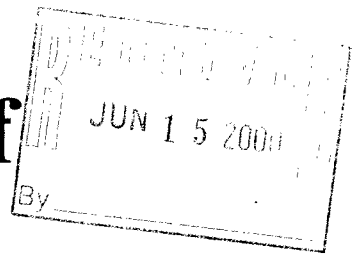




Society of Indian Psychologists



Official Publication of the Society of Indian Psychologists

Spring 2000

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Membership Application

A MODEL FOR CONDUCTING RESEARCH WITH AMERICAN INDIAN PARTICIPANTS

**Prepared by Justin D. McDonald, Ph.D., Society of American
Indian Psychologists (May, 1998)**

INTRODUCTION AND BACKGROUND

This document consists of a model for use by anyone intending to conduct psychological research with American Indian and Alaska Native people. It is intended to apply to both reservation and urban American Indian communities as appropriate. The words and their intentions represent the collective wisdom and experience of many years of hard work by American Indian and cross-culturally competent non-American-Indian psychologists. This model was unanimously ratified by the full membership of the Society of Indian Psychologists at its annual meeting during June 1997 at the Utah State University Campus. This document is intended to be informative in nature and to inform potential researchers of all nations of the kinds of questions, obstacles, challenges, and important issues they must consider prior to engaging in psychological research with American Indian and Alaska Native people. The issues presented here are intended to act as a general model and are neither comprehensive nor entirely applicable to all tribes, clans, and family groups. Individual tribes, clans, family groups, or urban Indian communities may have additional requirements and issues requiring resolution prior to the initiation of such research.

Many important issues are presented as questions. The primary reason for this format is embedded within the notion that if a potential researcher cannot answer the question, that researcher should either: (a) not conduct the research or (b) involve someone (preferably a local American Indian psychologist) who can provide the appropriate amount of cross-cultural competency to the project. This model is presented with the intention that responsible and appropriate American Indian and Alaska Native mental health research is desperately needed, is an appropriate precursor toward establishing culturally appropriate treatments and community interventions, and is in the best interest of peoples of all nations.

GENERAL ISSUES FOR ANYONE CONSIDERING CONDUCTING RESEARCH WITH AMERICAN INDIAN PARTICIPANTS

1. American Indians have been misrepresented for 500 years. Take this into account!
2. More than 600 federally and state-recognized tribes exist in America, each with its own distinct oral history, tradition, and culture. Avoidance of unnecessary Pan-Indianism is therefore encouraged.
3. Not including tribal members or any American Indians in the development of the design, methodology, and information dissemination of research involving American Indian participants is a serious affront to those being studied and may very well invalidate any research "findings."
4. Cross-cultural competence in psychology training, research, and treatment is as significant an area of professional expertise as any other (i.e., neuropsychology, pediatric, etc.). Competence is established through supervised training and experience. Prospective non-American Indian mental health researchers must ask themselves if they truly have it.

RESEARCH DESIGN/QUESTION ISSUES, QUESTIONS TO EXPECT, AND COMMENTS

1. Why are you doing research with American Indian subjects? The old lines about the data being good for the population being studied and for the good of the field of psychology and "science," etc., are no longer good enough.

A researcher should have a well-considered answer. For example: "Many people are questioning whether or not there are significant differences between diabetes prevention behaviors of your tribal members and non-tribal members living off the reservation. Having access to this data could allow the tribe to develop diabetes-prevention programs through the Indian Health Service, the State, or other funding agencies. But we won't know for sure until we have some data resulting from careful, responsible research."

2. What impact, positive or negative, is your study going to have on this tribe/urban American Indian community? Are there direct benefits or risks, such as funding gain or loss, public relations (PR), or perceptual gains or losses, such as reinforcement of "American Indian" stereotypes?
3. Is the research question/hypothesis culturally relevant, sensitive, and appropriate? If the answer is "I don't know" –quit, or get a significant American Indian consult. In essence, if the principal investigator of a research project does not know the answer to this question, he or she is not cross-culturally competent enough to conduct the project and should either discontinue it or involve others who can help.

METHODOLOGY ISSUES/CONSIDERATIONS

1. Instrumentation selection. This is a sensitive/controversial topic in Indian Country. In general, one must consider the appropriateness of using psychological tests that lack sufficient standardization on or with American Indians. Specific issues:
 - a. Test development issues
 - (1) Authors: Who were the authors? Were they culturally competent?
 - (2) Item generation: What approach was used? Was an American Indian focus group used in the item-generation or prototype development process?
 - (3) Standardization: On how many American Indian subjects was this test normed? What tribes or urban American Indian communities were represented and from what economic strata? Was subject biculturalism taken into account?

