

Course Description: Research Lab

Indigenous Self-Determination in the Psychological Sciences: Convening Tribal Descendants to Unveil Oral Histories of Ft Marion Prisoners of War

January 2025- March 2025

Instructors: Teresa LaFromboise, PhD., Stanford University
Dolores Subia BigFoot, PhD., OUHSC
Oswaldo Rosales, Advanced Doctoral Candidate, Stanford University

This research lab course is a component of the *Calling Back the Spirits: A Healing Journey Project*. It provides an opportunity for students to learn to gather stories of the experiences of the descendants of 72 Prisoners of War who were incarcerated at Fort Marion, St. Augustine, Florida from 1875-1878. The Convening of Tribal Descendants to Unveil Oral Histories of Ft Marion Prisoners of War is a three-day event within the Calling Back the Spirits Healing Journey Project scheduled for March 25-27, 2025, at the OUHSC.

This course and the convening are funded by a National Endowment for the Humanities award to the University of Oklahoma Health Sciences Center (OUHSC) and a donation from a private donor. This research lab course will support the Convening by instructing students in a research protocol to equip them with the basic skills and knowledge to conduct respectful and ethical oral history research while practicing cultural sensitivity and cultural humility. It focuses on the causes and impact of historical trauma, the legacy of the boarding school and allotment policies, research concepts of informed consent, confidentiality, effective interviewing techniques, and oral story analysis, ensuring that research practices honor the dignity and rights of the descendants.

Course Objectives:

- Understand the impact of historical trauma and federal policies on American Indians.
- Understand cultural sensitivity and cultural humility.
- Understand the ethical principles and research considerations involved in oral history research.
- Gain proficiency in understanding the processes of obtaining informed consent and maintaining confidentiality.
- Gain proficiency in conducting literature searches and summarizing literature in concise abstract form.
- Develop effective interviewing skills to capture authentic and meaningful narratives.
- Gain exposure to analyzing and interpreting oral stories with sensitivity to cultural and contextual factors.
- Understand basic tenets of quantitative-mixed methods research.

Key Topics Covered:

1. Overview of the project:
 - Sensitive collections
 - Historical Trauma
 - Federal Policies
 - Cultural Sensitivity and Cultural Humility
2. Informed Consent:
 - Principles of informed consent in research.
 - Strategies for clearly communicating the purpose, risks, and benefits of the research.
 - Techniques for obtaining voluntary and informed participation.
3. Confidentiality:
 - Legal and ethical considerations for maintaining confidentiality.
 - Best practices for protecting participants' identities and sensitive information.
 - Procedures for secure data storage and handling.
4. Interviewing Techniques:
 - Preparation and planning for interviews.
 - Building rapport and trust with interviewees.
 - Active listening and questioning techniques to elicit detailed and authentic responses.
 - Practical exercises in conducting interviews.
5. Oral Story Analysis:
 - Methods for transcribing and coding oral histories.
 - Analytical approaches for understanding and interpreting narratives.
 - Consideration of cultural, historical, and social contexts in analysis.
 - Presenting and sharing findings respectfully and accurately.

Learning Activities:

- Course Instruction: Interactive sessions on informed consent, confidentiality, and interviewing techniques.
- Guest Lectures: Insights from experienced oral historians and ethical researchers.
- Practical Exercises: Hands-on practice conducting and analyzing oral stories and individual interviews.
- Collaborative Projects: Group work to develop skills in oral history research.

Outcomes:

By the end of the course, students will have an overall understanding of the ethical and practical aspects of oral history research. They will be equipped with the general skills to conduct interviews respectfully, maintain confidentiality, and obtain sufficient content to analyze oral stories with an understanding of cultural humility.

Access: Invitation on a Zoom Link

Length: 12-week course, weekly 2.5 hours from 3 p.m. to 5:30 p.m. most Thursdays. Weeks 6, 7, and 8 will run from 3 p.m. to 6 p.m.

