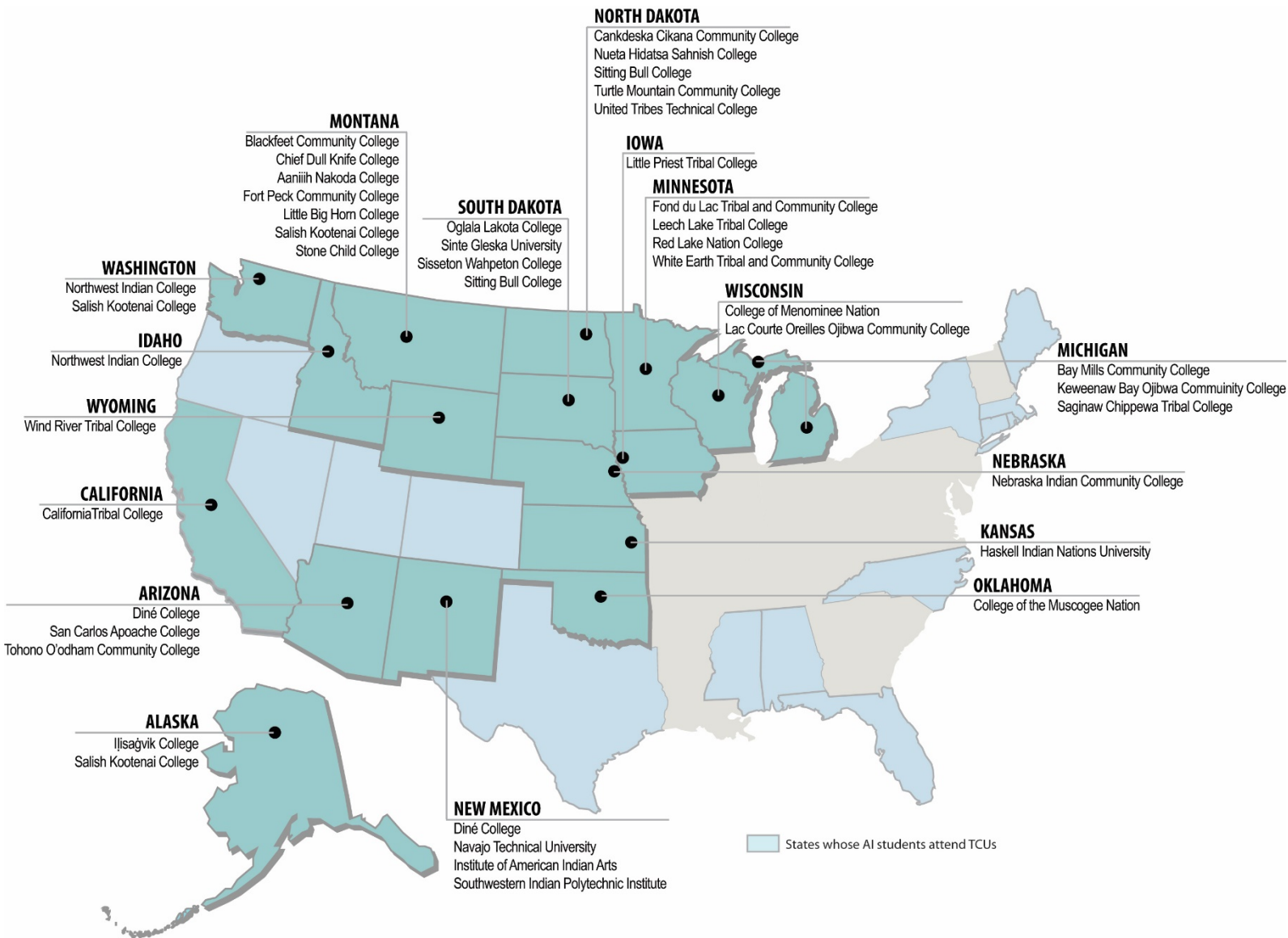




**Strengthening Indigenous Research Pathways at  
Tribal Colleges & Universities: Curriculum Strategies  
to Enhance Behavioral Health Research**



- **38 TCUs** – More than 75 sites in U.S. – 17 States
- TCUs are the oases in the higher education deserts in the United States and established to serve the American Indian people. The focus of these tribally controlled institutions has expanded from teaching and service to research. This presentation describes the novel Indigenous Research Methodology graduate certificate program and other curriculum strategies offered through and by tribal colleges and universities (TCUs) to develop and enhance research capacity in behavioral health related areas.



