

Historical Trauma and American Indian Health Disparities

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™
North Dakota Chapter

April 20, 2018

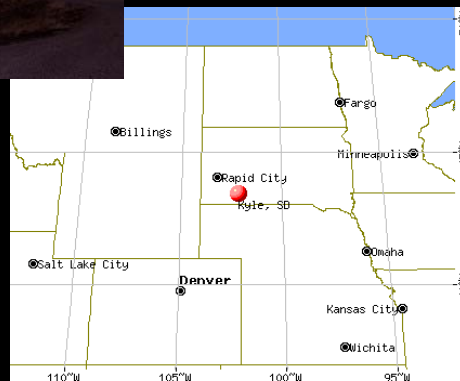
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Kyle, S.D.







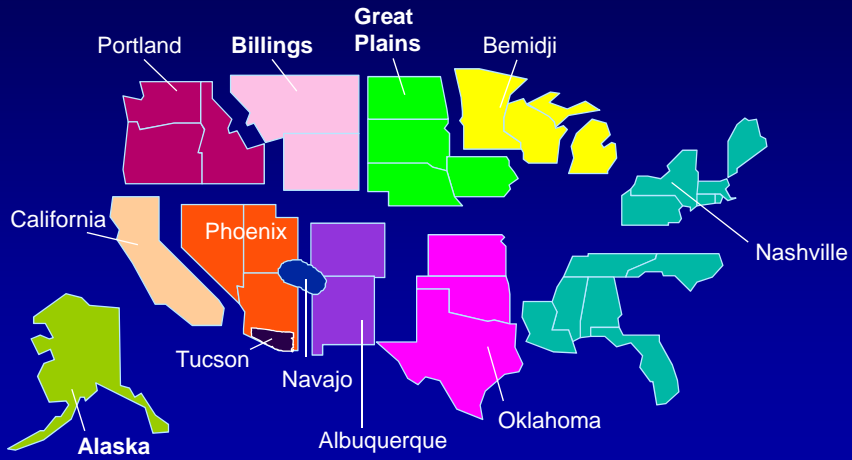
A BRIEF HISTORY OF MEDICINE

- 2000BC – Here, eat this root
- 1000AD – That root is heathen, here say this prayer
- 1800AD – That prayer is superstition, here drink this potion
- 1900AD – That potion is snake oil, here swallow this pill
- 1950AD – That pill is ineffective, here take this antibiotic
- 2000AD – That antibiotic is artificial, here eat this root

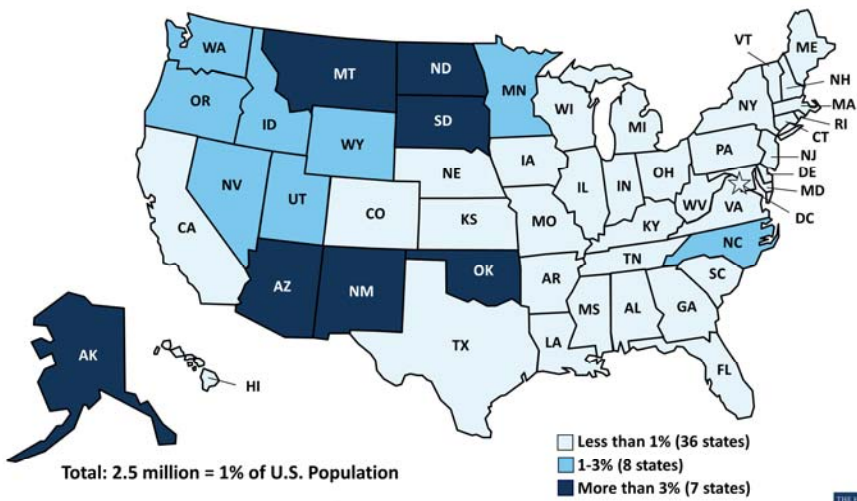
Traditional View of Public Health



IHS Areas



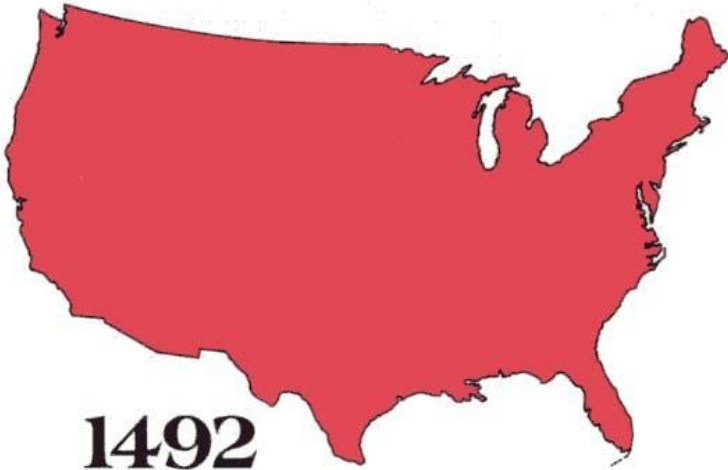
American Indians and Alaska Natives as a Share of the Total Population, by State, 2009-2011



American Indian and Alaska Native includes people of Hispanic origin.
SOURCE: KCMU analysis of 2009 - 2011 ACS.

