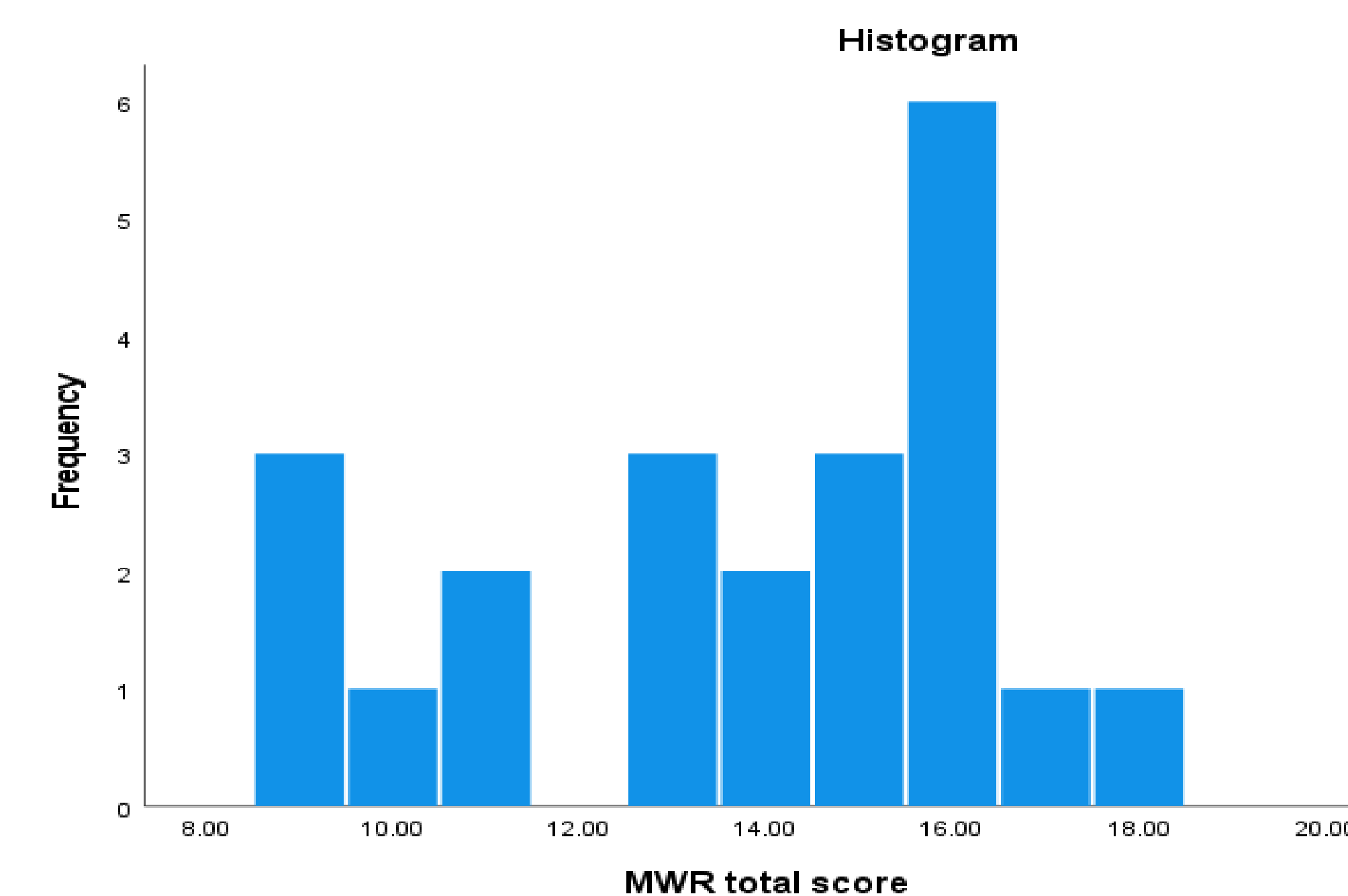


RETHINKING INDIGENOUS YOUTH WELLNESS ASSESSMENTS

A Decolonized Approach to Development and Piloting

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INTRODUCTION

Challenges exist working within colonial systems that have structural gaps to addressing Indigenous child and family needs.

There is a lack of culturally aligned measurements of wellness appropriate for Indigenous children and youth.

A team of Indigenous researchers led the development and piloting of such a measure, entitled the Maaminosewin Wellness Reflection (MWR) through an Indigenous Council.

AIM

- Determine the feasibility and acceptability of the MWR
- Build knowledge surrounding the extent to which the MWR compares to other assessments.

