

2025-2026
Indian Health Service
Injury and Violence Prevention (IVP)
Fellowship Program

Program Summary

Applications due Sunday, December 11, 2024 (1:00 pm EST)



2025-2026 IHS IVP Fellowship Program Summary

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Fellowship Purpose and Objectives

The IHS Injury and Violence Prevention (IVP) Fellowship provides practical knowledge and skills for injury and violence prevention practitioners working in American Indian and Alaska Native (AI/AN) communities. The IVP Fellowship builds on learning obtained from IHS IVP Courses 1, 2, and 3, and the prior experiences of participants. Fellowship participants develop their IVP skills by attending instructional sessions, and also by planning and implementing a project that will require them to: research published literature about an AI/AN injury or violence problem; collect data about either the problem or an educational resource they developed or about an intervention they piloted; analyze the data; and then prepare both a written report and a presentation about their project.

The 2025-2026 Fellowship will occur between January 2025 and June 2026. Fellowship objectives align with select [Core Competencies for Injury and Violence Prevention Practitioners](#). By the end of the Fellowship, participants will be able to:

1. Search and review published literature to summarize the burden, risk/protective factors, and/or potential strategies to prevent an AI/AN injury/violence problem
2. Plan an IVP project and manage the various activities and tasks
3. Prepare and submit requests and/or proposals to attain necessary approvals for the project (e.g., tribal, organizational, institutional review board (IRB))
4. Plan for data collection including any sampling methods
5. Manage project data (collection, secure storage, cleaning, and documentation)
6. Analyze data using appropriate statistical methods to descriptively summarize the data and answer inferential questions as appropriate
7. Disseminate project results by:
 - a. Writing a project report
 - b. Developing a conference-quality presentation

Types of Projects

Fellowship participants are required to complete an IVP project. Fellowship projects can focus on unintentional injury or intentional injury (violence). During the first few months of the Fellowship, each Fellow will search and review published literature about an injury/violence problem, its risk and protective factors, and potential solutions. What they learn and summarize will help them finalize the project idea they submitted with their Fellowship application. There are three project types which are generally selected:

1. **Problem Analysis:** Descriptively analyze data about an injury or violence problem including the incidence of cases and/or the prevalence of risk/protective factors for the problem. The analysis might include comparing rates to other populations or geographic locations. An alternative project might compare data from multiple injury or violence problems in order to help prioritize action.
2. **Program Planning:** Identify an evidence-based intervention to prevent/reduce the problem; plan how to implement the program; and/or pilot-test the program; and/or conduct a process evaluation to help improve implementation.
3. **Program Evaluation:** Evaluate an IVP program using both process and outcome evaluation methods.

[Appendix A](#) provides a list of Fellowship project title examples.



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Description of Activities

The 2025-2026 Fellowship will include four project phases (Table 1, and [Appendix B](#)) during which Fellows will:

- Participate in synchronous and asynchronous distance-learning sessions
- Attend three in-person learning sessions (CDC, Field, Symposium) requiring approximately 2.5 weeks away from their job sites
- Complete project tasks and submit interim deliverables (e.g., drafts of project report sections)
- Participate in scheduled mentor/Academic Advisor progress checks
- Develop a project report and presentation
- Present a summary of their project in Rockville, MD at the *IHS IVP Fellowship Symposium*, attended by IHS staff, injury prevention program consultants, and other guests.

Table 1. Fellowship Phases.

