Community-Based Behavioral Health Research and Education at Diné College

Department of Public Health and Social and Behavioral Science
In Collaboration with
American Indian Higher Education Consortium
Tribal Colleges / Universities (TCU) Behavioral Health Research Network

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Purpose

• To coordinate a behavioral health needs assessment of the Diné College students

– Assessment Survey:
  • Pilot project to inform future research
  • Explore student perceptions of key behavioral norms
  • Gather student input on changes to campus sites
  • Gauge student interest in proposed new programs
Positive Community Norms Model

• The Science of the Positive – Montana Institute
• Examples of PCN Campaigns
• To influence positive behavior change
• To identify gaps between self-reported behaviors and perceived peer behaviors
Why Positive Community Norms?

- Four Corners is fortunate to have a long relationship with the founder of PCN, Dr. Jeff Linkenbach.
- CDC endorsements.
- No more “health terrorism.”

- Successful use of PCN is changing behaviors but also...
- Increasing interest in community health, data.
- Communities are engaged - schools, coalitions, business owners – it gives us a new frame.
Social Norms Theory

The Norm

The actual behavior or attitude of the majority of a population; what most people do or believe.

“Have you used alcohol in last 30 days?”

The GAP

The Perceived Norm

The perceived behavior or perceived attitude of most people; what we think most people do or believe.

“What percent of students in your school have used alcohol in last 30 days?”
Are we working together or supporting the same old things? Iatrogenic effects
I only kiss people whose breath doesn’t stink

I exercise to keep in shape

I take a deep breath when I’m nervous

I only eat in the non-smoking section at restaurants

I DON’T SMOKE

Just like 88% of ETHS students

2002 Social Marketing Survey. N=2,431 ETHS students
Funded by the Chicago Community Trust, Rotary Club of Evanston Lighthouse & Tobacco Settlement Funds.
Most of us...

DO NOT want our friends to drink and drive.

MOST of us

Photo by R.J. John

Many applications for changing the frame - many potential frames for D.C. students

80% of teens in East Central Kansas report that they enjoy spending time with their dads.

2010 data from “Kansas Communities that Care”

Mental Health Center of East Central Kansas
Percent of Students Who CORRECTLY Perceive the Norm
(For example, the Norm is that "Most Students Do NOT Drink and Drive;"
"Most Students Have NEVER Used Meth")

Source: MOST of Us® Youth Survey, Aztec & Shiprock, NM (2008 n=841; 2009 n=1416; 2010 n=1403)
Method

• Survey
  – 20 multiple choice questions
  – 3 open-ended questions
  – Five Diné College campuses surveyed: Shiprock, Tsaile, Crownpoint, Chinle and Tuba City
  – 292 surveys collected

• Survey Topics
  – Mentor / Community Support
  – Mental & Physical Health / Public Health
  – College Services / College Success
  – What students want to see more of on campus
  – Ideas for making the college better for students
Representative Data

• The SBS survey included demographic data (age, gender, and campus location) on participants. This was used to calculate the similarities between the SBS survey participants and the DC student population.

• Overall, the SBS survey sample was relatively representative of the Diné College student population.
  – 15-17 year olds were omitted from the data comparison because researchers were interested in documenting students who participate in DC campus life.
15-17 age ranges were excluded from the all school populations.
Representative by Age

- SBS survey participants were sorted into age groups of 18-21, 22-24, 25-34, 35-49, and 50-64.
- These age groups match what the College is using on its routine reporting.
## Representative by Age

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>SBS Survey Sample</th>
<th>Total Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-21</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>22-24</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>25-34</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>35-49</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>50-64</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*15-17 age ranges were excluded from the all school populations.*
Of our sampling (n=278), 39% were males and 61% were females. The Diné College student body consists of 34% males and 66% females. There is a 5% difference between our sampling and the DC population.
There are more healthy behaviors than unhealthy behaviors

11a. I exercise at least three times per week (any activity that raises your heart rate for at least 30 minutes).
What do we find at Dine’ College? Where are the GAPS?

1a I have at least one positive mentor in my life.

- Strongly Agree: 53.95%
- Agree: 37.80%
- Neutral: 4.47%
- Disagree: 1.72%
- Strongly Disagree: 0.06%
1b. Most of my peers have at least one positive mentor in their life.

- Strongly Agree: 23.71%
- Agree: 41.92%
- Neutral: 32.65%
- Disagree: 1.37%
- Strongly Disagree: 0.34%
1a. I have at least one positive mentor in my life.
1b. Most of my peers have at least one positive mentor in their life.
3a. I spend time each week helping an elderly person in my home or community.
3b. Most of my peers spend time to help an elderly person each week.
6a. In the last 30 days, I have not driven after drinking alcohol.
6b. In the last 30 days, my peers have not driven after drinking alcohol.
9a. I know how to practice safe sex (condom usage, abstinence, monogamous partner).
9b. My peers know how to practice safe sex (condom usage, abstinence, monogamous partner).
7a “I know how to limit my interactions with drugs and alcohol and commercial tobacco” (75%, very true, mostly true)
7b. My peers who use, know how to limit their interactions with drugs, alcohol and commercial tobacco. (49% very true, mostly true)
12. I study, outside of class, at least three times per week. (78% TRUE!)
Qualitative

“Please share your top three ideas for making Diné College a healthy experience”

Categories

• **Food**- Responses that were food-related or food-focused. (Provide Service) (Provide Facility)

• **Activities**- Responses that asked for events optional to students and the public. (Social)(Physical)(Education)

• **Facilities**- Changes, Improvements or Additions to what the school has established. (Recreational)(Educational)(Renovations)

• **Staff**- Critiques, Comments or Suggestions about the staff that could make an improvement. (Security)(Staff)

• **Student Support** - Critiques, Comments or Suggestions that could benefit the students or the school. (Education)(Support)(Health)
Students suggestions to improve campus life

- **Food**: 107
- **Activities**: 173
- **Facilities**: 100
- **Staff**: 55
- **Student Support**: 223

**Shiprock** vs **Overall**
Shiprock

• Facilities- 21.5% (Gym at South Campus, a Track, a Nursing School, Longer Study Hours, Library on Weekends, Bigger Campus, Shuttle)

• Activities- 20% (Job Fair, Get-togethers, Dances, Clubs, Zumba, Exercise Events)

• Student Support- 16.3% (Exercise Classes, More Degrees in “Sociology, Health,” No ITV Classes, Better Communication, More Resources, Drug Free, Basketball team Student Services, “Handicap Access”)

• Food- 11.1% (Café, Cafeteria, Snack Bar, Serve Milk, Provide Healthy Snacks)

• Staff- 8.9% (Younger Security, More Tutors, Councilors, Positive Staff, Helpers, No Rude Staff)
New questions we plan to integrate into the survey:

• I regularly help care for sheep
• Most of my college friends help care for sheep
• I regularly attend a tribal ceremony
• Most of my college friends regularly attend a tribal ceremony
• I am interested in learning more of my tribal language
• Most of my college friends are interested in learning their tribal language
• (Female Oriented) I have had a Kinaaldá ceremony
• (Male Oriented) I have had a Taachí ceremony
Next Steps

• Use focus groups to pilot test the questions with students
• Pilot use of “clickers” in gathering data
• Prepare to administer the next version of the survey
• Expand the community of interest to improve input from all stakeholders and to plan and coordinate the positive norms campaign messages from the data
• Plan for the sustainability of the campaign for a multiyear effort to reduce the misperceptions and monitor the resulting behavioral norms in the future