Sample-Report - Gender, Depression and Levels of Intervention

[Name] | [ID]

Table of Contents

[Introduction 2](#_Toc500073277)

[Literature Review 3](#_Toc500073278)

[Analysis 5](#_Toc500073279)

[Conclusion 6](#_Toc500073280)

[References 7](#_Toc500073281)

# Introduction

According to the World Health Organization, more than 350 million people around the world are affected by depression. Depression usually begins in young people and can affect a person's well-being for the rest of their lives. Current research shows that young women suffer from a high rate of depression, and that depression can be related to many factors, such as genetics, family conditions, especially if they live with violence. Family violence can be prevented.
This report will examine the relationship between the prevalence of depression with respect to domestic violence among youth and will provide health interventions in public schools to address this problem. An environmental social framework will be used and gender will be examined using a participatory model. Solid community alliances will be built and developed during the planning and implementation of this project. It is hoped that these associations also create trust and cooperation in the community.

Gender refers to the social characteristics of women and men: norms, roles and relationships between groups of women and men. They vary from one society to another and can be changed. While most people are born male or female, they study appropriate norms and behaviors, including how they interact with other people of the same sex or gender within households, communities and the workplace. When individuals or groups do not conform to gender norms, they often face stigma, discriminatory practices or social exclusion, all of which adversely affect health. It is important to be sensitive to different identities that do not necessarily correspond to bilateral or bilateral sexual groups. (Lewis et al, 2015)
Gender norms, roles and relationships affect the susceptibility of people to different health conditions and diseases and affect their mental and physical health. They also have an impact on the access of people and the absorption of health services and the health outcomes they face throughout the life cycle.

# Literature Review

The Ottawa Charter on Health Promotion notes that health promotion skills are often already within communities, and this experience may be required to promote systems and thus promote health. The WHO also affirms that intersectional work has been successful in producing changes in mental health perceptions. The proposed intervention will involve many sectors of society to address depression. Depression among young women can develop as a result of living in a state of domestic violence. In addition, many young people suffer violence from the couple in their first relationships. Many young people do not seek help in mental health issues due to stigma. Providing information to young people, especially girls, on how to stay safe and avoid these potentially violent relationships would ensure their safety and, therefore, reduce the onset of depression. Using an environmental social model, an intervention in the area of ​​public health is proposed. Teachers receive a packet of information and training that will equip them to provide a set of lessons for six students at the school. (Hoare et al, 2014) It has been shown that providing interactive information is successful with this age group. The training will include information provided by other agencies such as SA police, local youth workers and mental health workers. Students will learn about respectful behavior and translate this learning into positive statements about respectful behavior. In addition, they will design stickers that will include their drawings and about respectful behavior. Twelve of your images will be used to produce Calendar for the next year that will be launched on the White Ribbon Day. Funding for this project will be provided by local service groups that may also be involved in classroom work (i.e., guest speakers). The launch will include schoolchildren and classroom teachers along with local youth workers, SA police representatives, local HSR schools, local government staff, general practitioners and local media. The men attending the event will be encouraged to make a statement about White Ribbon ("I swear never to apologize or keep quiet, and this is my right."). This program will be evaluated, improved and developed the following year, others in that state. (Craigie et al, 2014)

The frameworks and approaches of public health interventions vary, and some have proven to be more successful than others. The evaluations have highlighted that community-based interventions and community-based interventions are achieving better health outcomes. Community groups in many communities are taking healthy measures. Groups such as social clubs, women's action groups and youth clubs generally provide support, funding and ideas for community-based projects. Following this idea, the project of "expected respect" will be guided by the participatory model. In addition, the power-based approach described will also inform operations. The movement and passion often seen in service clubs highlight the fact that a volunteer organization can influence change, highlighting how work is shared. In addition to this participation, a social environmental approach is used in this intervention. An environmental social approach has been described as "the interdependence of social systems or the state of human health". In the project Respect for Respect, social systems are observed through the work of teachers who will involve young people to consider respectful behavior in their lives and those of others. (Morgan et al, 2014) In addition, young people will consider health in relation to the behavior of disrespect and the impact that this behavior can have on young people. Then thoughts of mental health and illness are considered. Finally, the potential harm of domestic violence will be examined. Then it will be translated into images and data (drawn and written by students) to be included in the calendar. The students will see their work printed. The funds raised can be allocated from the sale of calendars to next year's calendars or donated to a white ribbon campaign.

