PH492T – Social determinants of Indigenous Peoples’ Health  
Spring 2017  
3 Credit Hours  
Office of Public Health Studies  
Department of Public Health Sciences  
University of Hawai‘i at Manoa

1. Meeting Place and Time:  
Bio-medical Building D205  
Wednesday & Friday: 10:30 to 11:45

2. Instructor Information:  
Treena Delormier  
Office T 102A  
Phone: 808 956 5742  
Email: treenad@hawaii.edu  
Office Hours: Monday 11:00 to 12:00

3. Course Description:  
Indigenous peoples have long understood that the well-being of individuals and communities is linked to broader dynamics than what has been proposed by individualistic and bio-medical approaches to health. At contact European explorers remarked at the healthy populations of Indigenous peoples they met. It is therefore troubling that Indigenous populations globally suffer some of the heaviest burdens of disease and health risks. We understand that health disparities are the adverse persistent differences in health status observed for specific populations. Health disparities are unnecessary and avoidable, and therefore unjust. This course will examine the health disparities of Indigenous people, who are a specific population that has systematically experienced greater obstacles to health due to social structures such as colonialism, racism, history, ethnicity, ongoing impacts of oppression and dispossession. We will address the distinct ways public health can address Indigenous people’s health disparities, using a critical social determinants of health approach, while acknowledging the resilience and strengths of Indigenous Peoples.

4. Student Learning Objectives:  
Students will be able to:  
• distinguish and describe who Indigenous Peoples are  
• describe the health disparities of Indigenous Populations  
• identify the social determinants of health  
• discuss the development and assumptions of current social determinants of health frameworks.  
• recognize the unique social context of Indigenous people health status.  
• propose how social determinants of health (e.g. colonialism, racism, gender relations, social marginalization) can translate into poor health status.  
• assess approaches that are appropriate for addressing Indigenous Peoples health.
5. Linking Department Approved Competencies Addressed:

<table>
<thead>
<tr>
<th>Public Health Domains</th>
<th>Competencies: Students should be able to:</th>
<th>Associated Classes</th>
</tr>
</thead>
</table>
| Identifying and Addressing Population Health Challenges | 1. Apply core concepts of public health, grounded in an ecological perspective to assessing public health issues.  
2. Articulate the natural and social determinants of health status in communities, and the dynamic interplay among these factors in various populations.  
3. Identify current public health topics including an analysis of the societal attitudes that generate differential impacts to various communities  
4. Describe Indigenous People’s health in a historical context, and discuss the impacts of colonial processes and social determinants on health outcomes | PH 201, PH 202, PH 203, PH 480  
PH 325, 340, 420  
PH 340, 420, 422  
PH 201, PH 202, PH 203, PH 341  
PH 340, 420, 422  
PH 201, PH 202, PH 203  
PH 325, 340, 420, 422 |
| Determinants of Human Health                   | Identify the impact of the environment, social disparities, and both communicable and non-communicable diseases on health. | PH 341                         |
| Project Implementation                         | 1. Exhibit critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking, quantitative reason, and to construct sound arguments | PH 480, PH 485  
PH 410                         |
| Health Policy, Law, Ethics, and Economics      | Articulate the impact of public health policies on vulnerable populations, including Indigenous Peoples. | PH 201, PH 202  
PH 330, 325, 340 |
| Health Communication                           | 1. Apply abstract reasoning and critical thinking skills to communicate public health research and practice to public and professional audiences.  
2. Demonstrate effective written communication skills  
3. Demonstrate effective public speaking skills during classroom discussions and presentations | PH 480, PH 489  
PH 325, 340, 410, 420, 422  
PH 480, PH 489  
PH 340, 410, 420, 422  
PH 480, PH 489  
PH 325, 340, 410, 420, 422 |

6. Required Text or Readings:
There is no textbook for this course. Readings will be posted on Laulima in the Resources folder by week.

