

LESSONS FROM THE GOOD ROAD OF LIFE TRAINING FOR MENTAL HEALTH PROFESSIONALS

- Learning Objectives
 - Describe the components of the Good Road of Life training for mental health professionals.
 - List the sources of strength of mental health professionals attending the Good Road of Life Training and changes in knowledge, strengths, and perspectives resulting from the 3-day training.
 - Describe the impact of culture-based trainings like GRL on mental health professionals and how attendees plan to use the skills, knowledge, and information gained in their communities.



ABOUT THE GOOD ROAD OF LIFE

- Culture and resilience based curriculum
- Designed to use the sources of strength that Native people have
- Supported by a 225-page training manual
- Offered over a 3-day period and 18 hours
- Recognized as a best practice by I.H.S, SAMHSA, BIA, ANA, and tribal communities throughout the US

GOOD ROAD OF LIFE EXPECTED OUTCOMES

- Improve skills to overcome barriers and deal with stress.
- Increase cultural resilience using culturally appropriate activities.
- Increase communication and conflict resolution skills that strengthen relationships.
- Reduce suicide risk factors by offering prevention education and awareness.
- Provide peer counseling skills that support each other's wellness and facilitate friendships.
- Increase leadership skills.
- Empower participants to make healthy decisions.

DOCUMENTING NEEDS

- Limited culturally-based training for AI/AN mental health professionals
- Compassion fatigue, turnover, burn-out, unhealthy coping, and stress are common
- AI/ANs disproportionately impacted by the shortage of mental health professionals
- AI/ANs experience lower incomes and poverty, and have significant mental health needs due to historical, intergenerational, and present-day traumas¹
- Mental health problems among AI/ANs have exceeded the resources available on reservations and tribal lands²
- Change is needed, shift from a deficit-based approach to a strength-based approach for training and healing³



