

# Development of a Northwest Indian College Indigenous Wellness Plan 2015-2017

Updated March 18, 2015

## Rationale:

The purpose of developing an Indigenous Wellness plan at Northwest Indian College (NWIC) is to improve the wellness of Native communities served by the college. Northwest Indian College serves over 1200 students each year who are preparing themselves to live healthy lifestyles and attain skills to provide for their families and communities. Native communities face numerous challenges that adversely affect community wellness. Many of the challenges are due to historical trauma which is a direct result of forced assimilation and genocide. Stemming from this trauma, Indigenous communities continue to face challenges that are obstacles to wellness. These obstacles include, but are not limited to, poor diet and nutrition. In most cases, Indigenous communities were forced to turn away from their traditional diets resulting in numerous health issues. According to a study conducted about obesity in the northern plains communities, Indigenous people have the highest levels of health problems of all ethnicities in many areas related to poor diet. (Zephier et al., 2006) Other health challenges resulting from this drastic shift in lifestyle include: substance abuse, suicide, teen pregnancy, disease, infant mortality, and many other social and behavioral health issues. The NWIC Indigenous Wellness Plan supports and expands on goal nine of the NWIC Strategic Plan for 2010-2017, which focuses on developing place-based wellness programming. It also supports the strategic plan value associated with the Lummi belief of LENGESOT, We Take Care of Ourselves, Watch Out for Ourselves, and Love and Take Care of Each Other. The plan also aligns with and supports the NWIC Land Grant Mission to build tribal prosperity and the NWIC Land Grant Vision that every Indigenous person has access to the resources necessary for the restoration of community prosperity.

## Statement of Intent for the Development of an NWIC Indigenous Wellness Plan:

The end result of this project will include a well-defined framework for wellness at Northwest Indian College. The process described in this planning document is intended to result in the development, approval, and dissemination of an institution-wide Indigenous Wellness Plan that integrates teaching, research, and extension by the Spring quarter of 2017. Departments, programs, and individuals within Northwest Indian College are already contributing to the identification and implementation of wellness programming and activities. The Indigenous Wellness Plan resulting from this initiative will build upon the existing work and develop an overall framework for wellness that is linked to the NWIC Strategic Plan and the Land Grant Mission and Vision of community prosperity.

## Reference

Zephier, E., Hilmes, J., Story, M., Zhou, X. (2006). Increasing Prevalences of Overweight and Obesity in Northern Plains American Indian Children. *Archives of Pediatrics and Adolescent Medicine*. 160 (1), 34-39.

## Logic Model for the Development of an NWIC Indigenous Wellness Plan

Resources	Activities	Outputs	Short/Long Term Outcomes	Impact
<i>In order to carry out the activities we will need the following resources:</i>	<i>In order to achieve our short term outcomes and have the outputs we will have the following activities (events, steps in the process)</i>	<i>These are the products or deliverables (evidence or service delivery) as a result of the project (2015-2017 only)</i>	<i>Project will result in these institutional changes in knowledge, skills, abilities, awareness, practices, and policies – what difference does the project make?</i>	<i>What are the ultimate expected changes within 7-10 years? How will the project change the conditions of the college and community?</i>
<p>Human resources –</p> <ol style="list-style-type: none"> <li>Wellness Plan oversight group to guide plan development process</li> <li>staff and community people to define wellness and to facilitate process</li> <li>staff to identify existing resources and necessary at NWIC and in communities</li> <li>People at other institutions (particularly Native) with wellness initiatives to provide best practice models</li> <li>People to write plan</li> <li>People to develop trainings and training materials</li> <li>People to lead workshop</li> <li>Other resources - funds, space, and time to develop and disseminate the Wellness Plan</li> </ol>	<ol style="list-style-type: none"> <li>Announce beginning of plan development to NWIC Board, staff, students and community</li> <li>Explore the opportunities for and meaning of Wellness and its components – articulate a shared definition, model, metaphor – use CAFÉ and other processes</li> <li>Inventory existing and necessary wellness resources that will go into the Wellness Plan</li> <li>Research and identify best practices and other wellness models</li> <li>Articulate an indigenous wellness vision</li> <li>Write Wellness Plan and plan of operation to enact the Wellness Plan</li> <li>Share the plan with staff – develop and offer workshops, training, and training material</li> </ol>	<ol style="list-style-type: none"> <li>Wellness Plan is developed and approved</li> <li>Workshops and training of staff on the contents and meaning of the Wellness Plan – Workshops complete</li> </ol>	<p><u>Short term (preparation - until Spring 2017 = this project)</u></p> <ol style="list-style-type: none"> <li>The entire college staff knows the contents of the wellness plan</li> <li>The entire college staff has attended a Wellness Plan workshop</li> </ol> <p><u>Medium term (action - through the next strategic plan 2017-2024)</u></p> <ol style="list-style-type: none"> <li>NWIC departments implement the Wellness Plan – departments and individual staff have increased capacity to enact the goals of the Wellness Plan</li> <li>Capacity of students and community to address wellness is increased as a result of enacting the NWIC Indigenous Wellness Plan</li> </ol>	<ol style="list-style-type: none"> <li>The wellness Plan and its components are institutionalized i.e., fully integrated into all of the day-to-day functioning of all aspects of the college, including teaching, research, and extension.</li> <li>Students and community have all of the skills and resources they need for wellness</li> </ol> <p>Long term vision – the ultimate goal is the land grant vision statement - Return to prosperity</p>