

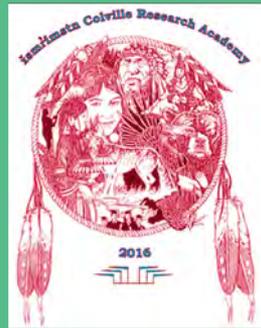


# Colville Summer Research Academy

## Student Investigators:

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ǰsmrǰmstn (Good Medicine)



# What to Expect?



**1. Introduction-** Who?-What?-When?-Where?-Why?

**2. Part A-** Current or Past Research Knowledge

**3. Part B-** Community Knowledge about Research

**4. Part C-** Community Viewpoint

**5. Part D-** Leadership Involvement

**6. Part E-** Resources for Efforts

**7. Conclusion-** Findings

**8. Recommendations**

# The What & How of our Summer Research Academy:

A ten (**10**) week long student summer research internship

Funded by a Native American Research Centers for Health (**NARCH**) grant provided by the National Institutes of Health (**NIH**) meant to train summer interns in:

- Research Design
- Methodology
- Human Subjects Research Protections
- Motivational Interviewing
- Ancillary Research
- Clinical Tools
- Data Analysis & Dissemination

# About NARCH (our funders):

- To encourage research linked to the health priorities of American Indians/Alaska Natives (AI/AN) groups and to reduce health disparities.\*
- To increase the ability of AI/AN groups and research institutions to work together to reduce distrust by AI/AN communities toward research.\*
- To encourage future AI/AN scientists and health professionals interested in biomedical research who will compete for NIH funding.\*

# About ǰsmřímstn (Good Medicine):

- Formalize our research partnership with the Indigenous Wellness Research Institute (IWRI)
- Engage in scientifically rigorous and culturally grounded health research
- Reduce community distrust of research
- Increase tribal research capacity that is culturally responsive to our people
- Strengthen tribal engagement in health research for tribal health care workers
- Create opportunities to promote AI/AN students, scientists and health professionals in health research

# About the Colville Confederated Tribes:

Twelve Bands compose the Confederated Tribes of the Colville Reservation:

- Chelan
  - Chief Joseph Band of Nez Perce
  - Colville
  - Eniat
  - Lakes
  - Methow
  - Moses-Columbia
  - Nespelem
  - Okanogan
  - Palus
  - San Poil
  - Wenatchi
- Total Size:** 1.4 Million Acres (2,100 Square Miles)  
**Tribal Enrollment Total:** 9,500 (as of 2015)