# Analysis

The "expected respect" project will help develop appropriate skills for both boys and girls. Young people will learn respectful and safe behavior in society, and this will improve the safety of girls and boys. In contrast, if the community is safer for young people, there will be a lower prevalence of depression. The current theory of public health has evolved rapidly in recent years. Current approaches to health are medical, behavioral, social and economic. The medical approach to health treats people who already suffer from health, a secondary approach to health that addresses the behavior of peoples with the hope of changing their actions. Adjustments and organizational structures are examined in the socio-economic approach. The project "Expect respect" is based on the premise of behavioral, social and economic models. The project aims to develop behavioral changes to increase awareness of respectful behavior and challenges to prevailing gender frameworks. (Price et al, 2015) In addition, the project examines family violence and its relationship to depression and mental health. It also highlights the social and environmental methodology by inspiring the community to participate in the work. The objective of the social and environmental approach to public health is that communities faceless "inequalities among population groups" and it is expected that in the "expected respect" project, the behavioral learning experience will respect less inequities and improve health outcomes especially for young women: initial prevention, along with a full-blown community response, has achieved some broad-based successes in the Australia. (Karyotaki et al, 2015) The project of respect is expected to reflect these achievements and continue to work with society as the project evolves.

# Conclusion

We observed 3-way reaction effects in 2 results: (a) typical drinks per week and (b) frequency of drinking wine in 1 month. With respect to controls and adjustment to drink the baseline, depressed women reduced their alcohol consumption more after BMI, while women with severe depression did not show differential improvement. In contrast, men with severe depression showed a significant drop in weekly drinks after BMI, while men with low depression did not show differential improvement. In addition, higher levels of depression were associated with higher levels of consequences in follow-up conditions.

The symptoms of depression can start early in life and affect all of life. Young women often suffer from high rates of depression and may be associated with factors that include domestic violence. The project "Respect for Respect" is proposed to address depression in students at a school that depends on skills within the community. Community associations will be established and strengthened in this project. Funding will be sought from local service clubs and the teacher will provide lessons on respectful and safe behavior that highlights appropriate behavior and also highlights how bad behavior and domestic violence can lead to depression. An environmental social framework with gender roles has been used. Depression among young people, especially among young women, must be adequately addressed. The project of expected respect will prove to be a starting point for society to address girls' depression, and after evaluation, it can be introduced throughout the state.

# References

Lewis, A. J., Kremer, P., Douglas, K., Toumborou, J. W., Hameed, M. A., Patton, G. C., & Williams, J. (2015). Gender differences in adolescent depression: Differential female susceptibility to stressors affecting family functioning. *Australian Journal of Psychology*, *67*(3), 131-139.

Hoare, E., Skouteris, H., Fuller‐Tyszkiewicz, M., Millar, L., & Allender, S. (2014). Associations between obesogenic risk factors and depression among adolescents: a systematic review. *Obesity reviews*, *15*(1), 40-51.

Hegney, D. G., Craigie, M., Hemsworth, D., Osseiran‐Moisson, R., Aoun, S., Francis, K., & Drury, V. (2014). Compassion satisfaction, compassion fatigue, anxiety, depression and stress in registered nurses in Australia: study 1 results. *Journal of Nursing Management*, *22*(4), 506-518.

Reavley, N. J., Morgan, A. J., & Jorm, A. F. (2014). Development of scales to assess mental health literacy relating to recognition of and interventions for depression, anxiety disorders and schizophrenia/psychosis. *Australian & New Zealand Journal of Psychiatry*, *48*(1), 61-69.

Butow, P., Price, M. A., Shaw, J. M., Turner, J., Clayton, J. M., Grimison, P., ... & Kirsten, L. (2015). Clinical pathway for the screening, assessment and management of anxiety and depression in adult cancer patients: Australian guidelines. *Psycho‐Oncology*, *24*(9), 987-1001.

Karyotaki, E., Kleiboer, A., Smit, F., Turner, D. T., Pastor, A. M., Andersson, G., ... & Christensen, H. (2015). Predictors of treatment dropout in self-guided web-based interventions for depression: an ‘individual patient data’meta-analysis. *Psychological medicine*, *45*(13), 2717-2726.