

Evaluation of the Native Stand Sexual Health Curriculum in AI/AN Communities

AUTHOR(S): Tosha Zaback, MPH, Stephanie Craig Rushing, PhD, MPH, Michelle Singer, BA, Thomas Becker, MD, PhD, and William Lambert, PhD

PRESENTATION FORMAT: 15 minute oral presentation

TOPIC/TARGET AUDIENCE: Topic: teen sexual health. Audience: health educators

ABSTRACT: The sexual behaviors of American Indian and Alaska Native (AI/AN) youth are influenced by a variety of social and environmental factors, including rural geography, high poverty and substance use, insufficient sex education (formal and informal), the poor accessibility of reproductive health services, stigma, sexual violence, and historical trauma. Sexual health messaging can be challenging in Indian Country, where sexual and reproductive decisions are shaped by unique social norms, both traditional and contemporary. Mainstream sexual health messages are frequently inappropriate and ineffective. To fill this gap, culturally appropriate evidence-based programs must be implemented and rigorously evaluated. The Native STAND curriculum “Students Together Against Negative Decisions” incorporates tradition and culture to address STDs, HIV, healthy relationships, and teen pregnancy, while teaching healthy decision-making skills. Using the RE-AIM framework, we present the design and evaluation methods of our project among 50 Tribal reservation and urban sites who receive active vs. passive levels of technical assistance. Measures of reach, effectiveness, adoption, implementation and maintenance are obtained at the levels of tribal organization, the health educator, and participating youth. Nationally, the mix of tribal organizations delivering health education to AI/AN youth is diverse. Our evaluation measures will characterize the heterogeneity of the systems serving AI/AN youth and inform improvements in the dissemination and implementation of health education programs.

OBJECTIVE(S): Define the contextual issues increasing the challenge of sexual education in AI/AN communities.

Describe the effectiveness of the Native STAND curriculum as tested in AI/AN communities

List the evaluation measures of the RE-AIM framework as applied in this dissemination and implementation project.

PRIMARY CONTACT INFORMATION:

Tosha Zaback, MPH

Prevention Research Center Manager

OHSU Center for Healthy Communities

Portland, OR

503-494-1330 | zabackt@ohsu.edu