AIHEC NARCH/Aseto'ne Networking Project

# TCU Conclave:
# Embedding Behavioral Health/ Health-Related Research Knowledge & Skills into the Curriculum

TRIBAL Colleges & Universities: *Educating, Engaging, Innovating, Sustaining, Honoring*

# Introductions & Logistics

# AIHEC NARCH Project

## 5-part Multi-year Initiative (2018-19 Extension)

**Goal to increase the behavioral health research capacity among the TCUs.**

(1) Annual Behavioral Health Institute
(2) Faculty, Staff, TCU Professional Development
(3) Community-based Participatory Research Projects
(4) Graduate certificate program in Indigenous Research Methods
(5) Research Publication

# Aseto'ne Networking Project – NIH IPERT Program Initiative

The Aseto'ne Project is a broad, multi-institutional initiative that coordinates outreach, education, and mentoring activities the nation's 37 Tribal Colleges and Universities (TCUs) and the University of Nebraska Medical Center. **These activities establish and promote student interest and engagement in a broad range of research fields**. The project creates an **extensive network of professional researchers, faculty and students** involved in activities that **develop students' academic and research-specific skills**, and **promote an understanding of what is required to be a successful researcher**.

In the Cheyenne language Aseto'ne refers to the concepts of growth and taking first steps. Thus, our project will provide the necessary steps and support infrastructure to guide students into research careers and a brighter future.  http://www.aihec.org/what-we-do/asetoneNetwork.htm

