

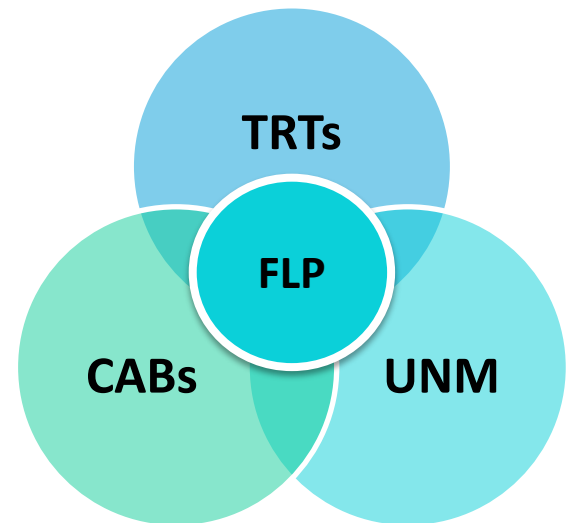
Consortium for Cancer Implementation Science National Cancer Institute

Engaging Community Partners

**Nahata Dziil Community Advisory Board
Member**

**University of New Mexico College of
Population Health**

October 05, 2023



Title: Family Listening Program (FLP) Culturally-Centered Dissemination & Implementation Project

Funder: National Institute on Minority Health and Health Disparities

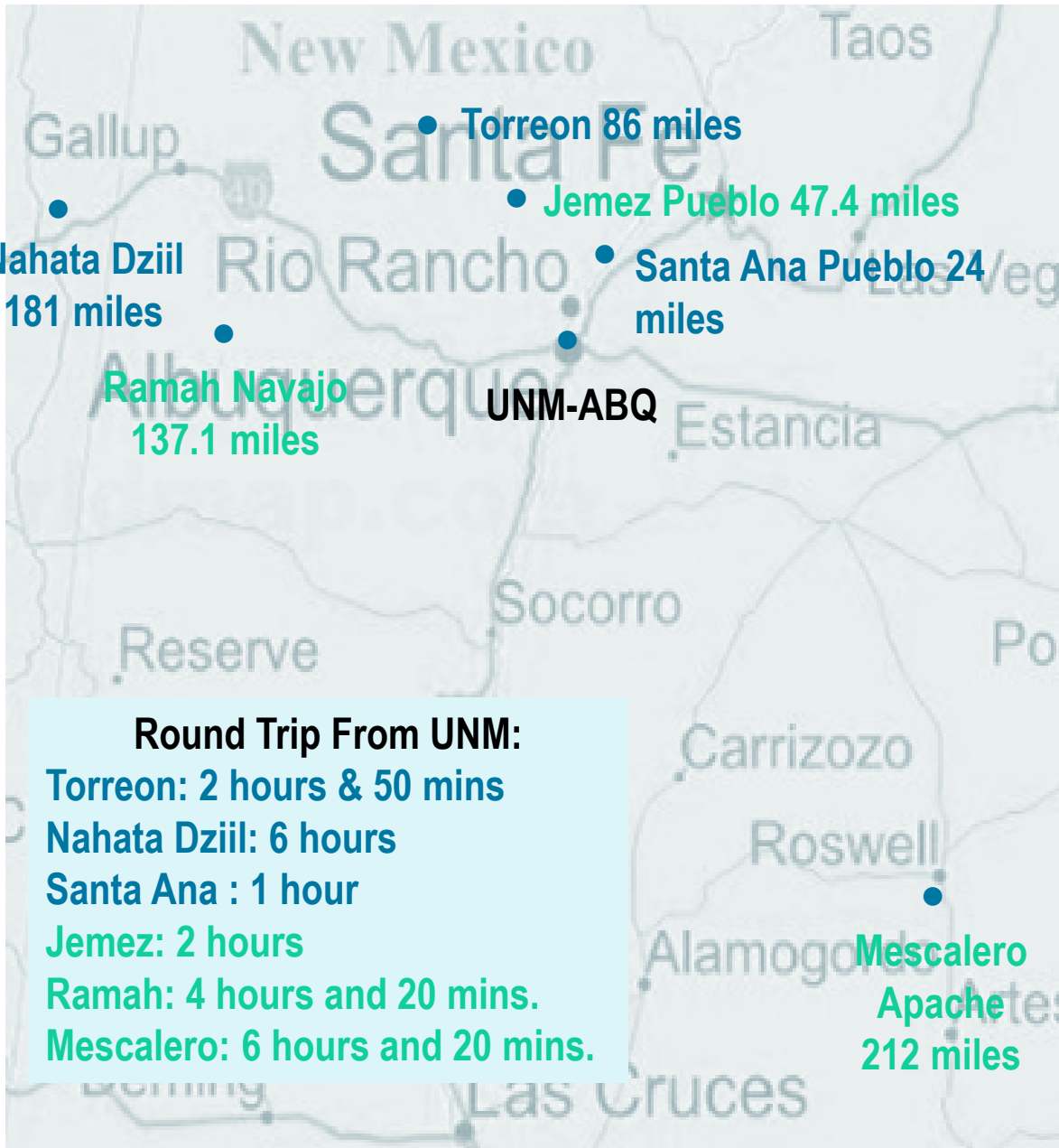
Project Dates: September 26, 2020 – June 30, 2025

Specific aims:

Aim 1. To explore and assess the implementation context for the FLP program with three new southwest tribal communities;

Aim 2: To prepare and refine the CBPR-CCS implementation strategy in three new southwest tribal communities; and

Aim 3: To implement and evaluate the CBPR-CCS implementation strategy and test the effectiveness of the FLP program with the goal of sustainment in the three new southwest tribal communities.



