



C4 Innovations

Community & Behavioral Health | Recovery | Social Change



Mental Health Technology Transfer Center Network: Engaging in critical dialogue around equity, recovery, and resilience

Ashley Stewart, PhD



WHO AM I?

**RACIAL
EQUITY AND
INCLUSION
SCHOLAR**

**INSTITUTIONALIZED
FORMS OF IDENTITY-
BASED OPPRESSION**

**TRAINING
AND
CURRICULUM
SPECIALIST**

**UNIVERSITIES
CORPORATIONS
NATIONAL ORGS
HEALTH PROF.**

PROFESSOR

**SOCIAL JUSTICE
ADVOCACY
CLINICAL
ANTI-OPPRESSION**

**MH
PROFESSIONAL**

**RACE-BASED
TRAUMA
ANXIETY
DEPRESSION
STRESS**



Session Goals:

- Define equity and examine actionable steps toward inclusive practices.
- Review relationships between equity and recovery.
- Discuss barriers to talking about equity and recovery and will have the opportunity to lean into and practice authentic equity-focused conversations.
- Acknowledge that systemically marginalized communities continue to demonstrate their strength and resilience and we take accountability to make the critical culture shift necessary to reduce harm, starting with identifying the sources of oppression.
- Starting critical conversations and examining self-awareness in the process! We cannot challenge what we cannot acknowledge.

Requests

- Expect lack of closure
| it's a journey
- Ask for clarification
- Embrace Discomfort
- This Work is Not for Others, it is for Us
- Honor all Experience and Expertise Equally. Both come in many forms
- Safe and brave space
- Revisiting welcome
- Affirm and give credit
- Revoke "expert" positioning
- Listen to understand, even if we don't agree
- Be accountable for impact
- Be gentle with yourself and others
- "We can not challenge what we can not acknowledge."





Conflict is not only incidental but is required for transformation to occur and be sustained. It's been said that conflict—from discomfort to active disagreement—is change trying to happen.^[1]



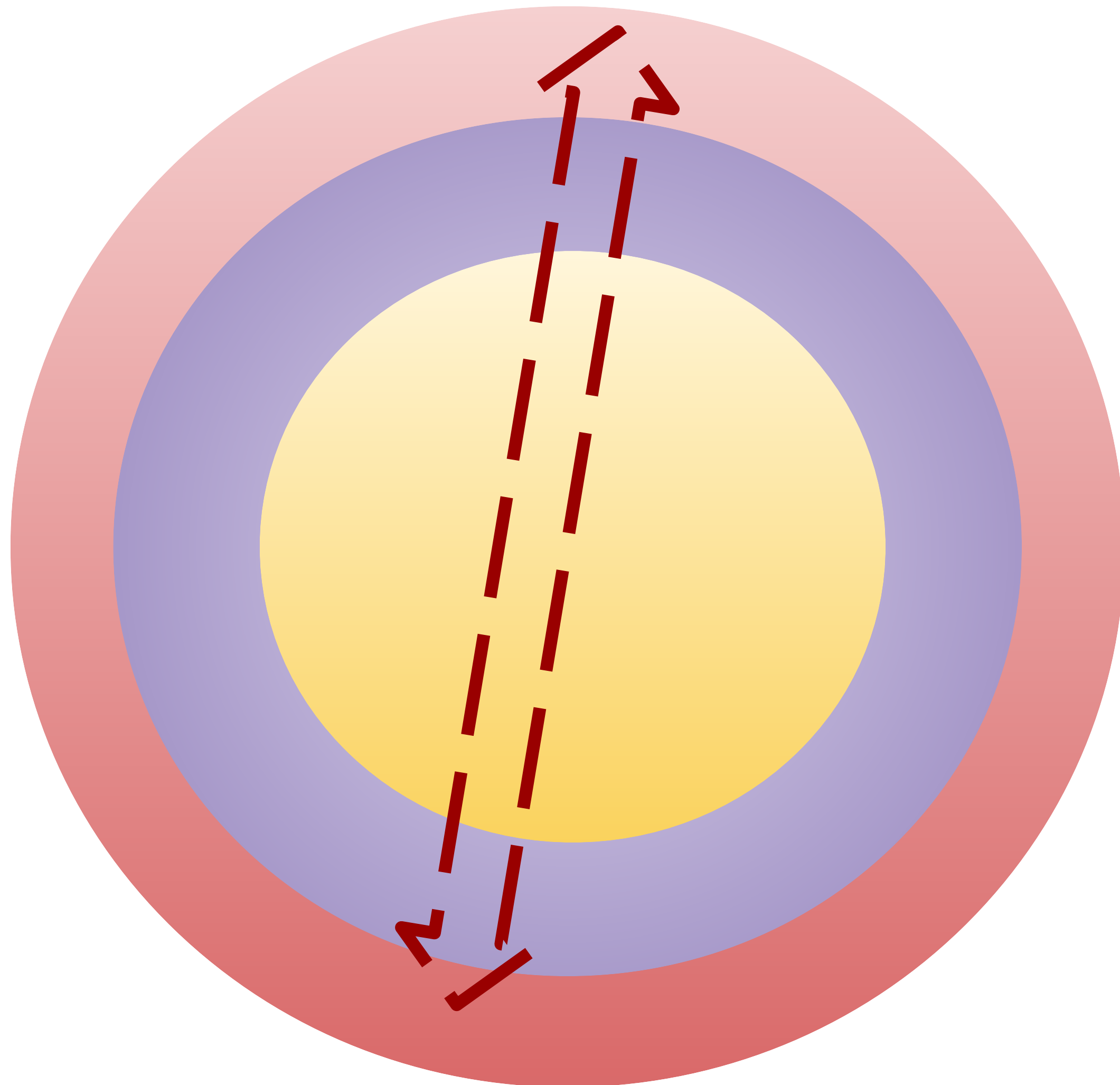
Ben Hecht, "Moving Beyond Diversity Toward Racial Equity," June 16, 2020, Harvard Business Review, <https://hbr.org/2020/06/moving-beyond-diversity-toward-racial-equity>