# Aseto'ne Networking Project – NIH IPERT Program Initiative

- ## Project Aims

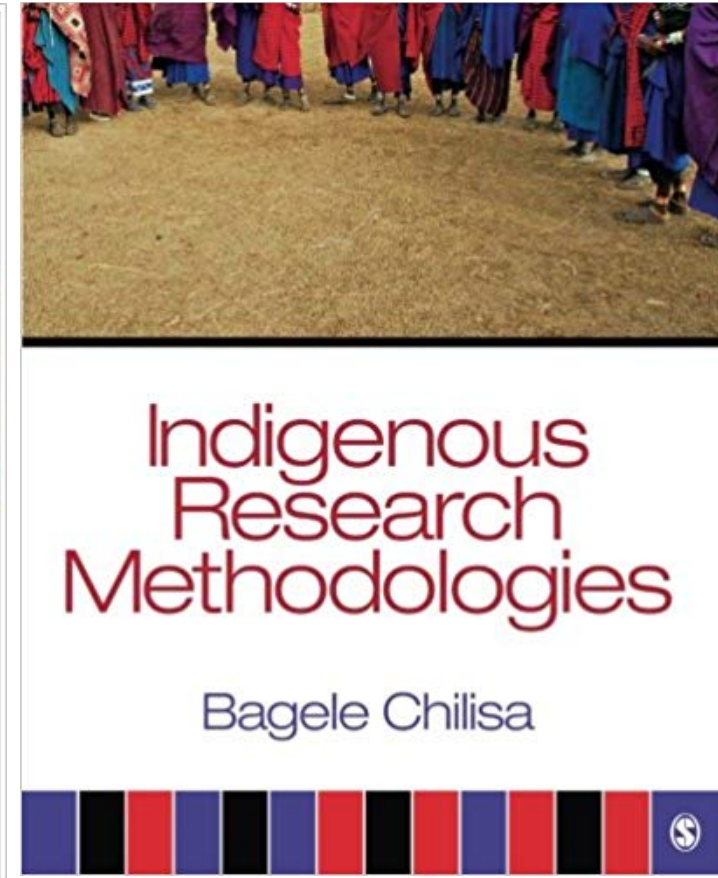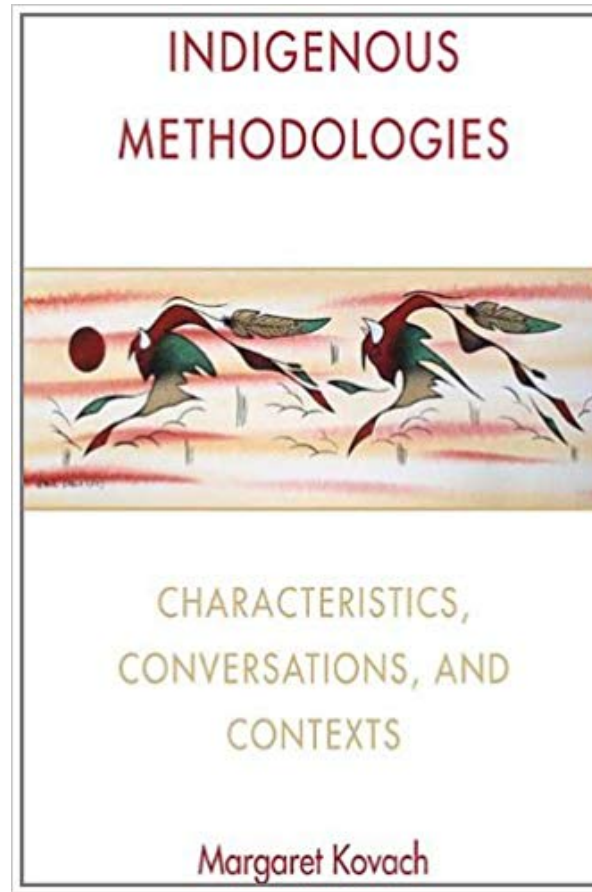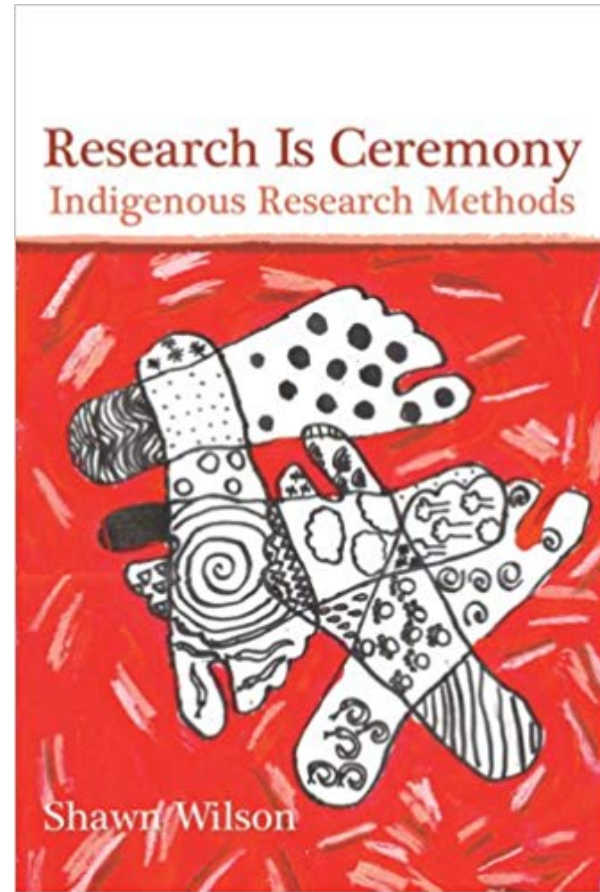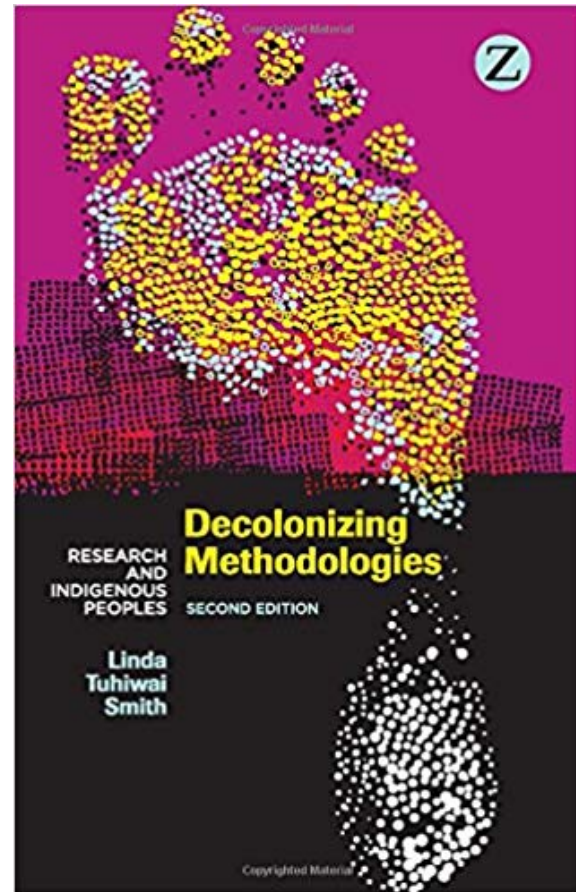  - Outreach
  - Mentor Network
  - Research and Personal Skills Development

- ## Activities

  - Two-week Summer Institute at UMNC

  - Mentorship

  - Academic Support: Short-courses, webinars, etc.

# Indigenous Research: Meaning, Value, and Process

# Definition of Education as It Relates to Research Skills

- June 17, 1744 – Commissioners from Maryland and Virginia negotiated a treaty with the Six Nations at Lancaster, PA which included an offer to educate boys at William & Mary College.

