

Lucy Smartlowit-Briggs

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Education

Washington University in St. Louis, St. Louis, MO
MSW, Social Economic Development, Specialization American Indians/Alaskan Natives
August, 2014

Boston University MET, Boston, MA
M.A. Criminal Justice
May, 2010

Heritage University, Toppenish, WA
B.A. Psychology
August, 2004

Heritage University, Toppenish, WA
Business Administration, Concentration Entrepreneurship
56 academic credits (no degree)

Northwest Indian College, Bellingham, WA
Chemical Dependency
31 academic quarter/semester credits (no degree)

Employment History

11/2014 - Present

Awatam Consulting, Owner, Program Evaluation services for tribal communities, assist local tribal PI in grant writing, conducting program evaluation for local, state and federal funded grant application.

12/2016 - 05/2021

NIH Indigenous HIV/AIDS Research Training (IHART2) (Walters, Duran, PI),
University of Washington - Indigenous Wellness Research Institute, Seattle, WA

Role: Program Evaluation Consultant (contracted)

Responsibilities: develop and conduct entrance/exit interviews for each IHART cohort trainees; create an online exit survey for trainees; analyze and summarize survey data and provide a report summarizing common themes for annual report submission and review.

10/2015 – 09/2020

SAMHSA SM062880 Garret Lee Smith Suicide Prevention Grant (Saluskin, PI), Yakama Nation Behavioral Health, Toppenish, WA

Tribal Youth Suicide Prevention Cooperative Agreement

Role: Program Evaluator (contracted)

Responsibilities: quality assessment and improvement of data collection and design related to grant requirements; aid in research, decision making w/SAMHSA; attend funder directed events in regards to developing strategic planning w/Project Director and Project Coordinator as well as work closely with the GLS Case Manager & Project Coordinator for all data reporting activities; provide oversight and feedback on all quarterly data entry into the SAMHSA identified Web-based databases and collect the performance data from the Project Coordinator, Case Manager and Director on a weekly basis; also responsible for scoring/analyzing the qualitative and quantitative data and reporting the results back to the GLS Team, GPO, Tribal Council and community as directed; work closely with the Local Program Evaluator on designing an evaluation plan to assess grant impact; track suicide deaths and attempts; assess workforce for skills and confidence in providing suicide care; track outreach protocol for those identified ‘at-risk’; assess fidelity to treatment and outcomes; and review/update data as needed; and submit evaluation data to SAMSHA, ICF via TRAC per SAMSHA requirements and attend the mandatory national evaluator meeting in years 1 to 5 of the application.

11/2014 – 09/2020

SAMHSA SM0061936 Native Connections Grant Project (Saluskin, PI), Yakama Nation Behavioral Health, Toppenish, WA

Native Connections Suicide Prevention Grant

Role: Program Evaluator (contracted)

Responsibilities: ensure the program delivers appropriate data to SAMHSA on a monthly and quarterly basis; develop data collection instruments, collect data, enter data; facilitate weekly meetings with grant team to provide guidance on resources, data collection and analysis within the scope of the Strategic Action Plan; compile annual reports for review to SAMHSA and Tribal Council regarding evaluation; and support the development of partnerships with other community programs.

NIDA R34DA034529 Cognitive Processing Therapy Sacred Journeys Project (Pearson, PI) Indigenous Wellness Research Institute – University of Washington, Seattle, WA

11/2014 - Present

Role: Project Manager (contracted)

Responsibilities: Contract work to oversee the day-to-day operations of the study, recruiting participants and scheduling their appointments with counselors and the study assessor, while assuring research ethical and tribal protocols are followed; weekly check-

New Horizons, Columbia, MO

Role: Community Support Specialist

Responsibilities: provide community support and rehabilitation services to adults with serious mental illness; assist them with daily living skills and progress through stages of change; maintain time and casework notes for billing purposes; use motivational interviewing skills to aide in providing service to clients; advocate for their well-being while being seen by services providers and ensure they are receiving all resources as needed.

