

Tribal Prevention and Wellness Program and HCA's Partnership with Tribal Governments

Lucilla Mendoza and Nicole Earls, HCA Office of Tribal Affairs

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Land Acknowledgement

We start our presentation with a land acknowledgement. We are meeting virtually from throughout Washington state. Some of the lands within the state's borders are covered by treaties between the tribes and the United States that were signed before there was a Washington state, while other areas are not. Regardless, the employees of the State of Washington are guided by the Centennial Accord, the Millennium Agreement, and chapter 43.376 RCW – respecting and affirming tribal sovereignty and working with our tribal governments throughout the state in government-to-government partnership.

HCA Office of Tribal Affairs

General Contact Information

Email: tribalaffairs@hca.wa.gov

Web: <http://www.hca.wa.gov/tribal/Pages/index.aspx>

Main Phone: 360.725.9959

Fax: 360.725.1754

- ▶ Jessie Dean, Tribal Affairs Administrator
 - ▶ jessie.dean@hca.wa.gov | 360.725.1649
- ▶ Mike Longnecker, Tribal Compliance and Operations Manager
 - ▶ michael.longnecker@hca.wa.gov | 360.725.1315
- ▶ Lucilla Mendoza, Tribal Behavioral Health Administrator
 - ▶ lucilla.mendoza@hca.wa.gov | 360. 819.6575
- ▶ Lena Nachand, Medicaid Transformation Tribal Liaison
 - ▶ lena.nachand@hca.wa.gov | 360.701.6926
- ▶ Jovita Ramirez, Administrative Assistant
 - ▶ jovita.ramirez@hca.wa.gov | 360.725.9959

Regional Tribal Liaisons

▶ ***Peninsula & Pacific Coast region***

Nicole Earls

- ▶ nicole.earls@hca.wa.gov | 360.522.0349

▶ ***Eastern Washington region***

Raina Peone

- ▶ raina.peone@hca.wa.gov | 360.584.6072

▶ ***North Sound region***

Vacant

- ▶ tribalaffairs@hca.wa.gov

▶ ***King, South Sound, and South Cascades region***

Melissa Livingston

- ▶ melissa.livingston@hca.wa.gov | 360.725.9832

State-Tribal government-to-government relations

Agreement between 28 tribes and the state to respect each other's sovereignty and collaborate to improve government services for the people, including those who are dual citizens of the state and a tribe.

**Washington
Centennial
Accord 1989**

RCW 43.376

RCW 43.376.020: State agencies must make reasonable efforts to collaborate with Indian tribes in the development of policies, agreements, and program implementation that directly affect Indian tribes and develop a consultation process that is used by the agency for issues involving specific Indian tribes.

Tribal sovereignty

Recognized by U.S. Supreme Court in 1832

“The Indian nations had always been considered as distinct, independent, political communities, retaining their original natural rights, as the undisputed possessors of the soil, from time immemorial...”

Worcester v. Georgia, 31 U.S. 515, 559 (1832)

Tribal prevention and wellness programs

- ▶ All Tribes provide prevention services using various funding resources.
- ▶ Tribes deliver services to increase protective factors, foster and improve resiliency and decrease risk factors associated with SUD use, misuse and use disorders.
- ▶ Tribal Px and MHPP programming also address ACES and historical and intergenerational Trauma.
- ▶ HCA provides some funding to 28 of the 29 Tribes and two UIHPs for SUD prevention and Mental Health Promotion services.
- ▶ In 2018, 184 prevention programs were supported with these dollars.

Tribal prevention and wellness programs

- ▶ Tribe specific traditional activities and cultural education
- ▶ Gathering of Native Americans (GONA)
- ▶ Healing of the Canoe
- ▶ Incredible Years
- ▶ Life Skills Training
- ▶ Media campaigns to encourage safe storage of prescriptions and marijuana
- ▶ Project Success adaptations, such as Pulling for Success
- ▶ Positive Indian Parenting
- ▶ Question, Refer, Persuade (QPR)
- ▶ Second Step
- ▶ White Bison - Mothers and Daughters of the Traditions, Sons and Fathers of the Tradition

From <https://www.theathenaforum.org/resources-for-providers/tribal-prevention-and-wellness-programs>

Other prevention projects related to prevention and wellness programs

- ▶ Tribal Prevention Gathering
- ▶ Native American and Substance Abuse Skills Training
- ▶ Support EBP trainings for Tribal communities
- ▶ Tribal Opioid Solutions Campaign.
<https://watribalopioidsolutions.com/>
- ▶ Literature review on Tribal best practices using cultural approaches and risk and protective factors that resonate with Tribal communities.
- ▶ Some CPWI communities are within or close to the boundaries of Tribal communities/reservation lands.

State and national prevention initiatives

- ▶ **THRIVE (NPAIHB)** - Media Campaign and youth programming by the NPAIHB.
- ▶ **Pulling Together for Wellness (AIHC)** - Public Health Approach using and indigenous methodology focus on marijuana prevention and suicide prevention through partnerships with DOH. Second round of Tribal Storytelling - The Commission is doing some creative projects that are virtual for the youth and connecting socially to the youth.
- ▶ **Native Transformations** - Research to identify protective and risk factors of Substance Use Disorders more salient with Coast Salish Tribal Communities in the Pacific NW. Extension of the program.
- ▶ **National Native American Technical Transfer Center** (Prevention, Mental Health and Addictions Technical Transfer Center)

