

Early Childhood Research with Tribal Communities (Course number: 221.665.11)

July 13-17, 2015

Johns Hopkins Bloomberg School of Public Health

615 N. Wolfe Street, Baltimore, MD 21205

Room W2030

Core Faculty

Allison Barlow, PhD, MPH, MA, Associate Director, Johns Hopkins Center for American Indian Health

Michelle Sarche (*Lac Courte Oreilles Ojibwe*), PhD Associate Professor, University of Colorado Anschutz Medical Campus, Colorado School of Public Health, Centers for American Indian and Alaska Native Health

Nancy Whitesell, PhD, Associate Professor, University of Colorado Anschutz Medical Campus, Colorado School of Public Health, Centers for American Indian and Alaska Native Health

Contributing Faculty/Instructors (continued on next page)

Deana M. Around Him (*Cherokee Nation*), DrPH,ScM, Post-Doctoral Fellow, Research and Practice Development, National Institutes of Health Clinical Center

Ann Belleau (*Bay Mills Indian Community - Ojibwe*), AA, Head Start Director

Ann Bullock, MD, Acting Director, Division of Diabetes Treatment and Prevention, Indian Health Service

Donna Hesson, MLS, BA, Public Health Informationist, Johns Hopkins Bloomberg School of Public Health Institution

Doug Novins, MD, Professor, University of Colorado Anschutz Medical Campus, Department of Psychiatry and Colorado School of Public Health, Centers for American Indian and Alaska Native Health

Myra Parker (*Fort Berthold, Mandan and Hidatsa*), JD, MPH, PhD, Acting Instructor, University of Washington, Department of Psychiatry, Center for the Study of Health and Risk Behaviors

Summer Rosenstock, PhD, MHS, Assistant Scientist, Center for American Indian Health, Department of International Health, Johns Hopkins Bloomberg School of Public Health

Lauren Tingey, MSW, MPH, PhD-Candidate, Research Associate, Center for American Indian Health, Johns Hopkins Bloomberg School of Public Health

John Walkup, MD, Adjunct Professor, Johns Hopkins Center for American Indian Health; Director, Division Child & Adolescent Psychiatry, Weill Cornell Medical College

Melissa Walls (*Bois Forte and Couchiching First Nation Ojibwe*), PhD, Associate Professor, University of Minnesota Duluth, Department of Biobehavioral Health and Population Sciences

Course Teaching Assistant: **Kyle Hill** (*Turtle Mountain Band of Chippewa*), Johns Hopkins Center for American Indian Health

Course Coordinator: **Nicole Pare**; 410-955-6931

Course Description: There are burgeoning demands and opportunities for early childhood research with tribal communities. American Indian and Alaska Native communities possess tremendous cultural strengths and supports to promote positive parenting and optimal early child development. At the same time, many AIAN communities grapple with severe economic, health, and social disparities, and historical and modern trauma that can place young children's development at risk. Federal funding, such as that channeled through the Affordable Health Care Act, provides opportunities for tribal grantees to assess and address early childhood developmental needs. Tribal and affiliated scholars seek knowledge about early childhood developmental processes, intervention strategies and best practices, and appropriate research approaches to measure developmental influences and intervention impacts in tribal settings. This course will: 1) explore theoretical approaches and methodologies related to early childhood development and intervention research; and, 2) examine unique aspects of tribal research and culture as it applies to promoting early childhood development, with an emphasis on the importance of community-based and community-engaged approaches.

Learning Objectives:

This course will provide students with:

1. An understanding of early childhood development
2. An understanding of the basic elements of early childhood research design
3. An understanding of community-based participatory research methods and their application in research with tribal communities
4. The ability to identify a research question relevant to early childhood development in tribal communities and relevant research methods to answer that question
5. The ability to use research to inform early childhood program, practice, and intervention improvement

Prerequisites: This course is designed for American Indian and Alaska Native tribal early childhood program directors and staff, health and education professionals and paraprofessionals, and others interested in tribal early childhood development and research. Prerequisites include experience living or working in/with American Indian and Alaska Native settings/communities and experience/interest in early childhood development and research with tribal communities. Previous formal training in research methods is not required.

