

Career Development Series 2021

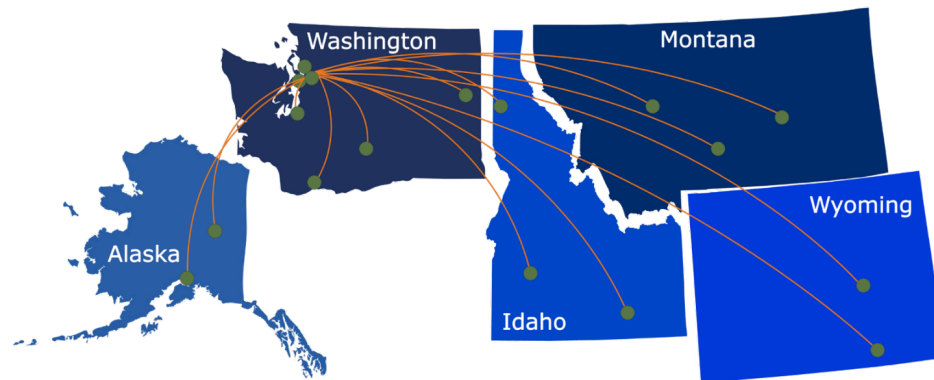
Clinical Translational Research in Partnerships with American Indian and Alaskan Native Communities

Presentation will begin at 2:00 PM (PT)



ITHS

Institute of Translational Health Sciences
ACCELERATING RESEARCH. IMPROVING HEALTH.



What We Offer:

- 1 Research Support Services:** Members gain access to the different research services, resources, and tools offered by ITHS, including the ITHS Research Navigator.
- 2 Community Engagement:** Members can connect with regional and community based practice networks
- 3 Education & Training:** Members can access a variety of workforce development and mentoring programs and apply for formal training programs.
- 4 Funding:** Members can apply for local and national pilot grants and other funding opportunities. ITHS also offers letters of support for grant submissions.

Contact our Director of Research Development



- **Project Consultation**
- **Strategic Direction**
- **Resources and Networking**

Melissa D. Vaught, Ph.D.
ithsnv@uw.edu
206.616.3875

Feedback

At the end of the seminar, a link to the feedback survey will be sent to the email address you used to register.

Career Development Series 2021

Clinical Translational Research in Partnerships with American Indian and Alaskan Native Communities

Presented by:

Alexandra (Alex) Adams, M.D., Ph.D.



Institute of **Translational** Health Sciences
ACCELERATING RESEARCH. IMPROVING HEALTH.



MONTANA
STATE UNIVERSITY

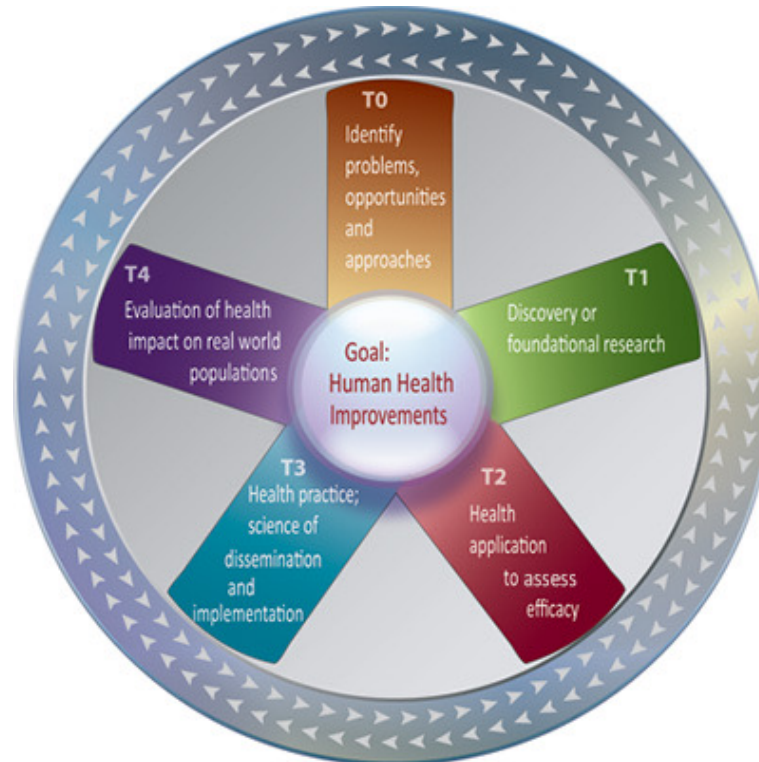
Center for American Indian
and Rural Health Equity

For Healthy Communities Under the Big Sky
www.montana.edu/cairhe

Learning Objectives

- 1 Appreciate the beauty and complexity of research with AI/AN (American Indian and Alaskan Native) communities
- 2 Understand principles of CBPR (Community-Based Participatory Research) and trust-building
- 3 Come away with do's and don'ts for translational research with AI/AN (American Indian and Alaskan Native) communities

What is Translational Research?



Community Based Participatory Research

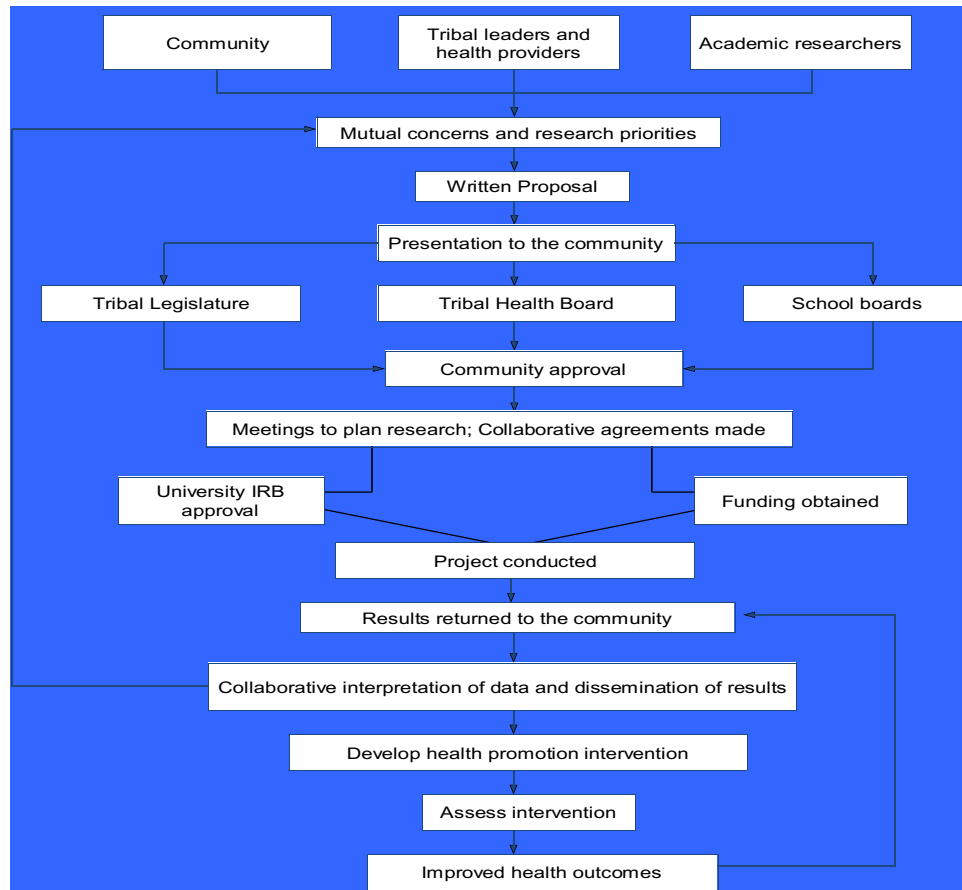
- Is a mutually respectful partnership between the researchers and the community being studied
 - Includes participation in formation of research question, research design, data collection, data analysis, and dissemination of results
- Value placed on the knowledge generated from the experience, lives and self-concept of the people involved in the research
- Intended outcome is individual and community empowerment to define issues and take action
- A process that educates both the researchers and the research participants