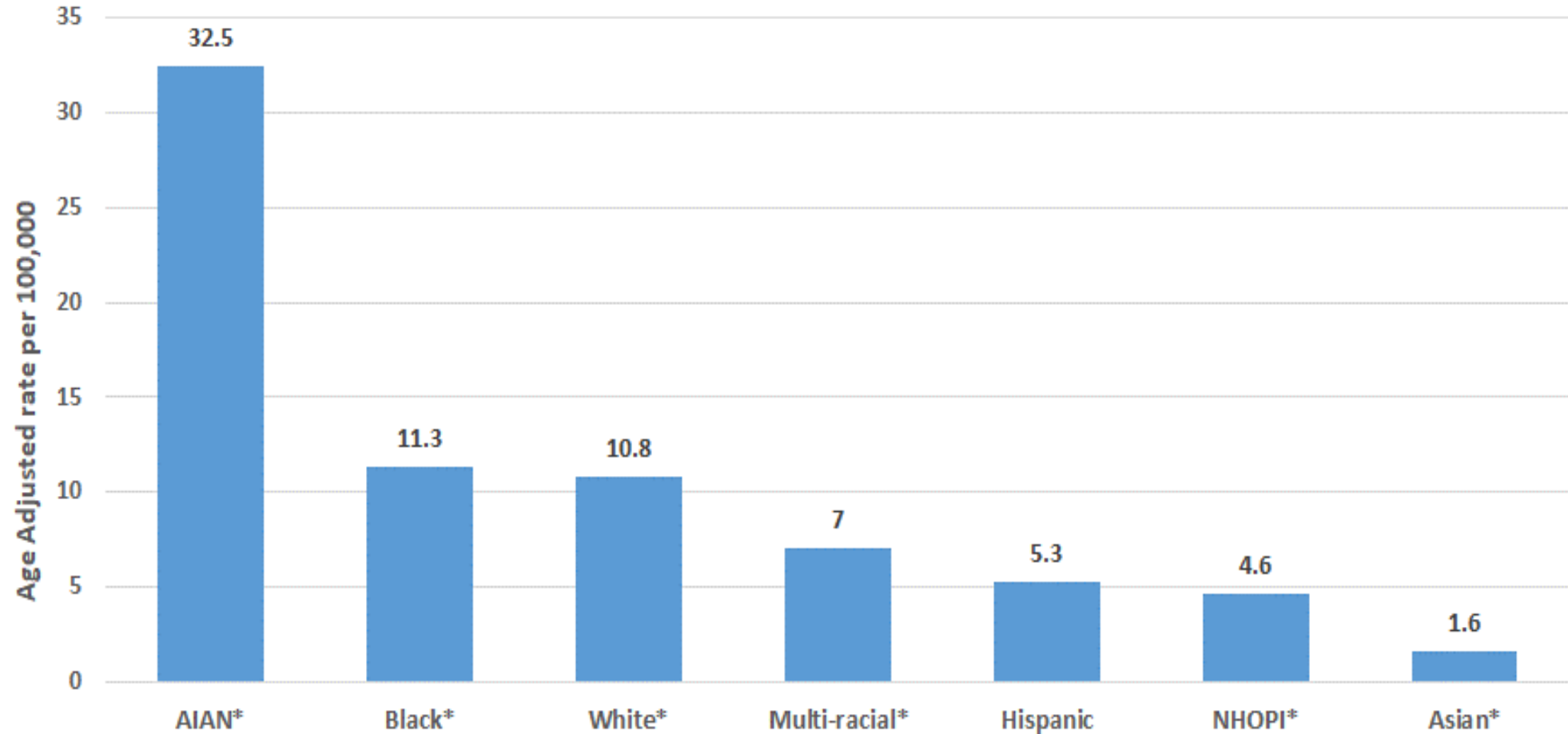
Why we focus on work with Tribes and American Indian/Alaska Native Communities

Results: Severely disparate behavioral health needs Washington State 10th Grade - Washington HYS 2018

	Race					Ethnicity	Gender	
	White	AI/AN	Asian	Black	NHOPI	Hispanic	Female	Male
Alcohol 30 Day Use	19.6%	21.3%	11.8%	13.8%	14.6%	23.5%	18.8%	18.1%
Marijuana 30 Day Use	17.5%	22.0%	10.0%	21.9%	19.1%	23.5%	17.6%	18.2%
E-Cigarette 30 Day Use	23.6%	25.4%	12.1%	20.9%	19.4%	23.8%	21.6%	20.7%
Pain Killer 30 Day Use	3.1%	5.7%	2.0%	4.1%	4.8% ^{NR}	5.5%	2.9%	4.3%
Any tobacco (excluding vape) 30 Day Use	8.2%	10.2%	3.1% ^{NR}	8.0%	NA	10.3%	5.2%	6.9%
Sad/Hopeless in Past 12 Months	39.1%	52.9%	37.3%	39.5%	46.8%	41.8%	48.3%	31.0%
Suicide Ideation	23.3%	30.0%	21.9%	24.4%	24.7%	22.0%	27.9%	17.6%
Suicide Plan	17.9%	19.6%	17.2%	17.0%	17.4%	19.9%	21.5%	14.2%
Suicide Attempt	9.6%	15.3%	8.2%	9.9%	11.1%	12.7%	11.7%	8.3%
Bullied in the past 30 days	21.2%	29.3%	15.8%	18.0%	17.6%	16.4%	22.2%	16.1%

Washington State Substance Use Disorder Prevention and Mental Health Promotion Five-Year Strategic Plan

Opioid Overdose Rates by Race/Ethnicity (2014-2018) (Drug overdose deaths involving any opioid)

