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ABSTRACT

This report describes activities and accomplishments of a 3-year project at Sinte Gleska University (South Dakota) which revised the school's Human Services curriculum and training model and normed a variety of assessment instruments on Lakota people. Sinte Gleska University is a tribally chartered institution, located on an Indian reservation, and is specifically intended to serve people of the Sicangu band of the Lakota. Specific curriculum changes included increasing the number of Lakota courses required for graduation and greater student involvement in Lakota ceremonies, activities, and celebrations. As part of their training, students completed 45 hours of individual counseling, provided counseling services to community members, and became more familiar with both Lakota culture and the culture and needs of non-Indian rural white Americans. Yearly evaluation by an external evaluator found that the project met all its identified goals and has served as a model to other departments at Sinte Gleska. Individual sections of the report provide an executive summary; an overview of the project; and a description of the project's purpose, background and origins, major features, and evaluation/results. Appendices comprise the major portion of the document and include: forms used in the project, survey instruments, the program model, and evaluation reports. (DB)

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TRAINING CULTURALLY APPROPRIATE INTERVENTIONS FOR NATIVE AMERICANS.

ED 414 842

Grantee Organization:

Sinte Gleska University
Human Services Department
Box 8
Mission, SD 57555

Grant Number:

P116B 20536

Project Dates:

Starting Date: September 1, 1992
Ending Date: August 31, 1995
Number of Months: 36

Project Director:

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Sinte Gleska University
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Mission, SD 57555
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Project Officer(s):

David Johnson

Grant Award:

Year 1: \$112,233.00
Year 2: \$117,930.00
Year 3: \$120,307.00

Total: \$350,470.00

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Summary:

Training Culturally Appropriate Interventions for Native Americans

This project revised the Human Services curriculum and training model and normed a variety of assessment instruments on Lakota people. Specific curriculum changes included increasing the number of Lakota courses required for graduation and involvement, as much as is permitted, in Lakota ceremonies, activities, and Lakota celebrations. As part of their training, students completed forty-five hours of individual counseling, provided counseling services to community members, and became more familiar with Lakota culture and the culture of rural white America. Attention was directed towards skills needed for competent services to rural non-Indian agricultural based persons.

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Executive Summary:

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Project Title: Training Culturally Appropriate Interventions for Native Americans

Grantee Organization: Sinte Gleska University
Human Services Department
P.O. Box 8
Mission, SD 57555
(605) 856-4891

Project Director: Rodger Hornby
(605) 856-4891

A. Project Overview: This project was developed to address the problems of service delivery to culturally different populations, specifically Native American and to provide students with supervised skill delivery, personal exploration, and professional identity. The project changed and modified it's curriculum and normed a variety of psychological assessment instruments on Lakota people. Course materials were systematically assessed to identify culturally inappropriate or demeaning references to Native American beliefs and practices. This was a three-year project beginning on September 1, 1992 and ending August 31, 1995.

B. Purpose: Service delivery to culturally different populations has been historically plagued by individuals being inadequately trained to provide services to culturally different populations. Service providers have little or no training in understanding culture and its impact upon human development or how to relate to members of a different culture in a culturally appropriate and acceptable manner, and how to utilize Native culture effectively and beneficially in the provision of services. Additionally, it has been assumed that service delivery could only be provided by individuals with graduate training. Compounding this orientation has been the fact that there are few, if any, culturally appropriate assessment instruments to use with culturally different populations. This is especially salient when one is dealing with and/or providing services to Native Americans. This project directed its efforts at remediating and improving these difficulties.

C. Background and Origins: Faculty of the Human Services Department and the administration of Sinte Gleska University has long been concerned about the lack of competent and/or effective services available to Native American people. This has and is a chronic problem because of the complex nature of the relationship Native Americans have with the Federal Government and dominant society. This project was developed to resolve or provide for a significant improvement of services to Native Americans.

D. Project Description: This project provided training and supervised service delivery practicums to students enrolled in the Human Service program. The curriculum was significantly modified to ensure exposure and improve one's ability to understand and relate effectively to Lakota persons and persons from other cultures. More specifically, a focus on Lakota culture and the culture of rural non-Indian agriculture was central

to this project. The new Human Services curriculum requires students to complete 20 Lakota specific hours of course work and 15 hours of course work which is Native American and culture specific. This means that of the 130 required for graduation with a degree in Human Services, 35 hours must be culturally specific or related to culture issues. Eight of the 20 hours of Lakota specific courses has to be given to a full year of Lakota language instruction. The curriculum status sheet is available in Appendix A.

Human Service majors are required to receive 45 hours of individual counseling during the course of the degree completion. This counseling was provided by two of the grant personnel who were graduates of the Human Services program, both individuals are Native American. Students met once a week with one of the two clinical assistants to receive this service. Seventy four human service students received these services over the three-year grant period. Students nearing completion of their degree are required to provide direct clinical services to various community or student individuals. The Human Services Dept. has a good reputation within the Lakota and non-Indian worlds so requests are continually being made for service. The majority of direct service is provided to Lakota community members. All service delivery was given at the University and supervised by Human Services faculty.

The grant developed and modified a variety of problem assessment forms and then normed these on Lakota people. A project staff member who was from the Lakota Studies department along with the clinical assistants and project director modified these instruments to ensure they were more reflective of Indian experience, problems, and difficulties. There were seven specific instruments which include the Sinte Gleska University Questionnaire, Intercultural Self-Perception Scale, Stress Questionnaire, Strategic Approach to Coping Scale, Health Concerns Questionnaire, Social Adjustment Questionnaire, and the Subtle Substance Abuse Screening Inventory. A copy of the assessment instruments is available in Appendix B. Data for norming was collected on three Lakota Reservations in South Dakota. These reservations included the Rosebud Sioux Reservation the home of the Sicangu Lakota, the Pine Ridge Reservation the home of the Oglala Lakota, and Cheyenne River Reservation the home of the Miniconjou, Oohenumpa, Itazipco, and Sihasapa. The seventh tribal group of the Lakota, the Hunkpapa, reside in North Dakota and although many tribal members live in the northern portions of the Cheyenne River Reservation, they are not included as a tribal band in the norming activities. Eight hundred and ninety eight questionnaires were completed and collected from the identified Lakota nations. This is a rather significant accomplishment of this project because the questionnaire was thirty-four pages long. It is pleasing to report that people willingly and volitionally took the questionnaire. A random sample was collected from each of the three Lakota reservations.

The Human Services Department and FIPSE program conducted a variety of mini-workshops over the three academic years to strengthen understanding, familiarity, and knowledge of Lakota culture. This was accomplished by having bi-weekly workshops held on a specific day late in the afternoon for Human Service and other University students. Lakota elders, healers, medicine men, and cultural experts made the presentations at these mini-workshops. Each workshop was structured to permit interaction, question and issue exploration, and to learn "first-hand" about historical cultural

and continuing cultural practices, ceremonies, legends, myths, and Tribal history. The cultural resource persons were available for use in classroom instruction as well as the grant provided a vehicle for classroom involvement. In addition to these activities, students were encouraged and directed to participate in numerous Lakota cultural activities. These activities included such things as assisting in the preparation of the Wiwangwacipi (Sundance), Wacipi (Pow wow), Inipi (sweat bath), Hokicaski tunpi (Naming ceremonies), and Wokiksuye (Memorials). In addition to these specific cultural activities, the Rosebud Sioux Tribe and Sinte Gleska University conducted a variety of public awareness forums centering around such topics as Sovereignty, Education, Self-determination, Violence, Alcohol and Chemical Abuse, etc. and Human Services students were strongly encouraged to attend these community forums.

A specific model of how to effectively relate to and deal with the human problems of culturally different people was developed. This model has three fundamental components. The first component stresses the importance of gathering and learning as much as is possible about the cultural group for whom you are providing services. The structure of this knowledge search is to achieve familiarity with the group's historical and contemporary struggles with their attempts to forge a meaningful and satisfying life in the world today. The second component concerns itself with how the group structures interpersonal interactions, the identifiable sociolinguistic codes which direct human interaction, how time is structured, and what are the appropriate sequences to conduct business. The third component of this model stresses the importance of community visibility, participation, and role behaviors associated with providing competent and effective services to culturally different individuals. A copy of this model can be found in Appendix C.

Evaluation/Project Results: The project was evaluated yearly by an external evaluator. This evaluator provided a written assessment to the project director. The project was able to meet all of its identified goals and in addition, has provided a model to other departments at Sinte Gleska University. The University has employed the clinical assistants to continue providing Human Service students with counseling and personal issue exploration, and has reorganized student services to include the model developed by this grant for the entire student population of Sinte Gleska University. Numerous requests have been made to access the norming data once the analysis is completed and the norms established for Lakota people. The norms will be available upon completion of the statistical analysis. A copy of the evaluations are available in Appendix D.

Summary: This three year grant entitled Training Culturally Appropriate Interventions for Native Americans successfully completed its' identified goals, has been integrated into the Sinte Gleska University and previously grant provided services for the student population are now assumed by the University.

A. Project Overview: Competent and effective services to Native American have been minimally available. This condition has been generated by a lack of professionals wanting to locate themselves in relatively isolated areas, professionals having limited interest in culturally different individuals, and when professionals are available their location on an Indian reservation is too often a consequence of their need to payback educational loans and opportunities afforded them in the completion of their training. This has resulted in a revolving door for professionals and impaired interest in providing effective services. Too often, it has limited the knowledge of cultural groups and generated a position of viewing their work as only a necessary step to their career goals. This project was developed to address the problems of service delivery to culturally different populations, specifically Native Americans. A strong component of this project was the training of undergraduates to provide professional services to people. This is somewhat counter to most human service training programs who hold that effective services can be delivered only by those obtaining graduate training.

B. Purpose: The intent of this project was to provide appropriate training of undergraduates to ensure their ability to provide competent, culturally appropriate, and effective services. With the recognition that the majority of students will rarely leave the area to obtain graduate training, the project intended to prepare students to deliver services with a minimum need for supervision. It was expected that students once trained, would be able to function as mid-level professionals.

This project's primary purpose was to develop a curriculum and training program which would teach culturally appropriate strategies and train students to implement them. Because so few materials are available to assist in the delivery of services especially in terms of assessing for nature of or the presenting problem a variety of assessment instruments were normed on the Lakota people. This was accomplished so that culture specific responses would not be labeled as pathological which is a significant tendency when assessment and interpretation of results is done from the basis of dominant society assessment instruments. The final goal of this project was to provide students the opportunity to work through personal issues to ensure they would not attempt to do this either knowingly or unknowingly with their clients. Two clinical assistants were hired to complete this portion of the grant. These two clinical assistants were Native Americans, female, and previous graduates of the Human Services program. Both individuals were known and respected Native Americans.

C. Background and Origins: The availability and opportunity to obtain a college degree has been, at best, tenuously available to Native Americans. Individuals who have attempted to achieve a college degree have, historically, been required to leave their home, their family and tribe, and relocate themselves in a dominant society setting. For whatever reasons, this often proved difficult and individuals would drop-out and return to the reservation. The Federal Government recognizing this Native American problem authorized monies (PL95471 - Tribally Controlled Community College Assistance Act of 1978) for the establishment of reservation based Colleges.

Sinte Gleska College became the first tribally chartered community

based college in the nation in January of 1983. In 1992 Sinte Gleska through a special Lakota ceremony became a University having earned this achievement. The tribal founders of the institution were cognizant of the serious human problems their people faced and experienced and the Human Services program was developed to begin addressing these concerns. Over the course of time since it's inception the human services program became aware of the need for a higher level of training, a more problem-solving orientation, and the ability of students to provide competent services.

Sinte Gleska University is established on the Rosebud Sioux Reservation of South Dakota and has been awarded accreditation by the North Central Association of College and Schools. It is for the people of the Sicangu band of the Lakota. The University's current enrollment is 773 persons, with the average student age being 31 years. Over the past two to three years the age of students is dropping and as a consequent we now receive more individuals who have recently graduated from high school. Of this student population 83 students are declared majors in Human Services. Historically, students tended to be older having worked some and decided they would like or needed to obtain a college training. The University maintains an open admission policy and faculty consists of both Native Americans and non-Indians.

Faculty of the Human Services Department and the administration of Sinte Gleska University has long been concerned about the lack of competent and/or effective services available to Native American people. This has and is a chronic problem because of the complex nature of the relationship Native Americans have with the Federal Government and dominant society. Additionally, the department has continually been troubled by students dropping-out before completion of their degree. The choice to drop-out is a function of financial need and the fact that increasing pressure is often placed on individuals who have some college training to assume human service positions throughout the area. College administration had remarked that although the Human Service program had graduated a number of students over the years, little could be observed in terms of lessening human problems on the reservation. This background provided impetus for the development of this project. Key assumptions upon which the project was based rest upon 1) individuals will not be inclined to leave the reservation to obtain graduate training, 2) individuals need to be encouraged to complete the training rather than ending it in favor of assuming a local human service position, 3) training and education must deal with issues of culture, racism, personal trauma, and the provision of appropriate culturally based services, and 4) develop and provide appropriate assessment instruments which would be accessible to undergraduates.

The University has been more than cooperative in assisting the implementation of this project. Essentially, no organizational policies needed to be modified or changed nor was any resistance encountered from other University departments, faculty, or support staff. In fact, grant personnel were somewhat astonished with regards to the support and encouragement they received in the implementation of this project. Outside support likewise was available and the project staff received little or no resistance for project implementation from sources outside of the University.

As efforts were being made to collect data from throughout the

reservation for the norming of the chosen assessment instruments resistance was encountered in one community. The community chairmen refused to allow the project access to the community for data collection however stated that project staff could make a presentation at the community meeting and if the community voted in favor access, to the community would be allowed. This resistance centered around past experiences of individuals collecting information about the community and then using it to either further their professional stance or to pathologize the community. Project staff and a number of Human Service students attended the meeting. In addition, the University president attended the meeting and presented a rather chaffing presentation about the resistance to the project's efforts. Once the project was explained and students stressed the importance of this phase of the project, i.e. the need for norming data and how the data would be utilized a vote was taken. Needless to state, the project was allowed access into the community for data collection. Key in this particular situation is the fact that historically and even today, research or data collection efforts are seldom directed towards improving the opportunities and life-style of the individuals being studied. Rather, too often, efforts are based on the person's need or professional wishes or aspirations. To those who may want to do significant work with Native Americans, it is helpful to realize one must be visibly available and identified with efforts to reduce human suffering and improve opportunities for community members. It is important to note that the project staff were known by the community and this assisted in lessening resistance. The project director, at the initiation of the project, had worked thirteen years for the Lakota, one clinical assistant had grown up and now lives in a reservation community and the other assistant although not Sicangu, has lived for years in a reservation community. The Lakota Studies project staff was also a respected member of his reservation community. This context of identification and reputation allowed the project to encounter little or no resistance in its' implementation. Other Human Services faculty, one of whom is Lakota, have also been with the department and University for numerous years and are viewed favorably by reservation resident.

Project Description: A curriculum revision and modification was necessary to accomplish this primary goal. The need for a curricular revision was based on the belief and understanding that in order to accomplish our project goals change was needed. The original human services curriculum followed a more orthodox style and was more reflective of degree programs found at State or other non-Indian higher education institutions. The curricular revision centered around modifying degree requirements to ensure that each graduate of Sinte Gleska University's Human Service program will have successfully completed a total 38 hours of instruction in Indian studies. Listed below are components of the types and kind of Indian culture courses which must be completed. It is helpful to keep in mind that of central concern is Lakota people.

<u>Lakota Class Requirement</u>		
Lakota Language I		4 hrs
Lakota Language II		4 hrs

<u>Native American Class Requirements</u>	
Reservation Analysis	3 hrs
Empowerment & Advocacy	

Lakota Thought and Philosophy	3 hrs	for Native Americans Cultural & Comparative	3 hrs
Lakota Teachings and Health	3 hrs	Healing	3 hrs
Lakota History and Culture	3 hrs	Issues of Dependency Among Native Americans	3 hrs
Lakota Specific Field Placement	3 hrs	Tribal Laws, Treaties, and Government	3 hrs
Lakota Studies Elective	3 hrs		

Recommended Electives

Traditional Law & Admini- stration of Justice	3 hrs
Lakota Social Systems	3 hrs
Chemical Dependency's Impact on Native the American Family & Community	3 hrs

Another component of the curriculum revision was a systematic analysis of the course materials being utilized. This analysis consisted of assessing the reading level of each curriculum text, reviewing the text for concepts or positions which were culturally inappropriate or offensive. Textbook reading levels were assessed utilizing the Flesch-Kincaid formula. This review was completed by the Lakota project staff members. Once completed, human service faculty received feedback about their texts and how to make offensive or culturally inappropriate positions more acceptable. An illustration follows: Abnormal psychology texts in discussing how beliefs and views about abnormal behavior have developed over time point out that most society's pass through a belief phase of animism. Yet, Lakota people do believe in spirits and such a belief does not indicate they are "primitives", non-scientific, or foolish. This effort has sensitized the faculty to such incidences and made more appropriate the manner in which such topics are presented in and out of the classroom.

In the counseling component of the Human Services curriculum an number of specific courses are required. These courses teach basic and advanced counseling skills. Within the training component, students initially counsel one another or a student who has agreed to act as a client for the student. This component is sequentially structured so that learning builds upon previous learning. As students near completion of this element of their training they are required to provide direct services to individuals needing service. This is done under the supervision of a psychologist and human services faculty. Clients receiving services have ranged in age from six-years-old up through elderly adults. Clients have been both Native American and non-Indian. This has provided an excellent training and experiential model for human service students. Generally, clients make requests to the Human Services department and based upon the presenting difficulties a student is selected, assigned, and supervised in the delivery of the requested services. These practicum experiences have been helpful in exposing students to the nature of and treatment of problems experienced by people on the reservation and surrounding areas and has

increased their confidence, competency, and motivation.

A central goal of the project was to provide a vehicle for students to address, review, and resolve personal issues. This opportunity is based on the belief that individuals must become aware of and resolve personal issues to ensure they do not attempt to work these out through the people receiving their services. Human Service majors were informed that it was a requirement for the degree to receive forty-five hours of individual counseling, issue exploration, and life review with one of the project's clinical assistants. The intervention provided by the clinical assistants is not based on a model of pathology, rather one of constructive confrontation with those forces which have shaped and continue to shape one's life. Students were informed that effort will be given to a proactive principle-based orientation to their lives, experiences, and difficulties. The basic content structure of this work comprises the following dimensions: Self-concept, Self-identity, Personal values, Interpersonal style and Relationships, Attitudes towards Intimacy and Sexuality, Communication Style and Skills, Life and Career Choices, Physical Health and Well-being, Relationship with Chemicals, general Personality Issues, and Adjustment difficulties, e.g. death, divorce, loss of culture, consequences of poverty, racial discrimination, and cultural disorganization. A summary outline of the format utilized and assessment instruments is available in Appendix E.

Initially some resistance from students was encountered. The resistance involved finding time in their busy schedule to achieve this expectation, anxiety about addressing personal issues, and concern about whether or not personal disclosures would be used to prevent them from graduating. Students who were initially resistive met with their assigned clinical assistant and the project director. Efforts were made to reassure that their work with the clinical assistant was private, exchanges were subject to ethics and rules regarding confidentiality, and in no way would their work inhibit their graduation. Rather, they were informed that this would improve themselves both in being more effective with others and in no longer having to confront previous traumas, hurts, and discomforts. Interestingly, the clinical assistants provided and are providing such excellent service that students who have completed the required forty-five hours are now requesting that they be allowed to continue their work with their clinical assistant. Additionally, students from other departments have made repeated requests to obtain this opportunity for themselves. It should be noted that although generally students from other departments have not received services, a number of students have received service because of the serious nature of their difficulty.

A final major goal of this project was to norm a variety of assessment instruments on Lakota people and then have these available to both graduating students and other professionals working with Lakota people. The specific instruments chosen to be normed include the:

Structured Interview of client history: this interview assesses developmental experiences, relationship history, problems with authorities, satisfaction with life, and traditionality

Intercultural Self-Perception Scale: a tool which already has some generalized norms for Native American persons

Stress Questionnaire: a modification of the Social Readjustment Rating Scale that includes specific Indian experience/stressors

Strategic Approach to Coping Scale: this scale assesses how individuals choose to address and solve their problems
Health Questionnaire: this questionnaire provides a general assessment of psychological problems
Social Adjustment Self-Report: this tool provides an assessment of social support and social networks of an individual
Substance Abuse Subtle Screening Inventory: this scale assesses problems in the use or abuse of chemicals

A project staff member who was from the Lakota Studies department along with the clinical assistants and project director chose and modified these selected instruments to ensure they were more reflective of Indian experience, problems, and difficulties. Data for norming these instruments was collected from three Lakota Reservations in South Dakota. These reservations included the Rosebud Sioux Reservation the home of the Sicangu Lakota, the Pine Ridge Reservation the home of the Oglala Lakota, and Cheyenne River Reservation the home of the Miniconjou, Oohenumpa, Itazipco, and Sihasapa. The seventh tribal group of the Lakota, the Hunkpapa, reside in North Dakota and although many tribal members live in the northern portions of the Cheyenne River Reservation, they are not included as a tribal band in the norming activities. Eight hundred and ninety eight questionnaires were completed and collected from the identified Lakota nations. This was a significant accomplishment associated with this project because the total questionnaire was thirty-four pages long. It is pleasing to report that people willingly and volitionally took the questionnaire. A random sample was collected from each of the three Lakota reservations.

