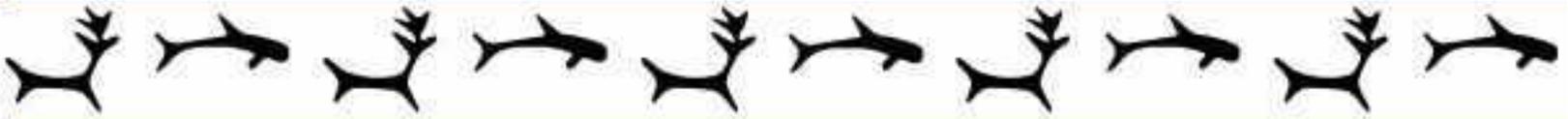




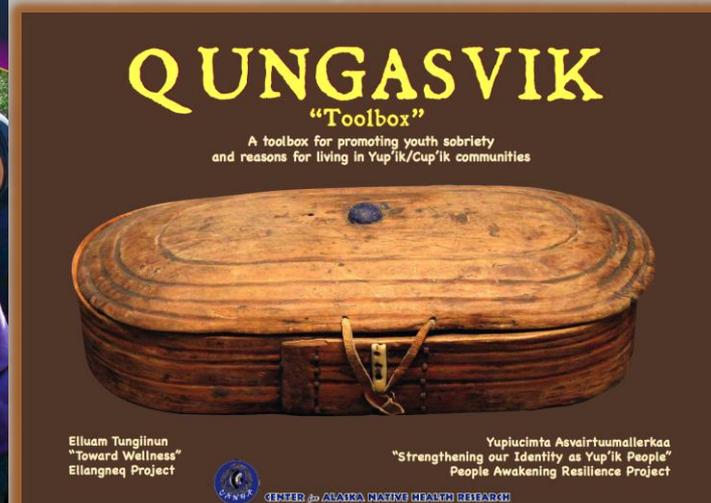
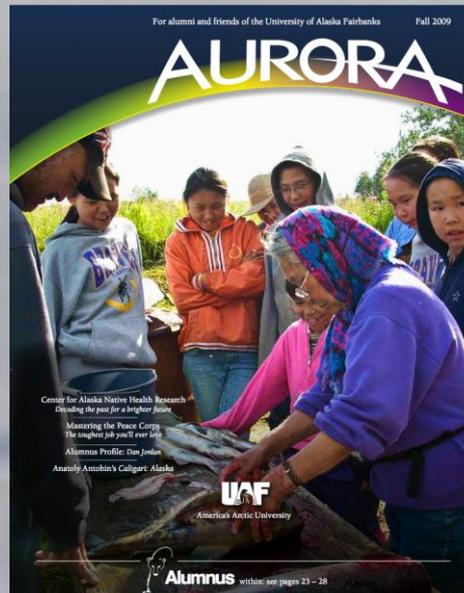
# A model of community collaboration for promoting youth sobriety and reasons for living in Yup'ik/Cup'ik communities



# NIH/NCMHD: Pilot Study 2 communities, 3 years

## Elluam Tungiinun (Towards Wellness)

- Revitalizing an Indigenous model as  
intervention





## NIH/NCMHD: Prevention Trial 3 communities, 5 years

✧ The Qungasvik Projects tests the effectiveness of a cultural prevention program developed in two Yupik communities in three additional Yupik communities.

✧ The purpose of this project is to create evidence-based prevention practices for Yup'ik youth to reduce the most significant health disparities including substance abuse and suicide.

# THE QASGIQ MODEL

with Qanruyutet (protective factors)



Local governments:  
tribes/city

Schools

Churches

Other:  
Native corps.,  
women's shelter, etc.

# Preparing for Qasgiq

- **CPG (Community Planning Group)**
- **Work Groups (WG)**

# Calling to the Elders

# Hauling Water for the Guests

# Making the Fire

# Keeping the Fire

# Giving

# Connecting

# Praising

# FEEDING

Quyana! (Thanking)

Intervention is NOT an activity: It is a way of life

## Protective Factors

- Ellangneq (awareness)
- Problem solving through working with others (communal mastery)
- Helping others

Ritual marker: Giving the seal a drink of water



Does this program work?  
What changes for youth?

- Individual Protective Factors
- Family Protective Factors
- Community Protective Factors



# People Awakening Protective Factors



## Individual protective factors

**Self-efficacy:** The belief in yourself as someone who can solve your own problems.

**Communal-mastery:** A sense that you can solve your own problems by working together with other people in your life.

**Wanting to be a role model:** It is a choice to live a good way as an example to others, because a person sees that their actions can influence others' behavior. Becoming a role model for sobriety is particularly important.