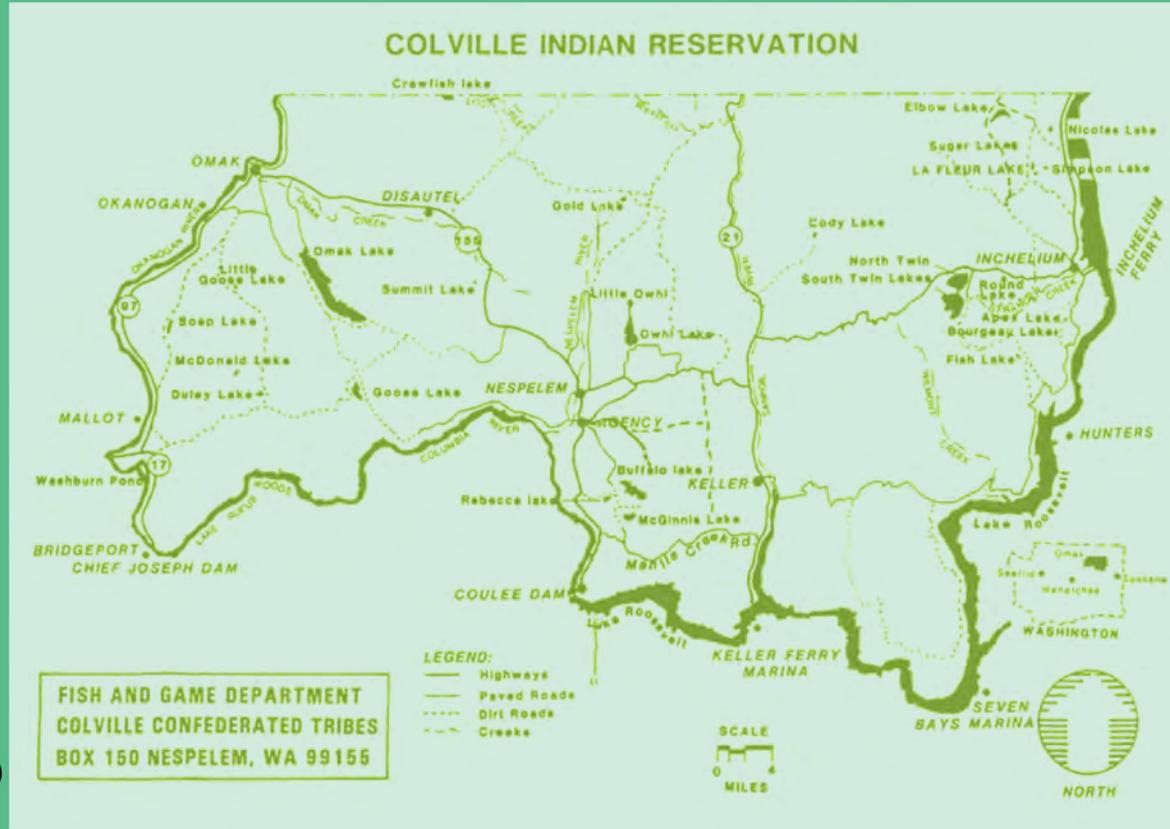


Figure 1.1 Map of the Colville Indian Reservation

# Why We Are Here, Our Summer Project:

The Colville Confederated Tribes is considering establishing its own research center in the near future.

- **Step One:** Establish what the community's knowledge & attitudes toward research conducted on the reservation are.
- **Step Two:** Construct a questionnaire to assess the knowledge & attitudes of Colville Tribal members in each of the districts, towards research.
- **Step Three:** Conduct interviews with tribal members using this questionnaire.
- **Step Four:** Share our findings with the community at multiple venues.

# Objective & Methods

## Assess community knowledge about research conducted on the Colville Indian Reservation

- For this assessment, we utilized a questionnaire derived from both the *Community Readiness for Community Change* model, and a pre-existing questionnaire on suicide prevention
  - The questions were adapted from the previous questionnaires to fit our objective



Figure 1.2 Diagram of the Tribal Research Model

# Methods Continued

- The newly adapted questionnaire consisted of six (6) parts, with an additional demographics section to track: gender, age, tribal affiliation, etc.
- The interview took approximately 20 minutes to complete.
- Each participant received a \$25 gift card for their participation.

# Demographics of Questionnaire

District	Female	Male	Young Adult	Middle Age	Elders
Inchelium	6	3	3	3	3
Keller	3	6	2	4	3
Nespelem	6	4	4	3	3
Omak	5	5	2	5	3

# Methods Cont'd

- **38** community members from the four (4) districts were interviewed:
  - Eight (**8**) from Inchelium, ten (**10**) from Keller, ten (**10**) from Nespelem, & ten (**10**) from Omak.
- In each district\*:
  - Six (6) participants were identified key informants,
  - Four (4) of the participants were randomly chosen

**\*Two (2) identified informants from Inchelium declined arranged interview times.**

# Methods Cont'd

Data from all 38 interviews were entered into a program called “epidata” for further analysis and quantification.

- Responses were then categorized as: “positive, neutral, negative, or ‘I don’t know’” as part of the scoring process.
- For select questions, responses were categorized as either: “‘some availability’, ‘none listed’, ‘no answer’, or ‘I don’t know’”.

# Part A: Current or Past Research Knowledge

This section was used to gain an understanding behind the attitudes membership have towards research.

