

Native STAND: The trials and tribulations of adapting and implementing a peer educator program for Native American youth in Indian country...

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native

STAND

Students Together Against Negative Decisions

A Peer Education Program for American Indian Youth

Session Outline

- ❑ **Background**
- ❑ **Purpose**
- ❑ **Methods**
- ❑ **Results**
- ❑ **Challenges and Next Steps**

BACKGROUND

Why a target AI/AN Youth?

❑ It hasn't been done AND is critically needed!

- 2.5 times more likely to be sexually assaulted than women of other races in the U.S.
- 4.5 times more likely than Whites to be diagnosed with chlamydia
- Only 1 in 4 live more than three years after an HIV/AIDS diagnosis

PURPOSE

Project Objective

- ❑ Develop a culturally appropriate comprehensive sexuality education curriculum for American Indian/Alaska Native youth**
 - Adapt the existing STAND curriculum for culturally-appropriate use with AI/AN youth
 - Maintain the intervention's effectiveness re: reducing STD transmission, unintended pregnancy, and other high-risk behaviors.

METHODS

Original STAND Program

■ Students Together Against Negative Decisions

- Mercer School of Medicine, Macon, GA
- Based on the Transtheoretical Model (Stages of Change) and Diffusion of Innovations Theory
- Abstinence; Risk-reduction for those not abstaining; and Promotion of norms supporting risk-reduction
- Trains teen opinion leaders to engage in risk-reduction conversations with peers

■ Proven Effectiveness

Preventive Medicine 38, 441-449 (2000)
doi:10.1006/pmed.2000.0666, available online at <http://www.idealibrary.com on> **IBEX[®]**

STAND: A Peer Educator Training Curriculum for Sexual Risk Reduction in the Rural South

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Background. The incidence of AIDS in rural areas continues to increase rapidly with teenagers continuing to report high rates of sexual risk behaviors. Unfortunately, there is a dearth of effective HIV prevention programs targeting youth in rural settings where there are often formidable barriers to sex education programs. This paper describes a theoretically based intervention designed to meet the needs of rural youth.

Methods. Students Together Against Negative Decisions (STAND) is a 28-session teen peer educator training program implemented in a rural county in a southeastern state, promoting both abstinence and sexual risk reduction. The theoretical foundation of the curriculum includes both Diffusion of Innovations Theory and the Transtheoretical Model, focusing on both individual and community norm change. STAND is teen-centered and skills-based; activities focus on active learning. Educator trainees are selected on the basis of their opinion leadership within their peer group, resulting in a training group of both virgin and sexually active teens, balanced for gender and matched to the racial proportions of the school.

Results. Acceptance and participation in STAND aug-

(16% vs a 1% decrease among controls) and in consistent condom use (+28% vs +19%). Adolescent trainees also reported a sevenfold larger increase in condom use (+218% vs +31%) and a 30% decrease in unprotected intercourse compared to a 29% increase among controls.

Conclusions. STAND represents a new genre of HIV prevention program, one that utilizes complementary theoretical models to develop a program that targets both individual- and community-level change for rural adolescents. © 2000 American Health Foundation and Academic Press

Key Words: adolescence; AIDS; education; community-level interventions; diffusion of innovation; health, rural; HIV models; theoretical; primary prevention; program development; peer educators; schools.

INTRODUCTION

A central lesson from HIV prevention studies is that program effectiveness is enhanced by carefully tailoring the intervention to the target audience [1-3]. Various programs have therefore been developed for diverse at-risk populations, including homosexual men [4], women

Risk Reduction in This Population

According to the National Institutes of Health, AIDS is a "rapidly rising epidemic in rural areas." Recent data suggest that rural teens may be twice as likely as their same-age urban counterparts to be sexually active [5], but many rural Americans are unaware of the "big city" disease that threatens them. Indeed, rural respondents in the National Health and Social Life Survey were 70% less likely than urban respondents to

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STUDENTS TOGETHER AGAINST NEGATIVE DECISIONS (STAND): EVALUATION OF A SCHOOL-BASED SEXUAL RISK REDUCTION INTERVENTION IN THE RURAL SOUTH

