

Pathways to Wellness and Resilience for Indigenous Youth: A Multi-level Approach to Suicide Prevention Research Across the Lifespan

Innovations in Research Training and Workforce Development

National Institutes of Health Tribal Health Research Office
Tribal Advisory Committee (TAC) Annual Meeting
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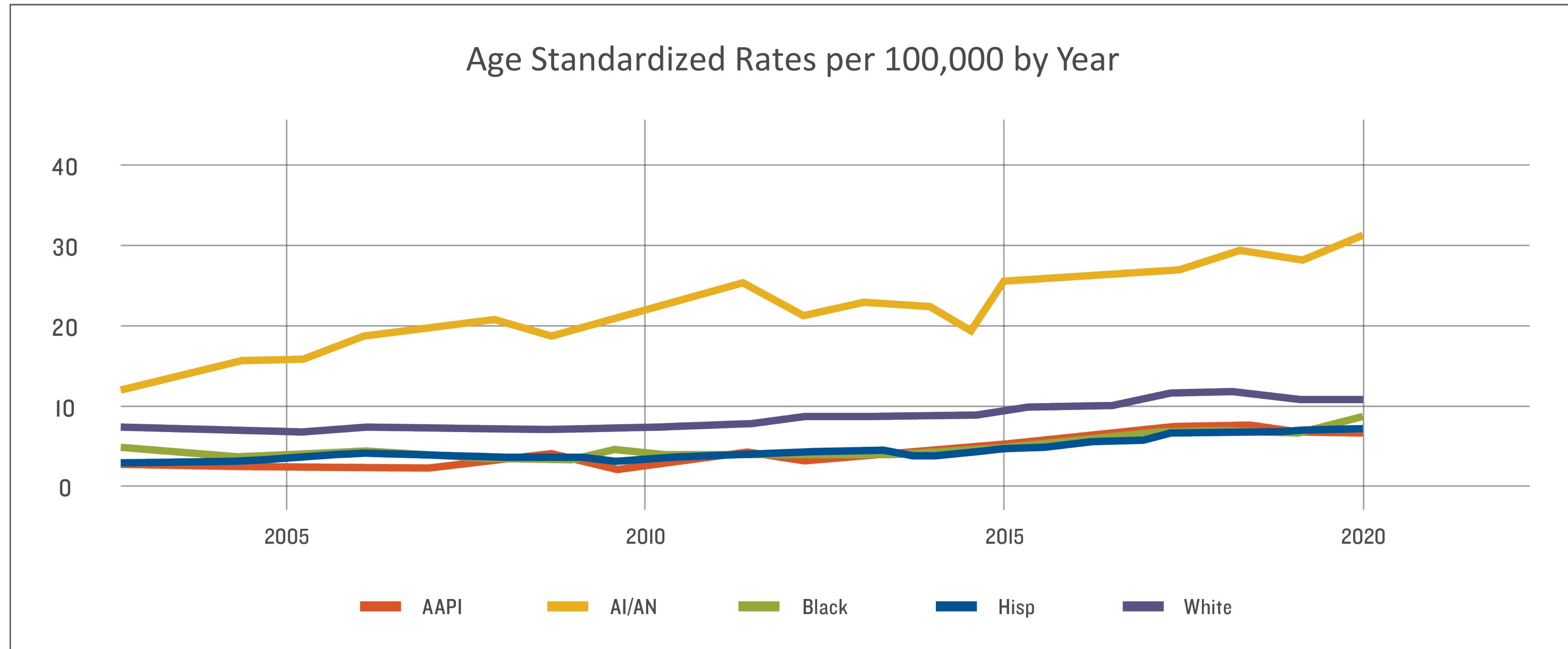