It consisted of six (6) questions:

Four (4) Yes or No questions

One (1) scale question

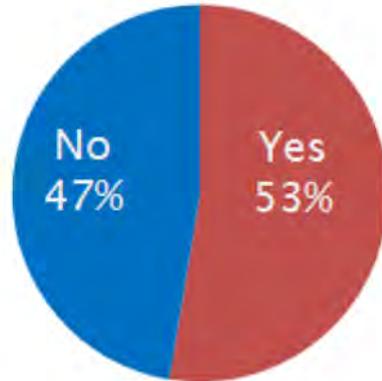
One (1) open ended question if answered with a

Yes

# Assessing Knowledge

Do you know of any current or past research projects on the Colville Indian Reservation?

Figure 2.1

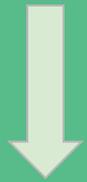


# Likert Scale

On a scale from 1 to 5, how much do you think Colville Tribal Members know about current or past research projects on the reservation?

1	2	3	4	5
No Knowledge		Some Knowledge		Great Knowledge

Table 1.1



16/38



14/38



6/38



2/38



0/38

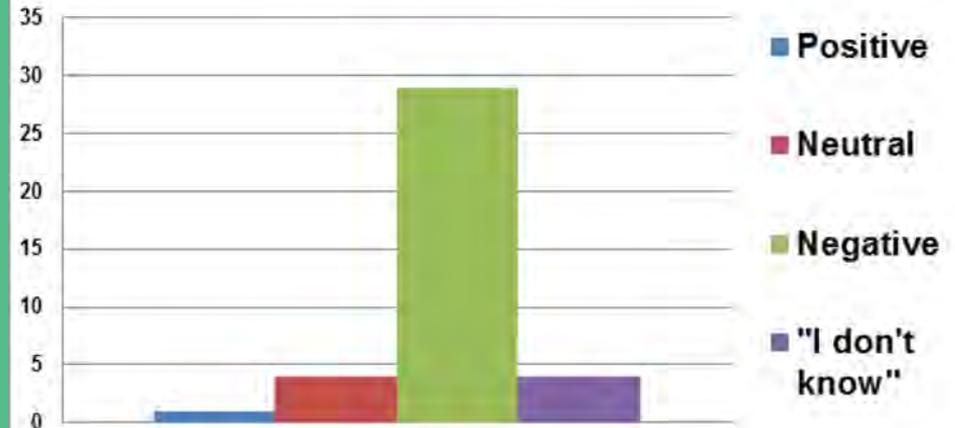
# Conclusion for Section

- Over half of the participants show knowledge of research by informing the interviewers of projects that had taken place in the last 30-50 years
- Our scale question shows a possibility that there is a lack of knowledge when it comes to the community as a whole
- Lastly, it had been mentioned that if the results were given back to the community, there would be more interest in research

# Part B: Community Knowledge about Research

“How knowledgeable are community members about research? Please explain.”

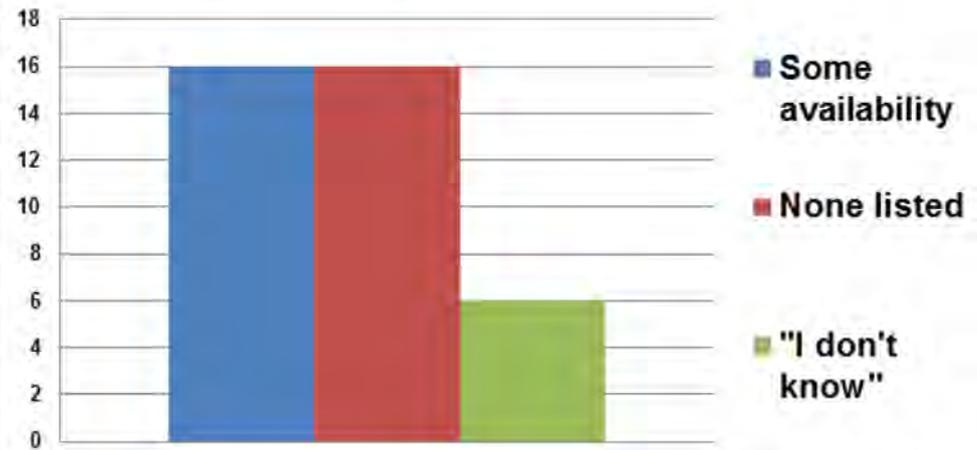
Figure 3.1 Community members' knowledge about research



