

How do you define harm reduction? Have this month's readings altered your definition at all?

This month's readings feature the work of the Native Youth Sexual Health Network (NYSHN.)

Below you will find a link to their website. Here you will find some downloadable infographics on the Four Fires Model of Harm Reduction.

<https://www.nativeyouthsexualhealth.com/indigenizing-harm-reduction>

The Four Fires Model centers community wellbeing. The Four Fires Model also acknowledges that harm is something which happens navigating life. These perspectives and guiding structures are applicable to the work we do in Collegiate Recovery.

Using a skill from last year's book club installment on *My Grandmother's Hands*, **how do each of the "fires" below feel to hear? Do you notice any tension or uncomfortable feeling within yourself? Can you describe these feelings?**

- Cultural Safety: "Acknowledge the power differences that exist between service provider and client/patient. Allowing and creating spaces for Indigenous peoples to feel safe to be our whole selves while receiving care" (page 109.)

What are some ways our students may or may not feel safe showing up as their whole selves?

How does the power dynamic potentially prohibit our work as CR Professionals? Can this dynamic be helpful in harm reduction work?

- Reclamation: "Colonialism uprooted and distorted many structures and ways of life within our communities, reclaiming cultural practices can strengthen us" (pg 110.)

What examples do you have in your own life or in the lives of the students you have served in which cultural reclamation has been helpful to recovery?

- Self-Determination: "Allowing individuals, communities and Nations to decide specifically for ourselves what works for us" (pg 111.)

Are there ways in which we as CR Professionals can help make sure that basic needs of our students are being met so that they are on better footing for determining their own substance use and/or recovery care?

- Sovereignty: "Principles like noninterference teach us to support and meet people where they're at" (pg 112.)

Can you think of some consequences or behaviors unique to collegiate students that may be more hostile to recovery or harmful than the actual use of substances?