5th Annual AIHEC Behavioral Health Research Institute & University of Washington Research Conference

June 18–21, 2018
University of Washington, Seattle, WA
Dear Institute Participants,

AIHEC is very pleased to host its 5th Annual Behavioral Health Research Institute. This Institute builds upon previous years’ Institutes and the experiences of each of the three cohorts of Tribal Colleges and Universities (TCUs) who were funded to build their research capacity in behavioral health research. Fourteen of the TCUs have now been provided an opportunity under AIHEC’s NARCH project to develop or expand their capacity to conduct behavioral health research. Just as each of the TCUs are unique institutions, their experiences with their behavioral health research initiatives have proven to be unique. This annual research institute provides an opportunity for the TCUs to share their experiences and to learn about the best practices in research initiatives in our tribal communities.

AIHEC is greatly appreciative of the National Institute for Health (NIH) and the Indian Health Service for its NARCH VII award. This award has allowed AIHEC to fund these annual institutes and promote the behavioral health research capacity building at the individual, department, and tribal college level. It is our goal to eventually be able to assist all of the TCUs in their efforts to build research capacity in behavioral health as there is a critical need to effectively address this area in Indian country.

I would also like to offer a special note of appreciation to one of our research partners, University of Washington’s Indigenous Wellness Institute for co-hosting this event. AIHEC recognizes that it takes extra effort to make this institute a success and we are grateful for the work that is done to share the culture of the community and the university. We hope you take home some new ideas and a commitment to develop and implement behavioral health research at your institution.

Sincerely,

Carrie Billy
President & CEO
American Indian Higher Education Consortium
AIHEC and the University of Washington Indigenous Wellness Institute welcomes you to this jointly sponsored event. It is the intent that participants will be able to:

◊ Distinguish indigenous research methodology
◊ Assess indigenous research methodology as it may apply within communities
◊ Define the responsibilities of researchers in indigenous communities
◊ Review CBPR implementation within TCUs and their communities
◊ Identify major contextual and historical factors significant in the work with TCUs and indigenous communities
◊ Contribute to the contextualization of five manuscripts based on analysis of data from the TCU Student Epidemiology Survey.

Presenters:

Roberto A. Delgado, Jr., PhD
National Institute of Mental Health

Bonnie Duran, PhD
University of Washington School of Social Work

Deborah His Horse is Thunder, EdD
American Indian Higher Education Consortium

Melissa Holder, PhD
Haskell Indian Nations University

Lauren Kelly, MA, LMFT
Ilisaġvik College

Billie Jo Kipp, PhD
California Tribal College

Elizabeth Kianu Stahmer, BA, DAOM, MSTCM
Institute of American Indian Arts

Marushka Stempień, BA
Institute of American Indian Arts

Sierra Two Bulls, MSW
Haskell Indian Nations University

Sweeney Windchief, EdD
Montana State University
**Monday, June 18, 2018**

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<th>Time</th>
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<tr>
<td>8:00 am</td>
<td>Welcome &amp; Introductions</td>
<td>Deborah His Horse is Thunder, EdD, NARCH Project Director, AIHEC</td>
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<td>Bonnie Duran, PhD, Professor, University of Washington School of Social Work; Director, Center for Indigenous Health Research</td>
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<td>9:00 am</td>
<td>Keynote: Indigenous Research Through an Indigenous Worldview</td>
<td>Sweeney Windchief, PhD, Assistant Professor, Montana State University</td>
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<td>The groundwork establishing the authenticity and importance of research from within an indigenous framework has been established by a number of indigenous scholars, e.g., Smith, Wilson, Walters, etc. Native communities need research by those from within our communities and research guided by Native communities in order continue to heal and grow in a helping and unified manner—in essence, strengthening and expanding our circle of life. Such research is highly dependent upon reclaiming traditional knowledge, crediting the wisdom keepers in our respective communities, and working from an asset-based perspective which values the strengths of our people. Attendees will be able to reflect on, and engage in discourse around, the importance of self-location and community accountability, the responsible transmission of knowledge, cultural protocol, and other pertinent topics.</td>
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<td>Talonoa—Reaction &amp; Application of Knowledge: Small Groups</td>
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<td>Group Reports &amp; Discussion</td>
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<td>11:00 am</td>
<td>CBPR on the Alaskan Frontier: The Continued Adventures of a Reluctant Researcher</td>
<td>Lauren Kelley, Director, Northwest Alaska Area Health Education Center, Ilisagvik College, NARCH Project Director</td>
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<td>Ilisagvik College is part of the AIHEC NARCH project’s Cohort II TCU's and started its research project at the initial discovery level. In this session, the project director for Ilisagvik College’s NARCH research discusses the challenges of introducing the concept of Community Based Participatory Research (CBPR) experienced by her research team. She also describes how it was necessary to “breaking trail” in the process of gaining tribal permission from the Iñupiat tribal and community leaders of North Slope, Alaska.</td>
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<td>Noon</td>
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### Agenda