Mike U. Smith, Francis C. Dane, Mary E. Archer, Randolph S. Devereaux, and Harold P. Karter

Twenty-one 10th graders selected as opinion leaders by their peers in a rural county in a southern state participated in a 36-hour peer-educator training program Students Together Against Negative Decisions (STAND) based on diffusion of innovation theory and the transtheoretical model. Comparison subjects received either a 22-hour leadership training course (n = 20) or no intervention (n = 45). STAND and comparison subjects completed a 154-item written knowledge, attitude, and behavior survey at the beginning of the training (Time 1), at the end of the training (Time 2), and again 9 months later (Time 3). One hundred and sixty-seven other 9th and 10th graders in the intervention county and 74 in the comparison county completed an abbreviated telephone interview at Time 1 and Time 3. At Time 3 STAND-trained peer educators reported significantly greater increases in AIDS Risk Behavior Knowledge (more than 4 times comparison groups), frequency of conversations with peers about birth control/condoms (+189% vs. +12%), and sexually transmitted diseases (STDs; +262% vs. +33%), condom use self-efficacy (+169% vs. +7%), and consistent condom use (+28% vs. +19%). STAND teens also reported substantial favorable trends at Time 3, including increased condom use (+223% vs. +31%) and decreased unprotected intercourse (-50% vs. +29%). At Time 3 teens in the intervention county reported significantly greater increases in the number of people who talked with friends in the preceding 3 months about STDs (-39% vs. -19%) or with a parent/adult about sex (+46% vs. +37%). Intervention county teens also reported a substantial but nonsignificant 2.6-fold greater increase in condom use at last intercourse (+64% vs. +25%) but unfavorable changes in other risk behaviors. The STAND peer-educator training program appears to be an effective method for improving selected sexual knowledge, attitudes, and behaviors among participant teenagers in the rural South.

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Adaptation for AI/AN Youth

- ❑ Data suggests that AI/AN youth have especially high risk-behaviors**
- ❑ Very few curricula exist that are culturally relevant for AI/AN youth**
- ❑ Build upon AI/AN cultural values of listening, sharing, cooperation, and integrity – values that support peer education**

Adaptation Process

- ❑ Created multidisciplinary workgroup with AI/AN representation to adapt curriculum**
- ❑ Conducted trainings with groups of AI/AN youth and gathered feedback**
- ❑ Reviewed by Advisory Group**
- ❑ Piloted curriculum at multiple sites (4 BIA reservation schools, 2009-2010)**
- ❑ Evaluated pilot for outcomes and fidelity**
- ❑ Now packaging, disseminating, and marketing revised curricula**

Curriculum Work Group

- ❑ Marco Arviso, Navajo AIDS Network
- ❑ Kyrsten Azure, Univ. of North Dakota Student
- ❑ Dana Cropper Williams, NCSD
- ❑ Lori de Ravello, IHS Nat'l STD Program
- ❑ Sonal Doshi, CDC
- ❑ Larry Foster, Navajo Nation Div. of Health
- ❑ Elizabeth Jarpe-Ratner, Student Intern
- ❑ Mike Smith, Mercer Univ. School of Medicine
- ❑ Scott Tulloch, IHS Nat'l STD Program



Adaptation Strategies

❑ Incorporated culturally relevant content

- Stories/activities from various tribes

❑ Expanded priority content

- Content on healthy relationships
- Drug and alcohol prevention

❑ Created flexible format for a variety of settings

- 1.5 hour segments
- For use in boarding schools, after school programs, in-school class for credit, etc.



Traditional Stories of Sexuality:

Coyote's Carelessness

(Wasco-Warm Springs)

Coyote was going along and he came to a river where five pretty sisters were bathing and washing clothes some distance from each other. "What pretty girls," Coyote said to himself. "I wonder how I can enjoy them all!" He thought a little and then turned himself into a baby faced up on a papoose board and set himself adrift on the river.

Pretty soon he drifted down to the oldest sister. "Oh! What a beautiful baby!" she said. She pulled it ashore and picked it up. Well, that Coyote turned back into himself and before she knew what was happening he had his way with her. Then he became a baby again and drifted down to the second oldest sister. "Oh, my! What a cute baby!" she said. "I must save it!" But when she picked it up out of the water, it was that Coyote! And so he went, fooling two more sisters along the way until he reached the youngest.

