How to Create Research Students at Tribal Colleges

ANN JOHNSTONE SCC
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

AUTHORS AND INSTITUTION: Stone College College Research Interns Joannie Bull In Sight, John Big Knife, Whitney Geboe, Gisele LeRoy, Dwight Spang, Andre Wright, Martin Zarc and Laverne Parker Faculty Sponsor. This project is supported by MUS-InBRE SURABRI ad g115-16-w5370 and AIHEC NARCH, TCU Behavioral Health Network, Grant No. UZ0015068-01

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 resilience 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 Iskide (Chippewa), Iskotew Kahanakush Opik (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 issues 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 transforming collective trauma.

Goals
Test the effectiveness of the Rural Health Curriculum. Biskanewin Iskide (Chippewa), Iskotew Kahanakush Opik (Cree). Fire that is Beginning to Stand” to determine if it is an effective strategy to promote resilience (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 post 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.

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 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

<table>
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<tr>
<th></th>
<th>Felitti</th>
<th>MT</th>
<th>Staff</th>
<th>Comm</th>
<th>SCC</th>
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<tbody>
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<td>House hold dysfunction</td>
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<td>Substance abuse</td>
<td>27%</td>
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<td>71.4%</td>
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<td>Parental Separation/Divorce</td>
<td>23%</td>
<td>28%</td>
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<td>Mental Illness</td>
<td>19%</td>
<td>19%</td>
<td>14.3%</td>
<td>32%</td>
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<tr>
<td>Neglect</td>
<td>13%</td>
<td>17%</td>
<td>17.9%</td>
<td>18%</td>
<td>50%</td>
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2. Abuse

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<tbody>
<tr>
<td>Emotional</td>
<td>28%</td>
<td>31%</td>
<td>46%</td>
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<tr>
<td>Physical</td>
<td>21%</td>
<td>17%</td>
<td>32%</td>
<td>76%</td>
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3. Neglect

<table>
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<tr>
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<td>Physical</td>
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<td>10%</td>
<td>61%</td>
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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:
HISTORICAL TRAUMA CURRICULUM AT SCC PILOT-AUGUST 2016

“Fire that is beginning to stand”
Biskanewin Ishkode
Iskowtew Kahmahch Opikik
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

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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
Continued Development

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