IUPUI SOCIAL JUSTICE EDUCATION
Multicultural Center

TUNNEL OF OPPRESSION
Fall 2022

CURRICULUM GUIDE

This year's Tunnel of Oppression is "Reimagined Tunnel" from last year, and features in-person and virtual options for participants to witness the emotionally immersive experience of live interactive theatre. Student-researched and student-created scenes performed by professional actors from The Sapphire Theatre Company lead into facilitated conversations where the audience takes center stage, asking questions and practicing communication skills. All participants will be challenged to give up their preconceived notions and assess, prevent, and end oppression throughout the world.

Dear Course Instructor,

Thank you for your interest in Tunnel of Oppression at IUPUI. We are excited to see you incorporate our program into your classroom curriculum.

This will be Tunnel of Oppression's seventh year at IUPUI. Since its inception, Tunnel has welcomed over 2000 participants, 28 group reservations and 150 volunteers. As "Tunnel Reimagined" continues to evolve, we hope this curriculum guide allows your group to analyze their privileges, connect with others and use community resources to become an advocate for themselves and individuals within the local and global community.

This curriculum guide serves as a preparation tool for instructors who are looking to have students engage in some way with Tunnel of Oppression. This guide covers the basic information and format of Tunnel, while also providing activities and resources for discussion before and after the experience.

Although Tunnel uses an experiential learning opportunity to discuss specific topics, it also highlights broader subjects that are relevant to society and the IUPUI community. This program highlights the impact of oppression, microaggressions, and "isms" that people of oppressed identities face each day.

Tunnel of Oppression at IUPUI's success is not possible without the support of IUPUI students, faculty, and staff; so, thank you once again for taking part in this annual event. If you have any questions, please feel free to contact us at sojoedu@iupui.edu.

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Tunnel of Oppression History

The first Tunnel of Oppression took place at Western Illinois University in 1994 and was created by the Student Residential Programs Human Issues Committee after being inspired by the Museum of Tolerance in Los Angeles, California. The program, like the museum is designed to increase awareness and understanding of oppression and its effects on people.

The Tunnel has been adapted and transformed across universities in the United States and was brought to IUPUI in 2014 by the Assistant Director for Social Justice at that time, Amanda Bonilla, after resident assistants approached her and shared that they felt IUPUI needed a program to explore and examine injustice in society. That year Amanda and several resident assistants through the Housing and Residence Life Social Justice collaborated to develop the first IUPUI Tunnel. That first year around 300 participants experienced Tunnel and since then over 4,500 students, faculty and staff have participated. Though the event has evolved over the years, it has stayed true to the original framework created in 2014 by the first group of students along with Amanda: a 30-minute experience exploring social issues through multimedia rooms designed by IUPUI students, followed by a 15-minute debriefing processed by IUPUI faculty and staff.

During the COVID-19 pandemic, and with the transition of personnel, "Tunnel Reimagined" has evolved into both virtual watch party and live in-person theater formats, where participants are immersed into the ways oppression impacts everyone. Following live action portrayals of student-researched and student-created scenes, participants engage in facilitated conversations with IUPUI Social Justice Scholars and staff.

Partnerships

Sapphire Theatre Company, a local Indianapolis based theater troupe joined the Tunnel of Oppression production team in 2016 as a way to enhance student actor abilities. Now in the fifth year of the partnership, Sapphire Theatre is working with Tunnel staff to write scene scripts, create set design pieces and redesign Actor training. This partnership ensures participants get the holistic experience people have come to expect from Tunnel. Sapphire Theatre Company's mission is "to entertain, inspire and connect in order to enrich the human spirit, compensate artists for their talents and contribute to cultural growth". For more information please visit their website at www.sapphiretheatre.com

As a valuable on-campus partner, **Housing and Residence Life** has been involved with Tunnel of Oppression since its inception. The dedicated staff members meet with Tunnel creators throughout the year to plan, implement and assess Tunnel while the Resident Assistants act as Tour Guides throughout the entire Tunnel experience. We are thankful for this continued partnership and look forward to its growth in the coming years.

Profiles of Learning for Undergraduate Success

Below are the ways in which each Profile of Learning for Undergraduate Success applies to Tunnel of Oppression. If you are using PLUS+ in your classroom, the ways in which this curriculum guide and the Tunnel experience fit into each profile are below.

Communicator: The IUPUI Student conveys ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face to-face and mediated channels. Communicators are mindful of themselves and others, listen, observe, and read thoughtfully, ask questions, evaluate information critically, create messages that demonstrate awareness of diverse audiences, and collaborate with others and across cultures to build relationships.

>   *After attending Tunnel of Oppression, participants will be able to:
>   1. Determine key issues for consideration and access information using well-designed search strategies.
>   2. Respectfully engage others in ways to facilitate their contributions.
>   3. Evaluate and apply diverse perspectives to complex topics in the face of multiple or conflicting positions.
>   4. Engage in reflection to increase self-awareness and personal growth.

Problem Solver: The IUPUI Student works individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.

>   *After attending Tunnel of Oppression, participants will be able to:
>   1. Apply cultural, historical, and scientific knowledge to contemporary global contexts.
>   2. Operate with civility in complex local and global environments.
>   3. Listen attentively to others and respond appropriately.
>   4. Actively engage with others to build consensus, define values, or meet shared goals.
>   5. Identify and adjust behaviors by applying previously understood information, concepts, experiences, qualitative and quantitative techniques to new situation or setting.

Innovator: The IUPUI Student builds on experiences and disciplinary expertise to approach new situations and circumstances in original ways, is willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems in order to make a difference in the civic life of communities, and to address the world's most pressing and enduring issues.

>   *After attending Tunnel of Oppression, participants will be able to:
>   1. Reflect on future self by building on experiences and responding to new challenges.

2. Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.
3. Connect to relevant experiences and academic knowledge across disciplines and perspectives at both local and global levels
4. Integrate communication in ways that enhance knowledge and understanding
5. Envision solutions to global challenges.
6. Identify and adjust behaviors by applying previously understood information, concepts, and experiences to a new situation or setting.
7. Advocate for change or improvement with others that uphold values.

Community Contributor: The IUPUI Student is an active and valued contributor on the campus and in communities locally and globally. They are personally responsible, self-aware, civically engaged and they look outward to understand the needs of the society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities, both local and global.

*After attending Tunnel of Oppression, participants will be able to:
1. Learn to recognize your own cultural rules and biases.
2. Communicate effectively with others in a variety of settings.
3. Builds and connects local and global communities
4. Understand the diversity and universality of human experience.
5. Engage others civilly, and with respect.
6. Understand and appreciate the interconnectedness of local and global communities.
7. Understand and articulate your personal values and beliefs.
8. Advocate for your values and beliefs in a civil and respectful manner.
9. Consider the consequences of your choices and actions.
10. Engage in meaningful self-examination and reflection.

Defining Power, Privilege and Oppression

SOCIAL CONSTRUCTION OF REALITY: The significance of difference between people is assigned prevalence based on the society it is enacted in. If you live in a culture where difference is not foundational, then it becomes socially irrelevant and ceases to exist. If you live in a society where difference is key, its existence becomes apparent in many different ways. With this, the social identities that are apparent in our society do not have the same significance outside of our society.