METHOD

- Youth pilot study for trial of culturally safe and community developed assessment
- Series of wellness assessments for comparison: MWR, Pediatric Quality of Life Inventory (PedsQL), EPOCH Measure of Adolescent Wellbeing, and Awo Taan Pre-Assessment Wheel
- Qualitative interview questions

RESULTS

Demographics

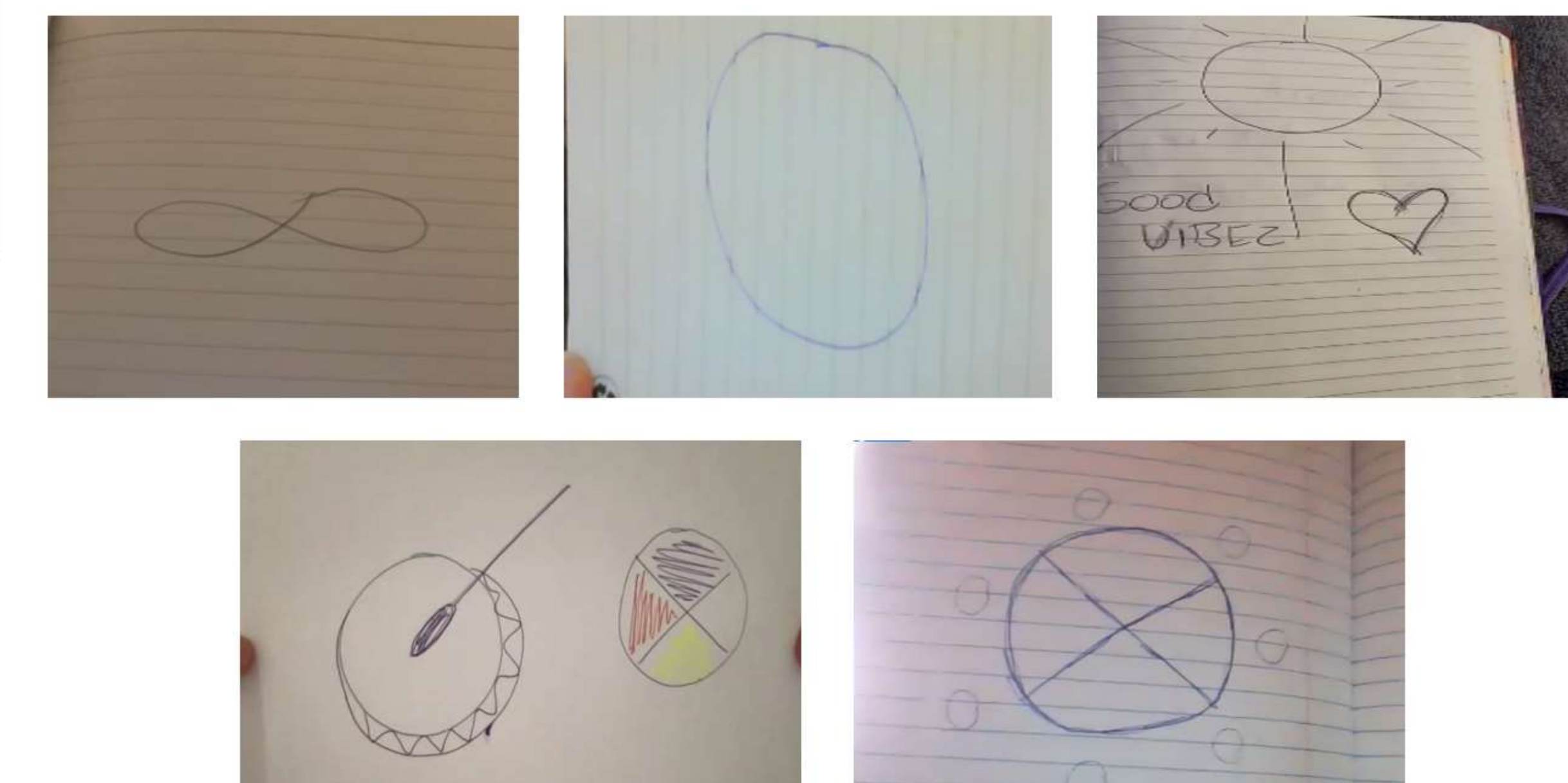
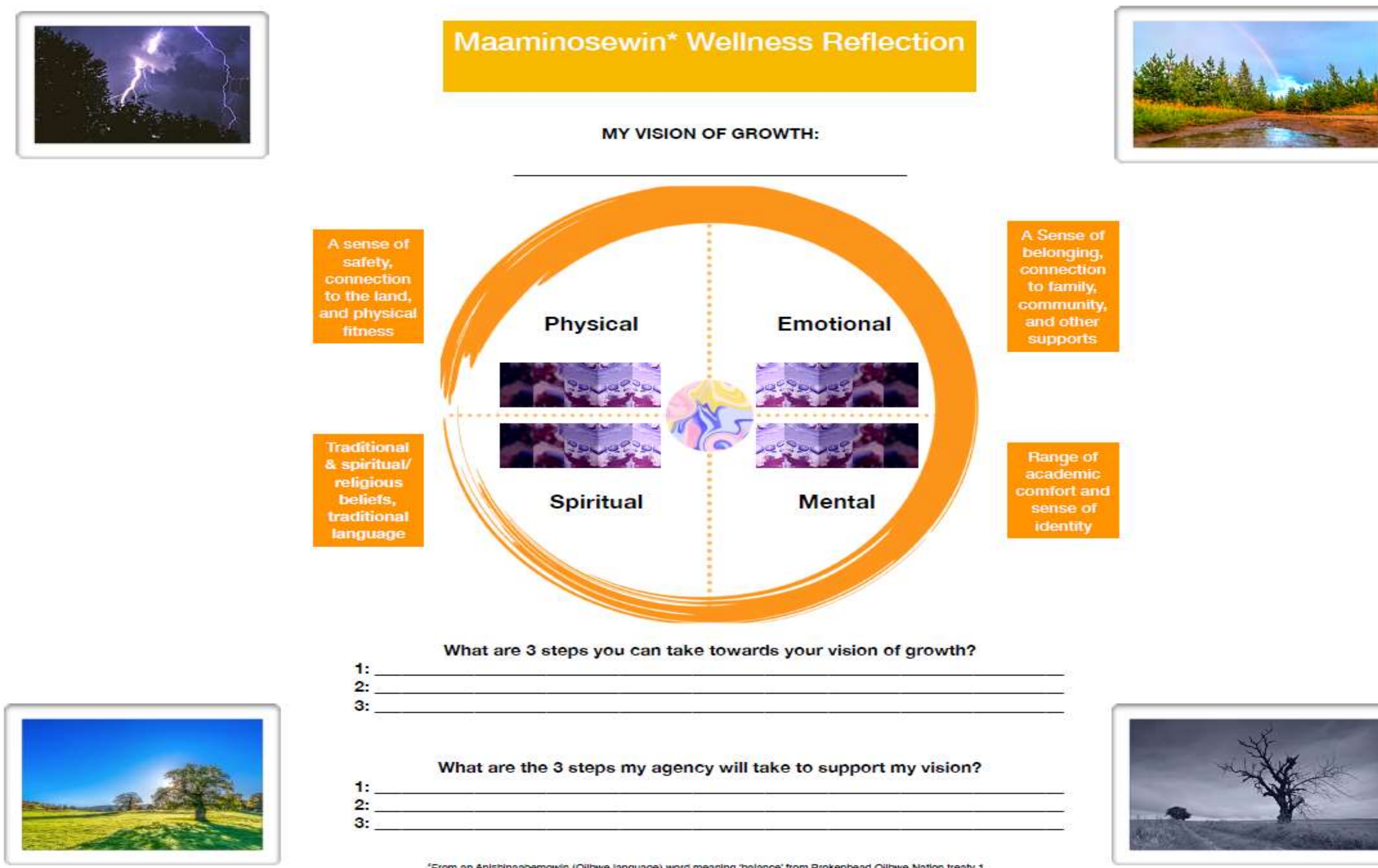
- N = 22
- 77% FN
- 23% Metis
- Ages 14-25