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| 1:30 pm | **Indigenous Students’ Sources of Strength at a Tribal University**  
This interactive presentation discusses Haskell Indian Nations University’s AIHEC NARCH grant as part of Cohort II. The Haskell NARCH grant staff consists of a project director, project coordinator, and two student researchers. From 2016–2018 the Haskell NARCH staff used a mixed method approach to administer a modified Sources of Strengths survey and conducted three focus groups. The intent of the focus groups and survey was to identify the following: students’ strengths that they brought with them to Haskell, strengths they gained while at Haskell, and unexpected strengths that were revealed. In addition to the previous categories, major themes emerged and are discussed in this presentation. The presenters discuss the path they took to survey students, analyze the data, as well as the challenges and successes to get to their current status. Presentation participants will be divided into groups and asked about their own college/university’s sources of strength and how they foster their own students’ strengths to facilitate a positive environment. | **Melissa Holder, PhD, Faculty, Haskell Indian Nations University, NARCH Project Director**  
**Sierra Two Bulls, MSW, Adjunct Faculty, Haskell Indian Nations University, NARCH Project Coordinator** |
| 2:30 pm | **Mental Health Needs Assessment of the Student Body of the Institute of American Indian Arts**  
This project assesses the status of experiential feelings and realities around mental health of the student body at IAIA and allows for a deeper understanding of the needs and expectations regarding mental health services provided on IAIA’s campus and communities at large. This assessment identifies the prevalence of certain disorders and how students feel they need to address those experiences. The kinds of services available to participants is discussed as well. | **Marushka Stempien, BA, Institute of American Indian Arts** |
| 3:00 pm | **Developing a Minor in Counseling for the Institute of American Indian Arts**  
This community-based research project investigates the curricular interest of IAIA and its community by defining and developing a minor in counseling program that is distinctive by incorporating restorative and resiliency practices through art and self-expression. The process included a review of behavioral health programs at TCUs and mainstream universities to identify potential justifications of developing this program for IAIA. | **Elizabeth Kianu Stahmer, BA, DAOM, MSTCM, Institute of American Indian Arts** |
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<td>3:30 pm</td>
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<td>3:45 pm</td>
<td>Open Discussion: Understanding Research Ethics and Working with Institutional Review Boards</td>
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<td>5:30 pm</td>
<td>Dinner and Cultural Presentation by Northwest Tribal Representatives</td>
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<td>8:00 am</td>
<td>Reflections from Day One</td>
<td>Deborah His Horse is Thunder, EdD, NARCH Project Director, AIHEC</td>
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<td>8:30 am</td>
<td>Grant Writing to Further Research Opportunities</td>
<td>Roberto A. Delgado, Jr., PhD, Program Manager, National Institute of Mental Health</td>
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<td>• Overview to NIH Research Training and Career Development</td>
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<td>• NIH Guide to Grants and Contracts</td>
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<td>• Reading a Funding Opportunity Announcement (FOA) and Developing a Study Concept</td>
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<td>• From Study Concept to Application</td>
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<td>Clinical Trials; Human Subjects Protection; Data and Safety Monitoring; and Good Clinical Practice</td>
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<td>1:30 pm</td>
<td>Grant Writing to Further Research Opportunities</td>
<td>Substance Abuse and Mental Health Services Administration</td>
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<td>• Overview of Federal Substance Abuse and Mental Health Programs</td>
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<td>Center for Substance Abuse Prevention; Center for Substance Abuse Treatment; and Center for Mental Health Services</td>
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## Agenda

