PH 305
Native Hawaiian Health Determinants
Population Health, Social Determinants, and Health Disparities

Fridays, 1:00-4:00 PM
Spring 2014, D205

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Course Objectives

The primary objective of this seminar is for students to work with faculty in applying evidence-based knowledge about the social determinants of health in the formation of research, policy, and program development for improving population health and reducing health disparities for Native Hawaiians. After this course, you should be able to:

• Define the key elements of a population health approach as it pertains to Native Hawaiians;
• Describe knowledge about how social determinants influence Native Hawaiian health and health disparities;
• Describe the contribution of medical care toward Native Hawaiian health;
• Present this knowledge using conceptual and causal thinking; and
• Use this knowledge in research, public health policy, and program design to reduce health disparities among Native Hawaiians or other population groups and to improve the health of the whole population.

Course Introduction

Native Hawaiian Population Health, Social Determinants, and Health Disparities is a seminar course designed for undergraduate students enrolled in the Office of Public Health Studies department interested in Native Hawaiian health or how special populations interact with Public Health. Other students may enroll as space allows. Course enrollment is capped at 20 to have maximum interaction in class and the ability for each student to present their work at the end of the seminar. The course explores the elements and actions of a population health approach to Native Hawaiian health, including conceptualizing the determinants of health, synthesizing knowledge about major social determinants, and applying knowledge to improve health and reduce health disparities. The seminar also teaches conceptual models and causal thinking with emphasis on social causation and how to analyze social determinants in relation to health disparities.
Population health refers to the health of a population as measured by health status and quality of life indicators that are influenced by social, economic and physical environments, personal health behaviors or practices, individual capacity and coping skills, human biology, early childhood development, and health services.

Social determinants of health refer to both specific features of and pathways by which societal conditions affect health and quality of life. We concentrate on social conditions that can be altered by programs and policies of all types. Examples are income, education, occupation, family structure, hazard exposure, racial and sexual discrimination, domestic violence, and larger forces such as structural inequality, food distribution, the built environment, cultural beliefs and attitudes, legal and social justice channels. This course concentrates on the social determinants in interaction with the biological and personal determinants with the belief that social conditions and forces act at a collective level to shape individual biology, individual risk behaviors, environmental exposures, and access to resources that promote health.

Health disparities is a term that describes a disproportionate burden of disease, disability, and death and their risk factors among a particular population or group. Following HP2010, the group characteristics of primary concern in this course include gender, race or ethnicity, education or income, disability, geographic location, or sexual orientation. These disparities, from a Rawlsian social justice point of view, are inequities.

Population health focuses on the interrelated conditions and factors that influence the health of populations over the life course, identifies systematic variations in their patterns of occurrence and applies the resulting knowledge to develop and implement policies and actions to improve the health and well-being of those populations.

The goals of a population health approach are:

- to maintain and improve the health and health-related quality of life of the entire population and
- to reduce inequities or disparities in health and quality of life of population groups.

In this course, we put together population health, social determinants, and health disparities in the context of Native Hawaiians and suggest this as a major public health approach to improving health and quality of life. Public health cannot achieve reduction in health inequities on its own—partnerships are needed across a wide number of public and private sectors of the legal, economic, legislative and social system.

Major emphasis in this course will be put on conceptual and causal thinking about the relationship between the social determinants of health and the disparities experienced by Native Hawaiians. The epistemology of causation is a difficult area, but causal thinking is of major importance in social epidemiology and population health, given the lack of knowledge of how social determinants such as income inequality or racial discrimination affect the health of population groups and the difficulty in shaping intervention strategies to address these inequalities. Conceptualizing determinants of health will naturally lead to the evidence base for different causal pathways and suggest relationships that must be tested in research, such as how social capital affects well-being. The purpose of research in this area is both accumulation of fundamental knowledge and application of knowledge to the reduction of disparities. Hence, in this course we will be moving back and forth between the evidence base, the theory, and the application of evidence to programs and policies to reduce disparities. For some social activists, it is often exasperating to examine evidence and make tentative conclusions about what should be done, when the answer is obvious: we must redistribute income. This course will provide a way to think about this and other solutions as well as the determinants with the proposals for change being focused on one or more of the elements: theory, method, research, translation, or implementation.

