

Analysis of DFCH Native American History, Culture and Core Values Session Evaluation Surveys

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November 13 2015

1. Learning Lab Details

The Division of Family and Community Health (DFCH) Staff attended the Native American History, Culture and Core Values Session on September 9th, 2015. The session was four hours long and featured presentations by two Native American consultants who work with the Practices to Reduce Infant Mortality through equity (PRIME) project. Most of the participants were from DFCH, but there were also several individuals from the Lifecourse Epidemiology and Genomics Division and other Divisions within the Bureau of Family, Maternal, and Child Health.

2. What is your job title? *(Check one answer.)*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Program Analyst/Specialist/Consultant/Coordinator	26	44.8	49.1	49.1
	Administration/Management	9	15.5	17.0	66.0
	Administrative Support (Secretary/General Office Assistant/Departmental Technician)	8	13.8	15.1	81.1
	Epidemiologist/Data Analyst/Epidemiology Project Coordinator or Associate	6	10.3	11.3	92.5
	Other	3	5.2	5.7	98.1
	Student Assistant or Intern	1	1.7	1.9	100.0
	Total	53	91.4	100.0	
Missing	System	5	8.6		
Total		58	100.0		

Most program attendees identified themselves as a Program Analyst/Specialist/Consultant/Coordinator. There were roughly equal numbers of Administrative/Management and Administrative Support participants. A few participants identified themselves as Other.

Which MDHHS Division do you work in? (Check one answer.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family and Community Health	31	53.4	58.5	58.5
	Lifecourse Epidemiology and Genomics	9	15.5	17.0	75.5
	Other	8	13.8	15.1	90.6
	Children's Special Health Care Services	3	5.2	5.7	96.2
	Women, Infants and Children	2	3.4	3.8	100.0
	Total	53	91.4	100.0	
Missing	System	5	8.6		
Total		58	100.0		

As expected the largest proportion of the DFCH Native American History, Culture and Core Values Session participants were from DFCH. There were roughly an equal number of participants from the Division of Lifecourse Epidemiology and Genomics and those from an "Other" Division, which had several participants from Chronic Disease.

3. Which DFCH Section do you work in? (Check one answer.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Women and Maternal Health	16	27.6	39.0	39.0
	Child & Adolescent and School Health Section	14	24.1	34.1	73.2
	Early Childhood Health	6	10.3	14.6	87.8
	Other	5	8.6	12.2	100.0
	Total	41	70.7	100.0	
Missing	None	10	17.2		
	System	7	12.1		
	Total	17	29.3		
Total		58	100.0		

Half of the participants who responded to this question worked in either the Women and Maternal Health Section or the Child and Adolescent and School Health Section. Close to 30% of respondents did not work in one of the sections listed or did not answer.

4. Are you a person of Hispanic, Latino, or Spanish origin? (Check one answer)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	52	89.7	98.1	98.1
	Yes	1	1.7	1.9	100.0
	Total	53	91.4	100.0	
Missing	System	5	8.6		
Total		58	100.0		

Most participants were not of Hispanic, Latino, or Spanish origin.

5. What is your race? (Check all that apply)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	39	67.2	73.6	73.6
	Black or African American	10	17.2	18.9	92.5
	Asian	2	3.4	3.8	96.2
	Bi-racial	1	1.7	1.9	98.1
	Multi-racial	1	1.7	1.9	100.0
	Total	53	91.4	100.0	
Missing	System	5	8.6		
Total		58	100.0		

A majority of the DFCH Native American History, Culture and Core Values Session participants identified themselves as White, with Black/African American as the next largest group. The remaining participants identified themselves as Asian, Bi-racial or Multi-racial.

Pretest and Posttest Self-Rated Competencies

How much do you agree or disagree with the following statements about your level of confidence in successfully conducting these specific tasks?

