



Designing community centered prevention efforts in partnership with Native communities

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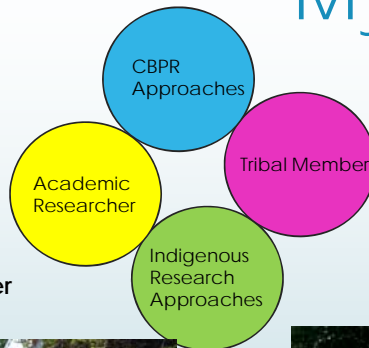


Today's Objectives

- Introduction
- Application of the FIVE R's to Prevention Efforts in Native Communities
 - Respect
 - Relationships
 - Relevance
 - Reciprocity
 - Responsibility
- Application of the Health Literacy Framework

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My Background



Guardians of the Living Water

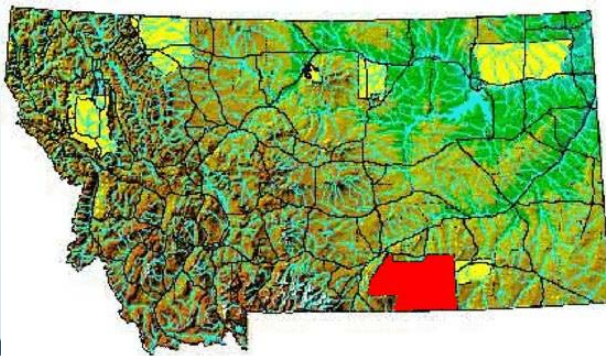


Messengers for Health



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Apsáalooke Nation



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Relevance

- Community Partners:
 - Identify health topic
- And work together to
 - Design intervention approach
 - Plan evaluation
 - Implement program and evaluation
 - Propose dissemination plans



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Respect



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Social and Political Contexts

- ▶ Appreciate Tribal sovereignty
- ▶ Acknowledge history of colonization
- ▶ Address stereotypes
- ▶ Recognize complex jurisdictional issues



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Advisory Boards/Steering Committees

- ▶ Include key community leaders depending on the focus of the program
- ▶ Provide direction and advice for all areas of program development, implementation and evaluation
- ▶ Have a variety of experiences
- ▶ Benefit from shared Expertise

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Recommendations

- Incorporating culture vs. Being culturally centered
- Involve partners in all phases vs. community-driven
- Adding community empowerment as intervention objective

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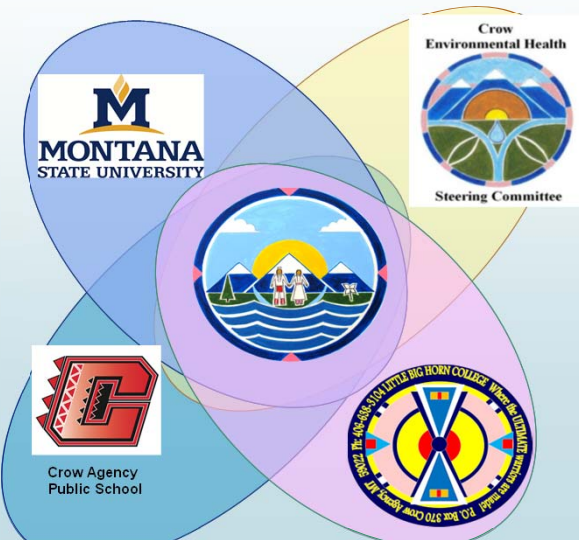
Centering Crow Cultural Values

- Integrating Western science with cultural worldview
- Respecting storytellers and stories
- Developing new methods for analyzing data



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Relationships



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Maintaining Engagement



- Trust is integral to the success of the partnership.
- Trust is built between project partners and expanded throughout the community.
- Recruitment and retention require a variety of communication strategies.
- Children and Families often have multiple obligations.

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Building Trust— Managing Expectations



Requires attention to expectations and needs of each partner



Benefits from long-term partnerships



Respectful approaches can help overcome conflicting priorities

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Reciprocity

Reciprocity is another central value for our programs and for my commitment to my work. It is always important to bring back what we learn in community.

This means making sure the community has access to the results of the program, like the evaluation results, and that it is available in a clear format.



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Responsibility

- ▀ My role in the community and in the project
 - ▀ Make sure program is valuable to the community.
 - ▀ Make sure that program is conducted in culturally centered manner.
 - ▀ Make sure program is sustainable.