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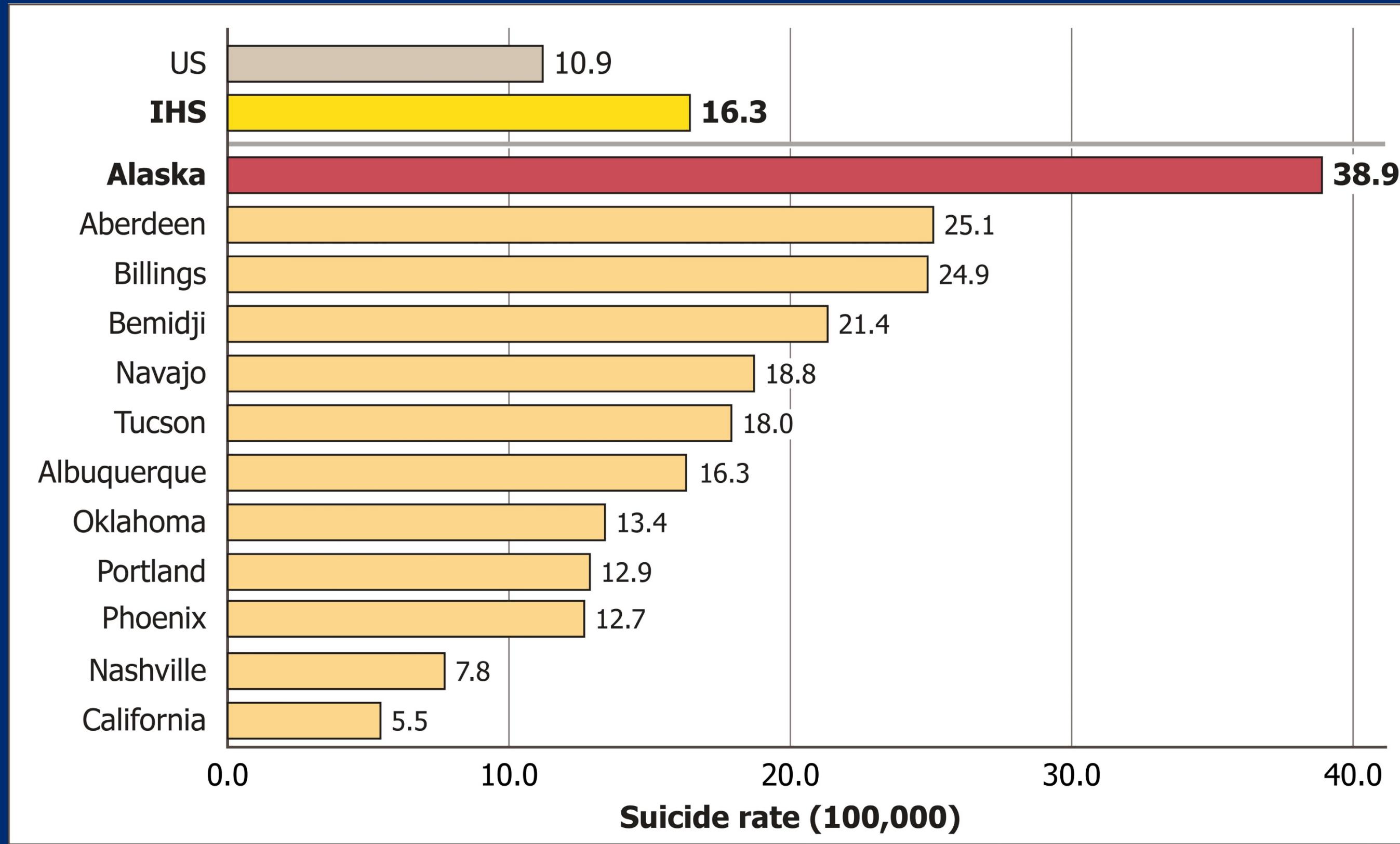
**National Institute of Neurological Disorders and Stroke
National Institute of General Medical Sciences
National Institute of Nursing Research**