<i>I am confident I can...</i>	<i>Assessment</i>						<i>Paired t-test</i>
	<i>Pretest</i>		<i>Posttest</i>		<i>Mean</i>	<i>SD</i>	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>			
<i>(1= Strongly Disagree to 5=Strongly Agree)</i>	<i>(n=40)</i>						
7. Explain in specific terms the definition of historical trauma.	2.93	1.05	4.18	.75	-7.47**		
8. Explain in concrete terms how historical trauma has impacted Native American health outcomes.	2.68	.89	4.20	.76	-9.53**		
9. Identify how MDHHS can incorporate the Anishinaabek cultural view of the transition from adolescence to adulthood in providing services.	2.15	.74	3.73	.88	-8.48**		
10. Identify cultural differences that weaken communication between Native American Tribal Governments and Local and State government.	2.65	.98	4.08	.76	-6.94**		
11. Explain Tribal Sovereignty.	2.45	.96	4.23	.77	-9.29**		

** p < .001

Participants showed statistically significant increases in all of the reported self-confidence ratings. Participants on average showed the largest increase in confidence with being able to “Explain Tribal Sovereignty.”

Native American Session Evaluation Questions

10. What kinds of changes (to things like policies, practices, training for staff, service delivery structure, etc.) in public health services would work best with the cultural beliefs and practices of Native Americans?

Summary: Participants reported a desire to include more Native American representatives in decision making processes and to embed Native American cultural values and traditions within programs and services provided to Native Americans. Some participants emphasized the need to respect Native Americans and their culture.

- **Inclusion of Native Americans (10)**

Include the tribe in decision making or brainstorming.

Involving Native Americans in the planning

Include Native Americans in planning and policy development for services etc. We need more input from families and community in all programs

Incorporating Native Americans into advisory council and planning

Submerging in the sub culture. Humility. Ask the people what would work best.

Again inclusion/contacting the appropriate tribal leaders.

Diversity and Inclusion practices

Culturally inclusive

We need to be more inclusive

If we don't have the answers, we need to ask for guidance from the culture we are working with

- **Incorporate Native American Cultural Values (10)**

Incorporating the 7 Generations and other specific beliefs into best practice and policy

Incorporating some of the perspectives and teachings around menarche into our program

Be understanding of Native American beliefs and include their perspective in any policy/guidelines

We need to be sensitive to culture differences when creating policies, practices, training, etc

Keep the Native American culture in mind when developing policies and training

Keep historical perspectives. Not thinking a one size fits all government solution will work for everyone. Consider the individual and culture and history

Specific programming for tribes and reservations

7 Generation impact of our policies

Need to consider spiritual beliefs as we move into communities and working with different people.

Embrace their customs and traditions.

- **Show Respect for Native American Culture (5)**

Respect their culture

More respectful of cultural/spiritual practices

Learning and respecting hierarchy of the tribes

Being respectful that the way we provide services may not be the best fit for this population and how can we change what we do?

In public health services, we should respect the cultural beliefs and practices of Native Americans

- **Unsure (5)**

As I work as support staff and not directly with the public it seems hard to answer many of the questions. I learned a lot from this presentation.

This training with people sharing their personal stories and struggles was very informative

Not sure

Not sure yet- this question requires some more thought

Need to think about this more

- **Additional Trainings on Native Americans in Michigan (4)**

The training would be great for anyone who works with the Native American culture, especially those working in the local health departments

Education is the key and it is imperative to provide more information about the differences among tribes as well as history of our Native American brothers and sisters to the world

Certainly more information is needed for staff.

Diversity training on different cultures will trickle down the system so that when policies are made sensitivity of cultural differences will be considered

- **Revise Current Approach When Working with Native Americans (3)**

Not push work plans and objectives.

Not a top-down program

Slower communication with extended deadlines...give both parties time to consider their responses

- **Develop Relationships with Native Americans (2)**

Gain the trust this (include the tribe in decision-making or brainstorming) way-keep your word

The development of relationships to make the changes needed is what has to happen.

- **Other (5)**

Be more environmentally conscious.

More concern with traditions

Having the time to hear both speakers in entirety was important-> "only" 45 minutes would/could result in platitude-level understanding. From survey perspective, not just translation of instrument or addition of questions

Cultural understanding before judging incorporated into our trainings, policies, practices, etc
NA

11. Given what you know about historical trauma, what will you consider when developing programs and providing services to the Native American community?