**Wednesday, June 20, 2018**

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| 8:00 am| CBPR: TCUs and UWRI  
The background of the TCU student Epidemiology Survey and dataset that has been collected is presented. Using a community-based participatory research process, it has engaged a majority of the Tribal Colleges and Universities. | **Bonnie Duran**, PhD, *Professor*, University of Washington School of Social Work; *Director*, Center for Indigenous Health Research  
**Billy Jo Kipp**, PhD, *President*, California Tribal College |
| 9:00 am| Introduction of Lead Authors of Manuscripts                                      |                                                                               |
| 9:30 am| Paper Discussion—Session One  
Participants will join one of five groups to contextualize five manuscripts based on analysis of data from the TCU Student Epidemiology Survey. “Do the analysis, conclusions, and lessons learned make sense from a TCU environment standpoint?” Participants will have the opportunity to make substantive contributions and become co-authors of these manuscripts. |                                                                               |
| 10:45 am| BREAK                                                                               |                                                                               |
| 11:00 am| Paper Discussion—Session Two  
Same as Session One, with a different set of manuscripts. |                                                                               |
| 12:15 pm| LUNCH *(Lander Hall—Local Point)*                                                   |                                                                               |
| 1:30 pm| Paper Discussion—Session Three  
Same as previous sessions, with a different set of manuscripts. |                                                                               |
| 2:45 pm| BREAK                                                                               |                                                                               |
| 3:00 pm| Report Out from Paper Discussion Sessions  
Each paper group will present a five to six minute report on significant contextualization insights with examples from the TCU experience and how they might differ from mainstream college environments. |                                                                               |
| 4:30 pm| BREAK—*prepare to go on outing*                                                     |                                                                               |
| 5–9:00 pm| OUTING to sacred Snoqualmie Falls and BUFFET DINNER  
*Please join us for the 45-minute bus ride to scenic and sacred Snoqualmie Falls in the foothills of the Cascade Mountains. Afterwards, we will have a leisurely buffet dinner before returning to Seattle.* |                                                                               |
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<tr>
<td>8:00 am</td>
<td>Debrief of Wednesday Activities</td>
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| 8:15 am | Data Management, Sharing, and Ownership Agreements  
New Paper Proposals  
**How can data best be used by TCUs?**  
Discussions on setting the permissions and approvals needed to access and use the dataset from the TCU Student Epidemiology Survey. Examples of discussion topics include: Who can access the aggregated dataset? What about individual TCU datasets? Are there tribal requirements to use data from a specific TCU? What type of identifying information (e.g., tribes, TCU, geographic location) can be named in reports? What is the protocol for authorship of any manuscript or presentation?  
In addition to the papers discussed this week, there are many other papers that are being proposed. What are some of your ideas of paper topics from the dataset?  
What is the best way for TCUs to utilize the dataset—for building research capacity, for seeking mental health services grants, etc.? |
| 10:00 am| BREAK                                                                                                                                            |
| 10:15 am| “Visioning” Exercise; Next Steps & Wrap-up  
“Visioning” Exercise: How will the lessons learned here inform our work going forward? Where do we go from here?  
How can we keep the AIHEC – TCU – UW partnership strong and healthy? What are the deliverables for the next few months, in the next couple years? What further opportunities for collaborations do you see? Can we jointly apply for Secondary Data Analysis grants through NARCH / NIH / private foundations?  
Feedback and closing. |
| 12:00 pm| ADJOURN                                                                                                                                         |
Introduction
The AIHEC NARCH project is a five-year project that was funded by the National Institutes for Health in 2013 to enhance the behavioral health research capacity of Tribal Colleges and Universities (TCUs). In expanding the behavioral health research capacity, it is believed that this will lead to identifying and implementing effective solutions to remedy the generational impact of historical trauma in Native communities. TCUs are the best resource to implement essential research to find these answers.

Overview of Sub-Award Projects and Status
The project has used a cohort model to provide financial support in the form of two-year sub-awards to three cohorts of TCUs. It also provides professional development at the individual, department, and institution level.

The first cohort of five TCUs was selected in 2014 and consisted of Cankdeska Cikana Community College (Spirit Lake Reservation, ND); Diné College (Navajo Nation, AZ/NM); Northwest Indian College (Lummi Nation, WA); Oglala Lakota College (Pine Ridge Sioux Reservation, SD); and Stone Child College (Rocky Boy Indian Reservation, MT). This cohort completed their sub-awards and used the results to leverage additional resources, e.g., SAMHSA projects, additional research support.

Cohort Two was selected in 2016 and consists of six TCUs: Aaniiih Nakoda College (Fort Belknap Reservation, MT); Fort Peck Community College (Fort Peck Reservation, MT); Haskell Indian Nations University (National Native base, KS); Iḷisaġvik College (North Slope Borough, AK); Keweenaw Bay Ojibwa Community College (Keweenaw Bay Ojibwa Reservation, MN); and Tohono O’odham Community College (Tohono O’odham Nation, AZ).

Cohort Three consists of three TCUs: Institute of American Indian Arts (NM), Little Priest Tribal College (Winnebago Tribe of Nebraska, NE), and United Tribes Technical College (Three Affiliated Tribes of Fort Berthold, the Spirit Lake Tribe, the Sisseton-Wahpeton Oyate, the Standing Rock Sioux Tribe, and the Turtle Mountain Band of Chippewa Indians, ND). These colleges initiated their projects in 2017.

AIHEC readily acknowledges that good research takes time, so the two to three years to begin defining research in American Indian communities is only a beginning. This has required training TCU students as researchers; designing and implementing behavioral health research; and developing curriculum that is incorporated into academic program requirements, all of which are major undertakings. A brief overview of some of the accomplishments and intent of the overall NARCH project and individual TCU initiatives follow.

Accomplishments
The AIHEC NARCH project is very pleased to report the following accomplishments:

◊ All TCU projects require student researchers to be part of the research team. These students are trained in Community-Based Participatory Research, actively engage in the data collection and analysis, as well as assisting in the report process.

◊ Eleven TCUs now have enhanced behavioral health research infrastructure. At least two TCU had no policies with regard to research in place and established baseline policies or identified an Institutional Review Board (IRB) for review of proposed research.

◊ Specific behavioral health interventions are being researched such as establishing positive community norms (e.g., Diné College); mindfulness to impact stress reduction (e.g., Fort Peck Community College); historical trauma awareness, healing, and community impact curriculum (e.g., Stone Child College); inclusion of behavioral research within its curriculum (e.g., Cankdeska Cikana Community College, Haskell Indian Nations University, Institute of American Indian Arts).

◊ Historical trauma curriculum training has been conducted with 22 TCUs participating.

◊ An Indigenous Research Methodology Graduate Certificate developed and piloted to identify and design behavioral health-related research projects by participants with eight graduate students completing this groundbreaking initiative. This graduate certificate is offered through Sitting Bull College.

◊ Four annual behavioral health research institutes have been coordinated which showcase best research practices in Indian country, as well as providing a forum to present behavioral health-related research conducted by the TCUs.

