



## **SOWK 6XX: Promoting and Enhancing Well-being through Self-Care<sup>1</sup>**

Instructor: Monique B. Mitchell, PhD, CT

Meeting: TBD

Time: TBD

Location: TBD

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Office Hours: By appointment

### **I. INTRODUCTION**

Professional self-care is an important and necessary component to becoming an effective practitioner. Social work, in particular, identifies self-care as a core component to social work practice. Attending to self-care and well-being reflects a choice and a commitment, and are necessary to maintaining one's effectiveness as a social worker. Scholars advise that in order to avoid or minimize poor well-being outcomes for practitioners, such as burn out, secondary trauma, or even vicarious trauma, practitioners should be equipped with the necessary self-care tools and strategies. Additionally, actively preparing social workers and other practitioners with the knowledge and skills for overcoming these experiences is key to effective and safe work with clients. Ultimately by investing in professional self-care, social workers learn how to enhance their own lives and the lives of their clients.

This course targets undergraduate and graduate level students who will work within high stress environments, particularly in settings that serve vulnerable populations. These environments can often lead to emotional exhaustion, fatigue, burnout and other stress related challenges. This course begins with educating students about different frameworks for understanding well-being and self-care. Next, students will be required to assess their own level of self-care and then will experience weekly labs (which may be physical in nature) that expose them to ways they may manage and control stress, ultimately to promote and enhance well-being through self-care. This course concludes with the development of a personalized self-care plan.

### **II. COURSE STRUCTURE AND READINGS**

The class format requires students to read materials ahead of time and to practice self-care techniques during class. An overview of information will be discussed the first hour of class, and the remaining time will be spent practicing self-care techniques as identified in the weekly calendar.

#### **Week 1**

Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222-235. doi:10.5502/ijw.v2i3.4

Rashid, T. Anjum, A., Chu, R., Stevanovski, S., Zanjani, A., & Lennox, C. (2014). Strength based resilience: Integrating risk and resources towards holistic well-being. In G.A. Fava and C. Ruini (eds.), *Increasing Psychological Well-being in Clinical and Educational Settings* (pp. 153-176). Netherlands: Springer.

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<sup>1</sup> Developed by Dr. Monique B. Mitchell, Dr. Huong Nguyen, Dr. Melissa Reitmeier, and Dr. Aidyn Iachini.

### Week 2

- Fahlberg, L. L., & Fahlberg, L. A. (1997). Wellnes re-examined: Across-cultural perspective. *American Journal of Health Studies*, 13(1), 8.
- Kirsten, T. G., Van der Walt, H. J., & Viljoen, C. T. (2009). Health, well-being and wellness: An anthropological eco-systemic approach. *Health SA Gesondheid*, 14(1), 1-7.
- Leung, P., Chan, C., Ng, S., & Lee, M. (2009). Towards Body Mind–Spirit Integration: East Meets West in Clinical Social Work Practice. *Clinical Social Work Journal*, 37(4), 303-311. doi:10.1007/s10615-009-0201-9
- Newcombe, S. (2012). Global Hybrids? 'Eastern Traditions' of Health and Wellness in the West (pp. 202-217). Palgrave Macmillan.

### Week 3

- Layard, R., Clark, A. E., Cornaglia, F., Powdthavee, N., & Vernoit, J. (2014). What predicts a successful life? A Life-course model of well-being. *The Economic Journal*, 124(580), F720-F738.
- Newell, J. M & MacNeil, G. A. (2010). Professional burnout, vicarious trauma, secondary traumatic stress, and compassion fatigue: A review of theoretical terms, risk factors, and preventive methods for clinicians and researchers. *Best Practices in Mental Health* 6(2), 57-68.

### Week 4

- Newell, J.M. & Nelson-Gardell, D. (2014). A competency-based approach to teaching self-care: An ethical consideration for social work educators. *Journal of Social Work Education*, 50(3), 427-439.
- Williams, D. Richardson, T.A., Moore, D.D., Gambrel, L.E., & Keeling, M.L. (2010). Perspectives on self care. *Journal of Creativity in Mental Health*, 5, 321-338.

### Week 5

- Kerzin, B. (2013). Self, Interdependence, and Wisdom: A Contemplative Perspective. In T. Singer & M. Bolz (Eds.) *Compassion: Bridging theory and practice: A multimedia book* (pp.166-177). Leipzig, Germany: Max-Planck Institute.
- Neff, K. & Germer, C. (2013). Being kind to yourself: The science of self-compassion. In T. Singer & M. Bolz (Eds.) *Compassion: Bridging theory and practice: A multimedia book* (pp. 291-312). Leipzig, Germany: Max-Planck Institute.

