



## HEALTH

# Tribal Health (Part 2)

### ESSENTIAL UNDERSTANDINGS

- Tribal government
- Sovereignty

### LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Describe health and wellness services offered by the Siletz Community Health Clinic.
- Describe the philosophy of care that guides the Siletz Community Health Clinic and compare it to the operation of mainstream health systems.
- Demonstrate how to access Tribal health and wellness services.

### ESSENTIAL QUESTION

What is the connection between Siletz Tribal identity, culture, and sovereignty and the way that the Siletz Tribe seeks to meet the health and wellness needs of Siletz citizens?

### LOGISTICS

- Where does the activity take place?  
*Classroom*
- How are the students organized?  
 Whole class    Teams: 3 – 4  
 Pairs    Individually

### TIME REQUIRED

90 minutes

### Overview

This lesson is designed to follow the lesson Tribal Health (Part 1). In this lesson, students will explore the health and wellness services the Confederated Tribes of Siletz Indians (CTSI) offers to its citizens and other community members, with a specific focus on the Siletz Community Health Clinic (SCHC). Students will discuss the clinic's structure and offerings, its approach to restoring and protecting health and wellness, and its role in contributing to CTSI Tribal sovereignty and self-determination. Students will use that knowledge to work in groups to design a community outreach flyer or social media post for the clinic.

### Background for teachers

Since time immemorial, the many diverse peoples who make up the Confederated Tribes of Siletz Indians have relied on carefully developed health systems and medicines to care for themselves and their communities amidst the challenges of traditional life. However, as the massive loss of life and other colossal disruptions of colonialism interrupted these practices, the Siletz Tribal community faced a new set of health challenges. Today, while the legacy of land theft, forced relocation, family



separation, starvation, poverty, medical malpractice, and generations of neglect continue to produce health disparities between Siletz people and the United States population, Siletz Tribal people and leaders remain committed to the health and vitality of their community.

Overcoming health disparities and establishing adequate health services for Siletz citizens was one of the primary motivations behind the Restoration movement of the 1970s.<sup>1</sup> The preamble to the Siletz Tribal Constitution defines the purposes of the Tribe as a government, one of which is to “Help our members achieve their highest potentials in education, physical and mental health, and economic development.” Among many pressing community needs, Tribal leaders and staff members have worked tirelessly to build and expand health services that are managed by Siletz people themselves, rather than the U.S. government. In February 1991, those efforts culminated in the construction of the Siletz Community Health Clinic on Swan Avenue in downtown Siletz, Oregon.

Today, the SCHC operates in an expanded facility completed in April 2010 that offers comprehensive and holistic healthcare and public health services to Siletz Tribal members, members of other federally recognized Tribes, as well as non-Tribal members of the surrounding community. The clinic is a space where Tribal staff can continue the commitment to promoting health and well-being, preventing disease, deepening cultural connectedness,

<sup>1</sup> For more information about Restoration see CTSI Grade 10 Lesson: “The Restoration Movement, 1956-1977.”

## STANDARDS

### Oregon health standards

**HE.2.12.1** - Analyze how culture influences health beliefs, behaviors, and outcomes.

**HE.2.12.6** - Analyze how race and ethnicity influences health beliefs, behaviors, and outcomes.

**HE.3.12.3** - Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.

**HE.4.12.2** - Demonstrate and/or explain how to ask for and offer assistance to enhance the health of self and others in a culturally relevant manner.

### Oregon social sciences standards

**HS.59** - Analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, Tribal sovereignty, and issues of concern, past and present.



and supporting public outreach and education. In addition, CTSI offers health and wellness services to Tribal members who live within an eleven-county service area in western Oregon. Tribal health staff members advocate for the Tribe, for other Native peoples, and for health care justice for all in statewide, regional, and national health policy and planning conversations and collaborations.

