**Overview.** Of grave concern across communities in Hawai‘i and the scientific community is the lack of evidence-based practice in substance use prevention targeting Hawaiian youth. Substance use and abuse contribute to significant and persistent health disparities among Native Hawaiians. Hawaiian youth initiate drug use earlier than their non-Hawaiian peers, and report higher use rates. Although there are national registries recommended to communities for identifying rigorously developed and tested drug prevention practices, a paucity of options exist for indigenous Hawaiian communities. Specifically, nationally recognized evidence-based practices have not been culturally grounded in Hawaiian epistemology, despite the fact that substance use and abuse has been a serious health concern among Native Hawaiians for decades. Empirical evidence indicates that Hawaiian cultural interventions are preferred among Hawaiian adults and youth, and an indigenous approach is effective for substance use and related problems among Hawaiian youth. Therefore, Native Hawaiian communities are developing their own contextually-relevant evidence-based practices. The Ho‘ouna Pono project represents a research collaboration among school-communities on Hawai‘i Island and a research team affiliated with Hawai‘i Pacific University and the University of Hawai‘i who have developed a middle school curriculum (6th, 7th, 8th grades) to prevent substance use.

**Method/Approach.** Program development has focused on rural middle school-aged adolescents by using an eco-developmental approach to defining etiology and risk and protective factors. The intervention development phase concluded last year (2006-2012). The current implementation phase is underway with a pilot study to determine feasibility and effect size of the proposed intervention (2012-2014). The individual studies in the Ho‘ouna Pono program of research each have been reviewed and approved by the Department of Education, Systems Accountability Office; University of Hawai‘i Human Studies Program; and Hawai‘i Pacific University IRB Committee. All participating schools are public schools located in rural areas, and include youth in grades 6-8. Participating schools have been randomly assigned to either the intervention or comparison group. Pre- and post-intervention survey data have been collected in both intervention and comparisons schools. Surveys ask about ethnicity & culture; risk & protective factors, including drug use; and resistance strategies. For this phase of the research we will be collecting 6-month and 12-month follow up survey data.

**Student Role.** Students will assist in data management and analysis, and report writing and dissemination. Students will assist in using teleform and excel software to manage data, and excel and SPSS for analyses. Students will assist in report writing, which may include the following: literature searches and literature reviews; press releases; community reports using powerpoint, publisher, and word; manuscripts for peer reviewed publications; and grant writing. Students will assist in project dissemination, which may include community presentations, as well as local/national/international scholarly venues. Students may assist with dissemination activities based on data collected in prior phases of the program of research as well as data to be collected during 2013-2014.

**Benefits to Student.** Students will learn fundamentals in community-based participatory action research using mixed-methods research designs. Students will become familiar with youth substance use prevention science, with a focus on culturally grounded approaches. Students will become adept at using a variety of software (teleform, excel, SPSS, publisher, powerpoint, and word). Students will learn how to create and deliver a variety of community-oriented as well as scholarly presentations. Students will enhance their resumes in terms of scholarly activity by working with NIH funded researchers [Drs. Okamoto (NIDA PI) and Helm (consortium PI)]. Students may enroll in PSTY 499 for 3-credits per semester (directed studies in psychiatry).

**Minimum Qualifications.** Students must be able to work a minimum of 12 hours per week, at the Department of Psychiatry Research Division in Kaka‘ako. Students must commit for a full semester, with the option to return for additional semesters. Student must complete all Department of Psychiatry Research Division certifications, immediately upon placement. Students must be familiar with rural Native Hawaiian communities, understand pidgin, and be comfortable with conversations in pidgin and Hawaiian (students do not need to speak pidgin or Hawaiian). Students must be detail oriented, with excellent English oral and written communication skills.

**Applicant Essentials.** Interested students should send the following to Susana Helm via email, HelmS@dop.hawaii.edu. Use the following in the subject line: UROP 2013-2014 – Ho‘ouna Pono.

1. letter of interest
2. resume
3. unofficial transcript
4. writing sample (e.g. class paper for which you earned an ‘A’)

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