Healing and Transformation Facilitator Manual

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At the time of this publication, Dr. Miriam Delphin-Rittmon, served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration.

The opinions expressed herein are the view of the South Southwest Mental Health Technology Transfer Center (MHTTC) and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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Facilitator Notes

The following document is a guide for future facilitators. The document includes tips and considerations for the facilitators, a breakdown of sessions, and an additional resource list.

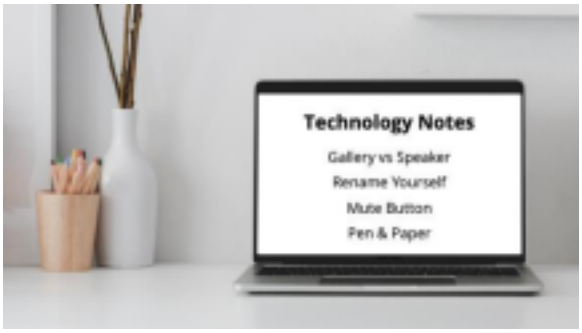
Tips and Considerations

The Healing and Transformation Learning Academy (HTLA) is founded on the principles of peer support, acknowledging and respecting the unique paths individuals have taken in their lives. Consequently, it does not have a predetermined outcome in mind. This framework empowers participants to explore unlimited pathways that will lead them to their intended destinations throughout their time in HTLA. Although this document provides detailed facilitator notes, the space is collaboratively created to meet individuals where they are. Thus, it is unlikely that the entirety of HTLA will be facilitated exactly as outlined below. Instead, facilitators should respond to the group's desires by introducing relevant topics aligned with HTLA, adjusting the sequence, and adapting the facilitation style for different sessions.

Facilitating the HTLA requires a facilitator who is:

- Experienced in intentional facilitation practice.
- Mindful of neurodivergence and different learning styles.
- Knowledgeable about peer support and system transformation.
- Proficient in building alternative systems.
- Able to provide clear examples of current alternative systems (e.g., transformative justice, healing justice, disability justice, etc.).
- Aware of various funding streams: federal, state, grassroots, etc.

Technology Tips



Gallery View vs. Speaker View – when we have the PowerPoint up, you will likely only be able to see a small handful of participants. However, when we are in breakout rooms or engaging in discussion as a whole group, you may want to change your view to "Gallery View." You can do that by selecting the 3x3 square grid icon in the top right of the video screen.

Naming Yourself – you should be able to rename yourself by hovering over your video screen, clicking the blue button with the three white dots at the top right of your video, and then select "Rename." Please write the name you would like the facilitators and other participants to call you as well as your pronouns. Examples of pronouns are she/her, he/him, and they/them, to name a few.

Mute/Unmute – please mute yourself when you are not actively speaking. If we hear background noise while someone else is speaking, the facilitators may mute you (it's not personal, we promise!) and then you are welcome to unmute yourself when you are ready to speak.

Writing Utensil & Paper – there will be many times when you will need to take notes or write something down as part of activities throughout the next two days, so please make sure you have a pen or pencil and something to write with.

Session 1: Positionality and Power

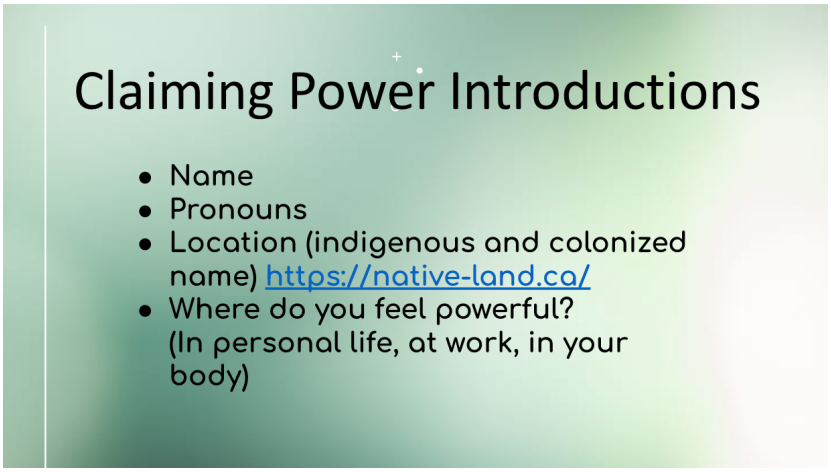
Learning Objectives (by the end of this module, participants will be able to):

- Understand the basics of the program.
- Be introduced to the facilitator and participants.
- Know the group assumptions and create space agreements.
- Co-create the guidelines around responding to harm.

Summary of Main Ideas:

- Introducing the program, facilitator, and one another.
- Introducing group guidelines and agreements.
- Initiating conversation around power through power positionality.
    - Positionality references or systemic empowerment and disempowerment and how our lived and professional experiences impact our unique approaches to different topics.
- Sharing the facilitator's positionality and having the group share theirs.

