PH 770c – Health Disparities Research, 3 credit hours
Fall 2016
Office of Public Health Studies
University of Hawai‘i at Manoa

Meeting Place: Biomed D-211 (but D-106 for 9-11am lab)

Class Time: Wednesdays
11am to 1pm – 1st-year lab
1-3pm – all-student lecture
either 9-11am or 3-5pm - 2nd-year lab

Instructor Information
Name: Kathryn L. Braun, DrPH
Phone: 956-5768 (office) or 330-1759 (mobile)
Email: kbraun@hawaii.edu
Office Hours: by appointment

Course Description
PH 770c focuses on health disparities. We will examine how disparities are defined and explore some ways that disparities are measured in local (weeks 1-4), national (weeks 5-11), and international (weeks 12-14) arenas. We will look at some explanations for disparities, including social determinants of health, racism, and life-course theory. We will consider the usefulness of community-based participatory research approaches in engaging communities to address disparities of concern to them. New material will be gained through lectures, readings, guest speakers, self-study, discussion, and peer learning. You will demonstrate new knowledge and skills by completing a major writing assignment: either 1) a systematic literature review about a disparity or interventions that address a disparity (1st years) or 2) a proposal to create knowledge related to disparities (2nd years). It is hoped that you will have a connection to an agency or community group (through your work, GA, or volunteer activity) that can inform your thinking about your literature review or proposal. It is hoped that you develop and maintain a “learning community” with fellow DrPH students. Attendance in this class is limited to doctoral students in public health and social work.

Student Learning Objectives
1) Explain what is meant by health disparities, and explain why they are a public health is concern.
2) Describe, compare, and contrast ways that health disparities are measured in the US and globally.
3) Discuss how race and ethnicity are assigned and how variations in assignment affect our understanding of disparities.
4) Explain how social determinants of health affect disparities.
5) Explain how and why the life-course perceptive is helpful in understanding and addressing disparities.
6) Prepare a systematic literature review on an area of health disparities affecting a community or population of interest (1st years) OR prepare a research proposal related to health disparities (2nd years).
7) Demonstrate ability to correctly use APA style in your academic writing.
8) Identify and establish a relationship with a community partner for purposes of the course and, if possible, the DrPH program.
9) Demonstrate skills at initiating and maintaining a learning community among DrPH students.

DrPH Competencies Addressed in this Course
Communications
- Demonstrate effective written and oral skills for communicating with persons across the lifespan from diverse cultural, lifestyle, socioeconomic, educational, racial, ethnic and professional backgrounds.
Critical Analysis and Systems Thinking
- Critically analyze, use and synthesize information from multiple sources to address public health problems/issues.
- Analyze and evaluate the impact of local, national, and global trends and interdependencies on PH related problems and systems.

Data
- Apply data management, analysis, interpretation, and visualization techniques in: intervention development, evaluation, and monitoring of public health problems and interventions.

Ethics
- Demonstrate and apply high ethical standards to all activities, including the communication and interaction with diverse populations, the conduct of research, and the handling of information and data.

Research
- Select appropriate research designs and methods to address public health questions of importance to diverse communities.
- Critique research appropriateness, including the ethical aspects of research designs, subject recruitment, and data collection that involve communities.
- Promote co-learning between researchers, public health professionals, and communities.

Teaching
- Identify, develop, implement, and evaluate teaching methods that are appropriate to diverse audiences.

Required Text or Readings:

Textbooks (2nd years buy Creswell; 1st and 2nd years buy APA)
- APA Style Manual

Websites
- APA Referencing Guide from Purdue University. [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
- Inequality is created. [http://inequality.is/real](http://inequality.is/real) (website from Pauline)
- You-tube by Harry Burns on disparities in Scotland [https://mail.google.com/mail/u/0/#inbox/151a20c34899c9f5](https://mail.google.com/mail/u/0/#inbox/151a20c34899c9f5)

Assigned Readings (PDFs on Laulima) and Useful Websites


Hagiwara MKI, Miyamura J, Yamada S, Sentell T. Younger and sicker: Comparing Micronesians to other ethnicities in Hawai‘i. AJPH 2015; e-pub ahead of print.


