

**Office of Public Health Studies, University of Hawai'i at Mānoa**  
**Department of Public Health Sciences**  
**PH 770c –Research Methods in Health Disparities**  
**Fall 2008 Syllabus**

**Class Room:** Biomed D-106  
**Class Meeting Time:** Wednesdays, 9-11am  
**Instructor**  
**Name:** Kathryn L. Braun, DrPH  
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**Course site:** <https://:laulima.hawaii.edu>  
**Office:** Biomed D-203  
**Office hours:** Wednesdays or by appointment

### Course Description

PH 770c focuses on methods for measuring and describing health disparities. New material will be gained through lecture, readings, guest speakers, self-study, discussion, and peer learning. Key topics include measuring disparities, reviewing and critiquing literature, identifying community, research ethics, community-based participatory (CBPR) methods, and funding opportunities in health disparities research that employs CBPR methods. You will demonstrate new knowledge and skills in practical writing applications pertinent to health disparities research including review and critique of the literature and short essays to integrate learning. You will be required to link with an agency or community group that can guide you in further defining the research question behind the literature review, identify areas of the literature to include in the review, provide you with locally collected data to supplement the literature, and help interpret findings and identify research questions for potential future study. It is hoped that you develop and maintain a “learning community” with fellow DrPH students.

### Course Learning Objectives

- 1) Review and critique the extant literature on measuring and reducing health disparities as applied to a specific population or community.
- 2) Identify and establish a relationship with a community partner for purposes of the course and, if possible, program.
- 3) Compare/contrast community-based research principles and methods against those of the positivistic research tradition.
- 4) Outline a plan for working with a community group in response to a Request for Application (RFA) for a community-based participatory research project.
- 5) Demonstrate skills at initiating and maintaining a learning community among DrPH students.

### Textbooks at the Bookstore

- Pycszak, F. *Evaluating research in academic journals*, 4th ed, Pycszak Publishing, 2008.
- Galvan, JL. *Writing literature reviews*, 3<sup>rd</sup> ed, Pycszak Publishing, 2006

### Assigned Readings (PDFs on Laulima) and Useful Websites

- APA Referencing Guide from Purdue University. <http://owl.english.purdue.edu/owl/resource/560/01/>
- Blacklow R. Actuarially speaking: An overview of life expectancy. What can we anticipate? *Am J Clin Nutr*. 2007. 86(suppl):1560S-2S.
- Braun K, Tsark J. Community-based IRBs: What researchers should know. *Nurse Author & Editor*. in press.
- Braun K, Tsark J, Santos L, Aitaoto N, Chong C. Building Native Hawaiian capacity in cancer research and programming: The Legacy of 'Imi Hale. *Cancer*. 2006;107(8 Suppl):2082-90.
- Browne C, Mokuau N, Braun K. Resiliency and adversity in the lives of Native Hawaiian elders. *Social Work*. Submitted.
- Cochrane database, [http://www.nlm.nih.gov/pubs/techbull/jf02/jf02\\_cochrane.html](http://www.nlm.nih.gov/pubs/techbull/jf02/jf02_cochrane.html)
- Fong M, Braun K, Tsark J. Improving Native Hawaiian health through community-based participatory research. *Californian J Health Promot*. 2003; 1(1):136-48.
- Halfon N, Hochstein M. Life course health development: An integrated framework for developing health, policy and research. *Millbank Q*,2002;80:433-79.