Introductions (15 Minutes)



Have the group stay as one and introduce one another with the following:

- Name
- Pronouns
- Location (indigenous and colonized name) https://native-land.ca/
- Where do you feel powerful? (In personal life, at work, in your body - you can have them answer for one or all three)

Assumptions & Agreements (10 Minutes)

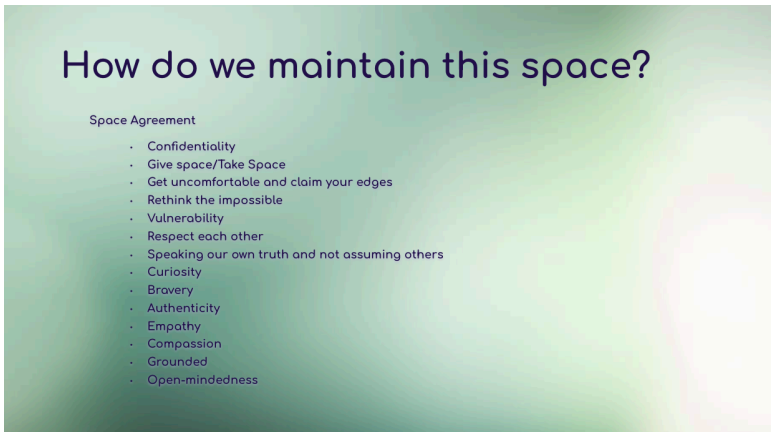
Discuss the following areas:

Assumptions:

For facilitator: These are all examples of assumptions you may come into this program with, we suggest you take a moment to reflect and add/change any assumptions you may think of as well. This is important so participants have context of how you are operating in the space and for clearer conversations.

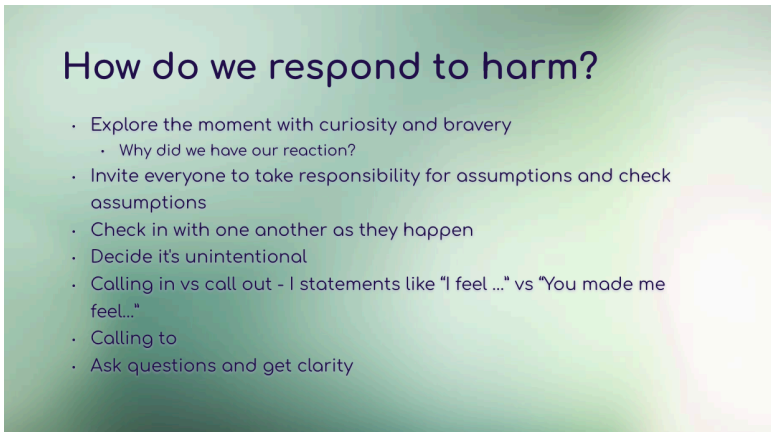
Assumptions listed:

- Space founded on peer support values
- Peer support is transformative
- Peer support belongs everywhere
- we live in a systematically oppressive society - inequity is all around
- We are all here as educators, students, thought partners, and visionaries
- We are all on our individual journeys
- this is not a harm-free space, harm will occur, what matters is how we respond to it.



<u>Creating space agreements:</u>

What are other guidelines we want to include to ensure we have a supportive learning environment? *Use the annotate function to write down the additional guidelines suggested by participants.*



<u>How do we respond to harm?</u>

ASK: How does the group want to respond to harm when/if a harmful situation arises? Having these guidelines in place supports in avoiding unnecessary conflict and aids in more effective communication in case harm arises.

Tell: Share your own power positionality

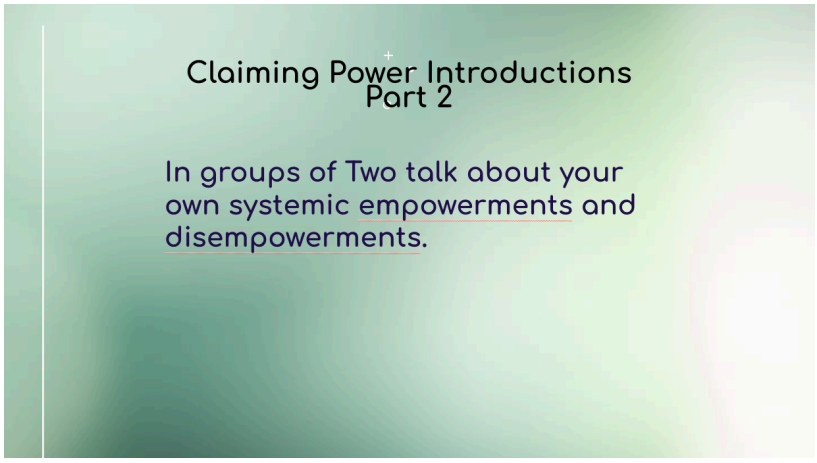
Share about systemic empowerments and disempowerments. What makes each so?

Note: facilitator should go in-depth into their positionality similar to the example slide above.

Systemic empowerments: think privileges.

Systemic dis-empowerments: think marginalization's or disadvantages.

Positionality references or systemic empowerment and disempowerment and how our lived and professional experiences impact our unique approaches to different topics.



Activity: Create breakout groups for everyone to share their own positionality statements, systemic empowerment and disempowerment. Make sure you let folks know how much time they have throughout to share.

Debrief

Check-in with participants about what came up for them. Wrap up the day by answering any questions participants have. Ask participants to share one word about how they're feeling before ending the session.

Session 2: Power

Learning Objectives (by the end of this module, participants will be able to:)

- Know the definition of power.
- Discuss the different types of power and what we can do with them.
- Defining inherent power vs power from systemic oppression.
- Know the different actions we can take with the power we hold.

Summary of Main Ideas:

- Defining power & the 2 types of power.
  - Power is influence, disruption, building, inspiring, controlling.
  - Inherent power and power from systemic oppression
- Understanding our knowledge and ideas around power.
- Learning what we can do with the power we hold.