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Sustainability

- ▀ Programs that disappear may increase distrust in this program and in future programs
 - ▀ Funding challenges
 - ▀ Building capacity in the community



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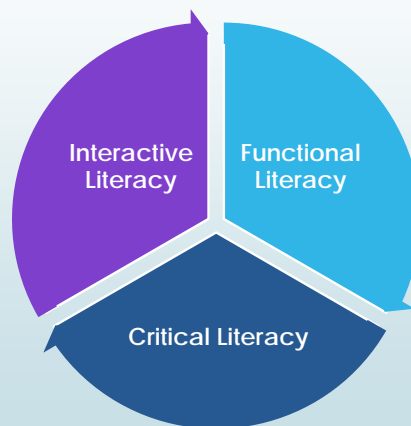


Relevance
Respect
Relationships

Reciprocity
Responsibility

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Intervention Development Can Benefit from a Health Literacy Framework



Nutbeam, D. (2008). The evolving concept of health literacy. *Social science & medicine*. 67. 2072-2078.

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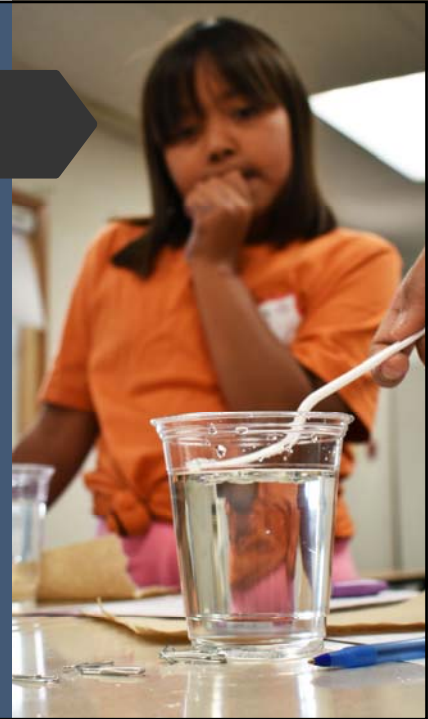
Functional Literacy

► Child Perspective:

- "I learned about... water is sacred...how to keep it clean...not to make fun of water."

► Parent Perspective:

- "[She] started to look at the posters in my office and she could understand some of them. She started to ask me questions about what they meant and she could understand what I was telling her. ..After the camp she was more aware of [Water issues]."



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Interactive Literacy

► Child Perspective:

- "I'll tell my mom that I got to be in Chief Plenty Coups' house and in his room and that I got to make some springs. [And] that we went to a spring and are going to look at the water to see if it's healthy to drink."

► Parent Perspective:

- "You guys are on the right track about having children share information with parents and others because our belief, the Crow belief, is that children are sacred to us. they're still innocent, and so they have a lot of power."

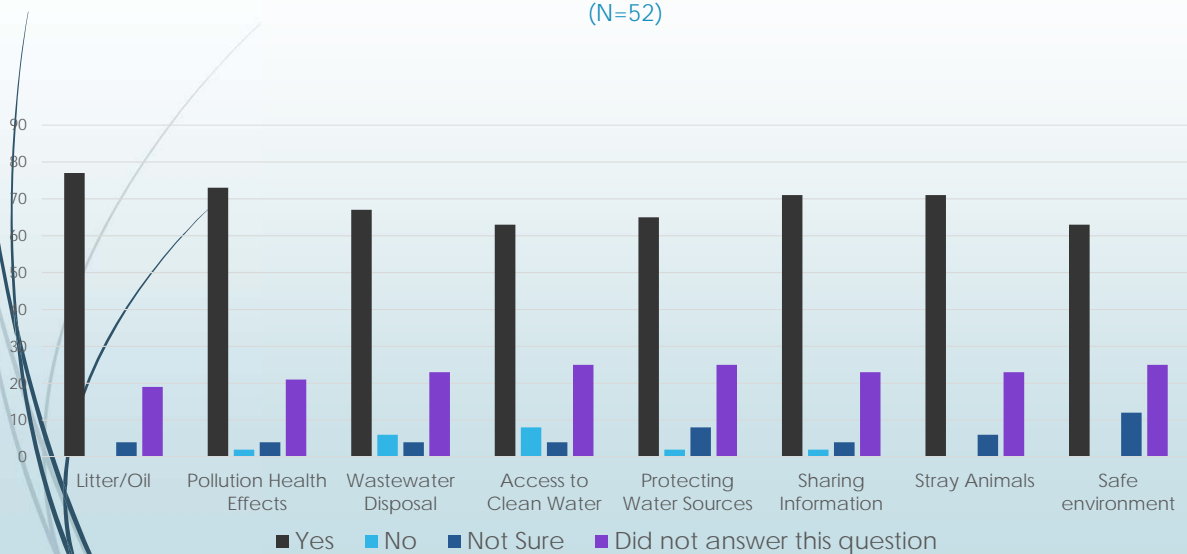
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Interactive Literacy: Photovoice Exhibit