Round Trip From UNM:
 Torreon: 2 hours & 50 mins
 Nahata Dziil: 6 hours
 Santa Ana : 1 hour
 Jemez: 2 hours
 Ramah: 4 hours and 20 mins.
 Mescalero: 6 hours and 20 mins.

Tribal Research Teams

- Jemez Pueblo
- Mescalero Apache
- Ramah Navajo

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**Community Advisory Boards**

- Nahata Dziil
- Torreon/Star Lake
- Santa Ana Pueblo

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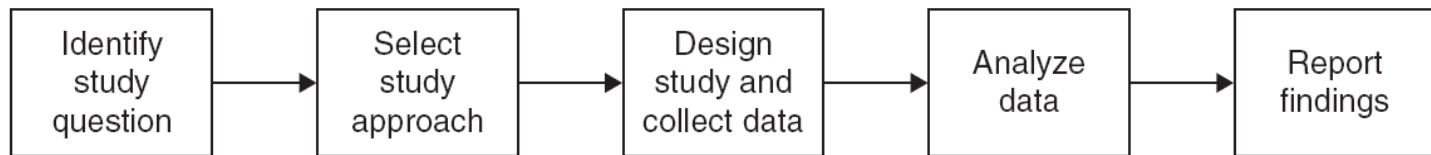
UNM Research Team

- College of Population Health
- College of Education and Human Sciences Health
- Comprehensive Cancer Center

Community-Based Participatory Research (CBPR)

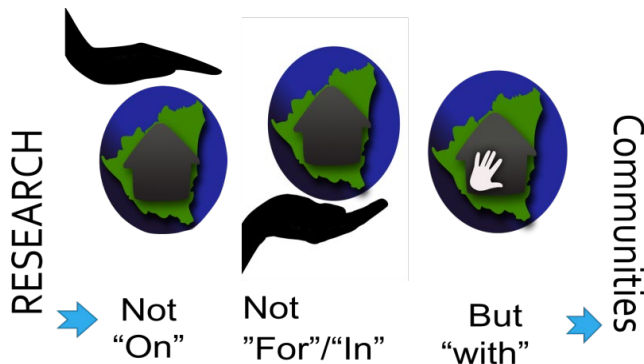
“ Collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities.”

W.K. Kellogg Community Scholar's Program (2001)



Source: Jacobsen, 2017

CBPR Principles



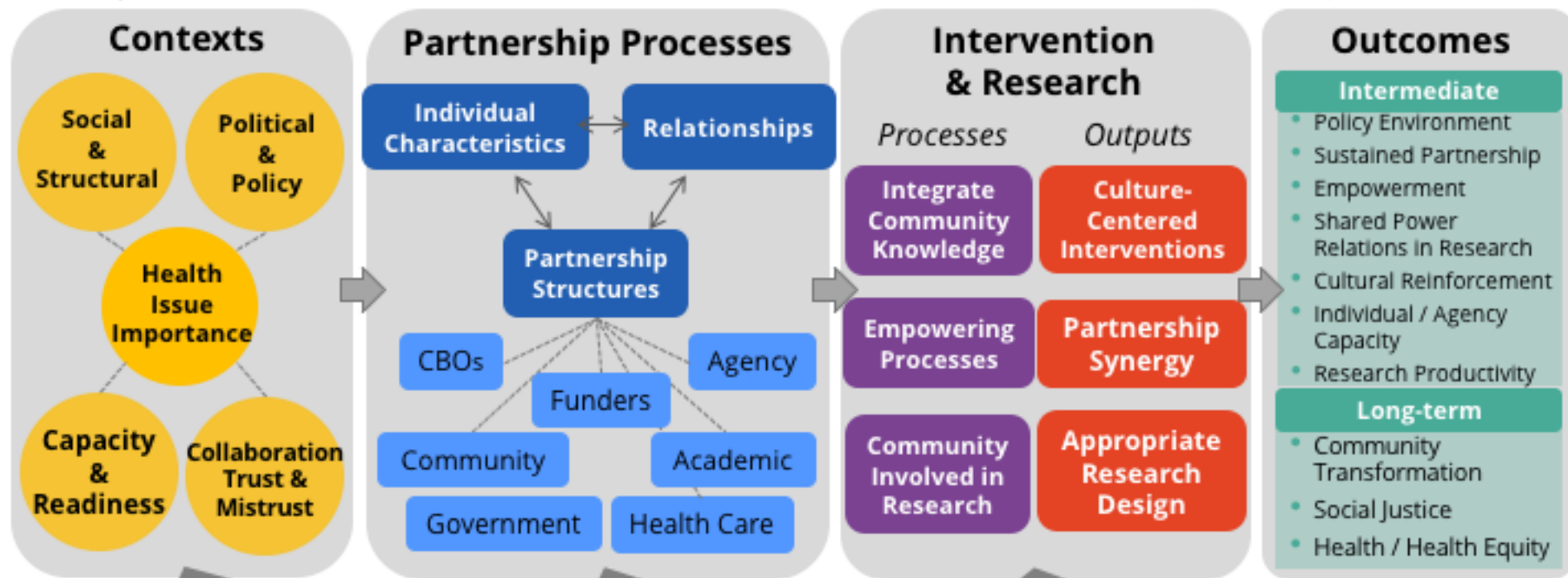
Source: Cacari-Stone et al., (2012)

