PSYCHOLOGY OF RADICAL HEALING
SYLLABUS
For centuries, People of Color and Indigenous individuals (POCIs) have resisted oppression and contributed to freedom and democracy. Our communities are resilient and rich in strengths in the form of family, civic institutions, cultural traditions, ancestral victories, and resistance struggles. Our strengths inspire us to thrive despite our very own humanity being repeatedly attacked through historical and contemporary acts of police brutality, draconian immigration practices, and exclusionary school policies. Racial and ethnic oppression along with other intersecting forms of bigotry and discrimination (e.g., sexism, homonegativity, transnegativity, xenophobia, Islamophobia, class exploitation) materialize in health disparities and life opportunities of POCIs. Yet, while POCIs are collectively hurt by oppression, we are not defined by such acts of inhumanity and subjugation.

The Psychology of Radical Healing Collective emerged out of a presidential initiative of the Society for the Psychological Study of Culture, Ethnicity and Race, a Division of the American Psychological Association (APA). The purpose of the Collective is to promote healing through the active process of studying and practicing social justice.

Radical Healing in Psychology involves being or becoming whole in the face of identity-based “wounds” or trauma (French et al., 2019). As such, radical healing incorporates strategies that address the root causes of identity-based wounds by building on the strengths of individuals and communities while also engaging in practices that promote resilience and wellbeing.

As a Collective we aim to link arms with others to co-create a shift in psychology that (a) integrates a strength-based approach to healing, (b) honors cultural traditions, (c) moves beyond a focus on solely the individual, (d) encourages critical thinking about the structures that shape the lives of people, and (e) motivates and support POCIs to take actions that celebrate life and optimize one’s sense of agency.

We developed the Psychology of Radical Healing Syllabus to assist in these efforts. The syllabus highlights and pays tribute to the intellectual tradition of radical scholars, activists, and practitioners that lay the foundation for the study of radical healing. We have included foundational texts, emerging frameworks, multimedia links, and proposed assignments designed to encourage a deeper and revolutionary exploration of radical healing in psychological theory, research, practice, and action. We hope faculty, community agencies, community members, and students of life adopt the syllabus as part of their journeys to build, expand, and promote a radical and decolonial healing praxis.

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| II. MEET THE AUTHORS | |
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WEEK 1
HISTORICAL AND CURRENT
SOCIOPOLITICAL CONTEXT

READINGS


RECOMMENDED BOOKS


MULTIMEDIA


WEEK 2
EFFECTS OF RACISM, RACIAL TRAUMA, AND HEALING

READINGS


MULTIMEDIA


WEEK 3
RADICAL HEALING
IN EDUCATION AND SOCIOLOGY

READINGS


MULTIMEDIA

“How are we creating a pathway for young people in urban environments, and suburban environments, and rural environments? What are the opportunity structures that are available in your school and your afterschool program to actually allow you to walk toward that path to your future goal orientation?”

– Shawn Ginwright, 2016 dare to disrupt! Keynote

WEEK 4
FOUNDATIONAL THEORIES: LIBERATION PSYCHOLOGY PART I

READINGS


MULTIMEDIA


WEEK 5
FOUNDATIONAL THEORIES: LIBERATION PSYCHOLOGY PART II

READINGS


RECOMMENDED BOOKS


MULTIMEDIA

WEEK 6

FOUNDATIONAL THEORIES: INTERSECTIONALITY

READINGS


MULTIMEDIA


WEEK 7
A PSYCHOLOGY OF RADICAL HEALING: COLLECTIVISM

READINGS


MULTIMEDIA


Readings on interethnic conflict:


WEEK 8
A PSYCHOLOGY OF RADICAL HEALING: CRITICAL CONSCIOUSNESS

READINGS


MULTIMEDIA

WEEK 9
A PSYCHOLOGY OF RADICAL HEALING: SELF KNOWLEDGE

READINGS


RECOMMENDED BOOK

MULTIMEDIA

“Knowledge of culture influences when and how people seek help, who they want help from, how long they stay in treatment, and how they renew their cultural self as a way to heal.”

– Holly Echo-Hawk, Culture matters: Indigenous perspectives on behavioral health care
WEEK 10
A PSYCHOLOGY OF RADICAL HEALING: HOPE

READINGS


RECOMMENDED BOOKS


MULTIMEDIA


The mother in me asks, what if? What if this darkness is not the darkness of the tomb but the darkness of the womb? What if our America is not dead but a country that is waiting to be born? What if the story of America is one long labor? What if all of our grandfathers and grandmothers are standing behind us now? Those who survived occupation and genocide, slavery and Jim Crow, detentions and political assault. What if they are whispering in our ear today, tonight, “you are brave.” what if this is our nation’s great transition?

– Valarie Kaur, Against Racism
WEEK 11
A PSYCHOLOGY OF RADICAL HEALING: STRENGTH AND RESISTANCE

READINGS


MULTIMEDIA

APA RESilience Initiative.
Retrieved from
WEEK 12
APPLICATIONS FOR CLINICAL PRACTICE

READINGS


RECOMMENDED READINGS


MULTIMEDIA


“I think about the embodiment of fear in a person’s heart rate, in their stomach, in their silence. If there is a wish that I have, it is that we do more practices of embodiment and recognize that sometimes before your mind even can come up with coherent thoughts, people have bodies that are responding to conversations that feel threatening to them.”

– Dr. Consuelo Cavoliere, Community-Based Practices Webinar
WEEK 13
APPLICATIONS FOR RESEARCH

READINGS


MULTIMEDIA


“When I was thinking about what area could I intervene on the individual level I was thinking about coping strategies. And when I think about what area I could intervene on the systemic level, its anti-racism work. So I see that as the next step in this process.”

