Course Description
Wellness, prevention, and health promotion in terms of sustainability as a global construct will be considered and its application in culturally appropriate and relevant practice and service.

Rationale for Course/ Program
The course seeks to have class members answer four questions.
1. How do you know when you are in balance and harmony?
2. What actions can you take to express balance and harmony?
3. How do you know when your relationships (relations in the world) are in balance and harmony?
4. How can communities heal and come into balance and harmony?

This course addresses the expectation of leadership for future MSW level practitioners. Specifically this course will ask students to articulate their personal beliefs, ethics and values, and envision the world they want to exist at the end of their careers. Students will craft a vision of their professional future as a mechanism by which to participate in creating a just world. We will come to understand that this vision will serve as a primary means for a practitioner to participate in and guide social change processes, as well as protect against being deeply affected by the visible unjust world. By answering the above four questions above we hope that students will have developed a clear understanding of what it means to be well, or how to effect wellness, and to sustain efforts to develop, maintain and grow a more just world.

Course Competencies and Practice Behaviors
After completion of the course students will be able to:
1. Identify as a professional social worker and conduct oneself accordingly.
2. Take initiative in the development of necessary alliances to advocate effectively for change
3. Model integration and internalization of and shape professional standards.
4. Engage in planned and continuous professional and educational development.
5. Continually seek and apply the knowledge and practice wisdom derived from supervision and consultation.
6. Have the ability to assess and provide recommendations regarding program and services regarding wellbeing, sustainability, justice and disparities.
7. Able to use community-centered perspectives to analyze structural inequalities, racism, addictions, pervasive poverty, and inequalities that impact oppressed communities.

**Apply social work ethical principles to guide professional practice**
1. Critique ethical principles within complex practice environments
2. Apply critical thinking to inform and communicate professional judgments
3. Evaluate, integrate, and apply multiple sources of knowledge including research based knowledge, practice wisdom, and clients’ lived experience
4. Creatively synthesize, analyze, and interpret relevant information through professional presentations and documents across systems
5. Engage diversity and difference in practice
6. Generate and support structures that empower people and their communities and mitigate forces that may oppress, marginalize, alienate, or create or enhance privilege and power.
7. Advance human rights and social, economic, political, cultural, and wellbeing justice.
8. Engage in practices across systems that construct, modify, and evaluate strategies that promote social, environmental, and economic justice and human rights and utilizing decolonizing frameworks to acknowledge oppression and inequalities.
9. Apply knowledge of human behavior and the social environment
10. Articulate human behavior theories and conceptual frameworks that inform their own practice
11. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
12. Embody reflective and mindful practice for action with individuals, families, groups, organizations, and communities.
13. Develop systematic strategies to critically analyze monitor and evaluate interventions, assessment procedures, organizational culture and other variables in professional social work practice in partnership with clients.

**Required Texts:**
Kihei, HI: Koa Books.

**Other Required Readings:**
Other required reading will be available electronically on Moodle. Please see “Course Schedule” below.

**Course Overview**
This course will utilize a hand-on approach to concepts, readings and class discussions. You are expected to complete the readings prior to coming to class and attend ready to engage, critique and apply the material to our discussions. We will cover the semester apply our knowledge and skills to real life situations and not just on the abstract. We will connect and attempt to analyze wellness and sustainability from a critical and community-centered approach.
Learning Community
I expect each of you to use your professional behavior and communication at all times. This is an academic setting, as such, I expect you to engage in difficult, often controversial, issues related to wellness and sustainability. Critical thinking, reflection, and respect is utmost important in this setting. We will discuss issues of class, gender, sexual orientation, race, racism, colonialism, oppression, poverty, white and gender privilege, vulnerable populations, power differentials, and the impact of personal identity politics and privileges. Please refrain from bringing language, behavior, and attitudes, which could be offensive to others. Challenging each other’s assumptions is part of our learning community: please come with an open mind, a critical-thinking lens, and a mindful and patient attitude. We are here to learn from each other.

Course Policies
HSU Policies
You are expected to adhere to all of Humboldt State University’s Policies, especially:

- Academic Honesty
- Nondiscrimination Policy
- Attendance and disruptive behavior
- Rights and Responsibilities for a Campus Community

These can be located at the beginning of your course catalog, on Moodle, and at http://studentaffairs.humboldt.edu/judicial/. Violation of university policy may result in a grade of “F” in the course and other disciplinary action.