INSTITUTIONAL POWER: The ability or official authority to decide what is best for others. The ability to decide who will have access to resources. The capacity to exercise control over others.

PREJUDICE: A judgment or opinion that is formed on insufficient grounds before facts are known or in disregard of facts that contradict it. Prejudices are learned and can be unlearned.

STEREOTYPE: An exaggerated or distorted belief that attributes characteristics to members of a particular group, lumping them together and refusing to acknowledge differences among members of the group.

OPPRESSION: The combination of prejudice and institutional power which creates a system that discriminates against some groups (open called "target groups") and benefits other groups (open called "dominant groups"). Examples of these systems are racism, sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. These systems enable dominant groups to exert control over target groups by limiting their rights, freedom, and access to basic resources such as healthcare, education, employment, and housing.

Four Levels of Oppression/"isms" and Change:
· **Personal:** Values, Beliefs, Feelings
· **Interpersonal:** Actions, Behaviors, Language
· **Institutional:** Rules, Policies, Procedures
· **Cultural:** Beauty, Truth, Right

PRIVILEGE: Privilege operates on personal, interpersonal, cultural, and institutional levels and gives advantages, favors, and benefits to members of dominant groups at the expense of members of target groups. In the United States, privilege is granted to people who have membership in one or more of these social identity groups:

· White people
· Able-bodied people
· Heterosexuals
· Males

· Christians
· Middle or owning class people
· Middle-aged people (50-65 years)
· English-speaking people

Privilege is characteristically invisible to people who have it. People in dominant groups open believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only

they worked to earn them. In fact, privileges are unearned, and they are granted to people in the dominant groups whether they want those privileges or not, and regardless of their stated intent.

Unlike targets of oppression, people in dominant groups are frequently unaware that they are members of the dominant group due to the privilege of being able to see themselves as persons rather than stereotypes.

Definitions from Vanderbilt University's Power and Privilege Definitions and Allan G. Johnson's The Social Construction of Difference.

Vocabulary

Ableism: discrimination in favor of able-bodied people.

Advocate: someone who speaks up for her/himself and members of his/her identity group.

Ally: a person of one social identity group who stands up in support of members of another group; typically, member of the dominant group standing beside member(s) of targeted group.

Assimilation: the process through which one cultural group adapts to the aptitudes, belief systems and ways of life of another culture.

Bias: an inclination or preference, especially one that interferes with impartial judgment.

Classism: prejudiced thoughts and discriminatory actions based on difference in socioeconomic status, income, class; usually by upper classes against lower classes.

Colonization: the action or process of settling among and establishing control over the indigenous people of an area; the action of appropriating a place or domain for one's own use.

Colorism: a practice of discrimination by which those with lighter skin are treated more favorably than those with darker skin. This practice is a product of racism in the United States, in that it upholds the white standards of beauty and benefits white people in the institutions of oppression (media, medical world, etc.).

Cultural Commodification: hollowing out of culture into commercial products.

Dialogue: "Communication that creates and recreates multiple understandings" (Wink, 1997); it is bidirectional, not zero-sum and may or may not end in agreement; it can be emotional and uncomfortable, but is safe, respectful and has greater understanding as its goal.

Discrimination: actions, based on conscious or unconscious prejudice, which favor one group over others in the provision of goods, services, or opportunities.

Diversity: the wide variety of shared and different personal and group characteristics among human beings

Ethnocentrism: judging another culture solely based on the standards and values of one's own culture; the belief in the inherent superiority of one's own nation or ethnic group.

Gender Rating: the commercial practice of charging different, usually higher, premiums for female consumers in the individual insurance market.

Generational Trauma: trauma that is transferred from the first generation of trauma survivors to the second and further generations of offspring of the survivors via complex post-traumatic stress disorder mechanisms.

Hate crime (legislative definition): a crime motivated by the actual or perceived social identities of any person (i.e., race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation, etc.)

Human rights: rights inherent to all human beings, regardless of identity; include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work, education, etc.

Interracial: of, involving, or for members of different racial groups.

Intersectionality: ideal that focuses on the intersections of multiple, mutually reinforcing systems of identity, oppression, power, and privilege

Intergroup conflict: tension and conflict which exists between social groups, which may be enacted by individual or multiple members of these groups

-ism: social phenomenon and psychological state where prejudice is accompanied by the power to systemically enact it

Mestizo: a term traditionally used in Spain, Latin America and the Philippines that originally referred to a

person of combined European and Indigenous American descent.

Microaggression: a subtle but offensive comment or action directed at a minority or other non-dominant group that is often unintentional or unconsciously reinforces a stereotype.

Miscegenation: marriage or cohabitation between two people from different racial groups, especially, in the U.S., between a black person and a white person.

Ostracization: to exclude, by general consent, from society, friendship, conversation, privileges, etc.

Prejudice: preconceived judgment about a person or group of people; usually indicating negative bias

Race: physical differences that groups and cultures consider socially significant

Racism: prejudiced thoughts and discriminatory actions based on difference in race; usually by white/European descent groups against persons of color

Religion: system of beliefs, usually spiritual in nature, and open in terms of a formal, organized denomination

Religious oppression: Oppression against individuals or groups based on their religious beliefs and practices

Social identity: involves the ways in which one characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior

Social justice: a process and a goal; commitment to a socially just world and the committed actions to make that world a reality; term for action intended to create genuine equality, fairness, and respect among people.

Socioeconomic status: the social standing or class of an individual or group; open measured as a combination of education, income, and occupation

Stereotype: beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced aptitude, or uncritical judgment

Tolerance: acceptance and open-mindedness to different practices, aptitudes, and cultures; does not necessarily mean agreement with differences

Whiteness: refers to the privileges/power that people who appear "white" receive, because they are not subjected to the racism faced by people of color

Xenophobia: The fear and hatred of that which is perceived to be foreign or strange.

This vocabulary list is not intended to be exhaustive and does not encompass every word and term used in our conversation about diversity and social justice. This list includes vocabulary that is especially relevant to the topics covered in 2022. Since language and the topics considered are constantly evolving, many of these words may change or expand in the future. These pages serve as a reference that provides basic working definitions that help spur discussion.

This list was compiled from various external resources including the University of Massachusetts Lowell, North Seattle College, the United Nations, the Oxford Bibliographies, the American Sociological Association, the Minnesota Historical Society, and the American Psychological Foundation, Merriam Webster's Dictionary, American Immigration Council, the National Conference of State Legislature, American Psychological Association and American Sociological Association.

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Tunnel of Oppression

PRE-TUNNEL ACTIVITIES

Learning to Respect Differences

Time Needed: 50 Mins.
Materials: Dry Erase Markers/Chalk or Permanent Markers/Easel

Directions

Each person will find someone in the scene that is completely different from them based on race and/or gender. The pair will introduce themselves and come up with two things that the overall group should do to create a safe/open community to discuss diversity. Also, the pair will discuss what should be done when lines are crossed. When the pair has finished, they will join with another pair to come up with two most important ground rules in order to conduct a discussion on diversity. And one rule the entire group will follow when lines have been crossed.

Groups will write the two most important rules on a board/easel. If their rule is already written, the group must use another rule. The whole group will come together to confer on rules and make any changes and negotiate rules/consequences when necessary.