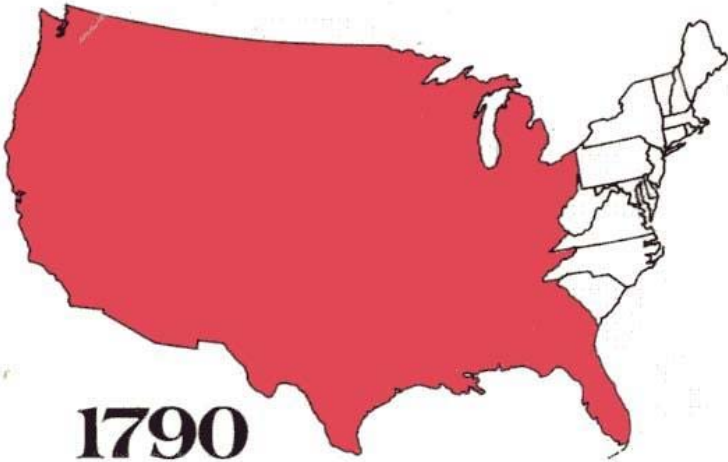


Historical Context

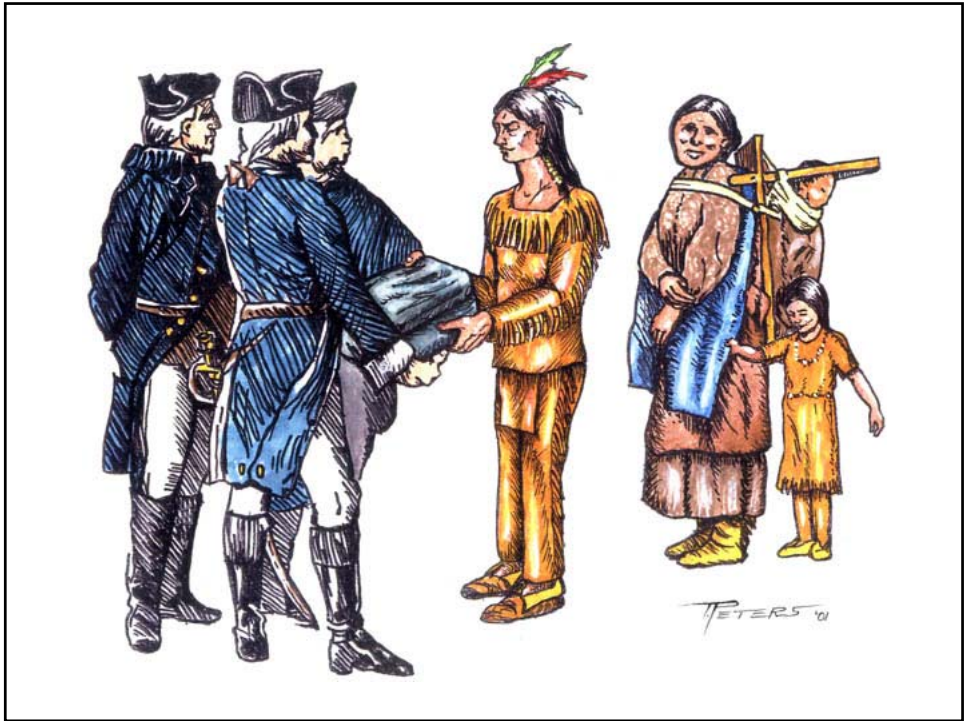


1492

Historical Context



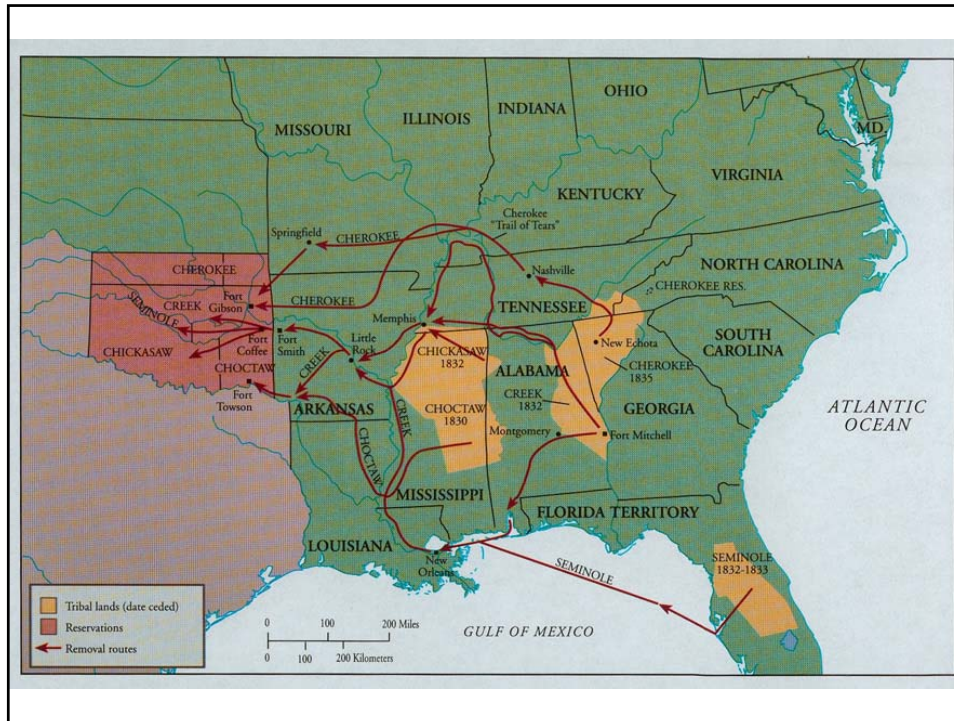
1790



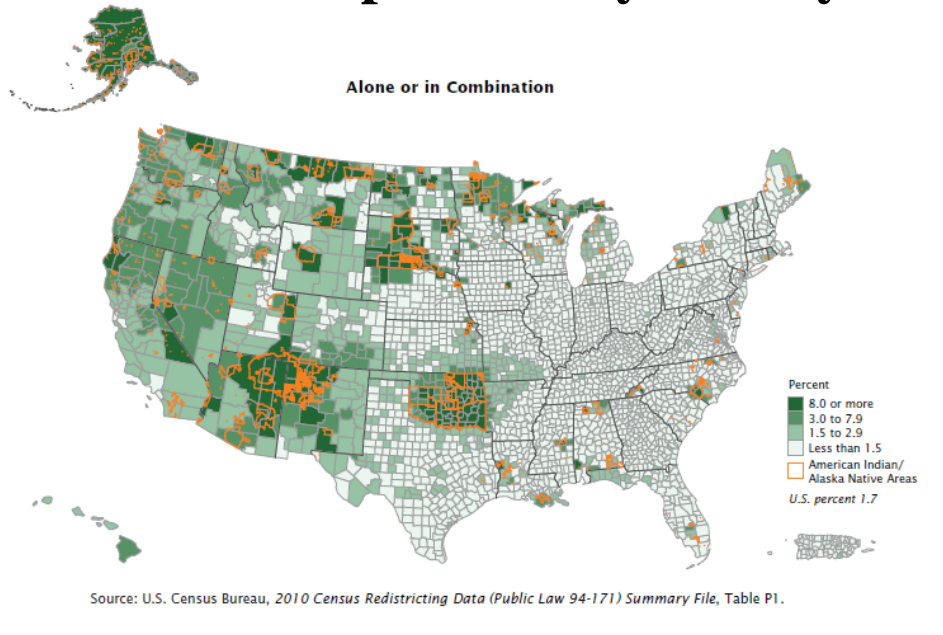
Historical Context



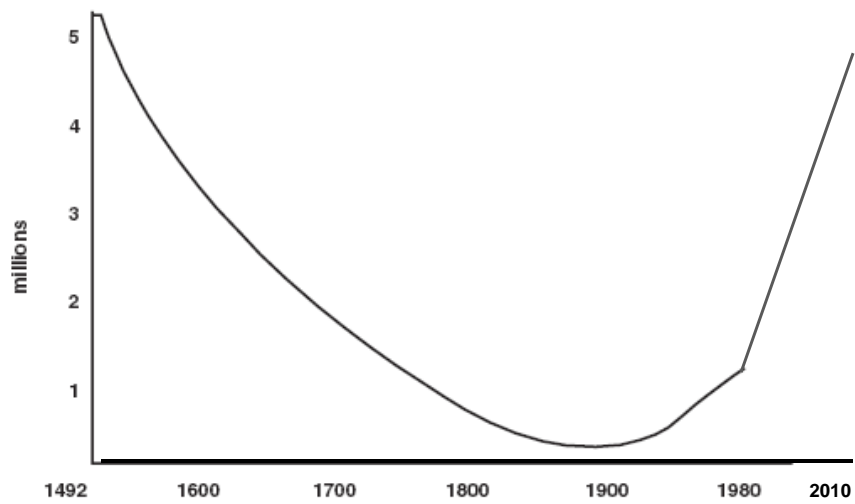
1830



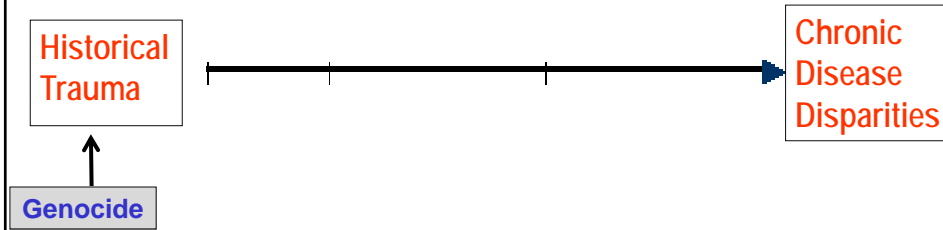
AI/AN Population by County



AI/AN Population Decline and Recovery, 1492 – 2010

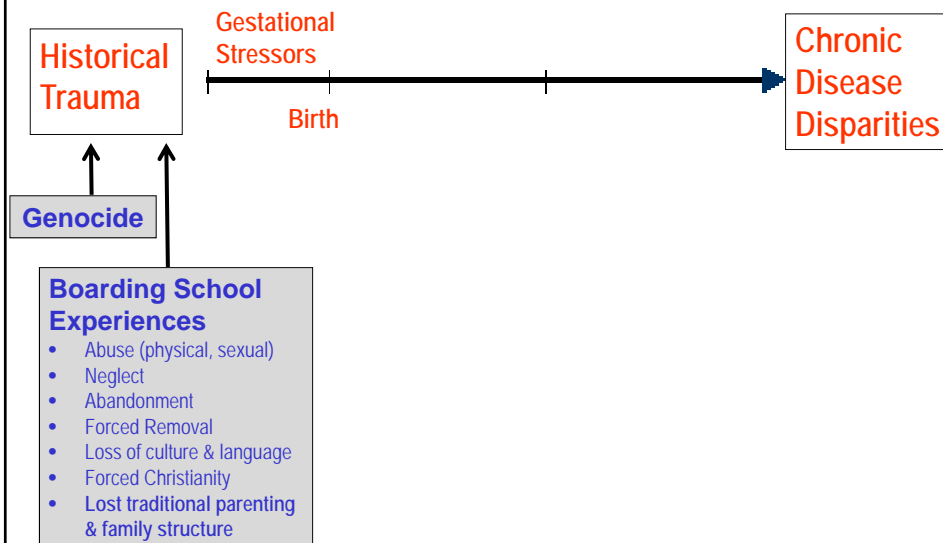


Inter-Generational Basis for Chronic Disease Disparities Among American Indians and Alaska Natives



