

# Part 2: Intervention Components & Materials



**Table 1. NE Intervention Overview**

Individual	Family	Community	Systems
<p>Native STAND (NS)</p> <p>18-session school-based curriculum (2x/month for 9 months)</p>	<p>Parent Packet: A Sexual and Reproductive Health Guide for Parents</p>	<p>Cultural Mentoring Program (CM)</p> <p>6 mentoring sessions</p>	<p>Agency Coordination (AC)</p> <p>Monthly Meetings for 12 months</p>
<p>NS 1: Introduction - Part 1</p>			
<p>NS 2: Introduction - Part 2</p>		<p>CM 1A: Dakota Sioux Kinship Networks &amp; Concept of Family</p>	
<p>NS 3: Culture &amp; Tradition - Part 1</p>			
<p>NS 4: Culture &amp; Tradition - Part 2</p>			
<p>NS 5: Healthy Relationships - Part 1</p>		<p>CM 1B: Nakoda Kinship Networks &amp; Concept of Family</p>	
<p>NS 6: Healthy Relationships - Part 2</p>			
<p>NS 7: Reproductive Health - Part 1</p>			<p>AC meetings will take place to remove barriers and facilitate SRH services for Fort Peck tribal youth. AC meetings will be monthly between the Fort Peck Tribal Health Department, Indian Health Services, schools, the Fort Peck Health Promotion Disease Prevention Program, Fort Peck Community College, MSU researchers, and other youth-serving agencies on the Fort Peck Reservation.</p>
<p>NS 8: Reproductive Health - Part 2</p>		<p>CM 2: Traditional Male/Female Roles &amp; Cultural Beliefs About Healthy Relationships</p>	
<p>NS 9: Reproductive Health - Part 3</p>			
<p>NS 10: Pregnancy &amp; Parenting</p>			
<p>NS 11: Preventing Pregnancy &amp; Condoms</p>		<p>CM 3: Cultural Values About Behavior</p>	
<p>NS 12 &amp; 13: Sexually Transmitted Diseases &amp; HIV/AIDS</p>			
<p>NS 14: Alcohol &amp; Drugs</p>			
<p>NS 15: Mental Health &amp; Sex</p>			
<p>NS 16: Negotiation, Refusal Skills, &amp; Decision-Making</p>		<p>CM 4: Cultural Beliefs About Parenting and the Role of Family</p>	
<p>NS 17: Effective Communication</p>			
<p>NS 18: Putting It All Together</p>		<p>CM 5: The Role of Ceremony in Traditional Dakota &amp; Nakoda Culture</p>	

**In this section,** we provide an overview of the NE intervention and how it was implemented on the Fort Peck Reservation. This section also provides examples of the materials used. The NE team adapted these materials to their culture, community, and needs.

NE materials were developed to address sexual reproductive health on four main levels; individual, family, community, and systems. Table 1 shows an overview of the NE intervention and its components for each level. This section provides a summary of the materials used at each level.

## Individual Intervention

NE's individual-level intervention aimed at instructing participating youth about sexual and reproductive health topics, administered through an 18-session school-based curriculum. Sessions were held 2 times per month over the 9-month project period. The sessions were created by adapting content from the Healthy Native Youth's Native STAND curriculum and incorporating cultural content specific to the tribes of the Fort Peck Reservation.

Native STAND is a comprehensive sexual health curriculum for Native students that focuses on sexually transmitted infections, HIV/AIDS, and teen pregnancy prevention, while also covering drug and alcohol use, suicide, and dating violence. Sessions support healthy decision-making through interactive discussions and activities that promote diversity, self-esteem, goals and values, team building, negotiation and refusal skills, and effective communication. Lessons contain stories from tribal communities that ground learning in cultural teachings.<sup>20</sup>

On the following pages are descriptions of the curriculum sessions. For each session, facilitators provided all handouts and students were only required to bring a pencil.