- "We know that you highly esteem the kind of learning taught in those colleges and that the maintenance of our young men, while with you, would be very expensive to you." We are convinced that you mean to do us good by your proposal; and we thank you heartily.

# Definition of Education as It Relates to Research Skills

- But you, who are wise must know that different Nations have different conceptions of things and you will therefore not take it amiss, if our ideas of this kind of education happen not to be to same as yours. We have had some experience of it. Several of our young people were formerly brought up at the Colleges of the Northern Provinces: they were instructed in all your sciences; but, when they came back to us, they were bad runners, ignorant of every means of living in the woods … neither fit for hunters, warriors, nor counsellors, they were totally good for nothing.

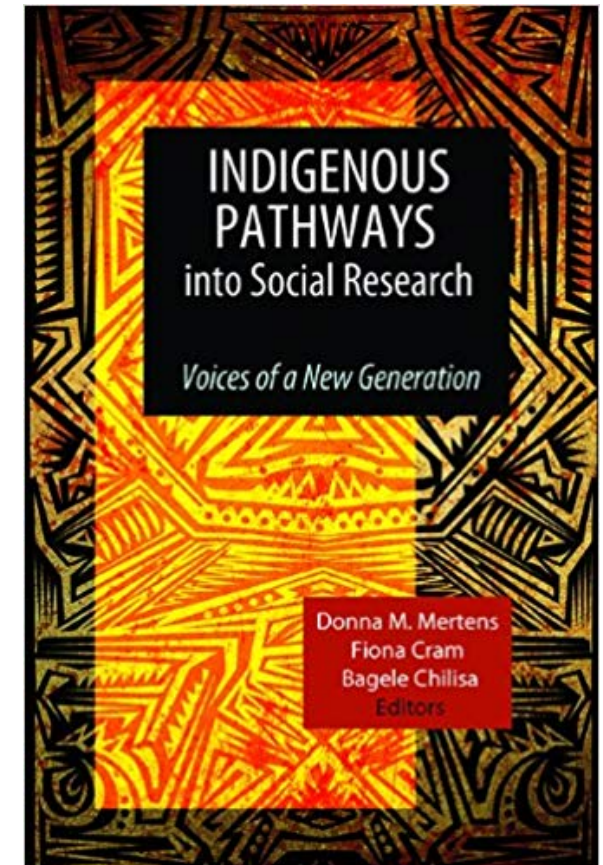# Definition of Education as It Relates to Research Skills

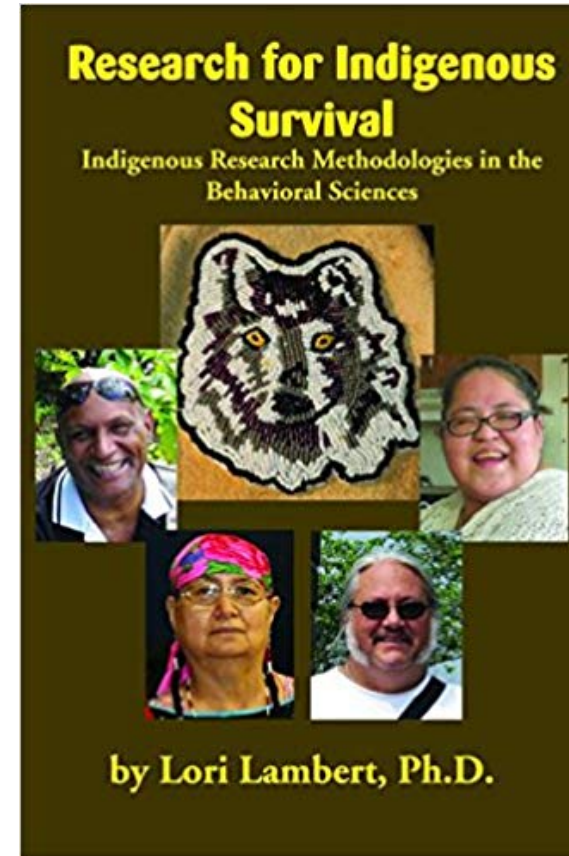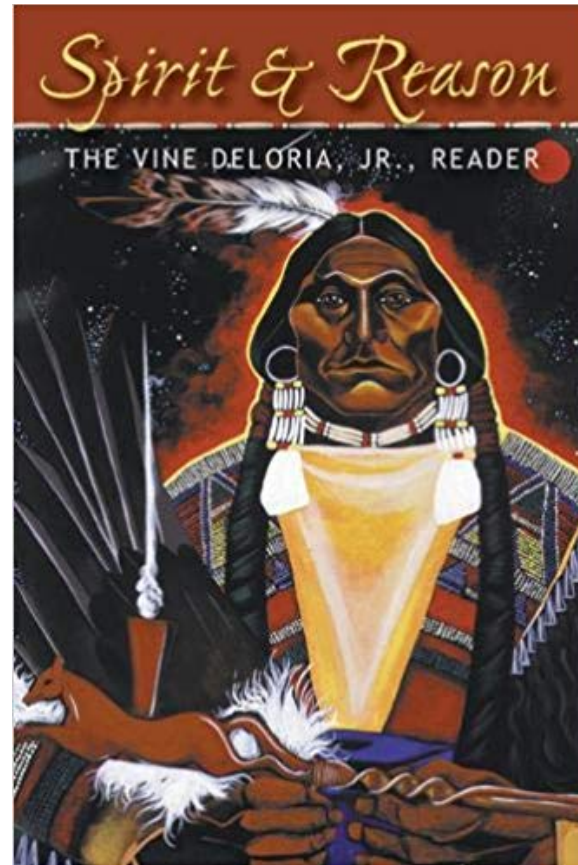- We are, however, not the less obliged by your kind offer, though we decline accepting it; and, to show our grateful sense of it, if the gentlemen of Virginia will send us a dozen of their sons, we will take care of their education, instruct them in all we know, and make men of them. (P. 57.)