© Warne & Lajimodiere 2012

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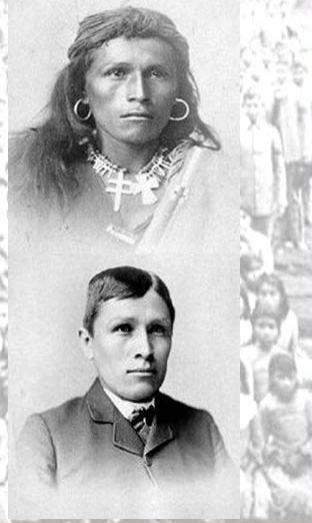
Colonel Pratt's Vision

"I believe that the system of removing them from their tribes and placing them under continuous training in the midst of civilization is far better than any other method... I am sure that if we could bring to bear such training ... for only three years, that savagery among the Indians in this country would be at an end... The end to be gained...is the complete civilization of the Indian and his absorption into our national life, [for] the Indian to lose his identity as such, to give up his tribal relations and to be made to feel that he is an American citizen.... "

And what did the Indian children experience at school?

The teachers spent the first few days forcing the children to discard their Indian ways and adopt American ways:

- children were forbidden to speak their native language, often under threat of physical punishment.
- their long hair was clipped to the skull, sometimes as part of a public ritual in which the child was forced to renounce his or her Indian origins.