Summary: Participants wanted to focus on building trust with the Native American community and to be aware and sensitive to Native American culture when developing and providing programs and services. Some participants desired additional trainings on Native American culture to increase knowledge and cultural competency.

- **Build Trusting Relationships (9)**

Trust building is the primary job, not "the survey" or "the intervention". This involves sharing and change and risk on behalf of MDHHS- release of control.

Trust needs to be rebuilt first until that happens programming will not work. We need to slow down- so programming time frame must be long term

Building relationships and trust between MDHHS and tribal communities. Respecting sovereignty of nations when seeking partnerships

Try to make connections and build trust first

Need to more fully understand the lack of trust that might be present despite all of our good intentions

Working from the understanding that we will not be trusted and there is a reason for that but respect and humility go a long way- building relationships

Being able to communicate with individuals and understand why reluctant to participate. Have to build trust and work on that first

Consider past policies that have resulted in Native Americans distrust of government

Empower -> don't try to push people to just get over it

- **Increase Sensitivity to Native American Experiences and Lifestyles (7)**

Be sensitive to traumas that any individual may have gone through and the family dynamics

Be mindful of the strengths and weaknesses of the generation/culture and how it came to be that way. Be thoughtful/sensitive to what services are wanted/needed

To be sensitive re: cultural differences

Being sensitive to cultural values

Better understanding/keeping in mind the history of oppression

Understanding the intergenerational impacts

We need to remember that we all travel a different road and be sensitive to that

- **Collaborate with Native American Community (5)**

Involve the Native American community in program development so they can feel part of it

We have a duty to reach out to elders, to be inclusive of cultural diversity when making decisions for diverse populations of people

Inclusiveness

I feel this is a group we do not reach out to but we need to

Engagement may be different than with other groups

- **Increase Cultural Awareness in Work Practices (4)**

When developing programs and providing services to the Native American community, we should consider the cultural beliefs and practices of Native Americans.

To add more culturally competent objectives to our programs

Discuss with team during planning to ensure program is appropriate and respectful

Make sure medical providers understand the communities in which they work and understand the cultural difference in health care

- **Incorporate Native American Culture and Values in Programs (4)**

Same as above (Incorporating the 7 Generations and other specific beliefs into best practice and policy)

Specific gifts of specific tribes. Introverted nature of Native Americans. Sense of discipline and ceremony and honor.

Our services and programs must use priorities that are important to Native communities as one of the goals of our work. As opposed to a top-down, outside-in approach that imposes external goals

Consider the idea of children as "gifts" in the family planning context.

- **More Education on Historical Trauma (3)**

Native American community and other races have so many similarities and we need to be more educated about how we have had similar experiences

Research the community to understand historical, economic and social factors that have impacted Native Americans

Be culturally aware of the effects of historical trauma and help identify signs and ways to help prevent, and recover people with effects

- **Other (5)**

I finally get what Alethia Carr was trying to tell me in 2012.

I (?), but we should talk about the impact of historical trauma (?) role that it has on outcomes

NA

Remember the past and don't let it occur again

Understanding their culture

12. Native American cultures often view puberty ceremonies as an important passage into adulthood. Adolescents learn about their new adult roles and how that changes their status and responsibilities within their family and community:

What are some ways that public health service providers can affirm the adult status of Native American adolescents while providing services?

Summary: Several participants wanted to affirm the adult status of Native American adolescents who have celebrated their puberty ceremony. Some participants wanted providers to recognize the ceremony's importance in the adolescent's life. Participants also suggested including the youth in decision-making and to re-evaluate how they determine adult status.

- **Respect and Acknowledge Puberty Ceremony (11)**

While providing services, public health services providers could consider the cultural beliefs that puberty ceremonies are an important passage into adulthood and provide some practices to affirm the adult status of Native American adolescents

To address the Native American practice of puberty ceremonies and affirm their participation

Acknowledgement of cultural activities

Ceremonies for Native American adolescents prepare them for roles of men and women. All youth need sense of structure, guidance, empowerment and pride in self, family and community

Acknowledge their beliefs. Respect their traditions. Understand their ceremonies and meaning. Continue to educate on adulthood and prevent unplanned pregnancy, disease and other negative effects

Can talk about if they have had their puberty ceremony

Not pushing or forcing our dominant society beliefs and values about the roles of adolescents

We need to be more respectful of cultural differences and traditions

Becoming more aware and incorporate knowledge learned today

Understanding the ceremonies of the adolescents during their stage of puberty.