- Recognizes community as unit of identify
- Cooperative and co-learning process
- Systems development & local capacity building
- Long term commitment
- Balances research and action

(Israel et al, 1998 and 2008)

CBPR Conceptual Model

Adapted from Wallerstein et al, 2008 & Wallerstein and Duran, 2010, <https://cpr.unm.edu/research-projects/cbpr-project/cbpr-model.html>



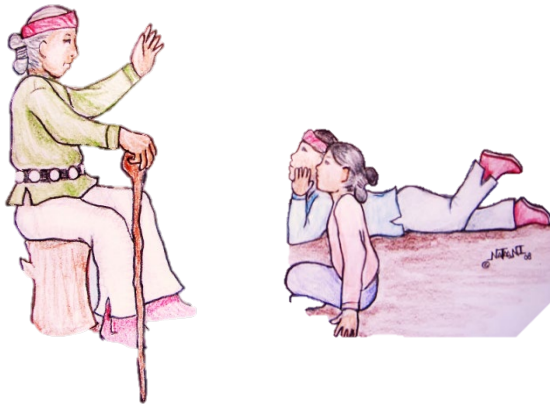
Visual from amoshealth.org 2017

Contexts	Partnership Processes		Intervention & Research	Outcomes
<ul style="list-style-type: none"> • Social-Structural: Social-Economic Status, Place, History, Environment, Community Safety, Institutional Racism, Culture, Role of Education and Research Institutions • Political & Policy: National / Local Governance/ Stewardship Approvals of Research; Policy & Funding Trends • Health Issue: Perceived Severity by Partners • Collaboration: Historic Trust/Mistrust between Partners • Capacity: Community History of Organizing / Academic Capacity/ Partnership Capacity 	<p>Partnership Structures:</p> <ul style="list-style-type: none"> • Diversity: Who is involved • Complexity • Formal Agreements • Control of Resources • % Dollars to Community • CBPR Principles • Partnership Values • Bridging Social Capital • Time in Partnership <p>Individual Characteristics:</p> <ul style="list-style-type: none"> • Motivation to Participate • Cultural Identities/Humility • Personal Beliefs/Values • Spirituality • Reputation of P.I. 	<p>Relationships:</p> <ul style="list-style-type: none"> • Safety / Respect / Trust • Influence / Voice • Flexibility • Dialogue and Listening / Mutual Learning • Conflict Management • Leadership • Self & Collective Reflection/ Reflexivity • Resource Management • Participatory Decision-Making • Task Roles Recognized <p>Commitment to Collective Empowerment</p>	<ul style="list-style-type: none"> • Processes that honor community and cultural knowledge & voice, fit local settings, and use both academic & community language lead to Culture-Centered Interventions • Empowering Co-Learning Processes lead to Partnership Synergy • Community Members Involved in Research/Evaluation Design that Reflects Community Priorities • Bidirectional Translation, Implementation, Dissemination 	<p>Intermediate System & Capacity Outcomes</p> <ul style="list-style-type: none"> • Policy Environment: University & Community Changes • Sustainable Partnerships and Projects • Empowerment – Multi-Level • Shared Power Relations in Research / Knowledge Democracy • Cultural Reinforcement / Revitalization • Growth in Individual Partner & Agency Capacities • Research Productivity: Research Outcomes, Papers, Grant Applications & Awards <p>Long-Term Outcomes: Social Justice</p> <ul style="list-style-type: none"> • Community / Social Transformation: Policies & Conditions • Improved Health / Health Equity

CBPR Principles for Tribes

- Tribal systems shall be respected and honored
- Tribal government review and approval
- Tribally specific data shall not be published without prior consultation; data belongs to tribe
- **Core Values: trust, respect, self-determination, mutuality of interests, perspective taking, reciprocity**

(NACCHO, Kellogg & RWJF: Turing Point Collaboration, 2001)



Guiding Principles for Research with Native Americans

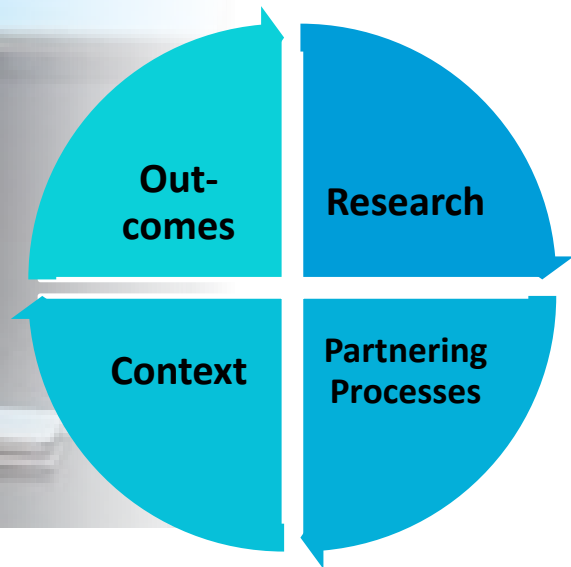
- Native Centered
- Respect
- Self-Reflection and Cultural Humility
- Authentic Relationships
- Honor Community Time Frames
- Build on Strengths
- Co-learning and Ownership
- Continual Dialogue
- Transparency and Accountability
- Integrity
- Community Relevance

(Straits et al., 2012)



As Diné scholars, we need to find ways to situate ourselves in this day and age using our concepts of time and space. I think that we should always include and integrate Diné traditional knowledge into all that we do. The most compelling reason to do this is because Diné traditional knowledge embraces a sense of harmony, beauty, peace, happiness and balance.