- McLuhan, T.C. (1972). *Touch the Earth: A Self-Portrait of Indian Existence.* NY: Outerbridge & Dienstfrey.

# Critical Importance of TCUs and Your Role
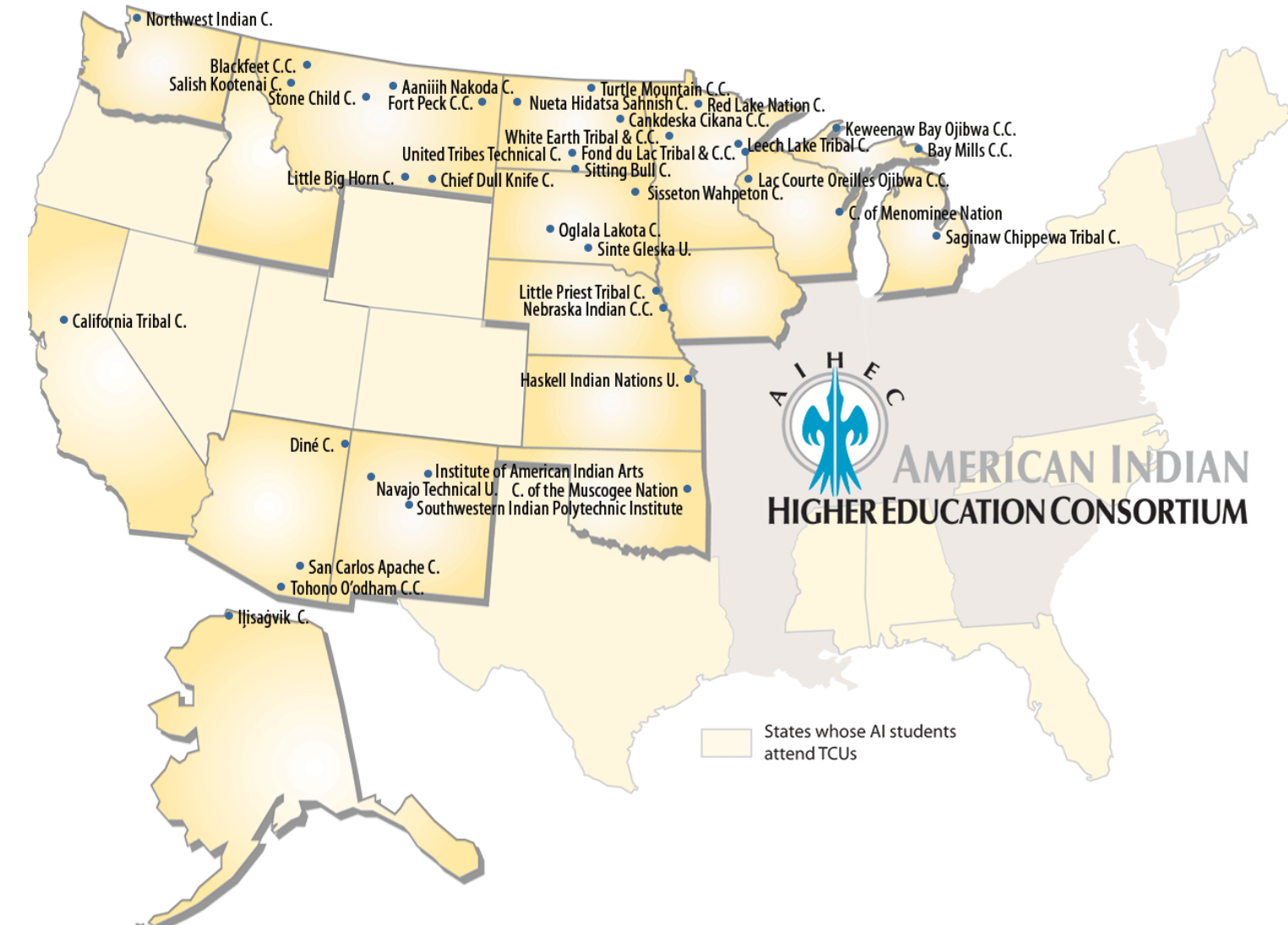


- Compulsory Education K-12 (16 years old) from a mainstream framework.

- TCUs become the first venue to think and be educated from a Native worldview.