Tsark, 2001.

Getting Started

- Find a mentor
- Find a center doing this work or an existing research team you can work with
- Find a community champion
- READ AND LEARN about the community
- LISTEN
- Expect a lot of time to build trust
- Don't write a grant and then "find a community"
- Expect this to be a long journey
- Expect a lot of joy AND a lot of setbacks
- Make sure your heart is in this for the right reasons







Goal – determine prevalence and causes of pediatric obesity and early CVD risk, and develop intervention

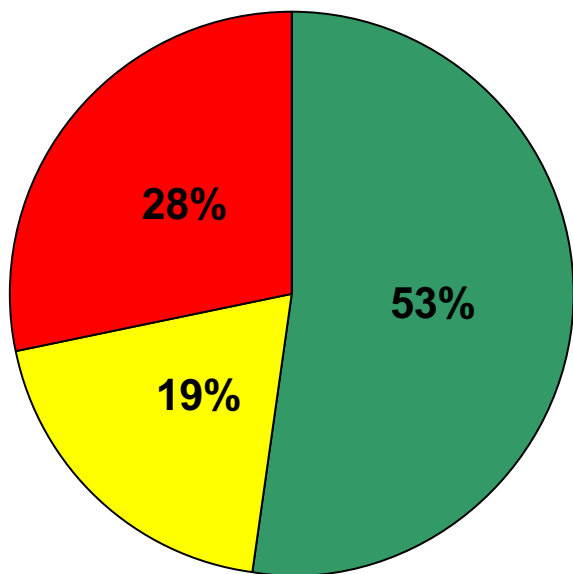
Screened 427 children, ages 4-7



- anthropometric measures
- lab – TC, HDL, glucose
- B/P
- caregiver surveys
- WIC records from birth on
- parent focus groups

