

Title of Intervention: STOP Diabetes!

Intervention Strategies: Supportive Relationships, Group Education

Purpose of the Intervention: To create a culturally-sensitive diabetes education program

Population: Native American adolescents ages 13-18 years

Setting: The Winnebago Indian Reservation in Winnebago, Nebraska; community-based

Partners: None mentioned

Intervention Description:

- Supportive Relationships: In the STOP Diabetes intervention, four adolescents, self-named the Coyotes, assisted in the development and leadership of the intervention. The image of the coyote symbolizes the concept of indirect education or teaching by example in Native American legend. One learns from the coyote's mistakes or successes. By assuming the symbol of the coyote as their name, the four boys exemplified the concept of indirect education - an important component of Native American education. The Coyotes, by example, indirectly led other adolescents and reflected the cultural aspects of the Stop Diabetes intervention. The curriculum included information about diabetes and the importance of physical activity and good nutrition for prevention. Native American stories and legends provided the cultural framework for discussing the healthful aspects inherent in traditional American Indian life.
- Group Education: Participants attended a half-day workshop, which included traditional games, preparation of nutritious foods and an opportunity to have anthropometric measurements taken and to receive an individualized fitness profile. Participants were given a student manual at the workshop.

Theory: Not mentioned

Resources Required:

- Staff/Volunteers: Adolescent leaders
- Training: Not mentioned
- Technology: Not mentioned
- Space: Room to conduct workshop
- Budget: Not mentioned
- Intervention: Student manual, traditional games, nutritious foods, anthropometric measurement tools
- Evaluation: Questionnaires, evaluations

Evaluation:

- Design: One group, pre- and post-test
- Methods and Measures:
 - Pre- and post-workshop questionnaires were designed to test changes in knowledge.
 - Workshop evaluations were designed to evaluate the efficiency of the workshop.

Outcomes:

- Short Term Impact: Changes in knowledge regarding diabetes were assessed. Eighty-nine percent achieved an increase in knowledge post-workshop score, while 90% reported a positive workshop experience.
- Long Term Impact: Not measured.

Maintenance: Not mentioned

Lessons Learned: For future health education success, it may be helpful to establish links with a broad spectrum of community agencies, develop an adolescent advisory group, define and monitor goals and continue to refine health education materials and data collection instruments that reflect Native American learning styles and traditional culture.

Citation(s):

Marlow E, Melkus GD, Bosma AM. STOP diabetes! An educational model for Native American adolescents in the prevention of diabetes. *Diabetes Educ.* Jul-Aug 1998;24(4):441-443, 446-450.