To collect the data, Human Service majors were selected. The grant provided monies to provide students a modest reimbursement for their work. Once students were selected, a specific training was conducted by project staff on how to collect data appropriately. The body of this training included: 1) the need for a random sample and how to gather a random sample. This was accomplished using a random numbers table and starting in the Southeast corner of each community. The next portion of the training, 2) established how to explain and request community members to complete the questionnaire. Third, 3) data collectors were provided experience in how to answer any questions directed to them about the questionnaire appropriately. It was stressed that individuals needed to provide non-specific and clarifying responses to ensure that persons did not answer in a way that they thought they were suppose to. The final part of this training, 5) dealt with how to collect data from traditional, elderly, and Lakota speaking community members. Students were provided the names of individuals who were Lakota speakers and would assist them in this process. Data collectors utilized on the Cheyenne River Reservation were females associated with the JTPA and Cheyenne River Community College programs. These individuals volunteered and were trained to collect data appropriately. The same training model employed with Human Services students was utilized with Cheyenne River data collectors. Initially, efforts were made to utilize students for Oglala Lakota Community College to collect data on the Pine Ridge Reservation. The students indicating interest received the same training as previous data collectors. However, for whatever reason, these students were unable to collect all of the data. Consequently, three Pine Ridge Reservation residents who were active, known

throughout the reservation agreed to assist in completing the data collection. These three individuals received the same training and data collection orientation that others have received and completed the data collection.

A number of problems or inconveniences were encountered in collecting data from the Cheyenne River and Pine Ridge reservation. These difficulties center on the vast distances people had to travel to collect data, some encountered resistance because of the length of the questionnaire, and the fact that the project director or clinical assistants were not readily available to address experienced difficulties or provide closer supervision. In the future, with similar efforts it now seems more appropriate to be readily available to the data collectors and more present for supervisory decisions and monitoring.

An unexpected problem arose with the use of these or other assessment instruments. This problem centers around the discomfort experienced by Native Americans in generating hypothesis based on questionnaire scores or outcomes. It seems as if generating hypothesis is too often viewed as criticism, negative pathologizing, and these are both culturally inappropriate to do. Attempts to resolve this have dealt with providing Human Service students with a course on client assessment and structuring and teaching that assessment can be for positive attributes as well as negative ones. Yet, it is apparent that this is difficult for Native Americans to do easily.

The Human Services Department and this project conducted a variety of mini-workshops over the three project years to strengthen understanding, familiarity, and knowledge of Lakota culture. This was accomplished by having bi-weekly workshops held on a specific day late in the afternoon for Human Service and University students. Lakota elders, healers, medicine men, and cultural experts made the presentations at these mini-workshops. Each workshop was structured to permit interaction, question and issue exploration, and to learn "first-hand" about historical and continuing cultural practices, ceremonies, legends, myths, and Tribal history. In addition to these activities, students were encouraged and directed to participate in numerous Lakota cultural activities. These activities included such things as assisting in the preparation of and attending the Wiwangwacipi (Sundance), Wacipi (Pow wow), Inipi (sweat bath), Hokicaski tunpi (Naming ceremonies), and Wokiksuye (Memorials). The nucleus of these workshops was to affirm Lakota cultural practices and organization and provide supplementary experience and exposure to the Lakota culture. In addition to these specific cultural activities, the Rosebud Sioux Tribe and Sinte Gleska University conducted a variety of public awareness forums centering around such topics as Sovereignty, Education, Self-determination, Violence, Alcohol and Chemical Abuse, etc. and Human Services students were strongly encouraged to attend these community forums.

A specific model of how to effectively relate to and deal with the human problems of culturally different people was developed. This model has three (3) basic components. The first component stresses the importance of gathering and learning as much as possible about the cultural group for whom you are providing services. The structure of this knowledge search is to achieve familiarity with the group's historical and contemporary struggles with their attempts to forge a meaningful and satisfying life in the world today. The second component concerns itself

with how the group structures interpersonal interactions, the identifiable sociolinguistic codes which direct human interaction, how time is structured, and what are the appropriate cultural sequences to conduct business. The third component of this model stresses the importance of community visibility, participation, and role behaviors associated with providing competent and effective services to culturally different individuals.

The model which is the basis for instruction in how to provide competent and acceptable services to culturally different individuals in our society consists of the following dimensions. Component one deals with obtaining pertinent and significant information about the person. Embedded in this approach is the need to understand globally the following domains:

1. Familiarity with Tribal history
2. Familiarity with Tribe's history with our society
3. Familiarity with Tribe's history with our society's military
4. Understanding of the Tribe's dealings with the Federal Government
5. Understanding of Tribe's contemporary problems both as individuals and a people
6. Familiarity and understanding of the interaction codes, behavioral codes, and world view of the Tribe

For non-Indian persons the following domains are included:

1. Awareness of Federal Government programs, e.g. land bank, price supports, etc.
2. Reasons for choosing a rural life for a vocation.
3. Does person live on the family farm or is it one they have purchased.
4. Do other relatives live or work on the farm.
5. The persons general ethnic background and orientation.

The second component of this model deals with how individuals or cultural groups structure time, elicit requests for services, their expectations of service, resources available to individuals, and how these can be conceptualized and delivered in an appropriate fashion is stressed. Native Americans tend to view service request and delivery as a shared process as opposed to one consisting of an expert and subordinate in need of assistance. Included here is how individuals and/or cultural groups view human problems and how they are best addressed. For Native Americans requesting services it is stressed that the presenting problems must be understood in terms of the cultural context from which they emanate however, this is also true for non-Indians. Little attention has been given to the skills necessary and what is required to deal effectively with culturally different groups. Additionally, for non-Indian service providers, students are taught how to access local traditional healers and medicine people to assist or take over problem resolution for the Native American. The third component addresses how human service provider can improve their abilities to be viewed positively in the community. This is accomplished by being an active, contributing member to the community. Also, this means being available to community members and agencies to provide expertise on problem-resolution and involvement in the work of resolve.

Evaluation /Project Results: The project was evaluated yearly by an external evaluator. This evaluator provided a written assessment to the project director and University administration yearly. The project was able to meet all of its identified goals and in addition has provided a model to other departments at Sinte Gleska University. Both a curriculum change and sizeable data base was collected for the norming of assessment instruments was accomplished. Students were provided 45 hours of personal issue exploration as defined in the grant and this is an on-going or continuing process. The project has provided other departments at the University a model upon which to base their efforts at making their curriculum more appropriate and culturally sensitive. Specifically, the Business Department has closely followed our curriculum and cultural requirement emphasis in developing their degree program.

Exit evaluations have been conducted with the employers of various Human Service graduates. A copy of the structured evaluation can be found in Appendix E. Feedback about Human Services graduates has been highly positive. Positive praise has been given to culture awareness and sensitivity. Interestingly, students received lower ratings around ability to work autonomously and with little structure. This fact is probably best understood as not a short-coming of the student rather initial job cautiousness.

Requests have been received from other Universities and Tribal Colleges concerning the content of our project and these requests have been answered. Additionally, project staff has made presentations to a variety of audiences concerning our efforts. These include such organizations as American Indian Higher Education Consortium, National Indian Education Association, University of North Dakota Rural Health Issues, South Dakota Guidance Counselor's Association, and University of South Dakota Psychology Program.

The project has resulted in several positive results. The University has employed the clinical assistants, full-time, to continue providing Human Service students and students throughout the University with counseling and personal issue exploration. Student services has been reorganized to include the model developed by this grant for the entire student population of Sinte Gleska University. Numerous requests have been made to access the norming data once the analysis is completed and norms are established for Lakota people. FIPSE will receive these materials upon completion of the statistical analysis and development of the materials. Increasing requests are being made for the training model developed and utilized for training human service providers by this grant from various University programs and human service providers. The curricular model developed by this project serves as a basis for other University programs and Human Services faculty are often sought for their input and impressions about intended curricular changes throughout Sinte Gleska University. Including community healers, elders, and medicine people as part of instructional methods has been employed throughout the University by other departments. In fact, a grant the University received from the Bush Foundation has allocated specific monies for the payment of instructional assistance from various Lakota elders, medicine people, elders, and individuals knowledgeable of Lakota culture. This opportunity increases opportunity for student exposure and involvement with Lakota culture.

Summary: This three year grant entitled Training Culturally Appropriate Interventions for Native Americans successfully completed its' identified goals. Benefits achieved from this project include individual counseling services to the entire student body, appropriate cultural and curriculum changes in the Human Services degree program, the establishment of norms for Lakota people for a variety of assessment instruments. The project goals and curricular model has been utilized by other University departments and external University's and Tribal Colleges have requested information and curricular copies of our program to assist in the development of their degree programs. Supervisory feedback from employed Human Service graduates has been positive and valuable. The Human Services graduate is perceived and accepted as a competent, skilled, and well-trained professional well-able to provide services to a variety of human problems. The assessment instruments and their Lakota norms will be developed into a set a materials which will be available to human service providers. Requests for these materials have already been made from Tribal professionals in both North and South Dakota. A number of published studies or attempts to get published these materials in various professional journals is intended in order to share the importance of this work with other interested professionals.

Summary & Conclusions: Advice to other persons interested in developing similar programs would include stressing the importance of openness about intentions and ensuring that one's project can have observable positive results on or for the people it is intended to serve. I believe a large part of the success of this project rests upon the credibility of the proejct staff among Lakota people. This takes time to develop and individuals need to be aware of this time component. Personally, I have always been both amazed and appreciative of the willingness of Lakota persons to complete a thirty-four page questionnaire. This illustrates an extraordinary committment to improving the quality of services available to both themselves and other Lakota people.

The funding of this project by FIPSE has been an invaluable and central ingredient of the curricular changes, the development of a culturally appropriate and sensitive Human Services degree, and the provision of skill training and personal issue resolution for individual students. None of this would have been achieved without the support of FIPSE. As project director, I would like to give my personal thanks and appreciation to FIPSE and have been authorized to communicate the same from project staff, Marianne Left Hand Bull, Marianne DeCora, and Duane Hollow Horn Bear. We thank you for providing us the opportunity and resources to develop competent services for Lakota and rural non-Indian persons. A special thanks and appreciative acknowledgement is extended and directed to David Johnson our project officer. Without his support, insights, encouragement and suggestions, this project would not have achieved the positive outcomes identified throughout this report. Thanking each of you, we remain the staff of Sinte Gleska University.

APPENDIX A

AA IN HUMAN SERVICES

NAME _____

STATUS SHEET-FALL 1994 VER.

SSN _____

COURSE	CR	DONE	GRADE	YR	MISC
EN 101 Freshman English I.....	3				
EN 102 Freshman English II.....	3				
MA 100 Math for General Education.....	3				
LS 101 Lakota Language I.....	4				
LS 102 Lakota Language II.....	4				
LS 253 Lakota History & Culture.....	3				
LS 221 Lakota Social Systems OR (circle LS 270 Lakota Thought & Philsophy....one)...	3				
SP 100 Speech Communications.....	3				
BI 101 Biology.....	4				
DP 100 Introduction to Computers.....	3				
GENERAL ELECTIVE: _____	3				
=====					
PY 100 General Psychology.....	3				
SO 100 Sociology OR AN 200 Anthropology....	3				
CD 103 Survey of Drug & Alcohol Abuse.....	3				
HS 200 Intro. to the Helping Professions....	3				
PY 201 Counseling Methods I.....	3				
HS 230 Issues of Dependency Among Native Americans.....	3				
CJ 200 Introduction to Criminal Justice....	3				
PY 250 Cultural & Comparative Perspectives on Helping.....	3				
HS 190 Field Placement I.....	2				
[Site: _____]					
IS 230 Tribal Laws, Treaties, & Govt.....	3				
[TOTAL AA LEVEL CREDITS....65]					

(page 1 of 3)

UPPER DIVISION CORE COURSES

CR | DONE | GRADE | YR | MISC

EN 360 Professional Writing..... 3

LS 320 Lakota Teachings & Health..... 3

AKOTA STUDIES ELECTIVE: _____, with
advisor approval: _____-initials) . 3

PSY 202 Counseling Methods II..... 3

PSY 320 Psychology of Human Development.... 3

HS 380 Reservation Systems Analysis..... 3

SW 310 Empowerment & Advocacy
for the Native American..... 3

SW 315 Child & Family Welfare..... 3

SO 350 Racism, Sexism, & Oppression..... 3

STAT 370 Introduction to Statistics..... 3

SO 360 Methods of Social Research..... 3

SO 290 Field Placement II..... 2
[Site: _____]

SO 390 Field Place. III..... 3
[Site: Lakota Specific]

SO 481 Senior Seminar I..... 2

SO 482 Senior Seminar II..... 2

SO 450 Ethics, Legal Issues, & Profess.... 2

SO ELECTIVE (select 3 hrs from below, per
advisor approval: _____-initials). 3
(check)

____ HS 316 Issues in H.S: _____ (variable cr) _____

____ HS 370 Computer Applications in H.S..... 3

____ HS 382 Federal-Tribal Relationship..... 3

____ HS 395 Independent Study: _____ (1-3 cr) _____

____ HS 490 Field Placement IV [Site: _____]... 3

____ Other Emphasis Elective: _____ 3

TOTAL BA LEVEL CORE CREDITS = 47]

(page 2 of 3)



BA IN HUMAN SERVICES

NAME _____

STATUS SHEET-FALL 1994 VER.

SSN _____

II. EMPHASIS ELECTIVES: OBTAIN 18 CREDIT HOURS IN YOUR AREA: (check)

MENTAL HEALTH

CR | DONE | GRADE | YR | MISC

PY 301	Counseling Methods III: Clinical Supervision.....	3				
PY 302	Counseling Methods IV: Marital & Family Therapies.....	3				
PY 315*	Individual Dynamics.....	3				
PY 318*	Crisis Intervention.....	3				
PY 325	Client Assessment.....	3				
PY 330	Theories of Personality & Psychoth.	3				
PY 340	Behavior Modification.....	3				
PY 360	Abnormal Psychology.....	3				
PY 400*	Group Theories & Practices.....	3				

[*Note: PY315, PY320 & PY400 required]

CRIMINAL JUSTICE

CR | DONE | GRADE | YR | MISC

IS 400*	Traditional Law & Administration of Justice [Note: required].....	3				
CJ 300	Juvenile Delinquency & Justice.....	3				
CJ 310	Corrections.....	3				
CJ 320	The Police Process.....	3				
CJ 330	Criminal Law.....	3				
CJ 335	Criminal Prosecution & Defense.....	3				
CJ 340	Legal Research & Communication.....	3				
CJ 350	Theories of Crime & Delinquency.....	3				
CJ 360	Victimology.....	3				
BA 370	Business Law (per advisor approval)	3				

CHEMICAL DEPENDENCY COUNSELING

CR | DONE | GRADE | YR | MISC

CD 315	Alcoholism.....	3				
CD 330	Licit & Illicit Drugs.....	3				
CD 340	Chemical Dependency's Impact on Native Am. Family & Community.....	3				
CD 350	Continuum of Care.....	3				
PY 302	Counseling Methods IV.....	3				
PY 325	Client Assessment.....	3				
PY 318	Crisis Intervention.....	3				
PY 400	Group Theories & Practices.....	3				

[Note: see advisor for certification requirements]

NOTES:

[UPPER DIVISION CORE = 47 HOURS + 18 EMPHASIS HOURS = 65 CREDIT HOURS AT B.A. LEVEL. PLUS 65 HOURS AT A.A. LEVEL = TOTAL 130 HOURS] (page 3 of 3)

APPENDIX B

Tribe: _____

Are you an Enrolled Member?: _____ Blood Quantum: _____ Age: _____

Birthdate: _____ Marital Status: _____ Education: _____

1. Number of Marriages: _____ Do you speak Lakota: _____
Other: (identify) _____
2. Number of children: _____ Males: _____ Females: _____
3. Number of members in household: _____
4. Number of children living at home: _____ In Foster Care: with
relatives: _____ not with relatives _____ Group home: _____
Institution: _____ Other: _____
5. Number of close friends who are: older _____ younger _____ than me
6. Number of: Indian friends _____ non-Indian friends _____
7. Number of: close Indian friends _____ close non-Indian friends _____
8. I grew up in my parents home: _____ Yes _____ No
9. If you answered no to the above question, how much time did you, as
a child, spend in your parents care and home? _____
10. I was placed in Boarding School: _____ Yes _____ No, At what age? _____
How many years did you spend in Boarding School? _____
11. I grew up in a foster home: _____ Yes _____ No At what age where
you placed in foster care? _____ How many foster homes? _____
Please circle one: a Indian - White - Other foster home. Yrs in
foster care: _____
12. I grew up in the home of a relative: _____ Yes _____ No. Identify
relative, i.e. grandparent, aunt, etc. _____
If you lived in more than one relatives home please list by
relationship: _____

13. Specify length of time spent in each home: _____

14. I was adopted: Yes _____ No, At what age?: _____ By: Indian _____
White _____ Other _____
15. I am presently employed: _____ Yes _____ No, Held this position _____
years.
16. I have trouble keeping a job. _____ Yes _____ No
17. I cannot obtain full-time employment so have to search regularly for
spot-jobs. _____ Yes _____ No. Temporary/Spot-jobs I do include:

18. I often have trouble with individuals I work with.
Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Always
19. I often have trouble with my supervisor or boss.
Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Always
20. I have been fired from previous jobs that I've had. ___ Yes ___ No
21. At what age did you begin to work for pay?: _____ Total years working: _____
22. Average year income: _____ Highest yearly income: _____ Year _____
 Lowest yearly income: _____ Year _____
23. I have lived on the Reservation for: Total number of years. _____
24. I have lived off the Reservation for: Total number of years. _____
25. I have lived on Reservations other than my own Tribes': ___ Yes
 ___ No Please list: _____
-
26. If you once lived off the Reservation and returned, please identify the major reasons why you chose to return to the Reservation: _____
-
-
27. I have ___ brothers, ___ step-brothers and ___ sisters ___ step-sisters. I have ___ brothers living ___ step-brothers and ___ sisters living ___ step-sisters living. My parents are living, "Y" YES or "N" NO: ___ Mother ___ Father.
28. My religious preference is _____ Indian _____ Christian _____ Other.
 If other, please specify: _____
29. In most ways my life is close to my ideal.
- | | | | | | | |
|-------------------|----------|-------------------|---------------------|----------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Disagree | Disagree | Slightly Disagree | Neither or Disagree | Agree Slightly | Agree | Strongly Agree |
30. The conditions of my life are excellent.
- | | | | | | | |
|-------------------|----------|-------------------|---------------------|----------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Disagree | Disagree | Slightly Disagree | Neither or Disagree | Agree Slightly | Agree | Strongly Agree |
31. I am satisfied with my life.
- | | | | | | | |
|-------------------|----------|-------------------|---------------------|----------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Disagree | Disagree | Slightly Disagree | Neither or Disagree | Agree Slightly | Agree | Strongly Agree |
32. So far I have gotten the important things I want in life.
- | | | | | | | |
|-------------------|----------|-------------------|---------------------|----------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Strongly Disagree | Disagree | Slightly Disagree | Neither or Disagree | Agree Slightly | Agree | Strongly Agree |

33. If I could live my life over, I would change almost nothing.
1 2 3 4 5 6 7
Strongly Disagree Disagree Slightly Disagree Neither Agree Slightly Agree Strongly Agree

34. I would state that my physical health is:
Poor/Bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Excellent

35. I would state that my emotional/psychological health is:
Poor/Bad 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Excellent

36. Please check any of the following health problems you have:
 Diabetes TB Coronary Heart Disease Cancer
 Multiple Sclerosis Lupus Stomach ulcers Arthritis
 Atherosclerosis Respiratory problems Allergies
 Hypertension Other, please specify: _____

37. I have had surgery: Yes No. Please identify type of surgery(s) and your age when surgery was conducted and Number of surgeries: No: _____

38. Would you please identify any significant person(s) who died while you were growing up and throughout your lifetime. By significant person it is meant anyone whom you had a positive and significant life relationship with. Identify whether the person was a relative, parent, friend etc. and your age at the time of the person's death?