Course Format: Teaching methods will include lectures, discussions, and individual work. A final paper is required for those taking the course for credit.

Assignments, Evaluation and Grading Policy: Assessment will be based on: (1) class attendance and participation; (2) small group attendance and participation; (3) daily thought pieces; and, for students taking the course for credit, (4) a final paper due 2 weeks following course completion.

Students taking the course for credit will receive a letter grade. Students who are not taking the course for credit will receive a pass/fail grade based on class attendance, participation, and daily thought pieces.

	For Credit Proportion of Grade	For Non-Credit Proportion of Grade
Class Attendance/Participation	20%	30%
Small Group Attendance/Participation	30%	30%
Daily Thought Pieces	20%	40%
Final Paper	30%	N/A

Guidelines for Class Attendance and Participation

Each student is expected to attend the entire class each day and is expected to be an active participant in daily class discussions. Missing class will result in the loss of points for class attendance and participation. Missing more than one class could result in class failure.

Guidelines for Small Group Attendance and Participation

Students will be assigned to small groups that will meet for a portion of each day, Monday-Thursday. The purpose of the small group is to provide time for focused discussion of course material with course faculty. Students will be expected to share their reflections on readings and lectures, connecting topics to their own work with tribal children and families or related contexts. Students will be evaluated for small group attendance and active participation that demonstrates having read the readings, heard the lecture content, and processed the information thoughtfully. Missing a small group will result in the loss of points for small group attendance and participation. Missing more than one small group could result in class failure.

Guidelines for Daily Thought Pieces

Each student will be given a homework assignment to complete in the form of an individually-written “thought piece” at the end of each day, Monday-Thursday and due at the beginning of class the next day. Each thought piece will center on a single question that will relate to the day’s readings, lectures, and/or small group discussion. Thought pieces should contain a minimum of 1-2 well-constructed paragraphs in response to the question(s) posed. Thought pieces are worth 5 points each, for a total of up to 20 points for students taking the course for credit, or 10 points each for a total of up to 40 points for students taking the course for non-credit. Each thought piece will be graded on a pass/fail basis, so students will receive a 0 or a 5 (or 10 for non-credit) on each piece. Thought pieces must be submitted electronically via email to Kyle Hill or printed/hand-written on paper and turned into Kyle Hill. Whether submitted electronically or on paper, the thought piece must be submitted at the beginning of the next class.

Guidelines for Final Paper

Students taking the course for credit must submit a final paper that is due two weeks after class, on Friday, July 31, 2015 by 5 pm Eastern Daylight Time. Papers should be submitted to Nicole Pare by email or fax 410-955-2010. Detailed guidelines for the final paper will be reviewed together in class, and are also available in a separate document titled “Paper Guidelines.” Core faculty will be available via email to answer any questions. Five (5) points will be deducted for *each day* the paper is late; after Friday August 7th at 5 pm Eastern Daylight Time, papers will not be accepted and 0 points will be given for the

final paper, resulting in potential failure of the class. Students who are not taking the course for credit do not have to submit a final paper.

Daily Schedule

Please see the following pages for the daily schedule of lectures, required and optional readings, and assignments.

**MONDAY
JULY 13, 2015**

INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT

1:30 Blessing, Welcome, Introductions, and Overview of the Course

Phil Smith, WJ Strickland, Allison Barlow, and Michelle Sarche

2:15 Early Childhood Foundations of Lifelong Health

Ann Bullock

3:15 Break

3:30 Child Development Theory and Practice

John Walkup

4:30 Small Groups

Introductions, discuss one or more of the most relevant points of the lectures from today for your tribal service population. Where would you focus resources in your community to promote optimal early childhood development? (Determine a note taker – your notes will become helpful in future group discussions. You may rotate note takers day to day.)

