



Chaminade
University
OF HONOLULU

Course Syllabus

Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number:	HC 203-90-1
Course Title:	Indigenous Health and Health Disparities
Department Name:	Nursing and Health Professions
College/School/Division:	Nursing and Health Professions
Term:	Spring 2021
Course Credits:	3 (Asynchronous, Online didactic)
Class Meeting Days & Hours:	Canvas Course Page, Online
Class Location:	Online, Asynchronous
Instructor Name:	Johnny Tudela Aldan, MPH
Email:	johnny.aldan@chaminade.edu
Phone/Text:	HC-203 Slack Channel, See Canvas Communication Guidelines
Office Location:	Virtual Office (by appointment), physical location TBA
Office Hours:	Mondays, Wednesdays, Friday; 8am-9am, Virtual office (appointment only)

HC 203 Indigenous Health and Health Disparities (3 credits, Online) Overview

How do we define health equity and accessibility for indigenous communities? How and why do health disparities/inequities exist within indigenous communities, and what are the solutions? Throughout history, numerous examples of indigenous populations' injustices exist. Acts of genocide, cultural assault, and continued oppression that impact health and wellness exist throughout these communities' history. Fortunately, indigenous communities exhibit strength and resilience in the face of extreme adversity, with traditions and teachings pre-dating colonization that we can all learn from concerning health and wellness. This course provides students an opportunity to explore examples of the history of traditional indigenous healing practices (Native Hawaiians, Pacific Islanders, and Native Americans), learn about current and historical examples of health disparities in these populations, and address these inequities/inequalities with innovative and culturally appropriate evidenced-based solutions. By examining indigenous health and health disparities through a public health lens, students will learn to critically evaluate the historical, social, cultural, and political determinants of health.

Course Learning Outcomes (CLOs)

By the end of our course, students will be able to:

1. Describe health disparities/inequities in the context of indigenous communities in the United States, especially among Native Hawaiian, Pacific Islander, and Native American/Alaskan populations.
2. Explain examples of indigenous health practices, their significance, and application in addressing public health issues and/or health education and health promotion activities in indigenous communities.
3. Identify and utilize reliable sources of data and evidence-based approaches to critically evaluate the historical, social, cultural, and political determinants of health within the context of indigenous communities.
4. Design, plan, and communicate a health education plan or health research project.

Program Learning Outcomes (PLOs)

1. Evaluate behavioral and non-behavioral variables, through community health assessment and health coaching activities that contribute to morbidity, mortality, and their impact on the social determinants of health in priority populations.
2. Apply the core principles, measurement and methodologies of community public health to diverse, priority populations through the application of community-based health promotion programs.
3. Analyze healthcare data using statistical, epidemiological and data visualization techniques, to generate data products that support decision-making to inform resource allocation and health promotion interventions.
4. Develop evidence-based health promotion and health education programs in collaboration with interdisciplinary community partners.
5. Utilizing the Marianist value of service, justice, and peace; support community partners in addressing health, economic, and social inequities in priority populations.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Native Hawaiian Values	1,2,4	2,3,4	4,5	1,3,5
Marianist Values	1,2,4	1,2,3	4,5	2,5
Program Learning Outcomes (PLOs)	1,2	2	2,3	2,3,4

Course Prerequisites

A laptop computer, iPad, or Android tablet with Microsoft Office Suite, Google Suite, Slack, Zoom, are required software/programs for efficiently running a virtual format of lecture and/or virtual meeting. It is essential you maintain your updates on your computer programs and application tools. There are multiple online modules, e-texts, and we will be doing many things in class using Google Drive which will require computer access. Most exams are via computer.

Communication Guidelines

Please to refer the course Canvas page on Communication Guidelines for further details.

Required Learning Materials

BOOK 1: Greenwood, M., Leeuw, S. D., & Lindsay, N. M. (2018). *Determinants of indigenous peoples' health: Beyond the social*. Toronto: Canadian Scholars.

BOOK 2: Dawes, D. E., & Williams, D. R. (2020). *The political determinants of health*. Baltimore: Johns Hopkins University Press.

Recommended Learning Materials

1. Barr, D. A. (2019). *Health disparities in the United States: Social class, race, ethnicity, and the social determinants*. Baltimore: Johns Hopkins University Press.
2. Lee, W. K., Look, M. A., & Blaisdell, R. K. (2017). *Ho'i hou ka maui ola: Pathways to native Hawaiian health*. Honolulu: University of Hawai'i Press in association with Hawai'i inuiākea School of Hawaiian Knowledge.