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# Voice of Native Educators Becoming Louder
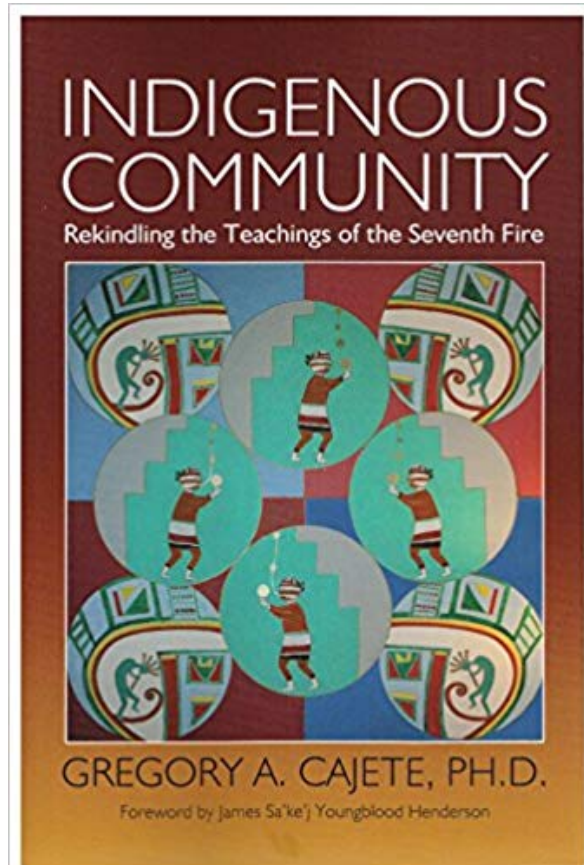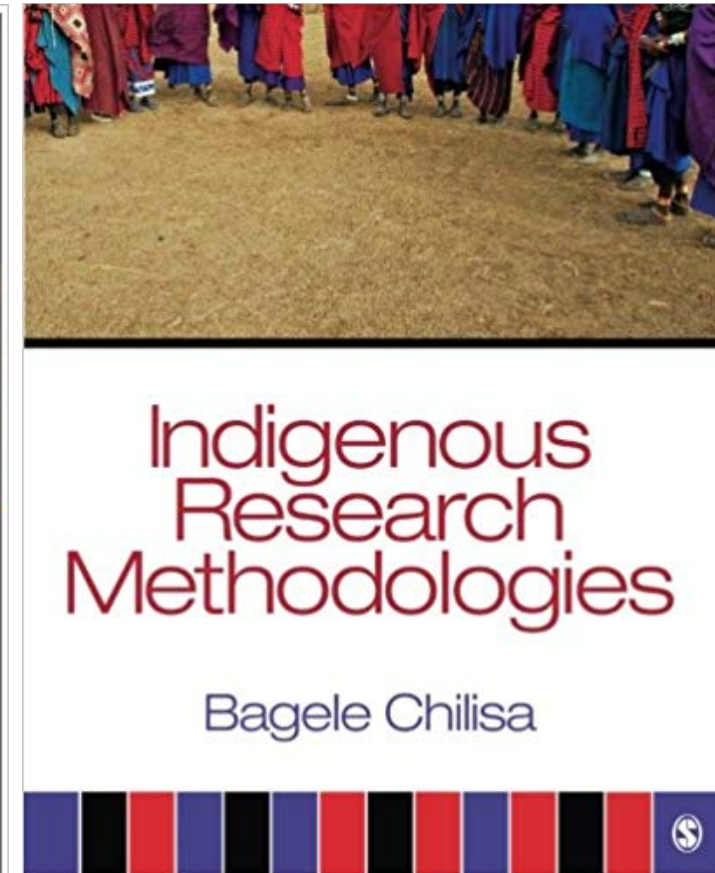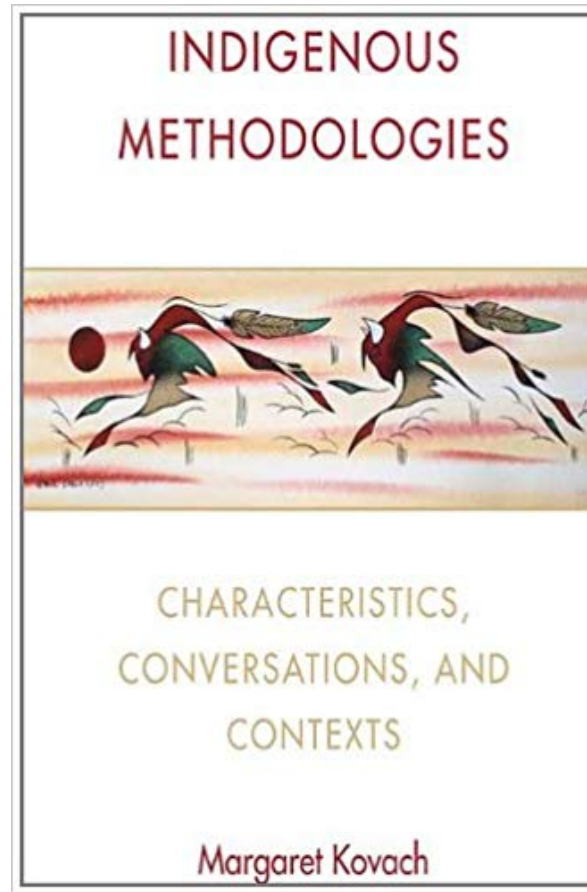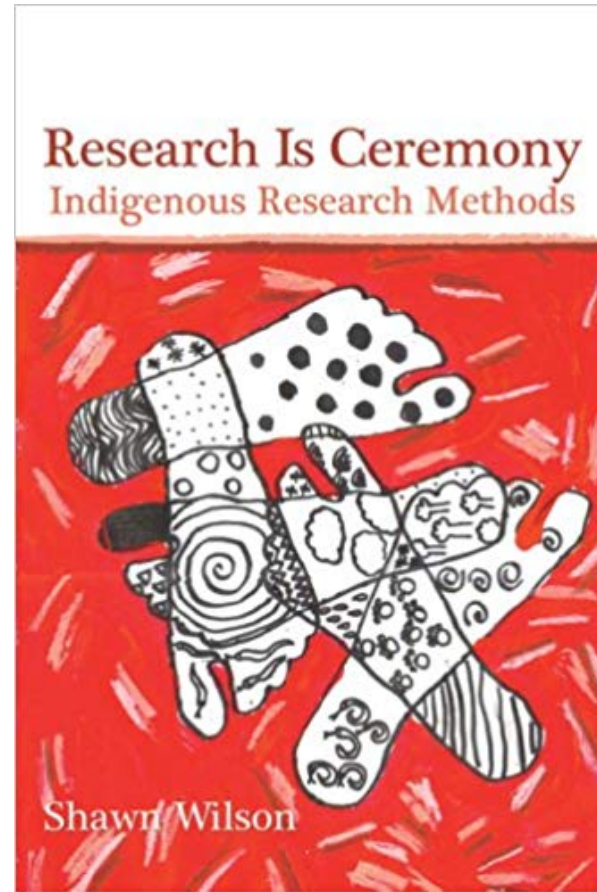
# Awakening

- There is a greater awareness that we need to reexamine what is considered education and the body of knowledge that is important.