Understanding their culture on how the children are taught about life changes. Society can learn from this.

- **Engage and Empower Youth (6)**

Include the youth voice in programming starting younger than the age the state sets

Treat adolescents as a partner in making health care decisions

Speak to the youth rather than the parent. Ask their opinion and listen to

what they have to say. Consider that they have the discipline for any program/treatment/service we want to provide

This was not emphasized. Include adolescents in decision making

Well, treat them as adults, talk to them as adults

Messages emphasizing personal responsibility and empowering young people to make healthy choices

- **Learn About Puberty Ceremony (3)**

Know the traditions/ceremonies and how the girls should now be treated

My program does not work with adolescents but they could speak to this population with respect and learn about their teachings before "teaching" something that may be opposite or conflict what they have learned from their cultural roots.

By learning more about the ceremonial activities the adolescent goes through and be sensitive to that in developing services to the now adult person

- **Rethink Cultural Definition of Adult Status (3)**

This is an important topic that deserves a thoughtful answer. Many state workers (all?) are taught to see those under 18 as minors and children. Mandatory reporting laws reinforce this. Thus a reconciliation of legal duties with tribal adolescent heritage should be forged by both parties

Asking about an adolescent's status beyond age or grade in school. Allowing time for sharing of connectedness. Recognizing role in communities and including that into service -> respect roles, responsibilities

Reimagine policies around "minor" status

- **Unsure (3)**

?

I'm not sure- how do the tribal communities do it, other than listening to what the adolescents have to say

Need to learn more about this before I know what to do

- **Other (7)**

By making sure program (?) for women. Include these women.

Not relevant to my area

Just keep in mind the deep sense of respect for the individual and discipline they have learned

Respect.

Flexibility in program scheduling

Starting that transition process in conjunction with the puberty ceremony communicating with the family about those needs

How we address this in schools, it's very pushed on children. I wish we would slow down, go back to taking this subject to offer it more appropriately

13. In what ways will this Native American Session help you better address racial health disparities at your job? Please list your ideas of what you could do or would like to do in your job that is different from what you are currently doing.

Summary: Participants suggested developing programs, services and surveys to align with Native American culture and as state health employees they could work on developing respectful relationship. Some participants responded that they needed additional information and a few participants did not know how they could address racial disparities at their job.

- **Adapt Programs and Services for Native American Culture (9)**

Work with local communities to gain input and priorities. Are "our" priorities the same. The state's well-meaning initiatives may conflict with the belief system. Example: Children with special needs or infant mortality may not be viewed as something to "fix"

Population specific programs and services

Program development, survey development, evaluations: Doing these things through the lens of cultural understanding

I'm going to more closely attend to populations' unique difference as we work with PRAMS

Inclusion in program/policy development

In my job, I will be able to think about the differences and disparities that exist and not assume everyone is the same and it's not one size fits all. Certain things may need to be modified.

I have a better understanding of alcoholism and because of this historical info, we are better to create a program.

Also we don't address PTSD in Native Americans.

Being open to various cultures. Sensitive to our differences. Not to institutionalize "one way fits all"

Getting involved with the families/culture to see if we can fill any of the gaps. Possibly send out surveys?

- **Improve Interpersonal Interactions (5)**

Develop personal relationship with tribal health centers

Better empathy for differences from my own experiences

Respect everyone and their culture

Remember to treat all with dignity and respect

Work at non bias preconceived prejudices

- **Better Understanding of Native Americans (5)**

Understanding culture is always helpful

This session has enlightened me about Native American culture so I can better connect with Native Americans if I happen to work closely with a Native American

It will help me better understand infant care practices

I understand the history and ceremonies of Michigan Native Americans better.