- Harper S, Lynch J. *Methods for measuring cancer disparities: Using data relevant to Healthy People 2010 cancer-related objectives*. NCI Cancer Surveillance Monograph Series, Number 6. Bethesda, MD: National Cancer Institute, 2005. NIH Publication No. 05-5777. [http://seer.cancer.gov/publications/disparities/measuring\\_disparities.pdf](http://seer.cancer.gov/publications/disparities/measuring_disparities.pdf)
- Harper S, Lynch J, Meersman SC, et al. An overview of methods for monitoring social disparities in cancer with an example using trends in lung cancer incidence by area, socioeconomic position, and race-ethnicity, 1992–2004. *Am J Epidemiol* 2008;167:889-99.
- Hatch SL Conceptualizing and identifying cumulative adversity and protective resources: Implications for understanding health inequalities. *J Gerontology: Series B*, 2005;60B:130-4.
- Heitman E, Wells AL. Ethical issues and unethical conduct: Race, racism, and the abuse of human subjects in research. In *Race and research* (pgs 35-60), Beech BM, Goodman M (Ed). Washington, DC: American Public Health Association, 2004.
- Jones CP. Levels of racism: A theoretical framework and a gardener's tale. *Am J Public Health* 2000;90:1212-5.
- Kagan S. Cooperative Learning, - <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>
- Keppel K, Bilheimer L, Gurley L. Improving population health and reducing health care disparities. *Health Affairs* 2007, 26 (5): 1281-1292.
- Keppel K, Pamuk E, Lynch J, et al. *Methodological issues in measuring health disparities*. National Center for Health Statistics. Vital Health Stat 2 (141). 2005. [http://www.cdc.gov/nchs/data/series/sr\\_02/sr02\\_141.pdf](http://www.cdc.gov/nchs/data/series/sr_02/sr02_141.pdf)
- Keppel K. Ten largest racial and ethnic health disparities in the United States based on Healthy People 2010 objectives. *Am J Epidemiol*. 2007;166:97-103.
- Marmot M (on behalf of the Commission on Social Determinants of Health). Achieving health equity: From root causes to fair outcomes. *Lancet* 2007; 370: 1153-63.
- Mathers CD, Iburg KM, Salomon JA et al. Global patterns of healthy life expectancy in the year 2002. *BMC Public Health* 2004 (4): 66-77.
- Mays vM, Cochran DS, Ponce NA. Thinking about race and ethnicity in population-based studies of health. In *Race and research* (pgs 79-100), Beech BM, Goodman M (Ed). Washington, DC: American Public Health Association, 2004.
- Messer LC. Invited commentary: Measuring social disparities in Health—what was the question again? *Am J Epidemiol* 2008; 167: 900-904.
- Minkler M. Ethical challenges for the “outside” researcher in community-based participatory research. *Health Educ Behav*. 2004;31:684-97.
- National Library of Medicine. Citing medicine: the NLM style guide for authors, editors, and publishers. <http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=citmed.TOC&depth=2>
- Navarro V, Muntaner C, Borrell C, Benach J, Quiroga A, Rodriguez-Sanz M, Verges N, Pasarin MI. Politics and health outcomes. *Lancet* 200;368:1033-7.
- Park CB, Braun K, Horiuchi B, Tottori C, Onaka A. Longevity disparities in multiethnic Hawai'i: An analysis of 2000 life tables. *Public Health Reports*, submitted.
- Peel NM, McClure RJ, Bartlett HP. Behavioral determinants of healthy aging. *Am J Prev Med* 2005; 28(3):298-304.
- Phelan EA, Larson EB. Successful aging: Where next? *J Am Geriatrics Soc*. 2002;50:1306-1308.
- Rubio M, Williams DR. The social dimension of race. In *Race and research* (pgs 1-26), Beech BM, Goodman M (Ed). Washington, DC: American Public Health Association, 2004.
- Satcher D, Higginbotham EJ. A public health approach to eliminating disparities in health. *Am J Public Health* 2008;98:400-403.
- Taylor B. Whole person learning: Formative influences. In Taylor B. *Whole person learning* (pp 28-48). West Yorkshire, UK: Oasis Press, 2004.
- US Department of Health and Human Services. *Healthy People 2010: Understanding and improving health*. Washington, DC: US Department of Health and Human Services, 2000. <http://www.healthypeople.gov/>
- US Department of Health and Human Services. Apply for grants. [http://www.grants.gov/applicants/apply\\_for\\_grants.jsp](http://www.grants.gov/applicants/apply_for_grants.jsp)
- Wallerstein, NB, Duran, B. Using community-based participatory research to address health disparities. *Health Promot Pract* 2006;7(3):312-323

### Research Program Announcements

- PAR 07-380 Behavioral and Social Science Research for Reducing Health Disparities - R21
- PA-08-074 Community Participation in Research - R01
- CDC-08-001 Elimination of Health Disparities through Translation Research - R18
- RFA-MD-05-002, NCMHD Community Participation in Health Disparities Intervention Research
- RFA-MD-07-003, NCMHD Community-Based Participatory Research (CBPR) Initiative in Reducing and Eliminating Health Disparities: Intervention Research Phase