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Do you think these issues need to be addressed? (N=52)



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Critical Literacy

- Child Perspective:
 - "Sometimes we feel like the kids will barely do it."
 - "We can have an assembly [to teach younger kids about protecting rivers]."
- Parent Perspective:
 - "If the children can convince their families and their friends, and then they'll convince the community and you know we all need to take initiative to help clean our water."

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Taking Action



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2018-Current Co-Researchers



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Bacteria in the Water! A Research Study

Research Question

Is there bacteria in our water resources?

Hypothesis

There are bacteria in our water sources.

Methods

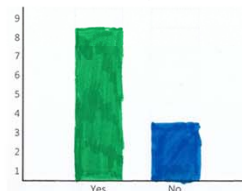
Total Number of Samples: 11

Samples were collected from the following sources:

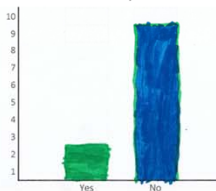
- Spring
- Uuke water
- Gas station sink
- Hose
- Water cooler
- Kitchen sink (3)

Results

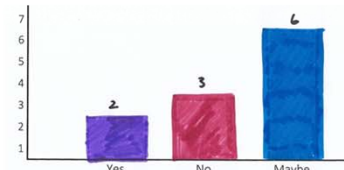
Is there coliform in your water sample?



Is there *E. coli* in your water sample?



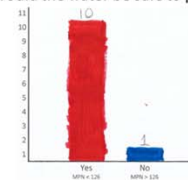
Is your water source contaminated by animal manure or human waste?



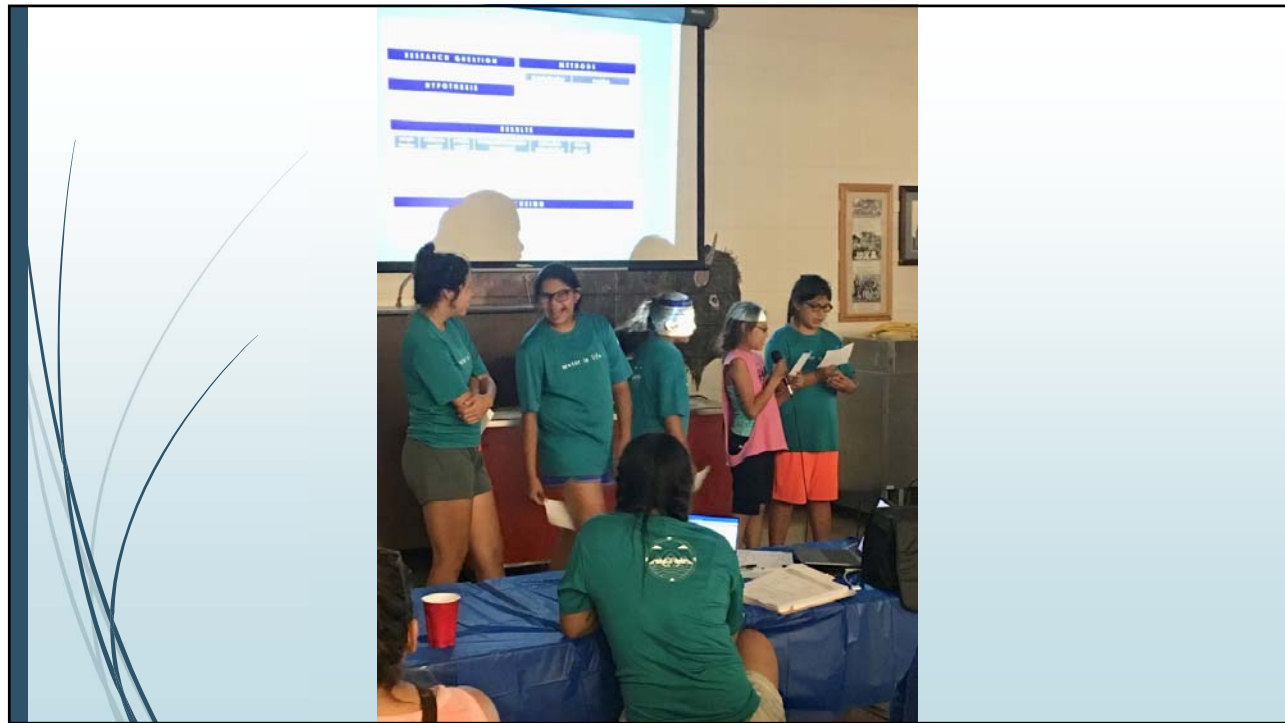
Is your water source safe to drink without boiling the water?