# Vision for the Movement: *advancing students + advancing tribal nations*

Strong sovereign Tribal Nations through excellence in TRIBAL higher education



# Tribal College and Universities – Accredited Degree Status

**Associate  
Degree Granting**

- **16 TCUs**

**Baccalaureate  
Degree Granting**

- **15 TCUs**

**Graduate  
Degree Granting**

- **5 TCUs**

# AIHEC NARCH Project



*Goal – To increase the behavioral health-related research capacity of the Tribal Colleges and Universities.*

# AIHEC Behavioral Health Initiative

## AIHEC NARCH (National Institute of Health)

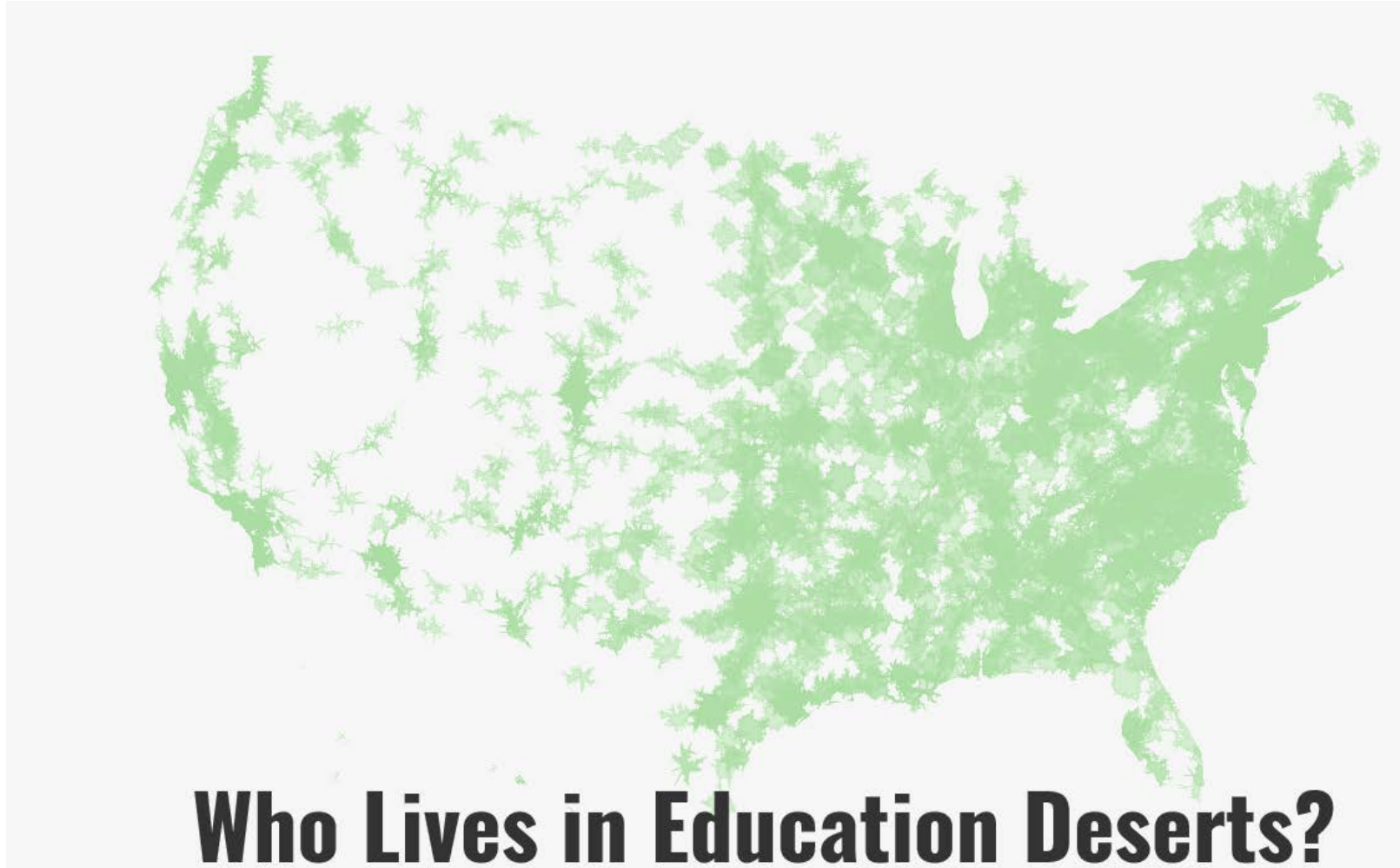


- 3 Research cohorts, 14 TCUs
- Annual Behavior Health Research Institutes
- Professional Development Opportunities
- Curriculum e.g., AIHEC Indigenous Research Methods Graduate Certificate Pilot Program

# Strengthening Indigenous Research Pathways at TCUs

TCUs are the oases in the higher education deserts in the United States and established to serve the American Indian people. The focus of these tribally controlled institutions has expanded from teaching and service to research. This presentation describes the novel Indigenous Research Methodology graduate certificate program and other curriculum strategies offered through and by tribal colleges and universities (TCUs) to develop and enhance research capacity in behavioral health related areas.

# “Educational Deserts” – Chronicle of Higher Education, July 17, 2018



Tribal Colleges and Universities are located in the “educational deserts of the United States.



# Strengthening Indigenous Research Pathways at TCUs

- 1) Develop and/or adapt TCU curriculum to enhance the behavioral health research skills of faculty and students.
  - a) Graduate certificate focused on indigenous research methodology
  - b) Course development
    - i. Historical Trauma Course Series
  - c) Academic programs in behavioral health
    - i. IAIA

# Indigenous Research Methodology Graduate Certificate Program

***Graduate certificate programs are short, focused programs designed to give students advanced skills in a particular subject or area of specialization. A wide range of graduate certificate programs are offered by accredited colleges and universities, both on campus and online.***

(Wikipedia, Nov 9, 2017)