Person(friend/relative)	Your age	Person(friend/relative)	Your age
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- Should you require more space, please use the back of the page. -

39. I have sought counseling for a personal issue or problem: Yes
 No

40. I saw a counselor for _____ months, _____ year(s), _____ Total number of times

41. The problems for which I saw a counselor include, please list if you will: _____

42. I felt the counseling Helped Didn't Help Was a waste of time, I am sorry or regret going to counseling.

43. If you felt the counseling did not help would you please attempt to identify why it was not helpful or beneficial? _____

44. Listed below are a variety of available person resources. Would you please identify those which you have utilized during your life-time and the approximate dates of utilization.

<u>Service</u>	<u>Date of Use</u>	<u>Helped?</u>	<u>Would Use Again</u>
_____ State Social Services			
_____ Tribal Social Services			
_____ BIA Social Services			
_____ Job Service			

{Continued}

<u>Service</u>	<u>Date of Use</u>	<u>Helped?</u>	<u>Would Use Again</u>
_____ IHS Mental Health			
_____ Community Mental Health			
_____ Alcohol Program			
_____ Aging Services			
_____ Educational Services			
_____ Attend(ed) Tribal College			
_____ Attend(ed) State University			
_____ Pastoral Counselor			
_____ Other State Services			
_____ Other Federal Services			
_____ Vocational Rehabilitation			
_____ Tribal Work Emplt Prg. TWEP			

45. For all of the above services utilized for which you felt you received no or poor results from would you please identify what it was about the service which proved ineffective for you and did not provide positive assistance to you? _____

46. Please indicate how often you did each or any of the acts identified below, thinking back to your juvenile years (childhood through 17)

	<u>Never</u> <u>Did</u>	<u>One</u> <u>Time</u>	<u>Several</u> <u>Times</u>	<u>Many</u> <u>Times</u>
Stole something worth less than \$50.00	_____	_____	_____	_____
Stole something worth more than \$50.00	_____	_____	_____	_____
Damaged property worth more than \$50.00	_____	_____	_____	_____
Stole a car	_____	_____	_____	_____
Ran away from home	_____	_____	_____	_____
Parents kicked me out of their home	_____	_____	_____	_____
Suspended from school	_____	_____	_____	_____
Drove a car while drunk or high	_____	_____	_____	_____

Used force/weapon to steal _____
 Been in a fistfight _____
 Carried a weapon such as _____
 a gun or knife for protection _____
 Fought someone using a _____
 weapon _____
 (For males) Forced a female _____
 to have sexual relations _____
 against her will _____
 Used force/weapon to take money _____
 or valuables from another _____
 Broken into & entered a home, _____
 store, or building _____
 Forced a child to have sexual _____
 activity _____
 Have had sexual activity with _____
 a child/minor _____

47. Have you ever been arrested or experienced any of the following?
 Please identify date and your age at time of arrest or occurrence.

Fired from a job:	Yes___ No___	Date _____	Age ___	# of times ___
Public Intoxication:	Yes___ No___	Date _____	Age ___	# of times ___
Driving Under the Influence of Alcohol/Drugs:	Yes___ No___	Date _____	Age ___	# of times ___
Assault & Battery:	Yes___ No___	Date _____	Age ___	# of times ___
Shoplifting:	Yes___ No___	Date _____	Age ___	# of times ___
Robbery:	Yes___ No___	Date _____	Age ___	# of times ___
Breaking & Entering:	Yes___ No___	Date _____	Age ___	# of times ___
Child Abuse:	Yes___ No___	Date _____	Age ___	# of times ___
Child Neglect:	Yes___ No___	Date _____	Age ___	# of times ___
Traffic Violations:	Yes___ No___	Date _____	Age ___	# of times ___
<u>For males:</u> Forced a female to have sexual relations against her will:	Yes___ No___	Date _____	Age ___	# of times ___
Homicide:	Yes___ No___	Date _____	Age ___	# of times ___
Steal a car:	Yes___ No___	Date _____	Age ___	# of times ___
Armed robbery:	Yes___ No___	Date _____	Age ___	# of times ___
Forgery:	Yes___ No___	Date _____	Age ___	# of times ___
Rape:	Yes___ No___	Date _____	Age ___	# of times ___
Dealing drugs:	Yes___ No___	Date _____	Age ___	# of times ___

48. Have you ever been convicted of a felony? ___ Yes ___ No

49. Have you had to serve time in either jail or a penitentiary? ___ Yes
 ___ No

50. If yes, would you please identify jail or penitentiary, how much
 time was served, and for what type of offense? _____

51. Have you had to be placed in a juvenile detention facility, e.g. Plankington? _____ Yes _____ No If yes, would you please identify the facility and the amount of time you spent in their custody. _____

52. What was the main reason that you first got involved in crime?
(check one)

For excitement	<u>No</u>	1	-	2	-	3	-	4	-	5	-	6	-	7	-	8	-	9	<u>Yes</u>
To get money for high-living, nice clothes, car, etc.	<u>No</u>	1	-	2	-	3	-	4	-	5	-	6	-	7	-	8	-	9	<u>Yes</u>
Everyone I knew was doing it	<u>No</u>	1	-	2	-	3	-	4	-	5	-	6	-	7	-	8	-	9	<u>Yes</u>
Money for day to day living	<u>No</u>	1	-	2	-	3	-	4	-	5	-	6	-	7	-	8	-	9	<u>Yes</u>
Lost my temper	<u>No</u>	1	-	2	-	3	-	4	-	5	-	6	-	7	-	8	-	9	<u>Yes</u>
Friends got me into it	<u>No</u>	1	-	2	-	3	-	4	-	5	-	6	-	7	-	8	-	9	<u>Yes</u>
To get money for alcohol/drugs	<u>No</u>	1	-	2	-	3	-	4	-	5	-	6	-	7	-	8	-	9	<u>Yes</u>
For the reputation	<u>No</u>	1	-	2	-	3	-	4	-	5	-	6	-	7	-	8	-	9	<u>Yes</u>

53. Think back over the crimes you committed most often during your life. How important was each of the following as reasons for doing those crimes:

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Somewhat Unimportant</u>	<u>Not at all Important</u>
Losing your job	1	2	3	4
Trouble with wife or girlfriend	1	2	3	4
Heavy debts	1	2	3	4
Good opportunity	1	2	3	4
Gang involvement	1	2	3	4
Couldn't get a job	1	2	3	4
Revenge or anger	1	2	3	4
Excitement and kicks	1	2	3	4
To get money for good times and high living	1	2	3	4
Friend's idea	1	2	3	4
To get money for drugs or alcohol	1	2	3	4
To get money for rent, food, self-support	1	2	3	4
Just felt nervous and tense	1	2	3	4
Blew up - lost control	1	2	3	4
Because of drugs or alcohol	1	2	3	4

54. As a child were you ever sexually abused? _____ Yes _____ No (Sexual abuse refers to being forced into a sexual activity or to do something sexually which you did not to.)

55. If you were, would you please identify at what age(s) this occurred:

_____ birth to 3 yrs	_____ 10 yrs to 13 yrs
_____ 3 yrs to 6 yrs	_____ 14 yrs to 16 yrs
_____ 6 yrs to 9 yrs	_____ Over 16 yrs

56. How long did this abuse continue?
- | | | |
|---|---------------------------------------|--|
| <input type="checkbox"/> only once | <input type="checkbox"/> 1 to 2 years | <input type="checkbox"/> More than 6 years |
| <input type="checkbox"/> 1 to 3 months | <input type="checkbox"/> 2 to 3 years | <input type="checkbox"/> Total number of years |
| <input type="checkbox"/> 4 to 6 months | <input type="checkbox"/> 3 to 4 years | |
| <input type="checkbox"/> 6 to 9 months | <input type="checkbox"/> 4 to 5 years | |
| <input type="checkbox"/> 9 to 12 months | <input type="checkbox"/> 5 to 6 years | |

57. Could you identify how and why you feel the abuse stopped or how you were able to avoid this? How: _____

Why: _____

58. Would you please identify by whom you were abused?
- Relative: Please identify, e.g. aunt/uncle/brother, etc. _____
 - Parent: Please identify, e.g. mother/father _____
 - Grandfather
 - Grandmother
 - Family friend
 - Younger children
 - Older children
 - Professional person, e.g. teacher, coach, minister, priest, policeman etc.
 - A total stranger
 - Neighbors: Please identify, e.g. new or old neighbors, etc.

59. As you were growing up, did your parents or primary caregiver(s) have a problem with alcohol? Yes No

60. As you were growing up, did your parents or primary caregiver(s) drink alcohol? Yes No

61. Would you consider your parents or primary caregiver an alcoholic/addict?: (An alcoholic or addict would be someone who drank alcohol or used drugs to the detriment of themselves, their family, and life)

Mother Yes No Male caregiver Yes No
 Father Yes No Female caregiver Yes No

62. If your parents or primary caregiver stopped drinking, at what age did their drinking cease?

Mother _____ Female caregiver _____ How old were you when they stopped? _____
 Father _____ Male caregiver _____

63. How often were you placed in positions of responsibility for the family, your brothers and sisters, as a result of your parents or primary care givers drinking?

Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 Always

64. Are you or have you been married? Yes No How many times have you been divorced? _____

65. What were the lengths of your marriages and your age at the time the marriage broke-up/divorce?

_____	Yrs. Length	___	Age	_____	Yrs. Length	___	Age
_____	Yrs. Length	___	Age	_____	Yrs. Length	___	Age
_____	Yrs. Length	___	Age	_____	Yrs. Length	___	Age

66. Would you please briefly explain why you felt your marriage(s) broke-up? _____

-Please use the back of the page should you need more room-

67. Instead of marrying did you choose to live with a partner? Yes
 No

68. How many different partners have you lived with? _____

69. What were the lengths of your time together and your age at the time the relationship broke-up?

_____	Yrs. Length	___	Age	_____	Yrs. Length	___	Age
_____	Yrs. Length	___	Age	_____	Yrs. Length	___	Age

70. Would you please briefly explain why you felt the relationship(s) broke-up? _____

71. If your parents are living, how much contact do you have with them?
 Daily Regularly (2-5 X's per week) Often (1 per week)
 Occasionally (1 per month) Seldom (1-2 per year) Never

72. If you have siblings (brothers/sisters) how much contact do you have with them?
 Daily Regularly (2-5 X's per week) Often (1 per week)
 Occasionally (1 per month) Seldom (1-2 per year) Never

73. When you are sick do you (check as many as needed) see a physician
 see a medicine man attempt to take care of it myself ?

74. I consider myself a traditional Indian person:

Non-traditional 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Traditional

75. I consider traditional Indian culture, values, beliefs & practices an important part of my everyday life.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Modern & Traditional in Beliefs

76. I consider myself a non-traditional Indian person.

Traditional 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Non-traditional

77. I speak Lakota. Yes No. Lakota was my first Language.
 Y N English was my first Language Y N

78. How Indian is your preference in dressing? (Long dresses, leather fringe jackets, long hair, ribbon shirts, bright colors, or other types of Indian dress)

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9
I never dress I sometimes I often dress
according to dress according according to
Indian style to Indian style Indian style

79. What is your participation in Indian religious ceremonies. (Yuwipi, sweatlodge, Indian peyote church and ceremonies, Sundance, etc.)

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9
I never I sometimes I regularly
attend Indian attend Indian attend Indian
religious ceremonies religious ceremonies religious ceremonies

80. I like to spend my summers attending pow wows and travel throughout the summer to various Indian gatherings and pow wows.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9
I never I often I try to
attend attend make every
pow wows pow wows pow wow I can

81. I like to dance and compete at pow wows. Yes _____ No _____

82. What is your attitude towards Indian healers & medicine men?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9
Have no faith Have some Have strong
in medicine men faith in faith in medicine
medicine men men

83. I visit a Medicine Man: _____ regularly, _____ occasionally,
_____ never.

84. What is your attitude toward non-Indian medical doctors?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9
Have no faith Have some Have strong
in them faith in them faith in them

85. What is your attitude toward Native American medical doctors?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9
Have no faith Have some Have strong
in them faith in them faith in them

86. How often do you think in Indian language (Lakota).

Never 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 Always
Rarely think I often think I always or often
in Indian in Indian think in Indian
language language language

PLEASE CONTINUE ON THE NEXT PAGE

INTERCULTURAL SELF-PERCEPTION SCALE

--PLEASE COMPLETE THE FOLLOWING INFORMATION--

Age ____ Sex (check one): Male Female

Number of years of school completed _____

Highest degree or diploma obtained _____

Ethnic affiliation (check one and be specific where indicated):

- American Indian (tribe _____)
- Alaska Native (tribe or village _____)
- White or Caucasian

DIRECTIONS

This is a questionnaire that attempts to learn about some of your thoughts and feelings. Please read each sentence very carefully, then CIRCLE the number that shows how often it is true for you. There are no right or wrong answers, because different people have different thoughts and feelings. We are interested in how you usually think and feel about yourself. Please answer all of the items. PLEASE BEGIN.

1=Almost always true 2=Often true 3= Sometimes true 4=Seldom true
5=Never true

SECTION A

PLEASE CIRCLE YOUR CHOICE

- | | | | | | |
|---|---|---|---|---|---|
| 1. I take a positive attitude toward myself. | 1 | 2 | 3 | 4 | 5 |
| 2. I feel I do not have much to be proud of. | 1 | 2 | 3 | 4 | 5 |
| 3. I feel that I'm a person of worth, at least on an equal plane with other people like myself. | 1 | 2 | 3 | 4 | 5 |
| 4. One of my goals in life is to be free of the control of others. | 1 | 2 | 3 | 4 | 5 |
| 5. I feel that I'm a person of worth, at least on an equal plane with non-Indians. | 1 | 2 | 3 | 4 | 5 |
| 6. On the whole, I am satisfied with myself. | 1 | 2 | 3 | 4 | 5 |
| 7. I am able to do things as well as most other people. | 1 | 2 | 3 | 4 | 5 |
| 8. I wish I could have more respect for myself. | 1 | 2 | 3 | 4 | 5 |
| 9. Sometimes I think I am no good at all. | 1 | 2 | 3 | 4 | 5 |
| 10. I feel that my life is not very useful. | 1 | 2 | 3 | 4 | 5 |

1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION B

PLEASE CIRCLE YOUR CHOICE

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am a useful person to have around. | 1 | 2 | 3 | 4 | 5 |
| 2. I feel that I can't do anything right. | 1 | 2 | 3 | 4 | 5 |

3. As a person, I do a good job these days. 1 2 3 4 5

4. When I do a job, I do it well. 1 2 3 4 5

1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION C

PLEASE CIRCLE EACH RESPONSE

1. I am usually patient with most people. 1 2 3 4 5

2. I rarely lose my temper no matter what the reason. 1 2 3 4 5

3. I try to practice self-control in dealing with everyday matters. 1 2 3 4 5

4. When I deal with other people I usually reply to their anger with gentleness. 1 2 3 4 5

5. Even when I have a good reason, I avoid expressing anger. 1 2 3 4 5

1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION D

PLEASE CIRCLE EACH RESPONSE

1. My opinion of myself tends to change a good deal, instead of always remaining the same. 1 2 3 4 5

2. I feel that nothing can change the opinion I currently hold of myself. 1 2 3 4 5

3. I have noticed that my ideas about myself seem to change very quickly. 1 2 3 4 5

4. I find that on one day I have one opinion of myself and on another day I have a different opinion. 1 2 3 4 5

5. I change from a very good opinion of myself to a very poor opinion of myself. 1 2 3 4 5

1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION E

PLEASE CIRCLE EACH RESPONSE

1. I look for opportunities to better myself. 1 2 3 4 5

2. I would be unhappy in a job that didn't ask much of me. 1 2 3 4 5

3. I believe the more you succeed, the more you should try. 1 2 3 4 5

4. I would like to be in a job where I can learn new things. 1 2 3 4 5

5. When I'm learning something new, I like to set a goal for myself and try to reach it. 1 2 3 4 5
6. When I have reached a certain level in anything I do, I set myself a higher level and try to reach it. 1 2 3 4 5
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION F

PLEASE CIRCLE EACH RESPONSE

1. I try to stay out of situations where I don't see any chance for progress or advancement. 1 2 3 4 5
2. When I feel I'm not making any progress toward what I'm aiming for, I try twice as hard. 1 2 3 4 5
3. I get no sense of accomplishment from just keeping up the same level of performance. 1 2 3 4 5
4. I would be unhappy in a job where I didn't grow and develop. 1 2 3 4 5
5. I don't like to have the feeling I'm just standing still. 1 2 3 4 5
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION G

PLEASE CIRCLE EACH RESPONSE

1. The job I would like to have is one where I am doing what I'm good at. 1 2 3 4 5
2. When I have mastered something, I look for opportunities to do it. 1 2 3 4 5
3. I wish I had more chance to use some of my skills. 1 2 3 4 5
4. When I have reached a certain level in anything I do, I try to keep in practice and not fall down on it. 1 2 3 4 5
5. I'd like to bring my usual performance in line with the best I've ever done. 1 2 3 4 5
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION H

PLEASE CIRCLE EACH RESPONSE

1. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere. 1 2 3 4 5

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 2. | If there is any criticism or anyone says something about me, I just can't take it. | 1 | 2 | 3 | 4 | 5 |
| 3. | I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing. | 1 | 2 | 3 | 4 | 5 |
| 4. | I look on most of the feelings and impulses I have toward people as being quite natural and acceptable. | 1 | 2 | 3 | 4 | 5 |
| 5. | I feel different from other people. I'd like to have the feelings of security that come from knowing I'm not too different from others. | 1 | 2 | 3 | 4 | 5 |
| 6. | I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me. | 1 | 2 | 3 | 4 | 5 |
| 7. | I am frequently bothered by feelings of inferiority. | 1 | 2 | 3 | 4 | 5 |
| 8. | Because of other people, I haven't been able to achieve as much as I should have. | 1 | 2 | 3 | 4 | 5 |
| 9. | I am quite shy and self-conscious in social situations. | 1 | 2 | 3 | 4 | 5 |
| 10. | In order to get along and be liked, I tend to be what people expect me to be rather than anything else. | 1 | 2 | 3 | 4 | 5 |
| 11. | I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself. | 1 | 2 | 3 | 4 | 5 |
| 12. | Very often I don't try to be friendly with people because I think they won't like me. | 1 | 2 | 3 | 4 | 5 |
| 13. | I'm not afraid of meeting people. I feel that I'm a worthwhile person and there's no reason why they should dislike me. | 1 | 2 | 3 | 4 | 5 |
| 14. | I feel that I'm on the same level as other people and that helps to establish good relations with them. | 1 | 2 | 3 | 4 | 5 |
| 15. | I live too much by other people's standards. | 1 | 2 | 3 | 4 | 5 |
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION I

PLEASE CIRCLE EACH RESPONSE

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves. | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 2. | I don't approve of doing favors for people. If you're too agreeable, they'll take advantage of you. | 1 | 2 | 3 | 4 | 5 |
| 3. | There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them. | 1 | 2 | 3 | 4 | 5 |
| 4. | I try to get people to do what I want them to do, in one way or another. | 1 | 2 | 3 | 4 | 5 |
| 5. | I often tell people what they should do when they're having trouble in making a decision. | 1 | 2 | 3 | 4 | 5 |
| 6. | I enjoy myself most when I'm alone, away from other people. | 1 | 2 | 3 | 4 | 5 |
| 7. | There are very few times when I compliment people for their talents or jobs they've done. | 1 | 2 | 3 | 4 | 5 |
| 8. | I enjoy doing little favors for people even if I don't know them well. | 1 | 2 | 3 | 4 | 5 |
| 9. | I prefer to be alone rather than have close friendships with any of the people around me. | 1 | 2 | 3 | 4 | 5 |
| 10. | I seldom worry about other people. I'm really pretty self-centered. | 1 | 2 | 3 | 4 | 5 |
| 11. | I can be friendly with people who do things which I consider wrong. | 1 | 2 | 3 | 4 | 5 |
| 12. | I'm easily irritated by people who argue with me. | 1 | 2 | 3 | 4 | 5 |
| 13. | When I'm dealing with younger people, I expect them to do what I tell them to. | 1 | 2 | 3 | 4 | 5 |
| 14. | I don't see much point to doing things for others unless they can do you some good later on. | 1 | 2 | 3 | 4 | 5 |
| 15. | Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives. | 1 | 2 | 3 | 4 | 5 |

PLEASE CONTINUE TO THE NEXT PAGE

STRESS QUESTIONNAIRE

Listed below are a variety of stressors which are experienced by individuals. Think back over the past one year and identify which of these you have experienced. Please identify how stressful you felt that each of your identified experiences were for you.

