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OBESITY PREVENTION DEMANDS RADICAL INTERVENTIONS

James L DeBoy

Lincoln University, USA

For some 40 years the United States has witnessed a dramatic increase in obesity and its adverse concomitant effects: Diabetes 2, cardiovascular disease, cerebro vascular disease, selected cancers, sleep apnea, joint pathology, economic losses and socio-emotional stress. Historically, the American arsenal of treatment and prevention of this national epidemic has focused almost exclusively on individual-based methods, e.g. decreased caloric intake and increased caloric expenditure, medications, bariatric surgery and counseling. Clearly, these aforementioned interventions have yielded little as evidenced by the nation's obesity rates continuing to climb. The deterrents of obesity prevention are myriad and formidable: denial, resignation, misplaced anger and outright acceptance/celebration of the obesity condition. This power point presentation, consisting of 14 slides, will proffer population-based approaches (taxation, legislation, regulation and dietary reformulation) designed to significantly change living environments that vigorously oppose the obesogenic processed food industry. Specifically, 14 societal-legislative interventions will be shared– interventions that will force most Americans out of their comfort zone. Without question, the blow-back from government– imposed regulations will be acrimonious; however, policymakers and public health professionals can look to the arguments advanced by the proponents of the anti-smoking campaigns in the 1960s: Finding that balance between individual liberty and the well-being of society as a whole. This presentation will address some of those “imbalances” created by the obesity pandemic.

BIOGRAPHY

James L DeBoy earned his PhD in human development with minor concentrations in special education and history of education at the University of Delaware. He was appointed to the Lincoln University faculty in 1975 and achieved academic rank of Professor in 2000. As chair of the HPER Department from 1989 to 2011, he has served on virtually all major academic committees, assumed the lead role in assessment of student learning outcomes for 20 years, served key roles in the universities re-accreditation process for three decades and successfully taught more than 10 different health-focused courses over a 35 year career in higher education.

luhper1111@aol.com



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