Man in the Maze

This figure is called *Bahe* (or "Big Brother") in the Tolowa Ojibwa language. He is shown at the top of a labyrinth, or maze, and is often referred to as the "Man in the Maze".



For the Tolowa Ojibwa, the symbol represents a person's journey through life. The twists and turns represent choices made in life; with each turn, man becomes more understanding and a closer as a person to the middle of the maze, a person finds their dreams and goals. At the center (the last turn in the design), man has a final opportunity to look back upon his or her choices and path, before they pass into the next world. Note that several other tribes related to the Tolowa Ojibwa use the same or similar symbol, sometimes with a slightly different interpretation.)

Here is how *Aldreda Aafene*, a Tolowa Ojibwa (first member), sees *Bahe* and the labyrinth:

"Alder Brother lived in the maze ... and the reason why he lived in the maze was because ... I think how the people say that ... imagine or oh, imagine man that can disappear, and that can do things, that people and things that ... that was that the other ... the ... they called him ... he lived in there ... but he had a lot of enemies so he made that, and he live in there people would go in there but they couldn't find him ... they would look around and go back.

"But in real life ... when you look at the maze you start from the top and go into the maze ... just like you go down and then you reach a place where you have to turn around ... maybe in your own life you fall, something happens in your family, you are sad, you pick yourself up, and you go on through the maze ... you go on and on and on ... so many places in there you might ... maybe your child died ... or maybe somebody died, or you ship, you fall and you feel bad ... you get up, turn around and go again ... when you reach that middle of the maze ... that's when you see the Sun God and the Sun God blesses you and say you have made it ... that's where you die.

"The maze is a symbol of life ... happiness, sadness ... and you reach your goal ... there's a dream there, and you reach that dream where you get to the middle of the maze ... that's how I was told, my grandparents told me that's how the maze is."

Exercise:

You will work in pairs to go through a simple obstacle course. The obstacle course will involve doing the walk around, step over, and duck under. In your pair, one person will first be the Guide and one person will be the Seeker. Both students will get the opportunity to experience both roles.

The Seeker is blindfolded and must rely on their Guide to direct them through the course. Guides must give clear, specific directions, and Seekers must rely solely on their listening skills and instincts to gather information about how to navigate the course. Guides must not touch, lead by the elbow or hand, or use any other methods of communication than giving verbal cues.

When you have reached the end of the obstacle course, change roles and repeat the process.

Changes Made After Youth Trainings

- ❑ Weak knowledge of basic reproductive health information → added an RH session**
- ❑ Placement of stories to contextualize content → moved stories to different sessions**
- ❑ Presentation of information → less data, statistics, and tables, more group activities and games, more visual learning**
- ❑ Native media images resonated within the context of role models → discussion on role models added**
- ❑ Role plays were very effective → expanded on existing role play activities**

Adapted Curriculum

- ❑ 29 sessions
- ❑ Each session 1 ½ hours long
- ❑ Crafted for American Indian/Alaska Native (AI/AN) students in the 10th grade



Session Topics

- ☐ **Culture and tradition**
- ☐ **Sexual diversity**
- ☐ **Self-acceptance and body image**
- ☐ **Healthy relationships**
- ☐ **Reproductive health**
- ☐ **Pregnancy and parenting**
- ☐ **STI/HIV**
- ☐ **Birth control methods**
- ☐ **Personal goals and values**
- ☐ **Drugs & alcohol**
- ☐ **Negotiation & refusal skills**
- ☐ **Stages of change**
- ☐ **Effective communication**