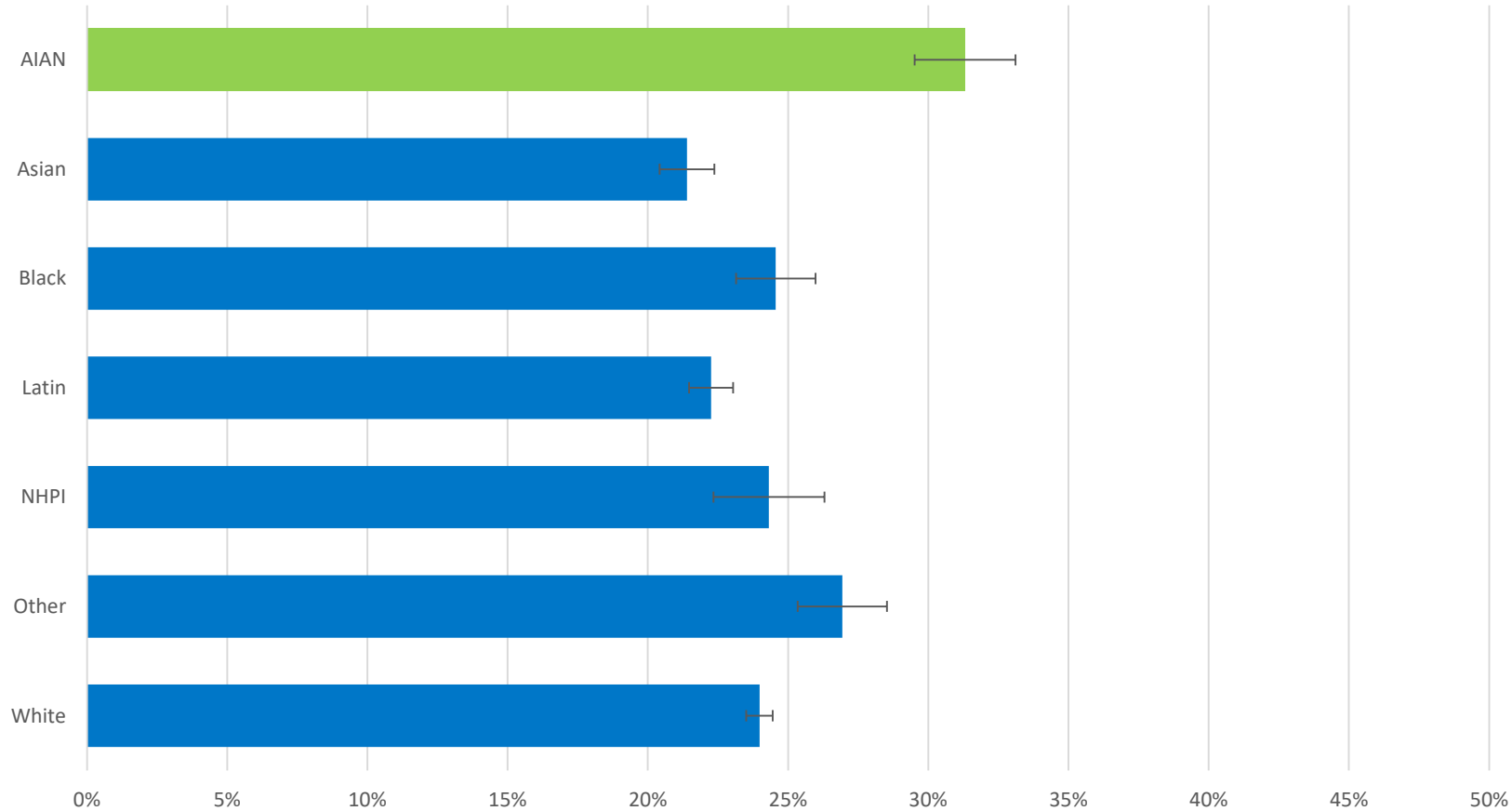


* Non-hispanic; AIAN: American Indian/Alaskan Native
NHOPI: Native Hawaiian and Other Pacific Islanders

Source: WA Death Certificates

2018 Grade 10 Contemplated Suicide

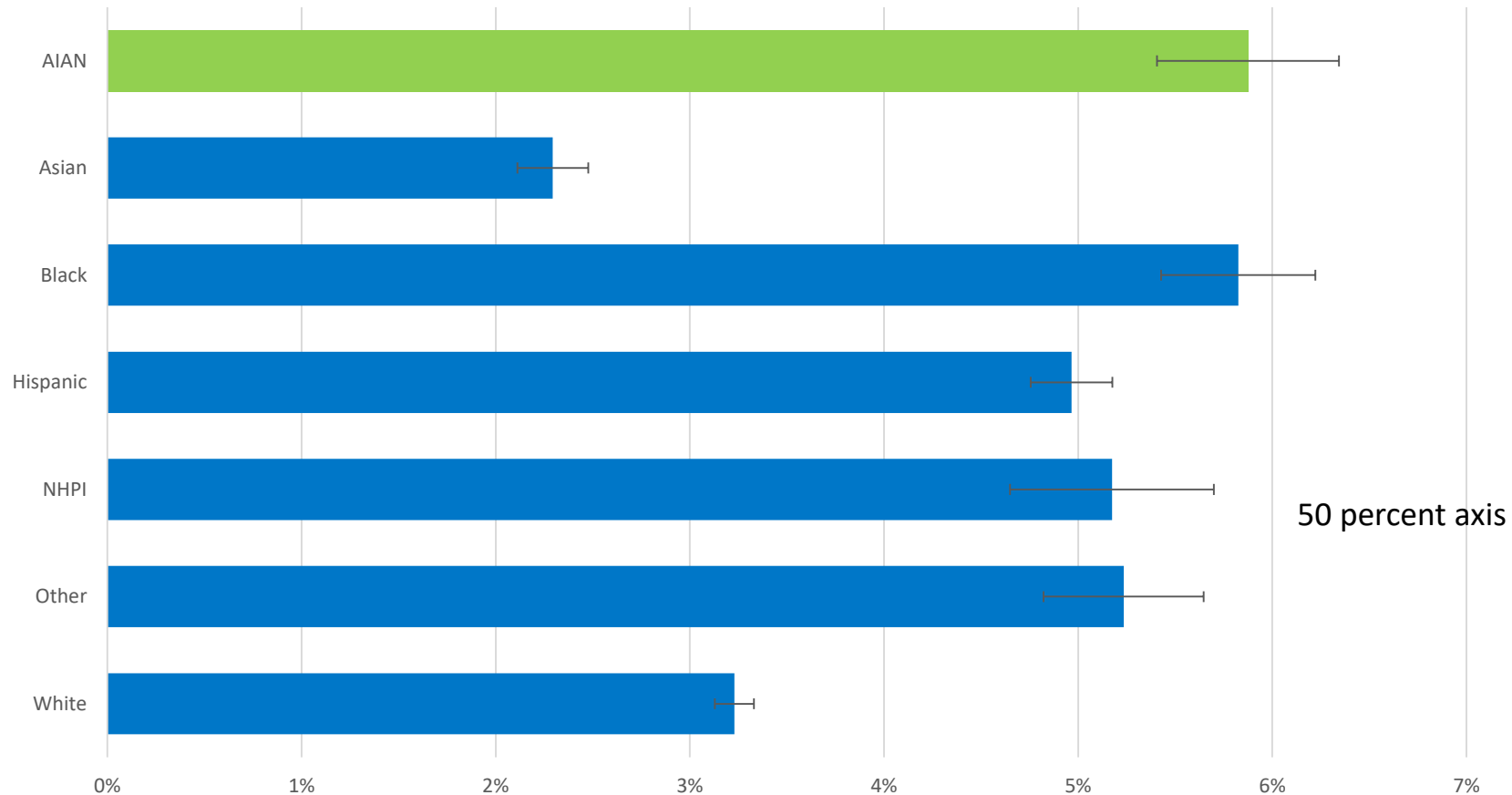
During the past 12 months, did you ever seriously consider attempting suicide?



Source: 2018 Healthy Youth Survey Census Sample
Any youth responding positively to category

2018 Grade 10 Used a Painkiller to Get High

During the past 30 days, on how many days did you: Use a pain killer TO GET HIGH, like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)?