Eligibility: By Invitation

Qualification: Students enrolled in Native American Studies Programs at Rose State, University of Oklahoma, and Oklahoma City University

Weekly Readings

Week 1 (Jan. 16): Historical Trauma Recovery through Ceremony

Brave Heart, M. Y. H. (1998). The return to the sacred path: Healing the historical trauma and historical unresolved grief response among the Lakota through a psychoeducational group intervention. *Smith College Studies in Social Work*, 68(3), 287–305. <https://doi.org/10.1080/00377319809517532>

BigFoot Sipes, D., & Sipes, A. (202?). *Ceremony Teaches Self-Regulation*.

Gone, J. P. (2021). Recounting coup as recirculating Indigenous vitality: A narrative alternative to historical trauma. *Transcultural Psychiatry*, 1-14. (supplemental)

Show Eduardo Duran's YouTube *Hozhonahaslíi: Stories of Healing the Soul Wound* [Part 03]

Week 2 (Jan. 23): Trauma-Informed Care and Resilience

Short Video Explaining Resilience in the Social and Other Sciences:

<https://developingchild.harvard.edu/resources/videos/inbrief-the-science-of-resilience-2/>

McLean, K. C., Fish, J., Rogers, L. O., & Syed, M. (2024). Integrating systems of power and privilege in the study of resilience. *American Psychologist*, 79(8), 999-1011.

Kading, M. L., Kading, P., Gonzalez, M.B., Herman, K. A., Gonzalez, J., & Walls, M.L. (2019). Living a good way of life: Perspectives from American Indian and First Nation young adults. *American Journal of Community Psychology*, 64 (1-2), 21-33.

Lewis, M., Stremlau, R., Walls, M. et al. (2021). Psychosocial aspects of historical and cultural learning: Historical trauma and resilience among Indigenous young adults. *Journal of Health Care for the Poor and Underserved*, 32 (2), 987-1018.

Cwik, M., et al. (2019). "Let our Apache heritage and culture live on forever and teach the young ones": Development of the elders' resilience curriculum, an

upstream suicide prevention approach for American Indian youth. *American Journal of Community Psychology*, 0, 1- 9. (summarize the Johns Hopkins Project)

Show a Harvard video on resilience, including risk factors and protective factors.

Week 3 (Jan. 30): Culture as Treatment

BigFoot, D. S., & Schmidt, S. R. (2009). Science-to-practice: Adapting an evidence-based child trauma treatment for American Indian and Alaska Native populations. *International Journal of Child Health and Human Development*, 2(1), 33–44.

Schultz, K., Walters, K. L., Beltran, R., Stroud, S., & Johnson-Jennings, M. (2016). “I'm stronger than I thought”: Native women reconnecting to body, health, and place. *Health & Place*, 40, 21-28.

Mitchell, T. L., & Maracle, D. T. (2005). Healing the generations. *Journal of Aboriginal Health*, 14-. (supplemental).

Week 4 (Feb.6): Indigenous Creativity (e.g., Indigenous language, Art, Communication)

Neville, H. A., Ruedas-Gracia, N., Lee, B. A., Ogunfemi, N. M., Maghsoodi, A.H., Mosley, D., LaFromboise, T. D., & Fine, M. (2021). The public psychology for liberation training model: a call to transform the discipline. *American Psychologist*, 79 (8), 1248-1265.

deMaría, J., Straits, K. J., & the Artistic Documentation Team, native HeARTs. (2024). Native HeARTs: Digital storytelling through Indigenous Art. *Journal of Community Practice*.
<https://doi.org/10.1080/10705422.2024.2429758>

D. Beaulieu, (2008), Native American education research and policy development in an era of No Child Left Behind: Native language and culture during the administrations of Presidents Clinton and Bush, *Journal of American Indian Education*, 47(1), 10–45,
<http://www.jstor.org/stable/24398504>.