Prerequisites: There are no required prerequisites, however, students who have taken the core MPH course work may have an easier time, since many of the concepts of Public Health will be applied to a Native Hawaiian framework. Preference is given to students enrolled in Public Health Studies. Students from other schools should have taken equivalent study design and analysis courses; please contact the instructor about the appropriateness of your past training. This is a graded course.
**Session Tentative Schedule – Still waiting from some guest lecturers on dates**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Session Topic</th>
<th>Assignments</th>
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| 1     | Jan 17 | 1.1 Introduction – Review Course Syllabus  
1.2 Modeling a Vision for Health  
1.3 What are population health, social determinants and health disparities and how do they relate to Native Hawaiians? | Create a list of all the determinants of health for Native Hawaiians – in class. |
| 2     | Jan 24 | 2.1 Overview of Conceptual Modeling  
2.2 Polynesian Types: The Science of Making Whiteness Indigenous to the Pacific | Readings Posted in Laulima |
|       |       | Visiting Scholar: Maile Arvin, Ph.D.  
2:30–4:00pm History Department Library, Sakamaki Hall A201 | |
| 3     | Jan 31 | 3.1 Policy and Health Care Provisions as a Determinant of Health  
3.2 Guest Lecture - Ralph Forquera, Executive Director, Seattle Indian Health Board | |
| 4     | Feb 7  | 4.1 Identity – Historical Trauma, mokuauhau and relationships  
4.2 Guest lecture – Alice Te Punga Somerville | |
| 5     | Feb 14 | 5.1 Biology – Does genetics really dictate our health and if so, how can we control genetics?  
5.2 Guest lecture – Maile Tauali | |
| 6     | Feb 21 | 6.1 Education – Does education ensure health?  
6.2 Guest lecture — Summer Maunakea | |
| 7     | Feb 28 | 7.1 Language – How does ‘olelo Hawaii impact health?  
7.2 Guest lecture – | Brief Paper Due |
| 8     | Mar 7  | 8.1 Kuʻe: What affect does activism have on your health?  
8.2 Guest Lecture - | |
| 9     | Mar 14 | 9.1 Poverty – Does the role that income affects health differ for Hawaiians?  
9.2 Guest lecture – | |
| 10    | Mar 21 | 10.1 Food: Nutrition, Security and Sovereignty  
10.2 Guest Lecture – | |
|       | Mar 28 | Spring Break | |
| 11    | Apr 4  | 11.1 Mahi ‘ai ʻana – Subsistence Farming  
11.2 Guest lecture – | Assignment 1 Due |
| 12    | Apr 11 | 12.1 Land – Does history of land division affect our health today?  
12.2 Guest lecture – | |
| 13    | Apr 18 | Holiday – Good Friday | |
| 14    | Apr 25 | Proposals presented to all students and guests | Presentations |
| 15    | May 2  | Proposals presented to all students and guests | Presentations |
Required Readings


Other required readings can be obtained electronically through Laulima.

During the quarter the instructor or invited speakers may assign additional readings that do not appear on this syllabus.

Laulima can be accessed via the website: https://laulima.hawaii.edu/portal. If you are registered in the class, you will be able to access all materials posted as well as submit assignments and download readings.

Reading Assignments:


Course Requirements

COURSE EXPECTATIONS

Students and faculty are expected to read the assigned materials before class, attend class regularly, and come to class prepared to participate actively. A fundamental assumption of this course is that students who read the materials and discuss them in seminar will learn more than students who do either or neither one. To organize this activity, discussion questions or topics are assigned to students on a rotating basis. Suggested discussion questions appear on the session pages later in the syllabus.

Students are expected to submit written assignments on time, with primary attention to content but proficient use of grammar, language and style. Learning is best when you enjoy the class. Please work together with the instructor to make this a great learning experience.

FACULTY AND STUDENT RESPONSIBILITIES

The course is run as a seminar with substantial student involvement throughout.