Add/Drop Policy
Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. http://www.humboldt.edu/~reg/regulations/schedadjust.html.

Student Disability
If you are eligible for disability related accommodations as per determination by our campus Disability Resource Center, please contact me as soon as possible to discuss these. Our campus Student Disability Resource Center (DRC) can assist you with determining eligibility for accommodations and can be reached at: (707) 826-4678, (707) 826-5392 TDD. The SDRC is located in the Lower Library.

Academic Honesty
A guideline for academic honesty can be found at http://sorrel.humboldt.edu/~jgv1/COMM214web/honesty.html

Also, Purdue University has a helpful web site on “Avoiding Plagiarism” at http://courses.washington.edu/hsstudev/studev/OWLhandout.pdf

Late Assignments
Each student is expected to complete all course assignments by the date indicated on the syllabus, I DO NOT ACCEPT LATE PAPERS/ASSIGNMENTS. If you are unable to complete an assignment due to a medical or personal emergency (i.e. a hospitalization) please contact me as soon as possible. Only very compelling reasons for not meeting a due date will be considered.
Social Work Department Attendance Policy
Students who miss three (3) class sessions or more may fail the course and cannot earn a grade higher than B+.

Grading
Grading for this course is based on the following activities/assignments:

I. Organizational Need Assessment Paper 30 points
II. Mock Program/Intervention Concept Paper 25 points
III. Wellness and Sustainability Plan Paper 20 points
IV. Final Presentation 10 points
V. Class participation 10 points
VI. Self-care and Wellness Report 5 points

Total Points for the Course 100 points

Depending on your reading and writing skills, you should expect to spend at least 3-5 hours per week on this course. See the "Assignment Details" page below for specific information about each assignment, including how it will be evaluated.

Need instructions for submitting assignments online? If you have problems submitting your assignments, contact the Humboldt State Help Desk (help@humboldt.edu or 707-826-4357) immediately by phone or email to resolve the problem. Because I provide feedback on assignments to you electronically in Moodle, you must make prior arrangements with the instructor before submitting an assignment by other methods (e.g., email, personally delivered, via fax, or the postal service).

Incomplete Grades
Incompletes are only used when a student has minimal unfinished assignments remaining due to an unavoidable circumstance. This needs to be discussed with the professor prior to the end of the short semester and I do not typically extend incompletes.

Assignment Details

NOTE: All written assignments are to be typed, double-spaced, Times New Roman Font 12; gender-neutral language; APA citations. Please write your name on each paper.

Course Assignments
I. Organizational Need Assessment Paper – (4-6 pages)- 30 points

Each student will select a human services community organization in the local community (Private, non-profit, or government). For instance: county social service agency, child welfare agency, WIC, TANF, etc. Faith-based organizations are eligible if they are open to all the community. You can include the organization you are currently employed, doing your internships, or volunteering.

You will need to contact the organization as soon as possible and review this assignment with them to make sure that they are agreeable to work with you. You might have to contact more than one agency before you select the one for your assignments. It will need to be an organization that is easily accessible to you and that is
agreeable of you learning some details about their organization. If the organization needs confirmation that you are a student in our program, please give them my email address and I will be happy to talk with them.

Make notes about the agency location (close to public transit, near other agencies, etc.), external conditions (easy to find, signals, etc.), and internal conditions (how big is it, is it client-friendly? etc.).

You will need to schedule an interview with a staff person, administrator or regular volunteer. You will seek to gather information regarding a need of the organization in three main areas: a) organization culture; b) Staff; or c) Programs.

After the interviews and agency visit or interview: you will write a 4-6 page academic need assessment in response to your interview with the agency. I can be your job, your internship, or an organization that you volunteer at or one that you would like to know more about.

The following sections should be included in the paper:

1. **Introduction:** why did you pick this organization? What is the purpose of the organization? Mission and vision? Target population? Programs and services? Location and accessibility to community members?