**Course Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>1st years 11-1pm (literature review)</th>
<th>All students 1pm – 3pm</th>
<th>2nd years 9-11am or 3-5pm (proposals)</th>
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<tbody>
<tr>
<td>Wed 8/24</td>
<td>LEC: Orientation, QP, PRISMA DISCUSS: Your research areas and first assignment READ: Moher (PRISMA)</td>
<td>INTRO: 1st and 2nd-year DrPH students Review syllabus and lab schedule KB: Ethnic disparities in Hawaii READ: Wu</td>
<td>DISCUSS: Proposal outline, your topic, timeline, annual review. READ: DrPH 3-Paper Dissertation Proposal Outline</td>
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<tr>
<td>Wk 1</td>
<td></td>
<td>STUDENTS: - Surveillance data, racism &amp; health READ: Jones (2000, 2008), Shavers, optional Paradies (last 20 pages are refs) WEBITES: US DHHS HP 2020, Hawai‘i Health Matters, IBI</td>
<td>READ: GRG, page 1-6 LEC: Conceptual frameworks and research questions DUE/PRESENT: Vision statements</td>
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<tr>
<td>Wed 8/31</td>
<td>READ: Data Abstraction Tool DUE/PRESENT: Find/critique review article in area of interest. DISCUSS: Research areas and how to use abstraction tool.</td>
<td>STUDENTS: Pacific Islanders and research with indigenous peoples READ: Braun (2014a), Hagiwara, Tsark</td>
<td>READ: GRG, ch 17 LEC: Writing specific aims READ: Sample specific aims DUE/PRESENT: Introduction and conceptual framework</td>
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<tr>
<td>Wk 2</td>
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<td>DUE/PRESENT: Conceptual framework and specific aims (first draft)</td>
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<tr>
<td>Wed 9/7</td>
<td>LEC: Systematic lit review READ: M&amp;M-Intro &amp; Step 1. DISCUSS: Lit Rev model, Fig 1.1, Exercise 1.5, and findings from the literature so far.</td>
<td>STUDENTS: Research ethics, and ‘Imi Hale. READ: Aitaoto, Braun (2014b), Fong, Gellert</td>
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<tr>
<td>Wk 3</td>
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<td>DUE/PRESENT: Conceptual framework and specific aims (first draft)</td>
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<tr>
<td>Wed 9/14</td>
<td>GUEST: Melissa Kahili-Heede, Librarian, EndNote training</td>
<td>STUDENTS: Research ethics, and ‘Imi Hale. READ: Aitaoto, Braun (2014b), Fong, Gellert</td>
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<td>Wk 4</td>
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<td>DUE/PRESENT: Conceptual framework and specific aims (first draft)</td>
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<tr>
<td>Wed 9/21</td>
<td>GUEST: Phoebe Hwang, DrPH candidate</td>
<td>Life course perspective 1 GUEST: Colette Browne, Prof, SW READ: Browne, Jackson</td>
<td>9am GUEST: Jane Chung-Do, Asst Professor 3pm GUEST: Rebecca Schweitzer, Asst Researcher</td>
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<td>Wk 5</td>
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<td>Wed 9/28</td>
<td>DUE: Intro to your lit review DUE/PRESENT: 20+ articles in grid/endNote, inc/excl criteria</td>
<td>Life course perspective 2 READ: Ben-Schlomo, Dube, Juneau, Kaspar</td>
<td>LEC: Elements of a Proposal READ: Sample proposals READ: GRG, ch 2 and whichever chapters in part 1 that fit you.</td>
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<td>Wk 6</td>
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<td>Wk 7</td>
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<tr>
<td>DATE</td>
<td>1st years</td>
<td>All students</td>
<td>2nd years</td>
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<tr>
<td></td>
<td>11-1pm (literature review)</td>
<td>1pm – 3pm</td>
<td>9-11am or 3-5pm (proposals)</td>
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<tr>
<td>Wed 10/12 Wk 8</td>
<td>flow chart), growing “grid”</td>
<td>STUDENTS: Measuring disparities 1 READ: Keppel (2005)</td>
<td>and specific aims (second draft)</td>
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<td>Wed 10/19 Wk 9</td>
<td>LEC: Assessing the quality of your studies</td>
<td>STUDENTS: Measuring disparities 1 READ: Keppel (2005)</td>
<td>DUE/PRESENT: Ideas for methods for one of your studies</td>
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<td>Wed 10/26 Wk 10</td>
<td>DUE/PRESENT: Share your progress to date with GUEST – Lehua Choy, Asst Specialist</td>
<td>STUDENTS: Measuring disparities 2 READ: Harper, Keppel (2007b), Messner</td>
<td>PRESENT: Share conceptual framework and specific aims</td>
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<tr>
<td>Wed 11/2 Wk 11</td>
<td>LEC: Ways to synthesize findings DISCUSS: Possible tables/charts for synthesis</td>
<td>STUDENTS: Interventions to reduce health disparities in the US READ: Chin, Grubbs, Hemmige</td>
<td>9am: GUEST: Claudio Nigg, Prof 3pm: GUEST: Jeannelle Sugimoto-Matsuda, Asst Prof</td>
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<td>Wed 11/9 Wk 12</td>
<td>LEC: Discussion and limitations DUE/PRESENT: Your intro, methods, and findings sections, with synthesis tables/charts</td>
<td>STUDENTS: International perspectives and measures READ: De Maio, Marmot</td>
<td>DUE/PRESENT: Methods for 1 study (second draft)</td>
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<tr>
<td>Wed 11/16 Wk 13</td>
<td>DUE/PRESENT: First complete draft of literature review</td>
<td>STUDENTS: International perspectives and measures READ: Barthold, Mathers</td>
<td>DUE/PRESENT: IRB application, including consent form</td>
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<tr>
<td>Wed 11/23 Wk 14</td>
<td>DISCUSS: First draft of literature review</td>
<td>STUDENTS: International work to reduce disparities READ: Hogan, Sachs, Victoria</td>
<td>DUE: Complete CITI Human Subjects Protection Training</td>
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<tr>
<td>Wed 11/30 Wk 15</td>
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<td>PRESENT: Literature review and proposal presentations</td>
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<td>Wed 12/7 Wk 16</td>
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<td>DISCUSS: Maintaining personal study habits DUE: Final lit reviews and proposals</td>
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**Specific Assignments Guidelines**