# Part B: Community Knowledge about Research

**“In the community, what types of promotional materials were made available about research opportunities?”**

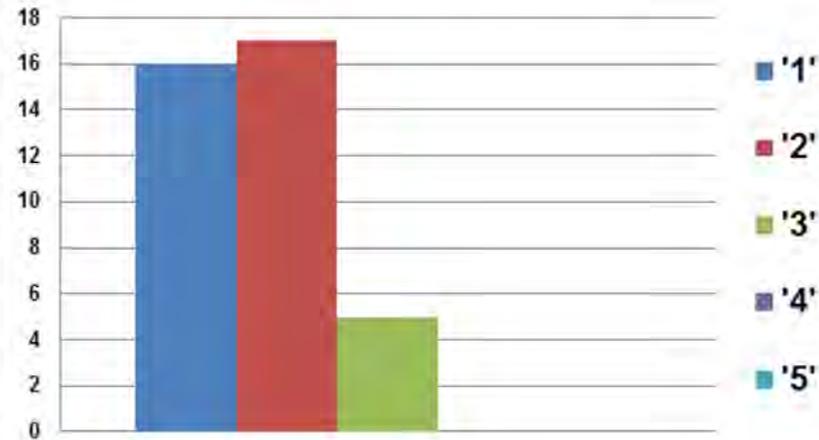
**Figure 3.2 Promotional materials made available about research**



# Part B: Community Knowledge about Research

“With 1 being ‘not at all’ and 5 being ‘a great deal’, on a scale from 1 to 5, how informed is the community about research efforts?”

Figure 3.3 How informed the community is about research

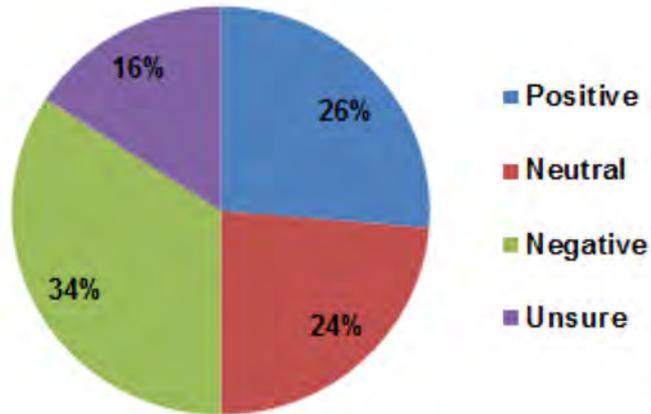


# Part B: Community Knowledge about Research

- **After analyzing the responses from each district, it can be perceived that there is a general lack of knowledge about research efforts and opportunities on the Colville Indian Reservation**
- **It can be suggested from the community responses that past research results are rarely made public**
- **Additional promotional efforts should be introduced in the community regarding research efforts and opportunities on the reservation**

# Part C: Community Viewpoint

**Figure 4.1 Attitudes Towards Research**



**What are the community's thoughts about research?**

**Negative Attitudes**

- Mistrust of government and tribe, no interest

**Positive Attitudes**

- Important, brings awareness to issues, increases funding

**Unsure**

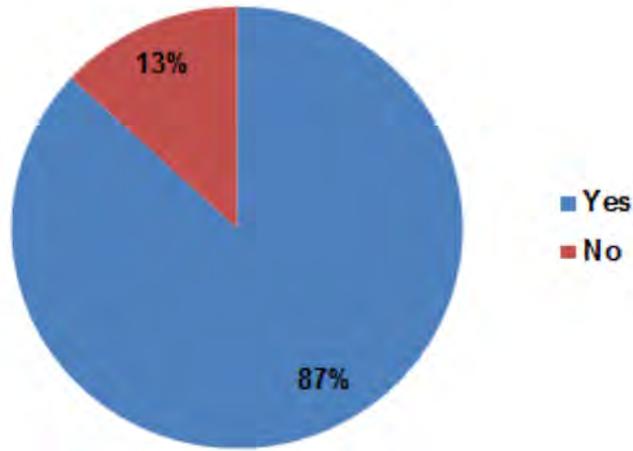
- Responded with I don't know

**Neutral**

- Some might be interested, older people are more interested, younger people might be interested

