

How to Create Research Students at Tribal Colleges

ANN JOHNSTONE SCC

Decolonizing Research

- ▣ Qualitative vs. Quantitative
- ▣ Colonization, defined as the subjugation of one group by another has happened to indigenous cultures all over the world
- ▣ Decolonization is the process of allowing those indigenous cultures to conduct research and live in such a way that they are given space to communicate and regain their culture from their frames of reference
- ▣ Decolonization would allow these cultures to write their own history and stories so that they can try to regain their 'sense of self' as communities and individuals. Learning from the past and dealing with the historical trauma of the situations faced by these cultures can never truly be achieved if they are still being forced to assimilated by the Western way of thinking.

SCC NARCH Grant

Promoting Resilience in Participants enrolled in SCC using Culturally Relevant Curriculum

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Abstract

A paper published in the *Community Mental Health Journal*, Koop, et al. (2012) indicates that American Indians have a higher incidence of substance abuse. It is assumed that the higher use of alcohol and illicit drugs is related to historical trauma; however, more data is needed to substantiate this assumption. Several studies have shown that recovery is possible using American Indian cultural practices. The purpose of our study was to investigate instruments that would help provide more insight into the connections between historical trauma and resiliency skills using American Indian cultural practices. Resilience can be defined as “the capacity for adapting successfully and functioning completely despite chronic stress or adversity following exposure to prolonged severe trauma” Cichetti and Cohen (p. 165). Historical trauma is defined as “cumulative emotional and psychological wounding across generations, including the lifespan, which emanates from massive group trauma” Brave Heart (1998). The research project tested the effectiveness of the Rural Health Curriculum: Biskanewin Ishkode (Chippewa) Iskotew Kahmahch Opikik (Cree) and is translated as “a fire beginning to stand” in reference to the indigenous culture that was essentially burned to the ground. This fire is creating a means to personally revisit a traumatic history in order to process it and to once again stand with the fire of determination that emerges as new growth—having been merely dormant for a while.

Background Information

Stone child college has been working on a rural health initiative to address the health issue of alcohol and substance abuse. It is assumed that the higher use of illicit drugs is related to historical trauma. Several studies show that recovery is possible when American Indian cultural practices are used. A rural health curriculum was developed to look at the effect of historical trauma, using the history of how Rocky Boy came about, and using several authors that discuss their journey and subsequent success in healing from historical loss through confronting, understanding, releasing and trans-

Goals

Test the effectiveness of the Rural Health curriculum: Biskanewin Ishkode (Chippewa), IS-KO-TEW KAH-MAH-CH O-PI-KI-K (Cree), Fire that is Beginning to Stand™ to determine if it is an effective strategy to promote resiliency (or health and wellness) for Stone Child Students who score 4 or greater on the Adverse Childhood Experience (ACE) questionnaire.

Materials and Methods

Stone Child College students self-identified their willingness to participate in this research study by signing an informed consent, scoring 4 or more on the Adverse Childhood Experience (ACE) questionnaire, along with enrolling in the first course of the Rural Health curriculum. Resilience was measured using the Addiction-Severity Index-Native American (ASI-NA) for the pre and post. Results of the pre test were analyzed using the SPSS software. Significant gains in the post-test will indicate effectiveness of the Rural Health curriculum as a viable intervention for healing from the effects of historical trauma.

Results

The first course of the 3 courses of the Rural Health Curriculum, which addressed historical trauma, was offered during SCC’s 2015 summer session. 35 students enrolled in the class; however only 25 of these 35 students were used in the research study because they scored 4 or greater on the Adverse Childhood Experience (ACE) questionnaire. The results of the ACE survey were tabulated using survey monkey. A pre-test was administered using the ASI-NA to the 25 students. A post-test was not administered because there was not sufficient time to note any significant change in resilience after 2 weeks. It was decided that the 2 remaining courses in the Rural Health curriculum should be taken before resilience is tested. We have since learned that we can test resilience using a tongue swab and we are considering using the method with students completing all 3 Rural Health courses along with the ASI-NA. The table below provides data from 6 sites comparing ACE national, state and local scores.

Adverse Childhood Experiences

| | FELITTI | MT | STAFF | COMM | SCC STUDENT |
|---------------------------------|---------|-------|-------|------|-------------|
| 1. Household dysfunction | | | | | |
| Substance abuse | 27% | 32% | 71.4% | 39% | 92% |
| Parental Separation/Divorce | 23% | 28% | 61% | 32% | 76% |
| Mental Illness | 19% | 19% | 14.3% | 32% | 84% |
| Battered Mother | 13% | 17.0% | 17.9% | 18% | 56% |
| Incarcerated Household member | 5% | 7.5% | | | 60% |
| 2. Abuse | | | | | |
| Emotional | 28% | 31% | 46% | 84% | 84% |
| Physical | 21% | 17% | 32% | 76% | 76% |
| Sexual | 21% | 13% | 28.6% | 48% | 48% |
| 3. Neglect | | | | | |
| Emotional | 15% | | 35.7% | 52% | 52% |
| Physical | 10% | | 61% | 60% | 60% |

Discussion

There are 3 courses to the rural health curriculum. Course one looks at historical trauma, course two discusses how an individual can heal from historical trauma and course three addresses healing the community. When we first embarked on our research project, we anticipated that we could measure resilience after course one; however, we realized that there would not be any significant change in behavior after a two-week course. We made a decision to measure resilience only after all 3 courses were completed. We would like to do a saliva test, along with the ASI-NA, for the post testing.