(Emerson, 2014, p. 65)



Aim 3: To implement and evaluate the CBPR-CCS implementation strategy and test the effectiveness of the FLP program with the goal of sustainment in three new southwest tribal communities.

In this study we introduce an innovative process called *CBPR Culture-Centered System* which will be integrated with the Interactive Systems Framework (D&I structures and functions to bridge science & practice) for an examination of the uptake, cultural acceptance, and sustainability of evidence-based strategies moved into practice with three new southwest tribal communities.

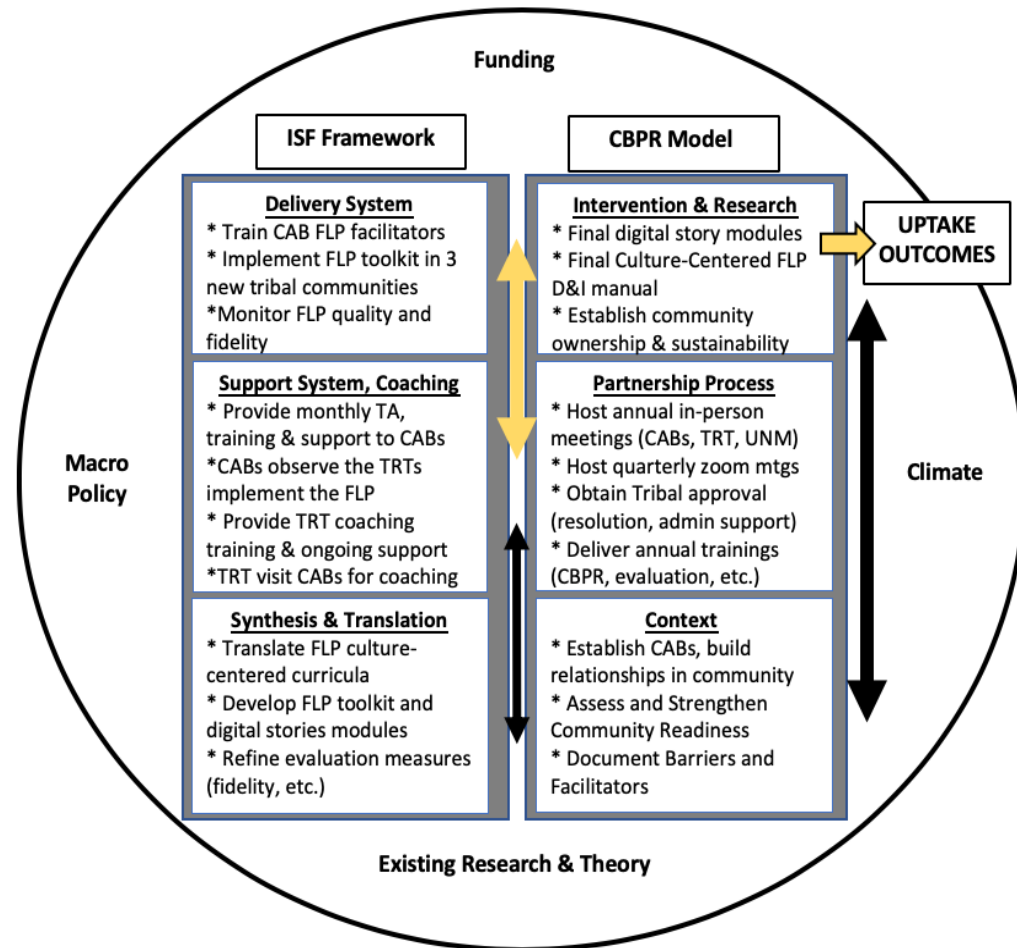
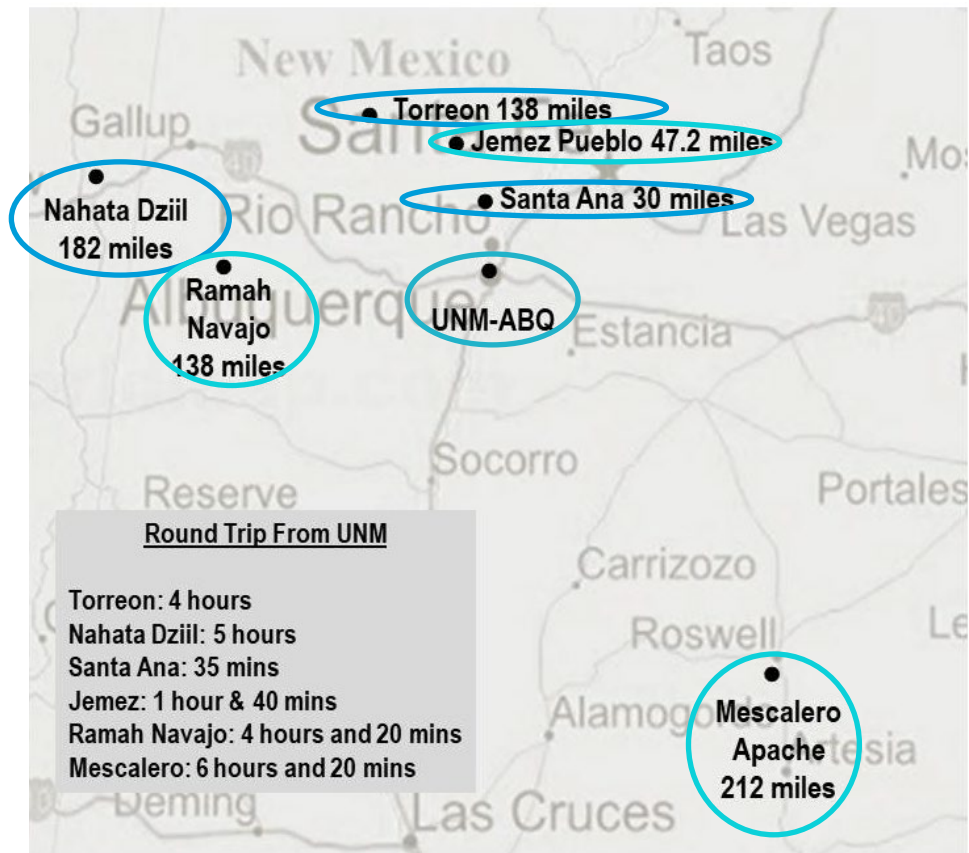
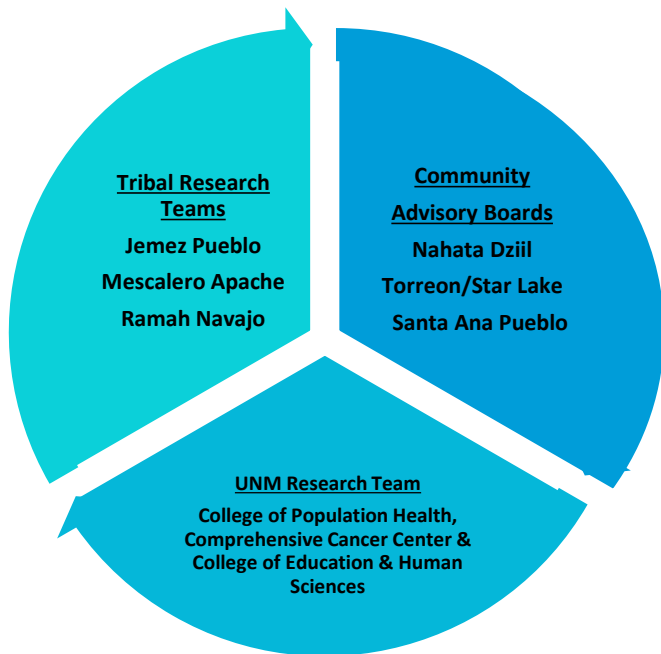