In exercising this self-determination in how the health clinic and other Tribal staff members and groups design and deliver health care and public health services, CTSI prioritizes the health and wellness of Siletz Tribal members wherever they call home and in all stages of life. The clinic also helps the Tribe exercise its rights (and responsibilities) as a sovereign nation and benefits the larger surrounding community by providing high-quality health care services to Tribal members as well as members of other Nations and non-Tribal neighbors living near the reservation.

### To prepare for lesson teachers should

- Review all handouts and worksheets for this lesson.
- Ensure students will have access to all materials (printed and/or electronic) and audiovisual resources (e.g., internet access and web-enabled devices such as laptop or tablet computers) needed to participate in this lesson (see “Materials” section).
- Prepare classroom audiovisual technology to display the slides.

### MATERIALS

- Slides (PowerPoint slide deck).
- Classroom audiovisual technology and internet access to display PowerPoint slides and the Siletz Community Health Clinic website (see “Resource”).
- Web-enabled devices for students could also use their own personal smartphones if your school or your own classroom policy permits their use.
- Poster paper and poster-making supplies, such as markers (one set per student group).
- “SCHC Patient Guide” handout (one copy per student group).
- “SCHC Services Worksheet” handout (one copy per student).



## References

- Northwest Portland Area Indian Health Board. (n.d.). *About us*. [Online]. <https://www.npaihb.org/about-us/>
- We R Native. (n.d.). *About us*. [Online]. <https://www.wernative.org/>
- American Psychiatric Association. (n.d.). *Stress and trauma toolkit for treating Indigenous people in a changing political and social environment*. [Online] <https://www.psychiatry.org/psychiatrists/diversity/education/stress-and-trauma/indigenous-people>
- Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of western Oregon*. University of Washington Press.
- World Health Organization. (2000). *World Health Report 2000: Health Systems: Improving Performance*. World Health Organization. <https://apps.who.int/iris/handle/10665/42281>

## Resource

Website of the Confederated Tribes of Siletz Indians' Siletz Community Health Clinic: <https://www.ctsi.nsn.us/tribal-services/healthcare/>

## VOCABULARY

**Health care system** – An organization of people, institutions, and resources that delivers services and care to meet the health needs of specific populations.

**Health disparity** – Preventable differences in the rates or impact of disease, injury, violence, or opportunity to achieve wellness experienced by socially disadvantaged groups.

**Public health** – 1) The health of a group of people as a whole. 2) The professional field of protecting the health of the whole community, by promoting healthy lifestyles and by detecting, researching, and preventing diseases and injuries.

**Behavioral health** – Resources and services to help individuals and families improve and maintain mental well-being.

**Community health** – Resources and services designed to help all community members in a certain area make and maintain healthy choices and improve their quality of life.

**Trauma** – 1) A physical injury (e.g., “blunt-force trauma”). 2) An emotional response to a terrible event like an accident, crime, or natural disaster.

**Protective factors** – Conditions, characteristics, and relationships that shield individuals from the negative consequences of exposure to risk.

## Considerations for teachers

### Assessment

The core activity of this lesson is focused on student discussion and engagement with primary texts. Teachers can assess student learning by monitoring pair and small group discussions. In addition, the “SCHC Services Worksheet” (see “Materials” section) used in Activity 2 and the outreach flyers or social media posts students create in Activity 3 can be used as formal or informal summative assessments for individual students and/or student groups. Teachers can review them for accuracy, level of effort, and completion.

### Practices

- *Small groups* – Small group activities allow students to share and analyze ideas with three to five other people. This practice can be good for students who do not feel comfortable sharing their ideas with the whole class. The teacher should monitor group discussions to determine the degree to which students are understanding the concepts and contributing to the group.
- *Classroom discussion* – Large group, whole class discussion allows students to share their thoughts with each other. For the instructor, this practice is a good way to take the pulse of the group and see what general themes are emerging. For students, large group discussion can be a way to express themselves or to hear differing perspectives from others.