### Week 6

- Sharma, P., Thapliyal, A., Chandra, T., Singh, S., Baduni, H., & Waheed, S. M. (2014). Rhythmic breathing: immunological, biochemical, and physiological effects on health. *Advances in mind-body medicine*, 29(1), 18-25.
- Telles, S., Singh, N., & Puthige, R. (2013). Changes in P300 following alternate nostril yoga breathing and breath awareness. *Biopsychosoc Med*, 7(11).

### Week 7

- Thich Nhat Hanh. (1999). *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*. Boston, MA: Beacon Press.
- Williams, M. G., & Kabat-Zinn, J. (2011) Mindfulness: diverse perspectives on its meaning, origins, and multiple applications at the intersection of science and dharma, *Contemporary Buddhism*, 12(01), 1-18.

### Week 8

- Goldstein, J. (1987). *The Experience of Insight: A Simple and Direct Guide to Buddhist Meditation*. Boston, MA: Shambhala Publications Inc.
- Ricard, M., Lutz, A., & Davidson, R. J. (2014). Mind of the meditator. *Scientific American*, 311(5), 38-45.
- Victorson, D., Kentor, M., Maletich, C., Lawton, R. C., Kaufman, V. H., Borrero, M.,... & Berkowitz, C. (2015). Mindfulness meditation to promote wellness and manage

chronic disease A systematic review and meta-analysis of mindfulness-based randomized controlled trials relevant to lifestyle medicine. *American Journal of Lifestyle Medicine*, 9(3), 185-211.

**Week 9**

Bunker, K. J., Rebb, R. R., Brown, L. E., Bohmann, L. J., Onder, N., & Hein, G. L. (2014, February). Changing the Culture: Micro-aggressions and Micro-affirmations. In *2014 Change Leader Forum: Engineering a Culture that Drives Innovation*.

Lee, C., Shan, Y., & Ashman, T. (2013). Article 12 Impacts of Exercise and Affirmations on Cognition and Mood for Individuals with Traumatic Brain Injury. *Archives of Physical Medicine and Rehabilitation*, 94(10), e5-e6

Thomas, S., Bushman, B. J., de Castro, B. O., & Reijntjes, A. (2012). Arousing “gentle passions” in young adolescents: Sustained experimental effects of value affirmations on prosocial feelings and behaviors. *Developmental Psychology*, 48(1), 103.

**Week 10**

Kjellgren, A., & Anderson, M. (2015). Relaxation and Wellness through Yoga Practice. *Journal of Yoga & Physical Therapy*, 5(4), 1.

Schure, M. B., Christopher, J. & Christopher, S. (2008), Mind–body medicine and the art of self-care: Teaching mindfulness to counseling students through yoga, meditation, and Qigong. *Journal of Counseling & Development*, 86, 47–56. doi: 10.1002/j.1556-6678.2008.tb00625.x

Strauss, R. J., & Northcut, T. B. (2014). Using yoga interventions to enhance clinical social work practices with young women with cancer. *Clinical Social Work Journal*, 42(3), 228-236.

**Week 11**

Damianakis, T. (2001) Postmodernism, spirituality, and the creative writing process: Implications for social work practice. *Families in Society: The Journal of Contemporary Social Services*, 82(1), pp. 23-34.

Reiter, C. & Wilz, G. (2016) Resource diary: A positive writing intervention for promoting well-being and preventing depression in adolescence, *The Journal of Positive Psychology*, 11(1), 99-108, DOI: 10.1080/17439760.2015.1025423

**Week 12**

Brewer, J. & Sparkes, A. C. (2011) The meanings of outdoor physical activity for parentally bereaved young people in the United Kingdom: Insights from an ethnographic study, *Journal of Adventure Education and Outdoor Learning*, 11(2), 127-143, DOI:10.1080/14729679.2011.633382

**Week 13**

Gardner, J., Dong-Olson, V., Castronovo, A., Hess, M., & Lawless, K. (2012). Using wellness recovery action plan and sensory-based intervention: A case example. *Occupational therapy in health care*, 26(2-3), 163-173.

McGrady, A., & Moss, D. (2013). Developing a Wellness Plan. In *Pathways to Illness, Pathways to Health* (pp. 243-248). Springer New York.

**III. COURSE EVALUATION**

Self-Care Assessment	15%
Self-Care Journal	55%
Self-Care Plan	30%