This session helped me better understand some health outcomes of Native Americans and better address racial health disparities

- **No Ideas for Work Changes (4)**

Sorry, I work with a database, not direct services

None. We deal with doctors

NA

No significant impact on my program, but will work on improving communication and trust (as a state employee)

- **Use Data to Investigate Disparities (3)**

I'll set aside a bit more time to look at describing disparity using my program's data

I would like to think thru approach to development of surveys and interpretation of results. We don't ask questions about historical trauma, we

ask "personal" trauma. There are "demographic" questions I had no idea about!

Analysis of data and interpretation to include improving historical trauma

- **Learn More About Native Americans (2)**

I want to learn more now and will study on my own. This touched my heart deeply

Have a better understanding of what has historically happened to Native Americans which has led to racial health disparities. I can better address this by learning more about Native American culture and history

- **Other (4)**

In participating with groups that develop trainings in our programming I think that we will include many aspects of what I have learned today

Talk more about historical/intergenerational trauma; talk about ways to heal from trauma

I will continue to be culturally competent. Advocate for diversity and inclusion.

Assess policies and practices of school-based health centers that serve Native American population/clients

14. How did this session on Native American History, Culture & Core Values improve your specific knowledge or skills you use for your job? Please list the specific areas of knowledge or skill development that improved.

Summary: Participants reported that the workshop improved their knowledge of Native American history, culture, traditions, perspectives, and sovereignty. With this knowledge, participants reported they understood the importance of Native American culture, and that this understanding could improve how they interacted with Native Americans.

- **Information on Native American History and Culture (11)**

This session improves my knowledge of the history and culture of Native Americans in Michigan

Helped me to understand the cultural views and historical perspectives

Brought new info to the forefront for me to focus on

Learned lots about traditions

Knowledge of NA traditions.

Increase my knowledge and understanding of Native American community

Better understanding of tribal locations.

Better understanding of the perception of Native Americans of a government program. Better understanding of spiritual beliefs.

I know what a sovereign nation is

History of Native Americans.

Much better understanding of the history of Native American people

- **Improve Interactions with Native Americans through Cultural Awareness and Sensitivity (7)**

Working with families asking questions instead of assuming I know the answer

Improved knowledge of how to communicate with native people and provide services

Have a better understanding of their culture and values. Therefore when initiating programs for Native Americans I can be more sensitive to their cultural needs

Cultural sensitivity related to the Native American

Respect and trust are so important.

Ideas for approaching any group with respect

Humility

- **Information to Use in Future Work (5)**

I will research more, ask more questions, ensure these teachings are remembered when developing programs, policies and education material

This session has provided me a lot of knowledge about Native American culture and would be useful in improving my skills at work in developing culturally sensitive materials

The education- I can take what I learned and educate other stakeholders that not all Native American tribes are the same.

I'll recognize that tribal programs may have different content than non-tribal ones

I did not know the history or even where the tribes were located in Michigan, this helps in planning training locations and how we will promote our family trainings

- **Understand the Importance of Native American Culture and Traditions (5)**

We can go to a traditional ceremony to understand the activities. We can get a calendar of events and don't plan programs around it

Tribe sovereignty and the need to respect it. Medicine wheel and the interconnectedness

Appreciation for importance of the family and supporting parents so they can support their young children

Specific skills in my job will include sensitivity of the importance of cultural diversity

Importance of acknowledging holistic approach or spirituality

- **Native American Puberty (5)**

I learned about the puberty ceremony!

Adolescent passage, coming of age

Concept of adolescence as a special, reflective and solemn time

Better understanding of perception of adolescents.

Puberty rituals- teachings given young people.

- **Native American Historical Trauma (3)**

Impact of historical trauma- how and why it continues.

Knowledge of historical trauma- it's impact on tribes and intergenerational impacts

Better knowledge of where life choices come from. Understanding of the alcoholism and abuse started from

- **Other (6)**

Nothing I can use directly/currently, but possible for the future projects

It informed my reading

I work with data more than people; but I have a greater appreciation for the information freely shared with us by Native mothers.

I thought I was a patient person but it was useful to sit and listen

Understanding core differences

Knowing about different health beliefs, how adolescence and reproductive health of different communities

15. In what ways did this Native American History, Culture & Core Values Session disappoint you or fail to meet your expectations?