– Dr. Canalce Hargons, Radical Research Webinar
WEEK 14
APPLICATIONS FOR ADVOCACY

READINGS


MULTIMEDIA


WEEK 15
WRAP UP, REFLECTION, CALL TO ACTION

READING

“Pay attention. You don’t get to quit. You don’t get to bow out. You don’t get to pretend it’s not happening. It is happening. And there’s a lot of folks who can’t pretend.”

Dr. Evelyn Hunter, CP's for peace and action: Putting SJ theory and research into practice
POTENTIAL ASSIGNMENTS AND ACTIVITIES

SOCIOCULTURAL AUTOBIOGRAPHY:
(due by week 3).
- Students reflect on racial identities and socialization around healing:
  White folks in connection to Whiteness and White supremacy, POCI in connection to racialization and cultural origins

WEEKLY CRITICAL REFLECTION PAPERS:
- To promote critical engagement with the readings and enriched discussions, individuals may complete critical self-reflection papers in response to the readings for each week.

SOCIAL JUSTICE ADVOCACY PROJECT:
- Collaboratively partner with a community agency that serves the needs of POCI communities, assess the needs of the agency, develop a systems-level intervention to address identified needs, evaluate the intervention, and work to empower those from the agency as they continue in their efforts to promote radical healing. This project will help individuals develop skills in working as a collaborative consultant/partner with agencies and communities and engage in advocacy to promote radical healing.

CONSCIOUSNESS-RAISING PRESENTATION:
- Develop a 10 – 15 minute talk for a general community audience, similar to a Ted talk. The purpose of the presentation will be to educate others about a particular issue faced by POCI communities, highlight the benefits of radical healing practices, and provide a call to action.

SOCIAL MEDIA CAMPAIGN:
- Conduct a Twitter, Facebook, or Instagram campaign to engage the broader public in conversation about radical healing
OP. ED.:

- Write a letter to the editor about a topic related to Radical Healing to bring these concepts to a wider audience.

ADVOCACY BRIEF:

- Write advocacy statements for social justice. Identify a political issue that impacts mental health and/or mental health services. Research the relevant policies (e.g., bills, laws, executive orders) in place at national and/or state levels. Review the research citing mental health implications of this policy and reflect on why you chose this particular issue to advocate for. Finally, in addition to the background research you conduct, write one-page advocacy briefs for lawmakers that summarizes the importance of the issue, why it’s important to vote (or repeal) the act/bill/law, relevant research pertaining mental health issues, and a personal story to highlight this.

LOCAL SITE VISITS:

- Partner with local community sites to bear witness to real-life practices of culturally specific healing methods.
- Some examples used by Dr. Bryana French at the University of St. Thomas in Minnesota included:
  - Indian Health Board
  - Wilder Center’s Center for Social Healing
  - Catholic Charities
  - Kente Circle

HOW TO CITE THIS SYLLABUS:


HOW TO FIND
THE PSYCHOLOGY OF RADICAL HEALING COLLECTIVE:

- Healing Through Social Justice | Psychology Today
- Healing Through Social Justice | Youtube
MEET THE AUTHORS

HECTOR Y. ADAMES, Psy.D., is a clinical psychologist and an associate professor of counseling psychology at The Chicago School of Professional Psychology. He co-founded and co-directs the Immigration, Critical Race, And Cultural Equity Lab (IC-RACE Lab). His scholarship focuses on colorism, racism, and Latinx psychology.

NAYELI Y. CHAVEZ-DUEÑAS, Ph.D., is a clinical psychologist and an associate professor of counseling psychology at The Chicago School of Professional Psychology. Her scholarship focuses on race, racism, and Latinx psychology.

GRACE A. CHEN, Ph.D., is a licensed psychologist in independent practice in Menlo Park, CA. Her clinical practice includes individual psychotherapy and support group facilitation. She also provides advising in clinical training and professional development for psychology doctoral students as a consultant. Her scholarship and service activities have focused on marginalized populations, mentorship, and professional development.

BRYANA H. FRENCH, Ph.D., L.P., is a counseling psychologist and associate professor in the Graduate School of Professional Psychology at the University of St. Thomas. Her research has explored the sexual coercion and sexual scripting using a Black feminist framework, and her training interests focus on multicultural and social justice psychology.

JIONI A. LEWIS, Ph.D., is an assistant professor in the Department of Psychology at the University of Tennessee, Knoxville. Her research is focused on the impact of racism on the mental and physical health of people of color, with a specific focus on the intersection of racism and sexism (i.e., gendered racism) on the health of women of color, as well as resilience and protective factors.

DELLA V. MOSLEY, Ph.D., is an assistant professor of counseling psychology at the University of Florida. She developed and leads the Wellness, Equity, Love, Liberation, and Sexuality (WELLs) Healing and Research Collective. Her work explores and seeks to promote the psychological and political wellness of racial minorities, sexual minorities, and transgender and/or gender-expansive people and communities.

HELEN A. NEVILLE, Ph.D., is a professor of Educational Psychology and African American Studies at the University of Illinois at Urbana-Champaign. She is Past-President of the Society for the Psychological Study of Culture, Ethnicity and Race (APA Division 45), and past Associate Editor of The Counseling Psychologist and of the Journal of Black Psychology.

ALISSA ADAM (editor/creative director) is currently a student at the University of Florida, completing their bachelor's degree in Women and Gender Studies in the Spring of 2019. Aspiring to a Ph.D. in psychology, they aim to explore and develop health interventions that account for intersections of race, queerness, ethnicity, socioeconomic status, immigration, and the like.