## **Examples: University of Nebraska–Lincoln Mixed Methods Research Certificate (Online)**

Incorporate the certificate into a UNL master's degree in quantitative, qualitative and psychometric methods, or other graduate program with advisor approval

- Statistics (6 credit hours)
- Qualitative Methods (6 credit hours)
- \* Measurement (3 credit hours)
- \* Mixed Methods (3 credit hours)

## **University of Tennessee - Qualitative Research Methods in Education Graduate Certificate**

- The *12-hour graduate certificate* in qualitative research methods in education is an intercollegiate, interdepartmental program of study that is administered by faculty within the Department of Educational Psychology and Counseling. Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal research degree.



# SBC IRM Graduate Certificate Program



Hall, B.L. and Tandon, R. (2017) 'Decolonization of knowledge, epistemicide, participatory research and higher education'. *Research for All*, 1 (1), 6-19. DOI 10.18546/RFA.011.02.

- Indigenous Research Methodology Elements
  - CBPR/TBPR
  - Indigenous academic perspective
  - Indigenous community research
    - Ethical
    - Community engagement throughout including interpretation of data and involvement in the dissemination of findings
  - Mixed Method Research Design

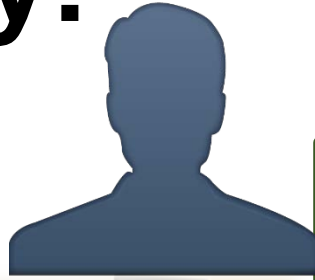
Decolonization of knowledge, epistemicide, participatory research and higher education

Budd L. Hall\* and Rajesh Tandon – *Co-Holders, UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education, School of Public Administration, University of Victoria, Canada and the Society for Participatory Research in Asia*

## Abstract

This article raises questions about what the word 'knowledge' refers to. Drawn from some 40 years of collaborative work on knowledge democracy, the authors suggest that higher education institutions today are working with a very small part of the extensive and diverse knowledge systems in the world. Following from de Sousa Santos, they illustrate how Western knowledge has been engaged in epistemicide, or the killing of other knowledge systems. Community-based participatory research is about knowledge as an action strategy for change and about the rendering visible of the excluded knowledges of our remarkable planet. Knowledge stories, theoretical dimensions of knowledge democracy and the evolution of community-based participatory research partnerships are highlighted.