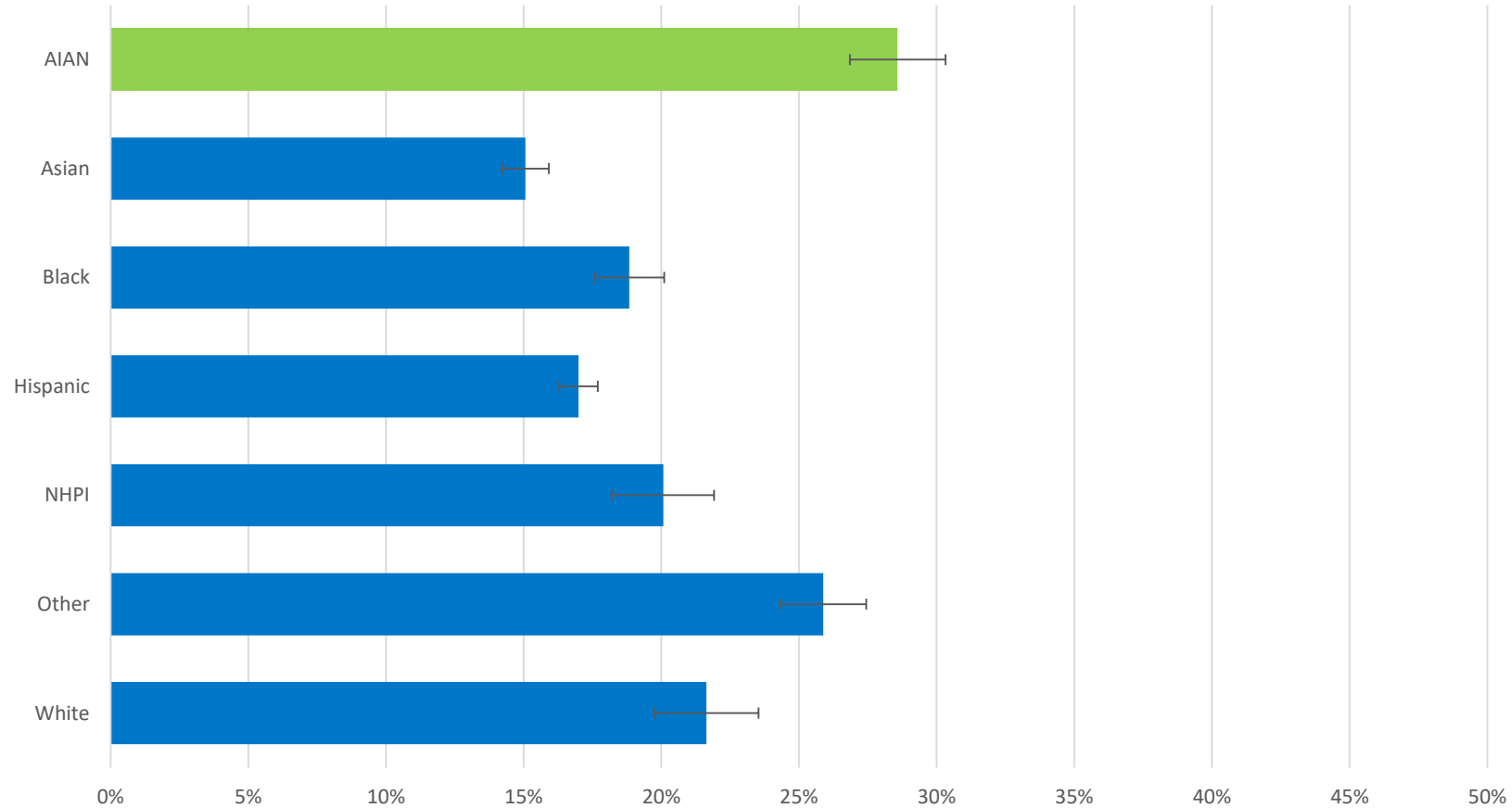


Source: 2018 Healthy Youth Survey Census Sample
Any youth responding positively to category

2018 Grade 10 Bullied

In the last 30 days, how often have you been bullied?

Bullying is when one or more students threaten, spread rumors about, hit, shove, or otherwise hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.



Source: 2018 Healthy Youth Survey Census Sample
Any youth responding positively to category

Best government-to-government practices

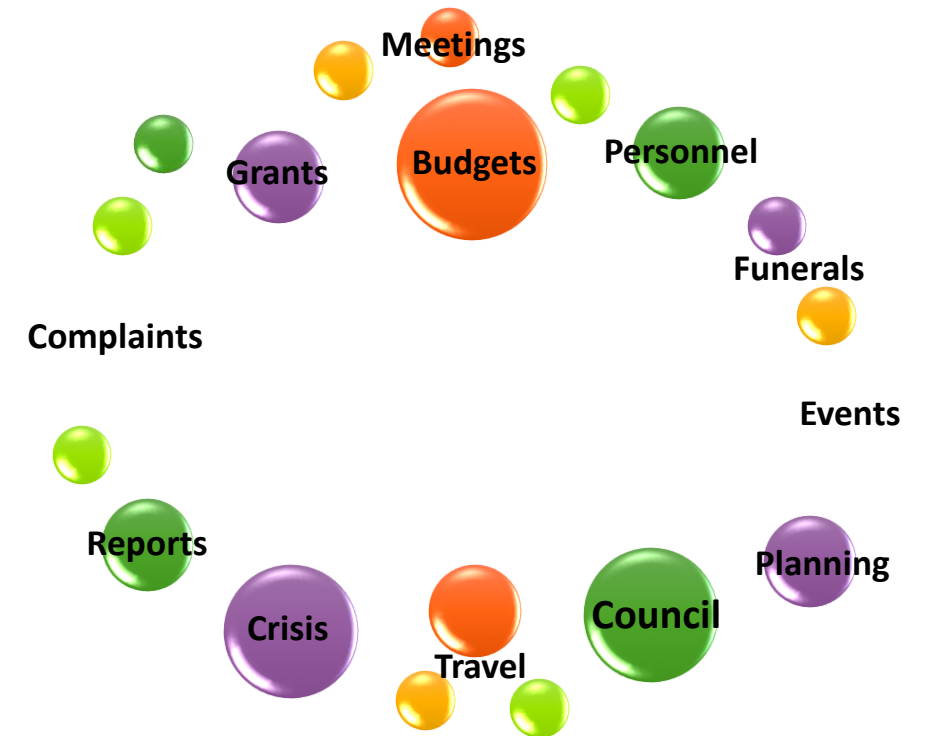
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Best practices to rebuild trust