**ALL**
- **CITI:** Complete the CITI training modules for Non-Exempt Social & Behavioral Sciences Researchers and Key Personnel. [https://www.citiprogram.org/index.cfm?pageID=14&languagePreference=English&region=1](https://www.citiprogram.org/index.cfm?pageID=14&languagePreference=English&region=1). Your IRB applications will never be approved without this. Please download and keep an electronic copy, as you will need to submit this with every IRB applications. Email a copy for my files.

- **Class Participation:** Work as a team to lead discussion or questioning on readings for the day...sign up for 3 class periods and serve as coordinator for 1. As a team, decide on the key points of the readings, 3 things that impressed or surprised you, and 3 questions for the group to discuss. Activities welcome.

**8/31-Wk 2**-Surveillance data, racism, and health; Jones, Shavers, Paradies, websites

**9/7-Wk 3**-Pacific Islanders & research with indigenous peoples; Braun (2014a), Hagiwara, Tsark

**9/14-Wk 4**-Disparities, research ethics, CBPR, ‘Imi Hale; Aitaoto, Braun (2014b), Fong, Gellert
FIRST YEARS

- Literature Review Critique: Find a literature review of interventions in your area of interest. In PubMed, specify limits of “English,” “review,” “humans,” and “links to full text,” and then search for “interventions” in your area of interest. Read the article and write and submit a paper in which you answer these questions:
  a. What is the research question or purpose of the review?
  b. What were the search criteria? What was the yield, i.e., how many articles were initially identified, and how many were actually included in the review? What were some key reasons why articles were excluded?
  c. What were the key findings?
  d. What were the limitations of the review (as identified by the author or by you)?
  e. What are the recommendations for future research?
  f. Did the authors follow the PRISMA guidelines?

- EndNote: Complete EndNote training provided by the library.