Barriers to Difficult Conversations

- Realizing that talking about equity is not always easy, what are some of the barriers you experience to talking about oppression and inequities?



Observing Our Zones



Panic Zone:

The panic zone is the area where folks feel overwhelmed and uncomfortable, possibly avoiding. This zone plays a role in equity work.

Stretch Zone:

The stretch zone is marked by engagement. A learning, growing and nervous excitement.

Comfort Zone:

The comfort zone is familiar, easy, and may not be at all motivating toward change.

Equity First Framing



Equality



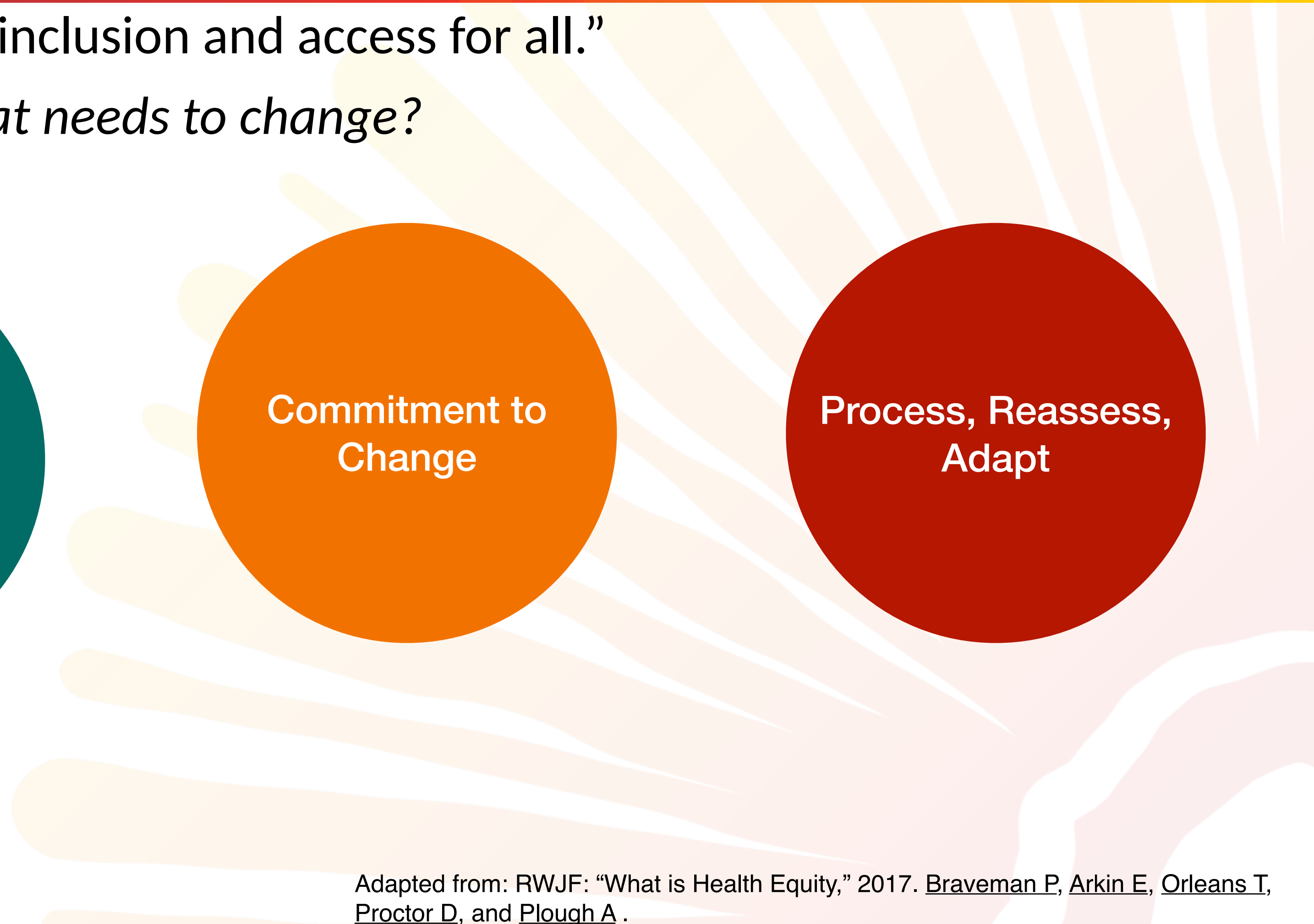
Equity



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EQUITY

- Simply stated “fair and just opportunity for inclusion and access for all.”
- *Critical question: Is that possible, if not, what needs to change?*



Narrative Prioritization

Reviewing narrative suppression, the value of narratives and the art of perception. Lived data vs Biased internalized data



How do we talk about recovery?

Example of inequities

- Neutrality.
- Suppress narratives about how different communities historically and contemporarily interact with various substances.
- Critical discussion on how systemic and structural oppression influence substance use, dehumanizing laws and policies, and how discriminatory practices impact access to recovery resources.



**This Work is Not for Others, it is
for Us**

Personal Accountability

Dr. Kenneth V. Hardy's Tasks of the Privileged and the Subjugated

GENERIC TASKS:

1. To be the expert in your own experience, not of others.
2. To create space for the telling of one's story.
3. To make space for both thoughts and feelings.

Accessed and adapted from: artmidwest.org; adapted from Hardy, K.V. (2016)



Dr. Kenneth V. Hardy's Tasks of the Privileged and the Subjugated

TASKS OF THE PRIVILEGED:

1. To resist false notions of equality. It is not helpful to equate suffering.
