**Partnerships and Collaboration Resources and recording available for download at** <http://edc.adobeconnect.com/p16xu2x3c4m/>

**Brief Overview:** *Guest Presenter: Malia Villegas, NCAI, Policy Research Center and Dolores Subia BigFoot, University of Oklahoma Health and Science Center*

NCAI mission provides the tools necessary to inform public policy debates with meaningful information to strengthen the health and wellness of tribal communities.

NCAI Five-Module Research Curriculum -Research that Benefits Native People: A Guide for Tribal Leaders (<http://www.ncaiprc.org/research-curriculum-guide>). This curriculum and in-person training was developed to equip tribal leaders, Native students, and other Native community members to understand and manage research and program evaluation. The curriculum was developed in response to requests from tribal leaders who wanted resources to make better decisions about the proposed research in their communities. It emphasizes the validity of Indigenous knowledge while highlighting the benefits of western research standards.

Values related to research/evaluation including:

1. Indigenous knowledge is valid and should be valued
2. Research is not culturally neutral – culture is at the heart of all research
3. Tribes must exercise sovereignty when conducting research and managing data.
4. Research must benefit Native people – protects native wisdom, people, knowledge, cultures, but ultimately benefits Native people in communities
5. Responsible stewardship includes the task of learning how to interpret and understand data and research

Native people have always been researchers, engaged in adaptations that are meaningful and sustainable.

**Module 1:** Foundations of Research: An Indigenous Perspective [(Available on NCAI website)]((http:/www.ncaiprc.org/research-curriculum-guide)

* Introduction of how tribal values relate to research
* Introduction to the context and situation in which a tribal leader may need a working knowledge of research and related issues

**Module 2:** Managing the Designing and Planning of Research

* Designing a research study, including hot-to lesson and practical considerations
* Guiding a research design process
* Developing a research plan

**Module 3:** Using Ethics As A Guide for Managing Research

* Identifying and Understanding the basic ethical considerations
* Developing skills for applying ethical consideration

**Module 4:** Conducting Research In Partnership with Others

* Identifying the basic consideration involved in choosing and evaluation a research partner
* Identifying key characteristics of effective tribal research policy, IRB, cooperative agreements and various research agreements
* Introduction to developing a skill set for contributing to a successful partnership

**Module 5:** Understanding Evaluation

* Designing and implementing a program evaluation
* Validating basic principles of culturally competent evaluation techniques in tribal communities
* Identifying what an evaluation can be expected to measure.

Information that is held for Tribes is held at a community level not at an individual level. Some Western philosophies around ethical guidelines do not take this into consideration.

**How do we frame suicide prevention in a strengths-based and cultural based conversation?**

--> You cannot think of it in isolation, but in a context of inter-generational and gender relationships, cross-cultural work, how are relative’s experiencing institutions (JJ, DOC, Child Welfare, etc). Expanding the thinking to incorporate a more comprehensive outlook on health and wellness.

--> When we talk about outcomes and measure and change over time, we discuss the importance around environmental and human health. But sometimes researchers are set-up based on their discipline which narrows their scope- need to start where the tribe is currently.

**How do you sustain partnerships beyond grant funding?**

NCAI worked with a mid-to small tribe who was interested in implementing research. NCAI determined that this tribe had over 200+ active grants, with most if not all grants having an evaluation component.

--> NCAI recommended that to build tribal capacity that they should include highlighting a selected tribal member as a co-evaluator, etc, creating a different type of partnership and one that could be used when writing for new grants in the future.

--> The process creates partnerships, involves tribal staff from community, and gets leaders to understand the need for data sharing and engaging the evaluation conversation especially as Native people because it is what drives the future of funding and data gathering/selection.

--> *Language of Research:* Being able to translate/ explain the research/ or what works in a way that resonates with tribal communities.

- Thinking about different values: tribal-specific values on approaching death/mourning - all these values influence how we address the community

- Tribal-specific stories that can be drawn upon, for example creation stories, which are location-bound i.e. How the stars came to be, etc.

- Belonging & Having an Identity is especially important to suicide prevention research. It is also especially important for tribes. Expressing cultural values through the research/ evaluation that are relevant for the community and are recognized as important must be incorporated to take ownership of the knowledge and be the drivers of what's important to the local communities. It is what drove tribal information initially, and it is not to foreign from what federal partners are requesting.

- Levels of belongingness

1) Role as a unique individual with talents and gifts,

2) Role as a community member (what it means to be a brother, sister, son, etc.),

3) Relationship responsibility to other forms of creation or life

**How do you keep stakeholders engaged in this type of conversation?**

--> Engagement in a particular conversation may refer back to the role of the individual. The role of a policy leader can set policy goals that may relate to one sector of community more.

--> Others may be involved in the role of working with the culture and language, making sure to build a broader framework to really connect the variety of sectors

--> Must be meaningful for the person; frustration can appear if they don’t see the end result; the contribution must be seen as beneficial; valuing the presence of the individual

* Developing short-term engagement strategies: what are some immediate benefits?
* Developing long-term engagement strategies: seeing how this all fits together

--> Engagement Strategies:

* What do you understand about your role?
* What can their contribution be?
* Communicate in a way that values the persons presence
  + Provide opportunities for people to articulate dissatisfaction, having open dialogue (communication skills are essential and can be taught)
* Setting a large-scale goal/s can motivate people and can help them understand how they can connect to data
* Creating a sense of ownership

**How much involvement is enough?**

--> Various ways to remain connected (ex. social media, etc.); level of personal exchange or reciprocity of that exchange is really a level of comfort

**How do you deal with individuals/communities who are resistant to discussing suicide because of cultural barriers?**

--> Be aware of the audience: What are adults saying, what are youth saying, etc.