◊ Developed and implemented a regional professional development series on IRBs and the implications to research in Indian country.
COHORT ONE: Through a competitive application process, five TCUs were selected for sub-awards of $90,000 over a two-year period for the purpose of building institutional research capacity in behavioral health. The sub-award period was from March 1, 2014, through March 31, 2016. The projects were as follows:

Cankdeska Cikana Community College

The Cankdeska Cikana Community College Behavioral Health Research Development (CCCC BHRD) project was designed to build infrastructure to conduct behavioral health research at Spirit Lake, to better address behavioral health needs identified by the community, and pilot the research and education program that is developed. Cankdeska Cikana Community College was chartered in 1974 by the Spirit Lake Dakota Nation and is located in Benson County of North Central North Dakota. The three goals of this project were to:

1. Increase the capacity of CCCC to teach research skills and conduct behavioral health research through staff development and the creation of behavioral health research education opportunities for students;
2. Increase student ability to understand and conduct behavioral health research through course offerings and a summer research project; and
3. Increase knowledge regarding behavioral health needs and research support for developing interventions based on those needs.

Students ability to understand and conduct behavioral health research was increased through modules in CCCC course offerings. Students also participated in the two research projects, including workshops teaching skills in data collection and analysis, planning a research project with a research workgroup, collecting data through individual interviews, analysis of the results using SPSS, and dissemination of results locally, regionally, and nationally. The research studies led to increased knowledge regarding behavioral health needs. The results were used in a successful grant application to SAMHSA for funding to initiate a student behavioral health support program at CCCC. Cankdeska Cikana Community College BHRD successfully conducted a comprehensive behavioral health needs assessment that involved student researchers and collaborations with several local entities.
Diné College

The project at Diné College has two specific aims: 1) coordinate a behavioral health needs assessment of students at Diné College, and 2) initiate partnerships between the faculty in public health and social and behavioral science and with other key individuals at the college to address the issues identified in the needs assessment through education, research, and community-based interventions. The project team consists of faculty from the areas of public health and social/behavioral science, and staff of other college health promotion programs. Other partners include the college’s Student Success Program, a community coalition for health communities, a local non-profit community organization, the Montana Institute, and the NARCH-funded BASICS study on issues of substance use and abuse among tribal college students being conducted by the University of Washington (UW).

The UW BASICS study on issues of substance use and abuse among tribal college students surveyed 523 Diné College students in 2015, and provided Diné College with summarized data on a set of variables relating to “connectedness” with culture and community, and measures of drinking behaviors. The UW research team and Diné College Motivational Interviewers have worked on posters with Alcohol and Drug Prevention messages to be printed and distributed to all Diné College campuses. The Positive Community Norm Survey developed by this project was administered to 292 students during the 2014–2015 academic year. The findings reveal that “protective factors” exist within the student population and are underestimated as the strong “norm” that they are. Two examples include mentoring young people and caring for elderly family members. Diné College also found strong norms among students who say, “I know how to limit my interaction with drugs and alcohol...” with engaging in regular exercise. The team is now designing a revised survey focusing even more on these protective factors. The team worked with the Student Success Department and college administration to develop a campaign that announces the positive norms students shared at Diné College through social media, posters, PSAs and the college website. These were designed to be data-based and reiterative to validate the best student behaviors in ways to better align campus norms. Diné College received a NARCH IX grant to continue its behavioral health related research initiatives.
Northwest Indian College

The Northwest Indian College (NWIC) Behavioral Health Research Network project used Community Based Participatory Research (CBPR) approach to develop, implement, analyze, and report the results of an NWIC student behavioral health survey while mentoring students to conduct research. Northwest Indian College student researchers modified a previous survey developed by Dr. Jeff King, Western Washington University, to assess NWIC students for strengths and resiliency (including aspirations, values, and sources of support), and also for risk factors (including adverse childhood experiences and historical trauma), related to behavioral health and retention of NWIC students with and without a disability. Student researchers were taught the CBPR method, in which NWIC is the community. Student researchers surveyed American Indian, Alaska Native, and other indigenous (AI/AN) students at NWIC regarding resiliency and risk factors, including students who have discontinued their college education. An article about the project’s qualitative results has been published in the American Indian College Fund’s TCU Research Journal; the lead author is one of the faculty team members with contributions from the students. A student-authored peer-reviewed journal article is planned for future submission.

Oglala Lakota College

The NARCH project conducted by Oglala Lakota College (OLC) is an interdisciplinary effort between the Social Work Department and the Humanities and Social Science Department. The intent was to use community-based participatory research to conduct a behavioral health needs assessment at various OLC instructional sites as well as in several communities on the Pine Ridge Indian Reservation and in Rapid City. With guidance of Dr. Josephine Chase and Ms. Susanne Auer, student research assistants were recruited, trained, and led talking circles and conducted a survey about perceptions of behavioral health needs and services. In accordance with the overall NARCH goals, OLC’s team developed four overall project goals:

1. Train students and faculty in behavioral health issues and research;
2. Conduct a community-based participatory behavioral health needs assessment;
3. Develop behavioral health curriculum based on the findings of the needs assessment; and
4. Conduct on-going community-based participatory health research.
Stone Child College