**William T. Grant Foundation
Doris Duke Charitable Foundation
Spencer Foundation**

Rates of Suicide Ages 10-24 years by Race: Widening Gaps for Native Youth



Suicide Rate per 100,000 by IHS Area



Montana Reservations

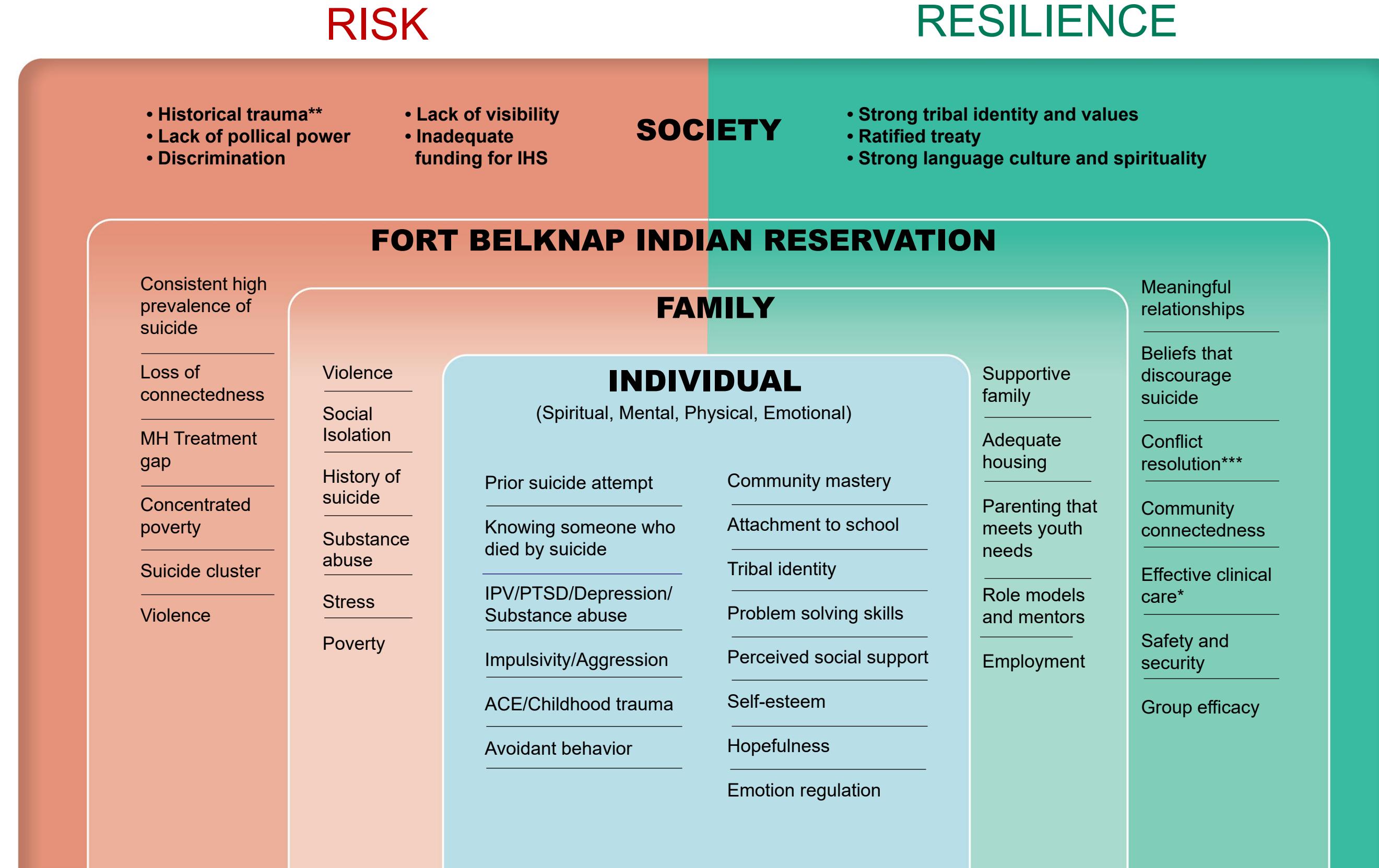


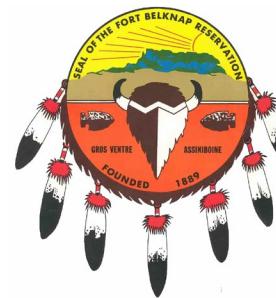
Indian Health Service Areas





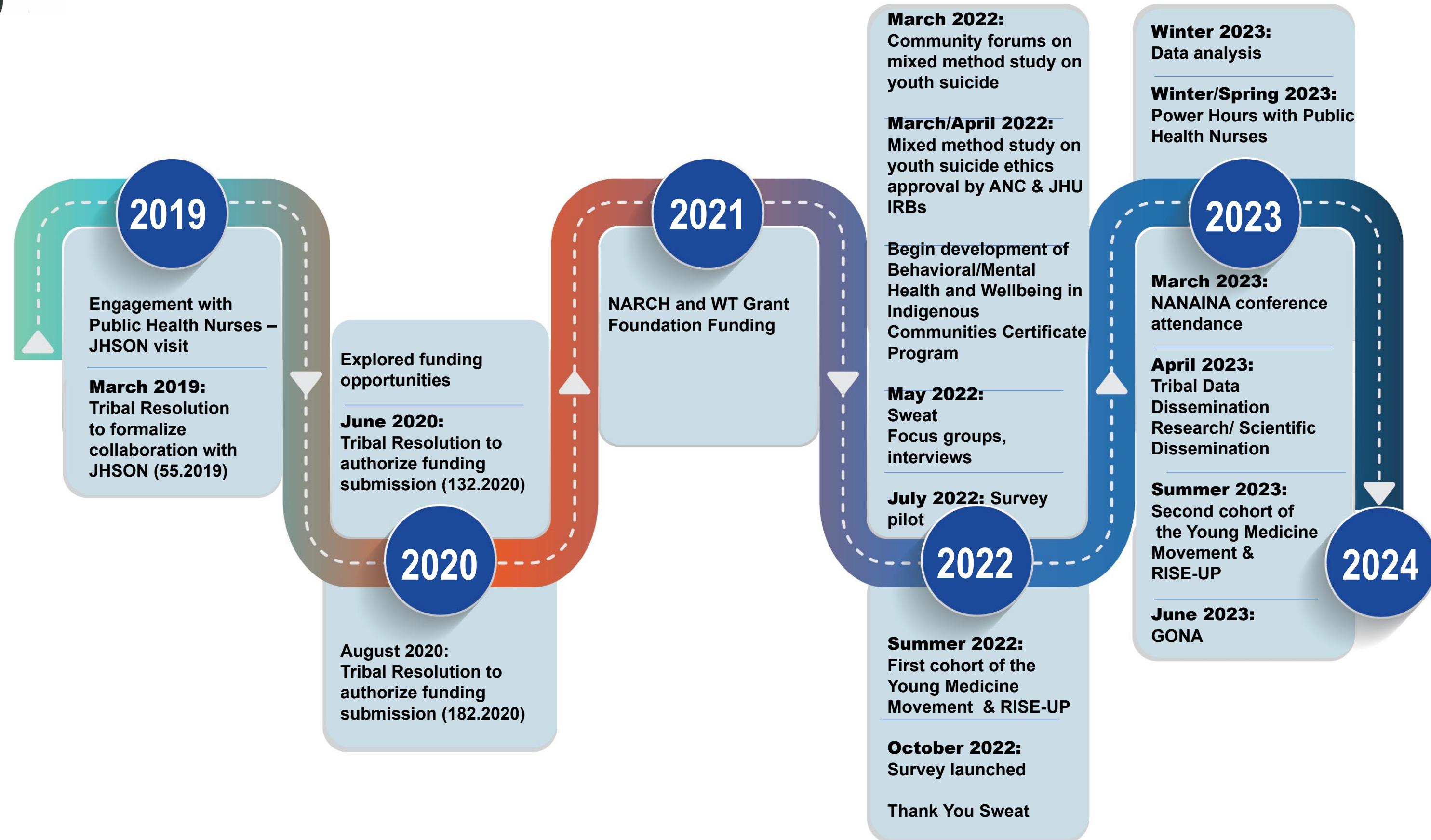
Multi-Level Approach to Youth Suicide Prevention





Fort Belknap Nakoda and Aaniiih Tribes

Timeline of Collaborative Activities with Johns Hopkins School of Nursing



Enhancing Nursing Capacity to Understand and Address the Needs of Native American Youth on the Fort Belknap Reservation

IDENTIFY

- Identify culturally-embedded, sustainable interventions to suicide prevention