	Check if Applies	How Stressful				
		Minimal			Maximum	
1. A major change in eating habits (eating a lot more or less)	_____	1	- 2	- 3	- 4	- 5
2. A great change in sleeping habits (A lot more or a lot less, or time of day when you sleep)	_____	1	- 2	- 3	- 4	- 5
3. A revision in personal habits	_____	1	- 2	- 3	- 4	- 5
4. In-law troubles	_____	1	- 2	- 3	- 4	- 5
5. Sexual problems/difficulties	_____	1	- 2	- 3	- 4	- 5
6. Much more or much less trouble with my boss	_____	1	- 2	- 3	- 4	- 5
7. A lot more or less arguing with my spouse	_____	1	- 2	- 3	- 4	- 5
8. A significant change in my financial situation	_____	1	- 2	- 3	- 4	- 5
9. A big change in my social activities (more/less pow wows, more/less visiting, more/less traveling)	_____	1	- 2	- 3	- 4	- 5
10. Significant personal illness/injury	_____	1	- 2	- 3	- 4	- 5
11. Death of an immediate family member	_____	1	- 2	- 3	- 4	- 5
12. Death of an extended family member	_____	1	- 2	- 3	- 4	- 5
13. Death of a spouse	_____	1	- 2	- 3	- 4	- 5
14. Death of a grandmother	_____	1	- 2	- 3	- 4	- 5
15. Death of a grandfather	_____	1	- 2	- 3	- 4	- 5
16. Death of a close friend	_____	1	- 2	- 3	- 4	- 5
17. Significant change in personal health of a family member	_____	1	- 2	- 3	- 4	- 5
18. Gaining a new family member (birth, adoption, child moving home)	_____	1	- 2	- 3	- 4	- 5
19. A change in my residence	_____	1	- 2	- 3	- 4	- 5
20. Placed in jail or other institution	_____	1	- 2	- 3	- 4	- 5
21. Minor violations with the law (Disorderly conduct, traffic tickets)	_____	1	- 2	- 3	- 4	- 5

22. Marriage	_____	1 - 2 - 3 - 4 - 5
23. Divorce	_____	1 - 2 - 3 - 4 - 5
24. Marital separation from mate	_____	1 - 2 - 3 - 4 - 5
25. Notable personal achievement	_____	1 - 2 - 3 - 4 - 5
26. Son or daughter leaving home (marriage, military service, to attend school)	_____	1 - 2 - 3 - 4 - 5
27. Retirement from work	_____	1 - 2 - 3 - 4 - 5
28. Significant change in working hours or conditions (administrative change)	_____	1 - 2 - 3 - 4 - 5
29. Being fired from work	_____	1 - 2 - 3 - 4 - 5
30. Expense of graduation	_____	1 - 2 - 3 - 4 - 5
31. Expense of family memorial	_____	1 - 2 - 3 - 4 - 5
32. Pressure from State agency (Social services, law enforcement, Food stamps)	_____	1 - 2 - 3 - 4 - 5
33. Wife or significant other starting or ending work outside of home	_____	1 - 2 - 3 - 4 - 5
34. Family member drinking/abusing alcohol or other chemicals	_____	1 - 2 - 3 - 4 - 5
35. Vacation	_____	1 - 2 - 3 - 4 - 5
36. Changing children to a new school	_____	1 - 2 - 3 - 4 - 5
37. Beginning or ceasing formal schooling	_____	1 - 2 - 3 - 4 - 5
38. Experiencing discrimination or racism from non-Indians	_____	1 - 2 - 3 - 4 - 5
39. Marital reconciliation with mate or significant other	_____	1 - 2 - 3 - 4 - 5
40. Pregnancy	_____	1 - 2 - 3 - 4 - 5
41. Having my children removed from my custody	_____	1 - 2 - 3 - 4 - 5
42. Repossession of property or foreclosure of a loan	_____	1 - 2 - 3 - 4 - 5
43. Securing a mortgage or loan greater than \$10,000	_____	1 - 2 - 3 - 4 - 5

44. Securing a mortgage or loan less than \$10,000	_____	1 - 2 - 3 - 4 - 5
45. Changing from one job to another	_____	1 - 2 - 3 - 4 - 5
46. Up & down rent changes	_____	1 - 2 - 3 - 4 - 5
47. No maintenance of house	_____	1 - 2 - 3 - 4 - 5
48. Family members moving into one's own home.	_____	1 - 2 - 3 - 4 - 5
49. Neighborhood fights, commotion, and unsafe-ness	_____	1 - 2 - 3 - 4 - 5
50. Worry over extended family member behavior (nieces, nephews, uncles, aunts, etc.)	_____	1 - 2 - 3 - 4 - 5
51. Lack of adequate transportation	_____	1 - 2 - 3 - 4 - 5
52. Lack of tools & skills to do home repairs (e.g. inability to use materials provided by Red Cross, HIP, Tribal housing authority)	_____	1 - 2 - 3 - 4 - 5
53. Grandparents raising their children's children (Having to parent)	_____	1 - 2 - 3 - 4 - 5
54. Having to deal with jealousy (all levels - family, tiyospaye, community, & spiritual)	_____	1 - 2 - 3 - 4 - 5
55. Problems with government programs, (e.g. BIA, G.A., Commodity program)	_____	1 - 2 - 3 - 4 - 5
56. Caring for a handicapped family member; child, adult, elderly, etc.	_____	1 - 2 - 3 - 4 - 5
57. Pressures from organized religion	_____	1 - 2 - 3 - 4 - 5
58. Fearful of other family members	_____	1 - 2 - 3 - 4 - 5

PLEASE CONTINUE TO THE NEXT PAGE

STRATEGIC APPROACH TO COPING SCALE (SACS)
(General Form)

Instructions: Describe how much you generally react this way when faced with a stressful problem. Indicate your answer by responding from "1," "Not at all what I would do" to "5," "Very much what I do."

- | | | | | | |
|--|---|---|---|---|---|
| 1. Don't give up, even when things look their worst, because you can often turn things around. | 1 | 2 | 3 | 4 | 5 |
| 2. Check with friends about what they would do. | 1 | 2 | 3 | 4 | 5 |
| 3. Act fast; it is better to throw yourself right into the problem. | 1 | 2 | 3 | 4 | 5 |
| 4. Try to be in control, but let others think they are still in charge. | 1 | 2 | 3 | 4 | 5 |
| 5. Depend on yourself and your personal strengths; it's not a good idea to depend on others. | 1 | 2 | 3 | 4 | 5 |
| 6. Trust your instincts, not your thoughts. | 1 | 2 | 3 | 4 | 5 |
| 7. Avoid dealing with the problem; things like this often go away on their own. | 1 | 2 | 3 | 4 | 5 |
| 8. Mount an all-out attack; be aggressive. | 1 | 2 | 3 | 4 | 5 |
| 9. Check with family about what they would do. | 1 | 2 | 3 | 4 | 5 |
| 10. Move on to other things; there's little hope for such situations getting better. | 1 | 2 | 3 | 4 | 5 |
| 11. Depend on your own gut-level reaction. | 1 | 2 | 3 | 4 | 5 |
| 12. Be very cautious and look very hard at your options (better safe than sorry). | 1 | 2 | 3 | 4 | 5 |
| 13. Turn to others for help. | 1 | 2 | 3 | 4 | 5 |
| 14. Go forward but don't use all your resources until you know full well what you're up against. | 1 | 2 | 3 | 4 | 5 |
| 15. Retreat; avoid contact until the problem blows over. | 1 | 2 | 3 | 4 | 5 |
| 16. Counterattack and catch others off-guard. | 1 | 2 | 3 | 4 | 5 |
| 17. Join together with others to deal with the situation together. | 1 | 2 | 3 | 4 | 5 |
| 18. Depend on yourself but at the same time rely on others who are close to you. | 1 | 2 | 3 | 4 | 5 |
| 19. Look out for your own best interests even if it means hurting others that are involved. | 1 | 2 | 3 | 4 | 5 |
| 20. Do something to help you avoid thinking about the problem. | 1 | 2 | 3 | 4 | 5 |
| 21. Others often need to feel they are the boss, so you have to work around them to get things done. | 1 | 2 | 3 | 4 | 5 |
| 22. Back off and just let the smoke clear. | 1 | 2 | 3 | 4 | 5 |
| 23. Try to help out others involved, as giving of yourself usually helps solve problems like this. | 1 | 2 | 3 | 4 | 5 |
| 24. Think carefully about how others feel before deciding what to do. | 1 | 2 | 3 | 4 | 5 |
| 25. You'll probably feel bad, but there is not much you can do about this sort of thing. | 1 | 2 | 3 | 4 | 5 |
| 26. Just work harder; apply yourself. | 1 | 2 | 3 | 4 | 5 |
| 27. Hold back, as it is better to wait until the smoke clears before any action is taken. | 1 | 2 | 3 | 4 | 5 |
| 28. Go to someone for emotional support. | 1 | 2 | 3 | 4 | 5 |
| 29. Move very cautiously, there may be a hidden agenda. | 1 | 2 | 3 | 4 | 5 |
| 30. Try hard to meet others' wishes as this will really help the situation. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 31. Move aggressively; often if you get another off-guard, things will work to your advantage. | 1 | 2 | 3 | 4 | 5 |
| 32. If it doesn't get worse, just avoid the whole thing. | 1 | 2 | 3 | 4 | 5 |
| 33. Get out of the situation; when problems arise, it's usually a sign of worse to come. | 1 | 2 | 3 | 4 | 5 |
| 34. Let others think they are in control, but keep your own hands firmly on the wheel. | 1 | 2 | 3 | 4 | 5 |
| 35. Go with your intuition. | 1 | 2 | 3 | 4 | 5 |
| 36. Assert your dominance quickly. | 1 | 2 | 3 | 4 | 5 |
| 37. Sometimes your only choice is to be a little manipulative and work around people. | 1 | 2 | 3 | 4 | 5 |
| 38. Talk to others to get out your frustrations. | 1 | 2 | 3 | 4 | 5 |
| 39. Act quickly to put others at a disadvantage. | 1 | 2 | 3 | 4 | 5 |
| 40. Break up the problem into smaller parts and deal with them one at a time. | 1 | 2 | 3 | 4 | 5 |
| 41. Try to meet the needs of others who are involved. | 1 | 2 | 3 | 4 | 5 |
| 42. Follow your first impulse; things usually work out best that way. | 1 | 2 | 3 | 4 | 5 |
| 43. Do something to help you calm down and, only then, start problem-solving. | 1 | 2 | 3 | 4 | 5 |
| 44. Look for others' weaknesses and use them to your advantage. | 1 | 2 | 3 | 4 | 5 |
| 45. Take the bull by the horns; adopt a take-charge attitude. | 1 | 2 | 3 | 4 | 5 |
| 46. Ask friends or family for their opinions about your plan action. | 1 | 2 | 3 | 4 | 5 |
| 47. Focus on something else and let the situation resolve itself. | 1 | 2 | 3 | 4 | 5 |
| 48. Rely on your own judgment because only you have your best interests at heart. | 1 | 2 | 3 | 4 | 5 |
| 49. Be firm; hold your ground. | 1 | 2 | 3 | 4 | 5 |

CONTINUE TO THE NEXT PAGE

BEST COPY AVAILABLE

HEALTH CONCERNS QUESTIONNAIRE

INSTRUCTIONS: The following information will help us to understand your concerns. Please take 10 or 15 minutes to complete it.

Date: _____

Community: _____

Part 1. Please underline any of the following concerns that apply to you.

- | | | |
|--|---|--|
| <input type="checkbox"/> Marital stress | <input type="checkbox"/> Lack of interest/enjoyment | <input type="checkbox"/> Too many fears |
| <input type="checkbox"/> Other family problems | <input type="checkbox"/> Too many drugs | <input type="checkbox"/> Feeling guilty |
| <input type="checkbox"/> Other Relationship problems | <input type="checkbox"/> Too much alcohol | <input type="checkbox"/> Feeling angry/frustrated |
| <input type="checkbox"/> Problems at work/school | <input type="checkbox"/> Feel negative about the future | <input type="checkbox"/> Nightmares |
| <input type="checkbox"/> Health problems | <input type="checkbox"/> Hard to make friends | <input type="checkbox"/> Feel ignored/abandoned |
| <input type="checkbox"/> Financial problems | <input type="checkbox"/> Feeling lonely | <input type="checkbox"/> Too much pain |
| <input type="checkbox"/> Legal problems | <input type="checkbox"/> Sexual problems | <input type="checkbox"/> Confused |
| <input type="checkbox"/> Sad/depressed | <input type="checkbox"/> Less energy than usual | <input type="checkbox"/> Laugh without reason |
| <input type="checkbox"/> Loss of appetite | <input type="checkbox"/> More energy than usual | <input type="checkbox"/> Memory problems |
| <input type="checkbox"/> Loss of weight | <input type="checkbox"/> Very talkative | <input type="checkbox"/> See/hear strange things |
| <input type="checkbox"/> Gain of weight | <input type="checkbox"/> Restless/can't sit still | <input type="checkbox"/> Feel used by people |
| <input type="checkbox"/> Difficulty sleeping | <input type="checkbox"/> Nervous/tense | <input type="checkbox"/> Feeling others are out to get me |
| <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Panicky | <input type="checkbox"/> Watched/talked about by others |
| <input type="checkbox"/> Quick change of moods | <input type="checkbox"/> Shaky/trembling | <input type="checkbox"/> Tired of having to deal with prejudice because I'm Indian |
| <input type="checkbox"/> Dwelling on problems | <input type="checkbox"/> Hard to trust anyone | <input type="checkbox"/> Other |
| <input type="checkbox"/> Problems with my breathing | <input type="checkbox"/> Problems controlling my thoughts | |
| <input type="checkbox"/> Hot or cold spells | <input type="checkbox"/> Upset stomach | |
| <input type="checkbox"/> Problems controlling anger or urges | <input type="checkbox"/> Sweating | |
| <input type="checkbox"/> Feeling suicidal | <input type="checkbox"/> Lightheaded/dizzy | |
| <input type="checkbox"/> Feeling worthless | <input type="checkbox"/> Too much worry | |
| <input type="checkbox"/> Drawing away from people | | |

HEALTH CONCERNS QUESTIONNAIRE -continued-

In front of each concern you underlined on the previous page, please rate its severity. Place your rating in the space provided and please rate the severity as follows:

- 1 = Mildly distressing
- 2 = Moderately distressing
- 3 = Seriously distressing
- 4 = Severely distressing
- 5 = Very severely distressing

CONTINUE TO THE NEXT PAGE

SOCIAL ADJUSTMENT SELF-REPORT QUESTIONNAIRE

We are interested in finding out how you have been doing in the last 2 weeks. We would like you to answer some questions about your work, spare time, and your family life. There are no right or wrong answers to these questions. Check the answers that best describe how you have been in the last 2 weeks.

WORK OUTSIDE THE HOME

Please check the situation that best describes you.

- I am
1. a worker for pay.
 2. a housewife.
 3. a student.
 4. retired.
 5. unemployed

Do you usually work for pay more than 15 hours per week?

1. Yes
2. No

Did you work any hours for pay in the last 2 weeks?

1. Yes
2. No

Check the answer that best describes how you have been in the last 2 weeks.

1. How many days did you miss from working the last 2 weeks?
 1. No days missed.
 2. One day.
 3. I missed about half the time.
 4. Missed more than half the time but did make at least one day.
 5. I did not work any days.
 6. On vacation all of the last 2 weeks.

If you have not worked any days in the last 2 weeks, go on to Question 7.

2. Have you been able to do your work in the last 2 weeks?
 1. I did my work very well.
 2. I did my work well but had some minor problems.
 3. I needed help with work and did not do well about half the time.
 4. I did my work poorly most of the time.

5. I did my work poorly all the time.

3. Have you been ashamed of how you do your work in the last 2 weeks?

1. I never felt ashamed.
2. Once or twice I felt a little ashamed.
3. About half the time I felt ashamed.
4. I felt ashamed most of the time.
5. I felt ashamed all the time.

4. Have you had any arguments with people at work in the last 2 weeks?

1. I had no arguments and got along very well.
2. I usually got along well but had minor arguments.
3. I had more than one argument.
4. I had many arguments.
5. I was constantly in arguments.

5. Have you felt upset, worried, or uncomfortable while doing your work during the last 2 weeks?

1. I never felt upset.
2. Once or twice I felt upset.
3. Half the time I felt upset.
4. I felt upset most of the time.
5. I felt upset all of the time.

6. Have you found your work interesting these last 2 weeks?

1. My work was almost always interesting.
2. Once or twice my work was not interesting.
3. Half the time my work was uninteresting.
4. Most of the time my work was uninteresting.
5. My work was always uninteresting.

SOCADJ [continued]

WORK AT HOME

Housewives answer Question 7-12. Otherwise, go on to Question 13.

7. How many days did you do some housework during the last 2 weeks?

1. ___ Every day
2. ___ I did the housework almost every day.
3. ___ I did the housework about half the time.
4. ___ I usually did not do the housework.
5. ___ I was completely unable to do work.
6. ___ I was away from home all of the last 2 weeks.

8. During the last 2 weeks, have you kept up with your housework? This includes cooking, cleaning, laundry, grocery shopping, and errands.

1. ___ I did my work very well.
2. ___ I did my work well but had some minor problems.
3. ___ I needed help with my work and did not do it well about half the time.
4. ___ I did my work poorly most of the time.
5. ___ I did my work poorly all of the time.

9. Have you been ashamed of how you did your housework during the last 2 weeks?

1. ___ I never felt ashamed.
2. ___ Once or twice I felt a little ashamed.
3. ___ About half the time I felt ashamed.
4. ___ I felt ashamed most of the time.
5. ___ I felt ashamed all the time.

10. Have you had any arguments with salespeople, tradesmen, or neighbors in the last 2 weeks?

1. ___ I had no arguments and got long very well.

2. ___ I usually got along well, but had minor arguments .
3. ___ I had more than one argument.
4. ___ I had many arguments.
5. ___ I was constantly in arguments.

11. Have you felt upset while doing your housework during the last 2 weeks?.

1. ___ I never felt upset.
2. ___ Once or twice I felt upset.
3. ___ Half the time I felt upset.
4. ___ I felt upset most of the time.
5. ___ I felt upset all of the time .

12. Have you found your housework interesting these last 2 weeks?

1. ___ My work was almost always interesting.
2. ___ Once or twice my work was not interesting.
3. ___ Half the time my work was uninteresting.
4. ___ Most of the time my work was uninteresting.
5. ___ My work was always uninteresting.

FOR STUDENTS

Answer Questions 13-18 if you go to school half time or more. Otherwise, go on to Question 19.

What best describes your school program? (Choose one)

1. ___ Full time.
2. ___ 3/4 time.
3. ___ Half time.

Check the answer that best describes how you have been the last 2 weeks.

13. How many days of classes did you miss in the last 2 weeks.

1. ___ No days missed.
2. ___ A few days missed.
3. ___ I missed about half the time.
4. ___ Missed more than half the time but did make at least one day.
5. ___ I did not go to classes at all.
6. ___ I was on vacation all of the last 2 weeks.

SOCADJ [continued]

14. Have you been able to keep up with your class work in the last 2 weeks?

1. ___ I did my work very well.
2. ___ I did my work well but had minor problems.
3. ___ I needed help with my work and did not do well about half the time.
4. ___ I did my work poorly most of the time.
5. ___ I did my work poorly all the time.

15. During the last 2 weeks, have you been ashamed of how you do your school work?

1. ___ I never felt ashamed.
2. ___ Once or twice I felt ashamed.
3. ___ About half the time I felt ashamed.
4. ___ I felt ashamed most of the time.
5. ___ I felt ashamed all of the time.

16. Have you had any arguments with people at school in the last 2 weeks?

1. ___ I had no arguments and got along very well.
2. ___ I usually got along well but had minor arguments.
3. ___ I had more than one argument.
4. ___ I had many arguments.
5. ___ I was constantly in arguments.
6. ___ Not applicable: I did not attend school.

17. Have you felt upset at school during the last 2 weeks?

1. ___ I never felt upset.
2. ___ One or twice I felt upset.
3. ___ Half the time I felt upset.
4. ___ I felt upset most of the time.
5. ___ I felt upset all of the time.
6. ___ Not applicable; I did not attend school.

18. Have you found your school work interesting?

1. ___ My work was almost always interesting.
2. ___ One or twice my work was not interesting.
3. ___ Half the time my work was uninteresting.
4. ___ Most of the time my work was uninteresting.
5. ___ My work was always uninteresting.

SPARE TIME

Everyone answer Questions 19-27. Check the answer that best describes how you have been in the last 2 weeks.

19. How many friends have you seen or spoken to in the last 2 weeks?

1. ___ Nine or more friends.
2. ___ Five to eight friends.
3. ___ Two to four friends.
4. ___ One friend.
5. ___ No friends.

19. How many friends have you seen or spoken to in the last 2 weeks?

1. ___ Nine or more friends.
2. ___ Five to eight friends.
3. ___ Two to four friends.
4. ___ One friend.
5. ___ No friends.

20. Have you been able to talk about your feelings and problems with at least one friend during the last 2 weeks?

1. ___ I can always talk about my innermost feelings.
2. ___ I usually can talk about my feelings.
3. ___ About half the time I felt able to talk about my feelings.
4. ___ I usually was not able to talk about my feelings.
5. ___ I was never able to talk about my feelings.
6. ___ Not applicable; I have no friends.