## NS 1: Introduction - Part 1

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### Objectives for this Session

- ✦ Provide information about:
  - ✦ The goals of the program
  - ✦ The content that will be covered
  - ✦ The procedures of the program and the classroom
  - ✦ The logistics of the class - dates, times, other plans for classes...
- ✦ Understand the Native Voices and Cultural Mentoring Program
- ✦ Review the class Constitution
- ✦ Understand statistics affecting Native American teens and teens of other nationalities in regard to risky behaviors
- ✦ Learn how data is collected and used in the Native STAND program
- ✦ Work with others and hold discussion pertaining to information and statistics provided

## NS 2: Introduction - Part 2

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### Objectives for this Session

This session will provide students in the Native STAND Program a description of the following things:

- ✦ Review the class Constitution
- ✦ Understand statistics affecting Native American teens and teens of other nationalities in regard to risky behaviors
- ✦ Learn how data is collected and used in the Native STAND program
- ✦ Work with others and hold discussion pertaining to information and statistics provided

## NS 3: Culture & Tradition - Part 1

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### Objectives for this Session

- ✦ Introduce and discuss Words of Wisdom
- ✦ Look at a Medicine Wheel, learn what it means and the important role it plays in Native American culture
- ✦ Provide information on traditional Native American Healing Practices used to promote healing and wellbeing
- ✦ Learn what an Elder is, what makes a person an Elder, and the role Elders play in Native American culture

## NS 4: Culture & Tradition - Part 2

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### Objectives for this Session

This session will provide to students in the Native STAND Program the opportunity to recognize common stereotypes and prejudices and describe the negative effects they can have on individuals by:

- ✦ Learning and discussing the terms “stereotype” and “prejudice” and being able to describe what each term means
- ✦ Identify the correct common myths/misconceptions, stereotypes, and prejudices
- ✦ Be able to describe some negative effect of stereotypes and prejudices

## NS 5: Healthy Relationships - Part 1

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### Objectives for this Session

This session will provide students in the Native STAND Program an opportunity to identify and recognize healthy aspects of relationships by:

- ✦ Introducing and discussing today’s Words of Wisdom
- ✦ Discussing different types of love
- ✦ Learning about the phases of love
- ✦ Identifying the characteristics of a healthy relationship
- ✦ Objectively judge the quality of a relationship against a written checklist



## **NS 6: Healthy Relationships - Part 2**

### **Objectives for this Session**

This session will provide to the students in the Native STAND program the opportunity to recognize healthy aspects of relationships by:

- ✦ Introducing and discussing this session's Words of Wisdom
- ✦ Identifying some warning signs of an unhealthy relationship
- ✦ Discovering what dating abuse is and how common it is for teenagers in today's world
- ✦ Learning the connection between dating abuse/violence and STD risk
- ✦ Learning healthy strategies to handle conflict
- ✦ Identifying three risk factors that hinder personal growth and three factors that support personal growth

## **NS 7: Reproductive Health - Part 1**

### **Objectives for this Session**

This session will provide to students in the Native STAND Program an opportunity to learn about and identify the major structures and functions of the male and female reproductive systems in preparation for later understanding and discussion of STD/STIs, HIV and teen pregnancy. This will be done by:

- ✦ Learning the proper medical terms for all the major structures and functions of the male and female reproductive systems.
- ✦ Discussing the physical changes that occur during puberty
- ✦ Learning the phases of the woman's menstrual cycle
- ✦ Learning recommended male and female hygiene processes.

## **NS 8: Reproductive Health Part 2**

### **Objectives for this Session**

This session will give the students in the Native STAND Program the opportunity to learn about and identify the major structures and functions of the male and female reproductive systems in preparations for later understanding and discussion of STD/STIs, HIV, and teen pregnancy. This will be accomplished by:

- ✦ Explaining the physical changes that happen during puberty to both males and females.
- ✦ Learning the phases of the female menstrual cycle.
- ✦ Describing recommended male and female hygiene practices.

## **NS 9: Reproductive Health - Part 3**

### **Objectives for this Session**

This session will give the students in the Native STAND Program the opportunity to learn about and identify the major structures and functions of the male and female reproductive systems in preparation for later understanding and discussion of STD/STIs, HIV and teen pregnancy. This will be accomplished by:

- ✦ Learning how pregnancy happens and the importance of early prenatal care.
- ✦ Identifying the types of reproductive health care examinations that males and females should get in order to maintain reproductive health.
- ✦ Identifying reproductive health risks specific to GLBTQ youth.