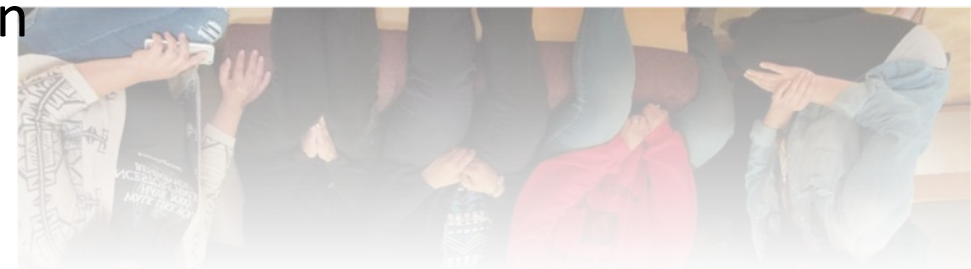
# IRM Faculty!



- Bonnie Duran, Ph.D., University of Washington
- Joan LaFrance, Ph.D., Mekinak Consulting
- William Freeman, M.D., Northwest Indian College
- Myra Parker, J.D., Ph.D., University of Washington
- Wayne Shelley, Ph.D., Sitting Bull College
- Deborah His Horse is Thunder, Ed.D., AIHEC

# Participant Selection

1. A baccalaureate degree from an accredited college or university.
2. A cumulative undergraduate grade point average of 2.75 or at least 3.00 in the last two years of his/her degree program.
3. Written response to essay questions provided in the application (SBC Education Division).
4. Resume
5. Evidence of engagement of the local Native community in the identification of a researchable behavioral health concern.
6. Evidence of consultation with local tribal community regarding its research agenda. (Added)



# IRM Certificate Learner Outcomes

1. Demonstrate an understanding of knowledge democracy and the importance of multiple knowledge systems.
2. Exemplify an understanding of the concepts and issues associated with tribal communities' sovereign right to articulate research questions, approve, and participate in the research process.
3. Practice respect for the protection of human subjects and tribal communities.
4. Reveal sufficient competence in research design, data collection, data analysis, and dissemination of results for the indigenous research project.
5. Demonstrate competence in effective communication, oral and written.
6. Undertake a behavioral health research project directly relevant to the participant's local Native community from verification of CBPR throughout the research process. (Revised)

# Course Delivery Structure

- The Indigenous Methodology Research Program courses will use a cohort model in which students' progress through the program together; thus, providing support for and networking with each other. *Faculty will teach collaboratively and be interspersed throughout the on-site class time. A common reading list will be defined by and for the faculty and students.* Classes will begin in September with a combined on-site and Friday sessions during the academic year using an intensive block format using video conferencing. All courses are grounded in a face-to-face instructional session and completed through the interactive video software program, Zoom. *Added.*

# Curriculum

## *Some questions for myself (ourselves)*

3. How do I contribute to the building of new academic cultures and, more widely, new inclusive institutional cultures that genuinely respect and appreciate difference and diversity—whether class, gender, national, linguistic, religious, sexual orientation, epistemological or methodological in nature?

4. How do I become a part of creating the new architecture of knowledge that allows co-construction of knowledge between intellectuals in academia and intellectuals located in community settings?

10/27/17

B. Duran

21

- Curriculum modification of existing SBC graduate courses (Curriculum & Instruction)
- 17 credits total
- 8 classes (1 to 3 credits each)



# Courses

- Fall Semester

- EED 503 Introduction to Indigenous Research 3 credits
- EED 570-1 Research Seminar I 1 credit
- EED 504 Research Ethics in N. A. Communities 2 credits
- EED 525-1 Critique & Design of Research 2 credits

- Spring Semester

- Spring Semester

- EED 526 Research Writing 1 credit\*
- EED 528 Qualitative Research 3 credits
- EED 529 Quantitative Research 3 credits

- Summer

- EED 571-1 Research Seminar II 2 credit

# Ultimate Outcome of Pilot Program

- 8 of 10 students completed the program & Five Research Projects
  1. **Title: *How Does TRiO Student Support Services Work for Students with Disabilities at Northwest Indian College?*** Joan Banel.
  2. **Title: *Tribal College Students' Perceptions of the Need for Mental Health.*** Stacie Lyon.
  3. **Title: *Research on the Thoughts and Attitudes Associated with Health Behaviors and Engagement in Traditional Practices and Activities Among Lummi Youth.*** Charene Alexander & Katrina Rodriguez.