# Indigenous Voices within **Research** Have Become Louder
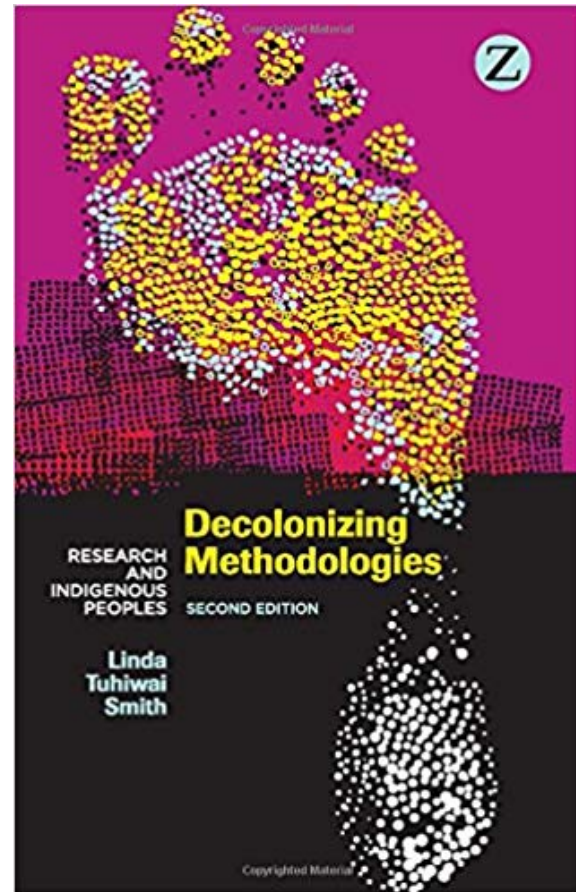
# Indigenous Research: Meaning, Value, and Process

There has been greater articulation of indigenous research
- Definition of Research (p. 6 Chilisa)
  - Research is systematic – an adoption of a strategy or set of principles

- Indigenous Research - Chilisa describes indigenous research by outlining four dimensions of indigenous research (p. 13)
  1. Targets a local phenomenon instead of using existing Western theory to identify and define a research issue;
  2. It is context-sensitive requiring constructs, methods, & theories to come from local experiences and indigenous knowledge
  3. It is integrative – can combine both Indigenous & Western theories
  4. An indigenous paradigm can inform research with regard to what is reality, knowledge, and valued

# Indigenous Research: Meaning, Value, and Process

- With regard to Indigenous Research Methodology, Wilson advocates that an Indigenous paradigm comes from the fundamental belief that knowledge is relational, is shared with all creation, and therefore can not be owned or discovered. Indigenous research methods should reflect these beliefs and the obligations they imply. (PDF) What Is an Indigenous Research Methodology?. Available from: https://www.researchgate.net/publication/234754037_What_Is_an_Indigenous_Research_Methodology [accessed Jan 1 2019].

- According to Wilson the difference between indigenous and dominant culture research paradigms - "… is that those dominant paradigms build on the fundamental belief that knowledge is an individual entity: the researcher is an individual in search of knowledge, knowledge is something that is gained and therefore  knowledge may be owned by an individual. An indigenous paradigm comes from the fundamental belief that knowledge is relational. Knowledge is shared with all of creation. It is not just interpersonal relationships, or just with the research subjects I may be working with, but it is a relationship with all of creation. It is with the cosmos; it is with the animals, with plants, with the earth that we share this knowledge. It goes beyond the individual's knowledge to the concept of relational knowledge….you are answerable to all your relations when you are doing research (Wilson, 2008, p. 74).

# Indigenous Research: Meaning, Value, and Process

One key aspect of the indigenous research process has been CBPR or Tribally-Based Participatory Research (T. Ball)

- According to Duran, CBPR is an orientation to research and it changes the role of researcher and researched

- CBPR is **not** a method or set of methods
  - Typically thought of as qualitative
  - Fewer epidemiologic examples, but promising

- CBPR is an applied approach
  - Goal is to influence change in community health, systems, programs, or policies