Conclusion

A review of the literature relating to historical trauma shows a link between historical trauma and mental and physical health risks. The link has been proven, scientifically, by Dr. Felitti and Dr. Anda’s research on adverse childhood experiences. The data that we collected also shows a correlation between historical trauma and addiction to alcohol and substance abuse. Using a saliva swab to test resilience, along with the ASI-NA, as our post test will allow us to see the correlation between these two variables, childhood trauma and resilience using a culturally relevant framework. Because our sample size is small we cannot generalize to other Native American communities; however, we can offer our curriculum for their use to replicate this study in their communities.



References:

Kropp, F., Somoza, E., Lilleskov, M., Granados-Bad Moccasin, M., Moore, M., Lewis, D., Boetel, B., Smith, C., & Winhusen, T. (2012). *Characteristics of Northern Plains American Indians Seeking Substance Abuse Treatment in Urban, Non-Tribal Clinic: A Descriptive Study*. Springer Science+Business Media, LLC.

Whitbeck, L.B., Walls, M.L., Johnson, K.D., Morrisseau, A.D., & McDougall, C.M. (2009). *Depressed affect and historical loss among North American indigenous adolescents*. *American Indian and Alaska Mental Health Research, 16(3)*, 16-49.

Whitbeck, L.B., Hoyt, D.R., McMorris, B.J., Chen, X., & Stuben, J.D. (2001). *Perceived discrimination and early substance abuse among American Indian children*. *Journal of Health and Social Behavior, 42(4)*. 405-424.

Burt, L. (1987). *Nowhere Left to go: Montana's Crees, Metis, and Chippewas and the Creation of Rocky Boy's Reservation*. *Great Plains Quarterly*. Paper 421.



HISTORICAL TRAUMA
CURRICULUM AT SCC
PILOT-AUGUST 2016

“Fire that is beginning to stand”

Biskanewin Ishkode

Iskowitz Kahmahch Opikik

Strategic Planning of a Rural Public Health Degree

- ▣ Research
- ▣ Biskanewin Ishkode courses
- ▣ Introduction to Public Health
- ▣ Statistics
- ▣ Behavioral Health Facilitator
Training

3 COURSES



Biskanewin Ishkode (Course One)

- Unit 1: Nowhere Left to Go
- Unit 2: Rewriting our Story: A Hero's Journey
- Unit 3: Tribal Paths to Recovery and Wellness



Biskanewin Ishkode (Course Two)

- Unit 1: The Cycle of Trauma and Addiction
- Unit 2: Ethnic Identity: Who am I as a Native Person?
- Unit 3: Bimadziwin: The Good Life Path



Biskanewin Ishkode (Course Three)

- Unit 1: Phenomenology: Researching Our Stories
- Unit 2: Collecting our Stories
- Unit 3: Creating New Stories

Continued Education

- ▣ Test the Curriculum
- ▣ Educate students about historical and intergenerational trauma and its symptoms
- ▣ Promote resilience
- ▣ Research

Undergraduate
 Research at Stone
 Child College
 Natural Resources
 Geospatial
 Technology
 Capstone Projects

Douglas Crebs:
 Natural Resources
 Dept. Head

PROFESSIONAL CORE:

| Dept | No. | Course Title |
|-------------|-------------|--|
| BIOS | 101 | General Biology |
| PHSX | 205N | Fundamentals of Physics I |
| PHSX | 206N | Fundamentals of Physics I Lab |
| PHSX | 207N | Fundamentals of Physics II |
| PHSX | 208N | Fundamentals of Physics II Lab |
| CHMY | 141 | College Chemistry I |
| CHMY | 142 | College Chemistry I Lab |
| CHMY | 143 | College Chemistry II |
| CHMY | 144 | College Chemistry II Lab |
| NR | 131 | Geographic Information systems I |
| NR | 201 | Geographic Information systems II |
| NR | 220 | GPS Principles and Practices |
| NR | 290 | <i>Natural Resource Management capstone</i> |

Selectives
 General Ecology, Intro to Soils Science,
 Intro to Statistics, Calculus I, Calculus II,
 Trigonometry and Analytical Geometry,
 Biological Chemistry, Environmental
 Measurement, World and Regional
 Geography,
 Plant Biology, Earth Science