Claiming Power

Grounding

Start with a grounding practice to get participants into their breath and body. Remind them they are welcome to lead a grounding themselves if they'd like.

Ask: When was the first time you felt empowered?

Give the group some time to think about it while you share yourself.

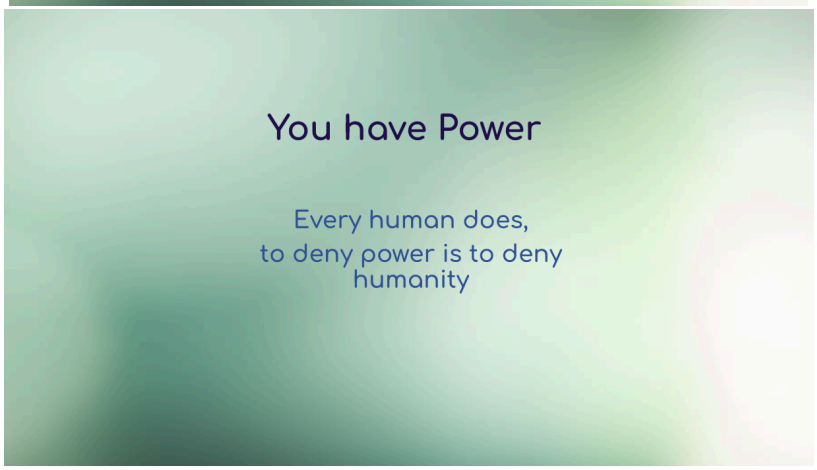
Remind them that naming power doesn't have to be in monumental things. Power can be in the small things, in speaking your truth, showing up.

Open discussion on Power:

<u>To think on:</u>
What is your understanding of power?
Who taught power to you?
Where do you have power?
Where do you not?

What is power?

Power is influence, disruption, building, inspiring, controlling.



Every human has power, to deny power is to deny humanity.

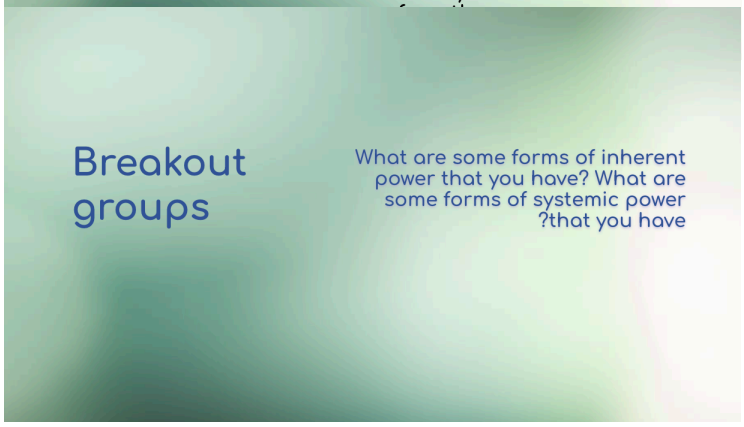
How do we claim our power?

We understand it and move past our embarrassment of it.

Claiming our own power doesn't mean denying anyone else's!

The types of power

Talk about and give examples of the two types of power. Have the participants give some of the examples they can think of in each if time allows.



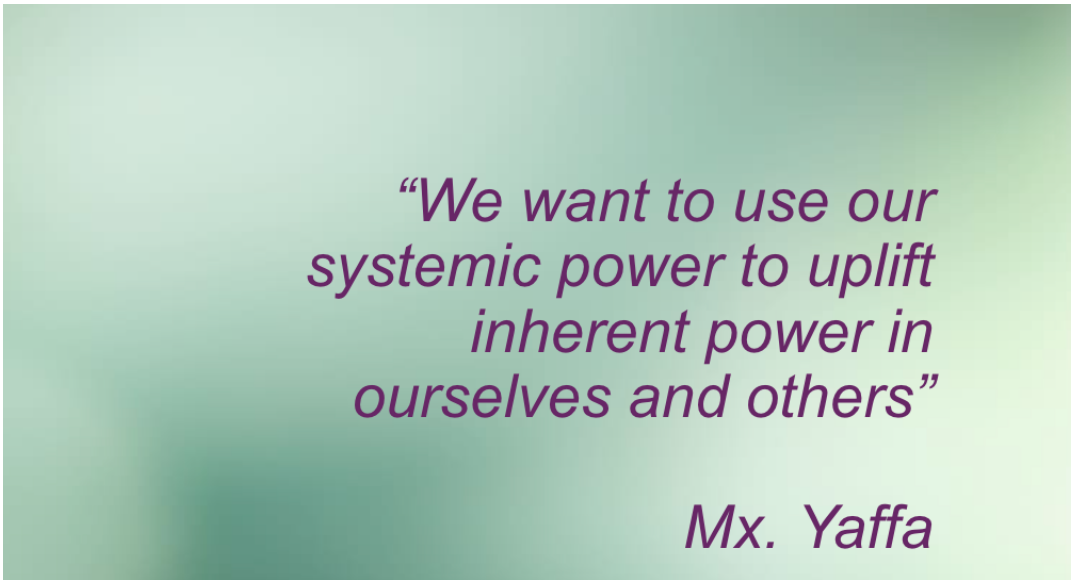
<u>Breakout groups:</u>
Get folks in groups of 2-3 and discuss the following questions. Write the questions in the chat and give them a certain amount of time each to share so they can keep track. Remind through broadcast as well.