# Principles of CBPR

- Recognizes community as a unit of identity

- Builds on strengths and resources

- Facilitates partnership in all research phases

- Promotes co-learning and capacity building

- Seeks balance between research and action

THIRD EDITION

**Community-Based Participatory Research for Health** Advancing Social and Health Equity

Nina Wallerstein | Bonnie Duran
John Oetzel | Meredith Minkler
EDITORS

**JOSSEY-BASS**
A Wiley Brand
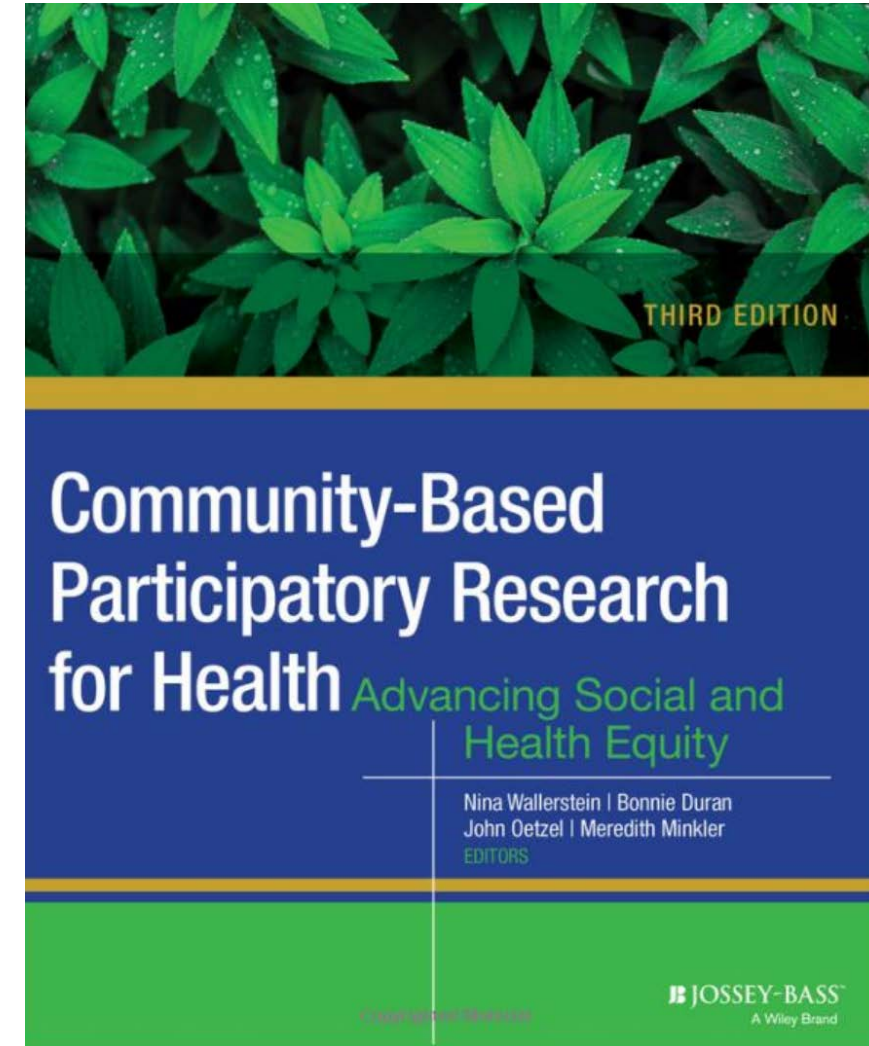
# Principles of CBPR

- Emphasizes local relevance and ecological perspective that recognizes multiple determinants

- Involves system development through cyclical and iterative process

  - Community Action and Accountability Boards/Committees

- Disseminates findings and knowledge to all (publication issues)

- Involves long-term process and commitment

Israel, Schulz, Parker, Becker, Allen, Guzman, "Critical Issues in developing and following CBPR principles," Community–Based Participatory Research in Health, Minkler and Wallerstein, Jossey Bass, 2000.

# Indigenous Research: Meaning, Value, and Process

Terminology has been defined or redefined
- **Decolonization** – Smith, 1999. Indigenous decolonization describes ongoing theoretical and political processes used to contest and reframe narratives about indigenous community histories and the effects of colonial expansion, genocide, and cultural assimilation. Indigenous people engaged in decolonization work adopt a critical stance towards western-centric research practices and discourse and seek to reposition knowledge within indigenous cultural practices.

- **Knowledge Democracy** – B.L. Hall, Knowledge democracy refers to an interrelationship of phenomena.
1. It acknowledges the importance of the existence of multiple epistemologies or ways of knowing such as organic, spiritual and land-based systems, frameworks arising from our social movements, and the knowledge of the marginalized or excluded everywhere.
2. It affirms that knowledge is both created and represented in multiple forms including text, image, numbers, story, music, drama, poetry, ceremony, meditation and more.
3. Fundamental to our thinking about knowledge democracy is understanding that knowledge is a powerful tool for taking action in social movements and elsewhere to deepen democracy and to struggle for a fairer and healthier world.
4. Knowledge democracy is about open access for the sharing of knowledge so that everyone who needs knowledge will have access to it. Knowledge democracy is about intentionally linking values of justice, fairness and action to the process of using knowledge.

- **Epistemicide** - a systematic destruction of any indigenous knowledge base

# TCU Curriculum Development

- What exists with regard to behavioral health/health-related curriculum among the TCUs that can be shared and/or adapted?

- How can AIHEC facilitate curriculum to build the behavioral health and health-related Indigenous research capacity at your institution?

# Significant Curriculum Outcomes

**New TCU Curricula:**
**Stone Child College's Historical Trauma Curriculum**

**New Courses Created**

**Infusion of Research Skills in Exiting Courses**

**Feasibility Study for a Minor in Behavioral Health: IAIA**

Establishment of a Bachelor's Degree in Public Health: Dine*

**New Graduate Research Methods Certificate Program:**
**Intensive, TCU-based and Culturally Relevant**

# Pinamiya!