The Family Listening Project: A Tribal Intergenerational Community Based Participatory Research Prevention Program

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Background


Partnership: Jemez Pueblo and Ramah Navajo based on earlier collaborations with MPH team

Program Background: Built upon research evidence from a NIDA-funded family strengthening curriculum, a partnership between the Anishinabe (Ojibwe) people and Dr. Les Whittleford at the University of Nebraska.; results showed most effectiveness with parents and children when there was an integration of cultural stories and traditions.

Purpose

To use CBPR as a translational science approach to collaboratively adapt, pilot and implement a culturally-centered intergenerational family prevention program: --to develop stronger cultural relationships, communications and shared cultural practices between elders and youth --to reduce risky behaviors and prevent alcohol and drug initiation in 4th and 5th grade children

Specific Aims

This research project aimed to integrate an empirically-tested intervention with culturally-supported practice and values from each tribe to develop research and programs capacity within the tribes to create a sustainable Family Listening Program (FLP).

Aim One: Expand the two local tribal research teams using a CBPR process; and assess the added value of participatory processes.

1) on program development and intervention research outcomes;
2) on long term sustainability of prevention programs;
3) on the value of cultural programming as a core prevention strategy within tribes;
4) on partnerships based on mutual trust and benefit between Universities and tribes.

Aim Two: Collect data to adapt an established family-strengthening alcohol and drug prevention program (from the Anishinabe) to two distinct tribal cultures: Navajo and Pueblo.

Aim Three: Collect data to adapt an established family-strengthening alcohol and drug prevention program to two distinct tribal cultures: Navajo and Pueblo.

Research Path

Year 1:

• Tribal research teams
• Human Subjects Training
• Curricular/Methodological Focus Groups: Elders, Parents, Service Providers & Youth

Year 2:

• Used FG for co-developed curriculum: 14 sessions/4x/week
• Added community action project
• Co-developed evaluation measures

Year 3 & 4:

• Recruited families
• Administrative prep & post tests
• Trained facilitators
• Modified Curriculum
• Collected evaluation
• Completed dissemination to tribes

Intervention


Evaluation & Overall Results

• Facilitator observations after each session
• Journals by children after each session
• Pre and post-test interviews of parent & child

3 Open-ended questions at end to parents and child about each other:

Any changes in family, in child, in parent?

Children

--Enhanced pride in culture and language
--Increased self-efficacy and coping
--Reduced anxiety and depression scores, with implications for reduced chronic disease, violence and substance abuse in later years

"I learned not to drink and to ask people for help and have parents to take care of you."

"It felt very good because I finally learned about Hemish culture."

"We learned our Indian names and what our Indian names mean."

Parents

--Increased parent/child communication and positive family dynamics
--Increased pride in culture and history

"I am taking how valuable it is to teach our children the traditional way of life."

CBPR Implications

• CBPR well-suited for work with tribes
• Builds community confidence & trust
• Addresses issues of power, participation & knowledge

• Principles for working with Tribes
• All tribal systems shall be respected & honored
• Capacity building
• Tribal governance review & approval
• Tribal-specific data published only with tribal permission
• Tribal ownership of data & materials
• Core values: trust, respect, self-determination, mutuality of interests, perspective taking, reciprocity

NARCH V: Family Listening Project: Mescalero

To collaborate with the Mescalero Tribe to adapt, pilot, and implement the Family Listening Project within their cultural values and community.

To test our translational methodology of contextualizing interventions and streamlining the adaptation process of being true to a Community Based Participatory Research approach.