2. **Need Assessment:** you will conduct a need assessment of the selected organization using an Environmental Scan. In this technique, your job is to contact a representative of the organization and conduct an interview. **Areas to focus on:**
   a. **Organization culture:** improving communication, morale, attitudes and expectations internally; being more responsive to community needs
   b. **Staff:** hiring, promotion, retaining, or development training)
   c. **Programs:** improving, enhancing or creating new programs for the community
   d. Other: fundraising, coalition building, closing organization, or expanding organization

3. **Analysis:**
   4. **Proposed change:** based on your analysis, provide a set of recommendations (minimum 3) to improve the well being of the organization. These could include, among many: increasing internal capacity (hiring more staff, new administrator, etc.) increase funding, better outreach, or better community awareness about the organization.
      (Required: You need to include at least 3-4 sources, including course readings).

II. **Mock Wellness/Sustainability Program/Intervention Concept Paper (3-5 pages) - 25 points**

Based on your chosen human service organization, please develop a mock program or intervention concept based on the social problem, location, and target population it serves. The plan is to create a program/intervention using your findings of the need assessment from paper #1.

Some examples are:

- Need assessment
- Support groups
- Curriculum development
- Workshop development
- Clinical intervention
- Social policy development or enhancement
This paper should include:

Part I: Program/Intervention Overview

Name of your program or intervention: be creative

Brief Description of the problem you are trying to address. For example, domestic violence, child abuse, homelessness, etc.

Target Population for the program intervention: number of people to be served, ages, gender, qualifications, and location. Be specific as possible

Description of your Program/intervention: including rational to justify it, goals (minimum three (3) and using SMART: Specific, Measurable, Attainable, Realistic, and Timely).

Proposed outcomes: provide at least three (3) proposed outcomes you are trying to accomplish. Be specific.

Logic Model Development: as part of the paper, you will complete a logic model for your intervention. A one-page template will be provided. Here you will map your intervention/program’s inputs, outputs, goals and outcomes.

A short description implementation supports: funding, how much? Staff: How many? And any other resources need. Assume that you have these available

Barriers for implementation: identify three potential barriers for your program/intervention

This section consists of two parts: the first one is a brief narrative of how you foresee implementing your program as a pilot program (year one). The second, is a table proposing activities and planning for year two (2)/ Most program have a design for 3-5 years funding timespan. For this paper you are focusing on year one and two only. A sample sustainability plan will be provide in Moodle. Use at least 4 academic, peer-reviewed sources or books, including course readings).


Using the themes from Minkler (2012) Appendix 3 (Hyde, C. (Author)), please write a reflection paper based on your learning experience with the readings and community engagement: contacting agency, interviewing stakeholders, analyzing information, and writing papers. Concepts to cover in your paper: complex of culture; Privilege and power (your location/positionality on both); and understanding different vantages points. It should include three parts:

1) Reflection: What did you learn in this course? What was most engaging? Most challenging? why? How do you see yourself integrating some of the themes/concepts into your social work practice?

2) Analysis: What activity of the semester challenged you the most? Why? What was your background with community practice before the course? How did it change after the course? Provide specifics details and if you have a specific scenario from your professional work to use, please do so

3) Critique: How the course helped you to become a better social worker? What are you see improvement? What areas do you need to improve? What recommendations would you make for this course in the future? Please provide as many details as possible.

Please include at least one (1) or more sources from our course reading beside Appendix 3.

Final Presentations (10 points): Since we are a large class, you will prepare a 3-5 minute final presentation. I will make a one-slide power point from your mock program/intervention logic model (paper #2). Each will be
compiled in a larger presentation and shared with all in Moodle prior to the final presentations. Please practice before your presentation to prevent going over your time. I will cut those of you that go over your assigned time. You should cover briefly:

1). The organization you contacted and a very brief description of it (1 minute)
2). Overall assessment of how effective the agency is in the community (1 minute)
3). Your intervention/program: what is it? What do you hope it accomplishes? (1-2 minutes)

**Course Participation (10 points)**
You earn full points by engaging and participating on our class discussion every week

**Writing Support**
For this and your other courses, I encourage you to take advantage of The Summer 2015 Social Work Writing Coach. For an appointment, contact our wonderful Summer Writing Coach Chantry Johnson. She will be available to support students for writing assistance during June and July. She can be contacted at: cjohnson@humboldt.edu

In the interest of developing well-written papers as well as respecting the time of the Writing Coach, you should contact the coach as soon as possible and at least one week before your assignment is due. You may also find the following website useful: [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01)

**Assignment of Grades**
Professional accountability will be based on the following criteria:

- **Participation**: Your participation during the live sessions and timely forum posts and responses to other student/instructor posts measure attendance in this Distributed Learning course. Inappropriate efforts (clear lack of having done reading, raising questions that are not related to the conversation, or discussion) will not earn credit.
- **Timely**: Completion of assignments and activities on or by the date due. Late assignments will not receive credit.