SOCADJ [continued]

21. How many times in the last 2 weeks have you gone out socially with other people? For example, visited friends, gone to movies, bowling, church, restaurants, invited friends to your home?

1. ___ More than three times.
2. ___ Three times.
3. ___ Twice.
4. ___ Once.
5. ___ None.

22. How much time have you spent on hobbies or spare time interests during the last 2 weeks? For example, bowling, sewing, gardening, sports, reading?

1. ___ I spent most of my spare time on hobbies almost every day.
2. ___ I spent some spare time on hobbies some of the days.
3. ___ I spent little spare time on hobbies.
4. ___ I usually did not spend any time on hobbies but did watch TV.
5. ___ I did not spend any spare time on hobbies or watching TV.

23. Have you had open arguments with your friends in the last 2 weeks?

1. ___ I had no arguments and got along very well.
2. ___ I usually got along well but had minor arguments.
3. ___ I had more than one argument.
4. ___ I had many arguments.
5. ___ I was constantly in arguments.
6. ___ Not applicable; I have no friends.

24. If your feelings were hurt or offended by a friend during the last 2 weeks, how badly did you take it?

1. ___ It did not affect me or it did not happen.
2. ___ I got over it in a few hours.
3. ___ I got over it in a few days.

4. ___ I got over it in a week.
5. ___ It will take me months to recover.
6. ___ Not applicable; I have no friends.

25. Have you felt shy or uncomfortable with people in the last 2 weeks?

1. ___ I always felt comfortable.
2. ___ Sometimes I felt uncomfortable but could relax after a while.
3. ___ About half the time I felt uncomfortable.
4. ___ I usually felt uncomfortable.
5. ___ I always felt uncomfortable.
6. ___ Not applicable; I was never with people.

26. Have you felt lonely and wished for more friends during the last 2 weeks?

1. ___ I have not felt lonely.
2. ___ I have felt lonely a few times.
3. ___ About half the time I felt lonely.
4. ___ I usually felt lonely.
5. ___ I always felt lonely and wished for more friends.

27. Have you felt bored in your spare time during the last 2 weeks?

1. ___ I never felt bored.
2. ___ I usually did not feel bored.
3. ___ About half the time I felt bored.
4. ___ Most of the time I felt bored.
5. ___ I was constantly bored.

Are you single, separated, or divorced person not living with a person of opposite sex; please answer below.

1. ___ YES, answer Questions 28 and 29.
2. ___ NO, Go to Question 30.

28. How many times have you been with a date these last 2 weeks?

1. ___ More than three times.
2. ___ Three times.
3. ___ Twice.
4. ___ Once.
5. ___ Never.

SOCADJ [continued]

29. Have you been interested in dating during the last 2 weeks? If you have not dated would you have liked to?

1. ___ I was always interested in dating.
2. ___ Most of the time I was interested.
3. ___ About half of the time I was interested.
4. ___ Most of the time I was not interested.
5. ___ I was completely uninterested.

FAMILY

Answer Questions 30-37 about your parents brothers, sisters, in-laws and children not living at home.

Have you been in contact with any of them in the last 2 weeks?

1. ___ YES, answer Questions 30-37.
2. ___ NO, go to Question 36.

30. Have you had open arguments with your relatives in the last 2 weeks?

1. ___ We always got along very well.
2. ___ We usually got along very well but had some minor arguments.
3. ___ I had more than one argument with at least one relative.
4. ___ I had many arguments.
5. ___ I was constantly in arguments.

31. Have you been able to talk about your feelings and problems with at least one of your relatives in the last 2 weeks?

1. ___ I can always talk about my feelings with at least one relative.
2. ___ I usually can talk about my feelings.
3. ___ About half the time I felt able to talk about my feelings.
4. ___ I usually was not able to talk about my feelings.
5. ___ I was never able to talk about my feelings.

32. Have you avoided contacts with your relatives these last 2 weeks?

1. ___ I have contacted relatives regularly.
2. ___ I have contacted a relative at least once.
3. ___ I have waited for my relatives to contact me.
4. ___ I avoided my relatives, but they contacted me.
5. ___ I have no contacts with any relatives.

33. Did you depend on your relatives for help, advice, money, or friendship during the last 2 weeks?

1. ___ I never need to depend on them.
2. ___ I usually did not need to depend on them.
3. ___ About half the time I needed to depend on them.
4. ___ Most of the time I depend on them.
5. ___ I depend completely on them.

34. Have you wanted to do the opposite of what your relatives wanted in order to make them angry during the last 2 weeks?

1. ___ I never wanted to oppose them.
2. ___ Once or twice I wanted to oppose them.
3. ___ About half the time I wanted to oppose them.
4. ___ Most of the time I wanted to oppose them.
5. ___ I always opposed them.

35. Have you been worried about things happening to your relatives without good reason in the last 2 weeks?

1. ___ I have not worried without reason.
2. ___ Once or twice I worried.
3. ___ About half the time I worried.
4. ___ Most of the time I worried.
5. ___ I have worried the entire time.
6. ___ Not applicable; my relatives are no longer living.

EVERYONE answer Questions 36 and 37, even if your relatives are not living.

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SOCADJ [continued]

36. During the last 2 weeks, have you been thinking that you have let any of your relatives down or have been unfair to them at any time?

1. ___ I did not feel that I let them down at all.
2. ___ I usually did not feel that I let them down.
3. ___ About half the time I felt that I let them down.
4. ___ Most of the time I have felt that I let them down.
5. ___ I always felt that I let them down.

37. During the last 2 weeks, have you been thinking that any of your relatives have let you down or have been unfair to you at any time?

1. ___ I have never felt that they let me down.
2. ___ I felt that they usually did not let me down.
3. ___ About half the time I felt they let me down.
4. ___ I usually have felt that they let me down.
5. ___ I am very bitter that they let me down.

Are you living with your spouse or have you been living with a person of the opposite sex in a permanent relationship?

1. ___ YES, please answer Questions 38-46.
2. ___ NO, go to Question 47.

38. Have you had open arguments with your partner in the last 2 weeks?

1. ___ We had no arguments and we got along well.
2. ___ We usually got along well but had minor arguments.
3. ___ We had more than one argument.
4. ___ We had many arguments.
5. ___ We were constantly in arguments.

39. Have you been able to talk about your feelings and problems with your partner during the last 2 weeks?

1. ___ I could always talk freely about my feelings.
2. ___ I usually could talk about my feelings.
3. ___ About half the time I felt able to talk about my feelings.
4. ___ I usually was not able to talk about my feelings.
5. ___ I was never able to talk about my feelings.

40. Have you been demanding to have your own way at home during the last 2 weeks?

1. ___ I have not insisted on always having my own way.
2. ___ I usually have not insisted on having my own way.
3. ___ About half the time I insisted on having my own way.
4. ___ I usually insisted on having my own way.
5. ___ I always insisted on having my own way.

41. Have you been bossed around by your partner these last 2 weeks?

1. ___ Almost never.
2. ___ Once in a while.
3. ___ About half the time.
4. ___ Most of the time
5. ___ Always.

42. How much have you felt dependent on your partner these last 2 weeks?

1. ___ I was independent.
2. ___ I was usually independent.
3. ___ I was somewhat dependent.
4. ___ I was usually dependent.
5. ___ I depended on my partner for everything.

43. How have you felt about your partner during the last 2 weeks?

1. ___ I always felt affection.
2. ___ I usually felt affection.

SOCADJ [continued]

3. ___ About half the time I felt dislike and half the time affection.
4. ___ I usually felt dislike.
5. ___ I always felt dislike.
44. How many times have you and your partner had intercourse?
1. ___ More than twice a week.
2. ___ Once or twice a week.
3. ___ Once every 2 weeks.
4. ___ Less than once every 2 weeks but at least once in the last month.
5. ___ Not at all in a month or longer.
45. Have you had any problems during intercourse, such as pain these last 2 weeks?
1. ___ None.
2. ___ Once or twice.
3. ___ About half the time.
4. ___ Most of the time.
5. ___ Always.
6. ___ Not applicable; no intercourse in the last two weeks.
46. How have you felt about intercourse during the last 2 weeks?

1. ___ I always enjoyed it.
2. ___ I usually enjoyed it.
3. ___ About half the time I did and half the time I did not enjoy it.
4. ___ I usually did not enjoy it.
5. ___ I never enjoyed it.

CHILDREN

Have you had unmarried children, stepchildren, or foster children living at home during the last 2 weeks?

- 1 ___ YES, answer questions 47-50.
- 2 ___ No, go to Questions 51.

47. Have you been interested in what your children are doing - school, play, or hobbies during the last 2 weeks?

1. ___ I was always interested and actively involved.

Question 47 [Continued]

2. ___ I usually was interested and involved.
3. ___ About half the time interested and half the time not interested.
4. ___ I usually was disinterested.
5. ___ I was always disinterested.
48. Have you been able to talk and listen to your children during the last 2 weeks? Include only children over the age of 2.
1. ___ I always was able to communicate with them.
2. ___ I usually was able to communicate with them.
3. ___ About half the time I could communicate.
4. ___ I usually was not able to communicate.
5. ___ I was completely unable to communicate.
6. ___ Not applicable; no children over the age of 2.

49. How have you been getting along with the children during the last 2 weeks?

1. ___ I had no arguments and got along very well.
2. ___ I usually got along well but had minor arguments.
3. ___ I had more than one argument.
4. ___ I had many arguments.
5. ___ I was constantly in arguments.

50. How have you felt toward your children these last 2 weeks?

1. ___ I always felt affection.
2. ___ I mostly felt affection.
3. ___ About half the time I felt affection.
4. ___ most of the time I did not feel affection.
5. ___ I never felt affection toward them.

Have you ever been married, ever lived with a person of the opposite sex, or ever had children? Please check.

1. ___ YES, please answer question-51-53.
2. ___ NO, go to Question 54.

SOCADJ [continued]

51. Have you worried about your partner or any of your children without any reason during the last 2 weeks, even if you are not living together now?

1. ___ I never worried.
2. ___ Once or twice I worried.
3. ___ About half the time I worried.
4. ___ Most of the time I worried.
5. ___ I always worried.
6. ___ Not applicable; partner and children not living.

52. During the last 2 weeks have you been thinking that you have let down your partner or any of your children at any time?

1. ___ I did not feel I let them down at all
2. ___ I usually did not feel that I let them down.
3. ___ About half the time I felt I let them down.
4. ___ Most of the time I have felt that I let them down.
5. ___ I let them down completely.

53. During the last 2 weeks, have you been thinking that your partner or any of your children have let you down at any time.

1. ___ I never felt that they let me down.
2. ___ I felt they usually did not let me down.
3. ___ About half the time I felt they let me down.
4. ___ I usually felt they let me down.
5. ___ I feel bitter that they have let me down.

FINANCIAL

EVERYONE please answer Question 54.

54. Have you had enough money to take care of your own and your family's financial needs during the last 2 weeks?

1. ___ I had enough money for needs.
2. ___ I usually had enough money with minor problems.
3. ___ About half the time I did not have enough money but did not have to borrow money.
4. ___ I usually did not have enough money and had to borrow from others.
5. ___ I had great financial difficulty.

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For each item below, circle the number which reflects how often you have experienced the situation described.

The numbers represent the following categories:

0 = Never 1 = Once or Twice 2 = Several Times 3 = Repeatedly

ALCOHOL

- 0 1 2 3 1. HAD DRINKS WITH LUNCH?
- 0 1 2 3 2. TAKEN A DRINK OR DRINKS TO HELP YOU EXPRESS YOUR FEELINGS OR IDEAS?
- 0 1 2 3 3. TAKEN A DRINK OR DRINKS TO RELIEVE A TIRED FEELING OR PEP YOU UP WHEN YOU HAVE TO KEEP GOING?
- 0 1 2 3 4. HAD MORE TO DRINK THAN YOU INTENDED TO?
- 0 1 2 3 5. EXPERIENCED PHYSICAL PROBLEMS AFTER DRINKING? (e.g. NAUSEA, SEEING/HEARING PROBLEMS, DIZZINESS, ETC.)
- 0 1 2 3 6. GOTTEN INTO TROUBLE ON THE JOB, IN SCHOOL, OR AT HOME BECAUSE OF YOUR DRINKING?
- 0 1 2 3 7. BECAME DEPRESSED AFTER HAVING SOBERED UP?
- 0 1 2 3 8. ARGUED WITH YOUR FAMILY OR FRIENDS BECAUSE OF YOUR DRINKING?
- 0 1 2 3 9. HAD THE EFFECTS OF DRINKING REOCCUR (e.g. FLASHBACKS, HALLUCINATIONS, ETC.) AFTER NOT DRINKING FOR A WHILE?
- 0 1 2 3 10. HAD PROBLEMS IN RELATIONSHIPS (e.g. LOSS OF FRIENDS, SEPARATION, DIVORCE, ETC.) BECAUSE OF YOUR DRINKING?
- 0 1 2 3 11. BECAME NERVOUS OR HAD THE SHAKES AFTER HAVING SOBERED UP?
- 0 1 2 3 12. TRIED TO COMMIT SUICIDE WHILE DRUNK?

OTHER DRUGS

- 0 1 2 3 1. TAKEN DRUGS TO IMPROVE YOUR THINKING AND FEELING?
- 0 1 2 3 2. TAKEN DRUGS TO HELP YOU FEEL BETTER ABOUT A PROBLEM?
- 0 1 2 3 3. TAKEN DRUGS TO BECOME MORE AWARE OF YOUR SENSES (e.g. SIGHT, HEARING, TOUCH, ETC.)?
- 0 1 2 3 4. TAKEN DRUGS TO IMPROVE YOUR ENJOYMENT OF SEX?
- 0 1 2 3 5. TAKEN DRUGS TO HELP FORGET THAT YOU FEEL HELPLESS AND UNWORTHY?
- 0 1 2 3 6. TAKEN DRUGS TO FORGET SCHOOL, WORK, OR FAMILY PRESSURES?
- 0 1 2 3 7. GOTTEN INTO TROUBLE WITH THE LAW BECAUSE OF DRUGS?
- 0 1 2 3 8. GOTTEN REALLY STONED OR WIPE OUT ON DRUGS (MORE THAN JUST HIGH)?
- 0 1 2 3 9. TRIED TO TALK A DOCTOR INTO GIVING YOU SOME PRESCRIPTION DRUG (e.g. TRANQUILIZERS, PAIN KILLERS, DIET PILLS, ETC.)?
- 0 1 2 3 10. SPENT YOUR SPARE TIME IN DRUG-RELATED ACTIVITIES (e.g. TALKING ABOUT DRUGS, BUYING, SELLING, TAKING, ETC.)?
- 0 1 2 3 11. USED DRUGS AND ALCOHOL AT THE SAME TIME?
- 0 1 2 3 12. CONTINUED TO TAKE A DRUG OR DRUGS IN ORDER TO AVOID THE PAIN OF WITHDRAWAL?
- 0 1 2 3 13. FELT YOUR DRUG USE HAS KEPT YOU FROM GETTING WHAT YOU WANT OUT OF LIFE?
- 0 1 2 3 14. BEEN ACCEPTED INTO A TREATMENT PROGRAM BECAUSE OF DRUG USE?

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SASSI

If a statement tends to be TRUE for you, fill in the square in the column headed T; that is, if a statement tends to be FALSE for you, fill in the square in the column headed F; that is, please try to answer all questions.

T F

Fill in this way.

Not like this.

- T F
- PEOPLE GENERALLY LIKE TO HELP OTHERS.*
 - I USUALLY "GO ALONG" AND DO WHAT OTHERS ARE DOING.
 - AT LEAST ONE OF MY PARENTS WAS OFTEN DEPRESSED, UNHAPPY OR INSECURE WHEN I WAS A CHILD.
 - I HAVE NEVER BEEN IN TROUBLE WITH THE POLICE.
 - I WAS ALWAYS WELL BEHAVED IN SCHOOL.*
 - MY TROUBLES ARE NOT ALL MY FAULT.*
 - I HAVE NOT LIVED THE WAY I SHOULD.
 - I CAN BE FRIENDLY WITH PEOPLE WHO DO MANY WRONG THINGS.
 - I DO NOT LIKE TO SIT AND DAYDREAM.*
 - SOMETIMES I HAVE A HARD TIME SITTING STILL.
 - AT TIMES I FEEL WORN OUT FOR NO SPECIAL REASON.*
 - I BELIEVE EVERYTHING IS TURNING OUT JUST THE WAY THE BIBLE SAID IT WOULD.
 - MY FATHER USUALLY IGNORED ME WHEN I WAS A CHILD.
 - I HAVE HAD DAYS, WEEKS, OR MONTHS WHEN I COULDN'T GET MUCH DONE BECAUSE I JUST WASN'T UP TO IT.
 - I AM VERY RESPECTFUL OF AUTHORITY.
 - I LIKE TO OBEY THE LAW.*
 - I HAVE BEEN TEMPTED TO LEAVE HOME.*
 - I OFTEN FEEL THAT STRANGERS LOOK AT ME WITH DISAPPROVAL.
 - I FREQUENTLY FEEL NAUSEATED.*
 - I HAVE AVOIDED PEOPLE I DID NOT WISH TO SPEAK TO.
 - SOME CROOKS ARE SO CLEVER THAT I HOPE THEY GET AWAY WITH WHAT THEY HAVE DONE.
 - MY SCHOOL TEACHERS HAD SOME PROBLEMS WITH ME.*
 - I HAVE NEVER DONE ANYTHING DANGEROUS JUST FOR FUN.
 - I HAVE SOMETIMES DRUNK TOO MUCH.*
 - MUCH OF MY LIFE IS UNINTERESTING.*
 - SOMETIMES I WISH I COULD CONTROL MYSELF BETTER.*
 - SOMETIMES I AM NO GOOD FOR ANYTHING AT ALL.*

- T F
- I BREAK MORE LAWS THAN MANY PEOPLE.*
 - IF SOME FRIENDS AND I WERE IN TROUBLE TOGETHER, I WOULD RATHER TAKE THE WHOLE BLAME THAN TELL ON THEM.
 - PORNOGRAPHY AND OBSCENITY HAVE BECOME SERIOUS PROBLEMS AND MUST BE CURBED.
 - I THINK THERE IS SOMETHING WRONG WITH MY MEMORY.*
 - I HAVE SOMETIMES BEEN TEMPTED TO HIT PEOPLE.*
 - I ALWAYS FEEL SURE OF MYSELF.
 - I HAVE NEVER BROKEN A MAJOR LAW.*
 - THERE HAVE BEEN TIMES WHEN I HAVE DONE THINGS I COULDN'T REMEMBER LATER.
 - I THINK CAREFULLY ABOUT ALL MY ACTIONS.*
 - I HAVE USED ALCOHOL OR "POT" TOO MUCH OR TOO OFTEN.
 - I KNOW WHO IS TO BLAME FOR MOST OF MY TROUBLES.
 - I GUESS I KNOW SOME PRETTY UNDESIRABLE TYPES.*
 - MOST PEOPLE WOULD LIE TO GET WHAT THEY WANT.
 - I HAVE RARELY BEEN PUNISHED.*
 - I SMOKE CIGARETTES REGULARLY.
 - AT TIMES I HAVE BEEN SO FULL OF PEP THAT I FELT I DIDN'T NEED SLEEP FOR DAYS AT A TIME.
 - I HAVE SOMETIMES SAT ABOUT WHEN I SHOULD HAVE BEEN WORKING.*
 - I AM OFTEN RESENTFUL.
 - I TAKE ALL MY RESPONSIBILITIES SERIOUSLY.*
 - AT LEAST ONCE A WEEK I USE SOME NON-PRESCRIPTION STOMACH AIDS (PEPTO-BISMOL, ROLAIDS, ETC.)
 - I AM RARELY AT A LOSS FOR WORDS.*
 - I AM USUALLY HAPPY.*
 - I AM A RESTLESS PERSON.
 - I HAVE NEGLECTED OBLIGATIONS TO FAMILY OR WORK BECAUSE OF DRINKING OR USING DRUGS.
 - I HAVE HAD A DRINK FIRST THING IN THE MORNING TO STEADY MY NERVES OR GET RID OF A HANGOVER.

Name _____ Age _____ Sex _____ Marital Status _____ Date _____

Occupation _____ Last school grade completed _____

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APPENDIX C

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Sinte Gleska University: Model for Training Culturally Appropriate and Effective Service

The Human Services Department curriculum is designed to train its graduates to be skilled and competent human service providers. The program Model has four basic components: Curriculum, Awareness of Cultural Diversity, Delivery of Services, and Lakota norms for professional materials.

The Human Services Curriculum is designed to provide both practice with service delivery and immersion in Lakota culture. This is accomplished through structuring the curriculum so that courses each year build on previous courses and responsibility for involvement with Lakota teachings, values, and problems are thoroughly understood. Students are required to complete 26 hours of Lakota classes of which includes one year of Lakota Language. Practicum experiences and supervised counseling are required of each student. Curriculum status sheets are available from the Department upon request.