REDUCE

- Reduce deeply-rooted disparities in mental health and substance use

CONTINUE

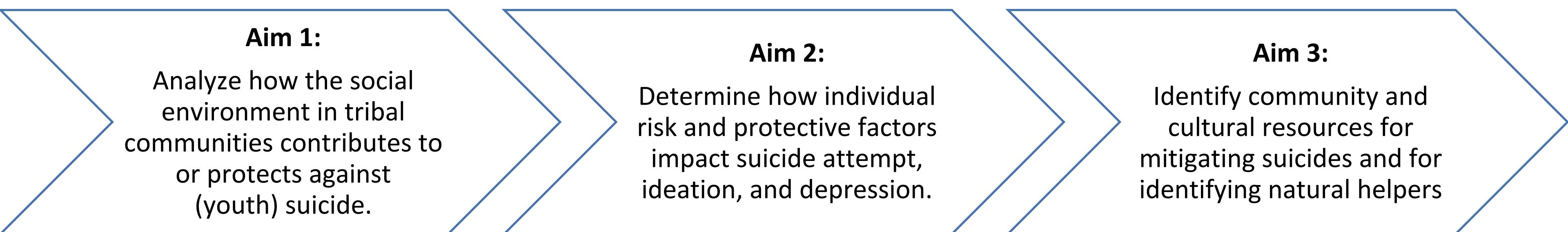
- Continue health-promoting intervention-related work with Aaniiih and Nakoda Nations

STRENGTHEN

- Strengthen partnerships and build Indigenous research and nursing capacity



Fort Belknap Suicide Cluster Study



Fort Belknap – JHU Native American Research Centers for Health (NARCH) XI – Training Core



AIM 1 - Student Development: Our aim is to develop and mentor Aaniiih and Nakoda scholars through high school, undergraduate, graduate and doctoral-level training in nursing, public health and STEM at Aaniiih Nakoda College (ANC), JHU and other universities.

