The role and efficacy of native paraprofessional home visitors in reducing behavioral health disparities in indigenous populations

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Table 1. Description and properties of study outcome measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Properties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voices of Indian Teens (VOIT): Cultural identity</td>
<td>6 items that assess respondent’s participation in traditional tribal activities and identity with tribe</td>
<td>NA</td>
</tr>
<tr>
<td>Voices of Indian Teens (VOIT): Alcohol</td>
<td>92 items cover following topics: quantity, frequency and qualitative aspects of alcohol use; age of first use; family history of alcohol abuse; community, peer, and personal attitudes and beliefs about alcohol.</td>
<td>Novins &amp; Mitchell, 1998</td>
</tr>
<tr>
<td>Voices of Indian Teens (VOIT): Drugs, Ideas, Thoughts &amp; Happenings</td>
<td>13 items cover following topics: quantity and frequency of drug use; types of drugs used; and age of first use</td>
<td>Novins &amp; Mitchell, 1998</td>
</tr>
<tr>
<td>Audio Computer Assisted Self-Interview (ACASI)</td>
<td>Existing meth-use surveys were utilized and expanded to create an enhanced meth assessment to be administered via ACASI. Questions focused on substance abuse history and sexual risk taking behaviors. Participants completed ACASIs confidentially on project laptop while questions were read aloud over headphones.</td>
<td>Created by study team, questions adapted from DHHS, 2008 and Montana Meth Project, 2008.</td>
</tr>
<tr>
<td>Problem Oriented Screening Instrument for Teens (POSIT)</td>
<td>139-item self-report assesses broad range of functional areas among teens over 6 subscales, including: substance use, physical health, general mental health, family relationships, peer relationships and aggressive behavior/delinquency.</td>
<td>Rahdert, 1991</td>
</tr>
<tr>
<td>Medical Record Review</td>
<td>Maternal medical records reviewed for maternal birth spacing and related outcomes.</td>
<td>Created by study team</td>
</tr>
</tbody>
</table>

* Indicates primary outcome measures within each domain.

a S = Short-term impact (pregnancy through 1 year postpartum); M = Medium-term impact (between child’s ages 1-3 years); L = Long-term impact (between child’s ages 3-6 years)

b Data from these measures were gathered either as potential moderators of intervention impact or as potentially important covariates; we do not anticipate intervention impact on these measures.

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and others in a career of service to our world, while remembering family is first and friends are second – and neither shall be turned down in a time of need.

There have been many other crucial teachers along the way, and a few in particular I must name here. First, Dr. John Walkup. He has been my content mentor for all that is written in this book. Often disguised by his talkative, curious and humorous nature, he led me quietly – never having to be “right” but allowing me to learn by doing at his side. He also taught me to approach our work with a commitment to both simplicity and practicality. I also learned by watching him act on what he observes as universal truths – the core things that make us all human. This notion roots his ability to meet all of humanity on equal ground. And finally, his standards of integrity and human ethics are unwavering. I am so grateful to you, John. Next, my most steady “partner in crime,” Novalene Goklish. We have worked together on the projects represented in this book and many others for the past 15 years. While we were born to different worlds, Novalene gave me her trust and confidence that our hearts were united in shared goals for Native peoples and the world at large. She has unspeakable strength and resilience, and is a constant source of hope and faith for me. In addition to John and Novalene, I offer deep respect for two other teachers, Dr. Raymond Reid and Dr. Phillip Smith. They are unique in that they were among the first to pave the road for American Indian scholars to be trained as medical physicians, but even more extraordinary is their embodiment of integrity, humility, and service to others. Their teachings and example have given me a glimpse of the values and well-being of their ancestors – a people and value system our world so desperately needs in order to regain balance. Finally, I offer blessings to an elder Apache teacher, Hedy Kelewood. She was the first Native mentor I had when I began this work at age 27. Her teachings are part of my vocational DNA.

Those who hold a special place at the center of my gratitude are the Native home visitors who carried out the Family Spirit home-visiting programs in their communities – foot soldiers of health education, love and well-being. They are the fuel, the agents of change, the magic that comes when the whole is greater than the sum of our parts. With all my thanks to you: from the
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