ALBUQUERQUE NM DECEMBER 10-13, 2018

GOOD ROAD OF LIFE TRAINING FOR MENTAL HEALTH PROFESSIONALS



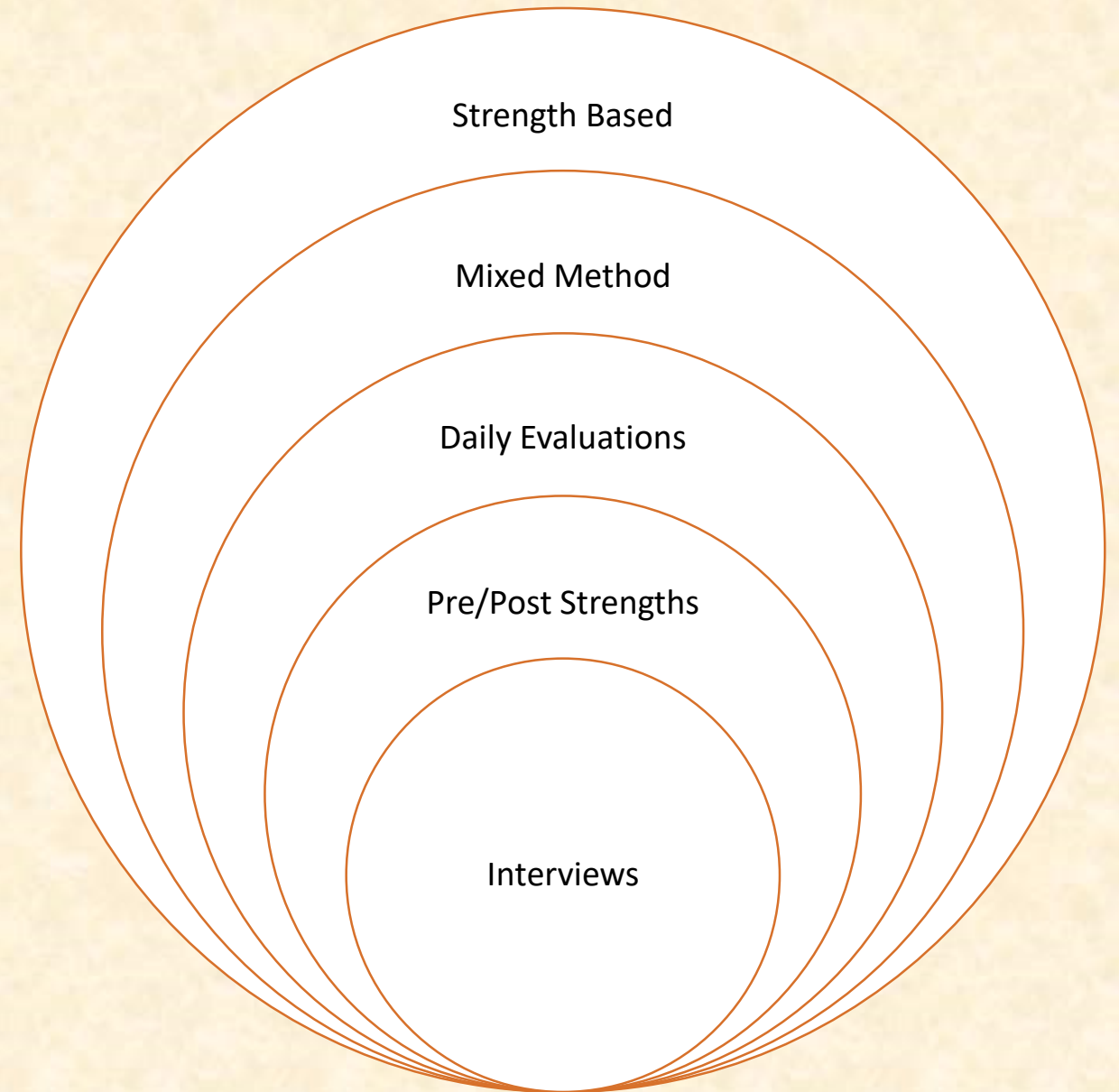
GRL PARTICIPANTS

- Washington, New Mexico, North Dakota, Utah, Oklahoma, Oregon, Arizona, New York, and South Dakota.
- Multi-disciplinary mental health backgrounds
- Most participants were Native

Demographics	Percent	<i>n</i>
Gender		
Male	35.3	44
Female	64.7	24
Race/Ethnicity		
Native American	97.1	66
Non-Native	2.9	2
Profession		
Prevention	17.6	12
Public Health	14.7	10
Clinician	51.5	35
Cultural Specialist	5.9	4
Law Enforcement	4.4	3
Educator	4.4	3
Missing	2.9	2

EVALUATION METHODS

- Mixed-method, strength-based approach
- Daily evaluations
- Pre and Post 14-Item Sources of Strength Scale
- 9 Semi-structured Interviews



EXAMPLES OF INSTRUMENTS USED

DAILY EVALUATIONS

1. Was today's GRL program easy to follow and understand? No Not Sure Yes
2. The facilitators were organized, knowledgeable, and supportive.
Strongly Disagree Disagree Neither Agree Strongly Agree
3. The session activities were meaningful and relevant to me.
Strongly Disagree Disagree Neither Agree Strongly Agree
4. Circle the statements that best describe you. Using a scale from 1 to 10, please rate your understanding of topics BEFORE attending the training and AFTER.

1 is No Understanding and 10 is Complete Understanding

	Knowledge Before	Knowledge After	N/A
<i>Example of how to select a score.</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Impact of Colonization	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Spirituality	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Historical trauma	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

