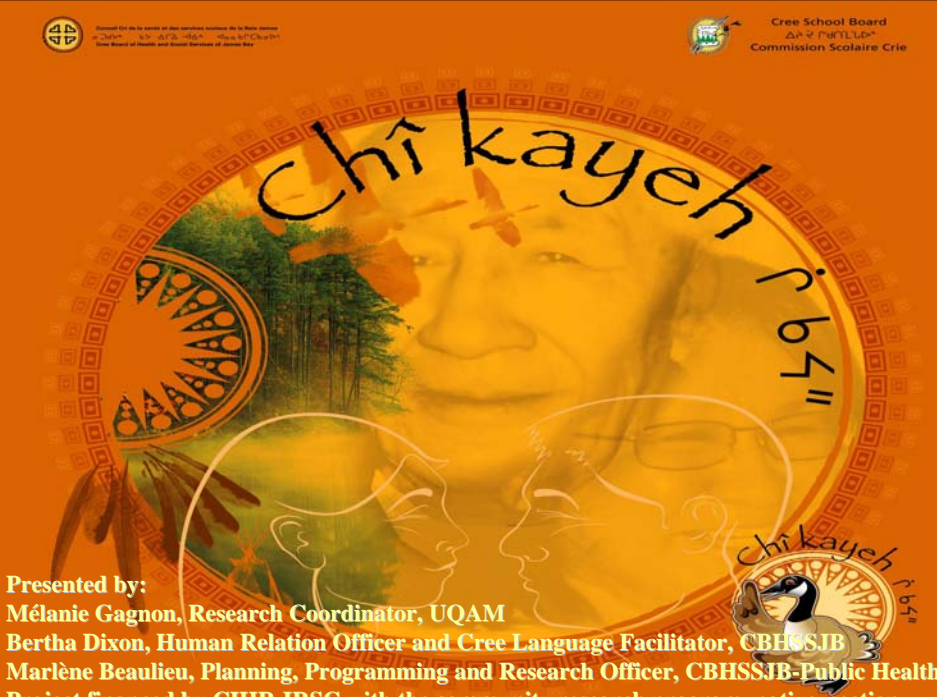


Cette présentation a été effectuée le 21 novembre 2007, au cours de la journée « Miser sur la jeunesse autochtone aujourd'hui pour des communautés en santé demain » dans le cadre des Journées annuelles de santé publique (JASP) 2007. L'ensemble des présentations est disponible sur le site Web des JASP, à l'adresse <http://www.inspq.qc.ca/archives/>.



**Presented by:**  
Mélanie Gagnon, Research Coordinator, UQAM  
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Project financed by CIHR-IRSC with the community research program, native section

## Overview of the presentation

- Development of the Chî kayeh program
- Description of the Chî kayeh program
- Evaluation of the Chî kayeh program

## The Chî Kayeh program

- Peer educator program in promotion of sexual health and prevention of sexually transmitted infection including HIV-AIDS
- Sensitive to Cree realities, as well as ways of being and learning of the youth from Eeyou Istchee (EI).
- Theoretical foundations for the program
  - Theory of planned behaviour
  - Collaborative learning

## Background

- STI rates are consistently higher in EI than elsewhere in Québec
- HIV-AIDS is growing rapidly in native communities across Canada
- Many parents feel their youth need to be educated on sexual health at home and at school in order to prevent unplanned pregnancies

A sunset over a body of water with several kayakers in the distance. The sun is low on the horizon, creating a bright reflection on the water. The sky is a mix of orange and yellow.

## How the Chî kayeh program was developed

### **Support and collaboration**

- School administrators in Waskaganish and Waswanipi (2005).
- Parents Committees : resolution and letter of support for the program and it's evaluation
- Community advisory committees
- School Commissioners : resolution to integrate program into the regular curriculum
- Staff members in both clinics : quick referral process between the teachers and the clinic

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## How the Chî kayeh program was developed

- Focus group discussions were held with the advisory committee in each community: CHRs, elders, parents, principal, teachers, youth pastors, doctors, nurses, etc.
- Students answered an anonymous questionnaire on sexual health. Their beliefs towards sexuality and relationship were integrated into the program.



### Recommendations that emerged from the consultation

#### **The new program should include:**

- Traditional teachings and Cree values
- STI- HIV prevention, the consequences of teen pregnancy on young parents and their family
- Peer pressure in regard to alcohol abuse and being sexually active at a young age
- Fetal Alcohol Spectrum Disorder (FASD)
- Prevention of sexual violence (date rape)
- Compassion toward people living with HIV-AIDS

A sunset over a body of water with a rowing team in the distance. The sun is low on the horizon, creating a bright reflection on the water. The sky is a mix of orange and yellow.

## Overview of the program

- 2 credits course for Sec 3 or 4 students
- Pilot project in Waswanipi and Waskaganish
- The goal is to prevent STI - HIV infections and unplanned pregnancies by helping students develop the skills needed to make healthy choices (i.e. postpone sexual intercourse with a new partner or use a condom if they are sexually active).

A sunset over a body of water with a rowing team in the distance. The sun is low on the horizon, creating a bright reflection on the water. The sky is a mix of orange and yellow.