## NS 10: Pregnancy & Parenting

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### Objectives for this Session

This session will encourage the students in the Native STAND Program to think about the costs of being involved in a pregnancy as a teenager and to encourage them to see that pregnancy is a real and personal danger for teens who have sex. This will be accomplished by:

- ✦ Learning and identifying six disadvantages of getting pregnant/being a teen parent
- ✦ Listing risks of teen parenthood
- ✦ Naming a local place where they could go to get pregnancy testing and counseling

## NS 11: Preventing Pregnancy & Condoms

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### Objectives for this Session

This session will provide to Native STAND students detailed information about the different methods of contraception and STD prevention available. Native STAND students will learn to protect themselves from STDs, HIV, and unwanted pregnancy by using condoms correctly and consistently every time they have sex. This will be accomplished by:

- ✦ Learning what are at least five commonly available methods of birth control and the advantages and disadvantages
- ✦ Identifying the relative effectiveness of each of the methods for pregnancy and STD prevention

## NS 12 & 13: Sexually Transmitted Diseases & HIV/AIDs

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### Objectives for this Session

This session will encourage the students in the Native STAND Program to receive important information in regards to STI/STDs and HIV. This will be accomplished by the following:

- ✦ Learning what STI/STDs are, how they are transmitted, what are signs or symptoms, and how to get care for them
- ✦ Learning about common STI/STDs
- ✦ Discussing HIV, what it is, how it is transmitted, what are signs or symptoms, and care options for HIV
- ✦ Discussing how students can prevent the transmission of both with safe sex options.

## **NS 14: Alcohol & Drugs**

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### **Objectives for this Session**

This session will provide to Native STAND students information to determine how drugs, alcohol, and other substances can increase the risk of STD's, HIV, and unplanned pregnancies. This will be accomplished by:

- ✦ Describing how drugs and alcohol increase the risk of STD's HIV, and unplanned pregnancy.
- ✦ Identifying strategies to prevent high-risk behaviors when under the influence of drugs and/or alcohol.

## **NS 15: Mental Health & Sex**

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### **Objectives for this Session**

This session will provide to Native STAND students information to help them to recognize that health and true happiness comes when we balance all aspects of our life, including the physical, mental, emotional, and spiritual. This will be accomplished by:

- ✦ Explaining and discussing the importance of balance in one's life
- ✦ Describing what stress is and how it can negatively affect a person
- ✦ Identifying strategies to deal with stress in a health
- ✦ Defining sadness, depression, and grief

## NS 16: Negotiation, Refusal Skills, & Decision-Making

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### Objectives for this Session

This session will:

- ✦ Encourage Native STAND students to be firm in their beliefs and to communicate their needs assertively when responding to peer pressure.
- ✦ Help students explain the difference between three types of communication.
- ✦ Explain the importance of using body language to match your words.
- ✦ Identify communication norms specific to their tribe.
- ✦ Help students learn what Refusal Skills are and how to use them effectively.
- ✦ Learn the importance of decision-making and review the STAR Model for Decision Making.

## NS 17: Effective Communication

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### Objectives for this Session

This session will help Native STAND students:

- ✦ Identify 5 Communication Jammers that prevent effective communication
- ✦ Teach students to recognize how tone of voice can affect communication
- ✦ Help students to practice effective ways to communicate without judgment
- ✦ Provide information on “I” messages and how to use them
- ✦ Provide an overview of effective communication skills and practice how to identify and use these skills as an individual

## NS 18: Putting It All Together

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### Objectives for this Session

The purpose of this session is to review some of the information that was presented in Session 1-17. By the end of this session, Native STAND students will be able to:

- ✦ Interact effectively with others to promote behavior changes that will reduce a person’s risk and assess one’s own strengths and challenges concerning sex related issues
- ✦ Develop a process to think about how their actions affect others, help them to make a commitment, and build self-confidence regarding their sexual health
- ✦ The overall goal of Native STAND is to provide you, the student, with tools and skills needed to navigate choices about sexual risk reduction.

# Family Intervention

NE's family-level intervention aimed at providing parents, guardians, or trusted adults of students participating in the intervention with the information to teach their child about sexual and reproductive health. Previous research on the Fort Peck Reservation found that youth would rather talk with trusted adults about sensitive topics than find information through their peers and/or media sources. Open communication about sexual and reproductive health can help prevent misunderstandings about sex, equip youth with knowledge and skills, and prevent embarrassment and discomfort when talking about sensitive and personal topics.