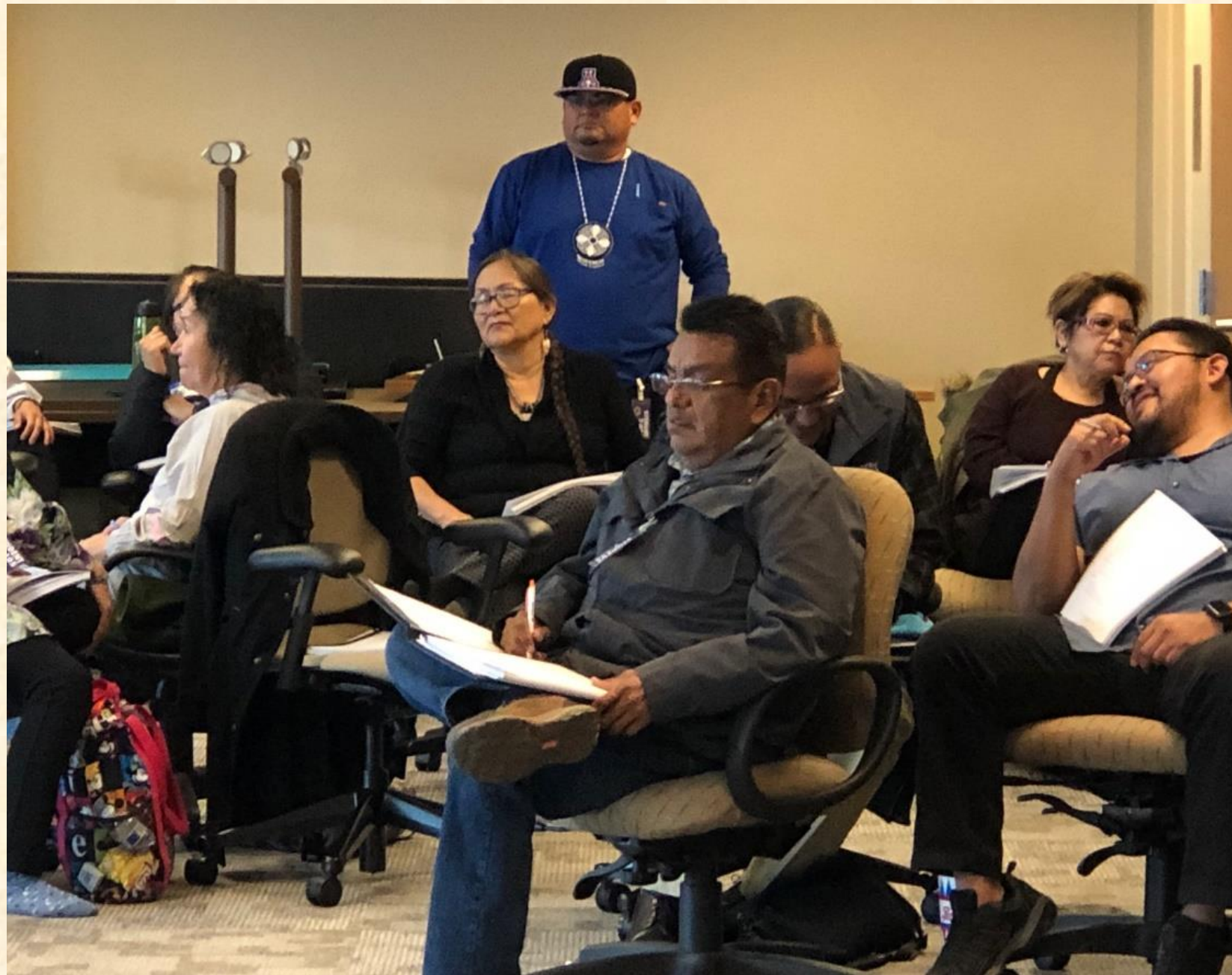
5. How did the GRL training impact you? **Select ALL responses that apply.**
 - I understand the impact of colonization.
 - I feel more connected to my spirit.
 - I understand the impact of historical trauma and racism on my life
 - I feel more positive
 - I am more hopeful about the future
 - I was not impacted at all
 - Other _____
6. Do you have any suggestions on how today could have been a better experience for you?

SOURCES OF STRENGTH

- Sources of Strength**
1. I feel my family cares about me, spends time with me, and is a strong support for me.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree
 2. I feel I have healthy friends and a peer group that makes good decisions and stays out of trouble.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree
 3. I feel I have good caring relationships with adults (other than my parents) who truly care about me.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree
 4. I feel I keep involved in healthy activities like sports, music, art, teams, organizations or other groups.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree
 5. I feel I am regularly involved in helping others, sharing generosity, and have leadership opportunities.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree
 6. I feel I have healthy beliefs and that I actively develop my faith, spirituality, or culture.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree
 7. I feel I have good access to a counselor, support group, or other mental health services.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree
 8. I feel I have good access to a doctor, nurse, or other medical help if I was ill, injured, or needed medicine.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree
 9. I participate in leadership programs at my school.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree
 10. I am working on personal wellness and positive changes in my behavior.
1 2 3 4 4 5 6 7 8 9 10
Strongly disagree Strongly agree

INTERVIEW QUESTIONS

- What has been the most meaningful part of the GRL Training?
- What will you use when you return to your community/work?
- What are some obstacles that you might experience in your community/work?



