

Childhood obesity: modernity's scourge

Overweight and obesity affect about 23% of Australian children and adolescents, with 6% being obese.¹ These are conservative estimates, as there has been no systematic monitoring of the prevalence of overweight and obesity in Australian children and adolescents since 1995. However, over the previous decade, the prevalence of overweight children has almost doubled, and the prevalence of obese children more than tripled.^{1,2}

Health inequalities related to overweight and obesity are evident. There is a higher incidence of overweight and obesity in children of parents of particular backgrounds,³ and maternal education is the strongest social determinant of overweight and obesity in childhood.⁴ Although there are limited national data, and combined New South Wales, Victorian and National Nutrition datasets¹ failed to find a rural/urban difference, Victorian epidemiological data show a statistically significant, higher proportion of overweight and obese boys in metropolitan areas, but this difference was not found for girls.

The health consequences of overweight and obesity are substantial.⁵ Issues of social acceptance, athletic competence and physical appearance are well known to obese children and affect their sense of social and psychological wellbeing. Obese children with decreasing self-esteem are more likely to smoke and drink alcohol compared with those whose self-esteem increases or remains the same.⁷ Obese children and adolescents may also have a range of medical conditions including hypertension, dyslipidaemia, and even type 2 diabetes. Other problems, such as musculoskeletal discomfort, obstructive sleep apnoea, heat intolerance, asthma and shortness of breath, greatly affect their lifestyle.⁸

Addressing the determinants of health and wellbeing for children and adolescents will improve population health and wellbeing overall. The overarching cause of the obesity epidemic is energy imbalance — a relative increase in energy intake (food intake) together with a decrease in energy expenditure (decreased physical activity and increased sedentary behaviour). Identifying the most important predictive determinants of each of these behaviours, as well as the most effective and sustainable remedial strategies, is complex and involves parental education and employment; housing environments; play, recreation and physical activity; food and nutrition; accessible active transport; and child-friendly physical and social environments.⁹

From: Waters EB and Baur LA 2003 Childhood obesity: modernity's scourge. Medical Journal of Australia 178(9), 422-423. http://www.mja.com.au/public/issues/178_09_050503/wat10857_fm.pdf

Halting the Obesity Epidemic: A Public Health Policy Approach (2000)

Traditional ways of preventing and treating overweight and obesity have almost invariably focused on changing the behavior of individuals, an approach that has proven woefully inadequate, as indicated by the rising rates of both conditions. Considering the many aspects of American culture that promote obesity, from the proliferation of fast-food outlets to almost universal reliance on automobiles, reversing current trends will require a multifaceted public health policy approach as well as considerable funding.

National leadership is needed to ensure the participation of health officials and researchers, educators and legislators, transportation experts and urban planners, and businesses and non-profit groups in formulating a public health campaign with a better chance of success. The authors outline a broad range of policy recommendations and suggest that an obesity prevention campaign might be funded, in part, with revenues from small taxes on selected products that provide "empty" calories—such as soft drinks—or that reduce physical activity—such as automobiles.

They conclude by saying 'we do not pretend that these suggestions alone will eliminate obesity from American society, but they will be valuable if they help to produce even small reductions in the rate of obesity, as even modest weight loss confers substantial health and economic benefits. Without such a national commitment and effective new approaches to making the environment more favorable to maintaining healthy weight, we doubt that the current trends can be reversed'.

From: Nestle M and Jacobson MF 2000 Halting the Obesity Epidemic: A Public Health Policy Approach. Public Health Reports 115, 12-24.

Web reference: <http://www.cspinet.org/reports/obesity.pdf>

Study and Research Skills in the Health Sciences: O-Week Assessment

Student Name:

Program: (tick appropriate)

Entry Category: (tick appropriate)

Title: Obesity in AUS and solution to it

Overweight and obesity ^{over-view} in AUS

- 23% of Aussie children and adolescents are affected (1)
- 6% of above are obese (1)
- The rate is still rising (1,2)
- ~~Systematic prevalence is delayed~~

Problems related to overweight and obesity

- Hardly to be social acceptable (1)
- Lose self-esteem, ~~and~~ unbehaviour (1)

In my opinion, article 2 is a better source. Since it is a government report. The data ~~is~~ used are more reliable, ~~in contrast~~ while article 1 just ~~use~~ used general ideas and the data used is not authorised.

Moreover, article 2 aims at a certain point as in-depth treatment while article 1 just talks about general ideas.

Marking Criteria for 'O-Week' Research Skills Evaluation

Student Name: _____ Student ID: _____

Marker: _____

Indicators	Level 1	Level 2
The student with research skill ...	Student engages with a closed enquiry and requires a high degree of structure and guidance	Student engages with a closed enquiry and requires some structure and guidance
1. embarks on inquiry and so determines a need for knowledge/understanding	<input type="checkbox"/> Identifies some <i>peripheral</i> or <i>duplicated</i> ideas as key	<input type="checkbox"/> Identifies KEY ideas
2. finds/generates needed information/data	<input type="checkbox"/> Points/notes generated partially relate to the headings under which they are listed <input type="checkbox"/> Notes produced are sourced predominantly from 1 text only	<input type="checkbox"/> Points/notes generated elaborate on the key ideas to which they are linked <input type="checkbox"/> Notes produced draw on ideas from both texts
3. critically evaluates information/data and the process to find/generate	<input type="checkbox"/> Identifies indicators of source credibility and reliability but does not fully apply them in evaluating data or process	<input type="checkbox"/> Identifies several relevant indicators of source credibility and reliability and provides appropriate rationale for usage/inclusion of information
4. organises information collected or generated	<input type="checkbox"/> Has attempted a note-taking framework, but information is organised predominantly as a list of undifferentiated bullet points	<input type="checkbox"/> Uses a hierarchical note-taking framework that organises related information under the appropriate key headings.
5. analyses and synthesises new knowledge	<input type="checkbox"/> Produces point form notes (information not directly copied or sentence format) but notes separated according to source	<input type="checkbox"/> Combines and integrates ideas/data from different sources to generate notes
6. applies and communicates knowledge with understanding and acknowledges cultural, ethical, economic, legal and social issues	<input type="checkbox"/> Title is present <input type="checkbox"/> Partial and/or incorrect acknowledgement of sources of information	<input type="checkbox"/> Title relates clearly to the key ideas presented in the notes <input type="checkbox"/> Full and correct acknowledgement of sources of all noted information

Facets of Researching

In researching, students:

A student

1. *embark* (*clarify* purpose or *initiate* research) → _____
2. *find* needed information and *generate* data determined → _____
3. *critically evaluate* information and data → _____
4. *organise* information and *manage* research → _____
5. *synthesise* and *analyse* → _____
6. *apply & communicate* knowledge and processes → _____