## Description of the program

- 47 lessons
  - Step 1: Learning about sexual health (35 lessons)
  - Step 2: Peer education component (10 lessons)
  - Step 3: Transferring skills to other situations (2 lessons)

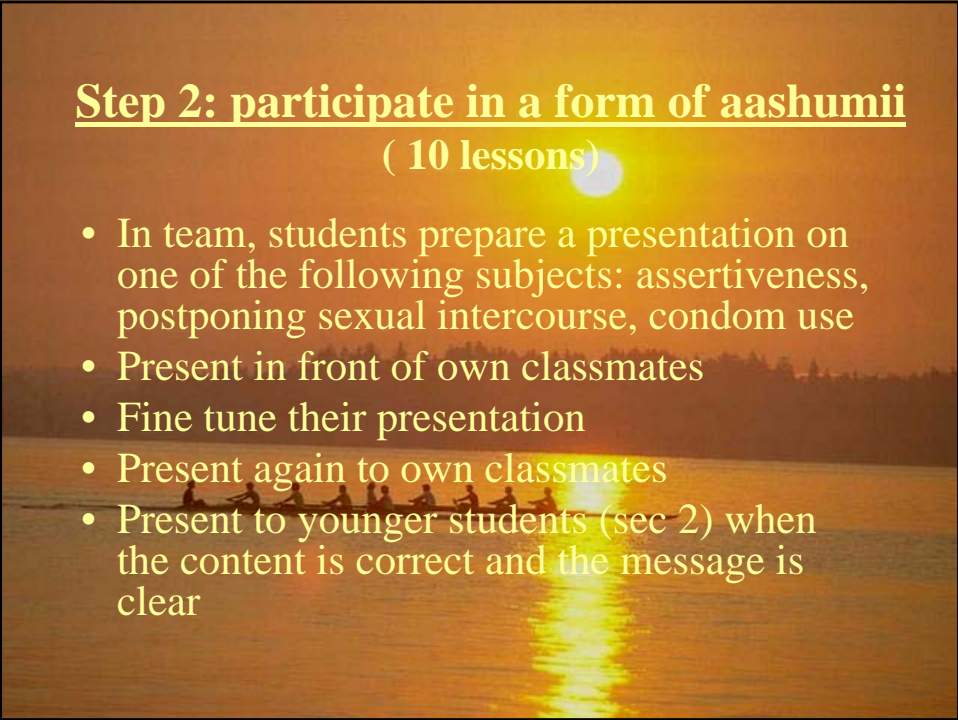
## Step 1 : Learning about sexual health

35 lessons

- Introduction to Chî kayeh program (1 lesson)
  
- Healthy sexuality : (12 lessons)
  - Stages of life
  - Sacred circle of life
  - Cree traditions (ex: Moon...)
  - 4 aspects of healthy sexuality
  - assertiveness in love relationships
  - resisting peer pressure

## Step 1 : Learning about sexual health (...)

- Waiting until later to have sexual intercourse, condom use, prevention of STI-HIV and unplanned pregnancies (12 lessons)
  
- Unhealthy relationships : (4 lessons)
  - Effects of alcohol abuse and abusive control in dating relationships including date rape
  
- FASD prevention (6 lessons)



**Step 2: participate in a form of aashumii**  
**( 10 lessons)**

- In team, students prepare a presentation on one of the following subjects: assertiveness, postponing sexual intercourse, condom use
- Present in front of own classmates
- Fine tune their presentation
- Present again to own classmates
- Present to younger students (sec 2) when the content is correct and the message is clear



**Step 3: Transferring skills to other situations**  
**(2 lessons)**

- Those two lessons have to be developed according to teachers and advisory committees suggestions.

## Evaluation of the Chî kayeh program

Principal investigator: Joanne Otis

- Canada Research Chair in Health Education, UQAM
- 3 years evaluation financed by CIHR-IRSC with the community research program, native section (2006-2009)
- Co-investigator: Gaston Godin (Université Laval), Joseph Lévy (UQAM), Françoise Caron, Marlène Beaulieu et Manon Dugas (CCSSBJ)

General objective of the evaluation

- Validate and improve the program (2006-2008)

Specifics objectives of the evaluation

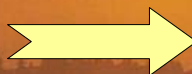
- Describe the process and the effects of the program (ex: What did students like or dislike, what did they learn) (2006-2008)
- Describe the contextual factors which seem to modulate the implementation of the Chî Kayeh program

## Evaluation of the Chî kayeh program

Conceptual framework for the description of the contextual factors

Contextual factors:

- Individual
- Organisational
- Inter organisational
- Environmental
- Link to the program



Implementation

Specifics objectives of the evaluation (suite)

- Develop a training curriculum for teachers (2008-2009)
- Develop an implementation guide (2008-2009)
- Develop a questionnaire so we can evaluate the effectiveness of this program later on (2008-2009)



## Methodology

- Feedback from teachers in a journal  
(after each lesson)
- Interviews with some members of the parents committees, the principals and some support staff of the school, the parents, the teachers and some students  
(before goose break)
- Questionnaire completed by all Chî kayeh students  
(before goose break)

## CONCLUSION

- Culturally adapted program
- Program based on scientific knowledge
- The language used is accessible
- The content and the teaching methods are designed to meet the specific needs of our youth.
- If the result is positive, the revised program will be implemented in all the schools of EI.



**Thank you!**

**Any questions???**

**Chî Kayeh team**