RESULTS

- Easy to understand
- Organized, knowledgeable, and supportive facilitators
- Meaningful and relevant session activities

Question	Percent	<i>n</i>
Was the program easy to understand?		
Day 1	91.3	63
Day 2	98.5	66
Day 3	93.8	61
Were the facilitators organized, knowledgeable, and supportive?		
Day 1	98.5	68
Day 2	100	67
Day 3	93.8	61
Were the session activities meaningful and relevant?		
Day 1	82.6	57
Day 2	94.0	63
Day 3	89.2	58

SIGNIFICANT KNOWLEDGE INCREASES

“The aspects of dealing with loss and dealing with shame. Those have been the biggest for me personally. In my mind, you think about loss of family. But I have been going through a loss of hope and a loss of faith. I have learned how to heal. “

-Pawnee Nation, Prevention Specialist

Topic	Before Knowledge	After Knowledge
Impact of Colonization (n=69)	7.28 (SD=1.84)	8.48**(SD=1.33)
Spirituality (n=69)	8.23 (SD=2.22)	9.26** (SD=1.58)
Historical Trauma (n=69)	7.73 (SD=2.06)	8.8** (SD=1.28)
Grief and Loss (n=62)	7.36 (SD=1.88)	8.89** (SD=1.33)
Forgiveness (n=62)	7.53 (SD=2.06)	9.08** (SD=.93)
Healthy Relationships (n=62)	7.5 (SD=1.8)	9.06** (SD=1.0)
Sobriety (n=62)	8.22 (SD=1.64)	9.3** (SD=.91)
Suicide Prevention (n=62)	7.88 (SD=1.75)	9.17** (SD=.87)
Conflict Resolution (n=62)	7.87 (SD=1.96)	9.34** (SD=.84)

**p<.01

GRL PARTICIPANTS FEEL MORE POSITIVE

“You are not just doing this for yourself, you are doing this for everyone, your family, friends. You take your teachings and share these wonderful things, you tell them everyone can do this.”

Rosebud Sioux, Mental Health Professional

Highest Impacts	Percent	<i>n</i>
Day 1		
More positive	79.7	55
More hopeful	62.3	43
More connected to spirit	59.4	41
Day 2		
More positive	85.4	57
Know how to forgive /importance	80.6	54
Know healthy relationships	77.4	52
Day 3		
More positive	93.5	61
Know importance sobriety	87.1	57
Know how to help suicidal individual	87.1	57

GRL INCREASED STRENGTHS

“Grief and loss. I came here not knowing what to expect. I am going through grieving myself. I lost my mom six months ago. This has been the major part that has impacted me. Learning how to process all of that...”

Ute Mountain Ute, Mental Health Professional

Constructs	Before SOS Mean	After SOS Mean	
Satisfaction	3.44 (SD=.71)	3.44 (SD=1.0)	
Relationships	4.00 (SD=.46)	4.00 (SD=.41)	
Seek Support	3.96 (SD=.79)	4.02 (SD=.78)	
Resolve Conflict	4.05 (SD=.45)	4.02 (SD=.55)	★
Confident	4.09 (SD=.61)	4.30* (SD=.55)	★
Belonging	4.09 (SD=.72)	4.38** (SD=.52)	★
Historical Trauma	4.09 (SD=.55)	4.30* (SD=.55)	★
Generational Trauma	4.14 (SD=.58)	4.23 (SD=.66)	
Use Strengths to Overcome	4.18 (SD=.57)	4.47** (SD=.50)	★
Spiritual Practices	4.08 (SD=.73)	4.36* (SD=.63)	★
Resolved Unhealthy Relationships	3.88 (SD=.65)	4.14** (SD=.58)	
Understand Depression and Suicide	4.20 (SD=.53)	4.26 (SD=.44)	
Understand Sexual Orientation	4.04 (SD=.53)	4.24 (SD=.48)	★
Use Culture Resilience	4.19 (SD=.58)	4.40* (SD=.58)	
Use Culture Overcome Challenges	4.21 (SD=.59)	4.35 (SD=.57)	

QUALITATIVE THEMES: WHAT HAS BEEN MOST MEANINGFUL?