What are some forms of inherent power that you have?

What are some forms of systemic power that you have?

Impossible is not real.

- Accepting the parts of you that are saying maybe something isn't possible and knowing that you can still explore that possibility.

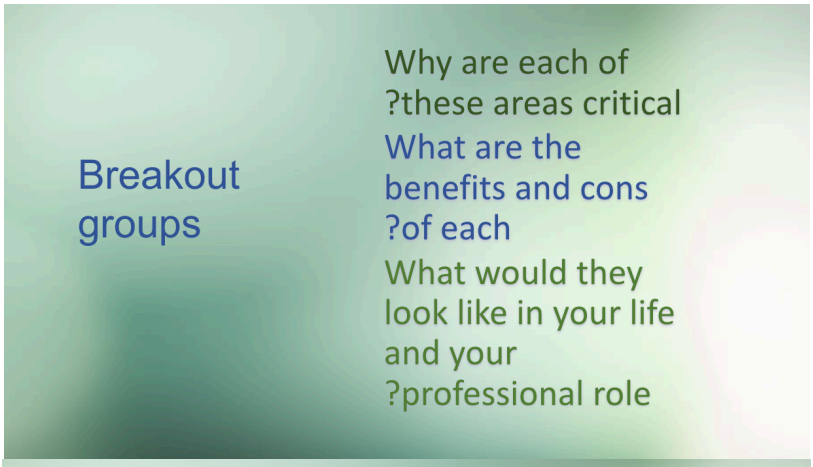


What do we do with power?

System change
From within or outside the system

System transformation
Dismantling

Building alternative systems
New possibilities not rooted in old causes



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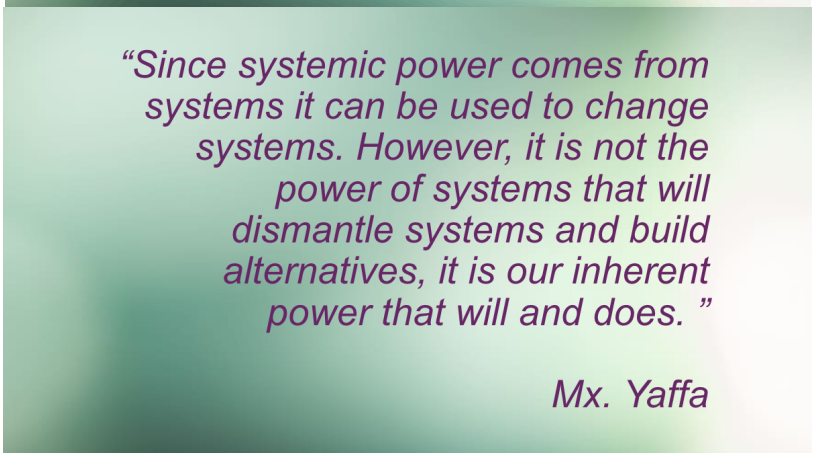