**Ellangneq:** *Ellangneq* is an important Yup'ik word, best understood as awareness, as in being aware of the consequences of your own actions and how they affect family and community.

**Giving:** A desire to give to others and contribute is protective when it becomes a sense of responsibility to family and community.





## Family protective factors

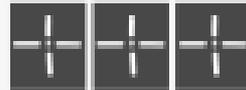
**Affection/praise:** Protective families recognize a child's accomplishments in specific ways in every culture. Yup'ik families show pleasure in a child's actions in many ways, and give praise.

**Being treated as special:** A protective parent or caregiver tells a child they are a valuable, worthwhile member of the family or community, and therefore have a reason to be alive.

**Clear limits and expectations:** Protective families clearly and consistently define acceptable behavior for the child.

**Family models of sobriety:** Family members model sobriety and are an encouragement to others to be sober.





## Community protective factors

**Safe places:** Protective communities have safe places for youth to go, free from substance abuse and violence.

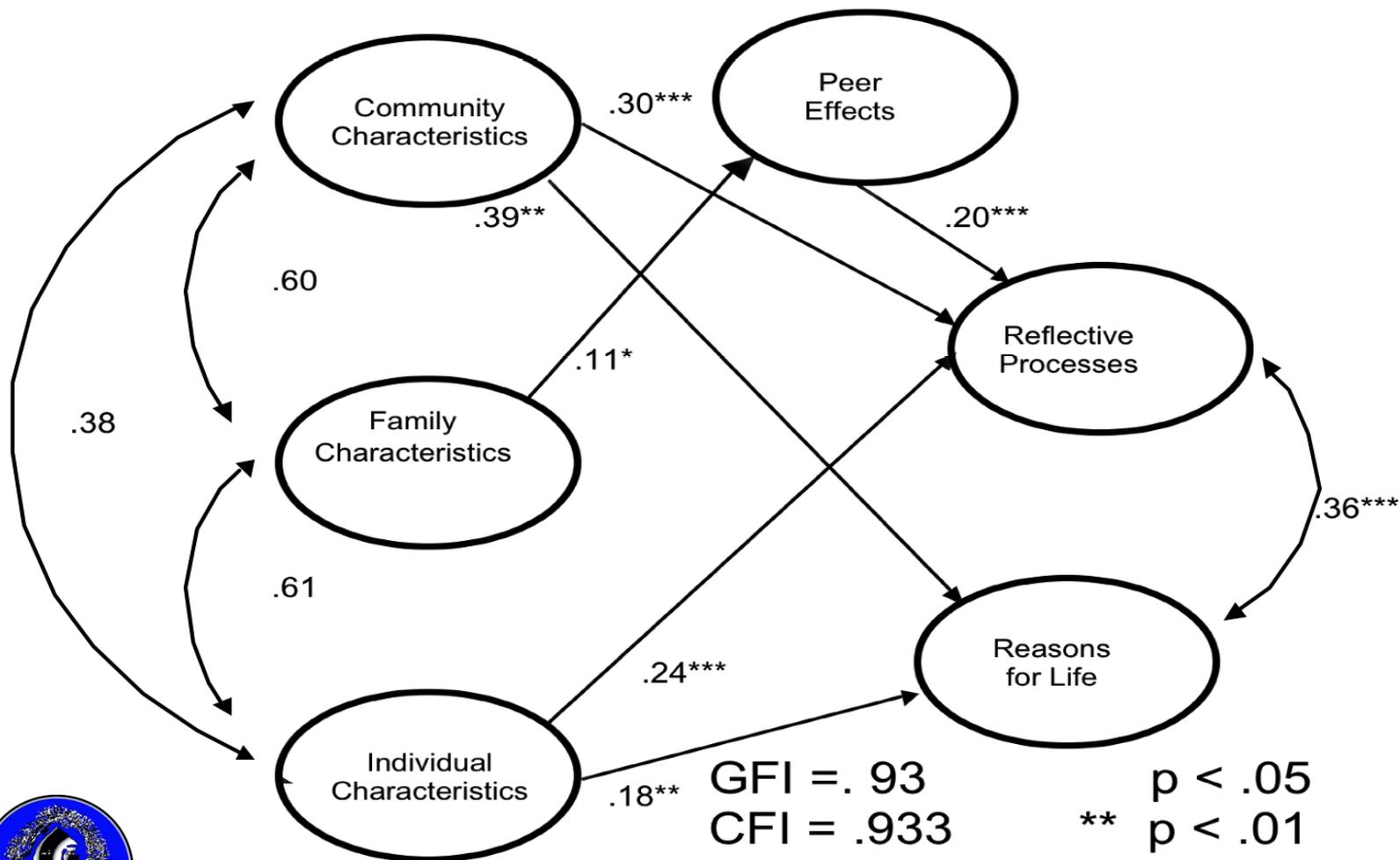
**Opportunities:** Protective communities provide opportunities for youth to do positive things.