Natural Resources Capstones Projects

Provide:

- ▣ Opportunity to engage in field work
- ▣ Research, Data collection, and Presentation on Natural Resources Topic
- ▣ Field experience with Equipment
- ▣ One on one work with Professor or Mentors
- ▣ Application of theories and course work



STONE CHILD COLLEGE PHENOLOGICAL GARDEN

Dawn Gamble
Stone Child
College
Natural
Resource
Capstone
Project

Summery of project:

Seasonal Plants:

Autumn - purple/red

Spring- light green

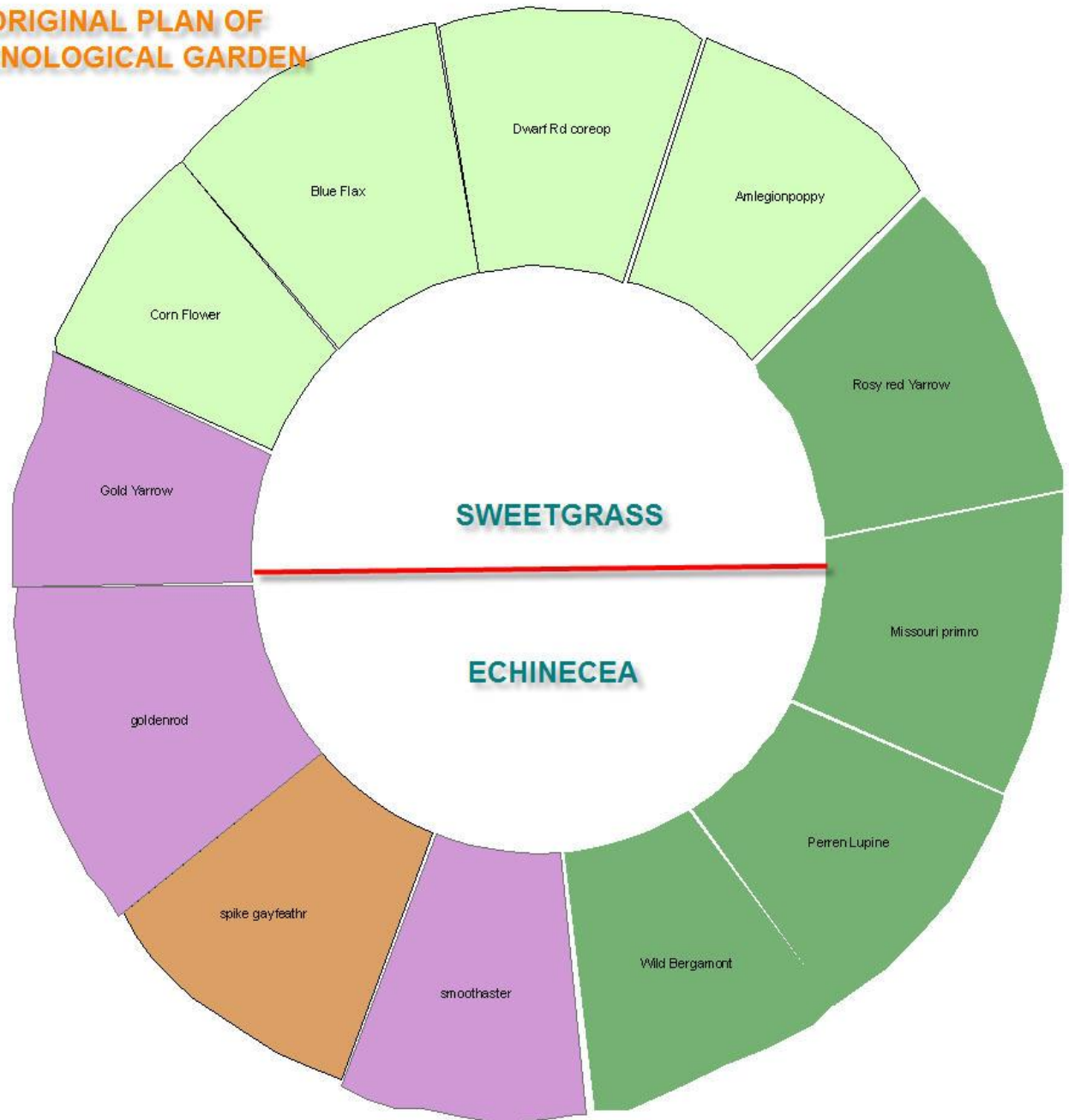
Summer- dark green

Perennial-grow back year after year.

Echinacea-Summer

Sweet Grass-Summer

ORIGINAL PLAN OF PHENOLOGICAL GARDEN



Continued Development

- ▣ Interns
- ▣ Grant Funding
- ▣ Further Development of the SCC research Garden
- ▣ Community involvement in garden projects
- ▣ Cultural workshops: Working with the land



Research Development