Summary: The majority of participants reported being satisfied with the Native American session. Some participants requested additional information on specific topics and to increase the length of the session due to the wealth of information.

• Did Not Disappoint (22)

Nothing disappointing

Nothing

0 (2)

Not disappointing at all

Not at all. I enjoyed it.

not at all

None (2)

NA (4)

Met expectations- excellent information delivered in a personal way

It was interesting

It exceeded my expectations (2)

it didn't

It did not disappoint- it was great!

Did not fail to meet my expectations

Did not disappoint me

Did not disappoint

• Want Additional Information (3)

Would love to have more info on hierarchy

like to know more about culture ie (beading, dress, music) etc

No discussion on Wyandotte, or Huron tribes. In southeast Michigan?

• Need a Longer Workshop to Accommodate Amount of Information (6)

We had to speed through some points

Not long enough

It was such a short time...some of it felt negative, but again, it may be because the focus was on the trauma, disparities and the time frame was too short to fit in everything

It's hard to balance the needs of conveying lots of useful information with a limited time frame (an afternoon session). A session that runs maybe 30 minutes longer but includes time for asking questions would be valuable

Very good, a lot to go over in short amount of time. Seems like there is much more to learn, wish we had more time

A lot of information

- **Other (3)**

People on their phones and disengaged. Concerned about staff who left early and/or came late to the presentation- find that behavior disrespectful that their time is more important than others

It would be great to have small group projects and then come back to talk together. It would also be great to read something now (not before) and discuss as a group

I would caution perpetuating stereotypical belief systems re: other cultures. Ex. Europeans are very matriarchal as well- however settlers from Europe were breaking away during Victorian era- to create their own world- it doesn't necessarily mean that those represented the whole country

16. What would have made this session on Native American History, Culture & Core Values more successful?

Summary: Participants suggested adding more time to the workshop and including more interactive components such as group discussions and more opportunities to ask questions.

- **More Time (5)**

Wish it was longer

Not sure; maybe more time

Not be so rushed

More time

Longer length

- **Information on State and Tribal Relationship (5)**

Learning what can tribes participate in even though they have sovereignty

Learning more about what we can do as state employees when working with tribal communities

More in depth on what is being faced today

Talked more about healthcare and views about wellness and healing

To go more in-depth with the trail of tears and Columbus relationship. Significance of Native American history

- **Opportunities to Move and Interact (5)**

Try to make the session more interactive

More interactive activities between segments (something to allow movement/stretching)

Maybe bring in materials for us to teach and see like dress and ceremonial items

Hands-on activity to help keep from sitting too long. Maybe a panel with interactive discussion?

Getting up and moving every now and then. Long time to sit in same chair. Maybe participate in an American Indian activity?

- **Session was Successful (4)**

Was successful

Very well done

it was successful

I think it was a well planned and meaningful presentation

- **More Time to Ask Questions (3)**

Need more time for Q & A.

More time for questions

A time for asking questions would be valuable

- **No Suggestions (2)**

Nothing

None

- **Other (5)**

I would have loved to have seen a few more digital stories but I can view them later

Would like to hear a male perspective too.