# Ultimate Outcome of Pilot Program

4. **Title: *Incorporating Experiential Learning and Photovoice into a mentoring program for Underrepresented Engineering Students and Its Impact on Tribal College Student Self-Efficacy.*** Lisa Bosman, Kelli Chelberg, and Sarah Vande Corput.
5. **Title: *Navajo Nation Public Health Education and Workforce Training Needs Assessment: Community Health Representative Workforce Assessment.*** Kathryn Hartzell. .

# Lessons Learned



- Immediate Connection to the tribal research agenda (selection criteria)
- Increase homogeneity of entry skills of students
- Clearer Outcomes for each class by faculty
- Establish a common read for faculty and students
- Increase collaborative teaching within classes
- Separate research ethics into two classes (1 cr. Each)
- Establish a theme, “The essential theme of the academic course work will be, “This is what Indigenous research looks like to me and my Native community.”

# What worked well

- Certificate concept
- Cohort Model
- Use of interactive video - Zoom (full-time faculty/staff)
- Outstanding faculty members
- Ability to open the door to excellent indigenous researchers

# Associate Degree Curriculum



- Stone Child College
- Historical Trauma Curriculum Series:  
*fire that is beginning to stand*
- Developed by Dr. Virginia Allery
- Three classes over three semesters
- Freshman student focus
- <http://www.aihec.org/our-stories/BHcurriculum.htm>