# Part C: Community Viewpoint (Cont.)

**Figure 4.2 Community Support of Research**



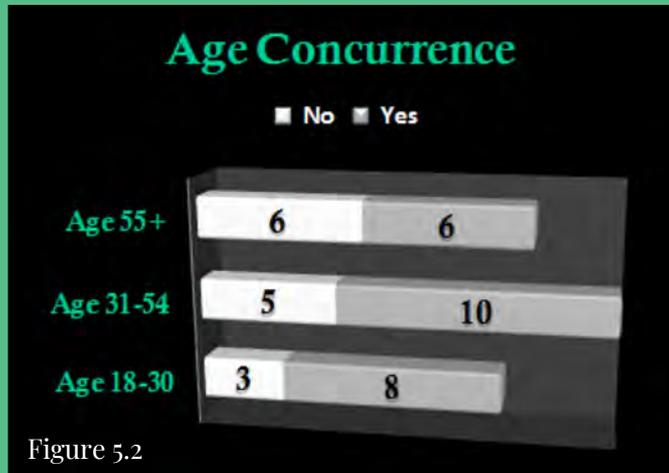
**Does the community support research efforts?**

**Yes- if tribal members conducted research, want to be informed, depends on topics**

**No- community is unformed**

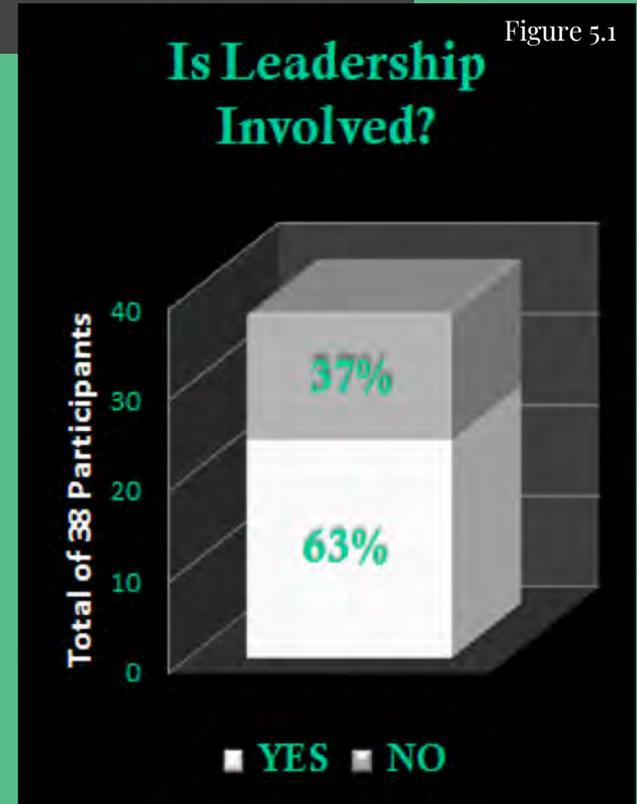
# Leadership Involvement

Findings illustrate that 63% of the 38 participants felt that leadership, both past and current, have influence regarding the research pertaining to Colville Tribal Members and their homelands.



The graph to the left illustrates how the different age groups responded to the question:

**Is leadership involved in research in our community?**



# Conclusion..

**“CBC are too busy with other acute care issues- too many irons in the fire to add one more.”**

“NO COMMUNICATION.”

“Most program managers understand the importance and benefits of research.”

**“Most do not understand the value of research.”**

“Yes, because it'd be the right thing to do. Who wouldn't support research efforts?”