<p>Planning Phase (January – June 2025)</p> <p>The planning phase begins with a series of distance-learning sessions. Fellows review IVP risk and protective factors for multiple issues. They learn how to search published literature for their own project and develop a formal “Background” description of the problem they seek to understand. Fellows then plan their project and begin seeking Tribal or IRB approvals for data collection and eventual publication. They also plan for data collection including the development of instruments. The planning phase includes an in-person session at the CDC (Atlanta, GA) where Fellows discuss their projects with subject-matter experts who ask questions and provide additional suggestions.</p>
<p>Implementation Phase (July – October 2025)</p> <p>The implementation phase begins with a series of distance-learning sessions focused on data management and project methods. Fellows learn how to use Excel to manage their data and correct any errors in preparation for analysis. They are introduced to both quantitative and qualitative analysis methods. Fellows describe the steps for their project by writing a “Methods” description. The implementation phase concludes with an in-person Field Course at a Tribe (to be determined). The Field Course lets Fellows practice their data collection and management skills; practice analysis during a guided experience using Excel; learn to interpret analytic results; and develop a slide presentation of results which they deliver to the hosting Tribal audience.</p>
<p>Results Phase (November 2025 – January 2026)</p> <p>In the Results phase, Fellows review analysis concepts and are introduced to statistical tests they can use in their projects.</p>
<p>Deliverables Phase (February – June 2026)</p> <p>During the Deliverables Phase, the Fellows learn to produce tables and figures that concisely display the results of their analysis. They combine the previously written sections into a draft report and work with the Academic Advisors and their Mentor to finalize the report and develop an accompanying slide presentation. The deliverables phase concludes with the final in-person session where Fellows present their projects to an audience assembled at IHS Headquarters (Rockville, MD).</p>

Time Commitment

Fellowship participation requires approximately 5-8 hours per week to attend instructional sessions or work on your project. If you are employed, check if your supervisor will allow you to use work time for these activities. Occasionally the time needed to complete Fellowship activities might exceed your regular work hours and require personal time (e.g., especially when collecting data in the field, or when compiling and editing the project’s final report and presentation).



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Continuing Education Opportunity

As part of the Fellowship experience, Fellows have the option to participate in one of two types of optional continuing education:

- **Less-intensive option:** attend a conference during the Fellowship or after the Fellowship Symposium (must be completed by the end of 2026 calendar year), OR
- **More-intensive option:** enroll in a university-based course after the Fellowship Symposium (must be completed by end of the 2026 calendar year).

The online application will provide a list of the opportunities available for the 2025-2026 Fellowship and require applicants to identify (for budget planning purposes) if they plan to participate in a continuing education opportunity and which opportunity they want to attend.

Entities Providing Support to Fellows

Multiple entities will provide support to the Fellows throughout the Fellowship experience. A detailed list of roles and responsibilities is provided in [Appendix C](#). Support to the Fellows will be primarily provided by: Academic Advisors, Mentors, and IHS Area (or District) IP Specialists:

- **Academic Advisors** are located at The University of North Carolina at Chapel Hill's Gillings School of Global Public Health (UNC). The UNC team will work in consultation with the IHS IP Program Manager. The UNC team key project staff include Carolyn Crump PhD, Robert Letourneau MPH, and James Emery MPH from the Department of Health Behavior.
- **Mentors** are identified in consultation between Fellows and their IHS Area IP Specialist or IP Program Point of Contact. A mentor is someone who is aware of and able to support the Fellow's project. A mentor can be an IHS IP Specialist (e.g., at the Area or District level) or another IHS or tribal employee who is a Fellowship graduate and/or has unique knowledge of the Fellowship Program. The Mentor's role is to assist the Fellow in various aspects of their project.
- **IHS Area (or District) IP Specialist** will be an early point of contact for developing the Fellowship *Project Idea* and identifying a Mentor, in consultation with the IHS IP Program Manager.

Additional support will be provided by groups who will enhance the onsite learning experience in Atlanta, GA (CDC IVP subject matter experts will meet with Fellows to discuss their project ideas) and at a select Tribal location (Field Course hosts who will help develop an experiential learning opportunity). Key support will also be provided to the entire program through the leadership of the IHS Injury Prevention Program Manager, and through the training system supported by the IHS Environmental Health Support Center.

Financial Support and Equipment

Applicants can be employed by tribes, tribal organizations, and/or the Indian Health Service. Arrangements can also be made to accept participants from other federal, state, or local agencies (e.g., state or local health departments; urban Indian research centers; US Coast Guard; NIOSH). Applicants from tribes who have compacted under the Self-Governance provisions of *Public Law 93-638* will be considered along with those from non-compacting tribes.

IHS Area Offices will provide the funding for Fellowship participants' travel, per diem, and optional continuing education opportunity costs, with the exception of participants from self-governance compact tribes that have taken their training shares from IHS. These tribes are responsible for paying all travel, per diem, and tuition expenses for their participants. Financial arrangements for non-IHS candidates are considered on a case-by-case basis.



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Because much of the Fellowship involves distance learning, all Fellows will need broadband Internet access at work and/or home. Fellows will also need to bring a laptop to all in-person meetings.