07/2009 – 07/2011

Yakama Nation Comprehensive Community Alcohol Program, Toppenish, WA

Role: Chemical Dependency Professional Trainee (CDPT)

Responsibilities: completed alcohol and drug assessments with treatment recommendations for clients; provided counseling support services; performed case management; co-facilitated weekly relapse prevention meetings; networked with community coalitions and coordinated suicide prevention grant activities. **HOURS:** (50) Hours of Initial Face to Face Client Contact; (101.5) Hours Face to Face Clinical Evaluation; (41.5) Hours of Professional & Ethical Responsibilities; (600) Hours of Individual/Group Counseling; (107.5) Hours of Transdisciplinary Foundation: Understanding Addiction; (36) Hours of Transdisciplinary Foundation: Application to Practice; (25) Hours of Transdisciplinary Foundation: Professional Readiness; (30.5) Hours of Transdisciplinary Foundation: Referral/Service Coordination; (82) Hours of Transdisciplinary Foundation: Client, Family & Community Education; (269) Hours of Transdisciplinary Foundation: Documentation; (57.5) Hours of Transdisciplinary Foundation: Treatment Knowledge; (100) Hours of Clinical Evaluation (other than face to face). **A/D COURSE CREDITS:** 31 quarter/semester credits

01/2009 – 07/2009

Yakima County Department of Corrections, Yakima, WA

Role: Booking Clerk

Responsibilities: assist Correction Officers with completion of booking process; ensure accurate data entry; filing of paperwork related to cases and judgements; know policies and procedures while working with inmates and corrections officers; know how to respond in the event of an emergency; answering telephones; maintain confidentiality and provide requested information to family members or other as requested.

02/2008 – 06/2008

Washington State Division of Child & Family Services (DCFS), Toppenish, WA

Role: Community Worker

Responsibilities: advocated for foster parent recruitment; assisted social workers with file maintenance and research; facilitated appointments and transportation for clients; maintained confidentiality and worked closely with social workers for special cases; worked well under pressure in a fast-paced environment.

06/2007 – 11/2007

Yakama Nation Gaming Commission, Toppenish, WA

Role: Internal Auditor

Responsibilities: performed audits on casino department internal controls and regulations; provided finding reports; performed six month follow up audits; met with casino management regarding findings and ensured departments were in compliance with regulations; maintained a professional working relationship with casino personnel.

06/2003 – 06/2007

Yakama Nation Gaming Commission, Toppenish, WA

Role: Office Coordinator

Responsibilities: processed timesheets for 50 employees (7 departments); processed office

purchase orders, coordinated and filed travel arrangements, meeting reservations/accommodations; handled sensitive personnel information and maintained confidentiality; worked closely with department managers on how to improve their administrative processes; managed and maintained program inventory through database, worked well with outside vendors for fiscal year purchase orders for equipment and supplies.

Volunteer/Practicum Experience

Fall, 2012 – Spring, 2014

Kathryn M. Buder Center for American Indian Studies, St. Louis, MO

George Warren Brown School of Social Work

Role: Student Volunteer

Responsibilities: Assisted in planning a university wide annual pow-wow sponsored by the Buder Center; Information Booth Volunteer – oversaw two other volunteers, responsible for creating a Booth Sign Up application and following up with vendors for the Pow-wow Committee; American Indian Student Association – coordinated university events for students to increase awareness

Fall, 2013 – Summer, 2014

Brown School of Social Work BRAVE (Brown Responds to Abuse, Violence & Exploitation)

Student Club, St. Louis, MO

Role: Student Treasurer

Responsibilities: provided oversight of program budgets up to \$5,000.00; reviewed and approved purchases and reimbursements; attended monthly meetings for event planning and student recruitment.

Spring, 2014 – Summer, 2014

The Helping Village/East St. Louis Seminar, East St. Louis, MO

George Warren Brown School of Social Work

Role: Practicum Student

Responsibilities: coincided with East St. Louis Seminar class, attended in class & community lectures regarding working and developing lower socio economic communities, networked with key community stakeholders to expand program development ideas and possible resources; attended land auctions and other city government institutions to understand the infrastructure and how it impacts the community; worked closely with the East St. Louis Department of Health to sustain their community garden and coordinated fund raising activities for community events.