*Historical trauma is the collective emotional wounding across generations that results from massive cataclysmic events – Historically Traumatic Events (HTE)**

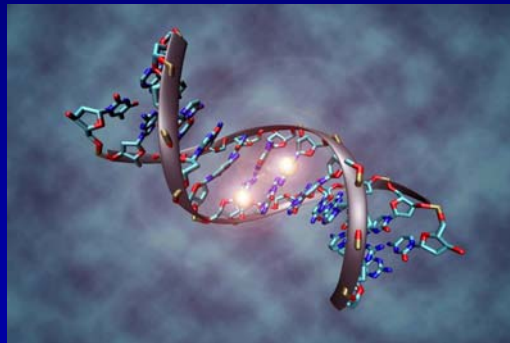


- The trauma is held personally and transmitted over generations. Thus, even family members who have not directly experienced the trauma can feel the effects of the event generations later

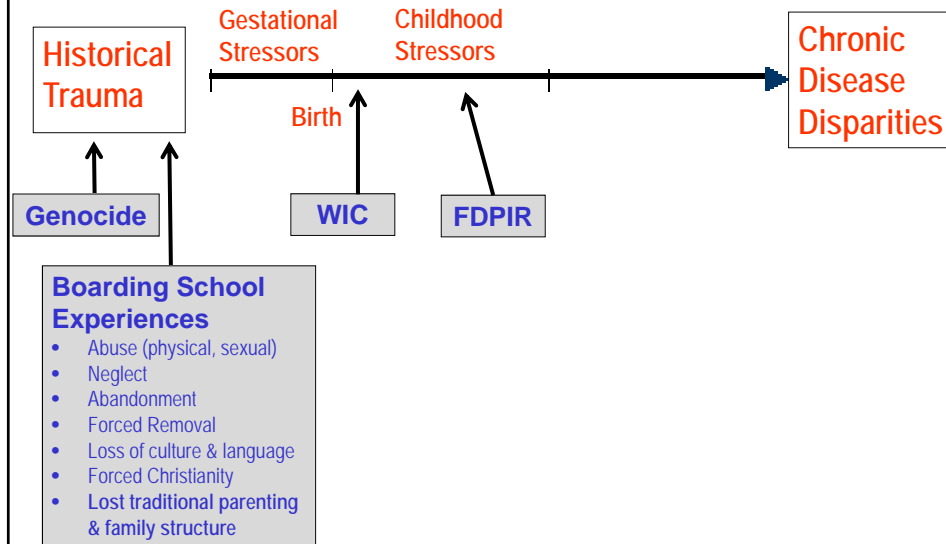


Epigenetics

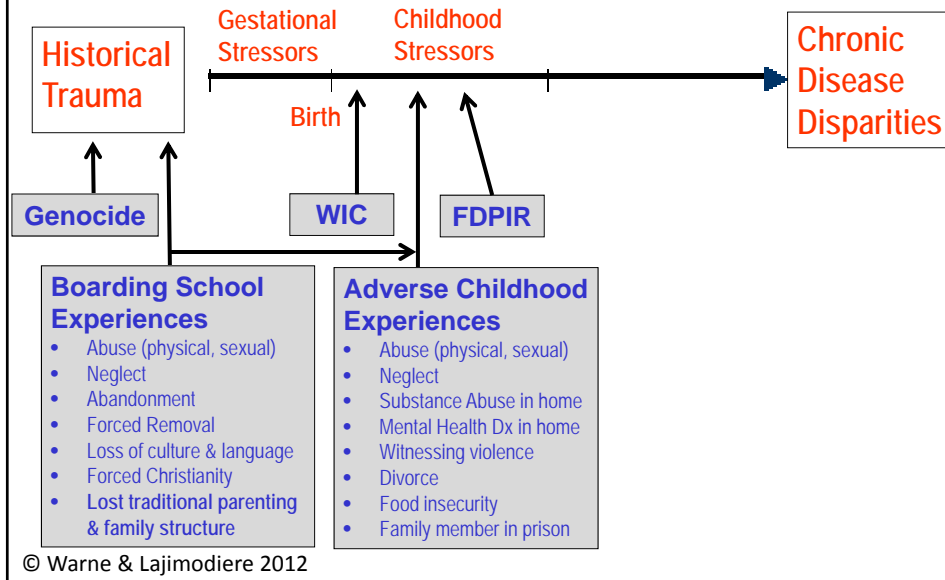
- Epigenetics refers to the study of changes in the regulation of gene activity and expression that are not dependent on DNA sequence.