Prerequisites

The following prerequisites must be completed by the time applications are submitted:

- At least 2 years of experience in public health, or at least 1 year of experience working in injury or violence prevention
- Completion of the revised IHS IVP Courses 1, 2 and 3 offered since 2021 or later

Application Process

Visit [this link](#) to follow application process steps, which include the following:

1. **Watch Pre-Application Webinar:** All applicants are required to watch the pre-application webinar to obtain more information about the IVP Fellowship Program.
2. **Draft a Project Idea:** Use the template provided as part of the Pre-Application Webinar (Worksheet W1) and collect feedback from Mentor (or Area IP Specialist/Point of Contact if a mentor has not been identified).
3. **Submit a draft *Project Idea* and Schedule a Consultation:**
 - a. Provide contact information for applicant and Mentor
 - b. Upload draft *Project Idea*
 - c. Select a date to conduct a required consultation (by November 8, 2024) to discuss *Project Idea* with Academic Advisor Team and Mentor (or Area IP Specialist/Point of Contact)
4. **Revise the *Project Idea*:** Use the consultation feedback to further develop the *Project Idea*.
5. **Complete the Online Application** (available beginning October 7, 2024).
 - a. Application questions can be previewed in [Appendix D](#). Some sections require additional information (e.g., documentation of prerequisite courses, letters of support).
 - b. If using the same computer AND browser, the application can be completed over multiple sessions.
 - c. **DUE DATE:** Applications are due by 1:00 pm EST (9:00 am Alaska Standard Time) on **Wednesday, December 11, 2024**. At the time of submission, all questions must be answered and all supporting documentation must be provided (e.g., *Project Idea*, letters of support, proof of prerequisites), prior to clicking the 'complete my application' step (the final page of the online application).

KEY DATES

- **By November 8, 2024:**
 - Watch pre-application webinar
 - Develop/submit draft *Project Idea*
 - Schedule/conduct pre-application consultation with Academic Advisors to discuss *Project Idea*
- **October 7 – December 11, 2024:** Submit application (includes revised *Project Idea*)



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Appendix A: Fellowship Project Examples

Prior Fellowship projects have focused on unintentional injury, intentional injury, and/or other topics, including:

Unintentional Injury Project Topics:

- Injuries caused by animals
- Athletic Injuries
- Bicycle Safety
- Carbon Monoxide
- Drowning
- Falls
- Fire/Burns
- Firearm
- Home Safety (general)
- Motor Vehicle
 - Child Passenger Safety
 - Cost
 - Crash Surveillance
 - Driving Under the Influence
 - Helmet Use
 - Law Enforcement
 - Livestock Control
 - Roadway Modification
 - Seat Belt Use

Unintentional Injury Project Topics (continued):

- Pedestrian
- Playground Safety
- Substance Use
- Workplace Injuries

Intentional Injury (Violence) Project Topics:

- Assault (general)
- Child Abuse/Neglect
- Domestic Violence (general)
- Homicide
- Suicide
- Youth Violence

Other Injury Project Topics:

- Emergency/Medical Response
- Injury Prevention/Control (general)
- Injury Surveillance (Cost, Data Sources, Descriptive Studies)

Lists A-1 and A-2 list example Fellowship project titles by type of injury (e.g., unintentional, intentional).

List A-1. Example Unintentional Injury Fellowship Project Titles.

- **Falls**
 - Albuquerque Area Elder Fall Prevention: A Pilot Tribal Tai Chi Instructors Program
 - Older Adult Falls in a Southwest American Indian Community: The Problem and Potential Interventions
 - A Process Evaluation of Tai Chi Classes and Elder Fall Prevention Services
 - Yoga for Elder Fall Prevention: Pilot Study of a 10-week Program for Older Adults
 - A Home Safety Assessment to Reduce Fall Injuries
 - Elder Falls Prevention: A Self-Assessment Tool
 - Medication Management for Falls Prevention
- **Motor Vehicle (Child Passenger Safety)**
 - Evaluation of a Curbside Car Seat Check in a Tribal Community
 - Developing a CPS Technician Management Plan
 - Sustaining a Community-Based Child Passenger Safety Program
 - Increasing Car Seat Use: Community Health Representative Role
 - Improving Child Passenger Safety Awareness and Training in Indian Country
- **Motor Vehicle (Driving Under the Influence)**
 - Developing a MADD Chapter: Challenges in Changing a Community Norm
 - DWI Interventions
 - Tribal Sobriety Check Point



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List A-1. Example Unintentional Injury Fellowship Project Titles (continued).