Stone Child College (SCC) Behavioral Health Research Network project is a tribal community-based research initiative administered by SCC. The intent of this comprehensive effort was to identify, develop, pilot, and evaluate intervention strategies and models that address significant Chippewa Cree behavioral health issues, especially related to substance abuse and mental health, on Rocky Boy’s Indian Reservation in Montana. The project goal was to “improve ownership that Chippewa Cree peoples’ experience with regard to local research.” To reach this target, three objectives were addressed:

1. SCC conducted a needs assessment on Rocky Boy’s Indian Reservation which revealed recommendations to strengthen tribal cultural programming, specifically in Native language, and to enhance communication about the educational and support services provided by the college;
2. SCC initiated a student-driven community-based research (CBPR) program focused on substance abuse and mental health treatment and prevention with an emphasis on historical trauma through its Rural Health Associate Degree Program; and
3. SCC established a base level behavioral health research infrastructure through the development of an SCC Office of Institutional Research.

Stone Child College was successful in accomplishing all of its objectives through its sub-award. In the expansion and reinforcement of its Rural Health Associates Program, it developed a three-course series on historical trauma. Course one provided fundamental information about historical trauma which then was reinforced in course two with a focus on healing and included research training of students in CBPR. The third course built upon the two previous courses and implemented a CBPR research initiative with its students on the impact of historical trauma using a phenomenological approach. These courses were all developed and piloted under this project. Stone Child College also shared this curriculum with other tribal colleges and universities through the overall AIHEC NARCH initiative. In addition, the seven student researchers were very active in sharing the results of their work in the local and regional communities as well as with other TCUs through the annual AIHEC Behavioral Health Institute.
Aaniiih Nakoda College

The goal of the Aaniiih Nakoda College (ANC) project was to design, develop, and implement a community-based, culturally appropriate research project that would address critical behavioral health issues facing the people of the Fort Belknap Indian Reservation. Project personnel employed a community-based participatory research (CBPR) model to identify a research question, develop appropriate methodologies, implement research activities, and disseminate findings in a manner that reflected the self-identified needs and values of the Fort Belknap community. By accomplishing this goal, the project achieved three outcomes:

1. Provided the people of Fort Belknap with meaningful, context-rich research data related to a critical behavioral health issue that provided a foundation for future interventions;
2. Built the behavioral health research capacity at Aaniiih Nakoda College, and
3. Provided two ANC students with meaningful undergraduate research experiences in behavioral health.

Some of the research findings have been submitted to the Journal of American Indian Education for peer-review and publication.

Fort Peck Community College

Fort Peck Community College’s (FPCC) research objective aimed to introduce a mindfulness-based intervention to AI/AN college students and measure efficacy in reducing stress-related symptoms related to identified risk factors as well as build resiliency factors to better manage or prevent future symptoms. The purpose of this research was to:

◊ Adapt a mindfulness-based stress reduction program to target unique risks and needs of AI/AN college students at FPCC;

◊ Assess feasibility and initial efficacy for improving coping/resiliency, reducing perceived stress, and associated physical, psychological and emotional conditions in college students; and

◊ Provide data on feasibility, acceptability, initial efficacy, and pilot data for a larger-scale treatment study.

The research was implemented with the data currently being analyzed.
Haskell Indian Nations University

Haskell Indian Nations University’s (HINU) intent was to create a behavioral health campus initiative, *Generation Indigenous Liberation*. This initiative was based upon the principles of liberation psychology in a participatory manner for purposes of undertaking transformative action and advancing social justice, particularly for interpersonal violence issues on campus. Twenty-first century Native America encounter significant behavioral health challenges including socio-economic disparities, interpersonal violence, substance abuse, psycho-spiritual distress, and physical health issues. Haskell Indian Nations University students come from communities significantly impacted by these behavioral health challenges, so a significant component of this project was the development of a behavioral health needs assessment to document and address baseline data that defined the content to be focused on in the development and implementation of research infrastructure in HINU’s Behavioral Health Initiative.

The research team is in its final analysis of the data and in the process of preparing the research findings for publication.

Ilisaġvik College

Ilisaġvik College’s (IC) NARCH project focused on addressing the aims of the project by initiating a community based research project assessing the behavioral health needs of North Slope residents and implementing workshops on behavioral health in North Slope villages. Ilisaġvik College recognizes the integral importance of establishing a body of research and behavioral health data in order to better serve its students. The college’s students have diverse backgrounds; some are traditional college age, while others are older with established families and careers. Many students are first-generation attendees, and enter college unprepared for the academic rigor required to earn a degree. Ilisaġvik College’s goal is to empower its students and North Slope residents through behavioral health knowledge, as well as to engage in research and collaborate with other TCUs to serve tribal communities as a whole.