National Evaluation

❑ **The research protocol and final results were reviewed and approved by the:**

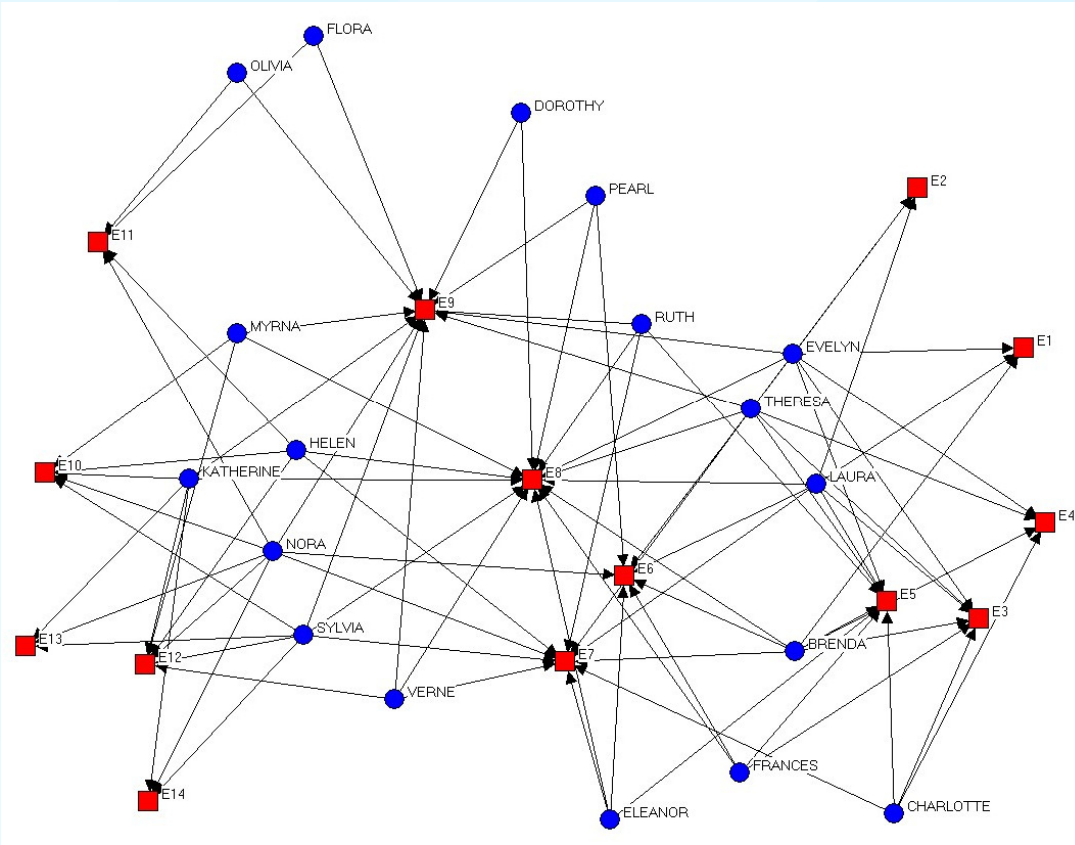
- National BIE Office
- The 4 participating BIE schools
- IHS National IRB
- Portland Area IHS IRB
- Oklahoma City IHS IRB
- Aberdeen Area IHS IRB

BIE Pilot Site Structure

- ❑ 4 BIE boarding schools that serve AI/AN youth.
- ❑ 2-3 adult facilitators per
- ❑ 20 students per group
- ❑ Kick-off off-site retreat, covering sessions 1-5 (or 6)
- ❑ 1 meeting per week
- ❑ Graduation celebration



Peer Educator Selection



- ❑ More than simply tallying totals!
- ❑ Coverage of largest number of cliques
- ❑ Social networking software
 - (UCINET, Lexington, KY)

Evaluation Methods

- ❑ The evaluation included pre- and post-surveys with student participants.
- ❑ A series of focus groups and interviews with students, staff, and administrators.
- ❑ Session fidelity forms.



Qualitative Evaluation Methods

❑ Youth focus groups

- What they liked, learned, and felt most comfortable discussing

❑ Staff and Faculty focus group

- What changes they've seen in students

❑ School Administrator Interviews

- What changes they've seen in the school

❑ Facilitator Interviews

- What they liked, learned, and felt was most useful and/or effective

RESULTS

Qualitative Results

❑ Fidelity Forms

- 19% were completed by all four sites
- All 100% concurrence between proscribed and actual activities
- Need more effective means of measuring adherence

❑ Positive Aspects of the Curriculum

- “There was something in there they could all use. I think each one of them took something out of every one of these topics.” – Facilitator
- “There aren’t really any [activities] that I don’t like.” - Peer educator

Qualitative Results (cont.)