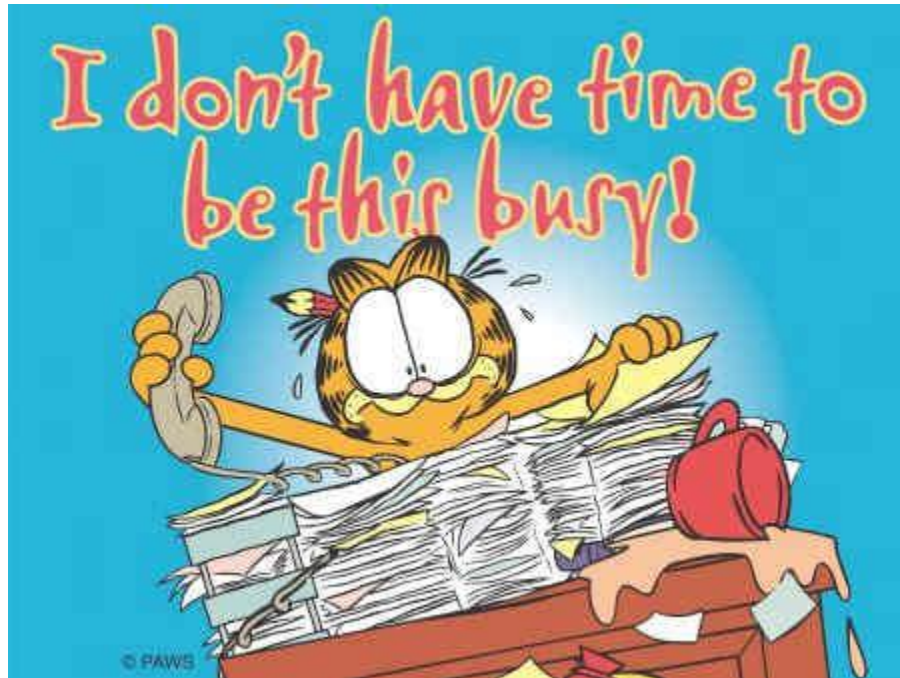
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- ▶ Land Acknowledgements

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Tribal Directors: Workload



Meetings, Committees, Workgroups

ATNI – Annually, 5 days
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HHS-TTAG – Quarterly, 3 days
IPAC – Quarterly, 2 days
IPAC Subcommittees – Monthly, 1-2 days
TPAC – Quarterly, 1 day
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AIHC – Quarterly, 1 day
AIHC Workgroups – Monthly, 1-2 days
NCAI – Annually, 5 days
NIHB – Annually, 5 days
MTM – Monthly, .5 day
TCOW – Monthly, .5 day
TCBHAB – Monthly, .5 day
Grantee Meetings – Annually, 3 days each (~5/year)

=~140 days/year

Indigenous culture is prevention, intervention, treatment, and recovery

❖ Why indigenous culture is healing



Culture is prevention: Key points

Connecting people to their culture and heritage saves lives

- ▶ Builds self-esteem
- ▶ Grounds values
- ▶ Creates belonging
- ▶ Gives life purpose
- ▶ Engenders pride in one's people and oneself

All against the backdrop of 200 years of cultural and societal destruction, racism, and degradation.

What is culture

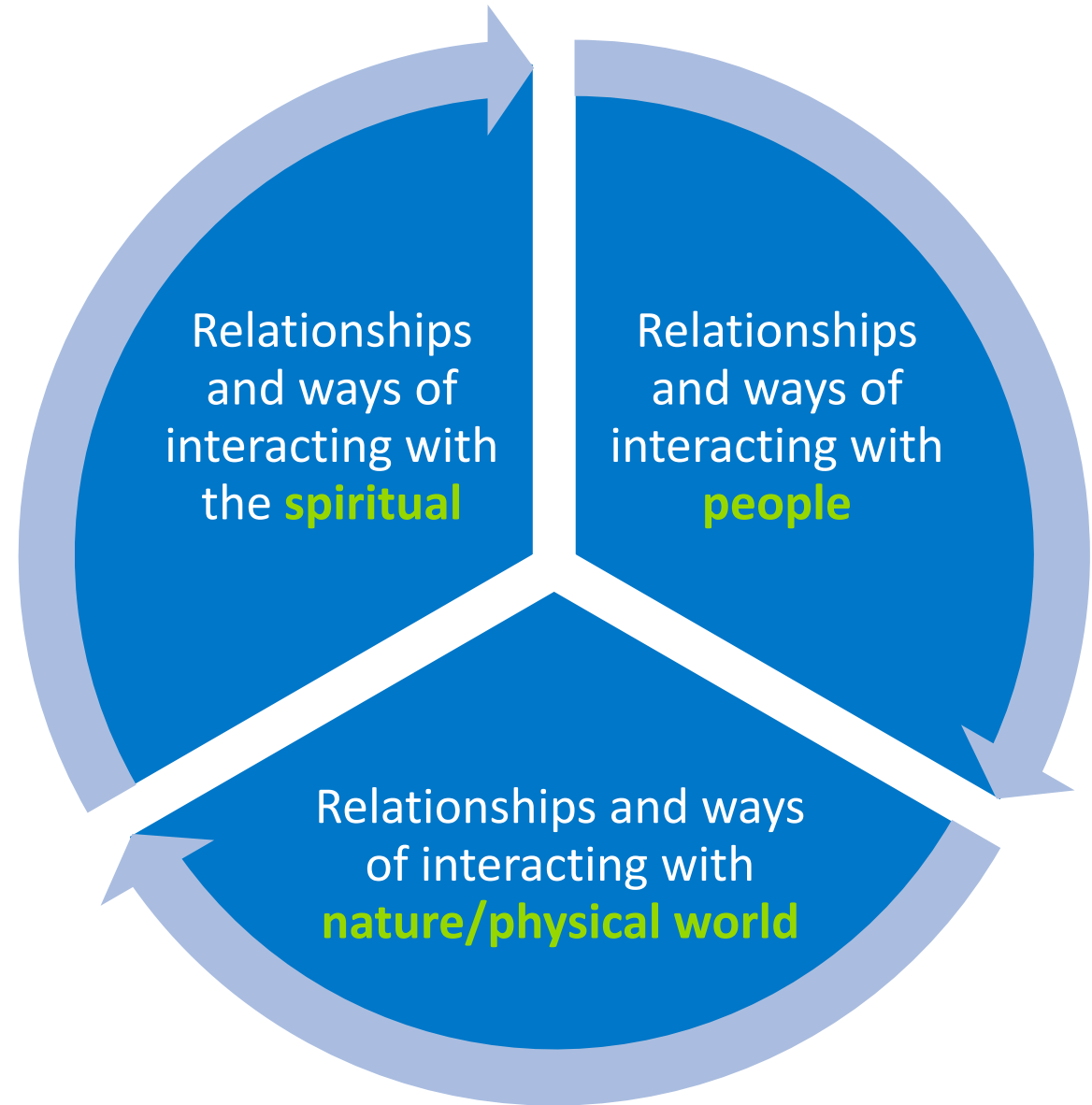


Bayman, D. (2019, February 1). Northwest Profiles: Spokane Tribe Culture Week [Video file]. Retrieved from <https://youtu.be/GMfWGm0eu3g>.