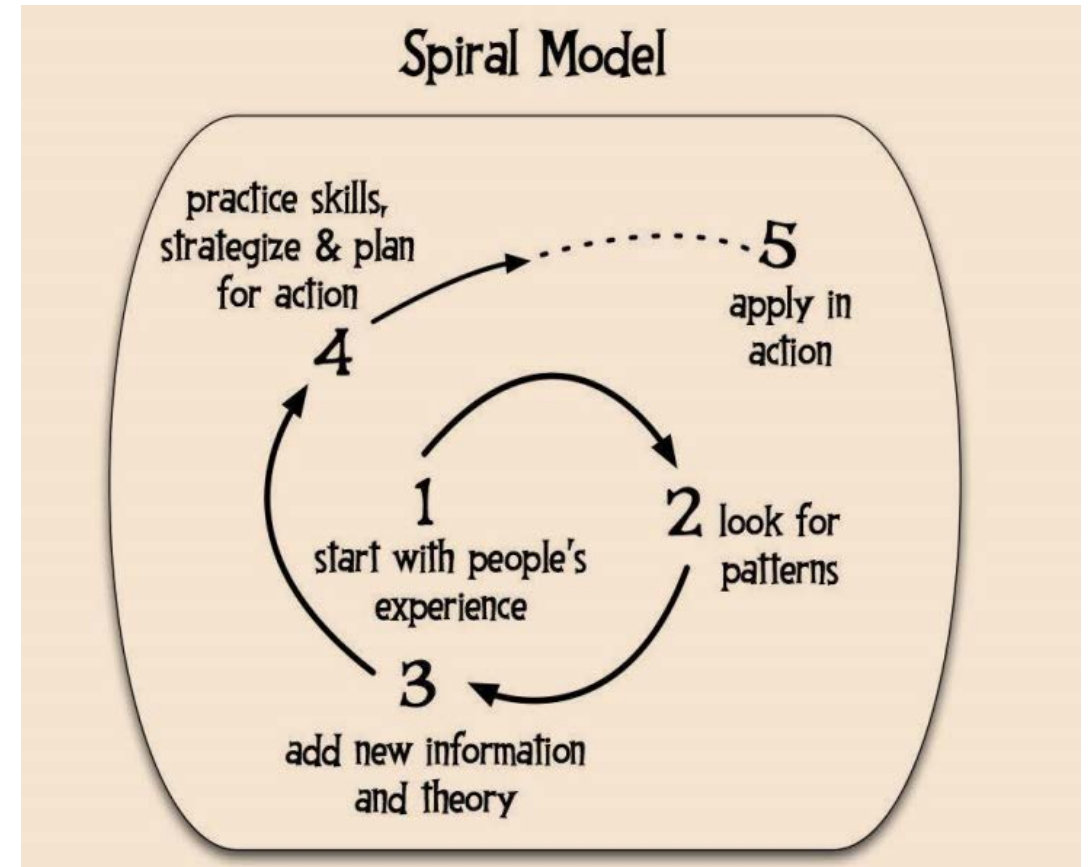
# Associate Degree Curriculum



# Associate Degree Curriculum

Dr. Allery uses a curriculum development process called, Understanding by Design.

1. Identify results-Challenge thinking
2. Determine acceptable evidence – Authentic assignments using real world experiences.
3. Plan learning experiences and instruction – multimedia lessons





# Understanding by Design

## STAGE 1 – DESIRED RESULTS

### Unit Two Title: **Rewriting Our Story: A Hero's Journey**

This is the second unit in the course entitled, Biskanewin Ishkode, "fire that is beginning to stand". The question is: Can we reclaim our "fire" our "center" that has been destroyed over the past 500 hundred years? We will explore the possibilities together in order to make ourselves whole again.

The focus of this unit is to understand the historical trauma of the Native People in the United States. The theory of historical trauma has been considered clinically applicable to Native American individuals by counselors, psychologists, and psychiatrists. The current problems facing the Native American people may be the result of a "legacy of chronic trauma and unresolved grief across generations." This unit explores the research validating historical trauma and the repercussions of past historical trauma on present day populations of Native People.

Humor has long been the "medicine" used by Native Peoples to cope with traumatic events. The "medicine" for the spirit will be Sherman Alexie's novel, *The Absolutely True Diary of a Part-Time Indian*. The characters in the story and the author are examples of transcending the trauma of the past and healing through laughter and taking a "hero's journey" by accepting a call to explore the unknown in order to heal and be whole again.

#### Instructional Goals:

- To examine the theoretical framework of historical trauma.
- To confront the historical past by understanding the trauma and means of healing.
- To transcend trauma through laughter and the medicine of Native Humor.
- To personalize the Hero's Journey as a means of letting go of the past.

Identify  
results:

Challenge  
thinking

# Understanding by Design

## Understandings & Essential Questions

## Knowledge & Learning Outcomes

<p><b>Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• An examination of the traumatic history of their ancestors brings them closer to healing.</li> <li>• Historic unresolved grief is manifested in many ways: depression, anxiety, anger, low self-esteem, difficulty with self-identity and substance abuse.</li> <li>• In many respects the road toward healing is a very personal journey and we can use humor and traditional teachings to help when necessary.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Is confronting the past part of the healing process? Explain your response.</li> <li>• With such a traumatic past is it possible to move onto healing?</li> <li>• What personal choices can I make to begin the healing process?</li> </ul>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Painful and powerful lessons can be learned from the past.</li> <li>• What happened in the past is not separate from what is going on today on Rocky Boy Reservation.</li> <li>• That laughter is part of healing even though it sometimes hides underlying trauma.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Do close reading with comprehension.</li> <li>• Read and understand academic research writings and use their imaginations as a way of personalizing the information.</li> <li>• Relate the Hero's quest to the historical trauma narrative and generalize this quest template to current issues.</li> </ul>

# Understanding by Design

## STAGE 2 – ASSESSMENT EVIDENCE

### Performance Tasks:

- Write two journal entries. **(10 points)**
- Point of View Reading Guide is fun and allows you to put yourself in the place of different people who participated in the long arduous journey of Rocky Boy and his people. **(15 points).**
- Sharing a poem/reading. **(5 points)**
- Hierarchical Study Guide **(10 points)**
- Chronology of Events Responses **(10 points)**
- Winter Count Project **(25 points)**

### Other Evidence:

- Regular attendance and participation in discussion, especially of the major events that are identified in the **Chronology of Events** table.
- Optional for more points: Other creative ways you can think about to represent the story of Rocky Boy's history: a sewing project, a play, a series of photographs.....