- Literature Review: Select a problem and prepare a systematic literature review on the components and effectiveness of interventions to address that problem. TIP: If this work is well planned and executed, it can serve as your Qualifying Paper. It may also lead to a publication, and can serve as the literature review for your dissertation. Your literature review should include these sections:
  a. Abstract, which includes 1-2 sentences from each of the following sections.
  b. Introduction, in which you identify the problem interest, provide a rationale for focusing on this problem, discuss populations that may be more at risk for this problem (i.e., disparities related to the problem), and outline the purpose/sections of your paper.
  c. Methods, in which you articulate your definitions, data sources, search criteria, selection criteria, and data extraction procedures. Include a diagram (see PRISMA).
  d. Results, in which you summarize the findings. This section is easiest to write if you prepare the tables first—one that displays characteristics of the included studies (grouped in some meaningful way), one that displays the “quality” scores, one that displays the components of the interventions tested, and one that displays the outcomes (this could be linked to the “components” table).
  e. Discussion, in which you summarize the main findings (from results), and then go on to discuss methodological issues and implications of your findings. Make recommendations for future programing, policy, and research.
  f. Conclusion, if needed, to sum up the main points of the paper.
  g. References, using either APA or NLM referencing style
  h. Appendix of the included literature in a grid format (optional)

SECOND YEARS

- Vision Statement: Write and submit a 1-2 page paper about your vision of your dissertation research. Include the problem of interest and ideas for research questions you could answer.

- Introduction and Conceptual Framework or Causal Model: Write and submit a 3-5 page paper that presents the public health problem you will address, its relevance and significance, the current knowledge on this, and the
knowledge gaps that your research will fill. Also draft your research questions and show how they fit into a conceptual framework or causal model of the problem.

- **Specific Aims for Proposal:** Write and submit a 1-2-page Specific Aims for the dissertation. See provided samples, and try to follow this format.
  - Introductory paragraph—What is the relevance of your proposal to human health? What is the research problem, and why is it significant? What is the current knowledge on this, and what are the knowledge gaps that your research will fill?
  - The Big Picture – What is the long-term continuum of research that you will pursue (linking to the conceptual framework)? What is the objective of this application (linking back to gap in knowledge and emphasizing the product of research)? What is your central hypothesis (linking to the objective and conceptual framework)? What will become possible because of this research?
  - Specific Aims paragraph-For each of three aims, what is the specific thing you will accomplish? What is your proposed approach (method)? What is your hypothesis?
  - “Payoff” paragraph – What are the anticipated outcomes and products, i.e., what is the payoff when your research is completed? How will your outcomes advance the field? Why should we invest in you to carry out this research?

- **Methods for 1 Study:** Write and submit a 10-20-page methods section for one of your 3 studies. Try to follow this format.
  a. Research Question and Rationale (e.g., What is the research question? Why is it important to address (in relation to your problem and conceptual framework or causal model? What is the literature of relevance to answering this particular RQ?)
  b. Study Design (e.g., Is it participatory or not, qualitative, quantitative, epidemiological, exploratory, confirmatory, longitudinal, cross-sectional, etc?)
  c. Sample (e.g., Who will be recruited and from where, how many, and why this group? What are your inclusion/exclusion criteria? Is your sample random, stratified, convenience, census, etc? If you are not collecting the data, what are the data sources and how were these data collected and from whom? What are the expected characteristics of the sample, or known characteristics if these data have been collected by someone else? What is the final sample size, and how do you know that this sample size is adequate, i.e., is your study adequately powered?
  d. Measures (e.g., Which data collection tools were used or will be used? What are the psychometric properties of these tools, if known? What are your variables of interest and how are they defined?)
  e. Procedures (e.g., What will you do first, second, third, etc as you carry out this research? Be sure to describe any special procedures or approaches that are tailored to the culture or community with which you are working. Also include participation by community members, e.g., if they are involved in data collection or interpretation.)
  f. Analysis plan (e.g., How will data be managed? Which software program will you use, if any? How will you clean the data? Which data transformations do you expect, if any? Which analytical tests will you employ?)
  g. Potential limitations and solutions (e.g., Given what you know, what might go wrong and how will you address these issues? All methods have limitations, so spell them out and explain how you will minimize problems. Possible limitations include credibility, generalizability, response bias, researcher bias, issues with recruitment, dependence on other sources for your dataset, etc.)
  h. Human subjects (e.g., Which IRB(s) will approve this study? What procedures will be conducted on whom in this study? What are the potential risks from this research to participants and the community, including physical/mental harm or trauma or even just loss of privacy? What will you do as a researcher to protect participants from harm or loss of privacy or to identify harm/loss and resolve it quickly? How will you inform participants of study benefits, risks, protections, and their legal rights?)
  i. Expected findings and future research (e.g., What answers do you expect? How might these answers help the community? Where will these answers allow you to next take your research?
  j. Dissemination plan for your findings (e.g., How will you get the findings back to the individuals who participated in this study? At which local and national conferences will you plan to present these findings? In which journal will you try to publish these findings?)
k. Timeline for this study