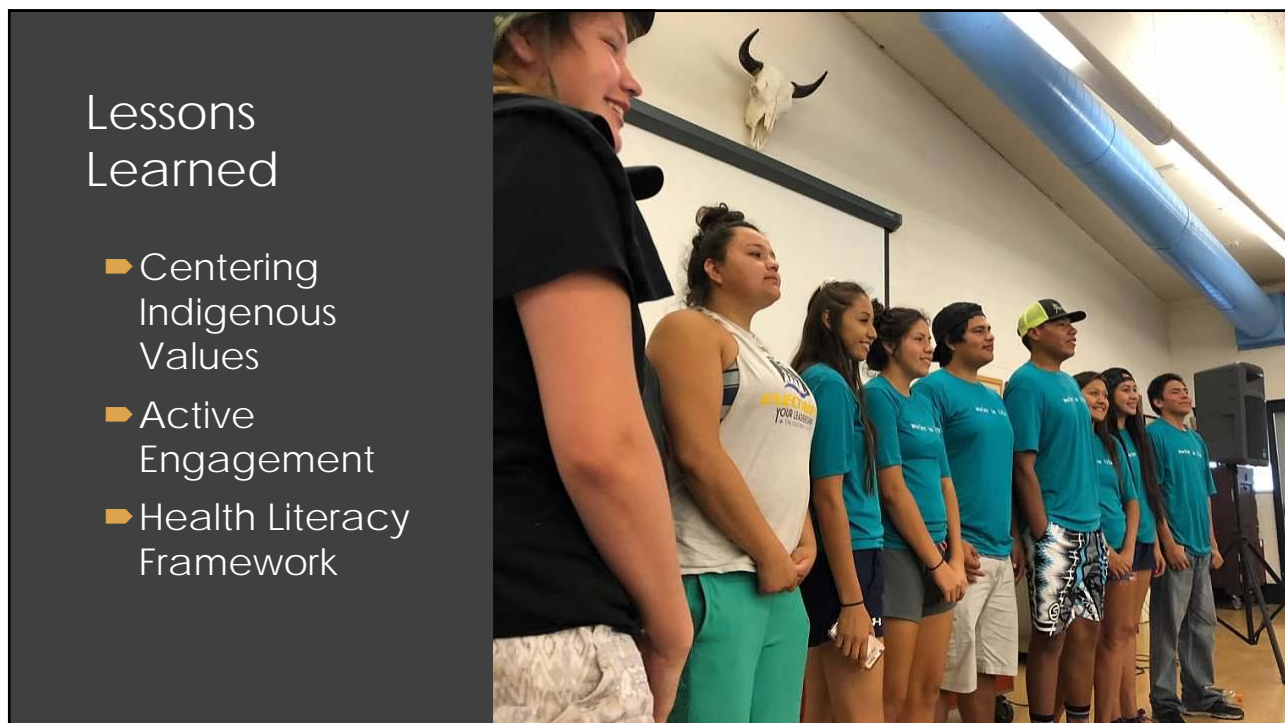
Would the water be safe to play in?



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Lessons Learned

- ▶ Centering Indigenous Values
- ▶ Active Engagement
- ▶ Health Literacy Framework

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Project Partner Acknowledgements

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- **Consultants and Advisors:** Suzanne Held & Rima Rudd

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