What is culture:

Key points

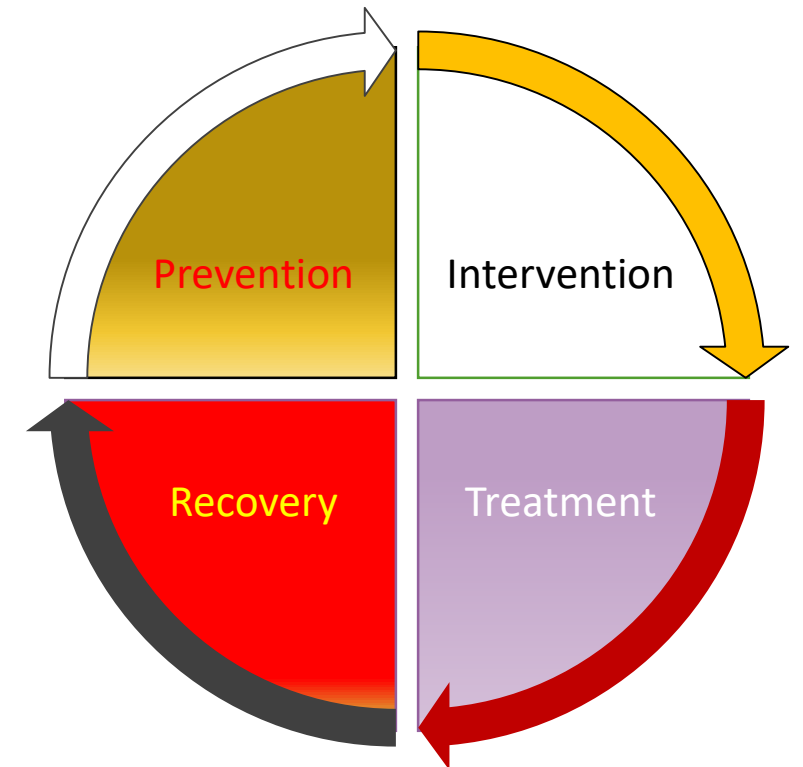
- ▶ Arts and artifacts are the product of culture, they are not culture
- ▶ Culture is the way of living taught in interactions of teacher and student



Cultural adaptation of programs

“There is growing evidence that culturally specific health interventions are highly successful.... However, some health interventions can be culturally superficial and seen as insufficient if all that is included is a cultural image, such as feathers or drums.... In culturally centering an intervention, culture is not just seen as a set of beliefs or images but as people’s agency, voice, and power in the creation of the intervention while creating knowledge and reciprocal learning that can integrate culturally supported Indigenous practices and values.”

(Belone et al., 2017)



Cultural adaptation and Western models

Cultural adaptation, by definition, challenges a key premise of the Western scientific model: That science can uncover interventions that work across all people.

“It is also important to recognize that the unique cultural characteristics and traditions of the more than 560 federally recognized tribes in the U.S. may limit the generalizability of interventions across tribes, requiring community-informed and tribal-specific adaptations.” (Donovan et al., 2015)



Program adaptation: Family Listening Circle

Community-Based Participatory Research (CBPR) requires equal involvement of the tribal community in all phases of the research study.

In CBPR, a Tribal partner is engaged and are equal research partners, thus providing a promising approach in actively eliminating health disparities in Tribal communities (Belone et al., 2017)

Table 1

Navajo, Pueblo, and Apache sessions of the Family Listening/Circle Program

Sessions	Navajo curriculum	Pueblo curriculum	Mescalero Apache curriculum
1	Welcoming	Welcoming	Welcoming
2	My family	Family dinner	Apache history (part I)
3	Navajo history	Pueblo history	Apache history (part II)
4	Navajo way of life	Pueblo way of life	My family
5	Our Navajo vision	Our Pueblo vision	Apache way of life
6	Community challenges	Community challenges	Apache vision
7	Community and help seeking	Communication and help seeking	Community challenges
8	Recognizing types of anger	Recognizing types of anger	Communication, help seeking, and problem solving
9	Managing anger	Anger management	Recognizing types of anger and managing anger
10	Problem solving	Problem solving	Being different and positive relationships
11	Being different	Being different	Building social support
12	Positive relationships	Positive relationships	Making a commitment and community project presentations
13	Building social support	Building social support	
14	Making a commitment and CAP presentations	Making a commitment and CAP presentations	

Canoe Journeys and Healing of the Canoe



▶ Canoe Journeys

- ▶ Annual event
- ▶ Very visible example of tribal cultural renaissance
- ▶ Ties paddlers and supporters to the land, the water, the ancestors

▶ Healing of the Canoe

- ▶ Project to develop a community-driven, culturally relevant substance use disorder and mental health intervention
- ▶ Developed to establish a best practice model

Canoe Journeys involve continuous cultural activities



Cedar tree



Cedar strips



Cedar bark strips



Cedar rolls



Cedar regalia,
attire, baskets

- ▶ Canoe Journeys is more than the physical journey and related preparation
- ▶ Creation of the regalia, attire, and baskets from cedar is a two-year process: harvesting, curing, cleaning, soaking, cutting, drying, weaving

Program adaptation: Healing of the Canoe

- ▶ Two Washington Tribes
- ▶ Ten miles apart
- ▶ Same intervention
- ▶ Different adaptations
- ▶ Developed by each tribe for each tribe



Community-driven, culturally grounded prevention interventions, derived from the beliefs and values of a given tribe or culture, appear to be more acceptable and potentially more effective for AI/AN youth than EBPs developed with non-Native populations ([Gone & Calf Looking, 2011](#); [Hawkins et al., 2004](#); [Lane & Simons, 2011](#); [Lowe et al., 2012](#); [Moran & Reaman, 2002](#); [Nebelkopf et al., 2011](#); [Okamoto, Helm, Pel, McClain, Hill, & Hayashida, 2014](#)).