Feasibility and Acceptability

- 82% preferred MWR
- Wholistic
- Drawing component
- Introspective

Significant Associations:

- Discrimination experiences x PedsQL measure
 - Family resource adequacy x the MWR and EPOCH scores
 - MWR x EPOCH and Awo Taan scores
- ### Regression Analysis:
- PedsQL scores predicted by discrimination and resource adequacy



CONCLUSION AND NEXT STEPS

This work represents the culmination of an Indigenous-led multi-collaborator process to understand Indigenous youth wellness. We expect this to provide Indigenous-serving agencies and organizations with a culturally safe method of inquiry into wellbeing for clients and participants they are seeking to support.

We will be disseminating our findings to local Indigenous-led organizations and agencies through knowledge sharing meetings.

We recommend that future research be undertaken to continue exploring the acceptability and feasibility of this measure with larger sample sizes.

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I would like to acknowledge my Anishinaabe identity and disclose that I am a member of Sandy Bay First Nation, on Treaty 1 Territory where this research was conducted. Our project team is comprised exclusively of Indigenous students. I would also like to extend my sincere thanks to my advisor Dr. Leslie Roos and co-advisor Sandra Hunter for their guidance and support of this work. Thank you to the University of Manitoba for funding contributions through the University Indigenous Research Program grant.



Theme	Quote
Autonomy	"I want more opportunities where I feel really free..."
Culture	"I do things to make myself more connected. You know, I only started feeling accepting in high school because of racism and that kind of set myself up like hating, being Indigenous. But then I started, you know, reconnecting with culture."
Education and Academics	"School puts a really extra, a lot of stress and at the end of the year I was, I wouldn't say I was in a very good place. I was very anxious and stressed out."
Financial Security	"And I'd like to have less worries about financial stuff, like making sure my bills are paid and all that stuff. I'd like to have a little bit more financial freedom or stability."
Land	"Having the ability to be on the land, like having a connexion with the land is so important to me, and not something I'm currently experiencing." "Nature could heal you as simply as just listening to nature could heal you mentally."
Mental Health	"When I'm happy, I know I'm happy, but it's just like, there's always a little bump, like it isn't a straight line as much."
Social Connection	"...the hydro ran off from here, so we didn't have power for a while, [it was] really time for us to get together and we were just laughing and stuff. Made the most out of the situation." "And I think when I'm with my kin, when I'm physically in the presence of people who understand me and respect me, I feel really safe."