- b. Psychometrics. Which of the following have been statistically determined for using this test with American Indian subjects?
 - (1) Validity (cultural, content, construct, criterion)
 - (2) Reliability (test-retest, internal, alternate forms)
 - c. Cultural sensitivity/appropriateness. Some subjects/topics are strictly off-limits or completely irrelevant with some tribes or individuals, while others are acceptable. Is your instrument sufficiently informed by/equipped with this knowledge?
 - d. Language usage/level. Is the language usage/level appropriate for use with the proposed subjects? Most instruments are not. Many exhibit reading levels and vocabulary that are either too high or difficult for bilingual speakers.
 - e. Length. Is the instrument too long? Most are. If so, you will lose information and subjects. Many investigators make the mistake of abusing their research opportunity by piling on multiple and lengthy instruments. Others are too preoccupied with the mindset that more items and multiple measures will increase variance, statistical robustness, and psychometric power. Although this may be true, it also causes excessively high subject mortality among American Indian subjects, either torpedoing the entire effort or forcing overreliance upon the dangerously small sample size that remains. Two suggestions:
 - (1) Don't be greedy, and (2) make brevity and conciseness high priorities. For example, if two potential instruments are equally usable, culturally appropriate, etc., select the shorter of the two.
2. Subjects/participants. Following are issues and questions about the sample to consider prior to conducting the research effort.
- a. Why American Indians, why these American Indians, and how will we benefit? Potential researchers need to have good, informed, respectful answers to these questions if they wish permission to proceed.
 - b. Local human subjects committees/institutional review boards: Researchers should secure permission from local tribal or urban American Indian community human subjects committees, tribal councils, cultural committees, tribal college research departments, or another designated agency/group for permission to proceed. Without permission, do not proceed!
 - c. Sample size issues
 - (1) How many is "enough?" Why? Be prepared for small sample sizes, both statistically and logistically. Some tribes/urban American Indian communities only have one or two thousand residents from which to draw a sample.
 - (2) Researchers should take the small size of the sample into account in data interpretation-- use extreme care: It is important to consider that researchers may be dealing with a population, and not a sample. This idea is reinforced by the concept that each tribe is a distinct cultural and ethnic entity.
 - (3) Sample size: The population is seldom all American Indian people on this continent (although it is conceivable that some Pan-Indian designs might be appropriate--as a rule of thumb, they are not). More commonly, the population in question may indeed consist only of the members of one tribe, and some tribes are small. Therefore, small sample sizes in terms of numbers may actually be high representation in terms of percentage of available subjects from a given population.

This is the first of a two-part series on conducting research with American Indians. This article was printed along with other suggestions regarding research with diverse groups in APA's "Guidelines for Research in Ethnic Minority Communities" by the Council of National Psychological Association for the Advancement of Ethnic Minority Interests (CNPAEMI).

**13th ANNUAL CONVENTION OF AMERICAN INDIAN PSYCHOLOGISTS
AND PSYCHOLOGY GRADUATE STUDENTS**

Convention: June 15-16 Bear Lake Retreat: 5:00pm June 16-2:00 pm June 18

REGISTRATION FORM

Please complete the requested information below and return to American Indian Support Project (AISP), Psychology Department, Utah State University, 2810 Old Main Hill, Logan, UT 84322-2810.

Name _____

Address _____

City, State, ZIP _____

Social Security # _____ Telephone No.(W) _____ (H) _____

Tribal Affiliation _____

Do you have a college degree? Yes___ No___ Degree _____

If you are a student, where are you attending? _____

Degree Program _____ Year in Program _____

Do you plan to attend the Bear Lake Retreat? (Circle one) Yes No
(Sleeping space at the Retreat Center is assigned on a first-reservations-received basis) The Retreat Center is available for Friday, Saturday, and Sunday until 2:00 pm this year.

If you need financial assistance for travel, please contact the AISP office.

AISP Office
Psychology Department
Utah State University
2810 Old Main Hill
Logan, UT 84322-2810
Phone (435) 797-1466
Email: AISP@coe.usu.edu

You asked for it and we delivered

At the last annual meeting, there was strong support for the society to develop a web page and a listserv so that we all could stay more informed of current and relevant issues. Well, we can proudly say that we have a listserv and our web page is currently under development. If you want to subscribe to the list, please send information to :mailser@mail.couns.msu.edu and message with the text: **subscribe sip-1**

American Indian Research

Cultural Influences on Body Image Perception of Native American Women by Melody L. LaFriniere, St. Cloud State University.

Although cultural influences are gaining increased recognition in research in many years, few studies have considered cultural influences on body image perception. Similarly, literature addressing the issues of American Indian women is lacking. Very little research considers the cultural influences on body image perception of American Indian women. This project considers the influences of culture as it relates to American Indian women's perception of body image.