*“Don't take community views into account very often.”*

**“Managers and directors, yes. But I really think along with the community, our council need to be educated on benefits of research because of various education levels.”**

“They should have a great concern about health.”

**“Nobody really hears much.”**

*“Yes, it's a circle. The more research about our community, the more we find out our needs, funding for certain programs.”*

“Have provided a lot of data at district meetings if they feel like it's relevant to the community.”

“We would see it more (data/results) if it was a 4 or 5.”

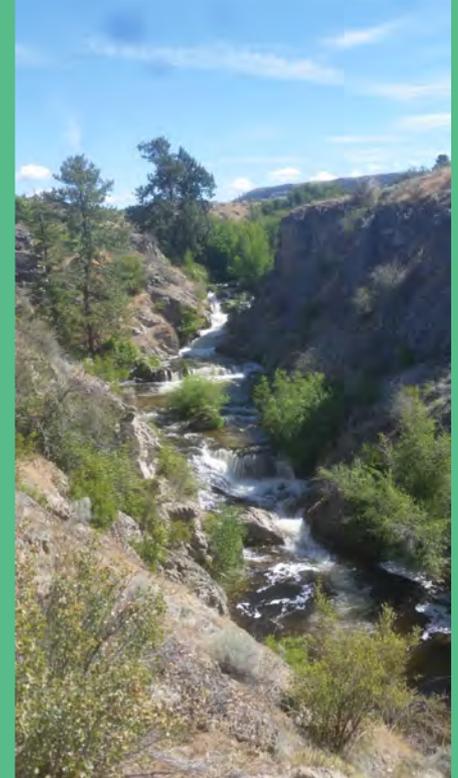
“I think anyone of them would, if there was an identified need- they would support it.”

“I think yes, I think research is really important for our future.”

# Part E: (Continued)

## How are grants being used to help our community?

- **Natural Resource Management/ Water Quality Testing**
- **Native Connections** - Track suicide attempts and deaths
- **Health Resource Services Administration** - Gives money to operate the clinic
- **Veteran's Program** - Housing/Planning programs working together to build houses for veteran's
- **All being used to promote healthy, sober lifestyles, and anti-bullying**
- **Fish Habitat Restoration**



# Part E: (Continued)

## How Can Research Projects be Promoted in the Future?

- **“Have more community members involved in research projects coming to the community to explain how it’s going with those projects.”**
- **“Projects should have a public comment period.”**
- **“More people might get involved if they had something that shows them how important it is.”**
- **Flyers/Posters/Bulletin Boards**
- **Elders - Talk with them face to face; Youth - Social media, Facebook**
- **Emails (Broadcasts) or P.O. Box**
- **District/Public Meetings**
- **Easier access - better organization of projects**
- **Tribal Tribune**
- **Door to door**
- **Radio**

# Conclusion

**Part E:** Due to the gestures made during the interviews and the content and replication of their responses to questions 18 and 21, it would appear that most participants were uncertain about where they would go for more information about research projects. There is little knowledge of current/future grants on the reservation and community members would like information about research projects to be more accessible. There were several great ideas for future promotion – the most common response was to have more flyers and posters around the community.

# What else did people have to say?

## Inchelium-

"I think a research central location would be helpful, beneficial to people. I think it would be good for the people. I think it would be good for the local college students to have a place."

## Keller-

"I don't believe there is enough effort to train and/or employ tribal members to help the tribe. They give jobs to other people who aren't tribal members to keep us in poverty."

# What else did people have to say? Cont'd

## Nespelem-

"All of our research should be compiled, reviewed, & implemented in our tribe's comprehensive plan (long range) vision & mission statement to reflect the people."

## Omak-

"Hope the council will listen to our ideas instead of their own desires. Would like more information about research projects conducted. Pronghorn, wolf."

# Summary of Findings Cont'd:

**Part G:** From our data, the reservation community responded in a way that indicates a general lack of knowledge in regard to research on the reservation, however, if conducted by tribal members on the reservation, many informants felt it would be a good thing for our community.

# Works Cited

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