Embedded in each of the human services courses is a requirement for how culturally different people have fared in our society. In the provision of services to culturally different persons, the following format is provided:

1. Familiarity with Tribal history
2. Familiarity with Tribe's history with our society
3. Familiarity with Tribe's history with our society's military
4. Understanding of the Tribe's dealings with the Federal Government
5. Tribe's dependency upon Federal programs, tribal history of educational experiences, e.g. boarding school, and relationship with State government
6. Understanding of Tribe's contemporary problems both as individuals and a people
7. Familiarity and understanding of the interaction codes, behavioral codes, and world view of the Tribe
8. Be visibly involved with positive community and individual efforts to improve life choices and life-styles

APPENDIX D

Sinte Gleska University

FIPSE Evaluation

Outline of Assessment of Project dimensions

- A. Project accomplishment of identified goals.**
- B. Project affirmation and strengthening of Lakota world perspectives.**
- C. Project provides SGU students with cultural knowledge and sensitivity.**
- D. SGU administration understanding and support of project goals.**
- E. SGU faculty and staff understanding and support of project goals.**
- F. SGU Human Services students understanding of project and support of project goals.**
- G. Rosebud community's understanding and support of project goals. Inclusive of lay and professional community.**
- H. Summary checklist of goals and objectives and their completion status and recommendations.**

SGU FIPSE Evaluation

Page 2

A. Project accomplishment of identified goals

Project Year I: The initial year of the FIPSE Project.

Goal 1. Specific courses will be developed and tailored for project.

The curriculum for the Bachelor of Arts in Human Services-Mental Health Emphasis has been reviewed by the staff which included a thorough review of texts for each class. One class in particular HS 320 Lakota Teachings & Health has been modified and incorporated into the curriculum.

In the Mental Health Specialty Electives: Block A HS 370 Computer Applications has been reviewed, modified and included into the curriculum.

Variable credit has been approved and incorporated for HS 316 Issues in Human Services for the Mental Health Specialty Electives: Block B.

There appears to be no changes in core curriculum of the Associate of Arts in Human Services General Emphasis.

The staff has indicated that all courses on the BA in Human Services- Mental Health Emphasis Status Sheet were reviewed, some were modified and that two courses were dropped from the curriculum. Texts have been evaluated to determine the reading level

SGU FIPSE Evaluation

Page 3

and to ascertain cultural biases and sensitivity. Workshops are planned for staff and faculty on the integration of cultural bias and awareness in the curriculum and textbooks.

Goal II: Project personnel will meet with community curriculum representatives to gather community input and needs awareness.

There was four meetings with community members, students, staff and faculty which involved brainstorming in the initial meetings in formulating a direction for future changes and enhancement of present and ongoing curriculum development and changes. The department chairperson along with FIPSE staff provided the leadership for these meetings and the process for gathering community input and assessing of the needs awareness.

Goal III: The norming of selected test instruments will be conducted and completed.

The staff of FIPSE has reviewed twelve selected assessment instruments which require no certification to administer. These instruments are the following: (See attached Appendix A of Proposal) General Problems Index, Life Satisfaction/Quality of Life, Stress Checklist, Interpersonal Support

Checklist, Interpersonal Functioning, Detailed Life History, Law Violation Behavior Checklist, Health Behavior Questionnaire, Coping Skills, Chemical Abuse, Self-concept, and Genograms.

A survey is being researched and developed "to provide a base from which to better understand and address identified problems." (Proposal)

The twelve identified instrument have been normed on the populations other than the local identified populations. The staff should be cautious in the norming of these instruments locally and be aware of the reliability of data already available, as well as the validity of the instruments.

At the time of this evaluation, the survey being developed had not been completed, however, the target completion date was early fall. The projected norming of this survey locally was early fall of the second year of the project.

Goal IV: Final structuring of the program will be completed during this time period.

The personnel for the project have been employed and have provided the impetus which have included project director at 1/2 time; two full time program developers/clinical assistance; secretary at 1/2

time; Lakota studies instructor at 1/2 time; research assistant for data monitoring and analysis at 1/4 time. Medicine men and consultants have been brought into the program at various times.

The two program developers/clinical assistants have provided the leadership in the structure of the project and have been the guiding force in the project. One of the strengths of this project has been the individuals employed as program developers/clinical assistants. They are both graduates of the Human Services program and have provided direct services to Human Services students, students in other departments and community members at large. They have been the reality check with the student body and the community in the direction FIPSE should go as a viable worthwhile project.

The Lakota Studies instructor could be utilized more to strengthen his input and to enhance his working knowledge of Lakota culture within the development of new courses and activities.

The project director as been a strong force not only in providing guidance, leadership, technician skills, and has provided good administrative skills. He has been inclusive in the development of local

human resources and has exhibited a strong commitment to the success of the project.

Goal V: Students will be completing required Human Services and University subjects for entry into the program. The student population targeted for this project have been identified and recruited by staff for participation in this project in the second year of of the project. One of the requirements for this project is that each identified Human Services students will attend supervised individual counseling. There has been 39 identified students who are attending individual counseling with the Program Developers/Clinical Assistants under the supervision of the Project Director.

B. Project affirmation and strengthening of Lakota world perspective.

The utilization of the Human Services Curriculum Development and Advisory Committee which is composed of students, faculty, staff, alumni and community members has provided the overall direction for the project. The Lakota Studies instructor has been available to review the Human Services courses with the staff as well as the texts. There has been exploration of how Lakota values and teachings can be integrated into each class. The issue of how to impact the cultural emphasis for the

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non-Indian student, staff and faculty has been explored at great lengths and strategies are being considered to do this in a respectful manner.

One recommendation would be to continue to work closely with other departments in the integration of the Lakota world perspective so that the academic community can feel ownership of the recommended changes.

Individuals such as medicine men, tribal elders and traditionalists should continue to be identified and brought into the scope of the project on a daily basis.

It appears that a working definition of Lakota world perspectives needs to be developed so that staff can operate from a basic framework in providing this indigenous concept to the project.

- C. Project provides SGU students with cultural knowledge and sensitivity.

Individual have provided input into some of the classes with sharing of their cultural ways. The student association at SGU work closely with the various departments in bringing people into the University to speak on various issues that are culturally related.

It appears that on a one to one with individual students, students are encouraged and given the information to pursue participation in cultural and spiritual events at their own

discretion with the support of project staff.

- D. SGU administration's understanding and support of project goals.

The Vice President of the University was very knowledgeable of the project goals as well as the Chairperson of the Human Services department.

The Vice President is a strong advocate of the project and spoke highly of the direction the project was going. However, she did express concerns around the need to strengthen the daily involvement of community resource people and to be more inclusive of medicine men and women, tribal elders, and traditional individuals who are not well known in the college community.

The Human Services department chairperson emphasized the impact that the Lakota World Perspective could have on the department. The chair felt that the Human Services Curriculum Development and Advisory Committee has provided the Human Services staff and faculty with additional insights into the direction the department and the project should be moving. There was clear indication of the support, need and understanding of this project and the assurance of continued support to make this a successful project.

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E. SGU faculty and staff understanding and support of project goals.

The faculty and staff clearly understood the projects goals. There was strong indication that the faculty and in particular the staff are committed to the success of this project. They work well together with open lines of communication and are willing to learn new skills to make this project be one of a kind in the nation. They are clearly aware of providing a Lakota World Perspective in the curriculum and the means by which to do so. They feel comfortable about the review of courses and their texts and are looking at ways to institute the necessary changes in the curriculum; as well as the risks involved in supporting the changes.

F. SGU Human Services students understanding of project and support of project goals.

In interviewing Human Services students who were participating in the project there was nothing but excitement and praise for the project. In particular was the individual counseling they were doing in self-exploration. The students felt that this was an unanticipated bonus because there was an avenue built into the program that gave them an opportunity to do self-assessments. There was a few who felt that by participating in the program they were able to enhance their self-esteem which gave them the impetus to stay in college.

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One of the concerns from the students as well as the staff was that non-Human Services students greatly needed this direct services. Human Services students and their needs are the top priority for counseling which limits other students to utilize the self-exploration program of the project.

G. Rosebud community's understanding and support of project goals, inclusive of lay and professional community.

The Human Services Curriculum Development and Advisory Committee and the composition of this committee gives a representative collection of 20 individuals representing students, alumni, lay and professional persons. This committee clearly has an understanding of the goals and tasks involved in making FIPSE a successful project.

Family members are strong advocates for the success of the project with the participation of their family member in the project.

The governing body of the Rosebud Sioux Nation have been given information about FIPSE and have indicated their individual support of the project.

One recommendation is to continue the public relations work in keeping the academic and reservation community abreast of the developments and activities of FIPSE.

H. Summary of Checklist of Goals
Year One of Three Year Grant

<u>Goals & Objectives</u>	<u>Status</u>	<u>Recommendations</u>
A. Project accomplishment of identified goals.		
1. Specific courses will be developed and tailored for project.	Completed	None
2. Project will meet with community representatives to gather community input and needs awareness.	Completed	None
3. The norming of selected test instruments will be conducted and completed.	In Process	Utilize reliability and validity in norming of local instrument being developed.
4. Final structuring of the program will be completed during this time period.	Completed	None
5. Students will be completing required Human Services and University subjects for entry into program.	Completed	None
B. Project affirmation and strengthening of Lakota world perspective.	Completed	Continue close collaboration with other departments in integration of the Lakota world perspective into the curriculum

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<u>Goals & Objectives</u>	<u>Status</u>	<u>Recommendations</u>
B. Project affirmation and strengthening of Lakota world perspective.		Development of a working definition of Lakota world perspective.
C. Project provides SGU students with cultural knowledge and sensitivity.	Completed	None
D. SGU administration's understanding and support of project goals.	Completed	None
E. SGU faculty and staff understanding and support of project goals.	Completed	None
F. SGU Human Services students understanding of project goals.	Completed	None
G. Rosebud community's understanding and support of project goals, inclusive of lay and professional community.	Completed	Continuation of public relations with academic and reservation community.

**Sinte Gleska University
FIPSE Evaluation**

Outline of Assessment of Project dimensions

- A. Project accomplishment of identified goals.**
- B. Project affirmation and strengthening of Lakota world perspectives.**
- C. Project provides SGU students with cultural knowledge and sensitivity.**
- D. SGU administration understanding and support of project goals.**
- E. SGU faculty and staff understanding of support of project goals.**
- F. SGU Human Services students understanding of project and support of project goals.**
- G. Student assessment and reaction to one year of personal exploration and growth.**
- H. Student perception of project goals, curriculum changes, and their degree track.**
- I. Rosebud community's understanding and support of project goals. Inclusive of lay and professional community.**
- J. Curriculum changes are reasonable and appropriate.**
- K. Status of data collection; community, student, and students receiving one year personal growth services.**
- L. Summary checklist of goals and objectives and their completion status and recommendations.**

PROJECT YEAR II OF FIPSE PROJECT

A. Project accomplishment of identified goals.

Goal 1a. Students will work with 1-3 clients and 1-2 families under supervised conditions, in addition to the required course work.

Human services students are developing a clientele caseload from the community and various helping agencies. Individual faculty members are very proud of the competencies of the students who are beginning to see families and individuals under their supervision. Requests are being handled in a competent and efficient manner in meeting the needs of community and agencies.

b. Students will be required to complete 30-40 hours of supervised individual counseling and/or 30-40 hours of supervised family counseling.

Second, third and fourth year students appear to be on schedule in fulfilling the supervised individual and/or family counseling. There are a few identified first year students, staff and other student from other disciplines who are utilizing the counseling services.

Below is a chart of FIPSE students in supervised individual and/or family counseling:

Semester	Discipline	Male	Female	Number
S'93	Mental Health	1	7	8
S'93	Chem Dep	0	1	1
S'93	Others	0	4	4
Total:		1	12	13

Levels: Seniors 1
 Juniors 3
 Sophomores 5
 Others 4

All, but one senior are still in the program.

Semester	Discipline	Male	Female	Number
F'93	Crim Just	3	3	6
F'93	Mental Health	3	14	17
F'93	Chem Dep	2	4	6
F'93	Others	0	6	6
Total:		8	27	35

Levels: Seniors 8
 Juniors 9
 Sophomores 11
 Freshmen 1
 Others 6

All, but seniors are still in the program.

Semester	Disciplines	Male	Female	Number
S'94	Crim Just	5	3	8
S'94	Mental Health	3	12	15

Semester	Discipline	Male	Female	Number
S'94	Chem Depend	1	3	4
S'94	Others	3	8	11
	Adolescent	0	1	1
Total:		12	27	39

The project is on target in ensuring that students are participating in the individual and/or family counseling sessions as outline in the project.

Goal 2. Curriculum changes will be completed.

The curriculum changes as proposed by the Human Services Department has been approved by the Sinte Gleska Board of Regents at its' June meeting.

There have been deletions, additions, and modification of courses with transfer of courses to the SGU Lakota Studies and changes in specific degrees.

The new curricular changes are as follows:

Associate of Arts in Human Services with Chemical Dependency Emphasis elevated to B.A. level--see Class III Curricular Request dated 3/29/94.

(Attachment A)

Associate of Arts in Human Services--Psychiatric Technician shortened to Associate of Arts in Human Services level--see Class I Curricular Request dated 3/29/94. (Attachment B)

These courses have been deleted from the official record:

- CD 190 Field Placement I --CD Specific
- CD 290 Field Placement II--CD Specific
- HS 495 Field Placement V
- CD 220 Counseling the Substance Abuse
- CJ 316 Issues in Criminal Justice. (Attachment C)

These courses are Class II Curricular Request which have been approved as new courses:

- PY 250 Cultural & Comparative Perspectives on Helping offered as a required course in A.A. Degree in Human Services; (Attachment D)
- CJ 340 Legal Research & Communication offered as an upper level elective in B.A. in Human Services with a Criminal Justice Emphasis; (Attachment E)
- CD 340 Chemical Dependency's Impact on the Native American Community offered as an upper level elective in B.A. in Human Services with a Chemical Dependency Emphasis; (Attachment F)
- PY 325 Client Assessment offered as an upper level elective in B.A. in Human Services with a Mental Health Emphasis; (Attachment G)
- SW 310 Empowerment & Advocacy for the Native American offered as a required course in

Human Services; (Attachment H)

SW 315 Child and Family Welfare offered as a required course in B.A. in Human Services; (Attachment I)

IS 400 Traditional Law & Administration of Justice a required course in B.A. In Human Services with a Criminal Justice Emphasis; (Attachment J).

These course have been transferred from Human Services Department to Lakota Studies Department:

IS 230 Tribal Laws, Treaties, & Government (formally had the prefix PS);

LS 320 Lakota Teachings & Health (formally had the prefix HS). (Attachment K)

B. Project affirmation and strengthening of Lakota world perspective.

According to the project director the curriculum changes were brought before the SGU Board of Regents and all the curriculum requests were approved. Each course reflects and affirms Lakota world perspective at two levels, one of which is at the general support involving the student in understanding the real world and at a higher more general level of graduating competent helping professionals.

These graduates should be able to provide sound, competent

delivery of services to Non-Indians and Native Americans and with a competent knowledge of how to deliver services to Non-Indians and Native Americans. The students have had the opportunity to experience first hand in preparation and participating in Native American cultural activities such as the sacred rites of the Sundance, Purification, Vision Quest Making of Relative and cultural ceremonies such as namings, honorings and memorials. Workshops on case management, delivery of service offered to agencies on and off the reservation have been well attended by both Non-Indians and Native Americans.

The FIPSE staff worked cooperatively with the Human Services Club in providing a series of mini-workshops with elders from the community as presenters. These were well advertised and well attended by community members and SGU students along with the FIPSE students.

- C. Project provides SGU students with cultural knowledge and sensitivity.

This has been done by the course modifications which are addressed in A. Project accomplishment of identified goals-- Goal 2: Completion of curriculum changes, page 4-6 of this report.

There has been an inner-mesh with Lakota Studies Department with the leadership from the Human Service faculty in the review of the entire curriculum and the proposed changes having

been approved by both departments with the final approval by the SGU Board of Regents.

There has been a concentrated effort by the FIPSE staff to create a greater cultural awareness by the implementation of the mini-workshops. The FIPSE staff have kept with tradition of honoring the workshop presenters by providing a "feast" at the end of each activity with co-sponsorship by the Human Services Club.

D. SGU Administration's understanding and support of project goals.

The former Human Services department chairperson, a strong advocate of the program, felt that the direction the department is moving is largely due to FIPSE which was like "a shot in the arm", it gave us deadlines and project make the department push alot harder in the last year and half with the results being the approved curriculum changes and the completion of the survey. She felt that the curriculum is holistic and comprehensive and is more comparative and culture specific to the Native American. FIPSE with the faculty had weekly meetings the whole academic year which proved to be productive and successful in meeting the Year II goals of the project.

The Dean of Academic Affairs & Chair of the Graduate Education Program was familiar with the project and spoke highly of the project and its impact on the curriculum changes in the Human

Services Department. He stated that the project had good solid support and that the Human Services department was obviously one of the two most important departments at SGU because of their four year degrees. The HS Advisory Committee implemented in the first year of the project according the Dean was the best on campus. He felt that one could see the real good committee work and that their recommendations were taken seriously and implemented as noted by the SGU Board of Regents approval of the curriculum changes.

The Vice-President continues to be a strong supporter of the project. She articulated that the curriculum changes appear good on paper and is a good beginning. The challenge will be the full scale implementation of the new changes and the resulting graduates. She concluded that the changes in the curriculum was enhanced by the financial resources which enabled the Human Services Department to do this important piece of work. The thought was that these changes may not have happened without the additional resources, the atmosphere and the focus of energy that provided the incentive in diverting attention to having these major curriculum changes.

The Vice-President was very familiar with the process that the FIPSE staff followed in obtaining approval from the SGU Research Committee. She mentioned that this committee composed of the administration, faculty, and community take their work very seriously and have on occasion disapproved research at SGU.

Support for the project is routine on a daily basis.

The President of SGU advocated for community support when the project director presented the project to the President's community with information and support.

E. SGU faculty and staff clearly understood the projects goals.

One faculty member spoke very strongly in support of the curriculum changes and that "language expresses reality in a different way", and that language and culture has to be an integral part of the curriculum given the mission of the college and the impact of the dominant culture.

He supported the uniqueness of the FIPSE project in creating an innovative program where those studying to be practitioners go through 30-40 hours of personal counseling; and that this should be expanded to other disciplines.

The Lakota Studies faculty stated his involvement in year II was light, however, he was kept informed of the curriculum changes. He was well aware of the FIPSE survey and the data collection. He felt comfortable with his involvement before the data collection in reviewing the instrument to ensure cultural sensitivity. His concern dealt with the age appropriateness of some of the questions which ranged from the high school student to the elder. He felt that some of the questions were not applicable to high school students. He suggested that a letter be developed for insertion in the beginning of the student handbook explaining the changes in

Human Services requirements for Fall '94.

The FIPSE staff are very committed to the project as observed by the Vice-President who noted that the FIPSE staff take the grant very seriously. This commitment by the staff is apparent in the successful completion of the goals for Year II as scheduled.

The project director has provided the enthusiasm and direction for the project in meeting the challenges of the goals for Year II of the project.

- F. SGU Human Services students understanding of project and support of project goals.

Students interviewed are strongly in support of the project. Again, the individual and/or family counseling appear to be very helpful in student retention.

Faculty members working with identified FIPSE students continue to elaborate on the uniqueness of students doing self-exploration and the obvious effects on students participating not only in classes but in extra-curricular activities.

- G. Student assessment and reaction to one year of personal exploration and growth.

Students interviewed spoke highly of the personal exploration and growth. They stated that they were having personal problems and without the support from the FIPSE staff they probably would have dropped out of college. Many of the students like the advocacy by FIPSE staff especially when they were having problems

in their classes.

- H. Student perception of project goals, curriculum changes, and their degree track.

Students interviewed were familiar with the goals of the FIPSE in particular the mandatory counseling and the anticipated curriculum changes, and the data collection for the FIPSE survey. None of them felt threatened by the impact the changes could have on their degree track. Only one student felt uncomfortable with the mandatory counseling and felt it should be optional.

- I. Rosebud community's understanding and support of project goals, inclusive of lay and professional community.

The President of SGU who is also on the Tribal Council from one of the districts advocated for support of the program when the project director presented information on the project and the survey.

The Rosebud Sioux Tribe Child and Family Services director indicated that the FIPSE students working with clients in her office are well prepared. She emphasized the need to prepare students to work locally. Addressing cultural sensitivity in the course she felt was a strong direction and long overdue spoken as a graduate of SGU Human Services department.

- J. Curriculum changes are reasonable and appropriate.

All those interviewed had nothing but positive comments of the curriculum changes and the impact it will have on the future of the department and the total University as well as the

community.