Figure 4. ISF Framework and CBPR Model

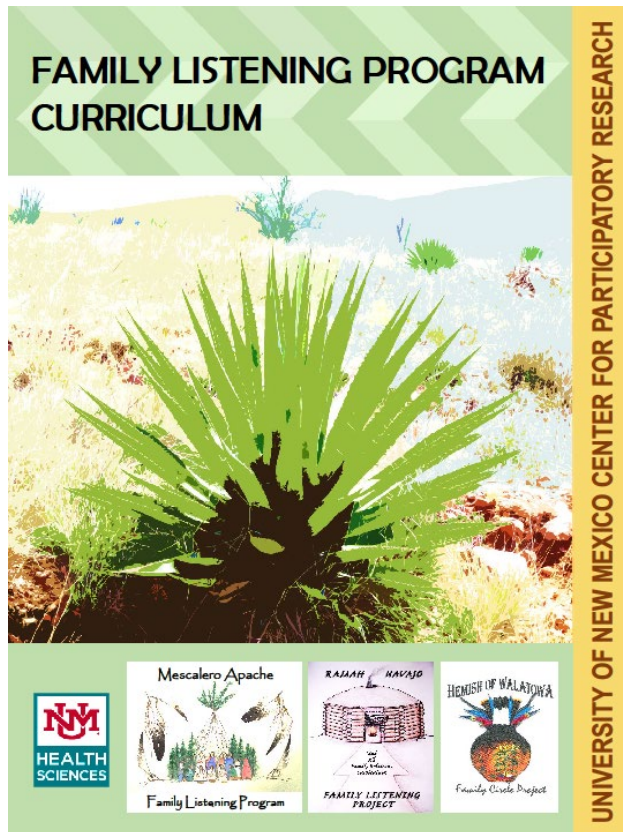
Family Listening Program (FLP) a Culturally-Centered Dissemination & Implementation Research Study



Nahata Dziil Community Advisory Board Meetings



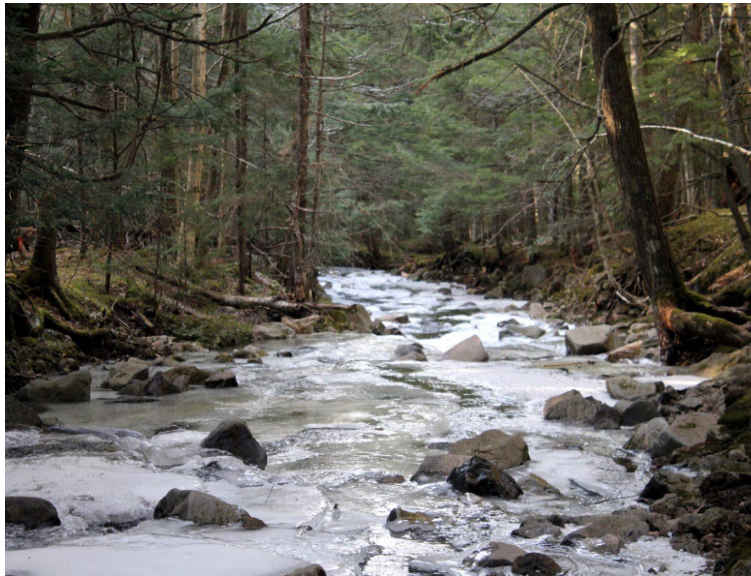
Adaptation of the Family Listening Program



