

Dr. Vanessa  
Simonds  
Montana State  
University

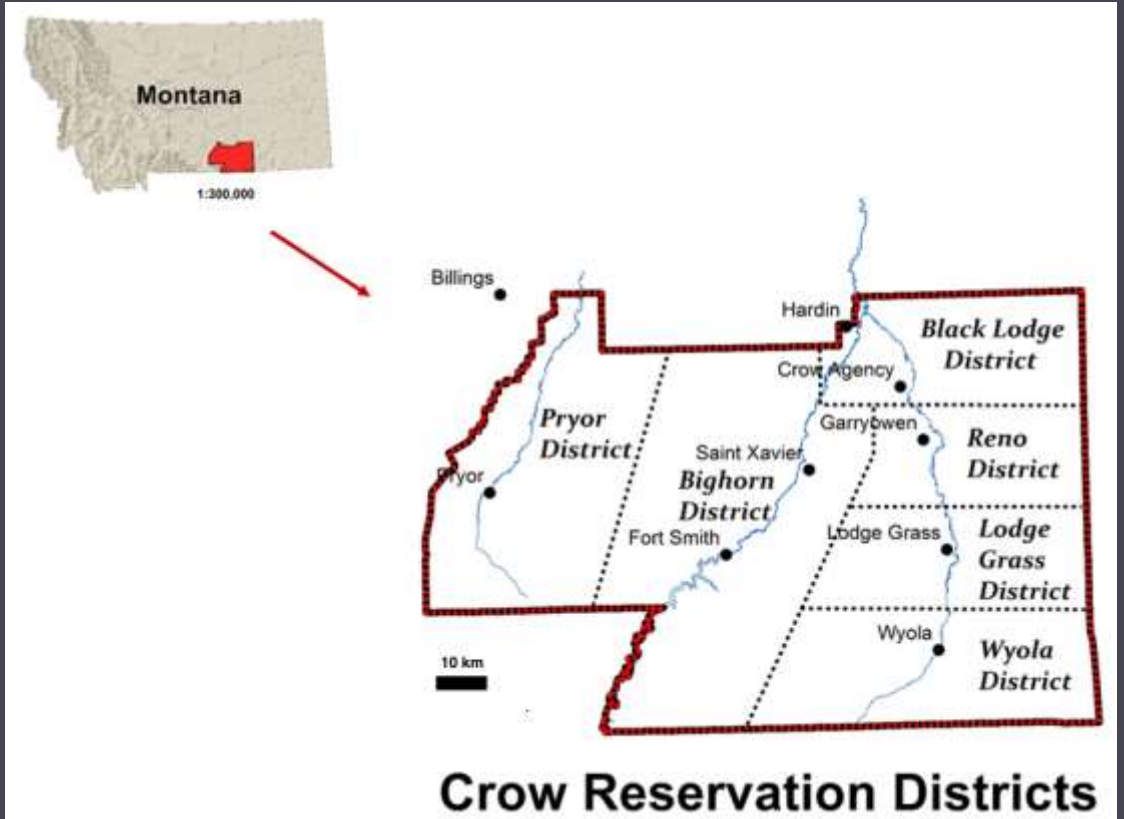
# Partnering with Indigenous Communities to Design and Implement Strength-Based Health Interventions



*"Valley of the Flowers"*

*"Valley of the Chokecherries"*

*"The Good Camp"*



# Overview

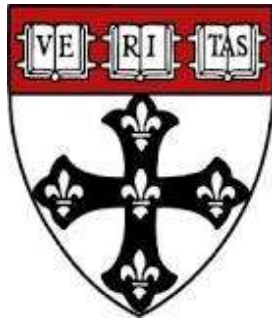
Introduction

Community-Based Participatory Research

Indigenous Methods

Example: Guardians of the Living Water

# Educators—Family



*"Education is your most powerful weapon. With education, you are the white man's equal; without education, you are his victim, and so shall remain all your lives."*







# Messengers for Health





# Community-Based Participatory Research

“A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change . . .”