Readings
January 11 - Indigenous Health: a worldwide focus (Lancet, 2016)
January 13 - Indigenous health in Australia, New Zealand, and the Pacific (Anderson et al., 2006)
January 18/20 - Social determinants of health inequalities (Marmot, 2005)
January 25 – A conceptual framework for action on the social determinants of health – Executive Summary pp.4-7 (World Health Organization, 2010)
February 1/3 - Historical and cultural aspects of Native Hawaiian health (Blaisdell, 1989)


Feb 15/17 - The spiritual dimension of holistic health: A reflection (Brant Castellano, 2015);

Trading Eyes (Porter, 2008)


Mar 1/3 - The relatedness of people, land and health: Stories from Anishnabe elders (Richmond, 2015)

Mar 8/10 - Health disparities: promoting Indigenous Peoples’ health through traditional food systems and self-determination (Egeland & Harrison, 2013)

Mar 15/17 – Film viewing and analysis (group work)

Mar 22/24 – Taking Action – Policy TBD

Apr 5/7 – Taking action – Programs TBD

Apr 12/14 – no assigned readings group work (12); Good Friday (14)

Apr 19/21 – Apr 12/14 – Taking Action – Research TBD

Apr 26/28 – The Kahnawake Schools Diabetes Prevention Project

May 3/5 – Presentations on social determinants of health

7. Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11 &amp; 13</td>
<td>Indigenous Health Status</td>
<td>Readings</td>
</tr>
<tr>
<td>Jan 18 &amp; 20</td>
<td>Social Determinants of Health Framework</td>
<td>Readings</td>
</tr>
<tr>
<td>Jan 25 &amp; 27</td>
<td>Determinants of Indigenous Peoples Health</td>
<td>Readings</td>
</tr>
<tr>
<td>Feb 1 &amp; 3</td>
<td>Colonial History &amp; Indigenous Health</td>
<td>Readings</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Indigenous Worldview &amp; Health</td>
<td>Readings</td>
</tr>
<tr>
<td>Feb 10</td>
<td>No class</td>
<td>Interview an elder about what health means</td>
</tr>
<tr>
<td>Feb 15 &amp; 17</td>
<td>Indigenous worldview, knowledge and health</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td>Assignment due: submit via drop box.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday – Share photo-essays of elder perspectives on health</td>
<td></td>
</tr>
<tr>
<td>Feb 22 &amp; 24</td>
<td>Racism, Gender and Health</td>
<td>Readings</td>
</tr>
<tr>
<td>Mar 1 &amp; 3</td>
<td>Land as a determinant of health</td>
<td>Assignment: Hot Topic sharing – students (2)</td>
</tr>
<tr>
<td>Mar 8 &amp; 10</td>
<td>Food systems and Health</td>
<td>Assignment: Hot Topic sharing students (2)</td>
</tr>
<tr>
<td>Mar 15 &amp; 17</td>
<td>Film viewing and analysis</td>
<td>Assignment due March 24</td>
</tr>
<tr>
<td>Mar 22 &amp; 24</td>
<td>Taking Action – Policy</td>
<td>Readings</td>
</tr>
<tr>
<td>Mar 29 &amp; 31</td>
<td>Spring Break</td>
<td>Assignment: Hot Topic sharing – students (2)</td>
</tr>
<tr>
<td>Apr 5 &amp; 7</td>
<td>Taking Action – Research</td>
<td>Assignment: Hot Topic sharing – students (2)</td>
</tr>
<tr>
<td>Apr 12/14</td>
<td>Taking Action – Programs and evaluation</td>
<td>Assignment: Hot Topic sharing – students (2)</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Good Friday</td>
<td></td>
</tr>
<tr>
<td>April 19 &amp; 21</td>
<td>Group work</td>
<td></td>
</tr>
<tr>
<td>Apr 26 &amp; 28</td>
<td>The Kahnawake School Diabetes Training project: Intervention, Research &amp; Training</td>
<td>Readings</td>
</tr>
<tr>
<td>May 3</td>
<td>Discuss student projects</td>
<td>Final assignment due May 10th</td>
</tr>
</tbody>
</table>

8. Course Policies:
Course Policies

1. **Do the assignments on time.** All students are expected to read the assigned articles/documents by the respective dates of discussion (before the scheduled discussion), and complete all course assignments at college-level proficiency. Maximum benefit from this class can be achieved only if you attend class; complete the readings, assignments, and projects as they are assigned; and actively participate in the class activities. It is the student’s professional responsibility to be aware of the assignment due dates and make the instructor aware of any expected problems meeting due dates. Your grade for the course will be affected by missed due dates. Points will be deducted for late assignments, especially if no communication has been made before the due date passes.

2. **Arrive on time and participate.** All students are expected to arrive on time and participate in each class activity. Attendance is not taken, however, you will earn credit for all class activities in which you participate. It is the student’s professional responsibility to notify the instructor of any anticipated absences in advance. Students may inquire about the possibility of completing alternate assignment in lieu of missed class; prior approval is required.