### ADAPTIONS FOR DISTANCE LEARNING



The lesson is primarily structured around group discussion and exploration, but much of it can be adapted for distance or independent learning purposes. Be sure all students have either print or electronic access to the materials described. A suggested sequence follows:

1. Hold a class meeting online and, using the PowerPoint slides and the steps in Activity 1 (“Warm-Up”), have students respond to the discussion prompt provided on slide 2 (“Warm-Up”). Alternatively, you can post the discussion prompt in your school’s online classroom platform or an online document and have students respond to it asynchronously.
2. Have students complete Activity 2 (“Tribal Approach to Meeting Health and Wellness Needs”) in small groups working synchronously (e.g., via web-conference breakout rooms) or asynchronously through your school’s online classroom platform or other online document or collaboration tool. Alternatively, you can direct students to complete the activity independently or as homework. Ensure students have access to any information, documents, or links they need to complete the work, including the PowerPoint slides and the Siletz Community Health Clinic web page. This may mean providing print or electronic copies of lesson materials and/or reformatting documents so students can work with them virtually.

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## Learning targets

- I can describe health and wellness services offered by the Siletz Community Health Clinic.
- I can describe the philosophy of care that guides the Siletz Community Health Clinic and compare it to the operation of mainstream health systems.
- I can demonstrate how to access Tribal health and wellness services.

## Appendix

Material included in the electronic folder that support this lesson is:

- Slides\_Tribal\_Health\_Part\_2.pptx
- SCHC\_Patient\_Guide.pdf
- SCHC\_Services\_Worksheet.pdf

## ADAPTIONS FOR DISTANCE LEARNING



*(Continued)*

3. Have students complete Activity 3 (“Outreach Message”) in small groups working synchronously (e.g., via web-conference breakout rooms) or asynchronously through your school’s online classroom platform or other online document or collaboration tool. Alternatively, you can direct students to complete the activity independently or as homework.
4. Convene one or more follow-up online class meetings to review and debrief student group (or individual) work, reflect on the lesson together (see steps in Activity 4, “Reflection”), and answer any remaining questions.

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## Activity 1

# Warm Up

*Time: 15 minutes*

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### Overview

Students engage in a thought experiment to activate their prior knowledge and prepare for the lesson.

### Step 1

Display slide 2 (“Warm-Up”) and review the prompt with the class. Then have the students discuss the prompt with a partner. The prompt engages students in a thought experiment about steps they would take to help an older relative or neighbor get several health care needs met.

### Step 2

Ask for a few volunteers to share what they discussed in their pairs. Encourage students to think deeper about the structure of the health care system and how easy or difficult they think it is to access physical and behavioral health care.

Some suggested prompts include:

- *If there is a need to travel to different locations to see different care professionals.*
- *How care is paid for (i.e., out-of-pocket, using health insurance, etc.).*
- *How to coordinate different types of health services.*
- *Who could help the students and their relative or neighbor to access care.*

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## Activity 1 (Continued)

### Step 3

Share the following to summarize the purpose of the thought experiment and set up the activities to come:

**Say:**

*All people need help staying healthy throughout their lives. Human societies identify and support people to serve as healers, doctors, and teachers to help others prevent and recover from illnesses and injuries. Families and culture also play a role in helping people stay healthy as well as providing them with security, a sense of belonging, and help meeting their physical and emotional needs. For many people in the U.S., the experience of getting physical and behavioral care needs met is often complex, confusing, and expensive.*

### Step 4

Display slide 3 (“Siletz Community Health Clinic: Mission”) and review with students, making a transition to the next activity.

**Say:**

*The Confederated Tribes of Siletz Indians is committed to supporting its citizens and other community members in protecting and restoring their health and wellness. The Siletz Community Health Clinic works to provide a “one-stop shop” that helps people access multiple types of health and wellness services. It also helps people understand and use different types of insurance plans, make healthy choices, and find classes and activities that help them stay healthy and connected to others. As a Tribally sponsored organization, the clinic also supports traditional health and wellness practices and helps Tribal members overcome the health effects of intergenerational trauma.*

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## Activity 1 *(Continued)*

### Step 5

Review the learning targets and vocabulary for the lesson.