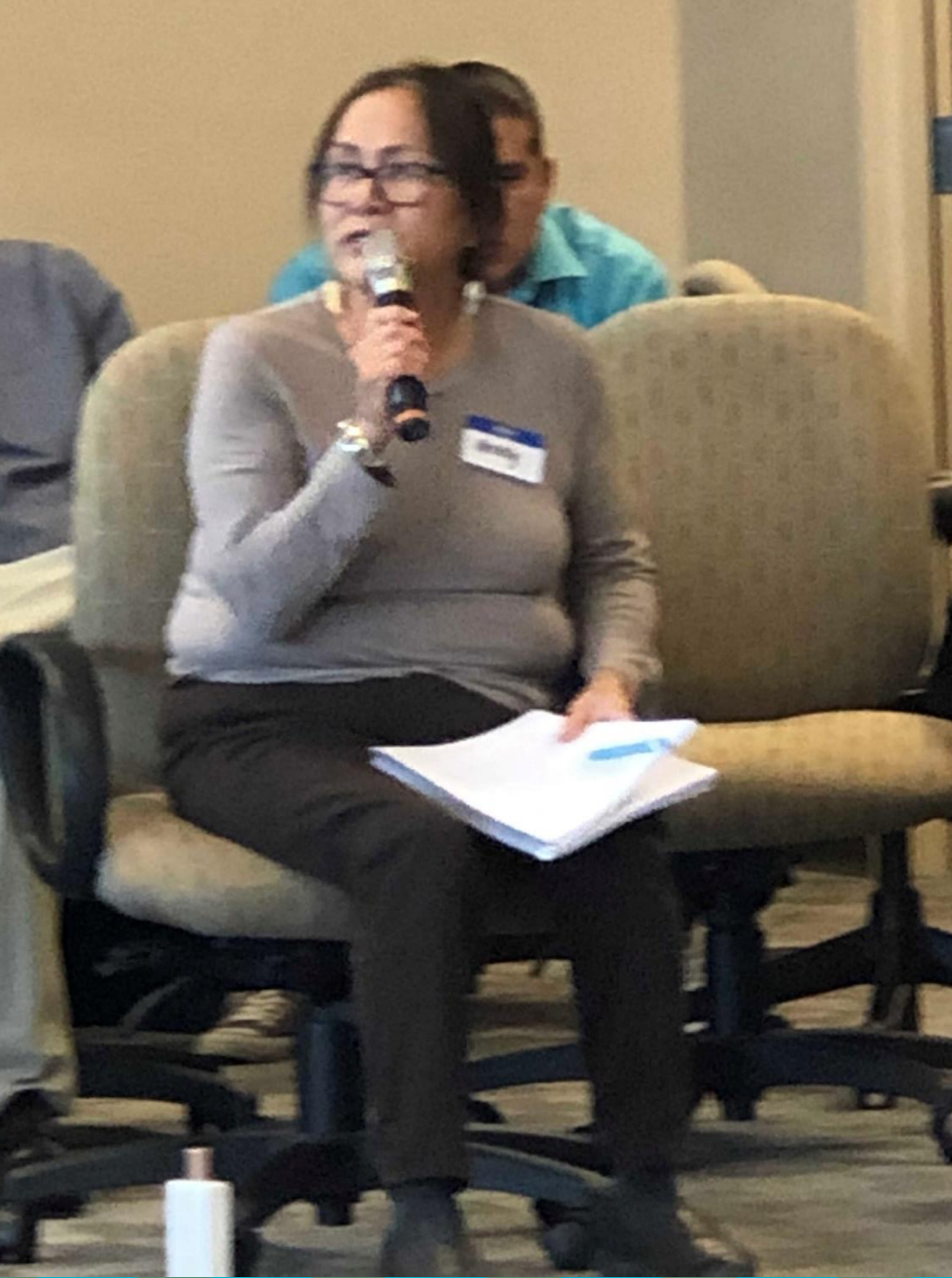
WHAT HAS BEEN MOST MEANINGFUL?

“People come here empty and we come here from, and leave full.”



QUALITATIVE THEMES: WHAT WILL YOU USE?