1. Welcoming
2. My Family
3. Tribal History I
4. Tribal History II
5. Tribal Way of Life
6. Tribal Vision
7. Community Challenges
8. Communication & Help Seeking
9. Recognizing Types of Anger & Managing Anger
10. Being Different & Positive Relationships
11. Building Social Support
12. Making a Commitment



River of Life Family Listening Project Historical Timeline



Nahata Dził

- Relocation due to Navajo-Hopi Dispute
- From 20+ communities (Chapters)
- 1991 became the 110th Navajo Chapter

1882
Originally the Executive Order Area (EOA) was enacted by president Chester Arthur, executive order area or land for "The Hopi and such other Indians as the Secretary of Interior may see fit to settle thereon." This act however did not specify who the "other Indians" were to be. Over the years this caused problems between the two tribes, when the Navajo population or communities living in the EOA area grew and the land disputes started.

1979
Relocation begins, the first families to be removed were those living in the Pinon and most were moved to the Pinon area. Some of these families who relocated to Nahata Dził were allowed to bring some of their herds, and given first priority to move to the "New Lands." Families who were not allowed to bring their herds were now limited to an acre homestead per household, and given up their razing permit before they could receive relocation compensation. Traditionally these families had the matriarch own and manage the livestock herds, therefore the relocation impacted mostly the older women of this area. Later it was found that the Commission in charge of relocating the families started relocating families three years early, before plans were put into writing. During this time the families had no political power and because of this the Commission did not actively seek their input in planning and implementing the relocation process.

1991 → Nahata Dził becomes 110 chapter

1981
On April 4, 1991 Nahata Dził ("strength through planning; planning is the southern directional value in the Navajo Cycle") Chapter was established at the 110th Chapter Navajo Nation. Also referred to as "New Lands" is a community developed by the Navajo-Hopi Relocation Commission for Navajos relocated from the Hopi Partitioned Lands (HPL). The New Lands comprises 351,691 acres of tribal trust land. In 1991, about 44 residents first arrive to this area to settle.

1974
On Act of 1974 or Navajo-Hopi Land Settlement Act (PL 93-... created an artificial boundary, dividing in half 1.8 million jointly owned Navajo-Hopi land in northern Arizona. The intent of this law resulted in governmental efforts to relocate 10 Navajos who found themselves living on the wrong side of the line. The result of an ongoing effort to develop minerals in the area by the State of Arizona and utilities is to tap into the minerals of the Navajo nation to massive coal and nuclear power plants fueled by the vast coal and uranium in the Four Corners region. The first 71 were relocated in the Pinon, Arizona area and to this area.

1992-1995
The Navajo Nation built business complex at Navajo, Arizona which includes a convenience store, gas station, and a fast food restaurant. A new school for over 600 students, an Indian Health Services building, and start buildings, a rodeo arena, and a computer training center.

1997
1997 marks the 10th year since Navajo families started to move onto the new lands; a total of 324 homes were constructed; about 100 miles of paved roads were built within the chapter area as well as fundamental utilities developed. The range program strung about 500 miles of fencing, rehabilitated 50 livestock wells and drilled for an additional 11.

1979
In 1968, the United Nuclear Corporation initiated the largest underground uranium mine in the world in the Rock, New Mexico, on the Navajo Nation. The mine produced 1 million pounds of uranium oxide. The waste was disposed of in three landfills on the Navajo Nation. The landfills were on unconsolidated land—of which the Navajo Nation has a large amount.

Handwritten notes and drawings:
- "1962 Trading V/S Jones"
- "1974 Passage of Federal Relocation Law"
- "1979 → Relocation Starts → Uranium Spill"
- "1979 → 1st relocation settlement"
- "1962 start"
- "Navajo Nation"
- "ND Health Center"
- "Elders"
- A drawing of a windmill.
- A drawing of a person's face.

NAHATA DZIIL FAMILY LISTENING PROJECT HISTORICAL TIMELINE, HISTORY & PEOPLE



1882

President Chester Arthur signed an executive order; the order left out specified details, which characterized the situation of that order as the Great Title Problem of the West.

1962

Healing v. Jones, 210 F. Supp. 125- U.S. District Court for the District of Arizona.

1974

Congress passed the Navajo-Hopi Land Settlement Act, Public Law 93-531, which resulted in an ongoing effort to develop mineral resources in the area by the State of Arizona and utilities companies.

1979

An accidental uranium mine spill occurred at United Nuclear Co., contaminating riverside causing human health issues and killing of livestock. Navajo relocation given 400,000 acres of "New Lands". First families from Joint Use Area relocated.

2015

In January 2015 the Nahata Dziil Renewal of Hope Task Force, along with community and leadership celebrated their work to close Ole Red Barn liquor store.

2015

In 2015 the Sanders Arizona community found out that their drinking water is toxic due to historical uranium mining contamination.

2018

The Radiation Exposure Compensation Act (RECA) is established. It provides compensation to individuals who contracted certain cancers and other serious diseases as a result of their exposure to radiation released during above-ground nuclear weapons tests or as a result of their exposure to radiation during employment in underground uranium mines.

1920

Important minerals were being discovered; Navajo Tribal Council created to negotiate natural resource leases in a friendly manner.

1968

The United Nuclear Corporation initiated mining operations located in Church Rock, New Mexico, on the Navajo Nation.

1977

The first fence was constructed; dividing land, blocking sacred sites, & removing/relocating between 10,000 to 13,000 Navajo & 100 Hopi people.