- **Motor Vehicle (Crash Surveillance)**
 - Assessment of School Bus Stop Safety on a Tribal Reservation
 - A Descriptive Study of Motor Vehicle Crashes and Potential Interventions
 - Creating a Toolkit on Distracted Driving for Tribal Colleges and Communities
 - ATV Fatalities and Injuries
 - Building a Foundation for MVC Injury Reduction
 - Improve ATV Safety
 - The Motor Vehicle Crash Site Identification Project
 - Preventing Injuries and Saving Lives by Keeping Livestock Off Highways
 - Improving Traffic Law Enforcement: Cross-deputizing BIA and Tribal Police Officers
 - Increasing Awareness and Enforcement of a Tribal Seatbelt Law
 - A Crash Cluster Investigation: The Road to Road Safety Assessment and Remediation
 - An Evaluation of Occupant Restraint Use
 - Direct Medical Costs of Motor Vehicle Related Hospitalizations

- **Other**
 - First Responders Use of a GIS Application and Naloxone to Respond to Opioid Overdose in the Shawnee Service Unit (SSU)
 - Tracking Methamphetamine Data
 - Attitudes, Knowledge, and Use of Snowmachine/All-terrain Vehicle Helmets in the Native Village of Koyuk, Alaska
 - Traumatic Brain Injury Interventions: Educating Providers
 - Commercial Fishing Income and Injury Rates
 - Workplace Safety Policies and Procedures
 - Improving Fire Safety
 - Firearm Storage Intervention
 - Helping EMS Locate Rural Homes

List A-2. Example Intentional Injury Fellowship Project Titles.

- **Assault**
 - Decreasing Repeat Assaults among Males 19-29
 - Police Policies and Procedures for Reducing Interpersonal Violence

- **Suicide**
 - Suicide Prevention at the Winnebago Community: Services, Gaps, and Opportunities
 - Restricting Access to Lethal Means for Suicide in a Native American Community
 - Youth Suicide Risk Reduction
 - Youth Suicide Prevention: Identifying Resources
 - The Value of Medical Records in Exploring Risk Factors for Suicide
 - Suicide Intervention: An Evaluation of ASIST
 - Saving the Next Generation: A Life Skills Curriculum for Rural Youth
 - A Multifaceted Approach to Addressing Youth Suicide

- **Youth Violence**
 - Honoring Our Past, Respecting Our Future, Living Our Present: Bullying Zero Tolerance
 - Developing a “Youth In Action” Team
 - Taking Back our Communities: Gang Prevention Strategies for Tribal Communities



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Appendix B: Fellowship Program Timeline *(subject to changes)*

2024

Pre-Application and Application

Late September 2024

Required Pre-Application Webinar
available online

By November 8, 2024

Pre-application consultations with
Academic Advisor team and mentor

October 7 to December 11, 2024

Online application completion period

2025

Project Planning Phase

January to June 2025

Distance A

May/June 2025

In-Person Session 1

Project Implementation Phase

July to October 2025

Distance B

October/November 2025

In-Person Session 2

Project Results Phase

November 2025 to January 2026

Distance C

2026

Project Deliverables Phase

February to May 2026

Distance D

June 2026

In-Person Session 3
(Fellowship Symposium)



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Appendix C: Entities Providing Support to Fellows