Course Policies:

- All students are expected to complete the reading and course assignments at doctoral-level proficiency. Maximum benefit from this class can be achieved only if you attend class, complete the readings and assignments as they are assigned, and actively participate in discussions. All students are expected to show up on time and attend all classes.
- Written assignments should NOT have a cover page; rather put your name in the header and page numbering in the footer. Prepare all papers as if you will be submitting them for publication, i.e., 1” margins, double spaced, with a font size of 12. Please use the American Psychological Association (APA) or the National Library of Medicine style guides. All papers should be submitted by email directly to the instructor.
- Plagiarism is unacceptable and will result in a failing grade for 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 at the Office of Student Affairs, Student Services Center.
- The course schedule may need to revise and some topics re-scheduled depending on the availability of guest speakers, pace of the learning, and needs of the students.
- Students are welcomed and encouraged to meet with me to review their progress or clarify course assignments and expectations. Please contact me by phone or email.

Class Assignments’ Grading Scale

<table>
<thead>
<tr>
<th>Assignments for First-Years</th>
<th>Point</th>
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<tbody>
<tr>
<td>1. Complete human subjects protection training, if you have not already done so</td>
<td>10</td>
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<tr>
<td>2. Submit/present critique of disparities-related review article in your area of interest by wk 2</td>
<td>10</td>
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<tr>
<td>3. Work as team to coordinate discussion of readings several times/semester</td>
<td>20</td>
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<tr>
<td>4. Submit/present your interest statement and beginning grid of studies by wk 5-6</td>
<td>10</td>
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<tr>
<td>5. Submit/ present draft introduction, methods section, and lit review grid by wk 7-8, and meet with KB about your articles by wk 10</td>
<td>10</td>
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<td>6. Submit/ present first draft of your literature review by wk 14</td>
<td>15</td>
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<td>7. Submit your completed, well-written lit review by wk 16</td>
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<td>8. Present final literature review by wk 16</td>
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<th>Assignments for Second-Years</th>
<th>Point</th>
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<tr>
<td>1. Submit/ present a 1-2 page paper about your vision of your dissertation research by wk 2</td>
<td>10</td>
</tr>
<tr>
<td>2. Work as team to coordinate discussion of readings several times/semester</td>
<td>20</td>
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<tr>
<td>3. Submit/present introductions and conceptual framework by wk 3</td>
<td>10</td>
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<tr>
<td>4. Submit/present drafts of conceptual framework and specific aims by wks 4, 6, and 9</td>
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<tr>
<td>5. Submit/present drafts of methods for one study by wk 10 and 13</td>
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<tr>
<td>6. Submit/present IRB application and consent form; Complete CITI training</td>
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<tr>
<td>7. Submit your completed, well-written proposal by wk 16</td>
<td>20</td>
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<tr>
<td>8. Present your proposal to the class by wk 16</td>
<td>10</td>
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Grading Scale

Final grades are based on completed assignments, prompt class attendance, and participation. All assignments must be completed for a passing grade. Assignments will be graded on the quality of critical thinking and writing skills. Incompletes are discouraged, and your grade will be marked down at least one letter grade.

<table>
<thead>
<tr>
<th>A -90-100 pts</th>
<th>Participates in class; finishes class assignments on time; submits and presents a final product that is complete and well written.</th>
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<tr>
<td>B – 80-89 pts</td>
<td>Participates in class; submits and presents a final product that is complete and well written; but is late with assignments.</td>
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<tr>
<td>C - 70-79 pts</td>
<td>Participates in class; does not finish assignments on time; provides and presents final product that needs a lot more work.</td>
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<tr>
<td>D - 60-69 pts</td>
<td>Does not participate in class or finish assignments on time; provides and presents final product that needs a lot more work.</td>
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<tr>
<td>F - &lt; 60 pts</td>
<td>Does not participate or complete any of the assignments.</td>
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**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.