Resources regarding Indigenous Health and Health Disparities

Please check "Resource" tab on Canvas course shell

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Assessment

Grades of this course will be based on the following:

- **Multiple-choice exams:** Exams will be created to reflect both the Program Learning Outcomes (PLO) and Course Learning Outcomes. Questions will require recall and critical thinking to incorporate application of the nursing process (assessment, diagnosis, outcome identification and planning, implementation and evaluation). There will be 30 questions on every content exam. The final exam will be cumulative and have 50 questions. No bonus points or extra credit is given in this course. Please do not request these.
- **Health Disparity Assessment/Communication (HDAC) Project:** A project focused on existing health disparities within an underserved population, more details to follow.

Course Grading Percentage Equivalents:

Assignments	Points	%/ Equivalent
Exam 1	15	10
Exam 2	15	10

Exam 3	15	10
Discussion Thread #1	2.5	2.5
Discussion Thread #2	2.5	2.5
Discussion Thread #3	2.5	2.5
Discussion Thread #4	2.5	2.5
Discussion Thread #5	2.5	2.5
Discussion Thread #6	2.5	2.5
Discussion Thread #7	2.5	2.5
Discussion Thread #8	2.5	2.5
Term Paper 1 – Project Proposal	20	15
Term Paper 2 – Health Communication Plan	20	15
Final Project Presentation	25	20
TOTAL	130 points	100%

Grading Scale

- A 90-100%
- B 80-89.99%
- C 70-79.99%
- D 60-69.99%
- F below 60%

**** No round off**

Course Policies

Late Work Policy

Late assignments in this course will receive a **10% deduction each day the assignment is missing**. Students are encouraged to work ahead in case issues arise, so work is not late. Students are responsible to ensure that assignments are submitted in the Canvas module, correct folder or drop-box in the correct format or the assignment is considered late. **All assignments are due on Saturdays at 11:59pm**. Assignments posted at 00:01am on Sunday are considered late. A zero grade will be given if a submission is made after Tuesday 11:59pm unless prior arrangement is made with instructor.

Grades of "Incomplete"

Grades of Incomplete must be reviewed and approved by both the Course Coordinator and the Dean of Nursing and Health Professions. See the university "Grade of Incomplete" policy in the student handbook.

Writing Policy and Plagiarism

All written assignments, unless otherwise stated in the directions or a template is provided, must be submitted in MS Word document with a cover page and using correct APA formatting. Documents submitted with incorrect citation formatting will be considered late. **Please review late work policy; there is zero tolerance for plagiarism. Please review Chaminade Student Handbook on Plagiarism, any work submitted without proper citation or reference to original work or author will be considered as plagiarized work and will receive an automatic ZERO for the assignment or project, with NO opportunity to resubmit.**

Instructor and Student Communication

Questions for this course can be emailed to the instructor at johnny.aldan@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time may take place up to 24-48 hours Monday-Friday during business hours only. For immediate response, you can send me a text message via (808)469-1978 for any emergency. Please specify your full name, course info, and message.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to a scheduled class session as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

Statement from CUH [website](#) (retrieved June 16, 2019): In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. If you would like to determine if you qualify for ADA accommodations, please contact the Counseling Center at (808) 735-4845 e-mail at jyasuhar@chaminade.edu. The Counseling Center will notify faculty to inform them of the accommodations a student is to receive. However, the nature of your disability is confidential.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). "Faculty members should also check with their divisions for division-specific guidelines. Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and arrange with their instructor to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion." [HC 203-90-1: Indigenous Health & Health Disparities is an online class; course content will become available each week for students to access and reference, therefore your response to weekly forums and timely submission reflects your attendance and participation in this course.](#)

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

“Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details.” A copy of the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook.

PLEASE NOTE:

While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the course coordinator’s prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check Chaminade email and course site including the clinical hub for students in Canvas frequently for announcements. A syllabus is a contract between the university and the students. All students will be held responsible to read, understand, and clarify the content within this document.