300 hours/3 credits

Spring, 2013 – Summer, 2013

Legal Services of Eastern Missouri, St. Louis, MO

Role: Practicum Student

Responsibilities: case management, community network, committee member for annual youth event. 300 hours/3 credits

Summer, 2013 – Fall, 2013

Kathryn M. Buder Center for American Indian Studies, St. Louis, MO

Role: Practicum Student

Responsibilities: conducted literature research regarding AIAN student higher education and retention rates and the unique needs of AIAN graduate students; contacted former Buder alumni for survey participation to conduct telephone interviews regarding alumni experience and transcribed interviews for qualitative analysis.

300 hours/3 credits

February, 2012

University of Washington, Indigenous Wellness Research Institute

Community Expert Panel for the Human Subject Training for Community Researchers: A Pacific Northwest Native American Cultural Prospective Research Study

Role: Community Panel Member

Responsibilities: review and provide critical feedback on Human Subject Research Training module to identify how the module can be culturally appropriate for Tribally-based researchers in the Pacific Northwest.

2010 – 2012

Sacred Journeys, Yakama Reservation Wellness Coalition, Toppenish, WA

Role: Committee Member

Responsibilities: review and provide feedback on focus group, individual interviews and survey data of community; participate in meetings, discuss and provide support in the direction of the research group.

2009-2011

Yakama Reservation Wellness Coalition, Toppenish, WA

Role: Community/Professional Member- attended and participated in community coalition meetings to discuss upcoming coalition events in the community.

2011

The Clothesline Project, Toppenish, WA

Role: Project Coordinator in collaboration with Central Washington Comprehensive Mental Health and Yakama Nation Community Comprehensive Alcohol Program

Responsibilities: facilitated and coordinated with community program to host event to increase awareness of domestic violence; provided t-shirts and education about the project for participants as well as a safe place to share their stories.

2011

THRIVE, Northwest Portland Area Indian Health Board (NPAIHB) Suicide Prevention Grant, Toppenish, WA

Role: Project Coordinator

Responsibilities: coordinated and facilitated community meetings in collaboration with local university regarding community resources and participation; provided free QPR based training open to community in two locations; provided support to other community advocacy groups for education about suicide; hosted a Suicide Prevention/Awareness event; provided a QPR Train the Trainer event for 15 community members.

2007-2009

ARMY Family Readiness Group (FRG), 737th Transportation Company, Yakima, WA

Role: FRG Leader

Responsibilities: provided resources to Soldiers, families and friends to assist them with their needs/concerns; facilitated and coordinated family events; trainings and fundraisers; assisted families with preparation needs as necessary for deployment.

Academic Honors, Awards & Fellowships

Washington University in St. Louis George Warren Brown School

2012 – 2014

Kathryn M. Buder Scholarship Recipient: is a premier graduate degree scholarship program in social work committed to the education of American Indian MSW students.

Recipients of these scholarships consist of qualified students from reservations, as well as urban and rural Indian communities. Their undergraduate degrees are in such diverse fields as health, social work, psychology, business, law and education. Future professional interests include work in social services, education, school social work, community development, tribal law, health, mental health, substance abuse and public policy. It is the combination of culture, spirituality, education, determination and hard work that makes the Buder Center Scholars ready to contribute to meeting the needs and challenges of Indian Country.

Heritage University

2007

Heritage University Presidential Fellows/Scholar: Scholars undertake a rigorous direction of study that includes not only coursework and preparation for graduate school, but also opportunities for development of cross-cultural awareness and perspectives in a variety of forums.

Dean's List

Fall, 2002; Spring, 2003

Presentations

Smartlowit-Briggs, L. Guest Panelists, "SAMHSA Two-Spirit Tuesdays! Learning Community, Part 1 Panel: Parents of Indigenous Two-Spirit Youth", Webinar, March 29, 2016

Briggs, D., **Smartlowit-Briggs**, Guest Panelists, "SAMHSA Two-Spirit Tuesdays! Learning Community Part 3: We Are All One Family; Let's Not Make This Just a Dream." Indigenous Two-Spirit Youth Sharing of Personal Stories."

Smartlowit-Briggs, L., Panel Facilitator, "Transcending Colonization: Strength of the American Indian Identity"; Racial Formation Since the Civil War Speaker Series at the St. Louis History Museum, March 14, 2013

Publications

Smartlowit-Briggs, L., Pearson, C., Whitefoot, P., Altamirano, B., Womack, M., Bastin, M. and Dombrowski, J., “Community-Based Assessment to Inform a Chlamydia Screening Program for Women in a Rural American Indian Community.” *Sexually Transmitted Diseases*, Vol. 43, #6, June 2016.