1991

On April 4, Nahata Dziil ("strength through planning; planning is the southern directional value in the Navajo Life Cycle) Chapter was established at the 110th Chapter of the Navajo Nation.

1997

1997 marks the 10th year since Navajo families started to move onto the new lands; a total of 324 homes were constructed; about 200 miles of paved roads were built within the chapter area as well as fundamental utilities developed.

1987

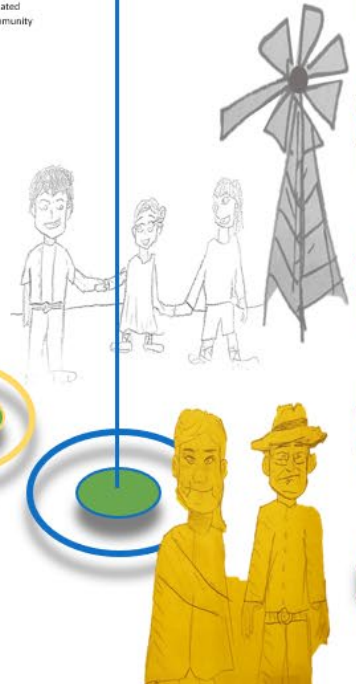
First Relocates to the Nahata Dziil area in July 20, 1987 first settlement in Little Silversmith.

1992-1995

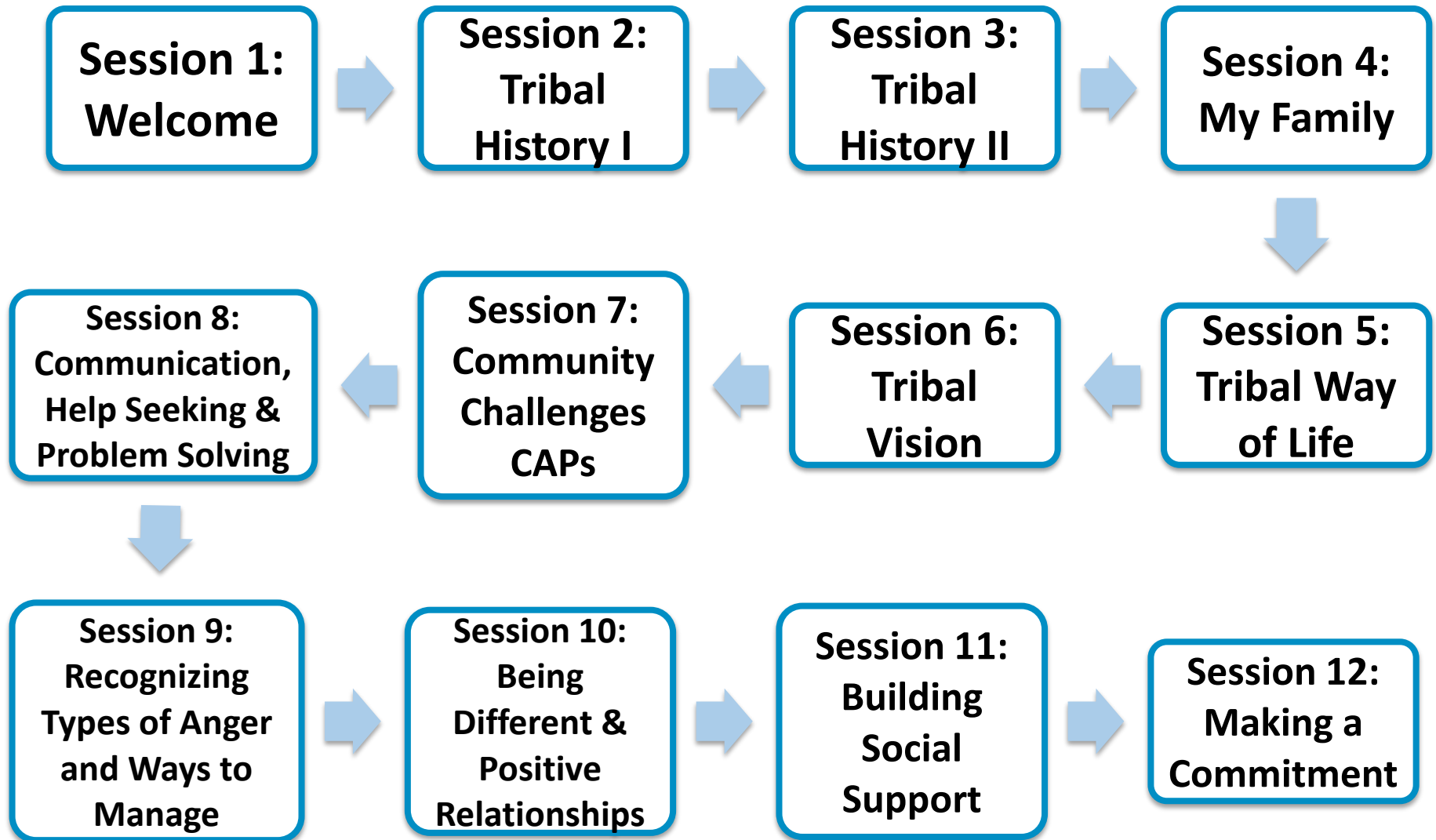
Throughout these years, the development of the Newlands community has increase with its infrastructure that are seen today.

2017

The school district installed filtration systems for the schools in the summer of 2017. Many communities discovered high incidence of cancer, which could be due to the contaminated water drank by the community over many years.