Entity	Specific Roles and Responsibilities
1. Academic Advisors	<ul style="list-style-type: none"> a. Provide pre-application webinar. b. Coordinate application review committee to review/score Fellowship applications. c. Assist Fellow, Mentor, Area IP Specialist with development of project idea. d. Plan, coordinate, and deliver in-person sessions. e. Plan and deliver distance-based sessions. f. Plan and conduct Progress check-In sessions with Fellows/Mentors during Fellowship. g. Provide technical/scientific guidance for project design, project management, analysis, interpretation, and reporting. h. Provide feedback on interim deliverables (e.g., structure, content, accuracy, writing style).
2. Mentors	<ul style="list-style-type: none"> a. Assist Fellow with development of project idea.¹ b. Work with academic advisors to help Fellow plan their project and potential populations or geographic areas to focus on. c. Assist in obtaining necessary IHS, tribal, and/or state approvals for project and data use. d. Provide Fellow with consistent, on-going support and practical advice and encouragement for project, including referring Fellow to other resource persons when appropriate. e. Contact Fellow regularly to address questions, barriers, and next steps. f. Identify barriers and discuss with Fellow, Area Specialist, and/or Academic Advisors. g. Monitor/evaluate Fellow's project progress (e.g., adherence to timelines, project quality). h. Participate in Progress Check-In sessions with academic advisors. i. Review Fellow's draft deliverables prior to submission to academic advisors.
3. IHS Area IP Specialists	<ul style="list-style-type: none"> a. Assess commitment and plan for mentor assignments (during application process). b. Work with academic advisors to approve Fellow's project idea. c. Coordinate travel orders in advance, according to the course schedule, and arrange reimbursement for Fellowship expenses (travel orders, PO's), including optional continuing education opportunity. d. Provide logistical support or obtain needed resources (e.g., laptop, printing/photocopying, photography, other equipment).
4. CDC staff with IVP expertise	<ul style="list-style-type: none"> a. Coordinate with academic advisors to host one in-person session (e.g., meeting and travel logistics). b. Facilitate content presentations and learning modules identified by academic advisors. c. Identify issue/topic experts to provide on-going guidance to Fellows as requested.
5. Field Course Hosts	<ul style="list-style-type: none"> a. Identify IVP-related learning opportunities, including a service project of limited scope. b. Work with academic advisors to develop the learning experience. c. Assist academic advisors to schedule, plan, conduct, and manage logistics for field course activities.
6. IHS HQ Staff	<ul style="list-style-type: none"> a. Provide consultation on mentor selection. b. Serve on application review committee to review/score Fellowship applications. c. Plan/support Fellows and mentors throughout Program. d. Facilitate contracting for academic advisors. e. Attend selected in-person and/or distance sessions. f. Share Fellowship results (presentations, reports).
7. ESHC staff	<ul style="list-style-type: none"> a. Coordinate logistics for in-person and/or distance sessions. b. Manage marketing, recruitment, and registration.

¹ To be determined if applicant is from a Tribe that has 638-contracted its EH/IP services.



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Appendix D: Preview of Fellowship Application Questions

The online application for the 2025-2026 IVP Fellowship Program will require you to provide the following information, by category:

A. Background Information about You

1. First and Last Name
2. Preferred Mailing Address (include street/PO, city, state, zip)
3. Telephone Numbers (work, cell)
4. Email Address
5. Fax (if applicable)
6. If you are an enrolled member of a tribe (and tribe name, if applicable)

B. Background Information about Your Education and Work

1. Highest level of formal education and field of study
2. Current employer
3. Current job title/position and length of time in current position
4. Your primary job responsibilities
5. If you work for a tribe, whether the tribe has compacted/contracted its Environmental Health Services

C. Background Information about Your IVP Experience and Training

1. How long you have worked (or volunteered) in injury and violence prevention
2. Your IVP activities on the job or as a volunteer
3. Names and dates of IVP trainings you have completed (or will complete by January 2025)
4. Upload a copy of your resume or CV

D. Injury or Violence Problem

1. Description of the injury or violence problem of interest to you

E. Your Participation

1. Why you want to participate in the IHS IVP Fellowship (e.g., why you believe this advanced training is important to you, your job, and your community; what you want to accomplish; how you might apply what you learn in the future)
2. Your ability to commit 5 to 8 hours per week to complete the Fellowship
3. Your ability to travel a total of 2.5 weeks away from your job and household
4. If applicable, the optional continuing education opportunity you plan to pursue

F. Description of Your Project

1. Uploaded a copy of your *Project Idea*
2. Names of people with whom you have discussed your *Project Idea*

G. Letters of Support (to be uploaded)

1. Mentor
2. Area IP Specialist/Point of Contact (if different from mentor) – see [IHS and Tribal Contacts](#)
3. Supervisor

H. Prerequisite Supporting Documentation (upload certificates of completion for three IHS IVP Courses)

I. Final Checklist and Submission