3. **Use the proper format.** All written assignments must be typed with student’s name, course number, and date all listed at the top of the page of the assignment. Do not use a separate title page for any assignments. When necessary please use APA format (double-spaced, 1-inch margins, 12-point Arial font, proper citations in text and references). Submit all assignments by the due date.

4. **Grades.** Final grades are based on completed assignments (submitted on time) and class participation.

5. **Use references wisely.** Original written work is expected with appropriate citation of references. All references need to have author, title, year, publishers, place of publishers, journal name, volume and issue number, and page numbers. All written work must follow APA (American Psychological Association) citation and referencing style.

6. **Conduct Code—Do original work.** Plagiarism is unacceptable and will result in a failing grade for the assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawai‘i Student Conduct Code, available online, at the Office of Student Affairs at the Student Services.

7. **Syllabus may be revised as needed.** The course schedule and assignments may need to be revised and some topics re-scheduled depending on the availability of guest speakers, pace of the learning, size of class, and the needs of the students.

**Appointments with instructor.** Students are encouraged to meet with the instructor to review their progress, or clarify course assignments and expectations. Please contact the instructor before or after class or by email to set up appointments.

8. **Description of Course Assignments:**

**Class attendance.** You will get half a point for each class attended. There will be 5 reading quizzes (random times) 3pts each.

**Hot topics:** There are many things happening daily that impact Indigenous Peoples health. For this assignment I’d like you to select a happening, event of situation that you learn about that is relevant to public health. You will have to look at the issue through public health lenses to frame your report as a public health ‘story’. Write a brief report, in lay terms, to communicate about the current event. Your report should relate the story to the social determinants of health and the health of Indigenous Peoples. Provide a brief historical context to the issue, and the people (if necessary). You have a 300-500 word limit (not including title or references), provide your source(s) in proper reference format, double
Spaced, and page numbers. Please submit via Laulima drop. You will share the report with the class as part of a discussion.

**Film analysis:** We will watch a full length film in class together. In small groups (3) you will analyze the film using a perspective of how the social determinants of health impact the lives of the people in the film. You will write up the analysis 750 - 1000 words and present your analysis for discussion in class.

**Cultural views of health** – You will interview an elder about their views on what makes healthy individuals and what build healthy communities – from their experiences how do they understand their well-being and the well-being of Native Hawaiians in Hawaii. Provide a short photo essay (minimum - 10 pictures visually presented via PowerPoint, Prezi or other medium you prefer) to present their cultural perspective.

**Final Essay** – You will choose one of determinants of health that impacts the health of Indigenous populations. Please write about how the social determinant impacts a health status outcome for the population, use a diagram to show the connection between the determinant and health outcome. Show evidence for the connection from a published peer review article. Propose a public health solution, (action, policy, study, research etc.) that could improve the health outcomes. (1000-1200 words)

9. **Grading Scale:** (for Class Assignments)

<table>
<thead>
<tr>
<th>Grading Points</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance/participation/reading</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Hot topics in Indigenous Health communication</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Film analysis of the social determinants of health - group</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Worldview of health interview with elder</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Final Essay -</td>
<td>60</td>
<td>30%</td>
</tr>
</tbody>
</table>

10. **Grading System:** This course does not +/- grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90-100</td>
<td>Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work.</td>
</tr>
<tr>
<td>B = 80-89</td>
<td>Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.</td>
</tr>
<tr>
<td>C = 70-79</td>
<td>Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.</td>
</tr>
<tr>
<td>D = 60-69</td>
<td>Poor, insufficient work. Naive or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work.</td>
</tr>
<tr>
<td>F &lt; 60</td>
<td>Unacceptable work</td>
</tr>
</tbody>
</table>

11. **University Policies for Opportunity and Accommodation:**

Equal Opportunity and Affirmative Policy
The University of Hawai‘i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University’s programs and activities.

For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:

Students: Lori Ideta, Assistant Vice Chancellor & Dean of Students, EEO/AA, Title IX & ADA Coordinator
Ph.-956-3290 (V/T); Email ideta@hawaii.edu

Employees: Mie Watanabe, EEO/AA Director, Title IX & ADA Coordinator
Ph. 956-7077; Email -eeo@hawaii.edu

Students with Disabilities: Ann Ito, KOKUA Program Director
Ph. 956-7511 (V/T); Email kokua@hawaii.edu

**Accommodations**

A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text) in room 013 of the Queen Liliuokalani Center for Student Services.

Chapter 5 Diabetes Prevention in Native Communities, In: Leveraging culture to address health inequalities.

**Reading List References**