The research team has successfully completed Phase I of its research plan with visits to four of the seven villages on the North Slope and the completion of seven focus groups. They are in the process of transcribing and analyzing the focus group sessions. Ilisaġvik College’s NARCH project has also established a community action board to further engage and educate the community with the research process. Once the survey has IRB approval, it will be translated into Iñupiat (and possibly two other languages prevalent on the North Slope) and then printed for implementation. The project has also adapted the Junior Public Health Educators’ curriculum to include research methodology. A unique aspect of this project has been its offer to provide mental health first aid training to each of the communities as a means of giving back to these communities.
The goal of Keweenaw Bay Ojibwa Community College’s (KBOCC) project was two-fold. First, to build capacity in KBOCC staff and students to conduct research on behavioral health which had met with some success. Keweenaw Bay Ojibwa Community College served as the only Michigan site for a national, annual rural mental health conference in the fall of 2017 and will do so again in the fall of 2018. The CITI training program was made available to students and staff to increase capacity for the review and conduct of ethical human subjects research. The internal review board has continued to develop and reviews capstone projects as well as faculty and staff research projects. In order to enhance the capacity of the community to meet the needs for behavioral health services, a tri-county data base of private and public providers was developed. The KBOCC NARCH project also expanded their ability to reach both students and providers by creating a Facebook page for the project with links to a number of internal and external related bodies. It is used to showcase research at the regional, state, and national levels that is related to the behavioral health concerns expressed by students taking the survey. Finally, a partnership is developing between KBOCC and two "R01" universities (Northern Michigan and Michigan Technological) to apply for a 5-year federal research grant to examine the relationship between local traditional foods and practices and a number of other variables, including behavioral health outcomes.

The second emphasis of the project was to support the introduction of culturally appropriate and informed adaptations of evidence-based, best and promising practices to meet identified behavioral health needs. A needs assessment was completed last year (2016–2017) with over half of the KBOCC students completing the survey. Behavioral health-related issues were the most commonly identified barriers to student success, in addition to transportation. Keweenaw Bay Ojibwa Community College addressed the transportation barrier by expanding the availability of the college’s transportation program and increasing its visibility. The research plan had been to conduct focus groups to further explore the types of behavioral health services that would be helpful and well-utilized but this did not work due to concerns about confidentiality. A partnership was formed with student government and student services to develop acceptable, non-threatening means to address behavioral health concerns. Consistent with survey results, these discussions led to the decision to introduce behavioral health topics in an informal and less threatening format. A total of six topics, including decolonization of the diet and Native identity in today’s world, were selected. A schedule was developed to offer movies related to the topics and a healthy snack on campus during the summer semester. A program evaluation will be used to inform further programmatic developments.
Tohono O’odham Community College

The Tohono O’odham Community College (TOCC) AIHEC NARCH project will conduct community-based, participatory research on behavioral health issues that may affect TOCC students’ ability to succeed in college. Retention and graduation rates are low and there has been only primarily anecdotal evidence that behavioral health problems are a major factor. The project will provide the means to identify the behavioral health issues that affect student retention through a class that will provide students with in-class and fieldwork education on conducting community-based, participatory research on behavioral health issues affecting TOCC students. The research results will provide data to address the issues so that TOCC administration can develop appropriate supports for students to improve health and retention.
Institute of American Indian Arts

The Indigenous Liberal Studies (ILS) department at Institute of American Indian Arts (IAIA) is guided by the term “Indigenous Ways of Knowing.” This focuses the student learning on the exploration and development of indigenous knowledge for leadership and scholarship. To support this statement, students conduct research either in their Native communities or within the IAIA community. Under the Senior Project and the Research Methods course, students may research behavioral health topics. Within the 2017–2018 academic year, the research projects of two students will be conducted that are based in behavioral health. The first research project presents how a minor in counseling can be developed and implemented within the ILS program. The second research project is a needs assessment titled, “Needs Assessment of Mental Health Experience of the Student Body at the Institute of American Indian Arts.”

Little Priest Tribal College

The intent of Little Priest Tribal College’s (LPTC) NARCH research initiative was to utilize the Indigenous Research Methodology Graduate Certificate Program to define its research project, develop a research design, and initiate implementation. The project director was able to define the project’s research topic before health factors curtailed the work within the Certificate Program. The LPTC NARCH research initiative will identify and examine strength-based and resiliency factors of female tribal college students. The project will implement the historical trauma curriculum developed by Stone Child College’s NARCH project (Cohort I) to train student researchers to enable them to conduct interviews, assist with the transcription, analysis, and dissemination of research findings.

United Tribes Technical College

United Tribes Technical College (UTTC) proposed a research project to address academic success and wellness indicators for first time college students, of which some may be first generation college students. During the last two years, the retention rate of UTTC students was 34 percent (2015–2016) and 36.5 percent (2016–2017). There were 86 first time attending college students for the 2015–2016 year and 127 for 2016–2017. The overall graduation rate for 2016 was 48 percent. Data collection reflecting student retention has continued to progress to allow for a base of information to reflect in new research. The research proposed would give an opportunity to examine whether increased levels of information and services would influence students’ utilization of services, increase involvement in campus activities and achieve a higher level of success.

Due to the timing of the award and start up activities, the research component has been delayed to insure a critical mass of research subjects who are willing to participate in this study.
The AIHEC NARCH project is having a positive impact in building the research capacity of the Tribal Colleges and Universities in establishing policies, training student researchers and faculty in community-based, participatory research. It also has fostered a greater understanding of the impact of historical trauma on today’s generations. Research projects allowed Native communities to assess their behavioral health needs; pilot curriculum as a means of healing and intervention; and examine potentially effective intervention strategies. AIHEC anticipates strong evidence of the success of these projects to be further reinforced at the completion of this project.