Eighty-four American Indian women enrolled as full time students at a small mid-western university participated in the study. Twenty tribes were represented, and the age range of the participants was from 18-49 years. Fifty-nine identified themselves as not living within the boundaries of their home reservation. Fifty identified themselves as parents, and thirty were married.

Cash's Multidimensional Body-Self Relations Questionnaire (1990) was used to measure attitudinal aspects of the participants' body image constructs. The MBSRQ is comprised of 69 self-report items and consists of 7 factor subscales and 3 special multi-items subscales. The 7 factor subscales are Appearance Evaluation, Appearance Orientation, Fitness Evaluation, Fitness Orientation, Health Evaluation, Health Orientation, and Illness Orientation. The 3 multi-item subscales are: Body

Area Satisfaction, Overweight Preoccupation, and Self-Weight Classification.

LaFromboise and Rowe's American Indian Cultural Orientation Scale (1995) was used to measure the participant's cultural orientation based upon the orthogonal identification model developed by Oetting & Beauvais (1991). The AICOS consists of 27 items which questions the participant's involvement, comfort, commitment, understanding, and outlook related to various aspects of their American Indian culture and the white American culture. Depending upon the participant's score they would be considered Traditional, Assimilated, Diffused, or Bicultural.

This study sought to answer two research questions: #1. Would American Indian women with strong American Indian cultural orientation be more satisfied with their body image than American Indian women with White American cultural orientation? #2. Is age a significant factor in body image satisfaction among American Indian women?

The results of this study suggest that, with this particular group of American Indian women, traditional cultural orientation had minimal significant influence on their overall body image perception. However, significant cultural influences were found on specific scales associated with the body-self questionnaire including Body Area Satisfaction, Health Orientation, Fitness Evaluation, and Fitness Orientation. The results also indicated that as an American Indian woman gets older, she becomes less concerned with physical fitness, and is less likely to incorporate physical activity into her daily routine.

SIP Welcomes New and Renewing Members

Abernathy, Steve, Grove, OK
 Alexander, Patricia, Stillwater, OK
 Ballew, Reva, Whitier, NC
 Bateman, Guy, St. Ignatius, MT
 Foley, Kevin, Davis, CA
 Forrest, Deborah, Alpharetta, GA
 Gerrisit, Derff, St. Ignatius, MT
 Goyeche, John, Kelowna, BC
 Little Owl, Mike, Harlam MT
 Mohatt, Gerald, Fairbanks, AK
 Pace, Deborah, Cardston, Alberta

Pope, Mark, St. Louis, MO
 Swaney, Gyda, Ronan, MT
 Todd-Bazemore, Beth, Vermillion, SD
 Voice, Robert, Vancouver, BC
 Wise, Todd, Sioux Fall, SD

Students

Frame, Melina, University of Alaska
 Munoz, Corey, Oklahoma State Univ.
 Dorton, Julie, University of Oklahoma
 Egle-Buckanaga, Dawn, Univ. of South Dakota
 Rump, Brenda, University of Kansas

Announcements

APA CONVENTION

108th APA Convention, August 4-8, 2000 in Washington, DC. Convention Registration and Housing Registration starting April 10, 2000 online at <http://www.apa.org/convention>. Pre-registration fees until July 26, 2000.

UPCOMING CONFERENCES:

20th Annual Culture-Based Curriculum Development Workshop, July 10-13, 2000, Warm Springs, OR. www.occe.ou.edu/aia

2nd National Native American Prevention Convention, June 5-7, 2000, Norman, OK. www.occe.ou.edu/aia

American Indian Leaders Red Power and Tribal Politics, September 15-16, 2000, The University of Kansas, Lawrence, KS. www.kuce.org

7th National Conference on Gifted and Talented Education for Native People, July 30 - August 3, 2000, Hilo, HI. www.occe.ou.edu/aia

APA DIVISION 45 will sponsor a hospitality suite at the 2000 APA Convention in Washington, DC.

Activities that have been suggested for scheduling include a gathering to meet the editor and associate editors for our journal, Cultural Diversity and Ethnic Minority Psychology; an author chat; and a meeting of Links and Shoulders for mentoring graduate students. Activities will be scheduled on Friday through Monday of the convention.

Please share your ideas for other activities, and/or let us know if you have a recently published book and would like to participate in the author chat.

Information can be sent to Norweeta Milburn via e-mail at ngmilburn@worldnet.att.net. All information should be sent by May 12, 2000. Thanks.