Table 1

Sessions Included in the Holding Up Our Youth Curriculum

Suquamish



Session Title	Session Goals/Focus*
1. The Four Winds/Canoe Journey as a Metaphor	<ul style="list-style-type: none"> Introduce and discuss the Four Winds, a traditional Suquamish spiritual concept that can be used to frame daily life and teach life skills; discuss the Northwest Native traditional Canoe Journey and how it can serve as a metaphor for life. Other traditional Suquamish beliefs are also discussed. Information about alcohol is also included
2. How am I Perceived? Media Awareness and Literacy	<ul style="list-style-type: none"> Focus on how American Indians/Alaska Natives are portrayed in the media; learn how to recognize when stereotypes are being used, how AI/AN culture has been exploited, how AI/AN history has been misrepresented, and how to stand up against stereotypes. Information about prescription drugs is also included.
3. Who am I? Beginning at the Center	<ul style="list-style-type: none"> Learn about Suquamish values, traditional ways to introduce oneself, self-awareness and integrity, and how to use the concept of the Four Winds as a part of selfdefinition. Participants are encouraged to explore the idea of a physical self, mental self, emotional self and spiritual self. Information about marijuana is also included.
4. Community Help and Support: Help on the Journey	<ul style="list-style-type: none"> Learn about the importance of community, how they are a part of many communities, and the importance of giving back to their community; learn how to identify where they can go for help in their own community; learn about what it means to be a mentor and how they can become mentors for those around them. Information about club drugs and stimulants is also included.
5. Who Will I Become? Goal Setting	<ul style="list-style-type: none"> Explore what kinds of goals are important and learn a step-by-step approach to setting goals; begin to understand the importance of goal setting and learn how to cope with obstacles that might hinder achieving set goals. Information about hallucinogens is also included.
6. Overcoming Obstacles: Solving Problems	<ul style="list-style-type: none"> Learn how to recognize when they are having a problem, learn ways to solve problems and make good decisions, and discuss where they can go when they do have a problem; learn how to define a problem, brainstorm solutions, pick the best solution, make and act on a plan, and review/revise the plan if needed. Information about nicotine is also included.
7. Listening	<ul style="list-style-type: none"> Teach listening skills - effective listening is discussed; the importance of listening is illustrated through storytelling and other traditional activities. Suquamish values stress respect and the belief that you must be an effective listener before you can become an effective communicator. Information about methamphetamines is also included.
8. Effective Communication: Expressing Thoughts and Feelings	<ul style="list-style-type: none"> Teach effective communications skills, how to disagree respectfully, refusal and assertiveness skills and how to deal with peer reactions to assertiveness; participants practice positive ways to resolve conflict and to express feelings.

*Traditional stories, cultural activities and speakers from the community are woven throughout the sessions.