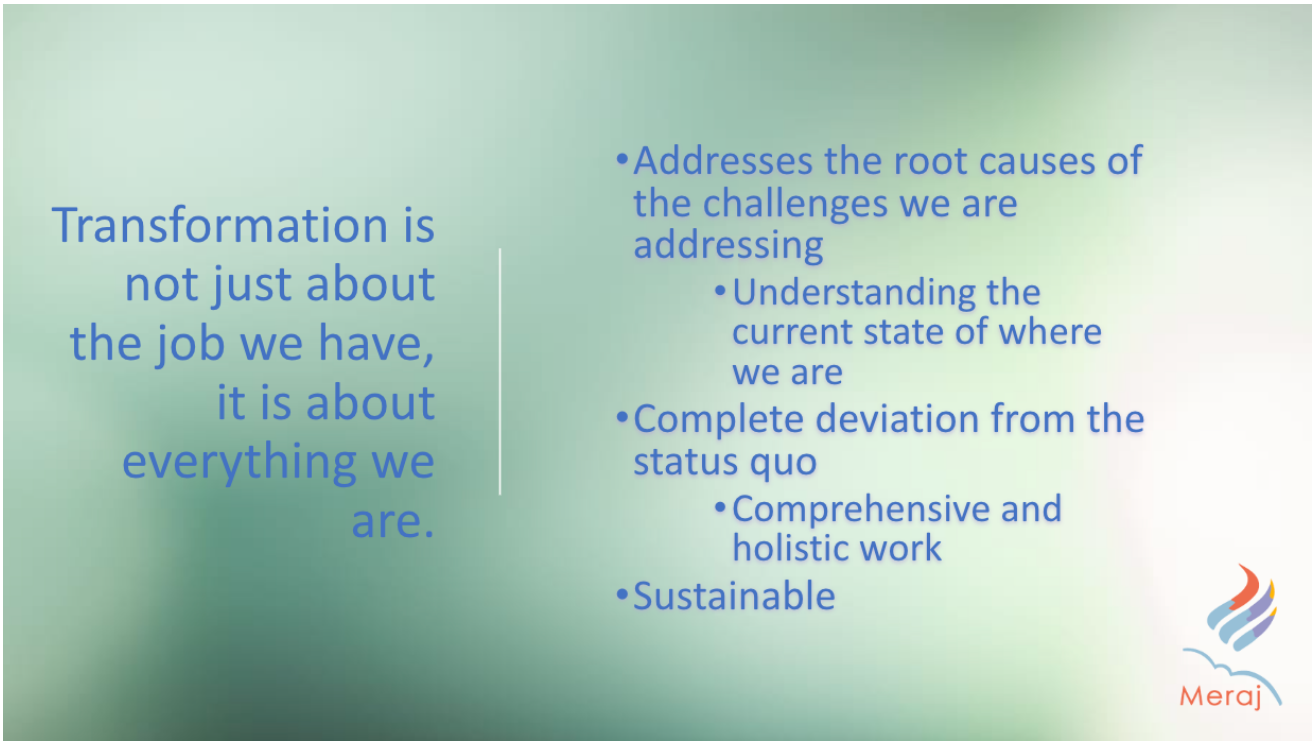

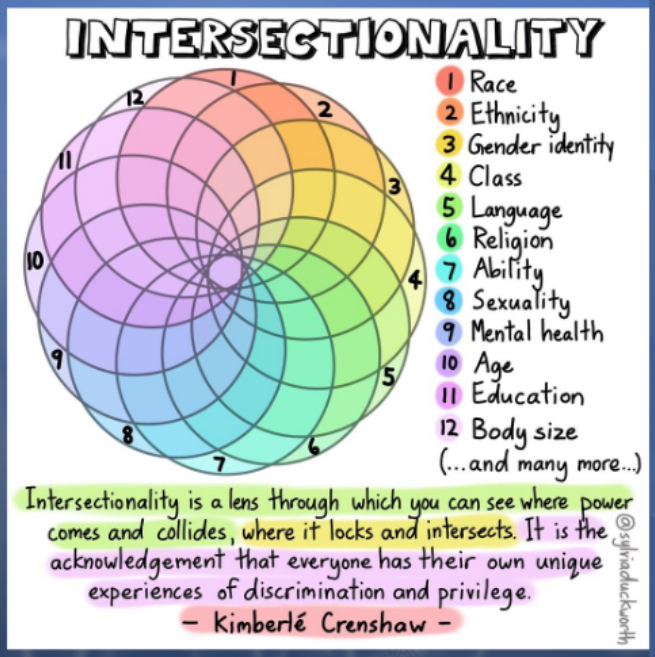

Meraj

Assemblage theory

- "[I]ntersectional identities and assemblages must remain as interlocutors in tension . . . intersectional identities are the byproducts of attempts to still and quell the perpetual motion of assemblages, to capture and reduce them, to harness their threatening mobility"

- Terrorist Assemblages, Jaspir Puar (2007,213)

- https://transversal.at/transversal/0811/puar/en

Meraj

For upcoming check-in:

- Think about how these power conversations have been sitting with you.
- Think about how it fits into your workplace, your relationships, and your life.
- For yourself - where does your body, mind, and consciousness have power?
- Think about how you can put this into place in your life.

Session 3: Check-in

Building Utopia

Learning Objectives (by the end of this module, participants will be able to:)

- Checking in on how the information has been sitting with folks.
- Introduce the concept of building a utopia.
- Journal prompts to reflect on childhood.

Summary of Main Ideas:

- Building utopia most times is really building the world we would've wanted for ourselves as children.

Building Utopia

Grounding: Starting off with a grounding exercise to get everyone into their bodies (meditation, breathwork).

ASK: Checking in on what is coming up for people and how they have been integrating/sitting with the information that has been presented.

This section can take up the entire two hours if needed. If that occurs, move the material below into a future session. Answer any questions coming up and move into a conversation that would effectively answer questions that participants have on their journeys.

Journal Prompts
Ask participants to bring out a journal or a piece of paper and reflect on the following prompts without revealing the purpose until the end of the exercise. Allocate a timeframe of 5 to 10 minutes for each prompt, observing when most participants have completed their reflections. Emphasize that participants should keep their pen or pencil on the paper, even if they run out of ideas, as this encourages the flow of thoughts.

Childhood Reflection Prompts:

- What was your childhood like?
- What would you have wanted your childhood to look like in an ideal world?

Allow participants to share their thoughts on the exercise and anything that came up for them, providing them with ample time to express themselves. It is common for participants to share aspects of what their ideal world would look like.

Reflect on everything that participants share and clarify that what we have been discussing is the process of building Utopia. Utopia is not some distant, perfect destination that we have to wait a lifetime to reach. Instead, we can experience the feelings and ideals of Utopia in our lives today.

Pose the question to participants: How can they introduce some of the elements they envisioned into their daily lives? Additionally, mention that our childhood experiences often serve as a wonderful gateway to envisioning and practicing Utopia building.

Emphasize that vision and Utopia building is a continuous practice. The exercise we just completed was a way to activate parts of our brain that we often neglect. Encourage participants to incorporate this kind of work into their daily routines and make it a regular part of their lives.

Session 4: System Change and Transformation

Learning Objectives (by the end of this module, participants will be able to:)

- Define change and transformation
- Recognize the difference between change and transformation
- Learn pathways for transformation
- Understand root cause analysis work
- Learn the 6 whys as a tool for root cause analysis

Summary of Main Ideas:

- Change is constant
- Transformation is systemic, large-scale deviation from the norm, and sustainable
- There are no wasted opportunities: transformation windows can exist when things fall apart or through inspiration
- For transformation to occur we must always understand the root cause
- The 6 whys are a lean engineering tool that can be used to think through the root cause

Grounding exercise

Think back to one of the emotions you brought forward from your Utopia visioning last week. Allow it to flow through you with every breath. Where do you feel it most? Where do you not feel it as much?