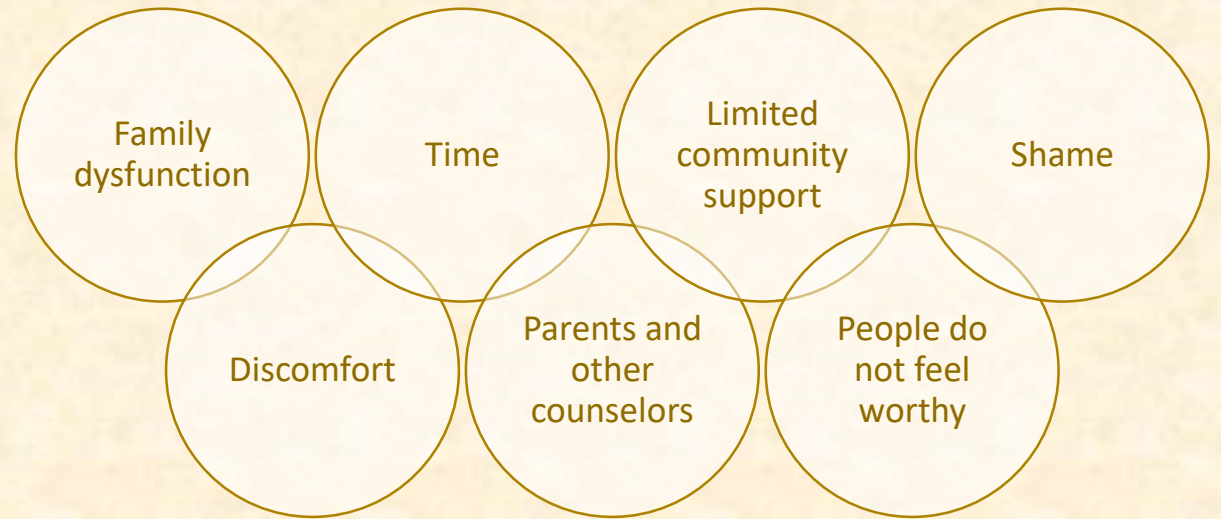
WHAT WILL YOU USE?

“I like in the lesson book how they tell the story and then break it down and how Clayton uses the different animals in a way to get through to people. There is power in story. In the book it uses stories. These are good teaching tools.”

Pawnee Nation, Mental Health
Professional

QUALITATIVE THEMES: WHAT ARE THE OBSTACLES?

- “In order for me to help them that way, they are going to have to be honest. There is that shame that they won’t admit how they really feel. How do you break that barrier down?”
- “The young men between the ages of 10-13, there is a lost generation. You have the elders and the little kids. A lot of homes with single mothers. This is an obstacle that all of Indian country faces. It is a blessing to reach out and begin making a difference. It just takes one positive adult to help that child. I am thankful.”



WHAT ARE THE OBSTACLES?

- “In order for me to help them that way, they are going to have to be honest. There is that shame that they won’t admit how they really feel. How do you break that barrier down?”
- “The young men between the ages of 10-13, there is a lost generation. You have the elders and the little kids. A lot of homes with single mothers. This is an obstacle that all of Indian country faces. It is a blessing to reach out and begin making a difference. It just takes one positive adult to help that child. I am thankful.”



SOURCES OF STRENGTH BEFORE AND AFTER TRAINING (N=66)



LESSONS LEARNED

- Mental health and clinical professionals can benefit from a community-based approach to therapy
- We cannot give what we do not have
- Forgiveness is a powerful healing tool available to all
- We must find ways to continue the training and skill building beyond GRL
- Healers need healing too



REFERENCES

1. Brave Heart, M. Y. H., Chase, J., Elkins, J., & Altschul, D. B. (2011). Historical trauma among indigenous peoples of the Americas: Concepts, research, and clinical considerations. *Journal of psychoactive drugs*, 43(4), 282-290.
2. Gone, J. P., & Trimble, J. E. (2012). American Indian and Alaska Native mental health: Diverse perspectives on enduring disparities. *Annual review of clinical psychology*, 8, 131-160.
3. Kelley, A., & Small, C. (2016). Establishing the reliability and validity of the sources of strength in one American Indian community. *American Indian & Alaska Native Mental Health Research: The Journal of The National Center*, 23(2).
4. Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.





**Maha Charani-Small, Ph.D.,
Vice-President**

phone: 505-897-7968

fax: 505-792-2735

cell: 505-321-3048

email: mcharani@yahoo.com



**Clayton Small, Ph.D.,
CEO**

phone: 505-897-7968

fax: 505-792-2735

cell: 505-321-2808

email: claytonsmall@aol.com

607 Walden Road
Corrales, NM 87048