Family Listening Program Sessions





**April 2022 – First
In – Person Meeting**

Observation in June 2022 Ramah Navajo Prevention Program

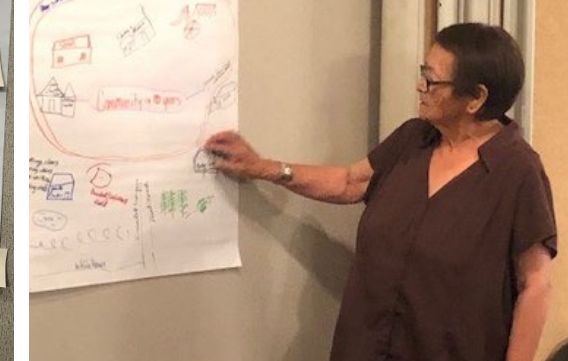
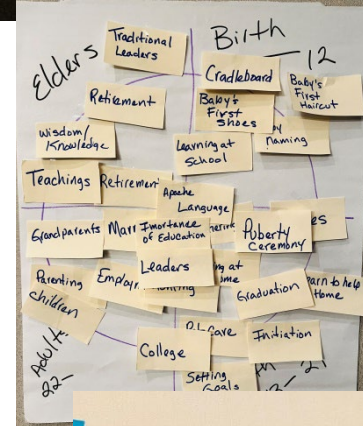


September 2022 UNM-Nahata Dziil FLP Meeting History Session Demonstration by Kayetrina Raphealito





**Coaching by
TRT
June 2022
Albuquerque**



Nahata Dziil Family Listening Program



Nahata Dził CAB Meeting / April 2023

Ethics in Research Training

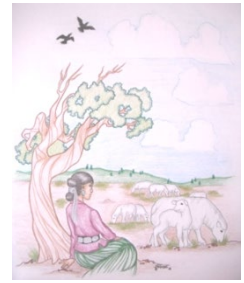


Nahat'á Dził Baa 'Áichíní Yá' inoótx' ǀǀ



Presented by
The University of New Mexico
Center for Participatory Research
Family Listening Program

23 Years of Community-Based Participatory Research Partnerships with Tribal Communities



**CDC Grant: Pueblo
Social Protective
1999-2003**

**NARCH I Grant: Navajo &
Pueblo Community Profile
2001-2005**

**NARCH V Grant:
Apache
Intervention Pilot
2009-2014**

**NARCH III Grant:
Navajo & Pueblo
Intervention Pilot
2005-2009**

**NIDA Ro1 Grant:
Implementation &
Evaluation
Apache, Navajo & Pueblo
2014-2021**

**NIMHD Ro1 Grant:
Dissemination &
Implementation
Six Tribal Communities
2020-2025**

National?

Publications

- Allen, S., Held, S., Milne-Price, S., McCormick, A., Feng, D., Inouye, J., . . . Wallerstein, N. (2021). Community sharing: Contextualizing Western research notions of contamination within an Indigenous research paradigm. *American Journal of Community Psychology, 1-12*. doi: 10.1002/ajcp.12552
- 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(30), 13*. doi: 10.1186/s40985-017-0076-1
- Belone, L., Rae, R., Hirschak, K. A., Cohoe-Belone, B., Orosco, A., Shendo, K., & Wallerstein, N. (2020). Dissemination of an American Indian culturally centered community-based participatory research family listening program: Implications for global Indigenous well-being. *Genealogy, 4(99)*. doi: 10.3390/genealogy4040099
- Belone, L., Tosa, J., Shendo, K., Toya, A., Straits, K., Tafoya, G., . . . Wallerstein, N. (2016). Community-based participatory research for co-creating interventions with Native communities: a partnership between the University of New Mexico and the Pueblo of Jemez. In N. Zane, G. Bernal & F. T. L. Leong (Eds.), *Evidence-based psychological practice with ethnic minorities: Culturally informed research and clinical strategies* (pp. 199-220). Baltimore, MD: United Book Press.
- Dickerson, D., Baldwin, J. A., Belcourt, A., Belone, L., Gittelsohn, J., Kaholokula, J. K. a., . . . Wallerstein, N. (2020). Encompassing cultural contexts within scientific research methodologies in the development of health promotion interventions. *Prevention Science, 21, 33-42*. doi: 10.1007/s11121-018-0926-1
- Gittelsohn, J., Belcourt, A., Magarati, M., Booth-LaForce, C., Duran, B., Mishra, S. I., . . . Jernigan, V. B. B. (2020). Building capacity for productive indigenous community-university partnerships *Prevention Science, 21, 22-32*. doi: 10.1007/s11121-018-0949-7
- Oetzel, J., Wallerstein, N., Solimon, A., Garcia, B., Siemon, M., Adeky, S., . . . Tafoya, G. (2011). Creating an instrument to measure people's perception of community capacity in American Indian communities. *Health Education & Behavior, 38(3), 301-310*. doi: 10.1177/1090198110379591
- Rae, R., Belone, L., Tafoya, E., Yepa, M., Cohoe-Belone, B., Burbank, I., . . . Wallerstein, N. (2023). Family listening/family circle program: The experience of community action projects to promote family and community wellness in three tribal communities in New Mexico. *Frontiers in Public Health*.
- Snijer, M., Stapinski, L., Lees, B., Ward, J., Conrod, P., Mushquash, C., . . . Newton, N. (2019). Preventing substance use among Indigenous adolescents in the USA, Canada, Australia and New Zealand: a systematic review of the literature. *Prevention Science*. doi: 10.1007/s11121-019-01038-w