W.K. Kellogg Community Health Scholars  
Program



# Adapting Western Methods to Indigenous Ways of Knowing



# Indigenous Methods







## Protecting Our Water Sources

## Relevance

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





# Relationships

# Advisory Boards/Steering Committees

**Include** Include key community leaders

**Provide** Provide direction and advice for all areas of program

**Have** Have a variety of experiences

**Benefit** Benefit from shared Expertise





# 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.



# 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



Respect

# Social and Political Contexts

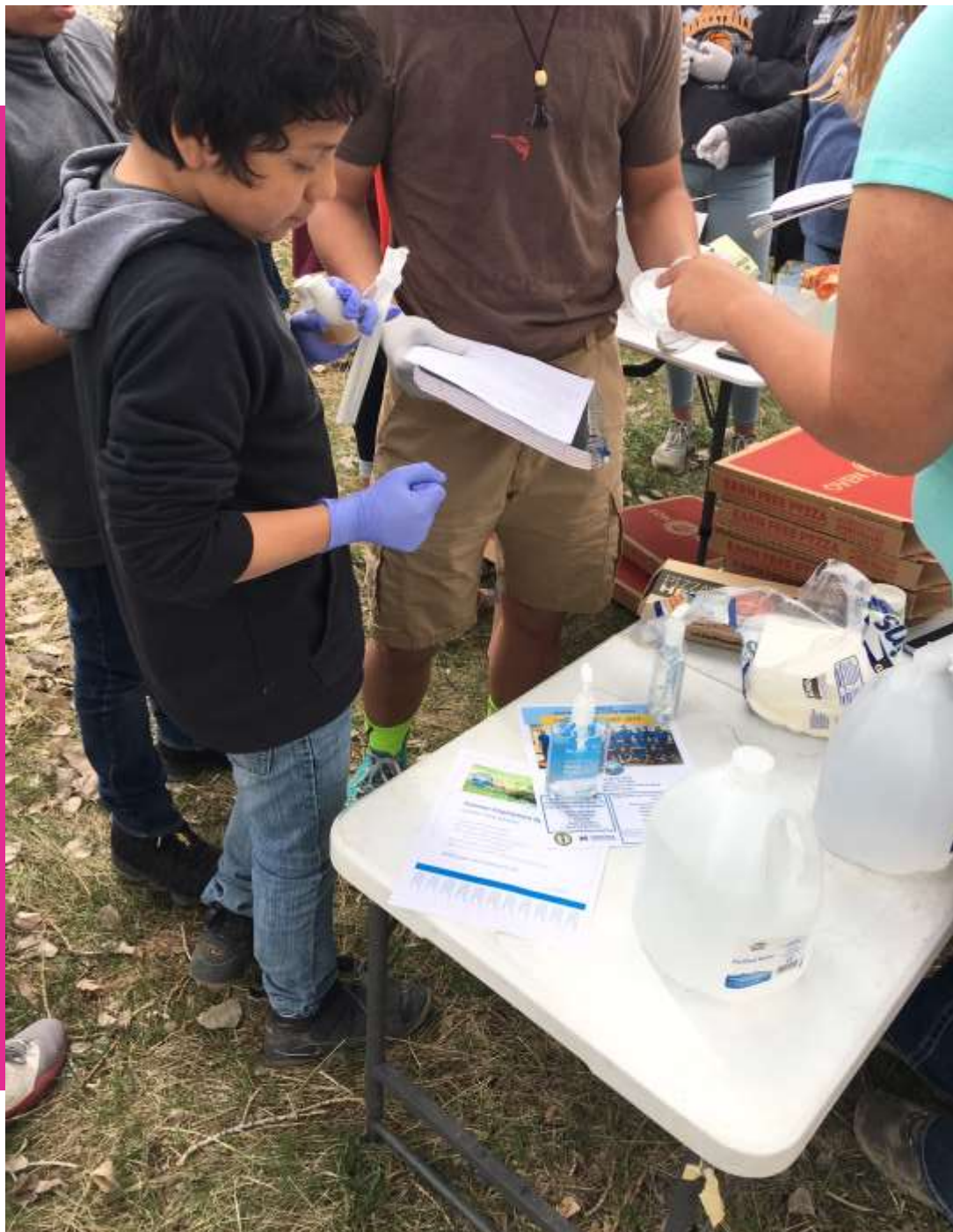
- Appreciate Tribal sovereignty
- Acknowledge history of colonization
- Address stereotypes
- Recognize complex jurisdictional issues