Discussion

The discussion will start with commonalities among group. Facilitator will state:

"Please raise your hand if you have ever been a victim of the following…"

1. Heard a stereotype based on your gender.
2. Witnessed exclusion based on a physical disability.
3. Saw a blatant act of racism (comment, physical act).
4. Felt excluded by a teacher because of the way you look or your preferences.
5. Felt excluded by a peer based on the way you look.
6. Heard a parent or close relative make a racial/stereotypical comment.
7. Found yourself making a racial/stereotypical comment.
8. Excluded someone based on his or her appearance.

Facilitator will ask the group the following questions:

1. When you were excluded or heard derogatory remarks about yourself based on your appearance or preferences, what went through your mind?
2. How do you feel about people who make negative remarks or have derogatory actions based on the way a person looks or their preferences?
3. If we know how our words or actions negatively affect someone else, why do we continue to demean other people based on appearances and individual preferences?
4. What should you do if you witness or personally experience acts of exclusion or derogatory comments?

Groups will write one thing that he or she will try to do to decrease the exclusion of others on a sheet of paper. Students will also write the one thing they learned about respecting all people.

Understanding Stereotypes

Time Needed: 60 Mins.

Knowing the Community: Sharing Activity

This activity begins to build the community through showing difference within groups and similarities among members of different groups. Diversity proves to be the one thing we all have in common.

Directions

Participants should sit in a circle for this exercise if possible. Facilitator should hand out a list of questions for each participant to answer for the group. Possible questions could include name/nicknames, ethnic background, where they are from and where their parents were born, which generation they represent in America for their family, and one custom or tradition their family practices. Give participants time to write down some ideas for answering the questions.

Before you begin the exercise, instruct the participants to identify one or two people in the group whom they do not know, and to think about what answers they expect from those people. This part is not to be shared among group members but can help people realize how they formulate ideas about people based on appearance.

It is important to tell the group that each person will be limited to about two minutes for everyone's voice to be heard. Once everyone has an opportunity to share their information, ask the group to discuss what they have learned from the exercise.

Discussion Notes
1. The facilitator will begin this exercise to model the kind of information that should be shared.
2. This activity can be emotional for certain people. The participants who find this emotional are often those who don't know about their heritage and those who have been adopted. If someone seems to be getting emotional remind them that they only have to reveal what they feel comfortable revealing.
3. Certain themes usually emerge:
   - Even members of the same "groups" have very different backgrounds.
   - Often members of different "groups" have more similar backgrounds than they realize.
   - Cultural diversity transcends black & white.
   - Many people find out information which allows them to connect somehow with someone else in the group.
4. Ask participants why, as IUPUI students, this is an important activity

Exploring Stereotypes

Time: 65 Mins.
Materials Needed: Circle handout, Pens

Directions

Ask participants to pair up with someone they do not know well and ask them to introduce themselves. Ask participants to write their names in the center circle. Ask participants to fill out the rest of the circles with aspects of their identity they consider most important in identifying themselves. Give examples of identities they could use (such as female, Latino, Jewish). In pairs ask participants to share two stories with each other. The first will be about a time they felt proud to be associated with one of the identities they selected. The second story should be about a time they had a negative experience when they were associated with one of the identities they selected. Ask participants to share with their partners a stereotype they have heard about one of their identities that fails to describe them accurately (have them use the handout). Read your own stereotype statement then have each participant share their statement.

Discussion
1. How do your self-selected identities differ from the identities others perceive you to be?
2. Did anyone challenge a stereotype you once believed? If so, please explain.
3. How did it feel to challenge your stereotype?
4. Where do stereotypes originate?
5. How can we eliminate stereotypes?

Circle Handout
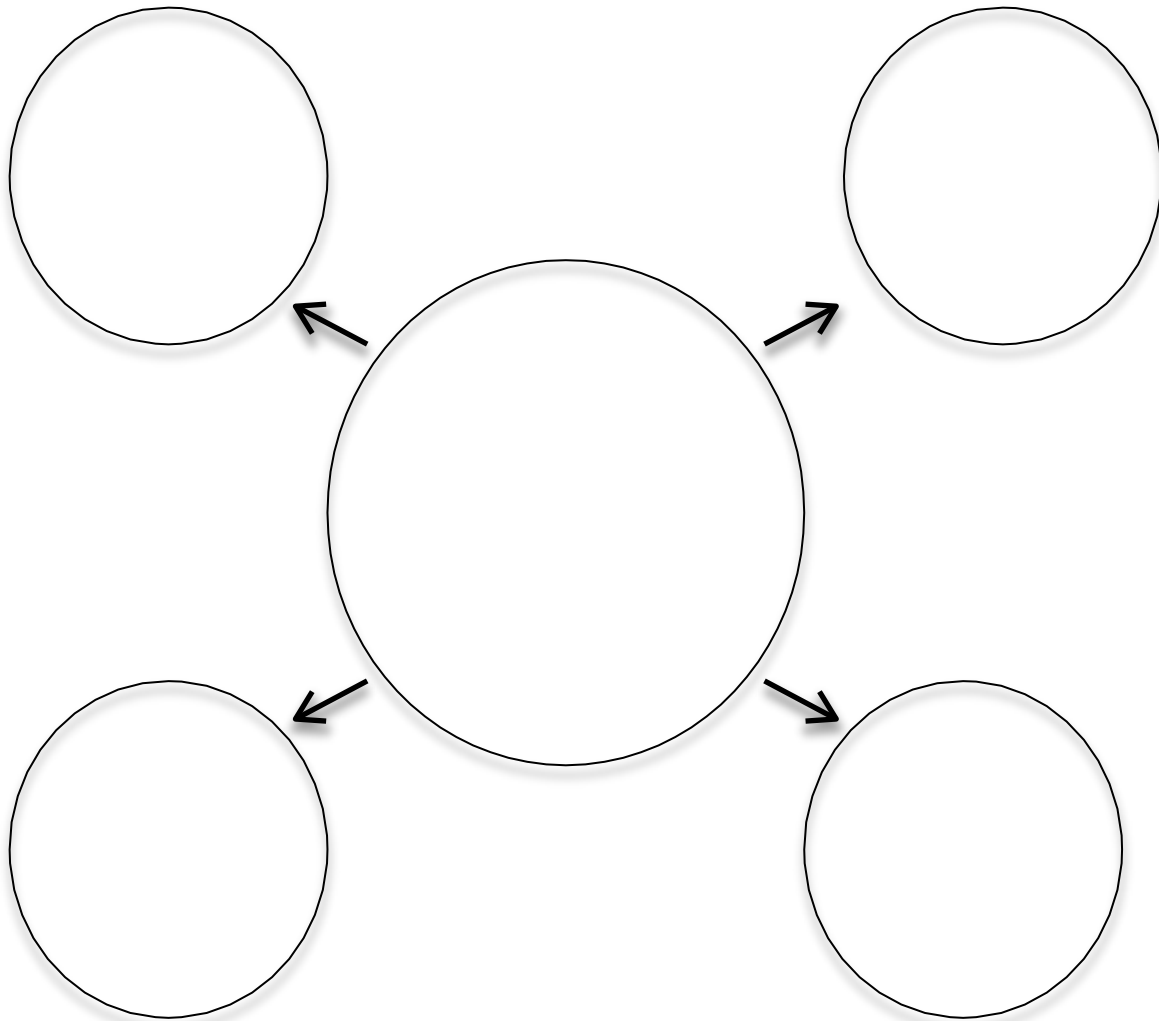
1. Share a story with your partner about a time you felt proud to be associated with one of the identities you selected.
2. Share a story with your partner about a time you had a negative experience when you were associated with one of the identities you selected.
3. Name a stereotype you heard about one of your identities which fails to describe you accurately. Fill in the following sentence:

   I am (a/an)_____but I am NOT (an/an)_____. (Example: I

   am a <u>Christian,</u> but I am NOT a <u>radical republican</u>.)