Children's BMI category

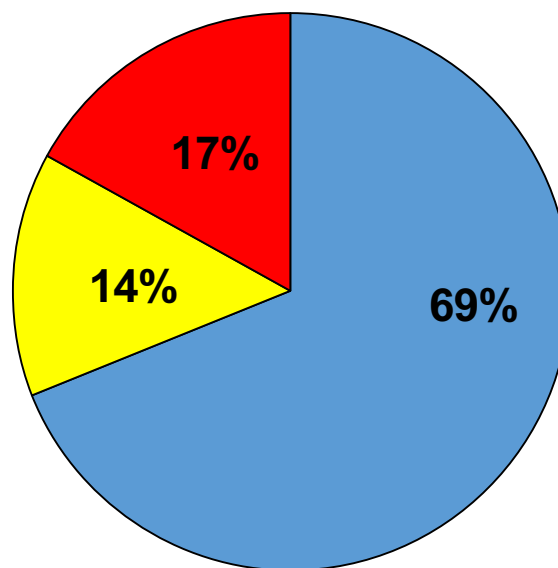
WINGS Children



n=415

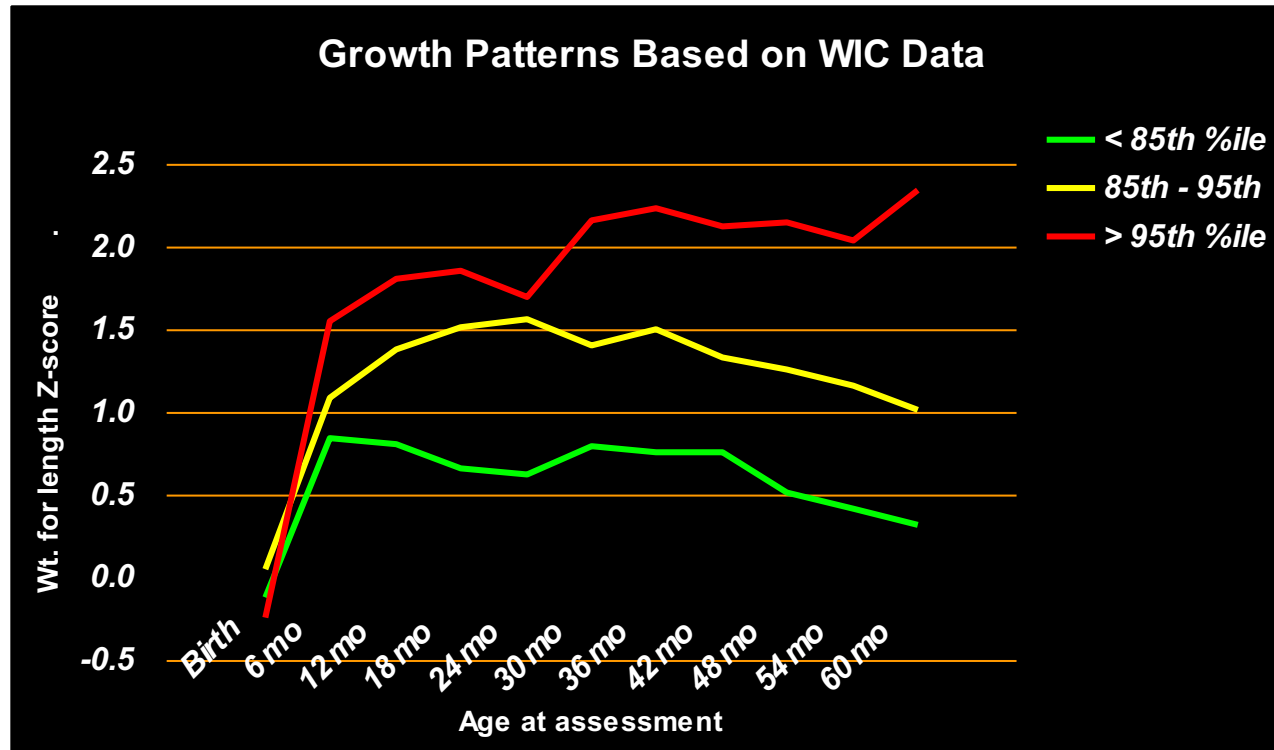


NHANES 99/00

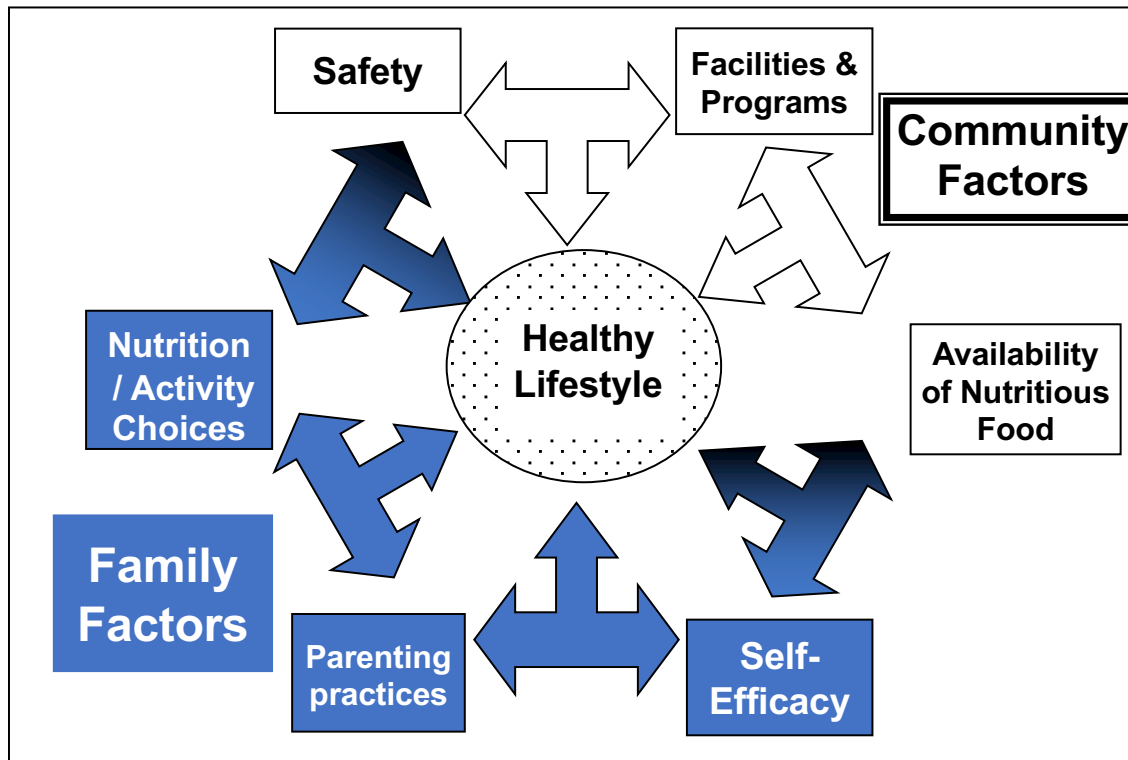


n=695

WINGS Results – WIC Data

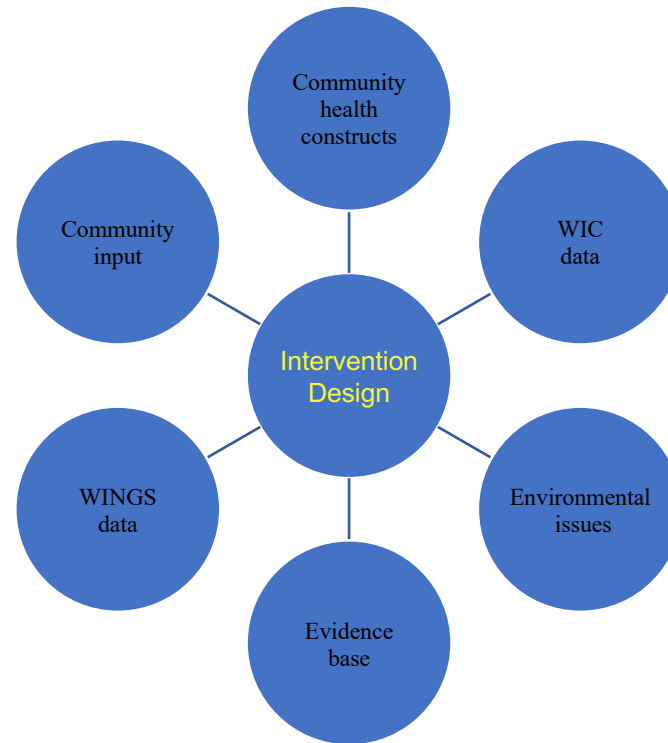


Focus Group Results: Two Sets of Factors



So, what to do?

Engaging the Community in Intervention Design





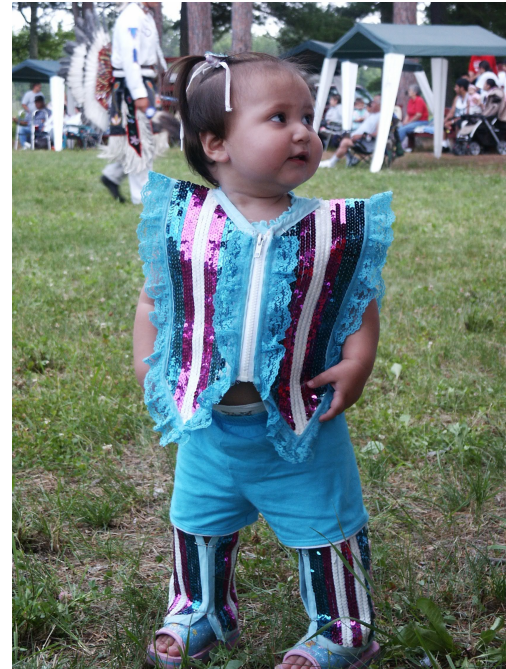
Healthy Children, Strong Families

Family-based,
mentored, healthy
lifestyle intervention
for families with 2 to 5
year-old children

4 WI tribal partners
NIH U01 funded

Purpose

❖ HSCF is based on the Native American approach of elders/mentors teaching life skills, encouraging and instilling values of healthy eating and physical activity, to the next generation



Healthy Children, Strong Families (HCSF2)