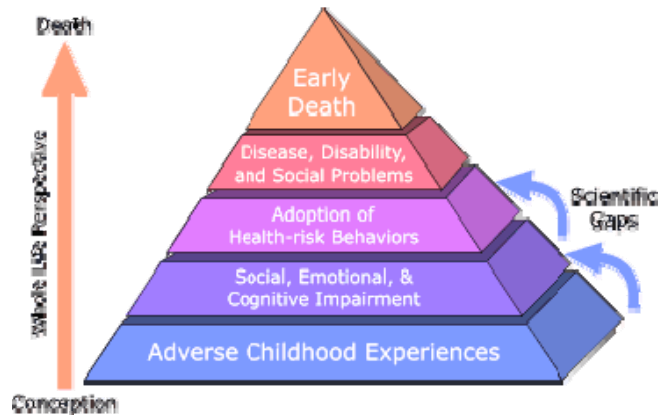
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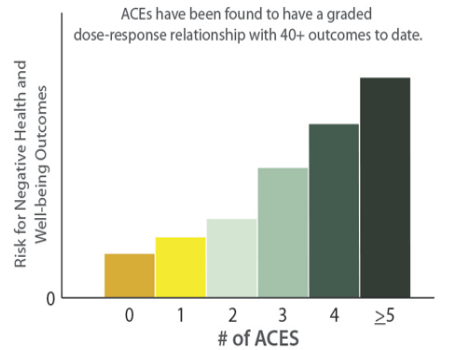
ACE Study Pyramid



Impact of ACEs on Health

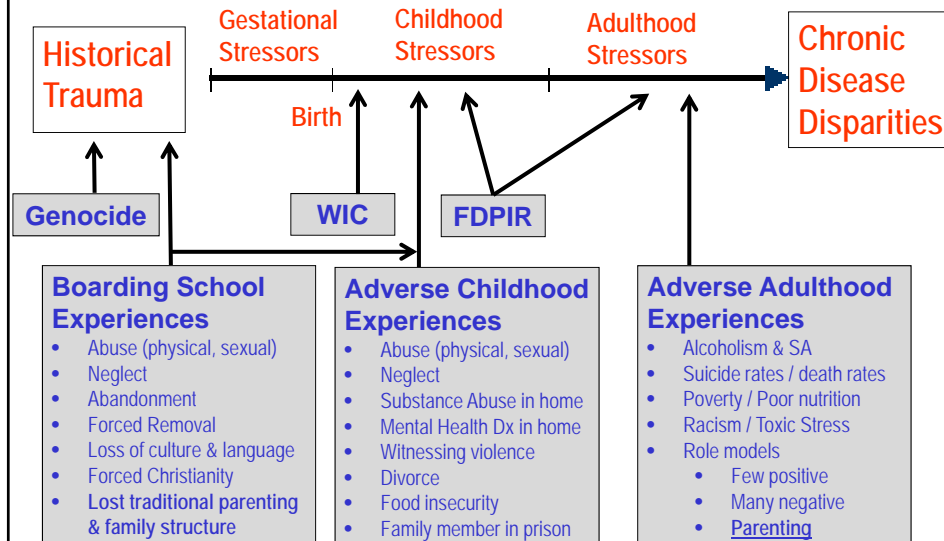
ACEs can have lasting effects on....

-  Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)
-  Behaviors (smoking, alcoholism, drug use)
-  Life Potential (graduation rates, academic achievement, lost time from work)