## Tentative Course Schedule

DATE	TOPIC	HANDOUTS, ASSIGNMENTS & DUE DATES
Fri 8/22 Orientation	<ul style="list-style-type: none"> <li>• EE: What do you want to learn?</li> <li>• KB: Introductions and review of the DrPH program</li> <li>• Discussion: Individual courses and program timelines</li> </ul>	Read: DrPH competencies, handbook, portfolio, timeline.
Wed 8/27 Wk 1	<ul style="list-style-type: none"> <li>• KB: Review course syllabus</li> <li>• Discussion-Disparities topic area and community group</li> <li>• EE: How is knowledge created?</li> <li>• KB: Reviewing the literature</li> </ul>	Read: course syllabus Read: Pyczak ch1 & Galvin ch 1-2
Wed 9/3 Wk 2	<ul style="list-style-type: none"> <li>• KB: Reviewing the literature (continued)</li> <li>• Discussion-Application of these methods to your topic</li> </ul>	Read: Galvin ch 3, 4, 7; Pyczak App A Scan: Phelan; Peel Due: Topic reading list and overview of your search methods
Wed 9/10 Wk 3	<ul style="list-style-type: none"> <li>• KB: Measuring health disparities</li> <li>• Discussion-Application of these methods to your topic</li> </ul>	Read: 2 by Keppel; 2 by Harper, and Messer.
Wed 9/17 Wk 4	<ul style="list-style-type: none"> <li>• Attend presentation on global aging at the Hawai'i Convention Center.</li> </ul>	Read: Navarro Due: 1 <sup>st</sup> draft of literature grid
Wed 9/24 Wk 5	<ul style="list-style-type: none"> <li>• Guest-Chai Bin Park, MD, MPH, Office of Public Health Studies, University of Hawai'i: "Life expectancy by ethnicity: Using Hawai'i vital records to construct life tables, interpreting findings and acknowledging limitations."</li> </ul>	Read: Park; Blacklow; Rubio Due: 1 <sup>st</sup> draft of lit rev paper—sections 1 and 2 (use Peel as model)
Wed 10/1 Wk 6	<ul style="list-style-type: none"> <li>• Guest-Colette Browne, MSW, DrPH, School of Social Work, University of Hawai'i: "Life course perspective: Adult health as a function of cumulative advantage or cumulative disadvantage"</li> </ul>	Read: Halfon; Hatch; Jones; Browne Due: short essay on 9/24 presentation
Wed 10/8 Wk 7	<ul style="list-style-type: none"> <li>• Guest-Kay Baker, PhD, Department of Health, Office of Health Status Monitoring: "The Hawai'i Health Survey: What is it, how are data collected, how can data be used, how can special reports be requested, and what opportunities exist for collaboration?"</li> </ul>	Read: Mays; Keppel (10 disparities) Due: short essay on 10/1 presentation
Wed 10/15 Wk 8	<ul style="list-style-type: none"> <li>• Guest-Lana Kaopua, PhD, DCSW, LSW, School of Social Work, University of Hawai'i: "Introduction to conducting meta-analysis of quantitative and qualitative studies."</li> </ul>	Read: TBA Due: short essay on 10/8 presentation
Wed 10/22 Wk 9	<ul style="list-style-type: none"> <li>• Process Presentation – 10-minute presentations on your process of developing relations with your community partner and reviewing/critiquing literature relevant to your topic.</li> </ul>	Due: short essay on 10/15 presentation Due: 10-minute Process Presentation
Wed 10/29 Wk 10	<ul style="list-style-type: none"> <li>• KB: Measuring and comparing disparities across countries</li> </ul>	Read: Marmot; Mathers Due: 2 <sup>nd</sup> draft literature matrix
Wed 11/5 Wk 11	<ul style="list-style-type: none"> <li>• KB: Community based methods – Working in community</li> </ul>	Read: Satcher & Higginbotham; Wallerstein & Duran Due: second draft of lit rev paper
Wed 11/12 Wk 12	<ul style="list-style-type: none"> <li>• Guest-JoAnn Tsark, MPH, Research Director, Papa Ola Lokahi, "Research ethics, community IRBs, and characteristics of a researcher that will be accepted in community"</li> </ul>	Read: Heitman; Minkler, Fong, and 2 by Braun et al.
Wed 11/19 Wk 13	<ul style="list-style-type: none"> <li>• KB: Preparing proposals to reduce health disparities in response to federal RFA and using the SF424 Application Guide</li> <li>• EE: Outline a plan for working with a community group in response to a community-based participatory research RFA.</li> </ul>	Read: PA-08-074 (R01), PA 07-380 (R21), or CDC-08-001. Due: short essay on 11/12 presentation
Wed 11/26 Wk 14	<ul style="list-style-type: none"> <li>• Guest: Keawe Kaholokula, PhD, Department of Native Hawaiian Health, JABSOM, University of Hawai'i: "Funding opportunities in community-based participatory research: The 11-year grant."</li> </ul>	Due: Final literature matrix