Student responsibilities include:
- arrive at classroom on time and return from breaks on time
- submit work on time
- read the assigned readings in advance of class
participate regularly in class discussion
• have no side discussions during class – Share your conversations with the class
• have positive, respectful discussions and deal with conflict effectively
• complete exams and projects and other assignments
• provide feedback to faculty instructors on how to improve the class process and outcome through formal and informal evaluation of instructors and the course

Faculty responsibilities include:
• arrive at class on time and end class on time
• have course materials prepared on time
• coordinate content of actual class with assigned readings and other assignments
• give timely, helpful feedback on assignments
• provide help to students on their projects in a timely fashion
• layout goals for each class session
• have positive, respectful discussions and deal with conflict effectively
• have reasonable expectations of students

WRITTEN ASSIGNMENTS

BRIEF PAPER/DUE DATE: February 28. The assignment is to write a short essay answering the following question. Evidence indicates that disparities in population health are associated with differences in income and income inequalities. Since income is associated with access to health care both through differences in insurance status and through differences in the ability to pay for care not covered by insurance, some have suggested that one way to reduce income-related disparities in health status the implementation of health care coverage through the Affordable Care Act. Drawing from this and other courses, what would be the effects of Affordable Care Act on Native Hawaiian health? What aspects of health and wellness may be left out if the focus is on health insurance? Limit yourself to 4 double-spaced typed pages, excluding references that you cite.

SOCIAL DETERMINANTS PROJECT. The goal of the Social Determinants Project is to give students an opportunity to develop in-depth knowledge about a social determinant of population health – What is the social determinant’s contribution (effects) to disparities in population health? Based on current evidence, what intervention(s) targeting the social determinant would reduce health disparities?

The Social Determinants Project has 2 inter-related assignments that build on each other and culminate in the Final Report and Student Presentations at the end of the class. The Project is broken down into parts for students to receive feedback from faculty and peers, which may result in higher quality products at the end of the semester.

ASSIGNMENT 1: DUE April 4th

This assignment provides experience with conceptual models and causal thinking. Students will select a social determinant and write a paper of no more than 5 pages (double-spaced and 12-point font, excluding references, figures and tables) containing the following elements:

1. Pick a social determinant of Native Hawaiian health. Please choose from the following list of social determinants: income and income inequality, culture, language, environment, gender, sexual orientation, or disability. Examine the relationship between being Native Hawaiians and your chosen social determinant.

2. Review the theoretical and empirical literature about the effects of your chosen social determinant on population health and if there exists literature, on Native Hawaiian Health. If there is no literature on
Native Hawaiians, search to see if there is anything in the literature on the relationship between your chosen determinant and any race. In doing the review, look especially for limitations (what are knowledge gaps and limitations with methods?). [NOTE: please do not write a written summary of your literature review in this step.]

3. Based on your literature review and seminar content, draw and describe a conceptual model indicating the causal relationships of the social determinant and other determinants with Native Hawaiian health. Make sure that you identify your chosen social determinant(s) in the model and describe its relationships to the other determinants in the model and to Native Hawaiian health. In organizing your paper, please first present your conceptual model in a Figure, and then define the concepts in the model and explain their relationships, drawing on your literature review to support your statements, for example, that Variable X is related to Variable Y in the model because of theoretical and empirical evidence in references Z. This should be no more than 5 double-spaced pages in 12-point font, excluding the Figure containing your conceptual model.

4. Students exchange papers. On the due date, each student is expected to exchange papers with at least 1 other student, who will review and provide written comments.

5. Students revise papers based on comments from faculty and peers.

COURSE GRADING

Students can earn up to 100 points in the course as follows:

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<tr>
<th>Evaluation Criteria</th>
<th>Total Possible Points = 100</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>25 points</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>50 points</td>
</tr>
<tr>
<td>Brief Paper</td>
<td>25 points</td>
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</tbody>
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Grading will be based on the total number of points achieved:

A: 90-100 points
B: 80-89 points
C: 70-79 points
D: 60-69 points
F: <60 points

Class participation is based on your assigned leading of discussion, and your spontaneous participation (unassigned) during class sessions. We realize some are more gregarious than others, but we shall provide opportunity for everyone to speak and participate as much as possible within their comfort zone.

Course Website

The course website will be a key resource and will be available via Laulima. Materials from lectures and assignments will be added as we go along. Announcements and schedule updates will also be posted on the website.

Laulima can be accessed via the website: [https://laulima.hawaii.edu/portal](https://laulima.hawaii.edu/portal). If you are registered in the class, you will be able to access all materials posted as well as submit assignments and download readings.