The professor will evaluate your work using the above criteria. The scale below indicates how the criteria are considered to develop your grade.

**HSU Department of Social Work Grading Standards**
The following grading standards are for course assignments and course grades.

- **A+**, (98-100 points) - Superior work which meets a level of professional competence and expertise worthy of publication and/or public presentation. (The University does not award an A+, however you may receive this grade on assignments).

- **A**, (95-97 points) - Excellent work which meets a level of professional competence and expertise that is worthy of publication and/or public presentation.

- **A-**, (90-94 points) – Admirable work which meets a level of professional competence that with minimal changes would be worthy of publication and/or presentation.

- **B+**, (87-89 points) - Great work which meets a level of professional competence that with
some changes could be worthy of publication and/or presentation.

**B, (84-86 points) –** Very Good work, which meets a level of professional competence that with additional changes could be worthy of publication and/or presentation.

**B- (80-83 points) –** Good work which meets a level of professional competence that with considerable changes could be worthy of publication and/or presentation.

Below 82 points -- C and D. A minimum passing grade in the MSW program is B.

### Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings (Note: Readings should be completed before our class session each week)</th>
</tr>
</thead>
</table>
| 1 8/25 | Introductions | Syllabus, assignments, and expectations  
What is Wellness?  
Why sustainability?  
Structural oppression, environmental destruction, racism and inequality |
| 2 9/01 | Theoretical frameworks and Macro Implications | Sivaraksa Chapter 1  
Stokols 1992  
Marchand, Vogt, Suntana, Cawston, Gordon, Siscawati, Vogt. Trovey, Sugurdattir, & Roads Ch 1 |
| 3 9/08 | | Sivaraksa Chapter 2  
Marchand et al Ch 2 |
| 4 9/15 | | Sivaraksa Chapter 3  
Marchand et al Ch 3 |
| 5 9/22 | | Sivaraksa Chapter 4  
Marchand et al Ch 9 |
| 6 9/29 | | Sivaraksa Chapter 5  
Martinez Ch 1 |
| 7 10/06 | No class - Traveling to conference | Sivaraksa Chapter 6  
Martinez Ch 7  
Alternative Assignment |
| 8 10/13 | | Sivaraksa Chapter 7  
Martinez Ch 12 |
| 9 10/20 | Case Study | Chemical Policy Reform  
Reports: Who’s in Danger? & A Day Late and A Dollar Short |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
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<tbody>
<tr>
<td>10/27</td>
<td>Research for Wellness and Sustainability</td>
<td>Fisher &amp; Ball 2002</td>
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<tr>
<td>11/03</td>
<td>Case Study</td>
<td>Inuit Whaling and sustainability</td>
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<td></td>
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<td>Freeman, Boggoslovskaya, Caufield, Egede, Krupnik, &amp; Stevenson Chapters 1 &amp; 5</td>
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<tr>
<td>11/10</td>
<td>Case Study</td>
<td>Decolonization &amp; Global indigenous Struggles for Justice</td>
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<td>Nelson Chapters 21, 23 &amp; 24</td>
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<td>· Case Study: Fair Trade Coffee Debate</td>
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<td>· Case Study #2: Video on Ethics and Sustainability</td>
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<tr>
<td>11/17</td>
<td>Re-indigenization</td>
<td>Nelson Chapters 28, 30 &amp; 33</td>
</tr>
<tr>
<td>11/24</td>
<td>FALL BREAK</td>
<td>NO CLASS/ NO READINGS</td>
</tr>
<tr>
<td>12/01</td>
<td>Knowledge Sharing</td>
<td>Presentations Day 1</td>
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<tr>
<td>12/08</td>
<td>Reflection and Closure</td>
<td>Presentations Day 2: FINAL CLASS</td>
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<tr>
<td>12/15</td>
<td>FINAL PAPER DUE</td>
<td>NO CLASS – final paper due Tuesday 12/15/15 by 5 pm on Moodle</td>
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