DATE	TOPIC	HANDOUTS, ASSIGNMENTS & DUE DATES
Wed 12/3 Wk 15	<ul style="list-style-type: none"> <li>Literature review presentations (4 students)</li> </ul>	Due: short essay on 11/26 presentation
Wed 12/10 Wk 16	<ul style="list-style-type: none"> <li>Literature review presentations (2 students)</li> <li>Discussion - Maintaining personal study habits and your learning community</li> <li>Course evaluation</li> </ul>	Due: Literature review paper

### 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 the class 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 or via Laulima.
- Final grades are based on completed assignments, prompt class attendance, and participation. All assignments must be completed for a passing grade. There will be no extra credit assignments. In addition to the grading criteria given for each assignment, all assignments will be graded on the quality of critical thinking and writing skills
- 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 at the 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 to set up appointments.

### Grading Scale – I do not use the “+/-” grading system

A = 90+	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.
B = 80-89	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.
C = 70-79	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.
D = 60-69	Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories. Unable to articulate thoughts and ideas in written work.
F < 60	Unacceptable work

### Class Assignments' Grading Scale and Due Dates

	Assignment	Points	Due Dates
1.	Hosting a guest speaker	10	Once during the course
2.	Short essays to integrate learning (6 @ 5 points)	30	Within a week of the speaker's appearance
3.	Literature matrix, written review, and presentation	50	Matrix drafts due 9/17 and 10/29; final 11/26. Literature review drafts due 9/24 and 11/5; final 12/10. Present 12/3 and 12/10.
4.	Participation in class, community, and with peers	10	Throughout the semester

### Specific Assignments Guidelines

1. Hosting a guest speaker – Each of you will have the opportunity to host a guest speaker. As host, you must confirm the speaker's time/date, meet and greet, make sure that the equipment is ready and working, provide the lei, give an introduction, and facilitate the discussion. Phone and email contact information will be provided.
2. Short essays – A series of short essays are assigned to stimulate critical thinking, self-reflection, and synthesis of your learning experience. Use either APA or NLM referencing style (if applicable). In these essays, which may range from 250-1,000 words, please cover the following topics (in any order that makes the paper interesting and flow well):
  - a. A brief summary of the topic presented, including relevant readings.
  - b. Your assessment of the strengths and limitations of the methods used to assess or measure health disparities.
  - c. A brief summary of the speaker's "path" to the doctorate and/or faculty position (or why they chose not to pursue a doctorate).
  - d. Insights gained from the speaker, readings, community engagement, or peer learning experiences.
3. Literature Review – Prepare a major review of the literature on health disparities research and methods relative to a population of interest to you. *TIP: If this work is well planned and executed, it may serve as the basis for your Qualifying Paper, a published manuscript, and/or the literature review required for your dissertation and/or a grant proposal.* Please use the Peel and Phelan articles as guides. Your literature review should include these sections:
  - a. Introduction, in which you identify the population of interest, provide a rationale for focusing on this population and its disparities, and outline the purpose/sections of your paper.
  - b. Methods, in which you articulate your definitions, data sources, search criteria, selection criteria, and data extraction procedures.
  - c. Results, which includes your version of Figure 1 (from Peel), summary tables (ala Phelan) and the findings of the literature review and critique.
  - d. Discussion, in which you summarize the main findings and discuss methodological issues and implications of your findings, including areas that would benefit from future research.
  - e. Conclusion (at the end) and abstract (at the beginning)
  - f. References, using either APA or NLM referencing style
  - g. Appendix of the "final" literature grid (ala Galvan or some other format that makes sense to you)

### **DrPH Competencies Addressed in this Course:**

#### Communications

1. Demonstrate effective written and oral skills for communicating with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds and persons of all ages and lifestyle preferences

#### Ethics

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

#### Informatics

2. Use information technology to access, interpret and evaluate PH data and reduce health disparities

#### Planning and Evaluation

1. Integrate evidence and community experience to describe, anticipate, and mediate public health needs and problems.

#### Research

1. Promote co-learning between researchers, public health professionals and communities
2. Critique research appropriateness, including the ethical aspects of research designs, subject recruitment and data collection
4. Review and synthesize a body of research literature

#### Critical Analysis and Systems Thinking

1. Critically analyze, use, and synthesize information from multiple sources to address public health problems/issues.
3. Analyze the impact of local, national, and global trends and interdependencies on PH related problems and systems.