The project director shared how the FIPSE staff met with the Chair and several faculty members of the Lakota Studies department in developing the process for working on the curriculum. The initial request had come from the HS Advisory committee, with the completion of curriculum changes and the final approval by the SGU Board of Regents at their June meeting. The changes by those interviewed are reasonable and appropriate. The administration is aware of the need for additional staff to address the curriculum changes. A recommendation is teacher training of current, new, full and part-time faculty on the implementation of curriculum changes.

- K. Status of data collection; community, student, and students receiving one year personal growth services.

The assessment tools used in the survey are those outlined in the proposal, however, there has been some modification to some of the assessment tools for appropriateness. (Attachment L) The data collection is completed according to the data collector and data entry person. The anticipated completion of the data entry is August 31, 1994. Statistical analysis of the data will involve the use of a statistical program using D-base, Sigma Stat. and SPSS program. The data collector observed that the comprehensive level of the survey was good. One concern was the intrusive nature of some of the questions which made elders uncomfortable in particular those dealing with

sexuality.

The survey was conducted in all twenty communities of the Rosebud Sioux Nation which were broken down into 8 districts. Each district was color coded and random sampling was decided in collection of the data. (Attachment M)

A concern from administration was that it was not clear what level of control SGU had over the survey and the availability of the instrument to others and the copyright of the survey instrument.

Students participating in the FIPSE is growing each semester and the two clinicians and faculty members providing the personal exploration and counseling are a definite resource. Students continue to give the FIPSE staff credit for student retention in the Human Services courses but other courses as well.

L. Summary of Checklist of Goals
Year Two of Three Year Grant

<u>Goals & Objectives</u>	<u>Status</u>	<u>Recommendations</u>
A. Project accomplishment of identified goals.		
1a. Students will work with 1-3 clients and 1-2 families under supervised conditions, in addition to the required course work.	Completed	None
1b. Students will be required to complete 30-40 hours of supervised individual counseling and/or 30-40 hours of supervised family counseling.	Completed	None
2. Curriculum changes will be completed.	Completed	None

SINTE GLESKA UNIVERSITY
FIPSE EVALUATION
YEAR III

Outline of assessment of project goals for Year III

- A. Project accomplishment of identified goals.
- B. Status of identified data collection as specified in grant.
- C. Status of curriculum changes.
- D. Student assessment of quality and individual personal exploration and growth with FIPSE clinical assistants and Human Services students.
- E. Identification of institutional implementation of grant goals curriculum changes
- F. Assessment of successful completion of grant intention, goals, and outcome.
- G. Summary of checklist of goals

PROJECT YEAR III OF FIPSE

A. Project accomplishment of identified goals.

Goal 1a. During this final (Senior) year, students will be required to work individually with 2-4 clients and 2-3 families.

Human Services students have fulfilled this through their field placements. Field placement with agencies have resulted in job placement. Graduating Human Services students were required to complete the Graduate Performance Assessment (Attachment A).

b. Students will be required to complete 30-40 hours of observed individual counseling and 30-40 hours of observed family counseling. Senior students have fulfilled this requirement as part of field placements with agencies. FIPSE participants have done more than the required hours both in individual and family counseling.

Goal 2. Students will be required to have completed their exploration of individual issues by the the start of senior year.

FIPSE students have accumulated more than 30 hours of individual sessions with faculty and clinical assistants.

The clinicians have utilized the following tools with each FIPSE student:

Interpersonal Checklist (Attachment B)

Personal Survey (Attachment C)

Intercultural Self-Perception Scale
(Attachment D)

OCEAN (Attachment E).

3. The project will develop courses dealing with an integration of dominant society and Lakota intervention strategies and styles. Students will be required to have completed 90 credit hours leading to Human Services degree. The Board of Regents approved the curriculum changes as recommended by the Human Services Department and FIPSE staff to complete this identified goal. A declared Human Services major with emphasis in Criminal Justice, Mental Health, and Chemical Dependency Counseling will have completed more than 90 hours of University credits with 30 plus hours in Lakota culture.

Courses added to the curriculum are:

LS 102 Lakota Language II

PY 250 Cultural & Comparative Perspective
on Healing

LS Lakota Studies Elective
SW 310 Empowerment & Advocacy for the
Native American
DP 100 Introduction to Computers
LS 221 Lakota Social Systems
SW 315 Child & Family Welfare
SO 350 Racism, Sexism & Oppression
HS 450 Ethics, Legal Issues & Profess

B. Status of identified data collection as specified in grant.

The project director and clinicians are satisfied that the data collection has been completed. One problem area in the collection of data in off-reservation sites was the unanticipated high cost of mileage. The mileage is high due to the size of each reservation that was target for data collection. One positive aspect of the data collection off the Rosebud Reservation was the collaboration with other tribal entities in the collection of data such as:

Women, Infant, Children (WIC) at Cheyenne River

Oglala Community College/Private families at Pine Ridge.

C. Status of curriculum changes.

The curriculum changes that were approved by the Sinte Gleska University Board of Regents have been implemented into the Human Services curriculum with the development of a new Status Sheet (Attachment F) in comparison to the old Status Sheet (Attachment G).

The Human Services Department Chair/Project Director is very

satisfied with the "heavy weight in Lakota culture" with 30 plus credit hours in Lakota Studies incorporated into the graduation requirements for a Bachelor of Arts Degree in Human Services. The direction in graduation requirements has made this a model of culturally appropriate curriculum in fulfillment of grant goals.

Curriculum changes include the addition of more Lakota courses, the reduction of 5 field placement to 3 field placements.

The third field placement is Lakota specific which is culturally relevant and the student can design their field place which has included and is not limited to planning and assisting in preparation of sacred rituals and social functions. The students who have completed this cultural placement are more culturally diversified in their understanding of themselves and those of a different background.

- D. Student assessment of quality and individual personal exploration and growth with FIPSE clinical assistants and Human Services students.

Interviews with students illustrate that the sessions have enhanced their personal growth with decision-making skills, parenting, adjusting to university climate, expectations, and requirements. The program enabled students to accept and meet responsibilities as a university student.

The clinicians observed that students were initially resistance for the first couple of sessions, then, their response is one where they keep their scheduled appointments. They have been able to see the personal growth of students, especially in the areas of conflict resolution with peers, staff and family members. The assessment tools used with the students have been able to give both the clinicians and students with feedback that provides a guideline for addressing issues of the student. Students who have filled out the assessment instruments have been able to evaluate their growth with a pre and post assessment. Students have been able to integrate curriculum changes without resistance due to their own growth, ownership of changes (personal and academic), resolving conflicts and being more receptive to change.

- E. Identification of institutional implementation of grant goals and curriculum changes.

The University administration in collaboration with the FIPSE grant have implemented grant goals and curriculum changes by:

creation of a Student Resource & Counseling Center;

FIPSE personnel have become part of the University budget;

SGU Board of Regents approval of curriculum changes;

support of HS curriculum as model for other departments;

continuation of Lakota Studies faculty as part of Human services faculty.

The Student Resource & Counseling Center is designed to address primarily the academic needs of all campus students. Personal counseling will be utilized when personal issues began to interfere with a student's academic performance and attendance. The center will work in cooperation with the Registrar's office to track high risk students through attendance.

- F. Assessment of successful completion of grant intention, goals, and outcome.

The project director, FIPSE staff, Human Services faculty and the University administration felt that the successful completion of the grant intention, goals and outcomes was due to:

- a. Human Services faculty had a real positive attitude about curriculum changes and the counseling program;
- b. The advisory committee's recommendation for changes in curriculum were listened to and incorporated into the new curriculum such as the social work course, and the heavy emphasis on Lakota Studies.
- c. the extraordinary capabilities and competency of the FIPSE clinicians. "They were enjoyable to work with" as the project director credits them enthusiastically with the exceptional success of the grant.

G. Summary of Checklist of Goals
Year III of FIPSE Grant

<u>Goals & Objectives</u>	<u>Status</u>	<u>Recommendations</u>
A. Project accomplishment of identified goals.		
1. Students required to work individually and with families.	Completed	None
Students required to complete observed individual and family counseling.	Completed	None
2. Students required to complete exploration of individual issues.	Completed	None
3. Project will develop culturally designed courses.	Completed	None
B. Status of data collection.	Completed	Publish data
C. Status of curriculum changes.	Completed	None
D. Student assessment of personal growth with clinicians.	Completed	None
E. Institutional implementation of grant goals & curriculum changes.	Completed	None
F. Completion of grant.	Completed	None

APPENDIX E

Structure for Human Service Student Intervention:

Each human service student in the PIPSE program will be asked to complete one year of counseling and life review. This process is to provide a vehicle for students to resolve any life dilemmas, gain deeper insight into their own personality and life functioning, and to better manage personal traumatic events and their impact upon their life. The counseling will not be based on a model of pathology, rather one of constructive confrontation with those forces which have shaped and continue to shape one's life. Effort will be directed to establishing a proactive principle-based orientation to one's experiences, life events, and trauma.

The basic structure of this intervention will comprise the following dimensions:

- Self-concept
- Self-identity
- Personal values
- Interpersonal style & relationships
- Attitudes towards intimacy, sexuality
- Communication style and skills
- Life choices, career, personal development
- Physical health & well-being
- Spirituality
- Relationship with chemicals
- Personality, e.g, anger, depression, fear.
- How one shapes their own experience and expectations

Adjustment difficulties, if any.

Traumatic life events: death, divorce, loss of culture, separation from family, boarding school experiences, consequences of imposed assimilation efforts, consequences of poverty and cultural disorganization, and effects of discrimination.

Please answer the following questions. Be as honest as you can be to ensure the answers reflect the real way you feel and think.

1. My three greatest personal strengths are:
A. _____
B. _____
C. _____
2. My three greatest personal weaknesses are:
A. _____
B. _____
C. _____
3. Five adjectives a friend might use to describe me are:
A. _____ D. _____
B. _____ E. _____
C. _____
4. Five adjectives my human service instructors might use to describe me are:
A. _____ D. _____
B. _____ E. _____
C. _____
5. Three adjectives an enemy (or someone not favorable to me) might use to describe me are:
A. _____ B. _____
C. _____
6. Three of my "pet peeves" in life are:
A. _____ B. _____
C. _____
7. I would rate my understanding and knowledge of Lakota world view as follows:

1	2	3	4	5	6	7	8	9	10
Poor									Good
8. I would rate my understanding and knowledge of Lakota healing and intervention strategies for human problems as:

1	2	3	4	5	6	7	8	9	10
Poor									Good
9. I would rate my understanding of Lakota world view, values, and culture as:

1	2	3	4	5	6	7	8	9	10
Poor									Good
10. I would rate my ability to deal with Lakota people needing human services in a cultural appropriate manner as:

1	2	3	4	5	6	7	8	9	10
Poor									Good

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 2. | I don't approve of doing favors for people. If you're too agreeable, they'll take advantage of you. | 1 | 2 | 3 | 4 | 5 |
| 3. | There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them. | 1 | 2 | 3 | 4 | 5 |
| 4. | I try to get people to do what I want them to do, in one way or another. | 1 | 2 | 3 | 4 | 5 |
| 5. | I often tell people what they should do when they're having trouble in making a decision. | 1 | 2 | 3 | 4 | 5 |
| 6. | I enjoy myself most when I'm alone, away from other people. | 1 | 2 | 3 | 4 | 5 |
| 7. | There are very few times when I compliment people for their talents or jobs they've done. | 1 | 2 | 3 | 4 | 5 |
| 8. | I enjoy doing little favors for people even if I don't know them well. | 1 | 2 | 3 | 4 | 5 |
| 9. | I prefer to be alone rather than have close friendships with any of the people around me. | 1 | 2 | 3 | 4 | 5 |
| 10. | I seldom worry about other people. I'm really pretty self-centered. | 1 | 2 | 3 | 4 | 5 |
| 11. | I can be friendly with people who do things which I consider wrong. | 1 | 2 | 3 | 4 | 5 |
| 12. | I'm easily irritated by people who argue with me. | 1 | 2 | 3 | 4 | 5 |
| 13. | When I'm dealing with younger people, I expect them to do what I tell them to. | 1 | 2 | 3 | 4 | 5 |
| 14. | I don't see much point to doing things for others unless they can do you some good later on. | 1 | 2 | 3 | 4 | 5 |
| 15. | Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives. | 1 | 2 | 3 | 4 | 5 |

PLEASE CONTINUE TO THE NEXT PAGE

11. I would rate my ability to see as well as utilize Lakota healers as:

1	2	3	4	5	6	7	8	9	10
Poor									Good

12. I would rate my respect and appreciation of Lakota values and culture as:

1	2	3	4	5	6	7	8	9	10
Poor									Good

13. I would rate my ability to deal with culturally different populations as:

1	2	3	4	5	6	7	8	9	10
Poor									Good

14. I have sometimes been ridiculed or feared ridicule of my knowledge of Lakota culture and traditions.
 _____ YES _____ NO

15. There have been times in my life where I have avoided questions of my knowledge of Lakota culture and traditions.
 _____ YES _____ NO

16. I can recognize and understand many Lakota words and usage.
 _____ YES _____ NO

17. Lakota language courses have enabled me to understand Lakota culture and traditions.
 _____ YES _____ NO

18. How do you portray yourself to your elders?

19. How do you think your elders think of you?

20. I have completed the following courses from the Lakota Studies Dept.:



INTERCULTURAL SELF-PERCEPTION SCALE

--PLEASE COMPLETE THE FOLLOWING INFORMATION--

Age ____ Sex (check one): Male Female

Number of years of school completed _____

Highest degree or diploma obtained _____

Ethnic affiliation (check one and be specific where indicated):

- American Indian (tribe _____)
- Alaska Native (tribe or village _____)
- White or Caucasian

DIRECTIONS

This is a questionnaire that attempts to learn about some of your thoughts and feelings. Please read each sentence very carefully, then CIRCLE the number that shows how often it is true for you. There are no right or wrong answers, because different people have different thoughts and feelings. We are interested in how you usually think and feel about yourself. Please answer all of the items. PLEASE BEGIN.

1=Almost always true 2=Often true 3= Sometimes true 4=Seldom true
5=Never true

SECTION A

PLEASE CIRCLE YOUR CHOICE

- | | | | | | |
|---|---|---|---|---|---|
| 1. I take a positive attitude toward myself. | 1 | 2 | 3 | 4 | 5 |
| 2. I feel I do not have much to be proud of. | 1 | 2 | 3 | 4 | 5 |
| 3. I feel that I'm a person of worth, at least on an equal plane with other people like myself. | 1 | 2 | 3 | 4 | 5 |
| 4. One of my goals in life is to be free of the control of others. | 1 | 2 | 3 | 4 | 5 |
| 5. I feel that I'm a person of worth, at least on an equal plane with non-Indians. | 1 | 2 | 3 | 4 | 5 |
| 6. On the whole, I am satisfied with myself. | 1 | 2 | 3 | 4 | 5 |
| 7. I am able to do things as well as most other people. | 1 | 2 | 3 | 4 | 5 |
| 8. I wish I could have more respect for myself. | 1 | 2 | 3 | 4 | 5 |
| 9. Sometimes I think I am no good at all. | 1 | 2 | 3 | 4 | 5 |
| 10. I feel that my life is not very useful. | 1 | 2 | 3 | 4 | 5 |

1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION B

PLEASE CIRCLE YOUR CHOICE

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am a useful person to have around. | 1 | 2 | 3 | 4 | 5 |
| 2. I feel that I can't do anything right. | 1 | 2 | 3 | 4 | 5 |

3. As a person, I do a good job these days. 1 2 3 4 5
4. When I do a job, I do it well. 1 2 3 4 5
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION C

PLEASE CIRCLE EACH RESPONSE

1. I am usually patient with most people. 1 2 3 4 5
2. I rarely lose my temper no matter what the reason. 1 2 3 4 5
3. I try to practice self-control in dealing with everyday matters. 1 2 3 4 5
4. When I deal with other people I usually reply to their anger with gentleness. 1 2 3 4 5
5. Even when I have a good reason, I avoid expressing anger. 1 2 3 4 5
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION D

PLEASE CIRCLE EACH RESPONSE

1. My opinion of myself tends to change a good deal, instead of always remaining the same. 1 2 3 4 5
2. I feel that nothing can change the opinion I currently hold of myself. 1 2 3 4 5
3. I have noticed that my ideas about myself seem to change very quickly. 1 2 3 4 5
4. I find that on one day I have one opinion of myself and on another day I have a different opinion. 1 2 3 4 5
5. I change from a very good opinion of myself to a very poor opinion of myself. 1 2 3 4 5
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION E

PLEASE CIRCLE EACH RESPONSE

1. I look for opportunities to better myself. 1 2 3 4 5
2. I would be unhappy in a job that didn't ask much of me. 1 2 3 4 5
3. I believe the more you succeed, the more you should try. 1 2 3 4 5
4. I would like to be in a job where I can learn new things. 1 2 3 4 5

5. When I'm learning something new, I like to set a goal for myself and try to reach it. 1 2 3 4 5
6. When I have reached a certain level in anything I do, I set myself a higher level and try to reach it. 1 2 3 4 5
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION F

PLEASE CIRCLE EACH RESPONSE

1. I try to stay out of situations where I don't see any chance for progress or advancement. 1 2 3 4 5
2. When I feel I'm not making any progress toward what I'm aiming for, I try twice as hard. 1 2 3 4 5
3. I get no sense of accomplishment from just keeping up the same level of performance. 1 2 3 4 5
4. I would be unhappy in a job where I didn't grow and develop. 1 2 3 4 5
5. I don't like to have the feeling I'm just standing still. 1 2 3 4 5
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION G

PLEASE CIRCLE EACH RESPONSE

1. The job I would like to have is one where I am doing what I'm good at. 1 2 3 4 5
2. When I have mastered something, I look for opportunities to do it. 1 2 3 4 5
3. I wish I had more chance to use some of my skills. 1 2 3 4 5
4. When I have reached a certain level in anything I do, I try to keep in practice and not fall down on it. 1 2 3 4 5
5. I'd like to bring my usual performance in line with the best I've ever done. 1 2 3 4 5
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION H

PLEASE CIRCLE EACH RESPONSE

1. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere. 1 2 3 4 5

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 2. | If there is any criticism or anyone says something about me, I just can't take it. | 1 | 2 | 3 | 4 | 5 |
| 3. | I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing. | 1 | 2 | 3 | 4 | 5 |
| 4. | I look on most of the feelings and impulses I have toward people as being quite natural and acceptable. | 1 | 2 | 3 | 4 | 5 |
| 5. | I feel different from other people. I'd like to have the feelings of security that come from knowing I'm not too different from others. | 1 | 2 | 3 | 4 | 5 |
| 6. | I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me. | 1 | 2 | 3 | 4 | 5 |
| 7. | I am frequently bothered by feelings of inferiority. | 1 | 2 | 3 | 4 | 5 |
| 8. | Because of other people, I haven't been able to achieve as much as I should have. | 1 | 2 | 3 | 4 | 5 |
| 9. | I am quite shy and self-conscious in social situations. | 1 | 2 | 3 | 4 | 5 |
| 10. | In order to get along and be liked, I tend to be what people expect me to be rather than anything else. | 1 | 2 | 3 | 4 | 5 |
| 11. | I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself. | 1 | 2 | 3 | 4 | 5 |
| 12. | Very often I don't try to be friendly with people because I think they won't like me. | 1 | 2 | 3 | 4 | 5 |
| 13. | I'm not afraid of meeting people. I feel that I'm a worthwhile person and there's no reason why they should dislike me. | 1 | 2 | 3 | 4 | 5 |
| 14. | I feel that I'm on the same level as other people and that helps to establish good relations with them. | 1 | 2 | 3 | 4 | 5 |
| 15. | I live too much by other people's standards. | 1 | 2 | 3 | 4 | 5 |
- 1=Almost always true 2=Often true 3=Sometimes true 4=Seldom true
5=Never true

SECTION I

PLEASE CIRCLE EACH RESPONSE

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1. | I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves. | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|

OCEAN

Openness (to Experience)

Openness is best characterized by original, imaginative, broad interests, and daring. From questionnaire studies, openness can manifest itself in fantasy, aesthetics, feelings, ideas and values. Open individuals tend to be perceived by themselves and others as somewhat more intelligent, and there are correlations of .30 between psychometric measures of intelligence and openness. For now, however, it may be best to perceive openness and intelligence as separate dimensions of individual differences.

Conscientiousness (Versus Undirectedness)

Conscientiousness may mean both governed by conscience or careful and thorough. A conscientious person is dutiful, scrupulous and perhaps moralistic. There are a number of adjectives that suggest a more assertive nature: hardworking, ambitious, energetic, persevering. The individual low in conscientiousness is not so much uncontrolled as undirected, not so much impulse-ridden as simply lazy.

Extraversion (or Surgency)

Sociable, fun-loving, affectionate, friendly, and talkative are the highest loading variables on the extraversion scale. Sociability, cheerfulness, activity level, assertiveness, and sensation seeking all fit under extraversion. Sociability-enjoyment of other's company seem to be the core. It may be important to recall that liking people does not necessarily make one likeable. Salespersons, those prototypic extroverts, are generally happier to see you than you are to see them.