- Community-engaged approach to improve young child health through home/family-based healthy lifestyles toolkit
- Based on Native approach of elders teaching life skills, instilling values of healthy eating and physical activity to the next generation

Partners



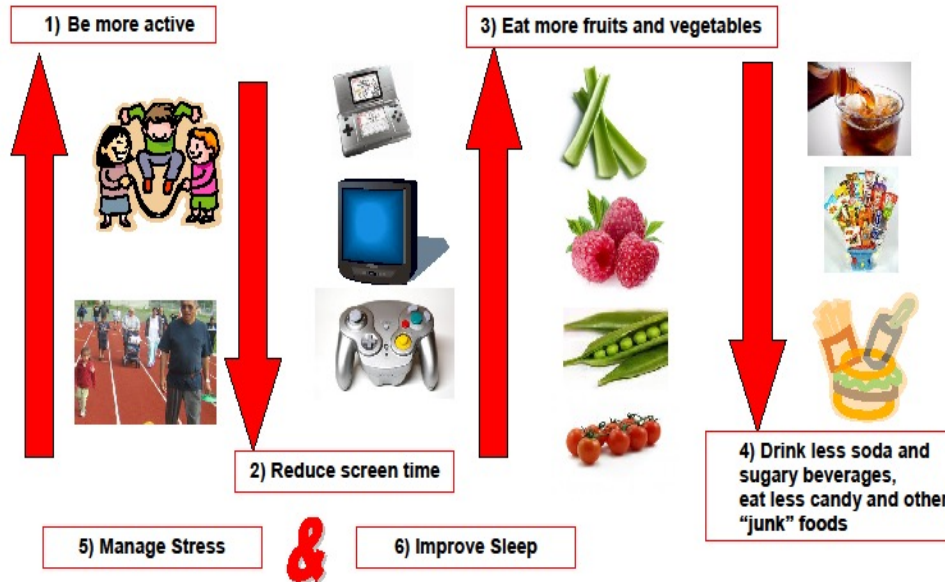
Funded by NIH R01-HL114912



HEALTHY CHILDREN, STRONG FAMILIES Six Targets to Reach a Healthy Life Balance



As part of the Healthy Children Strong Families program, you and your children will learn about six targets to help bring your lives into a healthy balance. These six lifestyle targets are based on traditional values of healthy eating, lots of activity, stress management and good sleep habits with the goal of preventing future disease. A key part of making changes is tracking your progress – both through goal setting and in pictures! Throughout the year, grab your camera and snap photos of your family being active and enjoying time together! These photos will come in handy at the end of the program....wait and see!



Breathe. Just Breathe.

Ever had one of those crazy stressful days when you feel like your shoulders are up near your ears and you almost need someone to push them back down to where they belong???

In addition to increased muscle tension, we also don't breathe deeply when we're feeling stressed out. Deep breathing can help release some of the tension and give us a mini-break so we can get on with our day.

Try this breathing technique the next time you're at the end of your rope. Yes, you may feel silly doing this, so try it when you're alone. (Although laughter is another good tension tamer!)

- 1) With your right thumb, close your right nostril and inhale slowly through your left nostril.
- 2) Now close your left nostril with your pinky and ring fingers, release your thumb, and exhale slowly through your right nostril.
- 3) Keep your right nostril open, inhale, then close it, open the left nostril, and exhale slowly through the left.

That's one round. Start with three rounds, and work your way up to five. Then practice whenever you're feeling stressed out!



What is TV Turnoff Week? This is a week for families to reconnect with each other by turning off, or dramatically reducing entertainment screen time (TV, video games, internet games etc.).

Why should I try this with my family? Consider some facts:

- The average American youth spends more than **7 1/2 hours a day** using electronic media (TV, computers, video games, cell phones etc.). **That's almost 53 hours a week** – more time than most adults spend at work!
- Kids with a TV in their bedroom watch an **additional 4.8 hours** of TV every week!
- Time in front of a screen is related to weight gain, poor sleep and other health issues, and **that's even true if the TV is "just on" but you're not actively watching!**



The goal of TV Turnoff Week is not to banish screens from your home forever, but to take a break and see how it feels to be together without any distractions. You can use this week to discover active leisure pastimes the whole family enjoys! You might also take this week to decide what your family's screen time rules will be once TV Turnoff week is over!

How can you manage your family's screen time?

No muffin time? No problem! Simply use paper muffin cups instead of the tin. **Bonus** - using paper muffin cups alone, or inside the tins will speed clean-up even more.

Need some suggestions for what to serve? Try these:



low fat ranch dip
broccoli florets
peas
string cheese
whole grain crackers or pretzels
noodles with tomato sauce
graham cracker squares



Have older kids who need larger servings? Use a twelve-cup muffin tin. Even teens will get a kick out of dinner this way!

Another sure fire way to get more veggies into kids? Serve them veggies first! A recent study has shown that if you serve kids a vegetable **BEFORE** they have their regular meal (think carrots, celery or other favorite bite size veggies) they will eat those vegetables **AND** they will eat more of the vegetables that you serve with their meal. We think that's a win, win!

So set out veggies for snacking while you're making dinner and let the kids have at it!

trighuill

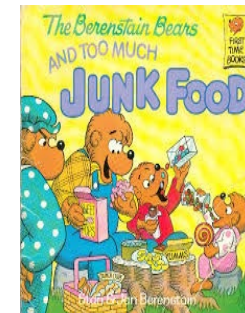
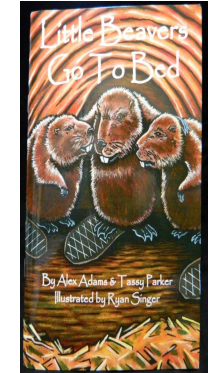
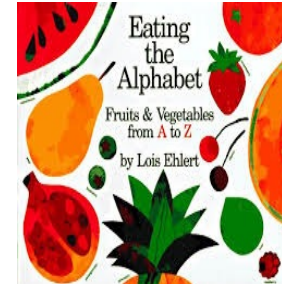
PRIORITIZE HEALTHY EATING

Don't deprive yourself! Instead choose foods that you actually enjoy that are also lower in fat, sugar, and calories. Feel free to fill your plate at holiday feasts, but select fresh fruits, salad greens, and filling veggies instead of sugary desserts, fried foods, mountains of breads, or starchy entrees. You can still eat the "other" foods you enjoy, but take a smaller portion.