Adapted from Circles of My Multicultural Self, an EdChange project by Paul C. Gorski

Tunnel of Oppression

POST-TUNNEL

ACTIVITIES

Tunnel Reflections

Time Needed: 50 Mins. Materials: Writing Utensil/
Paper

Directions

Each student will be given a piece of paper and a writing utensil. They will have a half hour to write down or draw their response to Tunnel of Oppression. They can address specific rooms, an experience that resonated with their own, an issue they had with something, or a question that the Tunnel of Oppression raised in their mind. They are encouraged to jot down every thought, emotion, etc. that comes to mind when they think about the experience of Tunnel.

Discussion

After students have had time to write or draw their experiences, the Facilitator will go through each question:

1. In one word, everyone describe how they are feeling after Tunnel
2. What is something you wrote down or drew?
3. Was the experience what you expected? Why/ why not?
4. Did any of the rooms stick out to you?
5. In what ways do you contribute to oppression in your life?
6. Did you learn something new from Tunnel? If so, what?
7. If you could tell one person in your class anything after going through Tunnel of Oppression, what would it be?
8. Do you feel like you understand any of your peers better?
9. How can you carry these learning experiences into your profession?

Tunnel Action Planning

Time Needed: 65 Mins.
Materials: Writing Utensil/ Table Below

Directions

Each student will be given the table below and a writing utensil. They will have an hour to reflect on their own behavior and contributions to the community and create a plan of action to help create a more equitable society based on their own behaviors, their peer support, and their engagement in the greater Indianapolis community. During this time, it will be a good idea to share some of the community resources listed in this curriculum guide.

Discussion
Ask students to get in groups of 2-6 and share out about their action plan and give feedback on each plan. Then have them discuss how they are going to hold themselves accountable to each action.

Post Tunnel of Oppression Action Plan

	What did I learn?	Where are my areas for growth?	How can I grow? (Through education, research & involvement)
Self			
Others			
Community			

The Importance of Storytelling

Time Needed: N/A

Materials: Laptop

Directions

During Tunnel, an emerging theme is the ways in which micro aggressions create lasting effects on people that are subjected to these acts of violence. Have the students write a paper that touches on the following questions:

1. What is the benefit of intentional storytelling?
2. How did it feel to listen to your peers share their stories?
3. Has part of your identity or culture ever been commodified? How did that feel?
4. If the answer to #3 is no, why is that?

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- Waiting Room: Identity of the First Generation American
- Re-Entry from Prison to Society
- Immigrants Access to Healthcare
- Sexual Assault Reporting on College Campuses
- Disabilities/Disabled Black Maternal Health Disparities

Fall 2022 Tunnel Topics

Topic Selection

Tunnel of Oppression topics are selected from participant assessment and from student story submission. The requests are recorded, and then the Social Justice Scholars vote on the topics to be explored, taking into consideration the topics requested by the most people and the previous topics explored by Tunnel of Oppression. Each Tunnel scene uses research, community partners and individuals' stories, to introduce participants to the given social issues.

Previous Tunnel Topics

Each year, Tunnel strives to highlight new topics to empower more students to share their story. In seven years, Tunnel has featured over 45 different topics. Those include:

- Abortions & Birth Justice
- Housing Discrimination & Disabilities
- The Deportation Machine
- Interracial Relationships
- Mass Incarceration
- Addiction
- Palestine
- Desi American Cultural Appropriation
- Food Deserts
- Native American Representation
- Environmental Racism
- Sexism
- Mental Health Issues
- Islamophobia
- Transgender Issues
- LGBT Issues
- Immigration
- Poverty
- Police Brutality
- War & Imperialism

- Human Trafficking
- Racism in College
- Domestic Violence
- Homelessness
- Racial Injustice
- Disabilities
- Sexual Harassment
- PTSD
- Bullying
- Body Images
- Religious Discrimination
- Hate Crime in Indiana
- Gentrification in Indianapolis
- Veteran's Vision Project
- Cultural Commodification
- The Colonization of Puerto Rican Woman
- Criminalization of Homelessness
- School Shootings
- Colorism in the Black Community
- The Coast of US intervention in Asia
- Stigma of Mental Health struggles for Black Men
- Campus Sexual Assault
- Facing Oppression in Everyday life

How to Use the Resources

In this section of the Curriculum Guide, each Tunnel topic is explored. The information presented includes a brief description of the topic, an annotated bibliography of source used to inform scene creation, organizations with which individuals can connect to get involved around Indianapolis and the country, and a bibliography to consult for further research into the topics. These lists are by no means exhaustive and are put together to encourage you to begin conversations with your group members regarding the topics before the Tunnel of Oppression experience and to empower you and your group to explore these topics in more detail after.

Please note that some of the sources in this book require access to IUPUI's University Library and will require you to sign-in to access.

The Struggles of First-Generation Americans
(By Alston Dsouza)

This tunnel topic brings the conversation of the mental and emotional struggles face by first generation Americans. First gen. Americans are those whose Parents are immigrants or seek refuge in the states but they themselves are US citizens. While most people often confuse them with Immigrants, they most probably have gotten their education here in the states. Most of them often live lives that are filled with judgment from their teachers. Elders and peers around. Some of them have get insulted for the language they speak, the clothes they wear and food they eat. They are often prone to getting bullied, just for the way they are. In this film, I showcase a short excerpt about these cries through the lenses of my closes friends who have first encountered what it feels to be in a rough and judgmental environment and how to find courage and discipline to have a standing for themselves and brush off the negativity around them

Sources used for the Film:
Special thank to Sarah Kurtz Allaei, Executive Director of the Office of International Affairs and Assistant vice President for International Affairs for IU; For helping me pick this topic and to bring the importance of this group of people who battle out in their lives, in this country of our own.

My close Friends:
1. Neil Patel: First Generation Indian American, Senior in Mechanical Engineering, Born and Raised in Chicago
2. Timur Abamisnalov - First gen American from the Turkish -Russian decent, Senior in Mechanical Engineering

Get Involved
Organization: Center for First Generation Student success
Website: https://firstgen.naspa.org/why-first-gen/why-first-gen
Description: They provide educational programs and services to First generation Americans to advance in higher education and well as advice on landing a job, judicial help, and other communal resources

Organization: Rise First
Website: https://risefirst.org/resources/resource-directory
Description: Rise First provides more than 1200 program, tools and scholarships to First Generation Low-income students and Professionals across the nation

Prison Re-entry

(By: Kaneise Mitchell-Casey)

This tunnel topic is about Prison Re-entry which is defined as the steps it takes for formerly incarcerated persons to come back into society after serving their sentence. The issue comes with how our criminal justice system sets up those incarcerated to come back into society so that fewer people aren't just going right back to prisons.