Breathe into each of these areas 3-5 breaths. With each exhale, try to release some of the tension or weight associated with any of those areas.

See if anyone would like to share their experience with the grounding.

Starting Conversation prompt:

What is the difference between transformation and change?

Use the Zoom whiteboard to capture some of the things participants are sharing on a three-column system. The columns are change, transformation, and a middle area for things that could be both depending on context.

From here ask individuals to come up with definitions of change and transformation and highlight the major differences.

Change will always happen, any shift is change.

Transformation is a systemic, large-scale deviation from the norm and a sustainable form of change.

“Dealing with resistance to transformation can take a long time, without the resistance, transformation can be done quickly.”

Open up possible discussion questions :

- Can transformation happen quickly?
- Can we think of a transformation that was for the worse?

Activity: Pathways of Transformation

In breakout groups of 3 discuss what some pathways for transformation are that you are familiar with and have used in your personal and professional lives.

Activity debrief:

What are the ways groups came up with? Capture some of the ways on a Zoom whiteboard.

Break down some of the pathways individuals came up with. Challenge whether or not all of them are transformation and not change. Ask the group what would

make change-oriented items transformative.

Use 3 columns: One for change, middle for both, one for transformation.

End the conversation with why root cause analysis are critical to transformation.

Root Cause Analysis

Share that root cause analysis is a way to understand the foundation of everything, whether challenges or opportunities. Where are things coming from.

Activity: Chakra meditation

Think of growing a seed starting in the root chakra, allowing it to gain nutrients from the sun in the manipura, be fed through the anahata, allow it to communicate with us through the throat chakra, and finally the realization that it is more than a single plant in the Ajna chakra.

Activity debrief:

Discuss as a group what that brought up for folks, and what they learned from the exercise.

6 Why's

Walk through the 6's why's. An engineering tool where you ask why again and again until you have gotten to the root cause.

- If you take anything in the world and start with one why (ex. Why is peer support the way it is?) until you get to the root cause of the issue or a place from which to take action.

Activity:

In breakout groups of 2 share one challenge or opportunity you have in your life and work on identifying the root cause of it.

Activity debrief:

Discuss what folks learned.

Wrap-up conversation:
Ask participants how all this information applies to the work they are doing or their daily lives.

To reflect on:
How often do you think of the root cause of the issues you see/are faced with?

Session 5: Building Alternative Systems

Learning Objectives (by the end of this module, participants will be able to):

- An understanding of what are alternative systems
- Learn some pathways for building alternative systems
- Differentiate between transforming systems and building alternative systems
- Recognize ways to maintain the fidelity of alternative systems

Summary of Main Ideas:

- An alternative system is a pathway that is founded on principle and is rooted outside of current existing systems
- Alternative systems can be built by anyone and anywhere
- The most marginalized communities, who are most removed from systemic empowerment are the ones usually building these systems for survival
- Mutual aid, transformative and disability justice are examples
- Peer support WAS an alternative system at one point
- The more intersection an alternative system has with any existing system the more it moves towards no longer being an alternative system. Ex. Peer support is no longer an alternative system.
- Creating an alternative system checklist:

Identify current gap (purpose)
Where are the current systems failing? What do you want to address?

Create the foundation
What is integral to this new system and makes it different?

Identify values
What are the core beliefs that this work is done by? How are these revisited? How are they defined and consistent?

Create/identify resource options
How do you resource this in ways that don't allow the system to hijack it? What does this system look like within a larger capitalist system?

Start the work
What are ways that this work is fulfilling its purpose?

Revisit and interrogate often
What else is missing? Where is this work at risk of being hijacked?

Grounding Exercise

Chakra meditation (if did not do during previous class)

Think of growing a seed starting in the Muladhara, allowing it to gain nutrients from the sun in the Manipura, be fed through the Anahata, allow it to communicate with us through the Vishuddha, and finally the realization that it is more than a single plant in the Ajna chakra.

Reflect with the group on the concept of creating something new. The same ingredients needed for the seed to grow within us is important with building anything.

Other Option:
Breakout group for open chat so individuals can get to know one another better.

Breakout group:
Practicing the 6 WHY's: take any situation and continue asking WHY until there is a place to move from/take action on/or until the root cause is reached.

Group discussion prompt:

What are alternative systems? What are some examples folks are familiar with?

Ask participants to define what alternative systems are and support them to reach close to the following definition:

“An alternative system is a pathway that is founded on principle and is rooted outside of current existing systems”

Some examples of alternative systems are mutual aid, transformative and disability justice

Challenge participants to ensure that any work they perceive as an alternative system is in fact an alternative system and not rooted in the same systems.

Peer Support: Alternative System or No

If the group does not bring up peer support in the initial conversation

Shift gears to discuss the evolution of peer support.

Ask: what are some things that would have made peer support an alternative system? What makes peer support NOT an alternative system?
Create a list with the group. Major things that should be captured:

- How does the alternative system intersect with existing systems?
- How is it resourced (labor, funding, etc)?
- How does it operate?
- What is the purpose of the alternative system?

Building alternative systems:

Ask the group how they would build an alternative system.

Together come up with the following pathway:

Identify current gap (purpose)

Where are the current systems failing? What do you want to address?

Create the foundation

What is integral to this new system and makes it different?