Tribal Colleges and Universities (TCUs) offer a college education to over 80 percent of Indian Country in the United States. This student body represents more than half of federally recognized tribes (250) and it is estimated that TCUs directly impacted nearly 47,000 community members not enrolled as students through community-based education and support programs (American Indian Higher Education Consortium, 2012).
Roberto A. Delgado, Jr.

Roberto Delgado, PhD, is program chief for Rural Mental Health Research in the Office for Research on Disparities and Global Mental Health (ORDGMH), and the Office of Rural Mental Health Research (ORMHR) of the National Institute of Mental Health (NIMH). He was coordinator for RISING SUN (Reducing the Incidence of Suicide in Indigenous Groups—Strengths United through Networks), a mental health and suicide prevention initiative under the United States Chairmanship of the Arctic Council; he is a program official in the Global Mental Research Program overseeing Research Partnerships for Scaling Up Mental Health Interventions in Low- and Middle-Income Countries; he serves as a project scientist in the Minority Health and Mental Health Disparities Program on Collaborative Research Hubs to Reduce the Burden of Suicide among American Indian and Alaska Native Youth; and he represents NIMH on the National Institutes of Health Tribal Health Research Coordinating Committee. Dr. Delgado received his doctorate in Biological Anthropology & Anatomy (now Evolutionary Anthropology) from Duke University, and his Bachelor of Science degree in Biological Sciences, with a dual minor in Neurosciences and Psychology, from the University of Southern California.
Bonnie Duran

Bonnie Duran (mixed race Opelousas and Coushatta), PhD, is a professor at the University of Washington School of Social Work and director of the Center for Indigenous Health Research, which is a part of the Indigenous Wellness Research Institute (www.iwri.org). She received her doctorate in Public Health at the University of California, Berkeley. The overall aims of her research are to work with communities to design interventions and descriptive studies that are empowering, culture-centered, sustainable and that have maximum public health impact. Dr. Duran’s new projects are adapting mindfulness- and indigenous presence-based interventions in collaboration with her community partners.
Deborah His Horse is Thunder

Deborah His Horse is Thunder (Assiniboine), EdD, works closely with the American Indian Higher Education Consortium (AIHEC) and the tribal colleges and universities (TCUs) throughout the country. She is currently project director of AIHEC’s NARCH project which is designed to enhance the behavioral health research capacity and curriculum at TCUs and she assists with the coordination of the TCU Summer Meeting at SKC.

Dr. His Horse is Thunder has previously served as the chief academic officer at three tribal colleges: Haskell Indian Nations University, Fort Peck Community College, and Aaniiih Nakoda College. She holds a doctorate in Education, a master’s degree in Higher Education, and a bachelor’s degree in Sociology.

Dr. His Horse is Thunder has previous experience working with her own tribal community, held a tenure track faculty position in Counselor Education at the University of Montana, and provided training and technical assistance to the majority of tribal colleges. She was appointed by President Bush to serve on the President’s Advisory Council on Tribal Colleges and Universities and she was appointed by Governor Racicot to serve on the Montana University System’s Board of Regents.

Dr. His Horse is Thunder is a member of the Assiniboine (Nakoda) Nation and lives on the Standing Rock Indian Reservation in North Dakota with her husband, Ron.
Melissa Holder

Melissa Holder (Winnebago Tribe of Nebraska), PhD, is a fulltime faculty member at Haskell Indian Nations University. Dr. Holder oversees the social work program and works with students who chose to remain at Haskell or transferring to other baccalaureate social work programs. Dr. Holder works with students to expand their interest areas by engaging in service learning and as student researchers at an introductory level in her role as the project director for the AIHEC NARCH grant and Co-PI for the KU/Haskell Bridge grant. In 2015, Dr. Holder earned her doctorate degree in Social Welfare from the University of Kansas. Her qualitative dissertation is titled, “Exploring the Potential Relationship Between Historical Trauma and Intimate Partner Violence Among Indigenous Women.” In her research, Dr. Holder interviewed indigenous advocates who work or worked with indigenous women who experienced intimate partner violence. Dr. Holder is an alumnus from both Haskell Indian Nations University and the University of Kansas.
Lauren Kelly

Lauren Kelly, MA, LMFT, is director of Northwest Alaska Area Health Education Center (NW AHEC) at Iḷisaġvik College in Alaska which includes the North Slope, Kotzebue and Nome. Ms. Kelly has lived and worked on the North Slope since early 2013 and since mid-2015 has been at Iḷisaġvik College, Alaska’s ONLY tribal college. Born and raised in Southern California, she has lived and worked in Arizona, Illinois, Georgia, and now calls Alaska home.

Ms. Kelly has spent more than 20 years as a psychotherapist having worked in various settings, with varied client populations ranging from the worried-well to eating disordered clients in inpatient settings, to political refugees and torture and trauma survivors newly emigrated to the United States. Since 2013, Ms. Kelly has worked with Alaskan Natives, primarily the Iñupiat People of the North Slope Borough, as both a marriage and family therapist and now as the director of NW AHEC.