Sources Used to Inform Scene Creation

5-Key Model for Reentry | Institute for Justice Research and Development. https://ijrd.csw.fsu.edu/publications/category/5-key-model-reentry This source is a set of articles that breaks down multiple levels and perspectives that deal with re-entry whether that is COVID-19, Housing, Medical, Career, and etc.

Burke, G., Prunhuber, P., Phan, T., & Takshi, S. (2022). *Reducing Barriers to Reentry for Older Adults Leaving Incarceration*. 13. This article focuses on the different areas that older adults deal with when re-entering society.

CoreCivic. (2020, July 30). *The Top 10 Barriers to Reentry, and How CoreCivic is Helping*. https://www.corecivic.com/news/the-top-10-barriers-to-reentry-and-how-corecivic-is-helping This article listed the top common berries for those dealing with re-entry and they list the different ways in which this organization tries to combat it.

CoreCivic. (2020, July 30). *The Top 10 Barriers to Reentry, and How CoreCivic is Helping*. https://www.corecivic.com/news/the-top-10-barriers-to-reentry-and-how-corecivic-is-helping

Corissajoy. (2016, June 29). *Forms of Oppression* [Text]. Beyond Intractability. https://www.beyondintractability.org/essay/Forms_of_Oppression

Get Involved

Organization: Second Chance Re-Entry Assistance Program (S.C.R.A.P.)
Website: Org Email- scraporganization@gmail.com **Org Contact-** David Harrington (dharrin@iu.edu)
Description: SCRAP seeks to help reintegrate recently released incarcerated individuals back into society by providing necessary services. SCRAP provides food and clothing, secures housing, prepares government documents, and guides individuals in finding employment.

Organization: REACH Program (Re-entry and Community Help)
Website: Re-Entry Assistance and Community Help (REACH): List of Clinics: Law School Clinics: Experiential Opportunities: IU Robert H. McKinney School of Law: IUPUI
Description: The REACH clinic will engage students in a variety of legal experiences. The REACH clinic will integrate legal doctrine, theories of punishment, numerous legal and professional skills, all while applying legal ethics in a diversity of settings. The course is comprised of two components: 1) mentor-advocacy and 2) community outreach and legal representation.

Organization: Indiana Re-entry
Website: [Indiana Re-entry | Everyone deserves a second chance](#)
Description: Provides support and target services to black and brown male ex-offenders. Participants receive intensive case management, career planning, occupational training, job placement, and advancement assistance, life-skills training, mentoring, and counseling services. Financial assistance for overcoming barriers to employment (such as housing, transportation, or childcare) may be available to clients after they have been accepted into the program.

Bibliography to Continue Research

5-Key Model for Reentry | Institute for Justice Research and Development. https://ijrd.csw.fsu.edu/publications/category/5-key-model-reentry

> This source is a set of articles that breaks down multiple levels and perspectives that deal with re-entry whether that is COVID-19, Housing, Medical, Career, etc. This a source for looking for multiple factors that deal with re-entry.

Burke, G., Prunhuber, P., Phan, T., & Takshi, S. (2022). Reducing Barriers to Reentry for Older Adults Leaving Incarceration. 13.

> This article focuses on the different areas that older adults deal with when re-entering society. In reference to who is included in this article in reference to the term older adults, it is anyone 55 and above. The author stated that they used this age range as rapid aging can occur when proper care or resources are not provided to individuals in terms of diet, medical care, and stress while in prison.

CoreCivic. (2020, July 30). The Top 10 Barriers to Reentry, and How CoreCivic is Helping. https://www.corecivic.com/news/the-top-10-barriers-to-reentry-and-how-corecivic-is-helping

> This article listed the top common berries for those dealing with re-entry and they list the different ways in which this organization tries to combat it. They are an organization located in Tennessee and are trying to provide resources for former offenders to transition back into society,

Corissa, joy. (2016, June 29). Forms of Oppression [Text]. Beyond Intractability. https://www.beyondintractability.org/essay/Forms_of_Oppression

Home | National Reentry Resource Center. (2021). ://nationalreentryresourcecenter.org/

Incarceration & Reentry. (2022). ASPE. https://aspe.hhs.gov/topics/human-services/incarceration-reentry-0

Initiative, P. P. (n.d.). Recidivism and Reentry. https://www.prisonpolicy.org/research/recidivism_and_reentry/

Marion County Reentry Court Recidivism Analysis | IUPPI. (2020). from https://ppidb.iu.edu/publication/details/762

Reentry. National Institute of Corrections. https://nicic.gov/tags/reentry

Re-Establishing Identity Remains a Barrier to ReEntry—Journey to New Life, Inc. (2022, June 20). https://www.journeytonewlife.org/re-establishing-identity-remains-a-barrier-to-reentry/

so informed on Instagram: "A breakdown of the Supreme Court's ruling last week in Shinn v. Martinez Ramirez, which guts lifelines for wrongfully convicted individuals in this country." (n.d.). Instagram. https://www.instagram.com/p/CeOt-SJrmXH/

Tomasek, P. J. (2020, December 29). First Step Act of 2018: Two Years Later. *Interrogating Justice*. https://interrogatingjustice.org/prisons/first-step-act-of-2018-two-years-later/

Voting Rights Restoration | U.S. Vote Foundation. https://www.usvotefoundation.org/voting-rights-restoration/indiana

Immigrants Access to Healthcare
(By: Yoselin Fonseca)

Aside from the federal program restrictions on healthcare for immigrants, other factors hinder immigrants from seeking health care services. Immigrants face difficulties around limited English proficiency, familiarity with the U.S. healthcare system, cost and concern about immigration enforcement. Additionally, POC receive worse health care because of physician's racial biases, whether it be consciously or unconsciously.

Sources Used to Inform Scene Creation:

Steps for people living with diabetes. (n.d.). Retrieved October 12, 2022, from Cdc.gov website: https://www.cdc.gov/diabetes/pdfs/managing/Managing-Diabetes_CMS-CDC_English-508.pdf

CDC. (2021, April 29). Manage blood sugar. Retrieved October 12, 2022, from Centers for Disease Control and Prevention website: https://www.cdc.gov/diabetes/managing/manage-blood-sugar.html

CDC. (2022a, March 2). Diabetes symptoms. Retrieved October 12, 2022, from Centers for Disease Control and Prevention website: https://www.cdc.gov/diabetes/basics/symptoms.html

ClinicalKey. (n.d.). Retrieved October 12, 2022, from Clinicalkey.com website: https://www.clinicalkey.com/#!/content/playContent/1-s2.0-S1538544218301755?returnurl=https:%2F%2Flinkinghub.elsevier.com%2Fretrieve%2Fpii%2FS1538544218301755%3Fshowall%3Dtrue&referrer=https:%2F%2Fpubmed.ncbi.nlm.nih.gov%2F

Get Involved

Organization: National Immigrant Law center
Website: Org Email- Health Care - National Immigration Law Center (nilc.org)
Description: National Immigrant Law center is an organization that brings different services and resources to the undocumented population. One of their missions is to ensure affordable access to quality health care for everyone. It contains resources about understanding your rights and information about the health care system as well as resources. It includes ways in which one can give and donate to their cause or act themselves.