# Centering Crow Cultural Values

- Integrating Western and Indigenous Ways of Knowing
- Respecting storytellers and stories
- Developing new methods for analyzing data





# Centering Crow Cultural Values

- Integrating Western and Apsáalooke Ways of Knowing



# Survivance





# Recommendations

Incorporating culture vs. Being culturally centered

Involve partners in all phases vs. community-driven

Adding community empowerment as intervention objective



# 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.

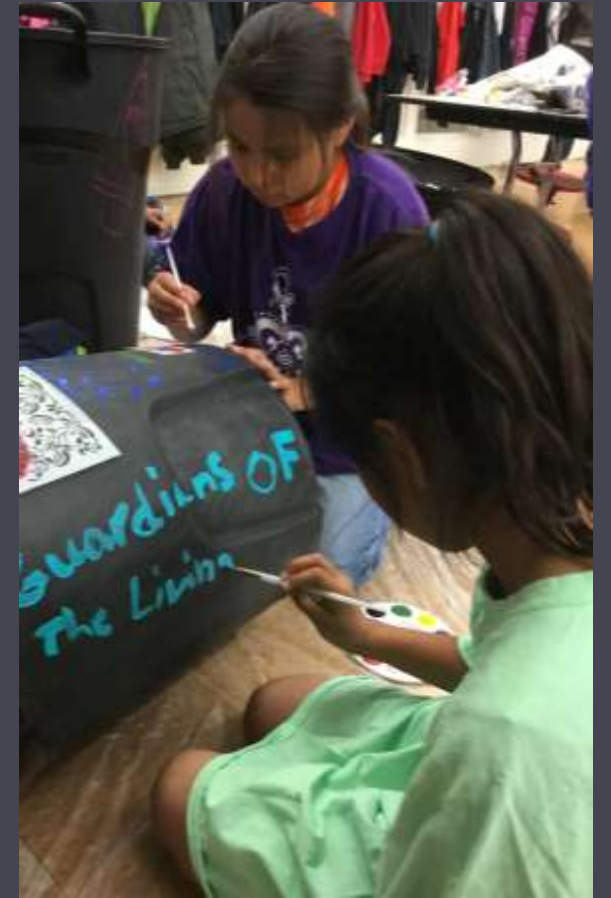


# Responsibility

- 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.