Another break

Rain dancing

Hold the session outside in Nature

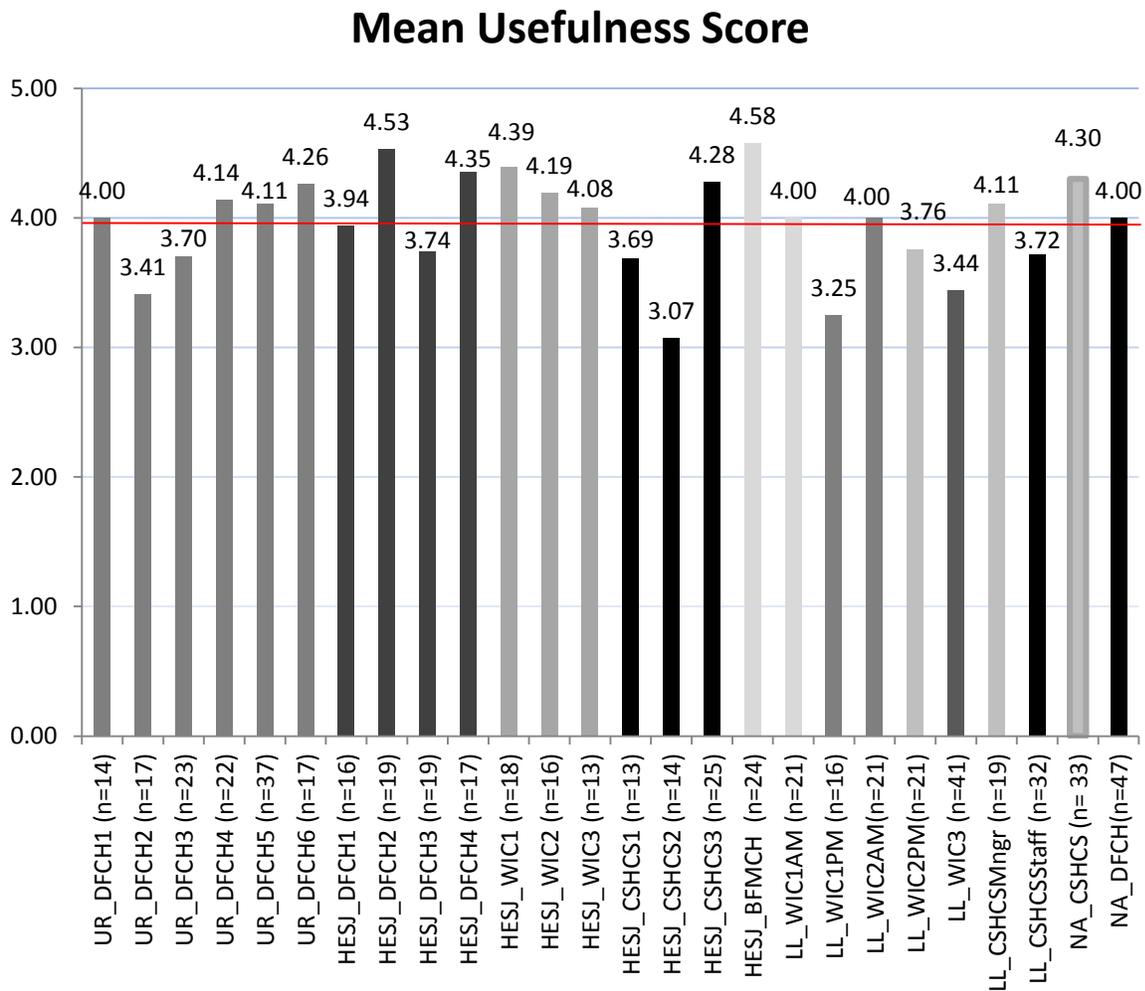
More time on medicine wheel, circle of life, more on use of herbs/healing

**On a five-point scale, how useful was this session for your work?
Circle one answer:**

1	2	3	4	5
Not at all Useful	A little Useful	Somewhat Useful	Very Useful	Extremely Useful

Mean Rating for the DFCH Native American Session: 4.00 (Standard Deviation: .86)
Median Rating for all PRIME workshops (red line in bar chart): 4.00

Comparison of this Mean Usefulness Rating of the DFCH Native American History, Culture and Core Values Session with Mean Usefulness Ratings among 25 other PRIME training events:



- If we offered this session again in the future, would you recommend it to a colleague? *Check one answer:*

Response	<input type="checkbox"/> No	<input type="checkbox"/> Recommend with reservations	<input type="checkbox"/> Recommend with NO reservations
Percent	0.0%	8.7%	91.3%

91.3% of the participants would recommend this session without reservations. Comparison of the percent of participants who would recommend this DFCH Native American History, Culture and Core Values Session without reservations with percent recommendations no reservations among 25 other PRIME training events is shown below. The red line represents the median percentage of participants who would 'Recommend with NO Reservations' across all workshops:

Median Percentage of Recommend with NO Reservations: 75.8%

Percent Recommend With No Reservations