Pearson, C.R., Kaysen, D., Belcourt, A. Stappenbeck, C. ****Smartlowit-Briggs, L.**, *Whitefoot, P., “Posttraumatic stress disorder and HIV risk behaviors among rural Native American Women: Implications for trauma focused interventions.” *Journal of Interpersonal Violence Public Health – Research and Practice*.

Paper and Poster Presentations – National

Pearson, C.R., Cassels, S.L., ****Smartlowit-Briggs, L.**, “Partnering Formation, Childhood Sexual Abuse & HIV/STI Risk among Young Native Women” International Society for Traumatic Stress Studies ISTSS: Resilience after Trauma: From Surviving to Thriving. November 7-9, 2013, in Philadelphia, PA.

Pearson, C.R., Belcourt, A., ****Schultz, K.**, ****Smartlowit-Briggs, L.**, *Whitefoot, P., “Recovering the roots of indigenous resilience” International Society for Traumatic Stress Studies ISTSS: Resilience after Trauma: From Surviving to Thriving. November 7-9, 2013, in Philadelphia, PA.

Belcourt, A., Pearson, C.R. ****Smartlowit-Briggs, L.**, ****Schultz, K.**, Whitefoot, P., “Pathways to healing: Stories of trauma and recovery from Indigenous women” U.S. Conference on AIDS 2013, September 8-11, 2013, in New Orleans, LA.

Pearson, C.R., Kaysen, D., ****Briggs, L.**, *Whitefoot, P., “Posttraumatic stress disorder and HIV risk behaviors among rural Native American Women: Implications for trauma focused interventions” Paper presentation at the 28th Annual Meeting International Society for Traumatic Stress Studies- Beyond Boundaries: Innovations to Expand Services and Tailor Traumatic Stress Treatments Los Angeles, CA Nov. 1-3 2012.

Pearson, C.R., ****Briggs, L.**, ****Schultz, K.**, ****Teyra C.**, Cassels, S., Whitefoot, P., “Sacred Journeys: HIV Risk and Protective Factors among Young Rural American Indian Women” Poster presentation at the CFAR National Annual Meeting San Francisco, CA. Nov. 8, 2012.

Pearson, C.R., ****Briggs, L.**, *Whitefoot, P., Walters, K., “Community-voice and ways of knowing guides intervention development to address health and wellness among American Indian women.” Paper presentation at the International AIDS Conference Preconference, Washington D.C., July 21, 2012 in Washington D.C

Paper and Poster Presentations – International

*Whitefoot, P, ****Briggs, L.**, Pearson, C.R., “Tribally-based Partnerships in Prevention Research: Driving Research Policy.” Oral presentation at the International Network of Indigenous Health Knowledge and Development (INIHKD). 5th Biennial Conference Brisbane Australia, 24 – 28 September

Pearson, C.R., ****Briggs, L.**, ****Schultz, K.**, *Whitefoot, P, “Community-voice and ways of knowing guides intervention development to address health and wellness among American Indian women.” Oral presentation at the International Network of Indigenous Health Knowledge and Development (INIHKD). 5th Biennial Conference Brisbane Australia, 24 – 28 September

Certifications

Collaborative Institutional Training Initiative (CITI) Human Subjects Training (2012) QPR Certificate of Completion (2011)

Skills

Sole Proprietor and consultant for three grants; able to run small business independently; strong organizational skills and interpersonal skills with diverse groups; knowledge of suicide prevention evidence based programs; maintain confidentiality regarding critical issues; leadership experience; consumer/client oriented; proficient in oral and written communication; self-aware and confident; pro-active in networking and taking initiative; trained in group and multicultural facilitation methods; experience with community based participatory research and data collection; ability to network to develop partnerships within community settings, present to local Tribal Council leaders and maintain good community standing.

Interests

Historical/inter-generational trauma in tribal communities; impact of colonialism; indigenous research; Transgender research/resources for parents of Transgender youth; social justice and the impact of institutionalized racism; mental health; early intervention for GLB/Trans* youth; reading; journaling and Native American beadwork.