Originally, the intervention consisted of four sessions from the Native Voices Parent/Caregiver Curriculum. These sessions were to be given every other month for the 9-month project period. However, with the emergence of COVID-19 and associated restrictions, the Sexual and Reproductive Health Guide for Parents was developed so that information and activities could be completed at home.

We deliver this in the intervention. We talk about basic language, mother, father, auntie, uncle, other fathers and mothers, grandparents, etc.

It depends on the feel. They have something written in the book. But it is hard to follow this. The basis of this is that we cover all of these in every class.

— Marty Reum



## Objectives for this Intervention

The Sexual and Reproductive Health Guide for Parents provides:

- ✦ Empowerment to parents to teach their children how to make decisions about their body
- ✦ Education, knowledge, and skills for parents to help their children to make safe decisions about relationships and intimacy
- ✦ A safe environment of respect, humility, generosity, honesty, courage, honor, compassion, and fortitude so that both parents and their children can learn together

## Materials Needed

- ✦ The Sexual and Reproductive Health Guide for Parents Packet
- ✦ Pen or pencil

## Topics Covered

- ✦ Relationships
- ✦ Puberty
- ✦ Making decisions about sex
- ✦ Sexual protection
- ✦ Sexually transmitted infections
- ✦ Birth control
- ✦ Sexual abuse/Rape
- ✦ Masturbation
- ✦ Negotiation skills
- ✦ Cyber safety

# Community Intervention

NE's community-level intervention aimed at providing all participants of the intervention with traditional teachings about topics related to sexual and reproductive health. In partnership with the Fort Peck Language and Cultural programs, the NE program developed nine Cultural Mentoring modules that incorporated tribal-specific teachings. The Cultural Mentoring sessions were administered through group activities and one-on-one sessions two times per month for the 9-month project period.

## Topics covered

- ✦ Kinship networks
- ✦ Concepts of family
- ✦ Traditional male and female roles
- ✦ Healthy relationships
- ✦ Tribal-specific ceremonies



When we started out with cultural mentoring, it kind of had a bigger scope. It was a more complicated plan about how they wanted to do cultural mentoring. They wanted to have multiple mentors, and have mentors meet with students in schools.

Go over the cultural components before you start NE. It was never supposed to be, "We are going to teach a cultural class." It was building a relationship with a cultural mentor who would share information.

This is how we started out in the pilot. We learned a lot during the pilot about the interaction between mentors and students. It was not happening how we dreamt it would happen.

We moved into adding cultural mentoring sessions so that all classes could get exposure to lessons and cultural mentors. This happened because of the lack of mentors we have in our area.

It was difficult to find the right mentors who wanted to come into the schools and talk. When we developed the lesson, it was kind of like... these are the titles; let's do a handout. We had to learn by observing the mentor. You cannot tell a cultural leader how to teach.

They are not going to teach. Our CM sessions are informational, but it is important to understand oral history and sharing by our mentors that ebbs and flows from that person.

We developed the five lessons with specific titles because we felt these were the five most important topics that could provide a cultural experience for people. If they wanted to delve further, they had the beginning information to get started. They had access to cultural mentors to meet them.

— Olivia Johnson

Below is a description of the Cultural Mentoring sessions:

## **CM 1A: Dakota Sioux Kinship Networks & Concept of Family**

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### **Objectives for this Session**

This session will provide to students an expansion in their knowledge of kinship among the Dakota Sioux by doing the following:

- ✦ Distinguishing the difference between immediate and extended family.
- ✦ Comparing and contrasting how Dakota Sioux kinship is different from the English kinship.
- ✦ Identifying each of the students' immediate and extended family using the correct Dakota Sioux words.
- ✦ Introducing the family tree concept to identify immediate and extended family members and place them in the correct areas.

### **Materials Needed**

- ✦ Facilitators will provide all handouts.
- ✦ Students will only need to bring a pencil.

## **CM 1B: Nakoda Kinship Networks & Concepts of Family**

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### **Objectives for this session**

This session will provide to students an expansion in their knowledge of kinship among the Nakoda/Assiniboine by doing the following:

- ✦ Distinguishing the difference between immediate and extended family.
- ✦ Comparing and contrasting how Nakoda/ Assiniboine kinship is different from the English kinship.
- ✦ Identifying each of the students' immediate and extended family using the correct Nakoda/ Assiniboine words.
- ✦ Introducing the family tree concept to identify immediate and extended family members and place them in the correct areas.