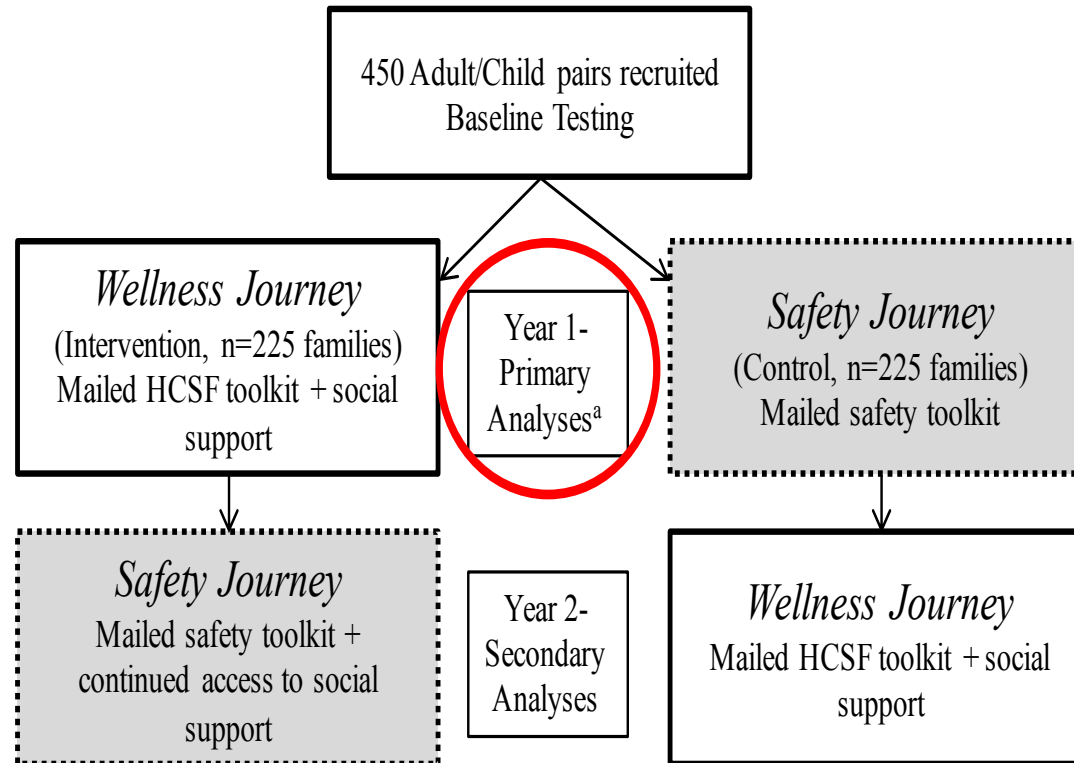
Here are some more ideas for keeping trim during the holidays.

- When eating turkey, choose white meat over dark. A 3-ounce serving of turkey breast (skinless) has 119 calories and 1 gram of fat (compared to dark meat with 149 calories & 8 grams).
- If you're cooking, provide at least one healthier option per category. For dessert, offer a fresh fruit option. For side dishes, offer a vegetable option instead of potatoes or rice.
- If you are going to a party, bring a healthy dish that you can enjoy. Have a light snack beforehand so you're not starving and easily tempted when you get to the party or buffet.
- When dining out, decline the bread and butter plate or limit yourself to just one piece.

Resolve to maintain and don't gain and you'll have NO regrets come January 1st!

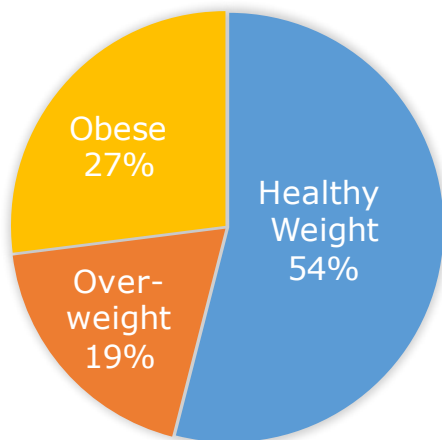


Community Responsive Trial Design

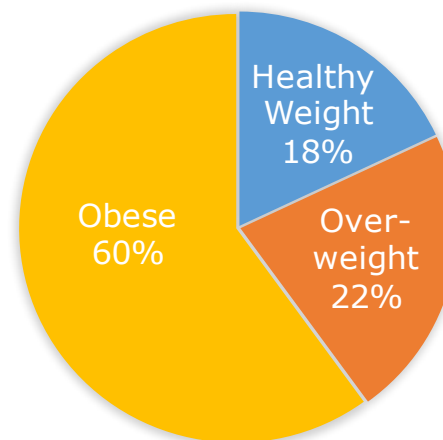


Baseline

CHILD WEIGHT STATUS



ADULT WEIGHT STATUS



450 adult/child pairs = 100 % recruitment
Year 1 dropout = 16%

For Wellness Families after Year 1...

- Diet patterns significantly improved (adult and child, $p < 0.05$)
- More reported moderate/vigorous physical activity (adult, $p < 0.05$)
- Trend for reduced screen time (children, $p = 0.06$)
- Readiness to change health behaviors significantly improved (adult, $p < 0.05$)
- BMI stabilized or decreased but NS

Family Feedback

“Good choices on books...we enjoyed reading them together...and my daughter was engaged and asked questions.”

“And when we eat at the table, we were having more conversations about school and different things the kids were into, where before we were being really occupied with the TV instead.”

“When the stuff would come in the mail the kids would get so excited, they would open all the games and want to hear about all the different ideas...it encouraged us to be more active, to go bike ride or to play outside.”

“What really helped me about the sleep schedule was actually being thoughtful about transition time...so we start winding down and turn off everything so we have time to brush teeth and get out our books and generally have quiet time so we're all ready for bed”.

Challenges

- Geographic distribution of sites
- Family-level challenges
- Cell/internet service interruption



Successes

- Local administration of study
- High recruitment and retention
- Encouraging behavior change
- High participant satisfaction
- Family resiliency
- Positive community-level changes



Turtle Island Tales LLC : Mission



Turtle Island Tales seeks to improve the mental, physical, emotional, and spiritual wellbeing of families with young children and for that of the next seven generations via our educational story-based monthly subscription kits and web platform.