# Taking Action



## Sustainability

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

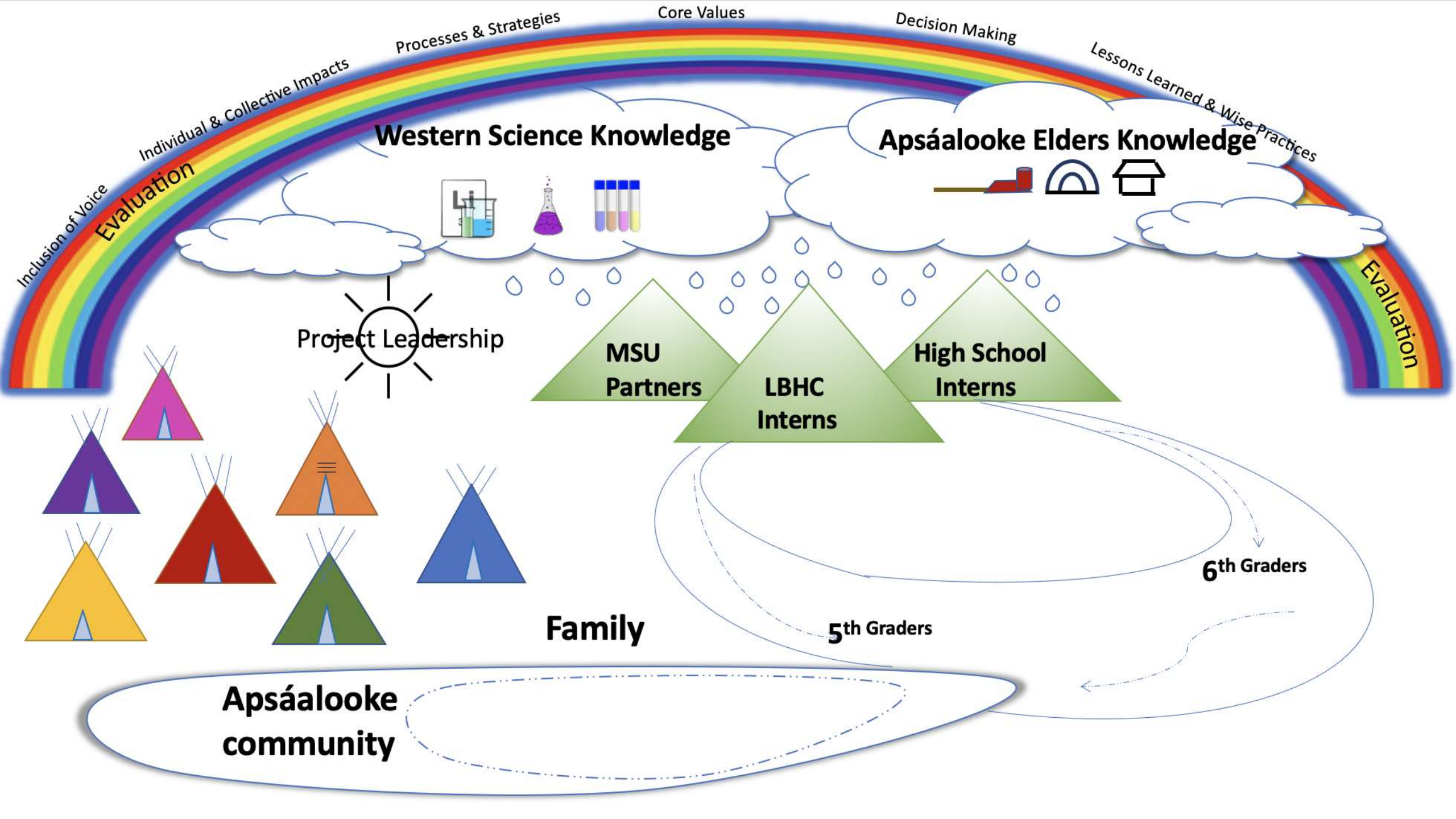




Reciprocity  
Responsibility

Relevance  
Respect

Relationships





## Lessons Learned

Strong cultural foundation to build upon

Strong support for youth

Some resources—also competing priorities

Range of leadership supporting efforts

Impact of large rural land-base



## Lessons Learned

- Complexity of environmental health literacy initiatives
- Cross collaboration and efficient partnerships
- Authentic Involvement of Youth
- Integration of Indigenous and Western Science





# Project Partner Acknowledgements

- **Crow Agency Public School:** Jonna Chavez, Jason Cummins
- **Crow Tribe Cultural Committee:** Grant Bull Tail
- **Little Big Horn College:** Christine Martin, David Yarlott, Frederica Lefthand,
- **Montana State University:** Cierra Tredway, Marilla Harris-Vincent, Deborah LaVeaux, Ruth Robinson, Emma Stihler, Yuhuan Xie, Lexie Kyro, Catalina Rosales and many others
- **GLW Steering Committee:** Sara L. Young, John Doyle, Charlene Johnson, Mari Eggers
- **Consultants and Advisors:** Suzanne Held, Rima Rudd, Shelly Valdez & Jill Stein

# Acknowledgements

This project was funded through the American Indian/Alaska Native Clinical and Translational Research Program: U54GM115371. and the Center for American Indian and Rural Health Equity Montana (CAIRHE), grant P P20GM104417[PI: Alex Adams], sponsored by the National Institutes of General Medical Sciences.

We also acknowledge funding from through the IHART Program funded by the National Institutes of Mental Health Grant: R25MH084565.

*The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.*



Artwork by Susan Stewart (Apsáalooke)

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