Agreeableness (Versus Antagonism)

Agreeableness is often defined by such terms as trust, fair, warm, generous, lenient, flexible and selfless. The essential nature of agreeableness/antagonism can also be described by examining the disagreeable pole. Antagonistic people seem to set themselves against other's- the tendency to move against people. Cognitively they are mistrustful, skeptical; emotionally they are callous, unsympathetic; behaviorally they are uncooperative, stubborn, rude. Whereas many antagonistic persons are overtly aggressive, others may be polished manipulators.

Neuroticism (Versus Emotional Stability)

Neuroticism is defined by such terms as worrying, insecure, self-conscious, high strung, temperamental, and envious. Virtually all theorists would concur in the centrality of negative affect to neuroticism; that is, the tendency to experience a variety of negative effects, such as anxiety, depression, anger, and embarrassment. Impulsive behaviors such as a tendency to overeat, smoke, or drink excessively form a facet of neuroticism. Neuroticism seems to include not only negative affect but also irrational and disturbed thoughts and behaviors that accompany emotional distress.

BEST COPY AVAILABLE

Name: _____

Date: _____

FACTORS	Scale										DESCRIPTORS
	5	4	3	2	1	2	3	4	5		
1. <u>Openness:</u>											
Imaginative	5	4	3	2	1	2	3	4	5	Down-to-Earth	
Preference for variety	5	4	3	2	1	2	3	4	5	Prefers a Routine	
Independent	5	4	3	2	1	2	3	4	5	Conforming	
2. <u>Conscientiousness:</u>											
Well Organized	5	4	3	2	1	2	3	4	5	Disorganized	
Careful	5	4	3	2	1	2	3	4	5	Careless	
Self-Disciplined	5	4	3	2	1	2	3	4	5	Weak Willed	
3. <u>Extraversion:</u>											
Sociable	5	4	3	2	1	2	3	4	5	Retiring	
Fun loving	5	4	3	2	1	2	3	4	5	Sober	
Affectionate	5	4	3	2	1	2	3	4	5	Reserved	
4. <u>Agreeableness:</u>											
Softhearted	5	4	3	2	1	2	3	4	5	Ruthless	
Trusting	5	4	3	2	1	2	3	4	5	Suspicious	
Helpful	5	4	3	2	1	2	3	4	5	Uncooperative	
5. <u>Neuroticism:</u>											
Worrying	5	4	3	2	1	2	3	4	5	Calm	
Insecure	5	4	3	2	1	2	3	4	5	Secure	
Self-pitying	5	4	3	2	1	2	3	4	5	Self-satisfied	
6. <u>Honesty:</u>											
Truthful	5	4	3	2	1	2	3	4	5	Untruthful	
Integrity	5	4	3	2	1	2	3	4	5	Deceptive	
Altruistic	5	4	3	2	1	2	3	4	5	Self-serving	
7. <u>Gratitude:</u>											
Appreciative	5	4	3	2	1	2	3	4	5	Unappreciative	
Helping	5	4	3	2	1	2	3	4	5	Unhelpful	
Thankful	5	4	3	2	1	2	3	4	5	Unthankful	
8. <u>Judgmental:</u>											
Accepting	5	4	3	2	1	2	3	4	5	Critical	
Possible	5	4	3	2	1	2	3	4	5	Impossible	
Open-minded	5	4	3	2	1	2	3	4	5	Opinionated	
9. <u>Disillusionment:</u>											
Positive	5	4	3	2	1	2	3	4	5	Negative	
Realistic	5	4	3	2	1	2	3	4	5	Unrealistic	
Reality based	5	4	3	2	1	2	3	4	5	False beliefs	

THE INTERPERSONAL CHECK LIST

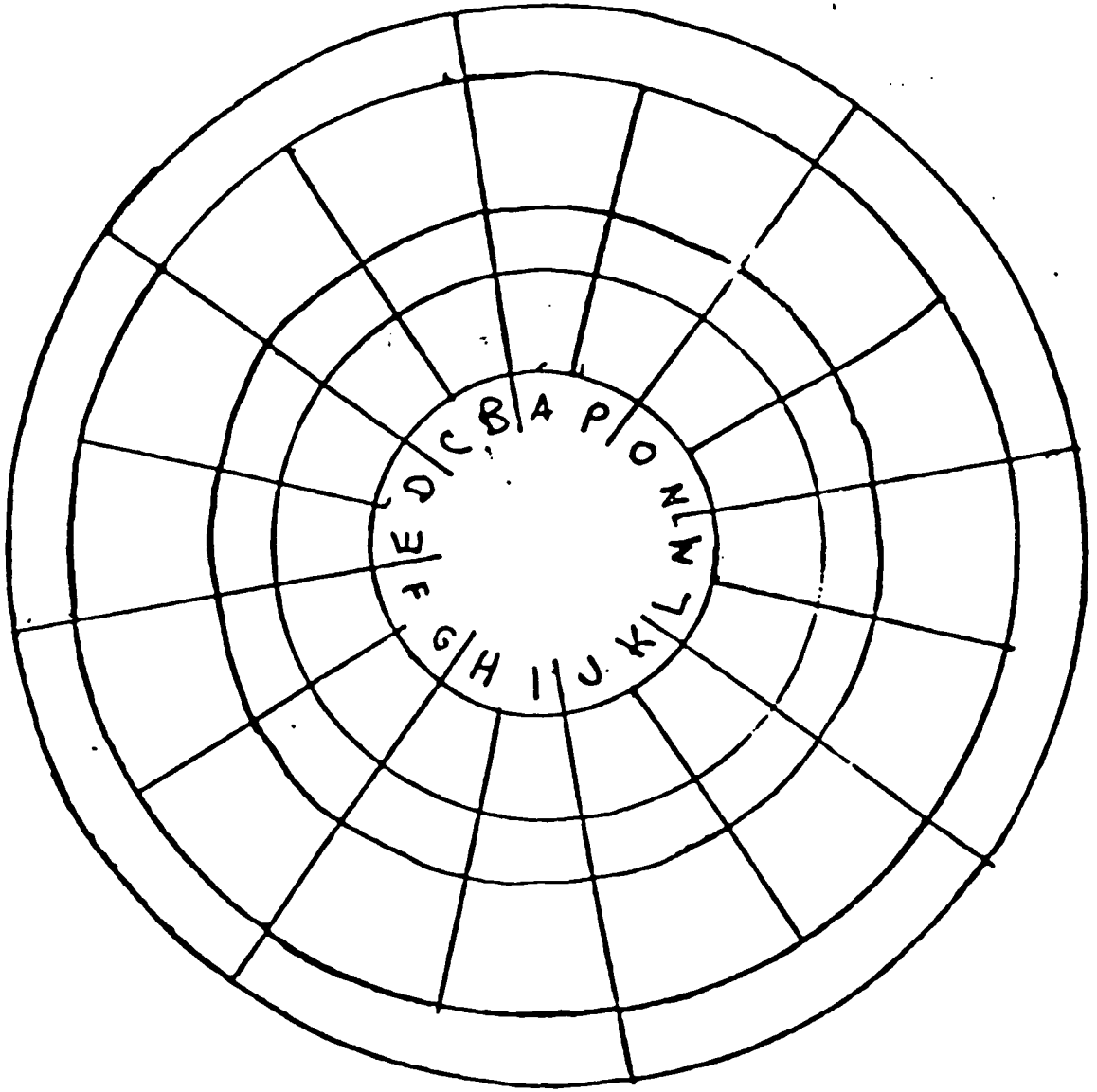
Directions: This page contains a list of descriptive words and phrases which you will use describing yourself. Read the items quickly and fill in the circle in front of each item you consider to be generally descriptive of yourself at the present time. Leave the answer space blank when an item does not describe you.

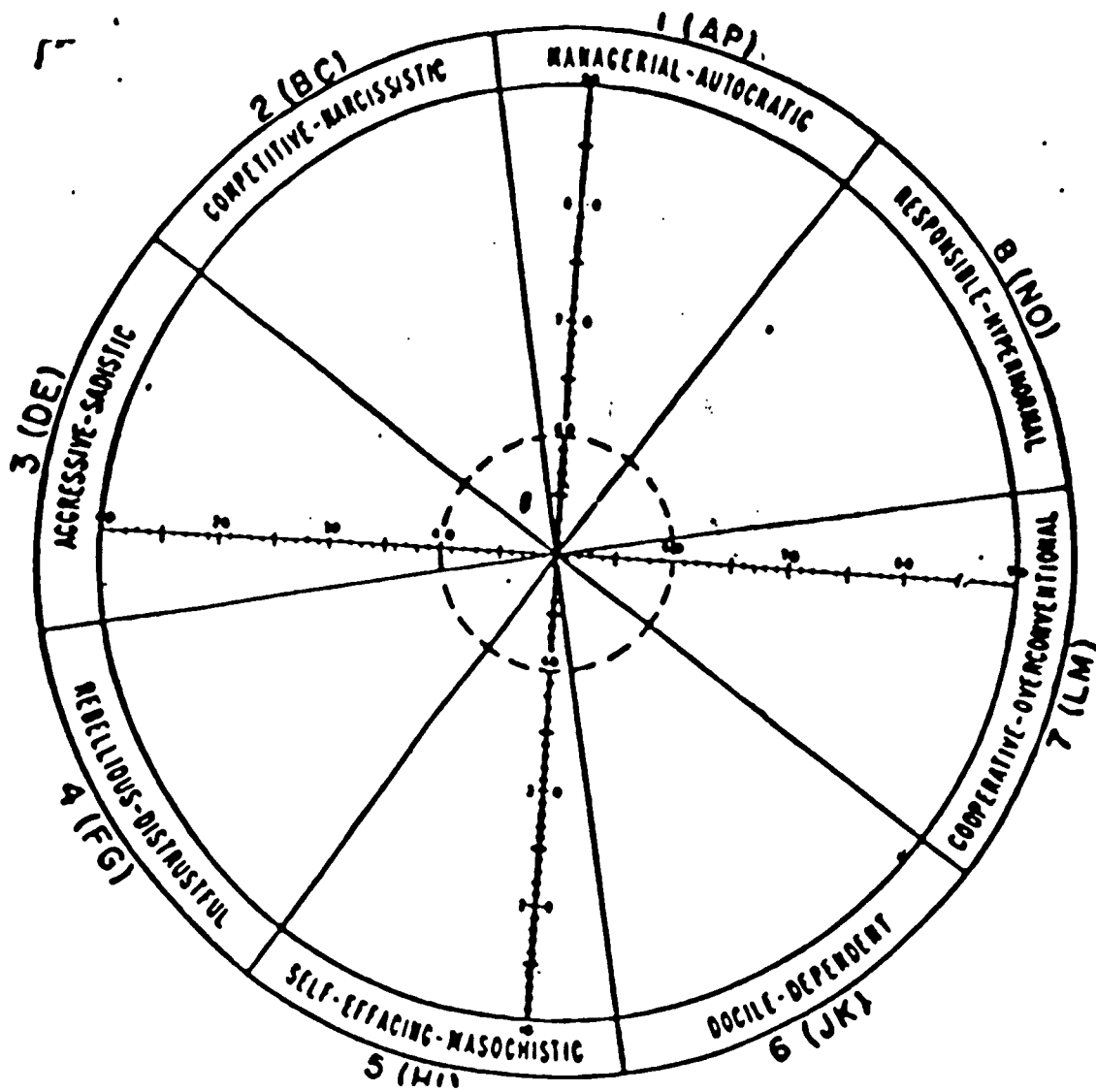
NAME _____

- | | | | |
|---|--|--|---|
| <input type="radio"/> 1 well thought of | <input type="radio"/> 33 often admired | <input type="radio"/> 65 always giving advice | <input type="radio"/> 87 tries to be too successful |
| <input type="radio"/> 2 makes a good impression | <input type="radio"/> 34 respected by others | <input type="radio"/> 66 acts important | <input type="radio"/> 88 expects everyone to admire him |
| <input type="radio"/> 3 able to give orders | <input type="radio"/> 35 good leader | <input type="radio"/> 67 bossy | <input type="radio"/> 89 manages others |
| <input type="radio"/> 4 forceful | <input type="radio"/> 36 likes responsibility | <input checked="" type="radio"/> 68 dominating | <input type="radio"/> 90 dictatorial |
| <input type="radio"/> 5 self-respecting | <input type="radio"/> 37 self-confident | <input type="radio"/> 69 boastful | <input type="radio"/> 91 somewhat enigmatic |
| <input type="radio"/> 6 independent | <input checked="" type="radio"/> 38 self-reliant and assertive | <input checked="" type="radio"/> 70 proud and self-satisfied | <input type="radio"/> 92 egotistical and conceited |
| <input checked="" type="radio"/> 7 able to take care of self | <input type="radio"/> 39 businesslike | <input type="radio"/> 71 thinks only of himself | <input type="radio"/> 93 selfish |
| <input type="radio"/> 8 can be indifferent to others | <input type="radio"/> 40 likes to compete with others | <input type="radio"/> 72 shrewd and calculating | <input type="radio"/> 94 cold and unfeeling |
| <input checked="" type="radio"/> 9 can be strict if necessary | <input checked="" type="radio"/> 41 hard-balled when necessary | <input type="radio"/> 73 impatient with others' mistakes | <input type="radio"/> 95 sarcastic |
| <input type="radio"/> 10 firm but just | <input checked="" type="radio"/> 42 stern but fair | <input type="radio"/> 74 self-seeking | <input type="radio"/> 96 cruel and unkind |
| <input type="radio"/> 11 can be frank and honest | <input type="radio"/> 43 irritable | <input type="radio"/> 75 outspoken | <input type="radio"/> 97 frequently angry |
| <input type="radio"/> 12 critical of others | <input checked="" type="radio"/> 44 straightforward and direct | <input type="radio"/> 76 often unfriendly | <input type="radio"/> 98 hard-hearted |
| <input checked="" type="radio"/> 13 can complain if necessary | <input type="radio"/> 45 resents being teased | <input type="radio"/> 77 bitter | <input type="radio"/> 99 resentful |
| <input type="radio"/> 14 often gloomy | <input type="radio"/> 46 skeptical | <input type="radio"/> 78 complaining | <input type="radio"/> 100 rebels against everything |
| <input checked="" type="radio"/> 15 able to doubt others | <input type="radio"/> 47 hard to impress | <input type="radio"/> 79 jealous | <input type="radio"/> 101 stubborn |
| <input type="radio"/> 16 frequently disappointed | <input type="radio"/> 48 touchy and easily hurt | <input type="radio"/> 80 slow to forgive a wrong | <input type="radio"/> 102 distrusts everybody |
| <input type="radio"/> 17 able to criticize self | <input type="radio"/> 49 easily embarrassed | <input type="radio"/> 81 self-punishing | <input type="radio"/> 103 timid |
| <input type="radio"/> 18 apologetic | <input type="radio"/> 50 lacks self-confidence | <input type="radio"/> 82 shy | <input type="radio"/> 104 always ashamed of self |
| <input type="radio"/> 19 can be obedient | <input type="radio"/> 51 easily led | <input type="radio"/> 83 positive and unaggressive | <input type="radio"/> 105 obeys too willingly |
| <input type="radio"/> 20 usually gives in | <input type="radio"/> 52 modest | <input type="radio"/> 84 meek | <input type="radio"/> 106 spineless |
| <input checked="" type="radio"/> 21 grateful | <input type="radio"/> 53 often helped by others | <input type="radio"/> 85 dependent | <input type="radio"/> 107 hardly ever turns back |
| <input type="radio"/> 22 admires and imitates others | <input type="radio"/> 54 very respectful to authority | <input type="radio"/> 86 wants to be led | <input type="radio"/> 108 clinging vine |
| <input type="radio"/> 23 appreciative | <input checked="" type="radio"/> 55 accepts advice readily | <input type="radio"/> 87 lets others make decisions | <input type="radio"/> 109 likes to be taken care of |
| <input type="radio"/> 24 very anxious to be approved of | <input type="radio"/> 56 trusting and eager to please | <input type="radio"/> 88 easily fooled | <input type="radio"/> 110 will believe anyone |
| <input type="radio"/> 25 cooperative | <input type="radio"/> 57 always pleasant and agreeable | <input type="radio"/> 89 too easily influenced by friends | <input type="radio"/> 111 wants everyone's love |
| <input type="radio"/> 26 eager to get along with others | <input type="radio"/> 58 wants everyone to like him | <input type="radio"/> 90 will confide in anyone | <input type="radio"/> 112 agrees with everyone |
| <input type="radio"/> 27 friendly | <input checked="" type="radio"/> 59 sociable and neighborly | <input type="radio"/> 91 fond of everyone | <input type="radio"/> 113 friendly all the time |
| <input type="radio"/> 28 affectionate and understanding | <input type="radio"/> 60 warm | <input type="radio"/> 92 likes everybody | <input type="radio"/> 114 loves everyone |
| <input type="radio"/> 29 considerate | <input type="radio"/> 61 kind and reassuring | <input type="radio"/> 93 forgives everything | <input type="radio"/> 115 too lenient with others |
| <input checked="" type="radio"/> 30 encourages others | <input type="radio"/> 62 tender and soft-hearted | <input type="radio"/> 94 oversympathetic | <input type="radio"/> 116 tries to comfort everyone |
| <input checked="" type="radio"/> 31 helpful | <input type="radio"/> 63 enjoys taking care of others | <input type="radio"/> 95 generous to a fault | <input type="radio"/> 117 too willing to give to others |
| <input type="radio"/> 32 big-hearted and unselfish | <input type="radio"/> 64 gives freely of self | <input type="radio"/> 96 overprotective of others | <input type="radio"/> 118 spoils people with kindness |

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APPENDIX F

Agency: _____
 Time working for Agency: _____

Name: _____
 Date: _____

Graduate Performance Assessment

The following evaluation form is to assess the work and professional performance of the graduates of the Sinte Gleska University Human Services Program. You will be asked to assess a variety of dimensions and would request that you be as honest and candid as is possible.

Rating Scale

Extremely Below Requirements 1	Somewhat Below Requirements 2	Meets Minimum Requirements 3	Somewhat Above Requirements 4	Highly Skilled 5
---	--	---------------------------------------	--	------------------------

Professional Demeanor

Please

Circle One

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. Professional maturity (acceptance of responsibility, reliability, judgment). | 1 | - | 2 | - | 3 | - | 4 | - | 5 |
| 2. Able to establish good, sound rapport with all those he/she works with. | 1 | - | 2 | - | 3 | - | 4 | - | 5 |
| 3. Is well motivated and demonstrates initiative. | 1 | - | 2 | - | 3 | - | 4 | - | 5 |
| 4. Exhibits ethical judgment and adheres to standards of professional conduct. | 1 | - | 2 | - | 3 | - | 4 | - | 5 |
| 5. Is punctual, on-time, meets schedules. | 1 | - | 2 | - | 3 | - | 4 | - | 5 |

Competence:

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1. Appears to employ good professional problem-solving skills. | 1 | - | 2 | - | 3 | - | 4 | - | 5 |
| 2. Exhibits an understanding of various cultural and experiential issues of those with whom he/she works. | 1 | - | 2 | - | 3 | - | 4 | - | 5 |
| 3. Demonstrates good case management, client interaction. | 1 | - | 2 | - | 3 | - | 4 | - | 5 |
| 4. Is able to competently employ effective theoretical strategies in one's work. | 1 | - | 2 | - | 3 | - | 4 | - | 5 |
| 5. Is able to effectively separate one's own issues from those with whom he/she is working. | 1 | - | 2 | - | 3 | - | 4 | - | 5 |

Professional Development

- 1. Exhibits interest and desire to further one's competencies (workshops, training, education) 1 - 2 - 3 - 4 - 5
- 2. Participates professionally in staff meetings, work related issues, and community. 1 - 2 - 3 - 4 - 5
- 3. Is able to communicate and write effectively about clients, work, etc. 1 - 2 - 3 - 4 - 5
- 4. Sets a good standard or models appropriate interpersonal and professional skills and lifestyle. 1 - 2 - 3 - 4 - 5
- 5. Is active in community affairs. 1 - 2 - 3 - 4 - 5

Lakota Knowledge

- 1. Is able to relate positively and appropriately to Lakota individuals. 1 - 2 - 3 - 4 - 5
- 2. Appears to possess adequate knowledge of Lakota culture. 1 - 2 - 3 - 4 - 5
- 3. Is respectful to and of Lakota concepts. 1 - 2 - 3 - 4 - 5
- 4. Is familiar with Lakota ceremonies, spiritual practices, and cultural mores. 1 - 2 - 3 - 4 - 5
- 5. Is able to relate positively and appropriately to non-Lakota individuals. 1 - 2 - 3 - 4 - 5





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Office of Educational Research and Improvement (OERI)
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