### Step 6

Pause to take any questions from students before moving on.

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## Activity 2

# Tribal Approach to Meeting Health and Wellness Needs

*Time: 30 minutes*

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### Overview

Students review a framework of health and wellness services. Then they use it to examine the SCHC web page and patient guide and identify ways in which the Siletz Tribe supports the health and wellness needs of its members and others.

### Step 1

Sort students into groups of three or four using your preferred sorting method and have them reorganize into new table groups.

### Step 2

Distribute one copy of the “SCHC Patient Guide” handout to each table group.

### Step 3

Distribute one copy of the “SCHC Services Worksheet” handout to each student.

### Step 4

Display slide 4 (“Clinic Services”).

### Step 5

Review and discuss the handouts and slide with students, explaining any unfamiliar words and reviewing the examples of each type of service provided in the handout.

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## Activity 2 (Continued)

### Say:

*The handout and slide identify different types of help individuals and families can receive from the Siletz Community Health Clinic to help them stay healthy and well. Some services prioritize Tribal members, while other services are available to other local community members.*

### Step 6

Support student groups as they get online using classroom technology or their own devices and navigate to the SCHC web page (see link in “Resource” section or have students use a search engine to find it).

### Step 7

Invite students to go on a “treasure hunt” on the SCHC web page and in the SCHC patient guide handout. They should look for examples of different types of health and wellness services offered by the clinic and write down the service name and a short description in the section(s) of the “SCHC Services Worksheet” where they best fit. You may choose to have each group find examples of SCHC services for all rows of the handout, or you could assign groups to focus on and find examples for just one or two rows. Reassure students that they do not need to read or understand all information provided on the web page and in the patient guide, as some programs and services have longer descriptions, more technical terms, and links to additional documents. Rather, students should skim or scan the web page and handout and look for labels, keywords, short descriptions, and other clues to get the general sense of what type of service is being offered. You might consider modeling how the activity should be completed by working through an example together with the whole class, reviewing an SCHC service and then placing and describing it in a row of the handout.



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## Activity 2 (Continued)

### Step 8

Allow time for student groups to work on the activity. Walk around the classroom and monitor students as they work, ensuring they are on task and redirecting or answering questions if they are stuck or off task.

### Step 9

When groups are finished (or have made satisfactory progress), ask the groups to take turns summarizing what examples of each type of SCHC service their group found.

### Step 10

Prompt students to think about what they learned or noticed in their research on health and wellness services the SCHC offers that might be special or unique to the Siletz Tribe. You can use the following prompts:

- *These types of health and wellness services are offered by other organizations, such as health systems, individual health care professionals, and government and nonprofit organizations. What do you think makes them unique or different when offered by the Siletz Tribe?*
- *Why might a Siletz Tribal member choose to receive health and wellness services from the Siletz Community Health Clinic instead of other providers?*
- *What services did you see that you think are particularly important for Tribal members who are adolescents or teenagers?*
- *How does helping meet the basic needs of its members—including health and wellness—express Siletz Tribal identity and sovereignty?*



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## Activity 2 (Continued)

### Step 11

Guide students to a deeper understanding of the ways in which the services offered by the SCHC are an expression of Siletz Tribal sovereignty.

**Say:**

*Siletz Community Health Clinic services are designed for use by Siletz Tribal members. The care is tailored to respect the unique needs and experiences of the Siletz people and to support Siletz Tribal cultural values and aspirations. These services recognize and honor the unique identity of Siletz Tribal people. They embody the collective identity of the Siletz Tribe and its sovereign rights and responsibilities to support the health and welfare of its people.*

### Step 12

Pause a moment and discuss historic and intergenerational trauma with students to deepen their understanding.