Native Advisory Team



Emily Matt Salois,
MSW (Blackfeet)



Darnell Rides at the
Door (Blackfeet)



Jennifer Gauthier,
MPA (Menominee)

Amy Lynn Perkins (Choctaw), not pictured

OUR TEAM

Creative Team



Chema Domenech,
Film Maker



Scott Pauli,
Graphic and
Web Design

Kim Garcia, Screenwriter; Kelly Carpenter, Film Editor (not pictured)

Academic Team



Alexandra Adams,
MD, PhD



Emily Tomayko,
PhD, RD



Eliza Webber,
MPH



MSU American Indigenous Business Leaders students + advisors

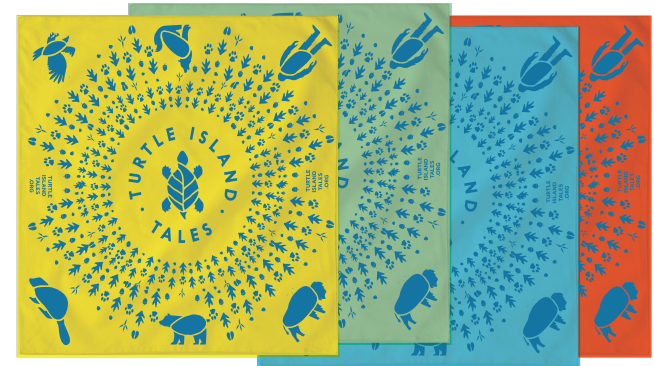


Behind the Scenes Filming, including the star Igmu

Turtle Island Tales Monthly Mailed Wellness Toolkit



BANDANAS

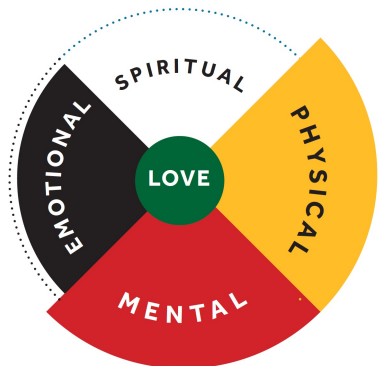


TRADING CARDS



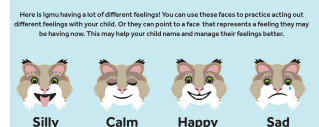
For Healthy Communities Under the Big Sky
www.montana.edu/cairhe

Holistic Approach
THE MEDICINE WHEEL



Story/Character Based

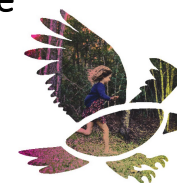
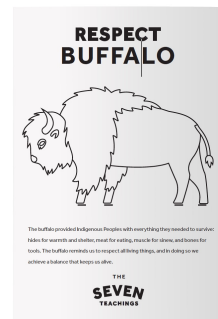
FEELINGS CHART



Designed for In-Home Use

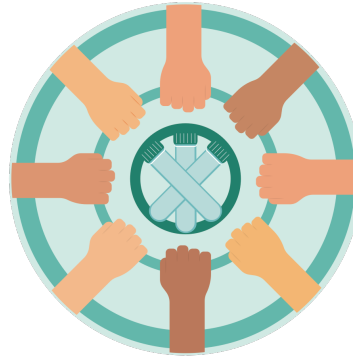


Rooted in Native Culture



“This program has helped me to be a better parent to my children. I thank you for the support in everything that this program has given to me and my child...and for helping me to be a better person and showing me a different and a healthier lifestyle.”





PROTECTING OUR COMMUNITY

A Pragmatic Randomized Trial of Home-based COVID
Testing with American Indian and Latino Communities

CSKT Tribal Council Meeting

Flathead Reservation of the Confederated Salish and Kootenai Tribes

February, 2021



Our project is one of 70+ **RADx-UP projects** across the United States

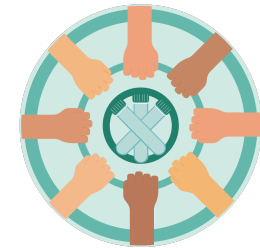
Nationwide, RADx-UP aims to help those **communities that are most affected** by the pandemic



PROTECTING OUR COMMUNITY

Study Background

- **Overall goal:** To inform current *and* future testing efforts in vulnerable communities through culturally grounded strategies
- **Time frame:** 2-Year study
- **Multidisciplinary partnership:** MSU, SKC, and UW with Flathead Reservation and Yakima (Community Advisory Board) CABs
- **Study Locations: Flathead Reservation & Yakima Valley**
 - Two communities similar in the rural barriers to testing
 - Representation of agricultural migrant communities
 - Many agricultural workers travel between both communities throughout the growing season



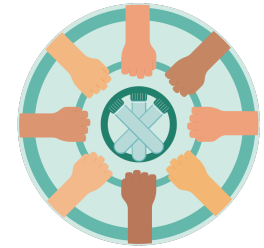
GOAL of Protecting our Community

Hypothesis: home-based testing will be feasible, impactful and better accepted using active delivery of test kits by trusted community members vs. passive test distribution by mail or central pick-up location

Creating culturally grounded solutions to increase SARS-CoV-2 testing



PROTECTING OUR COMMUNITY



Project Aims

- **Aim 1:** Determine the cultural, social, behavioral and economic barriers and facilitators to COVID-19 testing
- **Aim 2:** Test the effects of active support (via trusted community members) vs. passive (info only) for testing using a commercial test on testing completion
- **Aim 3:** Evaluate the acceptability and feasibility of home self-testing and create community-driven protocols to increase testing in other communities

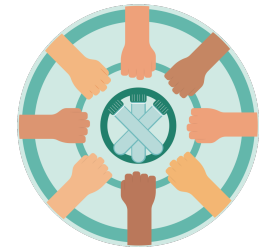
AIM 1: DETERMINE THE CULTURAL, SOCIAL, BEHAVIORAL AND ECONOMIC BARRIERS AND FACILITATORS TO COVID-19 TESTING

Interviews with key community informants (Zoom based)

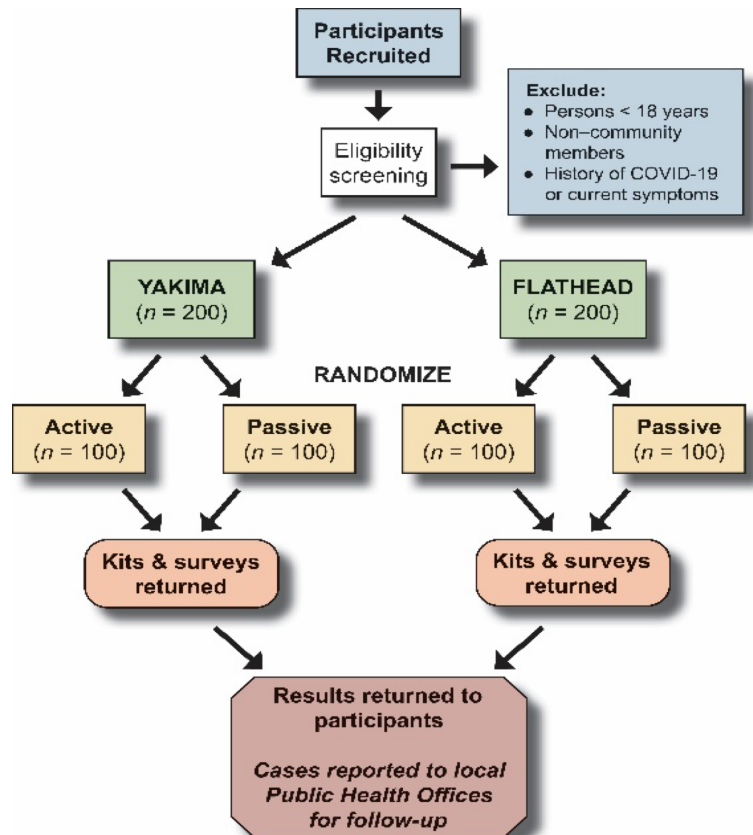
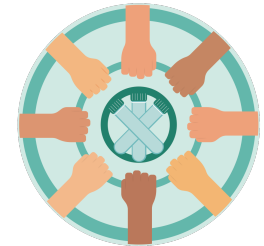
- Public health officials, community leaders, etc.
- 15 interviews each on the Flathead Reservation and Yakima
- Understand home testing barriers and facilitators