Week 5 Feb. 13): Ft. Marion POW History and Storytelling

O'Keefe, V. M., et al. (2021). Development and dissemination of a strengths-based Indigenous children's storybook: "Our smallest warriors, our strongest medicine: Overcoming COVID-19", *Frontiers in Sociology*, 6, 1-10.



ti-storytelling-1.pdf

Issac, G. article

2 newspaper articles

Week 6 (Feb. 20): Conducting Searches on Academic Databases (3-hour class)

For this class, a librarian will walk you through various steps and strategies to help you find quality articles (e.g., peer-reviewed by other academics) on a variety of databases (e.g., PsycINFO, Google Scholar) by your topic or phenomena of interest (e.g., Effects of ethnic pride on self-esteem) and/or population (e.g., adolescents).

The Library Research Process, Step-by-Step (Including short videos on the peer review process):

<https://guides.lib.umich.edu/c.php?g=1404624&p=10396341>

<https://libguides.wustl.edu/c.php?g=47166&p=302968>

Week 7 (Feb. 27): Evaluating Peer-Reviewed Articles

Literature search using specific searches related to the POW project, finding relevant quality articles, and summarizing them. Assignment: an annotated bibliography of 2 articles (student creates an annotation of the first article, feedback from the instructor, and the student establishes an annotation of the second article, input from the instructor to track improvement). (3-hour class)

Evaluating sources:

<https://libguides.wustl.edu/c.php?g=47166&p=302965>

<https://libguides.lmu.edu/c.php?g=323177&p=6244648>

Week 8 (March 6): Introduction to Qualitative Methods

We will be discussing initiating a project, finding relevant literature, approaches to understanding data, codebook creation, coding, and thematic analysis. Students will use a practice transcript of an interview to practice generating codes and finding themes. We will discuss a concept referred to as *interrater reliability* or *intercoder reliability* as a statistical method for reducing bias in qualitative research. The final step will be to discuss the presentation of data and summarize the analysis. (3-hour class)

Qualitative Research Basics: <https://www.elcworks.co.uk/wp-content/uploads/2024/02/Resource-sheet-the-basics-of-qualitative-data-analysis-v1.pdf>

Deductive and Inductive Approaches to Understanding Data:

<https://www.youtube.com/watch?v=MmonSiFR-il>

Short Video Illustrating the Coding Process (This is done with software, but this is a very quick illustration of the complex process that is useful for a bird's eye view):

<https://youtu.be/v8RlbqcR0RI?si=Zab7Zk02TbdNRV2y>

McHugh M. L. (2012). Interrater reliability: the kappa statistic. *Biochemia Medica*, 22(3), 276–282.

<https://pubmed.ncbi.nlm.nih.gov/23092060/>

Week 9 & 10 (March 13 & 20): Planning the Convening of Tribal Descendants to Unveil Oral Histories of Ft. Marion Prisoners of War

Week 11 (March 27): Convening of Tribal Descendants to Unveil Oral Histories of Ft. Marion Prisoners of War on March 24, 2025

Week 12 (April 3): Follow-up and Evaluation

Further Reading

National Strategy for Suicide Prevention

<https://www.hhs.gov/programs/prevention-and-wellness/mental-health-substance-abuse/national-strategy-suicide-prevention/index.html>

Commission on Native Children Report – The Way Forward

<https://www.acf.hhs.gov/ana/report/way-forward-report-alyce-spotted-bear-walter-soboleff-commission-native-children>

National Congress of American Indians policy page

<https://www.ncai.org/section/policy> focus on health, child welfare, etc.

FEMA national strategy with tribes because we know how much disasters impact wellbeing in Indian Country

<https://www.fema.gov/press-release/20231116/icymi-fema-administrator-unveils-new-tribal-strategy-progress-report>

<https://www.indiancountryecho.org/program/reclaiming-native-psychological-brilliance/>