**Role models:** Protective communities have community role models outside the youth's family. They model appropriate behavior, live a good, clean and sober life, and share what they know with others.

**Limits on alcohol use** Protective communities enforce local alcohol laws and youth curfew laws.



# Cuqyun Protective Factors Pathways Model



# Assess youth at four time points during intervention

## Measurement Development Brief measures of change

In HLM notation

Level 1 (time):  $Y_{ij} = B_{0j} + B_{1j}(\text{time}) + B_{2j}(\text{dose}) + B_{3j}(\text{time} \cdot \text{dose}) + e_{ij}$

Level 2 (individual):  $B_{0j} = G_{00} + G_{03}(\text{protection high vs protection low}) + G_{04}(\text{cohort 1 vs 2}) + G_{05}(\text{cohort 3 vs 1}) + u_{0j}$

$B_{1j} = G_{10} + G_{13}(\text{protection high vs protection low}) + G_{14}(\text{cohort 1 vs 2}) + G_{15}(\text{cohort 3 vs 1}) + u_{1j}$

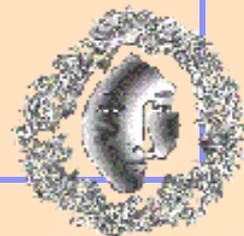
$B_{2j} = G_{20} + G_{23}(\text{protection high vs protection low}) + G_{24}(\text{cohort 1 vs 2}) + G_{25}(\text{cohort 3 vs 1}) + u_{2j}$

$B_{3j} = G_{30} + G_{33}(\text{protection high vs protection low}) + G_{34}(\text{cohort 1 vs 2}) + G_{35}(\text{cohort 3 vs 1}) + u_{3j}$



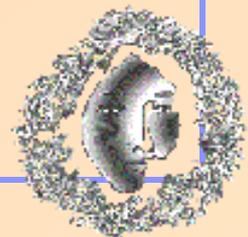
**Table 6: Summary of Hierarchical Linear Modeling Results (N=54)**

	B	SE	df	t	CI Lower	CI Upper	p-value	Effect size (Cohen's d)
<b>Individual Characteristics (10-item scale)</b>								
time since beginning of intervention	.0002	.0001	120	1.88	-.000001	.0004	.06	.34
dose	.01	.01	120	2.58	.004	.02	.01	.46
protective	.03	.02	50	1.32	-.01	.08	.19	.37
timeXdose	-.00004	.00001	120	-3.08	-.00007	-.00002	.003	-.54
timeXprotective	-.0001	.0001	120	-1.06	-.0003	.0001	.29	-.19
doseXprotective	.003	.01	120	.38	-.01	.01	.7	.07
timeXdoseX protective	-.00002	.00002	120	-.95	-.0001	.00002	.34	-.17



Summary of Hierarchical Linear Modeling Results (N=54)

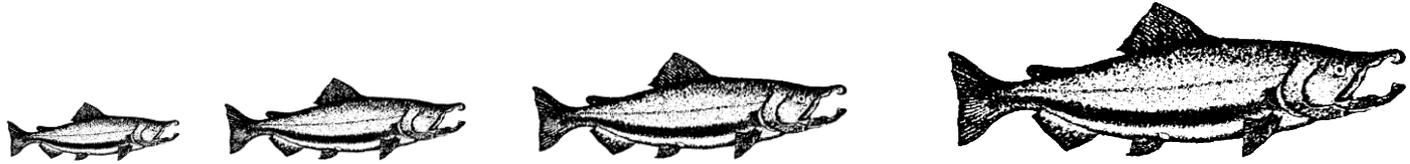
	Estimate	SE	df	t	95% CI		p	Effect size (d)
					Lower	Upper		
<b>Individual Characteristics</b>								
Dose	0.0137	0.0718	120	2.58	0.0037	0.0238	.01	.46
Dose X Protective	0.0026	0.0067	120	0.38	-0.0101	0.0153	.70	.07
<b>Family Characteristics</b>								
Dose	0.0197	0.0091	120	2.17	0.0025	0.0368	.03	.38
Dose X Protective	-0.0082	0.0002	120	-0.77	-0.0284	0.0120	.44	-.14
<b>Community Characteristics<sup>a</sup></b>								
Dose	0.0148	0.0077	70	1.92	0.0004	0.0291	.06	.45
Dose X Protective	-0.0095	0.0106	70	-0.90	-0.0294	0.0103	.37	-.21
<b>Peer Influences</b>								
Dose	0.0313	0.0189	120	1.65	-0.0045	0.0671	.10	.30
Dose X Protective	-0.0318	0.0231	120	-1.37	-0.0755	0.0120	.17	-.25
<b>Reflective Processes</b>								
Dose	0.0151	0.0077	119	1.96	0.0005	0.0296	.05	.35
Dose X Protective	0.0010	0.0094	119	0.11	-0.0168	0.0189	.91	.02
<b>Reasons for Life</b>								
Dose	0.0124	0.0070	120	1.76	-0.0009	0.0257	.08	.32
Dose X Protective	0.0113	0.0091	120	1.25	-0.0059	0.0285	.21	.23