Identify values

What are core beliefs that this work is done by? How are these revisited? How are they defined and consistent?

Create/identify resource options

How do you resource this in ways that don't allow the system to hijack it? What does this system look like within a larger capitalist system?

Start the work

What are ways that this work is fulfilling its purpose?

Revisit and interrogate often

What else is missing? Where is this work at risk of being hijacked?

Building alternative systems starts with **self and relationship transformation.**

Small group breakout

In groups of 2 or 3 work through these steps to come up with an alternative system (does not have to be something you actually want to build)

Debrief: How was the creation process? What did you notice? What was missing?

Large group discussion

What alternative systems are on participants' minds? If time allows, walk through creating one of these ideas with the group.

To reflect on:
Think about the systems tht you are a part of, how do you think this system started?

- **<u>To think on through the end of the program (optional):</u>**
  If you want to do something specific with this knowledge you are receiving, or outside of this, **you have an additional 8 hours you can bill to us for this project**. Let your facilitator know about what you would like to do with this time if you feel inspired (this is optional).
- You have the ability to do one on one sessions with your facilitator if you'd like (also optional).

Session 6: Check-In

Learning Objectives (by the end of this module, participants will be able to:

- See how participants are grasping system transformation and building alternative system materials.
- Provide space for participants to brainstorm ideas about system transformation in their current life and workspaces
- Provide space for participants to brainstorm ideas about building alternative systems in whatever ways

Summary of Main Ideas:

- Peer support grew from social justice movements that responded to the historical treatment of people with mental health and substance use challenges
- Peer workers have an ethical requirement not to discriminate or condone the discrimination of people who experience oppression

Break out Group 1

Share within your group your thoughts about transformation in your personal or professional lives.

Other option: Unrestricted. Check in on how folks are doing.

Break out Group 2

Share within your group your thoughts about building alternative systems.

Other option: Thinking of how system change and transformation have shown up within our own lives.

Break out Group 3

Chat about building Alternative Systems. Potential alternative systems we would like to see or want to build as our own project.

Session 7: Hope and Movement Building

Learning Objectives (by the end of this module, participants will be able to:)

- Connect with the concept of hope and non-attachment as a practice
- Learn the transformative capabilities of non-attachment is
- Discuss some alternative systems that are being built currently

Summary of Main Ideas:

- Hope is a practice that must be exercised
- Removing the outcome from hope allows it to be liberatory
- Non-attachment is a concept that has been utilized for millennia by cultures around the world
- Non-attachment is necessary to sustainably do this work

Activity: Grounding exercise (15 Minutes)

Grounding:

- Grounding into the body & breath
- Visualizing a seed, water it, taking care of it
- Where is it in your body? Connect to those areas.
- What is it saying/doing as it's growing?

Group discussion: What is hope? (20 Minutes)

The root of the word hope is **"sper", which roughly translates to 'expect'. "Sper" is also the same root for desperate, prosper, prosperity, and prosperous.**

Many of us are taught that hope is related to outcome & that is devastating.

Hope is being here, showing up, and working towards something. There is no outcome. Releasing the attachment is liberating.

Non-attachment welcomes all and says “what do we have to learn from this?”

Hope & non-attachment are practices we cultivate.

Hope can be something you feel in your body, but it is meant to be felt in your spirit.

Other options:
Breakout group for people to check in what’s coming up around hope and/or anything else we’ve discussed.

Last 30 minutes - go over examples of alternative systems as a group.

Session 8: Funding Strategies

Learning Objectives (by the end of this module, participants will be able to):

- Know about different funding pathways
- Know about pros and cons to different funding sources
- Know basics of funding research and grant writing

Summary of Main Ideas:

- Learn about different funding pathways
- Learn about pros and cons to different funding sources

Main funding pathways:

- Federal/State:
    - Pros: large amounts of money
    - Cons: Very restrictive requires immense reporting
- Large Private Foundations
    - Pros: large amounts of money
    - Cons: Very restrictive and requires immense reporting
- Small Private Foundations
    - Pros: Less restrictive funds
    - Cons: Smaller buckets of money
- Individual Donors
    - Pros: allows the community to be a part of the work
    - Cons: fundraising labor can be immense
- Cost for service
    - Pros: No funder restrictions
    - Cons: Not financially viable for many communities.

Things to consider as you search for funding:

- Restrictions
- Certification requirements or lack of
- Pay equity
- Reporting
- Insurance
- Org structure

Funding is about relationship building.

Building relationships is integral to everything we do in building alternative systems, system change and system transformation.

Brand what you're already doing and centering towards what the grantors are interested in.

- **Diversify your funding sources!**
- **Building relationships is one of the main ways to sustainably continue receiving funding.**

If time allows, show the participants how to search for and find different funding sources.

Session 9: Healing Transformation

Learning Objectives:

- Reflect on the definition of healing as a practice within and outside peer support.
- Recognize ways that healing is transformative
- Learn about how Transformation leads to healing
- Learn about healing justice as a framework
- Reframe trauma, crisis, and triggers
- Reflect on strengths vs weakness

Summary of Main Ideas:

- Healing is the process of becoming whole (everything we are meant to be)
- Within peer support healing is about autonomy and self-actualization
- Within the broader behavioral health system healing is about existing in accordance with the current systems of oppression
- When healing moves us towards autonomy and self-actualization it is transformative
- As we move transforming our lives we are moving towards healing
- Healing justice is the process of moving towards autonomy and self-actualization while addressing the societal root causes that move us away from them AND addressing the initial wounds on this land
- Trauma represents the entire spectrum of distress. Trauma is Utopic.
- Crises is a refusal to accept systemic oppression
- Triggers are reactions of our bodies remembering
- Strength means to fort and protect. Weakness means to be bendable and malleable.