### **Materials Needed**

- ✦ Facilitators will provide all handouts.
- ✦ Students will only need to bring a pencil.



## CM 2: Traditional Male and Female Roles & Cultural Beliefs About Healthy Relationships

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### Objectives for this Session

This session will provide to students new or additional knowledge of the traditional roles both males and females in the Dakota/Nakoda culture by doing the following:

- ✦ Defining what “culture” is.
- ✦ Identifying the positions that males and females had in the tribe.
- ✦ Identifying roles and jobs the male and female had during the different stages of life.
- ✦ Describe what a “healthy relationship” looks like that integrates cultural beliefs.

### Materials Needed

- ✦ Facilitators will provide all handouts.
- ✦ Students will only need to bring a pencil.

## CM 3: Cultural Values about Behavior

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### Objectives for this Session

This session will provide to students critical thinking opportunities about the impact cultural values have in regards to decisions made about their behavior. It will lead students to look at and examine their individual background knowledge about their cultural beliefs and cultural values and learn how they both play a part in how students make decisions by:

- ✦ Identifying what are the cultural beliefs for your tribe/people.
- ✦ Defining the meaning of cultural values.
- ✦ Identifying cultural values of the Dakota or/ and Nakoda.
- ✦ Communicating to students the importance of them finding and defining what their values are and how to integrate them into their decision-making process.

### Materials Needed

- ✦ Facilitators will provide all handouts.
- ✦ Students will only need to bring a pencil.



## **CM 4: Cultural Beliefs About Parenting and the Role of the Family**

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### **Objectives for this Session**

This session will provide to students critical thinking opportunities about cultural beliefs about parenting, the importance of parenting and the role family plays in parenting. These critical thinking activities will help students gain insight into their belief system, family culture, and their prior knowledge of parenting and family by:

- ✦ Identifying cultural beliefs local to their tribe about parenting.
- ✦ Identifying personal and family beliefs about parenting.
- ✦ Define what role extended family plays in parenting a child.

### **Materials Needed**

- ✦ Facilitators will provide all handouts.
- ✦ Students will only need to bring a pencil.

## **CM 5: The Role of Ceremony in Traditional Dakota and Nakoda Culture**

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### **Objectives for this Session**

This session will provide to students an opportunity to learn and expand students knowledge of the honoring ceremonies that pertain to their specific tribal culture by:

- ✦ Introducing the White Buffalo Calf legend and how the ceremonies came to the people.
- ✦ Identifying and discussing the Seven Sacred Ceremonies given by the White Buffalo Calf Woman.
- ✦ Distinguishing how each ceremony is important and different in regards to why it is held and who for.
- ✦ Demonstrating knowledge learned with activity at the end of the session.

### **Materials Needed**

- ✦ Facilitators will provide all handouts.
- ✦ Students will only need to bring a pencil.

# Systems Intervention

**Title:** Exploring Systems Components of NE and SRH Services

**Focus Area:** NE focused on eight systems level topics related to SRH. NE study team members met with members of the community and school to explore service availability on the Fort Peck Reservation.

**Time Needed:** Monthly meetings offered throughout the intervention.

**Materials Needed:** Systems Level Intervention Component Barriers and Facilitators Discussion Guide, administrative reports, needs assessment data, CDC data on SRH.

For each service domain, NE explored the extent to which these services are available on the Fort Peck Reservation and within SRH providers.

## Service Domain #1: Contraceptive Access

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- ✦ Offers same-day appointments
- ✦ Offers after-school-hours appointments
- ✦ Offers appointments during the weekend
- ✦ Takes/updates sexual health history at every visit
- ✦ Offers a wide-range of contraception (via prescription and/or dispensed onsite)
- ✦ Offers hormonal contraception or IUD at every visit to the clinical provider regardless of reason for visit (e.g., urgent, preventive, school health, sports physical, pregnancy testing, emergency contraception, sexually transmitted disease [STD] testing, HIV testing) to ensure that there are no missed opportunities
- ✦ Prescribes hormonal contraception without prerequisite exams or STI testing (i.e., without first requiring any of the following: Pap smear, pelvic examination, breast examination, or STD testing)