**Say:**

*For instance, health clinic programs design services that acknowledge that many Tribal members may need extra support to recover from poor health outcomes resulting from historical, intergenerational trauma. Witnessing or being directly involved in violent struggles carries physical and psychological risks that can be passed down through generations. Symptoms of intergenerational trauma can include substance abuse, depression, anxiety, low self-esteem, anger, and suicidal thinking. The Siletz people and other Native Americans are at greater risk of the poor health outcomes resulting from intergenerational trauma due to losses from epidemics, land theft, colonization, forced relocation, and forced assimilation throughout their histories.*



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## Activity 2 (Continued)

### Step 13

Share information about how the Siletz Community Health Clinic is able to help Tribal members overcome historical, intergenerational trauma and live healthier and happier lives.

**Say:**

*The clinic's services embody a "whole person" approach to health and wellness that not only treats specific diseases and injuries but also supports people to make choices and live in ways that keep them healthy and well throughout their lives. This includes recognizing and taking pride in their cultural heritage. Clinic staff can connect Tribal patients to cultural and educational activities and events offered by CTSI and seek out clinicians who understand community values and beliefs. Many studies have demonstrated that feeling connected to history and culture is a protective factor—a condition, characteristic, or relationship that shields people from the negative consequences of exposure to risk—for Native people.*

### Step 14

Invite students to brainstorm a list of additional examples of protective factors. If students need prompting, examples could include:

- *Friends.*
- *Family.*
- *Activities.*
- *Religious organizations and practices.*
- *The natural environment.*

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## Activity 2 (Continued)

### Step 15

Prompt students to consider how the Siletz Tribal Health Clinic can benefit the larger community.

**Say:**

*We've talked about the ways that the Siletz Community Health Clinic is tailored to the needs of the Siletz Tribal community. But the clinic also serves people enrolled in other Tribes as well as members of the general community. How might offering health services to non-Tribal community members help to further the clinic's mission?*

### Step 16

Give students a few moments to consider the question and invite them to share their thoughts with the class. Then, offer the following:

**Say:**

*Accessing quality health care can be difficult for people living in rural areas. The clinic is an important community resource for many people, both Native and non-Native, living near the Oregon coast. The Tribe is committed to supporting the health and wellness of the broader community in which its citizens live.*

### Step 17

Take any questions from students before moving on.

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## Activity 3

# Outreach Message

*Time: 30 minutes*

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### Overview

In this activity, students will work in groups to design an outreach flyer or social media post to promote one of the services offered at the Siletz Community Health Clinic.

### Step 1

Re-sort students into new groups of three to four using the sorting method of your choice, then provide a preview of the activity.

#### Say:

*One of the challenges for public health professionals is conveying information to the public. This starts with informing people about available resources and support. To wrap up, we are going to create a social media post or outreach flyer highlighting one of the Siletz Community Health Clinic services that you've learned about today. As you work, I want you to think about what information you want to convey and how to make that information accessible, interesting, and clear with your post or flyer.*

### Step 2

Pass out poster paper and supplies to student groups or direct students to digital tools to create flyers or visual displays.

### Step 3

Display slide 5 ("Outreach Message") and provide instructions for the activity. Students will work in groups to create a design for an outreach flyer or social media post promoting one of SCHC's services. Encourage students to be thoughtful about how to present information clearly, accessibly, and accurately.

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### Activity 3 *(Continued)*

#### Step 4

Allow time for student groups to work on the activity. Walk around the classroom and monitor students as they work.

#### Step 5

When groups are finished (or have made satisfactory progress), ask groups take turns presenting their designs.

#### Step 6

Take any questions from students before moving on.

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## Activity 4

# Reflection

*Time: 15 minutes*

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### Overview

In this activity students reflect on and summarize what they learned in the lesson.

### Step 1

Restate learning targets for the lesson and review with students. Ask if they have any questions about what they learned.

### Step 2

Ask students to share with their groups what stood out or surprised them the most in the lesson. Ask for volunteers to share their responses with the whole group.

### Step 3

Collect completed "SCHC Services Worksheet" handouts from students and/or the outreach flyers/social media posts from student groups if using them for assessment purposes.