Organization: Health Care For All
Website: Immigrant Health – Health Care For All (hcfama.org)
Description: HCFA focuses on developing and updating immigrants' health care rights educational materials to keep underserved populations informed about their rights. They also do health care rights training and webinars for advocates, health care providers, community leaders, and community members.

Organization: Coalition for Humane Immigrant Rights
Website: Immigrant Access to Healthcare - The Coalition for Humane Immigrant Rights (chirla.org)
Description: CHIRA is a nonprofit organization based in California since 1986, but fights for better health care that includes immigrants at the federal, state, and local level. CHIRLA's mission is to achieve a just society fully inclusive of immigrants.

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Damle, M., Wurtz, H., & Samari, G. (2022). Racism and health care: Experiences of Latinx immigrant women in NYC during COVID-19. *SSM. Qualitative Research in Health*, *2*(100094), 100094. doi:10.1016/j.ssmqr.2022.100094

This source includes how Latinx immigrant women in NYC struggled to access healthcare treatment during covid. This includes the fear of the unknown and not having access to that education material. Additionally, dealing with the hospital's discrimination and cultural barriers. Additionally, there were other barriers mentioned like documentation and transportation.

Derose, K. P., Escarce, J. J., & Lurie, N. (2007). Immigrants and health care: sources of vulnerability. *Health Affairs (Project Hope)*, *26*(5), 1258–1268. doi:10.1377/hlthaff.26.5.1258

> Talks in depth about the immigrant population in the United States and the struggles they face once they arrive to a new country. They are a group with increased risk for poor physical, psychological, and social health outcomes, as well as inadequate health care. There are also language, education, financial, cultural, and access barriers with the healthcare system.

Nadeem, R. (2022, June 14). 2. Hispanic Americans' experiences with health care. Retrieved October 12, 2022, from Pew Research Center Science & Society website: https://www.pewresearch.org/science/2022/06/14/hispanic-americans-experiences-with-health-care/

Page-Reeves, J., Mishra, S. I., Niforatos, J., Regino, L., & Bulten, R. (2013). An integrated approach to diabetes prevention: Anthropology, public health, and community engagement. *Qualitative Report*, *18*, 1–22.

Page-Reeves, J., Regino, L., & Schleder, T. (2022). Policy implications of structural violence and syndemic dynamics: A lens for addressing Latinx immigrant diabetes health disparities. *Current Diabetes Reports*, *22*(3), 137–145. doi:10.1007/s11892-022-01450-7

> This source gives resources for low income Latinx individuals but also address the fact that since insurance can be expensive, if you don't have the proper documentation, one can't receive healthcare insurance at all. The only option for immigrants is Emergency Medicine Hospitals or community free clinics. Additionally, there are other barriers like working multiple low-wage jobs, food insecurity, and financials.

Sexual Assault Reporting on College Campuses

(By: Medha Kulkarni)

As students return to college classes around the world, hundreds are sharing stories of alleged campus sexual assaults. At IUPUI, as of Oct. 3, there have been 11 reported rapes, 3 reported sexual batteries, and 3 clery act crime notices since August 19, 2021. Additionally, IUPD is no longer listing the specific locations of reported campus sexual assaults on the public crime log. They say the new policy of withholding names of frats and dorms is to protect student privacy. This dismisses any form of accountability of issues within frats, sororities, housing, and campus itself. The college campus could have done a far better job like setting up cameras around campus including housing, frats, etc. This decision helps campuses hide their numbers and fail to acknowledge the protection of the students. It's important to bring out the facts, hold organizations accountable, and address "concrete and productive" solutions for this problem. The following topic will talk about the zero-tolerance representation by administration, reporting difference, punishment/outcome received to perpetrators, Title IX issues, stigma attached with the survivors, legality and administration surrounded around sexual assault.

Get Involved

Organization: IUPUI Sexual Assault Prevention, Intervention and Response Task Force
Website: https://sapir.iupui.edu
saadv@iupui.edu

Description: SAPIR stands for Sexual Assault Prevention, Intervention and Response Task Force. It is a coordinating council of campus constituents that play key roles in making the campus a safer place by enacting the educational and compliance requirements associated with the Campus Sexual Violence Elimination Act (SaVE Act). The task force provides a forum for planning and coordinating primary prevention education for students, faculty and staff; articulation of victims' rights; coordination of message and dissemination of information; training for students, faculty and staff. SAPIR also sponsors events aimed at raising awareness of sexual assault and intimate partner violence on campus.

Organization: Indiana Women 4 Change - State Chapter

Website:https:https://www.women4changeindiana.org

Description: Women4Change works to educate, equip, and mobilize Hoosiers to create positive change for women. One of their foci of education is Sexual Assault and Consent. W4C's first legislative priority is establishing a state-wide definition of consent. Establishing this definition is the first step towards developing legal protections for survivors.

Organization: RAINN (Rape, Assault, & Incest National Network)

Website:https://www.rainn.org/resources

Description: RAINN (Rape, Abuse & Incest National Network) is the nation's largest anti-sexual violence organization. RAINN created and operates the National Sexual Assault Hotline (800.656.HOPE, online.rainn.org y rainn.org/es) in partnership with more than 1,000 local sexual assault service providers across the country and operates the DoD Safe Helpline for the Department of Defense. RAINN also carries out programs to prevent sexual violence, help survivors, and ensure that perpetrators are brought to justice.

Organization: ASSIST Indiana

Website:**https://assistindiana.org/**

Description: **ASSIST Indiana provides Advocacy, Specialized Services, Interventions and Support to Trauma victims. Utilizing proven efforts through trauma informed care approach along with best practices, we eliminate the negative effects of violence in our community by serving victims and their loved ones directly.**

ASSIST Indiana (Advocacy, Specialized Services, Interventions & Support for Trauma victims) works with individuals who have been directly and/or indirectly affected by sexual, domestic, and physical violence in the community. We serve all ages of people affected by violence by providing trauma therapy, support groups, community resource referral, as well as, crisis intervention, victim advocacy, case management and prevention education. ASSIST Indiana is the local Rape Crisis Center for Johnson and the surrounding counties. ASSIST oversees the Johnson County Child Advocacy Center in collaboration with the Johnson County Prosecutor's Office and facilitates the Johnson County Sexual Assault Response Team.

Organization: It's On Us

Website:**https://www.itsonus.org/**

Description: The mission of It's On Us is to build the movement to combat campus sexual assault by engaging all students, including young men, and activating the largest student organizing program of its kind in grassroots awareness and prevention education programs.

- It's On Us Chapters have held 6,000+ educational programs on 500+ college campuses in all 50 States.
- 440,000 people have taken the It's On Us Pledge to stop sexual assault.
- It's On Us has produced more than 50 viral videos, digital activations, and other large-scale culture change moments.

It's On Us is the only program of its kind to combine grassroots organizing with high-impact culture change campaigns through partnerships with media outlets, creative agencies, and influencers such as MTV, Comedy Central, Cosmopolitan, and Esquire. Through these partnerships, we reach millions of young people with critical prevention and associated messaging. For example, in December 2018 It's On Us partnered with actress Alyssa Milano and a pro-bono creative agency to educate and activate young people in a campaign around the public Notice and Comment process for the Department of Education's proposed changes to Title IX and campus sexual assault guidelines. The campaign's video had 500,000 views on Twitter in less than 48 hours and drove 120,000+ public comments over 60 days — breaking the Department's record for the number of comments ever submitted on a federal regulatory change.

