



High School Pathway Component to Increase the American Indian Public Health Workforce

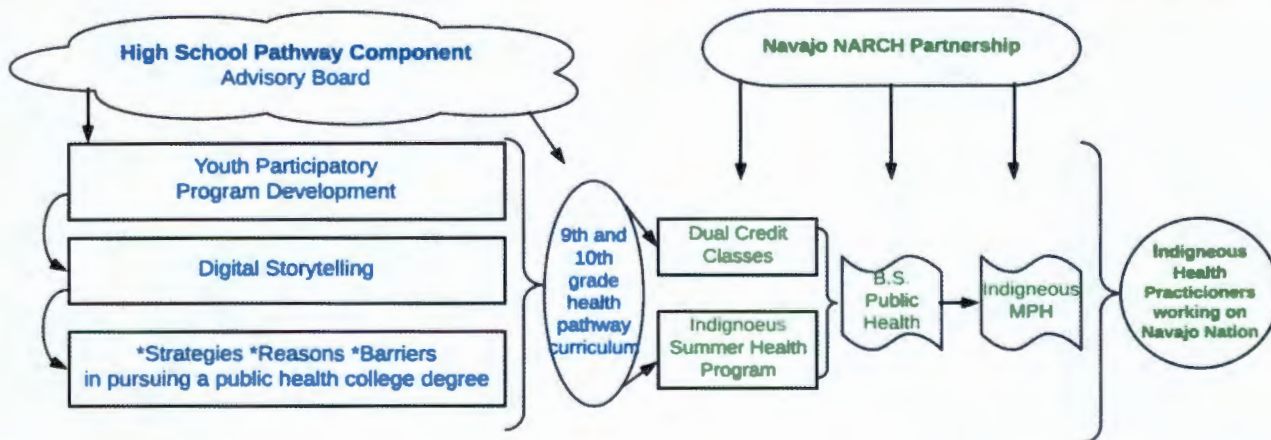
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More American Indian (AI) health professionals are needed to ensure health care and public health prevention strategies for AI populations are culturally relevant and accessible to rural reservation communities. Yet health professional education opportunities are limited for AI youth. The proposed High School Pathway Component project is nested within the larger Navajo Native American Research Centers for Health (NARCH) Partnership that has developed a successful summer program and formed an Indigenous Public Health dual credit program between Central Consolidated School District (CCSD) and Diné College in the past year. This project expands on the current work and the goal is to apply a strengths-based, youth participatory approach to develop a High School Pathway Component for 9th and 10th grade students increasing the likelihood that Diné high school students will pursue college degrees in public health. This goal will be achieved through three aims:

AIM 1: Establish a High School Pathway Component advisory board consisting of CCSD High School staff, students and members of the Navajo NARCH Partnership to ensure the project is relevant and sustainable. The advisory board will meet every other month for one to two hours to 1) provide feedback, 2) review the project timeline and methods, the storytelling guide and 3) review the final digital stories.

AIM 2: Conduct Digital Storytelling (DST) to explore how Diné youth select a public health college major and how they have successfully pursued it at Diné College. **2a)** Through a youth participatory approach, train Shiprock High School students with DST skills based on the Diné Educational Philosophy (DEP). **2b):** The trained high school students will conduct storytelling sessions with 10 AI/AN college students enrolled in B.S. or A.S. Public Health programs at Diné College. **2c):** High School students guide Diné College students to develop three to five minute digital stories highlighting their strategies and reasons for pursuing a public health college major.

AIM 3: Review digital stories in collaboration with the High School Pathway Component advisory board to inform the High School Pathway Component for 9th and 10th grade students of CCSD on Navajo Nation.



Through experiential learning and collaboration with the advisory board this project will develop 10 digital stories highlighting success strategies and reasons for choosing a public health degree, and a curriculum plan that will increase the number of high school students familiar with health related professions and increase the likelihood that Diné high school students will pursue college degrees in health professions.