□ Highlighting HIV/AIDS

- “They needed the HIV/AIDS data and stuff, but it seemed to me... [the students] were tired of it. I do [HIV prevention] in the program I do too, because it’s still there, but it seems like everybody’s tired of hearing about it.” -Facilitator

□ Highlighting American Indian Culture

- “I think all of them, at some [point], connected with [it]... I don’t think anybody from our group is from the same tribe. So you had The Man in Maze which [student’s name] associated with... Then there was something in there for [another student’s name], who is [tribal affiliation]. So I think there isn’t anything in here that one of the kids didn’t grasp onto.” –Facilitator

Qualitative Results (cont.)

□ Potential Impacts on Youth and their Community

- “People feel they can trust us, they come up to us for information.” – Peer educator
- “Other students--who are not peer educators--talk to staff more now, because they see the STAND students talking with us and they have heard that we are okay.” – Staff member
- “You just look at life in a different way, I guess. Because a lot of these things...it is all part of life. You grow up with it, you live with it. It just helps you a lot dealing with situations and stuff like that, you know, like what we learned in the [Native STAND] book.” – Peer educator

□ Highlighting the Peer Selection Process

- Somewhat controversial in practice.
- Facilitators voiced wanting more control, specifically veto power.
- In practice, youth were not consistently chosen based upon the criteria.

CHALLENGES AND NEXT STEPS

Challenges

- ❑ No unique IDs
- ❑ Attrition
- ❑ Management/system support
- ❑ Facilitator training/knowledge/comfort



Next Steps



- ❑ Final edits were made to the curriculum, based upon the results of the pilot evaluation.



- ❑ The revised curriculum will continue to be taught.



- Found on www.NativeSTAND.org or www.NativeSTAND.com



- ❑ Ideally, additional evaluation activities will be forthcoming.

Native STAND Videos

- ❑ In 2009, Project Red Talon worked with Longhouse Media to develop eight short videos that accompany the curriculum:
 - Healthy Relationships
 - Teen Sexual Health
 - Condom Demonstration
 - Teen Pregnancy and Parenting Panel
 - Living with HIV/AIDS
 - Drug & Alcohol Youth Panel
 - Role Play: Once is Enough
 - Role Play: This Can't Happen to Me
 - Three student-developed Public Service Announcements
- ❑ Available on YouTube: <http://www.youtube.com/user/Nativestand7>.
Or YouTube Channel: Nativestand7.



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Nativestand7 | July 30, 2010

At the NativeSTAND youth conference in Chehalis, WA (summer 2009), four youth...



36

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Native STAND is a peer education curriculum for healthy decision making for Native youth. It is based on STAND—Students Together Against Negative Decisions—a curriculum that was developed for rural youth in the southern U.S. Native STAND was developed by a workgroup of leaders in the areas of reproductive health, sexually transmitted disease (STD), HIV/AIDS, youth development, curriculum development, evaluation, and Native American health issues. The workgroup included a Native elder, Native youth, and representatives from the National Coalition of STD Directors, the Indian Health Service, the Centers for Disease Control and Prevention, and Mercer University School of Medicine..

CURRICULUM



Facilitator's Manual



Peer Educator Manual



Resource Manual



NATIVE STAND VIDEOS

PSA - I got Culture



A Public Service Announcement filmed by youth participants at the NativeSTAND conference in Chehalis, WA, summer 2009.

Duration:02:40 min
View:225
Uploaded On:30 July 2010

HIV/AIDS Panel Discussion - PART 1



Poppy Miller shares her experiences living with HIV at the NativeSTAND youth conference in Chehalis, WA, summer 2009

Duration:07:15 min
View:18
Uploaded On:10 December 2010

Teen parents - panel

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Thank-you!

For more information please contact Centers for Disease Control and Prevention

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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

National Center for HIV/AIDS, Viral Hepatitis, STD , and TB Prevention
Division of STD Prevention and Control



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