Grounding Exercise: Connecting with our nervous system

Coming into the breath.

Try breathing in and out through your nose.

Try breathing in through your nose and out through your mouth.

Seeing which feels better in your body today and trying it out.

With each exhale see if we can release just a little bit.

Opening Discussion: What is healing to you?

Ask participants to define healing.

From the participant's definitions come up with a definition using the following:

Healing is the process of becoming whole (everything we are meant to be).

What are the differences between healing through peer support framework vs broader behavioral health frameworks?

- Within peer support healing is about autonomy and self-actualization
- Within the broader behavioral health system, healing is about existing by the current systems of oppression

To reflect on: How many years have you been showing up fully as you?

Breakout Group

Think about how you have looked at healing in the past - does this new definition shift things for you?

Discussion: Healing Justice

Ask participants if they are familiar with healing justice, if so what do they know about it?

Tell participants: Healing justice is the process of moving towards autonomy and self-actualization while addressing the societal root causes that move us away from them AND addressing the initial wounds on this land. The initial wounds are settler colonialism and slavery.

Discussion: Language that moves us towards healing

Ask participants what things we are looking to heal from? From the answers move towards the concepts of trauma, crises, and triggers and why it is important to reclaim these concepts.

- Trauma represents the entire spectrum of distress. Trauma is Utopic.
- Crises is a refusal to accept systemic oppression
- Triggers are reactions of our bodies remembering

Mention that we often talk about the need to clear a cup before it can be filled with the things we want it to but if you think about it, a full cup under a faucet will change the water within the cup. Healing is not just about putting things out to clear, filling our lives with the things that feed our soul does the work even more effectively at times.

Discussion: Healing Transformation

Ask participants what moving towards this model of healing transformation (justice) would look like?

End with

Strength means to fort and protect. Weakness means to be bendable and malleable.

Session 10: Building Relationships

Learning Objectives (by the end of this module, participants will be able to:)

- Know about the fundamentals of relationship building using peer support values.
- Know about why relationship building is critical in seeking and understanding funding pathways
- Know about conflict, conflict resolution and conflict transformation.

Summary of Main Ideas:

- Defining relationship.
- Tools for relationship building.
- Conflict discussion.

Grounding:

Have the participants use a journal to write or doodle their answers to the following questions:

- What do you like about yourself?
- What are some things you are working on embracing about yourself?
- If you could receive an apology from anyone (dead or alive, in your life or not), what would that apology look like?
- If you could give an apology to anyone, what would it look like? What would you say?
- What is one or multiple things you'd like to do before you die?
- What would the perfect day to spend by yourself look like?
- What is one relationship you want to invest in/hold onto and why?
- What is one thing that brings you the most absolute joy in life?

Create breakout groups for group to go deeper into some of their answers.

Discussion: What is the relationship?

The root of the word relation is “bringing back or restoring” in Latin.
Open discussion on relationship - what does this concept bring up for you?

Discussion: Tools for relationship building

- Faith vs Trust
- Conflict transformation
- Grace
- Communication beyond the verbal
- Celebrating difference
- Accountability
- Consent

Discussion: Conflict

Conflict: is usually seen as something that is bad. Could be good, bad. Could just be.

Conflict allows us to grow.

Conflict resolution: moving through a conflict by using a certain tool like compromise, avoidance, etc. How do we move forward?

Conflict transformation: working through the root cause of the conflict in the first place.

Can use the 6 WHY’s for this.

Thinking of a relationship between 2 people as the 2 separate people and the entity of the relationship.

Session 11: Final Check In

Learning Objectives (by the end of this module, participants will be able to:)

- Wrap up any loose threads
- Check in with the participants
- Ask about participants future plans

Summary of Main Ideas:

- This is a beginning, not the end

Grounding Exercise

Ask a participant to lead the final grounding exercise for the group or facilitator to lead one.

Check-in Questions

Place participants into breakout groups for participants to check in with one another and then do a larger check in asking the following questions.

How are you feeling at the end of this program?

What do you feel is still unanswered and you would like to explore today?

What are your plans after this program?

Survey

Time for SAMHSA survey

Resources

Books

All About Love and Killing Rage - Bell Hooks

Sister Outsider - Audre Lorde

Beyond Survival

Liberated to the Bone

Healing Justice Lineages

What it Takes: Wisdom from Peer Support Specialists and Supervisors

Radiant Wildheart: A Guide to Awaken Your Inner Artist and Live Your Creative Mission

Leah Lakshmi Piepzna-Samarasinha Books

Disability Visibility

Death Blossoms: Reflections from a Prisoner of Conscience

Breathing the World Anew: A Decade of Black August Haikus

We Do This 'Til We Free Us: Abolitionist Organizing and Transforming Justice

Emergent Strategy

Essays

Lived Experience Informed Practice: an alternative to Evidence Based Practice

My Gender is Black - AfroPunk

Beyond Utopia: The Building Utopia Guide for Queer and Trans Muslims

Podcasts/Audio Recordings

Emergent Strategy Podcast

Lovin Coven Podcast

At the Intersections of Psychosis and Marginalization