Table 2

Sessions Included in the Navigating Life the S'Klallam Way curriculum

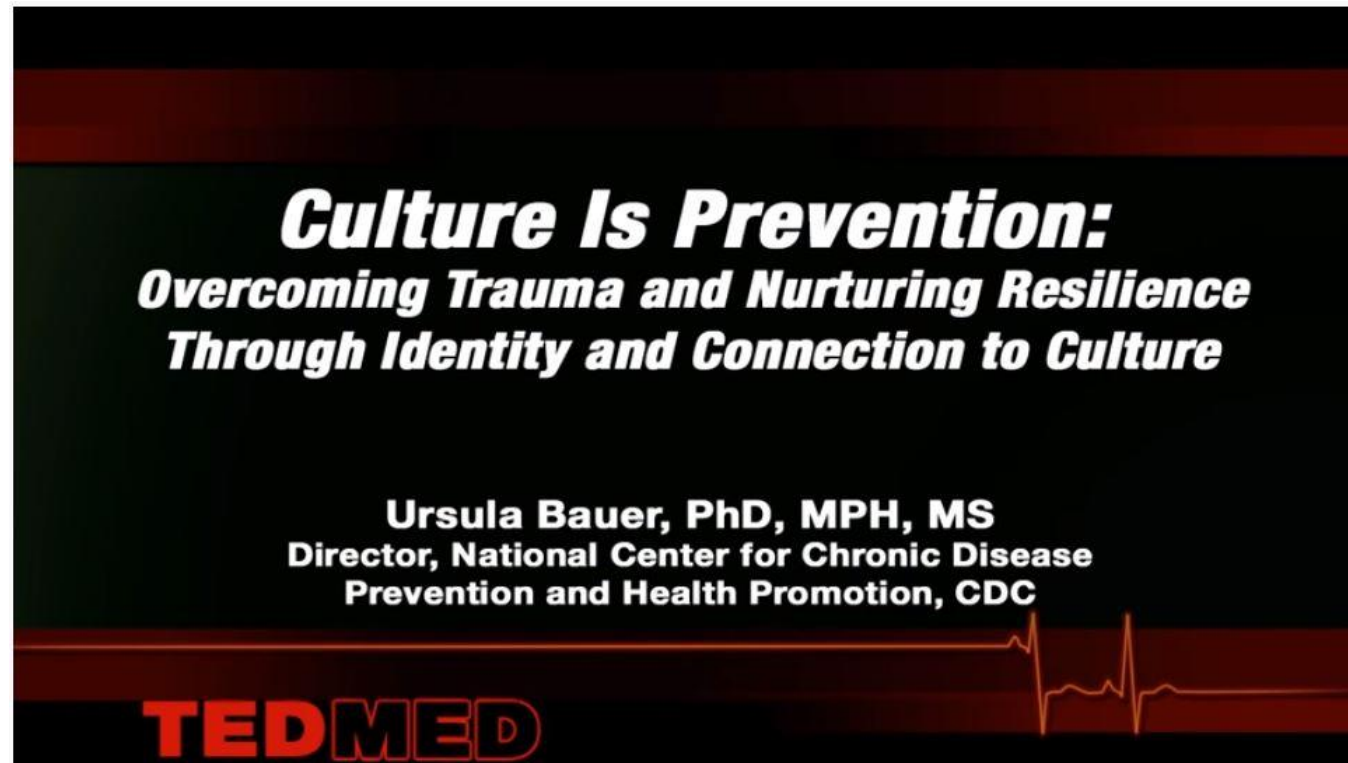
Port Gamble S'Klallam



Session Title	Session Goals/Focus*
1. The Four Seasons/Canoe Journey as a Metaphor	<ul style="list-style-type: none"> • Introduce and discuss the Four Seasons, a traditional S'Klallam concept used to frame daily life and teach life skills, a schedule set by nature that S'Klallam livelihood revolved around • Discuss the Northwest Native traditional Canoe Journey and how it can serve as a metaphor for life. Each session ends with a reflection back to this concept. Other traditional S'Klallam beliefs are also discussed. • Information about alcohol is also included.
2. Who am I? Beginning at the Center	<ul style="list-style-type: none"> • Learn about S'Klallam values, traditional ways to introduce oneself, self-awareness genealogy, family ties and integrity, and how to use the concept of the Four Seasons as a part of self-definition. Participants are encouraged to explore the idea of a physical self, mental self, emotional self and spiritual self. • Information about marijuana is also included.
3. How am I Perceived? Media Awareness and Literacy	<ul style="list-style-type: none"> • Focus on how American Indians/Alaska Natives, and specifically the S'Klallam people, are portrayed in the media; learn how to recognize when stereotypes are being used, how AI/AN culture has been exploited, how AI/AN history has been misrepresented, and how to stand up against stereotypes. • Information about prescription drugs is also included.
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5. Moods and Coping with Negative Emotions	<ul style="list-style-type: none"> • Learn about different emotions and positive and negative self-talk; learn about depression and suicide, how to cope with negative emotions and difficult situations, and how to find a safe person or place to express emotions. • Information about inhalants is also included.
6. Who Will I Become? Goal Setting	<ul style="list-style-type: none"> • Explore what kinds of goals are important and learn a step-by-step approach to setting goals; begin to understand the importance of goal setting and learn how to cope with obstacles that might hinder achieving set goals. • Information about hallucinogens is also included.
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Culture is prevention



Bauer, U. (2016, April 6). Culture is Prevention [Video file]. Retrieved from <https://youtu.be/dNuJgH2Tzw>.

Culture is prevention: Key points

After more than two hundred years of failed policies in Indian Country, we need to get out of the way to the maximum extent permitted under applicable law.

- ▶ Tribal control rebuilds capacity for testing programs and evaluating efficacy
 - ▶ Tribes provided services to address their people's needs for centuries before the U.S. interfered and imposed their "best practices" of the moment
- ▶ Tribal control relies on tribal government feedback loops
 - ▶ Tribal elections and personal communications are more responsive than grievance processes, public hearings, or state oversight
- ▶ Tribal control involves state agencies playing a supportive role
 - ▶ State agencies share what has worked in other situations, tribal and non-tribal
 - ▶ State agencies use trauma-informed communication styles of helping, rather than approving

Best practices to support culture as healing

- ▶ Accept that we are not the experts
- ▶ Give up control to the experts – who are the ones steeped in their culture, implementing the programs with their people
- ▶ Shift our mindset from controlling (e.g., we must approve) to supporting (e.g., we are here to help)

Best government-to-government practices

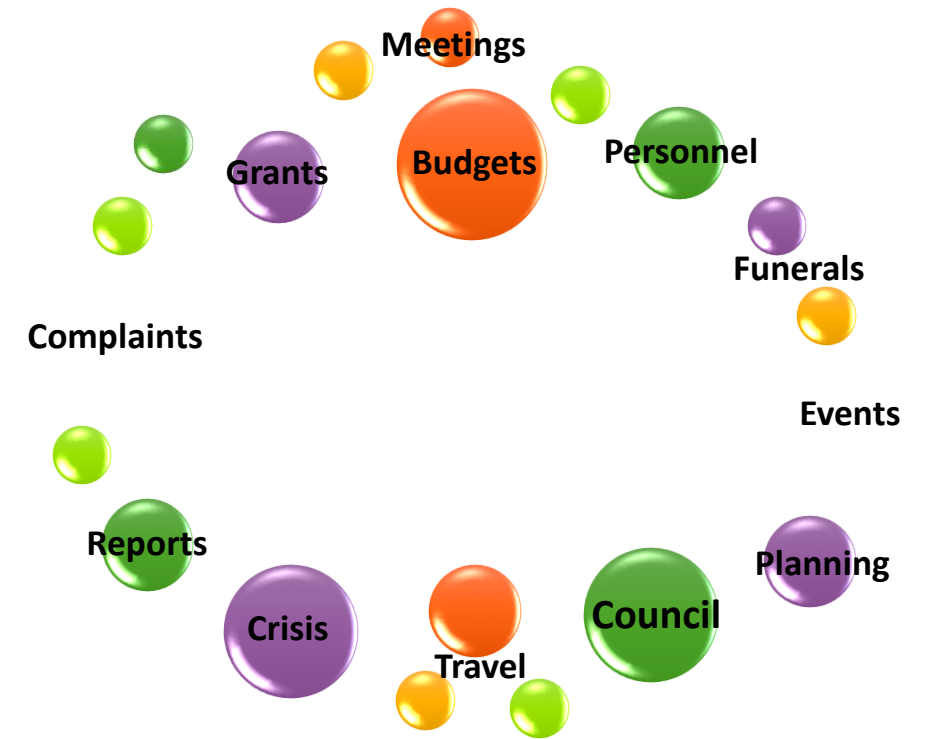
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References/Resources

- ▶ Belone, L., Orosco, A., Damon, E., Smith-McNeal, W., Rae, R., Sherpa, M. L., ... & Wallerstein, N. (2017). The piloting of a culturally centered American Indian family prevention program: A CBPR partnership between Mescalero Apache and the University of New Mexico. *Public health reviews*, 38(1), 30. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5785102/>.
- ▶ Donovan, D. M., Thomas, L. R., Sigo, R. L. W., Price, L., Lonczak, H., Lawrence, N., ... & Purser, A. (2015). Healing of the Canoe: Preliminary results of a culturally grounded intervention to prevent substance abuse and promote tribal identity for Native youth in two Pacific Northwest tribe. *American Indian and Alaska native mental health research* (Online), 22(1), 42. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4374439/>.
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Videos

- ▶ Spokane Tribe Culture Week
 - ▶ <https://youtu.be/GMfWGm0eu3g>
- ▶ TEDMED: Culture is Prevention
 - ▶ <https://youtu.be/dNuJgH2Tzw>

Additional Resources

- ▶ [Healing of the Canoe Journal Articles](#)
- ▶ [SAMHSA Tribal Technical Center](#)
- ▶ National American Indian and Alaska Native Tribal Technical Transfer Centers ([Prevention TTC](#), [Addiction TTC](#), [Mental Health TTC](#))
- ▶ [SAMHSA TIP 61](#)
- ▶ [Native Transformations Project](#)
- ▶ [Oregon's Best Practices List](#)
 - ▶ [Many Pathways to Follow](#)
- ▶ SAMHSA Cultural Approaches to Prevention
 - ▶ [Culturally-Informed Programs](#)
 - ▶ [Cultural Factors that Protect Against SUD and Promote MH](#)
- ▶ [NWPAIHB – Tribal Opioid Strategic Agenda](#)
- ▶ [National Indian Health Board – Indian Health Agenda](#)
- ▶ [Wellbriety Movement \(prevention, treatment and recovery\)](#)



Thank you!