Attendance and Participation: (25 Points)

Total Possible: 100 points

### Key Criteria:

1. Work is turned in on time.
2. Thoughtful and creative responses are expected.
3. Responses are complete with specific examples given to respond to the questions.
4. The content of the response shows that close reading was done and that student was present at the class discussions.
5. Papers use Standard English with very few grammatical errors.
6. If absent during a key discussion, student will confer with the instructor on make-up assignments.

93-100=A    92-86=B    74-85=C    73-60=D    60 and below =Not Pass

Determine  
acceptable  
evidence –  
Authentic  
assignments  
using real world  
experiences.



**IAIA**  
INSTITUTE OF  
AMERICAN INDIAN ARTS

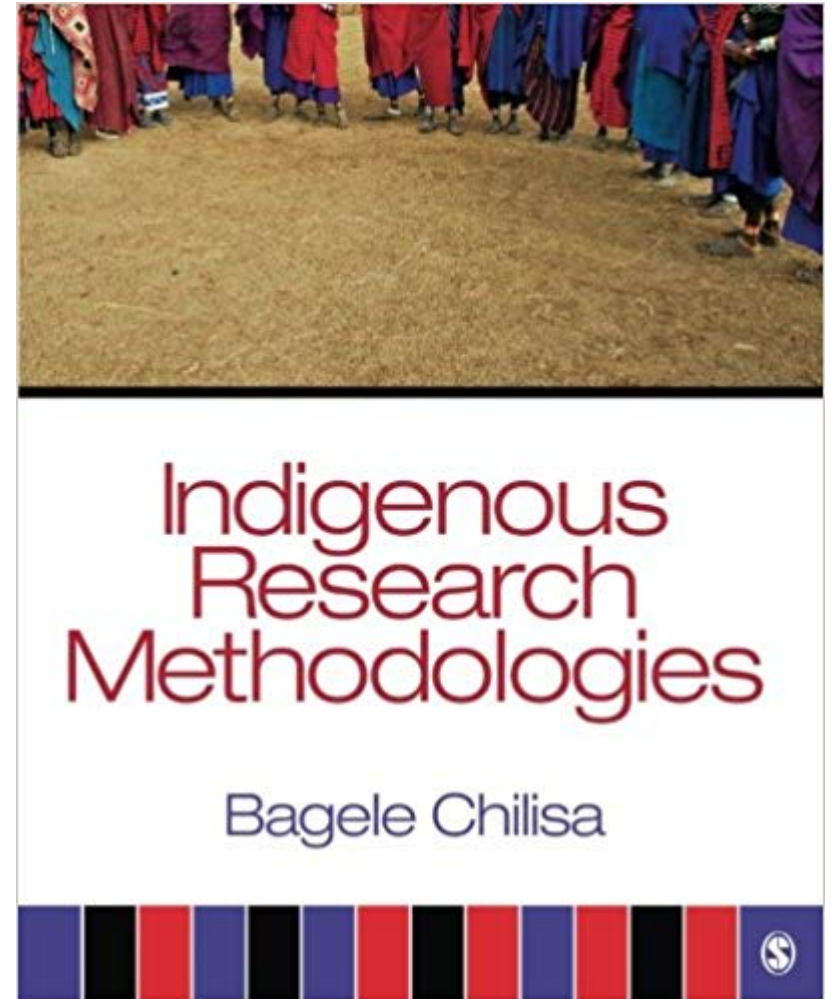
# Behavioral Health Baccalaureate Degree Curriculum

- Institute of American Indian Arts
  - Senior Capstone Course
  - Mental Health Needs Assessment Completed
  - Feasibility Study for the development of a minor in Counseling within the Indigenous Liberal Arts Department



# Overall - What worked well

- Introduction of the Indigenous Research Concept
- Introduction to Indigenous Researchers and their work
- Using a Cohort Model for student engagement and support.



- Questions? Additional Comments?

Pinamiya!