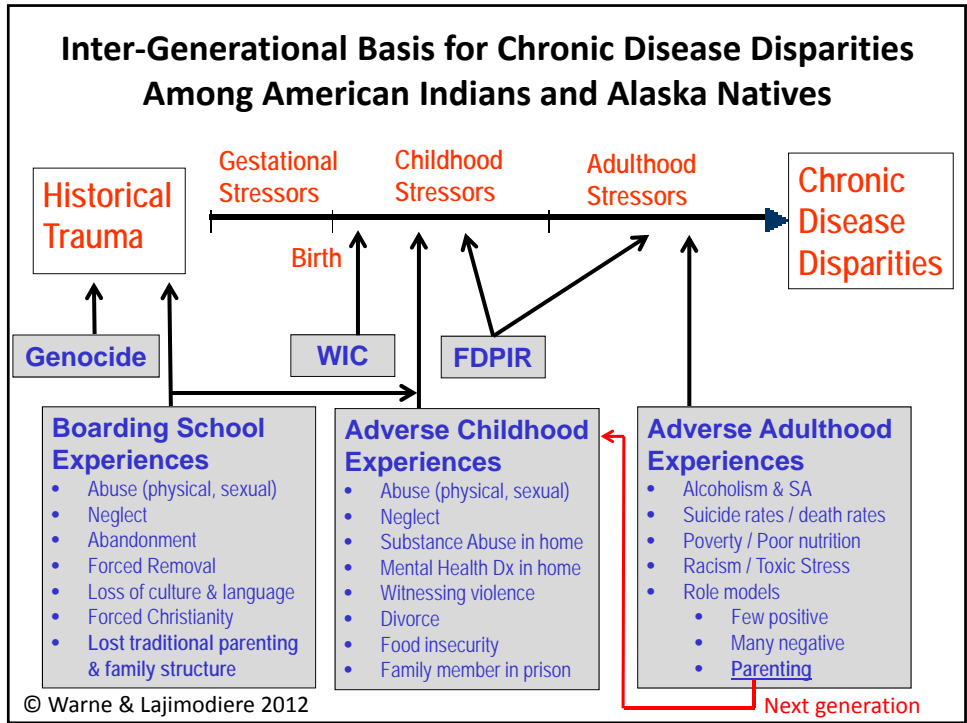


*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.

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AI Health Disparities

Average age at death in ND (2010 – 2014):

77.4 Years in the White Population

56.6 Years in the AI Population

North Dakota Department of Health, Vital Statistics, 2015

AI/AN Health Disparities

Death rates from preventable diseases among AI/ANs are significantly higher than among non-Indians:

- Diabetes 208% greater
- Alcoholism 526% greater
- Accidents 150% greater
- Suicide 60% greater

Indian Health Service. *Regional Differences in Indian Health*

State Suicide Mortality rates by Race, 1990-2002

<u>State</u>		<u>Rate</u>
North Dakota	White	11.3
	American Indian	26.0
South Dakota	White	12.8
	American Indian	27.0

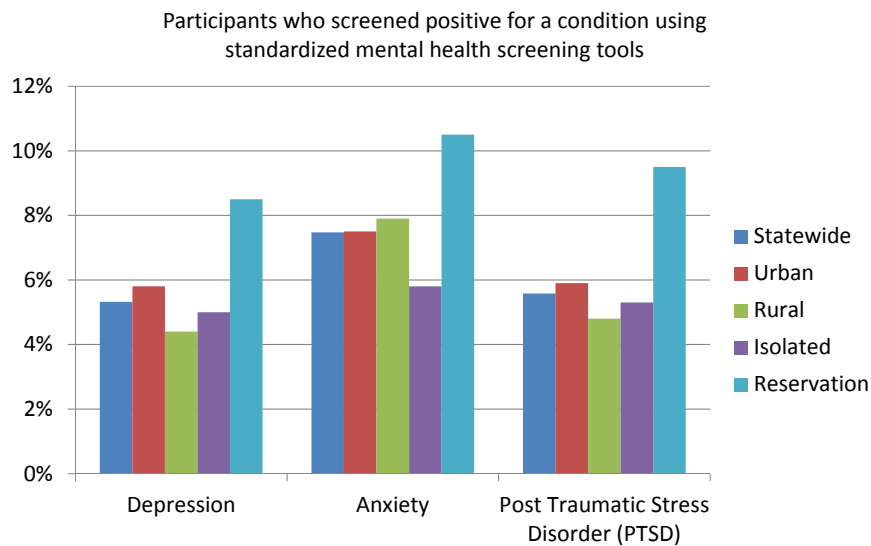
Underlying mortality data provided by NCHS (www.cdc.gov/nchs). Rates are per 100,000 and age-adjusted to the 2000 US Std Population (19 age groups, Census P25-1130) standard

South Dakota Health Survey

The survey included questions on:

- Basic information, including age, sex, race;
- Self-reported health status, including chronic diseases, depression, and other health issues;
- Mental Health Screening;
- Access to services, including cost, distance, and other access issues; and
- Adverse Childhood Experiences.

Prevalence: Mental Health Screens



AI ACE Disparities in South Dakota

	AI	Non-AI	p-value
Number of ACEs (Score)			<u><.0001*</u>
0	16.84%	50.02%	
1	21.59%	23.02%	
2	16.20%	9.60%	
3	12.99%	6.09%	
4-5	13.10%	7.38%	
≥6	19.28%	3.89%	

Note

*statistically significant

Adverse Childhood Experiences <i>Domains</i>	American Indian (n = 516)	Non-American Indian (n = 7078)	Significance
Abuse			
Emotional Abuse	30.10%	17.41%	.0008*
Physical Abuse	24.51%	12.31%	.0002*
Sexual Abuse	15.53%	9.60%	.0263*
Neglect			
Emotional Neglect	25.87%	14.00%	.0005*
Physical Neglect	15.89%	2.78%	<.0001*
Household Dysfunction			
Mother Treated Violently	23.76%	5.31%	<.0001*
Household Substance Abuse	50.04%	21.49%	<.0001*
Household Mental Illness	24.36%	13.89%	.0032*
Parental Separation or Divorce	39.34%	20.17%	<.0001*
Incarcerated Household Member	22.57%	3.73%	<.0001*