Sexual Assault Guide; Sources for Continued Research:

[Sexual Assault Prevention Resource Guide](#)

Black Maternal Health Disparities
(By: Hamdi Rashid)

Although the bureaucratic machinery of the state's protective services is in place to help many children from living in difficult situations, it often treats certain individuals differently. One in five Americans live with some type of disabilities, and one in ten live with a severe disability that limits them from doing certain life activities. Since the 1960's individuals with disabilities have been fighting to be a part of society and not be closed out of normal activities, and they have been voicing their opinions as an oppressed group in our society. When a woman with a disability wants to have the right to conceive a child and bring one into this world a question arises about whether she should have one. There have been many cases in which a mother with a disability delivered her baby, but never got to hold it or nurture her own child. Doctors and Nurses often call the hospital's social worker without consulting with the parents and the child is taken into the foster care system.

Get Involved

Organization: Through the looking glass
Website: https://lookingglass.org/
Description: Advocacy organization for parents with disabilities. The highlight the struggles that parents with disabilities or parents who have children with disabilities face in our society. They also do fundraisers and multiple other projects in order to assist parents/children.

Organization: Child welfare information gateway
Website:https://www.childwelfare.gov/topics/systemwide/service-array/services-disabilities/youth/disabilities/
Description: A place where there is a lot of information for parents with disabilities. They have a "Disabled Parenting Project" which is an online learning link that builds networks. A space where experiences are shared, advice is exchanged and individuals can even find factsheets and research papers.

Bibliography for Continued Research

Through the Looking Glass. Lookingglass.org. (2022). Retrieved 3 October 2022, from https://lookingglass.org/.

Copeland, C. (2022). Black disabled mothers deserve to be seen, especially on Mother's Day. Prism. Retrieved 3 October 2022, from https://prismreports.org/2021/05/07/black-disabled-mothers-deserve-to-be-seen-especially-on-mothers-day/.

Services for parents with disabilities. Child Welfare Information Gateway. (2022). Retrieved 3 October 2022, from https://www.childwelfare.gov/topics/systemwide/service-array/services-disabilities/youth/disabilities/.

Frederick, A. (2014). Mothering While Disabled. *Contexts*, *13*(4), 30-35. **https://doi.org/10.1177/1536504214558214**

<u>Moving Beyond Oppression</u>

Now that you have confronted these mistreatments as a minoritized individual or as ally, how will yourespond? This video fills in as an aid on matters you can deal with your own or in the local community. You may feel overpowered. You may feel sad. You may not know what you can do to help. In trying to understand your feelings at the moment, let's discuss the concept of Learned Helplessness

What is Learned Helplessness?

Learned helplessness happens when an individual persistently faces a negative, wild circumstance and quits attempting to change their conditions, in any event, because they feel helpless. Often, despite feeling this way, they can actually do some work to change matters. When we constantly introduce a person to something upsetting, they don'treally accept that they can do anything about it - this can be for marginalized people, aswell as for potential allies who attempt to help. Learned Helplessness can arise out of and add to upset feelings, nervousness, andanxiety issues.

The experience is described by three primary reactions. First: an inactive reaction totrauma. Second: not accepting that the trauma can be controlled. And lastly: stress.

How can we move past the degree of sadness or feeling overwhelmed by the work or oppression that we face?

The fight for social justice is incremental and can be progressed through consciously implementing social justice in our lives every day. Here are a few waysyou can start:

- Listen to and validate marginalized voices in vulnerable spaces.
- Create space for marginalized voices wherever you may be--in theworkplace, community, places of worship, school, or elsewhere.
- Start discussions about social justice wherever you are. Powerdynamics affect all of us everywhere and anywhere.
- Question how power dynamics affect every room you walk into--bigor small.
- Share your truth and your story.

One of the most impactful ways to get involved with social justice is by supporting local organizations that work toward diminishing these oppressions in our communities. These organizations and resources to get involved are discussed in eachroom of Tunnel of Oppression.

In the fight against oppression, there's something for everyone whether you'reinto art, podcasting, discussion-based activism, or direct action. Our Social Justice Scholars program at IUPUI has a series of projects that cover a wide range of socialjustice issues. Find out how you can get involved.

Real Talk: Real Talk facilitates and creates small, intimate, and developmental conversations about identity while encouraging participants to questionpreconceived notions. It is a space where the entire IUPUI community can experience vulnerabilityand growth while engaging in issues of power, oppression, and privilege. The talk isopen to everyone, and all students, staff, and faculty are welcome to attend.

Hash It: Hash It Out is a biweekly student-led podcast that brings people fromopposing viewpoints together to discuss current social issues. To listen to the podcast check us out on SoundCloud, iTunes, and Spotify.

SpeakOut Cafe: Speak OUT Cafe facilitates social consciousness andstorytelling through spoken word, poetry, and performing art. SpeakOUT Café brings socially conscious artists together with members of theIUPUI and Indianapolis community to understand different identities and ideologies. All types of social justice artists are welcome.

Pass the Mic: Pass the Mic is a series of open forum discussions on topics that encompass current social justice issues. This program allows students the chanceto voice their opinions on various issues and creates an environment where opposing views can be discussed civilly. The facilitators present the participants with unbiased facts about a given topicand then promote open-floor discussion on the topic bypassing the mic to engage participants.

Democracy Plaza: Democracy Plaza is a series of physical spaces located under the SPEA/Business breezeway and the Campus Center. Scholars maintain theseboards and provide weekly questions to engage the IUPUI community in current issues. The mission of Democracy Plaza is to support the development of well-informed and engaged students through critical thinking and civil discourse onpolitical, cultural, and societal issues through a social justice lens.

We also encourage you to keep learning and also to check out the rest of ourresource guide and our Post - Tunnel Self Reflection sheet. "Self Reflection" are Two words that might mean something similar to all of us.Except they have unique and profound importance in themselves.

Hope Vs Optimism

In the midst of stress and gloom, we need to remain hopeful. Hope is crucial in the midst of vulnerability; it assists us in standing up againstthe things where we have little control. However, hope alone won't solve our problems and we can't let it give us a misguided feeling of accomplishment. Hope is optimistic and encourages us to accept that positive results will happeninstead of negatives.

Optimism helps us realize that there's an opportunity for progress. **Optimism** opens a door in difficult or hopeless situations. Optimism knows that there is always a way, no matter how many doors have been shut. Optimism believes that thereis always a useful alternative. Optimism let individual know they are not alone in this process. Setbacks will happen. There are many obstacles in our path. Yet, knowing we are notalone in our fight against oppression is a huge part of the battle for equity.

Thank you for supporting Social Justice Scholars and joining us for the Tunnel of Oppression at IUPUI

Contact: sojoedu@iupui.edu

Learn more about Social Justice Education at IUPUI
https://diversity.iupui.edu/offices/mc/socialjustice/index.html

Sources:
Bailey, T. C., Eng, W., Frisch, M. B., & Snyder, C. R. (2007). Hope and optimism as related to life satisfaction. The Journal of Positive Psychology, 2(3), 168-175.

