## Fostering inclusion and meaningful engagement: A scoping review on training and supporting

# Indigenous youth in co-developing research

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#### Introduction Results Detailed guidance on meaningful and respectful engagement in Characteristics of health research with Indigenous communities is available, yet there is **Included Studies:** minimal literature available on Indigenous youth community-based research training (Melro et al., 2024). In an effort to conduct research in Years **Research Fields** a meaningful way with Indigenous youth, the ACCESS Open Minds **Primary Country: Published:** Included: Indigenous Youth Mental Health and Wellness (AOM-IYMHW) Network Canada, 54% (20/37) (ACCESS Open Minds, 2024) undertook a scoping review with analysis of 2000 - 2004, 3% (1/37) USA, 21.5% (8/37) Health & wellness, 43% (16/37) 2005 - 2009, 8% (3/37) Australia, 21.5% (8/37) Environmental science, 22% (8/37) informal and formal training for Indigenous youth over the past 25 years. 2010 - 2014, 8% (3/37) New Zealand, 3% (1/37) Education/research, 19% (7/37) 2015 - 2019, 38% (14/37) Geography, 5% (2/37) 2020 - 2024, 43% (16/37) The following research questions guided the review: Archaeology, 5% (2/37) Justice/law, 3% (1/37) Characteristics of What are the characteristics of informal and formal community-based Technology, 3% (1/37) research training programs for Indigenous youth? Included Youth: How do these programs differ in their approaches, methodologies, and outcomes? Youth were involved in Participant age: training programs as: Youth involved in programs ranged from Method 10 - 30 years old: most included youth Youth participants Youth participants Youth between the ages of 15 - 25. (in training initiatives) (in research projects) co-researchers \*14 studies did not include information on = 48% (16/33)= 36% (12/33)= 15% (5/33)Studies from databases/registers (n = 1356) how many youth were included. Web of Science (n = 617)References from other sources PsycINFO (n = 184) Characteristics of (n = 3810)Bibliography of Indigenous Peoples in Citation searching (n = 3810) Training Initiatives: North America (n=4) ProQuest (n = 551) Number of youths Who gave the Setting **Duration** involved: training? References removed (n = 226)Program lengths ranged Members of the research Programs ranged from In-person = 82% (27/33) Duplicates identified manually (n = 10) from one-hour single including one to team = 94% (31/33)In-person, land based Duplicates identified by Covidence (n = 216) sessions to two-week hundreds of youth: most **Elders** = 18% (6/33) = 12% (4/33)Marked as ineligible by automation tools (n = 0)camps: most were included between 10 -Other professionals = 18%**Hybrid** = 6% (2/33) between 2 - 5 days. Other reasons (n = 0)(6/33)20 youth. Remote/virtual = 3% (1/33) Community members = 15% \*12 studies did not specify \*9 studies did not specify \*3 studies did not specify (5/33)**Students** = 9% (3/33) Overview/introduction to research, 42% (14/33) Indigenous youth = 3% (1/33) Studies excluded (n = 4744) Studies screened (n = 4939) Research processes, 21% (7/33) \*2 studies did not specify Study design, 2/33 Research ethics, 36% (12/33) Studies sought for retrieval (n = 195) Studies not retrieved (n = 3)Researcher responsibilities, 1/33 Indigenous identity of youth involved: Data storage, 3% (1/33) Data management, 6%, (2/33) Canada: Studies excluded (n = 155) Studies assessed for eligibility (n = 192) Data collection and methods, 15% (5/33) First Nations: 9 Wrong outcomes (n = 2)Interviewing skills & facilitation practice, 36% (12/33) Métis: 1 Non-youth focused (n=17)Inuit: 13 Participant observation, 6% (2/33) Wrong intervention (n = 3)Unspecified: 2 Recruitment, 15% (5/33) Wrong study design (n = 37) **United States:** 7 Photovoice, 15% (5/33) Published before 2000 (n = 2) Data coding and analysis, 9% (3/33)

## Discussion

Specific skills, 27% (9/33)

Archaeology, 6% (2/33)

Film-making and editing, 9% (3/33)

### Limitations

Included

• Examined only training programs that have been detailed and published in peer-reviewed academic journals.

Non-Indigenous population (n = 14)

No clear training program

mentioned (n = 80)

- Exclusion criteria may have resulted in community-oriented training programs involving, but not targeting youth being screened out.
- Community members must also be equipped with training to ensure the sustainability of research in communities after the completion of studies.

#### Implications/Next Steps

Studies included in review (n = 37)

- Interviews will be conducted with research-involved Indigenous youth to gain insight into their experiences.
- A guide on wise practices for meaningfully engaging Indigenous youth and communities in research will be developed through the AOM-IYMHW Network.

#### Key References:

ACCESS Open Minds. (2024, March 6). ACCESS Open Minds. https://accessopenminds.ca/ Hayward, A., Sjoblom, E., Sinclair, S., & Cidro, J. (2021). A new era of Indigenous research: Community-based Indigenous research ethics protocols in Canada. Journal of

Empirical Research on Human Research Ethics, 16(4), 403–417. https://doi.org/10.1177/15562646211023705 Melro, C. M., Bombay, A., Robinson, M., Martin, D., Bombay, K., & Hackett, L. S. (2024). Indigenous youth engagement in research: A scoping review of community-based participatory action research (CBPAR) in Canada and the USA. International Journal of Adolescence and Youth, 30(1). https://doi.org/10.1080/02673843.2024.2435264 Wallerstein, N., Duran, B., Oetzel, J., & Minkler, M. (2018). Community-based participatory research for health. John Wiley and Sons, Inc. (3). https://www.washington.edu/research/wp-content/uploads/COMMUNITY-BASED-PARTICIPATORY-RESEARCH-FOR-HEALTH-Advancing-Social-and-Health-Equity-2018-3rd-Ed..pdf

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Environmental science sampling and fieldwork, 9% (3/33)

Knowledge translation & academic writing, 18% (6/33)

Introduction to other professionals/fields, 12% (4/33)

Mentorship/future planning support, 21% (7/33)

Cultural/traditional knowledge, 15% (5/33)

Historical context of research, 6% (2/33)





Australia

**New Zealand** 

Pasifika peoples: 1

Aboriginal & Torres Strait Islander: 8

What topics were

included in training

programs?