Significant Challenges

Social Determinants

- Poverty
- Trauma
- Politics
- Inattention/Neglect
- Racism
- Inequity

Outcomes

- Health Disparities
- Education Inequality
- Generational Poverty
- Ongoing Racism
- Worsening Inequity
- Suffering and Death

Significant Challenges

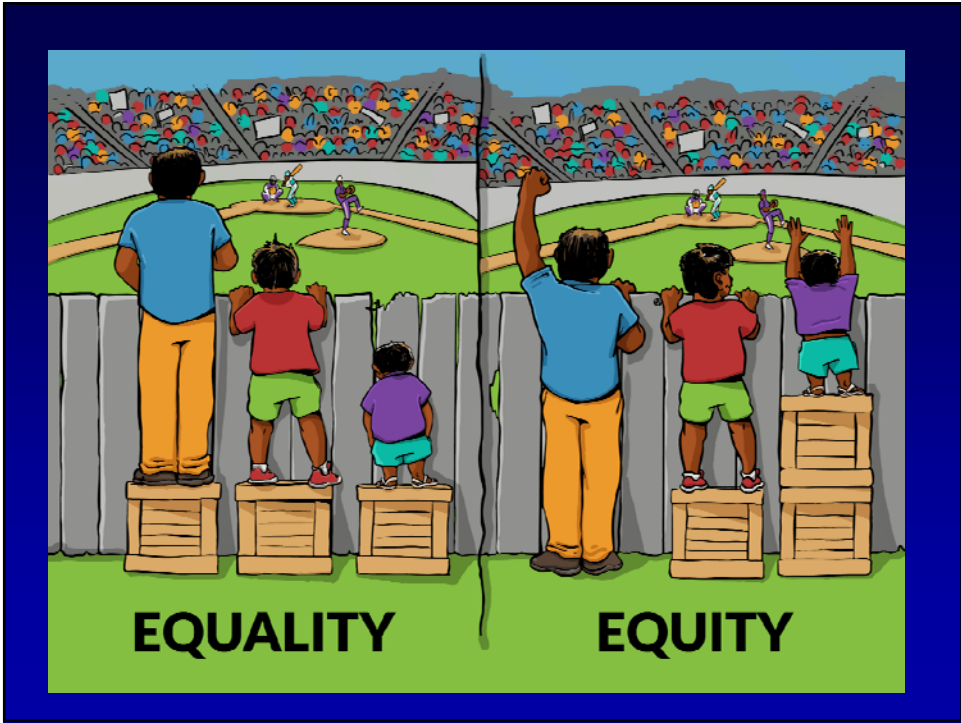
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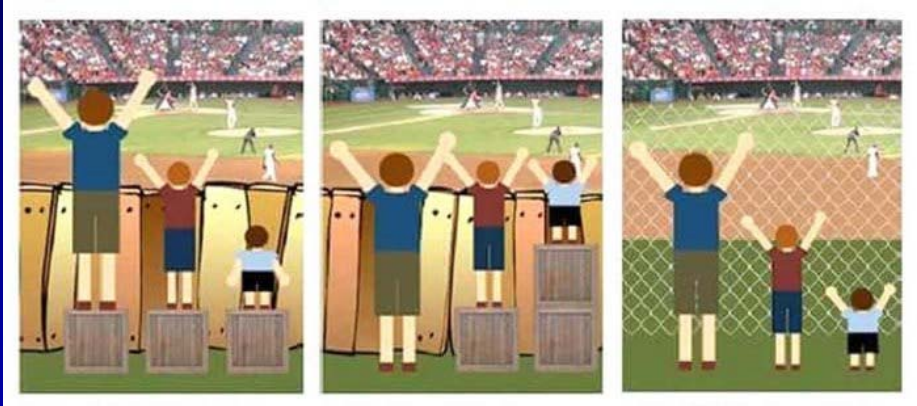
Outcomes

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Need to address **equity** in a comprehensive manner—medical, behavioral, public health...



Equality, Equity, Systemic Barriers



Solutions to Consider

- Improve understanding of Health Inequities
 - Historical Trauma & Epigenetics
 - Boarding Schools
 - ACEs
- Screening for ACEs, HT, other unresolved trauma
- Trauma Informed Care
- Diversity, Equity and Inclusion

Blackfeet Saying

A child is sacred. And when that child comes into the home, the family must welcome it. And if the child is happy and feels the want, he will come into this world very, very strong. And not to know this is to know nothing.



