



# Enhancing and Disseminating a Culturally Responsive Sexual Health Education Curriculum for American Indian and Alaskan Native Youth



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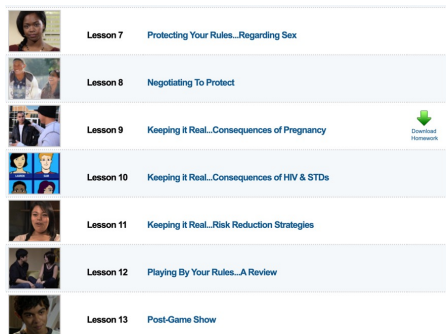
## INTRODUCTION

- Native It's Your Game 2.0 (NIYG 2.0) is a 13-lesson on-line sexual health education curriculum for AI/AN youth with demonstrated cultural acceptability, usability, and feasibility (Fig. 1).<sup>1,2</sup>
- American Indian and Alaska Native (AI/AN) youth experience numerous sexual and reproductive health disparities. There is a critical need for culturally relevant, inclusive, and trauma-informed sexual health education programs to help AI/AN youth thrive.

## PURPOSE

Describe the progress in the development of an enhanced version of NIYG 2.0 to better meet the needs of AI/AN youth

Fig 1 : NIYG lesson menu (excerpt lesson7-13).



## METHODS

Fig 2: Qualitative coding to identify themes

THEMES	CODES
DISABILITY INCLUSION	<p>Contrast/ Readability (C/R): It is difficult to read or see content due to font style or size, lack of contrast or distracting visual clutter.</p> <p>Strobing (STROBE)- There is content that strobes/ flashes in a way that can be harmful for people with epilepsy, migraines, or neurodiversity (such as ADHD or autism)</p> <p>Jarring Noise (JN)- Loud noise used when answer is incorrect or sound is at odds with other volumes.</p> <p>Language Clarity (LC)- Instructions or information is difficult to perceive, is not intuitive or clear.</p> <p>Captioning/ Image Descriptions (C/ID)- Closed Captioning is missing for auditory information such as videos or image descriptions/ all text are missing for visual information.</p> <p>Physical Effort/ Operability (PE/O)- The activity requires excessive physical effort (such as intensive clicking), rapid movement, or very precise movements.</p> <p>Timing/ Tolerance for Error (T/E)- activities lack adequate timing or timing adjustments or incorrect answers or accidental clicks create extreme negative reactions (such as loud or jarring noises).</p>
GENDER & SEXUAL DIVERSITY	<p>Offensive/ Othering Content (O/O/C)- Content or language "others" 2SLGBTQ people (or youth in general), is inappropriate or offensive/ insensitive.</p> <p>Representation (ZREP)- Content lacks inclusion of 2SLGBTQ characters or relationships.</p> <p>Gender Stereotyping (GS)- Content stereotypes or negatively represents one or more genders.</p> <p>2SLGBTQ Content Relevance (2SLGBTQ)- Content or activities are irrelevant to 2SLGBTQ youth (does not include information that applies to same sex relationships, nonbinary people, etc.).</p> <p>Pronouns (PRONOUN)- content lacks of pronouns for characters or neutral pronouns (they) or misgender characters.</p> <p>Identity Exploration (IE)- Content creates space/ opportunity for identity exploration.</p>
TRAUMA INFORMED	<p>Support/ Peer Support (S/PS)- Content connects youth to supportive people/ peers or encourages youth to utilize their support network, content promotes healing through connection.</p> <p>Transparency (TRANSPARENT)- Content foreshadows what is going to come or creates preview of what is going to happen next.</p> <p>Safety (SAFE)- Content creates safety/ sense of safety (physical or psychological) by offering content warnings, avoiding triggering content, or addressing harmful/ unsafe conditions.</p> <p>Empowerment, Voice, Choice (EVC)- Content promotes self-empowerment, promotes youth choice/ decision making, or encourages youth to express their own thoughts/ ideas.</p> <p>Sensitivity to Historical, Cultural, Gender Traumas &amp; Needs (TRAUMA)- Content is sensitive to the lived experiences, cultures, traumas and needs of youth.</p> <p>Mutuality/ Collaboration (M/C)- content is mindful of power dynamics, promotes shared decision making and sharing power.</p>
CULTURAL INCLUSIVITY	<p>Cultural Representation (CRP)- Content lacks inclusion on Native Characters, Cultural Norms or Contexts.</p> <p>Cultural Stereotyping (CS)- Content stereotypes or negatively represents one or more cultures/ ethnicities or skin tones.</p> <p>Cultural Relevance (CR)- Content does not connect youth to culture as a core value or promote cultural connections.</p>
OTHER	<p>Navigation (NAV)- Issue with navigating where you are wanting to go.</p> <p>Broken Link/ Incorrect Content (BU)- Issue with content not aligning with what is supposed to be somewhere.</p>

### Neuro-diverse accessibility enhancement:

Update all fonts to a standard, high contrast, standard font such as Arial



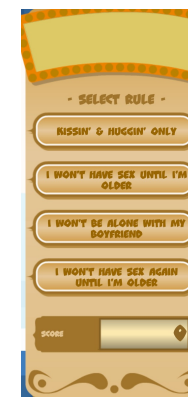
### Trauma-informed enhancement:

Adjust excessive game lighting and buzzers to be less startling.



### LGBTQ inclusivity enhancement:

Switching out "boyfriend" for "partner"



### Phase I. Content Analysis Review

NIYG 2.0 reviewed by subject matter experts and youth (current users) on four domains: Culturally responsive, LGBTQ inclusive, trauma informed, and neuro-diverse accessible.

### Phase II. Tabulation, coding, and thematic analysis

Review feedback was coded (n=24 codes) and cross tabulated by review domain and lesson content (Fig. 2).

### Phase III. Design document prioritizing enhancements based on frameworks

Enhancements identified and evaluated for impact, utility, and resources required to make modifications. Following principles of universal design for ADA specifications and SAHMSA principles of trauma-informed care, we are assessing impact versus effort to inform a design document for the graphic design team.

## RESULTS

Four areas of enhancement were identified with 13 modifications that address cultural needs, 25 changes to ensure that NIYG is disability friendly, 17 trauma-informed changes acknowledging the impact of trauma and delivering mindful content and 29 areas of content modifications to inform sexuality and gender inclusivity (Fig 3).

Fig 3: Recommended enhancements for NIYG 3.0.

Culturally responsive enhancement: Changing skin tones of risky characters to create more balance and Change the home decor to reflect southwestern or northwestern region Native art/ design



## CONCLUSION

This 3-phased approach provided insight into the design of NIYG 3.0 for enhanced inclusivity of AI/AN, sexual minority, neuro-diverse, and trauma impacted youth.

The success and challenges of the adaptation will rely on streamlining of resources, budgetary considerations, and input from the consultant and graphic design team

## REFERENCES

- Shegog R, Craig Rushing S, Jessen C et al. (2017) Native IYG: Improving Psychosocial Protective Factors for HIV/STI and Teen Pregnancy Prevention among Youth in American Indian/Alaska Native Communities. JARC, Vol. 8: Iss. 1, Article 3
- Craig Rushing, S., Stephens, D., Shegog, R., et al. (2018). Healthy Native Youth: Improving Access to Effective, Culturally-Relevant Sexual Health Curricula. Frontiers in Public Health. <https://doi.org/10.3389/fpubh.2018.00225>

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