 5. Steenbeek A, Gallant A, MacDonald NE, Curran J, Graham JE. **Nova Scotia Strong: why communities joined to embrace COVID-19 public health measures.** Canadian Journal of Public Health. 2022. Available from: <https://doi.org/10.17269/s41997-022-00667-z>.
 6. US Centers for Disease Control and Prevention. **Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning.** Atlanta, GA: US CDC; 2022 May 27. Available from: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>.

Children's Environmental Health

1. Dabaja ZF. **Reviewing two decades of research on the Forest School impact on children: The sequel.** Education 3-13. 2022;50(6):737-50. Available from: <https://doi.org/10.1080/03004279.2021.1889013>.
2. Gilliland J. **Examining the impact of exposure to natural & built environments on children's sleep duration.** Sleep Med. 2022;100:S17-S. Available from: <https://www.sciencedirect.com/science/article/abs/pii/S1389945722002441>.
3. Leger-Goodes T, Malboeuf-Hurtubise C, Mastine T, Genereux M, Paradis PO, Camden C. **Eco-anxiety in children: A scoping review of the mental health impacts of the awareness of climate change.** Front Psychol. 2022;13:872544. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35959069>.
4. O'Brien L, Murray R. **Forest School and its impacts on young children: Case studies in Britain.** Urban Forestry & Urban Greening. 2007;6(4):249-65. Available from: <https://www.sciencedirect.com/science/article/pii/S1618866707000301>.
5. Prince SA, Lancione S, Lang JJ, Amankwah N, de Groh M, Jaramillo Garcia A, et al. **Examining the state, quality and strength of the evidence in the research on built environments and physical activity among children and youth: An overview of reviews from high income countries.** Health & Place. 2022;76:102828. Available from: <https://www.sciencedirect.com/science/article/pii/S1353829222000892>.
6. Wodtke GT, Ramaj S, Schachner J. **Toxic Neighborhoods: The Effects of Concentrated Poverty and Environmental Lead Contamination on Early Childhood Development.** Demography. 2022;59(4):1275-98. Available from: <https://doi.org/10.1215/00703370-10047481>.
7. Wolfe MK, McDonald NC, Ussery EN, George SM, Watson KB. **Systematic Review of Active Travel to School Surveillance in the United States and Canada.** J Healthy Eat Act Living. 2023;1(3):127-41. Available from: <https://doi.org/10.51250/jheal.v1i3.24>.

HUMAN
EARLY LEARNING
PARTNERSHIP



For more information visit
www.earlylearning.ubc.ca/library/citations

Michele Wiens, Senior Manager
(Knowledge Management)
Email michele.wiens@ubc.ca

Faculty of Medicine, SPPH
2206 East Mall, UBC
Vancouver, BC V6T 1Z3
Phone 604. 822. 1278
Email earlylearning@ubc.ca
Web www.earlylearning.ubc.ca