5:00 Adjourn

Monday Thought Piece (due Tuesday am): Considering Dr. Bullock's and Dr. Walkup's lectures, what aspect of or approach to promoting early child development do you think is most needed among your service population? How feasible is it today? What barriers exist? Where would you begin?

Monday Required Readings:

Bullock, A. (2015). Getting to the Roots: Early life intervention and adult health. *Am J Psychiatry*, 172 (2), 108-10.

Dishion, T. J., & Patterson, G. R. (1999). Model building in developmental psychopathology: A pragmatic approach to understanding and intervention. *Journal of Clinical Child Psychology*, 28 (4), 502-512.

Monday Optional Readings:

Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development*, 81 (1), 6-22.

Shonkoff, J. P., Garner, A. S., Siegel, M. D., Earls, M. F., Garner, A. S., McGuinn, L., Pascoe, J., & Wood, D. L. (2011). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129 (1), 232-2246.

**TUESDAY
JULY 14, 2015
APPROACHES TO RESEARCH**

- 1:30 Review and Overview of Day**
Allison Barlow and Michelle Sarche
- 1:45 What is Research?**
Doug Novins
- 2:30 Formulating a Research Question and Testable Hypothesis**
Melissa Walls
- 3:15 Break**
- 3:30 Six Steps to Effective Database Searching**
Donna Hesson
- 4:15 Small Group Discussions:** Review your notes about where you would focus resources to promote optimal early child development in your communities. Choose one of your ideas and develop a research hypothesis to test. From Dr. Novins' lecture, explore what types of research would help you answer your question.
- 5:00 Adjourn**

Tuesday Thought Piece (due Wednesday am): Go to PsychInfo, Google Scholar, PubMed, or another searchable source and find 5 abstracts on an early childhood development topic that is a priority in the community/program where you work. What are some things that the research literature tells you about this topic? What does the existing literature not answer – what questions still remain? How might what is known/not known shape the kind of question you would like to explore?

Tuesday Required Readings:

Hetherington, M.E., Park, R.P., Schmuckler, M. (2005). Child psychology: A contemporary viewpoint, 2nd Edition. Chapter 2 – Research methods in Child Psychology. City, State: McGraw-Hill Ryerson. Pp 29-54. Online at <http://www.mheducation.ca/college/hetherington/>

Tuesday Optional Readings:

McLelland, C.V. The nature of science and the scientific method – online at <http://www.geosociety.org/educate/NatureScience.pdf>.

Medicine Men and the Puzzling Placebo – online at <http://www.pbs.org/saf/1307/features/knows.htm>

Psychology and the Scientific Method: From Theory to Conclusion – online at <https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/researching-psychology-2/the-scientific-method-26/psychology-and-the-scientific-method-from-theory-to-conclusion-123-12658/>

What is Research? Online at http://www.personal.psu.edu/wxh139/research_talk.htm

**WEDNESDAY
JULY 15, 2015
INTRODUCTION TO STUDY DESIGN**

- 1:30 Review and Overview of Day**
Allison Barlow and Michelle Sarche
- 1:45 Community-based and Tribal Participatory Research Approaches**
Myra Parker
- 2:30 Introduction to Qualitative Research Methods**
Lauren Tingey
- 3:15 Break**
- 3:30 Intro to Quantitative Research Methods**
Summer Rosenstock
- 4:15 Small Group Discussions:** Revisit the research question(s) that your group generated yesterday. Consider how you apply principles of CBPR and/or TPR to begin a research process. Discuss what types of quantitative or qualitative research methods you might use to answer your question.
- 5:00 Adjourn**

Wednesday Thought Piece (due Thursday am): Consider you are going to start some research to prevent or reduce an early child development issue (name what it is in your thought piece) in your or another tribal community. Discuss some qualitative and quantitative methods or approaches you would use to understand the problem.

