

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

This month's readings outline the concept of transformative justice and discuss why this is integral to harm reduction work. On page 267, Hassan positions liberatory harm reduction as actions taken on the individual level while, "Transformative Justice is what we do on the community level to address the root causes of violence and create alternative solutions to calling the police and depending on social services."

**If we think about our direct student services as liberatory harm reduction, what is the equivalent to transformative justice work in our collegiate recovery programs? Do you know what the "root cause" is for our campuses when considering substance use, gambling, non-suicidal self-harm, disordered eating, or disordered use of sexually explicit material? How do your programs address these root causes on your campus?**

Sprinkled through pages 261-263, Hassan provides several examples of social services, hospitals, and government agencies use of security or police officers. In these instances, the first contact folks make with support services is not one of compassion, care or support, but is instead an interaction with a punitive force.

**What is the first point of contact for students seeking collegiate recovery on your campus? Do your students confront a system of accountability/consequences before they encounter a support? How might this affect students seeking recovery on your campus?**

Page 268 is a graphic which illustrates how harm reduction informs transformative justice.

**What are some examples of how these components of harm reduction are present *at the community level* in your program?**

On page 208, there is a graphic which defines healing justice as "a strategy that asks us to intervene, address and transform the root causes of generational trauma and racism." In the interview question on page 225, Hassan asks folks to describe what could happen if more harm reductionists were aware of healing justice. One respondent says, "It all comes back to how we are navigating and facing into and addressing intense human suffering."

**What are some needs for healing justice that you can identify in the students on your campus? Does your program address these for your students?**

I now pose the question to you which Hassan asks on page 226:

**"What if harm reduction was asking the question, *What does it mean to build power?*" What would building power look like for your students and does your program provide these opportunities to them?**