--> Peeling back misinformation through a variety of different ways (storytelling, metaphors, other forms of symbolic exchanges) depending on the audience. Separate what is really happening, is it tribally based, fear based, or misinformation, etc. How was death originally dealt with would be important in communicating information about suicide.

--> One of the biggest issues is that people may still be grieving; ask: what would make it more helpful for you to be here?

--> Reviewing the current emergency preparedness protocols

**How can challenges with long distance, competing views, and shifting political structure be addressed?**

US Dept. of Health and Human Services, Children’ Bureau will be releasing soon a Framework containing comprehensive tools for researchers, etc. to assist in the dialogue of effectiveness.

--> Challenging with competing funding and across goals to meet grant requirements

--> Strategically streamlining regionally processes; shared responsibilities

--> Tribal colleges play a significant role for some communities in addressing shifting political structure

* faculty may serve as a liaison with the research regulations as there may be more consistency

--> Tie in with organization's long-term goals (ex. professional development, MOUs among tribal agencies as well as outside agencies)

--> Incorporate debriefing; no matter what occurs, people can determine whether their response was helpful, what it should have been, and what they would do the next time

**Related resources:**

Examples of MOUs or Agreements:

* [**Developing Data Use Agreements (DUA)**](http://r20.rs6.net/tn.jsp?llr=zyihr7dab&et=1109154518247&s=354&e=001TjsKArZAjPWcpQ2q0G9X6vJwGNAYwt2-ULisOcpMZbFMM-FtS2bPSUkTJsif5-2094GphPosgwRFcMNbNQvEuRBjrhISYwh0CUbfw8XaDesO9j5iO33m9vNQrNc8o3Tux6z5XhVtawyW7fYRLAtYkxYCZGPAaprr)is a resource guide that provides an introduction to data sharing or data use agreements. The guide includes: the development process, key components and questions for consideration when developing a DUA**.**
* [**Data Use Agreement Template**](http://r20.rs6.net/tn.jsp?llr=zyihr7dab&et=1109154518247&s=354&e=001TjsKArZAjPWcpQ2q0G9X6vJwGNAYwt2-ULisOcpMZbFMM-FtS2bPSUkTJsif5-2094GphPosgwRFcMNbNQvEuRBjrhISYwh0CUbfw8XaDesO9j5iO33m9vNQrNc8o3Tux6z5XhVtawyW7fYRLAtYkxYCZGPAaprr)is an example DUA providing key elements for establishing rights, responsibilities and processes when engaging in research projects or other projects where patient or agency data is shared.
* [**Links to Other Resources**](http://r20.rs6.net/tn.jsp?llr=zyihr7dab&et=1109154518247&s=354&e=001TjsKArZAjPU8Q2A_p1mCugLDYOcPWUZBKrsZcAoRbRzMTel4yL3ajG__bLY_byXx8-x6eFxfZRgSXdOBhfLq1f8gb9yljtSIcP6UyJcb9AkOGUyQ8bW85J0PG80W6gUFyq-2BCYIJQMkrItiCaFtJnV_AU94f_jG0FpfclFGJ5y7kHq1ywdLxS2irhsxTEljX-4EkGcvF0k=)is a list of links to several websites and documents that provide guidelines, sample DUAs (also referred to as data sharing agreements) and other information that may assist you when considering data sharing partnerships for research or other purposes.

[**Council of State and Territorial Epidemiologists- Tribal Data Linkage Toolkit**](http://www.cste.org/?page=tribaldatalinkage&terms=data+and+linkage#Sample)Record linkage is the process of comparing records across data sets to identify individuals contained in both. In Indian Country, one common example involves taking a data source with accurate information about American Indian/Alaska Native ancestry and linking it with a second dataset to improve the quality of race coding in the second database. (<http://www.cste.org/?page=tribaldatalinkage&terms=data+and+linkage#Sample>)

[**Walking Softly and Listen Carefully**](http://www.ncai.org/attachments/PolicyPaper_SpMCHTcjxRRjMEjDnPmesENPzjHTwhOlOWxlWOIWdSrykJuQggG_NCAI-WalkSoftly.pdf) ([http://www.ncai.org/attachments/PolicyPaper\_SpMCHTcjxRRjME jDnPmesENPzjHTwhOlOWxlWOIWdSrykJuQggG\_NCAI-WalkSoftly.pdf](http://www.ncai.org/attachments/PolicyPaper_SpMCHTcjxRRjME%20jDnPmesENPzjHTwhOlOWxlWOIWdSrykJuQggG_NCAI-WalkSoftly.pdf)) Increasingly, tribal leaders acknowledge that research is a key tool of tribal sovereignty in providing data and information to guide community planning, cross-community coordination, and program and policy development. Efforts to address longstanding issues, such as health disparities for American Indians and Alaska Natives (AI/AN), have increasingly used partnership research approaches. This document seeks to strengthen these partnerships by providing insight about how culture, sovereignty, and experience matter in research with Native communities.

[**American Indian Law Center, Inc.: Model Tribal Research Code**](http://www.nptao.arizona.edu/research/NPTAOResearchProtocolsWebPage/AILawCenterModelCode.pdf) (<http://www.nptao.arizona.edu/research/NPTAOResearchProtocolsWebPage/AILawCenterModelCode.pdf>)

**SPRC Prevention Support Team for Technical Assistance:**

Your SPRC Prevention Specialist (PS) can help you think about how to start building collaborative relationships and who your potential partners may be. Your PS can help you identify strategic partners that address the issues, settings, and populations of focus in your program. We can also support coalition building with coaching around items like coalition leadership, structure, and sustainability. Your PS can also advise on key elements of formal agreements with partners, and can point you to sample agreements used by other grantees. As you build partnerships and collaborations, seek out your SPRC PS for support and resources! <http://www.sprc.org/content/contact-us>