2. Intentions vs. consequences: to understand that intentions may be good, but that doesn't change the fact that consequences may be bad. It is not helpful to just clarify intentions when consequences were hurtful. Acknowledge the effect of consequences of your actions. Intentions are the province of the privileged; consequences are the provinces of the subjugated.
3. To challenge the ahistorical approach. History does matter, the past does effect the present. The privileged cannot understand the subjugated "out of context."
4. To be consistent, to not give up on connections with people who have been subjugated even if you are initially rebuffed, to continue to go back and back, to continue to try.
5. To not become a FOE – framer of other's experiences.

Accessed and adapted from: artmidwest.org; adapted from Hardy, K.V. (2016)

Dr. A.E. Stewart



Dr. Kenneth V. Hardy's Tasks of the Privileged and the Subjugated

TASKS OF THE SUBJUGATED:

1. To overcome learned voicelessness; to advocate for oneself. One needs to challenge the belief that it is not worth speaking up. The subjugated have often been taught that “silence is golden” and “don’t speak unless spoken to;” the challenge is to unlearn this behavior.
2. To learn to exhale the negative messages that have become internalized.
3. To overcome the impulse to protect, educate, or change the privileged.
4. To deal with one’s own rage, to channel it appropriately, not to eradicate it. Shame is a major stumbling block for the privileged; rage is a major stumbling block for the subjugated.

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Dr. A.E. Stewart



Tasks of the Privileged and the Subjugated

Discussion Points:

- Please share which tasks, if any, from both lists that resonated with you personally.
- Please share how you see these tasks apply to the work you do.
- Tasks that feel challenging? Or that you are still processing?

Thank you!

Ashley Stewart