Focus groups with community members (Zoom based)

- 3 focus groups each on the Flathead Reservation and Yakima
- 10 community members/group, including at least 4 migrant workers
- Explore knowledge of COVID-19, transmission, prevention, beliefs about testing, and factors that influence decisions to participate in testing



AIM 2: TEST THE EFFECTS OF ACTIVE (VIA TRUSTED COMMUNITY MEMBERS) VS. PASSIVE (MAIL OR PICK UP) TEST KIT DELIVERY ON COMPLETION RATES



- **Randomized trial recruitment:** March – Oct 2021
- **Sample size:** Recruit 200 adult community members on the Flathead Reservation and 200 community members in Yakima
- **Project design:** Test ‘Active’ versus ‘Passive’ COVID-19 home testing strategies

Aim 2: Collaboration with EverlyWell on Home-testing Kit



The collection kit includes **everything that participants will need to collect and ship their sample**



Test-takers will complete the registration process by entering their planned collection date/time and confirming their information.

6 COVID-19 COLLECTION INFORMATION

If using a COVID-19 kit, the test-taker must enter the date and time in which they plan to collect their sample.

Sample Collection Info

When do you intend to collect your sample?

Date: 09-26-2020

Time: 02:45 PM

Next

7 INFORMATION REVIEW

Please Confirm Your Information

Registration Info
 Email: [redacted]
 First Name: [redacted]
 Last Name: [redacted]
 Address: [redacted]
 Phone Number: [redacted]
 Date of Birth: [redacted]
 Employer: [redacted]

Sample Collection Info
 Date: 09/26/2020
 Time: 02:45 PM
 Do not use time zone options on this device (e.g. you are not using a smartphone)

Mobile Number
 010-000-0000

Do not use time zone options on this device (e.g. you are not using a smartphone)

Submit

Test-takers can also opt into text notifications to receive updates on the status of their test.

8 FINAL CONFIRMATION

Kit Registered

Thanks for registering! You'll get an email confirming when your kit is shipped next. This video can help you get started with your sample collection.

How to collect your COVID-19 Test Home Collection Kit sample

Register another kit

Participants are kept informed of their kit status via email and text notifications (if opted into text messaging during registration step)

Kits include **step-by-step instructions** for participants to properly collect & return their sample

Important Reminder

Be sure to complete these 3 steps before mailing your kit.

Register kit Fill out kit ID sticker Same day ship

Visit www.everlywell.com/register and complete your registration.

The lab **can only** process your samples if you:

- Register your sample at everlywell.com/register
- Fill out ID sticker and affix to your sample tube
- Ship samples the same day you collect

Sample Collection Instructions

Please follow all instructions closely to ensure proper preservation and shipping of your COVID-19 samples to our collection labs. Make sure you can ship the same day you collect.

- 1 Register**
Please register your kit at everlywell.com/register before processing. This kit cannot process your sample if the steps are missed.
- 2 Locate drop box**
Check the location details for collection. If your package will be shipped to a FedEx or UPS, visit the carrier's website to view drop box locations and pickup schedules. Do not deliver samples to a drop box or the street! Drop off your sample to the same drop box address before the last pickup.
- 3 Fill out kit ID sticker**
Place sample ID sticker on the collection tube. Write your full name, date of birth, and the date of collection. Do not give the background of the tube.
- 4 Prep for collection**
Check the location and your collection tube. Fill out your name, date of birth, and the date of collection. Do not give the background of the tube. Thoroughly wash your hands with soap and water for 20 seconds prior to collection.
- 5 Position your head**
It is not good to be approximately a 45 degree angle.
- 6 Insert nasal swab**
Gently and slowly insert the swab into your nostril until it goes roughly about 2.5 cm and withdraw it in.
- 7 Collect swab sample**
Rotate the swab 10 times. You may notice the nasal swab with a slight resistance. **Report this process in the after event using the same event.**
- 8 Place the swab sample in the tube**
Place the swab into the tube. Hold the tube away from your face and break the swab at the indicated line. Leave the swab in the tube, and don't tilt the head. Tightly seal cap.
- 9 Place tube into bag**
Place the sealed tube into the provided biohazard bag. Follow return instructions on the bag.

...along with options to download PDF of the lab report or share a link to their results

RESULTS PLATFORM

Hi, Test

Your COVID-19 test is complete.

Your results indicate that you are NOT infected with the virus responsible for COVID-19.

Your results were released by Lab Network on March 23, 2020.

Learn more about our science.

PDF LAB REPORT

PHYSICIAN INFORMATION	PATIENT INFORMATION	DEPT/STATUS: FINAL
PHYSICIAN: [redacted]	DOB: February 14, 1981	ORDERING PHYSICIAN
PROFESSION: LAW AND MED	AGE: 39	ORDER INFORMATION
ORGANIZATION: [redacted]	ORDER#: [redacted]	TESTS PERFORMED: COVID-19
ADDRESS: [redacted]	CLINICAL SUFFIX: [redacted]	113 Congress Ave Ste 1200
		HOUSTON, TX 77002

Test Name	Result	Flag	Reference Range	Lab
COVID-19	negative	NORMAL		

Save a PDF Share

Share your COVID-19 Test results with the EverlyWell community, friends, and family

Visible to the Public:

LINK TO RESULTS

<https://results.everlywell.com/130n> Copy

Share on Facebook Share on Twitter

WELCOME & BOX CONTENTS

WELCOME!



Thank you for participating in the "Protecting Our Community" study. This study is being conducted in partnership with:

- **Montana State University** and **Salish Kootenai College** in Montana
- **Fred Hutchinson Cancer Research Center** and the **University of Washington** in Washington

STUDY PURPOSE



The purpose of this study is to create a community-driven plan for improving testing for COVID-19 in your community, as well as and other American Indian communities.