## Service Domain #2: Quick Start Provision of Hormonal Contraception/IUD

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- ✦ Initiates hormonal contraception using the Quick Start method
- ✦ Initiates hormonal contraception after the client has had a negative pregnancy test using Quick Start method
- ✦ Initiates hormonal contraception using the Quick Start method when an adolescent client is provided with emergency contraception where a pregnancy test is negative
- ✦ Offers Quick Start insertion of IUD

“We did an assessment with Public Health Nurses. The CDC has an assessment tool that assesses adolescent friendly SRH services. This was a way we walked through topics with agencies providing SRH. We wanted to see how adolescent friendly they were and the best practices for providing services. Best practices are like same day insertion of long-acting contraceptives. It’s also having discussions about confidentiality, etc. In addition to coordinating between the different people involved in an intervention, it’s thinking about what can happen at a systems level. We are creating a space for people to get the services that they need. We need clinical services space to be ready.

<https://www.cdc.gov/reproductive-health/php/teen-pregnancy-projects/qare.html>

The systems level aspect was part of the initial intervention. COVID happened, it derailed the systems level work... all of the services focused on COVID. There was not a lot of SRH happening. I started working with Beth a year and a half ago. We’ve been thinking about how to revamp the system level. The intervention part is how we are going to address systems level. This is part of the next intervention. Think about the extra layer of one of the system’s components. If you have someone on your team to look at the assessment, there are so many resources about how to make services more adolescent friendly , training on assessment areas of need, etc.

Tribes might have 638 public health services, like STI testing. But I.H.S might be doing clinical services for contraception. A person might have to go to two different buildings to get tested and get contraception. The assessment documents barriers to receiving services and what can make it easier. Some of this is at the community level and individual level. Teaching young people, here is how you go to get services. And in the community, easier access to services in a culturally appropriate / adolescent way.”

– Molly Secor



## Service Domain #3: Emergency Contraception

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- ✦ Ensures emergency contraception is available to females
- ✦ Provides emergency contraception to females for future use
- ✦ Provides emergency contraception to males for future use

## Service Domain #4: Cervical Cancer Screening

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- ✦ Adheres to current cervical cancer screening (Pap Smear) guidelines (i.e., initiate pap screening at age 21)
- ✦ Service Domain #5: STI/HIV Testing and Treatment
- ✦ Provides Chlamydia screening at least annually, or based on diagnostic criteria, consistent with USPSTF and CDC recommendations
- ✦ Offers Chlamydia screening for females using a urine or vaginal swab specimen
- ✦ Offers Chlamydia screening for males using a urine specimen
- ✦ Offers Gonorrhea screening for both females and males
- ✦ Offers HIV rapid testing for females and males as per CDC recommendations
- ✦ Offers expedited, patient-delivered partner therapy as an option for the treatment of uncomplicated chlamydial infection
- ✦ Additional question for HCV testing: Discuss the extent to which your agency does or does not provide HCV testing and treatment. In your discussion, address what the barriers are to providing HCV testing and treatment and/or what the factors are that facilitate the provision of HCV testing and treatment.

## Service Domain #6: Cost, Confidentiality, Consent

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- ✦ Provides low-cost or no-cost contraceptive and reproductive health care services
- ✦ Provides confidential contraceptive and reproductive health care to adolescents without need for parental or caregiver consent (in accordance with state policy)

## Service Domain #7: Health Center/ Agency Infrastructure

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- ✦ Participates in the federal 340B drug discount purchasing program
- ✦ Uses electronic medical records (e.g., eClinical Works, Centricity, Epic, NextGen)
- ✦ Has systems in place to facilitate billing third party payers for contraceptive and reproductive health care services provided

## Service Domain #8: Health Center/Agency Environment

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- ✦ Has a counseling area that provides both visual and auditory privacy
- ✦ Has an examination room that provides visual and auditory privacy
- ✦ Has teen-focused magazines in the waiting room or examination areas
- ✦ Displays information on issues related to adolescent sexual and reproductive health (e.g., confidentiality, cost, what services are available to adolescents)
- ✦ Has brief evidence-based or evidence-informed video or other interventions designed for adolescents