AIM 2 - Faculty/Tribal Health Leader Development: We will increase the research capacity of nursing, behavioral/mental health, and public health leaders to engage in, design, and advance culturally competent methods for research projects focused on reducing health disparities among the Aaniiih and Nakoda Tribes.

AIM 3 - Mental Health Training for Nurses Working in Native American Communities: We aim to eliminate health disparities in mental/behavioral health through further training of nurses that work on the rural and remote Fort Belknap Reservation by enhancing the scientific knowledge of mental health care.



Public Health Leadership Training

"RISE-UP"

- The goal of MCHC/RISE-UP is to promote a more diversified and equal health outcome system for citizens by introducing highly qualified undergraduate students to the field of public health.
- Provides opportunities for public health education and experience to address health disparities and promote health equity.
- Funding was awarded to Kennedy Krieger Institute by the Centers for Disease Control and Prevention (CDC).
- 9-week summer program.
- Conferences: CDC Symposium in Atlanta; AISES, Spokane; Annual Biomedical Research Conference for Minoritized Scientists (ABRCMS) Conference in November at Phoenix Arizona



Aaniiih Nakoda College, Fort Belknap Tribal Health, Johns Hopkins School of Nursing in partnership with Kennedy Krieger Institute



Addressing the Mental Health Treatment Gap in Native American Communities: Behavioral/Mental Health and Wellbeing in Indigenous Communities Certificate Program



- Fort Belknap Reservation—gap in mental health care and high need for public health nurses--limitations in rural and remote settings (One provider for cluster & vacant position 20 years)
- The shortage of healthcare professionals is an important barrier to addressing health disparities and ensuring congruence with the cultural values of communities and in advancing not only health, but social and economic outcomes.
- Preventing suicide deaths requires a multi-level innovative approach, critical to this approach is increased access to mental health treatment through improved access to training and increased number of mental health providers.





Young Medicine Movement: Pathway to Nursing, Public Health, and STEM for Aaniiih and Nakoda High School Students

To prepare, educate, and empower Aaniiih and Nakoda scholars to become nurses, public health practitioners or to pursue future careers in STEM disciplines.

- Prepares scholars to develop skills in healthcare research
- Increases scholars' understanding of chemistry, biology, human anatomy, and neuroscience
- Integrates Native American values, traditions, and Indigenous Knowledge
- Prepares scholars to be competitive applicants for the NIH Summer Internship Program (SIP)





Young Medicine Movement 2023

Seven Week Curriculum:

1. Career Development and Planning for the Future
2. Chemistry
3. Biology and Neuroscience
4. Nursing
5. Public Health
6. Building Resilience
7. Planning for Success

Conference Attendance:

Indigenous people in Genomics (SING) Conference at Northern Arizona University in Flagstaff
American Indian Science and Engineering Society (AISES), Spokane, WA

GinnyHayats!



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RECOMMENDATIONS:

1. Engaging in partnerships with multiple institutions is important - helps to increase participation, gather multiple types of resources (space, funding, food, supplies, etc.)
2. Important for funding to be wholistic and address full scholar needs (per diem and mileage for travel, meals and snacks) – including childcare expenses - that has been a barrier for scholars -- scholars need to be paid a living wage
3. Employing community members as instructors, program managers, and recruiters --- offering opportunities for capacity building and professional development
4. Training is a critical aspect of long-term research engagement - our training programs address our research findings and develops future researchers
5. Allowing community to guide training needs
6. Offering support, mentorship and flexibility for the trainees/scholars throughout the entire process - from recruitment, the application stage to evaluation and debriefs.
7. Continuously evaluating programs and training activities so they can be improved and responsive to community priorities and needs.
8. Partnerships are about reciprocity. Ensure work is divided equitably and benefits are bidirectional.
9. Partnering with tribal colleges allows for resource sharing / equitable shift of resources (e.g., resource rich institutions can offer grant funds, teaching assistants and training opportunities; power, resources, credit, knowledge are shared).
10. Tribal Colleges play a unique role in the success and capacity building of Native Americans - they provide accessible education that meets them where they are. Their connection to community is beneficial/critical to community-based research and programming in tribal communities.