Ms. Kelly is the project director for Iḷisaġvik College’s AIHEC NARCH Behavioral Health grant researching the behavioral health needs and access to services of North Slope residents. The North Slope Borough is composed of one hub village, Utqiagvik (formerly Barrow), with a population just under 5,000 residents and seven small villages ranging from 248 residents to 711 residents.

Ms. Kelly holds a Master of Arts degree in Clinical Psychology, a Bachelor of Arts degree in Pastoral Ministries, is a licensed marriage and family therapist in both Georgia and Alaska, and is a certified mental health first aid instructor.
Billie Jo Kipp

An enrolled member of the Blackfeet Nation, Billy Jo Kipp is the president of the California Tribal College. She holds a PhD in Clinical Psychology from the University of Montana. She spent ten years as a research assistant professor at the University of New Mexico (UNM) in Albuquerque and maintained a clinical psychology practice. Dr. Kipp has dedicated her career to education equity for Native American students and effecting positive change in tribal community mental health.
Elizabeth Kianu Stahmer

Elizabeth Kianu Stahmer (Wyandotte, Cherokee, Blackfeet, and Scots-Irish) is a recent graduate of the Institute of American Indian Arts in Santa Fe, New Mexico with a Bachelor of Arts degree in Indigenous Liberal Studies. She also holds a Masters of Traditional Oriental Medicine from Emperor’s College of Traditional Oriental Medicine in Santa Monica, California and a Doctorate of Acupuncture and Oriental Medicine from American College of Traditional Chinese Medicine in San Francisco, California. She has 15 years of clinical practice where she specialized in constitutional medicine, orthopedics, sports medicine, and women’s health. Her focus of interest is in developing culturally relevant community wellness programs that are community informed.
Marushka Stempien

Marushka (Mary) Eloise Stempien, is of Eastern European descent and was born and raised in Albuquerque, New Mexico. Since moving to Santa Fe, New Mexico in 2014 to pursue a higher education, she has obtained an associate’s degree in Native American Studies in 2017 and a bachelor’s degree in Indigenous Liberal Studies in 2018 from the Institute of American Indian Arts (IAIA). During her time at IAIA, she co-founded the Indigenous Liberal Studies Student Organization, which focuses its efforts on philanthropic endeavors through collaborative, community-based projects and events. Her current intentions center on the utilization of land-based practices, such as traditional architecture and agriculture, as methods for decolonizing social and physical spaces and healing trauma. She is actively engaged in multiple commissioned adobe building and renovation projects throughout Northern and Central New Mexico.
Sierra Two Bulls

Sierra Two Bulls (Oglala Lakota), a citizen of the Oglala Sioux Tribe originally from the Pine Ridge Reservation in South Dakota, currently resides in Lawrence, Kansas. She is an adjunct faculty member at Haskell Indian Nations University. She is also the project coordinator for Haskell’s AIHEC NARCH Behavioral Health grant.

Ms. Two Bulls obtained her Bachelor of Arts degree in Indigenous and American Indian Studies, with an emphasis in Social Welfare, from Haskell Indian Nations University in 2014. She also earned her Master of Social Work degree from the University of Kansas School of Social Welfare in 2017.

Her research is centered on gender-based violence, behavioral health and mental health, and inclusion of indigenous knowledge. Ms. Two Bulls’ other interests include dedication to decolonization and indigenization as well as intersectional liberation. She is also a volunteer crisis counselor and a long-time advocate for the active prevention of ending violence against indigenous people.
Sweeney Windchief

Sweeney Windchief (Nakoda), EdD, is assistant professor of Adult and Higher Education at Montana State University. Dr. Windchief earned a doctorate in Educational Leadership and Policy with an emphasis on higher education administration, a master’s degree in Counselor Education from the University of Montana and a bachelor’s degree from the University of Central Oklahoma. He is part of the PNW-COSMOS team for the Pacific Northwest AGEP, which seeks to increase the representation of Native American graduate students in STEM. His research interests include critical race theory, indigenous epistemologies, indigenous peoples and higher education, indigenous intellectualism, American Indian student success and higher education, and mentorship.

Dr. Windchief teaches Critical Race Theory, Indigenous Methodologies in Research, Law, and Policy in Higher Education, and Institutional Research. Referred journal articles published by Dr. Windchief include:


Windchief, S., Polacek, C., Munson, M., Ulrich, M., & Cummins, J. D. (2017). In Reciprocity: Responses to

Critiques of Indigenous Methodologies. *Qualitative Inquiry, 1077800417743527.*


Dr. Windchief held various positions in higher education institutions, including serving as the coordinator of graduate fellowships and special projects at the American Indian Graduate Center in Albuquerque, New Mexico; directing a W. K. Kellogg-funded Native men’s wellness initiative, the Bureau of Indian Education Fellowship and Loan for Service; facilitating the All Native American High School Academic Team; and presenting at the Western Association of Graduate Schools. Previously, he advised and recruited historically underrepresented students at both the University of Montana and Idaho State University, and he served as assistant dean for diversity in the graduate school at the University of Utah.
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