Creating Leaders in Indigenous Health: The ʻImi Hoʻōla Post-Baccalaureate Program

He Huliau International Indigenous Health Symposium
Winona Kaʻalouahi Lee, MD
Department of Native Hawaiian Health
University of Hawaiʻi John A. Burns School of Medicine
October 13, 2016
Overview

- History of ‘Imi Hoʻōla
- Developing Indigenous Leaders through principles* of: Hoʻopili, Hoʻomālamalama, Hoʻomanana, Hoʻouli
- ‘Imi Hoʻōla’s impact on the Indigenous physician workforce

History of ‘Imi Hoʻōla

- ‘Imi Hoʻōla established 1973 as a pre-medical enrichment program
- Restructured as a post-baccalaureate with conditional acceptance to JABSOM in 1996
- Queen’s Health System’s support helped to establish the Department of Native Hawaiian Health and now provides monthly stipends to current ‘Imi Hoʻōla students
Kukui, Our Guiding Light

Late Kekuni Blaisdell, MD
Kūpuna Advisor

Ben Young, MD
NHCOE, Former Executive Director
ʻImi Hoʻōla, Founding Director

Nanette Judd, PhD
ʻImi Hoʻōla and NHCOE
Former Director

Marjorie Mau, MD
Department of Native Hawaiian Health
Founding Chair

Keawe Kaholokula, PhD
Department of Native Hawaiian Health
Chair
Why do we need programs like ‘Imi Hoʻōla?

- Hawaiʻi faces a physician workforce shortage, particularly for those who live in rural communities and neighbor islands.

- Although Hawaiʻi is ranked as one of the healthiest states, Native Hawaiians face health disparities, disparate economic and social challenges.

- Native Hawaiians and other Indigenous student groups are severely underrepresented in medicine.

- Students from disadvantaged backgrounds and underrepresented populations demonstrate a preference to practice in rural and medically underserved communities.

- Growing our own healers will ensure that local students will succeed and return to care for their home communities.
ʻImi Hoʻōla Post-Baccalaureate Program

Mission

• Improve health care in Hawai‘i & Pacific through an educational program that addresses disadvantaged students’ academic and professional needs

• Participants demonstrate potential and commitment to underserved communities
ʻImi Hoʻōla
“Those Who Seek To Heal”

- Up to 12 students accepted per year
- Develops students’ basic science knowledge, medical professionalism, critical thinking, communication skills
- Upon completion, students enter JABSOM as 1st year med students
Hoʻopili (engagement) Teaching Methods

- Small group setting - maximum 12 students per class
- Problem-based learning (PBL) - utilizing paper “cases” to develop topics for self-directed learning
- “Hands on” approach - anatomy and biochemistry labs, academic essay papers, exams, oral presentations, “thinking questions”, quotes
- Mixed methods – PBL, guest speakers, multi-media (videos/films), group discussions, reflection exercises
- Focus is to develop critical thinkers who can apply learned knowledge to new contexts
Use of Quotes

- Faculty start Scientific Basis of Medicine Course with a daily quote
- Students spend 5 minutes composing a written reflection (notebook)
- Comments/group share
- Students choose quote and lead reflection/discussion in the spring
Hoʻomana (empower) Learning Assessments

- Myers Briggs Type Inventory (MBTI) – personality
- Learning and Study Skills Inventory (LASSI)
- Nelson Denny Reading Test
- Pre-test Biochemistry
- Learning Specialist oversees assessment interpretation and, with input of the program faculty, develops individualized educational plan for each student
Hoʻomana (empower) Learning Skills

- Reading, Note-taking (Nelson-Denny)
- Time management/Study Schedules (LASSI)
- Self-testing (LASSI) - creation of study tools, test taking approaches
- Coping with stress/anxiety, self-discipline (LASSI and MBTI)
- Group learning, confidence in public speaking and development of teaching skills (MBTI)
Students enrolled in 19 graduate course credits per semester. Topics covered include:

- Medical Biology and Medical Biochemistry
- Epidemiology and psychosocial aspects of disease
- Cultural competency and Medical Professionalism
- Community-based health care systems and service learning
Student Integration of Course Content and Teaching Methods

- Works through a PBL medical biology case on Hansen’s disease (aka Leprosy) with peers
- Researches and completes learning issues that teach peers about etiology and pathogenesis of Hansen’s disease and effects of stigma on patients and families
- Completes 10 page academic essay (thesis) and oral presentation on a topic related to Hansen’s disease
- Participates in the Kalaupapa service learning project
- Completes shadowing of a physician in a rural community on the island of Moloka‘i
Hoʻouli (affect change)
Kalaupapa Service Learning Project

- ~ 40 years of annual excursions
- In 2008, formalized into the curriculum taught today within the ‘Imi Hoʻōla Program
- Students learn about history and epidemiology of Hansen’s Disease, impact of isolation and stigma on patients
- Students encouraged to explore the challenges of meeting the health care needs of rural and underserved populations
Leprosy outlawed

- Leprosy was detected in Hawai‘i as early as the 1830s

- In 1865, King Kamehameha V issued an “Act to Prevent the Spread of Leprosy”

- By law, Police and district justices were given the right to arrest those suspected as having the disease

- Patients (adults and children) were forcibly taken from families and relocated to the Kalaupapa settlement
Kalaupapa - “Prison fortified by nature”
Community Service
ʻImi Hoʻōla Contributions to Native Hawaiian and Pacific Islander Diversity of JABSOM Graduates (1978-2016)

ʻImi Hoʻōla Graduates = 253
JABSOM Graduates = 2,308

Source: JABSOM OSA & ʻImi Hoʻōla Alumni Database (1978-2016)
Nā Alakaʻi - Leaders
Summary

- ‘Imi Ho‘ōla is an effective educational program that provides academic and professional development for disadvantaged and underrepresented Indigenous students to successfully pursue careers in medicine

- Use of diverse teaching methods and validated learning assessments promote student knowledge base and learning skills development

- Curricula is delivered by dedicated faculty and staff who promote student success and development of future Indigenous leaders in health care
Acknowledgements

- ‘Imi Hoʻōla Faculty and Staff
- Dr. Keawe Kaholokula, Chair, DNHH
- Dr. Jerris Hedges, Dean, JABSOM
- Department of Native Hawaiian Health
- The Queen’s Health Systems
- Our community partners and supporters
- Our students

This program is supported by funding from the Queen’s Health Systems Native Hawaiian Health Initiative. The views expressed in written materials or publications do not necessarily reflect the official policies of The Queen’s Health Systems, and mentioning trade names, commercial practices, or the organization does not imply endorsement by The Queen’s Health Systems.
Mahalo!