Wednesday Required Readings:

Barlow, A., Mullany, B., Neault, N., Goklish, N., Billy, T., Hastings, R., Lorenzo, S., Kee, C., Lake, K., Redmond, C., Carter, A., & Walkup J.T. (2015). Paraprofessional-delivered home-visiting intervention for American Indian teen mothers and children: 3-year outcomes from a randomized controlled trial. *American Journal of Psychiatry*, 172 (2), 154-62.

Minkler, M. (2010). Linking science and policy through community-based participatory research to study and address health disparities. *American Journal of Public Health*, 100 (1), 81-87.

Tingey, L., Cwik, M., Goklish, N., Larzelere-Hinton, F., Lee, A., Suttle, R., Walkup, J., & Barlow, A. (2014). Risk pathways for suicide among Native American adolescents. *Qualitative Health Research*, 1-9.

The National Science Foundation, Directorate for Education & Human Resources, Division of Research, Evaluation, and Communication. (2002). An overview of quantitative and qualitative data collection methods. *The 2002 user-friendly handbook for schools*, 3.5, 99-12175.

5 (3) Section III.5:

Wednesday Optional Readings:

Flicker, S., Travers, R., Guta, A., McDonald, S., & Meagher, A. (2008). Ethical review of community-based participatory research: Considerations for institutional review boards. *Community-based participatory research for health: From process to outcomes*, 43- 440.

THURSDAY

JULY 16, 2015

MEASUREMENT IN EARLY CHILDHOOD RESEARCH

1:30 Review and Overview of Day

Allison Barlow and Michelle Sarche

1:45 Introduction to Measurement: Are the Data Telling us the Truth?

Nancy Whitesell

2:45 Measuring Children’s Development and Its Influences

Deana Around Him

3:45 Break

4:00 Small Group Discussions: What are the key constructs you need to measure to answer the research question that your group has been discussing? What types of measures could help assess your key constructs? What measures that you learned about today would be useful? Would these measures need adaptation for your tribal communities, or can they be used as is?

5:00 Adjourn

Thursday Thought Piece (due Friday am): What lecture or small group discussion has stretched your thinking the most and why?

Thursday Required Readings:

Clark, L.A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment*, 7(3), 309-319.

Committee on Developmental Outcomes and Assessments for Young Children (2008). Guidance on outcomes and assessments. *Early childhood assessment: Why, what, and how*, 341-376.

Thursday Optional Readings

Arditti, J.A., Grzywacz, J.G., & Gallimore, S.W. (2013). A demedicalized view of maternal distress: Conceptualization and instrument development. *Psychological Services*, 10(4), 386-394.

**FRIDAY
JULY 17, 2015**

EXAMPLES OF CURRENT EARLY CHILDHOOD RESEARCH WITH TRIBAL COMMUNITIES

- 1:30 Review and Overview of Day**
Allison Barlow and Michelle Sarche
- 1:45 Home Visiting Research with Tribal Communities: Examples from the Family Spirit Project**
Allison Barlow
- 2:30 Planning for the First Study of American Indian and Alaska Native Head Start: CBPR on a National Scale with the AI/AN Family and Child Experiences Survey**
Nancy Whitesell and Michelle Sarche
- 3:15 Break**
- 3:30 Student evaluations**
- 3:45 Closing thoughts: Facilitated whole class discussion**
Allison Barlow & Nancy Whitesell
- 4:15 Adjourn**

Friday Required Readings

Mullany, B., Barlow, A., Neault, N., Billy, T., Jones, T., Tortice, I., Walkup, J. (2012). The Family Spirit trial for American Indian teen mothers and their children: CBPR rationale, design, methods and baseline characteristics. *Prevention Science, 13*, 504-518.

Hulsey, L. K., Aikens, N., Kopack, A., West, J., Moiduddin, E., and Tarullo, L. (2011). Head Start Children, Families, and Programs: Present and Past Data from FACES. *OPRE Report, 2011-33a*.

Friday Optional Readings

U.S. Department of Health and Human Services, Administration for Children and Families (2010). Head start impact study: Final report, executive summary. 1-35.