# Elluam Tungiinun

Impact at 5, 10, and 20 sessions

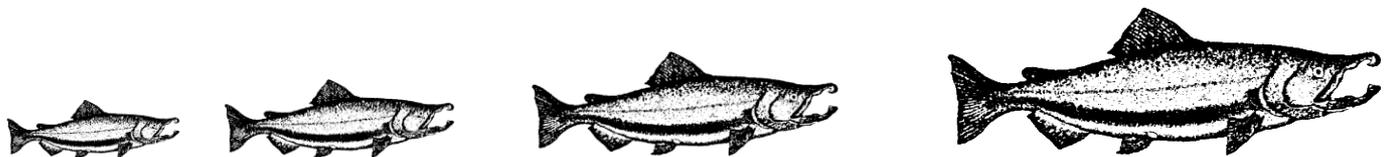
Yuum  
Ayuqucia  
(Individual  
Characteristics)



Ilakelriit  
Cayarait  
(Family  
Characteristics)



Yuut  
Cayarait  
(Community  
Characteristics)



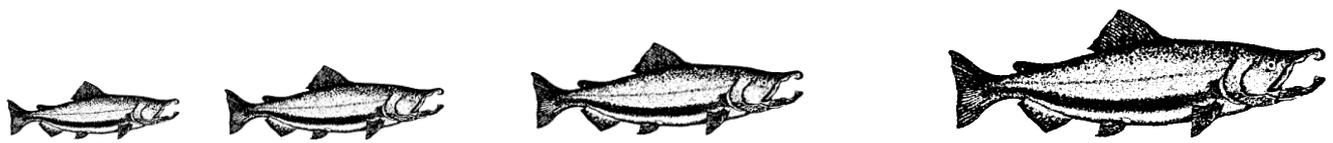
Reason for Life



Ellangneq



Peer



Base

5 sessions

10 sessions

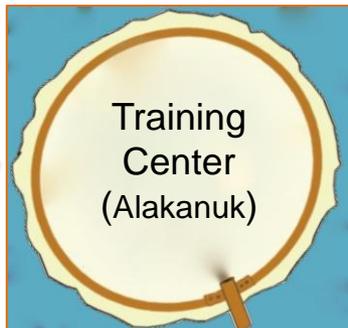
20+ sessions



Regional Qasgiq



Training Coordinator



Elder Advisors

Regional Training Coordinator



2 Project Coordinators



Project Coordinator



Project Coordinator

Research Team (Co-I: Billy Charles, Co-PI's: S. Rasmus; J. Allen)

# Quyana

- Elder' s Councils
- Community Planning Groups
- Rural Alaska Public High Schools
- Yupik Regional Coordinating Council
- People Awakening Coordinating Council
- Lower Yukon Fisheries & Development Board
- Lower Yukon School District
- Association of Village Council Presidents
- Yukon-Kuskokwim Health Corporation
- National Institutes of Health
  - National Institute of Alcohol Abuse and Alcoholism (NIAAA) and the National Center for Minority Health Disparities (NCMHD) 1RO1 AA 11446-03, National Center for Research Resources (P20 RR016430, Gerald V. Mohatt, Bert Boyer PI), NIAAA Grants 1R21 AA015541 (Gerald V. Mohatt, PI and James Allen, Co-I) and 1 R21 AA016098-01 (James Allen, PI, Gerald Mohatt and John Gonzalez, Co-I), and NCMHD 1R24 MD001626 (Gerald V. Mohatt, PI, James Allen and John Gonzalez, Co-I), and NIMHD 5R24 MD001626 (James Allen, PI, Gerald V. Mohatt, Stacy Rasmus, Co-I)
  - *A special thank you to the youth and families who participated in Qungasvik Projects*