Bryant, F. B., & Cvengros, J. A. (2004). Distinguishing hope and optimism: Two sides of a coin, or two separate coins?. Journal of social and clinical psychology, 23(2), 273-302.

Gallagher, M. W., & Lopez, S. J. (2009). Positive expectancies and mental health: Identifying the unique contributions of hope and optimism. The Journal of Positive Psychology, 4(6), 548-556.

Facing Oppression in Everyday life

This year's Reimagined Virtual Tunnel of Oppression features the emotionally immersive experience of live interactive theatre. Student-researched and student-created scenes performed by professional actors from The Sapphire Theatre Company lead into facilitated conversations where the audience takes center stage, asking questions and practicing communication skills. All participants will be challenged to give up their preconceived notions and assess, prevent, and end oppression throughout the world.

Resources

https://helpmeroar.iupui.edu/

Learning

https://www.nccj.org/resources/social-justice-definitions

https://guidetoallyship.com/

https://www.thediversitygap.com/

https://fromannette.com/2020/06/28/social-justice-documentaries-netflix/

 https://www.indypl.org/

https://soundcloud.com/hash-it-out

https://itunes.apple.com/us/podcast/hash-it-out/id1341960813?mt=2

https://open.spotify.com/show/72uhx6lYVgfhmmt3tcGeEb

Action steps

https://vote.gov/

https://www.indy.gov/activity/find-voter-registration-status

https://indyhub.org/volunteer/

https://diversity.iupui.edu/initiatives/white-racial-literacy-project/index.html

https://www.change.org/

 https://diversity.iupui.edu/offices/mc/socialjustice/scholars.html

https://diversity.iupui.edu/offices/mc/mlep/index.html

https://diversity.iupui.edu/offices/mc/dinners-events/index.html

MANAGING MORAL INJURY
Information & Resources for Mililitary + Families

The SAPPHIRE Theatre Company

WHAT IS "MORAL INJURY"...?

Moral Injury is the violation of core moral beliefs and considered a subset of PTSD. Recognized by Veteran's Affairs in 2009, moral injury has been identified by experts as an ongoing leading cause of Veteran suicides.

"Moral Injury is a response to trauma when a person or group's existing core moral foundations are **unable to justify, contextualize, and integrate trauma** into a reliable social identity and meaning system that sustains relationships and human flourishing.

Moral injury results from **committing, witnessing, imagining,** or **failing to prevent** acts or events that can be judged as evil or harmful and that violate foundational social and ethical taboos. Moral feelings of guilt, shame, despair, remorse, outrage, grief, and self-condemnation can result in alienation, a sense of broken trust, and social withdrawal."

Rev. Dr. Rita Nakashima Brock
co-author, *SOUL REPAIR: Recovering from Moral Injury After War*

WAR TRAUMA SYMPTOMS

The definition of Post-Traumatic Stress Disorder doesn't cover all of the symptoms of moral injury, the lasting wounds to the soul caused by participation and morally ambiguous combat events. Here are the symptoms of each, and those that overlap.
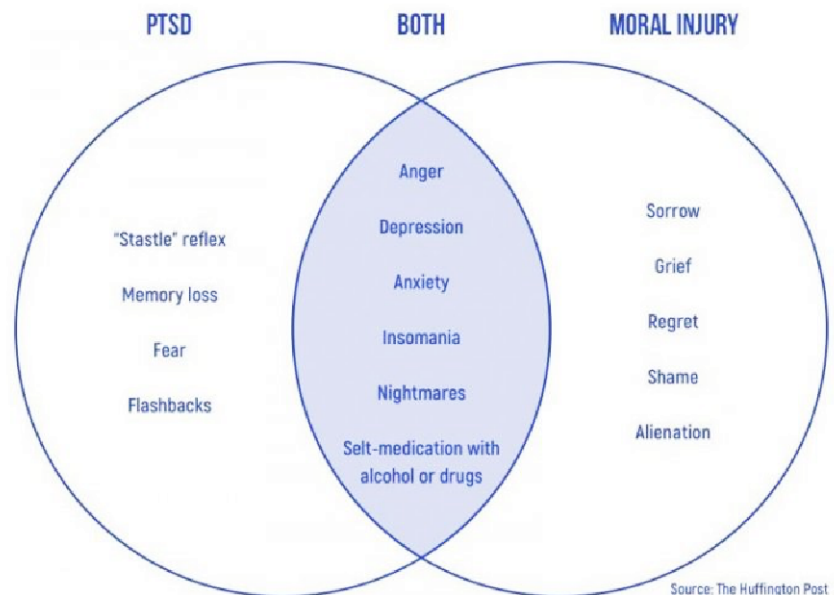
Source: The Huffington Post

RESOURCES, RESEARCH & SUPPORT:

BRITE DIVINITY SCHOOL SOUL REPAIR CENTER: https://www.brite.edu/programs/soul-repair/resources/ - Resource page including Audio, Video, Webinars, Films, Books, Essays + Guidebooks for Moral Injury meetings, education ministry

JOINING COMMUNITY FORCES INDIANA (JCFI): https://www.facebook.com/JoiningCommunityForcesIndiana/ - Comprised of representatives from the IB National Guard (INNG), the Military Family Research Institute (MFRI) at Purdue, The IN Department of Veterans Affairs (IDVA), the Veterans Benefit Administration (VBA), and the Veterans Health Administration (VHA).

Purdue's MILITARY FAMILY RESEARCH INSTITUTE (MFRI): https://www.mfri.purdue.edu/resources-and-research/how-to-help-series/ HOW TO HELP Series of printable publications that offer valuable info to various audiences to help them assist & support members of the military, veterans and families, i.e. Family, Friends & Neighbors; Employers; First Responders; Faith-Based Communities & Teachers.

VETERAN'S SUICIDE EMERGENCY INFO: http://www.indianapolis.va.gov/services/Crisis_Prevention.asp - Veterans and their loved ones can call 1-800-273-8255 and press 1. They may also chat online at **www.VeteransCrisisLine.net** to receive free, confidential support 24 hrs. a day, 7 days a week, 365 days a year, even if they are not registered with the Department of Veterans Affairs or enrolled in VA health care. **Texting option:** Text your information/message to 838255.

MILITARY "ACE" CARDS: http://cssrs.columbia.edu/documents/military-ace-cards/ For years the US military has used the "ACE" acronym (Ask, Care, Escort) in their required annual training on suicide risk. The Columbia Lighthouse Project has created cards adapting the ACE model for service members, spouses, and support staff of each military branch to carry with them. ACE CARDS also available for First Responders, Police, Friends, Family and much more.

BOOKS & ARTICLES (including one for children):
SOUL REPAIR: Recovering from Moral Injury after War – book by Rita Nakashima Brock and Gabriella Lettini
WHAT IT'S LIKE TO GO TO WAR – book by Karl Marlantes
WHY IS DAD SO MAD? – a children's book about PTSD and Military Families by Seth Kastle
A Warrior's Moral Dilemma – article by David Wood in The Huffington Post - http://projects.huffingtonpost.com/moral-injury
Why Distinguishing a Moral Injury from PTSD is Important – article by Thomas Gibbons-Neff in Special to the Washington Post -
http://www.stripes.com/opinion/why-distinguishing-a-moral-injury-from-ptsd-is-important-1.333520

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