HC 203 Indigenous Health and Health Disparities

Concepts, Topics, and Assignments Calendar

Week	Topics/Assignments	Due This Week
WEEK ONE (2/1) Course Orientation <i>Introduction to the Social Roots of Health Disparities</i>	Video 1: Orientation to course and expectations Video 2: What is health, health disparities, and how should we define it? Video 3: Defining health at the level of an individual: The Social Determinants of Health. <ul style="list-style-type: none"> • Book 1; Read Chapter 1 • Book 2; Read Chapter 1 	Discussion Thread #1 Self-Introduction Due by 2/6 @1159
WEEK TWO (2/8) <i>Intro to Public Health Research in Indigenous Communities</i>	Video 1: Health Data, Study Types, Quantifying the Disease(s) Video 2: Health Research, Studies in Indigenous Communities and Databases Video 3: Types of Data, Data Collection, and Overview of the International Classification of Diseases Read Instructor Provided Articles	Discussion Thread #2 Due on 2/13 @1159
WEEK THREE (2/15) <i>Structural & Political Determinants of Health, Socioeconomic status</i>	Video 1: Health Equity vs. Health Equality Video 2: The relationship between socioeconomic status (SES) and health Video 3: Is race a measure of SES independent of education, income, and occupation? Exam 1 Review <ul style="list-style-type: none"> • Book 1; Read Chapter 22 • Book 2; Read Chapter 2, 3 	Discussion Thread #3 Due 2/20 @1159
WEEK FOUR (2/22) Exam 1 <i>Race/Ethnicity, Social Capital</i>	Exam 1: Friday, February 26, 2021; covers Weeks 1-3 Video 1: Overlap between race and ethnicity Video 2: Social Capital: Explaining the association between inequality and health Video 3: Overview of Term Paper 1 –Project Proposal with Literature Review <ul style="list-style-type: none"> • Book 1; Read Chapter 14 • Book 2; Read Chapter 4 	Discussion Thread #4 Due 2/27 @1159
WEEK FIVE (3/1) <i>Global Health Disparities and Children’s Health Disparities</i>	Video 1: Comparing Health Status Globally Video 2: Children’s Health Disparities Video 3: Addressing Global Health Issues and Examples <ul style="list-style-type: none"> • Book 1; Read Chapter 12 • Book 2; Read Chapter 5 	Draft Term Paper #1 Due 3/6 @ 1159
WEEK SIX (3/8) <i>History of Health and Health Disparities in the Pacific Region</i>	Video 1: Native Hawaiians and Polynesia Video 2: Pacific Islanders in Melanesia and Micronesia Video 3: Addressing Disparities in the Pacific: A Solutions Approach Exam 2 Review <ul style="list-style-type: none"> • Book 1; Read Chapter 10 • Book 2; Read Chapter 6 • Recommended Reading: Lee, W. K., Look, M. A., & Blaisdell, R. K. (2017). <i>Ho’i hou ka maui ola: Pathways to native Hawaiian health.</i>, Chapter Titled “Maui Ola: Pathways to Optimal Kanaka ‘Ōiwi Health” 	Discussion Thread #5 Due 3/13 @ 1159 Term Paper # 1 – Project Proposal Due 3/14 @ 1159

Week	Topics/Assignments	Due This Week
WEEK SEVEN (3/15) Exam 2 Cultural Competency and Sensitivity – Its Significance in Public Health	Exam 2: Friday, March 19, 2021; covers Weeks 4-6 Video 1: Cultural Competency & Sensitivity Video 2: Culture and Public Health Policy Video 3: Overview of Term Paper 2 – Health Communication Plan Read Instructor Provided Articles	Discussion Thread # 6 Due 3/20 @ 1159
WEEK EIGHT (3/22) Diversity and Inclusivity in Health Decision Making and Program Planning	Video 1: Community Stakeholders – A Trusted Partnership in Pacific Public Health Video 2: Diversity and Inclusivity in the Pacific Video 3: Planning, Design, and Implementation of a Health Communication Plan Read Instructor Provided Articles	Draft Term Paper #2 Due 3/27 @ 1159
WEEK NINE (3/29) Eliminating bias in health care settings WEEK TEN (4/5) The Political Determinants of Health	Video 1: Health Bias: What is it and how can we remove it? Video 2: Health Access and Video 3: Overview of Final Project/Presentation Read Instructor Provided Articles Video 1: The future of health equity begins and ends with the political determinants of health Video 2: Health Policymaking in the Pacific Video 3: Public Health leadership Exam 3 Review Book 2; Chapter 7	Discussion Thread # 7 Due 4/3 @ 1159 Term Paper # 2 – Health Communication Plan Due 4/11 @ 1159
WEEK ELEVEN (4/12) Exam 3 Resource, Development, and Health – A Pacific Perspective	Exam 3: Friday, April 16, 2021; covers Weeks 7-10 Video 1: Tackling Health Disparities/Inequities in resource limited locales Video 2: Pandemics: Impacts of COVID-19 on Pacific Communities Video 3: Weathering the storm: Resiliency among Pacific Communities <ul style="list-style-type: none"> • Book 1; Chapter 17, 19 	Continue Working on Final Project/Presentation
WEEK TWELVE (4/19) Additional Topics WEEK THIRTEEN (4/26) WEEK FOURTEEN (5/3) Course Evaluation Final Project/Presentation	See Canvas for more details Read Instructor Provided Articles Catch-up week: Submit Late Modules, Term Papers, or Drafts for Review See Canvas	Discussion Thread # 8 Due 4/24 @ 1159 Continue Working on Final Project/Presentation Continue Working on Final Project/Presentation Final Project/Presentation Due Due 5/6 @ 1159