THE OFFICE OF ETHNIC MINORITY AFFAIRS is requesting your help to identify outstanding undergraduate students of color whose departments believe them to have the greatest potential to succeed in the field of psychology. Faculty chairs, program directors, advisors or mentors within the psychology departments or programs are asked to select undergraduate psychology majors who meet the following criteria: (1) A student of color (African American/Black, American Indian/Alaska Native, Asian American/Pacific Islander, and/or Hispanic/Latino), (2) A psychology major who will be eligible to matriculate to graduate-level training in the fall of 2001, (3) A student who has demonstrated promise for success in graduate-level training and the intention of becoming a psychologist. Upon the receipt of the recommendations from each candidate's psychology department, these students will be identified by

OEMA and APA as Minority Undergraduate Students of Excellence (MUSE) in psychology. Students will be notified of their status, and their names and other pertinent information will be placed on OEMA's Web page.

To request an application or for additional information about MUSE, visit www.apa.org/pi/oema/muse/homepage.html or contact OEMA at (202) 336-6029; fax: (202) 336-6040; TTD: (202) 336-5662. The deadline for MUSE nominations is July 1, 2000.

FREE INQUIRY IN CREATIVE SOCIOLOGY is requesting manuscript submissions on American Indian issues for the fall of 2000. This journal has been in print since 1972 and all manuscripts are refereed. Any professors who have an article for submission should contact the editor, Alberto Mata, University of Oklahoma, Department of Human Relations, 601 Elm Ave. Rm. 728, Norman, OK 73019-0315 or email at agmata@ou.edu.

FACULTY POSITION CHILD PSYCHOLOGIST, CLINICAL/RESEARCHER
The University of Maryland is opening a Center for Child Protection in July, 2000. They are seeking a child psychologist at the Associate Professor level with clinical and research expertise in child abuse and neglect. The position will be in the Department of Pediatrics, School of Medicine. Opportunities include involvement in clinical activities, research projects, teaching, and advocacy, and work with psychology post-doc fellows. If interested, please send cover letter, curriculum vitae, and recent publications to Howard Dubowitz, MD, MS, Professor of Pediatrics, 700 W. Lombard St., Baltimore, MD 21201 or email at hdubowit@umaryland.edu.

AMERICAN INDIAN, FIRST NATIONS, AND INDIGENOUS PEOPLES: THE MULTIPLICITY OF IDENTITY
The American Indian Quarterly invites original essays focusing on American Indian/First Nations identity topics for a special issue on identity. Papers from historians, anthropologists, sociologists, and psychologists may discuss political, social, economic, psychological, and religious aspects of identity. Submissions are limited to 25 pages, double spaced (notes included). Deadline for submissions is June 1, 2000. Send four copies of your work to: Dr. Michael Yellow Bird, Assistant Professor, School of Social Welfare, University of Kansas. Please

Please see **Announcements** Page 8

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Executive Committee (2000)

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Utah State University
2810 Old Main Hill
AISP@fs1.ed.usu.edu

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The Society of Indian Psychologists Newsletter is the official publication of the Society of Indian Psychologists. News items, articles, announcements, letters to the editor, etc., should be typewritten and sent to the editor.

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Society of Indian Psychologists

2000 Membership Application

Name: _____ Date: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone: (____) _____

E-mail _____

Highest Degree: _____ Date Awarded: _____

Awarding Institution: _____

If Student, Degree Program:

____ BA/BS; ____ MA/MS; ____ PhD/PsyD

Institution: _____

Self Identification (Check All that Apply):

- ____ American Indian/Alaskan Native (Specify: _____)
- ____ African American/Black
- ____ Latino/Hispanic
- ____ Asian/Pacific Islander
- ____ Euro/American
- ____ Other (Specify: _____)

Membership Status:

- ____ General Membership (\$15 or Waiver Request Attached)
- ____ Student Membership (\$5 or Waiver Request Attached)

Contribution to Carolyn Attneave Memorial Scholarship Fund: \$ _____

I do not give my permission to release my name & address outside of SIP _____

PLEASE RETURN THIS FORM WITH YOUR REMITTANCE. MAKE CHECKS PAYABLE TO THE "SOCIETY OF INDIAN PSYCHOLOGISTS."

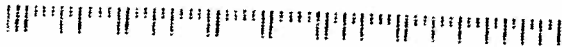
Mail to: Patricia Alexander
Oklahoma State University
Department of Psychology
215 N. Murray
Stillwater, OK 74078

Announcements, (from page 6)

follow the author guidelines which can be accessed at <http://jan.ucc.nau.edu/~mihesuah>.

THE JOURNAL OF AMERICAN INDIAN EDUCATION For the past 18 months, the staff of the Center for Indian Education at Arizona State University, under a grant from the John D. and Catherine T. MacArthur Foundation, have been preparing the Journal of American Indian Education for release on the World Wide Web. Over 1,000 articles were scanned and converted to html spanning the forty-year history of this unique scholarly journal. The first thirty years of the journal are now available in full text for no cost at <http://jaie.asu.edu>

**HAVE A GREAT
SUMMER!!!**



59865X0632

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Health & Human Services Program
CSKT
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