BOX CONTENTS

1 Supplemental Study Documents: This box contains a series of documents that were designed by the study team to complement the materials provided by the Everlywell COVID-19 Kit. All of the specially-designed study materials have the "Protecting Our Community" study logo including the following:

- **Self-Swab Instructions**
- **Shipping Instructions**
- **Receiving your COVID-19 Test Results**
- **Interpreting Test Results**

2 Everlywell COVID-19 Test Home Collection Kit Contents:



KIT REGISTRATION

- 1 Our study team has completed the registration for you!** You do NOT need to register your kit as this has already been done.
- 2 You should have received an email or text** from Everlywell confirming the registration of your test kit.
- 3 Here is the login information** for your Everlywell account (you will need this to access your results):

Username: _____

Password: _____

COMPLETING YOUR HOME COLLECTION KIT

The study team has sent you an email with video instructions to complete the kit. If you have any questions or need assistance with completing your test, call the research team:

Marissa Basler
marissa_basler@skc.edu
406-275-4881

Ashley Gervais
ashley_gervais@skc.edu
406-275-4051

Our staff is available to answer questions between on **Monday - Friday from 8am to 4pm.**

SAMPLE PROCESSING

In order for your swab sample to be analyzed for COVID-19, you must:

- 1 Fill out the Kit ID sticker and affix** to your sample tube
- 2 Mail your sample on the same day you collect your sample**
- 3 Mail your sample on a weekday between Monday through Thursday (not on a Friday)** by either:
 - Dropping at a **UPS Drop Box** location **before 2pm** or the last scheduled pick-up
 - Drop off to [site location] no later between **9am and 12pm.**



QUESTIONS & CONTACT

Please contact the study team with any questions or clarifications you may need. We are here to support you.

Marissa Basler
marissa_basler@skc.edu
406-275-4881

Ashley Gervais
ashley_gervais@skc.edu
406-275-4051

Salish Kootenai College
406-275-4800

Thank you for your participation in the "Protecting My Community" study.



SELF-SWAB INSTRUCTIONS

How to Collect a Nasal Swab at Home

1

BLOW YOUR NOSE AND WASH YOUR HANDS



2

PLACE KIT ID STICKER ON TUBE



Place the sticker ID with your full name, date of birth, and date of collection on the tube.
Make sure you do not cover the barcode sticker already on the tube.



UNIVERSITY of WASHINGTON
DEPARTMENT OF FAMILY MEDICINE
School of Medicine



Center for American Indian and Rural Health Equity

3

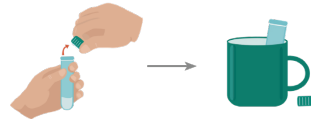
REMOVE NASAL SWAB FROM PACKAGE



Open the swab package by pulling the two ends of the wrapper apart.
Remove the swab by pulling out the handle, making sure not to touch the soft tip.

4

OPEN TUBE AND SET ASIDE



Carefully open the provided tube, making sure not to spill any liquid that is inside.
Set the tube aside so that it is standing up.

5

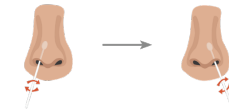
PLACE SOFT TIP INSIDE YOUR NOSE



Place the soft tip of the swab inside one nostril of your nose.
Gently move the soft tip so it is about halfway up your nostril and you feel some resistance (about 1 inch up your nostril).

6

SWAB THE INSIDE OF BOTH NOSTRILS



Gently rub the soft tip of the swab in a circle inside your nostril 5 times.
Remove the swab from one nostril and place it in the other nostril.
Repeat rubbing the soft tip in a circle inside your second nostril 5 times.

7

PLACE SWAB INSIDE TUBE AND CLOSE



Place the swab inside the tube with the soft tip facing down in the liquid.
Gently bend the handle of the swab back and forth at the marked line until the top of the handle breaks off.
Place the cap back on the tube and screw it on tightly.

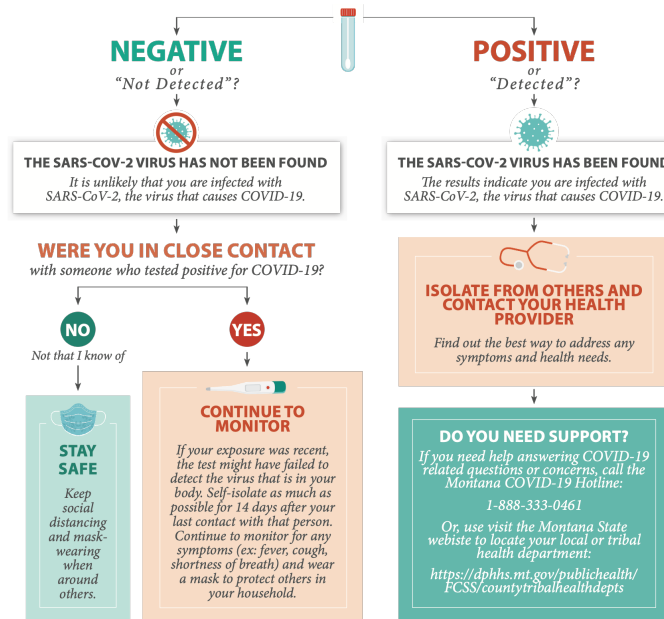
8

WASH YOUR HANDS



INTERPRETING RESULTS

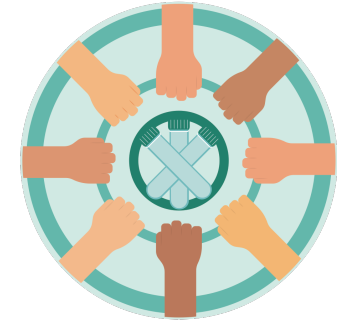
What does it mean if my COVID-19 test was...



ACKNOWLEDGEMENTS: Thank you to Angie Mangels for the beautiful illustrations featured here.

MONTANA STATE UNIVERSITY | Center for American Indian and Rural Health Equity

Aim 3: Evaluate the acceptability and feasibility of home self-testing and create community-driven protocols to increase testing in other communities



Survey given to all trial participants (200 on the Flathead Reservation and 200 in Yakima) regardless of home-test completion

Survey administered multiple methods – online, phone or paper depending on participants preference

More in-depth phone interview with 10 participants per community

Conclusions

- Indigenous knowledge and understanding of the root causes of community issues is critical
- Community based data as a catalyst for change
- Use evidence based approaches AND community input in intervention
- Having a shared vision and multi-sector partnerships moves beyond trauma and into action
- Long-term partnering with communities is essential to promote effective interventions and improve healthy equity
- Translation is complex!



akadams@montana.edu

**Center for American Indian and
Rural Health Equity (CAIRHE)**

www.montana.edu/cairhe

Feedback Survey

A link to the feedback survey has been sent to the email address you used to register.

Please get out your device, find that email, and spend a few moments completing that survey before you leave today.

Tip: If on a mobile device, shift view to landscape view (sideways) for better user experience.

Thank You!

Open for Questions

ITHS

Institute of **Translational** Health Sciences

ACCELERATING RESEARCH. IMPROVING HEALTH.